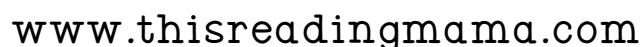


# SOCIAL EMOTIONAL learning visuals



# SOCIAL EMOTIONAL

## learning visuals

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# AWARENESS OF SELF

## NAMING FEELINGS

Other words for Glad  
 blissful excited hopeful  
 carefree exuberant jolly  
 cheerful fantastic joyful  
 content fulfilled jubilant  
 delighted grateful loved  
 ecstatic gratified merry  
 elated happy overjoyed

Other words for Sad  
 bleak downcast hurt  
 blue dreary joyless  
 cheerless forlorn melancholy  
 dejected  
 depressed  
 down

Other words for Mad  
 angry  
 annoyed  
 bitter  
 bothered  
 crabby  
 cross  
 disgruntled

my emotions  
**Thermometer**

livid



## ALL THE FEELS

Write the word: \_\_\_\_\_

I picked a word that means the same as (circle one):

glad sad mad



Look the word up in the dictionary or find the word in reading. Write what it means in your own words.

## MY SUPER POWER!

Everyone has a super power! So what's yours? Write about or draw the things that make you special (or different from others).

## MY STRENGTHS & CHALLENGES

Write or draw your biggest strengths and challenges around the head in each box.

My Strengths



## MY STRENGTHS & CHALLENGES



What do you think is your biggest strength?  
 How do you know?



What's one of your biggest challenges?  
 What can you do to overcome them?

Making a Difference Cards



AJ fell down and scraped his knee.



Ellen didn't know how to spell the word.



Paint was spilled on the floor of the classroom.



Tad is lifting a heavy box by himself.



Rita was left out of the game during recess.



Jason is pushing Joe again today.

## SEE YOUR SUPER POWER!



## SEE YOUR SUPER POWER!



## SEE YOUR SUPER POWER!



## SEE YOUR SUPER POWER!



# MANAGING SELF

Break it down into  
**A STEP-BY-STEP PLAN**

Handle BIG Emotions  
the **B.E.S.T.** way

## SELF-ADVOCACY

In order to self-advocate,  
you need to know...

### 1. YOUR NEEDS



What do you need?  
What is the problem?

### 2. WHO TO ASK



You can self-advocate...

## I CAN CALM DOWN

Everyone gets stressed out with strong emotions sometimes. Staying stressed out is not good for your brain or your body. It is helpful to know some simple things you can do to calm down. Ideas might include breathing, praying, or exercising.

## NOW OR YET?

It's your choice!

**N.O.W.**

**Y.E.T.**

**N**o, too

**Y**es

## LET'S BRAINSTORM

MY GOAL

Write down all your ideas for reaching your goal. It's okay if some are silly. You can always tweak them later!

## KNOW HOW TO ASK

Speak clearly

What can you say...

if you're not sure how to start on an assignment?

What can you say...

if someone is being too noisy, and you can't focus on your work?

What can you say...

if you don't understand a word

What can you say...

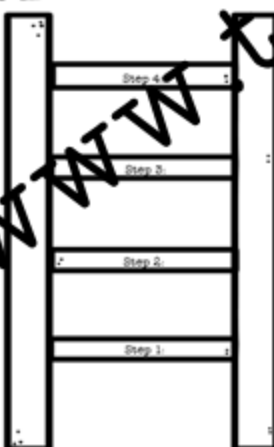
if you are struggling to get

## POSITIVE THINKING

### CLIMB UP TO YOUR GOALS!

Big goals can seem overwhelming! Break down your goal into smaller steps. Focus on climbing up one rung at a time until you reach it. Write your goal at the top. Think about some of the smaller, specific steps you need to reach your goal, and write those down under each ladder rung.

MY GOAL:



push-ups on a wall for 1-2 minutes.



Squeeze on a stress ball.



Help someone by carrying a stack of books for them.



Do some stretches.



**T**ake a look at the area.





# SOCIAL AWARENESS

## TAKE MY CUE! CARDS



## P.L.O.T.

it out before you speak

**P**osture & position  
**L**anguage  
**O**thers' feelings

## POSTURE & POSITION

Bananas are disgusting.

## TAKE A WALK IN THEIR SHOES

When trying to see another person's perspective, ask yourself these questions.

How does the other person feel?

What does the other person think?

What does the other person like or dislike?

## FACTS & OPINIONS

It's a fact!

No, it's your opinion!

Blue is a beautiful color.

Saturday is my favorite day of the week.

Horses are fun to ride.

## STATING OPINIONS



**Tip:** When opinions are stated as facts, they can be like bombs that set off disagreements and create conflict.

Instead of:

"Chocolate ice cream is the best!"

Try:

"I THINK chocolate ice cream is the best!"

## THE FLIP SIDE OF THE COIN

Did you know there are different ways to view the same thing? This is called perspective. Pick a topic and two different perspectives from a book. Write about the topic from each of their perspectives.

Character #1's Name:	Topic:	Character #2's Name:
Character #1's Perspective about the Topic:		Character #2's Perspective about the Topic:

The leaves on the trees are green.

A is the first letter of the alphabet.

Many grown-ups drink coffee.

Writing is a subject in school.

## PHRASE CARDS

Good morning.	I need help.	I can do it.
Are you kidding me?	Where is it?	Do you see it?
I know it.	No, it's not.	Good for you.

# MANGAGING RELATIONSHIPS

## APOLOGIES



### DO

Name the *specific part*

## GROUP WORK RULES

### LISTEN TO OTHERS' IDEAS



When you listen to others' ideas, people are more willing to share what they think. They feel respected and important. If you disagree with someone's ideas, share your thoughts in a respectful way.



### COME PREPARED

When you come prepared, everyone gets to participate. You also help to carry the weight instead of expecting only a couple of people to do all the work. Your work is more likely to ROCK when everyone does their part.



### STAY ON-TASK

When you stay on task, the work gets done faster and more efficiently. Everyone will feel less stressed because the work gets done at a good pace. It does not have to be rushed through at the last minute.

## LET'S COMPROMISE

We can agree on a plan.

## IT IS TELLING IF

- I am stopping someone from getting very hurt.
- I have already tried another way to solve the problem.
- It is happening to me.



John keeps calling you names, even after you've asked him to stop.

Emma fell down and scraped her arm.

## USE "I" MESSAGES

"I" messages help others listen to and understand your feelings, wants, and needs.

I NEED...

I FEEL...

I THINK...

I WANT...

I UNDERSTOOD THAT...



I...

## LISTEN WELL

I listen with my whole body.

My BODY faces the speaker.



My EYES look at the speaker.

## 3 P'S OF TAKING TURNS

When you want something someone else has, follow the 3 P's.

### 1. POLITELY ASK

May I take a turn when you're finished?

May I have it when your turn is over?



### 2.

Wait

It's

else's

wait

### 3.

Other

take

share

wait

## LET'S SOLVE THE PROBLEM

## KINDNESS FIRST

Kindness is more important than being right.

## LISTEN WITH MY BODY

Label the parts of your body you use to listen well.



# MAKING WISE DECISIONS

Is this the right  
**TIME?**



Cause/Effect Cards

Caroline carries a heavy stack of books.	All of Caroline's books fall.
The car is broken down.	The car gets towed.

Before You Act,  
Filter it with **T.P.H.N.**

**TIME & PLACE**

Is this the right **TIME**?  
Is this the right **PLACE**?



**HAPPEN NEXT**

What will **HAPPEN NEXT** if I do this place?



Expected Behaviors

The boys work together to clean up the mess.	Ruth's desk is neat and orderly.
Jayla helps Roxanne after she falls.	Joseph keeps his hands to himself at group time.

The car is broken down.

The car gets towed.

The car is coming out.

The snow is coming out.

Others' Emotions

happy	sad
confused	angry

Mark shares a crayon with Vicky.	Noah listens and shares about his book.

laughing

dancing

playing ball

eating

sitting quietly

reading

**SELF-REFLECTION**

**ASK YOURSELF:**  
How did it go?



Time & Place

learning time	teacher reading
in the bathroom	math time
computer time	at the library



# SEL EXTRAS

## This Pack Also Includes:

- ✓SEL Book List
- ✓ Resources (more books & websites)
- ✓ SEL Survey & Instructions
- ✓ SEL Skills List & Observation Form
- ✓ 25+ “How to” & Discussion Guides
- ✓ Blackline options for all color pages

### Social Emotional book list

Read more info about each book here:  
<http://bit.ly/social-emotional-books>

1. *Pete the Cat books* (self-awareness, self-management)
2. *Beautiful Oops!* by Barney Stutzberg (self-awareness, self-management)
3. *Not a Kiss Not a Attack* by Ashaundra Parks (social awareness)
4. *My Friends Make me Happy* by Jan Thomas (self-awareness, relationship skills)
5. *Griffin's Own's Dance* by Giles Andrus (self-awareness/management, relationship skills)
6. *Just as We Are* by Deborah Johnson (social awareness, self-management)
7. *You are Special* by Max Lucado (responsible decision-making)
8. *Heavy* by Derek Munson (making)
9. *Oliver Button is a Sissy* by Tom awareness, relationship skills
10. *Awkward Thrust* by Mary M. social awareness, relationship
11. *Draw Boy* by Tara Yashina relationship skills, responsible
12. *The Invisible Boy* by Trudy relationship skills)
13. *Those Shoes* by Marjorie relationship skills)
14. *No Kiss* by Pat E. Miller (relationship skills)
15. *We're All Wonders* by R.J. relationship skills)
16. *My Mouth is a Volcano* by Julie relationship skills, responsible decision
17. *Wash This a Story* by Amy relationship skills)

### SOCIAL EMOTIONAL skills to look for

Awareness of Self	Managing Self
<ul style="list-style-type: none"> <li>*Can learners name their own emotions?</li> <li>*Can learners recognize triggers for their emotions?</li> <li>*Do learners know their strengths and challenges?</li> <li>*Do learners have self-confidence?</li> <li>*Do learners feel their actions can make a difference?</li> </ul>	<ul style="list-style-type: none"> <li>*Can learners make plans to work towards goals?</li> <li>*Do learners know how to control their emotions?</li> <li>*Do learners know how to self-reflect?</li> <li>*Do learners know how to self-regulate?</li> <li>*Do learners know when to ask for help?</li> <li>*Can learners find ways to cope with stress?</li> <li>*Can learners find ways to cope with anger?</li> <li>*Can learners find ways to cope with sadness?</li> <li>*Can learners find ways to cope with anxiety?</li> <li>*Can learners find ways to cope with frustration?</li> <li>*Can learners find ways to cope with disappointment?</li> <li>*Can learners find ways to cope with embarrassment?</li> <li>*Can learners find ways to cope with shame?</li> <li>*Can learners find ways to cope with guilt?</li> <li>*Can learners find ways to cope with regret?</li> <li>*Can learners find ways to cope with fear?</li> <li>*Can learners find ways to cope with worry?</li> <li>*Can learners find ways to cope with nervousness?</li> <li>*Can learners find ways to cope with excitement?</li> <li>*Can learners find ways to cope with happiness?</li> <li>*Can learners find ways to cope with love?</li> <li>*Can learners find ways to cope with respect?</li> <li>*Can learners find ways to cope with kindness?</li> <li>*Can learners find ways to cope with generosity?</li> <li>*Can learners find ways to cope with compassion?</li> <li>*Can learners find ways to cope with empathy?</li> <li>*Can learners find ways to cope with understanding?</li> <li>*Can learners find ways to cope with tolerance?</li> <li>*Can learners find ways to cope with acceptance?</li> <li>*Can learners find ways to cope with inclusion?</li> <li>*Can learners find ways to cope with belonging?</li> <li>*Can learners find ways to cope with connection?</li> <li>*Can learners find ways to cope with community?</li> <li>*Can learners find ways to cope with citizenship?</li> <li>*Can learners find ways to cope with responsibility?</li> <li>*Can learners find ways to cope with accountability?</li> <li>*Can learners find ways to cope with integrity?</li> <li>*Can learners find ways to cope with honesty?</li> <li>*Can learners find ways to cope with transparency?</li> <li>*Can learners find ways to cope with openness?</li> <li>*Can learners find ways to cope with vulnerability?</li> <li>*Can learners find ways to cope with authenticity?</li> <li>*Can learners find ways to cope with genuineness?</li> <li>*Can learners find ways to cope with sincerity?</li> <li>*Can learners find ways to cope with earnestness?</li> <li>*Can learners find ways to cope with seriousness?</li> <li>*Can learners find ways to cope with solemnity?</li> <li>*Can learners find ways to cope with gravity?</li> <li>*Can learners find ways to cope with weightiness?</li> <li>*Can learners find ways to cope with heaviness?</li> <li>*Can learners find ways to cope with burden?</li> <li>*Can learners find ways to cope with load?</li> <li>*Can learners find ways to cope with pressure?</li> <li>*Can learners find ways to cope with stress?</li> <li>*Can learners find ways to cope with tension?</li> <li>*Can learners find ways to cope with strain?</li> <li>*Can learners find ways to cope with effort?</li> <li>*Can learners find ways to cope with exertion?</li> <li>*Can learners find ways to cope with labor?</li> <li>*Can learners find ways to cope with work?</li> <li>*Can learners find ways to cope with task?</li> <li>*Can learners find ways to cope with job?</li> <li>*Can learners find ways to cope with career?</li> <li>*Can learners find ways to cope with profession?</li> <li>*Can learners find ways to cope with occupation?</li> <li>*Can learners find ways to cope with vocation?</li> <li>*Can learners find ways to cope with avocation?</li> <li>*Can learners find ways to cope with hobby?</li> <li>*Can learners find ways to cope with pastime?</li> <li>*Can learners find ways to cope with recreation?</li> <li>*Can learners find ways to cope with amusement?</li> <li>*Can learners find ways to cope with entertainment?</li> <li>*Can learners find ways to cope with diversion?</li> <li>*Can learners find ways to cope with pastime?</li> <li>*Can learners find ways to cope with recreation?</li> <li>*Can learners find ways to cope with amusement?</li> <li>*Can learners find ways to cope with entertainment?</li> <li>*Can learners find ways to cope with diversion?</li> </ul>

### SOCIAL EMOTIONAL learning resources

Resources:

- <https://www.core-competencies.org/>
- <https://www.socialthinking.com>
- <https://www.edutopia.org/>
- <https://www.kqed.org/mindshift/you-grow-mindset/>

More Books to Read about SEL:

*Big, Think, and Do with Anxiety*, by Lynne Kenney

*Top Kids* by Lynne Kenney

*Success on Social and Emotional* by E. Zins, et al.

*Empowering by Michelle Garcia Winner* by Daniel J. Siegel

*Thinking about Me* by Michelle Garcia

by Leah Kuypers

*Better Thinking, Self-Regulation*, by Lynne Kenney (Self-regulation is a life function skills as well as SEL, so this is.)

[thisreadingmama.com](http://thisreadingmama.com)

### All About Me Survey

1. I can name my feelings.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

2. When I don't know how to do something, I try to be positive.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

3. I know it's okay to not be good at everything.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

4. I have things I do outside of school that make me happy.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

5. I need help from a grown-up to calm down when I am upset.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

6. When something is wrong, I keep trying.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

7. I think kind thoughts about myself when things aren't easy.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

8. I keep my work area organized and clean.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

9. It's okay for other people to look or act differently than me.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

10. I can be friends with someone who has a different opinion than me.

Never	Sometimes	Most of the time	All the time
-------	-----------	------------------	--------------

### B.E.S.T. visuals

**SEL Skill: Managing Self**

**Objective:** Students will learn how to handle big emotions with the B.E.S.T. strategy.

**Materials:** B.E.S.T. posters and appropriate book(s) from the book list on pages 188-189 of this file.

**Ideas & Discussion Questions:**

- What are BIG emotions?
- Is it wrong to have big emotions?
- How do big emotions make you feel in your body? (clenched jaws, furrowed brow, upset stomach, etc.)
- Why is it important to calm down?
- Walk through the steps of BEST explicitly. For example, practice breathing slowly together or naming feelings about a problem.
- Think of times when BEST would help learners and discuss those times.

\*Labeling emotions is an important step in this process. If you feel your learners struggle to name their emotions, go back to the activities on pages 18 and 19 of this file.

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# CLIP ART & FONTS

