

# Social Emotional Learning Classroom Workbook

2nd Edition



## Grade 1



# SOCIAL EMOTIONAL LEARNING (SEL)

# CLASSROOM WORKBOOK 1ST GRADE

2nd Edition

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Social Emotional Learning Classroom Workbook 1st Grade, 2nd edition

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# ALL ABOUT ME

My Name: \_\_\_\_\_

My Teacher: \_\_\_\_\_

Room Number: \_\_\_\_\_

School Year: \_\_\_\_\_

My Lunch Number: \_\_\_\_\_

## Emergency Contact information:

**Name:**

Relationship to Student: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

**Name:**

Relationship to Student: \_\_\_\_\_

\_\_\_\_\_

Telephone: \_\_\_\_\_

Email: \_\_\_\_\_

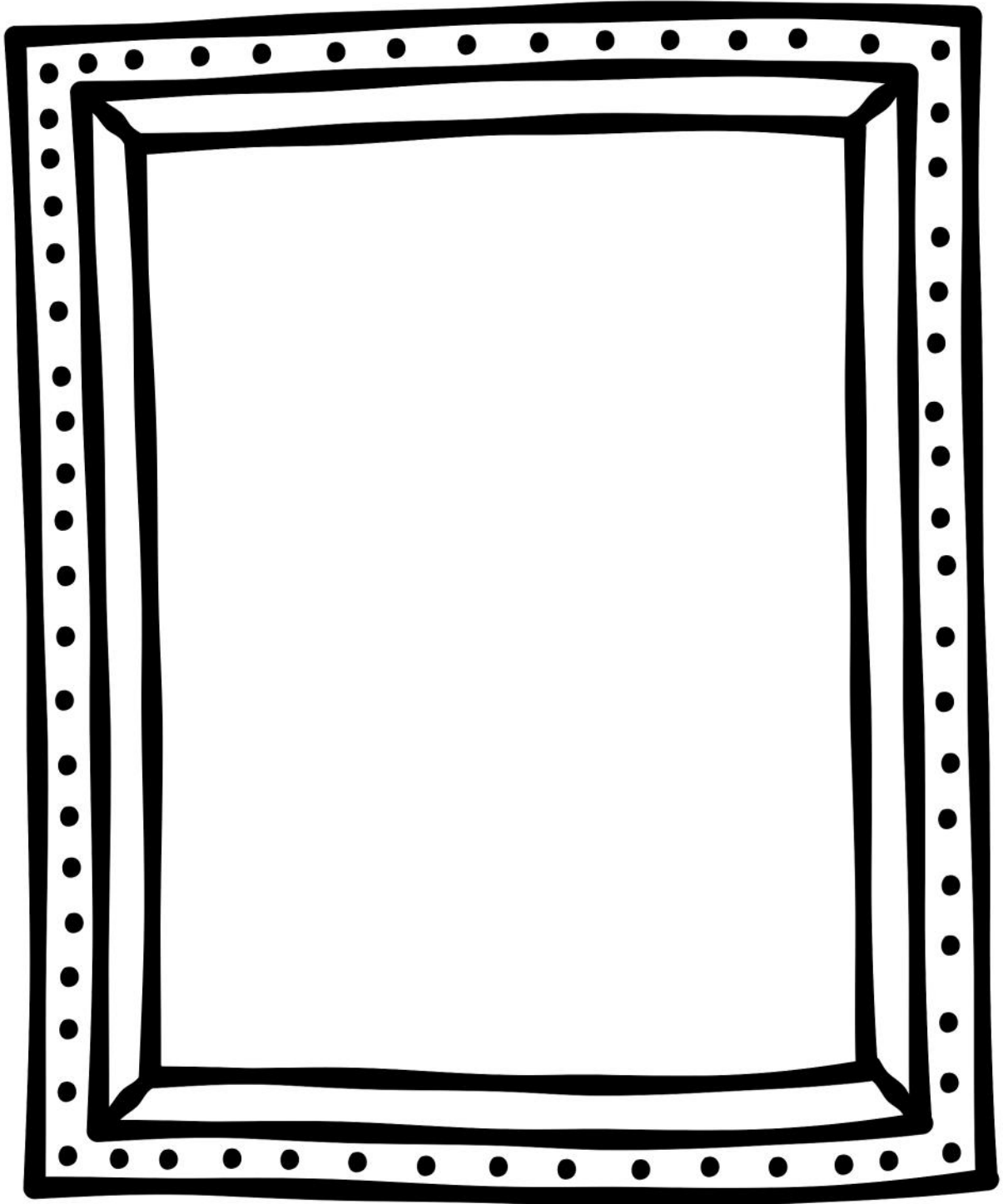
**Known Allergies:** \_\_\_\_\_

\_\_\_\_\_



# ALL ABOUT ME

Draw a picture of yourself!



# USING THIS WORKBOOK

## An introduction for teachers & parents:

This workbook teaches students about Social and Emotional Learning (SEL). SEL is a skill that helps students learn how to regulate emotions, use a growth mindset, collaborate, and build healthy relationships.

This workbook includes 4 themes to teach students all about SEL.

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

### Identity & Mindset

Students learn how to identify and manage their emotions, have a positive mindset, and stay true to themselves!

### Courage & Kindness

Students learn to be resilient, good communicators, and maintain healthy friendships.

### A Place to Belong

Students learn how to be inclusive, solve problems peacefully, and respect others who are different than them.

### A Healthy Well-Being

Students learn how to make healthy choices for themselves and others.



# USING THIS WORKBOOK

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



Other resources to check out:

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



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

Use the coloring pages when your students need a brain break or time to breathe.



Introduce SEL topics by having a class discussion with your students. Here are some possible discussion questions:

- Can you tell me about a time when you felt really proud of yourself?
- What does it mean to be a good friend?
- How can we show that we care about others?
- What can we do when we feel upset to calm down?



Talk with your students about where they should keep their workbook to stay organized.

Decide if you want them to take it home each day or if it should stay at school.





# 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?



# AN SEL JOURNEY: PRE-ASSESSMENT

How do you feel when making a hard decision?



How do you feel when you meet someone different than you?



When you have a conflict with someone, how confident are you in solving the conflict peacefully and kindly?



# MY CLASS SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday

Saturday	Sunday



# 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."



# DICTIONARY OF EMOTIONS



## NERVOUS

When you feel worried or afraid of what might happen.

### What to do:

- Tell a trusted grown-up
- Make a plan for next time
- Take deep breaths



## SAD

When you feel unhappy.

### What to do:

- Tell to a trusted grown-up
- Cry
- Spend time with people you love



## DISAPPOINTED

When you feel unhappy because something you hoped for did not happen.

### What to do:

- Tell a trusted grown-up
- Think about what to do instead
- Take deep breaths



## PROUD

When you feel happy because you did something well.

### What to do:

- Celebrate!
- Share with a grown-up and a friend
- Be kind to others who may be disappointed

# DICTIONARY OF EMOTIONS



**HAPPY**

When you feel joy.

**What to do:**

- Enjoy the feeling
- Share your happiness
- Be kind to others



**EXCITED**

When you feel excited or enthusiastic.

**What to do:**

- Laugh and smile
- Calm your body by taking deep breaths
- Tell trusted grown-ups and friends



**CONFIDENT**

When you believe you can do something well.

**What to do:**

- Remember the feeling
- Tell trusted grown-ups and friends
- Enjoy the feeling



**UNCERTAIN**

When you feel confused or unsure what to do.

**What to do:**

- Tell a trusted grown-up
- Take deep breaths
- Remember you are loved

# COLORING

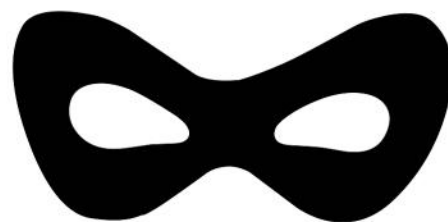




# THEME 1: IDENTITY AND MINDSET

In this theme, you will learn:

- How can I be part of a safe and kind classroom?
- What makes me special?
- What emotions do I feel? How do they feel in my body?
- How can I calm your body?
- Why is it important to be honest?
- How can I be kind to myself?



**Read:** Learn about identity and mindset by reading. Here are some good books a grown-up or older sibling can read to you!

*The Best Kind of Bear* by Greg Gormley

*Hair Love* by Matthew A. Cherry

*Sulwe* by Lupita Nyong'o

*Eraser* by Anna Kang

*Counting on Katherine* by Helaine Becker

*The Feeling Flower* by Lea Mahealani Dakroub

*Me and My Fear* by Francesca Sanna

*When Sadness is at your Door* by Eva Eland

*The Color Monster* by Anna Llenas

*The Heart and the Bottle* by Oliver Jeffers







# THEME 1: IDENTITY AND MINDSET

We are all special and different from each other! Find other students who fit each description below and write their names in the box. You have to find a different student for each box! No repeats!

Has 2 siblings. _____	Loves roller coasters! _____	Wears socks to bed. _____	Has been on an airplane. _____
Has brown eyes. _____	Has a pet. _____	Likes very spicy food. _____	Wears glasses. _____
Loves to swim. _____	Likes to play soccer. _____	Takes dance class. _____	Has painted nails. _____
Has been camping. _____	Likes to read. _____	Sings in the shower. _____	Likes creating art. _____



# CLASSROOM EXPECTATIONS

You can create a safe, happy, and friendly classroom by making kind choices this year. Work with your class and teacher to create classroom expectations.



We will...

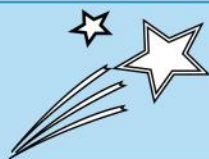
We will...

We will...

We will...



# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

This is how I will listen this week:

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:

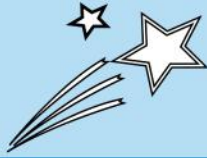
Parent/Teacher Communication:

# ONE-OF-A-KIND

You are one-of-a-kind. There is no one exactly like you! Draw a picture of yourself. Then decorate your drawing with things others can't see about you that make you special.



# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

This is how I will listen this week:

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This is how I will use my voice this week:

This is how I will learn this week:

Parent/Teacher Communication:

# ALL KINDS OF FEELINGS

There are lots of emotions and they can change throughout the day. Emotions help you understand how you feel inside. Look at the faces below. What emotion is each student feeling?



Emotion: \_\_\_\_\_



Emotion: \_\_\_\_\_



Emotion: \_\_\_\_\_



Emotion: \_\_\_\_\_



Emotion: \_\_\_\_\_



Emotion: \_\_\_\_\_

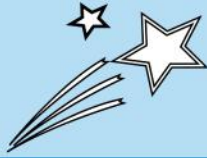


Emotion: \_\_\_\_\_



Emotion: \_\_\_\_\_

# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

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This is how I will learn this week:

Parent/Teacher Communication:

# 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.**



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.**

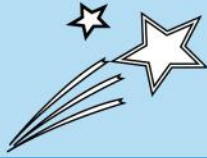


**Take a few deep breaths.**





# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

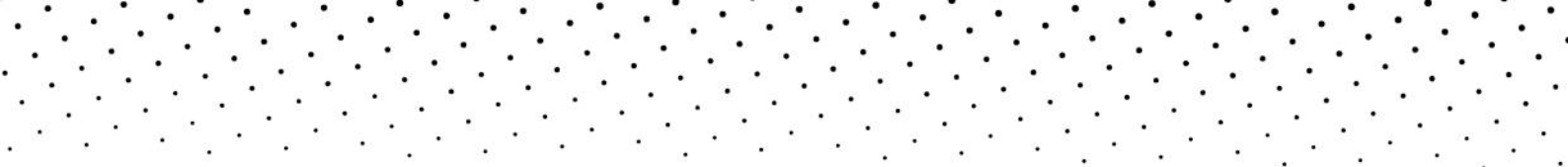
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This is how I will use my voice this week:

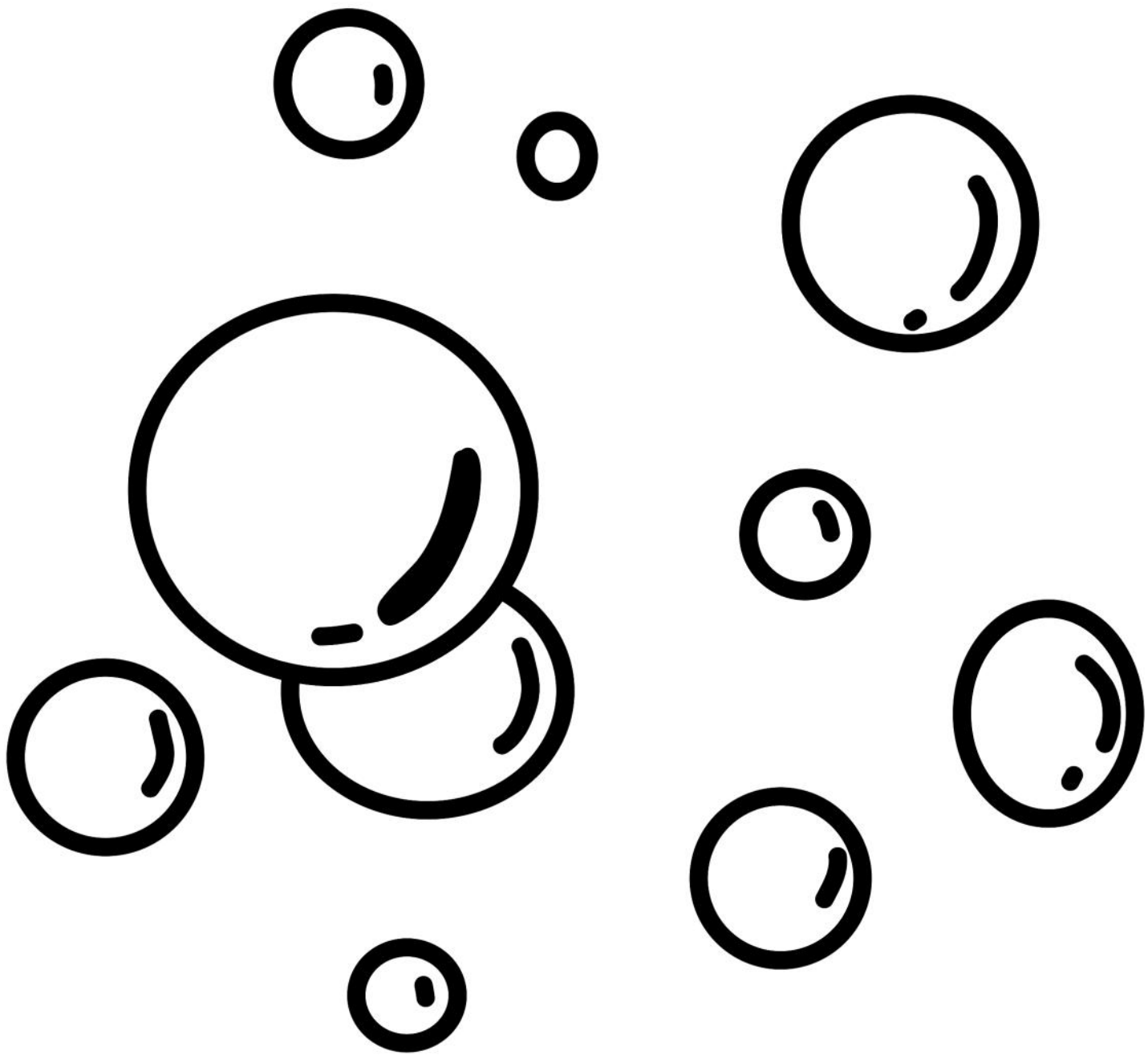
This is how I will learn this week:

Parent/Teacher Communication:

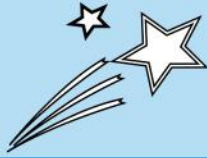


# BUBBLE BREATHS

One of the best ways to calm really big emotions is to breathe. You can calm down and start feeling better when you take deep breaths. In the bubbles below, write or draw how you feel when you practice deep breathing.



# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

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This is how I will use my voice this week:

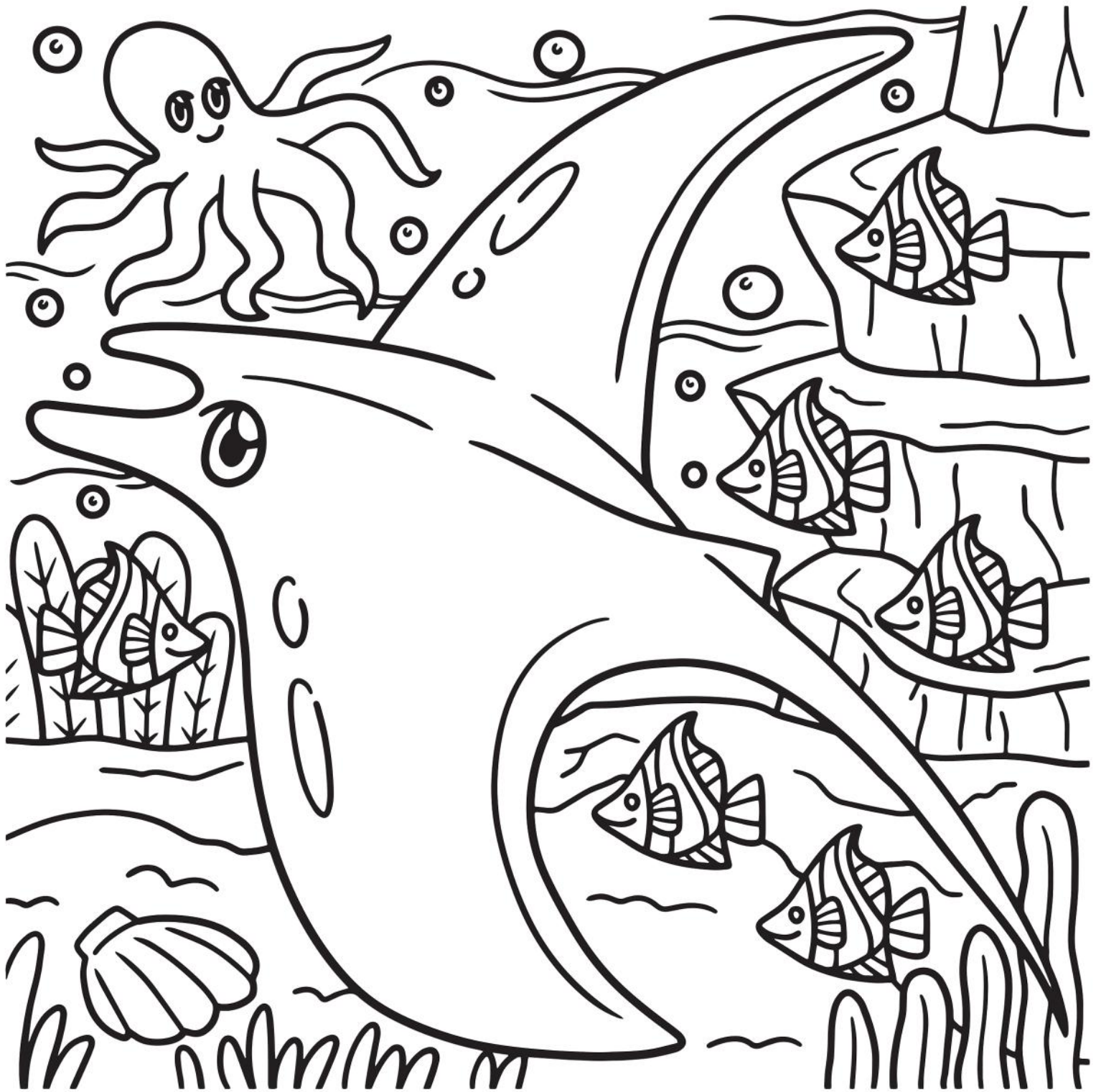
This is how I will learn this week:

Parent/Teacher Communication:

# COLORING



# COLORING



# BEING HONEST

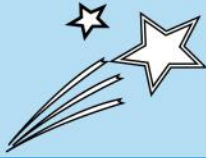
It's important to be honest. Being honest means telling the truth, even when it's hard. On the sticky notes below, draw (or write) times when you were honest, even though it was hard.



Six rectangular sticky notes are arranged in two rows of three. Each note is a different color: purple, yellow, light blue, green, pink, and light teal. Each note has a white rectangular tab at the top, suggesting it is held in place by a clip or tape. The notes are tilted slightly to the right.



# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

This is how I will listen this week:

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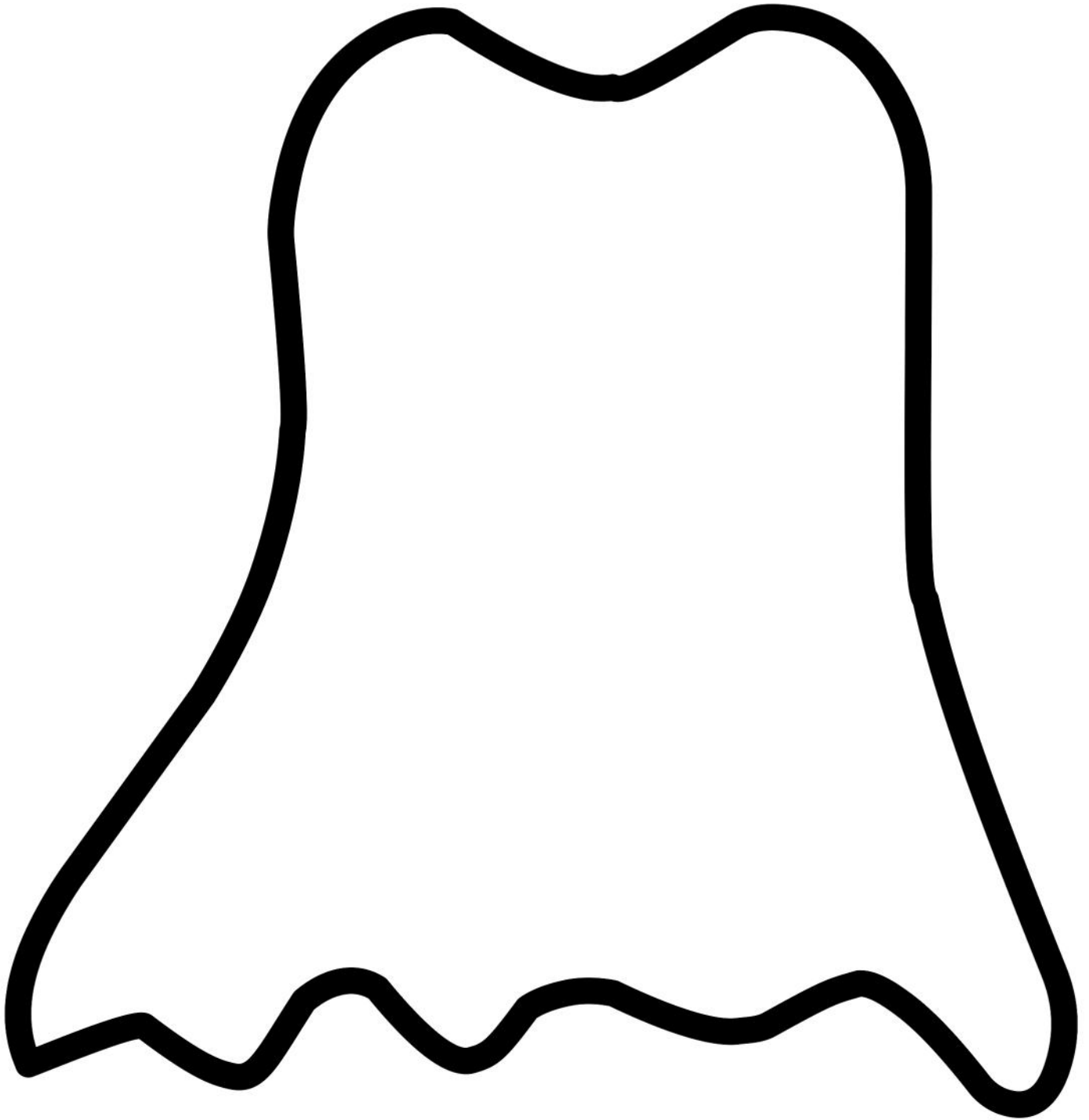
This is how I will use my voice this week:

This is how I will learn this week:

Parent/Teacher Communication:

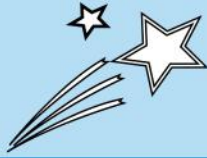
# DISCOVERING MY SUPERPOWERS

Superheros have strengths and talents that make them special. You have superpowers, too. Think about your strengths and talents and draw (or write) them on the superhero cape below.





# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

This is how I will listen this week:

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

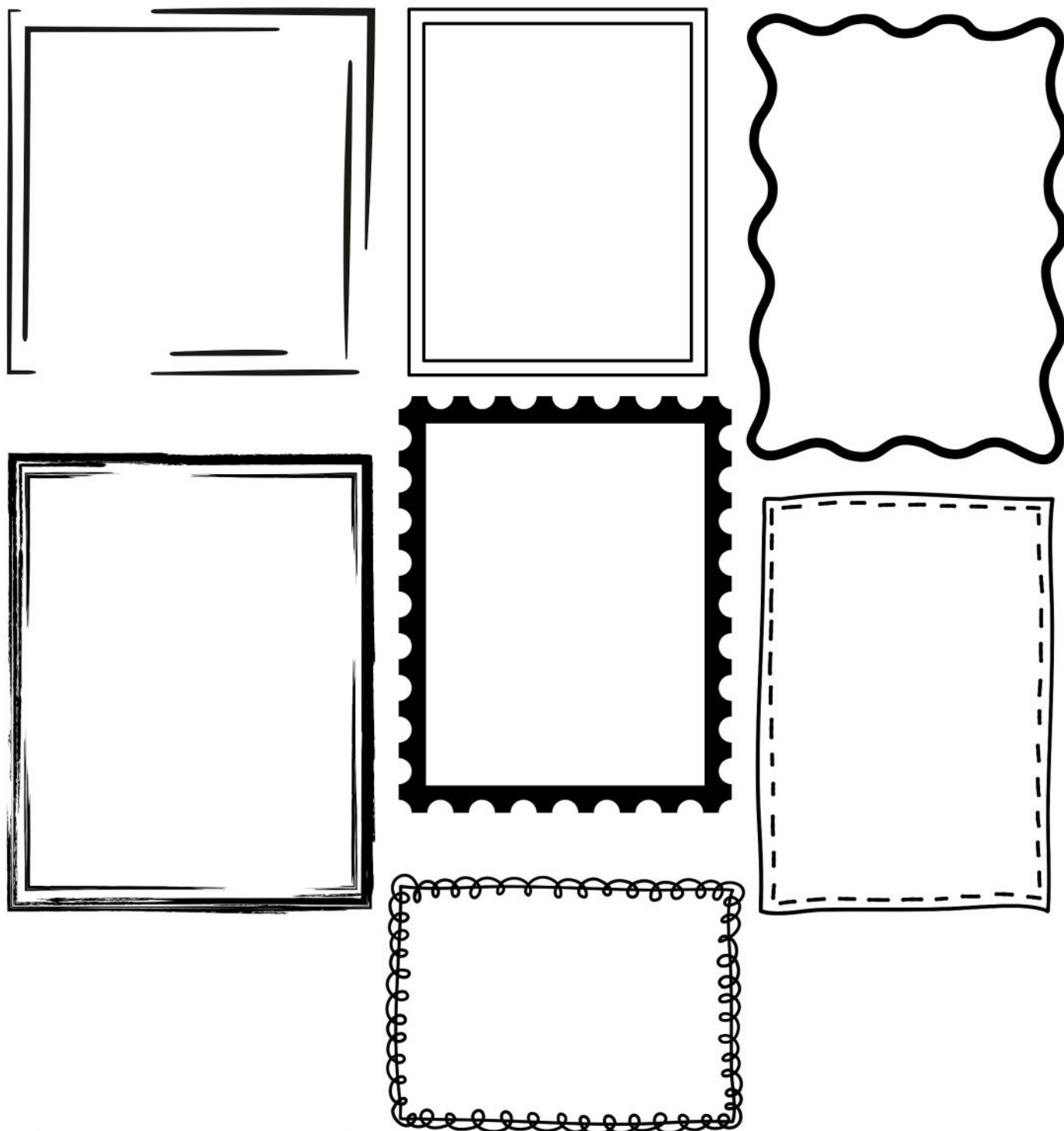
This is how I will use my voice this week:

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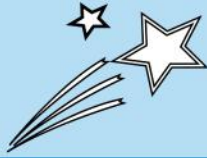
Parent/Teacher Communication:

# 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.



# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

This is how I will listen this week:

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:

Parent/Teacher Communication:

# THE POWER OF YET

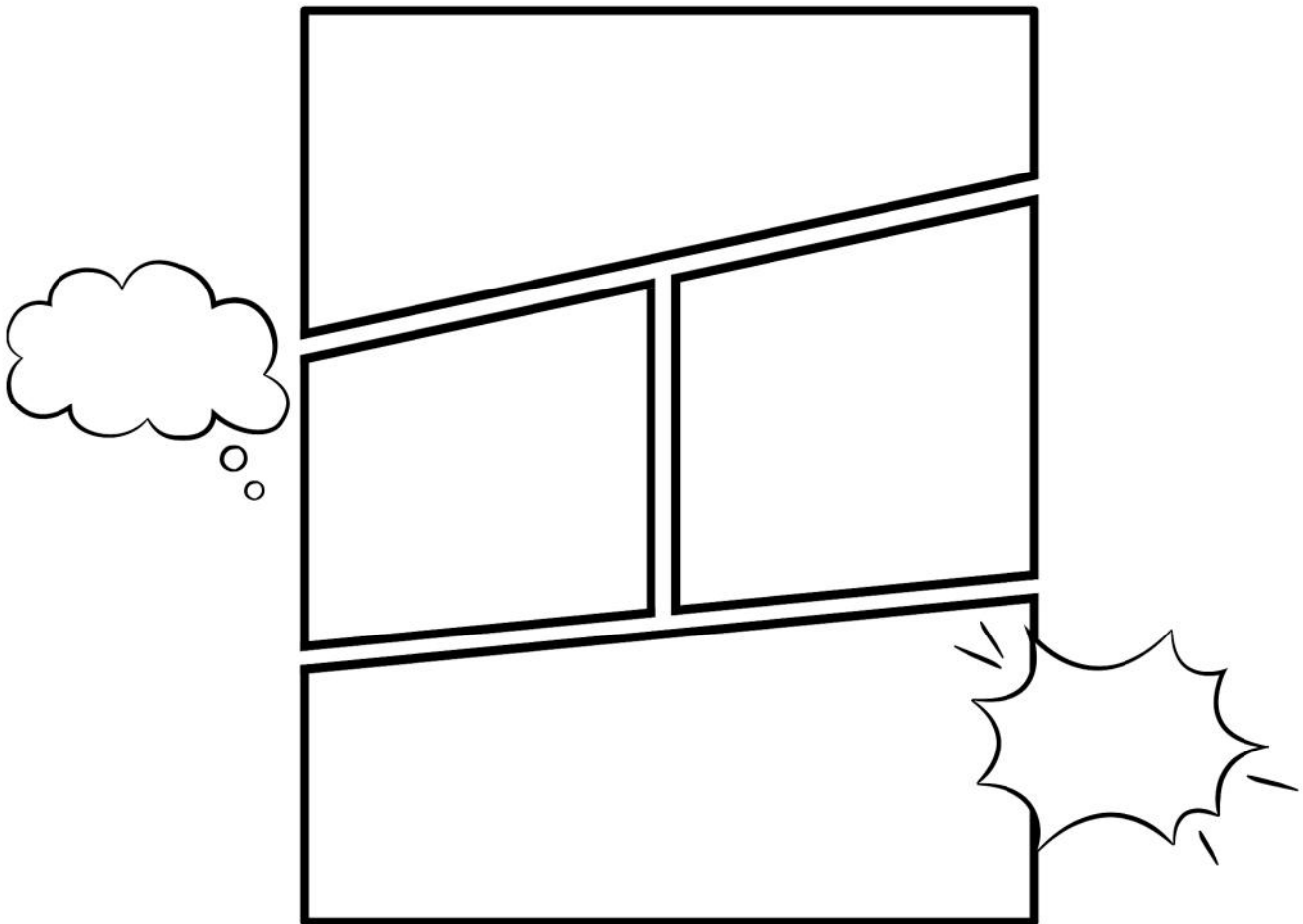
When you are having a hard time, instead of saying, "I can't do this," you can add the word YET to the end of your sentence to stay positive and remind yourself to keep trying.



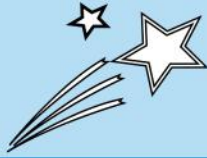
Add the word **yet** to the end of these sentences.

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, create a story of your own about a time when you can use the word "Yet". Think about the things you struggle with. Draw your story below and use the word "Yet".



# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

This is how I will listen this week:

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This is how I will use my voice this week:

This is how I will learn this week:

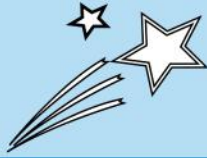
Parent/Teacher Communication:

# ROLE-PLAYING RESPONSIBILITY

You can be responsible by taking care of yourself, your belongings, and others and their belongings. Look through each picture and decide how you can be responsible in each story.



# NOTES



Week beginning: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Draw pictures of your goals this week.

This is how I will listen this week:

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:

Parent/Teacher Communication:

# CLASS EXPECTATIONS CHECK-IN

With your class, check in on your class expectations. How is it going?



**This is going well:**

**I'm struggling with this:**

**I need help with this:**

**I wish I could change:**







# TEACHER/PARENT COMMUNICATION

A series of horizontal blue dashed lines for writing.



## THEME 2: COURAGE & KINDNESS

In this theme, you will learn:

- How can I be a good friend?
- How do friends treat each other?
- How can I play and work together with others?
- How can I speak up for others who are hurting?
- Why is it important to ask for permission?
- How can I say “no” and accept it when others say “no” to me?



**Read:** Learn about courage and kindness by reading. Here are some good books a grown-up or older sibling can read to you!

*The Rabbit Listened* by Cori Doerrfeld

*Jabari Jumps* by Gaia Cornwall

*One* by Kathryn Otoshi

*I Walk with Vanessa* by Kerascoët

*Counting Kindness* by Hollis Kurman

*Tomorrow I'll Be Kind* by Jessica Hische

*Tomorrow I'll Be Brave* by Jessica Hische

*Little Tree* by Loren Long



# THEME 2: COURAGE & KINDNESS

Color the images that show a person showing courage **ORANGE**.

Color the images that show a person showing kindness with **GREEN**.



# MAKING NEW FRIENDS

You can make new friends and strengthen your friendships by being kind and helpful. Circle all the activities you do this week. Can you do them all by the end of the week?



Playing with someone new at recess.



Say "yes" when someone asks to join your play.



Invite others to join you as you play.



Tell a friend they did a good job, when they do something amazing!



Be helpful to a friend.



You sit next to someone new at lunch.



Include others when you are learning in groups.



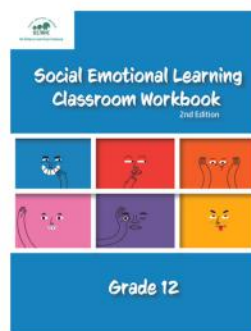
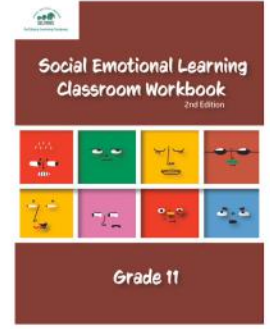
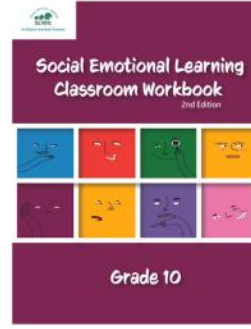
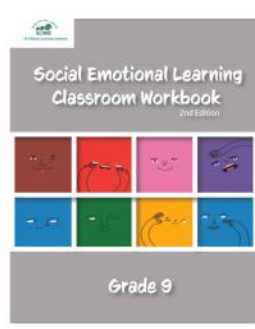
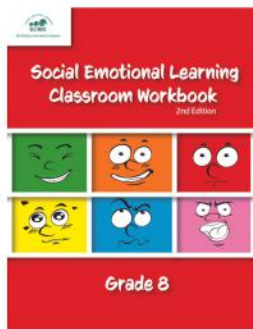
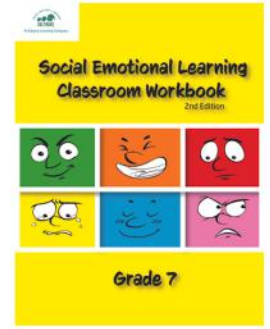
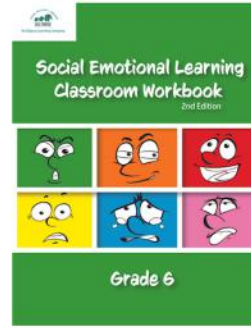
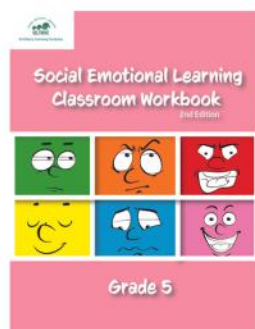
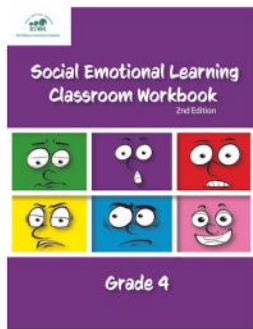
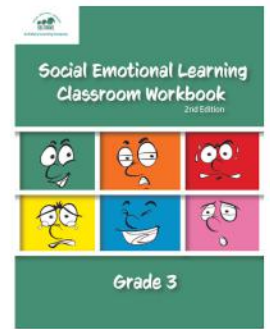
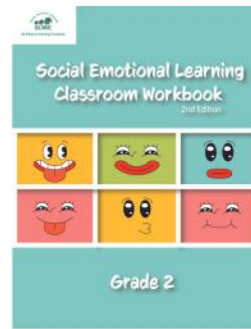
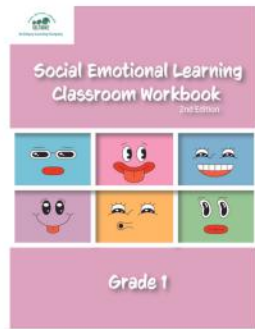
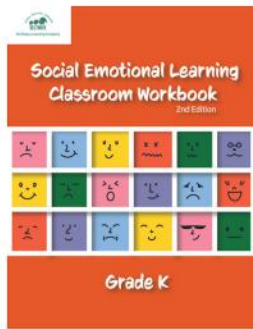
You are a good listener when a friend is talking.



Invite someone to play with you who may be feeling left out.



# WORKBOOKS IN THIS SERIES



For further information go to [www.seltrove.com](http://www.seltrove.com)

