

180 Days of

Social-Emotional Learning

for Fifth 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.



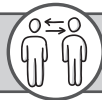
Self-Awareness

Identifying Emotions	Identifying Bias
Personal and Social Identities	Identifying Prejudice and Discrimination
Honesty	Identifying Strengths
Integrity	Role Models
Growth Mindset	Interests
Understanding One's Emotions	



Self-Management

Managing Emotions	Controlling Feelings
Planning and Organizing	Self-Talk
Taking Initiative	Calming Down
Managing Stress	Identifying Triggers
Setting and Managing Goals	Trying New Things
Self-Discipline	Collective Agency



Social Awareness

Taking Others' Perspectives	Advocating for Oneself
Recognizing Others' Strengths	Understanding Different Rules
Empathy	Taking Chances
Gratitude	Systems
Understanding Others' Feelings	

Skills Alignment *(cont.)*



Relationship Skills

Communication	Teamwork
Positive Relationships	Overcoming Peer Pressure
Standing Up for Others	Helping Others
Seeking and Offering Help	Making Friends
Leadership	Collaboration



Responsible Decision-Making

Solving Problems	Thoughtfulness
Identifying Solutions	Prioritizing
Being Open-Minded	Considering One's Actions
Using Facts	Identifying Problems
Anticipating Consequences	

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 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



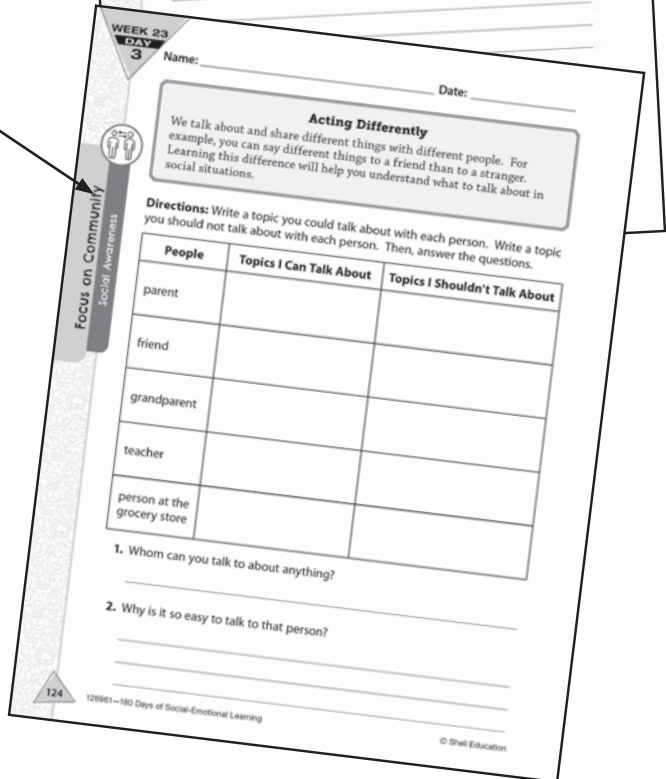
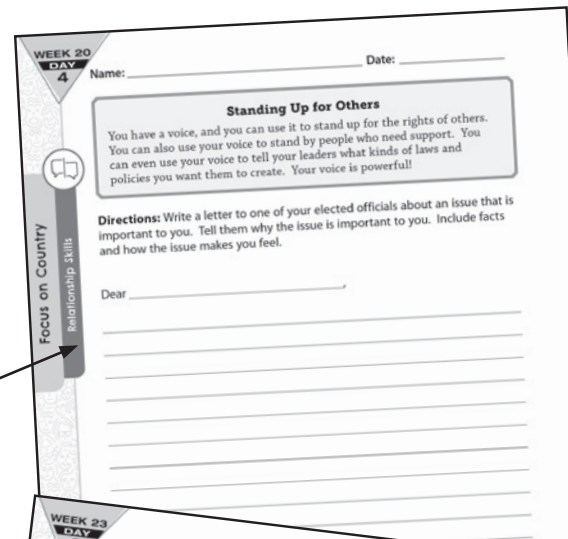
Day 5—Responsible Decision-Making

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
- family
- friends
- school
- community
- state
- country
- world

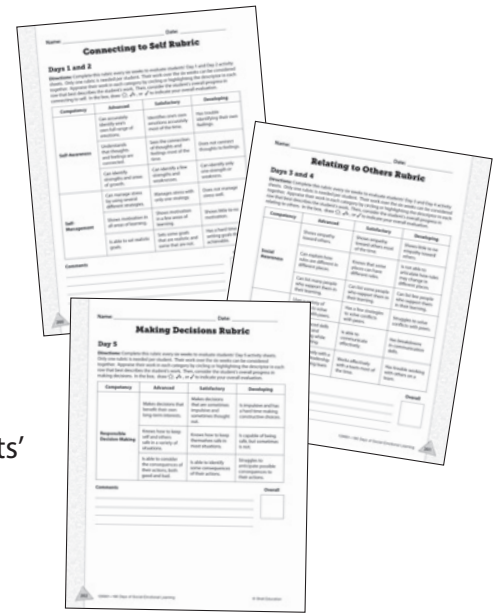
This book also features one week that focuses on online safety.



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 200–202 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 200–202. Then, record their overall progress on the analysis sheets on pages 203–205. 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.

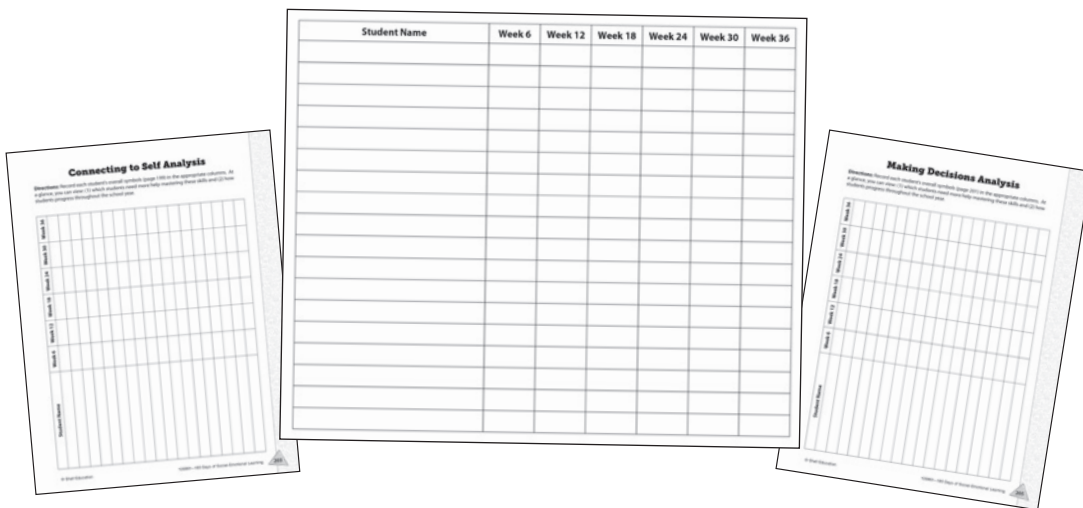


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Introduction

“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: _____

Identifying Your Emotions

We are all born with the ability to feel five base emotions. They are joy, anger, fear, disgust, and sadness. All the emotions you feel are connected to these base feelings. Naming your emotions can help you understand what you are feeling.

Directions: Read the list of emotions. Write them in the correct columns.

Joy 	Anger 	Fear 	Disgust 	Sadness 

cheerful	frightful	panicked
concerned	fuming	raging
content	furios	repulsed
delighted	happy	sickened
depressed	horrified	terrified
devastated	mad	thrilled
exasperated	miserable	upset

Name: _____ Date: _____

Controlling Your Emotions

It is normal to feel a lot of emotions throughout the day. You can help manage all those emotions if you understand how your body feels for each one. Think about a time when you were really upset. How did your body react? Some people feel anger all over their bodies. When you think about how your body reacts to anger, where do you notice it most?



Directions: Think about a time when you felt each of these feelings strongly. Write the body part where you felt the emotion. Then, describe what you felt. Follow the example.

Example:

Emotion: nervous

Body Part: stomach

What I Felt: tight and achy

1. Emotion: anger

Body Part: _____

What I Felt: _____

2. Emotion: fear

Body Part: _____

What I Felt: _____

3. Emotion: excitement

Body Part: _____

What I Felt: _____



Name: _____ Date: _____

Taking Others' Perspectives

People may respond to the same situation in different ways. It is important to understand how others feel. This will help you understand their *perspectives*, or points of view. Noticing body language is one way to see how others feel.



Focus on Self
Social Awareness

Directions: Describe how the people in each picture are feeling.

1.



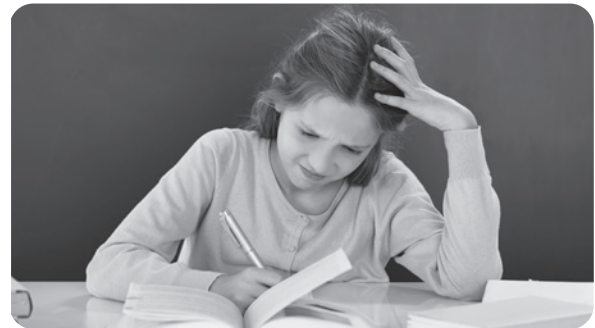
3.



2.



4.



Name: _____ Date: _____

Communicating Effectively

People communicate in all sorts of ways. Sometimes, they talk for hours. Sometimes, they do not use any words at all. This is called *nonverbal communication*. It is helpful to know how people communicate without words. It will help you communicate better.



Directions: Answer the questions to show how your body would communicate with these friends.

You arrive at school really tired and sad. You just had an argument with someone at home. Your friend is excited to talk about their favorite TV show.

1. What would your body be doing?

2. How would your body show how you feel?

A friend borrowed your art supplies without asking. You are feeling angry. When you confront them about the supplies, you also learn that many of them are broken.

3. What would your body be doing?

4. How would your body show how you feel?

Name: _____ Date: _____

Solving Problems

Some problems are small issues that you can solve on your own. Some problems are big issues that require help. You need to determine if each problem is a small or big issue. This will help you decide how to solve it.

Directions: Circle whether each problem is small or big.

1. You are working on a computer at school when your program freezes and tells you to restart.

small problem

big problem

2. You miss your bus and are stuck at the school after soccer practice. You do not have a phone, and the building is locked.

small problem

big problem

3. You have an argument with a friend. They say something hurtful to you.

small problem

big problem

4. You see someone taking things from other people's backpacks.

small problem

big problem

Directions: Choose one of the small problems, and write the steps you would take to solve it.
