CREATING CARE ACTER

SOCIAL AND EMOTIONAL LEARNING TOOLKIT

VOLUME 2

center for prevention of abuse.
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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:

**Conflict Resolution:** skills designed to aid in peaceful resolution through respectful communication

**Problem-Solving:** analyzing thoughtfully instead of acting rashly in order to achieve goals

**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.

For more information about the Center for Prevention of Abuse, please visit www.centerforpreventionofabuse.org or email Laura Kowalske, Director of Prevention Education, at LKowalske@centerforpreventionofabuse.org.

* Due to several activities requiring things to be cut out, please print single-sided.
Age Group: 6th – High School

Supplies Needed: paper, pencil, and drawing prompts (below)

Activity:

When working in a group or with just one person, conflict can occur. Conflict resolution is not about avoiding or accommodating, but truly about collaboration, listening, responding, and trusting.

Each participant should receive a piece of blank paper. Instruct children to sit back-to-back, or comfortably away from one another, with paper out of view.

Next, suggest a drawing prompt from the list below. (Or make up your own!)

Children will work together to create the suggested prompt. They may take turns in any way they think works best to come up with their collaborative drawing. Each will need to clearly describe what they are creating on their own paper and then give directions to their partner on how to complete that part of the drawing.

Share This Tip:

When drawing, compare shapes to things you know (pyramid, stack of blocks, bird head with beak, etc.)

Once children have completed the drawing, have them share their drawings to see how similar or different they turned out to be.

They may wish to recreate the prompt together on a separate sheet of paper to truly create a collaborative work of art!

Discuss with your child(ren):

- Did you both end up with the same exact drawing?
- Did you like working with a partner? Why or why not?
- What feelings did you have while working with your partner?
- Why might a conflict occur when sharing ideas or creating something we care about?
- What did you have to do to be successful in this activity?

Drawing Prompts:

- One-of-a-kind monster
- Bicycle built for two
- Cityscape or recent vacation destination
- Favorite sports team logo
- Favorite candy wrapper
- Car/vehicle of the future
**HOME BLOCKBUSTER MOVIE CHALLENGE**

**Age Group:** 6th – 8th

**Supplies Needed:** conflict resolutions (attached)

**Activity:**

Movies and TV shows often portray conflict as good against evil in a very simplistic way. What happens when the opposing sides are not so clear, when there is a gray area between right and wrong? Sometimes even heroes have conflict with each other.

Choose a scene from a movie below and pick a conflict resolution from the following page. Discuss how we can use the conflict resolution method chosen to rewrite a different ending for the characters. Examples are given, but you can use your own favorite movie or book plots and come up with your own resolutions as well. If you are unfamiliar with the movies listed, click on the video links to show a clip of a conflict between characters.

Discuss with your child(ren):

- How did the conflict end differently based on the card we drew?
- How would it change the whole movie?
- Which character succeeded at conflict resolution?
- Were there any new winners, losers, or satisfaction on both sides?

Although movies and books need conflict to be interesting, real life offers conflicts nearly every day that really affect us. By choosing the right method of conflict resolution, we can give our lives a better outcome.

**Sources:**
- [https://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf](https://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf)
- [https://theparticipationcompany.com/2016/06/5-conflict-resolution-strategies/](https://theparticipationcompany.com/2016/06/5-conflict-resolution-strategies/)

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<table>
<thead>
<tr>
<th>Movies</th>
<th>Heroes</th>
<th>Villains</th>
<th>Clip</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Avengers</td>
<td>The Avengers</td>
<td>Loki, Thanos</td>
<td><a href="https://youtu.be/Bj6yMYaQPrw">https://youtu.be/Bj6yMYaQPrw</a></td>
</tr>
<tr>
<td>Harry Potter</td>
<td>Harry Potter, Dumbledore’s Army</td>
<td>Voldemort, Death Eaters</td>
<td><a href="https://youtu.be/9_wj_MI4gSE">https://youtu.be/9_wj_MI4gSE</a></td>
</tr>
<tr>
<td>Twilight</td>
<td>Edward, Jacob, Bella, the Cullens</td>
<td>Aro &amp; The Volturi, James, Jane, Victoria</td>
<td><a href="https://youtu.be/x5vt_G5r-al">https://youtu.be/x5vt_G5r-al</a></td>
</tr>
<tr>
<td>Star Wars</td>
<td>Jedi</td>
<td>Sith</td>
<td><a href="https://youtu.be/5AvpT3YxQb8">https://youtu.be/5AvpT3YxQb8</a></td>
</tr>
<tr>
<td><strong>Competing</strong></td>
<td>Competing is used by people who go into a conflict planning to win. They’re assertive and not cooperative. This method is characterized by the assumption that one side wins and everyone else loses. It doesn’t allow room for diverse perspectives into a well-informed total picture. Competing might work in sports or war, but it’s rarely a good strategy for group problem-solving.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Collaborating</strong></td>
<td>Collaborating is used when people are both assertive and cooperative. A group learns to allow each participant to make contributions with the possibility of co-creating a shared solution that everyone can support.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Avoiding</strong></td>
<td>Avoiding is when people just ignore or withdraw from the conflict. They choose this method when the discomfort of confrontation exceeds the potential reward of resolution of the conflict. While this might seem easy to accommodate for the facilitator, people aren’t really contributing anything of value to the conversation and may be withholding worthwhile ideas. When conflict is avoided, nothing is resolved.</td>
<td></td>
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</tr>
<tr>
<td><strong>Accommodating</strong></td>
<td>Accommodating is a strategy where one party gives in to the wishes or demands of another. They’re being cooperative but not assertive. This may appear to be a gracious way to give in when one figures out that they have been wrong about an argument. It’s less helpful when one party accommodates another merely to preserve harmony or to avoid disruption. Like avoidance, it can result in unresolved issues.</td>
<td></td>
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</tr>
<tr>
<td><strong>Compromising</strong></td>
<td>Compromising is when participants are partially assertive and cooperative. The concept is that everyone gives up a little bit of what they want, and no one gets everything they want. The perception of the best outcome when working by compromise is that which “splits the difference.” Compromise is perceived as being fair, even if no one is completely happy with the final outcome.</td>
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</tr>
</tbody>
</table>
**Age Group**: 3rd – 5th

**Supplies Needed**: scenarios (attached)

**Activity**:
Practicing what can be done during a conflict helps children know how to handle a situation when it is presented. Attached are a few scenarios to begin the conversation with your child(ren). Encourage peaceful resolutions, such as listening to each other, looking at another perspective, agreeing to disagree, respectful and calm communication, etc.

Cut out each scenario card and place it in a bowl, jar, basket, hat, etc. and have your child(ren) draw one. Ask your child(ren) to read it aloud and then discuss what they would do in that situation. After they have answered, discuss the questions on the bottom of the card. To continue the conversation, ask the questions listed below.

**Discuss with your child(ren):**
- How did you feel about the situation?
- What emotions might the people involved feel?
- Has something like this ever happened to you?
- Were you able to handle the conflict peacefully?
<table>
<thead>
<tr>
<th>Scenario</th>
<th>What would you do/say?</th>
<th>What might happen then?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Derek and Alex both demand to pitch during the baseball game tonight. You are listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>to them argue about who is better, when they ask you who should pitch tonight.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you do/say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What might happen then?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie and Asia want something different for dinner. Julie wants pizza and Asia wants tacos.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neither will budge on their choice.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you do/say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What might happen then?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Raquel won’t let Anna work with her on any school assignments. You overhear Raquel tell Anna to get lost when she asks to work together.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you do/say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What might happen then?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jose is a very aggressive basketball player. He fouls hard and yells at his teammates. Jose also gets very upset when someone calls him a bad sport.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you do/say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What might happen then?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gage is working very hard on a group project. He feels the other students are not doing their part. This is causing Gage to get upset with his classmates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you do/say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What might happen then?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The person sitting next to you in class is in your personal space. You are trying to focus on the teacher and lesson, but your classmate is leaning on your desk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you do/say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What might happen then?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dominique doesn’t want to go to school because her “friends” make fun of the way she looks. She has asked them to stop, but they continue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you do/say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What might happen then?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Todd heard a rumor that his best friend, David, is not inviting him to his party. Todd is very angry and will not talk to David.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would you do/say?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What might happen then?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What's Your Perspective?

**Age Group:** 3rd – 5th

**Supplies Needed:** perspective pictures (attached)

**Activity:**

Seeing another person’s perspective helps create empathy and compassion for one another. When we have a disagreement with someone and are able to consider their perspective, it helps us work to resolve the conflict in a respectful manner.

Show your child(ren) the following pictures. Each picture has two images your child may see. Which image did they see first? Help them refocus and look at the picture again (from a different perspective) to see the alternate image. *(HINT: It may help to turn the page or outline the image.)*

**Answers:**

- Picture 1: old lady, young lady
- Picture 2: old man, dog
- Picture 3: cat, mouse
- Picture 4: lady, standing horses
- Picture 5: old man and woman, man with guitar and woman
- Picture 6: woods, tiger

**Discuss with your child(ren):**

- Was it difficult to see both images?
- How did you feel when you saw the second image?
- Can you think of real life situations in which it is important to consider someone else’s perspective?

**Picture 1:**

![Picture 1]

**Picture 2:**

![Picture 2]
WHAT'S YOUR PERSPECTIVE?

Picture 3: [Image of a black cat with a mouse face]

Picture 4: [Image of a woman's face]

Picture 5: [Image of two elderly people facing each other]

Picture 6: [Image of a white tiger]
Age Group: K – 4th

Supplies Needed: bingo cards, scenarios, and bingo markers (i.e., coins, candy, buttons, etc.)

Activity:
Print out the conflict resolution bingo cards and scenarios.
Choose someone to be the caller or take turns drawing and reading the scenario cards out loud.
Players then decide how they would solve the conflict. If they have their answer on their bingo card, then they can mark it off. Play as you would usually play Bingo.
Award a prize to the winner each round for fun!

Discuss with your child(ren):
• As you play, discuss if the conflicts mentioned in the game have happened before at home. If so, were they handled in a healthy way?
• Can the healthy resolutions on the card be used if/when conflicts happen in other places?
Conflict naturally occurs in all relationships, but learning healthy ways to resolve conflict helps us get along and have caring relationships.

Source: Adapted from https://bingobaker.com/view/428733
## Oh No Bingo!

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Action 1</th>
<th>Action 2</th>
<th>Action 3</th>
<th>Action 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rock, Paper, Scissors</td>
<td>Say please stop</td>
<td>Walk away</td>
<td>Write-in or say your own way to solve the scenario</td>
<td>Say sorry</td>
</tr>
<tr>
<td>Talk it out</td>
<td>Take a break</td>
<td>Report to an adult right away</td>
<td>Let it go</td>
<td>Take deep breaths</td>
</tr>
<tr>
<td>Write-in or say your own way to solve the scenario</td>
<td>Take turns</td>
<td><strong>FREE</strong></td>
<td>Go do another activity</td>
<td>Compromise</td>
</tr>
<tr>
<td>Use “I feel” statements</td>
<td>Ask an adult for help</td>
<td>Count to 10 to calm down</td>
<td>Laugh about it</td>
<td>Stop, name your feeling, calm down</td>
</tr>
<tr>
<td>Flip a coin</td>
<td>Take a vote</td>
<td>Write-in or say your own way to solve the scenario</td>
<td>Share</td>
<td>Move (create distance)</td>
</tr>
</tbody>
</table>
## Oh No Bingo!

<table>
<thead>
<tr>
<th>Go do another activity</th>
<th>Let it go</th>
<th>Stop, name your feeling, calm down</th>
<th>Ask an adult for help</th>
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<td>Flip a coin</td>
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<td>Take a vote</td>
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<td>Rock, Paper, Scissors</td>
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<td>Take a break</td>
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<tr>
<td>Talk it out</td>
<td>Take deep breaths</td>
<td>Write-in or say your own way to solve the scenario</td>
<td>Say sorry</td>
<td>Report to an adult right away</td>
</tr>
</tbody>
</table>
Scenarios:
1. You were really looking forward to eating a cookie after dinner, but your family member grabs the last one before you had a chance.
2. While you’re reading your favorite book, your brother steals it out of your hands.
3. It’s family movie night, but everyone wants to watch a different movie.
4. Your little sister breaks one of your toys.
5. You let your sister borrow your shirt, but when she gives it back to you there is a hole in it. Your sibling pushes you and you get hurt.
6. The family is deciding what to eat for dinner, but some people want tacos and some people want pasta.
7. While playing tag, you push your brother hard instead of a respectful tag.
8. While doing your schoolwork at the table, your sibling is singing loudly, frustrating you.
9. You’ve been watching a movie in your favorite spot on the couch, but when you come back from getting a snack, your mom is sitting in your spot.
10. You want to go to your friend’s house, but your dad says no.
11. You want to play outside, but your mom says you have to clean your room first. You want to go outside right now!
12. You see an ad for something you really want, but your parents say you can’t have it right now.
13. It’s your normal bedtime, but you want to stay up late to play a game.
14. You’re playing a card game with your family and your brother accuses you of cheating.
15. After cleaning your room, your little sister comes in and makes it messy again.
16. When you get out of the bath, you notice that the lids were left off of your favorite markers your sister used for an art project.
17. While cooking dinner, your dad says you keep getting in his way.
18. Your older sister has been in the bathroom for a really long time getting ready and you want to brush your teeth.
19. You don’t like what is for breakfast.
20. Your mom has been using the iPad but you want to watch YouTube videos on it.
21. Your dad didn’t bring you a doughnut from the gas station like you hoped he would.
22. Your baby sister won’t stop crying and it is annoying you.
23. Your mom wants you to put away the dishes but you want to play.
24. You’re disappointed that you cannot go to your friend’s house.
Age Group: 6th – 8th/Individuals with Disabilities

Supplies Needed: Complaint Cootie Catcher (attached)

Activity:
It is said that every complaint carries a request. Instead of seeing complaints as negative, we can begin to think about the change we are requesting. When we complain, we are really asking for a change in someone’s behavior or a situation that makes us uncomfortable. It is our job to speak up when someone crosses our boundary or if a situation makes us feel unsafe.

Cut out and fold the Complaint Cootie Catcher (instructions in this link: How To Fold A Cootie Catcher).

Choose a color:
Red = Complaints that make us angry.
Blue = Complaints that make us sad.
Green = Complaints about jealousy or being envious.
Yellow = Complaints that we might make about a situation.

Open the flaps to discuss and discover how complaints can easily be resolved by simply asking for the change we wish to see.

You can also create your own cootie catcher by following the link above.

Discuss with your child(ren):

- How do you feel when someone complains to you?
- What if they complain about you?
- What are some of the changes being requested in the cootie catcher? (Asking for help, to be included, to be heard, for fairness, etc.)
- Notice how complaints use “always” or “never” in ways that can be hurtful. How can we talk to someone about change without using those words?
- What are some ways we can manage our emotions when we react to a complaint?
- How can we look beyond how something is said to understand what someone is really trying to say?

Managing our emotions when someone complains is easy when we listen. Although movies and books need conflict to be interesting, real life offers conflicts nearly every day that really affect us. By choosing the right method of conflict resolution, we can give our lives a better outcome.

Source: https://classroom.kidshealth.org/classroom/6to8/personal/growing/conflict_resolution.pdf
COMPLAINT COOTIE CATCHER

Yellow

- My parents always do too much for me. I’m not a baby!
- I am always picked last for sports teams.

Blue

- I hate algebra. I always fail to get the right answers.
- You can sit with them or sit with a new friend.

Green

- I never see them. They spend all their time with their new friend.
- Ask her for help!

Red

- My best friend always ignores me at lunchtime.
- Ask if you can sit with her.

- Everyone is on a learning curve and can use help sometimes.
- Ask if you can be a captain and pick the next time or ask if you can be a scorekeeper.

- You can do it. It’s a process and see what game you like for any video games. Ask new friends.
- She’ll never ask you. Introduce yourself to the new kid. Ask to be included.

- Ask if you can play fair. Explain the game and ask an adult to listen or take turns.
- She’s on her phone. Ask her to look over the sheet and she’ll play a game.
**LET’S MAKE A DEAL SONG**

**Age Group:** K – 2nd

Use this song to help young children learn to compromise and practice how to see things from another person’s perspective and help your child consider other people’s needs.

**Activity:**

When you and your child can’t agree, use the tune of “This Old Man” to sing these lines:

“**You want this. I want that. How can we both get what we want?”**

If you’re unfamiliar with the tune of this song, listen here: [https://www.youtube.com/watch?v=RKaxRYJ5AMY](https://www.youtube.com/watch?v=RKaxRYJ5AMY)

Then brainstorm solutions and choose the best idea for right now.

For example, if your child is insisting on staying up past bedtime, the win-win solution might be to allow your child to pick two books to read quietly in bed until they fall asleep.

Sometimes child(ren) may have trouble letting go of an idea, but together you can pick the best compromise.

Write additional compromise solutions on post-it notes or slips of paper and put them in a special container. The next time there is conflict, read through the ideas to help find the best solution for right now.

Singing songs is a good way to calm down as well as an entertaining way to interact with each other. Using a familiar tune, but changing the words to fit the situation can be a creative and fun way to solve problems.

LINE DRAWING

**Age Group:** 9th – 12th

**Supplies Needed:** paper, pen, drawing prompts (included), coloring supplies (optional)

**Activity:**

This activity is meant to encourage creativity and problem solving.

Start by handing each child a piece of paper and a pen.

*Optional: if desired, set other art supplies near the activity but don’t explicitly give to each child.*

Tell your child(ren) that the activity is about line drawings which can look different for everyone. The way that line drawing is going to be used in this activity means that each drawing has to be done without lifting the drawing/writing utensil from the paper at any time. Each individual drawing has to be made with one continuous line.

*Note: this does not mean that it has to be a straight line, but do not give children any more direction than above. They may have questions, but repeat what you have already told them.*

There will be 10 rounds of drawing and for each round, children will get one minute to draw. Once the one minute is up, children get to start a new line drawing for the new concept. The concepts that they will be instructed to draw will increase in difficulty.

**Discuss with your child(ren):**

- Without clear instruction did you know how you wanted to approach the task? Did you have any unanswered questions? Did you use any other art supplies?
- Did you get more comfortable with the activity as you completed more rounds? Did your expectations change?
- Did this activity present any problems for you? If so, what were they and how did you solve them?
- If you had more freedom with this activity, what would you like to do instead?

While this starts out with familiar concepts, they increase in difficulty until the point that it requires children to look inward and reflect. Sometimes that can be really difficult to do! This entire activity is a fun way to show children that even without thinking about it, they are more than capable of problem solving. This activity didn’t give a lot of instruction on purpose in order to compel children to use their creativity in whatever way was comfortable for them.

Problems and obstacles come in all shapes and forms, and it can be encouraging for children to see how quickly they can overcome even the silliest of obstacles when they put their mind to it!

Encourage a discussion with your children about what skills are important when approaching a problem and what things might make problem solving more difficult.

**Drawing Prompts:**

- Bird
- Pineapple
- Bicycle
- Clouds
- Spider
- Palm Tree
- Your favorite animal
- A face
- Something you really want
- How you feel right now (ie: tired, confused, happy, bored, overwhelmed, etc.)
“Say Cheese” Photo Scavenger Hunt

Age Group: 3rd – 5th

Supplies Needed: list of items to find (suggested lists attached), something to write with, one phone or camera per team

Activity:
Divide into teams. Each team will get the same list and a phone or camera to take a photo of each item they find. Before the hunt starts, decide on a time limit and a place to meet when time is up to go over the photos together. Groups must also stay together at all times (no splitting up).

When time is up, allow each group to present their photos along with their checklist sheet. Each group earns one point for each challenge successfully photographed and if you wish, extra bonus points for creativity or effort.

For more fun, make your own lists and/or add new items to the lists below!

Discuss with your child(ren):
- Did you run into any problems during this activity?
- What were some ways you tried to solve the problems?
- Did you listen and try everyone’s ideas?
- Did anyone get frustrated during this activity?
- What are some things you can do to calm down?

Source: https://icebreakerideas.com/photo-scavenger-hunt/

Outdoor Photo Scavenger Hunt List
- Something cold
- Something smaller than your thumb
- Something made of glass
- Something square
- A shadow
- The letter “K”
- Something yellow
- Two kinds of leaves
- Something fuzzy
- Something old
- A flat rock
- Something that starts with the letter “M”
- Something that makes you happy
- Something flexible
- Something alive
- Something made of plastic
- The number “5”
- Something with holes in it
- A shiny thing
- Something soft
Indoor Photo Scavenger Hunt List

- Something with wheels
- Something used on a holiday
- Homework that earned an “A”
- Something round
- Something that starts with the letter “Q”
- Something that floats
- Something smaller than a penny
- A green piece of paper
- Something crunchy
- Something glittery
- Something that makes a noise
- Something bigger than you
- Something that you can see through
- Something with stripes
- Something that keeps you warm
- The number “10”
- Something that stretches
- Something sweet
- Something you use to clean up messes
- An empty bottle
**SCENARIO SKITS**

**Age Group:** 3rd – 5th

**Supplies Needed:** scenarios (attached) and a small basket or bowl

**Activity:**
Print and cut apart the scenarios provided. Fold and place into a small basket or bowl.
Ask your child(ren) to select a scenario and create a short skit that demonstrates a respectful way of solving the problem they selected.
Allow everyone the same amount of time to prepare their skit and then have each child present to the entire family.
Have fun creating a stage and special theatre treats! Give family members a ballot to vote on the “Best in Show” skit.

**Discuss with your child(ren):**
- Was creating the skit difficult?
- How did you decide on a solution to act out?
- What other solutions may have worked in your scenario?

**Source:** [https://icebreakerideas.com/problem-solving-activities/#Alphabet_Game](https://icebreakerideas.com/problem-solving-activities/#Alphabet_Game)
## Scenario Skits

<table>
<thead>
<tr>
<th>Your best friend tells you that they are mad at you</th>
<th>You lost your homework</th>
<th>Your mom takes your phone/video games away</th>
</tr>
</thead>
<tbody>
<tr>
<td>You have to tell your parents you got in trouble in school</td>
<td>You can’t solve your math problems</td>
<td>You got into a fight with your siblings</td>
</tr>
<tr>
<td>You forget to feed your cat or dog</td>
<td>The internet isn’t working</td>
<td>You miss your friends</td>
</tr>
<tr>
<td>You have one ball at the playground</td>
<td>You’re playing basketball and there are 15 people but you can only pick ten for a game</td>
<td></td>
</tr>
</tbody>
</table>
**Age Group:** 3rd – 5th

**Supplies Needed:** pens and paper

**Activity:**

The imaginary setting for this activity is your family living room or another room of your choosing. The doors of the living room have been locked and no one can break the windows or the doors to escape.

Your child(ren) will have 15 minutes to choose ten items they will need for survival. After agreeing on the ten items, they will need to rank them in order of importance.

**Discuss with your child(ren):**

- What ten items were picked?
- Was it difficult to decide on the items?
- Why were those items picked? Could some things be useful in more than one way? How?
- When there was disagreement, what helped solve the problem?

**Source:** [https://www.ntaskmanager.com/blog/top-problem-solving-activities-for-your-team-to-master/](https://www.ntaskmanager.com/blog/top-problem-solving-activities-for-your-team-to-master/)
THE SPIDER WEB

**Age Group:** K – 4th

**Supplies Needed:** string (yarn, rope, etc.), open space, objects to tie string to (trees, poles, chairs, etc.)

**Activity:**

Before the game starts, build a spider web with the string by looping it or tying it to various objects. The web should contain holes of different sizes, but large enough for your child(ren) to fit through.

The goal of the activity is to crawl or walk through the spider web to the other side without touching the string that makes up the spider web. If your child(ren) touch(es) the spider web as they are crawling through, they must go back to the beginning and try again.

**Variations:**

- Make it more challenging by going through the web with someone else
- Add obstacles to the web (balls, toys, etc.) which may not be touched
- Add more string to the web to make it more difficult to go through
- Get creative and weave a story about the web
- Make it a race – see who can get through the web the fastest

**Discuss with your child(ren):**

- How did you feel about this activity?
  - Before: were you worried you wouldn’t be able to do it?
  - After: was it harder or easier than you thought?
- How did you solve the problem (going through the web without touching it)?
- What made you decide on that solution?
- Are there any other solutions to solving the problem?
- What would make the problem harder?
  - More string, less holes, objects inside the web, etc.
- Did you do anything differently when going through the web a second time?

**Source:** [https://youaremom.com/parenting/conflict-resolution/](https://youaremom.com/parenting/conflict-resolution/)
**Age Group:** 9th – 12th

**Supplies Needed:** phone/computer with internet access

**Activity:**
Problem solving is not always easy, especially when it comes to siblings/relatives. Assessing the problems at hand, brainstorming the outcomes, and considering the consequences of each option can make problem solving easier.

Watch the following clips on YouTube
- [https://youtu.be/M27FwMENSMM](https://youtu.be/M27FwMENSMM)
- [https://youtu.be/jzkDRz8quKo](https://youtu.be/jzkDRz8quKo)

**Discuss with your child(ren):**
Discuss the problems Harry and Dudley come across throughout the progression of the clips. Keep in mind that these three incidents happen over the course of seven years and that Harry lived with the Dursley’s from the time he was an infant.

- What are the problems Harry comes up against? Are these problems people face in the real world?
- Aside from the way Harry handles these problems, are there different solutions? What might those be? How would that have changed events?
- Does Harry’s relationship with the Dursley’s affect the decisions he makes with them? Do your relationships affect your decision making?
Age Group: 6th – 12th

Supplies Needed: paper, two different colored pens/markers, one 6-sided dice

Activity:

A new take on an old favorite! A variation of traditional Tic-Tac-Toe, however, BOTH sides will be represented as ‘X’ (of a particular color) and be represented by either the odd numbers on the die (1,3,5) or the even (2,4,6).

To begin, create a traditional Tic-Tac-Toe grid on the piece of paper. Next, players should roll the die for first player control; the player rolling the highest value goes first. The highest value will also determine “suit,” (Ex: If a 3 is rolled, but a 5 is also rolled, then the player with the higher value takes “odds” and control of the board first). The second player will then assume “evens.”

LET THE GAME BEGIN!

Players will alternate rolls. If, on their roll, a player scores their assigned numbers on the die, they may place an ‘X’ in any unoccupied square on the game board using their respective pen/marker. If a player rolls their opponents assigned numbers, the opponent is free to place an ‘O’ in any unoccupied square to block play using their pen/marker. A victory is established ONLY when Tic-Tac-Toe is made with ‘Xs’. The best of three games wins!

For added fun, create a tournament that has many games happening at once OR create teams to encourage game play and strategy before executing a move.

Discuss with your child(ren):

- How did emotions affect game play?
- Did you use any strategy to execute your victory?
- Did you like playing solo or as a team? Why or why not?
- When playing was anyone a leader or main decision-maker? How did that make you feel?
- What did you have to do to be successful in this activity?
**Calm Down Corner**

**Age Group:** K – 2nd

A calm corner is a set, agreed upon space where your child(ren) can go to regulate/manage their emotions when they have big or strong feelings. It can be in their room, in a private area in your home, or just a cozy corner of the living room.

**When to use the calm corner?**

When your child(ren) has or is showing signs of big feelings like anger, frustration, or dysregulation, a trip to the calm corner might be in order. The calm corner isn’t a punishment; it’s a space for your child(ren) to take a break and regulate, and a great way for us to remind kids that it’s okay to step away from a situation to calm our bodies and minds before we move on.

**What to include in your calm down corner?**

Stock your corner with calming activities they like! Spend time discussing with your child(ren) things that make them feel better and things that make them happy. Here are some ideas of items that could be included:

- Comfortable items like pillows, soft blankets, floor cushions, stuffed animals
- Sound machine or music player
- Timer
- Sequined pillows or animals
- Sensory toys like stress balls or fidget spinners (instructions included on the following pages)
- Books
- Coloring materials
- Calm down posters or other calming down visuals
- Glitter jars or galaxy in a bottle (instructions included on the following pages)

**How to use the calm down corner:**

Visit the calm down corner together to begin with, set a timer for a certain amount of time (10–15 minutes), and sit with your child(ren) and try out some of the items in the corner.

Talk about how you’re feeling before using the corner and then how you feel after experiencing some of the activities. Not feeling better? Do another activity!

Once your child(ren) is familiar with how the calm down corner works, encourage using the calm down corner when feeling anxious, anger, upset, etc.

**Discuss with your child(ren):**

After using the calm down corner, spend some time processing what happened and what went well. Having these conversations will normalize the experience of having big feelings and remind your child(ren) that it’s okay to feel and take time to manage those feelings.

- How were you feeling before you went to the calm corner? What happened right before that?
- What did you try in the calm corner that helped you feel better?
- How does your body feel now?
- What can we do next time before you feel that way?
MAKE YOUR OWN CALM DOWN CORNER SUPPLIES

Glitter Jars:

Supplies:
- A jar or plastic bottle
- Warm water
- Glitter glue
- Food coloring
- Glitter

Directions:
1. Fill your jar or bottle 1/3 full of warm water
2. Add the glitter glue and stir until combined. The more glue added the more time the mixture takes to settle when shaking.
3. Add around three drops of food color and stir. You can add more or less depending on your preferred shade but remember not to add too much or the mixture will become very dark and it will become hard to see the glitter.
4. Pour in the glitter! Go for a mix of chunky and fine glitter to give more texture to your jar. Stir well until combined with the existing mixture.
5. Fill up your jar with more warm water, until it is almost full. Leave a little gap at the top of the jar to allow the mixture to move.
6. Shake it up!
Galaxy in a Bottle:

Supplies:
- Clear jar or bottle
- Other jars or cups for mixing
- Water
- Glitter
- Food coloring
- Cotton balls

Directions:
1. Decide what colors you'd like to make your galaxy jar (blues, purples, and pinks mix really well!) Mix your first color in a glass jar or cup, using about one cup of water and a few drops of food coloring. Add a sprinkle of glitter to the water and mix well. Mix up your second color as well, adding as much glitter as you like.
2. Separate the cotton balls with your fingers, so they make long wisps, then fill your jar with cotton. Add extra glitter into the jar if desired. Pour the glitter and colored water mixture over the cotton balls. The cotton will compress as you add water. For a jar with two colors, fill up halfway with the first color, then add more cotton and add the second color.
3. Keep adding layers of cotton and glitter, and pouring the colored water over the layers, until your jar is full.
4. Close the lid and enjoy your galaxy!
DIY Stress Balls:

Supplies:
- Balloon
- Uncooked rice or beans, or flour
- Funnel

Directions:
1. Stretch out your balloon (pro tip: Simply blow it up for some extra stretch).
2. Choose your filling: rice or flour.
3. Stick a funnel into the neck of the balloon.
4. Slowly fill the balloon. Pour slowly to avoid clogging the neck of the balloon. If it does clog, use a pen or pencil to clear the opening.
5. Remove the funnel from the balloon and let out as much air as you can (pro tip: to release the air, pinch near the neck and separate your finger and thumb slightly. Too wide an opening can blow flour everywhere).
6. Tie the neck of the balloon closed tightly and enjoy!

Source: Center for Prevention of Abuse. Adapted from Counselorkeri.com and goodtoknow.co.uk
**Age Group:** 9th – 12th

**Supplies Needed:** one deck of cards

**Activity:**

Speed is a two-player card game.

Shuffle the deck and start with two cards in the middle of the table. Stack five cards on the outside of each of the center cards. With the cards left, deal them evenly between both players (who are sitting across from each other). Each player should have 20 cards each.

The players draw five cards from their deck and aren’t allowed to look at the rest until they discard and pick up new cards. Once both players have their five cards in hand, each will flip one of the center cards over. The objective is to get rid of all your cards first by laying cards on top of the center cards. Cards may go up or down. For example, if the center card is a five, if either player has a four or a six in their hand, they can play either card. Once a king is played, the ace or queen can be played next. If neither player can lay anything down, BOTH players take a card from the outside piles and flip them to the middle then continue playing the cards from their hand.

Each player is only allowed to have five cards in their hand at one time. Players pick up a card from their own pile when they’ve discarded one from their hand. The goal is to get rid of all 20 of your cards faster than the other player.

**NOTE:** If you already play a card game that gets your emotions pumping, you can play it instead.

**Discuss with your child(ren):**

When we play card games, we tend to feel competitive and the excitement that builds up often leads to some big emotions.

Managing our emotions can be difficult, especially when sibling rivalry may be involved. It’s important to learn how to stay in control. So when we feel excitement (or maybe anger) starting to build, there are ways to stay in control:

1. Take deep breaths to slow down our heart rate and breathing and help us calm down.
2. Take a break. Sometimes we need a change of scenery to get our emotions in check. Go for a walk or do some other enjoyable activity to get our mind back in balance.
3. **THINK** before we speak. Is what we are about to say:
   - T Thoughtful
   - H Helpful
   - I Insightful
   - N Necessary
   - K Kind
**Find Your Feelings Scavenger Hunt**

**Age Group:** K – 2nd

**Supplies Needed:** scavenger hunt list (included), household items

**Activity:**

A scavenger hunt is a fun way to pass the time! This scavenger hunt list will have your family searching for things around the house that bring up certain emotions, feelings, or memories. Complete the scavenger hunt and talk about why each item was picked.

For example, find objects that:

- Make you laugh
- Are comforting
- Remind you of someone you miss

Ideas to make it extra fun include:

- Award a small prize or treat to each person that completes the list
- Set a timer and have each person find as many items as they can on the list before time runs out
- Brainstorm and add new ideas to the list

**Discuss with your child(ren):**

Once the scavenger hunt is over, have each family member share the items they found and why they were picked.

**Source:** [https://www.centervention.com/scavenger-hunt-worksheet/](https://www.centervention.com/scavenger-hunt-worksheet/)

**Find an object that:**

- Makes you feel happy
- Reminds you of a vacation or special place you’ve visited
- You’re looking forward to doing
- Makes you feel nervous
- Is a favorite gift
- You don’t like doing
- Makes you feel safe
- Reminds you of someone you miss
- Makes your loved ones happy
- Is your new favorite hobby
- Makes you laugh
- Is comforting
- Makes you happy outside
- Surprises you
Age Group: K – 2nd

Supplies Needed: device with internet access, podcast link: https://www.imagineneighborhood.org/podcast-1/episode/7ebc027c/bonus-episode-how-to-talk-about-quarantine-frustrations

Activity:

With your child(ren), listen to the podcast The Imagine Neighborhood Bonus Episode: How to Talk About Quarantine Frustrations. This 8-minute long podcast for children talks about dealing with feelings of frustration and disappointment, specifically during the shelter in place order. Dealing with and talking about our feelings, as well as ways to feel happy and proud during these times that may otherwise be filled with frustrations or disappointments, is discussed in a manner which children can relate.

Ideas for a good listening experience:

• Find a quiet, comfortable spot (couch, special chair, pillow fort, etc.)
• If possible, sit outside on a blanket, looking at the sky. The sounds of nature and fresh air provide a perfect setting!
• Go for a drive while listening to get out of the house and have a change of scenery

Discuss with your child(ren):

• After listening, discuss times your child(ren) have experienced feelings of anger, frustration, and disappointment during the quarantine and healthy ways to deal with these emotions. Some ideas:
  - count
  - take deep breaths
  - talk to a friend or family member
  - go for a walk or exercise
  - take a rest
  - listen to music or soothing sounds
  - watch your favorite movie

• Remember to keep CALM
  - C Count
  - A Ask someone for help
  - L Listen to soothing sounds
  - M Meditate
**Whisper Challenge**

**Age Group:** 9th – 12th

**Supplies Needed:** headphones, smart phone with the ability to play music or an mp3/iPod, phrases (included)

For an example, watch this video of Jimmy Fallon playing this game with Keanu Reeves: [https://www.youtube.com/watch?v=xm0PMknuUWE](https://www.youtube.com/watch?v=xm0PMknuUWE)

**Activity:**

Have two participants sit across from each other, as one person will play at a time.

Designate a Player 1 and a Player 2.

Set up by making sure headphones are plugged into the smart phone or mp3/iPod and choose a song or songs to play during the activity.

Once the setup is ready, have Player 1 start the music loudly in their headphones while Player 2 reads one of the phrases on the following page.

Player 1 has to try to guess what phrase Player 2 is saying even though they cannot hear them over the music. They get two guesses. Once their two guesses are up, they switch places.

Player 2 then gets to wear the headphones, and Player 1 reads the next phrase. Participants switch roles for each phrase.

Each time a participant gets a phrase correct they should count that as a point. Whoever gets the most points wins! Have an option for a prize like a dessert, the winner can pick the meal for dinner, what game the family plays, etc.

**Note:** While phrases are included, have fun coming up with your own! The following are suggestions to get you started!

**Discuss with your child(ren):**

- What emotions did you feel as you were guessing? When reading the sentence?
- How did your emotions get in the way of understanding the message?
- What can help us understand when the message isn’t clear?
- What are some things that work for you when you feel overwhelmed or frustrated?
### WHISPER CHALLENGE

<table>
<thead>
<tr>
<th>I picked a potato from my garden</th>
<th>Anastasia is a great movie</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is raining cats and dogs</td>
<td>Jellyfish don’t have any bones</td>
</tr>
<tr>
<td>Some people like coffee and tea</td>
<td>Artists are incredibly talented</td>
</tr>
<tr>
<td><strong>Twinkle Twinkle Little Star</strong> is my favorite song</td>
<td>Sunflowers are the best flowers</td>
</tr>
<tr>
<td>Baby Yoda memes are everywhere</td>
<td>Eat your vegetables</td>
</tr>
</tbody>
</table>
Website link: https://www.lions-quest.org/lions-quest-covid-19-online-resources/
Age Group: PreK – 12th
Visit this resource page for direct links to social emotional lessons and activities for all ages (PreK -12th grade).
Topics include mindful breathing, managing stress and conflict resolution.
Source: Lion’s Quest

Website link: https://www.secondstep.org/covid19support
Age Group: PreK – 5th
Visit this resource page for direct links to lessons and activities for all ages (PreK – 5th grade) with information on fostering social emotional skills as a family.
All lessons are free (no login required) and include emotion management topics like, identifying feelings, managing strong feelings and calm down techniques.
Source: Second Step, Committee for Children

Website link: http://teacher.scholastic.com/education/pdfs/FirstAidForFeelings_Eng.pdf
Age Group: PreK – 2nd
Visit this resource for a free workbook (First Aid for Feelings) that includes simple strategies to help kids express and handle their emotions.
Source: Scholastic