




Social-Emotional Learning

PreK-8th - Suggested Activities and Lessons

SEPTEMBER 2023



Monday	Tuesday	Wednesday	Thursday	Friday
 <p>Second Step K-5 Pacing Guide: 20 explicit SEL lessons for each grade, K-5</p> <p>Second Step 6-8 Pacing Guide: 25 explicit SEL lessons for each grade, 6-8</p> <p>Explicit SEL lessons available to teachers for SEL blocks - sample lessons</p> <p>To access your login information, talk with your school's subscription manager.</p>	<p>SEL Standards by grade level band: SEL Indicators</p> <p>SEL wheel, in English and Spanish, on the last pages below.</p> <hr/> <p>If you are looking for an SEL theme for September, how about community?</p>	<p>WEEK 1 - SUGGESTED TOPIC LIST:</p> <p>Lalio: SEL Discussion and daily activity</p> <p>- A topic for morning meeting and an activity for each day</p>	<p>August 31</p> <p>Self-Awareness Relationship Skills</p> <p>First Day of School</p> <p>Create a routine for daily welcoming activities discussion and sharing. During this time, introduce each student who is present.</p> <p>Create your Classroom norms/expectations</p> <p>Classroom Rules Video</p> <ol style="list-style-type: none"> 1. Remote try a Kahoot quiz Use the template or create your own 2. Getting to know you Decorate an aloha shirt - get to know (free TPT) 	<p>September 1</p> <p>Self-Awareness Self-Management Social Awareness</p> <p>Use a signal to gather for your morning welcoming activities. Try using the circle community building to] review expectations and set norms together.</p> <p>Lesson Plan: Starting Mindfulness</p> <p>Story For younger children about greeting friends</p> <p>Creating space for community building circles</p> <p>Community Building Circles</p>
	<p>SEL Learning Targets ("I can ..."):</p> <ul style="list-style-type: none"> • What skills do you want students to use during and takeaway from a discussion/lesson? • Also, consider what might not go well in your lesson, or what is needed for it to be more successful, addressing challenges, such as engagement, proactively with an SEL learning target. <p>Examples on page 2 ...</p>			

Learning Targets (“I can ...”): Proactively consider what skills we want students to use and takeaway from a discussion/lesson.
Also, consider what might not go well in your lesson and address it proactively with an SEL learning target.

Academic Integration of SEL into Lessons:

Clear, articulated **SEL learning targets** can be just as important for any lesson as academic learning targets.

Consider making use of an SEL learning target alongside your academic content targets **every day in every class**.

Overarching SEL learning target for Relationship Skills to keep in mind when planning for WEEK 1 of school:

“I can establish and maintain healthy and supportive relationships and effectively navigate settings with diverse individuals and groups.”

Thursday

August 31

**Self-Awareness
Relationship Skills**

During student introductions:

- I can listen to others when they share.
- I can take turns sharing about myself.
- I can have an open mind when learning about others.

Friday

September 1

**Self-Awareness
Relationship Skills**

During building circles and mindfulness activities:

- I will listen when it’s not my turn to talk.
- I can listen with an open mind.
- I can be mindful of how I am feeling when in the circle.

Calendar Navigation Tip:

Use **CTRL+F** to search for a keyword, such as “self-management” (or, **Command+F** on a Mac).

SEL in PreK - Grade 8:

- **Self-Awareness:** noticing big feelings, naming big feelings, recognizing character strengths, mood/worry meters, etc.
- **Self-Management:** organizing materials, focusing on tasks, managing big feelings, asking for help
- **Social-Awareness:** recognizing character strengths in others, demonstrating empathy and gratitude, learning about other cultures, etc.
- **Relationship Skills:** circle questions, recognizing qualities of healthy relationships, being a good friend, etc.
- **Responsible Decision Making:** problem-solving, conflict resolution, advocating for self, finding resources, personal behavior choices, peer interactions, etc.

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<p>4</p> <p>LABOR DAY - NO SCHOOL</p>	<p>5</p> <p>WEEK 2 - Suggested Topic and Discussions:</p> <p>Week 2: Lalio SEL Discussion and Topic Suggestions</p> <p>- A topic for morning meeting and an activity for each day</p>	<p>6</p> <p>Self-Awareness Self-Management</p> <p>Wellness Wednesdays -</p> <p>Please take the time today to practice wellness with your students. Follow the link below for helpful ideas ...</p> <p>Find W. W. folder here</p>	<p>7</p> <p>Self-Awareness Relationship Skills</p> <p>Review Norms lesson from last week.</p> <p>Community Building Conversation starters: Community Building Circle Questions</p>	<p>8</p> <p>Self-Awareness Self-Management Relationship Skills</p> <p>Video: Train Your Brain to be Kinder: Discuss and respond</p>
<p>Learning Targets (“I can ...”): Proactively consider what skills we want students to use and takeaway from a discussion/lesson.</p>				
<p>Academic Integration Tip -</p> <p>Reminder: Clear, articulated SEL learning targets can be just as important for a lesson as academic learning targets. Focus on one at a time.</p> <p>Throughout the year, your class(es) will present various challenges, such as: focusing, name-calling, time management, listening with an open mind, keeping hands to themselves, advocating for themselves, etc.</p>	<ul style="list-style-type: none"> • I can explain why I feel the way I do. • I can identify problems that I should get with from an adult. • I can imagine how I would feel if I were a character in one of my favorite books. • I can identify activities that are safe and not safe. 	<ul style="list-style-type: none"> • I can focus on strategies to help me manage my wellness. 	<ul style="list-style-type: none"> • I will speak only when I have the talking piece. • I understand why we have circle time. • I can follow our class expectations (agreements, norms) while in the circle. 	<ul style="list-style-type: none"> • I can identify someone I would like to send kind thoughts to. • I can think of kind thoughts/well wishes I can send to someone. • I can explain how I feel when I send kind thoughts to someone.

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<p>11</p> <p>Self-Awareness Relationship Skills</p> <p>Lesson Idea: Blog share your mask emotion</p> <p>We all are wearing masks as we go out into the community. Use this lesson suggestion to have students create emotional cards to show how they are feeling</p> <p>Lalio Week 3: SEL Discussion and activities SEL Discussion Topics A topic for morning meeting and an activity for each day.</p>	<p>12</p> <p>TEACHER PROFESSIONAL DEVELOPMENT - NO SCHOOL</p>	<p>13</p> <p>Self-Awareness Self-Management</p> <p>Wellness Wednesdays -</p> <p>Please take the time today to practice wellness with your students. Follow the link below for helpful ideas ...</p> <p>Find W. W. folder here</p>	<p>14</p> <p>Self-Awareness Self-Management</p> <p>Mindful Breathing</p> <p>PreK to 4 Go Noodle: Take on the Day - Breathing Activity</p> <p>4-8 1. Watch & practice Balanced Breath 2. Identify when students can use this strategy independently.</p>	<p>15</p> <p>Self-Awareness Self-Management</p> <p>Read aloud story Case of the Stripes</p> <ol style="list-style-type: none"> Read the story and discuss Who do you think the child is? <ol style="list-style-type: none"> Do you think the child could be you? How did you feel as we read the book? What words does the author use to show the problem growing? Do you think these words were strong enough? What words would you use? Did you like this ending? How could you use what you read about here in your own life?
<p>Learning Targets (“I can ...”): Proactively consider what skills we want students to use and takeaway from a discussion/lesson.</p>				
<ul style="list-style-type: none"> I can talk about/write about what I am proud of. I can reflect on the last time I was mad and plan for the next time. I can list respectful ways to let someone know they hurt my feelings or upset me. 	<p>Academic Integration Tip - Ask students to write down and submit SEL “I can” learning targets to a suggestion box.</p>	<ul style="list-style-type: none"> I can focus on strategies to help me manage my wellness. 	<ul style="list-style-type: none"> I can recognize when a breathing break may help me. I can use a breathing break to help me focus. 	<ul style="list-style-type: none"> I can say how I feel when others tell me what they think about me. I can list words that others have used to describe me.

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<p>18</p> <p>Self-Awareness Self-Management</p> <p>Resource/Activity: 30 Day Coping Challenge (free TPT)</p> <p>Week 4 SEL Discussion Topics and activities Lalio Week 4 SEL Topics</p>	<p>19</p> <p>Self-Awareness Self-Management</p> <p>K-3</p> <p>1. Introduce mindfulness: Kids Explain Mindfulness</p> <p>2. Watch Mojo Meets the Beast</p> <p>3. Answer questions</p> <ul style="list-style-type: none"> Why are our powerful emotions like a “beast”? What self-management do you feel sometimes? What powerful NEGATIVE emotions do you feel sometimes? Have you ever felt a powerful emotion? How did you handle it? <p>4-8 Mindfulness</p> <p>Video: Introduce Mindfulness: What is Mindfulness</p> <p>Activity: Using Breath as an Anchor and discuss.</p>	<p>20</p> <p>Self-Awareness Self-Management</p> <p>Wellness Wednesdays -</p> <p>Please take the time today to practice wellness with your students. Follow the link below for helpful ideas ...</p> <p>Find W. W. folder here</p>	<p>21</p> <p>Self-Awareness Social Awareness Relationship Skills</p> <p>Read aloud to start the day: Koala Lou</p> <p>Discuss: How can I be a good friend? What has a friend done that was kind?</p>	<p>22</p> <p>Self-Awareness Social Awareness Relationship Skills</p> <p>K-8</p> <p>Brain Games for “Stop & Think Power”</p> <p>1. Ask students what they think impulse control means. Then choose:</p> <ul style="list-style-type: none"> Simon Says Silly Stories Sing It with Style Freeze Feelings Wait for It <p>2. Discuss how impulse control is important for:</p> <ul style="list-style-type: none"> School Home Friendships <p>(e.g., waiting your turn to talk in order to not interrupt and to actively listen to others; discuss how being impulsive can affect relationships/friendships)</p>
<p>Learning Targets (“I can ...”): Proactively consider what skills we want students to use and takeaway from a discussion/lesson.</p>				
<ul style="list-style-type: none"> I can list coping strategies that I have learned about. I can describe my favorite coping strategies. 	<ul style="list-style-type: none"> I can explain what mindfulness is. I can identify my most powerful emotions. I can talk about how I have handled my powerful emotions. 	<ul style="list-style-type: none"> I can focus on strategies to help me manage my wellness. 	<ul style="list-style-type: none"> I can list ways to be a good friend. I can recognize ways that others have been a good friend to me. 	<ul style="list-style-type: none"> I can use a counting or breathing strategy to help me wait to take my turn. I can explain how talking or acting impulsively can affect my friendships.

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<p>25</p> <p>YOM KIPPUR - NO SCHOOL</p>	<p>26</p> <p>Self-Awareness Social Awareness Relationship Skills</p> <p>Lesson: How to share your thinking authentically (scroll up)</p> <p>Video: Belly Breathing Visual to help with Belly Breathing</p>	<p>27</p> <p>Self-Awareness Self-Management</p> <p>Wellness Wednesdays -</p> <p>Please take the time today to practice wellness with your students. Follow the link below for helpful ideas ...</p> <p>Find W. W. folder here</p>	<p>28</p> <p>Self-Awareness Social Awareness Relationship Skills</p> <p>Take your classroom mood meter/worry meter to the next level:</p> <p>Examples for ideas - Energy Meter Worry Meter (editable) Words & Images (editable) Emotions Wheel Meter with Faces Descriptive Vocabulary Emoji Faces to Color 1 Emoji Faces to Color 2 Mood Wheel Stress Meter Pinterest Ideas </p> <p>Be sure to have follow-up questions ready as appropriate.</p>	<p>29</p> <p>Self-Awareness Social Awareness Relationship Skills</p> <p>K-3 Caring Intentions: Being Kind to Others (scroll up) 1. Read Miss Tizzy 2. Discuss questions under “Read the Book” section. 3. Closure: Ask students to reflect on how it feels to say “thank you” to someone in their lives who has done something kind for them.</p> <p>4-5 Fostering Empathy Through Literature (scroll up) 1. Choose one of these stories: <ul style="list-style-type: none"> • The Invisible Boy • Hey, Little Ant • We're All Wonders 2. Choose a few discussion questions. (scroll up)</p> <p>6-8 1. Read the story: <ul style="list-style-type: none"> • As Fast As Words Could Fly 2. Discuss questions 1-3, Social Studies - page 5 here</p>
<p>Learning Targets (“I can ...”): Proactively consider what skills we want students to use and takeaway from a discussion/lesson.</p>				
<p>Academic Integration Tip - In addition to content, what else can class work on?</p>	<ul style="list-style-type: none"> • I can take time to check in on how I’m feeling. • I can be mindful of how my body is feeling. 	<ul style="list-style-type: none"> • I can focus on strategies to help me manage my wellness. 	<ul style="list-style-type: none"> • I can pick which emotion I am feeling. • I can identify how worried I am. • I can compare my feelings from AM to PM. 	<ul style="list-style-type: none"> • I can explain how it feels to thank someone. • I can talk about what motivates me. • I can describe when I used a small skill that I have to help me accomplish something big.

Keep in mind:

Remember to test each link as changes may occur, and always take into consideration your audience for each lesson.

Sources for Activities:

<http://www.yomind.com/justme>

<https://cassiestephens.blogspot.com/?m=1>

<https://ggie.berkeley.edu/>

http://littletiger.co.uk/image/data/IrisIsaac_TeachR.pdf

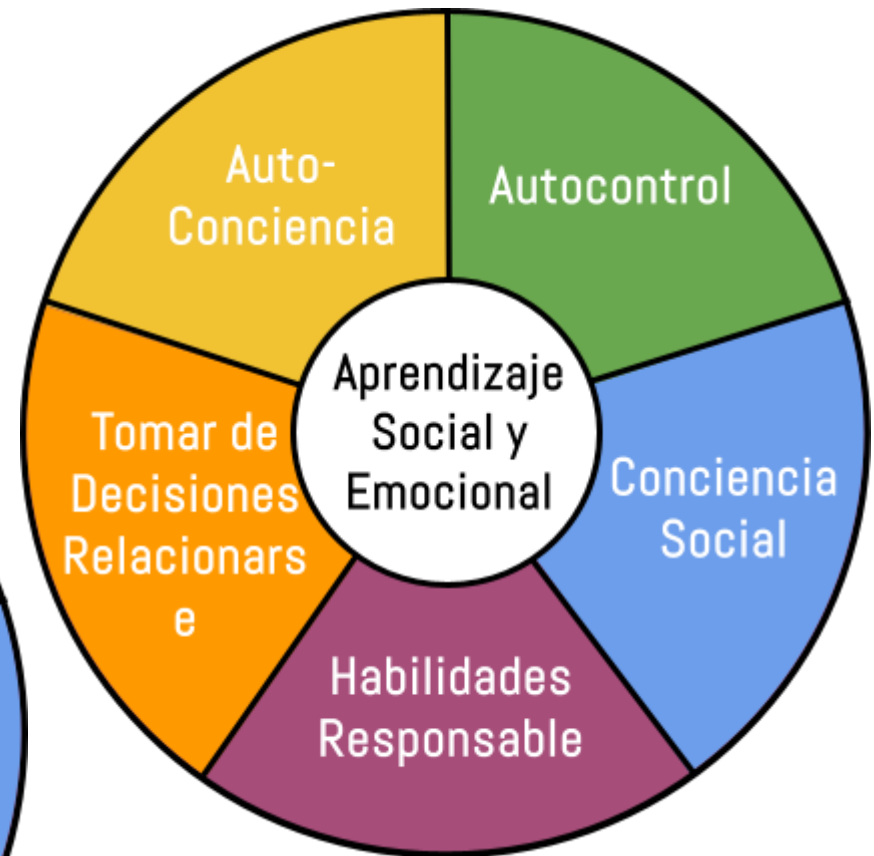
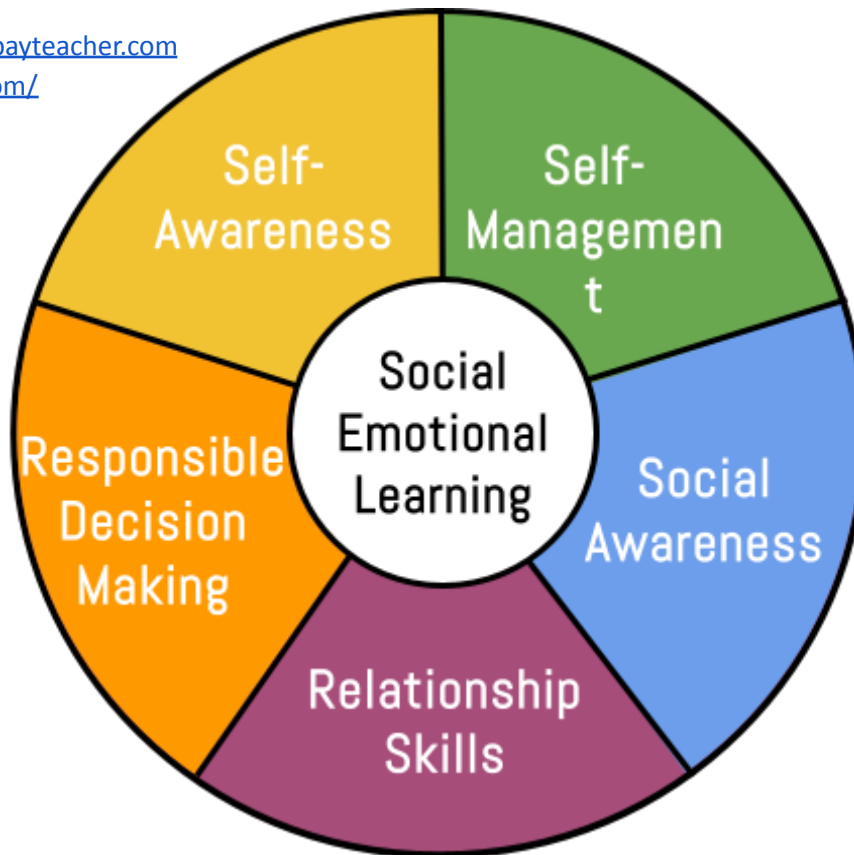
www.kahoot.it

www.brainpop.com

www.casel.org

www.teacherspayteacher.com

<https://lalilo.com/>



[SEL Skills - Arabic](#)

[SEL Skills - Pashto](#)

Overarching SEL
learning targets
on the next page ...

