



Second Step® Community Rebuilding Unit

Kindergarten & Grade 1 Lessons

Welcome to the Second Step® Community Rebuilding Unit.

This unit is designed to support schools as they reopen after extended school closures related to the COVID-19 pandemic. It aligns with the Second Step program but can also be used by any educator looking to foster a positive school or classroom community.

This unit is part of a broad range of supports for Second Step educators during this crisis, including:

- Guides to adapting Second Step lessons for remote and hybrid learning environments
- Remote advisory and class meeting guides to support schools that are still closed
- Online resilience training for adults
- Online training on how to recognize, respond to, and report signs of abuse and neglect
- Live and on-demand webinars on important topics
- *The Imagine Neighborhood™* family SEL podcast

All these resources will be released throughout August 2020.

For more information, visit the Second Step COVID-19 support page: secondstep.org/COVID19support

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SCOPE AND SEQUENCE

Second Step® Community Rebuilding Unit Kindergarten & Grade 1 Lessons

Lesson	Objectives	Overview
Lesson 1: Meet the Class	<ul style="list-style-type: none">• Say the name of one or more other students in the class• Respond to the attention signal	Due to COVID-19-related closures, many students have been away from school for a long time. This lesson can help students acquaint themselves with their school community and get to know other students. Having a strong sense of community helps students feel comfortable and confident at school so that they are ready to learn.
Lesson 2: Exploring Classroom Rules	<ul style="list-style-type: none">• Say the class rules• Say how it feels to be in our class when people follow the rules	Rules and routines are essential for classrooms to run smoothly. In addition to following the typical school and classroom rules, students will need to learn the new rules and routines to help prevent the spread of the COVID-19 virus. Communicating these new rules and routines effectively is an important part of reducing students' fear and uncertainty and helping them feel empowered to do things to keep themselves and others safe and healthy.
Lesson 3: Strong Feelings	Recognize that we're all experiencing strong feelings right now, and that's okay.	Many students are coming back to school after a long break or are starting school for the first time. And virtually all students have been impacted in some way by the COVID-19 pandemic. As they adjust to your classroom in the first few weeks of school, students might experience especially strong feelings. In this lesson, students learn that everyone has strong feelings sometimes, and that there are things they can do to feel better.
Lesson 4: My Self-Portrait	<ul style="list-style-type: none">• Create a self-portrait• Build personal connections with classmates	Giving students an opportunity to express themselves can help them identify what they have in common with each other and build community. This lesson encourages students to learn more about themselves and each other through art.
Lesson 5: The Same and Different	Build personal connections with classmates	In this lesson, students continue to explore their similarities and differences with the group. Identifying how they are similar to and different from other kids helps students learn about each other and feel like part of their class community.

Unit Description

The goal of the Community Rebuilding Unit is to help foster a sense of community among students and staff as they return to school after extended, COVID-19-related school closures.

To achieve this goal, the Community Rebuilding Unit will have students engage in a variety of activities designed to help them build connections with their peers and school staff. Students will also explore their thoughts and feelings about the unprecedented events they are living through so they can recognize experiences they've shared.

Staff will also receive guidance on how they can help foster a positive school community and provide meaningful support to their students.

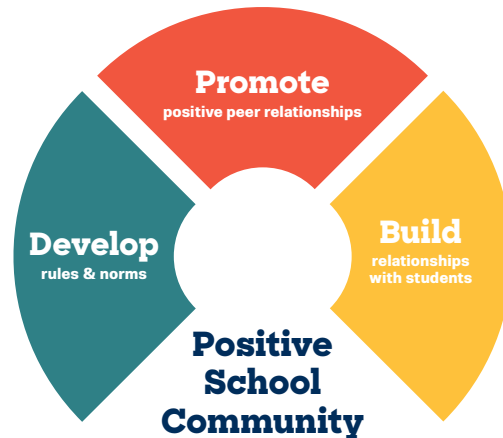
Why This Unit Matters

The twin crises of the COVID-19 pandemic and the issues of systemic racism (highlighted by the killing of George Floyd) have damaged students' sense of safety and placed them at risk for traumatic stress and other adverse childhood experiences. Schools can play a critical role in moderating the effects of that stress by providing a safe and supportive environment where friends and caring adults can provide the social-emotional support students need to cope with what they're experiencing.

Building a Positive School and Classroom Community

A positive school community feels safe, respectful, welcoming, supportive, and affirming of everyone's identities, perspectives, and lived experiences.¹ Some ways to build a positive school community:

- Develop clear, fair rules and norms that support respectful behavior
- Promote positive peer relationships
 - **Teach the lessons in this unit**
 - Notice and reinforce positive interactions between peers
- Build positive relationships with all students
 - **Check in regularly with students using the class check-in/check-out templates below**
 - Get to know students and what's happening in their lives outside of school
 - Demonstrate warmth and inclusiveness in your interactions with students
 - Connect with students about their academic progress in a supportive and understanding way
 - Offer additional emotional support to students in need



1. Bullying Prevention Unit. Committee for Children. (2013). *Second Step bullying prevention unit*. [Kit]. Seattle, WA: Committee for Children.

- Respond to behaviors in a supportive way
 - Understand that students who have experienced trauma or toxic stress may act out with disruptive behaviors, and that recognizing these behaviors as symptoms of trauma and stress is critical to building a positive school culture
 - Use the steps in "Safe Supportive Learning" on page 18 to help respond appropriately

Check-Ins and Check-Outs

Overview

Making sure a caring adult connects with every student every day is an effective way to build strong student-staff relationships and a positive school environment. Daily check-ins are a practical strategy for facilitating these connections schoolwide. They also serve to identify students who may need more personalized social-emotional support. The weekly check-out provides students with an opportunity to reflect on and process the week.

Daily Check-In

Objectives

By the end of this activity, students will be able to

- Identify how they're feeling
- Ask for help with concerns and problems

Lesson Note

Consider participating in the conversation yourself. When you share how you're feeling, you can help normalize these conversations for students.

Group Check-In (10 min.)

1. Set the purpose of the lesson: **Let's check in on how we're doing.**
2. Have students take turns answering the following questions:
 - **How are you feeling today?** *Happy. Sad. Tired. Excited. Hungry.*
 - **What's something you're looking forward to today?** *Seeing friends. Playing. Learning. Lunch.*
 - **What's something you're not looking forward to today?** *Following safety rules. Being away from home.*
3. Observe students as they answer. If you're concerned that a student may need extra support, use the Individual Check-In to follow up with them later in the day.



Bold—Teacher's script
Italics—Anticipated student responses

Individual Check-In (5 min.)

1. Find a time when you can talk with the student privately and ask the following questions:
 - **How are you feeling today?**
 - **Is there anything you'd like me to know?**
 - **Is there anything you need help with?**
2. Acknowledge and affirm students' feelings. Give them space to talk, but do not pry. Contact your school counselor or administrator if you're concerned that the student may need additional support.

Weekly Check-Out

Objective

By the end of this activity, students will be able to reflect on their experiences over the last week.

Lesson Note

As with check-in, consider participating in the conversation yourself. When you share how you're feeling, you can help normalize these conversations for students.

Group Check-Out (10 min.)

1. Set the purpose of the lesson: **Let's reflect on how this week went for us.**
2. Have everyone in the class (including you!) briefly answer the following question: **What was the best part of this week?** *I wrote a whole sentence. We celebrated my friend's birthday.*
3. **What's one thing that was hard?** *Not touching my friends. Remembering to wash hands.*
4. **What's one thing you want to do this weekend?** *Sleep. See my grandma. Play with my dog.*

Lesson 1: Meet the Class

Getting Started

Overview

Due to COVID-19-related closures, many students have been away from school for a long time. This lesson can help students acquaint themselves with their school community and get to know other students. Having a strong sense of community helps students feel comfortable and confident at school so that they are ready to learn.



Bold—Teacher’s script
Italics—Anticipated student responses

Objectives

By the end of this lesson, students will be able to:

- Say the name of one or more other students in the class
- Respond to the attention signal

Lesson Note

If your students speak languages other than English, consider having them introduce themselves in both their home language and in English.

Warm-Up (5 min.)

1. Tell the students: **Look around at all the students in our class.** Pause so that students can look. **We are a community! A community is a group of people who live, play, or work together. This year, we’ll learn, play, and work together as a class.**
2. Ask students: **Who else do you live with, play with, or learn with?** Call on a few students. Accept all responses. *I live with my grandma. I play with my friends. I learn with my teacher.* **Those people are part of your community, too.**
3. Tell students 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 in our community.**
4. **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.
Tip: Choose an attention signal that is quick and easy to use, like raising your hand, clapping in a pattern, or saying **1, 2, 3, eyes on me.**
 - Practice the attention signal a few times. After giving the signal, wait until you see all students stopping, looking, and listening.



Activity Instructions

Activity (10 min.)

1. **Now, I'll show you how to play. Can someone help me?** Have a student walk to you. Swap places with them. **That was** [student'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 students to do the same.

2. Explain the game: **When someone stands in front of you, swap places with them. Say your name and the name of the person who took your place. Then, you can go stand in front of someone else. You never know when someone will stand in front of you, so pay attention!**
3. Play the game. If needed, pause the game and help.
4. After everyone has had a turn, use the attention signal. **It was wonderful to learn everyone's names!**

Wrap-Up (5 min.)

1. Have students reflect on this prompt: **Think about a name you learned. On the count of 3 say the name: 1, 2, 3!**
2. **I heard the names of people in our community.** Say a few names.
3. **How does it feel when someone knows your name?** *Good. Happy.* **Why is it important to know your friends' names?** *So you can talk to them. So they know you care about them.*
4. **Learning each other's names can help us feel comfortable and cared for. We'll get to know each other better with other fun activities.**
5. If time allows, play the game again, but have the students say their name and their favorite color.

Lesson 2: Exploring Classroom Rules

Getting Started

Overview

Rules and routines are essential for classrooms to run smoothly. In addition to following the typical school and classroom rules, students will need to learn the new rules and routines to help prevent the spread of the COVID-19 virus. Communicating these new rules and routines effectively is an important part of reducing students' fear and uncertainty and helping them feel empowered to do things to keep themselves and others safe and healthy.



Bold—Teacher's script

Italics—Anticipated student responses

Objectives

By the end of this lesson, students will be able to:

- Say the class rules
- Say how it feels to be in our class when people follow the rules

Prep

- Write class and/or school rules down on poster paper where students can see them.

Lesson Note

Use this lesson to reinforce classroom rules and any new routines to keep students safe and healthy in the classroom. Introducing too many rules and routines can be overwhelming in one lesson. Introduce three to five rules, like "Be safe," "Be kind," and "Care for our classroom."

**Warm-Up (5 min.)**

1. In our last lesson, we learned that a community is a group of people who live, play, or work together, and we learned each other's names. We also learned an attention signal.
2. Give the attention signal. Wait for kids to respond. **Paying attention helps us learn new things.**
3. Tell students the purpose: **Today we'll learn about another important part of our community: the class rules. Rules tell us how to behave. We'll learn our class rules, and we'll learn what it looks like and sounds like to follow them.**
4. **We already know lots of rules. What rules do you follow at home?** *No running inside. Bedtime is at 7:00 p.m. No snacks before dinner.* **At school?** *Listen to the teacher. Be nice. Treat books gently.* **When playing outside?** *Take turns. Share toys. Play safely.*
5. **Rules can be different depending on where you are.** Give an example based on what kids have said. For example, **"At recess we can run, but inside, we have to walk."** **In our classroom, we have rules that help us stay safe so we can learn and have fun together.**

Activity Instructions**Activity (8 min.)**

1. Show students the classroom rules poster. **First, I'll read each rule. Then you'll repeat the rule. Read each rule and have students repeat them.**
2. Read the rules again. This time, after each rule, ask the following questions: **What does that look like? What does it sound like? Have students give examples.** *Being kind looks like sharing. Being kind sounds like saying please and thank you.*
3. Have students stand up behind their seat. **Let's come up with actions to help us remember the rules. Say each rule and have students come up with different actions.** If students can't think of any, give examples like, "Be kind: pat yourself on the back" or "Be safe: give yourself a hug."
4. For each rule, select two to three student-created actions. Use the attention signal, then have students vote on their favorite action for each rule.
5. Say each rule and have students do the selected action. Challenge students by saying the rules out of order and having them do the correct actions.



Discuss (5 min.)

1. Have the students sit down. **How do you feel when everyone follows our class rules? When you think of a feeling, put up one finger.**
2. Give students three seconds of think-time. Count down with your fingers to show the time remaining, then have students answer.
3. Call on students to tell the class their feelings. *Safe. Happy. Able to learn.*

Tip: Use positive reinforcement whenever you notice students following the rules. **Thank you for picking up that piece of paper and recycling it. Taking care of our space is one of our class rules.**

Wrap-Up (2 min.)

1. **Today you learned our classroom rules. You've helped our community! We'll follow these rules as we learn and play together.**
2. **Using our new actions, show me which rule you want to remember and follow today.** Have students show an action.

Lesson 3: I Can Feel Better

Getting Started

Overview

Many students are coming back to school after a long break or are starting school for the first time. And virtually all students have been impacted in some way by COVID-19. As they adjust to your classroom in the first few weeks of school, students might experience especially strong feelings. In this lesson, students learn that everyone has strong feelings sometimes, and that there are things they can do to feel better.



Bold—Teacher's script

Italics—Anticipated student responses

Objectives

By the end of this lesson, students will be able to:

- Name things they can do to feel better when they have strong feelings

Prep

- Gather toys to have one toy ready for each student
- Designate a corner of your classroom where students can go to take a break

Warm-Up (5 min.)

- 1. Clap once if it's been a long time since you've been to school.** Students respond. **Wiggle your fingers if this is your first time coming to school.** Students respond. **When you do something for the first time, or for the first time in a long time, you can have strong feelings!**
- 2. Everybody has strong feelings sometimes. When we have strong feelings, we can do things to feel better.**
- 3. Tell students what you do to feel better, like taking a break or exercising. What do you do to feel better when your feelings get really big?** *Hug my teddy bear. Get a drink of water.*
- 4. Tell students the purpose: You're going to play pretend and act out some ways to feel better when you have strong feelings. As you listen to the story, you'll use toys to act out what is happening.**



Activity Instructions

Activity (10 min.)

- 1. I'll show you how.** Model how to use a toy to act out and pretend. **In the bouncy, bouncy place, toys jump up and down.** Bounce your toy up and down.
- 2. It's your turn to play pretend!** Give each student a toy.

Tip: Playing pretend may feel unfamiliar to you, but it comes naturally to young children. Pretend play gives students an opportunity to try something new in a low-stakes, fun way.

- 3.** Use the toys to act out the story.

In the silly, silly place, toys dance around and shake! Have students make their toys dance.

When toys get too excited, they stop and take a break. Have students make their toys stop and rest.

In the big, big place, toys feel small and new. Have students pretend that their toys are scared.

When toys feel scared and lonely, it helps to talk with you. Have students say something to their scared toy. "It's okay to feel worried/scared."

In the roly-poly place, toys spin and roll along. Have students roll their toys around.

And when they want to quiet down, toys sing a little song. Quietly sing a short song that students know. Have students rock their toys back and forth.

Wrap-Up (5 min.)

- Use the attention signal. Have students put down their toys. **What kinds of things did we just do to help the toys with their strong feelings?** Call on students to respond. *Take a break. Talk to a friend. Sing a song. If you think you can use those ways to feel better, clap your hands.* Students respond.
- Everybody feels big feeling sometimes. You can always tell me if you need help with your strong feelings. Then, we'll work together to help you feel better.** Show students the space in the classroom where they can go to take a break.

Lesson 4: My Self-Portrait

Getting Started

Overview

Giving students an opportunity to express themselves can help them identify what they have in common with each other and build community. This lesson encourages students to learn more about themselves and each other through art.



Bold—Teacher's script

Italics—Anticipated student responses

Objectives

By the end of this lesson, students will be able to:

- Create a self-portrait
- Identify a way they're like others and a way they're different from others

Prep

- Draw a quick self-portrait on a piece of paper. Include elements that show who you are, like your pet or something you like to do.

Lesson Note

Students may want or need more time to create their self-portraits. Consider extending the time or spending another session on this activity.

Warm-Up (5 min.)

- 1.** Show students your self-portrait. **This is my self-portrait. A self-portrait is a picture that you draw of yourself. A self-portrait shows who you are!**
- 2.** Tell students the purpose: **Today you'll make self-portraits to help you see ways you are the same and different. This will help you get to know each other.**
- 3.** **Start by thinking about what you might put in your self-portrait. You can include yourself and anything that shows who you are!** Model by thinking aloud about what you put in your self-portrait (**I drew my spiky hair, my nose, and my mouth. Here is my pet fish!**). **What will you put in your self-portrait? When you have three ideas, hold up three fingers.** Wait for most students to have three ideas.



Activity Instructions

Activity (10+ min.)

1. **Let's get started! Remember: a self-portrait shows who you are. It doesn't have to look perfect!** Hand out art supplies.
2. Give students at least 10 minutes to work. Walk around the room to encourage students' artistic choices. Help them write their names on their self-portraits.

Wrap-Up (5 min.)

1. Use the attention signal, then have students clean up. Help by telling them where materials go.
2. Gather students and have them hold their self-portraits at their chests. **Look at everyone's self-portraits. How are we the same and different?** Model responses. **One way these students are the same is that they both have glasses. One way these students are different is that one has short hair and the other has long hair.**

Tip: If a student responds inappropriately (*She's wearing a weird hat*), use it as a teachable moment to highlight the value of differences. **Our differences aren't good or bad. They're just part of what makes each of us special.**

Tip: It's important to respond neutrally to what students notice. **It's so interesting to notice what's the same. What a fascinating way to be different.**

3. **It's your turn. Look around at the self-portraits. How are you the same?** Give students three seconds of think-time. Count down with your fingers to show the time remaining. Have a few students answer. *We both have noses. Tiana drew a dog, and so did I.*
4. **How are you different?** Give students think-time, then have a few students answer. Accept all responses. *My hair is long, and David's isn't. Gabrielle drew a basketball and I drew my mom.*
5. **It's interesting to learn the ways we are the same and different. We'll keep getting to know each other all year.**
6. If possible, post the self-portraits where students can see them.

Lesson 5: The Same and Different

Getting Started

Overview

In this lesson, students continue to explore their similarities and differences with the group. Identifying how they are similar to and different from other kids helps students learn about each other and feel like part of their class community.



Bold—Teacher's script

Italics—Anticipated student responses

Objectives

By the end of this lesson, students will be able to:

- Identify a way they're like others and a way they're different from others

Prep

N/A

Lesson Note

N/A

Warm-Up (1 min.)

1. Tell students the purpose: **We're learning about ways we're the same and ways we're different. Today we'll play a motion game about ways we're the same and different.**



Activity Instructions

Activity (10 min.)

- 1. If you like to dance, clap your hands.** Students respond. **Everyone who clapped likes to dance!**
- 2. I'll say the ABCs. When I say the first letter of your name, clap. Try to notice who else claps at the same time. Say the alphabet.** Help kids notice when to clap. For example, "Omar, clap now. I just said the letter O."
- 3. If someone clapped at the same time as you, raise your hand. It's okay if you didn't notice. If your hand is up, your name starts with the same letter as someone else. If nobody clapped at the same time as you, your name starts with a different letter than everyone else.**

Tip: Talk about things that are the same or different in a neutral way. You could say something like "Chloe and Cal have names that start with the letter C. That's the same. Bryn and David's names start with different letters."

- 4. Now I'll count. When I get to the number that tells how old you are, wiggle your body.** Count to 10. Remind the kids when to wiggle. **You're the same age as the other kids who wiggled. I didn't wiggle, because my age is different.**

Tip: If you see kids not participating, you can ask them the question directly or ask them to suggest a new category to use. **Now I'll name animals. If I name your favorite animal, stomp your feet.** Name animals. **If you noticed someone who has the same favorite animal, clap once.**

- 5.** Continue playing with new categories as time allows.

Wrap-Up (4 min.)

- 1. It's interesting to learn ways we are the same and different. Think about some of the ways you were different. Put your hand on your head when you've thought of a way you were different from others.** Give students three seconds of think-time. Count down with your fingers to show the time remaining. Call on a few kids to share what they learned. *Bo and I are different because his name starts with B and mine starts with C.*
- 2. Think about some of the ways you were the same. Touch your elbow when you've thought of a way you were the same as others.** Give three seconds of think-time. Call on a few kids to share what they learned. *Lily and I both like dolphins! All the kids are 5 or 6.*

When we find out more ways we're the same and different, it helps us learn about each other and feel like part of our community.

Next Steps

Completing this unit is just one thing you can do to support your students during this difficult time. Here are some other steps you can take:

- 1. Use the Second Step® SEL for Adults Resiliency Module:** You cannot support your students without also taking care of your own needs. This module, which is free through 12/31/20, will provide you with concrete strategies to manage your own stress during this difficult time. For more information and updates, please visit our resource page.
- 2. Teach the Student-Facing Resiliency Lessons.** The Second Step SEL for Adults Resiliency Module also contains lessons for students to help them manage their stress. Once you have completed the module yourself use these lessons with your students
- 3. Complete Second Step® Elementary.** The skills and concepts taught throughout the Second Step program will provide students with valuable social-emotional support throughout the year.

For more information, download the Second Step Elementary 2020–2021 Implementation Plan.



Safe Supportive Learning

Respond to Behaviors in a Supportive Way

Self-Check

Do a Self-Check to calm down so you can respond to a student's behavior in a supportive way.

1. Stop
2. Name your feeling
3. Calm down: breathe, count

Student Check

Do a Student Check to help you reframe a student's behavior so you can understand what the behavior is telling you. Thinking of the behavior through a supportive frame rather than a corrective frame can help you respond appropriately and avoid blaming or punishing students for their behavior.

Corrective Frame

This student is a problem.

What's wrong with this student?

I need to correct this student's behavior.

Supportive Frame

What is this student experiencing in his or her life?

What is this student trying to say with his or her behavior?

I need to support this student.

Respond

Once you've done the **Self-Check** and **Student Check**, you're ready to **respond** to a student's behavior in a supportive way by:

- Listening
- Showing empathy
- Providing support



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