

This checklist is a suggested guideline.

1ST 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 AND BEHAVIOR

- _____ Identify and manage one's emotions and behavior.
- _____ Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.
- _____ Name the emotions felt by characters in stories.
- _____ Identify ways to calm yourself.
- _____ Describe a time you felt the same way a story character felt.
- _____ Discuss classroom and school rules.
- _____ Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.

PERSONAL QUALITIES & EXTERNAL SUPPORTS

- _____ Identify things you like to do.
- _____ Identify the values that help you make good choices.
- _____ Identify the people who can give you the help you need.
- _____ Describe things you do well.
- _____ Identify reliable adults from whom you would seek help in an emergency.
- _____ Describe situations in which you feel confident.
- _____ Describe situations in which you feel you need help.

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_____ Demonstrate a special skill or talent you have.

GOALS

_____ Recognize the relationship between what you want to accomplish and setting goals.

_____ Explain the various aspects of being successful in school.

_____ Describe a behavior you would like to change.

_____ Give an example of an academic goal you could set for yourself.

_____ Give an example of a personal goal you could set for yourself.

_____ Divide a goal you have set into manageable steps.

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

FEELINGS AND PERSPECTIVES

_____ Recognize that others may interpret the same situation differently from you.

_____ Recognize that others may feel differently from you about the same situation.

_____ Describe how others are feeling based on their facial expressions and gestures.

_____ Explain how interrupting others may make them feel.

_____ Explain how sharing with and supporting others may make them feel.

_____ Recognize how changing your behaviors can impact how others feel and respond.

_____ Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other's ideas).

_____ Recognize that all people are similar in the needs they share.

_____ Participate in the development of classroom rules.

_____ Describe rules that help students treat each other fairly.

_____ Demonstrate how students help each other (e.g., sharing, not interrupting).

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_____ Demonstrate honesty and fairness while playing or working with others.

SOCIAL SKILLS

_____ Describe appropriate ways to seek group entry.

_____ Use "please" and "thank you" appropriately.

_____ Raise one's hand for recognition.

_____ Pay attention when someone else is speaking.

_____ Follow directions given at school.

_____ Take turns and share toys and other resources with classmates.

_____ Practice sharing encouraging comments with others.

_____ Practice saying "no" to protect yourself from unsafe situations.

DEALING WITH CONFLICTS

_____ Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).

_____ Describe situations in the home where children and parents might disagree and experience conflict (e.g., resisting the enforcement of rules or completing of household chores).

_____ Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently.

_____ Distinguish between constructive and destructive ways of resolving conflict.

_____ Use puppets to act out and resolve conflict situations.

_____ Practice self-calming techniques for anger management as a way to de-escalate conflict situations.

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

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MAKING DECISIONS

- _____ Consider ethical, safety, and societal factors in making decisions.
- _____ Identify and follow bus, classroom, and school safety rules.
- _____ Recognize appropriate touch; and avoid inappropriate touch.
- _____ Explain how taking or destroying another's property makes them feel.
- _____ Explain why hitting or yelling at somebody is hurtful and unfair.
- _____ Identify reliable sources of adult help.
- _____ Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult).
- _____ Draw pictures of ways to help others.
- _____ Apply decision-making skills to deal responsibly with daily academic and social situations.
- _____ Recognize that one has choices in how to respond to situations.
- _____ Describe calming strategies.
- _____ Brainstorm alternative solutions to problems posed in stories and cartoons.
- _____ Use "I-statements" in expressing feelings.
- _____ Implement stop, think, and act (plan) strategies in solving problems.
- _____ Practice group decision making with one's peers in class meetings.
- _____ Identify foods and behaviors that keep the body healthy.

CONTRIBUTIONS TO SCHOOL AND COMMUNITY

- _____ Contribute to the well-being of one's school and community.
- _____ Identify how you currently help out at home and what else you might do for a caregiver or sibling.

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- _____ List ways that students can help their class run more smoothly.
- _____ Express how you feel about helping out in class or at home.
- _____ Describe what you learned about yourself in helping out in class and at home.
- _____ Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.).
- _____ Participate in making and enforcing class rules.