

Indiana Social-Emotional Learning Competencies: Late Elementary (3-5 grade)

Note on grade level ranges:

Because the brain develops from the bottom up—from the brain stem to the limbic system and then to the cortex—children and adolescents who have been affected by chronic adversity may enter our classrooms with varying levels of brain activation and development. While students are intended to reach mastery in the benchmark by the end of the grade range, educators may want to revisit the earlier skills periodically. Students impacted by trauma or other life stressors may experience developmental delays that require additional emotional, behavioral, and cognitive supports.

1. Sensory Motor Integration

Sensory motor integration refers to the ability to have body awareness and recognize sensations in the body. Gaining sensory-motor integration is an important skill for managing transitions, changing routines, increasing alertness for learning, and improving regulation.

1A. Students demonstrate an understanding of body awareness and sensations in the body.

"I feel an awareness of my body in comparison to objects. I feel an awareness of my emotions in my body."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students identify and actively participate in sensory exercises for body and brain regulation to help with life stressors. 2. Students identify bodily sensations and can draw what it looks like and/or how it 	<ol style="list-style-type: none"> 1. Identify two favorite actors, entertainers, or athletes and identify a sensation you experience when watching this individual. Draw what this feels like? 2. Identify a sensation when you are around someone negative... how and where do you experience this sensation? Examples of sensations are: prickly, edgy, soft, teary, calm, peaceful, numb, fuzzy, etc. What other sensations can you name?

	<p>feels in the body and beginning to add feeling words to body sensations.</p> <p>3. Students can identify two or three experiences where they need to pause and reflect and they are able to do so with intention and direction.</p>	<p>3. Implement focused attention practices with a variety of stimuli such as breath, sound, tastes, and visualizations. These focused attention practices can begin for three seconds as we take two deep breaths hoping to build these practices to a minute or two focusing on a specific stimulus.</p> <p>4. Explore various exercises moving our bodies through contraction and release (i.e., progressive muscle relaxation).</p>
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1B. Students manage transitions and changes in routine.

"I feel ready for transitions and can show I am adaptable to change."

Grade Level	Indicator	Strategies
<p>Late Elementary (3-5 grade)</p>	<p>1. Students begin to identify sensations to describe how they are experiencing an event, or person or relationship. (Example: I am feeling prickly.)</p> <p>2. Students can name ways to help them be flexible and adaptable as they move from familiar to unfamiliar tasks.</p>	<p>1. Create a sensation word wall list in classrooms and schools so students can pull from these when needed for written self-awareness and self-expression. Students can draw the sensation, giving it a size, a color, a shape, a weight, and where it has landed in the body.</p> <p>2. Practice Guided Imagery Exercises with students (See Social-Emotional Learning Educator Toolkit for additional resources).</p>

2. Insight

Insight refers to the ability to know your emotions and how they affect your thoughts and actions. Gaining insight is an important skill for building self-confidence, self-esteem, and empathy for others. Insight helps students recognize their own strengths and areas of growth.

2A. Students identify a wide range of emotions.

"I am aware of my emotions."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students continue to add to emotional vocabulary to describe feelings. 2. Students begin to articulate basic feelings when sharing about self and use "I feel" when doing so. 3. Students continue to add feelings to journal writings or other writings. 4. Students continue to learn about their brain and its role in emotions. 	<ol style="list-style-type: none"> 1. Use of words/pictures on walls as visual reminders for students to build emotional vocabulary. 2. Educators use affective statements to promote emotional language. For example, "I appreciate seeing you help your fellow group members today." (See the Social-Emotional Learning Educator Toolkit 'Affective Communication Starters' for more ideas.) 3. Use of children's literature (See the Social-Emotional Learning Educator Toolkit for a list of children's books).

2B. Students recognize personal strengths.

"I am aware of my strengths."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<p>1. Students continue to identify their unique strengths and with the support of adults, find ways to build on them.</p>	<p>1. Educators use process praise, encouragement, and positive noticing skills in their interactions with students; pointing out specific behaviors and characteristics to assist students in personal strength development as well as enhances self-esteem and self-efficacy (Example: I noticed how you used an I-message. For more examples, click here).</p> <p>2. Use of Circles-inviting student to share activities and/or experiences that they are proud of with their peers and teachers.</p>

2C. Students demonstrate self-efficacy.

"I am capable of learning."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<p>1. Students participate eagerly and frequently without the prompt from the teacher.</p>	<p>1. Promote student voice as often as possible--where to do work in the classroom, what materials to use, how to represent what has been learned, etc.</p> <p>2. Ask students to lead the class in a game.</p>

	<p>2. Students demonstrate a willingness to try new tasks and/or share ideas with others.</p>	<p>3. Invite students to demonstrate a skill or the steps they used to work a problem.</p> <p>4. Students need to be a part of designing the class guidelines at three times during the school year as the development of individual students and the class as a whole changes frequently.</p>
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3. Regulation

Regulation refers to the ability to recognize and manage one’s emotions. Regulation skills build positive self-control, positive self-discipline, and impulse control.

3A. Students demonstrate self-control.

"I can control my actions and manage my feelings."

Grade Level	Indicator	Strategies
<p>Late Elementary (3-5 grade)</p>	<p>1. Students practice regulating their impulses using tools previously taught to them (e.g., communicate wants/needs; wait for something he/she wants, use a hand signal with educator).</p> <p>2. Students begin to adjust and modify emotions and behaviors by using gentle cues from the adults in the environment.</p>	<p>1. Apply the "Name It To Tame It" or use the "Flipping Your Lid" hand signal-- both are tools from Dr. Dan Siegel. (See Social-Emotional Educator Toolkit and Educational Neuroscience Toolkit for more information.)</p> <p>Video of Dr. Dan Siegel explaining "Flipping Your Lid"</p>

3B. Students recognize life stressors and have strategies to manage them.

"I can recognize situations that make me feel stressed and take appropriate steps to change them."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<p>1. Students continue to identify challenging situations (and may or may not need support from an adult) and experiment with various stress-reducing coping strategies that help calm the amygdala and nervous system.</p>	<p>1. Provide role-plays, scenarios, and/or other game-based activities to provide students multiple opportunities to practice identifying stressful situations and applying healthy coping strategies.</p> <p>2. Practice mindfulness activities, imagery exercises, and/or breathing exercises (See Social-Emotional Learning Educator Toolkit for additional resources).</p>

3C. Students practice personal responsibility.

"I can take responsibility for my actions."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<p>1. Students, with the teacher, co-create class roles and responsibilities where students rotate specific tasks and roles that all students will be responsible for completing in the classroom.</p> <p>2. Students demonstrate an understanding of the impact of their choices/actions.</p>	<p>1. Use Thinking Sheets/ Dual Brain Sheets in classroom or other environments to assist in the process of reflecting on student's behavior, actions, and feelings. It is important that teachers model the behaviors they want to see so we encourage educators to fill these dual brain sheets out along with the students even if you feel you are disciplined perfectly. Here is an example:</p> <ul style="list-style-type: none"> • What is our challenge? • What led up to our challenge? • How did we handle this challenge?

		<ul style="list-style-type: none"> • What are two adjustments we will make the next time? • How will we do this? <p>(Thinking Sheet templates available in Social-Emotional Learning Educator Toolkit.)</p> <ol style="list-style-type: none"> 2. Offer student choice activities; provide students multiple opportunities to answer questions and lead class discussions. 3. Employ Restorative Practices.
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4. Collaboration

Collaboration refers to the ability to work well with others, including in the group and teamwork environment. Collaboration works to build positive communication and conflict management skills.

4A. Students demonstrate communication skills.

"I will develop positive and healthy relationships with others."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students are learning to understand nonverbal communication. 2. Students work on listening with their whole body. 	<ol style="list-style-type: none"> 1. Practice both helpful and unhelpful nonverbal skills for effective communication (can make into cooperative game play or role-play). 2. Demonstrate and model whole body listening skills; use social stories to reinforce listening skills.

		<p>3. Read the children's book, Whole Body Listening Larry at School, and use this resource to assist students in their understanding of the multiple parts of whole body listening. Whole Body Listening Larry handout available here.</p>
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4B. Students understand teamwork and works with others.

"I will use active listening skills to communicate with others."

Grade Level	Indicator	Strategies
<p>Late Elementary (3-5 grade)</p>	<ol style="list-style-type: none"> 1. Students engage in cooperative game play. 2. Students will work with a partner or small group to model turn -taking, listening skills and picking up on verbal and nonverbal communication with others. This activity needs to be frequent and consistent with followed up feedback and reflection from both educator and child. 3. Students will begin to understand how our brains are social organs and we need each other to survive and experience the world around us. 	<ol style="list-style-type: none"> 1. "Form A Line" is a basic cooperative and collaborative activity. As a whole class or in smaller groups, have students form a line. Next, give them instructions (stating that they CANNOT talk) to arrange themselves from shortest to tallest, or youngest to oldest. When finished, process the activity with the class. 2. Students play cooperative learning games (See Social-Emotional Learning Educator Toolkit for additional resources). 3. Students will begin to brainstorm lists of activities or experiences that can be done alone or together as they compare the lists and discuss topics such as inventions, relationships, education, sports, our homes, etc.

4C. Students apply conflict management skills.

"I will use assertive communication to resolve conflicts cooperatively."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students continue to build brain aligned strategies and practice using "I-messages" to address conflict when it arises. 2. Students begin to learn about assertive communication and the communication of nonverbal language. 3. Students will strengthen their understanding of conflict management through understanding how our brains are firing when we are experiencing negative emotions and stress. 	<ol style="list-style-type: none"> 1. Reinforce lessons on "I-messages," provide scenarios, role-plays, skits for opportunities to practice. 2. Introduce assertive communication to students (See the Social-Emotional Learning Late Elementary Collaboration Lesson Plan). 3. Re-introduce the stress response systems in our bodies and how these are activated every time we feel negative emotion such as anger, anxiety with another, fear and frustration. (See Educational Neuroscience Toolkit for additional resources).

5. Connection

Connection refers to the ability to have strong social awareness, giving students the ability to take the perspectives of others and empathize with people of diverse backgrounds and cultures.

5A. Students treat others fairly and respectfully, is able to see multiple perspectives and is open-minded.

"I build respectful and positive relationships with others, showing that I value diverse perspectives."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students demonstrate an awareness of one's own worldview 2. Students sense how other people might feel about something and try to view situations through other's worldviews. 3. Students continue try to understand how the other student might think, feel and/or respond. 	<ol style="list-style-type: none"> 1. Provide opportunities for students to connect their cultural background and personal histories to the academic content. 2. Provide mentoring programs. 3. The following are specific activities students and the educators can share in the classroom with regard to learning the Importance of various perspectives. These can be found here.

5B. Students demonstrate care and concern for others.

"I build relationships showing care and concern for others."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students will explain, listen for questions, and begin to use effective nonverbal and verbal communication with intentionality. 2. Students begin to understand and create meaning from other's verbal and nonverbal communication skills. 	<ol style="list-style-type: none"> 1. Use videos, posters, books, and experiences in the school environment to help expand emotional vocabulary. 2. Through the co-teaching, co-constructing, and interpersonal skills of another adult, children will show kindness or regard for other people or for other living things much of the time.

3. Students begin to read and respond to another's emotions and needs (e.g., give comfort; report to an adult).

6. Critical Thinking

Critical thinking refers to the ability to make constructive choices and understand metacognitive strategies to enhance learning. Critical thinking skills build responsible decision-making, analytical, and critical inquiry skills which are necessary to approach learning from an innovative, creative, multicultural, and ethical lens.

6A. Students demonstrate an understanding of metacognition.

"I know how I learn."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students can break down tasks into small, manageable steps. 2. Students learn about the many ways they are smart, through the use of teaching about multiple intelligences. 3. Students continue to learn about their brain and its functioning. Students can set short-term learning goals. 	<ol style="list-style-type: none"> 1. Use of graphic organizer or cognitive organizers to help students learn how to organize their thinking; here is a website that has several options of graphic organizers, including a mind map tool. 2. Brain lessons (can be used for all developmental levels). 3. Teach students about their neuro-anatomy and how we think through these activities on metacognition. Sample activities can be found here.

6B. Students understand the decision-making process.

"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students recognize there is a problem or a situation that needs attention. 2. Students gather information needed to make decision. 3. Students are able to evaluate the choices available to them. 	<ol style="list-style-type: none"> 1. Create a decision tree or t-chart to analyze choices determining the pros/cons; strengths/weaknesses; advantages/disadvantages when working through the problem-solving process or decision-making process. 2. Use of learning journals to help students reflect on their work; past decisions. 3. Create a class discussion with three different scenarios and the difficult choices we need to make. How did we evaluate those choices and how do we know which choices are the best choices? Use real world scenarios that occur in our schools and classrooms.

6C. Students analyze, synthesize, & evaluate the thinking process.

"I know how to identify problems and find creative and positive solutions to them."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students begin to develop hypothesis about problems in the learning environment. 	<ol style="list-style-type: none"> 1. Teach students how to develop a hypothesis and how a hypothesis helps in the critical thinking process. 2. Teach students how to keep a reflective journal; reflective journaling. See reflective journal prompts here as a guide.

	<ol style="list-style-type: none"> Students understand reflective thinking/learning. Students know how to use the problem-solving process. 	
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7. Mindset

Mindset refers to the ability to demonstrate cognitive flexibility and a willingness to learn. Developing mindset is a critical learning skill for building perseverance, adaptability, self-discovery, resilience, and to be able to receive and give constructive feedback.

7A. Students demonstrate a willingness to learn, especially when faced with challenges or following a failure.

"I believe that if I give effort my abilities and learning will improve and I can learn from challenges and failures."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> Students understand their brains are malleable and that new neural connections are made when we learn new things from our mistakes (neuroplasticity). Students understand that mistakes are a part of the learning process. 	<ol style="list-style-type: none"> Teach students about neuroplasticity and how brains develop through effort and learning. For information on neuroplasticity, find a great video to help teach your students about it here. Read children's books that have a growth mindset theme to reinforce the language and lessons being learned. (See Social-Emotional Learning Educator Toolkit for a list of children's books.)

7B. Student practices flexible and innovative thinking.

"I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students demonstrate ability to change mind when new information is gained. 2. Students apply creative learning skills and strategies. 	<ol style="list-style-type: none"> 1. Promote divergent thinking: Practice divergent thinking exercises and games, such as, bringing in an item (box, cardboard rolls, etc.) and invite students to create something from these items. 2. Retell a story or event from the point of view of another character. 3. Intentionally make a mistake and challenge students to find it. 4. Use collage art because it inspires cognitive flexibility.

7C. Students accept constructive feedback.

"I am trying to learn from the feedback that others give me."

Grade Level	Indicator	Strategies
Late Elementary (3-5 grade)	<ol style="list-style-type: none"> 1. Students begin to ask questions when receiving feedback. 2. Students engage in a guided discussion with the educator when receiving feedback. 3. Students begin to discuss with peers about feedback received. 	<ol style="list-style-type: none"> 1. Use process praise language in the classroom (See example here). 2. Provide students ready-made reflection/question tip sheet when meeting with you to use as a tool to guide discussion.