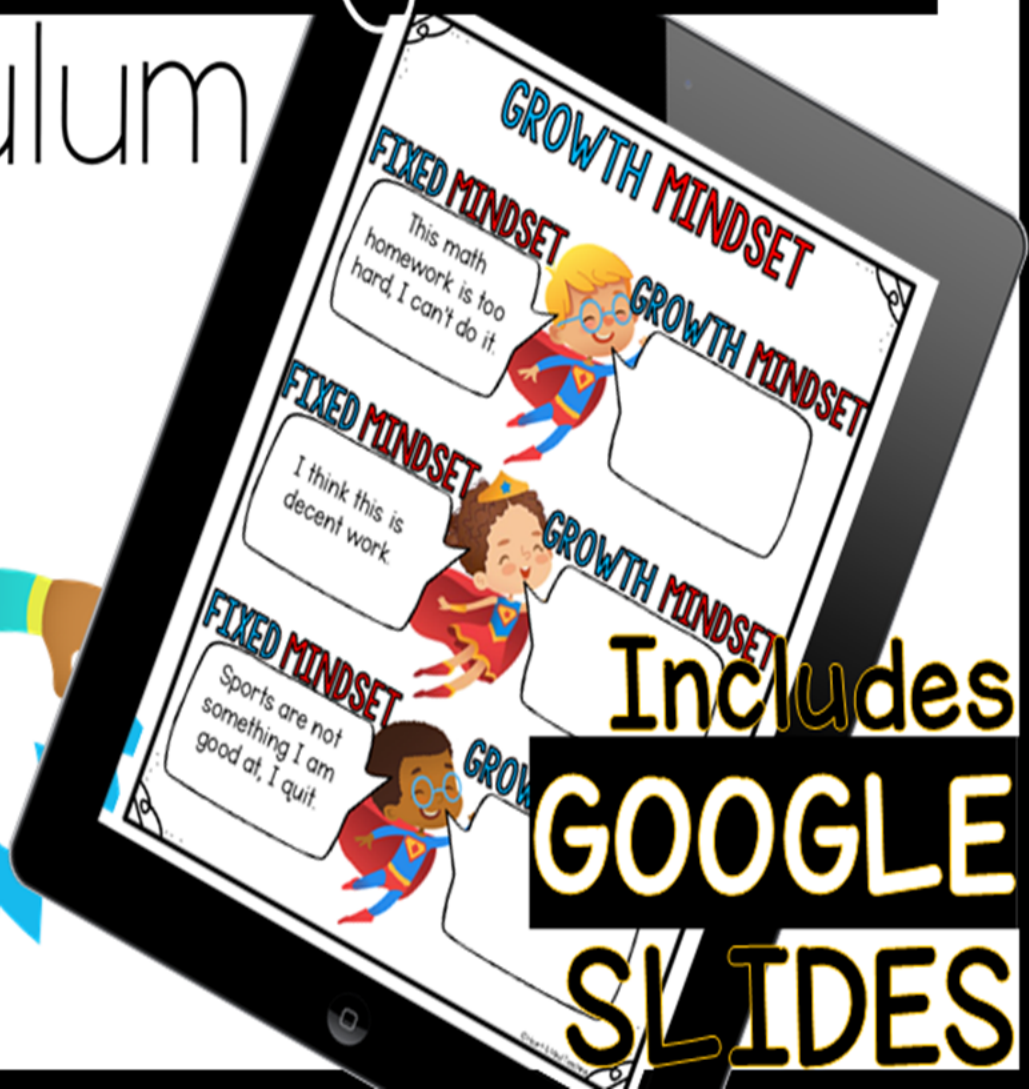


SOCIAL EMOTIONAL LEARNING

Self-Management Curriculum



Includes
**GOOGLE
SLIDES**

SOCIAL EMOTIONAL LEARNING

Self-Management

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SOCIAL EMOTIONAL LEARNING

Self-Management

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Hi, I'm Darren.
My superpower is
Self-Management.

That means I have the ability to
control my emotions, thoughts,
and behaviors in different
situations.

Self-
Management
includes:

- ★ Impulse Control
- ★ Stress Management
- ★ Self-discipline
- ★ Self-motivation
- ★ Goal Setting
- ★ Organizational skills

SOCIAL EMOTIONAL LEARNING

Self-Management

Impulse Control

Session Objective:

*Students will identify ways to increase impulse control.

Materials:

- *Pencils
- *Handouts

Guiding Questions:

- *Why is it important to control our impulses?
- *How can impulse control help us make better choices?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Self-Management Skills: Demonstrate self-discipline and self-control (B-SMS 2)

SEL Competencies:

- *Self-Management: Impulse Control.

Session Details

*Say "I would like to introduce you to Darren, he is a social-emotional learning superhero. His superpower is self-management. That means he has the ability to control his emotions, thoughts, and behaviors in different situations. We are going to explore with Darren the six parts of self-management which are impulse control, stress management, self-discipline, self-motivation, goal setting, and organizational skills.

*Say "We are going to be talking about one of Darren's superpowers today, his ability to control his impulses. Impulse control is the ability to control yourself from engaging in certain behaviors. This is important not just in school but in life, to be able to control your behavior gives you power over your own body and mind. We will start by discussing what impulse control is and is not. (Review the accompanying handout). Let's learn about different Impulse shields. These shields help us to prevent being impulsive. (Review the Impulse shields handout). Now let's practice identifying which impulse shield is needed in different scenarios, it may be more than one. Then, choose one impulse shield that you need to focus more on in your life and complete your shield. (Complete Impulse shield handouts). We are going to put our impulse control into action, first we stop, then we think about what could happen, then we choose the best decision. Thinking things through helps us make better choices. (review the Stop, think, go handout). Let's practice stoplight thinking to test our impulse control skills. (Complete Stoplight thinking handouts)

IMPULSE CONTROL

The ability to control yourself from engaging in certain behaviors.

Impulse Control is...



Having self-control to be able to curb those quick unplanned reactions.



Stopping to think about something before you do or say it.



Being able to consider the consequences for the action before you take it.



Impulse Control is not...



Blurting out, interrupting, or having outbursts.



Every bad decision. If the decision was thought out and still did not end well, it was just a bad decision not an impulsive one.



Easy and often adults struggle with their own impulse control.

IMPULSE SHIELD

These shields help prevent us from being impulsive.



SHIELD YOUR IMPULSES

Your favorite show just came on, but you have a big test to study for tomorrow.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



You know the answer to the question your teacher just asked, you want to blurt it out before anyone else can raise their hand and be called on.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



For lunch you ate all of your Halloween candy in one sitting, now you are so hyper on sugar that you cannot sit still.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



SHIELD YOUR IMPULSES

You are trying to finish your homework when you hear your phone buzz alerting you to a new text message.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



You are trying to study for a test but you can hear the TV on in the other room and really want to know what is going on.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



You have a big state test in the morning, but you want to stay up late to finish this new level of your video game.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



SHIELD YOUR IMPULSES

Your study area has all your favorite things, your phone, computer, and toys. You are finding it hard to focus with all those around you.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



You have been trying to solve this math problem for an hour and just can't seem to get it. You are getting frustrated.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



Your friend breaks a promise to you, you clench your fists and start stomping around. You feel like you are going to explode.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



SHIELD YOUR IMPULSES

You just thought of the funniest joke to tell and want to tell your classmate before you forget it, but the teacher is in the middle of a lesson.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



You really want to try this new skating move you saw done on YouTube, but you are wondering if it is safe or not.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



A classmate calls you a mean name and pushes you. You are very upset and want to get him back.

Which shield do you need to use? (Put a checkmark on the shields you think need to be used, you can select more than one)



SHIELD YOUR IMPULSES

The impulse shield that I need to use the most is:



What can you do that will decrease your impulsive behavior?

I find myself being more impulsive during these times:

I find myself being more impulsive in these locations:

I find myself being more impulsive during these activities:




The shield I will use to control my impulses is:

This is how I will do it:



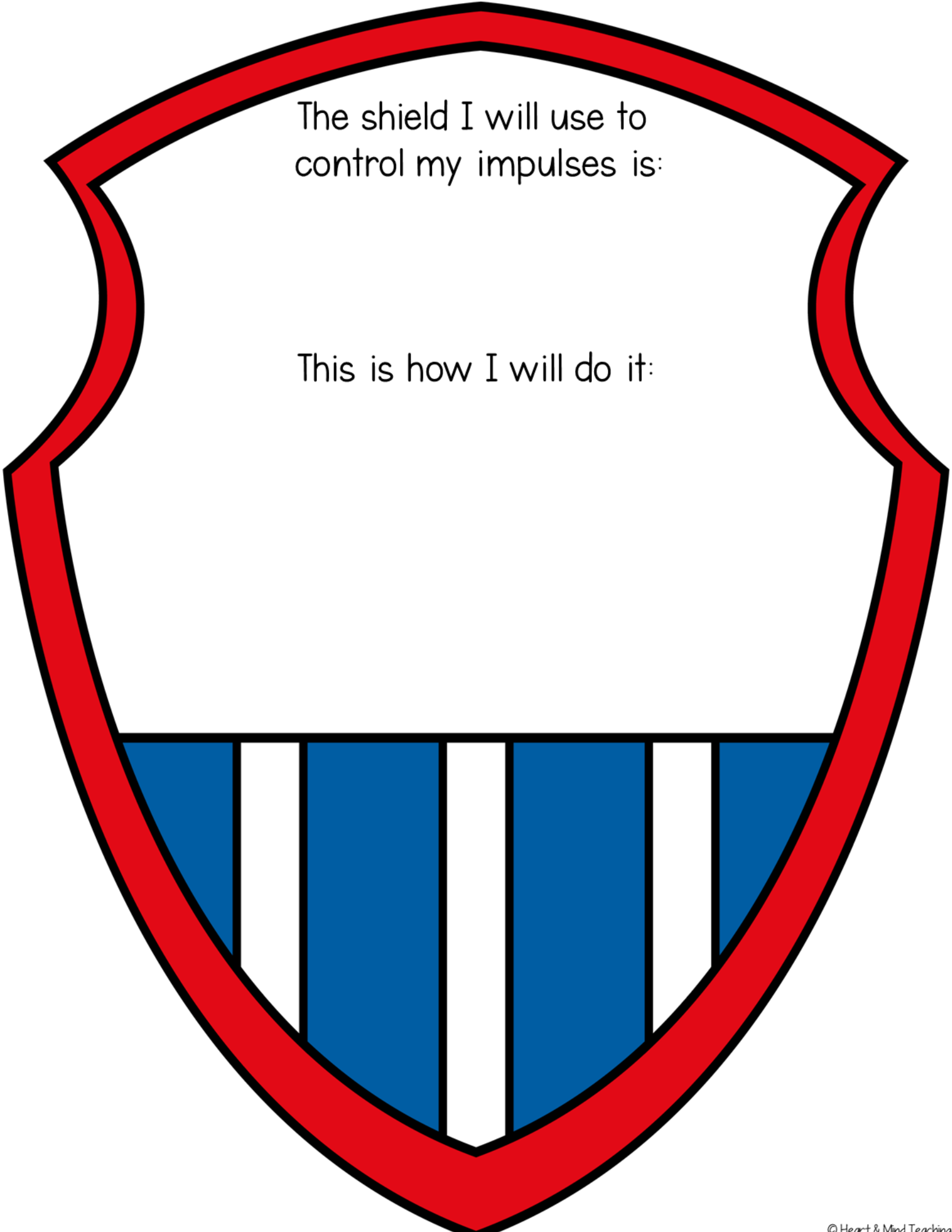
The shield I will use to control my impulses is:

This is how I will do it:



The shield I will use to control
my impulses is:

This is how I will do it:

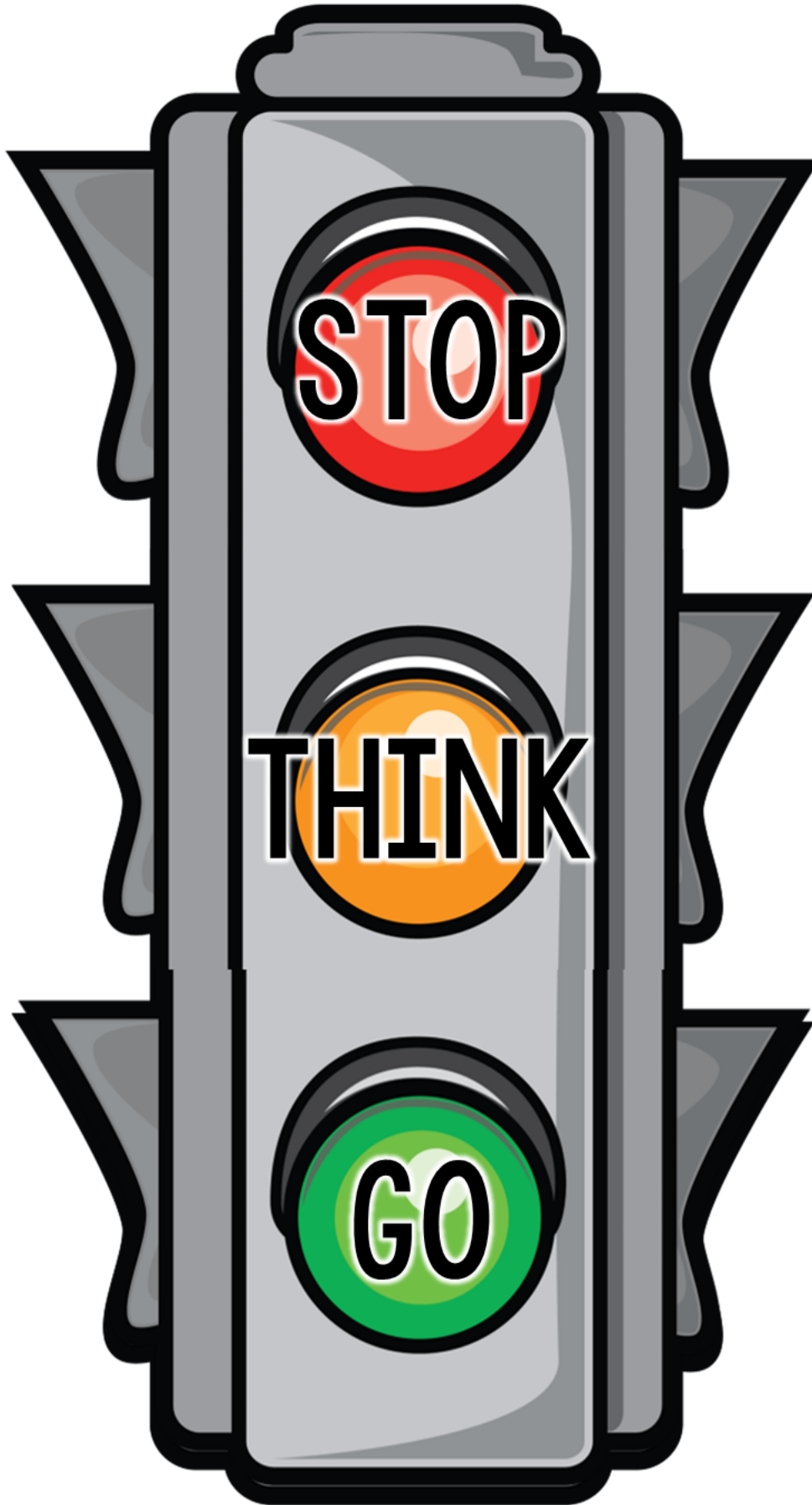


The shield I will use to
control my impulses is:

This is how I will do it:

STOP LIGHT THINKING

Before you react, stop to think about it. Then make a decision to act and GO!



STOP LIGHT THINKING



Your favorite show just came on, but you have a big test to study for tomorrow.

What are the possible consequences?

What is your decision:



You know the answer and want to blurt it out.

What are the possible consequences?

What is your decision:



You are going to scream because you are so mad.

What are the possible consequences?

What is your decision:

STOP LIGHT THINKING



Your friend invited you to his house, but you have too many other commitments this weekend.

What are the possible consequences?

What is your decision:



You are about to tattle on your friend for touching your paper.

What are the possible consequences?

What is your decision:



You want to tell your teacher the truth even though you are probably going to get in trouble.

What are the possible consequences?

What is your decision:

STOP LIGHT THINKING



You are having so much fun playing a video game, you want to stay up late and keep playing.

What are the possible consequences?

What is your decision:



You are invited to a party this weekend, but you think you should stay home and study for the big test.

What are the possible consequences?

What is your decision:



You want to make everyone laugh by making a loud noise during a lesson.

What are the possible consequences?

What is your decision:

STOP LIGHT THINKING



Your classmate hit you and you want to hit them back.

What are the possible consequences?

What is your decision:



Your friend is trying to talk to you during the lesson, you want to talk to her too.

What are the possible consequences?

What is your decision:



Your classmate is teasing you. You want to just ignore them.

What are the possible consequences?

What is your decision:

STOP LIGHT THINKING



Your friend asks if you like their shirt, you want to tell them you do not like it.

What are the possible consequences?

What is your decision:



Someone else is on the computer that you want to use, you are about to tell them to get off the computer now.

What are the possible consequences?

What is your decision:



Your friend is telling you a story, but you want to tell him something off topic.

What are the possible consequences?

What is your decision:

STOP LIGHT THINKING



You know the answer to the question just asked and you want to yell it out loud.

What are the possible consequences?

What is your decision:



Your teacher corrects your behavior, and you want to talk back.

What are the possible consequences?

What is your decision:



You need to write your homework in your agenda, but you want to finish talking to your friend.

What are the possible consequences?

What is your decision:

SOCIAL EMOTIONAL LEARNING

Self-Management

Stress Management

Session Objective:

*Students will identify stressors and coping skills.

Materials:

- *Pencils.
- *Scissors, glue or tape.
- *Handouts.

Guiding Questions:

- *Why is it important to be able to manage stress?
- *How can understanding your stressors help you to manage them better?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Self-Management: Demonstrate effective coping skills when faced with a problem. (B-SMS 7)

SEL Competencies:

- *Self-Management: Stress Management.

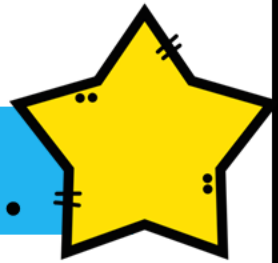
Session Details

*Say "We are going to be talking about another one of Darren's superpowers today, his ability to manage stress. This means he has the ability to manage and cope with stressors and pressure in life to improve everyday functioning. This is a vital skill because stress is part of life and learning to cope with it can help us to be happier and more relaxed. Let's start by discussing what Stress Management is and is not. (Review the accompanying handout). So how do we know if we are stressed or not? Stress shows up differently in each person and is also caused by a variety of things, let's review some common signs and causes of stress and learn about why stress happens and where it comes from (Review signs of stress handouts). Now that we know all about stress, let's talk about how to cope with it. Learning what coping skills work to reduce your stress is very important, not every coping skill will work for you. Once you know what does work, try to integrate it into your daily routine. This will act as stress prevention so that you can cope with whatever comes your way. (Review the super coping skills handouts). Cut and paste the coping skills (from the coping skills poster) you plan to use in your life onto the "My coping skills" handout.

STRESS MANAGEMENT

The ability to manage and cope with stressors and pressures in life to improve everyday functioning.

Stress Management is...



- ✓ Learning coping skills and techniques to help deal with stress.
- ✓ Recognizing what specific stressors are impacting your life and how.
- ✓ Taking positive actions to minimize the effects of stress.



Stress Management is not...

- ✗ Saying that all stress is bad, some stress can help you to be productive, at healthy levels.
- ✗ Just a mental attitude shift, it's also about relaxing your body, getting rest, and eating healthy.
- ✗ The same for everyone. Different things stress us out, and different things help us cope.

SIGNS OF STRESS

PHYSICAL

Heart racing
Quick Breathing
Stomachache
Tightness in chest
Stiff jaw/neck
Headache
Muscle aches
Random aches and pains

MENTAL

Fast thoughts
Constant worry
Trouble focusing
Difficulty with memory
Making bad decisions.
Seeing only the negative.

EMOTIONAL

Irritability
Anger
Restlessness
Overwhelmed
Unmotivated
Anxious or worried
Depressed
Moodiness
Loneliness

BEHAVIORAL

Low energy
Trouble sleeping or sleeping too much.
Nervous habits (nail biting, pacing)
Withdrawing from others.
Eating more or less.
Neglecting responsibilities.

WHAT CAUSES STRESS?

Not having control over something that matters to you or the outcome of a situation
Feeling unsafe or uncertain.

Being under a lot of pressure like having a big test coming up or performing in the school play.

Having responsibilities that you find overwhelming or too many things you need to accomplish and not being able to keep up.

Big changes in your life or knowing that big changes are coming. Like moving or changing schools.

One big stressor or a lot of little pressures that build up.



WHY DOES IT CAUSE STRESS?

PERCEPTION

Your perception of the situation. Are you looking at it from a positive or negative viewpoint? Past experiences and self-esteem also impact your perception.

EXPERIENCE

Certain stressors you may be more or less accustomed to depending on if you have experienced it before.

RESILIENCE

Emotional resilience is your ability to adapt to stressful situations and your ability to cope.

SITUATION

Some situations cause stress because of the amount of other pressures put on you at the same time.

SUPPORT

The level of support can determine stress levels, lack of support can cause an increase in stress.

WHERE IS STRESS COMING FROM?

Stress is your body's way of reacting to a threat. When you sense danger, whether it's real or not, the body will turn its defenses on. The body uses a defense system called "fight or flight". This is the body's way of protecting you. It can help you to be more alert or energetic when you feel threatened, for example, when you get startled you will notice your heart beating faster and your eyes widen.



This is because when you feel threatened, your nervous system responds by releasing a flood of stress hormones which ready the body for action preparing you to fight or flee from the threat.

STRESS WORKSHEET

WHAT IS THE STRESSOR:

WHY IS IT CAUSING STRESS:

WHERE AM I FEELING THE STRESS EFFECTS:

PHYSICAL:

MENTAL:

EMOTIONAL:

BEHAVIORAL:

WHAT CAN I DO ABOUT IT:

SUPER COPING SKILLS



DEEP SLOW
BREATHING



TALK IT OUT



SMILE & LAUGH



WRITE IN A
JOURNAL



LISTEN TO
MUSIC



VISUALIZE A
CALM PLACE



DRAW YOUR
FEELINGS



PRACTICE
GRATITUDE



MEDITATE/
YOGA



SAY A POSITIVE
AFFIRMATION



SQUEEZE A
STRESS BALL



MOVE YOUR
BODY



USE A MANTRA



ASK FOR HELP



TAKE A BREAK



COUNT TO 10

SUPER COPING SKILLS



DEEP SLOW BREATHING

How does it help? When we are upset, our breathing changes even without us noticing. When we are scared or worried for example, our breathing may quicken, and it can make us feel out of control. Controlling our breaths with deep slow breathing will help tell our bodies to relax.

How to do it: Sit or lie down. Place one hand on your chest and one hand on your stomach somewhere above your belly button. Breathe in through your nose, noticing your stomach rise. Your chest should remain fairly still. Exhale through your mouth. Use your stomach muscles to push air out at the end of the breath.



TALK IT OUT

How does it help? Talking to someone can help release the feelings you have and can help you see different perspectives. Sometimes holding in what we are feeling can make us feel worse, so it is important to express those feelings so we can move forward.

How to do it: It is important to choose to talk to someone who can help you cope with your feelings such as a parent, teacher, counselor, or a trusted friend. When talking, identify the emotion you are feeling and be honest with yourself.



SMILE & LAUGH

How does it help? When you smile, your brain releases molecules (neuropeptides) that help to combat stress. Smiling can even trick our brain into thinking we are happy. Laughing does something similar, because it stimulates circulation, allows you an intake of air, and helps your muscles relax.

How to do it: Think of something funny that will make you smile or laugh. Put on a funny or uplifting movie or T.V. show. Listen to a comedian tell jokes. Watch a funny clip on the internet.

SUPER COPING SKILLS



WRITE IN A JOURNAL

How does it help?: Writing in a journal, much like talking it out, is all about getting those negative feelings out instead of keeping them in. Writing your feelings down, can help you process what you experienced and look at it from a calmer state.

How to do it: Use a diary or journal book if you have one, but you can also just use a blank paper. Write down what happened, how it made you feel, what you want to happen, how can you make that happen, and what can you do differently.



LISTEN TO MUSIC

How does it help?: Music can help transform your mood, it can make you happy or sad or even bring up specific memories. Music can be helpful to change our mood based on the type of music you choose.

How to do it: Choose music that will help put you into a calmer state. For some people that might be listening to waves crashing on the beach, or instrumental music. For others, it might be their favorite pop song that always makes them smile. Try to pick music that will get you to the mood you want, for example if you are sad, pick a song that will make you smile.



VISUALIZE A CALM PLACE

How does it help?: Visualizing is imagining yourself in a safe and peaceful place. By going there mentally, you can calm your mind and body by distracting yourself from what is going on that is making you not calm.

How to do it: Clear your mind. Start by focusing on your breath. Think of an image or idea in your mind. Imagine yourself in a calming natural environment like a sunny beach, where you can tune in to the sights, sounds and smells of that special place.

SUPER COPING SKILLS



DRAW YOUR FEELINGS

How does it help?: Similar to writing in a journal, drawing is also about getting those negative feelings out instead of keeping them in. Drawing your feelings, can help you feel calmer by expressing that creativity and putting in down on paper.

How to do it: Use a diary or journal book if you have one, but you can also just use a blank paper. Draw what happened, and how it made you feel. Once you feel like you have got out your feelings on the paper, you can save the drawing to reflect on it another time or you can crumple it up and throw it away to tell your mind that you are leaving those negative feelings and moving on.



PRACTICE GRATITUDE

How does it help?: Practicing gratitude is strongly related to being happier and helps people feel more positive emotions, build stronger relationships, and deal with problems that come their way.

How to do it: There are many ways you can practice gratitude. One is you can make a list of what you are grateful for, this can be people, things, experiences, and memories. You can also express your gratitude to someone by writing them a kind thank you note or telling them you appreciate them. You can also just take a moment and notice good things around you and mentally appreciate them.



MEDITATE/ YOGA

How does it help?: Meditation helps to focus your attention and reduce the amount of thoughts overwhelming your brain and causing you stress. It can give you a sense of peace and calm. Yoga also does this by focusing on a particular pose to put your body into while also clearing your mind of stressful thoughts.

How to do it: To meditate, close your eyes and mouth, breathe through your nose. Inhale deeply into your abdomen. Exhale through a slightly open mouth until your lungs are empty. Focus on your breath as you breathe.

To try a yoga tree pose, While standing on one leg, bend the other knee and place the sole of the foot on your inner thigh. Raise your arms into the air and sway like a tree.

SUPER COPING SKILLS



SAY A POSITIVE AFFIRMATION

How does it help?: Negative thoughts can often happen when something upsets us. Those negative thoughts can drag our mood and outlook down. Using positive thoughts can counter those negative thoughts and force us into a more positive mood.

How to do it: Tell yourself either in your head or out loud, a positive statement. Repeat them until you feel a change in your mindset. Here are a few examples: I believe in myself, I can do hard things, I am the best version of myself, It's ok to make mistakes, It's ok to have a bad day, Challenges help me grow, I can overcome this, I can choose to be happy.



SQUEEZE A STRESS BALL

How does it help?: Squeezing and releasing something benefits you because it releases energy and helps you to relax. When we are stressed, our muscles tend to clench, squeezing a stress ball helps us to release and relax those muscles.

How to do it: Use a stress ball, stuffed animal, or something squishy. Squeeze for about 30 seconds, pulse it for another 30 seconds, and slowly release. Try it again in the other hand.



MOVE YOUR BODY

How does it help?: Physical activity or exercise, helps produce endorphins which are chemicals in the brain that help us reduce stress.

How to do it: Pick a physical activity that you like to do and start making it a part of your daily routine. It could be a sport, dancing, stretching, or simply going for a walk.

SUPER COPING SKILLS



USE A MANTRA

How does it help?: A personal mantra is a statement to tell yourself when you need motivation or inspiration. It can help retrain your brain to focus on positive thoughts and outcomes.

How to do it: Pick a statement that motivates and inspires you to be your best self. Tell yourself this mantra when you wake up and look in the mirror or when you are having a difficult time. Examples: Inhale the future, exhale the past. Every day in every way, I am getting stronger. Everything I need is within me.



ASK FOR HELP

How does it help?: Everyone needs help, asking for help shows courage and often builds connections. Asking for help is healthy and reinforces a growth mindset in yourself.

How to do it: Think of a person that could help you with the problem you are having. Also consider if that person is available to help you and if they are trustworthy to be helpful in this area. Use an open-ended question format to ask for help. For example "When you have a moment could you help me understand this, or talk about this with me?"



TAKE A BREAK

How does it help?: Sometimes we just need a break from what is happening or the emotions we are feeling. Short frequent breaks can make us more productive and better able to cope.

How to do it: Listen to your body to recognize signs when you need a break. Are your legs feeling stiff? Do your eyes feel strained? Are your neck muscles tensing up? These are likely signs that you need a break. Stand up, stretch, breathe, drink water, go for a walk if possible, do something different than whatever you are doing to give your brain and body that break.



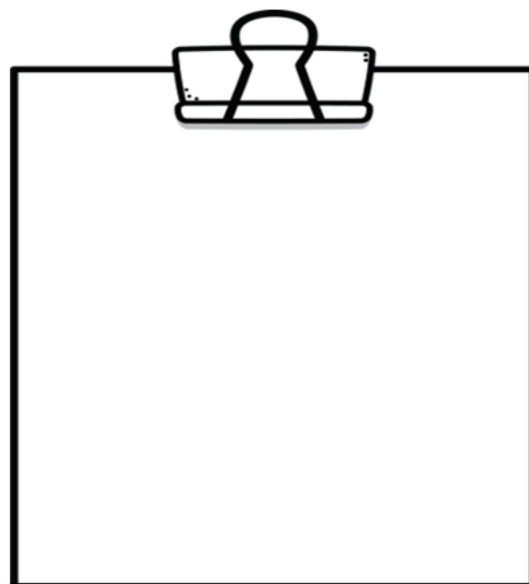
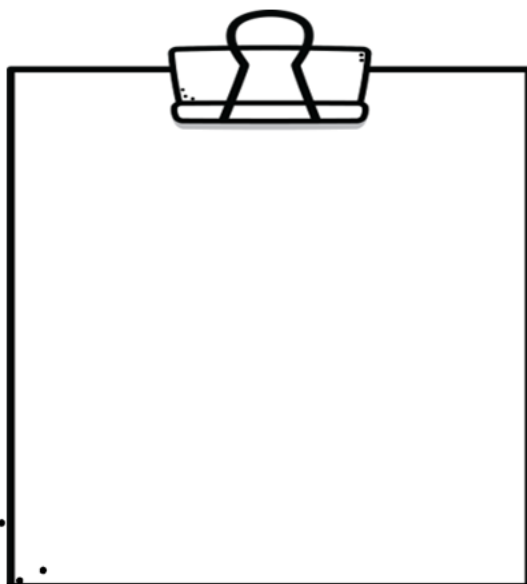
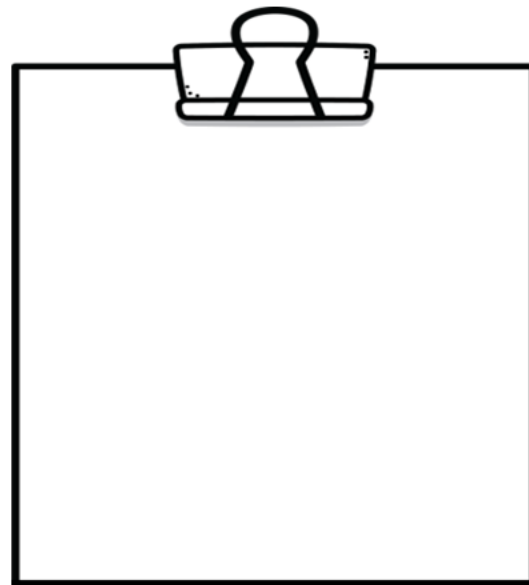
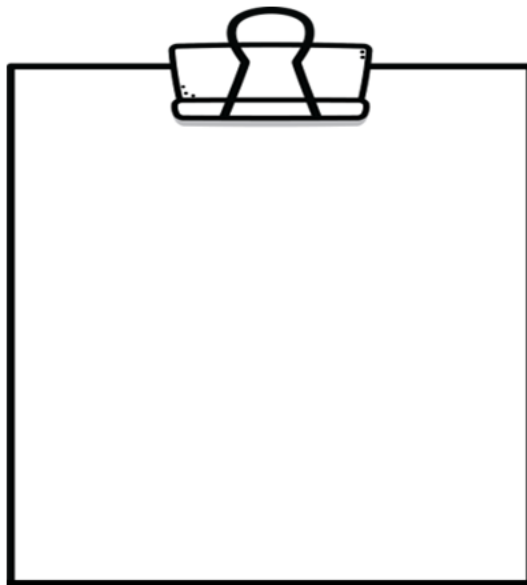
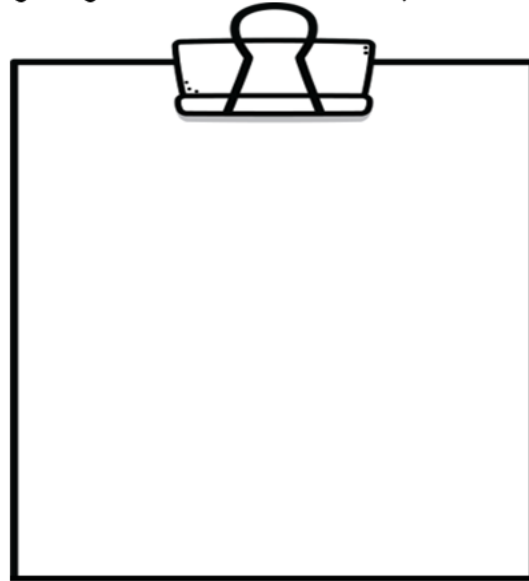
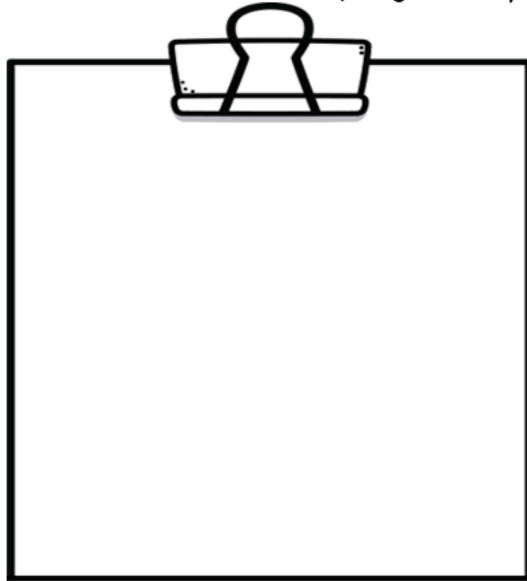
COUNT TO 10

How does it help?: Counting to ten helps give our brain a moment to process what is happening and enables us to control our response.

How to do it: Slowly count to ten, while doing so take slow, deep breaths.

MY COPING SKILLS

Cut and Paste the coping skills you are going to use onto the clip boards.



SOCIAL EMOTIONAL LEARNING

Self-Management

Self-Discipline

Session Objective:

*Students will identify stressors and recognize obstacles that impede our self-discipline.

Materials:

*Pencils.

*Handouts.

Guiding Questions:

*Why is it important to have self-discipline?

*How can understanding stressors help us to be more self-disciplined?

ASCA Standards Alignment:

*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)

*Behavior: Self-Management Skills: Demonstrate self-discipline and self-control (B-SMS 2)

SEL Competencies:

*Self-Management: Self-discipline.

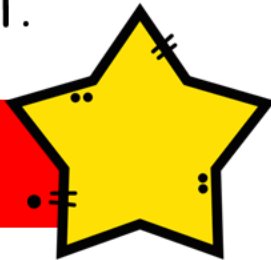
Session Details

*Say "Let's continue to discover more about Darren's superpowers, today we will learn about his ability to have self-discipline. This means he has the ability to control his feelings and pursue what he thinks is right despite temptations to abandon it. Having self-discipline takes practice and does not mean we are always perfect or never make mistakes. Instead, it's continuing on in pursuit of our goals despite our failures or mistakes. Let's start by discussing what Self-discipline is and is not. (Review the accompanying handout). Now let's talk about different stress levels. Since we are all different, situations affect us differently. What bothers you might not cause someone else stress. For example, you may not be bothered by performing in front of an audience but for some people that can cause a lot of stress. Knowing what stresses us out better enables us to cope with the stress or avoid it. (Review Stress levels handout). Use the stress level rating scale to identify your stress levels with different common stressors. (Complete the stress level handouts). Even the most self-disciplined person can sometimes veer off course of their goal completion. Some common challenges that deter goal completion are (review accompanying handout). We will practice identifying these challenges by following one goal to completion, pointing out the potential problems along the way. (Complete stay on course handouts).

SELF-DISCIPLINE

The ability to control one's feelings and to pursue what one thinks is right despite temptations to abandon it.

Self-Discipline is...



Knowing your weaknesses and overcoming them.



Delaying gratification, removing temptation, and focusing on small habits to reach your goals.



Being resilient when things get difficult.



Self-Discipline is not...



Never failing or making mistakes, it's continuing on in spite of them.



Holding yourself to an impossible standard.



Being superhuman and never getting sidetracked, it's about being able to get back on track.

STRESS LEVELS

What level is your stress at?



Does not bother me at all. I do not find this stressful.



I find this to be a healthy amount of stress. It's keeping me on track but without affecting me negatively.



This is a little stressful to me. I am showing some signs of stress, but I can still function.



This is VERY stressful for me. I am showing many signs of stress and having a hard time functioning.

STRESS LEVELS

Since we are all different, situations affect us differently. What bothers you might not cause someone else stress. Knowing what stresses us out better enables us to cope with it or to avoid it.

You have a big test tomorrow.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You have to speak in front of the whole class.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You have a big part in the school play.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

STRESS LEVELS

Since we are all different, situations affect us differently. What bothers you might not cause someone else stress. Knowing what stresses us out better enables us to cope with it or to avoid it.

You are going to a classmate's birthday party.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

Your parent scolds you for not behaving.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

Your sister borrows your shirt without asking.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

STRESS LEVELS

Since we are all different, situations affect us differently. What bothers you might not cause someone else stress. Knowing what stresses us out better enables us to cope with it or to avoid it.

Your teacher says you have to sit out of recess for talking during the lesson.
What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You forget your lunch at home.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You overhear someone say something mean about you.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

STRESS LEVELS

Since we are all different, situations affect us differently. What bothers you might not cause someone else stress. Knowing what stresses us out better enables us to cope with it or to avoid it.

You have three projects due this week.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

Report cards come out this week.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You are late to school.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

STRESS LEVELS

Since we are all different, situations affect us differently. What bothers you might not cause someone else stress. Knowing what stresses us out better enables us to cope with it or to avoid it.

You don't know anyone to sit with at lunch.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You did not do your homework last night.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You are the new kid in school.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

STRESS LEVELS

Since we are all different, situations affect us differently. What bothers you might not cause someone else stress. Knowing what stresses us out better enables us to cope with it or to avoid it.

You overhear your parents arguing.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

Someone is bullying your friend.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You see something scary on T.V.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

STRESS LEVELS

Since we are all different, situations affect us differently. What bothers you might not cause someone else stress. Knowing what stresses us out better enables us to cope with it or to avoid it.

Your friend is upset with you.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You have too many things to do and cannot get all of them done in the time you have.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You promised to do something and did not do it.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

STRESS LEVELS

Since we are all different, situations affect us differently. What bothers you might not cause someone else stress. Knowing what stresses us out better enables us to cope with it or to avoid it.

Someone you love is very sick.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You are trying to understand a new math concept, but you just can't get it.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

You get a bad grade.

What level of stress is this for you? (Circle your answer)



I do not find this stressful.



This is a healthy stressor.



This is a little stressful.



This is VERY stressful.

CHALLENGES THAT DETER GOAL COMPLETION



These are things that can cause you to go off your goal completion course.

DOUBTING YOURSELF

Not believing in yourself, thinking that you cannot do something.

MAKING EXCUSES

Coming up with any reason for not working on your goal.

NOT BEING REALISTIC

Not looking at your goal, or the world, accurately. It's not being practical and setting unrealistic goals.

DISTRACTIONS

Anything that distracts your attention and time from working towards your goal. This can be things like electronics or hobbies. It can also be people who are distracting you.

PROCRASTINATING

Putting something off until later, avoidance of doing a task that needs to be accomplished by a certain deadline.



STAY ON COURSE FOR GOAL COMPLETION

Goal: Improve grade in Math.

You are failing math but hoping that you can get an A by the end of the semester which is next week.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You are scared to fail so you assume the test will be too hard and there's no point in studying for it anyways.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You have a big math test tomorrow and need to keep studying but your favorite T.V. show is on and you don't want to miss it.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

Math is really hard for you; you are starting to feel like you can't do it no matter how hard you try.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

GOAL REACHED!



STAY ON COURSE FOR GOAL COMPLETION

Goal: Make a new friend.

You want to introduce yourself to the new kid in class because she seems really nice but you worry she will not like you.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You want to invite her to your birthday party, but you keep putting it off.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You think about what to talk about with her and decide you don't have anything cool to talk about.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You approach her and start talking but then get nervous because she seems bored with you.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

GOAL REACHED!



STAY ON COURSE FOR GOAL COMPLETION

Goal: Finish a large project.

You need to work on your project, but you decide to work on it tomorrow.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You want to put off working on the project till the night before it is due.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You need to start the project, but you are having a hard time getting started because you keep seeing funny videos on Youtube.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You start to feel like this project is just too much for you to ever complete.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

GOAL REACHED!



STAY ON COURSE FOR GOAL COMPLETION

Goal: Improve basketball skills to make the team.

You plan to practice every day even if you have to not sleep or skip school.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You put off practicing your skills until a week before the team try outs.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You want to join the basketball team but start to worry that your skills are not good enough.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

You are practicing your basketball skills when your friend sees you and invites you over to play video games.

What is trying to throw you off course?

- Self-doubt
- Distractions
- Making Excuses
- Not being realistic
- Procrastinating

GOAL REACHED!

SOCIAL EMOTIONAL LEARNING

Self-Management

Self-Motivation

Session Objective:

*Students will identify things that motivate them.

Materials:

- *Pencils
- *Handouts

Guiding Questions:

- *Why is it important to be know what motivates us?
- *How does motivation impact our lives?

ASCA Standards Alignment:

*Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M I)

*Behavior: Self-Management Skills: Demonstrate perseverance to achieve long and short-term goals. (B-SMS 5)

SEL Competencies:

*Self-Management: Self-Motivation.

Session Details

*Say "The next aspect of self-management is self-motivation. Motivation is the driving force that keeps us pushing to go on, our internal drive to achieve a goal. Keeping yourself motivated is not easy and takes focus and adjustments based on what is working to motivate you at the time. Once you know how to motivate yourself to do something, you are halfway toward reaching that goal. Let's talk about what self-motivation is and is not. (Review the handout). A big part of motivation is having a growth mindset. This means believing that abilities can be developed through dedication and hard work. Let's talk about the difference between looking at something with a growth mindset versus a fixed mindset (review accompanying handout). We will now practice changing a fixed mindset into a growth mindset (complete the growth mindset handouts). Now that we know about having a growth mindset, let's focus on what motivates us. (Complete the find the motivation handout). Keeping in mind our answers from this last handout on what motivates us, let's go through some scenarios that you may come across in your daily life and think of a way to motivate yourself. (complete motivation handouts).

SELF-MOTIVATION

The driving force that keeps us pushing to go on, our internal drive to achieve a goal.

Self-motivation is...



Wanting to achieve something out of the desire to improve our skills or meet certain standards..



Wanting to get something for achieving something, like good grades, praise, or money.



The ability to keep going and pursue goals in the face of setbacks.



Self-motivation is not...



Believing that we cannot change our level of ability.



Without risk, often we have to take an appropriate level of risk to be successful.



Always to gain something tangible, sometimes you can be motivated by challenges or interests.

GROWTH MINDSET



What do
I need to
do to get
better
at this?

I can try a
different strategy

Is this the
best that I
can do?

Mistakes
are how
we learn
and
improve.

GROWTH MINDSET



What do I need to do to get better at this?


I can try a different strategy

Is this the best that I can do?

Mistakes are how we learn and improve.

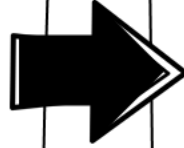


FIXED MINDSET



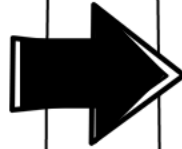
GROWTH MINDSET

I'm not good at this.



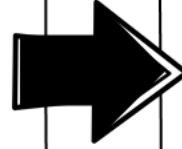
What do I need to do to get better at this?

It's too hard.



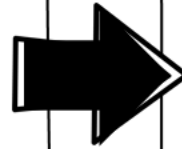
If I practice more, it will get easier.

I can't do it.



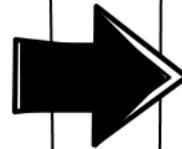
I will keep trying because I am still learning.

Others are better at this than I am.



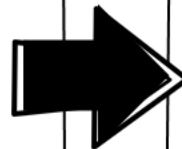
What can I learn from others who are better at this than I am?

I give up.



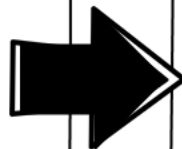
I will try to figure it out in a different way.

I don't want to make a mistake.



Mistakes are how we learn and improve.

It's good enough.



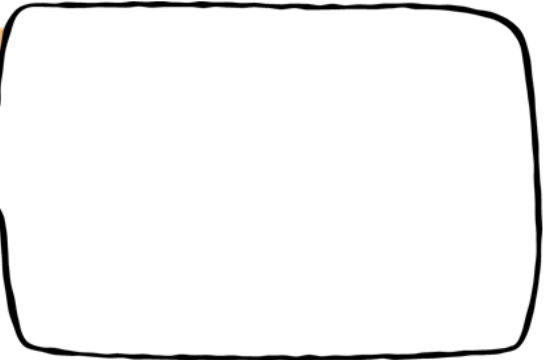
Is this the best that I can do?

GROWTH MINDSET

FIXED MINDSET

GROWTH MINDSET

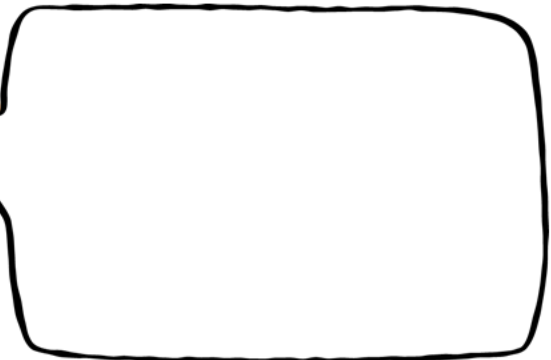
This math homework is too hard, I can't do it.



FIXED MINDSET

GROWTH MINDSET

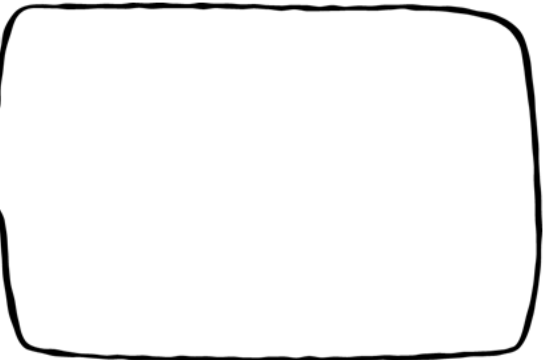
I think this is decent work.



FIXED MINDSET

GROWTH MINDSET

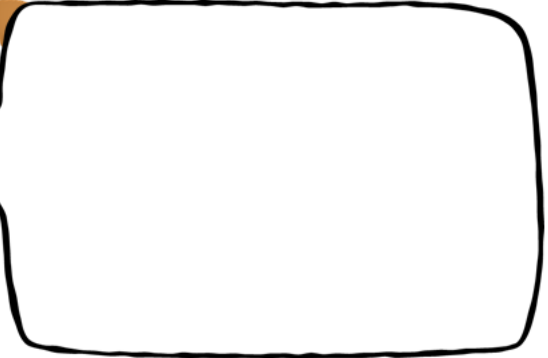
Sports are not something I am good at, I quit.



GROWTH MINDSET

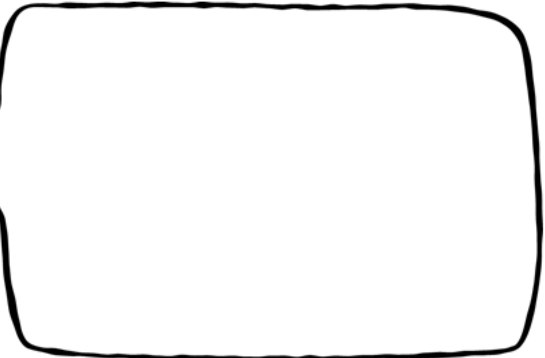
FIXED MINDSET GROWTH MINDSET

Spelling is not something I am ever going to be good at.



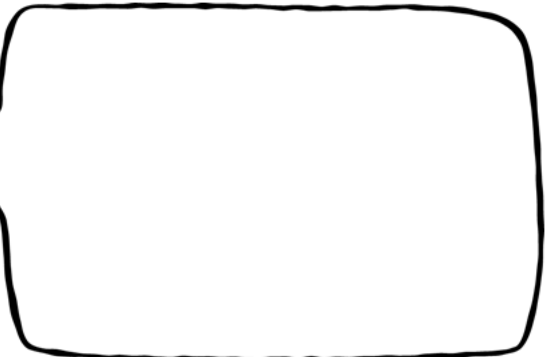
FIXED MINDSET GROWTH MINDSET

I am afraid that I will make a mistake.



FIXED MINDSET GROWTH MINDSET

This project is good enough to just get a passing grade.

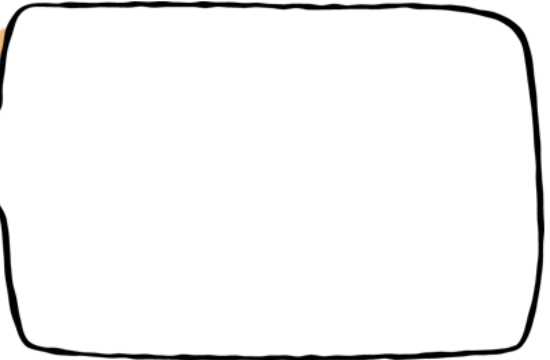


GROWTH MINDSET

FIXED MINDSET

GROWTH MINDSET

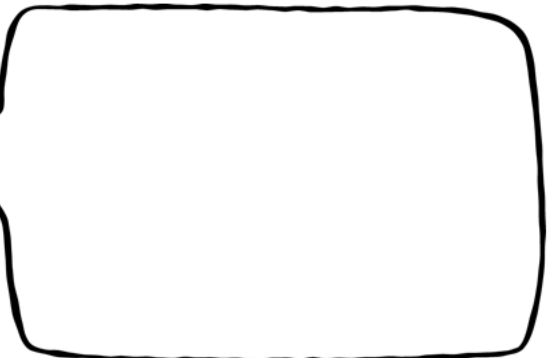
Everyone else is able to make friends but I can't.



FIXED MINDSET

GROWTH MINDSET

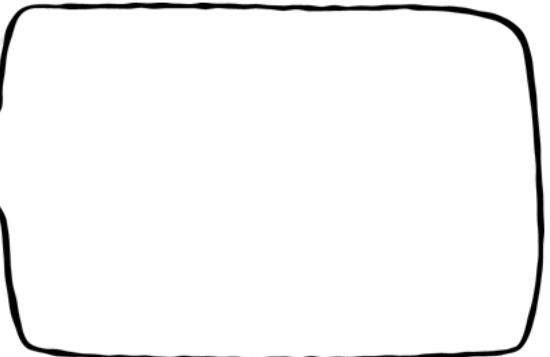
No matter how hard I work, I will never make the honor roll.



FIXED MINDSET

GROWTH MINDSET

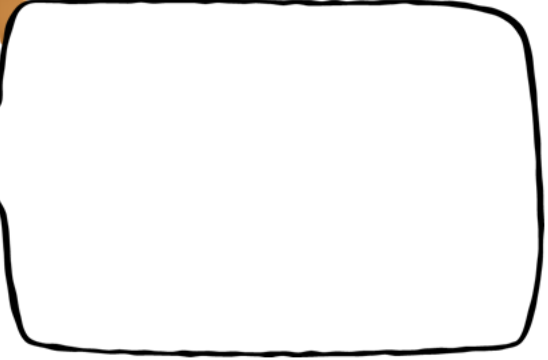
I tried to learn piano, but I just can't seem to get it.



GROWTH MINDSET

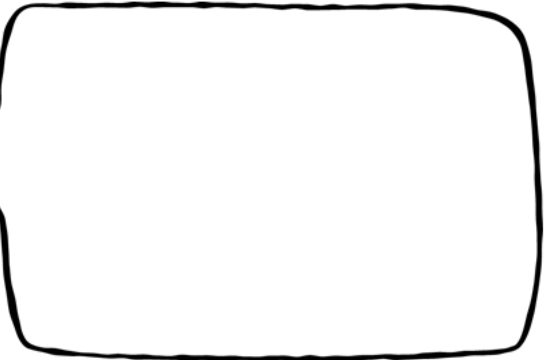
FIXED MINDSET GROWTH MINDSET

Reading is so frustrating, I give up!



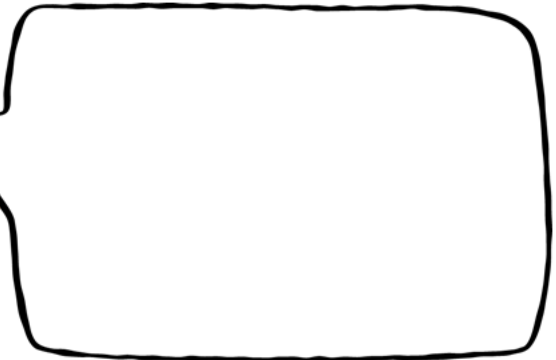
FIXED MINDSET GROWTH MINDSET

I am scared that even if I study, I will fail.



FIXED MINDSET GROWTH MINDSET

I will always have bad grades because the work is too hard for me.



FIND THE MOTIVATION

What motivates you? Check the boxes that apply.

- I like to be challenged.
- I like to be creative.
- I like to learn.
- I like to get good grades.
- I like to get rewarded with stuff.
- I like to be part of a team.
- I like recognition.
- I like praise.
- I like things that are fun.
- I like to help others.
- I like to impress others.
- I like to get awards.
- I like to win.
- I like to do the right thing.
- I like to make an impact.
- I like to avoid negative consequences.
- I like to do things that are interesting to me.

FIND THE MOTIVATION

Think of a way to motivate yourself in each scenario.

You need to study for a big test you have tomorrow.

What can you use to motivate yourself to complete this?

You have to clean your room before dinner time.

What can you use to motivate yourself to complete this?

FIND THE MOTIVATION

Think of a way to motivate yourself in each scenario.

Your part of the group project is due soon.

What can you use to motivate yourself to complete this?

You have a baseball game next week and need to practice your swing.

What can you use to motivate yourself to complete this?

FIND THE MOTIVATION

Think of a way to motivate yourself in each scenario.

You promised you would help a friend with their project.

What can you use to motivate yourself to complete this?

You need to practice for a presentation in front of the class.

What can you use to motivate yourself to complete this?

FIND THE MOTIVATION

Think of a way to motivate yourself in each scenario.

You have to run a mile during P.E. next month.

What can you use to motivate yourself to complete this?

You have a spelling test tomorrow and spelling is hard for you.

What can you use to motivate yourself to complete this?

SOCIAL EMOTIONAL LEARNING

Self-Management

Goal Setting

Session Objective:

*Students will identify long and short-term goals.

Materials:

- *Pencils
- *Handouts

Guiding Questions:

- *Why is it important to set goals and create plans to achieve them?
- *Why is it important to set a SMART goal?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Learning Strategies: Identify long and short-term academic, career and social/emotional goals. (B-LS 7)

SEL Competencies:

- *Self-Management: Goal Setting.

Session Details

*Say "The next aspect of self-management is goal setting. This means developing a plan designed to motivate a person toward a goal. Goal setting helps us to achieve things we want and creating a plan for that is a crucial part of it. Otherwise, it is just a wish or a dream. John Dewey once said, "A dream written down with a date becomes a goal, a goal broken down into steps becomes a plan, a plan backed by action makes your dreams come true." Let's discuss what Goal setting is and is not (Review the Goal setting is/is not handout). Let's set some goals, first thing we need to do is to identify things we would like to achieve in different areas of our life. Then we need to think about what we need to complete the goal. Such as materials, motivators, and/or support from others. We also need to consider the potential obstacles and possible solutions to those obstacles. Then, we need to break our goal down into smaller actionable steps. (Complete goal setting superheroes handouts). A critical part of goal setting is making sure your goals are SMART goals. This means that they are specific, measurable, attainable, relevant, and time based. SMART goals are much more likely to be achieved because they provide focus and clarity to what you are trying to achieve and how you will achieve it. (Complete SMART goals handouts)

GOAL SETTING

The development of a plan designed to motivate a person toward a goal.

Goal setting is...



Thinking about what you want to achieve and how you will do it.



Setting a realistic deadline and smaller attainable goals to reach the larger goal.



Specific, measurable, and needs to be relevant to you.



Goal setting is not...



Making wishes or unrealistic goals.



Thinking about the goal without considering a plan to achieve it.



Meaningless, it has to have significance to you and there has to be a motivation to achieve it.



GOAL SETTING SUPERHEROES

One thing I would like to improve in school is:

One thing I would like to improve at home is:

One hobby or sport I would like to improve at is:

One skill I would like to develop is:

Pick one goal to focus on:



GOAL SETTING SUPERHEROES

My goal:

What do I need to complete my goal?

Who can help me reach my goal?

What will motivate me to reach my goal?

Possible Obstacles:

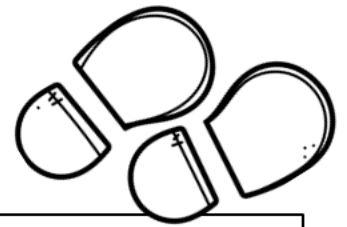
Possible solutions:



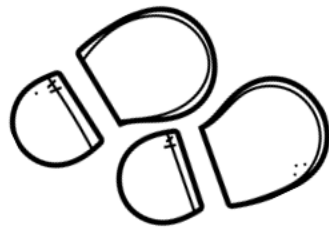
GOAL SETTING SUPERHEROES

My goal:

What small steps can I make that move me closer to my goal?



Step 3:



Step 2:



Step 1:

**A DREAM WRITTEN DOWN
WITH A DATE BECOMES A
GOAL.**

**A GOAL BROKEN DOWN
INTO STEPS BECOMES A
PLAN.**

**A PLAN BACKED BY
ACTION**

MAKES YOUR DREAMS COME TRUE.

-John Dewey



SMART GOALS

Goal Setting Process



SPECIFIC

What do you want to accomplish and how will you do it?



MEASUREABLE

How will you know when you have achieved your goal?



ATTAINABLE

Is this a goal that can be realistically achieved?



RELEVANT

Is this a goal that is important to me right now?



TIME-BASED

What is the time frame you will set to achieve this goal?

SMART GOALS

GOAL: I want to get better grades.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

GOAL: I want to improve my math grade to a B by next report card.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

SMART GOALS

GOAL: I want to be on the track team.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

GOAL: I want to improve my mile running speed by one minute.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

SMART GOALS

GOAL: I want to be more popular.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

GOAL: I want to make a new friend by the time my birthday party comes.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

SMART GOALS

GOAL: I want to play a new instrument that I have never played before in the school talent show, which is next week.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

GOAL: I want to learn how to play the piano to perform it in the school talent show next semester.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

SMART GOALS

GOAL: I want to improve my reading skills.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

GOAL: I want to increase my comprehension level one point on the next test.

IS IT A SMART GOAL? EXPLAIN YOUR ANSWER.

 **S**PECIFIC

 **M**EASUREABLE

 **A**TTAINABLE

 **R**ELEVANT

 **T**IME-BASED

SMART GOALS

Goal planning worksheet.



SPECIFIC

What do you want to accomplish and how will you do it?



MEASUREABLE

How will you know when you have achieved your goal?



ATTAINABLE

Is this a goal that can be realistically achieved?



RELEVANT

Is this a goal that is important to me right now?



TIME-BASED

What is the time frame you will set to achieve this goal?

SOCIAL EMOTIONAL LEARNING

Self-Management

Organizational Skills

Session Objective:

*Students will identify organization skills and know how to utilize them.

Materials:

- *Pencils
- *Scissors, glue or tape.
- *Handouts.

Guiding Questions:

- *Why is it important to be organized?
- *How do organizational skills help you to be more successful?

ASCA Standards Alignment:

- *Mindset: Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. (M 1)
- *Behavior: Learning Strategies: Use time management, organizational, and study skills. (B-LS 3)

SEL Competencies:

- *Self-Management: Organizational skills.

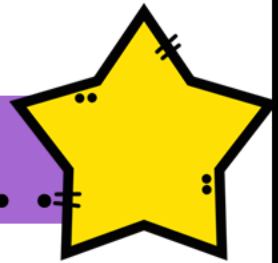
Session Details

*Say "The last aspect of self-management is having organizational skills. This is an ability that helps you stay focused on different tasks and use your time effectively to achieve a desired goal. It's about maintaining a clean and tidy work area, and a system for how you can remember things like using an agenda or calendar. Let's discuss what organizational skills are and are not (Review the Organizational skills are/are not handout). Let's talk about the tools needed to be superhero students. Things like your agenda, backpack, supplies, glasses, homework, books, lunch, and important forms. Do some self-reflection and think about if some of those items are often forgotten, lost, or left home and how we can remember to bring those needed items to school. (Complete superhero tools handouts). Now let's talk about the web of organization, here are a few tips to being more organized in your life (review accompanying handout). We will practice using organization skills by sorting where different common student items belong. (Place the web in the middle of the table, and cut out the items, have students sort the items to the proper location on the web). Complete the Web of Organization handouts.

ORGANIZATIONAL SKILLS

The abilities that help you stay focused on different tasks and use your time effectively to achieve a desired goal.

Organizational skills are...



Keeping a clean and tidy work area at school and home.



Maintaining your agenda with to-do lists and deadlines.



Prioritizing tasks you need to do based on the time you have and level of importance of the task.



Organizational skills are not...



Throwing everything in the trash.



Hiding the mess by stuffing everything in your desk, backpack, or closet.



Something you do once and never again. It's an ongoing habit you have to maintain.

SUPERHERO TOOLS

A superhero has to make sure they have what they need to be successful.



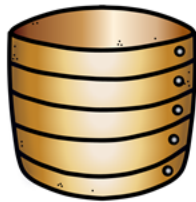
Agenda



Homework



Backpack



Lunch or
Lunch money



Pencils and
supply box



Books



Sweater, glasses
or other
important items.



Important forms
to take home or
return to school.

SUPERHERO TOOLS

Why is this important to have as a tool in school?

Is this something that I often forget or lose?

What will I do to remember it?



Agenda



Homework



Backpack



Lunch or Lunch money

SUPERHERO TOOLS

Why is this important to have as a tool in school?

Is this something that I often forget or lose?

What will I do to remember it?



Pencils and supply box



Books



Important forms to take home or return to school.



Sweater, glasses or other important items.

WEB OF ORGANIZATION

Ways to Increase Organization Habits

WRITE IT DOWN

Writing things down and keeping them in a place where you know to check (agenda, to-do lists) helps to remember things.

SET SCHEDULES & DEADLINES

Create schedules for how you are going to get things done in the week. Prioritize your tasks.



GIVE EVERYTHING A HOME

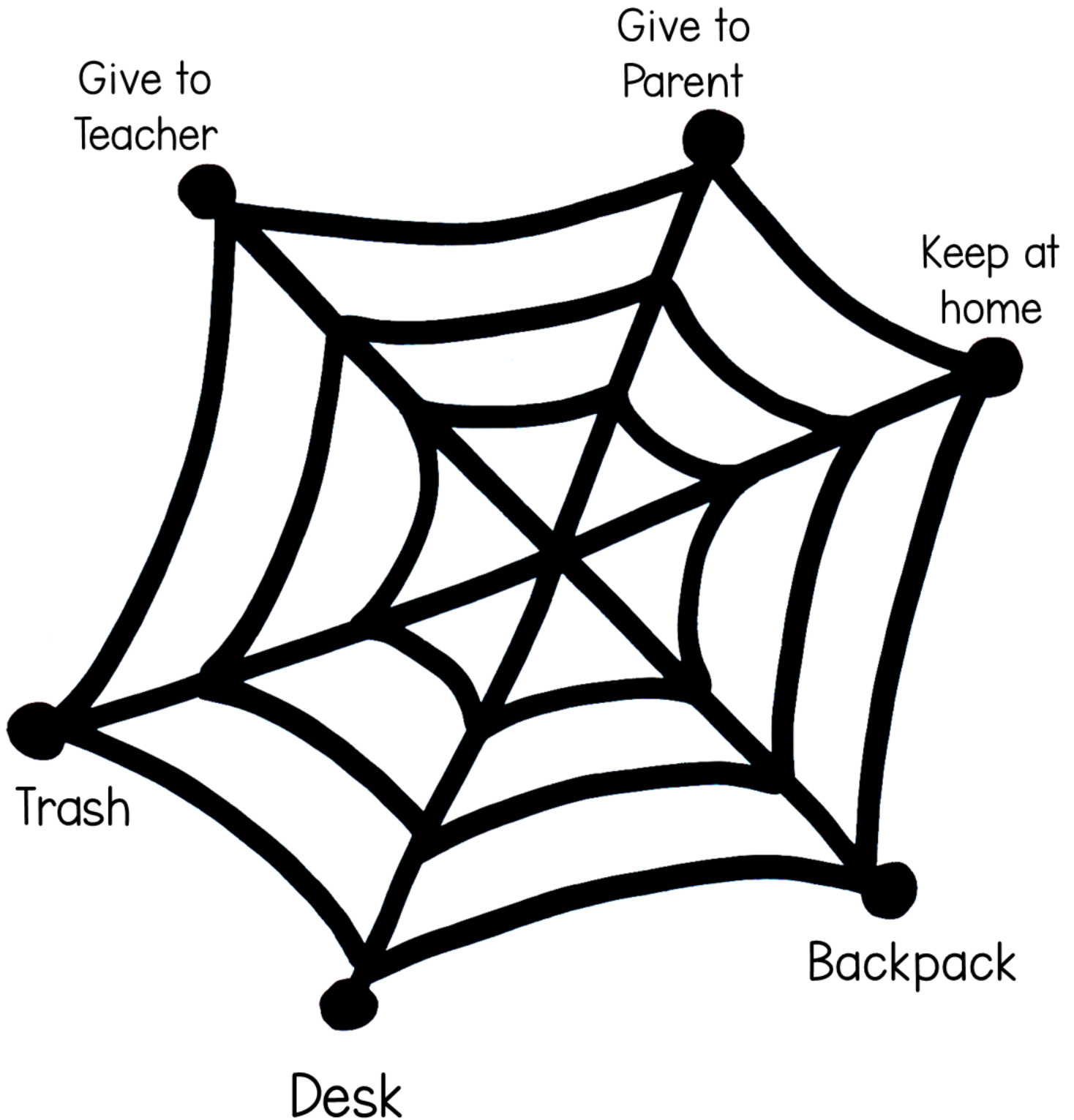
Create a clean workspace. Have a spot to keep everything, use labels if you can. Knowing where you keep things makes it easier to find it later.

DECLUTTER

Make time in your week to organize your stuff and areas. Get rid of the stuff you do not need.
















WEB OF ORGANIZATION SORT

Where do these items belong?







WEB OF ORGANIZATION

Cut out and sort in their proper location on the web in the previous page.

 Ripped up old paper	 Old field trip form	 Homework from two months ago
 Paper that your parent needs to sign	 Stuffed Animals	 Glitter Pen
 Planner	 Field trip form	 Report Card
 Games	 Broken Pencil	 Tonight's Homework
 Note to parent from teacher	 Crumpled up blank papers	 Homework Folder

WEB OF ORGANIZATION

Cut out and sort in their proper location on the web in the previous page.

 Completed Homework	 Textbook you need for homework tonight	 Textbook you don't need for homework tonight
 Handheld video game	 Candy	 Scraps from an art project
 Directions for a project you have due.	 Lunch Money	 Journal/ Diary
 Classwork	 Soccer Ball	 Note to teacher from parent
 Supply/ Pencil box	 Old party invitation	 Your art project from last month

GOOGLE CLASSROOM

Your resource comes with a digital version for use in Google Slides via Google Classroom. Follow these steps to upload your resource.

1 Click here  [SEL Self-Management](#)

2 You will be prompted to make a copy of the resource. Click on the blue box that says “Make a copy” and the resource will go directly into your Google drive.

Google Drive

Copy document

Would you like to make a copy of Career Interest Inventory?

Make a copy



3 Go to your Google Drive and locate the copy of the file. You can rename the file at this point or add/delete slides.

4 Next, go to your Google Classroom and add an assignment. Select the Google Drive Symbol and select the resource you want to assign.

5 From here, you should see a grey box that says “Students can view file.” Click the grey box. A dropdown menu should appear. Select, “Make a copy for each student.”

YOU HAVE TO MAKE A COPY FOR EACH STUDENT!

Otherwise they will all be editing the same file.

Click “Assign” in the top right corner if you’re ready to post!

This product is meant to be used in “edit” mode (not “presentation” mode). Edit mode is the only mode that allows drag & drop and writing in text boxes.

Helpful links for using Google Classroom:

[Teacher Tips for using Google Classroom \(TPT blog\)](#)

[Getting Started with Google Classroom \(youtube video\)](#)

ABOUT THE AUTHOR



Hi, I'm Ashley
SCHOOL COUNSELOR
Blogger & Creator

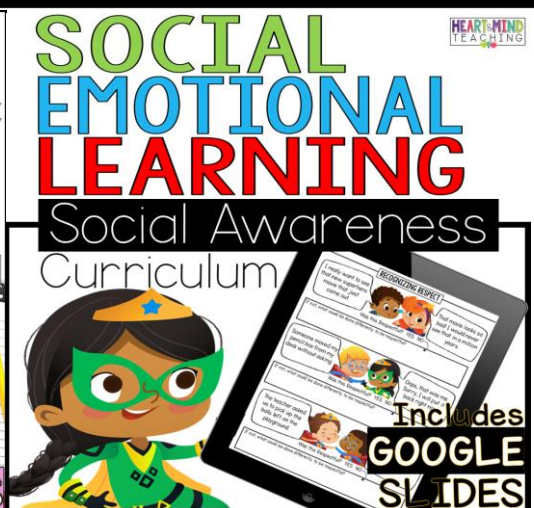
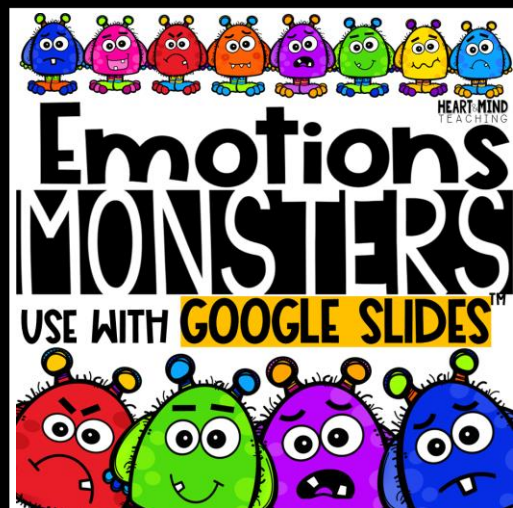
I have a B.A. in Psychology and an M.A. in School Counseling. I have a passion for creating fun and engaging resources for Counseling and Social Emotional Learning. I am a wife, and mother to two young boys. Thank you for supporting my little shop.

Click the icons to connect with me



Access my Freebie Library

RECOMMENDED RESOURCES



TERMS OF USE

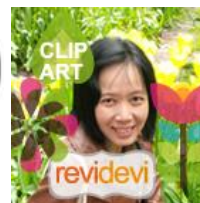
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Please feel free to contact me if you have any questions or feedback about this resource at:

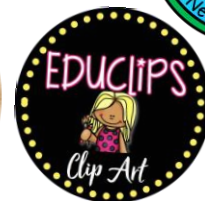
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