## Kindergarten through 3rd Grade
### Comprehensive System of Learning Supports

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

<table>
<thead>
<tr>
<th>Standard A – Identify and Manage one’s emotions and behaviors</th>
<th>Standard B – Recognize personal qualities and external supports</th>
<th>Standard C – Demonstrate skills related to achieving personal and academic goals</th>
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</thead>
<tbody>
<tr>
<td>Recognize and accurately label emotions and how they are linked to behavior.</td>
<td>Identify one’s likes and dislikes, needs and wants, strengths and challenges.</td>
<td>Describe why school is important in helping students achieve personal goals.</td>
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<tr>
<td>Demonstrate control of impulsive behavior.</td>
<td>Identify family, peer, school, and community strengths.</td>
<td>Identify goals for academic success and classroom behavior.</td>
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- Identify emotions using photographs (happy, sad, angry, proud, afraid, surprised, etc...).
- Discuss emotions that story characters are feeling within the texts being read.
- Make posters, draw pictures, or participate in a role playing activity depicting emotions.
- Share feelings through speaking, writing, and drawings.
- Identify and discuss how characters deal with emotions within stories read in the classroom.
- Teach and model calming techniques.
- Identify during a tour where the adults are located in the school in case of emergency.
- Encourage each student to share a special skill or talent they have in a class meeting.
- Identify personal traits of characters in stories.
- Have students share the community resources they enjoy, such as parks and pools.
- Create pictures of the favorite things students like to do with their friends, like ride bikes.
- Have a class meeting to discuss ways to ask for help in school from teachers and peers.
- As a class, discuss what it means to be successful at school...what does it look like?
- Guide students to set an academic goal for the semester or maybe just the week.
- Assist students in dividing the goal into manageable steps...especially long term goals.
- Share examples of goals that have been achieved after overcoming obstacles with stories and biographies.
- Describe how distractions may interfere with achievement of goals and model what to do.

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

<table>
<thead>
<tr>
<th>Standard A – Recognize the feelings and perspectives of others.</th>
<th>Standard B – Recognize individual and group similarities and differences.</th>
<th>Standard C – Use communication and social skills to interact effectively with others.</th>
<th>Standard D – Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</th>
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<td>Recognize that others may experience situations differently from oneself.</td>
<td>Use listening skills to identify the feelings and perspectives of others.</td>
<td>Describe the ways that people are similar and different.</td>
<td>Describe positive qualities in others.</td>
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<td>Use listening skills to identify the feelings and perspectives of others.</td>
<td>Describe the ways that people are similar and different.</td>
<td>Describe positive qualities in others.</td>
<td>Demonstrate appropriate social and classroom behavior.</td>
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<td>Identify ways to work and play well with others.</td>
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<td>Identify problems and conflicts commonly experienced by peers.</td>
<td>Identify approaches to resolving conflicts constructively.</td>
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- Guide students to identify perspectives by verbal, physical and situational cues within the stories being read in class.
- Explain why story characters feel the way they do in context.
- Ask students to paraphrase what someone has said to ensure they identify the correct perspective of that person.
- Model good listening skills (make eye contact, nodding, asking clarifying questions).
- Use group activities to model the needs of others (taking turns, listening to others, supporting ideas).
- Use literature to analyze various responses to human diversity (learning from, being tolerant of, aware of stereotyping).
- Create group discussions on human differences depicted in stories.
- Compare and contrast family differences within the classroom.
- Use group activities to model the needs of others (talking turns, listening to others, supporting ideas).
- Use literature to analyze various responses to human diversity (learning from, being tolerant of, aware of stereotyping).
- Create group discussions on human differences depicted in stories.
- Compare and contrast family differences within the classroom.
- Set classroom rules and norms of raising one’s hand for recognition, paying attention when someone else is speaking, etc.
- Role play how to meet someone new and start a conversation.
- Hold a class meeting and ask the students to define what it means to be a good friend.
- Create class “compliments”.
- Role play how to give compliments and appropriate responses to compliments.
- Hold class or group discussions about situations at school that were disagreements. How was it handled? What could have been done differently?
- Use puppets to act out and resolve conflict scenarios.
- Teach self-calming techniques for anger management.
- Encourage the class to create rules or guidelines to stop rumors or bullying behaviors that may be happening in the classroom.

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

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<tr>
<th>Standard A – Consider ethical, safety, and societal factors in making decisions.</th>
<th>Standard B – Apply decision-making skills to deal responsibly with daily academic and social situations.</th>
<th>Standard C – Contribute to the well-being of one’s school and community.</th>
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<tr>
<td>Explain why unprovoked acts that hurt others are wrong.</td>
<td>Identify a range of decisions that students make at school.</td>
<td>Identify and perform roles that contribute to one’s classroom.</td>
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<td>Identify social norms and safety considerations that guide behavior.</td>
<td>Make positive choices when interacting with classmates.</td>
<td>Identify and perform roles that contribute to one’s family.</td>
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- Create drawing, collages or presentations of ways to help others in the school or community.
- Ask students to identify adults in the school or community that help them (police, fireman).
- Incorporate group activities, games or center activities to allow for sharing and taking turns.
- Create classroom rules with student input and group discussion to allow students to have more ownership in the rules.
- Discuss ethical behavior by characters in stories (fairness, honesty, respect, compassion).
- Brainstorm alternative solutions to problems posed in stories and cartoons.
- Practice group decision making with peers in class meetings.
- Create class “self-talk” posters to help students develop this strategy to calm down.
- Brainstorm alternative solutions to a situation that happened in the classroom at a previous time (a reflective discussion).
- Discuss why the characters in stories have the friends they have. Why did they choose those friends?
- List ways students can help their class run more smoothly.
- Allow students to volunteer for classroom tasks (clean up, passing out papers, etc.).
- Brainstorm as a class how to help the teacher address a classroom concern.
- Write a classroom letter to a newspaper editor on a community issue that the class feels needs to be addressed (homelessness, park cleanup...etc.).