

## Social and Emotional Learning (SEL) Goals and Objectives

Developed by experts in the field and ground in the five core competencies of the Center for Academic, Social and Emotional Learning (CASEL, 2017), the teacher training series is designed to provide educators with efficient, targeted instruction of the elements and indicators of each CASEL competency.

Our program draws from the applied learning and social psychology literature, and each module includes an introduction to promote teacher commitment, direct context instruction, direct skill assessment, and practical and targeted examples of applications skills with different learners, peer groups, and parents.

### On-Demand Professional Learning Series

#### CASEL-Aligned Modules

#### Rethink Exclusive Modules

Awareness of Self & Others	Self-Management	Social Skills	Social Awareness	Self-Care
Self-Knowledge	Self-Control	Fairness	Cultural Competence	Mindfulness
Emotions	Stress Management	Respect	Empathy	Self-Efficacy
Values	Focus	Friendship	Safe & Ethical Behavior	Optimism
Wants & Needs	Problem Solving	Relationships	Support Systems	Self-Compassion
Learning Skills	Goal Setting	Cooperation	Social Contributions	Self-Advocacy
Growth Mindset	Resilience	Conflict Resolution	Actions & Consequences	Healthy Boundaries

Mental Health	SEL & Equity
Bullying Prevention	Culturally Responsive Teaching
Suicide Prevention	Addressing Injustice
Anxiety	Leveraging SEL to Promote Equity
Depression	The Impact of Implicit Biases

## Rethink SEL Student Curriculum

Each grade’s comprehensive student curriculum is mapped to CASEL’s core competencies and includes lessons in 5 categories that promote awareness of self and others, self-management, social skills, social awareness, and self-care. There are 390 lessons for general education (Tiers 1 and 2), and 120 for special education (Tier 3).

### Rethink SEL Student Lesson Categories and Topics

Awareness of Self & Others	Self-Management	Social Skills	Social Awareness	Self-Care
Self-Knowledge	Self-Control	Fairness	Cultural Competence	Mindfulness
Emotions	Stress Management	Respect	Empathy	Self-Efficacy
Values	Focus	Friendship	Safe and Ethical Behavior	Optimism
Wants and Needs	Problem Solving	Relationships	Support Systems	Self-Compassion
Learning Skills	Goal Setting	Cooperation	Social Contributions	Self-Advocacy
Growth Mindset	Resilience	Conflict Resolution	Actions & Consequences	Healthy Boundaries

## Awareness of Self & Others

This series aligns with CASEL competencies: Self-Awareness, Social Awareness and Relationship Skills. Learning outcomes include:

### SELF-KNOWLEDGE

Self-knowledge is the ability to understand one's own interests and strengths, as well as learning and relating styles. Self-knowledge is the starting point for all social and emotional learning. In fact, self-knowledge influences all areas of SEL including self-management, social awareness, relationship skills, and responsible decision-making. The more a student understands him or herself, the better he or she will grow and adapt in all areas of life.

### EMOTIONS

Emotions are a natural part of what makes us human. They have the power to enrich our lives and the power hinder our lives. As humans, we have the capacity to feel a myriad of emotions. They drive our feelings, thoughts, and behaviors and impact our self-esteem and social interactions. In the Awareness of Self and Others Series, students identify emotions and learn how emotions impact their behavior and affect their bodies and their relationships. Strategies for managing emotions are addressed in the Self-Management Series.

### VALUES

Values are a person's principles and standards of behavior. Simply put, values are what a person believes to be important. Our values shape our thoughts, behaviors, and decisions. Studies indicate that people are happier when they act according to their values. A person's values can be observed in how he or she spends his or her time, money, energy, or other resources. As children, people begin to form their values based on their family's values. As students become more independent, they begin to shape their values based on new information gathered from peers, the media, and their own experiences. Some family values remain, while new values may emerge.

### WANTS & NEEDS

Psychologist, Abraham Maslow studied what motivated people to achieve. From his research he theorized that to reach one's potential, certain needs must be met and that some needs take precedence over others. Maslow's theory has been illustrated using a pyramid model with the basic needs for survival and safety. The next two levels include psychological needs such as the need for love and self-esteem. Finally, Maslow theorizes that once the physical and psychological needs are met, people can grow cognitively, aesthetically, and spiritually, allowing them to reach their full potential.

### LEARNING SKILLS

*If you give a man a fish, you feed him for a day. If you teach a man to fish, you feed him for a lifetime.* Likewise, teaching students how the brain learns, helps them become lifelong learners. Research in recent years has determined that the brain is much more flexible and capable of learning new things than once believed. Understanding how the brain processes information, helps students feel more in control of their ability to learn. Having strategies to use to take in and organize the information also helps students become better learners.

### GROWTH MINDSET

Through her research, psychologist Carol Dweck determined that a student's belief in his or her ability to learn had a greater impact on the student's academic success than his or her intelligence. Students with a fixed mindset believe that intelligence is determined at birth; whereas students with a growth mindset believe that anyone can learn through hard work and effort. Science supports the growth mindset theory. Helping students understand how they learn and how they can develop a growth mindset, positions every student on path for greater academic success.

## Awareness of Self & Others General Education Lesson Objectives

Grade	Self-Knowledge	Emotions	Values	Wants & Needs	Learning Skills	Growth Mindset
K	Students will identify their own likes and dislikes.	Students will identify and label emotions.	Students will identify the people in their families.	Students will identify basic needs.	Students will learn how their senses help them learn.	Students will identify evidence that they are always growing.
1	SW identify things they like to do.	SW identify and label complex emotions.	SW identify things they do with their families.	SW identify the difference between wants and needs.	SW learn and demonstrate whole-body listening.	SW identify things they can do that they couldn't do before.
2	SW identify their unique qualities.	SW identify and label their own emotions.	SW identify their own family's values.	SW identify their own needs and how they are met.	SW learn how the brain takes in information through the senses and determine how they learn best.	SW identify how mistakes help them grow.
3	SW identify their own strengths.	SW understand that all emotions are natural and valid.	SW identify character values that are important to their families and themselves.	SW learn about the need to belong.	SW learn how the brain learns new information and strategies to help our brains learn.	SW identify the importance of curiosity for growing the brain.
4	SW learn about their character strengths.	SW identify how emotions impact behavior.	SW identify how their families' values impact their choices.	SW identify the need to belong and the groups to which they belong.	SW learn and demonstrate memory skills.	SW learn strategies for reducing boredom.
5	SW identify their creative strengths.	SW learn strategies for using words to express their emotions.	SW identify their school's values.	SW recognize the need for fun, play, and laughter.	SW learn creative thinking strategies.	SW identify the relationship between learning, practice, and hard work.
6	SW identify their own social strengths.	SW learn strategies for identifying personal triggers to emotions.	SW identify their personal values.	SW learn how to build self-esteem through self-knowledge.	SW learn note-taking strategies.	SW identify the differences between fixed and growth mindset.
7	SW identify their own learning style.	SW identify ways emotions affect the body.	SW identify how media values support or oppose their own values.	SW evaluate their self-esteem and apply strategies for building their own self-esteem.	SW learn and demonstrate sustained attention.	SW apply growth mindset attitudes to a new learning, asking for feedback and applying it.
8	SW learn about their interests and passions.	SW learn about how the adolescent brain affects emotions.	SW identify their values and how they may differ from peers.	SW evaluate strategies for building their self-esteem.	SW learn strategies to develop effective study skills.	SW learn strategies for reframing mistakes as opportunity for growth.

9	SW identify their own personality traits.	SW identify the range of emotions and how emotions change.	SW learn strategies for respecting values different from their own.	SW identify their needs and evaluate if their own needs are being met.	SW learn and practice strategies for organizing information.	SW identify the value of process over outcome.
10	SW identify interests and a sense of their purpose.	SW identify their own emotions and how they affect their bodies and relationships.	SW evaluate how their values influence personal decisions.	SW develop their ability to think creatively.	SW use strategies for setting priorities and organizing their study time.	SW apply growth mindset strategies to move beyond failure.
11	SW learn strategies for knowing and accepting themselves.	SW recognize the negative effects of emotional avoidance and strategies for accepting and expressing their emotions.	SW use their values to explore their future careers and life purpose.	SW will identify and develop their aesthetic interests.	SW learn strategies for developing a positive mindset for learning.	SW apply growth mindset strategies to create something new.
12	SW reflect their self-knowledge to evaluate their life choices.	SW use emotions to understand themselves and others.	SW set life goals that match with their values and purpose.	SW reflect on their uniqueness and values to ensure confidence to reach their potential.	SW learn strategies for becoming lifetime learners.	SW evaluate their own mindsets and develop strategies for growth.

## Awareness of Self & Others Special Education Lesson Objectives

Grade Band	Self-Knowledge	Emotions	Values	Wants & Needs	Learning Skills	Growth Mindset
PK-2	Students will identify their own likes & dislikes.	Students will identify and label emotions.	Students will identify their families' values.	Students will identify the difference between wants and needs.	Students will learn & demonstrate whole body listening.	Students will identify things they can do that they couldn't do before.
3-5	SW identify their own strengths.	SW identify how emotions impact behavior.	SW identify how their families' values impact their choices.	SW identify the need to belong & the groups to which they each belong.	SW learn & demonstrate memory skills.	SW identify the relationship between learning, practice, & hard work
6-8	SW identify their own learning styles.	SW identify how emotions affect the body.	SW identify their values & how they may differ from peers.	SW identify the need for self-esteem & strategies for building self-esteem.	SW learn and demonstrate sustained attention.	SW identify the differences between fixed & growth mindset.
9-12	SW identify their own personality traits.	SW identify their own emotions.	SW evaluate how their values influence personal decisions.	SW identify their needs & evaluate that their own needs are being met.	SW learn & practice strategies for organizing information.	SW identify the value of process over outcome.

## Self-Management

This series aligns with CASEL competencies: Self-Awareness, Self-management and Responsible Decision-Making. Learning outcomes include:

### SELF-CONTROL

Self-control is the ability to regulate one's feelings, thoughts, and behaviors. Studies show self-control is key to living a healthy, productive, and successful life. Students with greater self-control focus better and learn more. In fact, one study found that a higher GPA was more closely related to one's self-control, rather than one's intelligence.

### STRESS MANAGEMENT

We all have stress – even teens. Simply put, stress is a reaction to challenges. A certain amount of stress is helpful. It provides students with opportunities to develop skills to deal with new situations. Stress in school helps students focus and learn new information. But too much stress can disrupt brain development and cause many physical and mental health problems. In these lessons, students evaluate strategies for managing stress and choose strategies that work for them.

### FOCUS

Focus is the ability to direct one's attention and ignore distractions. Having the ability to focus helps students learn and achieve goals. A lack of focus affects the brain's ability to listen, memorize, reason, solve problems, and make decisions. With many things competing for our attention, it is important to know how to focus. With practice, the brain can be trained to focus better and for longer periods of time.

### PROBLEM SOLVING

Negative emotions such as frustration, anger, and embarrassment can signal a problem. Developing the skills to solve a problem, empowers students to view problems as challenges to overcome. There are five basic steps to solving any problem. Students learn these steps using the acronym STEPS: 1) State the problem; 2) Think of solutions; 3) Evaluate the solutions; 4) Pick a solution; and 5) Step up! Try the solution and reevaluate as needed.

### GOAL SETTING

Goal setting is the process of determining an end goal and the steps necessary to achieve the goal. Setting goals helps students zero in on what is most important to them and provides the pathway to realizing their dreams. When we encourage students to set their own goals, it empowers them to take ownership and responsibility for their goals. By making the goal setting process explicit, we help students break large, intangible goals into small manageable steps that can be reached. Goal setting provides motivation and encourages self-regulation.

### RESILIENCE

Resilience is the ability to manage and recover from daily setbacks and adversity. While self-control, focus, problem-solving, and goal setting can help students manage many situations, some situations can't be controlled. Resilience is the inner resolve that although a situation may be out of the students' control, they can control how they perceive and respond to it.

## Self-Management General Education Lesson Objectives

Grade	Self-Control	Stress Management	Focus	Problem Solving	Goal Setting	Resilience
K	Students will learn and practice deep breathing.	Students will learn strategies for being happy.	Students will learn to follow instructions.	Students will identify a problem and name it.	Students will state a goal.	Students will learn strategies for completing non-preferred activities.
1	SW learn how to wait.	SW learn strategies for boosting feelings.	SW learn and demonstrate focus skills.	SW identify and understand a problem.	SW state a goal and something they need to do to complete the goal.	SW identify challenges in everyday life and strategies to overcome the challenges.
2	SW learn how to pause before acting.	SW identify when they are feeling stressed and practice strategies for managing stress.	SW learn strategies to stay focused.	SW learn the steps to solving a problem.	SW identify a goal and follow steps to achieve it.	SW reframe problems as challenges and develop autonomy.
3	SW practice strategies to pause and calm themselves.	SW identify the connection between their feelings and behaviors.	SW learn strategies to increase time focused on a task.	SW learn brainstorming as a strategy for finding multiple solutions to a problem.	SW identify a goal and steps to achieve it.	SW learn strategies for managing emotions to build resilience.
4	SW learn to stop and think before acting.	SW practice strategies for changing a feeling, thought, or behavior in a stressful situation.	SW learn how distractions affect focus and practice strategies to stay focused.	SW learn a variety of problem solving strategies.	SW identify an academic goal and the steps to achieve it.	SW identify characteristics of resilient people.
5	SW learn the importance of stopping and thinking before making a decision.	SW learn strategies for changing feelings, thoughts, and behaviors in stressful situations.	SW identify distractions and advocate for themselves in order to focus better in class.	SW identify a problem and multiple solutions.	SW identify a personal goal and the steps to achieve it.	SW practice strategies for persistence.
6	SW learn strategies for developing positive coping skills.	SW learn strategies for managing stress.	SW identify distractions while studying at home and learn strategies to improve focus.	SW identify the problem and focus on the solved state (or desired result).	SW learn about and write a SMART goal.	SW practice positive reframing to overcome adversity.
7	SW identify behaviors that interfere with their well-being & learn strategies for developing self-control.	SW learn strategies for changing negative thinking.	SW improve focus using visualization.	SW use critical thinking strategies to think of possible solutions to a problem.	SW identify a SMART goal and develop a plan to achieve it. (academic)	SW identify resiliency in nature to develop their own resiliency.
8	SW learn strategies for delayed gratification.	SW learn strategies for using humor to manage stress.	SW learn strategies for visualizing to improve focus and performance.	SW learn strategies for evaluating possible solutions to a problem.	SW identify a SMART goal and develop a plan to achieve it. (personal)	SW learn strategies for using courage to develop resiliency.

9	SW identify situations they can control and situations they can't control and develop strategies for dealing with the unexpected.	SW learn strategies to manage stress by facing their fears.	SW identify their external and internal distractions and learn strategies for improving their focus.	SW apply strategies for choosing an effective solution to a problem.	SW evaluate their plans for achieving a goal and adjust the plan as needed.	SW understand the role of a support system in overcoming adversity.
10	SW learn strategies for breaking bad habits and forming good habits.	SW evaluate strategies for stress management.	SW evaluate and apply strategies for staying focused.	SW learn strategies for solving problems objectively.	SW apply resilience to achieve a goal.	SW apply strategies and identify resources to overcome adversity.
11	SW learn the benefits and strategies for delayed gratifications.	SW learn strategies for identifying optimal stress levels.	SW learn the importance of self-care for increasing focus.	SW learn strategies for using cognitive flexibility to solve a problem.	SW apply grit to achieve a goal.	SW identify strategies for managing situations outside of their control.
12	SW learn strategies for developing a sense of agency.	SW develop their own strategies for managing stress.	SW evaluate strategies for improving for staying focused to achieve goals.	SW learn strategies for developing higher order thinking skills to solve a problem.	SW apply growth mindset strategies to achieve a goal.	SW recognize adversity as an opportunity for growth.

## Self-Management Special Education Lesson Objectives

Grade Band	Self-Control	Stress Management	Focus	Problem Solving	Goal Setting	Resilience
PK-2	Students will learn & practice how to pause before acting.	Students will identify situations in which they feel negative feelings & learn strategies for boosting feelings.	Students will learn & demonstrate focus skills.	Students will identify a problem and name it.	Students will identify a goal and follow steps to achieve it.	Students will identify challenges in everyday life & ways to overcome the
3-5	SW learn how to stop & think before acting.	SW learn how feelings, thoughts & behaviors are connected.	SW learn to ignore distractions to stay focused.	SW identify possible solutions to a problem.	SW identify a goal & the steps to achieve it.	SW learn & practice strategies for persistence.
6-8	SW learn & practice strategies for delayed gratification.	SW learn strategies to manage stress.	SW improve focus using visualization.	SW learn strategies for evaluating possible solutions to a problem.	SW identify a goal and develop a plan to achieve it.	SW learn & practice positive reframing to overcome adversity.
9-12	SW evaluate the benefits of delayed gratification.	SW evaluate strategies for stress management.	SW evaluate & apply strategies for staying focused.	SW apply strategies to choose an effective solution.	SW evaluate their plans for achieving a goal & adjust the plan as needed.	SW apply strategies & identify resources to overcome adversity.

## Social Skills

This series aligns with CASEL competencies: Social Awareness, Relationship Skills and Self-Awareness. Learning outcomes include:

### FAIRNESS

Fairness is the starting place for all social skills. In fact, our society is founded on the idea that everyone has the right to fair and equal treatment regardless of their race, age, gender, abilities, or beliefs. For a society (or any subgroup of society) to prosper, there needs to be a sense of fairness among its members. Young students begin to understand fairness by learning to share and take turns. As students mature, they develop an understanding that equality is treating everyone the same; whereas fairness is providing everyone what he or she needs to succeed.

### RESPECT

Respect involves inclusiveness and status. We all have a need to belong, and respect provides us with the sense of belonging. Respect is demonstrated through communication and behavior. We show and are shown respect through the way we talk and act toward others and how they talk and act toward us. We show respect differently depending on the person and his or her position. Effective social skills include an understanding of appropriate respect of the group dynamics – the roles each person has within the group.

### FRIENDSHIP

Developing positive friendships is an important social skill. Friendships are a basic human need that contribute to a student's moral, mental, and social development. Through friendships students learn more about themselves, traits that are important for a good friend, and how friends enrich our lives. Students also learn that to have good friends, it is important to be a friend.

### RELATIONSHIPS

Students have many different relationships including family members, friends, teammates, classmates, employers, coworkers, etc. In this lesson, students explore the social skills that are required to maintain and build relationships between different groups of people. The ability to work well with others is an important life skill.

### COOPERATION

Life is not meant to be a solo act. People are designed to work and play together. But when two or more people get together, there may be problems. Cooperation is essential for getting along. Cooperation is about contributing ideas, accepting ideas of the others, and combining those ideas to make work and play easier, faster, better, and more fun! When groups (pairs, small groups, large groups, families, classes, or teams) work together, everyone benefits.

### CONFLICT RESOLUTION

When two or more people get together there is potential for conflict. Conflict is a problem between people. Conflicts can cause the feeling of isolation, so it is important to teach students how to resolve conflicts in a way that reconnects them to others. Conflict resolution involves communication – owning one's perspective and listening to the perspective of others. Most conflicts can be resolved through positive communication. But sometimes, people just disagree. At these times, it is important to be able to negotiate a solution that allows everyone to feel good about the resolution.

## Social Skills General Education Lesson Objectives

Grade	Fairness	Respect	Friendship	Relationships	Cooperation	Conflict Resolution
K	Students will demonstrate fair ways to play.	Students will demonstrate kindness to show respect.	Students will identify activities that they can play with friends.	Students will identify different people they know.	Students will identify how people help each other.	Students will understand that conflict happens & identify appropriate ways to respond.
1	SW understand the negative effects of tattling.	SW demonstrate good manners to show respect.	SW recognize that friends have fun together.	SW learn and practice ways to show their family kindness and respect.	SW learn to play fairly in groups.	SW learn the importance of an apology and how to apologize.
2	SW learn about fairness.	SW identify respectful behavior.	SW practice giving and receiving kindness.	SW learn and practice ways to be a good classmate.	SW learn to ways to encourage others when working in groups.	SW identify and articulate a problem between a classmate or friend.
3	SW understand and demonstrate fairness.	SW understand how facial expressions can show both respect and disrespect.	SW recognize the importance of being a friend.	SW learn and practice ways to be a good member of the school community.	SW incorporate the opinions and ideas of others in a group activity.	SW learn how to use the I-message when resolving conflict.
4	SW identify and explain their rights and the rights of others at school.	SW understand how body language can communicate both respect and disrespect.	SW identify traits of a good friend.	SW learn and practice ways to be a good neighbor.	SW learn strategies for doing their part when working with groups.	SW use constructive strategies for communicating their perspective in conflict.
5	SW identify and explain the rights of self and others.	SW identify social cues and respectful behavior.	SW learn strategies for communicating with friends.	SW determine character traits that are important for good relationships.	SW learn about roles and responsibilities when working in groups.	SW identify what rumors and gossip are and strategies for responding to them.
6	SW understand our basic human rights and responsibilities.	SW learn strategies for showing respect at school.	SW learn strategies for being a supportive friend.	SW identify and practice ways to be a team player.	SW learn strategies for giving and receiving feedback when working in groups.	SW apply strategies for resolving conflict.
7	SW identify human rights.	SW demonstrate respect through communication.	SW learn strategies for being themselves with friends.	SW identify different peer relationships and the different ways to relate to each.	SW learn strategies for compromising when working in groups.	SW learn about the conflict cycle and strategies for responding constructively to conflict.
8	SW learn strategies for speaking out when they feel like they are being treated unfairly.	SW learn to show respect through effective verbal and written communication.	SW identify and apply strategies for dealing with peer pressure.	SW learn strategies for dealing with peer pressure.	SW give or take directions when collaborating with peers.	SW practice giving and receiving feedback to resolve a conflict.

9	Students will evaluate the difference between fairness and equality.	Students will learn strategies for developing self-respect.	Students will learn strategies for being a good friend.	Students will learn the difference between social groups and cliques.	Students will give and receive feedback when collaborating with peers.	Students will negotiate for a win-win solution to resolve conflict.
10	SW examine human rights from the perspective of citizens of the world.	SW learn the importance of seeing worth and value in every human being.	SW identify and evaluate different types of friendships.	SW identify and evaluate their different roles and responsibilities.	SW learn strategies for minimizing problems in group work.	SW learn communication strategies for resolving conflict.
11	SW examine rights from the perspective of a minority group.	SW identify how roles influence respectful behavior.	SW learn strategies for developing healthy friendships.	SW recognize the ways their relationships change during the teen years.	SW explore the differences between competition and cooperation and the benefits of each.	SW learn strategies for reaching a consensus in a conflict.
12	SW examine their role in promoting fairness and equality in their sphere of influence.	SW evaluate what respect is and what it looks like in different relationships.	SW evaluate strategies for maintaining friends.	SW recognize their roles as influencers and strategies for being influencers.	SW learn strategies for making decisions in groups.	SW learn strategies for resolving serious conflict that affects a group.

### Social Skills Special Education Lesson Objectives

Grade Band	Fairness	Respect	Friendship	Relationships	Cooperation	Conflict Resolution
PK-2	Students will demonstrate fair ways to play.	Students will identify the importance of treating others as they want to be treated.	Students will recognize that friends have fun together.	Students will identify & practice ways to be a good classmate.	Students will identify how people help each other.	Students will identify & articulate a problem between a classmate or friend.
3-5	SW list & explain the rights of self & others.	SW identify the importance of honesty.	SW identify traits of a good friend.	SW identify & practice ways to be a good neighbor.	SW incorporate the opinions & ideas of others in a group activity.	SW learn constructive strategies for communicating their perspective in conflict.
6-8	SW identify human rights.	SW identify the importance of authenticity in themselves & others.	SW identify & apply strategies for dealing with peer pressure.	SW identify & practice ways to be a team player.	SW give or take direction when collaborating with peers.	SW apply if-then strategies for conflict resolution in group situations.
9-12	SW evaluate the difference between fairness & equality.	SW evaluate respect for authority.	SW identify & evaluate different types of friendships & relationships.	SW identify & evaluate their different roles & responsibilities.	SW provide & accept constructive feedback when collaborating with peers.	SW negotiate for a win-win solution for all parties involved in a conflict.

## Social Awareness

This series aligns with CASEL competencies: Social Awareness, Self-Awareness and Responsible Decision-Making. Learning outcomes include:

### CULTURAL COMPETENCE

Our world is a diverse place and this diversity requires that students learn how to interact and engage with people different from themselves. To do this well, students must understand themselves, including their culture, their values, and their biases. Cultural competence refers to our ability to act respectfully in order to communicate, understand, respect, and promote equality for all people. In these lessons students recognize and celebrate the differences between themselves and others. They learn about the effects of stereotyping or thinking that all people in a group are the same and strategies for opposing stereotypical thinking.

### EMPATHY

In order to effectively navigate the world, understand the range of human experiences, and relate with others, students must learn to empathize with others. Empathy is the ability to understand and share the feelings of another person. It is a core component of social awareness. Being empathetic promotes trust, which leads to positive relationships built on open and honest communication.

### SAFE & ETHICAL BEHAVIOR

Two key components of social awareness are the ability to choose safe and ethical behavior and to notice and speak out against unsafe or unethical behavior towards oneself and others. To do this, students must first understand that rules and laws help to establish fair and just behavior for all. In these lessons, students learn about rules and laws and strategies for recognizing and protecting themselves against potential dangers.

### SUPPORT SYSTEMS

Building a strong support system is an essential component to getting one's needs met and living a happy and healthy life. A support system is a network of people who provide practical and emotional support. Having a strong support system is associated with many positive outcomes, including decreased anxiety and increased positive mood. In these lessons, students will learn about the benefits of having a support system as well as strategies to build and access help from the people in their support systems.

### SOCIAL CONTRIBUTIONS

Contributing to one's social environment is an essential component of social awareness. To contribute students must understand the benefits of social contribution and the strategies for contributing. There are many social environments to which students belong and can thus contribute to. In these lessons, younger students learn to contribute to their families and schools, while older students learn to contribute to their broader communities.

### ACTIONS & CONSEQUENCES

An important part of social awareness is the understanding that actions have consequences. This understanding helps students to think about and take responsibility for how their actions affect themselves and others. When students understand that actions have consequences they are better able to choose actions that result in better consequences. In these lessons students are encouraged to think about the possible consequences before acting.

Social Awareness General Education Lesson Objectives

Grade	Cultural Competence	Empathy	Safe & Ethical Behavior	Support Systems	Social Contributions	Actions & Consequences
K	Students will identify differences & similarities between themselves & others.	Students will recognize core emotions in others.	Students will learn the difference between telling and tattling.	Students will learn how to ask others for help.	Students will identify a chore they can do to help their family.	Students will learn to admit when they make mistakes.
1	SW identify differences and similarities between their family and the families of others.	SW identify what another person might be feeling.	Student will understand rules and the need for rules.	SW identify the support system within the family and ask for help.	SW learn the importance of contributing to the family.	SW recognize that actions have consequences.
2	SW learn about different cultures.	SW use facial expressions and body language to recognize emotions in others.	Students will understand the difference between conflict among peers and bullying.	SW identify the support system within their school and ask for help.	SW plan and implement a project to contribute to the family in some way.	SW learn strategies for making a good decision.
3	SW show respect for the diversity among peers.	SW practice active listening strategies.	Students will identify bullying situations and strategies to prevent bullying.	SW learn strategies for turning to friends for support & being a supportive friend.	SW learn how the brain learns new information and strategies to help our brains learn.	SW identify the importance of curiosity for growing the brain.
4	SW learn about disability awareness and how to respect individuals with a disability.	SW learn strategies for showing empathy to another person.	Students will understand the profile of a bully and strategies for preventing bullying.	SW identify a support system that extends beyond the family.	SW learn the importance of contributing to their school.	SW learn about the consequences for honesty.
5	SW use perspective-taking to understand others from a different culture.	SW identify empathy busters and strategies for showing empathy.	Students will learn strategies for being an upstander, not a bystander.	SW identify when to ask an adult for help.	SW plan and implement a project to contribute to their school.	SW choose an action after considering the consequences of the choices.
6	SW learn about the effects of inclusion and exclusion in social environments.	SW practice strategies for showing empathy, avoiding empathy busters.	Students will learn different types of bullying & strategies for protecting themselves against bullying.	SW identify a support system based on the closeness of the relationship & type of problem.	SW understand how their character impacts others.	SW recognize they are responsible for their actions.
7	SW learn how to identify prejudice and discrimination.	SW learn benefits and strategies for showing empathy.	Students will understand the harm that bullying causes and strategies for preventing bullying.	SW identify and access a support system.	SW learn the benefits of social contributions to themselves and others.	SW learn strategies for making constructive choices.
8	SW learn what stereotyping is and ways to spot stereotyping.	SW apply strategies for showing empathy.	Students will demonstrate the ability to speak out for themselves & the rights of others.	SW identify and access a peer support system.	SW learn about the concept of paying it forward.	SW make a plan to change a negative behavior pattern to result in better consequence.

9	Students will evaluate and apply strategies for opposing stereotyping.	Students will identify empathy in a piece of literature, historical account, or current event.	Students will understand what cyberbullying is and strategies for protecting themselves against it.	Students will identify and access a support system for managing stress.	Students will identify a cause that they care about.	Students will evaluate consequences in decision making.
10	SW identify ways to build cultural competence.	SW learn the importance of and strategies for showing empathy.	Students will identify potential dangers and learn strategies to protect themselves.	SW identify and access a support system, including role models.	SW learn strategies for contributing to their community.	SW recognize the consequences of posting on social media.
11	SW learn about how culture changes over time.	SW practice strategies for showing empathy.	Students will understand emotional bullying and its effects and strategies to protect themselves against it.	SW learn how to give back in their support system.	SW learn strategies for following through with commitments.	SW apply strategies for making positive choices.
12	SW learn about the benefits of working in a culturally diverse setting.	SW evaluate their ability to show empathy to others.	Students will understand what harassment is and strategies to protect themselves and others against it.	SW evaluate resources for building a support system to develop skills and foster independence.	SW fulfill a commitment to a cause.	SW learn strategies for making objective decisions.

## Social Awareness Special Education Lesson Objectives

Grade Band	Cultural Competence	Empathy	Safe & Ethical Behavior	Support Systems	Social Contributions	Actions & Consequences
PK-2	Students will identify differences & similarities between oneself & others.	Students will empathize with another through role-playing.	Students will understand rules & the need for rules.	Students will identify resources within one's family.	Students will learn to contribute to family.	Students will identify the relationship between an action & its consequence.
3-5	SW respect diversity among peers.	SW learn strategies for showing empathy to another.	SW identify bullying situations & strategies to prevent bullying.	SW identify resources within the school.	SW learn to contribute to school.	SW evaluate consequence of an action for self & peers.
6-8	SW identify the negative effects of stereotyping & prejudice.	SW take the perspective of another.	SW demonstrate awareness & ability to speak out for the rights of others.	SW identify & access resources within one's community.	SW learn to contribute to community.	SW make constructive choices for self & peers.
9-12	SW evaluate & apply strategies for opposing stereotypes & prejudices.	SW evaluate a current affair article, taking the perspective of the people involved.	SW recognize potential dangers & ways to protect oneself & others.	SW identify & access resources in role models & support systems.	SW understand ethical responsibility & contribute to our world.	SW apply strategies to make constructive choices for school & community.

## Self-Care

This series aligns with CASEL competencies: Self-Awareness, Self-management and Responsible Decision-Making. Learning outcomes include:

### MINDFULNESS

Mindfulness is an important part of Self-Care. Mindfulness provides a way to nurture a sense of quiet inner peace, improve one's ability to learn, and promote deeper and more meaningful relationships. Studies show that the practice of mindfulness helps students focus better, leading to increased learning, improved mental health and well-being, and better decision-making and social skills.

### SELF-EFFICACY

Self-efficacy is the belief in oneself. A student's self-efficacy greatly influences his or her academic motivation, learning, and achievement. Therefore, it is imperative that teachers address students' self-efficacy. In these lessons, students learn the importance of their beliefs on their ability to reach goals. They are taught strategies for building their beliefs as well as strategies for letting go of their limiting beliefs.

### OPTIMISM

Life is filled with ups and downs. But studies show that people who think optimistically are more resilient and better able to navigate the ups and downs. Although optimism is considered to be a personality trait that some people are born with, it is also a teachable skill. These lessons provide strategies to develop students' optimistic thinking.

### SELF-COMPASSION

Self-Compassion is an important part of self-care. It is about treating ourselves with the same kindness that we would treat a good friend. It is about responding to our mistakes, inadequacies, and failures with compassion instead of harsh judgment. It is acknowledging that imperfection is a shared human experience. In these lessons, students learn to celebrate what they are good at, to treat themselves as a good friend, and give themselves a break.

### SELF-ADVOCACY

Self-advocacy is a skill that helps students understand themselves, their needs, and how to speak up to get their needs met. In these lessons, students learn strategies for identifying their needs, who can help them meet those needs, and how to communicate assertively to get their needs met. Self-advocacy builds confidence in students as they accept ownership of their needs and develop independence and self-empowerment.

### HEALTHY BOUNDARIES

Healthy boundaries are important to protect our safety and take care of ourselves. We all have different boundaries. Boundaries are guidelines and limits we set for ourselves and our relationships. However, everyone's boundaries are different. What is okay for one person may not be okay for another. Students learn the importance of healthy boundaries, how to identify one's own boundaries, and how to know when a boundary has been crossed. Students learn strategies for speaking up for themselves when a boundary has been crossed.

## Self-Care General Education Lesson Objectives

Grade	Mindfulness	Self-Efficacy	Optimism	Self-Compassion	Self-Advocacy	Healthy Boundaries
K	Students will learn mindfulness through sensory experiences.	Students will use their imaginations to explore themselves and their abilities.	Students will learn and use self-affirmation statements.	Students will identify things he or she can do.	Students will identify when they need help.	Students will identify people who keep them safe.
1	SW learn about and practice mindfulness through breathing deeply.	SW change their beliefs to reach a goal.	SW practice thinking positively.	SW practice self-compassion by recognizing what they can do.	SW identify a need and speak out to get their need met.	SW identify comfortable and uncomfortable feelings.
2	SW practice mindfulness through noticing how their body feels.	SW identify their beliefs about themselves.	SW learn strategies for improving their mood.	SW try something new and practice self-compassion during the learning process.	SW identify different ways to get their needs met.	SW identify appropriate touch.
3	SW practice mindfulness through listening.	SW learn strategies for challenging their beliefs.	SW learn strategies for affirming others.	SW learn strategies for showing self-compassion by considering qualities of a good friend.	SW communicate assertively to get their needs met.	SW recognize it's not okay to hurt others or be hurt.
4	SW practice changing their perspective.	SW identify the importance of belief in reaching a goal.	SW use gratitude to cultivate optimism.	SW learn and practice self-acceptance by perceiving oneself as a compassionate friend.	SW learn what self-advocacy is and how to get the help they need.	SW recognize what a boundary is and different ways they can be crossed.
5	SW practice noticing their thoughts and releasing their thoughts.	SW identify their beliefs about reaching a goal.	SW focus on the positive in a negative situation.	SW write affirmations for themselves.	SW learn strategies for self-esteem and confidence in order to get their needs met.	SW use empathy to respect the boundaries of another person.
6	SW practice changing their perspective through gratitude.	SW identify their beliefs about themselves.	SW engage in random acts of kindness to build optimism.	SW identify situations that trigger critical self-talk and strategies for reframing.	SW learn strategies for advocating for their right to be treated fairly.	SW identify strategies for setting boundaries to manage peer pressure.
7	SW learn how to focus their attention.	SW learn strategies for building belief in their ability to reach a long-term goal.	SW practice optimism by thinking positively.	SW learn strategies for showing self-compassion. (forgiving oneself)	SW recognize their role in meeting their own needs.	SW identify and set healthy boundaries – emotional, social and physical – for themselves.
8	SW practice strategies for mindfulness.	SW apply strategies for building belief in their ability to reach a long-term goal.	SW learn strategies for appreciating what they have.	SW recognize and reframe critical self-talk.	SW learn strategies for self-advocacy to get their needs met.	SW learn to set healthy boundaries for time spent on social media.

9	SW be mindful of how emotions manifest in their bodies.	SW learn about and recognize limiting beliefs.	SW learn strategies for becoming more optimistic.	SW identify triggers (situations) that cause self-criticism and reframe their perspective.	SW apply strategies for meeting their own needs.	SW identify, make, and evaluate emotional, social, and physical boundaries.
10	SW learn the science of mindful practices.	SW identify and challenge their limiting beliefs.	SW learn strategies for changing their perspective to increase optimism.	SW process difficult situations through a lens of self-compassion.	SW learn the benefits of and strategies for advocating for themselves.	SW use their beliefs and values to evaluate boundaries.
11	SW practice mindfulness as a tool for impulse control.	SW apply strategies for challenging their limiting beliefs.	SW learn strategies for using humor to build optimism.	SW process difficult situations through a lens of balance.	SW learn their rights and responsibilities for advocating for themselves.	SW evaluate how boundaries can help maintain a balanced lifestyle.
12	SW practice examining a situation from different perspectives.	SW evaluate strategies for challenging their limiting beliefs.	SW learn strategies for being an optimistic leader.	SW evaluate strategies for being self-compassionate.	SW learn skills for self-advocacy and independent living.	SW evaluate healthy boundaries in relationships.

### Self-Care Special Education Lesson Objectives

Grade Band	Mindfulness	Self-Efficacy	Optimism	Self-Compassion	Self-Advocacy	Healthy Boundaries
PK-2	Students will learn about & practice mindfulness through taking a deep breath.	Students will identify & practice an activity in which they experience success.	Students will reframe negative thoughts into positive thoughts.	Students will recognize & talk about their strengths.	Students will identify a need & ask for help.	Students will identify comfortable & uncomfortable feelings.
3-5	SW learn about & practice mindfulness through sitting quietly.	SW apply teacher's feedback to improve their performance on an activity.	SW use gratitude to cultivate a positive attitude.	SW learn & practice self-acceptance by perceiving oneself as a compassionate friend.	SW learn to communicate assertively about needs.	SW recognize that it's not okay to hurt others or for others to hurt them.
6-8	SW learn about & practice mindfulness through self-expression.	SW improve their performance on an activity using peer feedback or observation.	SW develop optimism by challenging pessimistic thinking.	SW recognize & reframe critical self-talk.	SW recognize their role in meeting own needs.	SW identify & set healthy boundaries with friends – emotional, social, physical.
9-12	SW learn about & practice mindfulness through self-reflection.	SW state accurate attribution for setbacks to reaching a goal.	SW evaluate & apply strategies for optimistic thinking.	SW learn to process difficult situations through a lens of self-compassion.	SW evaluate & apply strategies for meeting one's needs.	SW identify, make & evaluate choices about their health & bodies.