

Students demonstrate awareness of their external supports.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I am aware of the supports I have around me.”</i>	<ul style="list-style-type: none"> • Identify an adult they trust. • Explain situations in which they need to seek adult help (big problem/small problem). • Understand how and where to get help in an emergency situation. 	<ul style="list-style-type: none"> • After defining trust, students list qualities of a person they would trust. • Use a relevant book or story to make self to text connection. • Students role-play ‘what if...’ situations.
Students demonstrate awareness of their personal traits.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I am aware of my traits, know what I do well, and know what areas I can work on.”</i>	<ul style="list-style-type: none"> • Identify their likes and dislikes. • Describe things they do well. • Describe an activity/task in which they may need help in order to be successful. 	<ul style="list-style-type: none"> • Students design an <i>All About Me</i> book. • Students do a <i>show and tell</i> presentation about a hobby or a skill. • Use cooperative learning strategies with small groups.
Students demonstrate an awareness of their emotions.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I am aware of what I am feeling.”</i>	<ul style="list-style-type: none"> • Recognize and label emotions/feelings. • Describe their emotions and the situations that cause them (triggers). 	<ul style="list-style-type: none"> • Students make a poster or draw a picture that depicts a range of emotions. • Students role-play and discuss situations that might trigger emotions.
Students have a sense of personal responsibility.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I am aware of and accept my responsibilities.”</i>	<ul style="list-style-type: none"> • Understand that expectations and responsibilities promote a safe and productive environment. • Accept that there are positive and negative consequences for their choices and actions. • Act responsibly when using other people’s property. 	<ul style="list-style-type: none"> • Use picture cues to discuss school-wide expectations and practice what that would look like. • Students participate in the development of classroom rules. • Students predict outcomes for characters in a story based on their actions in the story.

Adapted from the Anchorage School District SEL Team



Students use effective decision-making skills.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I can make good decisions.”</i>	<ul style="list-style-type: none"> • Describe ways to promote the safety of themselves and others. • Recognize that they have choices in how to respond to situations. • Implement stop, think, and act strategies in solving problems. 	<ul style="list-style-type: none"> • Students compose a list of playground safety rules and ways to help themselves and others follow those rules. • Discuss a relevant book or story that highlights characters making good decisions.
Students demonstrate ability to manage their emotions constructively.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I can manage my emotions in a way that is constructive and appropriate.”</i>	<ul style="list-style-type: none"> • Identify ways to calm themselves. • Demonstrate constructive ways to deal with upsetting emotions. • Walk away/remove themselves from a triggering event. 	<ul style="list-style-type: none"> • Read <i>Simon’s Hook</i> or a similar story and discuss the ways the character was taught to deal with triggers. • Show how a balloon deflates and see if students can copy that in their bodies for when they feel stressed.
Students demonstrate honesty and integrity.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I can act in an honest manner.”</i>	<ul style="list-style-type: none"> • Distinguish between a truth and a lie. • Analyze the consequences of lying and/or breaking classroom norms. • Understand the importance of telling the truth. 	<ul style="list-style-type: none"> • Students do a puppet show or write a story about a child not telling the truth. • Students help in the development of classroom procedures, expectations and outcomes.
Students demonstrate ability to set and achieve goals.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I can set and achieve goals that will help me to be successful.”</i>	<ul style="list-style-type: none"> • Identify a goal (wish, dream). • Identify the steps needed to perform a routine task or accomplish a goal. • Describe something they have accomplished. 	<ul style="list-style-type: none"> • Students write or draw their own “I have a dream.” • Students do a step-by-step art project or baking project. • Create a classroom collage; one side is a celebration of something students have accomplished, and one side is something they are working on accomplishing.

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Students demonstrate an awareness of cultural issues and a respect for human dignity and differences.

	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I care about and respect the individual differences of others.”</i>	<ul style="list-style-type: none"> Describe ways that people are similar and different. Name positive human qualities in others that cross all cultures and groups. 	<ul style="list-style-type: none"> Students do a <i>show and tell</i> about a family tradition. Teach very basic Venn diagrams using human qualities. Ask students to write a list of traits that they have, then go around the room comparing traits with their classmates.

Students demonstrate an awareness of other people’s emotions and perspectives.

	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I care about the feelings and viewpoints of others.”</i>	<ul style="list-style-type: none"> Predict how others are feeling based on their facial expressions and body language. Recognize words and actions that hurt others. 	<ul style="list-style-type: none"> Students play a game of <i>Feelings Charades</i>. Students brainstorm a list of behaviors they feel would hurt others, as well as behaviors that would help.

Students demonstrate consideration for others and a desire to positively contribute to their community.

	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I care about others and do my part to make my community better.”</i>	<ul style="list-style-type: none"> Recognize and name how others within their school, home, and greater community help them. Identify how they support and help others (e.g. feed the dog, share, and clean up). Express how they feel about helping others. 	<ul style="list-style-type: none"> Students create a collage of daily personal and family activities and circle examples of when they or others are helping. Give class jobs, and have discussion around how they are helpful for the group.

Students can read social cues.

	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I care about how I perceive others and how they perceive me.”</i>	<ul style="list-style-type: none"> Understand the importance of respecting personal space. Appropriately engage in play with others (i.e. introduce self, ask permission, join in, and invite others to join in). Practice <i>waiting their turn</i>, observe the situation, and know when it’s appropriate to respond. 	<ul style="list-style-type: none"> Use puppets to go over rules like personal space, respecting others property, etc. Students tell what activities they did on the playground and rate their behavior during those activities. Use exercises to teach kids the steps involved in joining a group.

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Students use positive communication and social skills to interact effectively with others.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>"I will interact well with others."</i>	<ul style="list-style-type: none"> • Pay attention to others when they are speaking. • Demonstrate the use of verbal etiquette (use please, thank you, excuse me, etc.). • Take turns and share with others. 	<ul style="list-style-type: none"> • Divide class into two teams. Read directions to the teams one time and have the teams follow the directions, practicing listening. • Do a 'word of the day' and give students little prizes when you hear them genuinely use that word.
Students develop constructive relationships.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>"I will work on having constructive relationships."</i>	<ul style="list-style-type: none"> • Identify relationships they have with others. • List traits of a good friend. • Design a plan for making friends. 	<ul style="list-style-type: none"> • Students draw a picture of their closest friends and family and label the relationship. • Students draw a picture of themselves then rotate the picture around the room. As it stops, other students write one thing about them that makes them a good friend. • Bring in a stuffed animal and ask the class what they could do to make that animal their friend.
Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>"I will deal with interpersonal conflicts constructively."</i>	<ul style="list-style-type: none"> • Identify interpersonal problems they need adult help to resolve. • Recognize there are many ways to solve conflicts and practice solving problems using a menu of choices. 	<ul style="list-style-type: none"> • Students work in pairs using puppets to identify conflicts and show responses. Use class discussion to determine whether the conflict needs an adult helper. • Select magazine cutouts of different responses to conflict and students identify whether the responses are negative or positive.

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