

GOAL 1: Develop self-awareness and self-management skills to achieve school and life success.

STANDARD A: Identify and Manage one's emotions and behaviors.

Grades K-3	<ul style="list-style-type: none"> Recognize and accurately label emotions and how they are linked to behavior. Demonstrate control of impulsive behavior.
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- Identify emotions using photographs (happy, sad, angry, proud, afraid, surprised, etc...).
- Discuss emotions that story characters are feeling within the texts being read.
- Share feelings through speaking, writing, and drawings.
- Make posters, draw pictures, or participate in a role playing activity depicting emotions.

Grades 4-5	<ul style="list-style-type: none"> Describe a range of emotions and the situations that cause them. Describe and demonstrate ways to express emotions in a socially acceptable manner.
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- Create a class list of positive strategies for handling conflict in the classroom.
- Introduce and model different strategies for handling upsetting situations.
- Create journals/collages describing emotions based on student experiences.
- Students can share "Class Compliment" cards to express positive feelings to classmates.

Grades 6-8	<ul style="list-style-type: none"> Analyze factors that create stress or motivate successful performance. Apply strategies to manage stress and to motivate successful performance.
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- Discuss factors that cause both positive and negative stress.
- Brainstorm strategies to reduce stress (talking to a friend or trusted adult, physical exercise).
- Create a list of stress management skills that work best for the students in the class.
- Role-play how to apologize and how to accept an apology.

Grades 9-10	<ul style="list-style-type: none"> Analyze how thoughts and emotions affect decision making and responsible behavior. Generate ways to develop more positive attitudes.
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- Practice time management skills with group projects, long term goals and events.
- Make predictions on how someone feels when apologizing to someone else.
- Develop a class list of stress management techniques to handle anxiety related to school tasks (public speaking, taking a test, etc.).
- Role-play how to give/receive help or a compliment from a peer.

Grades 11-12	<ul style="list-style-type: none"> Evaluate how expressing one's emotions in different situations affects others. Evaluate how expressing more positive attitudes influences others.
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- Create a project highlighting the communities assets and how it can affect the student's choices.
- Guide students on how to use upset feelings to ask for help rather than express anger.



Sketchbook Express
iPad and Android



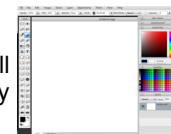
Brushes 3 iPad

APP—Students can use an artistic program to express emotions and feelings through drawing, painting and photography. These apps will allow freestyle drawing, painting and photography editing. Brushes 3 is an easier to use application. Both are free to use and allow the creations to be exported as files to be printed or emailed.



www.sumopaint.com

WEBSITE—Free online paint tool that will allow students to create drawing or modify photos. Allows for export as well.



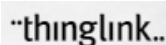
APP—Touch & Learn iOS—Emotions Touch and Learn is a powerful new gaming platform that allows you to introduce new concepts in a fun and exciting new way. This app focused on helping kids read body language and understand emotions by looking at gorgeous pictures and figuring out which person is expressing a given emotion.



Popplet- iPad and web-based
www.popplet.com



WEBSITE—Use a brainstorming technology tool either within a small group setting or whole class activity to analyze emotional and behavior choices or responses they can encounter. This will help them to identify behaviors in themselves and see them in others. This will help to develop a better communication within the classroom as they generate ways to handle stress and create a positive attitude between peers.



www.thinglink.com



WEBSITE—Thinglink is a web tool that allows students to create an interactive image that can be placed on a school/teacher webpage or emailed. The student chooses or uploads any image and then places "Icons" (here there are dots and hearts throughout the emoji's.) The student can then place additional information within the icon, a link to another website, a video or another image. When the viewer moves the cursor over the icon a popup window will display the additional content that the creator added to the creation. Students can create a visual list of skills needed to reduce stress or how to ask for help in school....etc.

The image has no size limit. A teacher account is free and can have up to 100 students. Content searches are filtered when students are enrolled under the teachers account and teachers can enroll students so they do not need to have an email address.

GOAL 1: Develop self-awareness and self-management skills to achieve school and life success.

STANDARD B- Recognize personal qualities and external supports.

Grades K-3	<ul style="list-style-type: none"> Identify one's likes and dislikes, needs and wants, strengths and challenges. Identify family, peer, school, and community strengths.
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- Identify during a tour where the adults are located in the school in case of emergency.
- Encourage each student to share a special skill or talent they have in a class meeting.
- Create pictures of the favorite things students like to do with their friends, like ride bikes.

Grades 4-5	<ul style="list-style-type: none"> Describe personal skills and interests that one wants to develop. Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.
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- Allow students to choose a skill that they would like to learn or improve.
- Brainstorm ways the class can get their families involved in school activities or support the school.
- Develop ways students can support each other within the classroom (peer tutors, student advisors, student buddies, student guides...etc.).

Grades 6-8	<ul style="list-style-type: none"> Analyze how personal qualities influence choices and successes. Analyze how making use of school and community supports and opportunities can contribute to school and life success.
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- Allow students to share what they feel are strengths and weaknesses and how that influences their choices and decisions.
- Reflect on the benefits of the extra-curricular activities (friendship, leadership, learning a new skill, teamwork).

Grades 9-10	<ul style="list-style-type: none"> Set priorities in building on strengths and identifying areas for improvement. Analyze how positive adult role models and support systems contribute to school and life success.
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- Create student journals of personal strengths.
- Create a student project (poster, comic strip, story) to depict a situation when help was needed and where/how it was sought out.
- Analyze where students can go to help resist negative influences.

Grades 11-12	<ul style="list-style-type: none"> Implement a plan to build on a strength, meet a need, or address a challenge. Evaluate how developing interests and filling useful roles support school and life success.
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- Guide students to identify skills and credentials required to enter a particular profession and begin to prepare accordingly.
- Journal how examples of the professional work or community service of an adult in the student's life has contributed to an important life goal.
- Coordinate activities to tutor younger students.



Built-in iOS video camera

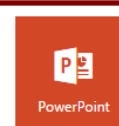


ScreenChomp iPad App for Video editing

APPS—Students can record a “welcome” video tour of the school highlighting where all the key people are located throughout the building...the nurses office, principal...etc. This video could include interviews with the adults sharing important information about the supports available to each student and where to go for help. Students can work in groups to develop different areas to be recorded and edit each piece and then the class can come together to combine the entire work as a whole school tour.



Google Slide Presentation



PowerPoint Online Presentation

WEBSITE—Have students find photos of activities they would like to learn about or improve on and create a presentation displaying what it is and what it takes to be involved or accomplished in that activity. Both Google Slides and PowerPoint online apps are free to use and have tutorials to learn the programs.



careeronestop

your source for career exploration, training & jobs

Sponsored by the U.S. Department of Labor. A proud partner of the American Job Center network.

<http://www.careeronestop.org/>

WEBSITE—As students reflect on their strengths and skills the CareerOneStop has many tools that will allow them to look at how those factors can be connected to careers and colleges. Selecting resources for Students and Career Advisors takes you to a page that offers two exploration links: Identify Your Interests and Explore Careers. On both of these pages students can use their list of strengths and skills to identify careers that would match with what most interest them.

Take this a “tech step” further and have them create a presentation or Infographic about one of the careers that match their strengths/ skills. (Infographics discussed later.) Goal 2 Standard D



<http://www.makebeliefscomix.com/>

WEBSITE—Create comic strip scenarios to help students share situations where help was needed and how to get that help. This allows students to discuss difficult conversations with humor and still make a point. A great way for older students to connect with a younger grade level.

Doodle www.doodle.com

WEBSITE—Create a team of students to mentor or tutor other students. They can schedule tutoring through a “Doodle poll”. Students that need a mentoring or tutoring session can access the poll and pick a time that is available and come to a designated room for a session.

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STANDARD C- Demonstrate skills related to achieving personal and academic goals.

Grades K-3	<ul style="list-style-type: none"> Describe why school is important in helping students achieve personal goals. Identify goals for academic success and classroom behavior.
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- As a class, discuss what it means to be successful at school...what does it look like?
- Guide students to set an academic goal for the semester or maybe just the week.
- Assist students in dividing the goal into manageable steps...especially long term goals.

Grades 4-5	<ul style="list-style-type: none"> Describe the steps in setting and working toward goal achievement. Monitor progress on achieving a short-term personal goal.
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- Discuss how obstacles have been overcome to achieve goals (in literature, social science, and personal experience).
- Use reflective conversations to discuss how the group/individual might have done something differently to achieve a goal.

Grades 6-8	<ul style="list-style-type: none"> Set a short-term goal and make a plan for achieving it. Analyze why one achieved or did not achieve a goal.
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- Have students set goals they expect to achieve in a month or two in academic performance.
- Create a class reflective rubric to use once the goal has either been achieved or not to look at what went well and what could be improved.

Grades 9-10	<ul style="list-style-type: none"> Identify strategies to make use of resources and overcome obstacles to achieve goals. Apply strategies to overcome obstacles to goal achievement.
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- Guide students to create actions steps and time frames toward achieving a goal.
- Analyze why scheduling conflicts might require changes to the time frame to achieving the goal.

Grades 11-12	<ul style="list-style-type: none"> Set a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.
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- Predict possible barriers to achieving the goal and help design contingency plans for overcoming them.
- Have groups discuss the steps needed to achieve the goal of getting a summer job and create a plan.

Google Keep

<https://keep.google.com/>

OneNote

<https://www.onenote.com/hrd>

WEBSITES AND APPS—Both Google Keep and One Note online app are note taking apps that allow students to generate ToDo lists. Both tools can be accessed from any device....computer, any phone, any tablet, any laptop....and are both free. Students can create ToDo lists as individuals or as a group. Each student can access the “groups” list and check off their task as it is completed so that the group will know what is done and what still needs to be completed. Start modeling as a class ToDo list.

RUBICSTAR <http://rubistar.4teachers.org/index.php>

WEBSITE—Rubrics are a great way to help students reflect on how things went when working towards a goal. What obstacles were faced and how they were overcome or did they prevent the goal from being reached. Rubistar is a free online platform that helps teachers and students build rubrics. There are samples to help guide in the development of the rubrics, but it also allows for complete control of the rubric. Rubrics can also be built using Excel spreadsheets in the free online app.



Google

Calendar



WEBSITE—Middle and high school student's lives can get pretty hectic and packed with things that need to get done. Luckily the addition of technology can keep it all clear and organizedright? Setting goals can get integrated into a Google calendar they may already be using to keep their schedules organized. Setting up the goals for a project or event within the calendar and then adding in reminders at critical points along the process can assist the student monitor if they are on track to achieve the goals they have set, especially long term goals. If students are working in a collaborative group, they can setup a separate email and calendar for that group, set the goals and reminders for points within the process to check in to see the teams progress.

Trello

<https://trello.com/>

WEBSITE—Online collaborative board where teams can share a “board” style space to post ToDo lists, links for resources, upload documents, and share ideas. ToDo lists can show who is assigned which task and when it is due. The task can be moved to another “card” when it is completed. Visually it is easy to use and can be accessed for any device. This is a great tool for teams to design a project and keep track of who is working on which part and where they are in their goals. Great for teams that are in different classes or locations.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

STANDARD A- Recognize the feelings and perspectives of others.

Grades K-3	<ul style="list-style-type: none"> Recognize that others may experience situations differently from oneself. Use listening skills to identify the feelings and perspectives of others.
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- Guide students to identify perspectives by verbal, physical and situational cues within the stories being read in class.
- Explain why story characters feel the way they do in context.
- Ask students to paraphrase what someone has said to ensure they identify the correct perspective of that person.

Grades 4-5	<ul style="list-style-type: none"> Identify verbal, physical, and situational cues that indicate how others may feel. Describe the expressed feelings and perspectives of others.
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- Role play responses to a range of emotions.
- Reflect on how literary characters felt throughout a story.
- Discuss the various points of view expressed on an historical, political or social issue.

Grades 6-8	<ul style="list-style-type: none"> Predict others' feelings and perspectives in a variety of situations. Analyze how one's behavior may affect others.
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- Guide students to create open-ended questions to encourage others to express themselves.
- Use scenarios to paraphrase the conflicting perspectives in a conflict.

Grades 9-10	<ul style="list-style-type: none"> Analyze similarities and differences between one's own and others' perspectives. Use conversation skills to understand others' feelings and perspectives.
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- Discuss how the class can support others who are experiencing problems.
- Brainstorm different types of encouragement.
- Create an environment of mentorship between students.
- Compare ways to share and reciprocate feelings among students in classroom.

Grades 11-12	<ul style="list-style-type: none"> Demonstrate how to express understanding of those who hold different opinions. Demonstrate ways to express empathy for others.
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- Practice responding to ideas rather than the person stating them.
- Analyze the factors that have influenced the students perspective on an issue...why do they think the way they do?

Blabberize

<http://blabberize.com/>

WEBSITE—Students can take any photo, either uploaded or found with a search, and record audio. The website then edits the photo's mouth to "move" while repeating the recorded audio. Students can record dialog from a story for a specific character using tone and emphasis to add feelings, save the recording. Fellow classmates can listen/watch the saved files and identify the perspectives and feelings of the characters...with the added comedy of the animations.



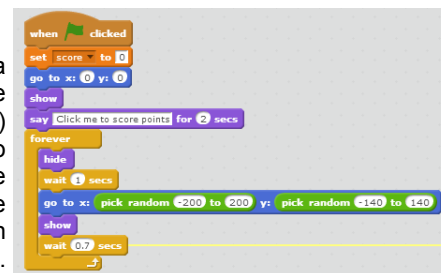
APP—Sock Puppets iOS—Basic Free (can save recordings to photo album)

APP—Sock Puppets lets you create your own lip-synched videos and share them on Facebook and YouTube. Add Puppets, props, scenery, and backgrounds and start creating. Hit the record button and the puppets automatically lip-synch to your voice. Students can create a dialog between puppets to role play conversations or paraphrase what characters have said in the story. Maybe how to or how not to handle social situations with friends.



SCRATCH

<https://scratch.mit.edu/>



WEBSITE—Scratch is a coding application online (Scratch JR is on the iPad) that will allow students to create an interactive game for others to play where they are faced with decisions in the game. There are already many socially based game built by students 3rd through high school on the Scratch website. Many of these games are addressing issues of bullying, cyberbullying, cheating, dating, socializing, social media...etc. Critiquing some of the games already built would make for a good lesson as well.

If you have never taught or used coding in class before, access the "HOUR OF CODE" at <https://code.org/learn> to learn more about coding. (there are also other programs to learn to code with on this website as well...)

codecademy

<https://www.codecademy.com/schools/curriculum>

WEBSITE—Coding on a much higher level to include Java, JavaScript, HTTP, CSS, SQL, PHP, Python, Ruby and Git. (Don't be afraid....many teacher resources to guide you to mastery!) Students will gain skills to build interactive website components that can support the "decision making" piece of this standard with their peers.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

STANDARD B- Recognize individual and group similarities and differences.

Grades K-3	<ul style="list-style-type: none"> •Describe the ways that people are similar and different. •Describe positive qualities in others.
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- Use group activities to model the needs of others (taking turns, listening to others, supporting ideas).
- Use literature to analyze various responses to human diversity (learning from, being tolerant of, aware of stereotyping).
- Compare and contrast family differences within the classroom.

Grades 4-5	<ul style="list-style-type: none"> •Identify differences among and contributions of various social and cultural groups. •Demonstrate how to work effectively with those who are different from oneself.
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- Design a project that shows how the class or school is enriched by different cultures.
- Analyze the unique contributions of individuals and groups as featured in biographies, legends, and folklore.

Grades 6-8	<ul style="list-style-type: none"> •Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. •Analyze the effects of taking action to oppose bullying based on individual and group differences.
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- Create a list of ways to advocate for others in class and in school.
- Investigate the traditions of others.
- Analyze why students who are different may be teased or bullied.
- Role-play strategies for preventing or to stop bullying.

Grades 9-10	<ul style="list-style-type: none"> •Analyze the origins and negative effects of stereotyping and prejudice. •Demonstrate respect for individuals from different social and cultural groups.
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- Analyze how various social and cultural groups are portrayed in the media.
- Discuss the effectiveness of strategies for preventing or stopping bullying...what can be improved?
- Discuss what is a positive friend?

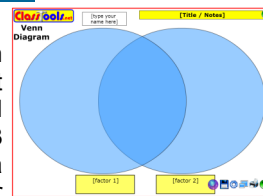
Grades 11-12	<ul style="list-style-type: none"> •Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. •Evaluate how advocacy for the rights of others contributes to the common good.
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- Allow students to analyze their perceptions of cultural variations based on their experiences.
- Analyze how the media creates and reinforces societal expectations of various social and cultural groups.
- Practice opposing intolerance and stereotyping (mock trials with students are being accused of non-conformist behaviors).



<http://www.classools.net/>

WEBSITE—A simple online Venn diagram can help students compare and contrast themselves, behaviors, choices and cultures. This online tool offers a 2 and 3 part Venn. The creation can be saved as a webpage. The print option is only for premium members, but you can take a screen shot of the Venn and print it from another program.



<http://bit.ly/1onLDGB>

WEBSITE—Random Group Generator is a way to create groups for collaborative activities for everyday activities in the classroom. This supports students working with all students...students they are friends with and students they struggle to get along with. The best way to learn social emotional skills are to use social emotional skills in every situation, even the conflicts.



<http://bit.ly/1SRafo0>

TEDxTeen.com - Trisha Prabhu - "ReThink Before You Type"

There are many TED xTeen talks on Bullying and educators are encouraged to explore for more, but the link above is a particular young lady who saw a need and created a solution. In addition to that she is from our own Naperville, IL. This video would be an excellent introduction to a unit for students to create Public Service Announcements with the tool below.



<https://animoto.com/education/classroom>

Video production- See next page for more information.....



<http://www.quandarygame.org/>

In *Quandary*, players must make difficult decisions in which there are no clear right or wrong answers but important consequences – to themselves, to others in the colony and to the planet. In their interactions with other settlers in the colony, players must consider facts, opinions and solutions, just like in real life.

Though the game's setting is a futuristic colony, the genuinely tough situations that players encounter are translatable to the ones they are likely to face day-to-day. The skills players develop while playing *Quandary* – such as critical thinking, perspective-taking and decision-making – will help them recognize ethical issues and deal with ethical situations in their own lives.

Quandary provides a framework for how to approach ethical decision-making without telling players what to think.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

STANDARD C- Use communication and social skills to interact effectively with others.

Grades K-3	<ul style="list-style-type: none"> •Identify ways to work and play well with others. •Demonstrate appropriate social and classroom behavior.
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- Create class “compliments”.
- Hold a class meeting and ask the students to define what it means to be a good friend.
- Role play how to give compliments and appropriate responses to compliments.

Grades 4-5	<ul style="list-style-type: none"> •Describe approaches for making and keeping friends. •Analyze ways to work effectively in groups.
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- Develop norms and strategies for working in collaborative groups.
- Role play how to approach and start a conversation with a new student.
- Hold a class meeting to create strategies to resist negative peer pressure...how students can help each other or ask for help.

Grades 6-8	<ul style="list-style-type: none"> •Analyze ways to establish positive relationships with others. •Demonstrate cooperation and teamwork to promote group effectiveness.
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- Turn criticism into constructive feedback within a collaborative group activity.
- Role-play ways to report bullying, ways to support classmates, etc.
- Discuss and develop ways to stop the spread of gossip within the class and school.

Grades 9-10	<ul style="list-style-type: none"> •Evaluate the effects of requesting support from and providing support to others. •Evaluate one’s contribution in groups as a member and leader.
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- Role-play responding non-defensively to criticism or accusation.
- Analyze how various relationships differ (peers, parents, teachers, other adults).
- Develop the criteria as group for evaluating the success in completing the steps and the goal.

Grades 11-12	<ul style="list-style-type: none"> •Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families. •Plan, implement, and evaluate participation in a group project.
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- Model strategies for collaborating with peers and adults.
- Reflect after working groups-how well the group works together, follows the lead of others, supports each person in the group, provide structure, and supports ideas.



<http://bit.ly/20Zg5o5>



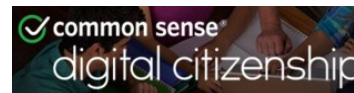
iOS &
Android

WEBSITE and APP—Read-Wrtie-Think has created a “Trading Card” resource that is available online and as an app on both iOS and Android. The website is listed above. Students can use this resource to create a card of either a fictional “friend” or themselves....including why they are friends, what they have done well....complements....etc....a friendship biography.



<https://animoto.com/education/classroom>

WEBSITE—Educators receive a free class account that allows 50 student accounts. Students can create videos to role play how to give complements or receive complements using photos. Animoto has stock photos, music or you can upload from google drive, computer, or any file source. There are apps so the production can be done all from an iPad as well. Completed movies can be emailed or exported for sharing with parents from the teachers control account.



<https://www.common sensemedia.org/educators/digital-citizenship>

Social media has become the communication standard for students over the age of 11 today. Having the connection to social media and having the ability to understand everything that can happen when using it is something that everyone needs to be educated on when they begin. CommonSense Media is the resource that brings together students, teachers and parents in their Digital Citizenship Curriculum. Every grade level has a scope and sequence of lessons and assessments, both digital and paper that teaches about social media and internet safety.



Twitter—instant chats between users that join the group



Facebook— Private Group for posting notices, photos, news streams



Remind—Instant text messaging service Private group includes file sharing

All three of the above social media platforms can be securely setup as a private group monitored by a staff member/parent coordinator for a school club or organization. This can be used for peer mentors, tutoring programs or even a school wide anti-bullying system. Remind even allows for all responses to be checked prior to releasing to all members so no “texts” go out to everyone without being vetted by staff or selected students. Sending positive messages, spirited messages or just reminders of choices in a comfortable way, peer to peer will have a much more meaningful impact on teamwork and communication.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.

Standard D- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

Grades K-3	<ul style="list-style-type: none"> Identify problems and conflicts commonly experienced by peers. Identify approaches to resolving conflicts constructively.
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- Hold class or group discussions about situations at school that were disagreements. How was it handled? What could have been done differently?
- Teach self-calming techniques for anger management.
- Encourage the class to create rules or guidelines to stop rumors or bullying behaviors that may be happening in the classroom.

Grades 4-5	<ul style="list-style-type: none"> Describe causes and consequences of conflicts. Apply constructive approaches in resolving conflicts.
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- Discuss with students how to identify assertive, passive and aggressive conflict resolution behaviors.
- Role-play refusal skills for unsafe behaviors (drugs, gangs...etc.).
- Journal and share conflicts students have experienced and how they dealt with them (reflectively, what would they do different?).

Grades 6-8	<ul style="list-style-type: none"> Evaluate strategies for preventing and resolving interpersonal problems. Define unhealthy peer pressure and evaluate strategies for resisting it.
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- Create a classroom procedure to allow students to address grievances to avoid conflicts.
- Brainstorm destructive behaviors influenced by peers (drugs, gangs, gossip, sexual behaviors).
- Develop peer mediation skills.

Grades 9-10	<ul style="list-style-type: none"> Analyze how listening and talking accurately help in resolving conflicts. Analyze how conflict-resolution skills contribute to work within a group.
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- Discuss conflict resolution skills to defuse, de-escalate, and/or resolve differences.
- Practice problem-solving simulations.

Grades 11-12	<ul style="list-style-type: none"> Evaluate the effects of using negotiation skills to reach win-win solutions. Evaluate current conflict-resolution skills and plan how to improve them.
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- Create a list of the causes of conflict in various situations (with a friend, dating, a neighbor, political opponent, another country).
- Discuss strategies for dealing with sexual harassment and an abusive relationship.
- Evaluate appropriateness of strategies to resolve conflicts (self-management, debates, mediation, decision making by a leader, war).



www.gonoodle.com

WEBSITE—GoNoodle is a website that gets students up and moving to characters on the screen dancing/moving with a purpose. The “calming” category has 26 activities that address compassion, being a good friend, frustration, patience...etc. This website appeals to K-8th grade students...although I have seen high school get moving too. It is a great way to take a break in a tense situation or when everyone just needs a brain break to be able to refocus in order to resolve conflicts.



<https://edublogs.org/>

Student blogs allow students to post journal topics and comment on other students' work. This allows for peer-to-peer support and reflective comments. Using Edublogs allow educators to have account control over the blogs and see comments prior to posting and monitor who see the blogs. Blog writing can also be connected to common core writing standards.

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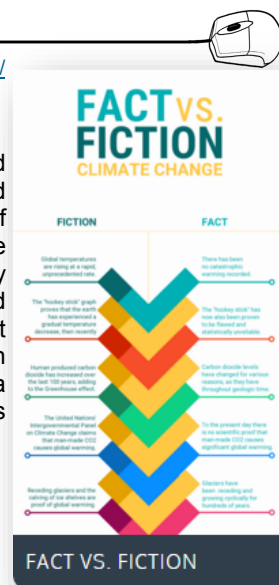
- Create a list of the causes of conflict in various situations (with a friend, dating, a neighbor, political opponent, another country).
- Discuss strategies for dealing with sexual harassment and an abusive relationship.
- Evaluate appropriateness of strategies to resolve conflicts (self-management, debates, mediation, decision making by a leader, war).



<https://venngage.com/>

WEBSITE—Drag and drop platform to build Infographics. This tool can easily be used to create posters to show causes of conflicts and ways to resolve those conflicts. The website allows for many creative avenues with built in graphics and the ability to upload student created content as well. Statistical data can be used in some of the templates to show data gathered in surveys done by the students or gathered in research.

**When signing up a “payment” field shows up. This can be skipped to keep just the “free” account. Look to the bottom of the field for the “Skip this step” button”



<https://education.weebly.com/?session-expired=1&redirect=userHome.php#login>

WEBSITE—Weebly edu website builder is a free platform. MAKE SURE YOU SIGN UP UNDER THE EDU PLATFORM. Educators can create an account and then create student website accounts. Students or groups of students can build websites connecting others to resources for dealing with conflict resolution, mediation resources and even manage a blog to help others with issues of conflict or stress. The builder site is completely “drag and drop” and has an abundance of tutorials available. Many resources are also available on YouTube. Students can be assigned a page individually or be editors of the entire website.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard A- Consider ethical, safety, and societal factors in making decisions.

Grades K-3	<ul style="list-style-type: none"> • Explain why unprovoked acts that hurt others are wrong. • Identify social norms and safety considerations that guide behavior.
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- Create drawing, collages or presentations of ways to help others in the school or community.
- Ask students to identify adults in the school or community that help them (police, fireman).
- Incorporate group activities, games or center activities to allow for sharing and taking turns.

Grades 4-5	<ul style="list-style-type: none"> • Demonstrate the ability to respect the rights of self and others. • Demonstrate knowledge of how social norms affect decision making and behavior.
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- Include "Digital Citizenship" or internet safety in classroom discussions and lesson plans.
- Discuss the reasons we have laws and why it is important to obey them.
- Analyze what it means to be responsible with regards to family, friends, school and community.

Grades 6-8	<ul style="list-style-type: none"> • Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. • Analyze the reasons for school and societal rules.
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- Students can journal about how their actions or choices have affected others.
- Analyze how media advertising influences choices.
- Create groups to judge the seriousness of scenarios of unethical behaviors (cheating, lying, stealing, plagiarism, etc.) and compare outcomes or decisions.

Grades 9-10	<ul style="list-style-type: none"> • Demonstrate personal responsibility in making ethical decisions. • Evaluate how social norms and the expectations of authority influence personal decisions and actions.
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- Discuss how laws reflect social norms and affect our personal decision-making.
- Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups.
- Discuss how social norms influence behavior in settings (hospital, restaurant, sporting events).

Grades 11-12	<ul style="list-style-type: none"> • Apply ethical reasoning to evaluate societal practices. • Examine how the norms of different societies and cultures influence their members' decisions and behaviors.
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- Convene a student jury to review a current event/ scenario on a social topic or behavior.
- Form groups of students to outline a service project within the community to show how it might make a positive impact on society.
- Discuss ethical issues in social policy.



<https://www.commonsensemedia.org/educators/digital-citizenship>

Internet use and cyber-surfing is a weekly and sometimes daily event for students today. What does that mean for children, the internet and having the ability to understand everything that can happen when using it is something that everyone needs to be educated on when they begin. CommonSense Media is the resource that brings together students, teachers and parents in their Digital Citizenship Curriculum. Every grade level has a scope and sequence of lessons and assessments, both digital and paper that teaches about social media and internet safety.

Interactive online and mobile app platform game

Digital Passport Grades 3-5

<https://www.commonsensemedia.org/educators/digital-passport>



Teach critical skills related to digital safety, respect, and community. Teachers receive robust reporting of individuals and groups' gameplay. Each of the five games include videos, three levels of gameplay, collaborative offline activities, teacher wraparound materials, and aligned Digital Citizenship lessons.



NEWSELA

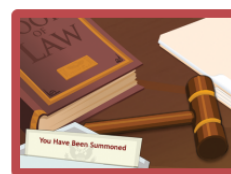
www.newsela.com

WEBSITE—Newsela offers a way students can look at current events to discuss social behaviors in the world today. Maybe the acts of politicians during an election year, or how fans act during a world series run, or protestors in another country wanting free speech (something we have in America). Newsela allows educators to print or assign online the articles at the students reading level based on Lexile levels to allow for differentiation therefore allow all students to equally participate in the group discussions.

iCIVICS

www.icivics.org

WEBSITE—iCivics is a free tool funded and sponsored by the US Government and Supreme Court Judge Sandra Day O'Conner. Along with many government concepts this website has games for middle/high school students targeting Jury and Supreme court decisions. Educators can create accounts that allow student logins and monitoring of completion, lesson plans to accompany the games/activities. Most games are 15-30 minutes, some are an hour....all can be played as a whole class activity with the class divided into groups.



WE THE JURY

Play Time: 15-30 min

Have fun deciding a tough case while learning about what jurors discuss in the deliberation room.



SUPREME DECISION

Play Time: 15-30 min

Ever wondered how the Supreme Court really works? In Supreme Decision, you help cast the deciding...

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard B- Apply decision-making skills to deal responsibly with daily academic and social situations.

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|------------|--|
| Grades K-3 | <ul style="list-style-type: none"> Identify a range of decisions that students make at school. Make positive choices when interacting with classmates. |
|------------|--|

- Create class “self-talk” posters to help students develop this strategy to calm down.
- Brainstorm alternative solutions to a situation that happened in the classroom at a previous time (a reflective discussion).
- Discuss why the characters in stories have the friends they have. Why did they choose those friends?

- | | |
|------------|--|
| Grades 4-5 | <ul style="list-style-type: none"> Identify and apply the steps of systematic decision making. Generate alternative solutions and evaluate their consequences for a range of academic and social situations. |
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- Use collaborative group activities to make decisions on projects or activities.
- Present small groups with the same problem scenarios and have them develop alternative solutions.
- Reflect on the different solutions that each group developed.

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|------------|---|
| Grades 6-8 | <ul style="list-style-type: none"> Analyze how decision-making skills improve study habits and academic performance. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities. |
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- Create and model the use of a homework organizer or agenda.
- Practice problem solving by answering advice column letters from other teenagers.
- Analyze how the influence of peers have helped students reach their goals.

- | | |
|-------------|---|
| Grades 9-10 | <ul style="list-style-type: none"> Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions. Apply decision-making skills to establish responsible social and work relationships. |
|-------------|---|

- Discuss and identify resources that help students succeed academically and socially.
- Review how ethical conduct might improve valued relationships.
- Demonstrate and analyze how peers can help one another avoid and cope with potentially dangerous situations.

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|--------------|--|
| Grades 11-12 | <ul style="list-style-type: none"> Analyze how present decision making affects college and career choices. Evaluate how responsible decision making affects interpersonal and group relationships. |
|--------------|--|

- Discuss how the student’s interests, personality traits, and aptitudes affect career choices.
- Guide students to reflect on past relationships with friends and how that might impact decisions on future relationship choices.
- Discuss class schedule choices with students and how it connects to their career choices.



www.mind42.com

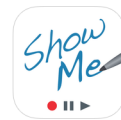


MindMap

offered by mindmapmaker.org

Google Chrome App

WEBSITE—Using a mind mapping tool to brainstorm ideas isn’t new, but Mind42 adds a new dimension. This tool allows for the inclusion of photos, links and lists to the standard “bubbles”. Creating a “Story” map of characters with branches of their friends, then a list next to them as to why they picked them as a friend would be easy to build in this platform. Creating a “flowchart” of strategies to calm down or how to handle a stressful situation including photos could be developed and printed from here as well.



Show me App (iOS only)

APP—Show Me is an interactive white board app with a recording feature that records what the users are saying while they are writing on the whiteboard. Students can use this app to make a video that can explain how to handle situations. Students can write the word “Bullying” on the board while talking about what to do if you get bullied, or see bullying. Then “swipe” to a new board and write down “Cheating” while talking about what to do if you see cheating or peer pressure to cheat....etc.



myHomework



Download on the
App Store

GET IT ON
Google play

Download on the
Mac App Store

Download from
Windows Store

available in the
chrome web store

amazon
Available on
kindle fire

WEBSITE/APP—Student planner that keeps track of homework assignments, class schedules, due dates and much more. Can be integrated with the Teacher app so that educators can send updated test dates, syllabus information and announcements. Basic account is free, if you would like more premium options such as document uploads cost is \$4.99/year. Available on all platforms and you can access your account on all devices.



<https://edublogs.org/>

WEBSITE—Student blogs allow students to post journal topics and comment on other students work. This allows for peer-to-peer support and reflective comments by students. Using Edublogs educators have account control over the blogs and can see comments prior to posting and can monitor who sees the blogs.

Students can set up blog pages to address specific topics and answer “student questions” in a forum style blog. Hosting such a form based website platform give students a platform to ask questions in a semi-anonymous way and being answered by peers.

Weebly websites can have this style of forum setup as well and students posted must “sign in” with an email address. Educators or “monitors” can have rights to see the post before allowing it and others online can respond

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

Standard C- Contribute to the well-being of one's school and community.

Grades K-3	<ul style="list-style-type: none"> •Identify and perform roles that contribute to one's classroom. •Identify and perform roles that contribute to one's family.
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- Allow students to volunteer for classroom tasks (clean up, passing out papers, etc.).
- Write a classroom letter to a newspaper editor on a community issue that the class feels needs to be addressed (homelessness, park cleanup...etc.).

Grades 4-5	<ul style="list-style-type: none"> •Identify and perform roles that contribute to the school community. •Identify and perform roles that contribute to one's local community.
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- Create a classroom "Bill of Rights" and discuss rights and responsibilities of all students.
- Hold an election for classroom offices.
- Gather information about a need in the community.
- Develop a plan to help with the need (What resources would be needed? Who could help? Where to start?).

Grades 6-8	<ul style="list-style-type: none"> •Evaluate one's participation in efforts to address an identified school need. •Evaluate one's participation in efforts to address an identified need in one's local community.
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- Help students to create a service project within the school.
- Create presentations on the role of community service workers in the community.
- Define the responsibilities of citizenship within the community (obeying laws, serving on juries, being informed about issues, being involved).
- Report on community issues being currently addressed.

Grades 9-10	<ul style="list-style-type: none"> •Plan, implement, and evaluate one's participation in activities and organizations that improve school climate. •Plan, implement, and evaluate one's participation in a group effort to contribute to one's local community.
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- Identify and support a possible service project to do within the school.
- Create a "mock" debate or election modeling current issues or candidates to reflect current interest groups or organizations.

Grades 11-12	<ul style="list-style-type: none"> •Work cooperatively with others to plan, implement, and evaluate a project to meet an identified school need. •Work cooperatively with others to plan, implement, and evaluate a project that addresses an identified need in the broader community.
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- Design a student created survey to identify school needs and prioritize the results.
- Work collaboratively with the community to raise awareness of the need within the school.
- Communicate the results.

WatchKnowLearn.org

Free educational videos. Organized.

Community Helper video

<http://www.watchknowlearn.org/Video.aspx?VideoID=20711>

WEBSITE—High quality slide show showing different community helpers. Off-screen narrator describes the job of each community helper and where the helper works. Good diversity in gender roles. Narration includes things for students to remember like brushing teeth, recycling, etc. associated with each helper.

When creating classroom roles try a new group— Tech Leaders. Have students apply for the job by writing why they are technology leaders. Work with this group of 2 or 3 students before introducing a new website or technology tool. When the lesson is introduced to the whole class they will be ready to assist the class with the new technology allowing more "experts" in the room to assist and a smooth activity to happen.

Corporation for
**NATIONAL &
COMMUNITY
SERVICE** 

<http://www.serve.gov/?q=site-page/toolkits>

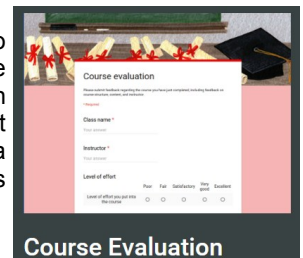
Students that want to look into a community or school service project, but are unsure where to start or how? Here is a nice resource to start the planning process. There are several toolkits available and many ideas...even a "blank" toolkit if no other category fits their needs. Resources on how to go about finding the needs in your area, uncovering if something is already being done to address the same issue, and what steps to take to get started.

Google Forms



Creating a Google Form as a survey tool to gather information can help determine the needs within the community or school is a good use of this technology tool. This can be done as a collaborative group activity. Analyzing the data to determine the need to be addressed will increase the students ability to work cooperatively with others. Using the tool again during and after the project to evaluate the team's process and overall reflective participation can be a good feedback tool also.

The tool transfers the information into a spreadsheet format enabling the data to create graphs, if setup for such data collection. This would make it simple to communicate the results in a visual format when the project was complete.

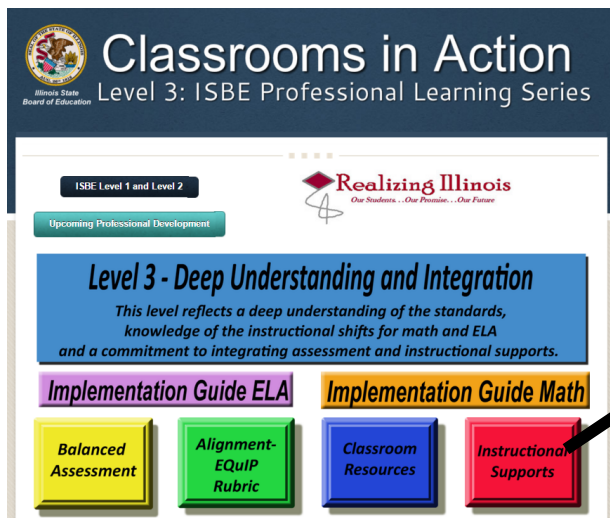


Course Evaluation

Collaboration Resources online to support Illinois Social-Emotional Learning Standards

www.ilclassroomsinaction.org

<http://www.ilclassroomsinaction.org/classroom-collaboration.html>



Classrooms in Action
Level 3: ISBE Professional Learning Series

ISBE Level 1 and Level 2
Upcoming Professional Development

Level 3 - Deep Understanding and Integration
This level reflects a deep understanding of the standards, knowledge of the instructional shifts for math and ELA and a commitment to integrating assessment and instructional supports.

Implementation Guide ELA **Implementation Guide Math**

Balanced Assessment Alignment-EQuIP Rubric Classroom Resources Instructional Supports



Promoting a collaborative learning environment in all classrooms can support Illinois students in developing the Social Emotional Learning Standards that are integrated as a part of the Illinois Learning Standards as well as support educators make connections within the Danielson Framework.

Connections to the Illinois Social and Emotional Learning Standards

- Goal 1: Develop self-awareness and self-management skills to achieve school and the success.
 - A: Identify and manage one's emotions and behavior
- Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.
 - A: Recognize the feelings and perspectives of others
 - C: Use communication and cooperation to interact reflectively with others

Connections to the Illinois Learning Standards

- ELA
 - Speaking and Listening skills
- MATH
 - Discourse Conventions
 - Math Practice 3
- SCIENCE (NGSS)
 - Ask Questions
 - Construct an Argument

Connections to the Danielson Framework

- Domain 2: Classroom Environment
 - 2a- Creating an environment of respect and rapport
 - 2c- Managing classroom procedures
- Domain 3: Instruction
 - 3c- Using questioning and discussion techniques
 - 3e- Engaging students in learning
 - 3e- Demonstrating flexibility in learning

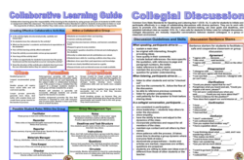
All items can be downloaded.....

The complete printed and packaged kit can be purchased on cost recovery basis (tax or tax exempt status available) online by selecting the shopping cart icon.



Each item within the kit can be downloaded and printed by selecting the icon of the file name you wish to download

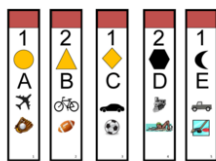
...or purchased in the online store.



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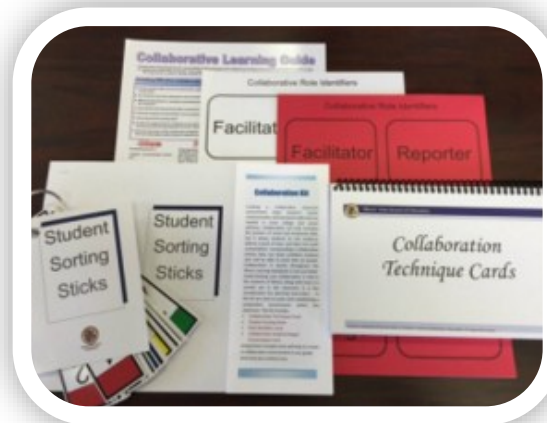
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Materials Included in the Kit:

- A. Collaboration Technique Cards
 1. This book is a compilation of collaborative techniques used in the classroom. With minor adjustments each one can be used with kindergarten through high school. Each example includes the guidance and structure for the conversation being held in the classroom. All of the cards list supplies needed and explain the background needed necessary to complete the collaboration.
- B. Student Sorting Sticks
 1. Randomizing sorting of students for collaboration will set a standard in the classroom that all students will work with every student during class time. These sticks will allow teachers to sort students in 7 different ways, based on how the teacher presets the sticks before the students select them. (The sticks come with instructions on how to do this.)
- C. Role Identifier Cards
 1. One Master and One set of 7 Multi-color cards
 2. The students have roles or "jobs" within the collaborative groups that give them purpose and direction within the group. No one person is in charge and all members have an equal voice within the group. The cards give the teacher a way to start using this tool quickly.
- D. Collaborative Guide/Collegial Discussion Card
 1. These guides will assist teachers with planning and answer some questions that are often asked when starting this process. The collegial conversation side also includes some "sentence stems" to help teachers guide students to begin learning "how" to talk within a group. Building on how to construct an argument and how to disagree is something our students might now know how to form the proper sentences.