

# THE GREAT BODY SHOP

Come in and learn about your body!

## Social and Emotional Learning in THE GREAT BODY SHOP, K–6 Grade 1

“Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (Collaborative for Academic, Social, and Emotional Learning, CASEL, 2020)

The Children’s Health Market actively supports the effort to make our schools more socially and emotionally healthy places to work and learn, and to help students develop greater social and emotional competence. To that end, we have integrated social/emotional learning performance objectives into each of the ten core grade level instructional units within THE GREAT BODY SHOP. In addition, there are many reinforcement lessons and activities, as well as the Social/Emotional Learning Journal, all of which are designed to build the following five competencies: Self-awareness, Self-management, Social-awareness, Social-management, and Responsible Decision-making.

To make it easier for you to review the Social and Emotional Learning objectives that are not located in the core lessons, we have designated their location in THE GREAT BODY SHOP Teacher’s Guide as follows:

Unit #	Lesson or Activity Title	#	Objective
Unit 1	Personal Space Safety Rule	P02	To demonstrate respect for others by providing personal space while working and playing
	Playing It Safe	P03	To accept personal responsibility by choosing to follow safety rules
	Polite Police	P04	To use positive communication and social skills to interact effectively with others
	Feeling Safe and Sound	A21	To identify feelings associated with safe and unsafe behavior
Unit 2	Sharing Feelings	P02	To demonstrate an awareness of one’s emotions
	What If You Don’t Take Care of Your Body?	P03	To predict what might happen if you don’t take care of your body
	I Am Unique and So Are You!	H04	To discover your own body’s uniqueness and your own special talents and to practice looking for “special qualities” in others
	Quilt of Differences	P04	To demonstrate an awareness of cultural issues and a respect for human dignity and differences
	Give Yourself a Pat on the Back	A28	To demonstrate self-motivation
	There Is No One Like Me!	A29	To write personal attributes
	Wanted-A Friend Like You!	A30	To explain how to build and maintain friendships and identify qualities of a good friend

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Unit 3	Foods I Love and Foods I Hate!	P01	To identify likes and dislikes
	Accomplishing Goals	P02	To demonstrate the ability to set and achieve goals
	Trying Something New	P03	To demonstrate a sense of confidence
	Variety Is the Spice of Life	P04	To show acceptance of familial and cultural and regional differences in choices of healthful food
	Pretend Dessert	A18	To demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways
	Different Folks, Different Foods	A19	To state acceptance of familial and cultural differences in healthful food
	Mind Your Manners	A20	To demonstrate courtesy and respect through table manners
Unit 4	My Trusted Adult	P01	To identify trusted adults who can answer your medicine questions
	No Way!	P02	To complete the Saying "No!" story
	Thinking of You	H03	To demonstrate caring for someone who is ill
	Effort Animals	P03	To demonstrate a sense of confidence
	What Will They Say?	A20	To make the decision to say yes or "No!"
	Visit the Elderly	A21	To show caring for those who are ill
Unit 5	Helping Abbie to Hear, Helping Abbie to Learn	P01	To develop respect for people who have hearing and speaking problems
	Avoiding a Fight	P02	To use good communication skills to solve a conflict
	What Is Tito Saying?	H03	To identify a variety of emotions
	Sharing Opinions	P03	To demonstrate awareness of other people's emotions and perspectives
	What Do I Do?	P04	To demonstrate how to respond to bullying behavior
	Honest Hamisi	A19	To demonstrate a sense of confidence
	The School Guidance Counselor	A20	To introduce students to the school guidance counselor and to learn more about what he or she does

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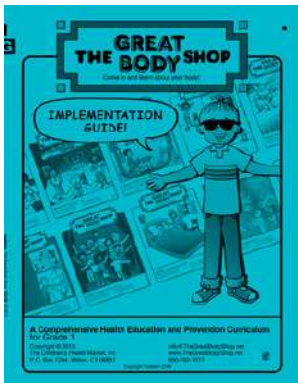
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Unit 6	How Does Simon Feel?	H01	To recognize feelings and how and why they might change
	Responding to an Angry Friend	P01	To react positively to someone's emotions
	Doing Something Nice	H02	To show someone you trust that you appreciate him/her
	My Trusted Adults	P02	To recognize community resources and support; seek and offer help when needed, and contribute positively to his or her community
	Your Feelings Are Showing!	H03	To recognize a variety of different emotions
	Coping Strategies	P03	To demonstrate a sense of optimism
	Saying "NO!" Steps— NO, GO, TELL	P04	To learn good refusal skills to protect your privacy
	Your Feelings Are Showing	A16	To recognize a variety of different emotions
	Feelings Chain	A17	To encourage students to talk about feelings and record their thoughts on a paper chain
	Make New Friends	A18	To describe ways to build and maintain friendships
Unit 7	Positive Consequences, Negative Consequences	P03	To demonstrate self-motivation
	Safety Helpers	P04	To list and explain the community helpers to whom we can turn
	Sharing the Load	A14	To identify feelings and explain the role of trusted adults in helping with problems
	Identifying Trusted Adults	A15	To identify the trusted adult you would go to for help with different kinds of problems and practice ways of telling them your problem
Unit 8	Using Empathy to Help Those Who Are Sick	P01	To identify empathy as a response to people who are ill
	What Can We Do?	H03	To demonstrate ways to make others feel better
	Targeting Feelings	P03	To demonstrate an awareness of one's emotions
	Melody of Cheer	A19	To sing a song of friendship and cheer
	Making Friends	A20	To develop constructive relationships and the ability to resist inappropriate social pressure
	Sign of Friendship	A21	To make burlap hanging to say thank you

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Unit 9	Helping a Friend in Need	P03	To identify ways to help a friend who is having a medical emergency
	Using Breathing Exercise to Control Your Temper	P04	To use breathing exercise to control temper
	Reflex Game	A20	To demonstrate the ability to manage one's emotions constructively
Unit 10	Rules for Respect	P01	To understand social and ethical norms for behavior
	My Favorite and Least Favorite Things	P02	To demonstrate an awareness of one's personal traits
	Give Yourself a Pat on the Back	P03	To demonstrate self-motivation
	Practicing the Conflict Resolution Steps	P04	To practice controlling anger when you get mad at someone with whom you are playing and demonstrate conflict resolution skills
	Who Can You Ask For Help?	A18	To identify people who can help in an emergency
	The Emergency Call	A19	To practice making emergency calls
	Get Moving-Beat Stress	A21	To identify physical activities to calm stress

Implementation Guide	Critical Thinking Lessons	Key Concepts and Skills
	Compare and Contrast	Describe and practice the steps in comparing and contrasting; analyze how different variables are similar and different; prerequisite skill for decision making
	Predicting Consequences	Describe and practice the steps in predicting consequences; prerequisite skill for decision making
	Decision Making	Describe and practice the steps in decision making; analyze different choices, predict the consequences of choices, and make personal health and safety decisions
	Goal Setting	Describe and practice the steps in goal setting; explain the importance of setting goals and how this applies to one's life

## Social and Emotional Learning Journal - Implementation Guide

In an effort to support districts that have prioritized SEL for all students, THE GREAT BODY SHOP provides the opportunity for students to apply these competencies to each unit through the use of the SEL Journal. The SEL Journal is a sub-component of the overall Portfolio experience. The purpose of the Portfolio is to demonstrate learning progress by collecting student work as they apply the lesson concepts and skills to other areas of their lives, including substance abuse prevention, violence prevention, and social/emotional learning. At the conclusion of each lesson, students are asked to either write in their SEL Journal and/or place their work into the Portfolio.