

SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

ENGLISH LANGUAGE ARTS, GRADES 1-3

Social Emotional Learning Competency

Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; the ability to make a realistic evaluation of consequences and various actions and to consider the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Problem-solving
- Evaluating consequences
- Constructive decision making based upon consideration of the wellbeing of self and others¹

Fostering Responsible decision-making may integrate with the following English Language Arts Standards:

This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency list what students (at age and developmentally appropriate levels) will know and be able to do.

Current NYS English Language Arts Standards

(Through August, 2020)

[SL1, SL3, SL4, SL6, W3, W7, W4, RI1](https://www.engageny.org/file/736/download/nysp12cclsela.pdf)

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Next Generation Learning Standards

(Full Implementation, September 2020)

[SL1, SL3, SL4, SL6, W3, R1](http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf)

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SAMPLE SEL ACTIVITIES

- Teach students to articulate good decision making steps through modeling and role playing (e.g., stop, calm down, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
- Discuss responsibility and related terms in all subject areas (ethical, safe, values, honesty).
- Use movies to study the intricacies of social interaction, the depth and range of emotions we experience in our lives, and the social expression that drives our interactions.
- Short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.

¹ Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

- Discuss higher order values demonstrated by figures in history—how were they a good citizen, ways they helped their community or country, ways students can be a good citizen in their own community.
- Discuss the steps of problem-solving in response to situations in the real world. Use examples from both history and current events.
- Discuss situations in history and current events in terms of whether decisions made by characters are ethical. Evaluate against clearly defined ethical criteria.
- Teach Thought Bubbles. What are others thinking about your behavior?
- Introduce and teach social thinking vocabulary and concepts. It helps elementary children transition into the more socially-complex and socially demanding older grades and become stronger social problem solvers.
- Teach a visual flowchart that is used to “map” the consequences of any behavior in any situation and help students become stronger social problem solvers.
- Use “The Incredible Flexible You (We Thinkers),” a social thinking series that combines social learning framework with music and dramatic play activities.

IGENERAL TEACHING PRACTICES

- Hold regular class meetings to teach and model responsible decision making
- Routinely use read aloud to convey the message of responsible decision making
- Use role playing to expose children to appropriate responsible decision making
- Use current media/technology sources to reinforce an understanding of responsible decision making skills.
- Routinely model good decision making.
- Support students through the steps of making a decision anytime they face a choice or decision.
- Give students authentic feedback for making good decisions.
- Examine problem- or moral-situations from literature and examine other alternatives and impacts
- Develop and enforce class rules and shared norms, discussing them routinely.
- Create, agree to, and help students understand logical consequences, discussing them frequently and whenever appropriate.

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This document was developed as in partnership with the New York State Education Department (NYSED), the Collaborative for Academic, Social, and Emotional Learning (CASEL), and is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 License.