



FY21

Elementary Social & Emotional Learning Guide

School District of Palm Beach County



Overview

The SEL Guide was designed to support schools with making a shift to a systemic, schoolwide approach for Social and Emotional Learning (SEL). A systemic, schoolwide approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and practices that actively involve all students in their social, emotional, and academic growth. The goal is to prepare students for long-term success in life and to become responsible, caring citizens in our multicultural society.

Our district utilizes CASEL's SEL Framework which consists of five SEL core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Students develop these competencies in many ways as they move through their classroom(s), school, out-of-school time (aftercare), home, and community. When opportunities for SEL across all of these contexts are consistent, students are more likely to internalize core competencies. The SEL Guide seeks to coordinate SEL across all of these settings by providing possible weekly SEL Themes that can be taught, discussed and applied throughout the school year.



CASEL's Core Competencies

Self-Awareness
The ability to identify and understand one's own emotions, thoughts, personal and social identities, goals and values, and how they influence behavior across contexts. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and self-efficacy.

Self-Management
The ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, and control impulses through coping. It includes managing expressiveness, perseverance and agency in addressing personal and group level challenges to achieve self-and collectively defined goals and objectives.

Social Awareness
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand broader historical and social contexts and norms for behavior in different settings, and to recognize family, school, and community supports for self and others.

Relationship Skills
The ability to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with different social and cultural norms and demands.
The ability to communicate clearly, listening actively, seek collective well-being, negotiate conflict constructively, seek help and offer leadership when needed and working collaboratively to problem solve across differences.

Responsible Decision Making
The ability to make caring, constructive choices about personal behavior and social interactions across settings. Critically examining ethical standards, safety concerns, behavioral norms, and making realistic evaluations of benefits and consequences of various actions, and to consider collective health and well-being.

District SEL Themes

- Personal Identity (gender identity, race, culture, etc.)
- Identifying Different Feelings/Emotions
- Understanding that Feelings Change
- Growth Mindset
- Feeling Confident
- Understanding Stereotypes

- Managing Feelings/Emotions
- Goal Setting
- Positive Self Talk
- Handling Put-downs
- Stress Management

- Discovering Commonalities
- Being Respectful
- Appreciating Diversity
- Respecting Differences
- Predicting Others' Feelings
- Empathy
- Understanding Stereotypes

- Being Inclusive
- Attentive Listening
- Making Conversation
- Being Assertive
- Conflict Resolution
- Being Considerate
- Dealing with Negative Peer Pressure
- Apologizing and Forgiving
- Offering and Seeking Help

- Avoiding Jumping to Conclusions
- Making a Plan to Solve a Problem
- Taking Responsibility

How to Use This Resource

When using the SEL Guide, keep in mind that:

- The Guide is designed with suggested weekly SEL Themes to be addressed with **all** students. This is one possible way to sequence SEL skills/themes. All of these skills/themes are important and should be addressed; however, there is not a correct order to teach these skills/themes. Teachers, support staff, and school counselors should still address SEL skills/themes based upon the needs of their students.
- SEL skills/themes are not a once and done concept. Even though you may focus specifically on a theme for one week, you should continue to integrate these themes across the year, reteach as needed, and prompt students to apply them as appropriate.
- Accommodations and modifications may be needed with specific students. Please refer to “SWD Support Document” and “ELL Support Document” for additional support.
- SEL themes and practices should be enacted in ways that are culturally responsive. It is important that you take time to learn about the different cultures and identities of your students.
- Character Traits are included in parenthesis next to any theme that aligns to one of the 6 Pillars for Character (Character Counts)
- The Guide has “Flex Weeks” built in so you can revisit SEL skills/themes based upon the needs of your students.

School-wide Implementation: There are many different ways to incorporate the SEL themes school-wide on your campus. Some possible examples include highlighting them on the morning announcements, school newsletter and/or bulletin boards; school counselors could use the themes for explicit SEL core instruction; integrate into PBS practices; and/or reinforce during out-of school time sessions (aftercare).

Classroom Implementation: It is important that the themes are not just addressed schoolwide but also in each individual classroom. Some possible ways to incorporate the SEL themes into your classroom include using them as a focus for your Welcoming Ritual, SEL Morning Meeting and/or Optimistic Closing; explicitly teach the SEL theme; and/or read texts that align to the theme. Click [here](#) for additional suggestions for implementation of the SEL Guide.

SEL in Action: Each theme has an “SEL in Action”. This is one possible way you can have students apply the SEL theme for that week. The options are limitless. You could use the SEL in Action to guide meaningful discussions and/or reflection; help you think about how to progress the theme throughout the week; integrate it into your SEL Morning Meeting; and/or have your students respond through writing.



FY 21 SDPBC SEL Guide for Elementary

Week	Date	Competency	Theme (Character Trait)	Description
1st Month of School Focus: Who Are WE As a Classroom Community? Building a classroom community and understanding who we are as a classroom community should be a theme that runs throughout the first month of school. It is important that you take time to learn about your students' personal identity (gender identity, race, culture, etc.) and allow them to learn from each other. Part of building a classroom community is allowing students to have a voice in making classroom decisions and having the classroom reflect the students' culture. If you want ideas or support with age appropriate conversations/activities around culture, race, families and/or gender, click here for resources from Teaching Tolerance.				
1	August 31st - September 4th	All competencies with a deep focus on building relationships	Building a Classroom Community & Establishing Routines	Throughout this week, focus on building a classroom community (appropriate adult-to-student, student-to-student relationships), learning and pronouncing students' preferred names, creating shared agreements, and establishing routines. <u>SEL in Action:</u> Think about how you feel when someone greets you by name and gets to know you as a person. Make a goal of learning the names of your classmates.
2	September 8th - 11th	Relationship Skills	Being Inclusive (Citizenship)	Getting to know and understand one another (gender, race, culture, etc.) is important. Creating a classroom in which we support each other and work cooperatively is essential. <u>SEL in Action:</u> Think about one new thing you have learned about a classmate.
September 15th - October 15th: Hispanic Heritage Month September 21st: International Day of Peace				

3	September 14th - 18th	Social Awareness	Discovering Commonalities	We discover things we have in common when we take the time to get to know one another. Taking the time to find commonalities allows us to build new friendships. <u>SEL in Action</u> : Think about why it's important to get to know each other and find out what you have in common.
4	September 21st - 25th	Social Awareness	Being Respectful (Respect)	Being respectful means that you interact in a way that shows that you care about someone's well-being and how they feel. When you respect someone, you treat them kindly. <u>SEL in Action</u> : Think about one way you can show respect at school or at home. How did learning this help you respect and appreciate this person more?
5	September 29th - October 2nd	Relationship Skills	Attentive Listening	One way to be respectful and inclusive at school is to focus on the speaker and listen with attention. <u>SEL in Action</u> : Think about one person you are going to listen to today with full attention.
October: Dyslexia Awareness Month, LGBTQ History Month, & National Bullying Prevention Month October 22nd: Lights on Afterschool				
6	October 5th - 9th	Social Awareness	Appreciating Diversity (Respect)	It is important to understand that each individual is unique and recognize and appreciate our individual differences. <u>SEL in Action</u> : Think about someone you want to learn more about today. What is one thing you have in common and one thing that is different?
7	October 13th - 16th	Social Awareness	Respecting Differences (Respect)	Having empathy can help you understand when people have different perspectives than you or feel differently than you do. <u>SEL in Action</u> : Think about something (maybe a hobby, sport, movie, or TV show) you like that your friend does not. How can you be respectful of that difference?

8	October 19th - 23rd	Relationship Skills	Making Conversation	One way to make and keep friends is to participate in balanced conversation that includes attentive listening and clear communication. <u>SEL in Action</u> : Think of one question you could ask to start a conversation to learn more about a friend.
9	October 26th - 30th RED RIBBON WEEK	Flex Week		You may want to use this flex week to address the FLDOE Substance Abuse Education Requirement (Rule 6A-1.094122). Resources include: SDPBC K-5 tool kit , or Suite 360 lessons. Substance Abuse Prevention Education includes a focus on these SEL skills: assertiveness, responsible decision-making, and emotional regulation.
November: National Native American Heritage Month				
10	November 2nd - 6th	Self-Awareness	Identifying Different Feelings/Emotions	There are lots of different feelings we can have and it's important to build our feeling vocabulary. Also, when we have strong feelings, there can be signs in our body that tell us that this is a big or strong emotion. It's important to recognize when our body is alerting us to a strong emotion. <u>SEL in Action</u> : Think about the different feelings that you have experienced throughout the week.
11	November 9th - 13th	Self-Management	Managing Feelings/Emotions	It is important to make a connection between our thoughts, feelings, and actions. In order to manage those feelings we need to practice thinking in positive and inclusive ways. <u>SEL in Action</u> : Think about how you can manage your reactions to strong emotions by changing your thoughts to think positively.
12	November 16th - 20th	Self-Awareness Self-Management	Growth Mindset Goal Setting	Children with a growth mindset believe that intelligence can be developed. These students see school as a place to grow their abilities and think of

				<p>challenges as opportunities to grow and set goals for themselves.</p> <p><u>SEL in Action</u>: Think about a situation where you used a growth mindset to overcome a challenge.</p>
13	November 30th - December 3rd	Social Awareness	Predicting Others' Feelings	<p>The ability to predict someone's feelings helps us be respectful and get along with others.</p> <p><u>SEL in Action</u>: Think about one of your friends and predict in your head how they would feel if you asked them to play basketball, eat lunch, or spend time with you and how predicting this feeling might help you get along better with others.</p>
14	December 7th - 11th	Self-Awareness	Understanding that Feelings Change	<p>We all have uncomfortable feelings sometimes. It's important to remember that feelings don't last forever. Our feelings can change from moment to moment, day to day, week to week.</p> <p><u>SEL in Action</u>: Think about having an uncomfortable feeling, like sad, mad, or frustrated. How can you remind yourself that feelings change and you won't always feel that way?</p>
15	December 14th - 18th	Flex Week*		<p>*December is a busy and sometimes stressful month. You may want to use this week to review skills as needed or use it as an opportunity to remind students how to apply strategies for stress management. For example, breathing strategies, positive self-talk, etc. You could also go back and reteach any themes that are relevant for your students.</p>
16	January 4th - 8th	Flex Week*		<p>*After returning from break you may want to use this time to re-establish classroom community, shared agreements, expectations, review skills, etc. You could also go back and reteach any themes that are relevant for your students.</p>
17	January 11th - 15th	Social Awareness	Empathy (Caring)	<p>Empathy is feeling or understanding what another person is feeling. When you understand how</p>

				<p>someone else is feeling it is like walking in their shoes.</p> <p><u>SEL in Action</u>: Think about how your teacher is feeling throughout the day.</p>
18	January 19th- 22nd	Social Awareness	<i>Continued...</i> Empathy (Caring)	<p>Empathy is feeling or understanding what another person is feeling. When you understand how someone else is feeling it is like walking in their shoes.</p> <p><u>SEL in Action</u>: Think about how a friend is feeling throughout the day.</p>
January 27th: International Holocaust Remembrance Day				
19	January 25th - 29th	Self-Management	Stress Management (Caring for yourself)	<p>One way to manage stress is through mindfulness exercises. You can find Belly Breathing, Starfish Breathing, and Chair Eagle activities - along with other mindfulness resources at https://pureedgeinc.org/</p> <p><u>SEL in Action</u>: Think about what mindfulness exercise works best for you when you are feeling stressed.</p>
February 1st to March 1st: Black History Month				
20*	February 2nd - 5th	Self-Awareness Social Awareness	Understanding Stereotypes	<p>Stereotypes influence our thinking and behavior toward others. Stereotypes can limit how we see each other and ourselves.</p> <p><u>SEL in Action</u>: How can we encourage each other to say no to stereotypes and think for ourselves?</p>

*Revised 12-17

21	February 8th - 12th	Self-Awareness Self-Management	Growth Mindset Goal Setting Part II	<p>Children with a growth mindset believe that intelligence can be developed. These students see school as a place to grow their abilities and think of challenges as opportunities to grow and set goals for themselves.</p> <p><u>SEL in Action</u>: Think of everything that you have learned and achieved so far this school year. What has been easy for you and what has been difficult? Choose something that has been difficult and use your growth mindset to set a new goal for yourself.</p>
22	February 15th - 19th	Self-Awareness	Feeling Confident	<p>Feeling confident means believing in ourselves and knowing that we can do something. If there is something that you don't feel very confident about, practicing can help you build your confidence.</p> <p><u>SEL in Action</u>: Think about one thing you can practice today that will build your confidence.</p>
23	February 22nd - 26th	Self-Management	Positive Self Talk	<p>Positive self-talk means talking to yourself in a quiet voice or in your head. Positive self-talk can help us stay on task and focus our attention.</p> <p><u>SEL in Action</u>: Think about how you might use positive self-talk when preparing to do a challenging task. What are some things you might say to yourself?</p>
March: Women's History Month				
24	March 1st - 5th	Self-Management	Handling Put-downs	<p>Sometimes when people say mean, disrespectful, or hurtful things to you, it can make you feel sad, unimportant, or angry. It can be difficult to handle put-downs when you're feeling a strong emotion.</p> <p><u>SEL in Action</u>: Think about how you can use calm down strategies and positive self-talk the next time someone says something mean to you.</p>

25	March 8th - 12th	Relationship Skills	Being Assertive	Being assertive means asking for what you want or need in a calm and firm voice. <u>SEL in Action</u> : Think about a time today when you might need to be assertive. What are some strategies you can use to be more assertive?
26	March 23rd - 26th	Responsible Decision-Making	Avoiding Jumping to Conclusions	When you jump to conclusions, you believe you know what is going on or make decisions without having all the information. When your emotions feel overwhelming, it's easy to jump to conclusions. <u>SEL in Action</u> : Think about when you notice that you are jumping to conclusions and practice using calm down strategies. What made you do that?
27	March 29th - April 1st	Responsible Decision-Making	Making a Plan to Solve a Problem	Some solutions to problems are complicated and you will need to make a plan in order to make the solution more manageable. <u>SEL in Action</u> : Think about a problem you are having that might require you to make a plan to solve it.
April: Autism Awareness Month				
28	April 5th - 9th	Flex Week		*This would be a great time to support students with applying relevant strategies that you have taught for self management. For example, breathing strategies, positive self-talk, maintaining routine and healthy behaviors, etc. You could also go back and reteach any themes that are relevant for your students.
29	April 12th - 15th	Self-Awareness & Self-Management	Identifying & Managing Frustration	When you're doing something difficult, or trying to master something new, it's common to feel frustrated. Frustration is when you feel upset or annoyed because of an event or circumstance. <u>SEL in Action</u> : Think about possible ways to calm down when you feel frustrated.

30	April 19th - 23rd	Responsible Decision Making	Taking Responsibility (Responsibility)	Everyone makes mistakes sometimes. When we do something that hurts someone else, whether it's on purpose or by accident, it's important to take responsibility. <u>SEL in Action</u> : Think about ways that you can accept responsibility for your actions.
31	April 26th - 30th	Relationship Skills	Conflict Resolution (Fairness)	When two people are having a disagreement, there are ways to compromise to come to a fair resolution. <u>SEL in Action</u> : Think about a time when you had a conflict with someone and how you resolved it.
May: Haitian Heritage Month, Asian American and Pacific Islander Heritage Month, and Mental Health and Trauma Informed Care Month				
32	May 3rd -7th	Flex Week		*Since there are two flex weeks you might want to use one of these flex weeks to focus on resiliency as part of First Lady DeSantis' Resiliency Initiative . Also, remember for students who are participating in end of year assessments, this would be a great time to support students with applying strategies that you have taught for self management. For example, breathing strategies, positive self-talk, maintaining routine and healthy behaviors, etc. You could also go back and reteach any themes that are relevant for your students. <small>*Revised 3-21</small>
33	May 10th -14th	Flex Week		
34	May 17th -21st	Relationship Skills	Being Considerate (Trustworthiness)	Friendships are important and we need to understand the characteristics of a good friend. <u>SEL in Action</u> : Think about what traits you look for in a good friend.
35	May 24th - 28th	Relationship Skills	Dealing with Negative Peer Pressure	Negative peer pressure is when someone tries to talk you into doing something that is not safe or respectful. <u>SEL in Action</u> : Think about how you can use

				assertiveness skills to say no to negative peer pressure.
June: LGBTQ Pride Month				
36	June 1st - 4th	Relationship Skills	Apologizing and Forgiving (Trustworthiness)	<p>Accidents happen all the time. If someone hurts you, or makes you feel upset, remember it may not have been on purpose. If something happens to you by accident, think about how it could have been an accident and find out more information. If you do something by accident, think about how the other person feels.</p> <p><u>SEL in Action</u>: Think about how you can respond when someone hurts you, or makes you feel upset by accident, at school or at home.</p>
37	June 7th - 11th	Relationship Skills	Offering and Seeking Help	<p>It is important for us to support our classmates with inclusive and respectful behavior. There are times when we need to seek and/or offer help to someone.</p> <p><u>SEL in Action</u>: Think about what you can do to support a friend.</p>
38	June 14th - 18th	All SEL Competencies	Celebrations and Reflections	Use this week to review, celebrate and reflect on the progress students have made with all 5 SEL Competencies.

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