

SELF-AWARENESS



13. SETTING SEL INTENTIONS

- ▶ **WHAT?** Improve student focus, behavior, and adherence to class norms as they set intentional SEL-related behavior goals, monitor their progress, and hold each other accountable.
- ▶ **WHY?** Simply creating an SEL behavior goal helps us become more intentional about being our best selves during a lesson or activity. Creating implementation plans with a specific behavior plan that addresses roadblocks makes you 3 times more likely to achieve your goal!
- ▶ **WHEN?** At the start of the year, to address stressful limiting beliefs, or to analyze claims or viewpoints.

MATERIALS

- ❑ One Index card, post-it, or small sheet of paper per student.
- ❑ Students will need a writing utensil.
- ❑ One SEL Chart per student <http://tinyurl.com/SELstudentchart>

SEL FOCUS

- **Self-Awareness:** Identifying personal assets, having a growth mindset, and identifying a growth area
- **Self-Management:** Goal-setting

Launch Activity (5min+)

- I. **4min- Students brainstorm and discuss** the habits of excellent academic students. *Ex: focused, self-disciplined, self-controlled, respectful, ask questions, express their opinions, etc.* Students can also review the class norms or expectations for ideas. Tip: Include SEL-related skills (growth-minded, empathetic, compassionate, optimistic, organized, etc)
- II. **1min- Describe Implementation Intentions:** Implementation intentions are small well-thought-out plans for being your best self daily. Did you know that implementing these makes you 3 times more likely to complete your goals? Let's make some today.

SEL Routine (8min+)

1. **3min- Look back at your brainstorm.** Using our class norms, expectations, or SEL chart, identify one goal you have for being your best self today and then answer these questions on a post-it or index card that you'll place nearby where it will be visible throughout the day:
 - Which behavior do you want to do more of in order to perform at your best today in class? *I want to be more _____ because _____.*
 - What roadblocks get in the way of you doing this behavior well? *Roadblocks to this might be _____ (distractions, I'm confused, I'm stressed, I'm tired, etc).*
 - What solutions would help you overcome these roadblocks? *Solutions include _____.*
2. **1min- Behavior goal sharing with an accountability buddy:** Students tell their partner their behavior goal and how they want to be reminded or redirected if they get off track. (30seconds/partner) *Ex: I want to be more focused. If you see me dozing off, talking to a peer, distracted, or with my phone out for some reason when I should be paying attention, just nudge my shoulder.*

I want to be more focused because I get distracted easily.

Roadblocks include my phone and daydreaming.

Solutions include: sitting up closer, turning off phone, participating more.



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3. **Proceed with your lesson:** Students go through the lesson with their intentions and plan in mind.
4. **4min- Self-assessment:** Students review their performance at the end of the activity or lesson by sharing their glows (what went well) and grows (what can improve) with their peers and suggesting next steps for improvement. You can suggest tips, give feedback based on what you saw as the teacher, have students share best practices, and state their next steps as a whole class.

Extensions

1. **Peer feedback:** Students can also receive peer feedback related to their personal intentions. This is a powerful tool to support them in following your classroom norms and in living the values of your school mission. Students discuss roadblocks that still remain and give solutions or tips they have for each other. Each member describes their performance: *I think I did _____, because _____. I can still improve by _____. A roadblock I have is _____. What do you suggest?*
2. **It just takes 1 minute everyday!** Students select an intention and tell their partner what it is. This would only take 1 minute. 30 seconds at the start of the lesson: 15 seconds to write the intention and 15 seconds to share how they want to be reminded. And 30 seconds at the end of the lesson for reflection and identifying next steps.
3. **Content Infusion:** This is a powerful tool for behavior in your classroom management plan that is fully managed by students themselves. You can have discussions about what roadblocks still remain and what solutions or tips they have for each other. Students can also share general best practices related to each SEL skill. In this plug-in, we discussed general SEL skills related to being focused and collaborative during a lesson or activity, but you can include other skills necessary for students to master your learning objective:

Math: Students select one of the 8 Common Core Math Practices as their intention while working in collaborative problem-solving groups. For 2 minutes, they individually create a plan of action, identify possible roadblocks, and solutions. They then create 1-3 questions to ask their peers to help them solidify their plan. Then they conduct a quick pair or group share to gain answers to their questions. Then they apply their intention plan consciously, document progress towards their intention, then evaluate their performance on their intentions individually and with peers. *Ex: Dina's group decided to make the Math Practice: "Make sense of problems and persevere in solving them" their intention in addition to "staying on task," since they have struggled with quitting too soon and being distracted.*

ELA: Students select a Common Core Standard in Reading and identify a subgoal (written in student-friendly "I can statements" by the teacher) that they want to improve on. They create an initial plan of attack, consult with peers for guidance, and then execute their intention as they read and engage in a text-based discussion. Finally, students will assess their performance individually, then with peers, before creating next steps.