Social and Emotional Learning Toolkit

center *for*
prevention
of abuse.

Table of Contents

Introduction.....3

Respect & Kindness
Special Delivery.....4
Kindness Bingo.....5
Color Your World with Kindness.....6
Kindness is a Muscle.....7
Kindness Quilt.....8

Empathy
Cup Full of Empathy 9
The Tomten's Journey.....11
Crossing the Line.....13

Emotion Management
A Walk in the Park.....16
Feelings Collage.....17
Calm Down Hand.....18
When I Feel Angry.....20
Stress Squashers.....22

Additional Resources.....24

Introduction

Social emotional skills are the building blocks of healthy relationships. The Center for Prevention of Abuse has compiled and created a toolkit of ideas to help your child continue to learn and grow their social emotional skills while at home.

This toolkit focuses on:

Respect: treating others the way they wish to be treated
Empathy: noticing and understanding how someone else is feeling
Compassion: what we say or do to show we care
Emotion Management: recognizing and constructively handling our emotions

We hope you find the following activities, discussion starters, and video recommendations useful as you navigate and enjoy more time spent with your loved ones at home.

Respect & Kindness

Special Delivery

Age Group: 3rd – 8th grade

Supplies Needed:
- Box, bag, or envelope – something to be made into a "mailbox"
- Decorating supplies – colored paper, crayons, markers, stickers, scissors, etc.
- Small slips of paper or post-its for each family member
- Bell/chime (optional) – to ring when dropping off mail "You've got mail!"

Activity:
This activity is designed to share kindness, explore empathy, and show respect and appreciation for one another.

Family members are encouraged to create and decorate a mailbox with their respective interests in mind (ie. movies, games, styles, brands, sports teams, etc.) A great way to get everyone involved is to make it a family "build" night!

Discuss with your child(ren):
- How did you decide to decorate your mailbox?
- What is your favorite part of your mailbox?
- Did you find it difficult to make your mailbox?
- Who has shown you kindness by helping you with a project? (at home? at school?)
- Who do you like to show kindness to at home, school, or in the neighborhood?

Once the boxes are built, give each family member slips of paper/post-its on which they can write their uplifting, positive messages of appreciation and deliver as mail to the mailboxes.

You may wish to decide on a daily mail goal to ensure everyone is on the lookout for the positives in others and is the recipient of at least one mail delivery a day.

In addition, collectively create a family postage stamp so that mail is delivered on time!

Lastly, find a time to gather and share your positive messages with each other. The messages may not only lift someone up in that moment, but create discussion and better understanding of how they are viewed and truly respected by other members of the household.

Discuss with your child(ren):
- How did you feel when you got mail?
- Were you surprised in a positive way?
- How can sharing kindness change someone's day?

Respect & Kindness

Kindness Bingo

Age Group: K – 8th grade

Supplies Needed: Paper, coloring supplies, stickers (optional)

Activity:
This activity is meant to encourage children to find ways to help out and be kind around the house and in their own environment daily or weekly.

Create a grid on a piece of paper. You can use as many squares as you like (suggestions: 9, 16, or 25 work well).

Decide together what age-appropriate "acts of kindness" will fill up each square. Encourage children to come up with creative ways to be kind in their own home. (Some examples could include: help with making a meal, clean the table without being asked, call your grandparents, etc.)

Leave one or two write-in squares for other acts of kindness that are not already on the bingo card.

Once the cards are completed, have children decorate their bingo cards to make them unique!

When the act of kindness is completed, stamp out the square, mark it off with a highlighter, or cover it with a sticker.

When someone gets a "Bingo!" have an option or two to celebrate. This could be something like a special activity, extra TV time, or a special meal.

Discuss with your child(ren):
- How did you come up with these ideas for acts of kindness?
- How did it make you feel when you completed them?
- Did you find new ways to be kind?
- Why is it important for us to be kind?
- Are we only kind to people in our own homes or to people we like?
- Is kindness always easy?

Kindness is something we can practice and work on every day, no matter where or how old we are! We can start by practicing kindness in our own homes and remembering that even small acts of kindness can make a big difference in someone's life.

Source: *https://afineparent.com/positive-parenting-faq/kindness-activities-for-kids.html*

Respect & Kindness

Color Your World with Kindness

Age Group: K – 2nd grade

Supplies Needed: Device with internet access
Video located at: *https://www.youtube.com/watch?v=rwelE8yyY0U*

Activity:
Watch the cartoon together showing how powerful acts of kindness can be!

Discuss with your child(ren):

- Why did the people in the video go from dull and gray, to bright and colorful?
- How does it feel to show kindness to others?
- How does it feel when others show you kindness?
- What are some things you can do or say to show kindness to your friends, teachers, family members, etc.?
- Talk about the Ripple Effect shown in the video

Showing kindness and compassion toward one another can help make other people feel good and can make us feel good!

Source: *A Better World*

Kindness is a Muscle

Age Group: K – 2nd grade

Supplies Needed: Device with internet access
Video located at: https://www.youtube.com/watch?v=BXAo_5voOP0

Activity:
This video is a fun song and cartoon about kindness being a muscle that we need to exercise every day.
Play the video and introduce the following movements to go along with the song to get up and moving!

Kindness is a muscle. (Movement: hands on heart in beating motion) Work it out, gotta hustle. We kids will show you the way. Gotta flex it every day. (Movement: flex muscles)
Thump thump, your heart will grow. (Movement: stepping side to side for this verse) Every time your kindness shows. Beat beat, your heart gets strong. When you sing a kindness song.
Grown ups, if you are mean. (Movement: Hands make binoculars over eyes for this verse) Don't think it goes unseen. We act the way you do. So be kind every day too
Kindness is a muscle. (Movement: hands on heart in beating motion) Work it out, gotta hustle. We kids will show you the way. Gotta flex it every day. (Movement: flex muscles)
Kindness is a muscle, we already know. (Movement: jumping jacks) And like a muscle you can make it grow. By being kind even when we're mad. (Movement: make a mad face) And helping others when they're sad. (Movement: shake hands or high five someone beside you)
It's easy, it's peasy, it's how we're made. (Movement: step side to side) We don't know hate, we don't throw shade. If someone is different it's the greatest thing.
'Cos being different makes us sing!
Thump, thump, thump. (Movement: Freestyle!) Your heart knows what's right. Beat, beat, beat. Kindness gives us might.
Grown ups, follow our lead. (Movement: students imitate what movement teacher does) Some love is all you need. It's easy watch our moves. And dance to our kindness grooves.
Kindness is a muscle. (Movement: hands on heart in beating motion) Work it out, gotta hustle. We kids will show you the way. Gotta flex it every day. (Movement: flex muscles)
I'll break it down one more time for you. (Movement: hold up one finger) Because I got more kindness rhymes to do. There's a couple more things to keep in mind. (Movement: hands on head) And so many reasons for being kind.
It's all about exercise. (Movement: jump up and down) We don't want awards or a prize. It's acting how we should. Because being kind feels good! (Movement: thumbs up)
Kindness is a muscle. (Movement: hands on heart in beating motion) Work it out, gotta hustle We kids will show you the way. Gotta flex it every day. (Movement: flex muscles)

Discuss with your child(ren):
- Who can help you exercise your kindness muscle?
- What are things you can do/say to exercise your kindness muscle?
- Can we still be kind when we are mad or sad? How?

Source: *Universal Kids Preschool*

Respect & Kindness

Kindness Quilt

Age Group: K – 4th grade

Supplies Needed: Paper, coloring supplies, scissors, tape

Activity:
Ask children to draw four pictures of a time where they showed kindness to others. (ie: friends, family, neighbors, or even animals)

Children may also draw pictures of times when someone showed kindness to them.

Once the pictures are completed, tape them together in a square to make a kindness quilt.

Discuss with your child(ren):

- How does it make you feel when you do something kind for someone?
- How does it make you feel when someone does something kind for you?
- Does looking at the pictures on the quilt help you think of new ways to be kind?
- Do acts of kindness have to cost anything to be meaningful? Explore how it is often the smallest acts of kindness that can mean the most.

Source: *https://proudtobeprimary.com/teaching-kindness-classroom/*

Cup Full of Empathy

Age Group: 1st – 2nd Grade

Supplies Needed: Mug Templates, Coloring Utensils

Activity Part One: A Cup Full of Empathy
Read the following sentences to your child(ren). For each one, ask:

1. What is the person feeling? (Have them show the feeling on their faces or using body language).
2. What could we say/do to show them we care?

- Sidney lost a game at recess.
- Tre got a bad grade on a test.
- Ella fell down at recess.
- Carter earned a special piece of candy.
- Abigail lost her favorite hat.
- Cody got in trouble by the teacher.
- Caitlyn's best friend just moved away.
- Sam is leaving for vacation tomorrow.
- Lucy has to get a shot after school.

Activity Part Two: Warm Words
Children can write "WARM" words on the mug provided.

The WARM acronym stands for:
Welcoming
Appreciative
Respectful
Meaningful

Encourage your child(ren) to color/decorate their mug.

(Optional) Completed mugs can be attached to the wall on an imaginary "mug rack."

Discuss with your child(ren):

- Was it easy to figure out how each person was feeling?
- Can you think of a time someone was kind to you?
- What "WARM" words has someone said to you to show they care?
- What are some "WARM" actions? (i.e. sitting next to someone, giving a high-five, giving a thumbs-up, smiling, checking in with friends, etc.)

Source: *https://www.teacherspayteachers.com/Product/Empathy-and-Kindness-Using-Warm-Words-2245288*

Directions: In the mug, write warm words that you can use to help others feel better. Color and design your mug however you would like!

©CounselorChelsey

The Tomten's Journey

Age Group: K – 2nd grade

Supplies Needed: Coloring supplies

Activity: Listen to The Tomten by Astrid Lindgren at *https://www.youtube.com/watch?v=ANgulkJBJVM&t=708s*

As you listen, ask children to trace the journey of the Tomten as he visits to check on his friends.

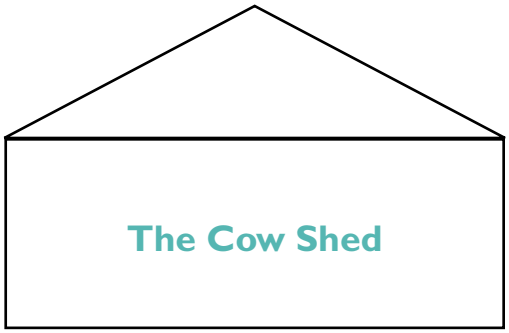
Children can also color or draw the Tomten's footprints.

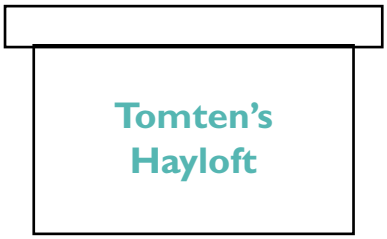
Discuss with your child(ren):

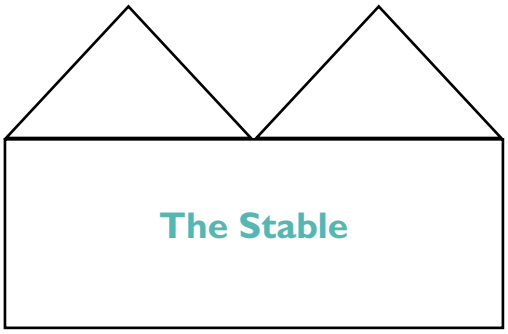
- Why does the Tomten visit everyone at night? (To check in and make sure they are safe, to say positive things, to remind them that summer is coming, etc.)
- Do you think the Tomten's kindness helps the animals feel better?
- How can we help our friends and family when they feel alone or are having a bad day? (Ask how they are, give a compliment, say something nice, etc.)

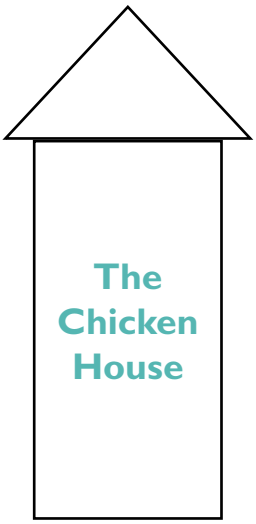
Empathy

Tomten Map: Draw the path that the Tomten takes to visit his friends at night.









Crossing the Line

Age Group: All Ages

Supplies Needed: Family Boundary Scenario Cards (included)

Discuss with your child(ren):
Boundaries are rules or limits we set to keep ourselves safe.

Even within our families, each person has the right to set their own boundaries. As we get older, boundaries can change.

Boundaries can help us manage our behavior. Boundaries are also guidelines for respect, honesty, and trust.

Activity:
Any or all family members can play. Each person takes a turn to choose and read a scenario. In some of the situations, someone has "crossed the line" and needs to set a new boundary. Sometimes we are the ones who cross the line.

They then pick what boundary they would set in that situation. When they finish, other players can say what their boundary would be.

Discuss which choices are respectful and honest and which choices would cross someone else's boundaries.

Empathy

Family members keep coming into my room without knocking.

a. Tell everyone they should knock and wait for an answer to come in.
b. Tell everyone that if they come in your room again, they will be sorry.
c. Post a sign on your door that says when it is okay to come in.
d. Other.

When my parent cleans my room, they go through my things.

a. Tell your parent you will clean your own room and set a schedule.
b. Yell at them to stay out of your room.
c. Hide everything under the bed and tell them it is already clean.
d. Other.

My little brother keeps ruining my comic books by reading them when he is eating Cheetos.

a. Set a rule that your brother can not ever read your comic books or touch your things.
b. Set a rule where your brother can only read them with clean hands if you are there.
c. Take a few of your brother's things and ruin them.
d. Other.

My uncle likes to tickle us on our sides, but sometimes he pokes me in the ribs and it hurts.

a. Tell your uncle that you do not like that game and not to tickle you.
b. Yell loudly at him then go hide.
c. Call 9-1-1.
d. Other

My sister put pink glitter all over my school art project. I have to redo it.

a. Set an "off-limits" rule about your homework.
b. Yell at your sister until she cries.
c. Talk to your parents about having your own safe place to do homework or art.
d. Other.

My older cousin always takes my allowance away.

a. Put your allowance in a secret place.
b. Talk to your parents or your aunt/uncle about his behavior
c. Tell him to stop being a bully and taking your money.
d. Other.

Empathy

My mom gets frustrated because I am never ready for school on time.

a. Talk with her about what help you need to get ready.
b. Yell at her because you are also frustrated that she keeps complaining.
c. Make a plan to get yourself ready and follow it.
d. Other.

My dad wants to know all my passwords for my tablet.

a. Tell him it is none of his business.
b. Yell at him to stop spying on you.
c. Discuss it with him and ask about internet safety.
d. Other.

It is your job to feed the cat every day. You get frustrated because no one helps and you have forgotten a couple times. When you forget, you feel really bad.

a. Make a checklist for yourself or set an alarm reminder.
b. Ask others to help you or help remind you.
c. Ask if you can trade responsibilities with a family member.
d. Other.

You used your parent's credit card without their permission to buy video games from Amazon.

a. Talk to them and apologize, ask what you can do to repay it.
b. Hide the credit card bill.
c. Return the game and hope they never notice.
d. Other.

Emotion Management

A Walk in the Park

Age Group: 3rd – 8th grade

Supplies Needed: Guided imagery script (below)

Activity:
When you need a break and the weather is not conducive to outdoor activities, try a virtual walk! Ask your child(ren) to sit comfortably with their eyes closed. Read the following in a calm, relaxed voice.

Close your eyes. "See" in your mind's eye a beautiful park. The sun is shining warmly, the breeze is blowing softly. The leaves in the trees are swaying back and forth .... back and forth ..... back and forth. Imagine walking into the park with a large, fluffy blanket. You find the perfect spot to lay out your blanket. You unroll it in the shade of a large, old oak tree. Lay down on the blanket. Feel the little bit of sunlight peaking through the giant oak's leaves. It feels warm as it dances over your face. Listen to the sound of the water running over the rocks in the creek. As you lay on the blanket you feel yourself drifting off to sleep. You feel very calm. Rest for a while in all the peace and beauty surrounding you. Imagine how it looks, how it sounds, how it smells. Breathe deeply, stay as long as you like.

When you are ready to leave, go to the edge of the creek and throw anything that has been bothering you, anything you wish to be rid of in your life, anything you are feeling sad or angry about, anything you worry about (ie: problems at home or school, violence in your neighborhood, bullies, death of a loved one, issues with your friends) into the creek. Picture your worry/sadness as a big, heavy rock. Throw it into the creek as far as you can. Watch it get washed away by the current and sink. When you can no longer see it, be thankful for the release of the burden, the problem, the worry; then walk peacefully back through the warm grass and take a rest on your blanket.

Discuss with your child(ren):
- What were you able to feel, hear, and smell on the walk?
- What was it like throwing your worries into the water?
- Do you feel more relaxed/calm?
- What are some other places we can visit in our minds?

Encourage your child(ren) to develop their own visual imagery scripts to share with the rest of the family.

Emotion Management

Feelings Collage

Age Group: 3rd – 5th grade

Supplies Needed: Paper, coloring supplies, scissors, glue stick or tape, magazines, newspapers

Activity:
Have children cut pictures of people from magazines or newspapers who are showing any kind of emotion. When they have cut out as many pictures of people as they want, have them arrange pictures on a paper with glue or tape to create a "feelings collage." Have them label the emotions that they see.

If magazines or newspapers aren't available, have children draw people who are expressing emotions. Give children a list of emotions you would like them to draw. (Suggestions: angry, happy, sad, worried, scared, nervous, excited)

Have children decorate their collages in the free space (if any).

Discuss with your child(ren):

- How do you know what emotions the people are feeling? What gave you a hint?
- If we can tell from someone's body language or their facial expressions, why is it important for us to pay attention to those things?
- Should we try to consider the way that other people are feeling?
- Are we always going to feel what someone else is feeling?
- What is empathy? *Empathy is putting yourself in someone else's shoes. It is noticing and trying to understand how they might be feeling.*
- Why is it important to have empathy?
- Is having empathy always easy? What about if we notice someone we don't get along with is having a hard time?
- With all of those feelings that you identified in your collages – how could you respond to someone that is feeling one of those ways if you are using empathy?

Empathy is something we can practice and identifying feelings is a great way to start! Paying attention to the way people are feeling and looking for the signs like body language or facial expressions, helps us to be more sensitive to what someone might be going through. Having empathy means being understanding even if we aren't feeling the same thing.

Source: *The Inclusion Lab @ https://blog.brookespublishing.com/5-activities-for-building-empathy-in-your-students/*

Emotion Management

Calm Down Hand

Age Group: K – 4th grade

Supplies Needed: Blank paper or template (provided), other art supplies (markers, crayons, colored pencils, etc.)

Activity:
Help your child(ren) trace their hand on a piece of paper. Above each individual finger, you or your child(ren) can write these five words: see, hear, smell, taste and touch. Child(ren) can then write and/or draw things in that finger that help them feel calm for each of the five senses.

Examples:

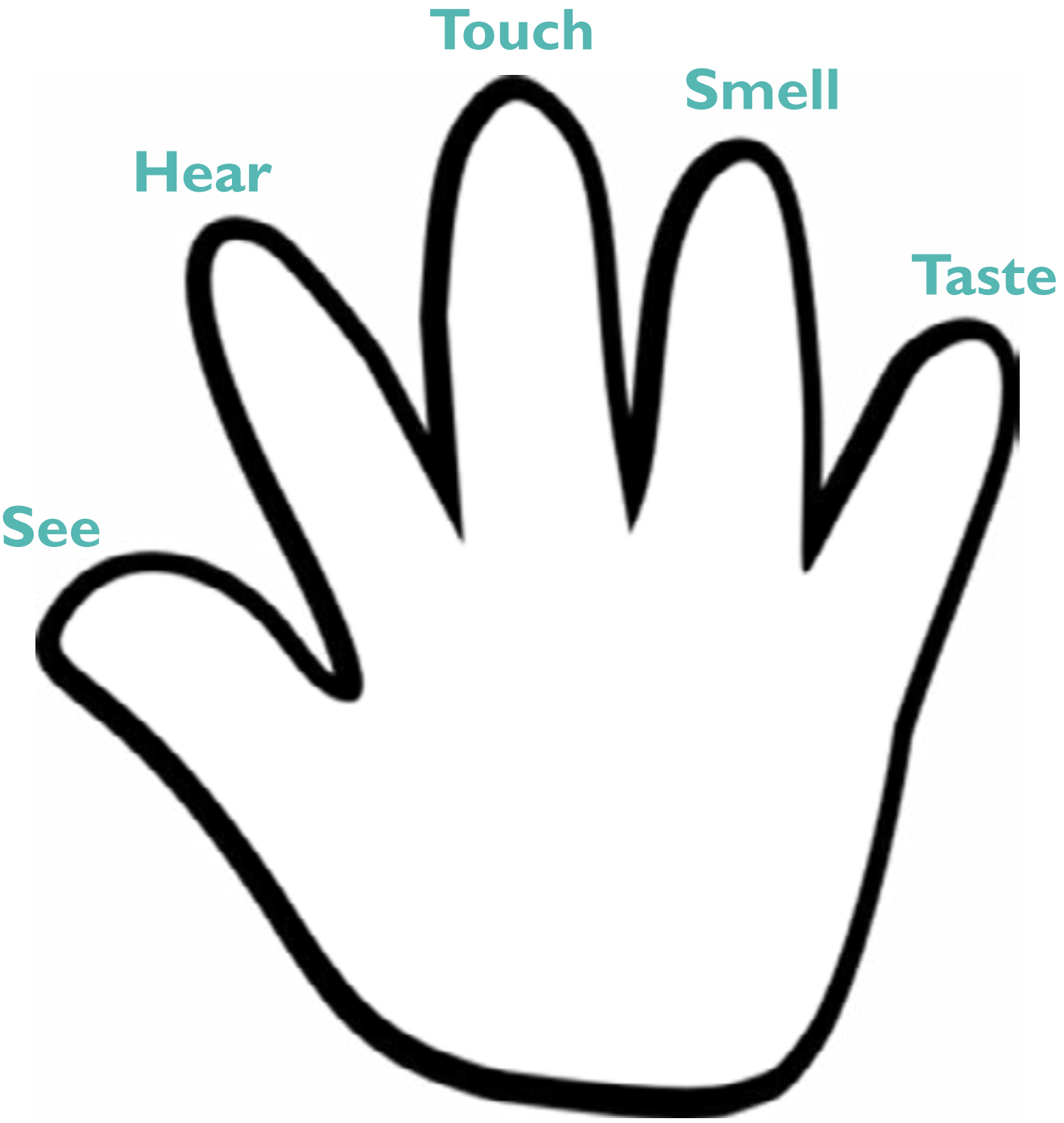
See: My mom, rainbows, my dog, my best friend
Hear: My favorite song, the sound of rain, my dad's voice
Smell: Freshly baked cookies, a favorite candle
Taste: Ice cream, chips, hot chocolate, fruit
Touch: Getting a hug from my mom, a high five from my best friend, cuddling my favorite blanket/stuffed animal

Discuss with your child(ren):

- What ideas did you come up with?
- Why do you find them helpful?
- Who is someone that can help you when you need to calm down?

Source: *https://kristinamarcelli.wordpress.com/*

Emotion Management



Emotion Management

When I Feel Angry

Age Group: K – 2nd grade

Supplies Needed: One body outline per child (provided), 2–3 band-aids or stickers per child

Activity:
Ask children to use the body outline to color a picture of themselves and have them draw their face when they are mad/angry. Give each child two/three band-aids or stickers to place on their picture to show where they feel anger in their bodies.

Talk with your child about possible places where they may feel anger. A child may get headaches, stomachaches, their heart could beat really quickly or muscles in their arms and/or legs could tense up.

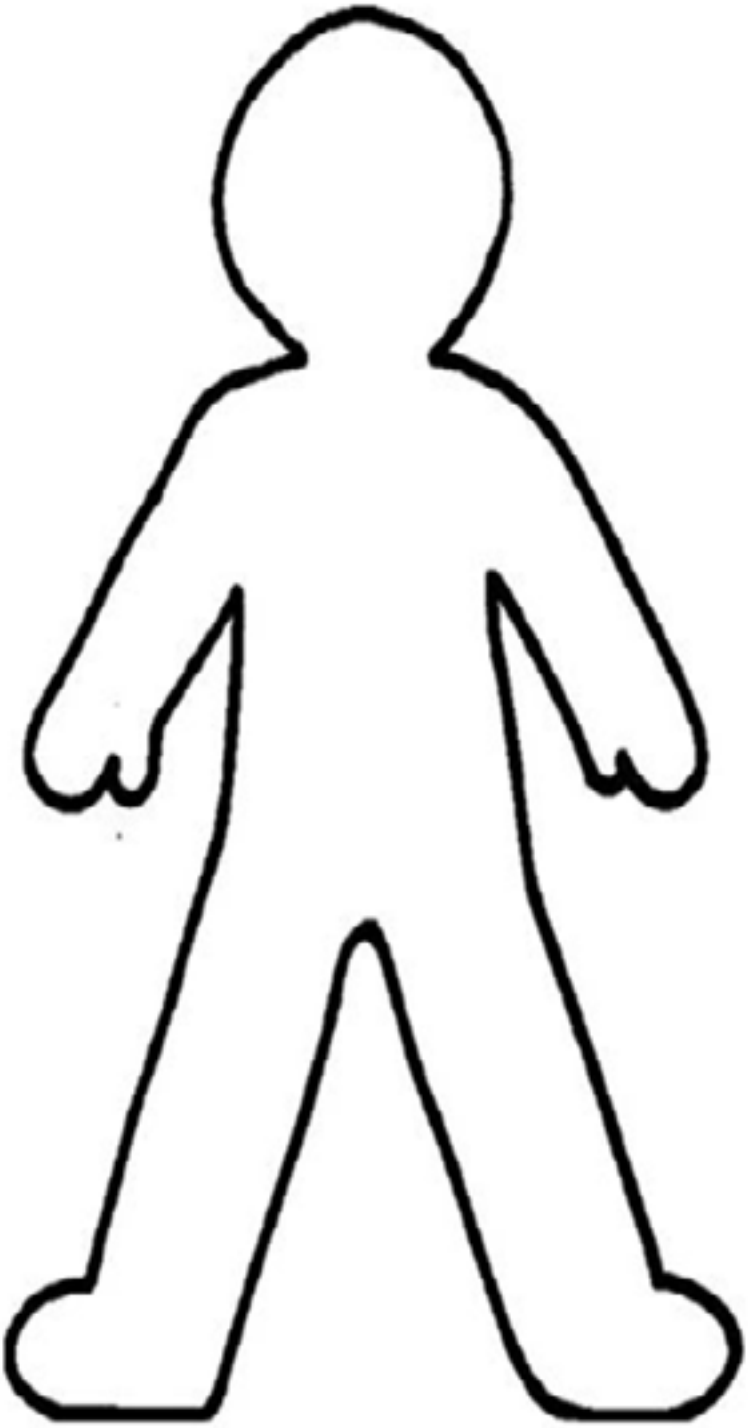
Children can also draw things that can help them calm down around their body outline. Some things that may help your child calm down could include counting, deep breathing, cuddling with a stuffed animal, getting a hug, etc.

Discuss with your child(ren):
- Do we all feel anger?
- Can we feel anger in different places in our bodies?
- When you feel angry, what can you do to calm yourself down?

Source: *Second Step, Committee for Children*

Emotion Management

Where my body feels anger:



Emotion Management

Stress Squashers

Age Group: 2nd – 8th grade

Supplies Needed: Coloring supplies and attached stress squasher sheet for each family member.

Activity:
We may feel stress more deeply at certain points of the day and when the pressure builds we may be tempted to act out in a way that is hurtful. Spending time thinking about what helps us de-stress can help us learn what to do when we feel tensions rise.

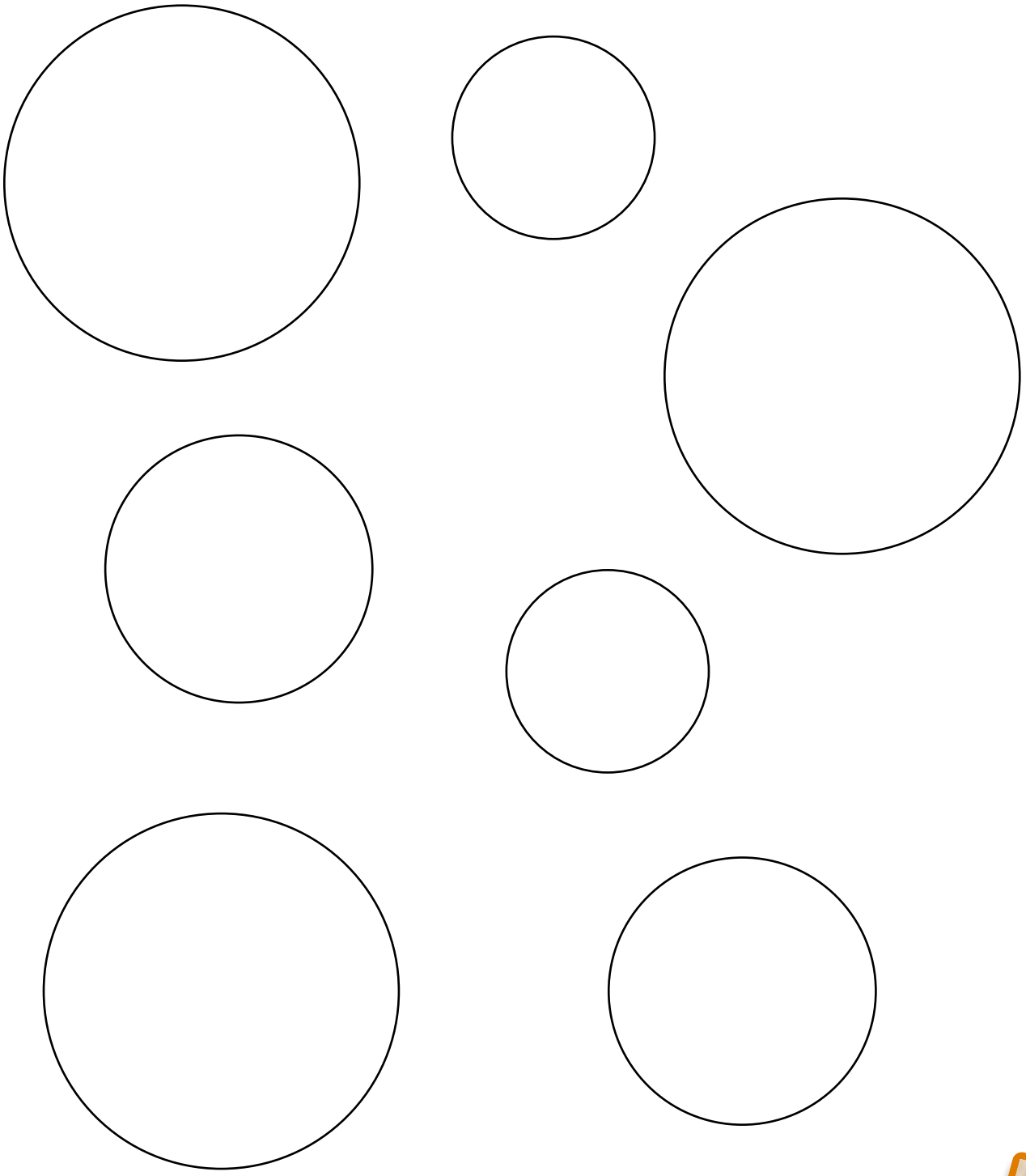
Encourage your child to draw a picture or write a sentence that explains a way they get rid of ("squash") stress in each of the circles.

While drawing, encourage ideas/conversation with the following:

- How does your body let you know you are feeling stressed?
- Which ideas work best for you when you are feeling stressed?
- Do we all de-stress in the same way?
- Why is it important to know how to destress?

Emotion Management

My Stress Squashers



Additional Resources

Website link: *https://www.secondstep.org/covid19support*

Age Group: PreK – 8th grade

Visit this resource page for direct links to activities for all ages (PreK – 8th grade) with information on fostering social emotional skills as a family.

Resources that can be found here include a link to a new podcast series called *The Imagination Neighborhood* which focuses on helping parents and kids grow kinder together as well as up to fifteen free guided meditation sessions on Mind Yeti.

Check out the book recommendations on topics such as respect, empathy, and emotions organized by age/grade levels. If you don't own the books, no worries, often a video can be found of the book being read aloud when you Google the book title and author.

Source: *Second Step, Committee for Children*

Website link: *https://www.gonoodle.com/good-energy-at-home-kids-games-and-videos/*

Age Group: PreK – 5th grade

GoNoodle provides free interactive videos and activities for the whole family to get up and moving!

Source: *GoNoodle*

center *for* prevention *of* abuse.

309.691.0551 | 1.800.559.SAFE (7233)
www.centerforpreventionofabuse.org