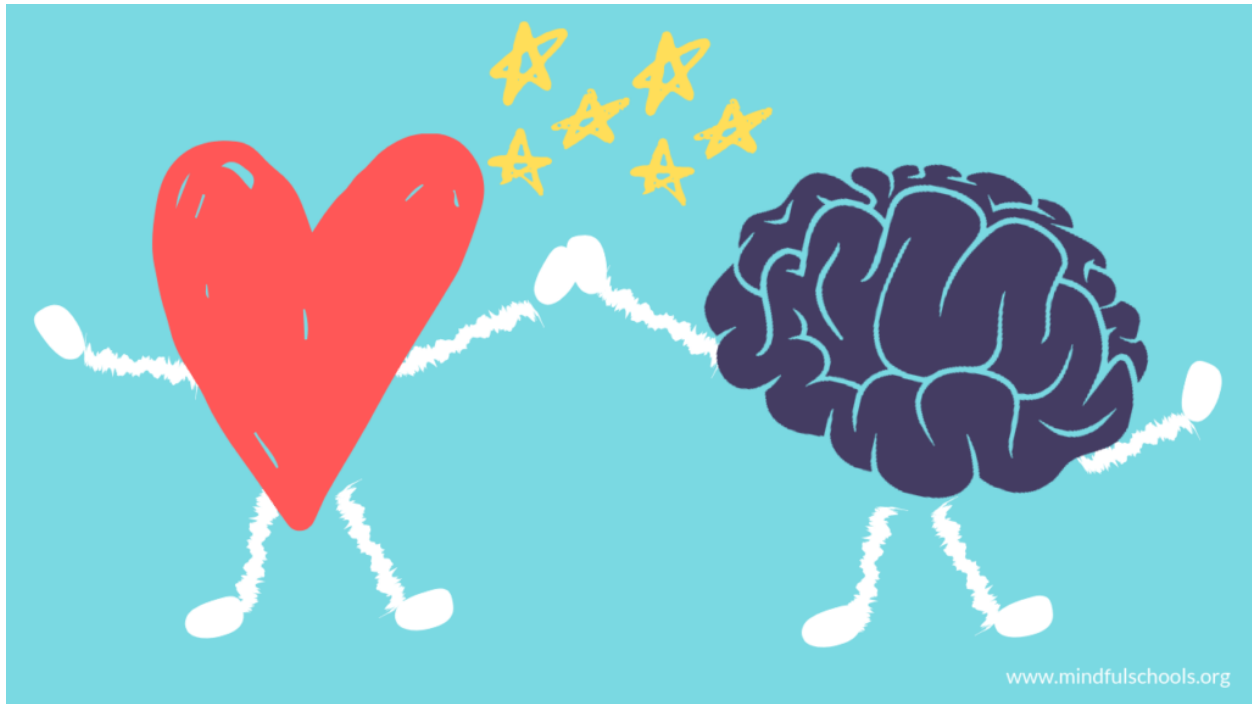


SEL Activity Handbook



Created in collaboration with the Equity and Counseling Departments

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Introduction

This SEL Activity Handbook provides MDUSD teachers and sites with:

1. Community Circle Games
2. Community Circle Prompts
3. SEL Activities
4. Restorative Justice Prompts and Templates
5. Supporting Materials (Handouts and links)

The games and activities provided are in alphabetical order. All activities can be used for all grade levels. Some activities have included suggestions to adapt to different levels. If you have questions about adapting a certain activity to the level of your students, please ask your site administrator or assigned counselor.

In the back of the Handbook is a Thematic Index that separates the activities and games based on CASEL's 5 SEL competencies. The items in the table of contents and index are linked to the activities in the handbook.

Some considerations to keep in mind:

- There may be some activities that could require a stronger sense of community or be triggering to your particular students. Those activities will include an asterisk (*) in their title.

- If a student (or group of students) appears to need additional support after a given activity, please reach out to your site's counselor or administrator, so they can provide additional support.
- If you need additional support in facilitating a particular activity, please reach out to your site administrator and/or counselor as they can assist with co-facilitation.

What is SEL?

CASEL SEL Competencies

School-wide SEL Indicators

[SEL Focus Calendar by Month](#)

Thematic Index

Self-Awareness

Community Building Circle Games

Name of Activity

[1-2-3 Look](#)

[Action Syllables](#)

[Caught Red Handed](#)

[Cheer Greeting](#)

[Cross the Line](#)

[Don't Show your Teeth](#)

[Grandmother's Trunk](#)

[I'm Like People Who](#)

[Name Game](#)

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Self Awareness SEL Activities

Name of Activity

[Animal Breathing](#)

[Beautiful Notes](#)

[Charades](#)

[Emotional ID](#)

[Giraffes Can't Dance](#)

[I-Spy](#)

[M&M](#)

[Marshmallow, Lave or Magic Carpet](#)

[Mindful Breathing](#)

[Mindful Coloring](#)

[Mindful Eating](#)

[Mindful Jar](#)

[Mindful Posing](#)

[Mindful Scavenger Hunt](#)

[Mindful Walking](#)

[Optical Illusions](#)

[Spidey-Sense](#)

Self-Management

Community Building Circle Games

Name of Activity

[A What?](#)

[Chicken Picks](#)

[Opposite Directions Game](#)

[Passing Compliments](#)

[Would You Rather](#)

Self Management SEL Activities

Name of Activity

[Animal Breathing](#)

[Animal Regulation](#)

[Balloon Keep Up](#)

[Charades](#)

[Class Handshake](#)

[Coping Skills](#)

[Fruit Salad](#)

[Giraffes Can't Dance](#)

[Human Protractor](#)

[Invisible Drawing](#)

[I-Spy](#)

[Marshmallow, Lava or Magic Carpet](#)

[Mindful Breathing](#)

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[Mindful Scavenger Hunt](#)

[Mindful Walking](#)

[Optical Illusions](#)

[Pop Chairs](#)

[Spidey-Sense](#)

Social Awareness

Community Building Circle Games

Name of Activity

[1-2-3 Look](#)

[ActionSyllables](#)

[Caught Red Handed](#)

[Chicken Picks](#)

[Cross the Line](#)

[Don't Show your Teeth](#)

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[Line-up](#)

[Name Game](#)

[Name Test](#)

[Passing Compliments](#)

[Snake Game](#)

[Wind Blows](#)

Social Awareness SEL Activities

Name of Activity

[Acts of Kindness](#)

[Alphas and Omegas](#)

[Disgusting Team Sandwich](#)

[Emotional ID](#)

[I-Spy](#)

[Marshmallow, Lava or Magic Carpet](#)

[Optical Illusions](#)

[Pirates](#)

[Positive Post-it](#)

[Turnstile](#)

[Tweeting for Change](#)

Relationship Skills

Community Building Circle Games

Name of Activity

[Alphabet Word Game](#)

[Cheer Greeting](#)

[Hula Hoop Body Pass](#)

[Human Knot](#)

[Listen to the Universe](#)

[Line-up](#)

[Passing Compliments](#)

[Progressive Story](#)

[Roll Ball Greeting](#)

[Rose Bud Thorn](#)

[Telephone Game](#)

Relationship Skills SEL Activities

Name of Activity

[Acts of Kindness](#)

[Balloon Keep up](#)

[Beautiful Notes](#)

[Charades](#)

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[Make it Work - Tallest Tower](#)

[Marshmallow, Lava or Magic Carpet](#)

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Responsible Decision Making

Community Building Circle Games

Name of Activity

[Opposite Directions Game](#)

[Progressive Story](#)

[Would You Rather](#)

Responsible Decision Making SEL Activities

Name of Activity

[Acts of Kindness](#)

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[Organize it](#)

[Tweeting for Change](#)

Community Building Circle Games

1-2-3 Look

Activity: 1-2-3 Look

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To hear and think about similarities and differences with your peers.

CASEL Competency: Self-Awareness and Social Awareness

Materials needed:

- None

Procedure:

Step 1: The activity starts with everyone in a circle looking down at the ground. The facilitator or student calls out “1-2-3 Look” and the objective is to look up and make eye contact with someone else in the circle **but also to make sure that the person does not look directly at you.** If both students make eye contact with each other, both sit down and cannot participate in the game. The objective of the game is to remain in the circle for as long as possible.

Step 2: Continue the rounds until there is only one pair of students left.

Alphabet Word Game

Activity: Alphabet Word Game

Purpose: Have fun, practice word recall

Objective: Name things that start with each letter in the alphabet

CASEL Competency: Relationship Skills

Materials needed:

- None

Procedure:

Step 1: Sitting in a circle, move sequentially around to respond. First person starts with "A," second is "B," etc. continues until exhausting all letters. (Eg. Apple, balloon, carpet, doughnut....)

Step 2: To make it harder, have participants respond using words in a theme (ie. Food items)

Step 3: If help is needed, participants can "phone a friend" by calling on a peer with their hand up.

A What?

Activity: A What?

Purpose: To recognize that sometimes things can get overwhelming and confusing, but it is okay.

Objective: The challenge is to see if we can keep things straight throughout the activity.

CASEL Competency: Self-Management

Materials:

- paper hearts (enough for each person to have a heart)
- paper Happy Faces (enough for each person to have a Happy Face)
- Can be other shapes or items, if desired

Procedure:

1. Have the group sit or stand in -a circle with two facilitators opposite each other, each supplied with half of the "Happy Faces" and "Hearts."
2. Pass a "Happy Face" to the person on your right, saying, "This is a Happy Face."
3. Ask that person to say back to you, "A what?"
4. You reply, "A Happy Face: pass it on."
5. Let them pass it on using the same dialogue.
6. Let the group pass it to three or four people.
7. After people have the idea, ask that the "Happy Face" be returned to you.
8. Go to your left saying, "This is a Heart."
9. Hopefully the person on your left will say, "A what?" and you'll say, "A Heart; pass it on."
10. Explain that your co-facilitator will also be passing out "Happy Faces" and "Hearts."
11. Each facilitator will pass out "Happy Faces" and "Hearts" alternately.
12. Let the passing continue until everyone is receiving both "Happy Faces" and "Hearts" at the same time.
13. When used as a closing, end by saying: "My wish for you is that you'll all receive and give many "Happy Faces" throughout your life, so that your heart and the hearts of the people you meet will not be broken."
14. "Other "things" can be passed out in the same way. For example, a pen and a shoe, two different tinker toys or even, a Handshake and a High Five, or a Handshake and a Hug (depending on the closeness of the group).

Action Syllables

Activity: Action Syllables

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To hear and think about similarities and differences with your peers.

CASEL Competency: Self-awareness and social awareness

Materials needed:

- None

Procedure:

Great activity for introducing new students to each other.

Step 1: Facilitator should model the activity first. When the facilitator states their name, the facilitator will make a dance move or action per syllable of their name. For example Chris-to-pher has 3 syllables and the person facilitating the activity would have 3 actions or movements with the name (**ex. Chris “clap”- to “stomp” –pher “jazz hands”**).

Step 2: The student who goes next must repeat the student's name as well as the movements and also do the same for their name.

Step 3: Repeat until everyone has had a chance to participate.

Reminder: This may prove to be an increasingly challenging activity for the students/participants who are near the end of the circle and the facilitator should encourage students to help the last remaining students remember/recall names and movements.

Caught Red Handed

Activity: Caught Red Handed

Purpose: This is a fun activity to work on team work.

Objective: To have fun.

CASEL Competency: Self-awareness and social awareness

Materials needed:

- A small item that can be held with one hand

Procedure:

Have everyone gather in a circle shoulder to shoulder.

Step 1: Have one student stand in the middle of the circle looking outward at the rest of the group.

Step 2: Facilitator will pass an item to one of the students, and then the item will continue to be passed until the facilitator says “stop.”

Step 3: The student in the middle guesses who is currently holding the item.

Step 4: This can be repeated several times.

Step 4: Facilitator can ask students some debrief questions like:

- For the person inside the circle, what clues gave away that someone might be holding the item?
- For people on the outside, what did you notice when you were passing the item around or when the person was guessing?

Cheer Greeting

Activity: Cheer Greeting

Purpose: Fun activity to learn classmates' names

Objective: Students will learn names and interests

CASEL Competency: Relationship Skills, Self Awareness

Materials needed:

None

Procedure:

**Note: This may be a time when a student expresses a preferred pronoun. You can have students state their preferred pronouns before starting the program.*

Step 1: Facilitator will introduce sentence frame (easiest if written on board or overhead)
Student by student, everyone will lead the cheer below:

Student: My name is _____

Class Responds: yeah

Student: and I like to (activity ie Swim)

Class Responds: uh huh

Student: And I'll be a (person who does this activity ie. Swimmer)

Class Responds: Yeah

Student: All the days of my life

Class Responds: all the days of his/her life.

Chicken Picks

Activity: Chicken Picks

Purpose: To use self-management techniques to come up with examples of topics, instead of being taken away by anxiety, along with using empathy about how each person felt when they were given the opportunity to think of examples.

Objective: For each person to compete to come up with the most examples given any topic.

CASEL Competency: Self-management, social awareness

Materials:

- A rubber chicken or other stuffed animal
- Sheet of paper or white board and a writing instrument to keep track of points
- At least 1 topic card per person who is participating

Procedure:

1. Assign a designated counter each round.
2. Choose a topic.
3. Give the rubber chicken to one person who will start to pass the chicken around the circle when you say "Go."
4. The person in the middle must list as many things as they can from the topic while the chicken makes one journey around the circle.
5. When the chicken gets back to the starting point, the person must stop talking.
6. A designated counter should be in the group to count how many objects they are able to list. The person that is able to list the most objects is the winner.
7. After the winner is chosen, [reflect on the feelings each person felt when they had to think of examples.](#)

Topic example:

- a. Chocolate Bars (ie) hershey, crispy crunch, aero etc. etc. etc.

Cross the Line

Activity: Cross the Line

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To hear and think about similarities and differences with your peers.

CASEL Competency: Self-awareness and social awareness

Materials needed:

- Prompts/sentence starters
- ****NOTE-be thoughtful about the questions as some can be triggering for some students.**
- We suggest starting with low risk prompts as you start to work with a new group of students: Sample of low risk prompts:
 - -been at the same school since kinder
 - -Is the oldest child in the family
 - - you have a pet at home
 - -you have chores that you have to do
 - -your favorite sport is soccer
 - -you speak more than one language
 - -You were born in California
 - -You are excited about something this week

Procedure:

Have students stand in a line and create a line/threshold for them to cross.

Step 1: Facilitator will make a statement. If it is true for students, they should cross the line or move to the other side of the room.

Step 2: Everyone returns to the original line for each statement.

Step 3: Repeat until the facilitator has completed the statements.

Step 4: Facilitator can ask students some debrief questions like:

1. What is one thing you learned about someone in the group?
2. How did you feel about sharing something about yourself with new people

Freeze Game

Activity: The Freeze Game

Freeze Game: Teachers use the “Freeze Game” to give children practice on freezing when a bell or other signal is sounded. The teacher invites the children to chat and move around the room. Teacher then raises a hand, or rings a bell to signal that children should freeze. The teacher then counts to see how long it takes all the children to stop their bodies, look at him/her and be quiet. The class is challenged to lower their time or perhaps break a previous record.

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To learn and respond to teacher cues and expectations

CASEL Competency: Self-awareness and social awareness

Materials needed:

- A bell or other prompt

Procedure:

Have everyone gather in a circle.

Step 1: Facilitator introduces the bell and expectations that all students freeze silently when the bell is rung.

Step 2: Students mill around, talking to each other. When the bell is rung, students freeze silently and turn their heads to the teacher. Practice a few times. Time students to see how quickly as a team they can become quiet.

Step 3: Introduce a silent quiet sign (teacher’s hand up, two fingers “quiet coyote,” etc.) Have students repeat the activity with the silent sign-encourage them to look at each other to see when others become quiet. Time students to see how quickly they can become quiet.

Step 4: Facilitator can ask students some debrief questions like:

- Was it easier or harder to become quiet with the quiet sign?
- Why might a teacher or classroom need/use a quiet sign?

****We encourage you to start this early in the year, and create a “time to break” where when students are able to become quiet quicker than that time they are rewarded throughout the year.**

Don't Show Your Teeth

Activity: Don't Show Your Teeth

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To create a stronger classroom community.

CASEL Competency: Self-awareness and social awareness

Materials needed:

- none

Procedure:

Have everyone gather in a circle.

Step 1: Students will go around the circle naming a fruit (or other theme if you're doing this one again). Each student should choose a different answer.

Then, go around and have them say their fruit, but not show their teeth by covering with lips! If you show your teeth or laugh, you lose! Keep going until there are a few consistent winners.

Step 2: Go around a second time, this time without showing your teeth (demonstrate covering your teeth with your gums!

Step 3: If you laugh you lose and have to sit down and stay quiet.

Step 4: Finish when only a couple students are left standing.

Step 5: Facilitator can ask students some debrief questions like:

- How did it feel when you were watching but no longer participating?
- Why is it important to be able to laugh about yourself?

Grandmother's trunk

Activity: Grandmother's Trunk

Purpose: This is a fun activity and can serve as an introductory activity for students, can be used to learn names.

Objective: To hear and think about similarities and differences with your peers.

CASEL Competency: Self-awareness and social awareness

Materials needed:

- Sentence Frame written on board/overhead. "I am going on a trip and I need to pack my grandmother's trunk."

Procedure:

Have everyone gather in a circle.

Step 1: Facilitator will model for students first. "I am going on a trip and I need to pack my grandmother's trunk and I am taking a _____ (item starting with first letter of name)."

Step 2: Students participate sequentially each adding an item that starts with the first letter of their name. "I am going on a trip and I need to pack my grandmother's trunk. I am taking a _____ and a _____ and a"

Step 3: Repeat until everyone has had a chance to go.

Step 4: Facilitator can ask students some debrief questions like:

- What is one thing you learned about someone in the group?
- How did you feel about sharing something about yourself with new people

Hula Hoop Body Pass

Activity: Hula Hoop Body Pass

Purpose: This is a fun activity and with body movement and team work needed

Objective: Practice communication skills and build team relationships

CASEL Competency: Relationship Skills

Materials needed:

- Hula Hoops (2+)

Procedure:

Have everyone gather in a circle holding hands.

Step 1: Facilitator will place a hula hoop between two students so that it is around their hands that are together. Facilitator will instruct students to work together to pass the hula hoop around the circle to return to the same place without breaking hands. (This is best done by raising arms to get it over the head and stepping through.

Step 2: A Second (or third) hula hoop can be added with a large group of students to encourage more students to engage in the activity. You can also add rules like eyes closed or no talking to give a greater challenge. You can also split the class into groups and have them race.

Step 3: With differently sized hula hoops, you can have two going separate directions to add to the challenge.

Step 4: Facilitator can ask students some debrief questions like:

- How did you feel if/when you were successful?
- How did things change when you no longer could see or talk?

Human Knot

Activity: The Human Knot

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To work together, build communication and listening skills

CASEL Competency: Social Awareness, Relationship Skills

Materials needed:

- None

Procedure:

Step 1: Have students stand in a circle (depending on the size of your group, this might be better in smaller groups (8-15 students are probably best))

Step 2: Each person reaches in and grabs another person's hand with each of their hands.

Step 3: Work together to unravel.

Step 4: If you have enough time try to do it again without talking or with every other person's eye's closed.

Step 4: Facilitator can ask students some debrief questions like:

1. How did you feel initially?
2. How did you feel if/when you were successful?
3. How did things change when you no longer could see or talk?

I'm like people who

Activity: I'm like people who

Activity: The Wind Blows

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To hear and think about similarities and differences with your peers.

CASEL Competency: Self-awareness and social awareness

Materials needed:

- Prompts/sentence starters

Procedure:

We suggest that facilitator model the activity for students.

Step 1: Facilitator stands in the middle of the circle says "I'm like people who ____" stating something that is true for them (ex. I'm like people who like cats).

Step 2: Everyone for whom the statement is true must switch spots with someone else. The last person left in the middle will be the next speaker and will say, "I am like people ____."

Step 3: Repeat until everyone has had a chance to go.

Step 4: Facilitator can ask students some debrief questions like:

1. What is one thing you learned about someone in the group?
2. How did you feel about sharing something about yourself with new people

We suggest starting with low risk prompts as you start to work with a new group of students:
Sample of low risk prompts:

1. "I am like people who like pizza."
 2. "I am like people who love the beach."
 3. "I am like people who are Latina/o, Mexican, Asian or African-American/Black"
 4. "I am like people who are proud of their culture."
 5. "I am like people who are a little shy."
 6. "I am like people who like to read."
-
1. If not, they can continue. If they are comfortable, ask them to state the month and day of their births in order.
 2. A variation is to ask people to line-up by height, but do so with their eyes closed and humming all the time. When movement ends, ask if they all feel comfortable with the arrangement. If not, they can continue for a while. Finally, have them open their eyes and see how they've done. When doing this with eyes closed, facilitators keep participants safe by redirecting them should they wander near the edge of the room or into furniture.

Listen to the Universe

Activity: Listen to the Universe

Purpose: To understand the value of communication skills

Objective: To have the volunteer identify the area or object within the room that the group chose.

CASEL Competency: Social awareness and Relationship Skills

Materials:

- No materials needed

Procedure:

1. Explain to everyone that we are trying to have someone find an object or location within the room without talking but by clapping.
 - a. The volunteer will leave the room for a minute while the group chooses a spot in the room for the volunteer to find.
 - b. The volunteer will find the spot by listening to everyone clap their hands.
 - c. If the volunteer is going near the spot or "getting hot," everyone will clap loudly.
 - d. If the volunteer is far away from the spot or "cold," the clapping will be soft.
2. If there are no questions, ask for a volunteer and have her/him step out of the room.
3. Ask someone to pick a spot and then have the volunteer come back into the room.
4. After the first volunteer finds the spot, ask for another volunteer to step outside the room.
5. Continue.
6. This can be made more challenging by having the volunteer do something when they find the spot.
 - a. For example, you might have the volunteer go to a table and pick up a book.

Line-up

Activity: Line-up

Purpose: to understand that body language is a major form of communication along with gestures.

Objective: To line up in the correct order without communicating verbally.

CASEL Competency: Social awareness, relationship skills

Materials:

- List of different ways to arrange
 - Ex: by date of birth, alphabetically by name, by age, by height (with eyes closed and humming)

Procedure:

The group's task is to arrange themselves in order

3. Choose how they need to arrange themselves
4. Inform them they cannot communicate verbally but only through body language and gestures.
5. If they ask, "Where is the beginning of the line?" say that they'll have to figure that out in silence.
6. When movement ends, ask if they all feel comfortable with the arrangement.

Name Game

Activity: Name Game

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To create a stronger classroom community.

CASEL Competency: Self-awareness and social awareness

Materials needed:

- none

Procedure:

Write the sentence frame on the board or overhead.

Have everyone gather in a circle.

Step 1: Students will go sequentially around the circle and say "My name is _____ and I'm here to say, I hope you have a very nice day" Everyone else will respond "Hi _____."

Name Test

Activity: Name Test

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To create a stronger classroom community.

CASEL Competency: Self-awareness and social awareness

Materials needed:

- Index cards with a student's name on each card

Procedure:

Have everyone gather in a circle.

A student will draw a card, and then greet that other student (crossing the circle to do a high five). The next student will draw an index card until all names have been drawn.

Opposite Directions Game

Activity: Opposite Directions Game

Purpose: Understanding Rules/Expectations, Grow relationships through laughter

Objective: To listen to a direction and respond accordingly

CASEL Competency: Self management and responsible decision making

Materials/Preparation needed:

- “Rules” written on board/overhead

Procedure:

Have everyone gather in a circle.

Step 1: Facilitator will teach students the pairs for rules

“Raise your hand” = “sit down”

“Hand on your head” = “turn in a circle”

“Say your name” = “my teacher is the best”

Have students choose two more

Step 2: Facilitator will state a rule and students will be given an opportunity to respond “correctly” according to predetermined rules.

Step 3: Repeat until rules are each stated several times.

Step 4: Facilitator can ask students some debrief questions like:

- Why do you think we have rules at school?
- Why is it important to follow rules?
- What might happen if someone doesn't follow the rules correctly?

Passing Compliments

Activity: Passing Compliments

Purpose: Students will practice complimenting each other and receiving compliments

Objective: Students will be able to make positive statements about their peers and receive compliments with good manners.

CASEL Competency: Social Awareness, Relationship Skills

Materials needed:

- none

Procedure:

1. Facilitator explains that there are good things about each of us and we are going to practice complimenting each other.
2. Facilitator can brainstorm nice things you can say about others and write it on the board/overhead.
3. Facilitator starts by complimenting the person on their right. The compliments continue moving to the right until everyone has been complimented.
4. After receiving a compliment, the student should say thank you and the complement giver's name. "Thank you Charlie."
5. Discuss feelings about receiving and giving compliments.

Progressive Story

Activity: Progressive Story

Purpose: Working together, the group creates a cohesive story.

Objective: To work together and build self and group-confidence with developing something successful.

CASEL Competency: Responsible decision making, relationship skills

Materials needed:

- None

Procedure:

Have everyone gather in a circle.

Step 1: Facilitator explains that a story has a beginning where the main character is usually introduced, middle (where a problem usually occurs) and end where any problem has been resolved.

Facilitator explains that each student will share one sentence and pass to the next person who will build on the story.

Facilitator starts the story "Once upon a time..." and passes to their left until each student has participated. Teacher ends the story with "The end."

Step 4: Facilitator can ask students some debrief questions like:

1. Did you imagine that the story was going to end that way?
2. What did it feel like when the story changed from what you imagined?
3. Did your classmates come up with things that you hadn't thought of before?

Roll the Ball Greeting

Activity: Roll the Ball Greeting

Purpose: Students will familiarize themselves with the names of their classmates and practice greeting patterns.

Objective: To help students learn to greet each other.

CASEL Competency: Relationship Skills

Materials needed:

- Ball

Procedure

Facilitator should give sentence frames for greeting. "Good morning Sally." "I hope you have a good day Jose." etc.

Students will sit in a circle and roll a ball to classmate, practicing greeting each other.

Students will continue greeting each other until all students have been greeted.

Rose Bud Thorn

Activity: **Rose Bud Thorn**

Purpose: This is a safe way for students to share about themselves.

Objective: **To hear and think about similarities and differences with your peers.**

CASEL Competency: Self-awareness and relationship skills

Materials needed:

Write on board/overhead:

- **Rose: Something you are happy about**
- **Bud: Something you are looking forward to**
- **Thorn : something you are not happy about**

Procedure:

Everyone should stand or sit in a circle.

Step 1: Facilitator will model for students first sharing their Rose, Bud, and Thorn.

Step 2: Students will take turns sequentially sharing their Rose, Bud, and Thorn. If they agree with something another student says they can snap or use their hand signs to show agreement.

Step 3: Repeat until everyone has had a chance to go.

Step 4: Facilitator can ask students some debrief questions like:

- What is one thing you learned about someone in the group?
- How did you feel about sharing something about yourself with new people?

Snake Game

Activity: Snake Game

Purpose: This is a fun activity to have students interact with each other

Objective: To create cross interaction for all students

CASEL Competency: Self-awareness and social awareness

Materials needed:

- none

Procedure:

Snake Activity: Participants stand in a circle facing inward. Student #1 steps into the circle, turns left and faces the person beside them ("Student 2"). Student #1 gives Student #2 a "greeting" and a "safe gesture" (fist bump, high five). Student #1 continues to move around the inside of the circle, doing this greeting/gesture to each circle member. They return to their place in the circle. Student #2 will follow Student #1 and also greet each person; eventually the whole class "snakes" through to greet each other.

Have everyone gather in a circle.

Step 1: Facilitator will model for students first.

Facilitator will step into the circle and turn to face the student who was next to the facilitator in the circle. Facilitator will give that student a "greeting" (*at the beginning of the year, the greeting can be their name) and a "safe gesture" (fist bump, high five, shoe tap, etc). Facilitator will then continue to the left greeting and doing the same gesture to each circle member until returning to their place in the circle.

Step 2: Each student then does the same with their own (or same) greetings/gestures rotating to their left until they have completed the circle.

Step 3: Repeat until everyone has had a chance to go.

Step 4: Facilitator can ask students some debrief questions like:

- Which was your favorite gesture or greeting?
- Did you have the chance to greet someone with whom you have not yet talked?

Telephone Game

Activity: Telephone Game

Purpose: To see how words can change as they get passed through many different people

Objective: Try to communicate by whispering into your neighbor's ear

SEL Competency: Relationship Skills

Materials needed:

- None

Procedure:

Step 1: Sitting in a circle, facilitator whispers a sentence in the ear of person sitting to their right.

Step 2: Participants follow suit, whispering the sentence to the person to their right until it comes full circle.

Step 3: Discuss experience. [What was it like waiting when you knew others had already heard it? What was it like to finally hear the sentence? Did you understand what was told to you?](#)

Wind Blows

Activity: The Wind Blows

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To hear and think about similarities and differences with your peers.

CASEL Competency: Self-awareness and social awareness

Materials needed:

- Prompts/sentence starters

Procedure:

Have everyone gather in a circle.

Step 1: Facilitator will model for students first. Facilitator who is standing in the middle of the circle says, “The wind blows for people who_____” stating something that is true for some members in the circle (ex. The wind blows for people wearing black shoes/had breakfast/studying for the test).

Step 2: Everyone for whom the statement is true must switch spots with someone else. The facilitator can call out the next or all the statements or the last person left in the middle can be the next speaker.

Step 3: Repeat until everyone has had a chance to go.

Step 4: Facilitator can ask students some debrief questions like:

- What is one thing you learned about someone in the group?
- How did you feel about sharing something about yourself with new people

We suggest starting with low risk prompts as you start to work with a new group of students:
Sample of low risk prompts:

1. The wind blows for people who have an older sibling.
2. The wind blows for people who love cats.
3. The wind blows for people whose favorite color is blue
4. The wind blows for people who like baseball
5. The wind blows for people who are wearing black shoes
6. The wind blows for people who wear glasses.

Would You Rather

Activity: Would You Rather

Purpose: Fun getting to know you game

Objective: Notice when there are similarities with others in the class

CASEL Competency: Responsible Decision Making, Social Awareness

Materials needed:

- List of Would you Rather questions

Procedure:

Step 1: Have students stand in a line in the center of the room.

Step 2: When a facilitator makes a statement, students move to one side or the other to show their preferences.

Step 3: Students return to the center to answer subsequent questions.

Step 4: Reflect- How did it feel when you were standing with the majority of the group? How did it feel when you were standing with a minority of the group? Did you ever want to change your response afterwards? Why or why not?

SEL Activities

Acts of Kindness Challenge

Activity: Acts of Kindness Challenge

Purpose: For students to see the importance of helping others.

Objective: To do random acts of kindness for others throughout the day.

CASEL Competency: Social Awareness/Relationship Skills/Responsible Decision Making

Materials:

- Acts of Kindness BINGO card

Procedure:

This is similar to the game BINGO, but instead of numbers it has different acts of kindness a student can easily do for another.

1. Encourage kids to be kind to others.
2. For each kind act they do, have them color in the picture.
3. Another option is to have them give an example of each kind act before they color it in.

In Home Activity: The students will go home and do a random act of kindness to an adult or family member within their life. Then report back to the group in a [facilitated check-in how did the person feel and how did it make the student feel when they were helping the other person.](#)

Alphas and Omegas

Activity: Alphas and Omegas

Purpose: Increase awareness that various groups have different social/cultural rules, understand that these differences do not need to be considered bad/wrong /strange, and promote empathy for those trying to fit into a different culture.

Objective: Visitors must attempt to assimilate and/or observe the rules of a culture different from their own.

Materials:

- Alpha Culture Rules handout
- Omega Culture Rules handout

CASEL Competency: Social Awareness

Procedure:

1. Facilitate an opening discussion asking the following questions: What are normal ways to greet others? (e.g. shake hands, wave hand hello, smile, say "Hello/Hi"); What do you normally talk about when hanging out with your friends?; How do you normally show approval of someone's behavior? (e.g. clap, nod, give thumbs up, smile, tell them "good job" or "congratulations"); How do you normally show disapproval of someone's behavior? (e.g. boo, give thumbs down, frown). **(5 minutes)**
2. Divide participants into two groups. Give one group the Alpha Culture Rules and the other group the Omegas Culture Rules. Make sure they are in separate rooms or far apart from one another so that they don't overhear each other's cultural rules. Read rules aloud one at a time for culture members to rehearse rules individually rather than attempting to learn the entire list at once. Once cultural rules have been read and put into practice in each group, each group must select two observers. These observers will travel to a different culture with the intent to learning how to interact successfully with members of that culture. **(10 minutes)**
3. Instruct the observers to visit the other culture and attempt to learn successfully how to interact successfully with members of that culture. Host culture members interact with one another according to their cultural rules, but are not allowed to talk about the rules of their culture once the visitors arrive. **(5 minutes)**
4. Observers return to share and teach their own group members what they learned about the other group's behavior. **(5 minutes)**
5. Combine both groups in one large gathering to interact with one another, maintaining their own cultural rules when interacting with members of their own culture and attempting to interact with members of the other culture according to what observers shared. **(5 minutes)**

Follow up/Process Questions (5 minutes):

- What was the other culture like- what are some descriptive words you might use? (e.g. weird, strange)
- What feelings did you have when you tried to interact with the other group?
- How did you feel interacting with your own group according to your cultural rules?
- In your friend group at your school, do you ever say or do things you feel uncomfortable with because it's a rule of your friend group?

- What are the cultural rules for appropriate behavior at your school? How did you learn them?
- What can you take from this activity to the next time you step into a situation when you must learn new cultural rules, or are part of a group welcoming others who are new to your group's rules?

Animal Breathing

Activity: Animal Breathing

Purpose: Practice different kinds of breath

Objective: Teach students to use different kinds of breath for self-management of feelings

CASEL Competency: Self-Management, Self-Awareness

Materials needed:

- None

Procedure:

Step 1: Have students list animals that have distinct sounds/movements that can be turned into breaths.

Step 2: Create a breathing style that would mimic that sound/movement of a few of those animals (short bursts of breath for birds, long trumpeting breath for elephant, etc.)

Step 3: Practice several of the breaths as a group.

Step 4: Discuss: How do the shallow breaths make you feel? How do the long and deep breaths make you feel? Are there any that felt funny? Can you imagine yourself using any of the breaths when you are feeling upset? Which types of breaths might you use if you were feeling nervous about a test or presentation?

Animal Regulation

Activity: Animal Regulation

Purpose: Learn Self-Regulation Skills

Objective: Students will learn skills that they can use to self-regulate

CASEL Competency: Self-Management

Materials needed:

- None

Procedure:

Step 1: Introduce the fact that people and animals are able to self-regulate and so we are going to use some of the things that they do to learn how to regulate ourselves.

Animals:

- Monkey-monkeys use their voices, facial expressions, and movements to communicate.
 - Tap the top of your head with fingertips
 - Tap gently on your face (eyebrows, temples, under your nose, on your chin)
 - Raise your shoulders and arms and tap on your sides
 - Finish by tapping on your chest making your best monkey sounds
- Elephants-Elephants create their own sunscreen by throwing mud onto their backs with their trunks
 - Using your arm as a trunk, lift up as you inhale, hold for three seconds, as you bring your trunk back down, exhale through your nose and making a trumpet noise.
- Koalas-Koalas can sleep up to 18 hours a day!
 - Curl into a little ball and take a few deep breaths
 - Laying down or sitting, wrap your arms around your body and give yourself a hug.
- Dogs-Dogs don't just shake to dry themselves off! They also shake after waking up and when they are stressed.
 - Can you shake off your worries like a dog?
- Cats-Did you know that cats arch their backs to stretch their sleepy muscles after a nap?
 - On all fours, arch your back up like a cat and hold it for 5 seconds.
- Flamingos-Did you know that a flamingo's legs can be longer than their entire body?
 - Begin by balancing on one leg. Slowly lift your other leg while lowering your head.
- Crocodiles-Did you know that crocodiles can go underwater with their mouths open? They have a special valve that closes their throats, so they won't accidentally swallow or breathe in water.

- Use your arms like the jaws of a crocodile, inhale through your nose as you open your arms. Exhale through your nose as you close your crocodile jaws in slow motion. Finish with a big clap!

Step 2: [Reflection: Which of the animal movements did you like the most?](#)

Balloon Keep Up

Activity: Balloon Keep Up

Purpose: To learn better teamwork and communication skills.

Objective: To keep as many balloons in the air as possible, for as long as possible.

CASEL Competency: Relationship Skills, Self-Management

Materials:

- Balloons (at least enough for one per person)
- Stopwatch

Prep:

- Before day starts, blow up 30 balloons and place them aside in your room

Procedure:

Work as a team to keep at least half of the balloons in the air for at least 30 seconds. Each person can only touch a specific balloon two consecutive times before someone else must make contact with the balloon. You may hit the same balloon up again once a teammate touches it.

1. Give the group 30 seconds and ask that they hold only the balloons that remained in the air up
2. Count how many balloons were on the floor.
3. Process Questions:
 - a. Were you able to accomplish your goal?
 - b. Were all of you honest? Did anyone touch one balloon more than once or pick up a balloon after it fell on the floor?
 - c. How would you go about completing this activity next time?
4. Give the group 2 minutes to brainstorm how they are going to accomplish their goal.
5. Give the group 30 seconds and ask that they hold only the balloons that remained in the air up.
6. Count how many balloons were on the floor.
7. Process Questions:
 - a. Were you closer to accomplishing your goal?
 - b. What strategies worked/ did not work?
 - c. How would you go about completing this activity next time?
8. Give the group 1 minute to brainstorm how they are going to accomplish their goal.
9. Give the group 30 seconds and ask that they hold only the balloons that remained in the air up.

Follow up: ****Get students to pass you balloons to put aside before final debrief

- Were you closer to accomplishing your goal?

- What were some positive changes you observed from round one to round three
- This activity was your first opportunity to work together as a team, as we move into the next one, make sure to remember those communication styles and teamwork when challenged with this next task.
- What can you do if you are juggling a lot of tasks? Or feeling overwhelmed?

Beautiful Notes

Activity: Beautiful Notes

Purpose: Students to put their emotions into drawings based on the music they are hearing.

Objective: Combine what students hear and visualize into a drawing from music notes.

CASEL Competency: Responsible Decision Making, Self-Awareness, Relationship Skills

Materials needed:

- Colors and paper for each participant, song (preferably without lyrics)

Procedure:

Step 1: Tell students that you want them to only listen to the notes in a song

Step 2: Students listen to the music and color based on what the notes tell them (they can color darker or lighter, higher or lower, or a scene based on what they hear or emotions emitted)

Step 3: Students share their drawings with the class and explain why they chose what to do

Charades

Activity: Charades

Purpose: Students practice the skill using their bodies to communicate and better understand non-verbal communication,

Objective: **Is to facilitate the child's awareness of how emotion, identity and social situation can be communicated through facial expressions. Children also gain an understanding of the importance of these actions in social interactions.**

CASEL Competency: Self Awareness, Self Management & Relationship Skills

Materials:

- Feelings/Emotions Chart
- Pictures of people, things, symbols,

Procedure:

Six or more players divided up into teams.

1. Discuss that our body language and facial expressions can often hint at what we're doing and how we're feeling.
2. Have each person or child come up with an activity, such as making a sandwich, and then act it out.
3. See if others can guess the activity.
4. Note that you can also do this with emotions, by having kids act out different emotions and seeing if others can correctly guess.

Class handshake

Activity: Create a class handshake

Purpose: This is a fun activity and can serve as an introductory activity for students.

Objective: To work together and create something as a group.

CASEL Competency: Self-Management, Relationship Skills

Materials needed:

- None

Procedure:

Step 1: Break the group into teams of 3-5 students

Step 2: Have each team choose one movement

Step 3: Come back together as a group and create an order for all of the movements.

Step 4: Practice the handshake routine as a group, and use it in future activities.

*Coping Skills

Activity: Coping Skills

Purpose: To understand different coping skills that can be used for self-management

Objective: for each student to practice different coping strategies on command

CASEL Competency: Self-management

Materials:

- Coping skills cards (at least one for half of the people present)
- Funny appropriate joke cards (5 jokes per person)

Procedure:

1. Begin this activity with a discussion about how everyone gets upset sometimes, but each person does different things to bring themselves back to center. Sometimes we do things that are not helpful but that is natural.
2. Make sure to give examples of times you felt upset and how you used coping strategies to help calm yourself down.
3. Then ask the students:
 - a. Has there been a time where you have gotten upset? Frustrated? Angry
 - b. What did you do when you felt that way?
4. Once all of the students share (if a student does not want to share it is not a requirement), then begin to talk about various coping strategies.
5. Then, tell them that we need to use coping strategies when we are upset but also to help us from laughing as well or when we are nervous.
6. Have everyone stand up and get into two line facing each other.
 - a. One side will be given one of the coping strategy cards
 - b. The other side is given 5 joke cards
7. Tell the people with the coping strategy card to try to engage in the coping strategy while the other is telling them jokes. If the joke has a question, the other person has to respond. You cannot just ignore the jokes.
8. The point is to try to not laugh. If the joke teller gets the other to laugh they get one point.
9. Now switch roles and tally points.

Variation:

- You can have them in a circle and one person is going around telling the jokes
- You can do each group at a time, instead of all together.

Follow up questions:

- How hard was it not to laugh?
- Did the coping strategy help?
- Do you think that you will try to use the coping strategy in the future? When you are

upset or need to refocus energy?

In Home Activity: Discussion with parent/adult about a time they felt a strong emotion of anxiety, anger, frustration, or other similar emotions and how did they cope with the situation.

Disgusting Team Sandwich

Activity: Disgusting Team Sandwich

Purpose: Fun activity to cause group to find humor in developing a silly story

Objective: Students will come up with silly ideas to build a story as a team

CASEL Competency: Social Awareness, Relationship Skills

Materials needed:

- None

Procedure:

1. Facilitator explains to the group that together they are going to build a disgusting sandwich.
2. Each student will add one food item to the sandwich toppings list.
3. Facilitator can make silly faces and say “ewww” or “disgusting” to encourage silly items to be added.

Emotional ID

Activity: Emotional ID

Purpose: To understand and identify various emotions within different scenarios.

Objective: As a group to identify the emotions and reasons for the emotions given for a particular scenario.

CASEL Competency: Self-Awareness/Social Awareness

Materials:

- Picture cards
- Video Clips
- Scenarios

Procedure:

Have everyone sit together, so everyone can see, at a table or on the ground.

Pictures:

1. Choose a picture and show the group
2. Ask two people to identify some emotions within the picture
3. Then ask follow up questions:
 - a. why?
 - b. What do you see that indicates that emotion?
 - c. Who has ever felt that way before?

Video Clip:

1. Choose a video clip to watch
2. Pause the video
3. Ask two people to identify the emotions within the video clip
4. Then ask follow up questions:
 - a. why?
 - b. What do you see that indicates that emotion?
 - c. Who has ever felt that way before?

Role-playing:

1. Each person gets a card.
2. As you go through the circle, each person:
 - a. Reads their card outloud
 - b. Then responds to the following questions:
 - i. What emotions do you think each person felt?
 - ii. And Why?
 - iii. Has anyone ever felt that way?
3. Variation:
 - a. Choose two people to act out the scenario
 - b. Afterwards ask two other students to identify emotions within the scenario
 - i. Then ask follow up questions:
 1. why?
 2. What do you see that indicates that emotion?
 3. Who has ever felt that way before?

In Home Activity: art activity, choose an emotion and cut out images or items that represent that emotion for the student. Enlist help from a parent, if desired have a parent do the art project as well.

Fruit Salad

Activity: Fruit Salad

Purpose: Students will practice listening and recognize when they are to respond.

Objective: Students will respond when appropriate to facilitator prompting.

CASEL Competency: Self-Management

Materials needed:

- None

Procedure:

1. Facilitator separates students into groups (Number off students 1-5, Assign each number a fruit (or something related to your class-vocab words, characters in a book, etc.)
2. When you name that number, fruit/etc all the students who have that item need to switch places.
3. You could tell a thematic story (students assigned vocab words: ghost, pumpkin, witch, etc. "Once upon a time, Joey walked up to an old house. There were pumpkins on the porch (all "pumpkin" kids switch places). When the door creaked open, a witch popped out (all "witch" kids switch places).
4. If the facilitator says "Fruit Salad" everyone has to switch places.

Giraffes Can't Dance

Activity: Giraffes Can't Dance

Purpose: Explore growth mindset with students

Objective: Students will think and talk about the process of not being able to do something and then learning or suddenly being able to and the feelings associated with that experience.

CASEL Competency: Self Awareness, Self Management, Responsible Decision Making

Materials needed:

- Book Giraffes Can't Dance

Procedure:

Step 1: Read "Giraffes Can't Dance"

Step 2: Create anchor chart for things that students were unable to do and then learned how to do

Step 3: Create anchor chart of things that they can't do "yet" and steps they might need to take to get there

Step 4: [Reflect as a class on growth, desire for growth, and committing to goals.](#)

Hot and Cold

Activity: Hot and Cold.

Purpose: students will practice using basic instructions to find a specific object.

Objective: Students will communicate to a “seeker” to help them to find a mystery object.

CASEL Competency: Relationship Skills

Materials needed:

- None specifically-facilitator will choose mystery objects around their room (can be a book, plant, etc.)

Procedure:

1. Have one student stand outside.
2. Choose an object in the classroom that the seeker should seek.
3. When the student returns, use directions of “hot” (closer) and “cold” (further) to instruct the student to find the object.

Human Protractor

Activity: Human Protractor

Purpose: Students will begin to understand angles and how their bodies move.

Objective: Students will move their bodies in response to the facilitator's instructions and practice spatial awareness.

CASEL Competency: Self Management

Materials needed:

- None

Procedure:

1. Everyone stands in a way that everyone has space to move their body without touching anyone else.
2. Everyone touches their toes with their fingers.
3. Keeping their arms straight out in front of their bodies, straighten up to the sky by the count of 20.
4. Students will need to remember where their hands are at different numbers.
5. Facilitator calls out numbers between one and twenty, and the group assumes the position for each number.

*Identity portraits

Activity: Identity portraits

Purpose: Students will practice interviewing skills to get to know their partner and express their learnings by art.

Objective: Students will get to know each other better, and use art skills

CASEL Competency: Responsible Decision Making, Relationship Skills

Materials needed:

Drawing utensil, Paper, Coloring utensils

Procedure:

1. Facilitator splits students into pairs.
2. Student interviews a classmate about themselves.
3. Students then draw symbols and pictures to show what is important to their partner.
4. Students present their drawings to the class.

Invisible Drawing

Activity: Invisible Drawing

Purpose: Practice receptive communication

Objective: Facilitator or other designee describes a picture, and others attempt to draw from verbal communication.

CASEL Competency: Relationship Skills, Self-Management

Materials needed:

- Paper and drawing utensil for each participant
- Picture to describe

Procedure:

Step 1: Choose person to communicate the picture

Step 2: Describer will attempt to describe the picture available to only them with describing word (relative positioning, textures, colors, feelings etc. of picture)

Step 3: Listeners will draw based on the oral picture they are hearing and share out with the group at the end.

Step 4: Discuss as a group what it was like to have to draw something without seeing it and just hearing descriptions. Were there things that helped? Were there things that made it harder?

I-Spy

Activity: I-Spy

Purpose: The game is about practicing careful looking so you can find the object I'm thinking of.

Objective:

The I-Spy game helps students to listen and follow instructions, stay engaged in classroom activities, and persist even when interrupted or when facing challenges. They also use focus power to pay attention to others and have engaging conversations with peers

CASEL Competency: Self-Awareness, Self-Management, Social Awareness & Relationship Skills

Materials:

- None

Procedure:

1. The player gives the first letter of the object as a clue. For example, If a player chooses a fence, they say, "I spy with my eye something beginning with F"
2. Players take turns to call out guesses until someone gets the right answer.
3. The first person that guesses correctly gets the next turn to choose an object.

Additional Notes:

Have kids stay just where they are and look around for the item. Instead of just guessing, it's helpful to have them ask questions that really cause them to think. For example, they might say, "is it something you can play with?" and "is it something you can write on?" After giving some time for questions, allow the child to guess what it is. Whoever guesses it right can be the next to spy something.

*M&M

Activity: M&M

Purpose: Students will familiarize themselves and grow comfort with talking about their feelings.

Objective: Students will practice talking about their feelings.

CASEL Competency: Self Awareness

Materials needed:

- M&Ms
- small drinking cup or baggie per student

Procedure:

Facilitator will give a small amount of M&M to each student.

1. They have to respond to each color differently with a situation that caused them to feel that feeling:
 - a. Green: jealousy
 - b. Brown: pride of self
 - c. Red: anger
 - d. Blue: sadness
 - e. Yellow: happy
 - f. Orange: proud of someone else
2. Discuss:
 - a. Feelings are normal. We all get angry or feel sad at times. What is important is what you do when you have those strong feelings.
 - b. What is something that you can do when you are angry or sad that helps you to calm down?

Make it Work - Tallest Tower

Activity: Make it Work—Tallest Tower

Purpose: Understand that communication is key to positive relationships and success.

Objective: To build the tallest freestanding structure

CASEL Competency: Relationship Skills, Responsible Decision Making

Materials: Note: materials listed are per group participating

- Paper cups
- Popsicle sticks
- Spaghetti
- Masking tape
- Yarn
- Paperclips
- Index cards
- Marshmallows

Procedure:

1. Make supply bags before the lesson! The key here is to divide the supplies unevenly, but put them in a closed bag or box, so that participants can't see that each group is getting a different set of supplies. Each group should have a lot of one supply, and only some of the other supplies.
 - Divide the group into 4-5 teams.
 - Ask for a representative from each group to come to a separate space (center of the room or a separate room) to receive instructions and materials.
 - Pass out one bag of supplies to each group representative.
 - You should then introduce the representatives to the activity by simply saying "This is an activity to work on communication and collaboration, and the goal is to build the tallest free standing tower you can with the supplies in the bags. There will be prizes (or bragging rights) for the winners."
2. You should be careful to introduce the activity without giving too much context or answering too many questions. Again the key here is that each group will have a different set of supplies but the facilitators should make sure this is not immediately obvious. Once it becomes more obvious, the facilitators should neither discourage nor encourage collaboration and sharing. The vast majority of participants when divided into groups, will assume they should be competing against the other groups but you should not specifically say it is a competition
Announce that they have ~20 min to build, and let the building begin.
3. After a few minutes of building you have a few choices.
 - You can ask for representatives to come to the center of the room and report to the other reps one thing they are doing well and one challenge they are having.
 - You can have everyone stop building for a moment and walk around and see other teams' progress so far
4. The facilitators should not answer any questions, and should not encourage or discourage collaboration! It is important to try to deflect... so if they ask, "How come they

have so much more tape?" you might say "Sorry, I can't really answer any questions at this point, but it looks like you are making good progress."

- Call time! Look around and congratulate the team with the tallest tower.

Follow up/Process Questions:

Because of the unequal distribution of supplies, in order to build the tallest tower possible, the groups really have to all merge and share supplies. But because you divided them into groups, and that implies competition to most people, very few participants will try to suggest that the groups collaborate or share supplies. Even if someone in the group suggests it, it is not likely that everyone will agree to it.

- Raise your hand if you helped build a tower!
- What worked well?
- What challenges did you encounter and how did you overcome them?
- Did you build the tallest tower you could? Why or why not?

Add the following questions if the groups did not collaborate or share supplies:

- Did you assume that you were only supposed to collaborate with those in your small group?
- What would have been possible if you had decided to share resources with the whole group?
- Would you have had a taller tower?
- Why didn't you?

Add the following questions if the groups collaborate:

- How did you come to the decision to collaborate?
- What became possible once you made the decision to share resources?
- What was challenging?

And then to make the issues really hit home, you need to tie it back to collaboration and communication on your specific team or group:

- How does building the tower in this activity compare to your daily lives? Or the way we interact with the people around us?
 - Goal—we don't always know what assets other people have and if we don't get to know others and build new relationships, we will never know how 'tall our tower' or how successful we could truly be!
- How does this activity relate to being part of the larger company, organization, or group?
- How can we encourage collaboration, communication, and sharing among the whole group?

Marshmallows, Lava or Magic Carpet

Activity: Marshmallows, Lava or Magic Carpet Game

Purpose: Improve communication skills, teamwork skills and open new ways to solve problems

Objective: Without touching the ground (aka the chocolate or lava river), participants must use their carpet squares to get all of their team around a specific object (tree, cone, through a hula-hoop)

CASEL Competency: Self-Awareness, Self-management, Social Awareness, Relationship Skills, Responsible Decision Making

Materials:

- Carpet squares—one per participant
 - Possible options: blindfolds, music & sound system

Procedure:

The whole group must get from one river bank to the next without touching the ground or losing contact with the carpet square

Rules:

- No one may touch the river
- Only safe way to cross the river is on the “marshmallow”, if someone falls off their “marshmallow” the group must start over
- If the carpet square is not being touched, it “floats” away and is removed from the group

Follow up/Process Questions:

All of you are strong leaders who provided options to be successful, how did it feel to have to rely on others?

- How did you go about tackling the problem?
- What specific things did you do to be successful?
- What was your role in this challenge?
- How did you know who to listen to in order to be successful?
- What can we take away from this activity that will make us stronger as a group?

Additional Notes:

- To make it harder: make people be silent, blindfold a couple students, play loud music

If you have a group larger than 15 people, divide into two groups and have them start about 8 feet away from each other.

Mindful Breathing

Activity: Mindful Breathing

Purpose: For the students to start practicing mindfulness and become aware of their surroundings and emotions/senses.

Objective: To focus on the feelings and sensations while breathing.

CASEL Competency: Self Management/Self Awareness

Materials:

- None

Procedure:

With this exercise, you focus your attention on breathing. You want to pay attention to your breath in an easy way — on purpose, but not forced.

1. Sit up in a comfortable way. Close your eyes.
2. Notice your breathing as you inhale and exhale normally. Just pay attention to your breath as it goes in and out. Can you feel the place where the air tickles your nostrils?
3. Pay attention to how the breath gently moves your body. Can you notice your belly or your chest moving as you breathe?
4. Sit for a few minutes, just paying attention to your gentle breathing. See how relaxed you can feel just sitting, breathing in and out.
5. When your mind starts to wander and think about something else, gently guide your attention back to your breathing.

Follow-up Questions:

- What did you notice?
- Did you notice your senses? Touch? Smell? See?
- How did you feel during this exercise?

Mindful Coloring

Activity: Mindful Coloring

Purpose: Mindful Coloring brings awareness to the present moment. It's a similar process to meditation. Coloring has the ability to relax the fear center of your brain, the amygdala.

Objective: to focus on your emotions and senses while coloring.

CASEL Competency: Self-Awareness & Self-Management

Materials:

- [Mandala coloring pages | Free Coloring Pages](#)
- Crayons
- Paint
- Markers
- blank paper

Procedure:

1. Set the tone with some calming music.
2. Have kids color or doodle quietly as they breathe in and out.
3. Note that you can use any coloring pages or books on hand, or grab these [free printable mindful coloring](#) pages to start.

In Home Activity: Send some Mindful coloring sheets home with the student who enjoyed this activity. They can share it with their family or use it as a mindfulness activity within their own home.

Mindful Eating

Activity: Mindful Eating

Purpose: For the students to start practicing mindfulness and become aware of their surroundings and emotions/senses.

Objective: To focus on the feelings and sensations while eating.

CASEL Competency: Self Management/Self Awareness

Materials:

- Edible items
 - A few options

Procedure:

You can do this with an orange, an apple, or even something as small as a raisin.

Let's say you decide to do mindful eating with an orange. Your job is to eat the orange slowly, without rushing. Mindful eating means really paying attention to what you're eating. You can do this mindful eating exercise with your eyes open or closed.

1. Start by holding your orange. Roll it in your hand. Notice how it feels.
2. Hold the orange near your nose. What does it smell like? Take a whiff of the bittersweet smell of the orange peel.
3. If you have your eyes open, notice how the orange looks. Pay attention to whether the skin is smooth or bumpy. If you hold it firmly, is it squishy?
4. Slowly peel your orange, paying attention to how it feels in your fingers. Notice the juiciness, and whether the inside of the orange smells different from the outside.
5. Is your mouth watering? Go ahead and taste your orange. Notice how it feels on your tongue, and against your teeth. Notice the flavor, the texture, and the juiciness as you chew each piece slowly. Take your time as you chew, taste, smell, and feel each bite of your orange.

Follow-up Questions:

- How did it taste?
- Did you notice the senses? Touch? Smell? Taste?
- How did you feel during this exercise?

In Home Activity: Engage in a mindful eating with a family member or adult at home. Report back how it makes you both feel and would you want to do it again.

Mindful Jar

Activity: Mindful Jar

Purpose: To teach students how strong emotions can take hold and how to find peace when their strong emotions feel overwhelming.

Objective: To give a visual on how emotions can feel overwhelming and the power of mindfulness.

CASEL Competency: Self-management/Self Awareness/Social Awareness

Materials:

- Clear jar (glass) per student
- Water
- Glitter Glue or dry glitter and glue

Procedure:

1. First, get a clear jar (like a Mason jar) and fill it almost all the way with water. Next, add a big spoonful of glitter glue or glue and dry glitter to the jar. Put the lid back on the jar and shake it to make the glitter swirl.
2. Finally, use the following script or take inspiration from it to form your own mini-lesson:
 - *“Imagine that the glitter is like your thoughts when you’re stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That’s why it’s so easy to make silly decisions when you’re upset – because you’re not thinking clearly. Don’t worry this is normal and it happens in all of us (yep, grownups too).”*

[Now put the jar down in front of them.]

 - *Now watch what happens when you’re still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you’re calm for a little while, your thoughts start to settle and you start to see things much clearer. Deep breaths during this calming process can help us settle when we feel a lot of emotions” (Karen Young, 2017).*
3. This exercise not only helps children learn about how their emotions can cloud their thoughts, but it also facilitates the practice of mindfulness while focusing on the swirling glitter in the jar.

Follow-up Questions:

- Try having the kids focus on one emotion at a time, such as anger, and discuss how the shaken verse settling glitter is like that emotion.

In-Home Activity: Send home a kit for them to make their own glitter jar. The kit includes a clear plastic container with a lid filled with distilled water, 2 tbs of glitter glue, and glitter. Let kids know if they would like to bring it back to school after they make it to hot glue the lid tight. Glve guardian the kit along with the below direction sheet.

Mindful Posing

Activity: Mindful Posing

Purpose: For the students to start practicing mindfulness and become aware of their surroundings and emotions/senses.

Objective: To focus on the feelings and sensations while posing.

CASEL Competency: Self Management/Self Awareness

Materials:

- None

Procedure:

One easy way for children to dip their toes into mindfulness is through body poses. To get your kids excited, tell them that doing fun poses can help them feel strong, brave, and happy. Have the kids go somewhere quiet and familiar, a place they feel safe. Next, tell them to try one of the following poses:

1. The Superman: this pose is practiced by standing with the feet just wider than the hips, fists clenched, and arms reached out to the sky, stretching the body as tall as possible.
2. The Wonder Woman: this pose is struck by standing tall with legs wider than hip-width apart and hands or fists placed on the hips (Karen Young, 2017).

Follow up Questions:

- How do they feel after a few rounds of trying either of these poses?
- Would they like to do this again

Mindful Scavenger Hunt

Activity: Mindful Scavenger Hunt

Purpose: For students to engage in a mindfulness activity and notice their surroundings and the meaning of items within their environment.

Objective: To focus on the feelings and sensations while focusing on the world around them.

CASEL Competency: Self-Management/Self Awareness

Materials:

- Scavenger hunt sheet

Procedure:

1. Explain that [mindfulness](#) is learning to focus on the present. This can help our minds and bodies feel calm and in control.
2. On your own, create a list of 10 or 12 items you want kids to find. Note that this can be done inside or outside. For example, if outside, you might want them to find a plant, a pine cone, something blue, and something bumpy. If inside, you might want them to find something yellow, something in the shape of a square, and something that makes noise.
3. Give kids time to find these items and have them write them down on a piece of paper to document them.

Mindful Walking

Activity: Mindful Walking

Purpose: For the students to start practicing mindfulness and become aware of their surroundings and emotions/senses.

Objective: To focus on the feelings and sensations while walking.

CASEL Competency: Self Management/Self Awareness

Materials:

- A place to walk, preferably outside

Procedure:

This exercise is about paying attention to how your body moves as you walk slowly.

1. To start, pick up one foot and take a step forward, in slow motion. Pay attention to how you naturally keep your balance.
2. Now walk in slow motion, step by step. Notice how your arms and legs and feet move. Pay attention to how your knees bend and straighten, as you lift one foot and then the other, nice and slow.
3. Breathe in and out, in time with your steps. See if you can keep your attention focused on walking slowly, step by step, as you relax and breathe.
4. Whenever your mind wanders, gently guide it back to your s-l-o-w motion moving. Keep breathing, in and out, as you enjoy moving in slow motion.

Follow-up Questions:

- What did you notice?
- Did you notice the senses? Touch? Smell? See? Hear?
- How did you feel during this exercise?

Optical Illusions

Activity: Optical Illusion

Purpose: Provide students with opportunities to see things differently as it appears to the eye and also be able to see and hear other perspectives in regards to what they are seeing.

Objective: Students will view different types of hidden images, flashing and patterns.

CASEL Competency: Self Awareness, Social Awareness and Responsible Decision

Materials:

- Optical Illusion worksheet

Procedure:

1. Find any optical illusions online.
2. Have kids review the optical illusions.
3. First, have them think about what they see and write it down.
4. Then, share. Kids should quickly notice that what they see isn't always what others might see.
5. Explain how optical illusions are like situations; sometimes you and someone else can see the same situation in different ways.

As a follow-up, kids can find their own optical illusions online.

Organize it

Activity: Organize it

Purpose: For students to recognize the executive functioning skill of being organized and how it can help you finish a task faster.

Objective: The goal of this game is to pile up 50 candy-coated chocolates and then sort them by color. The trick here is that you can only use one hand, and you must sort the candies one at a time according to a color pattern.

CASEL Competency: Self-Management/Responsible Decision Making

Materials:

- Candy-coated chocolates, such as M&M's. Alternatively, Smarties or candy-coated peanuts, pretzels or other snacks are fine, too, as long they're colored. There will be five colors, and you'll need at least 10 candies in each color. Get more than enough to ensure you'll end up with the right mix.
- One large plastic drinking glass
- Five containers, such as disposable drinking cups or small plastic containers (see following note)
- A one-minute timer or stopwatch
- The containers need to be color-coded to match the colors of the candies. You can do this in a few ways. If you have rubber bands in the same colors as the candies, you can wrap a few rubber bands of each color candy around each of the five containers. Alternatively, you can paint or draw thick stripes of color around the containers. You should end up with five different colors of candy-coated chocolates and five containers that are color-coded to match the colors of the candies.

Prep

This is an easy game to set up once you've got your containers ready to go. First, count out 10 of each color of chocolate candy: Again, you want five different colors, 10 candies in each color. Place the candies in a pile and cover them with the large plastic drinking glass. Place the five color-coded containers, face up, in a semicircle around the covered pile of candy.

Procedure:

1. Discuss what it means to be organized and how we know when something is organized and tidy.
2. Split the group into equal teams of 2-3 people. Have them discuss the best strategy of sorting the candies or items.
3. Before the game starts, stand facing the table with the covered pile of chocolates in front of you. Indicate which hand you'll be using to complete the game.
4. When the one-minute timer begins, pick up the drinking glass to reveal the pile of candies. Then, using only your chosen hand, sort them one by one into the available containers. You must follow the order of the containers' color pattern. For example, if the containers are set up in the order of green, orange, red, yellow and blue, you must place

one green candy first, then one orange, one red, one yellow and one blue before starting the pattern over again.

5. To win the game, sort all 50 candies into their proper containers in one minute or less.

The Rules

1. You may use only one hand throughout the course of the game.
2. If candy is placed in the wrong container, you may take it out and put it back in the pile.
But you must continue with the color pattern after correcting your mistake.
3. A spotter/adjudicator must check all containers before declaring a win.

Pirates

Activity: Pirates

Purpose: To foster empathy and different perspectives; to create the opportunity for students to feel what it's like to be or not to be included and discuss how that impacts their future actions

Objective: Youth must listen carefully and follow the directions/guidelines throughout the game

Materials:

- No materials needed, unless instructor chooses to have the commands posted on a board

CASEL Competency: Social Awareness

Procedure:

Students start by spreading out around the designated area (be that a classroom, gym, field, etc.). Before the game begins, the students should be taught the commands that the activity involves.

Commands:

1. Hit the Deck: Students must get on both knees and clean the "deck." Whoever is last to hit the deck is out)
 2. Man Over Board: Students must piggy back a partner. Whoever is without a partner, or the last pair to piggy back, are out.
 3. Three Men Rowing: Students must get into a group of three and pretend to row a boat. Whoever is without a group, or the last group to start rowing, are out.
 4. Four Men Eating: Students must stand in a group of four all facing in at each other and pretending to eat. Whoever is without a group, or the last group to start eating, are out.
- Now that the students know the commands, the teacher/instructor then shouts a command and the students have to perform the activity associated with that command.
 - Each command has the students getting in a specific number of people (1-5). If a student is unable to form a group with that specific number of people, he or she will be out.

Follow up/Process Questions:

- For those of you who got out, how did that feel?
- How did it feel when people did not allow you to join their group?
- For those of you who were able to stay in the game, how did that feel?
- How did it feel when people invited/encouraged you to join their group?

- What was the most frustrating part of the activity?
- What is something from this game that you can apply to a normal day at school?
- When are some opportunities throughout the school day to make people feel included by inviting them to be part of group? (e.g. sitting together during lunch, join a game, hang out during break/recess, class projects, include in a conversation)

Additional Notes:

More commands include:

1. Captain's Coming!: Students must stand where they are and salute. They can't move from there until the "Captain" (which is usually the instructor/teacher) says "at ease." If someone moves or follows a command before you said at ease, they are out.
2. Shark Attack: The instructor/teacher selects a few students who are out and designates them as "sharks." They now have 15 seconds to try and tag people who are still in. Those who are tagged become out.

Land, ho!: Students must face wherever the instructor/teacher points to and pretend to look through a scope. Whoever faces the wrong is out.

Pop Chairs

Activity: Pop Chairs

Purpose: Fun activity, Math facts

Objective: Students will practice math facts in a fun way

CASEL Competency: Self Management

Materials needed:

None

Procedure:

Students sit in a circle of chairs.

Facilitator should number students off around the circle.

Facilitator will state a math fact and students pop up and stay standing for different number facts (ie multiples of 3, even numbers, etc.).

*Positive Post-It

Activity: Positive Post-It

Purpose: Encourage students to recognize positive things about each other

Objective: Students will practice recognizing and acknowledging positive things about their peers.

CASEL Competency: Relationship Skills, Social Awareness

Materials needed:

- Post-its or index cards with each student's name on one.

Procedure:

1. Facilitator should write each student's name on a post-it note or index card.
2. Write sentence frames on the board.
3. While taking notes on the board, brainstorm with the class positive things about the students in the class without using names.
4. Pass the post-it notes/index cards out and have each student write one nice thing about that person and put it on their desk.
5. Collect all the notes and pass them back to the appropriate student so that each student has their own card. **((glance to ensure that they are appropriate notes))**

Spidey-Sense

Activity: Spidey-Sense

Purpose: For the students to start practicing mindfulness and become aware of their surroundings and emotions/senses.

Objective: To focus on the feelings and sensations while focusing on the world around them.

CASEL Competency: Self Management/Self Awareness

Materials:

- None

Procedure:

1. Start a discussion about superheroes:
 - Who is each kid's favorite superhero?
 - If they could have a super power what would it be? and why?
2. Then tell them about Spiderman and how he has a "Spidey Sense" and what that "Spidey-Sense" does and helps him.
3. Instruct your kids to turn-on their "Spidey senses," or the super-focused senses of smell, sight, hearing, taste, and touch that Spiderman uses to keep tabs on the world around him.
4. This will encourage them to pause and focus their attention on the present, opening their awareness to the information their senses bring in (Karen Young, 2017).

Follow-up Questions:

- What did you notice around you?
- What did you feel as you were doing this?
- Do you want to do this again?

*Turnstile

Activity: Turnstile

Purpose: Build trust amongst group members and generate awareness of what each group member needs to feel safe throughout a physical challenge.

Objective: Group members must run underneath a swinging jump rope together without touching the rope.

CASEL Competency: Relationship skills, social awareness

Materials:

- Large jump rope
- Blindfolds

Procedure:

1. Group members must partner up with someone they do not know very well, then line up together in front of the large jump rope. Partners now take turns running underneath the spinning jump rope together holding hands one pair at a time trying to make it through without touching the rope.
2. Once all sets of partners have attempted to run underneath the jump rope, direct them to combine with another pair to form groups of four to try to run past the spinning rope untouched while holding hands.
3. Once all groups of four have had an opportunity to run underneath the rope together, ask for them to select one or two of their group members to be blindfolded before their next attempt to run past the spinning rope untouched.
4. Increase group size to eight for one final round of attempts to run underneath the spinning jump rope together. Limit the number of blindfolded group members to two to ensure safety.

Follow up/Process Questions:

- How did it feel to be a blindfold group member being led past the spinning jump rope?
- How did it feel to be a group member leading a blindfolded person past the spinning jump rope?
- Can someone share what a new group member said or did to make him or her feel safe when feeling unsure of making it underneath the spinning rope without being hit?
- What can you say to new people you meet or good friends to earn their trust when they are feeling unsure about participating in an activity you feel comfortable in doing such as jumping off a diving board or riding a roller coaster? Does your message change whether it's someone you've just met or a person you've known for a while?
- Are there any activities or choices to make you feel are unsafe no matter how much someone encourages you to give them a try?

Additional Notes:

- If any participant does not feel safe at any point, encourage him/her to let the other group members know what would make him/her feel comfortable in attempting this activity.

- If any group member insists on not participating, offer him/her another role such as spinning the rope or being an active observer of what make each group successful (e.g. communication, strategy, trust)

*Tweeting for change

Activity: Tweeting for change

Purpose: Raise awareness for issues that are important to students.

Objective: **Students will brainstorm and choose a priority situation for which they want to raise awareness.**

CASEL Competency: Responsible Decision Making, Relationship Skills, Social Awareness

Materials needed:

- Writing paper, Writing utensils

Procedure:

1. Facilitator separates students into pairs (or creates a brainstorm and splits students by interests)
2. Students work in pairs to create a tweet (26 characters or less) to encourage some change that is important to them.
3. Come back together as a class and share out, writing up the list.
4. Teacher or School can tweet out favorites

Community Building Circle Prompts

What are community building circles?

A circle is a versatile restorative practice that can be used proactively, to develop relationships and build community or reactively, to respond to wrongdoing, conflicts and problems. Circles give young people an opportunity to speak and listen to one another in an atmosphere of safety, respect and equality. The circle process allows people to tell their stories and offer their own perspectives. The circle has a wide variety of purposes: conflict resolution, healing, support, decision making, information exchange and relationship development (Adopted from IIRP).

The essentials: Establishing How We Participate In The Circle

The primary purpose of agreements is to protect the safety and integrity of the circle. They are not prescribed by the circle leader. The circle leader has the responsibility to ensure that the group has opportunities to discuss their needs, to come to agreements about how the circle will function, and to revisit and make new agreements as needed anytime the circle meets. It is a way to give every member of the circle to have a voice regarding the values of the group.

Expectations for Circles:

(Usually best if the group comes up with these together)

1. One Mic, One Voice (one person talks at a time)
2. Respect the Talking Piece (only person with the talking piece gets to talk)
3. Give a Tweet, Not a Blog (when sharing, make sure one person doesn't take the whole time)
4. Everyone Participates (in some situations, a student can pass, but the facilitator should return to them)
5. What is said here, stays here (students shouldn't talk about what their classmates talk about with others--explain limits to confidentiality for adults--if students share that they are getting hurt, or thinking about hurting themselves or someone else, adults need to keep them safe).

Circle formats: Types of Circle

1. Sequential: Circles may use a sequential format. One person speaks at a time, and the opportunity to speak moves in one direction around the circle. Each person must wait to speak until his or her turn, and no one may interrupt. Optionally, a talking piece—a small object that is easily held and passed from person to person—may be used to facilitate this process. Only the person who is holding the talking piece has the right to speak.
2. Non-sequential circles are often more freely structured than a sequential circle. Conversation may proceed from one person to another without a fixed order. Problem-solving circles, for example, may simply be focused around an issue that is to be solved but allow anyone to speak. One person in the group may record the group's ideas or decisions.

Circle prompts:

Below are samples prompts for community building circles

- [Community Building Circle Prompt School Year Calendar 2021-2022](#)
- [Community Building Prompts \(ENGLISH\)](#)

If you would like to send some prompts home to your families or students who are spanish speaking, here is a resource:

- [Community Building prompts in Spanish](#)

Restorative Practice Prompts and templates

The original restorative questions: :

- What did you think when you realized what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Restorative Justice Reflection Sheet Templates:

Below are three samples of reflection templates that can be used for resolving challenges, conflicts and when harm is caused due to a student's action. The three samples were also developed to meet the needs of each of the grade levels

[Elementary Template pdf:](#)

[Middle School Template pdf:](#)

[High School Template pdf:](#)

Supporting Materials

Acts of Kindness

[Full PDF](#)



Ways to Show Kindness

Name: _____ Date: _____

I Can Show Kindness!

Let someone else go first 	Give a kind compliment 	Say "good morning!" 	Say "hi" to someone 	Tell someone "thank you"
Share with someone else 	Offer to help someone out 	Invite someone to join you 	Give someone a high-five 	Write a compliment list about yourself
Ask someone how they are 	Work with someone new 	Hold the door open 	Do an extra chore 	Forgive someone for a mistake
Help clean up 	Spend time with a friend 	Write a kind note 	Help someone having a tough day 	Just listen to a friend

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Name: _____ Date: _____

I Can Show Kindness!



<p>Let someone else go first</p>	<p>Give a kind compliment</p>	<p>Say "good morning!"</p>	<p>Say "hi" to someone</p>	<p>Tell someone "thank you"</p>
<p>Share with someone else</p>	<p>Offer to help someone out</p>	<p>Invite someone to join you</p>	<p>Give someone a high-five</p>	<p>Write a compliment list about yourself</p>
<p>Ask someone how they are</p>	<p>Work with someone new</p>	<p>Hold the door open</p>	<p>Do an extra chore</p>	<p>Forgive someone for a mistake</p>
<p>Help clean up</p>	<p>Spend time with a friend</p>	<p>Write a kind note</p>	<p>Help someone having a tough day</p>	<p>Just listen to a friend</p>

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Name: _____ Date: _____

I Can Show Kindness!



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Alpha & Omegas

Alpha Culture Rules

1. Alphas love to laugh, touch each other, talk, and tell stories. The purpose of life is to enjoy being with other Alphas, by talking to as many people as they can. (For example: What you enjoying doing: best birthday ever, embarrassing story, favorite foods, family vacation, etc.)
2. They greet others with a touch on the shoulder before they start talking and keep it on their shoulder while talking. Shaking hands is an insult because it keeps people at a distance.
3. Alphas are friendly to all visitors as long as they act according to the Alpha rules of conduct. When someone is rude (cultural rules are broken), displeasure is indicated by holding up three fingers of their right hand.
4. Alphas indicate their liking of another person's story by rubbing their own bellies.

STICK CLOSELY TO THESE CULTURAL RULES!

Omega Culture Rules

1. Omegas are very serious people. The purpose of sharing is to gain approval by bragging about their latest accomplishments.
2. Omegas greet each other with a firm handshake, then stand about 5 feet apart before beginning to talk about their latest personal accomplishments. Any other form of touching or conversation is considered rude.
3. Omegas tolerate visitors and will interact with them as long as the visitors obey Omega cultural rules of conduct. Omegas show their displeasure by laughing and pointing at the person they consider to be rude (breaking their cultural rules of conduct).
4. Omegas indicate their liking of another person's accomplishments by touching their foreheads with three finders of their left hand.

STICK CLOSELY TO THESE CULTURAL RULES!

A What?



HOW ARE YOU FEELING TODAY?



HAPPY



SAD



ANGRY



HUNGRY



EMBARRASSED



SLEEPY



UNSURE



SICK



PROUD



LONELY



JEALOUS



SURPRISED



ANNOYED



SHY



SCARED



BORED



NERVOUS



EXCITED



GUILTY



SILLY

≡ MY FEELINGS CHART ≡

TODAY I AM FEELING: _____



HAPPY



INTERESTED



PROUD



HOPFUL



PLAYFUL



SAD



LONELY



ASHAMED



BORED



IGNORANT



FEAR



ANXIOUS



WORRIED



OVERWHELMED



REJECTED



DISAPPOINTED



AVOIDANT



JUDGEMENTAL



HESITANT



LOATHING



ANGRY



FRUSTRATED



IRRITATED



SARCASTIC



DEVASTATED

@journey-to-wellness

Chicken Picks: Topic Cards

Chocolate Candy Bar and Candies	Clothing
Car Brands	Furniture
Animals	Yoga Poses
card/board games	Sports teams

Colleges	Fruits
Vegetables	States
Books	Emotions
Movies	Bands

Disney Characters	TV shows
Super Heroes	tools
Things you write with	Things with Wheels
Modes of transportation	Animal Noises

Dinosaurs	Things of a certain color of your choice (ex. Things that are RED)
Things that start with a certain letter, your choice of letter (ex. Things that start with the letter L)	Things that are a certain adjective, your choice of adjective (ex. Things that are soft)

Emotional ID

Picture Cards:

[Easier Picture Card Scenarios](#)

[Complex Picture Card Scenarios 1](#)

[Complex Picture Card Scenarios 2](#)

[Complex Picture Card Scenarios 3](#)

Scenarios:

[Elementary Scenarios](#)

[Secondary Scenarios](#)

[Whats your take Worksheet](#)

[You create your own Scenarios](#)

Joke Cards

<p>Why did the coffee go to the police?</p> <p><i>It got mugged.</i></p>	<p>What did the police officer say to the belly button?</p> <p><i>You're under a vest</i></p>
<p>How does Darth Vader like his Toast?</p> <p><i>On the dark side</i></p>	<p>Why did the coach go to the bank?</p> <p><i>To get his quarter back</i></p>
<p>How do celebrities stay cool?</p> <p><i>They have a lot of fans</i></p>	<p>Why do melons have weddings?</p> <p><i>Because they cantaloupe</i></p>
<p>What did the fisherman say to the magician?</p> <p><i>Pick a cod, any cod</i></p>	<p>What do you call a fake Noodle?</p> <p><i>An impasta</i></p>

<p>Why don't eggs tell jokes?</p> <p><i>They'd crack each other up.</i></p>	<p>Did you hear the rumor about butter?</p> <p><i>Better not spread it.</i></p>
<p>Why don't crabs give to charity?</p> <p><i>Because they're shell-fish</i></p>	<p>What did one ocean say to the other?</p> <p><i>Nothing. They just waved</i></p>
<p>What kind of cheese can never be yours?</p> <p><i>Nacho cheese</i></p>	<p>What do you get when you mix and elephant and a rhino?</p> <p><i>Elephino</i></p>
<p>Why didn't the skeleton cross the road?</p> <p><i>Because it didn't have the guts to</i></p>	<p>How do you make a tissue dance?</p> <p><i>Put a little boogie in it</i></p>

<p>What do you call ghost poop?</p> <p><i>Boo Boo</i></p>	<p>When does a joke become a Dad joke?</p> <p><i>When the punch line becomes apparent.</i></p>
<p>Why do skeletons stay so calm?</p> <p><i>Because nothing gets under their skin.</i></p>	<p>Why doesn't a photon need a suitcase?</p> <p><i>Because it's traveling light.</i></p>
<p>What do you call a man who tells dad jokes but isn't a dad?</p> <p><i>A faux pa.</i></p>	<p>What does a house always wear to a party?</p> <p><i>Address.</i></p>
<p>Time to take this cookie to the hospital! It's feeling crummy!</p>	<p>A word of caution. Never tell secrets near a cornfield. They're all ears.</p>

<p>What do you call someone with no nose and no body?</p> <p><i>Nobody knows.</i></p>	<p>Did you hear about the dad who chugged 8 sodas?</p> <p><i>He burped 7-Up.</i></p>
<p>What do you call a 12-inch nose?</p> <p><i>A foot.</i></p>	<p>Why did the bicycle keep falling over?</p> <p><i>It was two tired.</i></p>
<p>What do you get when you coddle a cow?</p> <p><i>Spoiled milk.</i></p>	<p>Did you ever notice ants don't get sick?</p> <p><i>They're full of anty-bodies.</i></p>
<p>I used to hate the hokey pokey but I really turned myself around.</p>	<p>What kind of drink is bittersweet?</p> <p><i>Reali-tea</i></p>

<p>Why is it a bad idea to iron your four-leaf clover?</p> <p><i>Cause you shouldn't press your luck.</i></p>	<p>I ordered a chicken and an egg from Amazon. I'll let you know.</p>
<p>What rock group has four men that don't sing?</p> <p><i>Mount Rushmore.</i></p>	<p>What do sprinters eat before a race?</p> <p><i>Nothing, they fast!</i></p>
<p>What concert costs just 45 cents?</p> <p>50 Cent featuring Nickelback!</p>	<p>Did you hear about the restaurant on the moon?</p> <p><i>Great food, no atmosphere!</i></p>
<p>What's the difference between a poorly dressed man on a tricycle and a well-dressed man on a bicycle?</p> <p><i>Attire!</i></p>	<p>Why didn't the quarter roll down the hill with the nickel?</p> <p><i>Because it had more cents.</i></p>

<p>Why was the math book sad?</p> <p><i>Because it had too many problems.</i></p>	<p>Why didn't the two 4's want any dinner?</p> <p><i>Because they already 8!</i></p>
<p>What is the math teacher's favorite sum?</p> <p><i>Summer</i></p>	<p>What did zero say to the number eight?</p> <p><i>Nice belt</i></p>
<p>Why are you doing your multiplication on the floor?</p> <p><i>You told me not to use tables</i></p>	<p>Why is 9 scared of 7?</p> <p><i>Because 7 8 9.</i></p>
<p>I'm afraid for the calendar. Its days are numbered.</p>	<p>My wife said I should do lunges to stay in shape. That would be a big step forward.</p>

<p>Why do fathers take an extra pair of socks when they go golfing?</p> <p><i>In case they get a hole in one!</i></p>	<p>What do a tick and the Eiffel Tower have in common?</p> <p><i>They're both Paris sites.</i></p>
<p>What do you call a fish wearing a bowtie?</p> <p><i>Sofishticated.</i></p>	<p>How do you follow Will Smith in the snow?</p> <p><i>You follow the fresh prints</i></p>
<p>I thought the dryer was shrinking my clothes. Turns out it was the refrigerator all along.</p>	<p>Why do seagulls fly over the ocean?</p> <p><i>Because if they flew over the bay, we'd call them bagels</i></p>
<p>I only know 25 letters of the alphabet. I don't know y.</p>	<p>How does the moon cut his hair?</p> <p><i>Eclipse it.</i></p>

<p>What did one wall say to the other?</p> <p><i>I'll meet you at the corner.</i></p>	<p>What's the best thing about Switzerland?</p> <p><i>I don't know, but the flag is a big plus.</i></p>
<p>I don't trust those trees. They seem kind of shady.</p>	<p>I don't trust stairs. They're always up to something.</p>
<p>What did one hat say to the other?</p> <p><i>Stay here! I'm going on ahead.</i></p>	<p>Why did Billy get fired from the banana factory?</p> <p><i>He kept throwing away the bent ones</i></p>
<p>What does a lemon say when it answers the phone?</p> <p><i>Yellow!</i></p>	<p>How do you make 7 even?</p> <p><i>Take away the s.</i></p>

<p>What do you call it when a snowman throws a tantrum?</p> <p><i>A meltdown.</i></p>	<p>What does a bee use to brush its hair?</p> <p><i>A honeycomb!</i></p>
<p>My dad told me a joke about boxing. I guess I missed the punch line.</p>	<p>I was wondering why this frisbee kept looking bigger and bigger. Then it hit me.</p>
<p>What do you call an alligator in a vest?</p> <p><i>An investigator.</i></p>	<p>What's brown and sticky?</p> <p><i>A stick.</i></p>
<p>Why don't skeletons ever go trick or treating?</p> <p><i>Because they have no body to go with.</i></p>	<p>What did the grape do when he got stepped on?</p> <p><i>He let out a little wine.</i></p>

<p>What happens when a frog's car dies?</p> <p><i>He needs a jump. If that doesn't work he has to get it toad.</i></p>	<p>How did Darth Vader know what Luke got him for Christmas?</p> <p><i>He felt his presents.</i></p>
<p>What sound does a witch's car make?</p> <p><i>Broom Broom.</i></p>	<p>Can one bird make a pun?</p> <p><i>No, but toucan.</i></p>
<p>When is a door not a door?</p> <p><i>When it's ajar.</i></p>	<p>Why did the picture go to jail?</p> <p><i>Because it was framed.</i></p>
<p>Why was Cinderella thrown off the basketball team?</p> <p><i>She ran away from the ball.</i></p>	<p>What do sea monsters eat for lunch?</p> <p><i>Fish and ships.</i></p>

<p>How do trees access the internet?</p> <p><i>They log in.</i></p>	<p>What did one eye say to the other eye?</p> <p><i>Between you and me, something smells.</i></p>
<p>Why couldn't the mail person delivery any envelopes?</p> <p><i>They were stationary.</i></p>	<p>How well did I hang up that picture?</p> <p><i>I nailed it.</i></p>
<p>What's the king of all school supplies?</p> <p><i>The ruler.</i></p>	<p>What do you call the boss at Old McDonald's Farm?</p> <p><i>The CIEIO.</i></p>
<p>What award did the inventor of <u>knock knock jokes</u> get?</p> <p><i>The No-bell prize.</i></p>	<p>Why are ghosts such bad liars?</p> <p><i>You can see right through them.</i></p>

Mindful Jar

HOW TO MAKE A GLITTER JAR

It's easy and fun to make glitter jars with kids. It's a lovely project for kids who are learning about emotions and mindfulness.

At home, I've found glitter jars to be a very useful tool for managing behavior and time. After evening baths, I shake the jars and tell the boys, "Pajamas on and teeth brushed by the time the glitter settles." They race against the glitter, and *usually* win! This is good for our family because the high-pitched ring of traditional kitchen timers upsets and startles my boys.

As an Elementary School Counselor, I use glitter jars with small groups of kids who are learning about feelings, anger management, or mindfulness. I keep one in the center of my table so when emotional kids visit my office, they can flip the jar and relax on a nearby cushion

TO MAKE THIS CALM DOWN JAR YOU WILL NEED

- [Glass](#) or [plastic jars](#) with lids
- 1/2 cup [glitter glue](#) or [clear glue](#)
- Distilled water
- [Hot glue gun](#)
- 1–2 teaspoons [glitter](#) (optional)

DIRECTIONS FOR GLITTER JAR

1. After gathering supplies, pour 1/2 cup of distilled water into the jar. We used 16-ounce glass mason jars, but plastic water bottles would work as well (and should be used for kids who are prone to throwing objects when they are angry).

Why distilled water? Unlike tap water, distilled water contains no contaminants or minerals and will help keep your glitter jars mold-free

2. Invite kids to pour 1/2 cup of glitter glue or clear glue into the jar. If you use our exact ingredients and recipe, it will take about 2 minutes for the glitter to settle in the jar.

3. If you are choosing to do so, add 1–2 teaspoons of extra glitter to the jar.

4. Fill up the remainder of the jar with distilled water.

5. Use a hot glue gun to squeeze a ring of glue around the lid of the jar. Press the lid onto the jar and secure with the metal ring.

6. Shake the jar well to distribute the glitter. (It took many shakes and a rest overnight to convince the glue to disperse completely.)

HOW TO USE A GLITTER JAR

Before you give a glitter jar to a child, you must teach them how to use it. Invite your child to sit down comfortably. Encourage them to shift their gaze to the swirling glitter, breathing deeply in and out as they watch it sink to the bottom of the jar.

Next, invite them to notice the calm feeling moving through their body as they breathe. Perhaps their feet feel heavy and warm, and that feeling is moving up towards their shoulders. As they breathe, ask them to notice how their heartbeat feels steady and their body temperature feels just right. *All the while breathing in...and out.* As the glitter settles and the water clears, so will their thoughts, feelings, and body.

Mindful Scavenger Hunt



Mindful at home: a scavenger hunt

Find something bumpy	Find something that tastes sweet	Find something that makes you happy	Find something noisy	Find something soft and fluffy
Find something the color of the sky	Find something that can be used to make music	Write a nice message or draw a nice picture for someone	Show a family member how you take 3 deep breaths	Help a family member
Sit quietly for one minute and pay attention to what you hear and smell	Listen to music you love	Look out the window and notice something you never saw before	Make someone laugh	Find something round
Find something you feel grateful for	Find something that is fun to eat	Find something shaped like a heart	Find something that helps you relax	Find something with a strong smell
Find something you like to look at	Find something that is your favorite color	Find something cold	Give someone a compliment	Find something that smells good





Gratitude scavenger hunt



1. Find something that makes you happy.
2. Find something to give to someone else to make them smile.
3. Find one thing that you love to smell.
4. Find one thing that you enjoy looking at.
5. Find something that's your favourite colour.
6. Find something you're thankful for in nature.
7. Find something that you can use to make a gift for someone.
8. Find something that is useful for you.
9. Find something that makes you feel calm.
10. Find one thing that feels soft to touch.

Optical Illusions


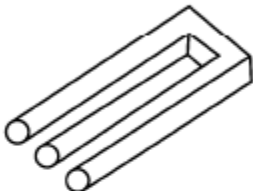




[Full PDF](#)

Lesson 1

Name: _____ Date: _____

MORE THAN ONE PERSPECTIVE

Optical illusions are a fun way to illustrate perspective. Review each drawing and identify what you see. Is that what everyone else sees? Sometimes all you have to do is look at things a bit differently to see the other perspective.

<p>#1 What do you see?</p> 	<p>#2 How many poles does the object have?</p> 
<p>#3 What do you see?</p> 	<p>#4 What do you notice about the two long lines?</p> 
<p>#5 What do you see?</p> 	<p>#6 What animal do you see?</p> 

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Additional SEL Resources

[Break It Down - Written Worksheet](#)

[Break it Down - Picture Cards](#)

[Emotion Check-in/out level 1](#)

[Emotion Check-in/out level 2](#)

[Emotion Check-in/out level 3](#)

[Emotion Word Bank](#)

[Emotions Worksheet Level 1](#)

[Emotions Worksheet Level 2](#)

[Emotions Worksheet Level 3](#)