

180 Days of Social-Emotional Learning for Fourth 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.



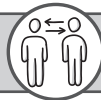
Self-Awareness

Identifying Emotions	Developing Interests
Understanding Culture	Core Values
Growth Mindset	Understanding Emotional Intensity
Integrity	Being Open-Minded
Self-Advocacy	Examining Biases and Prejudices
Personal and Social Identities	Honesty



Self-Management

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



Social Awareness

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

Skills Alignment *(cont.)*



Relationship Skills

Nonverbal Communication

Teamwork

Resolving Conflicts

Leadership

Appreciating Other Cultures

Seeking Help

Effective Communication

Leadership

Developing Positive Relationships

Standing Up for Others

Resisting Peer Pressure

Decoding Messages

Communication Helpers and Blockers

Communication Feedback

Paraphrasing

Active Listening



Responsible Decision-Making

Recognizing Problems

Trying New Things

Making Good Decisions

Anticipating Consequences

Critical Thinking

Identifying Reactions

Identifying Solutions

Causes and Effects of Conflicts

Reflecting

Evaluating Impact

Solving Problems

Identifying Big and Small Problems

Learning from Conflict

Mediators

Evaluating Rules and Laws

How to Use This Book

Using the Practice Pages

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



Day 1—Self-Awareness



Day 2—Self-Management



Day 3—Social Awareness



Day 4—Relationship Skills



Day 5—Responsible Decision-Making

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

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

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

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

WEEK 15
DAY 1

Name: _____ Date: _____

Connecting Feelings to Actions

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

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

1. I felt _____ because _____
I can _____

2. I felt _____ because _____
I can _____

WEEK 16
DAY 2

Name: _____ Date: _____

Managing Screen Time

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

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

Tips for Safer Screen Time

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

1. Why is it important to limit screen time?

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

3. What tip would you add?

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How to Use This Book *(cont.)*

Using the Resources

Rubrics for connecting to self, relating to others, and making decisions can be found on pages 199–201 and in the Digital Resources. Use the rubrics to consider student work. Be sure to share these rubrics with students so that they know what is expected of them.

Diagnostic Assessment

Educators can use the pages in this book as diagnostic assessments. The data analysis tools included with this book enable teachers or parents/caregivers to quickly assess students' work and monitor their progress. Educators can quickly see which skills students may need to target further to develop proficiency.

Students will learn how to connect with their own emotions, how to connect with the emotions of others, and how to make good decisions. Assess student learning in each area using the rubrics on pages 199–201. Then, record their overall progress on the analysis sheets on pages 202–204. These charts are also provided in the Digital Resources as PDFs and Microsoft Excel® files.

To Complete the Analyses:

- Write or type students' names in the far-left column. Depending on the number of students, more than one copy of each form may be needed.
- The weeks in which students should be assessed are indicated in the first rows of the charts. Students should be assessed at the ends of those weeks.
- Review students' work for the day(s) indicated in the corresponding rubric. For example, if using the Making Decisions Analysis sheet for the first time, review students' work from Day 5 for all six weeks.

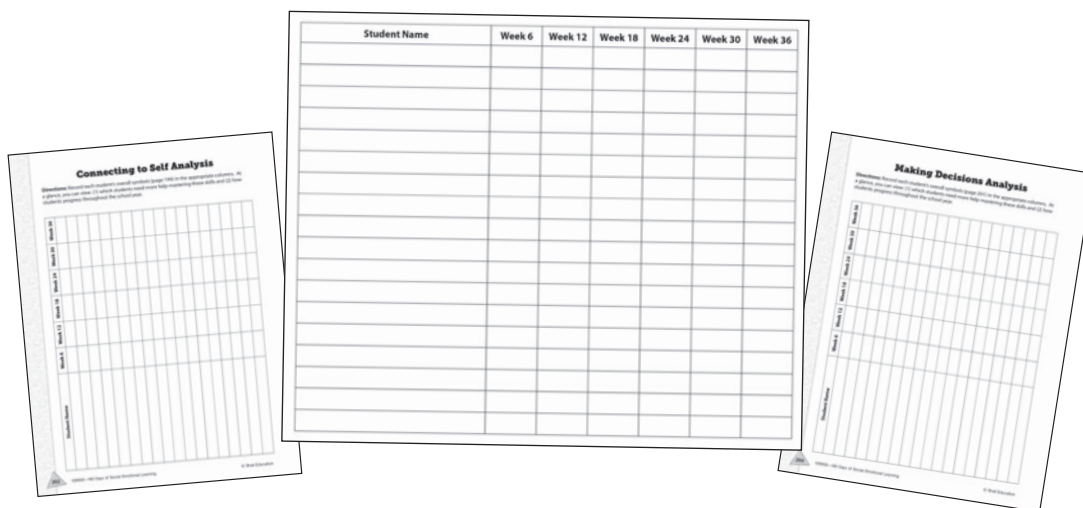
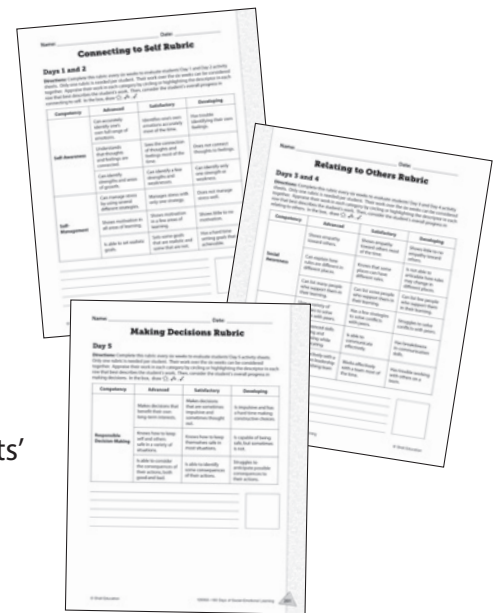


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Introduction

“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: _____

Naming Emotions

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

Directions: Draw at least two things that make you feel each emotion.

happy

proud

sad

angry

Name: _____ Date: _____

Using Self-Talk

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

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

You forgot to study for your science test.

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

Your dog is missing.

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

You burned the cookies you were baking.

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

You are performing a song for your school.

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

Your brother broke your favorite toy.

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

Name: _____ Date: _____

Body Language

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



Focus on Self

Social Awareness

Directions: Write the emotion each person is feeling, based only on their body language.

1.



3.



2.



4.



Name: _____ Date: _____

Gestures

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

**Focus on Self**
Relationship Skills**Directions:** Draw or describe a gesture to communicate each idea.

Yes.

No.

Wait.

Come here.

Hurry up.

I don't know.

Name: _____ Date: _____

Recognizing Problems

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

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

1. Your favorite shirt is ripped.

big problem

small problem

2. A toy needs new batteries.

big problem

small problem

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

big problem

small problem

4. A mirror has broken into many pieces.

big problem

small problem
