

Social Emotional Learning and Mindfulness

Self-Awareness

Self-Management

Responsible
Decision-
Making

Mindfulness

Relationship
Skills

Social
Awareness

Name:

Student Resource Book

Intermediate

Catapult Learning™

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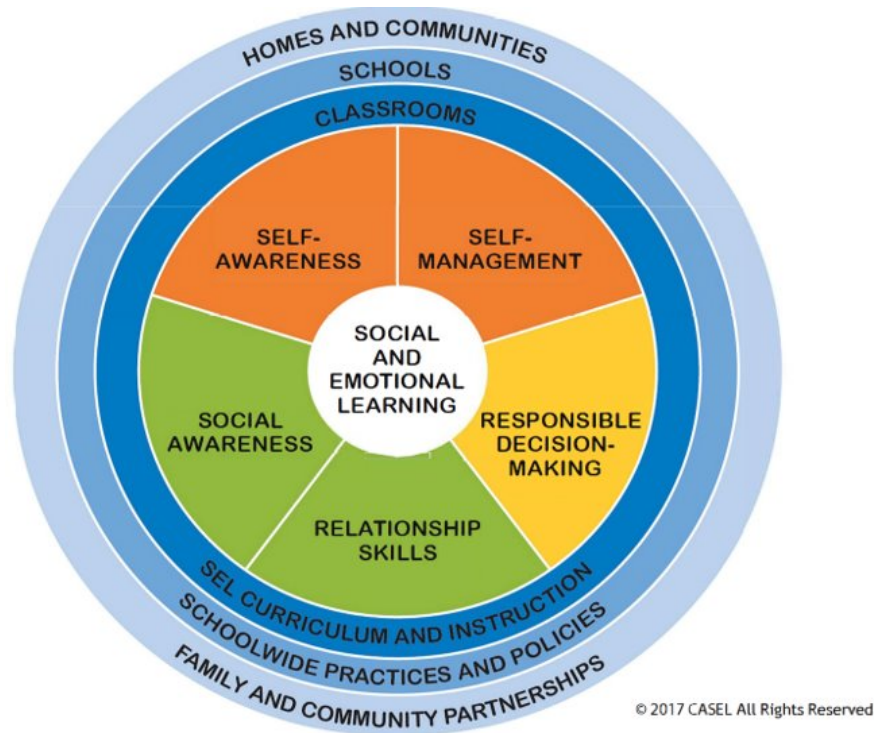
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THE FEEL WHEEL



SELF AWARENESS

- Recognizing your own emotions, thoughts, and values and how they affect your behavior
- Understanding your strengths and the things that are difficult for you, so you can work on them

SELF MANAGEMENT

- Controlling your emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses (the urge to do something), and motivating yourself
- Setting personal and academic goals and working toward them

RESPONSIBLE DECISION-MAKING

- Making good choices about personal behavior and social interactions based
- Understanding the consequences of your actions and how they affect you / others

RELATIONSHIP SKILLS

- Having healthy and rewarding relationships with people from different backgrounds
- Communicating clearly, listening and working well with others, not giving into social pressure, and knowing when to ask for help

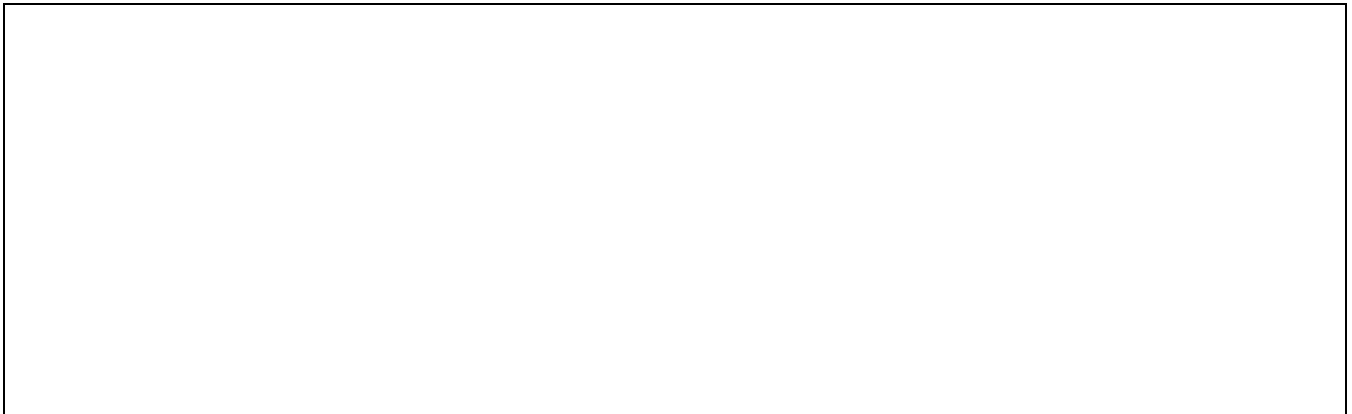
SOCIAL AWARENESS

- Understanding others and putting yourself in their shoes, as well as recognizing how to behave at home, school, with your family, and in the community

SEL Lesson 1: Self Awareness – Wheel of Emotions

We all experience emotions like sadness, happiness, and even frustration and anger. We may think of some of these emotions, like sadness, as bad, but they are a part of life. The important thing is to be able to identify an emotion and work through it.

Think about where emotions come from. Are there basic emotions that all humans share no matter their cultural backgrounds? Brainstorm a list of emotions. Feel free to research others.



American psychologist Paul Ekman identified eight basic emotions: happiness, fear, surprise, sadness, disgust, anger, contempt, and interest. Draw a wheel with eight segments and place each of the eight emotions on the wheel, arranging them so that the ones that are related are next to each other. Feel free to use color for effect.



Explain why you arranged the emotions the way you did on the wheel. Are there other emotions you might include on the wheel? Where would you place them?



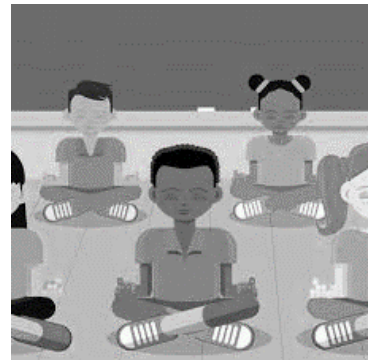
How might you use the emotion wheel to deal with situations at home or school?



Mindfulness Lesson 1: The Five-Minute Meditation

Relax anywhere with this five-minute mindfulness exercise.

1. Find a quiet spot to sit, lie, or stand. Pick a place where you won't be disturbed.
2. Get in a comfortable position.
3. Rest your hands on your legs or at your sides.
4. Either close your eyes or focus on a single point in front of you.
5. Listen to your breath as you inhale and exhale.
6. Try to focus on your breathing and not what is causing you stress or pain.
7. Breathe in slowly and exhale slowly. That is one count.
8. Continue until you complete about ten counts of breathing.
9. If your mind wanders and you lose count, start again.
10. Open your eyes or shift your focus.
11. Notice how you feel. Were you able to calm yourself even a little?



After you have repeated this exercise a few times, respond to the question in the space below. You can use words or pictures to help you explain how you feel.

Reflection

How did this exercise feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 2: Self-Management – Managing Emotions

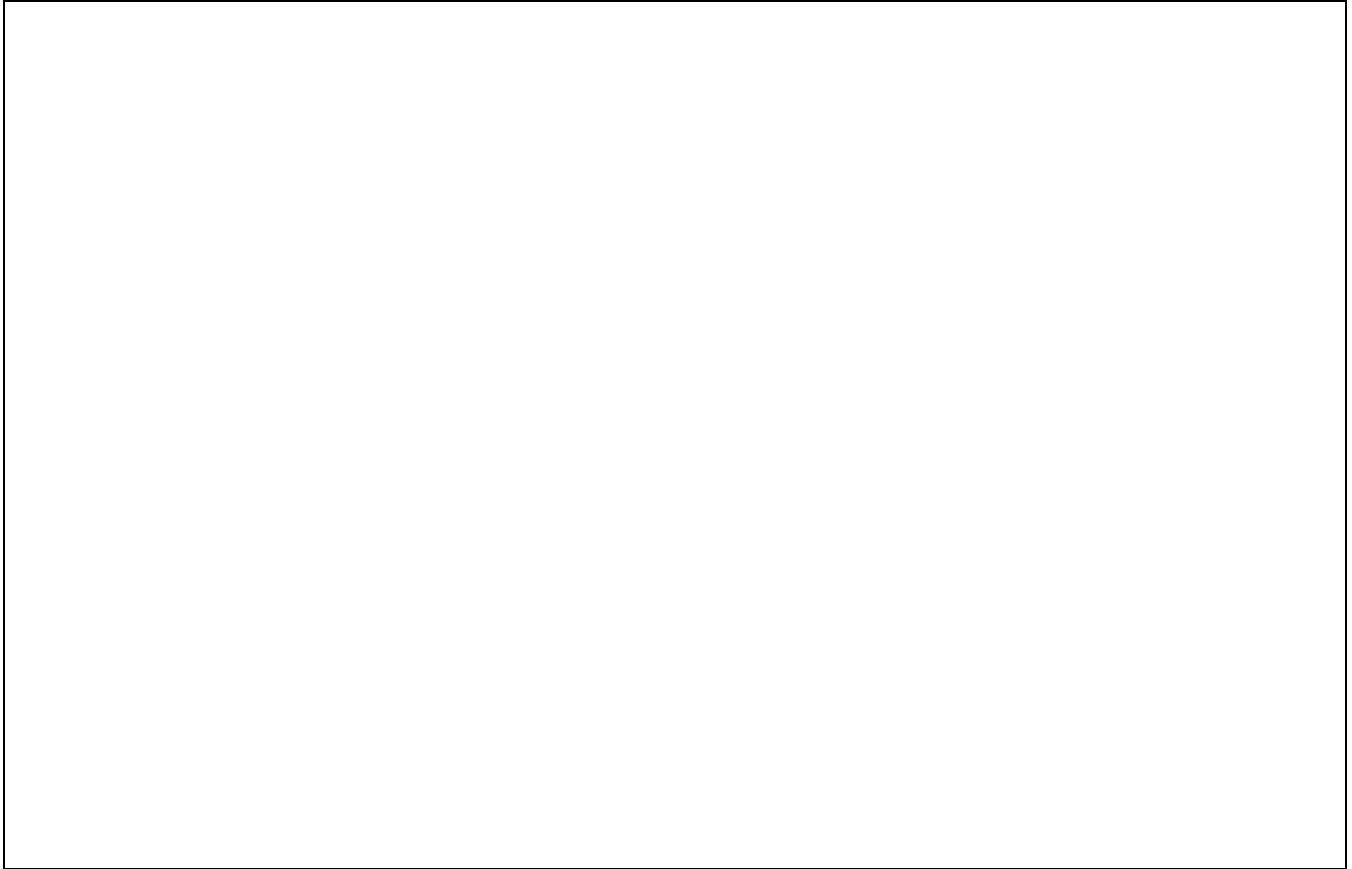
Have you ever heard the phrase *emotion management*? What do you think this means?

Emotion management is the thoughts and actions we use to feel more, less, or the same amount of an emotion. It is helpful to have strategies or ways for dealing with strong emotions. Let's review a few:

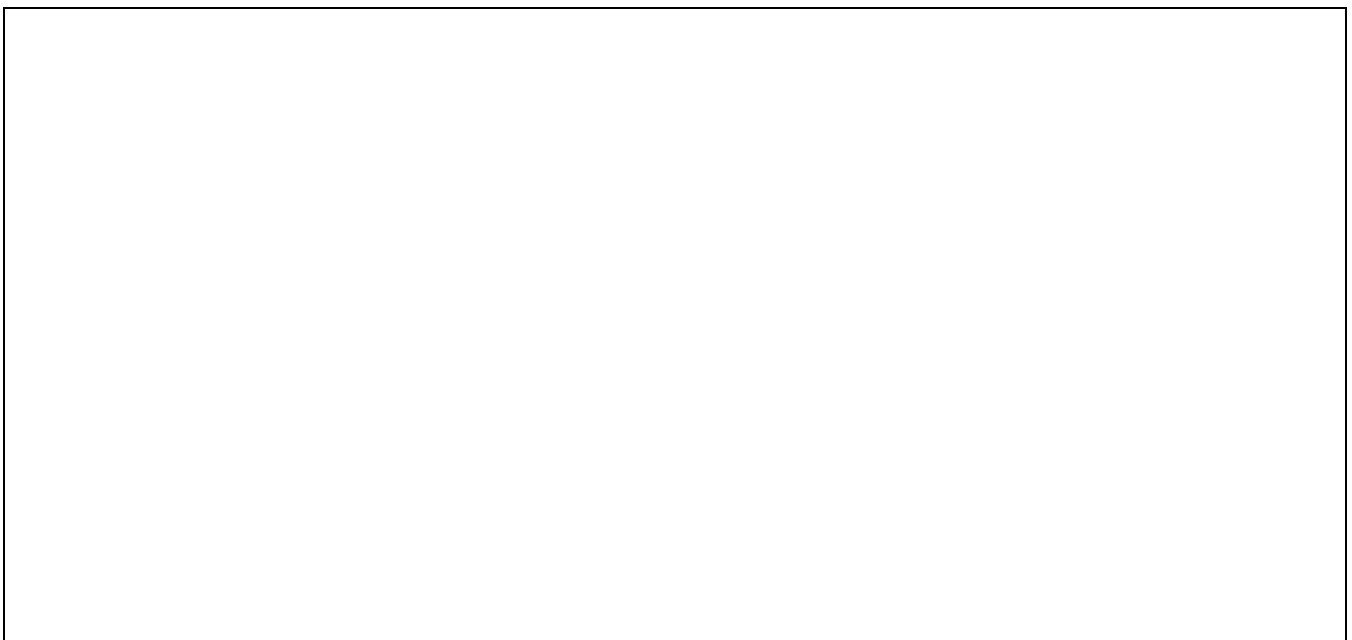
- Mindful Breathing - Sit comfortably with your left hand on your heart and your right hand on your stomach. Close your eyes if you wish to. Breathe in and out normally and pay attention to your breath. Notice any changes in your body.
- Body Scan - Sit comfortably and close your eyes if you choose. Notice how each of your body parts feel, starting with your toes and moving up to your head.
- Talking to someone.

Have you ever used any of these strategies? How did they help you?

What other strategies do you use to manage strong emotions? List and describe at least three.



Would you prefer to use one strategy in a specific situation and a different strategy in another? Why or why not?



Mindfulness Lesson 2: A Mindfulness Circuit

Try out these moves! Work your way up to holding each pose for at least one minute. Repeat the moves at least four times.

Extended Cat

Come to all fours. Extend one leg out behind you, and look forward, with the arm on the same side extended in front of you! Hold for up to 1 minute. Then, repeat on the other side.



Downward Dog

From a standing position, bend down and place your palms flat on the ground. Step your feet back to create an upside-down V shape with your backside high in the air. Straighten your legs, relax your head, and neck, and look down between your legs.



Dancer's Pose

Stand tall on one leg. Then reach the opposite leg out behind you, placing the outside of your foot into your hand. Bend your torso forward with your arm out in front for balance and arch your leg up behind you.



Boat Pose

Balance on your backside with your legs up. Then rock from side to side like a boat.



Extended Side-Angle Pose

Stand with your feet apart. Bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.






After you finish this circuit, write down or draw anything that comes up for you.

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Reflection

How did this exercise feel?

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|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 3: Decision Making – What Would You Do?

Responsible decision-making is an important part of being an adult. We all have to make difficult choices about our behaviors and relationships at some point, so we have to continuously work on those skills.

Here are a few problem-solving scenarios. What would you do?

- While playing with your sibling, s/he accidentally breaks your favorite toy or gift. What do you do next?

- You see someone sitting alone at lunch or playing alone at recess. What do you say or do?

- You're eating your favorite snack and a friend asks for a bite. How do you respond?

In each of the situations, do you think your response was the right choice to make? Why or why not?

How else could you have gone about each situation?

How do you feel when you know you have made the right decision?

Mindfulness Lesson 3: Musical Drawing

Sometimes, outside forces can influence our mood, pace, and feelings. Music is one such powerful force.

1. Take a piece of paper and a pencil.
2. If you have a music playlist you like, cue it up. If you don't have a playlist, turn on the radio or find another source of music.
3. As the music plays, draw anything you want, real or abstract. Keep drawing for at least a few minutes.
4. As the musical choices change, pay attention to your mood, posture, and drawing. How are they changing?



Use words or pictures to help you explain how it felt to do this exercise. What did you learn about yourself?

What do you think this activity has to do with mindfulness?

What did you notice about yourself and mood during this activity?

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Reflection

How did this exercise feel?

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|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 4: Relationship Skills – Resolving Conflicts

Today, we are going to look at steps you can take when you are in a conflict with someone. A conflict is a serious argument or disagreement.

How do you usually handle a conflict?

Here are different ways to handle conflict.



Which of these strategies do you currently use or would want to try out? Why do you want to try these strategies?

How else do you typically resolve conflicts in your life?

Now, try out one of these tips with someone at home. How did it go?

What did you learn about yourself? What did you learn about the other person?

Mindfulness Lesson 4: Body Scan

This activity is a great way to relax and feel present in the moment.

1. Lay on the floor with your eyes closed if you choose. You may also look at the ceiling.
2. For about 10 seconds, pay attention to your feet and think about these questions:
 - How does this body part feel?
 - Is it cold or warm?
 - Does it feel tight or relaxed?
 - Is all or part of that body part touching the floor or any clothing?
 - What does that feel like?
3. Now, move on to your toes and think about the same questions.
4. Then move to your ankles, calves, knees and other body parts until you reach your head.
5. If you feel tired or stressed after you have completed each body part, imagine breathing out the stress and breathing in new things that make you happy.




Use words, pictures, or anything else to help you explain how each body part felt as you did this activity.

What did you learn about yourself?

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Reflection

How did this exercise feel?

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|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 5: Social Awareness – Stereotyping

Do you know what a stereotype is? If so, explain below.

A stereotype is an overly simple picture or opinion of a person, group, or thing.

Ex: *Old people are forgetful.*

What are some examples of stereotypes you have heard before?

People often use labels or categories to describe others based on characteristics such as clothing, looks, the way a person talks, or the groups to which they belong. While categorizing things or people is might be helpful for simplifying things for the human brain, people often make assumptions about groups of people they don't even know.

What are some stereotypes that people might think about you?

How have these stereotypes made you feel?

Do assumptions apply to everyone in a group?

How do assumptions affect your behavior toward others?

How can stereotypes be harmful to people or groups?

What steps can you take to make sure that you don't stereotype others?

Mindfulness Lesson 5: Gratitude Jar

There are lots of things that upset us and make us feel stressed. But there are also lots of things that make us feel good. Do you know what gratitude means? Gratitude is being thankful or grateful for something.

Today, keep a list of all the things you are grateful for throughout the day. Here are some ideas:



- Something that someone else did for you
- A person in your life that you appreciate
- An activity or hobby you are grateful to be able to do
- A positive quality of someone that can sometimes be hard to get along with
- A skill or ability you have
- An item you love
- Something that made you laugh
- What you have learned from something that was hard
- Something you like about yourself

If you enjoy this activity, consider asking your family and friends to join you. You can also keep a gratitude journal every day or keep the list of things you are grateful for in a gratitude jar or container.




Use words, pictures, or anything else to explain how this activity made you feel.

What did you learn about yourself?

How can gratitude help you to be more present in the moment?

Reflection

How did this exercise make you feel?

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|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 6: Self Awareness – Dealing with Fear and Anxiety

There are lots of things going on in the world right now that cause us to feel anxious. You may also be experiencing some personal things that worry you. Maybe it's because you have little or no control over a situation, or because things feel hopeless. Whatever the case, it is important that you create some space to deal with things that stress you out.

Write about a few things that stress you out or cause you to be anxious.

Look at the scale. Think about what you wrote above. Where do they fall on the scale?



1 – Not that bad

2 – Somewhat stressful, but I can manage

3 – Extremely stressful

One way you can deal with fear or anxiety is to talk to an adult. How else do you typically deal with fear and anxiety?

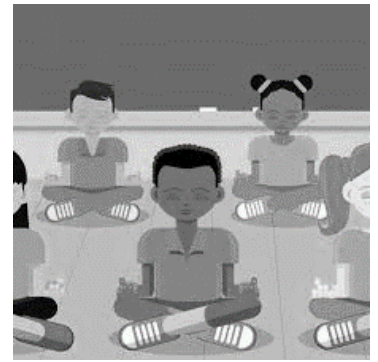
Do your strategies for dealing with fear and anxiety typically work? If not, how might you change them to better help you?

Choose one thing that is currently causing some anxiety in your life. What specific steps are you taking or will take to address this challenge?

Mindfulness Lesson 6: The Five-Minute Meditation

Relax anywhere with this five-minute mindfulness exercise.




1. Find a quiet spot to sit, lie, or stand. Pick a place where you won't be disturbed.
2. Get in a comfortable position.
3. Rest your hands on your legs or at your sides.
4. Either close your eyes or focus on a single point in front of you.
5. Listen to your breath as you inhale and exhale.
6. Try to focus on your breathing and not what is causing you stress or pain.
7. Breathe in slowly and exhale slowly. That is one count.
8. Continue until you complete about ten counts of breathing.
9. If your mind wanders and you lose count, start again.
10. Open your eyes or shift your focus.
11. Notice how you feel. Were you able to calm yourself even a little?



After you have repeated this exercise a few times, respond to the question in the space below. You can use words or pictures to help you explain how you feel.

Reflection

How did this exercise feel?

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|---|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 7: Self-Management – Self-Talk

Ever heard the phrase, self-talk? Self-talk is when you talk to your self silently or aloud when you are in a tough situation. Think of it as the little voice in your head – it can be positive or negative.

What we think to ourselves when we are going through a difficult or uncomfortable situation can actually shape our response to the problem. For example, if you found out you didn't get a desirable grade on a project you spent a lot of time on, how would that make you feel? You might be upset for a while and feel like a failure, but you can also remind yourself that next time, you will work harder or ask for help.

Review the examples of negative feelings people sometimes have and the positive thoughts they can use to overcome them.

Feelings

When I feel nervous

When I feel frustrated

When I am disappointed

Positive Thoughts

"I am going to get better at this."

"I am a great student."

"I can get through anything."

Next, create a list of some of the negative things you say to yourself when things are difficult or not going well. In the second column, come up with a list of positive things you can say to yourself instead.

| Negative Thoughts | What I can say instead |
|-------------------|------------------------|
| | |
| | |
| | |
| | |
| | |

Mindfulness Lesson 7: A Mindfulness Circuit

Try out these moves! Work your way up to holding each pose for at least one minute. Repeat the moves at least four times.

Extended Cat

Come to all fours. Extend one leg out behind you, and look forward, with the arm on the same side extended in front of you! Hold for up to 1 minute. Then, repeat on the other side.



Downward Dog

From a standing position, bend down and place your palms flat on the ground. Step your feet back to create an upside-down V shape with your backside high in the air. Straighten your legs, relax your head, and neck, and look down between your legs.



Dancer's Pose

Stand tall on one leg. Then reach the opposite leg out behind you, placing the outside of your foot into your hand. Bend your torso forward with your arm out in front for balance and arch your leg up behind you.



Boat Pose

Balance on your backside with your legs up. Then rock from side to side like a boat.



Extended Side-Angle Pose

Stand with your feet apart. Bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.




After you finish this circuit, write down or draw anything that comes up for you.

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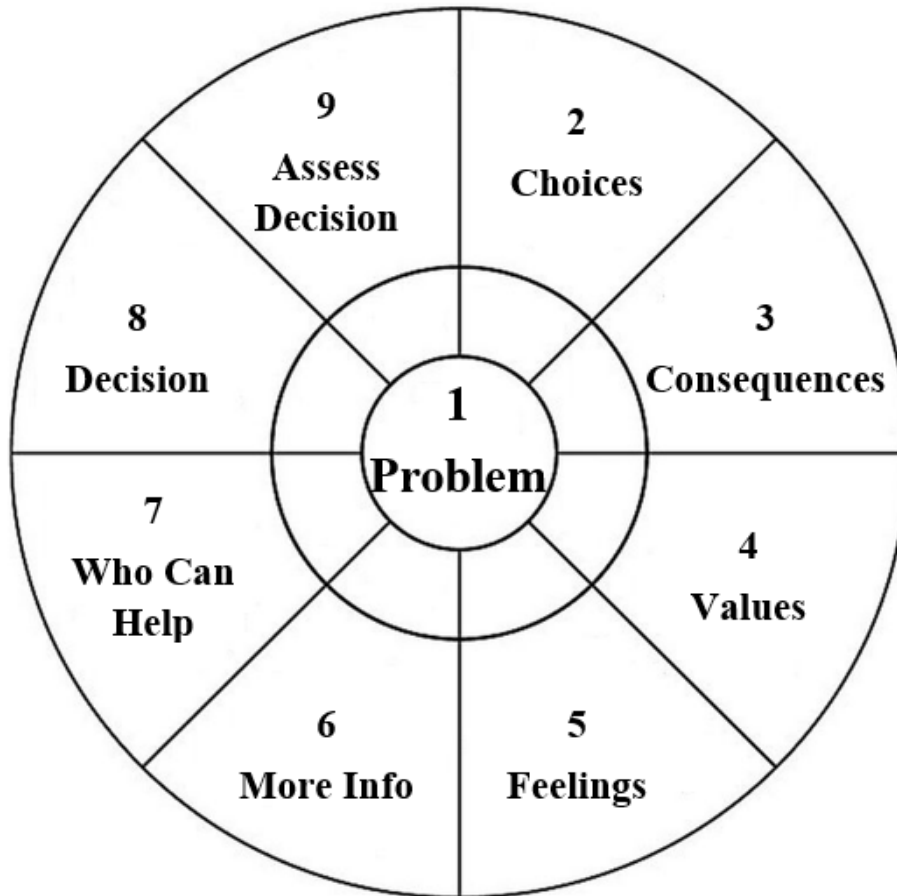
Reflection

How did this exercise feel?

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|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 8: Decision Making – Making Good Choices

This wheel will help you to make better choices in your life. When you have an important decision to make, start with number 1 in the hub of the wheel, state the problem. Next, move through the all the steps, one by one, to help guide you.



Here are questions you can ask at every step:

1. What is the problem?
2. What are the choices you have?
3. What do you think the consequences of these choices will be for yourself and others who are involved?
4. What values do you need to consider?
5. How do you feel about the situation?
6. Is there anything else you need to learn about it?
7. Do you need to ask for help? Who will you ask?
8. What is your decision?
9. Do you think you made the right decision? Why?

Use these steps to think through the following scenario. What would you do?

It is recess. Everyone, including the teacher, is outside. You have to use the restroom. On your way, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person's desk and take something out of it. You quickly move past the door so they don't see you. Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher. A moment later the teacher announces that this student's entire pencil case with pencils, pens, and lunch money in it has been stolen. What do you do? Write your ideas in the space below.

Now, think about a problem you need to solve or a decision you have to make. Use the wheel to break down each of the things you need to think about before you make your decision.

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|----|
| 1. |
| 2. |
| 3. |
| 4. |
| 5. |
| 6. |
| 7. |
| 8. |
| 9. |

What do you think about the decision wheel? Are you likely to use it when you need to make a decision?

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Mindfulness Lesson 8: Musical Drawing

Sometimes, outside forces can influence our mood, pace, and feelings. Music is one such powerful force.

1. Take a piece of paper and a pencil.
2. If you have a music playlist you like, cue it up. If you don't have a playlist, turn on the radio or find another source of music.
3. As the music plays, draw anything you want, real or abstract. Keep drawing for at least a few minutes.
4. As the musical choices change, pay attention to your mood, posture, and drawing. How are they changing?



Use words or pictures to help you explain how it felt to do this exercise. What did you learn about yourself?

What do you think this activity has to do with mindfulness?

What did you notice about yourself and mood during this activity?

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Reflection

How did this exercise feel?

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|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 9: Relationship Skills – Are You a Good Friend?

Have you ever thought about what makes you a good friend? How about the qualities you would want in a friend? Create a list of some qualities you think make you a good friend and those that you can work on.

| GOOD | NEEDS WORK |
|-------------|-------------------|
| | |

Would your friends agree or disagree with the list you created? Explain.

Of the qualities you think you need to work on, which ones are most important to you and why?

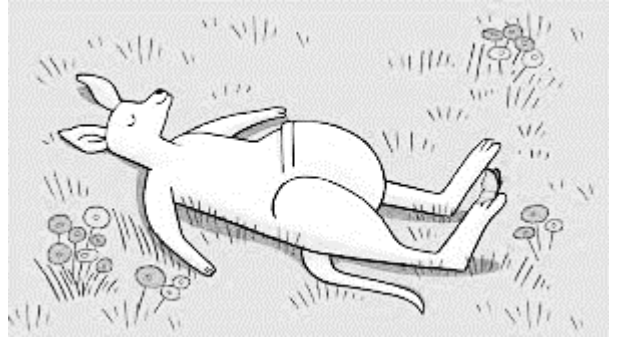
How will you work on these qualities?

What steps do you plan to take to become a better friend in general?

Mindfulness Lesson 9: Body Scan

This activity is a great way to relax and feel present in the moment.

1. Lay on the floor with your eyes closed if you choose. You may also look at the ceiling.
2. For about 10 seconds, pay attention to your feet and think about these questions:
 - How does this body part feel?
 - Is it cold or warm?
 - Does it feel tight or relaxed?
 - Is all or part of that body part touching the floor or any clothing?
 - What does that feel like?
3. Now, move on to your toes and think about the same questions.
4. Then move to your ankles, calves, knees and other body parts until you reach your head.
5. If you feel tired or stressed after you have completed each body part, imagine breathing out the stress and breathing in new things that make you happy.




Use words, pictures, or anything else to help you explain how each body part felt as you did this activity.

What did you learn about yourself?

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Reflection

How did this exercise feel?

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|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 10: Social Awareness – Role Models

Name 2-3 of your role models. For each one, think about:

- What you appreciate about them / what about them inspires you
- How you chose them
- What qualities about them you would like to emulate (copy or follow)

Person 1:

Person 2:

Person 3:

In what ways are you a role model to others?

How do you inspire the people around you?

What steps might you take to become a better role model to friends, siblings, or other family members?

Mindfulness Lesson 10: Gratitude Jar

There are lots of things that upset us and make us feel stressed. But there are also lots of things that make us feel good. Do you know what gratitude means? Gratitude is being thankful or grateful for something.

Today, keep a list of all the things you are grateful for throughout the day. Here are some ideas:



- Something that someone else did for you
- A person in your life that you appreciate
- An activity or hobby you are grateful to be able to do
- A positive quality of someone that can sometimes be hard to get along with
- A skill or ability you have
- An item you love
- Something that made you laugh
- What you have learned from something that was hard
- Something you like about yourself

If you enjoy this activity, consider asking your family and friends to join you. You can also keep a gratitude journal every day or keep the list of things you are grateful for in a gratitude jar or container.

Use words, pictures, or anything else to explain how this activity made you feel.

What did you learn about yourself?




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How can gratitude help you to be more present in the moment?

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Reflection

How did this exercise make you feel?

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|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 11: Self Awareness – Strengths and Challenges

It is important to know what you are good at and where you need a little help. Knowing your strengths is important because you know where you can excel or do well. It also helps you to know how to help others who might not be as strong in those areas. When you are aware of the areas where you need more help, you can create a plan for improvement.

List your strengths and areas for improvement below.

| Strengths | Areas for Improvement |
|------------------|------------------------------|
| | |

Think about your strengths. How did they become your strengths? Did you practice? Did someone help you?

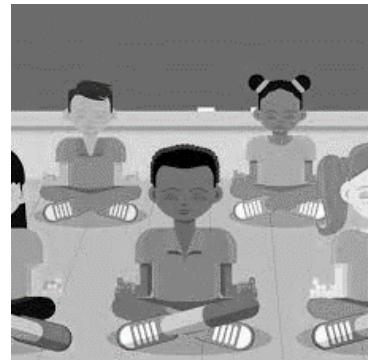
Which of your strengths would you have previously considered to be an area where you needed improvement? What steps did you take to ensure that this would become something you were good at?

Pick two of the things you listed under areas for improvement. How will you get better at those things?

Mindfulness Lesson 11: The Five-Minute Meditation

Relax anywhere with this five-minute mindfulness exercise.

1. Find a quiet spot to sit, lie, or stand. Pick a place where you won't be disturbed.
2. Get in a comfortable position.
3. Rest your hands on your legs or at your sides.
4. Either close your eyes or focus on a single point in front of you.
5. Listen to your breath as you inhale and exhale.
6. Try to focus on your breathing and not what is causing you stress or pain.
7. Breathe in slowly and exhale slowly. That is one count.
8. Continue until you complete about ten counts of breathing.
9. If your mind wanders and you lose count, start again.
10. Open your eyes or shift your focus.
11. Notice how you feel. Were you able to calm yourself even a little?



After you have repeated this exercise a few times, respond to the question in the space below. You can use words or pictures to help you explain how you feel.

Reflection

How did this exercise feel?

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|  <p>Your Body</p> | |
|  <p>Your Mind</p> | |
|  <p>Your Heart</p> | |

SEL Lesson 12: Self-Management – Setting SMART Goals

Self-motivation is important for all of us. Sometimes, we must rely on ourselves for courage to do the things we need and want when we can't rely on anyone or anything else. One way to stay motivated is to create goals. To make sure you can track your goals, they have to be SMART. SMART stands for:

- Specific – having clear, focused goals
- Measurable – having goals that you can track over time
- Attainable – having a goals you can actually accomplish
- Relevant – having a goals that makes sense for where you are in life
- Time-bound – having goals that are linked to timelines and deadlines

Example:

I want to exercise 3 times a week for the next 3 months.

Create 3 goals for yourself. They can be personal, related to school, a skill you want to learn, or anything else you want. Just make sure they are SMART! Explain how each goal meets the criteria of being SMART.

| | |
|---------|--|
| Goal 1: | How is your goal: S M A R T |
|---------|--|

| | |
|---------|--|
| Goal 2: | How is your goal: S M A R T |
| Goal 3: | How is your goal: S M A R T |

Use the space below to track your progress for each goal.

Goal 1:

Goal 2:

Goal 3:

Mindfulness Lesson 12: A Mindfulness Circuit

Try out these moves! Work your way up to holding each pose for at least one minute. Repeat the moves at least four times.

Extended Cat

Come to all fours. Extend one leg out behind you, and look forward, with the arm on the same side extended in front of you! Hold for up to 1 minute. Then, repeat on the other side.



Downward Dog

From a standing position, bend down and place your palms flat on the ground. Step your feet back to create an upside-down V shape with your backside high in the air. Straighten your legs, relax your head, and neck, and look down between your legs.



Dancer's Pose

Stand tall on one leg. Then reach the opposite leg out behind you, placing the outside of your foot into your hand. Bend your torso forward with your arm out in front for balance and arch your leg up behind you.



Boat Pose

Balance on your backside with your legs up. Then rock from side to side like a boat.



Extended Side-Angle Pose

Stand with your feet apart. Bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.



After you finish this circuit, write down or draw anything that comes up for you.

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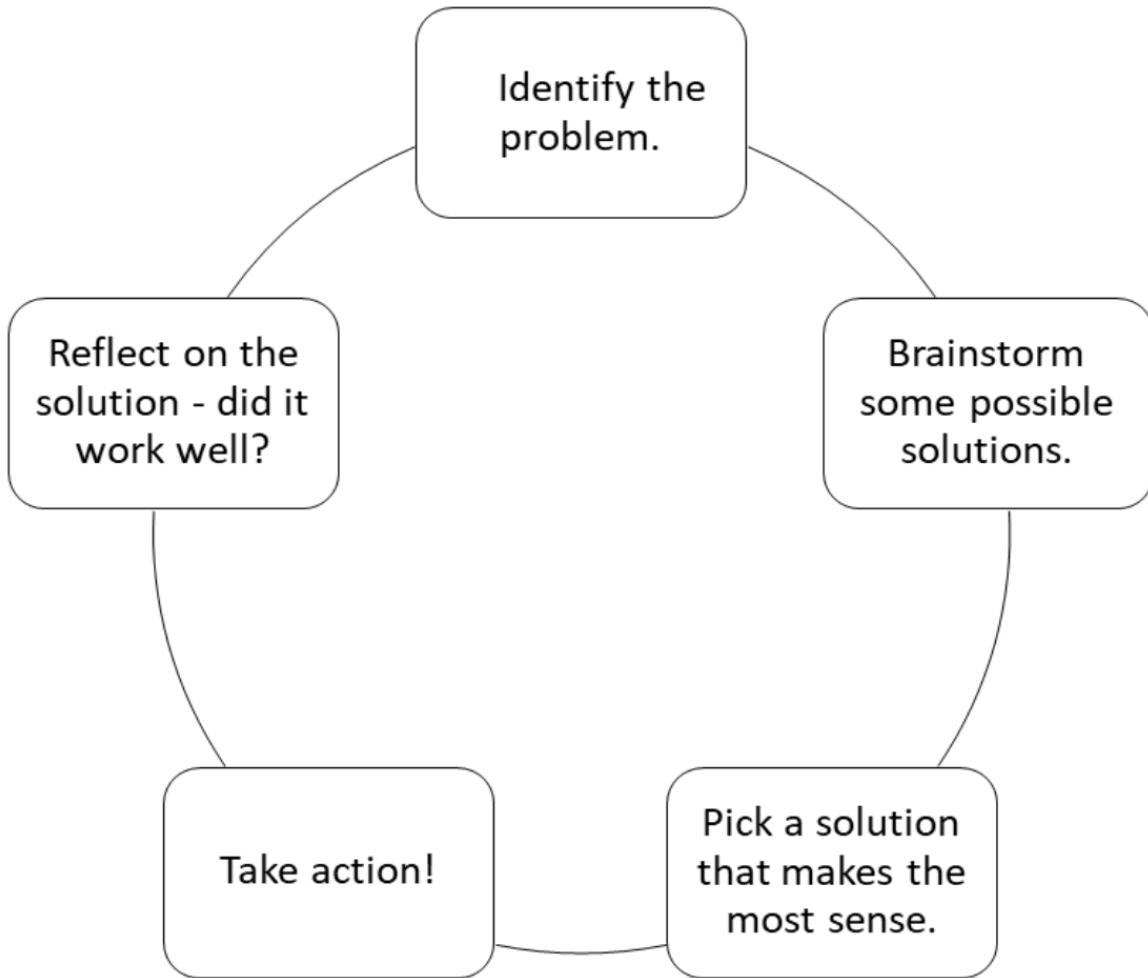
Reflection

How did this exercise feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

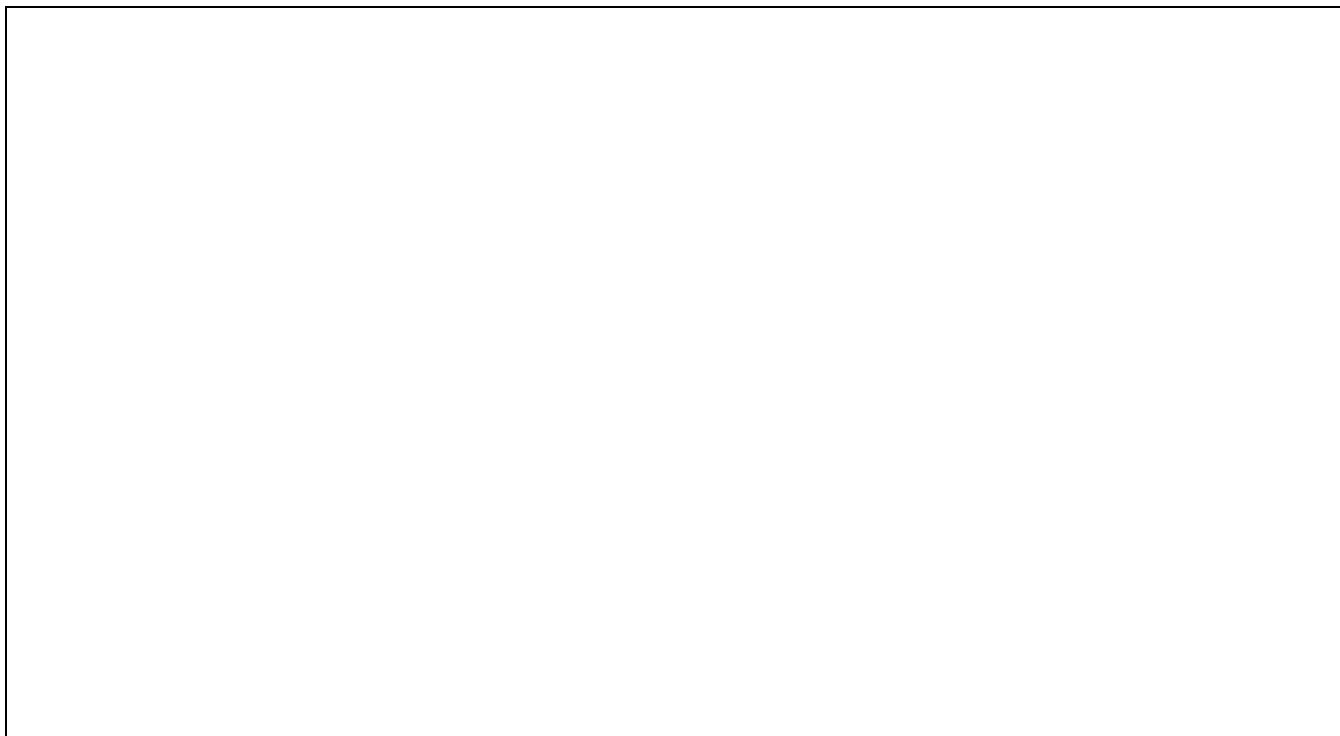
SEL Lesson 13: Decision Making – Steps for Problem Solving

Learning how to solve a problem is an important skill in life. No matter how large or small the problem, knowing what steps to take in the face of a challenge can make a big difference. Review the steps for problem solving. Have you ever used this process?

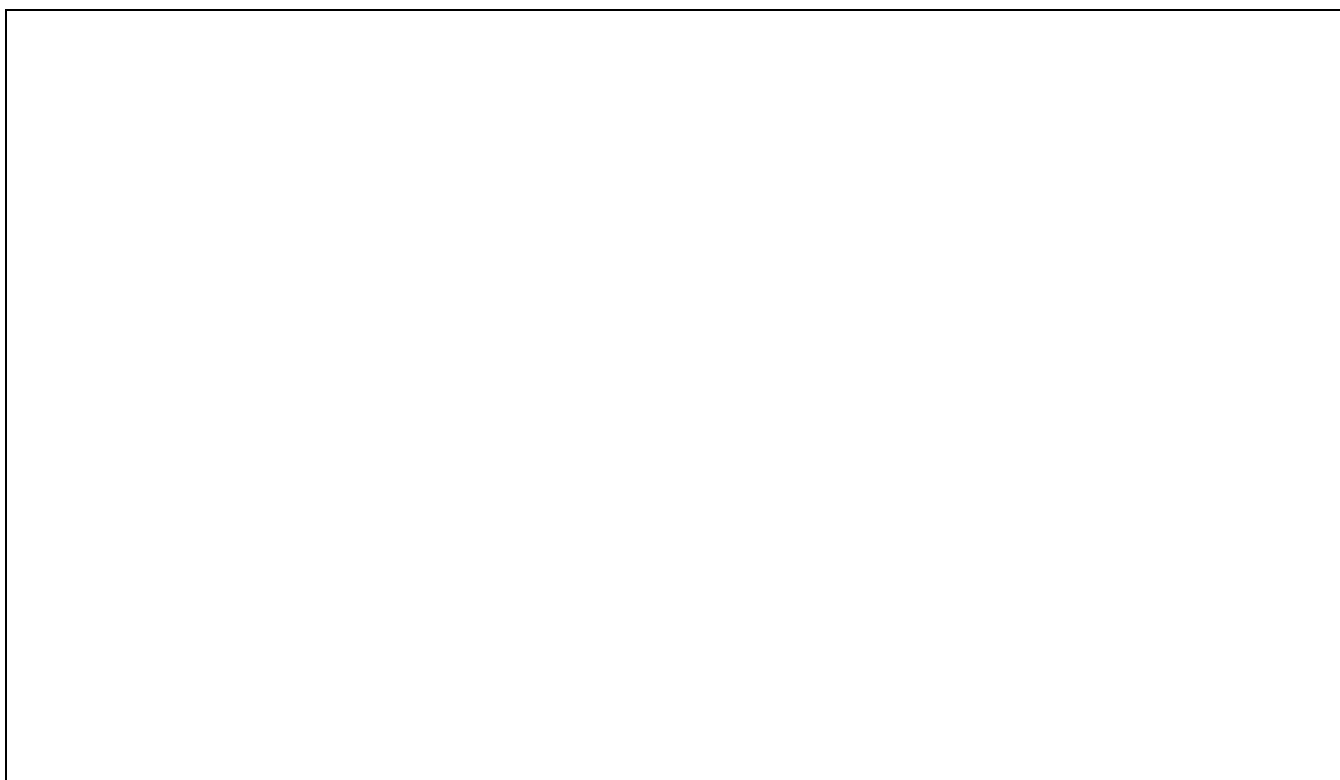


What tricks can you use to remember the steps so you can use them when you need?

Think about a problem you have had. How could you have used the steps to solve the problem? If you are facing a problem right now, how might the steps help you?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the first question.

Try out the steps. How did it go? Did you solve the problem? What did you learn?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the second question.

Mindfulness Lesson 13: Musical Drawing

Sometimes, outside forces can influence our mood, pace, and feelings. Music is one such powerful force.

1. Take a piece of paper and a pencil.
2. If you have a music playlist you like, cue it up. If you don't have a playlist, turn on the radio or find another source of music.
3. As the music plays, draw anything you want, real or abstract. Keep drawing for at least a few minutes.
4. As the musical choices change, pay attention to your mood, posture, and drawing. How are they changing?



Use words or pictures to help you explain how it felt to do this exercise. What did you learn about yourself?

What do you think this activity has to do with mindfulness?

What did you notice about yourself and mood during this activity?

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Reflection

How did this exercise feel?

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|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 14: Relationship Skills – Appreciation, Apology, Aha!

Learning to appreciate people and apologize when you make a mistake or hurt someone are important skills and will help you succeed in your relationships.

Write the names of two people in your life.

| | |
|--|--|
| Person 1 Name: | Person 2 Name: |
| Appreciation: What is one thing you appreciate about this person? | Appreciation: What is one thing you appreciate about this person? |
| Apology: If you could apologize to this person for one thing you've done, what would it be? | Apology: If you could apologize to this person for one thing you've done, what would it be? |
| Aha: What is one question you would ask this person to get to know them better? | Aha: What is one question you would ask this person to get to know them better? |

If possible, share your appreciation, apology, and aha with the people you listed!

Mindfulness Lesson 14: Body Scan

This activity is a great way to relax and feel present in the moment.

1. Lay on the floor with your eyes closed if you choose. You may also look at the ceiling.
2. For about 10 seconds, pay attention to your feet and think about these questions:
 - a. How does this body part feel?
 - b. Is it cold or warm?
 - c. Does it feel tight or relaxed?
 - d. Is all or part of that body part touching the floor or any clothing?
 - e. What does that feel like?
3. Now, move on to your toes and think about the same questions.
4. Then move to your ankles, calves, knees and other body parts until you reach your head.
5. If you feel tired or stressed after you have completed each body part, imagine breathing out the stress and breathing in new things that make you happy.



Use words, pictures, or anything else to help you explain how each body part felt as you did this activity.

What did you learn about yourself?

| |
|--|
| |
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Reflection

How did this exercise feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 15: Social Awareness – What’s Going On?

To be a responsible young person, you must be aware of your environment and the things that are going on in the world. Watch the news or read an article about a current event in your town, state, country, or the world.

Provide a summary about the event.

How does the event affect you or your community?

What is your opinion about this event?

What is one thing you can do to learn more about this piece of news?

Share this information with a family member or friend and describe their reaction here.

Mindfulness Lesson 15: Gratitude Jar

There are lots of things that upset us and make us feel stressed. But there are also lots of things that make us feel good. Do you know what gratitude means? Gratitude is being thankful or grateful for something.

Today, keep a list of all the things you are grateful for throughout the day. Here are some ideas:



- Something that someone else did for you
- A person in your life that you appreciate
- An activity or hobby you are grateful to be able to do
- A positive quality of someone that can sometimes be hard to get along with
- A skill or ability you have
- An item you love
- Something that made you laugh
- What you have learned from something that was hard
- Something you like about yourself

If you enjoy this activity, consider asking your family and friends to join you. You can also keep a gratitude journal every day or keep the list of things you are grateful for in a gratitude jar or container.




Use words, pictures, or anything else to explain how this activity made you feel.

What did you learn about yourself?

How can gratitude help you to be more present in the moment?

Reflection

How did this exercise make you feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 16: Self Awareness – Compliments

We all have something about us that makes us unique. This is a love letter to yourself. Make a list of 10 things you like about yourself. When you are feeling down or disappointed in yourself, look at this list and remember that there is no one like you.

1.

2.

3.

4.

5.

6.

7.

8.

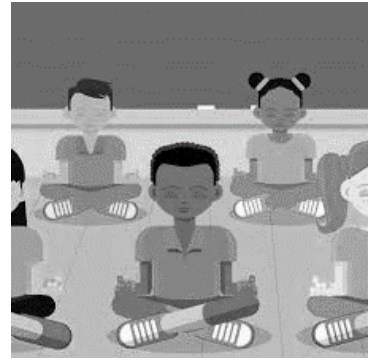
9.

10.

Mindfulness Lesson 16: The Five-Minute Meditation

Relax anywhere with this five-minute mindfulness exercise.

1. Find a quiet spot to sit, lie, or stand. Pick a place where you won't be disturbed.
2. Get in a comfortable position.
3. Rest your hands on your legs or at your sides.
4. Either close your eyes or focus on a single point in front of you.
5. Listen to your breath as you inhale and exhale.
6. Try to focus on your breathing and not what is causing you stress or pain.
7. Breathe in slowly and exhale slowly. That is one count.
8. Continue until you complete about ten counts of breathing.
9. If your mind wanders and you lose count, start again.
10. Open your eyes or shift your focus.
11. Notice how you feel. Were you able to calm yourself even a little?



After you have repeated this exercise a few times, respond to the question in the space below. You can use words or pictures to help you explain how you feel.

Reflection

How did this exercise feel?

| | |
|---|--|
|  <p>Your Body</p> | |
|  <p>Your Mind</p> | |
|  <p>Your Heart</p> | |

SEL Lesson 17: Self-Management – Perseverance

Perseverance – persistence, not giving up even when things are challenging

What does perseverance mean to you?

Why is perseverance an important trait to have?

In which areas of your life do you persevere? Why?

In which areas of your life do you find it difficult to persevere? Why do you find it challenging to persevere in these areas?

What bad habits or beliefs do you need to overcome to persevere in the areas that are difficult for you?

Mindfulness Lesson 17: A Mindfulness Circuit

Try out these moves! Work your way up to holding each pose for at least one minute. Repeat the moves at least four times.

Extended Cat

Come to all fours. Extend one leg out behind you, and look forward, with the arm on the same side extended in front of you! Hold for up to 1 minute. Then, repeat on the other side.



Downward Dog

From a standing position, bend down and place your palms flat on the ground. Step your feet back to create an upside-down V shape with your backside high in the air. Straighten your legs, relax your head, and neck, and look down between your legs.



Dancer's Pose

Stand tall on one leg. Then reach the opposite leg out behind you, placing the outside of your foot into your hand. Bend your torso forward with your arm out in front for balance and arch your leg up behind you.



Boat Pose

Balance on your backside with your legs up. Then rock from side to side like a boat.



Extended Side-Angle Pose

Stand with your feet apart. Bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.



After you finish this circuit, write down or draw anything that comes up for you.

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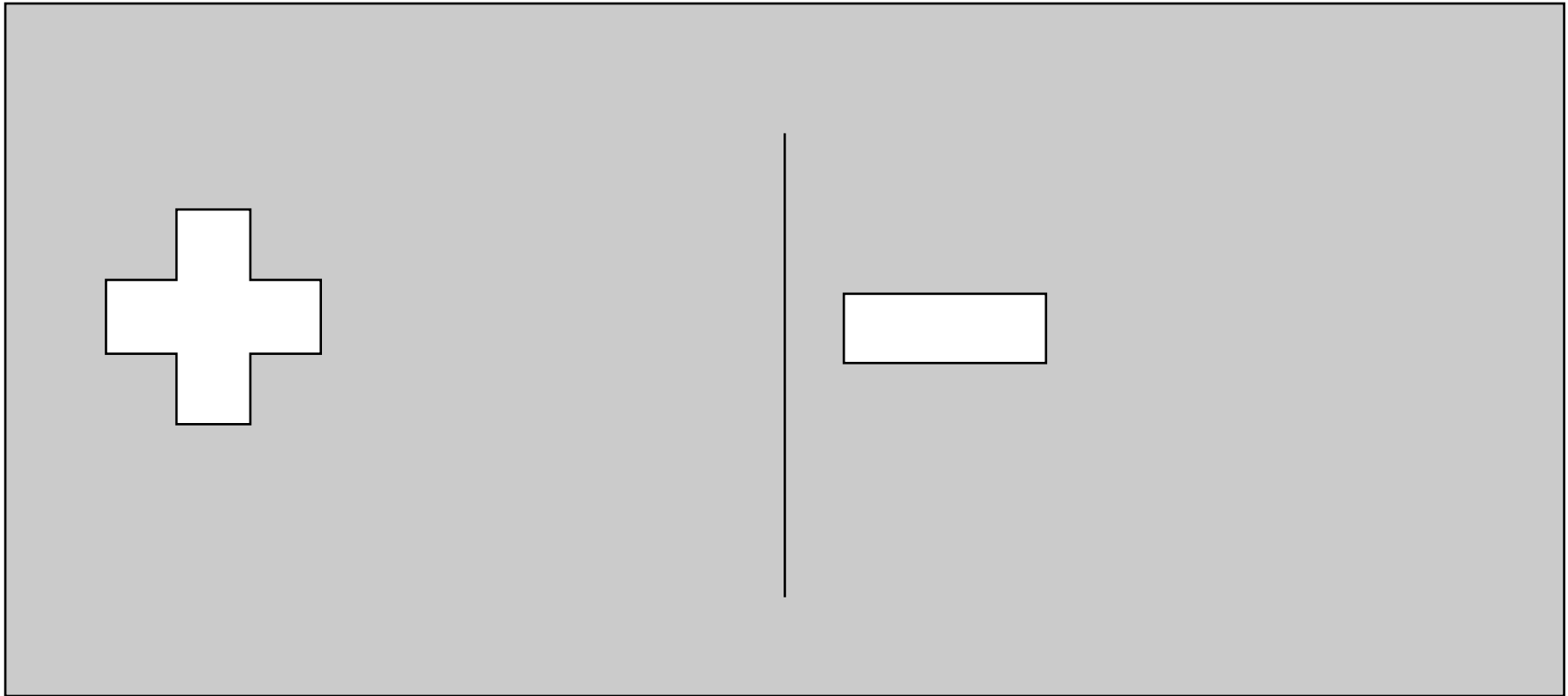
Reflection

How did this exercise feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 18: Decision Making – Reflection, Choice, and Possibilities

When something goes wrong, we sometimes react without thinking or weighing our choices. When you don't use the steps of problem solving to come up with a plan or solution, you can end up in more trouble. In the plus box, list some things that can happen when we stop and think before we act. In the minus box, list some things that can happen when we fail to stop and think before we act.



The image shows a worksheet template for SEL Lesson 18. It consists of a large gray rectangular area divided into two sections by a vertical line. The left section contains a large white plus sign (+) and is intended for listing positive outcomes of thinking before acting. The right section contains a large white minus sign (-) and is intended for listing negative outcomes of failing to think before acting.

Think about some of the problems you have had or some conflicts you've been a part of. How would those situations have turned out had you used the strategies listed below?

| | |
|------------------|--|
| Took a breath | |
| Asked for help | |
| Were patient | |
| Took your time | |
| Were more loving | |
| Were kind | |

Mindfulness Lesson 18: Musical Drawing

Sometimes, outside forces can influence our mood, pace, and feelings. Music is one such powerful force.

1. Take a piece of paper and a pencil.
2. If you have a music playlist you like, cue it up. If you don't have a playlist, turn on the radio or find another source of music.
3. As the music plays, draw anything you want, real or abstract. Keep drawing for at least a few minutes.
4. As the musical choices change, pay attention to your mood, posture, and drawing. How are they changing?



Use words or pictures to help you explain how it felt to do this exercise. What did you learn about yourself?

What do you think this activity has to do with mindfulness?

What did you notice about yourself and mood during this activity?

| |
|--|
| |
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Reflection

How did this exercise feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 19: Relationship Skills – Active Listening

Have you heard the phrase, “Good friends are hard to come by” ? What do you think this means?

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|--|

An example of a quality you want in a friend is a good listener. Here are some ways you can be a good listener. In the right column, write about a time when you’ve had to use this skill to be a good listener.

| | |
|--|--|
| Put yourself into the other person’s shoes. Think, “How would I want to be treated?” | |
| Make good eye contact. | |
| Don’t make faces. | |
| Do not interrupt. | |

| | |
|---|--|
| Don't take sides. | |
| Be attentive. | |
| Ask for more information when you need clarity. | |

What other strategies can you use to become a better listener?

| |
|--|
| |
|--|

Mindfulness Lesson 19: Body Scan

This activity is a great way to relax and feel present in the moment.

1. Lay on the floor with your eyes closed if you choose. You may also look at the ceiling.
2. For about 10 seconds, pay attention to your feet and think about these questions:
 - How does this body part feel?
 - Is it cold or warm?
 - Does it feel tight or relaxed?
 - Is all or part of that body part touching the floor or any clothing?
 - What does that feel like?
3. Now, move on to your toes and think about the same questions.
4. Then move to your ankles, calves, knees and other body parts until you reach your head.
5. If you feel tired or stressed after you have completed each body part, imagine breathing out the stress and breathing in new things that make you happy.






Use words, pictures, or anything else to help you explain how each body part felt as you did this activity.

What did you learn about yourself?

| |
|--|
| |
|--|

Reflection

How did this exercise feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 20: Social Awareness – No Words

In certain situations, it is important to communicate without using words. Eye contact, for example, is an important way to show someone that you care or are listening during a conversation.

How do you usually communicate without words?

Describe a situation that requires you to communicate without words. Why would it be better to communicate without words in this situation?

Would this be easy or challenging for you? Why?

What skills can you develop as a result of learning how to communicate without words?

Mindfulness Lesson 20: Gratitude Jar

There are lots of things that upset us and make us feel stressed. But there are also lots of things that make us feel good. Do you know what gratitude means? Gratitude is being thankful or grateful for something.

Today, keep a list of all the things you are grateful for throughout the day. Here are some ideas:



- Something that someone else did for you
- A person in your life that you appreciate
- An activity or hobby you are grateful to be able to do
- A positive quality of someone that can sometimes be hard to get along with
- A skill or ability you have
- An item you love
- Something that made you laugh
- What you have learned from something that was hard
- Something you like about yourself

If you enjoy this activity, consider asking your family and friends to join you. You can also keep a gratitude journal every day or keep the list of things you are grateful for in a gratitude jar or container.

Use words, pictures, or anything else to explain how this activity made you feel.

What did you learn about yourself?



| |
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How can gratitude help you to be more present in the moment?

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Reflection

How did this exercise make you feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 21: Self Awareness – Growth Mindset

Many people believe that we are just born good at something, but this is not always true. Some people develop strengths because they take time to practice, and they ask for help from experts. What we say to ourselves is also important. This can help us change our mindset, which is how we think about something.

There are two types of mindset: a fixed mindset and a growth mindset. What do you think are the differences between a fixed and growth mindset?

| Fixed Mindset | Growth Mindset |
|---------------|----------------|
| | |

A ***fixed mindset*** means you think you can't get better at things, even if you practice

A ***growth mindset*** is believing in the power of yourself and your brain! It is when we know we will get better at something with practice.

Which of these mindsets do you think describes you? Why?

Review the table to learn more about each mindset.

| What a person with a fixed mindset might say | What a person with a growth mindset might say |
|---|--|
| I am not good at this. | I am not good at this yet, but I will learn. |
| I am great at this. | I practiced a lot so I could get good at this. |
| This is too hard for me. | This will take lots of work and practice. |
| This is too easy. | How can I make this more challenging? |
| I don't want to make a mistake. | I can learn and grow from my mistakes. |
| I give up. | I will succeed if I try harder. |
| I don't want to do this anymore. | I need help from other people. |

How can you work on developing a growth mindset?

If you want to learn more about your mindset, complete the profile below. It is an opinion survey about beliefs and goals regarding ability and performance. It is very important that you give your honest opinion, not what you believe someone else would think best. Read each statement, decide how much you agree or disagree with the statement, and circle your answer.

| Do you Agree or Disagree? | Disagree A Lot | Disagree | Disagree A Little | Agree A Little | Agree | Agree A Lot | Profile Number |
|---|-------------------|----------|----------------------|-------------------|-------|----------------|-------------------|
| 1. No matter how much intelligence you have, you can always change it a good deal. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 2. You can learn new things, but you cannot really change your basic level of intelligence. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 3. I like my work best when it makes me think hard. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 4. I like my work best when I can do it really well without too much trouble. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 5. I like work that I'll learn from even if I make a lot of mistakes. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 6. I like my work best when I can do it perfectly without any mistakes. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 7. When something is hard, it just makes me want to work more on it, not less. | 1 | 2 | 3 | 4 | 5 | 6 | |
| 8. To tell the truth, when I work hard, it makes me feel as though I'm not very smart. | 1 | 2 | 3 | 4 | 5 | 6 | |
| MINDSET ASSESSMENT PROFILE NUMBER | | | | | | | |

Adapted from Mindset Works, Inc.

Now it's time to score yourself!

Creating Your Mindset Assessment Profile

1. First, determine your Profile Number for each question.

- For questions with odd numbers (1, 3, 5, 7), write the number of your answer into the boxes in the right column.
- For questions with even numbers (2, 4, 6, 8), use the table below to fill in the gray boxes in the right column.

| If you chose this answer: | Then write <u>this</u> number in the gray box on the right (Profile Number). |
|---------------------------|--|
| Disagree A Lot (1) | 6 |
| Disagree (2) | 5 |
| Disagree A Little (3) | 4 |
| Agree A Little (4) | 3 |
| Agree (5) | 2 |
| Agree A Lot (6) | 1 |

2. Now, add up all your Profile numbers.

- Add up all the numbers in the Profile column on the right, and write the total in the last box in the bottom right corner.

3. What does your Mindset Profile Number mean?

- Find the group that includes your number in the chart below and circle it.
- Now, read what it says about your MAP group.

| If your profile number falls into this range: | Then your MAP (Mindset Assessment Profile) group is: | People in this MAP group usually believe the following things: |
|---|--|---|
| 8-12 | F5 | You strongly believe that your intelligence is fixed—it doesn't change much. If you can't perform perfectly you would rather not do something. You think smart people don't have to work hard. |
| 13-16 | F4 | |
| 17-20 | F3 | You lean toward thinking that your intelligence doesn't change much. You prefer not to make mistakes if you can help it and you also don't really like to put in a lot of work. You may think that learning should be easy. |
| 21-24 | F2 | |
| 25-28 | F1 | You are unsure about whether you can change your intelligence. You care about your performance and you also want to learn, but you don't really want to have to work too hard for it. |
| 29-32 | G1 | |
| 33-36 | G2 | You believe that your intelligence is something that you can increase. You care about learning and you're willing to work hard. You do want to do well, but you think it's more important to learn than to always perform well. |
| 37-40 | G3 | |
| 41-44 | G4 | You really feel sure that you can increase your intelligence by learning and you like a challenge. You believe that the best way to learn is to work hard, and you don't mind making mistakes while you do it. |
| 45-48 | G5 | |

Adapted from Mindset Works, Inc.

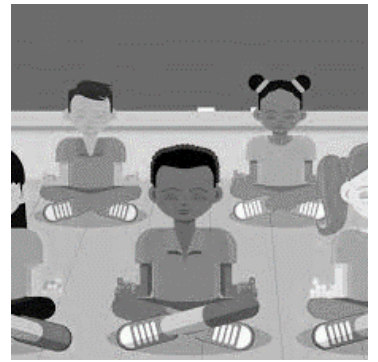
Do you think the description under your MAP group based on your score matches the way you think and feel about your schoolwork? Which parts are true for you and which are not?

A large, empty rectangular box with a thin black border, intended for the student to write their response to the question above.

Mindfulness Lesson 21: The Five-Minute Meditation

Relax anywhere with this five-minute mindfulness exercise.

1. Find a quiet spot to sit, lie, or stand. Pick a place where you won't be disturbed.
2. Get in a comfortable position.
3. Rest your hands on your legs or at your sides.
4. Either close your eyes or focus on a single point in front of you.
5. Listen to your breath as you inhale and exhale.
6. Try to focus on your breathing and not what is causing you stress or pain.
7. Breathe in slowly and exhale slowly. That is one count.
8. Continue until you complete about ten counts of breathing.
9. If your mind wanders and you lose count, start again.
10. Open your eyes or shift your focus.
11. Notice how you feel. Were you able to calm yourself even a little?



After you have repeated this exercise a few times, respond to the question in the space below. You can use words or pictures to help you explain how you feel.

Reflection

How did this exercise feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 22: Self-Management – Weekly Schedule

Balancing responsibilities at home and school, as well as other activities, can be challenging. One way to make sure you have time for all of your responsibilities is to create a weekly schedule.

- Think about all of the things you have to do.
- Estimate the time needed to do each thing.
- Fill in as much of the schedule as possible and revise it as needed.

You may use this sample schedule or create your own!

| | SUN | MON | TUES | WED | THUR | FRI | SAT |
|------|-----|-----|------|-----|------|-----|-----|
| 8AM | | | | | | | |
| 9AM | | | | | | | |
| 10AM | | | | | | | |
| 11AM | | | | | | | |
| 12PM | | | | | | | |
| 1PM | | | | | | | |
| 2PM | | | | | | | |
| 3PM | | | | | | | |
| 4PM | | | | | | | |
| 5PM | | | | | | | |
| 6PM | | | | | | | |
| 7PM | | | | | | | |
| 8PM | | | | | | | |
| 9PM | | | | | | | |

Mindfulness Lesson 22: A Mindfulness Circuit

Try out these moves! Work your way up to holding each pose for at least one minute. Repeat the moves at least four times.

Extended Cat

Come to all fours. Extend one leg out behind you, and look forward, with the arm on the same side extended in front of you! Hold for up to 1 minute. Then, repeat on the other side.



Downward Dog

From a standing position, bend down and place your palms flat on the ground. Step your feet back to create an upside-down V shape with your backside high in the air. Straighten your legs, relax your head, and neck, and look down between your legs.



Dancer's Pose

Stand tall on one leg. Then reach the opposite leg out behind you, placing the outside of your foot into your hand. Bend your torso forward with your arm out in front for balance and arch your leg up behind you.



Boat Pose

Balance on your backside with your legs up. Then rock from side to side like a boat.



Extended Side-Angle Pose

Stand with your feet apart. Bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Repeat on the other side.



After you finish this circuit, write down or draw anything that comes up for you.

| |
|--|
| |
|--|

Reflection

How did this exercise feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 23: Decision Making – Peer Pressure

The need to belong to a group is a natural part of adolescent development. Sometimes this can create a need to act like others in the group, which may lead to your own individuality being ‘swallowed’ up by the group. The group’s behavior may not be good for your own health and well-being, and you may find yourself under pressure to take part in activities that you do not or would not normally do. This is called **peer pressure** and often results in young people joining in on group behavior rather than risk being made fun of or rejected by the group.

List examples of peer pressure you have experienced.

How did you deal with these experiences? Was it difficult to respond the way you did? Why?

Here are some ways to deal with peer pressure in a healthy way.

- Pay attention to how you feel. If something doesn't feel right, it probably isn't. Even if your friends seem okay with what is going on, the situation may not be right for you.
- Plan ahead. Think about how you will respond in different situations. Plan what you can say or what you can do.
- Talk to the person who is pressuring you and let him or her know how it makes you feel.
- Have a secret code to communicate with your family or other trusted adults. It is important to have something you can say or text to let people know that you need help out of a certain situation.
- Give an excuse. It should be okay to say "no" without needing to apologize or give an explanation. But it may make it easier to say no if you have a ready reason.
- Get support from a trusted adult such as a parent, teacher, or school counselor. A trusted adult can listen to you and help you with strategies that might work in your situation.

Which of these strategies are you likely to use? Choose at least three and explain when and how you might use them.

Remember!

- It is healthy and normal to want to belong to a peer group.
- Many young people can find themselves bullied or taken advantage of by a peer group if they are not careful.
- We must first and always be true to our values and ourselves and make decisions that are good for us.
- Friends are important but we should not be led astray or pressured into doing things that we do not want to do.

Mindfulness Lesson 23: Musical Drawing

Sometimes, outside forces can influence our mood, pace, and feelings. Music is one such powerful force.

5. Take a piece of paper and a pencil.
6. If you have a music playlist you like, cue it up. If you don't have a playlist, turn on the radio or find another source of music.
7. As the music plays, draw anything you want, real or abstract. Keep drawing for at least a few minutes.
8. As the musical choices change, pay attention to your mood, posture, and drawing. How are they changing?



Use words or pictures to help you explain how it felt to do this exercise. What did you learn about yourself?

What do you think this activity has to do with mindfulness?

What did you notice about yourself and mood during this activity?

| |
|--|
| |
|--|

Reflection

How did this exercise feel?

| | |
|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 24: Relationship Skills – Developing Empathy

Empathy is understanding someone else's feelings and experiences. When you read, you can grow your empathy skills by paying close attention to what a character is feeling.

Choose a character in a book you are reading or have read and respond to the following questions. Use evidence from the text to support your ideas.

Book Title: _____

What is an event in the book that causes the character to have a strong emotion?

How does the character feel? Use specific emotion words to describe the feeling.

How do you know that the character is feeling that way? What are some clues in their expressions, actions, thoughts, or words?

Do other characters understand how this character is feeling? How do you know?

How would you feel in that situation? How would you respond?

How would you support the character?

How did empathy help you understand the character better?

Mindfulness Lesson 24: Body Scan

This activity is a great way to relax and feel present in the moment.

1. Lay on the floor with your eyes closed if you choose. You may also look at the ceiling.
2. For about 10 seconds, pay attention to your feet and think about these questions:
 - How does this body part feel?
 - Is it cold or warm?
 - Does it feel tight or relaxed?
 - Is all or part of that body part touching the floor or any clothing?
 - What does that feel like?
3. Now, move on to your toes and think about the same questions.
4. Then move to your ankles, calves, knees and other body parts until you reach your head.
5. If you feel tired or stressed after you have completed each body part, imagine breathing out the stress and breathing in new things that make you happy.



Use words, pictures, or anything else to help you explain how each body part felt as you did this activity.

What did you learn about yourself?

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Reflection

How did this exercise feel?

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|  Your Body | |
|  Your Mind | |
|  Your Heart | |

SEL Lesson 25: Social Awareness – Creating a Community of Support

We all need support. You can help build a community of support wherever you are by recognizing the feelings of others and practicing empathy.

How can you create a community of support at home?

How can you create a community of support with your friends?

How can you create a community of support in the town or city where you live?

Mindfulness Lesson 25: Gratitude Jar

There are lots of things that upset us and make us feel stressed. But there are also lots of things that make us feel good. Do you know what gratitude means? Gratitude is being thankful or grateful for something.

Today, keep a list of all the things you are grateful for throughout the day. Here are some ideas:



- Something that someone else did for you
- A person in your life that you appreciate
- An activity or hobby you are grateful to be able to do
- A positive quality of someone that can sometimes be hard to get along with
- A skill or ability you have
- An item you love
- Something that made you laugh
- What you have learned from something that was hard
- Something you like about yourself

If you enjoy this activity, consider asking your family and friends to join you. You can also keep a gratitude journal every day or keep the list of things you are grateful for in a gratitude jar or container.

Use words, pictures, or anything else to explain how this activity made you feel.

What did you learn about yourself?




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How can gratitude help you to be more present in the moment?

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Reflection

How did this exercise make you feel?

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|--|--|
|  Your Body | |
|  Your Mind | |
|  Your Heart | |

Intermediate Mindfulness

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|---|--|-------------------------------------|-------------------------------|-----------------------------------|
| Lesson 1: The Five-Minute Meditation | Lesson 2: A Mindfulness Circuit | Lesson 3: Musical Drawing | Lesson 4: Body Scan | Lesson 5: Gratitude Jar |
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Social Emotional Learning

| Self-Awareness | Self-Management | Responsible Decision-Making | Relationship Skills | Social Awareness |
|---|--|--|---|--|
| Lesson 1: Wheel of Emotions | Lesson 2: Managing Emotions | Lesson 3: What Would You Do? | Lesson 4: Resolving Conflicts | Lesson 5: Stereotyping |
| Lesson 6: Dealing with Fear and Anxiety | Lesson 7: Self-Talk | Lesson 8: Making Good Choices | Lesson 9: Are You a Good Friend? | Lesson 10: Role Models |
| Lesson 11: Strengths and Challenges | Lesson 12: Setting SMART Goals | Lesson 13: Steps for Problem Solving | Lesson 14: Appreciation, Apology, Aha | Lesson 15: What's Going On? |
| Lesson 16: Compliments | Lesson 17: Perseverance | Lesson 18: Reflection, Choice, and Possibilities | Lesson 19: Active Listening | Lesson 20: No Words |
| Lesson 21: Growth Mindset | Lesson 22: Weekly Schedule | Lesson 23: Peer Pressure | Lesson 24: Developing Empathy | Lesson 25: Creating a Community of Support |