

SEL HALLOWEEN GAMES

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WITCH'S BREW TEAMWORK

Teams work together to gather specific "ingredients" based on the witch's brew, emphasizing communication and collaboration.

SOCIAL & EMOTIONAL SKILLS

- ★ Teamwork and cooperation
- ★ Communication

EQUIPMENT

- Bowls (to represent cauldrons)
- A variety of objects as "ingredients" based on the following descriptions:
 - Something round (e.g., a rubber ball)
 - Something square (e.g., a small box or block)
 - Something used for measuring (e.g., a small ruler or measuring cup)
 - Something soft (e.g., a cotton ball or push toy)
 - Something that makes noise (e.g., a small bell or rattle)
 - Something that reflects light (e.g., a small mirror or shiny metal object)
 - Something that's used for writing (e.g., a pencil or crayon)
 - Something transparent (e.g., a plastic cup or magnifying glass)
 - Something stretchy (e.g., a rubber band or stretchy toy)
- Blindfolds
- Timer (optional)

INSTRUCTIONS

- Divide the class into teams of equal numbers. Read out the witch's brew list and have teams go to the end of the playing area. The

SEL HALLOWEEN GAMES

EMOTION MASKS

Students create masks representing different emotions, then work in groups to create and act out a scenario using the masks, themed around Halloween.

SOCIAL & EMOTIONAL SKILLS

- ★ Recognizing and understanding
- ★ Collaboration and teamwork
- ★ Creative expression

EQUIPMENT

- Paper plates or card stock
- Markers, crayons, or colored pencils
- String or elastic bands
- Scissors

GROUP SIZE

6+

DIFFICULTY

Easy

INSTRUCTIONS

- Hand out a paper plate or a piece of card stock to each student.
- Ask the students to draw a face on the plate/card stock that represents a Halloween-related emotion (e.g., scared, surprised, happy).
- Help students to attach a string or elastic band to their mask so they can wear it.
- Divide the class into groups of 3 or 4.
- Each group is tasked with creating a short scene, such as meeting a friendly ghost or exploring a "haunted" house, in which they all must wear their masks and act out a situation that triggers their emotion.
- Groups then perform their scene in front of the class, who will guess the emotions being depicted.

YOUNGER KIDS

Make the emotion simpler (happy, sad, angry, etc.)

OLDER KIDS

Encourage more complex emotions (e.g., nervous, excited, etc.)

SEL HALLOWEEN GAMES

MONSTER MASH TEAM DANCE

Students are divided into teams and each team must choreograph a "Monster Mash" dance with Halloween-themed moves that express different emotions.

SOCIAL & EMOTIONAL SKILLS

- ★ Self-expression through movement
- ★ Recognizing and understanding emotions

GROUP SIZE

6+

DIFFICULTY

Medium

Groups of 3 or more.

Each group is a team of choreographers, tasked with creating a Halloween-themed dance that expresses a variety of emotions that their dance must express (e.g., excitement, fear, surprise, etc.).

Groups have 5 minutes to plan and practice their dance.

Groups perform their dance to the "Monster Mash" song (or another spooky song).

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INTRODUCTION

Welcome to our curated collection of Halloween Social Emotional Learning (SEL) games.

Halloween, with its mix of mystery and merriment, presents the perfect backdrop for engaging activities that promote SEL competencies. From self-awareness to decision-making, these games touch upon essential life skills, set in the ambiance of the season's spookiness.

As you dive into this resource, here's what to expect:

- **Social & Emotional Skills:** Each game is crafted with a focus on certain SEL competencies. These core skills, integral for holistic development, are the backbone of our activities.
- **Equipment:** We understand the constraints of a classroom setting, so the required equipment and instructor materials have been kept standard and minimal, ensuring you spend less time prepping and more time playing.
- **Group Size:** While some games foster intimacy with smaller groups, others thrive on larger participation. We've indicated the minimum number of players needed, ensuring each game's success.
- **Difficulty:** Recognizing the varied skill set and adaptability of students, our games are rated from 1 (easiest) to 5 (hardest). This ensures that you can pick and choose based on the group's readiness and the setup available.
- **Instructions:** No more guessing games! Each activity comes with a detailed, step-by-step guide to ensure clarity and ease of execution.
- **Younger Kids:** The little ones have a special place in our hearts! We've provided modifications to simplify games, ensuring the younger minds remain engaged and intrigued.
- **Older Kids:** As they grow, so do their appetites for challenge. Tailored modifications are available to make games more complex and thought-provoking for the mature students.

May this resource light up your Halloween festivities, adding not just fun but also fostering the pivotal social and emotional growth in your students. Dive in, explore, and let the magic of Halloween combined with the richness of SEL unfold!



EMOTION MASKS

Students create masks representing different emotions, then work in groups to create and act out a scenario using the masks, themed around Halloween.

SOCIAL & EMOTIONAL SKILLS



Recognizing and understanding



Collaboration and teamwork



Creative expression

EQUIPMENT

- Paper plates or card stock
- Markers, crayons, or colored pencils
- String or elastic bands
- Scissors

GROUP SIZE



DIFFICULTY



INSTRUCTIONS

1. Hand out a paper plate or a piece of card stock to each student.
2. Ask the students to draw a face on the plate/card stock that represents a Halloween-related emotion (e.g., scared, surprised, happy). Cut out the mask as desired.
3. Help students to attach a string or elastic band to their mask so they can wear it.
4. Divide the class into groups of 3 or 4.
5. Each group is tasked with creating a short scene, such as meeting a friendly ghost or exploring a 'haunted' house, in which they all must wear their masks and act out a situation that triggers their emotion.
6. Groups then perform their scene in front of the class, who will guess the emotions being depicted.

YOUNGER KIDS

Make the emotions simpler (happy, sad, scared) and provide examples of scenes they might act out.

OLDER KIDS

Encourage more complex emotions (e.g., anxious, delighted, skeptical) and have them incorporate dialogue into their scenes to explain the context of the emotions.



MONSTER MASH TEAM DANCE

Students are divided into teams and each team must choreograph a “Monster Mash” dance with Halloween-themed moves that express different emotions.

SOCIAL & EMOTIONAL SKILLS



Teamwork and cooperation



Self-expression through movement



Recognizing and understanding emotions

EQUIPMENT

- Music player (with “Monster Mash” song or other spooky tunes)
- Open space for dancing

GROUP SIZE



DIFFICULTY



INSTRUCTIONS

1. Divide the class into groups of 3 or more.
2. Explain that each group is a team of choreographers, tasked with creating a Halloween-themed dance.
3. Assign each group a set of emotions that their dance must express (e.g., excitement, fear, curiosity).
4. Give the groups 15-20 minutes to plan and practice their dance.
5. Play the “Monster Mash” song (or another spooky tune), and have each group perform their dance in front of the class.
6. After all performances, facilitate a discussion about how the different dances made the students feel and which emotions they could recognize in each performance.

YOUNGER KIDS

Simplify the dance moves and emotions (e.g., happy jumping, sad stomping) and give them a shorter time for preparation.

OLDER KIDS

Ask them to not only choreograph the dance but also to narrate a short story that their dance is telling, incorporating more detailed emotions and actions.



PUMPKIN FEELINGS CHARADES

Players act out different emotions while wearing a pumpkin mask, and others guess the feeling portrayed.

SOCIAL & EMOTIONAL SKILLS



Recognizing and understanding different emotions



Expressing oneself without words



Reading body language

EQUIPMENT

- Bowl or container
- Slips of paper with different emotions written on them (e.g., happy, sad, scared, excited, angry, etc.)
- Pumpkin masks (simple masks with neutral pumpkin expressions)

GROUP SIZE



DIFFICULTY



INSTRUCTIONS

1. Before the game starts, write down different emotions on slips of paper. Place them in a bowl.
2. Distribute a pumpkin mask to each participant.
3. Gather the players in a circle. Select one player to start.
4. The chosen player draws a slip of paper from the bowl without showing anyone and wears the pumpkin mask.
5. Without using any words or sounds and with the mask on, the player must express the emotion written on the paper using only their body language.
6. Other players take turns guessing the emotion. The first player to correctly guess the emotion gets to act next.
7. Continue until everyone has had a turn or until all the emotions have been acted out.

YOUNGER KIDS

Limit the number of emotions to basic ones like happy, sad, angry, scared, and surprised. You can also show them pictures of these emotions beforehand to give them a visual aid.

OLDER KIDS

Introduce more complex emotions like embarrassed, proud, skeptical, or curious. Challenge them to differentiate between similar emotions (e.g., frustrated vs. angry).



WITCH'S BREW TEAMWORK

Teams work together to gather specific “ingredients” for their witch’s brew, emphasizing communication and collaboration.

SOCIAL & EMOTIONAL SKILLS

★ Teamwork and cooperation

★ Communication

★ Problem-solving

EQUIPMENT

- Bowls (to represent cauldrons)
 - A variety of objects as “ingredients” based on the following descriptions:
 - Something smooth (e.g., a polished stone)
 - Something round (e.g., a rubber ball)
 - Something square (e.g., a small box or block)
 - Something used for measuring (e.g., a small ruler or measuring cup)
 - Something soft (e.g., a cotton ball or plush toy)
 - Something that makes noise (e.g., a small bell or rattle)
 - Something that reflects (e.g., a small mirror or shiny metal object)
 - Something that’s used for writing (e.g., a pencil or crayon)
 - Something transparent (e.g., a plastic cup or magnifying glass)
 - Something stretchy (e.g., a rubber band or stretchy toy)
- Blindfolds
- Timer (optional)

DIFFICULTY



GROUP SIZE



(even numbers work best for team formation)

★ INSTRUCTIONS

1. Divide players into teams of equal numbers. Read out the witch’s chant on the following page.
2. Place the bowls (cauldrons) at one end of the playing area. These are the collecting points for each team.
3. Scatter the various objects (ingredients) around the playing area. Each team should have an equal number of each object to collect.
4. Blindfold one member from each team. This member is the “Witch.” The other team members are the “Helpers.”
5. The goal of the game is for the Helpers to guide their blindfolded Witch to collect the ingredients based on the descriptions provided, then place them in their team’s cauldron. Helpers can’t touch the ingredients; only the Witch can.
6. The game ends when one team has collected all their ingredients in the correct order, or you can set a timer to increase the urgency.
7. Discuss the experience after the game, focusing on communication strategies and how teams overcame challenges.

YOUNGER KIDS

Remove the blindfold element and instead have them simply race to gather ingredients in a specific order, emphasizing teamwork.

OLDER KIDS

Add obstacles for the Helpers to navigate the Witch through.



WITCH'S BREW TEAMWORK

For some extra fun, you can introduce the game by chanting the following passage in your best witch's voice!

*Gather 'round, little witches, gather near,
This is a game, so lend an ear.
For a magical brew, ingredients you'll seek,
Follow the chant, and be not weak!*

*Seek out something as smooth as the moon's beam,
Like a polished stone found in a dream.*

*Next, find something as round as the sun,
Perhaps a ball that's ready for fun!*

*For the brew's base, something square you'll need,
A block or box, now proceed with speed!*

*A dash of precision, for that you must bring,
Something to measure, to make our brew sing!*

*Soft as a cloud, floating in the sky,
A plush or cotton, don't be shy.*

*A noise in the night, a mysterious spell,
Find something that jingles, like a bell.*

*Reflections and glimmers, to see our future so near,
A mirror or metal, so shiny and clear.*

*Add words to our potion, for magic to cite,
Bring something for writing, as light as the night.*

*Through transparency, secrets we unveil,
A cup or magnifier, clear as a fairy's tale.*

*Lastly, something stretchy, as flexible as time,
A band or stretchy toy, now our brew will chime!*

*With all ingredients, the game is won,
Brew it together, and let the fun be done!*



HAUNTED HOUSE RIDDLES

Teams navigate through the classroom's "haunted stations," solving riddles to proceed.

SOCIAL & EMOTIONAL SKILLS

★ Problem-solving

★ Collaboration

★ Critical thinking

EQUIPMENT

- Printed riddles (provided below)
- Paper and pencils for each team
- Envelopes to hold riddles at each station

GROUP SIZE



(2-6 students per team)

DIFFICULTY



★ INSTRUCTIONS

1. Print out the riddles provided and place each one in an envelope.
2. Designate different areas of the classroom as "stations" and place one envelope at each.
3. Divide students into teams. Provide each team with paper and a pencil.
4. Teams start at different stations, ensuring each team has a unique starting point.
5. Upon reaching a station, teams solve the riddle contained within the envelope.
6. Teams jot down their answers on their paper. Once they believe they've solved a riddle, they proceed to the next station.
7. The game concludes when a team has solved all the riddles and presented their answers to the instructor.
8. The first team to correctly solve all riddles wins.

YOUNGER KIDS

Use the easier riddles.

OLDER KIDS

Use the harder riddles.



HAUNTED HOUSE RIDDLES

Cut out the following riddles and place one inside an envelope at each station.

EASIER

1. WHAT FRUIT DO VAMPIRES LOVE?
HINT: IT'S SIMILAR TO A PEACH!

2. WHAT ROOM DO GHOSTS NOT NEED IN THEIR HOMES?
HINT: IT'S WHERE YOU MIGHT HANG OUT AND WATCH TV!

3. HOW DO YOU FIX A CRACKED PUMPKIN?
HINT: THINK OF WHERE A PUMPKIN MIGHT GROW.

4. WHAT DO WITCHES USE TO DO THEIR HAIR?
HINT: IT'S A SPECIAL TYPE OF "HAIR SPRAY!"

5. WHAT DO YOU CALL A SKELETON THAT MAKES YOU LAUGH?
HINT: IT'S THE SAME NAME AS AN IMAGINARY BONE IN YOUR ELBOW!

Answers:
1. Neck-tarines
2. Living room
3. Pumpkin patch
4. Scare spray
5. Funny bone

HARDER

1. I'M NOT ALIVE, BUT I CAN GROW; I DON'T HAVE LUNGS, BUT I NEED AIR; I DON'T HAVE A MOUTH, BUT WATER KILLS ME. WHAT AM I?

2. WHAT HAS KEYS BUT OPENS NO LOCKS, HAS SPACE BUT NO ROOM, AND YOU CAN ENTER BUT NOT GO INSIDE?

3. I FLY WITHOUT WINGS. I CRY WITHOUT EYES. WHEREVER I GO, I MAKE THE SUN HIDE. WHAT AM I?

4. WHAT COMES ONCE IN A MINUTE, TWICE IN A MOMENT, BUT NEVER IN A THOUSAND YEARS?

5. WHAT BEGINS WITH T, ENDS WITH T, AND HAS T IN IT?

Answers:
1. Fire
2. A keyboard
3. Cloud
4. The letter M
5. Teapot



PHANTOM'S PATH

Students navigate a path blindfolded, relying on peers' guidance, emphasizing trust and direction-following.

SOCIAL & EMOTIONAL SKILLS



Trust



Direction-Following



Communication

EQUIPMENT

- Masking tape or chalk (to outline the maze)
- Blindfolds
- Timer (optional for added challenge)
- Obstacles (like chairs or desks)

GROUP SIZE



(groups of 4-5)

DIFFICULTY



INSTRUCTIONS

1. Use masking tape or chalk to sketch a maze on the classroom floor.
2. Divide students into teams of 4-5. One member becomes the "Leading Ghost" and is blindfolded.
3. Teams guide their "Leading Ghost" from start to finish using only verbal cues. The aim is to avoid touching the boundaries and obstacles.
4. After navigating, discuss communication strategies and feelings experienced during the activity.
5. Switch the "Leading Ghost" with each attempt. Optionally, use a timer to add a competitive edge, tracking which team completes the maze fastest.

YOUNGER KIDS

Use fewer obstacles and a more straightforward path.

OLDER KIDS

Increase maze intricacy, or add obstacles.



GHOSTLY COMPLIMENTS

Students take on the role of friendly “ghosts,” whispering positive affirmations and compliments in a “haunted” classroom setting.

SOCIAL & EMOTIONAL SKILLS



Building positive relationships



Enhancing self-esteem



Active listening

EQUIPMENT

- White paper
- Pencils or pens

GROUP SIZE



DIFFICULTY



INSTRUCTIONS

1. Start with a brief discussion on what makes a compliment genuine and heartfelt.
2. Distribute a sheet of white paper to each student. (Optional: use scissors or writing implements to craft it into simple ghost shapes.) These are their “ghost messengers.”
3. On their ghost messenger, students write a genuine compliment about a classmate without naming the recipient.
4. Then, on the back of the ghost, they write three clues about their identity (e.g., “I sit near the window,” “I have blue sneakers,” “We partnered on a project last month”).
5. Students then fold their ghost messengers and place them in a central “haunted pile” in the classroom.
6. One by one, students draw a ghost from the pile, read the compliment aloud, and then try to guess the mystery compliment-giver based on the clues.
7. The game continues until all the ghost compliments have been read and guessed.
8. End by discussing the feeling of receiving a kind word and how they can make everyday life brighter.

YOUNGER KIDS

You can allow direct naming without the mystery element. The focus for them is simply giving and receiving kind words.

OLDER KIDS

Enhance the guessing aspect. Allow only one guess per clue and see how many clues it takes for the receiver to figure out their ghostly admirer. Encourage the use of poetic language or riddles in the clues for a challenge.



CREEPY COLLABORATIVE ART: MONSTER MASH-UP

Students work together to collaboratively design a unique Halloween monster, with each student contributing a part, fostering collective creativity.

SOCIAL & EMOTIONAL SKILLS



Collaboration and joint creativity



Active listening



Respecting and appreciating others' contributions

EQUIPMENT

- Large paper sheet
- Coloring materials: markers, crayons, colored pencils
- Timer

GROUP SIZE



DIFFICULTY



INSTRUCTIONS

1. Place the large sheet of paper in the center of the classroom where everyone can access it.
2. Explain that the class will be designing a Halloween monster together, but the catch is each student can only add one part (like an arm, a leg, eyes, etc.).
3. Start the timer for 1 minute intervals.
4. In each interval, one student quickly adds their part to the monster.
5. Encourage the next student to think creatively about where to add their element, ensuring the monster keeps evolving.
6. Continue until everyone has had a turn.
7. As a group, discuss the final creation: What's the monster's name? Where does it live? What's its story?
8. Hang up the monster for the whole class to see their collective accomplishment.

YOUNGER KIDS

Offer guiding suggestions, like "Now, who wants to draw the monster's eyes?" or "Who can add its wings?"

OLDER KIDS

Introduce more complexity by allowing combinations of elements or letting them layer their additions (e.g., drawing the monster's clothing or accessories).



MUMMY'S CURSED SCROLL RELAY

Students relay a message inscribed on an ancient “scroll” through whispers, emphasizing the importance of listening and clear communication, while discovering the “curse” that can only be lifted by accurate relay.

SOCIAL & EMOTIONAL SKILLS

★ Active listening

★ Clear communication

★ Teamwork

EQUIPMENT

- Papyrus-like paper or brown paper (for the “ancient scroll”)
- A dim room or flashlight for effect

GROUP SIZE

6+

DIFFICULTY



★ INSTRUCTIONS

1. Setting the Scene: Tell students they’re in an ancient Egyptian tomb. They’ve stumbled upon a scroll that holds the key to exit, but the message from the scroll must be passed to every member of the expedition team (class) without breaking the chain.
2. Write a cryptic Halloween-themed message on the scroll. For instance: “Under the Sphinx’s shadow, when the jack-o-lantern glows, the mummy rises.”
3. Choose a student to read the scroll first. They’ll be the only one to see the written message.
4. In dim lighting, with the suspenseful atmosphere, the student whispers the message to the next, and so on, until it reaches the last person.
5. The last student writes down the message they heard on a separate piece of paper.
6. Compare the relayed message to the original. If they match, the “curse” is lifted, and the exit from the tomb is found. If not, discuss where the chain might have broken and the importance of clear communication.

YOUNGER KIDS

Use shorter and less cryptic messages, perhaps something like “The mummy walks when the moon is bright.”

OLDER KIDS

Add more intricate details or riddles within the message, challenging them to listen and communicate more carefully.



PUMPKIN PATCH CONFLICT RESOLUTION

Pairs of students traverse a “pumpkin patch” in the classroom, confronting and resolving staged conflicts drawn from school scenarios.

SOCIAL & EMOTIONAL SKILLS



Conflict resolution



Empathy



Communication

EQUIPMENT

- Orange paper (representing pumpkins)
- Conflict scenario cards (small cards with written conflicts)

GROUP SIZE



(in pairs)

DIFFICULTY



INSTRUCTIONS

1. Spread out the orange papers (pumpkins) evenly across the classroom floor. These are the stations of the patch.
2. On each pumpkin, place a face-down conflict scenario card.
3. Divide students into pairs, assigning each pair a starting pumpkin.
4. Instruct pairs to read the conflict on their starting pumpkin.
5. Pairs should then discuss a solution and role-play how they would handle the situation. Emphasize the importance of understanding both sides of the conflict.
6. After 3-4 minutes, sound a signal (like a bell or chime) for pairs to rotate clockwise to the next pumpkin, facing a new conflict.
7. Continue this process until pairs have visited most, if not all, pumpkins.
8. Gather the class and initiate a brief discussion on the resolutions they found most effective and why. Share key takeaways and strategies.

YOUNGER KIDS

Use simpler conflicts, like choosing a game during playtime. Allow them to act out solutions with teacher guidance.

OLDER KIDS

Introduce layered conflicts, like disagreements based on misunderstandings or miscommunications. Challenge them to consider both immediate and long-term solutions.