



Inter-personal



Intra-personal

Foundation for SEL

The Toolbox for Grades K - 6

Check - In

Active Listening

I - Statements

Win - Win Solutions

Escalator

Cool Off

Emotion Thermometer

Hidden Voice

Put - Ups

Appreciation

Boundary Bubble

Relaxation

***VALUES: Kindness, Inclusion, Health, Communication,
Peace, Self - Advocacy, Mindfulness, Integrity,
Respect, Empathy, Responsibility, Cooperation,
Compassion, Resilience, Leadership***



Inter-personal



Intra-personal

Foundation for SEL Toolbox for Grades 1 - 12

Check - In →→ Empathy

Active Listening →→→ Reflective Listening →→→
Open Mindset

I - Statements →→ Assertive Voice

Win - Win Solutions →→→→ Group Problem Solving

Cool Off →→→→ Equanimity

Escalator →→ Checking Assumptions & Forgiveness

Emotion Thermometer → Personal Decision-making

Appreciations →→→ Acknowledgement & Gratitude

Put - Ups →→→→ Encouragement

Boundary Bubble →→→ Personal Boundaries

Mindfulness & Relaxation →→→ Stress Management

VALUES - Kindness, Inclusion, Well-being, Communication,
Peace, Self-Advocacy, Integrity, Respect, Empathy, Diversity,
Responsibility, Curiosity, Cooperation, Compassion, Resiliency
Leadership

Social and Emotional Learning Lessons for Grades 1 - 5 Overview, Sequence, and Examples

A focus on affective and social growth remains a key part of the mission statement of many schools. An enduring example of this is found at The Nueva School in Hillsborough, California: “Our school community inspires passion for lifelong learning, fosters social and emotional acuity, and develops the imaginative mind.”

Before concepts such as “conflict resolution,” “social and emotional learning” or “character education” became commonplace in elementary educational settings, the Nueva School’s founding advocates recognized the critical role of the development of the “whole student,” and devoted program resources to stimulate social and emotional growth as well as academic learning.

Students Apply Skills throughout the School Setting

A major outcome goal of SEL is that students internalize skills and concepts, particularly the self-motivation to initiate discussions and conflict resolution, make decisions, and implement activities and language that is inclusive and respectful. When the school climate is “off,” and not as emotionally safe, students are often the first to bring issues to adults’ attention.

Students with SEL skills are less blame-driven and more solution oriented, and such a focus empowers the real life practice of SEL skills that can become apparent everyday, across grades in school settings where SEL is intentionally taught.

For example; 3rd graders choosing teams for flag football wrestle with the problem of creating balanced teams without hurting feelings, labeling or excluding. Through a classroom meeting, they might naturally devise a creative way for each student to self-determine his/her abilities and then randomly create fair teams.

Each student might write his or her name on a popsicle stick and places it in one of three bags: Bag 1 “I’m new at this sport and just learning,” Bag 2 “I’m a fairly confident player,” and Bag 3 “I’ve had lots of experience.” A teacher randomly pulls sticks to create balanced team play.

From an example of a different 3rd grade student who recognized that she had been holding a grudge and sought out the counsel of a teacher, to that of 5th grade girls who met with their teacher to review how issues of jealousy were promoting cliques and then determined rules for personal “antidotes” to the problem, SEL is an organic and dynamic process of learning and growth for all students.

In grades 1-5, it is recommended that teachers augment SEL classes with regular classroom meetings to promote acknowledgment, appreciation, and group problem solving about real life issues and the classroom social-emotional climate:

Involving students in the rights and respectful interactions with others brings out the best in them. They see themselves as problem solvers, shaping their community. Consider these commonplace issues in schools:

Given limited shared space, where do we fairly place our lockers? How can we solve the problem of children wishing to save seats for each other? What should we do about impatience as we stand in-line for our hot lunch? What do we do when we feel exclusionary groups forming in our community and why are they forming? Holding SEL meetings which include the entire grade or multiple grades will help develop an even greater sense of responsibility and communication among the students and is vital to developing community.

Involve students in how to "Play for Fun" instead of for competitive gain. Create Agreements for this kind of play. These are examples of how students can become engaged in the process of moral reasoning through the monitoring of their agreements. Processes like these need to be repeated countless times with students as they grow into and develop their social and emotional awareness.

Middle school students also need to take increasingly important roles in school culture and governance structure. For example, girls pair with younger girls as buddies, where they not only serve as role models but also offer "kid-tested" advice on handling peer pressure, jealousy and other problems. Middle school students also become active in service learning.

Younger students are proactive practitioners of SEL. For example, at the Nueva School, when 1st - 4th graders meet with challenges of sharing the natural materials in the "forts," a large expanse of woods where children imaginatively build and create structures, they developed a "List of Agreements for Fort Play," posted and followed: "Ask before you enter the forts, but include anyone who asks. Let people explore. Give tours. Don't exclude someone from playing in a fort. Trade and share sticks. Don't steal. Realize that forts can't really belong to anybody."

Everyday activities at all elementary, middle, and high schools provide students with authentic opportunities to problem solve and discuss ethical issues, both in and out of the classroom. Students' respect for one another is also evident on the sports field. Third-graders can show unusual maturity and creativity by devising a way to form "fair teams" and eliminate the embarrassment many students feel when they are the last to be chosen for a team.

Goals for the Social and Emotional Learning Program

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Across the country, SEL is becoming defined through a number of inter and intrapersonal goals. Here are examples of some:

- develop self-calming strategies and increased self-awareness
- use active listening and positive communication including encouragement and supportive language
- build healthy, respectful relationships by expanding the conscious repertoire of pro-social behaviors during work and play
- gain insight into cooperation and conflict resolution
- increase empathy, and appreciation of differences within the community of students

All SEL exercises and lessons promote critical intrapersonal and social skills for children in elementary grades. These skills play a major role in improving students' well being and academic performance. In classrooms where SEL is valued, greater academic risk-taking, concept retention, motivation, and trust occur. SEL lessons are both affective and cognitive skill-based and designed to incorporate different learning methods: kinesthetic, visual, auditory, etc. Teaching strategies include, discussion, reflection, drawing, building, critical and creative thinking, and hands-on learning, as well as the use of silence to increase non-verbal awareness, and affirmation and appreciation practices.

First and Second Grade

Students need to begin an SEL program course by expanding a vocabulary for describing human emotions. Using sad, glad, and mad as a base, they could brainstorm the nuances around feelings such as happiness, anger, loneliness, and contentment. Students might then use line and shape to visually represent opposing feelings of calm and frustration. Through continuing role-play, students look at body language and gestures and how each classmate presents different and similar expressions of feelings. Classes would then move toward generating solutions for response to a conflict or the need for support.

Students need to be introduced to "I" statements and asked to use them in the classroom to express strong feelings ("I felt ... when you did ... and I wish ...") "I" statements are also taught as expressions of acknowledgment around an act of kindness or a group accomplishment.

The concept of de-escalation and escalation of conflict is then introduced and students actively "fill in" examples of calming or escalating actions and feelings using real and hypothetical situations they encounter every day. This work provides a foundation for conflict resolution and positive choice-making throughout their schooling. Children are involved in role-playing creative, cooperative solutions to simple conflicts such as sharing a ball, entering play at recess, or expressing different views. They generate imaginative compromises

and reflect on the value of actively working toward win-win solutions in their daily interactions.

We can begin a study of the actions and attitudes of friendship and teamwork as students engage in cooperative games for indoor and outdoor play and create their own cooperative games to teach others. Additionally, SEL classes in both of these grades could work on relaxation and guided imagery. By the end of the year, students will have familiarity with a “toolbox” of skills for building social and emotional intelligence.

First Grade: Sequence of Lessons

Lesson 1: Develop a Vocabulary List for Feelings beyond sad, glad, and mad using books such as *Today I Feel Silly*, *The Color of Feelings*, and *How are You Peeling?* to spark interest and discussion.

Lesson 2: Notice body language and feelings through an “Emotion Relay” where pairs of students are asked to “walk” in the manner of two different feelings—one feeling portrayed in one direction; the other feeling on the return. Classmates observe and try to guess the body language.

Lesson 3: Invite students to use line, shapes, and color to draw two abstract representations of an “Inside” and “Outside” Layer of Feeling, based on a challenging first-time experience they have had. Brainstorm a list of student experiences such as attending the first day of school, riding a bicycle, going to a haunted house, having a sleepover at someone else’s home, etc. from which students will base their responses.

Lesson 4 : Ask students to do simple writing to describe each of the feelings and then share their drawings with the whole group.

Lesson 5: Introduce the I-Statement formula. Role-play situations using the formula: I feel _____ when _____ and I wish/hope/need/want _____.

Lesson 6: Each student writes an example of an I-statement showing its use in expressing a negative emotion as well as positive emotion. Example: “I feel frustrated when you keep pulling off my hat and I want you to stop.”
“I feel happy when you read to me at night and I hope you will do it more often.”

Lesson 7: Introduce the concept of “win-win solutions” in which both parties get what they want through taking turns, combining ideas, and other creative approaches. Have students identify and plot situations from real life that are win-win; win-lose; and lose-lose oriented on a large piece of paper. An

example from some second graders: “You want to build an airport and I want to build a farm - let’s build a flying farmhouse.”

Lesson 8: Pair students up and have them do a cooperative drawing exercise where a large piece of paper has the beginning lines of a drawing on it. Students are asked to communicate non-verbally while actually creating a drawing that has an identifiable object or scene. The drawing meets the challenge not as a series of isolated sketches; rather, discuss with students the challenge and value of really trusting their creative process and their non-verbal communication skills to create something together that can be easily recognized.

Lesson 9: Introduce the graphic organizer of the “Escalating Staircase”. Plot examples of actions, (things we do) thoughts, (things we think) feelings, (ways we feel) and words (what we say) that either add to the increase of conflict (escalation) or help create understanding and resolution (de-escalation). Use everyday common situations such as: someone accidentally knocks over your wooden block structure; a friend forgets to meet you on the sport court at recess, your sister sits in the front seat of the car again, but it’s not her turn, etc.

Lesson 10: Students plot a real-life situation that could become an escalated event. Point out how using blame, threat, name-calling, physicality create escalation and how using I-statements, sense of humor, win-win solutions, and kindness help to de-escalate an event.

Lesson 11: Introduce the importance of knowing how to calm oneself down and promote peaceful feelings inside oneself. Read a guided relaxation to students from *Spinning Inward* by Shambala Press after they have been instructed to progressively relax their bodies through tension and relaxation from head to feet. Help them focus on free and easy breathing.

Lesson 12: Engage students in the creation of a “toolbox” of six specific SEL tools which have been developed over the course of this semester: I-statements, Win-Win, De-Escalate and Escalate, Relaxation, Kindness/Patience, etc.

Second Grade - Sequence of Lessons

Lesson 1: The Inside/Outside Circle Exercise helps review the importance of active listening and eye contact as students are paired into and inside and outside circle, asked to respond to questions about interests, values, likes/dislikes, etc. Blowing bubble helps students become challenged to listen to each other in more focused ways and to understand that distraction is within their control.

Lesson 2: Review toolbox concepts from first grade: I-messages, win-win, de-escalate and escalate through role-plays

Lesson 3: Review “put ups” and “put downs”/teasing. Use books like *Chrysanthemum* where there is an obvious theme of name-calling, teasing around differences, etc. Create “warm fuzzy” symbols to represent put-ups and encouragement. Value the power of positive and direct communication.

Lesson 4: Put-up/Encouragement Wall created by students. 100 different ways to think, act, be kind are generated and written with illuminated lettering.

Lesson 5: Underline the importance of patience, encouragement, and specificity of language when communicating. Have students sit back to back. One student creates a pattern block design and then gives directions to the partner on how to build it while seated back to back. Reverse roles.

Lesson 6: Introduce the need for personal boundary and the idea that we can draw on the traffic light of responses - Red (stop), green(go, yellow(uncertain). How do you keep your personal boundaries? How do you know what others need? When is an action OK, cautionary, or definitely a STOP!

Lesson 7: Competitive games and cooperative games. Experiment with active, cooperative games (cooperatively crossing the lava pit - and board games from Family Past Times such as *Save the Whales*, and *Harvest Time* where all players work to get, for example, a garden harvested before winter arrives. Discuss differences between cooperative and competitive efforts. Extract the social elements/feelings and inter/intrapersonal language that come out of this kind of game playing.

Lesson 8: Make cooperative games using based on elements of cooperation. Offer varied and simple materials - a ping pong ball, a cup, some paper, etc. Refer to win-win tools and active listening as necessary ingredients for the process of making cooperative games. Have the students play these games with younger or older children in the school community. Have them bring new games to the recess yard so that all learning styles and interests can take part and creatively express their play there.

Third Grade Overview

Students use puppets to role-play friendly and/or self-critical “hidden voices”. They sketch or draw a depiction of their inside friendly and unfriendly voice. Using situations they are likely to encounter while going to school, such as leaving one’s homework at home, or missing a goal during a soccer game, students verbally express/write their encouraging or discouraging self-messages.

Before this study, students hold classroom meetings around cooperative work. They review the following inclusive behaviors: offering encouragement, opening up play groups to others, purposefully passing the ball to others during play, complimenting someone's ideas, listening actively to someone, paying attention to one's tone of voice, and giving clear and direct (kind or firm) messages to each other when necessary. They also revisit progressive relaxation and guided imagery, and create "personal" crests of their interests and talent

Fourth and Fifth Grade Overview

Fourth and Fifth grade students can work on an awareness of the role our perception of similarities and differences plays in making friends and on understanding the key components of assertive, aggressive, and passive communication. Cooperative problem-solving exercises provoke discussion around differing leadership and participatory styles. Some of the exercises ask students to reflect on the process of nonverbal communication and how to pay attention to each other when verbal cues are absent.

The group plans, designs, and labels a "Mind Map" showing individual's unique locations of future goals, memories, wishes, talents, etc. "Mind Map" pairs are determined and children create common connections. These maps help to emphasize similarities, celebrate differences, and increase understanding of each other.

Consensus building strategies are important to introduce and put to use within the classroom decision-making and group projects. Guided relaxation continues to be developed as an SEL tool with students in fourth grade. Direct communication through assertive language is practiced as a way to set personal boundaries and get needs met.

About once a month, fifth grade students can engage in the Open Session. In this format, classmates respond to student-generated issues through an intentional, supportive exchange of listening and ideas. This invaluable SEL experience allows students to offer their personal wisdom, advice or clarification to guide their peers to a healthy resolution to everyday problems.

Not only does this exercise sharpen specific SEL skills—clarification, the offering support and encouragement, and the generation of solutions for positive personal or group decision-making-- it opens students' eyes to how much they have to offer to each other, empowering them with the skills, motivation, empathy, and finally, practical ideas. In Open Session discussions, students discussed possible hurtful actions that tear at the fabric of individual happiness and group trust as well as the stresses of growing up such as conflicts with peers, peer pressure, and friendship building strategies.

An SEL Toolbox I - Workshop Notes and 12 Beginning Lessons for Grades K - 5

Class 1: What is SEL?

SEL means learning about ourselves - our inner lives and our feelings/thoughts/actions.

SEL means learning about getting along with others such as being a good friend/solving conflicts/ the power of our words/understand our emotions.

What do we already do and know that activates our SEL.

Why might learning these things help us to us be aware of SELF/OTHERS?

During our SEL focus time, we will learn about our selves and others.

Let's start by thinking of something or someone that is precious to each of us.

After discussing some examples, students will draw symbols of something that is precious to them and put together a group symbol or art piece, honoring what we appreciate.

Class 2: Feelings

Today we will learn about building a vocabulary of emotions. What is a vocabulary? How is it useful to have a large, rich vocabulary? We will start with reading *Today I Feel Silly*.

After reading the book, we will brainstorm a list of feeling words, starting with the core categories of sad, mad, and glad on a piece of chart paper -we will keep this chart for later reference. As we brainstorm words, we will decide which category they go in, and make space for feeling words that seem to be between categories. To help visually, we will use a different color for each feeling column, and blend colors for the feelings that seem to combine categories.

We will discuss the concept that although some feelings are comfortable or enjoyable and some are uncomfortable or even painful, all feelings are important and they are okay (as long as you do not hurt yourself or others.) Feelings give you important information about your inner life or "inside self" and what matters to you.

If time allows, we may also begin to create journal entries and drawings in our dictionaries of feelings.

Class 3: Feelings in our Bodies

Today we will be taking the feeling words we talked about last week and we will explore how these feelings show up in our bodies. How do you show sadness, fear, joy, etc?

Activity: We will do the Emotions Relay Walk game. Using our chart of feeling words from last week, we will have student volunteers walk showing the feeling with their body language. We will have two volunteers at a time. Some of the pairs will show similar emotions (disappointment and frustration, or lonely and confused, or tired and sad) and some will show different emotions (lonely and happy).

We will guess which emotions they are expressing through their walk, facial expressions, body, and pace. After the activity, we will discuss what we can do when it is hard to tell how our friends and family might be feeling from their body language. We will talk about what happens when we make assumptions or jump to conclusions and how miscommunication can happen.

Class 4: Layers of Feelings

As a group, we will think about past experiences where the children did something for the first time. Examples might include riding a bike, having a sleep over, going on a camping trip with your family, going to the dentist the first time, your first day at school, learning to swim, or going to summer camp.

We will ask, “Did you notice that you might experience two feelings going on at the same time, one on the inside and one on the outside?” The group will then have time to share examples. (One teacher example might be the first day of teaching, where I was excited on the outside but a little nervous on the inside.)

Activity: Each student will then get a chance to draw an example of an inside/outside feeling. Each student will get a large piece of black construction paper (11x14) and will fold it in half. With crayons or pastels they will draw their inside/outside feelings at the table. As they are drawing, the teachers will help create a post-it note describing their inside and outside feelings. (These can later be typed up by the TAs and attached to the drawing.)

Class 5: Relaxation with Guided Imagery

Your mind and your imagination can help you with your feelings and with stress and tension in your body. We will talk about what tension feels like by tightening and then releasing various muscles in our bodies. We will discuss how air flows through the body and will practice taking some deep, slow belly breaths. We will also talk about endorphins, the chemical our bodies make to help us relax and feel better.

After our discussion time, we will practice a guided imagery exercise (See *Spinning Inward's* “going into a bubble” guided imagery). We will have some relaxing music and some blankets for the floor. Students will be reassured that if they fall asleep during the guided imagery that it is okay. Sleeping is the

deepest form of relaxation. After the guided imagery, students can either talk about or draw what it was like during the beginning, middle, and end of the guided imagery.

Class 6: I-Statements

We will review the class-generated list of feelings and display a blank template for the I Statement up on the white board (I feel..... when you..... I wish/want/hope.....)

I Statements are a powerful tool to use when something is bothering you and you want to have a solution to the problem.

We will generate many examples together as a group, such as what we would say if:

Someone was pulling off your hat at recess.

Someone was tugging on your backpack.

Your little brother was coming into your room and you wanted privacy

Then each student will get a paper with a blank template of an I-Statement and will have an opportunity to write an I-statement for something they would like to say at Nueva or at home.

An I-Statement may not always work, but many times it does. Most people care about others feelings.

After students write their I-Statements, we will come back to the circle and share them with each other.

Class 7: Review I Statements/ Positive I Statements

We will begin with a check-in about using I-Statements this past week at school and home. How did it go? What worked well, and what was challenging?

I-Statements are a good tool not only for solving problems, but also to express appreciation and to acknowledge others. We will practice several examples of positive I Statements through role plays.

For an activity, we can either make and decorate positive I-Statement telegrams, or make warm fuzzies (with yarn and eyes). What does it feel like to give one? What does it feel like to get one?

Class 8: Win/Win Solutions

We will post a grid on the white board that shows four possible outcomes for solving a problem:

Lose/ Lose
Win/Lose
Lose/Win
Win/Win

The core idea is that the best solution to a problem is when both people get what they need. Unfortunately, sometimes when an argument gets too hot and emotional and a teacher or parent steps in, at that point they may take away a toy or stop a game altogether, forcing a lose/lose situation. Adults can believe it is their role to stop conflict immediately. Most of the time, at that point, things have become out of control and there are few choices. However, the more adults step in and facilitate resolution, the more the students can learn to come up with Win/Win solutions early in a problem, and the fewer times parents or teachers will have to come in when things are out of control. Not to mention then how students will embrace this kind of power and solution among themselves.

Example of a problem: Two children are playing with blocks and one wants to make a farm and one wants to make an airport. What could some Win/Win solutions be?

Take turns/ have a timer
Blend ideas (a farm with an airport - a farm-a-port)
Both students want the same book during quiet reading time.
You and your friend want to do different things at playtime.
(Have teachers help generate real life examples from the classroom experience.)

Lesson 9: Win/Win Solutions Part 2

Have students report how win/win solutions have worked at school and at home.
What has worked and what has not worked?
List different situations and ask where they would go on the grid. Draw pictures in the grids.

Class 10: Escalating Staircase

Do you know what an escalator is? Let's draw one (6 steps)
On the bottom step, we will put something that could become a problem (situation)
We will talk about actions/feelings/words that escalate the situation, and may increase upset and anger. Let's place what we say, do, or feel on the steps. The order does not matter. Then we will discuss the actions/feelings/words that would cool down or de-escalate the situation (calming, empathy, non-blaming, solution-oriented). Draw a peaceful image at the bottom of the

staircase and a somewhat unharmonious image at the top. Generate situations with students from their classroom experiences that could potentially escalate and de-escalate and continue to fill in the steps on the escalator.

Class 11: Guided Relaxation

See *Spinning Inward* by Maureen Murdock for more suggestions. Accentuate this ritual with students by handing out 2 ft. by 2 ft. blanket squares for them to use to cover their eyes, as a pillow, or as a small mat or blanket.

Class 12: Begin to Make the SEL Toolbox

Students may wish to create a wooden toolbox and creative, 3 dimensional symbols for some of the SEL tools and vocabulary they have learned: The I Message; a Win-Win Solution; Put-ups/Positive Affirmations; Escalator/De-Escalator, etc.

1st and 2nd Grade SEL Fall Curriculum Sample

- Week 1:** Building Community/Getting to know each other
*What is SEL? What does it mean to understand self and others?
How are we alike and different?*
- Week 2:** Developing Vocabulary to talk about Emotions
What words can we think of for mad, sad and glad?
- Week 3:** Inside/Outside Feelings
Can we sometimes feel more than one thing at once? Which feelings do we show the world, and which feelings do we keep inside?
- Week 4:** Understanding how we Sense and Express Emotion in our Bodies
How does your body show fear or joy? How can we read other peoples' faces and bodies to get clues to how they're feeling?
- Week 5:** I-Messages
*How can we express strong feelings effectively?
How can we use I-Messages to express happiness or appreciation?*
- Week 6:** Defining Conflict and our Choices for how to respond
What happens when we avoid conflict? What happens when we argue it out or talk it out?
- Week 7:** Calming Down and Cooling Off
What strategies can we use to manage strong emotions and reduce stress so that we can communicate effectively?
- Week 8:** Brainstorming Win-Win Solutions
How can we solve problems so that both people get what they need?
- Week 9:** Talk it Out: A Conflict Resolution Model
How can we use our SEL tools to solve conflicts? How can we become independent problem solvers? When do we need help from adults?
- Week 10:** Escalating Staircase
What actions, thoughts and feelings tend to escalate a conflict (like going up the steps on an escalator)? Which might calm down a conflict?
- Week 11:** A Wall of 100 Words or Gestures of Encouragement or Generosity and Gifts from the Heart
What do we say that encourages each other throughout the day? What is gift giving in the holiday season all about? How might we share our gifts of love and appreciation with our families and friends?

Skill-building - focus, attention, checking in with self and others, active listening, communication & body language, relaxation and mindfulness, respect and empathy.

2nd Grade SEL - Sample Fall Lessons

- Week 1: Building Classroom Community**
Who am I? What's special about me? What do I want others to know about me? What similarities and differences can I find with others and why is it important to recognize these? What is SEL? A study of Self/Others.
- Week 2: Leadership in the Forts**
How can I be a strong role model and encourage others? How can I facilitate positive play with games and creative invention at recess? What do I love to do and play during recess and how can I share that with others?
- Week 3 & 4: Review of Win-Win Solutions (& Brainstorming as a way to generate options for resolving conflict)**
How can we solve problems so everyone gets what they need? How can we get beyond what we think needs to happen to realize that there are other options?
- Week 5: Review of I-Statements, Escalation, and De-Escalation**
How can we use non-blaming language to communicate in a conflict situation? How can we use language to de-escalate conflict?
- Week 6: Expressing Appreciation**
How can we use I-Statements to let others know how their actions affect us positively? How do our individual actions affect classroom climate?
- Week 7 & 8: Understanding Roles in a Group: Cooperation and the Forts**
What role do I play in a group and why is that important? How do we all work together to make Forts play a positive experience? How can I use my SEL tools in the Forts?
- Week 9: Conflict and our choices for how to respond**
What happens when we avoid conflict? What happens when we argue it out or talk it out?
- Week 10: Calming Down and Cooling Off**
What strategies can we use to manage strong emotions and reduce stress?

- Week 11: Cooperation and Making Cooperative Games**
What are our individual strengths and leadership styles? What roles do we play in groups when we use elements of cooperation instead of competition? How can we use this understanding to strengthen our teamwork in class?
- Week 12: Friendship & Respect**
What can we do to build strong friendships? What types of actions hurt friendships?
- Week 13: Problem Solving**
What has been working well this year in class and during play times? What has not been working? How can we use our SEL skills to solve our problems?
- Week 14: Boundaries**
Why are personal boundaries important? How can they help us understand ourselves and get along with others? How can we respond to boundary violations with children and/or adults?
- Week 15: Guided Imagery**
How can your imagination help your body and emotions relax? When is relaxation helpful?

Ongoing skill-building that is part of every class:

- ❖ Grounding
- ❖ Focusing Attention
- ❖ Checking-in with Self and Others
- ❖ Active Listening
- ❖ Communicating with Body Language
- ❖ Relaxation
- ❖ Developing Respect and Empathy

Major Themes of Second Grade SEL:

- ❖ Cooperation
- ❖ Friendship
- ❖ Self Awareness
- ❖ Conflict Resolution
- ❖ Social Problem-Solving
- ❖ Relaxation/Stress and Strong Emotion Management