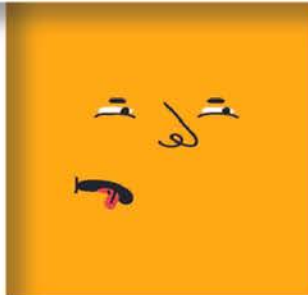
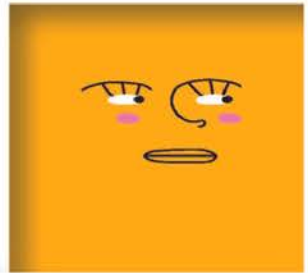
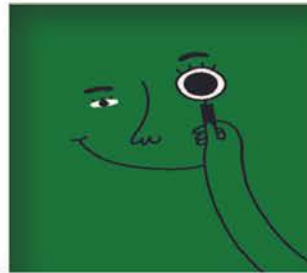


Social Emotional Learning Classroom Workbook

2nd Edition



Grade 10

SOCIAL EMOTIONAL LEARNING (SEL)

CLASSROOM WORKBOOK GRADE 10

2nd Edition

ISBN: 978-1954760295
Social Emotional Learning Classroom Workbook Grade 10, 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?



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!

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

Your Superpowers: A Pre-Assessment

Why take a pre-assessment? Well, here's the thing: high school isn't just about academics; it's also about growing as individuals. SEL skills are like the hidden superpowers that help you navigate life's challenges, build strong relationships, and achieve goals. This assessment will give you insights into your strengths and areas to improve.

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!

	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.					



Your Superpowers: A Pre-Assessment

	I struggle with this	Rarely	Sometimes	Mostly	Always
I take responsibility for my actions and their consequences.					
I feel confident in expressing my needs and boundaries.					
I am aware of my strengths and weaknesses.					
I understand the importance of self-care and prioritize it in my life.					
I actively seek opportunities for personal growth and development.					

What are your current strengths? _____

Where do you see areas for growth? _____

MY CLASS SCHEDULE

Term 1

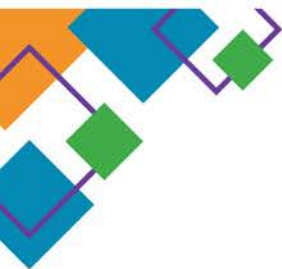
Period / Hour	Subject	Room #	Teacher

Term 2

Period / Hour	Subject	Room #	Teacher

Term 3

Period / Hour	Subject	Room #	Teacher



MY RESPONSIBILITIES (IN AND OUT OF SCHOOL)

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	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Winter	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
Spring	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____



SOPHOMORE YEAR GOALS

Welcome to a new year! Goal setting is one way to stay organized and remain focused. When you have goals, you can connect what you are doing to a more significant, personal outcome, and that investment can be a big factor in whether or not you succeed.

As you think about what you would like to accomplish, reflect on last year using the questions below.

- 1) How were your study habits?
- 2) Did you do a good job of turning in your assignments?
- 3) What are you most proud of?
- 4) Which habits would you like to continue? To stop?
- 5) Did you make good decisions about how you spent your time and with whom you spent your time?
- 6) What are some ways that you would like to change this year?

As you write your goals, keep the end of the year in mind. Keep focused on you and your progress, and you will be sure to see success.

Goal types: academic, friends, family, teachers, sports, clubs, hobbies, character

Application: Select a goal type and fill in the blank. Then, complete each section to plan out your goals.

Goal type:	I made this goal because...
GOAL 1:	Acheive by:
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)



SOPHOMORE YEAR GOALS

Goal type:	I made this goal because...
GOAL 2:	Achieve by:
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)

Goal type:	I made this goal because...
GOAL 3:	Achieve by:
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)



SOPHOMORE YEAR GOALS

Goal type:	I made this goal because...
GOAL 4:	Achieve by:
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)

Goal type:	I made this goal because...
GOAL 5:	Achieve by:
Action Steps 1) 2)	Obstacles 1) 2)
Solutions to obstacles 1) 2)	Who I can go to for help 1) 2)



THEME 1: IDENTITY & MINDSET

The next 10 weeks will focus on identity and mindset, emphasizing self-awareness.

Throughout this theme, you will be focusing on:

- 1) **Starting 10th grade with confidence and ease (Self-confidence)**
- 2) **Ways you learn best (Recognizing strengths & Accurate self-perception)**
- 3) **Ways to prepare for college or a job this year (Self-efficacy)**
- 4) **Regulating and understanding complex emotions (Identifying emotions)**
- 5) **Understanding what is in your control (Accurate self-perception & Self-efficacy)**
- 6) **Growth mindset (Self-confidence & Recognizing strengths)**

Being a sophomore can be an exciting time since you now know how high school now works, but you also have even more challenging academic classes, expectations are higher, and you are gaining more independence.

As we focus on identity and mindset this quarter, read the poem “Halfway Down” by A. A. Milne. You can find the poem online at <https://allpoetry.com/Halfway-Down>.

Options for reading this poem:

- 1) Read it silently to yourself. Take some time to quietly read the poem to yourself. Then, if you’re in class, discuss the poem and answer the questions on the following page with your classmates.
- 2) Read as a class. Everyone read one line of the poem, taking turns one-by-one until you have read the entire poem together.
- 3) Listen to the poem. Have one student or your teacher read the poem to everyone. Listen carefully as you follow along. You may want to take turns having different students read the poem because every time you listen to a poem, you understand more.

THEME 1: IDENTITY & MINDSET



After you have read the poem, do some thinking by answering these questions.

How is your identity changing as you are growing up? _____

When you encounter challenges in your life, how do you respond? _____

What do you think Milne, our poet, tells us about being and how we should respond? _____

What is your favorite line of the poem? _____

How does the poem make you feel? _____

Extension Activity: Want to explore identity & mindset with your class? Play Name Pictionary. Write your name by drawing pictures of objects that start with the correct letter (so someone with the name Ali would draw an apple, lion, and ice cream). Now turn in your Pictionary to your teacher or group leader who will shuffle them up. Now, try to guess each person's name.

We are all individuals, and our names help define who we are as people.

YOUR IDENTITY PLAYLIST

Your identity is all the parts that make up who you are, including your characteristics, beliefs, values, experiences, and personality. Your identity includes some things others can see and some that are invisible to others.

Application: Reflect on the following questions and then create a playlist of songs that resonate with the different aspects of your identity. Use the table below to keep yourself organized.

Reflection Questions:

1. What are some key moments or experiences that have shaped your identity?
2. Who are important people in your life who have influenced your identity?
3. What cultural or societal facts have impacted your sense of self?

My Identity Playlist Title: _____

Song Title	Artist	Connection to 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	

YOUR LEARNING PROFILE

High school is an important part of your educational career since it prepares you for life after high school. Your high school transcript is a permanent record of your achievements, and earning solid grades is important.

By reflecting on yourself as a learner, you can be more successful. Your learning identity encompasses how you perceive yourself as a learner, including your strengths, weaknesses, preferences, and attitudes toward learning.

Application: Reflect on your learning by answering the questions below.

Strengths: List some skills or abilities that you excel in when it comes to learning.

Weaknesses: Identify areas where you feel you could improve or challenges you face.

Preferred Studying Style: Reflect on how you learn and study best.

Goals: Set some specific, achievable goals for yourself.

Challenges: Identify any obstacles or difficulties you anticipate in reaching your goals.

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	

STUDY HABITS

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.

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.

How can you improve your study habits? _____

NOTES

Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
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EMOTIONAL REGULATION

Emotional regulation, or the ability to manage your emotions through how you think and then choose your actions, can help you control your feelings and communicate your needs. Your emotions may appear different than in other people. While one person is quiet when they are mad, another may be very vocal and openly share how they are feeling.

Emotional regulation can influence your ability to make responsible decisions, help you through school and your classes, and support your well-being. You can learn how to rely on positive strategies. For example, if you feel overly stressed about a school project, you can healthily manage the stress by asking for help, taking a break, or balancing your school time with some outside time.

A lot of people may use escape tactics or engage in harmful habits to avoid having to deal with their emotions. But, not dealing with a situation or how you respond to it may leave you feeling out of control and inhibit your ability to approach life with a positive attitude. By practicing helpful and healthful emotional regulation strategies, you will learn to manage stress and overcome obstacles.

Application: Below are three situations that will bring out a variety of emotions in different people. Fill in the emotion you might expect to experience. When you are done, there is a blank box for a strategy. Be sure and share your work with others!

SITUATION	EMOTION(S) EXPERIENCED	HEALTHY REGULATION STRATEGY
Getting an F on a midterm when you studied for three days		
Unable to sleep the night before prom because it's your first year going, but you have a quiz tomorrow.		
Finding out that your friend 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/>
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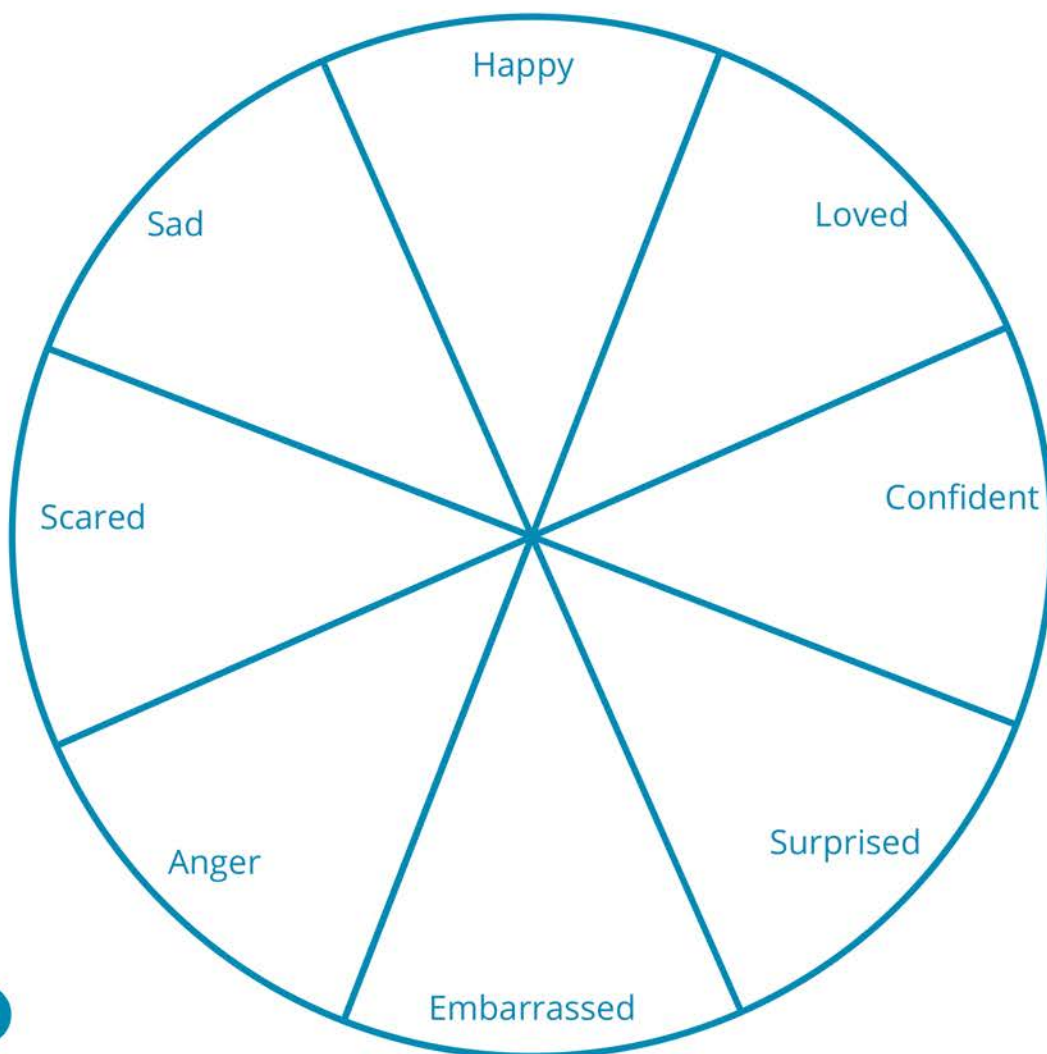
COMPLEX EMOTIONS

Emotions are often categorized into primary and secondary emotions. Primary emotions are the most basic and universal (happy, sad, anger, fear, etc). Secondary emotions are more complex and arise from a combination of primary emotions.

When you experience complex emotions, it can feel overwhelming, distressing, and confusing. But recognizing complex emotions can help you begin to regulate them like you would primary emotions.

Application: Using the emotion wheel below, label the complex emotions where you think they belong. Complex emotions:

- Envy
- Guilt
- Jealousy
- Remorse
- Pride
- Shame
- Compassion
- Ambivalence
- Gratitude
- Nostalgia
- Lonely
- Hopeful

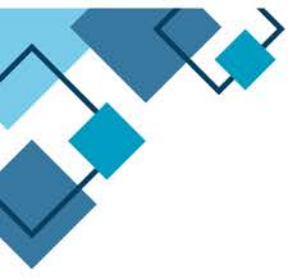


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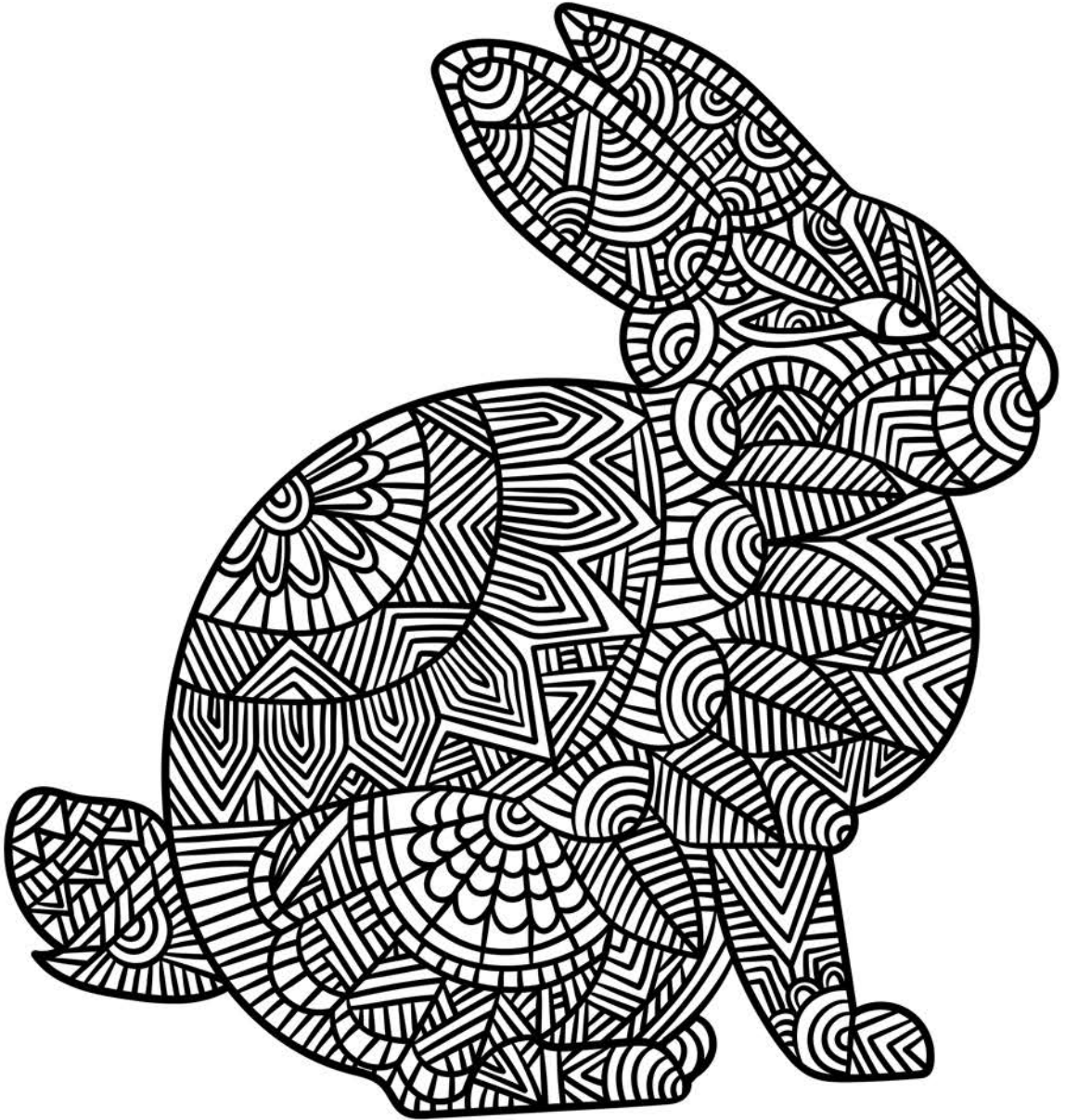
Week beginning: ___/___/___

My goal this week: _____

Monday ___/___	<hr/> <hr/> <hr/> <hr/>
Tuesday ___/___	<hr/> <hr/> <hr/> <hr/>
Wednesday ___/___	<hr/> <hr/> <hr/> <hr/>
Thursday ___/___	<hr/> <hr/> <hr/> <hr/>
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Home/School Communication	



CREATIVE EXPRESSION



CREATIVE EXPRESSION

Use this page to doodle, sketch, or draw.

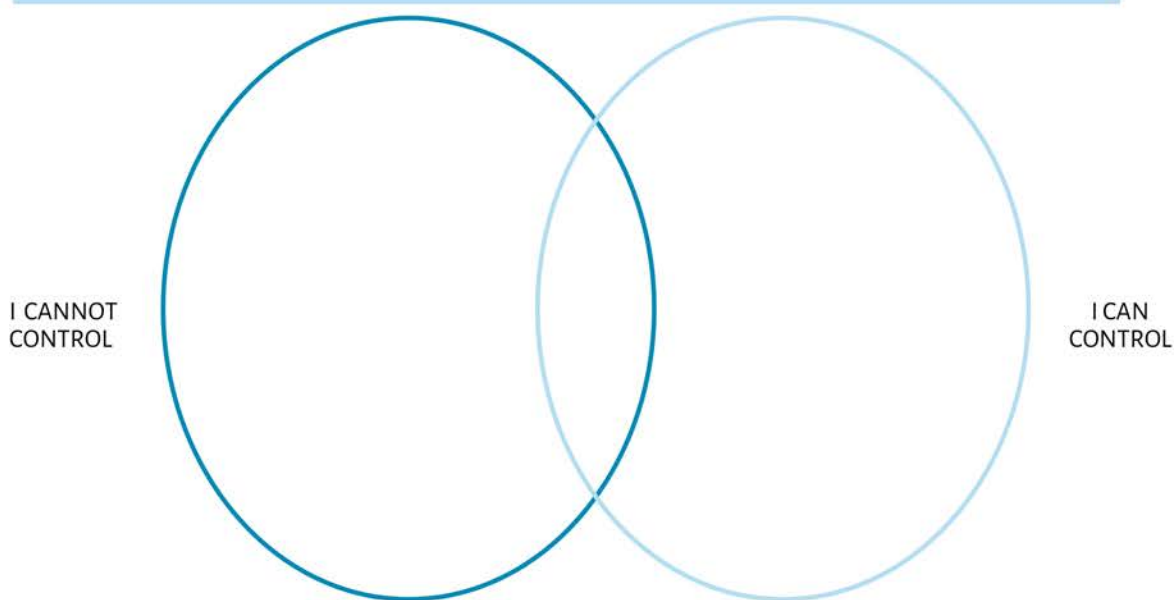
MAINTAINING CONTROL

You can't control everything that happens in your life, but you can control how you respond. The idea of LOCUS of control can remind you of what you have control over in your life, and what you have to let go. LOCUS on control stands for:

- L**et it go (if you can't control it)
- O**wn it if it is (in your control)
- C**reate a plan
- U**se your resources
- S**tick to it for success

Slipping into negative patterns is easy to do when you are feeling vulnerable. Working to find balance can be done by talking to someone and practicing proactive, healthy habits during times of stress. However, sometimes even when you do everything you can to feel "right," things can still go very wrong. Things like losing a game, a breakup, or finding out a friend has gossiped about you can leave you feeling hurt or powerless. Feeling this way happens to all of us at one time or another, but remember, you can seize control.

Application: Use this list and fill in the diagram below. On the left, you will write the things you CANNOT control, and on the right, you will write the things you believe you CAN, or are in your control. The overlap area is where you can write items that could go either way.



What time you go to bed	What time you fall asleep	Your screen time
What you eat	When you eat	Who your friends are
The classes you take	The clothes you wear	The clothes you buy
The kind of phone you have	Your weight	Who likes 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	

HUNTING FOR CONFIDENCE

Being confident and having good self-esteem is important, but it can be hard sometimes. Academic pressure, comparing yourself to others, body image issues, peer pressure, bullying, family, etc. all make it hard always to be super-confident. But you can continue building your confidence by connecting with others, caring for yourself, and being willing to try something new!

Application: Play bingo this week. Do the following to show confidence and up your self-esteem.

B	I	N	G	O
Compliment someone.	Journal about 3 things you're proud of.	Set a goal for yourself.	Try something new!	Share an achievement with the class.
Practice positive self-talk for 3 days straight.	Perform a random act of kindness.	Write down 3 strengths you possess.	Stand up for yourself or someone else.	Support a friend in need.
Create a vision board with your goals for the future.	Share a moment when you felt confident.	Identify a role model who inspires you.	Journal about a time when you overcame a challenge.	Make a list of 5 positive affirmations for yourself.
Journal about 5 things you're grateful for.	Practice a mindfulness technique.	Encourage a classmate who is feeling down.	Volunteer for a leadership opportunity.	Participate in a class discussion.
Take a risk and step out of your comfort zone.	Stand up for a cause or belief that is important to you.	Journal about something you appreciate about yourself.	Compliment yourself in the mirror.	Try a new hobby.

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

A growth mindset involves the belief that you can grow with hard work. A fixed mindset is when you don't think you can grow and get better. Using a growth mindset benefits you by:

- Increasing resilience
- Improved learning
- Greater motivation
- Enhanced confidence
- Stronger relationships

Application: Practice using a growth mindset by changing the fixed mindset sentences to growth mindset sentences.

I don't want to ask questions because I'll look stupid.



I'll never be good at public speaking.



I failed the test; I am so dumb.



I'll never be as smart as her.



I give up. This is too hard.



I'm just not good at staying organized & studying.



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	

MINDSET MAKEOVER

Positive affirmations are statements you say to yourself that build your confidence and promote optimism and resilience. When you use a growth mindset, you are using positive affirmations.

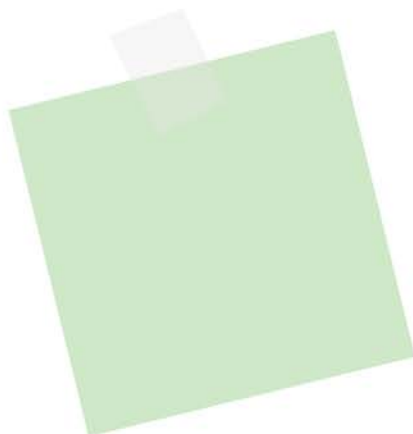
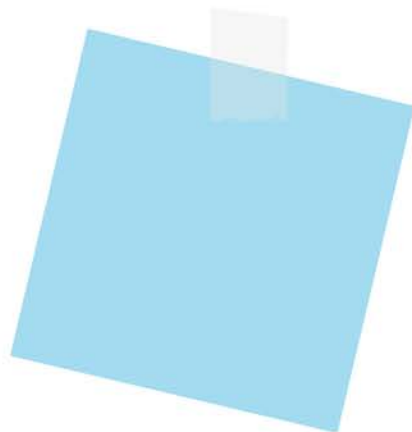
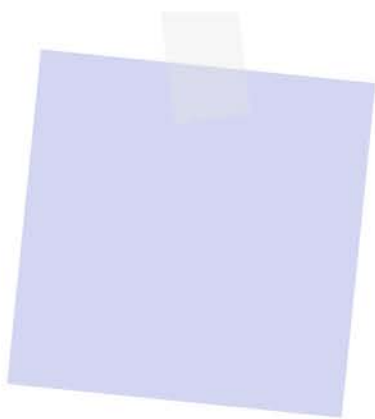
Here are some examples:

I AM CAPABLE OF OVERCOMING CHALLENGES.

I am good at problem-solving.

I believe in my ability to succeed.

Application: Create positive affirmations on the following cards below. If you have sticky notes, put your positive affirmations on the sticky notes instead and then post the notes in your locker, your mirror at home, and near the place where you study.



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	

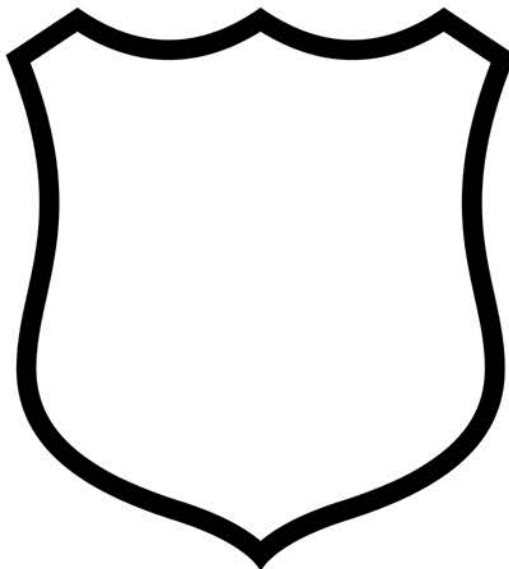
IDENTITY AND MINDSET REFLECTION

Setting aside time to review everything that has happened and grounding yourself is integral to your overall well-being.

Review the lessons. What is a concept or activity that resonated most with you? Why?

- Your Identity Playlist: _____
- Your Learning Profile: _____
- Study Habits: _____
- Emotional Regulation: _____
- Complex Emotions: _____
- Maintaining Control: _____
- Hunting for Confidence: _____
- Grow Your Mindset: _____
- Mindset Makeover: _____

Application: Create a coat of arms that encompasses your identity and beliefs. Fill in the shield below with images and words that represent your identity, goals, and hopes for the future.



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 learning about identity and mindset.

What was the source called? _____

How does this text connect to self-awareness skills? Draw a picture or write your answer below.

What did you learn about self-awareness from this source?
