

180 Days of

Social-Emotional Learning

for **First Grade**



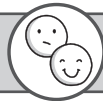
Skills Alignment

Each activity in this book is aligned to a CASEL competency. Within each competency, students will learn a variety of skills. Here are some of the important skills students will practice during the year.



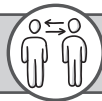
Self-Awareness

Identifying Emotions	Identifying Strengths
Cultural Identity	Examining Bias
Personal Identity	Staying Positive
Integrity	Dealing with Disappointment
Reflecting	Understanding Worry
Developing Interests	Role Models
Honesty	Mantras



Self-Management

Managing Emotions	Asking for Help
Calming Down	Understanding Triggers
Self-Talk	Dealing with Worry
Setting Goals	Kindness
Standing Up for Others	Bravery
Managing Stress	Accepting a Loss
Self-Control	



Social Awareness

Considering Others' Feelings	Showing Concern for Others
Impact of One's Actions	Kindness
Gratitude	Noticing Dishonesty
Identifying Others' Strengths	Working with Others
Understanding Different Rules	Empathy
Fairness	Points of View
Predicting Others' Feelings	

Skills Alignment *(cont.)*



Relationship Skills

Making Friends

Listening Skills

Body Language

Standing Up for Yourself

Being a Good Friend

Communication Skills

Staying Safe

Understanding Culture

Leadership

Digital Communication

Being Helpful

Solving Conflicts

Asking Questions

Teamwork

Apologizing



Responsible Decision-Making

Trying New Things

Solving Problems

Identifying Big and Small Problems

Understanding Consequences

Making Good Choices

Helping Others

Being Curious

Considering Choices

Forgiving Others

Reflecting

Dealing with Change

Making Safe Choices

Critical Thinking

Impacts of Choices

Celebrating Success

Pride

How to Use This Book

Using the Practice Pages

This series is designed to support the instruction of SEL. It is not a curriculum. The activities will help students practice, learn, and grow in their SEL skills. Each week is set up for students to practice all five SEL competencies.



Day 1—Self-Awareness



Day 2—Self-Management



Day 3—Social Awareness



Day 4—Relationship Skills



Day 5—Responsible Decision-Making

Each of the five competencies has subcategories that are used to target specific skills each day. See the chart on pages 10–11 for a list of which skills are used throughout the book.

Each week also has a theme. These themes rotate and are repeated several times throughout the book. The following themes are included in this book:

- self
- friends
- family
- school
- neighborhood
- community

This book also features one week that focuses on online safety.

WEEK 23 DAY 3 Name: _____ Date: _____

Help Others When They Are Angry
Your friends get angry, too. You can help your friends when they feel that way.

Directions: Write how each person is feeling, and write how you could help.

Focus on School Social Awareness

1. How is he feeling?
2. How could you help?

WEEK 23 DAY 5 Name: _____ Date: _____

Big and Small Conflicts
Some problems are small. You can solve them yourself. Some problems are big. You might need help to solve problems. You can practice sorting small problems and big problems.

Directions: Write the big problems on the left side of the T-chart. Write the small problems on the right side.

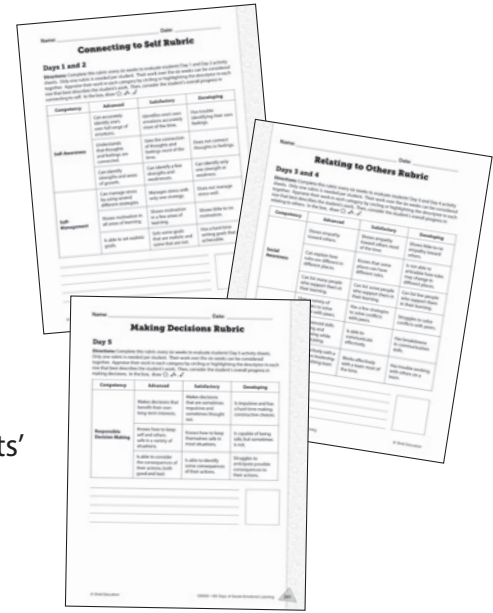
Big Problems	Small Problems
I can't find my pencil.	I lost a game during P.E.
My friend tripped me on the playground.	I don't feel like being with this group in music.
I lost my English book.	I ripped my paper while erasing.
My friend is teasing me about my new hat.	I fell and hurt my arm.

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How to Use This Book *(cont.)*

Using the Resources

Rubrics for connecting to self, relating to others, and making decisions can be found on pages 198–200 and in the Digital Resources. Use the rubrics to consider student work. Be sure to share these rubrics with students so that they know what is expected of them.



Diagnostic Assessment

Educators can use the pages in this book as diagnostic assessments. The data analysis tools included with this book enable teachers or parents/caregivers to quickly assess students' work and monitor their progress. Educators can quickly see which skills students may need to target further to develop proficiency.

Students will learn how to connect with their own emotions, how to connect with the emotions of others, and how to make good decisions. Assess student learning in each area using the rubrics on pages 198–200. Then, record their overall progress on the analysis sheets on pages 201–203. These charts are also provided in the Digital Resources as PDFs and Microsoft Excel® files.

To Complete the Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of each form may be needed.
- The weeks in which students should be assessed are indicated in the first rows of the charts. Students should be assessed at the ends of those weeks.
- Review students' work for the day(s) indicated in the corresponding rubric. For example, if using the Making Decisions Analysis sheet for the first time, review students' work from Day 5 for all six weeks.



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Introduction

“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.” (CASEL 2020)

Social-emotional learning (SEL) covers a wide range of skills that help people improve themselves and get fulfilment from their relationships. They are the skills that help propel us into the people we want to be. SEL skills give people the tools to think about the future and manage the day-to-day goal setting to get where we want to be.

The National Commission for Social, Emotional, and Academic Development (2018) noted that children need many skills, attitudes, and values to succeed in school, future careers, and life. “They require skills such as paying attention, setting goals, collaboration and planning for the future. They require attitudes such as internal motivation, perseverance, and a sense of purpose. They require values such as responsibility, honesty, and integrity. They require the abilities to think critically, consider different views, and problem solve.” Explicit SEL instruction will help students develop and hone these important skills, attitudes, and values.

Daniel Goleman (2005), a social scientist who popularized SEL, adds, “Most of us have assumed that the kind of academic learning that goes on in school has little or nothing to do with one’s emotions or social environment. Now, neuroscience is telling us exactly the opposite. The emotional centers of the brain are intricately interwoven with the neocortical areas involved in cognitive learning.” As adults, we may find it difficult to focus on work after a bad day or a traumatic event. Similarly, student learning is impacted by their emotions. By teaching students how to deal with their emotions in a healthy way, they will reap the benefits academically as well.

SEL is doing the work to make sure students can be successful at home, with their friends, at school, in sports, in relationships, and in life. The skills are typically separated into five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



Name: _____ Date: _____

Know How You Feel

You have a lot of feelings. It is good to be able to name how you feel.

Directions: Look at each face. Write the feeling you see. Use words from the Word Bank.

Word Bank

angry

happy

sad

scared

1.



3.



2.



4.

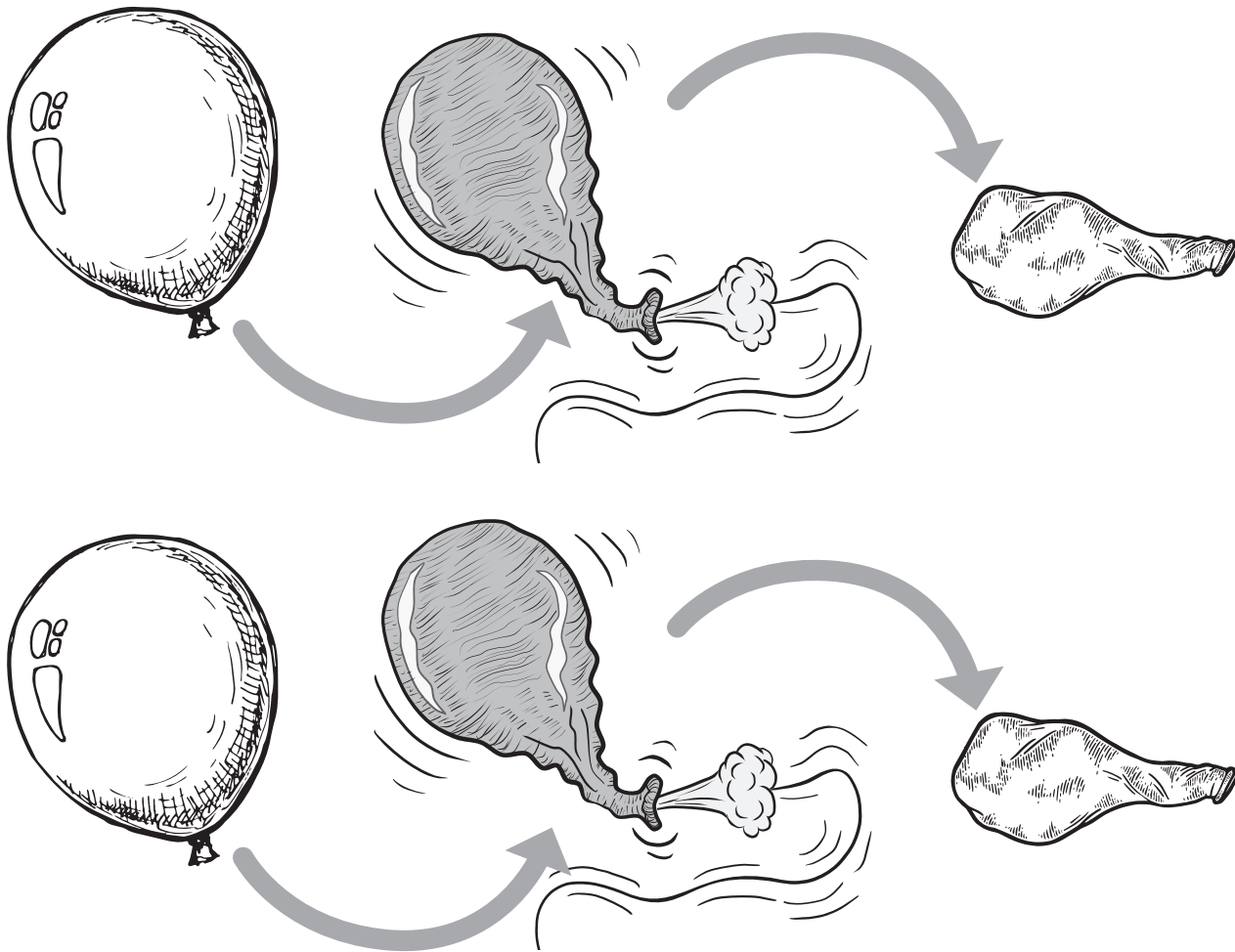


Name: _____ Date: _____

Calming Down

You can calm your body when you have big feelings. It is a skill you can learn.

Directions: Follow the steps with your breath. When the balloon is big, take a deep breath. Blow your air out slowly. When the balloon is empty, all your breath should be out. Do this a few times. Use these steps when you have big feelings.



Name: _____ Date: _____

Thinking about Others' Feelings

You can see how other people feel. They will give you clues if you stop and notice.



Directions: Draw lines to match each picture with the right feeling.

Pictures



Feelings

angry

happy

sad

scared

Name: _____ Date: _____

Making Friends

It is fun to have friends.

Directions: Circle the pictures that show how to make a friend.



Relationship Skills
Focus on Self

Name: _____ Date: _____

Trying New Things

Trying new things can be a lot of fun.



Directions: Draw yourself trying something new.