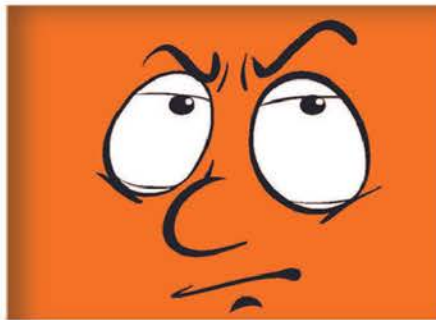
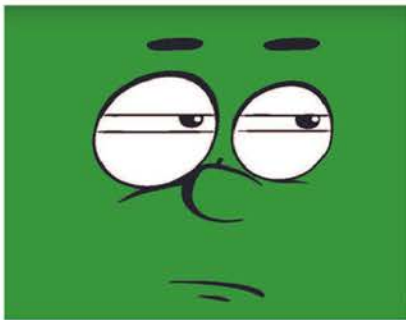


Social Emotional Learning Classroom Workbook

2nd Edition



Grade 5

SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK GRADE 5

2nd Edition

ISBN: 978-1954760233

Social Emotional Learning Classroom Workbook Grade 5, 2nd edition

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MY INFORMATION



My name: _____

My address: _____

My phone number: _____

Homeroom teacher: _____

Room: _____

School year: _____

My student ID: _____

Emergency Contact information:

Name:

Relationship to Student: _____

Telephone: _____

Email: _____

Name:

Relationship to Student: _____

Telephone: _____

Email: _____

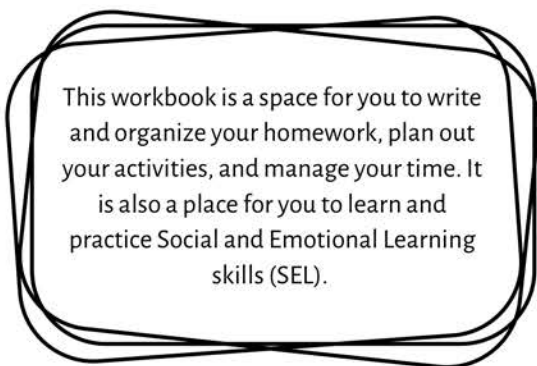
Known Allergies: _____





USING THIS WORKBOOK

Welcome to your workbook!

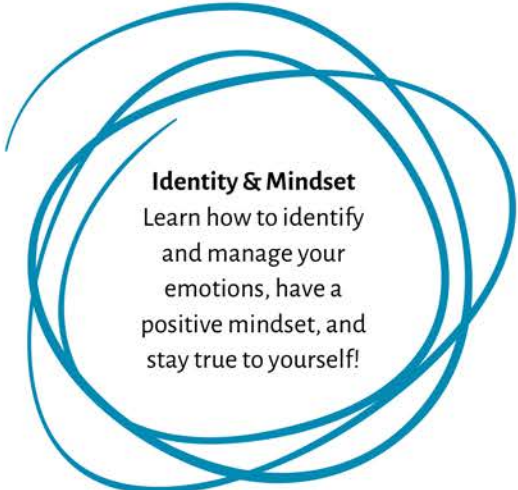


This workbook is a space for you to write and organize your homework, plan out your activities, and manage your time. It is also a place for you to learn and practice Social and Emotional Learning skills (SEL).




This workbook includes 4 themes for you to learn all about SEL.

1. Identity and Mindset
2. Courage and Kindness
3. A Place to Belong
4. A Healthy Well-Being




Identity & Mindset

Learn how to identify and manage your emotions, have a positive mindset, and stay true to yourself!




Courage & Kindness

Learn to be resilient, a good communicator, and maintain healthy friendships.



A Place to Belong

Learn how to be inclusive, solve problems peacefully, and respect others who are different than you.



A Healthy Well-Being

Learn how to make healthy choices for yourself and others.

USING THIS WORKBOOK

There are lots of great resources in this workbook besides lessons.



Did you know coloring and doodling is a way to relieve stress and manage your emotions?

Use the coloring pages to clear your mind and find balance in your life!



Other resources to check out:

- Read a Book
- My Responsibilities
- Activities Tracker
- Social Stories
- Self-Care Toolbox
- Mindful Breathing exercises
- Top 10 Habits of SEL
- SEL Skills Checklist
- Self-Talk Affirmations

Where will you keep this workbook so you can use it daily?

How will you use this workbook to benefit your school and personal life?



FOR PARENTS AND GUARDIANS:

You can share what you are learning with your parents or guardians at home, too. The adults in your life want you to feel good about yourself, learn more about how your brain and heart respond to things, and have friends who you can rely on!





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 & Mindset	I struggle with this	Rarely	Sometimes	Mostly	Always
I can identify my emotions accurately.					
I can 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 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 different social situations.					
I am resilient and can bounce back from setbacks.					
I communicate effectively with others.					
I work well and collaborate with others.					





Level Up Your SEL: A Pre-Assessment

A Place to Belong	I struggle with this	Rarely	Sometimes	Mostly	Always
I can show empathy to others.					
I respect thoughts and people who are different than me.					
I can resolve conflicts peacefully.					
I am supportive and respectful towards my classmates.					
A Healthy Well-Being	I struggle with this	Rarely	Sometimes	Mostly	Always
Before I act, consider the consequences of my actions.					
I make ethical and responsible choices.					
I can solve problems effectively and creatively.					
I take responsibility for my own actions and behaviors.					

What are your SEL strengths? _____

What SEL skills do you want to work on? _____





MY WEEKLY SCHEDULE

It is important to stay organized so you don't miss important activities. Use the chart below to fill in your weekly responsibilities, activities, and schedule.

You may want to consider things like:

- Sports and after school activities
- Specials and school schedules
- Class schedules where you change classrooms
- Responsibilities at home

Monday	Tuesday	Wednesday	Thursday	Friday

Saturday	Sunday





5th GRADE GOALS

Writing goals for yourself helps you know what you want to achieve. When you create goals, you can stay focused and motivated to succeed!

You will create goals for your personal growth this year in the areas of:

- Academics
- Reading
- Passion
- Wellness

Use the chart below to brainstorm possible goals you want to create for yourself this year, then write out your goals on the following pages.

Make some S.M.A.R.T Goals!

S Specific	M Measurable	A Attainable	R Relevant	T Timely
Specific means you know exactly what you are working towards. Be detailed.	Measurable means how you can tell you have met this goal. It is helpful to add in quantities you can count.	Attainable means something that is not too far that you cannot reach it but will still challenge you to grow.	Relevant means meaningful to you. It is much easier to keep working at a goal if you care about it.	Timely means you have thought about how long this goal will take to complete.
Think about: What does meeting this goal look like?	Think about: How many, how long, how often, and how will you know you met your goal?	Think about: Is your goal too easy or too hard? Can this be done and what will you need help with?	Think about: What do you like about working on this goal? How will you grow?	Think about: When will you have met this goal?





5th GRADE GOALS

Academic Goal

I will be able to **(S and A)** _____

by the time **(T)** _____

I will reach this goal by **(M)** _____

I am excited to work on this goal because **(R)** _____

Reading Goal

I will be able to **(S and A)** _____

by the time **(T)** _____

I will reach this goal by **(M)** _____

I am excited to work on this goal because **(R)** _____





5th GRADE GOALS

Passion Goal

I will be able to **(S and A)** _____

by the time **(T)** _____

I will reach this goal by **(M)** _____

I am excited to work on this goal because **(R)** _____

Wellness Goal

I will be able to **(S and A)** _____

by the time **(T)** _____

I will reach this goal by **(M)** _____

I am excited to work on this goal because **(R)** _____





NOTES



A series of horizontal dashed lines for writing notes, consisting of 20 lines spaced evenly down the page.





THEME 1: IDENTITY AND MINDSET

The next 10 weeks will focus on identity and mindset. Identity is about who you are as an individual and being confident in yourself. Mindset focuses on the things you tell yourself and how you approach problems.

In this theme, you will practice:

1. **Being confident in your identity as a person and a learner (Accurate self-perception / Recognizing strengths)**
2. **Learning about your emotions (Identifying emotions)**
3. **Creating a positive mindset to make good decisions (Self-confidence / Self-efficacy)**
4. **Using self-talk for a good mindset (Self-confidence / Identifying emotions / Self-confidence)**

Read: You can learn more about identity and mindset by reading some fun, short books at home. Here are some good books for the topic of Identity and Mindset (and remember you don't have to buy the book to read it; you can check the books out at your school or community's library).



The Remarkable Journey of Charlie Price by Jennifer Maschari

Ghosts by Raina Telgemeier

My Mixed Emotions by DK

Red: A Crayon's Story by Michael Hall

The Blossoming Universe of Violet Diamond by Brenda Woods

Inside Out and Back Again by Thanhha Lai





THEME 1: IDENTITY AND MINDSET



Everyone has things that define who they are as people. Some of these things are similar to us, whereas others are different. We can see some of these things, but then there are other things that we cannot see. In this game, you need to stand up and walk around the room meeting your classmates. Find a different person for each description below. Write the name of your new friend on the line of the description matching that person. You need to have a different person for each of the 16 boxes below.



Likes creating art. _____	Loves roller coasters. _____	Likes very spicy food. _____	Has a pet cat. _____
Takes music lessons. _____	Has slept in a tent. _____	Has two sisters. _____	Has earrings. _____
Loves to dance. _____	Likes to play sports. _____	Wears glasses. _____	Has green eyes. _____
Made a new friend over the summer. _____	Has a birthday in November. _____	Sings in the shower. _____	Wears shoes without socks. _____





IDENTITY ICEBERG

Your identity makes you who you are—inside and outside! Some aspects of our identity include gender, race, ability, religion, culture, language, family, and personality. But no one thing makes up who you are, and you can't make assumptions about other people's identities just based on what you see. Everyone is unique, and everyone has a story.

Activity: Fill in the iceberg below with words that describe you. Remember, there are some things about your identity that others can see; put these things above the water. Below the water are the parts about you that people may not be able to tell by looking.





NOTES



Week beginning: ___ / ___ / ___



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	





YOUR LEARNING IDENTITY



Did you write “student” on your iceberg? Even if you didn’t, being a student is part of your identity. As a 5th grader, you are gaining more independence, teachers and adults expect you to be more responsible, and your classes might be getting more difficult.

Just like your fingerprints, you have a learning identity filled with strengths, challenges, and preferences.

Activity: Create a mind map (it will look like a spider web when completed) of the things that make up your identity as a learner. Start from the My Learning Identity rectangle and branch out. Make sure you include your strengths, weaknesses, interests, goals, learning style, and the people who will help you as a learner.



My Learning Identity





NOTES



Week beginning: ___ / ___ / ___



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	





SUPERHERO STUDENTS

Like superheroes with special powers, you can develop skills and habits to become a super learner. Brainstorm a list of qualities of a super learner.

- _____
- _____
- _____
- _____

Activity: Go through SuperHero Training by working on the training challenges in a small group.

Organization Training Challenge

List all the materials you need for each category to stay organized and do well at school.

Backpack	Locker	Desk

Time Management Training Challenge

Think about your time after school. How will you divide your time to be a good learner and enjoy life?

Listening & Focusing Training Challenge

Can you answer the riddles that teach you to be a good listener?

I'm something you do in a conversation, it's true,
To understand better, here's a clue:
Without me, your understanding lacks,
So, what am I? Just raise your...

In a discussion, I'm key, you see,
I show respect and attention, undoubtedly.
When you're speaking, what's the tact?
To show I'm listening, I'll make...

When the teacher talks, I'm your friend,
Writing helps you remember 'til the end.
What am I? In every class, I'll jot,
A tool for learning, I'll take...





NOTES



Week beginning: ___ / ___ / ___



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	





YOU ARE TRUER THAN TRUE



“Today you are You, that is truer than true. There is no one alive who is Youer than You.”
- Dr. Seuss from *Happy Birthday to You!*

You can be true to yourself by being genuine and staying true to your thoughts, feelings, and beliefs, even if they differ from others. The world needs you exactly how you are; you don't need to change yourself to be accepted and loved.

Activity: Create a playlist of songs that focus on who you are. Your playlist should include:

1. Songs that reflect your personality
2. Motivate you to stay true to who you are



My Identity Playlist Title: _____

Song Title	Artist	Connection to my identity





NOTES



Week beginning: ___ / ___ / ___



My goal this week: _____

Monday ___ / ___	_____ _____ _____ _____
Tuesday ___ / ___	_____ _____ _____ _____
Wednesday ___ / ___	_____ _____ _____ _____
Thursday ___ / ___	_____ _____ _____ _____
Friday ___ / ___	_____ _____ _____ _____
Home/School Communication	





EXPLORING EMOTIONS

Emotions are feelings. These emotions tell you how you feel about something happening to you or around you. There are no good or bad emotions; emotions are just feelings. But some emotions may not feel good in your body. Sometimes, you may even do things to make unpleasant emotions last longer, like ignore them or pretend you aren't experiencing an unpleasant emotion.

To help these emotions not feel so unpleasant and last longer than necessary, you can:

- Name how you are feeling
- Talk to someone about your emotions
- Calm your body so you can make a healthy choice

Activity: Think of a time when you felt an unpleasant emotion and made a choice that hurt yourself or someone else. You may have felt bad afterward. This happens to us all. Use the chart to write what happened.



What happened?	What emotion popped up? (Circle)	What did your body feel like? (Circle)	What did you do? (Circle)
	Worried Mad Sad Scared Frustrated Overwhelmed Guilty	Heat in my body Upset tummy Fists tight Teeth clenched Tears Wanted to run away Heart racing Other? _____ _____	Yell at someone Throw something Break something Make a mess Run away Hurt someone Hurt myself Other? _____ _____

If that were to happen again, what could you do differently?

- Notice the signs in your body that tell you a big emotion is coming up.
- Choose an activity that calms you.
- Talk to someone about how you're feeling.
- Other: _____





NOTES



Week beginning: ___ / ___ / ___



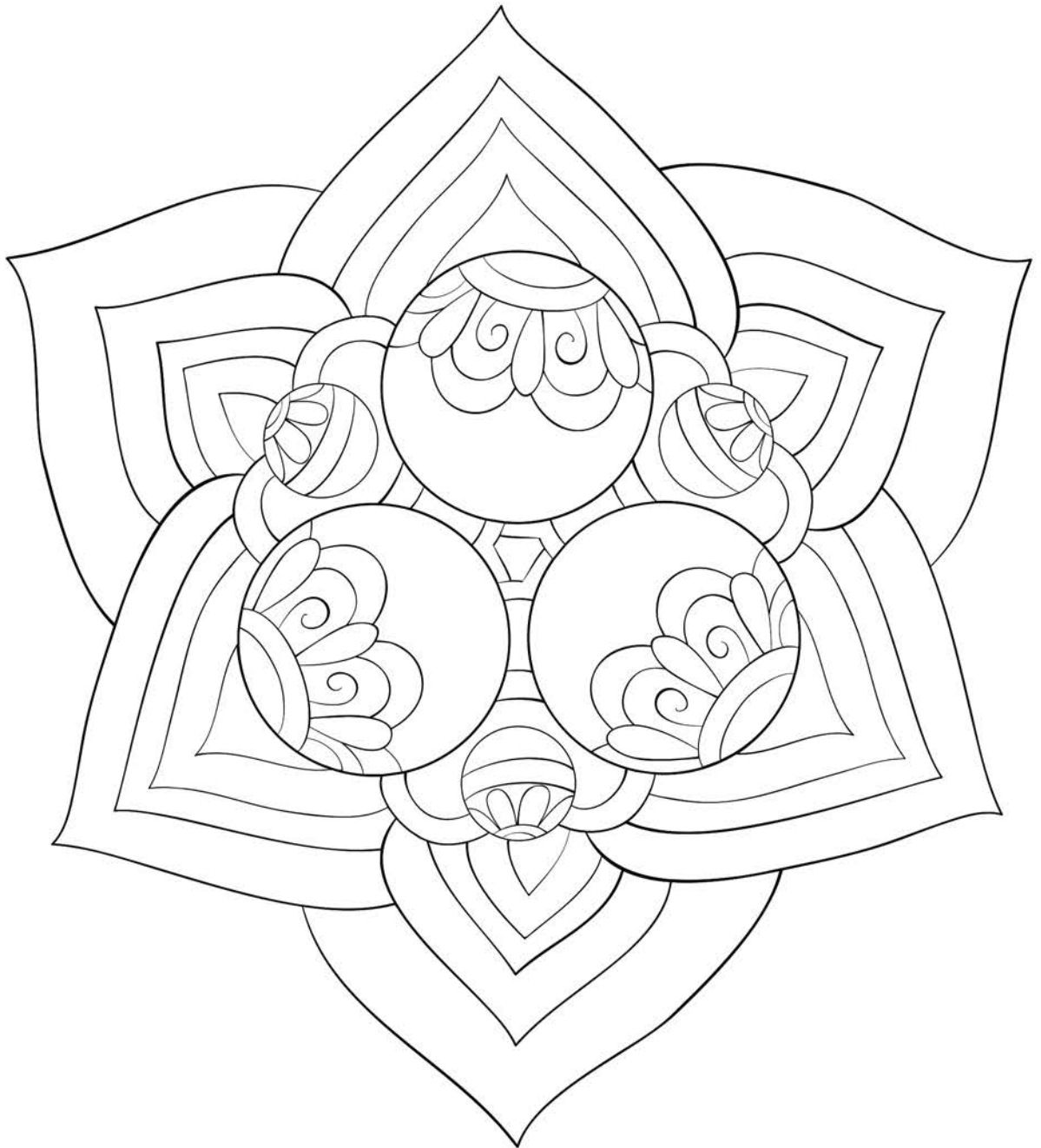
My goal this week: _____

Monday ___ / ___	_____ _____ _____
Tuesday ___ / ___	_____ _____ _____
Wednesday ___ / ___	_____ _____ _____
Thursday ___ / ___	_____ _____ _____
Friday ___ / ___	_____ _____ _____
Home/School Communication	





COLORING PAGE





DOODLING PAGE






A ROLLER COASTER OF EMOTIONS

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.



Would you rather...

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?





NOTES



Week beginning: ___ / ___ / ___



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	





MY CIRCLE OF CONTROL



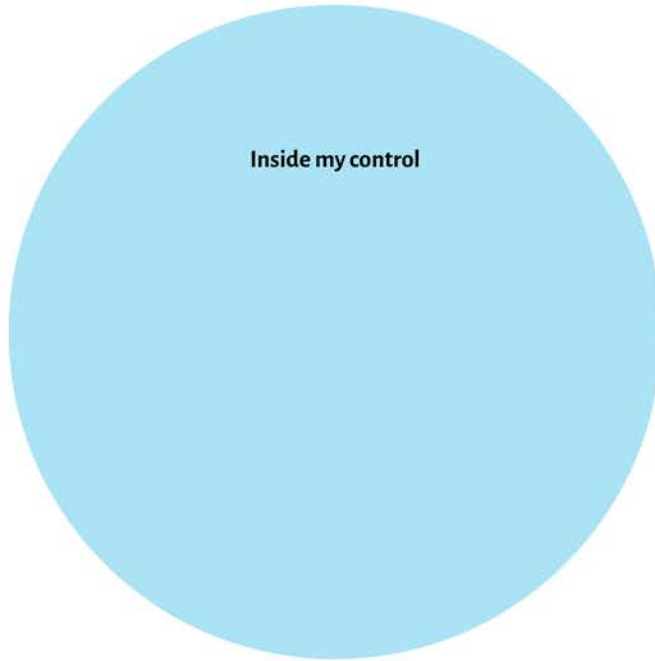
Having control, or not having control, can cause big emotions. You might spend a lot of time focusing on things you can't do anything about. You might feel bad, and nothing changes. When you understand there are some things you can control and some you can't, you can better manage your emotions.

Activity: Brainstorm things you can and can't control in your life. Then, place those things inside the circle (if you can control them) or outside it (if you can't).



Outside my control

Inside my control



Remember, if you can't control something, you can let go of the stress and worry. How can you let go of the things you can't control?





NOTES



Week beginning: ___ / ___ / ___



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	






GROW YOUR MINDSET



Mindset is how you think about yourself and your abilities. Perhaps you say positive, uplifting things to yourself, or maybe you think mean things about yourself sometimes.

A growth mindset is when you approach challenges and see the positive in yourself and your situation. You can build a mindset that is kind to yourself by learning more about a growth mindset.

Activity: What kind of mindset do you have? Take the quiz below to find out.



1. When faced with a difficult challenge, I...
 - a. Feel bad and give up easily.
 - b. Feel focused to keep trying until I succeed.
2. When I make a mistake, I...
 - a. Get frustrated and think I'll never get it right.
 - b. See it as a way to learn and improve.
3. When someone else does better than me, I...
 - a. Feel jealous and think I'll never be as good as them.
 - b. Feel inspired to work harder and learn from their success.
4. When I receive negative feedback, I...
 - a. Feel hurt and think I'm not good enough.
 - b. Use the feedback to get better.
5. When things don't go my way, I...
 - a. Blame others or give up.
 - b. Try again.
6. When I face a new challenge, I...
 - a. Feel nervous and doubt my abilities.
 - b. Feel excited for the opportunity to learn something new.
7. When I see someone else succeed, I...
 - a. Feel discouraged and think I'll never be as good as them.
 - b. Feel happy for them and believe that I can succeed with effort.

Scoring:

Mostly As: you have a fixed mindset. How can you start seeing challenges as opportunities to learn?
Mostly Bs: you have a growth mindset. How can you keep using a growth mindset even when things get hard?



NOTES



Week beginning: ___ / ___ / ___



My goal this week: _____

Monday ___ / ___	_____ _____ _____ _____
Tuesday ___ / ___	_____ _____ _____ _____
Wednesday ___ / ___	_____ _____ _____ _____
Thursday ___ / ___	_____ _____ _____ _____
Friday ___ / ___	_____ _____ _____ _____
Home/School Communication	





POSITIVE SELF-TALK



Self-worth is how you feel about yourself. It's knowing deep down, that no matter what happens, what others say, or what mistakes you make, you are worthy of love and belonging. No matter what!

Activity: It is important to use positive self-talk. Read each scenario below and then write a sentence that you could say to yourself that is positive.



*Example: You draw a picture and it doesn't look anything like what you were trying to draw.
I will get better with practice.*

- You got your math test back and did worse than you expected. Your teacher even wrote, "See me after class," at the top of your test.
- You want to try out for the cheerleading team, but you're so nervous that you're thinking of skipping tryouts.
- You are hanging out with your friends and end up saying something that you regret because you were angry.





NOTES



Week beginning: ___ / ___ / ___



My goal this week: _____

Monday ___ / ___	_____ _____ _____ _____
Tuesday ___ / ___	_____ _____ _____ _____
Wednesday ___ / ___	_____ _____ _____ _____
Thursday ___ / ___	_____ _____ _____ _____
Friday ___ / ___	_____ _____ _____ _____
Home/School Communication	





REVIEW WEEK: YOUR SELF-PORTRAIT

You have learned about yourself, your thoughts, emotions, and tools to have a growth mindset. To review self-awareness, do the following Self-Portrait activity as a class.

Step 1: Viewing Artwork

View artists' self-portraits from the Palbric Foundation using a Smartboard or projector.

Artist	How does this artist show their identity?
Frida Kahlo	
Vincent Van Gogh	
Pablo Picasso	
Lois Mailou Jones	

Step 2: Brainstorm

What would you like to include in the portrait you paint of yourself?

Step 3: Create your portrait

Using paint, crayons, or colored pencils, create a portrait of yourself.

Think about:

- What should be in the background that shows who you are?
- What should you be wearing?
- What expression do you want on your face?
- What colors do you want to use in your painting?

Step 4: Share & Reflect

Share your portrait with your class and find space in your classroom to hang it.





NOTES



Week beginning: ___ / ___ / ___



My goal this week: _____

Monday ___ / ___	_____ _____ _____ _____
Tuesday ___ / ___	_____ _____ _____ _____
Wednesday ___ / ___	_____ _____ _____ _____
Thursday ___ / ___	_____ _____ _____ _____
Friday ___ / ___	_____ _____ _____ _____
Home/School Communication	





10 WEEK GOAL CHECK-IN



Look back at the goals you set for yourself at the beginning of the year. Add notes to check-in or make changes to your goals. It's ok to add or change your goals a little, but keep pushing yourself to grow this year. If you feel you have met your goal, make a new goal for yourself at the bottom of this page.

	How I'm doing on this goal:	What I need to adjust or continue working on:
Academic Goal:		
Reading Goal:		
Passion Goal:		
Wellness Goal:		
A New Goal:		

