

# Social-Emotional Learning Intervention

GAMES BANK

A BANK OF GAMES TO  
REINFORCE SEL COMPETENCIES

SAFE HEALING AND  
LEARNING SPACES TOOLKIT



**USAID**  
FROM THE AMERICAN PEOPLE



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For more information about the Safe Healing and Learning Spaces Toolkit, please contact the IRC at [children@rescue.org](mailto:children@rescue.org). To download the resources in the SHLS Toolkit, please go to [SHLS.rescue.org](http://SHLS.rescue.org)

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#### DISCLAIMER

The content and conclusions in the Safe Healing and Learning Spaces Toolkit are those of the authors and do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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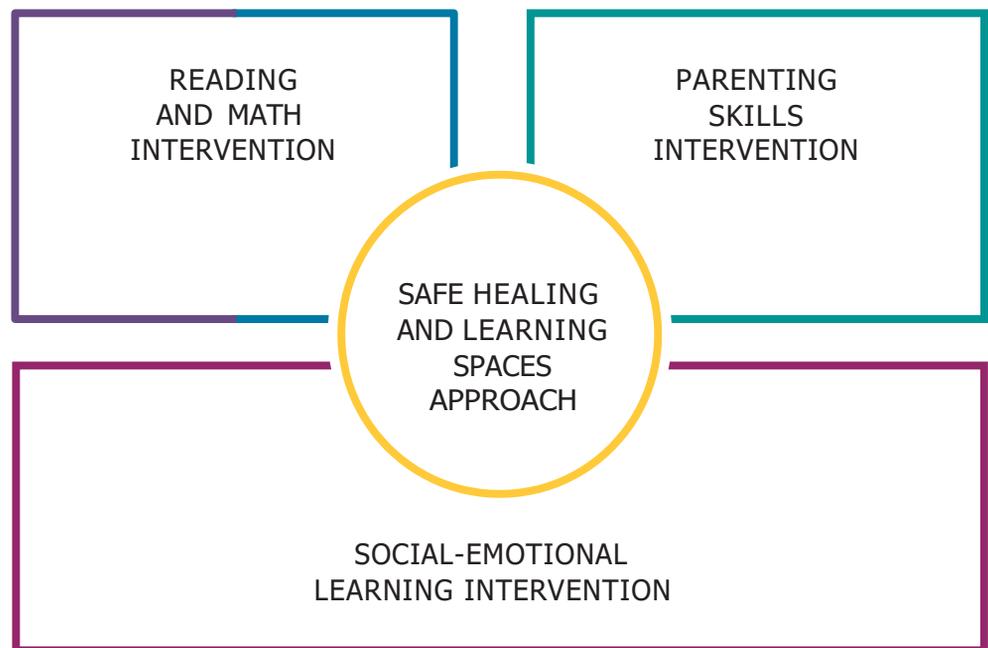
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# Introduction

Welcome to the *Safe Healing and Learning Spaces* Social-Emotional Learning Games Bank! This resource is to be used by Facilitators to deliver the SEL Games as part of the SEL Intervention in a Safe Healing and Learning Space (SHLS). These games are to be used in conjunction with the SEL lessons, to reinforce the 5 SEL competencies – Brain Building, Emotion Regulation, Positive Social Skills, Conflict Resolution, and Perseverance.

The SEL Intervention is one of the 4 components of the SHLS Toolkit. As illustrated in the diagram below, the SHLS Approach, the Reading and Math Intervention, the Parenting Skills Intervention, and the SEL Intervention are complementary and contribute to the overarching goal, that children are safe, well and learning in emergencies.



# Definitions – SEL and 5 Competencies

**Social-Emotional Learning** – the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Component		Definition	Example Skills
Brain Building		The set of skills that helps us focus our attention, remember instructions and concepts, successfully juggle multiple tasks and plan for the short- and long-term future. This set of skills helps us to filter distractions, set goals and control impulses.	Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner, and use our working memory.
Emotion Regulation		The set of skills that allows us to understand our own emotions and manage our feelings in a positive manner. It provides us with tools to predict and control our emotions.	Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing and counting.
Positive Social Skills		The skills which allow us to relate to one another in a positive way, through understanding others' feelings and behavior and responding in a way that promotes positive social interaction and reduces conflict.	Recognizing and accepting feelings of others, developing empathy, understanding group dynamics.
Conflict Resolution		The skills which help us address any problems and conflicts in a positive manner as they arise. These skills minimize the impact of conflict on the people involved, leading to a positive outcome.	Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies.
Perseverance		The set of skills that allows us to push through challenges and continue to work towards a realistic goal. These skills develop the recognition that all learning requires persistence by searching for alternative ways to reach a goal and a willingness to ask for support to overcome challenges.	Applying decision-making skills, developing goal-setting behavior, developing a positive self-identity.



# Four Steps to Select an SEL Game

For weeks 1–12: SEL game suggestions are provided in the SEL Session outline. If you do not have the space or resources for the suggested game, select a different SEL game using the four simple steps provided below.

For weeks 13–36: Select SEL games using the 4 simple steps provided before.

## Step 1: Identify SEL game in the Contents

Turn to the Contents page (page 2). Under the name of each SEL game in the contents you will find the list of Corresponding weeks which states which weeks you should play that game. Next to the Corresponding weeks you will find that the amount of time required for each activity is stated. Some SEL Games are flexible and can be extended or shortened as required. From the games which correspond to your week, select games which together add up to approximately 60 minutes.

### SEL COMPETENCY: Brain Building

1. See what I did there?

Corresponding weeks: 3, 4, 5, 6, 7 | Time: 45 minutes

2. Zing – Zang – Zong

Corresponding weeks: 2, 4, 5, 6, 7 | Time: 30 minutes (flexible)

## Step 2: Go to the correct page

Go to the page number assigned to the selected activities.



## Step 3: Check the space and resource requirements

Confirm that you can meet the 'Space' and 'Resource' requirements for the selected game as stated at the beginning of every game.

### See what I did there?

SEL Competency	Brain Building
Corresponding weeks	3, 4, 5, 6, 7
Age group	6-11 years

Aim of the game: Remember all the actions done by the facilitator

Time: 45 minutes

Group size: 30 children

Space: Space for 5 teams to sit comfortably

Resources: Timer, board or paper to keep score

Preparation: Prepare the board or paper to keep scores (see example of score card on page 8), prepare the action sets (see sample action sets on page 8)

*SENSITIVITY TIP > If there are children with physical disabilities in the class, make sure to keep them engaged in the game by including actions which they can perform too. For example, if a child in Team B is visually impaired make sure you include actions which he or she will be able to hear (like 5 claps).*

ARRANGEMENT > Divide the group into teams of 5-6 players each. Assign names like, Team A, Team B, Team C and so on.

**ADAPTATION**

- > Adapt this game for older age group by having students remember and perform the actions in the reverse order.
- > If you feel that it is too easy or difficult for the children to remember 6 actions, you can increase or decrease the number of actions in each round.
- > If you are using the suggested action sets above, ensure that they are adapted to your context

## Step 4: Finalize game or pick another one

If you have the space and resources to implement the selected games, finalize them for your SEL session. If you find that you do not have the space or resources for any of the SEL games suggested for your corresponding week, go back to the Contents and select any SEL game which reinforces the SEL competency of the week.



# How to implement SEL games

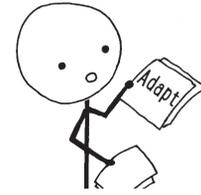
## Preparation

### Step 1



Read the finalized SEL games carefully.

### Step 2



Adapt the SEL games to the age group, context and the number of children in the SHLS, as required. Tips for adaptation are provided, marked with ADAPTATION >.

### Step 3



Carefully read the message of the game provided at the end of the 'How to play' section, and adapt the language to ensure that the children in your class will understand it.

### Step 4



Collect resources, set up the space and prepare for the activity.

### Step 5



Read rules once again so that you can facilitate the game without reading word-for-word. Look out for facilitation tips, marked with TIP >,

and sensitivity tips, marked with SENSITIVITY TIP >, to help ensure that these games do no harm to the children.



## Facilitation tips

- Clearly define the boundaries of the game and explicitly tell children that for their safety they must not go outside the designated boundary.
- Reinforce the importance of playing fairly and honestly.
- If the game is competitive talk to children about the spirit of “healthy competition”. They must all play to the best of their ability. If they win they must be humble about it and not make fun of the children who lost. If they lose they must acknowledge that someone else played better and clap for them. Reinforce that regardless of whether someone wins or loses, everyone strengthens their SEL skills.
- Some games may bring out negative feelings or traumatic thoughts in children. Sensitivity tips are provided to help you ensure that this does not happen. However, if such reactions do come up unexpectedly, go back to what you learned in the Psychological First Aid training and refer the child to the appropriate person.
- Several games require making groups. While reading the game decide the best way to group children by age and/or gender.



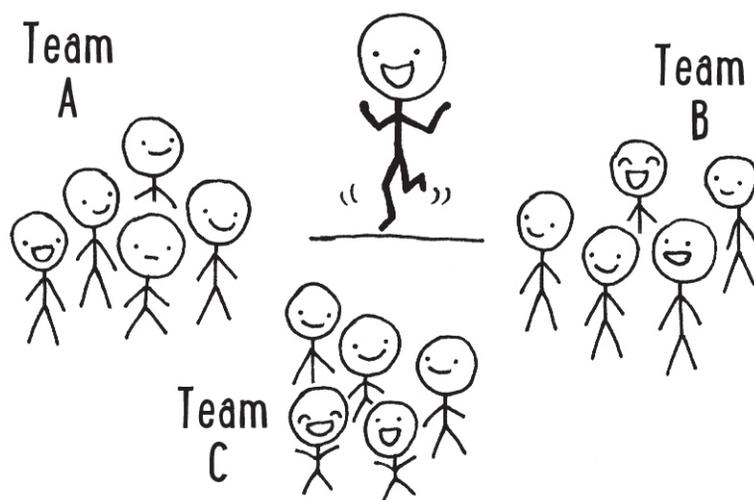
# SEL COMPETENCY

# Brain Building



# 1. See what I did there?

SEL Competency	Brain Building
Corresponding weeks	3, 4, 5, 6, 7
Age group	6–11 years



Aim of the game: Remember all the actions done by the facilitator.

Time: 45 minutes

Group size: 30 children

Space: Space for 5 teams to sit comfortably

Resources: Timer, board or paper to keep score

Preparation: Prepare the board or paper to keep scores (see example of score card on page 16), prepare the action sets (see sample action sets on page 16).

**SENSITIVITY TIP** > *If there are children with physical disabilities in the class, make sure to keep them engaged in the game by including actions which they can perform too. For example, if a child in Team B is visually impaired make sure you include actions which he or she will be able to hear (like 5 claps).*

**ARRANGEMENT** > Divide the group into teams of 5–6 players each. Assign names like, Team A, Team B, Team C and so on.

## ADAPTATION

> Adapt this game for older age group by having students remember and perform the actions in the reverse order.

> If you feel that it is too easy or difficult for the children to remember 6 actions, you can increase or decrease the number of actions in each round.



## How to play

1. This is a competition between teams.
2. Do one action set for Team A in front of the entire class.
3. Children have to watch very carefully and try to remember all the actions in their heads.
4. After completing the action set, say “Go!” and give Team A one minute to remember and act out all the actions done by the facilitator.
5. Every team will get one point for every action they remember correctly.
6. Count the points in the end and declare the winning team.
7. Share the message of the game – “In this game, you practiced how to listen, pay attention and remember the different actions in your heads. These skills sharpen your brains and help you learn better.”

TIP > You can change these actions and make up your own. Make the actions as funny and dramatic as you can to keep the children engaged.

TIP > Once the children are used to playing this game, you can also have children select and present the actions instead of you.



## Examples

Some suggested action sets are provided below:

ADAPTATION > Adapt these as necessary to make sure they are appropriate for your context.

Round 1	Round 2	Round 3	Round 4	Round 5
1. Hop on one foot 5 times	1. Walk around the class	1. Sit down on the floor	1. Roll up the sleeves of your shirt	1. Act like you are looking in a mirror and doing your hair
2. Scratch your nose	2. Tap a student on the shoulder	2. Act like you are eating food	2. Act like you are lifting something very heavy and then put it down	2. Walk up to 2 students and shake their hands
3. Walk to a student and tap him/her on the shoulder	3. Jump to the corner of the class	3. Act like you are drinking water		3. Make some animal sounds
4. Pick up a book (or anything in the class) and put it on your head	4. Come running back to the center of the class	4. Stand up, put your hand on your heart and sing one line of a song	4. Walk 5 steps and pretend to fall down	4. Close your eyes and take 3 steps back
5. Try to walk with the book (or another thing) on your head	5. Do a little dance	5. Jump up and down 3 times	5. Stand up and sit down 3 times	5. Stretch yourself like a tree
6. Put the book (or another thing) back in its place	6. Say "Woohoo!" and clap your hands	6. Lie down on the floor and pretend to sleep	6. Stand up and go hide behind something or someone	6. Sit down and say "Phew!"

### EXAMPLE SAMPLE SCORE CARD

Round	Team A	Team B	Team C	Team D	Team E
1					
2					
3					
4					
5					



## 2. Zing – Zang – Zong

SEL Competency	Brain Building
Corresponding weeks	2, 4, 5, 6, 7
Age group	6–11 years

Aim of the game: Pay attention, remember the rules and be alert to respond on your turn

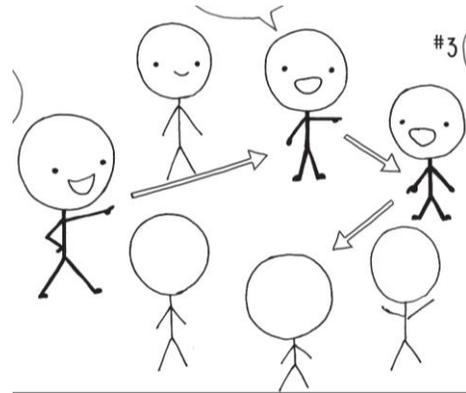
Time: 30 minutes (flexible)

Group-size: 30 children

Space: Space for children to form one big circle

Resources: No resources or preparation required

ARRANGEMENT > Have all children stand in one big circle.



### How to play

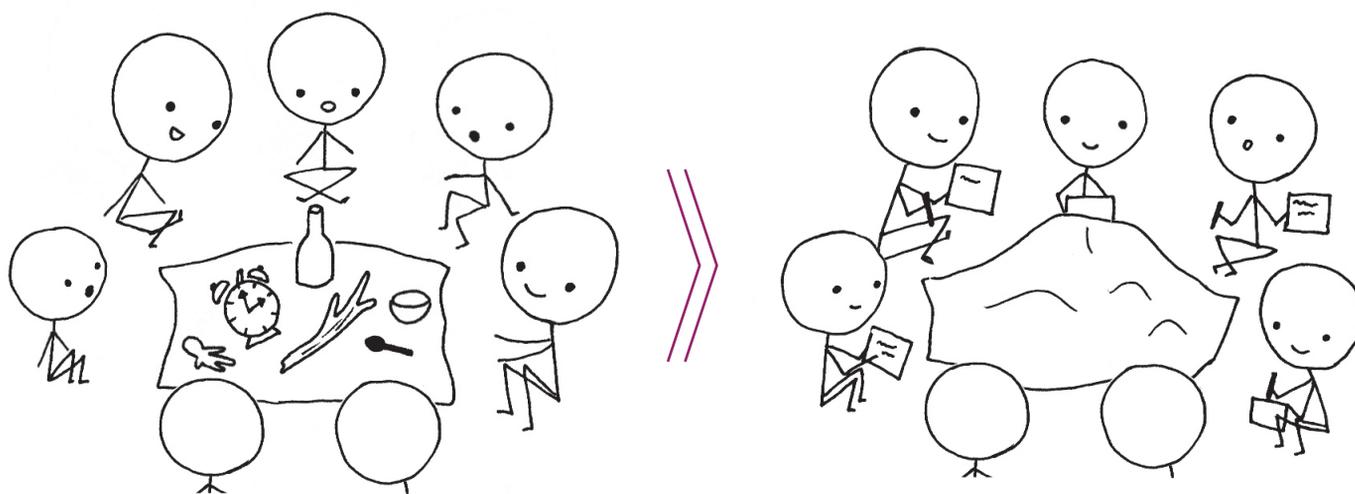
1. Limit the boundary – the game will be played within a confined circle.
2. Ask one child to start the game by looking and pointing to another person clearly and say – “Zing!”
3. The child who got “Zing!” will look and point to someone else in the circle and say “Zang!”
4. The child who got “Zang!” will look and point to someone else in the circle and say “Zong!”
5. The child who gets “Zong!” has to do nothing.
6. The child to the right of the one who got “Zong!” will start the round again and look and point to someone and say “Zing!”
7. Do the Zing-Zang-Zong continuously.
8. Whoever misses their turn or makes a mistake has to raise both their hands, say “Zing! Zang! Zong! I got it wrong!” and sit down in their place.
9. Play until 5 children are left. Have everyone clap for them.
10. Share the message of the game – “In this game you practiced how to remember the rules, focus our attention and be alert to respond correctly. These skills sharpen your brains and make you better learners.”

TIP > Remember to look and point very clearly.



### 3. What's in my bag?

SEL Competency	Brain Building
Corresponding weeks	3, 4, 5, 6, 7
Age group	6–11 years



Aim of the game: Memorize and recall all the things in the bag.

Time: 30 minutes

Group-size: 30 children

Space: Space for children to form one big circle

Resources: A large piece of cloth or tray with 15 medium to large things from around you, a big cloth to cover the things, one paper and pencil per child, timer, a list of the things in the tray

Preparation: Collect 15 things and put them on a big cloth or big tray; make a list of things in the bag.

ARRANGEMENT > Have all children sit in one big circle. Place the bag in the middle where everyone can see it.

#### ADAPTATION

- > If you feel that girls and boys may be uncomfortable sitting close to each other, put all the boys together in one part of the circle and girls in the other part. You can also play the game in two separate groups.
- > Adapt for younger children reduce the number of items to 8.
- > If you feel that children will be unable to remember the things alone, you can have them work in pairs to prepare one common list.
- > Adapt for larger groups of children by playing in two groups.



## How to play

1. Place the cloth/tray with all the things in the middle of the circle.
2. Give children 5 minutes to look into it and try to memorize everything inside it.
3. Children can sit or stand in their places to look at the items in the bag but cannot come forward or push anyone else.  
  
TIP > Make sure that every child in the circle can see the cloth/tray – if not, you can play the game in 2–3 small groups.
4. After 5 minutes, cover the things with the big cloth.
5. Give children 5 minutes to draw all the things.  
  
TIP > If children are able to write, they can write the list instead of drawing.
6. Everyone has to make this list alone. They cannot ask anyone else for help.
7. After 5 minutes, make children exchange their list with the person next to them.
8. Have them check their partner's answers as you read from the list of things prepared in advance.
9. Ask children to clap for themselves for playing the game well.
10. Share the message of the game – "In this game, you practiced how to focus our attention on the things and remember them in your heads. These skills sharpen your brains and help you learn better."



## 4. Simon says

SEL Competency	Brain Building
Corresponding weeks	2, 4, 5, 6, 7
Age group	6–11 years

Aim of the game: Listen carefully and do only the actions that begin with the phrase “Simon says...”.

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Space for children to form one big circle

Resources: No resources or preparation required

ARRANGEMENT > Have children form one big circle. You also stand in the circle, where everyone can see you.

### ADAPTATION

> Change the name ‘Simon’ to any other name the children are familiar with.

> Adapt for older children by letting children become Simon for one round or a part of a round.

### How to play

1. The facilitator is Simon.
2. When Simon says “Simon says...” (E.g. “Simon says tap your head”), all the children have to do what he/she says.
3. If Simon does not start the command with “Simon says...” (E.g. “Tap your head”) and players do the action, they are out of the game and must sit down.  
  
TIP > Start slowly and then increase the speed of the commands.
4. Play until there are 5 children left. Have everyone else clap for them.
5. Share the message of the game – “In this game you had to use your brain to focus on what Simon was saying, and do only the actions which began with ‘Simon says...’ Practicing to listen carefully and focusing your attention is really good for the brain and makes you a better learner.”



## 5. Sky Ball and Water Ball

SEL Competency	Brain Building
Corresponding weeks	2, 3, 4, 5, 7
Age group	6–11 years

Aim of the game: Remember to throw the Sky Ball in the air and roll the Water Ball on the ground

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Space for children to form one big circle

Resources: Two different-looking balls

Preparation: If 2 different types of balls are not available you can make balls out of large pieces of paper. See below for guidance on how to make a paper ball.

ARRANGEMENT > Have children form one big circle.

TIP > This game can be played sitting or standing, whichever is preferable.

### ADAPTATION

> Adapt for older children by making the game more complex. For example, add an Earth Ball that can only be handed to the person on the right.



## How to play

1. Choose one ball to be the Sky Ball and the other to be the Water Ball.
2. Explain to children that the Sky Ball must always be thrown and the Water Ball must always be rolled on the ground.
3. Give the balls to two different children in the group.
4. The child with the Sky Ball must throw it to someone else, who will catch it and throw it to someone else.
5. The child with the Water Ball must roll it to someone else, who will trap it in their hands and roll it to someone else.
6. If a child rolls the Sky Ball or throws the Water Ball, they are out of the game and must sit down.
7. When 5 children are left, end the game. Have everyone else clap for them.
8. Share the message of the game – “In this game you had to keep many different rules in your head – to remember to throw the Sky Ball and roll the Water Ball. It became more and more difficult to remember this as the speed of the game increased. Practicing this skill helps you get better at learning new things, change your thinking according to different situations, and helps your brain do difficult tasks more easily.”

TIP > As the game progresses, ask children to increase the speed.



## Examples

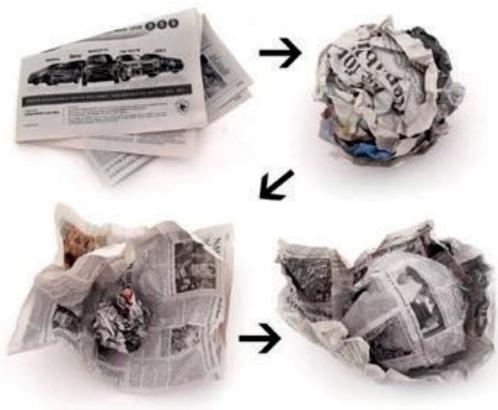
### How to make a paper ball

Resources required: Large pieces of paper or newspaper, tape

Steps to make paper ball: If two different types of balls are not available you can make balls out of large pieces of paper. See below for guidance on how to make a paper ball.

#### *Step 1*

Crumple one sheet of newspaper then wrap it with another sheet while crumpling until you reach the desired size for your project as illustrated below.



#### *Step 2*

Tightly seal the newspaper ball with adhesive tape (Photo 2.a) and make sure the form is almost spherical. Adjust the form accordingly. If you want to hang the ball, tie it with a ribbon (Photo 2.b).

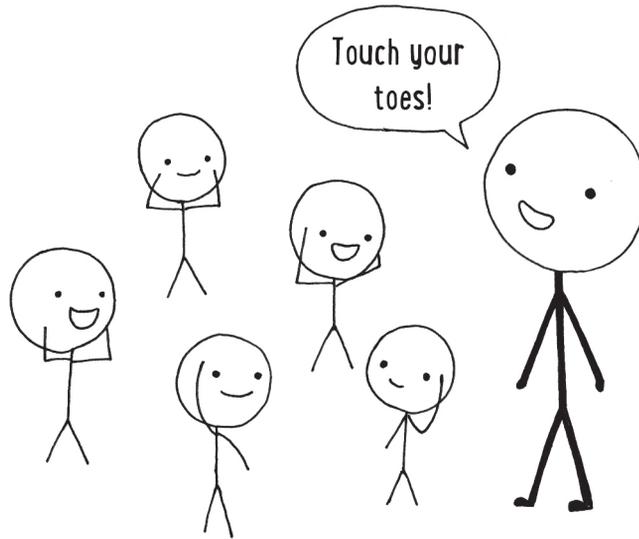


Source: <http://creativitywindow.com/2013/01/how-to-make-a-ball-of-newspaper>



# 6. Head, shoulders, knees, toes

SEL Competency	Brain Building
Corresponding weeks	3, 4, 5, 6, 7
Age group	6–11 years



Aim of the game: Follow complex instructions and regulate actions

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Enough space for children to form one big circle

Resources: No resources or preparation required

ARRANGEMENT > Have children form one big circle. You stand in the circle, where everyone can see you.

### ADAPTATION

> If children are not comfortable talking about their body parts, adapt the game to parts of the face – “head, nose, eyes and ears”. You can also adapt it to play with the 4 directions – “up, down, left, right”. To play with directions, you may have to teach children the directions first.



## How to play

1. Ask all the children to touch their head, touch their shoulders, touch their knees and touch their toes. Practice this a few times.

TIP > You can show how this is done and children can follow.

2. In Round 1, when you say “Touch your toes!” children have to touch their head, and when you say “Touch your head!” children have to touch their toes. Practice Round 1 a few times.

TIP > Start slowly and as the children become better at the game, increase the speed of the instructions.

3. In Round 2, when you say “Touch your shoulders!” children have to touch their knees, and when you say “Touch your knees!” children have to touch their shoulders. Practice Round 2 a few times.
4. In Round 3, combine Rounds 1 and 2. When you say “Touch your toes!”, children have to touch their head, when you say “Touch your head!”, children have to touch their toes; when you say “Touch your shoulders!”, children have to touch their knees, and when you say “Touch your knees!”, children have to touch their shoulders.

5. Play the game until children start getting most of the actions right or until they get tired.
6. Share the message of the game – “In this game, you had to keep many difficult rules in your head and to do actions which are confusing. For example, when I asked you to touch your head you had to remember not to touch your head but to touch your toes! It became more and more difficult to do this as the speed of the game increased. Doing such confusing tasks, helps your brain learning new things quickly, change your thinking according to different situations, and do difficult tasks more easily.”



# 7. Our class cat

SEL Competency	Brain Building
Corresponding weeks	1, 3, 5, 6, 7
Age group	6–11 years

Aim of the game: Remember the words used to describe our Class Cat

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Space for children to form one big semi-circle

Resources: A large flipchart, marker, one small piece of paper and pencil for each child

Preparation: Put the flipchart on the wall.

ARRANGEMENT > Have children sit in one big semi-circle so that they can all see the flipchart.

### ADAPTATION

> Adapt for children who can't write by removing all writing activities.

> If cats do not exist in your context or if cats are seen as negative animals in your community, change the animal.



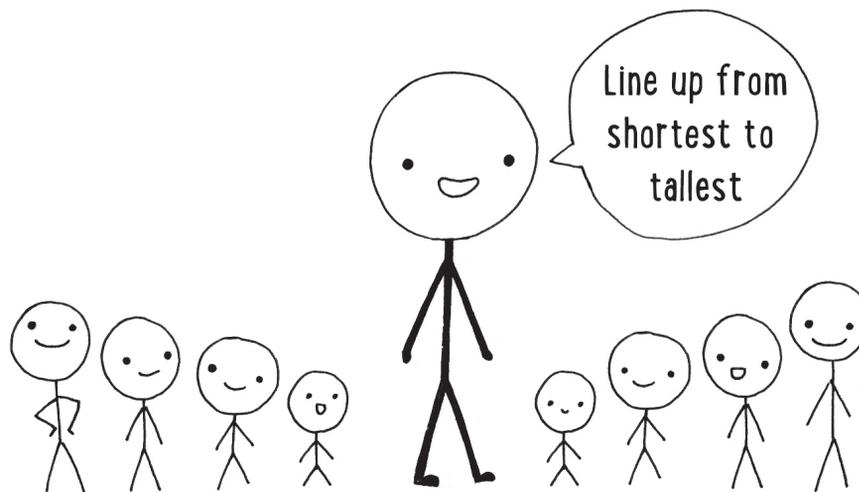
## How to play

1. Distribute one small piece of paper and one pencil to each child.
2. Ask each child to write the first letter of his/her name on the paper and hold it up so that everyone can see it.
3. Draw a simple picture of a cat on the flipchart and tell the children that this is our Class Cat. Tell them that we will find words to describe the Class Cat.
4. Each child has to think of a word to describe the cat and the word must begin with the first sound of his or her name.
5. Pick a child to start the game. He or she will say "Our Class Cat is..." and complete the sentence with a word to describe the cat.
6. For example, if a child's name is Nina, she will say "Our Class Cat is ... neat!"
7. The child to the right will add on their word describing the cat, by saying "Our Class Cat is... neat and (word to describe cat)."
8. For example, Ali will say "Our Class Cat is neat and angry!"
9. This will continue with each child remembering and repeating all the words used to describe the Class Cat and adding their own in the end.
10. The child who started has to end the game by remembering all the words.
11. At the end, ask 1–2 other children if they can also remember all the words.
12. Share the message of the game – "In this game you had to keep a lot of words in your head! This increased your brain power to think quickly and remember things."



## 8. Line up!

SEL Competency	Brain Building
Corresponding weeks	1, 4, 5, 6, 7
Age group	6–11 years



Aim of the game: Organize your team according to the instructions given.

Time: 45 minutes (flexible)

Group-size: 30 children

Space: Space for 4 teams to form lines

Resources: No resources required

Preparation: Make a list of commands for the game.

*SENSITIVITY TIP > Keep in mind what you know about the children when you prepare the commands. For example, it would not be a good idea to ask children to line up according to how many family members they have because they might have recently lost some family members.*

ARRANGEMENT > Divide the children into 4 teams.

### ADAPTATION

> This game involves children standing close to each other. If boys and girls will not feel comfortable doing this, have boys and girls from separate teams.

> You can make this game more difficult by adding the rule that this has to be a silent game and they can only communicate through gestures.



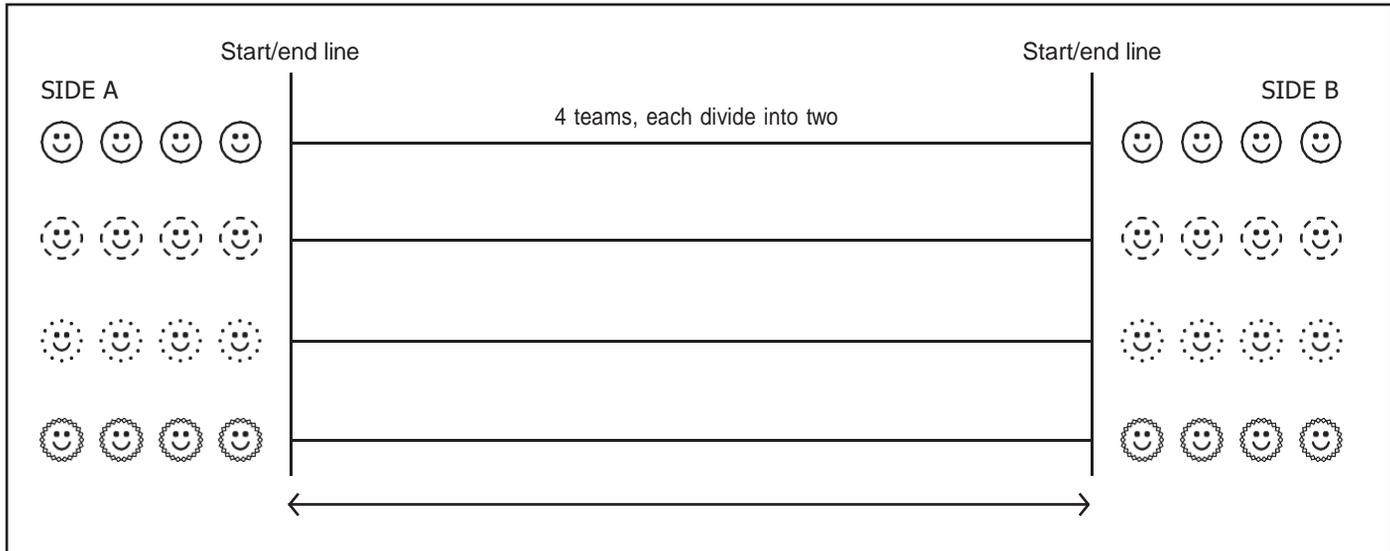
## How to play

1. Say a command for teams to line up in a certain way and each team has 10 seconds to follow that command.
2. If you want to make this game a competition, give the fastest team to follow the command, 5 points. In the end, the team with the maximum points wins.
3. Some sample commands:
  - Line up from shortest to the tallest in height!
  - Line up from the oldest in age to the youngest in age!
  - Line up from the child whose birthday comes at the beginning of the year to the end of the year!
  - Line up from the child with the shortest nose to the longest nose!
  - Line up from the child with the longest arm to the shortest arm!
  - Line up from the child with most hair on the head to the least hair on the head!
4. Share the message of the game – “In this game you had to work with your team to collect information and organize it in a certain order. You practiced thinking skills which help you plan well, organize your thoughts and also solve problems!”



# 9. Paper ball relay

SEL Competency	Brain Building
Corresponding weeks	3, 4, 5, 6, 7
Age group	6–11 years



**Aim of the game:** Blow on the paper ball to make it go as fast as possible within the lines.

**Time:** 30 minutes (flexible)

**Group-size:** 30 children

**Space:** Large open space with a clean, smooth floor

**Resources:** Four A4 size pieces of paper, tape, rope/ tape/chalk

**Preparation:** Make 4 small paper balls with the paper (See Resource 1: How to make a paper ball); make five parallel, approximately 5-meter long lines on the ground using the tape/rope/chalk; use tape/rope/chalk to mark the start and end lines (refer to illustration above).

**ARRANGEMENT >** Divide the children into 4 equal teams. Divide each team into 2 parts and have each part stand on the opposite ends of the 4 lines as shown below. If the teams are not equal one player must go twice.

### ADAPTATION

- > For younger children who may not be able to blow the ball, you can give them books to fan the ball with to move it between lines.
- > You can adjust the difficulty level of the game by making the rows narrower or broader and the ball smaller or bigger.



## How to play

1. Give a paper ball to the first child on Side A of each team.
2. When you say "Go!" the first child on Side A of each team (see illustration above) will put the ball on the line, bend over and use their mouth to blow the paper ball to the other end between the 2 lines.
3. When the paper ball reaches the Side B line (see illustration above) the first child on that end will blow the paper ball between the lines back to Side A.
4. If at any point the paper ball goes out of the lines the child has to go back to the starting point and restart.
5. When all the players in the team have played their turn, the team has to shout "Done!"
6. If you want to make this a competition, declare the first team to finish as the winner and have everyone else clap for them. However, make sure that all the teams complete the game.
7. Share the message of the game – "In this game you had to really focus all your attention to blow the paper ball to the other side while keeping it within the lines. Practicing this skill helps you to focus better on all your tasks and helps you do them better!"



## Examples

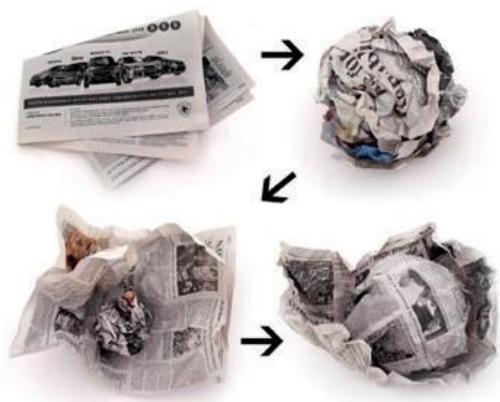
### How to make a paper ball

Resources required: Large pieces of paper or newspaper, tape

Steps to make paper ball:

#### *Step 1*

Crumple one sheet of newspaper then wrap it with another sheet while crumpling until you reach the desired size for your project as illustrated below.



#### *Step 2*

Tightly seal the newspaper ball with adhesive tape (Photo 2.a) and make sure the form is almost spherical. Adjust the form accordingly. If you want to hang the ball, tie it with a ribbon (Photo 2.b).



Source: <http://creativitywindow.com/2013/01/how-to-make-a-ball-of-newspaper>



# 10. Red light, green light

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SEL Competency	Brain Building
Corresponding weeks	2, 3, 4, 5, 7
Age group	6–11 years

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Aim of the game: Regulate walking to a speed at which they can stop immediately.

Time: 25 minutes (flexible)

Group-size: 30 children

Space: Large open space

Resources: Red and green colored papers/white paper, green and red colored paint, scissors

Preparation: Make a green and a red card with a minimum size of 12 cm x 6 cm.

ARRANGEMENT > Have children stand in one straight horizontal line. You should stand vertically opposite the students about 20 meters away.

---

## How to play

1. Tell students that when you hold up the green card they must start walking. When you hold up the red card it means they must stop immediately. They must not make a single step after the red card is held up.
2. Play the game until all (or most) children are able to regulate their walking to a speed at which they can stop immediately.
3. Play a second round with the same rules, but ask children to hop instead of walking.
4. If you want to make the game competitive, you can add a finish line at the opposite end from where the children start and all the children who manage to cross the line without being eliminated are winners.
5. Share the message of the game – “In this game, you had to focus all your thoughts on controlling your walking speed according to the card. You practiced thinking skills which help you control your thoughts and your body, and help you to focus better.”



# 11. Counting to 10

SEL Competency	Brain Building
Corresponding weeks	2, 3, 4, 5, 7
Age group	6–11 years

Aim of the game: Focusing attention and working together to count to 10 as a team

Time: 25 minutes (flexible)

Group-size: 30 children

Space: Space for 5 groups to work in small teams without disturbing each other.

Resources: No resources or preparation required

ARRANGEMENT > Divide all children into teams of 5–7 children each.

## ADAPTATION

> Adapt this game for younger children, who do not know how to count by replacing the numbers with a specific order of 5 sounds, like “aa” “ee” “oo” “yaya” “dada”. You will have to teach these sounds in a fixed order to the children before they can play this game.



## How to play

1. Tell the children that in their teams they need to count to 10 aloud but only one person can talk at one time. One child will begin by saying “one” and then another child will continue the counting until the group reaches “10”. Every time 2 members speak together, the group must start all over again from “one.”
2. They cannot speak to decide a strategy – they can only use eye contact and gestures.
5. Share the message of the game – “In this game you had to stop yourself from counting all the numbers yourself and look very carefully at your friends in the group to figure out how you could complete the task together. You also learned how keep trying to achieve the goal despite making mistakes. You practiced focusing your attention on the problem and working together to solve it.”

TIP > This game is harder than it seems because often 2 members of the group will say the same number at the same time. They must successfully work together, using eye contact and caution, to reach “10.”

3. Give teams 5 minutes to practice counting to “10”.
4. Have all the teams come in front of the class one by one and count to “10”. The teams that can count to “10” with only one child saying one number at a time, get a round of applause from the rest of the class.

TIP > You can also have children change their groups a few times and play this game with different groups.



## 12. Song mix!

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SEL Competency	Brain Building
Corresponding weeks	1, 2, 3, 4, 5
Age group	6–11 years

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Aim of the game: Listen carefully to the song to find a word to start a new song.

ARRANGEMENT > Divide all the children into 5 teams, and name them from Team A to Team E.

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Space for 5 teams to sit comfortably

Resources: No resources or preparation required

---

### How to play

1. Start singing a song. Team A has to listen carefully to find a word to start their own song within 30 seconds. The word from the first song must be in the first line of the next song.  
  
TIP > If this game is too difficult for young children, have one team start a song and the next team has to start their song in with the last sound of the previous song. They cannot have a gap of more than 2 seconds between two songs.
2. The game continues with Team B picking a word from Team A's song to start their own song within 30 seconds and so on.
3. All the teams must work together to build the longest song mix possible.
4. If a team cannot start a new song within 30 seconds, the song mix ends and the process restarts with the last team who sang a song.
5. Children can play for as long as they are enjoying the game.
6. Share the message of the game – "In this game you had to listen very carefully to be able to continue the song mix. You practiced your listening skills and your memory to be able to remember songs."



# 13. Picture recipe book

SEL Competency	Brain Building
Corresponding weeks	3, 4, 5, 6, 7
Age group	6–11 years

**Aim of the game:** Work together to draw out the sequence of cooking a dish.

**Time:** 45 minutes (flexible)

**Group-size:** 30 children

**Space:** Space for 4 groups to work without disturbing each other

**Resources:** 32 A4 sheets (8 per group), pencils, crayons/color pencils, stapler/pieces of string, a flipchart

**Preparation:** Divide the art material for each group – 8 A4 sheets, pencils, and crayons/color pencils; on a flipchart write out the format of the recipe for the children to follow (sample format on page 39).

**ARRANGEMENT** > Divide all children into 4 teams and distribute the art material.

**ADAPTATION**

> For younger children who cannot draw, play this game with the whole group and have them dictate the recipe to you to draw on one flipchart. You can also invite parents or older children to help with this activity.



## How to play

1. Tell teams that today they will make a recipe book. If needed, explain that a recipe book is a like a picture book which tells you how to cook something.
2. Give teams 3 minutes to talk among themselves to decide the dish for which they will draw the recipe.
3. Explain the format for writing the recipe from the flipchart.
4. Give teams 30 minutes to draw out the steps of preparing the dish they chose. They must make sure that each step of making the dish is clearly depicted according to the format. Explain that if someone does not know how to cook their dish, they should be able to look at the recipe book and learn how to make it.
5. After all the teams are done, staple or tie each recipe together.
6. Each team will take turns to present their recipe in front of the class.
7. Tie or staple all the recipes together into one picture recipe book.
8. Share the message of the game – “In this game, you had to work with your team to remember how you cook a dish and explain the steps in the proper order. You practiced thinking skills which help you plan well, organize your thoughts and explain your ideas to others.”

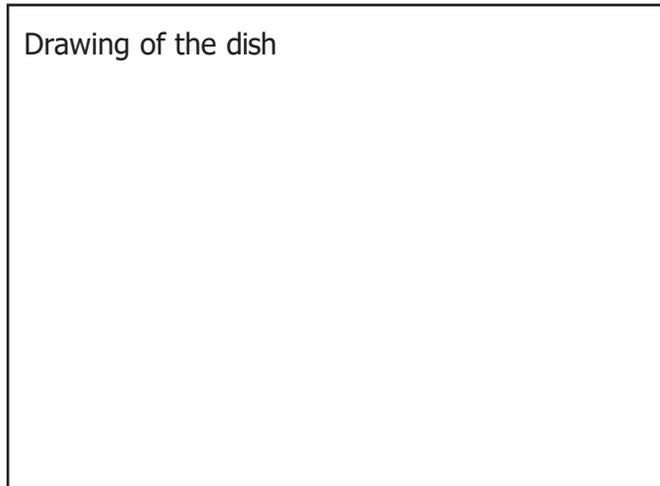


## Example

Name of the dish:

.....

Drawing of the dish



Things you will need:

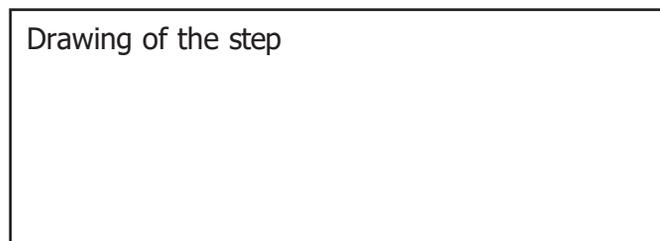
- 1.
- 2.
- 3.
- 4.
- 5.

How to make the dish:

*Step 1*

.....

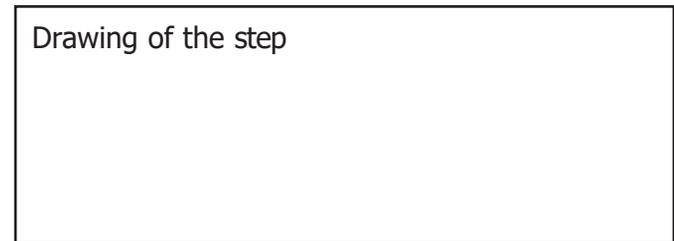
Drawing of the step



*Step 3*

.....

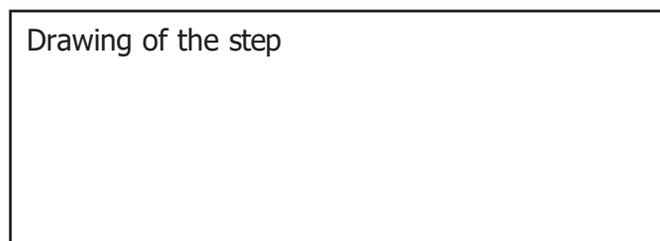
Drawing of the step



*Step 2*

.....

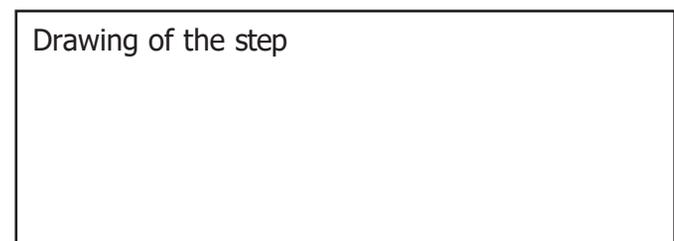
Drawing of the step



*Step 4*

.....

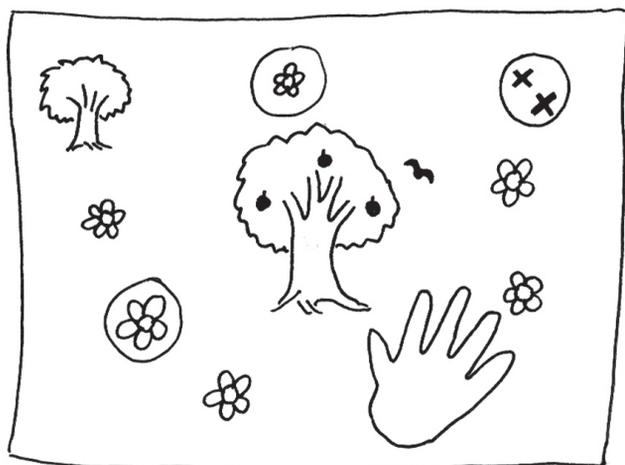
Drawing of the step



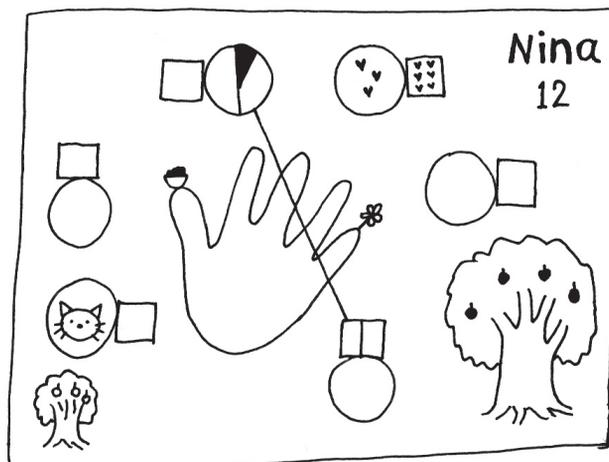
# 14. Listen and follow

SEL Competency	Brain Building
Corresponding weeks	1, 2, 3, 4, 5
Age group	6–11 years

## Simple



## Difficult



Aim of the game: Listen to the instructions and follow them correctly.

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Space for children to form one big circle

Resources: A4 sheets (one for each child), pencils (one for each child), list of instructions, answer sheet with all the instructions followed on a flipchart

Preparation: Prepare list of instructions keeping in mind the age of the children in the class; prepare the answer sheet on the flipchart (sample instructions and answer sheets provided below).

ARRANGEMENT > Have children sit in a circle around the facilitator.

### ADAPTATION

- > You can make this game more or less difficult by increasing or decreasing the speed of reading out the instructions.
- > If you are going to use the sample instruction sheet, make sure it is adapted to the age and context of the children in your class.
- > If the children are too young to do this comparison on their own, re-read every instruction, point to the relevant part of the answer sheet and ask children to check whether they followed the instruction or not.



## How to play

1. Give each child a paper and a pencil.
2. Tell children that they will hear some instructions. They must listen carefully and follow them accurately on the piece of paper they have received. Tell them that the speed of the instructions will keep increasing and they might get more complex, so they must focus all their attention to listen and follow the instructions.
3. Read out instruction from the pre-prepared list for students to follow.

### Sample instructions (Simple):

- Draw a circle on the paper.
- Put 2 crosses in the circle.
- Draw a small tree in one corner of the page and a big tree in the middle of the paper.
- In the tree in the middle of the page draw some fruits and a bird.
- Draw some flowers anywhere on the page.
- Circle any 2 flowers.
- Draw the outline of your hand on the paper.

### Sample instructions (Difficult):

- Write your name on the top right corner of the page.
- Add "3 + 9" and write the answer right under your name.
- Draw 6 circles on the page, 2 on the left side, 2 on the upper side and 2 anywhere you like.
- In one circle on the left draw your favorite animal.
- Divide any one circle into half and color one side.
- Draw the outline of the palm of your hand on the paper.

- On the smallest finger draw a flower.
  - On the thumb draw what a picture of the last food item you ate.
  - Draw one small tree in the left lower corner of the page and a bigger tree on the lower right corner.
  - Draw 2 different kinds of fruit on each of the trees.
  - Draw 6 squares, each circle should have a square touching it.
  - Divide any one square.
  - Join the circle which was halved and the square which was halved by a line.
  - Pick a circle and square that are next to each other and are empty. In the circle draw 3 stars and in the square next to it draw double the number of stars.
4. After all the instructions are done, put up the answer sheet on the flipchart and have them compare the answers on the flipchart with the answers on their sheet.
  5. If the children find that they missed an instruction or followed it incorrectly, they should correct it now.
  6. Have all the children clap for themselves at the end.
  7. Share the message of the game – "In this game, you practiced how to listen carefully and follow instructions. These are very useful skills to help you do well at any task."



# 15. Water and ice

SEL Competency	Brain Building
Corresponding weeks	3, 4, 5, 6, 7
Age group	6–11 years

Aim of the game: The 'Ice' must freeze all the 'Water' by touching it; the 'Water' must melt those who are frozen by lightly tapping their shoulder

Time: 30 minutes (flexible)

Group-size: 30 children

Space: A large open space

Resources: No resources or preparation required

ARRANGEMENT > Define the boundaries within which the game will be played. Ask for 10 children to volunteer to be 'Ice' and the rest of the group will be 'Water'.

### ADAPTATION

> If it is not appropriate for children to touch each other, give everyone long strips of paper with which to tap each other.

> If children are not familiar with the concept of ice, change the names of the teams from 'Ice' and 'Water' teams to Team A and Team B instead, and play the game as described above.



## How to play

1. One group will be 'Water' and the other group will be 'Ice'.
2. Ask participants the qualities of both 'Water' and 'Ice'.  
  
Answer: Ice is colder, solid, and cannot move; Water is warmer, a liquid, and can move.
3. The 'Ice' group waits in the corner and the 'Water' group has 5 seconds to spread out.
4. When you say "Go!" the 'Water' group has to try to escape the 'Ice' group. If an 'Ice' taps a 'Water' child on the shoulder, the 'Water' freezes and has to stand still.
5. The 'Water' group has to try to melt their frozen team mates by tapping them on the shoulder without getting frozen themselves. Once they are melted, they can move again.
6. There is no running and no speaking during the game, everything takes place in silence.
7. After every 10 minutes, change the teams so that everyone has a chance to be both 'Ice' and 'Water'.
8. Share the message of the game – "In this game your brain did many things together. When you were 'Ice' you had to watch very carefully and identify which children were 'Water'. When you were 'Water' you not only had to save yourself from 'Ice' but also unfreeze your friends without getting frozen yourself. Doing so many things together sharpens your brain and helps you learn better."



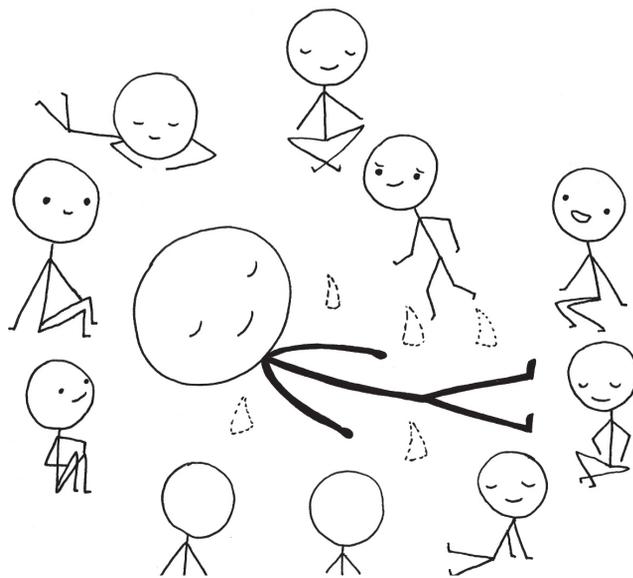
# SEL COMPETENCY

# Emotion Regulation



# 16. Let the farmer sleep!

SEL Competency	Emotion Regulation
Corresponding weeks	8, 10, 11, 15, 16
Age group	6–11 years



Aim of the game: Remove all the 'needles' from around the 'farmer' without waking him up.

ARRANGEMENT > Have children sit in a big circle, and you will sit in the center.

Time: 30 minutes

Group-size: 30 children

Space: Space for children to form one big group

Resources: No resources or preparation required



## How to play

1. Tell the background story: “There was once a farmer who had been working in his fields all day, in the hot burning sun. He was very tired at the end of the day and came and slept under this tree (point to an imaginary tree). He fell asleep without noticing that there were a lot of big, sharp needles (imaginary) all around him! Some children saw this and decided to remove the needles one by one, very quietly, without waking him up.”
2. You can play the farmer, and pretend to sleep in the middle. The children will come one by one to remove the (imaginary) needles as quietly as possible.  
  
TIP > If you do not feel comfortable playing the farmer, ask a child to volunteer to play the farmer.  
  
TIP > If needed show the children how they must quietly come to the farmer and pick up the needles.
3. If the farmer hears steps, without a word he or she will point in that direction. If that is where the child came from, he or she will have to go back silently and try again later. If the child is successful in picking up the needles and going back without being heard by the farmer, he or she will go back to their place, close their eyes and relax.
4. Play the game till everyone in the circle has picked up needles and fallen ‘asleep’.
5. Share the message of the game – “In this game you must have felt emotions like nervousness or excitement, but you had to control these emotions and complete the task without being caught. After you successfully removed the (imaginary) needle you had to close your eyes too. In this game you practiced how to control your emotions and relax your body.”



# 17. The dog went into the forest...

SEL Competency	Emotion Regulation
Corresponding weeks	8, 9, 12, 13, 14
Age group	6–11 years

Aim of the game: Guess the emotion acted out by your partner.

ARRANGEMENT: Ask children to find a partner.

Time: 30 minutes

Group-size: 30 children

Space: Enough space for children to move around freely

Resources: Whistle, timer

Preparation: If the context of the forest is traumatic for children, replace the word 'forest' with 'field' or 'market'.

*SENSITIVITY TIP > This game specifies that regardless of the emotion with which children start the story, they must end on a happy note. This is to prevent the risk of any strong, negative or traumatic emotions cozing out through the story. Walk around and have children change their stories if you hear children talking about things which may trigger strong, negative emotions in them or their partner. Also, refer back to the Psychological First Aid training and listen carefully for any signs of severe emotional distress or abuse. If you do see some signs, refer the child through the relevant referral mechanism.*



## How to play

1. Ask each pair to think of an emotion.

TIP > You can provide some suggestions for emotions to ensure that children don't just think of basic emotions like happy and sad.

2. Tell children that they will have 2 minutes to make a six-sentence story with their partner. They must start the story with the emotion they had in mind, which could be positive or negative. However, they must have a happy ending to the story.
3. Child 1 in the pair says the phrase "The dog went into the forest..." with the emotion she or he had thought of earlier. Child 2 continues the story, adding one sentence.

4. They continue to take turns to make up the story till they have 6 sentences and a happy ending to the story.

TIP > If children are too young to count to 6, tell children to each hold up three fingers and after saying a sentence they must close a finger. When all the fingers are closed, their story must end.

5. After one round, all the children will find a new partner and continue this game.
6. Share the message of the game – "In this game you explored your chosen emotion more deeply through a story, and also practiced how to turn any story into a happy one!"



# 18. What am I feeling today?

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SEL Competency	Emotion Regulation
Corresponding weeks	8, 9, 10, 11, 15
Age group	6–11 years

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Aim of the game: Draw to express what you are feeling today.

Time: 45 minutes

Group-size: 30 children

Space: Space for children to sit comfortably and draw

Resources: A4 sheets (one per child), pencils, crayons/color pencils

Preparation: No preparation required

*SENSITIVITY TIP > Refer back to the Psychological First Aid training and look for any signs of severe emotional distress or abuse in the children’s drawings. If you do see some signs, refer the child through the relevant referral mechanism.*

**ARRANGEMENT >** Have children sit in small circles to share the crayons/color pencils.

---

## How to play

1. Give a sheet of paper to each child and give each group crayons/colors to share.
2. Tell children that this is their time to relax, draw and color a picture of what they are feeling today.
3. The only rule is that they have to draw in complete silence. If they need something from someone else, they can only use gestures, not words to communicate.
4. Spend the last 10 minutes going around and asking children what title they would give their drawing. The facilitator can write the title on the drawings.

**ADAPTATION >** If the children are very young, they will probably not be able to draw very clear drawings with actual figures. Let the children draw freely to express themselves and let them interpret the drawing for you.

5. Share the message of the game – “The purpose of this game was to make you think about how you are feeling, and identify and express it through the drawing.”



# 19. Feelings charades

SEL Competency	Emotion Regulation
Corresponding weeks	8, 9, 10, 11, 15
Age group	6–11 years

Aim of the game: Guess the feeling acted out.

Time: 30 minutes

Group-size: 30 children

Resources: 20 pieces of paper with different emotions

Preparation: Prepare the pieces of paper with 20 emotions (suggested emotions: happy, lonely, scared, bored, angry, sad, upset, surprised, strong, proud, afraid, glad, shy, worried, tired, love); prepare a scorecard on the board to keep scores in the game.

ARRANGEMENT > Divide the children into 5 teams, and name them Teams A, Team B and so on.

## ADAPTATION

> Adapt for younger children by using only basic emotions – happy, scared, angry, sad, surprised, strong, afraid, shy, worried, tired, love. Children can repeat the emotions.

## How to play

1. One player from Team A will come, pick up a piece of paper and act out the emotion. The other team members in Team A will have 3 guesses to name the emotion.  
  
TIP > If children are too young to read the emotion from the paper, the facilitator can read it and quietly tell them the emotion they have to act out.
2. If Team A cannot answer correctly, the other teams will get one guess each to name the emotion.
3. Repeat this with each team.
4. Each team will get 10 points for every correct guess.
5. At the end of the game, count the points for each team and declare the winner. Have everyone clap for the winning team.
6. Share the message of the game – “The purpose of this game was to help you practice naming emotions and also understanding how different people express emotions.”  
  
TIP > You can increase the number of emotion papers and have children add more emotions.



## 20. Calm emotions – head-to-toe

SEL Competency	Emotion Regulation
Corresponding weeks	8, 10, 11, 15, 16
Age group	6–11 years

**Aim of the game:** To help children calm their emotions by relaxing every part of their body.

**ARRANGEMENT >** Children sit down comfortably wherever they feel like.

**Time:** 30 minutes

**Group-size:** 30 children

**Space:** Enough space for children to sit down comfortably

**Resources:** A device to play music or a musical instrument

**Preparation:** No preparation required



## How to play

1. Play some music and have the children jump around and dance for 2 minutes.
2. If music is not available have everyone sing a popular song together while dancing around.
3. Stop the music and follow the instructions below to help children calm their emotions by relaxing every part of their body.

TIP > If it would not be appropriate for children to dance and jump around, skip this part and go straight to the relaxation exercise.

4. This activity needs to be done slowly and peacefully.
5. Ask children to find a spot with enough space around them to lie down without touching anyone.

TIP > If the floor is not clean or if children are not comfortable sitting on the floor, they can sit on a chair.

6. Go over each body part to relax it. Read the instructions below for each step:
  - Face – “Scrunch up your noses and foreheads like you smell something stinky, and then relax the face. Repeat 3 times.”
  - Jaws – “Clench your jaws together tightly like you are pressing a stick between your teeth. Then release the imaginary stick and let the jaw go completely loose. Repeat 3 times.”
  - Arms and shoulders – “Stretch your arms out in front, and then raise them above the head and stretch as high as you can. Then drop the arms and let them hang loose. Repeat 3 times.”
  - Hands and arms – “Imagine squeezing an orange as hard as you can with one hand,

and then dropping that orange on the floor and letting the arm and hand go limp. Repeat 3 times, and then switch to the other arm.”

- Stomach – “Lie on your backs and tighten your stomach muscles as hard as you can for just a moment, then release them and relax. Repeat 3 times, and then do the same process while standing up.”

TIP > If children are sitting on a chair they can do this sitting.

- Legs and feet – “Lie on your backs and wriggle your toes. Use the toe muscles to pull all 10 toes back in the direction of the face and hold to the count of 10, then relax your toes and hold to the count of 10. Repeat 3 times.”

TIP > If children are sitting on a chair they can do this sitting.

- Whole body – “Lie on your backs with your eyes closed and pretend like your muscles are made of ice and the ice is melting. Relax and let the body loosen. Relax the whole body for 1 minute.”

TIP > If children are sitting on a chair they can do this sitting.

- “Rub your palms together, place them on your eyes and slowly open your eyes. Get up slowly.”

7. Share the message of the game – “We started this game by jumping around and then practiced how to make each part of the body relax and calm all our emotions.”



# 21. Storytelling

SEL Competency	Emotion Regulation
Corresponding weeks	8, 9, 11, 13, 14
Age group	6–11 years

Aim of the game: Build a story together using emotion cards.

ARRANGEMENT > Have children sit down in one big circle.

Time: 30 minutes

Group-size: 30 children

Space: Enough space for children to sit in one big circle

Resources: 6 big cards with drawings of emotions; a flipchart

Preparation: Prepare 6 big cards (A4 size) with different emotions (suggested emotions – happy, scared, angry, sad, surprised, strong, afraid, shy, worried, tired, love), put up flipchart where everyone can see it.

*SENSITIVITY TIP > Refer back to the Psychological First Aid training and listen for any signs of severe emotional distress or abuse in the children’s stories. If you do see some signs, refer the child through the relevant referral mechanism.*



## How to play

1. Keep all the cards hidden with you.
  2. Tell children that they will be creating a story together. Remind them to be sensitive to their friends in the class and not say anything in the story that could upset someone else.
  3. Ask the group the following questions and draw the suggestions on the flipchart:
    - Where will this story take place?
    - Who will be the main characters in the story?
    - What else will be part of our story?

TIP > Allow children to state up to 10–12 random things they want in the story (for example, dogs, moon, bathroom etc.).

TIP > Draw the suggestions on the flipchart to include the children who cannot read.
  4. Ask one child to volunteer to start.
  5. Pick out a random card and hold it up for everyone to see.
  6. The child will say the emotion depicted on the card and start the story using on the information on the flipchart. The story can go in any direction, as long as it uses the emotion on the card.
  7. After 1–2 lines of the story, hold up another emotion card.
  8. The next child will continue the story using the new emotion card and the story elements on the flipchart. This continues till everyone has had a turn and all the story elements are used.
- TIP > Jumble up the emotion cards a few times throughout the game.
9. Share the message of the game – “Through this game we all learned more about different emotions and how people can express their emotions.”



## 22. Thumbprint feelings book

SEL Competency	Emotion Regulation
Corresponding weeks	8, 9, 10, 11, 15
Age group	6–11 years

**Aim of the game:** Make ‘Thumbprint Feeling-books’ depicting feelings we feel

**ARRANGEMENT >** Children work independently but sit in small groups to share art supplies.

**Time:** 45 minutes

**Group-size:** 30 children

**Space:** Space for children to sit in small groups to share art supplies

**Resources:** Paint in plates (5–6 children can share one), one pencil for each child, 6–8 small sheets of paper per child, stapler/string

**Preparation:** Put four colors in one plate (do not dilute the paint too much so that it dries quickly), prepare art supplies for each group.



## How to play

1. Tell children that they will be making their own 'Thumbprint feeling books'.

TIP > You can make your own 'Thumbprint feeling books' prior to the class to show children a sample.

2. Explain the process of making a 'Thumbprint feeling books' to children:

- Lightly dip the thumb in paint.
- Let any extra paint fall off on the plate.
- Place the thumb on the paper to make a thumbprint with the paint.
- Wait for it to dry.
- Draw a face with a feeling on it and a stick figure body.
- Show them the example below.

TIP > If children can, they can write "Sometimes I feel ..." on top of the thumbprint.

3. Tell children that they should make thumbprints with different colors on different pages and then draw on them.

TIP > Tell children to use very little paint, otherwise the thumbprint will take a long time to dry.

4. Staple or string the pages together to make a book for each child or help children do it themselves if they can.
5. Display all the books around the classroom and have children walk around and see the feelings their friends feel.
6. Share the message of the game – "Through these thumbprint drawings we expressed the different emotions we feel. By looking at other feeling books we also saw that our friends sometimes feel similar emotions as us."



## Examples



Source: <http://stlouiscenterforplaytherapytraining.blogspot.com/2011/11/thumbprint-feelings-book.html>



SEL Competency

GAMES BANK

SHLS TOOLKIT

Emotion Regulation: Thumbprint feelings book

## 23. Mirror image

SEL Competency	Emotion Regulation
Corresponding weeks	9, 11, 12, 13, 14
Age group	6–11 years



Aim of the game: Mirroring each other's body movements and facial expressions.

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Enough space for children to spread out

Resources: No resources or preparation required

ARRANGEMENT > Divide children into pairs.

### ADAPTATION

> Adapt the game for older children by asking them to think of a scenario and act it out while the other child has to mirror it and also guess the scenario.



## How to play

1. Read out a scenario to act out. One child in the pair will act out the scenario while the other one will mirror the body movements and facial expressions, using no words (copy the other person like you are a mirror image).
2. Read out another scenario. The second child will act out the scenario and the first child will mirror her/his movements.
3. After 2 minutes clap, 3 times and everyone has to find a new partner. The game will be repeated in the new pairs.
4. Children can play as long as they are engaged.
5. Share the message of the game – “In this game by mirroring each other’s actions and facial expressions you were able to better understand how someone else feels and acts in different scenarios. This is very important for you to understand your friends better.”

Example scenarios:

- You are getting ready for school (example feeling – excited)
- You are a farmer working in the fields and it suddenly starts raining (example feeling – surprise)
- You are a doctor treating an old lady with a back ache (example feeling – concern)
- You are waiting for it to stop raining so that you can go out and play (example feeling – bored)
- You are trying to sleep but a mosquito keeps buzzing in your ear not letting you sleep (example feeling – irritated)
- You are looking for your glasses but can’t find them (example feeling – annoyed)

TIP > Make up your own scenarios keeping in mind the age and context of the children in your class.



## 24. Let's make a song!

SEL Competency	Emotion Regulation
Corresponding weeks	6, 9, 10, 11, 15
Age group	6–11 years

Aim of the game: Use a familiar tune to make a new song with your group.

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Space for children to work in groups

Resources: No resources or preparation required

ARRANGEMENT > Have children sit in small groups of 5–6 children each.

### ADAPTATION

> Adapt for younger children by having everyone sit together in a big group and guide a process where the entire class can create a song together.

> If you have children of different age groups in the class, the older children can work in groups to make their song, and you can work with younger children to make a song.

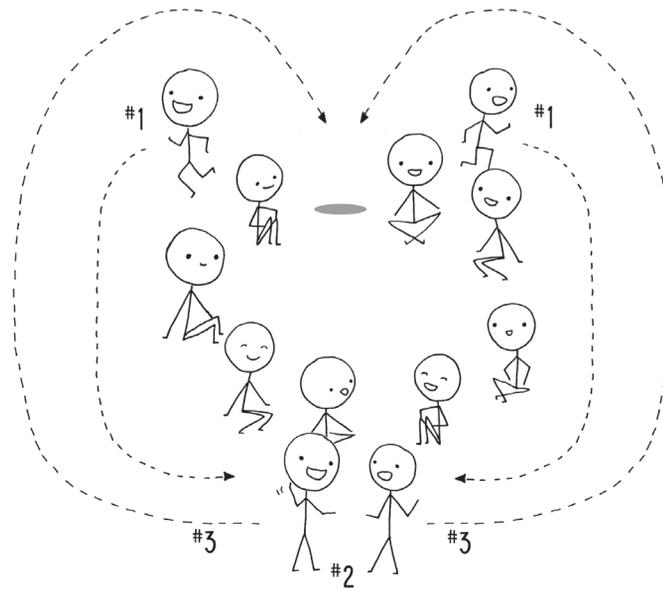
### How to play

1. Children will work in their groups to write 2 verses of a song. They have to pick a feeling that will be the theme for their song and a familiar tune (from the song they already know) to which they will sing the song.
2. Give each group 5 minutes to decide the feeling they will use as the theme of their song and a familiar tune.  
  
TIP > You can assign feelings to children if they are unable to choose.
3. Give each group 15 minutes to create their song and fit it into the chosen tune.  
  
TIP > They can change the tune if it does not fit with the words.
4. Have each group take turns to perform their song for the class.
5. Share the message of the game – “Through this game we learned more about our chosen emotion through a song. We also understood how different tunes of music can convey different feelings.”



# 25. Tiger, tiger, panther

SEL Competency	Emotion Regulation
Corresponding weeks	8, 10, 11, 15, 16
Age group	6–11 years



**Aim of the game:** Run as fast as you can, stop to shake hands, then race to get the free space.

**Time:** 30 minutes (flexible)

**Group-size:** 30 children

**Space:** Space for children to sit in one big circle

**Resources:** No resources or preparation required

**ARRANGEMENT >** Have children sit in one big circle.

### ADAPTATION

> If there are children with physical disabilities in the class, adapt the game to include them. Instead of running, ask children to walk fast. Assign a 'buddy' to each child with a disability so when their turn comes to play a tiger or panther their 'buddy' can walk with them and help them out.

> If children are not familiar with lions, tigers, and panthers, or if they are viewed negatively in your context, you can replace them with animals that are more appropriate.



## How to play

1. Explain the rules of the game to children.
2. One child will volunteer to start the game, and he or she will be called the 'lion'. The lion will stand outside the circle and does not have a seat in the circle.
3. When you say "Go!" the lion will walk outside the circle and tap any two players calling them 'tiger'. The tigers do not move, they must keep sitting.
4. The lion will touch a third player, calling her or him 'panther' and start running. The panther will also quickly jump up and start running in the opposite direction of the lion.

TIP > If it is not appropriate for children to touch each other, give everyone a long slip of paper they can use to tap each other.

5. When the lion and panther meet, they will stop, shake hands, greet each other in their language, and then run as fast as they can to take the free seat left by the panther. If one of the players does not come to a full stop he or she will lose their seat immediately.

6. Emphasize that the lion and panther must come to a *complete stop to shake hands, and not do it while moving*.

TIP > If it is not appropriate for children to shake hands, ask them to come to a complete stop and greet each other in their language.

7. The player who does not get the seat will become the lion for the next round and the game will continue till every child has had at least one chance to be a lion or a panther.
8. Tell the children that everyone must get a turn for the game to be complete so that they involve all the children.
9. Share the message of the game – "In this game, the lion and the panther were feeling very excited and running fast and they suddenly had to calm down and come to a full stop in the middle. This helped you practice controlling your emotions and calzing down quickly when needed."

TIP > You can modify the game to have children walk, hop or skip instead of running. You can also tell them to use different greetings while shaking hands.



## 26. Emotion drama

SEL Competency	Emotion Regulation
Corresponding weeks	10, 11, 12, 13, 14
Age group	6–11 years

Aim of the game: Work in groups to create a 3–5 minute play using the emotions given.

Time: 45 minutes (flexible)

Group-size: 30 children

Space: Space for children to work in groups

Resources: No resources or preparation required

*SENSITIVITY TIP > Be careful not to give locations that can trigger distressful responses in the child.*

*SENSITIVITY TIP > Walk around the room while the activity is happening to make sure children are not depicting any events which may trigger distressful responses in them or in other children.*

**ARRANGEMENT >** Divide children into teams of 5–6 children each.

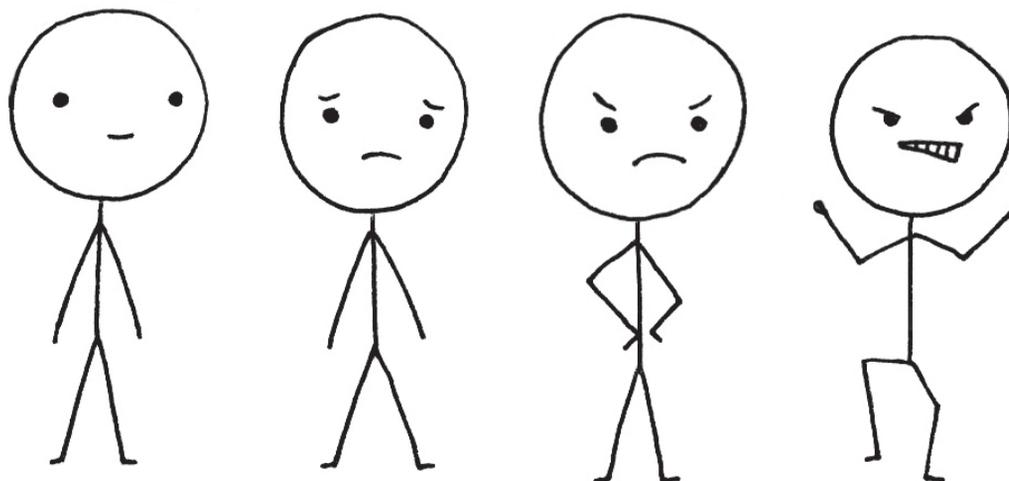
### How to play

1. Give each team one location and 3 emotions (for example, location – on top of a hill; emotions – tired, lost, excited).
2. Each team will have 25 minutes to create a small play between 3–5 minutes long.
3. Remind students that they must be careful to not include things which might upset other children in their play.
4. They must use all the emotions given to them at some point in the play.
5. Each team member must have a part in the play.
6. After 25 minutes, ask the teams to come present the play in front of the class.
7. At the end of each play, the rest of the class must guess all emotions depicted in the play.
8. Share the message of the game – “Through this drama you all were able to learn about how different emotions are caused and show how they are expressed. By watching other dramas, you were able to see that sometimes other people express emotions like you, and sometimes they can express emotions very differently from how you express them.”



# 27. Degrees of emotion

SEL Competency	Emotion Regulation
Corresponding weeks	8, 10, 11, 12, 14
Age group	6–11 years



Aim of the game: Express the given emotion with different degrees of intensity

Time: 30 minutes

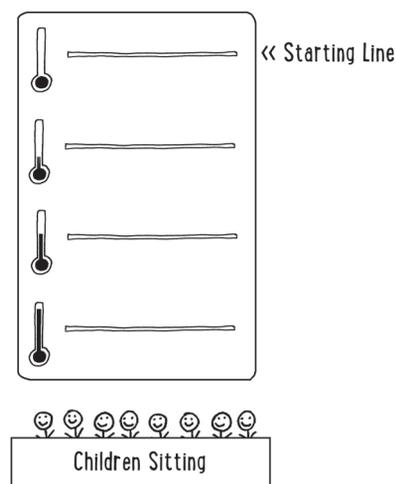
Group-size: 30 children

Space: Space for an approximately 5-meter long stage and space for children to sit in front of it

Resources: Chalk/tape/rope, 4 A4-size signs with thermometers with different degrees (example below), a list with emotions written on them

Preparation: Prepare the stage by putting up the thermometer with the lowest marking at the back of the stage and the one with the highest marking right in front. Mark 2 small lines with the chalk/tape/rope from the back to the front, 2 steps away from each other. Put

the other 2 thermometers signs in increasing order from back to front as illustrated below.



ARRANGEMENT > Have the children sit in front of the stage space.



## How to play

1. Explain to children that on the stage the lowest red mark means 'calm' and highest red mark means 'the highest degree of the emotion'. The ones in the middle show the growing strength of the emotion.
2. Point out that there is no thermometer with all red because it is never healthy to reach that level of emotions. While acting out they have to control their emotions and not act out any emotion to the maximum level.
3. Have each child come to you one-by-one.
4. Whisper the emotion to the child.

Examples of emotions to use in this game:

- Anger
- Happy
- Scared
- Surprise
- Sadness
- Tiredness
- Joy
- Excitement
- Irritation
- Confusion
- Pride
- Bored
- Strong
- Shy
- Worried
- Tired
- Love

5. He or she will go to the back of the stage, stand in stillness under the minimum thermometer for 2 seconds, step forward on the next line and show a small amount of the emotion. Then he or she will step forward to the next line and show medium amount of the emotion. Finally, he or she will stand on the last line with the highest level and show an increased amount of emotion.
6. Next, he or she will go in reverse, reducing the intensity of the emotion and finally ending up on the minimum emotion and standing still for 2 seconds.

TIP > You can show the children how it is done using an emotion like 'anger' which is easy to understand. For example, start right at the back standing still, then step forward and put a slight frown on your face, increase the anger slightly by intensifying your facial expression and clenching your fist, finally step to the highest level and increase it more by stomping your foot with an angry expression. Then perform the same emotions in reverse order, ending in stillness.

7. After each child is done, the others will have to guess the emotion.
8. The game will be over when all the children have had a turn.
9. End the session with a whole group discussion, asking children how their body and mind felt at the different stages.
10. Share the message of the game – "Through this game you were able to understand how emotions can have different levels and also practiced how to express your emotions in a controlled manner. You also saw how your friends express their emotions. If you think about how your body felt during this game, you will realize that it felt the most relaxed and calm when you were standing still."



## 28. Change my shape, change my feeling

SEL Competency	Emotion Regulation
Corresponding weeks	9, 10, 11, 15, 16
Age group	6–11 years

**Aim of the game:** Be mindful of how emotions change when the shape of the body changes

**Time:** 30 minutes

**Group-size:** 30 children

**Space:** A large open space for children to stand at least one-arm distance away from each other

**Resources:** No resources or preparation required

**ARRANGEMENT >** Tell children to find a space to stand, at least one-arm distance away from their neighbors.

### How to play

1. This is a slow-paced game and has to be played calmly.
2. Tell children that they must stand still, carefully listen to the instructions and follow them quietly to change the shapes of their bodies. Tell them that you will ask them questions in the activity to help them be mindful of how their feelings are changing with their body shapes. They must think about these questions in their minds, and not talk aloud.
3. Read out the following instructions:
  - Close your eyes. Stand with your feet slightly apart, arms by your sides, with your palms facing in towards your thighs. Focus on your breathing. Be present in the moment.
  - Bring your full attention to your hands, slowly raise your arms on your sides and open up your palm to the sky. Hold this position. Breathe. Bring your awareness to your entire body. Notice how your body feels.
  - Slowly come back to the first position – stand with feet slightly apart, arms at your sides, with your palms facing in towards your thighs. Focus on your breathing. Be present in the moment.
  - Drop your shoulders forward. Drop your head so your chin is on your chest. How does this shape make you feel? (Pause for 10 seconds), pull your shoulders back while you raise your head to its normal position. Notice the difference in how you feel.
  - Lift your chin so that your head is thrown back. (Pause for 10 seconds). Return your chin to its original position. Notice how you feel.



- Make a tight fist with your hands. Feel the muscles in your arms become tight. (Pause for 10 seconds). Release the fist. Notice how the feeling in your body changes.
- Tilt your head towards the ground. Slowly open your eyes. Stare at the floor. Try not to blink. Stare hard at the ground. (Pause for 10 seconds). Slowly relax your eyes and close them again. Notice how your feelings change.
- Bring your awareness to your mouth. Slowly smile. (Pause for 5 seconds). Straighten your lips.
- Bring your palms together, and start rubbing them slowly. Feel the heat between your palms. Place your palms on your eyes. Slowly remove your palms and open your eyes.
- Walk slowly, and quietly form one big circle. Sit down. We will now talk about how changing the shape of our bodies, changes how we feel.

4. End with a whole group discussion using the question list below. Make sure every child speaks at least once in the discussion. There are no right or wrong answers.

- How many children liked this activity? Raise your hand.
- How many children did not like this activity? Raise your hand.
- What was your favorite body shape? How did it make you feel?
- Which body shape did you not like? How did it make you feel?
- Why do you think changing your body shape changed how you felt?
- Do you think you can change how you feel by changing your body shape?

5. Summarize the discussion by sharing the message of the game – “In this game, you felt that when you change anything in your bodies, your emotions change too. This is important to remember because it can help you control our emotions. For example, when you feel angry, your body is tense and if you just relax your body by breathing deeply, your anger will go down.”



# SEL COMPETENCY

# Positive Social Skills



## 29. My favorite

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SEL Competency	Positive Social Skills
Corresponding weeks	1, 2, 3, 20, 22
Age group	6–11 years

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Aim of the game: Understanding similarities and difference in the group.

ARRANGEMENT > Have children form one big circle. You should join the circle.

Time: 30 minutes

Group-size: 30 children

Space: Space for everyone to sit in one big circle

Resources: No resources or preparation required

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### How to play

1. Introduce the game as a fun way to get to know each other and understand how we are similar to and different from each other. Explain that we will celebrate both differences and similarities in this game.
2. Start by walking to the center of the group and telling everyone your favorite 'something', like favorite food, favorite movie, favorite person.
3. Everyone who has the same favorite thing will join the person in the middle and everyone else will clap for them.
4. If no one has the same favorite thing, everyone in the circle will clap for the person in the middle.
5. Everyone in the circle will take turns to come to the center and share their favorite thing.
6. Share the message of the game – "Through this game, you learned that you are different from your friends in many ways, and you are like your friends in many other ways. You can be friends with people who are different from you and people who are like you."



# 30. Caught peeking

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SEL Competency	Positive Social Skills
Corresponding weeks	1, 2, 19, 20, 22
Age group	6–11 years

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Aim of the game: Greet each other after making eye contact

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Space for everyone to sit in one big circle

Resources: No resources or preparation required

ARRANGEMENT > Have the children form one big circle. You should join the circle.

### ADAPTATION

> If making eye contact is considered a negative way of communication between friends, have children point to each other instead of staring.

> If it is not appropriate for children to shake hands while greeting each other, have them greet each other verbally only, without shaking hands.

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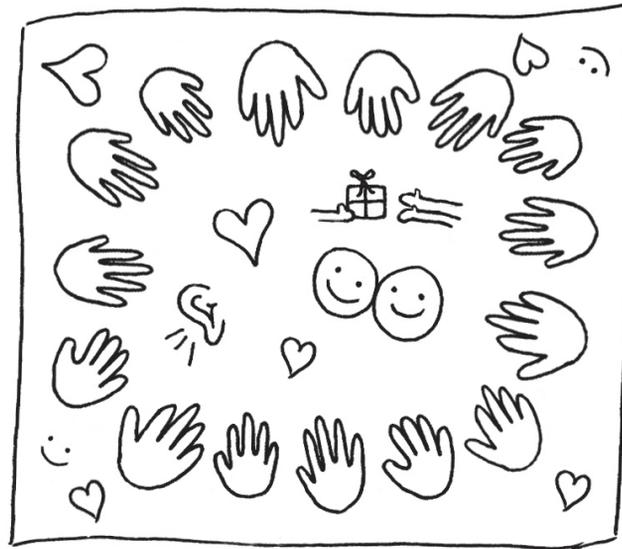
## How to play

1. Sitting in a circle, everyone will put their heads down.
2. When you say “1-2-up!” everyone will look up and pick one person to stare at.
3. If 2 children find themselves making eye contact with each other, they will walk across the circle, shake hands and greet each other using their names. For example, “Good morning, John!” or “How are you, Meena?”
4. They will then go back to their places and continue the game.
5. They must not greet the same person twice – they have to find a new child to greet in every round.
6. The game will end when children get tired of playing.
7. Share the message of the game – “In this game you greeted each other using names, which is a great way to start making new friends!”



# 31. Circle of friendship

SEL Competency	Positive Social Skills
Corresponding weeks	1, 2, 19, 20, 23
Age group	6–11 years



**Aim of the game:** Build a bond of friendship in the classroom.

**Time:** 30 minutes

**Group-size:** 30 children

**Space:** Space for everyone to sit in one big circle, the floor should be smooth and clean

**Resources:** A large piece of paper, markers, crayons/ color pencils, tape

**Preparation:** Lay out the large piece of paper in the middle of the classroom. If a large piece of paper is not available, tape together smaller pieces of paper to form a large one.

**ARRANGEMENT >** Have children sit in one big circle around the large piece of paper. You should join the circle.



## How to play

1. Sitting around the paper in a circle, have each child place one hand on the paper, forming one large circle with hands (see illustration above for example).
2. Help children draw the outline of their hand using the marker.
3. Explain that this is a circle of friendship, and we must all help each other and support each other.
4. Ask children "What do you think would make this circle of friendship stronger?" (*Example answer: love, trust sharing.*) Have children share their answers.
5. After everyone who has something to say has spoken, children will use the art materials to decorate the outline of their hand and the space around it with pictures showing what makes their friendships stronger.
6. In the end, write "Our Circle of Friendship" in the middle and display it somewhere prominent in the classroom.
7. Share the message of the game – "By creating this circle of friendship with our hands, we have promised to help each other, support each other and be kind and caring to each other. This is what will make our circle of friendship stronger every day."

TIP > If the children are taking time to think of answers, give an example saying "I think what would make this circle stronger is sharing and being kind to one another."



## 32. Me to you

SEL Competency	Positive Social Skills
Corresponding weeks	1, 4, 21, 23, 25
Age group	6–11 years

Aim of the game: Build a bond of friendship in the classroom, learn each other's names.

Time: 30 minutes

Group-size: 30 children

Space: Space for everyone to stand in one big circle

Resources: No resources or preparation required

ARRANGEMENT > Have children stand in one big circle. You should join the circle.

### ADAPTATION

> If it is not appropriate for children to touch each other, give the tagger a long slip of paper to tag children with.



## How to play

1. Have one volunteer stand inside the circle – he or she is the ‘tagger’.
2. Choose a child (for example, Neena) from the circle to start the game. She will say “Neena-to-John”, while pointing to another child (in this example, John).
3. The person whose name was second (in this example, John) will continue the game by saying “John-to-Anna”, while pointing to another child (in this example, Anna).
4. While this continues, the tagger must stand alert and listen carefully. She or he has to tag someone in the circle after the first name is said and before the second name is said. For example, when Neena says “Neena-to-John”, the tagger must tag someone after she says “Neena” and before she says “John”.
5. Children in the circle cannot move out of the circle, and if they do they become the tagger.
6. Explain that they should say their name and another friend’s name as quickly as possible so that the tagger has little time to tag someone.
7. If the tagger tags someone before they can say the second name, the person tagged comes into the middle of the circle and becomes the tagger.
8. The old tagger takes the new tagger’s place and restarts the game.
9. Share the message of the game – “This was a fun game to help you all learn each others’ names and become friends!”



# 33. The wind blows...

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SEL Competency	Positive Social Skills
Corresponding weeks	1, 20, 21, 22, 25
Age group	6–11 years

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Aim of the game: Build a bond of friendship in the classroom.

Time: 30 minutes

Group-size: 30 children

Space: Space for everyone to stand in one big circle

Resources: No resources required

Preparation: Prepare a list of traits for the game.

*SENSITIVITY TIP > Being mindful of the trauma children may have experienced, choose the traits very carefully. For example, do not use traits like “has a sister” or “has a big family” because children may have lost family members recently.*

*ARRANGEMENT > Have children stand in one big circle. You should stand in the center of the circle.*

---

## How to play

1. Ask one child from the circle join you in the middle.
2. Ask all the other children to close-in and fill the gap left by the child who went to the middle of the circle.
3. Begin the game by saying “The wind blows for everyone who...” and add something that is true about the child in the middle “...is wearing socks!” or “...has black hair!”
4. Everyone who shares that trait or quality must walk (not run) to change their places in the circle. The child in the middle must also move quickly to take up an open space before it fills up.
5. There should be one child left who will join you in the middle.
6. The game continues in the same manner, with children moving from their space if they share the characteristic called out by you.
7. If you say – “Jumble!” then everyone must walk (not run) and change their places.
8. Share the message of the game – “In this fun game, we learned new things about each other. Also, playing games together is a great way to make friends!”



# 34. Paper dolls

SEL Competency	Positive Social Skills
Corresponding weeks	1, 20, 21, 22, 23
Age group	6–11 years

**Aim of the game:** To express the meaning of friendship to the group.

**Time:** 30 minutes (flexible)

**Group size:** 30 children

**Space:** Space for children to work in pairs

**Resources:** A4 sheets, pencils, crayons/color pencils, scissors, tape

**Preparation:** See the following instructions to make paper dolls. Divide the dolls into pairs.

**ARRANGEMENT >** Have children choose a partner and sit in pairs.

### ADAPTATION

> If children are old enough they can cut the dolls themselves with their partner.

## How to play

1. Discuss with children the meaning of friendship and how they will make many friends in the SHLS.
2. Ask the students what a friend is and what it takes to be a good friend.
3. Give each pair a set of paper dolls and instruct each student to draw their partner, being careful not to break the doll pairs apart.
4. Once the children are done, have them tell their partner 3 things that make him or her a good friend.
5. Tape all the dolls together with the help of the children and hang the whole string in the SHLS if possible.
6. Share the message of the game – “Making friends and being a good friend is an important part of life. This game was a fun way for you to express to your friends that you value their friendship.”

**TIP >** If there is an odd number of students, tape a third doll to a pair and have a group of 3.

**TIP >** If there are not enough crayons have the pairs sit in small groups to share them.



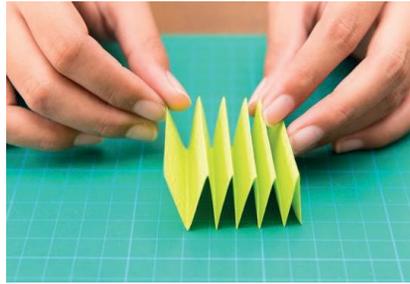
## Instructions for making paper dolls

### Step 1



Cut a long strip of paper. The strip can be wider than the first method because you'll need more drawing surface.

### Step 2



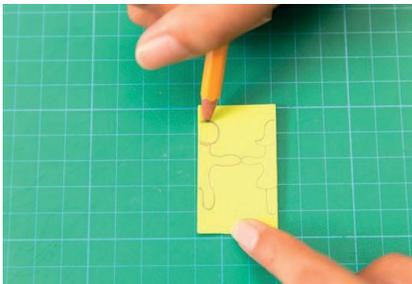
Fold the paper accordion style in to a rectangle. Make the folds as even as possible. A good trick is to first fold the strip in half multiple times. When the desired rectangle size is met, unfold the paper. Using the creases made from the folding, fold it accordion-style.

### Step 3



Draw half a person on one edge of the rectangle. The person's torso and head will be on the edge. The arm will extend out to exactly the middle of the paper. You can use a ruler to measure the middle and draw a line, or use a stencil.

### Step 4



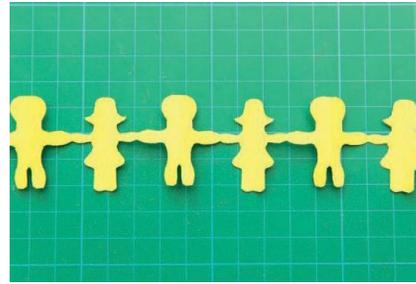
Draw the second person on the opposite edge. The second person can be different. Try drawing a girl with a dress. Her head and torso will be on the edge. Her arm will extend out to the middle with her hand meeting the other person's. The hands must be touching. You can be a bit creative with where the hands meet. The hands can hold different symmetrical figures such as a heart, a star, a small child, etc.

### Step 5



Cut out the figures. As you trim out the people, make sure the hands stay connected.

### Step 6



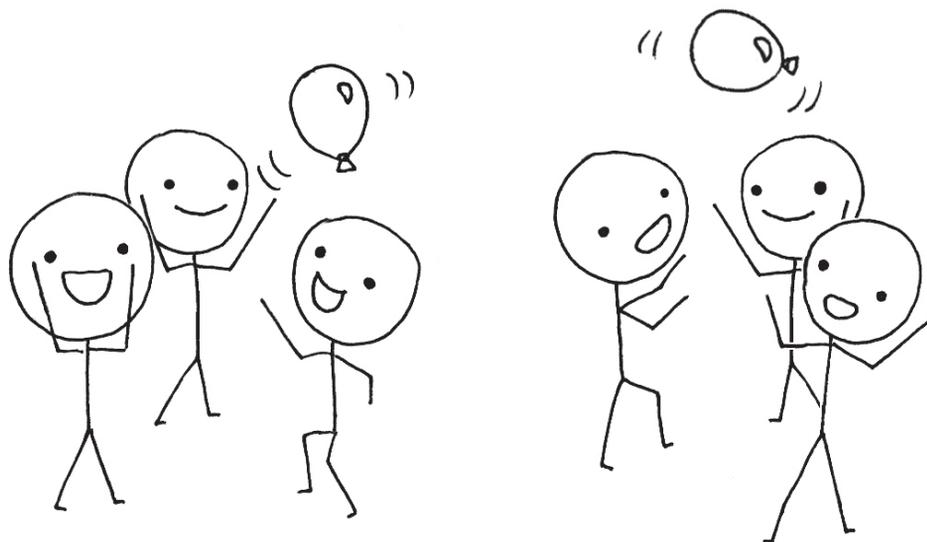
Unfold to reveal the paper dolls holding hands. The chain should be boy-girl, boy-boy or girl-girl. This approach gives you the chance to mix different figures and explore the space on the rectangle. As long as the figures you draw connect, the final product will be a unique chain.

Source: [www.wikihow.com/Make-a-Paper-People-Chain](http://www.wikihow.com/Make-a-Paper-People-Chain)



# 35. Balloon tap

SEL Competency	Positive Social Skills
Corresponding weeks	12, 20, 22, 23, 25
Age group	6–11 years



**Aim of the game:** Work together to keep the balloons from touching the floor.

**Time:** 20 minutes (flexible)

**Group size:** 30 children

**Space:** A large open space

**Resources:** 10 balloons (approximately 1 balloon for every 3 children). Use balls if balloons are not available.

**Preparation:** Inflate the balloons

**ARRANGEMENT** > Have children stand in a cluster in the middle of the space with one arms distance from their neighbor. You should stand in the middle.

### ADAPTATION

> If there are very young and very old children in the class, group them separately so that the younger children do not get hurt in the game and also get a chance to reach the balloons.

> If it is not appropriate for boys and girls to be too close to each other, group them separately for this game.



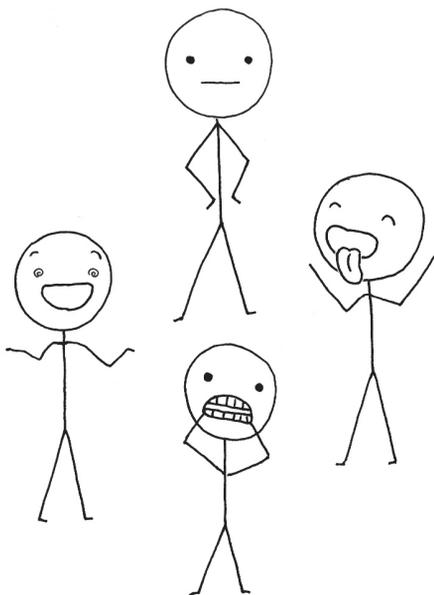
## How to play

1. Throw up the balloons in the air so that every part of the cluster gets some balloons.
2. Children have to coordinate with those around them to tap the balloons and keep them up in the air without banging into each other.
3. They can tap the balloon with their hands only.
4. It is the responsibility of all the children to keep all the balloons up in the air.
5. After a few minutes, signal the children to take one step out and spread out further. They must continue to tap the balloons to keep them up in the air.
6. After a few minutes, signal once again for everyone to spread out further.
7. Keep having children spread themselves out, making it more and more difficult to keep the balloons in the air.
8. Once a balloon touches the ground, put it aside.
9. Play until children are tired of the game or until all the balloons have touched the ground.
10. Share the message of the game – “This game was a fun way to help you work together as one big team to achieve the goal of the game. These skills are very important for you to work well with other people in school and outside as well.”



## 36. Make the statue laugh

SEL Competency	Positive Social Skills
Corresponding weeks	1, 12, 16, 21, 24, 25
Age group	6–11 years



Aim of the game: Make all the children in the other team laugh

ARRANGEMENT > Divide the children into groups of 6 children each.

Time: 30 minutes (flexible)

Group size: 30 children

Space: Space for children to walk around freely

Resources: No resources or preparation required



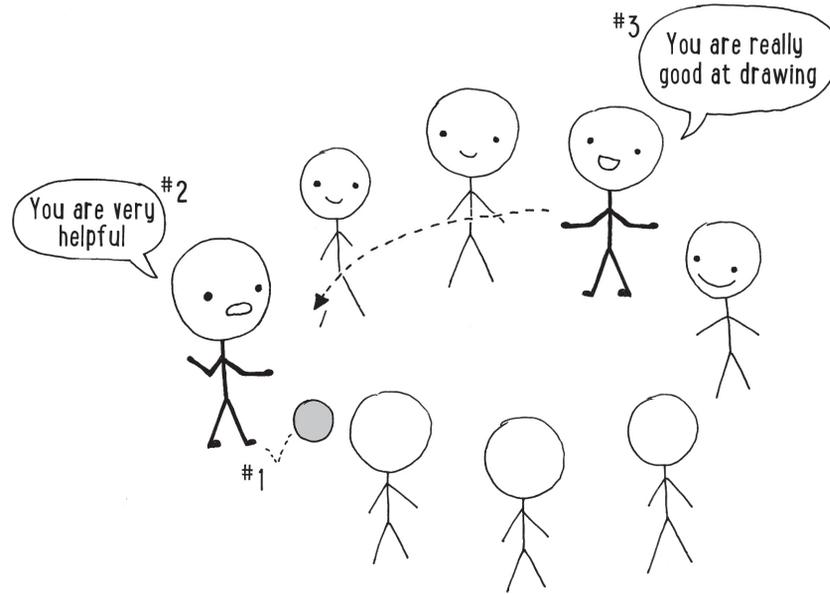
## How to play

1. Define the boundary within which the game will be played.
2. One team will start as 'Laugh Machines' and everyone else will be statues.
3. Explain that the 'Laugh Machines' are children who will go around to the statues and try to make them laugh without touching them. They can make funny faces, make funny movements, or making funny noises.  
  
TIP> If needed, act out and show the students how a statue would freeze and how the Laugh Machine could make the students laugh.
4. When you say "Go!" everyone has to act like their favorite animals.
5. When you say "Statues freeze!" all the statues will freeze and the team of Laugh Machines will go around to the statues and try to make them laugh.
6. Any statues that laugh must sit down.
7. Each team of Laugh Machines will have 4 minutes (flexible) to make the others laugh. Give all the children a chance to be a Laugh Machine.
8. Share the message of this game – "In this fun game, you all made each other laugh. You saw that your actions have an effect on other children and their actions affect you. We should always do things that make other happy. This way you can make great friends!"



# 37. Say something nice

SEL Competency	Positive Social Skills
Corresponding weeks	12, 21, 22, 23, 24
Age group	6–11 years



Aim of the game: Work together to keep the ball from falling and to say something nice about someone.

ARRANGEMENT > Have children stand in one big circle.

Time: 30 minutes (flexible)

Group size: 30 children

Space: Space for children to stand in one big circle

Resources: A soft ball

Preparation: No preparation required

### ADAPTATION

> If it is not appropriate for boys and girls to be too close to each other and give compliments to each other, group them separately for this game.



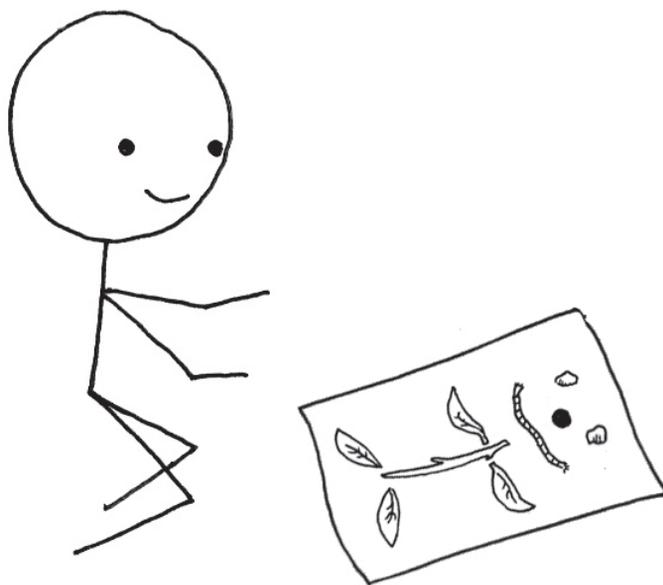
## How to play

1. Pass the ball to a child in the group, who will then throw it to someone else.
2. Explain to the children that the entire class needs to work as a team to keep the ball from falling on the ground.
3. When someone drops the ball, they have to say something nice about the person who threw the ball to them. Then the person who threw the ball will say something nice to the person who dropped the ball. For example, "You are really helpful!" Then both children will sit down.
4. The game will continue until everyone has said something nice about someone else and everyone is sitting down.
5. Share the message of the game – "In this game you did two things which will help you work well with other people – first, you practiced how to work together as a team and second, you said something nice about your friends."



## 38. Nature art

SEL Competency	Positive Social Skills
Corresponding weeks	12, 17, 22, 23, 25
Age group	6–11 years



**Aim of the game:** Work in pairs to collect items from around the classroom and create art.

**Time:** 40 minutes

**Group size:** 30 children

**Space:** An open space outside the SHLS where children can find items to create art (like, leaves, small stones, sand, small sticks etc.), and enough space in the SHLS for children to work in pairs.

**Resources:** One A4 sheet paper for each pair, strong glue, color pencils/crayons, art and craft supplies (if available), timer

**Preparation:** Check if the space outside the SHLS is safe and has enough things for children to find to make their art. If there are not enough things for children to find, collect leaves, sticks, small stones and other items from nature and lay them out in a safe space outside or inside the SHLS for children to find.

**ARRANGEMENT** > Divide children into pairs.

### ADAPTATION

> If there are some children who are too young to go on a walk, make sure they are paired with an older, responsible child.



## How to play

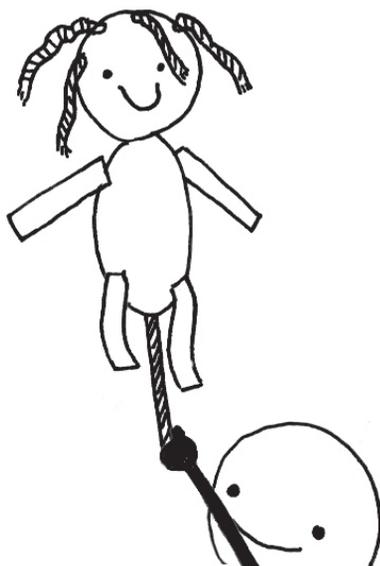
1. Tell students that in their pairs they have to go outside for a walk and collect some things from nature to make an art piece together. They will have 5 minutes to walk and collect material.
2. Tell children how far they can go, and clearly explain that they cannot go beyond a certain distance away from the SHLS, and they must remain within the SHLS compound. Watch the children as they go for the walk to ensure that there are no safety risks.
3. Remind children that since everyone will need things from nature from the same area they must only collect things they will use and be careful to leave some things for others as well.
4. After 3 minutes are over tell students that they have 2 minutes and must start walking back.
5. After 5 minutes, when children are back in the SHLS, have them sit in their pairs and distribute one piece of paper, crayons, and glue to each pair.
6. Tell students that they have 25 minutes to create a piece of art with the things they found in nature and the art supplies.
7. Tell children that if they decide to not use some material they can put it in the center for others to use.
8. Inform students when they have 5 minutes left.
9. After 25 minutes are over, ask children to carefully pick up their artwork and place it safely in the corner to let it dry.
10. Ask children to clear up any mess that may have been created, and if they have not used some materials, to collect them all in one place.
11. Share the message of the game – “In this game you had to work as a team, share your ideas and also listen to your partner’s ideas to prepare the work of art together. These are very important things for you to learn to work with other people and also have good relationships with others.”

TIP > Remind students to discuss a plan for the artwork with their partner and listen to each other’s ideas.



## 39. Build a friend

SEL Competency	Positive Social Skills
Corresponding weeks	2, 20, 21, 22, 23
Age group	6–11 years



Aim of the game: Think about what makes a good friend and building a friend with art supplies.

ARRANGEMENT > Divide children into 6 groups.

Time: 45 minutes

Group size: 30 children

Space: Space for 6 groups of children to sit and work comfortably

Resources: Large pieces of colored paper, tape, one small stick per child, wool or string, color pencils/crayons, scissors, timer

Preparation: Divide all the art material into 6 packs; if children are too young to use scissors, cut out different parts of the body for the children to use (1 circle for a head, 1 long oval for the body, 2 short rectangles for the arms and 2 long rectangles for the legs).



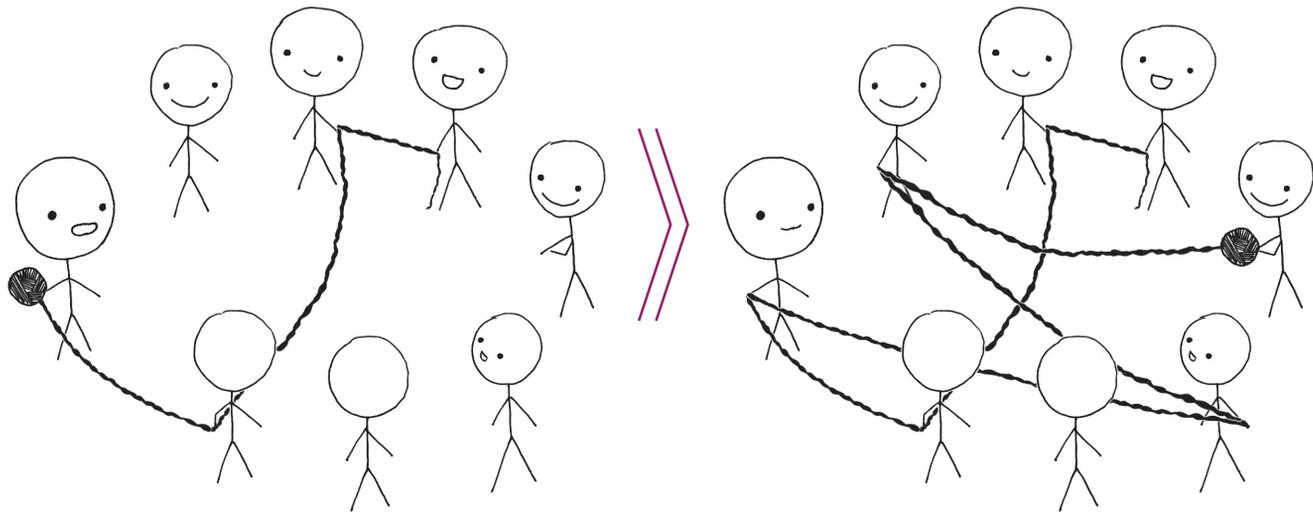
## How to play

1. Ask students to sit silently for one minute and think about what makes someone a good friend.
2. Ask a few children to share their ideas with the rest of the class.
3. Give each group one pack of art materials and tell them that they must share the materials but work on their own to create their own friends.  
  
TIP > You can build a friend with the same material to show children a sample.
4. Tell children that they can use the art supplies to build a friend with the paper, wool/string and colors.
5. After they are done creating the body they can use the tape and stick to create a handle at the back.
6. Give children 20 minutes to build their friend.  
  
TIP > Walk around the room while children are working to make sure everyone has understood the instructions. Support children who may need any help.
7. Inform them when 5 minutes are left.
8. After the 20 minutes are over tell children to one-by-one, hold up their friend, tell everyone his or her name and what makes him or her a good friend.
9. Have children clean up any mess that may have been created.
10. Share the message of the game – “In this game you thought about what makes someone a good friend. This is important so that you can understand what your friends think about friendship and also to help you be a good friend to each other.”



# 40. Friendship web

SEL Competency	Positive Social Skills
Corresponding weeks	1, 20, 21, 22, 25
Age group	6–11 years



Aim of the game: Learn more about each other.

Time: 30 minutes

Group-size: 25–30 children

Space: Space for all the children to stand in one big circle

Resources: A ball of string or wool

Preparation: No preparation required

ARRANGEMENT > Have children form one big circle. You should join the circle.



## How to play

1. Start the game by holding one end of the string, saying your name and one thing that you are good at (for example, I am good at helping other people) and throwing the ball of string to a child in the circle.
2. The child who gets the ball does the same – holds on to one part of the string, says his/her name and one thing that he or she is good at, and throws the ball to someone else.
4. Share the message of the game – “In this game the wool that we passed around shows the connections that we form and that we are all connected to each other in the SHLS. We learned that everyone in this friendship web is good at something, and we must use what we are good at to help each other and make our group even better and stronger.”

TIP > Tell participants to avoid passing the string to the participant directly next to them to ensure the web is formed in the circle.

3. This continues till everyone has had a turn and a web has been created within the circle.



# 41. Tallest tower

SEL Competency	Positive Social Skills
Corresponding weeks	13, 16, 17, 19, 23
Age group	6–11 years

**Aim of the game:** Work in teams to build the tallest tower with sticks and stones.

**Time:** 30 minutes

**Group-size:** 30 children

**Space:** Space for 5 teams to work in groups

**Resources:** Small to medium sized stones (10 per group), small to medium sized sticks (10 per group), plates, cloth or bag to hold the sticks and stones (one per group), a ruler or measuring tape, timer

**Preparation:** Prepare one plate/cloth/bag per group, with 10 stones and 10 sticks.

**ARRANGEMENT** > Divide children into 5 teams, and have each team sit in a circle.

## ADAPTATION

> If there is a big age gap between children in your class, make sure that they are mixed in the groups. Ensure that younger children are included in the game.

> Since this game involves working very closely, you can have boys and girls in separate groups if that is more culturally appropriate.

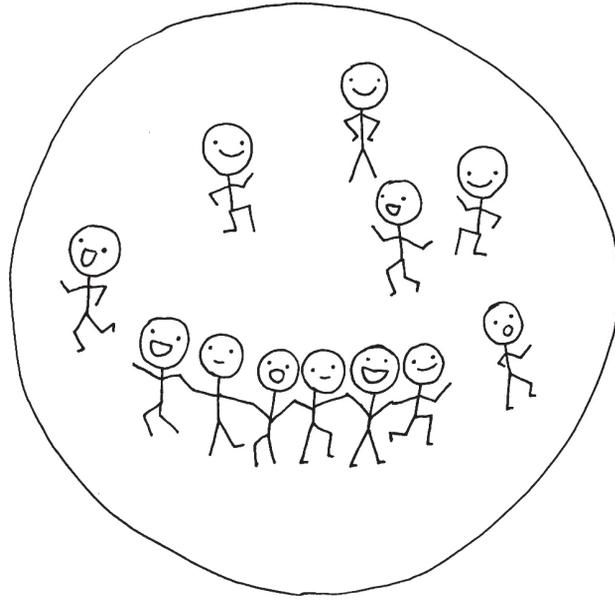
## How to play

1. Give each group their sticks and stones.
2. Each group has to build a tower out of sticks and stones in their group.
3. The tower must be able to stand without anybody's support.
4. Give each team 5 minutes to plan their strategy and 10 minutes to build the tower.
5. Measure each tower after the time is over. If someone's tower falls before all towers are measured (even if their tower has already been measured) they are out of the game.
6. The team with the tallest tower will win.
7. Share the message of the game – "To do well in this game you had to work with your team, listen to everyone's ideas and build the tower in very little time. In real life this is a very important thing to learn because often we have to work with other people on a task and only if we listen to each other and work together, can we achieve our goals."



## 42. Chain-chain

SEL Competency	Positive Social Skills
Corresponding weeks	12, 20, 21, 23, 25
Age group	6–11 years



**Aim of the game:** To tag each other to form one long chain with everyone

**Time:** 30 minutes (flexible)

**Group-size:** 30 children

**Space:** Large open space for everyone to move around freely

**Resources:** No resources or preparation required

**ARRANGEMENT** > Have children stand in one big circle to listen to the instructions.

### ADAPTATION

> If it is not appropriate for children to touch each other, give everyone a piece of ribbon or string they can use to tap others and hold in order to form the chain.



## How to play

1. Draw a large circle with chalk or a rope about two meters outside the children's circle (see illustration below)
2. Tell children that this game has to be played within the marked circle.
3. Have a child volunteer to be the 'chain', who will begin the game and try to tag as many children as possible.
4. When you say "Go!" all the children will run within the boundary trying to escape the chain.
5. Anyone who is caught will join hands with the chain and become a part of it.
6. Those at either ends of the chain (i.e. those with one free hand) will try to tag other people and once they do, those people too will join the chain.
7. The chain will keep growing until all the children are part of one long chain.
8. Share the message of the game – "This game was a fun way for you to learn how to work in a team. When you became a part of the chain, you may have been going in different directions chasing different children. To catch someone you had to learn to move together as one long chain."



# 43. Animal guessing game

SEL Competency	Positive Social Skills
Corresponding weeks	18, 19, 23, 25, 26
Age group	6–11 years

Aim of the game: To ask questions and help each other guess the animal on their back

ARRANGEMENT > Have children stand in one big circle.

Time: 30 minutes (flexible)

Group size: 30 children

Space: Space for children to move around freely.

Resources: Pictures of animals (2 copies of 18 animals, i.e. a total of 36 pictures provided below), tape, timer

Preparation: Cut out the pictures of animals

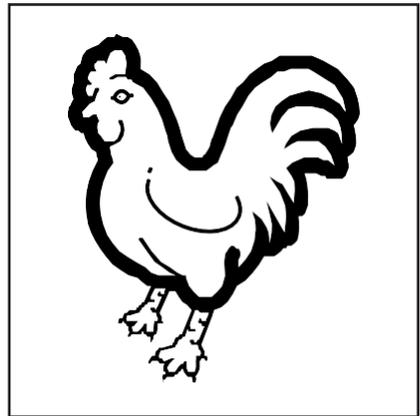
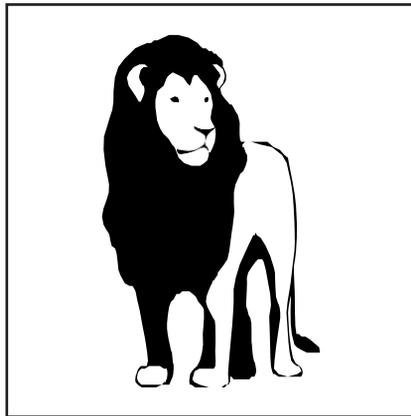
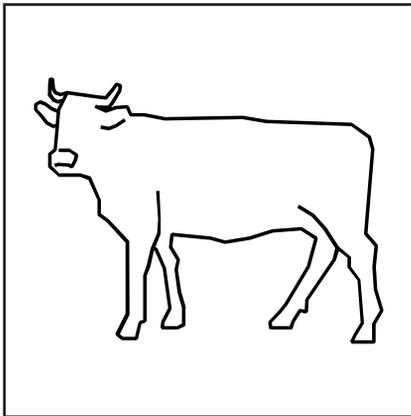
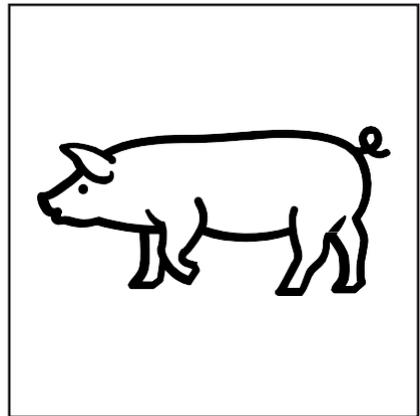
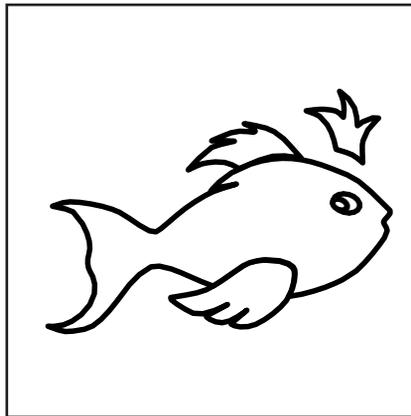
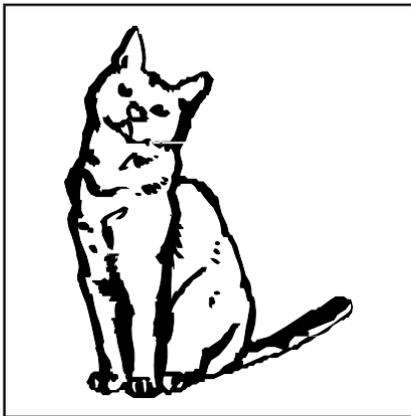
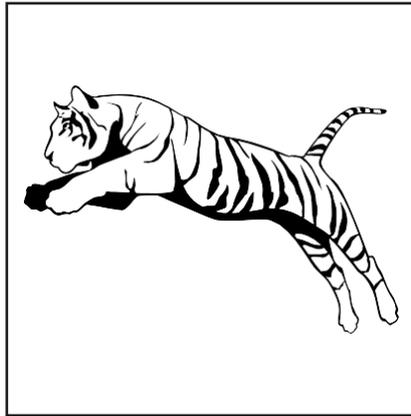
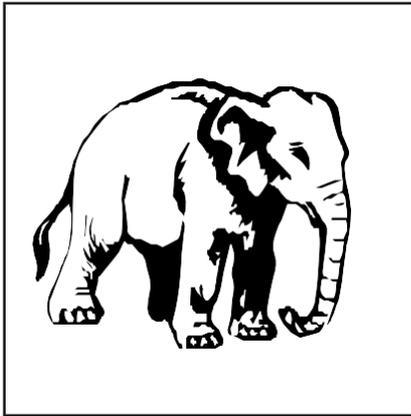


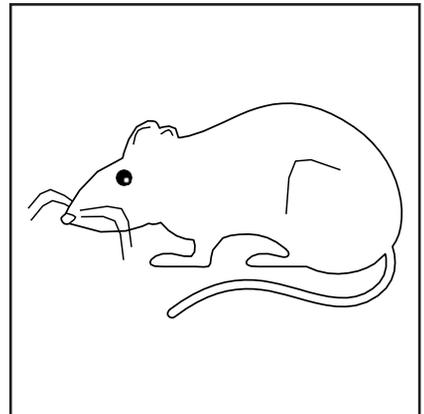
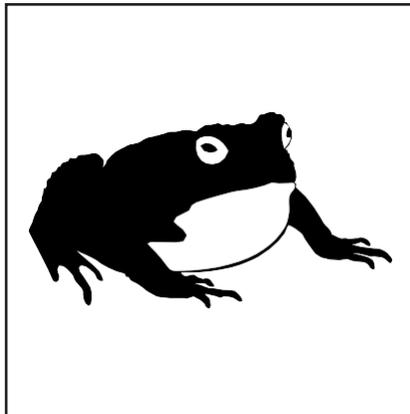
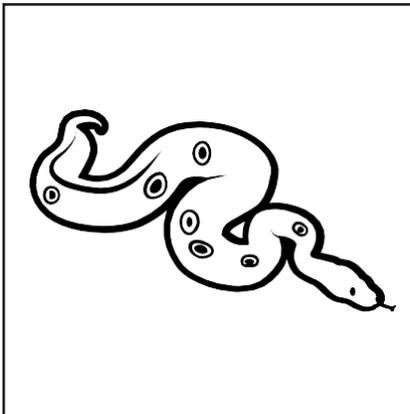
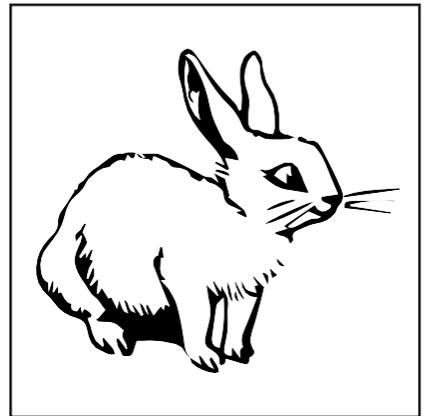
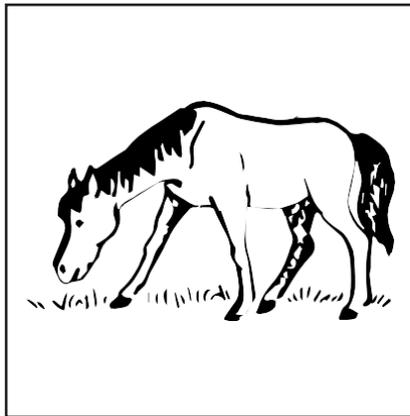
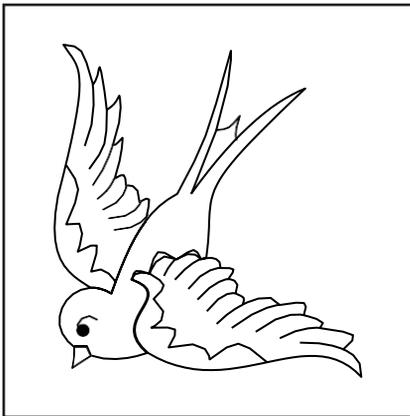
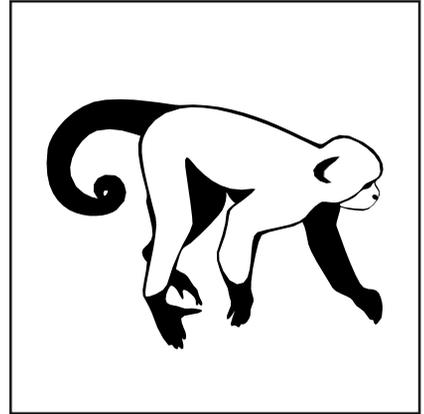
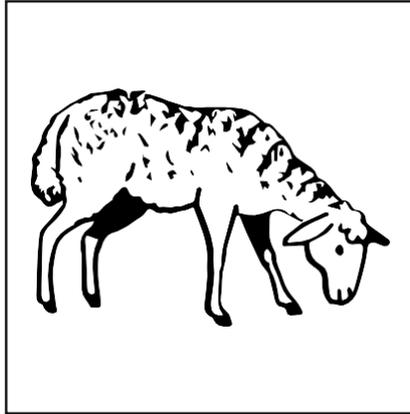
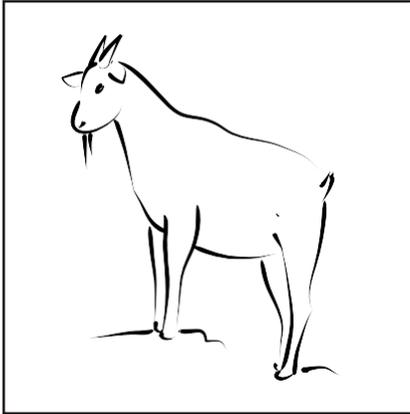
## How to play

1. Tape an animal picture to each child's back. Do not let the child see the picture.
2. Children will walk around the room asking others to help them guess the animal on their back through questions or acting only. The answers to those questions can only be "Yes" or "No".  
  
TIP > If children need more explicit instructions, tell them that some examples of questions they can ask are:
  - "Does my animal have long ears?"
  - "Does my animal have a beak?"
  - "Does my animal make a 'moo' sound?"
3. They can only ask one question per child.
4. Children who guess their animals correctly will remove the picture from their backs and help the others guess their animals.
5. Children have 15 minutes (flexible) to help each other guess their animals.
6. The whole class will win if all the children have guessed their animals at the end of 15 minutes.
7. The game will be complete once everyone has guessed their animals.
8. Share the message of the game – "This game was a fun way for you to learn how to help each other so that everyone could win the game."

TIP > If children do not know some animals in the provided chart because they are not present in the context, remove those and repeat the other animals to make sure each child has an animal.







# SEL COMPETENCY

# Conflict Resolution



# 44. Human knot

SEL Competency	Conflict Resolution
Corresponding weeks	18, 24, 26, 27, 28, 33
Age group	6–11 years

**Aim of the game:** Work together to untangle the human knot without letting go of hands.

**Time:** 30 minutes

**Group size:** 30 children

**Space:** Space for 5 teams to move about comfortably

**Resources:** No resources or preparation required

**ARRANGEMENT** > Divide the group into teams of 5–6 players each.

### ADAPTATION

- > If it is inappropriate for boys and girls to be in one group, form different groups for boys and girls.
- > If there are very young children in the group, make sure that they are in teams with older children who can help them.
- > If it is not appropriate for children to hold each other's hands, give everyone a piece of ribbon or string which they will hold instead of hands, to form the human knot.



## How to play

1. Each team will form a small circle with players facing each other.
2. Make the human knot in the following way:
  - Each player will put their right hand into the center of the circle and hold the hand of another player, making sure that it is not the player standing to his or her immediate right or left.
  - Next, each player will put their left hand into the center of the circle and grab a different player's left hand, again making sure that it is not the hand of a player standing immediately to his or her left or right.
3. The task for each team is to untangle themselves without letting go of anyone's hands, resulting in an open circle.
4. Remind children to use the "STOP-THINK-ACT" steps to resolve any conflicts that might happen in the game, where different children have different ideas for how to untangle the knot.
5. It is okay for players to be facing different directions in this circle.
6. Share the message of the game – "This game was an example of a conflict, where different children wanted to do different things to untangle the knot. While everyone had the same goal, to do well in this game you had to look and listen to understand the problem. Then, if you stopped to think of a solution and then acted, you would have found it easier to win the game."

TIP > If you feel the need to increase the speed of the game, you can become the "scissor" who can allow 2 children to let go of one another's hands and untangle themselves just once. You can use this power of a "scissor" at your discretion.



# 45. Friendly crossing

SEL Competency	Conflict Resolution
Corresponding weeks	24, 26, 27, 28, 33
Age group	6–11 years

Aim of the game: Cross the play area as quickly as possible without bumping into other players.

Time: 30 minutes

Group size: 30 children

Space: A large open room

Resources: Chalk/rope, measuring tape

Preparation: No preparation required

ARRANGEMENT > Divide the group into 2 teams.

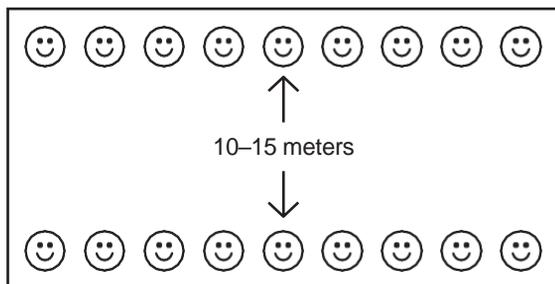
### ADAPTATION

> If you feel children might hurt each other running, you can ask them to walk or hop instead of running.



## How to play

1. Have the teams stand in 2 lines facing each other at the opposite side of the play area, preferably about 10–15 meters away if possible.
2. Children in the 2 lines must stand close to each other.
3. Once the children are standing in position, mark the area of play with the chalk or rope (see illustration below).

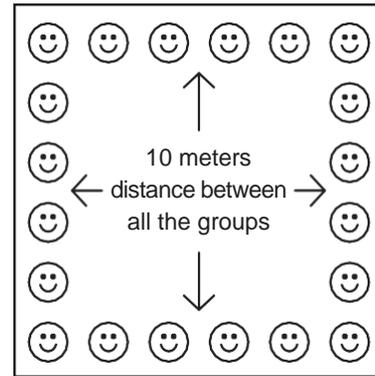


Boundaries drawn with chalk or rope

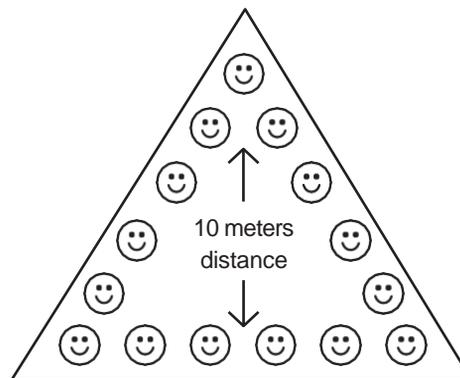
TIP > The space has to be narrow enough to allow for some difficulty in getting past each other, but not so narrow as to make it impossible to get by.

4. When you say “Go!” the 2 teams will try to reach the opposite side of the play area as quickly as possible and line up on the opposite side. The players have to run in a straight line without bumping into players cozing from the other side.
5. The first team to get all their players to the other side will win the game.
6. Repeat this 2 times, and children will get better with each practice.

7. Then change the organization of the game to a square, with 4 teams (see illustration) and triangle, with 3 teams (see illustration).



Boundaries drawn with chalk or rope



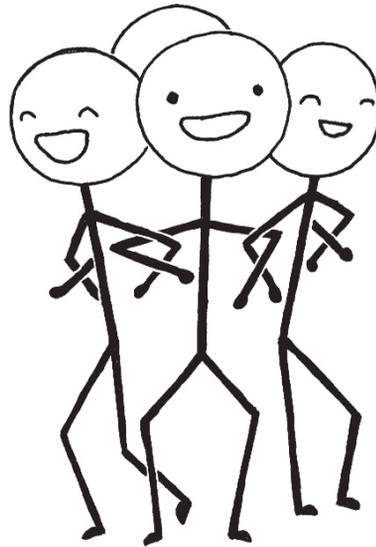
Boundaries drawn with chalk or rope

8. Play the game with the same instructions, asking all the players to run in a straight line without bumping into players cozing from the different sides.
9. Share the message of the game – “In this game a conflict was created when you came face to face with someone and both had to go in the opposite direction. You both had to look carefully, understand the problem and find a ‘win-win’ solution so that you both could cross over without anyone getting hurt.”



# 46. Pickers

SEL Competency	Conflict Resolution
Corresponding weeks	18, 24, 26, 27, 28
Age group	6–11 years



**Aim of the game:** Work together to pick up stones/balls from the ground without breaking away from the team.

**Time:** 30 minutes (flexible)

**Group size:** 30 children

**Space:** A large open room

**Resources:** Small stones or balls (3 times the number of stones/ball as the number of teams)

**Preparation:** Scatter the stones or balls in the corners of the room.

**ARRANGEMENT** > Divide the children into teams of 4 children each. If there is an odd number of children, make teams of 3 or 5.

### ADAPTATION

> If it is inappropriate for boys and girls to be on the same team make separate teams for boys and girls.



## How to play

1. All teams stand in the middle, locking their arms and facing outwards (as shown above).
2. When you say “Go!” the teams have to walk together to one of the corners and pick up as many stones/balls as possible.
3. Give children a tip for the game – if they work individually, they will find it very difficult to play. Remind them that when they find themselves pulling each other in different directions, they must STOP-THINK-ACT.
4. Children must not hurt anyone by pulling each other’s arms too hard or by bumping into the other groups.
5. When you say “Change the corner!” all teams will leave the corner they are in and go to another corner.
6. After 15 minutes say “Stop!” and all the groups have to bring their stones/balls to you to count how many they collected.
7. The group with the most stones/balls wins.
8. Share the message of the game – “In this game, you had conflicts within the group, with different children pulling in different directions. For your group to pick up as many balls/stones as possible, you had to stop pulling, think of the best way to pick up the stones and act on that plan.”

TIP > You can use the “Change the corner!” command to make the game more challenging and also if one group starts hogging one corner or too many groups are crowding one corner.



# 47. Confusion

SEL Competency	Conflict Resolution
Corresponding weeks	14, 24, 26, 27, 28
Age group	6–11 years

Aim of the game: Understand how conflicts are created through a confusing situation created in the classroom.

ARRANGEMENT > Divide children into 4 groups.

Time: 20 minutes

Group size: 30 children

Space: A large open room

Resources: Small stones or small balls (same number of stones/ball as the number of children)

Preparation: Scatter the stones or balls in the center of the room.



## How to play

1. Go to each of the 4 groups and give them one of the following instructions. Tell children they should not tell anyone what they have been told.

Three kinds of instructions:

1. To win this game, arrange all the stones/balls in a circle in the middle of the room in 3 minutes.
  2. To win this game, put all the stones/balls close to the door (or another point in the room) in 3 minutes.
  3. To win this game, put all the stones/balls close to the window (or another point in the room) in 3 minutes.
  4. Stand in the corner and observe what happens.
2. Stand at the side and watch what happens.

TIP > Make sure almost equal numbers of children receive each instruction.

TIP > If children can read, you can write the 3 kinds of instructions on small pieces of paper and distribute them to the children.

3. Give children 3 minutes to carry out their instruction.

TIP > You can also choose to tell children to play this game in silence.

4. Stop children in 3 minutes or earlier if you think they are arguing too much.

5. After the activity, bring them all together for a small discussion:

- Ask the observers what they saw the rest of the children do. (*Example answers: different people were moving the stones/balls around the room; children were arguing with each other*).
- Ask the other groups what made them angry or what caused conflict between various children. Have several children share their response with the rest of the class. (*Example answer: I was trying to make a circle with the stones and someone kept taking those stones away*).
- Explain the game to the children, telling them that everyone was given different instructions.
- Now ask the children that if they had known that everyone had been given different instructions if they would have reacted differently. Have several children share their response with the rest of the class. (*Example answer: I would have understood why we are all doing different things*).
- Conclude the discussion by sharing the message of the game – “Several times conflict arises when we do not know what the other person is thinking and we may all be working towards different purposes. It is, therefore, important to look and listen to understand a problem, rather than getting angry and creating conflict within a group.”



# 48. Our peaceful environment

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SEL Competency	Conflict Resolution
Corresponding weeks	18, 24, 26, 27, 29
Age group	6–11 years

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Aim of the game: Cooperate with each other to draw their vision of a peaceful environment.

ARRANGEMENT > Divide children into 5 groups.

Time: 45 minutes (flexible)

Group size: 30 children

Space: Space for 5 groups to work together comfortably

Resources: 5 large pieces of paper, crayons/color pencils, pencils, any other art supplies

Preparation: Divide the art supplies into 5 packs to distribute to the 5 groups.

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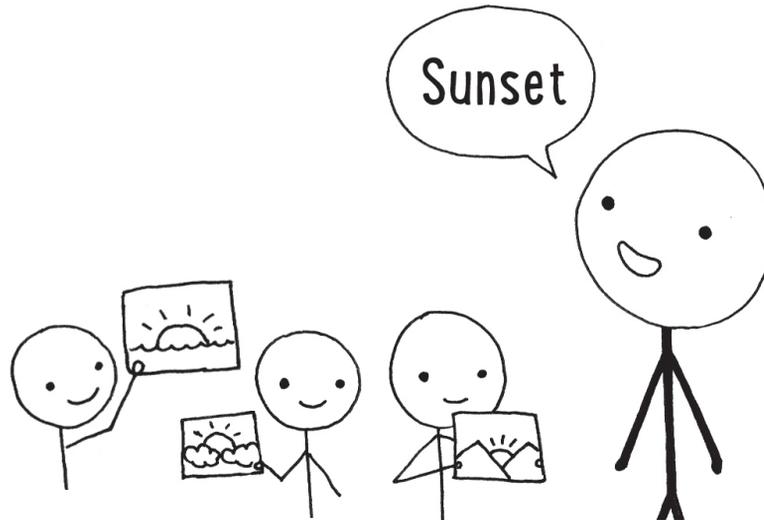
## How to play

1. Distribute the art supplies to the 5 groups.
2. Ask each group to take 3 minutes to discuss what a peaceful environment in their community or country would look like.
3. Have the different groups work together to prepare one big picture of a peaceful environment, using the art supplies. Give them 25 minutes to complete the picture.
4. After 20 minutes, tell them that they have 5 minutes left.
5. Have each group present their picture to the rest of the group.
6. Ask questions and encourage other children to ask questions about the picture being presented.
7. Share the message of the game – “Today you spent some time thinking about and drawing what your world would look like if we all resolve our conflicts and live, work and play together peacefully.”



## 49. Mind pictures

SEL Competency	Conflict Resolution
Corresponding weeks	14, 24, 26, 27, 29
Age group	6–11 years



Aim of the game: Imagine and draw pictures of various things to understand that we all have different perspectives.

ARRANGEMENT > Divide children into 5 groups to sit together to share the art materials.

Time: 30 minutes (flexible)

Group size: 30 children

Space: Space for children to sit in 5 groups to share supplies but draw individually

Resources: A4 sheets (2 for each child), pencils, crayons/color pencils

Preparation: Divide the art supplies into 5 packs to distribute to the 5 groups; tear the A4 sheets into half; prepare a list of words for children to draw.

*SENSITIVITY TIP > Be mindful of words that may bring back scary or traumatic thoughts in children, and do not use them for this game. For example, if some children may have lost their home, do not use the word 'home'.*



## How to play

1. Distribute the art supplies to the 5 groups.
2. Tell children that you will say a word (for example, "sunset") and they have sit quietly and paint a picture of the word in their minds. Then they have 2 minutes to draw that picture from what they imagined.
3. After drawing the pictures, have children stand up and walk around to look at how different children depict the same word differently.
4. Then have them sit down again and repeat the process with 3 more words.
5. Select some words that children are familiar with, which can be depicted in different ways. Some examples are, 'beautiful', 'dog', and 'happiness'.
6. Follow up with a brief discussion to help children understand that even though the same word was said everyone thought about it differently.
7. Share the message of the game – "One of the main causes of conflict is that we do not understand how the other person is thinking about something. In this game, we all saw that different children think about the same things in different ways. No one way of thinking is right or wrong. The next time you see a conflict, try and think about how different people are thinking differently, which is what is causing the conflict."



# 50. Thumbs up – thumbs down

SEL Competency	Conflict Resolution
Corresponding weeks	1, 14, 26, 27, 29
Age group	6–11 years

**Aim of the game:** Understand the similarities and differences between the groups.

**ARRANGEMENT** > Have children stand in one cluster in the middle of the room.

**Time:** 20 minutes (flexible)

**Group size:** 30 children

**Space:** Space for children to stand in one long line

**Resources:** 2 signs, one with a thumbs up and the other with a thumbs down (sample provided below), tape

**Preparation:** Prepare the signs by either cutting them out from the sample below or by making them yourself; tape the 2 signs at opposite ends of the room (illustrated below) ; prepare statements for the game (examples provided below).



***SENSITIVITY TIP** > Be careful not to add statements which reinforce negative behavior (for example, some children may disagree with “I think education is important for my future” but you may not have time to address this in the classroom which may indirectly reinforce such ideas among other children) or statements which may be traumatic for children (for example, if you say “I have 2 siblings” and a child has recently lost a sibling, it may be traumatic for them to share it with the rest of the class).*



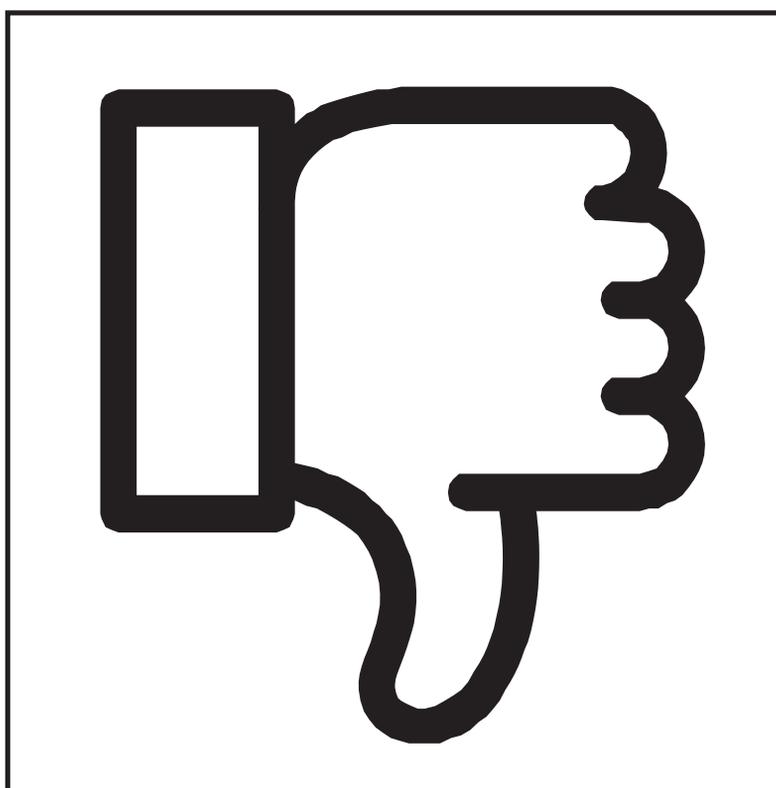
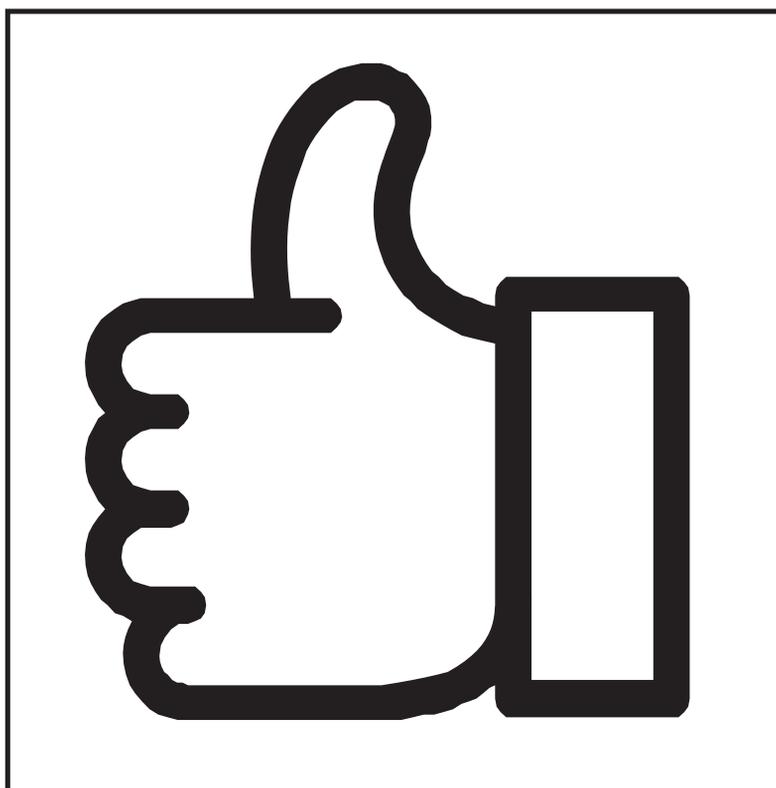
## How to play

1. Read out the statements and ask children to move to a space between the thumbs up and thumbs down signs depending on how much they agree or disagree with the statement. For example, if the statement is “I like to sleep early” then children can stand anywhere between both the signs. If someone likes to sleep early on most days but not all days, they can stand closer to the thumbs up sign but not right next to it.
2. After each statement, pause and ask children to observe how we are similar to or different from the rest of the children in the class.
3. Statements to read out:
  - I like to talk to other people
  - I spend a lot of time by myself
  - When I see a problem I take action immediately
  - When I see a problem I like to wait and see if it gets solved on its own
  - I like games where we compete with each other to win
  - I like to express my emotions by talking to other people
  - I like to play outside
  - I know how to cook
  - I walk to the SHLS
  - I can run fast
  - I like to make friends
  - I like to dance
4. Share the message of the game – “We saw in this game that we are very different in many ways, which can often cause conflict. For example, if one child ‘A’ likes to run fast and the other child ‘B’ likes to walk slowly, and both of them have to come to the SHLS together, there can be a conflict! ‘A’ may get angry because ‘B’ is slow, and ‘B’ may get angry because ‘A’ went ahead leaving him behind! If they understood that they just like different things, they could decide to walk to SHLS one week and run to the SHLS the next week, a win-win situation for both!”

ADAPTATION > Check these statements for relevance to your context and sensitivity to your class and modify as needed.



Example



# 51. Words can hurt

SEL Competency	Conflict Resolution
Corresponding weeks	14, 24, 26, 27, 28, 33
Age group	6–11 years

**Aim of the game:** Understand that hurtful words can cause damage that cannot be repaired.

**ARRANGEMENT >** Divide children into 4 groups, and have them sit in a circle facing each other.

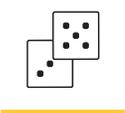
**Time:** 45 minutes

**Group size:** 30 children

**Space:** Space for children to work in 4 groups

**Resources:** 4 large pieces of paper, scissors, pencils, crayons/color pencils, erasers

**Preparation:** Cut out the shape of a person from the large papers; divide the art materials into four packs.



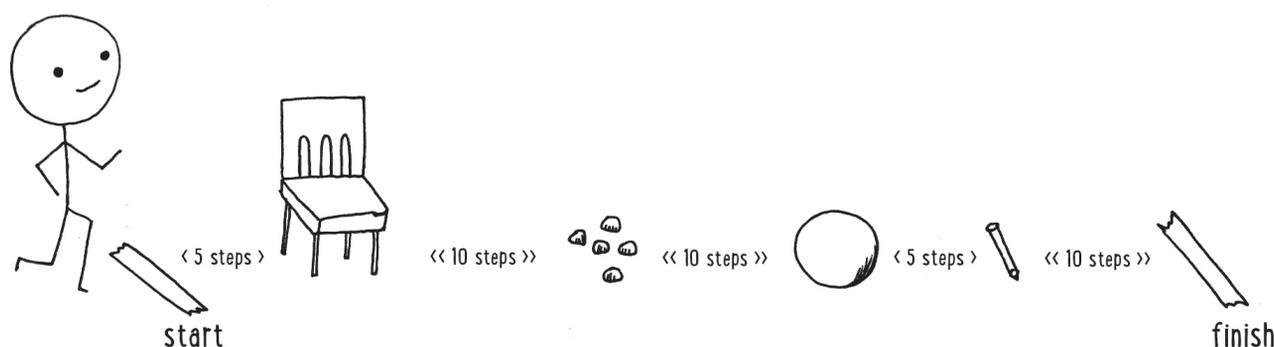
## How to play

1. Give each group one cut-out and art supplies, and have them draw the face and color the cut-out to make it look like a child. Give them 10 minutes for this activity.
2. Ask each team to suggest a name for their cut-out, a name of someone they don't know. For example, "Snowy".  
  
TIP > Make sure that this name is not associated with a real person.
3. Tell children that for this activity they must imagine that Snowy is a new child in another class in a different SHLS. Snowy, like many other children, is finding it difficult to make friends in the class because she has just joined and everyone else already has friends.
4. Ask children to think of some mean and unkind things that children in Snowy's class could have said to her.
5. Ask each group to say one such thing to their cut-out, and after they say something mean and unkind, ask them to draw a sad face (☹️) with a pencil or crayon on the cut-out. Start with one response from each group and then go around all the groups until each group's cut-out has 5–6 sad faces.  
  
TIP > If children are not speaking, you can start, saying things like "Why have you come so late? We don't want to talk to you!" or "Your hair is so weird!"
6. Then, give each group 2–3 erasers and ask them to erase all the sad faces from the cut-out. Give them 10 minutes to erase all the sad faces.
7. Point out that no matter how hard we try, some sign of the sad faces will remain on the cut-out. It will never be like it was before the sad faces were drawn.
8. Have a discussion with the children using the following questions:
  - When something mean was said, and you drew the sad face on the cut-out what did that mean? (*Example answer: When we say something mean to someone it makes them sad.*)
  - How did the original cut-out look different from the one which had the erase marks? (*Example answer: it had dark marks which could not be erased; the paper tore a little.*)
  - Conclude the discussion by sharing the message of the game – "Just like we saw on the paper cut-out, once we say something mean it makes the other person sad. Once we say something mean or hurtful to someone, we can never take it back and sometimes it can take a long time for that hurt to go away or it may never go away."



## 52. Race against anger

SEL Competency	Conflict Resolution
Corresponding weeks	17, 24, 26, 27, 28
Age group	6–11 years



Aim of the game: Understand that there are words to get rid of anger.

Time: 30 minutes

Group size: 30 children

Space: A large open space

Resources: Tape, timer, items from around the classroom to create a simple obstacle course like chair, small stones, ball, a pencil

Preparation: Prepare the obstacle course in the following way:

- Mark a starting point with the tape on the floor (child stands on the starting point)
- Five steps from the starting point put the chair (child runs to the chair and has to go around it)
- 10 steps from the chair put the small stones (child hops on one foot from the chair to the stones, has to arrange the stones in one line and then jumble them up)

- 10 steps from the stones put the ball (child has to walk, not run to the ball, pick it up, and throw it in the air and catch it 3 times)
- 5 steps from the ball put the pencil (child has to hold the pencil from one end, put the other end on the ground and make a circle)
- 10 steps away mark the end point with tape (child has to hop one foot to the end point).

ARRANGEMENT > Have children stand in one horizontal line facing the obstacle course.

### ADAPTATION

> You can adapt this obstacle course using things available to you.

> If there are children with physical disabilities in the classroom, adapt the obstacle course so that they can play too. If required, assign a 'buddy' to the disabled child who can help him or her complete the obstacle course.



## How to play

1. Introduce children to the obstacle course of resolving conflict. Give them a demonstration of how they have to do the obstacle course.
2. Explain that each task in the obstacle course signifies something that causes conflict and we have to work to resolve it and win the race against conflict.
3. Children will volunteer to come one by one, share a conflict situation (real or made-up) and then one way to resolve that conflict.
4. After sharing they will complete the obstacle course as quickly as they can, symbolically putting into practice their technique to resolve the conflict.
5. Share the message of the game – “In this game you saw that we all have some conflicts. We must stop to think and then act to overcome the conflict.”

TIP > If children are hesitating to come up, you can start with an example like “Sometimes in the SHLS, some children want to play a sport and other children want to draw. I resolve this conflict by deciding with all the children that on some days we will all play a sport and on other days we will all draw”.



# 53. Peacemakers

SEL Competency	Conflict Resolution
Corresponding weeks	18, 24, 26, 27, 29
Age group	6–11 years



Aim of the game: Recognize their strengths as peacemakers and to make a crown which reminds them and others to be peaceful.

ARRANGEMENT > Divide children into 5 groups and make them sit in circle to share the art supplies.

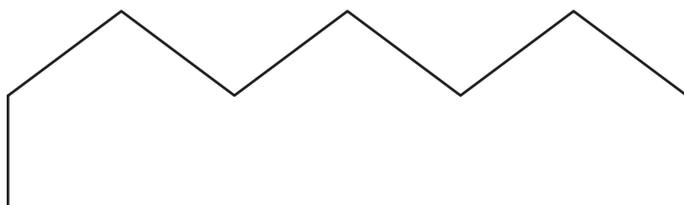
Time: 30 minutes

Group size: 30 children

Space: Space for children to sit in 5 groups

Resources: Large papers (colored or white), pencils, crayons/color pencils, tape, other art supplies

Preparation: Cut the large papers into long strips in the following way:



## How to play

1. Ask children to share the first thing that comes to their mind when you say the word “peace”.
2. Then ask children what strengths they have inside them which can make them peacemakers.
3. Tell children that since they all know how to live peacefully, they will be making peacemaker crowns for themselves so that when they wear that crown, they and others around them are reminded to live peacefully.
4. Call children one by one and cut the strips of paper to the size of their heads.
5. Give them 15 minutes to draw and decorate their crowns with all the things that remind them of peace.
6. After they are done, go around the class taping the ends of the strip of paper to make a crown (see illustration above).
7. Share the message of the game – “When you wear this crown remember everything you have learned in the SHLS about resolving conflict and the strength you have inside you to be peaceful and spread peace wherever you go.”



# SEL COMPETENCY

# Perseverance



# 54. 'My goal' puzzle

SEL Competency	Perseverance
Corresponding weeks	30, 31, 32, 33, 36
Age group	6–11 years

**Aim of the game:** Practice overcoming difficulties to reach a goal through working on paper puzzles.

**Time:** 30 minutes

**Group size:** 30 children

**Space:** Space for children to sit comfortably in 5 groups to share art supplies

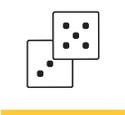
**Resources:** Drawing paper (one per child), pencils, crayons/color pencils, other art supplies

**Preparation:** Divide the art supplies into 5 packs for children to share in groups.

**ARRANGEMENT** > Divide the group into 5 groups to share art supplies but work individually.

**ADAPTATION**

> Increase or decrease the difficulty level of the game by increasing or decreasing the number or puzzle pieces.



## How to play

1. Children will have 15 minutes to create a drawing of what they want to be when they grow up and everyone or everything they have to support them to achieve this goal.
2. After children have completed their drawings, explain that everyone faces difficulties in reaching their goals. Everyone's problems and difficulties are different but with practice hard work, and the right support we can reach our goals.
3. Explain to children that they must tear up their drawings into 7 irregular pieces (not just squares or rectangles) which signifies that we can break up our goal into smaller pieces to achieve it.
4. Now explain that everyone will focus their attention and put together the pieces to make the drawing, as quickly as they can.
5. When you say "Go!" children will start putting the puzzle together.
6. Once they are done, ask them to jumble up the pieces again and re-make the puzzle.
7. All the children repeat this process 3 times.  
  
TIP > If you want to add another level of complexity for older children, after 2 rounds of practice have children tear up the puzzle pieces further into smaller pieces and try to remake the puzzle a few more times.
8. In the end ask students: *How was the first time of making the puzzle different from the fourth or fifth time?*
9. Share the message of the game – "In this game we learned two things about achieving our goal – the first is to break down the goal in to smaller, manageable goals and the second is that just like with the puzzle, with continuous practice and hard work a difficult task becomes easier and we can reach our goals."



# 55. A star for a star

SEL Competency	Perseverance
Corresponding weeks	18, 30, 31, 32, 33
Age group	6–11 years

Aim of the game: Recognizing someone else’s perseverance.

ARRANGEMENT > Divide the group into 5 groups to share art supplies but work individually.

Time: 30 minutes (flexible)

Group size: 30 children

Space: Space for children to sit comfortably in 5 groups to share art supplies

Resources: Drawing paper (one per child), sample picture of star (provided below) pencils, crayons/color pencils, scissors, other art supplies

Preparation: Cut out stars for every child (see instructions below); divide the art supplies into 5 sets for children to share in groups.



## How to play

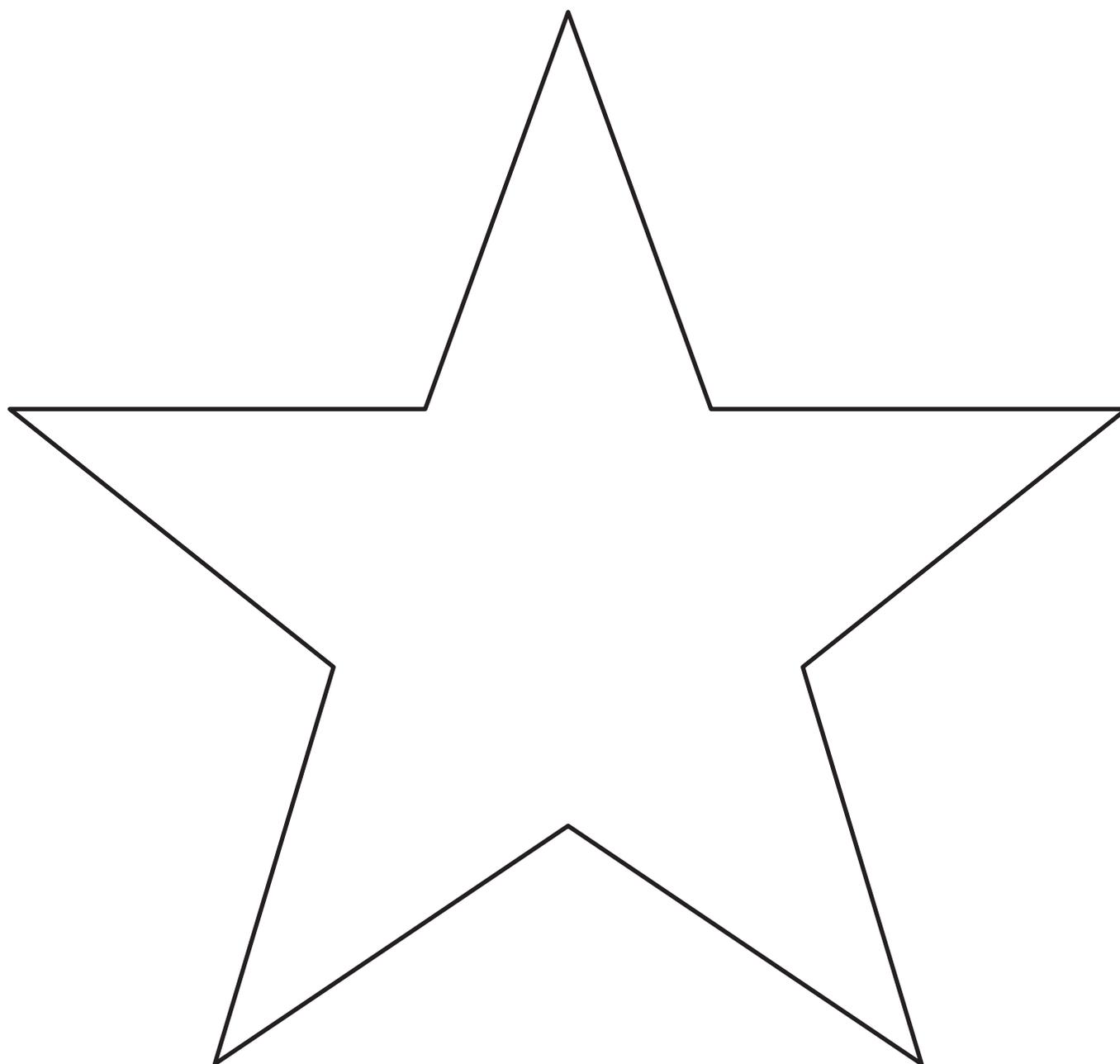
1. Distribute one star to each child.
2. Explain that today they will be making a star for someone they know who perseveres to achieve their goal. This person could be someone in the family who works very hard or someone in their SHLS who focuses on their goals and works hard to achieve them. We are going to call this person a 'star'.
3. Give children 2 minutes to think about who their 'star' is, and why he/she is their 'star'.
4. Ask 8–10 children to answer each of the following questions:
  - Why this this person your star? (*Example answer: My elder sister has many other things to do at home but she still finds time to study.*)
  - What is the one 'plus' of your star that you would like to learn from them? (*Example answer: Always cheerful even if there are problems.*)
5. Give children 15 minutes to decorate their stars.
6. Tell children to give their star to their 'star' person whenever they see them next and tell them why you think he or she is a star.
7. Share the message of the game – "Today we recognized that there are lots of people around us who persevere to achieve their goals, and we can learn a lot from them to help us achieve our goals."



## Example

### How to make a star

1. Cut out the sample star picture at the end of this activity.
2. Place 8–10 drawing sheets on top of each other.
3. Place the sample star picture on top of this pile in the center of the page.
4. Cut along the outline of the sample star picture to cut stars from all the drawing sheets in the pile.
5. Repeat the process with sets of 8–10 drawing sheets till there is one star for every child.



# 56. Sculpture from scraps

SEL Competency	Perseverance
Corresponding weeks	23, 27, 31, 32, 33
Age group	6–11 years

**Aim of the game:** Practice using a Goal Achievement Plan to create a free-standing sculpture.

**Time:** 40 minutes

**Group size:** 30 children

**Space:** Space for 5 groups to spread out and work

**Resources:** Materials easily available in and around the SHLS to make the sculpture (for example, leaves, sticks, small stones, small baskets, scraps of cloth, pieces of paper, beads, small balls, string, ribbons, empty bottles, empty boxes etc.), tape (one for each group), GAP template modified for this game (provided below)

**Preparation:** Divide the things to make the sculpture for each group (each group does not have to have the identical things, but they must all have approximately the same amount of things), print GAP templates for each group.

**ARRANGEMENT** > Divide the children into 5 groups and have them sit in circles facing each other.

### ADAPTATION

- > If there are very small children in the class, make sure that they are all in different groups.
- > If the children are too young to make the sculptures in teams, make this one big whole group activity. Using a whole group discussion model how to create a GAP using the template provided. Assign different parts of the sculpture to smaller groups of children and then have everyone put their pieces together to make one big sculpture.



## How to play

1. Tell children that in this game they all have a very specific goal – to use all the given material to make a freestanding sculpture (something that can stand without any support) on a particular theme.

TIP > If you feel like children might need help give them a few broad themes to choose from like ‘peace’, ‘nature’, ‘friendship’, ‘my school’, ‘everyone is equal’ etc. Be mindful of the context and background of the children while giving topics, avoiding those which may bring back traumatic memories like ‘my family’ or ‘my country’.

2. Give children 10 minutes to create a Goal Achievement Plan (GAP) similar to what they did in the SEL lesson.
  - They already have the specific goal – to use all the given material to make a freestanding sculpture on a particular theme.
  - Have them think the theme for the sculpture
  - Have them draw a detailed, 3-step plan, breaking up the goal into smaller goals.

TIP > If required, give children tips on how to break it up into smaller goals by starting with building the base, building the middle part and building the top. They could also assign different pieces to different children in the group.

3. Go around all the groups and give them advice on how to make the plan better. Remind them that:
  - They must use all their materials
  - The sculpture must be able to stand without support.
4. Give children 20 minutes to make changes to their plan based on the facilitator’s advice and to make their sculpture.
5. In the end, have one representative from each group explain their sculpture to the rest of the groups.
6. Share the message of the game – “In today’s game we practiced how to set and achieve a goal by breaking it up into smaller goals, making a detailed plan, getting advice from other people and following the plan to achieve the goal.”



## Example

### Goal Achievement Plan (GAP) for Sculpture from Scraps

1. Goal – Use all the given material to make a freestanding sculpture on a theme

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2. Theme

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3. Define 3 steps to achieve that goal:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. Get advice from the facilitator

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5. Revise your 3-step plan

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6. Implement your plan

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7. Check off your 3 steps as you achieve them

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8. Believe in yourself!

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9. Achieve your goal!



# 57. Paper ball

SEL Competency	Perseverance
Corresponding weeks	23, 27, 31, 32, 33
Age group	6–11 years

**Aim of the game:** Plan and achieve your goal as a team.

**Time:** 30 minutes (flexible)

**Group size:** 30 children

**Space:** Space for groups of 4 or 6 children to sit in groups

**Resources:** Playing field outline (provided below); small pieces of paper, approximately 3cm x 3cm (one for each group), timer

**Preparation:** Roll the small pieces of paper into small balls, print out one playing field outline for each team, divide the small pieces of paper into two columns to keep score (sample below).

**ARRANGEMENT** > Divide the children into groups of 4 or 6 each (depending on the class size). If there is an odd number of children, you can join one team.

### ADAPTATION

> Try and group children of similar ages together.

Team A	Team B
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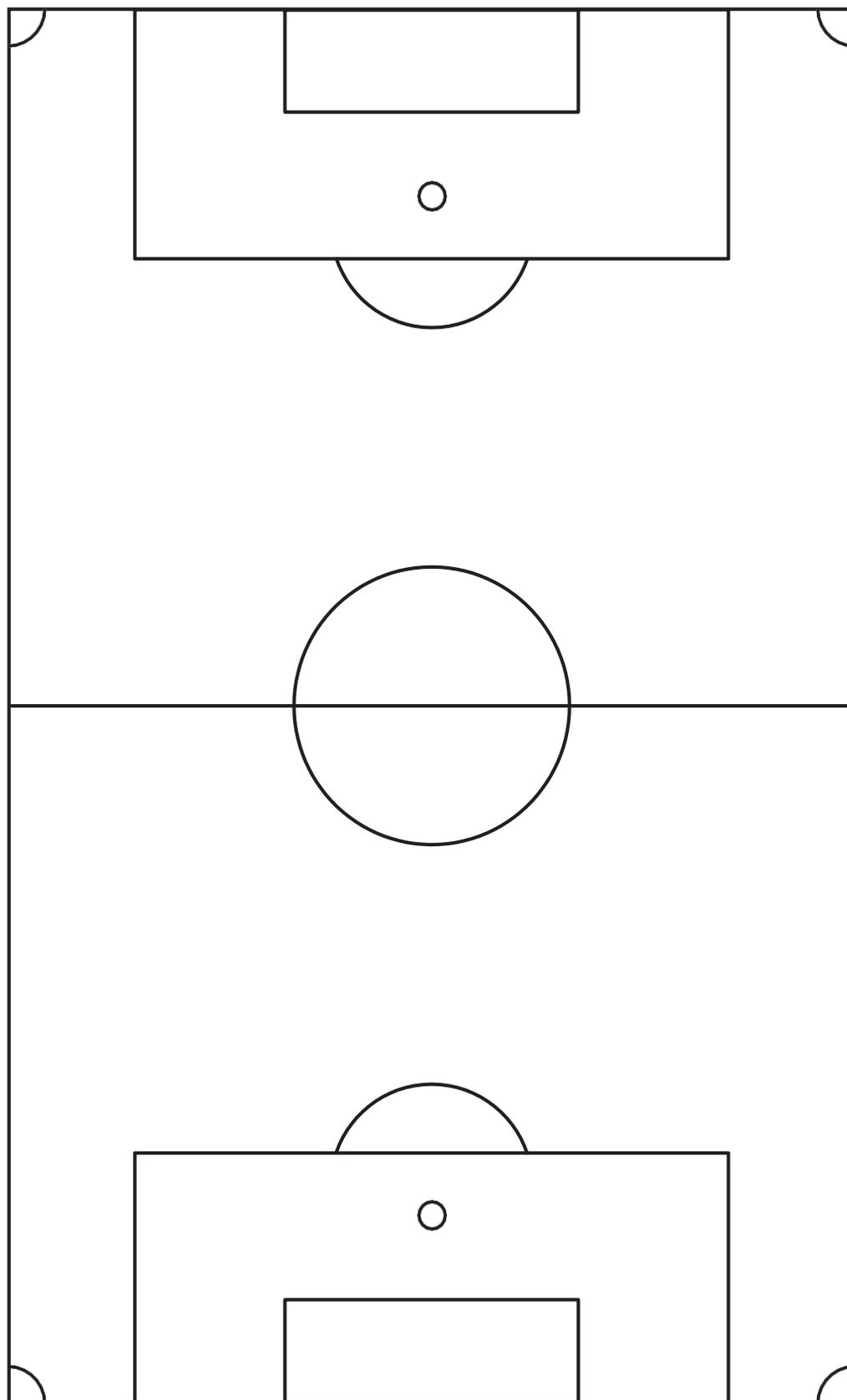


## How to play

1. Divide each group into 2 teams, assign them a name – Team A and Team B.
2. Give each group a playing field layout, a paper ball, a pencil and a scorecard.
3. Have them place the playing field paper in the middle and arrange themselves around it. Ask them to place the paper ball in the center of the paper.
4. Explain that they must use their hands, which they can cup or roll up into a loose fist to blow at the paper ball to score the goal.
5. In their groups give the teams 5 minutes to:
  - Decide a name for themselves
  - Pick a side on the playing field paper
  - Make a plan for the game, and assign roles within the team if required.
- TIP > If needed explain the layout and how a goal is scored.
6. At the signal of “Go!” play Round 1 – 5 minutes to use their hands to blow on the paper ball and score as many goals as possible. If the ball goes out of the boundary, it has to be placed in the middle and the game continues.
7. Tell groups to keep score by drawing a line under their team name every time they score a goal.
8. At the end of Round 1 give teams 2 minutes to rethink their plans to identify their individual strengths and weaknesses and come up with a new plan if required.
9. At the signal of “Go!” play Round 2 – 5 minutes to use their hands to blow on the paper ball and score as many goals as possible.
10. In the end identify teams which won and have everyone clap for them.
11. Share the message of the game – “In this game we practiced how to plan and achieve our goals as a team.”

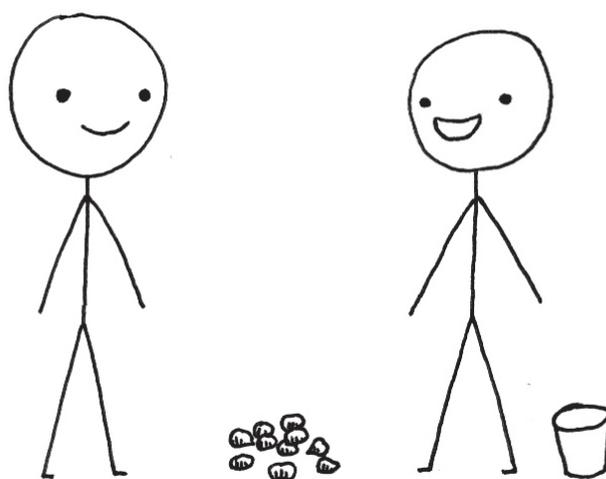


Example



# 58. Toss

SEL Competency	Perseverance
Corresponding weeks	23, 27, 31, 32, 33
Age group	6–11 years



Aim of the game: Strategize and work in pairs to collect 10 stones for their team.

Time: 30 minutes (flexible)

Group size: 30 children

Space: Large open space

Resources: Small stones/balls/paper balls (5 per student), cups (one per pair)

Preparation: Make the paper balls, if required.

ARRANGEMENT > Divide the children into pairs and have them stand at one arm's length away from each other.

### ADAPTATION

> Try and group children of similar ages, together.



## How to play

1. Place 10 stones/balls/paper balls between each pair and a cup behind one person in the pair.
2. Explain the goal to be achieved – collect 10 stones for their team in the cup using anything except your hands or faces.
3. Give each pair 5 minutes to Think-Pair-Share to make a plan to achieve the goal. Tell them to think about the following:
  - What will they use to pick up the stones/balls/paper balls?
  - How will they transfer the stones/balls/paper balls into the cups?
  - How will they work as a team, and who will do what?
4. Remind children to:
  - Use their strengths to achieve the goal.
  - Take time to re-plan if they feel that their plan is not working well.
5. Explain that if a stone/ball/paper ball falls, they must put it back in the middle and also remove one stone from the cup and put it back in the middle.
6. All pairs must collect all 10 stones/balls/paper balls in the cup to complete the game.
7. Share the message of the game – “In this game you all had the same goal and you all came up with different plans to achieve that goal.” Ask children the following questions and have 1–2 volunteers answer each question:
  - How many of you changed your plan? Why did you change it? (*Example answer: I kept dropping the stone when I was holding it between my elbows so we took off our shoes and used our toes to put the stones in the cup*).
  - How many of you learned from what other teams were doing and changed your plan? (*Example answer: We saw the other team using their toes and they were going very fast so we also used our toes*).
8. Summarize the discussion – “So we have learned that it is good to think of different ways of achieving our plans if our plan is not working, and it is good to learn from others to help us achieve our goals.”

TIP > If available, replace 2 stones/balls/paper balls with 2 pieces of sweets/candy. Once the players finish the game they can eat the sweet/candy as a reward for persevering!



# 59. Feelings of persevering

SEL Competency	Perseverance
Corresponding weeks	8, 9 30, 32, 33
Age group	6–11 years

Aim of the game: Reflect on how it feels to work towards and achieve our goals.

ARRANGEMENT > Divide the group into 5 groups to share art supplies but work individually.

Time: 30 minutes (flexible)

Group size: 30 children

Space: Space for children to sit comfortably in 5 groups to share art supplies

Resources: Drawing paper (one per child), colors/ crayons, pencils, other art supplies

Preparation: Divide the art supplies into 5 sets for children to share in groups.



## How to play

1. Have students take 2 minutes to think about a time when they achieved a goal. It could be something personal or academic. Guide their thinking by asking them the following questions. Have them keep their answers in their heads.

TIP > Pause after every question to give children time to think about every answer.

- What was your goal and how did you feel when you started working towards it?
- Did you face any difficulties while working towards your goals? What were they and how did it feel?
- Did you ask someone for help? Whom did you ask? How did it feel to get or not get help?
- Can you remember yourself trying to achieve that goal? What did you do and how did it feel?
- How did it feel when you achieved your goal?

2. Have students draw 5 pictures to show their journey:

- Setting a goal and working towards it.
- Facing difficulties.
- Getting help.
- Persevering to achieve the goal.
- Feeling when you achieve your goal.

TIP > Remind them to show very clearly in the drawings, their feeling at every stage.

3. After 15 minutes, have all the children sit in one big circle and briefly share their stories with everyone.
4. Share the message of the game – “Today we thought about the journey from setting a goal to achieving it. We all feel different things along this journey but we saw that everyone felt happy or good about finally achieving the goal. Whenever you feel like giving up, think about how great it feels after you have overcome the difficulties to achieve the goal. This will make you believe in yourself and achieve your goal!”



## 60. Easy or hard

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SEL Competency	Perseverance
Corresponding weeks	30, 31, 32, 33, 36
Age group	6–11 years

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Aim of the game: Identify your strengths and weaknesses.

ARRANGEMENT > Divide the group into 5 groups to share art supplies but work individually.

Time: 30 minutes (flexible)

Group size: 30 children

Space: Space for children to sit comfortably in 5 groups to share art supplies

Resources: Drawing paper (one per child), colors/ crayons, pencils, other art supplies

Preparation: Divide the art supplies into 5 sets for children to share in groups.

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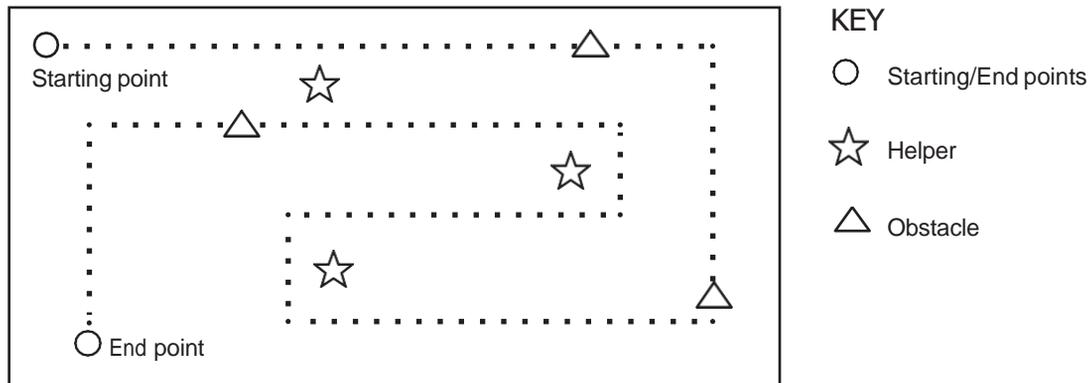
### How to play

1. Have students take 5 minutes to think about 3 things that are easy for them to do and 3 things that are hard for them to do.
2. Have them divide their drawing sheet into 2 columns length-wise and draw 3 things that are easy for them to do on one side and 3 things that are hard for them to do on the other side.  
  
TIP > If they can write, they can also explain their drawing in a few words.
3. Give them 15 minutes to complete this list.
4. Have them turn to a partner and share their list with them. After talking about each thing they find hard to do, they must discuss with their partner how they plan to make it easy (for example, by practice, by planning, by breaking it up into smaller pieces etc.).
5. Share the message of game – “In this game we saw that we all find some things easy and some things hard. This is because we are strong in some ways and need to work on some other things. We should help each other and learn from each other to make ourselves better!”



# 61. Narrow road

SEL Competency	Perseverance
Corresponding weeks	18, 30, 31, 32, 33
Age group	6–11 years



**Aim of the game:** Walk on a narrow road with obstacles and supports to reinforce how children should persevere to achieve their goals.

**Time:** 20 minutes (flexible)

**Group size:** 30 children

**Space:** A large open room with the smooth surface

**Resources:** Lots of tape, books (one per child, children can use their own exercise books), balloon (one per child), small objects from around the classroom (for example, a small stool, a basket etc.)

**Preparation:** Design the obstacle course; stick the tape on the floor around the room with several turns (sample below), inflate the balloons, place the small objects on the tape to create small obstacles.

**TIP >** The obstacles should be easy enough for the children to cross.

**ARRANGEMENT >** Have students stand in one line in front of the starting point. Have 3 children volunteer to be ‘helpers’ to help other children complete the task. Have these helpers stand around the narrow path.

### ADAPTATION

> If there are children with disabilities in the class, reduce the difficulty level of the obstacle and assign them a ‘buddy’ to help them complete the task.

> If required, have 2 boy helpers to help the boys and 2 girl helpers to help the girls.



## How to play

1. Explain to the children that this narrow path symbolizes the path to achieve a goal. It has some obstacles and some helpers. They must overcome the obstacles and take help from the helpers to complete the task.
2. Explain that they will be asked to do different things in different rounds and they must follow those instructions without stepping off the narrow path made with tape for even one step. They must climb over the small obstacles and ask helpers for help as required.

TIP > You can add a variety of actions for children to perform while walking on the narrow road, keeping in mind their age levels. Any actions you choose should be challenging enough for children to have some difficulty in completing the task, thus making them persevere to complete the task.

3. Any children that do step out of the path must start again.
4. The facilitator will signal students to start walking on the tape one by one with a gap of 30 seconds to allow for enough space between 2 children.

Round 1: Children will walk on the tape while balancing a book on their heads.

TIP > Adapt for younger children or children with disabilities by having them balance the book on their closed fists.

Round 2: Children will bounce the balloon while walking on the narrow road, without dropping it on the ground.

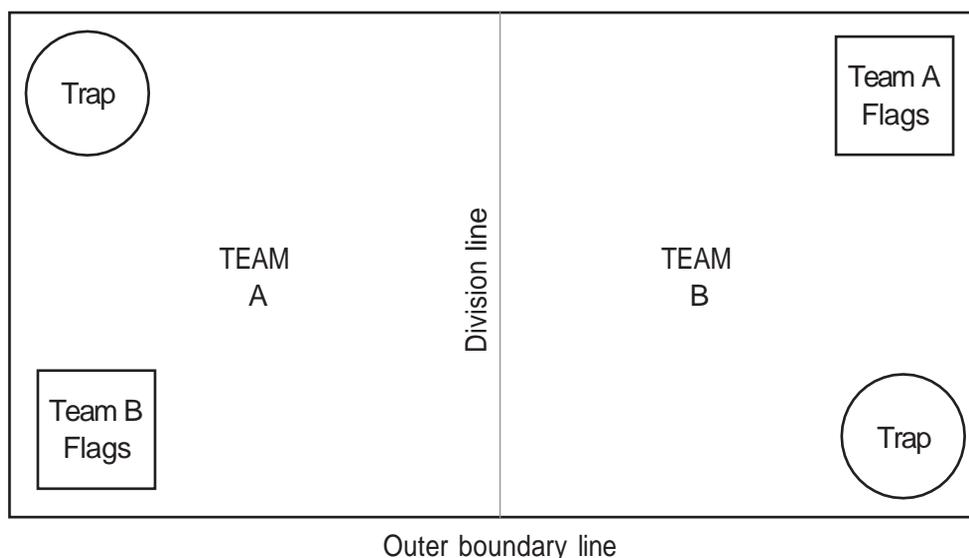
TIP > Adapt for younger children or children with disabilities by having them bounce the balloon with their closed fists.

5. Share the message of the game – “In today’s game your goal was to reach the end of the narrow path and you had many difficulties on the way. You also had helpers along the way to help you achieve your goal. Even in real life when you set a goal you will face some difficulties. You must try your best to overcome those difficulties and also look for people who can help you achieve your goal!”



## 62. Capture the flags

SEL Competency	Perseverance
Corresponding weeks	18, 23, 31, 32, 33
Age group	6–11 years



**Aim of the game:** Capture the other team's flags as quickly as possible.

**Time:** 30 minutes (flexible)

**Group size:** up to 30 children

**Space:** A large open space

**Resources:** Chalk/rope, 10 paper or cloth flags in 2 colors each

**Preparation:** Draw the trap, flag space, division line and outer boundary using the chalk/rope, as shown in the plan above.

**ARRANGEMENT** > Divide the group into 2 equal teams and name them Team A and Team B. If there are an odd number of children, you can join one team.

### ADAPTATION

> The size of the playing field can vary according to the available space. You can make the playing field smaller for younger children and larger for older children.

> If there is a large disparity in the age groups of children in the group, make sure that the 2 teams have similar number of older and younger children.

> This game can be made more difficult or easy by increasing or decreasing the number of flags.



## How to play

1. Explain the layout of the playing field to the children – the division line which separates Team A's area and Team B's area.
2. Reiterate that no one can step out of the outer boundary line.
3. Give each team 10 flags which they can place anywhere in their area in 2 minutes. Explain how the game will be played:
  - Once the game starts they have to go into the other team's area to capture their flags but also protect their own flags from being captured.
  - If a player is in the opposite team's side and is tagged by an opponent (by lightly touching) he/she must go into the 'trap' of that team. This player can only be released when a player of the same team comes into the trap and taps the player to free him/her.
  - All flags captured must be placed in the small square in the corner of the playing areas.
  - The team to capture maximum of the opposing team's flags first wins.
4. Signal "Go!" to start the game.
5. After 10 minutes (flexible) signal "Stop!" and ask the teams to take a 5-minute break to think of a plan to achieve their goal.
6. Signal "Go!" to restart the game. Let children play for another 10 minutes (flexible).
7. Declare the winning team and have everyone clap for them.
8. Share the message of the game – "In the first round I did not give you any time to plan how you will work to achieve your goal as a team. Before the second round, you had some time to plan how you would capture the flags and save your own team members." Ask children the following questions and have a few volunteers answer each question:
  - Did you find it useful to make a plan? Explain how. (*Example answer: Yes, we planned to have some people guarding our flags.*)
  - Thinking back would you have done something differently? (*Example answer: Yes, we would have placed our flags far from each other to make it more difficult for the other team to take them.*)

Conclude by saying – "As you saw, it is very important to make a plan to achieve our goals – whether they are our personal goals or goals of a team."

TIP > Children can play this game as many times as they want, changing their strategy every time.

