



Social and Emotional

Learning Activities for Elementary School Students

1. Self - Awareness	<ul style="list-style-type: none">○ Show 3-5 emotions with your face. For example, show a sad face, mad face, scared face○ Name a time when you felt 3-5 emotions, such as sad, mad, or scared.○ Discuss how your body feels with different emotions, for example when mad your body might feel tight, clenched fists, hot, red face, cry.○ Draw pictures of different emotions and have others guess what you drew.○ Play feelings charades by acting out different emotions and having others guess what feeling you're acting out.○ Identify ways to calm down such as walk away, take deep breaths.○ Practice taking deep breaths using the square method, draw an invisible square with your finger and breathe in with the first line, breathe out with the second and continue pattern until you've made a square, repeat making a square at least 4 times.○ Journal or share about your day and note how you are feeling.○ Write or share a story about someone who is kind, be sure to describe how and why they are kind.○ Identify ways to feel better when upset or frustrated,<ul style="list-style-type: none">● Hug a pillow● Talk to an adult● Listen to music● Dance● Stretch your muscles● Color or draw● Go for a walk or run
2. Self – Management	<p><u>Activity 1- Freeze Dance</u></p> <p>Freeze Dance is a simple way to help kids practice starting and stopping unexpectedly. It's a fun way to practice self-control.</p> <p>Materials Needed:</p> <ul style="list-style-type: none">● Room to dance● Music with at least 2-3 different tempos or styles of songs. <p>How to Play:</p> <p>Explain to your kids that when the music is on, everyone has a great time dancing. Then when the music stops, everyone stops. See how quickly they are able to stop. Then change the song. If the first song you did was fast, then try a slower song. Or try a different style of a song, switching from a pop song to a classical one. Dance and have fun! When you're done, have a discussion with your child to connect the fun game to some learning. The following are just some questions that you can use to start a conversation with your child.</p>

Questions:

- How did you do with freezing when the song had stopped?
- During which song was it easiest to stop? Why?
- During which song was it hardest to stop? Why?
- When are there times when you might need to use the skill (stopping and freezing, even when you're in the middle of doing something fun) in real life?

***** **Variation:** If you want to do this activity again but the kids are bored with Freeze Dance, you can turn it into Musical Chairs to work on the same skills. You can also use lights too as a signal rather than music.

Activity 2- Creative Problem-Solving Prompts

This is a fun way to use everyday materials and unique prompts to practice solving problems. The point of this activity is to think outside the box and for kids to trust their own thought process to see things through.

Materials Needed: * Feel free to substitute if you don't have something, this is meant to be easy set up and for kids to use whatever is available to solve problems.**

- Problem-solving prompts (below)
- Paper straws
- Cotton Balls
- Yarn
- Paper cups
- Clothespins
- Tape
- Popsicle sticks
- Paper clips
- Sticky notes

How to Play:

Explain to kids that they are going to practice solving problems. Go through the problem-solving prompts together and decide which problem to tackle together (or you as the adult can decide which prompt to use to make it a bit more guided). Let kids know that they can use any of the materials provided but don't have to use all of them. Encourage them along the way by guiding their thinking rather than giving them answers or solutions (ex. "What can we do next?" vs "Here is the next step.", "What else could we try?" vs "How about trying this?", etc.) When they solve a problem, here are some questions to start a conversation to continue their learning.

Questions:

- How did you decide which problems to solve?
- What role did different group members (if you have more than one kiddo) play during these challenges?
- How did the group work well together (if you have a group)?
- What worked well?
- What didn't work well?
- Can you think of a time when you have had to or might have to use your creativity to solve problems in a different way?

Problem-Solving Prompts: (You can also make up your own!)

- Make or describe a device to move a stuffed animal from one room to another without touching the ground.
- Devise a slide for mini figures.

- Make describe a leprechaun trap.
- Create a jump ramp for cars.
- Use at least 4 supplies to build the highest tower you can.
- Make up your own game- make sure you remember to make rules for how to score and win.
- Make a device for two people to communicate to one another.
- Using at least 3 supplies, make a device that can roll 3 feet.
- Build a house for a small figure.
- Make an invention that a kid would love.

Activity 3- Mindful Senses

Mindfulness is being aware of what's happening in the present moment. It's not about trying to clear your mind but allow your thoughts and emotions to come and go without judgement and familiarizing ourselves with the present moment. It takes practice to be able to do this. Mindfulness can be a helpful tool for kids who have challenges with self-regulation or difficulty managing emotions or want to improve their concentration (or really any person in any situation). This mindful senses activity is a fun way to introduce the concept of mindfulness to kids.

Materials Needed:

- Cut flowers (or something that they can see and smell like a bottle of soap or shampoo, etc.)
- Small piece of fruit or chocolate or other type of food (blackberries, Hershey's kiss, potato chip, pumpkin seed, etc.)

How to Play:

SIGHT AND SMELL

Give the child(ren) a flower (or bottle of soap, etc.). Tell them to take a look at the flower (or object) in front of them and see what they notice.

- What colors do they see?
- What patterns do they see?
- What does it smell like?
- As they kept looking, did they notice a detail that they hadn't seen at first?

TASTE AND FEEL

Give the child(ren) a snack.

Before they do anything, have the child(ren) take a moment to look at the snack. Notice all the details about it. How big is it? What color is it? It is softer or a little bit firmer? How heavy or light does it feel in your hand?

Take a moment and sniff it- does it have a strong scent or a faint scent?

Next, ask the child(ren) to put the snack in their mouth but don't chew and swallow quickly. Notice how the snack feels in your mouth. Chew it several times, paying attention to the sensations and the tastes. What changes as you chew? Once you have chewed it thoroughly and you are ready, swallow the snack. When you have finished the activity, here are some question you can ask to start a discussion with your child about the skill they just practiced.

Questions:

- Which was your favorite activity?
- What did you notice during this activity that you never noticed before?
- What other item could you use for the sight and smell activity?
- What other item could you use for the taste and feel activity?
- When are times that we need to make sure to be mindful? Why?
- How can mindfulness help us manage how we feel and solve problems?

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3. Self – Efficacy

Activity 1:

Scavenger Hunt: Go around house, try to find, and write down:

1. All items of a certain color, like green. How many did you find?
2. All items of certain shape, like square: How many did you find?
3. All items of certain texture, like fuzzy: How many did you find?

Physical: Use any equipment you might have 😊

- 1 **Counting:** Roll up a pair of socks and throw it back and forth. How many times can you do that in a minute? Stand further apart and do it again. How many times can you do it now in a minute? If you switch to a stuffed animal or ball, does it make harder or easier? Now try to set a goal (25 catches in one minute?) and see if you can meet it. Try to improve your count by practicing! *How does it feel when you see yourself improving your count?*
- 2 **Jumping Jacks, push-ups, or jumping rope:** Set your timer for one minute and see how many you can do it. When you’re doing it, feel your heart beating and your arms, legs in motion. How many did you do in one minute? *How does your “heart” (emotions) feel when your “body” is in motion? Do you feel happier, more cheerful?*

Activity 2:

Preparing, Cooking or Baking: Only do with a parent or guardian.

1. The next time your parent or guardian prepares food, offer to help. Can you help measure ingredients, open up containers or boxes, or stir what’s cooking? Did you have to problem solve what to do? **How did that make you feel to help out with a chore?**

Board Games, Card Games: With your parent or guardian and your siblings, cousins etc.

1. When you played the game, what strategies did you use to keep the game going?
2. When you played the game, it’s okay if you argued or disagreed with other players! Do you remember the Kelso’s Choice Wheel? Don’t forget to problem solve using any of Kelso’s eight choices! Take turns, talk it out, make a deal, etc.

Activity 3:

Conversations:

Depending on your child’s age, it’s healthy and positive to have conversations about why they’re at home right now instead of school. Keeping your information age appropriate (the older, the more technical info you can share), it’s okay to explain what COVID-19 is. You can reassure your child that you’re there for them, whenever they need to talk to you about anything. It’s very important that students know that their school is taking every step to keeping them safe, and staying home

is a big part of that. Also, that their teachers and counselors miss them very much, we can't wait to see them again!

1. How do you feel about being at home for a while?
2. What can you do to feel better while you're at home?
3. How can I help you to stay connected to your friends? Phone calls? Letter writing?
4. Do you have any uncomfortable feelings we can talk about? Fear? Scared? Sad? Missing school?

4. Social Awareness

Activity 1: Family Kindness Challenge

Discuss what *kindness* is, and how it makes ourselves and others feel when they are treated with *kindness*. Then, create a family kindness challenge, using the examples below or by creating your own acts! Challenge each family member to do one act of kindness every day.

Examples:

1. Do a household chore without being asked
2. Find things you no longer use that can be donated
3. Read a book to a sibling
4. Make someone laugh
5. Create a family gratitude jar
6. Write or share a thank you
7. Write or share a happy message with sidewalk chalk
8. Paint a kindness rock and place it outside

Activity 2: Morning check-in using open-ended questions

Open-ended questions encourage others to tell what is important to them. When asking open-ended questions, individuals must use listening skills in order to understand.

Question: How are you feeling this morning?

Question: What is most important to you today?

Question: What would we do today if we could do anything?



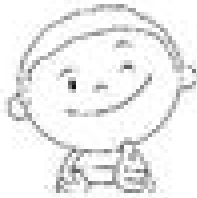



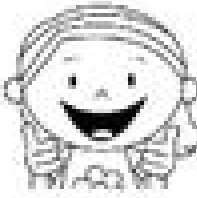


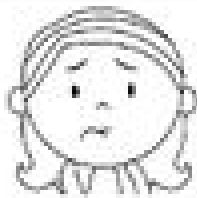





Question: How can we make each other smile today?

To practice listening-skills, challenge each person to talk for 30 seconds, then challenge the listener to repeat as much information as they remember back to the speaker.

Activity 3: Emotion Storytelling

Read a story together. Discuss how each character is feeling below. Take turns sharing a time you felt like that or making up a story about why they are feeling that way.

Character Emotions Chart

 angry	 bored	 confident	 confused
 disappointed	 guilty	 happy	 hurt
 interested	 jealous	 nervous	 sad
 scared	 satisfied	 surprised	 thoughtful

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Activity 4 Perspective-Taking

Using the following scenarios, identify how each character might be feeling.

Scenario one: You and your friends are playing outside. Your friend falls and scrapes their knee. How do you think your friend is feeling? How are you feeling?

Scenario two: You were asked to clean up your toys before lunch. Your adult comes in and sees that your toys are not put away. How do you think your adult is feeling? How are you feeling?

Scenario three: You are playing a board game with a friend, and win. How do you think your friend is feeling? How are you feeling?

Scenario four: You saw a friend was looking sad. You go over and offer them a hug. How do you think your friend is feeling? How are you feeling?

Scenario five: You told a funny joke to your little sister and made her laugh. How do you think your little sister is feeling? How are you feeling?
Scenario six: You surprised your adult by cleaning your room without being asked! How do you think your adult is feeling? How are you feeling?
Optional – see if you can act out how each character is feeling!

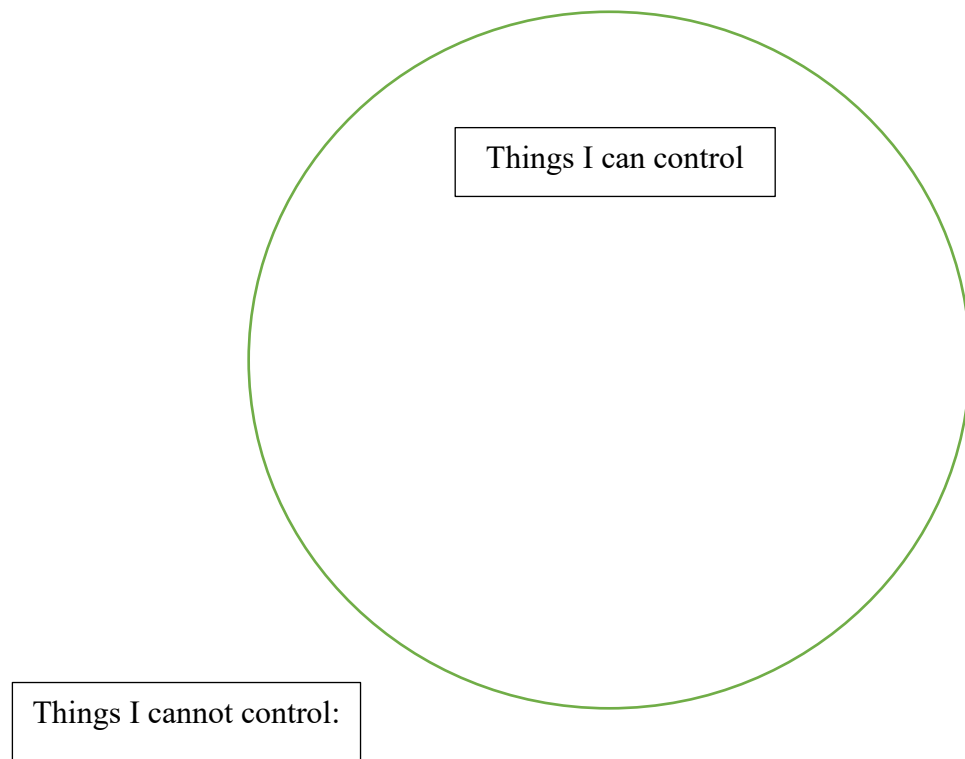
5. Social Management

The Circle of Control

In most situations, there are some things that we can control, and some things that we cannot control. Teaching your child about their “**Circle of Control**” can help them to draw attention and focus their thoughts and energy on what they **can** control.

1. Draw a circle on a piece of paper. Tell your child to imagine that this is their “circle of control”.
2. Inside the circle, write: “things I can control”.
3. Outside of the circle, write: “things I cannot control”.
4. Look at various situations with your child, and have them identify what they **can** and **cannot** control about different parts of the situation.
5. Inside the circle, write things that your child can control.
6. Outside of the circle, write things that your child cannot control.
7. Encourage your child to focus on the parts of the situation that they can contro

Your paper might look like this:



	<p>Scenarios: To practice, you can apply this concept to one of the following scenarios, or you can make up your own scenarios.</p> <ul style="list-style-type: none"> • Imagine that it is a rainy day. You were planning to meet some friends at the park. You were really hoping for a sunny day, and you have been really looking forward to seeing your friends. What can you control about this situation? What is out of your control? <ul style="list-style-type: none"> ○ Outside of the circle (what you cannot control): the weather, what your friend decides to do, what your friend wears, how long it rains, if the park is wet or not ○ Inside the circle (what you can usually control): if you cancel your plans or continue to have them, what you wear to the park, what you say to your friend • You could apply the “Circle of Control” to the recent changes in our lives related to the Coronavirus and preventing it’s spread. What can you control about the situation? What can you not control? <ul style="list-style-type: none"> ○ Outside the circle: what others say or do, how others act, the fact that this illness has reached some people in our country ○ Inside the circle: washing out hands, giving other’s personal space, catching our cough, respectfully reminding others to give us personal space, talking about our feelings about the situation
<p>6. Social Engagement</p>	<p>1. Family dinner conversation starters:</p> <ul style="list-style-type: none"> • Parents or guardians share what you were like at your kids’ ages. Kids say what they think they will be like as parents. • What do you want to be when you grow up? (This answer changes often with kids.) • Best thing, worst thing. Go around the table and ask each person to share the best thing about their day and the worst thing about their day. • If you could have any superpower, what would it be? • Name 3 foods you would never eat. • What is your dream job? • What is the thing you worry about most? • What are you most thankful for? • What is your favorite movie? • Describe the person sitting to your right in 3 words. Keep it positive. <p>2. Activities for parents and kids to do together</p> <ul style="list-style-type: none"> • Write or share a letter to a different friend or family member each day • Races of various kinds (hopping on one foot, crabwalk, walking backwards, etc.) • Board games • Card games • Build a Lego masterpiece • Make a scrapbook

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| | <ul style="list-style-type: none">• Make tents and reading caves• Have a shadow show in the reading tent• Play with cornstarch and water and cheap action figures• Write a story cooperatively. One person picks a character and the other picks a setting• Any and all art is fun at home: Beading, painting, drawing, play dough or kinetic sand, sewing, etc.• Draw self-portraits on blank faces• Indoor or outdoor scavenger hunts• Design a space craft from household items. Spend some time pretending you're on different planets with different gravity, you could seriously spend a whole week on just fun space activities.• Box Road - Flatten out a box and draw a road in marker. Add blocks, trucks and other toys for kids to build a city• Family dance party• Build a bridge or building with Legos• Make a time capsule! One day your kids can use it to tell their kids all about this craziness• Make an indoor obstacle course• Play "I Spy" inside or out the window• Scavenger Hunt |
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