TCM
Teacher Created Materials

180 DAYS™

Lessons and Activities
Social-Emotional Learning for Sixth Grade
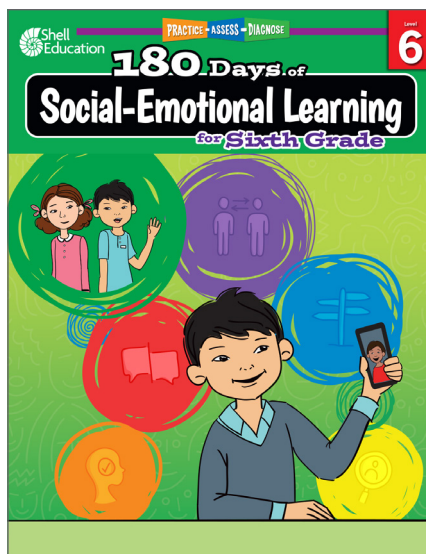
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Practice • Assess • Diagnose

Level 6

180 Days of
Social-Emotional Learning
for Sixth 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 fulfilment 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 listing 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
- community
- school
- state
- country
- world

This book also features one week that focuses on online safety.
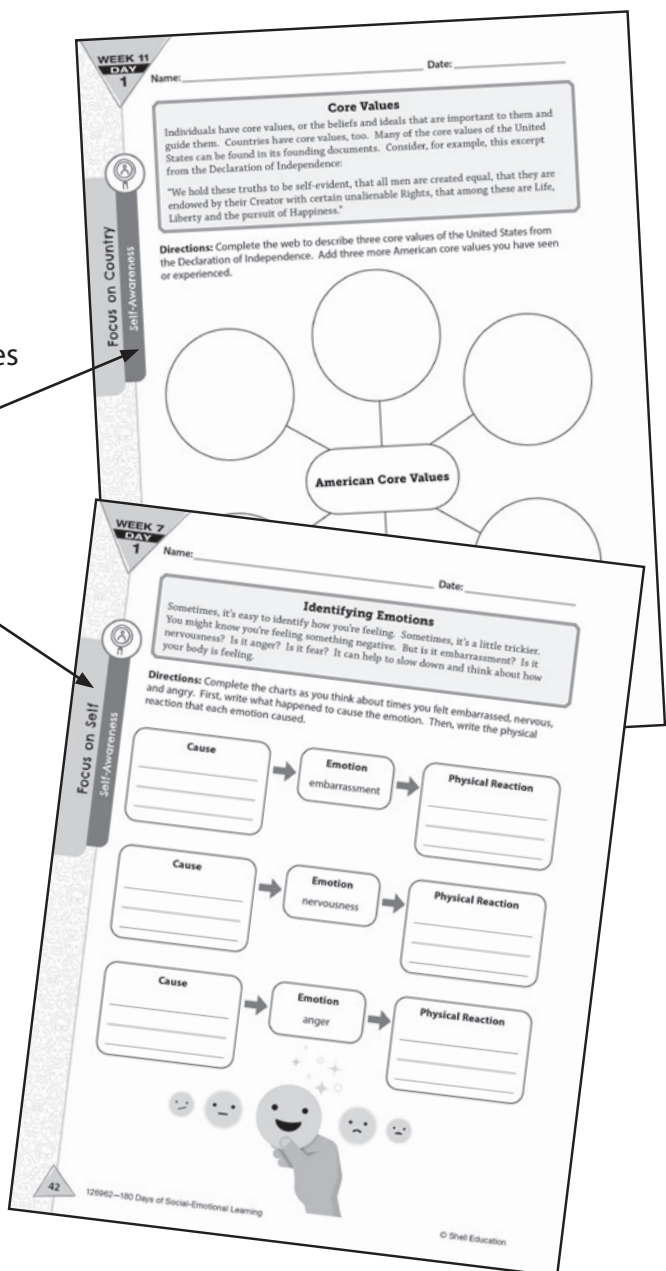
How to Use This Book *(cont.)*

Using the Resources

Rubrics for connecting to self, relating to others, and making decisions can be found on pages 202–204 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 202–204. Then, record their overall progress on the Practice Page Item Analysis sheets on pages 205–207. 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.
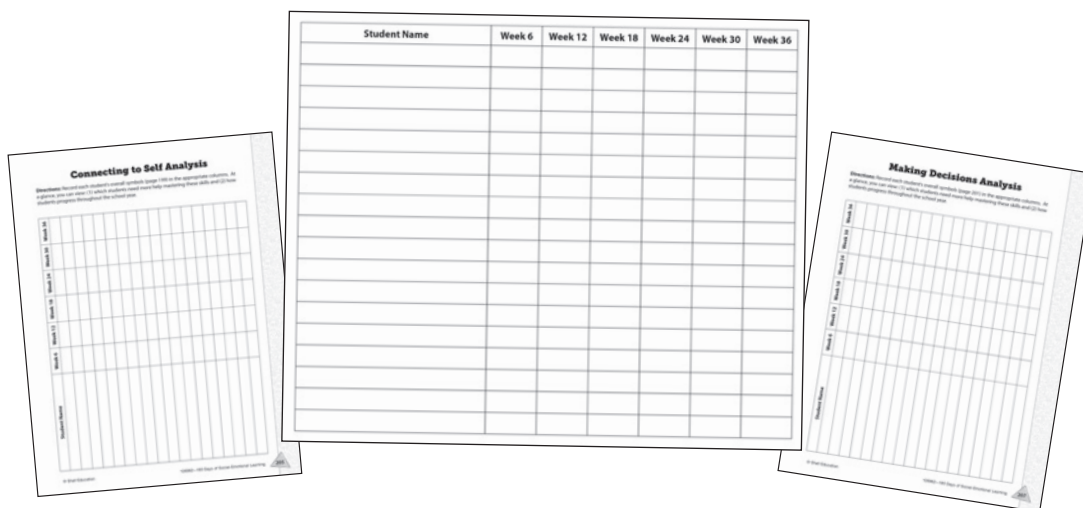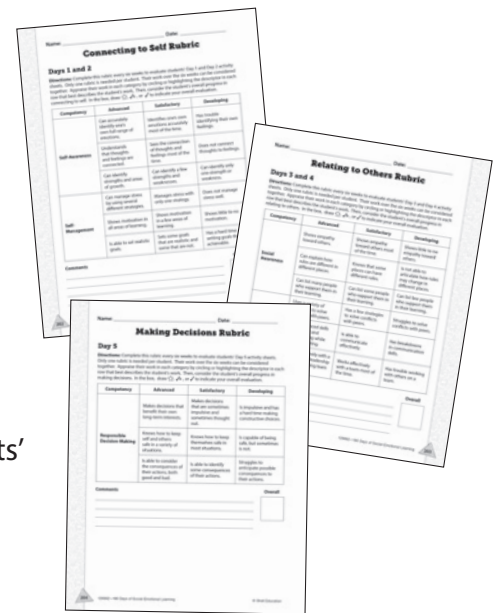
Integrating SEL into Your Teaching

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).

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	Core Values
Understanding Different Identities	Developing Interests
Appreciating Cultures	Understanding Strengths and Weaknesses
Honesty	Integrating Identities
Integrity	Examining Stereotypes
Examining Prejudices and Biases	Growth Mindset
Recognizing Assets	Self-Efficacy

Self-Management	
Mindfulness	Time Management
Managing Emotions	Persistence and Perseverance
Collective Care	Self-Motivation
Planning and Organizing	Taking Action
Setting Goals and Milestones	Collective Goals
Stress Management	Self-Discipline
Being Accountable	Personal and Collective Agency
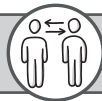
Social Awareness	
Taking Others' Perspectives	Compassion
Recognizing Others' Strengths	Appreciating Differences
Empathy	Complimenting Others
Gratitude	Understanding Types of Communication
Influences of Organizations	Sympathy
Understanding Social Norms	Teamwork
Seeking Help	

Skills Alignment *(cont.)*

Relationship Skills	
Building New Relationships	Effective Communication
Positive Relationships	Resolving Conflicts
Developing Positive Relationships	Apologizing
Standing Up for Others	Compromise
Leadership	I-Messages
Cultural Competency	Cultural Competency
Nonverbal Communication	Digital Communication

Responsible Decision-Making	
Identifying Solutions	Making Decisions
Anticipating Consequences	Evaluating Consequences
Coping with Change	Causes and Effects of Conflicts
Curiosity and Open-Mindedness	Critical Thinking
Making Good Choices	Weighing Options
Identifying Solutions	Weighing Risk and Reward
Resisting Peer Pressure	

Name: _____ **Date:** _____

Identifying Emotions

Being able to name and express your emotions is key to your happiness and well-being. But emotions can vary in intensity. Sometimes, they are big and overwhelming. Sometimes, they are small and easy to handle.

Directions: For each of the following basic emotions, list at least three words you could use to describe how your mind or body feels. One of them should describe a big feeling, one a medium feeling, and one a small feeling.

Joy

Big: _____

Medium: _____

Small: _____

Anger

Big: _____

Medium: _____

Small: _____

Fear

Big: _____

Medium: _____

Small: _____

Disgust

Big: _____

Medium: _____

Small: _____

Sadness

Big: _____

Medium: _____

Small: _____

Name: _____ **Date:** _____

Finding Mindfulness

When you are mindful, you are aware of things around you. Mindfulness can be practiced in many ways. You can eat mindfully. You can breathe mindfully. Each of these involves slowing down and paying attention to what is happening in the present. Mindfulness can be a good way to calm down when you are feeling stressed, upset, or angry.

Directions: Read each step, and think about the questions. Close your eyes to get the full experience of sound, smell, and touch. Record your observations.

Sound: What do you hear? Which sounds are nearby? Which are far away? Are you making any sounds?

_____

_____

_____

_____

_____

_____

Touch: What can you feel? Describe the surface you are sitting or lying on. What is the temperature where you are? How comfortable are you?

_____

_____

_____

_____

_____

_____

Smell: What do you smell? Where do you think it is coming from? What does it make you think of?

_____

_____

_____

_____

_____

_____

Sight: Open your eyes, and look all around. What do you see up close? What do you see in the distance? What or who is moving?

_____

_____

_____

_____

_____

_____

Self-Management

Focus on Self

Name: _____ Date: _____

Focus on Self

Social Awareness

Taking Others' Perspectives

To get along with others, you need to be able to recognize how they are feeling. You need to be able to see things from their perspective. If you respond to a situation without paying attention to how other people are feeling, you may cause hurt feelings or worse. One clue to look for is their body language, or how their face and body look.

Directions: Study the pictures, and describe what might be happening in each situation. How is each person feeling? How do you know?

1.

_____
_____
_____
_____
_____
_____
_____

2.

_____
_____
_____
_____
_____
_____
_____

3.

_____
_____
_____
_____
_____
_____
_____

Name: _____ **Date:** _____

Finding New Relationships

Everyone finds themselves in new places or with new people from time to time. Making friends can be fun, but it can also be hard. Fortunately, there are many things you can do to make new connections with people. Start with a first-step action or friendly words or gestures that can start you down the road to new relationships.

Directions: Read the story. Then, fill the thought bubble with as many first-step actions as you can. If you run out of ideas, ask a partner for help.

Big Changes

It's July. Two weeks ago, Javon moved to a new part of the city. None of his old friends live within walking distance of his home, and his parents are not available to drive him around during the day. Javon noticed that a lot of kids hang out in the park across the street. He also noticed a few kids in his building who don't seem to know many other people. He's bored and lonely at home by himself.

Relationship Skills

Focus on Self
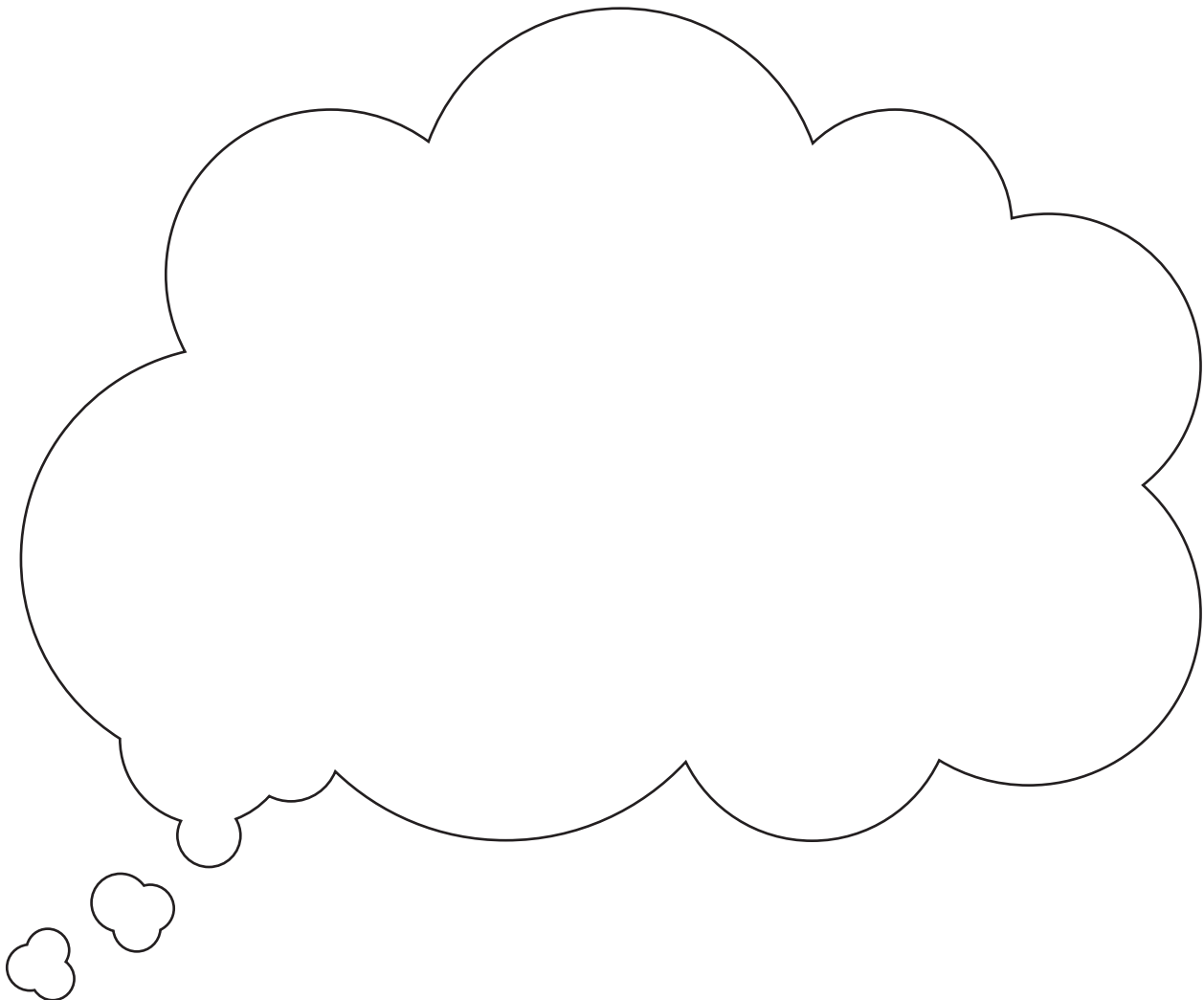
Name: _____ **Date:** _____

Identifying Solutions

As you get older, you are becoming a more capable problem-solver. Some problems you will face will be small issues, and some will be big problems that require help. Your job is to determine whether each problem is small or big. This will help you decide how to begin to solve it.

Directions: Circle whether each problem is a small one that you can sort out or a big one that requires adult help. If it's a small problem, write what you could do. If it's a big problem, write whom you could ask for help.

1. You just found out that your best friend is having a party and you were not invited.

big problem   small problem

_____

2. A friend tells you that he's feeling depressed and has considered harming himself.

big problem   small problem

_____

3. As you are leaving math class, you see another student take something from the teacher's drawer.

big problem   small problem

_____

4. While playing basketball at the neighborhood court, you see a group of teenagers spray-painting street signs.

big problem   small problem

_____

5. When you come home from a walk, the front door to your house is wide open. No one else is home.

big problem   small problem

_____