**Massachusetts Department of Elementary and Secondary Education (DESE)**

# Introduction to the Grade 1-3 Social Emotional Learning Resources

## Overview: Guidance on Purposes and Uses of the Social and Emotional Learning (SEL) Resources for Grades 1-3

In the early years, social-emotional development is a core domain, since ages three to eight are a time when young students are actively developing competencies related to self-awareness, self-management, social awareness, relationship skills and responsible decision making (see CASEL[[1]](#footnote-2) and [MA Preschool and Kindergarten Social-Emotional Learning Standards](https://www.doe.mass.edu/sfs/earlylearning/resources/SEL-APL-Standards.docx)). Additionally, it is a time when young students are building their skills for play and for learning - including initiative, curiosity, engagement/persistence, creativity, cooperative play and learning, problem solving, organizational skills, and memory. These are critical areas of development for younger students and serve as the foundation for future learning. Social-emotional competency development is most robustly supported in the early grades through intentional and playful learning opportunities. The SEL Resources for Grades 1-3 have been developed to support educators and administrators in intentionally planning to provide opportunities for students to build these important skills and competencies.

Educators seeking to make use of the SEL Resources for Grades 1-3 are encouraged to become familiar with the [*Massachusetts Preschool and Kindergarten Social Emotional Learning and Approaches to Play and Learning Standards*](https://www.doe.mass.edu/sfs/earlylearning/resources/SEL-APL-Standards.docx) *(SEL/APL Standards)* since the structure of the Grade 1-3 Resources is based on these standards. A brief list of the standards is also provided within the webpage context where the link to this document was found. The SEL Resources for Grades 1-3 are intended as an extension of the pre-k and kindergarten SEL resources included on pages 17-39 of the [*Guidelines for Preschool and Kindergarten Learning Experiences*](https://www.doe.mass.edu/sfs/earlylearning/resources/gpkle.docx) (GPKLE). The purpose of the SEL Resources for grades 1-3 is to extend the exemplars, performance indicators, practices and instructional strategies beyond the pre-k and kindergarten levels reflected in the SEL/APL Standards into developmentally appropriate resources for Grades 1 through 3. The document identifies and/or creates grade 1, 2, and 3 resources targeting SEL skills in all [five social and emotional competency areas as defined by CASEL](https://casel.org/what-is-sel/): Self-awareness, Self-management, Social Awareness, Relationship Skills, and Responsible Decision Making. In addition, this document builds upon and enhances guidance in the DESE 2017 [Guidelines on Implementing Social and Emotional Learning (SEL) Curricula K-12.](https://www.doe.mass.edu/sfs/bullying/#9)

## Structure of the SEL Resources

Below you can see a visual example of how each of the thirteen SEL Resources is organized, with the name of the area of social emotional competence and the text of the standard in rows at top, followed by three columns of content. The left column provides a list of Activities children can do to build the skills needed to meet each standard. The central column lists performance indicators: specific skills and behaviors which can provide evidence of progress toward meeting the standard; these are grouped into three sets reflecting the most basic, intermediate- and most advanced levels for skills expected within the six to eight-year-old age range. The right-side column provides a list of Supportive Practices that educators can engage in to help students meet the standard.

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| ***SELF-AWARENESS*** | | |
| ***Standard: SEL1: The child will be able to recognize, identify, and express his/her/their emotions.*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to promote identified behaviors/skills | **Indicators or Evidence**:  Signs, child behaviors or skills to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |
| **Possible learning activities:**  **Children could…** | **Indicators /Possible evidence of learning:**  **Children may…** | **Supportive practices:**  **Educators could…** |
| * P[ractice labeling and defining different emotions](https://www.amazon.com/Saxton-Freymann/e/B001ILMBHU/ref=dp_byline_cont_book_1), especially using visuals of facial expressions | *Progress from being able to:*   * Recognize and label basic emotions  (e.g., happiness/joy, sadness, anger, fear, disgust, and surprise)a | * Daily, or repeat as needed: With visuals, ask students to show how they are feeling (e.g., on arrival, select a clothespin with their name on it to identify the expression which shows how they feel that day); |

Notes:

* Resource content for SEL1 has been truncated in this example
* Resource content and indicators for all standards continue onto two or more pages

## SEL and Equity: Cultural Responsiveness and Anti-Racist Practices

Equity and cultural responsiveness are embedded throughout the SEL/APL standards (especially ***SEL2***: identity and self-perception, ***SEL3***: self-efficacy and self-confidence, ***SEL6***: recognizing diversity and respecting others, and ***SEL11***: social and ethical responsibility) and are included conceptually throughout the SEL Resources as well. In order to build trust and most effectively meet student needs, it is essential to get to know the population of students, individually and collectively, in your classroom/school/district. Make efforts to understand their cultural and ethnic backgrounds, families, their lives outside of school, and their past educational experiences. (See SEL8; and Appendix C.) Understanding, respecting, and honoring students’ backgrounds is essential for educators to become culturally responsive, culturally sustaining, and anti-racist. Knowing students well makes it possible to provide positive validation and authentic feedback for each child regarding their [strengths](https://safesupportivelearning.ed.gov/sites/default/files/Mod-2-Handout-3-508.pdf) and [unique characteristics](https://drexel.edu/soe/resources/student-teaching/advice/importance-of-cultural-diversity-in-classroom/), including cultural and language backgrounds, which is a tenet of SEL instruction. Anti-racism is defined as the “active process of identifying and eliminating racism by changing systems, organizational structures, policies and practices and attitudes, so that power is redistributed and shared equitably.”(Canadian [National Action Committee on the Status of Women, International Perspectives: Women and Global Solidarity](https://www.geneseo.edu/tlc/resources-antiracist-pedagogy#:~:text=Antiracism%20is%20the%20%E2%80%9Cactive%20process%20of%20identifying%20and,of%20Women%20International%20Perspectives%3A%20Women%20and%20Global%20Solidarity%29)). An antiracist is “one who is actively conscious about race and racism *and* takes actions to end racial inequities in our daily lives.  Antiracists believe that racism is everyone’s problem, and that we all have a role to play in stopping it”.([M.A.S.S. Racial Equity, Diversity, and Inclusion Initiative: M.A.S.S. REDI)](https://drive.google.com/file/d/1YhZglYscLIpxPUWLf3yHAP0Itwju01OT/view)

**Emergent Multilingual Students**

Culturally responsive practices are particularly important when interacting with emergent multilingual students. Supporting use of the student’s first language(s) in appropriate ways in the classroom is necessary for building confidence and trust. We expect to post an Appendix with suggestions for SEL with English Learners created by DESE’s Office of English Language Acquisition and Academic Achievement.

[DESE believes that culturally responsive/anti-racist practices are essential to embed into every classroom in the Commonwealth](https://www.doe.mass.edu/sfs/sel/sel-all.docx). Administrators and educators seeking to be culturally responsive would benefit from professional development related to one or more of the following:

* how social emotional competencies develop;
* the social emotional impact of trauma and underlying systemic social problems - such as racism - on children and families, and on the brain and behavior; and
* what constitutes microaggressions and their impact on children’s social-emotional development and behavior.

In this document, we have identified activities and supportive practices in the Resources which can contribute to culturally responsive, culturally sustaining and anti-racist education with the symbol **CR/AR** (for **C**ulturally **R**esponsive/**A**nti-**R**acist practices).

## Developmental Principles Embedded in the Resources

Development of social emotional skills in young children does not occur in a rigid sequence or on a predictable timetable that is universal. Research studies (see references for the examples cited here) demonstrate: 1) that multiple environmental and experiential factors affect the development of social emotional skills[[2]](#footnote-3),[[3]](#footnote-4); 2) skill levels will vary since skill development can be facilitated [[4]](#footnote-5),[[5]](#footnote-6),[[6]](#footnote-7),[[7]](#footnote-8), and 3) that events such as trauma may cause skill regression[[8]](#footnote-9),[[9]](#footnote-10). Different children have differing levels of opportunity to observe and to practice human interactions and to have experiences that influence their social emotional understanding and skills. Different cultures also have different perceptions and values regarding which skills are important to emphasize. Within any classroom, teachers will find children whose skill levels in this domain vary across a wide range.

In addition, children’s social emotional competencies can suffer regression as a result of new stresses or traumas, so that, for example, a child who was highly social and active with peers one year may present as withdrawn and sullen the next. Children may appear to have “mastered” a skill, but their performance can fluctuate across time and regress when challenged by new circumstances such as a divorce or death in the family. Given these developmental factors, it is not reasonable to rigidly assign a set of developmental skills or performance indicators to a given grade level, implying that children “should” have mastered them by that age/grade. The SEL Resources for Grades 1-3 resources are, therefore, associated with the “grade 1-3” range instead of with specific grade levels. The performance indicators included in the SEL Resources are evidence-based in that the level of skill described has been documented in children as occurring around one age or grade level in the grade 1-3 age range[[10]](#footnote-11),[[11]](#footnote-12),[[12]](#footnote-13),[[13]](#footnote-14). It is always possible for a child to demonstrate differing levels of skill in the same competency area at different times.

Please note that four research-based publications (see Footnotes 10,11,12, and 13) are the source of most of the performance indicators (“Indicators or Evidence” provided in the central column of each Resource). Within the pages of the Resources (pages 6-36) sources for each indicator are given in Resource Endnotes *a* thru *e* found on page 36; sources b-e are the research-based publications also cited as Footnotes 10-13. Indicators which derive from either the Work Sampling System *Developmental Guidelines* (Grades 1,2, and 3) or Teaching Strategies GOLD®’s *Objectives for Development and Learning* are usually direct quotes from those sources and include quotation marks. Portions of the Work Sampling System (WSS) used with permission from NCS Pearson, Inc.

The letter superscripts after each item in the Indicators column refer to the *source* of the indicator. See the key to sources on page 36.

The SEL Resources for Grades 1-3 are NOT intended as a comprehensive SEL curriculum or to be used instead of established evidence-based SEL curricula and tools, but may be used either independently or in concert with other SEL programs. The most effective use of included activities and supportive practices is likely to be the integration of these SEL resources into existing content instruction as well as regular classroom routines and climate enhancers. Embedding use of the SEL Resources into instructional time in all subject areas is strongly recommended. For example, specific book titles listed in the resources may be used within the Literacy block (or at any time) for interactive read-aloud or shared reading, (as well as independent reading when appropriate). Please note further guidance on literacy supports and practices is included in the [Reading for Understanding section of Engaging with Complex Text within the Mass Literacy Guide](https://www.doe.mass.edu/massliteracy/literacy-block/complex-text/understanding.html).

The indicators and sequence of difficulty in which they are framed (e.g., “a student may progress from being able to do x” to “being able to do y”, “until they are able to do z”) are NOT intended as a way for educators to assess whether any student is “on grade level” in any specific social emotional skill area. The Program Quality Workgroup (PQW) subcommittee members – the educator workgroup that informed the development of this document - actively advised not including grade levels from the indicators as a sign of understanding that children develop SEL skills with many individual differences in the rate and sequencing in which a given child attains each skill. Teaching Strategies Gold’s *Objectives for Development and Learning* also provides a color bar extending over a two year or longer age or grade level time frame for each indicator.

The SEL Resources for Grades 1-3 provide developmentally appropriate extensions into Grades 1-3 for exemplars, performance indicators, practices, and instructional strategies in five major social emotional competency areas from pre-k and kindergarten.

Please note that the terms “child” or “children” were used in the pre-K and K Standards, and those terms have been preserved in the quoting of the standards, and in many other locations within the SEL Resources. However, since the terms “student” or “students” is more common in grades 1-3, those terms have been used as well. Each set of terms should be interpreted as interchangeable with the others.

Please note also: a set of supplementary materials (Appendices) related to these SEL Resources have been developed and are expected to be posted in the future. Some mention of Appendices refers to forthcoming documents. The asterisks within the thirteen Resources refer to specific related resources that are expected to be forthcoming; the key to these will be published when the Appendices are posted.

In addition, some hyperlinks to websites are included due to recommendations by multiple Massachusetts educators who participated in the development of these Resources. While the majority of links to websites are located in the Appendices, a few links are within the SEL Resources themselves, and the same disclaimers apply: *References in this document to any specific commercial products, processes, or services, or the use of any trade, firm, or corporate name is for the information and convenience of the public and does not constitute endorsement or recommendation by DESE. Our office is not responsible for and does not in any way guarantee the accuracy of information on other sites accessible through links herein. DESE may supplement this resource with other services and products that meet the specified criteria. For more information contact:* [*achievement@doe.mass.edu*](mailto:achievement@doe.mass.edu) *or 781-338-3010.*

*See page 36 for Endnotes identifying the five sources of Indicators: a through e.*

**Social and Emotional Learning (SEL) Resources for Grades 1-3**

| ***Self- Awareness*** | | |
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| ***Standard: SEL1: The child will be able to recognize, identify, and express his/her/their emotions.*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**   * P[ractice labeling and defining different emotions](https://www.amazon.com/Saxton-Freymann/e/B001ILMBHU/ref=dp_byline_cont_book_1), especially using visuals of facial expressions; * Play Emotions’ Bingo. Sort pictures of emotions into categories (happy, sad, etc,)\*;\*\* * Show how they are feeling during morning meeting (e.g., select which picture best shows how they are feeling that day); \*\* * Use pictures to identify another person’s emotional state, and interpret non-verbal cues such as closed, angry or withdrawn body postures, and open, peaceful, or welcoming postures; * Identify/label feelings of characters in readings; work in pairs for peer support; * Tell each other, in pairs, about something that made them feel happy, sad etc. May repeat many times as a supportive practice, focused on different emotions; * Access art and music activities to provide focused opportunities to express feelings; model different emotions with gestures and expressions; | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to:*   * Recognize and label basic emotions (widely recognized basic emotions include happiness/joy, sadness, anger, fear, disgust, and surprise)a; * Identify emotions/ how they are feelinga; * Begin to appropriately express and share one’s own feelings in a variety of waysa;   *to being able to:*   * Recognize and label more complex emotions, (e.g., shame, embarrassment, guilt, pride, jealousy, and love)a; * Identify emotions in people picturesa; * Describe the reasons for one’s own feelings and the situations that cause those feelings, with decreasing supporta;  Asterisks for Supplementary Resources: The single, double and triple asterisks used throughout the text refer to related resources or Appendices to be posted in the future. A key to distinguish to what each type of asterisk refers will be added at that time. ***Endnotes*** *identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**   * Daily, or repeat as needed: With visuals, ask students to show how they are feeling (during morning meeting or on arrival, place a clothespin with their name on it to select which facial expression best shows how they feel that day); * Help students notice contrasts in feelings across time/people. Alternate: use numbers 0-10 to identify how they feel;\*\* * During interactive read aloud or shared reading: read books with clear and strong emotions, such as:   + *Arthur’s Nose* by Marc Brown   + *No, David!* By David Shannon   + *The Invisible Boy* by Trudy Ludwig   + *Just Ask* by Sonia Sotomayor   + *Marisol McDonald Doesn’t Match* by Monica Brown;\*\*and\*\*\* * Use emotions vocabulary to identify what characters in books are feeling; Make connections regarding needs, wants and feelings; have students talk in pairs about the emotions of the characters: what they felt, when and why; |
| **Possible learning activities:**  **(SEL1 continued)**  **Children could…**   * Use journal/ craft activities to express emotions/feelings; * Listen to stories to learn emotion vocabulary, including lists of common emotions); Beyond lists of feelings, include sentence starters and sentence patterns; e.g., “I feel \_\_\_\_\_\_\_\_ when \_\_\_\_\_\_\_\_\_\_\_\_”. Discuss how different emotions can be appropriate for different people; * Discuss how differences in culture or personality might cause people to react differently to the same event; predict how different characters in anchor texts might react to the same events. Discuss: is there more than one way to feel when something happens? Why or why not? **CR/AR.** * During interactive read aloud or shared reading: read books on feelings, such as In My Heart: A Book of *Feelings*, by Jo Witek; and *The Way I Feel,* by Janan Cain*.* | **Indicators /Possible evidence of learning:**  **(SEL1 continued)**  **Children may…**    *(Progress….)*  *until eventually being able to*:   * Associate a wide range of emotions with facial expressions, body language and behaviors;a * Identify emotions in characters in stories, or in other peoplea; * Express difficult or strong emotions appropriatelya.   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **(SEL1 continued)**  **Educators could…**   * Whenever appropriate, use emotion vocabulary to help students label their own emotions (e.g., “I can tell you’re excited/disappointed/frustrated …”); In the case of embarrassing or private emotions, identify them to the student privately; * Use self-talk to label one’s own feelings (e.g., “I am feeling frustrated/envious that the third graders get to go first, when you have been working so hard”; or “I am excited to see your work!”); model socially acceptable expression of emotions, including anger; * Introduce vocabulary words for complex feelings (e.g., frustrated, anxious, excited, embarrassed, proud, satisfied, confused, etc.); use visuals, hand gestures and expressions to “act out” emotions, labeling each; have students describe scenes where each feeling may occur; * Post visual charts of facial expressions and/or scenes associated with different emotions; label in both English and the predominant first languages of students in the class; include pictures of people of multiple races and cultures, male and female; * Assign a buddy support to those challenged by the task of selecting which picture shows how they feel. |

| ***Self-Awareness*** | | |
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| ***Standard: SEL2: The child will demonstrate accurate self-perception.*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**   * Identify strengths and skills that they are developing; tell a partner; * Identify personal interests/ preferences and choose to work/play at different times with peers with similar and different interests; * Compare selected characteristics of peers OR book, TV, or movie characters: physical, personality, interests, family, traditions, etc., using graphs or Venn diagrams; * Demonstrate what each child knows using methods based on their strengths (i.e., allow use of technology; do drawings or a skit instead of a written report); Universal design for learning (UDL) \*\* * Complete a reflection on personal strengths and share it orally or in writing; * Write an autobiography or story of an important personal experience; * Use graphic organizers or other visual tools to support understanding of steps in a process, with a timeline for expected completion. (See also APL7); | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to:*   * Identify personal characteristics such as physical features, abilities, preferences, and interestsa; * “Learn that mistakes are part of learning and growing”c; * Cope with/recover from mistakes, failure, setbacksa; * “Understand that their work cannot always be finished today but can be completed at a later time” c;   *to being able to*   * Be aware of strengths and challenges that make up who they area; * Be aware of and appreciate self as part of various communities and groups, including that each person’s family† history, **CR/AR** culture/ethnicity/language will have unique features and features in commona; **CR/AR** * “Identify when they have set unrealistic expectations for completing work”d;   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**   * Get to know students as individuals; provide positive validation and authentic feedback of children’s [strengths and unique characteristics,](https://familiesasap.org/types-of-strengths-in-kids/) including [cultural and language backgrounds;](https://www.prodigygame.com/main-en/blog/culturally-responsive-teaching/#list) **CR/AR** * Regularly initiate activities that foster children’s awareness and appreciation of all aspects of personal and social identities; **CR/AR** * During the third activity on left: Validate all responses, model learning from differences; provide time for descriptions; avoid focus on features that make any child uncomfortable; emphasize respect for others; **CR/AR** * Adapt curriculum content, materials, and instruction to be relevant to the interests, personalities, characteristics and personal histories of students (CSEFEL, adapted); * Help students identify activities they especially enjoy (e.g., “I can tell you really enjoy these stories” or “… really liked that activity.”) Reflect during day’s closing; * Take care to foster respect for family and cultural differences; be sensitive to student comfort levels sharing their cultural backgrounds;\*\* **CR/AR** |
| **Possible learning activities:**  **(SEL2 continued)**  **Children could…**   * During interactive read aloud or shared reading, within Literacy Block: Discuss characters’ strengths and weaknesses after readings on Self-Awareness such as: *I Like Myself* (Beaumont); *Glad to Be Me* (Blau), and *Janine* (Cocca- Leffler)\*\*\*; * Describe their cultural or family traditions and celebrations to the extent that is comfortable (e.g., don’t demand this of the only child in the class from a unique cultural group or living situation (e.g., foster care)): share/ discuss unique characteristics of the family† and culture in which they live; \* **CR/AR** * Work in a small group; use a rubric for self-assessment of their role in the group. (See also SEL12.); * Develop a plan or strategy about realistic expectations for next steps in meeting a goal; * Find and read books about children from their own cultural/racial background, as well as books about other cultures/ childhood experiences. (Details will be provided in appendices to be posted in future). **CR/AR** | **Indicators /Possible evidence of learning: (SEL2 continued)**  **Children may…**  *(Progress….)*  *until eventually being able to:*   * Describe their personal, family and community characteristics; provide reasons for their preferences and opinionsb;**CR/AR** * Identify roles and responsibilities as a group member and contribute in a positive capacity to the classrooma.   †Throughout the resources: remember that “family” can have different configurations and history of relationships. Children may live with: foster parents, grandparents and/or extended family, step- parents and step-siblings, same sex parents, as well as traditional mother and father, with or without siblings.  *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:  (SEL2 continued)**  **Educators could…**   * Individualize the way that directions are given to help each child learn strategies that work best for them, given differences in skills and learning preferences6 and 7. (paraphrased); \*\* * After getting to know students, assign them to work with a partner who has some similar strengths, telling them what they have in common; assign new partners periodically; * Display culturally relevant materials that allow children to “see themselves” in books, dolls, photographs, posters, and dramatic play materials; be sure to include books depicting a variety of races and cultures in both the classroom library and in titles assigned for reading; **CR/AR** * If the class includes groups of English Learners (EL) who speak the same first language (L1), explicitly permit communication in their L1 to validate their linguistic identity **CR/AR;** * Seek to identify and share positive role models with whom children can easily identify (e.g., male/female/non-binary, Black and Latino superheroes/athletes/ professionals, or accomplished persons in children’s areas of interest). **CR/AR** |

| ***Self-Awareness*** | | |
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| ***Standard: SEL3: The child will demonstrate self-efficacy (confidence/competence)*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**   * Share “I am proud of myself because... “.” during morning meeting or in an end of the day reflection; when applicable, use gestures and expressions to act out or illustrate activities that students are proud of. Afterward: Post the “I am proud of myself because…” statements to reinforce vocabulary and confidence; * During interactive read aloud or shared reading: read and discuss *It’s OK to Make Mistakes,* by Todd Parr or *Beautiful Oops* by Barney Saltzberg; Write key words from the discussion on the board; \*\*\* * When appropriate (remember physical or other disabilities may require adaptations/accommodations) Test physical limits through physical activities and challenges (e.g., climbing structures, balance beams, seesaws, obstacle courses, etc.); \* * Present results from project-based learning to others; include discussion of what required the most effort; * Become a peer mentor or peer leader; | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to:*   * “Show a “can do” attitude” or “eagerness to try new experiences”c and challengesa; * “Show pride or satisfaction in their work or accomplishments”c; * Speak up for themselves when personal needs arise (e.g., when hungry, thirsty, injured, ill or upset) or to let others know how they feela;   *to being able to:*   * Identify and describe age-appropriate personal and/or classroom goalsa (See also APL1); * Speak up for themselves in peer interactions, to advocate for their ideas or point of viewa; * “Show awareness that mistakes are part of learning”c;   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**   * Provide students with opportunities to take age-appropriate risks; * Teach and encourage process over product; provide feedback focused on the process engaged in more than the product produced; * Establish group or classroom goals to enable students to see the process from goal setting through goal achievement as a group; summarize or recap the goal/discussion/ lesson at the end; * When possible, allow sufficient time (and/or save projects) for children to play, explore, experiment, and accomplish tasks until they are personally satisfied; * Give specific, authentic feedback that focuses on what has been accomplished or achieved, and celebrate accomplishments for all students; * Regularly engage in discussion about the effort required for completing tasks; encourage effort and what is needed to achieve tasks (e.g., materials; steps to take, problems to solve); * Write key words on the board (helpful for ELs and many others); |
| **Possible learning activities:**  **(SEL3 continued)**  **Children could…**   * Identify a personal goal, and write a list of steps that they anticipate will be needed to reach that goal; revise planned steps as needed during the process; check off each step when completed; * Participate in small plays or skits in which the characters present different opinions or ideas, or defend their rights. * Discuss what they should do if they feel bad in any way, (e.g., sick, sad); discuss: if they know someone else who feels bad in some way-- who they should tell? (parent, teacher, nurse, counselor. etc.). | **Indicators /Possible evidence of learning: (SEL3 continued)**  **Children may…**    (*Progress…)*  *until eventually being able to:*   * Practice skills to reach their desired level of achievementb (GOLD®b) * Accurately identify own strengths and challenges (self-assessment, self-appraisal)b (GOLD®); * Develop and work toward personal goalsb (GOLD®); * “Recognize that attempting something new may be accompanied by initial discomfort”e; * Speak up for themselves before small groups or the whole class, presenting their opinion or ideas, or defending their rightsa.   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **(SEL3 continued)**  **Educators could…**   * Provide options for demonstrating what students know by appealing to strengths (e.g., use technology, do skit instead of a written report); use UDL; \*\* * Limit public display of student work, (such as graphs of student progress in mastery of math facts or changes in reading fluency) to items that students are comfortable displaying; * Model self-talk about when confidence makes sense and when to realistically limit expectations, based on experience; * Make visual supports for students to [support communication for self-advocacy](https://i.pinimg.com/736x/47/79/35/4779359c965f7fda4adfc5aba8ec07f4--self-advocacy-activities-social-skills.jpg) (e.g., a poster with examples of ways to ask for help); (see also SEL10) * Establish specific, short-term goals for individuals, or the group, that will challenge students, yet are still attainable; * During group or independent project work, have students verbalize their plans and the steps to their goals; have them note their progress regularly; * Promote understanding of and use of a growth mindset; teach and use mindset vocabulary such as “YET”; effort; courage; improve; mistakes, etc.; \*\* * Include relevant practices and info on growth mindset in discussions to support goal setting and self-improvement.\*\* |

| ***Self-Management*** | | |
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| ***Standard: SEL4: The child will demonstrate impulse control and stress management*** | | |
| ***Activities/ Instructional Strategies****:*  *ideas of things to do in the classroom to teach or promote these identified behaviors and skills.* | ***Indicators or Evidence****:*  *signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard* | ***Supportive Practices****:*  *strategies or categories of actions that can be taken to support the targeted behaviors or skills* |

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| ***Possible learning activities:***  ***Children could…***   * Practice routines (arrival, dismissal, transitions) periodically throughout the year, use flexible thinking when changes are needed; explain why flexibility is useful in life; * Create or complete a self-inventory or set of individual or classroom goals; * Brainstorm and practice different strategies to handle challenging emotions (e.g., ask a trusted adult for help and/or a plan when overwhelmed; move to a quiet place and read after a disagreement; talk to a friend2 (adapted); * Read and reread one or more books in which characters use anger-management strategies that you like (find a personal anchor text); See books on dealing with anger \*\*\*; * Participate in dramatic role playing where children take turns in roles from a story; discuss each role: perspective and behavior; What are the choices each character makes? What might they do instead? Which version of the character do you like best and why?; | ***Indicators /Possible evidence of learning:***  ***Children may…***  *Progress from being able to:*   * Understand rules/expectations and demonstrate self-controla; * “Understand and accept reasonable behavior consequences”c;   *to being able to*   * Cope or “control strong emotions in an appropriate manner most of the time”b (GOLD®); * “Manage [self during] transitions”4 and “apply basic rules for behavior in new or similar situations”b (GOLD®): adapt to new places and events)a;   *until eventually being able to:*   * Manage or control emotions appropriately in more challenging emotional situationsa; * “Manage strong emotions using known strategies”b, (GOLD®) including seeking help from a trusted adult (“use coping strategies”e); * “Demonstrates patience with personal limitations”b(GOLD®).   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | ***Supportive practices:***  ***Educators could…***   * In discussion with the class, and as needed with individuals, answer: what are typical triggers for de-regulation/temper tantrums? What kinds of things “set one off”? What can you do when you know something is coming up that might set you off? What signs does anyone’s body give when getting upset? What can you do when you feel these signs coming on?; * Establish and review common routines for transitions (for example, pre-alert, “Five minutes”, use an audible/verbal or kinesthetic signal to start a transition; create and regularly refer to a visual schedule, etc.); summarize/ recap each lesson you teach to signal the end; * Use classroom meetings as a time to revisit, discuss and revise rules as needed; have students draw pictures to illustrate each rule in context. Choose one illustration/scenario to post as icon for each rule. Refer to posted visuals as needed; * Make sure all students, including ELs, understand rules before they get consequences; |
| ***Possible learning activities:***  ***(SEL4 continued)***  ***Children could…***   * Play games that make you concentrate and control your movements, such as Simon Says, Red Light Green Light, and Follow the Leader. These help you learn to control impulses, an important part of self-management, and help you to become a better learner; * Other options include [Playworks games](https://www.playworks.org/game-library/) that require attention to the leader’s example (Running Thru the Forest); nonverbal communication (silent version of Alligator Swamp); or impulse control (Animal Farm, played with eyes shut); * Practice actively using calming strategies, such as: \* * Take deep, calming breaths (e.g., Close eyes, relax body, breathe slowly through the nose. After filling up a deep breath, hold it, count to three, then slowly breathe out); * Count to ten before speaking during moments of stress and/or conflict; * Create “glitter bottles” to focus on the floating glitter when feeling stressed; * Take a break, back away, pause and leave the conflict long enough to be able to return calmly; act out a skit showing different ways of reacting to stress; discuss which works best; | ***Indicators /Possible evidence of learning:***  ***(SEL4 continued)***  ***Children may…***  *(Progress until meeting indicators above)*  (all seven SEL4 indicators are on previous page) | ***Supportive practices:***  ***(SEL4 continued)***  ***Educators could…***   * Choose consequences for violations of each rule, but revisit choices at intervals throughout the year; * Allow students to help determine their own consequences when appropriate; * Provide self-reflection/ behavior processing sheets for students as appropriate; when helpful, provide weekly, daily, or hourly charts for keeping track of progress or entering sticker rewards; * Make connections to real-world contexts in discussions of the reasons for expected and unexpected (or unacceptable) school behaviors and consequences; * Establish group or classroom goals to enable students to see and experience the process from goalsetting through goal achievement as a group; * Collaborate with a school-based occupational therapist, adjustment counselor or other support staff to help assess classroom environment, tasks, and routines for elements that support or disrupt student regulation; |
| ***Possible learning activities:***  ***(SEL4 continued)***  ***Children could…***   * Practice focusing exercises such as: * Focus on a chime until the sound is gone; * Focus on a drop of ink or paint as it disperses in water until it can no longer be seen; * Solve age-appropriate mazes; * Explore Yoga or Mindfulness exercises, led by the teacher or those on apps (e.g., Mindful Powers, Smiling Mind, Headspace, and Superstretch Yoga); * Choose pebbles, study them, put them back in a pile, and then find “your pebble”; * Work on noticing when your body or emotions are stressed and try out ways to feel better: go to the Peace Table; use the glitter bottle or hand squeezers; listen to calming music; take deep breaths or bend at the waist to get blood to your head; create a picture with favorite colors. Keep notes on what stressed you and what you tried out. Make a checklist of strategies with the best ones for you at the top; | ***Indicators /Possible evidence of learning:***  ***(SEL4 continued)***  ***Children may…***  (*Progress until meeting indicators above)*  (all seven SEL4 indicators are on previous pages) | ***Supportive practices:***  ***(SEL4 continued)***  ***Educators could…***   * Provide and refer to examples of self-regulation tools: sensory materials, cognitive distractors. Display visual reminders of these tools; e.g., refer to illustrated directions for a calming breathing exercise; demonstrate each tool including gestures and facial expressions as part of the modeling, to support Els; * Model self-talk and metacognition in response to emotionally challenging scenarios; * Periodically remind children to practice   focusing attention (see suggested activities);  \*and \*\*   * Use literature with guided discussion questions to highlight different perspectives on anger and impulse control; choose a book as a class anchor text to refer to often; \*\*\* * Support students to brainstorm, with peers, problem scenarios, behavior decisions, and consequences; include brainstorms of funny consequences for extremes in breaking rules, whenever possible (make it memorable); |
| ***Possible learning activities:***  ***(SEL4 continued)***  ***Children could…***   * Play a game: Passing the Cup of Water. Four or more stand in a circle; begin passing a cup of water (half full) around. After two full circles, add a second half full cup; challenge everyone to pass as quickly as they can; add more cups of water; trade some half-full for full cups; pass all cups quickly in the same direction. [Teacher: To add stress, have some people step out] Afterwards, ask: how did you feel when passing the water, or when asked to leave the circle? When were you most stressed? What can you do when stress is too much?; * Plan to find ways to control impulses. Options to consider:   + Count to three before you move or speak;   + work with a “impulse buddy” to remind you of your goal;   + keep an “impulse journal”;   + ask for help;   + ask your teacher for ideas on self-talk that encourages you to do better and then practice. * Read together, during interactive read aloud or shared reading, and discuss: Binkow and Ana: *Howard B. Wigglebottom Learns It’s Ok to Back Away*; Walker: *Mr. Huff;* Hale: *Clark the Shark.* | ***Indicators /Possible evidence of learning:***  ***(SEL4 continued)***  ***Children may…***  ***(****Progress until meeting indicators above)*  (all seven SEL4 indicators are on previous pages) | ***Supportive practices:***  ***(SEL4 Continued)***  ***Educators could…***     * Create, provide access to, and model the use of a calming center or “peace corner” with soothing sensory materials; demonstrate the use of calming center items using facial expressions and gestures to make the purpose and meaning clear to Els; * Teach, role-play and model self-regulation strategies; practice various cognitive and sensory self-regulation (ex. Chair push-ups, scented lotion/hand sanitizer, mindfulness strategies);\* and \*\* * Help students who need support to monitor/keep track of their behaviors:   + Jumping up out of seat   + Interrupting others   + Cut in front of people in line   + Speak out without raising hand   + Quit/take a break when TOO frustrated.   \*,\*\*, \*\*\* |

| ***Social-Awareness*** | | |
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| ***Standard: SEL5: The child will display empathetic characteristics.*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |
| **Possible learning activities:**  **Children could…**   * During interactive read aloud, shared reading, or independent reading: read books that highlight how different people have different feelings and responses to the same thing; \*\*\*   Sample titles:   * *Grouchy Ladybug*, Eric Carle;\* * *Each Kindness,* Jacqueline Woodman; * *Theo’s Mood*, M. Cocca-Leffler; * *Double Dip Feelings,* Barbara Cain; * Discuss challenging situations and how one might feel/react differently. Share responses and discuss similarities and differences, including situations when multiple feelings are present (i.e., roller coaster can be exciting, yet scary). Younger grades may need adult support; * Identify emotions based on facial expressions and body language, or the sounds people make when they feel different emotions, with teacher support. Brainstorm and discuss what might have happened to cause those emotions to be felt. (See also: SEL1); | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to:*   * “Recognize/ identify the feelings that a person may have in a given situation”c; * “Understand and describe the causes of some emotions”c;   *to being able to:*   * Recognize that feelings of different people about a situation may differ from our ownb (GOLD®); * Recognize that different people have different thoughts, preferences and opinionsa;   *until eventually being able to:*   * + “Consider others’ viewpoints”d and e and/orinterpret the complexity of how the same situation may cause different emotions in different peoplea;   + Recognize that people can experience more than one emotion at the same timeb (GOLD®).   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**   * Use morning greeting/classroom meeting as a time to share how each student feels that day, or how two children may have felt differently at the same event; * Emphasize differences between people in their point of view/opinions; consider other’s perspectives. When reading a story, compare how a character felt with how a student felt in a similar situation (e.g., in text-to-self connections); * Review lesson plans with EL specialist in advance to choose when to prepare vocabulary support or visuals; * Build a classroom library and offer books related to building social perspective taking;\*\*\* Include books on kindness, respect and empathy showing people from many races and cultures. For trauma sensitivity: recognize that different children are “triggered” by different items or events related to past or current trauma; **CR/AR** |
| **Possible learning activities:**  **(SEL5 continued)**  **Children could…**   * Participate in providing peers with positive feedback in a guided activity (e.g., “Bucket Filling activities”); * Work on persuasive writing connected to actual events or issues with which students empathize (national, local, school or classroom wide); Younger grades may need more adult support; * During interactive read aloud or shared reading: read and discuss books that support understanding of kindness and empathy, such as: * Nancy Elizabeth Wallace’s *The Kindness Quilt* * Carol McCloud’s *Have You Filled a Bucket Today?* | **Indicators /Possible evidence of learning:**  **(SEL5 continued)**  **Children may…**  (Progress until meeting the indicators above)  (The six indicators for Social Awareness: Display empathetic characteristics, are on the previous page) | **Supportive practices:**  **(SEL5 continued)**  **Educators could…**   * Model “Think aloud” about a specific emotion, what caused us to experience it and how it affects others, in response to when students see someone upset and need to decide what to do about it; * Use authentic classroom situations to reflect aloud on empathetic responses (e.g., during a conflict; when someone is crying).\*\* |

| ***Social-Awareness*** | | |
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| ***Standard: SEL6: The child will recognize diversity and demonstrate respect for others.*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**   * To the extent that is comfortable for each child, bring in objects from home (e.g., photo albums, family artifacts) that describe family life and/or traditions; offer the option to bring selected magazine or newspaper photos of families as alternative pictures to share and discuss. Create a visual display (Alternative: see teacher created display of a variety of families in Supportive Practices, first item); **CR/AR** * Create a Venn diagram with a peer, identifying, comparing, and contrasting personal characteristics and traits; * Write via email with a pen pal in another community, state, or country; compare in-school and afterschool activities; * Respond in writing or other form of expression to the questions “What would happen if we were alike? What’s good about having differences?”; * Read books/ (Teachers: develop lessons) that address culture, disability, family dynamics, social perspective taking, etc. Use animated gestures and gestures when reading aloud. Some book examples: **CR/AR** | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to:*   * Express comfort with people who are both similar to and different from thema; * “Appreciate diversity by describing qualities that make individuals and families both unique and similar”c (e.g., physical characteristics, personal interests, feelings, and ways of meeting basic human needs)a; **CR/AR**   *to being able to*:   * + Use language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to- and different from- each other and others in their identity groups (age/grade, gender, family, race, community, culture)a and d; **CR/AR**   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**   * Visually display images that counter stereotypes of race, gender, cultures, family structures; Work to include pictures showing single parent families, children raised by grandparents, mixed race families, foster families, individuals with physical disabilities in families, same sex couples, large and small families, etc.; **CR/AR** * Ask questions, offer diverse perspectives, and role play using stories in which the character’s lifestyle is different from the students’; be sure to use animated gestures and facial expressions; * With family or teacher support, look for relevant news stories that highlight bias and especially those where someone stood up to bias/prejudice and justice prevailed; remember to summarize and recap each story; link to related stories and prior lessons when appropriate; **CR/AR** * Model respect for all members of the class/school, emphasizing how it is okay that some are the same and some are different than you; **CR/AR** \*\* |
| **Possible learning activities:**  **(SEL6 continued)**  **Children could…**  Read (e.g., during interactive read-aloud or shared reading):   * *Everybody Cooks Rice* by Norah Dooley * *I am Enough* by Grace Byers * *How My Parents Learned to Eat* (Friedman)\* * *One Green Apple*, (Bunting)\* * *It’s Okay to Be Different (*Parr) * *The Sneetches* (Suess)\*   Students and teacher can recap/summarize each story, or role play to re-enact. Repeat often to incorporate as a supportive practice. Include books depicting people from many different races and cultures; **CR/AR**   * Role play or dramatize scenes from a story to show how the daily living habits of children/people from various cultures, different levels of financial stability, or different family types, might be similar to and different from their own; **CR/AR** * Sort pictures of toys and games by gender: which would most people call “boy toys or games” and which would people consider “girl toys” etc. Discuss. (Teachers may use a lesson plan on Analyzing Gender Stereotypes in Media on the [Learning for Justice](https://www.learningforjustice.org/) (formerly: Teaching Tolerance) website.\* | **Indicators /Possible evidence of learning:**  **(SEL6 continued)**  **Children may…**  *(Progress…..)*  *until eventually being able to:*   * Engage respectfully with all peoplea **CR/AR**; * Express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open- minded waya.**CR/AR**   *(*three of the five indicators for Social Awareness: “recognize diversity and demonstrate respect…” are on the previous page)  *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **(SEL6 continued)**  **Educators could…**   * When carrying out activities for this standard: make sure each child is comfortable sharing; provide alternative options when sharing home life or personal characteristics may not be comfortable; **CR/AR** * Find topics and [news stories](http://www.adl.org/education-outreach/lesson-plans/elementary-lessons.html#.V1DcYiMrK3d) that address diversity of multiple kinds: cultural, racial, economic, physical, etc., With adult support, help students identify articles or historical events showing bias, anti-bias, or social justice/injustice. Discuss with the students: Is this fair? right? kind?; **CR/AR** * Invite guest speakers from diverse backgrounds/experiences to speak in the class; discuss how their stories connect to prior stories and lessons; work to avoid the [Celebrating Diversity detou](http://www.ascd.org/publications/educational-leadership/apr19/vol76/num07/Avoiding-Racial-Equity-Detours.aspx)r[[14]](#footnote-15);**CR/AR** * Include children’s literature, instructional and play materials that celebrate all cultures within the school community on an ongoing basis; **CR/AR** \*\* * [Learning for Justice](https://www.learningforjustice.org/) (formerly Teaching Tolerance) offers more than a dozen lesson plans for K-2 grade level students on diversity issues that include body image, disability, gender, immigration, fairness, families and more. **CR/AR** \*\* |

| ***Relationship Skills*** | | |
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| ***Standard: SEL7: The child will demonstrate the ability to communicate with others in a variety of ways*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**  **LISTENING/SPEAKING ACTIVITIES:**   * ***Role play*** community helpers, restaurant staff etc. in a center, using the familiar dialogue/ conversations for the setting. * ***Take turns being the speaker*** in a group discussion; * Use background knowledge- ***Brainstorm questions*** to ask a classroom visitor; * ***Ask follow-up questions*** after a science project presentation; * ***Play question toss***, throw a ball to a friend and ask a question on each toss; * ***Practice*** after a lesson to explicitly teach ***whole body listening***; * Create a classmystery box; take turns putting an item into the box and creating questions to guess the item; * ***Practice listening attentively*** to partners (e.g., for one minute, each child describes his/her/their perspective on a topic while the other listens, then each child summarizes the partner’s statements; reverse roles); * ***Discuss*** the concept of communication: What is it? Why is it important?; \* | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to:*   * Sustain a social interaction for three to five back and forth exchangesb,† (GOLD®); * “Ask simple questions orally related to the topic/task at hand, in order to clarify information”c,†; * Listen passively for 5 minutes; attend when actively engaged for 15-20 minutes or longera;   *to being able to*:   * “Extend conversations by responding to comments and asking questions”b,† (GOLD®); * Ask specific and multi-part questionsb,†; * Listen passively for longer (10 minutes or more); attend when actively engaged for 20-25 minutesa;   *Endnotes identifying sources of indicators (a-through e) are on page 36.*  †Includes using home language, alternative communication systems, sign language e | **Supportive Practices:**  **Educators could:**  **Support Class Discussion:**   * Establish class routines for respectful dialogue, discussion, and student presentations, including modeling and practicing turn taking, asking and responding to questions, and summarizing main points; \*\*   **Support Listening Skills:**   * Reinforce class expectations for effective pair-sharing activities such as: * make eye contact; * repeat what the person said in your own words, to be sure you heard and understood; * nod, say “uh-huh” or comment briefly to speaker; * ask questions to confirm understanding;\*\* |
| **Possible learning activities:**  **(SEL7 contined)**  **Children could…**   * Work in small cooperative learning groups to ***role play*** simple verbal and nonverbal communication: using movement to communicate. Challenge the audience to guess the non-verbal messages; \*\* * Use only drawings and nonverbal communication to help their peers guess the title of their book;   \*\* and \*  **READING AND WRITING ACTIVITIES**   * Create posters that illustrate agreed upon discussion rules; * Make greeting cards for specific occasions, sharing sentiments in writing and with drawings; * After reading or seeing a video, write your response: What did you think about when reading or watching?; * Set up a class “mailbox/postal” system and regularly write notes or letters to classmates. * Read together (interactive read aloud or shared reading); discuss communication: *Amelia Bedelia*, Parish; *Drawn Together* (Minh); *A Letter to Amy (*Keats). | **Indicators /Possible evidence of learning:**  **(SEL7 continued)**  **Children may…**  *(Progress….)*  *until eventually being able to:*   * “Connects others’ ideas shared during conversations”b,†(GOLD®); * “Ask a wide variety of types of questions, including complex questions” and “questions to gain deeper understanding”d, †; * “Write most questions”a,†; * Listen passively for progressively longer periods; attend when actively engaged for 30 minutes or morea.   †includes using home language, alternative communication systems, sign language  *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **(SEL7 continued)**  **Educators could…**   * Provide authentic feedback to affirm good listening skills (e.g., “I saw the way you listened.” “The more you listen the more you learn.”); * Teach and model phrases students can use to initiate and continue social interactions; \*\* * Create listening “challenges” when longer periods of listening are needed, and if needed, offer options for those who cannot sustain listening for the full time, such as providing movement options, alternative seating, or a related alternative activity;   **Provide Opportunities For Language Development:**   * Assign students to cooperative learning small groups, and make sure all children are supported to participate; use cooperative learning groups frequently; * Provide dramatic play opportunities for children to practice communicating in varied contexts; * Discuss question types, such as “I wonder…”, “I am confused about….” and the role of questions in learning.   \*\* |

| ***Relationship Skills*** | | |
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| ***Standard: SEL8 The child will engage socially, and build relationships with other children and with adults.*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**  **Support Child-Adult Relationships:**  Role play how to ask for teacher help;   * Interview an adult and share what you learn; (see MCF for History and Social Science: Grade 2.T3.3; page 47) * During interactive read-aloud or shared reading, read and discuss one or more of the following books, as well as other books focused on adult-child friendships: * *Mr. George Baker*, by Amy Hest; * *Wilfred Gordon McDonald Partridge*, by Mem Fox; \* and \*\*\* * Brainstorm as a class the questions you want answered; interview an adult/peer from another culture and then tell the class what you learned; * Play “getting to know you” games;   **Support Child-Child Relationships:**   * Makea Class Friendship booklet, each child contributes a page about themselves, about one peer, or collect written lists of one positive thing about each classmate from all students in the class; | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to*   * “Engage in easy interactions primarily with adults who make an effort to build a relationship or connection”c, d, and e; * “Eagerly socialize with peers and often have strong preferences about those with whom they want to work and play”c; * Interact cooperatively in groups of four or fiveb(GOLD®) SEE ALSO APL5;   *to being able to:*   * Engage with trusted adults as resources and to share mutual interestsb (GOLD®); * “Work, play and interact cooperatively and successfully with a broader group of peers”, [especially if] “they initiate the activity or select their partners”d;   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**   * Actively work on trust: Create an emotionally safe space where students know they can ask any question or make any respectful comment without being taunted or criticized; \*\* and \*\*\* * Greet students by name at the start of each day; * Consistently communicate to know your student’s interests and concerns; * Develop classroom routines and structures that allow students to express when they need help, or need to talk; * Model respectful and non-threatening physical interactions: eye contact, personal space, lowering self to match students’ level; * Seek to include books depicting people of many races and cultures to promote relationships among children from differing background; **CR/AR** |
| **Possible learning activities:**  **(SEL8 continued)**  **Children could…**   * Highlight examples of social skills: sharing, being polite, kind, and saying “hi’ in many ways; \* * During interactive read-aloud or shared reading, read stories about how friends solve problems; Sample titles:   + *Tilly and Tank*, by Jay Fleck;   + *Louise and Andie: The Art of Friendship*, by Kelly Light;   + *Enemy Pie*, by Derek Munson;\*   Include books depicting friendships among people of many races and cultures whenever possible;   * Role-play common challenges, such as name-calling and then brainstorm possible solutions as a class.   SEE ALSO SEL9. | **Indicators /Possible evidence of learning:**  **(SEL8 continued)**  **Children may…**  *(Progress …..)*  *until eventually being able to:*   * Respectfully engage with an adult who has a different viewpoint, and able to consider the adult’s alternative ideasb (GOLD®); * “Become increasingly independent from adults” and “enjoy interactions with adults when they do not feel overly controlled by them”e; * “Focus on close friendships” (paraphrase); “trying to understand where they fit into the social fabric of the group”e.   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **(SEL8 continued)**  **Educators could…**   * Support students assigned to conduct adult/peer interviews (The second activity in the SEL8 list, on left): help them identify an adult to interview; provide an interview script with questions such as: Where did your family originally come from? Why did they come to MA? What are your favorite celebrations, holidays or family traditions?; Give students the option to describe the celebration or holiday they would like to have, if they prefer (especially for those who have been homeless or having other hard times); * Proactively support social interactions for children who are too isolated by assigning likely pairs to do assignments together; (be thoughtful about pairings; * Set up cooperative groups, give each child a role/ duty to perform while they collectively work on a task; SEE ALSO APL5 * Provide frequent opportunities for interaction by building peer interactions into classroom routines and activities; \*\* * Have peers share their work with partners or small groups. |

| ***Relationship Skills*** | | |
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| ***Standard: SEL9: The child will demonstrate the ability to manage conflict*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**   * Role play mild conflict resolution scenarios using simple models/strategies they have been taught (e.g., stop, ask an adult for help, take turns stating the problem, listen respectfully, brainstorm solutions, choose one to try…); * Play games that can serve as conflict resolution strategies, e.g., rock, paper, scissors; one potato, two potato, three potato, four (etc.); draw straws; * Discuss, in a group, how to approach multiple conflict scenarios with different types of problems (e.g., someone being mean; not enough to go around; cheating on a test; your friend tells your secret); * Act out or produce puppet plays in which the characters resolve conflicts using different strategies; * Brainstorm solutions to common classroom or playground issues that occur etc. Write the solutions on an anchor chart and encourage students to refer to it to mediate their own problems; * Write a story (or draw a picture) about a personal conflict they had and how it was resolved; | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to*   * Use words to solve problems: take turns, share, make apologiesa; * Manage smaller conflicts on their owna; * Follow a model when strategies for preventing conflicts are modeled (turn-taking, waiting periods, sign-up sheet)a; * Make suggestions which offer solutions including negotiating or offering a compromiseb(GOLD®);   *to being able to*:   * Solve a new conflict with a peer that has not occurred previouslya; * “Talk over problems with peers, including describing their feelings, and considering different options”d;   *Endnotes identifying sources of indicators (a-through e) are on page 36*. | **Supportive practices:**  **Educators could…**   * Use class meeting time as needed to discuss recurring class- or school-wide problems/conflicts, and to learn a problem-solving process; * Select and promote consistent use of common language for a problem-solving process within the classroom, including posting the steps; \*\* * Post visuals to use to guide sorting large and small problems; practice sorting together; Discuss responses to large and small problems; * Model, guide, and build-in conflict resolution exercises or activities during the day set up by and supported by the teacher; \*\* * Remind children that the first step in conflict management is to stop: calm down/cool off when upset. Give positive, authentic feedback to children who actively use strategies such as taking deep breaths, counting, taking a break; Encourage students to talk about their feelings during a conflict; get them thinking about their actions and the consequences; |
| **Possible learning activities:**  **(SEL9 continued)**  **Children could…**   * Sort problems into categories using multiple examples and choose a category for each one:   + solve on your own,   + solve with friends,   + ask an adult;   + talk it through,   + bring it to a restorative circle,   + use the law and court system; * During interactive read-aloud or shared reading: Read and discuss books about friends or others in conflict, and how they resolved differences. Examples include: *The Great Ball Game: A Muskogee Story* (Bruchac), a folktale; *Enemy Pie* (Munson); *Under the Lemon Moon* (Fine); and *The Zax* (Dr. Suess). \* and \*\*\* | **Indicators /Possible evidence of learning:**  **(SEL9 continued)**  **Children may…**  *(Progress….)*  *until eventually being able to:*   * Think of and/or use many different conflict resolution strategies or solutionsa; * Consider multiple viewpoints of others, including asking others to explain their viewpoint before offering solutionsb (GOLD®); * Manage most conflicts independentlya; * Discuss possible consequences to solutions and evaluate options to pick the best solutionb. (GOLD®)   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **(SEL9 continued)**  **Educators could…**   * Embed conflict resolution lesson in Grade 1 folktale studyusing*The Great Ball Game: A Muskogee Story,* by Joseph Bruchac; \*\*\* * Challenge students to help peers use the problem-solving process when in conflict1;   **Trauma Sensitive and Anti-racist Practices: CR/AR**   * Collect and share descriptions of common social problems among students; ask individuals, or the whole class: “Is this a big problem? Or a small problem?”. Review and remind students of problem categories (see activity for sorting problems). Remember: previously marginalized or traumatized students may have a different perspective/experience regarding which problems are big or small, and teachers should be ready to address this. Teachers are encouraged to learn students’ histories; **CR/AR** * Challenge students to explain how a person or character might feel in each situation/point in a story, and to predict effects: what might come next?; (SEE ALSO SEL1) **CR/AR** * Model for and teach students to use “I” statements to advocate for themselves when others bother them; E.g.: “I feel really frustrated when you keep getting in my way”. **CR/AR** |

| ***Relationship Skills*** | | |
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| ***Standard: SEL10: The child will demonstrate the ability to seek help and offer help*** | | |
| **Activities/ Instructional Strategies**:  specific ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors and/or skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to provide a context of support for the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**   * Brainstorm problems then sort problems into small, medium and big; talk about how responses to small problems and big problems usually differ; identify options for the type of help needed and discuss why; * Make a problem-solving book with different options for how one could find or provide help that could solve a problem (e.g., as a class, on own, with a peer, or with adult help); * Listen to scenarios of people facing difficulties and discuss how to choose what would be best: to solve the situation on their own, with peer, or adult help; * Use a volunteer chart to sign up to help with particular tasks (e.g., support a new child to learn classroom routines; help a peer who is learning English); * During interactive read-aloud or shared reading: read stories about needing and giving help, such as *Wilfred Gordon McDonald Partridge,* by Mem Fox, and *The Three Questions*, by John J. Muth; \* and \*\*\* | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to:*   * With prompting/ reminders, begin to seek support from peers before asking the teacher for helpa; * Ask for clarification in order to understand complex directionsb (GOLD®); * “Offer to give comfort, to help someone new, to offer compliments and suggestions to othersc;   *to being able to:*   * Reflect and evaluate when he/she/they would benefit from asking for helpd; * “Appropriately decline help that is offered but not needed”d; * Be able to consider the viewpoint of others and offer to help others in a wide variety of waysd;   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**  **Teacher Modeling and Direct Instruction on Asking for Help**   * Post visuals related to identifying what is a big or small problem?; when problems occur, help students think thru and re-calibrate the size of their reactions based on “is this a big problem or a small problem?” Prompt for/ remind students of options they have for solutions; * Explicitly and directly teach and model strategies for asking for help (see reference list below);   **Teacher Feedback and Facilitation:**   * Acknowledge student resilience or effort when any student appropriately seeks adult help, finds or offers peer help, and/or solves a problem on their own; * Pay attention to students who do not make use of adults for help in academic or social situations, arrange opportunities for them to see “asking for help” behaviors modeled, offer positive feedback when they practice; \* and \*\* * Provide opportunities for cooperative/collaborative learning experiences; SEE ALSO APL5; |
| **Possible learning activities:**  **(SEL10 continued)**  **Children could…**   * Pick some type of volunteer work to do in the school and/or community, and organize a time and place to do the work (e.g., picking up litter; raking leaves; whatever is most needed in your school or community;) * Work in groups to make up silly skits about what could possibly happen when someone who needs help doesn’t ask for it; contrast it with replaying the scene with examples of different ways the person could have asked for help and show a different (less silly/exaggerated) outcome. | **Indicators /Possible evidence of learning:**  **(SEL10 continued)**  **Children may…**  *(Progress….)*  *until eventually being able to:*   * “Work well with diverse individuals and in diverse situations”e; * Contribute to the overall effort of the groupa; * “Offer to help others in increasingly thoughtful ways, showing their higher levels of social awareness and problem-solving abilities”e.   SEE ALSO APL5: Ability to cooperate in play and learning.  *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **(SEL10 continued)**  **Educators could…**  **Asking for Help: Create Reference List or Anchor Chart**   * Keep copies of a reference list of how to ask for help on a laminated page, easy to hand out; provide this to students who have trouble asking for help; Examples:   (“Strategies of Asking for Help” is free-- available online from SmartSpeechTherapy.com):   1. Start with: *I need help.* 2. Ask: *Can you start a sentence for me?* 3. Ask: *Can you explain it to me?* 4. If confused say: *I don’t know where to find the answer OR I don’t understand.* 5. Need to see it first? - then ask: *Can you show me?* 6. If not sure - say: *Can you give me a hint?* 7. Having trouble then say: *I am confused.* 8. Have trouble focusing –say: *I need a break;*  * Teach an interactive lesson in which you use students’ ideas about how to ask for help; include their ideas and items listed above in an anchor chart to post; * Teach directly as a classroom expectation: **“**Ask 3 then me”, so students understand that when they have a problem, they start by asking three peers for help before approaching the teacher; * Explicitly model expectations for care and use of technology/devices. |
| ***Responsible Decision Making*** | | |
| ***Standard SEL11: The child will demonstrate increasing personal, social, and ethical responsibility*** | | |
| **Activities/ Instructional Strategies**:  specific ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**   * Engage in a collaborative discussion or process to create, and/or agree on classroom rules; \*\* * Explain the behavioral expectations and consequences sequence, with an example dramatized using student role playing, or a puppet show, during the first few weeks of school; * During interactive read aloud or shared reading: read the book *The Sneetches*, by Dr. Seuss.Act out and discuss this story about exclusion and prejudice; \*\*\* * In relation to classroom agreed upon rules, sort pictures or descriptions of behaviors into the categories of “expected” and “unexpected” (or “acceptable”/”unacceptable”); * Mentor lower grades (grades 1-3) as role models in following class- and school-wide rules and expectations; practice being a good role model or example to students in younger grades, by following class- and school-wide rules and expectations; | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to:*   * “Follow rules and routines when they have helped shape them and when rules are simple and consistent”c; * Develop a sense of what is fair or just, and what is nota;   *to being able to:*   * “Propose a change to a rule that is not working well (e.g., suggesting two rather than four work at an activity)”d; * Expand the contexts in which they follow routines and rules to locations outside the classroom, and across a wider span of time (e.g., following weekly schedules, not only daily)d; * Demonstrate understanding of concepts such as safety, kindness, respect, and care for the objects and materials in the environmentb (GOLD®);   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**   * Set up visual reminders of morning routines (e.g., sign in, put away backpack and lunch, read board to see morning work) and schedule (icons in a pocket chart, or written on board); * Set a positive tone, check in with children to see that they know what to do, remind as needed; Enroll peer models to help any unsure; * Include student and family voices in development of student handbook descriptions of behavior expectations and discipline policies; **CR/AR** * Periodically review expected and unexpected behavior; make sure behavioral expectations are clearly communicated and understood, culturally responsive and bias-free; \*\*; **CR/AR** * Challenge students to consider taking over responsibility for some community space or need, such as: identify an area of the school building or grounds, or the neighborhood, that needs cleanup or beautification and adopt it; or take on a larger community problem. |
| **Possible learning activities:**  **(SEL11 continued)**  **Children could…**   * Discuss ideas of how to make a better world, and create plans/models/ illustrations; * Engage in shared reading or interactive read-aloud with books such as:   *The Mess We Made* by Michelle  Lord,*Peppe the Lamplighter,* by Elisa  Bartone;or *Bubbles the Beautiful*  *Butterfly and the Bully that Chloe*  *Conquers,* by Aria Craig; \*\*\*   * After reading one or more books about personal and/or social responsibility, make a poster about lessons learned, with themes such as:   a. things to do about bullying OR create anti-bullying messages;  b. ideas about What is fair?,  c. how to stay safe;   * Discuss the idea of social responsibility; identify examples; * Choose, design and carry out a community service project that helps meet the needs of others in the community; | **Indicators /Possible evidence of learning:**  **Children may…**  *(Progress…..)*  *until eventually being able to:*   * “Discuss and identify possible causes and solutions for social and/or ethical problems, with modeling and guidance”e and b (WSS) and (GOLD®); **CR/AR** * “Take steps to stop teasing/bullying and/or learn how to deal with it effectively”e and b(WSS and GOLD®); * “Remind others of classroom rules and routines in supportive ways”e; * “Apply their understanding of rules and fairness to broader contexts, such as incidents in the community, in the news, or in literature, which appear unfair or unjust”e.   *Endnotes identifying sources of indicators (a-through e) are on page 36* | **Supportive practices:**  **Educators could…**   * Practice routines in first weeks, give positive feedback when routines go well: e.g., add a marble to a jar for class reward; * Provide a great deal of time to discuss and debate disagreements to develop understanding and meet children’s need for fairness (WSS); * Provide or elicit from students explanations for rules, laws and how responsible citizens behave; * Refer to the concepts of justice and fairness when appropriate, allowing for student voice (sharing their experiences), and when reading about characters who demonstrate justice and fairness; **CR/AR** * Define fairness as people getting what they *need*, not always the *same*; provide examples of people with different needs; **CR/AR** * Use visual reminders within the classroom to speak about issues of justice, fairness, tolerance, and making responsible decisions (see free posters from [Learning for Justice](https://www.learningforjustice.org/); formerly: Teaching Tolerance); **CR/AR** * Assign individual students to be responsible to present classroom schedule on an assigned day;   Routinely use the decision-making formula (see SEL12, second Activity) to make class choices; |
| **Possible learning activities:**  **(SEL11 continued)**  **Children could…**   * Plan a birthday party for influential African Americans born in any month. For example, in February, Black History Month: Civil rights activist Rosa Parks, singer-songwriter and fashion businesswoman Rihanna, Poet Langston Hughes, NAACP cofounder W.E.B. DuBois and baseball great Hank Aaron are just a few of those you might honor. Involve students in planning the celebration. **CR/AR** Ideas to consider include:   + Create fitting invitations, for example, ones that picture individuals you are honoring and highlight their accomplishments. Invite parents, staff and community members to celebrate and learn with you. **CR/AR**   + Write and present speeches or dramatizations that focus on each person's contributions. **CR/AR**   + Guide guests in a virtual tour of African American history. Use the sites listed in [*Resources*](https://www.learningforjustice.org/supplement/happy-birthday-resources) to plan your itinerary. **CR/AR**   + Give a "present," in the form of something the class can do to further Carter Woodson's cause of racial harmony. **CR/AR**   \* See Martin Luther King “I have a dream” speech. **CR/AR** | **Indicators /Possible evidence of learning:**  **(SEL11 continued)**  **Children may…**  *.*  (*Progress until eventually meeting the indicators listed above)*  (All nine indicators for SEL11 are listed on previous pages) | **Supportive practices:**  **(SEL11 continued)**  **Educators could…**     * Routinely use the decision-making formula to reflect on discipline situations (e.g., What was the situation? What was the choice you made? What were the consequences? What could you have done differently?); * Assign class jobs; some teachers use class jobs as a more in-depth activity – students write a cover letter, apply for the jobs, interview, and get rewarded for doing jobs (fake money, bank accounts, etc.); * Teach and execute small group work roles such as note taker, facilitator, timekeeper etc.; SEE ALSO APL5 * Look thru the Grade 1-3 lesson plans on social justice provided free to educators on the website for [Learning for Justice](https://www.learningforjustice.org/classroom-resources/lessons) (formerly Teaching Tolerance); choose one or more and adapt to your current focus in social studies. **CR/AR** |

| ***Responsible Decision Making Skills*** | | |
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| ***Standard SEL12: The child will demonstrate the ability to reflect on and evaluate the results of his/her/their actions and decisions.*** | | |
| **Activities/ Instructional Strategies**:  ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**   * After reading a story, identify difficult, dangerous, or unsafe situations, and talk about/reflect as a group on what choices someone can make to be safe and well. Suggested books (and authors) for interactive read-aloud or shared reading: * *Officer Buckle and Gloria (Rathmun)* * *Some Secrets Should Never Be Kept (Sanders)* * *A Terrible Thing Happened (Holmes)* * *Be Careful and Stay Safe (Meiners)* * *What If Everybody Did That?* *(Javernick)* * *The Recess Queen (O’Neill)* * *The Hundred Dresses (Estes)* * *My Secret Bully (Ludwig)* * *Nobody! A Story About Overcoming Bullying in Schools (Frankel);*   \*\*\* and \*\*; | **Indicators /Possible evidence of learning:**  **Children may…**  *Progress from being able to:*   * “Recognize some situations as safe or dangerous”c; * Reflect on their learning process and evaluate the quality of their work, guidance or using a simple rubrica; * Review their writing or check their math work, with adult support, to identify errors or changes neededc and a (combined/ paraphrased); * Share work with the class and receive feedbackc(paraphrased);   *to being able to:*   * Reflect on their work using rubrics and posted objectivesa; * “Conference with the teacher or a peer about their work and what might be improved”d; * Notice when some feature of their work is repetitive or needs clarificationc (paraphrased);   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**  **Self-Reflection and Evaluation of Actions and Behaviors:**   * Discuss the value of asking questions and seeking help; help children identify when adult support is needed, who to ask, and when to offer help to others; (See also SEL10) * Help children learn to recognize microaggressions and their impact on themselves or others. Discuss examples, how students may feel, and how to move forward; **CR/AR** * Include books that depict a variety of races and cultures, focused on justice and fairness.**CR/AR** * Set up classroom protocols that help children see the teacher as a trusted adult that they can talk to, and know multiple ways to get their attention; * Post visual charts of the processes of 1) solving word problems; and 2) how to check the answer to a math problem;   *See ALSO: SEL10* Seeking and offering help; |
| **Possible learning activities:**  **(SEL12 continued)**  **Children could…**   * Practice strategies for *evaluating the reasonableness of a math solution* such as:   1. verifying answers:   2. use of estimation or rounding numbers so that values are easy to calculate;   3. plugging answers back into the problem to see if they work;   4. asking whether an answer is OUTRAGEOUS or not logical; discuss examples.   5. if the teacher gives permission: check in with others to see if your answer is like theirs; * Create posters with examples to illustrate each of the types of situations noted above and post the best ones as a reminder of these self-evaluation/self-correction strategies;\* * Talk to others in a small group about when a person should offer an apology, and ideas about good ways to say “I’m sorry”. How do you tell when an apology is sincere? Share your ideas with the larger group and build a summary anchor chart as a class; * At a neutral time, practice expressing strong feelings without blaming or insulting others, using I-statements. In a small group, make a list of things people might do to upset others. | **Indicators /Possible evidence of learning:**  **(SEL12 continued)**  **Children may…**  (indicators above are relevant to activities and supportive practices on this page)  *(Progress….)*  *until eventually being able to:*   * Make good choices; includes ability to weigh pros and cons, and make informed decisionse; * “Recognize problem situations as they arise and know what actions to take”b (GOLD®); * Resist negative peer pressuree (paraphrased); * “Accurately complete self-assessment of role in group work”b (GOLD®), given a rubric or criteriaa; * “Evaluate the reasonableness of answers to math problems”e; * “Evaluate their work and discuss it critically”e.   (Earlier SEL12 indicators are found in the two preceding pages.)  SEL ALSO: SEL3 (self-efficacy) and SEL11 (personal, social and ethical responsibility);  *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **SEL 12 Supportive practices: (cont.)**  **Educators could…**  **Self-Reflection and Evaluation of One’s Work**:   * Regularly: students conference with the teacher or a peer about improving their work; * Post examples of student work that succeeds in meeting writing criteria in the rubric, with arrows to point out where each example matches with the criteria; * Have rubrics, word walls, charts of editing criteria, examples of expected work on walls, (including student work examples) or provide checklists as handouts that get referred to at appropriate times; remind students to use these resources in editing and evaluating their work; * Establish a simple decision-making model for making choices (e.g., stop, identify the choice to be made, identify options/choices, think about consequences, make a choice, try it and reflect); Edit the model as needed; * Teach self-editing and peer editing skills in a supportive manner. Post charts to list commonly misspelled words, steps in the writing/editing process, lists of writing strategies or steps that have been taught; * Lead discussion of ethical problems between people, in the community or classroom, or problems in history, and provide support to identify possible causes and solutions; include discussion of bullying; (See also SEL11)\*\* |
| **Possible SEL12 learning activities:**  **Children could…**   * Use these scenes (from above) in the “(B) space in the sentence frame “I feel \_\_(A)\_\_\_ when you \_\_(B)\_\_\_ and I want you to \_\_\_(C)\_\_\_\_\_.” ; Next, add the feeling words (A) and what someone might want (C). Talk about why I-statements are preferable to insulting and blaming others when things go badly; (see Teacher Notes on this activity below) * As a follow-up to the above, work in a small group to list how the person who did B (in the list made previously) might feel, and respond. Discuss ways of addressing the situation using I statements. Fill in the blanks for multiple examples: “I feel \_\_\_(D)\_\_because I \_\_(B)\_\_ and next time I will \_\_\_E)\_\_\_, Talk about/evaluate: why does using a strategy of owning feelings have the power to calm people down? | **Indicators /Possible evidence of learning:**  **(SEL12 continued)**  **Children may…**  *(Progress….)*  (All SEL12 indicators are found in the two preceding pages.) | **SEL12 Supportive practices: (cont.)**  **Educators could…**   * Create and use a rubric or model with terms to represent the targeted progression of achievement/ skills/ work product, and teach others in the class to use it, to help all begin to self-evaluate. * Create a checklist to use, with icons/illustrations when possible and actual or literary examples; help students to evaluate when someone’s behavior is or is not bullying, is or is not helpful or harmful; \*and \*\* * Model going thru each method of math checking / evaluation (see the Activity on evaluating reasonableness of a math solution) in a step-by-step fashion when working with a student trying to check their math answers, or to determine why it is incorrect. Create a handout to support self-checking steps in a checklist; |
| **Teacher notes:** Teachers need to ensure that I-statements are not used to perpetuate discrimination by use of racist or culturally insensitive examples. Adults should check that students have SEL 6 skills: Recognizing Diversity and Demonstrating Respect for Others before trying “I-statement” work.While using I-statements is an important skill, it is important to look at underlying causes. For example, when a child has been marginalized for any reason, the  trauma can result in emotions running high and being communicated thru challenging behaviors. See “blaming the victim”, “poverty of culture” and “deficit ideology” detours in “*Avoiding Racial Equity Detours*”[[15]](#footnote-16) and “*Detour Spotting for White Anti-Racists*”[[16]](#footnote-17). **CR/AR** | | |

| ***Approaches to Play and Learning: Cooperate with Others in Play and Learning*** | | |
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| ***Standard: APL5: The child will cooperate with others in play and learning*** | | |
| **Activities/ Instructional Strategies**:  specific ideas of things to do in the classroom to teach or promote these identified behaviors and skills. | **Indicators or Evidence**:  signs to look for, child behaviors/skills a child might demonstrate to show progress toward this standard | **Supportive Practices**:  strategies or categories of actions that can be taken to support the targeted behaviors or skills |

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| **Possible learning activities:**  **Children could…**   * During interactive read-aloud or shared reading, read and discuss stories celebrating cooperation, and then plan how the class might celebrate after the students find ways to collaborate. Some stories to use\*\*\*:   -*The Giant Jam Sandwich* by John V. Lord;  -*The Enormous Potato*, Retold, by Aubrey Davis;  -*Yes We Can*! By Sam McBritney;   * With classmates, create a mural, sculpture, or construction to celebrate a theme you care about from your class work (e.g., rainforests, plant life cycles, etc.); * Practice different group roles after receiving direct instruction in collaborative group work around roles and expectations; may practice roles in many different activities, such as: when doing a book or science project, solving multi-step math problems, problem-solving tasks, creating a design for a playground, etc.; | **Indicators /Possible evidence of learning**  **Children may…**  *Progress from being able to:*   * Interact cooperatively in small groups with decreasing support/increasing independence1; * “Cooperate and share ideas in socially acceptable ways”2 (GOLD®); * “Take turns in group discussions”3 with reminders1;   *to being able to:*   * “Work cooperatively with assigned partners or group members, and in assigned roles, with support”d; * Maintain social cooperation for longer periods, including completing cooperative projects with other childrenb (GOLD®, paraphrased); * Increase the respect and courtesy they extend to others, including talking in turn even with those they disagree witha (paraphrased);   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices:**  **Educators could…**   * With students, establish small group work rules. Use a process incorporating student voices. Post group rules or expectations and remind students of these guidelines when needed; SEE ALSO: SEL11; * Review expectations for group work before starting small group work time; * Remind children from SEL6 (Respect for others), SEL7 (Communication); and SEL9 (Conflict management) to practice turn taking, problem-solving and collaboration; * Establish a classroom culture of respect, kindness, and inclusion: “you can’t say “You can’t play”. Discuss how excluding others creates problems and hurt feelings, while inclusion is kind and fair; * Offer frequent opportunities for students to work in collaborative groups; \*\* * Assign group roles to each student; guide and reinforce understanding of group roles and collaboration skills; \*\* * Support students’ ability to arrange teams and group games at recess, and to play fairly and respectfully. \* |
| **Possible APL5 learning activities:**  **Children could…**   * With a partner, or in a small group, or as a class, brainstorm classroom and/or community projects; choose one or more to complete; * Assume a role to perform while working collectively on a task; * Follow written directions and a grading rubric to guide group work; use graphic organizers and materials to help structure the task they share; * Give and receive assistance on a group project (e.g., building a model, making a terrarium); * Work together to make a single painting or mural project; * As a pair, in a small group, or as a class, design and draft a model of a playground space or piece of equipment; * Brainstorm as a group which games to play at recess--(before you go out); * Learn the rules, and practice routines for setting up a specific game at recess (Four square, jump rope, etc.) and discuss and agree upon how to determine when someone is “out”, or when and how the play moves to the next in line. \*\* | **Indicators /Possible evidence of APL5 learning**  **Children may…**  *until eventually being able to:*   * Alternate fluidly between leader and follower roles to sustain play or work with othersb (GOLD® paraphrased); * “Work cooperatively with assigned partners or group members, and in assigned roles, with support”e; * “Follow rules for group discussions (e.g., taking turns, listening to the ideas of others, sticking to a topic) without reminders”e; * Negotiate or work through social problems that occur in group work situations, with increasing independencea.   *Endnotes identifying sources of indicators (a-through e) are on page 36.* | **Supportive practices for APL5 (cont.):**  **Educators could…**   * Hold all small group members accountable for the work of the group, but each individual accountable for the work related to their assigned role * Work collaboratively with other teachers in your school, or at your grade level, to create a Teacher Guide for cooperative learning and/or collaborative small group learning; one purpose of the Guide would be to give students similar terms for small group roles across classes. * Directly teach/model each group role; provide opportunities to practice roles, such as: group leader, materials manager, scribe/record keeper, timekeeper, encourager, and evaluator; (Alternatively: reciprocal teaching roles: predictor, clarifier, questioner, and summarizer); SEE also SEL7 re: Reciprocal teaching; * Offer playful learning or guided play challenges such as building with straws or paper clips, putting on plays or puppet shows, and group projects related to a theme (e.g., “community” or “exploration”); * Study how to support recess. (E.g., [See a guide to playground rules](http://www.michigan.gov/documents/mde/SampleRecess_235544_7.pdf)); \*\* * Include in playground rules some version of “You can’t say ‘You can’t play!” (i.e., children should not be excluded from games even if peers try to exclude them); * Engage in ongoing work to **teach** students how to engage in recess positively: |

**Key to Asterisks Used in Resources: will be provided when supplementary resources are posted.**

**Sources for indicators--Superscript key:** a through e identify sources for performance indicators (“Indicators or evidence”) as follows:

NOTE: Sources b thru e are research-based

a PQW refers to:Program Quality Workgroup: a collaboration of the Early Learning Team at the MA Department of Elementary and Secondary Education and a rotating volunteer group of Massachusetts early childhood educators (2016-2019). See description in Introduction, names in Acknowledgements

b Gold ®: see Burts et al, below.

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