



## Social-Emotional Learning at Home Activities for PreK Students

Welcome to Changing Perspectives!

Social-emotional learning (SEL) is a critical part of every child's education and can be nurtured even when students are not in school. SEL is a framework for helping students develop critical skills for how they interact with others, manage their own emotions and behaviors, and develop into confident, productive, and empathetic individuals. The activities in this packet are organized around CASEL's five core SEL standards.

This packet is designed to support preK learners. This age group requires particular consideration when it comes to learning because they require more hands-on support from parents and caregivers. These activities are intended to provide guidance for how to integrate SEL learning at home in ways that make sense for your family.

Please feel free to email us at [info@cpne.org](mailto:info@cpne.org) with any questions you have about this packet or the Changing Perspectives mission. We also invite you to learn more about our work on our website at [ChangingPerspectivesNow.org](http://ChangingPerspectivesNow.org).

Be kind,

Sam Drazin

Founder and Executive Director

## Self-Awareness

**Provide opportunities for students to find ways to share more about themselves.**

### **What Are Emotions? Flashcards**

A significant goal of social-emotional learning is helping students identify their own emotions.

- Help kids create their own emotions flashcards on index cards (or paper or a cereal box cut into cards).
- Ask them to draw a face on each card that shows a specific emotion. Naming very concrete emotions is recommended for this age group, such as happy, sad, scared, mad, surprised, angry, excited, calm, sleepy, etc.
- Once the cards are finished, invite your child to show you how they are feeling by holding up the appropriate card.

### **Who Am I? Portrait**

Helping young learners define who they are and what makes them special and unique is an important goal of SEL.

- Print a copy of the human outline ([click here to download](#)) or draw a simple figure outline for your child to use.
- Have a conversation with your child about traits they like about themselves and about things they like, such as colors, games, sports, food, animals, books, friends, places, art activities, and music. Share ideas about yourself, too!
- Show your child the drawing sheet. Ask them to draw pictures in and around the person outline to show the things that represent them.
- Kids may also cut and glue images from old magazines or use stickers. Encourage kids to use their favorite colors and have fun!
- Hang the finished portrait on the refrigerator or another visible place everyone passes by frequently.

## Self-Management

**Provide opportunities for students to reflect on how they manage their behaviors and emotions in challenging situations**

<b>My Daily Goal</b>	<p>Help young learners begin developing skills around goal-setting and add a fun focus to the day.</p> <ul style="list-style-type: none"><li>• Each morning at breakfast, ask your preschooler to name one thing they want to accomplish today. This can be as simple as kicking a soccer ball, building with LEGO, or drawing a picture.</li><li>• On a piece of paper or erasable whiteboard, draw a simple sketch of the goal and write a couple of words under it to describe it.</li><li>• Place the paper or whiteboard somewhere in your home as a visual reminder.</li><li>• At dinner or bedtime, revisit your child’s goal. Prompt: “This morning you set a goal of ____ . Did you accomplish it?”</li><li>• If your child accomplished the goal, invite them to draw a star or heart on the paper or whiteboard to show their achievement.</li></ul>
<b>Soothing Spots</b>	<p>Support emotional regulation skill-building by giving your youngster a place to practice calming and resetting.</p> <ul style="list-style-type: none"><li>• Create a designated space for your child to have alone time to work through emotions.</li><li>• With your child, pick a spot and have them help create the space to make it uniquely theirs.</li><li>• Print or draw pictures of places your child likes to go and put them up in the space.</li><li>• Make the space comfy by having your child select a favorite pillow, blanket, and stuffed animal(s) and placing them in the special place.</li><li>• Come up with a fun name, such as “Cam’s Comfy Corner” or “Shaquille’s Safe Spot,” and make a sign.</li><li>• When your child is struggling to manage emotions, remind them to go to their special spot to reset and recharge.</li></ul>

## Social Awareness

**Provide opportunities for students to gain social awareness of others and the value of diversity in your community.**

<p><b>Story Time</b></p>	<p>Understanding social surroundings and considering other people’s perspectives are essential life skills. Young learners benefit from prompting and encouragement to notice what is happening around them and to foster curiosity about others’ feelings and experiences.</p> <ul style="list-style-type: none"> <li>• Reading is a wonderful way to help preschool-aged students consider other people's perspectives.</li> <li>• As you read with your child, consider asking questions such as: <ul style="list-style-type: none"> <li>○ How do you think X character was feeling at X part of the story? Why do you think they were feeling that way?</li> <li>○ If you were in the story, how do you think you would feel in that same situation? Why?</li> <li>○ How do you feel about what happened in the story?</li> </ul> </li> <li>• If you do not have access to books at home or through your school or local library, try searching online for read-aloud videos.</li> </ul>
<p><b>Expectation Signs</b></p>	<p>Social norms and expectations often differ between home and school. Practicing how to interpret and meet varying expectations promotes flexibility and resilience.</p> <ul style="list-style-type: none"> <li>• Help your child make reminder signs to help them navigate expectations during different activities.</li> <li>• Work together to draw or to select and print images that provide visual reminders for sharing toys, playing quietly, cleaning up, looking at a book, having a snack, doing a chore (e.g., feeding the dog or watering the plants), being silly, and other activities.</li> <li>• Leading into transitional times, ask your child to select an appropriate sign to display as a reminder; for example, in advance of a work call, ask your child to choose the best sign for a reminder of what to do when you are on the phone, such as “play quietly” or “look at a book.”</li> </ul>

## Relationship Skills

**Provide opportunities for students to develop positive relationship skills.**

### Keeping Connected

We develop relationship skills continuously throughout our lives. The ways we communicate, negotiate conflicts, cooperate, and seek help from others when needed are invaluable skills for life success.

- Create frequent opportunities for your child to practice their oral communication skills with people outside of your home. This can be accomplished through phone or video calls or in person conversations with extended family members, friends, and familiar community members (e.g., neighbor, public librarian, mail carrier).
- Help kids focus by planning an activity or topic for a conversation:
  - Plan for a family member (e.g., grandparent, aunt, cousin) to read a book aloud and ask questions over a video call.
  - Peers can talk about their day or share a special toy or game during a video call or playground chat.
  - Brainstorm ideas for appropriate conversation topics, such as the weather, an upcoming celebration or event, pets, or a favorite toy or book.
- The conversations may be short, but they are chances for kids to practice communication skills and experience how to communicate in different ways depending on who we are talking with.

### Choose Your Own Ending

Social stories can offer a helpful framework for talking through conflicts with your child.

- During mealtimes, before bed, or at another downtime during the day, tell your child a made-up story.
- Ensure that the conflict in the story is something that your child can relate to, such as sharing toys, picking a TV show to watch, not wanting to get out of bed or go to bed, etc.
- Pause in the middle of the story once the conflict is established and ask your child how they think the character(s) in the story should proceed.

## Responsible Decision-Making

Provide opportunities for students to gain greater skills in responsible decision-making.

### Good Decisions Recipe

We each make hundreds of decisions every day. Helping young kids begin to understand how to make responsible decisions is an important life skill.

- Explain to your child that when we cook or bake, we follow a recipe to know the steps for making something come out tasting yummy.
- When we make decisions, we also follow a recipe to help us make good choices.
- Print the Good Decisions Recipe (below) or use your own format to make a recipe card.
- If you would like, ask your child to decorate the recipe card with positive images that encourage them to make good choices.
- Hang your recipe card somewhere visible and use it as a guide when your child has a decision to make.

### Good Decisions Recipe

1. Name the problem. What is the decision I need to make?

2. What are my tools for solving the problem?

- Have I made a decision like this before? What did I learn?
- I know the rules or expectations.
- I can ask someone about the rules or expectations.

3. What are my options for solving the problem?

4. Which choice is best?

5. Why is it the best choice?