This checklist is a suggested guideline.

**1ST 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.**

<table>
<thead>
<tr>
<th><strong>EMOTIONS AND BEHAVIOR</strong></th>
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<tbody>
<tr>
<td>______ Identify and manage one's emotions and behavior.</td>
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<tr>
<td>______ Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in &quot;feeling faces&quot; or photographs.</td>
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<td>______ Name the emotions felt by characters in stories.</td>
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<td>______ Identify ways to calm yourself.</td>
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<tr>
<td>______ Describe a time you felt the same way a story character felt.</td>
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<td>______ Discuss classroom and school rules.</td>
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<td>______ Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.</td>
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<tr>
<th><strong>PERSONAL QUALITIES &amp; EXTERNAL SUPPORTS</strong></th>
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<tr>
<td>______ Identify things you like to do.</td>
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<tr>
<td>______ Identify the values that help you make good choices.</td>
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<tr>
<td>______ Identify the people who can give you the help you need.</td>
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<tr>
<td>______ Describe things you do well.</td>
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<tr>
<td>______ Identify reliable adults from whom you would seek help in an emergency.</td>
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<tr>
<td>______ Describe situations in which you feel confident.</td>
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<tr>
<td>______ Describe situations in which you feel you need help.</td>
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This checklist is a suggested guideline.

______ Demonstrate a special skill or talent you have.

GOALS

______ Recognize the relationship between what you want to accomplish and setting goals.

______ Explain the various aspects of being successful in school.

______ Describe a behavior you would like to change.

______ Give an example of an academic goal you could set for yourself.

______ Give an example of a personal goal you could set for yourself.

______ Divide a goal you have set into manageable steps.

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

FEELINGS AND PERSPECTIVES

______ Recognize that others may interpret the same situation differently from you.

______ Recognize that others may feel differently from you about the same situation.

______ Describe how others are feeling based on their facial expressions and gestures.

______ Explain how interrupting others may make them feel.

______ Explain how sharing with and supporting others may make them feel.

______ Recognize how changing your behaviors can impact how others feel and respond.

______ Identify examples of classroom behavior that are sensitive to the needs of others (e.g., taking turns, listening to one another, supporting each other’s ideas).

______ Recognize that all people are similar in the needs they share.

______ Participate in the development of classroom rules.

______ Describe rules that help students treat each other fairly.

______ Demonstrate how students help each other (e.g., sharing, not interrupting).
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_______ Demonstrate honesty and fairness while playing or working with others.

SOCIAL SKILLS

_______ Describe appropriate ways to seek group entry.

_______ Use "please" and "thank you" appropriately.

_______ Raise one's hand for recognition.

_______ Pay attention when someone else is speaking.

_______ Follow directions given at school.

_______ Take turns and share toys and other resources with classmates.

_______ Practice sharing encouraging comments with others.

_______ Practice saying "no" to protect yourself from unsafe situations.

DEALING WITH CONFLICTS

_______ 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.
This checklist is a suggested guideline.

**MAKING DECISIONS**

- Consider ethical, safety, and societal factors in making decisions.
- Identify and follow bus, classroom, and school safety rules.
- Recognize appropriate touch; and avoid inappropriate touch.
- Explain how taking or destroying another's property makes them feel.
- Explain why hitting or yelling at somebody is hurtful and unfair.
- Identify reliable sources of adult help.
- Describe situations when you might feel unsafe and need help (e.g., crossing a busy street, being approached by a strange adult).
- Draw pictures of ways to help others.
- Apply decision-making skills to deal responsibly with daily academic and social situations.
- Recognize that one has choices in how to respond to situations.
- Describe calming strategies.
- Brainstorm alternative solutions to problems posed in stories and cartoons.
- Use "I-statements" in expressing feelings.
- Implement stop, think, and act (plan) strategies in solving problems.
- Practice group decision making with one's peers in class meetings.
- Identify foods and behaviors that keep the body healthy.

**CONTRIBUTIONS TO SCHOOL AND COMMUNITY**

- Contribute to the well-being of one's school and community.
- Identify how you currently help out at home and what else you might do for a caregiver or sibling.
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_______ List ways that students can help their class run more smoothly.

_______ Express how you feel about helping out in class or at home.

_______ Describe what you learned about yourself in helping out in class and at home.

_______ Volunteer for various classroom tasks (e.g., helping with room set up, cleaning up, passing out papers, etc.).

_______ Participate in making and enforcing class rules.