

6TH 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 factors that cause stress both positive and negative.
- _____ Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).
- _____ Recognize emotional reactions to stress.
- _____ Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation).
- _____ Reflect on the possible consequences before expressing an emotion.
- _____ Use "I-statements" to describe how you feel, why you feel that way, and what you might like to change.
- _____ Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).

PERSONAL QUALITIES & EXTERNAL SUPPORTS

- _____ Recognize personal qualities and external supports.
- _____ Name community resources that promote student success.
- _____ Identify personal strengths and weaknesses and the effect they have on your choices.
- _____ Identify physical and emotional changes during adolescence.
- _____ Recognize that students learn differently.

- _____ Describe how adults at school demonstrate caring and concern for students.
- _____ Describe how adults at school demonstrate caring and concern for students.
- _____ Analyze the effort your family or other adults have made to support your success in school.

GOALS

- _____ Demonstrate skills related to achieving personal and academic goals.
- _____ Set a goal that you could expect to achieve in a month or two to improve some aspect of your school performance.
- _____ Identify obstacles to achievement of your goal.
- _____ Brainstorm possible ways to overcome obstacles in achieving your goals.
- _____ Make a plan with action steps and timeframes to achieve your goal.
- _____ Monitor progress on your goal.
- _____ Evaluate your success and analyze what you might have done differently.

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

FEELINGS & PERSPECTIVES

- _____ Recognize the feelings and perspectives of others.
- _____ Identify and practice reflective listening skills through discussion and role-play.
- _____ Recognize how a situation would make you feel and treat others accordingly.
- _____ Describe others' feelings in a variety of situations.
- _____ Ask open-ended questions to encourage others to express themselves.
- _____ Use follow-up questions to clarify messages.
- _____ Predict how one's own behavior might affect the feelings of others.

Use as a curriculum guide.

- _____ Interpret non-verbal communication cues.
- _____ Recognize individual and group similarities and differences.
- _____ Identify unwelcome teasing or bullying behaviors.
- _____ Identify ways to overcome misunderstanding among various social and cultural groups.
- _____ Identify ways to advocate for others.
- _____ Describe situations where minority groups have been respected at school or in the community.
- _____ Discuss stereotyping and its negative impact on others.
- _____ Demonstrate respect for members of various ethnic and religious groups.

SOCIAL SKILLS

- _____ Use communication and social skills to interact effectively with others.
- _____ Recognize the difference between positive and negative relationships.
- _____ Describe ways to express forgiveness.
- _____ Practice reflective listening.
- _____ Respond non-defensively to criticism or accusation through role-play.
- _____ Demonstrate encouragement of others and recognition of their contributions.
- _____ Demonstrate graciousness in winning and losing.
- _____ Practice turning criticism into constructive feedback.

DEALING WITH CONFLICTS

- _____ Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.
- _____ Recognize that conflict is a natural part of life.
- _____ Identify intervention strategies to stop bullying.

- _____ Suggest ways of addressing personal grievances to avoid conflict.
- _____ Analyze different approaches to dealing with conflict (e.g., avoidance, compliance, negotiation).
- _____ Analyze why you may have to use different strategies for dealing with different conflict situations.
- _____ Evaluate ways to include every one in group activities.
- _____ Use verbal and non-verbal strategies to resolve group 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 that an individual is responsible for his/her behavior.
- _____ Identify the need for rules at school, home, and in society.
- _____ Analyze what it means to be responsible for one's health.
- _____ Analyze the needs of others in planning how work or sharing goods should be divided (e.g., those with handicaps, those who are disadvantaged, and those with special abilities).
- _____ Analyze the risks of potentially dangerous situations.
- _____ Develop strategies to work things out rather than retaliate when you feel wronged.
- _____ Apply decision-making skills to deal responsibly with daily academic and social situations.
- _____ Identify tools to manage time better.
- _____ Evaluate strategies for avoiding risky behavior (e.g., avoiding risky situations, ignoring negative peer pressure, suggesting alternative activities, and pointing out unacceptable consequences).
- _____ Use a homework organizer.

Use as a curriculum guide.

- _____ Demonstrate an ability to set priorities.
- _____ Demonstrate an ability to stay on task
- _____ Demonstrate an ability to complete assignments on time.

CONTRIBUTIONS TO SCHOOL & COMMUNITY

- _____ Contribute to the well-being of one's school and community.
- _____ Work with other students to plan and implement a service project in your school.
- _____ Describe ways of showing respect for your school environment.
- _____ Support activities of various groups in your school.
- _____ Contribute in positive ways to your home environment.
- _____ Describe the role of a community service worker.
- _____ Plan and implement with other students a service project in your community.
- _____ Plan a field trip to a community agency.