

# Play Every Day



45-minutes

## Elementary - Covid 19 Back to School: Lesson Plan 4



### Objectives:

(slide 2)

- Understand the importance of creativity, play, and problem-solving.
- Provide opportunities for children to discuss physical distancing protocols.



### I Can Statements:

- I can use play to help me calm down and boost my **creativity**.
- I can use play to help me **problem solve**.
- I can manage my emotions through creativity and play.

### mindful

#### CHECK-IN

#### 1. Model

(slide 3)



5-minutes

#### Animal Charades

- **Act** like an animal that shows how you feel. Leaders guess.
- **Say** "I feel like a (ex. rabbit) because (I'm bouncing with energy)."



Check-in's help gauge emotions & knowledge; they help develop:

#### CQ Skills:

- Creativity
- Collaboration

#### SEL Skills:

- Emotional Awareness

#### 2. Encourage

- **Invite** leaders to take turns acting, guessing & explaining.
- **Ask** "Which animals & feelings were more active? Which were calm?"



#### PLAY

#### 1. Review

(slide 5)



15-minutes

- **Encourage** everyone to hold up their hand model of the brain.
  - The fingers are the prefrontal cortex (**PFC**); or the **creative, problem-solving** part.
  - The thumb shows where our brain controls big feelings such as fear and anger. It sends warnings to FLIGHT (run), FREEZE (hide) or FIGHT (anger).
- **Review** breathing can calm our false alarms. So can **PLAY**.
- We use our **PFCs** to be **creative** and think when we play.



#### CQ Skills:

- Creativity
- Communication
- Collaboration

#### SEL Skills:

- Social Connection
- Innovation

#### 2. Play: Pantomime Pass Along

- **Say** a way to play. Then, **mime** throwing a ball to a student. They "catch" it and share a way that they play, then they "pass" it on.



(slide 6)



15-minutes

**OTHERS** 1. Problem Solving

- **Explain** that we pretended to pass a ball so we didn't share germs. We were physical distancing AND playing.
- In groups, students problem-solve how they could play while physical distancing. **Circulate** and make suggestions.
  - **Modification:** If students struggle, assign a specific play activity (i.e. tag) to change.



**CQ Skills:**

- Creativity
- Communication
- Collaboration

**SEL Skills:**

- Adaptability
- Social Connection
- Innovation

2. Share

- Each group shares their physical distanced game.
- Do a victory dance to celebrate problem-solving after each share.

3. Reflect

- **Say** "When we must change things to be safe, it can give us false alarms from our stress-response. BUT, when we **problem-solve**, we can have fun and still be safe."



**DOWNTIME**

(slide 7)



10-minutes

1. Innovate

- **Demonstrate** how breathing strategies have repeating actions.
- **Challenge** students to create new ways of deep breathing.
- **Share** and try out students' breathing strategies.

2. Modification

- If students struggle, work as a whole group to **brainstorm** repeating actions where half of the action is for breathing in and the other half is for breathing out.



**Brain Science Fact:**

A rollicking laugh fires up and then cools down your stress response, and it can increase and then decrease your heart rate and blood pressure. The result? A good, relaxed feeling."

-Mayo Clinic

**Student worksheet or take-home resource for lesson:**



**Discussion:** Use these questions to engage your students further...

- How could you start playing after your brain sends a false alarm?
- How does remembering fun things you have done help you relax?

