

SOCIAL EMOTIONAL LEARNING
CURRICULUM
FRAMEWORK

GRADES: 1 & 2



**VIRGINIA
IS FOR
LEARNERS**

The Virginia Department of Education (VDOE) would like to extend appreciation to the Virginia educators who generously contributed their time and expertise to the development of this document.

TABLE OF CONTENTS

INTRODUCTION.....	3
ACKNOWLEDGEMENTS.....	4
SEL'S ROLE IN ADVANCING EQUITY.....	6
KEY CONSIDERATIONS FOR THE INCLUSION OF STUDENTS WITH DISABILITIES.....	8
KEY CONSIDERATIONS FOR THE INCLUSION OF ENGLISH LANGUAGE LEARNERS.....	9
SEL'S IMPACT ON SCHOOL SAFETY AND CLIMATE.....	11
THE ROLE OF FAMILIES IN SEL AND THE IMPORTANCE OF FAMILY ENGAGEMENT.....	13
THE ROLE OF TEACHERS IN SCHOOLWIDE SEL.....	15
VIRGINIA OVERARCHING CONCEPTS.....	17
OVERVIEW OF STANDARDS AND EDUCATOR'S NOTES.....	19
SEL COMPETENCIES.....	21
ADDITIONAL RESOURCES FOR SEL IMPLEMENTATION.....	25
REFERENCES.....	26
SECTION 1: SELF-AWARENESS.....	27
SECTION 2: SELF-MANAGEMENT.....	35
SECTION 3: SOCIAL-AWARENESS.....	42
SECTION 4: RELATIONSHIP SKILLS.....	50
SECTION 5: DECISION-MAKING.....	57





INTRODUCTION

VIRGINIA'S VISION FOR SOCIAL EMOTIONAL LEARNING (SEL)

Virginia's vision for social emotional learning (SEL) is to maximize the potential of all students and staff to become responsible, caring, and reflective members of our diverse society by advancing equity, uplifting student voice, and infusing SEL into every part of the school experience. To meet this vision, Virginia established a uniform definition of social emotional learning based on the Collaborative for Academic, Social, and Emotional Learning (CASEL) definition:

Social emotional learning is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

ACKNOWLEDGEMENTS

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SEL'S ROLE IN ADVANCING EQUITY

Social emotional learning recognizes that every student—across learning abilities, race, ethnicity, family income levels, home language, religion, gender identity, and other factors—should be afforded high-quality educational opportunities that best promote their healthy social, emotional, and academic development. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' ability to succeed in school, careers, and life.

Social emotional learning advances educational equity by:

- Supporting authentic school-family-community partnerships where students, educators, families, and community members collaborate to identify and create meaningful ways to address the needs of students in their community. This partnership works best when the perspectives of all are heard and valued.
- Fostering trust and collaborative relationships where educators are attuned to and appreciate their

students' development, culture, and unique strengths and prioritize creating environments where all students feel welcomed, included, and supported. SEL helps students and educators develop skills in active listening, perspective taking, and empathy to build and strengthen relationships and create deeper connections.

- Promoting rigorous and meaningful instruction that sets high standards and expectations for all students and engages students in their learning, so they can meet their educational goals and develop into engaged citizens.
- Applying ongoing evaluation of policies, practices, and outcomes to ensure that all students have access to supportive learning and high-quality educational opportunities and environments to achieve excellence in social, emotional, and academic outcomes. SEL implementation grounded in research and continuous improvement helps drive efforts toward optimal outcomes for all students.

Building SEL competencies occurs both explicitly through embedded curricular resources and implicitly through school culture and climate, including through interactions with peers and adults. In the long run, greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, and engaged citizenship.



WANT TO LEARN MORE?



RESOURCES

[VDOE Quick Guide](#)

[Integrating a Focus on Equity into Social and Emotional Learning, Regional Educational Laboratory \(REL\)](#)

[How SEL Can Help Make Schools Feel More Inclusive, Edutopia](#)

[Addressing Race and Trauma in the Classroom](#)



VIDEO

[A Discussion on SEL's Role in Advancing Equity](#)

KEY CONSIDERATIONS FOR THE INCLUSION OF STUDENTS WITH DISABILITIES

Inclusive education ensures that students with disabilities are provided with the specially designed instruction, related services, and supports needed to succeed academically and socially.

Social emotional inclusion ensures that all students have the opportunity to develop authentic relationships with a broad range of peers. Effective social emotional inclusion is person-centered and emphasizes strengths and talents to promote awareness and reduce stigma, prejudice, and discrimination. Teams can purposefully foster relationships based on interests, connections, and activities by building upon connections that

already exist. By including students with disabilities in daily opportunities to work in small groups and pairs, students learn to support each other's learning.

For some students with disabilities, weaknesses in social emotional functioning are part of their disability. For those students, specific social emotional learning skills should be identified as part of their Individualized Education Program (IEP). Determining specific goals, evidence-based instructional strategies, curriculum modifications, and accommodations may help to inform their social emotional learning instruction.

WANT TO LEARN MORE?



RESOURCES

[VDOE Quick Guide](#)

[Supporting the Emotional Needs of Kids with Disabilities](#)

[K-12 Inclusive Practices Guide](#)



VIDEO

[A Discussion on Key Considerations for the Inclusion of SWDs](#)

KEY CONSIDERATIONS FOR THE INCLUSION OF ENGLISH LEARNERS

Inclusive education ensures that all students, including English Learners, are provided with explicit and targeted instruction within responsive programs that support their emotional, linguistic, and academic development. English Learners (ELs) are coming to Virginia schools with a variety of experiences

within formal and informal educational settings. Some ELs even enter the United States (US) or start US schools with a history of substantial interruptions and/or lack of access to formal education. Learning to navigate a new school and new culture while simultaneously learning a new language can negatively

impact a student's self-confidence, sense of belonging and safety, and ability to handle stress or worry.

School staff supporting EL students should prioritize the following through intentional routines and activities:

- **Establishing a sense of safety and belonging within their new learning communities;**
- **Allowing them to be productive and valued members of their communities;**
- **Valuing students' native languages and cultural identities through daily interactions and routines; and**
- **Honoring the students' backgrounds and considering their unique individual experiences.**

Research shows how students who have experienced trauma or extreme adversity (e.g., separated from families or victimized by physical and mental abuse during civil unrest and violence) will be challenged to concentrate on academics that may feel very disconnected from their lives and presented in a language they are only beginning to understand. For students



with these experiences, especially when they are joining a school system later in their academic careers, social emotional supports and learning are critical to the development of their positive identities as learners, their connections to academic content, and the development of their new language. Otherwise, schools miss the opportunity to authentically connect and engage ELs in ways that support their perseverance through the productive struggle of learning language, content, and the skills they need for success in college and careers.

The majority of frameworks for integrating SEL competency training are not explicit about the unique needs of English Learners (Mapping the SEL Landscape). However, Virginia's SEL Guidance Standards can guide teachers to foster the development of positive student identity, encourage students to celebrate differences, and empower their voices by valuing and connecting

with their experiences, backgrounds, and families. Additionally, Virginia's SEL Curriculum Frameworks promote culturally responsive and trauma-sensitive teaching practices in the educator notes embedded throughout. As teachers and leaders learn more about their students and families, including their linguistic and cultural identities, they have an opportunity to foster meaningful relationships and focus on creating supportive and responsive programs that develop the social emotional skills that students will need to be successful within Virginia's PreK-12 schools and beyond.

The VDOE recognizes the foundational nature of social emotional learning for students' linguistic and academic development and will continue to build additional resources and support connected to SEL Guidance Standards and responsive instructional practices specifically for ELs.

WANT TO LEARN MORE?



RESOURCES

[VDOE Quick Guide](#)

[Creating New Futures for Newcomers: Lessons from Five Schools that Serve K-12 Immigrants, Refugees, and Asylees](#)

[Supporting Immigrants in Schools](#)

[Newcomer Toolkit](#)

[Social and Emotional Learning for English Learners](#)



VIDEOS

[Key Considerations for the Inclusion of ELs](#)

[Webinar: Social-Emotional Learning Supports for ELs](#)

SEL'S IMPACT ON SCHOOL SAFETY AND CLIMATE

School climate is defined by the “shared norms, beliefs, attitudes, experiences, and behaviors that shape the nature of the interactions between and among students, teachers and administrators” (Sugai et al., 2016). These shared understandings reflect the organizational, instructional, and interpersonal expectations and experiences that set the parameters for behavior within a school and serve as the context for how students, staff, parents, and the community report on the quality of the educational and social culture and climate of the school. The National Center on Safe, Supportive Learning Environments defines school safety as “schools and school-related activities where students are safe from violence, bullying, harassment, and substance use.” A school-wide approach to social emotional learning (SEL) can create a school climate that promotes the health and safety of the school community.

Social emotional learning is directly related to improving school climate and school safety because it provides a framework for shaping the norms, beliefs,

attitudes, experiences, and behaviors in the school community. Schools that foster social emotional growth value building relationships among staff, students, families, and communities so that everyone understands the vision, mission, and expectations of the school. With everyone in the school focused on developing social emotional skills, the school climate becomes optimal for learning and working conditions. School-wide SEL means schools create opportunities for students to learn and practice self-management, self-awareness, social awareness, relationships, and decision-making skills. School-wide SEL promotes a sense of belonging, prioritizes positive interactions with adults in the school, fosters student’s self-efficacy to solve

problems, and encourages students to help others, thus creating a supportive climate and safer school.

In a school where social emotional learning provides a framework for creating a positive school climate, students learn skills for navigating their lives. When students face obstacles for meeting behavioral expectations, and the staff responds with SEL-focused supports and interventions, students learn to trust the adults in the building and feel safe as they learn to navigate school and the changing world around them. Instruction, interventions, and supports with a foundation in SEL development create a common language and understanding among the school community. Whether the student is unaware of the impact of their behavior, has experienced trauma

“When everyone in the school focuses on developing social emotional skills, the school climate becomes optimal for learning and working conditions.”

—National Center on Safe, Supportive Learning Environments.



that triggers behaviors, lacks the social acuity to navigate certain situations, or has not developed effective decision-making skills, the school staff is able to respond to problem behaviors with consistent supports to teach rather than punish. Providing students with multiple opportunities to develop social emotional skills is a powerful influence for wiring neural pathways necessary to build and sustain healthy development. SEL provides the common framework needed to ensure healthy development of the whole child in a safe school.

Social emotional learning is not an easy fix for the challenges our schools face to provide all students with a safe, supportive environment, but when implemented with intention and fidelity, SEL can help to positively transform the way we reach and teach the whole child.

WANT TO LEARN MORE?

RESOURCES

[Model Guidance for Positive and Preventative Code of Student Conduct and Alternatives to Suspension](#)

[National Center on Safe Supportive Learning Environments](#)

[National School Climate Center](#)

[Restorative Practices and SEL Alignment](#)

[Reflecting on School Discipline and SEL Alignment](#)

[Developing School-wide Norms](#)

[Planning Procedures for Supportive Environments](#)

VIDEO

[A Discussion on SEL's Impact on School Safety and Climate](#)

THE ROLE OF FAMILIES IN SEL AND THE IMPORTANCE OF FAMILY ENGAGEMENT

Ensuring that families are involved in Social Emotional Learning (SEL) is vital to achieving positive student outcomes. Children spend approximately five times as many of their waking hours at home each year than they do at school (Casper, Lopez, and Weiss, 2018, p.1). As the vast majority of children's waking hours are spent outside of school, family modeling and teaching of appropriate social emotional skills will considerably bolster the efforts of schools in teaching SEL.

In order for families to fully partner with schools in this work, schools need to do two important things:

1. Schools need to establish and maintain authentic relationships with every family of every student. If we want families to work with us in a truly collaborative way, we must do the work that is necessary to engage them. It is our responsibility as educators to build capacity with families and to help them to feel connected to us.
2. Provide families with information (and appropriate instruction, when necessary) on the Virginia SEL Guidance Standards, so that they can effectively model and coach their children at home and in various other settings. Familiarity with the SEL Guidance Standards will allow families to collaborate with schools in this important work.



CASEL suggests the following ways to include families in the school's SEL efforts.

- Inviting families to contribute to SEL goals and shared agreements.
- Inviting families to participate in the planning, selection, implementation, and evaluation of SEL programming.
- Sending positive notes home to families about their student's academic or SEL growth.
- Asking families to share information about their child (e.g., how they learn best, what kinds of supports and approaches have been most helpful in the past).
- Inviting families to participate in SEL learning opportunities, family events, back-to-school night, etc.

- Including information in family newsletters about ways to practice SEL skills at home.
- Asking families about the best ways to communicate with them.
- Providing materials and experiences in multiple languages.
- Inviting family members to visit or volunteer in the classroom, observe SEL, and participate in a lesson or activity.

We know that children need strong social emotional skills at school, in the home, and in every setting in which they find themselves. Having families partner with schools through the instruction of SEL Guidance Standards simply makes sense. When families and schools partner together, students thrive. This is especially true when it comes to SEL instruction.

WANT TO LEARN MORE?



RESOURCES

[VDOE Quick Guide](#)

[Common Reactions and How to Respond \(PDF\)](#)

[Children Coping Resources](#)

[Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education](#)

[Family Engagement in SEL](#)

[CASEL: Family Partnerships](#)

[Strategies for Establishing School-Family Partnerships in support of SEL](#)

[SEL Discussion Series for Parents and Caregivers \(English\)](#)

[SEL Discussion Series for Parents and Caregivers \(Spanish\)](#)



VIDEO

[A Discussion on the Role of Families in SEL Implementation](#)

THE ROLE OF TEACHERS IN SCHOOL-WIDE SEL

Teachers play an important role in the successful implementation of SEL for students. Teachers can promote SEL for students in three broad areas:

- **Fostering Positive Teacher-Student Relationships;**
- **Establishing a Positive Classroom Environment; and**
- **Implementing SEL Instructional Practices.**

First, let's examine why the teacher-student relationship is essential in SEL implementation. Effective educators are those that intentionally study and learn about their students and school community; just as students are called on to learn content. We know that students enter school with a range of competencies, and how teachers nurture these relationships has important implications. Research has shown that students who learn from caring and responsive teachers were found to have a stronger work ethic and report a greater enjoyment of learning (Rimm-Kaufman, Baroody, Larsen, Curby, & Abry, 2015). Students are more likely to engage in challenging academic and social emotional learning concepts when they

have a strong and supportive relationship with their teacher. Students are less likely to open up about personal matters such as friendships, stress levels, or goals if they don't have a well-established connection with their teacher.

While a strong teacher-student relationship positively affects the classroom environment, it can't end there. Teachers should establish classroom norms and routines that promote respectful relationships between students. Allowing students to collaborate, discuss, and receive peer feedback is only successful when the classroom environment is safe, welcoming, and inclusive. This can be

accomplished through routines and regular opportunities for interactions that are taught and consistently used.

Finally, the most effective lessons provide explicit instruction as well as opportunities for practicing skills beyond the lesson and throughout the day, or through connections during academic lessons (Dusenbery et al, 2015). By weaving SEL instruction throughout academic instructional time, teachers can support and deepen learning.

“Fundamentally as every teacher knows, this job of education is a human one. It is about relationships... When teachers are able to prioritize relationships and focus on the quality of their connections with kids, we see over and over again the teachers feeling more effective and the kids being more engaged, learning more and feeling more effective.”

—Robert Pianta in *Creating Opportunities through Relationships (COR)*.



Effective SEL instruction has four elements represented by the acronym SAFE:

- **SEQUENCED**—connected and coordinated activities to foster skills development;
- **ACTIVE**—active forms of learning to help students master new skills;
- **FOCUSED**—containing activities that clearly emphasize developing personal and social skills; and
- **EXPLICIT**—targeting specific social and emotional skills (Durlak et al., 2010, 2011).

WANT TO LEARN MORE?

RESOURCES

[CASEL Guide for the Classroom](#)

[Planning Procedures for Supportive Classroom Environments](#)

[Teaching Tolerance Questions for Reflective Practice](#)

[Student Voices – Their Perspectives on How Schools Are and Should Be](#)

VIDEOS

[Classroom Examples of Social and Emotional Learning](#)

[5 Keys to Social and Emotional Learning Success](#)

VDOE Webinars: Social Emotional Learning in Literacy:

[Elementary Webinar](#)

- [Elementary, presentation slides](#)

[Secondary Webinar](#)

- [Secondary, presentation slides](#)

Virginia Overarching Concepts

The Virginia SEL Guidance Standards are aligned with CASEL's five SEL competencies: Social Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision Making. Each competency consists of two overarching concepts that provide clarity on the development of specific skills. They are listed below with the Virginia Profile of Virginia Graduate skill or "C" that the concept aligns with in parenthesis.

The overarching concepts for the Virginia Social Emotional Learning Guidance Standards are directly aligned with CASEL's competencies. Each overarching concept addresses self-awareness, self-management, social awareness, relationship skills, or decision-making. The grade-level standards are organized under each of these overarching concepts and allow for sequential growth, understanding, and application of skills across grade levels. These overarching concepts can be taught and applied at various developmental stages to maximize the potential of all Virginia students.



GRADE BANDS

The Virginia SEL Guidance Standards are provided for Kindergarten and across two-year grade bands for grades one through twelve (e.g. K, 1-2, 3-4, 5-6, 7-8, 9-10, and 11-12). This allows for developmental differences in children and for repeated instruction across two grade levels. Careful consideration was given to vertical alignment, so that standards build upon the skills learned in previous grade bands.



SELF-AWARENESS

SeA1: Recognize and understand the interaction between one's own thoughts and emotions. (Critical Thinking)

SeA2: Develop a positive identity and recognize personal strengths, interests, values, and challenges. (Creative Thinking)



SELF-MANAGEMENT

SeM1: Develop and demonstrate strategies for managing and expressing one's own emotions to persevere in challenging situations. (Communication)

SeM2: Demonstrate the skills related to achieving personal and academic goals. (Creative Thinking)



SOCIAL AWARENESS

SoA1: Demonstrate the ability to empathize with and show gratitude for others, including those with different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)

SoA2: Demonstrate the ability to understand broader historical and social contexts' impact on humanity. (Citizenship)



RELATIONSHIP SKILLS

ReS1: Apply verbal and non-verbal communication and listening skills to interact with others, form and maintain positive relationships, and resolve conflict constructively. (Communication)

ReS2: Demonstrate the ability to effectively collaborate and navigate relationships while valuing different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)



DECISION-MAKING

DeM1: Demonstrate the ability to evaluate, through reflection, the benefits and consequences of various actions within the decision-making process. (Critical Thinking)

DeM2: Demonstrate the ability to make ethical decisions as a global citizen and evaluate outcomes based on one's own identity and the impact on humanity. (Citizenship)

Overview of Standards and Educator's Notes

The Overview of the Standards and Educator's Notes sections includes information for teachers around child development and other essential considerations. The background knowledge and self-reflection questions incorporate essential considerations that embed culturally responsive instructional practices, trauma-sensitive approaches, and opportunities for adult SEL. Finally, to assist with vertical alignment, educators can view the standards for the surrounding grade bands. Educator Notes are located at the beginning of each of the five competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision Making).

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESS (EKSP)

This section delineates the key concepts and ideas that all students should grasp to demonstrate an understanding of the SEL Guidance Standards. These essential understandings are presented to facilitate teacher planning. Standards are expanded in the EKSP column by outlining what students should know and be able to do to master each standard. This is not meant to be an exhaustive list, nor one that limits what is taught in the

classroom. Instead, the intention is to identify the key knowledge, skills, and processes that define the standard. The EKSP is not always a one-to-one match of the standards. If the standard is self-explanatory, there may be no additional explanation in this column.

STRATEGIES

Within this section, you will find suggested strategies for teaching and reinforcing the standards in the classroom. The strategies found here do not represent an all-inclusive list; therefore, classroom teachers have the flexibility to select from these strategies, as well as those outside this framework, based on the needs of their students and classroom structure.

"When teachers take an equity approach, situating their instruction within a context of strong relationships and cultural knowledge consistently promoting marginalized voices and bringing elements of student choice into the lesson design they are practicing and modeling SEL. Teachers also engage in their own social and emotional learning while developing their own social-emotional and cultural competence."
(CASEL, SEL 101)

There are four essential areas of implementation for establishing strong social-emotional and academic classrooms:

- **Supportive climate and culture**
- **Explicit SEL instruction**
- **Integration and infusion of SEL practices into daily instruction**
- **Family engagement**

Successful SEL implementation occurs when a teacher consistently and intentionally establishes all four of these areas.

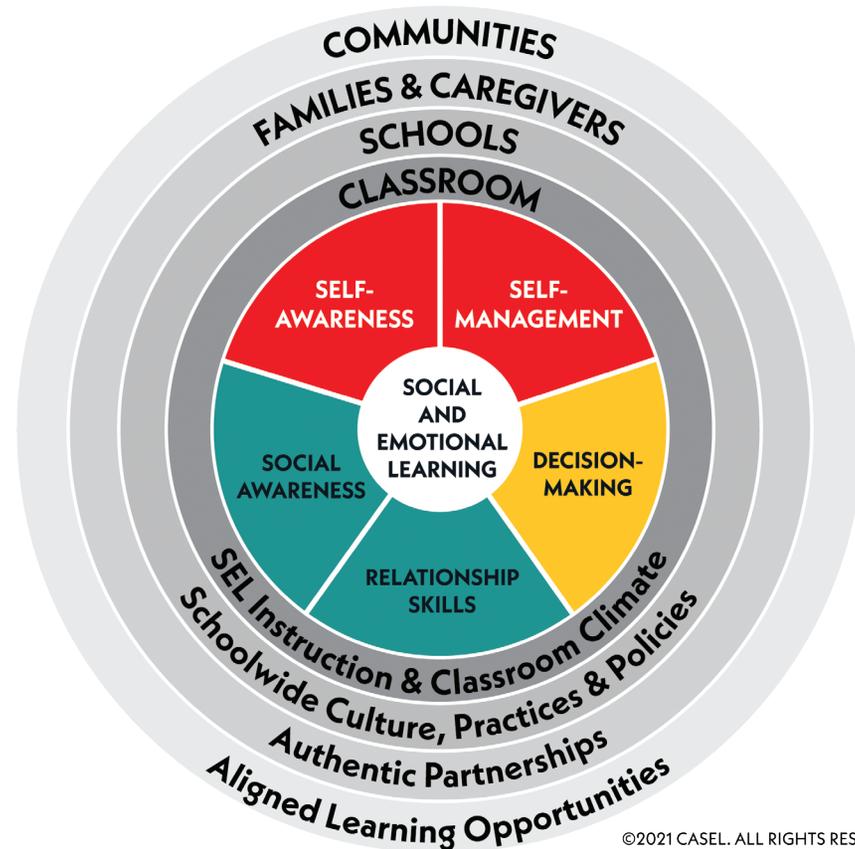


SEL IN THE CLASSROOM DIAGRAM	GUIDING QUESTION
	<ol style="list-style-type: none"> 1. How can I intentionally teach the knowledge and skills for each SEL standard? 2. How can I intentionally develop a positive culture and climate in my classroom for all members of the learning community? 3. How can I intentionally integrate and infuse SEL into my academic content? 4. How can I intentionally create opportunities for families to engage in their student's SEL development?

SEL Competencies

“The CASEL Five addresses five broad and interrelated areas of competence and highlights examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The CASEL Five can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.”

—CASEL, 2020



The Virginia SEL Guidance Standards are aligned with CASEL’s five SEL competencies: Social Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision Making. The five SEL competencies, also known as the CASEL Five, represent categories for organizing intrapersonal and interpersonal knowledge, skills, and abilities. These competencies as interrelated and integral to the growth and development of students. The definition of each competency explicitly addresses SEL as a lever for creating equitable learning environments and fostering healthy development for all children, adolescents, and adults. As such, they reflect intrapersonal, interpersonal, and institutional knowledge, attitudes, and skills.



Self-Awareness

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose. Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose



Self-Management

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal/collective goals. Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency



Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports. Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations/ systems on behavior



Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed. Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help



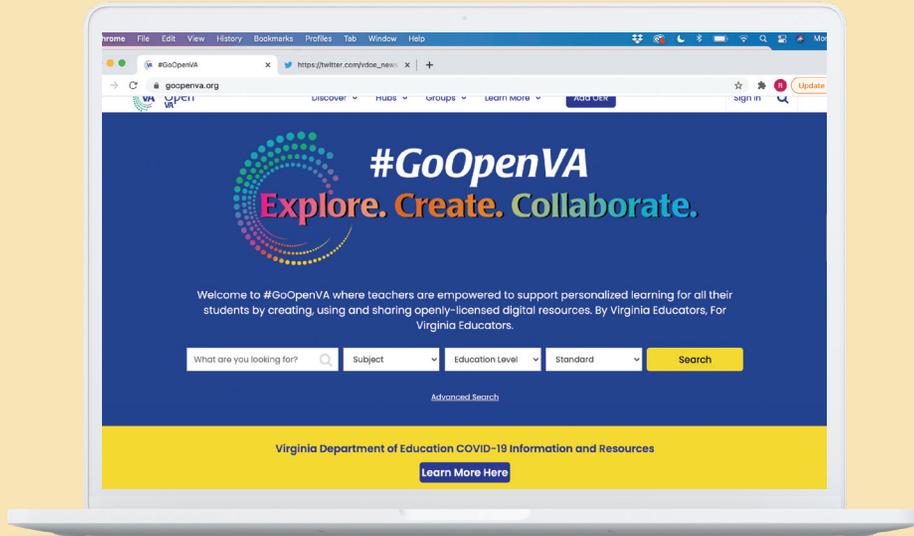
Decision-Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being. Such as:

- Demonstrating curiosity and open-mindedness
- Identifying solutions for personal and social problems
- Learning to make a reasoned judgment after analyzing information, data, facts
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

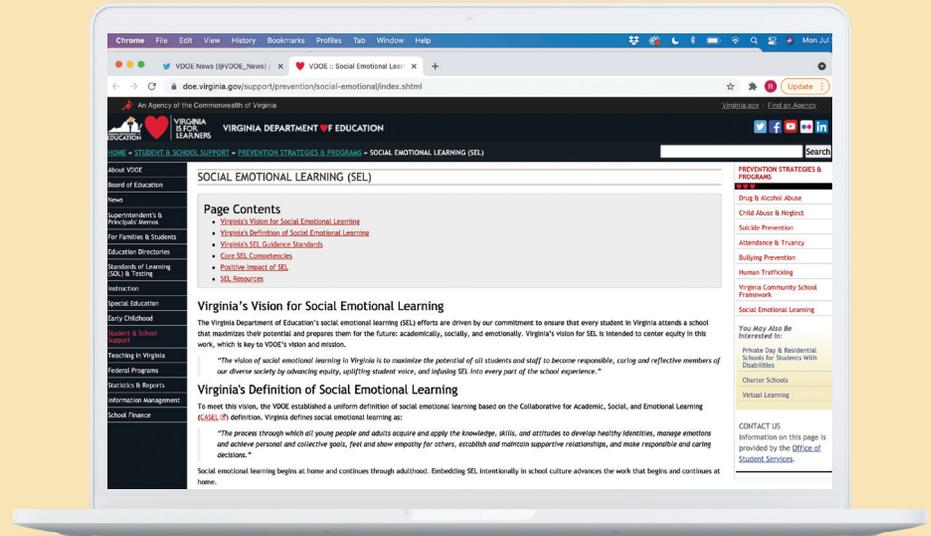


ADDITIONAL RESOURCES FOR SEL IMPLEMENTATION



SEL Resource Library in GoOpenVA:

A growing library of resources organized by grade bands and SEL Guidance Standards for implementation.



VDOE SEL Webpage:

This webpage includes additional resources, professional development opportunities and planning guides to advance SEL implementation at the classroom, school and division level.

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SECTION 1:
SELF
AWARENESS

OVERVIEW AND EDUCATOR'S NOTES: SELF-AWARENESS

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:

- Students are beginning to express emotions with words, but may still use other means of expressing emotions until they connect their emotions with words and develop self-regulation. It is important to consider what the student is communicating rather than focus on the outward expression.
- Students are becoming more aware of other people's feelings and may get their own feelings hurt more easily.
- Students at this age are more aware of how others see them and are beginning to understand what it means to feel embarrassed.
- Students at this age may need particular support in building their awareness of other people's feelings.

EDUCATOR BACKGROUND KNOWLEDGE

According to Greater Good in Education, "*Self-Awareness is simply the ability to be aware of one's inner life—one's emotions, thoughts, behaviors, values, preferences, goals, strengths, challenges, attitudes, mindsets, and so forth—and how these elements impact behavior and choices.*" Additionally:

- What are emotions and feelings? Emotions are a response to an event, either internal (i.e., a memory or thought) or external (i.e., a conversation, a conflict with another person, or an upcoming task) that integrate physiological, cognitive, behavioral, and expressive processes and may shape our reaction to that event. Emotions are unconscious. Feelings are the conscious name that our brains give to the emotion. Researchers have identified at least six universal emotions: happiness, sadness, anger, surprise, fear, and disgust—with many variations of each.
- We express our emotions through our facial expressions, voice, and touch. Younger children express their emotions behaviorally and may still be learning to use other means to express emotions.
- Emotions last from several seconds to several hours, or longer, depending on the importance of the event or how long someone thinks about an event.
- Emotions provide information about ourselves and they shape our relationships with others, in groups, and in society, and can be determined by cultural beliefs and norms.
- Key question to consider: What are the key features of learning environments that make students, especially those farthest from opportunity, feel safe and supported? How can educators create spaces where students feel comfortable making the mistakes in SEL and learning from those mistakes?
- Authentic emotional engagement is a necessary cultural-relational component of authentic relationship building with students.

- Self-awareness is foundational for equity. It involves understanding your emotions and your personal identity based on self-definition and others' perceptions, goals, and values. It includes assessing your strengths and limitations, having positive mindsets, and possessing a well-grounded sense of self-efficacy and optimism.

SELF-REFLECTION

- Do I regularly provide opportunities for students to explore and share their thoughts and emotions?
- Do I recognize student's emotions and validate them through my words and actions?
- Do I allow time to reflect on my own emotions and how they impact my interactions, thoughts, behaviors, and choices?
- In what ways does my identity inform who I am as an educator?
- How can I provide opportunities in my classroom to celebrate and uplift all students?
- Do I intentionally recognize my personal and professional strengths?
- How can I ensure that I celebrate my students' successes?
- What does perseverance look like to me?
- How can I model perseverance for my students?
- How can I motivate and encourage my students to work hard, even when faced with challenges?

VERTICAL ALIGNMENT

GRADE K:

- SeA1: Ka, I can name basic feelings in myself, and others.
- SeA1: Kb, I can classify feelings as either comfortable or uncomfortable.
- SeA1: Kc, I can be aware of how my body feels when I am calm and when I have different feelings.
- SeA1: Kd, I can recognize that feelings change often and that I can feel many different feelings in one day.

- SeA2: Ka, I can list some of my personal strengths and interests.
- SeA2: Kb, I can recognize when things are hard for me and that it is okay to make mistakes.
- SeA2: Kc, I can identify things that are important to me.
- SeA2: Kd, I can recognize how I have similarities with others as well as how I am unique.

GRADES 3-4:

- SeA1: 3-4a, I can understand I can have more than one emotion at the same time (and that emotions can be conflicting).
- SeA1: 3-4b, I can recognize the difference between negative and positive self-talk.
- SeA2: 3-4c, I can identify my emotions based on my body signals, events, and situations.

- SeA2: 3-4a, I can identify my personal strengths and interests inside and outside of the school setting.
- SeA2: 3-4b, I can identify my personal challenges and recognize that I can address these challenges by having a growth mindset.
- SeA2: 3-4c, I can identify ways I can show values such as honesty, kindness, and integrity through my actions.
- SeA2: 3-4d, I can describe the multiple groups in society that help create my identity.

“Realize that now, in this moment of time, you are creating. You are creating your next moment based on what you are feeling and thinking. That is what’s real.”

-Doc Childre

SELF-AWARENESS (SEA1)

SeA1: Recognize and understand the interaction between one's own thoughts and emotions. (Critical Thinking)

- a) I can identify a variety of emotions.
- b) I can understand that my emotions are natural and will change.
- c) I can understand that certain events and situations can impact my emotions.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Identify simple emotions (e.g., happy, powerful, peaceful, scared, angry, sad). (a) • Appreciate that everyone has emotions and that they are all okay. (b) • Recognize the physical signals that help identify what they are feeling. (a) • Explain a situation/event where emotions changed from one emotion to another (i.e., sad to happy, worried to calm). (b) • Identify how they may feel in a variety of situations. (c) • Describe how they may feel when faced with a certain event or situation. (c) 	<ul style="list-style-type: none"> • Create a feelings bingo game, with each square representing a different emotion. As students play, ask the following questions: <ul style="list-style-type: none"> ◦ Can anyone tell me about a time you felt that feeling? ◦ How often do you feel this feeling? Everyday? Often? Rarely? ◦ Is there a place/activity/person that makes you feel that emotion? ◦ How do you feel on the inside when you feel that emotion? • Watch a video clip of someone experiencing a big emotion (put the video on mute). Next, have students guess what they think the character is feeling and what clues they used to make that guess. As you discuss, take time to emphasize that all of the emotions expressed are natural; none are "bad" or "good," but instead that they are comfortable and uncomfortable. • Have students practice making facial expressions to match a variety of emotions. • Use books to discuss how characters experience various emotions as the plot changes. Consider creating a visual/graph to "map" changes in a character's emotions. Discuss how emotions come and go.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>Basic Emotions Word Bank:</p> <ul style="list-style-type: none"> • Happy • Powerful • Peaceful • Scared • Angry • Sad <p>Advanced Emotions Word Bank: <i>(These may not be developmentally appropriate for all students.)</i></p> <ul style="list-style-type: none"> • Excited • Interested • Playful • Proud • Important • Hopeful • Content • Caring • Safe • Confused • Helpless • Embarrassed 	<ul style="list-style-type: none"> • Have students play charades using two decks of cards—one deck with animals and one deck with emotion words (e.g., happy, sad, angry). Select a combination and have the class act it out (e.g., Excited Lion, Angry Fish). Take it one-step further and allow students to identify a different emotion they want their animal to be and act out that one. • Use simple and common scenarios to have students identify how they would feel in certain situations (e.g., during recess, when someone they love comes to visit, when plans change suddenly). Focus on physical signals that students may experience (e.g., heart beating faster, stomachache, tight muscles). • Create a check-in board or personal “mood meter” on which children can identify current feelings as part of the daily routine. Consider allowing students to revisit the board after lunch or recess as feelings can change throughout the day. Make sure, if a student selects a mood like anger, sadness, or fear that you offer them the opportunity to connect with you or at least validate the emotion by saying, “I am sorry to see you are feeling sad. Is there anything we can do to help you feel better?” • Make a “feelings timeline” for the day. Give students a sentence strip visual schedule of the day and let them glue the feeling word or picture to each part of the day. Let them count how many different feelings they had during the day. • Have students sort picture cards into comfortable or uncomfortable emotions piles. Students can work with partners or in small groups. <ul style="list-style-type: none"> ◦ As an extension activity, have students think about a situation when they may experience more than one feeling at a time and ask them to name the feelings.

SELF-AWARENESS (SEA2)

SeA2: Develop a positive identity and recognize personal strengths, interests, values, and challenges. (Creative Thinking)

- a) I can identify my personal strengths and interests inside and outside of the school setting.
- b) I can recognize when I have worked hard to overcome a challenging situation.
- c) I can recognize my personal values.
- d) I can develop an awareness of multiple groups in society.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Describe several personal strengths and interests. (a) • Identify something they can do now that they were not able to do in the past. (b) • Recognize the actions they took to overcome a challenge. (b) • Discuss some of the values that are important to them and their family. (c) • Show interest in learning about the different groups of people that make-up our society. (d) 	<ul style="list-style-type: none"> • Prepare various cards with different attributes or activities (e.g., neat, organized, math, meeting new people, drawing, running, kind). Have students sort cards into two categories, "strengths" and "struggles." Lead a discussion about how everyone has strengths and struggles and that having both makes you unique. • During read-alouds, use the Venn diagram structure to compare/contrast the strengths and characteristics of characters in the same story, or main characters in different stories. Extend the learning by having students work with partners to identify their own similarities and differences. • Have each student create an "All about Me" guide that identifies the strengths, interests, and values (e.g., family structures, traditions, holidays) that are unique to that student. • Provide class leadership opportunities, or classroom "jobs," for students to explore different responsibilities and identify strengths. Discuss with students which jobs they were good at and enjoyed. Which ones did they not feel confident with or enjoy? As a group, discuss how not everyone feels the same way about each job and that it is a good thing because we all have different strengths.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	<ul style="list-style-type: none">• Create a class board where the teacher and students can add pictures, artwork, or other artifacts that represent different groups that make up society. Spend a few minutes each week learning about one or more of the artifacts.• Create a growth mindset environment where the students use positive affirmation statements (e.g., “I can” rather than “I can’t”). Make personalized “I Can” cards that students, peers, and teachers can put into pockets labeled with concrete and SEL skills (e.g., tie my shoes, help a friend, spell my name, ask someone to play).<ul style="list-style-type: none">◦ Have students create positive statements or notes to place on their workspaces for confidence building and positive thinking when facing challenges. Model this practice by placing positive statements or notes in your workspace and reading them aloud at various times.• Give each student a brown grocery bag and ask him or her to bring in “artifacts” that represent who he or she is. Then allow them to share these with the class.• You can model this for them by sharing your bag first (e.g., a <i>running shoe</i>: <i>I like to exercise</i>; <i>dog leash</i>: <i>I love animals</i>; <i>family photo</i>: <i>my family is important to me</i>; <i>dreidel</i>: <i>I am Jewish</i>).



SECTION 2:
SELF
MANAGEMENT

OVERVIEW AND EDUCATOR'S NOTES: SELF-MANAGEMENT

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:

Students at this age are just beginning to express their emotions, desires, and opinions constructively and may need guidance to do so without hurting others feelings.

- As students are becoming more able to recognize their own emotions, they can begin to develop self-management skills to calm themselves.
- Students may show physiological signs of their stress (e.g., leg shaking, behavioral outbursts) without realizing what they are feeling.
- Students may have emotional responses that do not match the size or severity of the problem.
- Students from different cultures show stress in ways that may be difficult to interpret for those from other cultures.
- Students at this age understand what courage means but will likely need guidance to understand how it relates to persisting on something that is challenging.
- While many students at this age struggle to think behind the moment, they are capable of setting simple, short-term, achievable goals. Doing so allows them to be more productive and experience success.
- Setting and tracking goals helps students learn important life skills such as planning, organization, and time management while also building communication skills, self-awareness, and confidence.

EDUCATOR BACKGROUND KNOWLEDGE

Greater Good in Education explains, *"Self-management is the ability to navigate and shift one's thoughts, emotions, and behaviors in a healthy way in order to make decisions and reach goals that benefit oneself and others. Ultimately, self-awareness and self-management are closely linked. For example, being able to stop and calm down when one is upset (self-management), requires skills like recognizing and labeling the emotions that one is feeling and considering how they might be affecting one's behavior choices (self-awareness)."* Additionally:

- According to emotion researcher James Gross, when we regulate our emotions, we are using processes that impact "which emotions we have, when we have them, and how we experience and express them." These processes are used with both pleasant and unpleasant emotions, and can be done either unconsciously (e.g., biting one's nails when nervous) or consciously (e.g., expressing happiness when receiving a so-so gift).
- Stress can take both healthy and unhealthy forms.
 - Healthy stress is primal—it allows our bodies to sense impending danger and make decisions to help us get out of a dangerous situation (e.g., seeing a bear while we are walking in the woods). Healthy stress can also be motivating—it helps us accomplish tasks and meet deadlines.

- Unhealthy stress usually manifests in ways that have students feeling overwhelmed and burdened. Unhealthy stress can also have negative health impacts (e.g., rise in blood pressure, stomach ailments.). It can also cause students to miss school and not participate in class.
- Teachers play a significant role in creating a classroom environment that encourages students to learn and use strategies related to self-management. Self-management competencies help students move their self-awareness into action in healthy ways.

SELF-REFLECTION

- How do I manage my emotions?
- What methods do I use to reduce my stress? Are these healthy strategies?
- Can I recognize situations that cause stress in myself and in others?
- How do I model self-management in my actions and interactions with students, staff, and families?
- How can I prioritize self-care for myself, and my students?
- Do I actively teach my students the skills needed to manage emotions?
- How do I provide time and space in my classroom for students to manage their emotions?
- What are some goals I have set for myself (e.g., personally and/or professionally)? What steps have I taken to achieve these goals?
- Which time-management strategies do I utilize to help me achieve my goals?

VERTICAL ALIGNMENT

GRADE K:

- SeM1: Ka, I can use verbal and nonverbal language to communicate different emotions.
- SeM1: Kb, I can identify strategies that allow me to stay calm.
- SeM1: Kc, I can define and identify a time when I showed courage and perseverance.
- SeM2: Ka, I can describe something I have accomplished.
- SeM2: Kb, I can identify a personal or academic goal.
- SeM2: Kc, I can work independently and ask for help when needed.

GRADES 3-4:

- SeM1: 3-4a, I can evaluate ways that I currently express emotions as either kind or unkind.
- SeM1: 3-4b, I can identify coping skills for specific situations that cause me to feel stress or uncomfortable emotions.
- SeM1: 3-4c, I can describe how I can use courage and perseverance to overcome a challenging situation.

- SeM2: 3-4a, I can recognize the connection between short-term and long-term goals.
- SeM2: 3-4b, I can set a goal, divide it into steps, and identify strategies to reach it.
- SeM2: 3-4c, I can develop and improve my daily organizational skills.

“The trick to having happy students is to first be happy yourself.”

-We Are Teachers

SELF-MANAGEMENT (SeM1)

SeM1: Develop and demonstrate strategies for managing and expressing one’s own emotions to persevere in challenging situations.
ww(Communication)

- I can identify safe, kind, and helpful ways to express my emotions.
- I can recognize my body’s signals and apply a strategy to help me stay in control.
- I can describe times when I showed courage and when I kept trying in a challenging situation.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Describe several constructive ways of expressing emotions. (a) • Identify a variety of their body’s signals when experiencing different emotions. (b) • Describe helpful strategies for staying in control when experiencing strong emotions. (b) • Describe several situations when they showed courage. (c) • Identify several times that they kept going or kept working on something, even though it was challenging. (c) 	<ul style="list-style-type: none"> • Have students trace each other’s body (or have an adult do this) on a large piece of paper or outside with chalk. Have students label, which parts of their body react when feeling various emotions (e.g., anger: clenched fists, scrunched eyebrows, red face; nervous: bellyache, heart beating). • Play statue with students. Turn with your back to students. Name an emotion and students should show that emotion using only body language (but they have to hold their pose still like a statue). On the count of three, turn around and discuss what you see and how it relates to the named emotion. Discuss with students some strategies that can be used to stay in control while having those emotions. Next, select a student to be the leader of the game, and they will call out an emotion and pick a “winner” to lead. • Use puppets or stuffed animals to role-play different scenarios, both positive and conflictual, to teach students helpful ways to express emotions with peers and others.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	<ul style="list-style-type: none"> • Incorporate calming strategies (e.g., deep breathing, counting, star (S.T.A.R.) breathing, wall pushes, mindful coloring) into your daily class routine (at the start of the day, after recess, during transitions, or before assessments) to reduce stress. Have students rate their stress before and after using the strategy/strategies. • Create an area in the classroom for calming and/or self-regulation. Teach students how to use this space and make sure that all materials/tools (e.g., breathing strategies, fidgets, timers) are ready to be used. Ensure that this space is not created to impose discipline. Students should be invited to use the space, never forced. • Use books that involve a character(s) experiencing a strong emotion and pause to ask questions such as, “What could the character do in this situation to stay calm,” “What would you do in this situation,” and “What could happen if the character does not remain in control?” • Read books that have plotlines of courage, perseverance, and overcoming challenging situations. <p>Self-management read-aloud suggestions:</p> <ul style="list-style-type: none"> ◦ “Courage” by Bernard Waber; ◦ “Jabari Jumps” by Gaia Cornwall; ◦ “When You Are Brave” by Pat Zietlow Miller; ◦ “Brave Molly” by Brooke Boynton-Hughes; ◦ “The Lion Inside” by Rachel Bright and Jim Field; ◦ “When Miles Got Mad” by Abbie Schiller and Samantha Counter; and ◦ “The Choices I Make” by Michael Gordon. <ul style="list-style-type: none"> • In small groups, have students come up with a scene where someone shows perseverance. You can give them situation cards to assist if needed (e.g., running a race, studying math facts, learning to do something new). Then have the group act out their perseverance scene for the class. Be sure to set clear expectations prior to assigning this activity. For example, all students must have a part in the “scene.” The scene should not be more than two minutes or so. <p>Consider putting the scenes together to create a “perseverance play” that could be performed for other classes or recorded.</p>

SELF-MANAGEMENT (SeM2)

SeM2: Demonstrate the skills related to achieving personal and academic goals. (Creative Thinking)

- a) I can describe something I have accomplished and identify something I would like to accomplish in the future.
- b) I can set and achieve simple, short-term goals.
- c) I can follow a multi-step plan independently.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Discuss something they have accomplished. (a) • Describe the steps they have taken to successfully accomplish a personal goal. (b) • Identify something they want to work towards. (a) • Describe the steps they plan to take to reach a desired outcome or long-term goal. (b) • Monitor their progress towards a desired outcome or long-term goal. (c) • Achieve several simple short-term goals to reach a desired outcome. (c) 	<ul style="list-style-type: none"> • Have students set a small, daily goal during morning meeting time and then share their progress for that day at a closing meeting. • Explicitly teach the steps to create a plan for setting and achieving short-term goals by providing an “example goal.” Have students generate a list of things that can be done to reach this goal and collaboratively create a plan. • Work with the class to set a collaborative classroom goal and assist students in tracking progress towards the goal. • Have students create a class bulletin board, or book, of recent accomplishments. Allow time in class to celebrate successes that occur inside and outside of school. • Have students make a “proud puppet” of themselves using a paper bag and draw a picture of one of their accomplishments on the front. Have students find a partner to share their accomplishment using their puppets. • Explicitly teach and model steps to assist students in using classroom organizational tools independently (e.g., take-home folders, work-in-progress folders, mailboxes, visual schedules, desk/supplies organization).

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Discuss something they have accomplished. (a) • Describe the steps they have taken to successfully accomplish a personal goal. (b) • Identify something they want to work towards. (a) • Describe the steps they plan to take to reach a desired outcome or long-term goal. (b) • Monitor their progress towards a desired outcome or long-term goal. (c) • Achieve several simple short-term goals to reach a desired outcome. (c) 	<ul style="list-style-type: none"> • Use transition words (i.e., first, second, next, then, finally) when teaching students about completing multi-step tasks in the order the steps should be completed. • Set weekly personal goals with students, including the steps needed to complete the selected goals. Teach students how to track their daily progress leading up to the end of the week. Follow up at the end of the week to evaluate each student’s progress. • When a student is struggling to follow a portion of your classroom agreement (or rules), discuss improving their behavior by creating a goal together. You can start this conversation by asking the student what they want to improve upon. For example, say, “Yesterday you had a hard time keeping your hands to yourself in line and during reading centers. What is a goal we can set today to make sure things are better for you and your classmates? Is there anything I can do to help you?” • Build independence in early readers or nonreaders by using visuals when explaining routines or procedures. • Have one-to-one mini-conferences with students to help them identify something they want to work towards. Check-in with students on a consistent basis to determine how they are progressing towards their goal. • Use a large timer during independent work times to give students a visual reminder of how long they need to keep working. Start with a small block of time, and then gradually add more time as students’ progress. • Teach students the strategies they could use when stuck while working independently. Initially, these strategies should be posted for all to see. Have students work through the strategies before raising their hand for help.



SECTION 3: SOCIAL AWARENESS

OVERVIEW AND EDUCATOR'S NOTES: SOCIAL AWARENESS

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:

- Students at this age are able to recognize and appreciate differences but may need assistance in doing so.
- Students are able to demonstrate an appreciation of the lived experiences of multiple perspectives of others.
- Gratitude cannot be imposed from the outside. Students must be authentically engaged to experience gratitude.
- Suggesting that children “look on the bright side” in the face of personal struggle, community suffering, and/or systemic inequities can feel very dismissive.
- Students with disabilities may have more difficulty understanding social cues. They can benefit from adults helping them understand what social cues they might be communicating.
- Students, regardless of their culture of origin, may not understand the cultural practices of another culture. It helps to have open, honest, and nonjudgmental discussions about different cultural perspectives and practices.

EDUCATOR BACKGROUND KNOWLEDGE

Greater Good in Education explains, “Social awareness involves the ability to understand and empathize with others, particularly with people from different backgrounds than one’s own. It is important to help students understand, provide examples of, and demonstrate empathy. Empathy is the quality of being in tune with the emotions of others. Empathy is what enables us to extend beyond our own point of view and truly care for each other.”

Empathy is important for many reasons, but here are a few specific points worth consideration:

- Empathy is one of the qualities that students value most in their teachers.
- Empathy can reduce prejudice and racism. By making us feel for and want to help others, including those from stigmatized groups, empathy can fight inequality. Conversely, increased inequality can reduce empathy.
- Across many studies, teacher empathy relates to more positive student outcomes such as greater participation and motivation to learn, increased self-esteem, social connections and skills, and decreased disruptive behavior and absences.
- In personal relationships, empathy can deepen intimacy and boost relationship satisfaction.

Gratitude has been scientifically shown to improve one’s mental health. Simple daily practices in gratitude have also been shown to improve positive brain functioning. In a school setting, it is important to recognize that expressions of gratitude may differ based on a person’s culture or background. Inviting students to discuss what gratitude means to them may be one way to develop successful strategies. ([Nurturing Gratitude From the Inside Out: 30 Activities for Grades K-8](#)).

Modeling is key when it comes to students learning how to express gratitude, seek to learn from others, and stand up for things that are unfair or biased. Students should be encouraged to openly express their frustrations around events or systems that seem unfair or biased. They will need help building their vocabulary around social justice. Our students need us to be prepared to support them and to step into a school leadership role to foster equity, address racism, and advocate for those being left behind.

SELF-REFLECTION

- How can I show appreciation for and celebrate my student's customs and traditions?
- How do I show empathy towards students, families, and colleagues in my school community?
- What are some simple practices in gratitude that I can incorporate into my daily routine?
- How can I learn more about the cultures of my students and their families?
- How do I provide opportunities or space for my students to express their own cultures, traditions, and beliefs so they may educate as well as learn from others?
- Are my behavioral expectations consistent and fair for all students?
- When I see staff or students being treated unfairly, what do I do to intervene?
- How can I advocate for practices, curriculum, and policies that are equitable for all students?

VERTICAL ALIGNMENT

GRADE K:

- SoA1: Ka, I can recognize the feelings and strengths of others.
- SoA1: Kb, I can identify and value similarities and differences in abilities, cultures, traditions, and beliefs.
- SoA1: Kc, I can explain why I am grateful for someone or something in my life.

- SoA2: Ka, I can explain why something is fair or unfair.

GRADES 3-4:

- SoA1: 3-4a, I can define empathy and explain ways to demonstrate it.
- SoA1: 3-4b, I can ask questions in a positive manner about other people's cultures, traditions and beliefs.
- SoA1: 3-4c, I can develop regular habits that allow me to express gratitude.

- SoA2: 3-4a, I can understand that people may face different barriers based on their identity and groups in society, and that this is not fair.
- SoA2: 3-4b, I can understand how stereotypes can be harmful.
- SoA2: 3-4c, I can recognize and value the thoughts and feelings of others.

“We are all neighbors. Everybody’s different. And there are some things about everybody that are the same. That’s what’s wonderful.”

-Mr. Rogers

SOCIAL AWARENESS (SoA1)

SoA1: Demonstrate the ability to empathize with and show gratitude for others, including those with different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)

- a) I can recognize other people’s feelings and respond in kind and safe ways.
- b) I can discuss similarities and differences in abilities, cultures, traditions, and beliefs.
- c) I can explain what gratitude is and why it is important to show it.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Discuss how another person may be feeling in a variety of situations. (a) • Describe how to respond to others in kind and safe ways during a variety of situations. (a) • Identify several similarities and differences in abilities, cultures, traditions, and beliefs. (b) • Explain how a peer is different and the same as them. (b) • Explain gratitude in their own words. (c) • Explain the impact gratitude has on themselves and others. (c) • Identify situations when I can show gratitude to another and recognize how the person receiving it might feel. (c) 	<ul style="list-style-type: none"> • Use pictures or cards showing people experiencing different emotions. Have students pick a card and discuss how the person/people are feeling. Have them imagine what could have happened that led to those feelings. Ask, “How could you respond if you were there?” • Read a scenario or scene from a book where a character is experiencing a problem or a strong emotion. Have students draw a picture of themselves responding to it in a safe and kind way. Have them discuss what they are doing in the picture. Explain that there is no single right answer, and that responses can be different and that is okay. • At the start of the day, ask two to four students to be secret agents. Those students’ mission is to find someone being kind by the end of the day. When they find someone, they should come and tell you right away (in a secret spy way so that no one catches on). Then, allow the student to share what they saw and award the student with a sticker, certificate, or special pencil. Repeat this throughout the year so that everyone has the opportunity to be a secret agent. If a student has not been picked, you may prompt your agents to pay close attention to them/him/her on their turn.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	<ul style="list-style-type: none"> • Incorporate books with diverse characters (i.e., race, culture, ability) across curriculum to educate students about a variety of backgrounds, differences, and cultures. • Create a class “culture quilt” where students draw pictures or symbols of family traditions on individual squares and then paste the squares together on banner paper for one large “quilt.” Have the class discover the similarities and differences they see on the quilt. • Be mindful of all holidays (not just those celebrated by the dominant culture). Allow students to share their holiday traditions with the class. If no one in the class celebrates a certain holiday, find a book to read about the holiday, or share a fact about that holiday. • Create gratitude journals or paper chains to list people, things, and memories they are grateful for, daily or weekly. • Ask students to share what they are grateful for, and why, through community building circles or morning meeting shares. • Invite family or community members into the classroom to share food, clothing, music, visual displays, or decorations unique to their background or the background of the students in your class. • Have students collectively brainstorm members of the school community they are grateful for and why. When there is a consensus, have the class identify a way to show gratitude for that person (e.g., sing a song for the principal, create cards for the cafeteria staff, or put together snacks for the bus drivers). If there is more than one person identified, consider different ways to show gratitude to each person.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	<ul style="list-style-type: none"> • Have a Culture Fair. Allow students to choose a holiday that they do not celebrate and have students research that holiday. Allow students to choose how they want to present their findings (e.g., tri-fold, diorama, recorded skit). • Include multisensory approaches to discussions, such as incorporating music and foods from different cultures into lessons. • Create a space in the classroom, such as a bulletin board, for students to share cultural artifacts and traditions. • Possible read-alouds to consider: <ul style="list-style-type: none"> ◦ “Our Skin: A First Conversation About Race” by Megan Madison, Jessica Ralli, and Isabel Roxas; ◦ “Sometimes We Do” by Kent Haines; ◦ “Mommy’s Khimar” by Jamilah Thompkins-Bigelow; ◦ “Benny Doesn’t Like to Be Hugged” by Zetta Elliott; ◦ “Hair Love” by Matthew A. Cherry; and ◦ “Just Ask! Be Different, Be Brave, Be You” by Sonia Sotomayor.

SOCIAL AWARENESS (SoA2)

SoA2: Demonstrate the ability to understand broader historical and social contexts' impact on humanity. (Citizenship)

a) I can understand that fair does not always mean that everyone gets the same thing.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Identify situations that involve fairness. (a) • Recognize that their own needs and the needs of others may be different. (a) • Recognize that when everyone gets what he or she needs, it is fair, even though what each gets may be different. (a) 	<ul style="list-style-type: none"> • Choose books and videos that include characters with diverse needs and abilities. • Investigate and read books about historical figures and events, and discuss whether these are examples of fairness. • Provide and discuss examples from home, school and the community when it is fair to treat people differently (e.g., extra calm-down or break time, peanut-free classrooms, handicapped parking, using the elevator in a school, support animals). <ul style="list-style-type: none"> ◦ Offer specific examples (e.g., If student A already understands something in math and didn't need help but student B didn't understand it, would it be fair or unfair for the teacher to spend more time with student B?). • Discuss real-life events related to fairness or social justice themes. Students can share their learning with others as part of a class-wide "fairness fair." • Discuss the story of Goldilocks and The Three Bears; use the "just right" concept to explain the characters' different needs. • Explain to students who struggle with this concept that you will do your best to be fair, but this will not always look equal. For example, "I may spend more time with particular students than with others, and I may treat students differently based on their needs at the time. I will always do my best to meet all needs. If you feel like your needs are not being met, please tell me what your needs are, and I will try to meet them."

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	<ul style="list-style-type: none"> • Use a set of existing rules (i.e., classroom, playground, cafeteria.) to review and discuss fairness, and what could be changed to ensure everyone gets what they need. • Tell students a story about a monkey, giraffe, and elephant entering a contest to discover the best animal. When they got there, the judge told them that to be fair everyone had the same task to do. The best animal would be the one that could climb the tree and get the banana down the fastest. Ask students if this is a fair way to judge the animals? Why? • Have students think of a time they got hurt. Allow students to turn to a partner and share their stories. Say, "Let's all pretend that these injuries JUST happened." Ask, "Did anyone's injury require a bandage?" (Hold up a bandage for the class to see.) Allow the student to share their story with the class. Then give them the bandage to place on the spot where they were injured. Say, "Wait, I am not being fair." Here everyone gets a bandage to place on his or her injured area identified in shared story. • Students may express that this is not what they need and that this will not help them. Discuss how fair this relates to the concept of fair not always meaning equal. • Read aloud suggestions for discussing fair and unfair: <ul style="list-style-type: none"> ◦ "Fair is Fair" by Sonny Varela; and ◦ "It's Not Fair" by Amy Krouse Rosenthal.



SECTION 4:
RELATIONSHIP
SKILLS

OVERVIEW AND EDUCATOR'S NOTES: RELATIONSHIP SKILLS

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:

- At this age, students are learning how to make and keep friends. They are developing physical skills that allow them to play cooperatively with others.
- Relationship skills can be complex to learn, develop, and practice given the receptive and expressive differences and difficulties experienced by many students.
- Many first and second graders enjoy group work and begin to develop the skills needed to cooperate.
- Peer relationships become more important to students at this age.
- Students at this age often initially see one way of doing things and must learn to see things from another's viewpoint.
- Relationship skills can be complex to learn, develop, and practice given the receptive and expressive differences and difficulties experienced by many students.
- With their ever-increasing vocabulary, young learners enjoy sharing their feelings, and discussions about emotions will help them develop a better understanding of the feelings of others.
- Students in early elementary are learning how to read others' feelings through their actions, gestures, and facial expressions — an essential empathy and social skill.
- By modeling and encouraging empathy, students will learn how to become compassionate members of a caring community.

EDUCATOR BACKGROUND KNOWLEDGE

Greater Good in Education explains, "Most people would agree that few things impacted their school lives as much as their relationships with their peers—friends, acquaintances, or otherwise. Relationship skills are the ability to build positive relationships, especially with diverse individuals and groups, using a variety of methods such as active listening, and communication and conflict resolution skills. These skills also include the ability to resist pressure and to seek out and offer help."

- Relationships are the foundation for everything else involved in teaching and learning. Relationships play a key role in how children receive feedback from adults. The stronger the relationship, the better the feedback is received.
- Educators have the understanding of the importance of, and the ability to, cultivate empowering relationships with diverse individuals and groups.
- Educators have and utilize the ability to engage in authentically caring teacher-student interactions.
- Teachers who provide opportunities for peer feedback enhance student learning as well as social skills.
- In order to effectively receive feedback, there must be a high level of trust in the relationship. This is true for teacher to student relationships as well as peer-to-peer. John Spencer summarizes the Feedback and Trust relationship in this YouTube video called: [Feedback and Trust Grid](#).

SELF-REFLECTION

- How do I foster positive relationships with my students?
- Do I model active listening during my interactions with students and colleagues?
- How can I intentionally improve my relationships with colleagues?
- How do I resolve conflicts with others? How can I improve my ability to handle conflict inside and outside of the classroom?
- How can I provide opportunities for students to work in diverse groups to cultivate relationships and practice their relationship skills?
- Am I prepared to facilitate courageous conversations with my students around topics that may cause discomfort or disagreement?
- How can I provide my students the tools they need to solve conflicts?
- How can I provide opportunities for students to work in diverse groups to cultivate relationships and practice their relationship skills?

VERTICAL ALIGNMENT

GRADE K:

- ReS1: Ka, I can be considerate of others by taking turns, sharing, and using compliments to encourage others.
- ReS1: Kb, I can name the actions of an active listener.
- ReS1: Kc, I can recognize when I can solve a problem on my own, or when I need adult support.
- ReS1: Kd, I can identify situations that are unkind or unfair.

- ReS2: Ka, I can name the actions of a helpful teammate or group member.
- ReS2: Kb, I can understand that everyone has a need for personal space.

GRADES 3-4:

- ReS1: 3-4a, I can demonstrate positive verbal and nonverbal communication skills through my words, tone of voice, and body language. (Incorporate social media.)
- ReS1: 3-4b, I can independently apply active listening skills in different situations.
- ReS1: 3-4c, I can apologize in a meaningful way when I have made a mistake (even if it was an accident).
- ReS1: 3-4d, I can brainstorm ways to tell someone when their words or actions are hurtful.

- ReS2: 3-4a, I can identify different roles within a group setting, and I understand how they all contribute.
- ReS2: 3-4b, I can adapt my behavior based on another's nonverbal cues.
- ReS2: 3-4c, I can identify the difference between positive and negative peer pressure.

**“Friendship is born at that moment when one person says to another,
‘What! You too? I thought I was the only one.’”**

-C.S. Lewis

RELATIONSHIP SKILLS (RES1)

ReS1: Apply verbal and nonverbal communication and listening skills to interact with others, form and maintain positive relationships, and resolve conflict constructively. (Communication)

- a) I can communicate my needs, wants, and ideas to adults and peers in a positive way.
- b) I can demonstrate active listening skills when interacting with adults and peers.
- c) I can demonstrate when to resolve conflicts with peers independently and when to include an adult.
- d) I can describe what I would do if I saw someone being treated unkindly or unfairly.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Use positive communication and behaviors to let others know that I need or want something. (a) • Use positive communication and behavior to express my needs, wants, and ideas. (a) • Describe and demonstrate active listening skills (e.g., focusing on what the person is saying). (b) • Identify several examples of conflicts that they can resolve independently and those that require an adult’s help. (c) • Describe different strategies that they could use if they saw someone being treated unkindly or unfairly. (d) 	<ul style="list-style-type: none"> • As a class, brainstorm a list of ways to ask for help or permission, and then have the class identify times when they are appropriate to use. • Use time in the morning to teach, model, and discuss ways to have positive interactions with peers (e.g., eye contact, smiling, volume and tone of voice, word choice). • Teach students active listening involving your whole body (eyes are to see, ears are to listen, mouth is quiet, hands are to myself, body is still, brain is thinking about what is being said, heart is showing respect). Use an anchor chart to draw a picture of a student, and label the parts of the body that correspond to active listening. • Use class activities, such as “Simon Says” or teacher-directed drawing, to practice whole-body listening skills. • Differentiate between tattling to an adult and reporting to an adult with various problem-solving scenarios. Explain that tattling is when you want to get someone in trouble, but reporting is when you need an adult’s help to solve a problem or keep someone safe.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	<ul style="list-style-type: none">• Have students role-play different scenarios to demonstrate what they could say or do if they saw someone being treated unkindly or unfairly.• Teach students to communicate their feelings using “I” statements (e.g., “I feel sad when you grab the toy out of my hand.” Or, “I feel left out when you don’t let me play with you at recess.”). Have students role-play using “I” statements in different scenarios to help solve problems.• In some group activities, use a “talking stick” to facilitate turn-taking and active listening. Allow the stick to be passed equally or handed to those who wish to speak.• Play a card game in which each card has a problem scenario. Have students decide if the problem is one they can solve themselves or if it requires an adult’s help.• Offer scenarios with peers of the same age to discuss the concept of fairness. Elicit students’ thoughts as to whether the scenario was fair or unfair. Explain that fair does not mean equal. Talk about when it is important for students to be fair, and list these on the board (play centers, sharing materials, and waiting in line).

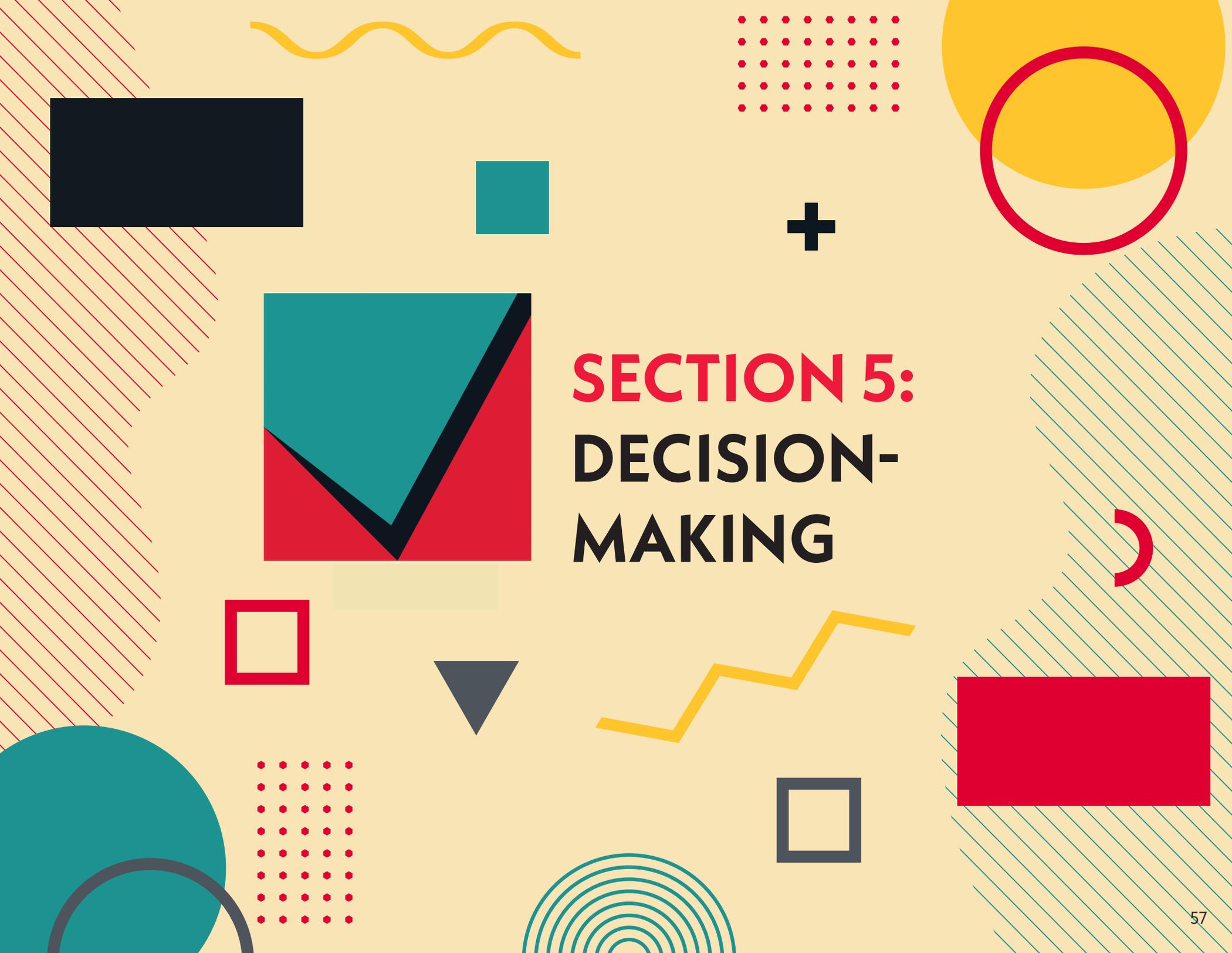
RELATIONSHIP SKILLS (RES2)

ReS2: Demonstrate the ability to effectively collaborate and navigate relationships while valuing different and diverse perspectives, abilities, backgrounds, and cultures. (Collaboration)

- a) I can demonstrate the actions of a helpful teammate or group member.
- b) I can identify nonverbal cues that indicate how others may feel.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Identify characteristics and actions of a helpful teammate or group member. (a) • Demonstrate the ability to participate in a variety of team or group activities in a cooperative, helpful, and kind manner. (a) • Recognize that facial expressions, body orientation, eye contact, and voice tone give us information about how someone may be feeling. (b) • Identify several examples of nonverbal cues that indicate how others may feel. (b) 	<ul style="list-style-type: none"> • Create a class list of cooperative, helpful, and kind phrases that students can use as a group member in various settings (e.g., class, recess, sports). • Create an anchor chart with students that includes what it sounds like, looks like, and feels like when a teammate or group member is being helpful. • Brainstorm a list of problems often faced when working in a group, and then discuss ways to solve them. • Teach cooperation with a bean bag-balancing game. Students balance beanbags on their head and walk around the room. (If bags are not falling, you can increase the difficulty by adding challenges. For example, if you are wearing blue, jump; or if you have a sister, touch your toes.) • If they drop the beanbag, then the student is to freeze where they are until another student picks up the beanbag and places it back on their head. • Afterwards, talk about how when we make a mistake we sometimes feel frozen and our teammates/groupmates/classmates can help us reset by letting us know it is okay. Play the game a second time; this time when someone drops the beanbag, students should say something encouraging to their classmate when they pick it up. • Discuss how it felt during round two versus round one.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	<ul style="list-style-type: none"> • Possible read-alouds for relationship skills: <ul style="list-style-type: none"> ◦ “Be Kind” by Pat Zietlow Miller; ◦ “What Should Darla Do? Featuring the Power to Choose” by Adir Levy; ◦ “It’s Brave to Be Kind” by Natasha Daniels; ◦ “The Color Monster: A Story About Emotions” by Anna Lienas; ◦ “The Bad Seed” by Jory John; ◦ “How Full is Your Bucket?” by Mary Reckmeyer and Tom Rath; ◦ “The Rabbit Listened” by Cori Doerrfield; ◦ “Swimmy” by Leo Lionni; and ◦ “Jamaica’s Blue Marker” by Juanita Havill. • Write several emotion words on the board (use visuals to help students that cannot yet read). Select two students to step outside the room. Then quietly tell the class one of the emotions on the board. All the students should then strike a pose to illustrate that emotion (but they cannot say anything). • Have the two students reenter the room and tour the “museum of statues.” Have them talk about the clues they see and determine what emotion is being illustrated. • Pick two new students and repeat the game! • Show pictures of children with various facial and body expressions. Ask students to share how they think the child in the photo is feeling and why. • Watch a video clip of someone experiencing a big emotion (put the video on mute). Next, have students guess what they think the character is feeling and what clues they used to make that guess. As you discuss, take time to emphasize that all of the emotions expressed are natural. None is “bad” or “good,” instead they are comfortable and uncomfortable. • Use videos and photos of a variety of people when teaching students about nonverbal cues. Discuss how different cultures may interpret nonverbal cues differently.



**SECTION 5:
DECISION-
MAKING**

OVERVIEW AND EDUCATOR'S NOTES: DECISION-MAKING

DEVELOPMENTAL AND CULTURAL CONSIDERATIONS:

- Students at this age are transitioning from their parents making all of their decisions to making some decisions on their own. At first, they may rely heavily on teachers to make decisions for them as they navigate the school setting. They may need prompts to think independently about problems they can solve.
- Students are capable of making many simple decisions on their own (e.g., what to wear, who to sit with, what to eat) and can recognize when a poor decision (e.g., hurtful words, lying) can hurt others feelings.
- Allowing students at this age to make decisions can help them develop a sense of responsibility. Additionally, when younger children are able to make decisions, they are equipped to handle larger decisions as they get older.
- Developing student identity by exploring their individual values can increase moral reasoning skills (i.e., figuring out what is right or wrong) and moral identity (i.e., wanting to be a person who does the right thing). Both are vital when faced with difficult situations or choices.
- Educators must be mindful of their influence as an authority figure and role model, and recognize their role is not to impose their personal values on students. However, by explicitly addressing values and ethical issues with students, educators can be intentional about the messages they convey. This also encourages students to consciously and critically reflect on their own values as well as the messages they receive.
- Students may have different culturally appropriated beliefs around making decisions and expressing personal values. These beliefs need to be acknowledged and accepted.

EDUCATOR BACKGROUND KNOWLEDGE

Greater Good in Education explains decision-making as, *"The ability to make caring and constructive choices about how to behave, based on consideration of ethical standards (i.e., benefits and consequences for personal, social, and collective well-being) as well as relevant social norms and safety concerns."* Additionally, the concept of decision-making is closely tied to other core competencies. For example, to do the right thing by standing up to friends who are mistreating others, a student needs to be in touch with their own values (self-awareness) and be able to regulate conflicting emotions (self-management); they also need to be able to empathize with those affected (social awareness) and resist peer pressure to join in (relationship skills).

Students are faced with decisions every day, some small and some big. As educators, we can help them learn to make decisions that are both personally and socially responsible.

Decision education—also known as decision science—teaches kids to make thoughtful, high-quality decisions rather than snap judgments. Students follow six steps: They frame the problem, think about what consequences matter to them, consider the various choices and alternatives, do research to uncover information needed to make a choice, satisfy themselves that they’re using sound reasoning in making a choice, and commit to following through.

SELF-REFLECTION

- What strategies do I use when solving problems or making decisions?
- How do I consider the perspectives of others when solving problems and making decisions?
- Do I thoughtfully consider the consequences of my decisions on others?
- How can I provide consistent support to my students throughout the decision-making/problem-solving model?
- Do I routinely encourage students to make choices and decisions?
- How am I communicating my values and ethical messages to students in both explicit and implicit ways?

VERTICAL ALIGNMENT

GRADE K:

- DeM1: Ka, I can describe a problem.
- DeM1: Kb, I can recognize there may be more than one way to solve a problem.
- DeM1: Kc, I can describe that all actions have outcomes.

- DeM2: Ka, I can describe how I want to be treated.
- DeM2: Kb, I can feel good about myself by showing kindness towards others.

GRADES 3-4:

- DeM1: 3-4a, I can explain what is within my control and what is outside of my control when facing a problem.
- DeM1: 3-4b, I can explain the information I used when making a decision, along with the steps I took.
- DeM1: 3-4c, I can recognize that my choices may result in different outcomes.

- DeM2: 3-4a, I can develop an awareness of and comfort with my membership in multiple groups in society.
- DeM2: 3-4b, I can consider the feelings and rights of myself and others when making decisions.

**“It is better to solve one problem five different ways,
than to solve five problems one way.”**

-George Pólya

DECISION-MAKING (DEM1)

DeM1: Demonstrate the ability to evaluate, through reflection, the benefits and consequences of various actions within the decision-making process. (Critical Thinking)

- a) I can classify a problem based on its size.
- b) I can list strategies to solve a problem.
- c) I can recognize that I have choices in how to respond in a situation.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Identify a variety of problems as big or small. (a) • Identify a variety of strategies to use when solving problems. (b) • Describe different ways of solving problems. (c) 	<ul style="list-style-type: none"> • Provide students with problem scenarios and have them sort into small or big problems. <ul style="list-style-type: none"> ◦ Once students master sorting big/small problems, have them rank problems from smallest to biggest. Others may have different opinions, so be sure students can share why they made their choice. • Use the “Decision Making Model” from the Virginia History and Social Science Standards of Learning Rubric (1.1h) to help students understand problem solving by considering the cost and benefit of different choices. • Help students brainstorm a list of possible responses or strategies to solve both big problems (e.g., report to an adult) and small problems (e.g., walk away, ignore, take turns, share, I-Statement, apologize, find something else to do), then post in the classroom. Remind students to consider those strategies when they are faced with a problem.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	<ul style="list-style-type: none"><li data-bbox="961 224 1885 337">• Read books that describe a problem, and have students brainstorm multiple ways to solve the problem and what the consequences might be.<li data-bbox="961 354 1892 500">• Allow opportunities to practice problem solving through cooperative learning activities with pairs/triads working together to create one product (e.g., "Cooperation Creatures" where students work together to create one creature).<li data-bbox="961 516 1892 584">• Present a problem and provide multiple-response choices. Have the student identify the best choice for responding to the problem.

DECISION-MAKING (DEM2)

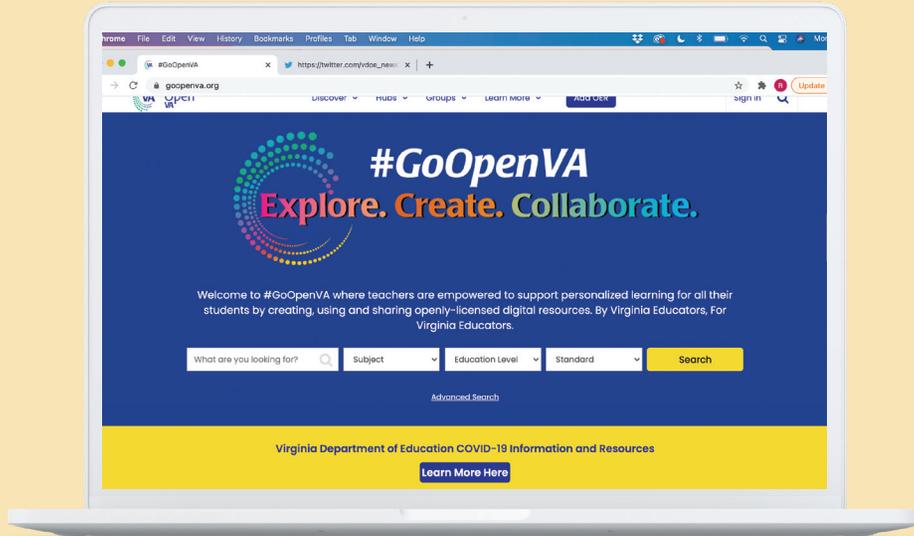
DeM2: Demonstrate the ability to make ethical decisions as a global citizen and evaluate outcomes based on one's own identity and the impact on humanity. (Citizenship)

- a) I can describe and appreciate ways that I am similar to and different from other people.
- b) I can explain how the choices I make impact others.

ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
<p>To be successful with this standard, students are expected to:</p> <ul style="list-style-type: none"> • Describe ways that they are similar to and different from others. (a) • Explain how differences and similarities can be appreciated. (a) • Explain how the choices they make impact others. (b) 	<ul style="list-style-type: none"> • Have students use whatever materials available (e.g., paper, crayons, yarn, buttons.) to create a self-portrait. Lead a discussion acknowledging the similarities and differences in each other's self-portraits, and that each one is unique. <ul style="list-style-type: none"> ◦ Have students make a list or draw pictures of several different things about themselves (e.g., I like pizza, or I swim.). If space permits, post the list under each of the named self-portraits in the classroom. ◦ During morning meetings or other times during the day, have one or more students go to the wall with the portraits and identify two similarities and two differences they have with others. Over the course of each semester, allow an opportunity for all students to participate. • Identify characters in books and in videos who are different from each other and who are friends (e.g., Woody/Buzz from Toy Story, Winnie the Pooh/Piglet or Tigger, Timon/Pumbaa from Lion King, Mike/Sully from Monsters, Inc.). List as many examples as the class can brainstorm. Lead a discussion, Why is it a good thing to have differences from each other? • Read and discuss books with themes of personal responsibility and empathy. (i.e. "What if Everybody Did That?", "We're All Wonders", "The Invisible Boy"). Focus discussion on how the characters' choices impact those around them in negative or positive ways.

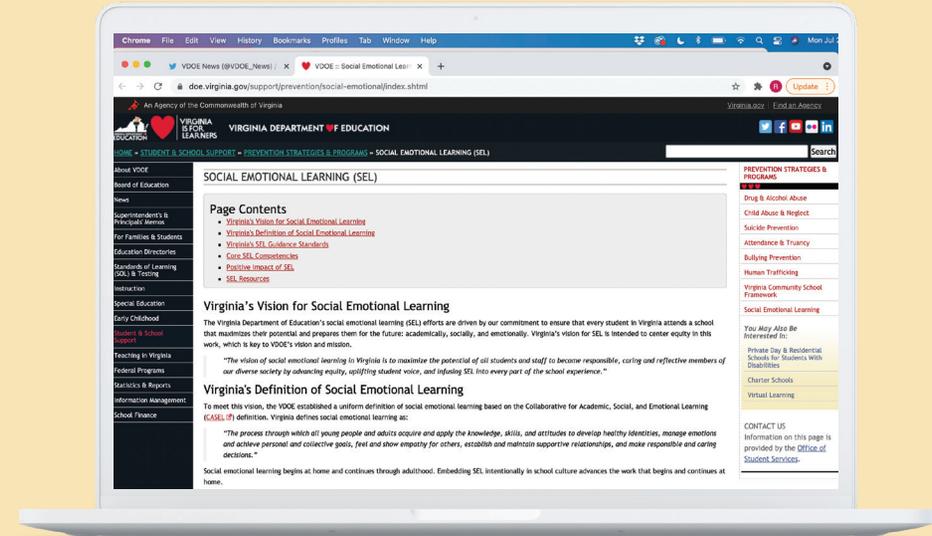
ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES	STRATEGIES
	<ul style="list-style-type: none">• Have students make predictions about how others will feel and what they may say or do based on someone’s choices. This can be done through read-alouds or given scenarios.• Have a “personality show and tell.” Students can share “one thing that you can see about me” and “one thing you can’t see about me” that make them feel proud or unique.• Use skills to recognize direct cause and effect relationships (i.e., Virginia History and Social Studies SOL (1.1f))• To involve families, have students complete a project at home that involves the similarities and differences among those in their families. Items can possibly include favorite foods, height, favorite holiday, and eye color. Also, include what each family member appreciates about the other family members.

ADDITIONAL RESOURCES FOR SEL IMPLEMENTATION



SEL Resource Library in GoOpenVA:

A growing library of resources organized by grade bands and SEL Guidance Standards for implementation.



VDOE SEL Webpage:

This webpage includes additional resources, professional development opportunities and planning guides to advance SEL implementation at the classroom, school and division level.



**VIRGINIA
IS FOR
LEARNERS**

