

SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES ENGLISH LANGUAGE ARTS GRADES 5-8

Social Emotional Learning Competency

Self-awareness: The ability to recognize one's emotions, thoughts, goals, and values and how they influence one's behavior. This includes accurately assessing one's strengths and limitations, possessing a well-developed sense of self-efficacy and optimism and a "growth mindset." High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

- x Identifying emotions
- x Accurate self-perception
- x Recognizing strengths and personal growth areas
- x Self-confidence
- x Self-efficacy¹

Fostering Self-awareness may integrate with the following ELA 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 lists what students (at age and developmentally appropriate levels) will know and be able to do.

NYS ELA Learning Standards (Current through August 2020)	Next Generation Learning Standards (Full implementation September 2020)
5R1, 5R3, 5R4, 5R6, 5W3a-e, 5W5, 5W8, 5SL1a-f, 5SL6, 5L5 (https://www.engageny.org/file/736/download/nys-p12cclsela.pdf)	5R1, 5R3, 5R4, 5R6, 5W3a-e, 5W7, 5SL1a-d, 5SL6, 5L3 (http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)

SAMPLE SEL ACTIVITIES

- x Engage students in brainstorming what self-awareness is and chart their responses; compare and contrast their ideas with the core competency definition. Teach new vocabulary as applicable as part of the discussion.
- x Begin each day with a "Feelings Check In" using a scale from +5 to -5 to allow students a simple way to reflect upon and communicate how they are feeling when they arrive in school. Chart or informally track their answers. Then invite a moment of silence where everyone silently gives themselves a affirming message to start their day. Invite students to voluntarily share the message they gave themselves. F

¹ Adapted from the Collaborative for Academic, Social, and Emotional Learning (CASEL), 2017

instance, "I am angry that my brother wouldn't walk with me, but I can still have a good day in class with

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Social Emotional Learning Competency
Self-management

- x Work to provide clear and consistent behavior expectations for your students so that they are not confused or frustrated by unc

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Social Emotional Learning Competency

- x Use examples from literature that illustrate stereotype, prejudice, and discrimination. Facilitate discussions where students discuss these concepts and the way that characters did or could have stood up to stereotype, prejudice, and discrimination. Ask students to write about a time when they witnessed another person being the target of stereotyping or prejudice or discrimination.
- x Take time to get to know and to respect the cultural background(s) of your students. Provide students with multiple opportunities to learn about the cultural backgrounds of their classmates. Encourage intercultural sharing.
- x Because students from different backgrounds celebrate different holidays and sometimes celebrate the same holiday in very different ways, allow students to produce work related to any seasonal holiday from any cultural tradition which they personally practice or which interests them.
- x Ask students to paraphrase one another's point of view with respect.
- x Encourage students to ask follow up questions to peers whose point of view they do not agree with or understand.
- x Assign students with different points of view on various topics to work collaboratively on a project.
- x Allow students to take the lead in discussions and become curious about their unique contribution or way of looking at things. Rather than presenting, follow the lead of students in class discussions.
- x Encourage students to be aware of their peers' personal space and needs. Encourage students to support one another if they notice someone who is physically disabled.

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them address a conflict more effectively. Ask students to write a conflict in a book they are reading so that one of the characters uses one or more of these skills to change how the conflict is resolved.

- x Allows students to practice assertiveness skills in role plays so that they are more comfortable using them in real life. Ask students to create a fictional role play in which a character uses these skills.
- x Teach students to determine the difference between their wants and their needs and to learn to negotiate to get their needs met using assertiveness techniques. As appropriate to the literature students are reading, ask students to identify and discuss a character who uses assertiveness skills to better meet the challenges the character faced in the story.
- x Encourage students to use assertiveness techniques to resolve their own conflicts in the Peace Corner.
- x Teach paraphrasing as a deep listening skill. In pairs, students practice paraphrasing.
- x Encourage students to calm down and paraphrase each other's point of view specifically when they are in conflict as a way of gaining a deeper understanding of each other's point of view and supporting the process of resolution.

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