

180 DAYSTM

Lessons and Activities

Social-Emotional Learning for Kindergarten

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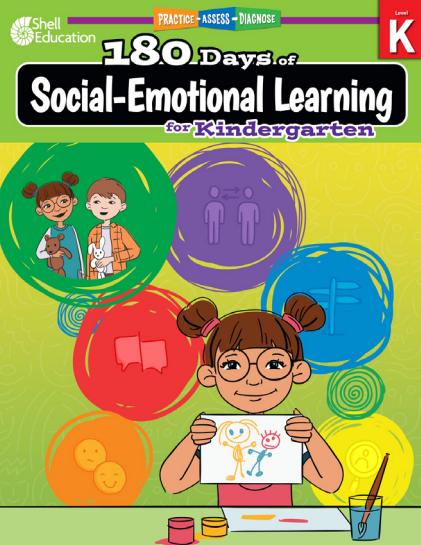
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How to Use This Book (2 pages)

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Skills Alignment (2 pages)

Lesson Pages (5 pages)



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 we 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 4 themes. These themes rotate and are repeated several times throughout the book. The following themes are included in this book:

- self
- friends
- family
- neighborhood
- school

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

How Other People Feel

People do not all feel the same. You can look at their faces. That can show how people are feeling.

Directions: Circle the happy face in yellow. Circle the sad face in blue. Circle the mad face in orange. Circle the nervous face in green.

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WEEK 1 DAY 3

Focus on Self

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Adult Directions: Help students identify what the different emotions mean and how they feel.

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180 Days of Social-Emotional Learning for Kindergarten



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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 fulfillment 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.

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
- friends
- family
- neighborhood
- school

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

WEEK 12 DAY 1

Me at Home and School

You know a lot about yourself. Others may not know as much about you. Friends at school may not know how you are at home.

Directions: Draw what you do well at home. Draw what you do well at school.

Focus on School
Self-Awareness

WEEK 6 DAY 3

Rules at School

Places have their own rules. There are rules at school that you may not have at home. There are rules at home that you may not have at school.

Directions: Circle school rules in red. Circle home rules in blue. Draw another rule. Have a friend guess if it is for home or school.

Clean up dishes. **Walk in a line.**

Raise your hand. **Put clean clothes away.**

My Rule

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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 197–199 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 197–199. Then, record their overall progress on the analysis sheets on pages 200–202. 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.

Three separate rubric forms are shown side-by-side. Each rubric is titled with the corresponding skill and includes a table for 'Days 1 and 2' and 'Days 3 and 4'. The 'Days 1 and 2' table has four columns: Competency, Advanced, Transitional, and Emerging. The 'Days 3 and 4' table has three columns: Competency, Advanced, Transitional, and Emerging. Each rubric includes a 'Self-Assessment' section where students can rate their own performance and a 'Teacher Assessment' section where a teacher can provide feedback and a grade.

Three large analysis charts are shown side-by-side. Each chart has a header with 'Student Name' and six columns for 'Week 6', 'Week 12', 'Week 18', 'Week 24', 'Week 30', and 'Week 36'. The first chart is titled 'Connecting to Self Analysis'. The second chart is titled 'Making Decisions Analysis'. The third chart is titled 'Relating to Others Analysis'. Each chart includes a 'Directions' section at the top and a large grid for tracking student progress across the specified weeks.

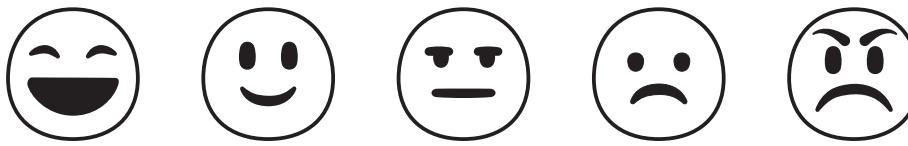
Integrating SEL into Your Teaching

Student self-assessment is key for SEL skills. If students can make accurate evaluations of how they are feeling, then they can work to manage their emotions. If they can manage their emotions, they are more likely to have better relationship skills and make responsible decisions. Children can self-assess from a very young age. The earlier you get them into this practice, the more they will use it and benefit from it for the rest of their lives. The following are some ways you can quickly and easily integrate student self-assessment into your daily routines.

Feelings Check-Ins

Using a scale can be helpful for a quick check-in. After an activity, ask students to rate how they are feeling. Focusing students' attention on how they are feeling helps support their self-awareness. Discuss how students' feelings change as they do different things. Provide students with a visual scale to support these check-ins. These could be taped to their desks or posted in your classroom. Full-color versions of the following scales can be found in the Digital Resources.

- **Emoji:** Having students point to different emoji faces is an easy way to use a rating scale with young students.



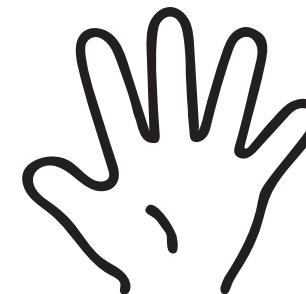
- **Symbols:** Symbols, such as weather icons, can also represent students' emotions.



- **Color Wheel:** A color wheel, where different colors represent different emotions, is another effective scale.



- **Numbers:** Have students show 1–5 fingers, with 5 being *I'm feeling great* to 1 being *I'm feeling awful*.



Integrating SEL into Your Teaching (cont.)

Reflection

Reflecting is the process of looking closely or deeply at something. When you prompt students with reflection questions, you are supporting this work. Here is a list of questions to get the reflection process started:

- What did you learn from this work?
- What are you proud of in this piece?
- What would you have done differently?
- What was the most challenging part?
- How could you improve this work?
- How did other people help you finish this work?
- How will doing your best on this assignment help you in the future?

Pan Balance

Have students hold out their arms on both sides of their bodies. Ask them a reflection question that has two possible answers. Students should respond by tipping one arm lower than the other (as if one side of the scale is heavier). Here are some example questions:



- Did you talk too much or too little?
- Were you distracted or engaged?
- Did you rush or take too much time?
- Did you stay calm or get angry?
- Was your response safe or unsafe?

Calibrating Student Assessments

Supporting student self-assessment means calibrating their thinking. You will have students who make mistakes but evaluate themselves as though they have never made a mistake in their lives. At the other end of the spectrum, you will likely see students who will be too hard on themselves. In both these cases, having a periodic calibration can help to support accuracy in their evaluations. The *Calibrating Student Assessments* chart is provided in the Digital Resources (calibrating.pdf).

Calibrating Student Assessments	
Directions: Complete the first column. Use the number scale to rate yourself. Then your teacher or parent/caregiver will also give a rating.	
4	Always
3	Most of the Time
2	Sometimes
1	Rarely
My Rating Your Rating	
<input type="checkbox"/> I complete my work on time.	
<input type="checkbox"/> I use self-control.	
<input type="checkbox"/> I am respectful towards my classmates.	
<input type="checkbox"/> I work well with others.	
<input type="checkbox"/> I am respectful towards my teacher.	
<input type="checkbox"/> I am responsible with my learning time.	
<input type="checkbox"/> I am safe in the classroom and outside.	
<input type="checkbox"/> I am kind to other students.	

Teaching Rubric		
Directions: Use this rubric to assess the teaching of SEL concepts. Make an S in each area of focus. Add up your scores, and write the total.		
SEL Best Practice for Learning Environments		
Area of Focus	Always	Sometimes
1. I provide opportunities for students to share their interests and passions.		
2. I provide opportunities for students to demonstrate their learning.		
3. I provide opportunities for students to reflect on their learning.		
4. I provide opportunities for students to practice their learning.		
5. I provide opportunities for students to demonstrate their learning.		
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Teaching Assessment

In addition to assessing students, consider the effectiveness of your own instruction. The *Teaching Rubric* can be found in the Digital Resources (teachingrubric.pdf). Use this tool to evaluate your SEL instruction. You may wish to complete this rubric at different points throughout the year to track your progress.

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	Developing Interests
Personal and Social Identities	Values
Cultural and Linguistic Assets	Understanding Emotions
Honesty	Examining Biases
Identifying Personal Strengths	



Self-Management

Managing Emotions	Self-Motivation
Personal Agency	Stress Management
Helping Others	Setting Goals
Self-Discipline	Planning
Organizational Skills	Self-Monitoring



Social Awareness

Taking Others' Perspectives	Identifying Social Norms
Helping Others	Compassion
Empathy	Recognizing Others' Strengths
Gratitude	Social Norms
Integrity	

Skills Alignment *(cont.)*

 Relationship Skills	
Making Friends	Resisting Peer Pressure
Resolving Conflicts	Teamwork
Positive Relationships	Nonverbal Communication
Leadership	Seeking Help
Effective Communication	Cultural Differences
Standing Up for Others	
 Responsible Decision-Making	
Identifying Solutions	Critical Thinking
Curiosity	Making Reasoned Judgements
Solving Problems	Anticipating Consequences
Considering Options	Evaluating Consequences

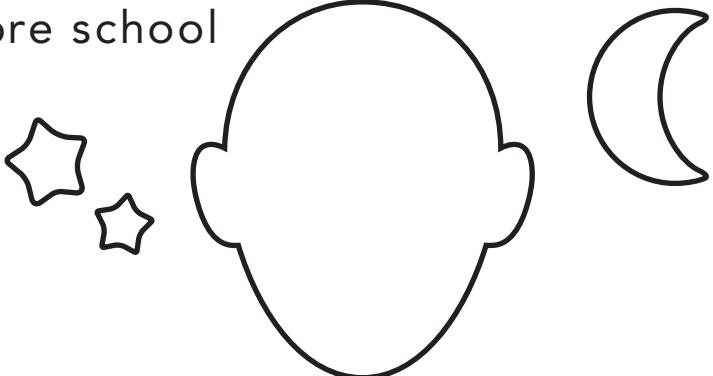
Name: _____ Date: _____

How You Feel

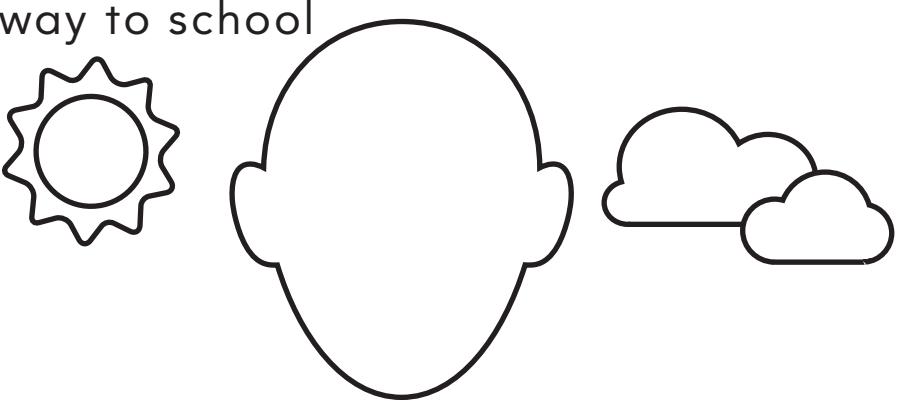
School may be a new place. You will have a lot of feelings about it.

Directions: Draw what your face looked like the night before school. Draw what it looked like on your way to school. Draw what it will look like after school.

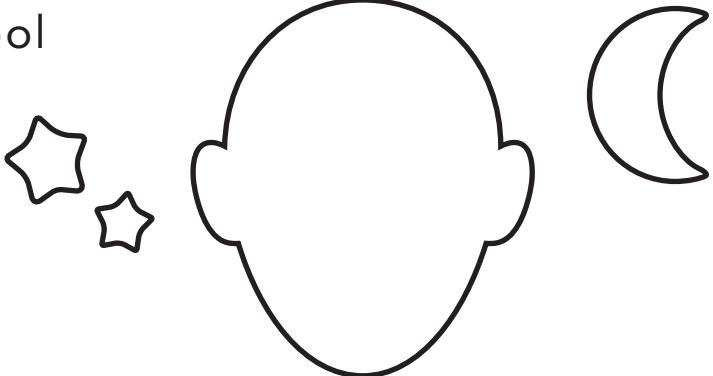
night before school



on your way to school



after school



Adult Directions: Discuss how students felt before school and how they might feel after school. Talk about what those emotions would look like.



Name: _____ Date: _____

How You Feel

It can be hard to sit still. You can move just one part of your body.



Directions: Try each action. Circle one that feels good to you.

shoulder circles



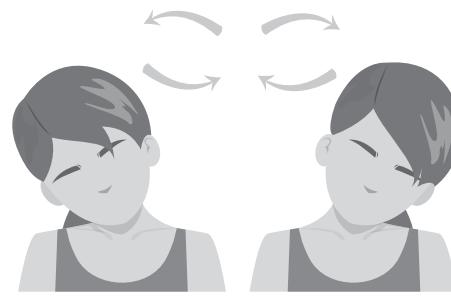
finger presses



slow breathing



head rolls



Name: _____ Date: _____

How Other People Feel

People do not all feel the same. You can look at their faces. That can show how people are feeling.



Directions: Circle the happy face in yellow. Circle the sad face in blue. Circle the mad face in orange. Circle the nervous face in green.

Focus on Self
Social Awareness



Adult Directions: Help students identify what the different emotions mean and how they feel.

Name: _____ Date: _____

Make New Friends

It is fun to find new friends. You can make a friend by doing things together.



Focus on Self

Relationship Skills

Directions: Draw one thing you can do with a friend.

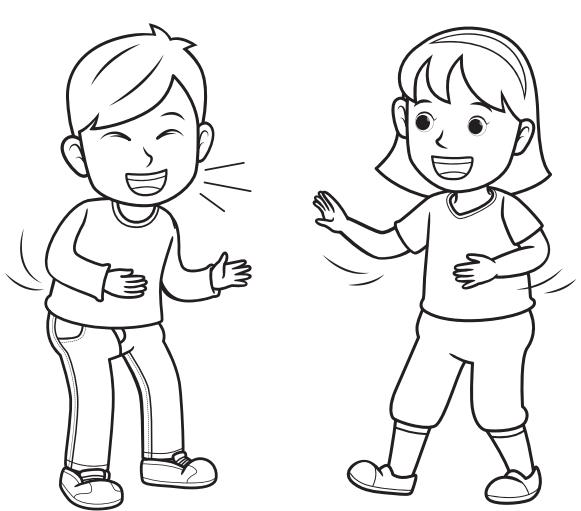
A large, empty rectangular area with a dashed border, intended for a child to draw something they can do with a friend.

Name: _____ Date: _____

Take a Break

Learning can make you tired. You may need to take a break. There are many ways to let your brain rest.

Directions: Color the break you like the most.



Focus on Self
Responsible Decision-Making