



**Talents: Everyone Has Them (🧠 A Cognitive Health Story)
(Kindergarten – 5-6 yrs.)
Worksheet: Work in Progress**



STORY CONNECTION – SLIDE 8 (Approx Time: 10-15 mins)

How many of you could ride a bike the **first** time you tried it? Riding a bike takes practice. If you practice, you learn how to turn the bike, make it go faster and slower by pedaling, and you will learn how to stop by either using the brakes or your feet. Some people may learn how to ride a bike faster than some other people. That may be because they are stronger or are not afraid of falling. These people have something about their body and their brains that makes it easier for them to learn how to ride a bike – so they have a bike riding talent. But even if it takes you longer to learn how to ride a bike – you can still learn how to ride a bike. You may find that you are good at riding a bike and that you like to ride your bike. This is because you practiced riding your bike. You are good at it – you like it – but...you just will not be the person who does jumps, and spins and tricks on your bike. And that is ok.

Materials needed:

- Chart paper/board space
- Green markers/crayons/colored pencils (1 per student)
- Blue markers/crayons/colored pencils (1 per student)
- Work In Progress worksheet (1 per student- included below)

Preparation needed:

- Identify a personal example of a “work in progress” to share with student(s).

Instructions:

1. In this activity, student(s) reflect on their talents and things that still might be challenging for them. Talk about how even though they might really like doing something, it might be hard for them to do. It might take them longer to be good at someone else, and that is okay.
2. Ask student(s) to think about their talents.
3. After some time to brainstorm, have the student(s) share their responses. As they share, write a list on the board or chart paper.
4. Ask student(s) to think about some of the things they are still working on. Explain the phrase “work in progress” and give them some personal examples.
5. After some time to brainstorm, ask the student(s) to share their “works in progress.” Record these on the board or chart paper as well.

Note: They will have a lot of work in progress ideas since they are in kindergarten!

6. Pass out the Work in Progress worksheet below and go over the directions with the student(s). For example: “I will read the description in each box. If it is a talent you have, color the box green. If it is something that is a “work in progress” for you, color the box blue.”

7. One by one, read the descriptions to the student(s) and have them color as you go. Wait for all to finish coloring before moving on to the next one.
8. After reading them all and having student(s) color them, ask if anyone would like to share any of their works in progress. Knowing what the student(s) are working on can help the teacher and other student(s) know how to support the student(s) as they try to work on these areas.
9. In closing, remind student(s) that most talents take practice to get better at doing. Even if they like doing something and are practicing a lot, it still might always be work in progress for them. If they enjoy what they are doing and are happy doing it, that is the important thing. When we do things we like, this makes our brain happy and healthy.

Name _____

Work In Progress

Color your talents green. Color your works in progress blue.

asking for help

playing a sport

reading

math

running

being a good listener

riding a bike

following directions

being helpful

drawing pictures

getting along with
others

telling stories