SOCIAL EMOTIONAL LEARNING
CURRICULUM
FRAMEWORK

GRADES: 3 & 4

VIRGINIA DEPARTMENT OF EDUCATION

VIRGINIA IS FOR LEARNERS

TABLE OF CONTENTS

INTRODUCTION

VIRGINIA'S VISION FOR SOCIAL EMOTIONAL LEARNING (SEL)

Virginia's vision for social emotional learning (SEL) is to maximize the potential of all students and staff to become responsible, caring, and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience. To meet this vision, Virginia established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition:

Social emotional learning is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

ACKNOWLEDGEMENTS

Dr. Anne Petersen
Science Coordinator
Office of STEM & Innovation
Department of Learning and Innovation

Mark Saunders
Instructional Technology Coordinator
Office of STEM & Innovation
Department of Learning and Innovation

Kristin Williams
Mathematics & Special Education Specialist
Office of STEM & Innovation
Department of Learning and Innovation

Virginia Social Emotional Learning (SEL) Curriculum Framework Contributors

The Virginia Department of Education (VDOE) SEL Implementation Team would like to extend appreciation to the Virginia educators who generously contributed their time and expertise to the development of the K-12 SEL Curriculum Frameworks.

Paige Abasolo
School Counselor
Hanover County Public Schools

Kendra Boykin-Miles
Tidewater Reading Specialist
Hampton City Public Schools

Ulisa Caddle
Classroom Teacher
Halifax   County Public Schools

Elizabeth Davis
Strong Starts Teacher
Rockingham County Public Schools

Laurie Dodson
School Counselor
Arlington Public Schools

Tim Duncan
Program Director of Student Services
Bristol Virginia Public Schools

Emily Ellinghausen
School Counselor
Cumberland County Public Schools

Katherine Gaylord
Coordinator of School Counseling
York County Public Schools

Dr. Tiffany Hardy
Director of Student Services
Hampton City Public Schools

Anne Henry
Administrative Coordinator of K-12 Counseling
Prince William County Public Schools

Rene James
School Counselor
Lynchburg City Public Schools

Lauren Kershner
School Counselor
Amherst County Public Schools

Emily Kitching
School Counselor
Hanover County Public Schools

John Kronstein
Lead Middle School Counselor
Charlottesville City Public Schools

Erica Mack
School Counselor
Fairfax City Public Schools

Sharon McComb
School Counselor
Carroll County Public Schools

Amy Moore
School Counselor
Charlotte County Public Schools

Melissa Nelson
Coordinator of School Counseling
Salem City Public Schools

Lindsay Orme
SEL Specialist
Loudoun County Public Schools

Jodie Peters
AVID District Director
Alexandria City Public Schools

Jodi Place
Alternative Education Program Administrator
Culpeper County Public Schools

Erika Richman
Instructional Coach
Harrisonburg City Public Schools

Jessica Rill
School Counselor
Roanoke City Public Schools

Jane Ruehle
School Counselor
Lynchburg City Public Schools

Tirzah Sarro
Tidewater Climate & Culture Coach
Hampton City Public Schools

Jentae Scott-Mayo
School Counselor
Henrico County Public Schools

Jennifer Smith
School Counselor
Williamsburg-James City County Schools

Suzanne Sousa
School Counselor
Fairfax City Public Schools

Tamarah Stanley
School Counselor
Fairfax City Public Schools

Symone Sylvester
School Counselor
Henrico County Public Schools

Kimberly Thomasson
School Counselor
Halifax County Public Schools

Christina Vitek
Director of Psychological Services
Henrico County Public Schools

Sarah Wallace
School Counselor
Lynchburg City Public Schools

Tiffini Woody-Pope
School Counselor
Arlington City Public Schools

Nicole Yoder
School Counselor
Harrisonburg City Public Schools

SEL'S ROLE IN ADVANCING EQUITY

Social emotional learning recognizes that every student—across learning abilities, race, ethnicity, family income levels, home language, religion, gender identity, and other factors—should be afforded high-quality educational opportunities that best promote their healthy social, emotional, and academic development. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.

Social emotional learning advances educational equity by:

- Supporting authentic school-family-community partnerships where students, educators, families, and community members collaborate to identify and create meaningful ways to address the needs of students in their community. This partnership works best when the perspectives of all are heard and valued.

- Fostering trust and collaborative relationships where educators are attuned to and appreciate their students' development, culture, and unique strengths and prioritize creating environments where all students feel welcomed, included, and supported. SEL helps students and educators develop skills in active listening, perspective taking, and empathy to build and strengthen relationships and create deeper connections.

- Promoting rigorous and meaningful instruction that sets high standards and expectations for all students and engages students in their learning, so they can meet their educational goals and develop into engaged citizens.

- Applying ongoing evaluation of policies, practices, and outcomes to ensure that all students have access to supportive learning and high-quality educational opportunities and environments to achieve excellence in social, emotional, and academic outcomes. SEL implementation grounded in research and continuous improvement helps drive efforts toward optimal outcomes for all students.

Building SEL competencies occurs both explicitly through embedded curricular resources and implicitly through school culture and climate, including through interactions with peers and adults. In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, and engaged citizenship.

WANT TO LEARN MORE?

📄 **RESOURCES**

VDOE Quick Guide

Integrating a Focus on Equity into
Social and Emotional Learning,
Regional Educational Laboratory (REL)

How SEL Can Help Make Schools Feel
More Inclusive, Edutopia

Addressing Race and Trauma
in the Classroom

▶ **VIDEO**

A Discussion on SEL's Role
in Advancing Equity

KEY CONSIDERATIONS FOR THE INCLUSION OF STUDENTS WITH DISABILITIES

Inclusive education ensures that students with disabilities are provided with the specially designed instruction, related services, and supports needed to succeed academically and socially.

Social emotional inclusion ensures that all students have the opportunity to develop authentic relationships with a broad range of peers. Effective social emotional inclusion is person-centered and emphasizes strengths and talents to promote awareness and reduce stigma, prejudice, and discrimination. Teams can purposefully foster relationships based on interests, connections, and activities by building upon connections that already exist. By including students with disabilities in daily opportunities to work in small groups and pairs, students learn to support each other's learning.

For some students with disabilities, weaknesses in social emotional functioning are part of their disability. For those students, specific social emotional learning skills should be identified as part of their Individualized Education Program (IEP). Determining specific goals, evidence-based instructional strategies, curriculum modifications, and accommodations may help to inform their social emotional learning instruction.

KEY CONSIDERATIONS FOR THE INCLUSION OF ENGLISH LEARNERS

Inclusive education ensures that all students, including English Learners, are provided with explicit and targeted instruction within responsive programs that support their emotional, linguistic, and academic development. English Learners (ELs) are coming to Virginia schools with a variety of experiences within formal and informal educational settings. Some ELs even enter the United States (US) or start US schools with a history of substantial interruptions and/or lack of access to formal education. Learning to navigate a new school and new culture while simultaneously learning a new language can negatively impact a student's self-confidence, sense of belonging and safety, and ability to handle stress or worry.

School staff supporting EL students should prioritize the following through intentional routines and activities:

- **Establishing a sense of safety and belonging within their new learning communities;**

- **Allowing them to be productive and valued members of their communities;**

- **Valuing students' native languages and cultural identities through daily interactions and routines; and**

- **Honoring the students' backgrounds and considering their unique individual experiences.**

Research shows how students who have experienced trauma or extreme adversity (e.g., separated from families or victimized by physical and mental abuse during civil unrest and violence) will be challenged to concentrate on academics that may feel very disconnected from their lives and presented in a language they are only beginning to understand. For students

with these experiences, especially when they are joining a school system later in their academic careers, social emotional supports and learning are critical to the development of their positive identities as learners, their connections to academic content, and the development of their new language. Otherwise, schools miss the opportunity to authentically connect and engage ELs in ways that support their perseverance through the productive struggle of learning language, content, and the skills they need for success in college and careers.

The majority of frameworks for integrating SEL competency training are not explicit about the unique needs of English Learners (Mapping the SEL Landscape). However, Virginia's SEL Guidance Standards can guide teachers to foster the development of positive student identity, encourage students to celebrate differences, and empower their voices by valuing and connecting

with their experiences, backgrounds, and families. Additionally, Virginia's SEL Curriculum Frameworks promote culturally responsive and trauma-sensitive teaching practices in the educator notes embedded throughout. As teachers and leaders learn more about their students and families, including their linguistic and cultural identities, they have an opportunity to foster meaningful relationships and focus on creating supportive and responsive programs that develop the social emotional skills that students will need to be successful within Virginia's PreK-12 schools and beyond.

The VDOE recognizes the foundational nature of social emotional learning for students' linguistic and academic development and will continue to build additional resources and support connected to SEL Guidance Standards and responsive instructional practices specifically for ELs.

WANT TO LEARN MORE?

📄 RESOURCES

VDOE Quick Guide

Creating New Futures for Newcomers: Lessons from Five Schools that Serve K-12 Immigrants, Refugees, and Asylees

Supporting Immigrants in Schools

Newcomer Toolkit

Social and Emotional Learning for English Learners

▶ VIDEOS

Key Considerations for the Inclusion of ELs

Webinar: Social-Emotional Learning Supports for ELs

SEL'S IMPACT ON SCHOOL SAFETY AND CLIMATE

School climate is defined by the "shared norms, beliefs, attitudes, experiences, and behaviors that shape the nature of the interactions between and among students, teachers and administrators" (Sugai et al., 2016). These shared understandings reflect the organizational, instructional, and interpersonal expectations and experiences that set the parameters for behavior within a school and serve as the context for how students, staff, parents, and the community report on the quality of the educational and social culture and climate of the school. The National Center on Safe, Supportive Learning Environments defines school safety as "schools and school-related activities where students are safe from violence, bullying, harassment, and substance use." A school-wide approach to social emotional learning (SEL) can create a school climate that promotes the health and safety of the school community.

Social emotional learning is directly related to improving school climate and school safety because it provides a framework for shaping the norms, beliefs, attitudes, experiences, and behaviors in the school community. Schools that foster social emotional growth value building relationships among staff, students, families, and communities so that everyone understands the vision, mission, and expectations of the school. With everyone in the school focused on developing social emotional skills, the school climate becomes optimal for learning and working conditions. School-wide SEL means schools create opportunities for students to learn and practice self-management, self-awareness, social awareness, relationships, and decision-making skills. School-wide SEL promotes a sense of belonging, prioritizes positive interactions with adults in the school, fosters student's self-efficacy to solve problems, and encourages students to help others, thus creating a supportive climate and safer school.

In a school where social emotional learning provides a framework for creating a positive school climate, students learn skills for navigating their lives. When students face obstacles for meeting behavioral expectations, and the staff responds with SEL-focused supports and interventions, students learn to trust the adults in the building and feel safe as they learn to navigate school and the changing world around them. Instruction, interventions, and supports with a foundation in SEL development create a common language and understanding among the school community. Whether the student is unaware of the impact of their behavior, has experienced trauma

"When everyone in the school focuses on developing social emotional skills, the school climate becomes optimal for learning and working conditions."

—National Center on Safe, Supportive Learning Environments.

that triggers behaviors, lacks the social acuity to navigate certain situations, or has not developed effective decision-making skills, the school staff is able to respond to problem behaviors with consistent supports to teach rather than punish. Providing students with multiple opportunities to develop social emotional skills is a powerful influence for wiring neural pathways necessary to build and sustain healthy development. SEL provides the common framework needed to ensure healthy development of the whole child in a safe school.

Social emotional learning is not an easy fix for the challenges our schools face to provide all students with a safe, supportive environment, but when implemented with intention and fidelity, SEL can help to positively transform the way we reach and teach the whole child.

WANT TO LEARN MORE?

📄 RESOURCES

Model Guidance for Positive and Preventative Code of Student Conduct and Alternatives to Suspension

National Center on Safe Supportive Learning Environments

National School Climate Center

Restorative Practices and SEL Alignment

Reflecting on School Discipline and SEL Alignment

Developing School-wide Norms

Planning Procedures for Supportive Environments

▶ VIDEO

A Discussion on SEL's Impact on School Safety and Climate

THE ROLE OF FAMILIES IN SEL AND THE IMPORTANCE OF FAMILY ENGAGEMENT

Ensuring that families are involved in Social Emotional Learning (SEL) is vital to achieving positive student outcomes. Children spend approximately five times as many of their waking hours at home each year than they do at school (Caspe, Lopez, and Weiss, 2018, p.1). As the vast majority of children's waking hours are spent outside of school, family modeling and teaching of appropriate social emotional skills will considerably bolster the efforts of schools in teaching SEL.

In order for families to fully partner with schools in this work, schools need to do two important things:

1. Schools need to establish and maintain authentic relationships with every family of every student. If we want families to work with us in a truly collaborative way, we must do the work that is necessary to engage them. It is our responsibility as educators to build capacity with families and to help them to feel connected to us.

2. Provide families with information (and appropriate instruction, when necessary) on the Virginia SEL Guidance Standards, so that they can effectively model and coach their children at home and in various other settings. Familiarity with the SEL Guidance Standards will allow families to collaborate with schools in this important work.

CASEL suggests the following ways to include families in the school's SEL efforts.

- **Inviting families to contribute to SEL goals and shared agreements.**

- **Inviting families to participate in the planning, selection, implementation, and evaluation of SEL programming.**

- **Sending positive notes home to families about their student's academic or SEL growth.**

- **Asking families to share information about their child (e.g., how they learn best, what kinds of supports and approaches have been most helpful in the past).**

- **Inviting families to participate in SEL learning opportunities, family events, back-to-school night, etc.**

- **Including information in family newsletters about ways to practice SEL skills at home.**

- **Asking families about the best ways to communicate with them.**

- **Providing materials and experiences in multiple languages.**

- **Inviting family members to visit or volunteer in the classroom, observe SEL, and participate in a lesson or activity.**

We know that children need strong social emotional skills at school, in the home, and in every setting in which they find themselves. Having families partner with schools through the instruction of SEL Guidance Standards simply makes sense. When families and schools partner together, students thrive. This is especially true when it comes to SEL instruction.

THE ROLE OF TEACHERS IN SCHOOL-WIDE SEL

Teachers play an important role in the successful implementation of SEL for students. Teachers can promote SEL for students in three broad areas:

- **Fostering Positive Teacher-Student Relationships;**

- **Establishing a Positive Classroom Environment; and**

- **Implementing SEL Instructional Practices.**

First, let's examine why the teacher-student relationship is essential in SEL implementation. Effective educators are those that intentionally study and learn about their students and school community; just as students are called on to learn content. We know that students enter school with a range of competencies, and how teachers nurture these relationships has important implications. Research has shown that students who learn from caring and responsive teachers were found to have a stronger work ethic and report a greater enjoyment of learning (Rimm-Kaufman, Baroody, Larsen, Curby, & Abry, 2015). Students are more likely to engage in challenging academic and social emotional learning concepts when they have a strong and supportive relationship with their teacher. Students are less likely to open up about personal matters such as friendships, stress levels, or goals if they don't have a well-established connection with their teacher.

While a strong teacher-student relationship positively affects the classroom environment, it can't end there. Teachers should establish classroom norms and routines that promote respectful relationships between students. Allowing students to collaborate, discuss, and receive peer feedback is only successful when the classroom environment is safe, welcoming, and inclusive. This can be accomplished through routines and regular opportunities for interactions that are taught and consistently used.

Finally, the most effective lessons provide explicit instruction as well as opportunities for practicing skills beyond the lesson and throughout the day, or through connections during academic lessons (Dusenbery et al, 2015). By weaving SEL instruction throughout academic instructional time, teachers can support and deepen learning.

> **"Fundamentally as every teacher knows, this job of education is a human one. It is about relationships… When teachers are able to prioritize relationships and focus on the quality of their connections with kids, we see over and over again the teachers feeling more effective and the kids being more engaged, learning more and feeling more effective."**
>
> —Robert Pianta in Creating Opportunities through Relationships (COR).

Effective SEL instruction has four elements represented by the acronym SAFE:

- **SEQUENCED**—connected and coordinated activities to foster skills development;

- **ACTIVE**—active forms of learning to help students master new skills;

- **FOCUSED**—containing activities that clearly emphasize developing personal and social skills; and

- **EXPLICIT**—targeting specific social and emotional skills (Durlak et al., 2010, 2011).

Virginia Overarching Concepts

The Virginia SEL Guidance Standards are aligned with CASEL's five SEL competencies: Social Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision Making. Each competency consists of two overarching concepts that provide clarity on the development of specific skills. They are listed below with the Virginia Profile of Virginia Graduate skill or "C" that the concept aligns with in parenthesis.

The overarching concepts for the Virginia Social Emotional Learning Guidance Standards are directly aligned with CASEL's competencies. Each overarching concept addresses self-awareness, self-management, social awareness, relationship skills, or decision-making. The grade-level standards are organized under each of these overarching concepts and allow for sequential growth, understanding, and application of skills across grade levels. These overarching concepts can be taught and applied at various developmental stages to maximize the potential of all Virginia students.

GRADE BANDS

The Virginia SEL Guidance Standards are provided for Kindergarten and across two-year grade bands for grades one through twelve (e.g. K, 1-2, 3-4, 5-6, 7-8, 9-10, and 11-12). This allows for developmental differences in children and for repeated instruction across two grade levels. Careful consideration was given to vertical alignment, so that standards build upon the skills learned in previous grade bands.

SELF-AWARENESS

SeA1: Recognize and understand the interaction between one's own thoughts and emotions. (Critical Thinking)

SeA2: Develop a positive identity and recognize personal strengths, interests, values, and challenges. (Creative Thinking)

SELF-MANAGEMENT

SeM1: Develop and demonstrate strategies for managing and expressing one's own emotions to persevere in challenging situations. (Communication)

SeM2: Demonstrate the skills related to achieving personal and academic goals. (Creative Thinking)

SOCIAL AWARENESS

SoA1: Demonstrate the ability to empathize with and show gratitude for others, including those with different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)

SoA2: Demonstrate the ability to understand broader historical and social contexts' impact on humanity. (Citizenship)

RELATIONSHIP SKILLS

ReS1: Apply verbal and non-verbal communication and listening skills to interact with others, form and maintain positive relationships, and resolve conflict constructively. (Communication)

ReS2: Demonstrate the ability to effectively collaborate and navigate relationships while valuing different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)

DECISION-MAKING

DeM1: Demonstrate the ability to evaluate, through reflection, the benefits and consequences of various actions within the decision-making process. (Critical Thinking)

DeM2: Demonstrate the ability to make ethical decisions as a global citizen and evaluate outcomes based on one's own identity and the impact on humanity. (Citizenship)

Overview of Standards and Educator's Notes

The Overview of the Standards and Educator's Notes sections includes information for teachers around child development and other essential considerations. The background knowledge and self-reflection questions incorporate essential considerations that embed culturally responsive instructional practices, trauma-sensitive approaches, and opportunities for adult SEL. Finally, to assist with vertical alignment, educators can view the standards for the surrounding grade bands. Educator Notes are located at the beginning of each of the five competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision Making).

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESS (EKSP)

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the SEL Guidance Standards. These essential understandings are presented to facilitate teacher planning. Standards are expanded in the EKSP column by outlining what students should know and be able to do to master each standard. This is not meant to be an exhaustive list, nor one that limits what is taught in the classroom. Instead, the intention is to identify the key knowledge, skills, and processes that define the standard. The EKSP is not always a one-to-one match of the standards. If the standard is self-explanatory, there may be no additional explanation in this column.

STRATEGIES

Within this section, you will find suggested strategies for teaching and reinforcing the standards in the classroom. The strategies found here do not represent an all-inclusive list; therefore, classroom teachers have the flexibility to select from these strategies, as well as those outside this framework, based on the needs of their students and classroom structure.
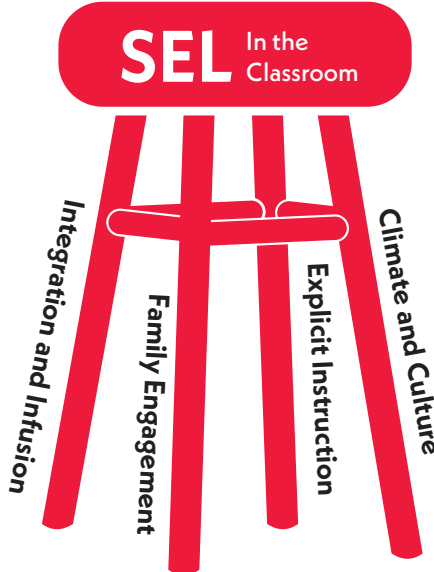
"When teachers take an equity approach, situating their instruction within a context of strong relationships and cultural knowledge consistently promoting marginalized voices and bringing elements of student choice into the lesson design they are practicing and modeling SEL. Teachers also engage in their own social and emotional learning while developing their own social-emotional and cultural competence." (CASEL, SEL 101)

There are four essential areas of implementation for establishing strong social-emotional and academic classrooms:

- **Supportive climate and culture**
- **Explicit SEL instruction**
- **Integration and infusion of SEL practices into daily instruction**
- **Family engagement**

Successful SEL implementation occurs when a teacher consistently and intentionally establishes all four of these areas.

SEL IN THE CLASSROOM DIAGRAM	GUIDING QUESTION
	1. **How can I intentionally teach the knowledge and skills for each SEL standard?** 2. **How can I intentionally develop a positive culture and climate in my classroom for all members of the learning community?** 3. **How can I intentionally integrate and infuse SEL into my academic content?** 4. **How can I intentionally create opportunities for families to engage in their student's SEL development?**

SEL Competencies

COMMUNITIES
FAMILIES & CAREGIVERS
SCHOOLS
CLASSROOM

SELF-AWARENESS
SELF-MANAGEMENT
SOCIAL AWARENESS
DECISION-MAKING
RELATIONSHIP SKILLS

SOCIAL AND EMOTIONAL LEARNING

SEL Instruction & Classroom Climate
Schoolwide Culture, Practices & Policies
Authentic Partnerships
Aligned Learning Opportunities

"The CASEL Five addresses five broad and interrelated areas of competence and highlights examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The CASEL Five can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers."

—CASEL, 2020
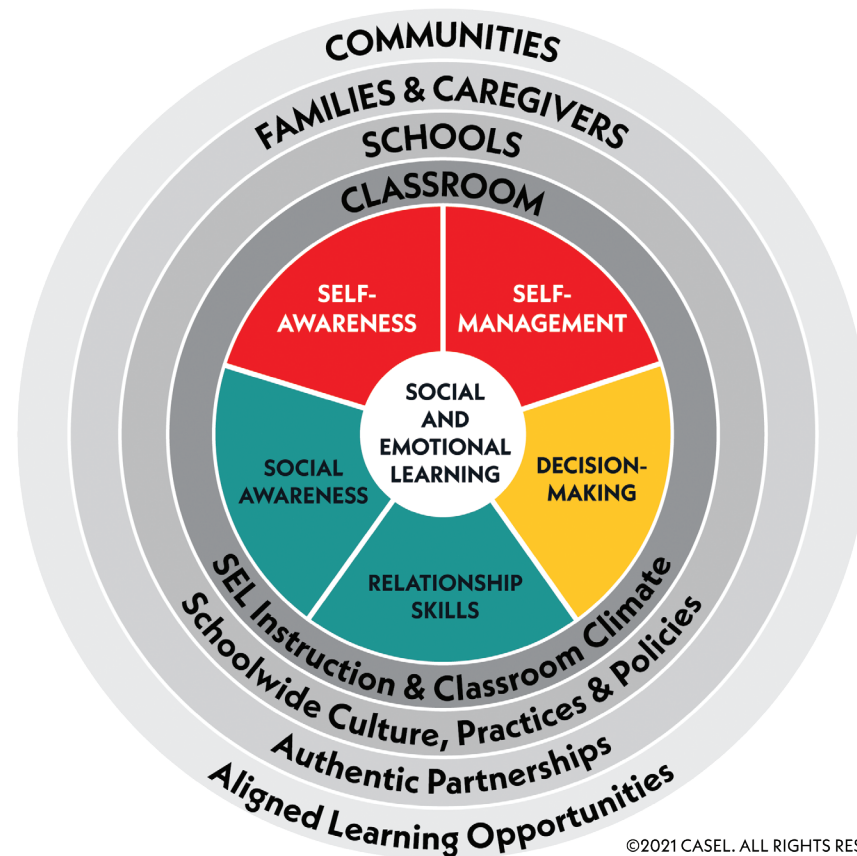
The Virginia SEL Guidance Standards are aligned with CASEL's five SEL competencies: Social Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision Making. The five SEL competencies, also known as the CASEL Five, represent categories for organizing intrapersonal and interpersonal knowledge, skills, and abilities. These competencies as interrelated and integral to the growth and development of students. The definition of each competency explicitly addresses SEL as a lever for creating equitable learning environments and fostering healthy development for all children, adolescents, and adults. As such, they reflect intrapersonal, interpersonal, and institutional knowledge, attitudes, and skills.
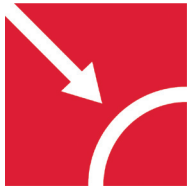
Self-Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose

Self-Management

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency

Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/ systems on behavior

Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help

Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness

- Identifying solutions for personal and social problems

- Learning to make a reasoned judgment after analyzing information, data, facts

- Anticipating and evaluating the consequences of one's actions

- Recognizing how critical thinking skills are useful both inside and outside of school

- Reflecting on one's role to promote personal, family, and community well-being

- Evaluating personal, interpersonal, community, and institutional impacts

ADDITIONAL RESOURCES FOR SEL IMPLEMENTATION
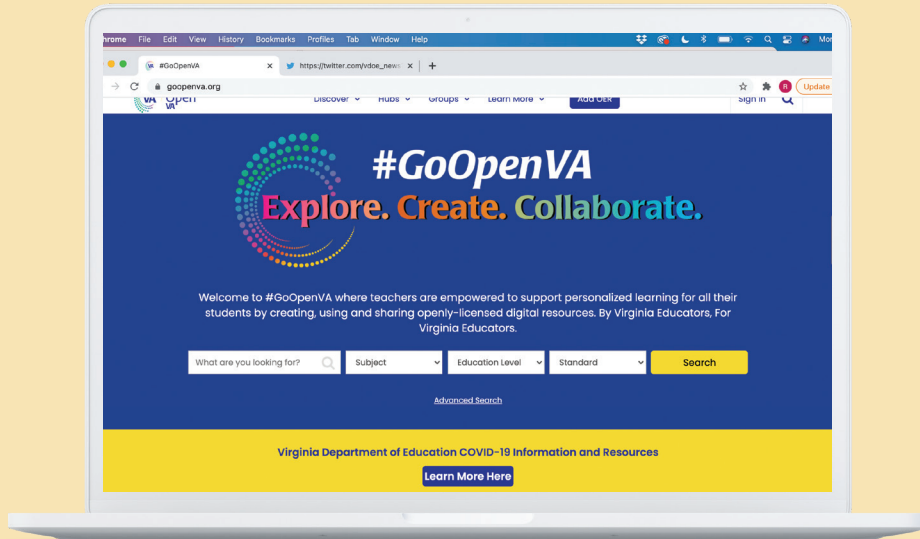
SEL Resource Library in GoOpenVA:

A growing library of resources organized by grade bands and SEL Guidance Standards for implementation.
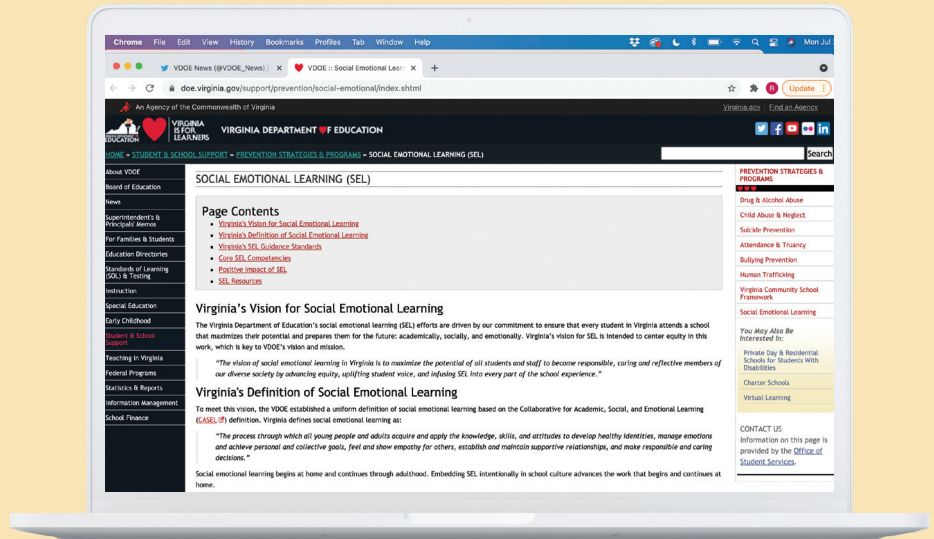
VDOE SEL Webpage:

This webpage includes additional resources, professional development opportunities and planning guides to advance SEL implementation at the classroom, school and division level.

REFERENCES

Caspe, M., Lopez, E., and Weiss, H. (2018). *Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education*. Carnegie Corporation of New York. <u>Journey Together to Create a Bold Vision for Family Engagement: Engaging Families to Transform Education</u>

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions." *Child Development, 82,* pp.405-432.

Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). "A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents." *American Journal of Community Psychology, 45*, pp.294-309.

Dusenbury, L. A., Newman, J. Z., Weissberg, R. P., Goren, P., Domitrovich, C. E., & Mart, A. K. (2015). The case for preschool through high school state learning standards for SEL. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 532-548). New York: Guilford.

Rimm-Kaufman, S. E., Baroody, A. E., Larsen, R. A. A., Curby, T. W., & Abry, T. (2015). To what extent do teacher–student interaction quality and student gender contribute to fifth graders' engagement in mathematics learning? *Journal of Educational Psychology, 107*(1), 170–185.

Sugai, George & LaSalle, Tamika & Freeman, Jennifer & Simonsen, Brandi & Chafouleas, Sandra. (2016). *School climate: Academic achievement and social behavior competence.*

SECTION 1: SELF AWARENESS

OVERVIEW AND EDUCATOR'S NOTES: SELF-AWARENESS

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:

- Students in the third and fourth grades are capable of understanding their emotions and relating these feelings to their behaviors.
- According to Piaget, students' thinking is becoming increasingly logical about concrete events.
- According to Erik Erikson, students are developing self-confidence and a sense of competence.
  - *Child Development Theories and Examples* (Very Well Mind)
  - *Developmental Checklist for 8-10 Year Olds* (Scholastic)
- Students recognize their own learning strengths and struggles, and apply increased focus and attention skills to study skills.
- Students consider that beliefs about emotions can vary by culture. (Emotions and Culture, Greater Good in Education).
- Building self-awareness is critical in the development of self-advocacy skills in all students, especially students with disabilities and English language learners. Students may require accommodations to support their self-awareness competencies, which may include visual and auditory supports.

EDUCATOR BACKGROUND KNOWLEDGE

According to Greater Good in Education, *"Self-Awareness is simply the ability to be aware of one's inner life—one's emotions, thoughts, behaviors, values, preferences, goals, strengths, challenges, attitudes, mindsets, and so forth—and how these elements impact behavior and choices."* Additionally:

- Researchers have identified at least six universal emotions: happiness, sadness, anger, surprise, fear, and disgust, with many variations of each; however, recent research suggests that there are at least twenty-seven distinct emotions intimately connected with each other.
- Emotions are a response to an event, either internal (i.e., a memory or thought) or external (i.e., a conversation, a conflict with another person, or an upcoming task) that integrates physiological, cognitive, behavioral, and expressive processes and may shape our reaction to that event.
- We express our emotions through our facial expressions, voice, and touch.
- Emotions last from several seconds to several hours, or longer, depending on such things as, the importance of the event or how long someone thinks about an event.
- Emotions provide information about ourselves and they shape our relationships with others, in groups, and in society, and can be determined by cultural beliefs and norms.
- It is important to understand the links between personal and sociocultural identities that are defined by cultural and/or family values, societal norms, ethnicity, race, socioeconomic status, gender, and other factors.
- A healthy sense of ethnic-racial identity is important for psychological, academic, and social well-being. Examine what it means to belong to a group or community, including how ethnicity and race impacts one's sense of self and beliefs.
- It is important for educators to recognize biases and perceptions and how thoughts, feelings, and actions are interconnected.

- Ground oneself in and affirm one's cultural heritage(s) or communities. This can be especially important for students of color, to reduce psychological distress and risky behaviors, protect against the negative health impacts of racial discrimination, and promote a range of positive social and emotional outcomes, including school engagement and prosocial behaviors.

SELF-REFLECTION
- How do I provide opportunities for students to explore and share their thoughts and emotions?
- How do I recognize and validate students' feelings/emotions throughout the school day?
- How do I model coping with challenges and support students who are facing them?
- How do I foster a positive growth mindset?
- How do I create an environment in which emotions are identified and valued?
- How do I encourage students to celebrate differences in our classroom?
- How do I recognize and promote students' strengths and interests?
- Do I allow time to reflect on my own emotions and how they impact my interactions, thoughts, behaviors, and choices?

VERTICAL ALIGNMENT

GRADES 1-2
- SeA1: 1-2a, I can identify a variety of emotions.
- SeA1: 1-2b, I can understand that my emotions are natural and will change.
- SeA1: 1-2c, I can understand that certain events and situations can impact my emotions.

- SeA2: 1-2a, I can identify my personal strengths and interests inside and outside of the school setting.
- SeA2: 1-2b, I can recognize when I have worked hard to overcome a challenging situation.
- SeA2: 1-2c, I can recognize my personal values.
- SeA2: 1-2d, I can develop an awareness of multiple groups in society.

GRADES 5-6:
- SeA1: 5-6a, I can differentiate among a variety of complex emotions.
- SeA1: 5-6b, I can identify examples of how my positive and negative self-talk can impact my emotions.
- SeA1: 5-6c, I can anticipate my emotions based on my body signals, events, and situations.

- SeA2: 5-6a, I can analyze how my personal strengths give me confidence in multiple settings.
- SeA2: 5-6b, I can identify actions I can take to overcome personal challenges.
- SeA2: 5-6c, I can understand the relationship between my values and interests.
- SeA2: 5-6d, I can develop an awareness of and comfort with my membership in multiple groups in society.

"Knowing yourself is the beginning of all wisdom."
-Aristotle

SELF-AWARENESS (SeA1)

SeA1: Recognize and understand the interaction between one's own thoughts and emotions. (Critical Thinking)
   a)   I can understand that I can have more than one emotion at the same time.
   b)   I can recognize the difference between negative and positive self-talk.
   c)   I can identify my emotions based on my body signals, events, and situations.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
To be successful with this standard, students are expected to: • Identify situations when they have experienced more than one emotion at the same time. (a) • Discuss the difference between negative and positive self-talk. (b) • Use strategies to change negative self-talk to positive self-talk. (b) • Recognize that body signals, events, and situations affect their emotions. (c) • Reflect on the emotions they are experiencing based on their body signals, events, and situations. (c)	• Have students reflect on situations from their past to learn how their feelings and thoughts impact them. It may be helpful to model this exercise for students first by reflecting on a situation from your past. Example situations: before a test, on the first day of school, or in an argument. Divide a paper into four columns. Label each column as follows: 　o　SITUATION: Who were you with? What were you doing? Where were you? When did it happen? 　o　MY FEELINGS: What did you feel? How strong were your feelings? 　o　MY THOUGHTS: What was going through your mind? 　o　MY BEHAVIORS: What did you do? What actions did you take? • Provide students with a scenario and ask students to name two potential emotions that would go along with the situation. This could be conducted in small groups, as a game, partner exercise, or role-play.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

EMOTION VOCABULARY LIST:
 	
Basic Emotions:
 	
Happy, Powerful, Peaceful, Scared, Angry, Sad
 	
Complex Emotions:
 	
Excited, Interested, Playful, Joyful, Curious, Proud, Important, Hopeful, Talented, Appreciated, Peaceful, Content, Caring, Safe, Thoughtful, Grateful, Confused, Helpless, Embarrassed, Insecure, Worried, Hurt, Frustrated, Annoyed, Disgusted, Critical, Bored, Lonely, Blamed, Regret, Rejected
	• Have students create positive affirmation cards/notes, with support from an adult, if needed. Allow students to decide where they want to keep their affirmation card. It may be helpful to provide students with a list to get them started. Explain to students that when they select their affirmation it should be something they want to believe about themselves (not something they already do). Allow students to work on the affirmation for as long as they need to (do not force them to change each day/week/month). These are some examples:
	    o I am persistent;
	    o I am loved;
	    o I can do hard things;
	    o I am important;
	    o I learn from my mistakes;
	    o I am courageous;
	    o I can solve problems; and
	    o I can stay in control of my emotions.
	
	• When students select an affirmation to work on (refer to example above) and have them write a journal entry explaining why they selected this. Have them reflect on their progress regularly as a warm-up writing prompt or a closing activity.
	
	• Provide students with negative self-talk examples and ask students to practice changing these negative statements into positive self-talk examples. Organize these thoughts on a large poster board to remind students how to turn around negative self-talk throughout the day. Here are a few examples:
	
	    o This is too hard...to.... This is an opportunity to learn.
	    o I am so stupid for making that mistake... to.... Relax. Everyone, makes mistakes, it is part of learning.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

	o I am bad at this... to.... I do not have to be an expert to give it a try.
	
	• Have students brainstorm different signals they experience when feeling angry, happy, or sad.
	
	• Have students draw self-portraits, labeling the parts of the body that might show signals that they experience for different emotions. For example, a red or hot face when angry, an upset stomach or knots when nervous. Ask students to buddy up and share their illustrations.
	
	• Divide students into groups and give each group one number cube. Assign an emotion for each number. Group members take turns rolling the number cube and answering prompts based on the number rolled. Possible prompts for student responses include:
	   o I feel (insert emotion) when...
	   o When I feel (insert emotion), this is what I notice happening in my body...
	
	• Listen deeply to what students say and reflect what you heard about their feelings by saying, "It sounds like you're feeling..."
	
	• Self-Awareness discussion or writing prompts:
	   o What are some things that make you feel (insert emotion)?
	   o Describe a time you felt the same way a story character felt.
	   o Write about a time when you felt confident. What contributed to this feeling?
	   o How do you use positive self-talk to stay motivated or overcome a challenge?

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	o What do you think was going on in (character's name) mind when (event from book)? o Write about a time your emotions impacted your actions. o Tell me about an emotion you felt frequently this week and why you think you felt it.

SELF-AWARENESS (SeA2)

SeA2: Develop a positive identity and recognize personal strengths, interests, values, and challenges. (Creative Thinking)
    a) I can identify my personal strengths and interests inside and outside of the school setting.
    b) I can identify my personal challenges and recognize that I can address these challenges by having a growth mindset.
    c) I can identify ways I can show values such as honesty, kindness, and integrity through my actions.
    d) I can describe the multiple groups in society that help create my identity.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

To be successful with this standard, students are expected to:
 	
• Recognize and discuss their personal strengths and interests. (a)
 	
• Consider a time when they have faced a challenge and describe how they got through it. (b)
 	
• Identify how a positive mindset and actions can assist in overcoming challenges. (b)
 	
• Provide examples of when they have shown honesty, kindness, integrity, or other values. (c)
 	
• Identify opportunities when they can show honesty, kindness, integrity, or other values. (c)
 	
• Discuss the many and varied groups that people can be part of. (d)
	• Have students create a book, a drawing/painting, or a song that identifies their personal strengths.
	
	• Provide opportunities for each student to demonstrate or highlight one of their strengths.
	
	• Provide students with a list of famous people who have overcome personal challenges.
	  o Reflection Questions: What challenges do you think they faced? What did they have to do to overcome these challenges?
	  o Connection Questions: What do you have in common with this person? What advice would you give this person when they were struggling?
	
	• Use guided questions during Morning Meeting to encourage discussions about individual interests, strengths, and challenges.
	
	• Play cooperative games that help students identify their strengths, interests, and challenges.
	  o Encourage time for self-reflection, promote curiosity with kindness, and provide time for problem solving.
	
	• Use the Virginia Wizard (Student Academic Career Plan Portfolio) to allow students to further explore their interests and values.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	• When students struggle with an assessment or make a mistake on an assignment, write a statement to encourage a growth mindset such as, "not yet," on their paper beside the score. Help students develop a growth mindset by encouraging self-talk statements by posting self-talk statements such as: o "I can't do this yet." o "Mastery takes time." o "Struggle is part of success." o "Failure is not the opposite of success, it is part of success." o "Strength comes from perseverance through struggle." o "Mistakes are part of learning." • Read a book or show a video that depicts someone's values through their actions. Have a discussion and allow students to think about what was important to the character. Then have students draw a picture of themselves and then identify the things (e.g., honesty, kindness) that are important to them (i.e., their values). • Have students create an "all about me" picture. Students first draw a self-portrait and then link a variety of circles to their self-portrait that reflect who they are. Their circles can include anything that students believe reflects who they are. • At the end of the week, as part of an assessment, or at the end of a marking period, students identify their "pearl," something they did well or feel confident about, and their "onion," something that was difficult or challenging for them. • Provide students with career value words and ask them to sort them as very important, important, neutral, not important, or least important.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	Sample Values: helping others, taking risks, solving problems, team work, taking responsibilities, belonging, financial reward, communication, logical thinking, being valued, being innovative, independence, detailed work, working with numbers, leading others, challenging work, predictability, or change and variety.

SECTION 2: SELF MANAGEMENT

OVERVIEW AND EDUCATOR'S NOTES: SELF-MANAGEMENT

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:

- Students will have varying degrees of understanding and managing stress. They may need explicit teaching to help them learn to manage their own attention and behaviors.
- Students may show physiological signs of their stress (e.g., leg shaking, behavioral outbursts). It is important to recognize those signs and teach students ways to manage their stress.
- It is important to recognize that students from different cultures may show stress in ways that may be difficult to interpret for those from other cultures.
- Students may have emotional responses that do not match the size or severity of the problem. They may need support to understand how to respond to a variety of stressors.
- Students in this grade band will continue to challenge and test limits. This helps them to understand their roles in different groups and settings, whether it be inside/outside of the school environment.

EDUCATOR BACKGROUND KNOWLEDGE

Greater Good in Education explains, *"Self-management is the ability to navigate and shift one's thoughts, emotions, and behaviors in a healthy way in order to make decisions and reach goals that benefit oneself and others. Ultimately, self-awareness and self-management are closely linked. For example, being able to stop and calm down when one is upset (self-management), requires skills like recognizing and labeling the emotions that one is feeling and considering how they might be affecting one's behavior choices (self-awareness)."* Additionally:

- According to emotion researcher James Gross, when we regulate our emotions, we are using processes that impact "which emotions we have, when we have them, and how we experience and express them." These processes are used with both pleasant and unpleasant emotions, and can be done either consciously (e.g., biting one's nails when nervous) or unconsciously (e.g., expressing happiness when receiving a so-so gift).
- Stress can take both healthy and unhealthy forms.
  - Healthy stress is primal. It allows our bodies to sense impending danger and make decisions about how to get out of the dangerous situation (e.g., when seeing a bear while we are walking in the woods). Healthy stress can also be motivating. It helps us accomplish tasks and meet deadlines.
  - Unhealthy stress usually manifests in ways that have students feeling overwhelmed and burdened. Unhealthy stress can also have negative health impacts (e.g., rises in blood pressure, stomach ailments). It can also cause students to miss school and not participate in class.
- Teachers play a significant role in creating a classroom environment that encourages students to learn and use strategies related to self-management. Self-management competencies help students move their self-awareness into action in healthy ways. Self-management can help children use appropriate play and social interaction skills, participate in classroom routines, and engage in instructional activities.

SELF-REFLECTION

- Do I know and use healthy ways to manage my stress?
- Can I recognize situations that cause stress in others and myself?
- What are some goals that I have set for myself (i.e., personally and/or professionally)? What steps have I put in place to achieve these goals?
- Which time management strategies do I utilize in my personal and professional worlds to help me achieve my goals?
- How am I providing students time and space to manage their emotions in my classroom?
- How am I recognizing and praising students for using self-management strategies?
- How am I recognizing and praising students for demonstrating perseverance during difficult tasks?
- How do I encourage students to develop personal and academic goals?

VERTICAL ALIGNMENT

GRADES 1-2
- SeM1: 1-2a, I can identify safe, kind, and helpful ways to express my emotions.
- SeM1: 1-2b, I can recognize my body's signals and apply a strategy to help me stay in control.
- SeM1: 1-2c, I can describe times when I showed courage and when I kept trying in a challenging situation.

- SeM2: 1-2a, I can describe something I have accomplished and identify something I would like to accomplish in the future.
- SeM2: 1-2b, I can set and achieve simple, short-term goals.
- SeM2: 1-2c, I can follow a multi-step plan independently.

GRADES 5-6:
- SeM1: 5-6a, I can identify the difference between healthy and unhealthy stress levels.
- SeM1: 5-6b, I can proactively plan and apply coping skills for handling a stressful situation that typically causes me to experience uncomfortable emotions.
- SeM1: 5-6c, I can identify and utilize strategies for persevering through challenges and setbacks.

- SeM2: 5-6a, I can identify the importance of setting personal and academic goals.
- SeM2: 5-6b, I can plan, implement, and monitor progress towards reaching my goals.
- SeM2: 5-6c, I can manage my time to help me achieve my goals.

"Emotional self-control is the result of hard work, not an inherent skill."

-Travis Bradberry

SELF-MANAGEMENT (SeM1)

SeM1: Develop and demonstrate strategies for managing and expressing one's own emotions to persevere in challenging situations. (Communication)
   a)   I can evaluate ways that I currently express emotions as either kind or unkind.
   b)   I can identify coping skills for specific situations that cause me to feel stress or uncomfortable emotions.
   c)   I can describe how I can use courage and perseverance to overcome a challenging situation.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
To be successful with this standard, students are expected to: • Identify situations when they experience strong emotions. (a) • Reflect on past experiences and their feelings, thoughts, and actions. (a) • Know how to express their emotions in a kind manner and recognize when their expression of emotions is unkind. (a) • Discuss a variety self-calming strategies (e.g., self-talk, belly breathing, counting, and relaxation exercises) that help them manage stress and uncomfortable emotions. (b) • Recognize and demonstrate patience with personal limitations when dealing with challenging situations. (c) • Understand that barriers exist and develop strategies for overcoming these barriers. (c)	• Model kind ways to express strong feelings (e.g., calm verbalization; or through writing, drawing, art, or dance). • Introduce, model, and talk about various ways of handling uncomfortable emotions. • Teach and allow the use of physical materials and/or fidgets to help students self-regulate. • Establish a quiet or peace corner in the classroom for students to use for individual self-management. Teach students how to take a break effectively in the identified space. Never use this space for discipline or force a student to utilize it. Instead, model using the space yourself, encourage students to try the space when needed, and make efforts to normalize the practice of self-care as much as possible. • Show students how to use breathing techniques, mindfulness activities, and how to take personal breaks to help them self-regulate when in stressful situations. • As a class, routinely practice self-management techniques (e.g., chair stretching, belly breathing, yoga, counting to ten, wall pushes, self-talk, relaxation exercises, mental rehearsal).

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

	• Discuss how others have faced and overcome obstacles to achieve goals. Use examples from literature, biographies, or personal experience.
	
	• Use reflective conversations to discuss how the group/individual from a shared text might have done something differently to achieve a goal.
	
	• Allow students to work collaboratively on a project that requires them to demonstrate perseverance.
	
	• Teach about the importance of sleep, exercise, nutrition, etc. Discuss how having adequate amounts or insufficient amounts affect the brain.
	
	• Possible Writing Prompts:
	   o Describe a time you felt the same way a story character felt. How did your emotions impact you?
	   o What strategies have you used to help with difficult emotions?
	   o Write about a time when you felt confident. What contributed to this feeling?
	   o Write about a time your emotions impacted your actions.
	   o Write about a time you practiced a skill in or out of school and got better.

SELF-MANAGEMENT (SeM2)

SeM2: Demonstrate the skills related to achieving personal and academic goals. (Creative Thinking)
   a) I can recognize the connection between short-term and long-term goals.
   b) I can set a goal, divide it into steps, and identify strategies to reach it.
   c) I can develop and improve my daily organizational skills.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
To be successful with this standard, students are expected to: • Explain how short-term goals help to accomplish long-term goals. (a) • Identify and create personal and academic goals. (b) • Set a goal and identify the steps or strategies needed to achieve the goal. (b) • Identify a variety of organizational skills. (c) • Select and implement one or more organizational skills. (c) • Show progress in work completion, time on task, or management of materials. (c)	• Discuss and model ways to create developmentally appropriate short-term goals to help achieve long-term goals. • Students identify a long-term (i.e., six-nine month limit for this age range) goal for themselves. Help them create short-term goals and the steps that will help them achieve their long-term goal. Provide support along the way so they are able to see the impact of their short-term goals in meeting the long-term goal. • Discuss and model the use of a variety of organizational skills and tools (e.g., use of student planner, color-coded folders and notebooks, graphic organizers, rubrics). • Help students target an organizational skill(s) they want to improve and help them identify a strategy or strategies to improve the skill(s). • Have students develop a short phrase that they can say to themselves to help them persevere. They can write it on an index card in bright letters and tape it to their desks as a reminder when work gets tough (i.e., "Keep going," "I can do this," "I can do hard things," "I'm learning").

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	• Develop a list of self-management skills that students need to be successful. For example: I can keep track of my assignments during reading centers, I get my work done on time, I remember to do my homework, I study for my tests over several days (instead of cramming one night), etc. Discuss the skills and have students identify ones they are good at and ones they need to improve upon. Finally, have each student select one skill they want to work on and identify action steps they will take to get there. • Have students identify a daily/weekly/monthly academic goal and break it into smaller steps to achieve that goal. Have students track their progress through journaling, charts, or graphs. Use this same process to help students create a goal for something they hope to achieve or accomplish in the future. This does not have to be specifically related to academics. • When a student is struggling to follow a portion of your classroom agreement (or rules), discuss improving their behavior by creating a goal together. You can start this conversation by asking the student what they want to improve upon. For example, say, "Yesterday you had a hard time keeping your hands to yourself in line and during reading centers. What is a goal we can set today to make sure things are better for you and your classmates? Is there anything I can do to help you?" • Have one-to-one mini-conferences with students to help them identify something they want to work towards. Check in with students on a consistent basis to determine how they are progressing towards their goal.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

	• Possible Writing Prompts:
	  ○ Write about a time you achieved a goal. How did you do it? How did you feel?
	  ○ Have you ever felt like giving up at something you wanted to get better at? How did you handle it?

SECTION 3: SOCIAL AWARENESS

OVERVIEW AND EDUCATOR'S NOTES: SOCIAL AWARENESS

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:

- Students in third and fourth grades learn by observation (e.g., live models, instructions, and fictional characters).
- Learning is social. Interaction with others and hands-on experiences shape how third and fourth graders view the world.
- Students at this age are able to recognize, respect, and appreciate differences and different perspectives.
- Students with disabilities may have more difficulty developing social awareness and social behaviors. Social skill building is important for their success.
- Students, regardless of their culture of origin, may not understand the cultural practices of another culture.
- Studies show that English language learners have high levels of social competencies and interpersonal skills. This may be a strength upon which to capitalize.
- Gratitude cannot be imposed from the outside. Suggesting that children "look on the bright side" in the face of personal struggle, community suffering, and/or systemic inequities would be very dismissive.

EDUCATOR BACKGROUND KNOWLEDGE

Greater Good in Education explains, *"Social awareness involves the ability to understand and empathize with others, particularly with people from different backgrounds than one's own. Helping students navigate their changing awareness of the world around them is critical. It is important to help students understand, provide examples of, and demonstrate empathy.*

Empathy is the quality of being in tune with the emotions of others. Sometimes, the term empathy refers to the ability to imagine and understand how other people might be thinking or feeling (what researchers call cognitive empathy or perspective-taking); other times it indicates the capacity to sense others' emotions and experience feelings that mirror theirs (referred to as emotional or affective empathy). Empathy is what enables us to extend beyond our own point of view and truly care for each other."

Empathy is important for many reasons but here are a few specific ones worth consideration:
- Empathy is one of the qualities that students value most in their teachers.
- Empathy can reduce prejudice and racism. By making us feel for and want to help others, including those from stigmatized groups, empathy can fight inequality (conversely, increased inequality can reduce empathy).
- Across many studies, teacher empathy relates to more positive student outcomes, such as greater participation and motivation to learn, increased self-esteem, social connections and skills, and decreased disruptive behavior and absences.
- In personal relationships, empathy can deepen intimacy and boost relationship satisfaction.

Gratitude has been scientifically shown to improve one's mental health. Simple, daily practices in gratitude have also been shown to improve positive brain functioning, as well.

"When teaching about gratitude in a school setting, it is important to keep in mind that the school community is made up of adults and children who differ in terms of culture, race, socioeconomic status, and religious background. This may mean that they also differ in the way they express and practice gratitude. In some cultures and contexts, verbal expressions of gratitude are common, while in others a gesture, a reciprocal act of kindness or caring, a simple or elaborate ritual, or giving a small token or gift may be seen as more appropriate. How gratitude is expressed to another might differ depending on how familiar one is with the other person. Gratitude may also be expressed differently to a peer, as opposed to someone with a different social status. Welcoming discussion of Nurturing Gratitude from the Inside Out and other differences in the classroom will deepen students' understanding of gratitude." (Nurturing Gratitude from the Inside Out: 30 Activities for Grades K-8).

Modeling is key when it comes to students learning how to express gratitude, seek to learn from others, and to stand up for things that are unfair or biased. Students should be encouraged to openly express their frustrations around events or systems that seem unfair or biased. They will need help building their vocabulary around social justice. Our students need us to be prepared to support them and to step into a school leadership role to foster equity, address racism, and advocate for those being left behind.

SELF-REFLECTION
- How am I ensuring that all students feel included, safe, and supported?
- How do I demonstrate empathy and provide opportunities for my students to demonstrate empathy?
- How am I modeling acceptance of others who have different views and values?
- When I see staff or students being unfairly treated, what do I do to intervene?
- How do I learn more about the cultures of my students and their families?
- How do I regularly practice gratitude?
- How am I recognizing and addressing my own assumptions and biases?
- How am I providing opportunities for students to routinely discuss their feelings about different situations?

VERTICAL ALIGNMENT
GRADES 1-2
- SoA1: 1-2a, I can recognize other people's feelings and respond in kind and safe ways.
- SoA1: 1-2b, I can discuss similarities and differences in abilities, cultures, traditions, and beliefs.
- SoA1: 1-2c, I can explain what gratitude is and why it is important to show it.

- SoA2: 1-2a, I can understand that fair does not always mean that everyone gets the same thing.

GRADES 5-6:
- SoA1: 5-6a, I can empathize with others' thoughts, perspectives, and emotions.
- SoA1: 5-6b, I can gain a broader understanding by asking questions and listening to those with different perspectives, backgrounds, and cultures.
- SoA1: 5-6c, I can express gratitude for others including those with different perspectives.

- SoA2: 5-6a, I can identify when people are treated unfairly.
- SoA2: 5-6b, I can explain how stereotypes can create bias.

"Awareness of others is a beautiful thing. Learning how to support and encourage and stopping long enough to pay attention to someone other than yourself is a truly beautiful quality."

-India de Beaufort

SOCIAL AWARENESS (SoA1)

SoA1: Demonstrate the ability to empathize with and show gratitude for others, including those with different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)
   a) I can define empathy and explain ways to demonstrate it.
   b) I can ask questions in a positive manner about other people's cultures, traditions, and beliefs.
   c) I can develop regular habits that allow me to express gratitude.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

To be successful with this standard, students are expected to:
 	
• Explain what empathy is and use examples to identify ways to demonstrate it. (a)
 	
• Learn about other cultures, traditions, and beliefs by asking questions in a positive manner. (b)
 	
• Develop skills to get to know others and make cross-cultural connections. (a)
 	
• Understand the importance of gratitude. (c)
 	
• Identify situations when they can use and express gratitude. (c)
	• Using children's literature, read a story that depicts an example of empathy. Define empathy with the class and then facilitate conversation to identify how the character(s) showed empathy.
	
	• Select books to read aloud that can spark a conversation about what it means to be empathetic and compassionate.
	   o "Come with Me" by Holly McGhee;
	   o "How to be a Lion" by Ed Vere;
	   o "Hey, Little Ant" by Phillip Hoose and Hannah Hoose;
	   o "Adrian Simcox Does NOT Have a Horse" by Marcy Campbell;
	   o "Each Kindness" by Jacqueline Woodson;
	   o "We're All Wonders" by R.J. Palacio;
	   o "The Invisible Boy" by Patrice Barton;
	   o "The Thank You Lette", by Jane Cabrera;
	   o "White Bird: A Wonder Story" by R.J. Palacio;
	   o "I am Human, A Book of Empathy" by Susan Verde; and
	   o "Restart" by Gordon Korman.
	
	• Teach and post the "Platinum Rule: Treat others the way **they** want and need to be treated."
	
	• Incorporate books with diverse characters (i.e., race, culture, ability) across curriculum to educate students about a variety of backgrounds, differences, and cultures.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

	• Create and display a class list of examples of students showing empathy.
	
	• As a class, have students identify and then work to address a school or community problem by participating in a class service project.
	
	• Present specific scenarios to students. Have students' role-play empathetic reactions to those situations. Below are some example scenarios.
	   ○ Your friend just won an award.
	   ○ A classmate is having a hard time with an assignment.
	   ○ Your grownup is worried about something.
	   ○ A younger student is being teased on the bus.
	
	• Use children's literature about other cultures to model how to ask and learn about the culture, traditions, and beliefs of others. After reading, have students reflect on what they learned and develop follow-up questions about what they are now curious about.
	
	• Brainstorm a list of kind ways to ask questions about someone's traditions, culture, or beliefs. Some examples could include:
	   ○ I would love to know more about …
	   ○ We eat a lot of (blank) for dinner. What is a meal you eat often?
	   ○ What is your favorite part of (insert holiday)?
	   ○ Where have you lived?
	
	• In a think-pair-share, students practice asking and answering questions, in a positive manner, to learn about others.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	• Have conversations about book characters. Ask students to make predictions about what the characters are thinking or feeling. • Read a story aloud where the character(s) shows gratitude. After reading, define gratitude and facilitate conversation among the class to explain how the character(s) showed gratitude. Encourage students to list three things for which they are grateful. • As a class, brainstorm and develop a list of habits that show gratitude. • Invite family or community members into the classroom to share foods, clothing, music, visual displays, or decorations unique to their background or the background of the students in your class. • Have students collectively brainstorm members of the school community they are grateful for and why. When there is a consensus, have the class identify a way to show gratitude for that person (e.g., sing a song for the principal, create cards for the cafeteria staff, and put together snacks for the bus drivers). If there is more than one person identified, consider different ways to show gratitude to each person. • Have a Culture Fair. Allow students to choose a holiday that they do not celebrate and have students research that holiday. Allow students to choose how they want to present their findings (e.g., tri-fold, diorama, or recorded skit.) • Provide time in the daily routine for students to practice expressing gratitude to others.

SOCIAL AWARENESS (SoA2)

SoA2: Demonstrate the ability to understand broader historical and social contexts' impact on humanity. (Citizenship)
    a) I can understand that people may face different barriers based on their identity and groups in society and that this is not fair.
    b) I can understand how stereotypes can be harmful.
    c) I can recognize and value the thoughts and feelings of others.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

To be successful with this standard, students are expected to:
 	
• Discuss the barriers that people may face based on their identity and groups in society. (a)
 	
• Identify unfair barriers faced by others due to their race, religion, beliefs, culture, abilities, gender, etc. (a)
 	
• Discuss examples of stereotypes existing in history and/or literature. (b)
 	
• Reflect on how stereotypes can be harmful. (b)
 	
• Understand that others may have thoughts and feelings different from their own. (c)
 	
• Appreciate and value the thoughts and feelings of others. (c)
	• Share examples from history or literature to discuss how barriers limited opportunities for certain groups. Help students recognize that those barriers do not exist for all. Relate this in the context of fairness.
	
	• Have students read a story where a barrier exists for a certain character or groups of characters. Have students draw a picture of how those characters felt with the barrier and how they might feel if the barrier was removed. This activity could also be done using a historical context.
	
	• Teach kids about people that have made a historical impact (e.g., Martin Luther King Jr., Sally Ride, and Gandhi) and the barriers they faced.
	
	• Possible read alouds about stereotypes, diversity, and fairness.
	   o "The New Kid" by Jerry Craft;
	   o "Separate is Never Equal" by Duncan Tonatiuh;
	   o "Refugee" by Alan Gratz;
	   o "The Girl from Chimel" by Rigobera Menchú;
	   o "Never Caught, the Story of Ona Judge" (Young Readers Edition) by Erica Armstrong Dunbar;
	   o "Pies from Nowhere" by Premilla Nadasen;
	   o "A Boy Called Bat" by Elana Arnold;
	   o "Fannie Never Flinched: One Woman's Courage in the Struggle for American Labor Rights" by Mary Cronk Farrell; and

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	o "One of a Kind, Like Me" by Laurin Mayeno. • Teach about gender stereotypes. On the chalkboard, write a list of toys, such as soccer ball, skateboard, Legos, art kit, stuffed animal, coloring book, puzzle, play kitchen, or pretend tool kit. Ask students to think of different categories that could be used to sort these toys. Discuss which ones a retailer would label as a boy toy versus a girl toy. Then discuss how the way we label our toys aligns with the stereotypes we assign to certain genders. • Use a variety of stories and talk about a character's point of view, feelings, and thoughts. Allow students to discuss whether they agree or disagree. Acknowledge that all viewpoints are important and should be valued. • Practice a friendly debate. Teach students friendly ways to disagree with others. Give students a topic (e.g., butter on popcorn or not, pool or beach) and assign students to either side of the debate. Have students practice selling their side but disagreeing with peers in a friendly manner. Topics for debate can also be linked to instructional content (i.e., math, reading, science). • Teach skills for perspective taking. Perspective taking, or taking the time to put yourself in someone else's shoes and see what the world looks like from where they are standing, is a crucial skill for positive interactions with others when you are disagreeing. When we understand the importance of perspective taking, we can engage with others to better understand their views. Many disagreements are fundamentally rooted in misunderstanding. Teach your students how to ask questions, gather information, and really try to understand someone else's side.

SECTION 4:
RELATIONSHIP SKILLS

OVERVIEW AND EDUCATOR'S NOTES: RELATIONSHIP SKILLS

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:
- Students at this age are learning to balance their own emotions with peer interactions and pressure.
- Relationship skills can be complex to learn, develop, and practice given the receptive and expressive differences and difficulties experienced by many students. Teaching and modeling skills is crucial to this development.
  - Students are in the process of developing communication skills such as organization of thought and perspective taking.
  - Students with communication difficulties may have more difficulty developing relationship skills.
- Students are refining their conflict resolution skills, and may need assistance from adults as they grow and develop these skills.
- Relationships play a key role in how feedback is received; the stronger the relationship, the better the feedback is received.
- We have to be intentional in helping young people connect across lines of difference.
- Studies show that English language learners have high levels of social competencies and interpersonal skills. This may be a strength upon which to be capitalized. (The Century Foundation)

EDUCATOR BACKGROUND KNOWLEDGE
Greater Good in Education explains, *"Relationship skills are the ability to build positive relationships, especially with diverse individuals and groups, using a variety of methods such as active listening, and communication and conflict resolution skills. These skills also include the ability to resist pressure and to seek out and offer help."* Additionally:
- Research on positive peer relationships often distinguishes between friendship and peer acceptance. High-quality friendships involve not only companionship, but also caring, validation, and support. In addition to playing together, good friends feel comfortable opening up to each other and are motivated to resolve conflicts that arise.
- Peer acceptance, sometimes referred to by researchers as popularity, focuses on how much students like or like to play with their classmates, and has been found to affect students' sense of belonging in school and their academic achievement.
- Students at this age level are still developing their ability to negotiate conflicts constructively. In order to resolve conflicts with others, students must learn how to pause, calmly discuss the problem, brainstorm solutions, and come to an appropriate decision.

SELF-REFLECTION
- How am I demonstrating and applying active listening when interacting with others?
- Do I model active listening during my interactions with students and colleagues?
- Do I offer students the opportunity to give me feedback so that I can appropriately model how to receive it?
- How can I establish structures in my classroom that allow for peer-to-peer feedback?
- How do I maintain positive relationships?
- How can I intentionally improve my relationships with colleagues?
- How can I improve my ability to handle conflict inside and outside of the classroom?

- How do I ensure that all student voices and perspectives are heard in my classroom?
- Do I offer opportunities for students to work in diverse groups to cultivate relationships and practice their relationship skills?
- What is my relationship style? (Take a communication style self-assessment to determine which of the following styles you align with: Analytical, Intuitive, Functional, or Personal. Consider how this style impacts your relationships with adults and students (both positively and negatively).

VERTICAL ALIGNMENT
GRADES 1-2
- ReS1: 1-2a, I can communicate my needs, wants and ideas to adults and peers in a positive way.
- ReS1: 1-2b, I can demonstrate active listening skills when interacting with adults and peers.
- ReS1: 1-2c, I can demonstrate when to resolve conflicts with peers independently and when to report to an adult.
- ReS1: 1-2d, I can describe what I would do if I saw someone being treated unkindly or unfairly.

- ReS2: 1-2a, I can demonstrate the actions of a helpful teammate or group member.
- ReS2: 1-2b, I can identify non-verbal cues that indicate how others may feel.

GRADES 5-6:
- ReS1: 5-6a, I can explain and demonstrate how positive communication skills help build and maintain healthy relationships.
- ReS1: 5-6b, I can use active listening to successfully understand multiple perspectives.
- ReS1: 5-6c, I can outline and practice the use of conflict resolution skills, with adult support.
- ReS1: 5-6d, I can demonstrate how I will navigate situations when I might feel pressured to go along with injustice.

- ReS2: 5-6a, I can independently perform different roles in a group setting.
- ReS2: 5-6b, I can self-assess my relationship building skills.
- ReS2: 5-6c, I can recognize how positive and negative peer pressure affect me.
- ReS2: 5-6d, I can demonstrate how to give and receive feedback in a constructive way.

"Alone we can do so little; together we can do so much."

-Helen Keller

RELATIONSHIP SKILLS (RES1)

ReS1: Apply verbal and non-verbal communication and listening skills to interact with others, form and maintain positive relationships, and resolve conflict constructively. (Communication)
   a) I can demonstrate positive verbal and non-verbal communication skills through my words, tone of voice, and body language.
   b) I can independently apply active listening skills in different situations.
   c) I can apologize in a meaningful way when I have made a mistake (even if it was an accident).
   d) I can brainstorm ways to tell someone when their words or actions are hurtful.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

To be successful with this standard, students are expected to:
 	
• Demonstrate verbal and non-verbal communication skills that convey a positive message to others. (a)
 	
• Identify how communication online is different from in-person communication. (a)
 	
• Identify the components of active listening.
 	
• Use active listening skills in a variety of situations. (b)
 	
• Learn the steps for apologizing in a meaningful way. (c)
 	
• Identify when they are not emotionally ready to discuss the actions or words of someone else. (d)
	• With the class, create an anchor chart with visuals with examples of verbal and non-verbal communication. Have students identify which examples send a positive message to others and which send a negative message.
	
	• Show students how verbal and non-verbal communication can convey both positive and negative messages. Demonstrate examples of non-verbal communication and ask students if they think it sends a positive or a negative message. Next, demonstrate the use of several phrases and ask students what kind of message they send. Then have students pair up and practice communicating positive messages, both verbally and non-verbally.
	  o Talk to students about how messages on social media stay long-term and how they might affect others.
	
	• Read from one or more of the books listed and ask students to identify examples of positive verbal and/or non-verbal communication in the story.
	  o "Enemy Pie" by Derek Munson;
	  o "Sorry!" by Trudy Ludwig;
	  o "Each Kindness" by Jacqueline Woodson;
	  o "The Sandwich Swap" by Jordan Al Abdullah;

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

• Understand how to use an "I-statement" to tell someone when their words or actions have caused harm. (d)	○ "The Juice Box Bully" by Bob Sornson and Maria Dismondy; and
	    ○ "Just Kidding" by Trudy Ludwig.
	
	• Read aloud multiple stories from the above titles that involve characters apologizing. After reading them aloud, create an anchor chart of strategies and meaningful ways students can refer to when they need to apologize.
	
	• Provide students with scenarios and have students practice apologizing using a positive tone and kind words.
	
	• Develop steps for a meaningful apology and have students' role-play using them. Here are possible steps:
	    ○ I am sorry for...
	    ○ It was wrong because...
	    ○ Next time I will...
	    ○ Do you forgive me?
	
	• Identify some behaviors or actions that can make an apology less meaningful. For example, crossing your arms in front of your body, making excuses, blaming someone else for your mistake, using a whiney or angry tone of voice, etc.
	
	• Explicitly model active listening skills in a variety of settings. After modeling, teachers facilitate a conversation and record what students observed or noticed about active listening.
	
	• After learning about active listening, have students practice by "interviewing" each other and get to know another person in a fun way while using active listening skills. Examples of interview questions are below.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	○ What is your full name? ○ What is something that makes you proud? ○ What is one of your favorite memories? ○ Name two words that describe you. ○ Tell me about your family. ○ If you could have any super power, which would you choose? • Have students brainstorm a list of kind words or phrases they can use to let someone know that their words or actions were hurtful. Display the list. Provide a scenario and have students practice using those words or phrases with a partner. • Teach students how to use "I-statements" to explain how they feel to someone else and resolve conflicts. "I feel.... when... next time..."

RELATIONSHIP SKILLS (ReS2)

ReS2: Demonstrate the ability to effectively collaborate and navigate relationships while valuing different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)
    a) I can identify different roles within a group setting and I understand how they all contribute.
    b) I can adapt my behavior based on another's non-verbal cues.
    c) I can identify the difference between positive and negative peer pressure.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
To be successful with this standard, students are expected to: • Identify and discuss the importance of different roles within a group. (a) • Understand the messages often sent using non-verbal messages. (b) • Identify and change behavior due to another's non-verbal cues. (b) • Discuss the differences between positive and negative peer pressure. (c) • Identify how positive and negative peer pressure influence them. (c)	• Teach students three or four group roles or responsibilities that can be assigned during any group project. For example: 　○ Facilitator leads the discussion and encourages everyone to participate. 　○ Project Manager identifies what needs to be done and who is responsible for doing it. 　○ Taskmaster organizes materials and is the timekeeper. 　○ Reporter is responsible for sharing out the group's work. • Divide students into small groups and assign very simple tasks (e.g., identify a fun class activity, which school lunch is the best, a fun dress-up day) and have them practice taking on different roles in the group. • Teach students four to six standard group roles or responsibilities that can be assigned during any group project. For example: 　○ Reporter: You are responsible for sharing out your groups work. If your team has a question, you are the one that asks the teacher. 　○ Taskmaster: You are the organizer of materials and time keeper. 　○ Encourager: You make sure everyone is included and encouraged to participate.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

	o Project Manager: You keep a list of what needs to be done and who is responsible for doing it.
	
	• As a class, brainstorm a list of actions or characteristics of a cooperative team member. For example listens to other people's ideas, shares jobs equally, and encourages others by giving compliments. After a group project is complete, have students complete a self-assessment based on this generated list.
	
	• Watch short videos without words and have students keep a list of non-verbal communication they see during the video. Afterwards discuss what was seen, what the character was trying to communicate, and how someone should respond. Below are some possible videos to consider.
	  o "For the Birds" by Pixar;
	  o "Soar" by Alyce Tzue;
	  o "Umbrella" by Stratostorm;
	  o "Lifted" by Pixar; and
	  o "Hair Love" by Sony Pictures.
	
	• Define "peer" for students and explain that peers can encourage or influence us to make both positive and negative choices. Talk about why this happens. Explain the differences between positive and negative peer pressure. Provide scenarios (e.g., students cheering another on at a game, a group of students leaving out another) and have students identify whether it is an example of positive or negative peer pressure.
	
	• Have students generate a list of group behaviors that they do like and ones they do not like. Discuss this list as a group and develop a list of classroom norms around group work.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

	• Potential Writing Prompts:
	   ○ How do you like to work when you work in groups? How can you work together with someone who likes to do things differently?
	   ○ What are some conflicts you have seen happening on the playground? How do you think kids could prevent them? Resolve them?
	   ○ What are some conflicts that you have seen happening in the classroom? How do you think kids could prevent them? Resolve them?
	   ○ Write about a time you had a conflict. How did you feel? How did you resolve it?
	   ○ Write about a time you resisted negative peer pressure.
	   ○ Write about how you can be someone who is a positive influence on others.

SECTION 5: DECISION-MAKING

OVERVIEW AND EDUCATOR'S NOTES: DECISION-MAKING

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:

- Students at this age benefit from discussing and practicing decision-making steps. They may tend to rely on their social groups and peer interactions to make decisions.
- Students are developing short-term goal-setting and problem-solving skills. Concrete and relevant examples are critical to form connections.
- Students who struggle with impulsivity, executive functioning deficits, or mental health concerns may need additional scaffolding around decision-making.
- The use of graphic organizers can assist English Language Learners with goalsetting and seeing their own progress.
- Students may have different culturally appropriated beliefs around making decisions and expressing personal values. These beliefs need to be acknowledged and accepted.

EDUCATOR BACKGROUND KNOWLEDGE

Greater Good in Education explains decision-making as, "*The ability to make caring and constructive choices about how to behave, based on consideration of ethical standards (i.e., benefits and consequences for personal, social, and collective well-being) as well as relevant social norms and safety concerns.*" Additionally, the concept of decision-making is closely tied to other core competencies. For example, to do the right thing by standing up to friends who are mistreating others, a student needs to be in touch with their own values (self-awareness) and be able to regulate conflicting emotions (self-management); they also need to be able to empathize with those affected (social awareness) and resist peer pressure to join in (relationship skills).

Students are faced with decisions every day, some small and some big. As educators, we can help them learn that there are steps to making decisions. Helping students identify these steps can assist them in making bigger decisions later that are both personally and socially responsible.

SELF-REFLECTION

- What process do I use when making decisions?
- How do I consider the perspectives of others when making decisions?
- What groups do I identify with?
- How do my beliefs and values influence my decisions?
- How am I communicating my values and ethical messages to students in both explicit and implicit ways?
- How can I stay aware of social concerns or current events that are impacting my school community?
- When facing an issue, am I able to identify what is in my control, what is in my influence, and what is outside of my control?

VERTICAL ALIGNMENT

GRADES 1-2
- DeM1: 1-2a, I can classify a problem based on its size.
- DeM1: 1-2b, I can list strategies to solve a problem.
- DeM1: 1-2c, I can recognize that I have choices in how to respond in a situation.

- DeM2: 1-2a, I can describe and appreciate ways that I am similar to and different from other people.
- DeM2: 1-2b, I can explain how the choices I make impact others.

GRADES 5-6:
- DeM1: 5-6a, I can determine what is within my control, what is outside of my control and what is within my influence when facing a problem.
- DeM1: 5-6b, I can show curiosity about a social problem by asking questions and gathering evidence to identify potential solutions.
- DeM1: 5-6c, I can identify the multiple outcomes that can result from my choices.

- DeM2: 5-6a, I can describe my beliefs, values, and the multiple groups in society that help create my identity and inform my decision-making process.
- DeM2: 5-6b, I can explain how the perspectives of others should be considered when making decisions.

"Reading, writing, arithmetic are important only if they serve to make our children more humane."

-Haim Ginott

DECISION-MAKING (DEM1)

ReS1: Demonstrate the ability to evaluate, through reflection, the benefits and consequences of various actions within the decision-making process. (Critical Thinking)
- a) I can explain what is within my control and what is outside of my control when facing a problem.
- b) I can explain the information I used when making a decision, along with the steps I took.
- c) I can recognize that my choices may result in different outcomes.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

To be successful with this standard, students are expected to:
 	
 • Explain and provide examples of things they can control and things they cannot control when facing a problem. (a)
 	
 • Discuss the steps taken when making a decision. (b)
 	
 • Identify the information they used and/or could have used when making a decision. (b)
 	
 • Recognize possible outcomes that result from the choices they make. (c)
	• While reading a book or learning about an event, pause and have students reflect on a decision being made (i.e., in the book or during an event). Have students identify problem-solving steps that may help make a decision.
	
	 • Teach students a decision-making model for making decisions and then encourage them to use it when facing real-life decisions. For example:
	    ○ Take a Minute: recognize and regulate your emotions;
	    ○ Define the Problem: clearly explain the issue;
	    ○ List Solutions: consider solutions and their probable outcomes; and
	    ○ Take Action: select a solution, try it out, re-evaluate.
	
	 • Have students generate a list of decisions they made. You may need to provide examples to get them started. Have students think about the following.
	    ○ What problem did I need to solve?
	    ○ What did I think about when trying to make a decision?
	    ○ Did I consider different solutions?
	    ○ Did I think about the outcome?

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	• Provide a simple decision that could be made (e.g., whether or not to get a class pet) and have students identify the steps they need to take and the information to consider when making a decision.
	• Provide examples of problems that kids may face. Create a cause and effect chart and have students brainstorm different outcomes that might occur based on different decisions being made.

	• **Circle of Control Activity**: Draw the diagram below. Ask students to brainstorm things that they can control, things they can influence, and things they cannot control and write them in the appropriate space. Some examples may include:
	   ○ **In my control:** my words, my actions, my mood, my tone, my attitude, my thoughts, my habits, my effort;
	   ○ **In my influence**: relationships, family, mood in the room, my health, what my friends do; and
	   ○ **Out of my control:** weather, solar flares, and the past.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	  It is important for students to understand that even if something is in their influence, which does not mean it is their responsibility. Important note: if doing this activity as a whole class be careful not to make judgements about family structures. For example, for some students, "my dad's anger" could be in their influence. However, if a student's dad is incarcerated, deceased, or not present in their life then this would be "out of the student's control." A more inclusive statement may be, "someone else's anger." • Have students explore current event articles that are appropriate. Websites such as TimeforKids and Newsela both offer kid-friendly news articles on current events. In small groups or individually have students find an article about a social problem they want to explore. Have students work together to answer the following questions.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	○ What is the problem? ○ What questions do we have? ○ What are some possible solutions? ○ What can we do to be part of the solution? • Have students brainstorm different actions and the effect they will have. Use a cause and effect graphic organizer to display all their responses. The image below shows an example of this type of activity. ### CAUSE AND EFFECT Problem: I have a big test next week in Science. CAUSE EFFECT I don't study ⇨ I will most likely not pass I study the night before ⇨ I may pass but I will be really stressed I study for 30-40 minutes each night ⇨ I will most likely get a grade I am proud of • Use a graphic organizer, such as a mind-map or KWL chart, to learn more about a social problem and brainstorm potential solutions. • Use a fishbone diagram to map out all of the causes contributing to a problem. The problem can be something happening in the classroom, the school, the community, the country, or the world.

DECISION-MAKING (DeM2)

DeM2: Demonstrate the ability to make ethical decisions as a global citizen and evaluate outcomes based on one's own identity and the impact on humanity. (Citizenship)
   a) I can develop an awareness of and comfort with my membership in multiple groups in society.
   b) I can consider the feelings and rights of myself and others when making decisions.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

To be successful with this standard, students are expected to:
 	
• Consider all of the groups that they and others may be part of. (a)
 	
• Identify and explore the various groups that they are members of. (a)
 	
• Understand that making an effective or ethical decision means considering the perspectives and rights of others. (b)
 	
• Identify why it is important to consider the perspectives and rights of others when making decisions. (b)
	• Explore comfort levels of characters in different groups in society. Some suggested titles include:
	    ○ "One" by Kathryn Otoshi;
	    ○ "Zero" by Kathryn Otoshi; and
	    ○ "Two" by Kathryn Otoshi.
	
	• Read books that include many different characters and talk about the groups that the characters are part of.
	
	• Have students brainstorm different groups that they or others may belong to. Have students then create an identity wheel (i.e., a circle representing themselves and arrows all around pointing to the circle). Students write on the arrows the different groups that they belong to and choose the top four that best define who they are. Students can share out with the class or within small groups if they want to.

| ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	• Show students pictures/drawings (refer to example below) that can have more than one perspective and ask them to tell you what they see. Discuss if one answer is right, does that mean the other one is wrong?
	• Divide students into small groups and assign a simple problem that each group has to solve or a decision that has to be made. Team roles are assigned. The facilitator asks each group member for input while the note taker writes down each member's thoughts or ideas. The reporter cannot raise their hand to share their answer or decision until all perspectives and thoughts are considered. Follow up the activity with a discussion about why it is important to consider everyone's perspectives and rights.
	• Read and discuss books with themes of personal responsibility and empathy. (i.e., What if Everybody Did That? We're All Wonders, The Invisible Boy). Focus discussion on how the characters' choices impact those around them in negative or positive ways.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES

	• Have students make predictions about how others will feel and what they may say or do based on someone's choices. This can be done through read-alouds or given scenarios.
	
	• Have a personality show and tell. Students can share "one thing that you can see about me" and "one thing you can't see about me" that make them feel proud or unique.
	
	• Show a photograph or image (The New York Times <u>Picture Prompts Bank</u>) and have students respond to it in writing. Afterwards share different responses and discuss how there are similarities and differences in how each student interprets the picture. Ask students if anyone changed their views of the picture after hearing the perspectives of others. Possible prompts to correspond with a picture could include those below.
	   ○ Write from the perspective of one of the people, animals, or things in an image.
	   ○ Guess what happened just before the photograph.
	   ○ What inferences can be made based on this image?
	   ○ What is going on in this picture?

ADDITIONAL RESOURCES FOR SEL IMPLEMENTATION
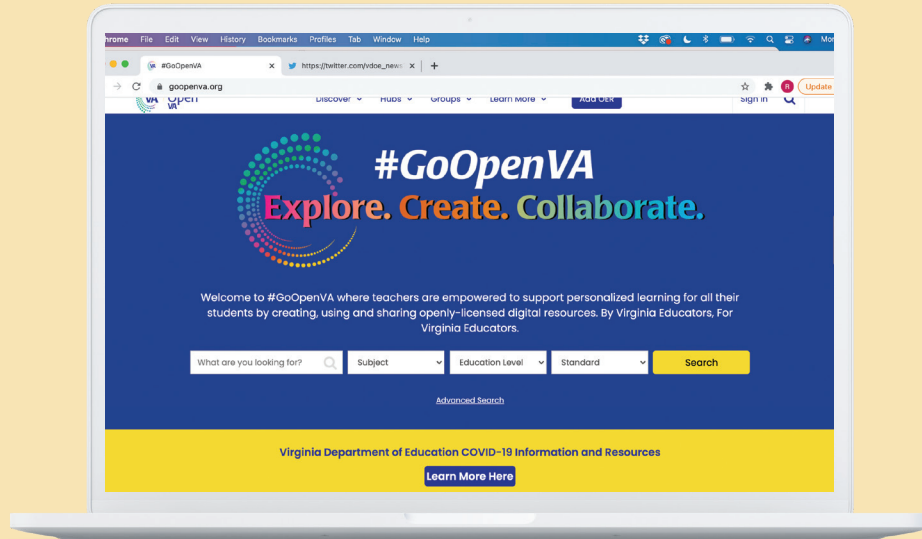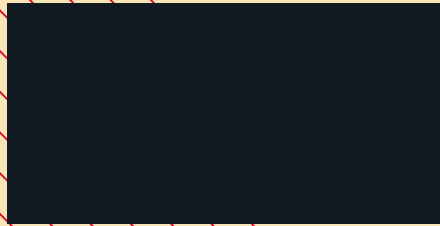

SEL Resource Library in GoOpenVA:

A growing library of resources organized by grade bands and SEL Guidance Standards for implementation.
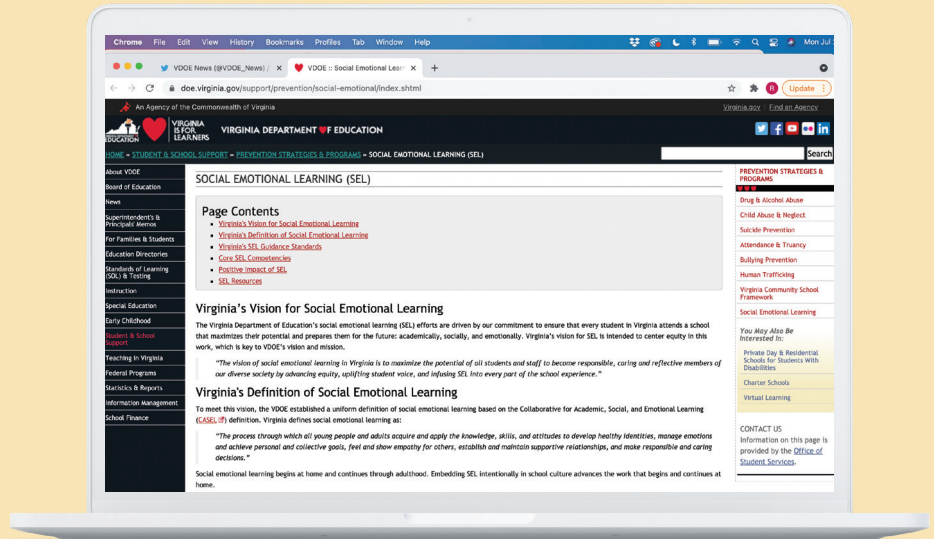
VDOE SEL Webpage:

This webpage includes additional resources, professional development opportunities and planning guides to advance SEL implementation at the classroom, school and division level.

VIRGINIA DEPARTMENT OF EDUCATION

VIRGINIA IS FOR LEARNERS