

Students demonstrate awareness of their external supports.		
<i>Indicators</i>	<i>Sample Activities</i>	
<p><i>“I am aware of the supports I have around me.”</i></p>	<ul style="list-style-type: none"> Recognize qualities of positive role models. Identify positive adults in various facets of their lives. Identify peer, home, and school resources they can access to help solve problems. 	<ul style="list-style-type: none"> Students write a letter to a role model telling why they consider them to be their role model. Students visit school resources (e.g. nurse, counselor, mediators, etc.) to find out what services they provide.
Students demonstrate awareness of their personal traits.		
<i>Indicators</i>	<i>Sample Activities</i>	
<p><i>“I am aware of my traits, know what I do well, and know what areas I can work on.”</i></p>	<ul style="list-style-type: none"> Describe the personal qualities they possess that make them successful members of their learning community. Describe and prioritize personal skills and interests that they want to develop. 	<ul style="list-style-type: none"> Students analyze what it is about school that is hard or easy for them. Students draw portraits of themselves and label them with skills they possess.
Students demonstrate an awareness of their emotions.		
<i>Indicators</i>	<i>Sample Activities</i>	
<p><i>“I am aware of what I am feeling.”</i></p>	<ul style="list-style-type: none"> Distinguish among intensity levels of their emotions. Describe how they physically respond to emotion. Recognize and label emotions and discuss how they are linked to behavior. 	<ul style="list-style-type: none"> Draw an ‘anger thermometer’ and discuss physical responses as a person moves higher on that thermometer. Students identify the emotions felt by characters in a story, and discuss how they were affected by those emotions.
Students have a sense of personal responsibility.		
<i>Indicators</i>	<i>Sample Activities</i>	
<p><i>“I am aware of and accept my responsibilities.”</i></p>	<ul style="list-style-type: none"> Choose to do school work/chores without being reminded. Define what it means to be responsible and can identify things for which they are responsible. Explain the benefits of being responsible. 	<ul style="list-style-type: none"> Students have class jobs. Students write newspaper articles about things for which they are responsible. Demonstrate a responsible act through a creative medium (comic strip, video, poetry, song, etc.).

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 the steps of a decision-making model. • Generate alternative solutions to problems and predict possible outcomes. • Effectively participate in group decision-making processes. 	<ul style="list-style-type: none"> • Read the <i>Choose your own Ending</i> books as a class and brainstorm the possible endings. • Practice win-win problem solving strategies.
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"> • Use self-monitoring strategies (self-talk) to regulate emotions. • Show skills in handling pressure situations (e.g. calm down, walk away, and seek help or mediation). • Demonstrate an ability to present their own perspective (I-messages). 	<ul style="list-style-type: none"> • Teacher model self-talk and then discuss how you are using it. • Students write a story showing positive choices. Be sure the story shows the characters’ thoughts as they are making the choices. • Use fill-in-the-blank “I messages” as a practice tool.
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"> • Show willingness to tell the truth in a difficult situation, while honoring personal boundaries. • Identify reasons why honesty is a valued trait. • Analyze the outcomes of dishonesty. 	<ul style="list-style-type: none"> • Students role-play scenarios where telling the truth would be hard and discuss strategies and reasons why they would want to tell the truth anyway. • Identify historical characters whose integrity improved a situation.
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"> • Describe why participating in their education is important in helping them achieve personal goals. • Describe the steps in setting and working toward goal achievement. • Evaluate what they might have done differently to achieve greater success on a recent goal. • Distinguish between long term and short term goals. 	<ul style="list-style-type: none"> • Students write a dialogue between a teacher and a reluctant student, explaining why school is important. • At the end of a project, students think of one thing they could have done differently to make the project even more successful. • Chart daily and weekly goals.

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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"> • Identify contributions of various social and cultural groups. • Recognize that people from different cultural and social groups share many things in common. • Define stereotyping, discrimination, and prejudice. 	<ul style="list-style-type: none"> • Prepare a food that has cultural significance and share it with the class. • Distribute magazines that reflect different cultural interests. Students work in small groups to look for commonalities. • Identify the benefits and disadvantages of pre-judging people and situations.

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 their own behavior affects the emotions of others. • Define the terms perspective/point of view. • Use listening skills to identify the feelings/ perspectives of others. 	<ul style="list-style-type: none"> • Read the first half of a story. After one character’s actions, students predict how the other characters will feel. • Tell a story from a completely different perspective and discuss (e.g. <i>Two Bad Ants</i>). • Give teams a list of emotions. They design skits showing all the emotions. The opposite team guesses their list.

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"> • Describe what they learned about themselves in helping out others. • Identify roles they have that contribute to their school, home, and neighboring community. • Work together with peers to address a need. 	<ul style="list-style-type: none"> • Students trace each other’s hands and write a role they have or a quality they learned about helping. Display around the room as the <i>helping hands</i>. • Adopt and act on a community service project. • Play small group games that involve cooperating and problem solving with others to complete a task.

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"> • Describe tone and how it is used to communicate to others. • Describe the impact of body language and facial expressions in communication. • Develop awareness that social cues may be different among various groups. 	<ul style="list-style-type: none"> • Students identify the verbal and nonverbal cues that make a teacher-told story interesting. Discuss how different classmates might tell the story differently. • Students are given a list of simple tasks they must complete. Working together in pairs they must get their partner to complete that task using only nonverbal communication.

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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"> • Give and receive compliments in a genuine manner. • Use attentive listening skills to foster better communication. • Demonstrate good sportsmanship. • Demonstrate cooperative behaviors in a group (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus). 	<ul style="list-style-type: none"> • Students design a flower, with cut out petals. Classmates write one compliment for that person on their petal. When the petals are all filled out, glue the flower together and thank those who added to it. • The student who is ‘IT’ calls out animals who fly (or jump, crawl, etc.) Students flap, if the animal called really flies. If it doesn’t and they are still flapping, they’re eliminated. • In groups, students build ‘towers’ using only the provided material. After, discuss how they worked as a group.

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"> • Recognize the difference between positive and negative relationships. • Understand the difference between safe and risky behaviors in a relationship. • Identify a problem in a relationship and seek appropriate assistance. 	<ul style="list-style-type: none"> • Read a story, students list the traits they heard in the characters’ relationships that were negative and those that were positive. • Students discuss appropriate times to use peer mediators or other outside help.

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"> • Show an understanding of conflict as a natural part of life. • Describe causes and effects of conflicts. • Distinguish between destructive and constructive ways of dealing with conflict. • Activate the steps of a conflict resolution process (listen, express feelings, discuss solutions, make amends, etc.) 	<ul style="list-style-type: none"> • Students watch their peers on the playground and then list the conflicts they saw and how they were handled. If the conflict was poorly handled, students list suggestions as to how they could modify the response. • Have peer mediators discuss the steps of conflict resolution in a class presentation.

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