

SOCIAL EMOTIONAL LEARNING WORKBOOK SAMPLER

A Glimpse into the K-12 SEL workbooks



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SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK SAMPLE

2nd Edition

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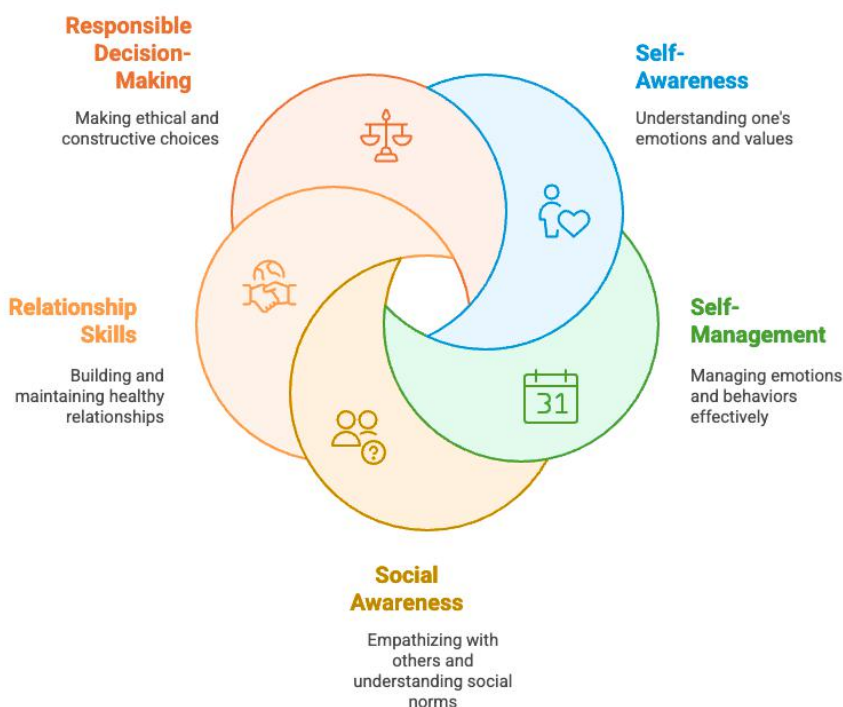
AN INTRODUCTION TO THIS SAMPLE WORKBOOK

Purpose of this Sample Workbook

This sample workbook was created to give school leaders, SEL coordinators, and educators a clear view of the structure, purpose, and content of our K–12 Social and Emotional Learning curriculum.

Each grade-level workbook in the complete series includes 40 thoughtfully designed lessons that build SEL competencies through four key themes.

This sample showcases representative lessons from K–12, highlighting how the curriculum develops alongside the student — academically, socially, and emotionally — throughout their school journey.



Overview of SEL and Its Importance

SEL equips students with the skills to understand themselves, relate to others, and make responsible decisions. These foundational competencies are essential for students' well-being, academic success, and preparation for life beyond school.

Our K–12 SEL curriculum is grounded in the five core CASEL competencies.

Each workbook helps students explore these competencies in a developmentally appropriate and engaging way, building essential life skills year after year.

SKILLS AND LESSONS IN THE SEL WORKBOOKS

Every workbook in the K–12 series follows the same four-theme structure, with lessons that are age-appropriate yet conceptually consistent.

Each 10-week theme begins with an introductory reflection, followed by opportunities for practice, and concludes with a real-life application and student reflection. This structure allows students to connect their learning to their lived experiences.

The four themes in each grade-level workbook are rooted in the CASEL competencies and follow a **spiraled learning structure**, allowing students to build on and strengthen their social and emotional skills over time. The four themes are:

- **Identity and Mindset**

This theme focuses on building students' confidence, developing self-awareness, managing emotions, and fostering a growth mindset.

- **Courage and Kindness**

This theme focuses on navigating social and relationship challenges, including maintaining healthy friendships, handling peer pressure, setting boundaries, and building empathy.

- **A Place to Belong**

This theme emphasizes social skills, self-awareness, and responsible decision-making through lessons on respect, diversity, inclusion, and kindness.

- **A Healthy Well-Being**

This theme centers on responsible decision-making and promoting well-being through mindfulness, mental health awareness, using a structured decision-making process, and developing perseverance.

While the content becomes more sophisticated at each grade level, the core focus remains the same.

For example:

- **In elementary school**, students learn how to make safe and healthy choices.
- **In middle school**, they explore decision-making using real-life scenarios and guided case studies.
- **In high school**, they reflect on complex decisions — including financial choices, relationships, and future planning — through discussion, journaling, and strategic thinking.

Lessons are intentionally sequenced throughout each grade-level workbook— beginning with core skills and progressing to more complex applications — to support sustained growth in students' confidence and competence. This progression is also mirrored across the entire K–12 continuum, with each grade building on the skills and concepts introduced in the previous year — for example, the content in Grade 2 expands upon what was taught in Grade 1, and so on.

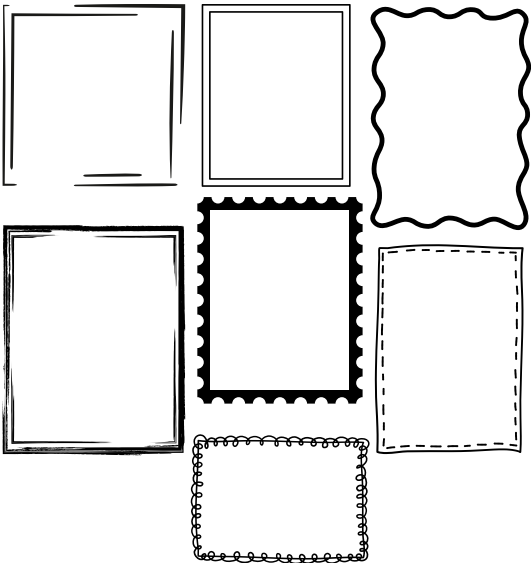
AN EXAMPLE OF HOW WE SEQUENCE SKILLS FROM K-12

Early Elementary Example of Practicing Growth Mindset

In this sample, teachers will read the directions and then give students time to create their own pictures. Depending on time, teachers can then give students time to pair-share their work or share in a large group.

THE POWER OF POSITIVE THINKING

Like in the story *The Dot*, you can keep trying and think positively. Vashti asks the little boy to draw a line. He does, but then the story ends. Draw the artwork you think the little boy might have drawn if the story had continued.



USING A GROWTH MINDSET

Mindset is how you think about yourself and what you can do. Sometimes, you might say nice things to yourself; other times, you might think not-so-nice things.

A growth mindset means seeing the good in yourself and your situation, even when things are hard. By practicing a growth mindset, you can learn to be kind to yourself and think positively.

Activity: Read each sentence below and re-write it using a growth mindset.

Fixed Mindset	Growth Mindset
I'm not good at this.	
I'll never be able to do this.	
I'm just not smart enough.	
This is too hard for me.	
I can't read this book; it's too difficult.	
I give up.	

Late Elementary Example of Practicing Growth Mindset

In this sample, teachers will read the directions and then give students time to create their own sentences. If students are struggling, they may want to pair up with a partner. Fixed Mindset sentences are short and easy for 3rd-5th graders to understand.

KEEP GROWING

Middle School Example of Practicing Growth Mindset

In this sample, students will read the introduction to learn about growth mindset. Then they will create their growth mindset sentences. This exercise includes more advanced and complex fixed mindset thoughts to get middle schoolers thinking about applying a growth mindset in their own lives with real-world situations.

Remember Dory from *Finding Nemo*? She had this awesome attitude of “just keep swimming.” Dory never gave up, even when the ocean seemed big and scary. She faced challenges and swam through tough things. You can be like Dory by embracing challenges and using a growth mindset.

A growth mindset is when you embrace challenges, learn from mistakes, and see effort as the path to success. People who use a growth mindset have less stress, more motivation, and improve their attitude!

Having a growth mindset gets easier with practice.

Activity: Take the fixed mindset thoughts and change them to show a growth mindset.

Fixed Mindset	Growth Mindset
I'll never look like that celebrity.	
I always get into trouble in this class.	
These teachers have given me 3 tests this week, and I won't be able to study for all of them!	
The coach never puts me in the game. I'll never be good enough for him/her, so I should just quit.	
Reading is hard. Now I have to read these novels? There are more than 100 pages in this book.	
I can't read all this! I'm always late for school. I can never get up on time. I'll have detention for the rest of the year.	

MINDSET MATTERS

A growth mindset is the belief that intelligence and abilities can be developed through dedication and hard work. Now, let's take that a step further. Imagine a world where challenges are opportunities for growth and setbacks are temporary roadblocks. That's where adaptability comes in—embracing change, learning from failures, and thriving in unpredictable situations.

Your growth mindset fields your ability to adapt—to bend but never break in the face of life's twists and turns.

Activity: Read each scenario and discuss how you could adapt and use a growth mindset with a partner or small group.

The day before junior prom, you and your partner break up. You have everything planned and have already invested money into this night. You are overcome with hurt and disappointment.

You and your friends have been planning a hiking trip for weeks. However, on the day of the trip, you discover the trail is closed due to maintenance work.

You and your classmates have been assigned a group project requiring interviews with professionals in the field. However, one of the key interviewees cancels at the last minute.

High School Example of Practicing Growth Mindset

In this sample, students will read the introduction to learn about growth mindset. Then they will gather in small groups to read each scenario and discuss ways they could use a growth mindset. Each scenario is based on real-life situations that high school students may encounter. Students then have the opportunity to reflect individually after the activity.

Now, reflect on these final questions.

1. How does believing in your ability to improve impact your willingness to try new things?
2. How does viewing challenges as opportunities for growth affect your response to unexpected changes?
3. Can you think of a time when your mindset (fixed or growth) influenced how you approached a difficult situation?

WHAT ELSE IS INCLUDED IN THE WORKBOOKS?



Each workbook focuses on **reflection** with three dedicated self-reflection assessments and informal reflections at the end of each of the four themes.

Self-reflection assessments:

A **Pre-Assessment** at the start of the year

A **Mid-Year Check-In** after Theme 2

A **Post-Assessment** at the end of the workbook

At the beginning of each theme, students engage in a **frontloading** activity that introduces the key concepts they will explore in the upcoming lessons. This activation experience enhances comprehension, boosts engagement, and helps students focus more effectively throughout the theme.



At the start and end of each workbook are **supplemental activities**. This includes, but is not limited to:

- A Dictionary of Emotions (in the K-5 workbooks only)
- Behavior Reflection worksheet (in the K-5 workbooks only)
- Goal-Setting worksheets
- A Brain Break activity list
- A Self-Care Toolbox
- Mindful Breathing Ideas
- SEL Summer Book Recommendations

EXAMPLES OF SELF-REFLECTION ASSESSMENTS

Elementary School Example of a Pre-Assessment

Level Up Your SEL: A Pre-Assessment

Imagine you're on a quest in a video game. Before you begin your journey, you must know your strengths and weaknesses. This assessment is like your map for that journey to understand what you're already strong in and what you need extra help with.

For each statement, indicate how much it applies to you by selecting the option that best represents your feelings or behaviors. You can take this self-assessment again in the middle and end of the year to see how you have grown!

Identity is Mindset	I struggle with this	Rarely	Sometimes	Mostly	Always
I am aware of my emotions and can identify them.					
I can accurately describe my strengths and weaknesses.					
I understand how my emotions affect my thoughts and behavior.					
I am confident in expressing my thoughts and opinions.					
I can control impulses and manage stress effectively.					
I can set and work towards goals.					
Courage & Kindness	I struggle with this	Rarely	Sometimes	Mostly	Always
I can build and maintain positive relationships.					
I am aware of social cues and can navigate different social situations.					
I am resilient and can bounce back from setbacks.					
I communicate effectively with others.					
I can work well in a group and collaborate with others.					

High School Example of a Post-Assessment

AN SEL JOURNEY: PRE-ASSESSMENT

Are you happy and confident in who you are?

How easily is it to calm down when you have a big emotion?

How do you feel when you're with your friends?

Middle School Example of a Mid-Assessment

Your Superpowers: A Post-Assessment

SEL is a life-long learning process. You will continue learning new ways to communicate effectively, care for yourself, and connect with others. This is not the end, but a good place to see what you have learned this year.

For each statement, indicate how much it applies to you by selecting the option that best represents your feelings or behaviors.

	I struggle with this	Rarely	Sometimes	Mostly	Always
I effectively communicate my thoughts and feelings to others.					
I actively listen to others and try to understand their perspectives.					
I manage my emotions, especially in challenging situations.					
I am comfortable seeking help from others when I need it.					
I set realistic goals for myself.					
I am resilient and bounce back from setbacks.					
I respect and appreciate diversity in others.					
I resolve conflicts peacefully.					
I am empathetic towards others' feelings and experiences.					
I actively participate in group activities and discussions.					

THEME INTRODUCTION (FRONTLOADING) EXAMPLES

4th Grade Introduction to Theme 1: Identity & Mindset

THEME 1: IDENTITY AND MINDSET

Identity means, you are **you**.

- Being one kind of person (identity) gives you self personality (mindset) (stronghold)
- Learning about your own and other (identity) (mindset)
- Creating a picture who you are (identity) (mindset) (stronghold)
- Using your skills for a good reason (Identity) (Mindset) (stronghold) (Self) (mindset)

Read: Introduction to identity and mindset by reading. If you are one good book you can read about being one kind of person, and using your own skills.

*Creative by Neil Gaiman
Reviewed by Gordon Korman
Telling Up Space by Alyson Carter
The Most Magnificent Thing by Ashley Spires
What Do You Do With a Chance? by Bobbi Yaretsky
The Daylight Marriage by The Two Faces of the Old Man
Powers of the Heart by The Two Faces of the Old Man
Wander by R.J. Palacio*

THEME 1: IDENTITY AND MINDSET

We are all special and different from each other. That is why we should learn to respect each other and learn to respect the class. You have to find a different student to learn from the class.

Has a hump.	Loves to eat cookies.	Wears a white hat.	Has a brown and white.
Has brown eyes.	Has a pet.	Likes to play soccer.	Wears glasses.
Loves to read.	Likes to play soccer.	Takes care of a dog.	Has a pet and a cat.
Has been a champion.	Likes to read.	Sings in the choir.	Likes to play a game.

A PLACE TO BELONG

Belonging is a vital element of being human. We all want a place to belong, and as humans, we also have the opportunity to help others find the sense of belonging. These four stories, we will focus on the idea of belonging with one story that is the social-emotional competency of social awareness.

Through this theme, you will be focusing on:

- 1) Appreciating other cultures and perspectives (Appreciating diversity & Perspective taking)
- 2) Creating a sense of community and belonging (Empathy & Perspective taking)
- 3) Using your own and others' (Appreciating diversity, Respect for others, & Perspective taking)
- 4) Including everyone (Respect for others & Empathy)
- 5) Teamwork, collaboration and maintaining friendship (Perspective taking & Respect for others)

You belong. The person who belongs to you belongs. We all belong in this world.

The theme of belonging is an important one, especially as the world becomes more interconnected. It is important that we all respect each other, include one another when possible, work together, and encourage each other. Here are some ways to explore belonging: these are to read.

Read: From your school or community library, check out *Counting by Henry* by Henry Louis Gates Jr. This is a book about a girl who has to find a new place for herself in the world. This book is written about a girl who has to find a new place for herself in the world. This book is written about a girl who has to find a new place for herself in the world.

Listen: After asking permission, go online to listen to "Lose Myself" by Lisa Briggs. Briggs is a Muslim woman who moved to a new place and found it hard to fit in. If you like the song, you may also be interested in listening to "Lose Myself" and "Lose Myself."

How is Briggs's music similar to the music you usually listen to?

What is your favorite line in part of this song?

How does this song make you feel?

6th Grade Introduction to Theme 3: A Place to Belong

9th Grade Introduction to Theme 2: Courage & Kindness

THEME 2: COURAGE & KINDNESS

You have just finished the theme on identity and mindset, and now we are now transitioning to courage and kindness with a focus on the social-emotional competency of relationship skills.

Through this theme, you will be focusing on:

- 1) Developing and maintaining healthy relationships (Relationship building)
- 2) Being honest and building trust (Communication)
- 3) Compassion and empathy (Social engagement & Teamwork)
- 4) Resilience (Communication)

Standing up for yourself and others shows courage, but it also shows kindness and compassion to others. Before you explore relationship skills, here is a poem that reminds us of the importance of being kind.

"If I can stop one heart from breaking"
By Emily Dickinson

If I can stop one heart from breaking,
I shall not live in vain;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.

THEME 2: COURAGE & KINDNESS

After you have read the poem, answer these questions:

What are things you can do to be kind to people you meet every day?

How can kindness make things?

What do you think Dickinson, our poet, tell us about being to help?

What is your favorite part of the poem?

Extension Activity: Learn more about kindness by writing a poem of your own. Write it in the box to create Dickinson's poem.

If I can stop
Then I shall
If I can stop
Or
Then I shall
Now when your kindness poem with a friend. What do you think about your poem? What do you like most about your poem?

DICTIONARY OF EMOTIONS: SNEAK PEEK



DICTIONARY OF EMOTIONS



ANGRY

When you feel mad.

What to do:

- Take deep breaths
- Find a quiet space
- Tell a trusted grown-up



FRUSTRATED

Something didn't work the way you wanted it to so you feel angry or unhappy.

What to do:

- Take a break
- Take deep breaths
- Get help



JEALOUS

You want something someone else has and you feel unhappy.

What to do:

- Tell a trusted grown-up
- List the things you are thankful for
- Take deep breaths



SCARED

When you feel afraid.

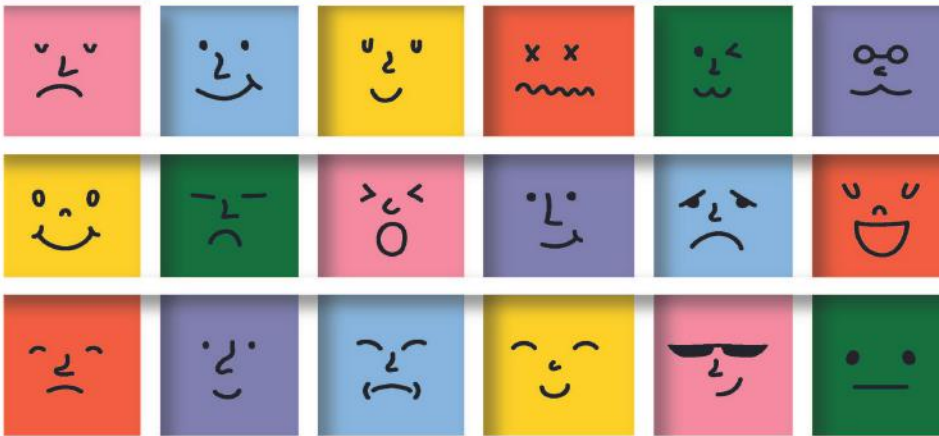
What to do:

- Tell a trusted grown-up
- Take deep breaths
- Say "I can do hard things."



Social Emotional Learning Classroom Workbook

2nd Edition



Grade K

This Kindergarten Seltrove Workbook features specialized lessons on how to ask to join in play, accepting “no,” learning to apologize, working with others, and understanding choices and consequences—building essential early social skills in age-appropriate ways.

On the following pages are four sample lessons – one from each theme – to give you a glimpse of what the Kindergarten SEL workbook offers.



Teacher-read directions
start each lesson, with full
scripts and directions in
the Teacher’s Guide.

RESPONSIBILITY BINGO



You can be responsible by taking care of yourself, your belongings, and others and their belongings. Put an X through any of the tasks you do today.



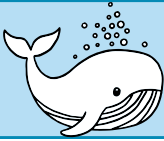
<p>Put away toys</p>	<p>Water plants</p>	<p>Clean up spills</p>
<p>Make your bed</p>	<p>Brush your teeth</p>	<p>Feed a pet</p>
<p>Help with laundry</p>	<p>Help with the dishes</p>	<p>Share a toy with a friend or sibling</p>

Visuals guide understanding, with
text kept simple for young learners.



A notes page accompanies each lesson for student reflection and parent/teacher communication.

NOTES



Week beginning: ____ / ____ / ____

Draw pictures of your goals this week.

This is how I will listen this week:



This activity helps Kindergarteners develop self-awareness and self-management by encouraging them to set simple goals and visualize success.

This is how I will act when learning & playing this week:

This is how I will use my voice this week:

This is how I will learn this week:



Drawing supports expression, focus, and motivation, while building early goal-setting habits in an age-appropriate way.

Parent/Teacher Communication:



There are 10 lessons in each of the four themes. Each theme is a new color to differentiate the skills students are learning.

ASKING TO PLAY

Look at each scene with a partner and practice asking how to join the group to play with them.



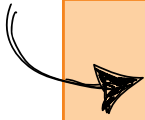
To meet the needs of Kindergarten learners, lessons use hands-on and interactive approaches like drawing, reflecting, acting, and discussing.





In text-heavy lessons, teachers are guided to read aloud in parts, allowing time for students to engage after each section.

THE RESPECT SHOW



Let's be actors! As your teacher reads each story, you can volunteer to play a part in the story!



Firefighter Rescue

There is a fire in a building. Pretend you are a team of firefighters coming to rescue the people in the building. Be gentle and kind as you rescue them, showing respect.



Pictures help students follow along and stay on task.



Doctor's Visit

It's essential to visit the doctor when you are sick or hurt. Act out the doctor, nurse, and hurt person. How can the doctor and nurse heal the hurt person with a bandage on their arm? Show respect by using kind words and listening to how the hurt person is feeling.

Superhero Rescue

Someone is in trouble and hanging off a cliff! Yikes! A superhero needs to rescue them. Use kind words and ask permission before you touch the person in trouble.



Library Quiet Time

Pretend you are a librarian working in a quiet library. How do you show respect to the people who are reading and studying in the library?



Tea Party

You are having a tea party with all your friends. Act out part of the tea party by making sure you use good manners and stay respectful.



Students can choose from a variety of social stories to find the one that resonates best.



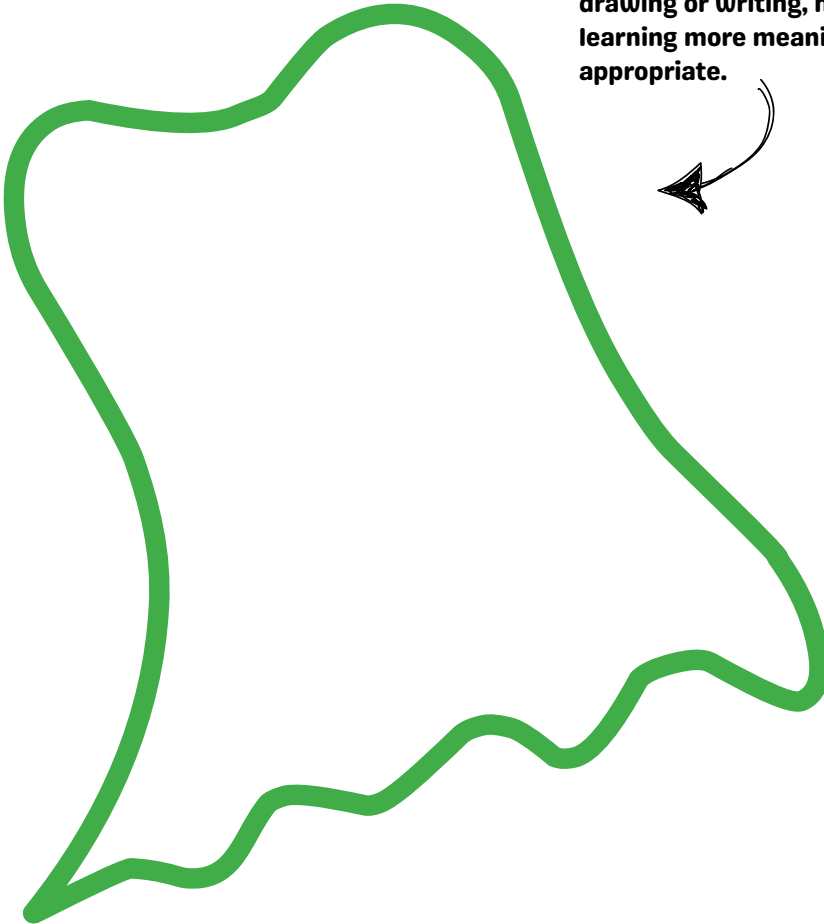
PROBLEM-SOLVING SUPERSTARS

On the cape below, write or draw things that help you make positive choices when you are problem-solving.



Seltrove lessons build self-awareness and decision-making skills by helping students identify tools and strategies that support positive choices.

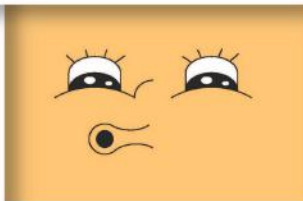
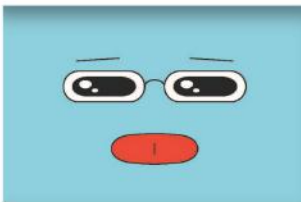
This workbook encourages creativity and ownership through drawing or writing, making learning more meaningful and age-appropriate.





Social Emotional Learning Classroom Workbook

2nd Edition



Grade 1

This 1st Grade Seltrove Workbook builds on the foundational skills introduced in Kindergarten by guiding students through more complex emotions and introducing positive thinking strategies in a more explicit way, such as practicing a growth mindset. While drawing and visuals remain important, students engage with more detailed social stories and begin applying their skills to slightly more nuanced social situations – helping them grow in empathy, self-regulation, and perspective-taking.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 1st Grade SEL workbook offers.

Makes learning
fun through a
detective-themed
activity

EMOTION DETECTIVES

Can you be an emotion detective? Read each story below and identify how you would feel. Then, pick the tool to help you feel better when feeling that emotion.



Someone took your seat at lunch, where you always sit.

Emotion: _____

Tool: Take deep breaths.



Get mad and yell at them.



Find a different seat.



Your friend has your favorite snack in their lunch, and they share it with you.

Emotion: _____

Tool: Eat the snack.



Smile and say thank you.



Share something back with your friend.



**Builds emotional awareness
by identifying feelings in
different situations**

Your best friend is moving away.

Emotion: _____

Tool: Talk to a trusted adult about how you're feeling.



Decide to never be friends with anyone else ever again.



Plan a way to stay in touch with your friend.



You spilled juice all over your special drawing.

Emotion: _____

Tool: Ask for help cleaning up the mess.




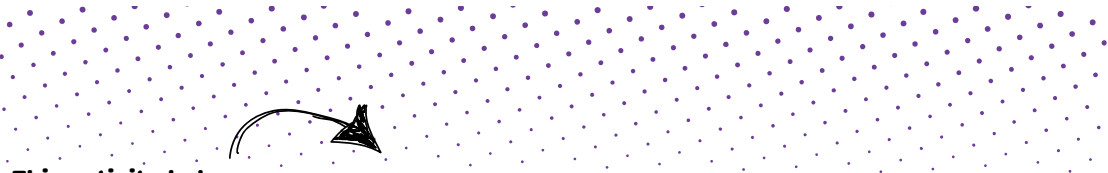
Try to redraw the picture or start a new one.



Take a few deep breaths.




**Teaches students how to
match emotions with healthy
coping tools**



This activity helps students practice respectful responses to disappointment.

ACCEPTING NO

Makes learning engaging through movement & storytelling




We are going to act out stories today to practice accepting no. Accepting no can be hard, so it's good to practice. There are three stories to act out. Can you act out part of one of the stories?

You raise your hand.
You ask your teacher if you can get a drink of water from the water fountain.
She tells you no. You can go in 10 minutes when it's lunch time.

It is the weekend and you are watching TV.
You ask your dad if you can watch just one more TV show, even though your TV time is done.
He says no. You can watch more TV tomorrow.

It's lunch time and you're sitting with your friends in the cafeteria.
You see that your friend has two cookies in his lunch.
You ask if you can have one of his cookies.
He says no.

Lessons give students a chance to apply what they've learned in a creative way & gain confidence.



Can you think of your own story with a group and act it out for your class?

First graders explore and practice empathy through this activity.

WAYS TO SHOW EMPATHY

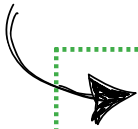
Empathy is when you try to understand how someone else feels and show that you care. Using the pictures, how could you show empathy in each story?



Strengthens visual literacy by using pictures to support understanding

**This activity encourages
positive self-talk and
self-image**

HUNTING FOR CONFIDENCE



When you feel good about yourself, you have confidence in yourself!
That's great! Everyone should be confident in themselves. Hunt for the
following things that make you confident. Can you find something for
each box?

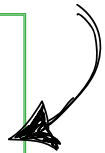


**Makes learning
active & fun
through with a
scavenger-hunt**

A favorite book

A person that makes
you happy

Something that you
wear that makes you
feel great



An item you can tie or
button all by yourself

A family member who
loves you

A favorite toy

A song you love

A food you enjoy
eating

Something you have
built that makes you
feel proud

**Helps students celebrate
their unique qualities and
achievements**



Social Emotional Learning Classroom Workbook

2nd Edition



Grade 2

The 2nd Grade Seltrove workbook builds on the SEL skills, while encouraging more independence, deeper reflection, and greater self-expression. Students are given more freedom to create their own responses and artwork with less direct instruction, encouraging independent thinking and self-expression. Lessons introduce more complex scenarios that help students apply SEL skills. This workbook supports students as they begin to navigate social situations with more nuance and take greater ownership of their thoughts, actions, and emotional growth.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 2nd Grade SEL workbook offers.



THE POWER OF YET

This activity promotes a growth mindset by encouraging perseverance & positive thinking

When you are having a hard time, instead of saying, "I can't do this," you can add the word YET to the end of your sentence to stay positive and remind yourself to keep trying.

Add the word yet to the end of these sentences:

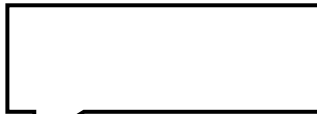
1. I can't do this
2. I'm not good at reading
3. I don't know how to subtract
4. I don't know how to play the piano

Now, look at the following stories and write a YET sentence in the speech bubble to practice.

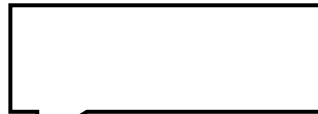
Teaches students to reframe negative self-talk to build confidence.



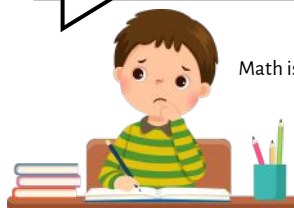
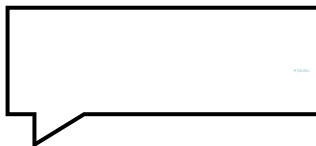
You struggle at playing piano.



Your drawing didn't turn out the way you wanted it to.



You run slower than others.



Math is hard for you.



Building a growth mindset fosters confidence by normalizing effort and progress over perfection.



BEING AN UPSTANDER

Students practice standing up for others while strengthening their confidence.

You can be an upstander by speaking up when you see things that aren't right. Play This or That by reading each sentence and deciding which sentence is best for being an upstander.

Strengthens decision-making skills through comparison and evaluation

STORY	THIS	OR	THAT
A classmate is being left out during recess.	Invite them to join your game.	OR	Pretend you don't notice.
You see someone being teased on the playground.	Tell the person teasing to stop.	OR	Walk away and do nothing.
A friend is upset because they lost their favorite toy.	Ignore them and keep playing.	OR	Offer to help them look for it.
Someone drops their lunch tray in the cafeteria.	Laugh and walk away.	OR	Help them clean up the mess.
You hear a rumor being spread about a classmate.	Tell others that spreading rumors is wrong.	OR	Repeat the rumor to someone else.
A new student looks lost on their first day.	Leave them to figure it out on their own.	OR	Offer to show them around.

This workbook empowers students to make a positive difference, even in small, everyday moments.



CELEBRATING DIVERSITY

This social awareness activity promotes imagination & curiosity about the world

Reading is a way to travel and learn about new people and places without leaving your hometown! Think of a book you know well and complete this page.



Draw a picture of some of the similarities between your life and your favorite book character's life.

Builds empathy by encouraging students to connect with characters and perspectives



Draw a picture of some things that are different from your life that were in the book. Maybe these are things you are curious to learn more about.



What is one thing that makes you special? _____

What is one thing that makes the character in the book special? _____



Our workbooks are support SEL growth and academic skills like reading comprehension, writing, critical thinking, and communication.



MINDFUL BREATHING WITH ANIMALS

This activity builds emotional awareness and self-management skills by connecting breath to feelings.

Mindful breathing is paying attention to your breath. It helps you calm down and feel more relaxed, which can help you feel better and make emotions easier to handle.

Practice breathing in different ways. Read each way below and then create your own!

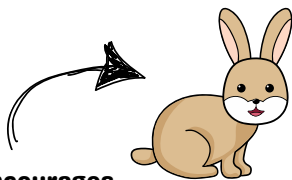


Lion's Breathing

Inhale deeply and then exhale with a roar.

Bumblebee Breathing

Inhale deeply and then hum on the exhale.



Bunny Breathing

Inhale in three quick breaths and breathe out slowly.

Dolphin Breathing

Inhale deeply and then exhale with your lips pressed into an O to make a whistling sound.



Encourages healthy coping strategies for managing stress or big emotions

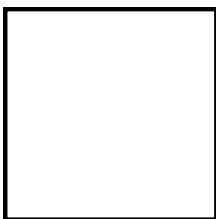


Horse Breathing

Inhale deeply and exhale through your mouth while vibrating your lips, making a "brrr" sound like a horse.

Snake Breathing

Inhale deeply through your nose, then exhale slowly through your mouth while hissing like a snake.



_____ Breathing



Our approach is rooted in the belief that students learn best by doing— lessons includes opportunities to actively practice the skill being taught.



Social Emotional Learning Classroom Workbook

2nd Edition



Grade 3

The 3rd Grade Seltrove Workbook introduces students to more complex social situations, richer emotional vocabulary, and deeper opportunities for self-reflection. At this level, students delve into concepts like growth mindset and the decision-making process while applying these concepts to real-life scenarios.

Relationships, kindness, and communication take center stage, with lessons focused on understanding gossip, creating and respecting personal boundaries, learning about permission, and confidently saying “no.”

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 3rd Grade SEL workbook offers.

STAYING TRUE TO YOURSELF

This activity promotes self-acceptance by encouraging students to embrace their individuality.

You can stay true to yourself by not being embarrassed about ways you are different from others. You are special, and it's important to be different from others. The world needs you exactly how you are; you don't need to change yourself to be accepted and loved.

Activity: In small groups, read each story and pick one to act out in your group. Practice how you will stay true to yourself and act it out in your group.

Students strengthen their communication & collaboration through small-group role play.

You love reading books about animals, but your friends say those books are boring and you should read comic books instead. They make fun of you whenever they see you with your animal books.

You see a classmate being teased for wearing glasses. You also wear glasses and understand how they feel. Your friends do the teasing, and they ask you to join in.

You love wearing bright, colorful clothes, but your friends think it's weird and always wear more neutral colors. They comment on your outfit and suggest you dress more like them.

You feel sad about a personal situation at home, but your friends think you should always be happy and cheerful. When you try to talk about your feelings, they tell you to "just get over it."

Students strengthen their communication & collaboration through small-group role play.

CREATING BOUNDARIES

Students learn healthy relationship skills through real-life examples and reflection in this activity.

You create boundaries for yourself when you decide what you are comfortable with. Sometimes, you use your voice to set a boundary, and sometimes, you may use your body to set a boundary. For example, if you slip your hand out of your friend's hand when they try to hold yours, you are setting a boundary that you don't want to hold hands right now.

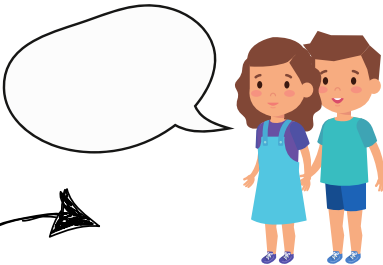
Activity: Look at each picture and imagine what boundary you think is being set. Then, in the bubble, write what the person could say or do to show their boundary.



Someone tries to touch your hair.



A group of kids is teasing you.



Someone stands too close to you in line.

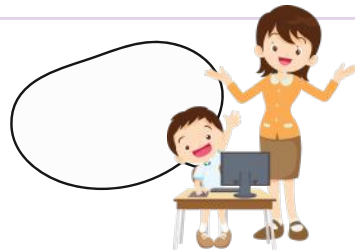


You need some alone time to read or think.

Promotes respect for others by recognizing and interpreting nonverbal cues



A classmate asks to copy your homework.



You are confused and need to ask for help.

Strengthens communication skills through practicing how to express boundaries clearly

MAKING DECISIONS

This activity teaches responsible decision-making by showing how choices impact others.

When you make a decision, other people may feel the consequences of your decision. The consequences could be positive or negative. For example, if you study hard for a test and get a good grade, your parents may be happy, your teacher may feel confident in their teaching, and you will feel proud.

It's important to consider the consequences to stay healthy, keep your friendships and relationships strong, and show kindness.

Activity: Look at each story where a decision is made and then draw and write your own conclusion.

Social awareness promotes empathy by encouraging students to consider different perspectives.

You clean up your toys without being asked.	➡	
You say something mean because you're in a bad mood.	➡	
You see someone being teased at recess and stand up for them.	➡	
You find a \$10 bill on the playground. It isn't yours, but you keep it anyway.	➡	
Your bedtime was two hours ago, but you hid your tablet under your covers to watch TV.	➡	

Learning how to make responsible decisions empowers students to make safe, healthy, and respectful choices, building confidence and resilience.

FLEXIBLE THINKING

This activity strengthens problem-solving skills through imaginative exploration.

It's important to learn how to be flexible. A flexible mind is open to new ideas, making new friends, trying new foods, playing new games, and much more! When you are flexible, you can resolve conflict with new ideas.

Activity: Try being flexible and drawing your favorite characters in different settings. The first one has been done for you as an example.



Encourages creativity through artistic expression in new contexts

Workbook lessons follow a spiral approach, allowing students to revisit and strengthen key skills throughout the year. This activity specifically reinforces a growth mindset by building on prior learning.



Social Emotional Learning Classroom Workbook

2nd Edition



Grade 4

The 4th Grade Seltrove Workbook builds on foundational SEL skills while helping students navigate more complex emotions, relationships, and real-world challenges. Emotional development is a key focus.

Students also expand their social skills by learning about peer pressure, gossip, healthy friendships, and setting and respecting boundaries. The workbook guides them in resolving conflicts, practicing resilience, and strengthening problem-solving skills as they take greater ownership of their decisions.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 4th Grade SEL workbook offers.



YOUR SUPERHERO IDENTITY

This activity makes abstract SEL concepts relatable through the engaging superhero theme.

Think of your favorite superhero. Everyone can see some aspects of their identity, such as strength and caring for others. And some aspects are hidden, like the ability to fly or be invisible.

List some visible and invisible parts of your favorite superhero's identity.

Encourages empathy by recognizing that people have both visible and hidden qualities

Visible (everyone can see)	Invisible (hidden abilities)

You are a superhero, too! There are parts of your identity that everyone can see and others that are hidden so people won't notice when they first meet you.

Activity: Create your own superhero identification card that incorporates your identity's visible and invisible parts. Be creative and use pictures as well as words.

Promotes self-awareness by helping students explore the concept of identity

Name: _____

I am _____

My strengths _____



BEING AN UPSTANDER

This activity gives students practice being confident and standing up for themselves & others.

You have the power to change someone's day, but you have to decide to speak up. When you see a problem, you can choose to be an upstander, a bystander, or to get help if you see a problem.

Activity: In small groups, complete the following activities to learn about how to be an upstander.

Station 1: Identify the Upstander

During recess, Alex sees Jamie being teased by a group of students for wearing glasses. Jamie looks upset and doesn't know what to do. What would an upstander do?

1. Ignore the situation.
2. Join in on the teasing.
3. Tell a teacher or adult.
4. Stand with Jamie and tell the bullies to stop.
5. Comfort Jamie and walk away together.

Promotes critical thinking by combining problem-solving with a social scenario

Station 2: Decode the Message

Emma hears that a rumor about her friend Sam is being spread. Emma wants to help but isn't sure how to stop the rumor.

Decode the message using a substitution cipher and shift each letter 7 places (A = H).

B WJX BW YMJ XTRJY TK NSHQYX

Station 3: Be the Upstander

Mia overhears a classmate making fun of another student's artwork in the hallway. Mia wants to be an upstander but isn't sure what to say or do.

What would you do? _____

Reinforces responsible decision-making through reflection on how to handle gossip



RESOLVING CONFLICT

This activity promotes self-management and gives students practice resolving conflicts.

A conflict occurs when you disagree with someone else. When conflicts get big, you can hurt your feelings or say and behave in a way you later regret.

You can stay calm and use I Statements when you have a conflict. I Statements following this structure:



I feel...



When...



I need...



Would you be willing to...



Students can visualize the steps to managing conflict, making the process easier to understand, remember, and apply.

Activity: Practice using I Statements with a partner. Take turns reading the stories below and using an I Statement to resolve the conflict.

You are trying to concentrate on your work, but your neighbor is too noisy and distracting.

You and your friend are fighting over the rules of a new type of tag you made up. They aren't listening to you!

You are in the lunch line and starving, but another student suddenly cuts in front of you. You are mad because you've been waiting a long time.

You and your best friend are having a big fight. You want to solve the conflict and be friends again.



Reinforces conflict resolution strategies using real-life scenarios



SAFETY LEADERS

This activity gives students time to think about how to stay safe and make responsible decisions.

It is important to keep yourself safe. You can keep your body and feelings safe by being careful and getting help when needed. It's also important to stay safe when you are online.

Activity: Work with a small group to create three safety rules for each of the following categories: physical (body), emotional (feelings), and digital (online, gaming, on the internet, using a smartphone).

Physical

How can you keep your body safe?

- 1.
- 2.
- 3.

Students have space to write and practice collaboration through small-group work

Emotional

How can you keep your emotions safe?

- 1.
- 2.
- 3.

Digital

How can you stay safe when online?

- 1.
- 2.
- 3.

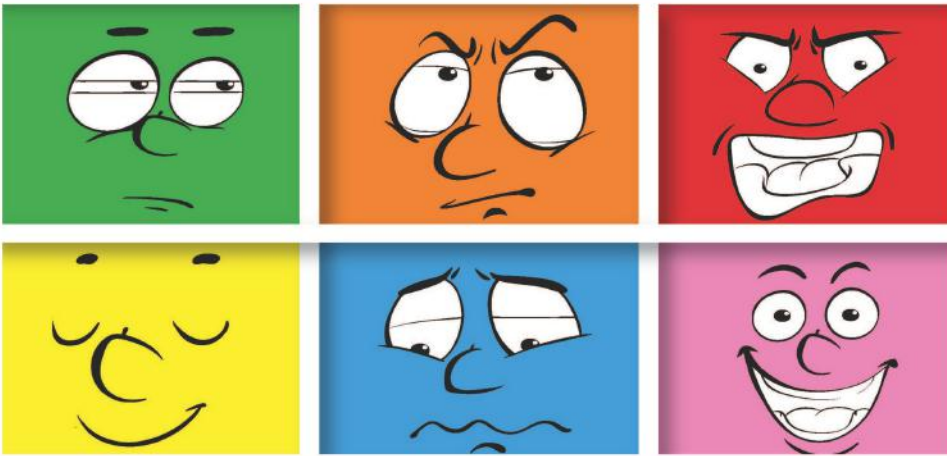
Builds awareness of online safety in age-appropriate ways

Share your safety rules with your class. Do you have similar rules as the rest of your class? Where do you see differences?



Social Emotional Learning Classroom Workbook

2nd Edition



Grade 5

The 5th Grade Seltrove Workbook builds on previous SEL foundations by encouraging students to deepen their emotional understanding and take more intentional ownership of their thoughts, behaviors, and choices. Emotional growth continues with lessons on complex emotions, emotional regulation, and resilience, while students begin to explore the concept of locus of control—helping them recognize what they can and cannot influence in their lives.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 5th Grade SEL workbook offers.



A ROLLER COASTER OF EMOTIONS

This activity uses metaphor to make abstract concepts concrete and memorable.

Managing emotions means controlling how you feel and what you do when you feel big feelings.

It can be like riding on a rollercoaster. Sometimes, your emotions may feel like you're on a wild ride with twists, turns, and loop-de-loops. But like on a rollercoaster, you stay securely strapped in and manage the ride.



Activity: You can manage your emotions with tools. Play this game of Would You Rather to learn tools for managing your emotions.

Normalizes big emotions while reinforcing that they can be managed safely and effectively

Would you rather...



Promotes decision-making by having students choose between different emotion management tools

Talk to a trusted adult when you feel anxious	OR	Write about a problem in your journal?
Spend time alone when you're upset	OR	Hang out with your best friend?
Scream into a pillow when you're mad	OR	Squeeze and mold modeling clay?
Take some deep breaths when you're nervous	OR	Spend time outside?
Create art when you need to take a break	OR	Curl up with a good book to read?
Take a walk outside when you're overwhelmed	OR	Listen to your favorite music?
Imagine yourself in a happy place when you're sad	OR	Read jokes out loud to yourself to make yourself laugh?



PEER PRESSURE: MAKING POSITIVE CHOICES

This activity raises awareness of peer pressure & the different ways it can appear

Peer pressure is when others try to influence you to behave a certain way or make a certain decision. Peer pressure can be when someone tells you to do something, or it can be unspoken, where you feel pressured even if they haven't said anything to you.

It is important to be true to yourself and your values. You can say no by:

- Saying "no" confidently but politely.
- Asking for help from a trusted adult.
- Suggesting an alternative.
- Being confident in your own values and decisions.



Students reflect on an experience with peer pressure & demonstrate how to respond assertively

Activity: Create a comic strip of when you were pressured into doing something you didn't want to do. How did you (or could you) say no?



Activities give students space to be creative while applying what they've learned in meaningful ways.



REVIEW WEEK: READ-A-THON

Each theme ends with a review week to reinforce key skills—found in all K–12 workbooks.

You have learned about respect, kindness, perspective-taking, and how to include and work with other people. To review these ideas, complete a read-a-thon with your class over the next few weeks to learn about people and experiences different from yours.

Step 1: Prepare

Prepare and organize your class read-a-thon by making the following decisions.

- Our class Read-a-Thon will take place from _____ to _____.
- My goal is to read _____ books from perspectives that are different from mine.



This activity fosters a sense of community through a shared class experience.

Step 2: Read & Track

Read books that are about people and experiences that are different from yours, then track them below.

Title	How was this book about people and/or experiences that are different from mine?

Supports cultural awareness by exploring stories beyond students' own backgrounds



Step 3: Celebrate & Reflect

Count up your books and reflect by discussing the questions below.

I read _____ books! As a class, we read _____ books!

- What was your favorite book? Why?
- What did you learn about yourself by reading these window books?
- What did you learn about other experiences by reading these window books?



CARING FOR YOUR THOUGHTS & FEELINGS

This activity introduces the concept of mental health in an age-appropriate and accessible way.

Just like you take care of your body to stay healthy, you must also take care of your mind and emotions. Mental health means feeling good inside your mind and heart. It includes having happy thoughts, feeling calm, and being able to solve problems when they come up.

Sometimes, you will have emotions and thoughts that aren't happy, and that's okay. However, when you notice you are unhappy or struggling for many days in a row, it's good to talk to someone you trust.

When you need help, you can:

- Ask a trusted adult
- Talk to a friend

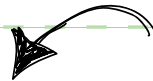


Supports emotional safety by reinforcing that they're not alone when facing challenges

Activity: Who are the people in your life that you can ask for help from?



Trusted Person	Name & How they can help
A trusted adult	
A Friend	
A teacher or coach	
Other: _____	



You can also offer to help others. How do you help your family, friends, and classmates?

Reinforces positive self-image as students recognize their ability to make a difference

Social Emotional Learning Classroom Workbook

2nd Edition



Grade 6

The 6th Grade Seltrove Workbook supports students through the important transition into middle school. This workbook guides students to explore deeper concepts like locus of control, helping them understand what they can and cannot influence—especially in the areas of emotions, friendships, and relationships. Students are encouraged to think critically, reflect more deeply, and take greater ownership of their choices and behavior.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 6th Grade SEL workbook offers.

KEEP GROWING



This activity introduces the idea of **growth mindset by promoting positive thinking and resilience.**

Remember Dory from *Finding Nemo*? She had this awesome attitude of “just keep swimming.” Dory never gave up, even when the ocean seemed big and scary. She faced challenges and swam through tough things. You can be like Dory by embracing challenges and using a growth mindset.

A growth mindset is when you embrace challenges, learn from mistakes, and see effort as the path to success. People who use a growth mindset have less stress, more motivation, and improve their attitude!

Having a growth mindset gets easier with practice.

Activity: Take the fixed mindset thoughts and change them to show a growth mindset.

Supports emotional regulation by helping students manage stress and setbacks

Fixed Mindset	Growth Mindset
I'll never look like that celebrity.	
I always get into trouble in this class.	
These teachers have given me 3 tests this week, and I won't be able to study for all of them!	
The coach never puts me in the game. I'll never be good enough for him/her, so I should just quit.	
Reading is hard. Now I have to read these novels? There are more than 100 pages in this book.	Lays the foundation for academic and personal success by shifting focus from perfection to progress
I'm always late for school. I can never get up on time. I'll have detention for the rest of the year.	



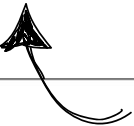
NOTES



Notes and goals helps manage the transition to middle school by creating structure and focus

A notes page accompanies each lesson for student reflection & parent/teacher communication in all workbooks (K-12).

My goal this week: _____

Monday ____ / ____	<hr/> <hr/> <hr/> <hr/>
Tuesday ____ / ____	<hr/> <hr/> <hr/> <hr/>
Wednesday ____ / ____	<hr/> <hr/> <hr/> <hr/>
Thursday ____ / ____	<hr/> <hr/> <hr/> <hr/>
Friday ____ / ____	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	 <p>Weekly space is provided for ongoing teacher-parent communication.</p>



This activity differentiates **PEER PRESSURE**
between positive & negative

peer pressure, promoting
thoughtful decision-making

Peer pressure is the powerful social influence or urging to do things. Peer pressure can be positive or negative. For example, you have a substitute teacher today and a big test tomorrow. You and all your classmates quietly study without goofing off. This is positive peer pressure. If your friend wants to go out to the mall the night before a big test and not study, and you decide to go with them, you may feel peer pressured not to study. This is negative peer pressure.

Sometimes, peer pressure can be unspoken. This means you feel pressured based on another person's actions or facial expressions. It takes courage to stand up for yourself and not be pressured into doing something you don't want to do.

Students identify different types of peer pressure to better understand how peer influence can affect their decisions.

Activity: Can you match the types of peer pressure with each situation?

Your team has an optional final practice before your match, and you know they will all attend the final practice. You don't want to let down your team.

- Spoken negative peer pressure

You and your friend get into an argument, and everyone around you starts yelling, "Fight!".

- Unspoken negative peer pressure

You wear your favorite jersey to school, and your friends look at you disgusted and don't sit with you at lunch.

- Spoken positive peer pressure

You hang out with your friends after school, and they say, "Let's study for our test tomorrow first." So you study.

- Unspoken positive peer pressure

A final reflection question empowers students to create a plan for handling challenging social scenarios

★ When you feel negative peer pressure, what can you do? _____

DO YOU SEE WHAT I SEE?

Perspective-taking skills develop empathy by encouraging students to understand others' thoughts & feelings

Perspective-taking is the ability to consider a situation from a different point of view. It requires putting yourself in the other person's situation and imagining how they would feel, think, or do.

Imaging a situation from another person's perspective can help you better understand someone else's thoughts and feelings or change your behavior to be more inclusive and kind.

Activity: Often, people get into arguments over an issue when if they pause for a moment and consider the other's perspective, the argument could be avoided. Consider this letter:



Demonstrates that different viewpoints can both be valid, depending on context

What letter do you see? _____

Now, turn your paper upside down. What letter do you see? _____

If you said the letter is W, and your friend looked over at your paper and said, "No, that letter is M," what needs to happen so you both understand each other's perspective?

How can you use perspective-taking in your life?

Helps students apply perspective-taking to real-life situations and relationships

Grade 6



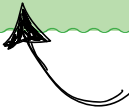
YOUR WELL-BEING IS IMPORTANT



You have likely heard news stories or discussions about mental health and well-being for students. But what is it, and what is the problem? When you hear “mental health/well-being,” it refers to a person’s emotional, psychological, and social wellness. It helps determine how people handle stress, their relationships with others, and the choices they make. Mental health or well-being is important no matter what age you are.

Supports lifelong wellness habits by helping students recognize the importance of caring for their mental health at any age

Activity: Read each statement and then check the box to mark your opinion. You may be surprised by the answers.



Builds self-awareness around beliefs and attitudes related to mental health and well-being

	Strongly Disagree	Disagree	Agree	Strongly Agree
Anyone can have a mental health problem.				
I would be too embarrassed to tell anyone that I had a mental health problem.				
People with mental health problems are violent.				
If I thought a friend had a mental health problem, I would stay away from them.				
I have heard a person I know call someone names like 'nutter,' 'psycho,' 'loony.'				
If I thought that I had a mental health problem, I would talk to someone.				
Mental health problems only affect adults, not children and young people.				
Only certain people develop mental health problems.				

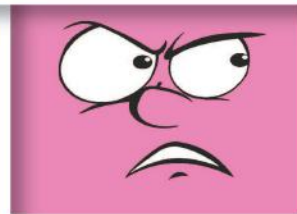
Opens the door for meaningful discussion and deeper understanding of sensitive topics & challenges stereotypes



1. Anyone can experience a mental health problem. 1/4 people experience one in their life.
2. Embarrassment and fear of being stigmatized are major stumbling blocks for people who need help with a mental health problem.
3. This is NOT true: People with mental health issues are more likely to be victims of violence.
4. Sometimes, friends feel that they don't know enough to be able to help. You don't need to be an expert to be a friend.
5. Such language increases the stigma faced by people experiencing mental health problems.
6. A better understanding of mental health problems can reduce fear.
7. Getting support is a positive factor in treating mental health problems and promoting recovery.
8. Children and young people may experience mental health problems.

Social Emotional Learning Classroom Workbook

2nd Edition



Grade 7

The 7th Grade Seltrove Workbook explores their emotions, relationships, and decision-making with greater depth and complexity. Lessons include more detailed social scenarios. A key focus is helping students safely navigate digital spaces, including topics like social media use, online behavior, and digital boundaries. As peer influence becomes stronger, students also continue to strengthen their self-awareness, resilience, and sense of identity.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 7th Grade SEL workbook offers.

Out of Control

This lesson builds emotional regulation skills by focusing on managing responses to challenging situations.



You know that locus of control describes the degree to which you feel you have control over what happens to you. And sometimes you don't have control over what happens. When this happens, it is important to:

1. Recognize what cannot be changed.
2. Focus on what you can control: your emotions, your actions, your words, etc.
3. Practice letting go of wanting to control the situation using coping strategies.

People who recognize what they can control in a situation and let go of things they cannot change have more confidence, motivation, and success in life.

Builds emotional resilience by helping students shift focus from what's out of their hands to what they can do




Activity: Fill out the chart to brainstorm what you can do when you can't control a situation.

Situation	Can you control this?	A coping strategy
Bad weather is forcing your most anticipated outside activity to be canceled.		
An acquaintance is gossiping about you behind your back.		
You get a bad grade in science because you think your teacher doesn't like you.		
There is a lot of traffic, and you'll be late for an important event.		
You and your friend have a big argument and stop talking to each other.		
When you get home from school, your mom needs you to do chores, so you have to cancel plans with friends.		Final reflections strengthen emotional intelligence by recognizing when and how to use different coping skills



You may have noticed that not all situations have a yes or no answer. Sometimes, you have control over part of a situation. How can your coping skills change?


Empathy Explorers



This lesson strengthens social awareness through perspective-taking and emotional connection

Empathy is understanding and sharing another person's feelings, thoughts, and experiences. It involves stepping into someone else's shoes, seeing the world from their perspective, and feeling what they are feeling. Empathy allows individuals to connect with others on an emotional level, show compassion, and offer support.


Students practice the skills they are learning in each lesson.



Activity: Practice empathy by reading through the scenario and then answering the question by pretending you are that person.

I'm struggling. As I get older and older, I'm having difficulty remembering things, including the names of the people I love. I had to move into a new building where nurses came into my unlocked room to help me, and my family doesn't visit often. I feel scared and vulnerable.

Why does this person feel scared and vulnerable? Write specifics from their point of view.



Social stories and scenarios allow students to apply SEL skills to real-life situations.

No one really sees me. I was born with a physical disability, so I'm in a wheelchair. Whenever I'm with other people, they look away like they are embarrassed to even look at me. Everywhere I go, I have to check for a ramp and doorways big enough for my wheelchair. I feel lonely and frustrated.

Why does this person feel lonely and frustrated? Write specifics from their point of view.

Viewpoints Through Art

This lesson develops social awareness through understanding diverse perspectives

Perspective-taking is the ability to understand and consider other people's thoughts, feelings, and points of view. It requires putting yourself in the other person's situation and imagining how they would feel, think, or do.

Imaging a situation from another person's perspective can help you better understand someone else's thoughts and feelings or change your behavior to be more inclusive and kind.

Activity: Pick ONE object to draw. Perhaps you pick a dog, tree, or house. Now, draw that same object in each box but from the perspective written in each prompt.

Engages visual learners and supports diverse learning styles

Prompt: Draw your object from the perspective of an ant.

Prompt: Draw your object from the perspective of a bird flying in the sky.

Prompt: Draw your object from a historical perspective by representing it as you would imagine in the 1800s.

Prompt: Draw your object from a fantastical perspective, making it look dreamlike, perhaps by distorting proportions or adding unusual elements.

Reinforces the idea that perspective shapes understanding in both SEL and real-world situations

Drawing your object from various viewpoints unlocks the power of imagination and empathy. Remember, as you see objects differently in art, you encounter diverse perspectives daily. Keep exploring, listening, and seeing the world through different eyes.

Tech Balancing Act

This lesson promotes digital self-awareness by helping students reflect on their technology habits

Sometimes, technology has a bad reputation, but there are many benefits to technology, including staying connected and learning. It is important to stay balanced, though. Too much time on a screen or social media has been proven to reduce well-being and happiness.

Supports emotional wellness through balanced tech habits

Activity: What kind of tech user are you? Take the quiz to find out.

1. When you wake up in the morning, what's the first thing you do?
 - a. Check my phone or watch for notifications.
 - b. Stretch and get ready for the day.
 - c. Check my phone or watch briefly, then get ready for the day.
2. During lunchtime at school, what are you most likely to do?
 - a. Watch videos or scroll through social media on my, or a friend's, phone.
 - b. Eat lunch and chat with friends.
 - c. Use a phone occasionally while eating and talking to friends.
3. How often do you find yourself checking your phone or other devices during homework or study time?
 - a. Frequently, I often get distracted by notifications.
 - b. Rarely, I try to focus solely on my homework without interruptions.
 - c. Sometimes, I check my phone between study breaks.
4. What do you typically do during your free time on weekends?
 - a. Spend hours playing video games or binge-watching shows.
 - b. Engage in outdoor activities or hobbies without much screen time.
 - c. Mix screen time with other activities like reading or hanging out with friends.
5. How do you feel if you accidentally leave your phone or watch at home for the day?
 - a. Anxious and disconnected from the world.
 - b. A little worried, but I manage without it.
 - c. It's no big deal, I can survive without my phone or watch for a day.

Scoring & Reflection:

This encourages self-reflection and promotes accountability

Mostly A's: Tech Addict. Mostly B's: Balanced User. Mostly C's: Moderate User

What do you think about your score? Is there anything you need to change to be more healthy?



Social Emotional Learning Classroom Workbook

2nd Edition



Grade 8

The 8th Grade Seltrove Workbook builds on the skills by challenging students to reflect more deeply on their values, identity, and choices as they approach high school. Students are encouraged to apply their SEL skills to real-world issues such as ethical decision-making, long-term goal-setting, handling peer and societal pressures, and maintaining healthy boundaries. With a strong emphasis on self-advocacy, digital responsibility, and personal integrity.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 8th Grade SEL workbook offers.

The Great Big Mix

This lesson develops emotional intelligence by helping students recognize and label mixed emotions

Have you ever felt happy and sad at the same time? Excited yet nervous? You're experiencing mixed emotions. Mixed emotions occur when you experience more than one emotion at the same time. Sometimes these emotions can even be opposites.

Mixed emotions can influence how you act and express yourself. For instance, you might smile while tears fill your eyes. It's important to recognize mixed feelings so you can manage them. To do this you can:

- Acknowledge that you are feeling more than one emotion
- Identify the emotions you're feeling
- Express your emotions by talking to a friend, writing or doing art, etc.
- Focus on the positive of each situation

Activity: Read through the following situations. What emotions might you be feeling? How could you manage those emotions?

Builds emotional literacy by identifying emotions in real-life situations

It's 8th-grade graduation; middle school is officially done, and you're moving on to high school!

You've been wanting a pet for a long time and you have finally adopted a puppy from the animal shelter!

Your family plans a vacation to your dream destination; however, you have to fly to get there and have never been on an airplane before.

Your family is moving to a different home with a huge backyard and more neighbors than your current home.

Prepares students for real-world challenges by practicing thoughtful emotional responses

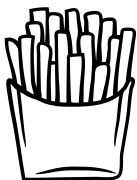
Reflect: Describe a time when you felt more than one emotion at the same time. What happened? How did you feel? How did you resolve your feelings?

This lesson focuses on healthy relationships by emphasizing mutual respect and boundaries

Learning about Consent

Consent is giving and receiving permission. It's essential in all relationships, including friendships, romantic relationships, and families. Consent is an important aspect of healthy relationships and interactions.

The acronym FRIES can help you understand all the different parts of consent. Consent is:



Freely given -- Consent should be given willingly without coercion or pressure.

Reversible -- Consent can be revoked at any time.

Informed -- Everyone should clearly understand what they are consenting to.

Enthusiastically given -- Consent should be enthusiastic and eager.

Specific -- Consent should be clear and specific to the activity or situation.

Builds decision-making skills in social and relational situations

Activity: Read through the following scenarios. If consent is given, write YES. If consent is not given, write which part(s) of FRIES was ignored.

Prepares students for healthy communication in friendships, peer interactions, and future relationships

Jessica and her team just won their game; she's so excited that when she sees her friend afterward, she hugs her. Her friend doesn't hug her back.

Adam shares a photo of Matt without his knowledge on social media.

Taqueria accidentally bumps into her teammate during her softball game. After the game, Taqueria checks on her teammate and apologizes. Her teammate accepts.

Jess and Lupita share a locker. Jess keeps moving Lupita's belongings around.

Maria and Alex are dating. Alex asks if he can hold her hand at lunch, and she says yes. Later in the lunch period, it makes her uncomfortable, and she tells him she no longer wants to. He lets go of her hand, and they keep eating.

Nurturing Friendships

This lesson builds emotional maturity by recognizing the value of accountability and regular connection

Nurturing your friendships is a top priority. Good and healthy friendships require work: you have to put in effort to support your friends, connect with them regularly, and apologize if you've made a mistake.

What are other ways that you nurture your friendships?

- _____
- _____
- _____

Encourages perspective-taking by considering a peer's real-life friendship dilemma

Activity: As you grow up, it's important to be flexible and understanding with your friends. You can keep your friendships and develop new ones. You don't have to lose long-term friendships just because you both are growing and changing.

Read this question posted by a middle school student. What advice would you give?

My friend and I have been friends since kindergarten. We enjoy the same music and have a lot of fun when we hang out. Recently my friend started dating someone, though, and we don't spend as much time together anymore. I don't want to lose my friend. What should I do?

Real-life scenarios help students apply skills

Keeping a Healthy Mind

This lesson empowers students to take ownership of their well-being in proactive ways

You know that your mental health is important, but it can sometimes be hard to know what to do when you are struggling. Some coping strategies include:

- Talking to a trusted adult
- Reaching out to friends
- Using school resources
- Practicing self-care and mindfulness
- Seek professional help
- Use hotlines and helplines

What other strategies can you think of?

- _____
- _____
- _____
- _____

Strengthens self-regulation skills through selecting appropriate coping strategies

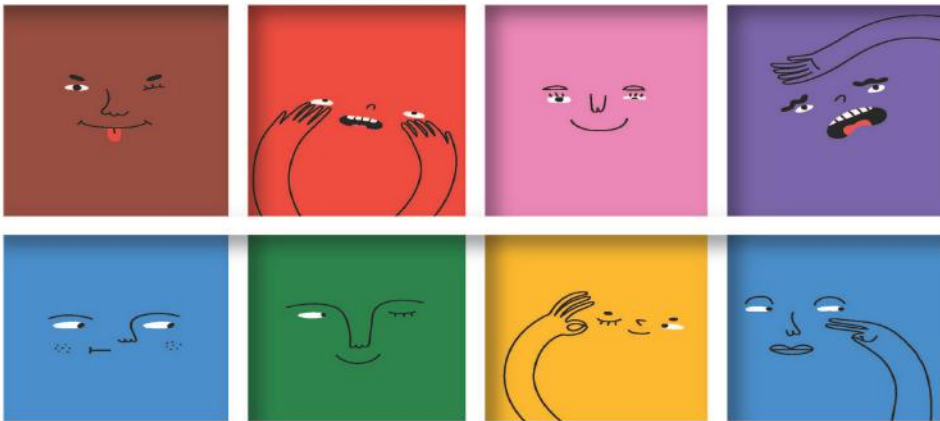
Activity: Read through each situation and then decide what emotion(s) you may feel and what coping strategies would work best. For the blank boxes, fill in your own situation that relates to your life.

Situation	Emotions You May Feel	Coping Strategies
You have a huge fight with your mom.		
You are overwhelmed with schoolwork.		
You feel pressured to be someone you aren't.		
Your pet died and you're extremely sad.		
You have been feeling down and depressed for the past month.		
Activities give students the opportunity to apply their own ideas and thinking.		



Social Emotional Learning Classroom Workbook

2nd Edition



Grade 9

The 9th Grade Seltrove Workbook supports students through the major transition into high school—a time of increased academic demands, shifting social dynamics, and growing personal independence. This workbook introduces concepts like study habits, time management, and effective learning strategies. In addition to academic skills, students explore topics including emotional well-being, coping with stress, navigating healthy romantic relationships, and making healthy choices.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 9th Grade SEL workbook offers.

MANAGING MY EMOTIONS

This lesson promotes emotional regulation by emphasizing healthy strategies for managing feelings

Emotions are your body’s mental and physical state or response to something that happens around you. Different emotions manifest differently in different people. For example, when some people are mad, they might scream and yell, whereas others may withdraw and be quieter. Identifying your emotions and how you want to respond is a real asset, as your emotional state can influence your decisions, relationships, performance in school and activities, and overall well-being. Learning how to handle emotions can contribute to your ability to reduce stress and become solution-focused when problems present themselves. When practicing the skills to manage your emotions, it is important to ensure you select only healthy strategies.

Encourages healthy stress management through a variety of practical techniques

Application: Use the list of emotional management strategies to help you complete the following exercise.

Emotional Management Strategies:
Journaling, Talking to someone, Mindfulness, Exercising/Playing sports, Spiritual practice (meditation or prayer), Suppress the stress, Give your body rest, Communication.

EMOTION	I FEEL	WHAT OTHERS SEE	STRATEGY
Angry	Restless inside and really confused.	I avoid them, and if I can't, I seem irritable.	Communicate that I need time to sort my thoughts & make a plan to talk about what happened.
Angry			
Excited			
Sad			
Scared			
Happy			

Our workbooks normalizes emotional expression by validating intense feelings as part of the human experience

Practice: Having a plan is a great way to practice managing emotions. There will always be times when your emotions are too intense to manage successfully. Letting out a scream, having a big cry, or even punching your pillow allows you to release emotions. Remember, it’s okay to have these moments, but what is not all right is hurting yourself or others.

TALKING TO TEACHERS

Building positive relationships with teachers can lead to increased support and academic success.

Building a strong relationship with your teachers is an effective way to succeed at school. But talking to your teachers can be intimidating. How can you advocate for yourself and get the support you need? Here are some tips below.

- Use proper channels like email, visiting during office hours, etc.
- Have a goal for why you want to meet with your teacher.
- Be honest and transparent with your challenges, concerns, or difficulties.
- Respect boundaries and be patient if you don't get an answer right away.
- Follow up as necessary to update your teacher.
- Show gratitude by saying thank you.

Students practice self-advocacy and effective communication by writing a respectful and honest script.

Application: As a class or with a partner, write out a possible script for Kyle.

Kyle has missed a lot of school. He used to be there all the time, but his parents are getting divorced, and he's been responsible for taking care of his little brother, walking him to and from school each day. He is up late at night with his parents' constant fighting and doesn't sleep well even when he can sleep. At the beginning of the year, Kyle was getting As and Bs on all his Algebra quizzes, but now he's got a 51% in the class. The midterm is coming up, and he is anxious about his grade dropping. He passes his teacher, Ms. Nadler, in the hallway on his way this morning, and she asks him why he is late to school.

By using real-life scenarios, students develop self-advocacy and communication skills.

PERSPECTIVE-TAKING AND BUILDING EMPATHY

This lesson builds empathy by encouraging students to see situations from another person's point of view

Perspective-taking is the ability to understand and consider the thoughts, feelings, and experiences of others. When you can take another person's perspective, you are building empathy.

The goal of all workbook activities is to make learning active & engaging.

Application: Read the scenarios below in small groups and pick one role reversal scenario to act out. Do some planning in your group, and then act out your scene in front of the class.

<p>The Person with a Physical Disability</p> <p>Take on the role of someone with a physical disability, such as using a wheelchair. You may face challenges navigating physical environments, accessing facilities, and dealing with societal stigma. You may feel frustrated, excluded, and determined to overcome barriers.</p>	<p>The Teacher</p> <p>Take on the role of a teacher in a classroom setting. You are responsible for managing the class, delivering lessons, and addressing student behavior. You may feel stressed, challenged, and concerned about meeting the needs of your students.</p>
<p>The Parent of a Troubled Teenager</p> <p>Portray a parent who is struggling to connect with their rebellious teenager. You may feel frustrated, worried, and unsure of how to communicate effectively with your child.</p>	<p>The Person without a Home</p> <p>Takes on the role of someone experiencing homelessness. You may face challenges such as finding shelter, food, and acceptance from society. You may feel invisible, judged, and desperate for help.</p>

Prepares students for conflict resolution by exploring alternative viewpoints and responses

What did you learn while preparing and performing your skit?

EXPLORING DECISION-MAKING

This lesson gives students practice making responsible decision-making by helping students recognize the range and impact of their choices.

You have a lot of decisions to make in your daily life: small decisions, medium decisions, big decisions, decisions that have an immediate impact, and decisions that have a long-term impact. These decisions affect you but also other people: your friends, family, classmates, community, and the environment

Students analyze real-life scenarios to identify decisions, their consequences, and their impact on others.

Application: Read the following scenarios and identify the decision made, its consequence on the decision-maker, and its impact on others involved. Use perspective-taking and empathy.

Prepares students for real-world challenges through thoughtful, values-based decision-making

<p>You receive an invitation to a friend's birthday party on the same night as your sibling's important school event. You can only attend one. What do you decide, and how might it affect your friend and sibling?</p>	<p>You have the opportunity to choose your group members for a school project. Your best friend wants to be in your group, but you know they don't work well with others. Do you choose your friend and risk a lower grade, or do you choose other classmates and potentially hurt your friend's feelings?</p>	<p>You come across a private conversation between two friends in a group chat. One of them confides in the group about a personal struggle they're facing. Do you respect their privacy or feel compelled to share their issue with others for advice or support?</p>
<p>During an exam, you notice your classmate looking at your answers. You're torn between reporting them to the teacher or staying silent to avoid getting them in trouble. What decision do you make, and how might it impact your relationship with your classmate and your integrity?</p>	<p>You can choose between buying a disposable plastic water bottle or a reusable one. The disposable option is more convenient, but the reusable one is better for the environment. Which option do you choose, and how might it affect the environment and future generations?</p>	<p>You've committed to volunteering at a local charity event, but a friend asks you to skip it and hang out instead. Do you honor your commitment to the charity, or do you prioritize your friendship?</p>



Social Emotional Learning Classroom Workbook

2nd Edition



Grade 10

The 10th Grade Seltrove Workbook encourages students to deepen their self-awareness, strengthen their relationships, and think critically about their goals and values.

Lessons focus on developing skills like decision-making, emotional regulation, self-advocacy, and conflict resolution—with greater emphasis on applying these skills to academic pressures, peer dynamics, and future planning.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 10th Grade SEL workbook offers.

STUDY HABITS

This lesson encourages the development of effective study habits and focuses on self-awareness and self-management.

Your personal learning profile from the previous lesson is a tool to help you understand yourself better as a learner and help you develop better study habits.

Learning to study well is a must for 10th grade. Here are some study habit examples:

- Taking notes in class
- Re-reading & highlighting your notes
- Creating quizzes or games to remember information
- Taking breaks
- Asking someone to quiz you
- Studying in a group

Application: Read through the following scenarios and match it to the best study habit.

Students analyze real-life academic scenarios and apply their understanding.

Sarah has a history exam in two days but hasn't started studying yet. She's feeling overwhelmed.

- Find a quiet study space away from distractions.

Mark is trying to study for his math test, but he keeps getting distracted by his phone and social media notifications.

- Go for a walk, practice mindfulness, and schedule regular breaks during study sessions.

Emily attends her science class regularly, but she struggles to take effective notes and ends up with incomplete or messy notes.

- Break down the study material into manageable chunks and create a study schedule.

Jason feels like he's always running out of time when studying for exams, leaving him stressed and unprepared.

- Begin organizing notes with headings and bullet points.

Lisa feels burnt out from studying for hours without taking breaks or practicing self-care.

- Make a list of prioritizing tasks and set specific study goals.

The workbooks provide space for students to reflect and apply their learning.

How can you improve your study habits? _____

BUILDING RESILIENCE

This lesson teaches resilience through practical, relatable strategies.

Resilience is a skill you can build by using positive coping strategies, like:

- **Problem-solving** - You focus on solving problems and setting realistic goals.
- **Seeking help** - You contact trusted friends, family, teachers, and others for help.
- **Practice self-care** - You care for your physical, emotional, and mental health.
- **Positive reframing** - You use a growth mindset to learn from challenges.



Application: Take the following quiz to see what coping strategies are best for you!



The workbooks use creative, interactive activities to make topics approachable & meaningful.

When faced with a difficult problem or setback, what is your initial reaction?

- A. I try to break down the problem into smaller parts and to solve it.
- B. I seek support from friends, family, or someone I trust.
- C. I take time to relax and recharge before addressing the problem.
- D. I remind myself that setbacks are temporary and look for the positives.

How do you typically manage stress or anxiety?

- A. I engage in physical activities like exercise to release tension and clear my mind.
- B. I talk to someone about what's bothering me to process them.
- C. I do deep breathing, meditation, or listening to calming music.
- D. I distract myself by focusing on activities or hobbies that make me feel good.

What helps you feel more in control when faced with uncertainty or change?

- A. Setting specific goals and making plans to achieve them.
- B. Connecting with others and seeking advice.
- C. Practicing mindfulness and staying present in the moment.
- D. Finding creative solutions to unexpected challenges.

How do you respond when things don't go as planned?

- A. I analyze what went wrong and identify lessons learned.
- B. I reach out to others for support and perspective.
- C. I practice self-compassion and remind myself that it's okay to make mistakes.
- D. I maintain a positive outlook and focus on finding solutions.

What do you believe is the key to bouncing back from adversity?

- A. Having a proactive mindset and taking action to overcome obstacles.
- B. Building strong relationships and support networks to lean on during tough times.
- C. Cultivating resilience through self-care practices and prioritizing my well-being.
- D. Maintaining optimism and focusing on the opportunities for growth.

Encourages healthy stress management through positive, proactive approaches

Mostly A's: Problem-solving and setting goals.

Mostly C's: Prioritizing self-care.

Mostly B's: Seeking support and guidance.

Mostly D's: Reframing and staying positive.

LESSONS OF THE HEART

Teaches the foundations of healthy romantic relationships using age-appropriate, real-life examples

Healthy romantic relationships contribute to your emotional well-being. But not all romantic relationships are healthy and unhealthy ones can be harmful.

A healthy romantic relationship includes:

- Open and honest communication
- Building trust and being honest & accountable
- Treating each other with respect, kindness, & empathy
- Valuing each other's opinions and autonomy
- Providing support and encouragement

Engaging “This or That” format that makes sensitive topics approachable and interactive

Application: Play THIS or THAT. Read each scenario and decide which option is best for you.

THIS	OR	THAT
Your partner frequently compares you to others.	OR	Your partner appreciates you for who you are and builds up your confidence.
You and your partner communicate openly and calmly, finding solutions to disagreements together.	OR	You and your partner argue often, and disagreements escalate into heated conflicts.
Your partner respects your need for personal space and encourages you to spend time with your friends and pursue your hobbies.	OR	Your partner insists on spending all their free time with you, making it difficult for you to maintain friendships and hobbies outside of the relationship.
Your partner insists on having access to your social media accounts and phone messages as a sign of trust.	OR	Your partner trusts you without needing access to your personal accounts and respects your privacy.
Your partner pressures you to have sex, but you aren't ready for that yet.	OR	Your partner respects your boundaries and will wait until you both feel comfortable moving forward.

Realistic scenarios that help students apply SEL skills to everyday life

How would you describe a romantic relationship that is healthy and benefits your well-being?

MINDFULNESS SCAVENGER HUNT

This lesson promotes emotional regulation and stress reduction through focused, calming activities

Mindfulness is focusing and paying attention to yourself and your environment. Mindfulness enhances your ability to learn, regulate emotions, and improve memory. It can help increase empathy, reduce stress, and benefit your mental health.

Adaptable for classroom, group, or individual use

Application: Complete the scavenger hunt below by finding each item and following the item's directions to practice mindfulness.

Find a **smooth** stone or surface. Take a moment to feel its texture and notice any patterns or imperfections.

Listen carefully and identify three different sounds from nature. Close your eyes and focus solely on the sounds for a minute.

Find something with an interesting **texture** in nature. Take a moment to touch it mindfully, noticing its roughness or softness.

Locate a **scent** in nature. Take a deep breath and inhale the aroma mindfully. What emotions or memories does it evoke?

Spot something beautiful or interesting in nature. Take a moment to **observe** it closely, noticing its colors, shapes, and details.

Take a short **walk** and pay attention to each step you take. Notice the sensation of your feet touching the ground with each step.

Find a quiet spot and practice mindful **breathing** for one minute. Focus on the sensation of your breath entering and leaving your body.

Sit quietly and identify one thing you can see, hear, touch, smell, and taste in your surroundings. Engage all your **senses** mindfully.

Find a peaceful spot and spend time **reflecting** on your surroundings. What thoughts or feelings arise as you observe nature?

What mindfulness activity did you like best? How can you incorporate this into your daily life?

Supports mental health and well-being with accessible strategies students can use anytime



Social Emotional Learning Classroom Workbook

2nd Edition



Grade 11

The 11th Grade Seltrove Workbook builds on skills including emotional intelligence, decision-making, and self-awareness skills while shifting focus toward the future. This year's lessons help students strengthen their sense of identity and purpose as they begin to seriously consider life after high school. Students explore topics such as goal-setting, interview preparation, and self-efficacy along with critical life skills like financial literacy.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 11th Grade SEL workbook offers.

NAVIGATING SUCCESS

This lesson improves resilience and motivation by reinforcing the belief that effort leads to success

Self-efficacy is the belief that you can accomplish hard things. When you have strong self-efficacy, you also recognize that you control your emotions, goals, and behavior -- you don't blame others or believe it's up to chance.

Sometimes, you may blame others or circumstances instead of owning your mistakes and working on fixing them. Having a strong self-efficacy shapes your mindset, decisions, and success.

Activity: Read the following case study and then answer the questions.

Using relatable case studies promote real-world application and critical thinking

"Nothing ever goes my way," Kris mutters as she slams her soggy gym bag on the scuffed gym floor. Her team lost the State Championship by a whopping 40 points.

"What do you mean?" Eric asks.

The two friends walk through the corridor as she begins to explain.

"Well," sighs Kris, "We lost the tournament because nobody shared the plays with me, so I didn't know where to go or what to do."

"Why didn't you ask for the plays beforehand or during practice?" Eric asks flatly.

"I was busy after school, so I didn't go to the last few practices," Kris states matter-of-factly. "I had other stuff to do. I am failing Mr. Bryant's because he hates me, so I tried to meet him after school. I waited on Monday and Tuesday for ten minutes, and he never came."

Eric sighs, "Did you try to contact him? Why didn't you go to practice if he wasn't there?"

"I didn't want to show up late. Coach would make me run laps, so I just went home." She shrugs

#87413C

Does Kris have strong self-efficacy skills? How do you know? _____

What advice would you give Kris to develop stronger self-efficacy skills? _____

Discussion questions support college and career readiness by reinforcing personal accountability and confidence

REVIEW WEEK: INTERVIEWING SKILLS

This lesson supports career & college readiness by simulating real-world interview settings and expectations.

The theme of courage and kindness explored relationship skills where you learned about friendships, effective communication, creating boundaries, being empathetic, and showing leadership skills.

One way you will use these skills is when you go for an interview, whether for college admission, a scholarship, an internship, or a future career.

When you go for an interview, you want to prepare for it and know what to do when encountering a hard question. Here are a few tips:

- Manage your stress and nervousness by doing positive self-talk and taking deep breaths.
- Stay calm when you get a question you don't know how to answer. You may want to ask a clarifying question, use a keyword from the question, provide an example of when you showed that quality, and practice with difficult questions.

Encourages peer collaboration through paired practice & feedback

Activity: In pairs, interview each other using the following questions. This practice can help you determine your strengths and weaknesses when interviewing.

1. Describe a challenging academic or personal experience you have faced. How did you overcome it?
2. What are your strengths and weaknesses as a student?
3. Describe a time when you worked collaboratively with others. What role did you play? What did you learn from the experience?
4. How do you handle setbacks and failures? What have you learned from these experiences?
5. In what ways do you see yourself contributing to creating a diverse and inclusive environment at this college or workplace?

How did you do? What were your strengths when answering the interview questions?

What were your weaknesses?

Connects SEL skills to future success, reinforcing the value of courage, kindness, and communication

BUILDING LASTING FRIENDSHIPS

This lesson develops social awareness and relationship skills by identifying traits of healthy, lasting friendships.

Lasting friendships are friends where you feel good about yourself when you are with your friends. You don't question yourself or feel insecure. Instead, your friends are supportive.

One famous lasting friendship is between Mindy Kaling and B.J. Novak. The two met on the TV series "The Office," where they were both writers and actors. Throughout the years, they have publicly supported each other, bantered with each other on social media, and encouraged each other. They say they are "best friends" and role models of an enduring and respectful friendship.

Connects SEL concepts to pop culture examples like Mindy Kaling and B.J. Novak for added relevance

Activity: Think about your own friendships. Do you have any lasting friendships that are supportive, trustworthy, and fun? Complete the scavenger hunt below by thinking about your friendships and filling in an example of when you experienced each characteristic.

Encourages reflection on real-life friendships through relatable prompts and examples

A time when a friend offered support during tough times.

A time when a friend respected your boundaries.

A time when a friend demonstrated loyalty.

A time when a friend forgave you for a mistake.

A time when a friend was trustworthy.

A time when a friend listened to you.

A time when a friend celebrated your successes.

A time when a friend was reliable.

A time when a friend accepted you for who you are.

THRIVING IN THE ONLINE WORLD

This lesson supports emotional & mental well-being by examining the impact of digital habits.

It's undeniable that social media has revolutionized how you connect, share, and express yourself. Social media offers countless benefits, from staying connected with friends to discovering new passions. However, it's crucial to recognize that too much screen time has drawbacks, and now everything you see on social media is healthy and trustworthy. It's important to balance time online with offline time and be critical thinkers on social media.

How would you describe your relationship with (and time on) social media? _____

Interactive discussion-based format encourages student voice and peer learning

Activity: Discuss the following questions in a small or one large group.

Filtering information:

How can you distinguish between credible sources and misinformation on social media in a world of information? What strategies can you use to verify the accuracy of information before sharing it?

Algorithms:

How do you think social media algorithms shape the content you see? Do you believe they accurately reflect your interests and preferences?

Digital Communication:

What are the advantages and disadvantages of communicating online compared to face-to-face communication?

Online Safety:

How can you protect yourself against scams and cyberbullying and stay safe online?

Your Well-being:

How does screen time use impact your overall well-being? What strategies can you use to be healthy?

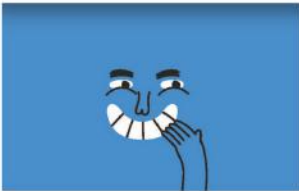
Aligns with SEL to promote healthy identity development and digital responsibility

What did you learn in your discussion that surprised you?



Social Emotional Learning Classroom Workbook

2nd Edition



Grade 12

The 12th Grade Seltrove Workbook brings together years of social-emotional learning and places a strong emphasis on self-efficacy, independent decision-making, and real-world application. Each lesson is designed with the future in mind. With a focus on personal responsibility, goal setting, resilience, and relationship skills, the activities guide students to reflect on their identity, values, and future. The underlying theme throughout the workbook is clear: you are capable, and your skills will carry you forward.

On the following pages are four sample lessons – one from each theme – to give you an idea of what the 11th Grade SEL workbook offers.



MANAGING EMOTIONS

This lesson encourages personal growth and maturity, preparing students for post-secondary relationships and responsibilities.

Your emotions influence your behavior and decisions. Maybe you regret something you did when you were angry or wish you hadn't said something when you were jealous.



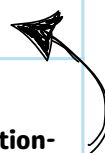
While emotions aren't good or bad, the way you respond to the emotions can have negative consequences. It is important to learn how to manage your emotional responses to make healthy choices for yourself and others.

Activity: Fill out the chart below to explore ways to manage your emotions.

Builds self-awareness through identifying emotional triggers & responses.



Emotion	The way this emotion manifests physically, mentally, & behaviorally	Common Triggers	Tool to manage this emotion
Anger			
Sadness			
Fear			
Shame			
Jealousy			
Anxiety			
Insecurity			
Regret			



Teaches practical emotion-management strategies relevant for real-life situations

HEALTHY & CLEAR COMMUNICATION

This lesson prepares students for real-world challenges in personal, academic, and professional interactions.

Have you ever felt misunderstood? One way to be a leader in clear communication is by using "I Statements." I statements are sentences that navigate tricky moments. Instead of blaming, you assertively express your feelings and needs by taking ownership of your emotions. You can use I Statements in all types of situations and relationships.

This rewrite activity encourages critical thinking and emotional reflection.

Activity: Rewrite each sentence to use I Statements. How does the I Statement change the tone of the conversation?

Sarah posts a meme online that she finds funny, but you take offense to it because it indirectly pokes fun at a topic you are sensitive about. You comment on the post, saying, "Sarah, that meme is insensitive. I can't believe you would joke about something like that."

How can you change this to an I Statement? _____

Emma plans a surprise date for her partner, Alex, but Alex forgets about it and makes other plans with friends. Emma feels disappointed and neglected when Alex cancels at the last minute and says, "You never prioritize me and our time together. Do you even want to be with me?"

How can you change this to an I Statement? _____

During a group project, you express frustration that your group is falling behind schedule. You turn to Tom in your group and say, "Tom, this is all your fault! We wouldn't be in this mess if you had done your part on time."

How can you change this to an I Statement? _____

Equips students to handle emotionally charged situations with maturity & using empathy.

BREAKING STEREOTYPES



This lesson strengthens students' ability to recognize and challenge prejudice in their communities and beyond.

How would you define prejudice? _____

Prejudice refers to having unfair opinions about others because of their race, ethnicity, gender, religion, sexual orientation, age, disability, or socioeconomic status. Many times, multiple forms of prejudice co-occur. You can eliminate prejudice by being culturally competent, promoting understanding, and developing empathy.

Real-world relevance makes this a powerful tool for preparing students for life after high school

Activity: Complete the quiz. As you do, you will learn about different cultures, languages, locations, and stereotypes.



Culture

- What country is known for its traditional dance form called the Haka?
- In which country would you find the ancient city of Machu Picchu?
- What cultural event is celebrated with colorful powder in India?

Languages

- In which country is Arabic the official language?
- What is the most widely spoken language in China?
- What endangered language is spoken by Indigenous peoples in Canada and Alaska?

Locations

- Which African country is famous for its wildlife safaris?
- What is the only country in the world with a flag that is not rectangular or square?
- Which South American country is the largest by area?

Stereotypes

- What is a stereotype, and how can it influence our perceptions of different cultures?
- Describe a stereotype you have heard. How did it shape your perception of that culture?

Fosters empathy and inclusivity by helping students understand the harmful effects of prejudice



Learning about cultures, peoples, languages, and locations is crucial in combating prejudice by promoting understanding, challenging stereotypes, building connections, encouraging critical thinking, and fostering a sense of global citizenship and empathy.



FINANCIAL LITERACY: DEBT

This lesson promotes responsible financial decision-making by introducing real-world money management situations.



Debt refers to money you have borrowed. Some types of debt you might encounter in high school or right after college include:

- Student loans
- Credit card debt
- Car loans

While not all debt is the same (student loans, for example, typically have a much lower interest rate than credit cards and car loans), you don't want to have too much debt in your life. It can be hard to repay debt, and debt follows you.

Activity: Financial literacy is closely linked to healthy decision-making skills. Read the following scenarios and make the best decision for you.

Connects financial choices to emotional well-being, encouraging balance between enjoyment and responsibility

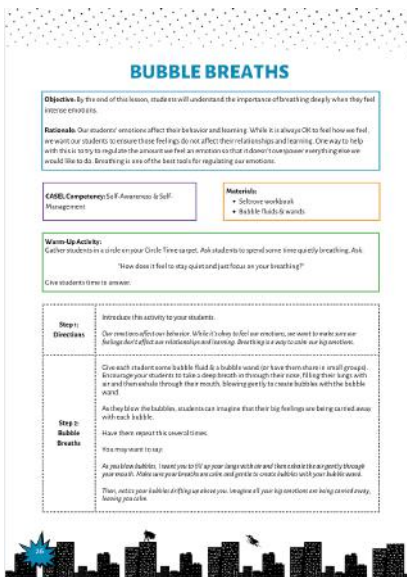
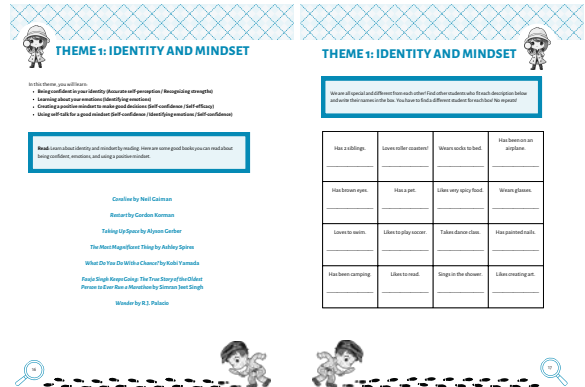
Scenario	Your decision	Reason for your decision
You are accepted into your dream university, but the tuition and living expenses are much higher than your local state university. What would you do?		
You've just graduated college with \$30,000 in student loan debt. You've landed a job with a starting salary of \$60,000. Should you prioritize paying off your student loans or make the minimum payments and focus on enjoying life?		
You need a reliable vehicle. Should you get a brand-new car with a car loan or a used car that you can pay from your savings?		
You have \$3,000 in credit card debt from overspending. You receive a \$2,000 tax refund. Should you put all of it towards your debt or go on a much-needed spring break vacation with friends?		

Realistic scenarios simulate life after high school, making the content relevant and practical

THIS IS ONLY THE BEGINNING

Each full-grade level SEL workbook offers over **100 pages** of rich, developmentally appropriate content designed to support students' social and emotional growth all year long. In addition to the sample lessons you've seen here, every workbook includes:

- 40 engaging SEL lessons aligned with CASEL competencies
- Weekly home–school communication pages to reinforce learning beyond the classroom
- Goal-setting worksheets that empower students to take ownership of their growth
- Theme introduction lessons to set the stage for deep, meaningful exploration
- Self-assessments for reflection at the beginning, middle, and end of the year
- Supplemental resources to enrich student learning (e.g., emotion dictionaries, self-care toolkits, college and career planning tools)



The Kindergarten and 1st grade workbooks come with a digital teacher guide with sample scripts, modifications and accommodations for diverse learners, and extension activities.



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ORDER NOW - EMPOWER YOUR STUDENTS ALL YEAR

Your students will thank you for helping them navigate the difficult emotional struggles they're going through, in one of the most difficult ages of their young lives!

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