

Kindergarten-Grade 1 Unit 3

# 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**  
Empathy

**PART 1**  
**Introduce the Activity**  
Kids learn about empathy by considering different situations.

**PART 2**  
**Do a Movement Activity**  
Kids move forward or backward in response to scenarios, then discuss.

**ep: Activity 1**

**Quick Prep:** This page helps you prepare for the activity. You'll find out what materials you'll need, the learning objective, possible adaptations, and what happens in each part of the activity.

**Activities:** These are broken down into 1-3 parts. This section gives a short description for each part of the activity.

**Adaptations:** Changes can be made to the activity to meet the needs of your group.

**START** →

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Kindergarten-Grade 1 Unit 3 Topic: Empathy

# Part 1 Empathy



**1** **Introduce the Activity**  
**Empathy**

**Tip:** Start by reviewing the "We Are ..." poster created in the Foundational Unit. Remind kids of the attention signal or choose a new one.

Tell kids a joke. **What do you call a strawberry that feels sad?**  
**A blue berry!**

Gather kids. In our next activities, we're going to learn about emotions. Emotions are things we feel, like happy, sad, and angry. We'll learn how to recognize them, understand why we feel them, and learn ways to calm them down. Here are some emotions you might already know. Read words from illustration.

Tell kids the purpose. **Today's game will help us guess emotions. We'll use clues on people's faces and bodies and think about what's happening. Everyone expresses emotions differently, so it's helpful to use different clues.**

One clue isn't always enough to guess emotions. We need to use all the clues to understand how others feel. Discuss the different clues in each picture.

**Let's play! I'll go first. I'll pretend to be making breakfast. I won't be talking, so pay attention to the clues that will help you guess how I'm feeling. When you think you know, put your thumb up. Show face and body clues that you're happy while you pretend.**

**What emotion do you think I was feeling? (Happy.) What clues helped you guess?** Kids name clues.

**2**

**3**

**NEXT** →

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- 1** Helpful tips and reminders can be found in boxes on the side of the activity and in the activity text.
- 2** Telling kids the purpose helps them understand what they're doing, how they're doing it, and why it's important.

- 3** The text will give you clues about how to lead the activity:
- Bold text should be read aloud to kids.
  - Instructions for you are in plain text.
  - Things kids might say or do are presented in parentheses.

# Quick Prep

## You Will Need:

- An assortment of things kids can stack, like blocks, dice, books, paper cups, stuffed animals, or anything else kids can use to build a tower, at least 10 per kid
- “Challenge Song” poster

## You Help Kids:

Use a strategy to work through a challenging task

## Adaptations:

- If you don’t have enough materials for all kids to build at the same time, consider having half the kids do another activity. Then have kids switch.
- Some first graders may be repeating the program. Have those kids try the activity using more items, or in a shorter span of time.

## Activity 5

### Tower Power!

#### PART 1

#### Learn Strategies

Kids learn 3 strategies that can help them work through challenges.

#### PART 2

#### Do the Challenge

Kids use the strategies as they build a tower using 10 random items.

**START**

# Tower Power!



## Learn Strategies

## Tower Power!

Gather kids and sing the “Challenge Song” with them.

**Last time, we talked about challenging things we’ve learned.** Give examples of things kids said, like riding a bike and dribbling a ball. **Your brain is like a muscle, and the more you practice, the stronger it gets.**

Show illustration. Point to the top picture. **In the “Challenge Song,” we learned about practicing by doing something again and again. Emma is mixing paint and practicing making the color purple. What’s something you practice?** (Catching a baseball. Jumping rope. Crossing the monkey bars.)

Point to the middle picture. **And when you’re learning something hard you can always ask for help! Who helps you learn new things?** (My teacher. My grandpa. My sister.)

Point to the bottom picture. **We can also tell ourselves we can do it, just like we do when we feel distracted. What are some things you tell yourself? Shout out an idea.** (You’re a superstar! You got this!)

Tell kids the purpose. **Today we’re going to do something challenging. And while we do it, we’ll tell ourselves we can do it, practice, and ask for help when we need it!**

Positive self-talk supports a growth mindset. Kids might practice self-talk silently or by whispering.

As needed, remind kids of the community rules and what it looks like and sounds like to follow them.

# Tower Power!

I can do it!



## Do the Challenge

### Tower Power!

Gather kids in a circle. Show illustration. **You'll have 5 minutes to build the tallest tower you can with 10 items.** Model stacking a tower with 10 items, then let it fall. **If your tower falls, that's okay. Try again! Remember to practice, tell yourself you can do it, and ask for help if you need it.**

Hand each kid 10 items. Give kids 5 minutes to build, and tell them when there's 1 minute left. Walk around the space supporting kids in practicing, asking for help, and using self-talk.

**Tip:** *If kids ask for help, it's important that you don't do the task for them. Instead, help them in small ways like steadying the base as they place the next item on top or saying something to encourage them.*

If time allows, repeat the challenge. Give kids different items.

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

Gather kids. **If you practiced, clap your hands twice. If you asked for help, give a thumbs-up. If you told yourself you could do it, wiggle your fingers.**

**As you do challenging things this week, remember to keep practicing, asking for help, and telling yourself you can do it! When you keep trying, you can get better and better, just like we sing in the "Challenge Song!"**

**Tip:** *A short version of this activity will be repeated in Activity 12. Save the materials to use them again.*

Call out positive behaviors and remark on kids' efforts, not the outcomes. **I can tell you're practicing and telling yourself, "Don't give up!"**

END