

SOCA K-1 L2 MY FRIEND'S SUPERPOWER

Grade: K-1

Competency Area: Social Awareness

Lesson Title: My Friend's Superpower (Lesson #2)

T-SEL Standard: 3.A.1. Students discuss similarities and differences between themselves and others and different social and cultural groups.

Duration: 20 minutes

Materials Needed: ChalkWild erasable backpack + ChalkWild chalk markers + terry cloth

Lesson Directions:

1. **Introduction:** Begin by gathering the students in a circle. Ask them to think about a friend in school and what that friend is really good at. Explain that everyone has special things they're good at, like a superpower!

- Invite several students to share their ideas aloud. To support students as needed use the following prompts:
 - Are they a good listener?
 - Are they a fast runner?
 - Are they great at sharing?
- Write the superpower list on the board or a piece of chart paper.

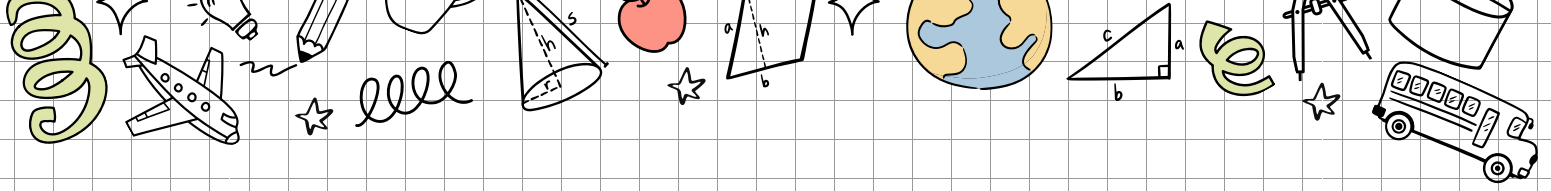
2. **Drawing Activity: "My Friend's Superpower."** Explain the activity:

"Today, you are going to draw your friend's superpower."

- Have students get into pairs.
- In their pairs, students will take turns sharing something their partner is really good at (e.g., "You are a great helper," "You are a fast runner").
- After sharing, each student should draw a picture on their backpack of their partner demonstrating that "superpower."

3. **Sharing and Discussion:** Once all the drawings are complete, bring the group back together and ask for volunteers to share the picture they drew of their partner. As a group, celebrate each person's unique strengths and contributions by inviting partners to act out their superpowers in the middle of the circle.





SOCA K-1 L1 THE FEELING FACES (CONT.)

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- Following the modeling, ask all students who have identified as Partner A to raise their hand, and all students who have identified as partner B raise their hand. Instruct that they will begin with Partner A choosing a feeling and providing directions aloud to Partner B as Partner B draws the feeling face on their backpack.
- After about five minutes, check in with the pairs and remind them to switch partners so Partner B becomes the coach for drawing and Partner A is drawing a different feeling face on their backpack.

3. Sharing and Discussion: Once drawing is finished, each pair will share their drawings on their backpacks with the group and discuss what might make someone feel the emotion they have drawn. End the lesson by reminding students that paying attention to a person's face can help us understand and be a good friend.

