

# SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

## SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES

### SOCIAL STUDIES GRADES 6-8

#### Social Emotional Learning Competency

**Self-awareness:** The ability to recognize one’s emotions, thoughts, goals, and values and how they influence one’s behavior. This includes accurately assessing one’s strengths and limitations, possessing a well-grounded sense of self-efficacy and optimism and a “growth mindset.” High levels of self-awareness require the ability to recognize how thoughts, feelings, and actions are interconnected.

- Identifying emotions
- Accurate self-perception
- Recognizing strengths and personal growth areas
- Self-confidence
- Self-efficacy<sup>1</sup>

#### Fostering Self-awareness may integrate with the following Social Studies 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 lists what students (at age and developmentally appropriate levels) will know and be able to do.

#### NYS Social Studies Learning Standards

[6.1a, 6.1c, 6.2a, 6.2b, 6.2c, 6.3a, 6.3c, 6.3d, 6.4a, 6.5a, 6.6b, 6.6c, 6.7a, 6.7b, 6.7c, 7.1a, 7.2a, 7.2b, 7.2c, 7.2d, 7.2e, 7.3c, 7.6b, 7.7b, 7.7c, 7.8e, 8.1a, 8.2a, 8.1b, 8.2a, 8.2b, 8.1c, 8.2c, 8.2d, 8.2e, 8.3a, 8.3b, 8.3c, 8.3d, 8.4d, 8.5c, 8.6a, 8.6d](#) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>)

#### SAMPLE SEL ACTIVITIES

Upon completion of these learning activities, Scholars will understand the development of self-awareness through engagement with text, real world problem solving and academic language (including but not limited to: skits, role playing, debates and presentations based on a variety of sources)

Guiding Questions for Self-Awareness: (Emotions, self-perceptions, recognizing strengths, self-confidence, self-efficacy)

- What aspects of Self Awareness are evident? (*e.g. In Students, Staff, Characters in Literature, Historical Figures and Governments, Current Events, Athletes, Artists, Musicians, Scientists, Architects and other Craftsmen*)
- Cite and explain 3 examples of Self Awareness from your text or other source

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

- When was responsible Self Awareness absent? Give 3 clear examples.
- What could the person or character have done to allow Self Awareness to be more present?
- What effect did the presence or absence of Self Awareness have on the situation?
- Where else have you seen a similar examples of this effect?

#### GENERAL TEACHING PRACTICES

- Routinely provide authentic rubric-based feedback and provide questions to support scholars' reflection on their own strengths and interests. (*E.g., "I can tell you're really enjoying this project. Can you tell me what about this is making you feel so energized/motivated/happy?" "I can tell you're really proud of how you did on this report/project. Can you tell me what about this you're most proud of?"*)
- Routinely tell students authentic reasons why you, as their teacher, feel happy/optimistic for them and their future.
- Create class roles and responsibilities that emphasize individual strengths, areas to improve, and personal and group goals. (*For example, students might be assigned the roles of taking attendance, arranging chairs, displaying student work. These roles and responsibilities might also be tied to community events.*)
- Establish clear norms and consequences so that students can see the impact of their own actions and behaviors on outcomes (e.g., PBIS Matrix, create group academic projects – such as book reports -- and help students develop appropriate strategies for providing feedback using accountable talk to each other if someone is not pulling their weight on the team)
- Hold regular class meetings to teach/model emotional self-awareness. (Check-in/Check-out meetings)
- Routinely use read aloud and think aloud strategies to convey the message of self-awareness. (John Hattie's Evidenced based Practices, Nurture Metacognition # 10  
<http://www.evidencebasedteaching.org.au/evidence-based-teaching-strategies/>)
- Use role playing to expose children to appropriate self-awareness behavior.
- Use current media/technology sources to reinforce an understanding of self-awareness skills.

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### SOCIAL STUDIES GRADES 6-8

#### Social Emotional Learning Competency

**Self-management:** The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations; the ability to effectively manage stress, deal with difficult emotions and control impulses; the ability to motivate oneself, to set and work toward personal and academic goals and persist in long term and challenging tasks.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills<sup>2</sup>

#### Fostering Self-management may integrate with the following Social Studies 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 lists what students (at age and developmentally appropriate levels) will know and be able to do.

#### NYS Social Studies Learning Standards

[6.2a,6.3a,6.3b,6.3d,6.4a,6.5a,6.5b,6.5c,6.6a,6.6c,6.7c](#)

[7.1a,7.2a,7.2c,7.2d,7.2e,7.3c,7.6b,7.7b,7.7c,7.8c](#)

[8.1b, 8.5a,8.5b,8.8c](#) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>)

#### SAMPLE SEL ACTIVITIES

Upon completion of these learning activities, Scholars will learn the process of self-management through engagement with text, real world problem solving and academic language (including but not limited to: skits, role playing, debates and presentations based on a variety of sources)

Guiding Questions for Self-Management: (Impulse control, stress management, self-discipline, self-motivation, goal setting, organizational skills)

- What aspects of Self-Management are evident? (*e.g. In Students, Staff, Characters in Literature, Historical Figures and Governments, Current Events, Athletes, Artists, Musicians, Scientists, Architects and other Craftsmen*)
- Cite and explain 3 examples of Self-Management from your text or other source.

<sup>2</sup> Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

- When was responsible Self-Management absent? Give 3 clear examples.
- What could the person or character have done to allow Self-Management to be more present?
- What effect did the presence or absence of Self-Management have on the situation?
- Where else have you seen a similar examples of this effect?
- Use Social Studies to discuss how people persevered through hard times to turn their lives around.
- Use Social Studies for Understanding Self as an Individual and as a Member of Diverse, Local and Global Communities.
- Balancing life roles, expectations, and tasks through the development of a personal stress management plan ([http://www.fosteringresilience.com/stress\\_management\\_plan.php](http://www.fosteringresilience.com/stress_management_plan.php))
- Compare and contrast different ways people and communities regulate themselves.
- Being a contributing member of a diverse global community. Break into groups and decide what policies practices and procedures you would develop if you were to go to a new world. Include a rationale that clearly explains your choices based on the social and emotional learning competencies. (<http://casel.org/core-competencies/>)
- Interacting With Others in Ways That Respect Individual and Group Differences
- Have a debate on how you would treat a new student (who did not look like you) to your class. How would you help them feel welcome?
- Develop an argument addressing the question, “Is there a need for hate crime legislation?” grounding your stance and evidence for one of the following viewpoints:

**Hate crime laws are necessary to discourage racism and prejudice.**

**Hate crime laws infringe on free speech rights.**

Answer the following critical thinking questions to frame the introduction to your viewpoint:

1. Explain why opponents of stricter hate crime legislation say it could infringe on First-Amendment rights.
2. What types of public figures would be most affected by stricter hate crime legislation?
3. Who would benefit most from stricter hate crime legislation?

([SIRS Knowledge Source \[Researcher, Government Report, Renaissance, WebSelect, Interactive Citizenship\]](#) **VRC** )

- Quality relationships
- Respect for self and others
- Personal responsibility in relationships
- Applying Personal Safety Skills and Coping Strategies: Read, review and discuss your school’s safety and evacuation procedures including fire drills, lockdown, shelter in place drills). Compare these procedures to an event and time period in history where (1) safety measures were in place, and (2) safety measures were not in place. (e.g. the Triangle Shirtwaist Factory Fire).
- Safe and healthy choices
- Personal safety of self and others
- Become more aware of themselves and their connection to social groups, and also to see the connections between current tasks and their personal goals and interests (**self-awareness**).
- Develop skills for focusing attention, managing stress and anxiety, and accomplishing goals in order to effectively participate in classroom learning (**self-management**).
- Become more socially aware and develop respect for different cultures (**social awareness**).
- Collaborate in groups where they are encouraged to consider the perspectives and thought processes of their peers (**relationship skills**).

- Reflect on choices and goals they have, and demonstrated by historical figures, as a way of developing strong decision-making skills (**responsible decision-making**).

#### GENERAL TEACHING PRACTICES

- Hold regular class meetings to teach and model self-management
- Routinely use read aloud to convey the message of self-management
- Use role playing to expose children to appropriate self-management behavior
- Use current media/technology sources to reinforce an understanding of self-management skills.
- Routinely practice self-management techniques as regular part of the school day (e.g., start class with a deep breathing exercise).
- As a teacher, consistently model effective self-management in an age-appropriate way for students (“I’m feeling a little frustrated, so I’m going to stop and take a breath, before I decide what to do next.”)
- Give students authentic feedback for self-management (e.g., “I saw the way you got ready to give your book report just now. I know you were a little nervous, but I saw you take a breath. I’m proud of you, and you should be proud of yourself.”)
- Give students support and/or authentic feedback for expressing emotions appropriately (e.g., “I know you’re angry at her, right now (e.g., for interrupting you). What are some calm ways you could tell her what you’re upset about?” or “I know you were feeling sad about what happened recently. I was proud of you for writing about how you were feeling, and what you were doing to feel more peaceful. I’m here if you ever want to talk to me about it.”)
- Establish a separate space in the classroom for individual self-management (e.g., reading corner)
- Routinely encourage students to save a desired activity or experience until they have completed tasks or duties (e.g., until they have finished their homework).
- Routinely develop and complete short-term classroom goals (e.g., getting settled after a transition)
- Routinely work with the class to establish and complete projects/assignments (e.g., a group project on a poem, short story, or novel – set goals, break the goal down into weekly sub-goals, lay out steps for achieving weekly goals, monitor progress toward achieving goals, celebrate achievements)
- Routinely teach students how to use resources appropriately (e.g., how to use reference resources).
- Routinely model and talk about your own goals
- Routinely provide authentic feedback to students when you’re observing them managing themselves well (e.g., regulating their emotions by taking a breath, taking a break to think about a decision, etc.)
- Students can also be taught the powerful strategy of self-assessment in order to reach their goals.
- Routinely ask questions that encourage students to reflect on barriers they may encounter and that also help them think about ways they can overcome them, in any difficult situation they are facing.
- Routinely ask students who might be able to help them in various situations, or what other resources might be available.
- Help students think through and suggest alternatives when students encounter challenges.
- Offer to help when needed.

- Give authentic feedback when students persevere (e.g., “I know how hard that was, but you never gave up. You kept on going. I’m very proud of you, and you should be proud of yourself.”)
- Routinely encourage students to write in journals or share with partner in pair shares to reflect on why their efforts in certain situations succeeded or failed, and what they might do differently in the future.

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### SOCIAL STUDIES GRADES 6-8

#### Social Emotional Learning Competency

**Social awareness:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others
- Recognizing and using resources and supports<sup>3</sup>

#### Fostering Social awareness may integrate with the following Social Studies 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 lists what students (at age and developmentally appropriate levels) will know and be able to do.

#### NYS Social Studies Learning Standards

[6.1A, 6.1B, 6.1C, 6.2B, 6.2C, 6.2D, 6.3A, 6.3B, 6.3C, 6.3D, 6.4A, 6.4B, 6.4C, 6.5A, 6.5B, 6.5C, 6.6C, 6.6D, 6.7A, 7.1A, 7.2A, 7.2C, 7.2D, 7.2E, 7.3A, 7.3C, 7.3D, 7.4A, 7.4B, 7.4C, 7.5A, 7.5B, 7.5C, 7.5D, 7.6A, 7.6B, 7.7A, 7.7B, 7.7C, 7.7D, 7.8A, 7.8B, 7.8C, 7.8D, 7.8E, 8.1A, 8.2A, 8.2B, 8.2C, 8.2E, 8.3A, 8.3B, 8.3C, 8.3D, 8.4C, 8.4D, 8.4E, 8.5A, 8.5B, 8.5C, 8.6A, 8.6B, 8.7A](#) (<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>)

#### SAMPLE SEL ACTIVITIES

Upon completion of these learning activities, Scholars will learn the qualities of social awareness through engagement with text, real world problem solving and academic language (including but not limited to: skits, role playing, debates and presentations based on a variety of sources)

Guiding Questions for Social Awareness: (perspective-taking, empathy, appreciating diversity, respect for others)

- What aspects of Social Awareness do you find evident? (*e.g. In Students, Staff, Characters in Literature, Historical Figures and Governments, Current Events, Athletes, Artists, Musicians, Scientists, Architects and other Craftsmen*)

<sup>3</sup> Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

- Cite and explain 3 examples of positive and productive Social Awareness from your text or other source.
- When was responsible Social Awareness absent? Give 3 clear examples.
- What could the person or character have done to allow positive and productive Social Awareness to be more present?
- What effect did the presence or absence of Social Awareness have on the situation?
- Where else have you seen a similar examples of this effect?
- Teach an age appropriate lesson on how to communicate historical/political opinions effectively.
- Have the children identify empathic individuals at various points in history.
- Discuss the expectations and demands of different settings... (*How we dress and behave for school, places of worship, formal ceremonies, hanging out with friends*).
- Examining historical events and taking the perspective of individuals or identifying feelings and thoughts of the various historical figures and the viewpoints they represent.
- Organize and encourage student projects as part of history lessons that explore different cultures and celebrate diversity.
- Celebrate historical figures who resisted stereotypes or worked to promote justice and equality for all individuals.
- Ask students to reflect on questions about the negative effects of stereotyping. Give them opportunities to discuss in pair shares.
- Lead project/assignments connected to various points in history to promote awareness of the rights of others.
- Study individuals in history who showed respect for others, served others, and discuss their example.
- Discuss respectful individuals in history
- Ask students to discuss in pair shares, how they try to be helpful in their families or with their peers.
- Create a Venn diagram comparing a person of good character vs. a person of bad character.
- Create teams to debate moral issues that occurred at various times in history.

#### GENERAL TEACHING PRACTICES

- Hold regular class meetings to teach and model social awareness.
- Use role playing to expose children to appropriate social awareness behavior.
- Use current media/technology sources to reinforce an understanding of social awareness skills.
- Routinely discuss figures in history, in terms of how they felt and why they took certain actions or behaved the way they did.
- Create reading groups that allow students a chance to talk about the periods of time they like to learn about and why, so that students can begin to see the ways in which other students have similar or different preferences.
- Discuss how we know the way characters in history feel, based on what we know about the character's behavior.
- Routinely examine history in terms of the perspective of characters or groups of people.
- Routinely talk about how others feel in different situations.



- Provide students with opportunities to share in small groups how they feel in different situations.
- When there is a difference of opinion among students, allow them to reflect on how they are feeling and then share with a partner or in a small group, to be heard but also to listen to how others feel differently and why, in the same situation.
- Build respect for diversity in the classroom by having students share their different cultural perspectives on situations and have cultural celebration.
- Model respect and enthusiasm for learning about diversity – show enthusiasm for history by introducing individuals from many different cultures, show enthusiasm for learning about different cultures.
- At holiday time, create classroom celebrations that allow students to share and explain traditions from their own family holidays. Give everyone an opportunity to participate.
- Model acceptance of others who have different attitudes and values.
- Use cooperative learning and project based learning strategically to build diverse working groups.
- Routinely ask questions in various situations that make the point that we all are similar and we all are different.
- Model respectful behavior and concern for the well-being of others.
- Model service to others.
- Identify and celebrate individuals in history and present day who contributed to their communities. List their contributions and ways that they contributed to the common good.
- Give feedback to students when they are respectful toward others, encourage students to identify how they feel when they were respectful or supportive of another person.
- Ask routine questions throughout the day to draw attention to how students' behavior is affecting those around them.
- Routinely give specific and timely feedback to students for accepting direction well from authority figures.
- Develop and revise classroom rules and norms with students to work together to promote understanding and respect.
- Routinely discuss why we have classroom or school rules in the context of current experiences and discuss how these rules affect student behavior.
- Model and routinely promote a school norm of treating others the way you would want to be treated.
- Routinely remind students, in developmentally appropriate ways, anytime they need help, to think about the resources (formal and informal) that are available to them.
- Work with other teachers and administrators to create a sense of responsibility among adults in the school to be available to help students.

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### SOCIAL STUDIES GRADES 6-8

#### Social Emotional Learning Competency

**Relationship skills:** The ability to maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek help when needed.

- Communication skills
- Social engagement
- Relationship-building
- Conflict resolution skills
- Teamwork
- Seeking help when needed<sup>4</sup>

#### Fostering Relationship skills may integrate with the following Social Studies 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 lists what students (at age and developmentally appropriate levels) will know and be able to do.

#### NYS Social Studies Learning Standards

[6.1a, 6.b1, 6.1c, 6.1d, 6.2c, 6.2d, 6.3a, 6.3b, 6.3c, 6.3d, 6.4a, 6.4b, 6.4c, 6.6b, 6.6d, 6.7a, 6.6b, 7.1.A, 7.2a, 7.2b, 7.2c, 7.2d, 7.2e, 7.3a, 7.3b, 7.3c, 7.3d, 7.4a, 7.4b, 7.4c, 7.5a, 7.5b, 7.5c, 7.5d, 7.6a, 7.6b, 7.7a, 7.7b, 7.7c, 7.7d, 7.8a, 7.8b, 7.8c, 7.8d, 7.8e](#)

[8.1a, 8.2a, 8.2b, 8.2c, 8.2d, 8.2E, 8.3a, 8.4c, 8.4d, 8.5b, 8.6, 8.7, 8.8, 8.9](#)

(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>)

#### SAMPLE SEL ACTIVITIES

Upon completion of these learning activities, Scholars will learn the process of relationship skills through engagement with text, real world problem solving and academic language (including but not limited to: skits, role playing, debates and presentations based on a variety of sources)

Guiding Questions for Relationship Skills: (communication, social engagement, relationship building, teamwork)

- What aspects of Relationship Skills are evident? (*e.g. In Students, Staff, Characters in Literature, Historical Figures and Governments, Current Events, Athletes, Artists, Musicians, Scientists, Architects*)

<sup>4</sup> Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

*and other Craftsmen)*

- Cite and explain 3 examples of positive and productive Relationship Skills from your text or other source.
- When was responsible Relationship Skills absent? Give 3 clear examples.
- What could the person or character have done to allow positive and productive Relationship Skills to be more present?
- What effect did the presence or absence of Relationship Skills have on the situation?
- Where else have you seen a similar examples of this effect?
- Scholars will brainstorm some ways humans communicate.
- Scholars will discuss online communication, internet safety. Cite cases where internet safety protocols were not followed, and the effects this had on the individual, family, school, community, and society.
- Scholars will be able to problem solve via conflict resolution.
- Scholars will utilize relationship skills graphic organizer to visualize and organize thoughts.
- Scholars will practice team building activities.
- Scholars will engage in active listening activities and accountable talk with clearly defined roles.
- Scholars will discuss and analyze individuals and groups throughout history who learned to forgive.
- Educators will create lessons on how to offer help in a sensitive, appropriate way.
- Teach lessons on how to say thank you and receive help well.

#### GENERAL TEACHING PRACTICES

- Teach a lesson on understanding and forgiveness
- Use role playing to expose children to appropriate communication and social engagement skills
- Use current media/technology sources to reinforce an understanding of responsible decision making skills
- Small group activity to model methods of communication
- Hold regular class meetings to teach and model relationship building skills
- Use role playing to expose Scholars to appropriate relationship skills/behavior
- Use current media/technology sources to reinforce an understanding of relationship skills.
- Use team-based, collaborative teaching practices such as cooperative learning and project based learning to provide students with opportunities to develop and routinely practice communication, social and assertiveness skills. Be very intentional when creating groups to balance students, so that there are natural leaders who can inspire the others they are working with.
- Give students opportunities to practice social skills in small groups and project based learning activities.
- Give students authentic feedback (glows and grows)
- Model and reinforce effective communication and relationship skills
- Establish a conflict resolution process that is used any time there is a conflict.
- Model positive conflict resolution skills.
- Give students support as needed when they are working out a conflict.

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### SOCIAL STUDIES GRADES 6-8

#### 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 others<sup>5</sup>

#### Fostering Responsible decision-making may integrate with the following Social Studies 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 lists what students (at age and developmentally appropriate levels) will know and be able to do.

#### NYS Social Studies Learning Standards

[6.1d, 6.2d, 6.3b, 6.3d, 6.4b, 6.4c, 6.5a, 6.5b, 6.5c, 6.6a, 6.6b, 6.6c, 6.6d, 6.7a, 6.7b, 6.7c](#)

[7.1a, 7.2a, 7.2b, 7.2d, 7.2e, 7.3a, 7.3b, 7.3c, 7.3d, 7.4a, 7.4b, 7.4c, 7.5a, 7.5b, 7.5c, 7.5d, 7.6a, 7.6b, 7.7a, 7.7b, 7.7c, 7.7d, 7.8a, 7.8b, 7.8c, 7.8d, 7.8e](#)

[8.1a, 8.2a, 8.2b, 8.2d, 8.2e, 8.2e, 8.3a, 8.3b, 8.3d, 8.4a, 8.4c, 8.4e, 8.6a, 8.6b, 8.6c, 8.7a, 8.7b, 8.7c, 8.7e](#)  
(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf>)

#### SAMPLE SEL ACTIVITIES

Upon completion of these learning activities, Scholars will learn the process of responsible decision making through engagement with text, real world problem solving and academic language (including but not limited to: skits, role playing, debates and presentations based on a variety of sources)

Guiding Questions for Responsible Decision Making: (Identifying Problems, analyzing situations, solving problems, evaluating, reflecting, ethical responsibility)

- What aspects of Responsible Decision Making are evident? (*e.g. In Students, Staff, Characters in Literature, Historical Figures and Governments, Current Events, Athletes, Artists, Musicians, Scientists, Architects and other Craftsmen*)

<sup>5</sup> Adapted from the [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), 2017

- Cite and explain 3 examples of Responsible Decision Making from your text or other source
- When was Responsible Decision Making absent? Give 3 clear examples.
- What could the person or character have done to allow Responsible Decision Making to be more present?
- What effect did the presence or absence of Responsible Decision-Making s have on the situation?
- Where else have you seen a similar example of this effect?
- Scholars will analyze local, regional, and global controversial issues using a concept map to focus on the pros/cons in preparation for a class debate.
- Scholars will discuss culturally relevant and age appropriate current event topics identifying problems with the focus on the keys to responsible decision making.
- Scholars will debate an assigned stance about a major societal/ ethical issue. Scholars are required to analyze situations and evaluate its impact on social groups. (cause/effect skill development)
- Scholars will publically present, their responses to guided questions related to responsible decision making on a current issue they're facing in the school and larger community. (for example: critical and creative products and performance including but not limited to skits, dance, presentation, musical composition, art work , and other multi-media products etc.)
- Scholars will create an editorial and visual response (article, school broadcast) identifying solutions to problems in the school and greater community.
- Define Responsibility and related terms (Ethical, Safe, Values, Honesty). Ask scholars to write essays about these words.
- Discuss Levels of moral development (Lawrence Kohlberg, Erik Erikson, Covey's Habit #2: Centers, Maslow's hierarchy of needs) demonstrated by figures in history/society—being a good citizen, ways to help the community.
- Use role playing activities to engage scholars in appropriate responsible decision making.

#### GENERAL TEACHING PRACTICES

- Routinely use Character Education curriculum and vocabulary to convey the message of responsible decision making.
- Use current media/technology sources to reinforce an understanding of responsible decision making skills.
- Routinely model responsible decision making. (PBIS, Character Traits, Social Skills instruction)
- Teach scholars the step by step decision making process to manage a dilemma, choice, or decision. (<https://www.engageny.org/file/15401/download/7m4a.3.pdf>)
- Provide scholars authentic rubric-based feedback for making good decisions.
- Develop and enforce class rules and shared norms, discussing them routinely. (PBIS)
- Create, agree to, and help students understand logical consequences, discussing them frequently and whenever appropriate.

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