

SOCIAL EMOTIONAL LEARNING

SOCIAL SKILLS ACTIVITY LIST

SOCIAL SKILL: FOLLOWING INSTRUCTIONS CASEL COMPETENCY: SELF-MANAGEMENT					Activity Description
Grade Levels	Prep Time	Activity Time	Materials		
K-6	0-5 min	<15 min	None		<p>Do This, But Don't Do That Teacher explains that he or she is going to perform some sort of action. If the teacher says "Do this" then the students are to copy whatever the teacher is doing. If the teacher says "Do that" then the students should not copy the action. If a student moves at all, then they are out. The last few standing are the winners. Start with a practice run, so the children understand the game. Once the teacher has had a turn, let the winners of the game take turns leading the class.</p> <p>If I Were A... Write a topic statement such as "If I were an animal I'd be...", "If I were an insect I'd be...", "If I were a body of water I'd be..." etc. Have the first student finish the statement then turn to the next one. Encourage the student listening to be respectful and contribute a respectful comment. Continue the pattern until every student has completed the statement and every student has listened to another student finish the statement. Before they start, help them brainstorm respectful comments to make. Remind them that it is important to be sincere and genuine, and in order to do that, they must listen to each other. Ask the students what they learned about each other. Ask the students why listening is essential for a good relationship. Discuss the importance of taking turns listening and talking so that both people in a relationship feel valued.</p>
3-6	10-15 min	<30 min	Enough index cards for each student with one interesting fact about something the class is studying written on it.		<p>Listen To This Prepare enough index cards for each student in the class with an interesting fact from something you are studying as a class written on it. Try to find new facts about the topic that the students don't know about yet and will find interesting. Distribute one card to each student. Tell the student to find a partner and read their interesting fact to each other. When both are finished, they exchange cards. Students then find a new partner and repeat this process. End the process after about five minutes. Ask the students to discuss the most interesting fact they heard. Ask the students why listening is essential to having a good conversation. Ask the students why it is important to listen in order to learn. Discuss how we can never learn interesting things about each other or the world if we do not first learn how to listen.</p>

K-6	5-10 min	<30 min	A towel or cloth, a list of questions for small groups to discuss	<p>A Table for Conversation The teacher pretends to be a maitre' d' with a cloth draped over one arm. Tell the students to pretend they are out to lunch with a group of friends. Call out, "table for four!" (or any other number). Students will quickly form groups of the number the teacher called out. Students put their hands together at the center of the group, so they know who is in their group. When students are in their groups, they can take their hands away from the center, then ask a question that each person is to answer in the group (i.e. Describe your favorite vacation, What is your favorite animal and why?, What is your favorite book and why?, etc.) Then call out a new number and the students form new groups and answer a new question. At the end, ask for brief reports of what the students discussed. Then discuss with the students why it is important for everyone to take turns talking and listening in a group, so that everyone can be involved and make friends.</p>
K-6	0-5 min	<15 min	None	<p>No, No, No! Create a sentence that contains several parts such as a who, what, when, where, and with whom. For example: "Yesterday, my friend Jane and I went to the library and we saw the biggest dictionary we had ever seen!" The first student repeats the sentence but changes one thing. For example: "No, no, no! Yesterday, my friend Adam and I went to the library and we saw the biggest dictionary we had ever seen!" Continue this until every student has had the chance to alter the sentence. Discuss the importance of listening closely in order for this game to work. Discuss how it is also important for the student creating the sentence to speak clearly and slowly. Discuss how being a respectful listener makes any relationship easier.</p>
K-6	0-5 min	<15 min	Large bowl, small cups (enough for each student), bag of small candies	<p>Listen for Candy Put candy in bowl. Give each student an empty cup and seat the students in a circle. Pass the bowl of candy around the circle and ask each participant to choose some candy to put in his or her cup. Instruct the students not to eat the candy yet. For every candy that the students have in their cups, they must tell one thing about themselves. They may eat the candy, one piece at a time as they share something about themselves.</p>
K-2	0-5 min	<15 min	None	<p>Listen to the Animals Students stand in a circle. Choose one student to be the leader. The leader stands in the center and faces one student. The leader calls out an animal and what it does and makes a motion or sound to match. The leader can either match the animal and sound/action correctly or not. ("Horses trot" with a trotting motion, or "Pigs oink" with an oinking sound). All the other students do exactly as the leader did. If the student facing the leader makes a mistake (follows an incorrect action or doesn't follow a correct one), that student becomes the leader. If the student doesn't make a mistake, then the same leader goes around the circle and continues. Ask the students why it is important for them to pay attention and listen closely in order for this game to work. Ask the students why it is important for them to listen closely and pay attention in order for the classroom to run smoothly. Discuss how this is also important in relationships and friendships. Discuss how sometimes you have to listen closely to really understand what people are saying.</p>

3-6	0-5 min	<15 min	None	<p>Calling All Friends Brainstorm different ways students can combine adjectives with their name such as adjectives that match the first letter of their name, describe personal interests, science words, countries, etc. Have one student begin by introducing himself or herself, such as Joyful Jennifer, Amoeba Annie, Bonnie Brazil, etc. After every student has introduced himself or herself, have the students go around and greet different students by their new name. Encourage the students to listen carefully so they remember the different names and continue until every student has been greeted by another. Discuss how this game only works if they listen to each other. Discuss how it is easier to get to know each other and make friends if we listen to each other.</p>
K-6	0-5 min	<15 min	Paper, pencils	<p>What Fits In This List? Encourage students to focus on listening respectfully during this activity. Ask students to think of as many things as possible within two minutes that fit into one of these lists. Things that can be stacked, Things that line up, ways to travel, things that flow, things that are double, things that you fold, etc. Have students write down answers. Discuss how listening and focusing are important to complete this task.</p>
K-2	0-5 min	<15 min	None	<p>Greeting Game Choose the first student to be greeted. The group chants: [Maria, Maria], who do you see? Maria turns to her neighbor, smiles, and responds: I see [Johnny] looking at me. The group chants: Johnny, Johnny, who do you see? Repeat this process until all have been greeted. Encourage the students to pay close attention and listen.</p>
K-2	0-5 min	<15 min	None	<p>Chant Your Name! Display the refrain if needed: Chant your name, And when you do, We will chant it back to you! Choose a place in the circle to start the greeting. Students clap on knees and chant the refrain together. From the starting place in the circle, the first four children take turns chanting their name alone. The class echoes each name while keeping a steady beat: Child 1: [Deborah] Group: [Deborah!] Child 2: [Nicola] Group: [Nicola!] Child 3: [Angelo] Group: [Angelo!] Child 4: [Marcus] Group: [Marcus!]. After four children chant, repeat the refrain. Continue around the circle in order until all have been greeted.</p>
K-6	0-5 min	<15 min	None	<p>Listen To My Story Direct the children to find a partner. Partners will take turns sharing the names of people in their families. (Help partners agree on who will go first, if needed). Reinforce positive speaking and listening behaviors: "I see caring listeners and clear speakers." Redirect if one child is taking up too much "airtime" by talking for too long. On your signal, children end their sharing. When they are done sharing, discuss with the children why it is important to be a good listener in order to be a good friend.</p>

K-6	0-5 min	<15 min	None	<p>Listen To The Story of My Family Help children form pairs. Have partners take turns sharing the names of people in their families. After each child has shared, say “free chat” or “buzz.” Children begin talking freely about their families with their partners. Reinforce positive behaviors. For example: “I notice partners waiting patiently for their turn to talk.” Redirect if a child is doing too much of the talking. Signal children after one minute to end the partner chats. Afterwards, discuss with the children why it is important to be a good listener in order to make friends. Discuss why a good friend is someone who doesn’t always talk about himself for herself, but instead listens to their friend.</p>
3-6	0-5 min	<15 min	None	<p>Today We Share and Listen Beforehand (the day before), instruct 3-4 students to find an interesting fact or story that relates to something you are studying as a class. On the day the students will be sharing, check in with sharers about their topic. After the first sharer talks about a topic of his choice, he says, “I’m ready for questions.” The sharer calls on a student, who asks one question. The sharer responds to the question in a complete sentence. Repeat this step two or more times. Continue with the other sharers. As time allows after sharing, ask a reflective question and reinforce speaking and listening skills.</p>
K-6	0-5 min	<15 min	None	<p>Listen to the Alphabet Choose one student to be the leader. Have the leader slowly chant the alphabet. As the leader chants each letter’s name, children imagine each lowercase letter in their minds (or refer to the classroom alphabet chart) and form the letter with their bodies. For letters that “stand tall” on the writing lines (for example, b, d, f, h), stand straight up and lift arms up over head. For letters in the middle of the writing lines (a, c, e, i) stand straight, bend knees slightly and place arms out straight ahead. For letters with “tails” that drop below the writing line (g, j, p, q), squat down and put hands on floor. After, discuss how it is important to focus and listen while doing this game. Ask the students why it is easier to complete work and assignments if you listen to directions.</p>
3-6	0-5 min	<15 min	None	<p>Listen to this Story Pose a question to the class. Each student then provides one word that combines with the previous words to create a complete sentence and answer the question. For example: How did the zebra get its stripes? Student 1: long ; Student 2: ago ; Student 3: there; Student 4: was ; Student 5: a ; Student 6: horse; Student 7: that; Student 8: ate ; Student 9: black ; Student 10: and ; Student 11: white ; Student 12: beans. Continue with a new question until every child has the chance to participate. Discuss with the students why it was helpful to listen during this game. Ask if the game would make sense if you weren’t listening.</p>

K-2	0-5 min	<15 min	None	<p>Be Still Like A Rock Prep: Discuss the rules for this game, sharing strategies on how to remain still. Share ideas about what positions this might be easiest with and which may pose a bigger challenge. Discuss what's okay to do (breathe!) and what's not okay to do (scratch your head, move your position, etc.) For watchers, decide on a friendly way to let the leader know that a rock has moved. Activity: Tell the children to begin wandering around the room. After half a minute or so, call out, be still as a rock! Everyone freezes. Wait until 30 seconds have elapsed. Then say relax! Children continue wandering around the room until the next be still as a rock command. Children who talk, giggle, or move while being rocks become watchers. They can help you catch any movers. The challenge for the whole class is to see how many people can be still as rocks for the full 30 seconds. The children can share tips on ways to stay still. Ask the children how it helped them during this game to pay attention and listen.</p>
K-2	0-5 min	<15 min	None	<p>Chanting Greeting Begin clapping out a rhythm that's easy to repeat and familiar to the group. For example: Clap (rest) Clap (rest) Clap-Clap-Clap The group will immediately echo this same clapping pattern. Do this a couple of times before changing it around a bit, for example: Clap-clap-clap-clap (rest) Clap-clap Continue varying the clapping patterns as you wish. End by snapping your fingers to the original clapping pattern. The children will echo-snap and finish with being silent. For young children, end with a finger over your lips as you make the quiet sound: shhh shhh shhh-shhh-shhh Ask students to reflect on how listening helped them do this activity. What would have happened if people hadn't listened? How does listening help us build better friendships? How does listening help us do better in school?</p>
K-6	0-5 min	<15 min	None	<p>Stretching and Listening Begin with everyone standing, arms stretched up to the air. Then have the group touch their toes. Tell the children they're going to straighten up gradually, keeping their arms straight out in front of their bodies. At the same time, you'll be calling out numbers between 1 and 20. When you reach 20, the children's arms will again be straight up in the air. Tell the children to try to remember where their hands and arms are for each number. Now randomly call out numbers between 1 and 20 as the children raise their bodies to roughly the same position they used for each number the first time through. When the children are confident with this activity, invite one of them to lead it.</p>

K-2	0-5 min	<15 min	None	<p>Listen to the Rhythm Practice saying the words and doing the actions together. Before you begin chanting as a group, establish the rhythm by tapping your own knees a few times as the children watch. Throughout the chant, continue tapping your knees to the rhythm. You'll replace the body part named and the bracketed word with each verse. Let's get the rhythm of our knees. Let's get the rhythm of our knees. Let's get the rhythm of our knees [if you please!] Let's get the rhythm of our knees Continue chanting and tapping hands rhythmically on the following body parts. Replace the bracketed words in the verse with the bracketed words listed for each body part. Shoulders – [big boulders!] head – [oh, dread!] feet – [how neat!] belly – [jelly belly!]</p>
K-2	0-5 min	<15 min	None	<p>Zinga! Words: Ma-a-a-a-a-a-a . . . Zinga!!! Actions: Choose a leader. Stand together in a circle, with everyone's arms pointing straight into the middle of the circle. The group begins to say and hold the sound of Ma-a-a-a . . ., building up spirit and positive energy. At the leader's signal – a nod of the head – the group quickly pulls back their hands while forming fists, bending their elbows back and cheering together loudly, Zinga!! This pulls all that great group energy back to each individual. Repeat, inviting students to take turns being the leader.</p>
K-2	0-5 min	<15 min	None	<p>My Bonny Lies Over the Ocean For the first few times, simply teach the words and tune of the song. Once the students are comfortable with the song, introduce the movements. Do some teaching on the meaning of the word "Bonny." Words and actions Begin with everyone seated. Children stand on the first "b" word, sit on the second, and continue reversing positions throughout the song. My Bonny lies over the ocean. My Bonny lies over the sea, My Bonny lies over the ocean, So bring back my Bonny to me. Bring back, Bring back, Oh bring back my Bonny to me, to me. Bring back, Bring back, Oh bring back my Bonny to me</p>

K-2	0-5 min	<15 min	None	<p>Listen Up! Encourage the students to practice effective and respectful listening skills during the game. Introduce the words of the song and practice before you begin. Words: My two hands go clap clap clap (Clap with the words) My two feet go tap tap tap (Look down and point to feet and tap them on the ground) My two hands go thump thump thump (Thump hands on chest) My two feet go jump jump jump (Look down, point at feet, and jump up and down) My one body turns around (Hold one finger up and turn whole body around) And quietly sits down (quietly sit down)</p>
K-6	0-5 min	<15 min	None	<p>Listen to the Rain Begin by playfully engaging the children: I am the storm master! As I do an action, you will copy me, and before you know it, we will have a rainstorm right here in our classroom! Then start the actions. As you change each action and the sounds become louder, describe the rainstorm building in strength and then dying down; for example, First comes the wind, then the soft rain. Next comes the hard rain, and then comes the thunder . . . As the storm builds: Rub hands on thighs (light wind) Rub hands together (stronger wind) Snap fingers (soft rain) Clap hands softly (hard rain) Clap hands loudly (even harder rain) Slap thighs loudly (soft thunder) Stomp feet (loud thunder) Reverse sounds as the storm dies down: Slap thighs loudly Clap hands loudly Clap hands softly Snap fingers Rub hands together Rub hands on thighs</p>

K-2	0-5 min	<15 min	None	<p>Row Your Boat Begin by discussing what good listening skills are and why they are important. Tell the students they will be singing a song together, and in order for the game to work, it is important for them to listen. Tell the students that every time they sing the song, they'll drop one word from the end. Using a song chart, cover each word as you remove it from the verse.</p> <p>Round 1 Row, row, row, your boat. Gently down the stream Merrily, merrily, merrily, merrily Life is but a dream!</p> <p>Round 2 Row, row, row, your boat Gently down the stream Merrily, merrily, merrily, merrily Life is but a . . .</p> <p>Continue the rounds, dropping one word with each round. Last round Row . . .</p>
3-6	0-5 min	<15 min	Spelling list	<p>We Spell Together Discuss with the students that they are going to play a game that requires careful listening. Ask the students what effective listening looks like and how it helps them to succeed.</p> <p>Children stand up at their desk. Using a spelling or sight word, the teacher begins by stating the word the class will "stroll" to. Together, the group spells out that word, moving from desk to desk or about the room and taking one step for each letter. At the last letter of the word, students and teacher quickly and carefully sit down at the seat they're nearest to. One person will be left standing. That person then becomes the caller and chooses another word for the group to spell together from the spelling list. The stroll continues until the list has been completed.</p>
K-6	5-10 min	<30 min	Beach ball, marker	<p>Beach Ball Listening Get a beach ball and write different questions for each color on the ball. Have students toss the ball between themselves and listen while other students answer.</p>
K-6	0-5 min	<15 min	Active listening chart	<p>Active Listening Use the chart to discuss active listening.</p> <p>http://hubpages.com/hub/Active-Listening-What-How-and-Why</p>

K-6	0-5 min	<30 min	Interrupting Chicken Printouts	<p>Interrupting Chicken Create a wonder wall for children who have questions in the middle of class to help with interruptions. http://nurturerstore.co.uk/wonder-wall</p> <p>Create 2 lists on the white board. Ask the class to list inappropriate interruptions for one list and for another list have them list what a respectful student would look like: http://shortandsassyteacher.blogspot.com/search?q=interrupting+chicken</p> <p>Some waiting games and activities - https://www.responsiveclassroom.org/article/in-just-a-minute</p> <p>Role-play interrupting behaviors (teacher or adult role plays the bad examples): Sit in a student's chair and play the part of an interrupting student. Choose a student volunteer to play you, teaching a lesson. Run through a few scenarios, showing the absurdity of interrupting, calling out, and approaching the teacher without permission. Follow up by modeling what is expected of students (waiting patiently and not interrupting). Now show your students the required alternatives to interrupting. Show them the ease of raising one's hand, the politeness of waiting patiently for you and how much more peaceful and conducive to learning it is without interruptions. http://www.smartclassroommanagement.com/2011/05/28/how-to-handle-interrupting-students/</p>
K-2	0-5 min	<30 min	Worksheet, art supplies, pencils	<p>Interrupting Scene (Suggested that "Interrupting Chicken" by David Ezra Stein be read first). Use this worksheet to have students create a scene of their own about interrupting. They can write in the voice bubbles as well as draw it out. http://firstgradeteacherlady.blogspot.com/2013/05/interrupting-chicken_5.html?m=1</p>
3-6	0-5 min	<30 min	Paper, pencils	<p>Waiting and Interrupting Writing Prompt Give the students one of the following prompts and have them write a response to it. It could be a story or taken from their real life experiences, they may decide.</p> <ul style="list-style-type: none"> - Thomas was just about to share his big news when Molly Lou opened her mouth and said... - I ran into my room, I didn't want to talk to anyone after my brother interrupted me by yelling... - I wanted to say my opinion about what game we should play but nobody was letting me. I decided to interrupt them and...
3-6	0-5 min	<30 min	None	<p>Interrupting Skits Split the class into groups and have them work together to develop a short skit about interrupting and the results that come from interrupting. Within this skit have them illustrate appropriate methods to use instead of interrupting.</p>

K-2	0-5 min	<30 min	Worksheet	<p>Interrupting Worksheet Have the students do the worksheets and discuss them as a class. https://www.teacherspayteachers.com/Product/My-Mouth-Is-A-Volcano-Back-To-School-Activity-294169</p>
K-6	0-5 min	<30 min	Paper, pencils	<p>How Does It Feel? Start a class discussion on different questions that are interesting to the age group of students. For example, ask questions about what their favorite movie is, what they did this weekend, the coolest vacation they have been on, etc. As you call on certain students who raise their hands to answer the question, interrupt them while they talk. For example, when a student is talking about their favorite movie, you could barge in and say I didn't like that movie but I loved <i>Toy Story</i> instead and start talking about <i>Toy Story</i>. After the class goes through several questions and interruptions ask them how they felt while being interrupted. Then have the students write down their feelings about interrupting and what they will do as a goal to not do it in the future.</p>
K-2	0-5 min	<15 min	Internet	<p>Patience Video Show this short video about patience to the class. Then discuss situations when they need to have or have shown patience in their lives. Explain the importance of patience especially in the classroom. https://www.youtube.com/watch?v=ggeuGqODgv4</p>