



Comprehensive System of Learning Supports

Identifying and Supporting Illinois Social Emotional Learning Standards

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.

Standard A- Identify and Manage one's emotions and behaviors.		Standard B- Recognize personal qualities and external supports.		Standard C- Demonstrate skills related to achieving personal and academic goals.	
Analyze how thoughts and emotions affect decision making and responsible behavior.	Generate ways to develop more positive attitudes.	Set priorities in building on strengths and identifying areas for improvement.	Analyze how positive adult role models and support systems contribute to school and life success.	Identify strategies to make use of resources and overcome obstacles to achieve goals.	Apply strategies to overcome obstacles to goal achievement.
<ul style="list-style-type: none"> Practice time management skills with group projects, long term goals and events. Make predictions on how someone feels when apologizing to someone else. Role-play how to give/receive help or a compliment from a peer. Practice scenarios on how to deal appropriately with being wrongly accused of something. Develop a class list of stress management techniques to handle anxiety related to school tasks (public speaking, taking a test, etc.). 		<ul style="list-style-type: none"> Create student journals of personal strengths. Create a student project (poster, comic strip, story) to depict a situation when help was needed and where/how it was sought out. Analyze where students can go to help resist negative influences. Identify career and volunteer opportunities for students based on their interests. Guide students to understand situations they cannot change and how to devote energy to what they can control. 		<ul style="list-style-type: none"> Guide students to create actions steps and time frames toward achieving a goal. Analyze why scheduling conflicts might require changes to the time frame to achieving the goal. Reflect on how overcoming obstacles or not overcoming obstacles affected working on a current goal. Analyze on how unforeseen events can affect the planning and achievement of a long term goal. 	

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard A- Recognize the feelings and perspectives of others.		Standard B- Recognize individual and group similarities and differences.		Standard C- Use communication and social skills to interact effectively with others.		Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
Analyze similarities and differences between one's own and others' perspectives.	Use conversation skills to understand others' feelings and perspectives.	Analyze the origins and negative effects of stereotyping and prejudice.	Demonstrate respect for individuals from different social and cultural groups.	Evaluate the effects of requesting support from and providing support to others.	Evaluate one's contribution in groups as a member and leader.	Analyze how listening and talking accurately help in resolving conflicts.	Analyze how conflict-resolution skills contribute to work within a group.
<ul style="list-style-type: none"> Discuss how the class can support others who are experiencing problems. Brainstorm different types of encouragement. Create an environment of mentorship between students. Compare ways to share and reciprocate feelings among students in classroom. Analyze a variety of situations to model empathy with others. 		<ul style="list-style-type: none"> Evaluate how actions of literary characters or historical figures have demonstrated human similarities and differences. Discuss the effectiveness of strategies for preventing or stopping bullying...what can be improved? Analyze how various social and cultural groups are portrayed in the media. Discuss what is a positive friend? 		<ul style="list-style-type: none"> Role-play responding non-defensively to criticism or accusation. Analyze how various relationships differ (peers, parents, teachers, other adults). Develop action steps within a group activity to achieve a group goal. Develop the criteria as group for evaluating the success in completing the steps and the goal. 		<ul style="list-style-type: none"> Evaluate the effectiveness of strategies for dealing with negative peer pressure (ignoring it, changing the subject, call attention to negative consequences). Incorporate a peer mediation protocol in class. Discuss conflict resolution skills to defuse, de-escalate, and/or resolve differences. Practice problem-solving simulations. 	

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Learning Standard A- Consider ethical, safety, and societal factors in making decisions.		Learning Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.		Learning Standard C- Contribute to the well-being of one's school and community.	
Demonstrate personal responsibility in making ethical decisions.	Evaluate how social norms and the expectations of authority influence personal decisions and actions.	Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	Apply decision-making skills to establish responsible social and work relationships.	Plan, implement, and evaluate one's participation in activities and organizations that improve school climate.	Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.
<ul style="list-style-type: none"> Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions. Discuss how laws reflect social norms and affect our personal decision-making. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups. Discuss how social norms influence behavior in settings (hospital, restaurant, sporting events). 		<ul style="list-style-type: none"> Model effective time management and organizations skills. Discuss and identify resources that help students succeed academically and socially. Review how ethical conduct might improve valued relationships. Demonstrate and analyze how peers can help one another avoid and cope with potentially dangerous situations. 		<ul style="list-style-type: none"> Identify and support a possible service project to do within the school. Guide students to identify service projects within the local community and where/who to contact to become involved to support the project. Create a "mock" debate or election modeling current issues or candidates to reflect current interest groups or organizations. 	

