

8TH GRADE SOCIAL EMOTIONAL LEARNING CHECKLIST

Goals 1-3

Illinois Learning Standards A – D Performance Descriptors

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

EMOTIONS & BEHAVIOR

- _____ Identify and manage one's emotions and behavior.
- _____ Identify stress management skills that work best for you.
- _____ Predict how you would feel when apologizing to someone you have wronged.
- _____ Demonstrate an ability to assess your level of stress based on physical and psychological factors.
- _____ Monitor transitions in your emotions over time and reflect on their causes.
- _____ Demonstrate an ability to reduce stress by re-assessing a situation.
- _____ Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation.

PERSONAL QUALITIES & EXTERNAL SUPPORTS

- _____ Recognize personal qualities and external supports.
- _____ Identify what you like about yourself, including things that might be considered atypical for your gender.
- _____ Take an inventory of your personal strengths and describe them in your journal.
- _____ Describe a situation in which you needed help and where you sought it.
- _____ Analyze how others in your life have helped you resist negative influences.

Use as a curriculum guide.

_____ Reflect on a time when you overcame an obstacle to accomplish something that was important to you.

_____ Analyze the role of extra-curricular activities in how you feel about school.

GOALS

_____ Demonstrate skills related to achieving personal and academic goals.

_____ Set a goal that you could achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.).

_____ Establish action steps and timeframes toward the achievement of this goal.

_____ Identify people who can help you achieve your goal and ask for their help.

_____ Monitor progress on achieving your goal and make adjustments in your plan as needed.

_____ Evaluate your level of goal achievement, identifying factors that contributed or detracted from it

_____ Analyze what you learned from this experience and what you would do differently next time.

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

FEELINGS & PERSPECTIVES

_____ Recognize the feelings and perspectives of others.

_____ Analyze why both parties in a conflict feel as they do.

_____ Recognize actions that hurt others.

_____ Brainstorm different types of encouragement.

_____ Acknowledge the contributions of others.

_____ Log the feelings of TV characters and analyze why they felt as they did.

_____ Provide support to others who are experiencing problems.

Use as a curriculum guide.

- _____ Recognize individual and group similarities and differences.
- _____ Analyze the consequences of ignoring the rights of other people.
- _____ Evaluate how the actions of literary characters or historical figures have demonstrated human similarities and differences.
- _____ Analyze why students who are different may be teased or bullied.
- _____ Describe strategies for preventing or stopping bullying.
- _____ Role-play strategies for preventing or stopping bullying.
- _____ Evaluate the effectiveness of strategies for preventing or stopping bullying.

SOCIAL SKILLS

- _____ Use communication and social skills to interact effectively with others.
- _____ Identify indicators of possible problems in relationships based on varying scenarios provided.
- _____ Differentiate among passive, assertive, and aggressive responses to peer pressure.
- _____ Develop guidelines for effective email communication.
- _____ Role-play responding non-defensively to criticism or accusation.
- _____ Use self-reflection to determine how to stop the spread of gossip.
- _____ Practice effective speaking and listening at home.

DEALING WITH CONFLICTS

- _____ Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- _____ Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g. ignoring it changing the subject, calling attention to negative consequences, suggesting alternatives).
- _____ Teach conflict resolution skills to younger children.

Use as a curriculum guide.

- _____ Role-play de-escalating a conflict to avoid a fight.
- _____ Use a conflict analysis checklist to analyze and resolve a conflict situation.
- _____ Practice peer mediation skills.
- _____ Explain the concept of a win-win resolution to conflict.

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

MAKING DECISIONS

- _____ Consider ethical, safety, and societal factors in making decisions.
- _____ Recognize the impact of unethical or destructive behavior on family, friends, or loved ones.
- _____ Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents.
- _____ Analyze how media advertising influences consumer choices.
- _____ Consider how fairness and respect would influence planning, implementing, and evaluating a service-learning project in your school or community.
- _____ Practice replacing beliefs about peer group norms that support irresponsible behavior with beliefs that support responsible behavior.
- _____ Analyze how a literary character or historical figure considered societal and ethical factors in making important decisions.
- _____ Apply decision-making skills to deal responsibly with daily academic and social situations.
- _____ Recognize the influence of peers on your academic and social success.
- _____ Define methods for addressing interpersonal differences in a positive manner.
- _____ Reflect on your responses to everyday problem situations in a journal.
- _____ Practice problem-solving skills by answering letters sent to an advice columnist.

Use as a curriculum guide.

_____ Demonstrate how work and social relationships are enhanced through consideration of others' as well as your own expectations.

_____ Analyze how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict.

CONTRIBUTIONS TO SCHOOL & COMMUNITY

_____ Contribute to the wellbeing of one's school and community.

_____ Defend a position on an issue or public event in a simulated congressional debate.

_____ Defend a position in writing on an important citizenship topic (e.g., the rule of law, the value of an independent judiciary, separation of powers in government, protecting the rights of minorities, etc.)

_____ Evaluate your participation in a simulated state or federal election.

_____ Describe the role of political parties and interest groups and how they differ in their positions on issues.

_____ Describe the roles of voluntary organizations in a democratic society.

_____ Explain how one's decision and behaviors affect the well being of one's school and community.