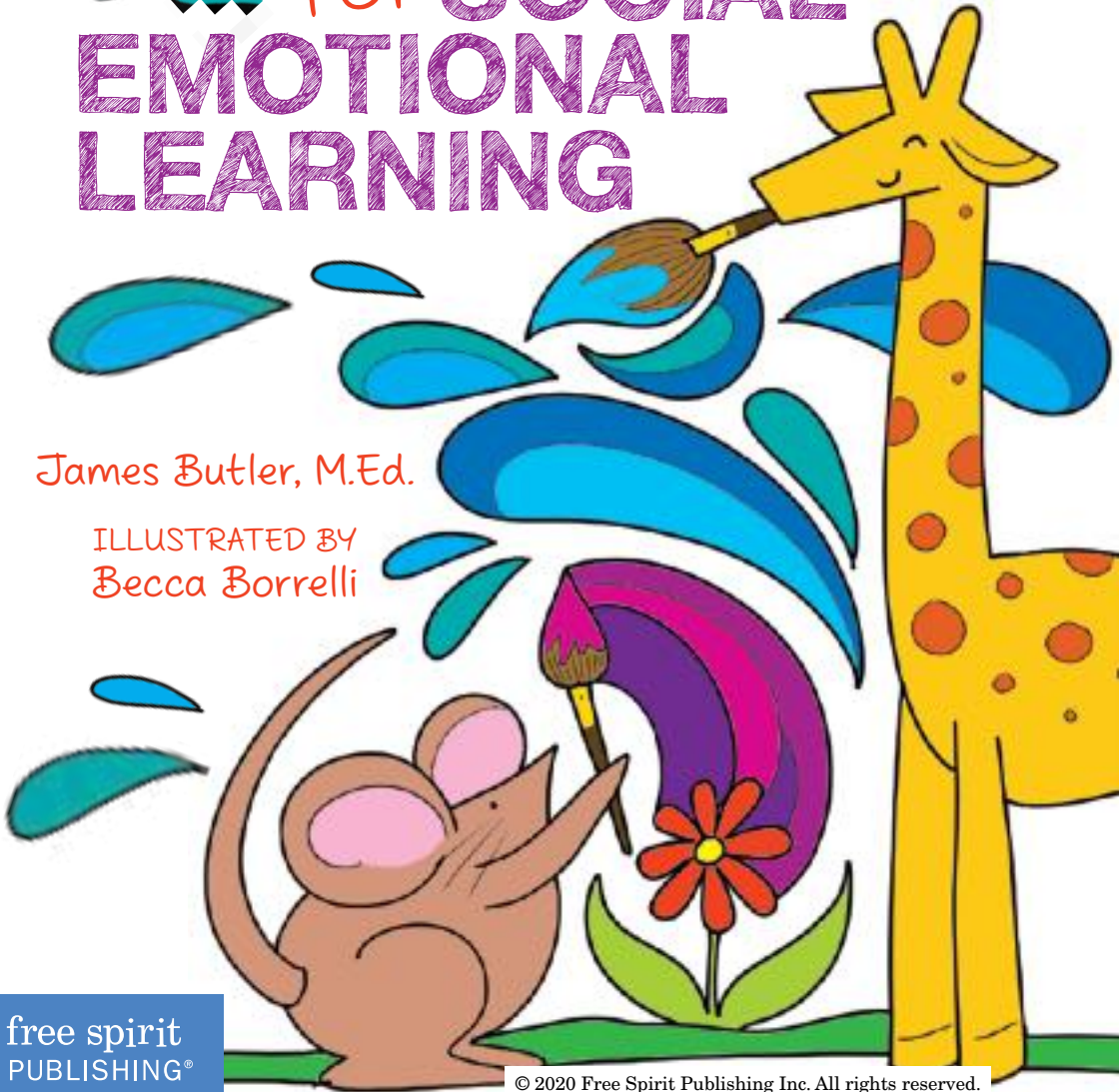



COLORING BOOK and REFLECTIONS for SOCIAL EMOTIONAL LEARNING

James Butler, M.Ed.

ILLUSTRATED BY
Becca Borrelli





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free spirit
PUBLISHING®



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—J.B.



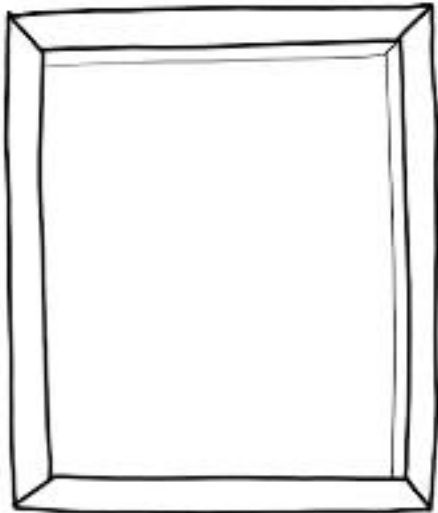
I would like to thank, first and foremost, my family: Jason, Layla, and Rose. I would also like to thank art teacher extraordinaire and forever mentor Andrea Schepis; my former students from Woodland Elementary and Highland Elementary in Stow, Ohio; Meagan Whiteley for buying me my first adult coloring book; Tara, Ryan, Elliott, and Hannah Clifford; Emma Borrelli; and my parents, Wayne and Margaret Borrelli.

—B.B.

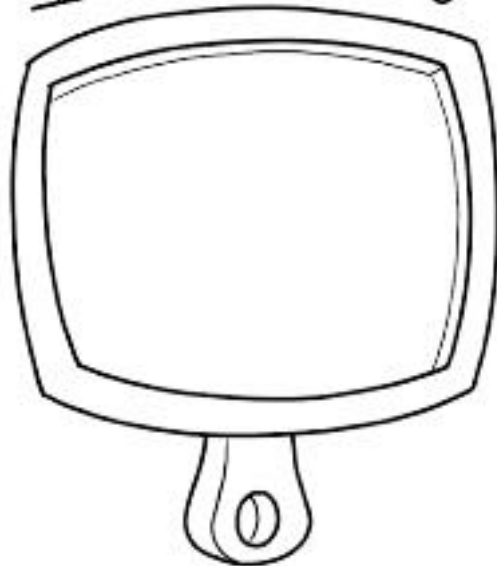
This book belongs to _____.

Use positive self-talk while drawing pictures of yourself in the frames. For example, breathe in deeply and think "I am." Breathe out and think "kind." Continue this breathing while you draw.

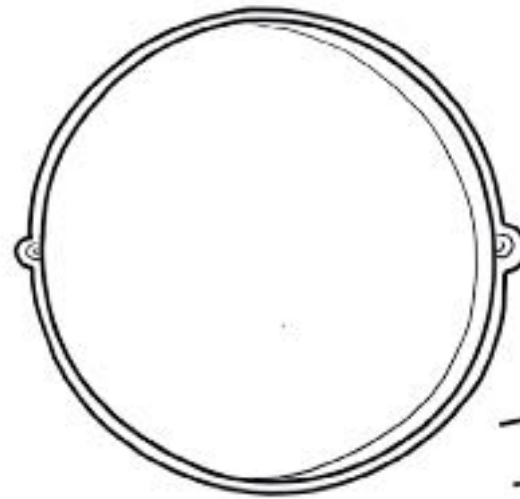
I AM KIND



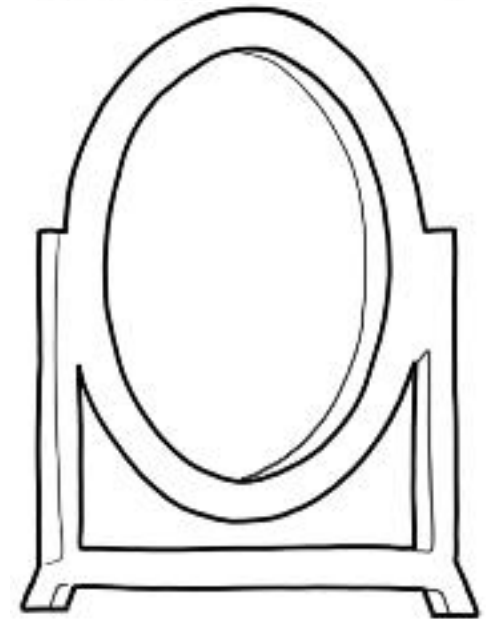
I AM STRONG



I AM SMART



I ♥ MYSELF





NAME YOUR FEELINGS

It's important to name your feelings to help yourself and others understand how you are doing. What feelings do you remember having yesterday? What feelings do you have right now?



What feelings do you notice in this illustration?



MUTUAL RESPECT

Mutual respect means treating other people how you would like to be treated. Why do you think mutual respect is important?

When can you show mutual respect?



How is mutual respect represented in this illustration?

SUGGESTIONS FOR USING THIS BOOK WITH CHILDREN

Coloring Book and Reflections for Social Emotional Learning was written based on my fourteen years of experience as a classroom teacher and two years of experience as the Austin ISD SEL mindfulness specialist. The social and emotional learning (SEL) topics and reflection questions were taken from my book, *Mindful Classrooms™: Daily 5-Minute Practices to Support Social-Emotional Learning (PreK to Grade 5)*. You are welcome to use this coloring book in conjunction with the educator guide or by itself. It can be used in the classroom or at home. However you choose to use the coloring book, I suggest that you engage with children about the coloring and reflection questions.

The thirty-six SEL topics in this book represent the thirty-six weeks in a school year, if you would like to space them out like that. You can use them in the order presented, or hop around as topics naturally arise. Each topic has two pages. The left page is for reflecting through writing or drawing; the right page features an illustration for coloring. This was done intentionally to represent the more logical left side of the brain and the more creative right side of the brain. On the next page are five suggested activities for each SEL topic. I recommend spending at least a few minutes on each activity.

1. **Class/Family Discussion.** Have a conversation based on the topic and reflection questions.
2. **Reflecting on the Art.** Each piece of art has a question connecting the art and the SEL topic. Guide children to reflect on the art by thinking about the question. Discuss their answers together.
3. **Mindful Coloring.** Take some time to color. Guide children to bring their attention to the coloring. If they have thoughts arise, they can gently acknowledge the thought, allow it to pass like a cloud floating by, take a deep breath, and return to coloring.
4. **Journaling.** Have children write or draw responses to any or all of the questions on the reflection (left-hand) page.
5. **Reflecting on the SEL Topic.** Ask children to quietly reflect or lead them in a class/family discussion about the work you've done surrounding the SEL topic.

For more information on my mindfulness resources, including the educator guide *Mindful Classrooms*, visit freespirit.com or email help4kids@freespirit.com.