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Lesson: What is Social Emotional Learning?

Focus	Introduction to Social-Emotional Learning
Student Workbook	Page 2
Materials	Poster, pencil

SEL for the Educator

“I have become a firm believer that the best academic or behavioral intervention for every student is an adult living a life characterized by physical wellbeing and emotional intelligence.”

Introduction:

“Today, we are going to learn about Social-Emotional Learning. Social-Emotional Learning helps our heart grow so that we can show kindness to ourselves and to others. There are 5 different parts to Social-Emotional Learning. The 5 parts are Self-Awareness, Self-Regulation, Interpersonal Skills, Empathy, and Effective Decision-Making.”

Lesson:

Discussion Points

- Introduce each of the components of Social-Emotional Learning and the explanation of each component. Self-Awareness: What am I thinking and feeling? Self-Regulation: What is the best choice I can make with what I am thinking and feeling? Interpersonal Skills: Using my thoughts and actions to show kindness to others. Empathy: Using my ears to understand how someone is feeling, then using my words to show kindness. Effective Decision-Making: Making a decision that shows kindness to myself and to others.
- SEL impacts us as individuals and the people around us, so we need to all have a common understanding of what it is. Showing kindness to ourselves and to others is an important part of SEL.

Classroom Activity

- Create a “This is How We Show Kindness” poster. Have each student draw on a post it how they show kindness to others. Keep this poster available for the students to reference. This is also helpful in growing classroom community and understanding that everyone shows kindness in different ways.

Closing:

“We will continue to grow in our Social-Emotional Learning throughout the year. We will grow in understanding ourselves better and the people around us.”

How to support your students:

Use the language of these 5 components in your classroom throughout the week.

Lesson: Knowing My Emotions: Happy & Sad

Focus	Emotions
Student Workbook	Page 3-4
Materials	Markers or crayons

SEL for the Educator

“At some point along the way, Life Givers somehow figure out that their emotions are packets of energy and information, and how they process and regulate their emotion positively correlates with their quality of life.”

Introduction:

“Our lesson today is going to focus on two emotions that we all show– being happy and sad. Raise your hand if you have ever been happy or sad?”

Lesson:

Discussion Points

- Emotions help us understand what our brain and our heart are telling each other.
- We don't all have the same emotional response to the same things and that is okay, but we all have emotions!
- Give students that language to recognize that being happy doesn't mean you have to walk around with a big smile on your face, it just means that you are enjoying something and being sad doesn't mean you have a bad emotion, it just means that you are experiencing being hurt.
- There are a lot of things that make us happy or sad, and sometimes we can feel both happy and sad at the same time!

Workbook Activity

- Have students think about a time that they felt happy and sad and instruct them to draw that example in the box in their workbook. Remind your students that happy and sad emotions are experienced by everyone.
- After students have finished their drawing, review the words that are often associated with feeling happy- excited, cheerful, glad and sad- bitter, sorrowful, gloomy (This list can be a growing list throughout the year. As you come across text that describes being happy or sad those words can be added to the box. This will help students expand their own vocabulary for how to describe when they feel happy or sad.)

Closing:

“We will continue to grow in our Social-Emotional Learning throughout the year. We will grow in understanding ourselves better and the people around us.”

How to support your students:

As you continue to build rapport with your students, ask them “How are you feeling today?”

Lesson: Knowing My Emotions: Anger

Focus	Emotions
Student Workbook	Page 5
Materials	Markers or crayons

SEL for the Educator

“When people do good, helpful things, those behaviors are often fueled by happiness, joy or excitement, and when people do bad, harmful things, those behaviors are often fueled by anger, frustration or confusion. The reality, though, is that emotions are neither good nor bad; we can think of them as amoral fuel.”

Introduction:

“Last week, we talked about two common emotions, happy and sad. Today, we are going to think about an emotion that we all experience—anger.”

Lesson:

Discussion Points

- Emotions help us understand what our brain and heart are telling each other.
- Anger feels like an emotion that is sometimes hard for us to experience and talk about. Ask your students to think about how their face feels when they are angry. Remind them that often times when we are angry our face can feel hot and how sometimes it is hard for us to have control of our body when we are angry. Sometimes people are angry at people and sometimes people are angry at situations.

Workbook Activity

- Have students think about a time when they were angry and have them draw a picture of a time that they were angry.
- After student are finished with their drawing, review the words that are often associated with anger-hatred, outrage, annoyance. (This list can be a growing list throughout the year. As you come across text that describes being angry those words can be added to the box. This will help students expand their own vocabulary for how to describe when they feel happy or sad.)

Closing:

“Remember, just like sadness, anger isn’t a bad emotion, we all experience anger. When we are able to see that we are angry, we are able to know what to do when we are angry. Something we can do when feel angry is, we can stop and acknowledge we are angry and take some deep breaths.”

How to support your students:

When you notice a student may be getting angry, remind them you are a safe person. Tell the student “I see that you may be getting angry, when you take deep breaths it helps your brain and your heart talk to each other, so that you can start to use words to tell others why you are angry. When you tell others why you are angry, we can try and help you.”

Lesson: Knowing My Emotions: Confused

Focus	Emotions
Student Workbook	Page 6
Materials	Pencil

SEL for the Educator

“In our Heart Smart workshops, we encourage classroom teachers to post a basic feelings chart, using simple facial expressions—emojis, even—as a guide for students. There is no need to make it complicated; just five or six basic emotions, such as angry, sad, confused, happy, scared, and excited would be a great start. So, instead of ignoring, inhibiting, or invalidating emotion, we can invite emotion by expressing curiosity.”

Introduction:

“Sometimes, we don’t know or understand what we are feeling. Our emotions can change quickly and we are left feeling confused. We also have times where we have a hard time telling ourselves and other people how we are feeling.”

Lesson:

Discussion Points

- Our emotions can change, even within one activity!
- We all may have different emotional responses and that is okay.

Classroom Activity

- Use the pictures to guide conversations around how our emotions can change quickly during an activity. You can show a visual representation of the changing emotions by putting a smiley face, sad face, angry face, or confused face on a dry erase board each time a change in the scenario changes our emotions. Connect each sentence with an emotion. You are free to create your own story, create a story as a class, or use the examples below. Soccer game example: You are on the field and the game is about to begin. The game has started. You’ve done a good job of blocking the ball. You see the ball coming your way. You kick the ball and you miss the goal. Student desk example: You come to school and you get to see your friend before school starts. Your teacher asks for your homework. You did your homework. You look in your backpack and it is not in there. You look in your folder it is not there. You remember you forgot your homework at home. Hamburger example: You like hamburgers. You also like fries, but you don’t see any fries with your hamburger. You realize that you are just eating hamburgers. You sit down to eat dinner. You look down on your plate and you see chips.

Workbook Activity

- Have students reflect on a time where they felt confused about their emotions. If they are having a hard time, they can use one of the examples above.

Closing:

“Knowing our emotions helps us understand ourselves better and the people around us. Remember, we all feel each of these emotions!”

How to support your students:

Remind students that all emotions are okay.

Lesson: Empathy

Focus	Empathy
Student Workbook	Page 7
Materials	Pencil

SEL for the Educator

“Empathy is a key component of emotional intelligence, and as we noted earlier, since empathy can be increased, emotional intelligence can increase.”

Introduction:

“Raise your hand if you have ever felt sad and someone made you feel better with their words. They were probably practicing empathy!”

Lesson:

Discussion Points

- Review what the definition of empathy is-- using your ears to understand how someone is feeling, then using your words to show kindness. Refer back to the poster you made as a class about what it means to show kindness.
- Ask students to think about what they think the girl is feeling.
- Ask students to think about what they think the boy is feeling.
- Remind your students that if we were having a conversation with someone who is having a hard time it is important to listen to how the person is feeling.

Workbook Activity

- Have students write in their workbooks what they think the girl and boy are feeling and what they would tell each of them to show empathy.

Closing:

“Showing empathy is a kind way to help other people when they are feeling sad. Sometimes we have words for them, and sometimes we don’t. When we don’t have words to say to them we can tell them that we care about them. “

How to support your students:

Affirm good listening in a non- academic setting. Affirm students when they are practicing showing empathy to others.

Lesson: Conflict Resolution Thinking Sheet

Focus	Conflict Resolution
Student Workbook	Page 8
Materials	A computer for the teacher

SEL for the Educator

“The list could go on, even down to each moment-to-moment interaction we have with any other human being who, in whatever way and for whatever reason, evokes within us a potentially conflict-producing emotion. In every case, the successful return to mental wellbeing is dependent on our ability to know and regulate ourselves, and to understand and interact with others.”

Introduction:

“Have you ever gotten mad at someone? When we get mad at another person that is called having conflict with someone. When we have conflict with someone, we don’t have to stay in conflict with them forever, we can move towards making things better. When we have conflict and then make choices to make things better, we are having conflict resolution.”

Lesson:

Classroom Activity

- Watch the short film- Pixar’s For the Birds. Fill out the conflict resolution thinking sheet from the perspective of the big bird. An example is given below.
- Who are you having conflict with- the smaller birds. What happened? I wanted to join them and they were not welcoming to me. Self-Awareness: I am feeling happy! I am also feeling sad because the little birds seem like they don’t want for me to be there. They poked at me and made me lose my grip and I fell. Self- Regulation: My teacher told me that we are supposed to be kind to each other, so I went to go hang out with the small birds. I think I made a good choice. Interpersonal Skills: I was being kind with my thoughts and actions at the beginning. When the small birds lost all their feathers I started to laugh! That is what they get! But, that wasn’t that kind of me. I should not have laughed at them. I could have gone to ask someone for help. Empathy: They weren’t being kind to me, so I did not show empathy to them. Effective Decision Making: I tried to show kindness to myself by remembering that I don’t have to be like the small birds in order to fit in. I can be me and try and be their friend. I showed kindness to the small birds by hanging out with them. Maybe next time a better decision could be that I could bring some of my friends and it can be a big group of people hanging out. “When you didn’t include me, I felt sad. Next time, can you hang out with me and my friends so everyone can feel included.”
- Complete the thinking sheet from the perspective of the small birds. Put the two talking bubbles together and model an apology.

Closing:

“We all have conflict. It is important for us to have conflict resolution, so that we can make things better.

How to support your students:

Have students use this tool when they are having conflict with each other.

Lesson: All About Me

Focus	Self-Awareness
Student Workbook	Page 9
Materials	Markers or crayons

SEL for the Educator

“My personal practice of SEL interventions has taught me that the difficult yet courageous work of continually digging deeper to reveal the authentic self while reducing the hidden/unknown self is not without life-changing benefits to the practitioner.”

Introduction:

“We have spent the last couple of weeks talking about our emotions. Even though we all have emotions, we aren’t always aware of our emotions. When we stop and acknowledge our emotions we are practicing self-awareness.”

Lesson:

Discussion Points

- Emotions are good and knowing and understanding our emotions grows our self-awareness.

Workbook Activity

- Students will complete the about me page and answer the following questions: favorite food, favorite subject in school, favorite book, how I show kindness, what makes me happy, and someone important to me. They can draw pictures to represent their answers, or they can write words.

Classroom Activity

- When students are finished, you can have students share parts of their paper with the class or with a partner.

Closing:

“Just like our emotions are different, we are all unique and there are things to celebrate within each of us!”

How to support your students:

As you continue to build rapport with students ask them what they answered on their “About Me” page.

Lesson: Following Directions

Focus	Self- Regulation
Student Workbook	Page 10
Materials	Markers of crayons

SEL for the Educator

“The Regulation of Self scale measures the degree to which one appropriately manages one’s internal states, impulses, and resources, having identified them.”

Introduction:

“Self- Regulation is a tool that helps us when we are having a hard time getting our emotions back to where we feel okay. Before we learn strategies on how to help our emotions, the things we can’t always see, we are going to practice listening to the directions with the things we can see.”

Lesson:

Discussion Points

- Following directions help us make good choices. Rules help keep us safe and allow us to not guess what the expectation is.
- Have students share when it is easiest to follow the directions and when it is hardest to follow the directions. Reinforce that as we grow in our Social- Emotional Learning, we will also grow in having tools to help us when we are having a hard time, so that it will be easier to following the directions. However, there are also going to be times where it is hard to follow the directions, but they will still be expected to.

Workbook Activity

- Have students share rules they need to follow at school, and have them write it in their workbook.
- Discuss what directions need to be followed in the following places: buying groceries, at the movies, riding a bike.
- Have students draw a picture of them following directions.

Classroom Activity

- Have students practice following directions that you give them, by playing a game of Simon Says.

Closing:

“Following directions helps us understand what we are supposed to do. As we have more tools for us to use with helping our emotions, we will learn what is helpful to do, so that we can remember that we are going to be okay.”

How to support your students:

Affirm students for following the directions.

Lesson: Getting to Know My Classmates

Focus	Interpersonal Skills
Student Workbook	Page 11
Materials	Pencil

SEL for the Educator

“Social skills are so much deeper than common etiquette. They invite us to think through how we want to engage with and treat each other, and a significant portion of how we treat each other is conveyed in our communication style.”

Introduction:

“We are going to spend time today working on knowing each other better, to grow our interpersonal skills. Remember, interpersonal skills is part of Social- Emotional Learning! We are going to take time to interview each other!”

Lesson:

Discussion Points

- Getting to know people around us helps us know them better and knowing people better grows our interpersonal skills and our empathy.

Classroom Activity

- Have them shake each other’s hand as they introduce themselves to each other, and smile at the person they are interviewing.

Workbook Activity

- Give each partner 5 min to interview each other and write their answers in their workbook.
- After both students have interviewed each other, ask for volunteers to share what they learned about their classmate.

Closing:

“This was a great way for us to get to know one another. Remember you don’t have to interview people in order to get to know them! You can ask questions and get to know your classmates all the time!”

How to support your students:

Build rapport with your students by asking the questions from the interview, or other questions to get to know them better.

Lesson: Practicing Showing Empathy Tools.

Focus	Empathy
Student Workbook	Page 12
Materials	Dice

SEL for the Educator

“I remain deeply grateful to my daughter for many reasons, a primary one being that parenting her taught me to have empathy for other parents of children with special needs.”

Introduction:

“Today we are going to play a game where we get to practice our empathy. Remember, empathy means you are listening with your ears and the showing kindness with your words.”

Lesson:

Discussion Points

- An important part of empathy is being a good listener. Students will participate in this activity silently.
- Ask students to pay attention to their emotions during the game by quickly drawing a smiley face, sad face, angry face, or confused face after their turn.

Workbook Activity

- Have students find a partner.
- Directions for them game: students will roll their dice and find the sum of the two numbers. They will continue to find the sum of the number rolled on their dice until a student has a total sum greater than 50.
- After a winner has been declared, both students will reflect on the first question- How did you feel about winning or not winning? After both students have answered the question, students will talk with one another to listen to how their partner felt with their results from the game. Students can refer to the kindness chart that was made during lesson 1 and reply back with a kind thing to say back to their friend.
- Students can refer to the kindness chart that was made during lesson 1 and reply back with a kind thing to say back to their friend.

Closing:

“Empathy is something that will continue to grow. It is not always easy to show empathy, and sometimes it is even hard to accept empathy. Empathy is a good tool to use to show kindness to your friends and classmates.”

How to support your students:

Practice showing empathy with your students.

Lesson: Using Our Effective Decision Making Tools.

Focus	Effective Decision-Making
Student Workbook	Page 13
Materials	Dice, markers or crayons

SEL for the Educator

“In sum, then, we can confidently say that when students can accurately identify and regulate their feelings, and when they demonstrate social awareness and social skills, then they can engage in responsible decision-making. Therefore, the students demonstrate both social and academic growth.”

Introduction:

“We practiced growing our empathy last week. This week are going to use the tools we learned about the components of Social-Emotional Learning and apply them to have effective decision-making tools. We have also learned that our emotions change quickly, so this game will help us practice showing kindness to ourselves and to others.”

Lesson:

Discussion Points

- Review each of the components of Social-Emotional Learning. Students will practice self-awareness, self-regulation, interpersonal skills, empathy, and responsible decision-making.

Workbook Activity

- Students will play this game twice, using both workbooks.
- Directions: students will roll their dice and the numbers that appear on the dice represent the number of boxes the student will color in. When all the boxed are colored in, there is a winner. Each time a student rolls the dice the students will practice saying “I feel _____ about the number I just rolled.” When the game is finished they will each say something kind to themselves and to their partner.

Classroom Activity

- Reflect on how the different parts of the game connect to Social-Emotional Learning. Thinking about how they felt about the number they just rolled, shows self-awareness. Celebrating if they liked the number or getting angry and taking deep breaths when they didn't like the number, shows self-regulation. Listening to how their partner felt about the game and saying something kind, shows empathy. Playing a game with someone, practices their interpersonal skills. Showing kindness to themselves and to others throughout the game, shows effective decision-making.

Closing:

“Effective decision-making is a tool that we will continue to grow and use! The more we practice using effective decision making the easier it will get.”

How to support your students:

Reflect on your EASEL sometime this week. Think about how your unique personality has equipped you to be an effective decision maker with your students and co-workers.

Lesson: How Do I Feel When....

Focus	Self-Awareness
Student Workbook	Page 14
Materials	Markers or crayons

SEL for the Educator

“With each new major adjustment came a new layer of awareness, “Oh, wait. Here’s a level of anger/sadness/anxiety you haven’t experienced in a long time. Wonder what that’s about?”

Introduction:

“We all have an emotional response to the situations around us. However, we don’t all have the same emotional response to the same situation. Today, we are going to do an activity that helps us grow our self-awareness.”

Lesson:

Discussion Points

- Sometimes, it is hard to think about what we are thinking and feeling, but the more we do, the more we grow our self-awareness.

Workbook Activity

- Students will draw a picture of how they feel with each of the scenarios in their workbook. They can also practice writing “I feel _____, when _____.”
- Students will create their own scenario example in the empty box and then draw a picture of how they feel. They will practice writing “I feel _____, when _____.”

Closing:

“Self-Awareness is the first part of Social-Emotional Learning. Remember, we all have emotions and we all have different responses to the same situation and that is okay!”

How to support your students:

Affirm students if you hear them expressing their feelings.

Lesson: Impulse Control

Focus	Self-Regulation
Student Workbook	Page 15
Materials	Bubbles

SEL for the Educator

“But it’s really heart smarts that pay off in the long run. Just knowing how to manage yourself and relate with other people. I mean think about it: with college degrees becoming more and more common, it’s heart smarts that are making candidates more desirable to employers.”

Introduction:

“Have you ever felt like you did something and then afterwards you thought, I feel like I didn’t even have the chance to think about what I did, I just did it and it was a bad choice! When that happens, you were having a hard time having impulse control! When we make an impulsive decision or a well thought out decision, our choices will have consequences. Today, I am going to give you a visual example of what may be happening in our brain when we are making impulsive decisions and give you a tool to help with impulse control.”

Lesson:

Discussion Points

- We often feel like we are out of control of what to do when we are having a hard time with impulse control, but we can grow in having better impulse control.
- The bubbles in the activity today represent what is happening in our brain when we are having a hard time with impulse control. Ask your students to share if they can connect the visual representation of the bubbles to how our brain feels when we are having a hard time practicing impulse control, or doing good on practicing impulse control.
- Ask students to pay attention to your breathing when you are blowing the bubbles.

Classroom Activity

- Blow bubbles quickly and have students model what your breathing looked like. Make the connection that you just modeled what our brain feels like when we are having a hard time practicing impulse control. Blow bubbles slowly and have students model what your breathing looked like. Make the connection that you just modeled what our brain feels like when we are having a practicing impulse control. Blow bubbles quickly, then slowly and have them see the way your breathing changed the speed of the bubbles. Remind students it takes work, but we can make things better when we are having a hard time.
- Equip students with how to move from having a hard time to being more in control of their emotions. 1) Take 3 deep breaths. 2) Ask how am I feeling? 3) Remind yourself that you are important. 4) Take another deep breath. 5) Do I need to write down what I am feeling or ask my teacher for extra support by giving me a high five, a hug, a fidget, or a reminder that I am going to be okay?

Workbook Activity

- Have students draw what the bubbles looked like and what they can do when they are having a hard time.

Closing:

“Let’s practice taking some deep breaths. They always help our brain feel better.”

How to support your students:

Practice having students taking deep breaths when they are not angry, so they will be more likely to remember to take deep breaths when they are angry.

Lesson: Remembering We All Have Emotions

Focus	Interpersonal Skills
Student Workbook	Page 16
Materials	Teacher computer

SEL for the Educator

“Knowing your communication style is an essential social skill. Do you tend to be passive, aggressive, passive-aggressive, or assertive?”

Introduction:

“Today, we are going to watch a clip from the movie Inside Out. We are going to meet the main character Riley, and see some of the emotions that she has. In these clips we are going to see her actions and then see which emotion she responds with.”

Lesson:

Workbook Activity

- Watch the YouTube clip of Pixar’s Inside Out Meet Your Emotions Joy, Sadness, Anger, Disgust, Fear.
- After each emotion introduction, pause the video and have the students draw a picture of what they saw Riley doing while she was experiencing that emotion.

Discussion Points

- After all the pictures have been drawn, invite students to discuss if they would have responded the same way that Riley responded.
- Invite students to share how they could have responded to Riley if they were with her.

Closing:

“We all have emotions. You likely would respond in the same way Riley did to her situations. Remember emotions aren’t bad or good, they simply help us understand how we are feeling. Watching Riley in this clip is a good reminder that just like we have emotions, so do other people!”

How to support your students:

Reflect on the “S” of the SCARF model.

The question the student is asking is: What is my importance relative to others in this class?

Lesson: Acknowledging Other People and Growing Our Listening Skills.

Focus	Empathy
Student Workbook	Page 17
Materials	Pencil

SEL for the Educator

“Empathy connects us to others in a way that positions us to be the most effective helpers possible.”

Introduction:

“Can anyone tell me what the definition of empathy is? Yes, empathy is using our ears to listen, then using our words to show kindness to another person!”

Lesson:

Discussion Points

- How we welcome people helps us connect with them. What are ways we can welcome people?
- Empathy helps us connect better with the people around us. An important part of showing empathy is being a good listener.

Workbook Activity

- Have students write down 3 kind ways to welcome someone they know.
- Have students draw a picture of a flower in the first box on the bottom of the paper. You can suggest another object for them to draw, but it should be a simple object.
- Have students find a partner for the remainder of the activity. Students will give instructions to their partner on how to draw the picture they drew. This drawing will be drawn in the 2nd box at the bottom of the paper. Reinforce that the student giving directions can only use their words, and the student hearing the directions can ask questions but should not look at the drawing.

Closing:

“Listening is such an important part of showing empathy to others. We all did a great job today practicing our listening skills!”

How to support your students:

Affirm students when they are listening well.

Lesson: All My Choices Have Consequences

Focus	Effective Decision- Making
Student Workbook	Page 18
Materials	Markers or crayons

SEL for the Educator

“It is life giving because the adults in the district have committed to living emotionally intelligent lives, thereby making it is a safe place of learning with the richest of soils. This is a place where the last component of SEL, responsible decision-making, comes natural. It’s the fruit that springs from the soil.”

Introduction:

“Each day we have choices to make. Our choices always result in a consequence. At times, our choices give us a consequence where we can think about how to make a better choice. Other times, our consequences give us an opportunity to think about how we made a good choice.”

Lesson:

Workbook Activity

- Have students choose 2 different colors; each color will represent the type of consequences represented, either a chance to think about how to make a better choice or an opportunity to think how we can make a better choice.
- Students have 5 different examples of choices that could have been made throughout their day. The 5 examples are— you studied for a test and improved, your teacher told you to listen and you said “NO!”, you smiled at someone and they smiled back at you, you tried a new food, you threw a book.
- Have students shade in each hexagon to match which type of consequence they would be given, based on the choice in the box. Have students reflect on a choice they’ve made. Students need to write their choice in the empty hexagons at the bottom of the page. Have them shade in which consequence that choice would bring.

Closing:

“We looked at many different examples of choices today, and you were able to think of choices also. Remember, we will make choices that we can be proud of and sometimes we make choices we are not proud of. When we are feeling sad and we know we are not going to make a good choice, we can take deep breaths or you can ask me for help.”

How to support your students:

Celebrate when a student makes a good choice. When students are having a hard time making a good choice, remind them they can make a better choice next time and that tomorrow is a new day.

Lesson: Reflecting on My Emotions and Thoughts

Focus	Self-Awareness
Student Workbook	Page 19
Materials	Marker or crayons, post-its

SEL for the Educator

“As you can see, we increase what we know about ourselves in two ways- by self- disclosure/ exposure and by asking for feedback from others. While these seem scary and very well could deliver answers that are hard to swallow, they are crucial if we want to grow in authenticity.”

Introduction:

“Our lesson today is focused on Self-Awareness. We have grown so much in knowing what Self-Awareness is, but sometimes we don’t think about how we are thinking and feeling. Today, we are going to take time to do that.”

Lesson:

Discussion Points

- Every day is a new day and sometimes we don’t stop to think about what we are thinking and feeling throughout the day.

Workbook Activity

- Have students reflect on what they are thinking about today. Students will then fill in the sentence stem, then draw a picture about what they are thinking about, and connect that to a feeling.

Classroom Activity

- When students have completed this page they can draw an emoji of how they are feeling on a post it. Students can place them on a poster or dry erase board. This can be used to think about the classroom culture for the day.

Closing:

“Sometimes, it is helpful for us to write down what we are thinking and feeling. It helps us understand ourselves better!”

How to support your students:

You can use this template for students who struggle to understand how they are feeling.

Lesson: Goal Setting

Focus	Self- Regulation
Student Workbook	Page 20
Materials	Markers or crayons

SEL for the Educator

“Once we helped Andrea identify that she was marinating in the emotions of condescension and disgust at work, we needed to help her find a way to keep those emotions from negatively affecting her performance as a teacher. Ideally, we would like to find resolution for those feelings, but in the meantime, we would need to find a way to keep those emotions from ruling her.”

Introduction:

“How many of you play sports? Does your coach have a plan for the game? Goals help us have a plan for different areas in our life. When we have a plan, sometimes that helps us when we can feel like we are having a hard time having control over our emotions.”

Lesson:

Discussion Points

- Share with your students a goal that you have had. Draw a picture of the goal. Remind them that when we set goals, they help us grow our work ethic. We experience so many emotions as we work towards our goals. They are not impossible, but they are challenging.
- Describe one thing you did when you things got hard when you were trying to accomplish your goal. Describe one thing you did when things were easy when you were trying to accomplish your goal.
- Discuss with your students how setting goals and working towards goals when things are both hard and challenging help us grow our self-regulation muscles. When we have to make things better over a long period of time, we practice strategies for days when we need impulse control.
- Remind them that it is normal for things to be both easy and hard when we are working towards any goal.

Workbook Activity

- Have students reflect on a school goal, outside of school goal, and an SEL goal. Have them draw their goal and what their plan is when things are hard and when things are easy.

Closing:

“There are several people who set goals-- Adults, kids, famous people! We can work hard towards accomplishing our goal. You can share your goal with other people so that they can help too when things get hard.”

How to support your students:

Encourage them throughout the year to continue to show good work ethic as they work towards their goal and that you believe in them!

Lesson: Affirmations

Focus	Interpersonal Skills
Student Workbook	Page 21
Materials	Construction paper and pencil

SEL for the Educator

“As we avoid emotion, we lose the authenticity of our human experience. Practically, that loss of authenticity translates into poor relationships between colleagues, family members and friends.”

Introduction:

“Today, we are going to practice affirming others. Affirmations celebrate the good things we see in other people”

Lesson:

Discussion Points

- As students have gotten to know each other, they have likely seen things in their classmates that they want to celebrate in them. Remind students that they can complement things they like about their classmates such as their clothes, hair, etc. Affirmations, however help celebrate the character of people.
- Here are sentence stems that can help students affirm others. “I like it when you _____”, “You showed kindness when _____.” “You were a great friend when _____” “When you _____, you made my day better!”

Workbook Activity

- Have students first affirm something they like about themselves and write it in the talking bubble in their workbook.
- Have students find a partner and write an affirmation to their partner. Then, have students share the affirmation with their partner.

Classroom Activity

- When students have written an affirmation to their partner, they can copy that affirmation on a piece of construction paper and add some their own decorations to it before giving it to their partner.
- Variations of this activity could include: having students do this in a table group, having each student write their name on a paper and having the entire class write an affirmation on the paper, or affirming each other in front of the entire class.

Closing:

“Affirming others is a great practice to do. When we affirm others our words could help remind them that they are important.”

How to support your students:

Affirm your students throughout the week.

Lesson: Verbal and Non- Verbal Communication

Focus	Empathy
Student Workbook	Page 22
Materials	Pencil

SEL for the Educator

“Research shows the more we know about someone else, the less likely we are to harm them. When students experience conflict with each other, the practices they have had with empathy provides a strong foundation for them to handle their conflict.”

Introduction:

“Remember how we have talked about how when we show empathy we have to first listen with our ears and then say kind words? Do you know that we can say things to other people without using words? When we use words we are communicating verbally, when we don’t use words we are communicating non- verbally.”

Lesson:

Discussion Points

- We communicate using our words and our actions.

Classroom Activity

- Tell students you are going to describe something verbally and they must guess which word you wrote down. Say the following: wheels, moves, different colors, people sit in it. (car) Have your students think about how they would describe that word non- verbally, by acting out the word so someone else would be able to guess what the word is.

Workbook Activity

- Have students each write a word in the box that says ‘My word’. You can guide your students by limiting the chosen words to something at school, something at the park, something at your house, etc.
- Give students time to think how they would describe that word verbally and non-verbally, and write it in their workbook.
- Put students in groups of 4
- When each person in the group is finished they can take turns having their group guess the word. Students will start have one round communicating verbally and then the second round they will communicate non verbally. Each student has 30 seconds to communicate their word.

Closing:

“We may think we only communicate using our words, but we also communicate not using words. This week we can smile more, give high fives, or sit with someone when they are having a hard time. Our actions communicate a lot too.”

How to support your students:

A smile is a great way to communicate kindness to your students.

Lesson: Emotion Thinking Map

Focus	Effective Decision-Making
Student Workbook	Page 23
Materials	Markers or crayons

SEL for the Educator

“In a field where high-output is required, self-care of this kind is ever more crucial. It’s this practice that effectively deals with an emotion (instead of ignoring or invalidating), enables you to make decisions you won’t regret, and ultimately determines the difference between a professional who, on most days, feels healthy and satisfied in their work and one who does not.”

Introduction:

“As we continue to grow in thinking about how we are thinking and feeling, we are going to focus on continuing to be self-aware and how to listen to what our emotions are telling us. As we listen to what our emotions are telling us, we can then better know how to show kindness to ourselves and to others.”

Lesson:

Discussion Points

- Conflict- Resolution Map is a helpful tool when we have conflict, but today’s lesson will help us when we are trying to understand our emotions.
- Have students share common emotions they have and how their face feels when they are experiencing different emotions.

Workbook Activity

- Have students choose an emotion and draw how their face feels when they are experiencing that particular emotion.
- Students will grow their positive self-talk by writing kind things they can say to themselves when they are experiencing the emotion they have put on the map
- Students will answer the questions: 1) A good choice today would be to 2) A bad choice today would be to 3) When I am feeling this way, I feel better when

Closing:

“Our thinking maps continue to help us! Once we name our emotion, it gets easier to help us understand what to do with our emotions.”

How to support your students:

Instruct emotion: Step 1) Identify the feeling. Step 2) validate the feeling. Step 3) Link the feeling with an unhelpful behavior. Step 4) Offer a substitute behavior. Step 5) Affirm the student when they begin the substitute behavior.

Lesson: All My Emotions Are Helpful to Me!

Focus	Self-Awareness
Student Workbook	Page 24
Materials	4 posters

SEL for the Educator

“I would learn, also later in the process, that my personality type would be a huge asset in my recovery, and that as my personality shifted through my healing, my vulnerability to stress would increase.”

Introduction:

“What are the common emotions we have learned about this year? Great! Happy, Sad, Anger, and Confused!”

Lesson:

Classroom Activity

- Create posters which each of the 4 emotions discussed for this lesson: happy, sad, confused, angry
- Have students think about how each of the emotions are helpful. Have them write down their responses on the poster. You may also have them get in groups and discuss with their groups before they write on the poster.

Discussion Points

- Remind students that emotions aren't bad or good, they simply tell us how we are feeling.

Workbook Activity

- Have students write how each emotion is helpful. Here are some suggestions for what to put in the workbook: Being happy helps me remember to have gratitude for what I have. Being sad helps me see that I care about things, people, or myself. Being confused in how I feel helps me realize I have a lot of emotions and that emotions are good. Being angry helps me see that I may need to have a conflict resolution conversation with a friend, or that I need to ask for some help.

Closing:

“What are other emotions that we have? Do you think all emotions help us? Yes! They all help us understand what we are feeling.”

How to support your students:

Remind students that all emotions are neither bad or good, they just help us understand ourselves better.

Lesson: How Did I Do Today?

Focus	Self- Regulation
Student Workbook	Page 25
Materials	Markers or crayons

SEL for the Educator

“So, the first recommendation is to observe and not embrace the feeling so that it will not drive your thinking. The second recommendation is to give thanks for the feeling, because it’s a reminder to you of areas in your life you will find freedom and peace. Here’s the third recommendation: say something appropriate.”

Introduction:

“Last week we went through an emotions thinking map. Today, we are going to make our own reflection page, so we can see how we are doing with our choices.”

Lesson:

Discussion Points

- Ask students to reflect on a good and not so good choice they made in the last week.
- Remind students that just because they made a not so great choice, that choice does not have to define their whole day. Our days are filled with a range of emotions.
- Self- Regulation means practicing acknowledging our emotions and making the best decision with what we are thinking and feeling.

Workbook Activity

- Have students reflect on a good choice and a not so great they have made and draw those examples in their workbook.
- Students can reflect and write about a time today or in the past week where they acknowledged their emotions and changed their behavior to make a better choice.

Closing:

“There will be days when we make a lot of good choices, there are also going to be days when we don’t make good choices. This reflection page helps you think about your choices and see that even if you made a bad choice it does not mean that your whole day was bad or that you did not make good choices. We all make good choices and we all don’t make good choices.”

How to support your students:

Ask them about a choice they made that they are proud of and a choice they made where they wished they had made a better choice.

Lesson: Connecting with Others and Celebrating Differences.

Focus	Interpersonal Skills
Student Workbook	Page 26
Materials	Pencils

SEL for the Educator

“Remember that diversity of thought and experience can add layers of excellence to a process or final product.”

Introduction:

“Diversity means that we have things in common but that we are also different. Diversity helps us not just see other people who are different than us, but celebrate our differences too.”

Lesson:

Workbook activity

- Students need to partner up
- Have each of your students think of 15 foods they like, and write the names of the foods where it says “Things I like”. As their partner shares their response, the other student will write in the circle labeled “Things my partner likes.”
- Students will look at each of their lists and see if there are foods that they both like, they will then write the foods they both like under the circles in their workbook.
- After each student has shared and they have determined which foods they both like, they will practice saying “I am glad that I learned that you like _____. I am glad that we both like _____.”

Closing:

“Does anyone want to share something new they learned about their partner? Isn’t it great that we can have things in common and also celebrate our differences?”

How to support your students:

Celebrate diversity with your students.

Lesson: Reflecting on When Someone Showed You Empathy

Focus	Empathy
Student Workbook	Page 27
Materials	Pencil

SEL for the Educator

“What if we could teach students empathy and effective conflict resolution? And what if we had teachers and administrators on campuses that purposefully modeled those skills? Surely that would represent an inside-out approach to school safety.”

Introduction:

“We have focused on how we can show others empathy, but today we are going to reflect on a time when someone showed you empathy.”

Lesson:

Workbook Activity

- Have students reflect and write about a time that someone showed them empathy. How did it make them feel?

Closing:

“Empathy matters! We are always able to remember when others have shown us empathy.”

How to support your students:

Ask students about a time that someone showed them empathy.

Lesson: Showing Effective Decision-Making

Focus	Effective Decision-Making
Student Workbook	Page 28
Materials	Pencil

SEL for the Educator

“I have become a firm believer that the best academic or behavioral intervention for every student is an adult living a life characterized by physical wellbeing and emotional intelligence.”

Introduction:

“We are going to create an SEL comic strip! Imagine a scenario where someone is showing effective decision-making.”

Lesson:

Workbook activity

- Have students draw a comic strip of someone showing effective decision making.
- Remind them that effective decision making includes showing kindness to themselves and to others.

Closing:

“What great examples of effective decision making!”

How to support your students:

Review your EASEL this week to remind yourself of your strengths.

Lesson: Celebrate!

Focus	Celebrating SEL growth
Student Workbook	Pages 29- 32
Materials	Markers or crayons

For the next 4 weeks spend time celebrating the SEL growth that your students have had throughout the year!

Student workbook page	Celebration
29	Celebrating Self-Awareness: I am proud of myself when....
30	Celebrating Self- Regulation: I practiced self-regulation when....
31	Celebrating Interpersonal Skills: I learn ____ from ____.
32	Celebrating Empathy: I showed empathy when....

Lesson Title: My Dream Team

Focus	Building Good Relationships
Student Workbook	pages 33-36
Materials	markers or crayons

The last 4 pages of the curriculum allows students to experience parts of the Heart Smarts training that you experienced. They will reflect on the following questions:

Student workbook page	Reflection Questions
33	Who is happiest when I do my very best?
34	Who listens to me and helps me when I am happy or sad?
35	Who makes me feel like I am so important?
36	Who do I enjoy spending time with?