

# ACT IT OUT!

These role-playing cards will help your students practice real-life social and emotional learning skills. Each colorful card features three scenarios that relate to an important SEL competency, such as self-awareness or relationship skills.



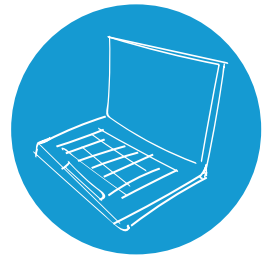
## HOW TO USE THE ROLE-PLAYING CARDS AT SCHOOL:

1. Select a card and make student copies. Give each student a card. (As an alternative, display the card on your whiteboard using a document camera.)
2. Ask students what it means to *role-play*. After several students respond, explain that to *role-play* is to act out the role of someone, without the use of a script. Then read aloud the SEL word and definition at the top of the card. Explain that the card features three different real-life scenarios related to this word and its meaning. Each scenario includes questions to help students think about how they might act out the series of events.
3. Read the first scenario on the card aloud. Then ask for two volunteers to role-play the scenario in front of the class. When they are done, guide the rest of the class to tell what parts they could apply to their own lives as well as what they might do differently.
4. Repeat Step 3 with the other two scenarios, inviting two different students to act out each one.
5. At another time, introduce one of the remaining cards and have students role-play its scenarios.



## HOW TO USE THE ROLE-PLAYING CARDS FOR REMOTE LEARNING:

If you are using the role-playing cards via video chat (or parents are using them at home one-on-one), complete the activity as described above, but have the student role-play one or more of the scenarios with a parent or with a classmate with whom he or she can video chat. As an alternative, have the student write a short script of the scenario.



### SOCIAL-EMOTIONAL LEARNING SKILLS COVERED

- Self-management: impulse control, stress management, goal-setting
- Self-awareness: identifying emotions, accurate self-perception, self-confidence
- Social awareness: perspective-taking, empathy, respect for others, appreciating diversity
- Relationship skills: social engagement, relationship-building, communication
- Responsible decision-making: making constructive choices, analyzing situations, ethical responsibility

### STANDARDS COVERED

CCSS.ELA.LITERACY.SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA.LITERACY.SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA.LITERACY.SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

# SELF-MANAGEMENT

If you have good *self-management skills*, you can manage your emotions, your thinking, and your behaviors. You can set and achieve your personal goals. You also keep trying even when the going gets tough.



## ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene and talk about the appropriate response.



**Stop and Think:** A classmate is trying to talk to you while you are working on an assignment. You are starting to lose your patience with this person. How can you deal with this situation in a positive way?  
*Impulse control*



**Stress Busters:** A family member or buddy is feeling very worried about a situation. He or she has asked you for help. What will you suggest to help this person reduce his or her stress level?  
*Stress management*



**Reaching for a Dream:** A friend who has never acted before wants to get a part in the school play. This buddy asks you for advice on how to make their dream of acting come true. What steps can you suggest this person take to reach his or her goal? **Goal-setting**



# SELF-AWARENESS

If you have good *self-management skills*, you can recognize how you are feeling and how your feelings affect your behavior. You know what you are good at doing, what you like doing, and what areas you can improve in. You also keep a positive attitude about your future.



## ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

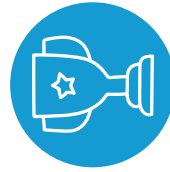
Act out each scene and talk about the appropriate response.



**I Feel...:** You and a friend are talking about your weekend. Your friend mentions that he or she was part of a fun video chat with some of your friends. You did not know about this video chat and realize you were not invited to be part of it. How do you feel about not being invited to the chat? How do you express your feelings to your friend? **Identifying emotions**



**Give Me Three!** A neighbor is interviewing you for a pet-sitting job. The neighbor asks you an interesting question: *What are three things you love about yourself?* How will you answer the neighbor? How will these qualities help you with the pet-sitting job? **Accurate self-perception**



**Contest Winners:** You and a classmate worked really hard on a project that you entered in a school contest. You just found out that you won! How does winning make each of you feel? How does it feel to be recognized for hard work? How would you have felt if you had not won? Would the hard work have been worth it or not? **Accurate self-perception/Self-confidence**



# SOCIAL AWARENESS

If you have good *social awareness*, you can understand how other people might think or feel. You know how to behave in different places, such as at school, a place of worship, a formal ceremony, or while spending time with your friends. You also understand and respect people who are different from you.



## ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene and talk about the appropriate response.

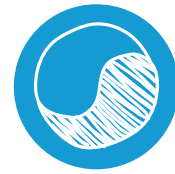


**So Embarrassing!** A friend tells you about a situation that embarrassed him or her. How do you think this situation made your friend feel? What do you think your friend thought during and after this event? Have you been in a similar situation? How did you feel, and what did you think?

**Perspective-taking/Empathy**



**Stand Up:** You and a friend see a group of students making fun of a classmate's appearance. The two of you share how this makes you feel and what you can do to help your classmate. How do you help the situation? What do you say to the classmate who has just been bullied? **Respect for others**



**Totally Different?** You and your friend just overheard a conversation in which someone said, "I hate people who are \_\_\_\_\_." You and your friend believe differences are great, not something to hate or be afraid of. Why do you and your friend think living in a world full of different people is a positive thing? What are the negative effects of not appreciating differences?

**Appreciating diversity**



# RELATIONSHIP SKILLS

If you have good *relationship skills*, you build and keep healthy relationships with others. You communicate your feelings and thoughts clearly. You also stand up to peer pressure, resolve conflicts in a positive way, and ask for and give help when needed. You also cooperate with others.

## ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene and talk about the appropriate response.



**Nice to Meet You:** You have just been introduced to someone you have never met. Now, you and this new friend are left alone to talk. How will you start a conversation with this person? How will you keep the conversation going? How will you end the conversation? **Social engagement**



**Reaching for a Resolution:** You and another student must work together on a class assignment.

Your partner wants to do the assignment over the weekend, but you want to do it tonight. The two of you can't seem to agree. How can you resolve this conflict peacefully and in a way that satisfies both of you? How will you know that you and your partner are both happy with the resolution?

**Relationship-building**



**Time to Talk:** You and a friend or family member have had an argument. For a while, both of you are so mad you don't speak to each other. Now, though, you decide to talk about what happened. How did the argument make both of you feel? What could the two of you have done differently? What will you do differently the next time you have a disagreement? **Communication/Relationship-building**



# RESPONSIBLE DECISION-MAKING

If you make responsible decisions, you make good choices about how you behave and interact with others. When you identify a problem, you think carefully about how to solve it. You understand that your actions have consequences. You make sure that any decision you make does not hurt yourself or others.



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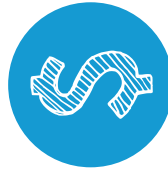
Act out each scene and talk about the appropriate response.



**Copycat Crisis:** A classmate is always trying to copy your homework. The classmate insists that it is no big deal, but you are really upset about it. You ask a family member to help you come up with different ways to solve this problem. What solutions do you come up with? Which solution do you and your family member think is the best one? Why? **Making constructive choices**



**Project Decision:** It is Thursday, and your teacher has assigned a project that is due on Monday. You can either stay up late tonight to finish the project and turn it in early, or you can wait and do the project over the weekend. You ask one of your parents to help you decide what to do. What are the pros and cons of each option? Which option do you and your parent decide is the best one? Why? **Analyzing situations**



**Missing Cash:** Your teacher has just announced that the fundraiser money from her desk is missing. Ten minutes later, one of your friends privately admits to you that he or she took the money. What do you do? What do you say to your friend? Do you tell your teacher? Why or why not? **Ethical responsibility**

