



## Summer Social Emotional Learning (SEL) Activities

Please consider utilizing these activities and connections to reinforce key SEL skills with your student this summer:

Key SEL Skills to Reinforce	SEL Skill Description	Activity Links (by Grade Level)	Connections to Further Explore with Your Student
<p><b>Goal Setting</b></p>	<p>Goal setting is the process of determining an end goal and the steps necessary to achieve the goal. Setting goals helps students zero in on what is most important to them and provides a pathway to realizing their dreams. When we encourage students to set their own goals, it empowers them to take ownership and responsibility for their goals. By making the goal-setting process explicit, we help students break large, intangible goals into small manageable steps that can be reached. Goal setting provides motivation and encourages self-regulation.</p>	<p>K-2: <a href="#">Say the Goal! Activity</a>, <a href="#">Set a Goal Activity</a>            3-5: <a href="#">Make a Plan Activity</a>, <a href="#">Reach Your Goal Activity</a>            6-8: <a href="#">SMART Goals Activity</a>            9-12: <a href="#">Make a Comeback Activity</a></p> <div style="text-align: center; border: 1px solid black; border-radius: 50%; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Visit  <a href="https://tinyurl.com/SELsummerPPS">https://tinyurl.com/SELsummerPPS</a>            for a clickable version of this document!</p> </div>	<p>Have your student share and discuss the goal that they identified, and their plan for achieving that goal with you. Be sure to reflect on prior goals and achievements. Also consider sharing the goals that you have for your student this summer.</p>
<p><b>Growth Mindset</b></p>	<p>Through her research, psychologist Carol Dweck determined that a student's belief in his or her ability to learn had a greater impact on the student's academic success than his or her intelligence. Students with a fixed mindset believe that intelligence is determined at birth; whereas students</p>	<p>K-2: <a href="#">I Can Do It! Activity</a>            3-5: <a href="#">Beyond Boredom! Activity</a>, <a href="#">Hard Work Pays Off Activity</a>            6-8: <a href="#">Growing from Feedback Activity</a>            9-12: <a href="#">Beyond Failure Activity</a>, <a href="#">Failure Is an Option Activity</a></p>	<p>Have your student share specific areas in which they've grown so far this summer, and the concept of growth mindset with you. Discuss how they are growing and learning through hard work and making mistakes, and how they are using a growth mindset to reach their</p>

	<p>with a growth mindset believe that anyone can learn through hard work and effort. Science supports the growth mindset theory. Helping students understand how they learn and how they can develop a growth mindset positions every student on the path for greater academic success.</p>		<p>goal. Invite other family members to share how they apply growth mindset when approaching new things.</p>
<b>Resilience</b>	<p>Resilience is the ability to manage and recover from daily setbacks and adversity. While self-control, focus, problem-solving, and goal setting can help students manage many situations, some situations can't be controlled. Resilience is the inner resolve that although a situation may be out of the students' control, they can control how they perceive and respond to it. Resiliency is a skill that can be developed through developing positive relationships, managing one's emotions, becoming more autonomous, and accepting challenges as opportunities to grow.</p>	<p>K-2: <a href="#">Bounce Back! Activity</a>, <a href="#">Challenge Accepted! Activity</a>  3-5: <a href="#">If at First You Don't Succeed Activity</a>  6-8: <a href="#">Bend, but Not Break Activity</a>, <a href="#">Reframe It! Activity</a>  9-12: <a href="#">Overcoming Adversity Activity</a></p>	<p>Have your student share ways that they've demonstrated resilience over the past year and recently with you. Discuss and share strategies that they have learned for overcoming challenges that they face. Invite other family members to share how they have utilized resilience.</p>
<b>Self-Knowledge and Emotions</b>	<p>Self-knowledge is the ability to understand one's own interests, feelings, weaknesses, and strengths, as well as learning and relating styles. Self-knowledge is the starting point for all social and emotional learning. In fact, self-knowledge influences all areas of SEL including self-management, social awareness, relationship skills, and responsible decision-making. Self-</p>	<p>K-2: <a href="#">My Feelings Monster Activity</a>, <a href="#">No One is You-er Than You Activity</a>  3-5: <a href="#">Expressing Emotions Activity</a>, <a href="#">My Creative Strengths Activity</a>, <a href="#">My Kind of Strong Activity</a>  6-8: <a href="#">Ignite Your Passion Activity</a>, <a href="#">My Emotions Activity</a>, <a href="#">You Got Style Activity</a>  9-12: <a href="#">Shades of Emotion Activity</a>, <a href="#">Waves of Emotion Activity</a>, <a href="#">You Got Personality Activity</a></p>	<p>Have your student share their unique qualities, strengths, interest and passions and/or sense of purpose with somebody at home. Discuss these and gain input on what their friends and family find to be special about them. Encourage your student to practice identifying their emotions and sharing what they've learned with you.</p>

	<p>knowledge helps students to know when they are on the right path and are making decisions that are aligned with who they are. It also can serve as a guide when students are going against their own strengths, styles, personalities, and purpose and help students re-align with who they are. The more a student understands him or herself, the better he or she will grow and adapt in all areas of life.</p>		
<b>Self-Efficacy</b>	<p>Self-efficacy is the belief in oneself. A student's self-efficacy greatly influences his or her academic motivation, learning, and achievement. Therefore, it is imperative that teachers address students' self-efficacy. In these lessons, students learn the importance of their beliefs on their ability to reach goals. They are taught strategies for building their beliefs as well as strategies for letting go of their limiting beliefs.</p>	<p>K-2: <a href="#">Believe! Activity</a>, <a href="#">You Can Do It! Activity</a>  3-5: <a href="#">Believe It! Activity</a>, <a href="#">I Believe in Me Activity</a>  6-8: <a href="#">Be Positive Activity</a>, <a href="#">Build Your Belief Activity</a>  9-12: <a href="#">Belief to Reach a Goal Activity</a>, <a href="#">Let Go of Limiting Beliefs Activity</a></p>	<p>Have your student identify a challenging goal that you can work towards together. When he or she starts to express doubt in his or her abilities, help your student find ways to believe in him or herself. Also, your student is watching you-- be vocal about praising your own successes and positive qualities, and share how belief in yourself helps you to reach your goals.</p>