

What is SOCIAL EMOTIONAL LEARNING?

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), social emotional learning is “the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

DID YOU KNOW?

According to CASEL’s website,

- Research shows that SEL programming improves academic performance.
- SEL can decrease the likelihood of living in or being on a waiting list for public housing, receiving public assistance, having any involvement with police before adulthood, and ever spending time in a detention facility.
- SEL can improve students’ behavior in the classroom and decrease their risk for experiencing depression and other mental health disorders.
- SEL can give students the social skills they need to excel both in the school environment and the workplace.

CASEL Core Competencies

SELF-AWARENESS

Self esteem, being mindful of your thoughts and feelings.

SELF-MANAGEMENT

Emotional regulation, goal setting, impulse control

SOCIAL AWARENESS

Acceptance, empathy, perspective taking

RELATIONSHIP SKILLS

Social skills, conflict resolution, communication

RESPONSIBLE DECISION MAKING

Positive behavior, social problem solving

SOCIAL EMOTIONAL LEARNING BINGO CHALLENGE BOARD

SELF-MANAGEMENT	SELF-AWARENESS	SOCIAL AWARENESS	RELATIONSHIP SKILLS	RESPONSIBLE DECISION MAKING
Set up a spot where you can go if you feel upset.	Do a feelings check in with yourself. How do you feel? How do you know?	Learn something about another culture.	Write a letter or make a card for a friend.	Work with your family to create a list of consequences for negative behaviors.
Journal, or talk to a family member about how you're feeling every day for a week.	Make a list of the things you love about yourself. Hang it where you can see it every day.	Notice when someone needs something, then meet their need.	Apologize for a mistake you made.	At the end of the day, talk to a family member about your behavior for the day. What went well. What could you have done better?
Set a goal for the week.	Spend two minutes trying to notice your thoughts.	Help a family member without being asked.	Introduce yourself to someone new.	Go out of your way to make someone else feel good.
Come up with a list of things you can do when you feel upset.	Come up with something you can repeat to yourself that helps you feel good about yourself.	Ask a family member how their day is going. Listen to their response.	Solve a disagreement or argument peacefully.	Do something that you are asked to do.

SOCIAL EMOTIONAL LEARNING BINGO IDEAS

SELF-AWARENESS

- Practice taking time to notice how you are feeling and what you are thinking. Slow down and listen to yourself.
- Self talk is the things that we tell ourselves. It's important that we are telling ourselves positive things, because our own voice is the one we hear most often. Come up with positive things you can tell yourself like, "I can do hard things!" or "I make the world a better place." Remember these things when you are feeling down about yourself.

SELF-MANAGEMENT

- All feelings are okay, it's what we do with them that matters! Thankfully, there are a lot of things we can do to help us feel calm.
- If you feel upset, here are some things to try: take deep breaths, count backward from 10, walk away, talk to an adult, think about things that make you happy, or write about your feelings.

SOCIAL AWARENESS

- Watch a video or read a book about another culture.
- Think about needs that your family members have. This could include chores that need to be done, someone who needs encouragement, or someone who needs help with a task.
- Notice how your friends and family members are feeling. Take their feelings into consideration when you interact with them.

RELATIONSHIP SKILLS

- Think about a friend that you want to encourage. A kind card or small gift can go a long way!
- When you have a disagreement with a friend, there are positive ways to handle it. Try calmly talking about it, making a compromise, sharing. You can also use an I-Statement: "I feel ___, when ___, I want___."
- Being kind to people you don't know is a great way to make new friends. Try introducing yourself to someone you don't know. Ask questions to learn about him/her and find out what you have in common.

RESPONSIBLE DECISION MAKING

- We are responsible for our actions. Before we make a choice, it is important to think about the effects. How will this choice impact me? How will this choice impact others around me? Take time to think before you make decisions.
- Reflection is a powerful tool. You can reflect by talking to a friend or family member, by journaling, or just by thinking about what you have done. Reflecting gives us the opportunity to celebrate what we have done well and to consider what we can do better next time.

SOCIAL EMOTIONAL LEARNING BOOK IDEAS

SELF-AWARENESS

- Visiting Feelings by Lauren Rubenstein
- What Does It Mean To Be Present? by Rana DiOrio
- I Like Myself by Karen Beaumont
- Be Who You Are by Todd Parr
- Zero by Kathryn Otoshi
- The Way I Feel by Janan Cain
- In My Heart: A Book Of Feelings by Jo Witek

SELF-MANAGEMENT

- B Is For Breathe by Melissa Munro Boyd
- Soda Pop Head by Julia Cook
- How Do Dinosaurs Say I'm Mad? by Jane Yolen
- Your Fantastic Elastic Brain by JoAnn Deak
- Salt In His Shoes by Deloris and Roslyn Jordan
- After The Fall by Dan Santat

SOCIAL AWARENESS

- The Judgmental Flower by Julia Cook
- Janine by MaryAnn Cocca-Leffler
- Hey, Little Ant by Phillip and Hannah Hoose
- What's Wrong With Timmy by Maria Shriver
- Different Just Like Me by Lori Mitchell
- Whoever you Are by Mem Fox

RELATIONSHIP SKILLS

- Cliques, Phonies and Other Baloney by Trevor Romain
- Duck, Duck, Goose by Tad Hills
- Pink Tiara Cookies For Three by Maria Dismondy
- The Peace Rose by Alicia Jewell
- Matthew And Tilly by Rebecca Jones
- Little Blue Truck by Alice Schertle
- Enemy Pie by Derek Munson

RESPONSIBLE DECISION MAKING

- What If Everybody Did That? by Ellen Javernick
- Don't Squeal Unless It's A Big Deal by Jeanie Franz Ransom
- Monster, Be Good by Natalie Marshall
- What Do You Do With A Problem? by Kobi Yamada
- What Should Danny Do? by Adir and Ganit Levy
- What's The Problem?: A Story Teaching Problem Solving by Bryan Smith

ELECTRONIC RESOURCES TO ENCOURAGE SOCIAL EMOTIONAL LEARNING

Websites With Activities To Use For Kids:

www.wedolisten.com

www.thenedshow.com

www.emotionalabcs.com

www.randomactsofkindness.org

www.goodcharacter.com

Parent Resource Websites:

www.loveandlogic.com

www.additudemag.com

www.consciousdiscipline.com

www.confidentparentsconfidentkids.org

www.parenttoolkit.com

YouTube Channels:

- GoZenOnline
- HowardBWigglebottom
- Captain McFinn and Friends
- Cosmic Kids Yoga
- ClassDojo

Apps:

Calming Bottle

Breathe, Think, Do With Sesame

Breathe2Relax

Calm

Mindful Powers

QUESTIONS TO HELP YOUR CHILD TALK ABOUT SOCIAL EMOTIONAL LEARNING

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Breathe2Relax

Calm

Mindful Powers

<p>Self-Awareness</p> <p>How are you feeling right now? How do you know?</p>	<p>Self-Awareness</p> <p>What are 3 things that are really important to you?</p>	<p>Self-Awareness</p> <p>What have you done that you are most proud of?</p>
<p>Self-Awareness</p> <p>What is your favorite thing about yourself?</p>	<p>Self-Awareness</p> <p>What is one thing you want to do when you are an adult?</p>	<p>Self-Management</p> <p>What is something that makes you upset?</p>
<p>Self-Management</p> <p>What are 3 things you can do when you are upset?</p>	<p>Self-Management</p> <p>Why is it important to think before you act?</p>	<p>Self-Management</p> <p>What is something you want to accomplish this week? What steps can you take to meet your goal?</p>
<p>Self-Management</p> <p>What can you tell yourself when you have to do something that you don't want to do?</p>	<p>Social Awareness</p> <p>Tell me about someone you know who is different than you. What do you think you can learn from this person?</p>	<p>Social Awareness</p> <p>What can you do if you see someone being left out?</p>

<p>Social Awareness</p> <p>Why do you think it's important to treat everyone with respect?</p>	<p>Social Awareness</p> <p>Do you think it's good that everyone is different, or would it be better if everyone was the same?</p>	<p>Social Awareness</p> <p>Do you feel like other people appreciate you for who you are, or do you feel pressured to fit in?</p>
<p>Relationship Skills</p> <p>Do you think you are a good friend? Why or why not?</p>	<p>Relationship Skills</p> <p>Do you think your friends are good friends? Why or why not?</p>	<p>Relationship Skills</p> <p>What can you do if you have a disagreement or argument with a friend?</p>
<p>Relationship Skills</p> <p>What can you say if a friend is treating you in a way that you don't like?</p>	<p>Relationship Skills</p> <p>What do you like to do with your friends?</p>	<p>Responsible Decision Making</p> <p>Why can it be helpful to think about multiple ways to solve a problem?</p>
<p>Responsible Decision Making</p> <p>Tell me about a poor choice you have made recently. What could have you done better?</p>	<p>Responsible Decision Making</p> <p>Why do you think rules exist? How do others feel when you follow the rules? How do they feel when you don't follow the rules?</p>	<p>Responsible Decision Making</p> <p>How can thinking about the consequences of your actions help you make better choices?</p>

FAMILY GOAL SETTING SHEET

Together, we will set and meet a SMART goal!

OUR GOAL:

Our goal is specific! The goal we have is: _____
_____.

Our goal is measurable! We'll know we have met our goal when:

_____.

Our goal is achievable! We know that it is possible to reach our goal because:

_____.

Our goal is relevant! This goal matters to our family because:

_____.

Our goal is timely! When do we need to complete our goal?

_____.

REFLECTING ON OUR GOAL:

Did we meet our goal? Yes No

What did we do well? _____
_____.

What could have we done better? _____
_____.

How do we feel about how we did? _____
_____.

MY GOAL SETTING SHEET

I will set and meet a SMART goal!

MY GOAL:

My goal is specific! The goal I have is: _____
_____.

My goal is measurable! I'll know I have met my goal when:

_____.

My goal is achievable! I know that it is possible to reach my goal because:

_____.

My goal is relavant! This goal matters to me because:

_____.

My goal is timely! When do I need to complete my goal?

_____.

REFLECTING ON MY GOAL:

Did I meet my goal? Yes No

What did I do well? _____
_____.

What could have I done better? _____
_____.

How do I feel about how I did? _____
_____.