

SEL Dice

	1	2	3	4	5	6
Red	Name one feeling you had during today's class. What happened to make you feel that way? E	One minute accolade. E	Give one, get one, move on (Go, Go, Mo) B, M	One word whip around with the class. E	Greeting Frenzy. B	One thing I'm worried about is... B, E
Pink	How are you feeling? Anything you want to share with me? B, E	Think of one word that sums up what you learned today. Write it on a ticket. E	Corner choice. B, M	Set your intention for your learning today. B	What is one thing you are curious about after today's lesson? E	Mix and Mingle. B
Green	How are you feeling today? Anything you want to share with your group? B, E	What is one thing you are curious about after today's lesson? E	Synetics. B, M	One minute accolade. E	One word whip around with the class. B	Gallery walk. B, M
Yellow	How are you feeling today? Anything you want to share with your partner? B, E	Card sort. M	One word whip around with your group. E	One minute accolade or team quiz hustle. M, E	I want to learn more about .. E	What's new? B, M
Blue	How are you feeling today? What is making you feel this way? B, E	Fishbowl. M	One word whip around in group. E	One thing I am excited about ... B, E	I want to learn more about ... E	Pass it on. B, M

SEL Benchmarks Middle School

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.

- 1A.3a. Analyze factors that create stress or motivate successful performance.
- 1A.3b. Apply strategies to manage stress and to motivate oneself to constructively address challenges.
- 1A.3c. Demonstrate the capacity to maintain concentration on a task.

B. Recognize personal qualities and external supports.

- 1B.3a. Analyze how personal strengths and areas in need of improvement influence choices and outcomes.
- 1B.3b. Analyze how making use of school and community supports and opportunities can help one surmount challenges and contribute to achievement in school and in life.

C. Demonstrate skills related to achieving personal and academic goals.

- 1C.3a. Set a short-term goal and develop a plan for achieving it.
- 1C.3b. Analyze why one achieved or did not achieve a goal.

Goal 2: Use social awareness and interpersonal skills to establish and maintain positive relationships.

A. Recognize the feelings and perspectives of others.

- 2A.3a. Hypothesize others' feelings and perspectives in a variety of situations and explain the reasons for one's conjecture.
- 2A.3b. Analyze how one's behavior may affect others.

B. Recognize individual and group similarities and differences.

- 2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.
- 2B.3b. Analyze the effects of taking action to oppose bullying and/or bias based behavior based on individual and group differences.

C: Use communication and social skills to interact effectively with others.

- 2C.3a. Analyze ways to establish positive relationships with others.
- 2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.

D. Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

- 2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.
- 2D.3b. Define unhealthy peer pressure and evaluate strategies for resisting it.

SEL Benchmarks Middle School

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.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
- 3A.3b. Analyze the reasons for school and societal rules.

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

- 3B.3a. Analyze how decision-making skills have an impact on study habits, academic performance, and interpersonal relationships.
- 3B.3b. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.

C. Contribute to the well-being of one's school and community.

- 3C.3a. Evaluate one's participation in efforts to address an identified school need.
- 3C.3b. Evaluate one's participation in efforts to address an identified need in one's local community