

Drawing activities:

- Drawing an ad for a Skill's Campaign
- Drawing pictures of careers people, activities

Games:

- Stack cups using a rubber band & String



Improv:

- “Yes, and.” kicked off the evening with an ice breaker activity centered around a fundamental improvisational technique called “Yes, and.” Communication is at the heart of content strategy and service design, and interestingly, communication is also at the heart of improv. In the “Yes, and” exercise, one person begins with a simple story that establishes a plot and setting, such as “In the year 2053, a purple elephant rode a spaceship to the store and bought a purple ball” (the crazier the story, the better, in our opinion). The next person then replies with “Yes, and ...” before continuing with the story. The premise is that participants must accept the storyline given to them (“yes”) and build on it (“and”).
- Each team will spend the first 5 min. creating a skit and then each team will have 2 min to present their skit. We will have 7 min to reflect as a group.
 - Exercise: You and a group of friends are forming a team to work on creating a new school. Someone submits a list of questions that you would like to answer as a team. Review and create a 2 min skit around two of the questions that you feel are most important to creating this new school. You can use paper props in your skit. Play act your script in words, song or dance to share it with other teams.
 - • 1. What do I bring to the team?
 - • 2. What are our commitments to one another?
 - • 3. What differences exist between us?
 - • 4. How will we operate?
 - • 5. How will we know we are succeeding?
 - • 6. What benefits does a team approach help in solving problems?



- • 7. How are we going to work together – handle conflicts Page 2 of 2 Work Sheet:

The art or act of improvising, or of composing, uttering, executing, or arranging anything without previous preparation:

Judging Improv ... Know what is expected.

Category Score (1-25 points for each)

Creativity ... of the skit, has a surprise

Presentation ... use of props,

Dialogue... related to the topic, not stupid

Team work ,, , knew their roles, worked well together

Total=

Discussion (5 minutes ... group discussion)

- How did we feel when we got the assignment?
- How did we get organized?
- What would we change?

<http://www.projectacademy.org/Simplified/Improv-A-Team-Sport-10%20Tips.pdf>

- Create a TV commercial selling this hat. You should use the 4 thinking skills as part of the skit. Have a surprise ending You will have 5 minutes to create the skit and characters. The commercial is 2min.
- You are a sports announcer for a Squash game, Use the skills of innovation, Entrepreneurship and any other in describing the events or creating a new play?
- You're a guidance consular team in your school and assign to help parents with issues with their children. , The team will use the 4 skills of thinking to help the parents.


Theory:

Social-Emotional Skills: What Do We Mean?

Educators differ slightly in how they define these skills, which help kids pay attention in class, develop friendships on the playground, and make smart decisions after the school day ends, among other self-regulation tasks.

Jones's team identifies three main "buckets" of skills, based on their





analysis of SEL programs and a comprehensive review of the developmental literature:

- **Cognitive regulation skills.** Also called executive function skills, this bucket includes working memory, cognitive flexibility, inhibitory control, and attention control.
- **Emotion skills.** This group includes emotion knowledge and expression, emotion behavior and regulation, and empathy and perspective taking.
- **Interpersonal skills.** Also called the social domain, this bucket includes prosocial behaviors and skills, the ability to understand social cues, and conflict resolution.

These skills look different for children of different ages, and many build off of one another over time. For example, in a first-grade classroom, conflict resolution might just mean sharing and taking turns. In an eighth-grade classroom, conflict resolution might also necessitate empathy and cognitive flexibility.

- **Non-verbal transition cues**

Description:

Visual, kinesthetic, and/or auditory cues to signal a need to shift attention or tasks in a specific, patterned way

SEL Domain:

Cognitive flexibility, attention, understanding social cues

Behaviors affected:

Reduces dawdling, increases time on task and engaged learning, gives more time for instruction

- **Peer-to-peer written praise**

Description:

Children write praise for peers on a pad, wall display, or photo album (and/or read them aloud)

SEL Domain:

Prosocial behavior, conflict resolution

Behaviors affected:

Social competence, academic achievement, violence, aggression, physical health, vandalism

Examples of practice:



- Teachers can facilitate quick games during downtime or transitions that build a specific SEL skill. Jones and her team have developed a set of “brain games” that help students develop executive function and self-regulation skills in fun, engaging, and ongoing ways.
- When a conflict between several students arises, all adults at the school can encourage students to use “I messages” (“I feel ____ when you ____”) to express their feelings. The student using an “I message” develops self-awareness and an emotion vocabulary, and the students listening develop perspective taking and empathy skills — and everyone develops conflict-resolution skills.
- Classrooms can incorporate specific structures and objects to help kids manage their behavior. A “SECURE corner” might be a designated area for students to visit when they need to squeeze a stress ball or want to use a feelings tree to help them articulate how they’re feeling.
- These structures can exist elsewhere in the school as well. For example, SECURE created a “peace path” poster for disagreeing students to use, which helps them articulate the reason for their disagreement and pick a solution. Some schools chose to paint a giant peace path on their playground or in their cafeteria, to help students manage conflicts on their own throughout the school day.

