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Introduction

What Is Social-Emotional Learning?

Social-Emotional Learning (SEL) helps students recognize and understand their emotions, cope with emotional situations, and develop empathy. These skills are crucial to students' development and can help them navigate responsible decision-making for the rest of their lives.

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), SEL involves five areas of competency:

- ✦ Self-Awareness—knowing your own emotions
- ✦ Social Awareness—understanding others' emotions and dealing with social situations
- ✦ Self-Management—regulating your own emotions
- ✦ Responsible Decision Making—solving problems, accountability
- ✦ Relationship Skills—establishing relationships and communicating with others

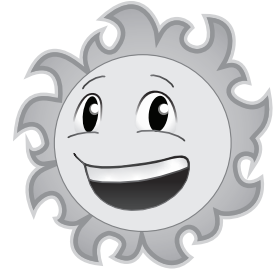
While SEL has become more widely discussed recently, the concept dates back to research that began in the early 1960s. Various studies over the years have found that SEL has proven to help students with:

- ✦ Goal setting and accomplishment
- ✦ Self-assessment and self-control
- ✦ Decreasing physical aggression
- ✦ Improving academic proficiency

When students learn how to cope with their emotions, they are better able to give and receive feedback, bounce back from disappointments, and focus when they need to—all of which can help them excel academically. An emotionally well-adjusted student is a successful student.

Beyond helping students perform better academically, learning social emotional skills early in life can help students thrive throughout their lives. SEL teaches students valuable qualities that will benefit them in their future jobs, academics, and personal pursuits.

Daily Emotional Reflections



Why start the day with SEL? Many successful people start their day with mindfulness: meditation, daily journaling, morning affirmations, etc. That's because centering yourself first thing in the morning gets you focused and ready to tackle whatever your day has in store.

For students, taking a few moments each morning to check in on how they're feeling can start a habit that they can build on for the rest of their lives.

Each of the exercises in this book is designed to help students spend a few moments in the morning to check in with themselves, and to learn a little bit about the spectrum of human emotions.

When your students start their day with emotional awareness, they will be more likely to carry that awareness with them throughout the day, helping them to make good choices and have empathy both inside and outside of your classroom.



How to Use This Book — The Emotions —



Each of the first 16 units explores a different emotion, with two activities each devoted to these fundamental aspects of SEL:

✦ **Defining the Emotion**

Explaining what the emotion is; asking students to reflect on what they already know about it

✦ **Identifying the Emotion in Others**

Asking students to think about what the emotion looks like in other people; helping to develop empathy

✦ **Identifying the Emotion in Yourself**

Detecting how the emotion looks and feels in their own experience; developing self-awareness and self-assessment

✦ **Strategies for Dealing with the Emotion**

Exploring different coping strategies for the emotion; helping to develop self-regulation and encouraging healthy social interactions

✦ **Putting it All Together**

Reflecting on what they have discovered about the emotion; exploring what strategies they will try in the future

Note: You don't have to work through this book in order; you can start or end with any emotion.

Introduction (cont.)

The final unit, All the Feelings, is intended for students to experience once they have learned about all of the different emotions. This unit gives them a chance to reflect on how the different emotions can complement and conflict with each other, and offers ideas on how to manage a mix of feelings.



— The Emojis —

In today's social world, most students are very familiar with emojis and the feelings they represent. In this book they are presented as a simple, visual way for students to identify with different feelings.

In each unit, there are at least two activities that start with an emoji emotional check-in. This is a great and simple way for students to check in with their own feelings first thing.

How do you feel today? Circle each face that matches your feelings. Or draw your own.



Joyful



Disappointed



Frustrated



Calm



— Mindful Moments & Yoga Breaks —

Each unit also offers a meditation suggestion and a breakdown of a simple yoga pose that complements the emotion featured in that unit. Breathing and movement exercises could be done individually, or throughout the week by the entire class.

— Fun Facts, Quotes & Tips —

Throughout the book, you will also find fun facts, quotes, and quick tips about the featured emotion of the unit. These can be interesting discussion starters as you segue into the next part of your lesson plan.

Creating a Kind Classroom

A kind and welcoming classroom is an ideal place for students to learn and discover more about their feelings.

It's important that your students feel encouraged to discuss feelings when they come up, and that beyond these morning exercises, your class is a safe place for them to feel all of their emotions.

Here are some other ideas and activities to expand your SEL teachings beyond morning reflections.

- ✦ Create a Mindfulness or Calm-Down Corner that is a quiet space for students to reflect; a few pillows and a yoga mat can create a welcoming place for breathing or journaling.
- ✦ Watch the movie *Inside Out* as a class, and invite a discussion afterward about the emotions featured in the film.
- ✦ Incorporate yoga and/or breathing and meditation as part of your daily or weekly lessons, maybe creating regular events like Meditation Monday or Yoga Friday.
- ✦ Model good emotional behavior—talk about how you're feeling, and point out the feelings and emotions of characters in stories featured in your class.
- ✦ Play a feelings game such as Emotional Charades, in which students are given an emotion to act out for others.
- ✦ Create a classroom poster of coping activities that students can choose from when their emotions are distracting them from focusing.
- ✦ Have the class make a collage of positive affirmations that can be referred to throughout the year as needed.
- ✦ Encourage and reward random acts of kindness both inside and outside of the classroom.

“There's no ‘should’ or ‘should not’ when it comes to having feelings. They're part of who we are and their origins are beyond our control. When we can believe that, we may find it easier to make constructive choices about what to do with those feelings.”
—Fred Rogers





Name: _____ Date: _____

What is anxiety?



Anxiety is what we feel when we aren't sure about what will happen next.

We say, "I feel anxious."

What color would you choose for anxiety? Color in the circle with that color. Then, draw a picture about feeling anxious using only that color.

A large rectangular box with a decorative border and a circular hole in the top right corner, intended for drawing.

What do you know about feeling anxious? _____

We all feel anxious or worried sometimes. But if we let our anxiety take control all the time, it can stop us from having fun. That's why it's important to know when you're feeling anxious. Then you can find healthy ways to cope with your feelings.



Name: _____ Date: _____

I feel anxious! I also feel...

Here are some other words for feeling anxious:



Worried



Nervous



Uneasy

When you feel anxious, you might also feel:



Embarrassed



Excited



Overwhelmed



Stressed

Anxiety is a little different from fear. You might be **afraid** of the dark.

But you might feel **anxious** about falling asleep without a light later tonight.

Anxiety is how your mind and body react to something that *might* happen in the future.

Have you ever felt anxious? Write about it here. _____

On a scale of 1-10, with 10 being the most anxious, how anxious were you?

What makes you feel less anxious? _____



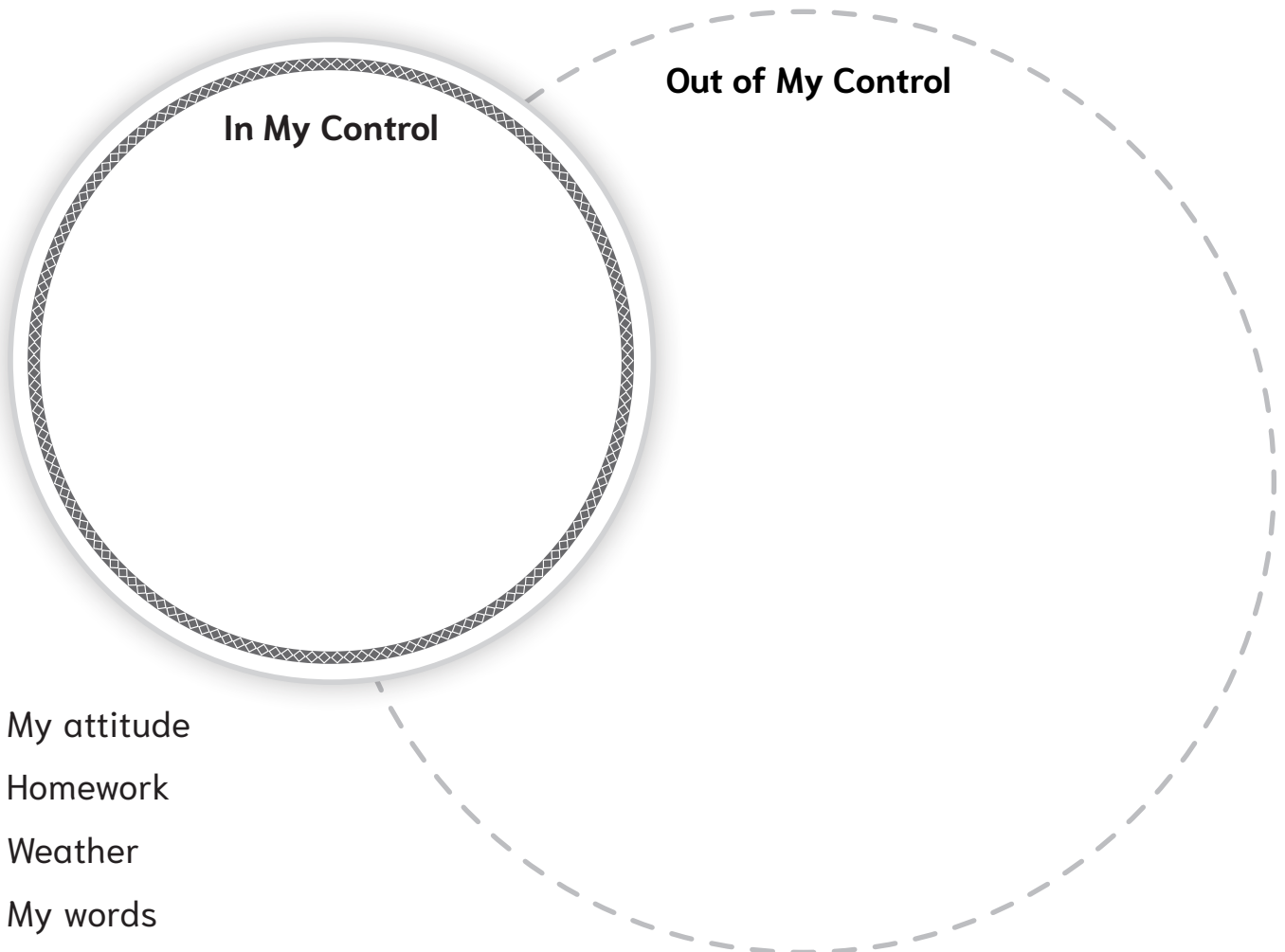
Name: _____ Date: _____

Sometimes what we are worried about is out of our control.

For example, you can't control the weather. If a storm is on the way, there's nothing you can do to stop it. But you can find somewhere comfortable to wait out the storm. That is probably in your control.

When you're feeling anxious, separate the things that are in your control from the things that are not.

Choose items from the list at the bottom. Rewrite them in the circle they belong in. Add your own ideas too.



- My attitude
- Homework
- Weather
- My words
- Others' feelings
- Traffic
- My thoughts
- Others' actions

- Time
- The news
- My effort

- What I wear
- My behavior
- My decisions
- Past mistakes