

# 180 DAYS™

## Lessons and Activities

### Social-Emotional Learning for Fourth Grade

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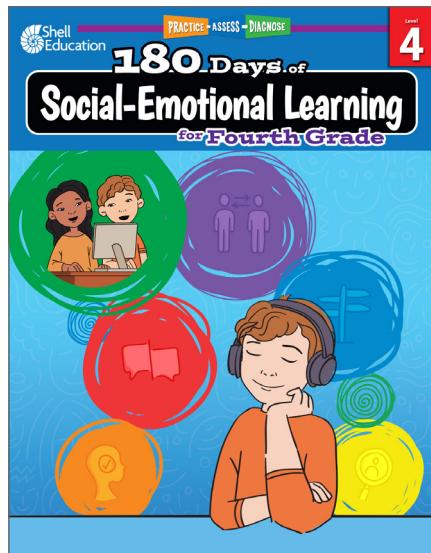
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Skills Alignment (2 pages)

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

- self
- family
- friends
- school
- neighborhood
- community
- state
- country

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

**Week 1 Day 2**

**Skills on SEL**

**Directions:** Draw a line to match each situation to helpful self-talk.

Name: _____ Date: _____	
<b>Using Self-Talk</b>	
Self-talk is a normal and healthy thing to do. You might use self-talk if you are worried about something. It can give you confidence. Self-talk is good for angry feelings, too. It can help calm you down so you can share your feelings with another person.	
<b>Directions:</b> Draw a line to match each situation to helpful self-talk.	
You forgot to study for your science test.	"I have practiced so many times, and I know I am ready."
Your dog is missing.	"I will talk to him and find out what happened before I react."
You burned the cookies you were baking.	"I will think about what I learned during class and do my best."
You are performing a song for your school.	"This was my first try. Next time, I will do better."
Your brother broke your favorite toy.	"Lots of people will help us. I'm sure she's safe."

126960—180 Days of Social-Emotional Learning

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# 180 Days of

# Social-Emotional Learning

## for Fourth 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
- family
- friends
- school
- neighborhood
- community
- state
- country

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

**WEEK 15 DAY 1** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Connecting Feelings to Actions**

Feelings can turn into actions. When you feel happy, you probably do different things than when you feel sad. Feelings can even cause things to happen within the government. Imagine someone learned about pollution in their state. It made them feel worried and upset. That feeling could lead them to take action. They might write letters to politicians. They might research solutions. They could lead a rally. Feelings that lead to action can make big changes.

**Directions:** Write two emotions you have had and why you felt that way. Explain what actions you might take because of those feelings. Then, draw one of those actions.

1. I felt \_\_\_\_\_ because \_\_\_\_\_  
I can \_\_\_\_\_

2. I felt \_\_\_\_\_ because \_\_\_\_\_  
I can \_\_\_\_\_

**WEEK 16 DAY 2** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Managing Screen Time**

Screens are part of everyday life. People watch TV, work on computers, and play on tablets. All that screen time can be bad for your health. It can be a strain on vision, make it hard to sleep at night, and cause headaches. Not to mention, some kids might play on screens instead of playing outside. Using screens responsibly is important.

**Directions:** Read the tips for using screens in a healthy way. Then, answer the questions.

**Tips for Safer Screen Time**

1. Step away from screens for a few minutes every hour.
2. Set a timer to help limit screen time.
3. Dim the lights a bit when using a screen.
4. Consider using an app that limits blue light.
5. Stop using screens 30 minutes before bed.

1. Why is it important to limit screen time?  
\_\_\_\_\_

2. Which tip do you think you could start using? Why?  
\_\_\_\_\_

3. What tip would you add?  
\_\_\_\_\_

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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 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.

**Connecting to Self Rubric**  
Days 1 and 2  
Students will learn how to connect with their own emotions. They will have a variety of opportunities to practice connecting to self. This rubric is designed to evaluate student work from Days 1 and 2.

**Relating to Others Rubric**  
Days 2 and 4  
Students will learn how to connect with the emotions of others. They will have a variety of opportunities to practice connecting to others. This rubric is designed to evaluate student work from Days 2 and 4.

**Making Decisions Rubric**  
Days 5  
Students will learn how to make good decisions. They will have a variety of opportunities to practice making decisions. This rubric is designed to evaluate student work from Days 5 through 36.

**Connecting to Self Analysis**  
Directions: Record student names in the first column. Then write the appropriate column for the weeks in which students should be assessed. Use the grid to track student progress throughout the school year.

**Making Decisions Analysis**  
Directions: Record student names in the first column. Then write the appropriate column for the weeks in which students should be assessed. Use the grid to track student progress throughout the school year.

**Relating to Others Analysis**  
Directions: Record student names in the first column. Then write the appropriate column for the weeks in which students should be assessed. Use the grid to track student progress throughout the school year.

# 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.

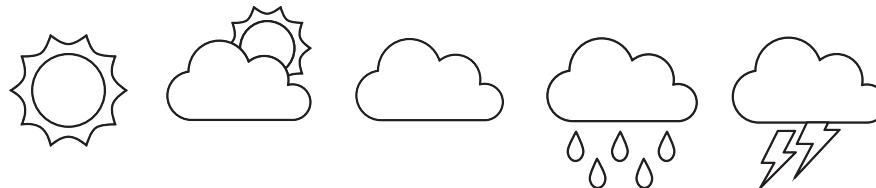
## Feelings Check-Ins

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.



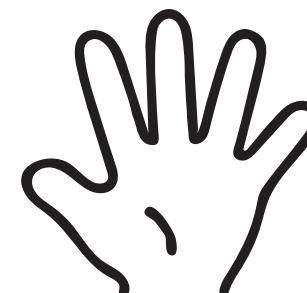
- **Symbols:** Symbols, such as weather icons, can also represent students' emotions.



- **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	Never
1. I provide opportunities for students to have time and space to process their feelings and thoughts.			
2. I provide opportunities for students to have time and space to process their feelings and thoughts.			
3. I provide opportunities for students to have time and space to process their feelings and thoughts.			
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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
Understanding Culture	Core Values
Growth Mindset	Understanding Emotional Intensity
Integrity	Being Open-Minded
Self-Advocacy	Examining Biases and Prejudices
Personal and Social Identities	Honesty



## Self-Management

Managing Emotions	Self-Discipline
Using Self-Talk	Trying New Things
Helping Others	Planning and Organization
Stress Management	I-Messages
Setting Goals	Schedules
Overcoming Fear	



## Social Awareness

Body Language	Showing Concern for Others
Gratitude	Helping Others
Understanding Different Rules	Social Norms
Noticing Needs	Understanding Others' Emotions
Fairness	Predicting Others' Feelings
Taking Others' Perspectives	Influencing Others
Recognizing Others' Strengths	

# Skills Alignment *(cont.)*

 <b>Relationship Skills</b>	
Nonverbal Communication	Developing Positive Relationships
Teamwork	Standing Up for Others
Resolving Conflicts	Resisting Peer Pressure
Leadership	Decoding Messages
Appreciating Other Cultures	Communication Helpers and Blockers
Seeking Help	Communication Feedback
Effective Communication	Paraphrasing
Leadership	Active Listening
 <b>Responsible Decision-Making</b>	
Recognizing Problems	Reflecting
Trying New Things	Evaluating Impact
Making Good Decisions	Solving Problems
Anticipating Consequences	Identifying Big and Small Problems
Critical Thinking	Learning from Conflict
Identifying Reactions	Mediators
Identifying Solutions	Evaluating Rules and Laws
Causes and Effects of Conflicts	

## Naming Emotions

Emotional reactions are normal. You might see or hear something that makes you feel a certain way. It might make you feel joy, sorrow, or something else. Knowing how you feel about something is a good thing. It can help you understand your emotions in a healthy way.

**happy**

**proud**

**sad**

**angry**

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

### Using Self-Talk

Self-talk is a normal and healthy thing to do. You might use self-talk if you are worried about something. It can give you confidence. Self-talk is good for angry feelings, too. It can help calm you down so you can share your feelings with another person.



**Directions:** Draw a line to match each situation to helpful self-talk.

You forgot to study for your science test.

"I have practiced so many times, and I know I am ready."

Your dog is missing.

"I will talk to him and find out what happened before I react."

You burned the cookies you were baking.

"I will think about what I learned during class and do my best."

You are performing a song for your school.

"This was my first try. Next time, I will do better."

Your brother broke your favorite toy.

"Lots of people will help us. I'm sure she's safe."

## Body Language

People communicate with words. But they can also get a message across with their bodies. In fact, body language sometimes says things words don't. Pay attention to what someone is telling you with their body. It will help you know how they feel.



1.



3.



2.



4.





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

## Gestures

A gesture is a movement of the head or hand that communicates meaning. People use gestures often. They might use them while speaking to emphasize what they are saying. They might also use gestures without speaking. It's a way to get an idea across without saying a word.

**Directions:** Draw or describe a gesture to communicate each idea.

Yes.

No.

Wait.

Come here.

Hurry up.

I don't know.

## Recognizing Problems

People run into problems every day, so knowing how to solve them is important. It's also important to judge the size of a problem. Some problems are small, and you can handle them on your own. Others are big, and you should ask an adult for help.



**Directions:** Read the different problems you may have when cleaning your room. Circle whether they are big or small problems. Explain your reasoning.

1. Your favorite shirt is ripped.

big problem

small problem

---

---

2. A toy needs new batteries.

big problem

small problem

---

---

3. You can't find the lid to the toy bin.

big problem

small problem

---

---

4. A mirror has broken into many pieces.

big problem

small problem

---

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