

# SEL

exploration





In this document, you will find the  
full scope and sequence of the  
**SEL EXPLORATION CURRICULUM.**

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## SCOPE AND SEQUENCE

# UNIT 1: Exploring Emotions

### Skill 1

#### My Inside Weather

#### Lesson Goal

Students will explore and identify their own feelings after reading the text, Inside Weather.

#### Students Will

- Explore how they feel
- Identify different feelings and emotions
- Compare the weather to their emotions

### Skill 2

#### Comfortable and Uncomfortable Emotions

Students will identify that some feelings are comfortable (positive) feelings and some feelings are uncomfortable (negative) feelings.

- Identify comfortable and uncomfortable feelings
- Differentiate between comfortable and uncomfortable feelings

### Skill 3

#### Exploring My Feelings

Students will identify how emotions makes us feel on the inside and look on the outside.

- Explore how emotions affect them on the inside
- Explore how emotions reflect on the outside

### Skill 4

#### Observing Emotions of Others

Students will identify strategies to help them determine how others feel by observing their body language and facial expressions.

- Observe body language and facial expressions
- Identify how emotions affect others' expressions and body language

### Skill 5

#### Exploring Our Brains

Students will identify ways to help calm their brain when it is feeling uncomfortable emotions.

- Define each part of the brain
- Explain how the brain works together to make emotions
- Brainstorm strategies on how to calm down their brain

## SCOPE AND SEQUENCE

# UNIT 2: Practicing Self-Control

### Skill 6

#### What I Can and Cannot Control

#### Lesson Goal

Students will identify the things they can and cannot control.

#### Students Will

- Identify things they can control
- Identify things they cannot control
- Determine if a situation is something they can or cannot control

### Skill 7

#### What Self-Control Looks Like, Sounds Like, and Feels Like

Students will identify what self-control looks like, sounds like, and feels like.

- Define self-control
- Explain what self-control looks like
- Explain what self-control feels like
- Explain what self-control sounds like
- Determine if someone is exercising self-control or not

### Skill 8

#### Practicing Self-Control

Students will identify the different ways they can practice self-control.

- Identify ways they can practice self-control
- Brainstorm strategies to help themselves calm down and practice self-control

### Skill 9

#### My Self-Esteem

Students will determine the different ways they can improve their self-esteem.

- Define self-esteem
- Determine ways they can boost their self-esteem
- Practice gratitude as a way of feeling better



## SCOPE AND SEQUENCE

# UNIT 3: Problem Solving

### Skill 10

#### Big and Small Problems

#### Lesson Goal

Students will identify what big and small problems look like, sound like, and feel like.

#### Students Will

- Define what a problem is
- Identify small problems
- Identify big problems

### Skill 11

#### Conflict Resolution

Students will identify different strategies that can help them solve conflicts when other people are involved.

- Define what a conflict is
- Define conflict resolution
- Brainstorm strategies on how to resolve conflict with others

### Skill 12

#### Learning I-Messages

Students will develop communication strategies to help them express how they are feeling.

- Explain what an I-Message is
- Use I-Message to express what they are feeling

### Skill 13

#### Learning to Apologize

Students will identify when, how, and why to sincerely apologize.

- Identify a sincere apology
- Determine when, how, and why to sincerely apologize
- Compare sincere and fake apologies
- Practice how to say sincere apologies

## SCOPE AND SEQUENCE

# UNIT 4: Being Respectful

### Skill 14

#### All About Respect

#### Lesson Goal

Students will identify the different ways they can show respect to others.

#### Students Will

- Define respect
- Identify what respect looks, sounds, and feels like

### Skill 15

#### Golden Rule

Students will practice the Golden Rule in what they say and what they do.

- Define the Golden Rule
- Discuss the importance of the Golden Rule
- Determine how the Golden Rule can be practiced in situations

### Skill 16

#### Despite Our Differences

Students will identify ways they can show respect to those who are different to them.

- Apply the Golden Rule
- Identify different ways to show respect to someone different from them

### Skill 17

#### Respectfully Disagreeing

Students will identify ways they can disagree with people in a respectful manner.

- Define what a disagreement is
- Identify respectful ways to disagree with people
- Practice respectful disagreements

## SCOPE AND SEQUENCE

# UNIT 5: Showing Responsibility

### Skill 18

#### All About Responsibility

#### Lesson Goal

Students will identify what responsibility looks like, feels like, and sounds like.

#### Students Will

- Define responsibility
- Identify what responsibility looks like, sounds like, and feels like
- Differentiate being responsible and being irresponsible

### Skill 19

#### Being Responsible

Students will identify the different ways they can be responsible.

- Identify ways to be responsible with themselves
- Identify ways to be responsible at home
- Identify ways to be responsible at school
- Identify ways to be responsible in the community

### Skill 20

#### Being Responsible VS Tattling

Students will identify the difference between being responsible and tattling.

- Define tattling
- Determine the difference between being responsible and tattling

### Skill 21

#### Goal Setting

Students will reflect, plan, and set goals.

- Define what a goal is
- Identify the importance of goal setting
- Set a class goal
- Set an individual goal

## SCOPE AND SEQUENCE

# UNIT 6: Kindness

### Skill 22

#### All About Kindness

#### Lesson Goal

Students will identify what kindness looks like, feels like, and sounds like.

#### Students Will

- Define kindness
- Identify what kindness looks like, sounds like, and feels like
- Differentiate between being kind and being unkind

### Skill 23

#### How is Kindness Spread?

Students will identify the ways in which kindness is spread.

- Define what kindness ripple effect means
- Identify small acts of kindness
- Identify big acts of kindness

### Skill 24

#### How Can I Show Kindness?

Students will identify the different ways they can show kindness.

- Identify the different ways they can show kindness

### Skill 25

#### Personal Boundaries

Students will identify personal boundaries and how to set them.

- Define what personal boundaries mean
- Identify personal boundaries
- Discuss why boundaries are important



## SCOPE AND SEQUENCE

# UNIT 7: Relationships

### Skill 26

#### All About Sharing

#### Lesson Goal

Students will identify what sharing looks like, sounds like, and feels like.

#### Students Will

- Define what sharing means
- Identify what sharing looks, sounds, and feels like
- Identify different ways to share with others

### Skill 27

#### Being a Good Listener

Students will identify what good listening looks like, sounds like, and feels like.

- Define what good listening means
- Identify what good listening looks, sounds, and feels like
- Determine if the scenario shows a good listener or not

### Skill 28

#### Being A Good Friend

Students will identify what a good friend looks like, sounds like, and feels like.

- Identify what makes a good friend
- Determine if the scenario shows a good friend or not
- Brainstorm how to be a good friend

### Skill 29

#### How Can I Make A New Friend

Students will identify ways to make a new friend.

- Define what friendship means
- Brainstorm how to make new friends

## SCOPE AND SEQUENCE

# UNIT 8: Relationships

### Skill 30

#### What is Gratitude?

#### Lesson Goal

Students will identify what gratitude looks like, sounds like, and feels like.

#### Students Will

- Define what gratitude means
- Identify what gratitude looks, sounds, and feels like
- Differentiate between being grateful and being ungrateful

### Skill 31

#### What Am I Grateful For?

Students will identify what they are grateful for.

- Identify what they are grateful for
- Discuss the importance of being grateful

### Skill 32

#### How Can I Show Gratitude

Students will identify ways they can show gratitude

- Brainstorm ways they can show gratitude to others
- Brainstorm words of gratitude
- Brainstorm actions of gratitude

### Skill 33

#### The Big Question

Students will identify ways to practice gratitude every day.

- Discuss how to practice gratitude in certain situations
- Determine how gratitude helps them when they feel upset