

SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

SOCIAL STUDIES GRADES 6-8

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-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

Fostering Self-a

- When was responsible Self Awareness absent? Give 3 clear examples.
- What could the person or character have done to allow Self Awareness to be more present?
- What effect did the presence or absence of Self Awareness have on the situation?
- Where else have you seen a similar examples of this effect?

GENERAL TEACHING PRACTICES

- Routinely provide authentic rubric-based feedback and provide questions to support scholars' reflection on their own strengths and interests. (*E.g., "I can tell you're really enjoying this project. Can you tell me what about this is making you feel so energized/motivated/happy?" "I can tell you're really proud of how you did on this report/project. Can you tell me what about this you're most proud of?"*)
- 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. (*For example, students might be assigned the roles of taking attendance, arranging chairs, displaying student work. These roles and responsibilities might also be tied to community events.*)
- Establish clear norms and consequences so that students can see the impact of their own actions and behaviors on outcomes (e.g., PBIS Matrix, create group academic projects – such as book reports -- and help students develop appropriate strategies for providing feedback using accountable talk to each other if someone is not pulling their weight on the team)
- Hold regular class meetings to teach/model emotional self-awareness. (Check-in/Check-out meetings)
- Routinely use read aloud and think aloud strategies to convey the message of self-awareness. (John Hattie's Evidenced based Practices, Nurture Metacognition # 10
<http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies/>)
- Use role playing to expose children to appropriate self-awareness behavior.
- Use current media/technology sources to reinforce an understanding of self-awareness skills.

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SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING

- When was responsible Self-Management absent? Give 3 clear examples.
- What could the person or character have done to allow Self-Management to be more present?
- What effect did the presence or absence of Self-Management have on the situation?
- Where else have you seen a similar examples of this effect?
- Use Social Studies to discuss how people persevered through hard times to turn their lives around.
- Use Social Studies for Understanding Self as an Individual and as a Member of Diverse, Local and Global Communities.
- Balancing life roles, expectations, and tasks through the development of a personal stress management plan (http://www.fosteringresilience.com/stress_management_plan.php)
- Compare and contrast different ways people and communities regulate themselves.
- Being a contributing member of a diverse global community. Break into groups and decide what policies practices and procedures you would develop if you were to go to a new world. Include a rationale that clearly explains your choices based on the social and emotional learning competencies. (<http://casel.org/core-competencies/>)
- Interacting With Others in Ways That Respect Individual and Group Differences
- Have a debate on how you would treat a new student (who did not look like you) to your class. How would you help them feel welcome?
- Develop an argument addressing the question, "Is there a need for hate crime legislation?" grounding your stance and evidence for one of the following viewpoints:

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- Reflect on choices and goals they have, and demonstrated by historical figures, as a way of developing strong decision-making skills (**responsible decision-making**).

GENERAL TEACHING PRACTICES

- Hold regular class meetings to teach and model self-management
- Routinely use read aloud to convey the message of self-management
- Use role playing to expose children to appropriate self-management behavior
- Use current media/technology sources to reinforce an understanding of self-management skills.
- Routinely practice self-management techniques as regular part of the school day (e.g., start class with a deep breathing exercise).
- As a teacher, consistently model effective self-management in an age-appropriate way for students (“I’m feeling a little frustrated, so I’m going to stop and take a breath, before I decide what to do next.”)
- Give students authentic feedback for self-management (e.g., “I saw the way you got ready to give your book report just now. I know you were a little nervous, but I saw you take a breath. I’m proud of you, and you should be proud of yourself.”)
- Give students support and/or authentic feedback for expressing emotions appropriately (e.g., “I know you’re angry at her, right now (e.g., for interrupting you). What are some calm ways you could tell her what you’re upset about?” or “I know you were feeling sad about what happened recently. I was(a)4(br)4(e)3

- Give authentic feedback when students persevere (e.g., “I know how hard that was, but you never gave up. You kept on going. I’m very proud of you, and you should be proud of yourself.”)
- Routinely encourage students to write in journals or share with partner in pair shares to reflect on why their efforts in certain situations succeeded or failed, and what they might do differently in the future.

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SOCIAL STUDIES GRADES 6-8

- Provide students with opportunities to share in small groups how they feel in different situations.
- When there is a difference of opinion among students, allow them to reflect on how they are feeling and then share with a partner or in a small group, to be heard but also to listen to how others feel differently and why, in the same situation.
- Build respect for diversity in the classroom by having students share their different cultural perspectives on situations and have cultural celebration.
- Model respect and enthusiasm for learning about diversity – show enthusiasm for history by introducing individuals from many different cultures, show enthusiasm for learning about different cultures.
- At holiday time, create classroom celebrations that allow students to share and explain traditions from their own family holidays. Give everyone an opportunity to participate.
- Model acceptance of others who have different attitudes and values.
- Use cooperative learning and project based learning strategically to build diverse working groups.
- Routinely ask questions in various situations that make the point that we all are similar and we all are different.
- Model respectful behavior and concern for the well-being of others.
- Model service to others.
- Identify and celebrate individuals in history and present day who contributed to their communities. List their contributions and ways that they contributed to the community.

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Social Emotional Learning Competency

Relationship skills: 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

Fostering Relationship skills may integrate with the following Social Studies 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 Social Studies Learning Standards

[6.1a, 6.b1, 6.1c, 6.1d, 6.2c, 6.2d, 6.3a, 6.3b, 6.3c, 6.3d, 6.4a, 6.4b, 6.4c, 6.6b, 6.6d, 6.7a, 6.6b, 7.1.A, 7.2a, 7.2b, 7.2c, 7.2d, 7.2e, 7.3a, 7.3b, 7.3c, 7.3d, 7.4a, 7.4b, 7.4c, 7.5a, 7.5b, 7.5c, 7.5d, 7.6a, 7.6b, 7.7a, 7.7b, 7.7c, 7.7d, 7.8a, 7.8b, 7.8c, 7.8d, 7.8e](#)

[8.1a, 8.2a, 8.2b, 8.2c, 8.2d,, 8.2E, 8.3a, 8.4c, 8.4d, 8.5b, 8.6, 8.7, 8.8, 8.9](#)

(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>)

SAMPLE SEL ACTIVITIES

SOCIAL EMOTIONAL LEARNING

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SOCIAL STUDIES GRADES 6-8

Social Emotional Learning Competency

Responsible decision-making: 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
- Problem-solving
- Evaluating consequences
- Constructive decision making based upon consideration of the wellbeing of self and others⁵

Fostering Responsible decision-making may integrate with the following Social Studies 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 Social Studies Learning Standards

[6.1d, 6.2d, 6.3b, 6.3d, 6.4b, 6.4c, 6.5a, 6.5b, 6.5c, 6.6a, 6.6b, 6.6c, 6.6d, 6.7a, 6.7b, 6.7c](#)

[7.1a, 7.2a, 7.2b, 7.2d, 7.2e, 7.3a, 7.3b, 7.3c, 7.3d, 7.4a, 7.4b, 7.4c, 7.5a, 7.5b, 7.5c, 7.5d, 7.6a, 7.6b, 7.7a, 7.7b, 7.7c, 7.7d, 7.8a, 7.8b, 7.8c, 7.8d, 7.8e](#)

[8.1a, 8.2a, 8.2b, 8.2d, 8.2e, 8.2e, 8.3a, 8.3b, 8.3d, 8.4a, 8.4c, 8.4e, 8.6a, 8.6b, 8.6c, 8.7a, 8.7b, 8.7c, 8.7e](#)
(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>)

SAMPLE SEL ACTIVITIES

Upon completion of these learning activities, Scholars will learn the process of responsible decision making through engagement with text, real world problem solving and academic language (including but not limited to 23.1(m)14466iciv-21)

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