



LNSU Social-Emotional Competencies Guide

At LNSU we acquire, practice, and apply academic and social-emotional skills to develop ourselves and each other as engaged, responsible citizens.

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INTRODUCTION

LNSU continues to build on our commitment to educating every child in a developmentally appropriate and holistic way. To expand our commitment, LNSU convened a district-wide team of educators from all member schools to create a pre-kindergarten through grade 12, including adults, framework that addresses the social and emotional skills and competencies every child, adolescent, and adult should obtain during their time at LNSU. The team consisted of teachers from multiple grade levels, subject areas, and various educational roles. The framework will support every child to become curious, engaged, and respectful members of their classrooms and productive members of our community as they enter adulthood. This comprehensive guide focuses on the personal and social ways all students can achieve success, while assisting our educational professionals to create, develop, and implement strategies that promote this development.

The individual and collaborative skills outlined can be separated into five major domains of competency: Self-Awareness, Self-Management, Relationship Skills, Responsible and Ethical Decision Making, and Social Awareness. These skills are essential for every child to be successful and are foundational to building the life-long skills needed for healthy relationships, productive work habits, and community-conscious action. In order to help students attain their post-secondary goals in the ever changing work-force landscape, educators must not only nurture the development of complex academic skills, but also foster a student's ability to work collaboratively with others, problem solve effectively, and demonstrate resilience when faced with adversity. This work begins in pre-kindergarten, well in advance of high school graduation, and must be done through on-going partnerships between our schools, our families, and our community.

Each of the five SEL domains, or learning goals, have multiple sub-goals that include developmentally grouped skills that students within all grade levels will work toward. Based on the structure of our member schools, as well as guiding research on best educational practice, the skills are organized in the following grade level clusters: Pre-K and K, grades 1-2, grades 3-4, grades 5-6, grades 7-9, grades 10-12, and adult. LNSU recognizes that each student is unique and often learns concepts in different ways and at a different pace than same-aged peers based on a variety of factors. By arranging each goal and sub-goal within multiple grade-level clusters, it allows students to progress through each domain at a pace that best meets their needs and is developmentally appropriate for their learning circumstance. The team also included the requisite strategies for each sub-goal to equip teachers and support staff with strategies to effectively teach and embed the skills into their classrooms. In continuing to model what it means to be life-long learners, we lay the groundwork for every student to strive for a deeper understanding of content, improve the quality of the relationships that they have with others, and act in ways to make our communities safer, happier places to work and live.

HOW TO USE THIS GUIDE

The guide references the five domains of SEL as learning goals. Each learning goal contains a set of associated skills or sub-goals. Within each sub-goal is a group of benchmark skills that outline the descriptive statements that explain what the individual should be able to do. The benchmark skills for each of the sub-goals have been organized into the following grade-level clusters: Pre-K and K, grades 1-2, grades 3-4, grades 5-6, grades 7-9, grades 10-12, and adult.

In concert with each set of benchmark skills, a set of corresponding teaching strategies have been created. The strategies outlined are not an exhaustive list, but rather a brief collection of research-based teaching practices that will help advance and expand each learner's pursuit of the skills identified. LNSU educators are encouraged to adapt strategies from age bands above and below their grade level in developmentally appropriate ways to meet the needs of their students. Additionally, it is our hope that we will continue to build from this list in the months and years ahead. The guide also includes a resource list that contains a variety of websites, research briefs, and various pieces of educational literature that will help strengthen and extend this work.

Learning Goal: Self-Awareness

Sub-Goal 1a.

Demonstrate an awareness of your emotions.

Definition: Identify Emotions, Grade Band Benchmarks Skills Strategies

PK-K

Benchmark Skills

When prompted and supported by a trusted adult:

- I can identify and express basic emotions.
- I can recognize that emotions are natural and important.
- I can recognize which emotion is appropriate for different situations.

Strategies

- Have students identify from pictures how they are feeling or draw a picture.
- Read stories or show picture books with themes and ask students to discover the words or phrases used to describe emotions and how the characters are feeling.
- Provide age-appropriate vocabulary words (e.g., happy, sad, hurt, mad) for language development.
- Have students play charades by putting feeling words down on slips of paper to act out.

Learning Goal: Self-Awareness

Grades 1-2

Benchmark Skills

- I can identify and express a range of common emotions.
- I can understand that certain events can impact my emotions.
- I can be aware of how my body feels when I have different emotions.

Strategies

- Have students identify from pictures (feeling cards) how they are feeling or draw a picture. Extend it by asking them to suggest a situation where you might have that feeling.
- Have students play charades by putting feeling words down on slips of paper to act out.
 - Use literature and ask students to identify how the character(s) feel and how they were affected by those emotions.
- Create a check in board where students place their name or picture next to a feeling picture or word.

Grades 3-4

Benchmark Skills

- I can identify my emotions based on my body.
- I can understand that my emotions are natural and can change.
- I can understand that I can have more than one emotion at the same time.
- I can describe how my emotions impact my thoughts and behavior.

Learning Goal: Self-Awareness

Strategies (grades 3-4)

- Create “Feeling-Thought-Behavior Chains” (draw signals and situations).
- Have students draw pictures of themselves, labeling the body signals that they experience for different emotions (examples- Hot face when angry, upset stomach when nervous, etc.).
- Provide students with a scenario, then have them name 2 potential emotions that would go along with that (could be played as a game, done in partners, acted out, etc.).

Grades 5-6

Benchmark Skills

- I can identify my emotions and how they are linked with my thoughts and behaviors.
- I can describe how emotions can change depending on the situation.
- I can better understand my emotions by talking with a trusted adult.

Strategies

- Draw an anger thermometer and ask students to discuss why they may move up or down the thermometer: Discuss the physical responses as they move higher.
- Create a book of feeling words using photographs or words from magazines; demonstrating those feelings.
- Role-play with students using situations that occur in the classroom (e.g., have one student act as a bully while another is the victim); then, have them process how they might feel.
- Use Zones of Regulation curriculum (identifying blue, green, yellow, and red zone feelings).

Learning Goal: Self-Awareness

Grades 7-9

Benchmark Skills

- I can identify and utilize appropriate time and place to safely process emotions with adult support as needed.
- I can recognize a basic range of emotions that impact myself and others.
- I can explain how others' responses to situations can impact my emotions and the behaviors I engage in.

Strategies

- Ask students to examine historical characters and how they communicated their emotions.
- Role-play with students using situations that occur in the classroom and/or community and then have them process how they might feel.
- Use a graphic organizer to identify times and places that it is appropriate for students to safely process their emotions
- Ask students to write a short story, complete with illustrations, which describes a situation in which their expression of emotion(s) impacted others.
- Talk with students about body language and the message it portrays.

Grades 10-12

Benchmark Skills

- I can recognize a complex range of emotions that impact myself and others.
- I can identify and utilize appropriate time and place to safely reflect on personal emotions either independently or with support.
- I can explain how others' responses to situations can impact my emotions while identifying ways to regulate a response.

Learning Goal: Self-Awareness

Strategies (grades 10-12)

- Ask students to journal about how thoughts and emotions had an effect on decision-making, and whether or not they felt different after reassessing in the end.
- Discuss with students historical events and how misinterpretation triggered a negative event.
- Ask students to reflect on a time they had to consider the feelings of others and discuss in small groups how it impacted their behavior or response.
- Have students create gratitude journals to acknowledge and appreciate the kindness of others.
- Role-play with students using situations that occur in the classroom and/or workplace and then have them process how they might feel.

Adult

Benchmark skills

- I can model how identifying and labeling emotions informs my thinking and influences my decisions and relationships.
- I can evaluate verbal, physical, social, cultural, and environmental cues to predict and respond professionally to the emotions of others.

Strategies

- Take a personal strengths inventory.
- Delegate tasks and projects to people who exhibit strengths in areas in which you are limited.
- Reach out to persons and/or groups for support and resources in areas of limitation.
- Reduce stress by focusing on strengths.

Learning Goal: Self-Awareness

Sub-Goal 1b.

Demonstrate an awareness of personal qualities and interests including strengths and challenges.

Definitions: Self-perception; Recognize strengths

PK-K

Benchmark Skills

When prompted and supported by a trusted adult:

- I can share my personal likes and dislikes.
- I can identify and celebrate my strengths.
- I can recognize when things are hard for me.

Strategies

- Using picture books, ask students to identify likes and dislikes of each character.
- Create and use character puppets to exemplify the quality of a character from a story or a historical event.
- Ask students to create an “All about Me Report” or “This is Your Life”.
- Use graphing to chart student preferences and identify unique characteristics (i.e., What is your favorite ice cream flavor?).
- Do a “show and tell” presentation for students about a hobby or a skill. Identify a job where having that skill would be beneficial.

Learning Goal: Self-Awareness

Grades 1-2

Benchmark Skills

- I can recognize my personal strengths.
- I can recognize personal interests.
- I can recognize when things are hard for me.

Strategies

- Use a variety of ways for students to identify their personal likes and dislikes i.e. drawings, show & tell opportunities, writing prompts, creating mini books.
- Have students develop their own storybook using drawings, pictures and language to describe themselves and their families.
- Circle questions during morning meeting regarding interests, strengths and challenges.
- Play games that identify strengths, interests, challenges (i.e. Wild wind blows, If you like...).

Grades 3-4

Benchmark Skills

- I can identify my personal strengths based on my interests and qualities.
- I can demonstrate a skill or talent that builds on my personal strengths.
- I can identify my personal challenges and recognize that I can improve on them.

Learning Goal: Self-Awareness

Strategies (Grades 3-4)

- Have students create a book, a drawing/painting, a song that identifies their personal strengths.
- Have students write a story about a superhero that has their strength.
- Host a talent show! Students can demonstrate one of their strengths!
- Use circle questions at Morning Meeting about interests, strengths, challenges.
- Play games that identify strengths, interests, challenges (2 Truths & a Lie, The Warm Wind Blows, etc.)
- Encourage reflection and ask reflection questions about things that were hard.

Grades 5-6

Benchmark Skills

- I can identify and demonstrate personal strengths based on interests and qualities that may help with decision making to accomplish personal goals.
- I can understand the relationship between interests and experiences and development.

Strategies

- Have students interview a classmate, then report on their unique characteristics.
- Ask students to research a career/occupation and how it aligns with their personal interests.
- Have students complete a career interest inventory on <https://www.mynextmove.org/>.
- I can develop a plan that builds on strength or addresses challenges.
- Have students trace their silhouette and include descriptions of interests, skills, and character traits they possess.

Learning Goal: Self-Awareness

Grades 7-9

Benchmark Skills

- I can identify how my interests influence academic and social opportunities.
- I can identify my interests and experiences to enhance my own learning.
- I can describe how my personal strengths and challenges influence decision-making.

Strategies

- Ask the class to design an activity together to ensure that all members have a task aligned to their interests and/or strengths.
- Conduct a persuasive essay contest on what clubs or activities should be added to the school.
- Have students complete a character study from required class reading on how the characters' personal qualities and interests impacted their decisions.
- Have students develop picture books about character and personal qualities to be shared with preschool and Kindergarten students.

Grades 10 – 12

Benchmark Skills

- I can acknowledge my strengths and challenges and make post-high school goals.
- I can identify a potential career path that builds on my personal strengths.
- I can create a post-high school plan based on my personal qualities and interests.

Learning Goal: Self-Awareness

Strategies (Grade 10-12)

- Highlight students for character qualities in addition to academic and athletic achievements.
- Have students complete a career interest inventory.
- Ask students to develop postsecondary, career, and lifestyle success plans.
- Conduct a school-wide college and career fair to begin thinking about how to align interest to a career.
- As a writing assignment, have students develop resumes along with a cover letter to “sell” their qualifications.

Adult

Benchmark Skills

- I can model how my awareness of my strengths and challenges influences my decision making.
- I can maintain and model a "growth mind set" about my abilities to succeed and grow and will persist through challenges.
- I can anticipate and plan for variations in personal strengths, interests and challenges in students, colleagues and parents; respond to these variations professionally, create and contribute to an inclusive community.

Strategies

- Delegate tasks and projects to people who exhibit strengths in areas in which you are limited.
- Reach out to persons and/or groups for support and resources in areas of limitation.
- Work with a mentor/coach to overcome limitations, respond to variations in people professionally, and persist through challenges.

Learning Goal: Self-Awareness

Sub-Goal 1c.

Demonstrate a sense of confidence, personal responsibility, and advocacy.

Definitions: Self-confidence; Self-efficacy

PK-K

Benchmark Skills

When prompted and supported by a trusted adult:

- I can express my needs.
- I can respectfully advocate for my needs.
- I can understand and follow basic expectations at home, school and in the community.

Strategies

- Teach school-wide expectations using visual cues and connecting them to rules used in the classroom.
- Invite students to participate in the development of classroom rules.
- Post rules visually and conduct frequent review of rules.
- Demonstrate application of school rules in all areas of the school.
- Utilize children's literature to predict and discuss how choices affect the outcome of the story. Use questions such as, "What if the character did this instead...would the outcome be different?"

Learning Goal: Self-Awareness

Grades 1-2

Benchmark Skills

- I can confidently express my needs.
- I can respectfully advocate for my needs by asking for help.
- I can understand and follow an increasing set of expectations at home, school and in the community.

Strategies

- Invite students to share in developing classroom rules. State rules in a positive format and keep them simple.
- Teach school-wide expectations using visual cues and connect them to rules in the classroom
- Engage the students as community helpers in the classroom.
- Provide a check in system at the beginning of the day and a check out system at the end as a way for students to reflect on the choices they will or did make for the day.
- During morning meeting ask students what they need to be successful.

Grades 3-4

Benchmark Skills

- I can demonstrate the appropriate time, place, and manner to respectfully advocate for my needs.
- I can identify and describe how my personal choices and my behavior impacts self and others.
- I can be confident and positive when presented with a challenge or new learning.
- I can identify trusted adults to seek help from when needed.

Learning Goal: Self-Awareness

Strategies (Grades 3-4)

- Role play to present different scenarios where they may need to ask for help. Students can practice the decision making of when, where, and who to approach for help.
- Name and draw trusted adults, in school and out of school, and share social stories and examine situations from an outsider perspective.
- Talk about cause/effect - “When I do ____, people feel _____. When someone does ____, I feel _____.” (See Social Thinking curriculum for more specific strategies and activities).

Grades 5-6

Benchmark Skills

- I can describe how my personal choices can impact myself or others and to take responsibility for my actions.
- I can describe how making responsible choices can benefit myself and my community.
- I can demonstrate what it looks like to be an advocate for academic and personal needs.

Strategies

- Assign students appropriate class jobs.
- Have students create a Venn diagram about things they are responsible for at home and school.
- “Adopt” a younger classroom and assign each student a child to read to on a weekly basis. Give students a task they must prepare and complete with the child.
- Have students write their own ‘report card’ in which they grade themselves on how well they are following through on their responsibilities, adding comments that defend the grade.

Learning Goal: Self-Awareness

Grades 7-9

Benchmark Skills

- I can describe how personal responsibility is connected to my choices and behavior.
- I can confidently recognize the importance of handling tasks and challenges.
- I can reframe negative thoughts and engage in positive self-talk.
- I can demonstrate basic self-advocacy academically and socially.

Strategies

- Ask students to identify a potential challenge encountered in school and write, act out, or role-play how they could advocate to prevent the challenge from being a problem.
- As a class project, have students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors.
- Have students create a graphic organizer that outlines negative thoughts patterns and ways to reframe those thoughts and feelings in a positive manner.
- Have students write their own 'report card' in which they grade themselves on how well they are following through on their responsibilities, adding comments that defend the grade.

Learning Goal: Self-Awareness

Grades 10 - 12

Benchmark Skills

- I can identify my strengths and challenges that correlate to post-secondary and/or life goals.
- I can analyze the level of control one has over situations in academic and social life.
- I can identify how my post-secondary and/or life goals will positively impact others.

Strategies

- Have students develop long- and short-term goals, a timeline that outlines the possible choices to reach.
- Ask students to interview an adult who they admire to find out how that person feels about their personal responsibilities and successes.
- Have students design a public service announcement to inform others of a way to promote or advocate for a community need or program.
- Have students write a creative story describing life in a world with no responsibilities.
- Assist students in participating in community service projects aligned to a career interest.

Adult

Benchmark Skills

- I can identify my strengths and limitations.
- I can use my strengths effectively.
- I can use a growth mindset to work on my limitations.

Learning Goal: Self-Awareness

Strategies (Adult)

- Take a personal strengths inventory (e.g. Personal Strengths Inventory; Character Strengths Inventory).
- Use strengths to overcome limitations.
- Research the benefits of a growth mindset (Carol Dweck TED Talk on Growth Mindset).

Learning Goal: Self-Management

Sub-Goal 2a.

Understand and use strategies for managing your emotions and behavior.

Definitions: Impulse control; Stress management; Self-discipline

PK-K

Benchmark Skills

With assistance/reminders/encouragement from trusted adults:

- I can focus my attention when someone is speaking to me.
- I can start and stop activities based on external cues and adapt to transitions.
- I can adapt behavior to fit different expectations and situations.
- I can control impulsive behavior and calm myself down.

Strategies

- Show students how a balloon deflates and see if they can copy that in their bodies for when they feel stressed.
- Help students increase their dictionary of feeling words through books, role-play, and modeling that includes various settings (i.e., classroom and work environments).
- Teach students to use self-control techniques to meet demands of situations (e.g., taking a deep breath, counting to 10, self-talk, etc.).
- Teach students how to replace “hot thoughts” with “cool thoughts.” Hot thoughts are immediate/impulsive. Cool thoughts come after taking a deep breath and waiting a moment to calm down.

Learning Goal: Self-Management

Grades 1-2

Benchmark Skills

- I can describe simple, age-appropriate verbal and nonverbal ways to express emotions in different settings.
- I can identify and begin to use strategies to regulate emotions and manage behaviors.
- I can identify and describe how emotions relate to thoughts and behaviors.

Strategies

- Encourage and utilize mindfulness strategies to help students learn to regulate emotions.
- Use literature to discuss ways the characters dealt with their variety of feelings (e.g. The Penguin Who Lost Her Cool).
- Help students increase their feeling words vocabulary through books, role plays and modeling.
- Teach how to utilize Peace Corner/ Reset Space effectively.

Grades 3-4

Benchmark Skills

- I can express my emotions clearly and respectfully.
- I can recognize when I'm having strong
- I can use a variety of strategies to self-regulate in different settings.
- I can make choices that reduce stress and increase my personal health.

Learning Goal: Self-Management

Strategies (Grades 3-4)

- Help students develop a personal “stop signal” to remind them that they need to calm down.
- Practice mindfulness techniques.
- Practice a variety of breathing strategies regularly.
- Use physical materials and fidgets to help students regulate.
- Teach students to take a break effectively in an appropriate space.
- Have students draw and label a picture of their body clues that shows their strong emotion (heart racing, sweating, shaking, tight muscles).
- Teach about the importance of sleep, exercise, nutrition, etc. and how those things affect the brain.

Grades 5-6

Benchmark Skills

- I can identify and express a range of emotions in an age-appropriate manner.
- I can connect the relationship between thoughts, emotions and actions.
- I can identify the positive and negative consequences of my actions.
- I can apply strategies to regulate emotions and manage behaviors.
- I can make healthy choices to reduce stress.

Learning Goals: Self-Management

Strategies (Grades 5-6)

- Have students practice using fill-in-the-blank “I” messages to identify relationships between thoughts, emotions, and actions (e.g., When you __, I feel __. What I would like for you to do is __).
- Model effective self-management in an age appropriate way for students (e.g., “I’m feeling a little frustrated, so I am going to stop and take a deep breath before I decide what to do next.”).
- Incorporate stress management techniques in the classroom (e.g., deep breathing, stretching, yoga movements, and affirmations), and identify appropriate settings for each of these strategies.
- Provide worksheets on thoughts, feelings, and actions.

Grades 7-9

Benchmark Skills

- I can maintain confidence during stress, emotional responses, or changing emotions.
- I can recognize the impact of my behavioral responses to thoughts, emotions, and actions.
- I can reflect on possible positive and negative consequences before expressing an emotion or behavior.
- I can identify things that may cause me to feel overwhelmed or stressed.

Learning Goal: Self-Management

Strategies (Grades 7-9)

- Discuss with students hypothetical stressful situations they may encounter and ways to manage them.
- Teach students to use the cognitive “brake” using the acronym SOLD (S=Stop what you are doing. O=Observe how you are doing. L=Look at whether your feeling matches what is going on. D=Decide how you will behave.).
- Use literary characters to discuss with students strategies that the characters used to handle their stressors.
- Have students develop a graphic organizer that compares and contrasts ways to express feelings.
- Incorporate stress management techniques in the classroom 19 (e.g., deep breathing, stretching, yoga movements, and affirmations), and identify appropriate settings for each of these strategies.
- Have students make a list of situations in which they have felt overwhelmed or stressed, then identify ways in which they might manage these feelings.
- Encourage students to try one stress-reduction strategy and provide feedback to a peer on how it worked or did not work.

Grades 10- 12

Benchmark Skills

- I can demonstrate the ability to reframe difficult situations into opportunities that promote resilience and optimism.
- I can evaluate how thoughts and emotions impact decision making and responsible behavior.
- I can recognize and evaluate how expressing one’s emotions might impact or influence others.
- I can apply self-monitoring strategies to process emotions and reframe thoughts and behaviors.

Learning Goal: Self-Management

Strategies (Grades 10-12)

- Have students share a work product in which they practice receiving and responding appropriately to constructive feedback from the teacher and their peers.
- Ask students to demonstrate in a science class or in a math problem ways to reframe the problem and compare that to ways to reframe life problems.
- Discuss with students the importance of living a healthy lifestyle to manage stress and achieve a work/life balance.
- Notice and reinforce qualities that are key to resilience (e.g., empathy, optimism, or forgiveness), and give students a chance to practice them in a think, pair, share group.
- When students have a conflict with another person, help them to keep things in perspective and to remember that someone else's opinion doesn't define them.

Adult

Benchmark Skills

- I can express my thoughts and emotions appropriate to the environment.
- I can use a variety of techniques to manage my emotions and stress, and anticipate the impact of expressing my emotions on others.

Strategies

- Use "I messages" that focus on emotions rather than thoughts.
- If possible, avoid personal and professional "triggers" or stressors and practice mindfulness and meditation to manage stress and emotions.
- Research and participate in wellness programs that are offered by the district and the community.

Learning Goal: Self-Management

Sub-Goal 2b.

Demonstrate the ability to motivate, persevere, and see oneself as capable.

Definitions: Self-motivation, perseverance

PK-K

Benchmark Skills

With assistance/reminders/encouragement from trusted adults:

- I can show initiative and independence in actions.
- I can show creativity and persistence seeking solutions from problems.
- I can focus on a self-selected activity to completion.

Strategies

- Allow opportunities for students to choose activities for themselves - this provides “internal” rewards.
- Provide activities with rules, challenges, and complexities inherent in the real world.
- Sustain activities over a period of time. Rather than doing lots of activities, focus on a few for longer periods of time so students learn to persevere despite challenges.

Learning Goal: Self-Management

Grades 1-2

Benchmark Skills

- I can describe a time when I kept trying in a challenging situation.
- I can explain how practice improves performance of a skill and can help in overcoming a challenge or setback.

Strategies

- YouTube Video “Brain Jump with Ned the Neuron: Challenges Grow Your Brain” <https://youtu.be/g7FdMi03Czl>
- YouTube Video “The Most Magnificent Thing” A story about perseverance.
- Use growth versus fixed mindset books.

Grades 3-4

Benchmark Skills

- I can identify and use strategies for persevering through challenges and setbacks.
- I can describe the characteristics of a growth mindset.
- I can use positive self-talk to self-motivate.

Goal: Self-Management

Strategies (Grades 3-4)

- Create a Persevering Checklist of strategies for when things get hard.
- Perseverance Chart - students describe a way that they have persevered in a certain time of day and can earn a sticker for their personal chart (exit ticket or circle time).
- Have students develop a short phrase that they can say to themselves to help them persevere. They can write it on an index card in bright letters and tape to their desks as a reminder when work gets tough (ex. “Keep going,” “I can do this,” “I can do hard things,” “I’m learning,”).
- Use Growth Mindset language/lessons around challenges and new learning.

Grades 5-6

Benchmark Skills

- I can identify and utilize strategies for preserving through challenges and setbacks.
- I can use a growth mindset to foster positive change.

Strategies

- Students look at different fixed mindset scenarios and change them to a growth mindset.
- Students reflect on previous challenges they’ve faced and how they overcame them.

Learning Goal: Self-Management

Grades 7-9

Benchmark Skills

- I can utilize strategies for persevering through challenges and setbacks.
- I can use a growth mindset to reframe a challenge or setback into a positive opportunity with assistance.

Strategies

- Identify perceived or anticipated challenges that you may face when completing a long-term project
- For every perceived or anticipated challenge, create a list of at least three ideas for addressing each.
- Set an individual goal, identify two obstacles that might get in the way of reaching the goal, and decide ahead of time how you will use character strengths to overcome the obstacles.
- Discuss in pairs when it may make sense to abandon a project or efforts in lieu of continuing with a failing effort.
- Create celebrations for the process rather than the end product.
- Have students share a work product in which they received constructive feedback and discuss how it motivated them to improve.

Grades 10 - 12

Benchmark Skills

- I can demonstrate the ability to persevere and maintain confidence through challenges.
- I can reframe a current challenge or setback by reflecting on successes.

Learning Goal: Self Management

Strategies (Grades 10-12)

- Identify perceived or anticipated challenges that you may face when completing a long-term project.
- For every perceived or anticipated challenge, create a list of at least three ideas for addressing each and assess which solution would work best.
- Create an action plan for addressing perceived or anticipated challenges in achieving a long-term academic or postsecondary goal. (e.g., application for a job, trade school or college, creating a long-term science fair project, developing a community awareness project in Humanities class).
- Have the student reflect upon a time in which they used perseverance to accomplish a task

Adult

Benchmark Skills

- I can sustain motivation to achieve success in my life goals.
- I can persevere through challenges to reach my life goals.
- I can evaluate and adapt goals to sustain progress and achieve success in life.

Strategies

- Write personal and professional SMART (Specific, Measurable, Attainable, Relevant, Timely) goals that are both short and long-term.
- Identify the education, skills, training, contacts, and finances necessary to achieve personal goals.
- Reflect on personal goals with friends, family members, or colleagues.

Learning Goal: Self Management

Sub-Goal 2c.

Plan, apply, and evaluate goals to achieve success in school and life

Definitions: Goal setting; Organizational skills

PK-K

Benchmark Skills

With assistance/reminders/encouragement from trusted adults:

- I can demonstrate eagerness and curiosity as a learner.
- I can show initiative and independence in action.
- I can talk about personal and academic learning goals.
- I can identify strategies to reach goals and reflect on them.

Strategies

- Have students write a list of short-term wishes and/or dreams as they relate to school, sports, etc., and have them prioritize the list.
- Teach students simple decision-making skills to build self-confidence and self-control by providing a variety of choices throughout the day.
- Set aside a time for students to describe and celebrate a goal they have accomplished.
- Have students participate in a step-by-step art or baking project and celebrate successful completion.
- Have students routinely develop and complete age appropriate, short-term classroom goals (e.g., reduce time during transitions, put supplies away quicker, line up for lunch).

Learning Goal: Self-Management

Grades 1-2

Benchmark Skills

- I can identify a short-term goal (wish, dream) and the steps needed to accomplish the goal
- I can identify people/resources needed to meet one's short-term goal.
- I can recognize if a goal is under one's own control or someone else's.
- I can describe something I have accomplished.

Strategies

- Set weekly or daily personal goals with students including the steps necessary to accomplish the goal and follow up with a quick end of week individual meeting to evaluate progress.
- Teach students to use organizational tools such as: Friday folders, mailboxes, graphic organizers, visual schedules.
- Make a class collage of accomplishments.
- Have students write and/or draw pictures around their accomplishments.

Grades 3-4

Benchmark Skills

- I can develop short-term goals to help me to be successful both academically and personally.
- I can create simple plans and explain how they help me achieve my goals.
- I can evaluate how my attitude affects my goal achievement.
- I can identify the cause of a challenge or setback and, with assistance, develop a plan of action.

Learning Goal: Self-Management

Strategies (Grades 3-4)

- Teach about effective goal-setting (what makes a good goal?). Write an academic/personal goal and a simple plan of how to reach that goal. Students can track their progress. ○ Use partnerships for sharing and accountability.
- As students track their progress toward a goal, they can track their attitude/emotions.
- Use social stories, video clips, and role play to model different situations. Students can discuss why a situation was or was not challenging.

Grades 5-6

Benchmark Skills

- I can identify the importance of setting academic goals for success and personal growth.
- I can identify and utilize school, family and community resources to achieve goals.
- I am able to plan steps to achieve goals.
- I can evaluate steps needed next time to achieve my goal.

Strategies

- Students set daily/weekly goals and make charts and visual reminders so they can track progress.
- Students research and summarize the education path required to achieve a specific career goal.
- Create a visual timeline or pie chart to show students how much of a person's life is spent working, going to school, spending time with family, sleeping, and having personal time.
- Use biographies to discuss how people persevered through hard times to turn their lives around or reach a goal.

Learning Goal: Self-Management

Grades 7-9

Benchmark Skills

- I can recognize the importance of long- and short-term goals for success in school and in life.
- I can identify school, family, and community resources that may assist in achieving a goal.
- I can set a short-term school or life goal with action steps to achieve success.
- I can monitor progress toward a specified goal by developing check-points or adjusting the plan as needed.

Strategies

- Create a system in which students track their school, home, and/or community responsibilities each week.
- Have students set academic and personal SMART (Specific, Measurable, Attainable, Relevant, Timely) goals that are short and long term.
- Have students create an action plan for each SMART goal that lists what resources (i.e., home, school, and community) they would utilize.
- Have students reflect on the progress of each goal, why the goal was important, and what they would do differently.
- Using peer-to-peer interviews, have students set a character goal on a virtue that is most important to them.
- Create a visual timeline to show students how much of a person's life is spent working, going to school, spending time with family, sleeping, and having personal time.
- Assist students in creating a high school plan that includes transition to postsecondary and the workforce.
- Use biographies to discuss how people persevered through hard times to turn their lives around or reach a goal.

Learning Goal: Self-Management

Grades 10 -12

Benchmark Skills

- I can develop a plan that demonstrates an understanding of how to set and reach goals that contribute to life-long success.
- I can utilize school, family and community resources that may assist in achieving a goal.
- I can set a post-secondary life goal with action steps, time-frames, and criteria for evaluating achievement.
- I can evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps as needed.

Strategies

- Have students set short- and long-term academic, career, and personal SMART (Specific, Measurable, Attainable, Relevant, Timely) goals; tied to personal learning plans as necessary.
- Have students create weekly sub-goals connected to their authentic interests, monitoring progress over time, etc.
- Teach students how to self-assess progress toward their goals and how to modify their career and academic goals to include postsecondary.
- Ask students to interview people they feel could help them set and achieve future career goals.
- Encourage the use of a system to stay organized.
- Have students create a timeline for post-secondary applications or admissions.

Learning Goal: Self-Management

Adult

Benchmark Skills

- I can demonstrate an understanding that goal-setting supports lifelong success.
- I can set goals and monitor progress towards achieving them.
- I can analyze the effect integrity, prioritizing, time management and adequate resources have on goal achievement.

Strategies

- Acknowledge and celebrate the achievement of short-term goals leading to success in long-term goals.
- Partner with colleagues and friends to prioritize and work toward common goals.
- Learn organizational skills to manage time and tasks efficiently.
- Evaluate how personal integrity and self-management skills impact progress towards personal goals.

Learning Goal: Social Awareness

Sub-Goal 3a.

Demonstrate the ability to recognize and empathize with the feelings and perspectives of others.

Definitions: Perspective-taking; Empathy

PK-K

Benchmark Skills

When prompted and supported by a trusted adult:

- I can recognize there are different kinds of feelings.
- I can establish and maintain friendships.
- I can show empathy and caring for others.
- I can recognize and identify possible ways to improve situations.

Strategies

- Brainstorm a list of behaviors students feel would be hurtful to others, think about why they are hurtful, and what they could do differently.
- Ask students what a friend is and write down all of their answers.
- Then extend it to ask what friends do for other friends? Write down their answers.
- Involve the children in finding a solution to a problem in the classroom.

Learning Goal: Social Awareness

Grades 1-2

Benchmark Skills

- I can identify facial and body cues representing feelings in others.
- I can identify words and actions that may support or hurt the feelings of others.
- I can define empathy and identify empathetic reactions in others.

Strategies

- Use pictures/cards showing people who are depicting different emotions. Students take turns drawing one of the pictures and discuss how the people in the pictures are feeling and what is happening that might make them have those feelings. Ask: How would you feel in this situation?
- Use literature to discuss ways to show empathy for the characters in the story.
- During morning meeting discuss scenarios, have students define what the other person might be feeling.

Grades 3-4

Benchmark Skills

- I can be a responsible citizen in my school and classroom community by showing respect and care for others.
- I can explain the importance of having empathy for others and their perspectives.
- I can identify verbal and nonverbal clues that help me recognize other people's thoughts and feelings.
- I can respectfully understand that others can have different thoughts and feelings.
- I can show empathetic reactions in response to others' thoughts and feelings, body language, facial expressions, context and how it relates to a person's emotions.

Learning Goal: Social Awareness

Strategies (Grades 3-4)

- Have conversations about book characters - make predictions about what the characters are thinking or feeling.
- Use pictures and paused videos for students to read 26 empathy for others and their perspectives.
- Play Feeling Charades - students can model body and facial clues for specific feelings.
- Have students predict the feelings of a peer based on a given scenario/situation. The peer can tell them if their prediction is correct or incorrect.
- Present students with scenarios. Students role play empathetic reactions to those situations.
- Use games and activities to show a variety of opinions/feelings.

Grades 5-6

Benchmark Skills

- I can be a positive citizen in my school community and participate in opportunities that contribute to the greater good.
- I can identify a need in my school community and discuss possible solutions.
- I can empathize with others' thoughts, perspectives, and emotions.

Strategies

- Teams of students are given lists of emotions. Have them perform skits showing each emotion, while the other teams try to guess the emotion.
- Have students write alternative endings to stories through changing the behavior of one character.
- Service learning projects, volunteering, organizing food drive, clothing drive, etc.

Learning Goal: Social Awareness

Grades 7-9

Benchmark Skills

- I can identify if verbal and non-verbal cues appropriately match the feelings expressed by others.
- I can acknowledge when the viewpoints or perceptions of others are different than mine and react appropriately.
- I can be a positive citizen in my school community and encourage others to participate with me in contributing to the greater good.

Strategies

- Have students write alternative endings to stories through changing the behavior of one character.
- Conduct class meetings with scenarios in which students are given the opportunity to support each other and validate their emotions.
- Assign students a current topic and ask them to interview important people in their lives to gather different perspectives, opinions, and points of view. Students can then present their results either in an oral or written report.
- Identify professionals in the school and community that provide support for others.
- Collect photos or pictures from a magazine and have students create a related story based on non-verbal cues depicted.

Learning Goal: Social Awareness

Grades 10-12

Benchmark Skills

- I can evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others.
- I can demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ.
- I can demonstrate empathy by being compassionate and encouraging others.
- I can be a positive citizen in my school community and create opportunities to contribute to the greater good.

Strategies

- Have students research available community service opportunities.
- Encourage students to get involved in a community giving situation in which they help others.
- Conduct Socratic seminars, and have students write reflection papers about how their viewpoints changed when listening to others.
- Do pair-shares in which one student must tell their partner's perspective on a current event topic.
- Have students interview other peers to discover what they have in common both within and outside the school.
- Provide authentic feedback when students persevere (e.g., "I know how hard that was, but you never gave up. I'm very proud of you, and you should be proud of yourself.").
- Invite business and community members to talk to students about helping and service careers.

Learning Goal: Social Awareness

Adult

Benchmark Skills

- I can consider the feelings of others in a variety of social situations.
- I can be sensitive toward other people's needs.
- I can be patient—even when I don't feel like it

Strategies

- Ask a friend, family member, or colleague how they are feeling and be responsive to their needs.
- Practice random acts of kindness.
- Learn techniques to build patience

Learning Goal: Social Awareness

Sub-Goal 3b.

Demonstrate an awareness and respect for human dignity including culture and differences.

Definitions: Appreciating diversity; Respect for others

PK-K

Benchmark Skills

When prompted and supported by a trusted adult:

- I can recognize all people have some needs in common.
- I can express cultural influences from home, neighborhood and community e.g., celebrating traditions.
- I can demonstrate an understanding and acceptance of similarities and differences among people.

Strategies

- Have students brainstorm a list of their personal traits, and then go around the room comparing and contrasting traits with their classmates.
- Adopt a country each month, and have students learn about the culture of that country to include food, dress, celebrations, and professions predominant in that culture.
- Hold class meetings to involve students in sharing and recognizing the culture and diversity of other students.
- Ask students to find and share three things they have in common with a friend and three things that are different.

Learning Goal: Social Awareness

Grades 1-2

Benchmark Skills

- I can discuss how people can be the same or different.
- I can identify the purpose for having school-wide expectations and classroom rules
- I can discuss the concept of, and practice, treating others the way I would want to be treated.
- I can identify how to help others and how that feels to help others.

Strategies

- Use a bingo style card with a variety of different attributes, abilities, interests, and dislikes. Have students find other students who are the same or different in each box.
- Find videos and literature which educate students about the diversity and traditions of different cultures
- Use the social thinking series of books.

Grades 3-4

Benchmark Skills

- I can identify and respect similarities and differences in cultures, traditions, and beliefs.
- I can explain personal biases when considering the perspectives of others.
- I can respond respectfully when different perspectives cause a conflict.
- I can demonstrate respect for all people regardless of differences.

Learning Goal: Social Awareness

Strategies (Grades 3-4)

- Teach kids about differences that have made a historical impact (Martin Luther King Jr., protected categories, etc.).
- Performing research about different people, cultures, and countries - comparing how that relates to our culture, traditions, and beliefs
- Use personal reflections to show differences that are challenging for themselves or their families.
- Practice a friendly debate - teach friendly ways to disagree (can be used across content areas - link to literature, math strategies, science topics, etc.).

Grades 5-6

Benchmark Skills

- I can identify positive and negative stereotypes that may lead to discrimination and prejudice.
- I can recognize the value of different cultures and social groups.
- I can participate in cross-cultural activities and demonstrate respect for other cultures.
- I can appreciate others that have different social or cultural norms from me.

Strategies

- Discuss historical events or topics in the news on discrimination and prejudice to debate in the classroom.
- Have each student researches/presents a historical figure that used their career/occupation to fight for social justice (e.g., Martin Luther King, Jr., Abraham Lincoln).
- Use an art pen pal exchange from other states or countries.

Learning Goal: Social Awareness

Grades 7-9

Benchmark Skills

- I can recognize the value of different cultures and social groups.
- I can identify positive or negative stereotypes of an individual or group.
- I can analyze and recognize how beliefs are shaped by social and cultural experiences.

Strategies

- Assign students a controversial article and ask students to represent alternate viewpoints.
- Assign texts that would cultivate discussions regarding diverse groups and cultures.
- Discuss with students how cultural events have impacted local history such as Abenaki history.

Grades 10- 12

Benchmark Skills

- I can discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice.
- I can reflect on and practice strategies to oppose stereotyping and prejudice of others in order to build community.
- I can participate in multi-cultural activities and reflect on how the experience may change my personal perspective.

Learning Goal: Social Awareness

Strategies (Grades 10-12)

- Conduct a Socratic seminar on a selected text on stereotyping and/or prejudice of others.
- Have students' select and participate in a cross-cultural learning activity in their school or community that includes a reflection activity about what they learned.
- Involve students' in planning a multi-cultural event to celebrate a variety of groups represented in the school and in the community.
- Have students choose an event (historical or current) and reflect on what it would be like to have lived that experience.

Adult

Benchmark Skills

- I can recognize the role of the individual within the larger community.
- I can participate in activities as an agent for positive change within the community.
- I can demonstrate respect for all humans.
- I can identify and address explicit and implicit biases towards persons different from me.

Strategies

- Participate in district or community initiatives that are personally and professionally meaningful.
- Show respect for students, colleagues, and parents by keeping an open mind and reducing assumptions about group membership.
- Engage in learning opportunities on explicit or implicit bias.
- Work with other adults to create a sense of belonging and safety for students; be available to help mentor children feel connected and accepted by the school community

Learning Goal: Relationship Skills

Sub-Goal 4a.

Apply positive verbal and non-verbal communication and social skills to interact with others.

Definitions: Communication

PK-K

Benchmark Skills

When prompted and supported by a trusted adult:

- I can engage in play with others.
- I can perform classroom jobs.
- I can perform roles and behaviors that contribute to personal and classroom wellbeing.
- I can communicate needs, wants and ideas in a positive way.

Strategies

- Provide students opportunities to practice positive peer support through class meetings, small groups, and school-sponsored activities.
- Conduct a morning meeting during which students share their job for the day/week and how it helps the class.
- Role play book characters that communicate positively or negatively.

Learning Goal: Relationship Skills

Grades 1-2

Benchmark Skills

- I can effectively and appropriately communicate needs, wants, and ideas in a respectful manner.
- I can use positive communication and behaviors such as: taking turns, sharing with others; saying “please”, “thank you,” and/or “excuse me”, using compliments to encourage others and paying attention when others are talking.
- I can develop and maintain friendships.

Strategies

- Read the book “Please Stop I Don’t Like That” as a way to discuss assertion in a respectful manner.
- Use children’s literature for teaching friendship skills (e.g. Hunter’s Best Friend at School and Best Friends for Frances or The Friendship Fairy).
- In morning meeting have students share a compliment with their peers.
- Use specific feedback to encourage students when they listen well and use positive communication.

Grades 3-4

Benchmark Skills

- I can demonstrate positive and respectful communication through my words, tone of voice, and body language.
- I can identify ineffective styles of communication, and, with support, give and receive feedback respectfully.
- I can use technology to communicate responsibly and respectfully, and use active listening to show focus and understanding.

Learning Goal: Relationship Skills

Strategies (Grades 3-4)

- Teach and practice active listening and having meaningful conversations. Use groups of 3 so two people can practice and 1 person can give feedback.
- Have students identify different types of communication in books, videos, and the real world.
- Role play respectful communication. Provide opportunities for giving and receiving feedback (writing shares, sharing student work, providing compliments & suggestions).
- Give an exit ticket - “How did you use active listening during today’s lesson?”
- Resource: <https://www.common sense media.org/>

Grades 5-6

Benchmark Skills

- I can use active listening to successfully understand multiple perspectives.
- I can demonstrate the ability to give and receive feedback in a respectful way.
- I can interact on social and digital media responsibly and respectfully and understand the potential impact on self-reputation and relationships.

Strategies (Grades 5-6)

- Have a Compliment Day in which students give and receive three compliments.
- In groups, have students build a chair using only the materials provided. Have students discuss how they cooperated as a group to build the chair.
- Give students a listening task (e.g., describe what they want their partner to draw).

Learning Goal: Relationship Skills

Grades 7-9

Benchmark Skills

- I can demonstrate reflective listening skills and understand multiple perspectives.
- I can offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others.
- I can interact on social and digital media responsibly and understand the potential impact on reputation and relationships.

Strategies

- Have students perform different roles in cooperative learning groups (i.e., leader, recorder, reporter, timekeeper) to develop and practice communication skills.
- Have students discuss a topic, either as a class or in small groups, then use reflective listening to paraphrase key discussion points.
- Have students read a book (e.g., *The Outsiders*), then discuss why the characters responded in a certain way.
- Interview a human resources representative to speak about the implications of social media on hiring practices.
- Have students respond by writing a social media pledge for themselves, outlining how they will use social media responsibly.

Resource: <https://www.commonensemedia.org/>

Grades 10-12

Benchmark Skills

- I can actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals.
- I can apply constructive feedback to strengthen connections and achieve common goals.
- I can demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals.

Learning Goal: Relationship Skills

Strategies (Grades 10-12)

- Hold class debates in which peers provide constructive feedback to the speakers on their use of tone and delivery.
- Help students develop a growth mindset by providing feedback on effort over results, being persistent, and facing challenges as an opportunity.
- Teach about the difference between assertive, aggressive, and passive behavior.
- Hold regular class meetings or advisory times to build class unity and empowerment for students.
- Ask students to conduct an interview with a business/industry representative to explore opportunities within a career field and the skills and education required for success.
- Research a company's social media presence and hypothesize how that presence impacts the success/failure of the company.

Adult

Benchmark Skills

- I can demonstrate strategies for collaborating with peers, adults, and others in the community to support and move group efforts forward.
- I can offer and accept constructive criticism in order to help others and improve myself.
- I can work to maintain an objective, nonjudgmental tone during disagreements.
- I can use assertive communication to meet my needs without negatively impacting others.
- I can demonstrate responsible use of social and digital media and understand the potential impact on others.

Learning Goal: Relationship Skills

Strategies (Adult)

- Promote collaboration by building positive relationships to work with people.
- Give constructive feedback by acknowledging the positive and identifying specific examples in a respectful manner.
- Accept constructive feedback by listening, clarifying, and adopting a growth mindset.
- Use clear “I statements” when dealing with conflict.
- Follow a systematic approach to conflict resolution that achieves mutually satisfactory results by addressing the needs of all concerned.

Learning Goal: Relationship Skills

Sub-Goal 4b.

Demonstrate an ability to prevent, manage, and/or resolve interpersonal conflicts in constructive ways.

Definitions: Social engagement; Conflict resolution/management

PK-K

Benchmark Skills

- I can make positive choices (e.g. sharing) when interacting with classmates with adult support.
- I can express frustrations and anger without harming others, self, or property.
- I can ask for help with a personal or social problem.
- I can recognize how my own actions affect others.

Strategies

- Read picture books with characters in difficult situations. Talk about how they dealt with anger and frustration.
- Brainstorm ways in which to ask for help and put it in a visual chart.
- Utilize children's literature to predict and discuss how choices affect the outcome of the story. Use questions such as, "What if the character did this instead...would the outcome be different?"
- Provide a "check-in" at the beginning of the school day and a "check-out" at the end. Students can reflect on the choices they will make or did make for the day.

Learning Goal: Relationship Skills

Grades 1-2

Benchmark Skills

- I can begin to develop and practice the use of problem solving and conflict resolution skills with adult support.
- I can recognize that there are many ways to solve conflicts and practice solving problems using different methods including using “I” messages.
- I can identify and state feelings and problems when in a conflict situation.
- I can identify interpersonal problems that need adult help to resolve, and appropriately ask for help.

Strategies

- Begin teaching students how to be assertive when communicating feelings and needs during a conflict situation.
- Have students work in pairs using puppets to identify conflicts and show responses. Use classroom discussion to determine if the conflict needs an adult helper.
- Provide a peace corner/reset for students to de-escalate when needed.
- Help students reflect on difficult situations by brainstorming different options and determining with them the consequences of each option.

Grades 3-4

Benchmark Skills

- I can approach conflict resolution with an open mind.
- I can generate safe, respectful, and can show an understanding of when to resolve conflicts with peers independently or with adult support.
- I can take responsibility for my actions and behaviors during conflict.

Learning Goal: Relationship Skills

Strategies (Grades 3-4)

- Create a 4-part chart (win-win, win-lose, lose-lose, lose-35 reasonable ideas to reach a compromise and find a win-win solution during conflict).
- Present scenarios of different conflicts. Students decide which ones can be resolved amongst peers and which ones require adult support.
- Role play situations where parties in a conflict take responsibility for their actions. (e.g., the “S.T.E.P.” formula from Second Step, or something similar).
- Use books or videos and the characters. What do the characters do to take responsibility?
- Teach the 3 A’s - Admit it, Apologize, make Amends.
- Read “The Butter Battle Book” by Dr. Seuss (or another book about conflict) and brainstorm solutions.

Grades 5-6

Benchmark Skills

- I can identify and proactively demonstrate personal behaviors to prevent conflict.
- I can acknowledge different perspectives of others to prevent conflict.
- I can activate the steps of the conflict resolution process to manage disagreements and maintain safety and seek support when needed.
- I can take responsibility for my actions and behaviors during conflict.

Learning Goal: Relationship Skills

Strategies (Grades 5-6)

- Engage in restorative practices (i.e. circles)
- Provide role play scenarios for students that show the causes and effects of conflicts and ways to peacefully resolve conflicts.
- Conduct class debates over a particular issue that must end in a win-win for the class to be successful.
- Ask students to identify at least one person to provide support when dealing with a conflict.
- Have students engage in the conflict resolution model to resolve conflict.
- Have students write and perform conflict resolution skits.

Grades 7-9

Benchmark Skills

- I can recognize and acknowledge different perspectives of others to prevent or minimize conflict.
- I can understand my own responsibility within a conflict (i.e. spreading rumors, use of social media, and wrongful accusations).
- I can apply conflict resolution skills to deescalate, diffuse, negotiate, and resolve differences.
- I can identify and access positive support when needed in a conflict situation or crisis.

Learning Goal: Relationship Skills

Strategies (Grades 7-9)

- Have students write and perform conflict resolution skits.
- Have students research and write a paper on how conflict resolution is portrayed in the media.
- When students are having discussions encourage the use of reflective listening strategies such as reassurance and clarifying questions.
- Have students engage in a role play where a conflict resolution strategy is practiced.
- Ask students to identify at least one person to provide support when dealing with a conflict.
- Implement a peer mediation program.
- Conduct class debates over a particular issue that must end in a win-win for the class to be successful.
- Have students play a game where the rules are unfair in some way. Discuss students' behaviors and feelings in playing the game.

Grades 10-12

Benchmark Skills

- I can demonstrate an ability to coexist in civility in the face of unresolved conflict.
- I can apply conflict management skills and strategies to maintain personal safety and the safety of others.
- I can utilize problem solving resources to facilitate conflict resolution, recognizing that seeking help is a strength (i.e. security, trusted adults, peer mediators, and counselors).

Learning Goal: Relationship Skills

Strategies (Grades 10-12)

- In a class meeting, have students select a problem or conflict and take an active role in resolving the issue.
- As a class, develop a resource map of adults, counselors, and youth serving professionals who students can utilize to assist in resolving conflicts and/or problems.
- As a class project, have students' research resources and processes available in a workplace and/or community to help resolve conflicts.
- When students are having discussions encourage the use of reflective listening strategies such as reassurance and clarifying questions, as well as practicing the use of conflict resolution strategies.

Adult

Benchmark Skills

- I can utilize appropriate conflict resolution skills to prevent, prepare for, and manage conflict in community, college, and/or career settings.
- I can develop and utilize mediation skills.

Strategies

- Participate in conflict resolution role playing sessions.
- Identify mediation techniques that work and practice them.

Learning Goal: Relationship Skills

Sub-Goal 4c.

Develop and maintain positive relationships.

Definitions: Relationship-building; Working cooperatively/teamwork

PK-K

Benchmark Skills

When prompted and supported by a trusted adult:

- I can begin to know my classmates' names and something about them.
- I can form a positive relationship with one or more adults and peers.
- I can engage in more structured large and small group activities.
- I can recognize others' feelings and respond with courtesy and kindness.

Strategies

- Play name learning games during Morning Meeting.
- Identify adults who can help.
- Draws/communicates/follows classroom rules.
- Provide a variety of blocks and encourage the children to build a tower, a castle, or a house together.
- Have students' role-play how to be a good friend to someone who appears lonely or sad or has a hard time making friends.

Learning Goal: Relationship Skills

Grades 1-2

Benchmark Skills

- I can identify and practice appropriate behaviors that maintain positive relationships.
- I can list traits of a good friend.
- I can demonstrate an awareness of roles in various relationships.
- I can recognize the need for inclusiveness.

Strategies

- YouTube Video: Sesame Street: Mark Ruffalo & Empathy (2:29) to spark classroom discussion.
- Have students work in small groups to create a poster listing friendly behaviors.
- Begin a Bucket Filler literature series.
- Teach cooperation with the Bean Bag Balance game. Students balance bean bags on their head and walk around the classroom. If they drop the bean bag, they are frozen until another student picks up the bean bag and places it back on their head.
- Review PBIS character traits.

Learning Goal: Relationship Skills

Grades 3-4

Benchmark Skills

- I can show a respect for personal boundaries (personal space, materials, private information, etc.).
- I can demonstrate skills for developing positive friendships.
- I can demonstrate skills to include others when working cooperatively.
- I can recognize when I'm experiencing helpful or harmful peer pressure.
- I can seek help from a trusted adult when I am confused or uncomfortable about a relationship.

Strategies

- Create "friendship books" including words and pictures - identify qualities of good friends (provide prompts as needed).
- Reflect on healthy vs unhealthy friendship characteristics. Recognizing patterns in relationships.
- Poll kids about different things that could be public or private. Students move to a certain part of the room based on their opinion.
- Use a writing prompt about helpful vs harmful peer pressure to encourage reflection.
- Play games that might have an element of peer pressure - talk about how that pressure affected the team.
- Play cooperation games/challenges (hula hoop pass, keep the ball in the air, lily pad passage, etc.).
- Students can reflect on a time they have sought help from a trusted adult -share through conversation, writing, or role play.

Learning Goal: Relationship Skills

Grades 5-6

Benchmark Skills

- I can recognize the difference between helpful and harmful behaviors in relationships.
- I can participate in a healthy network of relationships and demonstrate inclusiveness in relationship building.
- I can demonstrate cooperative behavior in a group setting and demonstrate specific roles in a group.
- I can identify helpful or harmful impacts of peer pressure on self and others.
- I can resist negative peer pressure.
- I can confide in a trusted adult during challenging situations.

Strategies

- Students describe and discuss what characteristics a good friend should have and compare them to their own personal characteristics.
- Allow students the opportunity to make decisions about appropriate class rules and identify the consequences when rules are broken.
- Encourage and facilitate opportunities for students to participate in positive peer socialization (e.g., cooperative learning groups, and school-sponsored activities).
- Students review social media posts and discuss how those posts impact positive and negative relationships.
- Practice with students to recognize their body signals when they are experiencing a negative peer pressure situation.
- Teach students to stop, assess and make a good choice when confronted with negative peer pressure.
- Students practice what they would say when resisting peer pressure and brainstorm the outcomes.

Learning Goal: Relationship Skills

Grades 7-9

Benchmark Skills

- I can participate in a healthy network of personal and school relationships.
- I can demonstrate inclusiveness in relationship building.
- I can utilize strategies to manage social pressures.
- I can demonstrate cooperative behavior in a group setting and display leadership characteristics within a group.

Strategies

- Develop a peer mediation program that allows students to assist each other in solving problems.
- Have students learn and practice how to present and accept different viewpoints or opinions respectfully.
- Teach students to pause, assess the situation, and make a good choice when confronted with negative peer pressure.
- Have students create a plan to practice the use of assertiveness and refusal skills using specific scenarios (a peer cheating on your test, cutting class, drinking at a party, sexual activity, etc.).
- Provide students opportunities to practice positive peer support through class meetings, small groups, and school-sponsored activities.
- Have students review social media posts and discuss how those posts impact positive and negative relationships.

Learning Goal: Relationship Skills

Grades 10 - 12

Benchmark Skills

- I can establish and actively participate in a healthy network of personal, school and community relationships.
- I can incorporate compassionate and inclusive practices in relationships.

Strategies

- Develop techniques to empower, encourage and affirm oneself and others, and to maintaining positive, healthy relationships.
- Pair students with mentors from the business community in areas of career interest in relation to their future goals.
- Research a company's human resources policies about acceptable and unacceptable behavior and how it affects the employee and employer.
- Have students identify support-people in their life. Next to each person's name, write one strategy they could use to maintain that support and relationship.
- Have students identify and connect with a professional who could be a mentor or resource in achieving future goals.
- Encourage students to participate in leadership programs that align with postsecondary and career goals.
- Teach students to make good choices when confronted with negative peer pressure. Include situations in work settings (e.g., having friends come to your workplace who want you to give them free food/product).

Learning Goal: Relationship Skills

Adult

Benchmark Skills

- I can practice strategies for maintaining positive relationships such as:
 - pursuing shared interests and activities
 - spending time together
 - giving and receiving help
 - exhibiting forgiveness
- I can actively participate in healthy support
- I can independently seek out relationships that support goals and personal values

Strategies

- Develop and sustain positive and supportive relationships.
- Give people time, and “be present” when together.
- Develop and improve personal communication skills.
- Participate in school, district, or community networks of positive relationships. 40 networks of valued relationships

Learning Goal: Responsible and Ethical Decision-Making

Sub-Goal 5a.

Develop, implement, and model responsible and ethical decision-making skills across settings.

Definitions: Identify and analyze problems; Think of solutions; Explore potential consequences

PK-K

Benchmark Skills

When prompted and supported by a trusted adult:

- I can respect the rights of others.
- I can identify a problem and brainstorm strategies to solve it with guidance.
- I can begin to understand that actions have consequences (natural, home/school, social).
- I can recognize there may be multiple ways to solve a problem.

Strategies

- Read stories to students in which characters have made a choice or decision, and discuss the consequences, both positive and negative.
- Give students opportunities to practice making simple choices by using when/then or either/or.
- Talk with students about the difference between a stranger, acquaintance, and friend.
- Use puppets to help students identify safe and unsafe situations and what to do in those situations.
- As a class, identify community helpers who can help if you don't feel safe.

Learning Goal: Responsible and Ethical Decision-Making

Grades 1-2

Benchmark Skills

- I can identify a problem or needed decision and recognize that there may be multiple responses.
- I can identify strategies to solve a problem.
- I can recognize that one has choices in how to respond in a situation and that all choices have consequences.

Strategies

- Have students role play, write, draw, respond to verbal prompts how to make a decision and identify strategies to solve a problem and describe possible consequences.
- Read books that describe a problem and have students brainstorm multiple ways to solve the problem and possible consequences.

Grades 3-4

Benchmark Skills

- I can brainstorm a variety of safe, respectful, and reasonable choices, understanding that there may be more than one helpful choice.
- I can explore the possible outcomes of a variety of
- I can use explored outcomes to implement a responsible and respectful decision.
- I can seek adult support in order to make a responsible and respectful decision.

Strategies

- Take real life problems (from a variety of contexts) and practice brainstorming possible solutions. Then talk about solutions based on possible outcomes. Vote on a helpful choice.

Learning Goal: Responsible and Ethical Decision-Making

Grades 5-6

Benchmark Skills

- I can utilize the steps of a decision-making model.
- I can recognize there may be more than one perspective.
- I can develop decision making strategies to make positive, healthy choices for myself and community.

Strategies

- Discuss with students what they would do when confronted with a moral dilemma (e.g., finding a lost cell phone, being with a friend who steals).
- Students brainstorm positive and negative decisions and their outcomes.
- Students anonymously write a personal experience about a decision they made and who influenced it. Then share the experiences with the group.
- Survivor scenarios of being trapped on a deserted island with limited resources. How they will use these resources to survive and get help.

Grades 7-9

Benchmark Skills

- I can demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective.
- I can gather evidence to support and solve academic and social challenges.
- I can research opportunities for participation in civic-minded activities that contribute to the larger community.

Learning Goal: Responsible and Ethical Decision-Making

Strategies (Grades 7-9)

- Have students develop skits on bullying and the different roles (i.e., target of bullying, student who bullies, bystander, and defender).
- Discuss with students what they would do when confronted with a moral dilemma (e.g., finding a lost cell phone, being with a friend who steals).
- Have students research the influences (negative and positive) of social media and present findings either in a paper or presentation.
 - Have students identify bullying and harassment situations in history, literature, the workplace, and/or current events, and ask them to analyze the strategies used by persons involved for effectiveness.
- Bring in a guest speaker who works to prevent or investigate incidents of cyber-bullying.
- Discuss with students logical consequences for positive and negative actions in school and in the community.

Grades 10-12

Benchmark Skills

- I can demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives.
- I can implement a decision-making process to solve complex situations including academic and social challenges.
- I can actively seek and engage in civic-minded activities that contribute to the larger community.

Learning Goal: Responsible and Ethical Decision-Making

Strategies (Grades 10-12)

- Ask students to participate in an integrity analysis to help determine if behavior aligns with their personal core principles. Reflect on results and how they will influence career choices.
- Have students keep a personal journal that reflects on personal or social challenges.
- Have students review three different current news reports about the same event, comparing and contrasting the perspective each report brings to the story.
- Have students write an advice column about the influence of the media and peers on one's decisions.
- Teach student's strategies for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).

Adult

Benchmark Strategies

- I can apply decision making skills to foster responsible social and work relations and make healthy life-long choices.
- I can understand how decisions can impact the future and have long-term effects.
- I can actively participate in civic minded activities that contribute to the greater community.

Strategies

- Be aware and acknowledge the impact of peers, media, social norms, and situational expectations on decision-making.
- Keep a personal journal.
- Find a trusted person to be an accountability partner.

Learning Goal: Responsible and Ethical Decision-Making

Sub-Goal 5b.

Engage in a reflective process to evaluate decision outcomes.

Definitions: Evaluate and Reflect

PK-K

Benchmark Skills

When prompted and supported by a trusted adult:

- I can begin to recognize how emotions are linked to behavior.
- I can begin to think about my own actions and behavior.
- I can reflect on my behavior with support.

Strategies

- Help students learn behaviors such as listening, paying attention, following directions, and ignoring distractions.
- In a class meeting, have students compose a list of classroom and playground rules, consequences, and ways to help others follow them.
- Allow students to choose where they would like to sit during quiet reading.
- Teach student's vocabulary words such as honesty, responsibility, and perseverance and the relationship to social and academic behaviors.

Learning Goal: Responsible and Ethical Decision-Making

Grades 1-2

Benchmark Skills

- I can describe a “stop, think, act” review strategy in solving problems.
- I can identify reliable sources of adult help in the immediate setting.

Strategies

- During morning meetings circles have students identify problems that students their age may have. Pick one of the problems that you feel are most prevalent in your classroom and for round 2 ask for suggestions to solve the problem. After each suggestion, ask what might happen if you did that. Brainstorm all ideas.
- YouTube video “Simon the Self Control Seal” teaches students a strategy for reflecting upon a situation to evaluate the best choice with a catchy song repeated over and over so students remember.
- Create a pro/con poster to reflect on an identified problem.

Grades 3-4

Benchmark Skills

- I can reflect on my behaviors and choices and identify what was helpful versus harmful.
- I can describe how my past experiences will influence my future choices.
- I can take responsibility for my choices.

Learning Goal: Responsible and Ethical Decision-Making

Strategies (Grades 3-4)

- Provide time for reflection, both independent and as a whole group (journals, exit tickets, think-pair-share, closing circles).
- Draw a scene (with speech bubbles) to represent what happened. After reflection, redraw the scene with changes for next time.
- Use common language: “What happened? What would you do differently next time? Is there anything you need to do to make it right?”
- Use positive reinforcement when students take responsibility. Praise their responsibility rather than the negative situation.

Grades 5-6

Benchmark Skills

- I can recognize when something may be getting in the way of responsible decision making.
- I can identify and actively seek adults for support to reflect on a decision.

Strategies

- I have learned from past experiences to help guide with future decision making.
- Students reflect on a previous decision and what they would change for the future.
- Students make a list of trusted adults in their lives and note how they trust them.
- Students create and fill out a pie chart with three sections. Label each section “detect (identify)”, “reflect (on the situation)”, “correct (what you would do differently next time)”.

Learning Goal: Responsible and Ethical Decision-Making

Grades 7-9

Benchmark Skills

- I can identify the pros and cons of the decision(s) made or options considered.
- I can analyze how decision-making skills impact social, emotional, academic, and occupational functioning.
- I can reflect on lessons learned from actual experiences.

Strategies

- Have students write and perform their own role plays for resisting peer pressure to avoid risky behavior.
- Help students identify and seek outside sources of information to inform decision making.
- Invite guest speakers to share with students the importance of decision-making in their job and the impact decisions made as teenagers and young adults influenced their ability to achieve career goals.
- Teach student's strategies for making good decisions (e.g., identify the problem, ensure that the size of the problem matches the size of the reaction, consider the alternatives, make a choice, try it out, reevaluate).

Grades 10 - 12

Benchmark Skills

- I can evaluate how external factors (i.e. media, peers, social and cultural norms and expectations of authority) impact one's decision making.
- I can analyze how decision-making skills impact social, emotional, academic, and occupational functioning and make changes to inform my future practice.
- I can reflect on lessons learned from actual experiences to inform future practices.

Learning Goal: Responsible and Ethical Decision-Making

Strategies (Grades 10-12)

- Discuss with students the connection between their academics and future life goals. Evaluate their postsecondary plan to align to postsecondary and career goals.
- Have students' interview professionals in a field of interest for a short paper on why they entered that profession and what decisions they have to make daily.
- Teach students strategies for making good decisions (e.g., identify the problem, ensure that the size of the problem matches the size of the reaction, consider the alternatives, make a choice, try it out, reevaluate) and make a list of external factors that may influence decision making.

Adult

Benchmark Skills

- I can reflect on lessons learned from experiences.
- I can evaluate how external influences (e.g., media, peers, social and cultural norms and expectations of authority) affect my decision making.

Strategies

- Become involved in community service activities.
- Set short- and long-term goals, use self-reflection to monitor progress, and revise strategies to lead to positive change.
- Find practical and respectful ways to overcome barriers, even when it involves decisions that are not popular.

Glossary of Terms/Definitions for Social-Emotional Learning (SEL)

Social-Emotional Learning: SEL has been defined by The Collaborative for Academic, Social, and Emotional Learning (CASEL) as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

Self-Awareness: The ability to accurately recognize one’s own emotions and thoughts, including how they relate to one’s identity and culture and own emotions and thoughts and how they influence behavior. Self-awareness is the ability to accurately assess one’s strengths and limitations with a sense of integrity, confidence, and optimism.

Self-Management: The ability to navigate one’s emotions, thoughts and behaviors across different situations while managing stress, controlling impulses, and motivating oneself. Self-management includes the ability to set and work toward personal and academic goals.

Relationship Skills: The ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict, and seek help or offer it to others.

Responsible and Ethical Decision-Making: The ability to make constructive choices about personal behavior and social interactions within the context of ethical standards, safety concerns and social norms. It involves making realistic evaluations of the consequences of one’s actions and a consideration of the well-being of self and others.

Social Awareness: The ability to consider diverse perspectives of and empathize with others, including those from diverse backgrounds and cultures. It also reflects the ability to understand social and ethical norms for behavior across settings and to be able to identify and use family, school and community resources and supports.

Learning Goal: The overarching area of SEL competency that describes the set of skills associated with this category (i.e. Self-Awareness, Relationship Skills, etc.)

Sub-Goal: A specific skill associated with the larger learning goal. (i.e. ‘Demonstrate an awareness of your emotions’, ‘Develop and maintain positive relationships’, etc.)

Benchmark Skill: A statement that identifies what the individual should be able to do in the form of an “I can” statement.

Universal Design for Learning (UDL): Universal Design for Learning is an educational framework based on research in the learning sciences, including cognitive neuroscience that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences

Restorative Practices (RP): Restorative practices is a social science that studies how to improve and repair relationships between people and communities. The purpose is to build healthy communities, increase social capital, decrease crime and antisocial behavior, repair harm and restore relationships.

Trauma-Informed Care (TIC): Trauma-Informed Practice is a strengths-based framework grounded in an understanding of and responsiveness to the impact of trauma, that emphasizes physical, psychological, and emotional safety for everyone, and that creates opportunities for survivors to rebuild a sense of control and empowerment

Developmental Designs® (DD): A teaching and learning framework that helps educators hear and respond effectively to the needs of adolescents through the use of everyday strategies for relationship building, social skill-building, safe community, cultural responsiveness, and intrinsic motivation to advisory, content area classes; across the school, throughout the day.

Responsive Classroom® (RC): An evidence-based approach to teaching and discipline that focuses on engaging academics, positive community, effective management, and developmental awareness.

Collaborative Problem-Solving® (CPS): CPS is an evidence-based model based on neurobiological research. It allows caregivers and professionals to address challenging youth behaviors through empowerment, empathy, and mutual solving of the shared problems that tend to cause behaviors.

Multi-Tiered System of Support (MTSS): Multi-Tiered System of Support (MTSS) is a comprehensive framework used to provide targeted support for all learners. It is rooted in supporting the “whole child”, whether an advanced or struggling learner, through academic, behavioral, social, and emotional services.

Positive Behavior Intervention and Supports (PBIS): An evidence-based three-tiered framework that uses data-based programs, practices and strategies to frame behavioral improvement in terms of student growth in academic performance, safety, behavior, and establishing and maintaining positive relationships.

Resources for SEL-Related Websites and Programs:

CASEL.org

CFchildren.org

Edutopia.org

TransformingEducation.org

ChildMind.org

iirp.edu

SecondStep.org

ResponsiveClassroom.org

OriginsOnline.org

LessonsforSEL.com

Centervention.com

ThinkKids.org

ZonesofRegulation.com

EmotionalABCs.com

Books:

Promoting Social and Emotional Learning: Guidelines for Educators, Elias, M., Zins, J., Weissberg, R. (1997). Alexandria, VA. ASCD.

All Learning is Social and Emotional: Helping Students Develop Essential Skills for the Classroom and Beyond, Frey, N, Fisher, D, Smith, D. (2019). Alexandria, VA. ASCD.

Handbook of Social and Emotional Learning: Research and Practice, Durlak, J., Domitrovich, C., Weissberg, R., Gullotta, T. (2015) New York. Guilford Press