Purpose: This document presents the alignment between the SEE Learning Play Curriculum and the Georgia Early Learning and Development Standards (GELDS) Social and Emotional Development domain. The purpose of this crosswalk is to demonstrate how SEE Learning Play's play-based activities and routines support the social-emotional competencies expected for children in Georgia Pre-K and other early childhood settings. SEE Learning Play is designed as a supplemental social-emotional learning (SEL) program that enhances, rather than replaces, a program's core curriculum by providing developmentally appropriate opportunities for children to build emotional awareness, self-regulation, empathy, compassion, positive relationships, and responsible participation in their classroom community. These competencies align closely with the social and emotional learning goals emphasized within GELDS and support children's overall school readiness and well-being. This document is intended to assist program administrators, teachers, and research partners in understanding how SEE Learning Play complements existing instructional frameworks while supporting Georgia's early learning expectations.

Alignment Table.

SEE Learning Play Theme	Example Activities	GELDS Alignment Area	How it Aligns
Compassion for Self & Others	Classroom Agreements, Compassion Tree, Helping Friends, Wishing Well	Self-concept, empathy, prosocial behavior	Children recognize others' needs, demonstrate kindness, help peers, and contribute positively to the classroom community.
Noticing Emotions	Introducing Emotions, Emotion Sticks, Emotion Check-Ins	Emotional awareness and expression	Children identify, label, communicate, and discuss their feelings and the feelings of others.
Self-Regulation & Resilience	Help Now! Space, Help Now! Strategies, Mind Jar, Grounding Practices	Self-control and emotional regulation	Children learn strategies to calm their bodies, manage strong emotions, and return to productive engagement.
Relationship Skills	Phrases of Kindness, Collaborative Communication, Helping Friends	Positive peer interactions	Children practice sharing, turn-taking, conflict resolution, communication, and cooperation.
Attention & Self-Awareness	Sensory Mystery Box, Mindful Listening, Tracking Sensations	Executive function and learning behaviors	Children develop attention, observation, persistence, sensory awareness, and reflective thinking.
Building a Better World	Giving Back to the School Community, Wishing Well, Compassion Projects	Social responsibility and community participation	Children begin understanding their role within a larger community and how their actions affect others.

Supplemental Curriculum and Georgia Pre-K Program Compliance Statement: The SEE Learning Play Curriculum is designed as a supplemental social-emotional learning (SEL) program that complements, rather than replaces, a program's approved core curriculum. Activities are intended to be integrated into existing classroom routines and instructional practices to support children's social and emotional development. Implementation of SEE Learning Play does not alter a program's responsibility to maintain compliance with the requirements of Georgia's Pre-K Program, the Georgia Department of Early Care and Learning (DECAL), or the Georgia Early Learning and Development Standards (GELDS). Participating programs are expected to continue implementing their approved comprehensive curriculum and all applicable program requirements while utilizing SEE Learning Play as a supplemental instructional resource.