

180 DAYS™

Lessons and Activities

Social-Emotional Learning for Fifth Grade

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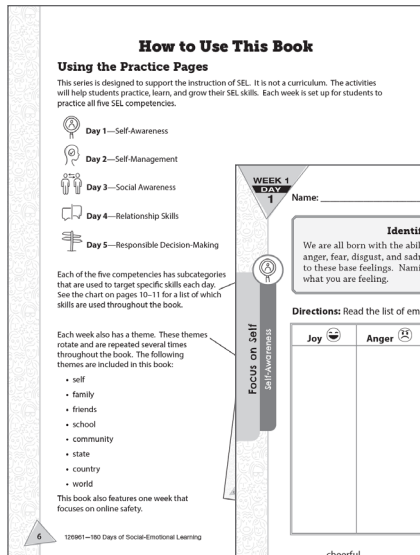
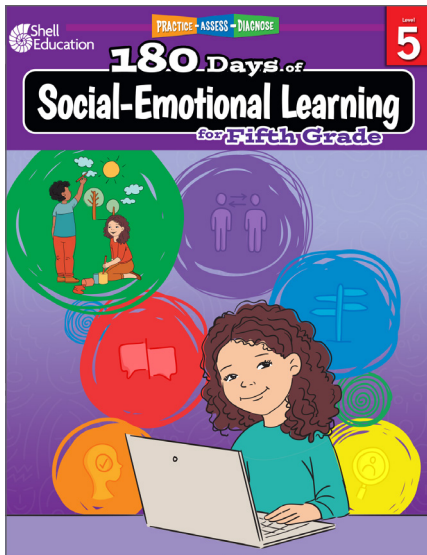
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WEEK 1 DAY 1 Name: _____ Date: _____

Identifying Your Emotions
We are all born with the ability to feel five base emotions. They are joy, anger, fear, disgust, and sadness. All the emotions you feel are connected to these base feelings. Naming your emotions can help you understand what you are feeling.

Directions: Read the list of emotions. Write them in the correct columns.

Joy 😊	Anger 😡	Fear 😨	Disgust 🤢	Sadness 😞

cheerful frightful panicked
concerned fuming raging
content furious repulsed
delighted happy sickened
depressed horrified terrified
devastated mad thrilled
exasperated miserable upset

180 Days of Social-Emotional Learning for Fifth Grade



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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.

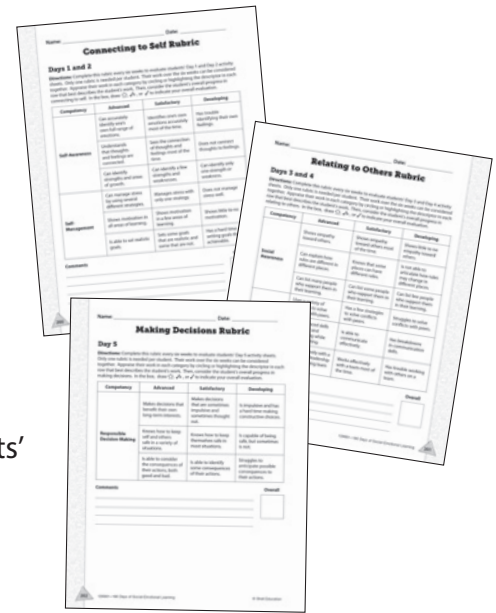
SEL is doing the work to make sure students can be successful at home, with their friends, at school, in sports, in relationships, and in life. The skills are typically separated into five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.



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 200–202 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 200–202. Then, record their overall progress on the analysis sheets on pages 203–205. 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

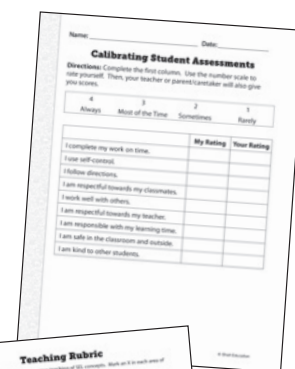
Have students hold out their arms on both sides of their bodies. Ask them a reflection question that has two possible answers. Students should respond by tipping one arm lower than the other (as if one side of the scale is heavier). Here are some example questions:



- 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?

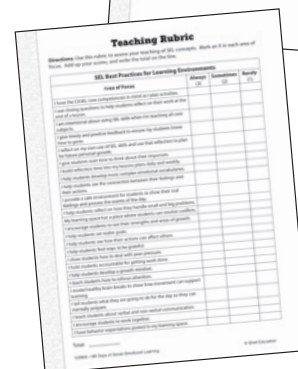
Calibrating Student Assessments

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 Bias
Personal and Social Identities	Identifying Prejudice and Discrimination
Honesty	Identifying Strengths
Integrity	Role Models
Growth Mindset	Interests
Understanding One's Emotions	
 Self-Management	
Managing Emotions	Controlling Feelings
Planning and Organizing	Self-Talk
Taking Initiative	Calming Down
Managing Stress	Identifying Triggers
Setting and Managing Goals	Trying New Things
Self-Discipline	Collective Agency
 Social Awareness	
Taking Others' Perspectives	Advocating for Oneself
Recognizing Others' Strengths	Understanding Different Rules
Empathy	Taking Chances
Gratitude	Systems
Understanding Others' Feelings	

Skills Alignment *(cont.)*



Relationship Skills

Communication	Teamwork
Positive Relationships	Overcoming Peer Pressure
Standing Up for Others	Helping Others
Seeking and Offering Help	Making Friends
Leadership	Collaboration



Responsible Decision-Making

Solving Problems	Thoughtfulness
Identifying Solutions	Prioritizing
Being Open-Minded	Considering One's Actions
Using Facts	Identifying Problems
Anticipating Consequences	

Name: _____ Date: _____

Identifying Your Emotions

We are all born with the ability to feel five base emotions. They are joy, anger, fear, disgust, and sadness. All the emotions you feel are connected to these base feelings. Naming your emotions can help you understand what you are feeling.

Directions: Read the list of emotions. Write them in the correct columns.

Joy 	Anger 	Fear 	Disgust 	Sadness 

- | | | |
|-------------|-----------|-----------|
| cheerful | frightful | panicked |
| concerned | fuming | raging |
| content | furios | repulsed |
| delighted | happy | sickened |
| depressed | horrified | terrified |
| devastated | mad | thrilled |
| exasperated | miserable | upset |

Name: _____ Date: _____

Controlling Your Emotions

It is normal to feel a lot of emotions throughout the day. You can help manage all those emotions if you understand how your body feels for each one. Think about a time when you were really upset. How did your body react? Some people feel anger all over their bodies. When you think about how your body reacts to anger, where do you notice it most?



Directions: Think about a time when you felt each of these feelings strongly. Write the body part where you felt the emotion. Then, describe what you felt. Follow the example.

Example:

Emotion: nervous

Body Part: stomach

What I Felt: tight and achy

1. Emotion: anger

Body Part: _____

What I Felt: _____

2. Emotion: fear

Body Part: _____

What I Felt: _____

3. Emotion: excitement

Body Part: _____

What I Felt: _____



Name: _____ Date: _____

Taking Others' Perspectives

People may respond to the same situation in different ways. It is important to understand how others feel. This will help you understand their *perspectives*, or points of view. Noticing body language is one way to see how others feel.



Focus on Self
Social Awareness

Directions: Describe how the people in each picture are feeling.

1.



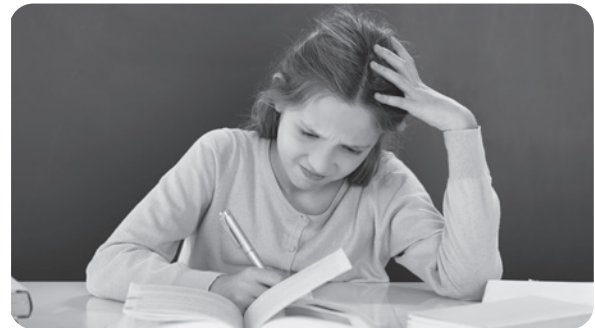
3.



2.



4.



Name: _____ Date: _____

Communicating Effectively

People communicate in all sorts of ways. Sometimes, they talk for hours. Sometimes, they do not use any words at all. This is called *nonverbal communication*. It is helpful to know how people communicate without words. It will help you communicate better.



Directions: Answer the questions to show how your body would communicate with these friends.

You arrive at school really tired and sad. You just had an argument with someone at home. Your friend is excited to talk about their favorite TV show.

1. What would your body be doing?

2. How would your body show how you feel?

A friend borrowed your art supplies without asking. You are feeling angry. When you confront them about the supplies, you also learn that many of them are broken.

3. What would your body be doing?

4. How would your body show how you feel?

Name: _____ Date: _____

Solving Problems

Some problems are small issues that you can solve on your own. Some problems are big issues that require help. You need to determine if each problem is a small or big issue. This will help you decide how to solve it.

Directions: Circle whether each problem is small or big.

1. You are working on a computer at school when your program freezes and tells you to restart.

small problem

big problem

2. You miss your bus and are stuck at the school after soccer practice. You do not have a phone, and the building is locked.

small problem

big problem

3. You have an argument with a friend. They say something hurtful to you.

small problem

big problem

4. You see someone taking things from other people's backpacks.

small problem

big problem

Directions: Choose one of the small problems, and write the steps you would take to solve it.
