

Washington's K-12 Social Emotional Learning Standards and Benchmarks

SELF		SOCIAL	
STANDARD 1	SELF-AWARENESS – Individual has the ability to identify and name one's emotions and their influence on behavior.	STANDARD 4	SOCIAL AWARENESS – Individual has the ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
BENCHMARK 1A	Demonstrates awareness and understanding of one's emotions.	BENCHMARK 4A	Demonstrates awareness of other people's emotions, perspectives, cultures, language, history, identity, and ability.
1B	Demonstrates knowledge of personal strengths, areas for growth, culture, linguistic assets, and aspirations.	4B	Demonstrates an awareness and respect for one's similarities and differences with others.
1C	Demonstrates awareness and understanding of family, school, and community resources and supports.	4C	Demonstrates an understanding of the social norms of individual cultures.
STANDARD 2	SELF-MANAGEMENT – Individual develops and demonstrates the ability to regulate emotions, thoughts, and behaviors in contexts with people different than oneself.	STANDARD 5	SOCIAL MANAGEMENT – Individual has the ability to make safe and constructive choices about personal behavior and social interactions.
BENCHMARK 2A	Demonstrates the skills to manage and express one's emotions, thoughts, impulses, and stress in constructive ways.	BENCHMARK 5A	Demonstrates a range of communication and social skills to interact effectively with others.
2B	Demonstrates constructive decision-making and problem solving skills.	5B	Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.
		5C	Demonstrates the ability to engage in constructive relationships with individuals of diverse perspectives, cultures, language, history, identity, and ability.
STANDARD 3	SELF-EFFICACY – Individual has the ability to motivate oneself, persevere, and see oneself as capable.	STANDARD 6	SOCIAL ENGAGEMENT – Individual has the ability to consider others and a desire to contribute to the well-being of school and community.
BENCHMARK 3A	Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.	BENCHMARK 6A	Demonstrates a sense of social and community responsibility.
3B	Demonstrates problem-solving skills to engage responsibly in a variety of situations.	6B	Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.
3C	Demonstrates awareness and ability to speak on behalf of personal rights and responsibilities.	6C	Demonstrates effective strategies to contribute productively to one's school, workplace, and community.

WASHINGTON STATE

SEL Standards Flow



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Self-awareness

What am I thinking, how am I feeling in my body, what am I expressing to others?

What am I thinking?

This helps us recognize and understand our cognitive process. All mindfulness practice or meditation practice works to build strength in recognizing our thoughts. Things like, "Am I thinking (dwelling, perseverating) on a past event or memory (pleasant or unpleasant) or am I focused on a potential/hopeful/dreadful possible future? When checking-in with thinking try, as best as possible, to observe (without judgment) the feelings that are associating with the thoughts.

What am I feeling in my body?

This helps us recognize and understand what is going on physiologically by focusing attention on the mind/body connection. Some common places to start focusing on are shoulders (tense or relaxed) jaw (clinched or loose) hands (fists or open) forehead (crinkled or flat) low-back (tight or flexible) hamstrings (tight or flexible), and stomach (jittery, turning over). As you do this, try to breathe into the stomach to observe any feelings, thoughts, or body-awareness that may arise.

What am I expressing?

This focuses attention on what others see and hear. We cannot control how other people perceive us but we can build our awareness of what is coming out of us. This check-in asks us to think about our body language. This could start with, "What can people see on my face right now?" (scowl, frown, smile, mean mug, avoiding/seeking eye contact, soft eyes or hard stares, eye roll, apathy, distance, distracted/present). Check-in with the whole body by observing slouching, leaning back, leaning in, tension, relaxed, proximity toward others – too close, pulling away. Don't forget to use your ears to observe your musicality when speaking. Is the tone aggressive, excited, flat, loud, soft, rough, kind, encouraging, accusatory, chipped, relaxed etc. *

*Children, particularly those working with complex trauma, are typically adept at reading body language and tone in adults. If you are unsure about what you may be expressing to others it's always okay to ask, "How does my tone sound to you?" or "What does my body look like right now?" These can support self-awareness for the person asking and the person/s being asked. Asking models checking-in and it encourages connectivity by including the recipient of the body language and tonal communication by asking their perception. This also supports a deeper awareness of non-verbal communication.

Self-awareness

K-2nd grade band (ages 4 – 8)

What am I thinking, how am I feeling in my body, what am I expressing to others?

What am I thinking?

“I can say, sign, or draw what I’m hearing in my brain.”

What am I feeling in my body?

“I can say, sign, or draw what I’m feeling in my body.”

What am I expressing to others?

“I know what I’m wearing on my face, sounding in my voice, and showing with my body.”

Self-awareness

3rd – 5th grade band (ages 8 – 11)

What am I thinking, how am I feeling in my body, what am I expressing to others?

What am I thinking?

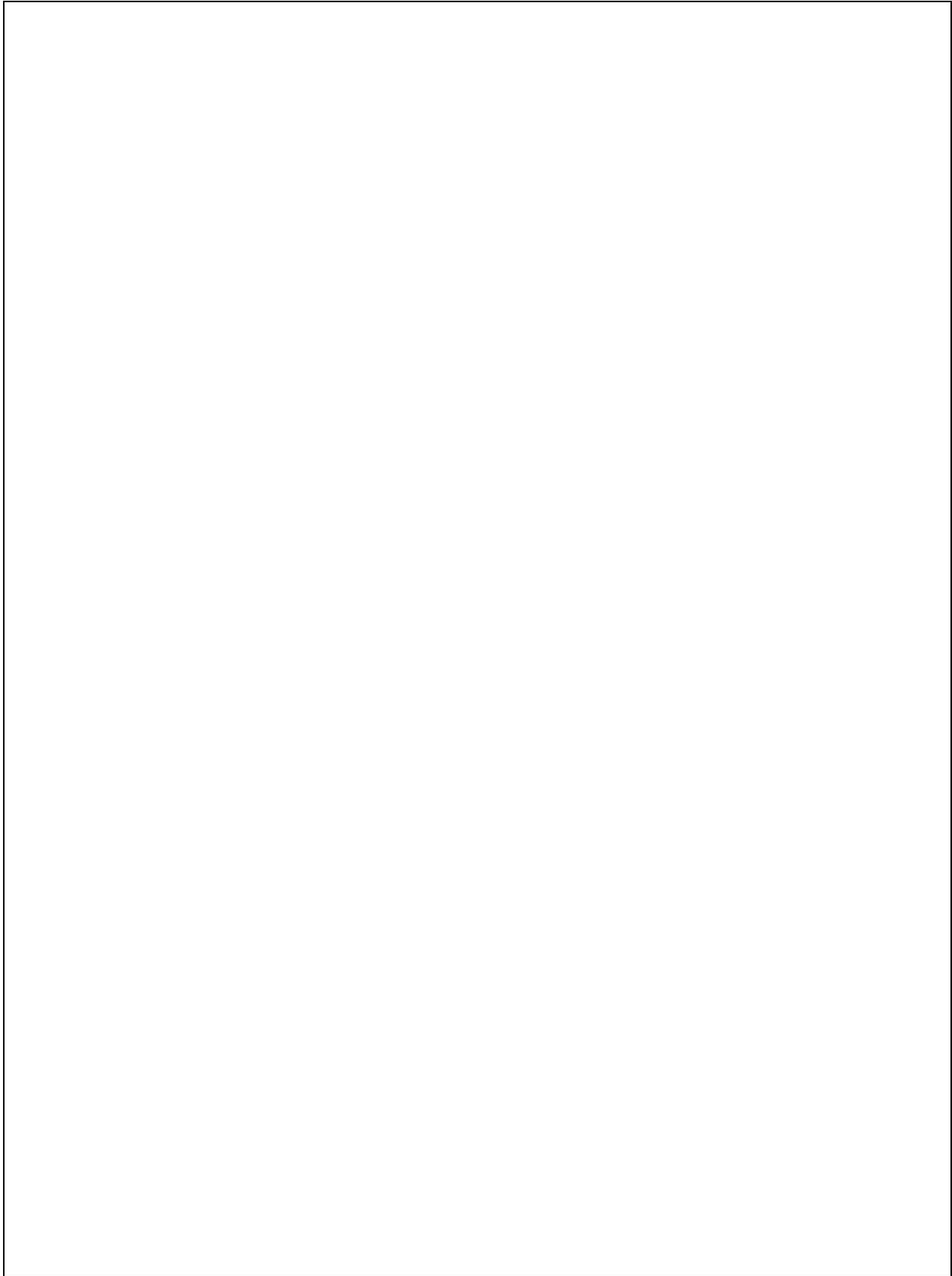
“I can draw, write, or speak about what I’m thinking using precise vocabulary.”

What am I feeling in my body?

“I can draw, write, or speak about what I’m feeling in my body using precise vocabulary.”

What am I expressing to others?

“I can recognize what my face, my tone, and my body language are communicating to others.”



Self-awareness

6th - 8th grade band (ages 11 - 14)

What am I thinking, how am I feeling in my body, what am I expressing to others?

What am I thinking?

"I can recognize and label my thoughts and feelings using precise language."

What am I feeling in my body?

"I can recognize and label how I am feeling in my body."

What am I expressing to others?

"I understand how my thoughts and feelings can shape my expression and impact me and those around me."

SEL Character Analysis for Crash Grade 4 Instructor Guide

Standards key

CCSS = Common Core Standards

ASCA= American School Counselor Association National Standards for Students

WA ST = Washington's K-12 Social Emotional Learning Standards & Benchmarks

RULER Skill = School Wide Evidenced Based Social Emotional Literacy Program Skill

Q. 1 & 5 At this point in the story what word(s) would you use to describe how Crash/Mike is feeling?

ASCA PS: A1.5 Identify and express feelings

RULER Skill = Recognizing, Labeling (Mood Meter)

Q. 2 & 6 What evidence from the text would you use to support your thinking? (This would be the combination of some recent action in the story and how Crash/Mike responded.)

CCSS.ELA-Literacy.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RULER Skill = Recognizing, Labeling (Mood Meter)

Q. 3 & 7 If you were in Crash's/Mike's situation, how would you feel?

WA ST: Self-awareness, Social awareness

Q. 4 & 8 If you had those feelings, what would you do?

WA ST: Self-Awareness, Social Awareness, Self-Management

RULER Skill = Expressing, Regulating (Meta Moment, Blueprint)

Q. 9 How are Crash and Mike dealing with the same situation in similar ways?

Q. 10 How are Crash and Mike dealing with the same situation in different ways?

CCSS.ELA-Literacy.RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

PS:A1.6 Distinguish between appropriate and inappropriate behavior

WA ST: Self-awareness, Social awareness, Self-management

RULER Skill = Recognizing, Understanding, Expressing

SEL Character Analysis for Crash Grade 4 STUDENT

Name: _____

Date: _____

1. At this point in the story what word(s) would you use to describe how Crash is feeling?
_____.

2. What evidence from the text would you use to support your thinking?

_____.

3. If you were in Crash's situation, how would you feel? _____

4. If you had those feelings, what would you do? _____

_____.

5. At this point in the story what word or words would you use to describe how Mike is feeling?
_____.

6. What evidence from the text would you use to support your thinking?

_____.

7. If you were in Mike's situation, how would you feel? _____

8. If you had those feelings, what would you do? _____

_____.

9. How are Crash and Mike dealing with the same situation in similar ways? _____
_____.

10. How are Crash and Mike dealing with the same situation in different ways? _____
_____.

SEL Character Analysis for Crash Grade 5 Instructor Guide

Standards key

CCSS = Common Core Standards

ASCA= American School Counselor Association National Standards for Students

WA ST = Washington's K-12 Social Emotional Learning Standards & Benchmarks

RULER Skill = School Wide Evidenced Based Social Emotional Literacy Program Skill

Q. 1 & 5 At this point in the story what word(s) would you use to describe how Crash/Mike is feeling?

ASCA PS: A1.5 Identify and express feelings

RULER Skill = Recognizing, Labeling (Mood Meter)

Q. 2 & 6 What evidence from the text would you use to support your thinking? (This would be the combination of some recent action in the story and how Crash responded.)

CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RULER Skill = Recognizing, Labeling (Mood Meter)

Q. 3 & 7 If you were in Crash's situation, how would you feel?

WA ST: Self-awareness, Social awareness

Q. 4 & 8 If you had those feelings, what would you do?

WA ST: Self-Awareness, Social Awareness, Self-Management

RULER Skill = Expressing, Regulating (Meta Moment, Blueprint)

Q. 9 How are Crash and Mike dealing with the same situation in similar ways?

Q. 10 How are Crash and Mike dealing with the same situation in different ways?

CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

PS:A1.6 Distinguish between appropriate and inappropriate behavior

WA ST: Self-awareness, Social awareness, Self-management

RULER Skill = Recognizing, Understanding, Expressing

SEL Character Analysis for Crash Grade 5 STUDENT

Name: _____

Date: _____

1. At this point in the story what word(s) would you use to describe how Crash is feeling?

_____.

2. What evidence from the text would you use to support your thinking? _____

3. If you were in Crash's situation, how would you feel? _____

4. If you had those feelings, what would you do? _____

5. At this point in the story what word or words would you use to describe how Mike is feeling?

6. What evidence from the text would you use to support your thinking? _____

7. If you were in Mike's situation, how would you feel? _____

8. If you had those feelings, what would you do? _____

9. How are Crash and Mike dealing with the same situation in similar ways? _____

10. How are Crash and Mike dealing with the same situation in different ways? _____

SEL Character Analysis for Crash Grade 6 Instructor Guide

Standards key

CCSS = Common Core Standards

ASCA= American School Counselor Association National Standards for Students

WA ST = Washington's K-12 Social Emotional Learning Standards & Benchmarks

RULER Skill = School Wide Evidenced Based Social Emotional Literacy Program Skill

Q. 1 & 6 At this point in the story what word or words would you use to describe how Crash is feeling?

ASCA PS:A1.5 Identify and express feelings

RULER Skill = Recognizing, Labeling (Mood Meter)

Q. 2 & 7 What evidence from the text would you use to support your thinking?

CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RULER Skill = Recognizing, Labeling (Mood Meter)

Q. 3 & 8 If you were in Crash's situation, how would you feel?

WA ST: Self-awareness, Social awareness

Q. 4 & 9 If you had those feelings, what would you do?

WA ST: Self-Awareness, Social Awareness, Self-Management

RULER Skill = Expressing, Regulating (Meta Moment, Blueprint)

Q. 5 & 10 How does this recent development impact or fit in with the story so far?

CCSS.ELA-Literacy.RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

WA ST: Self-awareness, Social awareness

Q. 11 & 12 How are Crash and Mike dealing with the same situation in similar/different ways?

CCSS.ELA-Literacy.RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

PS:A1.6 Distinguish between appropriate and inappropriate behavior

WA ST: Self-awareness, Social awareness, Self-management

RULER Skill = Recognizing, Understanding, Expressing

SEL Character Analysis for Crash Grade 6 Student

Name: _____

Date: _____

1. At this point in the story what word or words would you use to describe how Crash is feeling?
_____.

2. What evidence from the text would you use to support your thinking? _____

_____.

3. If you were in Crash's situation, how would you feel? _____

4. If you had those feelings, what would you do? _____

_____.

5. How does this recent development fit into the overall story for Crash? _____

_____.

6. Right now in the story what word or words would you use to describe how Mike is feeling?
_____.

7. What evidence from the text would you use to support your thinking?

_____.

8. If you were in Mike's situation, how would you feel? _____

9. If you had those feelings, what would you do? _____

_____.

10. How does this recent development fit into the overall story for Mike? _____

_____.

11. How are Crash and Mike dealing with the same situation in similar ways? _____
_____.

12. How are Crash and Mike dealing with the same situation in different ways? _____
_____.

Get to Know the Middle School You – Summative Assessment Grade 5

Instructions for part 1: Reflect and Write

1. Think of a time when a choice you made actually made things worse for you or those around you.
2. Write an example of a time when you made a choice that ended worse for you or those around you.

At least 6 sentences*:

1. Introduction (something happens)
2. Thing that lead to choice (sense)
3. Stop (choice that was made)
4. Action and execution of choice (behavior)
5. Result of action (consequence)
6. Ending result

*Adapted from RULER Approach Meta Moment

Instructions for part 2: Reflect and Connect

1. Read your story.
2. Highlight or underline where you can see that you made a choice.
3. Highlight or underline where you can see the outcome or consequence of your choice.
4. Beneath your paragraph make a T-Chart. For the left side heading write CHOICE and for the right side heading write CONSEQUENCE.
5. From your highlighted or underlined story write what your choice was on the left side of the T-Chart.
6. From your highlighted or underlined story write what the consequence of you choice was.

One thing to notice. If you are having problems finding where you thought about your choice, consider if this is actually a story where you made a choice or just a story where something bad happened.

Instructions for part 3: Reappraise and Write

1. Read your story and your T-Chart.
2. Using your reappraisal skills imagine how, if you were to face this situation again, you could make a choice that may lead to a different outcome. (You may want to make additional notes on your paper)
3. Share your possible responses with your partner and discuss possible consequences.
4. When you have identified the “best possible choice” for the “best possible outcome” write a short letter to yourself.
5. You should have at least 4 sentences:
 - a. “Dear me,”
 - b. “If” (re-state the initial situation) “ever happens again try” (write the choice you discovered from your reappraisal).
 - c. “I think you’ll find that” (Write the consequence you think will happen).
 - d. “Love, “(Sign your name).

Rubric:

SEL skill self-awareness: Recognizing how you are feeling in your body, what you are thinking in your brain, and what you are expressing to others.	Level 1: I can recognize a situation where I was emotionally escalated.	Level 2: I can recognize a situation where I was emotionally escalated and things turned out worse than I expected and identify my involvement.	Level 3: I can recognize a situation where I was emotionally escalated and identify the specific choices I made that led to things being worse than I expected for me.
SEL skill social awareness: Recognize what is going on around you, what is expected of you, and how you can best get your needs met without negatively impacting others.	Level 1: I'm not really sure how other people were involved so I didn't really mention them.	Level 2: Other people were involved and I mentioned them but I'm not really clear if what I said or did had any impact on them.	Level 3: Yes, other people were involved and yes I can recognize how my choices, words, and tone impacted them and I wrote about it.
SEL skill self-management: Recognize how you used your time. (This is a self-rating measure)	Level 1: I finished barely in time to do my presentation. (Whew, I was sweating that one!)	Level 2: I finished, but I had to scramble a little toward the end.	Level 3: I worked on this at a nice pace and checked off my project as I went. I was chill the night before.
SEL skill reappraisal: Look at something again (assess) in a different way.	Level 1: I don't know how things could have been different.	Level 2: I told myself not to do what I did again.	Level 3: I gave myself a suggestion for how I could have handled that differently and how, if I'm faced with that again, I can try something else.
CCSS ELA Writing (5.3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event-sequences.	Level 1: I established the situation.	Level 2: I established the situation and introduced the narrator.	Level 3: I established the situation, introduced the narrator, and organized the event with a logical sequence that unfolds naturally.

The Balloon Test

Self-awareness lesson & self-assessment

Instructional goals: I can identify strategies for helping me to calm down when I notice that I am becoming emotionally escalated.

Materials: Writing journals
A balloon or two
Colored plastic pushpins
Instructor pre-thinking of a story (best if it is a personal reflection of a particularly hard day in school at the age of your kids)

Time: 35 – 45 minutes

Say: “Today we are going to learn what can happen when our feelings go unchecked and we’re going to come up with some strategies we can use when we’re feeling like we might explode. Feelings can fill your body in the same way air fills a balloon, particularly “big feelings”. I’m thinking about uncomfortable feelings like frustration, isolation, being ignored, the desire for specialness, anger, sadness, fear, self-doubt, worry, etc... Have any of you ever had feelings that just seemed to pile up? Can you name the feeling that you couldn’t shake?”

***NOTE** Kids LOVE to share stories. Though there is time for that, this is not that time. There will be that time in the reflection portion, so be sure to remind them of that. Make sure they stick to naming the feeling, not describing or retelling what brought on the feeling.*

“I’m going to describe a terrible day I (or someone else) had in (whatever grade this is).”

As you go through the retelling of the day blow air into the balloon each time you mention something that caused a “big feeling”. Ex. ‘One morning in 6th grade, I couldn’t find my shoes so I missed the bus and my mom got so mad at me. I was feeling super perturbed.’ Time the story so that when it ends the balloon is on the verge of popping. Once the balloon is full surprise your students by showing them you are holding a push pin.

***NOTE** Don’t pop the balloon, yet. 😊*

“What do you notice about the balloon? Have you ever had a day like that where things just piled up and piled up? What do you think will happen if I keep putting feelings into this balloon? What do you think the push pin represents?”

“I want you to turn to the back of your journals and about 12 pages from the back cover make a T-Chart. Once you’ve done that title the left column ‘Things that fill my balloon!’ We’re going to do a think/pair/share. Just like my day I want you to reflect on your days here at school. As you go through your day I want you to see if you can find 3 things that happen in your school life, during the day, that you know, when they do, you get “big feelings”. Private think time first then I want you to share with your partner. When you have the 3 things that you know cause those “big feelings” write them down in the left column. Leave about 3 lines between each thing.”

(After the pairing take some shares from the class. This is a great place to validate your students’ feelings and connect with them, particularly if they share something that also brings “big feelings” for you.)

After sharing say, “So here’s the good news about feelings. Sure as things happen that we have big feelings about, other things happen that let those feelings out in healthy ways. I’ll give you an example. I love to...” (List a personal thing you do that releases stress or tension – think exercise, talking with friends, petting your dog, writing music, reading – each time you mention one of these actions let a little of the air out.)

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Assessment Organizer

Learning opportunities to incorporate self-awareness

1/3 of your day: _____

2/3 of your day: _____

3/3 of your day: _____

Lesson: _____

Learning goal: By the end of my lesson my students will be able to: _____

Instructional steps: _____

Assessment method: _____

Notes: _____
