

Name of Activity	Focus Area, Addressed SEL Skill and Resilience Factor	Grade Level	Activity
Social Emotional I Spy	Focus and Attention Mindfulness (RS, RDM, SA, SM, SoA) Competence, Confidence, Connection, Character, Contribution, Control, Coping	K-8	Similar to the game you played as a child, except you ask the student to identify items related to Social Emotional Learning (SEL) skills such as self-awareness, self-management, social awareness, responsible decision making, and relationship skills. Example “I spy with my focused eye, something that helps you listen to others.” The answer from the student might be the ears of other students in the room. Another example might be “I spy with my focused eye something that helps me make responsible choices.” The student answer might be the teacher. Process each answer to ensure the student understands how each “spied” item relates to SEL.
Flavors of Emotion	Emotional Identification/Awareness Ice breaker (SA, SM) Competence, Confidence, Character, Coping, Control	K-8	This activity introduces the basic four emotions and provides relationship building opportunities. Have student name their favorite flavor of ice cream. Process how they would feel if they had a double scoop of that ice cream (happy). Explore how they would feel if before they even got to taste the ice cream, someone pushed it out of their hand (mad). Now ask how they would react if the ice cream melted before they got the finish the cone (sad). Finally, process their experience if they were walking along eating their ice cream, and got lost or was chased by a dog (scared).
SEL Obstacle Course	Community Building Relationships Critical thinking Coping skills Self-confidence (RDM, SA, SM) Competence, Confidence, Character, Contribution, Coping, Control,	K-8	Set up stations throughout the space with instructions on how to complete each challenge. Students can work individually or in teams, working their way through the course to complete each challenge. Tasks can include: putting a small puzzle together, completing a matching and/or sorting challenge, listing 5 things they look for in a friend or that make them a good friend, some physical activity, a dare such as trying a new food or doing something they’ve never done before, sharing/demonstrating 3 calming skills, etc. This activity can be done in person or virtual with a few minor tweaks. Tasks can also be tailored for younger students, for example have a younger student complete tasks one or two at a time. Activities could include stacking blocks, matching/naming colors, or freeze.
Gratitude Board	Relationships Critical Thinking (RS, RDM, SA)	K-8	Supplies needed: recycled magazines, scissors, glue or tape, poster board Using recycled magazines, have students identify and cut out pictures of items they are grateful for (caring adults, basic needs, personal interests, etc.). After

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	Competence, Confidence, Connection, Contribution, Character, Coping, Control		gluing items to board, have each student share an item or two explaining reasons behind selection.
Web of Connection	Community Building Focus and Attention Problem Solving (RS, SM, SoA) Confidence, Connection, Contribution, Competence, Coping, Control	K-8	Supplies needed: Ball of yarn Have students sit in a circle, facing each other. Starting with the first student, have them share something about themselves while holding one end of the yard, and tossing the other end to a student across the circle. Each student should hold onto their piece of yarn as they continue to toss to other students, creating a web effect. Repeat the process until every student is holding a piece of the yarn. This activity can be used as an ice breaker; to explore kindness, gratitude, or inclusion; or build team work. Process the idea of connection by exploring how the web might be impacted if someone let go of their piece of yarn, or pulled their piece harder than others.
SEL Icebreaker	Community Building Personal Reflection (RS, RDM, SA, SM, SoA) Competence, Confidence, Connection, Contribution, Character, Coping, Control	K-8	Supplies needed: premeasured candy, SEL Icebreaker Questions Chart (see appendix) Give each student a premeasured bag of candy. Match the color of each candy piece with a question from the chart. For example, for every purple Skittle, name someone you love and why. This activity is used to reinforce the five competencies of SEL. The activity can be played with Skittles, M&Ms, Gummy Bears, large beads or craft poms poms for smaller children.
Feelings Poker	Emotional Awareness, Connection, and Identification Personal Reflection Community Building Tolerance and Diversity Mindfulness (RS, RDM, SA, SM, SoA) Competence, Confidence, Connection, Character,	K-8	Supplies needed: (8) 3x5 cards per player, markers, poker chips, short story that includes positive and negative emotional situations Start activity by having players identify both positive and negative feelings they believe would be experienced by someone their age, writing each emotion on a separate index card. For younger children or nonreaders, draw pictures to match identified emotions. Try to name at least 8 varied emotions, especially ones known to be demonstrated by the student. Once emotions have been identified and written down, read a non-threatening story, asking each player (including yourself) to place a chip on the emotion card they might experience as situations present themselves throughout the story. Once the story has ended and

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	Contribution, Coping, Control		emotion cards have been chipped, process the outcomes. Notice how many different emotions were experienced by each player. What emotions do the players have in common versus individual experiences? How often did players experience the same emotion?
Find Your Emotional Rhythm	Emotional Identification and Management Mindfulness Personal Reflection (SA, SM) Confidence, Competence, Character, Coping, Control	1-8	Supplies needed: MME App or other source of sounds In order to manage our emotions, we must first be able to identify them. There are four basic emotions: happy, mad, sad, and scared. Using the MME App, or other sources of sound, play various rhythms, tunes, or sounds; asking students to notice and identify which sounds they associate with each of the four basic feelings. To further reinforce emotional awareness and personal reflection, have students share, either verbally or through a journal entry, a situation in which they experienced one of the four emotions.
Sound and Respond	Sensory Processing Self-Regulation Movement Mindfulness (RDM, SA, SM) Competence, Confidence, Character, Contribution, Control, Coping	1-8	Supplies needed: MME App or other source of sounds Flight, fight, or freeze behaviors are our body's natural responses to stressful events. In certain situations, these reactions serve to protect us. For example, you might run from danger, fight back, or stare into the headlights like a deer in the road (freeze). However, when we live in a constant state of stress, these reactions become our everyday existence, negatively impacting our ability to effectively cope with stress. Have students stand around the room, far enough as not to touch each other. Using the MME App, play various sounds and have students act out which of the three responses they might demonstrate merely based on the sound. Now that we've identified stress causing sounds, play sounds associated with states of calm and encourage students to demonstrate ways the relax. Process the body's sensory reactions to various stressors and/or calm states by exploring changes in breathing, heart rate, body temperature, etc.
Resolution Comic strip or Role Play	Conflict Resolution *Multiple Intelligence Creative thought and expression Self-Regulation and Awareness	1-8	Supplies needed: paper, writing/drawing utensils, ruler, 6 Steps to Problem Solving Sheet (see appendix) Have students develop their own comic strip, using the 6 steps of Problem Solving to resolve a real life experienced situation. Further reinforce these new skills through multiple intelligence activities such as music, dance, writing, etc.

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	(RS, RDM, SA, SM, SoA) Competence, Confidence, Connection, Character, Contribution, Coping, Control		
Learn to Unlearn	Empathy Emotional Awareness and Understanding Anger Management Personal Reflection (*CEBT) (RDM, SA, SM, SoA) Competence, Confidence, Connection, Contribution, Coping, Control	1-8	Supplies needed: journal, writing/drawing utensil Sometimes our emotions and behaviors can get the best of us, and we often normalize behaviors because we've seen others act out in the same ways. Have students process the following questions to better understand the concept of modeled behaviors, and the influence of external factors on our personal thoughts, actions, and feelings. Feedback can be shared out loud or through a personal reflection journal entry. 1. Describe a time when you saw someone act out in an angry way. 2. What did they do for you to think they were angry? 3. How did you feel after watching their behavior? Describe why you felt this way. 4. Do you think seeing this person act this way, taught you that it was okay to act this way yourself? Explain.
Let's Think About This	Self-Regulation Ownership Personal Reflection (RS, RDM, SA, SM, SoA) Competence, Confidence, Connection, Character, Contribution, Coping, Control	1-8	Supplies needed: journal, writing/drawing utensil Have students reflect on a time they made a choice to be counterproductive with their behaviors. Once a situation has been identified, ask the student to answer the following questions either out loud or through a reflective journal entry. You can also draw pictures for each step. 1. Identify the acting out behavior 2. Why was this not a smart or productive choice? 3. How did this action impact you and/or others? 4. What could you have done differently to improve a healthy outcome? 5. Identify a consequence to match the action
The Mask I Wear	Emotion Identification and Awareness Personal Reflection	1-8	Supplies needed: journal, writing/drawing utensil, paper plate, string, hole punch Of the four basic emotions: happy, mad, sad, and scared; anger is usually the easiest and first emotion we act upon. But when we're honest with ourselves,

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	Self-Regulation Empathy (RS, RDM, SA, SM) Competence, Confidence, Connection, Character, Contribution, Coping, Control		we may have actually been sad or scared, and just didn't feel safe enough to show our true feelings. Have students reflect on a recent time they acted out in a non-productive way. On the outside of the plate (round edges turned down), have the student draw a face demonstrating the emotion they demonstrated for others to see. On the inside of the plate (round edges facing up), have students write down or draw a picture of the true emotions they experienced but hid from others. Have students process this activity in small groups or as a reflective journal entry.
The Domino Effect	Cause and Effect Personal Responsibility Compassion Empathy Conflict Resolution Effective Choice Making Empathy (RDM, SoA) Competence, Confidence, Character, Contribution, Coping, Control	1-8	Supplies needed: dominoes It's easy to tell on someone for hitting you. But what if they hit you after you called them a bad name? Although the hit is not justified by your name calling; with better understanding of cause and effect, you might begin to comprehend how YOUR initial action caused the next reaction, and so on. Have students set up dominos in a "chain reaction" fashion. From the very first action, to the final blow, use this activity to help students identify how their choices set off a chain reaction of behaviors that might come back to bite them.
Coping Skills Hang Man	Coping Skill Awareness Focus and Attention Positive Peer Engagement Community (RS, RDM, SM) Competence, Confidence, Connection, Character, Contribution, Coping, Control	1-8	Supplies needed: paper or white board, writing utensil, timer Played like the traditional game, but all words and phrases are based on learned coping skills (i.e. walk away, sing a song, ask for help, talk to a trusted adult, etc.). To reinforce comprehension of new skills, once students have guessed the word or phrase, have them share an example of when and how to use the skill. This game can also be played in teams or groups to encourage positive team work, peer interaction, and interpersonal communication skills. To increase focus and attention, be sure to list letters that have been called out, instructing students that they will get a body part for repeat letters. As a variation, ask students to identify what coping skills are being demonstrated in a picture instead of guessing words or phrases.
MME Seek and Find	Focus and Attention Mindfulness	1-8	Supplies needed: MME App

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	(RS, SA, SM, SoA) Competence, Confidence, Connection, Character, Contribution, Control, Coping		Using the various pages on the app, ask students to find sounds that calm them or bring them joy. Ask them to find pictures of a trumpet, something black, something they can do to cope through anger or fears. There's no end to what you can ask them to seek out on this app! 😊
Conflict of the Day	Problem Solving Community Building Empathy Effective Modeling (RS, RDM, SM, SoA) Competence, Confidence, Connection, Character, Contribution, Coping, Control	3-8	Supplies needed: Recycled container, slips of paper, writing utensil To increase a sense of community, have students help design a class Conflict-of-the-Day Jar. Periodically remind students to write down and submit observed and/or experienced situations as they happen, adding the slips of paper to the jar. As a class, decide if slips will be submitted with or without names, if slips will be kept private, and the frequency of meetings. As you begin to collect conflict slips, allow time for class discussions to process and resolve an identified conflict. As the facilitator, be sure to model acknowledgement without judgement, validate expressed thoughts and feelings, and be open for students to further discuss concerns with you privately if necessary. Once the class becomes proficient at respectfully processing the conflicts, you might consider increasing leadership and restorative practice opportunities, by selecting students to lead the activity.
Same Different, Different Same	Tolerance/ Diversity Community Relationships Focus and Attention Mindfulness *Self-Efficacy *Agency (RS, SM, SoA) Competence, Confidence, Connection, Contribution, Coping, Control	3-8	Supplies needed: timer, paper, writing utensil Have students work in pairs, giving them an allotted time to make a list of what they have in common. This could include favorite hobbies or sports, what they're wearing, or other physical attributes. The possibilities are limitless, but let them decide what they discover about each other. For round two, reset the timer and have students develop a list of their differences. For the final round, have each pair share one or two things from each list they found interesting. Encourage students to limit conversations during each round and focus on listing as many similarities and differences as possible. Process how sometimes we have more in common with people that look different than us, and the importance of being respectful to our differences while honoring our similarities.

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Random Acts of Kindness Challenge	Focus and Attention Positive Engagement Mindfulness (RS, RDM, SoA) Competence, Confidence, Connection, Character, Contribution, Coping, Control	3-8	Supplies needed: timer, paper, and writing utensil Have students spread out around a room, but not so far that they cannot be observed by others in the room. Select a few students to be watchers. The watchers job is to notice and write down the random acts of kindness being demonstrated throughout the space. Have the larger group work individually, in pairs, or in small groups to develop and act out scenarios that demonstrate kindness. Allow 5 minutes for acting out, and 2 minutes for watcher recalls. Make this activity more challenging by having some students act out in ways that do not reflect kindness. Watcher points awarded based on number of kindness scenario recalls. Rotate watchers until everyone has had a chance to observe.
Rhythm and Chairs	Frustration Tolerance Demonstration of Skill Competency Empathy (RS, RDM, SA, SM, SoA) Competence, Confidence, Connection, Character, Contribution, Coping, Control	3-8	Supplies needed: music, chairs Similar to the game musical chairs, except the person left standing when the music stops can take the seat of someone else. After each round, if the person left standing can identify and demonstrate understanding of a learned SEL concept, they can take the seat of anyone seated, and that person will then sit out the rest of the game. Examples of concepts include RS (active listening, seeking out resources, helping others, assertive communication, positive peer interaction), RDM (making smart choices, problem solving, setting goals, taking responsibility of your actions, cause and effect), SA (naming and acting out emotions, naming internal strengths or areas of improvement, self-confidence, growth mindset, personal reflection), SM (behavior tracking plan, various coping strategies, self-regulation), SoA (tolerance, empathy, acceptance of different perspectives, critical thinking)

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APPENDIX

5 Competencies of SEL:

Relationship Skills (RS): Capacity to develop and sustain meaningful and healthy relationships. Skills include: assertive communication, conflict resolution, independent thought, active listening, seeking out resources, and helping others

- Method of teaching: Role play situations to encourage appropriate interpersonal verbal and nonverbal communication styles between same age peers, parents, teachers, etc.; teach social cues and active listening skills to help maintain attention during social exchanges; work to maintain quality relationships by spending quality time together, asking questions and listening to get to know the other person, and learning their thoughts and feelings on certain issues.
- Benefits: Improved soft skills, ability to more effectively communicate, decreased social awkwardness, deeper relational connections

Responsible Decision-Making (RDM): Understanding the impact of your actions, ability to use good judgement to make productive choices. Skills include: effective problem solving, goal achievement, taking responsibility for your actions and choices, and processing outcomes.

- Methods of teaching: Observe and process differences and connections, identify possible emotions behind certain actions, explore numerous ways to approach and/or resolve a problem or task, identify and consider all possible consequences, reflect on past experiences (both personal and of others), evaluate outcomes (cause and effect, achievement of set goal).
- Benefits: Development and evaluation of ethical standards which influence lifelong character building, increased capacity to resist negative peer influences, improved choice making through processing of possible consequences, increased likelihood of goal achievement.

Self-Awareness (SA): Understanding how your thoughts and emotions influence your behaviors. Skills Include: emotional identification, understanding, and expression; acknowledging your internal strengths and areas of opportunity; self-confidence and personal insight, demonstration of a growth mindset

- Method of school-based teaching: teach students about brain development; encourage recognition of what is not understood, personal and general reflections, awareness of implicit biases, journal writing, essay testing rather than multiple choice; reinforce learning by having students write down summaries of lessons and key ideas they recall
- Method of home/community teaching: objective self-evaluations; journal writing; keep track of goals, plans, and priorities (vision boards); self-reflect daily; practice and develop mindfulness habits; take personality and psychometric tests; ask for constructive criticism

- Benefits: resiliency; identify steps for task completion; capacity to recognize and correct errors; understanding of other people feelings; recognition of internal strengths and areas of opportunities; assertiveness to ask for wants and need; ability to understand and talk about their thoughts and feelings; recognition of how their behaviors impact others

Self-Management (SM): Utilizing learned coping skills to increase your capacity to self-regulate your thoughts, feelings, and behaviors. Skills include: goal setting, stress management, impulse control, self-motivation, and executive functioning

- Method of teaching: develop a self-management plan such as behavior tracking sheets or praise report that the student keeps track of themselves. Identify nonproductive behaviors, create a reinforcement schedule to track progress, and acknowledge development of more productive habits
- Benefits: decreased need for instant gratification, long-term goal achievement, ownership of responsibilities, capacity to meet deadlines; increased independence, self-evaluation, and self-reinforcement; discipline, organization, motivation

Social Awareness (SoA): Having an understanding of social norms that foster healthy relationships. Skills include: the ability to see things from the perspective of others, respecting diversity, empathy, acknowledging supports and resources.

- Method of school-based teaching: develop self-efficacy by assigning student jobs; encourage personal reflection journaling or have students reflect on their thoughts and feelings about a reading activity; have students jot down key takeaways from an assignment and them to learning objectives; encourage higher thinking skills with essay questions rather than multiple choice; ask open-ended questions, incorporate different points of view, and work in groups to encourage critical thinking and tolerance of diversity.
- Method of home/community teaching: Self-examination journaling, make a vision board to prioritize goals and plans, develop friendships outside of your immediate circle, learn about new cultures
- Benefits: emotion identification, honest self-perception, recognition of internal strength, self-confidence, belief in your own abilities, increased recognition and understanding of how your behaviors impact others, increased tolerance and conflict resolution skills

7 Factors of Resilience:

Competence: The ability to handle situations effectively, make responsible choices, and trust one's own judgement.

- What it looks like: The student can effectively handle situations, makes responsible choices, and trusts their own judgement
- How to develop it: Clearly express expectations, confirm understanding, encourage students to strive just a little bit further because you genuinely have faith in their abilities. When adults notice and acknowledge the smart choices being made by our students, give them opportunities to develop their skills, and see the best in every student; they begin to see the best in themselves.

- What to avoid: We undermine the development of competence when we instill shame, only focus on the negatives, treat our students as incapable, or set them up to fail either by having low expectations of their achievement or having high expectations without teaching them the skills they need in order to best succeed.

Confidence: Knowing and using your own strengths, believing in your abilities, and not giving up when things get difficult.

- What it looks like: With confidence, children are in a better position to try new things, trust their abilities to make productive choices, and recover from challenges. A child is confident when they know and use their strengths, keep trying when things get hard, and respond to positive supports.
- How to develop it: Create safe spaces for learning and engagement. Praise the characteristics your students already possess, help them build authentic skills, give them choices and allow them to make decisions. Allow them to make mistakes, give them space to figure it out, and process the pros and cons of the outcome with them. Praise in a way that notices their effort, not so much the final product.
- What to avoid: When we focus on their mistakes, only recognize the qualities they haven't yet developed, make excuses for their behaviors, or steer them away from learning opportunities, we limit their opportunity to build self-confidence.

Connections: Having close relationships with family, friends, school, and community. Positive connections allow students the security to stand on their own and develop creative solutions.

- What it looks like: Students are better equipped to learn from their mistakes, ask for help, support others, demonstrate self-control, and widen their perspectives.
- How to develop it: Create safe learning spaces where your students are comfortable in asking for help. Allow them to learn from their mistakes. Present them with learning opportunities that inspire them to see things from other perspectives and expand their view of the world. Believe in them unconditionally.
- What to avoid: One-sided conversations, lack of intentional engagement and/or interaction with student and/or their family.

Character: A sense of self-worth, understanding right from wrong, impulse control, gratitude, a commitment to hard work in order to achieve set goals, and a commitment to integrity.

- What it looks like: You know a student has a strong sense of character when they demonstrate self-worth, display a caring attitude, can identify and stick to their values, delay gratification, are honest and grateful, and commit to hard work.
- How to develop it: You can help in the development of character building by helping students to recognize themselves as caring people, allowing them to clarify their own values, and helping them understand how their behaviors impact others.
- What to avoid: What we model matters. Do we model caring behaviors towards others? Do we value our community by valuing each other? Do we model a village mentality by promoting the understanding that we all benefit when EVERY child attains their goal(s)?

Contribution: A sense of purpose and personal responsibility, which can lead to positive role model behaviors. A feel-good activity which allows the space for students to more easily ask for help without shame.

- What it looks like: When students help others, like to be a positive role model, have a sense of purpose, have great ideas, and complete their chores and responsibilities; they are demonstrating contribution. Students who contribute to the well-being of others will receive gratitude rather than condemnation.
- How to develop it: We can teach the skill of contribution by making clear that we believe in our youth and their capacity to make the world a better place. As we plan and create activities and learning opportunities that serve our students, are we including them in the process of development or expecting them to follow our rules without question? How are we appreciating the knowledge and skills that our students bring to the table? Do we provide ways for our students to pay it forward in order to build foundations of gratitude?
- What to avoid: When we view challenges and hardships only as barriers, we miss opportunities to learn lessons that could position us to guide and inspire others. Instead of bringing up past mistakes, give credit for the positive impacts the student is making here and now.

Coping: Creates a space for change so that more productive and effective strategies can be developed, and actually acted upon to help us reduce the negative impacts of stress. Coping is most effective when we possess a variety of healthy strategies.

- What it looks like: A person is demonstrating coping skills when they can experience stress yet work their thoughts and feelings in a way that contributes to production. When students learn and utilize their coping skills, they are less likely to turn to dangerous quick fixes when under stress.
- How to develop it: School leaders must learn, practice, and model calming techniques. Use situations as opportunities to listen and teach students new skills. Take the initiative to continue learning beyond the classroom. The same techniques that help your students, help you as well.
- What to avoid: As adults and role models, we must first teach coping skills before we can ask students to use them. “Use your words”, means absolutely nothing if students have not been educated on how to effectively communicate their thoughts and feelings. And even when students can identify coping skills, unless they are encouraged to use them early on, the brain cannot regulate and calm itself back down once certain levels of stress have been reached.

Control: is experienced once young people understand privileges and respect are earned through demonstrated responsibility. With a sense of control, children will learn to make wise choices because they will believe in their own abilities.

- What it looks like: When students have control, they can face consequences, seek positive attention, and take responsibility for their thoughts and actions. Experienced trauma does impact the perception of control. If a child has been hurt emotionally or physically, they may think they have no control and therefore they have no reason to take positive action.
- How to develop it: We help to build this skill by helping our students to understand that life is not purely random, things happen for reasons that are often dictated by our own thoughts and behaviors. Focusing on events that are within our control helps us to develop

healthy and realistic responsibilities. Notice the mini successes. Help students understand how their thoughts and behaviors, along with other external variables, may have contributed to an outcome.

- What to avoid: Discipline comes from the word disciple which means “to teach.” Discipline is not meant to instill fear or be punitive in nature, but more a learning strategy to help our students understand that their thoughts and actions produce consequences.

6 Steps to Problem Solving: Center, Identify, Listen, Express, Process, Decide

1. *Center* yourself, make sure you’re in a calm state
2. *Identify* the problem
3. Actively *listen* to the other parties involved
4. *Express* your thoughts and/or feelings
5. *Process* possible solutions
6. *Decide* on a solution, try it out, and reprocess if necessary

SEL Icebreaker Questions Chart

Skittles	M&Ms	Gummy Bears	Questions for Grades k-2	Questions for Grades 3-8
purple	brown	colorless	Name someone you love and why	If you were stranded on an island with only one person, who would it be and why
yellow	yellow	yellow	Who is someone you can ask to help you make smart choices?	If you could change one thing in the world what would it be
green	green	green	Name something you get happy, mad, sad, or scared about and explain why	Name something you get happy, mad, sad, or scared about and explain why
orange	orange	orange	Name one thing you can do to calm down	Share a time you did something you regret, but later turned it around
red	red	red	Share something you like to do, or are good at doing	Name a character trait you like about yourself and explain why
	blue		Share something you enjoyed doing today and why	Name one thing you’re thankful for

Definitions:

Agency: An individual’s *actual* capacity to coordinate skills, motivation, and emotions to not only deal with situations, but to attain goals.

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Cognitive Emotional Behavioral Therapy: The idea that our thoughts and emotions influence our behaviors.

Multiple Intelligence: The theory of multiple intelligences was first proposed by Howard Gardner in his 1983 book “Frames of Mind”, where he broadens the definition of intelligence as “biopsychological potential to process information that can be activated in a cultural setting to solve problems or create products that are of value in a culture” (Gardner, 2000, p.28). Intelligences include: Linguistic (spoken/written word), Logical-Mathematical (reasoning and numbers), Spatial (visual), Bodily Kinesthetic (body movement), Musical (appreciation, performance, composition), Interpersonal (understanding of others), Intrapersonal (understanding of self), and Naturalist (environment)

Self-Efficacy: An individual’s *perceived* capacity to deal with a situation or task.

Name of Activity	Focus Area and Addressed SEL Skill	Grade Level	Activity
Emotional Processing & Behavioral Redirection Chart	Redirection Ownership Emotional-Awareness Personal Reflection Coping Skills Self-Regulation (RDM, SA, SM) Competence, Confidence, Character, Contribution, Coping, Control	K-8	Supplies needed: paper, writing utensil, stickers Have student make two columns on a piece of paper, leaving space at the bottom to process reflective questions. Head the first column “How I Currently React to Stress” and the second column “How I Plan to React to Stress Next Time”. Under the first header, have student make list of current coping skills (fighting, walking out of class, back talking, etc.). Under the second header, have student identify how the skills they can begin to use to address stress and maintain control (ask for a break, talk with someone, walk away with permission, etc.). Finally, at the bottom of the page have student reflect on the following four questions to process emotions and reinforce new habits. For younger students, activity can be done as a large group or with the assistance of an adult. 1. Which of the four emotions am I feeling (happy, mad, sad, scared)? or How did I react (threw a chair, yelled out, slammed a door, got into a fight)? 2. What happened that I feel or reacted this way? 3. What can I do or what did I do to redirect my energy and calm myself down? 4. Was the redirection successful? If yes, describe improvements. If no, explain why you think it didn’t work and what you can do different next time.
Movement Break Contract	Work Completion Focus and Attention Compliance Personal Regulation	K-8	Supplies needed: paper, writing utensil Have the student make two columns on a piece of paper. In the first column, have the student identify and write down 2-3 challenge areas (math, reading, sitting still, staying in line, following directions, etc.). Now work with the student to identify a short

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	Self-Reflection (RDM, SA, SM) Competence, Confidence, Character, Contribution, Coping, Control		movement break they can earn each time they demonstrate self-management of an identified challenges (running laps, doing jumping jacks, shooting baskets, etc.). Write the incentive on the chart next to corresponding challenge. One example might be for every 10 minutes of reading, the student can run a lap in the gym.
Praise Report Tracking Sheet	Self-Awareness Ownership Self-Confidence Personal-Reflection Goal Setting *Self Determination (RDM, SA, SM) Competence, Confidence, Character, Contribution, Coping, Control	K-8	Supplies needed: paper, writing utensil, plenty of positive praise Motive immediate change by setting a start and end date for the student to demonstrate behaviors. Remember, change takes time. Start with a 5-day period as a baseline, encouraging the student to beat their record next time by either earning same amount of tally's in fewer days, or more tally's in same number of days. Write the timeframe at the top of the paper. Next, have student identify 2-3 areas of opportunity (staying in my seat, raising my hand, using kind words, etc.). List behaviors down the page, leaving room next to each behavior to keep track of tally marks. Once you have reviewed the objective with the student, set a goal of desired number of tally marks and a small reward the student can earn for meeting their goal. For example, a reward might be lunch with you to build on positive relationship skills, class recognition or certificate, a special treat, or additional computer time. Each time the student is observed demonstrating the identified behavior, honor them with a tally point. You can also take positive praise reports from students, other teachers or school staff, or from parents at home. Process accomplishments daily or at scheduled end date, depending on needs of student. Remember this is a PRAISE report so focus on praising student effort and helping them to acknowledge their own progress.
I Rock, You Roll	Community/Team Building Problem Solving Coping Skills Creative thought Critical Thinking Demonstration of Skill Competency (RS, RDM, SM) Competence, Confidence, Connection,	K-8	Supplies needed: paper or index cards, writing utensil Divide students into pairs, asking them to come up with a problem scenario. Once a problem has been identified, the pair is asked to work together to develop a strategy to resolve the issue. Allow about 5-10 minutes for each pair to fully identify and resolve the issue on paper. Once a resolution plan has been developed and written out, allow another 5-10 minutes for pairs to develop a problem-solving presentation they will present to the larger group. Encourage students to be as creative as possible in their presentation. They can do spoken word, role plays, poetry, song, mime, or dance. However, one student will act out the problem (the rock), while the other will present as the resource or strategy that helped turn the situation around (the roll). For younger

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	Character, Contribution, Coping, Control		students, teachers can come up with problem situations and direct the acting out scenarios.
Roll Your Troubles Away or Coping Skills Fortune Teller	Emotional Awareness Mindfulness Coping Skill Competency Self-Regulation Positive Relationship (RS, RDM, SA, SM) Competence, Confidence, Connection, Character, Contribution, Coping, Control	K-8	Supplies needed: paper, writing utensil, rolling die Have student identify and list 6 coping skills they can use to cope through each emotion they have difficulty managing. For example, if a student demonstrates anger, anxiety, and sadness; they would list 6 coping strategies for each of the three stressful emotions. If they experienced anger; they may list (1)take 3 deep breaths, (2)run in place, (3)sing a happy song, (4)laugh out loud, (5)draw a happy picture, or (6)quake like a chicken. When the student first notices and/or begins to show signs of stress, have them identify their experienced emotion, roll the die, match the number on the die with the corresponding coping technique for that emotion on their chart, then demonstrate that skill competency for you. Have them practice more skills if necessary. As a variation, the student can make and use a finger fortune teller in a similar way. Once the fortune teller is made, write 4 stressful emotions on the outside of the teller, and 2 coping skills for each emotion in the appropriate areas. With first notice, have the student identify their feeling from the 4 on the outside of the teller, spell out the emotion moving fingers in one direction. Read the suggested coping skill. Practice and demonstrate skill proficiently. Use additional skill if necessary.
5 Steps to Calming Your Emotions	Emotional Identification Self-Awareness Self-Regulation Personal Reflection Assertive Communication Empathy (RS, RDM, SA, SM, SoA) Competence, Confidence, Connection, Character, Contribution, Coping, Control	1-8	Supplies needed: 5 Steps to Calming Your Emotions (see appendix), paper, writing utensil Before emotions can be calmed or managed, they must first be identified, then processed. To help students learn to effectively cope with their BIG emotions, have them think and write about a situation where they lost control. Now, use this situation to work through the 5 steps to calming your emotions. Students can work individually or in pairs, and to foster empathy, relational skills, and social awareness; encourage a few to volunteer to read their situations aloud and process as a class.
Active Listening Relay	Active Listening Focus and Attention Mindfulness (RS, RDM, SM)	1-8	Supplies needed: recycled paper towel rolls or rolled sheets of paper Line students up or have them sit in a close circle, spacing them far enough apart that they can easily whisper to each other without being heard. Starting with the first student, use the recycled paper towel roll to whisper a short statement into the ear of

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	Competence, Confidence, Connection, Character, Contribution, Coping, Control		the student next to them. For example, “My favorite meal is cheese and pepperoni pizza.” Moving down the line or around the circle, each student will repeat what they heard from the previous student, until the last student has been informed. After the last student has heard the statement, have them share what they were told. Now have the first student share what they actually said. Process similarities and differences in the statements, along with factors that may have influenced any inconsistencies.
My emotional wheel	Empathy Emotional Awareness and Identification Relationship Building Personal Reflection (RS, RDM, SA, SoA) Competence, Confidence, Connection, Character, Contribution, Coping, Control	1-8	Supplies needed: old magazines, scissors, glue, paper or journal, writing utensil Use recycled magazines to have students find and cut out pictures of various facial expressions. Next, have the student draw a pie diagram on their paper or in their journal, gluing the facial expressions around the pie, leaving space to identify the emotion near the picture. Have the student also place a check mark near the picture if they have ever experienced this emotion. For each checked emotion, have students write about a time they experienced the shared emotion. To build on relational and empathy skills, have students work in pairs or groups, sharing their emotional experiences from their journal writings.
What’s Your Perspective?	Empathy Emotional Awareness and Identification Personal Reflection (RDM, SoA) Competence, Confidence, Connection, Character, Contribution, Coping, Control	1-8	Supplies needed: short story, journal, writing utensil Read a story aloud to the class, asking questions throughout the reading to explore student perspectives on characters thoughts, feelings, and experiences. For example, you might ask how the character may have felt when something happened to them in the story, or what they may have been thinking when they acted out in a certain way. Reinforce the concept of empathy by exploring if anyone has ever had a similar experience, asking them to either share aloud or complete a personal reflection journal entry.
Friendship Brownies	Positive Peer Engagement Awareness of Wants/Needs Personal Reflection (RS, RDM, SA, SoA) Competence, Confidence, Connection,	1-8	Supplies needed: Friendship Brownie Recipe and Ingredient List (see appendix), writing utensil, journal Use the Friendship Brownie Recipe and Ingredient list to explore student ideas of healthy versus unhealthy relationships. Ask students to select character traits from the list of ingredients and fill in the blanks to make the type of friendship brownies they would most enjoy. The list will include both productive and non-productive characteristics, so based on the selected ingredients, these could be pretty amazing or pretty awful brownies! ☺ Activity can be further processed as a large group, in smaller

	Character, Contribution, Coping, Control		groups or through a reflective journal entry. For younger students, you can read through the list of ingredients explaining characteristics they may not understand.
Rhythmic Emotion Art	Emotional awareness and Identification (SA, SM) Competence	1-8	Supplies needed: Speakers covered in plastic, paint, paint brushes, glue, glitter or colored sand, art canvas, Have students either match colors to various emotions, then develop a rhythmic beat to match that emotion or select a song that resonates with an emotion they want to further explore, selecting colors inspired by the song. Arrange small pools of paint on the canvas or if using glitter or sand, substitute the paint for glue randomly arranging your colored materials on the canvas. Lay your canvas on top of the speaker, play back the beat you created, then watch as your emotional art comes to life.

APPENDIX

5 Competencies of SEL:

Relationship Skills (RS): Capacity to develop and sustain meaningful and healthy relationships. Skills include: assertive communication, conflict resolution, independent thought, active listening, seeking out resources, and helping others

- Method of teaching: Role play situations to encourage appropriate interpersonal verbal and nonverbal communication styles between same age peers, parents, teachers, etc.; teach social cues and active listening skills to help maintain attention during social exchanges; work to maintain quality relationships by spending quality time together, asking questions and listening to get to know the other person, and learning their thoughts and feelings on certain issues.
- Benefits: Improved soft skills, ability to more effectively communicate, decreased social awkwardness, deeper relational connections

Responsible Decision-Making (RDM): Understanding the impact of your actions, ability to use good judgement to make productive choices. Skills include: effective problem solving, goal achievement, taking responsibility for your actions and choices, and processing outcomes.

- Methods of teaching: Observe and process differences and connections, identify possible emotions behind certain actions, explore numerous ways to approach and/or resolve a problem or task, identify and consider all possible consequences, reflect on past experiences (both personal and of others), evaluate outcomes (cause and effect, achievement of set goal).
- Benefits: Development and evaluation of ethical standards which influence lifelong character building, increased capacity to resist negative peer influences, improved choice making through processing of possible consequences, increased likelihood of goal achievement.

Self-Awareness (SA): Understanding how your thoughts and emotions influence your behaviors. Skills Include: emotional identification, understanding, and expression; acknowledging your internal strengths and areas of opportunity; self-confidence and personal insight, demonstration of a growth mindset

- Method of school-based teaching: teach students about brain development; encourage recognition of what is not understood, personal and general reflections, awareness of implicit biases, journal writing, essay testing rather than multiple choice; reinforce learning by having students write down summaries of lessons and key ideas they recall
- Method of home/community teaching: objective self-evaluations; journal writing; keep track of goals, plans, and priorities (vision boards); self-reflect daily; practice and develop mindfulness habits; take personality and psychometric tests; ask for constructive criticism

- Benefits: resiliency; identify steps for task completion; capacity to recognize and correct errors; understanding of other people feelings; recognition of internal strengths and areas of opportunities; assertiveness to ask for wants and need; ability to understand and talk about their thoughts and feelings; recognition of how their behaviors impact others

Self-Management (SM): Utilizing learned coping skills to increase your capacity to self-regulate your thoughts, feelings, and behaviors. Skills include: goal setting, stress management, impulse control, self-motivation, and executive functioning

- Method of teaching: develop a self-management plan such as behavior tracking sheets or praise report that the student keeps track of themselves. Identify nonproductive behaviors, create a reinforcement schedule to track progress, and acknowledge development of more productive habits
- Benefits: decreased need for instant gratification, long-term goal achievement, ownership of responsibilities, capacity to meet deadlines; increased independence, self-evaluation, and self-reinforcement; discipline, organization, motivation

Social Awareness (SoA): Having an understanding of social norms that foster healthy relationships. Skills include: the ability to see things from the perspective of others, respecting diversity, empathy, acknowledging supports and resources.

- Method of school-based teaching: develop self-efficacy by assigning student jobs; encourage personal reflection journaling or have students reflect on their thoughts and feelings about a reading activity; have students jot down key takeaways from an assignment and them to learning objectives; encourage higher thinking skills with essay questions rather than multiple choice; ask open-ended questions, incorporate different points of view, and work in groups to encourage critical thinking and tolerance of diversity.
- Method of home/community teaching: Self-examination journaling, make a vision board to prioritize goals and plans, develop friendships outside of your immediate circle, learn about new cultures
- Benefits: emotion identification, honest self-perception, recognition of internal strength, self-confidence, belief in your own abilities, increased recognition and understanding of how your behaviors impact others, increased tolerance and conflict resolution skills

7 Factors of Resilience:

Competence: The ability to handle situations effectively, make responsible choices, and trust one's own judgement.

- What it looks like: The student can effectively handle situations, makes responsible choices, and trusts their own judgement
- How to develop it: Clearly express expectations, confirm understanding, encourage students to strive just a little bit further because you genuinely have faith in their abilities. When adults notice and acknowledge the smart choices being made by our students, give them opportunities to develop their skills, and see the best in every student; they begin to see the best in themselves.

- What to avoid: We undermine the development of competence when we instill shame, only focus on the negatives, treat our students as incapable, or set them up to fail either by having low expectations of their achievement or having high expectations without teaching them the skills they need in order to best succeed.

Confidence: Knowing and using your own strengths, believing in your abilities, and not giving up when things get difficult.

- What it looks like: With confidence, children are in a better position to try new things, trust their abilities to make productive choices, and recover from challenges. A child is confident when they know and use their strengths, keep trying when things get hard, and respond to positive supports.
- How to develop it: Create safe spaces for learning and engagement. Praise the characteristics your students already possess, help them build authentic skills, give them choices and allow them to make decisions. Allow them to make mistakes, give them space to figure it out, and process the pros and cons of the outcome with them. Praise in a way that notices their effort, not so much the final product.
- What to avoid: When we focus on their mistakes, only recognize the qualities they haven't yet developed, make excuses for their behaviors, or steer them away from learning opportunities, we limit their opportunity to build self-confidence.

Connections: Having close relationships with family, friends, school, and community. Positive connections allow students the security to stand on their own and develop creative solutions.

- What it looks like: Students are better equipped to learn from their mistakes, ask for help, support others, demonstrate self-control, and widen their perspectives.
- How to develop it: Create safe learning spaces where your students are comfortable in asking for help. Allow them to learn from their mistakes. Present them with learning opportunities that inspire them to see things from other perspectives and expand their view of the world. Believe in them unconditionally.
- What to avoid: One-sided conversations, lack of intentional engagement and/or interaction with student and/or their family.

Character: A sense of self-worth, understanding right from wrong, impulse control, gratitude, a commitment to hard work in order to achieve set goals, and a commitment to integrity.

- What it looks like: You know a student has a strong sense of character when they demonstrate self-worth, display a caring attitude, can identify and stick to their values, delay gratification, are honest and grateful, and commit to hard work.
- How to develop it: You can help in the development of character building by helping students to recognize themselves as caring people, allowing them to clarify their own values, and helping them understand how their behaviors impact others.
- What to avoid: What we model matters. Do we model caring behaviors towards others? Do we value our community by valuing each other? Do we model a village mentality by promoting the understanding that we all benefit when EVERY child attains their goal(s)?

Contribution: A sense of purpose and personal responsibility, which can lead to positive role model behaviors. A feel-good activity which allows the space for students to more easily ask for help without shame.

- What it looks like: When students help others, like to be a positive role model, have a sense of purpose, have great ideas, and complete their chores and responsibilities; they are demonstrating contribution. Students who contribute to the well-being of others will receive gratitude rather than condemnation.
- How to develop it: We can teach the skill of contribution by making clear that we believe in our youth and their capacity to make the world a better place. As we plan and create activities and learning opportunities that serve our students, are we including them in the process of development or expecting them to follow our rules without question? How are we appreciating the knowledge and skills that our students bring to the table? Do we provide ways for our students to pay it forward in order to build foundations of gratitude?
- What to avoid: When we view challenges and hardships only as barriers, we miss opportunities to learn lessons that could position us to guide and inspire others. Instead of bringing up past mistakes, give credit for the positive impacts the student is making here and now.

Coping: Creates a space for change so that more productive and effective strategies can be developed, and actually acted upon to help us reduce the negative impacts of stress. Coping is most effective when we possess a variety of healthy strategies.

- What it looks like: A person is demonstrating coping skills when they can experience stress yet work their thoughts and feelings in a way that contributes to production. When students learn and utilize their coping skills, they are less likely to turn to dangerous quick fixes when under stress.
- How to develop it: School leaders must learn, practice, and model calming techniques. Use situations as opportunities to listen and teach students new skills. Take the initiative to continue learning beyond the classroom. The same techniques that help your students, help you as well.
- What to avoid: As adults and role models, we must first teach coping skills before we can ask students to use them. “Use your words”, means absolutely nothing if students have not been educated on how to effectively communicate their thoughts and feelings. And even when students can identify coping skills, unless they are encouraged to use them early on, the brain cannot regulate and calm itself back down once certain levels of stress have been reached.

Control: is experienced once young people understand privileges and respect are earned through demonstrated responsibility. With a sense of control, children will learn to make wise choices because they will believe in their own abilities.

- What it looks like: When students have control, they can face consequences, seek positive attention, and take responsibility for their thoughts and actions. Experienced trauma does impact the perception of control. If a child has been hurt emotionally or physically, they may think they have no control and therefore they have no reason to take positive action.
- How to develop it: We help to build this skill by helping our students to understand that life is not purely random, things happen for reasons that are often dictated by our own thoughts and behaviors. Focusing on events that are within our control helps us to develop

healthy and realistic responsibilities. Notice the mini successes. Help students understand how their thoughts and behaviors, along with other external variables, may have contributed to an outcome.

- What to avoid: Discipline comes from the word disciple which means “to teach.” Discipline is not meant to instill fear or be punitive in nature, but more a learning strategy to help our students understand that their thoughts and actions produce consequences.

5 Steps to Calming Your Emotions: Think, Notice, Stop, Deal, Redirect

1. *Think* about what happened. Why are you feeling this way?
2. *Notice* the internal warning signs. What are the sensations and where are they taking place in your body?
3. *Stop* and identify the feeling
4. *Deal* with what you feel using assertive statement (I feel ___ when ___ because ___. What I need to feel better is ___.)
5. Decide how you can *redirect* the energy

Friendship Brownie Recipe and Ingredient List

Recipe	Ingredient List	Ingredient List	Ingredient List
1 Cup of ____, melted	honest	empathetic	backstabbing
2 Cups of ____	mean	dependable	supportive
½ Cup of ____	willing to share	tells my secrets	stands up for me
1 teaspoon of ____	calls me names	jealous	cares about others
4 large ____	kind	encouraging	trustworthy
1 ½ Cups of all-purpose ____	non-judgmental	makes fun of me	never listens
½ teaspoon of ____	hits me	good listener	makes time for me
½ teaspoon of ____	sense of humor	honors our differences	loyal
½ Cup of ____	helps me to make smart choices	fun	wants me to be my best self

Definitions:

Self Determination: The process by which a person controls their own life.

*See Appendix for definitions