

MDE SEL Competencies: What They Are, and How to Assess and Address Them

Part 1: Social Awareness

Today's Focus

Social Awareness

- 3A. Demonstrate awareness of other people's emotions and perspectives
- 3B. Demonstrate consideration for others and a desire to positively contribute to the school and community
- 3C. Demonstrate an awareness of different cultures and a respect for human dignity
- 3D. Can read social cues and respond constructively

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Why It Matters

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Why It Matters

Understanding each other...



leads to...



~~X~~
impedes...



Missing social cues...

Specific Example

Politely requests

Understands the boy wants to keep his toy

Displays anger on face

Wants to keep playing with toy
(And struggles to stay calm)

Listens and understands



Feels angry
(Decides against hitting)

They go off to play with the blocks!
Suggests they play with the blocks
Wants to keep the toy and keep the peace

See Why It Matters?

Understanding each other...



leads to...



~~impedes...~~

Missing social cues...

Homework

Pick an interaction, with a spouse, a child, a friend. Notice how much or little you are reading their emotions, and how you are doing so.

Also notice how much or little you understand their point of view. Could you finish their sentence? Can you see what they intend, even if you see it differently? Reflect back to them what you think they mean and ask if you got it right.

How to Assess It

How to Assess It

Social Awareness

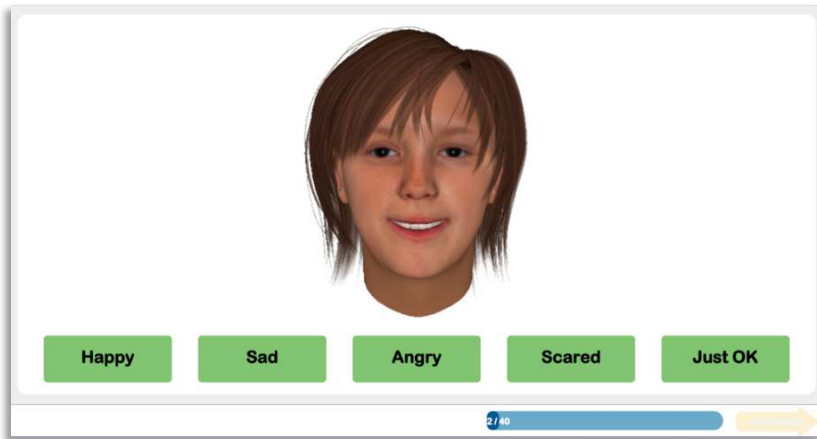
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Part 1: Emotion Recognition



A screenshot of an emotion recognition interface. It features a central image of a young girl with brown hair and a slight smile. Below the image are five green buttons with white text: "Happy", "Sad", "Angry", "Scared", and "Just OK". At the bottom of the interface is a blue progress bar and a yellow arrow pointing right.

EE



A screenshot of a social-emotional learning interface. It features a video player showing a girl in a red shirt holding a basketball in a gym. To the right of the video is a text box with the following content:

SITUATION

Sasha has been waiting all year for basketball camp to start. This is her first camp. The other kids know each other from another camp. Sasha doesn't know anyone.

QUESTION

How does Sasha feel? Click one or more feelings.

Below the text box are seven green buttons with white text and radio buttons: "Happy", "Sad", "Angry", "Nervous", "Proud", "Embarrassed", and "Guilty". At the bottom of the interface is a blue progress bar and a "SUBMIT" button.

LE



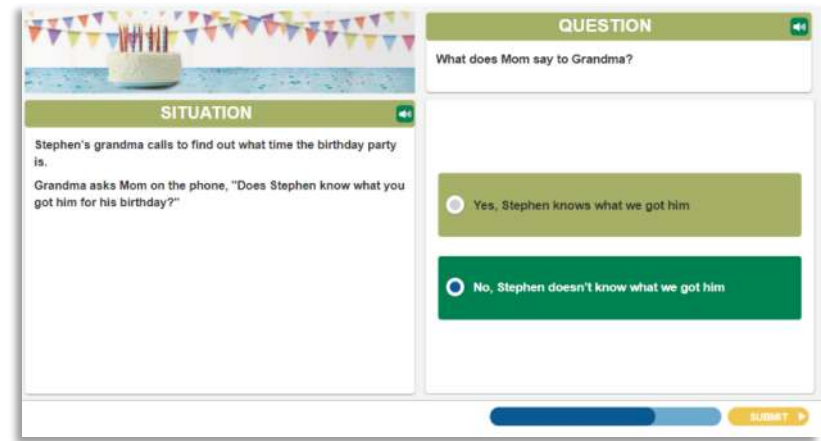
Part 2: Social Perspective-Taking



Why did Kia say what she said?

The interface shows a large illustration of a woman in a green apron and a girl in a yellow polka-dot shirt with a party hat looking at a chocolate cake. To the right are four smaller panels: 1) The girl eating a slice of cake with a thought bubble of a slice of cake. 2) The girl looking thoughtful with a thought bubble of a slice of cake. 3) The girl looking thoughtful with a thought bubble of the woman and herself. 4) The woman and girl standing together. A 'SUBMIT' button is at the bottom right.

EE



QUESTION

What does Mom say to Grandma?

SITUATION

Stephen's grandma calls to find out what time the birthday party is. Grandma asks Mom on the phone, "Does Stephen know what you got him for his birthday?"

Yes, Stephen knows what we got him

No, Stephen doesn't know what we got him

A 'SUBMIT' button is at the bottom right.

LE



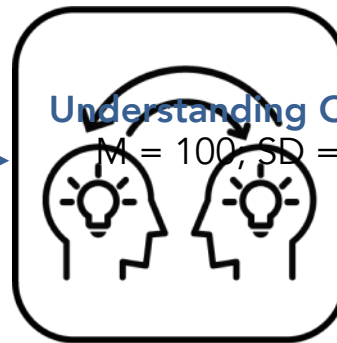
Relevant SELweb Scores

EE

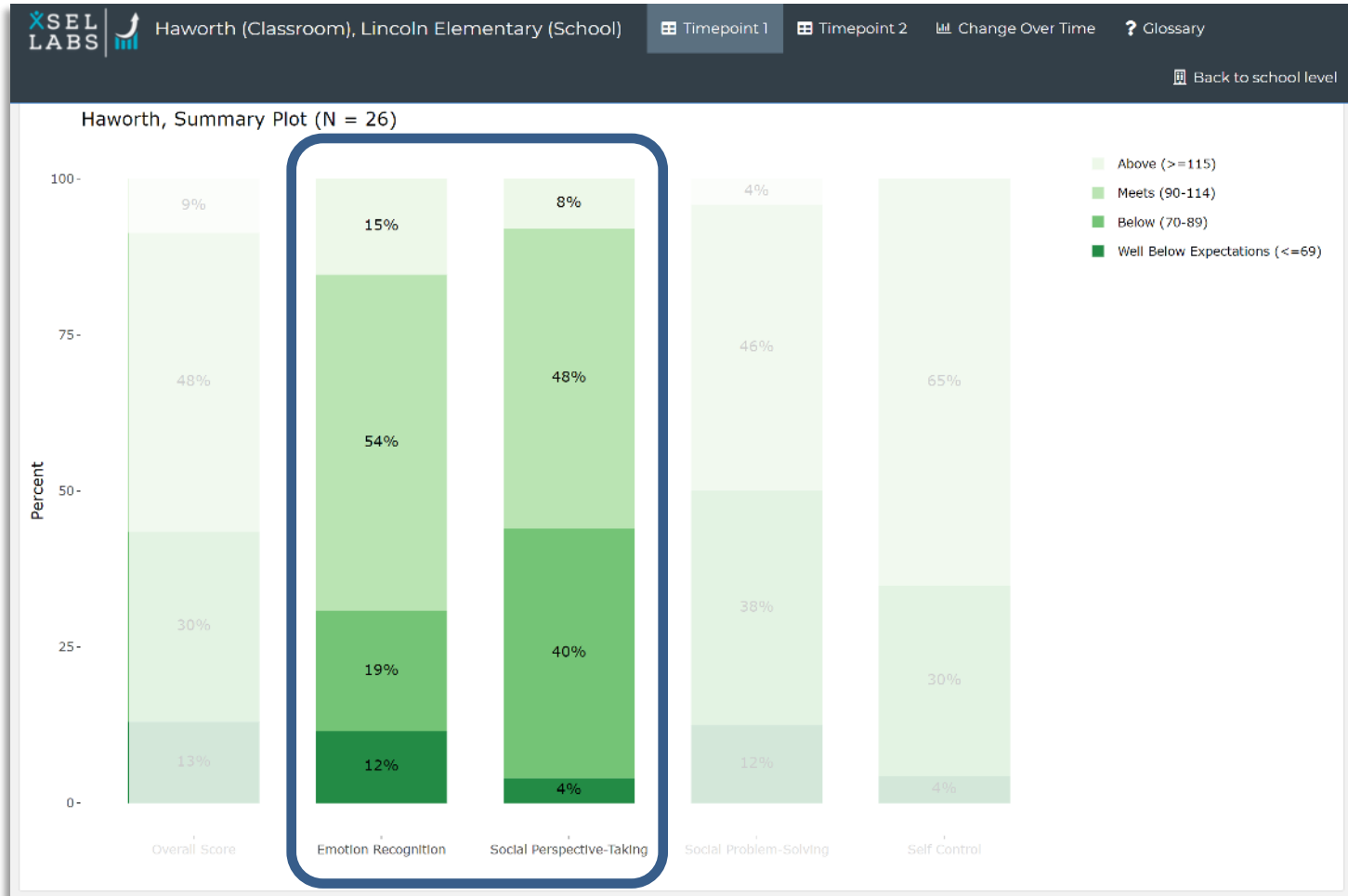
Emotion Recognition
M = 100; SD = 15



Understanding Others Social Perspective-Taking
M = 100; SD = 15 M = 100; SD = 15



3A and 3B on SELweb Reports



Informal Assessment

- Integration with literacy/reading
- Integration with morning meeting
- Impromptu prompts—how do you think X is feeling? How do you know?
- Why do you think Y did that? How can you tell?



How to Address It

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Tier 1 Explicit Instruction



SELweb and Second Step Alignment



GRADE 2 Second Step Lesson / SELweb Skill		 Emotion Recognition	 Perspective-Taking	 Problem-Solving	 Self-Control
Unit 1: Learning Skills	Being respectful		✓		
	Focusing attention and listening				✓
	Using self-talk				✓✓
	Being assertive				✓
Unit 2: Empathy	Identifying feelings	✓✓			
	Learning more about feelings	✓	✓✓		
	Feeling confident				✓
	Respecting different preferences		✓✓		
	Showing compassion		✓	✓	
	Predicting feelings	✓	✓	✓✓	
Unit 3: Emotion Management	Introducing emotion management				✓
	Managing embarrassment				✓✓
	Handling making mistakes				✓✓
	Managing anxious feelings				✓✓
	Managing anger				✓✓
	Finishing tasks				✓✓
Unit 4: Solving Problems	Solving problems part 1		✓	✓	✓
	Solving problems, part 2			✓✓	
	Taking responsibility				
	Playground exclusion		✓		
	Playing fairly on the playground		✓	✓✓	
	Reviewing skills				



Recognizing Feelings

2.1

Grades 1 & 2

EXPLORE AND PRACTICE

FEELING FIGURES

Have students create "Feeling Figures" by drawing a figure that illustrates how the look, and sound when they experience emotions.

SET THE STAGE

Have the class imagine feeling tired and describe how they feel on the inside and sound on the outside. Encourage specific and physical descriptions (e.g., "your legs and arms feel? Your eyes? Your mouth or your arms or your feet? You said goodnight when you were very tired. How would you say it—what would you like?"), and have the students turn to their partners and demonstrate being tired. Summarize by stating that feeling sleepy can make the sound and look different on the outside and different on the inside.

FACILITATE THE ACTIVITY

Review the concept of emotions.

Emotions are the ways that we react to things and they can change how we feel on the outside and how we look and sound on the outside. Everyone can feel and show emotions in different ways.

Hang (or draw) a Feeling Figure on the board and choose a basic emotion. Challenge the class to describe how someone with that emotion looks (on the outside), sounds (on the outside), and feels (on the inside). Encourage very specific and physical descriptions, and write or draw the cues on the feeling figure.



Emotion Recognition

Knowing what others feel

Predicting and Explaining Feelings

2.2

Grades 1 & 2

READ AND DISCUSS

THE LOOSE TOOTH

Students listen to the story and discuss how physical and situational clues to understand someone's feelings.

BEFORE READING

Have you ever seen a friend feeling happy or angry and had to figure out why they felt that way? What can you do to try to understand someone's feelings?

Everyone has different feelings or emotions and understanding one another's feelings help people get along. Looking for clues, back to what happened first, and talking to another can help you understand how someone else is feeling and why they feel that way.

In this story, a group of friends has to figure out why they are each feeling the way they are.

As you listen to the story, pay attention to what the characters have different feelings and think about what may be causing those emotions.

DURING READING

Why do you think that Kayla was surprised when she looked at the Show and Tell Book? (She didn't know it was her turn) When the friends found out that she was worried, Show and Tell, what did they do? (Offer to help her think of something to share)

What made Mia and Jeremy excited to go to lunch? (An idea for Show and Tell)

Why do you think Mia and Jeremy were surprised when they saw Kayla laughing and looking different? (she lost her tooth)

Relating Thoughts, Feelings, and Behaviors

2.3

Grades 1 & 2

READ AND DISCUSS

THE SCHOOL DANCE—PART 1

Students listen to the story and discuss the different thoughts and feelings that are associated with each character's behaviors.

BEFORE READING

Have you and a friend ever had very different feelings about the same thing? Have you ever been surprised by the way someone else reacted to something?

Sometimes we have different ideas and feelings than other people, and that can make us react to things in different ways. When we know others are thinking and feeling, it helps us understand why they do the things they do.

In this story, two friends have a hard time getting along because they each react in different ways to a task they are supposed to work on together.

As you listen to this story, pay attention to what happens when the characters don't understand one another's behaviors, and think what they could do to clear up the misunderstanding.

DURING READING

When it was time to go onstage to practice, what did Annie think about being in the school dance? (It was going to be fun; she loved to dance; she couldn't wait for the performance)

What did Kenny think would happen during the dance? (He didn't want to dance; he thought it might bump into people)

As Kenny was thinking that he didn't want to dance, how did it make him feel about practicing the dance onstage? (Nervous; worried; anxious)

Having Empathy

2.4

Grades 1 & 2

READ AND DISCUSS

THE SCHOOL DANCE - PART 2

Students listen to the story and discuss how having empathy and understanding how someone feels can help them respond in caring ways.

BEFORE READING

Have you ever been happy, sad, or scared, and you had a friend who knew just how you felt? Have you ever known how a friend was feeling because you had felt that way before, too?

Having empathy means that you feel and understand how someone else feels, and that can help you be a good and caring friend.

In this story, two friends discover that they each have things that are hard for them to do, and they both feel the same way when they have to do them.

As you listen to the story, pay attention to what happens when the friends realize that they each have had very similar experiences and can really understand how the other is feeling.

DURING READING

What did Kenny think when Annie told him that he should do all the talking in the poster presentation? How did he respond? (He thought he was going to have to do all the work; he said that she should talk, too)

How do you think Kenny and Annie felt when they discovered that they both had something that was hard for them to do and made them nervous? (Relieved; understood)

Once Annie knew how Kenny felt, what did she think about Kenny not wanting to practice? (She

had felt the same way; she understood) What did she do to help Kenny? (She offered to help him learn the dance; encouraged him)

Once Kenny knew how Annie felt about talking in front of the class, what did he think about Annie not wanting to talk about the poster? (He had felt the same way; he understood) What did he do to help Annie? (He offered to help her practice for the presentation; encouraged her)

When it was finally time to give their presentation and perform at Family Night, they were each still a little nervous. How did they show empathy and caring for each other? (They encouraged each other; showed support for each other)

How did Kenny's feelings about dancing and Annie's feelings about talking in front of people change? Why? (They felt more comfortable because they had helped one another practice; they felt as if others knew how they felt; they had encouraged each other)

AFTER READING

What can you do to understand someone else's feelings? (Put myself in his or her shoes; imagine how I would feel in the same situation; think about a time when I felt the same way; ask him or her to tell me about how they feel)

How do you think understanding how other people feel can help you to be a good friend? (You can understand why they say and do certain things; you will know how to respond to them and help them)



Emotion Recognition

Knowing what others feel

EMPATHY LESSON: IDENTIFYING FEELINGS



- Ident
- used
- emo
- Chal
- slips

approximate les

Understanding how another person r
be able to respond with care and k
different emotions that their classma

Pre-Activity

Begin by talking with the group abou
feelings. Invite discussion with these

- Are other people always going
- Raise your hand if you can tell v
another person is mad? Scared
- What are the clues that help yo

Students may respond with such ans
or "I can tell they are upset if they are

Say: We can tell a lot about how so
(how you are standing or sitting, how
facial expressions (smile, frown, scr
them talk.

Activ

(Note: For large groups, consider split
get turns to

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NONVERBAL COMMUNICATION

Directions: Read each sentence. Write in the emotion word you think belongs with this sentence and describe the tone of voice you would use. Then, complete the circle with the facial expression that matches the

1. Our team won the game!

Emotion: _____

Tone of Voice: _____

2. I have a big math test tomorrow.

Emotion: _____

Tone of Voice: _____

3. My birthday party is next week.

Emotion: _____

Tone of Voice: _____

4. Why are you mad at me? I'm

Emotion: _____

Tone of Voice: _____

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COMMUNICATION LESSON: NONVERBAL COMMUNICATION



students will

- Show clear nonverbal communication;
- Use the correct tone of voice to convey an emotion
- Identify components of facial expressions and body language to convey an emotion.

materials

- Two copies hedgehog/lemur script
- Printable hedgehog and lemur parts
- laminator
- velcro dots

Approximate Lesson Length: 40 minutes

partner activity

Nonverbal communication activities are a great way to enhance critical social and emotional skills; and, in this activity, students will practice for a puppet show by reading scripts. Feeling words indicate what emotion should be conveyed while saying the line. Students will read and give each other feedback on how to change their tone of voice to match the emotion. Students will then use cut-outs of a lemur and a hedgehog to create different puppets for the different emotions.

Prep

Print and cut out the hedgehog and lemur parts. Laminate all of the parts separately and cut out. Place pieces of the hook (hard) side of the velcro on the lemur's and hedgehog's face and body where mouth and head would go. Place pieces of the loop (soft) side of the velcro on the backs of all of the mouth and head pieces.

Pre-Activity Discussion (7 minutes)

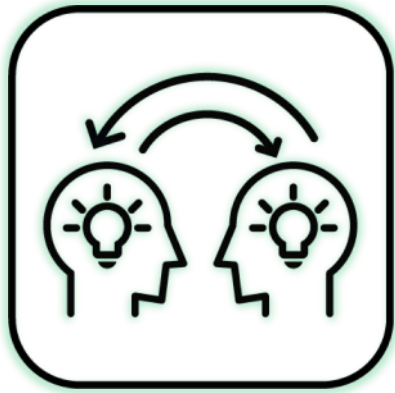
Invite discussion on nonverbal communication by asking the following questions:

- When we're **talking** to someone, what are some things we should pay attention to besides the words we're using?

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Social Perspective-Taking

Knowing what others intend and believe

READ AND DISCUSS

THE TELESCOPE

Students listen to the story and discuss the value of diversity and the importance of respecting and learning from those who are different in some way.

BEFORE READING

Why is it nice to have friends who have things in common with you? Why is it also nice to have friends who are different in some ways?

People can be the same or different in many ways—how they look, feel, or what they like to do. Being a little bit different than one another—or having diversity—is what makes everyone unique and interesting! You can learn a lot from people who are different than you.

In this story, one child doesn't understand why his classmate likes something that he thinks is boring and strange, so he doesn't really talk to her. When he finally takes the time to get to know her, he learns some interesting things about her.

As you listen to the story, pay attention to how the characters react to one another's differences.

DURING READING

How do you think Maddie felt when Kenny didn't want to look at her new telescope? (Sad; disappointed)

When Kenny told Maddie about the new video game he played, how did she respond? (She asked questions about it; she showed interest; she said it sounded like fun; she showed respect) How do you think that made Kenny feel? (Happy; Maddie cared about what he was saying; excited to talk about the game)

READ AND DISCUSS

THE SCHOOL DANCE - PART 2

Students listen to the story and discuss how having empathy and understanding how someone feels can help them respond in caring ways.

BEFORE READING

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As you listen to the story, pay attention to what happens when the friends realize that they each have had very similar experiences and really understand how the other is feeling.

DURING READING

What did Kenny think when Annie told him he should do all the talking in the poster presentation? How did he respond? (He thought he was going to have to do all the work; he said that she should talk, too)

How do you think Kenny and Annie felt when they discovered that they both had something that was hard for them to do and made them nervous? (Relieved; understood)

Once Annie knew how Kenny felt, what did she think about Kenny not wanting to practice?

Engaging in Conversation 3.2 Grades 1 & 2

READ AND DISCUSS

THE DOG FROM OUTER SPACE

Students listen to the story and discuss effective and ineffective ways of maintaining a conversation with someone.

BEFORE READING

What does it mean to have a conversation with someone?

A conversation is an exchange of ideas, thoughts, or feelings with others. Everyone participates in the conversation together by listening thoughtfully and making comments or asking questions about the topic.

In this story, a group of friends has a conversation about something funny that happened to one of them. Sometimes they help make the conversation continue, and sometimes they do things that break the conversation.

As you listen to the story, pay attention for examples of "conversation makers" and "conversation breakers."

DURING READING

When Jeremy asked Kenny if he was worried about Sammy, was this a conversation maker or a conversation breaker? Why is it helpful to ask how people feel about things? (Everyone has different feelings; it helps me understand the person's feelings; and have empathy; it lets him/her know that I care about what he/she is saying)

When Kayla said that she remembered how loud Sammy barked, was this a conversation maker or a conversation breaker? Why is it helpful to share similar experiences or memories?

READ AND DISCUSS

THE T-SHIRTS

Students listen to the story and discuss that it is okay to do things differently, but that it is important to respect the others around them and be willing to compromise.

BEFORE READING

When is it fun to run around or make a lot of noise? When is it nice to be calm and quiet? Has there ever been a time when you wanted to be calm, but people around you were being really active or noisy? What was it like?

It's okay to do things differently, but it's important to make sure that what you're doing works for everyone. Sometimes, you have to compromise and change what you're doing a little bit. That way, everyone can feel respected and good about being together.

In this story, a group of friends is working on a project together, and they each like doing things very differently.

As you listen to the story, pay attention to how one child is affected by his friend's behaviors and what they do to compromise and make it work for everyone.

TIP

Discuss scenarios such as playing at the playground, cheering at a baseball game, or being in a bounce house versus reading a book, going to sleep, or talking to a friend.

DURING READING

What was the problem when the kids were mixing the paints? (Jordan wanted to follow the

directions but Kayla didn't want to). What could've happened if Kayla had decided not to measure the paint? How would Jordan have felt? (She could've ruined it; Jordan would have been worried/angry/upset; Jordan would have felt that Kayla didn't listen to him or that his ideas weren't important)

Being considerate means showing that you care about others' feelings. Were Gabriel and Kayla being considerate of Jordan when they started chasing each other? How did their chasing game affect Jordan? (It made it hard for Jordan to concentrate; he was worried that his shirt would be ruined)

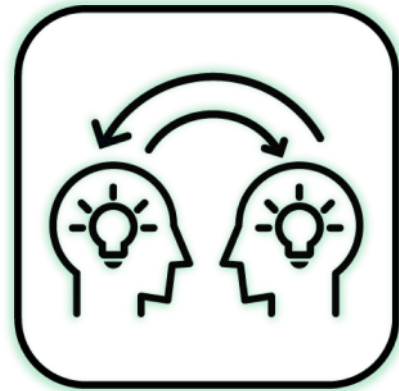
What would have happened if Kayla and Gabriel had continued to play near Jordan? (They could've ruined Jordan's shirt; Jordan would be angry/upset/disappointed; that his friends didn't care; Jordan would not have been able to finish his shirt)

What compromise did Kayla and Gabriel make in order to "make it work for everyone"? (They decided to play chase on the other side of the tree) Why was it a good compromise? (Kayla and Gabriel still got to play; Jordan had a quiet space to work; they showed respect for Jordan; it worked for everyone)

What could Jordan have done earlier in the story to help the kids work together better? (Told his friends how he felt, suggested a compromise)

AFTER READING

If you and another person have different ways of doing things, should you avoid playing or working together? Why is it good to work with people who don't do things the same way you do? (I can learn or try a new way of doing something; I learn how to compromise; it's interesting to work with all different kinds of people)




Social Perspective-Taking

Knowing what others intend and believe

COOPERATION LESSON: TRUSTING YOUR PARTNER

for 4th



Approximate

Whether cooperating with a group or order to reach your mutual goal. In order to follow directions from your partner. To be able to give directions and input to your teammate.

Pre-Activity I

- Do you like working with a partner?
- What's it like working with a partner?
- What's it like working with a partner completely to do the work?

Activ

Split students into pairs and have them work with a clipboard to draw on.

1. Give one student a Partner A sheet and explain that they don't look at each other.
2. Explain the activity to students. Your goal in this activity is to

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Name: _____

BE A SOCIAL SPY

Name: _____

Describe someone you see who looks happy. What body language look like?

Describe someone you see who looks bored. What body language look like?

Describe someone who is alone. What do you think they are feeling?

Describe someone who seemed friendly. What body language look like?

Describe a person who you weren't sure who they were. What body language look like?


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COMMUNICATION INTRO LESSON: TELEPHONE GAME WITH BODY LANGUAGE

Communication is...

sometimes nonverbal.

We also communicate with facial expressions, body language, and tone of voice.



COMMUNICATION INTRO LESSON:
TELEPHONE GAME WITH BODY LANGUAGE

Students will:

- execute verbal and nonverbal communication

Materials:

- Communication poster

Good communication is important to getting along well with others, but children often have difficulty understanding that their body language and facial expressions can affect how their words are interpreted.

Pre-Discussion:

Tell the group that they will be playing a game called "telephone" in two different ways. The first time they play, they will communicate by speaking. Then they will communicate using only their body language and facial expressions.

Mini Game Directions:

1. For the verbal game of telephone, have students line up next to each other. In the first round, whisper a phrase of your choice to the first student. Each student should then whisper the phrase that she heard to the student next to her, until it reaches the last student. The last student should then say the message aloud, and see if it matches the original.
2. Play the game this way for a few rounds, letting students pick the phrase and having students switch places in the line in between rounds.
3. Explain to students that they will now play a similar game, but instead of passing a

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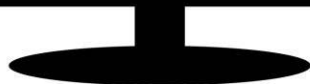
Tier 1 Practice and Reinforcement



Tier 2 and 3 Explicit Instruction

Skill		SELweb Competence			
		Emotion Recognition	Perspective-Taking	Problem-Solving	Self-Control
Kindergarten to Third Grade					
1	Listen to others	✓	✓✓		✓
2	Say please and thank you		✓		
3	Follow the rules				✓✓
4	Pay attention to your work				✓✓
5	Ask for help				
6	Take turns when you talk	✓	✓		✓
7	Get along with others		✓	✓✓	✓
8	Stay calm with others			✓✓	✓✓
9	Do the right thing			✓✓	
10	Do nice things for others	✓	✓	✓✓	
11	Tell others about your skills		✓✓	✓	
12	Own your actions		✓✓	✓	✓
13	Express your feelings				✓✓
14	Respect other people's feelings		✓	✓	
15	Do your part in a group	✓	✓✓	✓	✓
16	Ask others to do things with you	✓	✓✓	✓	
17	Introduce yourself to others	✓	✓		✓
18	Stay calm when pushed or hit			✓✓	✓✓
19	Stand up for others		✓✓	✓✓	✓
20	Make other feel better	✓✓	✓✓		
21	Make compromises	✓	✓✓	✓✓	
22	Be positive about the future		✓✓		
23	Listen to different ideas	✓✓	✓✓		
Supplementary Lessons					
24	Uses appropriate language when upset			✓	✓✓
25	Show concern for others	✓✓	✓✓	✓	
26	Forgives others		✓	✓	✓
27	Says when there's a problem			✓✓	
28	Takes criticism without getting upset				✓✓
29	Shows kindness to others when they are upset		✓✓	✓	
30	Resolves disagreements calmly			✓✓	✓✓

Tier 2 and 3 Explicit Instruction



Contact Information

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