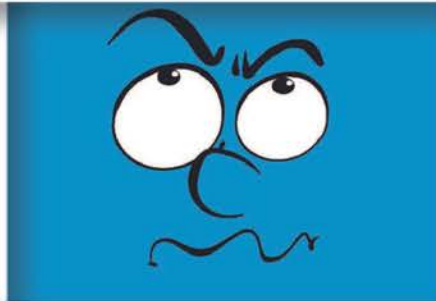
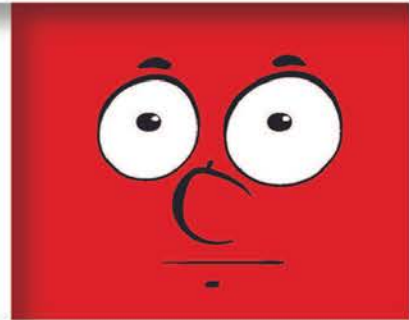
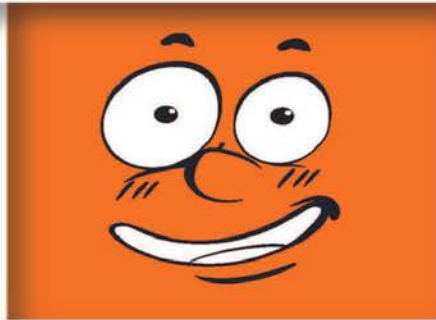


Social Emotional Learning Classroom Workbook

2nd Edition



Grade 8

SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK GRADE 8

2nd Edition

ISBN: 978-1954760271

Social Emotional Learning Classroom Workbook Grade 8, 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 extracurricular 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 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.					

Level Up Your SEL: A Pre-Assessment

A Place to Belong	I struggle with this	Rarely	Sometimes	Mostly	Always
I am empathetic towards others and can understand their feelings.					
I can appreciate and respect diverse perspectives and cultures.					
I can resolve conflicts peacefully and constructively.					
I am supportive and respectful towards my peers.					
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 current strengths? _____

Where do you see areas for growth? _____

My Class Schedule



Term 1

Period / Hour	Subject	Room #	Teacher

Term 2

Period / Hour	Subject	Room #	Teacher

Term 3

Period / Hour	Subject	Room #	Teacher



My Responsibilities



Fill in any sports, after school activities, responsibilities at home, or after school jobs you are committed to so you can manage your time well throughout the school year.

	RESPONSIBILITY:	HOURS PER WEEK:
FALL	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
WINTER	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
SPRING	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>



8th Grade Goals



#Goals It is the beginning of a great year! 8th grade!! The beginning of a new school year can be a fresh new start, just like putting up a new calendar in January. You may have gone shopping for new supplies, shoes, or clothes and you may be sitting at your new desk with new pencils and pens, folders or notebooks. You are probably excited about finally being in 8th grade, or you may be someone who is not excited about starting school. Maybe you have had a bad experience in the past. The good news is, the past is over, and you can start fresh!

One way people can start fresh and face new things is by setting goals for themselves. "I don't focus on what I'm up against. I focus on my goals, and I try to ignore the rest," said Venus Williams, star tennis player. When I was in 8th grade, I had a goal to be on the student council and ran for Historian so I would have the best chance of winning enough votes. This year, you may have new and bigger goals.

Goals require action, work, focus, and dedication to achieve your dreams. Think of people who are famous, successful, and people who have jobs or careers you might like to have one day. Once upon a time, they too were in 8th grade, sitting at a desk with new pens and paper just like you. How did they become successful? They had a dream, and they made their dream real by making goals for themselves. "A goal is a dream with a deadline." – Napoleon Hill

Activity: Let your mind go to your heart and tap into what you would love to do. These dreams can be for this school year, about activities you want to do like sports or band, about your grades or your attendance; they can even be about things outside of school. Take step #1 to making these dreams into goals by writing them down.



8th Grade Goals



Goal #1: _____

Date you will accomplish this goal: _____

Steps you will take to reach this goal:

1) _____

2) _____

3) _____

How will you know you've accomplished this goal? _____



8th Grade Goals



Goal #2: _____

Date you will accomplish this goal: _____

Steps you will take to reach this goal:

- 1) _____
- 2) _____
- 3) _____

How will you know you've accomplished this goal? _____



8th Grade Goals



Goal #3: _____

Date you will accomplish this goal: _____

Steps you will take to reach this goal:

1) _____

2) _____

3) _____

How will you know you've accomplished this goal? _____





Identity & Mindset



The next 10 weeks will focus on identity and mindset, emphasizing the social-emotional competency of self-awareness.

Throughout this theme, you will be focusing on:

- 1) Starting middle school with confidence and ease (Self-confidence)
- 2) Ways you learn best (Recognizing strengths & Accurate self-perception)
- 3) How your identity can change based on who you are with (Accurate self-perception)
- 4) Identifying and regulating various emotions (Identifying emotions)
- 5) Understanding what is in your control (Accurate self-perception & Self-efficacy)
- 6) Self-Talk and growth mindset (Self-confidence, Recognizing strengths, & Self-efficacy)

To introduce you to the themes of identity and mindset, we have given you some suggestions for something to read, view, listen to, and taste. Spend some time over the next ten weeks exploring this theme.

Read: From your school or community library, check out *Stargirl* by Jerry Spinelli. The main character of this book stays true to herself, which is a great message as you are thinking about your own identity.

View: After asking permission, go online to view paintings by Kehinde Wiley. Wiley paints portraits of people, many of whom you will recognize. Browse through his collection.

Which paintings did you view from Kehinde Wiley's collection? _____

How do his paintings convey identity and mindset? _____

Which painting did you like the best? Explain. _____



Identity & Mindset



Listen to: After asking permission, go online to listen to “This is Me” from The Greatest Showman soundtrack. This song is all about being yourself and staying positive.

What do you love about yourself? _____

What is your favorite line or part of this song? _____

How does this song make you feel? _____

Taste: Think about your favorite food. The theme these ten weeks is about learning about ourselves and how we have the ability to change our mindset and regulate our emotions: we get to control ourselves. Find time over the next few weeks to eat your favorite food.

My favorite food is _____

When I eat it, I feel _____

This food feeds into my identity because _____

Embracing Your Identity



Have you ever heard the quote: "To thine own self be true" written by William Shakespeare? Even though Shakespeare wrote this in 1601, it is still true today. You need to be true to yourself. When you learn about your identity and value yourself, you can have a more fulfilling and purposeful life. Valuing yourself benefits your well-being, empowers you to make better decisions, and supports healthy relationships.

Activity: Read the quotations about identity. Then, create a quotation of your own that can be a mantra when you're feeling unsure of yourself. Post your quotation in your locker or somewhere you will see it often.

*"Don't compromise yourself
- you're all you have."
- John Grisham*

**"YOU HAVE TO BE UNIQUE. AND DIFFERENT.
AND SHINE IN YOUR OWN WAY.
- LADY GAGA**

**"Be who you are and say what
you feel, because those who
mind don't matter, and those
who matter don't mind."
- Dr. Seuss**

**"The privilege of
a lifetime is being
who you are."
- Viola Davis**

Write a quotation for yourself below. Write it in fun lettering and add color, if you'd like.

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 Study Habits



Part of your identity includes who you are as a learner. Look through these questions.

1. Do you do your homework immediately after school, or do you procrastinate?
2. Do you study for tests or go into tests just hoping you will know the answers?
3. Do you meet with your teacher if you're struggling or ignore your struggles?

You can learn and improve your study habits and change your identity as a learner.

Activity: Take the quiz to learn about your study personality.

1. When you're studying, do you prefer?
 - A. Colorful charts, diagrams, and visuals to help you understand concepts better.
 - B. Listening to recordings or explaining concepts out loud to yourself.
 - C. Moving around or using hands-on activities to engage with the material.
2. How do you feel about group study sessions?
 - A. I enjoy discussing ideas with others and sharing notes.
 - B. Group study sessions can be helpful, but I prefer to study alone sometimes too.
 - C. I find group study sessions distracting, and I prefer to study independently.
3. When you're given a study guide or textbook, what's the first thing you do?
 - A. Organize the information visually using highlighters, sticky notes, or mind maps.
 - B. Read the text aloud or listen to key points to reinforce your understanding.
 - C. Experiment with acting out scenarios or creating models.
4. What environment do you find most conducive to studying?
 - A. A quiet, well-lit space with plenty of visual aids and study materials.
 - B. Anywhere I can listen to music or recordings without distractions.
 - C. A flexible space where I can move around.
5. How do you typically prepare for exams?
 - A. Reviewing notes, creating flashcards, and making study guides.
 - B. Teaching the material to someone else.
 - C. Practicing problem-solving or applying concepts in real-world scenarios.

Look through your answers. What do you notice about your studying and learning preferences? How can you improve your study habits this year?

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	

The Art of Code Switching



It is important to be true to yourself, and sometimes, that will require you to use code-switching. Code-switching is a fascinating aspect of language and communication in which you switch between different speaking methods depending on the situation or person you are talking to.

When you code-switch, you aren't being inauthentic. Instead, you are being aware of your surroundings.

Activity: For each situation, write what you would say for each person: a close friend, a parent, and an adult who isn't a parent and loves you.

Situation	Friend	Parent	An adult who loves you
You need to ask for a favor.			
You are confused and need help clarifying a situation.			
You are feeling down and need encouragement.			

Notes



Week beginning: ___/___/___

My goal this week: _____

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

Emotional Explorers



Emotions are like the colors of a rainbow that paint the canvas of our lives. They make us human. Remember that emotions aren't good or bad. They just are. You may make poor decisions because you feel a certain emotion, but the emotion itself is not good or bad.

It's important to be aware of your emotions by understanding them and not judging them. Every emotion has a purpose, whether it is to guide us, protect us, or help us connect with others.

Activity: In pairs or small groups, read through the following scenarios. Can you identify the emotions that you would feel? What is the purpose of that emotion?

Your best friend cancels plans with you at the last minute.

You witness someone being bullied by others in the hallway.

Your favorite team loses an important game in the final moments.

You are given an unexpected compliment by someone you admire.

You discover someone is spreading rumors about you.

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	

Emotion Flashcards



When you were young, you learned basic emotions like mad, sad, and happy. But emotions are so much more! In middle school, you may feel emotions that are complex and complicated. When you do, it can be hard to recognize your emotion, let alone how to manage it!

Activity: Pick an emotion you have felt before as a middle schooler and make a flashcard. Then, compile your Emotion Flashcard with your classmates to create a book of Emotions. Your class can keep the book of emotions in the classroom for reference.

Emotion: _____

You may *feel* like this when experiencing this emotion:

You may *look* like this: (*Draw a picture*)

You can try this to feel better:

1. _____
2. _____
3. _____

Notes



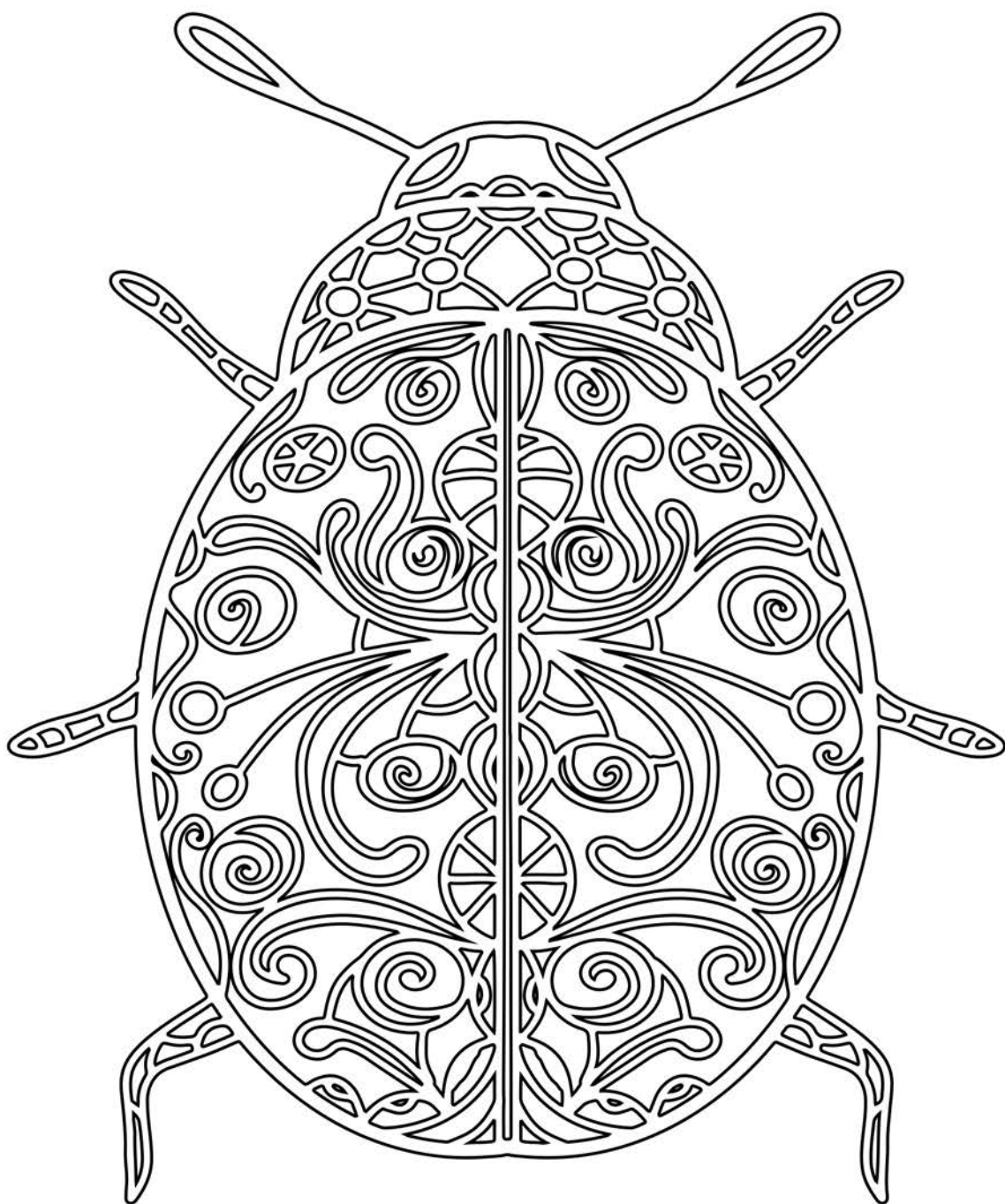
Week beginning: ___/___/___

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	



Coloring



Doodling Page



The Great Big Mix



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?

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.

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?

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	

Locus of Control



You can manage your emotions and make healthy decisions for yourself. Locus of control describes the degree to which you feel you have control over what happens to you. Do you blame others or yourselves? Do you try to make things better? Stay upset?

Activity: To manage situations healthily, you can use LOCUS of control. Let's practice!

What is your number one stressor in life right now that you can control?

Let go of any blame. Write down a sentence letting go of blame.

Own it. You are in control. Write a sentence owning your emotions and behavior.

Create a plan. Identify the steps to manage your emotions or control the situation.

Use your resources. You're not alone! Who can you ask to support and help you?

Stick to success. Set a goal and timeline, and check your progress until you feel better!

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	

Communicating Your Needs



People need community and to feel a connection with one another. However, emotions can sometimes get in the way of creating a connection. Perhaps you feel jealous, angry, or frustrated.

When you identify your emotions, you can problem-solve what you need to improve. Once you know what you need, you can ask for it. Here's an example.

worried about you having your own account. This means you miss out on connecting with friends.

Feelings: Lonely, left out, angry with your parents

Needs: Connection with your friends

Request: Ask your parents: "Can I create an account using your email so you can participate in my social media experience?"

Activity: Practice identifying your feelings, needs, and what request you would ask for.

Observation: The teacher makes comments when I ask a question.

Feelings: _____ Needs: _____ Request: _____

Observation: My friend is too busy because they are involved in a school activity, and we never do anything anymore.

Feelings: _____ Needs: _____ Request: _____

Observation: My parents told me they are getting a divorce.

Feelings: _____ Needs: _____ Request: _____

Observation: My friends are in a relationship, but I am not.

Feelings: _____ Needs: _____ Request: _____

Hint: When making a request, ask positively and politely.

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	

Keep Growing



How do you respond to setbacks and challenges? Do you get frustrated? Complain? Persist?

When you believe that intelligence, talents, and abilities can be developed through dedication, effort, and learning you have a growth mindset. A fixed mindset is when someone doesn't think their abilities can change with hard work. Here are behaviors for each type of mindset:

FIXED MINDSET

- Avoid challenges
- Give up easily
- See effort as pointless
- Ignore feedback
- Feel threatened by others' success

GROWTH MINDSET

- Embrace challenges
- Persist even when there are setbacks
- See effort as a path to mastery
- Learn from feedback
- Find inspiration in others' success

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

Fixed Mindset	Growth Mindset
I'll never make the team	
This teacher never helps me.	
I will never finish all this homework!	
The coach never puts me in. I'll only be a benchwarmer this season.	
Why do we have to read books written 100 years ago? They don't make any sense.	



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	

Review Week



Take some time this week to reflect and observe yourself, your emotions, your responses, and your reactions. How are you doing? Be mindful, present, and focused as you answer these reflections:

What did you learn about yourself over the past 9 weeks?

Visualize yourself at the end of this school year. What do you want to be like? What have you accomplished?

Describe the student, friend, or person you want to be when this year is over.

Remember: Small steps are still steps forward. If you have not achieved your goal, or you have not noticed changes yet, that is ok. Change is a process, and we are always learning.

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	



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:
Goal:		
Goal:		
Goal:		
Goal:		
Goal:		



Making Connections



Think about a story, show, movie, song, or social media post you have read or watched over the past 10 weeks that connects to the learning about identity and mindset.

What was the source called? _____

How does this text connect to the theme Identity & Mindset? Draw a picture or write your answer below.

What was it that made you think about Identity & Mindset? What did you learn from this source?
