# Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning

## Acknowledgments

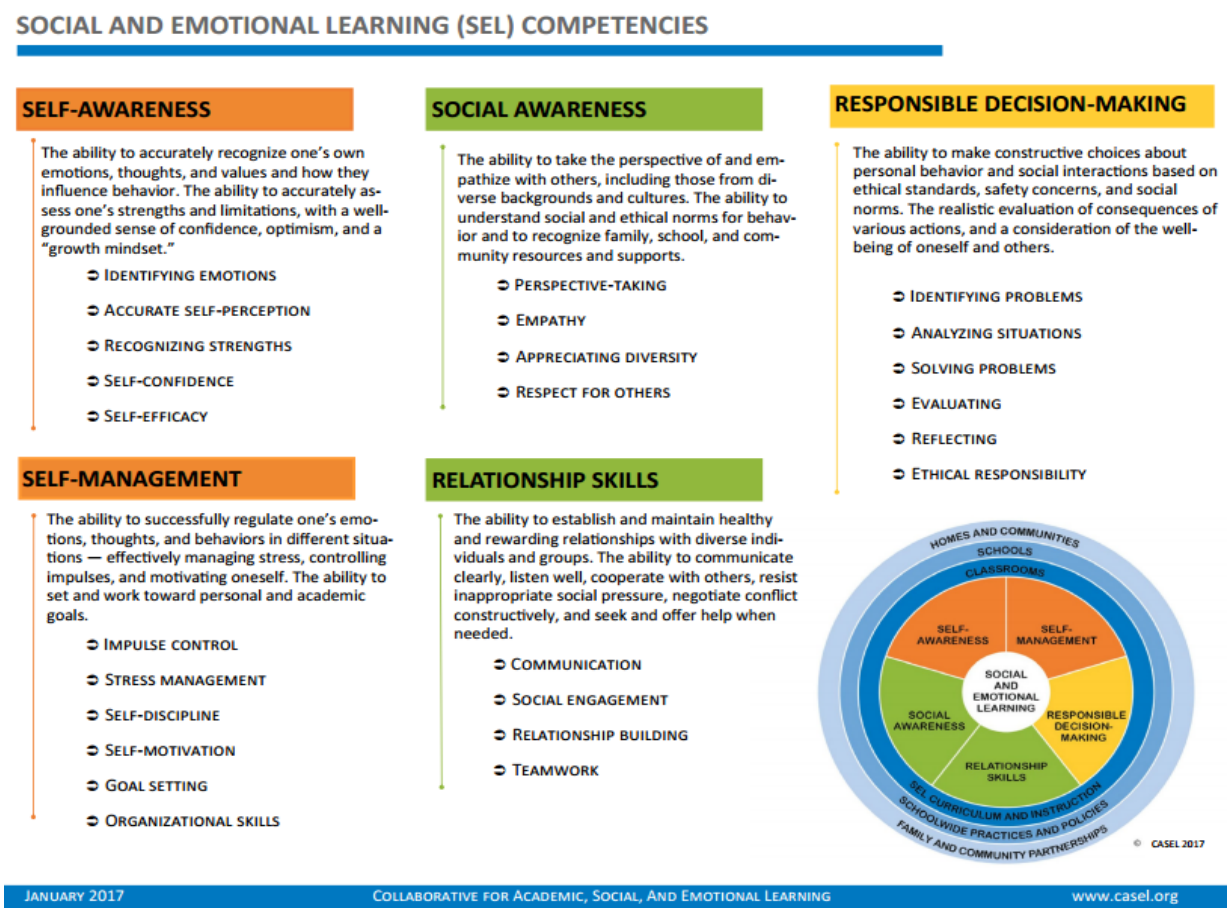
At the Collaborative for Academic, Social, and Emotional Learning (CASEL) generally and in the Collaborating States Initiative specifically we believe it is important to recognize the contributions and leadership of state teams. In addition to their local responsibilities, they are joined in this collaborative effort to foster conditions for social and emotional learning for all our students. This document could not have been produced without the insights and experience of the CASEL Collaborating States Initiative Team in Pennsylvania, including Dr. Pamela L. Emery and Dr. Jean M. Dyszel.

## Introduction

Within the Collaborating States Initiative many states are developing competencies to articulate goals for what students should know and be able to do in terms of their social and emotional development (Dusenbury et al., 2015). An immediate question from stakeholders and constituents is: How can teachers effectively promote or teach social and emotional competence to achieve these goals? Put another way: What do teachers and other adults need to do in the classroom and school to help students achieve the goals laid out in social and emotional learning (SEL) competencies?

In the past 15 years CASEL has produced three separate guides to evidence-based programs designed to promote student social and emotional development (CASEL, 2003. CASEL 2013. CASEL, 2015). We believe our reviews of the actual content of evidence-based programs helps inform the answers to the important question of how adults can effectively promote student SEL in the classroom and school. The purpose of this document is to draw on these previous reviews of evidence-based programs to identify and describe some of the most common strategies used to promote student SEL.

# What is SEL?




# Four Strategies that Promote SEL

CASEL's program reviews have observed that evidence-based SEL programs use one or more of the following four approaches to promoting social and emotional competence across the five core competency clusters:

1. *Free-standing lessons that provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters*.
2. *General teaching practices that create classroom and schoolwide conditions that facilitate and support social and emotional development in students*.
3. *Integration of skill instruction and practices that support SEL within the context of an academic curriculum*.
4. *Guidance to administrators and school leaders on how to create policies and organizational structures within a school or school system that support students' social and emotional development as a schoolwide initiative*.

In the pages that follow we provide sample activities to support student social and emotional development, organized around each of CASEL's Five Core Competencies. For each core competency, we divide the sample activities into two types: (1) free-standing lesson/instruction activities. and (2) ongoing teaching practices that are designed to promote environmental conditions that optimize student social and emotional development. We offer suggestions about how practices might be adapted for younger or older students.

# Self-Awareness

| Accurately Recognizing One's Own Feelings and Thoughts and Their Influence on Behaviors | |
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| ***Students will be able to…*** | Correctly label their own emotions. |
| | Recognize that emotions are temporary and can and will change. |
| | Recognize that emotions can affect their behavior. |
| | Recognize that behavior can affect emotions (including that it is possible to improve how one feels. |
| | Recognize that emotions have physical effects. |
| ***What teachers can do in Lessons and Instruc-tion*** | Provide age-appropriate vocabulary words. (e.g., happy, sad, hurt, mad for young children. elated, blue/down, rejected/disappointed, angry/irate for older children). |
| | Have older students generate age-appropriate vocabulary words that extend their emotions vocabulary. |
| | Lead class activity that asks student to identify feelings they might have in different situations using age-appropriate vocabulary (e.g., lead age-appropriate discussions using questions such as, "How would you feel if you got all As on your report card?" "How would you feel if a favorite relative took you out for ice cream?" "How would you feel if your pet was very sick?" "How would you feel if your friend…). |
| | Use a literature selection to have older students identify with a time they had the same feelings and how they handled them. |
| | Have students make age-appropriate face to depict feeling/emotion. |
| | Provide scenarios and ask students how each situation or experience might make them feel. |
| | Discuss age-appropriate physical and emotional cues of a certain feeling/emotion (i.e. the physical cues that help them know when they're feeling angry, happy, sad, etc.). |
| | Ask students to discuss a time when they felt ____ (expect age-appropriate examples – "I was sad when I couldn't get a puppy". "I was mad when my brother broke my trophy". "I was disappointed when I didn't get the summer job I wanted"). |
| | Ask students to brainstorm age-appropriate things they can do to improve the way they feel. (e.g., "ask my mommy for a hug," "play with my dog," "talk to my friend," "listen to happy music"). |

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| | Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?). |
| | Use an age-appropriate book to discuss the characters' feelings and how those feelings affected others and the outcome of the story. |
| | Lead age-appropriate class discussion about how emotions can improve by changing our behavior (e.g., "What can we do to make ourselves feel better when we're feeling sad?" Younger children may respond, "Play with our sister or brother," "Go to mom for a hug," "Sing a happy song." Older children or teens may say, "Dance to up music," "Speak to a friend about the situation," "Do something nice for someone else"). |
| ***What teachers can do through Ongoing Teaching Practices*** | Set up a peace corner where kids can go and reflect on their feelings. |
| | Listen deeply to what students say and reflect what you heard about their feelings, e.g., "It sounds like you're feeling very frustrated right now…." |
| | Routinely talk about physical and emotional cues that tell us how we're feeling in different situations in age-appropriate ways. E.g., with younger children, "You're feeling really excited right now, I can tell by the big smile on your face. How can you tell on the inside you're feeling happy?" With older children, "I can tell by the way you're fidgeting right now that you might be a little nervous. How can you tell on the inside that you're feeling nervous?" |
| | Talk about one's own feelings in an age-appropriate way and how you knew what you were feeling, how it influenced behavior…. |
| | Routinely encourage middle and high school students to reflect and analyze in journals or in pair shares how their thoughts and emotions affect decision-making and responsible behavior. |
| | Routinely ask questions in age-appropriate ways when students are experiencing different feelings to help them identify and express those feelings. |
| | When students are experiencing negative emotions, routinely ask, "Would you like to change the way you feel? What are some things you might be able to do right now to change the way you feel?" |
| | Routinely encourage students to write in journals or share with partners in pair shares to reflect on their feelings and how their feelings affected their own behavior as well as the impact of their feelings and actions on others. |
| | Younger children can role play the feelings of characters or their own feelings and talk about the way they look and feel. As feelings become more complex, routinely acting or role playing can be a powerful way to express those emotions. |

| Accurately Assessing One's Interests, Strengths and Limitations, and Possessing a Well-Grounded Sense of Self-Efficacy and Optimism | |
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| ***Students will be able to…*** | Identify their interests and strengths, and build on those. |
| | Be aware of their own positive qualities and values. |
| | Demonstrate interest in trying new things. |
| | Express confidence (where appropriate) that they can handle both daily tasks and challenges effectively and maintain optimism about their future. |
| ***What teachers can do in Lessons and Instruc-tion*** | Ask students to identify personal strengths and weaknesses they'd like to work on in a picture (possibly young children, but really any age group) or in a written essay (older children and teens). With teens, encourage more elaborate media/video productions, etc. |
| | Have students complete an age-appropriate project to identify their interests or strengths (e.g., draw a picture, write an essay to share with a parent at home or in pair share, create a video or other media project). |
| ***What teachers can do through Ongoing Teaching Practices*** | Create age-appropriate class roles and responsibilities that emphasize individual strengths, areas to improve, and personal and group goals. |
| | Establish clear, age-appropriate norms and consequences so students can see the impact of their own actions and behaviors on outcomes. |
| | Ask age-appropriate questions that help students reflect on their own strengths and interests. E.g., "I can tell you're really enjoying this. Can you tell me what about this is making you so happy?" "I can tell you're really proud of how you did. Can you tell me what about this you're most proud of?" |
| | Provide age-appropriate authentic feedback and ask open-ended questions that invite students to engage in deeper reflection about their own strengths and interests. |
| | Tell students routinely why you the teacher feel happy/optimistic for them and their future. |

# Self-Management

| Regulating One's Emotions, Cognitions, and Behaviors | |
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| ***Students will be able to…*** | Monitor and regulate emotions effectively. |
| | Use awareness of emotions as a guide to decision-making. |
| | Motivate oneself. |
| | Cope well with stress and anxiety. |
| | Exercise self-control and delay gratification. |
| | Express emotions appropriately. |
| ***What teachers can do in Lessons and Instruc-tion*** | Teach the THINK process to help students recognize responsible social media use before posting an unkind or untrue remark about a person because you are upset. T—is it true, H—is it helpful, I—is it inspiring, N—is it necessary, K—is it kind. This activity could be part of the class norms as well. |
| | Lead students in an age-appropriate discussion of how to use their awareness of emotions to guide decision-making. With younger children this might mean thinking about what adult they can ask for help or support when they are sad or angry. For older children/teens this might mean helping students think about pausing before making a decision at all, when they are feeling angry or hurt, because it is better to make important decisions when we are feeling calm. |
| | Lead discussions about positive, age-appropriate ways we can express our feelings (e.g., put our feelings into words, draw a picture or write about how we feel, create an art or media project, show our feelings through dance). |
| | Teach effective, age-appropriate self-management techniques (belly breathing, yoga, counting to ten, self-talk, relaxation exercises, mental rehearsal). |
| | Have students brainstorm age-appropriate ways to motivate themselves. |
| ***What teachers can do through Ongoing Teaching Practices*** | Routinely practice age-appropriate self-management techniques as a regular part of the school day (e.g., start class with a deep breathing exercise). |
| | Establish a separate space in the classroom for individual self-management (e.g., cozy corner, happy place, cool-down corner, reading corner). |
| | As a teacher, consistently model effective self-management in an age-appropriate way for students ("I'm feeling a little frustrated, so I'm going to stop and take a breath before I decide what to do next."). |

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| | Give students age-appropriate, authentic praise for self-management (e.g., "I saw the way you waited your turn just now [e.g., to hold the bunny, to look in the microscope]. I know you were excited and it was hard to do, but I saw you take a breath. I'm proud of you, and you should be proud of yourself."). |
| | Give students age-appropriate support and/or authentic praise for expressing emotions appropriately (e.g., "I know you're angry at her, right now for ____. What are some calm ways you could tell her what you're upset about?" or "I know you were feeling sad about what happened, earlier. I was proud of you for… going to the peace corner and drawing that picture about what happened/coming to talk to me about it." |
| | Routinely encourage students to save a desired activity or experience (e.g., eating a cookie, going out with a friend) until they have completed tasks or duties (e.g., cleaning up after play time or finishing their homework). |
| **Setting and Achieving Personal and Educational Goals** | |
| ***Students will be able to…*** | Establish and work toward the achievement of positive and realistic goals (both short- and long-term). |
| | Develop a plan and action steps with reasonable timeframes for completion. |
| | Analyze how current decisions may impact goal achievement. |
| | Monitor and sustain progress toward goal achievement, using motivational strategies and celebrating successes. |
| ***What teachers can do in Lessons and Instruc-tion*** | Teach students a lesson on procedures for class transitions and create class goals for improving the time it takes to complete them. |
| | Teach students a lesson on how to use certain equipment and resources appropriately. Use a lesson to establish rules for how equipment should be put away. |
| | Over the course of several weeks, have students work on individual goal projects using goals they identify for themselves. Have them monitor and document their progress for several weeks. |
| | Teach students to identify what is known about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve that learning. |
| | Define "perseverance" as a vocabulary word. |
| | During a lesson talk about how you motivate yourself when you need to. |
| ***What teachers*** | Routinely develop and complete age-appropriate, short-term classroom goals (reduce time taken during transitions, put supplies away more quickly for young children, get settled after the bell |

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| ***can do through Ongoing Teaching Practices*** | rings for older children). |
| | Routinely teach students how to use equipment and resources appropriately. |
| | Routinely provide authentic praise to students when you observe them managing themselves well (e.g., regulating their emotions by taking a breath, taking a break to think about a decision, etc.). |
| | Routinely model and talk about your own goals. |
| | Routinely work with the class to establish and complete class projects. |
| | Students can also be taught to self-assess progress toward their learning goals, which is a powerful strategy that promotes academic growth and should be an instructional routine in classroom grades 4-12. |
| **Persevering in Addressing Challenges** | |
| ***Students will be able to…*** | Anticipate possible barriers to the achievement of a goal and identify ways to overcome them. |
| | Persevere by expending additional effort, extending timeframes, identifying alternative paths to goal achievement, and/or seeking help from others. |
| ***What teachers can do in Lessons and Instruc-tion*** | Lead a discussion in which the teacher asks questions that encourage students to reflect on barriers they may encounter and that also help them think about ways they can overcome them. Lead a discussion (ask questions) about who might be able to help or what other resources might be available. |
| | Use biographies to discuss how people persevered through hard times to turn their lives around or reach a goal. |
| | Create age-appropriate class projects requiring effort, and encourage completion. |
| ***What teachers can do through Ongoing Teaching Practices*** | Routinely notice and discuss with students when they are being perseverant. |
| | Help students think through and suggest alternatives when students encounter challenges. |
| | Routinely ask questions that encourage students to reflect on barriers they may encounter and that also help them think about ways they can overcome them, in any difficult situation they are facing. |
| | Routinely ask students who might be able to help them in various situations or what other resources might be available. |

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| | Routinely encourage students to write in journals or share with partner in pair shares to reflect why their efforts in certain situations succeeded or failed and what they might do differently in the future. |
| | Give authentic feedback when students persevere (e.g., "I know how hard that was, but you never gave up. You kept on going. I'm very proud of you, and you should be proud of yourself"). |
| | Offer to help when needed. |

# Social Awareness

| Taking the Perspective of and Empathizing with Others | |
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| ***Students will be able to…*** | Put themselves in another's shoes, see the other person's point of view, and understand the other person's thoughts and feelings and why they might feel that way. |
| | Accurately interpret situations cues that indicate how others feel. |
| ***What teachers can do in Lessons and Instruc-tion*** | Teach an age-appropriate lesson on why it is important to identify how others feel and what to look for (facial cues, body language). |
| | Show a picture and/or having students make facial expressions and identifying how others feel. |
| | Examine literature and take the perspective of characters or identifying feelings and thoughts. |
| | Define and discuss the word "empathy" with children in late elementary, middle, or high school. |
| | Group demonstration of same/different feelings (e.g., those who like the dentist stand on one side, those who don't like the dentist stand on another side). |
| | Discuss the expectations and demands of different settings, e.g., how we dress and behave for school, places of worship, formal ceremonies, hanging out with friends. |
| | With middle or high school students, discuss more subtle cues in the environment, such as the presence of people of different ages, when people are quiet, etc., in determining what kinds of behaviors are appropriate. |
| ***What teachers can do through Ongoing Teaching Practices*** | Discuss characters in literature or figures in history, how they felt, and why they took certain actions or behaved the way they did. |
| | Discuss how we know the way characters in literature feel, based on what the author tells us about the character's behavior. |
| | Routinely talk about how others feel in different situations. |
| | Provide students with opportunities to share in small groups how they feel in different situations. |
| | Examine literature by taking the perspective of characters or identifying feelings and thoughts. |
| | In teaching allow students to dress up as characters in history or literature and act out how those individuals were feeling and how it affected their behavior. |
| | Build on the diversity in the classroom by having students share their different cultural perspectives on situations. |

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| | When there is a difference of opinion among students, allow them to reflect on how they are feeling (drawing a picture or writing an essay or in a journal) and then share with a partner or in a small group, to be heard but also to listen to how others feel differently and why in the same situation. |
| **Appreciating Diversity** | |
| ***Students will be able to…*** | Understand that individual and group differences complement each other and make the world more interesting. |
| | Accept that people have different attitudes and values. |
| | Recognize that despite differences, all people have similar needs, feelings, and wants. |
| | Resist stereotypes. |
| | Promote the rights of all individuals. |
| ***What teachers can do in Lessons and Instruc-tion*** | Lead activities to demonstrate that everyone is different, has different thoughts and feelings, backgrounds, etc. Lead activities to identify how we are all similar and how we may be different. Celebrate historic figures who resisted stereotypes or worked to promote justice and equality for all individuals. |
| | Lead class projects, especially with older students (late elementary, middle, and high), to promote awareness of the rights of others. Include having students identify their own biases and discuss ways to change those perspectives of others who are different. |
| | Ask students to reflect (including in journals) on questions about the negative effects of stereotyping. Give them opportunities to discuss in pair shares. |
| | Organize and encourage student projects that explore different cultures and celebrate diversity. |
| | With older students (middle and high), in social studies and/or language arts, discuss and analyze the origins and negative effects of stereotyping and prejudice. In discussions and other activities, evaluate strategies for being respectful of others and opposing stereotyping and prejudice. |
| ***What teachers can do through Ongoing Teaching Practices*** | Model respect and enthusiasm for learning about diversity – show enthusiasm for literature by authors from many different cultures, show enthusiasm for learning about different cultures. |
| | At holiday time create classroom celebrations that allow students to share and explain traditions from their own family holidays. Give everyone an opportunity to participate. Involve older family members, asking them to share their traditions with students. |
| | Use cooperative learning and project-based learning strategically (reflecting thoughtfully and intentionally on the composition of groups) to build diverse working groups. |

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| | Routinely ask questions in different situations that make the point that we all are similar and we all are different. |
| | Model acceptance of others who have different attitudes and values. |
| | Class or morning meetings are designed to involve students in sharing and recognizing others have different experiences, which develops empathy and appreciation for differences and similarities. |
| **Respecting others** | |
| ***Students will be able to…*** | Believe that others deserve to be treated with kindness and compassion. |
| | Be concerned about the impact they have others. |
| | Value the feelings and opinions of others. |
| | Show respect for the property of others. |
| | Be motivated to contribute to the common good. |
| | Be helpful to others in their peer group and family. |
| | Care about improving the school and community. |
| | Care about preserving the environment. |
| | Accept direction from authority. |
| ***What teachers can do in Lessons and Instruc-tion*** | Teach lessons on respect. |
| | Study figures in history who showed respect for and served others and discuss their example. |
| | Discuss respectful characters in literature. Discuss characters who served and made sacrifices for others. |
| | Lead discussions about how our behavior affects others. |
| | Ask students to write in their journals or discuss in pair shares how they try to be helpful in their families or with their peers. |
| | Lead discussions about how students are helpful to others in their community. |
| | Work with students to organize a community service project. |
| ***What teachers can do through*** | Model respectful behavior. |
| | Develop and revise classroom rules and norms with students to work together to promote understanding and respect. |

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| ***Ongoing Teaching Practices*** | Model concern for the well-being of others. |
| | Give feedback to students in authentic ways when they are respectful toward others encourage students to identify how they feel when they were respectful or supportive of another person. |
| | Identify and celebrate historical figures who have contributed to their communities. List their contributions and ways that they contributed to the common good. |
| | Ask routine questions throughout the day to draw attention to how students' behavior is affecting those around them. |
| | Model service to others. |
| | Routinely give specific and timely feedback to students for accepting direction well from authority figures. |
| **Persevering in Addressing Challenges** | |
| ***Students will be able to…*** | Recognize that there are social expectations about acceptable behavior. |
| | Understand what these expectations regarding acceptable or ethical behavior are. |
| | Recognize and share a school norm of treating others the way you would want to be treated. |
| ***What teachers can do in Lessons and Instruc-tion*** | Lead a discussion on why we have classroom or school rules. |
| | Lead a discussion on implicit rules – about what to wear, how to act, etc. – in different contexts. |
| | Have older students (upper elementary, middle, or high school) develop an advertising campaign (e.g., media campaigns, poster contests, promotional videos to show on morning announcements) to promote a norm on treating others the way one would want to be treated. |
| ***What teachers can do through Ongoing Teaching Practices*** | Routinely discuss why we have classroom or school rules in the context of current experiences in the school or classroom and how they are affecting students' current behavior. |
| | Model and routinely promote a school norm of treating others the way you would want to be treated. |
| | Have students work with younger students and discuss how they modeled respect with the younger student. |
| **Recognize Community Resources** | |
| ***Students will be able to…*** | Identify formal and informal resources in the community |

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| ***What teachers can do in Lessons and Instruc-tion*** | Lead lessons about informal resources as well community resources that are available to students. |
| | Ask students to investigate and report on informal and formal community resources. |
| | Younger children can create a bulletin board showing photos of community helpers or can draw their own pictures of a community helper. |
| | Have community helpers visit the classroom and talk about their work. |
| | Ask students to reflect on who they can reach out to for help and either write about it in a journal and/or share in a discussion, so that students learn from their peers. |
| | Lead discussions about who students can reach out to when they need help or advice. |
| ***What teachers can do through Ongoing Teaching Practices*** | Routinely remind students in developmentally appropriate ways when they need help to think about the resources (formal and informal) that are available to them. |
| | Work with other teachers and administrators to create a sense of responsibility among adults in the school to be available to help students. |

# Relationship Skills

| Establishing and Maintaining Healthy and Rewarding Relationships | |
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| ***Students will be able to…*** | Initiate contact with others. |
| | Share ones' thoughts and feelings (appropriately). |
| | Express appreciation. |
| | Give and receive constructive feedback. |
| | Establish and maintain healthy and rewarding connections with individuals and groups. |
| | Offer and receive help. |
| | Contribute to the achievement of group goals. |
| | Recognize and respect boundaries. |
| | Take turns. Show fairness. |
| | Show forgiveness to others. |
| ***What teachers can do in Lessons and Instruc-tion*** | Teach lessons to develop social skills (e.g., how to meet someone new, how to start a conversation, how to keep it going, how to end it smoothly, etc.). |
| | Teach lessons on social boundaries. |
| | Teach a lesson or lessons on how to resolve conflicts peacefully. |
| | Teach lessons on how to give and receive constructive feedback. |
| | Teach lessons on the importance of forgiveness. Read literature and discuss characters who learned to forgive. |
| | Teach lessons on how to offer help in a sensitive, appropriate way. |
| | Teach lessons on how to say thank you and receive help well. |
| | Work with students to develop community service activities. |
| | Help students develop community service projects and celebrate their work. |
| ***What teachers can do through Ongoing*** | Use team-based, collaborative teaching practices such as cooperative learning and project-based learning to provide students with opportunities to develop and practice communication and social and assertiveness skills. Be very intentional to balance student groups so that natural leaders can inspire the others they are working with. |

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| ***Teaching Practices*** | Give students authentic feedback when they wait their turn ("I saw the way you waited your turn just now. I know you were excited, but you kept your hands to yourself. You did great.") or anytime they managed their own behavior to work well with others. |
| | Intentionally use collaborative work groups to reinforce the importance of working together to solve problems and achieve goals. |
| | Have students routinely evaluate how well they worked together in the group. One day it may be to evaluate how well they listened, took turns or how they contributed information to the learning situation. This process holds the students accountable for improving their part in a group learning situation. |
| | Give students authentic praise when they show respect for boundaries (e.g., "Thank you for waiting patiently while I was speaking to her. What can I help you with, now?"). |
| | Establish a peace corner, and a conflict resolution procedure students can use. |
| | Model good boundaries. |
| | Praise students for resolving conflicts peacefully. |
| | Support students as needed when they are working to resolve a conflict. |
| | Give students authentic feedback when they share their feelings appropriately. |
| | Give students authentic feedback for giving and receiving help well. |
| | Give students opportunities to practice social skills in small groups and project based learning activities. |
| **Communicating Clearly** | |
| ***Students will be able to…*** | Use verbal and nonverbal skills to express oneself and promote positive and effective exchanges with others. |
| | Modify one's expression to fit the situation and audience. |
| | Make clear I-statements. |
| | Ask appropriate questions. |
| | Listen reflectively and actively. |
| | Write coherently. |

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| ***What teachers can do in Lessons and Instruc-tion*** | Teach lessons on how to communicate effectively, verbally and nonverbally. |
| | Teach lessons on communication skills (such as listening, looking at the person, tone of voice). |
| | Teach lessons on effective listening. |
| | Teach students how to give feedback in specific situations that will help students improve their communication skills. |
| | Teach students how to formulate I-messages for sharing feelings. |
| | Teach lessons on giving compliments and praise (why you should and how to do it). |
| | Give students opportunities to practice giving and receiving compliments and praise. |
| ***What teachers can do through Ongoing Teaching Practices*** | Thank students whenever they listen well and tell them specifically what they did well. |
| | Model and reinforce effective communication and relationship building. |
| | Establish class or morning meetings that give students the opportunity to interact with each other and practice speaking and listening skills. |
| | Use interactive teaching strategies such as cooperative learning and project-based learning to provide students with opportunities to develop and practice positive communication skills. |
| **Resisting Inappropriate Social Pressure** | |
| ***Students will be able to…*** | Be assertive using multiple strategies to avoid engaging in unwanted, unsafe, unethical, or unlawful conduct. |
| | When appropriate, express openness to maintain a relationship with those who suggested unwanted or negative behavior. |
| ***What teachers can do in Lessons and Instruc-tion*** | Teach lessons on how to be assertive (and not aggressive). |
| | Teach students a variety of strategies for avoiding unwanted situations or pressure, such as suggesting alternative activities, or using delaying tactics. |
| ***What teachers can do*** | Model assertive behavior. |

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| ***through Ongoing Teaching Practices*** | Give students authentic praise for being assertive. |
| **Negotiating Conflict Constructively** | |
| ***Students will be able to…*** | Follow a systematic approach to conflict resolution that achieves mutually satisfactory resolutions t by addressing the needs of all concerned |
| ***What teachers can do in Lessons and Instruc-tion*** | Teach lessons on how to resolve conflicts. |
| | Conduct role plays with middle and high school students to allow students to practice resolving conflicts and negotiating peer pressure. |
| ***What teachers can do through Ongoing Teaching Practices*** | Establish a conflict resolution process that is used school-wide any time there is a conflict.. |
| | Model good conflict resolution skills. |
| | Establish a school-wide peer mediation program in middle or high school to help students work through conflicts in a constructive way. |
| | Use collaborative work groups (e.g., cooperative learning projects or project based learning) to reinforces the importance of working together to solve problems and achieve goals. |
| | Give students authentic feedback for resolving conflicts peacefully. |
| | Give students support as needed when they are working out a conflict. |
| **Seeking and Offering Help When Needed** | |
| ***Students will be able to…*** | Effectively ask for and receive help from others. |
| | Offer help to others needing assistance. |
| ***What teachers can do in Lessons and Instruc-tion*** | Lead age-appropriate lessons on when to seek help or when to offer it. |
| | Help students organize community service and service-learning activities to help others in the community. |

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| ***What teachers can do through Ongoing Teaching Practices*** | Model age-appropriate ways to seek and offer help. |
| | Encourage students to offer or seek help in age-appropriate ways, whenever appropriate. |
| | Provide students with age-appropriate, authentic feedback for offering and seeking help. |
| | Especially with middle and high school students, organize service-learning strategies within the school. Have students collaborate on how to organize and manage the project. |

# Responsible Decision-Making

| Making Constructive Choices | |
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| ***Students will be able to…*** | Recognize and understand their obligation to engage in ethical, safe, and legal behaviors. |
| | Identify and develop one's values to promote honesty, reliability, and accountability. |
| | Consider ethical standards, safety concerns, and social norms as they impact decision-making. |
| | Apply a shared norm of treating others as you would want to be treated to decision-making. |
| | Make effective decisions and choices following a systematic process. |
| ***What teachers can do in Lessons and Instruc-tion*** | Teach students a formula for making good decisions (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate). |
| | Give students problem scenarios (e.g., a friend asks you to let them copy your homework) and ask them to work in groups or pairs to decide what they would decide. |
| | Explicitly identify the steps for solving a problem. Walk through the steps of problem-solving in response to hypothetical situations. |
| | Define responsibility and related terms (ethical, safe, values, honesty). |
| | With middle and high school students, discuss higher order values – impact on the environment, being a good citizen, ways to help the community or school. |
| | Read current events and discuss if the decisions made are ethical and evaluate against a clearly defined ethical criteria. |
| ***What teachers can do through Ongoing Teaching Practices*** | Model good decision-making. |
| | Give students authentic feedback for making good decisions. |
| | Support students through the steps of making a decision in age-appropriate ways, anytime they face a choice or decision. |
| | Examine problems or moral situations from literature and examine other alternatives and impacts. |
| | Create, agree to, and help students understand logical consequences, discussing them frequently and whenever appropriate. |
| | Develop and enforce class rules and shared norms, discussing them routinely. |
| | Model appropriate behaviors based on norms and rules. |

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