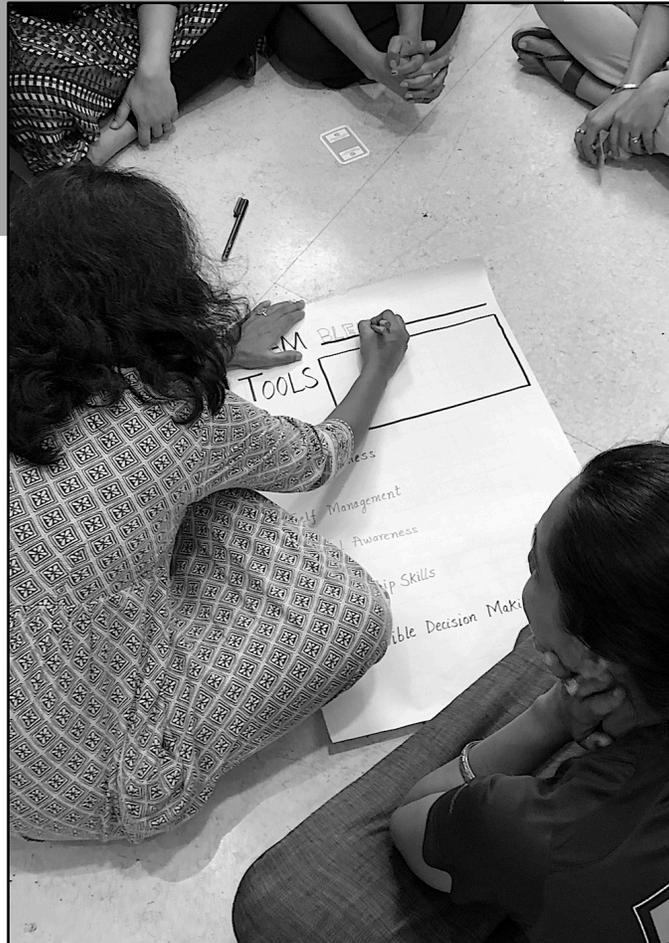


# Active Social Emotional Learning



Workshop presented by Dr. Chris Cavert  
Pune & Bangalore India, December 2019

# Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

## Summary of Activities

This workshop was all about using community and team building activities to learn and practice Emotional Intelligence in social situations. The activities presented in the workshop were used to bring about social interaction. These interactions were filled with choices, behaviors, reactions and responses - many of which come from our emotions brought upon during the interactions. Some interactive outcomes explored were undesirable, others were much more positive - together we explored and discovered these outcomes in a safe learning environment, so we were better able to understand emotional intelligence.

With more practice and understanding of our emotions and related actions, we can learn to live on the more positive side of our lives, make more positive and productive choices, no matter where we are. The choices we end up making influence our relationships with family, friends and the communities to which we belong.

The Objectives of this Workshop:

- Learn how to frame activities around Social Emotional Learning.
- Understand the important aspects of Emotional Intelligence (EI).
- Practice using team building activities to enhance awareness of SEL & EI.
- Recognize changes in group behavior influenced by emotional awareness.
- Enhance abilities to ask EI-related questions.

**Social and Emotional Learning (SEL)** enhances student's capacity to integrate skills, attitudes and behaviors [tools] to [help them] deal effectively and ethically with daily tasks and challenges. (CASEL.org website)

Core Competencies (mostly, we explored the first three during the workshop)

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

**Self-Management** - The ability to **successfully regulate** one's emotions, thoughts and behaviors in different situations - effectively managing stress, controlling impulses [responding versus reacting], and motivating oneself [where is the locus of control?]. The ability to set and work toward personal and academic **goals**.

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

**Social Awareness** - The ability to take the perspective of and **empathize** with others, including those from diverse [different] backgrounds and cultures. The ability to understand social and ethical **norms** for behavior and to recognize family, school and community resources and support.

**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.

**Responsible Decision-Making** - The ability to make **constructive choices** about personal behaviors and social interactions based on **ethical standards**, safety concerns, and social norms. The **realistic evaluation** of consequences of various actions and a consideration of the well-being of oneself and others.

### Community & Team Building Activities Used During the Workshop

NOTE to Workshop Participants: Due to participant numbers and available equipment, some of the activities detailed below were not done in both workshops. If you didn't get to participate in some of these activities, you still might be able to pick up enough information to lead them.

#### **Handshakes**

Follow the link to find two videos about Handshakes:

<http://www.fundoing.com/blog/handshakes-part-1-learning-part-2-playing-videos>

#### **Letter Links** (with Jumbo Bananagram Letters)

Remember, you can make your own jumbo letter tiles using large index cards cut in half.

You need lots of letter tiles - you can use small Scrabble-Type letters too. Plays well with 12 to 100 if you have enough letters. This one plays well for 3 to 5 minutes.

**Process:** Everyone chooses a letter from the pool of letters that starts a word that describes them in some way. For example, if I want to share that I am creative, I will choose the letter 'C'. When everyone is ready to play, they start mingling around the designated area (inside or outside). When someone is willing to share he/she raises a hand and looks for someone else doing the same thing. These two players get together, introduce themselves (if they don't know names yet), and then share the characteristic that starts with the letter they are each holding. No elaboration necessary, just share the quality. Then, these two players switch letters. The process now changes a bit.

With every new letter a player gets, he/she will now think of another word that describes him/her in some way that includes this new letter - the new word does not have to start with this letter. When ready with a new descriptive word, the player raises a hand looking for someone else to share with.

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

If players do not want to talk to another person at that particular time, they simply keep their hands down. They are permitted to listen in to others sharing information, but they are not allowed to interrupt in any way.

Double Challenge: With every new letter, come up with a truthful descriptor that starts with that letter.

**Card Commonality Groupings** (this activity was done right before forming the Base Groups for the workshop)

You'll need on standard deck of playing cards for up to 52 participants. If you have more people in the group, use more decks - be sure all decks used have a different back design on them. This one plays well for about 15 to 20 minutes. (Four maybe five groupings, three minutes per grouping.)

**Process:** Before starting this one, you need to prep the cards. All the Aces will be at the top of the deck (no matter how many decks you use), then all the twos, then three, then fours and so on - the Kings will be at the bottom of the deck. Then, call the players in near you and then deal out one card to each person in the group. This might take a little while, but it can be done quickly and it's a nice way to say, "Hi" to everyone in your group. (By looking at the cards you have left over, you can determine how many people are in the group and how many smaller groupings you want to make.)

Once everyone has a card ask them to exchange cards with others until you say, "Stop!" (Let them exchange cards for about 15 seconds.) After you have called the stop, let them know how the activity will play out. Here's how it works. You are going to share a grouping of cards. Everyone does their best to arrange themselves into the grouping. If someone cannot find a grouping, he/she can find you and you will help get him/her into a group - basically, the group closest to where you are standing or group together all the players that cannot find a group (this does not happen very often).

When everyone is in a group, the task is to find as many things in common with each other as possible. After each grouping gets together, they will have three minutes to discover how many things they have in common (e.g., all have a bike, all like peperoni pizza, all have pets). After three minutes another grouping is called.

Here are possible groupings from least to most numbers of people in a group:

- Pair up with a like rank (Ace, 2, 3, 4 and so on) - Be sure to check the cards left over in the deck to see if everyone will end up with a partner. If there is a leftover, put this person with any pair nearby.
- Like Rank with the same back design - This will give you groups of four (or less, depending on how many players are in the whole group. If there are three left overs, let them stay together. If there are two left overs, split them and put each in a different small group nearby.
- Like Suit (Hearts, Clubs, Spades, Diamonds) Evens and Like Suit Odds (same back design) - if this gets them in groups of five or more. (Note: Ace = 1, Jack = 11, Queen = 12, King = 13).
- Like Suits, same back design - four groups for every deck in play.
- Like Color, same back design - two groups for every deck in play.

# Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

**What You Say, Mingle** Connect To: Learning about Others, Taking Risks - sharing things about yourself, Find Commonalities. You'll need the numbered cards (and the Aces) of a standard deck of Playing Cards (10s and below). Plays well with 6 to 40 players in a group - multiple groups can play. (NOTE: the Ace can be a 1 or 11.)

**Process:** As an Ice-Breaker deal one card to every player. Ask them to pair up with someone in the group. You will ask the members of the group to share, with his/her partner, one thing about themselves for every number on their card (e.g., 4 of Hearts, four things about themselves). You could get more specific by asking a question like, "Share things with your partner that you like to do" or "Places you have been outside the state." After each partner shares, they exchange cards and then go off to find a new partner to talk with. Play for about three minutes. Talk with as many people as you can (or want to) in that three minutes.

**Possibility:** For a double challenge, say this, "*Don't repeat anything you say for the next three minutes.*"

Resources: POSSIBLESBAG Activity Manual, Playing with a Full Deck

## Team Sheet Creation (with Base Groups)

During this activity, Base Groups were formed using the playing cards from Card Groups. Teams created a team name and then used Image Cards to fill up their Tool Box (next). Each group needs a large flip chart paper to document their work. (This sheet also had the five Core Competencies of Social Emotional Learning listed.)

**Team Tool Box** (Image Cards) Connect To: Sharing ideas about how the group wants to interact together; Developing consensus around the 'tools' to put into the Tool Box; Use clarifying and confirming questions to discuss tools;

**Process:** Each group of six to 10 players will need a set of Image Cards (we used the FUNdoing deck of Images & Words). Each group will also have a space on their Team Sheet labeled, 'Tool Box' to write in their tool. Here are the basic directions:

As a group, you can use the Image cards and words found on the back of the images to spark ideas about some 'tools' you want to use while doing team building activities together. Essentially, you are developing some 'norms' of behaviors you would like to follow - things you would like to see and hear each other do and say during your work. You can also brainstorm other ideas beyond the image and word prompts to come up with tools/norms you would like to use."

Depending on time, you can set a limit (e.g., five minutes) to come up with three to five tools. If there are too many tools, it will be unrealistic to meet all these needs in a short period of time.

After the designated time, check in with groups and have each one share out to the group one of the tools they plan on using during the upcoming activities.



## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

**How Many Words** Connect To: Following rules; Perceived pressure to perform - how many words do you need/want to get?; Goal setting; Task expectations with limited resources; Roles & Responsibilities - who's willing to be the writer; Speaking up/out - if something should be said; Phantom rules - can players exchange their letter with one from the pool of letters?

**Process:** You need a bunch of large letter tiles (we used the Jumbo Bananagrams) - enough for everyone in the entire group to hold a letter. You will also need some paper and a marker for each group - the bigger the better. (During the workshop, we used the back of our team sheets to record the words.) Set out all the letters you have, face down, somewhere in the middle of the room/area. Have someone from each group collect enough letters from the pool so each person in her group will have a letter. When back with the group, this person deals out a letter to everyone in her group.

This one plays well with six to eight participants and, with the timed 6-minute round, lasts about 20 minutes. This time includes the set-up, some planning, and then processing.

**The Objective:** All groups have six minutes to form and write down as many words as possible. Now, before the six minutes begins, every group is asked to assign someone in their group to be the writer - this person will write down the words formed by the rest of the group. The letter belonging to the writer is a 'floater' - this letter can be picked up or moved by anyone in the group when forming words. When the six minutes begins, "Ready? Go!", players must hold on to their letter AT ALL TIMES (i.e., they can't place the letter down and let go of it). Each group is challenged to form words by placing their letters together, so the writer can see the word, then he can write down the word. Words may not simply be spoken, they must be placed together so the word can be seen. Then another word can be formed. Players may only be in possession of one letter at a time, unless they are moving or holding the floater letter. (You will never tell them they cannot exchange letters from the pool.) So, how will the players use their time?

After the six minutes, you can check in with the groups, maybe even share score to see if this brings up any discussion points. Then, you can process more with some of the Connect To: points above. If there are multiple groups, give them all some prompts to talk about within their small groups.

Resource: *Team Building with Letter Tiles*, eBook release, 2020



**The DeKine Game** Connect To: Taking safe risks; Showing some creativity; Exercising choice - you can take the motion or block it; Being okay with someone blocking your motion - don't take this personally;

**Process:** Circle up your group of 20 to 60. Explain that you will be starting the activity by moving across the circle and performing some sort of pantomimed action, for example, maybe

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

bouncing a basketball or riding a bicycle. As you slowly approach people on the other side of the circle, you will be looking for some affirmation from someone ready to take your motion, or not. If you look at someone and she shakes her head (or puts up a hand in a stop position), this indicates they will not take your action. So, you will look to someone else who is willing, someone nodding his/her head in acceptance. Once you get to this person, he/she takes over your action or can change to another action as he/she moves across the circle.

After one person gets the 'ball rolling' (could be an action), anyone else in the circle may begin another pantomimed action across the circle and pass it off to another person. Note: If no one else starts another action, I (the facilitator) will get another one going. In most cases, soon after the activity begins, the center is filled with all types of creative actions.

This one plays well for about five minutes. Also, keep an eye out, and a felling for, the energy and participation level. Call a countdown from 10, 9, 8... to close up the activity.

Resource: *Portable Teambuilding Activities*, Cavert (from Mike Spiller)

**Name Card Exchange** Connect To: Learning Names, Helping - asking for, accepting, providing, Problem Solving - identify and sold one problem at a time, Goal Setting & Process Improvement.

**Process:** Before playing you need to make name cards - 4- x 6-inch index cards work well (one for each person) and provide a bunch of colorful markers. (You, the facilitator, can choose to play as well - you just need a name card.) Ask everyone to write his/her first name on an index card, nice and big. You'll also need a timing device. Plays well with 10 to 25 people.

**Round 1:** Circle up all the players and teach them the 'Blind Shuffle' - everyone holds his/her card around waist level with the name facing down and then walks around exchanging cards with five different people. The players are asked not to look at the name on the card they are holding. After five exchanges, a player is required to stop moving - players can still exchange cards with others in the group, they just can't move their feet after five exchanges. When everyone has stopped moving, give them this timed challenge: *"When I say the word that starts with a 'G' and ends with an 'O' you can turn over the card in your hand, return it to the person it belongs to, get your card back and then get into a circle. When we are all back in a circle, holding the card that has our name on it, the time will stop. Any questions?"*

Play Round 1 a few times to get people learning names and helping each other. If you think your group is ready for a team building challenge, move into Round 2.

**Round 2:** In this round you are going to teach and add in the 'Perfect Circle'. While the group is standing in a circle (after going through Round 1), tell them they are now in a Perfect Circle. This means any time you (the facilitator only), says, "Perfect Circle", the group is going to form the exact circle they are standing in at that moment - each person will stand next to the same two people on their left and right. (To make things more interesting for Round 2, I do not practice moving into a Perfect Circle - but, you can if you want. Just move to a different place in the area and say, "Perfect Circle." Then the group can move to form the circle in relation to where you are standing.)

Here's what I say for the Round 2 challenge: *"This challenge will be timed. When I say the word that starts with a 'G' and ends with an 'O' I will start my stopwatch and you can again turn over the card you are holding, return it to the person it belongs to, get your card and then move yourselves into a Perfect Circle in relation to where I'm standing. When we are all in a Perfect Circle I will stop the time. Once you find out your time, you can decide whether or not you want to try again to improve it."*

With that said, I ask if there are any questions before we get started. Then, go on to play. After you say "GO" for any timed attempt, walk somewhere else nearby so that the group must

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

relocate itself to form the Perfect Circle - unless they figure out they can ask you to stand in a particular place (I will honor their request). With some problem solving, a group can get a time less than two seconds based on the rules of the activity.

Resource: Name Card Return, FUNdoing Blog (What? Why? post)

<http://www.fundoing.com/blog/name-card-return-what-why-part-1> (this blog post is the description of the activity and is the first part of three parts - if you're interested in the Why? do a 'Search' at the blog for parts 2 & 3)

**Find the Pen** Connect To: Taking a risk - you might be the last one left in the circle; Exploring the concept of social cues; Reconsidering assumptions; 'Not' Helping - you will be asked to not help. How will this be for you?

**Process:** For this one, you need a long activity rope and a small pen - the best pen to use is one that is a close match in color to the color of the rope. Plays well with 30 to 60 players.

Create a large circle (or rectangle, depending on your space) with the activity rope - the space must be large enough to hold all the participants standing inside. Then, gather everyone together by asking to stand around the outside of the rope. From here give them the briefing for the activity.

Find the Pen is played in three rounds. In each round, the task is to find the pen that will be somewhere inside the rope circle. During each round, participants are not allowed to help each other find the pen. Once someone finds the pen, he or she simply steps outside of the rope boundary and watches quietly from the sideline. The round ends when everyone is standing outside of the rope.

Before I invite everyone into the rope circle for the first round, I choose to give everyone some information about the activity. I tell them, "In each round, someone will be the last person in the circle. Everyone in the group will know you are the last person. If you are not interested in taking that risk today, you have every right to stand outside the rope during any or all rounds. And, even if you choose not to start inside the circle, you are still not allowed to help anyone find the pen." With that said, I invite participants to enter the circle and find some personal space.

**Round 1:** When the players are in the circle, I ask them to close their eyes. When all eyes are closed I move around the inside of the rope area, talking a little to everyone so they can 'hear me moving around' - at some point I place the pen down on the floor/ground near the center of the rope circle. I then move around, and talk, a little more. I ask everyone to open his/her eyes and remind them to step out of the rope area after finding the pen and to NOT help anyone. Easy round. I do check in with everyone to see how they are doing and invite any insights they have.

**Round 2:** I invite the players ready for the next round back into the circle. I remind them that the rules are the same. I ask them to close their eyes. This is where the pen that is close to the color of the rope comes into play. I move around, talking again to let everyone hear me, and then place the pen up against the rope to 'hide' it a bit - if the colors are close (or exact) the pen is a little camouflaged. I ask everyone to open his/her eyes and again, remind them to step out of the rope area after finding the pen and to NOT help anyone. I check in and invite any comments or reflections.

**Round 3:** I invite the players ready for the third and final round back into the circle. I remind them that the rules are the same. I ask them to close their eyes. Again, I walk around, talking a bit so they can hear me, however, I now place the pen on my body somewhere (often clipped to my shirt) with some part of the pen showing. I ask everyone to open his/her eyes and remind them to step out after finding the pen and NOT help. This round usually lasts a bit longer and often finds a handful of players wandering around the circle looking down at the ground. Eventually, all find the pen and step out.

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

After this final round, first I check in to see if everyone is emotionally okay or if we need to air out some emotions. Then, we can go into some processing of the experience. (See 'Connect To' ideas above.)

**Group Words** You'll need letter tiles for this one. We used the Jumbo Bananagrams during the workshop. (Remember, you can make your own letter tiles with index cards.)

Connect To: Mingling in a crowd, Talking with others, Sharing resources, Initiative - do you go out and find words or have people come to you? Competition - how many words are you part of or it doesn't matter? Having FUN.

**Process:** Ask everyone in the group to choose a vowel and a consonant from the letter set. The challenge is for players in the group to be a part of as many words as they can, "in the next three minutes" (or whatever time you set). The idea is that players mingle around using one or both of their letters to form words with other player's letters. Each person keeps track of how many words they are a part of (if desired – but this is really not *really* the point). After three minutes ask if anyone kept track or if something else happened during the game – e.g., just had fun with it, or wanting to be a part of the longest word - a 'process oriented' goal.

If you have time, play another three minutes, but first ask everyone to establish a goal for her- or himself before starting. Check in on some goals and play on. After talk about goal-related questions. How did it go?

(Note: After this activity you could play Name Letter Puzzle (NLP) - details found below. If you plan to play NLP, ask everyone, initially, to pick a consonant and vowel that can be found in their name.)

Resource: *50 More Ways to Use Your Noodle*, Cavert & Sikes (Use noodle slices with letters on them)

**All Toss** Connect To: Problem solving; Sharing voice; Challenging skills & abilities; Success & failure; Perseverance;

[Note to Participants: The activity was too easy when using clothes to catch tossables. The write up below takes this option out of the activity - we need this one to be harder than it was.]

Process: You'll need at least two if not three soft tossable objects for each player in a group. Make groups of 8 to 12 people. (So, if you have a big group, like we did, split them up into smaller groups.) And, you'll need some decent space for every small group to form a comfortable circle for tossing objects.

Each small group will have the same objective: Toss and then catch as many objects as possible without any drops. Rules: All objects in play have to be tossed, underhanded up into the air, at the same time; A successful catching attempt is when all objects are caught; Only one tossable object can be added after a successful catching attempt; Only hands and arms can be used to catch the tossable objects; If one or more objects are dropped after a toss, the same number of objects must be tossed again - remember, a tossable can only be added after a successful catch; A player may not toss to him-/herself; OPTIONAL RULE: A player may not catch an object from a player he/she is tossing to.

Basically, each group starts by tossing up one object - someone else in the group must catch it. If caught, another object is added - one player can toss the two or two players can toss one. The

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

tosses must be coordinated - 1, 2, 3, toss. On "toss" all objects in play must be tossed up in the air underhanded. If all objects are caught, add another object. If an object is dropped, try the same number of objects again.

Give everyone (all groups) 10 minutes to see how many objects they will be able to toss and catch without any drops - this will be a self-regulated activity. After 10 minutes you can have a processing session around how the group interacted - What worked and what didn't? How did they do with their 'Tool Box' behaviors - what tools did they use? What tools did they forget about using? What tools did they 'abuse'? (In larger group settings, processing can be don't within the smaller groups.

**Cup Switch** Connect To: Planning process; Leadership - who is/takes charge; Roles & Responsibilities; Problem solving - what, if anything, is redundant and taking time; Collaboration - if there are multiple groups in play; Goal setting;

During the workshop, we processed this activity by readdressing the Team Sheet Tool Box in our Base Groups and evaluating how we did with our Tools, and what Tools we might consider adding, eliminating, or changing.



**Process:** Every group of six to 10 participants will need a set of 26 plastic/paper cups and 26 number cards (or letter cards/tiles). The cups need to be numbered (or lettered), on the outside bottom, 1 to 26 (or lettered A through Z). You can make your own number or letter cards using index cards. The Cup Switch Pad is set up inside a small circle. We used a 15-foot length of webbing for the circle. (You could use rope or even tape out a 4-foot by 4-foot square.) All the numbers (or letters) are then placed randomly inside the circle, face up. Then, the cups are placed open end down, over the number cards so that no part of any number is visible. The game is set up.

Note on setting up the CS Pad: If you set up the Pad, any group can take any Pad. If you have the groups set up the Pads (in the case of having 8 groups in play at one time), then, before each round, groups will be assigned a CS Pad they did not set up. When you move group to a new Pad, do this at the same time - don't have anyone move until everyone is clear about where they are going.

With multiple groups, Cup Switch is played in three rounds. Before each Round, groups will have two minutes to plan **without touching their cups**. Round 1 plays for three minutes. Round 2 plays for two minutes, and Round 3 plays for 1 minute. All the rules are the same for each Round.

**The objective for each group** is to move the numbered cups to their matching number cards within the time allotted for the Round.

Rules: Only two cups can be lifted up per turn; The two cups must be picked up at the same time; After being lifted, cups must be placed back down over a number - covering the number on the card - before another two cups can be lifted; One player may not lift two cups at once. (Note: When cup is placed back down on a number card, it can be placed open end down or up, but you don't tell them about this option - it can be a problem-solving method to indicate matched pairs.)

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

If a group matches all cups to numbers, they have successfully met the challenge - they are asked to wait quietly until the time is up for the Round. If they were not able to match all, have them count how many matches they did make as a way to benchmark goal setting efforts.

If you want this activity to have some focus on goal setting, have each group set a 'match number' before each Round begins. (After the two-minute planning time, I ask all groups to choose and share their goal with the whole group.)

After each Round you can take some time to process, relating to any of the 'Connect To' topics above.

Resources: When first designed, this activity was called Tube Switch. Here's a link to a video of the original: <http://www.fundoing.com/blog/tube-switch-20-double-play> Later on, Cups replaced the Tubes in the book, *Cup It Up: Team Building with Cups*, by Cavert & Thompson.

**Tower Turn** Connect To: Planning; Roles & Responsibilities; Recognizing problems in the moment and making efforts to solve them; Risk taking - who's willing to turn the tower? And, who is not? Explore the why behind each; Phantom rules - can the cards be touched at any point during the activity? (Yes. Before and after the turn - but we don't tell them this.); Goal setting - product or process oriented goals, or both?; Success & Failure;



Workshop Participants: Remember, this activity was done in order to practice self-awareness, self-management and social awareness. After the activity we reflected on our Tool Box behaviors to see how we did.

Process: Each group of five to seven participants will need 26 plastic/paper cups (12 or 16-ounce size/350 to 480 ml) and 25 large index cards. In the workshop, all the groups in play had 15 minutes to see how many cups in a tower they could turn over and leave standing without the tower falling.

Tower Turn starts with two cups stacked vertically with an index card between the two cups - cups can be placed open end up or down depending on a group's strategy. The group is challenged to turn this small tower over 180 degrees without the index card falling out. Only the cups can be touched **during the turn**. (In other words, index cards may not be touched during the turning of the tower.) The turn is successful when the tower is standing on its own - no hands touching the tower. If an index card falls out or a cup falls out, the group can rebuild the tower to the level they were attempting and then try again.

After a successful tower turn, one more index card and cup can be added to the tower - orientation of the cups in the tower do not matter. And, the tower will always be built vertically with no nesting of cups. Any number of people can turn the tower, remembering that only the cups can be touched during the turning. As the cup tower gets taller, remind the groups to count how many cups they were able to turn successfully - this will be relevant if and when you talk about goals with the groups.

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

After the time is up, check in quickly to see how everyone is doing. If appropriate, have each group share out the number of cups in their highest successful tower turn. This sharing might fuel some emotional response in groups - comparing themselves to others. Then, with multiple small groups, have them process the activity within their small group using prompts you give them.

Resource: Tower Turn is a timed version of Water Wheel from the book, *Cup It Up: Team Building with Cups*, by Cavert and Thompson. Water Wheel is written for groups of 10 to 12 participants.

**Word Circle Puzzle** (multiple teams) Connect To: Critical thinking skills; Self-talk & engagement - how do you engage, physically and mentally, in a 'puzzle' activity?; Collaboration - everyone is doing the same puzzle; Connect To: Sharing voice when you see something say something, Trial & Error, Letting go of Comfort, Sharing information by showing what you Have, Sticking to it.

Workshop Participants: The Word Circle Puzzle we used during the workshop is below - ready for you to print-n-play. (If you want more, ready to print-n-play puzzles, look for the Word Circle Puzzle kit at the [FUNdoing.com/store](https://www.funndoing.com/store) - ready to download anywhere.) We played this activity to talk about the Social Awareness SEL Competency - all groups had two help cards, if you pooled your resources you could solve most of the puzzle and then help each other solve the rest.

**Process:** You need Word Circle Puzzle card sets (see examples below) for groups of any size - small and large groups can work on these puzzles together. Make your own using index cards or pick up the print-n-play kits at the [FUNdoing.com/Store](https://www.funndoing.com/Store). Some versions of play require each person to have at least one card in his/her possession at all times.

This activity involves a set of words that connect together in a circle formation (examples below). When reading the words in a clockwise direction, as they are positioned next to each other, each word is read together with the word to its right. For example, BOAT & HOUSE go together. Then, HOUSE connects to CAT. Then CAT connects to FOOD and so on. Here are a few sets you can transfer to index cards - one word per card:

- 9 Words: Night, School, House, Guest, Room, Access, Road, Game, Over... (goes to Night)
- 13 Words: Lay, Back, Track, Record, Player, Piano, Stool, Pigeon, Hole, Up, Tight, Rope, In
- 19 Words: Paper, Chain, Letter, Box, Seat, Belt, Buckle, Under, Ground, Floor, Plan, Tar, Get, Up, Draft, Copy, Right, Field, Test

For each set in play you also want to make a two or three 'Help' Cards - these can say, 'Tell Me One Combination,' 'Is this Combination Correct,' and 'Use a Smart Phone for 1 minute.' So, each group in play can have any or all of the Help cards depending on how hard you want to make it.

Resource: Find additional sets of Word Circle Puzzles free at the [FUNdoing.com/blog](https://www.funndoing.com/blog) - search 'Word Circle Puzzles'.

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

21 Words: Time, Table, Top, Shelf, Life, Guard, Rail, Road, Race, Car, Pool, Side, Line, Drive, Up, Scale, Down, Turn, Over, Take, On

*Time*

21b-1

*Table*

21b-1

*Top*

21b-1

*Shelf*

21b-1

*Life*

21b-1

*Guard*

21b-1

*Rail*

21b-1

*Road*

21b-1

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

21 Words: Time, Table, Top, Shelf, Life, Guard, Rail, Road, Race, Car, Pool, Side, Line, Drive, Up, Scale, Down, Turn, Over, Take, On

*Race*

21b-1

*Car*

21b-1

*Pool*

21b-1

*Side*

21b-1

*Line*

21b-1

*Drive*

21b-1

*Up*

21b-1

*Scale*

21b-1

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

21 Words: Time, Table, Top, Shelf, Life, Guard, Rail, Road, Race, Car, Pool, Side, Line, Drive, Up, Scale, Down, Turn, Over, Take, On

*Down*

21b-1

*Turn*

21b-1

*Over*

21b-1

*Take*

21b-1

*On*

21b-1

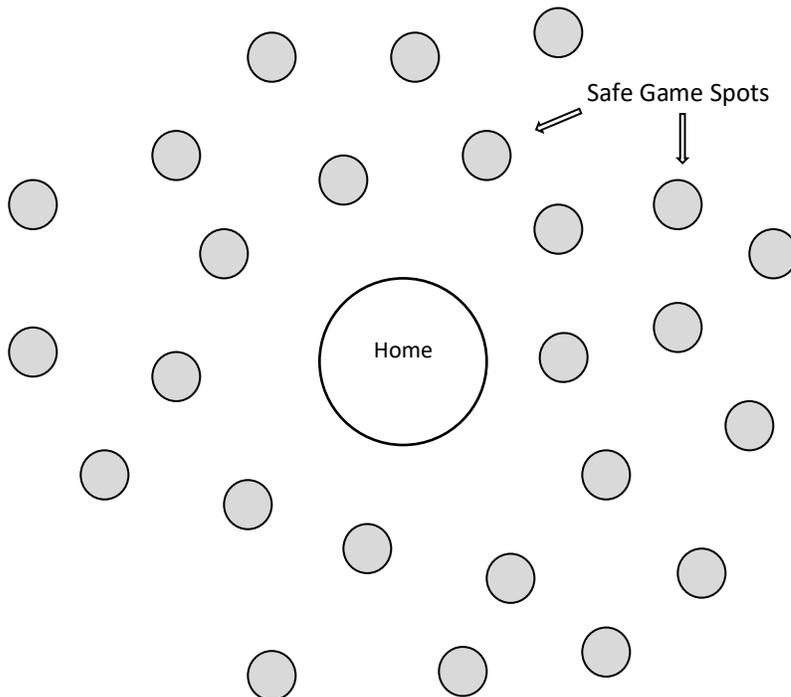
## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

(This is a super-long description, but I had it written, so why not?)

### Pressure Play

**Needs & Numbers:** You'll need a deck of playing cards for up to 56 players (the physical size of the cards will have an impact on the challenge level of the activity – Jumbo Cards are easy to see, whereas standard sized cards are more difficult to see), one safe game spot for each player, a timing device, and a large webbing or rope circle to create a "Home" area for the group. (You could also use the basketball jump circle in a gym or use floor tape to make a Home area.) This plays well with at least 20 participants and can be played with up to 56 players with one deck of cards – however, consider that more players in the game will increase waiting-time per player in each round.



Time: 20 to 40 minutes.

**Set Up:** When setting up the playing space (something like the diagram above) here are a few things to consider: The Home area should be big enough for at least four participants to stand inside of it. The further you (or the participants) set out the game spots away from the Home area the more time the activity will take. (The participants will also get longer cardio bouts when spots are further apart if you are after a fitness related component to your team building.) If you are going to have the group attempt the unsighted variation suggested below keep the spots closer to the Home area (or it will take a really long time).

Here is a super-fast way to set out the spots in Pressure Play Too. Gather everyone near the Home area. Give each participant a game spot. Then ask each person to move out away from the Home area and set down his or her spot. Indicate the maximum distance you want them to go and the minimum distance a spot can be from the Home area. I also say that a spot should be at least 5 feet away from any other spots. (Of course, you can choose the proximity distance based on your facilitated objectives.) You (the facilitator) can ask participants to adjust spots as they are setting them down – if you move someone's placement it might cause some emotional dissonance. If you want to move a spot once it is placed, be sure to ask permission from the placer. Once the spots are set out ask everyone to return to the Home area for the next step.

You'll also want to set up the playing cards before you start. Order the cards so that all like ranks are together – all the Aces, then two, then three and so on. I set up my stack of cards, with the face of the

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

cards down, with the Aces, then twos and so on, but this is not really a requirement. There could be other purposeful stack set ups. Okay, you're ready to go.

Directions: (For this description, let's say we have 28 participants.) If you haven't done so already, gathered everyone near the Home Area. Give out a card to all but four people in the group – yes, they are free to look at what they have. Four people in the group will not be holding a card at the onset of the activity. First, I teach the group the blind shuffle. This is where participants walk around and exchange cards with one another, without looking at the faces of any cards, until I say, "STOP!" Before I start the shuffle, I ask everyone to remember not to look at his or her card when the blind shuffle is over (I also remind them about this during the shuffle before I say STOP.) Start the blind shuffle.

"Okay, 5, 4, 3, 2, 1, STOP!" (If anyone did accidentally look at his or her card do a few more exchanges to mix things up.) At this point ask the four participants without a card to step into the Home Area. (You might need to remind participants to not look at their cards until instructed to do so.) Now, you can assign, or have these four people without a card choose for themselves, a different suit from a standard deck of cards – Clubs, Spades, Hearts, or Diamonds. Explain that each player in the group with a card in hand, after you finish giving the directions and they're ready (planning time might be given), will go out into the playing area and stand on a game spot – only one person per spot. (Still not looking at the faces of the cards.) At this point, any participant holding a card must be standing on a game spot – a person without a card can move freely within the playing area once the time starts.

When you say, "GO!" the time starts, and the cards can now be revealed (in other words, participants are not allowed to look at their cards until you say "GO!"). At this point the four participants in the Home Area will each go (i.e., run safely) to the person holding the Ace of their chosen suit. Once this initial person takes the Ace from the person who has it, the initial person now stands on the spot. The person without a card now goes to the Two of his or her perspective suit to take the card and then stand on the spot. The person who was holding the Two now moves to the person holding the Three, takes the card and takes over the spot, and so on until the person that was holding the Six of his or her respective suit (remember there are 24 participants holding cards in this example – so every suit has six cards out in the playing field) is without a card. This last person now moves safely (emphasize safely!) back to the Home Area. Now, these card exchanges are happening with all the suits available. When four participants have safely returned to the Home area the time stops. Now the group has a base-line time to work from in order to gauge future attempts at the activity.

After the round is over you can gather everyone back to the Home area to discuss (e.g., debrief, review, process) what took place during the activity and how they all plan to attempt the next round. Basically, this time is the in-action portion of the activity the group can use to decide how they want to move forward. What did they learn and how do they want to use this information in the future?

During the in-action stages between rounds I allow the group to look at the cards they have while they plan. Once they let me know they are ready for another attempt I ask them to go into a blind shuffle until I say, "STOP!" At that point the activity plays out the same way as the previous round. Three or four rounds usually produce discussable results.

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

Facilitator Notes: As you can probably tell, there will be some fast locomotor movements, so do point this out to the group. Ask them to be mindful of their surroundings and use a speed that keeps each one of them safe.

Depending on the size of your group you might only need to use three suits from the deck. With some groups, like younger participants, you might only use two suits. The more movement there is the complex the activity – as we know. So, depending on the objectives of your group you can decide how many movers should be out in the playing area at one time.

There is also a consideration of moving resources. There was no direction above that stipulated the game spots could not be moved. If you don't want this to happen, be sure to add the rule. On this note, there was also no limit to verbal communication during a blind shuffle. Potentially each person could say what is on his or her card as it is passed to the next person. With this information the plan and the ultimate process might become more efficient.

Variations:

- Use different sized decks of cards – mix suits of different sized cards (e.g., mini cards, standard size, and jumbo cards)
- Play without talking.
- If you are in the playing area without a card you must have your eyes closed.
- Use different sets of cards that have a known progression. I'm sure there is some wonderful academic content that would work here (e.g., planets, life cycle).
- Consider setting up the deck so that one or two suits have more cards than the other suits. This can simulate life experiences where other finish first and others are still working. What happens within the group when this takes place? (This might work best when you know exactly how many participants you will have in your group.)

**4 of a Kind** (I had the super-long write up for this one too, so why not? Find it below...)

Workshop Participants in Pune: Remember, we had to game going at the same time. After the first round, one group decided to leave the four-or-a-kind sets together inside the square so the next group would have an easier time of it - then both groups did this!

Social Awareness at its finest! WELL DONE!!

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

### Four of a Kind

[This is the playing card version of Word Building in, *50 More Ways to use Your Noodle*, by Sikes & Cavert.]

#### FACILITATED OBJECTIVES:

- Sharing ideas and formulating plans - inception and evolution of plans.
- Recognize and practice helping behaviors.
- Identifying and solving challenges (problems).

#### NEEDS & NUMBERS:

- One deck of playing cards - the bigger the better (the group in the picture below is using SUPER Jumbo Cards). One 50-foot activity rope. Six to ten game spots (depending on the size of your group). One timing device.
- 18 to 28 participants.

**TIME:** 30 to 40 minutes

**PROCEDURE:** Make a big circle with the 50-foot activity rope and place it on the ground. Set out all the cards face down inside this circle (see picture). Now divide your group into teams of two or three players (you could go with up to four per team if needed). Give each team a game spot and ask them to place it down on the ground/floor about 10 feet from the outside of the circle of cards.



Have each team gather by their game spot while you give them the directions. **The objective of the activity is for each team to have four cards of the same rank at their spot** (four-of-a-kind). This will be a timed activity. The time starts when the first player breaks the plane of the rope circle and stops when all teams have four-of-a-kind. Please be sure to remind the teams that they are all one "group" working together in small "teams" to achieve the objective as quickly and safely as possible.

**(NOTE:** I worked with an adult group once where one of the participants did not know what was on the faces of a deck of cards - true story. So, don't assume participants will know what

### Problem-Solving

#### Activity Objective

All sub-groups in play are challenged to collect four cards of the same rank as quickly and safely as possible - the activity is over when all sub-groups have four-of-a-kind.

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

four-of-a-kind means. You may need to explain. Now, if using playing cards is a bad idea for your group make up some letter cards so the teams can obtain four-of-a-kind in letters.)

### RULES:

- Only one player from each team can enter into the circle of cards at a time (e.g., if there are six teams, up to six people can be in the circle).
- After entering the rope circle, you are only allowed to pickup/touch one card.
- If you choose to take this card from the circle no one is allowed to look at the card until it is out of the circle.
- All players on a team must take turns going into the card circle - meaning, all players from a team must go into the circle once before someone can go in a second time and so forth. (Or, you are not allowed to go into the circle of cards two, or more, times in a row - someone from your team must go in and out of the circle before you can go back in.)
- If your team decides to keep the card taken from the circle it must be placed on the ground/floor and must be touching the game spot or be touching a card that's touching the spot.
- If your team decides not to keep the card it is brought back into the circle of cards (at any time) and placed face down inside the circle. In other words, if you don't want the card it goes back into the circle.
- If any of the rules are broken (monitored by the facilitator), a "FOUL!" will be called. Your group is allowed five fouls. On the fifth foul the round stops, and you must start over after the cards are all reset.
- OPTIONAL RULE: Each team may have up to five cards in their area - touching the spot. Once a sixth card is brought to their area someone in the team must bring a card back when going into the circle.

Allow enough time to play at least three rounds in order to pull out all the good learnings from this one.

**SAFETY:** When playing indoor on a carpeted or tiled floor, the playing cards can be very slippery if stepped on. This reminder is the last thing I say to my group before they get started. So, slow and steady when inside the circle of cards. And, be mindful of the people inside the circle as well - if we are super focused on picking up a specific card, we might not see another participant "headed" our way!

**FACILITATION:** The overarching facilitated objective for me (Chris) with Four-of-a-Kind, is bringing about "helping" behaviors (and a good discussion about helping). In the first round or two (or three!!), teams that find their four-of-a-kind first celebrate "their" WIN! ("*We won!*") So, I need to remind them that, "The activity isn't over until everyone has four-or-a-kind." Eventually, this is one of the challenges (problems) they solve - "We can still play and help other teams out." (Still following all the rules.) About fouls. I am very diligent about calling fouls. Breaking the rules is a challenge (problem) I want them to solve. "Helping" each other remember is another way to practice helping.

## Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

**So, speaking of assumptions**, here's one I made that lead to a variation of Four-of-a-Kind that I now use on a regular basis (if you have time to read on). I've been working with Group Dynamix in Texas recently, a company that provides team building programs for groups. I saw they had a couple decks of SUPER JUMBO cards, so I grabbed a deck for Four-of-a-Kind. As I was setting down the cards my group was taking a short break. By habit I was counting the cards as I set them out. 49, 50, 51, 52, 53, 54, 55, 56. Rats.

My mind started going to the place where I was wondering what idiot....but, I thought, let's see what happens. When I presented the rules to the group I did say, "There are more than 52 cards here and I don't know if there is a complete deck - please keep this in mind." Well, of course one of the teams was after a set of four that was missing a card. At first it was an issue, then it became an opportunity for the group. Good stuff.

**WARNING:** Since this discovery I've set up the deck in a way where some cards are missing - adding extras from another deck - and I do not frontload with any warnings. In one case so far, I was harshly accused of "setting the group up" for failure. However, it did end well after a good processing session about assumptions and the difference between "reacting" to challenges and "responding" to challenges. Concepts this group needed to hear. Again, good stuff!

### OBSERVATIONS/QUESTIONS:

- How did your plan get started after you received all the rules for the activity? What are the things that influence the formulation of a plan?
- What was the initial plan your group made before your first attempt at the activity? Were you able to follow that plan? What, if anything, changed about your plan as you were working the activity?
- How did the planning session evolve over the different rounds of the activity? What influenced your planning after you made one (two) attempts?
- Who had ideas about a plan that didn't get implemented? Why do you think this happens?
- How many of you "helped" during the activity? In what way do you believe you helped?
- What are the different aspects of help and helping? (Or, what is involved in the relationship of helping?) (Offering, Accepting, Asking.)
- Did anyone try to help but your help wasn't accepted or heard? Why does this happen?
- How many of you jumped right in to help without offering help? Why do you think this happens?
- Did anyone ask for help? How did your request turn out? What help did you get? If you didn't get the help you asked for, what did you do?
- Some will say, helping is a relationship. How would you describe helping as a relationship?
- How do we want our helping relationships to look as we work together?
- Looking back over the activity, what problems/challenges did you identify as you worked the activity? When did you identify a problem - before, during or after a round?

## **Active Social Emotional Learning**

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

- Once you identified a problem, what did you do about it? What if, let's say, someone identified (saw) a problem but didn't say anything, why do you think this happens?
- What would be a good process for you, as a team, to solve problems that you can identify?

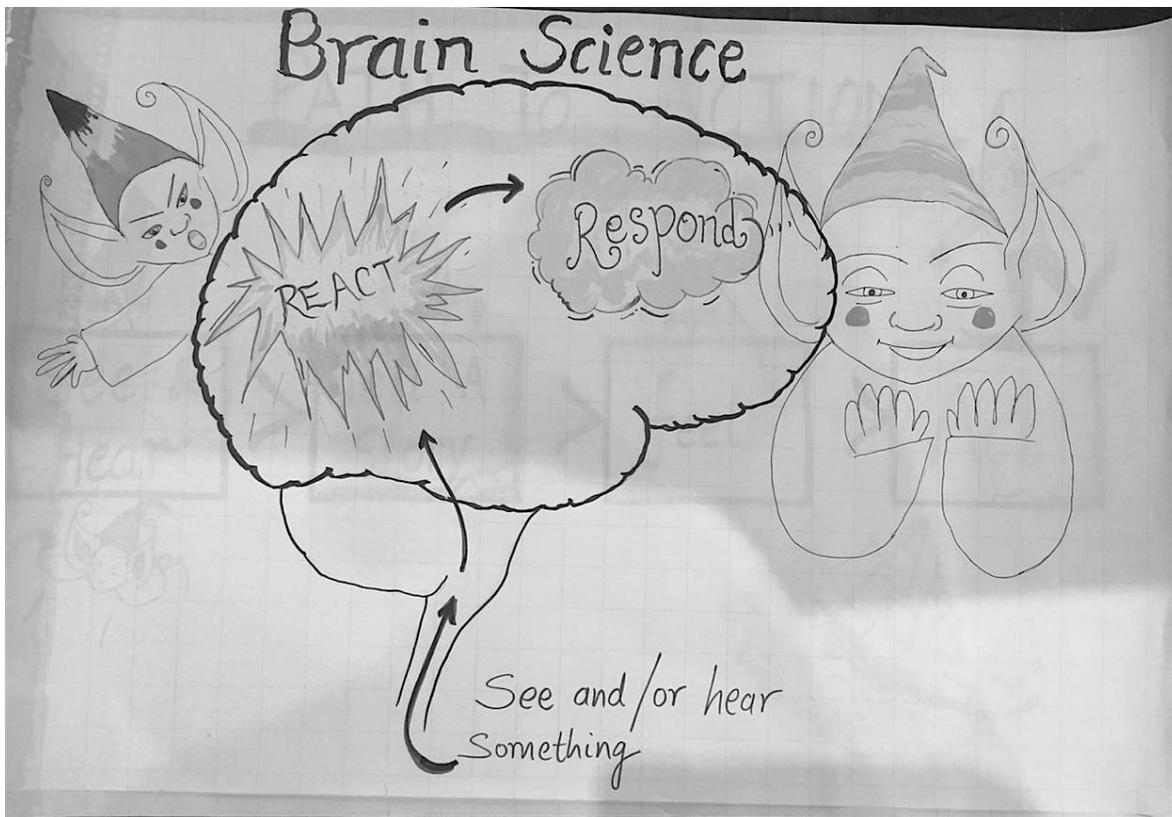
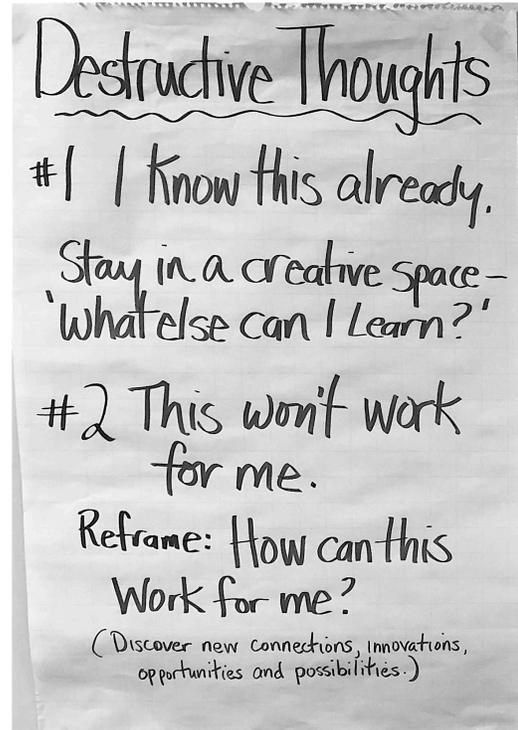
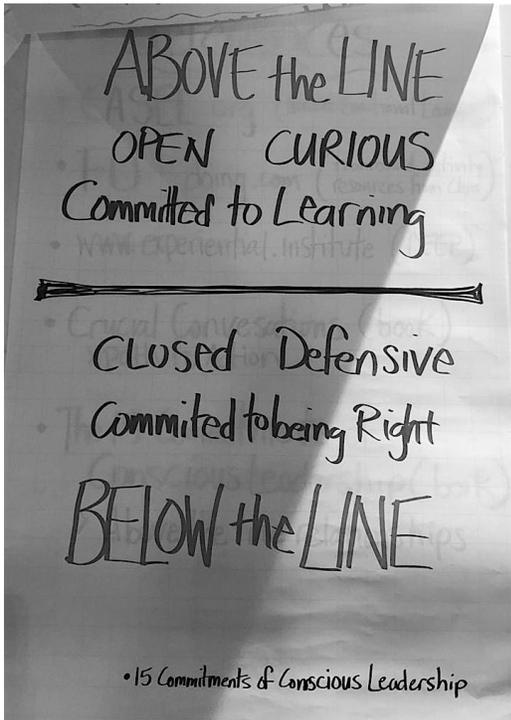
### **VARIATIONS:**

- Use letter cards (or, Jumbo Bananagrams) instead of playing cards. For the first round spell a four-letter word, the second round a five-letter word, the third round and six-letter word. (And, maybe the word must fit into a particular topic?)

# Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

## Flip Chart Paper Posters from the Workshop



# Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

INTENSITY OF FEELINGS	HAPPY	SAD	ANGRY	AFRAID	ASHAMED	
HIGH	Elated Ecstatic Overjoyed Fired Up Exuberant	Passionate Excited Thrilled	Depressed Sorrowful Hopeless Alone Misericable	Furious Loathsome Enraged Outraged Seething Grate	Shocked Horriified Scared stiff Petriified Frantic	Sorrowful Mortified Dishonored Remorseful Deframed Admonished Worthless Disgraced
MEDIUM	Cheerful Satisfied Glowing Good	Heartbroken Let Down Somber Lost Distressed Melancholy	Upset Frustrated Agitated Mad Defended Disgusted	Apprehensive Uneasy Intimidated Threatened	Apologetic Secretive Guilty Unworthy Sneaky Embarrassed	
LOW	Glad Contented Pleasant Pleased Mellow	Unhappy Upset Moody Dissatisfied Blue Disappointed	Perturbed Resistant Annoyed Touchy Upright Irritated	Cautious Anxious Timid Nervous Worried Unsure	Silly Pekied Regretful Uncomfortable	

Intensity of feelings	HAPPY	SAD	ANGRY	AFRAID	ASHAMED
HIGH					
MEDIUM					
LOW					

# Active Social Emotional Learning

Presented by Dr. Chris Cavert, PUNE & Bangalore India, December 2019

