Grades 6-8

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Climate & Culture Action Network

2017-2018

Educator Community of Practice

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Comprehensive System of Learning Supports

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 Standard	<u>s 6-8</u>				
	notional Learning Standards (SEL)					
	 Develop ten-awarenest and ten-management solts to achieve school and life success. 	1 1600				
4	Analysis flactors that create stress or motivate successful performance.	 Identify and Managa One's emotions and behavior 				
4	appearing a language advoition of one arrests againsm of enighteric ylogol.					
.81	Analoge how servicest suddling influence choices and successes.	lanares scirgoost				
48	Analyze how making use of school and community suspends and coport-writings	lamates and external				
CE II	can contribute to school and life success.	supports. Demonstrate skills				
=	Set a short-term goal and make a plan for achieving it.	privation of becales				
31	Analyse why one achieved or did not achieve a gool.	personal and academic goals.				
	al 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.	6a				
81	c) establish and maintain positive relationships. Predit others' fedings and gengestives in a variety of situations.	Recognize the facility				
10		and perspectives of				
a	Analyse how one's behavior may affect others.	219/00				
28.	Explain how individual, social, and cultural differences may increase volverability to bullying and identify ways to address 8.	Reception individual				
18.	Analyze the effects of taking action to oppose building based on	and group similarities				
68 21	Jaconseffilit guing bris labbilites					
21	Analyse ways to establish positive relationships with others.					
n a	the yearts of					
20. 41	Evaluate strategies for preventing and resolving interpersonal problems.	others. D. Demonstrate an ability to provert, manager.				
45 et	I resolve personal cardiat cardiate was a secondat resultation skills cardiabate to work within 8 group.					
	nonstrate decision-making skills and responsible behaviors					
4	Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	Consider ethics, safety,				
AL	Analysis press of a state of a st	and societal factors in making decisions.				
ct.						
AL 41	Analyse how decision-making skills improve study habits and academic performance.	Apply decision-making Balls to deal responsibly with-dealy academic and social shualions.				
88. 25	Evaluate strategies for residing pressures to ongage in unarile or unothical activities.					
IC. 29	Evaluate one's participation in efforts to address an identified school need.	Eccentitute to the well- being of one's school and committee				
X	Evaluate one's participation in efforts to address an identified need in one's local community.					

Self-Awareness		٠	the	careful to not label your child's feelings for em. Asking what emotions are attached to servable behaviors helps them self identify.		
Self-Management		 Try and frame decisions through 'choices' - each with it's own pre-explained consequence. Being part of the family means offering help with the family needs. Assign small chores weekly. 				
ocial Awareness		• •	for	oviding transportation is a great time to allow [•] continued conversations. urture empathy in their social interactions.		
Relationship Building			 Consistently ask your child(ren) how they would deal with different opportunities (positive and negative peer pressure). Share your views on responsible online behavior as it relates to social media. 			
Responsible Decision-Making		 Discuss safe and smart choices with your youth, especially regarding issues around health and wellness. Begin allowing your middle-schooler to participate and share regarding family issues. 				
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 you are stressed or overwhelmed.		

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