

# 180 DAYS™

## Lessons and Activities

### Social-Emotional Learning for First Grade

#### Table of Contents

Cover (1 page)

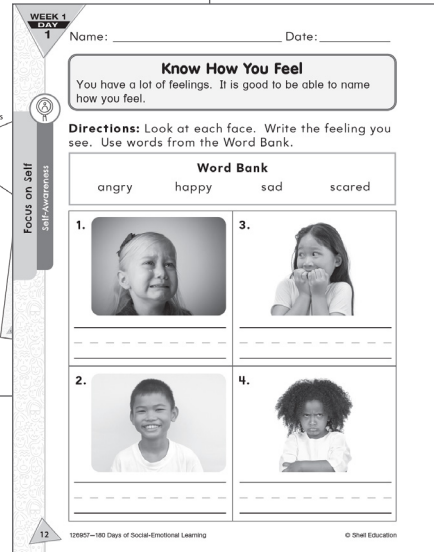
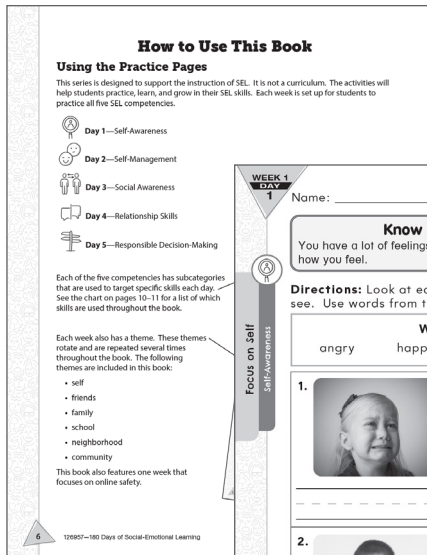
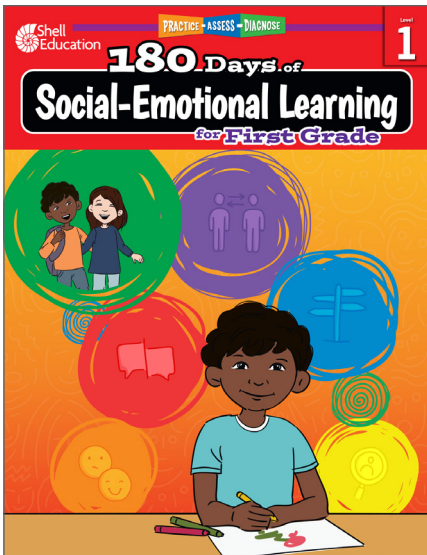
Table of Contents/Introduction (1 page)

How to Use This Book (2 pages)

Integrating SEL into Your Teaching (2 pages)

Skills Alignment (2 pages)

Lesson Pages (5 pages)



# 180 Days of

# Social-Emotional Learning

for **First Grade**



# Table of Contents

Introduction . . . . .	3
How to Use This Book . . . . .	6
Integrating SEL into Your Teaching . . . . .	8
Skills Alignment . . . . .	10
Daily Practice Pages . . . . .	12
Answer Key . . . . .	192
References Cited . . . . .	197
Teacher Resources . . . . .	198
Digital Resources . . . . .	204

## Introduction

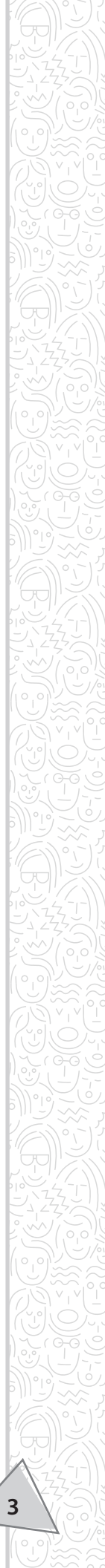
“SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible 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 in 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
- school
- neighborhood
- community

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

**WEEK 23 DAY 3** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Help Others When They Are Angry**  
Your friends get angry, too. You can help your friends when they feel that way.

**Directions:** Write how each person is feeling, and write how you could help.

**Focus on School Social Awareness**

**1.** How is he feeling?  
\_\_\_\_\_

**2.** How could you help?  
\_\_\_\_\_

**WEEK 23 DAY 5** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Big and Small Conflicts**  
Some problems are small. You can solve them yourself. Some problems are big. You might need help to solve problems.

**Directions:** Write the big problems on the left side of the T-chart. Write the small problems on the right side.

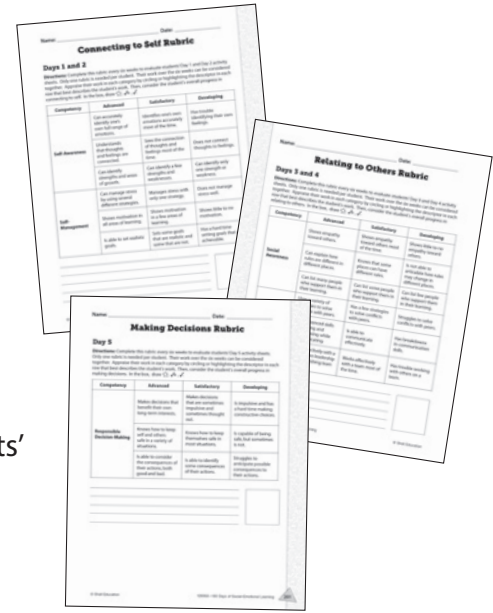
Big Problems	Small Problems
I can't find my pencil.	I lost a game during P.E.
My friend tripped me on the playground.	I don't feel like being with this group in music.
I lost my English book.	I ripped my paper while erasing.
My friend is teasing me about my new hat.	I fell and hurt my arm.

126 126957—180 Days of Social-Emotional Learning © Shell Education

# 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 198–200 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 198–200. Then, record their overall progress on the analysis sheets on pages 201–203. 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

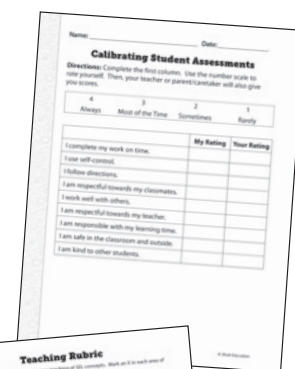
Have students hold out their arms on both sides of their bodies. Ask them a reflection question that has two possible answers. Students should respond by tipping one arm lower than the other (as if one side of the scale is heavier). Here are some example questions:



- 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?

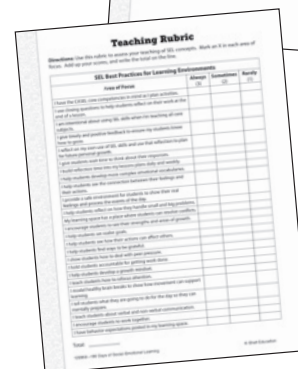
## Calibrating Student Assessments

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	Identifying Strengths
Cultural Identity	Examining Bias
Personal Identity	Staying Positive
Integrity	Dealing with Disappointment
Reflecting	Understanding Worry
Developing Interests	Role Models
Honesty	Mantras



## Self-Management

Managing Emotions	Asking for Help
Calming Down	Understanding Triggers
Self-Talk	Dealing with Worry
Setting Goals	Kindness
Standing Up for Others	Bravery
Managing Stress	Accepting a Loss
Self-Control	



## Social Awareness

Considering Others' Feelings	Showing Concern for Others
Impact of One's Actions	Kindness
Gratitude	Noticing Dishonesty
Identifying Others' Strengths	Working with Others
Understanding Different Rules	Empathy
Fairness	Points of View
Predicting Others' Feelings	



# Skills Alignment *(cont.)*



## Relationship Skills

Making Friends	Leadership
Listening Skills	Digital Communication
Body Language	Being Helpful
Standing Up for Yourself	Solving Conflicts
Being a Good Friend	Asking Questions
Communication Skills	Teamwork
Staying Safe	Apologizing
Understanding Culture	



## Responsible Decision-Making

Trying New Things	Forgiving Others
Solving Problems	Reflecting
Identifying Big and Small Problems	Dealing with Change
Understanding Consequences	Making Safe Choices
Making Good Choices	Critical Thinking
Helping Others	Impacts of Choices
Being Curious	Celebrating Success
Considering Choices	Pride

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Know How You Feel

You have a lot of feelings. It is good to be able to name how you feel.

**Directions:** Look at each face. Write the feeling you see. Use words from the Word Bank.

### Word Bank

angry

happy

sad

scared

1.



\_\_\_\_\_

-----

\_\_\_\_\_

3.



\_\_\_\_\_

-----

\_\_\_\_\_

2.



\_\_\_\_\_

-----

\_\_\_\_\_

4.



\_\_\_\_\_

-----

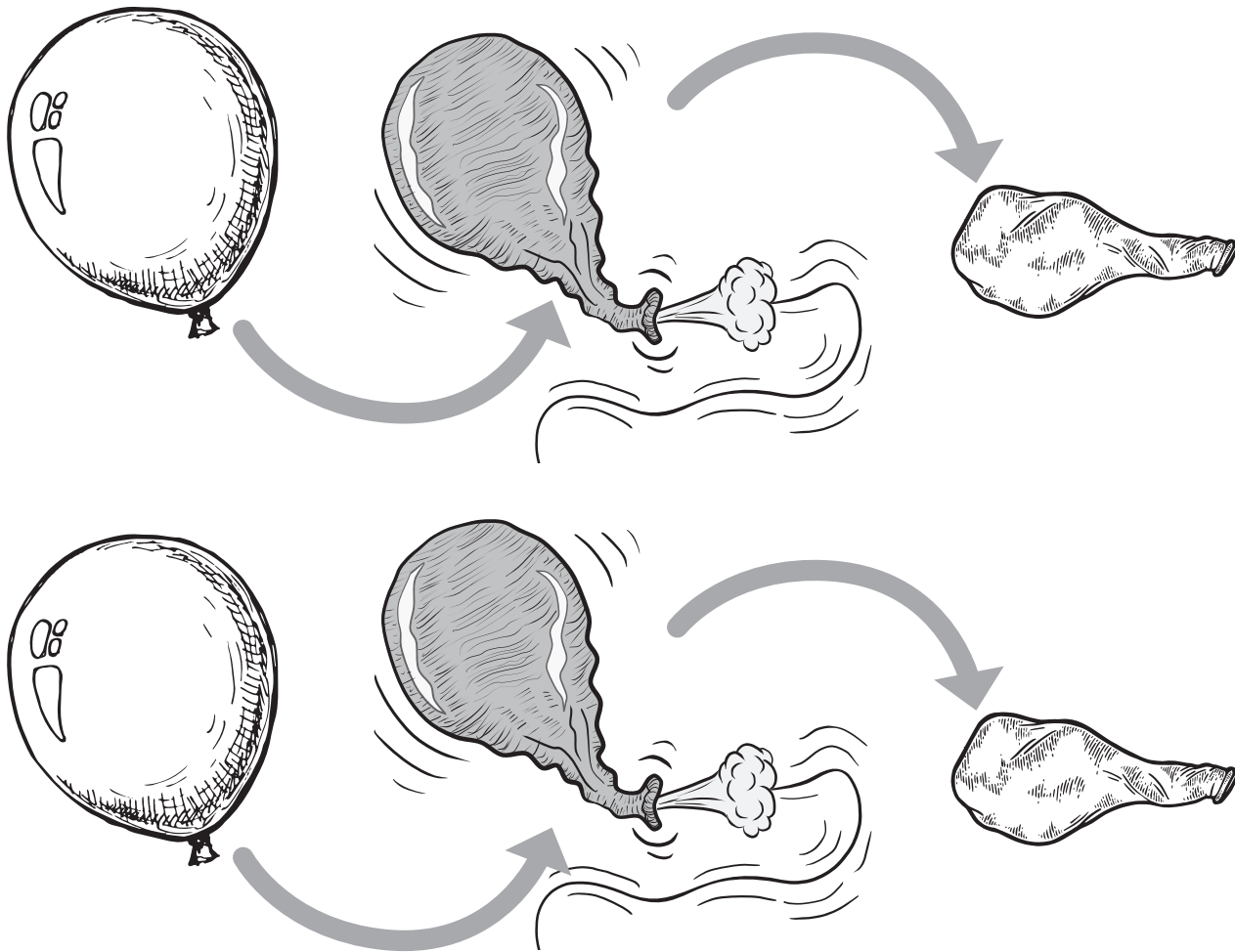
\_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Calming Down

You can calm your body when you have big feelings. It is a skill you can learn.

**Directions:** Follow the steps with your breath. When the balloon is big, take a deep breath. Blow your air out slowly. When the balloon is empty, all your breath should be out. Do this a few times. Use these steps when you have big feelings.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Thinking about Others' Feelings

You can see how other people feel. They will give you clues if you stop and notice.



**Directions:** Draw lines to match each picture with the right feeling.

### Pictures



### Feelings

angry

happy

sad

scared

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Making Friends

It is fun to have friends.

**Directions:** Circle the pictures that show how to make a friend.



Relationship Skills  
Focus on Self

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Trying New Things

Trying new things can be a lot of fun.



**Directions:** Draw yourself trying something new.