

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"> • Activate community resources to help them achieve their goals. • Access safety networks for self and others. • Have constructive support systems in place that contribute to school and life success. 	<ul style="list-style-type: none"> • Students do a research project about what community resources are available and applicable in specific situations. • Students write a letter to the people in their support circle explaining how those people can and do help them.
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"> • Find and enhance a personal affinity. • Identify the skills and credentials required to enter a particular profession and begin to prepare accordingly. • Show self-esteem based on accurate assessment of self. 	<ul style="list-style-type: none"> • Students write a comparative essay at the end of a semester describing which literary character they are most like. • Students create a cover letter that shares their strengths, but matches those strengths to a particular career or college.
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"> • Describe how changing their interpretation of an event can alter how they feel about it. • Use self-reflection to make sure their emotions are in line with the truth of a situation. • Acknowledge an emotion and determine the appropriate time and place to safely digest it. 	<ul style="list-style-type: none"> • Students write a personal narrative discussing a time when they reassessed an event and felt completely differently at the end. • Discuss historic events and how misinterpretation triggered a negative event. • Students write an advice column letter giving advice on how to digest 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"> • Realize the level of control they have over their own lives and act accordingly. • Take the role of a personally responsible citizen promoting the betterment of the community. 	<ul style="list-style-type: none"> • Students design a public service announcement to inform others of a way to promote community wellness. • Imagine a world with no responsibilities. Students write a story describing life in that world.

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"> Apply decision-making skills to foster responsible social and work relations and to make healthy life-long choices. 	<ul style="list-style-type: none"> In all subject areas, have students discuss the steps they take to come to a successful conclusion of the problem at hand, to practice responsible decision-making. Students do a Consumer Ed. business plan and discuss the importance of decision-making in that plan.
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"> Demonstrate reframing skills to promote resiliency and optimism. Incorporate personal management skills on a daily basis and demonstrate effective emotional management as a way of being. 	<ul style="list-style-type: none"> Demonstrate in a science class or in a math problem ways to reframe the problem, and compare that to ways to reframe life problems. Read scenarios that would cause an emotional reaction. Each student writes a “Good, Bad, and Ugly” response.
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 authenticity in their behaviors. Act with a correlation between their words and their actions (walk the talk). 	<ul style="list-style-type: none"> Teachers model authenticity in their behaviors. Offer real-life scenarios and ask students what they would do in those tough situations.
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"> Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. Demonstrate an understanding that goal setting promotes life-long success. 	<ul style="list-style-type: none"> Students draw a ‘map’ with steps to reach their post-secondary goals. For each step, write criteria to determine when they can successfully move to the next step. Discuss how professionals working within a particular subject area (mathematicians, historians, artists, etc.) use goal setting.

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Students demonstrate an awareness of other people’s emotions and perspectives.

<i>“I care about the feelings and viewpoints of others.”</i>	<i>Indicators</i>	<i>Sample Activities</i>
	<ul style="list-style-type: none"> • Differentiate between the factual and emotional content of what a person says. • Express empathy towards others. • Value and learn from the perspectives of others. 	<ul style="list-style-type: none"> • Students view three different news reports and note the slants each report brings to the same story. • Students get involved in a community--giving situation where they help others. • Do Socratic seminars and have students write reflection papers about how their viewpoints changed when listening to others.

Students demonstrate consideration for others and a desire to positively contribute to their community.

<i>“I care about others and do my part to make my community better.”</i>	<i>Indicators</i>	<i>Sample Activities</i>
	<ul style="list-style-type: none"> • Participate in activities that show they are agents for positive change within their community/world. • Analyze their responsibilities as involved citizens of a democratic society. 	<ul style="list-style-type: none"> • Review a <i>Youth Risk Behavior Study</i> data for adolescents. Identify a pertinent issue and discuss strategies students could use to address the issue. • Students get involved in the Youth Vote. Identify an issue pertinent to the community and write a persuasive letter to a leader to request assistance in meeting the need.

Students demonstrate an awareness of cultural issues and a respect for human dignity and differences.

<i>“I care about and respect the individual differences of others.”</i>	<i>Indicators</i>	<i>Sample Activities</i>
	<ul style="list-style-type: none"> • Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. • Evaluate how advocacy for the rights of others contributes to the common good. • Show sensitivity to the cultural setting they are in and a willingness to adapt as necessary. 	<ul style="list-style-type: none"> • Students read current affair articles about prejudice and evaluate the response of the community –giving suggestions for improvement where appropriate. • Students select a topic of interest or concern in the local community. Compare this to concerns on the national level, considering community reaction and involvement. Is there alignment locally?

Students can read social cues.

<i>“I care about how I perceive others and how they perceive me.”</i>	<i>Indicators</i>	<i>Sample Activities</i>
	<ul style="list-style-type: none"> • Recognize and respond to social cues in a manner that contributes to their life-long success. 	<ul style="list-style-type: none"> • Students participate in a role-play interview situation where they must respond to the social cues of the interviewer.

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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"> • Use assertive communication to get their needs met without negatively impacting others. • Empower, encourage, and affirm themselves and others through their interactions. 	<ul style="list-style-type: none"> • Students write scripts that they could use in order to make a request. Then do a peer editing to evaluate effectiveness. • Hold class meetings designed to build class unity and empowerment. • Students write a report on the great leaders of the world and analyze their communication skills.
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"> • Actively participate in a healthy support network of valued relationships. • Independently seek out relationships that support their development through life. 	<ul style="list-style-type: none"> • Students draw a web of support. Next to each person’s name on the web, write one strategy they could use to maintain or activate that friendship or support. • In groups, students write radio broadcasts advertising the importance of constructive relationships.
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"> • Demonstrate an ability to co-exist in civility in the face of unresolved conflict. • Use prevention, management, and resolution skills to resolve interpersonal conflicts constructively. • Evaluate and reflect on their role in a conflict and utilize this information to better their behavior in future conflicts. 	<ul style="list-style-type: none"> • Play a game where the rules are unfair in some way. Discuss students’ behaviors and feelings in the midst of the game. • Students write their own ‘self-help’ manuals to show conflict resolutions skills. Include at least one true story where another response would have been more beneficial.

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