

Life Skill and Team Building Games

Washington State University
Pierce County Extension
4-H Youth Development Program

Brian Brandt, Faculty, bbrandt@wsu.edu 253 798-3250
[https://extension.wsu.edu/pierce/4-h-youth-development/
youth/4-h-afterschool](https://extension.wsu.edu/pierce/4-h-youth-development/youth/4-h-afterschool)

WSU Pierce County Extension 4-H: Supporting youth
programming through training and resources

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WSU Pierce County Extension 4-H: Supporting youth
programming through training and resources

How to explain practicing life skills to youth

“Throughout the course of our camp/program we are getting better at certain skills. What are they?” (Most youth will talk about the team sport, art project or whatever the focus of your program is.)

“What team skills do we need to do well to help us do other activities well? Maybe it is cooperating and getting along. What are some other skills we need to do well?” (This is where you are talking about life skills.)

“We’ll be working on some team skills you mentioned. Think of it like this. When you want to strengthen a muscle in your arm, you have to work it, practice, lift weights. It can be hard at first. Our team skills are similar. We have to practice team skills, kind of like lifting weights. Some games will be chances to develop our team skills. This is done by the group thinking about what happened during the game and then answering some simple questions. So be ready and lets have fun.”

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“We’ll be working on some team skills you mentioned. Think of it like this. When you want to strengthen a muscle in your arm, you have to work it, practice, lift weights. It can be hard at first. Our team skills are similar. We have to practice team skills, kind of like lifting weights. Some games will be chances to develop our team skills. This is done by the group thinking about what happened during the game and then answering some simple questions. So be ready and lets have fun.”

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Social Emotional / Life-Skills

Flexibility	Effort	Caring	Sense of Humor
Integrity	Friendship	Cooperation	Pride
Problem Solving	Perseverance	Responsibility	Organization
Initiative	Leadership	Empathy	Sharing
Communication	Accepting Differences	Decision Making	Self-Discipline
Planning	Concern	Character	Teamwork
Self-Motivation	Stress Management	Conflict Resolution	Self-Esteem
Personal Safety	Responsibility	Critical Thinking	Honesty
Managing Feelings	Resiliency	Disease Prevention	Group Effort
Respect	Learning to Learn	Keeping Records	Goal Setting

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Brain Break

SEL/Life Skill: _____

Materials: None

Setting: Anywhere

Say: “Today we are practicing _____ during this game.”

Tell the group your going to do an activity that we run around quickly to each other but it only works if we are caring to each other. What will it look like if we are caring to each other when running past each other? Ok, when I yell brain break give a two hand high-five to the closest person and jump and yell “you’re the best” three times and move on to four other people quickly and remember to be caring. Go.

What happened with _____, what went well?
So what did you learn about your _____ skills?
Now what can you do with your improved _____ skills in our program?

Notes: This tool is to help change energy, celebrate, and create an energy boost. Make sure if it’s used to diffuse an issue, that issue is still addressed. You can also do a large circle and have people put palms to palms with people next to them and all at once do a “we’re the best .”

Brain Break

SEL/Life Skill: _____

Materials: None

Setting: Anywhere

Say: “Today we are practicing _____ during this game.”

Tell the group your going to do an activity that we run around quickly to each other but it only works if we are caring to each other. What will it look like if we are caring to each other when running past each other? Ok, when I yell brain break give a two hand high-five to the closest person and jump and yell “you’re the best” three times and move on to four other people quickly and remember to be caring. Go.

What happened with _____, what went well?
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Say: “Today we are practicing _____ during this game.”

Tell the group your going to do an activity that we run around quickly to each other but it only works if we are caring to each other. What will it look like if we are caring to each other when running past each other? Ok, when I yell brain break give a two hand high-five to the closest person and jump and yell “you’re the best” three times and move on to four other people quickly and remember to be caring. Go.

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Brain Break

SEL/Life Skill: _____

Materials: None

Setting: Anywhere

Say: “Today we are practicing _____ during this game.”

Tell the group your going to do an activity that we run around quickly to each other but it only works if we are caring to each other. What will it look like if we are caring to each other when running past each other? Ok, when I yell brain break give a two hand high-five to the closest person and jump and yell “you’re the best” three times and move on to four other people quickly and remember to be caring. Go.

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Circle Up

SEL/Life Skill: _____

Materials: None

Setting: Open space

Say: "Today we are practicing _____ during this game."

Count until the group is circled up, shoulder to shoulder, and be quiet. They need to remember who is on their left and right. Then have them move around, the leader calls out "Circle up" and they form a circle with the same people on their left and right. With the leader not in the same place they have to realign. They will soon realize the trick is the circle will move around and they need to form based on where the leader is standing. Try it a few times while counting and see how quickly they can do it. Make it fun and use it when you need them to quickly circle up. (We are going to do this fast so we need to be _____ to each other. What can we do to show _____ for the group when moving faster?)

What happened with _____, what went well?
So What did you learn about your _____ skills?
Now what can you do with your improved _____ skills here?

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What happened with _____, what went well?
So What did you learn about your _____ skills?
Now what can you do with your improved _____ skills here?

Stop, Fall, Go

SEL/Life Skill: _____

Materials: None

Setting: Open space

Say: "Today we are practicing _____ during this game."

You stop when I say *Stop*; you walk slowly when I say *Go*; and you fall when I say *Fall*. Safely, you don't have to go to the ground, watch out for others. Before we play lets talk about how to be _____ during the game so we can practice it. Play. If group is working well than turn over the control to the group, explain this time they call out the commands and it only works if people are caring. If it is working compliment them and change rules so the whole group does it without words. They have to watch each other. Ask the group how can we be _____ when doing this in silence. The group can also create their own directions like "Spin", "Hop", etc.

What happened with _____, what went well?

So what did you learn about your _____ skills?

Where (in our program/at home) can you also use your _____ skills?

Stop, Fall, Go

SEL/Life Skill: _____

Materials: None

Setting: Open space

Say: "Today we are practicing _____ during this game."

You stop when I say *Stop*; you walk slowly when I say *Go*; and you fall when I say *Fall*. Safely, you don't have to go to the ground, watch out for others. Before we play lets talk about how to be _____ during the game so we can practice it. Play. If group is working well than turn over the control to the group, explain this time they call out the commands and it only works if people are caring. If it is working compliment them and change rules so the whole group does it without words. They have to watch each other. Ask the group how can we be _____ when doing this in silence. The group can also create their own directions like "Spin", "Hop", etc.

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What happened with _____, what went well?

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Where (in our program/at home) can you also use your _____ skills?

Triangle Tag

SEL/Life Skill: _____

Materials: Optional - place an object for group to move around (paper plate, stuffed animal, etc.)

Setting: Lots of open space between groups

Say: “Today we are practicing _____ during this game. What does _____ look like? Sound like? Feel like?”

Three people hold hands and one person is selected as the one protected by the other two, who represent _____ people. The person trying to get them is behaving in an un-_____ way. The triangle formed goes around a spot while the un-_____ person is trying to get to the one being protected. The un-_____ person can't go under or over, only around.

What happened with _____, what went well? So what did you learn about your _____ skills? Where else could you use your _____ skills? What are two things _____ people do in our program? What are un-_____ behaviors that can happen?

Triangle Tag

SEL/Life Skill: _____

Materials: Optional - place an object for group to move around (paper plate, stuffed animal, etc.)

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Pass Me the Chicken

SEL/Life Skill: _____

Materials: Rubber chicken or stuffed animal **Setting:** Open space
Say: “Today we are practicing _____ during this game.”

One person is *It* and he/she chases others to tag them to get rid of being *It*. If tagged, the person jumps up and says, “I’m it, I’m it, I’m it”. You can’t be tagged if you have the chicken. However, if you have the chicken, you can’t move your feet. If you want the bird, yell, “Pass me the chicken”. If you have the bird you can choose to keep it or pass it to the person asking for it. What would _____ look like, sound like or feel like during this game?

Depending on how many people are playing, there can be multiple people that are “*It*” and/or multiple chickens.

What happened with _____ during the game. What went well?
So what did you learn about your _____ skills?
Now what can you do with your improved _____ skills here?

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What happened with _____ during the game. What went well?
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Now what can you do with your improved _____ skills here?

Speed Rabbit

SEL/Life Skill: _____

Materials: None **Setting:** Open space

Say: “Today we are practicing _____ during this game. What does _____ Look like? Sound like? Feel like?”

Circle up. The purpose is for person in the middle to get out by catching members not doing their action. The person pointed to has a specific action as well as the people on the right and left. If the action is wrong or not done in 10 seconds the person switches with the person in the middle. Speed up to only 5 seconds when group understands the game.

Rabbit: Middle ears, right and left legs thumping up and down.

Elephant: Middle trunk, right and left ears made out of arms formed like letter “C”.

Road kill: Middle squats down on ground. Right and Left gently put foot on top. Have group make up more as they get better.

What happened with ____? So what did you learn about being ____?
Now where can practice _____ today?

Speed Rabbit

SEL/Life Skill: _____

Materials: None **Setting:** Open space

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Circle up. The purpose is for person in the middle to get out by catching members not doing their action. The person pointed to has a specific action as well as the people on the right and left. If the action is wrong or not done in 10 seconds the person switches with the person in the middle. Speed up to only 5 seconds when group understands the game.

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What happened with ____? So what did you learn about being ____?
Now where can practice _____ today?

Play Hard, Play Safe, Play Fair, Have Fun

SEL/Life Skill: _____

Setting: Open space

Materials: None

Say: "Today we are practicing _____ during this game."

Good activity to start at beginning of program. Break up into 4 small groups. Each group is secretly given a part of the phrase "Play Hard, Play Safe, Play Fair, Have Fun". The group generates examples of what it looks like at the program. Make sure each skit shows people being _____ at our program. Groups present skits while other groups guess which part of the phrase they are demonstrating and where _____ is being shown.

What happened with _____ during the skits?
So what did you learn about being _____?
Now where else can we be _____?

Play Hard, Play Safe, Play Fair, Have Fun

SEL/Life Skill: _____

Setting: Open space

Materials: None

Say: "Today we are practicing _____ during this game."

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Setting: Open space

Materials: None

Say: "Today we are practicing _____ during this game."

Good activity to start at beginning of program. Break up into 4 small groups. Each group is secretly given a part of the phrase "Play Hard, Play Safe, Play Fair, Have Fun". The group generates examples of what it looks like at the program. Make sure each skit shows people being _____ at our program. Groups present skits while other groups guess which part of the phrase they are demonstrating and where _____ is being shown.

What happened with _____ during the skits?
So what did you learn about being _____?
Now where else can we be _____?

Feelings Cards: Charades

SEL/Life Skill: _____

Materials: Feelings cards **Setting:** Anywhere

Say: “Today we are practicing _____ during this game.”

Divide the class into groups of 4-6. Give each group a stack of feelings cards set face down. Take turns choosing a card and acting it out for the group members to guess. If the group is having a hard time guessing, you can show them the card and pick a new one or ask someone in the group for help. Variation: Give them a scene to act out and they can only use a certain emotion. For example, they find a broken bike and one person can only be silly and the other only angry.

What happened with _____?

So What did you learn about being _____?

Now where can practice _____ today?

Feelings Cards: Charades

SEL/Life Skill: _____

Materials: Feelings cards **Setting:** Anywhere

Say: “Today we are practicing _____ during this game.”

Divide the class into groups of 4-6. Give each group a stack of feelings cards set face down. Take turns choosing a card and acting it out for the group members to guess. If the group is having a hard time guessing, you can show them the card and pick a new one or ask someone in the group for help. Variation: Give them a scene to act out and they can only use a certain emotion. For example, they find a broken bike and one person can only be silly and the other only angry.

What happened with _____?

So What did you learn about being _____?

Now where can practice _____ today?

Feelings Cards: Charades

SEL/Life Skill: _____

Materials: Feelings cards **Setting:** Anywhere

Say: “Today we are practicing _____ during this game.”

Divide the class into groups of 4-6. Give each group a stack of feelings cards set face down. Take turns choosing a card and acting it out for the group members to guess. If the group is having a hard time guessing, you can show them the card and pick a new one or ask someone in the group for help. Variation: Give them a scene to act out and they can only use a certain emotion. For example, they find a broken bike and one person can only be silly and the other only angry.

What happened with _____?

So What did you learn about being _____?

Now where can practice _____ today?

Feelings Cards: Charades

SEL/Life Skill: _____

Materials: Feelings cards **Setting:** Anywhere

Say: “Today we are practicing _____ during this game.”

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What happened with _____?

So What did you learn about being _____?

Now where can practice _____ today?

Peek-a-Who

SEL/Life Skill: _____

Materials: Tarp or blanket
Setting: Open space
Say: “Today we are practicing _____ during this game. So look at each other and think how you would describe them.”

Instructions: This activity works after groups get to know each other. Divide the group in half. Two people will hold a tarp or blanket up between the two teams. Both teams hide behind the tarp and choose one person to be placed with his/her back to the tarp facing the rest of the team. When ready, the tarp is dropped. The teams goal will be to describe to their person who the person behind them is, without saying a name and being nice. The person who first calls out the name of the person behind them wins that person to their team. Repeat. You may add rules to make harder such as no gender words.

What happened with _____?
So what did you learn about _____?
Now what activity today will you practice _____ at?

Peek-a-Who

SEL/Life Skill: _____

Materials: Tarp or blanket
Setting: Open space
Say: “Today we are practicing _____ during this game. So look at each other and think how you would describe them.”

Instructions: This activity works after groups get to know each other. Divide the group in half. Two people will hold a tarp or blanket up between the two teams. Both teams hide behind the tarp and choose one person to be placed with his/her back to the tarp facing the rest of the team. When ready, the tarp is dropped. The teams goal will be to describe to their person who the person behind them is, without saying a name and being nice. The person who first calls out the name of the person behind them wins that person to their team. Repeat. You may add rules to make harder such as no gender words.

What happened with _____?
So what did you learn about _____?
Now what activity today will you practice _____ at?

Peek-a-Who

SEL/Life Skill: _____

Materials: Tarp or blanket
Setting: Open space
Say: “Today we are practicing _____ during this game. So look at each other and think how you would describe them.”

Instructions: This activity works after groups get to know each other. Divide the group in half. Two people will hold a tarp or blanket up between the two teams. Both teams hide behind the tarp and choose one person to be placed with his/her back to the tarp facing the rest of the team. When ready, the tarp is dropped. The teams goal will be to describe to their person who the person behind them is, without saying a name and being nice. The person who first calls out the name of the person behind them wins that person to their team. Repeat. You may add rules to make harder such as no gender words.

What happened with _____?
So what did you learn about _____?
Now what activity today will you practice _____ at?

Peek-a-Who

SEL/Life Skill: _____

Materials: Tarp or blanket
Setting: Open space
Say: “Today we are practicing _____ during this game. So look at each other and think how you would describe them.”

Instructions: This activity works after groups get to know each other. Divide the group in half. Two people will hold a tarp or blanket up between the two teams. Both teams hide behind the tarp and choose one person to be placed with his/her back to the tarp facing the rest of the team. When ready, the tarp is dropped. The teams goal will be to describe to their person who the person behind them is, without saying a name and being nice. The person who first calls out the name of the person behind them wins that person to their team. Repeat. You may add rules to make harder such as no gender words.

What happened with _____?
So what did you learn about _____?
Now what activity today will you practice _____ at?

Memory Circle

SEL/Life Skill: _____

Materials: None

Setting: Open space

Say: “Today we are practicing _____ during this game.”

Provide a soft object, like a stuffed animal, to toss around the group. When you receive the tossed object you say your name and one piece of personal information – such as favorite food, number of siblings, and toss it to another person so he can introduce himself. Then you will toss it to someone by calling his/her name and making eye contact. The person who receives the object continues by calling someone else’s name and throwing the item to him, and so on. Ask the group what will _____ look like, sound like, or feel like during the activity? Play. After this has gone on for awhile, start throwing an additional object, then another. Make sure they keep throwing to people till they know everyone’s name.

What happened with _____ during the game?

So what did you learn about _____?

Now what activity today will you practice having more _____ at?

Memory Circle

SEL/Life Skill: _____

Materials: None

Setting: Open space

Say: “Today we are practicing _____ during this game.”

Provide a soft object, like a stuffed animal, to toss around the group. When you receive the tossed object you say your name and one piece of personal information – such as favorite food, number of siblings, and toss it to another person so he can introduce himself. Then you will toss it to someone by calling his/her name and making eye contact. The person who receives the object continues by calling someone else’s name and throwing the item to him, and so on. Ask the group what will _____ look like, sound like, or feel like during the activity? Play. After this has gone on for awhile, start throwing an additional object, then another. Make sure they keep throwing to people till they know everyone’s name.

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SEL/Life Skill: _____

Materials: None

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What happened with _____ during the game?

So what did you learn about _____?

Now what activity today will you practice having more _____ at?

Human-made Machines

SEL/Life Skill: _____

Materials: None **Setting:** Anywhere

Say: "Today we are practicing _____ during this game."

Today let's work on the skill of (listening and respecting) everyone's idea before making a decision, coming to an agreement in a respectful way.

A group of 3-6 people act out an everyday machine and have others guess what it is. You have (X minutes) to choose a machine and plan on how the group will act it out. Examples: lawnmower, bicycle, microwave, television, washing machine, etc.

What happened with _____?

So What did you learn about _____?

Now what activity today will you practice better _____ at?

Human-made Machines

SEL/Life Skill: _____

Materials: None **Setting:** Anywhere

Say: "Today we are practicing _____ during this game."

Today let's work on the skill of (listening and respecting) everyone's idea before making a decision, coming to an agreement in a respectful way.

A group of 3-6 people act out an everyday machine and have others guess what it is. You have (X minutes) to choose a machine and plan on how the group will act it out. Examples: lawnmower, bicycle, microwave, television, washing machine, etc.

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Human-made Machines

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Now what activity today will you practice better _____ at?

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Materials: None **Setting:** Anywhere

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A group of 3-6 people act out an everyday machine and have others guess what it is. You have (X minutes) to choose a machine and plan on how the group will act it out. Examples: lawnmower, bicycle, microwave, television, washing machine, etc.

What happened with _____?

So What did you learn about _____?

Now what activity today will you practice better _____ at?

Structures

SEL/Life Skill: _____

Materials: Materials to build a structure – straws, toothpicks, tape, post-it notes, if you’re outside – twigs, sticks, leaves, etc.
Setting: Anywhere.
Say: “Today we are practicing _____ while building.”

Agree upon and build a structure, picture or sculpture using objects provided. You can use straws, toothpicks, post-it notes, etc. The group can lay out objects or build something up: it is up to the group. Distribute the materials. What will _____ look like, sound like, or feel like during the activity? When the groups finish, have them share their creations.

What happened with ____? How was ____ shown during the game?
So what did you learn about _____?
During what other situations could you use _____? How?

Structures

SEL/Life Skill: _____

Materials: Materials to build a structure – straws, toothpicks, tape, post-it notes, if you’re outside – twigs, sticks, leaves, etc.
Setting: Anywhere.
Say: “Today we are practicing _____ while building.”

Agree upon and build a structure, picture or sculpture using objects provided. You can use straws, toothpicks, post-it notes, etc. The group can lay out objects or build something up: it is up to the group. Distribute the materials. What will _____ look like, sound like, or feel like during the activity? When the groups finish, have them share their creations.

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So what did you learn about _____?
During what other situations could you use _____? How?

Structures

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What happened with ____? How was ____ shown during the game?
So what did you learn about _____?
During what other situations could you use _____? How?

Wizards and Gelflings

SEL/Life Skill: _____

Materials: None

Setting: Open space

Say: “Today we are practicing _____ during this game.”

A creative story of Gelflings (which are a type elf) is told. No description here, so you get to be creative. Either way, the Gelflings want to help each other stay away from wizards and be free. The Wizard(s) tag an elf and he/she is then frozen. The Gelfling sets off a universal elf distress beacon, “Help me, help me, help me...” The Gelfling can only be set free when two free Gelflings join hands in a circle over them, do the dance and say, “Be free little elf, be free.” Play until you’re out of elves or losing the fun energy. For larger groups you can have two or three wizards.

What: What happened with _____?

So What: So What did you learn about _____?

Now What: Now, what activity is a good one to practice _____ at?

Wizards and Gelflings

SEL/Life Skill: _____

Materials: None

Setting: Open space

Say: “Today we are practicing _____ during this game.”

A creative story of Gelflings (which are a type elf) is told. No description here, so you get to be creative. Either way, the Gelflings want to help each other stay away from wizards and be free. The Wizard(s) tag an elf and he/she is then frozen. The Gelfling sets off a universal elf distress beacon, “Help me, help me, help me...” The Gelfling can only be set free when two free Gelflings join hands in a circle over them, do the dance and say, “Be free little elf, be free.” Play until you’re out of elves or losing the fun energy. For larger groups you can have two or three wizards.

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So What: So What did you learn about _____?

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Wizards and Gelflings

SEL/Life Skill: _____

Materials: None

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Materials: None

Setting: Open space

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What: What happened with _____?

So What: So What did you learn about _____?

Now What: Now, what activity is a good one to practice _____ at?

Group Poems

SEL/Life Skill: _____

Setting: Anywhere

Materials: Note cards and pens/pencils

Say: “Today we are practicing _____ in writing.”

Sometimes its challenging to be honest about what is positive in a group. I'll ask a question and you write a one to two line answer on the note card. Collect the cards, mix them up, and read as a poem.

Topics:

What does it mean to treat others with _____?

How do you feel when someone is _____ with you?

What does it mean to be _____?

What: What happened with the poem and writing about _____?

So What: So what did you learn about _____?

Now What: Now what activity is a good one to practice _____ at?

Group Poems

SEL/Life Skill: _____

Setting: Anywhere

Materials: Note cards and pens/pencils

Say: “Today we are practicing _____ in writing.”

Sometimes its challenging to be honest about what is positive in a group. I'll ask a question and you write a one to two line answer on the note card. Collect the cards, mix them up, and read as a poem.

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Group Poems

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Setting: Anywhere

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What does it mean to treat others with _____?

How do you feel when someone is _____ with you?

What does it mean to be _____?

What: What happened with the poem and writing about _____?

So What: So what did you learn about _____?

Now What: Now what activity is a good one to practice _____ at?

Everybody's it / Freeze

SEL/Life Skill: _____

Materials: None

Setting: Open space

Say: "Today we are practicing _____ during this game."

We are going to do this fast so we will practice _____ when tagged or unsure if tagged.

When I say *Go*, everybody's *It*. When tagged, you sit down. When I say *Freeze*, everyone freezes (stops moving) and looks at me. Give me your most serious looking face. When I say *Go*, everybody's *it again, unfrozen*. After playing awhile challenge the group to play with you saying *Freeze* in a soft, quiet voice.

What: What happened with _____?

So What: So What did you learn about _____?

Now What: Now what other activities are a good to practice _____ at?

Everybody's it / Freeze

SEL/Life Skill: _____

Materials: None

Setting: Open space

Say: "Today we are practicing _____ during this game."

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What: What happened with _____?

So What: So What did you learn about _____?

Now What: Now what other activities are a good to practice _____ at?

Screaming or Laughing Toes

SEL/Life Skill: _____

Materials: None

Setting: Any

Say: “Today we are practicing _____ during this game.”

Everyone gets in a circle, shoulder to shoulder. Leader tells group to “look down” and pick someone's toes to look at. When leader tells group to “look up” you follow the persons toes up to their eyes. If you both are looking at each other your responsibility is to scream. Today we are practicing honesty during this game. What will _____ look like, sound like, or feel like? If you want you can substitute laugh out loud at each other. After the screaming or laughing. Repeat. “Look down.” Look up.” Can do variation where if after matching and screaming/laughing you are eliminated till none left.

What: What happened with _____?

So What: So What did you learn about _____?

Now What: Now what activity is a good one to practice _____ at?

Screaming or Laughing Toes

SEL/Life Skill: _____

Materials: None

Setting: Any

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SEL/Life Skill: _____

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What: What happened with _____?

So What: So What did you learn about _____?

Now What: Now what activity is a good one to practice _____ at?

_____ SEL/Life Skill: _____

Materials:
Setting:

Say: “Today we are practicing _____ during this game.
What does _____ look like in games? Sound like? Feel like?”

What: What happened with _____?
So What: So What did you learn about _____?
Now What: Now what activity is a good one to practice _____?

_____ SEL/Life Skill: _____

Materials:
Setting:

Say: “Today we are practicing _____ during this game.
What does _____ look like in games? Sound like? Feel like?”

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**Practicing
SEL/Life Skills
with Families**

Exercise: *Mental Picture Postcard of SELF working on value*

Purpose: To reflect on the day using a different format for learners who like to draw

Materials: Note cards (postcard size)

Introduction: Have participants picture themselves in one significant experience that occurred during the day in which they practiced one of the SEL/Life Skills you have been practicing. Have them draw that image on a postcard and write a short explanation next to it. Post at check out. They will share this with their parent/guardian on pick up. They will leave up on wall at check out.

Statements made during drawing:

What happened today with the SEL/Life Skill of _____ we working on?
Where did you work on the SEL/Life Skill of _____?
What were you feeling when you worked on the SEL/Life Skill of ____?
How do you think others were feeling when you worked on the SEL/Life Skill of ____?

Exercise: *Mental Picture Postcard of SELF working on value*

Purpose: To reflect on the day using a different format for learners who like to draw

Materials: Note cards (postcard size)

Introduction: Have participants picture themselves in one significant experience that occurred during the day in which they practiced one of the SEL/Life Skills you have been practicing. Have them draw that image on a postcard and write a short explanation next to it. Post at check out. They will share this with their parent/guardian on pick up. They will leave up on wall at check out.

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Exercise: Mental Picture Postcard of OTHERS working on value

Purpose: To reflect on the day using a different format for learners who like to draw

Materials: Note cards (postcard size)

Introduction: Have participants picture others practicing one of the SEL/Life Skills. No names in the pictures. Have them draw that image on a postcard and write a short explanation next to it. Post at check out. They will share this with their parent/guardian on pick up. They will leave up on wall at check out.

Statements made during drawing:

What happened today with the SEL/Life Skills of _____ we working on?
Where did you work on SEL/Life Skills of _____?
What were you feeling when you worked on the SEL/Life Skills of ____?
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Exercise: *Graffiti Wall*

Purpose: To allow members to share their learning in written or artistic form

Materials: Butcher paper or easel paper to make a paper wall and markers that do not bleed through (washable preferred) Post at check out spot.

Introduction: Supervise this activity. This exercise can be done in silence. This exercise could be done on the floor to avoid damaging the wall. Tell the participants they will create a graffiti wall out of their experiences that day.

Give them the SEL/Life Skills you want to work on and have them draw pictures and write phrases on the paper wall for the group to see related to the skill. Ask participants to draw a picture that represents the skill being demonstrated by another or have them draw a picture of themselves using a life skill during the day.

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Exercise: *SEL/Life Skills Poem*

Purpose: To quietly reflect on each participant's experiences on the trip

Materials: Note cards and pens

Introduction: This exercise supports group members who prefer writing as a form of communication. An anonymous poem is created when everyone's writings are joined together to form a single poem. Give a note card to each participant. Tell them you will ask a question and you want them to write an answer on their card. Ask them to keep it short and to write legibly. Collect the cards, shuffle them, and read the group poem that they create.

Suggested Questions related to SEL/Life Skills:

What does it mean to treat others with _____ (ex. respect)?
How do you feel when someone is _____ (ex. caring) to you?
When and how did you see someone _____ (ex. sharing) today?
How did you show _____ (ex. resiliency) today?

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Exercise: *SEL/Life Skills Keywords*

Purpose: Group to list places where SEL/Life Skills were used

Materials: Paper and pens

Introduction: Ask the group to generate a list of places where a SEL/Life Skills was demonstrated by others and a short description after it.

Example: Art area. Helped with others. Games. Helped teach rules.

When the generation of ideas slows or stops, review the lists. Check to make sure all items are accurately captured and that everyone understands what is listed. Group members need not agree on what is listed. Post this at check out. Youth point out their observations to parent/guardian.

Now what can you do tomorrow to improve this life skill?

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Exercise: Dice questions for Parent/Guardian

Purpose: To roll a die and answer question

Materials: Die and question sheet

Introduction: Have parent roll dice and answer question on number sheet.

1. I showed _____ (SEL/Life Skills ex. Caring) during _____
2. Today others showed _____ (SEL/Life Skills ex. Friendship) to me during _____
3. I can practice _____ (SEL/Life Skills ex. Cooperation) at home tonight by _____
4. I felt _____ when others were (SEL/Life Skills ex. respectful) to me today
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Exercise: Power Point show

Purpose: Share with parent a time SEL/Life Skills was used.

Materials: clicker

Introduction: Youth are taught how to use clicker to show imaginary slideshow/Presentation to the group/parents. They share a scene where a SEL/ Life Skill was demonstrated by them/others. They explain the slide. They will share with parents at pick up.

Example:

“Here in this slide you see the art area. On the bottom is one student sharing the paper with another.”

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Example:

“Here in this slide you see the art area. On the bottom is one student sharing the paper with another.”

Exercise: Snow ball

Purpose: Create a wall of examples of members using SEL/Life Skills.

Materials: Paper, same color.

Introduction: Let youth know they will write an example of the SEL/Life Skill ex. Patience) being used today.

I saw patience being used at _____ when _____

One person showed patience by _____

They will crunch them up and have a snowball fight. When done everyone picks up a “snowball” and reads it to the group. They are then posted at the check out to share during parent pick up.

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Exercise: *Sculpting SEL*

Purpose: Create a clay art piece showing the SEL skill demonstrated today.

Materials: Clay

Introduction: Let youth know they will create a clay example of the SEL skill being used today. They are then posted at check out to share during parent pick up

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What?

What questions are easy to answer. They get the facts and information. They relieve stress and invite active participation.

- What happened during the game?
- What did you see happening while we played?
- Where did you see _____ happening while we played?
- What was it like to _____ ?
- What did you learn about _____ during the game?
- What worked during the game? What didn't work?
- What part did you play during the game?
- What was the part of the game you saw _____ happening?
- What did _____ have to do with this game?

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So What?

So What questions invite sharing and build confidence. They generate options and possibilities. Brainstorming and identification of possible solutions is the norm.

So What does what happened during the game mean to us?

So Why is that important?

So What happens if _____?

So What was it like to _____?

So What did you learn about _____ during the game?

So Why did that work during the game? So Why didn't it work?

So What did _____ feel like to you when play during the game?

So What could you have done to increase/decrease _____ during the game?

So What techniques/strategies did you try _____ with this game?

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Now What?

Now What questions develop opinions/options/solutions that can lead to future actions. They clarify expectations for improvement and change.

- Now What can you do with your learning?
- Now What can we do to practice _____ with others?
- Now Where can you use _____ tonight?
- Now What can we do to improve _____ at home? At school?
- Now What will you do differently? Where will you do it? How will you do it?
- Now What ideas did this activity give you?
- Now What goals could you set around _____?
- Now What that you have tried would you do the again in the future? Why? Why not?
- Now What could you do to teach _____ to others?

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