Parent Manual/Home Link
Grade K
Hildreth Elementary School
Dear Families,

Welcome to Second Step/Steps to Respect! It is our character education and Bullying Prevention Program.

We want your child to be as successful as possible at school. Success is as much about knowing how to learn and how to get along as it is about academics. We will be using this program to teach these critical skills. The staff, administrators, guidance counselor, and specialists will all be involved in teaching your child’s classroom.

The program teaches skills in four areas:

1. Skills for learning
2. Empathy
3. Emotion Management
4. Problem Solving

Your child will be learning a lot this year and we will need your help! Enclosed are some home link activities. They are simple, fun activities for you and your child to complete together. They are a great way for you to understand what your child is learning as well as reinforce those skills. (Not every lesson has a home link.)

If you have any questions please don’t hesitate to contact me or your child’s classroom teacher for more information. Thank you for supporting your child in learning the skills that lead to success in school and in life.

Sincerely,

Christine Reale, LICSW
Guidance Counselor
### The Second Step Program Promotes

- School success
- School connectedness
- Safe and respectful school climate

### By

directly teaching students the skills that strengthen their ability to:
- Learn
- Have empathy
- Manage emotions
- Solve problems

## Skills for Learning

- Students who can self-regulate are better able to participate in and benefit from classroom instruction.

- The program promotes development of students' self-regulation skills. It provides practice through games for Kindergarten-Grade 3 and through instruction in Skills for Learning across all grades.

- Skills for Learning are necessary for having empathy, managing emotions, and solving problems. The Skills for Learning are woven into all units.

## Empathy

- Being able to feel or understand what another person is feeling prepares students to manage their own strong emotions and solve interpersonal problems with others.

- The program teaches students skills for identifying emotions in themselves and others, labeling these emotions, and taking the perspectives of others.

- These skills are the basis for helpful and socially responsible behavior. Having empathy is also related to academic success.

## Emotion Management

- Students who can recognize strong emotions and calm down cope better and are less prone to aggressive behaviors.

- The program teaches students proactive strategies that help prevent strong emotions from escalating into negative behaviors.

- Calm students are better able to use other skills, such as problem solving, to help them get along better with others and make good choices.

## Problem Solving

- Students who can solve interpersonal conflicts with peers are less likely to engage in impulsive or aggressive behaviors.

- The program teaches students to use four Problem-Solving Steps after calming down.

- Creating a neutral problem statement, generating safe and respectful solutions, and evaluating the consequences of these solutions steers students toward selecting prosocial solutions.

## The Second Step Program Prevents

- Problem behaviors
- Antisocial behavior
- Peer rejection
- Impulsivity

## By

developing students’:
- Self-regulation skills
- Social-emotional competencies
- School connectedness
## Teaching Materials

### Kindergarten

**Scope and Sequence**

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Concepts</th>
<th>Objectives—Students will be able to:</th>
</tr>
</thead>
</table>
| 1. Learning to Listen  | • Following Listening Rules helps everyone learn.  
• Our brains get smarter every time we use them. | • Name and demonstrate the rules for listening in a group |
| 2. Focusing Attention  | • Focusing attention involves using eyes, ears, and brain.  
• You can focus your attention just by thinking about it, and the more you do it, the better you get at it.  
• Using self-talk helps you focus attention. | • Name and demonstrate the Listening Rules  
• Demonstrate attention skills in the context of a game |
| 3. Following Directions | • Listening and following directions are important Skills for Learning.  
• Repeating directions helps you remember them.  
• Following directions involves your eyes, ears, and brain. | • Demonstrate listening and following directions within the context of a game |
| 4. Self-Talk for Staying on Task | • *Self-talk* means talking to yourself out loud in a quiet voice or inside your head.  
• Self-talk helps you focus and maintain attention. | • Demonstrate self-talk for remembering directions in the context of a drawing game |
| 5. Being Assertive  | • Being *assertive* involves using an assertive posture (face the person, head up and shoulders back) and tone of voice (calm, firm voice; respectful words).  
• Assertive communication is the best way to ask for help. | • Demonstrate being assertive in response to scenarios |
| 6. Feelings  | • If you can name your own feelings, it will help you figure out how other people feel.  
• All feelings are natural. Some feelings are comfortable, and some are uncomfortable.  
• Physical clues can help you identify others' feelings. | • Name *happy* and *sad* when presented with physical clues  
• Identify that happy is a comfortable feeling and sad is an uncomfortable feeling  
• Identify a variety of feelings displayed in response to scenarios |
| 7. More Feelings  | • Situational clues can help identify others’ feelings. | • Name *interested* and *afraid/scared* when presented with physical and situational clues  
• Identify that interested is a comfortable feeling and scared an uncomfortable one  
• Identify a variety of feelings displayed in response to scenarios |
| 8. Identifying Anger  | • It is natural to feel angry, but feeling angry is uncomfortable.  
• It is not okay to be mean or hurt others.  
• *Empathy* means feeling and understanding what someone else feels. | • Name *angry* when presented with physical and situational clues  
• Identify that anger is an uncomfortable feeling  
• Identify a variety of feelings displayed in response to scenarios |
<table>
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| 9. Same or Different? | • People can have different feelings about the same situation.  
• It is okay for people to have different feelings about the same thing. | • Compare physical and emotional similarities and differences between two students depicted in a story  
• Identify same and different feelings in response to scenarios |
| 10. Accidents | • An accident is when you do something you didn’t mean to do.  
• When you cause an accident, it’s important to say so, so others won’t think you did it on purpose. | • Identify what to say when they do something by accident  
• Demonstrate saying, “I’m sorry. It was an accident. Are you okay?” in response to scenarios |
| 11. Caring and Helping | • Compassion means caring about how someone else feels.  
• When you feel empathy for someone, compassion is a good way to show it.  
• You can show you care by saying or doing something kind. | • Identify that listening is one way to show you care  
• Identify that helping is another way to show you care  
• Demonstrate caring and helping behaviors in response to scenarios |
| 12. We Feel Feelings in Our Bodies | • You can use physical clues in your body to identify your feelings.  
• All your feelings are natural.  
• It is important to talk to a grown-up when you feel worried. | • Identify physical clues for feeling worried  
• Identify a grown-up to talk to when they feel worried |
• Feelings that are strong need to be managed.  
• Saying “Stop” and naming your feelings are ways to begin to calm down. | • Identify “Stop” and “Name your feeling” as ways to begin to calm down  
• Demonstrate saying “Stop” and naming feelings in response to scenarios |
| 14. Calming Down Strong Feelings | • Belly breathing calms down strong feelings.  
• Belly breathing pushes the belly out when you breathe in. | • Demonstrate belly breathing  
• Identify and demonstrate the Calming-Down Steps |
| 15. Handling Waiting | • The Calming-Down Steps can help you manage feeling excited or impatient while waiting.  
• Finding quiet things to do that won’t distract others also helps you wait. | • Identify the Calming-Down Steps  
• Apply the Calming-Down Steps while waiting in a game situation |
| 16. Managing Anger | • Feeling angry is natural. Hurtful, mean behaviors are not okay.  
• Your body lets you know when you are angry.  
• Learning to relax calms you down. | • Name physical signs of anger  
• Apply the Calming-Down Steps in a game situation |
| 17. Managing Disappointment | • When you don’t get what you want, you can feel disappointed.  
• Strong disappointment can lead to feeling sad or angry. | • Identify the feeling of disappointment  
• Demonstrate calming-down skills when they feel disappointed |
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<th>Lesson</th>
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</thead>
</table>
| 18. Handling Being Knocked Down | • When you get hurt, it’s important to calm down before you do anything else.  
• You need to ask for more information and not assume that the action was on purpose. | • Demonstrate calming down in response to scenarios  
• Demonstrate telling the other person they feel hurt and asking what happened  
• Demonstrate apologizing and saying it was an accident |
| 19. Solving Problems | • You need to calm down before you solve a problem.  
• The first step in solving problems is to use words to describe the problem.  
• The second step in solving problems is to think of lots of solutions. | • Use words to describe problems presented in scenarios  
• Generate multiple solutions to problems presented in scenarios |
| 20. Inviting to Play | • When you see other kids being left out of play, it is important to notice and have empathy for them.  
• Inviting others to play is a caring thing to do.  
• Playing with others is a way to get to know them. | • Demonstrate inviting someone to play in response to scenarios |
| 21. Fair Ways to Play | • Sharing, trading, and taking turns are fair ways to play.  
• *Sharing* means playing together with a toy. | • Identify a problem in response to a scenario  
• Generate solutions in response to a scenario  
• Name *sharing, trading, and taking turns* as fair solutions when two students want to play with the same thing |
| 22. Having Fun with Our Friends | • When children play in fair ways, everyone has fun.  
• Other children sometimes have different wants or preferences.  
• Choosing to have fun with others rather than get your own way helps you be friends. | • Demonstrate the Problem-Solving Steps with a problem in the lesson |
| 23. Handling Having Things Taken Away | • It is important to calm down first before solving problems.  
• If someone is being mean to you on purpose, using words and being assertive are good ways to deal with it.  
• It is not okay to grab things away from others. | • Identify a problem in response to scenarios  
• Generate solutions in response to scenarios  
• Demonstrate assertive communication in response to scenarios |
| 24. Handling Name-Calling | • It is not okay to call people names that hurt their feelings.  
• If someone calls you a name, you can ignore the person or respond assertively.  
• If the person doesn’t stop calling you names, you should tell a grown-up. | • Demonstrate assertiveness and ignoring as effective strategies for handling name-calling that hurts feelings  
• Identify an adult to tell if they cannot stop the name-calling |
| 25. Reviewing Second Step Skills | • You have all learned a lot of new skills.  
• You can notice how much you have learned. | • Recall and demonstrate the Listening Rules  
• Demonstrate how to calm down  
• Recall the Fair Ways to Play |
Kindergarten, Unit 1
Lesson 1: Learning to Listen

What Is My Child Learning?
Your child is learning the rules for how to be a good listener. These rules help your child know how to listen and act in a group so everyone can learn.

Why Is This Important?
Being good listeners helps children be better learners. Following the Listening Rules helps children listen and pay attention in class.

Ask your child: What are the Listening Rules in your class? (Have your child tell you each rule and show you the action that goes with it. Rules are listed at right.)

Practice at Home
Before giving directions for daily activities, such as picking up toys or washing hands, remind your child to use the Listening Rules. For example:

You need to use your Listening Rules now. Say each rule and do the actions along with your child, then give the directions: We’re getting ready to leave now, so put on your shoes and coat.

Activity
Have your child choose one of the Listening Rules and illustrate it below. After your child has finished, write which rule you think it is under the picture.

The rule is ____________________________

<table>
<thead>
<tr>
<th>(CHILD’S NAME)</th>
<th>(DATE)</th>
<th>(ADULT’S SIGNATURE)</th>
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</thead>
</table>

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Kindergarten, Unit 1
Lesson 2: Focusing Attention

What Is My Child Learning?
Your child is learning that you need to use your eyes, ears, and brain when you focus attention on something. Your child is also learning how to make an “attent-o-scope” to help focus attention.

Why Is This Important?
Being able to focus attention helps children be better learners. It helps them ignore distractions and focus on what is important in class.

Ask your child: Can you show me how to make and use an attent-o-scope?
(Follow your child’s directions.)

What words do you use to turn on your attent-o-scope?
Possible answers: Focus, listen, pay attention, look carefully.

Practice at Home
Before giving important information, let your child know that you really need his or her focused attention. Suggest that your child use the attent-o-scope.
For example:
This is important. You may need your attent-o-scope. Pause for your child to focus. I am working this afternoon, so Aunt Janet will pick you up from school today.

Activity
Have your child choose something in the room for you both to focus on with your attent-o-scopes. Fill in your child’s answers to the following questions.

What are we focusing on?

What are three things you notice about what we are focusing on?

1. 

2. 

3. 

Option: Have your child draw the object you focused on in the box to the right.

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## Kindergarten, Unit 1
### Lesson 3: Following Directions

<table>
<thead>
<tr>
<th>What Is My Child Learning?</th>
<th>Why Is This Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child is learning that repeating directions to yourself helps you remember what to do.</td>
<td>Being able to remember and follow directions helps children be better learners.</td>
</tr>
</tbody>
</table>

### Ask your child: What can you do to help you remember directions?
Possible answers: Listen. Use the Listening Rules. Focus attention. Use an attent-o-scope. Repeat the directions to myself.

### What parts of your body do you need to use to listen and follow directions?
Possible answers: My ears, my eyes, and my brain.

### Practice at Home
Before giving directions for daily activities, remind your child to listen and focus. Then ask your child to repeat back the directions before starting. For example:

**You need to listen and focus on these directions.** Wait for your child to focus. **Please take your plate from the table and put it on the counter next to the sink. Now repeat out loud what I asked you to do.**

### Activity
Give your child basic directions for how to draw a smiley face in the box. Before giving the directions, remind your child to listen, focus, and repeat the directions before starting to draw. Give the directions one at a time. Sample directions:

1. Draw a big circle for the face.
2. Draw two small circles for the eyes.
3. Draw one circle for the nose.
4. Draw a half circle for the mouth.

**Option:** Now switch places. Let your child give you directions for a simple drawing.

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Kindergarten, Unit 1
Lesson 4: Self-Talk for Staying on Task

What Is My Child Learning?
Your child is learning that self-talk is when you talk to yourself in a quiet voice or in your head. Your child is also learning to use self-talk to stay on task and remember directions.

Why Is This Important?
Self-talk is an important learning tool that children can use to help themselves listen, follow directions, and focus.

Ask your child: What is self-talk? Second Step answer: When you talk to yourself in a quiet voice or in your head.

When are some times you use self-talk? Possible answers: When I repeat directions to myself. When I switch on my attent-o-scope. When I want to ignore someone who is distracting me. When I need to focus on my work.

Practice at Home
When you see your child becoming distracted while doing daily tasks, remind him or her to use one or more of the self-talk words from the activity below. For example:

I see you are having trouble focusing on getting ready for school. What can you say to yourself to help you stay on task? Wait for your child to respond. What is the first thing you need to do? Wait for your child to respond. What is the next thing you need to do?

Activity
Help your child come up with self-talk to help stay on task in the following daily scenarios. Then write one other daily task and fill in the self-talk to use for that task.

<table>
<thead>
<tr>
<th>Getting Ready for School</th>
<th>Getting Ready for Bed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus.</td>
<td>Focus.</td>
</tr>
<tr>
<td><strong>Now it’s time for shoes.</strong></td>
<td><strong>Now it’s time for pajamas.</strong></td>
</tr>
</tbody>
</table>

| Picking Up Toys |
|------------------|-------------------|

(COMPLETE DOCUMENT)
Kindergarten, Unit 1  
Lesson 5: Being Assertive

<table>
<thead>
<tr>
<th>What Is My Child Learning?</th>
<th>Why Is This Important?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your child is learning how to ask assertively for help from an adult when he or she is stuck and doesn't know what to do.</td>
<td>When there is something children don't understand, being assertive helps them continue to learn rather than being stuck.</td>
</tr>
</tbody>
</table>

Ask your child: What can you do when you are stuck and don't know what to do? *Second Step* answer: First try really hard by myself to figure it out. Then ask another student for help. If I still can't figure it out, ask a teacher or another adult for help.

Can you show me how it looks and sounds to ask for help assertively? (See the poster at right.)

### Practice at Home
Notice when your child is getting frustrated with a difficult or new task, such as tying shoes or reading a book. Give your child enough time to try to figure it out alone before reminding him or her to ask you for help. For example:

I see that you are starting to feel frustrated about trying to read that page. If you would like some help, you can say: “Excuse me. Can you please help me read these words?” Wait and let your child ask you assertively for help. Make sure that you give him or her the needed help soon after being asked.

### Activity
Ask your child these questions and write his or her responses in the spaces below.

When is a time when you need help at home or at school? Help your child think of an example.

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What could you say to ask for help assertively? Help your child decide what to say. Then have your child practice saying it to you.

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<table>
<thead>
<tr>
<th>(CHILD’S NAME)</th>
<th>(DATE)</th>
<th>(ADULT’S SIGNATURE)</th>
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Page 29
Kindergarten, Unit 2
Lesson 6: Feelings

What Is My Child Learning?
Your child is learning how to pay attention to people’s faces and bodies to figure out how they are feeling.

Why Is This Important?
Children who can identify feelings tend to get along better with others and do better in school than those who can’t.

Ask your child: Show me a happy face. Does your body feel comfortable or uncomfortable when you’re happy? Answer: Comfortable.

How does my face show I am happy? (Make a happy face.) Possible answers: Mouth is turned up into a smile. Cheeks are up. Eyes are small.

Show me a sad face. Does your body feel comfortable or uncomfortable when you’re sad? Answer: Uncomfortable.

How does my face show I am sad? (Make a sad face.) Possible answers: Mouth is turned down. Eyes are looking down. Head is down.

Practice at Home
Help your child identify and name feelings, using physical clues to help. Name feelings as you, your child, or others are experiencing them. For example:
Your child is getting upset when you say it is time for bed. I can see by the way your mouth is turned down and by your droopy eyes that you are feeling disappointed that it’s time to stop playing and go to bed.

Activity
Help your child cut out three photos of faces showing different feelings. Use TV guides, newspapers, or magazines—anything that has photos of real faces. Paste the photos in the spaces below. Write what your child thinks the person is feeling below each face.

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Page 33
Kindergarten, Unit 2
Lesson 11: Caring and Helping

What Is My Child Learning?
Your child is learning how to show care and concern by saying or doing something kind or helpful. This is called showing compassion.

Why Is This Important?
Being able to show compassion helps children get along with others.

Ask your child: What does showing compassion mean? Possible answers: It means saying something kind or doing something to help. It shows you care about how someone feels.

When is a time you can show compassion for someone else? Possible answers: When someone is feeling sad, lonely, tired, or frustrated.

How do you feel when someone says something kind or helps you out? Possible answers: happy, special.

Practice at Home
Help your child notice when someone he or she knows could use some help or a kind word. For example:
• I see that your sister can’t find her toy. What could you do to help?
• It sure looks like Uncle Milo could use some help cleaning the sidewalk. Is that something you could do?

Activity
Together with your child, write down ways that your child could or does help at home. For example: Help carry in groceries.

Ways to Help at Home

1. 

2. 

3. 

4. 

5. 

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Kindergarten, Unit 3
Lesson 12: We Feel Feelings in Our Bodies

What Is My Child Learning?
Your child is learning to focus attention on his or her own body to figure out his or her feelings. Your child is also learning that if the feelings are uncomfortable, it helps to talk about them with an adult.

Why Is This Important?
When children realize they are having strong feelings, they can take steps to calm down to keep themselves from getting out of control.


When you are feeling worried, what can you do to help you feel better? Second Step answer: Tell a grown-up about your feelings.

Practice at Home
When you notice your child is starting to have strong feelings, such as worry, anger, sadness, excitement, or disappointment, ask what he or she is feeling in his or her body. For example:

A friend just dropped your child's favorite toy and it broke. Oh, I see that your favorite toy just broke.

Put your hand on your tummy. What is it doing? Wait for your child to respond. Put your hand over your heart. What is it doing? Wait for your child to respond. Listen to your breathing. What is it doing? Wait for your child to respond. Can you name your feeling?

Activity
Help your child do the following:
1. Choose “worry” or “anger” and write it beside the body outline.
2. Identify where he or she feels this feeling in his or her body.
3. Color in those places on the outline, for example, tummy, heart, hands.

Feeling:

| (CHILD’S NAME) | (DATE) | (ADULT’S SIGNATURE) |

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Page 49
Kindergarten, Unit 3
Lesson 14: Calming Down Strong Feelings

What Is My Child Learning?
Your child is learning that sometimes feelings can be strong, and how to calm down strong feelings.

Why Is This Important?
When children's feelings are very strong, it is hard for them to think clearly and pay attention. When children are calm, they are able to learn and get along better with others.

Ask your child: When you are starting to feel a strong feeling, what should you do first? Second Step answer: Put my hands on my tummy and say “Stop.”

After you say stop, what should you do next? Second Step answer: Name my feeling.

Then what can you do to calm down? Second Step answer: Take belly breaths.

Can you show me how to belly breathe? Let your child lead you through belly breathing: Put your hands on your tummy. Focus on your breathing. Breathe in through your nose, making your tummy (belly) move out. Breathe out through your mouth, letting your tummy move in.

Practice at Home
When you notice your child having strong feelings, remind him or her to use the Calming-Down Steps. Then, together with your child, practice belly breathing. For example:

Your child is starting to get frustrated. I see you’re having a strong feeling. Put your hands on your tummy and say “Stop.” Wait for your child to say stop. What are you feeling? Help your child name the feeling. Now let’s belly breathe together. Practice belly breathing with your child.

Activity
Help your child think of two scenarios when he or she often has a strong feeling and needs to calm down. Have your child name the feeling. Practice the Calming-Down Steps together after writing down each scenario and feeling.

1. Scenario: ___________________________

   I feel ___________________________. Practice the Calming-Down Steps.

2. Scenario: ___________________________

   I feel ___________________________. Practice the Calming-Down Steps.
Kindergarten, Unit 3
Lesson 15: Handling Waiting

What Is My Child Learning?
Your child is learning how to calm down and choose something quiet to do to make waiting easier.

Why Is This Important?
Children who have good waiting skills tend to do better at school and have better social skills than those who do not.


Practice at Home
During daily activities that require waiting, such as waiting for you to finish a phone call, waiting for dinner, or waiting for a friend to visit, remind your child to use one of the ways to make waiting easier learned in class. For example:

I am going to make a phone call. I need you to wait very patiently while I finish the call. What can you do to help you wait? Wait and let your child respond. Offer suggestions if needed, such as belly breathing, counting, using self-talk, or doing something quiet that will not distract others.

Activity
Complete the following questions about this girl with your child.

1. This girl needs to wait. What do you think she is waiting for?

2. She is very excited. How should she breathe to help herself calm down?

3. What can she say to herself that will help her wait? (Fill in the speech bubble.)

4. What is something quiet she can do while she waits that will not distract others?

5. Is there anything else you can think of that will help her wait?

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Kindergarten, Unit 4
Lesson 19: Solving Problems

What Is My Child Learning?
Your child is learning the first two steps for problem-solving. Your child is learning how to say the problem, then think of solutions for that problem.

Why Is This Important?
Children who can solve problems get along better with other children, are less aggressive, and have fewer conflicts.

Ask your child: What should you do if you are having a strong feeling before you try to solve a problem? Second Step answer: Calm Down.


What is the first Problem-Solving Step? Second Step answer: S: Say the problem.

What is the second Problem-Solving Step? Second Step answer: T: Think of solutions.

Practice at Home
When problems come up at home, such as missing toys or conflicts with siblings, help your child use words to describe the problem. Then together, think of some solutions. For example:

Your child can't find a favorite toy. Say: You seem very upset. First calm down, and then we can solve this problem together. Belly breathe with your child. What is the problem? Help your child describe the problem. Then repeat it. You can't find your toy. Now let's think of some solutions. Help your child think of solutions, such as to search each room or play with another toy. Which solution do you want to try? Have your child pick a solution and try it.

Activity
Have your child color in the first letter of the first two Problem-Solving Steps. Write the step next to the letter.
Kindergarten, Unit 4  
Lesson 21: Fair Ways to Play

What Is My Child Learning?  
Your child is learning that sharing, trading,  
and taking turns are Fair Ways to Play with  
the toys with other children.

Why Is This Important?  
Having Fair Ways to Play with others helps  
children make and keep friends.

Ask your child: **What are Fair Ways to Play with toys with other children? Second Step answers:**

1. Sharing, or playing together. **What can you say?** “May I share that toy with you?”
2. Trading. **What can you say?** “Would you like to trade this toy for that one?”
3. Taking turns. **What can you say?** “Please, may I have a turn?”

Practice at Home  
When your child is playing with another child, remind them to use Fair Ways to Play. If you notice them having trouble, ask them to choose one of the Fair Ways to Play. For example:

* I see you are having some trouble playing together. What would be a fair way to play with that toy? Wait for one or both of the children to respond. If they can't remember what they are, remind them: You can take turns with the toy, you can play together with the toy, or you can play with different toys and trade after three minutes. I can set the timer for you. Have the children pick a Fair Way to Play.

Activity  
Have your child draw a picture of two children using one of the Fair Ways to Play in the box below, or use a separate piece of paper. Then check which of the fair ways you think he or she drew.

<table>
<thead>
<tr>
<th>Sharing</th>
<th>Trading</th>
<th>Taking Turns</th>
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<tbody>
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Second Step: Skills for Social and Academic Success  
Page 75