

**7TH 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.
- _____ Recognize emotions as indicators of situations in need of attention.
- _____ Distinguish how you really feel from how others expect you to feel.
- _____ Distinguish between different emotions (e.g., fear and anger, shame and sadness).
- _____ Analyze emotional states that contribute to or detract from your ability to solve problems.
- _____ Analyze the effect of self-talk on emotions.
- _____ Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress.
- _____ Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude).

PERSONAL QUALITIES & EXTERNAL SUPPORTS

- _____ Recognize personal qualities and external supports.
- _____ Identify extra-curricular activities available to students.
- _____ Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behavior).
- _____ Identify school support personnel and investigate how they assist students.
- _____ Identify organizations in your community that provide opportunities to develop your interests or talents.

Use as a curriculum guide.

_____ Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork).

_____ Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.).

GOALS

_____ Demonstrate skills related to achieving personal and academic goals.

_____ Identify resources to help progress towards a goal (e.g., research materials).

_____ Analyze how barriers and supports influenced the completion of action steps toward achieving a goal.

_____ Analyze how you might have made better use of supports and overcome obstacles in working on a recent goal.

_____ Distinguish between a short and long-term goal.

_____ Apply goal-setting skills to develop academic success.

_____ Set a positive social interaction goal.

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

FEELINGS & PERSPECTIVES

_____ Recognize the feelings and perspectives of others.

_____ Identify the feelings and perspective of others during group discussions.

_____ Recall a situation where your behavior impacted the feelings of others either positively or negatively.

_____ Describe how classmates who are the subject of rumors or bullying might feel.

_____ Distinguish between bullying and non-bullying situations.

_____ Role-play the perspectives of various characters in scenarios provided.

_____ Paraphrase the conflicting perspectives of parties to a conflict.

- _____ Recognize individual and group similarities and differences.
- _____ Investigate the traditions of others (e.g. memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures).
- _____ Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation) in readings completed for coursework.
- _____ Explain how a lack of understanding of social and cultural differences can contribute to intolerance.
- _____ Evaluate ways of overcoming a lack of understanding of those who are different.
- _____ Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal).
- _____ Listen respectfully to opposing points of views on controversial issues.

SOCIAL SKILLS

- _____ Use communication and social skills to interact effectively with others.
- _____ Role-play how to report bullying behavior.
- _____ Participate in setting and enforcing class rules.
- _____ Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness).
- _____ Recognize the importance of setting limits for yourself and others.
- _____ Demonstrate an ability both to assume leadership and be a team player in achieving group goals.
- _____ Learn to maintain an objective, non-judgmental tone during disagreements.

DEALING WITH CONFLICTS

- _____ Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- _____ Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence).

- _____ List characteristics of friends who are a healthy or unhealthy influence.
- _____ Identify strategies for avoiding, sidestepping, and reducing violence.
- _____ Brainstorm destructive behaviors encouraged by peers (e.g., drugs, gossip, sexual behaviors, self-destructive behavior, etc.).
- _____ Analyze the causes of a physical or verbal fight that you observed and prevention strategies.
- _____ Practice negotiation skills in pairs, taking the perspective of both parties into account.

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 safe alternatives to risky behaviors (e.g., riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs).
- _____ Describe common socially accepted behavior in a variety of situations (e.g. attending a football game or concert joining a new group, going to a job interview, participating in class, etc.).
- _____ Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation.
- _____ Assess one's own risk for various types of injury.
- _____ Make journal entries on how your actions have affected others.
- _____ Judge the seriousness of unethical behaviors (e.g., cheating, lying, stealing, plagiarism, etc.).
- _____ Apply decision-making skills to deal responsibly with daily academic and social situations.
- _____ List qualities that contribute to friendships.
- _____ Describe the effects of procrastination and disorganization on academic outcomes.

Use as a curriculum guide.

- _____ Analyze how decision-making skills improve your study habits.
- _____ Analyze each step of a decision-making process used in responding to problem scenarios.
- _____ Reflect in your journal on the consequences of your recent risk-taking behavior.
- _____ Use a decision log for 24 hours to identify influences on your health decisions.
- _____ Demonstrate refusal skills.

CONTRIBUTIONS TO SCHOOL & COMMUNITY

- _____ Contribute to the well-being of one's school and community.
- _____ Identify sources of information about your community.
- _____ Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy).
- _____ Analyze what you learned about yourself and the community from involvement. In a community improvement activity.
- _____ Analyze the consequences of participating or not participating in the electoral process.
- _____ Collect information about how groups are working to improve the community.
- _____ Evaluate a recent project that addressed a community need or issue.
- _____ Make a plan with your family to participate in a community improvement activity.