



Activities to Support SEL

The purpose of this document is to provide you with strategies that are easy to implement and that promote social–emotional learning into the classroom! These activities are great when used as icebreakers, after a long break, and as refreshers for students of all ages.

Throw Away Your Baggage

The 21st-century student may come with “baggage” that they often struggle to leave at the classroom door when they come inside to learn. Support your students by sharing that we all have this baggage, but when we leave it at the door, we can focus on our instruction and have a free space in which to breathe! Follow these steps for an engaging activity that promotes a positive classroom environment!

1. Provide students a sheet of paper to write down their “baggage,” or something they want you to know. To engage students, consider using the following sentence prompt: “Something I want my teacher to know is _____.”
2. After two to five minutes of writing, have students crumple up their pieces of paper and toss them to the center of the room.
3. Explain to students that when they walk into your classroom, they enter a safe zone, free of their troubles and with the time to focus on what can make them a successful person: their education.
4. As you explain this to students, pick up the crumpled pieces of paper and place them in a grocery or trash bag to demonstrate the “trashing” of these items.
5. Place the bag outside in the hallway or hang it up at your door to represent them leaving these things in the past in order to learn.
6. Share that every day they can enter a stress-free room and experience being a kid and a student with you there to support them.

Play Bingo!

Get to know your students better by playing interest bingo! Use these topics and discussion points to help build relationships with your students and let them build relationships with each other. Use the template provided to start your game experience. Just fill in the blanks with things that your students may enjoy (reading, playing music, video games, running, football, family gatherings, watching TV, etc.).

Materials

- **Game board template:** Print the template and create two to three variations of the game board.
- **Index cards:** Write one experience on each index card that can also be found somewhere on any of the game boards. Use these cards as the call-out cards when playing the game.
- **Game chips:** Use any type of identifier for a game chip: Unifix Cubes, counters, beans, pennies, etc.



	B	I	N	G	O
1					
2					
3			FREE SPACE		
4					
5					

Artifact Creation

Students can create an artifact with a group or independently that will be delivered to another grade level that incorporates SEL. They could also partner with another class or grade level to create the artifact together! Having a special connection with another class is a great way to build positive ongoing relationships in their school community. Kids are always amazed at how easy it is to find common ground with younger or older students. Some examples could include:

- **Creating buddy class (pair up with another classroom) logo, team name, or saying:** Create a team atmosphere by each buddy classroom team creating a logo and having an inspirational saying associated with the team.
- **Fundraising teams:** Buddy classrooms can raise money for a cause; classrooms can compete against each other throughout the school; buddy classrooms can set up and organize a team or even a schoolwide fundraiser.

- **Interview project:** Have students interview each other or buddy class throughout the year about topics such as cultural background, family traditions, or opinions about a current event. Conducting a formal interview is different than a casual conversation and teaches skills such as focused listening and conversational skills. In addition, learning about their classmates will broaden their perspective as they consider that everyone’s background and experience is not necessarily the same as their own.
- **Letters or words of encouragement:** Students can send a letter or words of encouragement during standardized testing and deliver to another grade level or class. This could also be done within a classroom where students draw names out of a hat and will have to write or draw words of encouragement about others.

Play the “I Have, Who Has?” Game!

Use the blank templates below to create your own version. For SEL, you can use rules or consequences, actions or positive or negative reactions, choices or consequences, friendship, and more!

Materials

- **“I have, who has?” cards:** Use the blank template to create your own cards based on what your students need. Download, print these on cardstock, and write what you need before you laminate them for use. Optional: Cut and glue these onto index cards for safekeeping.

Steps

1. Pass all cards out to the students; if you have extra cards left over, give some of the students a second card.
2. Start with card #1 and have the student read: “I have...who has...?”

Exemplar: Rules and Consequences

<p style="text-align: center;">#1</p> <p>I have: I need to sharpen my pencil.</p> <p>Who has how I should do that?</p>	<p>I have: I raise my hand and ask if I can sharpen my pencil.</p> <p>Who has how I should ask to go to the bathroom?</p>
<p>I have: I hold up a 1 in a calm manner.</p> <p>Who has what shoes I must wear for gym?</p>	<p>I have: closed-toed gym shoes.</p> <p>Who has how I should order my lunch each day?</p>



I Have, Who Has? Template

<p style="text-align: center;">#1</p> <p>I have:</p> <p>Who has</p>	<p>I have:</p> <p>Who has</p>
<p>I have:</p> <p>Who has</p>	<p>I have:</p> <p>Who has</p>
<p>I have:</p> <p>Who has</p>	<p>I have:</p> <p>Who has</p>
<p>I have:</p> <p>Who has</p>	<p>I have:</p> <p>Who has</p>
<p>I have:</p> <p>Who has</p>	<p>I have:</p> <p>Who has</p>

The Warm Fuzzies

Print, copy, and display the warm fuzzy slips below. Students can grab the slip of paper and give “warm fuzzies” to someone who was seen doing something spectacular. Post them on a bulletin board in the hallway or share them in your class meetings! Below is an example and a blank template!

My warm fuzzy goes to... because...

Shayna

she helped me pick up all my toys at recess and I didn't even ask her!

My warm fuzzy goes to... because...

My warm fuzzy goes to... because...
