



Facilitate a group discussion on the definition of success (e.g., What does success look like? Is success an outcome or a process?)

## GENERAL TEACHING PRACTICES

Routinely provide authentic feedback and ask dialoguing questions that help students reflect on their own strengths and interests. Examples:

“Can you tell me what about this is making you feel so energized/motivated/happy?”

“Can you tell me what about this you’re most proud of?”

“How did you feel when you first heard this problem? How do you feel now?”

Routinely give students opportunity through journal entries or student pair shares to reflect on what kinds of science related material they’re interested in and why.

Routinely tell students authentic reasons why you as their teacher feel happy/optimistic for them and their future.

Create class roles and responsibilities that emphasize individual strengths, areas to improve, and personal and group goals (e.g., gather equipment, recorder, reporter, time keeper, etc.).

Establish clear norms and consequences so that students can see the impact of their own actions and behaviors on outcomes (e.g., help students develop appropriate strategies for providing feedback to each other if someone is not pulling their weight on the team or during a lab).

Hold regular class meetings to teach and model emotional awareness (e.g., community building circles) and to give students an opportunity to share.

Use current media/technology sources to make science relevant to the students’ world and encourage appropriate self-awareness behavior for teamwork.

Consistently engage students in peer review of written work (labs).

Provide access to more challenging work when students have mastered earlier material.

Encourage risk-taking by creating a classroom atmosphere where making mistakes is okay, and even expected.

Allow for corrections and edits.

Have students identify their emotions when faced with new challenges.

Routinely reinforce the connection between effort and outcomes.

Empower successful students to help others.

Teach students how to approach a problem and when and how to advocate for support.

Model methods of test preparation strategies e.g. use of study guides, colored pencils, drawings, Cornell Notes.







# SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING ESSENTIAL FOR LIFE

## SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES SCIENCE, GRADE 8

### Social Emotional Learning Competency

**Social awareness** The ability to take the perspective of and empathize with others, including those diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior recognize family, school, and community resources and supports.

- Perspective taking
- Empathy
- Appreciating diversity
- Respect for others
- Recognizing and using resources and supports

Fostering Social awareness may integrate with the following Science Standards:

This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency list what students (at age and developmentally appropriate levels) will know and be able to do.

New York State P12 Science Learning Standards

[MSLS45](#); [MSPS13](#); [MSESS3](#); [MSETS42](#); [MSETS41](#); [MSES14](#); [MSESS3](#)

Ask students to reflect (including in journals) on questions about the negative effects of stereotyping. Give them opportunities to discuss in pair shares.

Lead project/assignments connected to literature to promote awareness of the rights of others. Discuss and analyze the origins and negative effects of stereotyping and prejudice, as reflected in literature.

Ask students to write in their journals, or discuss in pair shares, how they try to be helpful in their families or with their peers.

Encourage participation in school-wide community service. Encourage participation in school-wide community service. Encourage participation in school-wide community service. Encourage participation in school-wide community service. Encourage participation in school-wide community service.

# SOCIALE



Develop or modify a model based on evidence to match what happens if a variable or component of a system is changed.

Complex and microscopic structures and systems can be visualized, modeled, and used to describe how their function depends on the shapes, composition, and relationships among its parts; therefore, complex natural and designed structures/systems can be analyzed to determine how they function. Structures can be designed to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.

Use team-based, collaborative teaching practices such as cooperative learning and project based learning to provide students with opportunities to develop and routinely practice communication, social and assertiveness skills. Be very intentional when creating groups to place students, so that there are natural leaders who can inspire the others they are working with.

Give students opportunities to practice social skills in small groups and project based learning activities.

Hold individual students accountable for the work produced in small groups.

Give students authentic feedback both positive and negative.

Model and reinforce effective communication and relationship skills.

Establish a conflict resolution process that is used any time there is a conflict.

Model good conflict resolution skills.

Give students support as needed when they are working out a conflict

# SOCIAL EMOTIONAL LEARNING

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## SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES SCIENCE, GRADE 8

### Social Emotional Learning Competency

**Responsible decisionmaking:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; the ability to make a realistic evaluation of consequences and various actions and to consider the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Problemsolving
- Evaluating consequences
- Constructive decision making based upon consideration of the wellbeing of self and others

Fostering Responsible decisionmaking may integrate with the following Science Standards:

This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency list what students (at age and developmentally appropriate levels) will know and be able to do.

New York State P12 Science Learning Standards

[MS-PS12](#); [MS-PS13](#); [MS-PS16](#); [MS-PS24](#); [MS-PS35](#)

(<http://www.nysed.gov/common/nysed/files/programs/curriculum/instruction/p-12-science-learning-standardsupdated1018.pdf>)

### SAMPLE SEL ACTIVITIES

Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, evaluate).

Define responsibility and related terms (ethical, safe, values, honesty).

Discuss higher order values demonstrated by scientists being a good citizen, ways to help the community or country.

Walk through the steps of problem



Develop and enforce class rules and shared norms, discussing them routinely.  
Create, agree to, and help students understand logical consequences, discussing them frequently and whenever appropriate.

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