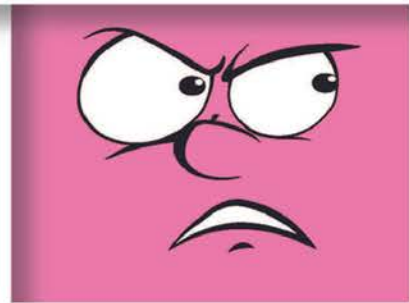
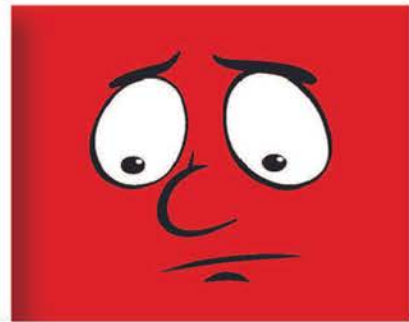
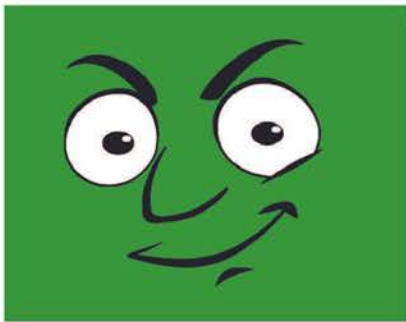


Social Emotional Learning Classroom Workbook

2nd Edition



Grade 7

SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK GRADE 7

2nd Edition

ISBN: 978-1954760264

Social Emotional Learning Classroom Workbook Grade 7, 2nd edition

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Published 2024 by Seltrove, an imprint of IB Source Inc,

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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





Identity and Mindset



The next 10 weeks will focus on identity and mindset, with an emphasis on 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, listen to, and taste. Spend some time over the next ten weeks exploring this theme.

Read:

From your school or community library, check out *Inside Out and Back Again* by Thanhha Lai.

This book is about a young immigrant from Vietnam who comes to the USA. Journey with Ha, the main character, as she discovers her new identity in her new life. This novel is a great one for thinking about identity and mindset. Enjoy!



Identity and Mindset



Listen to: Ask permission and then go online to listen to “Lovely Day” by Bill Withers. This song is great to get you in a positive mindset and remind you that every day can be a lovely day with the right mindset.

When you wake up in the morning, what can remind you that it can be a lovely day? _____

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 _____

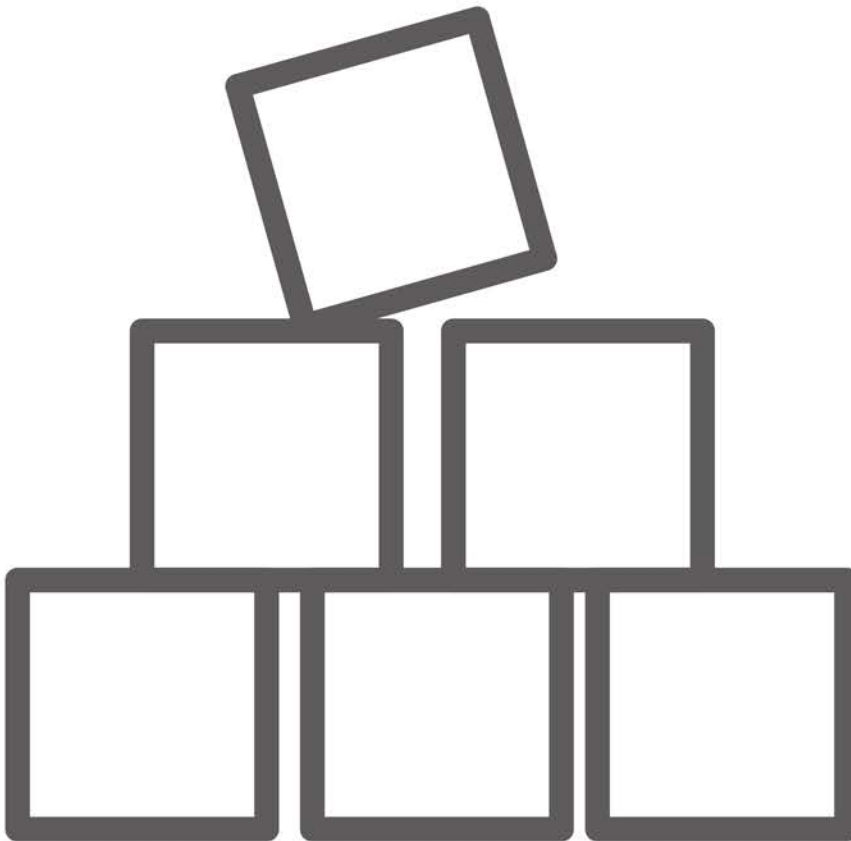


The Building Blocks of 7th Grade

Starting a new school year, especially in 7th grade, can be both exciting and challenging. Staying true to yourself and your identity is essential as you navigate new classes, teachers, and peers.

Your identity includes your background, interests, values, beliefs, and personality traits. These parts come together to create you, a strong and valuable person.

Activity: Each part of your personality is like a building block...each block contributes to who you are. Write about the things that make you unique in each block below. You may want to put the most important parts of your identity on the bottom of the tower to show how these parts of your identity are the fundamental components of your 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	



Who Are You?

Last week, you completed an activity that listed all the things that go into your identity. Did you have "Student" on your list? Being a student is a good portion of your time since you spend time at school, doing homework, being involved in school activities, and participating in school sports, music, theater, or other extracurricular activities.

If you ask several students from any school how they feel about school, you will get answers that fall along the lines of "It's a way to get to where I want to go in life," "It's a job, something students have to do," to students who are disinterested and unmotivated.

Research suggests that students who view school as a way to help them meet their future goals, do the best in school, and have a better experience than students who view school as a job or aren't interested in school. Where would you fall if you were part of this research study?



Activity: Remember, your identity evolves and changes as you do. If you find yourself on a spot on the line above that you are not comfortable with or wish you had a different identity as a learner, you can! Part of creating your identity as a learner is having the right frame of mind, encouraging yourself, getting help when you need it, and not giving up when things don't go well, or things are difficult. Reflect on where you are as a learner.

As a learner, I am _____

Now go back to your goals to see if you need to make any changes or additions.



NOTES

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Home/School Communication	



The Identity Code

Imagine going out to eat with friends: what type of restaurant do you go to, what do you talk about, and how do you dress? Now imagine going out to eat with your elderly grandparents. How does this change where you go, what you talk about, and how you dress?

Code-switching is an aspect of language that requires you to read social cues and be aware of the people you are interacting with. When you code-switch, you aren't being inauthentic. Instead, you are being aware of your surroundings.

Activity: What changes, or code-switching, do you make in these situations?

Solution:	What might I need to switch up?
Getting pizza with your teammates.	
Shopping with friends.	
Volunteering at a nursing home.	
Meeting your favorite musician.	
Being told your curfew by your parents.	
Meeting your school counselor.	
Talking to your teacher after class.	
Working with a group in class.	

Reminder: Your identity is not what changes in code-switching situations. If you are a naturally shy person, you would still be a shy person no matter where you are or what is going on.



NOTES

Week beginning: ___/___/___

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Monday ___/___	<hr/> <hr/> <hr/> <hr/>
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Home/School Communication	



Complex Emotions

People feel complex emotions when they feel more than one emotion at a time or feel one emotion, and then that emotion changes to another. It can feel confusing at times! Even if you are confused and don't know exactly how you feel, you can still manage your emotions and be kind to yourself and others.

Activity: For each of the complex emotions below, describe how the emotion feels in your body, and then list some solutions for how to stay kind to yourself and others when feeling this emotion.

Complex Emotions	How it feels	Solutions
Frustrated		
Overwhelmed		
Depressed		
Jealous		
Disappointed		
Guilty		



NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
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Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	



Your Emotional Forecast

Imagine your emotions are like the weather. Sometimes, it's sunny, sometimes it's stormy, and sometimes it's just cloudy. But just like we can't control the weather, we can't always control our emotions. However, we can prepare for bad weather with an umbrella or a jacket, and we can prepare for tough emotions with strategies like deep breathing or positive self-talk.

Activity: Be your own emotional meteorologist by representing 5 emotions with the weather. After you have compared your emotion with the weather, think of a way you could manage the emotion. A sample has been done for you.



A 5 Emotion Forecast

--	--	--	--	--



NOTES

Week beginning: ___/___/___

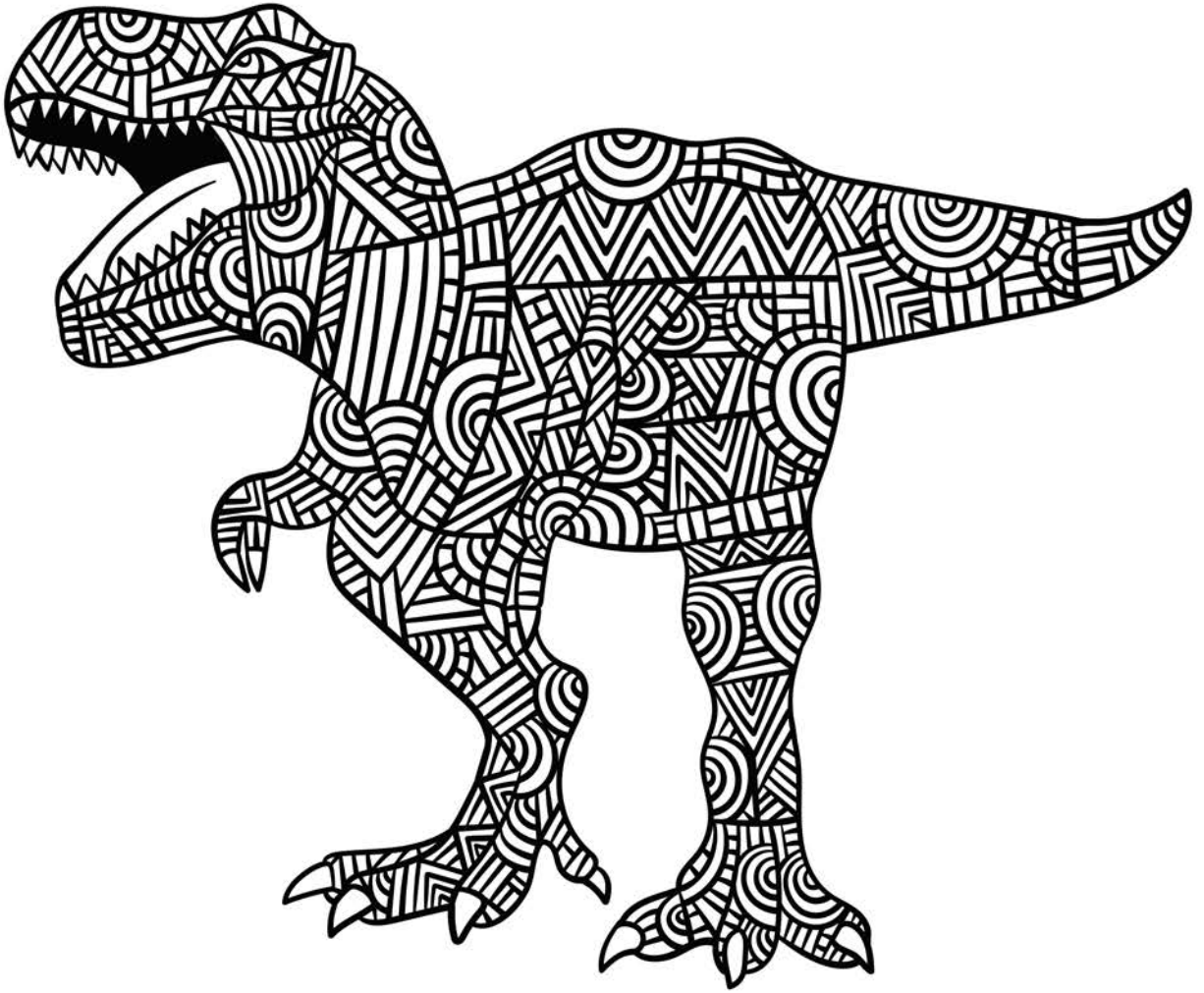
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Friday ___/___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	





COLORING





DOODLING PAGE



Emotions in Poetry

Emotions aren't good or bad; it's what you do when you're feeling an emotion that can cause harm. It's important to learn ways to manage your emotions. Writing about emotions is a way to cope. Let's try it by writing a poem about an emotion you want to manage more in the future. Here's how to write your poem with an example of what to do:

Title	Lonely
A comparison to something	Like an empty candy wrapper discarded on the floor
A color	misty gray
An object or animal in nature	the silence of snow falling in the forest
The way it feels	solitary, quiet, and desolate
A coping tool	But reaching out to a friend makes the mist disappear

Activity: Now you try it.

Title	
A comparison to something	
A color	
An object or animal in nature	
The way it feels	
A coping tool	



NOTES

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Rev Up Your Engines

Imagine you're driving a race car, speeding down the track. The engine roars and the wind rushes past, but here's the catch: sometimes, it feels like someone else controls the steering wheel!

If your life is like a race car, who is driving it? You can manage your emotions and make healthy decisions for yourself, which keeps your "race car" in control. The term locus of control describes the degree to which you feel you have control over what happens to you. Do you blame others or yourself? Do you try to make things better? Stay upset?

Activity: Practice by reading through the case study and identifying what you have control over, how you can manage your emotions, and what you don't have control over and need to let go.

You get an F on your social studies test. You are so mad because you studied for this test. Usually, you don't really study, but this one you did study for! Yes, you studied while watching TV, but while you studied, you texted your best friend whenever you weren't sure what chapters would be on the test. So you know you studied the right information! You are pretty sure your teacher just doesn't like you and doesn't want you to do well. You think, "Maybe I should just start cutting social studies. It's not like my grade can go any lower."

You can control...	You can manage these emotions by...	You cannot control...



NOTES

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Friday ___ / ___	<hr/> <hr/> <hr/> <hr/>
Home/School Communication	



REVIEW WEEK! Small Wins Make a Big Impact

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? Describe yourself:

I am _____

I can _____

I am _____

I have _____

I am _____

I will _____

I am _____

I want _____

I am _____

Describe something positive you have noticed about yourself since the start of school:

Reflect on your goals you made for this year. Have you started working on your goals? How are you doing?

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

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My goal this week: _____

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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:		



