

SOCIAL EMOTIONAL LEARNING

ESSENTIAL FOR LEARNING, ESSENTIAL FOR LIFE

SUGGESTED SOCIAL EMOTIONAL LEARNING ACTIVITIES AND TEACHING PRACTICES ENGLISH LANGUAGE ARTS (ELA), GRADE 4

Social Emotional Learning Competency

Identifying emotions
Accurate self-perception
Recognizing strengths and personal growth areas
Self-confidence
Self-efficacy¹

Fostering Self-reliance of SEL competencies,

providing examples for infusion into instruction. The bullets following each competency lists what students (at age and developmentally appropriate levels) will know and be able to do.

Role play feelings scenarios (e.g. have other students guess the feelings being acted out).

Set up small group discussions that allow students to explore how and why emotions can influence our behaviors (e.g., What do we do when we get angry or frustrated? How is what we usually do harmful or helpful? If what we do is harmful, how can we change our behavior to make it helpful to us?)

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Social Emotional Learning Competency

Social awareness: The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

Perspective-taking

Empathy

Appreciating diversity

Respect for others

Recognizing and using resources and supports³

Fostering Social awareness may integrate with the following ELA Standards:

This compendium is not exhaustive; alignment with additional Standards may be possible. The crosswalk identifies standards that are applicable to teaching and/or reinforcing one or more of SEL competencies, providing examples for infusion into instruction. The bullets following each competency lists what students (at age and developmentally appropriate levels) will know and be able to do.

NYS ELA Learning Standards

(Through August 2020)

[4RL3](#), [4RL6](#), [4RL9](#), [4RL11a](#), [4RI3](#), [4SL1a-e](#), [4SL3](#)
(<https://www.engageny.org/file/736/download/nysp12cclsela.pdf>)

Next Generation Learning Standards

(Full implementation September 2020)

[4R3\(RL&RI\)](#), [4R6\(RL\)](#), [4R9](#), [4SL1a-d](#), [4SL3](#)
(<http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/nys-next-generation-ela-standards.pdf>)

SAMPLE SEL ACTIVITIES

Ask students to reflect (including in journals) on questions about the negative effects of stereotyping.

Give them opportunities to discuss in pair shares.

Lead project/assignments connected to literature to promote awareness of the rights of others.

Discuss and analyze the origins and negative effects of stereotyping and prejudice, as reflected in literature

Study characters in literature who showed respect for others, served others, and discuss their example.

Discuss respectful characters in literature.

Ask students to write in their journals, or discuss in pair shares, how they try to be helpful in their families or with their peers.

Encourage participation in school-wide community service project.

At holiday time, create classroom celebrations that allow students to share and explain traditions from their own family holidays. Give everyone an opportunity to participate. Involve older family members, asking them to share their traditions with students.

Model acceptance of others who have different attitudes and values.

Use cooperative learning and project based learning strategically to build diverse working groups.

Routinely ask questions in different situations that make the point that we all are similar and we all are different

Read literature and discuss characters who learned to forgive others.

Teach lessons on how to offer help in a sensitive, appropriate way.

Teach lessons on how to say thank you and receive help well.

Use literature and other media resources as an opportunity to teach students a lesson or lessons on how to resolve conflicts peacefully.

GENERAL TEACHING PRACTICES

Hold regular class meetings to teach and model relationship skills

Routinely use rea

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Social Emotional Learning Competency

Responsible decision-making: The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; the ability to make a realistic evaluation of consequences and various actions and to consider the well-being of oneself and others.

Identifying problems

Analyzing situations

Problem-solving

Evaluating consequences

Constructive decision making based upon consideration of the wellbeing of self and others.

