

## Health & Physical Education/ Social Emotional Learning K–3 Standards Crosswalk

The following table shows possible connections between the [Washington Social Emotional Learning \(SEL\) Standards, Benchmarks and Indicators](#) and the [Washington Health and Physical Education K–12 Learning Standards](#). It is intended to support educators in finding connections as they plan and deliver instruction in Health, Physical Education, or SEL. Other connections may be possible — these were the best matches found by OSPI staff and several educators who created and reviewed this document.

K–3 educators may also wish to refer to [SEL Pathways for Early Learning](#), a crosswalk of Washington SEL Standards and the Early Learning and Development Guidelines for birth through grade 3.

### Standard 1 — Self-Awareness

Individuals have the ability to identify their emotions, personal assets, areas for growth, and potential external resources and supports.

#### BENCHMARK 1A

Demonstrates awareness and understanding of one’s own emotions and emotions’ influence on behavior

#### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum or content, and opportunities to practice understanding their own emotions.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>recognize, identify, and name my emotions, feelings, and thoughts.</b>	Identify different kinds of emotions. H1.So4.Ka	Identify positive feelings that result from participating in physical activity. PE5.2.K
With adult assistance, I can <b>recognize how different emotions, feelings, and thoughts feel in my body.</b>	Explain how the body reacts to stress. H1.So3.3a	
With adult assistance, I can <b>verbally express my emotions</b> or feelings.	Demonstrate healthy ways to express needs, wants, and feelings. H4.W6.K  Demonstrate appropriate ways to express emotions. H4.So4.2	

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>describe the difference between a fixed and a growth mindset</b>		

## BENCHMARK 1B

Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum or content, and opportunities to practice different ways of understanding personal strengths, areas for growth, culture, linguistic assets, and aspirations.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>identify my interests.</b>		Describe physical activities that are enjoyable. PE5.2.1
With adult assistance, I can <b>identify what strengths are, and my own strengths.</b>	Identify personal strengths and challenges. H1.So1.2a	
With adult assistance, I can identify the <b>importance to me of being a member of my cultural group(s).</b>		

## BENCHMARK 1C

Demonstrates self-awareness and understanding of external influences — e.g., culture, family, school, and community resources and supports.

### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum or content, and opportunities to better understand ways that family, school, and community are resources

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>set my own goals</b> .	Describe steps to achieve a personal health goal. H6.W8.2	
With adult assistance, I can <b>identify a safe adult</b> I see as a resource or support <b>outside of my family</b> .	Identify trusted adults and professionals who can help promote health. H3.W5.K Identify people to ask for help in an emergency situation at school. H1.Sa2.Kb Identify people who can help when someone is injured or suddenly ill. H1.Sa2.2b	
With adult assistance, I <b>can identify reasons why I may need to seek help</b> from others.	Differentiate between situations when a health-related decision can be made individually and when assistance is needed. H5.W7.1 Explain importance of reporting to an adult when seeing or hearing about someone having a weapon. H1.Sa1.1d Demonstrate how to tell trusted adults about unwanted touch until action is taken. H4.Se6.2b	

## STANDARD 2 — SELF-MANAGEMENT

Individuals have the ability to regulate emotions, thoughts, and behaviors

### BENCHMARK 2A

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

#### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum or content, and opportunities to practice expressing their emotions and thoughts, and controlling impulses

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I <b>understand that my actions have consequences</b>		Accept responsibility and consequences for following rules and protocols. PE4.2.2
With adult assistance, I can identify <b>strategies to help me be in control of myself</b> and ask for additional assistance as needed.		Demonstrate safe movement in personal space in a variety of increasingly complex activities. PE2.1.2
With adult assistance, I can <b>demonstrate understanding about classroom expectations and procedures and the reasons for them.</b>		Demonstrate responsible use of equipment and space. PE4.1.1 Exhibit responsibility in teacher-directed activities. PE4.1.2

## BENCHMARK 2B

Demonstrates responsible decision-making and problem-solving skills.

### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice their decision-making and problem-solving skills

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I <b>can follow routines and identify ideas to solve problems.</b>		Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.3
With adult assistance, I can <b>identify possible solutions and identify the pros and cons of each solution</b>		

## STANDARD 3 — SELF-EFFICACY

Individuals have the ability to motivate themselves, persevere, and see themselves as capable.

### BENCHMARK 3A

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

#### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice goal setting, adapting strategies to meet goals, and evaluating outcomes and processes.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can identify <b>steps to achieve a personal goal or complete a routine task.</b>	Describe steps to achieve a personal health goal. H6.W8.2	
With adult assistance, I <b>can identify something I have accomplished with practice and effort.</b>		
With adult assistance, I <b>understand how my attitude affects goal achievement</b>	Recognize that practice develops confidence. H1.So1.2b	Describe how practice develops confidence in challenging physical activities. PE5.1.3
With adult assistance, I <b>can identify personal goals, school goals, and family goals.</b>		

## BENCHMARK 3B

Demonstrates problem-solving skills to engage responsibly in a variety of situations

### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice problem solving skills in a variety of situations

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>acknowledge there are consequences for my choices and behavior</b>		Exhibit responsibility in teacher-directed activities. PE4.1.2
With adult assistance, I can <b>act responsibly while interacting with others who may come from a different background or culture.</b>		
With adult assistance, I can <b>understand I have the ability to solve problems</b>		

## BENCHMARK 3C

Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

### Environmental and Instructional Condition for Learning

Provide students with settings, curriculum or content, and opportunities to practice self-advocacy when faced with a personal rights challenge

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>understand that I have assets that are valuable to others.</b>	Identify personal strengths and challenges. H1.So1.2a	
With adult assistance, I can <b>recognize that I need to take some responsibility during a conflict with a peer.</b>		Apply conflict resolution skills. PE4.4.3b
With adult assistance, I can <b>determine the difference between caring and harmful relationships.</b>	Identify characteristics and benefits of healthy friendships. H1.Se6.2a List characteristics of healthy and unhealthy friendships. H1.Se6.3a	
With adult assistance, I can <b>accept people have different opinions and perspectives.</b>		



## STANDARD 4 — SOCIAL AWARENESS

Individuals have the ability to take the perspective of and empathize with others from diverse backgrounds and cultures

### BENCHMARK 4A

Demonstrates awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

#### Environmental and Instructional Condition for Learning

Provide students with settings, curriculum or content, and opportunities to practice engaging with other children, youth, and/or adults to develop awareness of other people's emotions, perspectives, cultures, languages, histories, identities, and abilities.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I <b>can identify emotions and perspectives expressed by others.</b>	Recognize importance of being sensitive to others' feelings. H1.So4.1b  Describe healthy ways for family members and friends to express feelings toward each other. H4.Se6.2a	Demonstrate listening respectfully to feedback from peers. PE4.3.2
With adult assistance, I can <b>recognize that people can have different feelings when faced with the same situations.</b>		

## BENCHMARK 4B

Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.

### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice being aware of and demonstrating sensitivity to similarities and differences with others.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>identify ways that people and groups are similar and different.</b>		
With adult assistance, I can <b>recognize the value of cultural diversity in the classroom.</b>		
With adult assistance, I can <b>identify different types of verbal and non-verbal communication.</b>	Identify verbal and nonverbal communication. H1.W6.1 Identify skills for assertive communication. H4.W6.2b	

## BENCHMARK 4C

Demonstrates an understanding of the variation within and across cultures.

### Environmental and Instructional Condition for Learning

Provide students opportunities to interact with and learn about different cultures, and to understand the concept of "social norm."

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>identify different customs and traditions practiced by different cultures.</b>		
With adult assistance, I can <b>identify ways that various social and cultural groups bring new ideas to society.</b>		
With adult assistance, I can <b>explain why some people have preferences (bias).</b>		

## STANDARD 5 — SOCIAL MANAGEMENT

Individuals have the ability to make safe and constructive choices about personal behavior and social interactions

### BENCHMARK 5A

Demonstrates a range of communication and social skills to interact effectively with others.

#### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice varying ranges of communication and social skills for interacting effectively with others.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>demonstrate attentive listening skills.</b>	Demonstrate active listening skills to enhance communication. H4.W6.2a	Demonstrate listening respectfully to feedback from teacher. PE4.3.K  Demonstrate listening respectfully to feedback from peers. PE4.3.2
With adult assistance, I can <b>demonstrate the ability to wait, take turns, and share with others.</b>		Demonstrate taking turns. PE4.4.Kb

## BENCHMARK 5B

Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice their ability to identify and take constructive steps to resolve interpersonal conflicts.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>identify situations in which I need a trusted adult to help resolve a conflict.</b>	Explain the importance of reporting to an adult when seeing or hearing about someone having a weapon. H1.Sa1.1d  Demonstrate how to tell trusted adults about unwanted touch until action is taken. H4.Se6.2b	
With adult assistance, I can <b>respond to cues to manage my feelings and emotions during challenging interactions with others.</b>	Demonstrate healthy ways to express needs, wants, and feelings. H4.W6.K	Recognize conflict resolution skills. PE4.4.1b
With adult assistance, I can <b>solve an interpersonal conflict</b> with prompting and support.	Demonstrate how to respond appropriately to bullying or teasing. H4.So5.3  Identify positive ways to communicate differences of opinion while maintaining relationships. H4.Se6.3b	Apply conflict resolution skills. PE4.4.3b

## BENCHMARK 5C

Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities.

### Environmental and Instructional Condition for Learning

Provide students with nurturing settings, curriculum and/or content, and opportunities to practice engaging in respectful and healthy relationships with individuals with diverse backgrounds and perspectives.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>identify positive qualities in a friend.</b>	Recognize characteristics of a friend. H1.Se6.Ka Describe characteristics of a friend. H1.Se6.1a Identify characteristics and benefits of healthy friendships. H1.Se6.2a	
With adult assistance, I can <b>practice positive interactions with people from similar and different backgrounds.</b>		
With adult assistance, I can <b>name ways I can be a good friend.</b>	Describe healthy ways for family members and friends to express feelings toward each other. H4.Se6.2a List characteristics of healthy and unhealthy friendships. H1.Se6.3a	Recognize that physical activity can help develop friendships. PE5.3.K

## STANDARD 6 — SOCIAL ENGAGEMENT

Individuals have the ability to consider others and show a desire to contribute to the well-being of the school and community.

### BENCHMARK 6A

Demonstrates a sense of school and community responsibility.

#### Environmental and Instructional Condition for Learning

Provide students with instruction in, practice with, and feedback on effective group interaction skills and strategies for individual and group advocacy.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>describe how my behavior influences school and community functioning.</b>		Apply safety principles in physical activities (with self, with peers, with equipment). PE4.5.3
With adult assistance, I can <b>describe how everyone has unique strengths that contribute to their feeling of belonging.</b>		
With adult assistance, I can <b>demonstrate an understanding that everyone's ideas and perspectives matter</b> in the operation of a classroom.		

## BENCHMARK 6B

Demonstrates the ability to work with others to set, monitor, adapt, achieve, and evaluate goals.

### Environmental and Instructional Condition for Learning

Provide students with instruction in, practice with, and feedback on valuing cultural diversity, as well as utilizing individual and group differences to enhance collective goals.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can <b>engage in activities with peers from different cultures in a way that shows I respect them.</b>		
With adult assistance, I can <b>identify how members of a diverse community rely on each other.</b>		
With adult assistance, I <b>can positively and respectfully interact in peer and group activities and interactions.</b>	Demonstrate effective refusal skills. H4.W6.3a	Demonstrate working cooperatively with others. PE4.4.3a



## BENCHMARK 6C

Contributes productively to one's school, workplace, and community.

### Environmental and Instructional Condition for Learning

Provide students with nurturing settings that encourage their voice and ownership in the function of home, school, workplace, and/or community.

Social Emotional Learning Indicator	Health	Physical Education
With adult assistance, I can identify and <b>perform tasks that contribute to the operation of my classroom</b> —e.g., following established rules, taking turns, being mindful of others		Demonstrate responsible use of equipment and space. PE4.1.1  Accept responsibility and consequences for following rules and protocols. PE4.2.2
With adult assistance, I can <b>identify individual and community rights and responsibilities.</b>		
With adult assistance, I <b>can recognize the importance of taking care of the natural environment</b> in which we live.		
With adult assistance, I can <b>identify how people use social media as a form of engagement and how it is different from in-person engagement.</b>		