

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. Display the card on your whiteboard using a document camera. (As an alternative, give each child a copy of the card.)
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 invite the child to role-play each scenario with a parent or with a classmate with whom he or she can video chat.



SOCIAL-EMOTIONAL LEARNING SKILLS COVERED

• Self-management: stress management, organizational skills, impulse control • Self-awareness: recognizing strengths, identifying emotions, demonstrating self-efficacy • Social awareness: appreciating diversity, respecting community property, respecting others • Relationship skills: social engagement, relationship-building, communication • Responsible decision-making: solving problems, ethical responsibility, reflecting and evaluating

STANDARDS COVERED

CCSS.ELA-LITERACY.SL.K.1: Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

SELF-MANAGEMENT

If you have good *self-management skills*, you can take care of your feelings, your thinking, and your actions. You can set and meet goals. You keep trying even when the going gets tough.



ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



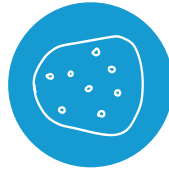
Time for a Test: You have a test at the end of the week. You think you are ready, but a classmate is feeling worried. What will you tell your classmate to do so he or she feels better?

Stress management



Messy Desk: It is time to turn in a paper at school. You look inside your desk and your backpack, but you can't find it. What do you tell your teacher? How will you make sure this doesn't happen again?

Organizational skills



Goody Gumdrops: There is a bowl of candy nearby. A family member tries to get you to eat some of the candy. It's your favorite candy, but you know you should wait until after dinner to eat it. What do you do? What do you tell your family member? **Impulse control**



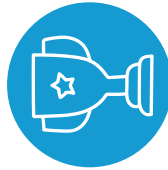
SELF-AWARENESS

If you have good *self-awareness*, you know how you feel and how your feelings affect what you do. You know what you are good at doing, what you like doing, and what you can do better. You also have a good attitude.



ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



Award Winner: Your teacher gives you an award for something you are really good at. What is the award? How do you feel when you receive it? **Recognizing strengths/Identifying emotions**



Future Star: You want to play pro basketball when you get older. When you play with a family member, you make shot after shot. What do you say to your family member to let him or her know that you believe you will reach your goal? **Recognizing strengths/Demonstrating self-efficacy**



Can You Help? You had a hard day at school and are feeling sad. You want to feel better, so you talk to a family member. What do you say? How do you ask for help? **Identifying emotions**



SOCIAL AWARENESS

If you have good *social awareness*, you try to understand how other people think or feel. You know how to act in different places, such as at school, at a restaurant, or while spending time with your friends. You respect everyone.

ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



Different but Nice: A neighbor wears clothing that other people in your town don't wear. A friend says something mean about how your neighbor looks. You like the neighbor, and it makes you sad to hear mean words. What do you say to your friend? **Appreciating diversity**



Dining Out: You and your family go to the park for a picnic. After you eat, there are bags and other trash items all over the picnic table. What do you do? Why? **Respecting community property**



Surprise! Your teacher surprises each student in your class with a new book to keep. You already have the book your teacher gives you. What do you say to your teacher? Why? **Respecting others**



RELATIONSHIP SKILLS

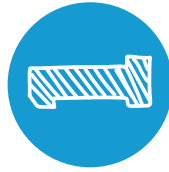
If you have good *relationship skills*, you know how to get along with others. You share your feelings and thoughts clearly. You don't let bullies bother you or others. You find good ways to solve disagreements. You ask for and give help when needed.

ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



A New Classmate: There is a new student in your class. Your teacher asks you to be his or her buddy. What will you say to your new classmate? How will you talk to this student to show that you will be a good friend? **Social engagement**



Who's First? You and a family member plan to play a game. You want to go first, but so does your family member. How can you solve this problem so you both are happy? **Relationship-building**



Time to Talk: A classmate wants the tablet you are using and says that because you are friends, you should give up the tablet. You don't want to give up the tablet, but you still want to be friends. What do you say to your classmate? **Communication/Relationship-building**

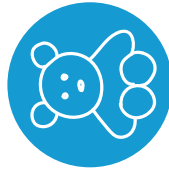


RESPONSIBLE DECISION-MAKING

If you make responsible decisions, you make good choices. When you have a problem, you think carefully about how to solve it. You make sure that anything you do does not hurt yourself or others.

ROLE-PLAY THESE SITUATIONS WITH A PARTNER.

Act out each scene. Talk about it.



That's Mine! You have a favorite toy named Teddy. A younger family member finds Teddy and won't give it back to you. What is your first plan to get Teddy back? If that plan doesn't work, what will you do? **Solving problems**



Broken Phone: You are playing a game on a phone that does not belong to you. While you are playing, you drop the phone and the screen cracks. You could put the phone back where you found it and pretend you don't know who broke it, or you could tell the truth. What do you do? Why?

Ethical responsibility



Doing Chores: You and a family member are in charge of washing the dishes. Together you decide that your family member will wash and you will dry. You get the dishes done, but now there is a wet mess on the floor. What did you and your family member do well? What problem do you have now? What could you do differently next time? **Reflecting and evaluating**

