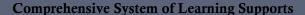


Grades 3-5



# **Teachers Supporting Families Supporting** Social Emotional Development

The growing acceptance of Social Emotional Learning as a key support to student success has been responded to by state and local administrators in the implementation of SEL standards within the school system. However, the absence of networked organizations from which families receive SEL support has further complicated their access to tools and

materials for home based instruction and modeling of these formative skills.

This issue of Capture the Core shares specific ways teachers can support families in their capacity around Self-Awareness, Self-Management, Social Awareness and Relationship building, and Responsible Decision-Making.

Note that this not an exhaustive list of resources, however, these are a few activities for families to practice building developmentally appropriate skills.

### Tips and Activities were retrieved from:



www.parenttoolkit.com

#### Resource to Share **SEL Standards 3-5**

Social Emotional Learning Standards (SEL)  Goal 1: Develop self-awareness and self-management skills to achieve school and life sociess.		
Describe and demonstrate ways to express emotions in a socially acceptable manner.		
Recognize personal qualities and external supports.	Describe personal skills and interests that one wants to develop	ľ
	Explain how family members, peers, school personnel, and community members can support school access and responsible behavior.	
C. Demonstrate skills related to achieving personal and scademic goals.	Describe the steps in setting and working toward goal achteveners.	
	Monitor progress on achieving a short-term personal goal.	
٥	oal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.	Г
A: Recognize the feelings and perspectives of others.	Identify verbal, physical, and situational cues that indicate how others may feel.	B
	Describe the expressed feelings and perspectives of others.	
8: Recognise individual and group similarities and differences.	Identify differences among and contributions of various social and cultural groups.	
	Demonstrate how to work effectively with those who are different from oneself.	
C: Use communication and social dells to interact effectively with others. D: Demonstrate an ability to prevent, manage, and resolve	Describe approaches for making and keeping friends.	
	Analyse ways to work effectively in groups.	
	Describe causes and consequences of conflicts.	1
interpersonal conflicts in condination ways.	Apply condructive approaches in resolving conflicts.	
	emonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.	
A: Consider ethical, safety, and societal factors in making decisions.	Demonstrate the ability to respect the rights of self and others.	
	Demonstrate knowledge of how social norms affect decision making and behavior.	
8: Apply decision-making shifts to deal responsibly with daily academic and social shadions.	identify and apply the steps of systematic decision making.	ľ
	Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	3
C. Contribute to the well- being of one's school and constrainty.	identify and perform roles that contribute to the achool community.	t
	identify and perform roke that contribute to one's local community.	

Check us out on the web:

**Illinois Classrooms in Action** Climate & Culture



Climate & Culture **Action Network** 

2017-2018

Educator Community of Practice

**Details and Registration** 

http://bit.ly/ CCAN CofP 17 18



## Self-Awareness

Self-Management

**Social Awareness** 

Relationship Building

Responsible Decision-Making

- When family members share reasons behind their own emotions, they model awareness.
- Use characters in books to discuss emotions.
- Assign yourself a time out when needed.
- Ask your child(ren) to help the family through small and 'partnering' chores.
- Identify and discuss what your family values are. What do they look like and/or sound like?
- Take time to talk about how a story could be told through a different characters life.
- Model active listening with your child(ren) and then explain what behaviors helped you truly hear and understand what they were sharing.
- Offer discussions regarding 'Put-ups' ways to share confidence and positive viewpoints regarding themselves and others.
- Teach your child about saving money. Earn, save, spend, and give with intention.
- Celebrate your child's good choices even after instruction ('I noticed you put all your toys away.')

### Parents' Guide to Social Emotional Checklist (sample items)

Model good behavior. Follow through on your promises.

Have meaningful conversations with your child.

Take a moment to reflect and breathe when vou are stressed or overwhelmed.