

## **EARLY HIGH SCHOOL 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.**

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#### **EMOTIONS & BEHAVIOR**

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- \_\_\_\_\_ Identify and manage one's emotions and behavior.
- \_\_\_\_\_ Explain the consequences of different forms of communicating one's emotions.
- \_\_\_\_\_ Predict how you would feel in giving or receiving help or a compliment.
- \_\_\_\_\_ Analyze how time management might improve your decision-making.
- \_\_\_\_\_ Practice assertive communication to manage stress.
- \_\_\_\_\_ Practice dealing appropriately with being wrongly accused of something.
- \_\_\_\_\_ Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test).

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#### **PERSONAL QUALITIES & EXTERNAL SUPPORTS**

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- \_\_\_\_\_ Recognize personal qualities and external supports.
- \_\_\_\_\_ Identify possible career and volunteer opportunities based on your identified interests and strengths.
- \_\_\_\_\_ Identify things about yourself and situation that you cannot change and devote your energy to something you can change.
- \_\_\_\_\_ Establish criteria for deciding which of two sports or other activities to engage in.
- \_\_\_\_\_ Make a plan to improve your performance in a school subject or area of family responsibility.
- \_\_\_\_\_ Evaluate how various experiences (e.g., summer jobs or volunteer work) have

Use as a curriculum guide.

contributed to developing an interest or skill.

\_\_\_\_\_ Differentiate among relationship factors that impact personal and career goals.

- \_\_\_\_\_ Discuss stereotyping and its negative effects for both the victim and perpetrator.
- \_\_\_\_\_ Analyze how various social and cultural groups are portrayed in the media.
- \_\_\_\_\_ Analyze how exposure to cultural diversity might either enhance or challenge your health behaviors (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural norms).
- \_\_\_\_\_ Evaluate efforts to promote increased understanding among groups.
- \_\_\_\_\_ Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals.
- \_\_\_\_\_ Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students.
- \_\_\_\_\_ Develop and maintain positive relationships with peers of different genders, races, and ethnic groups.

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## **SOCIAL SKILLS**

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- \_\_\_\_\_ Use communication and social skills to interact effectively with others.
- \_\_\_\_\_ Describe how various relationships (e.g., peers, parents, teachers, other adults) differ.
- \_\_\_\_\_ Analyze differences in the degree of intimacy that is appropriate in each kind of relationship.
- \_\_\_\_\_ Analyze differences in resolving conflicts in different types of relationships.
- \_\_\_\_\_ Analyze differences in the distribution of power in various relationships and how this affects communication styles.
- \_\_\_\_\_ Apply goal-setting skills in helping a group develop action steps for achieving a group goal.
- \_\_\_\_\_ Develop criteria for evaluating success in completing action steps and goal achievement.

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## **DEALING WITH CONFLICTS**

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- \_\_\_\_\_ Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in

constructive ways.

- \_\_\_\_\_ Identify how both parties to a conflict might get their needs met.
- \_\_\_\_\_ Analyze scenarios to show how power struggles contribute to conflict.
- \_\_\_\_\_ Develop strategies for resisting negative peer pressure from different sources (e.g., best friends, casual acquaintances).
- \_\_\_\_\_ Evaluate the effectiveness of enforced resolutions vs. mutually agreed upon resolutions to conflict.
- \_\_\_\_\_ Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences.
- \_\_\_\_\_ Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate).

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## **MAKING DECISIONS**

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

- \_\_\_\_\_ Consider ethical, safety, and societal factors in making decisions.
- \_\_\_\_\_ Explain how to reduce negative outcomes in risky situations.
- \_\_\_\_\_ Explain how laws reflect social norms and affect our personal decision-making.
- \_\_\_\_\_ Analyze how personal decisions can affect your health and the health of others.
- \_\_\_\_\_ Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.
- \_\_\_\_\_ Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events).
- \_\_\_\_\_ Promote alcohol-free social events among peers.
- \_\_\_\_\_ Apply decision-making skills to deal responsibly with daily academic and social situations.
- \_\_\_\_\_ Identify effective time management and organizational skills.
- \_\_\_\_\_ Identify resources that facilitate academic success and social functioning.

- \_\_\_\_\_ Describe the causes and effects on others of one of your behaviors.
- \_\_\_\_\_ Evaluate how the decisions you make about studying affect your academic achievement.
- \_\_\_\_\_ Evaluate the impact of considering safety factors on relationships.
- \_\_\_\_\_ Evaluate how ethical conduct might improve valued relationships.
- \_\_\_\_\_ Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.

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### **CONTRIBUTIONS TO SCHOOL & COMMUNITY**

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- \_\_\_\_\_ Contribute to the well-being of one's school and community.
- \_\_\_\_\_ Identify possible service projects to do within your school.
- \_\_\_\_\_ Identify possible service projects to do within your community.
  
- \_\_\_\_\_ Explain how one's decisions and behaviors affect the well being of one's school and community.
- \_\_\_\_\_ Describe how various organizations contribute to the well-being of your community.
- \_\_\_\_\_ Evaluate the impact on yourself and others of your involvement in a activity to improve your school or community.
- \_\_\_\_\_ Evaluate how you might improve your participation in a service project in your school or community.