

# **Self-Management Handout 5b: SEL Lesson Planning Tool Sample Indicators and Teaching Strategies**

**Self-Management** is the ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This ability includes managing stress, controlling impulses, and focusing attention, motivating oneself, and setting and working toward achieving personal and academic goals.

## **Sub-Competency 1:**

Student will be able to understand and practice strategies for managing one’s emotions, thought, and behaviors.

**Sample Indicators/Learning Objectives:**

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| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Identify ways to self-soothe. * Demonstrate control of impulsive behavior. * Express one’s needs and emotions verbally. | * Use “I” messages to present one’s own perspective and feelings in response to an emotional experience. * Recognize own thoughts and emotions in order to act before becoming overwhelmed. | * Identify multiple ways to manage negative emotions (i.e., stress and anger). * Identify ways to increase one’s own positive emotions such as joy and optimism. * Demonstrate the capacity to maintain concentration on a task. | * Differentiate between thoughts, feelings, and behaviors and learn how thoughts affect feelings and behaviors. * Identify strategies for dealing with areas of personal discomfort. * Describe strategies for releasing negative feelings and managing negative moods. * Utilize strategies for coping with and overcoming feelings of rejection, social isolation, and stress. |

**Sample Teaching Strategies:**

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| * Utilize verbal and nonverbal cues to support students in managing emotions (e.g., tap on the desk, a smile, a glance, finger to lips). * Have students try different breathing and behavior strategies (e.g., teach and regularly practice a simple deep breathing technique with students) when they feel stressed (i.e., show students how a balloon deflates and see if they can copy that in their bodies when they feel stressed). * Utilize role-play situations where children utilize words to communicate needs and calming strategies to maintain control. * Emphasize taking turns fairly in the classroom, which includes allowing students different ways to participate beyond raising a hand. | * Discuss a scenario where a behavior triggered a negative response, identify the trigger, brainstorm solutions together, and then as a group evaluate the options with a checklist. * Introduce techniques for managing stress or anxiety (e.g.., belly breathing, counting to ten, self-talk, relaxation exercises, or mental rehearsal). Encourage students to practice these techniques on a regular basis. * Teach more sophisticated mindfulness and meditation techniques. * Have students write a story showing characters making positive choices. Be sure the story shows the characters’ thoughts as they are making the choices. * Utilize small group problem solving scenarios to practice “I” messages in new situations. | * Expose students to mindfulness techniques. Make these types of techniques a regular part of classroom routines (e.g., before a test). * Provide students with strategies for managing stress and anger (e.g., using a stress ball or other manipulative, counting slowly, focusing on breathing, re-evaluating situations). * Discuss the strategies literary characters used to handle their stressors and whether those strategies were positive or negative – connect them to the students’ own experience using similar strategies. * Discuss the pressures that lead to mental health challenges and strategies to help fight them. * Have students develop a graphic organizer that compares and contrasts ways to express feelings. * Teach students to “press pause” when making a decision, and when they are feeling angry or hurt. | * Use journal writing to have students identify issues of stress and concern and strategies to address these. * Provide students with opportunities to practice mindfulness on a regular basis. * Lead a discussion about positive ways historical figures expressed their feelings of oppression, anger, or disappointment. Consider exploring how “positive” may be defined by action and response and explore issues of social justice. Have students reflect on similar opportunities in their own life. * Have students identify how they can express their feelings in positive ways (e.g., talk to an adult or friend, put our feelings into words, create media or write an essay (or in a journal) about how we feel, show our feelings through dance). * Have students read nonfiction sources that describe how an individual has overcome feelings of rejection and ask students to reflect on their own experiences. * Ask students to write an advice column to younger students on how to positively adjust their feelings and thoughts in response to a stressor. |

## **Sub-Competency 2:**

Student will be able to recognize the skills needed to establish and achieve personal and educational goals.

**Sample Indicators/Learning Objectives:**

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| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Identify a goal, wish, or dream. * Identify simple steps needed to perform a routine task or accomplish a goal. * Describe something one has accomplished. | * Distinguish between short- and long-term goals. * Describe the steps in setting and working to achieve a goal. * Evaluate what they might have done differently to achieve greater success on a recent goal. * Understand the relationship between prosocial behavior in the classroom and goal achievement. | * Identify and set a short-term goal and make a plan for achieving it. * Monitor progress and analyze why one achieved or did not achieve a goal. * Demonstrate goal-setting skills related to potential career paths. | * Identify a post-secondary goal with action steps, timeframes, and criteria for evaluating achievement. * Demonstrate an understanding that goal-setting promotes lifelong success. * Name the features of goal planning that are important to achieving outcomes (measurable goal, progress monitoring, plan adjustment, etc.). * Define a measurable, personal goal that reflects an area of improvement or development they want to pursue. * Develop an action plan linked to a personal goal. |

## **Sample Teaching Strategies:**

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |

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| --- | --- | --- | --- |
| * Use a classroom visual to show a goal and have students add behaviors that help to reach that goal. * Have students do a step-by-step art project and narrate as they get closer to completing the goal of the project. * Have students create a collage to show something they have accomplished and something they are working to accomplish. | * Have students draw a picture of steps that need to be taken to complete a goal. * Have students complete a chart to track their daily and weekly goals. * As a class, work to complete a long-term goal. * As a class, work to complete a short-term goal (e.g., a community service project such as cleaning up an area of the school). Help students develop simple goals and a timeline, and then complete their plan. | * Have students identify a short-term (i.e., 3 to 6 week) goal – could be academic, could be other (e.g., getting a better grade on my next book report, improving my time on the 100-yard dash, getting along better with my sister), and have them develop a plan and monitor their progress weekly. * Have students use a calendar/planner to set goals and reflect at the end of the week, month, and quarter to see if they have attained those goals. Support students to adjust goals or ask for help when needed. * Use journal writing so students can reflect on the behaviors that have helped or hindered the attainment of their goals. * Have students attend a career day and then draft a plan for entering a dream career. * In small group discussions, have students react to different goal-setting scenarios and identify behaviors that would help individuals accomplish their goals. | * Have students set a personal goal and a plan to accomplish it. Develop it as a project, with weekly check-ins. Support students to monitor their progress and ask them to write a reflection on their strengths and challenges as they work toward the goal. * Have students interview someone in their career of choice or college-aged students to ask how goal-setting helped them get where they are now. * Facilitate conferences with students to reflect on a goal, measure the success, and make a plan to improve. |

## **Sub-Competency 3:**

Student will be able to identify ways to persevere or overcome barriers through alternative methods to achieve one’s goals

**Sample Indicators/Learning Objectives:**

| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| --- | --- | --- | --- |
| * With adult support, describe how working through tough challenges can lead to positive emotions. * With adult encouragement, make multiple attempts to meet a goal. | * With increasing independence, begin to recognize that everyone has personal strengths, and those resources can be used to achieve personal goals. * Name positive and negative social and environmental influences on personal and academic success. | * Identify and understand personal factors that lead to goal achievement (i.e., time management, confidence, perseverance, adequate resources, support from others, etc.) and develop plans to enhance those personal factors to achieve one’s goals. * Demonstrate the ability to select and implement the best strategy or solution to overcome obstacles and accomplish set goals. | * Assess lessons learned from experiences and mistakes. * Continue to build upon and strengthen one’s ability to identify strategies that will make use of available resources to assist in overcoming obstacles and achieving goals. * Use creativity, problem solving, and innovation to generate multiple possible solutions when experiencing obstacles. |

## **Sample Teaching Strategies:**

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| --- | --- | --- | --- |
| **Early Elementary** | **Late Elementary** | **Middle School** | **High School** |
| * Have students draw pictures of what success looks like to them and do the same with failure/disappointment and discuss.   Have students tell a story where they were upset because things were not working out as expected, but in the end, they were successful because they finally met their goal. | * Have students describe when they feel eager, ready, or excited to take on a challenge. * In small groups, have students share their strengths and how their strengths can help them overcome obstacles. * Lead a class discussion on how students can help their peers accomplish their goals. | * Have mentors share their secrets to success. * Have students read and discuss stories that show characters who overcame obstacles to achieve positive outcomes. * In small groups, have students compare strategies used to overcome obstacles to achieve goals. * Have students develop lists of techniques one can use to overcome negative feelings. * Have students practice focusing techniques that can release frustration and bring attention back to a focus area. | * Assign students a writing assignment comparing and contrasting two experiences: 1. Experience that describes one’s best work at reaching a goal. 2. Experience that describes how challenges prevented goal attainment. * Have students write about a dilemma they’re facing and have them use cost/benefit analysis to generate potential solutions/decisions. * Have students conduct a review of their habits and note which habits contribute to their success. |

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