

This checklist is a suggested guideline.

**2ND 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 & BEHAVIORS

- _____ Identify and manage one's emotions and behavior.
- _____ Describe how various situations make you feel.
- _____ Describe your physical responses to strong emotions.
- _____ Recognize that feelings change throughout the day.
- _____ Demonstrate patience in a variety of situations.
- _____ Demonstrate a range of emotions through facial expressions and body language.
- _____ Practice self talk to calm yourself.

PERSONAL QUALITIES & EXTERNAL SUPPORTS

- _____ Recognize personal qualities and external supports.
- _____ Identify the personal traits of characters in stories.
- _____ Describe an achievement that makes you feel proud.
- _____ Identify a community resource you enjoy using (e.g., play field, park, swimming pool, etc.).
- _____ Identify various helpers in the school community.
- _____ Analyze how you might have done better in a situation.
- _____ Draw a picture of one of your favorite things to do with others (e.g., play a sport, ride your bike, go to the beach).

GOALS

- _____ Demonstrate skills related to achieving personal and academic goals.
- _____ Identify a situation you want to change.
- _____ Identify the progress that you have made toward achieving your goal.
- _____ Explain the relationship between success in school and becoming what you want to be.
- _____ Describe how you might improve your classroom behavior (e.g., raise your hand more often, complete assignments, pay attention).
- _____ Make a plan for how to improve your performance in a school subject.
- _____ Make a plan for how to achieve a personal goal.
- _____ Use self-talk to reward yourself for accomplishments.

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

FEELINGS & PERSPECTIVES

- _____ Recognize the feelings and perspectives of others.
- _____ Identify verbal, physical, and situational cues in stories.
- _____ Recognize the value of sharing diverse perspectives.
- _____ Explain why characters in stories feel as they do.
- _____ Analyze how students being left out might feel.
- _____ Describe how different people interpret the same situation.
- _____ Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).
- _____ Recognize individual and group similarities and differences.
- _____ Recognize the existence of various groups based on social and cultural variables (e.g., age, race, ethnicity, shared interests, religion, and disability).

_____ Describe what one has learned about the ways cultural groups differ from one another (e.g., holidays, foods, music, and customs).

_____ Recognize that people who share a cultural tradition differ from one another in other ways.

_____ Recognize how diversity enriches a community.

_____ Compare and contrast various family structures.

_____ Reflect on your experiences with people of different age groups.

SOCIAL SKILLS

_____ Use communication and social skills to interact effectively with others.

_____ Discuss ways of initiating contact with someone you don't know.

_____ Discuss how to be a good friend.

_____ Greet others by name.

_____ Make and respond appropriately to introductions.

_____ Summarize a plan for making friends.

_____ Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions).

_____ Participate in establishing and enforcing ground rules for class and group/team efforts.

DEALING WITH CONFLICTS

_____ Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

_____ 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.

MAKING DECISIONS

- _____ Consider ethical, safety, and societal factors in making decisions.
- _____ Identify personal behaviors that are dangerous. (e.g., riding a bike without a helmet, riding with someone who has been drinking, accepting a ride from someone you don't know).
- _____ Explain why it is important to treat others as you would want to be treated.
- _____ Analyze how rules your family uses help its members get along together.
- _____ Contribute to school safety by supporting classroom, lunchroom and playground rules.
- _____ Participate in creating and enforcing classroom rules.
- _____ Demonstrate sharing and taking turns.
- _____ Apply decision-making skills to deal responsibly with daily academic and social situations.
- _____ Describe the use of self-talk to calm down.
- _____ Brainstorm alternative solutions to inter-personal problems in the classroom.
- _____ Analyze how your tone of voice influences how others respond to you.
- _____ Analyze the consequences of alternative choices.
- _____ Make healthy choices regarding snacks.
- _____ Demonstrate reflective listening.

_____ Demonstrate wise decisions regarding safety hazards (e.g., wearing seat belts in cars, wearing a bicycle helmet; avoiding sharp objects, too much sun exposure, and playing with fire).

CONTRIBUTIONS TO SCHOOL AND COMMUNITY

_____ Contribute to the well-being of one's school and community.

_____ Identify a way you can help improve your local community.

_____ Describe what you have done to make a positive difference in your class or school and how this made you feel.

_____ Brainstorm ways to help your teacher address a shared concern.

_____ Volunteer to help out at home in a way that goes beyond what you are expected to do.

_____ Participate in developing a class policy on teasing.

_____ Plan and implement a project to improve your local community.