

# 180 DAYS<sup>TM</sup>

## Lessons and Activities

### Social-Emotional Learning for Second Grade

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**Shell Education** **180 Days of**  
**Social-Emotional Learning**  
for Second Grade

**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
- community
- school

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

**WEEK 1 DAY 3** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Focus on Self Social Awareness**

**Think about Others**

Pay attention to how your friends feel. This will make you a better friend.

**Directions:** Read each story. Write how you think the character is feeling.

**1. How is Jessica feeling?**

Jessica is playing on the swings at recess. She is with her best friend. As she is swinging, Jessica slips off and falls to the ground. Her eyes fill with tears, and she starts to cry.

**2. How is Mark feeling?**

Mark is going to a park with his family. They make plans to meet a friend there. When Mark gets to the park, the sun is shining and it's warm. Mark plays with his friend and smiles a lot.

# 180 Days of Social-Emotional Learning for Second Grade



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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
- community
- school

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

**Help Others Calm Down**  
Your friends will get angry at school, just like you do. You can find ways to help them manage their anger.

**Directions:** Write what you could say to help a friend in each example. Then, draw what you could do.

1. Your friend failed a math test.
2. Your friend was not invited to a birthday party.
3. Your friend can't find the right marker in art class. He is fuming, and rips
4. Someone pushes your friend at recess. She stops playing and sits down.

**Big and Small Conflicts**  
There will always be times when you are angry. When the problem is small, you can solve it on your own. But some problems will be bigger. You may need some help solving those problems.

**Directions:** Decide which problems are big and which are small, with small problems.

1. You can't find your pencil. The teacher has started the lesson.
2. Your friend hits you really hard on the playground.
3. You lost your math book.
4. Your friend is teasing you about your new shoes.
5. You lose a game during P.E.
6. You don't feel like being with the group in music.
7. You rip a page while you are erasing a mistake.
8. You are playing tag. A friend pushes you down, and you hurt your arm.

# 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 199–201 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 199–201. Then, record their overall progress on the analysis sheets on pages 202–204. 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 skill it assesses (Connecting to Self, Relating to Others, or Making Decisions) and includes a 'Days 1 and 2' or 'Days 2 and 4' section. Each rubric is divided into four columns: Competency, Advanced, satisfactory, and Emerging. Each column contains a list of specific behaviors or skills. Below each rubric is a 'Self-Assessment' section where students can rate their own performance. The 'Connecting to Self Rubric' includes a 'Social Awareness' section. The 'Relating to Others Rubric' includes a 'Social Awareness' section. The 'Making Decisions Rubric' includes a 'Responsible Decision Making' section.

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 'Connecting to Self Analysis' chart has a 'Relating to Others' section at the bottom. The 'Relating to Others Analysis' chart has a 'Connecting to Self' section at the bottom. The 'Making Decisions Analysis' chart has a 'Responsible Decision Making' section at the bottom. Each chart includes a 'Directions' section at the top with instructions for tracking student progress.

# 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.



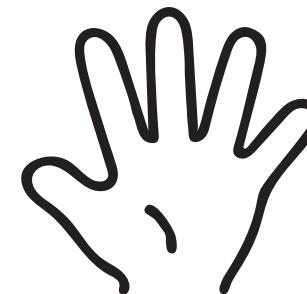
- **Symbols:** Symbols, such as weather icons, can also represent students' emotions.



- **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	
I complete my work on time.	
I use self-control.	
I am respectful towards my classmates.	
I work well with others.	
I am respectful towards my teacher.	
I am responsible with my learning time.	
I am safe in the classroom and outside.	
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.			
SIS Best Practice for Learning Environments			
Area of Focus	Always	Sometimes	Never
How I introduce SEL concepts to my students			
How I encourage my students to ask questions			
How I encourage my students to make mistakes			
How I encourage my students to reflect on their learning			
How I encourage my students to be kind to others			
How I encourage my students to be safe			
How I encourage my students to be responsible			
How I encourage my students to be respectful			
How I encourage my students to be self-controlled			
How I encourage my students to be kind to others			
How I encourage my students to be safe			
How I encourage my students to be responsible			
How I encourage my students to be respectful			
How I encourage my students to be self-controlled			
Total			
A rubric for teaching SEL concepts.			

## 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	Understanding Problems
Examining Stereotypes and Biases	Connecting Feelings to Actions
Identity	Positivity
Growth Mindset	Feelings Words
Honesty	Using Mantras
Reflection	Examining Impact
Mindfulness	



## Self-Management

Managing Emotions	Problem-Solving
Staying Organized	Self-Improvement
Stress Management	Self-Control
Setting Goals	Triggers
Agency	Dealing with Worry
Trying New Things	Bravery
Calming Down	Accepting Losses



## Social Awareness

Thinking about Others	Understanding Others' Feelings
Taking Others' Perspectives	Kindness
Empathy	Helping Others
Gratitude	Working Together
Finding Strengths in Others	Point of View
Fairness	

# Skills Alignment *(cont.)*

 <b>Relationship Skills</b>	
Making Friends	Leadership
Communication	Solving Conflicts
Standing Up for Oneself and Others	Asking Questions
Teamwork	Supporting Others
Asking for Help	Listening
Helping Others	
 <b>Responsible Decision-Making</b>	
Identifying Solutions	Forgiveness
Being Open-Minded	Making Good Choices
Reflection	Solving Problems and Conflicts
Considering Next Steps	Critical Thinking
Thoughtfulness	Celebrating Successes
Apologizing	

Name: \_\_\_\_\_ Date: \_\_\_\_\_

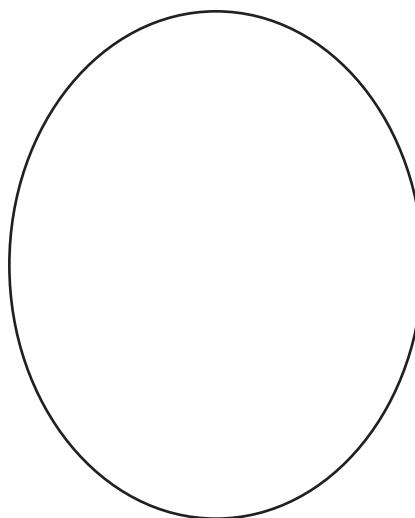
## Name Your Emotions

It is important to check in with your body. Think about how you feel so you can learn more and do your best.

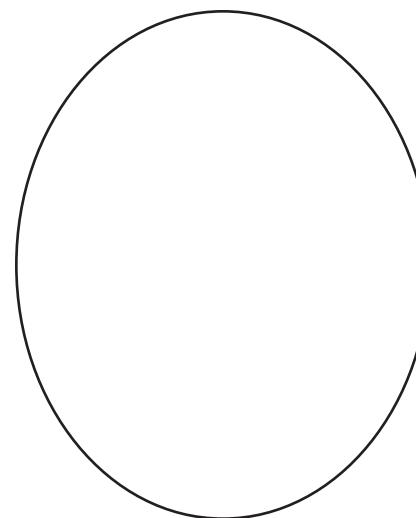
Focus on Self

Self-Awareness

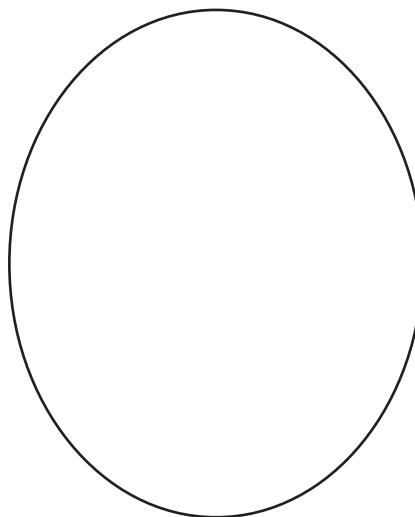
**Directions:** Read each event. Think about how you feel while doing the event. Draw a picture to show your face.



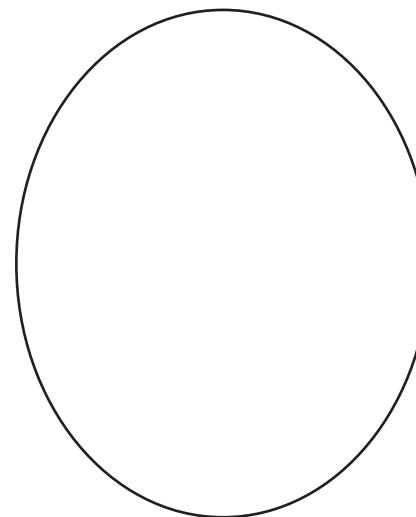
playing a game



first day of school



riding a roller coaster



holding a spider

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Manage Your Emotions

Your emotions can change a lot in one day. There are big emotions, such as getting mad or sad. Those can make it hard to learn. You can help yourself calm down from big emotions. Count backward from 10 to 0 very slowly.



**Directions:** Point to each number. Say it out loud as you point. Then, color each number and count backward slowly.

10 → 9 → 8

7 → 6 → 5 → 4

3 → 2 → 1 → 0

Name: \_\_\_\_\_ Date: \_\_\_\_\_



## Think about Others

Pay attention to how your friends feel. This will make you a better friend.

**Directions:** Read each story. Write how you think the character is feeling.

Jessica is playing on the swings at recess. She is with her best friend. As she is swinging, Jessica slips off and falls to the ground. Her eyes fill with tears, and she starts to cry.

1. How is Jessica feeling?




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Mark is going to a park with his family. They make plans to meet a friend there. When Mark gets to the park, the sun is shining and it's warm. Mark plays with his friend and smiles a lot.

2. How is Mark feeling?




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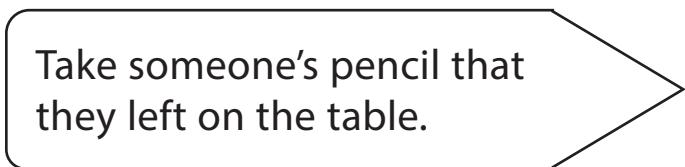
Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Make Good Friends

Making new friends is exciting. It is one of the best parts of each new school year.



**Directions:** Color the things that might help you make a new friend.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Find Solutions

Part of second grade is learning how to solve problems.



**Directions:** Read the problem. Write about how you think the friends should solve it.

Rosy and Brad both want to play with the basketball at recess. Brad got to the court first, but Rosy got the ball first. What should they do?

1. How should Rosy and Brad solve this problem?

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2. Draw a picture to show what they should do.