

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

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

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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"> Analyze ways their behavior may affect the feelings of others and adjust accordingly. Provide support and encouragement to others in need. Show respect for other people’s perspectives. 	<ul style="list-style-type: none"> Students write alternate endings to stories through changing the behavior of one character. Hold class meetings where students are given the opportunity to support one another. 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.

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"> Explain how their decisions and behaviors affect the well-being of their school and community. Explore a community or global need and generate possible solutions. 	<ul style="list-style-type: none"> Students draw an “Impact web” of how their actions could affect others, or how a historical figure's actions affected society. 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.

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"> Analyze how people of different groups can help one another and enjoy each other’s company. Explain how individual, social, and cultural differences may increase vulnerability to stereotyping and identify ways to address this. 	<ul style="list-style-type: none"> Do an activity around the “Flash Judgments” video (YouTube). 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.

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"> Analyze social situations and appropriate responses to those situations (e.g. school dance, peer pressure situations, cliques, public speaking). Recognize the personal boundaries of themselves and others (friends, family members, and teachers). 	<ul style="list-style-type: none"> Students create a <i>how-to</i> guide describing to a newcomer the appropriate behavior in various situations. 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?

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

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