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.

EMOTIONS & BEHAVIOR

_______ 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).

PERSONAL QUALITIES & EXTERNAL SUPPORTS

_______ 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
contributed to developing an interest or skill.

_______ Differentiate among relationship factors that impact personal and career goals.
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_______ 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.

SOCIAL SKILLS

_______ 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.

DEALING WITH CONFLICTS

_______ Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in
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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).

**MAKING DECISIONS**

**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.
Use as a curriculum guide.

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______ 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.

### CONTRIBUTIONS TO SCHOOL & COMMUNITY

______ 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 an activity to improve your school or community.

______ Evaluate how you might improve your participation in a service project in your school or community.