Social and Emotional Learning (SEL) Standards and Benchmarks for the Anchorage School District

KNOWLEDGEABLE. CAPABLE. CARING. RESPONSIBLE.
(I am, I can, I care, I will)

Rationale: Behind each word is an educational challenge. For children to become knowledgeable, they must be ready and motivated to learn, and capable of integrating new information into their lives. For children to become responsible, they must be able to understand risks and opportunities, and be motivated to choose actions and behaviors that serve not only their own interests, but also those of others. For children to become caring, they must be able to see beyond themselves and appreciate the concerns of others.

The challenge of raising knowledgeable, capable, caring, and responsible children is recognized by nearly everyone. Each element of this challenge can be enhanced by thoughtful, sustained, and systematic attention to children's social and emotional learning (SEL).

When schools attend systematically to students' social and emotional skills, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of relationships surrounding each child improves.

(From *Promoting Social and Emotional Learning, Guidelines for Educators*)

Definition: Social and Emotional Learning (SEL) is the process through which we learn to recognize and manage emotions, care about others, make good decisions, behave ethically and responsibly, develop positive relationships, and avoid negative behaviors. **It is the process through which students enhance their ability to integrate thinking, feeling, and behaving in order to achieve important life tasks.** Within the school setting, SEL can best be accomplished through a layered approach of skills lessons, infusion into the curricula and classroom practices, and an environment of safety, respect, and caring which models SEL values.

Goals

SELF   SOCIAL

	SELF	SOCIAL
AWARENESS	I am… knowledgeable	I care… caring
MANAGEMENT	I can… capable	I will… responsible

Self-Awareness: Knowing what we are feeling in the moment: having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.

Self-Management: Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.

Social Awareness: Understanding what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.

Social Management: Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

ASSET 5: SCHOOL PROVIDES A CARING ENVIRONMENT.

1. Self-Awareness (I am): Recognizing who I am and how I am feeling relative to the world around me.
1A. Students demonstrate awareness of their emotions.
(*I am aware of what I am feeling.*)

1B. Students demonstrate awareness of their personal traits.
(*I am aware of my traits, know what I do well, and know what areas I can work on.*)

1C. Students demonstrate awareness of their external supports.
(*I am aware of the supports I have around me.*)

1D. Students have a sense of personal responsibility.
(*I am aware of my responsibilities.*)

2. Self-Management (I can): Managing my behavior in effective, constructive ways.
2A. Students demonstrate ability to manage their emotions constructively.
(*I can responsibly manage my emotions.*)

2B. Students demonstrate honesty/integrity.
(*I can act in an honest manner.*)

2C. Students use effective decision-making skills.
(*I can make good decisions.*)

2D. Students demonstrate ability to set and achieve goals.
(*I can set and achieve goals that will help me to be successful.*)

3. Social Awareness (I care): Demonstrating an awareness of the value of others in the greater communities.
3A. Students demonstrate awareness of other people's emotions and perspectives.
(*I care about the feelings and viewpoints of others.*)

3B. Students demonstrate consideration for others and a desire to positively contribute to their community.
(*I care about others and do my part to make my community better.*)

3C. Students demonstrate an awareness of cultural issues and a respect for human dignity and differences.
(*I care about and respect the individual differences of others.*)

3D. Students can read social cues.
(*I care about how I perceive others and am being perceived by them.*)

4. Social Management (I will): Interacting in meaningful, productive ways with others.
4A. Students use positive communication and social skills to interact effectively with others.
(*I will interact well with others.*)

4B. Students develop constructive relationships.
(*I will work on having constructive relationships.*)

4C. Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. (*I will deal with interpersonal conflicts constructively.*)

**Note for the reading of the Social and Emotional Learning
Goals, Standards, and Benchmarks:**

Many of the standards are attached to a correlating ASSET. These are taken from the *Search Institutes 40 Developmental Assets*, a strength-based, best-practices approach to the development of healthy young people.

The standards are written in two formats: one for adults, one for children. The adult version begins with the word "Students…" the children's version is written as a sentence beginning with one of the phrases, "I am…" "I can…" "I care…" "I will…" These standards are meant to be approachable for young people. The phrases provide an easily remembered pneumonic to use when working with Social and Emotional Learning: "I am, I can, I care, I will."

The following benchmarks are meant to cover an age range in order to support the natural development of children. Early elementary corresponds with K-3rd grade; late elementary, 4th-6th grade; middle school, 7th-8th grade; early high school, 9th-10th grade; and late high school, 11th-12th grade. Students are intended to reach mastery in the benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

The sample activities are suggestions and not meant as the only lessons that can be used to teach to the benchmarks.

Goal 1: Students will demonstrate a strong sense of self-awareness.
(I am) Recognizing who I am and how I am feeling relative to the world around me.

Rationale: "Self-Awareness is the keystone of emotional intelligence. The ability to monitor feelings from moment to moment is also crucial to psychological insight and self-understanding. An inability to notice our true feelings leaves us at their mercy. People with greater certainty about their feelings are better pilots of their lives." (Goleman, 1995) "The personal competency of self-awareness consists of emotional awareness, accurate self-assessment, and self-confidence and it serves as the foundation of all socioemotional skills." (Goleman, Boyatzis, and McKee, 2002)

	SELF	**SOCIAL**
AWARENESS	I am… knowledgeable	I care…
MANAGEMENT	I can…	I will…
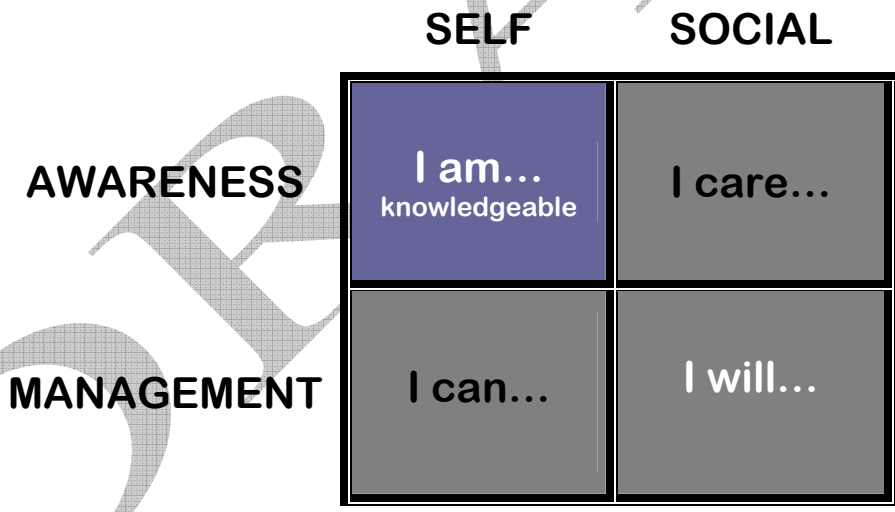
1 A

SELF-AWARENESS	**Students demonstrate an awareness of their emotions.** *I am aware of what I am feeling.*

	✎ Indicators	✎ Sample Activities
Early Elementary	▪ Recognize and label emotions/feelings. ▪ Describe their emotions and the situations that cause them (triggers).	▪ Students make a poster or draw a picture that depicts a range of emotions. Discuss where the emotions are physically experienced. ▪ Students role-play and discuss situations that might trigger emotions.
Late Elementary	▪ Distinguish among intensity levels of their emotions. ▪ Describe how they physically respond to emotion. ▪ Recognize and label emotions and discuss how they are linked to behavior.	▪ Draw an 'anger thermometer' and discuss physical responses as a person moves higher on that thermometer. ▪ Students name the emotions felt by characters in a story, and discuss how they were affected by those emotions.
Middle School	▪ Recognize negative emotions as indicators of situations in need of attention. ▪ Analyze emotional states that contribute to or detract from their ability to problem solve. ▪ Explain the possible outcomes associated with the different forms of communicating emotions.	▪ Design analogies about emotions (i.e. emotions are like the warning signals on the dashboard.) ▪ Discuss the objectivity of the scientist and make connections to when it's useful to show objectivity. ▪ Look at ways in history that various characters have communicated their emotions and discuss the results.
Early High School	▪ Distinguish their real feelings from how others expect them to feel. ▪ Describe the external event or internal cognition that triggered an emotion. ▪ Understand the effect of self-talk on emotions.	▪ Discuss a time in literature when the character reacted or felt differently than the reader thought they would. ▪ Listen to various types of music and discuss the emotion each type triggers. ▪ Students do a stream of consciousness writing project and then discuss the self-talk that went along with the writing.
Late High School	▪ Describe how changing their interpretation of an event can alter how they feel about it. ▪ Use self-reflection to make sure their emotions are in line with the truth of a situation. ▪ Acknowledge an emotion and determine the appropriate time and place to safely digest it.	▪ Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. ▪ Discuss historic events and how misinterpretation triggered a negative event. ▪ Students write an advice column letter giving advice on how to digest emotions.

SELF-AWARENESS	**Students demonstrate awareness of their personal traits.** *I am aware of my traits, know what I do well, and know what areas I can work on.*

	✎ Indicators	✎ Sample Activities
Early Elementary	▪ Identify their likes and dislikes. ▪ Describe things they do well. ▪ Describe an activity/task in which they may need help in order to be successful.	▪ Students design an *All About Me* book. ▪ Students do a "show and tell" presentation about a hobby or a skill. ▪ Use cooperative learning strategies.
Late Elementary	▪ Describe the personal qualities they possess that make them successful members of their school community. ▪ Describe and prioritize personal skills and interests that they want to develop.	▪ Students analyze what it is about school that is hard or easy for them. ▪ Students draw portraits of themselves and label them with skills they possess.
Middle School	▪ Analyze how personal qualities and temperaments influence choices and successes. ▪ Apply self-reflection techniques to recognize their strengths, weaknesses, and potential. ▪ Implement a plan to build on strengths, meet a need, or address a challenge.	▪ Administer school-to-work personality trait tests. ▪ Students make a 'curious cube'. For each face of the cube, they write a different side of their personality: strengths, potential, etc. ▪ Assign final projects that are designed by students to build on their strengths.
Early High School	▪ Identify things about themselves that they cannot change and devote their energy to something they can change. ▪ Recognize their personal learning style/intelligence and find ways to employ those styles. ▪ Explore possible career and volunteer opportunities based on their identified interests and strengths.	▪ As a class, design a 'movie set' city street with different storefronts. Each student designs a storefront that shares characteristics of themselves that can and cannot be changed. ▪ Give Multiple Intelligence tests to students. ▪ Students take part in a computerized skills and personalities assessment that matches them to job and career choices. (i.e. AKCIS)
Late High School	▪ Find and enhance an affinity. ▪ Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. ▪ Show self-esteem based on accurate assessment of self.	▪ Students do a comparative essay at the end of a semester describing which literary character they are most like. ▪ Students write a cover letter that shares their strengths, but matches those strengths to a particular career or college.

1 C   ASSETS 1-6: SUPPORTS

SELF-AWARENESS	**Students demonstrate awareness of their external supports.** *I am aware of the supports I have around me.*

	✐ Indicators	✐ Sample Activities
Early Elementary	▪ Identify an adult they trust. ▪ Explain situations in which they need to seek adult help (big problem/small problem). ▪ Understand how and where to get help in an emergency situation.	▪ Define trust and have students list qualities of a person they would trust. ▪ Go over Kelso's choices. ▪ Students role-play 'what if...' situations.
Late Elementary	▪ Recognize qualities of positive role models. ▪ Identify positive adults in various facets of their lives. ▪ Identify peer, home, and school resources they can access to help solve problems.	▪ Students write a letter to a role model telling why they consider them to be their role model. ▪ Students visit school resources (e.g. nurse, counselor, mediators, etc.) to find out what services they provide.
Middle School	▪ Have awareness of where to go for support when in need. ▪ Evaluate the benefits of participating in extra curricular activities. ▪ Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive.	▪ Do a school scavenger hunt. ▪ Students do a public service announcement advertising an extra-curricular activity and why people should join it. ▪ Students make a collage showing those things that have influenced them.
Early High School	▪ Identify school support personnel and have knowledge of when and how to use them. ▪ Identify organizations in their community that provide opportunities to develop their interests or talents.	▪ Ensure school posters advertise school support personnel and the roles they play. ▪ Students make a community map showing organizations that provide support services.
Late High School	▪ Activate community resources to help them achieve their goals. ▪ Access safety networks for self and others. ▪ Have constructive support systems in place that contribute to school and life success.	▪ Students do an I-Search or research project about what community resources are available and applicable in specific situations. ▪ Students write a letter to the people in their support circle explaining how those people can and do help them.

1 D

ASSET 30: CHILD VALUES RESPONSIBILITY.

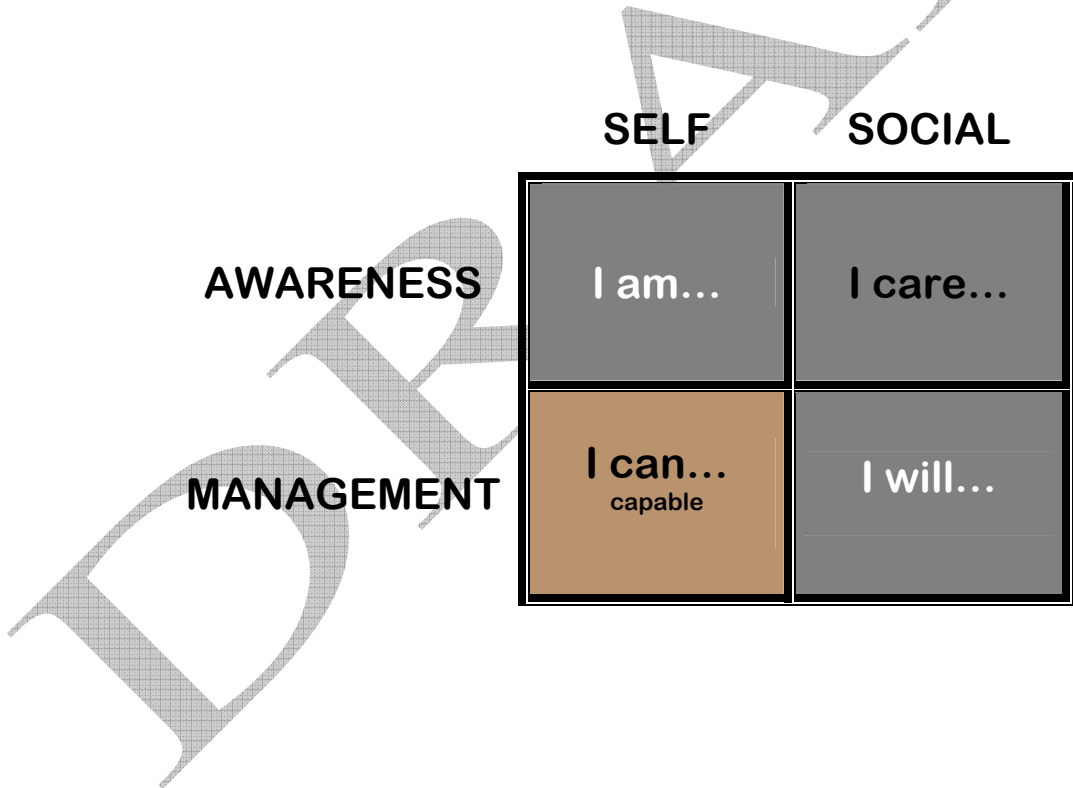| SELF-AWARENESS	**Students have a sense of personal responsibility.** *I am aware of and accept my responsibilities.*

	✎ Indicators	✎ Sample Activities
Early Elementary	▪ Understand that school-wide expectations and responsibilities promote a safe and productive environment. ▪ Accept that there are positive and negative consequences for their choices and actions. ▪ Acts responsibly when using other people's property.	▪ Use picture cues to discuss school-wide expectations and practice what that would look like. ▪ Students participate in the development of classroom rules. ▪ Students predict outcomes for characters in a story based on their actions in the story.
Late Elementary	▪ Choose to do school work/chores without being reminded. ▪ Define what it means to be responsible and can identify things for which they are responsible. ▪ Explain the benefits of being responsible.	▪ Assign students class jobs. ▪ Students write newspaper articles about things they are responsible for. ▪ Demonstrate a responsible act through a creative medium (comic strip, video, poetry, song, etc.)
Middle School	▪ Identify the areas of school and life that are within their control. ▪ Analyze the short and long term outcomes of safe, risky, and harmful behaviors. ▪ Define their responsibility for the outcomes involved in safe, risky, and harmful behaviors.	▪ Class brainstorms a list of areas that students can control. ▪ Students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors. ▪ Students write their own 'report card' where they grade themselves on how well they are following through with their responsibilities, adding comments that defend the grade.
Early High School	▪ Analyze the effect taking responsibility or not taking responsibility can have on themselves and others. ▪ Describe how taking personal responsibility can lead to success. ▪ Demonstrate an ability to take responsibility for their choices.	▪ Assign student planners where students track their responsibilities each week. ▪ Students interview an adult whom they admire and find out how that person feels about their personal responsibilities and success.
Late High School	▪ Realize the level of control they have over their own lives and act accordingly. ▪ Take the role of a personally responsible citizen promoting the betterment of the community.	▪ Students design a public service announcement to inform others of a way to promote community wellness. ▪ Imagine a world with no responsibilities. Students write a story describing life in that world.

2

Goal 2: Students will be able to exercise self-management.
(I can) Managing my behavior in effective, constructive ways.

Rationale: Several key sets of skills provide a strong foundation for achieving school and life success. One is knowing how to manage and express your emotions constructively.   This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement.   Another is using good decision making skills, thus promoting one's own health, avoiding risky behaviors, dealing fairly and honestly with others, and working to set and achieve goals for success in school and life.

	SELF	SOCIAL
AWARENESS	I am…	I care…
MANAGEMENT	I can… capable	I will…

ASSET 31: CHILD VALUES RESTRAINT.

SELF-MANAGEMENT	**Students demonstrate ability to manage their emotions constructively. I can manage my emotions in a way that is constructive and appropriate.**

	✐ Indicators	✐ Sample Activities
Early Elementary	▪ Identify ways to calm themselves. ▪ Demonstrate constructive ways to deal with upsetting emotions. ▪ Walk away/remove themselves from a triggering event.	▪ Read <u>Simon's Hook</u> or a similar story and discuss the ways the character was taught to deal with triggers. ▪ Show how a balloon deflates and see if students can copy that in their bodies for when they feel stressed.
Late Elementary	▪ Use self-monitoring strategies (self-talk) to regulate emotions. ▪ Show skills in handling pressure situations (e.g. calm down, walk away, seek help or mediation). ▪ Demonstrate an ability to present their own perspective (I-messages).	▪ As an adult, model self-talk and then discuss how you are using it. ▪ Students write a story showing positive choices. Be sure the story shows the characters' thoughts as they are making the choices. ▪ Use fill-in-the-blank "I messages" as a practice tool.
Middle School	▪ Apply strategies to manage stress and to motivate successful performance. ▪ Reflect on possible consequences, both positive and negative, before expressing an emotion. ▪ Generate ways to develop positive attitudes (optimism).	▪ Discuss the strategies literary characters used to handle their stressors. ▪ Students develop a graphic organizer that compares and contrasts ways to express feelings.
Early High School	▪ Demonstrate control of their behavior so as not to behave impulsively. ▪ Evaluate the role attitude plays in success (i.e. pessimism vs. optimism) ▪ Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress.	▪ Students watch or read <u>Outsiders</u> and discuss the results of the characters' impulsive actions. ▪ Trace the feet of students. On each footprint, students write a strategy for coping. Display as "steps to overcoming".
Late High School	▪ Demonstrate reframing skills to promote resiliency and optimism. ▪ Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being.	▪ Demonstrate in a science class or in a math problem ways to reframe the problem, and compare that to ways to reframe life problems. ▪ Read scenarios that would cause an emotional reaction. Each student should write a "Good", "Bad", and "Ugly" response.

2 B

ASSET 28: CHILD VALUES INTEGRITY.
ASSET 29: CHILD VALUES HONESTY.

SELF-MANAGEMENT	**Students demonstrate honesty/integrity.** **I can act in an honest manner.**

	✐ Indicators	✐ Sample Activities
Early Elementary	▪ Distinguish between a truth and a lie. ▪ Analyze the consequences of lying and/or breaking classroom/school rules. ▪ Understand the importance of telling the truth.	▪ Students do a puppet show or write a story about a child not telling the truth. ▪ Students help in the development of classroom procedures and consequences.
Late Elementary	▪ Show willingness to tell the truth in a difficult situation, while honoring personal boundaries. ▪ Identify reasons why honesty is a valued trait. ▪ Analyze the outcomes of dishonesty.	▪ Students role-play scenarios where telling the truth would be hard and discuss strategies and reasons why they would want to tell the truth anyway. ▪ Identify historical characters whose integrity improved a situation.
Middle School	▪ Activate personal integrity as a tool to resist negative peer pressure. ▪ Evaluate how honesty contributes to lifelong success and relationship building.	▪ Read a story (for example <u>The Chocolate War)</u> and discuss the character's response to peer pressure. Students do a comparison to how they would respond. ▪ Students write about a time when it would have been easy to lie, but they chose to be honest instead.
Early High School	▪ Analyze their behavior to determine whether or not they are being authentic. ▪ Analyze whether they are behaving in an honest manner and adjust accordingly.	▪ Students write a proposal for a TV program about them. If cameras follow them around, will they see authentic behaviors? ▪ Students keep track of their activities for one week. Looking at the list, highlight all behaviors that were done with honest actions and motives.
Late High School	▪ Show authenticity in their behaviors. ▪ Act with a correlation between their words and their actions (walk the talk).	▪ Teachers model authenticity in their behaviors. ▪ Offer real-life scenarios and ask students what they would do in those tough situations.

2 C   ASSET 32: CHILD HAS PLANNING AND DECISION-MAKING SKILLS.

SELF-MANAGEMENT	Students use effective decision-making skills. *I can make good decisions.*	
	✏ Indicators	✏ Sample Activities
Early Elementary	▪ Describe ways to promote the safety of themselves and others. ▪ Recognize that they have choices in how to respond to situations. ▪ Implement stop, think, and act strategies in solving problems.	▪ Students compose a list of playground safety rules and ways to help themselves and others follow those rules. ▪ Discuss Kelso's choices. ▪ Go over a stop sign and connect it to stop, think, and act behaviors.
Late Elementary	▪ Describe the steps of a decision-making model. ▪ Generate alternative solutions to problems and predict possible outcomes. ▪ Effectively participate in group decision-making processes.	▪ Read the 'Choose your own Ending' books as a class and brainstorm the possible endings. ▪ Practice win-win problem solving strategies (i.e. RCCP). ▪ Assign group work and ensure that all students are active participants (see Kagan's Cooperative Learning strategies.)
Middle School	▪ Identify and apply the steps of systematic decision-making. ▪ Evaluate strategies for avoiding risky behavior.	▪ Students think about past decisions and break down the steps that they took to reach that decision. ▪ Students write "If only" papers. ▪ Students role-play possible responses to peer pressure and other scenarios.
Early High School	▪ Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision-making. ▪ Consider ethical, safety, and societal factors when making their decisions.	▪ Students design a media campaign advertising why a person should or should not listen to external influences. ▪ Teachers model their own decision-making process, and then ask students to determine which steps and motivations they might use in decision-making. ▪ Analyze the decisions made by characters in novels and short stories.
Late High School	▪ Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices.	▪ In all subject areas, have students discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible decision-making. ▪ Students do a Consumer Ed. business plan and discuss the importance of decision-making in that plan.

2 D

ASSET 32: CHILD HAS PLANNING AND DECISION-MAKING SKILLS.
ASSET 37: CHILD HAS A HEALTHY SENSE OF PERSONAL POWER.
ASSET 39: CHILD BELIEVES HER OR HIS LIFE HAS A SENSE OF PURPOSE.
ASSET 40: CHILD HAS A POSITIVE VIEW OF HER OR HIS FUTURE.

SELF-MANAGEMENT	**Students demonstrate ability to set and achieve goals.** *I can set and achieve goals that will help me to be successful.*	
	✎ Indicators	✎ Sample Activities
Early Elementary	• Identify a goal (wish, dream). • Identify the steps needed to perform a routine task or accomplish a goal. • Describe something they have accomplished.	• Students write or draw their own "I have a dream". • Students do a step-by-step art project or baking project. • Do a classroom collage; one side is a celebration of something they've accomplished, and one side is something they are working on accomplishing.
Late Elementary	• Describe why participating in their education is important in helping them achieve personal goals. • Describe the steps in setting and working toward goal achievement. • Evaluate what they might have done differently to achieve greater success on a recent goal. • Distinguish between long term and short term goals.	• Students write a dialogue between a teacher and a reluctant student, explaining why school is important. • At the end of a project, students think of one thing they could have done differently to make the project even more successful. • Chart daily and weekly goals.
Middle School	• Apply goal-setting skills to promote academic success. • Set a positive social interaction goal. • Demonstrate goal-setting skills relating to potential career paths.	• Students use class planners to set academic goals per week/quarter/semester. • Show a video or read a story where the main character makes poor social choices (i.e. The Girls) and have students determine what they would do differently for themselves. • Design school to work portfolios.
Early High School	• Monitor progress toward achieving a goal, and make adjustments in their plan as needed. • Identify outside resources that can help in achieving a goal. • Set a positive academic goal.	• Students write a projected schedule for one week. Write a reflection paper on their strengths and weaknesses as they are working toward a goal and write suggestions for improvements. • Students conduct interviews with people they feel could help them meet a goal to determine what those people or their organizations could do.
Late High School	• Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. • Demonstrate an understanding that goal setting promotes life long success.	• Students draw a 'map' with steps to reach their post-secondary goals. For each step, write criteria to determine when they can successfully move to the next step. • Discuss how professionals working within a particular subject area (mathematicians, historians, artists, etc.) use goal setting.

3

Goal 3: Students will show a strong sense of social awareness.
(I care) Demonstrating an awareness of the value of others in the greater communities.

Rationale: "Today's youth are growing up in a multicultural world that *requires* them to have knowledge and skills to question, problem solve, listen to diverse perspectives, make decisions and act as socially responsible participants in our democracy." (Patti and Tobin, 2003) Social awareness is the first step in acquiring that knowledge.

	SELF	SOCIAL
AWARENESS	I am…	I care… caring
MANAGEMENT	I can…	I will…

SOCIAL AWARENESS	**Students demonstrate awareness of other people's emotions and perspectives.** **I care about the feelings and viewpoints of others.**

	✎ Indicators	✎ Sample Activities
Early Elementary	▪ Predict how others are feeling based on their facial expressions and body language. ▪ Recognize words and actions that hurt others.	▪ Students play a game of 'Feelings Charades'. ▪ Students brainstorm a list of behaviors they feel would hurt others.
Late Elementary	▪ Predict how their own behavior affects the emotions of others. ▪ Define the terms perspective/point of view. ▪ Use listening skills to identify the feelings/ perspectives of others.	▪ Read the first half of a story. After one character's actions, students predict how the other characters will feel. ▪ Tell a story from a completely different perspective and discuss (example, *Two Bad Ants*, by Chris Van Allsburg). ▪ Give teams a list of emotions. They must design skits showing all of the emotions. The opposite team tries to guess what was on their list.
Middle School	▪ Analyze ways their behavior may affect the feelings of others and adjust accordingly. ▪ Provide support and encouragement to others in need. ▪ Show respect for other people's perspectives.	▪ Students write alternate endings to stories through changing the behavior of one character. ▪ Hold class meetings where students are given the opportunity to support one another. ▪ On the outside of a paper bag, students make a collage of how they think others feel about an issue, on the inside they put pictures/words of how they feel about that issue. Discuss.
Early High School	▪ Identify verbal, physical, and situational cues that indicate how others may feel. ▪ Use conversational skills to understand the perspective of others. ▪ Demonstrate ways to express understanding of those who hold different opinions. ▪ Demonstrate ways to express empathy for others.	▪ Students play a version of 'Freeze' where words can't be used, but in order to successfully freeze a player and get into the scene, the audience member must guess the original character's portrayed feelings. ▪ Do pair-shares where one student must tell their partner's perspective on an issue. ▪ Hold formal debates where the winners are those who showed the most respect.
Late High School	▪ Differentiate between the factual and emotional content of what a person says. ▪ Express empathy towards others. ▪ Value and learn from the perspectives of others.	▪ Students view three different news reports and note the slants each report brings to the same story. ▪ Students get involved in a community-giving situation where they help others. ▪ Do Socratic seminars and have students write reflection papers about how their viewpoints changed when listening to others.

ASSET 8: CHILD HAS USEFUL ROLES IN THE COMMUNITY.
ASSET 9: CHILD SERVES OTHERS IN THE COMMUNITY.

SOCIAL AWARENESS	**Students demonstrate consideration for others and a desire to positively contribute to their community.** **I care about others and do my part to make my community better.**

	✐ Indicators	✐ Sample Activities
Early Elementary	▪ Recognize and name how others within their school, home, and greater community help them. ▪ Identify how they help others (e.g. feed the dog, share, clean up when asked). ▪ Express how they feel about helping others.	▪ Students create a collage of daily personal and family activities and circle examples of when they or others are helping. ▪ Give class jobs, and have discussion around how they are helpful for the group.
Late Elementary	▪ Describe what they learned about themselves in helping out others. ▪ Identify roles they have that contribute to their school, home, and neighboring community. ▪ Work together with peers to address a need.	▪ Students trace each other's hands and write a role they have or a quality they learned about helping. Display around the room as the 'helping hands'. ▪ Adopt a community service project. ▪ Play small group games that involve cooperating and problem solving with others to complete a task.
Middle School	▪ Explain how their decisions and behaviors affect the well being of their school and community. ▪ Explore a community or global need and generate possible solutions.	▪ Students draw an "Impact web" of how their actions could potentially affect others, or how a historical figure's actions affected society. ▪ Students look at global needs and do a class discussion on what they would do to help if they were president of the U.S.A.
Early High School	▪ Work cooperatively with others to implement a strategy to address a need in the broader community. ▪ Evaluate the impact of their involvement in an activity to improve their school or community.	▪ Students participate in a clothing drive, food drive, or other service, and then follow through with the story by seeing how their contribution made an impact. Write a follow up article discussing this impact and evaluating what they would do the same or what they could do differently.
Late High School	▪ Participate in activities that show they are agents for positive change within their community/world. ▪ Analyze their responsibilities as involved citizens of a democratic society.	▪ Review the Youth Risk Behavior Survey data for adolescents. Identify a pertinent issue and discuss strategies students could use to address the issue. ▪ Students get involved in the Youth Vote. ▪ Identify an issue pertinent to the community and write a persuasive letter to a leader to request assistance in meeting the need.

3 C	ASSET 27: CHILD PROMOTES EQUALITY AND SOCIAL JUSTICE.
	ASSET 34: CHILD GETS ALONG WITH PEOPLE FROM DIFFERENT CULTURES.

SOCIAL AWARENESS	Students demonstrate an awareness of cultural issues and a respect for human dignity and differences.
	I care about and respect the individual differences of others.

	✐ Indicators	✐ Sample Activities
Early Elementary	▪ Describe ways that people are similar and different. ▪ Name positive human qualities in others that cross all cultures and groups.	▪ Students do a 'show and tell' about a family tradition. ▪ Teach very basic Venn diagrams using human qualities. ▪ Ask students to write a list of traits that they have. Then go around the room comparing traits with their classmates.
Late Elementary	▪ Identify contributions of various social and cultural groups. ▪ Recognize that people from different cultural and social groups share many things in common. ▪ Define stereotyping, discrimination, and prejudice.	▪ Teach folksongs and discuss their meaning. ▪ Prepare a food that has cultural significance and share it with the class. ▪ Distribute magazines that reflect different cultural interests. Students work in small groups to look for commonalities. ▪ Identify the benefits and disadvantages of pre-judging people and situations.
Middle School	▪ Analyze how people of different groups can help one another and enjoy each other's company. ▪ Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this.	▪ Do an activity around the "Flash Judgments" video. ▪ Teach a unit on media literacy and have students analyze media for who is being featured in commercials, shows, etc. and whether that is leading to stereotyping.
Early High School	▪ Demonstrate respect for individuals from different social and cultural groups. ▪ Participate in cross-cultural activities and reflect on how they were responsive to the setting they were in.	▪ Students design and participate in a mini-Olympics competition. Include activities with clear cultural backgrounds and give the history of those activities. ▪ Students review newspapers for announcements of upcoming events. Cut them out for a poster of cultural activities.
Late High School	▪ Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. ▪ Evaluate how advocacy for the rights of others contributes to the common good. ▪ Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary.	▪ Students read current affair articles about prejudice and evaluate the response of the community –giving suggestions for improvement where appropriate. ▪ Students select a topic of interest or concern in the local community. Compare this to concerns on the national level, considering community reaction and involvement.

3 D

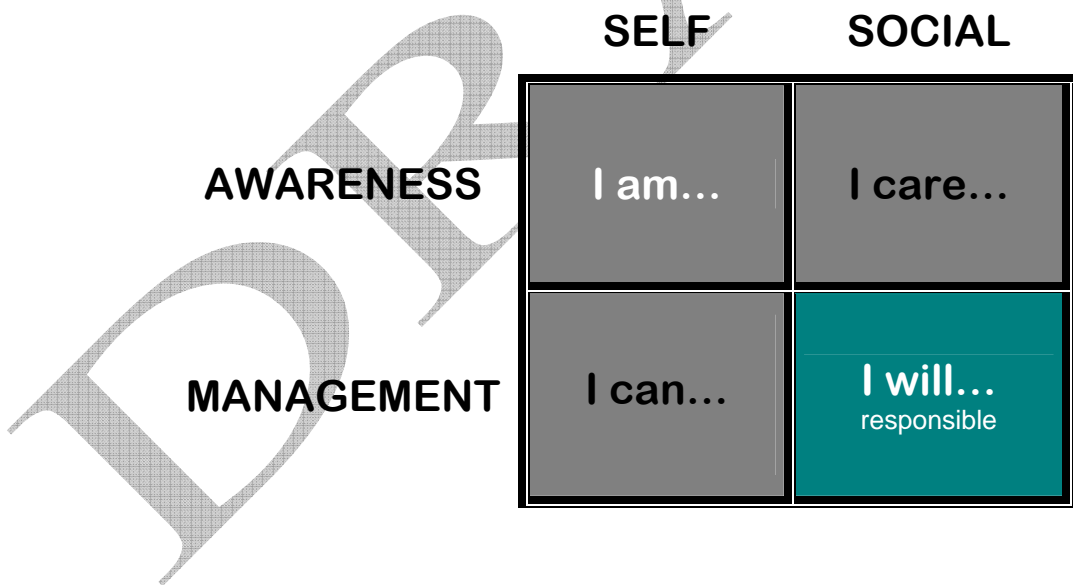| SOCIAL AWARENESS	**Students can read social cues.** **I care about how I perceive others and how they perceive me.**

	✏ Indicators	✏ Sample Activities
Early Elementary	■ Understand the importance of respecting personal space. ■ Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in). ■ Wait their turn, observe the situation, and know when it's appropriate to respond.	■ Use puppets to go over rules like personal space, respecting others property, etc. ■ Students tell what activities they did on the playground and rate their behavior during those activities. ■ Use skills-streaming exercises to teach kids the steps involved in 'joining in'.
Late Elementary	■ Describe tone and how it is used to communicate to others. ■ Describe the impact of body language and facial expressions in communication. ■ Develop awareness that social cues may be different among various groups.	■ Students identify the verbal and nonverbal cues that make a teacher-told story interesting. Discuss how different classmates might tell the story differently. ■ Students are given a list of simple tasks they must complete. In pairs they must get their partner to complete that task using only nonverbal communication.
Middle School	■ Analyze social situations and appropriate responses to those situations (e.g. school dance, peer pressure situations, cliques, public speaking). ■ Recognize the personal boundaries of themselves and others (friends, family members, teachers).	■ Students write a 'how to' list describing to a newcomer the appropriate behavior in various situations. ■ Discuss the importance of land boundaries in world politics. Apply that logic to personal boundaries. Why is it important to honor those?
Early High School	■ Evaluate how society and cultural norms and mores have an effect on personal interactions. ■ Read social cues and recognize the impact of their reactions to those cues.	■ One student is "It" and must leave the room while the class designs a list of social mores. The student returns and must use the groups' social cues to determine 'proper' behavior.
Late High School	■ Recognize and respond to social cues in a manner that contributes to their life-long success.	■ Students role- play interview situations where they must respond to the social cues of the interviewer.

4 Goal 4: Students will demonstrate social management skills.
(I will) Interacting in meaningful, productive ways with others.

Rationale: Social management enables people to communicate, to teach and learn, share ideas and feelings, address needs and solve conflicts. Providing children with social management skills will enable them to develop healthy relationships and to meet the needs of the community both personally and professionally. "Business of all sizes has come to realize that productivity depends on a work force that is socially and emotionally competent." (Adams and Hamm, 1994)

	SELF	SOCIAL
AWARENESS	I am…	I care…
MANAGEMENT	I can…	I will… responsible

ASSET 33: CHILD HAS EMPATHY, SENSITIVITY, AND FRIENDSHIP SKILLS.

SOCIAL MANAGEMENT	**Students use positive communication and social skills to interact effectively with others.** **I will interact well with others.**

	✏ Indicators	✏ Sample Activities
Early Elementary	▪ Pay attention to others when they are speaking. ▪ Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.). ▪ Take turns and share with others.	▪ Divide class into two teams. Read directions to the teams one time and have the teams follow the directions, practicing listening. ▪ Do a 'word of the day' and give students little prizes when you hear them genuinely use that word.
Late Elementary	▪ Give and receive compliments in a genuine manner. ▪ Use attentive listening skills to foster better communication. ▪ Demonstrate good sportsmanship. ▪ Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus).	▪ Students design a flower, with cut out petals. Classmates write one compliment for that person on their petal. When the petals are all filled out, glue the flower together and thank those who added to it. ▪ The student who is 'IT' calls out animals who fly (or jump, crawl, etc.) Students flap, if the animal called really flies. If it doesn't and they are still flapping, they're eliminated. ▪ In groups, students build 'towers' using only the provided material. After, discuss how they worked as a group.
Middle School	▪ Demonstrate an ability to both assume leadership and be a team player in achieving group goals. ▪ Differentiate between passive, assertive, and aggressive responses. ▪ Practice reflective listening.	▪ Design group activities that take multiple talents. Discuss how the team could best work together by using each other's strengths. ▪ Pairs share complex stories or opinions and practice reflective listening while the audience takes note.
Early High School	▪ Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward. ▪ Offer and accept constructive criticism in order to make improvements. ▪ Work to maintain an objective, non-judgmental tone during disagreements.	▪ Given a real life scenario, students design the 'teams' they would assemble to best meet the need given – and explain why and how that group would meet the need. ▪ In class debates, students are evaluated on their use of tone.
Late High School	▪ Use assertive communication to get their needs met without negatively impacting others. ▪ Empower, encourage, and affirm themselves and others through their interactions.	▪ Students write scripts that they could use in order to make a request. Then do a peer editing to evaluate effectiveness. ▪ Hold class meetings designed to build class unity and empowerment. ▪ Students write a report on the great leaders of the world and analyze their communication skills.

4 B

ASSET 33: CHILD HAS EMPATHY, SENSITIVITY, AND FRIENDSHIP SKILLS.
ASSET 34: CHILD GETS ALONG WITH PEOPLE FROM DIFFERENT CULTURES.

SOCIAL MANAGEMENT	**Students develop constructive relationships.** **I will work on having constructive relationships.**	
	✎ Indicators	✎ Sample Activities
Early Elementary	- Identify relationships they have with others. - List traits of a good friend. - Design a plan for making friends.	- Students draw a picture of their closest friends and family and label the relationship. - Students draw a picture of themselves then rotate the picture around the room. As it stops, other students write one thing about them that makes them a good friend. - Bring in a stuffed animal and ask the class what they could do to make that animal their friend.
Late Elementary	- Recognize the difference between positive and negative relationships. - Understand the difference between safe and risky behaviors in a relationship. - Identify a problem in a relationship and seek appropriate assistance.	- Read a story, students list the traits they heard in the characters' relationships that were negative and those that were positive. - Students discuss appropriate times to use peer mediators or other outside help.
Middle School	- Distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure. - Involve themselves in positive activities with their peer group. - Demonstrate ability to be true to personal values when choosing friendships.	- In groups, make a cartoon strip that shows strategies for resisting negative peer pressure. - Hold an "Activity Fair" aimed at encouraging students to participate in extracurricular activities.
Early High School	- Understand the benefits of setting limits for themselves and others (boundaries). - Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness.) - Understand the value of mentors.	- Students draw a fence and label it with behaviors that fit within and without their personal boundaries. - Students give advice to fictitious characters about how they could better maintain positive relationships. - Students pick a mentor and write a letter asking them for their help and explaining what they hope to get out of the relationship.
Late High School	- Actively participate in a healthy support network of valued relationships. - Independently seek out relationships that support their development through life.	- Students draw a web of support. Next to each person's name on the web, write one strategy they could use to maintain or activate that friendship or support. - In groups, students write radio broadcasts advertising the importance of constructive relationships.

4 C | ASSET 36: CHILD RESOLVES CONFLICTS PEACEFULLY.

SOCIAL MANAGEMENT	**Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.** *I will deal with interpersonal conflicts constructively.*

	✎ Indicators	✎ Sample Activities
Early Elementary	▪ Identify interpersonal problems they need adult help to resolve. ▪ Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices.	▪ Students work in pairs using puppets to identify conflicts and show responses. Use class discussion to determine whether the conflict needs an adult helper. ▪ Select magazine cutouts of different responses to conflict and students identify whether the responses are negative or positive.
Late Elementary	▪ Show an understanding of conflict as a natural part of life. ▪ Describe causes and effects of conflicts. ▪ Distinguish between destructive and constructive ways of dealing with conflict. ▪ Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.)	▪ Students watch their peers on the playground and then list the conflicts they saw and how they were handled. If the conflict was poorly handled, students list suggestions as to how they could modify the response. ▪ Have peer mediators discuss the steps of conflict resolution in a class presentation.
Middle School	▪ Identify the roles of individuals in conflict and understand their responsibility in reaching resolution. ▪ Apply conflict resolution skills to de-escalate, defuse, and resolve differences. ▪ Identify how all parties in conflict might get their needs met (win-win). ▪ Identify positive supports to go to in a conflict situation/crisis.	▪ As students role-play particular conflict roles (i.e. aggressors, victims, bystanders, peacemakers) observers record how the behaviors helped or hindered resolution. ▪ Hold class debates over a particular issue that must end in a win-win for the class to be successful.
Early High School	▪ Analyze how listening and talking accurately help in preventing and resolving conflicts. ▪ Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety. ▪ Access conflict resolution and problem-solving resources (i.e. security, trusted adults, peer mediators, counselors).	▪ Play 'Telephone' and then discuss how messages can so easily get misconstrued when someone doesn't listen or talk carefully. ▪ In small groups have teams determine strategies they could use to manage various situations. Act them out and evaluate their usefulness.
Late High School	▪ Demonstrate an ability to co-exist in civility in the face of unresolved conflict. ▪ Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively. ▪ Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts.	▪ Play a game where the rules are unfair in someway. Discuss students' behaviors and feelings in the midst of the game. ▪ Students write their own 'self-help' manuals to show conflict resolutions skills. Include at least one true story where another response would have been more beneficial.

DRAFT