

# **Increase Social & Emotional Learning Through Physical Activity**

**Presented by:**

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## **Playing Card Activities**

These are great activities to start the school year, as a warm-up activities or classroom fitness break.

1. Every child gets a playing card
2. Children place the playing card on forehead with number side facing forehead.
3. Begin play by start signal or start music
4. Children walk around the playing area, shaking hands.
5. After a pair shakes hands, they exchange cards, putting it back on their forehead without looking at the number.
6. This movement continues until the music stops
7. When music stops, children complete an activity the number of repetitions on the playing card that the instructor explained to them prior to starting.
8. If a child has a face card in their hand, they do 10 repetitions.
9. Continue this pattern as long as you want, inserting different activities.

Options:

1. Add 5 to the total on the card
2. Times two add to the total on the card
3. Allow the children to do partner activities
4. Allow children to do activities that need three children to complete.

## **Circle of Friends**

Divide into groups of 8-10 and each group forms a circle. On signal a ball is passed randomly around the circle. Each time a person catches a ball they call out their name. After a minute, stop the group and explain that this time when someone receives the ball the GROUP will call out their name. After another minute, stop the group and explain that this time when the music

stops, the person holding the ball must tell the group about themselves until the music starts again.

## **ABC Moon Ball**

Divide a group into teams of 10-12. Give each team a beach ball. On the signal, each team tosses their ball into the air. The teams task is to keep hitting the beach ball into the air so that it does not hit the floor. With each hit the team calls out a letter of the alphabet. The first team to go from A to Z wins. No team member may hit the ball two times consecutively and if the ball hits the floor the team must start over at A.

Options:

- Spell words
- Count to 20, 30, 40, 50, etc...
- Count by 5's to 100

## **Sit Down Ball Pass**

Divide into a couple groups, each team has a beach ball. Teams sit in a tight circle and extend feet into the center. The beach ball is placed on one player's lap. The task is to move the ball around the circle as fast as possible without using hands.

## **Circle the Wagon Relay**

Divide teams into 5-6 and form a circle. (Equal teams) All team members, except one, join hands. the remaining team member stands in the center of the circle. On the signal, the entire team must travel to a designated point and back, without letting go of hands. When they return to the start, they must repeat the process with another player inside the circle. Continue until all players have been inside the circle

## **Who's Cone?"**

**Overview:** A simple and fun way to increase reaction time and coordination.

**Set Up:** Line up Cones with approximately 3' apart from each other.

Have the group partner up.

Partners line up next to each cone, facing each other with the cone between them.

**Activity:**

Everyone gets in the squat position, with their hands placed on their temples.

The instructor will yell out a number of commands, which the children will follow – moving their hands quickly to the spot.

- ✓ Knees
- ✓ Feet
- ✓ Temples
- ✓ Shoulders
- ✓ Hips

At one point, the instructor will yell; “Cone”. The first person to quickly grab the cone wins.

The other person does 10 repetitions of a Skillastics Activity determined by the instructor.

Repeat the process.

## **Round Ball Round Up**

Have 60-80 tennis balls or other small balls and 6 hula hoops or tape on the floor in a circle. Start with six teams and assign a hula hoop to each team. The hoops will be scattered around the outside of the playing area in a circle, with the teams standing next to their assigned hoop. Scatter all the balls in the middle area (get them spread out so there won't be collisions in the middle). On the signal, each team tries to get as many balls in their hoop as they can. They may only move the ball using their feet. Once a ball is in a hoop, no one may take it out. However, if a student is dribbling a ball, someone from another team may take it away from them as in soccer. Once all the balls are in the hoops, have the students roll the balls back to the middle and start a new game.

## Scarf Activities

- 1) **Toss and Introduce** – Each participant receives one scarf. Activity begins with children walking and tossing the scarf with their dominant hand in a designated area. When they meet another participant they toss their scarves in the air simultaneously 3 times. On the first toss, one person says their name (i.e. “My name is \_\_\_\_\_”), on the second toss the other person says their name, and on the third toss they grab the other person’s scarf and then look to find another participant to repeat the process. The goal is to talk to someone different every time – hoping to introduce yourself to everyone in the group at least once.
- 2) **Partner Toss Shoulder** – Find a partner – “toe to toe”. Position the partners by having left shoulders touching. One person put a scarf in their pocket, so the partners are using one scarf between the two of them. Begin activity by tossing the scarf over head to partner while continuing to keep the left shoulders touching.
- 3) **Partner Toss Opposite Shoulder** – Find a different partner – “toe to toe”. Position the partners by having right shoulders touching. One person put a scarf in their pocket, so the partners are using one scarf between them. Begin activity by tossing the scarf over head to partner while continuing to keep the right shoulders touching.
- 4) **Partner Toss Backwards** – Find a different partner – “toe to toe”. Position the partners by having their backs against each other. One person put a scarf in their pocket, so the other partners are using one scarf between them. Begin activity by tossing the scarf over head to partner while continuing to keep backs against each other.
- 5) **Ball Toss** – Put the scarves down for now. Everyone get in one big circle, with one ball (any ball will do). Instructor will start. Will toss ball to someone and that person says’ their name, how old they are, and one thing they like to do. The instructor can start first, and then passes it to someone. The goal is for all participants in the circle to have a turn to say their name, etc...

**Pinch scarf** - Transfer the scarf quickly between hands, (“hot potato”). Start with scarf waist high, move down by ankles, and then up above the head. Right hand only and then left hand only.

**Around body** - Stand straight, feet together. Transfer scarf around waist. Reverse direction.

**Around knees** - Stand with legs and knees together and bend over and rotate scarf around knees. Reverse direction.

**Around head** - Stand straight feet together and transfer ball around head. Reverse direction.

**Waist/Knees** – Put together – once around knees and once around waist, repeat. Reverse direction.

**All three together** - Once around knees, once around waist and once around head without hesitating. Repeat and reverse direction.

**Single leg circle** - Circle scarf around one leg at a time, right then left. Reverse the direction.

**Circle Aerobics** –

- a. Around the waist, step directly left side with left leg, around the left knee, repeat
- b. Around the waist, step directly right side with right leg, around the right knee, repeat
- c. Around the waist, step directly forward with left leg, around left knee, repeat (like a lunge)

- d. Around the waist, step directly forward with the right leg, around right leg, repeat (like a lunge).
- e. Alternate between left forward and right forward. Example; around waist, step forward with left leg, around left leg, around waist, step forward with right leg, around right leg, around waist, repeat
- f. Putting it All Together: around waist, step directly left side with left leg, around left knee, around waist, step directly forward with left leg, around left knee, around waist, step directly forward with right leg, around right knee, around waist, step directly right side with right leg, around right knee, around waist, repeat.

#### **Toss and Catch –**

- a. Toss and catch with dominant hand
- b. Toss and catch with non-dominant hand
- c. Toss, touch opposite shoulder and catch with dominant hand
- d. Toss, touch opposite shoulder and catch with non-dominant hand
- e. Toss with dominant hand, touch both shoulders with opposite hands and catch scarf
- f. Toss, touch opposite knee and catch with dominant hand
- g. Toss, touch opposite knee and catch with non-dominant hand
- h. Toss with dominant hand, touch both knees with opposite hands and catch scarf
- i. Toss, touch opposite ankle and catch with dominant hand
- j. Toss, touch opposite ankle and catch with non-dominant hand
- k. Toss with dominant hand, touch both ankles with opposite hands and catch scarf

**Figure Eight** - Start with legs shoulder width apart and knees bent. Transfer the scarf from one hand to the other in a figure 8 pattern around the knees. Reverse direction.

**Three left, 3 figure eight, 3 left** - Circle three times around right leg. Circle three times in a figure 8 pattern around the knees and then finally circle three times around left leg. Repeat the whole series. Also reverse direction.

**Figure Eight over back** - Complete one figure 8 pattern. Lift ball over right side of the back with right hand, transferring ball to left hand over back. Bring ball down with left hand down left side of the body. Complete figure 8 pattern. Ball ends up in left hand after pattern. Repeat, lifting ball with left hand, transferring ball to right hand over back. Repeat.

**Figure Eight Shuffle** - Shuffle legs alternating from front to back. At the same time, transfer the ball between the legs in a Figure Eight pattern.

**Butterfly** - Lay on your back. Lift legs and rotate scarf in a figure 8 pattern around legs. Repeat and reverse direction. Options: Keep legs together, rotate scarf around the legs both directions. Finally, three circles around the left leg, one figure eight, three circles around the right leg, repeat. Options: Legs together, rotate 10 times around clockwise and 10 times around counter clockwise. OR, rotate 3 times around left leg, one figure 8 and then 3 times around the right leg. Repeat.

#### **Partner and Group Scarf Activities:**

Line all participants up with a partner (toe to toe), the length of the floor. Each person has a scarf.

- 1) **Double Toss** – Begin activity by tossing back and forth, right hand to right hand and left hand to left hand, alternating.

- 2) **Round About** – Partners begin with a scarf in their right hand. Together they pass the scarf on to their own left hand. Now a scarf is in each person’s left hand. Then each person passes the scarf from their left hand to the other person’s right hand. Repeat this circular rotation. Option would be to reverse the rotation
- 3) **Partner Figure 8** – Partners begin with a scarf in their right hand. Activity begins when they simultaneously pass the scarf under the left leg and then under the right leg (In a figure 8 pattern). When the scarf ends up back in the right hand, each person passes the scarf to their partner and both repeat the process.
- 4) **Behind the Back Pass** – Partners put left shoulders together. Each person has a scarf. Begin activity by passing the scarf behind the back to his/her partner with the right hand. Repeat. Option is to try with right shoulders together and passing with the left hand behind the back.
- 5) **Toss and Switch** – Partners face each other about 3 feet away from each other. Activity begins with each person tossing and catching their scarf with their dominant hand 3 times. On the third toss, partners run and catch their partners scarf before it hits the ground. Repeat, but this time move apart a little farther from each other. The goal is to see how far apart you can go from each other yet still catch both scarves.
- 6) **Scarf Partner Tag** – One scarf for each two people (one person tucks extra scarf in pocket or waistband. Activity begins with partners passing scarf back and forth to each other while music is playing. When music stops, the person who has the scarf, turns and runs **straight** toward the wall. The other person chases them, trying to tag them before they touch the wall. Make a practice run first, emphasizing the importance of running straight toward the wall, so not to run into another participant.

You can purchase activity/juggling scarves from Skillastics. Visit;  
[http://www.skillastics.com/activity\\_scarves\\_school\\_pack\\_108.html](http://www.skillastics.com/activity_scarves_school_pack_108.html)

## **Moving with the Alphabet**

Equipment Needed:

- Laminate the alphabet on 26 pieces of paper (one letter on one paper)
- 26 Skillastics Task Cards (Any Skillastics Activity Task Cards will work – Fitness, Fitness Xtreme, Let’s Move in School, Character is Cool, Basketball, Soccer, Tennis and Volleyball)

Set Up:

- Scatter all 26 laminated letter cards throughout the playing area.
- Lay a Skillastics Task card next to each of the 26 laminated letter cards.
- Designate an area in the corner of the playing area for children to go to after they have completed the “Moving with the Alphabet” assignment. (*Teaching Tip: This area could*

*include additional Skillastics task cards, balls, beanbags, scarves, anything that will keep the children active).*

Start Play:

- On a signal or music, children scatter around the playing area, going to the first letter that spells their name.
- When they find the letter, they look at the Skillastics activity associated with that letter.
- The child does the activity the number of repetitions that were determined prior to play.
- When the child completes the repetitions, they search for the next letter in their name and repeat the process.
- When a child finishes spelling his/her name, they jog to the designated playing area in the corner and do an assigned activity in that area until everyone in the class has completed spelling their name.

Options:

- Appoint teams
  - Each team is told to spell a word (each team has a different word, but has the same amount of letters in the words. For example, dog and cat).
  - The first team to spell the word first and jog to the designated area, wins.
- Partner Up
  - Partners work together on rotating to each of the cards and doing the activity.
  - The partners pull a word out of a bucket and begin spelling.
  - When the word is spelled, they go back to the bucket and spell another word.
- Sport Specific
  - Lay equipment next to each card. For example, if you want the children to work on their basketball skills, lay a basketball or a ball that bounces next to each letter card and Basketball Skillastics Task Card. *Teaching Tip: Place the Basketball in a ring or in a bucket. This will reduce the frustration of the ball rolling away. Or, you can line the cards along a wall, and lay the ball against a wall.*

## **Race Track Fitness**

Lay Fitness Task Cards in a Circle. Everyone partner up. One partner stands in the inside of the circle next to a fitness card and the other stands on the outside of the circle (The card is in the middle of the two). On a signal the people on the outside of the circle walk to the right. The people on the inside of the circle does the activity on the task card until their partner gets back. When the partner gets back, the two switch positions and repeat the process. When both players have completed both walking and the activity, the two rotate to the next task card. The best way is for everyone to step to the outside person's right, and then begin the activity once again.

Options:

- Children can jog around the circle
- Children can skip around the circle
- Children can side step around the circle

Children cannot pass another child while they are walking in a circle.

## **Mid-Line Reaction Activities**

These drills are a lot of fun and the students can see how much they improve every class. **Temple, knee drill** - Students knees bent. Hands on their temples. When you yell 1, the students take their right hand and touch their left knee and then quickly return hand to temple. When you yell 2, the students take their left hand and touch their right knee and quickly return hand to temple. Get them use to it and then mix up the commands. Speed up as they get better. **Temple, knee, clap drill** - Students' knees bent. Hands on their temples. When you yell 1, the students clap, touch their thighs and quickly return hands to their temples. When you yell 2, the students clap, touch their thighs and clap again before quickly returning to their temples. Get them use to it and then mix up the commands. Agility drill - Knees bent, 10 students in a circle. Push ball with hand, trying to get ball through legs. Everyone had their legs more than shoulder length apart, hand down protecting the space.

# Skillastics Alignment with the Core Social and Emotional Learning Competencies

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism and a mindset of growth.

- Identifying emotions
- Healthy self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

*Skillastics® is a game of team activities. The success of the game, is dependent on each participants behaviors. Personal and social responsibility is crucial. How one interprets and expresses information about an activity, how one encourages his/her teammates, and how one demonstrates his/her level of involvement, all factor into recognizing and assessing individual emotional involvement. Skillastics® allows children of all ages and skill levels equal chance of participating and working on a level playing field. Skillastics® allows each participant to lead and succeed, raising the level of self-confidence and self-efficacy.*

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

*Skillastics® is self-directed, and provides instructors the freedom to assess participants individually or within a small group setting. Skillastics® creates a positive environment that invites both, participant self-reflection and self-evaluation, which enhances personal and social responsibility. Skillastics® offers both a competitive and non-competitive option. The competitive option challenges participants to play at a higher intensity (MVPA) while encouraging teamwork, fair play and responsibility.*

## **SOCIAL AWARENESS**

The ability to take the perspective of, and empathize with others, from diverse ethnicities and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Differentiated
- Empathy
- Appreciation for diversity
- Respect for others

*Skillastics® is an all-inclusive activity for all ages and abilities. Children are grouped into 6 teams of varied abilities and cultures. In order for teams to advance, each team member takes a turn being the leader. Skillastics® offers diverse, academically integrated questions and activities to engage individual cultures, ages and abilities. Skillastics® diversity depends on individual strengths and differences to create a strong and successful team.*

## **RELATIONSHIP SKILLS**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

*Skillastics® is a team game. Skillastics' teams work collectively to complete the desired repetitions required under the direction of a team leader. Each team member participates in the role of the leader. As a team mate, effective communication, active engagement, listening and comprehension skills are required to advance around the mat. Positive relationships are built as each team succeeds.*

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