Social Emotional Skills Activity Toolkit

Draft Materials for the Adama Three Day Course on Psycho Social Skills
V 8
Getting Started

- Here are a collection of cards to help you to help children to develop their psycho-social skills. These skills play a vital roll in helping children and people to build resilience so that they can respond positively to the shocks and stresses that we may meet in our lives.

Psycho-Social Skills involve Self Awareness, Self Management, Social Awareness, Relationship Skills and Relationship Skills. These skills can be taught.

- To help you teach these skills in enjoyable and meaningful ways, we have organised some activities according to themes and age levels.

  **These are only suggestions.**

- **Red** up to 5: **blue** 5 & 6, **yellow** 7 & 8, **green** 9 and 10

  The themes are ‘Where are we now?’, ‘Getting On and Falling Out’, ‘Going for Goals,’ ‘Good To Be Me’, ‘Relationships’ and ‘Changes’.

  *In addition there are some help cards to aid you in the activities.*

*These activities are partly debt to the ingenuity of people of the UK SEAL project of the primary strategies*
The children sit in a circle. One person is in the middle and calls out ‘Help, help’. The others reply ‘What’s the matter?’

The person calling for help makes up a ‘sticky situation’ – for example, ‘I’m stuck up a ladder’; ‘I’m trapped in a car’; I’m being chased by a swarm of killer bees ...’ The others reply, ‘Who do you want to help you?’ The person calling for help makes up a random criterion, such as:

- ‘the tallest person’; ‘the person who can swim the furthest’; ‘the person who is the best at tables’; ‘the person who can speak the most languages’; ‘the oldest person’; ‘the person who can skateboard the best’; ‘the kindest person’; ‘the person with the longest hair’; ‘the person who can do the best cartwheel’.

The group have an agreed time to decide who should help and the chosen person then swaps places with the person in the middle and makes up their own ‘sticky situation’. Stress that we are all good at different things. We can all help each other.

**Note:** In order to ensure that everyone is included over time, pre-prepared categories could be read out by the children in the middle of the circle.
Excited, Happy or Proud?
How do you calm down?
Circle Rounds One

Children and teacher agree rules.
Hands up if you want to speak
Look at person who is speaking
Take turns to speak
Listen well
No put-downs or insults

Children take it in turns to complete sentences:
- I find it easy to learn when ...
- I find it harder to learn when ...
- Something I really enjoy in school is ...
- Something I have learned by myself is ...
- I helped someone in my class when I ...
- Children and teachers can add new sentences to be completed..

Intended learning outcome
- I know some of the things that help us in school to learn and play well together.
Circle Rounds Two

- Children take it in turns to:
- ‘My name is … and I like …’
- Say ‘The animal I would like to be is…….’
- Pass a smile around the circle
- Pass on rain, i.e. hands raised up and down, fingers wiggling – touch next child to pass it on.
- Pass on thunder i.e. stamping on floor – touch to pass it on
- Choose an emotion and pass it around the circle. Happy Sad Proud Angry
- Children take it in turns to make a face showing an emotion and every one else tries to guess the emotion

Intended learning outcome

- I know some of the things that help us in school to learn and play well together.
Circle Rounds Three

- Children take it in turns to:
  - ‘My name is ... and I like ...
  - Say ‘The animal I would like to be is......’
  - Pass a smile around the circle
  - Pass on rain, i.e. hands raised up and down, fingers wiggling – touch next child to pass it on.
  - Pass on thunder i.e. stamping on floor – touch to pass it on
  - Choose an emotion and pass it around the circle. Happy Sad Proud Angry
  - Children take it in turns to make a face showing an emotion and everyone else tries to guess the emotion

Intended learning outcome

- I know some of the things that help us in school to learn and play well together.
Circle Rounds Four

- Demonstrate a prompt for the use of our senses which you can use in the class at other times.

- Children take turns to do
  - **Listening** – point to ears and say what they can hear
  - **Thinking** – point to head and say what they have been thinking
  - **Looking** – point to eyes and what do they see
  - **Concentrating** – fold arms: We do not need to say anything when we are concentrating!

- Children can pass on a turn if they cannot think of anything but might be invited to contribute later
Circle Rounds Five

- Change places with some in the circle
- If you like animals
- If you like to sing
- If you like football
- If you can stand on one leg
- If you can stand on one leg for a minute
- If you feel nervous
- If you feel happy
- If you can speak more than one language
- If you are wearing something white
Circle Rounds Six

- One child stands up and rolls the dice or die into the centre of the circle.
- The child who rolled the die identifies the number showing (counts the dots) and asks the other children to stand up and do an exercise (of his choosing) that many times.
- The game continues until everyone has had a chance to roll the dice/die.
- Suggestions of exercises: 1) touching toes, 2) kneeling then standing, 3) jogging in place, 4) torso twists, 5) side stretches, 6) jumping up and down etc.
- Challenge older children to perform push-ups, sit-ups, etc.
- Children with disabilities can suggest movements they are comfortable with.
- You can also choose the activity by rolling the dice.
Circle Rounds Seven

- Use a stick or clapping to send a rhythm round the circle
- Start simply by sharing a basic rhythm
- Add to it and change it
- Can you create different rhythms to send round the circle or organise your circle to make more complex rhythms?
- Can the circle sing a song as a rhythm goes around the circle?
Random Pairs

- You can make a list of animals making sure there are two of each and then children can randomly choose a care with an animal name on it or you could pair children up with playing cards by number.

- Once in a pair the children can take turns choosing a facial expression and then trying to copy the facial expression so their partner can try to name it.

- Then the partner can have a go. *Some of these expressions are difficult.*
In this place there were buildings and people as well as all the animals. The children decided they were going to explore. They didn’t want to be seen so they carefully ran from tree to tree, hiding as they went. They crept round a tree to have a closer look and they tripped over someone who seemed to be resting. He looked straight at them then turned over and continued doing nothing.

‘I don’t think he can see us,’ said the boy. They carefully went up to an old woman who was sitting in the sun and tapped her on the shoulder. She didn’t even look round.

‘If they can’t see us, we can investigate,’ said the girl. The children split up and went into the world. They listened to all the things that were going on. These are some of the things they heard:

‘I can’t be bothered.’

‘I can’t do it today. Leave it until tomorrow.’

‘Leave me alone.’

‘I’m bored.’

The girl ran over to the boy. She said, ‘These people are so new that they don’t know how to learn, do and be excited. Do you think we can help them learn and enjoy learning?’
Group Story Telling

- This is a story that you work as a group to tell. From the basic idea you build and elaborate the story together.

- It is about a mouse who looks at all the other animals and thinks that she is useless. When hunters come to the jungle, she realises that it is ‘Good to be me!’

Key elements:

1) Mouse wants to be special like the other animals.

2) She sees Lion who is a great leader, Gazelle who can run fast and Monkey who can climb. Mouse wishes she were special like them.

3) Mouse hides away, feeling useless and unhappy. The animals get caught by hunters. They call for help.

4) At first Mouse thinks she is too useless to help, but frees the animals by chewing through the ropes.

5) When the other animals thank her and offer her anything she wants, she realises that they have already given her everything she wanted by helping her to understand that it really is good to be her.
Bullying can be

- physically hurting someone (punching, kicking, tripping up, pushing);
- threatening to physically hurt someone, or people or things precious to them;
- damaging the things that belong to someone else;
- demanding things or favours through frightening someone or through force;
- stealing someone’s things;
- demanding money or things;
- humiliating or embarrassing someone deliberately;
- put-downs, name-calling, insulting or making fun of a person or a person’s family, culture or religion
- sarcasm or mimicking;
- inappropriate touching or showing material that you know will be offensive spreading rumours;
- excluding someone or leaving someone out;
- offensive remarks and/or behaviour, for example, name-calling

What others occur in your school? Which are predominant in the age group you work with? Which is the worst (the one that has the worst effect on the person experiencing the bullying)?
Sean’s Story

Sean was playing in the building area in his school, when along came Julie. She walked into the building area to join in, but Sean said:

‘You can’t play. You’re a girl and girls are not allowed in here.’

Julie looked unhappy; she had tears in her eyes as she walked away. It wasn’t long before someone else came to join in. This time it was Lyndon.

‘You can’t play in here. Boys with black hair can’t join in here!’

Lyndon looked a bit surprised and shocked that Sean had spoken to him like that. He walked away feeling really upset and sad. A little while later Kaltuun came along and tried to join in. Sean said:

‘You can’t play in here. You are too tall and only small people can play here.’

Kaltuun was really sad, and she was angry too. Why should he be so rude to her? She thought about what she could do. She decided to get someone to help her. She went to find her teacher, Miss Rashid, and she said:

‘Sean was horrible, he made me hurt inside, he made me sad, please can you make him stop it?’

**What was it that Sean did to make Kaltuun feel hurt?**
The Blanket or Parachute Story

The activity is a parachute game (with younger children it may be better to do this with half the group or class at a time). Ask all children to sit around the edge of the parachute when it is on the floor. If there are handles, they could hold them to help stretch the parachute out flat. Ask if one person would like to sit in the middle. Explain that they are going on a boat ride and that the rest of the group is going to help them to get back home safely.

Begin when the child is sitting in the middle of the parachute. They may need reassurance that nothing terrible will happen!

Ask the children to imagine a lovely warm sunny day when the waves are really small because the water is calm. The boat is rocking gently and you can hear the seagulls singing. Slowly the waves get bigger and bigger. The children round the edge should be asked to help make the parachute move up and down. They have to work as a team. You then continue the story, creating a storm until the boat is tipping dangerously and you need everyone’s help to get the boat rider back home safely. At the end, the waves get smaller and smaller until the storm is over.

Use this opportunity to stress the importance of being part of the group. Without each one of you we couldn’t have got our friend back home.

If you have music you can add to the scene setting
Intended Learning Outcomes

**Belonging**
I know I belong to my class/group.
I know the people in my class/group.
I like belonging to my group/class/school.
I know that people in my group/class like me. I like the ways we are all different.

**Self-awareness**
I can tell you something special about me.

**Understanding my feelings**
I can tell if I am happy or sad.
I can let you know if I feel happy, excited, sad or scared.
I know that it is OK to have any feeling but that it is not OK to behave in any way we like (if it hurts other people).

**Managing my feelings**
I know some ways to calm myself down when I feel scared or upset.

**Understanding the feelings of others**
I know that everybody in the world has feelings.

**Social skills**
I can share in a group.
I can take turns in a group.
I can join in with other children playing a game.
I know how to be kind to people who are new or visiting the classroom.

**Understanding rights and responsibilities**
I know ways to keep safe and the adults that can help me.
I know what to do in my classroom/setting.
Intended Learning Outcomes

I know I belong in my classroom.

I like the ways we are all different and can tell you something special about me.

I can tell you some ways in which children can be unkind and bully others.

I can tell you how it feels when someone bullies you.

I can be kind to children who have been bullied.

I know who I could talk to in school if I was feeling unhappy or being bullied.

I know what to do if I am bullied.
Intended Learning Outcomes

Understanding my feelings
I can tell when I am feeling sad or angry.
I can show someone when I am feeling sad, angry or happy. I can tell you how it feels when things are unfair.
I can tell you how I feel if I am missing someone or have lost someone or something I care about.

Managing my feelings
I am beginning to understand that if someone leaves me they can still love me.
I can remember someone I care about even if they are not there.
I can talk about how I can feel better when I am feeling sad or am missing someone.

Understanding the feelings of others
I can tell if someone is happy, sad or angry.

Making choices
I can tell you what is fair and unfair.
I can tell you when I think things are fair or unfair.
I know some ways I can make things fair.
Intended Learning Outcomes

**Friendship**
- I can play with other children.
- I know how to be friendly.
- I can say sorry when I have been unkind.

**Working together**
- I can work in a group with other children.
- I can take turns when I play a game.
- I can wait for my turn to say something in the classroom.
- I can share a toy.
- I can ask for help when I am stuck.

**Managing feelings – anger**
- I can express my feelings when I am angry.
- I can make myself feel better when I am angry.

**Resolving conflict**
- I can make up when I have fallen out with a friend. I can think of ways to sort things out when we don’t agree.

**Understanding my feelings**
- I can tell when I am feeling angry.
- I can tell when other people are angry.
Intended Learning Outcomes

Knowing myself
I can tell you what I can do now that I couldn’t do when I started school.
I can tell you how I have changed.

Understanding my feelings
I can remember feelings I have had, and why I felt like that.
I can sometimes tell you how change makes me feel.
When I feel bad, I know that it helps to do something different.

Understanding the feelings of others
I know that sometimes when people are not very nice to me it is because they don’t feel very good inside.
I know how to help someone when they are feeling sad.

Making choices
I can tell you what I did with my class/group to make the outdoor area/classroom/setting better.
Intended Learning Outcomes

Knowing myself
I know that I can do more things now than I could when I was younger.
I know that I will be able to do more things when I am older.
I know that we are all good at different things.
I can tell you what I like doing and learning.
I can try new things in my learning.

Setting a realistic goal
I can tell you what a goal is.
I can set a goal for myself.
I can tell you what I want to achieve and how I am going to do so.

Planning to reach a goal
I can say what I am going to do next.

Persistence
I can focus my attention and start a task.
I can sustain my attention.
I can work hard to achieve my goal.
I know that working hard is important to reaching my goal.

Evaluation and review
I can tell you what I have done and the things that worked well.
A Social Story About Strangers

This story was written by the Illinois College of Education to help children know about keeping safe.
Intended Learning Outcomes

Knowing myself
I can tell you the things I like doing and the things I don’t like doing.
I can say how I feel when I am feeling proud.

Understanding my feelings
I can tell when I am feeling excited.
I can tell or show how I feel when I am excited.
I can say and show you when I am feeling good and happy.
I can tell or show what feeling proud looks like.

Managing my feelings
I can stay still and quiet for a short time.
I can relax with help.

Standing up for myself
I can say what I need.
I can stand up for my own needs and rights without hurting others
Intended Learning Outcomes

**Knowing myself**
I can tell you the things I like doing and the things I don’t like doing.
I can say how I feel when I am feeling proud.

**Understanding my feelings**
I can tell when I am feeling excited.
I can tell or show how I feel when I am excited.
I can say and show you when I am feeling good and happy.
I can tell or show what feeling proud looks like.

**Managing my feelings**
I can stay still and quiet for a short time.
I can relax with help.

**Standing up for myself**
I can say what I need.
I can stand up for my own needs and rights without hurting others
What do you think is happening?

• Have you ever been in a situation like this?
• What do you think this person is feeling like? Encourage the children to say as many words as they can.

Add the focus word and other relevant words. • Have you ever felt like that?

• When have you felt like that? (This is an opportunity to reinforce the idea that not everyone will have the same feelings in the same situations.)
• If you feel like that what would your: –face look like? (encourage them to show you either by modelling it or by drawing) –body look like?

If you are feeling like this what might you do?
• If you are feeling like this how does your body feel like on the inside?
• Can you think of any other words that might describe the feeling?
• What do you think a person who felt like that would do?

To summarise your thinking you might agree a definition of the feeling and display it.
What do you think is happening?

What do you think is happening in this photograph?
Have you ever been in a situation like this?
What do you think this person is feeling like?

Encourage the children to say as many words as they can. Add the focus word and other relevant words.

• Have you ever felt like that?
• When have you felt like that?
(This is an opportunity to reinforce the idea that not everyone will have the same feelings in the same situations.)
• If you feel like that what would your: – face look like? (encourage them to show you either by modelling it or by drawing) – body look like?
• If you are feeling like this what might you do? • If you are feeling like this how does your body feel like on the inside?
• Can you think of any other words that might describe the feeling?
• What do you think a person who felt like that would do?

To summarise your thinking you might agree a definition of the feeling and display it.
Story Snippet: A New World Part 3

- Discuss the story using the following questions as a structure
  - What would it be like if nobody could be bothered to do anything?
  - Would you like to live in this world?
    - What might make someone bored?
    - How do you think the ‘down-hearted’ in the story feel?
    - How do you think the two children feel?
    - Have you ever felt that you didn’t want to learn something new?
    - How do you help yourself to learn or do things when you’re not in the mood?
    - What could you do to encourage people to become interested in and enthusiastic about doing things and learning?

- Note: You may want to explore with the children some of the reasons why people become ‘down-hearted’. Sometimes the reasons may be simple physical ones (not enough sleep, not eating a balanced diet, being unwell, and so on) and sometimes the reasons are to do with how we think and feel.

- Ask the children to consider the sort of classroom they would like to work in this year. How would it be different from the world of the ‘down-hearted’?

- How can we make it a place that is safe, fair, fun and good for learning?
Individual: Leaves Task

- Drawing on their educational experiences, each child should be given the opportunity to decide:

- one thing that they would take with them from this school to an ‘ideal’ school if they were given the chance; one thing they would leave behind; one new thing or idea that they would create especially to take.

- The things might be tangible, such as a particular teacher or resource, but they might also be intangible – for example, they may choose to take empathy or leave bullying behaviour.

- Provide three real or paper leaves of different colours for each child. Ask the children to write or draw their contribution on the appropriate coloured leaf to take to assembly to contribute to a whole-school display. The colours should be agreed between classes, so that there is consistency.

- These leaves should be taken to the final assembly. The leaves with the things to take with them or develop in the school should be stuck on the display.

- The things to leave behind should be dropped in a special bin on the way out of a school meeting (and kept for review by the teachers as useful feedback).
Problem Solving: Welcoming

- Ask the children to imagine that a new girl is starting at their school the following week. Explain that she is feeling very nervous about beginning in a new class, as most of us would be.

- Tell the children that she is a really friendly person and plays football for the regional team, and will be a great asset to the school.

- Then tell the children that she sometimes has a difficulty with speaking fluently – she has what the children might know as a stutter or a stammer.

- Explain that at her last school some children were unkind to her because of this. She has asked the school to explain about her difficulty before she starts, so that the children will not be surprised or worried.

- The ‘problem’ to be solved is how to make the new girl feel welcome and accepted, and to help her to feel less nervous.
Circle Time: Feelings Games

The children should each take a small bit of paper or sticky note and write a word that describes how they are feeling. These should be placed in a tub or hat. The children should take a feeling from the hat. This is their feeling for the game. The children should stand in a double circle facing each other in pairs. The children in the outer circle should suggest an activity.

- Examples might be:
  - getting up in the morning; eating dinner; dancing; walking to school.
  - The children in the inner circle should mime the action in the manner of their feeling, focusing on their facial expressions and body positions as well as the ‘tone’ of their movements.
  - The facilitator should shout ‘freeze’ and the children in the inner circle should freeze. The children in the outer circle should guess the feeling. This should be repeated with swapped roles. It might help to have some basic feelings written out and displayed – happy, sad, angry, excited, frightened, calm.
Circle Time: Rounds

- I feel safe when I...
- I feel calm when I..
- I like to relax when I..
- I like the taste of..
- I like the smell of...
- People look happy/sad/angry when they ...
- If I had a magic wand in my hand right now, I would change ...
- The world I would like to go to would be
- Something that would help me to learn better would better
Problem Solving: Group Work

- Sometimes things go wrong when you are working in a group. Ask the children to list some of the things that sometimes go wrong (without names or particular instances).

- These might include:
  - someone dominating the group;
  - group members not getting on very well – having lots of arguments;
  - someone not doing what they have agreed to do;
  - someone not making any contribution;
  - someone distracting everyone else;
  - someone pretending all the ideas are his or hers;
  - someone using ‘put-downs’ or trying to get their own way all the time.

- Ask the children to help you to come up with some ideas for solving these real or hypothetical situations.

- Make a list of a poster of ideas to help group work
PROBLEM SOLVING

READY
Are you calm enough to think clearly?
Use your best calming down tricks

STEADY
Why are you feeling?
How are you feeling?
Set a goal
Which would be best?
Make a plan

GO
What are all the different things you can do?
Try out your idea!

REPLAY
Think about how you did it.
Check if things are OK
If you were them, how would you feel?

Think...

What is happening all around?
What is the body showing?
What is the face showing?
What are other people doing?
What is the other person doing?

Look

How do they make you feel?

and how they are spoken
Listen to the words

Listen

Understanding other people's feelings

Feelings Detective
UNDERSTANDING MY FEELINGS

FREE LING S DETECTIVE

What is my face showing?

What is my body doing on the outside?

Run away

Hit out

Cry

Laugh

My tummy butterflies in

Tight muscles

Hot or cold

Fast heart beating

Goose bumps

What am I thinking?

What do I want to do?

What is my body doing on the inside?
Other people have rights too
BE FAIR ON OTHERS
your responsibilities
But don’t forget
I feel... when... because... I would like...
Say what you would like
Explain your point of view
Say how you feel
You’ve got rights
BE FAIR ON YOURSELF
BE ASSERTIVE
If things go wrong
Like Lion aggressive Not
Like Fox cheating and lying and Not
Like Mouse timid Like Not