

This resource includes 30 quick and easy games that will help your students learn and practice social emotional skills!

Conflict Resolution 2 Truths And A Lie

Directions:
Read through each set of statements below, which are healthy ways to solve a conflict, and one which is an unhealthy strategy. To end the game, you can ask them to hold up the number of their answer. Then, ask students to explain why they chose that option. Invite students to come up with their own "2 Truths and a Lie" statements.

Set #1: You and your friend can't agree on what to watch.

1. You should take turns watching the show.
2. You should choose another activity that you both like.
3. You should let your friend that you're the boss.

Set #2: You and your friend are both hungry.

1. You should share the food.
2. You should let your friend eat first.
3. You should let your friend eat last.

Set #3: You and your friend are both late for school.

1. You should walk to school together.
2. You should let your friend walk to school.
3. You should let your friend wait for you.

Set #4: You and your friend are both tired.

1. You should go to bed.
2. You should let your friend go to bed.
3. You should let your friend stay up.

Set #5: You and your friend are both sad.

1. You should talk to someone you trust.
2. You should let your friend talk to someone you trust.
3. You should let your friend talk to someone you trust.

Coping Skills Letter Game

Directions:
Choose a letter of the alphabet. Show the prompts to everyone in the group, and then give them 3-5 minutes to answer each prompt with a response that begins with the chosen letter. After the time limit, go over each player's responses. Whoever is able to answer the most questions is the winner. Repeat again with another letter as time permits. If you are using video chat, share the prompts by sharing your screen. If you are in person, share the list on the board.

Directions For Scavenger Hunt:

- This activity can be done on video chat. Read through each of the prompts below one at a time. For each prompt, ask the students to go get the item, and bring it back to show to the other students. To make it like a game, you can award a point to the first person who gets back. After each prompt, ask students to share about what they have chosen and go over the follow up questions if desired.

Directions For Show And Tell:

- This activity can be done on video chat or in person. Before the lesson, give students the list of prompts and ask them to find five items to bring to the meeting. Once you are together, ask the students to share about what they brought. If students were not able to find something physical to bring for each prompt, allow them to verbally share their ideas. Use the follow up questions if desired.

Prompts

1. Bring something that makes you feel calm.
 - Follow up: Taking time to slow down and notice what is going on in and around you can help you feel calm. When can it be helpful to calm down?
2. Bring something that represents how you feel right now.
 - Follow up: Mindfulness involves observing your feelings in a non-judgmental way. Why do you think it can be helpful to think about how you really feel?
3. Bring something, or a picture of something, that you have never noticed before in your house.
 - Follow up: When we are focused on what we are doing, we are able to notice new things that we might otherwise pass by. Was it easy or difficult to find something you haven't noticed before?
4. Bring something that distracts you when you are trying to focus on the present moment.
 - Follow up: It can be important to try to minimize distractions. When do you think this would be helpful? Why?
5. Bring something that might cheer up someone who looks sad.
 - Follow up: When we are mindful of how other people are feeling, it is easier for us to care for them and meet their needs. How can you tell how someone else is feeling?

Mindfulness Scavenger Hunt/Show And Tell

Directions For Scavenger Hunt:

- This activity can be done on video chat. Read through each of the prompts below one at a time. For each prompt, ask the students to go get the item, and bring it back to show to the other students. To make it like a game, you can award a point to the first person who gets back. After each prompt, ask students to share about what they have chosen and go over the follow up questions if desired.

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These games can be used for video chat meetings, or when working with students in person.

They are easy to use, and super low-prep, which makes them perfect for last minute lessons.

There are games for 10 different SEL topics!

- Bullying prevention
- Conflict resolution
- Coping skills
- Feelings
- Friendship
- Growth Mindset
- Kindness
- Mindfulness
- Self Control
- Self Esteem

Say What? - Self Esteem

Directions:
Go through the list below, and share each set of "nonsense" phrases one at a time with your students. If you are using video chat, you can send the phrases out in the chat. If you are in person, you can read them on a board or piece of paper. For each phrase, have students say them out loud until they realize why the phrase doesn't sound like self-esteem. Encourage them to raise their hands if they have a suggestion for all students to have a chance to get in. Encourage them to listen to others say the phrases.

Phrases:

1. Tok to of rend
2. You sp
3. Right a
4. May ad
5. Learn
6. Dews u
7. The in
8. Shh ad
9. Bean to
10. Ream
11. Dew su
12. Git sur
13. Folk up
14. May ce
15. Lock-m

• Which o
• Which o

Growth Mindset Drawing Game

Directions: Assign one student from the group to be the "drawer." Tell them one of the perseverance strategies below and ask them to draw it. While they are drawing the strategy, the other students in the group should guess what is being drawn. Once the strategy has been guessed, choose a new "drawer" and continue with another strategy.

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Mindfulness Would You Rather

Directions:
Ask the following "Would You Rather" questions. Allow students to share their opinions, remembering that there is no right or wrong answer. You can ask students to share their opinions verbally, as well as by doing specific actions. For example, put your hands on your head for the first answer, cross your arms for the second answer. This encourages all students to share their answers, even if they are not comfortable talking.

1. Would you rather practice mindfulness on your own or use an app?
2. Would you rather find a quiet place to relax outside or inside?
3. Would you rather practice being in the present moment while you are drawing or eating?
4. When taking a deep breath, would you rather pretend that you are cooling off hot chocolate, or a cup of hot tea?
5. If you notice that you are feeling mad, would you rather take deep breaths, or go on a walk?
6. If you notice that someone looks upset, would you rather ask if they want to talk, or give them space?
7. If you feel your mind starting to get distracted, would you rather take deep breaths or use positive self talk?
8. If you notice that your feelings are getting intense, would you rather talk about it with a friend or an adult?
9. If you notice that you are having a hard time focusing on your homework, would you rather get a drink of water or change your work spot?
10. Would you rather spend 5 minutes quietly by yourself, or 5 minutes quietly with friends?
11. Would you rather write or draw about your thoughts and feelings?
12. When taking deep breaths, would you rather imagine that you are blowing on a pinwheel, or actually blow on a pinwheel?

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ations after each

why not?

ss:

Each topic has 3 different games!

Mindfulness
2 Truths And A Lie

Directions:
Read through each set of statements below. In each group, there are two true statements about mindfulness and one false statement (the lie). To encourage participation from all students, have each student hold up the number of fingers that corresponds to the number of true statements they can explain their answers. If time permits, have students share their own "2 truths and a lie" to share with the class.

Mindfulness
Scavenger Hunt/Show And Tell

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Before the lesson, give students items to bring to the class to share about what they are physically to bring for each of the follow up questions if time permits.

What is going on in and how can it be helpful to calm down? How do you feel in a non-judgmental way to think about how you are doing, we are able to say. Was it easy or hard? How are you trying to focus on the distractions. When do you feel sad. How do you feel, it needs. How can you tell

The games vary for each topic but include:

- Would you rather?
- Scavenger hunts
- Reverse Charades
- 2 Truths and a Lie
- Trivia
- Say What?
- A Letter Game
- And more!