



6 MINUTE

SOCIAL EMOTIONAL LEARNING

A curriculum for enhancing interpersonal, intrapersonal, and cognitive competence

- Contains 150 ready-made lessons!
- Lessons are only 6 minutes!
- Designed to boost core SEL skills such as self-awareness, social awareness, self-management, relationship-skills, and responsible decision-making skills.

BYRON M. MCCLURE, D.ED

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Written by Byron M. McClure

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SOCIAL EMOTIONAL LEARNING

A curriculum for enhancing interpersonal, intrapersonal, and cognitive competence

INTRODUCTION

Mental-health problems often begin at a young age, are widespread, and occur commonly among children and youth. It's estimated that 10% of youth have a serious mental-health problem that significantly impairs their functioning across multiple settings, including home, school, and the wider community. Alarmingly, up to 80% of children and youth who need mental health services are left untreated. As a result of these unmet mental-health needs, many children will struggle to succeed at school, at home, and in their community.

Schools are key locations to reach children and youth who have unmet mental-health needs. Students are more likely to receive support at school due to the familiarity of the setting and the reduced barriers to services. Social emotional learning programs offered in schools have a range of benefits for students. These programs emphasize prevention by fostering the development of social, emotional, and behavioral skills. There are five interrelated core competencies targeted by SEL programs that meet their rigorous standards. These include self- awareness, social awareness, self- management, social management, and responsible decision- making. These core competencies are especially important because they provide the student with a basis for better adjustment and academic performance.

These competencies have been found to be associated with an increase in pro-social behavior, fewer conduct problems, less emotional distress, and improved grades and test scores. All five SEL core competencies are interrelated and must be mastered as a set of skills for an individual to optimally navigate social and emotional situations.

Byron M. McClure, D.Ed

H O W T O U S E

Goal of 6 Minute SEL

The goal of 6-Minute SEL is to help students:

- accurately recognize one's own emotions, thoughts, and beliefs
- take the perspective of and empathize with others
- recognize and discuss how to regulate one's emotions, thoughts, and behaviors in different situations
- build and maintain healthy relationships
- make constructive choices about personal behavior and social interactions

How To Use 6 Minute SEL

6 Minute SEL targets each of the 5 core SEL competencies. Here are a few suggestions for presenting 6 Minute SEL to your class:

- Select a Core SEL competency to begin with (i.e., self-awareness, social-awareness, etc.). Talk with your students about general situations and expectations for the chosen Core SEL Competency.
- Read the prompt and ask the students to paraphrase it. Then, present each question.
- Encourage students to share personal experiences that are similar to the SEL prompt. Whenever possible, model/ share your own similar experiences as well. Discuss what went well and didn't go well.
- Use the prompts as discussion starters, oral, or written story starters.
- Prompts can be used during restorative circles, as a whole group, small group, or as a think-pair-share.

6 MINUTE OVERVIEW

There are 150, 6-minute SEL lessons, grouped by core competency. This overview is a suggestion for how to implement each lesson. It is encouraged for you to search for new and creative ways to actively engage your students with the prompts.



30 Seconds

Read and reflect on core SEL competency. A teacher or student can read aloud.



30 Seconds

Read SEL prompt. Ensure students understand prompt. Reread as often as necessary. You may even have students role play prompts



2 Minutes

For students to independently reflect and answer prompts.



3 Minutes

For class discussion. This can be done as a restorative circle, whole group, small group, or as a think-pair-share activity.

OVERVIEW FOR RESTORATIVE CIRCLES

There are 150 SEL lessons, which are grouped by core competency. This overview is a suggestion for how to implement each lesson as a restorative circle. It is encouraged for you to search for new and creative ways to actively engage your students with the prompts.



Welcoming/ Opening

Read and reflect on core SEL competency. You may also introduce a relevant quote, poem, or mindful moment.



Purpose of Circle

Clearly state and define the purpose of the circle. Review limits of confidentiality and group expectations.



Norm & Value Setting

Each participant in the circle should identify a value that is important to them.



Opening Round

Circle keeper reads the first core SEL prompt. Then, each participant in the circle will have a chance to reflect and respond to the prompt.



Middle Round

Circle keeper reads the second core SEL prompt. Then, each participant in the circle will have a chance to reflect and respond to the prompt.



Closing Round

Circle keeper reads the third core SEL prompt. Then, each participant in the circle will have a chance to reflect and respond to the prompt.



Mindful Moment of Reflection

The circle keeper should in with a moment of reflection or share an applicable quote or poem.

CORE COMPETENCY

#1



SELF AWARENESS



Self-awareness is the most frequently discussed skill in SEL literature. It is characterized as the ability to identify, recognize, and explain one's emotions accurately

UNIT 1

SELF-AWARENESS

Students learn an appreciation of their individual assets and experiences, assess their strengths and limitations, and practice having a growth mindset.

FOCUS I

- Accurately Recognizing One's Own Feelings and Thoughts and Their Influence on Behaviors

FOCUS II

- Accurately Assessing One's Interests, Strengths and Limitations, and Possessing a Well-Grounded Sense of Self-Efficacy and Optimism

OBJECTIVES

Students will be able to...

- Correctly label their own emotions.
- Recognize that emotions are temporary and can and will change
- Recognize that emotions can affect their behavior
- Recognize that behavior can affect emotions (including that it is possible to improve how one feels
- Recognize that emotions have physical effects

OBJECTIVES

Students will be able to...

- Identify their interests and strengths, and build on those.
- Be aware of their own positive qualities and values.
- Demonstrate interest in trying new things.
- Express confidence (where appropriate) that they can handle both daily tasks and challenges effectively and maintain optimism about their future.

TEACHING STRATEGIES

- Listen deeply to what students say and reflect what you heard about their feelings
- Talk about one's own feelings in an age-appropriate way.
- Routinely ask questions in age-appropriate ways when students are experiencing different feelings to help them identify and express those feelings.

TEACHING STRATEGIES

- Ask age-appropriate questions that help students reflect on their own strengths and interests.
- Provide age-appropriate authentic feedback and ask open-ended questions that invite students to engage in deeper reflection about their own strengths and interests.

LESSON OVERVIEWS

This is a suggestion for how to implement each lesson. It is encouraged for you to search for new and creative ways to actively engage your students with the prompts.



30 Seconds

Read and reflect on Self-Awareness core competency. A teacher or student can read aloud.



30 Seconds

Read SEL prompt 1.1. Ensure students understand prompt. Reread as often as necessary. You may even have students role play prompts



2 Minutes

For students to independently reflect and answer prompts.



3 Minutes

For class discussion. This can be done as a restorative circle, whole group, small group, or as a think-pair-share activity.



Self-Awareness

Is the ability to accurately identify, recognize, and explain one's own emotions or thoughts. Self-awareness involves accurately assessing one's strengths and limitations, with a well-grounded sense of confidence and optimism.

SEL Prompt 1.1

Reggie has to wake up at 6am in the morning. He has to get his younger siblings dressed and fix them breakfast. Then, he has to walk them to school and then catch his bus to school. His teachers say he seems unmotivated and lazy.

Reggie feels overwhelmed having so many responsibilities. Why do you think he feels this way?

Why do you think Reggie has to take care of his siblings?

Do you think Reggie is lazy or unmotivated? Why or why not?



Self-Awareness

Is the ability to accurately identify, recognize, and explain one's own emotions or thoughts. Self-awareness involves accurately assessing one's strengths and limitations, with a well-grounded sense of confidence and optimism.

SEL Prompt 1.2

Gerod stayed up late working on a very difficult project. When he got to school the next day, he realized he left his project at home.

How is Gerod probably feeling?

Why do you think Gerod is feeling this way?

What should Gerod do to fix this problem?



Self-Awareness

Is the ability to accurately identify, recognize, and explain one's own emotions or thoughts. Self-awareness involves accurately assessing one's strengths and limitations, with a well-grounded sense of confidence and optimism.

SEL Prompt 1.3

Jay's mom did not pack him a lunch for school. During lunch, Jay did not have anything to eat. His friend offered him half of his sandwich.

Why do you think Jay's mom did not pack him a lunch?

How do you think Jay felt not having any food for lunch?

What would you have done in this situation if you were Jay?



Self-Awareness

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SEL Prompt 1.4

Linn is working on a math lesson. He doesn't understand one of the problems and is frustrated. He wants to take a break and go for a walk down the hall, but his teacher won't let him. His teacher said he has to finish his classwork before he can take a break.

How does Linn feel? Why?

What do you think it means to be frustrated?

What are some other ways Linn could manage his emotions?



Self-Awareness

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SEL Prompt 1.5

Ashton can not play basketball very well. Today, Shante made fun of Ashton during gym. The teacher told Shante to apologize to Ashton.

How do you think Ashton feels? What about Shante?

What does it mean to “apologize to someone”?

Why is it not okay to make fun of others?



Self-Awareness

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SEL Prompt 1.6

Sammy heard that Matt was saying some mean things about his girlfriend. Sammy is extremely upset. He is trying to calm down before he approaches Matt.

How do you think Sammy is probably feeling and why?

One strategy Sammy uses to calm down is to lift weights. What are some other ways Sammy can calm down?

What helps you to calm down when you are feeling upset? List 2-3 of these calming strategies.



Self-Awareness

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SEL Prompt 1.7

A group of students just found out they won a special trip to a theme park! They get to travel on a plane for the first time.

How do these kids feel?

Why is traveling to new places exciting?

Where would you like to travel? Why do you want to go there?



Self-Awareness

Is the ability to accurately identify, recognize, and explain one's own emotions or thoughts. Self-awareness involves accurately assessing one's strengths and limitations, with a well-grounded sense of confidence and optimism.

SEL Prompt 1.8

Marjorie is at the doctor's office. The doctor is giving her a vaccine (shot).

How does Marjorie feel about getting a shot?

Her dad is watching, how do you think he feels?

What type of feelings or emotions do you have when you have to do something scary?



Self-Awareness

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SEL Prompt 1.9

David got a phone call that his friend's dog is missing. His friend hasn't seen his dog in two days.

How do you think David is feeling? How do you think his friend probably feels?

What can David do to be helpful?

Have you ever lost a pet? How did you feel?

Self-Awareness

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SEL Prompt 1.10

Sean spilled grape juice all over his brand new white shirt. Several kids are pointing and laughing.

How do you think Sean is feeling after spilling juice on his new shirt?

What should Sean do about his shirt?

How would you respond to the kids pointing and laughing?



Self-Awareness

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SEL Prompt 1.11

Craig was at his school's homecoming dance. He bought a pair of brand new Jordan's. While he was dancing, someone stepped on his shoes.

How do you think Craig feels?

What should Craig do?

Do you believe Craig thinks it was an accident? Why or why not?



Self-Awareness

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SEL Prompt 1.12

Lexi is preparing to take an exam in chemistry class. She has studied a lot but is still nervous about the test.

What does it mean to be nervous?

Why do you think Lexi is nervous?

What can she do to feel more confident?



Self-Awareness

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SEL Prompt 1.13

Cali stayed up late watching her favorite Netflix show. Her mom told her it was time for bed. Cali said she wasn't ready for bed and wanted to stay up longer. Cali's mom told her to stop being stubborn.

How is Cali feeling?

What does it mean to be stubborn?

Why does Cali's mom want her to go to bed?



Self-Awareness

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SEL Prompt 1.14

Jason just failed a test. He didn't study hard for the test. Jason doesn't feel too sad or too happy. Jason told his friend he doesn't care and said "I don't have much hope for my future".

Why do you think Jason failed his test?

Why do you think Jason does not have much hope for his future?

Describe in your own words how Jason is probably feeling. How can Jason change his current mood?



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SEL Prompt 1.15

Drew's teacher recently told him he is falling behind because he is constantly late to class. This made Drew angry.

Why is Drew angry?

What can Drew do differently?

When Drew gets angry, how can he calm himself down?



Self-Awareness

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SEL Prompt 1.16

Kayvon stayed up late playing video games. He didn't get much sleep. When he doesn't get much sleep, he is often irritable the next morning.

What does it mean to be irritable?

List several ways you behave when you are irritable

What can Kayvon do to not be irritable?



Self-Awareness

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SEL Prompt 1.17

Amy is having lunch at school. One of the kids at her table just told a rumor about Amy's best friend, Sarah. Amy knows the story about Sarah isn't true.

How does Amy feel?

What is a rumor? What happens when people spread rumors?

What could Amy say to the person at her lunch table?



Self-Awareness

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SEL Prompt 1.18

Lana is trying to block out distractions and finish her classwork. Kelsie keeps annoying Lana and making noises. Lana is trying her best to ignore Kelsie.

How does Lana probably feel?

What does it mean to block out distractions? How do you block out distractions in school?

What could Lana say to Kelsie?

Self-Awareness

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SEL Prompt 1.19

Melanie just got braces. She is excited and has wanted braces for a long time.

How do you think Melanie feels?

Why is she excited? What are some specific ways she will probably show her excitement?

What is something nice you could say to Melanie about her braces?



Self-Awareness

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SEL Prompt 1.20

Marlie and Adrian are playing a game. Adrian is winning. Adrian starts to tease Marlie.

How does Marlie feel? Why does she feel this way? How does Adrian feel? Why does he feel this way?

Do you think Adrian knows how Marlie feels? Explain.

If Adrian notices that Marlie feels sad, what could Adrian say to Marlie?



Self-Awareness

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SEL Prompt 1.21

Adelyn just heard she won a dance competition at her school. Now she will go to the district-wide dance competition to represent her school.

How does Adelyn feel?

What might Adelyn be saying?

What do you think Adelyn's teacher and friends will say to her at school tomorrow?



Self-Awareness

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SEL Prompt 1.22

Shawntay and her sisters are moving to a new town. She will leave her old school in one week. Shawntay is feeling conflicted about the move.

What does conflicted mean? Why do you think Shawntay is feeling conflicted about the move?

Moving to a new place can be both exciting and scary. How is it exciting? How is it scary?

Have you ever had to move or start at a new school? How did you feel?



Self-Awareness

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SEL Prompt 1.23

Greg is the captain of the debate team. His teammate answered the final question correctly, giving their team the first-place award!

How do you think the team feels and why?

Do you think the team gets along well? Why or why not?

Why is it important to work together as a team?



Self-Awareness

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SEL Prompt 1.24

Kelsie and Shawntay just found out that their classmate was a victim of gun violence.

How do they feel?

Shawntay has her arm around Kelsie to comfort her. What does it mean to comfort someone?

What can the teacher do to help the class during this difficult time? What do you think the students need from an emotional standpoint?



Self-Awareness

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SEL Prompt 1.25

Austin studied very hard for his final exam. He passed with a 98% on the final.

How do you think Austin feels?

Can you describe what his facial expression may look like?

What does it mean to feel proud?



Self-Awareness

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SEL Prompt 1.26

Ike was watching his cousin play at the homecoming football game. His cousin scored a touchdown!

How do you think Ike felt watching his cousin score a touchdown?

Tell about a time when you felt proud?

Tell about a time when you felt proud and wanted someone else to do well?



Self-Awareness

Is the ability to accurately identify, recognize, and explain one's own emotions or thoughts. Self-awareness involves accurately assessing one's strengths and limitations, with a well-grounded sense of confidence and optimism.

SEL Prompt 1.27

Shayla is competing in a 5k marathon challenge. Her classmates are encouraging her to keep running.

How do you think Shayla feels?

What does it mean to encourage someone?

How are the kids showing Shayla encouragement?
What might the kids be saying?



Self-Awareness

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SEL Prompt 1.28

Demi is about to walk into her new school for the first time. She met with the counselor and just received her new schedule. Demi is having a hard time finding her class.

What emotion is Demi most likely feeling?

Why do you think she is feeling that emotion?

What are some ways you could help a new student at your school?



Self-Awareness

Is the ability to accurately identify, recognize, and explain one's own emotions or thoughts. Self-awareness involves accurately assessing one's strengths and limitations, with a well-grounded sense of confidence and optimism.

SEL Prompt 1.29

Sarah and Jessica both like the same boy. Jessica told Sarah that she was going to ask the boy to go on a date after school. But, Sarah asked the boy for his phone number at lunch.

How do you think Jessica feels?

What should each of the girls do in this scenario?

What could Sarah and Jessica say to each other to share their feelings?



Self-Awareness

Is the ability to accurately identify, recognize, and explain one's own emotions or thoughts. Self-awareness involves accurately assessing one's strengths and limitations, with a well-grounded sense of confidence and optimism.

SEL Prompt 1.30

Jessica posted something embarrassing about Sarah on social media. Other kids are now laughing at Sarah during class.

Describe what is probably going through Sarah's head..

Why do you think Sarah is feeling embarrassed?

What should Sarah do?

CORE COMPETENCY

#2

SOCIAL AWARENESS

Social awareness is defined as the ability to identify and recognize emotions in other people and to understand how those emotions can influence social situations.

(Domitrovich, Durlak, Goren, & Weissberg, 2013)

UNIT 2 SOCIAL AWARENESS

Students learn to develop and maintain healthy interactions and relationships with others, and practice empathy and perspective-taking.

FOCUS I

- Taking the Perspective of and Empathizing with Others
- Appreciating Diversity

FOCUS II

- Persevering in Addressing Challenges
- Recognize Community Resources

OBJECTIVES

Students will be able to...

- Put themselves in another's shoes, see the other person's point of view, and understand the other person's thoughts and feelings and why they might feel that way.
- Accurately interpret situations cues that indicate how others feel.
- Understand that individual and group differences complement each other and make the world more interesting. Accept that people have different attitudes and values.

OBJECTIVES

Students will be able to...

- Believe that others deserve to be treated with kindness and compassion.
- Be concerned about the impact they have on others.
- Value the feelings and opinions of others.
- Recognize that there are social expectations about acceptable behavior.
- Understand what these expectations regarding acceptable or ethical behavior are.

TEACHING STRATEGIES

- Routinely talk about how others feel in different situations.
- Provide students with opportunities to share in small groups how they feel in different situations.
- Build on the diversity in the classroom by having students share their different cultural perspectives on situations.
- Model acceptance of others who have different attitudes and values

TEACHING STRATEGIES

- Model respectful behavior.
- Develop and revise classroom rules and norms with students to work together to promote understanding and respect.
- Ask routine questions throughout the day to draw attention to how students' behavior is affecting those around them.
- Model and routinely promote a school norm of treating others the way you would want to be treated.

LESSON OVERVIEWS

This is a suggestion for how to implement each lesson. It is encouraged for you to search for new and creative ways to actively engage your students with the prompts.



30 Seconds

Read and reflect on Social-Awareness core competency. A teacher or student can read aloud.



30 Seconds

Read SEL prompt 1.1. Ensure students understand prompt. Reread as often as necessary. You may even have students role play prompts



2 Minutes

For students to independently reflect and answer prompts.



3 Minutes

For class discussion. This can be done as a restorative circle, whole group, small group, or as a think-pair-share activity.

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.1

Ashley's parents are going through a bad divorce. Her friends have been trying to relate with what she is going through. This is called empathy, which is the ability to understand the feelings of others.

In your own words, describe what the word empathy means.

Tell us about a time when you showed empathy towards someone

How can Ashley's friends show empathy towards her in this situation?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.2

Keisha talks one way when she is with her close friends and another way when she is in a formal setting or with her teachers. This is called code-switching.

How would you describe code-switching in your own words?

Why is it important to know how and when to code-switch in certain situations?

Give an example of a time when you had to code-switch.

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.3

Crissy and Brody dated for two years. Brody hurt Crissy's feelings and then broke up with her. Brody doesn't understand why her feelings are hurt. Crissy told him to "just put yourself in my shoes and you will get it".

Describe in your own words how Crissy probably feels.

What does she mean by "put yourself in my shoes"?

How can Brody better understand how Crissy is feeling?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.4

Angie sees some friends talking during lunch. Two girls are talking together and two boys are talking together.

Is this a good time for Angie to join either the boys or the girls? Tell how you know.

What could Angie do to join the group?

Why shouldn't Angie just wait for the group to ask her to join?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.5

Gina told Pam a personal secret. She asked Pam not to tell anyone. Somehow, Gina's friends heard about her secret. Gina is accusing Pam of telling the secret, but Pam says she didn't tell anyone.

Pretend you are Gina. Tell Pam what you think happened and how you feel about it.

Pretend you are Pam. Explain to Pam that you didn't tell anyone about her secret.

How could other people have found out about Gina's secret?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.6

Greg had a pizza party to celebrate his birthday. His friend, Tony got the last piece of pizza and accidentally dropped it on the floor.

How is Tony probably feeling about dropping the last piece of pizza?

Explain a time when you felt angry or embarrassed.

How did you handle the situation? How would you suggest Tony handle this situation?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.7

AJ saw a group of boys picking on a smaller student. AJ confronted the group of bullies.

Why is it important to stand up for others who may not be able to stick up for themselves?

How do you think the boy being bullied felt when AJ stood up for him?

Describe a time when you stood up for yourself, for someone else, or when someone stood up for you.

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.8

Jasmine will have a sweet sixteen party in a few weeks. She can only invite 30 of her friends.

How should she decide who to invite to the party?

How should Jasmine decide who not to invite?

Someone is upset they were not invited. What should Jasmine tell that person?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.9

Brandon just moved to his neighborhood and is looking to make new friends. He sees some kids close to his age walking towards his direction. They look friendly. Pretend you are Brandon.

What can you do to act friendly to these kids?

One of the boys, says “Where are you from?” What do you say?

What else would you say to keep the conversation going?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.10

Tonya is about to go to school this morning. Her friend's mom will pick her up at 6:45am to drive her to school. Pretend you are Tonya.

What should you do to make sure you are prepared and ready to go before your ride arrives?

What materials do you need to take with you to school?

If you are running late, what should you do?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.11

You are friends with Mike and Jeff. You all are eating at the local carryout. A very overweight woman comes into the carryout. She is so large, she has trouble walking. Mike and Jeff are staring and snickering. You are embarrassed to be with Mike and Jeff.

Explain why you are embarrassed to be with Mike and Jeff.

Jeff gets mad at you and says “It’s not that serious, bruh. We’re just messing around”. What do you say to them?

How do you think the lady feels to be stared and snickered at?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.12

Justin is listening to his teacher give directions for an assignment. Justin doesn't understand the directions.

How can you tell Justin doesn't understand?

What could Justin do to get help?

Describe a time when you did not understand something and what you did in that situation?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.13

Jessica is watching a group of people having a conversation. Shay interrupted and said “you won’t believe what I saw during 1st period”.

What did Shay do wrong?

How do you think the people having a conversation feel about what Shay did?

What should Shay say when she realized she’s been rude to the group?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.14

Diamond has a loud voice. She talks with the same loud voice whether she's inside or outside. When the teacher calls on Diamond in class, the students sitting near her cover their ears.

Why does Diamond need to speak more quietly?

Why is it important to use the right loudness for talking in different situations?

What are some times when it's okay to use a loud voice? When should you use a quiet voice?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.15

You were in a talent contest for the whole school. You tried your best, but you came in second in the contest. Linn won first place and is very happy.

What do you say to Linn?

Linn will go to a district-wide contest to represent her school. What can you tell Linn to encourage her?

What could you say or do to help Linn get ready for the big contest?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.16

Your class is on a field trip to the zoo. A zoo tour guide is telling you all about the animals and plants you will see inside the zoo.

You are really excited to learn about different animals at the park. How would you explain your excitement to the tour guide?

A student beside you keeps talking while the tour guide is talking. What do you say or do?

Your classmate slipped and fell into the lion's den. Describe how your classmate is probably feeling?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.17

Adam is really upset because his pet iguana died yesterday. Adam often played with his iguana and it slept on his bed every night. Pretend you are Adam's friend.

What can you say or do to make Adam feel better?

One friend told Adam to just get another pet. Why would it be difficult to just get another pet?

Imagine that you try to cheer Adam up, but he doesn't say anything. He doesn't even make eye contact with you. What could you say to find out if Adam wants you to keep talking to him?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.18

Your little brother is going on a field trip you went on two years ago. Your brother is nervous and wants advice from you.

What advice would you give your younger brother so he is not nervous about going on the trip?

His teacher asked him to find a helpful buddy for the field trip. Explain to your brother what finding a helpful buddy means.

How would you suggest your younger brother find a buddy who is helpful?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.19

You are working on a group project during class. Pretend you are helping a classmate in your group.

Why is it important to talk and work collaboratively with your partner?

What are some challenges you might experience working in a group?

How can you let your partner know that you liked working together?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.20

You are walking home from school and see a group of kids who you know from school at a basketball court.

You want to join in on the conversation the group is having. How would you join the conversation?

You have been standing near this group for several minutes and no one has looked at you.

What signals would tell you that you are not welcome to join this group now?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.21

Macy is going to spend the night at her friend's house. She will arrive before dinner and leave to go home tomorrow afternoon. Let's pretend you are Macy.

What should you do to be polite during dinner at your friend's house?

You have a food allergy to dairy products. What should you do if your friend's family serves ice cream for dessert?

You had a great time. What should you say to your friend before you go home?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.22

Chris has an orthodontist appointment during his last period class. Chris will need to be excused from his last period early so he can be on time for his appointment. Pretend you are Chris.

How can you let your teacher know you will need to leave early?

Your friend asks you why you have to leave class early. What do you tell your friend?

Chris plays football. He will miss football practice after school. What should Chris tell his football coach?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.23

Your english teacher is sick and is absent for the day. The class has a substitute who has never been to this school before.

The substitute pronounced your name incorrectly and some of the other students laughed. What do you say to the teacher?

The class is starting to get noisy and the sub doesn't know how to get the class to quiet down and listen. How could you help her?

The substitute has a very quiet voice. You sit in the back and you can't hear what she is telling the class. What do you do or say?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.24

Raphael is telling a friend about a great party he just went to. His friend keeps looking away and fidgeting.

Is his friend being a good listener? Explain your answer?

Why is it important to look at the person who is talking to you?

Why should you pay attention to someone who is talking to you?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.25

Wendy is telling her friends a funny story about her little sister.

How can you tell Wendy's friends are listening to her story?

How do you know what Wendy's friends think about her story?

Do you like to share fun stories with friends? Explain why.

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.26

Jon is going to interview the school principal and write an article about the principal in the school newspaper. Jon made a list of questions for the interview.

Is it appropriate to ask the principal her age or how much money she makes? Explain your answer.

Is it appropriate to ask the principal about her hobbies? Why or why not?

What questions would you ask your school principal in an interview?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.27

Eric is an outgoing kid with a lot of energy. Tay is quiet and does not like to be touched. Eric is sitting next to Tay at lunch. During lunch, Eric kept tapping Tay on the shoulder and calling his name. Tay asked Eric to leave him alone.

Why did Tay ask Eric to leave him alone?

Why is it wrong to invade someone's personal space?

What are some ways you would suggest Eric get Tay's attention?

Social Awareness

Is the ability to:

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- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.28

Jessica's class is at a music concert. Jessica sees her friend is not having a good time. She asks her friend to go with her to get some popcorn.

What should Jessica say to her friend to find out what's bothering her?

Her friend says she just broke up with her boyfriend. How should Jessica respond?

How can Jessica help her friend to have a good time at the concert?

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.29

Forest has to wear special shoes to correct a problem with his feet. Joe smiled at Forest and said sarcastically, “those are dope shoes”! Forest thought he really meant it and said “thank you”. Joe and his friends all laughed at Forest.

Did Joe really like Forest’s shoes? Why or why not?

How do you know?

Joe’s tone of voice didn’t match the words he said. How would he say “those are cool shoes” if he really meant it.

Social Awareness

Is the ability to:

- take the perspective of and empathize with others, including those from diverse backgrounds and cultures.
- Understand social and ethical norms for behavior.
- Recognize family, school, and community resources.

SEL Prompt 1.30

Jeff is playing a video game. Mike asks Jeff a question. Jeff keeps playing the video game and looking straight ahead.

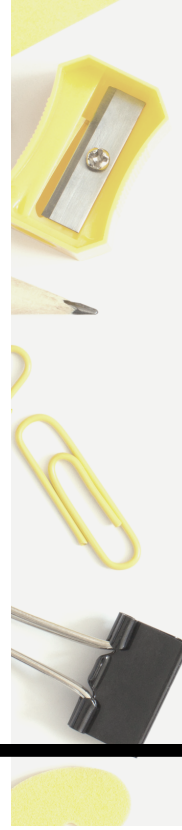
What is the problem with this conversation?

What should Jeff do?

Why is it rude to ignore someone?

CORE COMPETENCY

#3



SELF MANAGEMENT



Involves a person's ability to control and regulate his or her emotions, thoughts, and behaviors. Children who can manage themselves successfully seem able to achieve their academic goals as well.

(Domitrovich, Durlak, Goren, & Weissberg, 2013)

UNIT 3 SELF MANAGEMENT

Students practice regulating their thoughts, emotions, and behaviors, manage responding to stress, and how to motivate themselves to achieve goals.

FOCUS I

- Regulating One's Emotions, Cognitions, and Behaviors
- Setting and Achieving Personal and Educational Goals

FOCUS II

- Persevering in Addressing Challenges

OBJECTIVES

Students will be able to...

- Monitor and regulate emotions effectively.
- Use awareness of emotions as a guide to decision-making.
- Motivate oneself.
- Cope well with stress and anxiety.
- Exercise self-control and delay gratification.
- Express emotions appropriately.
- Establish and work toward the achievement of positive and realistic goals (both short- and longterm).

OBJECTIVES

Students will be able to...

- Anticipate possible barriers to the achievement of a goal and identify ways to overcome them.
- Persevere by expending additional effort, extending timeframes, identifying alternative paths to goal achievement, and/or seeking help from others.

TEACHING STRATEGIES

- Teach effective, age-appropriate self-management techniques (belly breathing, yoga, counting to ten, self-talk, relaxation exercises, mental rehearsal).
- Have students brainstorm age-appropriate ways to motivate themselves.
- Establish a separate space in the classroom for individual self-management (e.g., cozy corner, happy place, cool-down corner, reading corner).

TEACHING STRATEGIES

- Routinely work with the class to establish and complete class projects.
- Routinely notice and discuss with students when they are being perseverant.
- Help students think through and suggest alternatives when students encounter challenges.
- Create age-appropriate class projects requiring effort, and encourage completion

LESSON OVERVIEWS

This is a suggestion for how to implement each lesson. It is encouraged for you to search for new and creative ways to actively engage your students with the prompts.



30 Seconds

Read and reflect on Self-Management core competency. A teacher or student can read aloud.



30 Seconds

Read SEL prompt 1.1. Ensure students understand prompt. Reread as often as necessary. You may even have students role play prompts



2 Minutes

For students to independently reflect and answer prompts.



3 Minutes

For class discussion. This can be done as a restorative circle, whole group, small group, or as a think-pair-share activity.

Self-Management

Is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations. It involves effectively managing stress, controlling impulses, and motivating oneself. It's the ability to set and work toward personal and academic goals.

SEL Prompt 1.1

Jay is tapping his fingers on his desk during class. The teacher has asked Jay to stop, but he says he can't control his hand.

Why does the teacher want Jay to stop tapping his fingers?

What does Jay mean when he says "I can't control it"?

What could Jay do to try to break this habit?

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SEL Prompt 1.2

Aisha doesn't like when people mess with her friend who has a difficult time reading. During class, her friend had to read out loud and mixed up a few words. Another classmate began laughing. Aisha felt herself getting angry.

Why was Aisha angry?

What are some ways she can control her anger?

How do you control your emotions when you are angry?

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SEL Prompt 1.3

Johnny is excited about his party at 8pm. His father told him he has to wash the dishes, clean his room, and take out the trash before he can go to his party. His father told him don't wait until the last minute to complete his chores.

How can Johnny make sure he gets all his chores done before the party?

Why is it important for Johnny to complete his chores?

What are some possible consequences if Johnny does not do what his father says?

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SEL Prompt 1.4

Rebecca heard a group of girls talking about her best friend Sam. The group of girls were spreading rumors that Rebecca knew weren't true. Rebecca felt herself becoming upset.

Why is Rebecca becoming upset?

What would you do if you heard a group of people telling rumors about your friend?

What are some ways Rebecca may control her emotions?

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SEL Prompt 1.5

Tim's nose itches. When it itches, he puts his finger in his nose. His mom often says, "Tim, don't pick your nose".

What does "pick your nose" mean?

Why shouldn't Tim pick his nose?

What could Tim do instead of picking his nose when his nose itches?

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SEL Prompt 1.6

Melissa has a scab on her knee. She started picking at the scab while her teacher read a story to the class. When the story was over, Melissa saw blood on her fingers.

What was Melissa doing while her teacher read a story?

Why do you think Melissa was picking at her scab?

What could Melissa do to stop picking at her scab?

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SEL Prompt 1.7

Tim practiced for two months straight to compete in the school spelling bee. Although he practiced really hard, he was eliminated in the second round. Tim is really sad and feels down. Tim has been crying for 30 minutes.

Why do you think Tim is really sad?

What are some ways Tim can control how he is feeling?

Describe a time when you felt really sad and what you did to make yourself feel better.

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SEL Prompt 1.8

Ced likes to make people laugh. Sometimes Ced laughs too hard at his own jokes and even in situations that aren't funny.

How do you know when someone is laughing too hard?

Why do you think Ced laughs so hard at his own jokes?

Do you ever laugh too hard or at inappropriate times?
If so, explain why?

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SEL Prompt 1.9

When Dalonte is angry or frustrated at school, he yells at his classmates and even his teacher. Dalonte gets in trouble for yelling at school almost every day.

Why does Dalonte yell?

What do you think Dalonte's classmates and his teacher think about his yelling?

What could Dalonte do or say when he gets mad or frustrated?

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SEL Prompt 1.10

Mason told Mandy not to push a younger student off the climbing bars, but Mandy pushed the younger student anyway. Now the younger student has a broken arm. Mason tells Mandy "I told you not to do it".

How does Mandy feel? How can you tell?

Did Mandy break the boy's arm on purpose or was it an accident?

Mandy pushed the younger child off the bars. What else could she have done to make him get off the bars?

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SEL Prompt 1.11

Kev likes to make people laugh. After lunch today, Kev farted loudly. His classmate Tim did not think it was funny.

Why do you think Kev farted in front of other kids?

Why didn't Tim think it was funny?

What should you do if you're around people and you think you might pass gas.

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SEL Prompt 1.12

Jose was pushing Martin in the pool and splashing him. Martin asked Jose to stop, but Jose didn't stop. The lifeguard made the boys sit out of the pool for ten minutes.

How do you think Martin feels? Why?

Why did Jose keep pushing and splashing Martin after Martin asked him to stop?

Why did the lifeguard make the boys get out of the pool?

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SEL Prompt 1.13

Ashley wears glasses. Some kids tease her and call her "four-eyes". When they tease her, Ashley hits them and gets in trouble.

What is Ashley's problem?

What is a better way for Ashley to deal with teasing?

Ashley stopped wearing her glasses because she was getting teased. Why is that a bad idea?

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SEL Prompt 1.14

Linn gets to school on time each day, but she is often late to class. Sometimes she stops to visit her friends in the hallway or to socialize. Sometimes she gets distracted on the way to class. Linn's teacher is getting frustrated with her always being late.

Why should students get to class on time?

What are some ways Linn can make sure she makes it to class on time?

Describe a time when you had difficulty getting to class on time and what you did to fix it?

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SEL Prompt 1.15

Jeff and Mike can never agree about what to do after school. Jeff always wants to watch TV. Mike always wants to play outside. They argue about it every day.

Why do Jeff and Mike argue everyday?

How can they argue less?

How do you solve disagreements with your friends, family, etc?

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SEL Prompt 1.16

Howard's class is having a class party. The teacher brought brownies to share. As she passed the brownies, Howard reached over the student in front of him and grabbed ten brownies off the platter.

Did Howard do anything wrong? If so, what did he do wrong?

Why do you think Howard grabbed so many brownies?

What could Howard do the next time so this doesn't happen?

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SEL Prompt 1.17

Seth and Jasmine are supposed to be working on their computers. Instead, they are looking at Seth's new YouTube video.

What might the teacher say if she saw Seth and Jasmine on YouTube while they are supposed to be doing work?

Why do you think these students aren't doing what the teacher asked them to do?

Why is it important to follow your teachers' directions?

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SEL Prompt 1.18

Liz picks her eyebrows in class during independent reading. The students in Liz's class tease her about it. Liz doesn't realize she's picking her eyebrows.

What is Liz's problem?

Why do you think she is picking her eyebrows?

What could Liz do to stop picking her eyebrows? What could happen if Liz continues to pick her eyebrows?

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SEL Prompt 1.19

Tony likes Mary. Mary only likes Tony as a friend. Tony sent 20 text messages to Mary. Mary was annoyed with Tony.

Why do you think Tony texted Mary so many times?

Why wasn't it a good idea to text Mary so many times?

What could Tony have done after leaving Mary the first message?

Self-Management

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SEL Prompt 1.20

Devin is always making up stories about visiting exciting places and doing incredible things on social media. His friends are tired of it.

Why do you think Devin is making up stories and sharing them on social media?

How do you think Devin's friends feel when he tells his stories?

How are Devin's made-up stories hurting his friendships?

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SEL Prompt 1.21

Mason is very smart. He used to get good grades in school. Now, his teachers call Mason lazy and unmotivated. His grades are slipping and he is not turning in his work. He is in danger of failing.

Why do you think his grades are slipping?

How can Mason motivate himself?

Have you ever felt unmotivated? If so, why and how did you motivate yourself?

Self-Management

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SEL Prompt 1.22

Brian took his older brother's brand new name-brand shirt to wear. "He doesn't need it", he thought. Later that night, Brian heard his brother asking his dad where his new shirt was.

What did Brian do wrong?

Why did Brian take his brother's shirt?

Why shouldn't you take something that belongs to someone else without asking their permission?

Self-Management

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SEL Prompt 1.23

Dakota is the star quarterback on the football team. His teammates are inexperienced and not that good. His team played really hard but they still lost the first game.

How do you think Dakota feels about losing the game?

Dakota may be frustrated playing with inexperienced players, why?

Dakota has a hard time controlling his emotions while he is playing. How can Dakota control his emotions?

Self-Management

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SEL Prompt 1.24

Tasha is not allowed to be outside after dark. Tasha asked her mom if she could stay outside a little later tonight, but her mom told her no. Later that night, Tasha snuck outside to go meet some of her friends.

What did Tasha do wrong?

Why do you think Tasha's mom doesn't want Tasha to play outside after dark?

Why did Tasha disobey her mom? How do you think her mom will feel when she finds out Tasha snuck outside after dark to meet her friends?

Self-Management

Is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

SEL Prompt 1.25

It was very hot and Sasha was thirsty. There was a long line at the water fountain and Sasha didn't want to wait for a turn. She ran to the front of the line and got a drink ahead of the others.

What did Sasha do wrong?

Why did the students line up at the water fountain?

How do you think the other students in line felt when Sasha went to the front?

Self-Management

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SEL Prompt 1.26

Jamison drinks a coke every day at lunch. Jamison thinks it's funny to see how loudly he can burp after he finishes his soda. The other kids at his table don't like it when Jamison burps. They think it's rude.

Why do you think Jamison likes to burp loudly at lunch?

Do you think it's rude for Jamison to burp loudly each day at lunch? Explain why or why not.

What could Jamison do to stop annoying the kids at his table?

Self-Management

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SEL Prompt 1.27

Matty has trouble adding and subtracting. When he has to do addition or subtraction problems by himself for classwork, he gets frustrated. Sometimes Matty gets so mad, he throws his book across the room.

How does Matty feel when he has trouble doing math problems?

How do you think the teacher and students feel when Matty throws his book across the room?

What are some good things Matty could do when he is frustrated in class?

Self-Management

Is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations. It involves effectively managing stress, controlling impulses, and motivating oneself. It's the ability to set and work toward personal and academic goals.

SEL Prompt 1.28

Jackie is on a basketball team. Whenever she makes a mistake, she gets very angry. She throws the ball or yells. Whenever her team loses, Jackie walks off the court instead of shaking hands with the other team.

What is Jackie's problem?

How do you think Jackie's teammates feel when she acts this way?

What should Jackie do differently when she gets angry?

Self-Management

Is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations. It involves effectively managing stress, controlling impulses, and motivating oneself. It's the ability to set and work toward personal and academic goals.

SEL Prompt 1.29

A group of older students were picking on two younger students. The older students got in trouble and had to go to detention after seeing the principal.

What did these boys do that was wrong?

What do you think the principal said to the boys?

What should the boys say to the principal and to the two younger students?

Self-Management

Is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations. It involves effectively managing stress, controlling impulses, and motivating oneself. It's the ability to set and work toward personal and academic goals.

SEL Prompt 1.30

Algebra is hard for Cherry and she doesn't think her teacher explains things very well. The other kids in the class seem to understand okay, but Cherry doesn't.

What could Cherry say to her teacher?

What do you do when you don't understand what you are supposed to learn?

Tell about a time you had difficulty in class and had to ask for help.

CORE COMPETENCY

#4

RELATIONSHIP SKILLS

involves the ability to manage social relationships with peers or adults and to maintain those relationships well over time

(Domitrovich, Durlak, Goren, & Weissberg, 2013)



UNIT 4 RELATIONSHIP SKILLS

Students learn to communicate effectively, engage productively and collaborate successfully with others, how to offer and seek help, and how to practice negotiating conflict constructively.

FOCUS I

- Establishing and Maintaining Healthy and Rewarding Relationships
- Communicating Clearly
- Resisting Inappropriate Social Pressure

FOCUS II

- Negotiating Conflict Constructively
- Seeking and Offering Help When Needed

OBJECTIVES

Students will be able to...

- Initiate contact with others.
- Share ones' thoughts and feelings (appropriately).
- Express appreciation. Give and receive constructive feedback.
- Use verbal and nonverbal skills to express oneself and promote positive and effective exchanges with others.
- Make clear I-statements.
- Be assertive using multiple strategies

OBJECTIVES

Students will be able to...

- Follow a systematic approach to conflict resolution
- Effectively ask for and receive help from others.
- Offer help to others needing assistance.

TEACHING STRATEGIES

- Intentionally use collaborative work groups to reinforce the importance of working together to solve problems and achieve goals.
- Have students routinely evaluate how well they worked together in the group. Give students authentic praise when they show respect for boundaries
- Thank students whenever they listen well.

TEACHING STRATEGIES

- Model and reinforce effective communication and relationship building.
- Model and give students authentic praise for being assertive.
- Establish a conflict resolution process that is used school-wide any time there is a conflict.
- Give students authentic feedback for resolving conflicts peacefully. Give students support as needed when they are working out a conflict.

LESSON OVERVIEWS

This is a suggestion for how to implement each lesson. It is encouraged for you to search for new and creative ways to actively engage your students with the prompts.



30 Seconds

Read and reflect on Relationship Skills core competency. A teacher or student can read aloud.



30 Seconds

Read SEL prompt 1.1. Ensure students understand prompt. Reread as often as necessary. You may even have students role play prompts



2 Minutes

For students to independently reflect and answer prompts.



3 Minutes

For class discussion. This can be done as a restorative circle, whole group, small group, or as a think-pair-share activity.

Relationship Skills

Is the ability to establish & maintain healthy relationships with diverse individuals and groups. It's the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

SEL Prompt 1.1

Jasmine and Ashley are close friends. They have the same class and get to work in a group together. A third classmate, Jessica was assigned to their group. Jasmine and Ashley talk and laugh with each other, but they don't include Jessica.

How do you think Jessica feels?

What should Jasmine and Ashley have done when Jessica was assigned to their group?

How could Jasmine and Ashley include Jessica in their conversation?

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SEL Prompt 1.2

Kayla was threatened by a group of girls. The girls said they were going to fight her after school for talking to a boy that one of the girls in the group likes. Kayla said she doesn't even like the boy.

Why do you think the group of girls threatened Kayla?

What do you think Kayla should do?

How can she resolve this conflict with this group of girls?



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SEL Prompt 1.3

Alex has very few friends. He is shy and afraid to start conversations with others.

What are some ways Alex can make new friends?

What is one way he could start a conversation with someone who he doesn't know that well?

How do you make new friends?



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SEL Prompt 1.4

James has a lot of energy, is outgoing, and very talkative. He does not work well during group activities. Stacy, his classmate, asked the teacher if she could be placed in a different group.

Why did Stacy ask to be placed in a different group?

Why do you think the other students do not want to be in a group with James?

What could James do differently? How can he work better in the group?



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SEL Prompt 1.5

Alice is new to her school. She is different from the kids at her new school. Alice feels rejected by her peers

What does it mean to be rejected?

Why do you think Alice feels rejected?

What do you recommend Alice do to feel accepted at her new school?

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SEL Prompt 1.6

Tommy just joined the football team. His teammates seem to be avoiding him. They don't let him join in during team activities and are giving Tommy a hard time. His coach told Tommy that he just needs to be more assertive.

Do you think his teammates are avoiding him? If so, why?

What does it mean to be assertive?

How do you think Tommy can be more assertive?

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SEL Prompt 1.7

Ashley walked by a group of girls standing close to her locker. When she walked by she saw one of the girls in the group look at her. Ashley feels that the group of girls is talking about her. Ashley also feels picked on.

Why does Ashley feel picked on?

Why do you think Ashley feels the group of girls is talking about her?

If Ashley thinks the girl has a problem with her, what should Ashley do?



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SEL Prompt 1.8

Candace saw a girl from school post something on social media. Candace believes it was a sneak diss about the group of girls she hangs out with.

What does it mean to sneak diss someone?

If Candace believes the girl from school is sneak dissing her, what should she do?

Have you had a similar situation? If so, explain and share.

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SEL Prompt 1.9

Eric is a student who has poor social skills. He lacks the social skills needed to be friendly and sociable.

What are social skills?

Why are social skills important?

How can Eric improve his social skills to become friendly and sociable?



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SEL Prompt 1.10

Liz can be extremely disrespectful towards adults and authority figures.

What does it mean to be disrespectful?

Do you think respect is given or earned? Explain why?

How do you show respect? How do you earn someone else's respect?



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SEL Prompt 1.11

Adam is a prankster and likes to make fun of his classmates. He likes a girl named Marie. One day, Adam was trying to impress Marie, but he took things too far. Adam thought he would impress Marie by throwing a water balloon at his principal.

Do you think Adam went too far? Explain why or why not.

What do you think happened to Adam when he threw a water balloon at his principal?

Why is it not a good idea to try to impress people?



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SEL Prompt 1.12

Jasmine told her good friend Kelsie a secret. Jasmine trusted Kelsie not to tell anybody else. Jasmine's secret is about a boy she likes.

Should Kelsie tell anyone about Jasmine's secret?
Explain your answer.

How do you think Jasmine would feel if Kelsie told someone else their secret?

Have you ever been told a secret? Did you keep it? If so, how did you keep the secret without telling someone else? If not, why did you tell the secret?



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SEL Prompt 1.13

Candace was leaving out of the crowded cafeteria and accidentally dropped her book bag. Her book bag was open and her books and papers fell out all over the cafeteria.

What do you think is probably going through her head in this moment?

What would you do if you were Candace in this situation?

What would you do if this happened to someone else while you were there?

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SEL Prompt 1.14

Jon Jon is at a party at his friend's house. He finished eating some cake and then walked away from the table. He left his plate, cup, and a napkin at the table.

What did Jon Jon do wrong?

What should Jon Jon do with his trash?

What should you do at a party if you see that someone left a mess?

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SEL Prompt 1.15

Susie is sick and has missed two days of school. Her friend Mya will take Susie's school books and assignments to her home.

Why do you think Mya has agreed to take Susie's books and assignments to her?

Pretend you are Susie. How would you show gratitude to Mya for bringing her books to you?

What else could Mya do to help make Susie feel better?

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SEL Prompt 1.16

Draco and his two friends were excited about gym. Their teacher said it was free play, so they could pick any activity. Draco wanted to play dodgeball, but his two friends wanted to play basketball.

How can Draco communicate to his friends he doesn't want to play basketball over dodgeball?

How does Draco probably feel?

What are some solutions to this problem?



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SEL Prompt 1.17

Eric's teacher is known for misplacing work her students turn in. One day, Eric's teacher told him he is in danger of failing because he didn't turn in his last project. Eric knows for a fact he turned in this project. He suspects his teacher misplaced his project.

What should Eric do?

How can he respectfully resolve this issue with his teacher?

What should Eric do if his teacher says she didn't misplace it?

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SEL Prompt 1.18

Kim has been in a relationship for two years. Her significant other suspects Kim is not being faithful because she often texts other people, is not trustworthy, and admitted she gets bored being in a relationship for too long.

Do you think Kim needs to be in a relationship right now? Explain.

Why do you think Kim isn't being faithful? What does it mean to be faithful and why is it important?

If she is bored in the relationship, what should Kim do to make it more fun?

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SEL Prompt 1.19

Mary is concerned about the group of friends her brother is hanging out with. She told her brother that his group of friends are toxic.

What does toxic mean?

Why are toxic relationships hurtful?

Give an example of a toxic relationship.

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SEL Prompt 1.20

Lance is having a conversation with Tina. He is trying to explain to Tina the difference between a "ride or die" friend vs. a "fake" friend.

What does a ride or die friend mean to you?

What does a fake friend mean to you?

Give a real life example of a fake friend or a ride or die friend.



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SEL Prompt 1.21

Renee tripped and dropped a basket of oranges on the floor in the cafeteria. Karen, is helping Renee put the oranges back in the basket.

How does Renee probably feel about having someone help her?

How do you think Karen feels about helping?

How do you like it when someone helps you do something before you have asked for any help?



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SEL Prompt 1.22

JoJo and Marvin are working on a group project. The project is due in less than 6 hours. JoJo and Marvin are having a disagreement over an important part of the project. JoJo told Marvin that he needs to get a good grade so he can pass this class.

What do you think the disagreement is over?

How can JoJo and Marvin work together to resolve the disagreement and finish the project on time?

Have you ever had to work on a group project with a difficult partner? How did you work together to finish the task?

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SEL Prompt 1.23

Johnny has a substitute teacher in his class today. He keeps bugging his classmate. Each time he bothers him, he gets upset. His classmate then told Johnny if he keeps bothering him, then he is going to hit him in the face.

Why is Johnny bothering his classmate?

Hitting Johnny in the face isn't the best way to stop Johnny from bothering his classmate. What are some other ways Johnny's classmate can get Johnny to leave him alone?

What do you think of the way Johnny is acting?

Relationship Skills

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SEL Prompt 1.24

Max often likes to go to the library to read. Walter and some of his friends saw Max going to the library with several books in his hand. Walter said "Max, you're such a clown! Only nerds go to the library to read all the time. Stop being a loser bro!"

What did Walter do wrong?

How do you think Max feels?

Why do you think Walter and his friends made fun of Max for going to the library to read?



Relationship Skills

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SEL Prompt 1.25

Gary likes to play jokes on people. Today he tripped Erica inside the lunch room.

What does it mean to trip someone?

What could happen if you trip someone?

What would you do or say if someone tripped you?



Relationship Skills

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SEL Prompt 1.26

Derick just received bad news that his grandmother passed away last night. The next day at school his class heard what happened. His classmates made him a giant card and everyone signed it. His classmates were really there for him and had his back through this tough time.

What does it mean to have someone's back?

How do you think Derick is probably feeling?

Describe a time when you had someone's back.

Relationship Skills

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SEL Prompt 1.27

Tony broke his leg playing basketball. He needed surgery to repair his broken leg. At first he was really down. His teammates came to visit him in the hospital before his surgery. That really cheered him up.

Why does Tony feel really down?

What cheered Tony up and why?

Describe a time when you cheered someone up and how it made that person feel.



Relationship Skills

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SEL Prompt 1.28

Ms. Stanton teaches 5th grade. She cares deeply about all of her students. Her students love her. Today is Ms. Stanton's birthday. Her class surprised her with cupcakes and presents.

How do you know Ms. Stanton's students love her?

How do you think Ms. Stanton felt after being surprised?

What is the best surprise you ever received? How did it make you feel?



Relationship Skills

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SEL Prompt 1.29

Yazid is a barber and cuts hair. He cuts his classmates hair after school for \$10 to make extra money. His business is growing fast. His principal called Yazid into his office and told him he can not cut hair anymore after school because he doesn't have a barbering license.

How does Yazid feel after his principal told him he can no longer cut hair?

What do you think Yazid should do?

How can Yazid grow his business and customers?



Relationship Skills

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SEL Prompt 1.30

The entire student body was in the auditorium watching a special movie about education. Most of the students were engaged and enjoying the movie. Thomas keeps cracking jokes about the movie.

How do you think the students who are trying to watch the movie feel?

What would you say to Thomas?

Why should you be quiet while people watch a movie?

C O R E
C O M P E T E N C Y

#5



R E S P O N S I B L E

D E C I S I O N
M A K I N G S K I L L S



The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms

(Domitrovich, Durlak, Goren, & Weissberg, 2013)

UNIT 5

RESPONSIBLE DECISION MAKING

Students learn to identify and solve problems respectfully, and with others in mind, and practice evaluating and reflecting on the impact of their decisions.

FOCUS I

Making Constructive Choices

OBJECTIVES

Students will be able to...

- Recognize and understand their obligation to engage in ethical, safe, and legal behaviors.
- Identify and develop one's values to promote honesty, reliability, and accountability.
- Consider ethical standards, safety concerns, and social norms as they impact decision-making.
- Apply a shared norm of treating others as you would want to be treated to decision-making.
- Make effective decisions and choices following a systematic process.

TEACHING STRATEGIES

- Define responsibility and related terms (ethical, safe, values, honesty)
- Model good decision-making. Give students authentic feedback for making good decisions.
- Support students through the steps of making a decision in age-appropriate ways, anytime they face a choice or decision.

TEACHING STRATEGIES

- Develop and enforce class rules and shared norms, discussing them routinely.
- Model appropriate behaviors based on norms and rules
- Create, agree to, and help students understand logical consequences, discussing them frequently and whenever appropriate.

LESSON OVERVIEWS

This is a suggestion for how to implement each lesson. It is encouraged for you to search for new and creative ways to actively engage your students with the prompts.



30 Seconds

Read and reflect on Responsible Decision-Making Skills core competency. A teacher or student can read aloud.



30 Seconds

Read SEL prompt 1.1. Ensure students understand prompt. Reread as often as necessary. You may even have students role play prompts



2 Minutes

For students to independently reflect and answer prompts.



3 Minutes

For class discussion. This can be done as a restorative circle, whole group, small group, or as a think-pair-share activity.

Responsible Decision Making Skills

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

SEL Prompt 1.1

Langston has been studying all week for a final exam. He ran into his friend Nate who is in the same class as Langston. Nate told Langston he has the answers to the final exam and asked if he wanted a copy.

What should Langston tell Nate?

What could happen if Nate or Langston get caught for cheating on the final exam?

Would you rather get a B without having to cheat or get an A knowing that you cheated?

Responsible Decision Making Skills

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

SEL Prompt 1.2

Sam and the rest of his classmates are not allowed to use cellphones in school because it is against school policy. Sam does not like the school policy and sneaks his phone inside of the school anyway.

Do you think what Sam is doing is right or wrong?
Explain your answer.

Why do you think cellphones are against school policy?

If you disagree with a school policy, what should you do to change it?

Responsible Decision Making Skills

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

SEL Prompt 1.3

Linn just made the basketball team. His coach wants him to practice shooting 100 free throws a day. He was invited to hang out with a popular group of classmates. Linn has to decide if he is going to practice his free throws like his coach said or if he will go hang out with the popular kids?

What is the responsible thing for Linn to do?

What are some consequences if Linn skips basketball practice? What are some consequences if he doesn't go hang out with the popular kids?

What would you do if you were Linn in this situation?

Responsible Decision Making Skills

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

SEL Prompt 1.4

Crystal is running for homecoming queen. She is trying to get as many votes from her classmates as possible. Her friend told her how to rig the system to get more votes. Crystal is nervous.

What does it mean to “rig the system”?

Why do you think Crystal is nervous?

If you were Crystal, what would you tell her friend?

Responsible Decision Making Skills

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

SEL Prompt 1.5

Mo's mom asked him to clean his room before he left for football practice. When his mom saw his room was still dirty, she got upset. Now, Mo isn't allowed to go to practice for the rest of the month.

Why is his mom upset?

What should Mo do now to make things better?

Do you think his mom is being fair to tell Mo he can't practice the rest of the month? Explain your answer.

Responsible Decision Making Skills

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

SEL Prompt 1.6

Lew has a strict 8pm curfew. His dad told him he has to be home by 8pm before it gets dark. His neighborhood isn't safe and his dad often worries about Lew's safety.

Why do you think Lew's dad worries about his safety?

What could possibly happen to Lew?

What should Lew do if he wants to stay out past curfew?

Responsible Decision Making Skills

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

SEL Prompt 1.7

Lew's curfew is 8pm. It is 7:30pm and he is about 5 minutes away from his house. As he is walking home, he runs into a group of his boys. They tell Lew they are about to go to their hangout spot to chill. They tell Lew to roll with them.

What do the boys mean when they "roll with them"

If Lew goes with his boys to their hangout spot, he will miss curfew. What should he do?

What will happen if he misses curfew?

Responsible Decision Making Skills

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

SEL Prompt 1.8

Lew's curfew is 8pm. It is 7:30pm and he is about 5 minutes away from his house. As he is walking home, he runs into a group of his boys. They tell Lew they are about to go to their hangout spot to chill. They tell Lew to roll with them. Lew decides to roll with his boys.

Why did Lew decide to roll with his boys?

What could potentially go wrong?

What would you do in this situation?

Responsible Decision Making Skills

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

SEL Prompt 1.9

Lew and his boys decide to get some candy and snacks from the corner store. One of the boys decides to grab-and-dash when the store clerk isn't looking.

What do you think it means to grab-and-dash?

What could go wrong? What are some potential consequences if they get caught?

What do you think Lew should do in this situation?

Responsible Decision Making Skills

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

SEL Prompt 1.10

Sarah and Janey are good friends. A group of popular girls do not like Janey. The group of popular girls posted some negative things on social media about Janey. Sarah is headed to Janey's house and is checking social media on her phone. Right before she gets to Janey's house she sees the negative post about Janey.

How do you think Sarah feels seeing the negative posts about Janey?

Should Sarah tell Janey about the posts? Why or why not?

What would you do in this situation?

Responsible Decision Making Skills

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

SEL Prompt 1.11

A group of popular girls posted some negative things on social media about Janey. Her friend Sarah saw the posts first and decided to tell Janey about them.

Why did Sarah decide to tell Janey about the posts?

How do you think Janey is probably feeling?

What do you think is going to happen next?

Responsible Decision Making Skills

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

SEL Prompt 1.12

In Jeremy's class, everyone helps at center-time by having a specific job or chore. Jeremy is responsible for picking up trash and putting it in the dumpster.

Why is it important for everyone in the class to help?

What does it mean to be responsible for something?

What are some jobs or chores you are responsible for?

Responsible Decision Making Skills

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

SEL Prompt 1.13

Cam finished eating lunch in the cafeteria. He jumped up from the lunch table and ran to be the first in line. His teacher said “come back here and clear your table”.

What does “clear your table” mean?

Why doesn't Cam's teacher clear his place for him?

What are some other important table manners?

Responsible Decision Making Skills

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

SEL Prompt 1.14

Tim and his brother Howard play football. They have to buy equipment for their first day of practice. Tim and Howard do not have enough money to buy the equipment they need. Tim told Howard they are going to steal what they need. Tim took the equipment and quickly put it into his bookbag. As Tim and Howard started to walk out, the store clerk asked them to stop.

What do you think the store clerk said to Tim and Howard?

How do you think Tim and Howard felt when the clerk asked them to stop?

What should Tim and Howard do now? What do you think the clerk will do?

Responsible Decision Making Skills

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SEL Prompt 1.15

The school restroom is messy, and covered in graffiti and trash.

Why do you think the school restroom so messy?

Why should students keep the school restroom clean?

What can students do to keep the restroom clean?

Responsible Decision Making Skills

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

SEL Prompt 1.16

CJ invited Eric to go with his family to a theme park. On the way, they drove through a fast-food restaurant and ate food in the car. When Eric was finished, he threw his cup out the car window into the street. CJ's mom was not happy with Eric.

What did Eric do?

Why was CJ's mom upset with Eric?

Why is littering bad for the environment?

Responsible Decision Making Skills

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

SEL Prompt 1.17

Kevin's mom works for the radio station. Kevin's friend Derick wants to be a DJ for the radio station. Kevin's mom hooks Derick up with an interview to be an intern for the summer. All he has to do is show up at 6:30am for his interview and he will be guaranteed the internship. Derick overslept and was late for the interview and missed out on the opportunity.

What happened?

Why is it important to be responsible and to be on time to appointments?

What could Derick have done differently?

Responsible Decision Making Skills

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

SEL Prompt 1.18

Keisha has been working as a receptionist for a law firm to raise money for prom. Keisha is responsible for taking phone calls and messages for her boss. One day, Keisha received a very important message from a very rich client who wanted to invest in her boss's business. Keisha forgot to give her boss the very important message. The next day, her boss was very angry at Keisha and fired her.

What was Keisha's primary responsibility?

Why was it important for Keisha to get the message to her boss?

Do you think Keisha deserved to be fired? Why or why not?

Responsible Decision Making Skills

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

SEL Prompt 1.19

Keisha has been working as a receptionist for a law firm to raise money for prom. Keisha is responsible for taking phone calls and messages for her boss. One day, Keisha received a very important message from a very rich client who wanted to invest in her boss's business. Keisha forgot to give her boss the very important message. The next day, her boss was very angry at Keisha and fired her.

How do you think Keisha probably felt?

Why was Keisha's boss so upset with her?

Since Keisha was fired, she is in danger of not going to prom. What should Keisha do to make things right?

Responsible Decision Making Skills

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

SEL Prompt 1.20

Mark is helping to prepare for his high school homecoming party. He is responsible for getting a DJ for the party. This is a big responsibility.

Why do you think this is a big responsibility?

What steps should Mark take to secure a DJ?

What will happen if Mark is not successful?

Responsible Decision Making Skills

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SEL Prompt 1.21

Toni received an overdue notice from the school library. It was for a book she had checked out over a month ago. Toni was regretful about the overdue book.

What does it mean to be regretful?

Why do you think Toni felt regretful?

What should Toni do now?

Responsible Decision Making Skills

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

SEL Prompt 1.22

Marvin let Brian borrow his video game console. He also let him borrow three video games. When it was time for Brian to return the video game console to Marvin, Brian could only find two of the video games.

How do you think Marvin is going to respond when he finds out Brian lost one of his video games?

What can Brian do to make things right?

Why is it important to take care of other people's belongings?

Responsible Decision Making Skills

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

SEL Prompt 1.23

Deidra loves to chew gum. She makes popping, smacking, and cracking sounds with her gum. Chewing gum is against the rules inside of her classroom. When her teacher tells her to spit the gum out, Deidra sticks it under her desk.

Why isn't Deidra supposed to be chewing gum during class?

What is the responsible thing for Deidra to do with her gum when she takes it out of her mouth?

Why is it a problem for Deidra to put her gum on furniture?

Responsible Decision Making Skills

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SEL Prompt 1.24

Kim is always late. Her friends often tease her for being late to everything. She often misses her ride to school and she has to walk. She always takes a long time to get ready and can't seem to get anywhere on time.

How do you think her friends feel about Kim always being late?

Why does Kim being late bother other people?

What could Kim do to be on time?

Responsible Decision Making Skills

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

SEL Prompt 1.25

Evan's class is going on a field trip in the morning. He forgot to get his permission slip signed. The teacher says Evan can't go on the trip if he doesn't have permission.

What could Evan do?

How could Evan avoid this problem in the future?

Why is it important for students to get permission to go on a field trip?

Responsible Decision Making Skills

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

SEL Prompt 1.26

Emma's class had lunch outside on the playground. When it was time to go, her teacher told her to pick up the trash around where she was sitting. Emma said "that's not my trash. It was here when I got here, why do I have to pick it up"? Her teacher said "because you should always leave a place better than when you found it".

Why doesn't Emma want to pick the trash up?

What does Emma's teacher mean by saying "you should always leave a place better than when you found it"?

What would you do in this situation?

Responsible Decision Making Skills

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SEL Prompt 1.27

Braxton and Mike both play on the same high school football team. Braxton sneaks liquor from his dad's cabinet. He handed a drink to his teammate Mike and told him to drink it. Mike told him no, he doesn't drink and that they have a big football game in the morning. Braxton made fun of Mike and said he's too uptight.

Did Max do the right thing? Explain your answer.

What did Braxton mean when he said Mike is too uptight?

Have you ever had a friend try to peer pressure you? What did you do?

Responsible Decision Making Skills

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SEL Prompt 1.28

Linn found a diamond earring inside the school office. She picked it up and put it in her pocket. She thought to herself, “this could be worth a lot of money”.

Do you think Linn wants to keep the earring? How can you tell?

What should Linn do?

Why is it a good idea to turn in something you find?

Responsible Decision Making Skills

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

SEL Prompt 1.29

Martha is getting ready for a very important final exam. It is worth 60% of her final grade. She is headed to class to get the study guide, which will cover the material on the final exam. On her way to class, her friends stop her and tell her they are skipping class to go see a movie.

What will happen if Martha skips class?

What is the responsible thing for Martha to do?

Pretend Martha asked you for advice on how to handle this situation. What would you tell Martha to do?

Responsible Decision Making Skills

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

SEL Prompt 1.30

Derick and Tommy both got caught trying to break into the teachers lounge. The principal gave them an opportunity to make things right. He told the boys they have to “take responsibility for their actions”.

Why would Derick and Tommy try to break into the teachers lounge?

What steps can they take to make things right?

What do you think the principal meant when he told the boys to “take responsibility for their actions”?
