

Michigan Model for Health™ and Second Step® Cross-Walk



The Michigan Model for Health™ and the Second Step Program® are quite parallel in terms of social emotional health lessons at grades K-8. Unlike Second Step® (SS), the Michigan Model for Health™ (MMH) includes High School curriculum as well. Michigan Model for Health™ and Second Step® are both aligned to the Social Emotional Learning (SEL) Competencies put forth by the Collaborative for Academics and Social Emotional Learning (CASEL). Both are CASEL selected programs for SEL, but the MMH teaches the SEL Competencies in other key areas beyond social emotional health, such as safety, substance abuse prevention, nutrition, physical activity, and wellness. See [MMH and CASEL SEL Competencies Alignment](#) or the Michigan Model Scope and Sequence found [here](#).

This crosswalk is broken down into three sections, and is designed to illustrate:

1. The slight delineation between Social Emotional Health and Social Emotional Learning (SEL) Competencies, to help you navigate Section 2. (Pgs. 1-2)
2. The crosswalk between MMH and SS; social emotional health. (Pgs. 3-6)
3. The alignment of each program to the National Health Education Standards. (Pgs. 7)

Section 1:

Social Emotional Health and Social Emotional Learning Competencies

The concrete Social Emotional Learning Competencies put forth by the *Collaborative on Academics and Social Emotional Learning (CASEL)*, and the area of Social Emotional Health, are not necessarily different. For purposes of using Section 2 of this document, there are some delineations that might be helpful.

Michigan Model for Health™ (MMH) and Second Step® (SS) are both evidence-based SEL programs, aligned to the competencies, and are both recommended programs by CASEL. CASEL defines Social Emotional Learning as, “an integral part of education and human development. SEL is the process through which all young people and

“Schools are an ideal setting to support the social and emotional well-being of students and offer resources and opportunities to build resilience. When schools support social and emotional well-being, students typically have fewer disciplinary issues, can focus more on school work, and can develop skills to communicate better. This can translate to improved academic outcomes and better health later in life.”

-Thriving Schools, Kaiser Permanente

adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions”. The five competencies put forth by CASEL are self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. These competencies are taught throughout both the MMH and SS programs.

Social Emotional Health, particularly in terms of the MMH Social Emotional Health unit and the SS program, provides important foundational social emotional knowledge and skills (feelings, empathy, positive relationships, listening and speaking skills, decision-making, stress management, etc.). These are not only

“How you feel can affect your ability to carry out everyday activities, your relationships, and your overall mental health. How you react to your experiences and feelings can change over time. Emotional wellness is the ability to successfully handle life’s stresses and adapt to change and difficult times.”

- National Institutes of Health, Emotional Wellness Toolkit

aligned to the SEL competencies, but serve as the core skills to develop social, emotional, and mental health. Importantly, the MMH also includes units on nutrition, physical activity, substance use prevention, safety (including child sexual abuse prevention), and personal health and wellness, aligned to the SEL Competencies. The skills learned in the Social Emotional Health unit are foundational to then learn and apply to other areas of health. For example, “when I have improved decision-making and interpersonal communication skills (social

emotional health unit), I am better able to use the skills of avoidance and refusal skills when offered drugs (substance abuse prevention unit)”. Or “when I can manage and cope with stress, and know how to make good decisions, I am better able to know how to stay safe in dangerous situations (*safety unit*)”.

To better understand how the SEL Competencies are taught in all areas of the MMH, and not just the social emotional health unit, please see the [MMH and CASEL SEL Competencies Alignment](#). To better understand what is in the entirety of the MMH, please see the Scope and Sequence documents found [here](#).

For the purposes of **Section 2** of this document, the overlap of key skills and content occur between the MMH Social Emotional Health units and the SS program. We do not crosswalk the other units.

In **Section 3**, we look at each program in entirety, to illustrate the important alignments to the National Health Education Standards (NHES).

Section 2:

Michigan Model for Health™ - Social Emotional Health Unit (MMH-SEH) and Second Step® (SS) Crosswalk for Grades K-8.

Please note, while the MMH provides lessons K-12, SS is K-8. Both have Early childhood lessons, which are not addressed in this document.

Grade	MMH-SEH Unit Skills	Lessons/ Time	SS Key Skills	Lessons/ Time
Grade K	<ul style="list-style-type: none"> Showing respect and caring. Making and keeping friends. Identifying, labeling, and expressing feelings. Managing strong feelings and expressing them appropriately. Giving and receiving compliments and appreciation. Understanding caring touch and positive relationships. Being responsible at home and at school. Identifying people who can help. 	8/ 20 min.	<ul style="list-style-type: none"> Growth mindset. Demonstrate paying attention. Encouraging self and others when making a mistake. Identifying and labeling feelings in self and others. Identifying ways to stay calm. Identifying problem solving to stay calm. Demonstrating empathy and acts of kindness. 	20/ 20-25 min.
Grade 1	<ul style="list-style-type: none"> Predicting feelings in others and asking how others feel. Showing courtesy to others and demonstrating giving and receiving compliments or appreciation. Describing how family members and friends help each other. Building friendships by listening. Solving problems using the decision-making process. 	8/ 20-25 min.	<ul style="list-style-type: none"> Demonstrate paying attention. Label feelings using behavioral and contextual cues. Identifying ways to stay calm. Demonstrating empathy and acts of kindness. Stating a problem respectfully. Identify ways to solve the problem. 	20/ 20-25 min.
Grade 2	<ul style="list-style-type: none"> Identifying and expressing feelings and handling mixed feelings. Expressing feelings and listening to others with respect. Discovering ways to show respect for others feeling, rights, and property. Identifying appropriate caring touch in positive relationships. Managing anger and other strong feelings. Practicing the WIN Steps for decision-making and who can help. 	9/ 20-25 min.	<ul style="list-style-type: none"> Identify things that can cause feeling stuck or mistakes. Replace unhelpful thoughts with helpful thoughts. Identify reasons to feel proud, disappointed. Use helpful thoughts to regulate strong feelings. Identify how people have different feeling to the same situation. Describe how empathy leads to acts of kindness. Identify a problem, generate solutions, and select the best one. 	20/ 20-25 min.

Grade 3	<ul style="list-style-type: none"> • Identify unique talents and skills in ourselves and others. • Respecting differences. • Analyzing Influences of positive role models and friends. • Making and keeping friends. • Recognizing special talents in self and others. • Helping others who are bullied and when to get help from adults. • Demonstrate the ability to support and respect people with differences and identify ways people help each other. • Demonstrate expressing thanks, appreciation, and annoyance respectfully. 	8/ 25-25 min.	<ul style="list-style-type: none"> • Identify what happens in the brain when learning a new skill. • How to improve a skill. • Managing strong feelings. • Identify the differences between levels of intensity of similar emotions. • Identify how kind acts can build friendship. • Ask questions to determine how someone else feels. • Use the problem-solving process. • Identify whose wants and needs are met with possible solutions. 	20/ 20-25 min.
Grade 4	<ul style="list-style-type: none"> • Managing strong feelings and using positive self-talk and I-Statements. • Describing the effects of teasing and bullying. • Practice ways to protect self and others who are bullied and teased. • Demonstrating the decision-making and problem-solving skills model. • Developing non-violent conflict resolution skills. • Use decision-making process to resolve conflicts. • Identify trusted people that can help. 	9/ 40-45 min.	<ul style="list-style-type: none"> • Use criteria to set a class goal, make an effective plan, evaluate, and reflect on the goal-setting process. • Managing strong emotions. • Identify the benefits of rethinking a situation. • Demonstrate understanding others' points of view. • Identifying each person's point of view to a given problem. • Use decision-making process to solve the problem from others point of view. 	20/ 20-25 min.

<p>Grade 5</p>	<ul style="list-style-type: none"> Identifying feelings of different intensities in self and others. Applying skills to manage strong feelings, such as using I-Messages and positive self-talk. Protecting self and others when bullied or harassed. Identifying situations that could lead to trouble and using decision-making and problem-solving skills. Demonstrating how to get help for self and others in dangerous situations, including bullying and harassment. Practicing non-violent conflict resolution skills. Setting personal goals and planning for emotional health. Advocating for a caring and respectful school environment. 	<p>14/ 40-45 min.</p>	<ul style="list-style-type: none"> Identify a personal goal and apply goal-setting process. Identify a situation that causes strong emotions. Identify ways to manage strong emotions. Describe using empathy to address a community problem. Evaluate possible solutions to a community problem. Use the problem-solving process and predict whether a solution will be successful based on points of view. Evaluate problem-solving process. 	<p>20/ 20-25 min.</p>
<p>Grade 6</p>	<ul style="list-style-type: none"> Analyzing positive and negative risks of friendships. Demonstrating effective listening skills. Expressing appreciation and understanding when to use assertive communication, including I-messages. Practicing skills to manage strong feelings. Dealing with angry feelings and practicing steps to become calm. Getting help when needed. Using decision-making and problem-solving skills. Evaluating solutions or problems and making good decisions. Demonstrate non-violent conflict resolution skills. Defining and managing stress. Identify and understand the importance of getting help from a trusted adult. 	<p>10/ 40-45 min.</p>	<ul style="list-style-type: none"> Describe challenges they might face in middle school. Identify resources to get help. Describe what happens in the brain when they try something new, and how experience and practice help. Use goal setting process to help when learning something new. Describe different types of bullying and how to stay safe. Describe how to use upstander strategies in cases of bullying. Identify strong emotions and how they can influence decisions. Identify ways to manage strong emotions. Identify how changes they are going through can affect relationships. Demonstrate non-violent conflict resolution. 	<p>26/ 20-25 min.</p>

Section 3:

Michigan Model for Health™ (MMH) and Second Step® (SS) – National Health Education Standards (NHES)

“Comprehensive school health education is a planned sequential curriculum with each lesson and activity building on the last. It is intended to address not only the physical, but also the social and emotional dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, enabling students to develop the skills and attitudes necessary for health-related problem solving and informed decision making.”

- National Center for Health Education

NHES	MMH	SS
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	✓ Aligned	✓ Not aligned
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	✓ Aligned	✓ Not Aligned
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	✓ Aligned	✓ Not aligned
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	✓ Aligned	✓ Grades K-5
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	✓ Aligned	✓ Aligned
Standard 6: Students will demonstrate the ability to use goal setting to enhance health.	✓ Aligned	✓ Grades 6-8
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	✓ Aligned	✓ Aligned
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.	✓ Aligned	✓ Grades K-3

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More information at: michiganmodelforhealth.org