

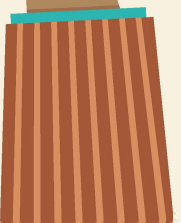
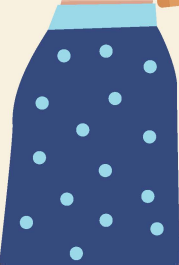
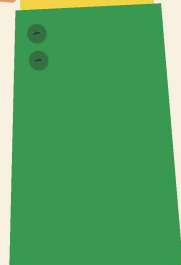
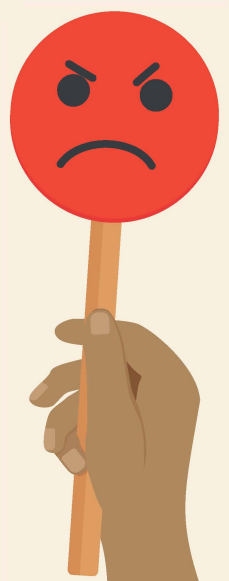
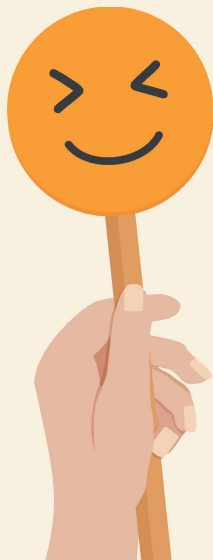
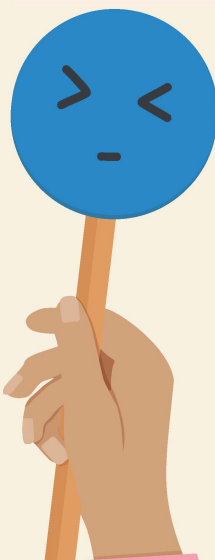
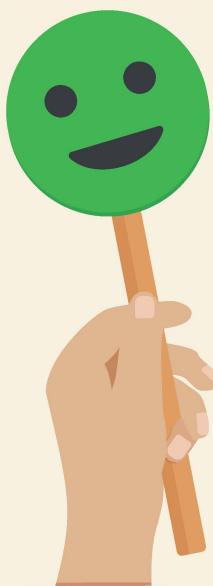


Second Step SEL

Grades K-1

Out-of-School Time Lessons

2023



Grade K-1

Second Step SEL Out of School Time Lessons

#	Activity/Lesson	Materials	Objectives
1	Let's Get Rolling	Ball	Students will recall the name of 1 other student in the group and respond to the attention signal.
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	Simon Says, Talk	None	Students ask and answer questions to learn about each other and recall something they learned about their partner.
4	Simon Says, Draw!	"Challenge Song" poster; paper, pencils, poster paper, marker	Students will use a strategy to work through a challenging task and name a mistake.
5	Dance, Dance, Dance!	"Challenge Song" poster; music (optional)	Students will cheer someone on at least once while learning new dance moves.
6	Looking for Clues	None	Students will use face and body clues to notice whether someone is happy or sad.
7	Slow Breathing Soup	None	Students will practice slow breathing as a way to calm down.
8	If You Do Something Kind...	None	Students will say a way of being kind can help someone.
9	Choose Your Own Kindness	None	Students will offer kind acts to help someone else.

Quick Prep

You Will Need:

Ball

You Help Kids:

- Recall the name of 1 other kid in the group
- Respond to the attention signal

Adaptations:

- During the game, consider having kids stand and pass the ball to their left instead of sitting and rolling it across the circle.
- If your kids speak languages other than English, consider having them introduce themselves in their home language and in English.

Activity 1

Let's Get Rolling

PART 1

Introduce the Activity

Introduce Second Step® Out-of-School Time and the attention signal.

PART 2

Play the Game

Have kids practice the attention signal and play a game to learn each other's names.

**START**

Introduce the Activity

Let's Get Rolling

Gather kids. **This is our first Second Step® Out-of-School Time activity! We'll play games, do art projects, and try other fun challenges to help us get along with others and understand our feelings.**

Community (n.)

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

Show illustration. **This is a community. A community is a group of people who live, play, or work together. In this group, we're a community, and we'll learn, play, and work together.**

Ask kids, **Who do you live with, play with, or learn with?** Call on a few kids. Accept all responses. (I live with my grandma. I play with my friends. I learn with my teacher.)

All those people are part of your community, and the people here are part of our out-of-school time community!

Tell kids the purpose. **We're going to play a game to learn each other's names. This will help us get to know each other and feel comfortable.**

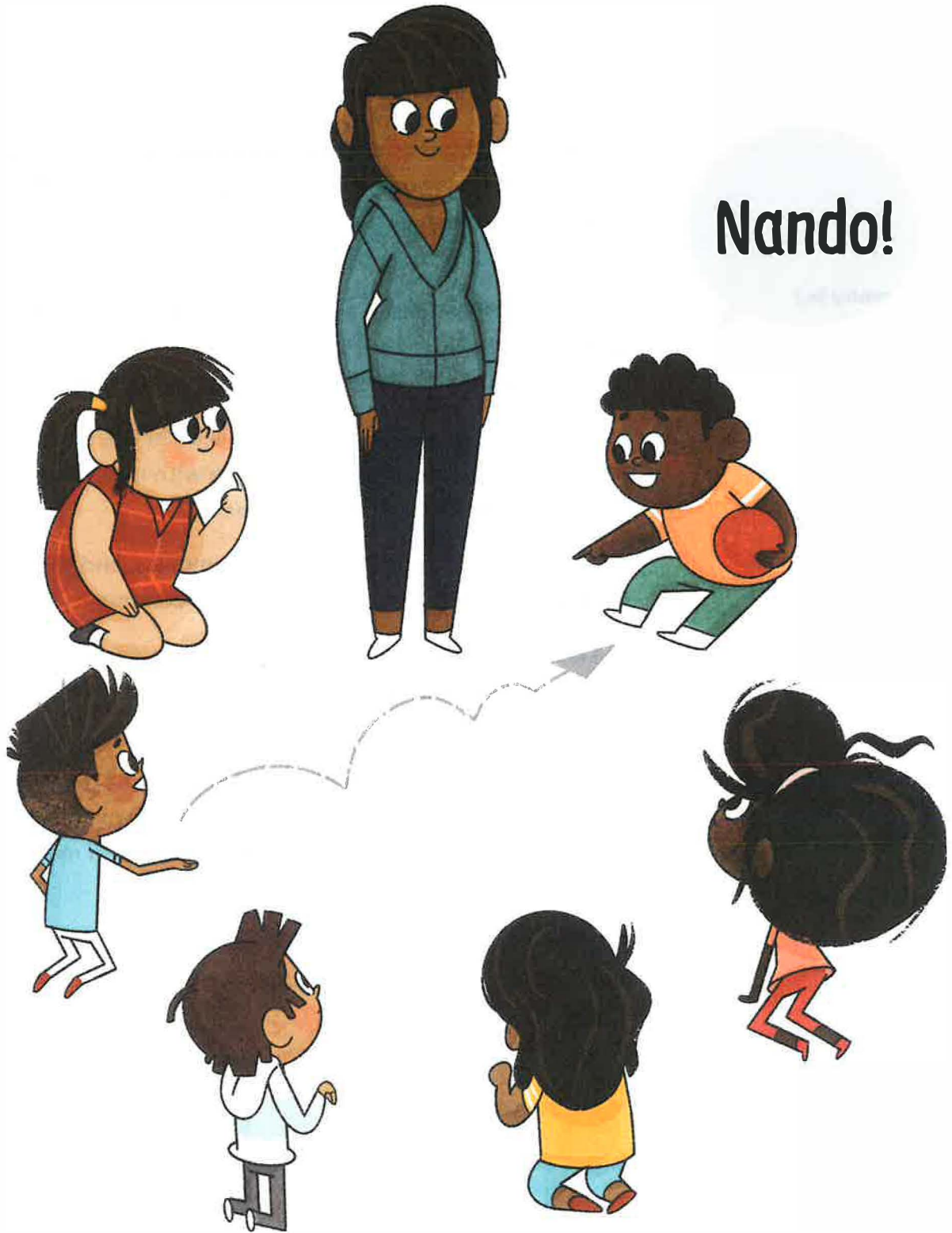
Before we play, let's learn an attention signal. The attention signal tells everyone to stop, look, and listen so I can tell you important information. Here it is: Select and model an attention signal.

Practice the attention signal a few times. After giving the signal, wait until you see all kids stopping, looking, and listening.

Choose an attention signal that is quick and easy to use, like Hand Raise, Clap Pattern, or 1, 2, 3, Eyes On Me. See page 9 for more.

NEXT

Let's Get Rolling



Play the Game

Let's Get Rolling

Some kids might already know each other. Help them meet new kids by having them sit next to someone they don't know.

Have kids sit in a circle. Show them the ball. **I'll show you how to play. Can someone help me?** Give a kid the ball and have them say their name. Then have the kid roll the ball to you. Say, **That was [kid's name], and my name is [your name].**

Tip: *It's important to pronounce each name correctly. Model asking someone to repeat a name or ask, **Did I say that right?** Encourage kids to do the same.*

Show illustration and tell kids how to play. **When the ball rolls to you, say your name and the name of the person who rolled it to you. You never know when the ball will come to you, so listen carefully!** Play the game. Use the attention signal if you need to pause the game and help.

After everyone has had a turn, use the attention signal. **It was wonderful to learn everyone's names!**

Have kids reflect. **Think about a name you learned. On the count of 3 say the name: 1, 2, 3!**

Even in all that noise, I heard the names of people in our community. Say a few names. **Learning each other's names can help us feel comfortable. We'll continue to get to know each other as we do other fun activities.**

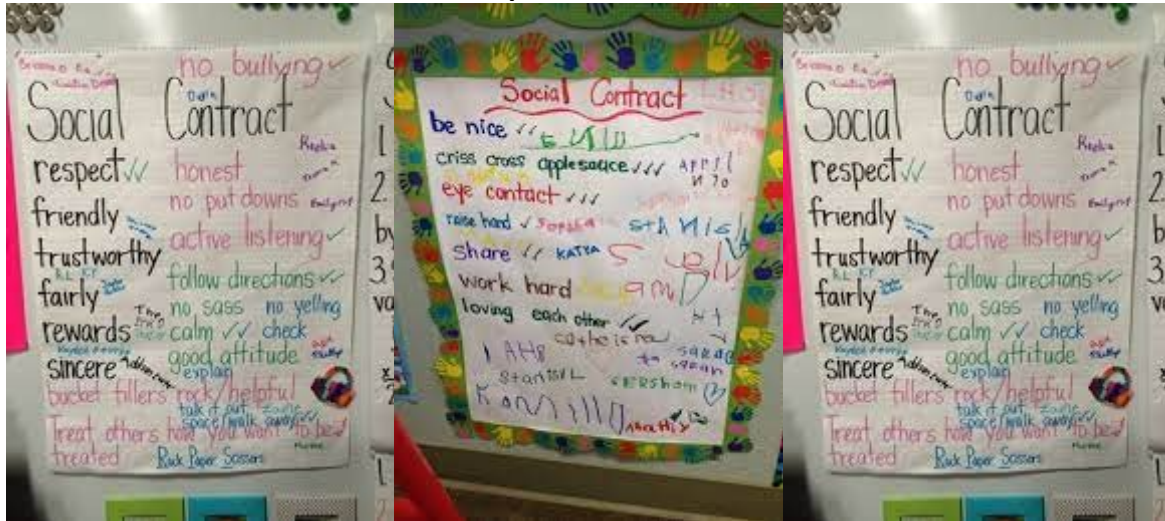
If time allows, play the game again, but have the kids say their name and their favorite color.

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?**

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 contract 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 Will Need:

“Community Rules” poster

You Help Kids:

- Ask and answer questions to learn about each other
- Recall something they learned about their partner

Adaptations:

- This activity involves partnering. You should have a partner too. If you have an odd number in your group, consider having mostly pairs plus a group of 3.
- Young kids can be shy about asking questions, so try to pair kids so that they’ll be comfortable with their partner.

Activity 8

Simon Says, Talk!

PART 1

Introduce the Game

Introduce the game and review the community rules.

PART 2

Play the Game

Kids play the game and reflect on what they learned about others.

START

Simon Says, Talk!

Simon says



Introduce the Game

Simon Says, Talk!

Show “Community Rules” poster. **Think about our community rules. Which ones are important to follow when we play together? When you have an idea, give a thumbs-up.** Give kids think-time. Call on a few kids to share. Summarize what kids say and highlight any other important rules. For example, “Emma said to be safe so we don’t bump each other. We also want to be kind if someone makes a mistake.”

Tell kids the purpose. **We know we can learn more about someone when we pay attention to what they say. We’re going to play a version of Simon Says, but you’ll also ask and answer questions to learn more about each other.**

Simon says if you’ve played Simon Says before, pat your head! See if kids are familiar with the game.

Show illustration and explain the rules. **If I say “Simon says,” do what I say. Like this: “Simon says touch your knee.” You do it.** Have kids touch their knees because Simon said to.

If I don’t say “Simon says,” don’t do it. Like this. “Cluck like a chicken.” Pause. **No one should cluck because Simon didn’t say to. It’s okay if you don’t get it right; just keep trying and playing!**

Have kids find partners.

NEXT 

Play the Game

Simon Says, Talk!

Start the game. **Simon says, say “Hello!” to your partner.**

Simon says turn and talk. What’s your favorite thing to do at recess? Simon said to, so you should ask your partner.

Remember to take turns. Give kids 30 seconds to talk.

Tip: *If kids need a reminder of how to turn and talk, show them the illustration in Activity 7 on page 52.*

- **What’s your favorite fruit?** Kids should remain still.
Simon didn’t say!
- **Simon says turn and talk. What’s the first thing you do when you get home?**
- **Simon says turn and talk. Would you rather have a pet unicorn or a pet dragon?**
- **Spin in a circle.**
- **Simon says wiggle your leg.**

Continue the game using your own prompts.

Tip: *Have kids take turns being Simon and come up with new prompts.*

Gather kids. **What’s something you learned about your partner?**

When you have an idea, show me a thumbs-up. Give think-time, then call on a few kids.

Help connect what kids say to actions they can take. For example, “We learned that Jaylen has a sister, so you could say hi to his sister when you see her.” **Learning new things helps us get to know each other better.**

END

Quick Prep

You Will Need:

- “Challenge Song” poster
- Paper, 1 piece per kid
- Pencils, 1 per kid
- Piece of poster paper
- Marker

You Help Kids:

- Use a strategy to work through a challenging task
- Name a mistake

Adaptation:

Some kids in first grade may be repeating the program. Consider changing what kids draw to keep this activity fresh and engaging.

Activity 8

Simon Says, Draw!

PART 1

Introduce the Game

Kids talk about how it feels to do challenging things.

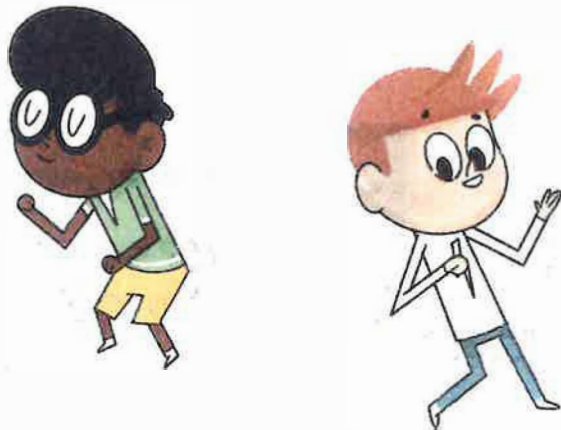
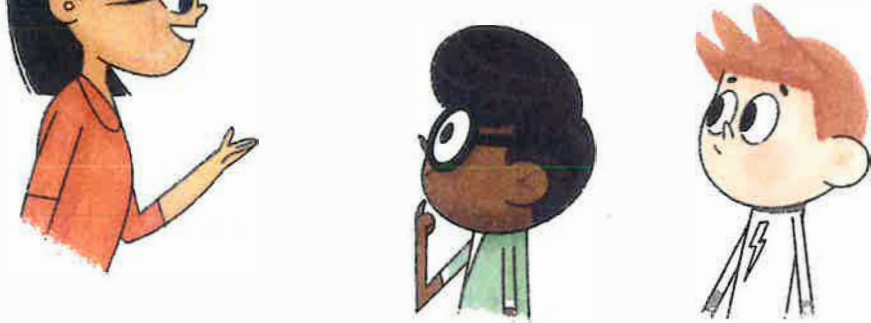
PART 2

Play the Game

Kids use strategies to handle challenges and mistakes as they play.



Simon Says, Draw!



Introduce the Game

Simon Says, Draw!

Gather kids. **Think of something challenging you've learned to do. When you have an idea put up a finger. Now, act it out.** Join kids by acting something out, too.

Doing challenging things makes our brains stronger. The more we practice, the stronger our brains will get, and the more new things we can learn.

Tell kids the purpose. **We'll play a new, challenging version of Simon Says. We'll make some mistakes and it might feel like the game is hard. Remember to keep practicing, ask for help if you need it, and tell yourself you can do it!**

If you've played Simon Says before, wave your arms. Show illustration and have kids stand up. **If I say, "Simon says," do what I say. Like this: "Simon says, act like a penguin." Have everyone act like a penguin. If I don't say "Simon says," you don't do it. Like this: "Bark like a dog!" Don't do it because Simon didn't say. It's okay if you make a mistake. Just keep trying and playing!**

Today let's play Simon Says, Draw! You'll draw on your paper, and I'll draw on the poster paper. You might make a mistake and draw something or do something that Simon didn't say to. That's okay.

NEXT

Play the Game

Simon Says, Draw!

Show kids what to do, and demonstrate positive behaviors. Have fun, be silly, and model for kids persistence through challenges and mistakes.

Hand out materials. As kids draw, draw on the poster paper. You'll be drawing a house. Be sure to model a mistake.

Simon says draw a big square in the middle of your paper.

Flip your paper over. Oops, Simon didn't say. If you made a mistake that's okay! Try saying "oopsie!"

Simon says draw a large triangle above the square. If you need help you can ask. Look up here to see what we're drawing.

Simon says draw a skinny rectangle inside the square, near the bottom.

Wave your pencil in the air. Oops, Simon didn't say.

Simon says, draw 2 small squares inside the big square above the skinny rectangle.

We can do it! Write your name at the bottom. Oops, Simon didn't say.

What did we draw? (A house!)

I see mistakes in my drawing. Point to a mistake you made. **Look at your drawing. Point to a mistake you made. On the count of 3 we'll say, "I made a mistake and that's okay!"** Count to 3, then repeat with the kids.

Tip: Kids may not want to point out their mistakes. That's okay. By having everyone find a mistake and say it's okay, you help make mistakes feel normal.

Mistakes are a part of learning. The more we learn, the stronger our brains get.

END

Quick Prep

You Will Need:

- “Challenge Song” poster
- Music (optional)

You Help Kids:

Cheer someone on at least once while learning new dance moves

Adaptations:

- The dance moves in this activity can be done while seated in a chair. Adjust the instructions as needed so that the dance moves work with your group of kids.
- For an additional challenge, after the group has learned the dance, have them try to do it faster.

Activity 9

Dance, Dance, Dance!

PART 1

Introduce the Activity

Kids think about a time when someone cheered them on while they did something challenging.

PART 2

Do a Movement Activity

Kids cheer each other on while they learn dance moves, then have a discussion.

START

Introduce the Activity

Dance, Dance, Dance!

Where do you hear people saying things like “Let’s go! You can do it! We’re number 1!”? (Sports games.) **Those are all things people say to support someone. Supporting someone can help them feel good and ready to try challenging things.**

Who has supported you when you were doing something challenging? Give kids think-time, then call on a few kids to share their ideas with the group.

A way to support others is by cheering them on. When we do hard things we can tell ourselves, “I can do it!” We can also encourage each other.

What could you say to cheer someone on? Give think-time, then call on a few kids to share their ideas. (Way to go! Yay! Keep going! You got this!)

On the count of 3, let’s all say something to cheer each other on. Count to 3, then join kids in saying something encouraging.

Tell kids the purpose. **When we cheer each other on, we make everyone feel good about trying challenging things. Today we’ll learn some dance moves. As we do, you’ll practice cheering each other on.**

If you need to, remind kids of the community rules and what it looks like and sounds like to follow them.

NEXT

Dance, Dance, Dance!



Do a Movement Activity

Dance, Dance, Dance!

Gather kids in a circle. Invite half the group to stand in the middle while the rest sit. **Half the group will learn some dance moves, while the rest cheer them on. Then, we'll switch. When everyone has learned the moves, we'll put them all together.**

Teach Group 1. Point to each picture of the illustration, model the moves, then have kids try. Have Group 2 cheer on Group 1.

The Twist: bend your knees and twist your hips.

Kick Step: start with your feet together. Kick your right foot out, then your left foot.

Arm Wave: lift your arms over your head and wave them.

Have groups switch. Teach Group 2 the same moves, then have kids try. Have Group 1 cheer on Group 2.

Have kids stand. **Let's put the moves together. We'll do each step, then repeat.** Do the dance several times with kids. Listen for kids to cheer each other on.

Tip: Choose a song with a consistent beat that your kids love to dance to. Try a few until you find music that works.

Use the attention signal and gather kids. **I heard you cheering each other on!** Repeat things kids said. **Show with your face or your body how it feels when someone cheers for you.** (Grinning. Cheering. Clapping. Dancing.)

Doing something challenging can feel better when we know people are cheering us on!

END

Quick Prep

You Help Kids:

Use face and body clues to notice whether someone is happy or sad

Adaptation:

For a challenge, write down more feelings words and draw more pictures of feelings your kids know, like excited or disappointed.

Activity 4

Looking for Clues

PART 1

Introduce the Game

Kids learn to look at a person's face and body for feelings clues.

PART 2

Play the Game

Kids act out feelings and use clues to guess others' feelings.

START

Looking for Clues



Introduce the Game

Looking for Clues

To guess what others are feeling, people rely more on what's happening around them than faces or bodies. Faces and bodies can give helpful clues, too.

Gather kids. **Today we'll be Feelings Detectives. We'll figure out if someone is feeling happy or sad. A detective is a person who solves mysteries by finding clues, or facts. I'll show you how to be a Feelings Detective and then we'll solve some mysteries!**

Feelings Detectives find clues by pausing and thinking to look at a person's face and body. Show illustration. **Which kid is feeling happy? Which kid is feeling sad? How do you know?**

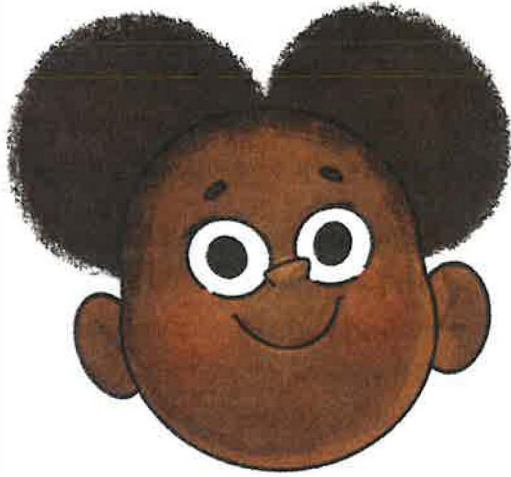
Give kids think-time, then call on a few. (They're happy because they're smiling. They're happy because they're cheering.)

Tell kids the purpose. **We'll play a guessing game. Some of us will be actors and use our faces and bodies to pretend to feel happy or sad.** Show illustration. **The others will be detectives and look for clues to guess the feeling. Then we'll switch.**

Model game play. **Let's try it. First I'll be the actor and you'll be detectives. I'll use my face and body to show feeling either happy or sad.** Use your face and body to show sadness. **Look for clues on my face and body.** (You're frowning. You're curled into a ball.) **Am I feeling happy or sad?** (Sad.) Now pretend to feel happy. Kids respond. **Well done! Let's all take a bow.**

NEXT

Looking for Clues



Play the Game

Looking for Clues

Get kids into 2 groups. Have 1 group stand. **This group will be the actors first.** Have the other group sit. **This group will be the detectives first.**

Show actors the illustration for “sad.” Be careful not to show it to the detectives. Give kids time to act.

Tip: Kids can show the feeling any way they like that fits the community rules.

Guide detectives to look for clues using these prompts or ones you think of. **Pause and think. Look at their faces. When you see a clue, touch your knee.** Call on kids. (She’s sticking out her lip.) **Look at their bodies. When you see a clue, tap your nose.** Call on kids. (He’s hugging himself.) **Are they feeling happy or sad?** (Sad.)

Everyone pretend you’re feeling sad. Kids respond. **Take a bow!**

Have groups switch each round. Make sure that each group gets to act out each feeling. Use the prompts above to help detectives look for clues.

After each round, have all kids act out the feeling, take a bow, then switch.

Gather kids. **We can use clues we see on a person’s face or body to help us guess how they’re feeling. Next time you notice someone having a feeling, you can be a Feelings Detective and guess how they’re feeling.**

END

Quick Prep

You Will Need:

- Paper circles about 6 inches across, 1 per kid
- Drawing and coloring supplies

You Help Kids:

Practice slow breathing as a way to calm down

Adaptations:

- For kids who struggle with drawing, have magazines or printed images available to cut and paste.
- Play soft, calming music as kids make their crafts. This can help kids understand what it feels like and sounds like to be calm.

Activity 8

Slow Breathing Soup

PART 1

Introduce the Art Project

Kids practice slow breathing.

PART 2

Make Art

Kids make an art project to practice slow breathing.



Introduce the Art Project

Slow Breathing Soup

Enter the space in an excited way—jumping, running, or cheering. Gather kids. **Was I calm or not calm?** (You're not calm because you're moving all around.) **Being calm in this community means that our bodies and brains are ready to pay attention.**

Tell kids the purpose. **There are lots of things you can do to feel calmer. Today we'll practice slow breathing and make a pretend bowl of slow breathing soup that we can use to help us calm down.**

Tip: *You can help kids practice calming down by being calm and soothing as you teach this activity and engaging with kids who may need help calming down big feelings.*

When I eat soup, I like to smell it first. That way I can smell just how good it will be. If the soup is hot, what should you do? (Blow on it.) Model how to cup your hands and take a slow breath in through your nose, pretending to smell the soup. Then slowly breathe out through your mouth, pretending to blow on the soup.

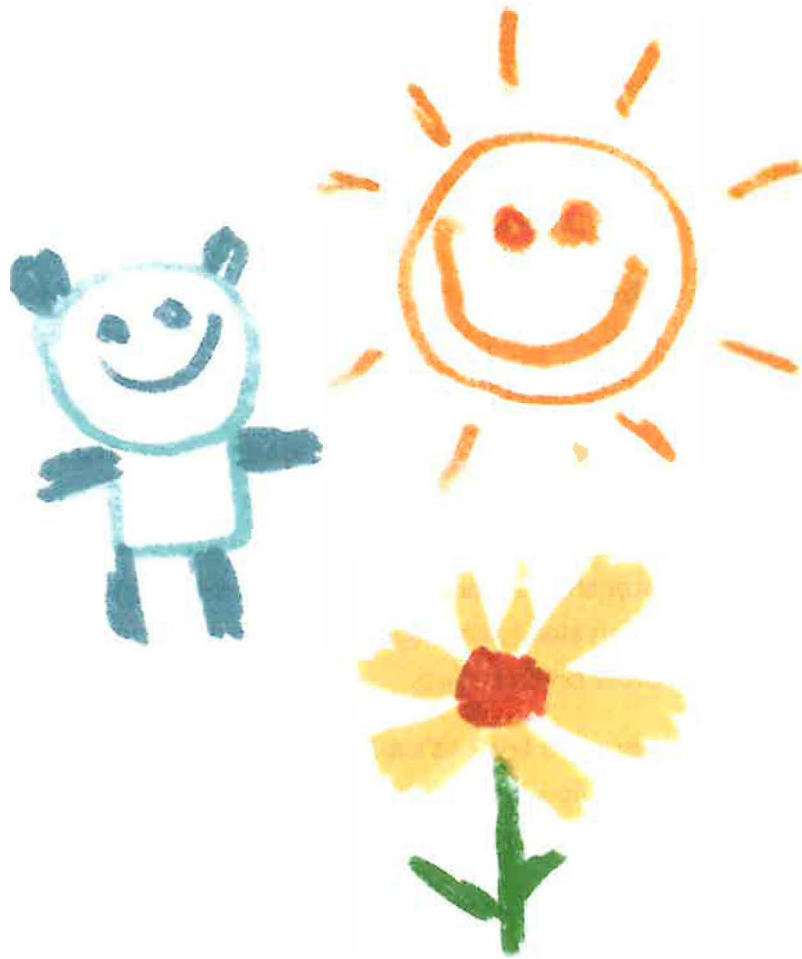
Now you try. Let's all pretend to hold a bowl of soup, smell it, and blow on it. Practice slow breathing with the kids by taking 3 slow breaths.

The way you're breathing in and out with your soup is called slow breathing. You can try slow breathing when you need to calm down.

Young kids need help from an adult to know when to calm down, how to do it, and what to do next. For more information, see pages 10–12.


 NEXT

Slow Breathing Soup



Make Art

Slow Breathing Soup

We'll make pretend soups to remind us how to do slow breathing. Your pretend slow breathing soup will be full of things that help you feel calm. Show illustration.

Think about things that help you feel calm. When you have an idea, put up 1 finger. Give kids think-time. **Turn and talk to someone near you about what helps you feel calm.** Kids talk. **You'll draw that in your soup, and other things that help you feel calm.**

Tell kids when they have 5 minutes and 1 minute remaining.

Hand out materials and give kids about 15 minutes to draw. Walk around the space and ask kids questions. **How do these things help you feel calm?**

Use the attention signal, then have kids clean up. Help by telling kids where materials go.

Gather kids and have them bring their drawings. **Look at all the different soups! Let's practice slow breathing.** Have kids cup their soups in their hands. Smell the soup by breathing slowly in through your nose, then blow on the soup by breathing slowly out through your mouth.

Tip: Kids may notice that they can blow their soup out of their hands. Remind them that slow breathing is a way to calm down.

We won't always have our soup with us, but we can still practice slow breathing. Let's try without the soup. Lead kids through slow breathing. **You can practice whenever you want to calm down, with your soup or without!**

END

Quick Prep

You Help Kids:

Say at least one way being kind can help someone

Adaptation:

Use the included kind acts from the story, or use other kind acts that will interest your kids.

Activity 4

If You Do Something Kind ...

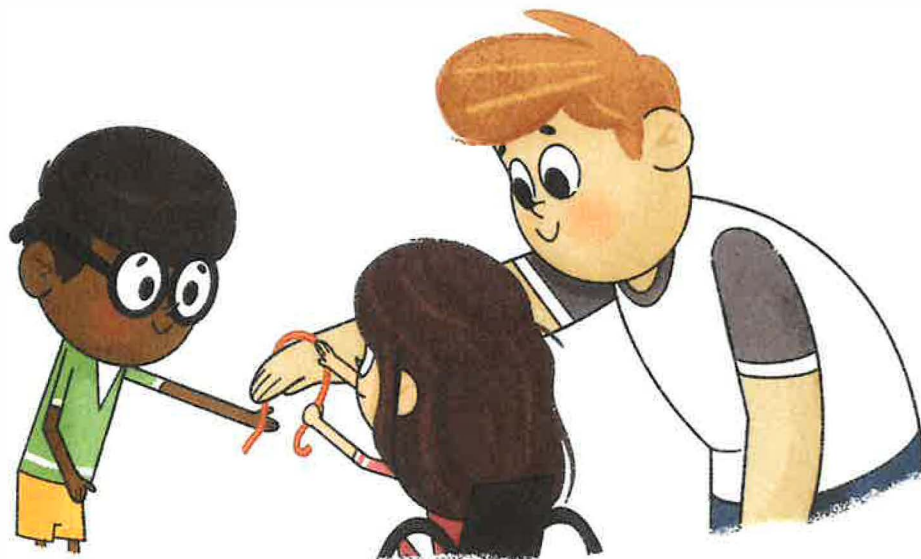
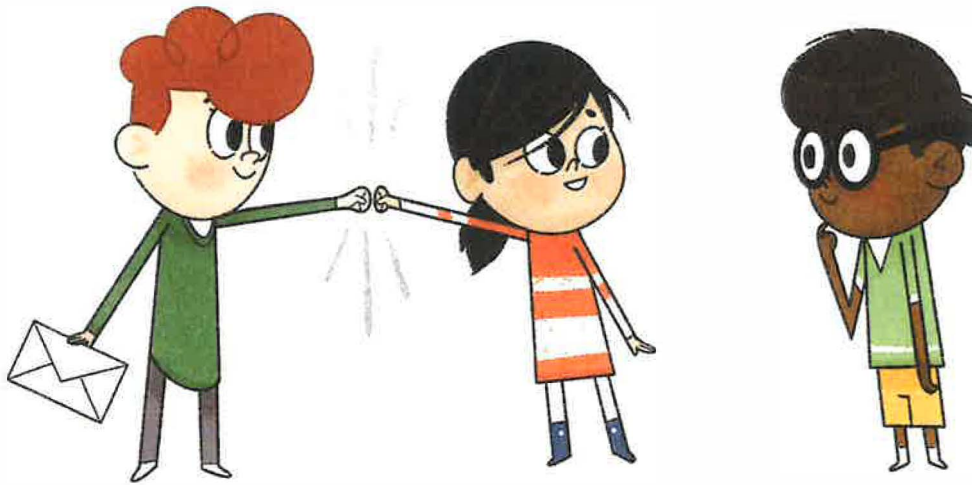
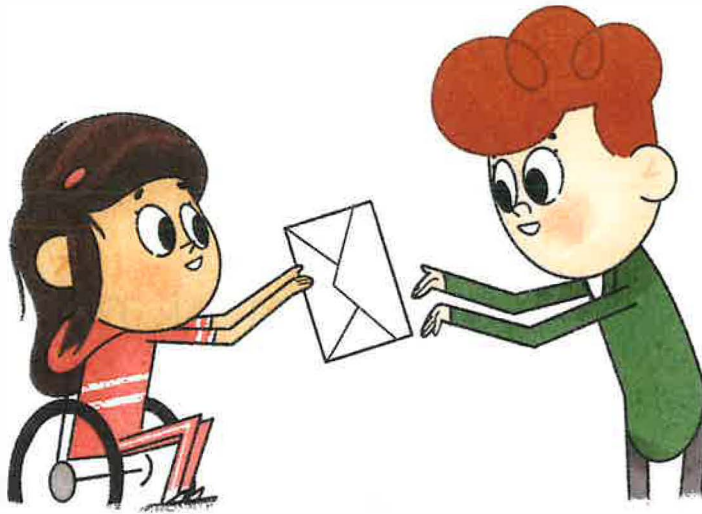
PART 1

Do the Activity

Kids listen to a story and signal when doing something kind has helped someone.

START 

If You Do Something Kind ...



Do the Activity

If You Do Something Kind ...

Think of a time you helped someone by doing something kind. Give an example, like holding the door open for someone when their arms were full. Give kids think-time. Have a few kids explain. **How did that help the other person?** Have kids explain. **Those kind acts sound really helpful!**

Tell kids the purpose. **I'll tell you a story about how kindness can spread from person to person and help a whole community.** As you listen, you'll put your hand on your heart when you hear something kind that helped someone.

This story is called "If You Do Something Kind ..." Remember to put your hand on your heart when you hear a character do something helpful and kind. Have kids practice putting their hands over their hearts.

Show illustration. **If you do something kind, you might help someone!** If you loan a pencil to Emma, she can write a card for Bryn. And when Bryn gets the card, they feel so happy that they fist-bump Chloe. Then Chloe smiles at Aadi, which brightens his day. Aadi sees that Emma is making a bracelet and offers to help tie the end. And Emma remembers all the kind and helpful things Tyler does, so they decide to give that bracelet to Tyler as a thank-you gift!

Show with your body how you feel when you help someone. Kids clap, smile, cheer, or say "Thank you!"

Turn and talk about a kind act that helped someone in the story. Kids talk.

Being kind can help people feel good. When you help someone, you're being kind to them!

END

Quick Prep

You Help Kids:

Offer kind acts to help someone else

Adaptation:

Use the included story, or change it to fit the interests and experiences of kids in your group.

Activity 7

Choose Your Own Kindness

PART 1

Introduce the Activity

Kids practice offering kind acts.

PART 2

Do the Activity

Kids listen to a story and offer kind acts in response to the plot.

START

Introduce the Activity

Choose Your Own Kindness

If you just beat the top score on a video game, would you rather get a high-five or have someone draw a special picture for you?

Give kids think-time. Call on a few kids to answer.

Some kind acts, like hugs or high-fives, involve touching someone else. Model for kids how important it is to ask before touching someone else.

We know that being kind can help people feel good. Sometimes we know just what to do to show kindness, but other times we may not be sure. You can ask to find out what someone might like. For example, ask, “Would you like a high-five?”

Think of something kind you could do. Give kids think-time, then have a few kids share their ideas. (Share a toy. Cheer for them. Help someone.) **Now, turn and talk to someone nearby and ask, “Would you like ... ?”** Kids talk. (Would you like some help? Would you like a high-five?)

Tip: *Kids don’t need to ask before offering every kind act. Encourage them to ask when they don’t know someone well, when they’re not sure if the other person would like a kind act, or when the kind act involves touching someone.*

Tell kids the purpose. **I’m going to read you a story about Connor. We’ll pretend that we’re in Connor’s class at school. You’ll listen to the story and choose some kind things to do for Connor. Then you’ll practice asking if Connor would like those kind things.**

NEXT

Choose Your Own Kindness



Do the Activity

Choose Your Own Kindness

Show illustration.

Connor's class was planning a pajama party! Connor went to school wearing dinosaur pajamas, but no one else was in pajamas! The party was next week. "Oh no!" he groaned.

If you would give Connor a high-five, touch your ear. Touch your knee if you would say, "Cool pajamas!" Kids respond. Have kids offer the kind act they chose. (Would you like ... ?)

Connor smiled and sat down. He took out his homework and realized he forgot to write his name.

If you would lend him a pencil, wiggle your fingers. If you would show him where the pencils are, kick your feet. Kids respond, then practice offering the kind act.

"Thanks!" Connor said. Connor wrote his name and put his homework on the desk. Walking back, Connor stepped in David's spilled juice. "Yuck!"

If you would bring Connor a paper towel, touch your belly. If you would get a teacher to help, touch your chin. Kids respond, then practice offering the kind act.

"That's very helpful," Connor said. Even though it wasn't pajama day, Connor knew it would be a good day!

How did Connor's feelings change in the story? Call on a few kids.

Next time you see someone who might want a kind act, give it a try!

END