



## Self-Management

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

Several key sets of skills provide a strong foundation for achieving school and life success. Knowing how to manage one's emotions in a constructive manner enables one to handle stress, control impulses and motivate one's self to persevere through obstacles to achieve short- and long-term goals. It is also critical for one to be able to establish and monitor progress towards achieving academic and personal goals.

Ideally, educators integrate evidence-based Social and Emotional Learning (SEL) practices across all subject areas to help students develop their social emotional skills or competencies. For the Self-Management competency, we've developed two learning goals, set measurable grade band benchmarks, identified sample activities for each grade band and identified where select Minnesota Academic Standards connect to the benchmarks. The sample activities are suggestions that educators can use to teach the benchmarks – the activities are not meant to be complete lessons. The intent is for students to reach mastery of each benchmark by the end of the grade range; however, teachers may want to revisit the earlier skills periodically.

### Learning Goals:

1. Demonstrates the skills to manage and express their emotions, thoughts, impulses and stress in effective ways.
2. Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals.

## **Learning Goal 1**

Demonstrates the skills to manage and express one's emotions, thoughts, impulses and stress in constructive ways.

### *Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

<b>Grade Band</b>	<b>Benchmark</b>	<b>Sample Activity</b>	<b>Related Academic Standards</b>
Kindergarten–Grade 3	Demonstrate calming strategies in order to manage emotions, thoughts, impulses and stress.	Have students identify common stressors, e.g., being told "No," losing a game, being left out, being frustrated, being teased, or feeling embarrassment. Have students identify strategies to cope with those stressors, including deep breathing techniques such as lying on the floor with a stuffed animal on their tummies and watching the toy rise and slowly fall as the child breathes slowly in and out, or shaking and watching a "glitter bottle" until all the glitter settles.	Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.  Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.  Common Core Math Standards, SMP 6, Attend to precision.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Describe how feelings relate to thoughts and behaviors.	<p>When discussing stories, routinely ask students about a time they have felt the same way as a character in the story. How did the feelings of the character affect the character’s thoughts and behaviors? When something similar happened to students, how did their feelings affect their own thoughts and behaviors? Was it the same or different from the way the character acted?</p>	Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.
Kindergarten–Grade 3	Recognize that they have choices in their behaviors.	<p>Read a story and discuss where the students would make different choices than a character and what the effects of those choices would have on the story.</p> <p>When handling discipline situations, ask students what choice they were making when deciding how to behave. How did their choice of how to behave affect what happened? Ask them how things might have worked out differently if they had chosen differently, e.g., if they had waited their turn instead of cutting in line.</p>	Social Studies, 2.2.1.1.1, Given a goal and several alternative choices to reach that goal, select the best choice and explain why.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Recognize the importance of not giving up (perseverance).	<p>Routinely ask students to brainstorm ways to motivate themselves when they face difficult situations. For example, in math, check in with students as they encounter difficult tasks and give appropriate feedback when they eventually succeed.</p> <p>Read biographical stories about historical figures or leaders who didn't give up. Talk about how their perseverance paid off, for themselves and for their communities.</p>	<p>Arts, 0.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations.</p> <p>Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p>
Grades 4–5	Use coping skills such as calming down, walking away, self-talk, seeking help or mediation to manage their emotions and behaviors.	<p>Adults model self-talk and then discuss how they use it, e.g., "I'm really excited to see what's inside the box or how the experiment turned out. I'm going to take a breath before I take a look. When I'm really excited I like to calm down before I do something, because I know I think well when I'm calm."</p>	<p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Common Core Math Standards, SMP 6, Attend to precision.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	<p>Use constructive ways of expressing their emotions, thoughts, impulses and stress such as through using I-statements.</p>	<p>Use fill-in-the-blank “I-statements” as a practice tool. I feel _____ (nervous or distracted) when _____, e.g., the music is so loud. I feel _____, e.g., sad or angry when _____, e.g., you say you’re going to text me and then you don’t.</p> <p>Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?), and how to handle emotions in appropriate ways.</p>	<p>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Common Core Math Standards, SMP 6, Attend to precision.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	<p>Understand causes and effects of their emotions, thoughts, impulses, stress and distress.</p>	<p>Read a story that demonstrates an internal conflict within a character, and students identify cause and effect of that conflict within a character.</p> <p>Establish shared classroom rules and expectations and consequences so that students can see the impact of their own actions and behaviors on outcomes.</p> <p>Routinely use a decision-making process to help students reflect on the causes and effects of their emotions and thoughts. For example, “What was the problem?” “How did it make you feel?” “What was the decision you made in this situation?” “What were the consequences for you and for others?” “How can we make this situation better?” “The next time you face this kind of situation and feel this way, what could you do differently so that this doesn’t happen?”</p>	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Adapt for and overcome obstacles by demonstrating perseverance.	<p>Any time students face challenges, routinely ask them to brainstorm ways to motivate themselves and overcome obstacles. Ask them to think about how they can adapt to be more effective in the situation, including who they might ask for help.</p> <p>Ask students to write an essay about how they overcame obstacles to achieving a goal – such as completing challenging math tests or complicated science experiments – by demonstrating perseverance. Ask students to share their story with a partner.</p>	Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.
Grades 4–5	Analyze the relationship between your own ethical values – such as honesty, respect and integrity – and behavior.	<p>Routinely read biographies of historical figures who demonstrated highly ethical values. Lead discussions about how their values influenced their actions. Ask students to write essays about their own ethical values, and how those values influence the way they behave toward others.</p>	Social Studies, 0.1.1.1.1, Demonstrate civic skills in a classroom that reflect an understanding of civic values.

<b>Grade Band</b>	<b>Benchmark</b>	<b>Sample Activity</b>	<b>Related Academic Standards</b>
Grades 6–8	Apply strategies to manage stress.	<p>Discuss how students handle their stressors. Ask students to reflect on scenarios when they had a desired outcome versus non-desired outcome.</p> <p>Lead age-appropriate class discussion about how emotions can improve by changing our behavior. For example, “What can we do to make ourselves feel better when we’re feeling sad?” “Go to a caregiver for a hug,” “Listen to happy music,” “Dance to up music,” “Speak to a friend about the situation,” “Do something nice for someone else.”</p>	
Grades 6–8	Reflect on the positive and negative consequences of expressing their emotions in different situations and contexts.	Discuss ways that students can effectively and assertively advocate for themselves in different situations.	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	<p>Evaluate the role attitudes play in being successful.</p>	<p>Share your own story about times your attitude affected your success when you were a student, or as a teacher.</p> <p>Provide authentic feedback when you notice students showing a positive attitude. For example, “I know this math problem is challenging, but I like your attitude. You’re really sticking with it, and you’re not getting discouraged.”</p>	<p>Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p>
Grades 6–8	<p>Evaluate how ethical values such as honesty, respect and integrity contribute to lifelong success and relationship building.</p>	<p>Ask students to respond to journal prompts that ask them to think about how their ethical values contribute to success or relationships. For example, “What are my values, and how do they make me a better friend? How will my values contribute to my success in school, my success in college, my success in the future...?”</p>	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Apply strategies to motivate successful performance (perseverance).	Students develop a graphic organizer that compares and contrasts ways to express behavior and outcomes.	Common Core Math Standards, SMP 4, Model with mathematics. Common Core Math Standards, SMP 5, Use appropriate tools strategically. Common Core Math Standards, SMP 7, Look for and make use of structure. ELA, W6.10, 7.10, 8.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Grades 9–12	Practice strategies for recognizing and coping with complex emotions such as rejection, social isolation, and other forms of stress/distress.	Highlight complex emotions when they occur in literature. Have students journal to reflect on how they might deal with complex emotions if they were in a similar position.	Arts, 9.2.1, Create or make in a variety of contexts in the arts area using the artistic foundations. Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.

<b>Grade Band</b>	<b>Benchmark</b>	<b>Sample Activity</b>	<b>Related Academic Standards</b>
Grades 9–12	Incorporate personal management skills on a daily basis, including work/study skills, personal resources, and time management.	<p>Students create a daily plan for mapping out school, activities, homework, and sleep/nutrition, etc.</p> <p>Routinely build in time at the beginning, in the middle or end of each day for students to create and reflect on their plan.</p>	ELA, W9.10, 11.10, Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	<p>Evaluate how their behaviors influence the environment and society.</p>	<p>Ask students to complete individual or group reports exploring how different behaviors they engage in affect the environment and/or society.</p> <p>Lead community service projects that address a community need, and ask students to evaluate how their actions affected the community. Possibly use math as one of the analytic tools to make evaluations.</p> <p>Organize environmental projects, asking students to think about human activity they engage in that affects the environment such as littering. Ask them to identify a goal to improve a situation in the environment. At its completion, ask students to evaluate how their actions affected the environment. Possibly use math as one of the analytic tools to make evaluations.</p>	<p>Social Studies, 2.3.4.9.1, Identify causes and consequences of human impact on the environment and ways that the environment influences people.</p> <p>Science, 9.1.3.3.1, Describe how values and constraints affect science and engineering.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	<p>Analyze if they are behaving in line with ethical values and adjust accordingly.</p>	<p>Teach the THINK process to help students recognize responsible social media use before posting an unkind or untrue remark about a person because they are upset. THINK: T - is it true? H - is it helpful? I - is it inspiring? N - is it necessary and K - is it kind? This activity could be part of the class norms as well.</p> <p>Give students opportunities to journal in order to reflect on choices they have made during the day and whether their choices are aligned to their own value systems. Where students' choices aren't aligned to their own values, have them reflect on why and how they might shift this.</p>	<p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Common Core Math Standards, SMP 2, Reason abstractly and quantitatively.</p> <p>Science, 9.1.1.4, Explain how societal and scientific ethics impact research practices.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Develop strategies to overcome roadblocks (perseverance).	Any time students face challenges, brainstorm with them about ways to overcome those roadblocks. Be sure to encourage them to think strategically about who in their world can be helpful, and how to cultivate relationships with those individuals, so they can reach out to them when they need help.	

Table 1 – Self Management Learning Goal 1: benchmarks, sample activities and related academic standards by grade band.

## Learning Goal 2

Demonstrates the skills to set, monitor, adapt, achieve and evaluate goals.

### *Benchmarks, Sample Activities and Related Academic Standards by Grade Band*

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Identify personal goals with assistance from an adult.	Have students create a personal goal, hope or dream for the school year and display them in the classroom along with the steps they will need to take to reach it – a stairway activity.	
Kindergarten–Grade 3	Monitor progress towards personal goals with assistance from an adult.	Celebrate each step accomplished with a stairway activity.	Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.

<b>Grade Band</b>	<b>Benchmark</b>	<b>Sample Activity</b>	<b>Related Academic Standards</b>
Kindergarten–Grade 3	Describe and implement simple steps necessary to achieve short-term goals.	Students are presented with a community or school need, and students identify a personal asset that would help address the need.	Arts, 0.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.  Common Core Math Standards, SMP 8, Look for and express regularity in repeated reasoning.  Science, 2.1.2.2.1, Identify a need or problem and construct an object that helps to meet the need or solve the problem.
Kindergarten–Grade 3	Identify personal resources to achieve goals.	As part of a simple class project, e.g., a community service project, or anytime students are working on a goal, routinely brainstorm simple resources students can use to achieve their goal. Develop dialoguing questions about goals such as “What is our goal? What are the steps it will take to achieve our goal? What are some of the things that might make it hard for us to achieve our goal? What are some resources we have to help us achieve our goal? Who can we ask for help? How will we celebrate when we’re done?”	Common Core Math Standards, SMP 5, Use appropriate tools strategically.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Kindergarten–Grade 3	Demonstrate the ability to receive and act on feedback.	<p>Talk about how we can be respectful and listen when we receive feedback. Provide authentic feedback when students receive feedback well and when they act on it. For example, I saw the way you listened respectfully just now. I can tell you’re thinking about ways you can do better next time. What are you thinking you might do differently? What’s something you could do right now to make the situation better?”</p>	<p>ELA, W0.5, Recognize common types of texts (e.g., storybooks, poems).</p> <p>ELA, W1.5, Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>ELA, W2.5, Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>ELA, W3.5, Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>

<b>Grade Band</b>	<b>Benchmark</b>	<b>Sample Activity</b>	<b>Related Academic Standards</b>
Grades 4–5	Identify goals across multiple domains (e.g., academic, personal, and social).	Help students identify individual goals, e.g., academic, athletic, personal, and social and help them organize projects in which they chart progress toward achieving daily and weekly goals. Similar projects can also be developed for small group or classroom goals. A classroom goal could be to reduce the time it takes for us to get settled in our desks in the morning.	Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.  ELA, 6.9.1.1b, 7.9.1.1b, 8.8.1.1b, Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
Grades 4–5	Monitor progress toward goals across multiple domains.	Create projects that allow students to work toward a personal and/or classroom goal. Select the goal, break it into steps.	Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.  Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	Implement steps necessary to achieve their goals.	<p>Anytime students are working toward achieving a goal, ask questions to help them identify and work through the steps necessary to achieve their goal. For example, What is your goal in this situation? What are sub-goals you think you could realistically accomplish in the next few weeks? How will you monitor your progress? Who will you ask for help? Who will you go to for moral support? How will you celebrate your achievements?</p>	<p>Arts, 4.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>ELA, W4.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.</p> <p>ELA, W5.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.</p> <p>Science, 4.1.2.2.1, Identify and investigate a design solution and describe how it was used to solve an everyday problem.</p>

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 4–5	<p>Identify internal and external resources necessary to overcome obstacles in meeting goals.</p>	<p>In collaboration with students, develop a school and community resource chart with internal and external support systems and resources.</p> <p>As a regular practice, any time students are working on goals, ask them questions that help them think about the resources they can use. Example questions are: What are the challenges you're facing in achieving your goal? What kinds of resources could you use to help you overcome the obstacle? Think about the resources chart we developed together. What kinds of resources did you find there that might be helpful? What are you going to try today?</p>	<p>Common Core Math Standards, SMP 5, Use appropriate tools strategically.</p> <p>Science, 4.1.2.2.2, Generate ideas and possible constraints for solving a problem through engineering design.</p>

<b>Grade Band</b>	<b>Benchmark</b>	<b>Sample Activity</b>	<b>Related Academic Standards</b>
Grades 4–5	Demonstrate the ability to actively engage in a feedback loop.	Build in time for reflection at the end of each day or week when students reflect on their plans or goals and assess whether they are making progress and think about what they may want to do to improve.	ELA, W4.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing.  ELA, W5.6.5, With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.  Science, 4.1.2.2.3, Test and evaluate solutions, considering advantages and disadvantages for the engineering solution, and communicate the results effectively.
Grades 6–8	Connect goal-setting skills to academic, personal and civic success.	Create individual and group goal projects that allow students to work on academic, personal or civic goals. Help them set up ways to monitor their progress, and develop routines for them to reflect each day or week on their progress.	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 6–8	Monitor progress towards goals and adjust steps as needed.	Schoolwide celebration of students who are actively participating in goal-achieving programs.	<p>Arts, 6.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.</p> <p>Social Studies, 9.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>Social Studies, 9.2.2.2.1, Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>Science, 6.1.2.2.1, Apply and document an engineering design process that includes identifying criteria and constraints, making representations, testing and evaluation, and refining the design as needed to construct a product or system to solve a problem.</p>

<b>Grade Band</b>	<b>Benchmark</b>	<b>Sample Activity</b>	<b>Related Academic Standards</b>
Grades 6–8	Demonstrate the ability to balance and prioritize multiple goals.	Create a group writing project or science project – including project-based learning activities – to provide students with practice in balancing and prioritizing multiple goals that are associated with completion of any project.	ELA, SLVML 6.6, 7.6, 8.6, Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.  ELA, W6.5, 7.5, 8.5, With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach.
Grades 6–8	Utilize internal and external resources to help achieve goals.	Students are involved in a college/career access program at their school that helps build connections to academic planning, goal-setting, future aspirations and how to utilize resources.	Common Core Math Standards, SMP 5, Use appropriate tools strategically.
Grades 6–8	Demonstrate the ability to filter feedback from adults and peers.	During a group experiment or writing project, ask students to ask adults and peers for feedback. Ask students to work in small groups to review the feedback and decide what feedback is helpful.	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	Develop both medium- and longer-term goals – by the end of the school year or in six months.	<p>Use a planner to help students develop good goal-setting skills. Assignments are goals that can be broken down into smaller sub goals to teach good planning and goal setting. Create small groups designed to help students think about the steps needed to complete an assignment, e.g., doing research to gather information, outlining the report, drafting the report, proofing the report. They can use their planner to lay out the scheduled steps and monitor their progress. Build in rewards and celebrations for completing goals.</p>	

Grade Band	Benchmark	Sample Activity	Related Academic Standards
Grades 9–12	<p>Monitor progress toward medium- and longer-term goals, and make adjustments to plan as needed.</p>	<p>Students could interview someone in their career of choice or interview college-aged students to ask about how positive goal-setting helps in their career or in college.</p> <p>Ask students to identify a one-month academic or athletic goal and create a project to monitor their progress. As part of math or science, they might be asked to develop graphs to show progress.</p>	<p>Common Core Math Standards, SMP 1, Make sense of problems and persevere in solving them.</p> <p>Social Studies, 9.2.1.1.1, Apply reasoned decision-making techniques in making choices; explain why different individuals, households, organizations and/or governments faced with the same alternatives might make different choices.</p> <p>Social Studies, 9.2.2.2.1, Establish financial goals; make a financial plan considering budgeting and asset building to meet those goals; and determine ways to track the success of the plan.</p> <p>Science, 9.1.2.2.2, Develop possible solutions to an engineering problem and evaluate them using conceptual, physical and mathematical models to determine the extent to which the solutions meet the design specifications.</p>

<b>Grade Band</b>	<b>Benchmark</b>	<b>Sample Activity</b>	<b>Related Academic Standards</b>
Grades 9–12	Identify action steps that connect current goals with future, long-term goals.	Take career interest surveys, researching different postsecondary choices, researching timelines/deadlines, knowing the importance of academic growth.	
Grades 9–12	Determine the appropriate outside resources that can help with responding to a personal, school, or civic need.	Make a list of outside resources who can support goal-setting.	Common Core Math Standards, SMP 5, Use appropriate tools strategically.
Grades 9–12	Analyze and implement feedback from multiple sources (peers, teachers, family).	For large group projects, ask teams of students to ask adults and peers to review an early draft of their project. Ask them to collect the feedback and then come together in their group to discuss and organize the feedback and to decide how to act on it to improve the final product.	Arts, 9.3.1, Perform or present in a variety of contexts in the arts area using the artistic foundations.  ELA, SLVML 9.6, 11.6, Adapt speech to a variety of contexts, audiences, tasks, and feedback from self and others, demonstrating command of formal English when indicated or appropriate.  ELA, W11.6, Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Table 2 – Self Management Learning Goal 2: benchmarks, sample activities and related academic standards by grade band.