

Quandary and the Illinois Social/Emotional Learning Standards

The *Illinois Social/Emotional Learning Standards* cover 3 goals:

- ❖ Goal 1 - Develop self-awareness and self-management skills to achieve school and life success.
- ❖ Goal 2 - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- ❖ Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

In the tables below, we've mapped *Quandary* to the standards for these goals. Note that all the text in the game is available as audio.

***Episode 4: Mixed Messages focuses on cyberbullying, and is the episode that most fully targets these SEL standards. However, many of these standards are targeted by all Quandary episodes.*

Source: http://www.isbe.state.il.us/ils/social_emotional/standards.htm

KEY to how Standards map to *Quandary*

- ✓ Standard targeted through normal game-play of *Quandary*.
- ⌘ Standard targeted through mid-game & post-game discussions and extension activities, as facilitated by our teacher support materials
- ✗ Standard not targeted.

Goal 1 Standards:

	Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early High School	Late High School
Goal 1: Self-Awareness and Self-Management	A) Identify and manage one's emotions and behavior.	X	X	X	✓ 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.	✓ 1A.5a. Evaluate how expressing one's emotions in different situations affects others.
		X	X	X	X	X
	B) Recognize personal qualities and external supports.	X	X	X	X	X
		X	X	X	⌘ 1B.4b. Analyze how positive adult role models and support systems contribute to school and life success.	⌘ 1B.5b. Evaluate how developing interests and filling useful roles support school and life success.
	C) Demonstrate skills related to achieving personal and academic goals.	X	X	X	✓ 1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	X
		X	X	⌘ 1C.3b. Analyze why one achieved or did not achieve a goal.	✓ 1C.4b. Apply strategies to overcome obstacles to goal achievement.	⌘ 1C.5b. Monitor progress toward achieving a goal, and evaluate one's performance against criteria.

Goal 2 Standards:

	Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early High School	Late High School
Goal 2: Use social-awareness and interpersonal skills	A) Recognize the feelings and perspectives of others.	✓ 2A.1a. Recognize that others may experience situations differently from oneself.	✗	✓ 2A.3a. Predict others' feelings and perspectives in a variety of situations.	✗ 2A.4a. Analyze similarities and differences between one's own and others' perspectives.	✗ 2A.5a. Demonstrate how to express understanding of those who hold different opinions.
		✓ 2A.1b. Use listening skills to identify the feelings and perspectives of others. (*If the player uses the audio option.)	✗ 2A.2b. Describe the expressed feelings and perspectives of others.	✓ 2A.3b. Analyze how one's behavior may affect others.	✗	✗ 2A.5b. Demonstrate ways to express empathy for others.
	B) Recognize individual and group similarities and differences.	✗ 2B.1a. Describe the ways that people are similar and different.	✗	✗ 2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. **	✗ 2B.4a. Analyze the origins and negative effects of stereotyping and prejudice. **	✓ 2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. **
		✗	✓ 2B.2b. Demonstrate how to work effectively with those who are different from oneself.	✓ 2B.3b. Analyze the effects of taking action to oppose bullying based on individual and group differences. **	✗	✓ 2B.5b. Evaluate how advocacy for the rights of others contributes to the common good. **

C) Demonstrate skills related to achieving personal and academic goals.	X	X	X	X	X
	X	X	✓ 2C.3b. Demonstrate cooperation and teamwork to promote group effectiveness.	✗ 2C.4b. Evaluate one's contribution in groups as a member and leader.	X
D) Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	X	✓ 2D.2a. Describe causes and consequences of conflicts.	✓ 2D.3a. Evaluate strategies for preventing and resolving interpersonal problems.	✗ 2D.4a. Analyze how listening and talking accurately help in resolving conflicts.	✓ 2D.5a. Evaluate the effects of using negotiation skills to reach win-win solutions.
	✓ 2D.1b. Identify approaches to resolving conflicts constructively.	✓ 2D.2b. Apply constructive approaches in resolving conflicts.	X	✓ 2D.4b. Analyze how conflict-resolution skills contribute to working within a group.	✗ 2D.5b. Evaluate current conflict-resolution skills and plan how to improve them.

Goal 3 Standards:

	Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early High School	Late High School
Goal 3: Demonstrate decision-making skills and responsible behaviors	A) Consider ethical, safety, and societal factors in making decisions.	X	✓ 3A.2a. Demonstrate the ability to respect the rights of self and others.	✓ 3A.3a. Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.	✗ 3A.4a. Demonstrate personal responsibility in making ethical decisions.	✓ 3A.5a. Apply ethical reasoning to evaluate societal practices.
		X	✗ 3A.2b. Demonstrate knowledge of how social norms affect decision making behavior.	✗ 3A.3b. Analyze the reasons for school and societal rules.	✗ 3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.	✗ 3A.5b. Examine how the norms of different societies and cultures influence their members' decisions and behaviors.
	B) Apply decision-making skills to deal responsibly with daily academic and social situations.	X	✓ 3B.2a. Identify and apply the steps of systematic decision making.	X	✗ 3B.4a. Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.	X
		X	✗ 3B.2b. Generate alternative solutions and evaluate their consequences for a range of academic and social situations.	X	X	✗ 3B.5b. Evaluate how responsible decision making affects interpersonal and group relationships.

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