

SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

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-grounded 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.

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

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.

(Current through August 2020)

[6RL1, 6RL3, 6R4, 6RL5, 6W3a-e, 6W5, 6W8, 6SL4, 6SL6](#)
(<https://www.engageny.org/file/736/download/nysp12cclsela.pdf>)

(Full implementation September 2020)

[6R1, 6R3, 6R4, 6R5, 6W3a-e, 6W7, 6SL4, 6SL6](#)
(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>)

SAMPLE SEL ACTIVITIES

- 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.
- 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 self-affirming message to start they day. Invite students to voluntarily share the message they gave themselves. For

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

instance, "I am angry with sister about an argument we had this morning, but I can still have a good day in class with my friends."

- Teach students about self-talk. Let them know we all say things to ourselves and we all have the power to change our self- talk to make sure it is positive. This is called a self- affirmation and we can do it anytime. Let students practice this regularly.

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GENERAL TEACHING PRACTICES

- Ask students open ended questions - questions which require more than one word to answer- about how they are feeling and encourage their reflection and response.
- Engage students in feedback loops (series of two or more questions about student thinking) to help students further clarify their own thinking about their emotions and develop metacognitive capabilities around self-awareness.
- Normalize the discussion of emotions in the classroom by:
 - Acknowledging student emotions with respect and neutrality.
 - Facilitating regular check-ins throughout the day that allow students to reflect upon and express how they are feeling.
 - Facilitating regular meditation or mindfulness periods in the classroom.
 - Facilitating the use of "I Feel Messages" for students in conflict.
- Support student autonomy by allowing for student choice
 - Allow for some choice in working partners.
 - Allow for some choice in where in the classroom the work may be completed.
 - Allow for some choice in how the work may be approached and/or completed.
- Integrate various modalities into the classroom to allow students an opportunity to become aware of their personal learning styles.
- Set up a "Peace Corner" where students can go to calm down, meditate, or solve conflicts peacefully with their peers.
- Discuss examples from literature that illustrate a character's self-awareness. Choose moments in which a character articulates her/his inner thoughts about herself/himself, or changes behavior based on a new understanding about his/her past behavior. Ask students to discuss how the character developed her or his self-awareness.
- Ask students to openly discuss what lessons they have learned from their own life experiences, both positive and negative. Assign writing exercises that ask students to articulate the connection between past experiences and growing self-awareness in their own lives. Invite students share this writing with each other so that they can learn from each other's experiences as well as their own.

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- Teach the “Stop-Breath-Think” cooling down technique where students learn to pause in moments of stress/crisis, cool down, and think through their choices. Provide students with a brief informational text on the scientific impact of deep breathing on the body. Ask students to write about a time in their lives when this technique could have helped them handle a situation better.
- Allow students to practice the “Stop-Breath-Think” technique in role plays so that they become familiar with and comfortable using it in real life. Ask students to write a role play in which one character in a story they have read uses this technique to change how the character dealt with a conflict with another character.
- Provide all students with a “Feelings Journal”. Encourage students to write regular journals entries in their “Feelings Journal” to help them better understand their own feelings and calm down when they are upset.
- Generate a list of feelings words with students and add to it regularly; focus on helping students to recognize and understand the nuanced differences between words that describe feelings. Encourage students to use words from the list regularly in class discussions and/or their writing when examining either their feelings or the feelings of literary characters.
- Ask students to brainstorm alternative outcomes for various conflicts that they have experienced in real life. Ask them how they could have used their own self-management strategies to find a more positive outcome. Develop plans for dealing with similar situations in the future that employ techniques like “Stop-Breath-Think”, self-talk, meditation.
- Ask students to pick a character from literature that they admire for her or his ability to handle stress well. Ask them to write a paragraph or two about how the character successfully dealt with stress. Provide students with the opportunity to share their writing.
- Invite students to read over their own Feelings Journal periodically. In pairs, ask them to share their own successes in managing their own difficult emotions and the good choices they made. Then, ask the partners to share openly what they learned from each other about how to handle difficult emotions and/or how to persists in a difficult task.
- Teach students set realistic academic goals and encourage them to use positive self-talk and affirmations to mark their progress and celebrate their successes as they work towards these goals. Ask students to identify characters in their reading who they think have successfully worked toward a goal and discuss how and why the character was successful.
- Regularly provide students with 3-5-minutes during which to practice cooling down techniques such as stretching, deep breathing, meditation, writing in their feelings journal, etc.

GENERAL TEACHING PRACTICES

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The ability to maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek help when needed.

- Communication skills
- Social engagement
- Relationship-building
- Conflict resolution skills
- Teamwork
- Seeking help when needed⁴

This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk

- Use examples in literature to demonstrate positive relationships and negative relationships.
- Ask students to compare and contrast character relationships in literature and discuss and/or write about what makes the literary relationships positive or negative; ask students to analyze the impact both kinds of relationships had on characters.
- Have students write in their Feeling Journal about the what qualities they value in a friendship.
- Have students write in the Feelings Journal about what kind of friend they want to be to others and explain why they feel the way they do.
- Hold regular class meetings to solve class problems collaboratively and peacefully.
- Allow students to work out their own inter-personal issues in the Peace Corner.
- Praise students for applying assertiveness skills to the solving of their own problems.

- Ask students to identify a character who did not consider the wellbeing of others when s/he made a decision and write about the consequences of this decision on the character him/herself and on those who were harmed. Provide students with the opportunity to share their writing.
- Hold one or more class session during which students come to consensus about class rules. Allow students to brainstorm various choices and the consequences that would result from these choices. Allow the group to determine together the best choices through discussion, debate, voting, etc.
- Present students with real life challenging ethical situations through reading brief informational texts. Ask students to explore challenging ethical situations in role plays. Allow students to role play various

the current social problems that they see in today's world affect them personally. Ask them to discuss in writing how they think a particular situation should be resolved based on their research.

- Ask students to envision a better world - what would it look like, how would people treat one another, how would some of the problems of today be solved?
- Ask student to write a description of their own utopian world. Allow them to name this alternate world and ask them to be as specific as possible in describing how problems would be dealt with in this alternate and ideal world.
- Regularly ask students for their help with a variety of tasks from passing out paper to paraphrasing directions to keeping track of time. Ask them to help one another when they are finished with their own work.