

<b>Students demonstrate awareness of their external supports.</b>		
<i>Indicators</i>	<i>Sample Activities</i>	
<p><b><i>“I am aware of the supports I have around me.”</i></b></p>	<ul style="list-style-type: none"> <li>● Have awareness of where to go for support when in need.</li> <li>● Evaluate the benefits of participating in extra-curricular activities.</li> <li>● Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive.</li> </ul>	<ul style="list-style-type: none"> <li>● Design a school scavenger hunt.</li> <li>● Students create a public service announcement advertising an extracurricular activity and why people should join it.</li> <li>● Students make a collage showing those things that have influenced them.</li> </ul>
<b>Students demonstrate awareness of their personal traits.</b>		
<i>Indicators</i>	<i>Sample Activities</i>	
<p><b><i>“I am aware of my traits, know what I do well, and know what areas I can work on.”</i></b></p>	<ul style="list-style-type: none"> <li>● Analyze how personal qualities and temperaments influence choices and successes.</li> <li>● Apply self-reflection techniques to recognize their strengths, weaknesses, and potential.</li> <li>● Implement a plan to build on strengths, meet a need, or address a challenge.</li> </ul>	<ul style="list-style-type: none"> <li>● Administer <i>school-to-work</i> personality trait tests.</li> <li>● Students make a <i>curious cube</i>. For each face of the cube, they write a different side of their personality: strengths, potential, etc.</li> <li>● Assign final projects that are designed by students to build on their strengths.</li> </ul>
<b>Students demonstrate an awareness of their emotions.</b>		
<i>Indicators</i>	<i>Sample Activities</i>	
<p><b><i>“I am aware of what I am feeling.”</i></b></p>	<ul style="list-style-type: none"> <li>● Recognize negative emotions as indicators of situations in need of attention.</li> <li>● Analyze emotional states that contribute to or detract from their ability to problem solve.</li> <li>● Explain the possible outcomes associated with the different forms of communicating emotions.</li> </ul>	<ul style="list-style-type: none"> <li>● Design analogies about emotions (<i>i.e. emotions are like the warning signals on the dashboard</i>).</li> <li>● Discuss the objectivity of a scientist and make connections to when it’s useful to show objectivity.</li> <li>● Look at ways in history that various characters have communicated their emotions and discuss the results.</li> </ul>
<b>Students have a sense of personal responsibility.</b>		
<i>Indicators</i>	<i>Sample Activities</i>	
<p><b><i>“I am aware of and accept my responsibilities.”</i></b></p>	<ul style="list-style-type: none"> <li>● Identify the areas of school and life that are within their control.</li> <li>● Analyze the short and long term outcomes of safe, risky, and harmful behaviors.</li> <li>● Define their responsibility for the outcomes involved in safe, risky, and harmful behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>● Class brainstorms a list of areas that students can control.</li> <li>● Students design a brochure detailing safety issues and procedures regarding common scenarios and behaviors.</li> <li>● Students write their own ‘report card’ where they grade themselves on how well they are following through with their responsibilities, adding comments that defend the grade.</li> </ul>

Adapted from the Anchorage School District SEL Team



<b>Students use effective decision-making skills.</b>		
	<i>Indicators</i>	<i>Sample Activities</i>
<b><i>“I can make good decisions.”</i></b>	<ul style="list-style-type: none"> <li>• Identify and apply the steps of systematic decision-making.</li> <li>• Evaluate strategies for avoiding risky behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Students think about past decisions and break down the steps that they took to reach that decision.</li> <li>• Students write “If only” papers.</li> <li>• Students role-play possible responses to peer pressure and other scenarios.</li> </ul>
<b>Students demonstrate ability to manage their emotions constructively.</b>		
	<i>Indicators</i>	<i>Sample Activities</i>
<b><i>“I can manage my emotions in a way that is constructive and appropriate.”</i></b>	<ul style="list-style-type: none"> <li>• Apply strategies to manage stress and to motivate successful performance.</li> <li>• Reflect on possible consequences, both positive and negative, before expressing an emotion.</li> <li>• Generate ways to develop positive attitudes (optimism).</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the strategies literary characters used to handle their stressors.</li> <li>• Students develop a graphic organizer that compares and contrasts ways to express feelings.</li> </ul>
<b>Students demonstrate honesty/integrity.</b>		
	<i>Indicators</i>	<i>Sample Activities</i>
<b><i>“I can act in an honest manner.”</i></b>	<ul style="list-style-type: none"> <li>• Activate personal integrity as a tool to resist negative peer pressure.</li> <li>• Evaluate how honesty contributes to lifelong success and relationship building.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a story (<i>for example The Chocolate War</i>) and discuss the character’s response to peer pressure.</li> <li>• Students do a comparison to how they would respond.</li> <li>• Students write about a time when it would have been easy to lie, but they chose to be honest instead.</li> </ul>
<b>Students demonstrate ability to set and achieve goals.</b>		
	<i>Indicators</i>	<i>Sample Activities</i>
<b><i>“I can set and achieve goals that will help me to be successful.”</i></b>	<ul style="list-style-type: none"> <li>• Apply goal-setting skills to promote academic success.</li> <li>• Set a positive social interaction goal.</li> <li>• Demonstrate goal-setting skills relating to potential career paths.</li> </ul>	<ul style="list-style-type: none"> <li>• Students use class planners to set academic goals per week/ quarter/semester.</li> <li>• Show media with main character makes poor social choices and students determine what they would do differently for themselves.</li> <li>• Design <i>school-to-work</i> portfolios.</li> </ul>

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

<b><i>“I care about the feelings and viewpoints of others.”</i></b>	<i>Indicators</i>	<i>Sample Activities</i>
	<ul style="list-style-type: none"> <li>Analyze ways their behavior may affect the feelings of others and adjust accordingly.</li> <li>Provide support and encouragement to others in need.</li> <li>Show respect for other people’s perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>Students write alternate endings to stories through changing the behavior of one character.</li> <li>Hold class meetings where students are given the opportunity to support one another.</li> <li>On the outside of a paper bag, students make a collage of how they think others feel about an issue, on the inside they put pictures/words of how they feel about that issue. Discuss the varying perspectives.</li> </ul>

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

<b><i>“I care about others and do my part to make my community better.”</i></b>	<i>Indicators</i>	<i>Sample Activities</i>
	<ul style="list-style-type: none"> <li>Explain how their decisions and behaviors affect the well-being of their school and community.</li> <li>Explore a community or global need and generate possible solutions.</li> </ul>	<ul style="list-style-type: none"> <li>Students draw an “Impact web” of how their actions could affect others, or how a historical figure's actions affected society.</li> <li>Students look at global needs and do a class discussion on what they would do to help if they were President of the U.S.A.</li> </ul>

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

<b><i>“I care about and respect the individual differences of others.”</i></b>	<i>Indicators</i>	<i>Sample Activities</i>
	<ul style="list-style-type: none"> <li>Analyze how people of different groups can help one another and enjoy each other’s company.</li> <li>Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this.</li> </ul>	<ul style="list-style-type: none"> <li>Do an activity around the “Flash Judgments” video (YouTube).</li> <li>Teach a unit on media literacy and have students analyze media for who is being featured in commercials, shows, etc. and whether that is leading to stereotyping.</li> </ul>

**Students can read social cues.**

<b><i>“I care about how I perceive others and how they perceive me.”</i></b>	<i>Indicators</i>	<i>Sample Activities</i>
	<ul style="list-style-type: none"> <li>Analyze social situations and appropriate responses to those situations (e.g. school dance, peer pressure situations, cliques, public speaking).</li> <li>Recognize the personal boundaries of themselves and others (friends, family members, and teachers).</li> </ul>	<ul style="list-style-type: none"> <li>Students create a <i>how-to</i> guide describing to a newcomer the appropriate behavior in various situations.</li> <li>Discuss the importance of land boundaries in world politics. Apply that logic to personal boundaries. Why is it important to honor those? What are potential outcomes?</li> </ul>

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<b>Students use positive communication and social skills to interact effectively with others.</b>		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>"I will interact well with others."</i>	<ul style="list-style-type: none"> <li>• Demonstrate an ability to both assume leadership and be a team player in achieving group goals.</li> <li>• Differentiate between passive, assertive, and aggressive responses.</li> <li>• Practice reflective listening.</li> </ul>	<ul style="list-style-type: none"> <li>• Design group activities that take multiple talents. Discuss how the team could best work together by using each other's strengths.</li> <li>• Pairs share complex stories or opinions and practice reflective listening while the audience takes note</li> </ul>
<b>Students develop constructive relationships.</b>		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>"I will work on having constructive relationships."</i>	<ul style="list-style-type: none"> <li>• Distinguish between positive and negative peer pressure and demonstrate strategies for resisting negative peer pressure.</li> <li>• Involve themselves in positive activities with their peer group.</li> <li>• Demonstrate ability to be true to personal values when choosing friendships.</li> </ul>	<ul style="list-style-type: none"> <li>• In groups, make a cartoon strip that shows strategies for resisting negative peer pressure.</li> <li>• Hold an "Activity Fair" aimed at encouraging students to participate in extracurricular activities.</li> </ul>
<b>Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</b>		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>"I will deal with interpersonal conflicts constructively."</i>	<ul style="list-style-type: none"> <li>• Identify the roles of individuals in conflict and understand their responsibility in reaching resolution.</li> <li>• Apply conflict resolution skills to de-escalate, defuse, and resolve differences.</li> <li>• Identify how all parties in conflict might get their needs met (win-win).</li> <li>• Identify positive supports to go to in a conflict situation/crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• As students role-play particular conflict roles (i.e. aggressors, victims, bystanders, peacemakers) observers record how the behaviors helped or hindered resolution.</li> <li>• Hold class debates over a particular issue that must end in a win-win for the class to be successful.</li> </ul>

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