

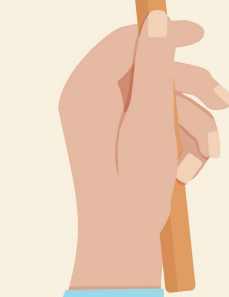
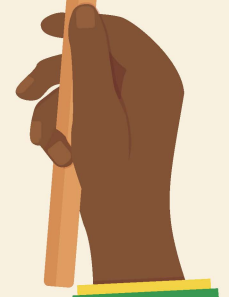
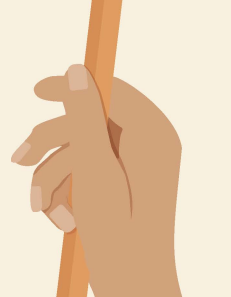
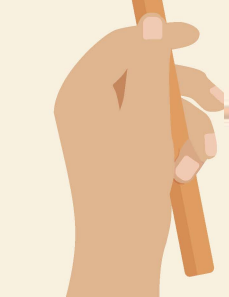
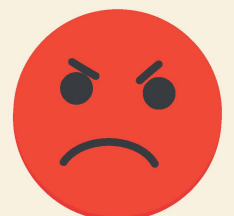
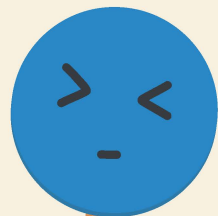


Second Step SEL

Grades 2-3

Out-of-School Time Lessons

2023



Grades 2-3

Second Step SEL Out of School Time Lessons

#	Activity/Lesson	Materials	Objectives
1	Name Game	None	Students will recall the names and interests of 1-2 kids in the group.
2	Social Contract	Poster paper, markers	Students and teacher will work together to create a social and behavioral contract, putting in place the classroom norms and expectations.
3	Cross the Room	None	Students will name things they have in common with other kids in the group.
4	Group Juggle 2	Soft toys to toss and catch 2-3	Students will recall that skills can improve with practice and recognize that the brain is like a muscle and gets stronger with practice.
5	Memory Cards	Paper, crayons or colored pencils, scissors, timer	Students will tell the group a way their brains learn with mistakes.
6	Reading Emotions	Small toy or durable object that can be passed around the circle	Students will describe situations where they usually feel strong emotions
7	Feeling Different Emotions	Space divided into 7 sections, each labeled with a feelings word and face see illustration in lesson	Students will name strategies they already use to calm strong emotions and create a list of calm-down strategies for the future
8	Understanding Empathy	None	Kids identify situations where people have empathy for others and recall the meaning of the word "empathy".
9	A Ton of Kindness	Poster paper titled "A Ton of Kindness", marker, paper, pencils	Students will name ways to show kindness to others.

Quick Prep

You Help Kids:

Recall the names and interests of 1-2 kids in the group

Adaptations:

- Choose questions you know your kids will want to answer, or have them pick topics to ask about.
- For an added challenge, have kids add movements to their answers. Example: Pretend to kick a ball while saying, “I like soccer!”

Activity 1

Name Game

PART 1

Introduce the Program

Kids learn what Second Step® Out-of-School Time is.

PART 2

Play a Game

Kids play a name game, then reflect on what they learned about each other.

START

Name Game



Introduce the Program

Name Game

Community (n.)

a group of people who live, play, or work together

Give kids think-time after you ask a question. It's helpful to give kids time to think before asking them to respond.

Gather kids. **This is our first Second Step® Out-of-School Time activity! We'll learn new ways to help you get to know others, make friends, complete challenging tasks, and manage emotions. We'll do this by playing games, making art, and participating in fun challenges!** Show illustration.

In the first few weeks, the activities will help us get to know each other and build our community.

Think about what the word “community” means to you. Give kids about 10 seconds of think-time. Call on kids to share their ideas. A community is a group of people who live, play, or work together.

Everyone here is a part of different communities. We get to build this community together!

Tell kids the purpose. **Let's get to know each other better by playing a game that helps us learn each other's names and interests.**

During the game, pay attention and listen closely. After the game, we'll see how many names and interests we can remember!



NEXT

Name Game

My name is Isabella and I like noodles!



Her name is Isabella and she likes noodles!



My name is David and I like popcorn!



Play a Game

Name Game

Gather kids in a circle. **Let's start by learning each other's names and a favorite thing we like. I'll go first.** Say your name and something you like. **The person next to me will repeat my name and the thing I like before giving their own answer.** Show illustration.

If you forget someone's name, ask! And if someone says your name wrong, help them say it correctly.

Let's think about being welcoming. Imagine how it would feel if someone said "That's weird!" after you told them about something you think is really interesting. Give kids think-time, then invite them to talk. **Remember that it's kind to be welcoming of other people's ideas.**

Begin activity. Have kids say their names and a favorite thing, like a sport, movie, place, breakfast food, animal, or hobby. Come up with your own ideas and take suggestions from kids. Repeat as time allows.

Think about the names you learned today. Show me with your fingers how many you remember. Have kids say as many names as they can.

Learning the names and interests of people in our community helps us get to know each other. Name 1 or 2 kids in our community and something they like. Go around the circle inviting kids to answer.

I challenge you to use each other's names this week. If you can't remember someone's name, ask!

It's important to pronounce each kid's name correctly. Model asking someone to repeat their name or asking, "Did I say that right?" and encourage kids to do the same.

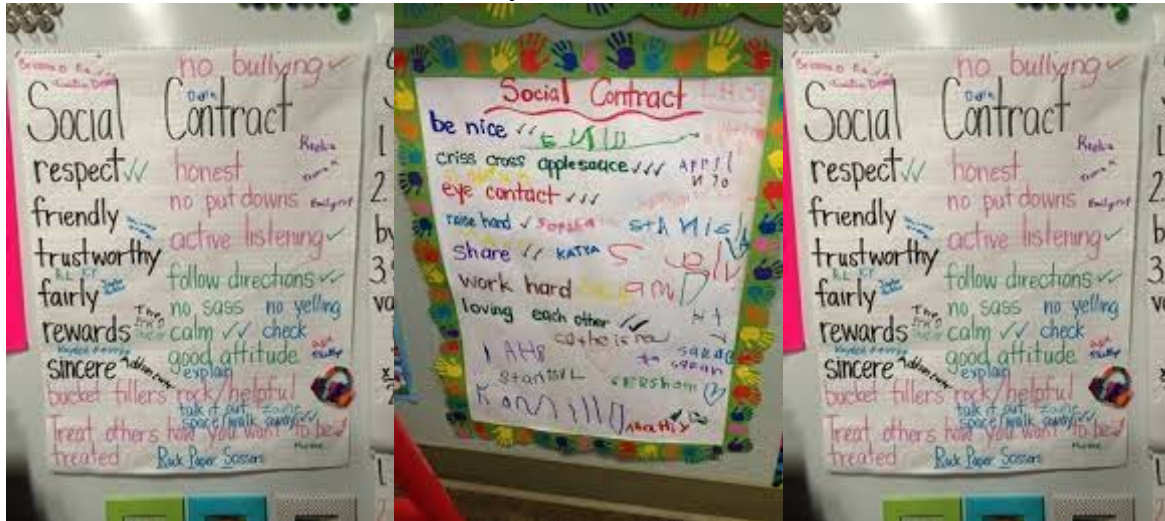
END

Social Contract

Complete the first day of class!

Objective: Students and teacher will work together to create a social and behavioral contract, putting in place the classroom norms and expectations.

Examples of Social Contracts:



How do you build a social contract?

Background knowledge for teachers:

According to Flippen (2015), from *Capturing Kids Hearts*; “The teacher must “**Sell**” the idea of a social contract and stress the importance that the students need to create their own contract that states how they want to be treated by each other, and the teacher.”

Additionally, students must also consider how the teacher wants to be treated by the students. In order to do this lesson effectively you will need to make sure you have completed the first SEL lesson in the provided SEL curriculum. This will allow students to get familiar with each other and then you can move forward with your social contract.

Lesson steps:

Step 1: Introduce the idea of making your own classroom rules. Explain to students that their input is important in making the classroom rules so that they can create a learning experience that is good for all students and the teachers. In order to create the learning environment we want, we need to answer a few questions. Share the 4 questions listed below for students to think about as you move to step 2.

Step 2: Depending on the size of the class break students into small groups to answer the following questions:

1. **How do you want to be treated by the teacher?**
2. **How do you want to be treated by each other?**

Lesson 2

3. **How do you think the teacher wants to be treated?**
4. **How do you want to treat each other when a conflict occurs?**

Step 3: Student groups will generate answers to the questions. Set a timer for each question- about 2-3 minutes for each. Check in with your students to see if they need more time.

Step 4: Once students have answered all questions in their small group, have students share out with the larger group. As students share their answers, the teacher should be transcribing their answers on the chart/poster paper. If students are giving repeat answers, place a check mark by the repeated word. (This is showing students how important these ideas are the class)

****Step 5:** When all student groups have finished sharing out, pose the questions: is there anything we need to add to our contract? is there anything we don't agree with on the contract? Talk through this with your students. (If no changes need to be made, skip to step 6.)

Step 6: Once you have all agreed on the contract, have students come to the board/table to sign the contract. Make sure you are clear that this is a binding contract and by signing it we are agreeing to follow the rules as we made them. The teacher and any other person helping in the class should sign the social contract as well.

Step 7: Once the contract is signed, keep it in plain view for the rest of the programming time. Keeping the social contact visible is important because it allows students and the teacher to refer back to it when anyone is getting off task. It's as simple as reminding students of the social contract they signed and agreed to in order to make this a great experience for those involved.

**** After students have completed step 4, make sure you as the teacher share how you want to be treated.**

Quick Prep

You Help Kids:

Name things they have in common with 1–2 other kids in the group

Adaptations:

- If kids have trouble crossing the room, you can have them take a step forward, cross a circle, or clap their hands when they hear a prompt that applies to them.
- Add additional getting-to-know-you statements that fit your group of kids.

Activity 7

Cross the Room

PART 1

Play, Then Have a Discussion

Kids cross the room when they hear a statement that's true for them. Later, they reflect on what they learned.

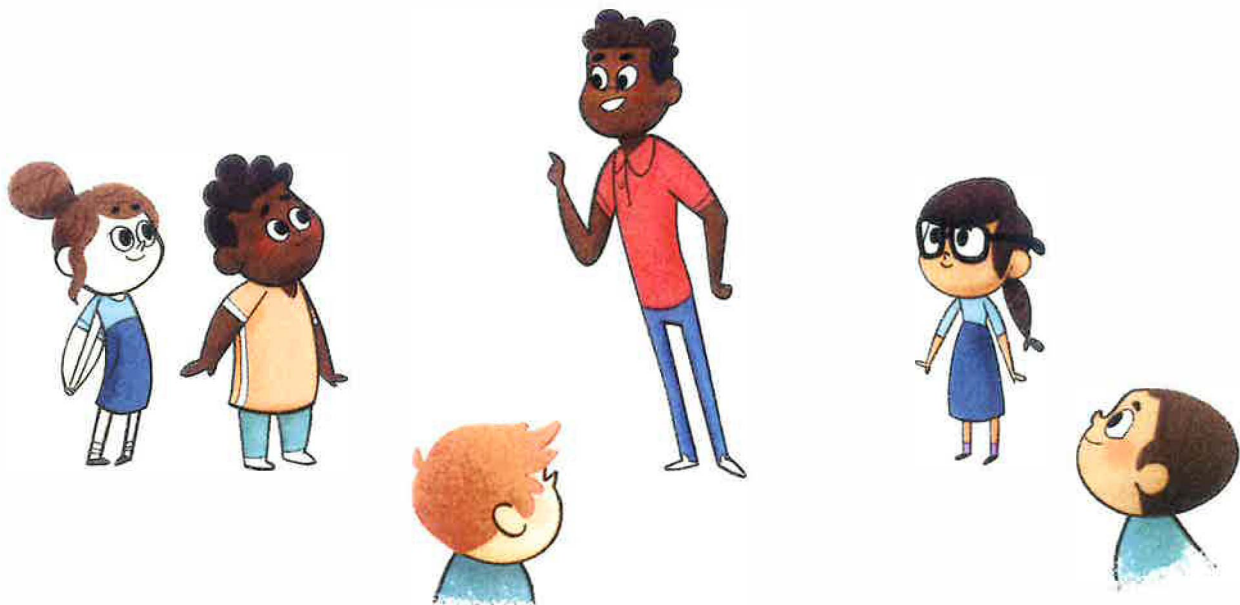
START 

Cross the Room

Cross the room if you like listening to music.



What kind of music do you like?



Play, Then Have a Discussion

Cross the Room

Model for kids how to safely move across the space.

Have kids stand in a line. Tell kids the purpose. **Today you're going to find out things you have in common with others in our community. Finding things in common helps us get to know others better and make new friends.**

You'll listen to prompts and cross the room if something is true for you. Show illustration. **Let's play!** Read prompts. Have kids return to the line before each new prompt.

Cross the room if you ...

- **Have a pet.** Clap once if you have a dog. Clap twice if you have a cat. Clap 3 times if you have a different pet.
- **Have siblings.** Hold up your fingers to show how many!
- **Speak another language.** On 3, say hello in the language you know. 1, 2, 3!
- **Play games.** What's your favorite game? Call on a few kids.
- **Like to dance.** Show your best move!
- **Play a sport.** Clap if you play basketball. Stomp your feet if you play soccer. Snap for a different sport.

Have kids suggest prompts that interest them.

Continue playing as time allows, adding your own prompts.

Gather kids in a circle. **We have a lot in common! Think about other kids who crossed the room at the same time as you. Point to 2 kids you found something in common with.** Go around the circle having kids name things they have in common.

This week, try to find things you have in common with others.

END

Quick Prep

You Will Need:

Soft toys to toss and catch, 2-3

You Help Kids:

- Recall that skills can improve with practice
- Recognize that the brain is like a muscle and gets stronger with practice

Adaptation:

Kids can sit in a circle and toss or roll the object. Larger, lighter objects are easier for kids to catch, pass, and roll.

Activity 1

Group Juggle 2

PART 1

Have a Discussion

Kids discuss how their brain helps them learn to do challenging things through practice.

PART 2

Play a Game

Kids replay Group Juggle with new challenges, then reflect.

START

Group Juggle 2

Attention: Attention is the ability to focus on something and ignore distractions.

Memory: Memory is how you can recall and use information, like instructions for an activity.

Pause-and-Think: Your pause-and-think skill helps you slow down and focus before making a decision.

Have a Discussion

Group Juggle 2

Review the “We Are ...” poster and attention signal behaviors before starting the activity. Switch to a new attention signal if needed. See page 9 for ideas.

Gather kids in a circle. **Did you know it can take 10,000 hours to become an expert at something? What are you an expert at?** Toss toy to give kids a turn to answer. **What did you do to get so good?** Kids answer. **In our next set of activities, we’ll learn what it takes to improve our skills and do challenging things!**

If you believe you can get better at anything, clap twice. Kids clap. **It’s true! Thanks to our brains, we can get better at anything we want! Did you know your brain is like a muscle? The more you use it, the stronger it gets!**

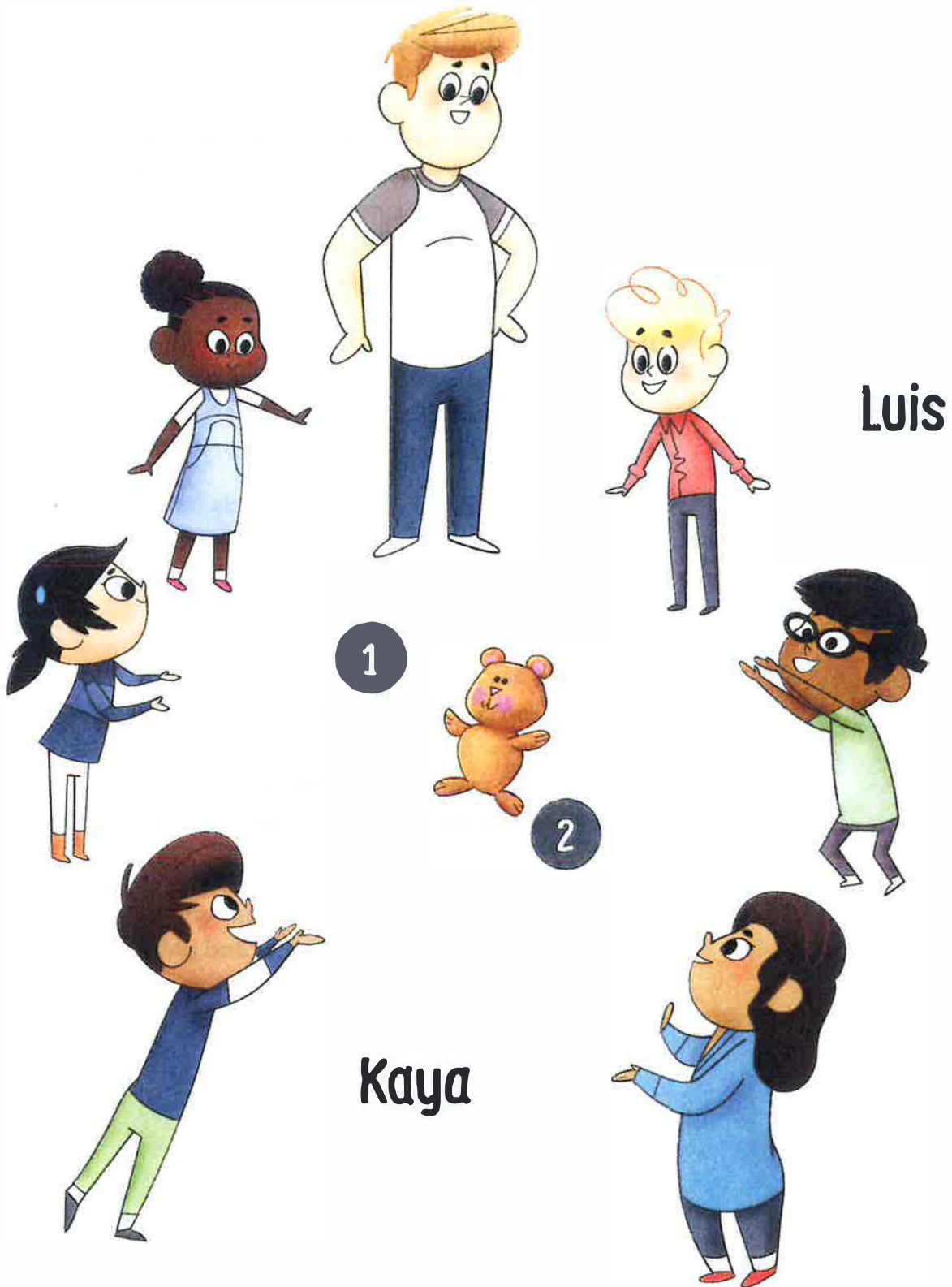
How do you think our brains help us do hard things? Tap your head when your brain thinks of an answer. Give think-time. Kids give ideas. **You used your brain just now to think of those great ideas!**

Your brain has 3 special skills that you can use—attention, memory, and pause-and-think skills. Show illustration. **Repeat after me. Attention! Memory! Pause-and-think!** Have kids repeat multiple times. **Our attention, memory, and pause-and-think skills get stronger the more we practice!** Read definitions from poster on page 18.

Tell kids the purpose. **Today we’ll play a more challenging version of the game Group Juggle and notice how practice helps improve our skills.**

NEXT

Group Juggle 2



Play a Game

Group Juggle 2

Let's give our brains a workout! We'll start easy. Pass the toy around the circle. When you pass the toy, say the name of the kid you're passing to. Kids pass the toy around the circle 1-2 times.

Let's add a challenge! Find a new place in the circle. Kids move. You'll pass the toy to the same kid as before. Point to that person. Kids point. **The same kid will be passing the toy to you. Point to that person.** Kids play.

Tip: *To keep the game safe and fun, how should we toss the toy? (Toss underhand. Pay attention. Keep the toy away from faces.)*

Ready for another challenge? Add a second or third toy. **If you get stuck or drop the toy, remember to pause and think about who you should pass to.** Kids play with 2-3 toys.

Gather kids. **We gave our brains a good workout today. How were we able to get better at the game as it got more challenging?** (Practice!) **Think about how our brains helped.** Give think-time.

What did you need to pay attention to? Call on kids to answer. **What did you have to remember?** Kids answer. **If you had to pause and think during the game, tap your head.** Kids answer.

This week, when you're doing something hard, remember that your brain is like a muscle, and with practice your skills improve!

Increase the challenge by timing each round to see if kids can beat their previous time, or have kids change places again in the circle.

END

Quick Prep

You Will Need:

- Paper, 1 per kid
- Crayons or colored pencils
- Scissors
- Timer

You Help Kids:

Tell the group a way their brains learn from mistakes

Adaptation:

Help kids fold and cut cards, or have older kids in the group help younger kids.

Activity 3

Memory Cards

PART 1

Make Art

Kids talk about mistakes, then decorate game cards.

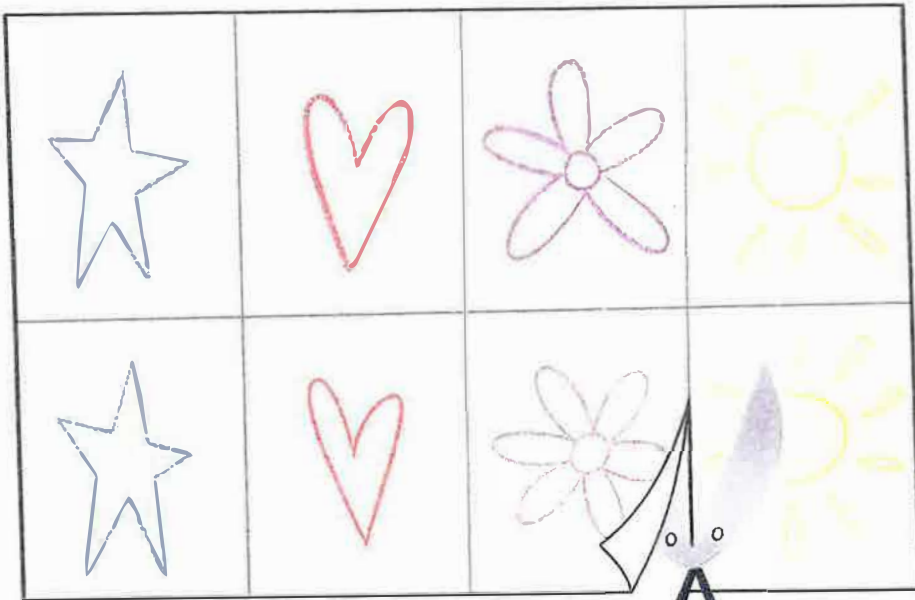
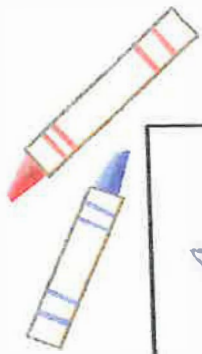
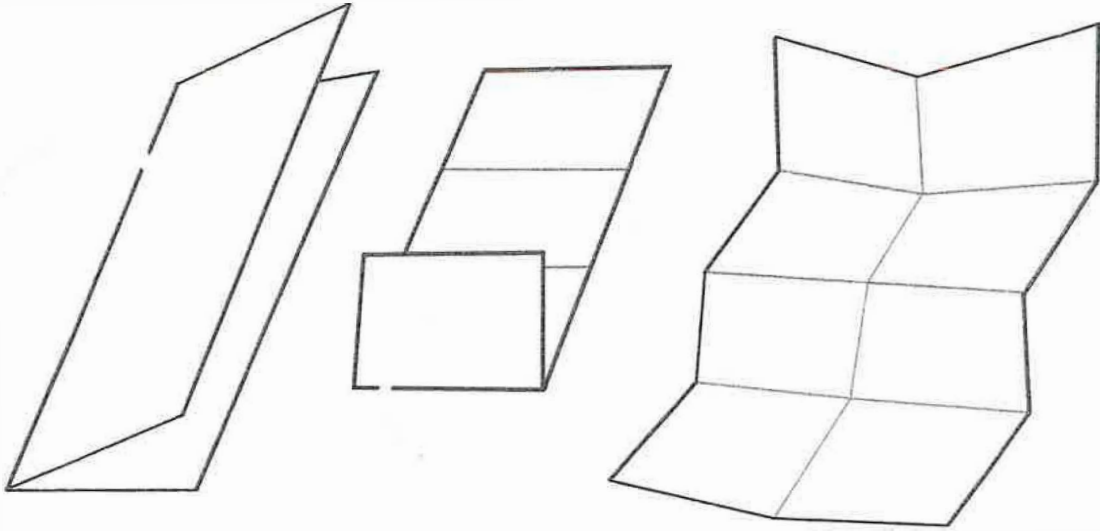
PART 2

Play a Game

Kids play a game, then have a discussion.

A blue arrow-shaped button pointing to the right with the word "START" written in white capital letters inside.

Memory Cards



Make Art

Memory Cards

Tip: Challenge kids to recall statements from the “We Are ...” poster. Have kids talk about how the community feels when everyone follows the norms.

When we’re learning something new, it’s normal to make mistakes! When we make a mistake with a pencil, how do we fix it? (Erase it!) Our brains work differently. Instead of erasing mistakes, our brains learn from them so we don’t make the same mistake again!

Tell kids the purpose. **Today we’re going to decorate cards to play a game that shows how our brains help us learn from mistakes. In this game, you’ll take turns finding matching cards. Give me a thumbs-up if you’ve played this game.** Wait for kids to respond.

First let’s make cards. Hand out paper, 1 per kid. **Fold your paper in half longways.** Model for kids. **Fold it in half again.** Wait. **Now fold it 1 more time.** Show illustration. **When you open your paper, you should have 8 rectangles.**

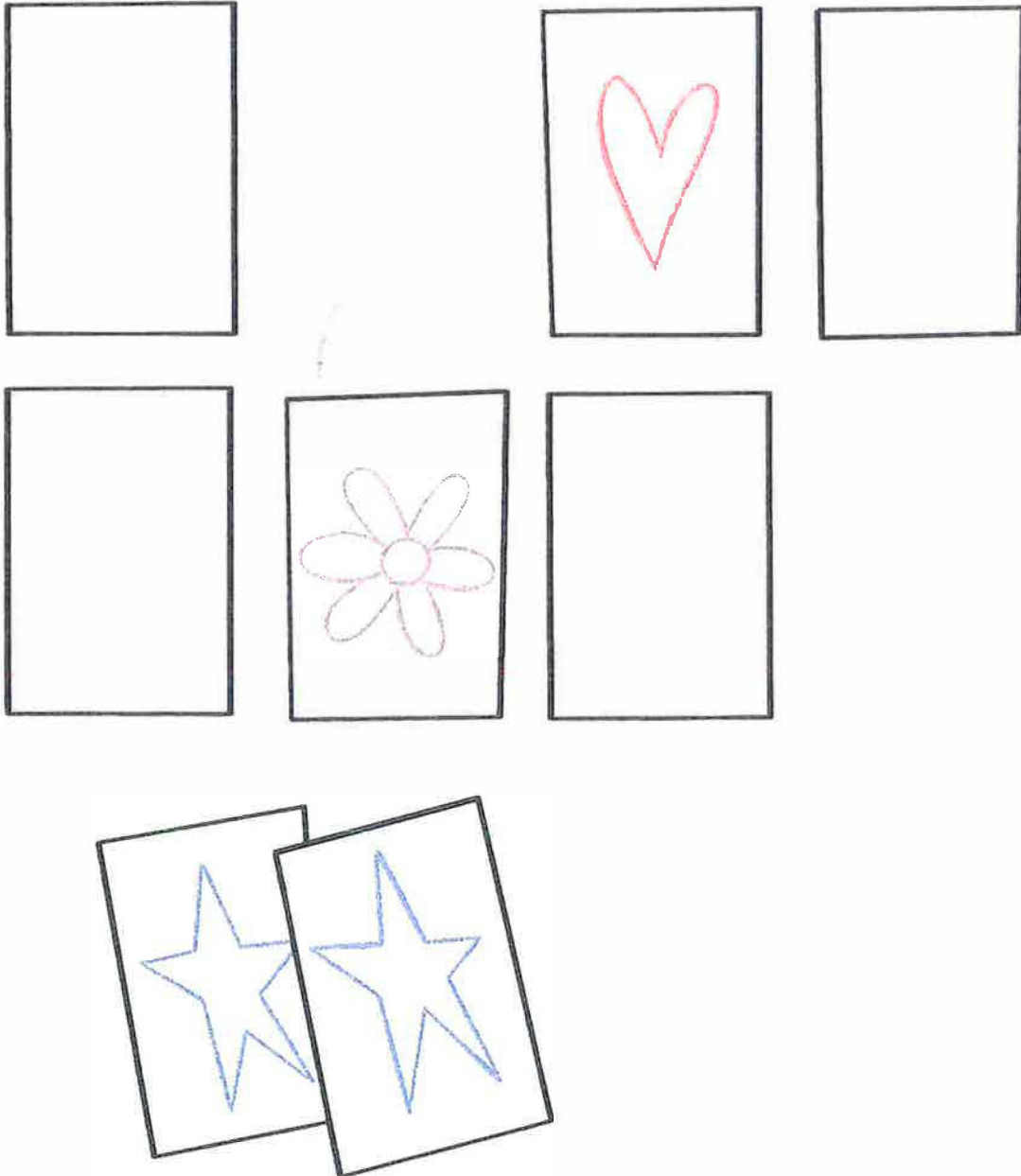
Now you can decorate! Hand out crayons. **You need to draw 4 small pictures 2 times each. Like this.** Model for kids or show illustration. **Each picture has a match. Draw simple shapes like stars or hearts, or your favorite number. You’ll have about 30 seconds to decorate each card.**

When you’re done, cut out the cards. Help kids as needed.

Use a timer. Tell kids when 30 seconds have passed. Decorating the cards should take about 4 minutes total. Support kids as needed.

NEXT

Memory Cards



Play a Game

Memory Cards

Tip: *As kids finish their cards, have them find partners.*

Combine your cards and mix them up. Then place all the cards face down. Take turns trying to find a match. If you find a match, you can try again. If you miss, flip the cards back and let your partner try.

Don't worry if you make a mistake. That's part of the game! Each mistake helps your brain to find the matching cards. Use your attention to notice what cards you and your partner flip. Use your memory to remember where certain cards are hiding. Pause and think before you flip cards to find a match.

After all kids have played at least 1 game, gather kids. **How did your brains help you play the game?** (Attention helped us notice where cards were. Memory helped us remember where different cards were. Pause-and-think helped us choose wisely.)

How did making mistakes help you during the game? Kids answer. **Mistakes are part of learning. Our attention, memory, and pause-and-think skills can help us learn faster and make new mistakes instead of old ones.**

Your brain helps you do amazing things! As we continue to learn more and try new challenges, remember to thank your amazing brain.

END

Quick Prep

You Will Need:

Small toy or durable object that can be passed around the circle

You Help Kids:

Discuss what information emotions can give them

Adaptation:

For large groups, get kids into 2 circles to play the game.

Activity 4

Reading Emotions

PART 1

Play the Game

Kids play an acting game, then reflect.

A blue arrow-shaped button pointing to the right with the word "START" written in white capital letters inside.

Reading Emotions

This isn't fair.

Angry

This might
not be safe.

Scared

This is fun!

Happy

Worried

This might
be bad.

This might
make me sick.

Disgusted

Play the Game

Reading Emotions

Gather kids in a circle. **We know that everyone feels emotions. Have you ever wondered why?** Call on a few kids to respond. **Emotions give us information. Feeling happy can tell us we like something. Feeling scared can let us know we might not be safe.** Show illustration.

Tell kids the purpose. **In this game we'll explore how we might feel in different situations and talk about what our emotions might be telling us.**

Hold up toy. **Imagine this is a spider. Use your face, body, or words to show me how you'd feel.** Kids react. **Some people feel scared of spiders.** Show illustration. **A scared feeling can tell us something might not be safe. Now we'll pass the toy around and pretend it's different things.**

Pretend it's ooey gooey slime! When it gets to you, show how you would feel. Have kids pass the toy around the circle.

Tip: *After each round, ask a few kids to say what their emotions might be telling them. Show the illustration if needed.*

Repeat using different prompts. **Your homework. Tickets to ride a roller coaster. An award. A wiggly worm. A book. A rotten apple.** Have kids suggest ideas.

Why do you think we have emotions? Give think-time. Have kids turn and talk. (Emotions give us information.) **Emotions help us understand the world around us.**

END

Quick Prep

You Will Need:

Space divided into 7 sections, each labeled with a feelings word and face (happy, sad, angry, worried, disappointed, proud, other). See illustration on page 40.

You Help Kids:

Recognize that people can feel different emotions in the same situations

Activity 5

Feeling Different Emotions

PART 1

Introduce the Activity

Kids learn how to play the game.

PART 2

Play the Game

Kids play the game, then discuss.

START

Feeling Different Emotions

Happy



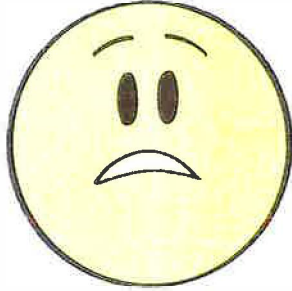
Sad



Angry



Worried



Disappointed



Proud



Other



Introduce the Activity

Feeling Different Emotions

Gather kids. **What emotions would you feel if you were in a race and got second place? Take a moment to think.** Give kids think-time. **On the count of 3, say how you'd feel—1, 2, 3!** Kids name an emotion.

Repeat emotions you heard kids say. **Isn't it interesting that we can feel different emotions about the same thing?**

Tell kids the purpose. **Today we'll play a game to help us understand why people might feel different emotions in the same situations.**

You'll listen to a situation and think about how you might feel. Then you'll walk to one of these emotion signs. Have kids stand facing the emotion signs. Point to and read each sign. **If you think you might feel a different emotion than the ones we have, you can go to the sign that says "Other" and tell us which emotion you might feel.**

After everyone chooses an emotion, I'll ask some of you to explain why you might feel that way.

NEXT

Play the Game

Feeling Different Emotions

Let's play! How would you feel if you were performing in a play?

Read signs aloud as needed. Kids walk to a sign.

Tip: *Play along with kids and remind them it's okay for people to feel different emotions.*

Tell someone next to you why you think you'd feel the emotion you picked. Call on a few volunteers to share their reasons.

Let's play again!

Tip: *If needed, remind kids to pay attention when others talk so they can understand why people have different emotions.*

Repeat with additional scenarios. **How would you feel ...**

If you were in line for a roller coaster?

On the first day of school?

On the last day of school?

If you were moving to a new home?

If you got a B+ on a test?

Add your own scenarios or ask kids for suggestions.

Gather kids. **Think about our game. What was something that caused our group to feel a lot of different emotions?**

Kids name scenarios.

What were some reasons we felt different emotions? Kids name examples from the game. **We can feel different emotions for a lot of reasons. All emotions are okay, and if someone feels different than you do, you can ask them why they feel that way.**

END

Quick Prep

You Will Need:

Space to move

You Help Kids:

- Identify situations where people have empathy for others
- Recall the meaning of the word “empathy”

Adaptation:

During Part 2 of the activity, add additional scenarios with situations that occur often in your community.

Activity 1

Understanding Empathy

PART 1

Introduce the Activity

Kids learn about empathy by considering different situations.

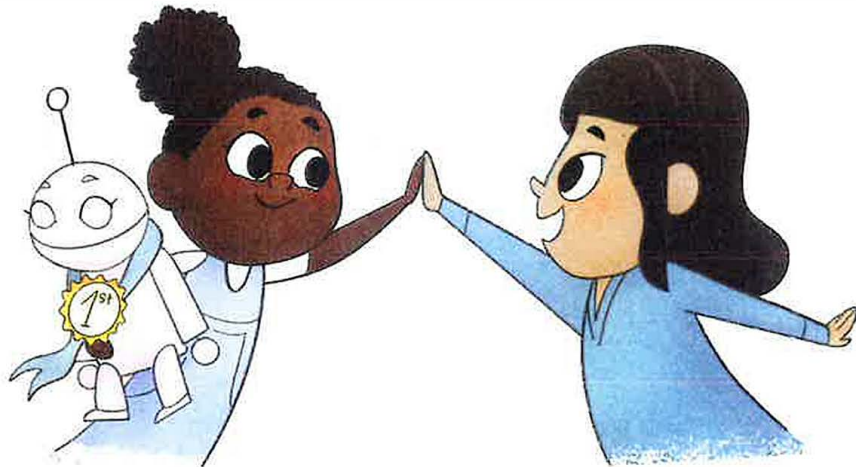
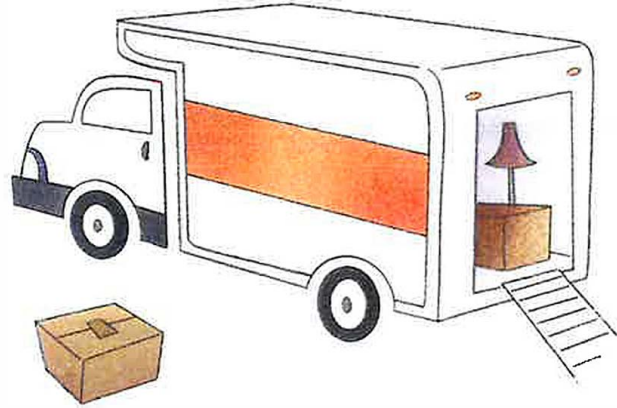
PART 2

Do a Movement Activity

Kids move in response to scenarios, then discuss.

START

Understanding Empathy



Introduce the Activity

Understanding Empathy

Empathy (n.)

feeling or
understanding what
someone else is
feeling

Tip: Start by reviewing the “We Are ...” poster created in the Community Building unit. Remind kids of the attention signal or choose a new one from page 9.

Gather kids. **We’re going to learn about empathy. Empathy is feeling or understanding what someone else is feeling. Empathy is a skill. It can take practice. Sometimes it’s easy and sometimes it’s challenging.**

Show illustration. Point to the top picture. **Connor is moving. How do you think he feels?** (Sad. Worried.) **Bo knows Connor won’t be far, but feels sad with him. Clap twice if you know how it feels to have a big change in your life.** Kids clap. **If you don’t, that’s okay too.**

Point to the middle picture. **Tiana just won a robotics contest! How do you think she feels?** (Excited. Proud.) **Kaya knows how hard Tiana worked and knows how excited she must feel. She gives her a high-five! Touch your nose if you’ve ever felt excited when something good happens to someone else.** Kids touch noses.

Point to the bottom picture. **Mason is about to jump off the diving board for the first time. How do you think he feels?** (Worried. Scared.) **Lily looks worried too. She remembers the first time she jumped, and it was scary! If you can imagine how it feels to do something you’re afraid of, touch your elbow!** Kids touch elbows.

Tell kids the purpose. **We’ll listen for people having empathy in different stories. Having empathy for others helps us be better friends and community members.**

NEXT

Do a Movement Activity

Understanding Empathy

Have kids stand in a circle. **Take 3 steps back. I'm going to read 2 stories. If you notice someone using empathy, put your thumb up and we'll all take a step forward. If you don't notice empathy, put your thumb down and we'll all take a step back.**

Read the following scenarios. Discuss each and step forward or backward before moving on.

Lily notices a new girl, Tiana, sitting on a bench alone during recess. Lily thinks Tiana might be feeling sad or lonely. Is that empathy? Give think-time. (Yes.) Yes, Lily understands how Tiana feels. That's empathy! Everyone takes a step forward.

David got second place in the science fair. He feels disappointed. Caleb thinks, "I'd be so happy if I got second place!" He thinks David should feel happy too. Do you think Caleb understands how David feels? Give think-time. (No.) Caleb doesn't understand how David feels. Everyone takes a step back.

Have kids sit in a circle. **What does empathy mean?** (Feeling or understanding what someone else is feeling.) **How did some of the kids in the stories have empathy for others?** Have kids turn and talk. **Just like in this activity, when we have empathy for others, it can bring us closer together.**

END

Quick Prep

You Will Need:

- Poster paper titled “A Ton of Kindness” (see illustration on page 42)
- Marker
- Paper, 1 piece per group
- Pencils, 1 per group

You Help Kids:

Name 30 ways to show kindness to others

Adaptation:

Assess your group’s writing abilities and adjust the activity as needed. For younger kids, challenge them to come up with 15–20 ways to be kind. If kids come up with ways to be kind quickly, challenge them to come up with even more!

Activity 5

A Ton of Kindness

PART 1

Do a Challenge

Kids come up with 30 different acts of kindness.

PART 2

Have a Discussion

Kids review their list and choose kind acts they can do in their community.

START

A Ton of Kindness

A Ton of Kindness

1. Give a smile 16.
2. Make a card 17.
3. Help with homework 18.
4. 19.
5. 20.
6. 21.
7. 22.
8. 23.
9. 24.
10. 25.
11. 26.
12. 27.
13. 28.
14. 29.
15. 30.

Do a Challenge

A Ton of Kindness

What did the cheese grater say to cheer up the cheese? Kids guess. **You're grate, grate, grate!** Saying something nice is an easy way to be kind and cheer someone up!

Tell kids the purpose. **Today we're going to come up with lots of different ways to be kind!** How does it feel when someone is kind to you? Kids respond. **How does it feel to be kind to others?** Kids respond.

First we'll come up with ideas in small groups. Then we'll share our ideas until we have 30.

We can show kindness in big and small ways. Even a smile can show someone you care. I'll add that to our list. Write "Give someone a smile" on the group list.

Get kids into groups of 3–5. Hand out paper and pencils and choose 1 kid per group to write. **We want 29 more ideas! You have 3 minutes. As a group, write down as many ideas as you can. Ready? Go!**

After 3 minutes, use the attention signal. **Let's see if we can name 30 kind acts. Each group will name 3 ideas at a time. I'll add new ideas to our list. If the idea's already been said, I'll ask for another.** Groups take turns. Write each new idea on poster paper.

If necessary, give kids another 3 minutes to come up with more ideas. Once you have 30 kind acts, move on to Part 2.

Offer suggestions for kind acts as needed, like sharing, helping others, following community rules, taking care of the space, using kind words, and making cards or gifts.

NEXT

Have a Discussion

A Ton of Kindness

Point to list. **Look at all these different ways we can be kind!**

We can be kind by helping others, by using kind words, by including others, and by being a good friend. We can also be kind by doing kind things. We can give high-fives and cheer for others. We can also show kindness by giving and sharing. Kindness comes in different forms and sizes, and it can make a big difference for someone who needs it.

Let's look at our list and put a star next to the kind things we can do for others here in our community. Here's one! Draw a star next to an item that kids can do in your community.

When you see or think of an idea, put your thumb up. Kids name kind acts on the list. Add stars to ideas that make sense and are doable in your community.

How will our community feel if we do these kind things for each other? Give think-time. Invite kids to say how kindness would help their community feel.

Pick a kind thing you would like to do for someone today. Give think-time. **When I point to you, tell me what kind thing you plan to do.** Point to kids to respond.

Tip: *If space is available, hang the "A Ton of Kindness" poster somewhere in your community for others to see. Or type up the list and make a copy for each kid in your group.*

END