

# **Bullying Prevention and Social-Emotional Learning Standards**

©Sue Black, Certified Bullying Prevention Trainer

## **Bullying Prevention and Social-Emotional Learning Standards**

A comprehensive bullying prevention program includes opportunities for students to develop their social-emotional skills. These skills include:

- self-awareness
  - identifying emotions
  - self confidence
  - ability to achieve results
- self-management
  - self-discipline
  - motivation
  - stress management
  - goal setting
  - impulse control
- social-awareness
  - empathy
  - respect for others
  - appreciating diversity
  - perspective
- relationship skills
  - communication
  - conflict resolution
  - seeking help
  - helping
- responsible decision making
  - problem solving
  - ethical responsibility

## **Illinois Social Emotional Learning Standards**

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

Why this goal is important: Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

**Bullying Prevention and Social-Emotional Learning Standards**  
©Sue Black, Certified Bullying Prevention Trainer

**Learning Standard – A: Recognize the feelings and perspectives of others.**

**Early Elementary**

2A.1a. Recognize that others may experience situations differently from oneself.

2A.1b. Use listening skills to identify the feelings and perspectives of others.

**Late Elementary**

2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.

2A.2b. Describe the expressed feelings and perspectives of others.

**Middle/Jr. High**

2A.3a. Predict others' feelings and perspectives in a variety of situations.

2A.3b. Analyze how one's behavior may affect others.

**Early High School**

2A.4a. Analyze similarities and differences between one's own and others' perspectives.

2A.4b. Use conversation skills to understand others' feelings and perspectives.

**Late High School**

2A.5a. Demonstrate how to express understanding of those who hold different opinions.

2A.5b. Demonstrate ways to express empathy for others.

**Learning Standard – B: Recognize individual and group similarities and differences.**

**Early Elementary**

2B.1a. Describe the ways that people are similar and different.

2B.1b. Describe positive qualities in others.

**Late Elementary**

2B.2a. Identify differences among and contributions of various social and cultural groups.

2B.2b. Demonstrate how to work effectively with those who are different from oneself.

**Middle/Jr. High**

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 based on individual and group differences.

**Bullying Prevention and Social-Emotional Learning Standards**  
©Sue Black, Certified Bullying Prevention Trainer

**Early High School**

2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.

2B.4b. Demonstrate respect for individuals from different social and cultural groups.

**Late High School**

2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

2B.5b. Evaluate how advocacy for the rights of others contributes to the common good.

**Learning Standard – C: Use communication and social skills to interact effectively with others.**

**Early Elementary**

2C.1a. Identify ways to work and play well with others.

2C.1b. Demonstrate appropriate social and classroom behavior.

**Late Elementary**

2C.2a. Describe approaches for making and keeping friends.

2C.2b. Analyze ways to work effectively in groups.

**Middle/Jr. High**

2C.3a. Analyze ways to establish positive relationships with others.

2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.

**Early High School**

2C.4a. Evaluate the effects of requesting support from and providing support to others.

2C.4b. Evaluate one's contribution in groups as a member and leader.

**Late High School**

2C.5a. Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.

2C.5b. Plan, implement, and evaluate participation in a group project.

**Bullying Prevention and Social-Emotional Learning Standards**  
©Sue Black, Certified Bullying Prevention Trainer

**Learning Standard - D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.**

**Early Elementary**

- 2D.1a. Identify problems and conflicts commonly experienced by peers.
- 2D.1b. Identify approaches to resolving conflicts constructively.

**Late Elementary**

- 2D.2a. Describe causes and consequences of conflicts.
- 2D.2b. Apply constructive approaches in resolving conflicts.

**Middle/Jr. High**

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

**Early High School**

- 2D.4a. Analyze how listening and talking accurately help in resolving conflicts.
- 2D.4b. Analyze how conflict-resolution skills contribute to work within a group.

**Late High School**

- 2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.
- 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.