

# SOCIAL EMOTIONAL LEARNING

## SOCIAL SKILLS ACTIVITY LIST

SOCIAL SKILL: BEING RESILIENT

CASEL COMPETENCY: SELF-AWARENESS

| Grade Levels | Prep Time | Activity Time | Materials   | Activity Description   |
|--------------|-----------|---------------|---|--|
| K-6          | 0-5 min   | <30 min       | Paper, crayons, markers                                       | <b>We Are Not Alone</b><br>Discuss what it means to have a support team in your life. Share examples such as parents, teachers, friends, brothers, sisters, grandparents, other relatives, church leaders, team coaches, or neighbors. Ask the students to create a picture of people they think are supportive. Tell them to draw 5 people in their life that support them. Tell them to write underneath the pictures who they are and what they do to support them. Ask them to color and decorate their pictures. Ask a few students to share their examples.  |
| K-6          | 0-5 min   | <15 min       | Whiteboard, markers   | <b>Pro Con List</b><br>Discuss what it means to create a pro-con list. Use an example such as a family moving to practice with. Have the students brainstorm a pro-con list for moving from the city to the country. Discuss how changing perspective can help us face challenging situations.   |
| K-6          | 0-5 min   | <15 min       | Paper, pencils, markers, crayons                              | <b>I Have A Goal</b><br>Have the students brainstorm a dream or goal they have for their future. Have them draw a picture of their goal and how they can achieve it. Encourage positive thinking when it comes to reaching life's goals.   |
| K-2          | 5-10 min  | <30 min       | Magnets, paper clips, hole punch, paper, string, dowel, a can | <b>Reelin' In Courage</b><br>Give each student a small piece of paper. Have them fold it in half. On the upper half, have them write down something they are, or were, afraid of. On the lower half, have them write what they did or can do to get over this fear. They do not need to put their name on the paper. Punch a hole through the top of both pieces of paper near the fold, then attach a paper clip. Have students place the pieces of paper in a can. Give students a "fishing pole," a wooden dowel with string and a magnet attached to the end. Have the students take turns dropping the end of the pole into the can. The magnet will attach to the paper clip. Then students "reel in" the clip of paper and read what is on the paper. Discuss how it takes courage to overcome our fears. |

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| K-6 | 0-5 min  | <30 min | Wide mouthed jar or glass, uncooked rice, egg | <p><b>Rising to the Top</b></p> <p>Place the egg in the middle of the glass completely covered by rice. Explain that the egg represents someone who is hanging with the crowd. One day the group starts making fun of other people, the egg doesn't like it so he tells them to stop (tap the top of the rim, the egg will rise up from the rice with each tap). Next, the group of friends starts excluding others from their games (tap the rim) and they start telling lies. Each time the egg refuses to go along with his friends and stands up for what's right (tap again). Continue until the egg has completely risen above the rice. Tell the students it takes courage to do the right thing when others are not. A courageous person will rise to the top and stand out from the rest!</p>   |
| K-6 | 5-10 min | <30 min | Clothing and/or food from a different culture | <p><b>Acts of Courage</b></p> <p>Share the food or clothing with the class. Encourage them to try the food or have someone put on the clothing. Discuss that it takes courage to try something new or wear clothes that are different from what others are wearing. Talk about how it takes courage to do many things in life, like making friends with a new student or admitting a mistake. Ask the students to share examples of their own acts of courage.</p>   |
| K-6 | 0-5 min  | <30 min | Paper, small Book                             | <p><b>Paper Demonstration</b></p> <p>Show the class the piece of paper and ask them if there is any way the paper can hold up the book, using only one hand to hold the paper. You can ask for several volunteers to try; soon they will realize there is no way. Now take the paper and roll it tightly into a tube, the diameter of about 1 to 1½ inches. Hold the tube vertically in one hand and carefully place the book on top of the open end of the tube. It should support the book. Relate this to the ability we all have to turn our weaknesses into strengths and show courage. The paper at first is flimsy, weak, lacking strength and character-easy to crush and overwhelm. This might be compared to some people who are faced with a problem or obstacle, they may lack the courage to confront the problem or stand up to the opposition. But, with determination we can turn our weaknesses into strengths.</p> <p>Just as the paper can be rolled into a sturdy tube, we can work to add muscle to our weaknesses if we have the courage to persist. We will then develop fortitude to hold up under pressure. Ask the students to give examples of what someone could do to turn a weakness into strength. Examples: Marty has to give a presentation in class and he is afraid to speak in front of his classmates. Jackie loves to play basketball but she is extra short for her age. She is afraid to sign up for the team because her skills might not measure up.</p> |
| K-6 | 5-10 min | <45 min | Note cards, pencils                           | <p><b>Courage Skits</b></p> <p>Have students work in small groups to create skits in which a person shows courage. You may want to write possible scenarios on note cards and distribute one to each group. Allow each group to perform their skit for the rest of the class. Remind students to be respectful while others are performing.</p>  |
| K-6 | 0-5 min  | <30 min | Paper, art supplies                           | <p><b>Courage in Action</b></p> <p>Have students draw a picture of courage in action. Have them title their picture by completing the sentence "Courage is...." If possible, display the pictures in the classroom.</p>  |

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| 3-6 | 0-5 min | <30 min | Paper, pencils, whiteboard, markers | <p><b>Survive/Thrive Chart</b></p> <p>Ask students to think of a time in their life that was hard for them. Make a T chart on the board. Label one side "Survive" and the other side "Thrive." Have children list what things they did to survive or make it through hard times and what things they did to grow and learn that brought new meaning to their life.</p>   |
| K-6 | 0-5 min | <30 min | None                                | <p><b>Resilience Inventory</b></p> <p>Present a resiliency inventory (questions below) for preschool and elementary school aged children. Have them identify a difficult time in their life when they used strength and courage to make it through. Explain that that is resiliency. Help them identify these attributes and relate them to present and future uses.</p> <ol style="list-style-type: none"> <li>1. Tell me about a time in your life you felt you were resilient.</li> <li>2. How did people respond? What did they say?</li> <li>3. How did that make you feel?</li> <li>4. How does it feel now?</li> <li>5. Is there anything you wish others had done?</li> <li>6. Can you use what you learned from this experience now?</li> </ol>   |
| K-6 | 0-5 min | <15 min | Whiteboard, markers                 | <p><b>Right Or Wrong</b></p> <p>Have the class brainstorm ways to tell whether or not something is the right thing to do. List their ideas on the board.</p>   |
| 3-6 | 0-5 min | <30 min | None                                | <p><b>Challenging Situations</b></p> <p>Divide the class into small groups. Give each group one of the following situations to role play. In each role play, half the group wants to do the wrong thing and the other half wants to do the right thing. Each half tries to give strong reasons for their side. Discuss the results in class.</p> <p>Situations:</p> <ul style="list-style-type: none"> <li>- You pass an empty old house. In front of it there's a "No Trespassing" sign. But the front door is open. You really want to go in and see what's there. No one is around. What do you do?</li> <li>- A group of kids who you think are really cool are picking on another kid. They want you to join them, and they say you're a nerd if you don't. You don't want to be left out, but you think picking on the other kid is unkind. What do you do?</li> <li>- You're walking home from school, and you're really hungry because you forgot to bring your lunch that day. You pass by a fruit stand, and the fruit looks so good you can almost taste it. "They'll never miss just one apple," you think to yourself. And no one is looking. What do you do?</li> <li>- Your best friend asks you to help him cheat on a test. He's never done it before and he promises he'll never do it again. What do you do?</li> </ul> |

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| K-6 | 0-5 min  | <30 min | Whiteboard, markers  | <p><b>Saying No While Staying Cool</b></p> <p>To say "no" and make it stick, try this three-step technique. Make three columns on the whiteboard and label the columns with the following three questions:</p> <ol style="list-style-type: none"> <li>1. What's the problem?</li> <li>2. What could happen?</li> <li>3. What could we do instead?</li> </ol> <p>Have the students use the three-step technique to perform some role-playing exercises. Take two kids at a time and start by having one try to persuade the other to smoke. Then replace smoking with other issues that pertain to this group. Have the kids who are watching critique the role-plays, identifying what worked well and what didn't. Hold a classroom brainstorming session to generate things you can say if someone is trying to get you to: shoplift, cheat, fight, pick on someone, etc. Write the ideas on the board and discuss them.</p> |
| K-6 | 0-5 min  | <30 min | Whiteboard, markers  | <p><b>'Why' Messages and 'Blaming' Messages</b></p> <p>Introduce the concept of using words to express feelings instead of blaming someone else or using physical force. Use a "why" message to state what's bothering you and why. Example: "It really bothers me that you aren't willing to work this out together instead of arguing all the time."</p> <p>A "blaming" message says what's wrong with the other person. Example: "You are ruining our project. You're a jerk. You never do anything right."</p> <p>A "why" message is constructive and points to a solution. A "blaming" message makes the other person defensive and leads to more conflict. "Why" messages usually work better.</p> <p>Create a list of conflicts on the board, have students role play with puppets or as themselves using "why" messages instead of "blaming" messages.</p>   |
| K-6 | 0-5 min  | <30 min | Red construction paper, scissors, tape                                       | <p><b>Healing Heart</b></p> <p>Cut out a big heart then cut it into puzzle like pieces. Give each student a puzzle piece and have them write something hard that they have or are going through. Then put each piece back into place and tape them all together. Explain to students that we all go through really hard things but we can still feel love and support from those around us as we all go through hard things. Or you can have each student instead of putting a hard thing that they are dealing with you can have them write down or draw one thing that makes them feel happy. Then explain that these happy things help us when we feel like our heart is breaking and we are feeling sad.</p> <p><a href="http://www.schcounselor.com/2011/04/healing-heart.html">http://www.schcounselor.com/2011/04/healing-heart.html</a></p>  |
| K-2 | 5-10 min | <30 min | Paper, markers, fishing line, paper hearts, <i>The Invisible String</i> book | <p><b>Invisible Heart</b></p> <p>Ask your students to list people and pets they believe their invisible string is connected to. Remind students that their string is strong and long enough to reach anywhere. Give each student a whole punched heart for each person or animal they listed. Direct the students to write the name or draw a picture of the person they are connected to on each heart. Use the clear string (fishing line) of your choice to connect the student's hearts. Students may either use the connected hearts as a charm bracelet or necklace depending on the length and size (to be used along with the book <i>The Invisible String</i> by Patrice Karst).</p>  |

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| K-6 | 0-5 min  | <30 min | Paper, pencils, canister (time capsule)            | <p><b>Hope Time Capsule</b><br/>Have students write or draw on a piece of paper a challenge that they have overcome or something they have accomplished in their lives and how they felt when they did this. Roll all the papers up and put them into a small canister. This canister will be a hope time capsule that they will open up again at the end of the school year in order to remind them that they are strong and capable to overcome hard things and are capable to achieve great things.</p> <p><a href="http://mrshallfabulousinfourth.blogspot.com/2012/08/back-to-school-activity-hopes-and-dreams.html?m=1">http://mrshallfabulousinfourth.blogspot.com/2012/08/back-to-school-activity-hopes-and-dreams.html?m=1</a></p> |
| K-2 | 0-5 min  | <30 min | Colored paper, pencils, scissors                   | <p><b>Hands of Hope</b><br/>Have students trace their hands, so that there are two hands on the piece of paper. In these hands have them draw who they want to become, their hopes, their dreams, and what makes them happy. Focus on how challenges will come in life as we try to reach these hopes and dreams but as we focus on what brings us happiness we will be able to make it through.</p> <p><a href="http://emerlyeararts.blogspot.com/2014/05/art-therapy-group-my-past-future.html">http://emerlyeararts.blogspot.com/2014/05/art-therapy-group-my-past-future.html</a></p>   |
| K-6 | 0-5 min  | <30 min | Paper, pencils, envelopes, art supplies (optional) | <p><b>Letter to Myself</b><br/>Give students a piece of paper. Have them write a letter to their future selves of the things that they hope to remember from what they have learned. Have students also include what they hope they will accomplish within the year. Collect these letters and give them to the students at the end of the school year.</p>   |
| K-6 | 5-10 min | <30 min | Learn how to cut paper trick, paper, scissors      | <p><b>Paper Trick</b><br/>Hold up a piece of paper and ask students if they think you can go through that piece of paper. They will say no. Follow the cutting instructions in order to cut the paper into something that you can fit your body through. Discuss that sometimes we can do things we never thought we could do.</p> <p><a href="http://allfortheboys.com/home/2014/09/03/quick-trick-walk-through-a-sheet-of-paper.html">http://allfortheboys.com/home/2014/09/03/quick-trick-walk-through-a-sheet-of-paper.html</a></p>   |