7 Miss. Admin. Code Pt. 220

K-12 SEL Resource Guide

SOCIAL EMOTIONAL LEARNING STANDARDS

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Carey M. Wright, Ed. D. State Superintendent of Education

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TABLE OF CONTENTS

Introduction to Social Emotional Learning (SEL)..... 4

Why SEL?.....4

Adult SEL Competence.....6

Purpose and Goals.....6

School-wide Implementation.....7

SEL Team.....8

5 Core Social Emotional Competencies.....10

Mississippi K-12 Social Emotional Learning Standards.....11

Self-Awareness.....12

Self-Management.....20

Social Awareness.....28

Relationship Skills.....37

Responsible Decision Making.....46

Resource Appendix.....52

Mississippi K-12 Performance Standards Sequence.....55

References.....67

INTRODUCTION TO SOCIAL EMOTIONAL LEARNING (SEL)

Social emotional learning (SEL) is 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 (CASEL, 2020). SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Social emotional learning can be further defined by understanding that we are all social beings, each with our individual emotions. As we interact with others, our words, actions, and other behaviors are in response to the given context. We have thoughts based on this context which causes us to have emotions and then behaviors based on these emotions we feel. This process is called the Cognitive Behavioral Theory (CBT). In turn, our behaviors begin the CBT (thoughts, feelings, and behaviors) in others. It's this cyclical process that is the foundation for interactions. By simply changing one aspect of the context (e.g., the person, setting, time, etc.), this changes our interactions beginning with our thoughts, feelings, and then behaviors. In this respect, social skills and emotions are interwoven in our daily lives. Additionally, we experience emotions apart from others (e.g., when home alone). However, these emotions outside of interactions still include the same process - a given context that produces a thought, which leads to an emotion and then subsequently to behavior(s).

Because learning is a social process, schools must teach, utilize, and support social emotional skills in daily routines (Hodson & Hodson, 2018). This document provides school leaders, teachers, and other essential staff with key information, standards, strategies, and teaching resources to implement school-wide SEL.

WHY SEL?

The development of SEL skills fosters social competencies and increases positive social skills, reduces behavioral problems, decreases emotional stress, and improves academic outcomes for students (Greenberg et al., 2003). Additionally, social emotional competence increases our

ability to form relationships and build social awareness and enhances our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. When SEL is implemented on a macro-level, more equitable, better performing schools and communities can result. This type of cultural change creates environments in which all students acquire the skills necessary for life and learning.

As an educational approach, SEL recognizes students as complex human beings whose learning and behavior are just as impacted by their emotions – and their control over those emotions – as they are by discipline and quality of academic instruction. Student academic success is strongly linked to the development of necessary skills, behaviors, attitudes, and strategies that are critical to academic performance, but which may not be reflected in cognitive test scores (Farrington et al., 2012). The ability to recognize and manage emotions and establish and maintain positive relationships impacts both readiness and ability to learn.

In 2011, a team of researchers conducted a comprehensive meta-analysis of school-based universal social emotional interventions, which included 213 schools and 270,034 students ranging from kindergarten through high school (Durlak et al., 2011). The researchers found that, on average, students receiving social emotional interventions improved significantly compared to those not receiving an intervention. The results indicated that social emotional skills, social behaviors, and academic performance increased, attitudes towards self and others were more positive, conduct problems were reduced, and emotional distress lessened.

The results from the meta-analysis (Durlak et al., 2011) found the most growth was among students receiving classroom-based interventions administered by their regular classroom teachers. This finding held true across all education levels (elementary, middle, and high school), and across urban, suburban, and rural schools. Based on a small subset of studies, the same meta-analysis of interventions found a positive association between social emotional learning programs and academic achievement, including an 11 percent gain in academic performance. These results build upon a growing body of research that indicate SEL programming enhances students' connection to school, classroom behavior, and academic achievement (Zins et al., 2004). Social emotional learning interventions strategically develop non-cognitive abilities, such as *goal-directed efforts* (e.g., perseverance, self-control, growth mind-set), *healthy social relationships* (e.g., gratitude, emotional intelligence, social belonging), and *sound judgement* and *decision making* (e.g., curiosity, open-mindedness). Longitudinal research confirms that such qualities can predict academic, economic, social, psychological, and physical well-being (Almlund et al., 2011).

ADULT SEL COMPETENCE

In order to promote students' social and emotional competence, it's important for schools to simultaneously foster a supportive staff environment that cultivates the social and emotional competence and capacity of the adults in the building. Through their research, CASEL has learned that schools are more effective at teaching and reinforcing SEL for students when they also cultivate SEL competencies in adults. Successful SEL implementation depends on how well staff work together to facilitate SEL instruction, foster a positive school community, and model social and emotional competence. This requires a focus on adults' professional growth as educators as well as their own social and emotional learning (Jones et al., 2018).

Successful implementation of SEL will call on every available adult to take an active role in promoting social and emotional learning. Adults must possess and model the social emotional competencies they hope to develop in their students. This is not an easy task when research has found that teaching is one of the most stressful occupations in the U.S. (Gallup, 2014). Stress affects teachers' health and well-being, job satisfaction, job turnover, and student outcomes (Greenberg et al., 2016). For these reasons, it's crucial that adults foster their own social emotional skill development in order to effectively support, empower, and build relational trust with students and peers. A study by the Yale Center for Emotional Intelligence found that adults who recognize, understand, label, and regulate their own emotions are less likely to report burnout, demonstrate higher levels of patience and empathy, encourage healthy communication, and create safe student learning environments. In schools where educators develop strong communication and trust, teachers are more likely to learn from each other, stay in the profession, and boost student performance.

PURPOSE & GOALS

The overarching purpose of the Mississippi SEL Standards is to address the social and emotional needs of all students to ensure their success in school and in life. Developing SEL skills improves student capacity to engage in academic learning and prepares them to meet college and career readiness standards (CCRS). The Mississippi SEL Standards assists school staff with their respective roles in integrating social emotional learning into daily classroom and school experiences of students.

The goals of the Mississippi SEL Standards are to:

- Provide knowledge, skills, tools, and other resources to all school staff to help improve student social and emotional learning skills and encourage students to exhibit positive social behaviors
- Enhance the knowledge of all school staff of what teaching practices that focus on SEL look like in the classroom and in other areas of the school campus
- Describe examples of adult and student behaviors that foster teaching practices to promote SEL skills
- Enhance the ability of all school staff to knowledgeably engage in dialogue on SEL skills
- Provide strategies and resources to all school staff to help create a positive classroom experience for all students through defining clear expectations of good practice as well as opportunities for adults to reflect and grow from those experiences

SCHOOL-WIDE IMPLEMENTATION

Research supports the idea that in order for high quality and sustained implementation of social emotional learning (SEL) to occur, it must be integrated and aligned with frameworks and/or initiatives already existing within the school community (Meyers, Domitrovich, Dissi, Trejo, & Greenberg, 2018). These frameworks or initiatives include but are not limited to, academic content, Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), mental health and wellness, employability and work force readiness, and character education and development. Just as important as alignment and integration, is the commitment of all staff, not just administrators and teachers, but lunchroom monitors, bus drivers, librarians, and specialist to implementing SEL with high fidelity and to participate in ongoing planning and sustainability efforts (Shafer, L. 2016).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies four focus areas (https://schoolguide.casel.org/rubric/) in the implementation of school-wide SEL. They are *building foundational support*, *strengthening adult SEL*, *promoting SEL with students*, and *establishing practices for continuous improvement*. Building foundational support includes identifying SEL team members and assigning roles and responsibilities, raising the level of SEL awareness, and developing and adopting a school-wide vision. Building foundational support also includes assessing the school's current needs and resources in order to develop and implement a plan that includes clear goals, action steps, and assigned ownership. Strengthening adult SEL, the second area of focus calls for adults to engage in their own SEL development and to continuously model SEL throughout the school and in their interactions with students.

Promoting SEL and supporting students across the school, classrooms, home, and community is the third area of focus. The fourth and last area of focus, establishing practices for continuous improvement, involves creating a systematic process for collecting data regarding implementation fidelity and student outcomes and analyzing that data to evaluate practices and to ensure continuous improvement of SEL for staff and students (CASEL.org).

As systems are being developed for school-wide implementation, individual teachers can begin to utilize Mississippi's K -12 SEL Standards to view the overarching anchor standards and individual performance standards for their specific grade levels under each of the domains. By aligning academic content, teachers can integrate SEL skills into lessons, activities, and daily routines without an increase in overall workload. The teaching strategies serve as a bank of ideas teachers can utilize to begin the alignment of SEL with academics. Teachers can seek further professional development with aspects of SEL in order to become more knowledgeable and confident in their teaching efforts and day-to-day routines.

SEL SCHOOL-WIDE TEAM

The SEL team is responsible for the initial development of systems and practices that promote alignment and integration with existing frameworks or initiatives. The team will meet monthly to review implementation data, analyze student outcomes, and identify next steps for continuous improvement.

The team should include a broad representation of stakeholders, administrators, school staff, students, community members, and family members. Specific roles and responsibilities should be assigned. Please see below for an example of CASEL's team roles and responsibilities.

SEL SCHOOL-WIDE TEAM	
Role	**Responsibilities**
Facilitator	Leads the team through the agenda and discussion for each planned item. Reviews the team's working agreements as an initial agenda item.
Timekeeper and Redirector	Ensures that the team uses its time wisely and sticks to the allotted time for each agenda item. Redirects the conversation if it goes off task.
Data Lead	Presents data to monitor progress toward SEL goals (e.g., dashboard reports, observation data, survey results, etc.). Leads the team through a discussion about the implications of the data and guides the team to identify next steps.
Note Taker	Ensures that conversations, decisions, and next steps are accurately recorded and assigned. The note taker sends out notes, action steps, and details about the next meeting as a follow up. As necessary, the note taker updates the next agenda.
Communicator	Prepares and sends/posts communication about progress and next steps to share with the larger school community.
Equity Monitor	Monitors airtime and social dynamics within the meeting and reports general observations (e.g. ratio of comments by gender, by race, by administrator: other staff, frequency of interruptions), to the group to ensure all team members are listened to and treated equitably. Reminds the team to consider the perspectives of stakeholders outside the meeting as well -- particularly groups that are often marginalized in the school's decision-making.
Welcome Captain	Focuses on the "climate" of the meeting by greeting team members as they arrive, planning and leading a short welcome activity, and bringing a snack.

FIVE CORE SOCIAL AND EMOTIONAL COMPETENCIES

Mississippi identifies five social and emotional domains aligned to CASEL's five core competencies, each of which is composed of multiple skills and abilities (CASEL, 2013)

Domain 1: Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

Domain 2: Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

Domain 3: Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

Domain 4: Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

Domain 5: Decision-making skills includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

MISSISSIPPI K-12 SOCIAL EMOTIONAL LEARNING STANDARDS

The SEL standards are comprised of 5 domains aligned to content and the national model from the Collaborative for Academic and Social Emotional Learning (CASEL) as well as other states including Tennessee and Illinois.

The graphic below details the 5 domains and their corresponding anchor standards.

Domain 1: Self-Awareness

Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

1A. Identify emotions and related feelings in one's self.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).

1C. Determine one's strengths and areas for growth.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.

Domain 2: Self-Management

Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.

2B. Identify and utilize skills needed in organization and self-motivation.

2C. Demonstrate ability to set and accomplish specific tasks and goals.

Domain 3: Social Awareness

Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.

Domain 4: Relationship Skills

Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.

4B. Develop and maintain positive relationships with others.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.

Domain 5: Responsible Decision-Making

Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.

5B. Analyze outcomes of decisions including the consideration of their effects on others.

Each domain is divided into 4 grade bands (i.e., K-2, 3-5, 6-8, and 9-12) and contains measurable performance standards that students should be able to master before exiting the given grade band.

SELF-AWARENESS

Self-awareness is the ability to identify one's thoughts, values and emotions, and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

Anchor Standards:

1A. Identify emotions and related feelings in one's self.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).

1C. Determine one's strengths and areas for growth.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.

1A. Identify emotions and related feelings in one's self.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. With prompting, identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion. 2. With prompting, determine the antecedents to own emotions. 3. Utilize words or gestures to communicate own feelings.	• Discuss with students what facial features are associated with various emotions using pictures (e.g., photos, graphic visuals, in books, on websites, etc.). Include faces from different cultures. • Use words to label own emotions to students. • Read/view age-appropriate books to students and discuss the emotions of the characters, labeling their emotions and discussing incidents that happened before specific emotions that may have triggered them. • Post a check-in chart for students to use to communicate their emotions by having clips with their names and pictures on them that they use to clip to a labeled graphic of an emotion. • Play games using dice, a spinner, drawing out of a hat of emotion choices and have students act out an emotion, tell what they do when they have a certain feeling, and describe a specific time when they have experienced a certain emotion.
3-5	4. Identify range of emotions experienced. 5. Describe situations that cause range of emotions.	• Have students role-play or watch videos of different situations that trigger a variety of emotions. • Read/view stories and discuss emotions experienced by characters in a story and how behavior was affected by emotions.

1A. Identify emotions and related feelings in one's self.		
Grade Band	**Performance Standards**	**Strategies**
	6. Identify physical responses to intense emotions. 7. Communicate emotions through appropriate means (i.e. appropriate words, gestures, tone, facial expressions, etc.). Describe how emotions impact behavior.	• Use visuals, such as a thermometer, to discuss how emotions can go up and down and how physical responses can vary. • Create a calm space where students can choose to go and reflect on feelings. • Use journaling or drawing to have students' express range of emotions experienced in various situations.
6-8	8. Identify and label a variety of emotional states. 9. Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.) 10. Determine typical physical responses to a variety of emotions. 11. Describe ways to communicate one's emotions in a socially acceptable manner. 12. Identify how different emotional states impact one's ability to problem solve.	• Utilize an emotions chart to discuss a variety of emotions students may experience (e.g., surprise, disgust, confusion, exhaustion, etc.) • Discuss varying situations and the emotions that typically result (e.g., a failed test results in shock, sadness, frustration, etc.) • Have students create a "map" of where emotions are felt in their bodies or create one as a class. • Role-play or view scenarios of typical ways students express different emotions. Discuss interpersonal problems that may arise from this type of communication. Role-play or view scenarios of more appropriate ways to communicate those emotions. • Discuss emotions experienced by literary characters and how their choices were affected by emotions. • Have students journal about a situation that occurred that day, their emotions during the situation and choices they made as a result of their emotions.
9-12	13. Identify and label emotions. 14. Identify feelings and behaviors associated with specific emotions. 15. Analyze and evaluate how emotions affect responsible decision making. 16. Analyze and evaluate how one's emotions impact relationships. 17. Develop socially appropriate communication strategies to express emotions and feelings.	• Teach vocabulary for a wide range of emotions (e.g., Emotion Wheel). • Discuss how one feels and acts with differing emotions. • Ask students to journal about a time when their reaction to a situation positively and/or negatively impacted a relationship. • Ask students to role-play how an emotion positively and/or negatively impacted a decision in their lives.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Distinguish between own likes and dislikes. 2. Describe skills and special abilities. 3. Identify personal qualities that assist in making good choices.	• Utilize a picture-based interest inventory to assist students in gauging areas they like versus areas they do not. • Prepare an "All About Me" activity for students to complete. • Graph students' likes regarding a specific topic or question. • Give students choices among items or books and comment on their interests based on choices made (e.g., "I see you like books about animals." or "You wear boots a lot. What do you like about them?"). • Incorporate time in the schedule for a weekly "Show and Tell." • Discuss own areas of interest, skills, talents, values, etc. • Read/view age-appropriate books to students and discuss character interests, skills, talents, beliefs, and values. • Provide students with choices among and within activities (e.g., learning center to visit, type of writing utensil to use, partner for a collaboration activity, etc.). • Encourage students to draw something they like or do well, or a time when they made a good choice, etc.
3-5	4. Identify personal qualities and characteristics one possesses. 5. Describe benefits of personal qualities and characteristics. 6. Describe how personal qualities and interests impact decision-making. 7. Compare and contrast qualities and interests of self.	• Allow students to create self-portraits using any medium such as sketching, drawing, or painting. It's good to do this more than once during the year to see how perceptions have changed. • Have students complete a "Who Am I" questionnaire about their likes, dislikes, what makes them happy, sad, scared, etc. • Have students create a collage of pictures, words, or symbols of things they enjoy, people they admire or careers they desire. • Allow students to create an "About Me" art piece to share using the letters of their name to describe qualities or interests about themselves. For example, Ben could be described as a Big brother, Energetic, and Nice.

		Students would create a visual representation to share.
6-8	8. Identify positive attributes and qualities about oneself including talents, interests, physical characteristics, etc. 9. Describe characteristics that are important to oneself (i.e., loyalty, honesty, etc.) 10. Describe how one's personal qualities, interests, beliefs and academic/career goals impact decision making.	• Have students create a list of personal qualities starting with "I am" (e.g., I am kind, I am good at art, I am interested in animals, I am a hard worker.) Students could also use their lists to create a piece of art, video or slideshow. • Have students divide into pairs in class or online and interview one another. Students then introduce each other to the class. • Instruct students to complete a "What's Important to Me" worksheet. • Have students create a collage using words, symbols, pictures that describe individual characteristics, interests, values, etc. • Role-play or view situations involving different peer pressure situations. Discuss how students feel when the group was trying to pressure them to change their behavior against their personal values.
9-12	11. Identify areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth. 12. Create strategies that promote a more optimistic/positive outlook. 13. Utilize one's beliefs and personal qualities in planning and decision making. 14. Explore and identify cultural norms, customs, and beliefs of one's family.	• Have students take an inventory of their personal strengths and describe them through journal writing, creating a PowerPoint presentation, graphic novel, collage, etc. • Ask students to create and implement a plan to further develop areas of strength. • Provide opportunities for students to develop critical thinking skills through prompts, literature, and/or small group discussions. • Ask students to interview family members regarding culture, customs, and beliefs. Using the information gathered from the interviews have students create a presentation, (e.g., essay, power point, artwork) that represents these three elements.

1C. Determine one's strengths and areas for growth.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Identify instances of strength. 2. Describe areas where help is needed. 3. With support, develop connections between personal strengths and corresponding skills and talents.	• Point out successes and things each student does well. • Designate a Cool Kid of the week/day either by something s/he wears (e.g., cape, hat, button) or through a classroom job.

1C. Determine one's strengths and areas for growth.		
Grade Band	**Performance Standards**	**Strategies**
		Encourage the other students to randomly compliment the successes of this student. ● Encourage students to draw instances in which they need help and then discuss what the commonalities are among these instances. ● Host a class or school-wide Talent Show. After the show, discuss with children how they chose which talent (i.e., skill) to include in the show. ● Use a chart with arrows and graphics to assist students in understanding how strengths lead to skills and talents.
3-5	4. Identify strengths and areas for growth. 5. Describe personal skills in need of further development. 6. Describe how personal strengths impact choices.	● Have students create/draw a personal shield divided into sections about themselves including things they do well, things they want to improve, favorite things, goals/aspirations, etc. ● Use journaling activities for students to identify easy or challenging tasks for them in school. ● Have students compose lists of their interests and strengths and allow them to share with peers. ● Utilize cooperative learning activities to support student strengths.
6-8	7. Inventory personal strengths and areas for growth. 8. Identify ways to utilize strengths to build skills in an area for growth. 9. Identify how individual strengths and areas of growth impact success in specific activities.	● Have students complete a strengths inventory. Discuss strengths and then discuss areas that were not scored highly and may be areas for growth. ● Use journaling prompts for students to discuss an identified strength and activities they are successful in as a result of that strength. ● Have students journal about an area for growth that could be impacted by one of their strengths. ● Have students make a list of mistakes, weaknesses or obstacles. Then instruct them to "flip" them so they are positive (e.g.," I failed a math quiz" would flip to "I will ask

1C. Determine one's strengths and areas for growth.		
Grade Band	**Performance Standards**	**Strategies**
		teacher for help understanding the concepts from that quiz.")
9-12	10. Accurately identify strengths and areas of growth. 11. Develop and implement a plan to address areas in need of growth. 12. Utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans. 13. Exhibit confidence in one's self based on accurate identification of skills, talents, interests, and strengths.	• Provide a prompt and have students write a bio about themselves to include beliefs and personal qualities. • Have students create a postsecondary plan (i.e., work, college, internship, vocational/trade school) based on information provided through completing a personal inventory. • Ask students to create a system to monitor and evaluate progress of postsecondary plan. • Have students create and implement a plan to address areas identified in need of growth. • Ask students to research required skills and knowledge for specific postsecondary activities (e.g. college, work, trade school). • Have students develop a resume based on identified areas of skill, talent, interest, and strengths.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities, and judgment.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. With support, identify responsibility as it relates to school-wide expectations and rules. 2. Distinguish differences in good choices and bad choices. 3. Identify the importance(s) of taking ownership of bad choices. 4. Takes care of own and others' belongings.	• Create and teach school-wide expectations and rules to students, ensuring that responsibility is included in the expectations. • Create a chart with two columns with visuals - one for good choices and one for bad choices. Discuss the rationale for the placement of each choice. • Play stop and go by having students create a sign using a craft stick with a red stop on one side and a green go on the other. Describe a behavior, reflect back on a classroom incident, or read about a character's actions. Have students hold up either the stop or go sign to indicate if the choice was good or bad. • Provide a space for student belongings. Teach students the procedures/rules regarding handling others' belongings (e.g., how to use

1D. Develop personal responsibilities and a feeling of one's abilities, qualities, and judgment.		
Grade Band	**Performance Standards**	**Strategies**
		words to ask to borrow/use items, only touch things in own cubby). ● Demonstrate appropriate ways to manipulate belongings at school and explain why we care for each item in the way that we do. Create a short song or chant about caring for items to say/sing. ● After a science lesson on parts of the body, have students sit or lie down in a relaxed position with their eyes closed. Ask them to think about a time earlier in the day or yesterday when a part of the body (e.g., arm, ears, eyes, leg, hands, etc.) had done something amazing. Relate what the students share to following expectations and rules, making good choices, and taking care of items.
3-5	5. Define personal responsibility and identify ways to exhibit it in daily life. 6. Identify how personal choices affect self and others. 7. Describe benefits of personal responsibility. 8. Demonstrate responsible behaviors.	● Have students write or share aloud things they are responsible for at home and school. ● Have students create "Helpful Hands" coupons for tasks they will do at home or school to help others and reflect on why helping others is important. ● Create and assign class jobs for students. ● Role-play with students or have students watch videos of different scenarios depicting responsible choices and actions. ● Have students reflect in a journal on their responsibilities at home and school.
6-8	9. Define personal responsibility and apply in different scenarios. 10. Identify outcomes of responsible and safe behaviors versus risky, unsafe behaviors. 11. Analyze areas of one's life that are within one's control. 12. Demonstrate ability to set and adhere to personal boundaries.	● Lead a classroom discussion on personal responsibility. Discuss the personal responsibilities in different scenarios. ● Show a video of characters making responsible and safe behaviors versus risky and unsafe behaviors. Discuss the results of these behaviors. ● Have students create a piece of art (drawing, video, PowerPoint, skit) or journal about areas of their life that they can control (e.g., completing homework) and those they cannot (e.g., the people in their family.)

1D. Develop personal responsibilities and a feeling of one's abilities, qualities, and judgment.		
Grade Band	**Performance Standards**	**Strategies**
		• Provide a "Setting and Respecting Boundaries" worksheet for individuals or groups of students to complete.
9-12	13. Describe one's personal responsibility to family, friends, schools, community, and society as a whole. 14. Develop and apply decision-making skills that promote personal responsibility. 15. Analyze how personal responsibility affects individual and group relationships. 16. Demonstrate the ability to take personal responsibility for one's behavior.	• Ask students to create a system to document weekly responsibilities (e.g., student planner, online calendar, online reminders). • Have students reflect and share, in small groups, on a time when they did and did not accept personal responsibility and the outcome. • Ask students to write an essay or create a PowerPoint, skit, or any other type of multimedia presentation that depicts the impact of personal responsibility and relationships. • Have students organize a school or community event that provides needed information or service.

SELF-MANAGEMENT

Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

Anchor Standards:

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.

2B. Identify and utilize skills needed in organization and self-motivation.

2C. Demonstrate ability to set and accomplish specific tasks and goals.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. With support, describe connections among thoughts, emotions (i.e., feelings) and behaviors (e.g., if my sister makes me mad, I might want to yell at her). 2. Use simple, developmentally appropriate words to express thoughts and emotions (i.e., feelings – e.g., mad, sad, happy). 3. Begin to develop the ability to self-regulate when experiencing negative emotions. 4. Demonstrate the ability to wait (e.g., for a turn, for a response, for an item, etc.).	• Utilize a Wiggle Cool Down to prepare students to be ready to learn by counting backwards with the students from 10 to 1, getting quieter as they count and having them roll their shoulders back on 3 and take a deep breath at 2. • Ask students an academic content related question and instruct them to hold on to the answer. Play the "hot potato" game with a potato or ball being tossed around from student to student while music plays. When the music stops, the student with the item should give the answer to the question. After the game, discuss whether anyone felt nervous or anxious to remember how to play or to have the correct answer. Develop strategies to use when anxious (e.g., keep saying the instructions in head, take a deep breath to relax, give others helpful hints, etc.). • Read books and/or view social stories with students and ask them questions about how the characters expressed their feelings/emotions and exhibited behaviors in response to negative behaviors. Discuss with them other ways the characters could have expressed their feelings/emotions, responded, and what would be a good plan for next time. • Practice simple breathing strategies (e.g., STAR, balloon, pretzel, drain) as a group, and encourage students to use them when they experience negative emotions.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.		
Grade Band	**Performance Standards**	**Strategies**
		• During wrap-up at the end of the day, reflect on situations that occurred during the day at home or at school regarding self-regulation, using words, and waiting - providing positive feedback for good choices and thoughts for next time on poor choices. • Play Simon Says. After the game, ask students what it felt like to have to not do something they really wanted to do. Discuss with students how just like in Simon Says we have to stop and think before we follow our thoughts through with actions.
3-5	5. Identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior. 6. Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.). 7. Demonstrate ability to appropriately express emotions. 8. Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.). 9. Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.).	• Provide students opportunities to practice addressing thoughts, emotions and behaviors through "I" messages (e.g. I feel __ when you __. I would like for you to __). • Use books, videos, or role play to discuss what characters might be thinking and feeling and how it impacts their behavior. Reflect on whether their response was appropriate. • Provide opportunities for students to practice calming techniques such as self-talk, deep breathing, or counting to 10. • Use journaling or drawing activities for students to reflect on situations where they were stressed, how they handled their stress, and what they could have done differently. • Use games such as Red-Light Green-Light, Freeze Frame, or Simon Says to demonstrate and reinforce self-control skills.
6-8	10. Analyze the connection between one's thoughts, emotions and behavior. 11. Utilize strategies to monitor one's emotions, stress level and behavior. 12. Identify how appropriately and inappropriately expressing one's emotions affects others. 13. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety.	• Have students create a timeline and then journal about a problem they encountered, what their thoughts and feels were about the situation and their resulting behaviors. • Create a class Emotional Planner on the board or online. Have class identify upsetting or anxiety producing activities. As a class determine the emotions related to thoughts about these activities. Discuss & list strategies students can use to effectively manage the situations.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.		
Grade Band	**Performance Standards**	**Strategies**
	14. Demonstrate ability to control impulses through use of self-control strategies (e.g., self-talk, Stop, Think, Go technique, counting to 3, controlled breathing, setting a goal, self-reinforcement).	• Discuss and practice different self-management strategies such as deep-breathing, yoga, self-talk, etc. • Have students complete a stress questionnaire that rates their level of stress during different situations. • Allow students to create a slideshow, art piece, or video about the situations that cause them the most stress and strategies they will use to manage stressful situations. • Have students create comic strips showing appropriate and inappropriate ways to communicate emotions. • Discuss and practice different self-control strategies, including breathing, that are useful for impulse control. • Have students create a plan to use one or more self-control strategies in an area of their life where controlling impulses is difficult. Create an impulse journal to document successes and roadblocks.
9-12	15. Analyze how thoughts and emotions impact one's decisions. 16. Apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers). 17. Evaluate the impact of appropriate and inappropriate emotional expression on self and others. 18. Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community). 19. Demonstrate self-regulatory strategies. 20. Demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others).	• Ask students to identify past situations where thoughts and feelings led to behaviors with a negative and positive outcome. • Have students research effective age-appropriate self-regulatory techniques (belly breathing, yoga, counting to 10, self-talk, relaxation exercises, mental rehearsal) and write a paper on the technique(s) they feel are best suited for them and why. • Have students demonstrate a technique(s) they will implement when feeling overwhelmed with negative emotions utilizing small groups. • Ask students to keep a journal of when and how they used self-monitoring techniques and evaluation of effectiveness of regulating their behavior. • Have students read a book where a character did not demonstrate impulse control and what the possible consequences could be for the character as well as others.

2B. Identify and utilize skills needed in organization and self-motivation.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Demonstrate frequent participation with minimal teacher prompting. 2. With encouragement, demonstrate the ability to complete a task and/or work towards a goal over time. 3. Identify multiple ways to stay organized in different aspects of life (e.g., keeping things tidy, labeling where items go, using lists, having a daily schedule). 4. With reminders, participate in cleaning up own space and items used at home and at school.	• Provide students with the opportunity to create focus binoculars using toilet paper tubes, yarn, and various art supplies. Practice using the binoculars to follow directions, limit distractions, and focus in on one item. • Limit distractions in the classroom for the whole class, and keep in mind individual distractions and attention spans when doing things such as seating students, pairing students together, etc. • Provide students with activities that will need more than one sitting to be completed (e.g., art activities like a Paper Mache animal, science activities like nurturing a seed to a plant, writing activities that are longer). • Have students pretend to be a superhero in order to finish difficult tasks they have started and are struggling to finish (e.g., complete a puzzle, write a 4-sentence paragraph, a chore at home). • Model organization for students by keeping an orderly classroom (e.g., labels for spaces and items, a tidy teacher's desk, a home for every item, etc.). • Make time in the daily schedule to have students clean/put up after each big routine. At the beginning of the year, model for students how to clean and put away things in each area and/or for each routine. Encourage families to do the same. • Show students pictures of various spaces at school, home, and the community. Discuss which ones are organized and which ones aren't and why. Facilitate conversations about how organized spaces help us to be successful (e.g., quickly gathering supplies we need) and how unorganized spaces cause us stress (e.g., losing a needed item, no space to complete a task, etc.). • Encourage students to draw pictures or make lists of things that need to be completed.
3-5	5. Demonstrate the ability to stay on task with limited distractions.	• Use polls or surveys to allow student input into what assignments will be based on selected topics.

2B. Identify and utilize skills needed in organization and self-motivation.		
Grade Band	**Performance Standards**	**Strategies**
	6. Develop willingness to attempt new tasks and share ideas with others. 7. Identify strategies for persevering through difficult situations or tasks. 8. Determine supports needed to organize aspects of home and school life.	• Provide students with choices within the classroom such as where to work, what materials to use, and how to represent what they've learned. • Use "ticket out" activities where students write out or share what they learned from a lesson and how it is or will be useful in their lives. • Allow students the opportunity to lead lessons or share the steps they used to solve a problem. • Use journaling or art activities to allow students to identify situations or tasks that were difficult, what they did in response, and whether that response was helpful. • Provide students with multiple tools for organization such as planners, cubbies or lockers, and designated locations for materials or assignments. • Allow students to create their own organizational tools such as checklists, daily/weekly schedules, folders, etc.
6-8	9. Demonstrate the ability to maintain focus and use time wisely in order to complete a task. 10. Demonstrate the ability to break a large assignment into smaller parts. 11. Utilize strategies for persevering through challenges and setbacks. 12. Identify and utilize a variety of organizational strategies (e.g., planner, graphic organizers, checklists, time limits, etc.)	• When assigning a project, have students break it down into smaller parts then create a checklist with a timeline of the smaller parts to monitor progress and ensure completion of the project. • Role-play or view scenarios that involve a frustrating task such as a difficult math problem. Use words that students' typically use when frustrated or stuck. Have students describe the situation and then provide options for working through the problem. • Have students journal about tasks that were challenging and strategies they use to persevere and complete the task. • Discuss and provide examples of different organizational strategies. Have students create a booklet, video or PowerPoint of each strategy with pictures and examples of tasks for which it would be beneficial. • As a class, create an anchor chart of the different organizational strategies. • Prior to an assignment, have students identify and journal about an organizational strategy they

2B. Identify and utilize skills needed in organization and self-motivation.		
Grade Band	**Performance Standards**	**Strategies**
		will use. At the end of the assignment, have them journal about the pros and cons of the strategy used.
9-12	13. Demonstrate the ability to stay focused on different tasks and to use time effectively and efficiently in order to reach a goal. 14. Demonstrate the ability to initiate and complete tasks individually and in groups. 15. Analyze and apply motivation strategies to persevere through difficult situations, tasks, or goals. 16. Utilize organization skills to plan, schedule activities, meet deadlines, research resources, and meet goals.	• Have students create a task analysis of necessary resources and timeframe to reach a specific goal. • Have students work in small groups to complete a task while rotating the role of the leader. • Provide various written prompts of an obstacle or challenge. Distribute prompts to small groups and have the groups brainstorm solutions to the obstacle or challenge and then report out to the larger group the solution and how to apply it to the situation. • Ask students to identify specific tools they will use to help with organization (e.g. student planner, online calendar, timer, graphic organizer).

2C. Demonstrate ability to set and accomplish specific tasks and goals.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Determine tasks and goals that need accomplishing in daily routines. 2. Complete small tasks and/or simple goals independently, with few requests for assistance (e.g., assignment, brush teeth, feed pet, etc.). 3. Seek assistance from trusted adults for steps in a task or objectives of a goal that are difficult to complete (e.g., student packing up to go home and asks teacher for help with the zipper that got off track, student checking out books from a community library and asks librarian where the easy reader section is).	• Provide students with tasks to complete and routines to engage in, including choices as the activities allow. Encourage families to do the same. • Have students write down their daily/weekly homework and/or review the homework tasks with them each day. • Review the schedule with students daily, discussing specific routines or tasks that may be new, difficult, or of special interest. Encourage families to do the same. • Encourage students to ask for help when needed and teach students safe ways to illicit help from adults in the community. View visuals of community members and have students say whether or not this is a safe adult and what kind of help might be asked of him or her. Be sure to include visuals of people from various cultures.

2C. Demonstrate ability to set and accomplish specific tasks and goals.		
Grade Band	**Performance Standards**	**Strategies**
		• Respond to requests for help.
3-5	4. Describe steps necessary for setting and achieving tasks and goals. 5. Differentiate between short- and long-term goals. 6. Complete short- or long-term goal with minimal assistance. 7. Monitor progress toward achieving personal or academic goals. 8. Determine home and school supports or resources needed to complete tasks or goals.	• Have students compile lists of previous accomplishments and the steps they took to achieve them. • Allow students to select a class project to work on together and identify steps necessary to achieve it. • Have students create a bucket list of things they want to accomplish in the short and long term. • Allow students to create a vision board using pictures or words that represent their goals. • Use a progression visual (e.g. steps, ladder, etc.) to help students break down their goals into manageable steps. • Allow students to track their progress with a visual chart or graph. • Have students play a matching game of various home and school supports or resources and the services they provide, such as teachers, counselors, doctors, police officers, etc.
6-8	9. Set a short-term goal and develop a plan to achieve it. 10. Set a long-term goal with assistance front teacher and develop a plan to achieve it. 11. Determine how to evaluate progress toward a goal and modify accordingly. 12. Identify factors that influenced whether a goal was achieved. 13. Determine supports that are available within the family, school or community.	• Allow students to create a poster or PowerPoint that highlights support available to them in their family, school and community. • Provide a "SMART Goal Planner" worksheet to assist students in identifying a short-term goal (e.g., completing homework for 1 week) and a long-term goal. • Provide students with a daily chart or goal setting app to chart when they complete steps toward their goal. • If obstacles occur allow students to brainstorm options for modifying the goal or steps to reach the goal (e.g., I have basketball practice at night, and I struggle to find time to read. He might read when he gets home from school instead of playing video games.) • Provide a journaling prompt for students to reflect on why they met or did not meet their goal.
9-12	14. Create short- and long-term goals (postsecondary).	• Support students in setting short and long-term postsecondary goals incorporating personal

2C. Demonstrate ability to set and accomplish specific tasks and goals.		
Grade Band	**Performance Standards**	**Strategies**
	15. Develop an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals. 16. Apply strategies to overcome obstacles or barriers to goal achievement. 17. Identify family, community, school, and peer resources and supports.	interests (e.g., hobby, work, exercise, sports, academics). ● Have students research components of an effective action plan and develop a template. ● Ask each student to set an achievable goal within a month or two, related to an area of interest (e.g., a sport, hobby, musical instrument). ● Facilitate follow-up discussions regarding progress and accomplishment of the stated goals. ● Ask students to develop a plan to monitor and evaluate achievement of short- and long-term goals. ● Have students organize a Resource Fair with "vendors" from the community, families, school, and peers. ● Ask students to reflect on a time when they overcame an obstacle to accomplish something that was important to them, and then share their accomplishments through small-group discussion. ● Have students role play situations, obstacles, and/or barriers that may prevent them from reaching identified long- or short-term goals.

SOCIAL AWARENESS

Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

Anchor Standards:

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantruming and physical aggression, excited - squealing and jumping, etc.). 2. Recognize the emotions of others by the behaviors they display. 3. Determine whether/how to approach others based on their current emotion(s). 4. Make connections between own words and actions and others' emotions. 5. Recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do).	• Have students view pictures of faces and discuss what emotions they think each person/face is feeling. Be sure to include pictures of people from various cultures. • Play "What Would I Do" with students by stating/listing an emotion and having them reply with the behaviors that might display if they were feeling that way. • Encourage students to use words to communicate what emotions they are feeling. • Using a short scenario of an event, a story, or a real-life example from the classroom or at home, ask students to think about if and why they would interact with the people/characters. For example, Frederica fell on the playground and is crying. When and how would you approach her (e.g., get her a Band-Aid, hug her, wait until she stops crying if she is crying loudly, etc.)? • Point to an instance that happened during the day between two or more students or have students dictate a family occurrence. Then, have students think about and discuss the correlation between the actions of one or more and the feelings of the others. • After reading a book to the class or viewing a social story, discuss the relationship among what one character says and does and how it makes another character feel (e.g., sharing,

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
		complimenting, snatching, tattling, lying, helping, hitting, tone of voice used, etc.). Also, discuss the different emotions of each of the characters they are in the same situations. Ask students why two characters could feel differently about the same thing?
3-5	6. Recognize the emotions of others using verbal and visual cues. 7. Recognize non-verbal social cues from others and their impact on emotions. 8. Identify how one's own behavior impacts others' emotions. 9. Identify multiple perspectives or viewpoints in different situations.	• Allow students to work together in small groups to discuss and share how different verbal and visual cues indicate how others are feeling. • Allow students to play Charades with various emotions by acting them out with no words and having other students guess which emotion they are demonstrating. • Use a journaling activity for students to reflect on situations where someone else's behavior affected their emotions and situations where their behavior affected others' emotions. • Role-play or watch videos of social situations from books or history where students act out and discuss how the characters were feeling and how it impacted their behavior. • Lead a whole-group discussion with students about why it's important for various jobs to look at different perspectives (e.g. police, judge, teacher, etc.).
6-8	10. Recognize and respond to social cues in an appropriate manner. 11. Analyze ways one's behavior may affect the feelings of others. 12. Demonstrate respect for other people's opinions. 13. Identify ways to provide support and encouragement to others in need.	• Have students role-play or view interview situations where they must respond to the social cues of the interviewer. • Have students write alternate endings to stories through changing the behavior of one character. • On the outside of a paper bag have students make a collage of how they think others feel about an issue, and on the inside have them put pictures/words of how they feel about that issue. • Assign students a current topic and ask them to interview important people in their lives to gather their opinions and perspectives on the topic. Then have students share their results with the class through a mode of their choice (e.g., writing, art, slideshow, etc.).

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
		• Discuss behaviors that show respect for others and behaviors that show disrespect for others. Have students create an art piece that depicts the importance of showing respect to others. • Hold class meetings in person or online where students are given the opportunity to support one another.
9-12	14. Develop the ability to connect specific feelings (e.g., sad, angry, happy,) and one's behavior. 15. Develop the ability to read and respond appropriately to social cues. 16. Demonstrate the ability to recognize the impact of one's behavior on others' emotions and corresponding behavior. 17. Analyze perspectives which differ from oneself and compare and contrast. 18. Demonstrate the ability to express empathy and concern for people with differing perspectives. 19. Decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication.	• Have students write an essay, create a PowerPoint, comic strip, piece of art, etc. to share a time when feelings led to behaviors that resulted in positive and/or negative outcomes. • Have students work in pairs using nonverbal communication to express and identify a variety of emotions and what might be an appropriate response to those specific emotions/feelings. • Have students label emotions and behaviors by responding to various age/school/community pictures or video snippets (e.g., not getting asked to prom, being cyber-bullied/online conflict, sitting alone at lunch, rumor circulating in school). Discuss why they chose the specific label and how they identified the behavior. • Using students' own neighborhoods, ask them to identify different types of diversity: old people, young people, people of different professions, people with disabilities, and people of different political beliefs. Discuss the opinions/perspectives that are similar and different from one's own. • As a large group, discuss the aspects of different cultures, language, food, religion, customs and traditions, child rearing etc. from their neighborhoods. Divide the students into small groups and have them create a PowerPoint describing a culture they create. Each group will present the PowerPoint to the class discussing why they chose each of the aspects. • Ask students to answer the following question: "How does where you are from influence who you are?" This might include religion, region, ethnicity, how old parents/caregivers are, what beliefs you share as a family, whether you come from a single or two-family home, whether or not you have siblings. Discuss how these things

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
		impact the perception and understanding of others. ● Have students work in pairs, using cards with the name of an emotion written on it, to try to convey the emotion using verbal and nonverbal communication.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Participate in the study of cultures (e.g., learning facts, celebrations). 2. With prompting, identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.). 3. Identify differences between self and other(s). 4. Determine whether own actions result in fair and safe treatment of others.	● Hold celebrations in class of various cultural events as they occur over the school year. Invite families of that culture to share information about themselves during the celebration. ● As part of a science or math activity, encourage students to use measuring utensils and the properties of science to create a "family heritage" dish to (and bring to school, if possible). Or, have students share recipes of their family heritage dish and discuss both the cultural and math/science aspects of the recipe/dish. ● Travel the world all year or unit long. Create passports for students, and visit a county each week, month, or day. Using visuals and videos, discuss what should be packed in your suitcases for each country's trip as well as types of customs, foods, celebrations, and facts unique to that country. ● Using a built-in "All About Me" activity, have students identify their likes and dislikes by drawing or writing them. Have students share with each other. ● As an extension of a math concept, have students work together as a class to create a graph of their likes, dislikes, physical characteristics, and family members (e.g., favorite type of ice cream with columns for chocolate, vanilla, strawberry, etc.; eye color; who has a brother, sister, dog, cat, etc.).

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
		• Use Show and Tell as a way for students to communicate their likes and information about their culture. • After reading/viewing a story, have students show a thumbs up or a thumbs down corresponding to whether each action to another in the story was safe/unsafe. Do this again for how fair the action is. • Have students view pictures or visual recordings of unfair or unsafe situations and have them discuss why the behavior in these instances is not appropriate (e.g., hitting others, making fun of others, snatching items from others, etc.).
3-5	5. Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.) 6. Identify similarities between various social and cultural groups. 7. Develop strategies for building relationships with individuals who are different from self. 8. Explain the definition of stereotyping, prejudice, and discrimination. 9. Identify bullying behaviors and their impact on others.	• Allow students to participate in a Culture Fair where each student or small group of students create projects to present information about various social and cultural groups. • Use a Bubble Map to have students compare and contrast information about various social groups. • Have students create a list of rules for treating others with fairness and kindness. Discuss these as a whole group and create a classroom contract all students sign in agreement. • Allow students to role play or watch videos of various situations where they interact with someone of a different background. Provide examples and non-examples of appropriate interactions. • Discuss historical people or events, current news topics, or literary examples of stereotyping, prejudice and discrimination with students. • Provide examples and non-examples of bullying behavior for students using fictional examples and literary or media representations. Allow students to identify or list the bullying behaviors, discuss how it makes them feel, and ways they can avoid bullying behaviors.
6-8	10. Demonstrate respect for the values, traditions and practices of different cultures or social groups.	• Read *To Kill a Mockingbird* or *Charlie and the Chocolate Factory*. Discuss the value of the different groups in the story. • Identify different cultures within the community and have students choose one to research including commonalities between the student's

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
	11. Recognize the value of perspectives, cultures or social groups different from oneself. 12. Identify examples of stereotyping, discrimination and prejudice and the negative impact they have on others. 13. Develop strategies to prevent or stop bullying.	culture and the one researching. Students may present their research through slideshows, written essays or a tri-fold board presentation. ● Discuss different groups within the school (cheerleaders, athletes, math club, yearbook staff, etc.) Have students select a group with which they are involved and present a slideshow describing what participation in their group entails. ● Discuss the definition of stereotypes. Provide individuals or small groups with a different social group (i.e., men, women, older people, cheerleaders, athletes, construction workers, etc.) Have students list characteristics or qualities of their chosen social group. Discuss the qualities and whether they are true for everyone in that group or not. ● Read current event articles about prejudice and discrimination and evaluate the response of the community giving suggestions for improvement where appropriate. ● Define the different levels of the Pyramid of Hate. Provide examples and have students determine which example goes with each level. Students then journal about ways to prevent the escalation of hate. ● Have students complete a questionnaire about being bullied. Lead a discussion about how bullying feels. Discuss different strategies to prevent bullying. Have students develop a slideshow depicting different ways students can prevent or stop bullying.
9-12	14. Demonstrate the ability to recognize the positive contributions of other cultures and perspectives to the well-being of society. 15. Exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one's own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself.	● Have students identify all of the social groups (e.g., athletics, academicians, artists, student government, yearbook) in a high school setting and their contributions to the school community. Discuss what the community might be like without the variety of cultures and perspectives and how this relates to society as a whole. ● Have students generate a list of beliefs they have for a culture/background different from their own. Then, have students interview a person from that culture/background and compare and contrast the

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
	16. Analyze the origins of prejudice, stereotypes, and discrimination and why they sustain. 17. Develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one's behavior and relationships with others. 18. Recognize and create strategies to address behaviors associated with bullying (poor impulse control, lack of empathy, intolerance of others) in oneself and others.	person's responses with their original list. Discuss how misconceptions may impact one's behavior. ● Have students generate a list of appropriate/respectful responses to cultures/customs that are unfamiliar to them and then role play the situation using the response (e.g., eating a specific type of food, greetings, personal space). ● Have students choose a medium to present their research to the class on the beginnings of stereotypes, prejudices and discrimination for a particular group or culture. ● Have students generate a list of behaviors associated with bullying. Develop school wide strategies and processes to prevent and to stop bullying behaviors.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Distinguish the differences among rules at school, rules at home, and rules in various community settings. 2. Identify ways to help others in multiple settings. 3. Use words, drawings, or other means to show why helping others is important. 4. Differentiate between safe and unsafe behaviors.	● At the beginning of the school year before class/school rules are shared with students, have students share some of their rules at home. Then, have them share some of the "rules" their parents say to them when they are in the community. Discuss similarities and differences in the rules (e.g., voice level, walking vs. running, wearing uniforms, etc.). ● Use a Venn Diagram as a visual way to represent the similarities and differences in school, home, and community rules or even various places in the community. ● Have students list with words or by drawing the ways they help their family, friends, and people in their neighborhood. Link it to a phonetic skill by having them list helping behaviors that start or end with a specific sound, that rhyme a particular way, that have a specific number of syllables in a word, etc.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.		
Grade Band	**Performance Standards**	**Strategies**
		• Allow each student to choose a community helper and draw or write how this person helps in the community and why that is important. • Assign daily/weekly class jobs. Discuss with students how these jobs are helpful to the functioning of the classroom. Create a list of the causes that might occur if students didn't have class jobs. • Create a stop/go sign for each student by taping/gluing a red circle to one side of a craft stick and green circle to the other side of the craft stick. Have students view pictures of actions or read a specific line or two of a story and then hold up the stop side if they think the behavior was unsafe or the go side if they think the behavior was safe. • Provide students with a list of words or pictures of actions and have students circle or highlight the ones they think are safe.
3-5	5. Identify different social norms in the school and community. 6. Recognize ways to help peers complete tasks, goals, or address needs. 7. Identify how helping behaviors impact self and others.	• Have students list different societal norms for home and community. Compare and contrast similarities and differences between the norms. • Allow students to create a poster or bulletin board with pictures of individuals with helping roles in school or community, and how they help others. • Allow students to identify and participate in a service project that helps others in the school or community. • Promote cooperative learning groups and encourage students to work together and help each other on certain assignments or projects. • Have students trace their hands and write examples of how helping impacts self and others. Share "helping hands" around the classroom. • Use a journaling or art activity for students to describe ways they can help others, how helping makes them feel, and why it's important.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.		
Grade Band	**Performance Standards**	**Strategies**
6-8	8. Explain why societal norms are important in school and community. 9. Recognize the importance of helping others in one's family, school and community. 10. Explore a school, community or global need and generate possible solutions. 11. Explain how individual decisions and behaviors positively and negatively affect the well-being of their school and community.	● Discuss the definition of "social norms." Have students identify different norms in school and the community. ● Have students journal, create an art piece or slide show about the importance of following social norms. ● Have students research about kids who have made a difference in their community or in the world. Have them pick one person and write a paper about the impact that student has made by helping others. ● Have students look at global needs and discuss what they would do to help if they were in charge. ● Have students draw an "Impact web" of how their actions could potentially affect others, or how a historical figure's actions affected society.
9-12	12. Analyze the origins of societal norms. 13. Demonstrate an understanding of societal norms and the impact on society as a whole. 14. Develop the ability to positively contribute to society. 15. Analyze how one's behavior impacts relationships, family, school, and the community.	● Ask students to research various societal norms (e.g., handshaking, eye contact when speaking to someone, personal space) and provide a brief presentation to the class. ● Have students create hypotheses and describe a world where social norms did not exist. ● Have students create a plan of action (who, what, when, how) to address an identified school or community need that would improve the well-being of its members. ● Have students create a scenario where they had to decide to follow societal norms or to behave in a way that was contradictory to societal norms. Create a mapping of how far reaching the decision expands (e.g., a relationship, school, family members, community and/or society as a whole).

RELATIONSHIP SKILLS

Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

Anchor Standards:

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.

4B. Develop and maintain positive relationships with others.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others. 2. Share, take turns, and engage cooperatively with others, especially when encouraged by trusted adults. 3. Determine how to identify when someone is in need of assistance, and provide needed assistance, as age appropriate. 4. With encouragement from trusted adults, identify and practice ways to put others' wants, needs, opinions, choices, etc. before own.	• Plan instructional activities for students where they work together in a small group to complete simple activities or projects. • Encourage students to use their (kind) words, especially when they are exhibiting negative behaviors and when others are exhibiting negative behaviors that include them (e.g., taking items, pouting, not waiting for a turn, etc.). • Play board, card, and other games in small groups. Emphasize the communication and social skills needed in order to successfully play the game. Encourage families to play games at home. • Instead of using a 1:1 ratio, provide a limited amount of supplies needed to complete cooperative activities so that students will have to use their words, engage socially with others, and assist others in order to complete tasks. • Discuss with students what "clues" they notice from people who need help. Utilize video clips, stories, role play etc. to make the discussion more robust.
3-5	5. Utilize appropriate verbal and nonverbal communication with others (e.g. words, tone, facial expressions, gestures, etc.) 6. Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others'	• Allow students to role play or watch videos of various verbal and non-verbal communication and discuss what is and is not appropriate for positive communication. • Allow students to work in groups on a project, such as building a structure with limited materials. Have students discuss how they

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
	perspectives, compromising, and reaching agreement). 7. Identify ways to encourage and support others and their contributions. 8. Demonstrate good sportsmanship by playing fairly and being gracious in winning and losing. 9. Demonstrate ability to give and receive compliments appropriately.	worked together to build the structure and why cooperation is important. ● Designate a Day of Encouragement where students can share words of encouragement and support to all classmates verbally, in notes/letters, and/or social media posts. ● Use teachable moments when playing games to discuss good sportsmanship and provide examples and non-examples. ● Read and discuss the book "Have You Filled a Bucket Today?" Then, create a class bucket for students to give compliments to each other.
6-8	10. Determine the positive and negative impact of one's verbal and nonverbal communication on other people when interacting with them. 11. Demonstrate the ability to determine roles in a cooperative group. 12. Demonstrate the ability to encourage and support peers. 13. Identify appropriate and inappropriate posts on social media and the potential consequences. 14. Exhibit the ability to respond non-defensively to constructive criticism.	● Have students role play or view videos of different scenarios where characters use appropriate and inappropriate verbal and nonverbal interactions. Discuss the positive and negative impacts of the scenarios. ● Assign a small group task. Discuss different roles for the group based on the class (i.e., in literature the roles may be researcher, facilitator, and wordsmith; while in math the roles may be questioner, summarizer and clarifier). Provide students with the tasks for each role and questions the person in that role may ask during the group work. This may be done in class or given as an outside assignment that students can complete through online meetings. ● As a class, brainstorm ways to encourage and support others. Have students journal about specific instances when they have received encouragement and how it made them feel as well as times, they provided encouragement and how it made them feel. ● Invite a representative from a human resources department to speak (in class or during an online meeting) about how a person's social media use is used for hiring decisions. ● Lead a discussion on appropriate and inappropriate posts on social media. Have students create an art piece, journal, or slide show of the possible consequences of each.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
		• Show a video or read a passage from a book depicting a character providing constructive criticism with appropriate and inappropriate responses from another character.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
9-12	15. Analyze the effects of one's communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults. 16. Demonstrate the ability to work cooperatively in various roles within groups (e.g., leader, recorder, timekeeper) to successfully reach a goal or to complete a school or community project. 17. Identify and obtain support for one's self and provide support to others. 18. Analyze own and others' posts on social media and the impact they may have on relationships.	• Have students use effective communication skills to select/assign roles (providing support for the decision) for a group project. • Have students participate in group projects serving different roles to reach a goal at school or in the community. • Have students identify needed support to reach a goal or complete a project. • Have students use a graphic organizer depicting those who support them and those who they support in various areas of their lives (e.g., school, community, family) in reaching goals or completing a project. • Have students analyze sample digital footprints from two characters on social media. Have students use critical thinking skills about how their own digital footprints can lead others to draw conclusions, both positive and negative, about who they are.

4B. Develop and maintain positive relationships with others.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Initiate interactions with others appropriately (e.g., tapping them on shoulder, using words to communicate the desire to join in, etc.). 2. Identify reasons why people befriend one another. 3. Engage in behaviors that promote positive relationships with others (e.g., using kind words, following others' interests, helping others, etc.). 4. Identify helpful and harmful behaviors in relationships. 5. Use words and/or illustrations to define peer pressure.	• Provide opportunities for students to interact with one another. Display visuals and/or review appropriate ways to get others' attention, join in interactions, and suggest a plan/next step for the interaction. • Make a collage with words, pictures, drawings, etc. of the reasons why two people are friends with each other. • Provide specific positive feedback to students who are using behaviors of positive relationships with others. • Read a book or view a video clip. Discuss the characters' interactions and friend choices. List appropriate initiation of interactions, positive friend choices, and behaviors that promote positive relationships the characters used in the book. • Read a book, asking for children to be on the lookout for helpful and harmful behaviors the characters in the book display towards one another. Play thumbs up/thumbs down - with thumbs down for harmful behaviors and thumbs up for helpful behaviors. Designate one or two students to keep a tally of each type of behavior and then discuss which behavior (helpful or harmful) was used more in the book. • Ask children to write or draw their own definition of peer pressure, an example of peer pressure, or about a time when they experienced peer pressure.
3-5	6. Determine and demonstrate qualities of good friends. 7. Describe and utilize more than one strategy to build positive relationships with peers, family, and others. 8. Differentiate among safe and unsafe behaviors in relationships with others. 9. Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative and positive).	• Allow students to compare and contrast characteristics a good friend should have with their own personal characteristics. • Have students journal about or discuss what friendship means to them. This could include examples of people they consider good friends, what qualities their friends possess (positive and negative), how friends make them feel, ways their friends help them/they help friends, and why friends are important. • Discuss with students the characteristics of building relationships such as making eye contact, introducing yourself, asking about the

4B. Develop and maintain positive relationships with others.		
Grade Band	**Performance Standards**	**Strategies**
	10. Develop strategies for resisting negative peer pressure.	other person, sharing about yourself, and finding common interests. Provide opportunities and activities for students to interact. For example, students can participate in a New Friend Scavenger Hunt where they complete a form with information and characteristics about themselves (e.g. favorite color, favorite food, hobbies, birthday month, etc.) and find classmates that have matching information. ● Read social stories with students or have them read on their own and discuss harmful and helpful behaviors and characteristics of good friends. ● Provide examples of positive and negative peer pressure. Have students discuss what makes each positive or negative. ● Discuss with students strategies for dealing with negative peer pressure (e.g. walking away, peer mediation, adult assistance, etc.) Have students role-play various scenarios using the strategies.
6-8	11. Demonstrate ability to maintain positive relationships (e.g., participating in shared interests/activities, spending time together, helping one another, and practicing forgiveness). 12. Determine the difference between behaviors of healthy relationships versus behaviors of unhealthy relationships (e.g. adult-child relationships, peer-peer relationships, and romantic relationships). 13. Distinguish impact of positive and negative peer pressure on self and others. 14. Demonstrate different strategies to resist negative peer pressure (i.e., say "no", the delay tactic, offer an alternative, code word with parents, etc.).	● Have students journal, create a piece of art or a slide show describing the qualities they would like in a friend. Then have the students determine what they would need to do in order to develop a relationship with that type of person. ● Have students brainstorm about behaviors that indicate a healthy relationship and behaviors that would indicate an unhealthy relationship in different types of relationships. Have students create a story with characters that exhibit behaviors of a healthy relationship and characters that exhibit behaviors of an unhealthy relationship. ● Show video scenarios, role play or discuss scenarios in a book where characters employ positive and negative peer pressure. Have students identify: 1. who is pressuring, 2. what words or gestures they use to pressure others, 3. the effect of those words or gestures,

4B. Develop and maintain positive relationships with others.		
Grade Band	**Performance Standards**	**Strategies**
		4. is this a positive or negative influence? ● Have students journal about a time they experienced negative peer pressure including words or gestures that were used and how they felt. ● Provide different scenarios of negative peer pressure to individuals or small groups. Allow the students to identify ways to resist the pressure to conform. Have students present their ideas to the class.
9-12	15. Exhibit the ability to develop and maintain positive relationships based on shared values, interest, goals, and reciprocity of support. 16. Analyze types of peer pressure (positive and negative) and evaluate the impact on initiating and maintaining relationships. 17. Demonstrate the ability to resist peer/social pressure to engage in unwanted, unsafe, unethical behavior.	● Have students create a "perfect friend" using an avatar, picture, drawing etc., and have the student provide a description of why they are the perfect friend. Discuss what attributes they possess that they themselves want to develop and what steps they might take to initiate and maintain a relationship. ● Provide visuals of adolescents participating in a variety of appropriate (e.g., working, graduating, volunteering, exercising) and inappropriate (e.g., smoking, texting while driving, cheating on tests, drinking alcohol). Have students evaluate the pictures as positive or negative behaviors. ● Utilizing the positive and negative behavior pictures have students discuss consequences of each behavior in the pictures and create strategies for responding to peers regarding all behaviors.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding/miscommunicating, bullying, gossiping, etc.). 2. Recognize emotions and behaviors that result in relational conflict. 3. With supports from a trusted adult, determine and utilize appropriate solutions in order to resolve conflicts with others. 4. Recognize that peer pressure can either be helpful or harmful.	• Make a chart of conflicts that students experience. Have students draw a check beside each conflict they have experienced. Discuss the conflicts, particularly those most experienced. • Create a "life cycle of a conflict" sheet with pre-written or pre-drawn conflicts. Have students write or draw the emotions and behaviors that occur before the given conflict. • Read a book or view a video clip. Discuss the resolution to the conflict, the other possible solutions that occurred before the resolution that did not work, and the differences between them. • Analyze real life conflicts that occur in the classroom and at home. Discuss the emotions and behaviors that occur before the conflicts, whether or not the chosen solutions were good choices, and if the solutions were bad choices, what could be done differently for the next time. • Using completed writing samples and/or drawings about peer pressure (4B), sort each by paper or electronic picture into two stacks - peer pressure that results in positive outcomes and peer pressure that results in negative outcomes.
3-5	5. Recognize that conflict occurs as a natural part of life. 6. Identify causes and effects of conflict and how one's response impacts self and others. 7. Utilize steps of a simple conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc. 8. Describe proactive ways to prevent conflict. 9. Recognizes the difference between constructive and destructive ways of handling conflict and peer pressure.	• Have students discuss (verbally or in writing) situations at home and school where there might be disagreements and conflict and how they can handle them. • Use naturally occurring situations in the classroom to discuss when students did or did not handle conflict successfully. Ask students to reflect and problem solve how they could respond differently. • Have students read or watch fictional and non-fictional/historical stories that demonstrate conflict and discuss the causes and effects of each. • Use role playing scenarios or have students watch videos that show the causes and effects of conflict and peer pressure and options for peaceful resolution.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.		
Grade Band	**Performance Standards**	**Strategies**
		• Allow students to create a visual checklist of problem-solving steps and various solutions to common conflict or peer pressure situations.

4C. Demonstrate the ability to successfully manage and resolve conflict in relation		
Grade Band	**Performance Standards**	**Strategies**
6-8	10. Demonstrate an understanding of the conflict cycle (e.g., event - emotion - reaction - outcome) and which part one has control over to shape the outcome of the conflict. 11. Identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insult or put downs). 12. Apply conflict resolution skills in order to de-escalate, defuse and resolve a conflict. 13. Determine strategies for avoiding or resolving conflicts related to destructive peer pressure.	• Utilize the conflict cycle diagram to explain and discuss each part of the cycle. Have students complete a blank handout of the diagram with a real or hypothetical conflict. Discuss how changing one's reaction can change the outcome of the conflict. • Lead a discussion of behaviors that often create conflict. Have small groups of students write conflict scenarios and perform them for the class or have individual students create conflict scenarios through slideshows and present to the class. Have the class identify the behaviors that led to the conflict and how that behavior could be changed in order to have a peaceful ending. • In literature, discuss the cycle of any conflicts and how changing the reaction could change the outcome of the conflict. • Teach students about the six steps to conflict resolution (e.g., cool off; use "I" messages; restate the conflict; take responsibility, brainstorm solutions, and affirm, forgive, or thank). Role play or view conflict scenarios using the six steps depicting conflicts resolved using the six steps. • Discuss different types of destructive peer pressure (e.g., pressure to engage in bullying, drugs or alcohol, sexual behavior, stealing, or dangerous behaviors.). Have students select a type of peer pressure and create a plan to avoid or resolve the conflict.
9-12	14. Analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority).	• Have students role play types of conflict while other students, working in small groups, identify the cause and create ideas for solutions. Have

	15. Demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions. 16. Identify and implement strategies to successfully avoid and/or address peer conflict on social media. 17. Exhibit skills and strategies to avoid and escape bullying (as target and bystander), threats, physical violence, and harassment to maintain personal safety.	the small groups share findings with the larger group. ● Have students research the components of the conflict cycle (e.g., relationship, event, emotion, assumptions, reaction, and outcome) and describe (orally or in writing) a conflict in their lives and their behavior through the stages of the cycle. Did they demonstrate appropriate conflict resolution skills? What was the outcome? ● Have students create and submit a plan of action (e.g., delete post, block sender, report to adult, no response) to address social media conflict. ● Have students create and distribute to peers a list of resources (e.g., people, literature, training) to support others in developing skills and strategies to address various types of conflict.

RESPONSIBLE DECISION-MAKING

Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

Anchor Standards:

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.

5B. Analyze outcomes of decisions including the consideration of their effects on others.

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Determine instances where the problem-solving process should be used. 2. Identify the steps of the problem-solving process. a. Identify the problem. b. Think of possible solutions. c. Analyze solutions. d. Choose a solution and try it. 3. With support, develop more than one solution to a problem and appropriately communicate the chosen solution to others. 4. For relational problems, appropriately communicate the chosen solution to others.	• Intentionally teach the problem-solving process to students by using a visual of the problem-solving process and real-life problems. • Display visual(s) of the problem-solving process in the room and refer to it when students have a problem to solve or decision to make. • Use the National Center for Pyramid Model Innovations' "We Can Be Problem Solvers" social story and activity to practice solving problems. • Read a book through a problem between/among characters and stop. Brainstorm possible solutions to the problem.
3-5	5. Describe steps of decision-making process and utilize more than one. 6. Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections. 7. Develop criteria for evaluating decisions and consequences for self and others.	• Discuss steps of decision-making process with students and allow students to role play, read social stories, or watch examples of characters making decisions. Allow students to reflect on each step of the process and why it is important. • Provide students with examples of common problems at home, school, and in the community. Have students identify choices or solutions and reflect on which is best for each situation. • Allow students to create a list of pros and cons for choices to common home, school, or

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.		
Grade Band	**Performance Standards**	**Strategies**
		community situations. Discuss what makes them good or bad choices. ● Have students journal about times they made good and bad decisions (e.g. what happened, why was it good or bad, how did they feel, how did others feel, what could they have done differently?).
6-8	8. Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision. 9. Analyze how decision-making skills regarding study habits at home affect academic performance. 10. Apply the decision-making process to a community issue considering ethical, safety and societal norms. 11. Model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.). 12. Demonstrate the ability to take personal responsibility for the decisions and choices one makes.	● Have students brainstorm different decisions or choices that are made regarding school (i.e., to skip school, to study for a big test, to follow friends in making fun of a new student, etc.) or provide scenarios (written or video). Individually or in small groups have students work through the five steps of the decision-making process. Have students present their choices and how they arrived at that choice. ● Have students read excerpts from literature that shows characters using the decision-making processes to make effective or ineffective choices. Have students describe the steps the character uses to solve the problem or make the decision. ● For one testing cycle in one subject, have students journal, create an art piece or slide show depicting how their decisions each day to complete homework and study impacted their grade on the test. ● Provide a list of different community issues. Have individuals or groups of students apply the decision-making steps to determine an ethical, safe and appropriate decision for the issue. ● Have a community leader speak to the class about how decisions are made at the community or city level. ● Lead a class or online discussion about what it means to take personal responsibility for our decisions and choices. Discuss what taking responsibility looks like in different scenarios and what it does not look like (e.g., blaming others for mistakes one makes or failing to complete tasks one agreed to complete). ● Have students identify a decision or choice he or she will make in the next week (e.g.,

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.		
Grade Band	**Performance Standards**	**Strategies**
		completing homework, completing chores at home, standing up for a friend when they are teased, etc.). Have students journal about how they took responsibility for their decision and the outcome.
9-12	14. Implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others. 15. Demonstrate the ability to take personal responsibility in making ethical decisions. 16. Model decision making skills to develop positive interpersonal relationships at home, school, and in the community.	• Have students create a flowchart of the decision-making process. Utilizing the flowchart, have students work through a real-life decision. • Have students read literature involving decision making (e.g., Lord of the Flies, Othello, Things Fall Apart, Beloved, and The Stranger) and discuss the ethical dilemma, the decision, and the consequence (outcome) of the decision. • Have students research historical events and how the world might be if different decisions were made (e.g., U.S. decides not to enter WWII). • Create a fictional scenario involving a big decision and write four different outcomes on slips of paper. After reading the scenario to the class, have students work in groups to randomly select one outcome and put together a skit showing what happens. Once all the groups have performed their skits, • discuss which outcome was the best solution, which was the poorest choice, and how these decisions affected everyone involved.

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
K-2	1. Reflect on whether solutions to similar past problems were appropriate or inappropriate when considering solutions to current problems (e.g., I really want the red marker he has. Last time I snatched something from him, it broke. This time a good solution would be to…).	• Using a life applicable problem or one from a book or video clip, ask students to reflect on a time when they experienced a similar problem and how the outcome of their solution played out with the resolution. Then, have students apply that to this current problem in deciding which solutions might be more appropriate than others. Was it safe? Was it fair? How did others feel?

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
	2. Determine whether possible solutions to problems are safe. 3. For relational problems, identify the feelings others might have as a result of each possible solution. 4. With prompting, use reflection practices to determine if a recent decision was a good or bad choice.	• Using visuals of faces, ask students what sort of solution to a problem might have just occurred for that person to make a face like the one in the visual. • Play a matching game where students match solutions to problems by way of word and/or visual to associated emotion on visuals of faces. • Play "What If" with students. Ask students questions that begin with "what if" like what if we don't go outside for recess today, what if I extend free choice time by 10 minutes, what if I give you extra homework, what if I didn't talk to you all day, etc. Have students tell you how these "choices" would make them feel. Make connections between these choices and solutions to problems regarding feelings associated with each. • Play stop and go using a craft stick with a go sign attached to one side and a stop sign attached to the other. While discussing a problem and its solutions from a book, video clip, or recent occurrence at school or at home, have children hold up the sign indicating whether the solution is a good one or not.
3-5	5. Identify examples of ethical behaviors (e.g. fairness, honesty, respect, etc.) in decision making and demonstrate more than one. 6. Demonstrate knowledge of social norms and how they affect decision making. 7. Explain why safety and ethical considerations are important in making decisions. 8. Evaluate impact of past and present choices and decisions on self and others.	• Allow students to role play, read social stories, or watch examples of characters making ethical decisions. Have students discuss what ethical behaviors they observed the characters portraying and how that impacted their decision. • Provide examples of social problems that might occur at school, home, or in the community and have students discuss and identify solutions that are socially acceptable, safe, and ethical. • Allow students to play "Chutes and Ladders" and discuss the positive and negative consequences of different choices within the game. • Have students journal and reflect on previous decisions they have made and whether they were safe and ethical. If not, what could they have done differently? How did their choices impact them? How did they impact others?

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
		What factors will they consider when making a similar decision in the future?
6-8	9. Demonstrate the ability to gather information from different sources (i.e., news sources, respected adults, medical websites, community leaders, teachers, church leaders, etc.) that can be used to make safe, ethical and socially appropriate decisions. 10. Identify different influences on one's personal decisions or choices. 11. Analyze how standing up for others when they are teased, insulted, or left out impacts that person as well as others. 12. Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal.	• Have students choose a social, community or school problem. Then, have students gather information from different sources to help them identify a solution for the problem that is safe, ethical, and socially appropriate. • Have students use a decision log for 24 hours to identify different influences on their decisions. • Have students watch a video depicting a character standing up for a friend who is being bullied. Have students discuss or journal about how that choice impacted the friend as well as others who were witnesses. • Have students review different social media posts and list how each post could impact other people. • Have students journal about a choice or decision they have made, how they made that decision, and whether the choice they made was effective in solving the problem or meeting their goal.
9-12	13. Analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one's ability to make safe, socially appropriate, and ethical decisions. 14. Analyze and evaluate the impact of culture and how it influences societal norms, safety, and ethics in the decision-making process. 15. Analyze and evaluate current and past decisions for ethics, safety, and societal norms and the impact on intrapersonal and interpersonal relationships. 16. Analyze and evaluate past and current decisions and how they impacted short- and long-term goals.	• Ask students to pick a topic (e.g., climate change, immigration, gun control) and research how different sources present information and how that might impact decision making. • Ask students to create a list of values they think are important and describe how their culture, family, peers, and community impacted their list. Have the students explain how these identified values play a part in their decision-making process. • Have students think back over the previous day and make a list of all the decisions they made. They may have chosen to hit the snooze button rather than get up, study for a test instead of eating lunch, or not do the assigned reading for an afternoon class. Ask them to look at each decision and consider what their choices reveal about what's important to them. Have them write a reflective paragraph in which they consider the potential and obvious results?

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
		● Ask teens to make a list of school subjects, activities and hobbies they enjoy and then list one potential career that aligns with each item on the list. Have them choose one career they would each like to have someday and list the skills and special training they would need to hold these jobs. Create action plans of how they might achieve this career. This will get them thinking about how the choices they're currently making could keep them from their goals.

RESOURCE APPENDIX

Resources for Self-Awareness

1. Grounding Techniques & Self Soothing for Emotional Regulation
   https://eddinscounseling.com/grounding-techniques-self-soothing-emotional-regulation/

2. Identifying Values
   http://www.personaldevelopmentinsights.com/wp-content/uploads/2017/05/Personal_Development_Worksheet-Identifying-Values_CarmenWyld_PDI.pdf

3. Myers-Briggs Type Indicator (MBTI)
   https://positivepsychology.com/self-awareness-exercises-activities-test/

4. Trigger Worksheet
   https://positivepsychology.com/self-awareness-exercises-activities-test/

5. Mindfulness Meditation
   https://ggie.berkeley.edu/practice/eating-a-raisin-with-mindfulness/

6. Personal SEL Self-Assessment
   https://schoolguide.casel.org/resource/adult-sel-self-assessment/

For more resources to assist with self-awareness, visit the following websites:

- https://positivepsychology.com

Resources for Self-Management

1. How to Set Healthy Boundaries: 10 Examples + PDF Worksheets
   https://positivepsychology.com/great-self-care-setting-healthy-boundaries/

2. Breathing Techniques for Stress Relief
   https://www.webmd.com/balance/stress-management/stress-relief-breathing-techniques#1

3. Positive Self Talk Worksheet
   https://positivepsychology.com/positive-self-talk/

4. Increasing Self-Control Through Repeated Practice
   https://positivepsychology.com/self-control-regulation-tools/

5. Brief Body Scan Mindfulness Activity for Stress Relief
   https://ggie.berkeley.edu/practice/brief-body-scan/

6. Self-Compassion Break
   https://ggie.berkeley.edu/practice/self-compassion-break-for-adults/

For more resources to assist with self-management, visit the following websites:

- https://ggie.berkeley.edu/my-well-being/sel-for-adults-self-awareness-and-self-management/
- https://positivepsychology.com/toolkit/

Resources for Social Awareness

1. Five Simple Lessons for Social and Emotional Learning for Adults
   https://www.edutopia.org/blog/five-social-emotional-learning-lessons-for-adults-elena-aguilar

2. Empathy at Work: Developing Skills to Understand Other People
   https://www.mindtools.com/pages/article/EmpathyatWork.htm

3. Self-Compassion Test
   https://self-compassion.org/test-how-self-compassionate-you-are/

4. 12 Exercises & Activities for Training Compassion
   https://positivepsychology.com/compassion-training/

5. Common Beliefs Survey
   https://ggie.berkeley.edu/practice/common-beliefs-survey-teaching-racially-and-ethnically-diverse-students/

6. Understanding Justice Exercises
   https://ggie.berkeley.edu/practice/understanding-justice/

For more resources to assist with social awareness, visit the following websites:

- https://www.change-management-coach.com/social-awareness.html
  https://positivepsychology.com/

Resources for Relationship Skills

1. Active Listening: Hear What People Are Really Saying
   https://www.mindtools.com/CommSkll/ActiveListening.htm

2. Conflict Resolution Skills
   https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm

3. How to Build Trust
   https://positivepsychology.com/build-trust/

4. Active Constructive Communication Model
   https://positivepsychology.com/communication-in-relationships/

5. Overcoming Obstacles to Relationship Building
   https://ggie.berkeley.edu/practice/overcoming-obstacles-to-an-open-heart/

For more resources to assist with relationship skills, visit the following websites:

- https://www.mindtools.com/pages/article/good-relationships.htm
- https://positivepsychology.com/

Resources for Responsible Decision-Making

1. 10 Ways to Improve Your Decision-Making Skills
   https://www.wisebread.com/10-ways-to-improve-your-decision-making-skills

2. Effective Decision Making – A Framework
   https://www.skillsyouneed.com/ips/decision-making2.html

3. Goal Setting Exercises, Tools, & Games
   https://positivepsychology.com/goal-setting-exercises/

4. Problem Solving Skills for Adults
   https://classroom.synonym.com/problemsolving-skills-adults-8262043.html

For more resources to assist with responsible decision-making, visit the following websites:

- https://psychcentral.com/blog/15-tips-to-help-you-make-the-most-important-decisions/
- https://positivepsychology.com/

MISSISSIPPI K-12 SOCIAL EMOTIONAL LEARNING STANDARDS
PERFORMANCE STANDARDS SEQUENCE

Grade Band K - 2	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• With prompting, identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion. • With prompting, determine the antecedents to own emotions. • Utilize words or gestures to communicate own feelings. • Distinguish between own likes and dislikes. • Describe skills and special abilities. • Identify personal qualities that assist in making good choices. • Identify instances of strength.	• With support, describe connections among thoughts, emotions (i.e., feelings) and behaviors (e.g., if my sister makes me mad, I might want to yell at her). • Use words to express thoughts and emotions (i.e., feelings). • Begin to develop the ability to self-regulate when experiencing negative emotions. • Demonstrate the ability to wait (e.g., for a turn, for a response, for an item, etc.). • Demonstrate frequent participation with minimal teacher prompting.	• Identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantruming and physical aggression, excited - squealing and jumping, etc.). • Recognize the emotions of others by the behaviors they display. • Determine whether/how to approach others based on their current emotion(s). • Make connections between own words and actions and others' emotions.	• Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others. • Share, take turns, and engage cooperatively with others. • Determine how to identify when someone is in need of assistance, and provide needed assistance, as age appropriate. • With encouragement from trusted adults, identify and practice ways to put others' wants, needs, opinions, choices, etc. before own.	• Determine instances where the problem-solving process should be used. • Identify the steps of the problem-solving process. • Identify the problem. • Think of possible solutions. • Analyze solutions. • Choose a solution and try it. • With support, develop more than one solution to a problem and appropriately communicate the chosen solution to others. • For relational problems, appropriately communicate the chosen solution to others.

Grade Band K - 2	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• With support, develop connections between personal strengths and corresponding skills and talents. • With support, identify responsibility as it relates to school-wide expectations and rules. • Distinguish differences in good choices and bad choices. • Identify the importance(s) of taking ownership of bad choices. • Takes care of own and others' belongings.	• With encouragement, demonstrate the ability to complete a task and/or work towards a goal over time. • Identify multiple ways to stay organized in different aspects of life (e.g., keeping things tidy, labeling where items go, using lists, having a daily schedule). • With reminders, participate in cleaning up own space and items used at home and at school. • Determine tasks and goals that need accomplishing in daily routines. • Complete small tasks and/or simple goals independently, with few requests for assistance (e.g., assignment, brush teeth, feed pet, etc.).	• Recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do). • Participate in the study of cultures (e.g., learning facts, celebrations). • With prompting identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.). • Identify differences between self and other(s).	• Initiate interactions with other appropriately (e.g., tapping them on shoulder, using words to communicate the desire to join in, etc.). • Identify reasons why people befriend one another. • Engage in behaviors that promote positive relationships with others (e.g., using kind words, following others' interests, helping others, etc.). • Identify helpful and harmful behaviors in relationships. • Use words and/or illustrations to define peer pressure.	• Reflect on whether solutions to similar past problems were appropriate or inappropriate when considering solutions to current problems (e.g., I really want the red marker he has. Last time I snatched something from him, it broke. This time a good solution would be to…). • Determine whether possible solutions to problems are safe. • For relational problems, identify the feelings others might have as a result of each possible solution. • With prompting, use reflection practices to determine if a recent decision was a good or bad choice.

Grade Band K - 2	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence		• Seek assistance from trusted adults for steps in a task or objectives of a goal that are difficult to complete (e.g., student packing up to go home and asks teacher for help with the zipper that got off track, student checking out books from a community library and asks librarian where the easy reader section is).	• Determine whether own actions result in fair and safe treatment of others. • Distinguish the differences among rules at school, rules at home, and rules in various community settings. • Identify ways to help others in multiple settings. • Use words, drawings, or other means to show why helping others is important. • Differentiate between safe and unsafe behaviors.	• Identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding, miscommunicating, bullying, gossiping, etc.). • Recognize emotions and behaviors that result in relational conflict. • With supports from a trusted adult, determine and utilize appropriate solutions in order to resolve conflicts with others. • Recognize that peer pressure can either be helpful or harmful.	

Grade Band 3 - 5	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify range of emotions experienced. • Describe situations that cause range of emotions. • Identify physical responses to intense emotions. • Communicate emotions through appropriate means (i.e., appropriate words, gestures, tone, facial expressions, etc.). • Describe how emotions impact behavior. • Identify personal qualities and characteristics one possesses. • Describe benefits of personal qualities and characteristics. • Describe how personal qualities and interests impact decision-making. • Compare and contrast qualities and interests of self and others.	• Identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior. • Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.). • Demonstrate ability to appropriately express emotions. • Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.). • Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.). • Demonstrate the ability to stay on task with limited distractions.	• Recognize the emotions of others using verbal and visual cues. • Recognize non-verbal social cues from others and their impact on emotions. • Identify how one's own behavior impacts others' emotions. • Identify multiple perspectives or viewpoints in different situations. • Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.). • Identify similarities between various social and cultural groups. • Develop strategies for building relationships with individuals who are different from self.	• Utilize appropriate verbal and nonverbal communication with others (e.g. facial expressions, gestures, etc.) • Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others' perspectives, compromising, and reaching agreement). • Identify ways to encourage and support others and their contributions. • Demonstrate good sportsmanship by playing fairly and being gracious in winning and losing. • Demonstrate ability to give and receive compliments appropriately. • Determine and demonstrate qualities of good friends.	• Describe steps of decision-making process and utilize more than one. • Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections. • Develop criteria for evaluating decisions and consequences for self and others. • Identify examples of ethical behaviors (e.g. fairness, honesty, respect, etc.) in decision making and demonstrate more than one. • Demonstrate knowledge of social norms and how they affect decision making.

Grade Band 3 - 5	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify strengths and areas for growth. • Describe personal skills in need of further development. • Describe how personal strengths impact choices. • Define personal responsibility and identify ways to exhibit it in daily life. • Identify how personal choices affect self and others. • Describe benefits of personal responsibility. • Demonstrate responsible behaviors.	• Develop willingness to attempt new tasks and share ideas with others. • Identify strategies for persevering through difficult situations or tasks. • Determine supports needed to organize aspects of home and school life. • Describe steps necessary for setting and achieving tasks and goals. • Differentiate between short- and long-term goals. • Complete short- or long-term goal with minimal assistance. • Monitor progress toward achieving personal or academic goals. • Determine home and school supports or resources needed to complete tasks or goals.	• Explain the definition of stereotyping, prejudice, and discrimination. • Identify bullying behaviors and their impact on others. • Identify different social norms in the school and community. • Recognize ways to help peers complete tasks, goals, or address needs. • Identify how helping behaviors impact self and others.	• Describe and utilize more than one strategy to build positive relationships with peers, family, and others. • Differentiate among safe and unsafe behaviors in relationships with others. • Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative and positive). • Develop strategies for resisting negative peer pressure. • Recognize that conflict occurs as a natural part of life. • Identify causes and effects of conflict and how one's response impacts self and others.	• Explain why safety and ethical considerations are important in making decisions. • Evaluate impact of past and present choices and decisions on self and others.

Grade Band 3 - 5	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence				• Utilize steps of conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc. • Describe proactive ways to prevent conflict.	

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify and label a variety of emotional states. • Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.) • Determine typical physical responses to a variety of emotions. • Describe ways to communicate one's emotions in a socially acceptable manner. • Identify how different emotional states impact one's ability to problem solve. • Identify positive attributes and qualities about oneself including talents, interests, physical characteristics, etc. • Describe characteristics that are important to oneself (i.e., loyalty, honesty, etc.)	• Analyze the connection between one's thoughts, emotions and behavior • Utilize strategies to monitor one's emotions, stress level and behavior. • Identify how appropriately and inappropriately expressing one's emotions affects others. • Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety. • Demonstrate the ability to maintain focus and use time wisely in order to complete a task. • Demonstrate the ability to break a large assignment into smaller parts. • Utilize strategies for persevering through challenges and setbacks.	• Recognize and respond to social cues in an appropriate manner. • Analyze ways one's behavior may affect the feelings of others. • Demonstrate respect for other people's opinions. • Identify ways to provide support and encouragement to others in need. • Demonstrate respect for the values, traditions and practices of different cultures or social groups. • Recognize the value of perspectives, cultures or social groups different from oneself. • Identify examples of stereotyping, discrimination and prejudice and the negative impact they have on others.	• Determine the positive and negative impact of one's verbal and nonverbal communication on other people when interacting with others. • Demonstrate the ability to determine roles in a cooperative group. • Demonstrate the ability to encourage and support peers. • Identify appropriate and inappropriate posts on social media and the potential consequences. • Exhibit the ability to respond non-defensively to constructive criticism.	• Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision. • Analyze how decision-making skills regarding study habits at home affect academic performance. • Apply the decision-making process to a community issue considering ethical, safety and societal norms.

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Describe how one's personal qualities, interests, beliefs and academic/career goals impact decision making. • Inventory personal strengths and areas for growth. • Identify ways to utilize strengths to build skills in an area for growth. • Identify how individual strengths and areas of growth impact success in specific activities. • Define personal responsibility and apply in different scenarios. • Identify outcomes of responsible and safe behaviors versus risky, unsafe behaviors. • Analyze areas of one's life that are within one's control. • Demonstrate ability to set and adhere to personal boundaries.	• Identify and utilize a variety of organizational strategies (e.g., planner, graphic organizers, checklists, time limits, etc.). • Set a short-term goal and develop a plan to achieve it. • Set a long-term goal and develop a plan to achieve it. • Determine how to evaluate progress toward a goal and modify accordingly. • Identify factors that influenced whether a goal was achieved. • Determine supports that are available within the family, school or community.	• Develop strategies to prevent or stop bullying. • Explain why societal norms are important in school and community. • Recognize the importance of helping others in one's family, school and community. • Explore a school, community or global need and generate possible solutions. • Explain how individual decisions and behaviors positively and negatively affect the well-being of their school and community.	• Determine the difference between behaviors of healthy relationships versus behaviors of unhealthy relationships (e.g. adult-child relationships, peer-peer relationships, and romantic relationships). • Distinguish impact of positive and negative peer pressure on self and others. • Demonstrate different strategies to resist negative peer pressure (i.e., say "no", the delay tactic, offer an alternative, code word with parents, etc.). • Demonstrate an understanding of the conflict cycle (e.g., event - emotion - reaction - outcome) and which part one has control over to shape the outcome of the conflict.	• Model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.). • Demonstrate the ability to take personal responsibility for the decisions and choices one makes. • Demonstrate the ability to gather information from different sources (i.e., news sources, respected adults, medical websites, community leaders, teachers, church leaders, etc.) that can be used to make safe, ethical and socially appropriate decisions.

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence				• Identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insult or put downs). • Apply conflict resolution skills in order to de-escalate, defuse and resolve a conflict. • Determine strategies for avoiding or resolving conflicts related to destructive peer pressure.	• Identify different influences on one's personal decisions or choices. • Analyze how standing up for others when they are teased, insulted, or left out impacts that person as well as others. • Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal.

Grade Band 9 - 12	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify and label emotions. • Identify feelings and behaviors associated with specific emotions. • Analyze and evaluate how emotions affect responsible decision making. • Analyze and evaluate how one's emotions impact relationships. • Develop socially appropriate communication strategies to express emotions and feelings. • Identify areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth. • Create strategies that promote a more optimistic/positive outlook. • Utilize one's beliefs and personal qualities in planning and decision making.	• Analyze how thoughts and emotions impact one's decisions. • Apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers). • Evaluate the impact of appropriate and inappropriate emotional expression on self and others. • Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community). • Demonstrate self-regulatory strategies. • Demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others).	• Develop the ability to connect specific feelings (e.g., sad, angry, happy,) and one's behavior. • Develop the ability to read and respond appropriately to social cues. • Demonstrate the ability to recognize the impact of one's behavior on others' emotions and corresponding behavior. • Analyze perspectives which differ from oneself and compare and contrast. • Demonstrate the ability to express empathy and concern for people with differing perspectives.	• Analyze the effects of one's communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults. • Demonstrate the ability to work cooperatively in various roles within groups (e.g., leader, recorder, timekeeper) to successfully reach a goal or to complete a school or community project. • Identify and obtain support for one's self and provide support to others. • Analyze own and others' posts on social media and the impact they may have on relationships.	• Implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others. • Demonstrate the ability to take personal responsibility in making ethical decisions. • Model decision making skills to develop positive interpersonal relationships at home, school, and in the community.

Grade Band 9-12	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Explore and identify cultural norms, customs, and beliefs of one's family. • Accept and respect beliefs, likes, dislikes, and interests of others. • Accurately identify strengths and areas of growth. • Develop and implement a plan to address areas in need of growth. • Utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans. • Exhibit confidence in one's self based on accurate identification of skills, talents, interests, and strengths. • Describe one's personal responsibility to family, friends, schools, community, and society as a whole.	• Demonstrate the ability to stay focused on different tasks and to use time effectively and efficiently in order to reach a goal. • Demonstrate the ability to initiate and complete tasks individually and in groups. • Analyze and apply motivation strategies to persevere through difficult situations, tasks, or goals. • Utilize organization skills to plan, schedule activities, meet deadlines, research resources, and meet goals. • Create short- and long-term goals (postsecondary). • Develop an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals.	• Decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication. • Demonstrate the ability to recognize the positive contributions of other cultures and perspectives to the well-being of society. • Exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one's own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself. • Analyze the origins of prejudice, stereotypes, and discrimination and why they sustain.	• Exhibit the ability to develop and maintain positive relationships based on shared values, interest, goals, and reciprocity of support. • Analyze types of peer pressure (positive and negative) and evaluate the impact on initiating and maintaining relationships. • Demonstrate the ability to resist peer/social pressure to engage in unwanted, unsafe, unethical behavior. • Analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority).	• Analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one's ability to make safe, socially appropriate, and ethical decisions. • Analyze and evaluate the impact of culture and how it influences societal norms, safety, and ethics in the decision-making process. • Analyze and evaluate current and past decisions for ethics, safety, and societal norms and the impact on intrapersonal and interpersonal relationships. • Analyze and evaluate past and current decisions and how they impacted short- and long-term goals.

Grade Band 9-12	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Develop and apply decision-making skills that promote personal responsibility. • Analyze how personal responsibility affects individual and group relationships. • Demonstrate the ability to take personal responsibility for one's behavior.	• Apply strategies to overcome obstacles or barriers to goal achievement. • Identify family, community, school, and peer resources and supports.	• Develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one's behavior and relationships with others. • Recognize and create strategies to address behaviors associated with bullying (poor impulse control, lack of empathy, intolerance of others) in oneself and others. • Analyze the origins of societal norms. • Demonstrate an understanding of societal norms and the impact on society as a whole. • Develop the ability to positively contribute to society. • Analyze how one's behavior impacts relationships, family, school, and the community.	• Demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions. • Identify and implement strategies to successfully avoid and/or address peer conflict on social media. • Exhibit skills and strategies to avoid and escape bullying (as target and bystander), threats, physical violence, and harassment to maintain personal safety.	

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7 Miss. Admin. Code Pt. 220

K-12 SEL Resource Guide

SOCIAL EMOTIONAL LEARNING STANDARDS

MISSISSIPPI DEPARTMENT OF EDUCATION

Office of Special Education
https://mdek12.org/OSE

Office of Elementary Education and Reading
https://mdek12.org/OEER

Office of Secondary Education: Counseling
https://mdek12.org/CTE/OCCSS

Office of Early Childhood
https://mdek12.org/EC

Office of Teaching and Leading
https://mdek12.org/OTL

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MISSISSIPPI DEPARTMENT OF EDUCATION

Carey M. Wright, Ed. D. State Superintendent of Education

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TABLE OF CONTENTS

Introduction to Social Emotional Learning (SEL)..... 4

Why SEL?.....4

Adult SEL Competence.....6

Purpose and Goals.....6

School-wide Implementation.....7

SEL Team.....8

5 Core Social Emotional Competencies.....10

Mississippi K-12 Social Emotional Learning Standards.....11

Self-Awareness.....12

Self-Management.....20

Social Awareness.....28

Relationship Skills.....37

Responsible Decision Making.....46

Resource Appendix.....52

Mississippi K-12 Performance Standards Sequence.....55

References.....67

INTRODUCTION TO SOCIAL EMOTIONAL LEARNING (SEL)

Social emotional learning (SEL) is 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 (CASEL, 2020). SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Social emotional learning can be further defined by understanding that we are all social beings, each with our individual emotions. As we interact with others, our words, actions, and other behaviors are in response to the given context. We have thoughts based on this context which causes us to have emotions and then behaviors based on these emotions we feel. This process is called the Cognitive Behavioral Theory (CBT). In turn, our behaviors begin the CBT (thoughts, feelings, and behaviors) in others. It's this cyclical process that is the foundation for interactions. By simply changing one aspect of the context (e.g., the person, setting, time, etc.), this changes our interactions beginning with our thoughts, feelings, and then behaviors. In this respect, social skills and emotions are interwoven in our daily lives. Additionally, we experience emotions apart from others (e.g., when home alone). However, these emotions outside of interactions still include the same process - a given context that produces a thought, which leads to an emotion and then subsequently to behavior(s).

Because learning is a social process, schools must teach, utilize, and support social emotional skills in daily routines (Hodson & Hodson, 2018). This document provides school leaders, teachers, and other essential staff with key information, standards, strategies, and teaching resources to implement school-wide SEL.

WHY SEL?

The development of SEL skills fosters social competencies and increases positive social skills, reduces behavioral problems, decreases emotional stress, and improves academic outcomes for students (Greenberg et al., 2003). Additionally, social emotional competence increases our

ability to form relationships and build social awareness and enhances our ability to connect with individuals of diverse perspectives, cultures, languages, histories, identities, and abilities. When SEL is implemented on a macro-level, more equitable, better performing schools and communities can result. This type of cultural change creates environments in which all students acquire the skills necessary for life and learning.

As an educational approach, SEL recognizes students as complex human beings whose learning and behavior are just as impacted by their emotions – and their control over those emotions – as they are by discipline and quality of academic instruction. Student academic success is strongly linked to the development of necessary skills, behaviors, attitudes, and strategies that are critical to academic performance, but which may not be reflected in cognitive test scores (Farrington et al., 2012). The ability to recognize and manage emotions and establish and maintain positive relationships impacts both readiness and ability to learn.

In 2011, a team of researchers conducted a comprehensive meta-analysis of school-based universal social emotional interventions, which included 213 schools and 270,034 students ranging from kindergarten through high school (Durlak et al., 2011). The researchers found that, on average, students receiving social emotional interventions improved significantly compared to those not receiving an intervention. The results indicated that social emotional skills, social behaviors, and academic performance increased, attitudes towards self and others were more positive, conduct problems were reduced, and emotional distress lessened.

The results from the meta-analysis (Durlak et al., 2011) found the most growth was among students receiving classroom-based interventions administered by their regular classroom teachers. This finding held true across all education levels (elementary, middle, and high school), and across urban, suburban, and rural schools. Based on a small subset of studies, the same meta-analysis of interventions found a positive association between social emotional learning programs and academic achievement, including an 11 percent gain in academic performance. These results build upon a growing body of research that indicate SEL programming enhances students' connection to school, classroom behavior, and academic achievement (Zins et al., 2004). Social emotional learning interventions strategically develop non-cognitive abilities, such as *goal-directed efforts* (e.g., perseverance, self-control, growth mind-set), *healthy social relationships* (e.g., gratitude, emotional intelligence, social belonging), and *sound judgement* and *decision making* (e.g., curiosity, open-mindedness). Longitudinal research confirms that such qualities can predict academic, economic, social, psychological, and physical well-being (Almlund et al., 2011).

ADULT SEL COMPETENCE

In order to promote students' social and emotional competence, it's important for schools to simultaneously foster a supportive staff environment that cultivates the social and emotional competence and capacity of the adults in the building. Through their research, CASEL has learned that schools are more effective at teaching and reinforcing SEL for students when they also cultivate SEL competencies in adults. Successful SEL implementation depends on how well staff work together to facilitate SEL instruction, foster a positive school community, and model social and emotional competence. This requires a focus on adults' professional growth as educators as well as their own social and emotional learning (Jones et al., 2018).

Successful implementation of SEL will call on every available adult to take an active role in promoting social and emotional learning. Adults must possess and model the social emotional competencies they hope to develop in their students. This is not an easy task when research has found that teaching is one of the most stressful occupations in the U.S. (Gallup, 2014). Stress affects teachers' health and well-being, job satisfaction, job turnover, and student outcomes (Greenberg et al., 2016). For these reasons, it's crucial that adults foster their own social emotional skill development in order to effectively support, empower, and build relational trust with students and peers. A study by the Yale Center for Emotional Intelligence found that adults who recognize, understand, label, and regulate their own emotions are less likely to report burnout, demonstrate higher levels of patience and empathy, encourage healthy communication, and create safe student learning environments. In schools where educators develop strong communication and trust, teachers are more likely to learn from each other, stay in the profession, and boost student performance.

PURPOSE & GOALS

The overarching purpose of the Mississippi SEL Standards is to address the social and emotional needs of all students to ensure their success in school and in life. Developing SEL skills improves student capacity to engage in academic learning and prepares them to meet college and career readiness standards (CCRS). The Mississippi SEL Standards assists school staff with their respective roles in integrating social emotional learning into daily classroom and school experiences of students.

The goals of the Mississippi SEL Standards are to:

- Provide knowledge, skills, tools, and other resources to all school staff to help improve student social and emotional learning skills and encourage students to exhibit positive social behaviors
- Enhance the knowledge of all school staff of what teaching practices that focus on SEL look like in the classroom and in other areas of the school campus
- Describe examples of adult and student behaviors that foster teaching practices to promote SEL skills
- Enhance the ability of all school staff to knowledgeably engage in dialogue on SEL skills
- Provide strategies and resources to all school staff to help create a positive classroom experience for all students through defining clear expectations of good practice as well as opportunities for adults to reflect and grow from those experiences

SCHOOL-WIDE IMPLEMENTATION

Research supports the idea that in order for high quality and sustained implementation of social emotional learning (SEL) to occur, it must be integrated and aligned with frameworks and/or initiatives already existing within the school community (Meyers, Domitrovich, Dissi, Trejo, & Greenberg, 2018). These frameworks or initiatives include but are not limited to, academic content, Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), mental health and wellness, employability and work force readiness, and character education and development. Just as important as alignment and integration, is the commitment of all staff, not just administrators and teachers, but lunchroom monitors, bus drivers, librarians, and specialist to implementing SEL with high fidelity and to participate in ongoing planning and sustainability efforts (Shafer, L. 2016).

The Collaborative for Academic, Social, and Emotional Learning (CASEL) identifies four focus areas (https://schoolguide.casel.org/rubric/) in the implementation of school-wide SEL. They are *building foundational support*, *strengthening adult SEL*, *promoting SEL with students*, and *establishing practices for continuous improvement*. Building foundational support includes identifying SEL team members and assigning roles and responsibilities, raising the level of SEL awareness, and developing and adopting a school-wide vision. Building foundational support also includes assessing the school's current needs and resources in order to develop and implement a plan that includes clear goals, action steps, and assigned ownership. Strengthening adult SEL, the second area of focus calls for adults to engage in their own SEL development and to continuously model SEL throughout the school and in their interactions with students.

Promoting SEL and supporting students across the school, classrooms, home, and community is the third area of focus. The fourth and last area of focus, establishing practices for continuous improvement, involves creating a systematic process for collecting data regarding implementation fidelity and student outcomes and analyzing that data to evaluate practices and to ensure continuous improvement of SEL for staff and students (CASEL.org).

As systems are being developed for school-wide implementation, individual teachers can begin to utilize Mississippi's K -12 SEL Standards to view the overarching anchor standards and individual performance standards for their specific grade levels under each of the domains. By aligning academic content, teachers can integrate SEL skills into lessons, activities, and daily routines without an increase in overall workload. The teaching strategies serve as a bank of ideas teachers can utilize to begin the alignment of SEL with academics. Teachers can seek further professional development with aspects of SEL in order to become more knowledgeable and confident in their teaching efforts and day-to-day routines.

SEL SCHOOL-WIDE TEAM

The SEL team is responsible for the initial development of systems and practices that promote alignment and integration with existing frameworks or initiatives. The team will meet monthly to review implementation data, analyze student outcomes, and identify next steps for continuous improvement.

The team should include a broad representation of stakeholders, administrators, school staff, students, community members, and family members. Specific roles and responsibilities should be assigned. Please see below for an example of CASEL's team roles and responsibilities.

SEL SCHOOL-WIDE TEAM	
Role	**Responsibilities**
Facilitator	Leads the team through the agenda and discussion for each planned item. Reviews the team's working agreements as an initial agenda item.
Timekeeper and Redirector	Ensures that the team uses its time wisely and sticks to the allotted time for each agenda item. Redirects the conversation if it goes off task.
Data Lead	Presents data to monitor progress toward SEL goals (e.g., dashboard reports, observation data, survey results, etc.). Leads the team through a discussion about the implications of the data and guides the team to identify next steps.
Note Taker	Ensures that conversations, decisions, and next steps are accurately recorded and assigned. The note taker sends out notes, action steps, and details about the next meeting as a follow up. As necessary, the note taker updates the next agenda.
Communicator	Prepares and sends/posts communication about progress and next steps to share with the larger school community.
Equity Monitor	Monitors airtime and social dynamics within the meeting and reports general observations (e.g. ratio of comments by gender, by race, by administrator: other staff, frequency of interruptions), to the group to ensure all team members are listened to and treated equitably. Reminds the team to consider the perspectives of stakeholders outside the meeting as well -- particularly groups that are often marginalized in the school's decision-making.
Welcome Captain	Focuses on the "climate" of the meeting by greeting team members as they arrive, planning and leading a short welcome activity, and bringing a snack.

FIVE CORE SOCIAL AND EMOTIONAL COMPETENCIES

Mississippi identifies five social and emotional domains aligned to CASEL's five core competencies, each of which is composed of multiple skills and abilities (CASEL, 2013)

Domain 1: Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

Domain 2: Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

Domain 3: Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

Domain 4: Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

Domain 5: Decision-making skills includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

MISSISSIPPI K-12 SOCIAL EMOTIONAL LEARNING STANDARDS

The SEL standards are comprised of 5 domains aligned to content and the national model from the Collaborative for Academic and Social Emotional Learning (CASEL) as well as other states including Tennessee and Illinois.

The graphic below details the 5 domains and their corresponding anchor standards.

Domain 1: Self-Awareness

Self-awareness is the ability to identify one's thoughts, values and emotions and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

1A. Identify emotions and related feelings in one's self.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).

1C. Determine one's strengths and areas for growth.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.

Domain 2: Self-Management

Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.

2B. Identify and utilize skills needed in organization and self-motivation.

2C. Demonstrate ability to set and accomplish specific tasks and goals.

Domain 3: Social Awareness

Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.

Domain 4: Relationship Skills

Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.

4B. Develop and maintain positive relationships with others.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.

Domain 5: Responsible Decision-Making

Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.

5B. Analyze outcomes of decisions including the consideration of their effects on others.

Each domain is divided into 4 grade bands (i.e., K-2, 3-5, 6-8, and 9-12) and contains measurable performance standards that students should be able to master before exiting the given grade band.

SELF-AWARENESS

Self-awareness is the ability to identify one's thoughts, values and emotions, and recognize how these shape behaviors. Self-awareness involves the assessment of one's abilities (i.e., strengths and areas of growth) and includes the need for confidence, optimism and knowledge of which areas can be improved.

Anchor Standards:

1A. Identify emotions and related feelings in one's self.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).

1C. Determine one's strengths and areas for growth.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities and judgment.

1A. Identify emotions and related feelings in one's self.		
Grade Band	**Performance Standards**	**Strategies**
K-2	18. With prompting, identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion. 19. With prompting, determine the antecedents to own emotions. 20. Utilize words or gestures to communicate own feelings.	• Discuss with students what facial features are associated with various emotions using pictures (e.g., photos, graphic visuals, in books, on websites, etc.). Include faces from different cultures. • Use words to label own emotions to students. • Read/view age-appropriate books to students and discuss the emotions of the characters, labeling their emotions and discussing incidents that happened before specific emotions that may have triggered them. • Post a check-in chart for students to use to communicate their emotions by having clips with their names and pictures on them that they use to clip to a labeled graphic of an emotion. • Play games using dice, a spinner, drawing out of a hat of emotion choices and have students act out an emotion, tell what they do when they have a certain feeling, and describe a specific time when they have experienced a certain emotion.
3-5	21. Identify range of emotions experienced. 22. Describe situations that cause range of emotions.	• Have students role-play or watch videos of different situations that trigger a variety of emotions. • Read/view stories and discuss emotions experienced by characters in a story and how behavior was affected by emotions.

1A. Identify emotions and related feelings in one's self.		
Grade Band	**Performance Standards**	**Strategies**
	23. Identify physical responses to intense emotions. 24. Communicate emotions through appropriate means (i.e. appropriate words, gestures, tone, facial expressions, etc.). Describe how emotions impact behavior.	• Use visuals, such as a thermometer, to discuss how emotions can go up and down and how physical responses can vary. • Create a calm space where students can choose to go and reflect on feelings. • Use journaling or drawing to have students' express range of emotions experienced in various situations.
6-8	25. Identify and label a variety of emotional states. 26. Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.) 27. Determine typical physical responses to a variety of emotions. 28. Describe ways to communicate one's emotions in a socially acceptable manner. 29. Identify how different emotional states impact one's ability to problem solve.	• Utilize an emotions chart to discuss a variety of emotions students may experience (e.g., surprise, disgust, confusion, exhaustion, etc.) • Discuss varying situations and the emotions that typically result (e.g., a failed test results in shock, sadness, frustration, etc.) • Have students create a "map" of where emotions are felt in their bodies or create one as a class. • Role-play or view scenarios of typical ways students express different emotions. Discuss interpersonal problems that may arise from this type of communication. Role-play or view scenarios of more appropriate ways to communicate those emotions. • Discuss emotions experienced by literary characters and how their choices were affected by emotions. • Have students journal about a situation that occurred that day, their emotions during the situation and choices they made as a result of their emotions.
9-12	30. Identify and label emotions. 31. Identify feelings and behaviors associated with specific emotions. 32. Analyze and evaluate how emotions affect responsible decision making. 33. Analyze and evaluate how one's emotions impact relationships. 34. Develop socially appropriate communication strategies to express emotions and feelings.	• Teach vocabulary for a wide range of emotions (e.g., Emotion Wheel). • Discuss how one feels and acts with differing emotions. • Ask students to journal about a time when their reaction to a situation positively and/or negatively impacted a relationship. • Ask students to role-play how an emotion positively and/or negatively impacted a decision in their lives.

1B. Develop an accurate perception of one's self (i.e., beliefs, values, skills, talents, and interests).		
Grade Band	**Performance Standards**	**Strategies**
K-2	15. Distinguish between own likes and dislikes. 16. Describe skills and special abilities. 17. Identify personal qualities that assist in making good choices.	• Utilize a picture-based interest inventory to assist students in gauging areas they like versus areas they do not. • Prepare an "All About Me" activity for students to complete. • Graph students' likes regarding a specific topic or question. • Give students choices among items or books and comment on their interests based on choices made (e.g., "I see you like books about animals." or "You wear boots a lot. What do you like about them?"). • Incorporate time in the schedule for a weekly "Show and Tell." • Discuss own areas of interest, skills, talents, values, etc. • Read/view age-appropriate books to students and discuss character interests, skills, talents, beliefs, and values. • Provide students with choices among and within activities (e.g., learning center to visit, type of writing utensil to use, partner for a collaboration activity, etc.). • Encourage students to draw something they like or do well, or a time when they made a good choice, etc.
3-5	18. Identify personal qualities and characteristics one possesses. 19. Describe benefits of personal qualities and characteristics. 20. Describe how personal qualities and interests impact decision-making. 21. Compare and contrast qualities and interests of self.	• Allow students to create self-portraits using any medium such as sketching, drawing, or painting. It's good to do this more than once during the year to see how perceptions have changed. • Have students complete a "Who Am I" questionnaire about their likes, dislikes, what makes them happy, sad, scared, etc. • Have students create a collage of pictures, words, or symbols of things they enjoy, people they admire or careers they desire. • Allow students to create an "About Me" art piece to share using the letters of their name to describe qualities or interests about themselves. For example, Ben could be described as a Big brother, Energetic, and Nice.

		Students would create a visual representation to share.
6-8	22. Identify positive attributes and qualities about oneself including talents, interests, physical characteristics, etc. 23. Describe characteristics that are important to oneself (i.e., loyalty, honesty, etc.) 24. Describe how one's personal qualities, interests, beliefs and academic/career goals impact decision making.	• Have students create a list of personal qualities starting with "I am" (e.g., I am kind, I am good at art, I am interested in animals, I am a hard worker.) Students could also use their lists to create a piece of art, video or slideshow. • Have students divide into pairs in class or online and interview one another. Students then introduce each other to the class. • Instruct students to complete a "What's Important to Me" worksheet. • Have students create a collage using words, symbols, pictures that describe individual characteristics, interests, values, etc. • Role-play or view situations involving different peer pressure situations. Discuss how students feel when the group was trying to pressure them to change their behavior against their personal values.
9-12	25. Identify areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth. 26. Create strategies that promote a more optimistic/positive outlook. 27. Utilize one's beliefs and personal qualities in planning and decision making. 28. Explore and identify cultural norms, customs, and beliefs of one's family.	• Have students take an inventory of their personal strengths and describe them through journal writing, creating a PowerPoint presentation, graphic novel, collage, etc. • Ask students to create and implement a plan to further develop areas of strength. • Provide opportunities for students to develop critical thinking skills through prompts, literature, and/or small group discussions. • Ask students to interview family members regarding culture, customs, and beliefs. Using the information gathered from the interviews have students create a presentation, (e.g., essay, power point, artwork) that represents these three elements.

1C. Determine one's strengths and areas for growth.		
Grade Band	**Performance Standards**	**Strategies**
K-2	17. Identify instances of strength. 18. Describe areas where help is needed. 19. With support, develop connections between personal strengths and corresponding skills and talents.	• Point out successes and things each student does well. • Designate a Cool Kid of the week/day either by something s/he wears (e.g., cape, hat, button) or through a classroom job.

1C. Determine one's strengths and areas for growth.		
Grade Band	**Performance Standards**	**Strategies**
		Encourage the other students to randomly compliment the successes of this student. ● Encourage students to draw instances in which they need help and then discuss what the commonalities are among these instances. ● Host a class or school-wide Talent Show. After the show, discuss with children how they chose which talent (i.e., skill) to include in the show. ● Use a chart with arrows and graphics to assist students in understanding how strengths lead to skills and talents.
3-5	20. Identify strengths and areas for growth. 21. Describe personal skills in need of further development. 22. Describe how personal strengths impact choices.	● Have students create/draw a personal shield divided into sections about themselves including things they do well, things they want to improve, favorite things, goals/aspirations, etc. ● Use journaling activities for students to identify easy or challenging tasks for them in school. ● Have students compose lists of their interests and strengths and allow them to share with peers. ● Utilize cooperative learning activities to support student strengths.
6-8	23. Inventory personal strengths and areas for growth. 24. Identify ways to utilize strengths to build skills in an area for growth. 25. Identify how individual strengths and areas of growth impact success in specific activities.	● Have students complete a strengths inventory. Discuss strengths and then discuss areas that were not scored highly and may be areas for growth. ● Use journaling prompts for students to discuss an identified strength and activities they are successful in as a result of that strength. ● Have students journal about an area for growth that could be impacted by one of their strengths. ● Have students make a list of mistakes, weaknesses or obstacles. Then instruct them to "flip" them so they are positive (e.g.," I failed a math quiz" would flip to "I will ask

1C. Determine one's strengths and areas for growth.		
Grade Band	**Performance Standards**	**Strategies**
		teacher for help understanding the concepts from that quiz.")
9-12	26. Accurately identify strengths and areas of growth. 27. Develop and implement a plan to address areas in need of growth. 28. Utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans. 29. Exhibit confidence in one's self based on accurate identification of skills, talents, interests, and strengths.	• Provide a prompt and have students write a bio about themselves to include beliefs and personal qualities. • Have students create a postsecondary plan (i.e., work, college, internship, vocational/trade school) based on information provided through completing a personal inventory. • Ask students to create a system to monitor and evaluate progress of postsecondary plan. • Have students create and implement a plan to address areas identified in need of growth. • Ask students to research required skills and knowledge for specific postsecondary activities (e.g. college, work, trade school). • Have students develop a resume based on identified areas of skill, talent, interest, and strengths.

1D. Develop personal responsibilities and a feeling of one's abilities, qualities, and judgment.		
Grade Band	**Performance Standards**	**Strategies**
K-2	17. With support, identify responsibility as it relates to school-wide expectations and rules. 18. Distinguish differences in good choices and bad choices. 19. Identify the importance(s) of taking ownership of bad choices. 20. Takes care of own and others' belongings.	• Create and teach school-wide expectations and rules to students, ensuring that responsibility is included in the expectations. • Create a chart with two columns with visuals - one for good choices and one for bad choices. Discuss the rationale for the placement of each choice. • Play stop and go by having students create a sign using a craft stick with a red stop on one side and a green go on the other. Describe a behavior, reflect back on a classroom incident, or read about a character's actions. Have students hold up either the stop or go sign to indicate if the choice was good or bad. • Provide a space for student belongings. Teach students the procedures/rules regarding handling others' belongings (e.g., how to use

1D. Develop personal responsibilities and a feeling of one's abilities, qualities, and judgment.		
Grade Band	**Performance Standards**	**Strategies**
		words to ask to borrow/use items, only touch things in own cubby). ● Demonstrate appropriate ways to manipulate belongings at school and explain why we care for each item in the way that we do. Create a short song or chant about caring for items to say/sing. ● After a science lesson on parts of the body, have students sit or lie down in a relaxed position with their eyes closed. Ask them to think about a time earlier in the day or yesterday when a part of the body (e.g., arm, ears, eyes, leg, hands, etc.) had done something amazing. Relate what the students share to following expectations and rules, making good choices, and taking care of items.
3-5	21. Define personal responsibility and identify ways to exhibit it in daily life. 22. Identify how personal choices affect self and others. 23. Describe benefits of personal responsibility. 24. Demonstrate responsible behaviors.	● Have students write or share aloud things they are responsible for at home and school. ● Have students create "Helpful Hands" coupons for tasks they will do at home or school to help others and reflect on why helping others is important. ● Create and assign class jobs for students. ● Role-play with students or have students watch videos of different scenarios depicting responsible choices and actions. ● Have students reflect in a journal on their responsibilities at home and school.
6-8	25. Define personal responsibility and apply in different scenarios. 26. Identify outcomes of responsible and safe behaviors versus risky, unsafe behaviors. 27. Analyze areas of one's life that are within one's control. 28. Demonstrate ability to set and adhere to personal boundaries.	● Lead a classroom discussion on personal responsibility. Discuss the personal responsibilities in different scenarios. ● Show a video of characters making responsible and safe behaviors versus risky and unsafe behaviors. Discuss the results of these behaviors. ● Have students create a piece of art (drawing, video, PowerPoint, skit) or journal about areas of their life that they can control (e.g., completing homework) and those they cannot (e.g., the people in their family.)

1D. Develop personal responsibilities and a feeling of one's abilities, qualities, and judgment.		
Grade Band	**Performance Standards**	**Strategies**
		• Provide a "Setting and Respecting Boundaries" worksheet for individuals or groups of students to complete.
9-12	29. Describe one's personal responsibility to family, friends, schools, community, and society as a whole. 30. Develop and apply decision-making skills that promote personal responsibility. 31. Analyze how personal responsibility affects individual and group relationships. 32. Demonstrate the ability to take personal responsibility for one's behavior.	• Ask students to create a system to document weekly responsibilities (e.g., student planner, online calendar, online reminders). • Have students reflect and share, in small groups, on a time when they did and did not accept personal responsibility and the outcome. • Ask students to write an essay or create a PowerPoint, skit, or any other type of multimedia presentation that depicts the impact of personal responsibility and relationships. • Have students organize a school or community event that provides needed information or service.

SELF-MANAGEMENT

Self-management is the ability to self-regulate emotions, thoughts and behaviors across settings and to set and work towards personal and academic goals.

Anchor Standards:

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.

2B. Identify and utilize skills needed in organization and self-motivation.

2C. Demonstrate ability to set and accomplish specific tasks and goals.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.		
Grade Band	**Performance Standards**	**Strategies**
K-2	21. With support, describe connections among thoughts, emotions (i.e., feelings) and behaviors (e.g., if my sister makes me mad, I might want to yell at her). 22. Use simple, developmentally appropriate words to express thoughts and emotions (i.e., feelings – e.g., mad, sad, happy). 23. Begin to develop the ability to self-regulate when experiencing negative emotions. 24. Demonstrate the ability to wait (e.g., for a turn, for a response, for an item, etc.).	• Utilize a Wiggle Cool Down to prepare students to be ready to learn by counting backwards with the students from 10 to 1, getting quieter as they count and having them roll their shoulders back on 3 and take a deep breath at 2. • Ask students an academic content related question and instruct them to hold on to the answer. Play the "hot potato" game with a potato or ball being tossed around from student to student while music plays. When the music stops, the student with the item should give the answer to the question. After the game, discuss whether anyone felt nervous or anxious to remember how to play or to have the correct answer. Develop strategies to use when anxious (e.g., keep saying the instructions in head, take a deep breath to relax, give others helpful hints, etc.). • Read books and/or view social stories with students and ask them questions about how the characters expressed their feelings/emotions and exhibited behaviors in response to negative behaviors. Discuss with them other ways the characters could have expressed their feelings/emotions, responded, and what would be a good plan for next time. • Practice simple breathing strategies (e.g., STAR, balloon, pretzel, drain) as a group, and encourage students to use them when they experience negative emotions.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.		
Grade Band	**Performance Standards**	**Strategies**
		• During wrap-up at the end of the day, reflect on situations that occurred during the day at home or at school regarding self-regulation, using words, and waiting - providing positive feedback for good choices and thoughts for next time on poor choices. • Play Simon Says. After the game, ask students what it felt like to have to not do something they really wanted to do. Discuss with students how just like in Simon Says we have to stop and think before we follow our thoughts through with actions.
3-5	25. Identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior. 26. Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.). 27. Demonstrate ability to appropriately express emotions. 28. Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.). 29. Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.).	• Provide students opportunities to practice addressing thoughts, emotions and behaviors through "I" messages (e.g. I feel __ when you __. I would like for you to __). • Use books, videos, or role play to discuss what characters might be thinking and feeling and how it impacts their behavior. Reflect on whether their response was appropriate. • Provide opportunities for students to practice calming techniques such as self-talk, deep breathing, or counting to 10. • Use journaling or drawing activities for students to reflect on situations where they were stressed, how they handled their stress, and what they could have done differently. • Use games such as Red-Light Green-Light, Freeze Frame, or Simon Says to demonstrate and reinforce self-control skills.
6-8	30. Analyze the connection between one's thoughts, emotions and behavior. 31. Utilize strategies to monitor one's emotions, stress level and behavior. 32. Identify how appropriately and inappropriately expressing one's emotions affects others. 33. Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety.	• Have students create a timeline and then journal about a problem they encountered, what their thoughts and feels were about the situation and their resulting behaviors. • Create a class Emotional Planner on the board or online. Have class identify upsetting or anxiety producing activities. As a class determine the emotions related to thoughts about these activities. Discuss & list strategies students can use to effectively manage the situations.

2A. Develop skills necessary to control impulses and appropriately manage thoughts, stress, emotions, and behaviors in school, home and community life.		
Grade Band	**Performance Standards**	**Strategies**
	34. Demonstrate ability to control impulses through use of self-control strategies (e.g., self-talk, Stop, Think, Go technique, counting to 3, controlled breathing, setting a goal, self-reinforcement).	• Discuss and practice different self-management strategies such as deep-breathing, yoga, self-talk, etc. • Have students complete a stress questionnaire that rates their level of stress during different situations. • Allow students to create a slideshow, art piece, or video about the situations that cause them the most stress and strategies they will use to manage stressful situations. • Have students create comic strips showing appropriate and inappropriate ways to communicate emotions. • Discuss and practice different self-control strategies, including breathing, that are useful for impulse control. • Have students create a plan to use one or more self-control strategies in an area of their life where controlling impulses is difficult. Create an impulse journal to document successes and roadblocks.
9-12	35. Analyze how thoughts and emotions impact one's decisions. 36. Apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers). 37. Evaluate the impact of appropriate and inappropriate emotional expression on self and others. 38. Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community). 39. Demonstrate self-regulatory strategies. 40. Demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others).	• Ask students to identify past situations where thoughts and feelings led to behaviors with a negative and positive outcome. • Have students research effective age-appropriate self-regulatory techniques (belly breathing, yoga, counting to 10, self-talk, relaxation exercises, mental rehearsal) and write a paper on the technique(s) they feel are best suited for them and why. • Have students demonstrate a technique(s) they will implement when feeling overwhelmed with negative emotions utilizing small groups. • Ask students to keep a journal of when and how they used self-monitoring techniques and evaluation of effectiveness of regulating their behavior. • Have students read a book where a character did not demonstrate impulse control and what the possible consequences could be for the character as well as others.

2B. Identify and utilize skills needed in organization and self-motivation.		
Grade Band	**Performance Standards**	**Strategies**
K-2	17. Demonstrate frequent participation with minimal teacher prompting. 18. With encouragement, demonstrate the ability to complete a task and/or work towards a goal over time. 19. Identify multiple ways to stay organized in different aspects of life (e.g., keeping things tidy, labeling where items go, using lists, having a daily schedule). 20. With reminders, participate in cleaning up own space and items used at home and at school.	• Provide students with the opportunity to create focus binoculars using toilet paper tubes, yarn, and various art supplies. Practice using the binoculars to follow directions, limit distractions, and focus in on one item. • Limit distractions in the classroom for the whole class, and keep in mind individual distractions and attention spans when doing things such as seating students, pairing students together, etc. • Provide students with activities that will need more than one sitting to be completed (e.g., art activities like a Paper Mache animal, science activities like nurturing a seed to a plant, writing activities that are longer). • Have students pretend to be a superhero in order to finish difficult tasks they have started and are struggling to finish (e.g., complete a puzzle, write a 4-sentence paragraph, a chore at home). • Model organization for students by keeping an orderly classroom (e.g., labels for spaces and items, a tidy teacher's desk, a home for every item, etc.). • Make time in the daily schedule to have students clean/put up after each big routine. At the beginning of the year, model for students how to clean and put away things in each area and/or for each routine. Encourage families to do the same. • Show students pictures of various spaces at school, home, and the community. Discuss which ones are organized and which ones aren't and why. Facilitate conversations about how organized spaces help us to be successful (e.g., quickly gathering supplies we need) and how unorganized spaces cause us stress (e.g., losing a needed item, no space to complete a task, etc.). • Encourage students to draw pictures or make lists of things that need to be completed.
3-5	21. Demonstrate the ability to stay on task with limited distractions.	• Use polls or surveys to allow student input into what assignments will be based on selected topics.

2B. Identify and utilize skills needed in organization and self-motivation.		
Grade Band	**Performance Standards**	**Strategies**
	22. Develop willingness to attempt new tasks and share ideas with others. 23. Identify strategies for persevering through difficult situations or tasks. 24. Determine supports needed to organize aspects of home and school life.	• Provide students with choices within the classroom such as where to work, what materials to use, and how to represent what they've learned. • Use "ticket out" activities where students write out or share what they learned from a lesson and how it is or will be useful in their lives. • Allow students the opportunity to lead lessons or share the steps they used to solve a problem. • Use journaling or art activities to allow students to identify situations or tasks that were difficult, what they did in response, and whether that response was helpful. • Provide students with multiple tools for organization such as planners, cubbies or lockers, and designated locations for materials or assignments. • Allow students to create their own organizational tools such as checklists, daily/weekly schedules, folders, etc.
6-8	25. Demonstrate the ability to maintain focus and use time wisely in order to complete a task. 26. Demonstrate the ability to break a large assignment into smaller parts. 27. Utilize strategies for persevering through challenges and setbacks. 28. Identify and utilize a variety of organizational strategies (e.g., planner, graphic organizers, checklists, time limits, etc.)	• When assigning a project, have students break it down into smaller parts then create a checklist with a timeline of the smaller parts to monitor progress and ensure completion of the project. • Role-play or view scenarios that involve a frustrating task such as a difficult math problem. Use words that students' typically use when frustrated or stuck. Have students describe the situation and then provide options for working through the problem. • Have students journal about tasks that were challenging and strategies they use to persevere and complete the task. • Discuss and provide examples of different organizational strategies. Have students create a booklet, video or PowerPoint of each strategy with pictures and examples of tasks for which it would be beneficial. • As a class, create an anchor chart of the different organizational strategies. • Prior to an assignment, have students identify and journal about an organizational strategy they

2B. Identify and utilize skills needed in organization and self-motivation.		
Grade Band	**Performance Standards**	**Strategies**
		will use. At the end of the assignment, have them journal about the pros and cons of the strategy used.
9-12	29. Demonstrate the ability to stay focused on different tasks and to use time effectively and efficiently in order to reach a goal. 30. Demonstrate the ability to initiate and complete tasks individually and in groups. 31. Analyze and apply motivation strategies to persevere through difficult situations, tasks, or goals. 32. Utilize organization skills to plan, schedule activities, meet deadlines, research resources, and meet goals.	• Have students create a task analysis of necessary resources and timeframe to reach a specific goal. • Have students work in small groups to complete a task while rotating the role of the leader. • Provide various written prompts of an obstacle or challenge. Distribute prompts to small groups and have the groups brainstorm solutions to the obstacle or challenge and then report out to the larger group the solution and how to apply it to the situation. • Ask students to identify specific tools they will use to help with organization (e.g. student planner, online calendar, timer, graphic organizer).

2C. Demonstrate ability to set and accomplish specific tasks and goals.		
Grade Band	**Performance Standards**	**Strategies**
K-2	18. Determine tasks and goals that need accomplishing in daily routines. 19. Complete small tasks and/or simple goals independently, with few requests for assistance (e.g., assignment, brush teeth, feed pet, etc.). 20. Seek assistance from trusted adults for steps in a task or objectives of a goal that are difficult to complete (e.g., student packing up to go home and asks teacher for help with the zipper that got off track, student checking out books from a community library and asks librarian where the easy reader section is).	• Provide students with tasks to complete and routines to engage in, including choices as the activities allow. Encourage families to do the same. • Have students write down their daily/weekly homework and/or review the homework tasks with them each day. • Review the schedule with students daily, discussing specific routines or tasks that may be new, difficult, or of special interest. Encourage families to do the same. • Encourage students to ask for help when needed and teach students safe ways to illicit help from adults in the community. View visuals of community members and have students say whether or not this is a safe adult and what kind of help might be asked of him or her. Be sure to include visuals of people from various cultures.

2C. Demonstrate ability to set and accomplish specific tasks and goals.		
Grade Band	**Performance Standards**	**Strategies**
		• Respond to requests for help.
3-5	21. Describe steps necessary for setting and achieving tasks and goals. 22. Differentiate between short- and long-term goals. 23. Complete short- or long-term goal with minimal assistance. 24. Monitor progress toward achieving personal or academic goals. 25. Determine home and school supports or resources needed to complete tasks or goals.	• Have students compile lists of previous accomplishments and the steps they took to achieve them. • Allow students to select a class project to work on together and identify steps necessary to achieve it. • Have students create a bucket list of things they want to accomplish in the short and long term. • Allow students to create a vision board using pictures or words that represent their goals. • Use a progression visual (e.g. steps, ladder, etc.) to help students break down their goals into manageable steps. • Allow students to track their progress with a visual chart or graph. • Have students play a matching game of various home and school supports or resources and the services they provide, such as teachers, counselors, doctors, police officers, etc.
6-8	26. Set a short-term goal and develop a plan to achieve it. 27. Set a long-term goal with assistance front teacher and develop a plan to achieve it. 28. Determine how to evaluate progress toward a goal and modify accordingly. 29. Identify factors that influenced whether a goal was achieved. 30. Determine supports that are available within the family, school or community.	• Allow students to create a poster or PowerPoint that highlights support available to them in their family, school and community. • Provide a "SMART Goal Planner" worksheet to assist students in identifying a short-term goal (e.g., completing homework for 1 week) and a long-term goal. • Provide students with a daily chart or goal setting app to chart when they complete steps toward their goal. • If obstacles occur allow students to brainstorm options for modifying the goal or steps to reach the goal (e.g., I have basketball practice at night, and I struggle to find time to read. He might read when he gets home from school instead of playing video games.) • Provide a journaling prompt for students to reflect on why they met or did not meet their goal.
9-12	31. Create short- and long-term goals (postsecondary).	• Support students in setting short and long-term postsecondary goals incorporating personal

2C. Demonstrate ability to set and accomplish specific tasks and goals.		
Grade Band	**Performance Standards**	**Strategies**
	32. Develop an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals. 33. Apply strategies to overcome obstacles or barriers to goal achievement. 34. Identify family, community, school, and peer resources and supports.	interests (e.g., hobby, work, exercise, sports, academics). ● Have students research components of an effective action plan and develop a template. ● Ask each student to set an achievable goal within a month or two, related to an area of interest (e.g., a sport, hobby, musical instrument). ● Facilitate follow-up discussions regarding progress and accomplishment of the stated goals. ● Ask students to develop a plan to monitor and evaluate achievement of short- and long-term goals. ● Have students organize a Resource Fair with "vendors" from the community, families, school, and peers. ● Ask students to reflect on a time when they overcame an obstacle to accomplish something that was important to them, and then share their accomplishments through small-group discussion. ● Have students role play situations, obstacles, and/or barriers that may prevent them from reaching identified long- or short-term goals.

SOCIAL AWARENESS

Social awareness is the ability to empathize with and relate to others, including those from diverse backgrounds. Social awareness involves understanding societal norms for behavior and contribution to community well-being.

Anchor Standards:

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
K-2	20. Identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantruming and physical aggression, excited - squealing and jumping, etc.). 21. Recognize the emotions of others by the behaviors they display. 22. Determine whether/how to approach others based on their current emotion(s). 23. Make connections between own words and actions and others' emotions. 24. Recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do).	• Have students view pictures of faces and discuss what emotions they think each person/face is feeling. Be sure to include pictures of people from various cultures. • Play "What Would I Do" with students by stating/listing an emotion and having them reply with the behaviors that might display if they were feeling that way. • Encourage students to use words to communicate what emotions they are feeling. • Using a short scenario of an event, a story, or a real-life example from the classroom or at home, ask students to think about if and why they would interact with the people/characters. For example, Frederica fell on the playground and is crying. When and how would you approach her (e.g., get her a Band-Aid, hug her, wait until she stops crying if she is crying loudly, etc.)? • Point to an instance that happened during the day between two or more students or have students dictate a family occurrence. Then, have students think about and discuss the correlation between the actions of one or more and the feelings of the others. • After reading a book to the class or viewing a social story, discuss the relationship among what one character says and does and how it makes another character feel (e.g., sharing,

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
		complimenting, snatching, tattling, lying, helping, hitting, tone of voice used, etc.). Also, discuss the different emotions of each of the characters they are in the same situations. Ask students why two characters could feel differently about the same thing?
3-5	25. Recognize the emotions of others using verbal and visual cues. 26. Recognize non-verbal social cues from others and their impact on emotions. 27. Identify how one's own behavior impacts others' emotions. 28. Identify multiple perspectives or viewpoints in different situations.	• Allow students to work together in small groups to discuss and share how different verbal and visual cues indicate how others are feeling. • Allow students to play Charades with various emotions by acting them out with no words and having other students guess which emotion they are demonstrating. • Use a journaling activity for students to reflect on situations where someone else's behavior affected their emotions and situations where their behavior affected others' emotions. • Role-play or watch videos of social situations from books or history where students act out and discuss how the characters were feeling and how it impacted their behavior. • Lead a whole-group discussion with students about why it's important for various jobs to look at different perspectives (e.g. police, judge, teacher, etc.).
6-8	29. Recognize and respond to social cues in an appropriate manner. 30. Analyze ways one's behavior may affect the feelings of others. 31. Demonstrate respect for other people's opinions. 32. Identify ways to provide support and encouragement to others in need.	• Have students role-play or view interview situations where they must respond to the social cues of the interviewer. • Have students write alternate endings to stories through changing the behavior of one character. • On the outside of a paper bag have students make a collage of how they think others feel about an issue, and on the inside have them put pictures/words of how they feel about that issue. • Assign students a current topic and ask them to interview important people in their lives to gather their opinions and perspectives on the topic. Then have students share their results with the class through a mode of their choice (e.g., writing, art, slideshow, etc.).

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
		• Discuss behaviors that show respect for others and behaviors that show disrespect for others. Have students create an art piece that depicts the importance of showing respect to others. • Hold class meetings in person or online where students are given the opportunity to support one another.
9-12	33. Develop the ability to connect specific feelings (e.g., sad, angry, happy,) and one's behavior. 34. Develop the ability to read and respond appropriately to social cues. 35. Demonstrate the ability to recognize the impact of one's behavior on others' emotions and corresponding behavior. 36. Analyze perspectives which differ from oneself and compare and contrast. 37. Demonstrate the ability to express empathy and concern for people with differing perspectives. 38. Decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication.	• Have students write an essay, create a PowerPoint, comic strip, piece of art, etc. to share a time when feelings led to behaviors that resulted in positive and/or negative outcomes. • Have students work in pairs using nonverbal communication to express and identify a variety of emotions and what might be an appropriate response to those specific emotions/feelings. • Have students label emotions and behaviors by responding to various age/school/community pictures or video snippets (e.g., not getting asked to prom, being cyber-bullied/online conflict, sitting alone at lunch, rumor circulating in school). Discuss why they chose the specific label and how they identified the behavior. • Using students' own neighborhoods, ask them to identify different types of diversity: old people, young people, people of different professions, people with disabilities, and people of different political beliefs. Discuss the opinions/perspectives that are similar and different from one's own. • As a large group, discuss the aspects of different cultures, language, food, religion, customs and traditions, child rearing etc. from their neighborhoods. Divide the students into small groups and have them create a PowerPoint describing a culture they create. Each group will present the PowerPoint to the class discussing why they chose each of the aspects. • Ask students to answer the following question: "How does where you are from influence who you are?" This might include religion, region, ethnicity, how old parents/caregivers are, what beliefs you share as a family, whether you come from a single or two-family home, whether or not you have siblings. Discuss how these things

3A. Demonstrate an understanding of others' emotions and perspectives, including social cues.		
Grade Band	**Performance Standards**	**Strategies**
		impact the perception and understanding of others. ● Have students work in pairs, using cards with the name of an emotion written on it, to try to convey the emotion using verbal and nonverbal communication.

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
K-2	19. Participate in the study of cultures (e.g., learning facts, celebrations). 20. With prompting, identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.). 21. Identify differences between self and other(s). 22. Determine whether own actions result in fair and safe treatment of others.	● Hold celebrations in class of various cultural events as they occur over the school year. Invite families of that culture to share information about themselves during the celebration. ● As part of a science or math activity, encourage students to use measuring utensils and the properties of science to create a "family heritage" dish to (and bring to school, if possible). Or, have students share recipes of their family heritage dish and discuss both the cultural and math/science aspects of the recipe/dish. ● Travel the world all year or unit long. Create passports for students, and visit a county each week, month, or day. Using visuals and videos, discuss what should be packed in your suitcases for each country's trip as well as types of customs, foods, celebrations, and facts unique to that country. ● Using a built-in "All About Me" activity, have students identify their likes and dislikes by drawing or writing them. Have students share with each other. ● As an extension of a math concept, have students work together as a class to create a graph of their likes, dislikes, physical characteristics, and family members (e.g., favorite type of ice cream with columns for chocolate, vanilla, strawberry, etc.; eye color; who has a brother, sister, dog, cat, etc.).

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
		• Use Show and Tell as a way for students to communicate their likes and information about their culture. • After reading/viewing a story, have students show a thumbs up or a thumbs down corresponding to whether each action to another in the story was safe/unsafe. Do this again for how fair the action is. • Have students view pictures or visual recordings of unfair or unsafe situations and have them discuss why the behavior in these instances is not appropriate (e.g., hitting others, making fun of others, snatching items from others, etc.).
3-5	23. Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.) 24. Identify similarities between various social and cultural groups. 25. Develop strategies for building relationships with individuals who are different from self. 26. Explain the definition of stereotyping, prejudice, and discrimination. 27. Identify bullying behaviors and their impact on others.	• Allow students to participate in a Culture Fair where each student or small group of students create projects to present information about various social and cultural groups. • Use a Bubble Map to have students compare and contrast information about various social groups. • Have students create a list of rules for treating others with fairness and kindness. Discuss these as a whole group and create a classroom contract all students sign in agreement. • Allow students to role play or watch videos of various situations where they interact with someone of a different background. Provide examples and non-examples of appropriate interactions. • Discuss historical people or events, current news topics, or literary examples of stereotyping, prejudice and discrimination with students. • Provide examples and non-examples of bullying behavior for students using fictional examples and literary or media representations. Allow students to identify or list the bullying behaviors, discuss how it makes them feel, and ways they can avoid bullying behaviors.
6-8	28. Demonstrate respect for the values, traditions and practices of different cultures or social groups.	• Read *To Kill a Mockingbird* or *Charlie and the Chocolate Factory*. Discuss the value of the different groups in the story. • Identify different cultures within the community and have students choose one to research including commonalities between the student's

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
	29. Recognize the value of perspectives, cultures or social groups different from oneself. 30. Identify examples of stereotyping, discrimination and prejudice and the negative impact they have on others. 31. Develop strategies to prevent or stop bullying.	culture and the one researching. Students may present their research through slideshows, written essays or a tri-fold board presentation. ● Discuss different groups within the school (cheerleaders, athletes, math club, yearbook staff, etc.) Have students select a group with which they are involved and present a slideshow describing what participation in their group entails. ● Discuss the definition of stereotypes. Provide individuals or small groups with a different social group (i.e., men, women, older people, cheerleaders, athletes, construction workers, etc.) Have students list characteristics or qualities of their chosen social group. Discuss the qualities and whether they are true for everyone in that group or not. ● Read current event articles about prejudice and discrimination and evaluate the response of the community giving suggestions for improvement where appropriate. ● Define the different levels of the Pyramid of Hate. Provide examples and have students determine which example goes with each level. Students then journal about ways to prevent the escalation of hate. ● Have students complete a questionnaire about being bullied. Lead a discussion about how bullying feels. Discuss different strategies to prevent bullying. Have students develop a slideshow depicting different ways students can prevent or stop bullying.
9-12	32. Demonstrate the ability to recognize the positive contributions of other cultures and perspectives to the well-being of society. 33. Exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one's own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself.	● Have students identify all of the social groups (e.g., athletics, academicians, artists, student government, yearbook) in a high school setting and their contributions to the school community. Discuss what the community might be like without the variety of cultures and perspectives and how this relates to society as a whole. ● Have students generate a list of beliefs they have for a culture/background different from their own. Then, have students interview a person from that culture/background and compare and contrast the

3B. Develop an awareness of and respect for individual differences, including cultural diversity.		
Grade Band	**Performance Standards**	**Strategies**
	34. Analyze the origins of prejudice, stereotypes, and discrimination and why they sustain. 35. Develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one's behavior and relationships with others. 36. Recognize and create strategies to address behaviors associated with bullying (poor impulse control, lack of empathy, intolerance of others) in oneself and others.	person's responses with their original list. Discuss how misconceptions may impact one's behavior. ● Have students generate a list of appropriate/respectful responses to cultures/customs that are unfamiliar to them and then role play the situation using the response (e.g., eating a specific type of food, greetings, personal space). ● Have students choose a medium to present their research to the class on the beginnings of stereotypes, prejudices and discrimination for a particular group or culture. ● Have students generate a list of behaviors associated with bullying. Develop school wide strategies and processes to prevent and to stop bullying behaviors.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.		
Grade Band	**Performance Standards**	**Strategies**
K-2	16. Distinguish the differences among rules at school, rules at home, and rules in various community settings. 17. Identify ways to help others in multiple settings. 18. Use words, drawings, or other means to show why helping others is important. 19. Differentiate between safe and unsafe behaviors.	● At the beginning of the school year before class/school rules are shared with students, have students share some of their rules at home. Then, have them share some of the "rules" their parents say to them when they are in the community. Discuss similarities and differences in the rules (e.g., voice level, walking vs. running, wearing uniforms, etc.). ● Use a Venn Diagram as a visual way to represent the similarities and differences in school, home, and community rules or even various places in the community. ● Have students list with words or by drawing the ways they help their family, friends, and people in their neighborhood. Link it to a phonetic skill by having them list helping behaviors that start or end with a specific sound, that rhyme a particular way, that have a specific number of syllables in a word, etc.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.		
Grade Band	**Performance Standards**	**Strategies**
		• Allow each student to choose a community helper and draw or write how this person helps in the community and why that is important. • Assign daily/weekly class jobs. Discuss with students how these jobs are helpful to the functioning of the classroom. Create a list of the causes that might occur if students didn't have class jobs. • Create a stop/go sign for each student by taping/gluing a red circle to one side of a craft stick and green circle to the other side of the craft stick. Have students view pictures of actions or read a specific line or two of a story and then hold up the stop side if they think the behavior was unsafe or the go side if they think the behavior was safe. • Provide students with a list of words or pictures of actions and have students circle or highlight the ones they think are safe.
3-5	20. Identify different social norms in the school and community. 21. Recognize ways to help peers complete tasks, goals, or address needs. 22. Identify how helping behaviors impact self and others.	• Have students list different societal norms for home and community. Compare and contrast similarities and differences between the norms. • Allow students to create a poster or bulletin board with pictures of individuals with helping roles in school or community, and how they help others. • Allow students to identify and participate in a service project that helps others in the school or community. • Promote cooperative learning groups and encourage students to work together and help each other on certain assignments or projects. • Have students trace their hands and write examples of how helping impacts self and others. Share "helping hands" around the classroom. • Use a journaling or art activity for students to describe ways they can help others, how helping makes them feel, and why it's important.

3C. Identify and develop an understanding of societal norms for the well-being of school, home, and community.		
Grade Band	**Performance Standards**	**Strategies**
6-8	23. Explain why societal norms are important in school and community. 24. Recognize the importance of helping others in one's family, school and community. 25. Explore a school, community or global need and generate possible solutions. 26. Explain how individual decisions and behaviors positively and negatively affect the well-being of their school and community.	• Discuss the definition of "social norms." Have students identify different norms in school and the community. • Have students journal, create an art piece or slide show about the importance of following social norms. • Have students research about kids who have made a difference in their community or in the world. Have them pick one person and write a paper about the impact that student has made by helping others. • Have students look at global needs and discuss what they would do to help if they were in charge. • Have students draw an "Impact web" of how their actions could potentially affect others, or how a historical figure's actions affected society.
9-12	27. Analyze the origins of societal norms. 28. Demonstrate an understanding of societal norms and the impact on society as a whole. 29. Develop the ability to positively contribute to society. 30. Analyze how one's behavior impacts relationships, family, school, and the community.	• Ask students to research various societal norms (e.g., handshaking, eye contact when speaking to someone, personal space) and provide a brief presentation to the class. • Have students create hypotheses and describe a world where social norms did not exist. • Have students create a plan of action (who, what, when, how) to address an identified school or community need that would improve the well-being of its members. • Have students create a scenario where they had to decide to follow societal norms or to behave in a way that was contradictory to societal norms. Create a mapping of how far reaching the decision expands (e.g., a relationship, school, family members, community and/or society as a whole).

RELATIONSHIP SKILLS

Relationship skills include the ability to effectively communicate, cooperate, seek and provide support to others, manage conflict, and effectively handle peer pressure in order to establish and maintain positive relationships.

Anchor Standards:

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.

4B. Develop and maintain positive relationships with others.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
K-2	19. Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others. 20. Share, take turns, and engage cooperatively with others, especially when encouraged by trusted adults. 21. Determine how to identify when someone is in need of assistance, and provide needed assistance, as age appropriate. 22. With encouragement from trusted adults, identify and practice ways to put others' wants, needs, opinions, choices, etc. before own.	• Plan instructional activities for students where they work together in a small group to complete simple activities or projects. • Encourage students to use their (kind) words, especially when they are exhibiting negative behaviors and when others are exhibiting negative behaviors that include them (e.g., taking items, pouting, not waiting for a turn, etc.). • Play board, card, and other games in small groups. Emphasize the communication and social skills needed in order to successfully play the game. Encourage families to play games at home. • Instead of using a 1:1 ratio, provide a limited amount of supplies needed to complete cooperative activities so that students will have to use their words, engage socially with others, and assist others in order to complete tasks. • Discuss with students what "clues" they notice from people who need help. Utilize video clips, stories, role play etc. to make the discussion more robust.
3-5	23. Utilize appropriate verbal and nonverbal communication with others (e.g. words, tone, facial expressions, gestures, etc.) 24. Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others'	• Allow students to role play or watch videos of various verbal and non-verbal communication and discuss what is and is not appropriate for positive communication. • Allow students to work in groups on a project, such as building a structure with limited materials. Have students discuss how they

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
	perspectives, compromising, and reaching agreement). 25. Identify ways to encourage and support others and their contributions. 26. Demonstrate good sportsmanship by playing fairly and being gracious in winning and losing. 27. Demonstrate ability to give and receive compliments appropriately.	worked together to build the structure and why cooperation is important. ● Designate a Day of Encouragement where students can share words of encouragement and support to all classmates verbally, in notes/letters, and/or social media posts. ● Use teachable moments when playing games to discuss good sportsmanship and provide examples and non-examples. ● Read and discuss the book "Have You Filled a Bucket Today?" Then, create a class bucket for students to give compliments to each other.
6-8	28. Determine the positive and negative impact of one's verbal and nonverbal communication on other people when interacting with them. 29. Demonstrate the ability to determine roles in a cooperative group. 30. Demonstrate the ability to encourage and support peers. 31. Identify appropriate and inappropriate posts on social media and the potential consequences. 32. Exhibit the ability to respond non-defensively to constructive criticism.	● Have students role play or view videos of different scenarios where characters use appropriate and inappropriate verbal and nonverbal interactions. Discuss the positive and negative impacts of the scenarios. ● Assign a small group task. Discuss different roles for the group based on the class (i.e., in literature the roles may be researcher, facilitator, and wordsmith; while in math the roles may be questioner, summarizer and clarifier). Provide students with the tasks for each role and questions the person in that role may ask during the group work. This may be done in class or given as an outside assignment that students can complete through online meetings. ● As a class, brainstorm ways to encourage and support others. Have students journal about specific instances when they have received encouragement and how it made them feel as well as times, they provided encouragement and how it made them feel. ● Invite a representative from a human resources department to speak (in class or during an online meeting) about how a person's social media use is used for hiring decisions. ● Lead a discussion on appropriate and inappropriate posts on social media. Have students create an art piece, journal, or slide show of the possible consequences of each.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
		• Show a video or read a passage from a book depicting a character providing constructive criticism with appropriate and inappropriate responses from another character.

4A. Demonstrate the ability to effectively communicate, utilize social skills, and support others.		
Grade Band	**Performance Standards**	**Strategies**
9-12	33. Analyze the effects of one's communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults. 34. Demonstrate the ability to work cooperatively in various roles within groups (e.g., leader, recorder, timekeeper) to successfully reach a goal or to complete a school or community project. 35. Identify and obtain support for one's self and provide support to others. 36. Analyze own and others' posts on social media and the impact they may have on relationships.	• Have students use effective communication skills to select/assign roles (providing support for the decision) for a group project. • Have students participate in group projects serving different roles to reach a goal at school or in the community. • Have students identify needed support to reach a goal or complete a project. • Have students use a graphic organizer depicting those who support them and those who they support in various areas of their lives (e.g., school, community, family) in reaching goals or completing a project. • Have students analyze sample digital footprints from two characters on social media. Have students use critical thinking skills about how their own digital footprints can lead others to draw conclusions, both positive and negative, about who they are.

4B. Develop and maintain positive relationships with others.		
Grade Band	**Performance Standards**	**Strategies**
K-2	18. Initiate interactions with others appropriately (e.g., tapping them on shoulder, using words to communicate the desire to join in, etc.). 19. Identify reasons why people befriend one another. 20. Engage in behaviors that promote positive relationships with others (e.g., using kind words, following others' interests, helping others, etc.). 21. Identify helpful and harmful behaviors in relationships. 22. Use words and/or illustrations to define peer pressure.	• Provide opportunities for students to interact with one another. Display visuals and/or review appropriate ways to get others' attention, join in interactions, and suggest a plan/next step for the interaction. • Make a collage with words, pictures, drawings, etc. of the reasons why two people are friends with each other. • Provide specific positive feedback to students who are using behaviors of positive relationships with others. • Read a book or view a video clip. Discuss the characters' interactions and friend choices. List appropriate initiation of interactions, positive friend choices, and behaviors that promote positive relationships the characters used in the book. • Read a book, asking for children to be on the lookout for helpful and harmful behaviors the characters in the book display towards one another. Play thumbs up/thumbs down - with thumbs down for harmful behaviors and thumbs up for helpful behaviors. Designate one or two students to keep a tally of each type of behavior and then discuss which behavior (helpful or harmful) was used more in the book. • Ask children to write or draw their own definition of peer pressure, an example of peer pressure, or about a time when they experienced peer pressure.
3-5	23. Determine and demonstrate qualities of good friends. 24. Describe and utilize more than one strategy to build positive relationships with peers, family, and others. 25. Differentiate among safe and unsafe behaviors in relationships with others. 26. Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative and positive).	• Allow students to compare and contrast characteristics a good friend should have with their own personal characteristics. • Have students journal about or discuss what friendship means to them. This could include examples of people they consider good friends, what qualities their friends possess (positive and negative), how friends make them feel, ways their friends help them/they help friends, and why friends are important. • Discuss with students the characteristics of building relationships such as making eye contact, introducing yourself, asking about the

4B. Develop and maintain positive relationships with others.		
Grade Band	**Performance Standards**	**Strategies**
	27. Develop strategies for resisting negative peer pressure.	other person, sharing about yourself, and finding common interests. Provide opportunities and activities for students to interact. For example, students can participate in a New Friend Scavenger Hunt where they complete a form with information and characteristics about themselves (e.g. favorite color, favorite food, hobbies, birthday month, etc.) and find classmates that have matching information. ● Read social stories with students or have them read on their own and discuss harmful and helpful behaviors and characteristics of good friends. ● Provide examples of positive and negative peer pressure. Have students discuss what makes each positive or negative. ● Discuss with students strategies for dealing with negative peer pressure (e.g. walking away, peer mediation, adult assistance, etc.) Have students role-play various scenarios using the strategies.
6-8	28. Demonstrate ability to maintain positive relationships (e.g., participating in shared interests/activities, spending time together, helping one another, and practicing forgiveness). 29. Determine the difference between behaviors of healthy relationships versus behaviors of unhealthy relationships (e.g. adult-child relationships, peer-peer relationships, and romantic relationships). 30. Distinguish impact of positive and negative peer pressure on self and others. 31. Demonstrate different strategies to resist negative peer pressure (i.e., say "no", the delay tactic, offer an alternative, code word with parents, etc.).	● Have students journal, create a piece of art or a slide show describing the qualities they would like in a friend. Then have the students determine what they would need to do in order to develop a relationship with that type of person. ● Have students brainstorm about behaviors that indicate a healthy relationship and behaviors that would indicate an unhealthy relationship in different types of relationships. Have students create a story with characters that exhibit behaviors of a healthy relationship and characters that exhibit behaviors of an unhealthy relationship. ● Show video scenarios, role play or discuss scenarios in a book where characters employ positive and negative peer pressure. Have students identify: 5. who is pressuring, 6. what words or gestures they use to pressure others, 7. the effect of those words or gestures,

4B. Develop and maintain positive relationships with others.		
Grade Band	**Performance Standards**	**Strategies**
		8. is this a positive or negative influence? ● Have students journal about a time they experienced negative peer pressure including words or gestures that were used and how they felt. ● Provide different scenarios of negative peer pressure to individuals or small groups. Allow the students to identify ways to resist the pressure to conform. Have students present their ideas to the class.
9-12	32. Exhibit the ability to develop and maintain positive relationships based on shared values, interest, goals, and reciprocity of support. 33. Analyze types of peer pressure (positive and negative) and evaluate the impact on initiating and maintaining relationships. 34. Demonstrate the ability to resist peer/social pressure to engage in unwanted, unsafe, unethical behavior.	● Have students create a "perfect friend" using an avatar, picture, drawing etc., and have the student provide a description of why they are the perfect friend. Discuss what attributes they possess that they themselves want to develop and what steps they might take to initiate and maintain a relationship. ● Provide visuals of adolescents participating in a variety of appropriate (e.g., working, graduating, volunteering, exercising) and inappropriate (e.g., smoking, texting while driving, cheating on tests, drinking alcohol). Have students evaluate the pictures as positive or negative behaviors. ● Utilizing the positive and negative behavior pictures have students discuss consequences of each behavior in the pictures and create strategies for responding to peers regarding all behaviors.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.		
Grade Band	**Performance Standards**	**Strategies**
K-2	18. Identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding/miscommunicating, bullying, gossiping, etc.). 19. Recognize emotions and behaviors that result in relational conflict. 20. With supports from a trusted adult, determine and utilize appropriate solutions in order to resolve conflicts with others. 21. Recognize that peer pressure can either be helpful or harmful.	• Make a chart of conflicts that students experience. Have students draw a check beside each conflict they have experienced. Discuss the conflicts, particularly those most experienced. • Create a "life cycle of a conflict" sheet with pre-written or pre-drawn conflicts. Have students write or draw the emotions and behaviors that occur before the given conflict. • Read a book or view a video clip. Discuss the resolution to the conflict, the other possible solutions that occurred before the resolution that did not work, and the differences between them. • Analyze real life conflicts that occur in the classroom and at home. Discuss the emotions and behaviors that occur before the conflicts, whether or not the chosen solutions were good choices, and if the solutions were bad choices, what could be done differently for the next time. • Using completed writing samples and/or drawings about peer pressure (4B), sort each by paper or electronic picture into two stacks - peer pressure that results in positive outcomes and peer pressure that results in negative outcomes.
3-5	22. Recognize that conflict occurs as a natural part of life. 23. Identify causes and effects of conflict and how one's response impacts self and others. 24. Utilize steps of a simple conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc. 25. Describe proactive ways to prevent conflict. 26. Recognizes the difference between constructive and destructive ways of handling conflict and peer pressure.	• Have students discuss (verbally or in writing) situations at home and school where there might be disagreements and conflict and how they can handle them. • Use naturally occurring situations in the classroom to discuss when students did or did not handle conflict successfully. Ask students to reflect and problem solve how they could respond differently. • Have students read or watch fictional and non-fictional/historical stories that demonstrate conflict and discuss the causes and effects of each. • Use role playing scenarios or have students watch videos that show the causes and effects of conflict and peer pressure and options for peaceful resolution.

4C. Demonstrate the ability to successfully manage and resolve conflict in relationships.		
Grade Band	**Performance Standards**	**Strategies**
		• Allow students to create a visual checklist of problem-solving steps and various solutions to common conflict or peer pressure situations.

4C. Demonstrate the ability to successfully manage and resolve conflict in relation		
Grade Band	**Performance Standards**	**Strategies**
6-8	27. Demonstrate an understanding of the conflict cycle (e.g., event - emotion - reaction - outcome) and which part one has control over to shape the outcome of the conflict. 28. Identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insult or put downs). 29. Apply conflict resolution skills in order to de-escalate, defuse and resolve a conflict. 30. Determine strategies for avoiding or resolving conflicts related to destructive peer pressure.	• Utilize the conflict cycle diagram to explain and discuss each part of the cycle. Have students complete a blank handout of the diagram with a real or hypothetical conflict. Discuss how changing one's reaction can change the outcome of the conflict. • Lead a discussion of behaviors that often create conflict. Have small groups of students write conflict scenarios and perform them for the class or have individual students create conflict scenarios through slideshows and present to the class. Have the class identify the behaviors that led to the conflict and how that behavior could be changed in order to have a peaceful ending. • In literature, discuss the cycle of any conflicts and how changing the reaction could change the outcome of the conflict. • Teach students about the six steps to conflict resolution (e.g., cool off; use "I" messages; restate the conflict; take responsibility, brainstorm solutions, and affirm, forgive, or thank). Role play or view conflict scenarios using the six steps depicting conflicts resolved using the six steps. • Discuss different types of destructive peer pressure (e.g., pressure to engage in bullying, drugs or alcohol, sexual behavior, stealing, or dangerous behaviors.). Have students select a type of peer pressure and create a plan to avoid or resolve the conflict.
9-12	31. Analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority).	• Have students role play types of conflict while other students, working in small groups, identify the cause and create ideas for solutions. Have

	32. Demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions. 33. Identify and implement strategies to successfully avoid and/or address peer conflict on social media. 34. Exhibit skills and strategies to avoid and escape bullying (as target and bystander), threats, physical violence, and harassment to maintain personal safety.	the small groups share findings with the larger group. ● Have students research the components of the conflict cycle (e.g., relationship, event, emotion, assumptions, reaction, and outcome) and describe (orally or in writing) a conflict in their lives and their behavior through the stages of the cycle. Did they demonstrate appropriate conflict resolution skills? What was the outcome? ● Have students create and submit a plan of action (e.g., delete post, block sender, report to adult, no response) to address social media conflict. ● Have students create and distribute to peers a list of resources (e.g., people, literature, training) to support others in developing skills and strategies to address various types of conflict.

RESPONSIBLE DECISION-MAKING

Responsible decision-making includes the ability to make constructive choices and problem-solve based on safe, ethical, and social norms while evaluating the outcomes of previous choices.

Anchor Standards:

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.

5B. Analyze outcomes of decisions including the consideration of their effects on others.

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.		
Grade Band	**Performance Standards**	**Strategies**
K-2	13. Determine instances where the problem-solving process should be used. 14. Identify the steps of the problem-solving process. a. Identify the problem. b. Think of possible solutions. c. Analyze solutions. d. Choose a solution and try it. 15. With support, develop more than one solution to a problem and appropriately communicate the chosen solution to others. 16. For relational problems, appropriately communicate the chosen solution to others.	• Intentionally teach the problem-solving process to students by using a visual of the problem-solving process and real-life problems. • Display visual(s) of the problem-solving process in the room and refer to it when students have a problem to solve or decision to make. • Use the National Center for Pyramid Model Innovations' "We Can Be Problem Solvers" social story and activity to practice solving problems. • Read a book through a problem between/among characters and stop. Brainstorm possible solutions to the problem.
3-5	17. Describe steps of decision-making process and utilize more than one. 18. Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections. 19. Develop criteria for evaluating decisions and consequences for self and others.	• Discuss steps of decision-making process with students and allow students to role play, read social stories, or watch examples of characters making decisions. Allow students to reflect on each step of the process and why it is important. • Provide students with examples of common problems at home, school, and in the community. Have students identify choices or solutions and reflect on which is best for each situation. • Allow students to create a list of pros and cons for choices to common home, school, or

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.		
Grade Band	**Performance Standards**	**Strategies**
		community situations. Discuss what makes them good or bad choices. ● Have students journal about times they made good and bad decisions (e.g. what happened, why was it good or bad, how did they feel, how did others feel, what could they have done differently?).
6-8	20. Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision. 21. Analyze how decision-making skills regarding study habits at home affect academic performance. 22. Apply the decision-making process to a community issue considering ethical, safety and societal norms. 23. Model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.). 24. Demonstrate the ability to take personal responsibility for the decisions and choices one makes.	● Have students brainstorm different decisions or choices that are made regarding school (i.e., to skip school, to study for a big test, to follow friends in making fun of a new student, etc.) or provide scenarios (written or video). Individually or in small groups have students work through the five steps of the decision-making process. Have students present their choices and how they arrived at that choice. ● Have students read excerpts from literature that shows characters using the decision-making processes to make effective or ineffective choices. Have students describe the steps the character uses to solve the problem or make the decision. ● For one testing cycle in one subject, have students journal, create an art piece or slide show depicting how their decisions each day to complete homework and study impacted their grade on the test. ● Provide a list of different community issues. Have individuals or groups of students apply the decision-making steps to determine an ethical, safe and appropriate decision for the issue. ● Have a community leader speak to the class about how decisions are made at the community or city level. ● Lead a class or online discussion about what it means to take personal responsibility for our decisions and choices. Discuss what taking responsibility looks like in different scenarios and what it does not look like (e.g., blaming others for mistakes one makes or failing to complete tasks one agreed to complete). ● Have students identify a decision or choice he or she will make in the next week (e.g.,

5A. Develop, implement, and model effective choice-making skills at school, at home, and in the community.		
Grade Band	**Performance Standards**	**Strategies**
		completing homework, completing chores at home, standing up for a friend when they are teased, etc.). Have students journal about how they took responsibility for their decision and the outcome.
9-12	30. Implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others. 31. Demonstrate the ability to take personal responsibility in making ethical decisions. 32. Model decision making skills to develop positive interpersonal relationships at home, school, and in the community.	• Have students create a flowchart of the decision-making process. Utilizing the flowchart, have students work through a real-life decision. • Have students read literature involving decision making (e.g., Lord of the Flies, Othello, Things Fall Apart, Beloved, and The Stranger) and discuss the ethical dilemma, the decision, and the consequence (outcome) of the decision. • Have students research historical events and how the world might be if different decisions were made (e.g., U.S. decides not to enter WWII). • Create a fictional scenario involving a big decision and write four different outcomes on slips of paper. After reading the scenario to the class, have students work in groups to randomly select one outcome and put together a skit showing what happens. Once all the groups have performed their skits, • discuss which outcome was the best solution, which was the poorest choice, and how these decisions affected everyone involved.

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
K-2	17. Reflect on whether solutions to similar past problems were appropriate or inappropriate when considering solutions to current problems (e.g., I really want the red marker he has. Last time I snatched something from him, it broke. This time a good solution would be to…).	• Using a life applicable problem or one from a book or video clip, ask students to reflect on a time when they experienced a similar problem and how the outcome of their solution played out with the resolution. Then, have students apply that to this current problem in deciding which solutions might be more appropriate than others. Was it safe? Was it fair? How did others feel?

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
	18. Determine whether possible solutions to problems are safe. 19. For relational problems, identify the feelings others might have as a result of each possible solution. 20. With prompting, use reflection practices to determine if a recent decision was a good or bad choice.	• Using visuals of faces, ask students what sort of solution to a problem might have just occurred for that person to make a face like the one in the visual. • Play a matching game where students match solutions to problems by way of word and/or visual to associated emotion on visuals of faces. • Play "What If" with students. Ask students questions that begin with "what if" like what if we don't go outside for recess today, what if I extend free choice time by 10 minutes, what if I give you extra homework, what if I didn't talk to you all day, etc. Have students tell you how these "choices" would make them feel. Make connections between these choices and solutions to problems regarding feelings associated with each. • Play stop and go using a craft stick with a go sign attached to one side and a stop sign attached to the other. While discussing a problem and its solutions from a book, video clip, or recent occurrence at school or at home, have children hold up the sign indicating whether the solution is a good one or not.
3-5	21. Identify examples of ethical behaviors (e.g. fairness, honesty, respect, etc.) in decision making and demonstrate more than one. 22. Demonstrate knowledge of social norms and how they affect decision making. 23. Explain why safety and ethical considerations are important in making decisions. 24. Evaluate impact of past and present choices and decisions on self and others.	• Allow students to role play, read social stories, or watch examples of characters making ethical decisions. Have students discuss what ethical behaviors they observed the characters portraying and how that impacted their decision. • Provide examples of social problems that might occur at school, home, or in the community and have students discuss and identify solutions that are socially acceptable, safe, and ethical. • Allow students to play "Chutes and Ladders" and discuss the positive and negative consequences of different choices within the game. • Have students journal and reflect on previous decisions they have made and whether they were safe and ethical. If not, what could they have done differently? How did their choices impact them? How did they impact others?

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
		What factors will they consider when making a similar decision in the future?
6-8	25. Demonstrate the ability to gather information from different sources (i.e., news sources, respected adults, medical websites, community leaders, teachers, church leaders, etc.) that can be used to make safe, ethical and socially appropriate decisions. 26. Identify different influences on one's personal decisions or choices. 27. Analyze how standing up for others when they are teased, insulted, or left out impacts that person as well as others. 28. Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal.	• Have students choose a social, community or school problem. Then, have students gather information from different sources to help them identify a solution for the problem that is safe, ethical, and socially appropriate. • Have students use a decision log for 24 hours to identify different influences on their decisions. • Have students watch a video depicting a character standing up for a friend who is being bullied. Have students discuss or journal about how that choice impacted the friend as well as others who were witnesses. • Have students review different social media posts and list how each post could impact other people. • Have students journal about a choice or decision they have made, how they made that decision, and whether the choice they made was effective in solving the problem or meeting their goal.
9-12	29. Analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one's ability to make safe, socially appropriate, and ethical decisions. 30. Analyze and evaluate the impact of culture and how it influences societal norms, safety, and ethics in the decision-making process. 31. Analyze and evaluate current and past decisions for ethics, safety, and societal norms and the impact on intrapersonal and interpersonal relationships. 32. Analyze and evaluate past and current decisions and how they impacted short- and long-term goals.	• Ask students to pick a topic (e.g., climate change, immigration, gun control) and research how different sources present information and how that might impact decision making. • Ask students to create a list of values they think are important and describe how their culture, family, peers, and community impacted their list. Have the students explain how these identified values play a part in their decision-making process. • Have students think back over the previous day and make a list of all the decisions they made. They may have chosen to hit the snooze button rather than get up, study for a test instead of eating lunch, or not do the assigned reading for an afternoon class. Ask them to look at each decision and consider what their choices reveal about what's important to them. Have them write a reflective paragraph in which they consider the potential and obvious results?

5B. Analyze outcomes of decisions including the consideration of their effects on others.		
Grade Band	**Performance Standards**	**Strategies**
		● Ask teens to make a list of school subjects, activities and hobbies they enjoy and then list one potential career that aligns with each item on the list. Have them choose one career they would each like to have someday and list the skills and special training they would need to hold these jobs. Create action plans of how they might achieve this career. This will get them thinking about how the choices they're currently making could keep them from their goals.

RESOURCE APPENDIX

Resources for Self-Awareness

7. Grounding Techniques & Self Soothing for Emotional Regulation
   https://eddinscounseling.com/grounding-techniques-self-soothing-emotional-regulation/

8. Identifying Values
   http://www.personaldevelopmentinsights.com/wp-content/uploads/2017/05/Personal_Development_Worksheet-Identifying-Values_CarmenWyld_PDI.pdf

9. Myers-Briggs Type Indicator (MBTI)
   https://positivepsychology.com/self-awareness-exercises-activities-test/

10. Trigger Worksheet
    https://positivepsychology.com/self-awareness-exercises-activities-test/

11. Mindfulness Meditation
    https://ggie.berkeley.edu/practice/eating-a-raisin-with-mindfulness/

12. Personal SEL Self-Assessment
    https://schoolguide.casel.org/resource/adult-sel-self-assessment/

For more resources to assist with self-awareness, visit the following websites:

- https://positivepsychology.com

Resources for Self-Management

7. How to Set Healthy Boundaries: 10 Examples + PDF Worksheets
   https://positivepsychology.com/great-self-care-setting-healthy-boundaries/

8. Breathing Techniques for Stress Relief
   https://www.webmd.com/balance/stress-management/stress-relief-breathing-techniques#1

9. Positive Self Talk Worksheet
   https://positivepsychology.com/positive-self-talk/

10. Increasing Self-Control Through Repeated Practice
    https://positivepsychology.com/self-control-regulation-tools/

11. Brief Body Scan Mindfulness Activity for Stress Relief
    https://ggie.berkeley.edu/practice/brief-body-scan/

12. Self-Compassion Break
    https://ggie.berkeley.edu/practice/self-compassion-break-for-adults/

For more resources to assist with self-management, visit the following websites:

- https://ggie.berkeley.edu/my-well-being/sel-for-adults-self-awareness-and-self-management/
- https://positivepsychology.com/toolkit/

Resources for Social Awareness

7. Five Simple Lessons for Social and Emotional Learning for Adults
   https://www.edutopia.org/blog/five-social-emotional-learning-lessons-for-adults-elena-aguilar

8. Empathy at Work: Developing Skills to Understand Other People
   https://www.mindtools.com/pages/article/EmpathyatWork.htm

9. Self-Compassion Test
   https://self-compassion.org/test-how-self-compassionate-you-are/

10. 12 Exercises & Activities for Training Compassion
    https://positivepsychology.com/compassion-training/

11. Common Beliefs Survey
    https://ggie.berkeley.edu/practice/common-beliefs-survey-teaching-racially-and-ethnically-diverse-students/

12. Understanding Justice Exercises
    https://ggie.berkeley.edu/practice/understanding-justice/

For more resources to assist with social awareness, visit the following websites:

- https://www.change-management-coach.com/social-awareness.html
  https://positivepsychology.com/

Resources for Relationship Skills

6. Active Listening: Hear What People Are Really Saying
   https://www.mindtools.com/CommSkll/ActiveListening.htm

7. Conflict Resolution Skills
   https://www.helpguide.org/articles/relationships-communication/conflict-resolution-skills.htm

8. How to Build Trust
   https://positivepsychology.com/build-trust/

9. Active Constructive Communication Model
   https://positivepsychology.com/communication-in-relationships/

10. Overcoming Obstacles to Relationship Building
    https://ggie.berkeley.edu/practice/overcoming-obstacles-to-an-open-heart/

For more resources to assist with relationship skills, visit the following websites:

- https://www.mindtools.com/pages/article/good-relationships.htm
- https://positivepsychology.com/

Resources for Responsible Decision-Making

5. 10 Ways to Improve Your Decision-Making Skills
   https://www.wisebread.com/10-ways-to-improve-your-decision-making-skills

6. Effective Decision Making – A Framework
   https://www.skillsyouneed.com/ips/decision-making2.html

7. Goal Setting Exercises, Tools, & Games
   https://positivepsychology.com/goal-setting-exercises/

8. Problem Solving Skills for Adults
   https://classroom.synonym.com/problemsolving-skills-adults-8262043.html

For more resources to assist with responsible decision-making, visit the following websites:

- https://psychcentral.com/blog/15-tips-to-help-you-make-the-most-important-decisions/
- https://positivepsychology.com/

MISSISSIPPI K-12 SOCIAL EMOTIONAL LEARNING STANDARDS
PERFORMANCE STANDARDS SEQUENCE

Grade Band K - 2	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• With prompting, identify positive and negative emotions (i.e., happy, sad, mad, angry, surprised, loved, embarrassed, anxious, afraid, proud) based on characteristics associated with each emotion. • With prompting, determine the antecedents to own emotions. • Utilize words or gestures to communicate own feelings. • Distinguish between own likes and dislikes. • Describe skills and special abilities. • Identify personal qualities that assist in making good choices. • Identify instances of strength.	• With support, describe connections among thoughts, emotions (i.e., feelings) and behaviors (e.g., if my sister makes me mad, I might want to yell at her). • Use words to express thoughts and emotions (i.e., feelings). • Begin to develop the ability to self-regulate when experiencing negative emotions. • Demonstrate the ability to wait (e.g., for a turn, for a response, for an item, etc.). • Demonstrate frequent participation with minimal teacher prompting.	• Identify behaviors associated with emotions (e.g., sad - crying, mad - yelling and grimacing, happy - smiling, angry - tantruming and physical aggression, excited - squealing and jumping, etc.). • Recognize the emotions of others by the behaviors they display. • Determine whether/how to approach others based on their current emotion(s). • Make connections between own words and actions and others' emotions.	• Identify appropriate words, gestures, and other forms of nonverbal communication, and appropriately use more than one in interactions with others. • Share, take turns, and engage cooperatively with others. • Determine how to identify when someone is in need of assistance, and provide needed assistance, as age appropriate. • With encouragement from trusted adults, identify and practice ways to put others' wants, needs, opinions, choices, etc. before own.	• Determine instances where the problem-solving process should be used. • Identify the steps of the problem-solving process. • Identify the problem. • Think of possible solutions. • Analyze solutions. • Choose a solution and try it. • With support, develop more than one solution to a problem and appropriately communicate the chosen solution to others. • For relational problems, appropriately communicate the chosen solution to others.

Grade Band K - 2	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• With support, develop connections between personal strengths and corresponding skills and talents. • With support, identify responsibility as it relates to school-wide expectations and rules. • Distinguish differences in good choices and bad choices. • Identify the importance(s) of taking ownership of bad choices. • Takes care of own and others' belongings.	• With encouragement, demonstrate the ability to complete a task and/or work towards a goal over time. • Identify multiple ways to stay organized in different aspects of life (e.g., keeping things tidy, labeling where items go, using lists, having a daily schedule). • With reminders, participate in cleaning up own space and items used at home and at school. • Determine tasks and goals that need accomplishing in daily routines. • Complete small tasks and/or simple goals independently, with few requests for assistance (e.g., assignment, brush teeth, feed pet, etc.).	• Recognize that another person can think differently than self about the situation (e.g., that the Lego structure needs to be wider to build the airport instead of taller or that playing basketball is a fun thing to do). • Participate in the study of cultures (e.g., learning facts, celebrations). • With prompting identify commonalities between self and other(s) (e.g., physical characteristics, likes/dislikes, family members, etc.). • Identify differences between self and other(s).	• Initiate interactions with other appropriately (e.g., tapping them on shoulder, using words to communicate the desire to join in, etc.). • Identify reasons why people befriend one another. • Engage in behaviors that promote positive relationships with others (e.g., using kind words, following others' interests, helping others, etc.). • Identify helpful and harmful behaviors in relationships. • Use words and/or illustrations to define peer pressure.	• Reflect on whether solutions to similar past problems were appropriate or inappropriate when considering solutions to current problems (e.g., I really want the red marker he has. Last time I snatched something from him, it broke. This time a good solution would be to…). • Determine whether possible solutions to problems are safe. • For relational problems, identify the feelings others might have as a result of each possible solution. • With prompting, use reflection practices to determine if a recent decision was a good or bad choice.

Grade Band K - 2	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence		• Seek assistance from trusted adults for steps in a task or objectives of a goal that are difficult to complete (e.g., student packing up to go home and asks teacher for help with the zipper that got off track, student checking out books from a community library and asks librarian where the easy reader section is).	• Determine whether own actions result in fair and safe treatment of others. • Distinguish the differences among rules at school, rules at home, and rules in various community settings. • Identify ways to help others in multiple settings. • Use words, drawings, or other means to show why helping others is important. • Differentiate between safe and unsafe behaviors.	• Identify examples of conflict that occur in relationships at school and at home (e.g., not sharing or taking turns with others, using harsh words, lying, misunderstanding, miscommunicating, bullying, gossiping, etc.). • Recognize emotions and behaviors that result in relational conflict. • With supports from a trusted adult, determine and utilize appropriate solutions in order to resolve conflicts with others. • Recognize that peer pressure can either be helpful or harmful.	

Grade Band 3 - 5	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify range of emotions experienced. • Describe situations that cause range of emotions. • Identify physical responses to intense emotions. • Communicate emotions through appropriate means (i.e., appropriate words, gestures, tone, facial expressions, etc.). • Describe how emotions impact behavior. • Identify personal qualities and characteristics one possesses. • Describe benefits of personal qualities and characteristics. • Describe how personal qualities and interests impact decision-making. • Compare and contrast qualities and interests of self and others.	• Identify the relationship between thoughts, stress, emotions (i.e. feelings) and behavior. • Identify situations that cause self to experience negative emotions (e.g., sadness, anger, anxiety, disappointment, etc.). • Demonstrate ability to appropriately express emotions. • Develop strategies to use when angry or stressed (e.g., walk away, counting to 10, seek help, etc.). • Identify strategies for controlling impulses and demonstrate the utilization of at least one (e.g., deep breathing, self-talk, seek help, etc.). • Demonstrate the ability to stay on task with limited distractions.	• Recognize the emotions of others using verbal and visual cues. • Recognize non-verbal social cues from others and their impact on emotions. • Identify how one's own behavior impacts others' emotions. • Identify multiple perspectives or viewpoints in different situations. • Recognize the existence of various groups based on social and cultural factors (e.g., race, gender, age, religion, disability, etc.). • Identify similarities between various social and cultural groups. • Develop strategies for building relationships with individuals who are different from self.	• Utilize appropriate verbal and nonverbal communication with others (e.g. facial expressions, gestures, etc.) • Determine cooperative group behaviors (e.g. listening, encouraging, acknowledging others' perspectives, compromising, and reaching agreement). • Identify ways to encourage and support others and their contributions. • Demonstrate good sportsmanship by playing fairly and being gracious in winning and losing. • Demonstrate ability to give and receive compliments appropriately. • Determine and demonstrate qualities of good friends.	• Describe steps of decision-making process and utilize more than one. • Identify choices or solutions to various situations at home, school, or in community and demonstrate ability to make appropriate selections. • Develop criteria for evaluating decisions and consequences for self and others. • Identify examples of ethical behaviors (e.g. fairness, honesty, respect, etc.) in decision making and demonstrate more than one. • Demonstrate knowledge of social norms and how they affect decision making.

Grade Band 3 - 5	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify strengths and areas for growth. • Describe personal skills in need of further development. • Describe how personal strengths impact choices. • Define personal responsibility and identify ways to exhibit it in daily life. • Identify how personal choices affect self and others. • Describe benefits of personal responsibility. • Demonstrate responsible behaviors.	• Develop willingness to attempt new tasks and share ideas with others. • Identify strategies for persevering through difficult situations or tasks. • Determine supports needed to organize aspects of home and school life. • Describe steps necessary for setting and achieving tasks and goals. • Differentiate between short- and long-term goals. • Complete short- or long-term goal with minimal assistance. • Monitor progress toward achieving personal or academic goals. • Determine home and school supports or resources needed to complete tasks or goals.	• Explain the definition of stereotyping, prejudice, and discrimination. • Identify bullying behaviors and their impact on others. • Identify different social norms in the school and community. • Recognize ways to help peers complete tasks, goals, or address needs. • Identify how helping behaviors impact self and others.	• Describe and utilize more than one strategy to build positive relationships with peers, family, and others. • Differentiate among safe and unsafe behaviors in relationships with others. • Identify the six types of peer pressure (e.g., spoken, unspoken, direct, indirect, negative and positive). • Develop strategies for resisting negative peer pressure. • Recognize that conflict occurs as a natural part of life. • Identify causes and effects of conflict and how one's response impacts self and others.	• Explain why safety and ethical considerations are important in making decisions. • Evaluate impact of past and present choices and decisions on self and others.

Grade Band 3 - 5	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence				• Utilize steps of conflict resolution/problem solving process such as identifying problems, active listening, expressing emotions, brainstorming solutions, evaluating solutions, etc. • Describe proactive ways to prevent conflict.	

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify and label a variety of emotional states. • Describe emotional states associated with different situations (e.g., stressful, sad, exciting, frustrating, disappointing, etc.) • Determine typical physical responses to a variety of emotions. • Describe ways to communicate one's emotions in a socially acceptable manner. • Identify how different emotional states impact one's ability to problem solve. • Identify positive attributes and qualities about oneself including talents, interests, physical characteristics, etc. • Describe characteristics that are important to oneself (i.e., loyalty, honesty, etc.)	• Analyze the connection between one's thoughts, emotions and behavior • Utilize strategies to monitor one's emotions, stress level and behavior. • Identify how appropriately and inappropriately expressing one's emotions affects others. • Demonstrate the ability to use self-regulation skills to reduce anger, stress or anxiety. • Demonstrate the ability to maintain focus and use time wisely in order to complete a task. • Demonstrate the ability to break a large assignment into smaller parts. • Utilize strategies for persevering through challenges and setbacks.	• Recognize and respond to social cues in an appropriate manner. • Analyze ways one's behavior may affect the feelings of others. • Demonstrate respect for other people's opinions. • Identify ways to provide support and encouragement to others in need. • Demonstrate respect for the values, traditions and practices of different cultures or social groups. • Recognize the value of perspectives, cultures or social groups different from oneself. • Identify examples of stereotyping, discrimination and prejudice and the negative impact they have on others.	• Determine the positive and negative impact of one's verbal and nonverbal communication on other people when interacting with others. • Demonstrate the ability to determine roles in a cooperative group. • Demonstrate the ability to encourage and support peers. • Identify appropriate and inappropriate posts on social media and the potential consequences. • Exhibit the ability to respond non-defensively to constructive criticism.	• Identify and apply the five-step decision making process (identify problem or goal, gather information, weigh consequences, make the decision, and evaluate the decision) for a school-based decision. • Analyze how decision-making skills regarding study habits at home affect academic performance. • Apply the decision-making process to a community issue considering ethical, safety and societal norms.

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Describe how one's personal qualities, interests, beliefs and academic/career goals impact decision making. • Inventory personal strengths and areas for growth. • Identify ways to utilize strengths to build skills in an area for growth. • Identify how individual strengths and areas of growth impact success in specific activities. • Define personal responsibility and apply in different scenarios. • Identify outcomes of responsible and safe behaviors versus risky, unsafe behaviors. • Analyze areas of one's life that are within one's control. • Demonstrate ability to set and adhere to personal boundaries.	• Identify and utilize a variety of organizational strategies (e.g., planner, graphic organizers, checklists, time limits, etc.). • Set a short-term goal and develop a plan to achieve it. • Set a long-term goal and develop a plan to achieve it. • Determine how to evaluate progress toward a goal and modify accordingly. • Identify factors that influenced whether a goal was achieved. • Determine supports that are available within the family, school or community.	• Develop strategies to prevent or stop bullying. • Explain why societal norms are important in school and community. • Recognize the importance of helping others in one's family, school and community. • Explore a school, community or global need and generate possible solutions. • Explain how individual decisions and behaviors positively and negatively affect the well-being of their school and community.	• Determine the difference between behaviors of healthy relationships versus behaviors of unhealthy relationships (e.g. adult-child relationships, peer-peer relationships, and romantic relationships). • Distinguish impact of positive and negative peer pressure on self and others. • Demonstrate different strategies to resist negative peer pressure (i.e., say "no", the delay tactic, offer an alternative, code word with parents, etc.). • Demonstrate an understanding of the conflict cycle (e.g., event - emotion - reaction - outcome) and which part one has control over to shape the outcome of the conflict.	• Model appropriate decision making at school (i.e., choosing to follow the school rules, choosing not to follow peer pressure to bully, choosing to answer questions in class instead of talking with a peer, etc.). • Demonstrate the ability to take personal responsibility for the decisions and choices one makes. • Demonstrate the ability to gather information from different sources (i.e., news sources, respected adults, medical websites, community leaders, teachers, church leaders, etc.) that can be used to make safe, ethical and socially appropriate decisions.

Grade Band 6 - 8	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence				• Identify behaviors that create conflict (e.g., spreading rumors, inappropriate posts or texts on social media, wrongful accusations, and insult or put downs). • Apply conflict resolution skills in order to de-escalate, defuse and resolve a conflict. • Determine strategies for avoiding or resolving conflicts related to destructive peer pressure.	• Identify different influences on one's personal decisions or choices. • Analyze how standing up for others when they are teased, insulted, or left out impacts that person as well as others. • Determine the effectiveness of a previous choice or decision in solving a problem or meeting a short-term goal.

Grade Band 9 - 12	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Identify and label emotions. • Identify feelings and behaviors associated with specific emotions. • Analyze and evaluate how emotions affect responsible decision making. • Analyze and evaluate how one's emotions impact relationships. • Develop socially appropriate communication strategies to express emotions and feelings. • Identify areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth. • Create strategies that promote a more optimistic/positive outlook. • Utilize one's beliefs and personal qualities in planning and decision making.	• Analyze how thoughts and emotions impact one's decisions. • Apply self-monitoring techniques (e.g., note to self, visual cue, recording form, identifying and avoiding triggers). • Evaluate the impact of appropriate and inappropriate emotional expression on self and others. • Identify specific self-regulatory strategies that can be used across settings (i.e., school, home, community). • Demonstrate self-regulatory strategies. • Demonstrate the ability to utilize multiple impulse control strategies (e.g., Stop and Think about Consequence for oneself and others).	• Develop the ability to connect specific feelings (e.g., sad, angry, happy,) and one's behavior. • Develop the ability to read and respond appropriately to social cues. • Demonstrate the ability to recognize the impact of one's behavior on others' emotions and corresponding behavior. • Analyze perspectives which differ from oneself and compare and contrast. • Demonstrate the ability to express empathy and concern for people with differing perspectives.	• Analyze the effects of one's communication (verbal and nonverbal) and social skills in interactions with family, peers, and adults. • Demonstrate the ability to work cooperatively in various roles within groups (e.g., leader, recorder, timekeeper) to successfully reach a goal or to complete a school or community project. • Identify and obtain support for one's self and provide support to others. • Analyze own and others' posts on social media and the impact they may have on relationships.	• Implement decision making processes by gathering and analyzing information, brainstorming options and barriers, thinking through the consequence (outcome), and reflecting on and evaluating the impact on others. • Demonstrate the ability to take personal responsibility in making ethical decisions. • Model decision making skills to develop positive interpersonal relationships at home, school, and in the community.

Grade Band 9-12	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Explore and identify cultural norms, customs, and beliefs of one's family. • Accept and respect beliefs, likes, dislikes, and interests of others. • Accurately identify strengths and areas of growth. • Develop and implement a plan to address areas in need of growth. • Utilize identified areas of likes, dislikes, skills, talents, interests, strengths, and areas of growth to create postsecondary plans. • Exhibit confidence in one's self based on accurate identification of skills, talents, interests, and strengths. • Describe one's personal responsibility to family, friends, schools, community, and society as a whole.	• Demonstrate the ability to stay focused on different tasks and to use time effectively and efficiently in order to reach a goal. • Demonstrate the ability to initiate and complete tasks individually and in groups. • Analyze and apply motivation strategies to persevere through difficult situations, tasks, or goals. • Utilize organization skills to plan, schedule activities, meet deadlines, research resources, and meet goals. • Create short- and long-term goals (postsecondary). • Develop an action plan that includes necessary resources, specific steps, timeframe, and evaluation of both short- and long-term goals.	• Decipher meaning of communication of others through the use of verbal (tone of voice, rate of speech, volume) and non-verbal (facial expression, body language, and proximity) communication. • Demonstrate the ability to recognize the positive contributions of other cultures and perspectives to the well-being of society. • Exhibit behaviors that communicate an understanding and respect (avoid judgements, imposing one's own values, and stereotyping) for perspectives, differences, and cultures that differ from oneself. • Analyze the origins of prejudice, stereotypes, and discrimination and why they sustain.	• Exhibit the ability to develop and maintain positive relationships based on shared values, interest, goals, and reciprocity of support. • Analyze types of peer pressure (positive and negative) and evaluate the impact on initiating and maintaining relationships. • Demonstrate the ability to resist peer/social pressure to engage in unwanted, unsafe, unethical behavior. • Analyze and define causes of various types of conflict, (e.g., internal conflict, conflict among peers, conflict with authority).	• Analyze various sources of information (e.g., print, social media, news, respected adults) and the impact on one's ability to make safe, socially appropriate, and ethical decisions. • Analyze and evaluate the impact of culture and how it influences societal norms, safety, and ethics in the decision-making process. • Analyze and evaluate current and past decisions for ethics, safety, and societal norms and the impact on intrapersonal and interpersonal relationships. • Analyze and evaluate past and current decisions and how they impacted short- and long-term goals.

Grade Band 9-12	Self-Awareness	Self-Management	Social-Awareness	Relationship Skills	Decision Making
Performance Standards Sequence	• Develop and apply decision-making skills that promote personal responsibility. • Analyze how personal responsibility affects individual and group relationships. • Demonstrate the ability to take personal responsibility for one's behavior.	• Apply strategies to overcome obstacles or barriers to goal achievement. • Identify family, community, school, and peer resources and supports.	• Develop an understanding of one's own prejudice, stereotypes and discrimination and how they impact one's behavior and relationships with others. • Recognize and create strategies to address behaviors associated with bullying (poor impulse control, lack of empathy, intolerance of others) in oneself and others. • Analyze the origins of societal norms. • Demonstrate an understanding of societal norms and the impact on society as a whole. • Develop the ability to positively contribute to society. • Analyze how one's behavior impacts relationships, family, school, and the community.	• Demonstrate appropriate conflict resolution skills (e.g., communication, problem solving, stress management, active listening) to achieve mutually agreeable solutions. • Identify and implement strategies to successfully avoid and/or address peer conflict on social media. • Exhibit skills and strategies to avoid and escape bullying (as target and bystander), threats, physical violence, and harassment to maintain personal safety.	

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