

180 Days of Social-Emotional Learning for Second Grade



Skills Alignment

Each activity in this book is aligned to a CASEL competency. Within each competency, students will learn a variety of skills. Here are some of the important skills students will practice during the year.



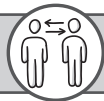
Self-Awareness

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



Self-Management

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



Social Awareness

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

Skills Alignment *(cont.)*



Relationship Skills

Making Friends

Communication

Standing Up for Oneself and Others

Teamwork

Asking for Help

Helping Others

Leadership

Solving Conflicts

Asking Questions

Supporting Others

Listening



Responsible Decision-Making

Identifying Solutions

Being Open-Minded

Reflection

Considering Next Steps

Thoughtfulness

Apologizing

Forgiveness

Making Good Choices

Solving Problems and Conflicts

Critical Thinking

Celebrating Successes

How to Use This Book

Using the Practice Pages

This series is designed to support the instruction of SEL. It is not a curriculum. The activities will help students practice, learn, and grow their SEL skills. Each week is set up for students to practice all five SEL competencies.



Day 1—Self-Awareness



Day 2—Self-Management



Day 3—Social Awareness



Day 4—Relationship Skills



Day 5—Responsible Decision-Making

Each of the five competencies has subcategories that are used to target specific skills each day. See the chart on pages 10–11 for a list of which skills are used throughout the book.

Each week also has a theme. These themes rotate and are repeated several times throughout the book. The following themes are included in this book:

- self
- friends
- family
- neighborhood
- community
- school

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

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.

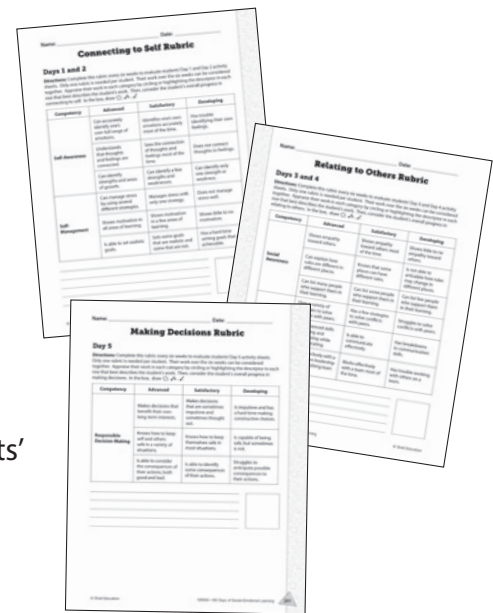


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Introduction

“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.

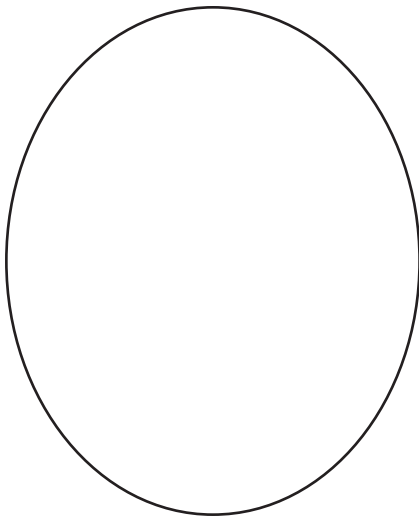
SEL is doing the work to make sure students can be successful at home, with their friends, at school, in sports, in relationships, and in life. The skills are typically separated into five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.

Name: _____ Date: _____

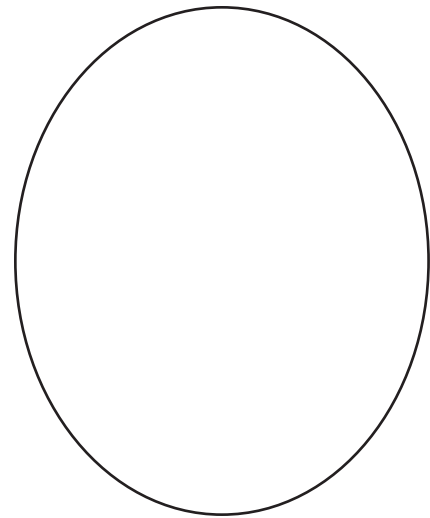
Name Your Emotions

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

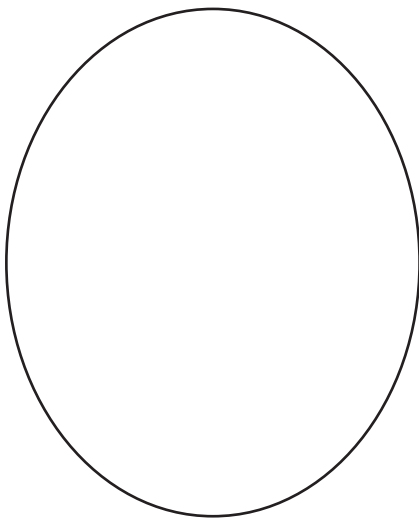
Directions: Read each event. Think about how you feel while doing the event. Draw a picture to show your face.



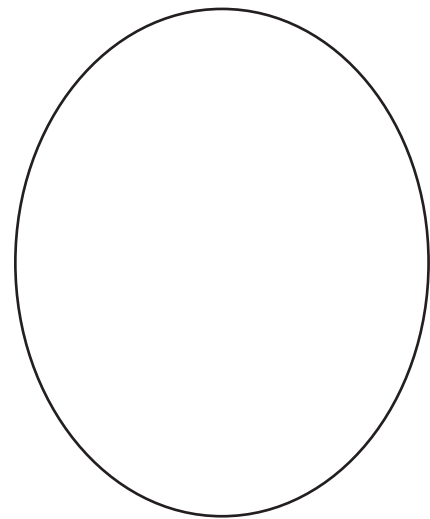
playing a game



first day of school



riding a roller coaster



holding a spider

Name: _____ Date: _____

Manage Your Emotions

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

Focus on Self
Self-Management

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

10 → 9 → 8

7 → 6 → 5 → 4

3 → 2 → 1 → 0

Name: _____ Date: _____

Think about Others

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

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

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



1. How is Jessica feeling?

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



2. How is Mark feeling?

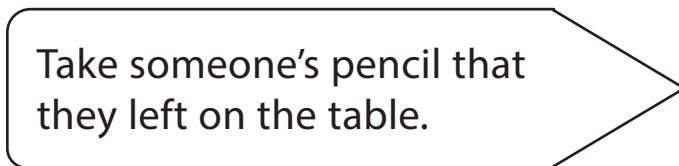
Name: _____ Date: _____

Make Good Friends

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



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



Name: _____ Date: _____

Find Solutions

Part of second grade is learning how to solve problems.

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

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

1. How should Rosy and Brad solve this problem?

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

