

**teach@home**

# Social Emotional Learning Activities

## Week 3

by Ashlyn Ellsworth

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Use this packet of activities to help children practice their SEL skills.

For video lessons and additional resources, visit [hand2mindathome.com](http://hand2mindathome.com)



# THE CREATIVE CLASSROOM

Developed by Ashlyn Ellsworth

Building social emotional learning and mindfulness is essential for children's development at all ages. These daily activities allow opportunities for children to build character but also lead to meaningful conversations together at home. Each of the lessons features a daily topic focus that includes an introductory video for the child, an engaging activity, read aloud suggestions and a mindfulness moment for the day.



## Meet the Developer

Ashlyn Ellsworth is a creative and energetic 3rd grade teacher from Phoenix, Arizona. Ashlyn has been teaching for 13 years with most of her experience in the primary grades. In addition to teaching full time, Ashlyn is also a designer and teacher author of *The Creative Classroom*. She enjoys sharing her creative classroom ideas, modeling how to build positive classroom environments and engaging students with classroom management strategies. Ashlyn has developed *Mindful Minutes* which are social emotional units for the classroom to help build character and mindfulness every day.



# Day 1

## EMOTIONS AND FEELINGS

### OBJECTIVE:

Have children become aware of their emotions and learn how to manage their feelings.



### INTRODUCTION:

Watch [this video](#) for an overview of Day 1's exercises by Ashlyn.



### ACTIVITY:

Play Emotions BINGO (pages 4-5). When calling out different emotions, prompt children to discuss each emotion. Use this game to open up a conversation about how to handle different emotions at home and at school. The following questions can help facilitate conversation:



"What emotion is that?"

"Can you show me what you look like when you're feeling (the emotion)?"

"How can you tell if a friend is feeling (the emotion)?"

"Can you remember a time when you were (the emotion)? Why were you (the emotion)?"

For negative emotions, like sad, angry, confused, and others:

"What did you do when you were (the emotion)? What made you feel better?"

"Which spot on the board looks like how you are feeling right now? Why?"

### READ ALOUD SUGGESTIONS:

- *The Feelings Book* by Todd Parr
- *The Way I Feel* by Janan Cain
- *The Color Monster* by Anna Llana
- *In My Heart* by Jo Witek



### DAILY MINDFUL MINUTE



*One Breath:*

Find a comfortable place and sit peacefully for one minute. Allow for minimal distractions during this one minute. Take this minute to breathe in through your nose and out through your mouth and focus on the deep breaths you are taking to clear your mind and relax. Pay attention to the way it feels for the air to fill up your lungs and release.



# Day 1 (continued)

Name \_\_\_\_\_ Date \_\_\_\_\_

## EMOTIONS BINGO


# Day 1 (continued)

*Cut and glue each emotion onto the bingo board.*

<p><b>angry</b></p> 	<p><b>confused</b></p> 	<p><b>embarrassed</b></p> 	<p><b>excited</b></p> 
<p><b>disgusted</b></p> 	<p><b>grumpy</b></p> 	<p><b>proud</b></p> 	<p><b>happy</b></p> 
<p><b>hurt</b></p> 	<p><b>scared</b></p> 	<p><b>curious</b></p> 	<p><b>shocked</b></p> 
<p><b>tired</b></p> 	<p><b>sad</b></p> 	<p><b>calm</b></p> 	<p><b>shy</b></p> 



# Day 2

## SHARING AND TEAMWORK

### OBJECTIVE:

Children learn to share with others and work together as a team.



### INTRODUCTION:

Watch [this video](#) for an overview of Day 2's exercises by Ashlyn.



### ACTIVITY:

Children will work with a partner to play *Working Together*. Player 1 will be blindfolded or turn their back to Player 2. Player 2 will build a creation out of any material (building bricks, dough, linking cubes, dominoes, paper, straws, etc). After Player 2 builds their creation, they must verbally describe how to build their creation to Player 1. Make sure they don't accidentally reveal the identity of the creation! Player 1 listens to Player 2 carefully and follow the directions to build the creation. Players 1 and 2 then switch roles and play *Working Together* again. Alternatively, use the graphic organizer on the next page to have Player 2 write down the instructions and pass them to Player 1.



Did your partner successfully build your creation? Why or why not?

What will you do differently next time?

What was easy/difficult about this activity?

### READ ALOUD SUGGESTIONS:

- *Dog vs. Cat* by Chris Gall
- *Swimmy* by Leo Lionni
- *The Junkyard Wonders* by Patricia Polacco
- *The Juice Box Bully* by Bob Sornson and Maria Dismondy



### DAILY MINDFUL MINUTE



*Visualizing:*

Set a timer for one minute and close your eyes and visualize the happiest day of your life. Try to remember all the details you can of that happiest day. Spend time thinking for the entire minute.



# Day 2 (continued)

## Working Together

Write instructions for how to build your creation.

STEP 1.

STEP 2.

STEP 3.

STEP 4.

STEP 5.

STEP 6.

STEP 7.

STEP 8.

STEP 9.

STEP 10.



# Day 3

## SELF-ESTEEM

### OBJECTIVE:

Children learn about what makes them special and unique.



### INTRODUCTION:

Watch [this video](#) for an overview of Day 3's exercises by Ashlyn.



### ACTIVITY:

Children will do a self-esteem and words of affirmation art activity. This activity can be done in multiple ways. Have children trace or draw a life size outline of themselves using sidewalk chalk, draw an outline of themselves on paper, or use the I AM Poster on the next page. Inside their drawing, have children write words or draw pictures that describe their unique and special characteristics (such as, kind, caring, smart, funny, etc.). This piece of art will become a masterpiece of what makes each child special! Once children are done, have them share their drawings. Use the following questions and prompts to facilitate discussion:



"What did you draw or write?"

"What makes you special and different?"

"Can you tell me about a time when you acted this way?"

Encourage children with words of affirmation as they describe their portraits

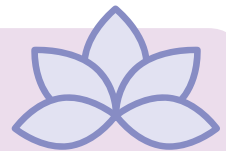
- "I remember when you acted () by doing ()"
- "You were an amazing friend when ()"
- "I appreciate when you ()"

### READ ALOUD SUGGESTIONS:

- *I Am Enough* by Grace Byers
- *The Dot* by Peter H. Reynolds
- *Thelma the Unicorn* by Aaron Blabey
- *Stand Tall, Molly Lou Melon* by Patty Lovell



### DAILY MINDFUL MINUTE



*Gratitude:*

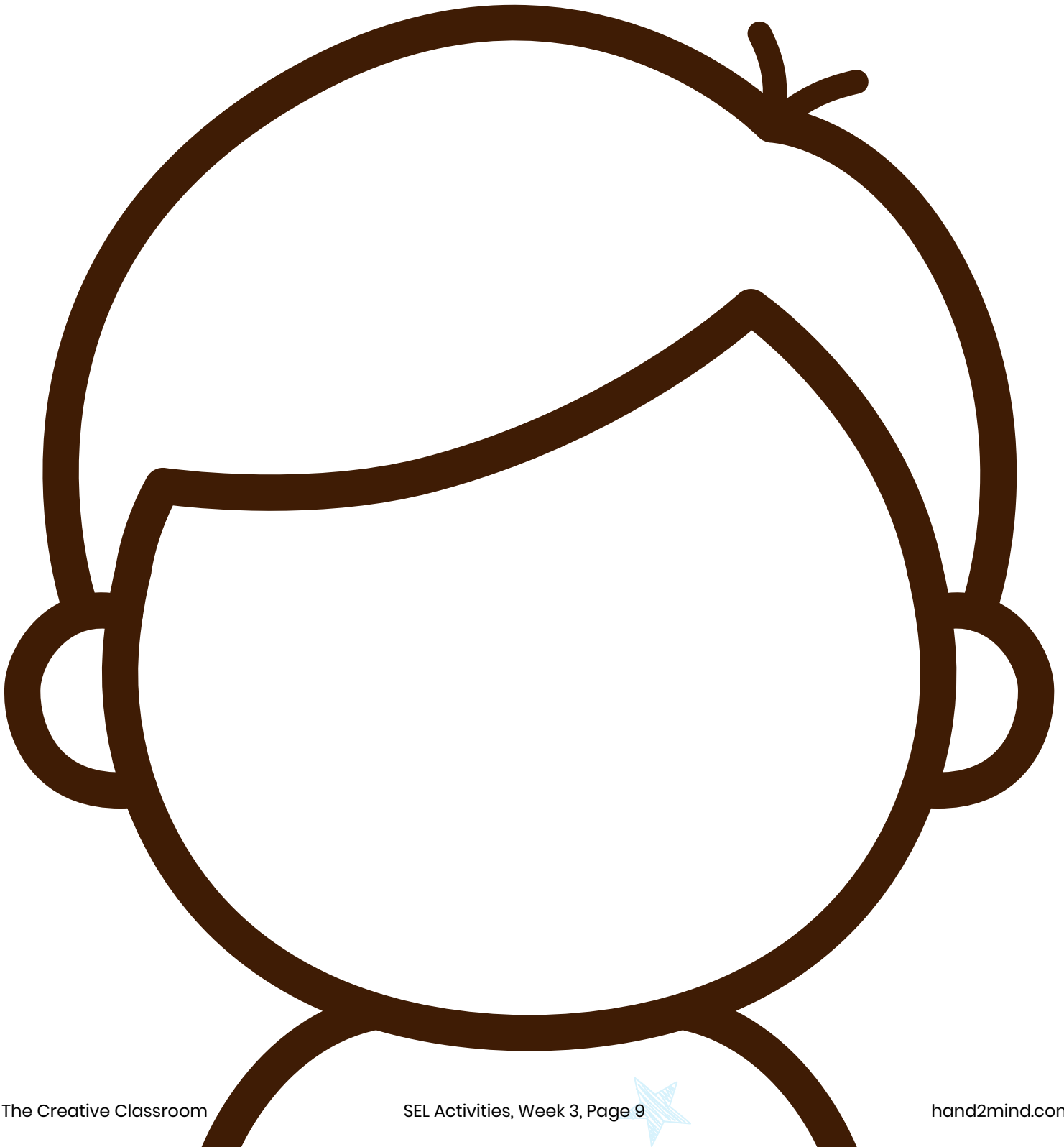
Make a list of all that you are grateful for. You can build this list day by day and add something each day if you want. Share your gratitude list with those you love and display it somewhere as a reminder to be mindful of all that you have in your life.





## Day 3 (continued)

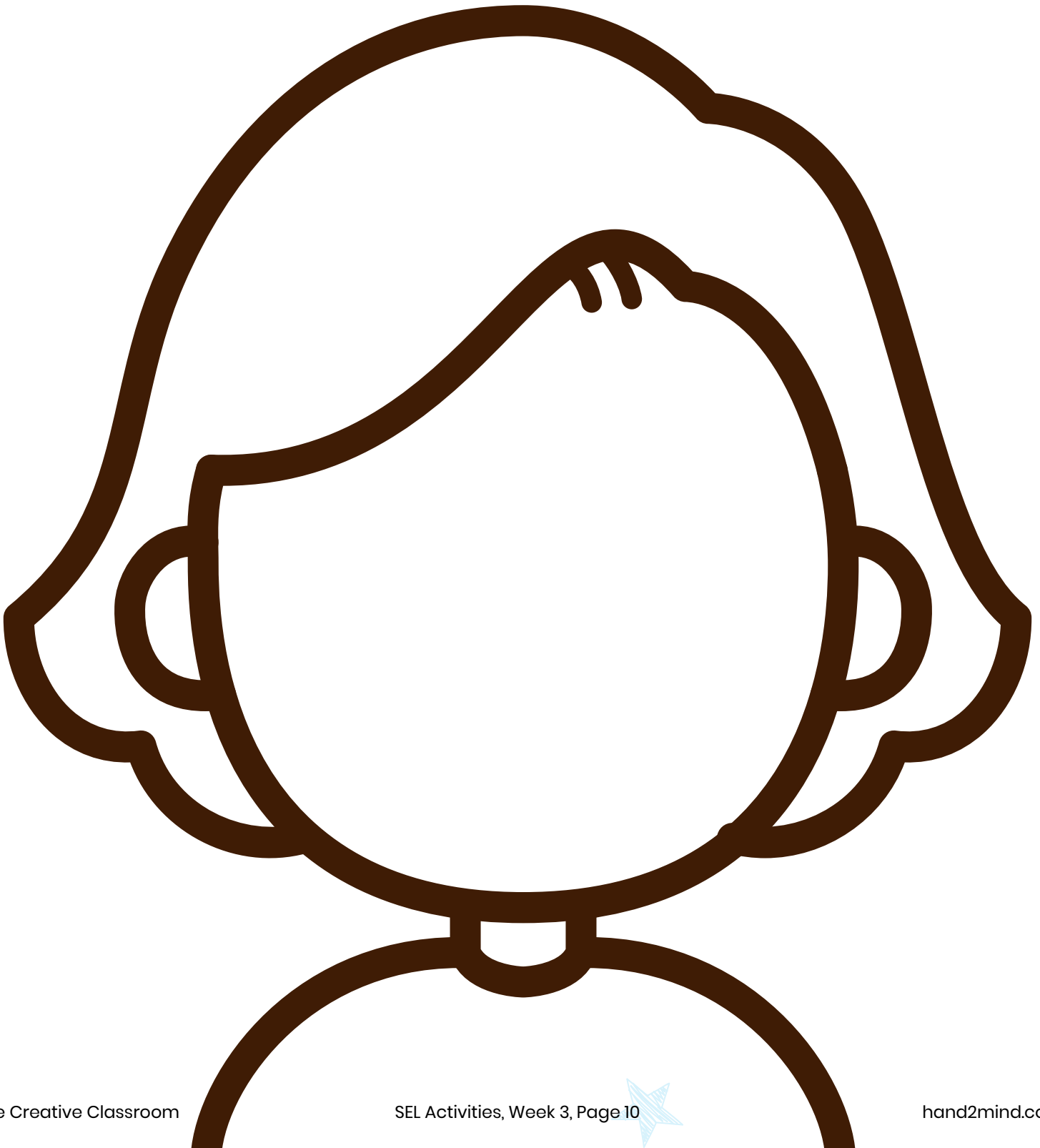
I AM...





# Day 3 (continued)

I AM...





# Day 4

## KINDNESS

### OBJECTIVE:

Children learn to be kind to those around them and build friendship with others.



### INTRODUCTION:

Watch [this video](#) for an overview of Day 4's exercises by Ashlyn.



### ACTIVITY:

Explain to children that kindness is an act that can make a positive impact to the person giving and receiving. Using sticky notes or the printable Kindness Cards on the next page, have children think of kind words that they can write for their friends, family, or neighbors. Then have children mail or give the cards to the recipient to find (such as by leaving it on their doorstep or outside their bedroom).



After this exercise, encourage children to reflect with the following questions:

"What does kindness mean to you?"

"What did you learn from this activity?"

"How will you be kind tomorrow?"

"How will you be kind next week?"

### READ ALOUD SUGGESTIONS:

- *The Jelly Donut Difference* by Maria Dismondy
- *Be Kind* by Pat Zietlow Miller
- *The Invisible Boy* by Trudy Ludwig
- *The Big Umbrella* by Amy June Bates



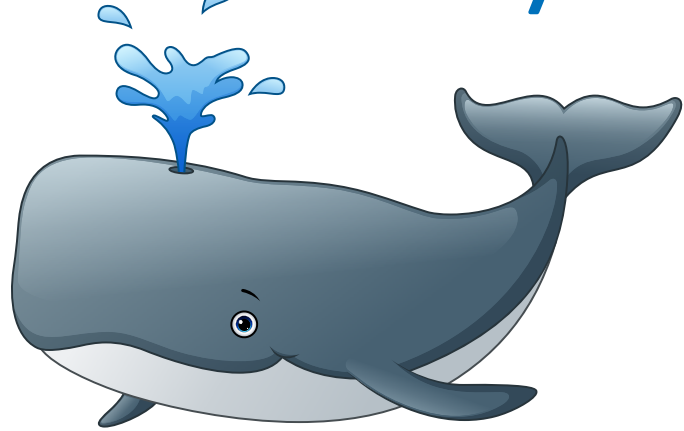
### DAILY MINDFUL MINUTE



#### Muscle Relaxation:

Lay down flat on the ground. Starting with your feet, squeeze the muscles by tightening those in your feet and toes. Then slowly release. Do this to each muscle group from your feet to your head.

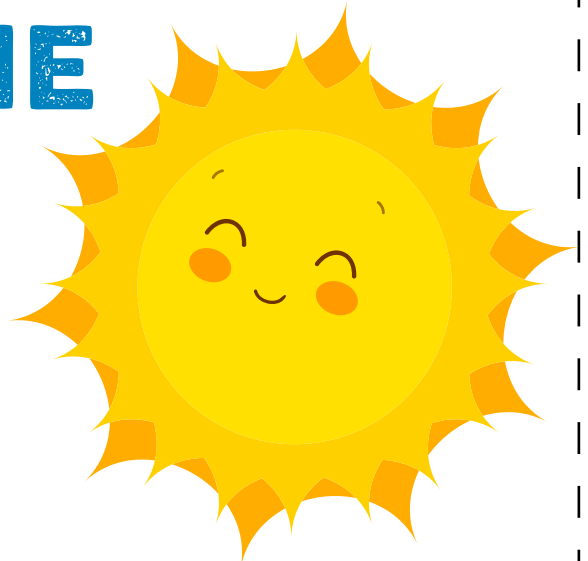
I **WHALEY** Like you!



**DONUT** know what I'd  
do without **YOU!**



Hello **SUNSHINE**





# Day 5

## POSITIVITY AND PERSEVERANCE

### OBJECTIVE:

Teach children to have a positive attitude when working through difficult things.



### INTRODUCTION:

Watch [this video](#) for an overview of Day 5's exercises by Ashlyn.



### ACTIVITY:

Pass out a copy of Things I Can't Do Yet to each child. Have the child write a list of several things they can't do yet (such as, riding a bike, multiply with 2-Digit numbers, read a chapter book). If children are struggling to come up with difficult things, prompt them with guiding questions. Once the child completes their list, talk together about the importance of staying positive even when something is hard or you can't master YET. Use these questions to facilitate conversation:



"How do you feel when something is hard or difficult?"

"What do you do to make yourself feel better in these situations?"

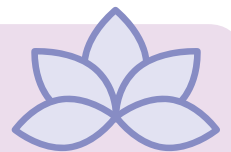
"Do you remember a time when you thought something was difficult, but later learned how to do it?"

### READ ALOUD SUGGESTIONS:

- *Beautiful Oops* by Barney Saltzberg
- *The Most Magnificent Thing* by Ashley Spires
- *The Thing Lou Couldn't Do* by Ashley Spires
- *Not Yet* by Lisa Cox



### DAILY MINDFUL MINUTE



*Five Senses:*

Go outside and choose a spot to sit or stand. Take time to think of your 5 senses. What do you see? What do you hear? What do you smell? What do you taste? What do you feel?



# Day 5 (continued)

THINGS  
I CAN'T DO  
**YET**

By: \_\_\_\_\_

