

Students demonstrate awareness of their external supports.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I am aware of the supports I have around me.”</i>	<ul style="list-style-type: none"> • Identify school support personnel and have knowledge of when and how to use them. • Identify organizations in their community that provide opportunities to develop their interests or talents. 	<ul style="list-style-type: none"> • Ensure school posters advertise school support personnel and the roles they play. • Students make a community map showing organizations that provide support services.
Students demonstrate awareness of their personal traits.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I am aware of my traits, know what I do well, and know what areas I can work on.”</i>	<ul style="list-style-type: none"> • Identify things about themselves that they cannot change and devote their energy to something they can change. • Recognize their personal learning style/intelligence and find ways to employ those styles. • Explore possible career and volunteer opportunities based on their identified interests and strengths. 	<ul style="list-style-type: none"> • As a class, design a ‘movie set’ city street with different storefronts. Each student designs a storefront that shares characteristics of themselves that can and cannot be changed. • Facilitate intelligence traits surveys/assessments with students. • Students take part in a computerized skills and personalities assessment that matches them to job and career choices.
Students demonstrate an awareness of their emotions.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I am aware of what I am feeling.”</i>	<ul style="list-style-type: none"> • Distinguish their real feelings from how others expect them to feel. • Describe the external event or internal cognition that triggered an emotion. • Understand the effect of self-talk on emotions. 	<ul style="list-style-type: none"> • Discuss a time in literature when the character reacted or felt differently than the reader thought they would. • Listen to various types of music and discuss the emotion each type triggers. • Students do a stream of consciousness writing project and then discuss the self-talk that went along with the writing.
Students have a sense of personal responsibility.		
	<i>Indicators</i>	<i>Sample Activities</i>
<i>“I am aware of and accept my responsibilities.”</i>	<ul style="list-style-type: none"> • Analyze the effect taking responsibility or not taking responsibility can have on themselves and others. • Describe how taking personal responsibility can lead to success. • Demonstrate an ability to take responsibility for their choices. 	<ul style="list-style-type: none"> • Assign student planners where students track their responsibilities each week. • Students interview an adult whom they admire and find out how that person feels about their personal responsibilities and success.

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"> Evaluate how external influences (e.g. media, peer, cultural norms) affect their decision-making. Consider ethical, safety, and societal factors when making their decisions. 	<ul style="list-style-type: none"> Students design a media campaign advertising why a person should or should not listen to external influences. Model decision-making process, and ask students to determine which steps and motivations they might use in decision-making. Analyze the decisions made by characters in novels and short stories.
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 control of their behavior so as not to behave impulsively. Evaluate the role attitude plays in success (i.e. pessimism vs. optimism). Practice strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress. 	<ul style="list-style-type: none"> Students watch or read a story and discuss the results of the characters’ impulsive actions. Trace the feet of students. On each footprint, students write a strategy for coping.
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"> Analyze their behavior to determine whether or not they are being authentic. Analyze whether they are behaving in an honest manner and adjust accordingly. 	<ul style="list-style-type: none"> Students write a proposal for a reality TV program about them. If cameras follow them around, will they see authentic behaviors? Students keep track of their activities for one week. Looking at the list, they highlight all behaviors that were done with honest actions and motives.
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"> Monitor progress toward achieving a goal, and make adjustments in their plan as needed. Identify outside resources that can help in achieving a goal. Set a positive academic goal. 	<ul style="list-style-type: none"> Students write a projected schedule for one week. They write a reflection on their strengths and weaknesses as they are working toward a goal and write suggestions for improvements. Students conduct interviews with people they feel could help them meet a goal to determine what those people or their organizations could do.

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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"> • Identify verbal, physical, and situational cues that indicate how others may feel. • Use conversational skills to understand the perspective of others. • Demonstrate ways to express understanding of those who hold different opinions. • Demonstrate ways to express empathy for others. 	<ul style="list-style-type: none"> • Students play a version of <i>Freeze</i> where words can’t be used, but in order to successfully freeze a player and get into the scene, the audience member must guess the original character’s portrayed feelings. • In <i>pair-shares</i> one student must describe their partner’s perspective on an issue. • Hold formal debates where the winners are those who showed the most respect.

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"> • Work cooperatively with others to implement a strategy to address a need in the broader community. • Evaluate the impact of their involvement in an activity to improve their school or community. 	<ul style="list-style-type: none"> • Students participate in a clothing drive, food drive, or other service at a community wide level. They follow through by sharing how their contribution made an impact. • Write a follow-up article discussing this impact and evaluating what they would do the same or what they could do differently.

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"> • Demonstrate respect for individuals from different social and cultural groups. • Participate in cross-cultural activities and reflect in what way they were responsive to the setting. 	<ul style="list-style-type: none"> • Students design and participate in a mini-Olympics competition. Include activities with clear cultural backgrounds and give the history of those activities. • Students review newspapers for announcements of upcoming events. Cut them out for a poster of cultural activities. • Create an advertisement for the school community that encourages others to experience a potentially new event.

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"> • Evaluate how society and cultural norms and mores have an effect on personal interactions. • Read social cues and recognize the impact of their reactions to those cues. 	<ul style="list-style-type: none"> • One student is “It” and must leave the room while the class designs a list of social mores. The student returns and must use the groups’ social cues to determine <i>proper</i> behavior.

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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"> • Demonstrate strategies for collaborating with peers, adults, and others in the community to move group efforts forward. • Offer and accept constructive criticism in order to make improvements. • Work to maintain an objective, non-judgmental tone during disagreements. 	<ul style="list-style-type: none"> • Given a real life scenario, students design the ‘teams’ they would assemble to best meet the need given – and explain why and how that group would meet the need. • In class debates, students are evaluated on their use of tone.
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"> • Understand the benefits of setting limits for themselves and others (boundaries). • Practice strategies for maintaining positive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, practice forgiveness.) • Understand the value of mentors. 	<ul style="list-style-type: none"> • Students draw a fence and label it with behaviors that fit within and without their personal boundaries. • Students give advice to fictitious characters about how they could better maintain positive relationships. • Students pick a mentor and write a letter asking them for their help and explaining what they hope to get out of the relationship.
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"> • Analyze how listening and talking accurately help in preventing and resolving conflicts. • Apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety. • Access conflict resolution and problem-solving resources (e.g. security, trusted adults, peer mediators, counselors). 	<ul style="list-style-type: none"> • Play ‘Telephone’ and then discuss how messages can so easily get misconstrued when someone doesn’t listen or talk carefully. • In small groups have teams determine strategies they could use to manage various situations. Act them out and evaluate their usefulness.

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