

Engaging Strategies are instructional practices that you may use throughout your class to help students practice SEL skills. They can vary in complexity and length and are designed to help students to intentionally practice what they are learning academically while also strengthening SEL skills.

### Four Corner Thinking

- The four corners of the room are designated as strongly agree, somewhat agree, somewhat disagree, strongly disagree.
- After each statement, students move to the corner and discuss why they made their selection.
- A spokesperson in each corner shares out the group's thinking.
- Repeat statement to give students a chance to change their position.
- **Discussion prompts:** Why are you in the corner of the room you selected? Why have you reacted to the statement the way you have? What are the reasons you decided to be there opposed to the other three corners? What have you learned about your peers' responses to the statements posted?
- Voice & Voice Modification: Call out a series of decisions that are made, and students will pick the corner that best matches their experience. Explain the four corners –
  1. Students make this decision on their own. The teacher supports the students' choices.
  2. The teacher makes this decision on her or his own. Students are expected to follow it.
  3. Teacher and students decide what to do together, negotiating when they have differences of opinion.
  4. Someone else who isn't in the classroom decides. This could include the principal, parents, curriculum planners, the state legislature, and others.

**SEL Competencies: Self-awareness, Social Awareness, Relationship Skills**

## Brainstorm/Review Relay Race

- This activity will allow students/participants to review material in a fun way or brainstorm for creativity in a fun way. Supplies needed include chart paper with topics (could be work related skills, industry specific, things you learned this week, what you hope to learn/do next week, etc.), markers
- Divide participants into teams.
- Explain if you are doing a brainstorm or a review- if it is a brainstorm, there are definitely no rights or wrongs- if it is a review, there may be right answers but the goal of this is to work as a team to try to get the right answers in a fun way.
- Have teams get in lines across from their team's chart paper- hung on a wall or placed on a table.
- Each team gets one marker. The first person runs/walks to their team's chart paper and writes down their idea (brainstorm) answer (review), runs/walks back to their team and hands the next person the marker. Each person must write a different response- team members can help each other.
- When everyone is finished, review the chart papers together.

***SEL Competencies: Relationship Skills, Social Awareness, Self-management, Responsible Decision-making***

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## Feelings Charades

- Have students practice acting out different feelings while others guess the feeling.
- Talk about the feelings and ask for examples of when students felt that way.
- Discuss different strategies students can use when they are feeling different ways. (Mindful Breathing, 5-4-3-2-1)
- Modification: Students can draw the feelings or describe a situation that might make someone feel that way.

***SEL Competencies: Self-awareness, Self-management, Responsible Decision-making, Social Awareness***

## Around The World Review Game

A game for fun and for educators to use for review and test prep, Around the World is easy to play and works well with any size group. The game can last as long as you wish, or makes an excellent, short, time-filler at the end of class. It's best played in a classroom with desks.

### How to Play:

1. Start at one column of desks. Have two kids at the beginning of the column stand up.
2. Explain the rules. You will be asking the two kids a review question. The first person to answer the question correctly will move to the next challenger in the column, while the other person sits down. The person who answered correctly and the new challenger stands up together.
3. A new question will be given- the first person to answer the question correctly will move to the next challenger in the column, and so forth throughout the classroom. If a person answers five questions correctly consecutively, they have to sit down at the challenger's desk and the game starts again with two new challengers.
4. The person who makes his or her way around the room back to their original seat wins the game.

### Modifications:

- Show the question to the whole class using an overhead projector or computer-generated image.
- To prevent students from shouting out multiple incorrect answers, make the rule that students may only answer once. If their answer is incorrect, the other student gets an opportunity to think and answer correctly. If they both answer incorrectly, ask another question.
- Give a very small token for correct answers. Set a time for playing, and when the game is over, the student with the most tokens wins. This works especially well for a very large class.

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