

*Diocese of Baton Rouge*  
*Catholic Schools*



**Social Emotional Wellness Program**  
**for Catholic Schools**

**Created by**  
**DBR School Counselors Association**

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## **SOCIAL EMOTIONAL WELLNESS PROGRAM**

*In alignment with the vision statement of the Catholic Schools of the Diocese of Baton Rouge to evangelize hearts, educate minds, encourage talent and embrace the future, the Social Emotional Wellness (SEW) Program will be standards for all schools to implement to improve students' self-esteem, interpersonal skills and assist them in recognizing and managing emotions. In each grade level, a developmentally appropriate topic will be covered with all students. By learning these skills, the students will have the tools needed to create healthy interpersonal relationships and a higher level of self-awareness. Resource lists will be updated regularly by the DBR School Counselors Association.*

### **Pre-K: Manners**

Preschool students will learn the importance of manners. Students will understand that manners are polite behaviors that reflect an attitude of consideration, kindness, and respect for others. Preschool students should be able to demonstrate social maturity and behaviors appropriate to the situation and environment. By the end of this lesson, preschool students should be able to demonstrate self-discipline and self-control.

#### **Resources:**

<https://www.preschool-plan-it.com/manners.html>

Manners of the Heart  
763 North Blvd.  
Baton Rouge, LA 70802  
225-383-3235

<http://www.mannersoftheheart.org/>

### **Kindergarten: Good vs. Poor Choices**

Kindergarten students will learn the difference between good and poor choices. Students will understand that by making choices, they have the power to decide or select between options. Students will learn to demonstrate critical-thinking skills to make informed decisions. By the end of this lesson, students will understand the potential impacts of some of their daily choices.

#### **Resources:**

<http://study.com/academy/lesson/making-good-choices-lesson-plan.html>

<http://www.chiesman.org/pdfs/rcccp1/GoodChoiceBadChoice.pdf>

## **1<sup>st</sup> Grade: Listening Skills**

First grade students will learn the importance of good listening skills. Listening is the conscious process of receiving, constructing meaning from, and responding to verbal and/or nonverbal messages. Students will learn that listening is an active process. Through this lesson, students will learn how to use effective oral and written communication skills and listening skills. Students will learn how to be effective listeners in various situations.

### **Resources:**

<https://www.encourageplay.com/blog/listening-games-for-kids>

## **2<sup>nd</sup> Grade: Friendships**

Second grade students will learn the value of friendship. Students will learn that friendships are relationships that are built on respect, trust, and kindness. Students will gain knowledge on the importance of creating positive and supportive relationships with other students. Students will learn the Golden Rule – to treat others the way they want to be treated.

### **Resources:**

<https://www.teachervision.com/top-10-friendship-printables>

<https://www.healthline.com/health/parenting/friendship-activities#3>

## **3<sup>rd</sup> Grade: Social Skills**

Creating positive and supportive relationships with other students is imperative to their social/emotional wellbeing. The goal is for students to have a comprehensive understanding of how to interact and communicate with others appropriately; verbally and nonverbally. With an increased knowledge of verbal and nonverbal cues, students will understand how to communicate more effectively thereby increasing more positive interactions among students.

### **Resources:**

Bibliotherapy: Julia Cook-*Personal Space Camp*

Groups: ABC Access to Better Communication has social/cognitive communication groups designed to help individuals learn certain social pragmatic skills, understand and manage emotions, as well as attend to social cues and body language.

<http://www.parents.com/kids/development/social/improving-kids-social-skills/>

TeachersPayTeachers Website:

<https://www.teacherspayteachers.com/Product/Problem-Solving-Activity-for-your-Social-Skills-Group-2121512>

Social skills tool box-allow students to problem solve different solutions to daily struggles that they may be facing and to strengthen their problem solving skills.

Missouri Guidance Lessons:

<https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/elementary-school-unit-and-lesson-plans>

## **4<sup>th</sup> Grade: Impulse Control**

According to ASCA, students should have the ability to demonstrate self-discipline and self-control in order to better manage one's emotions. The goal is for students to reduce the frequency of impulsive acts committed, therefore increasing the students' awareness and adaption of positive skills to replace such impulsive behavior. By learning about impulse control, students will have to skills communicate more effectively with one another and be more productive in the classroom environment.

### **Resources:**

Bibliotherapy: Julia Cook-Soda Pop Head/My Mouth is a Volcano

[https://www.youtube.com/watch?v=QX\\_oy9614HQ](https://www.youtube.com/watch?v=QX_oy9614HQ) (Marshmallow impulsive control test)

Bubble activity:

Bubble machine: First, let the students go crazy with the bubbles; allowing them to pop the bubbles and move around freely. Then, tell the students they can only pop the bubbles that come in their personal space. Afterwards, tell the students they cannot move or pop any bubbles. (~ 2 minutes each time)

Video for students:

[https://www.youtube.com/results?search\\_query=bird+video+think+before+you+act](https://www.youtube.com/results?search_query=bird+video+think+before+you+act)  
(Thinking before acting)

TeachersPayTeachers Website--free impulse control games/activities for groups, individuals, and guidance lessons

<https://www.teacherspayteachers.com/Product/Under-Control-Activity-Stop-and-Think-impulse-control-game-1780774>

Missouri Guidance Lessons: <https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/elementary-school-unit-and-lesson-plans>

## **5<sup>th</sup> Grade Respect (Others and Self)**

According to ASCA, students should be able to demonstrate empathy for others as well as having a positive outlook on self. Students to demonstrate respect and empathy for others, thereby increasing their awareness of how their words and actions impact those around them. By gaining further understanding of showing empathy for others, students will learn to first seek to understand where their peers are coming from rather than jumping to conclusions about a person's actions or intention.

### **Resources:**

Guest speaker: Krista Scurria-- helps students understand how their words/actions gravely affect others, as well as, changing negative ways of thinking.

Wrinkled heart activity <https://www.encourageplay.com/blog/chrysanthemum-wrinkled-heart-activity>

Marco Products <http://marcoproducts.com/>

Video to share with students: <https://www.youtube.com/watch?v=nwAYpLVyeFU>  
(How one good act of kindness leads to others)

TeachersPayTeachers Website--Free Respect/Empathy games/activities for groups, individuals, and guidance lessons  
<https://www.teacherspayteachers.com/Product/Empathy-Stand-in-My-Shoes-1521236>

Missouri Guidance Lessons <https://dese.mo.gov/college-career-readiness/school-counseling/curriculum/elementary-school-unit-and-lesson-plans>

Great Kindness Challenge—a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. Depending on the school, students perform as many kind acts as possible. (Checklist is given to each student). For more info: <https://thegreatkindnesschallenge.com/>

## **6<sup>th</sup> Grade: Stress management:**

Teach students how to assess their stress level effectively and empower students to use various tools to manage stress. Students learn to recognize personal stress levels and understand how stress impacts academic achievement and social/emotional growth. Students learn to incorporate techniques and strategies that promote positive opportunities. Students will demonstrate the ability to overcome barriers to learning, use effective coping skills when faced with a problem, gain the ability to balance school and home life in addition to social and extracurricular activities. Students will also learn to manage transitions and know how to adapt to changing situations and responsibilities. Students will also be able to recognize the difference between low stress, moderate stress, or crisis and how to apply coping techniques.

### **Resources:**

“Mind-Up” Program:

<https://mindup.org/mindup-mindful-classroom-framework-schools/>

“The Hope of Cope” Lesson

<https://dese.mo.gov/sites/default/files/Instructional%20Activity%20PS3-Gr6-8-Unit3-Lesson1.pdf>

“Lean Mean Coping Machine” Lesson:

<https://dese.mo.gov/sites/default/files/Instructional%20Activity%20PS3-Gr6-8-Unit3-Lesson2.pdf>

“Brainology” Program

<https://www.mindsetworks.com/programs/brainology-for-schools>

“Growth Mindset” Biographies

<https://www.pinterest.com/pin/253538654005912322/>

“Mindfulness” Game

<https://www.teacherspayteachers.com/Product/Mindfulness-BINGO-Game-and-Task-Cards-for-School-Counseling-2566855>

## **7<sup>th</sup> Grade Communication Skills:**

Use of effective oral and written communication skills and listening skills with peers and adults is imperative in promoting social, emotional, and academic wellness by incorporating positive relationships in the school environment. By learning these self-advocacy skills and using effective collaboration and cooperation skills, students will be able to have the ability to listen

to peers and adults but also assert self in a productive manner when necessary. Demonstrating social maturity and behaviors appropriate to the situation and environment are imperative to positive peer relations. Students will also learn to use leadership and teamwork skills to work effectively in diverse situations.

**Resources:**

“Relationship Skills and Respect for Self and Others” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%203\\_PS2-Gr6-8-Unit1-Lesson2.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%203_PS2-Gr6-8-Unit1-Lesson2.pdf)

“Conflict Resolution – I am part of the solution” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%203\\_PS2-Gr6-8-Unit3-Lesson2.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%203_PS2-Gr6-8-Unit3-Lesson2.pdf)

“Relationships Quality Control” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%204\\_PS2-Gr6-8-Unit1-Lesson3.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%204_PS2-Gr6-8-Unit1-Lesson3.pdf)

“Ingredients of a Relationship” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%202\\_PS2-Gr6-8-Unit1-Lesson1.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%202_PS2-Gr6-8-Unit1-Lesson1.pdf)

“Listening Skills and Following Directions” Games <http://lucysanctuary.com/16-games-to-encourage-attention-and-listening-skills>

“Teams” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%202\\_PS1-Gr6-Unit1-Lesson1.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%202_PS1-Gr6-Unit1-Lesson1.pdf)

“Cup Stack Challenge” Game

<https://middleschoolscience.com/2015/06/25/cup-stacking-collaboration-challenge/>

“Team Building” Games and Activities

<https://i.pinimg.com/originals/bb/f9/4f/bbf94f6a15106fb9760dfab56df1ec4d.jpg>

**8<sup>th</sup> Grade: Peer pressure**

Students will learn to resist temptations from peers that may lead to harm of self or others. Showing acceptable behavior that improves social interactions is imperative to maintaining healthy, mutually beneficial relationships within peer groups. Students will learn to continue to focus on a personal, emotional, and academic success despite obstacles and avoidance of distractions or temptations. Students will learn how to demonstrate self-discipline, self-control, and delayed gratification to promote future wellness.

**Resources:**

“Project Alert” Program

<https://www.projectalert.com>

“Decisions; Give In or Not to Give In” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%203\\_PS3-Gr6-8-Unit1-Lesson2.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%203_PS3-Gr6-8-Unit1-Lesson2.pdf)

“Decisions; Its Up to Me” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%204\\_PS3-Gr6-8-Unit1-Lesson3.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%204_PS3-Gr6-8-Unit1-Lesson3.pdf)

“Risky Business; Remaining Safe” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%204\\_PS3-Gr6-8-Unit2-Lesson3.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%204_PS3-Gr6-8-Unit2-Lesson3.pdf)

“Successful Student” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%205\\_AD4-Gr6-8-Unit1-Lesson4.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%205_AD4-Gr6-8-Unit1-Lesson4.pdf)

“Planning for High School” Lesson

[https://dese.mo.gov/sites/default/files/Instructional%20Activity%202\\_CD7-9-Gr8-Unit1-Lesson1.pdf](https://dese.mo.gov/sites/default/files/Instructional%20Activity%202_CD7-9-Gr8-Unit1-Lesson1.pdf)

## **9<sup>th</sup> Grade: Digital Citizenship**

According to Common Sense Education, learning appropriate digital citizenship enables students to “think critically, behave safely, and participate responsibly in our digital world.” By learning to be a good digital citizen, our students will acquire the behaviors necessary for cultivating a responsible and professional online presence. These beneficial practices will not only serve them in their peer relationships during high school, but they will aid students as they continue in their professional and personal lives in the future. Students will learn the importance of “putting their best foot forward” online in order to create a more accurate and positive self-image.

### **Resources:**

[https://www.commonsense.org/education/scope-and-sequence?gclid=CjwKCAiAr\\_TQBRB5EiwAC\\_QCq6zeNNLxmO-fvWNZpsG5J1qHagsrsMjHtfF59xD2ZAuedYB3nrNVhxoCfUEQAvD\\_BwE](https://www.commonsense.org/education/scope-and-sequence?gclid=CjwKCAiAr_TQBRB5EiwAC_QCq6zeNNLxmO-fvWNZpsG5J1qHagsrsMjHtfF59xD2ZAuedYB3nrNVhxoCfUEQAvD_BwE)



## **10<sup>th</sup> Grade: Personal Responsibility**

According to ASCA Mindsets & Behaviors for Student Success, students acquire the skills to demonstrate responsibility, self-discipline and self-control by learning the ability to delay immediate gratification for long-term rewards. Students will also learn to balance school, home and community responsibilities. With a firm grasp on how to balance responsibilities, students will be able to set realistic goals.

### **Resources:**

<http://www.studygs.net/discipline.htm>

## **11<sup>th</sup> Grade: Conflict Resolution**

In learning to resolve conflict effectively, students will learn to listen to others actively and validate another person's point of view while recognizing personal differences. Students will learn to ask clarifying questions in an effort to gain information and understanding about the other student's thoughts and feelings. Students will have the skills to arrive at a resolution in order to effectively understand that moving forward from the conflict does not necessarily mean they agree with one another but that they understand and respect differences.

### **Resources:**

<http://www.edcc.edu/counseling/documents/Conflict.pdf>

## **12<sup>th</sup> Grade: Soft skills**

Students will learn about the personal attributes necessary to be successful in future educational and professional endeavors including, but not limited to, perseverance and positive work ethic. They will learn to present themselves confidently, self-evaluate performance and positively accept feedback for personal reflection and growth. These skills enable them to establish healthy interpersonal and professional relationships.

### **Resources:**

<http://unesdoc.unesco.org/images/0024/002455/245576E.pdf>

<https://www.characterlab.org/growth-mindset/>