

Social- Emotional Learning Resource Guide

Social and emotional learning (SEL) is the process through which children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, establish and maintain positive relationships, and make responsible decisions for success.

This six-page booklet provides an overview of SEL, a compiled list of website resources, and activities/strategies for getting started with SEL today. Everything you need to get started with SEL is in this one simple booklet!

Get started today!

Social-Emotional Learning Resource Guide

Version 1.0

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Category	Description	Resources
SEL Activities	The activities in this section are designed to help students develop and practice their social and emotional skills. These activities can be used in a variety of settings, including in the classroom, at home, and in community settings.	<ul style="list-style-type: none"> SEL Activities SEL Activities SEL Activities SEL Activities
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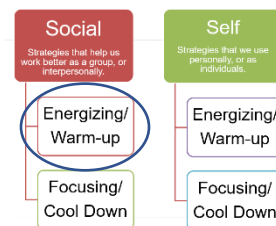
SEL Competency	Description	Resources
Self-awareness	The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”	<ul style="list-style-type: none"> • Effort rubrics, self-monitoring checklist, and peer-editing sentence starters, and explicit instruction for modeling positive self-talk. • Mindsetkit.org (free self-assessments, lesson plans, and resources for Growth Mindset) • Brainology Mindsetworks (Carol Dweck’s website with Growth Mindset resources). • Edutopia Growth Mindset Collection (videos & articles with strategies).
Self-management	The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.	<ul style="list-style-type: none"> • Explicit Instruction in goal-setting, tracking goals and monitoring actions, steps, and effort. • Modeling organizational skills with calendars, folders such as Eportfolios like livebinder. • MindfulTeachers.org (resources for stress-management resources and strategies). • MindfulSchools.org (classroom videos and strategies). • GoNoodle (Hundreds of videos that activate kids’ bodies and brains).
Social Awareness	The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.	<ul style="list-style-type: none"> • Role plays using social stories, videos and models of socially acceptable behavior. • Teaching Tolerance (videos, resources, and strategies to support diversity, equity, and social justice). • Teaching for Change (books, lesson plans on building cultural and social responsive students).
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	<ul style="list-style-type: none"> • Role plays using social stories, videos and models of conflict resolution. • Restorative Justice “Talking Circles.” • Edutopia Resources on Restorative Justice. • Digital Citizenship w/CommonSenseEdu
Responsible Decision-Making	The ability to make constructive choices about personal behavior and social interactions. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.	<ul style="list-style-type: none"> • Model and provide opportunities to self-evaluate behavior, task, and goal success. • ParentToolkit.Org (videos, lessons, and templates such as a DecisionTree tool). • Decision and Problem-Solving lessons such as KidsMatter.

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SEL Competency	Description	Activity
Self-awareness	The ability to recognize one's emotions and thoughts and their influence on behavior.	<i>All About Me:</i> At the top of a blank sheet of paper have students write their name and the title, "All About Me." Instruct students to come up with words and pictures that describe who they are. Challenge them to sort their self-descriptive words into organized list (nouns, verbs, fact, opinion, etc.). After students have completed their list, they should share their page with two or three partners. After small group sharing, go around the class and ask each student to share one thing they learned about a classmate, or what they learned about themselves in the process, or reflect on how others see them and how they've changed.
Self-management	The ability to regulate one's emotions, thoughts, and behaviors in different situations.	<i>What Sets You Off?</i> The purpose of this activity is to help students analyze their "anger situations" and understand the difference between a reaction and a response. This is a key concept in emotional management- Graphing that they can't control other people, but they can control themselves. Discuss: "Is there a pattern in what sets you off? Is it with the same person? Same sort of behavior? After students fill out the facts in the WS, provide a strategy/concept map with basic anger management skills to support regulation.
Social Awareness	The ability to take the perspective of and empathize with others from diverse backgrounds and cultures.	<i>I Can Identify:</i> Ask students with whom they identify (could be family members, celebrities, etc.). Have students share why they identify with that individual. Do they share common attitudes, experiences, interest? Have students define what it means to identify with someone, what situations that the characters have experience that makes them relatable, if they face similar challenges, and notes on the healthy components of the character's relationships and growth.
Relationship Skills	The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.	<i>Circles of Myself:</i> Have students write down the names of people they have relationships with. Tell them to categorize accordingly. Ask students to reflect on, "Who is in their circle of trust, which circle is least crowded, and which type of relationship they have with each person." Students should color code each relationship: blue to indicate friends, red to indicate family, etc. Illicit reflections on what makes these relationships healthy and student actions in the relationship that contribute to healthy relationships.
Responsible Decision-Making	The ability to make constructive and respectful choices about personal behavior and social interactions.	<i>Feel the Force:</i> Ask students to think about how people influence other people. Challenge students to come up with specific examples of how they have either influenced others or been influenced. Take time to discuss each of the "Powers of the Force." Students work in small groups and come up with example of "the Force" in action. Each group should pick a scenario (for example, "a friend brings a cigarette out in the bathroom") and write a short scene/skit dramatizing how the characters influence one another (a mix of positive and negative examples).

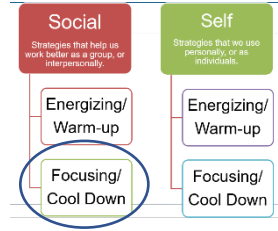
Social-Emotional Learning Activities



School is a place where we need to work on our SELF skills, such as taking a test or resolving a conflict with a friend, and our SOCIAL skills such as working as a team or behaving well when our class has a substitute teacher. These **SOCIAL: Energizing/Warm-up** activities are designed to engage students interpersonally and positively harness their energy through movement and teamwork. These activities range from 5 to 10 minutes.

SEL Activity	Summary
<p><i>Pass the Squeeze Circle and One-Word Check-In</i></p> <p>Pass the Squeeze Circle helps students develop an awareness of ourselves and others. This activity helps students stay healthy by getting them up and out of their seats to take a movement break.</p>	<p>Organize students in a circle. Cue the students to look around the room and make eye contact with their classmates. Ask them to “Notice who is in the room with you and appreciate their special skills and talents. Now, take a breath and remember all of the unique and special talents that YOU bring to this class as well.” Students close their eyes and stand together for 30 seconds of silent reflection.</p> <p>Next, choose the cue below that is most relevant to your students’ lives. Beginning with a Circle Captain, ask the class to say one word that _____ (describes what you appreciate about your classmates, describe how you positively contribute to this class, describe an example of when you were a good leader, etc.).</p>
<p><i>Partner Mirroring</i></p> <p>Partner Mirroring helps students practice community-building, managing vulnerability and peer to peer no-verbal communication.</p>	<p>Arrange the students into pairs. Instruct the students who will be going first (i.e. longer/shorter hair, etc.). Explain to the students that when the music starts, the designated partner will begin to move his body, while the other partner follows. The partners can use arms, legs, voices (sounds), but no speaking or directing. After five minutes, switch leaders.</p> <p>Next, after a few rounds, cue the group: “Work collaboratively to make your group bigger without talking.” Continue to cue the groups to make their group bigger until the entire class is in one, large group.</p>
<p><i>Compliment Partners</i></p> <p>The goal of this activity is to help students manage vulnerability and develop active listening and community building skills.</p>	<p>Play music, when music stops, students pair up and give each other a compliment. To close the activity, cue the students to turn one compliment that they received into an “I am” statement such as “I am kind,” or “I am smart.”</p>

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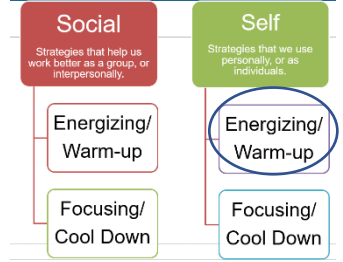


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SEL Activity	Summary
<p><i>Positive Paper Chain</i></p> <p>Students create a positive paper chain to help them let go of negativity and focus on the positive aspects of their character.</p>	<p>Ask the students to take a deep breath, and think of a reason they are proud of themselves today, such as being active listeners, being responsible, or working well with others. Instruct students to write a few sentences on their colorful strip of construction paper that celebrates their strengths. Cue the students to review what they wrote, and breath in feelings of positivity and pride. Passing around a few staplers, the students will join their paper with others' strips to create a colorful paper chain.</p>
<p><i>Boom Board!</i></p> <p>The Boom Board helps students celebrate the positive qualities of the classroom community.</p>	<p>Instruct students to: “take a deep breath, and think of a reason you are proud of one of your classmates, such as for being a compassionate friend, helping someone in need, or being adaptable in a tough situation. On your sticky note give that person a Boom! celebrating their kindness, strength, or accomplishments.” Students breathe in feelings of community, collaboration, and pride and then sign, date, and post their sticky note on the Boom Board!</p>
<p><i>Pants on Fire</i></p> <p>This strategy helps students communicate urgent, troubling matters that are preventing them from being present, feeling emotionally or physically safe.</p>	<p>Students write a few sentences explaining their concern, “I am upset that I missed breakfast this morning and I’m hungry and can’t concentrate.” Students review what they wrote, take a deep breath in, noticing how they feel seeing the words on the paper. Student should reflect on the words of the paper, and notice if there is anything they need to write to be able to let go, focus, and be “Ready to Learn.” Students then date and sign the sticky note before putting in on the <i>Pants on Fire</i> board for the teacher to review and address through the week.</p>

Social - Emotional Learning Activities

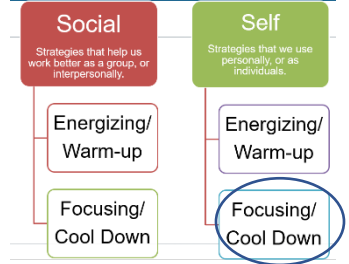
School is a place where we need to work on our SELF skills, such as taking a test or resolving a conflict with a friend, and our SOCIAL skills such as working as a team or behaving well when our class has a substitute teacher. These **SELF: Warm-Up and Energize** activities are strategies that students can use personally, or as individuals to positively shift their energy through yoga and movement. These activities range from 5 to 10 minutes.



SEL Activity	Summary
<p><i>Brain Massage</i></p> <p>Use when students are anxious/worried and need to cool down.</p>	<p>Students place fingertips on top of their head and gently squeeze and massage around their head for the count of 10. [Teacher counts aloud to 10.]</p>
<p><i>Yoga Sequence (Seated Pose)</i></p> <p>Movement break to support focus and concentration.</p>	<p>Begin seated, with your feet flat on floor. Lift your arms to a “T” position. Raise your arms above your head, interlace your fingers. Flip your palms to the ceiling. Close eyes, and take five deep, slow yoga breaths. Slowly lower arms.</p>
<p><i>Holding Who I Am</i></p> <p>This activity helps students understand themselves by understanding, identifying, naming, and accepting their strengths and challenges. This activity helps us learn to be compassionate and kind to ourselves, just as we are compassionate and kind to others.</p>	<p>Students trace one hand on a blank sheet of paper. Ask the student to take a mindfulness minute of silent reflection before writing or drawing all of their strengths inside the hand using “I” statements, such as “I am a good sibling,” “I try my best in school,” or “I am kind to others.” On the outside of the hand, students write the challenges they are working on such as, “I will control my behavior during recess,” or “I will be kind to my little brother.”</p>
<p><i>Owning My Story Journal</i></p> <p>The purpose of this activity is for students to learn to be compassionate with themselves and bravely accept their strengths as well as their challenges. As we create our stories, it is important to remember that these stories do not define us, they simply help us own the experiences that make us who we are.</p>	<p>[Teacher chooses topic and writes prompts on board.] Today, I am telling my story of _____. Trusting my gut, failing, being grateful, being happy, being the solution, teamwork, losing, being kind compassionate to myself/others, forgiveness, humility, being vulnerable, managing anger, winning/losing gracefully, being strong, trying my best, being fair, being honest, keeping my word, being enough, communicating, listening to my body, finding my voice, letting go, doing the right thing, keeping my cool in a tough situation</p>

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Activity	Summary
<p><i>Write and Rip</i></p> <p>To help students release negative feelings (stress, sadness or anxiety) so they are “Ready To Learn.”</p>	<p>Be sure that the <i>Classroom Agreements</i> are reviewed to support an emotionally-safe classroom. Students write their negative thoughts and worries on a piece of scratch paper, then ripping them up and tossing them into the recycle bins.</p>
<p><i>Still Point</i></p> <p>First component: Help students find a calm, relaxed state.</p> <p>Second component: Create a simple way for students to find that relaxed state or “Still Point,” anytime they are stressed or worried.</p>	<p>Students find a cooling, relaxing breath by curling their tongues and sipping air through them, like a “straw.” Students cross their middle and index fingers together as they inhale through their “straw” to the count of 3 (teacher models inhalation and exhalation). Once students have found this “Still Point,” have students share examples of different times they could use this strategy throughout the day (at home, taking a test, during recess, etc.).</p>
<p><i>Lion’s Breath</i></p> <p>Practice Lion’s Breath to help students release any anger or sadness they may be experiencing so that they are “Ready To Learn.” It helps students learn self-awareness and understand how emotions affect their bodies.</p>	<p>Be sure that the <i>Classroom Agreements</i> are reviewed to support an emotionally-safe classroom. Have students pause for a moment, close their eyes, and scan their body. Students share if there is any part of their body where they are holding stress, such as their shoulders or stomach. Students share with their classmates.</p>
<p><i>Name It and Doodle It!</i></p> <p>This activity helps students identify, name and understand their emotions. This is a great activity to practice at home if they feel overwhelmed, sad, or worried.</p>	<p>Teacher reads the feelings and emotions <i>Happy, Relaxed, Energetic, Excited, Tired, Bored, Worried, Vulnerable, Hungry, Sad, Scared, and Angry</i> on the board. Teacher instructs students: “For the next 4 minutes you are going to doodle, write or draw something that expresses what you are feeling. There is no right or wrong way to complete your story. The only requirement is that you write or draw for the entire 4 minutes.”</p>
<p><i>The Secret Note</i></p> <p>The <i>Secret Note</i> is an opportunity for students to write themselves a secret note. This activity is a creative way to support students in challenging situations when they are feeling sad or scared.</p>	<p>Students obtain a small sheet of paper and pencil. Before they begin writing, they find their breath and check-in. What do they need to remember to be strong in a tough situation today (it could be a confidence boost or gentle reminder). Students take out their note when need a boost.</p>