

New York State Social Emotional Learning Benchmarks and High Five! K-2 Program

Goal 1: Develop self-awareness and self-management skills essential to success in school and in life.

A. Identify and manage one's emotions and behavior.

<p>1A. 1a. Identify and manage one's emotions and behavior.</p>	<p>Module 1: Identify feelings, recognize feelings, describe feelings and body reactions related to feelings. Understand that emotions are a part of being human and that it is okay to have/show feelings based on situations we are facing. Students can describe feelings and how people act when they are exhibiting or stating they are feeling a certain way. Understand that our feelings and instincts help to keep us safe.</p> <p>Module 2/4: Students learn to say no or words that mean no when they do not want something to happen to them that would put themselves or their body in danger.</p>
<p>1A. 1b. Demonstrate control of impulse behavior.</p>	<p>Module 1: Students are taught that it is okay to have feelings, such as being angry or frustrated, but that they need to make the right choice when having these feelings. Students learn about and discuss ways to calm their bodies down when they feel angry that work best for them. Students are taught to never hurt with words or their bodies when they are feeling angry.</p> <p>Module 3: Students learn the DON'T RULE of getting themselves in the middle of physical fighting between peers or adults.</p>

B. Recognize personal qualities and external supports.

<p>1B. 1b. Identify family, peer, school, and community strengths and supports.</p>	<p>Module 1: Students identify Feelings Helpers, as adults, both at home and at school that they can go to when they need help dealing with emotions, feelings or uncomfortable situations.</p> <p>Module 2: Students learn to go to the closest safe adult when they are in a dangerous situation or when they encounter a stranger.</p> <p>Module 3: Students learn the DO RULE of getting an adult when they witness physical altercations occurring between peers or adults at either home or school.</p> <p>Module 4: Students learn to let their Feelings Helpers at home or at school know if they are ever in a situation where their personal body safety is an issue.</p>
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Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

A. Recognize the feelings and perspectives of others.

2A. 1a. Recognize that others may experience situations differently from oneself.	Module 1: Students learn that all feelings are a normal part of being human. Students learn that feelings are healthy and a way that we can help to keep ourselves safe. Students learn to make the right choices when they are feeling angry or frustrated. Students practice verbalizing ways to calm their body down when they feel angry. Literature is used to show how characters in books, appropriate to age and grade level, react and deal with emotions. Questions are posed to discuss the feeling and what alternatives someone can have when they are feeling a particular emotion.
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Goal 3: Demonstrate ethical decision –making skills and responsible behaviors in personal, school and community contexts.

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

3A. 1a. Explain why acts that hurt others are wrong.	Module 1: Students are taught to make the right choice when they are feeling angry. Students learn ways to calm their body down before they use their words or their body to harm another person.
3A. 1b Identify social norms and safety considerations that guide behavior.	Module 2: Students learn to say “No”, Go to the closest safe adult, and tell them what happened if they are approached by a stranger or ever feel uncomfortable in a situation. Module 3: Students learn that when anyone choses to physically harm each other with their bodies, the DON’T and DO Rule.(Don’t get in the middle and Do get an adult.) Students are given a blank safety plan, which is reviewed with the students. Students are encouraged to complete the Safety Plan at home with their Feelings Helper and keep it posted in a safe place. Students learn that when people are using words to hurt each other, they can remove themselves from the situation and later share how they felt observing the situation. Module 4: Students learn that they can say” No “if they feel uncomfortable or unsafe in any situation with, anyone, even an adult they trust and love. Students learn that their body belongs to them and the only person who should see or touch the private parts of their body is someone who is keeping their body clean or healthy.

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

<p>3B. 1a. Identify a range of decisions that students make at school and at home.</p>	<p>Module 1: Students learn to make the right choice when they are feeling angry rather than acting on their anger by hurting others with their words or their bodies. Students can choose how to calm their bodies down. Students can go to a Feelings Helper for additional support.</p> <p>Module 2: Students learn to say “No”, go to the closest safe adult, and tell them what happened if they are approached by a stranger or ever feel uncomfortable in a situation.</p> <p>Module 3: Students learn that when anyone choses to physically harm each other with their bodies, the DON’T and DO Rule. Don’t get in the middle and Do get an adult. Students are given a blank safety plan, which is reviewed with the students. Students are encouraged to complete the Safety Plan at home with their Feelings Helper and keep it posted in a safe place. Students learn that when people are using words to hurt each other, they can remove themselves from the situation and later share how they felt observing the situation.</p> <p>Module 4: Students learn that they can say” No “if they feel uncomfortable or unsafe in any situation with anyone even an adult they trust and love. Students learn that their body belongs to them and the only person who should see or touch the private parts of their body is someone who is keeping their body clean or healthy.</p>
<p>3B. 1b. Make positive choices when interacting with classmates.</p>	<p>Module 1: Identify that all individuals have feelings and emotions. Emphasizes making the right choice when we feel angry. Students identify ways they can calm their body down when they feel angry and hear ideas on how others calm their bodies down. Students learn to identify adults both at home and at school that are identified as feelings helpers that they can go to when they need to discuss feelings or situations.</p> <p>Module 4: Students learn ways to say no when they are in uncomfortable situations involving unsafe or unwanted touches. Students learn to talk to their Feelings Helpers about situations that make them feel uncomfortable.</p>