

Student Relations
Department
2019-2021

Social Emotional Learning

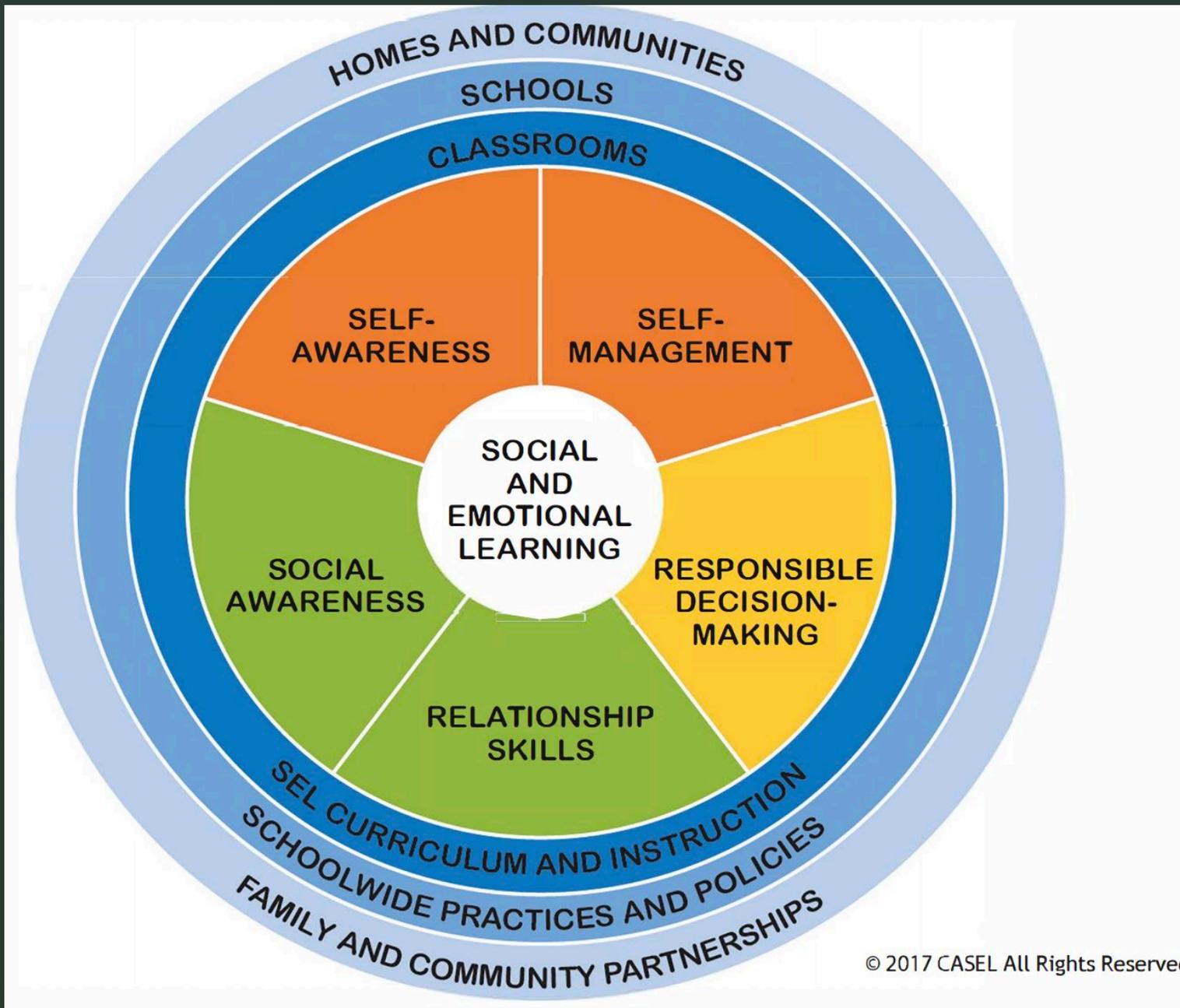


What is Social Emotional Learning?

Social-emotional learning (SEL), as defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL) is:

- “the process through which children and adults acquire and effectively **apply the knowledge, attitudes, and skills** necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”





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Self-Awareness

Collaborative for Academic,
Social, and Emotional
Learning (CASEL)

Ability to:

- **Recognize one's own emotions, thoughts, and values, and how they influence behavior.**
- **Assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."**
- **Self-awareness is the ability to understand oneself.**

Skills Associated with Self-Awareness:

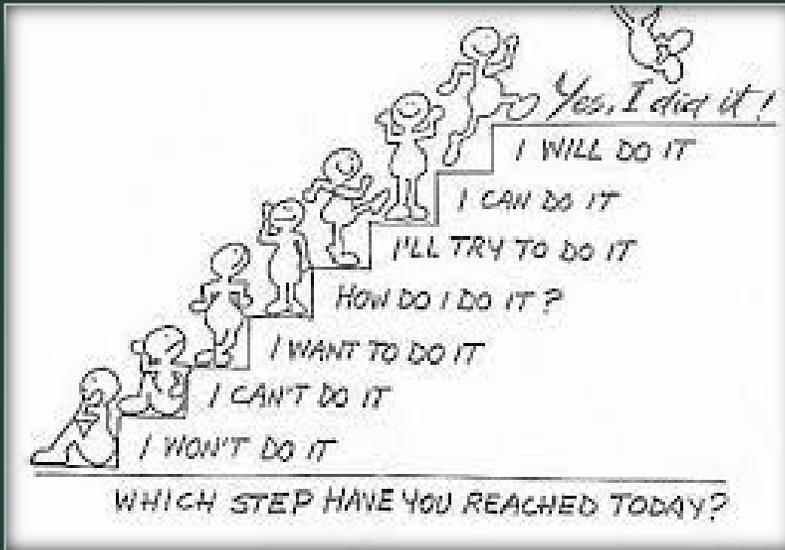
Identify emotions

Have an accurate self-perception

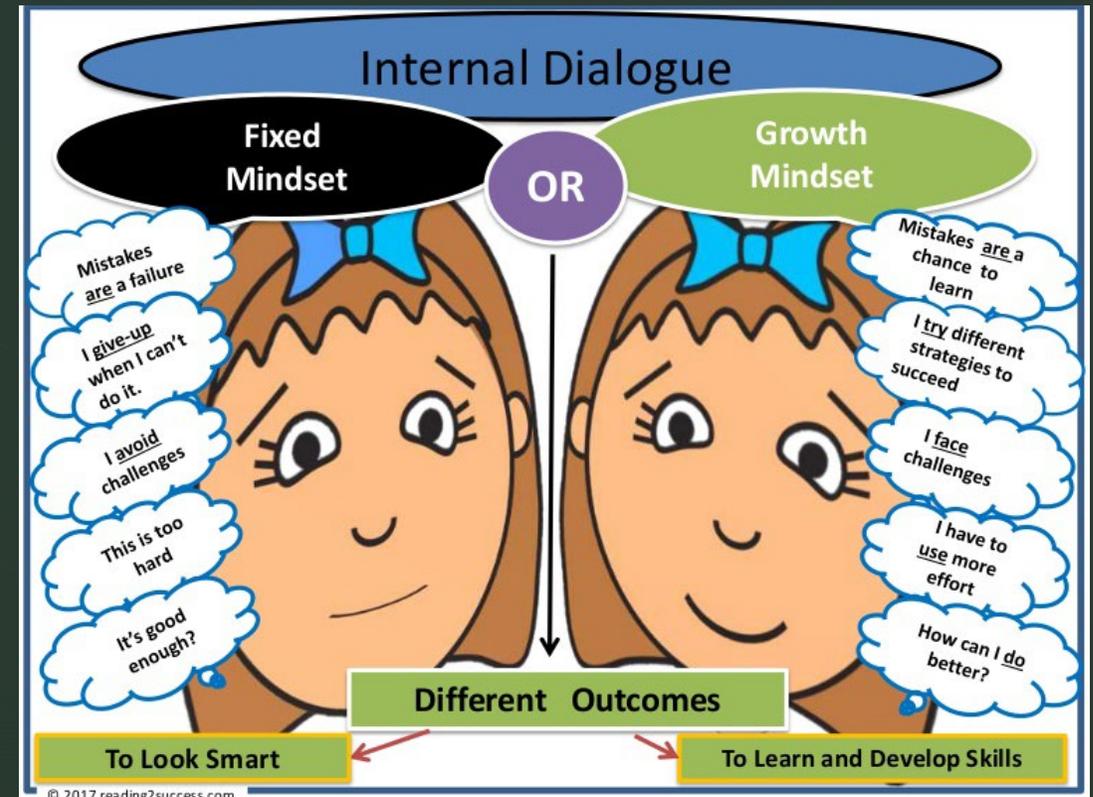
Recognize strengths – We each have unique strengths, and it is vital that we each recognize and build on them. An important piece of social emotional health is a focus on positive attributes.

Possess self-confidence – When students are able to recognize their strengths, their self-confidence grows. Again, self-confidence is an integral piece of a healthy social emotional state.

Demonstrate self-efficacy – Self-efficacy is an individual's belief in their ability to achieve a goal. Recent research suggests that by believing you are capable of something, you help yourself on the path to achieving it.



<h3>5 Questions to Develop a Growth Mindset</h3> <ul style="list-style-type: none"> What did you learn from today's performance? What steps did you take to make you successful today? What are some different strategies you could have used? How did you keep going when things got... 	<h3>5 Feedback Comments to Develop a Growth Mindset</h3> <ul style="list-style-type: none"> This will be a challenging concept to learn, but I believe you can master it You haven't got it yet, but you will if you keep working and thinking about it I really appreciated your effort today It is okay to take risks, that's how we learn
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Activity:

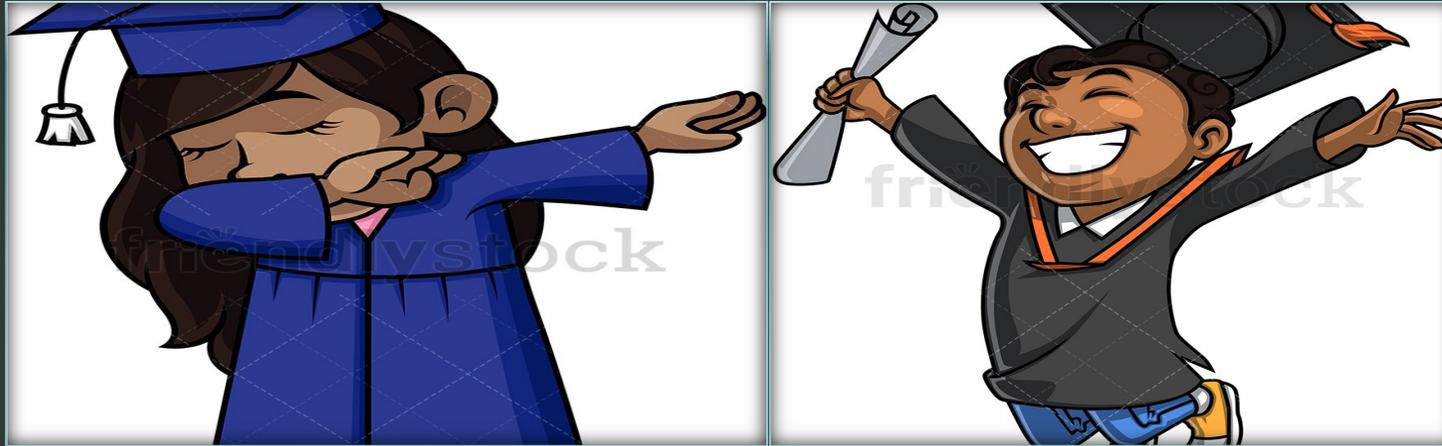


- Personal SEL Reflection on Self-Awareness
- Discussion
- How does knowing about oneself help others?

“When you know yourself, you are EMPOWERED. When you accept yourself, you are INVINCIBLE.”

SEL: Self-Awareness 4:10 minutes





THE ONE THING THAT
YOU HAVE THAT
NOBODY ELSE HAS IS
YOU. YOUR VOICE,
YOUR MIND, YOUR
STORY, YOUR VISION.



Self-Management

Ability to:

- Manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
- Delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.
- Help adults and students manage the stress associated with adapting to a new school climate or culture, cope with discrimination, and come up with individual and collective solutions in the face of challenges.

Self-Management May Look Like:

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Self-Management May Sound Like:

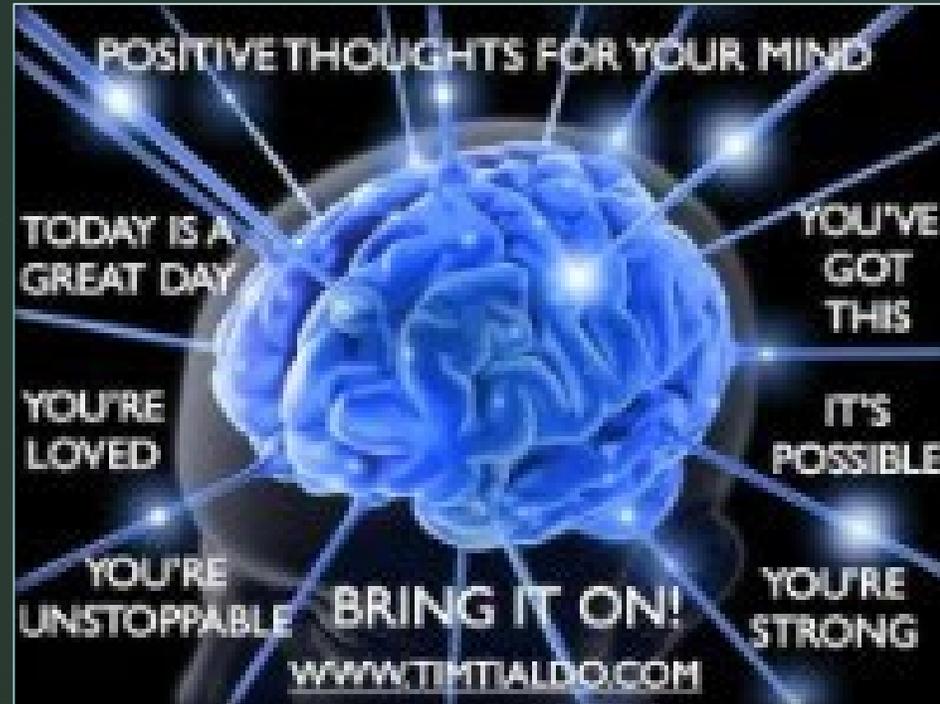
- I need a break right now
- May I please have space? I am not ready to share.
- I think I need help with _____.
- I don't understand yet, but I will _____ to reach my goal.

Self-Management Strategy: Positive Self-Talk

Self-talk is "the act of practice of talking to oneself, either aloud or silently and mentally." Generally, negative self-talk makes us feel worse, but positive self-talk can make us feel better because it triggers problem-solving and helps remind ourselves that making mistakes is part of life.

- Knowing what you want and developing a plan...

- Positive Self-Talk
by Tim Tialdo



Activity:

- Think about a time when you have felt defeated in a certain situation; how did you turn that situation around to have a positive outcome.
- Share with a partner about that situation and what was your process for the positive outcome.



Social Awareness



Social Awareness

Ability to:

- ❖ Understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
- ❖ To feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.
- ❖ Help adults and students navigate norms in diverse social settings, recognize issues of race and class in different settings, understand power dynamics, and come up with ways to create a positive school climate that honors diversity.

Social Awareness Strategy: The Listening Circle

- The Listening Circle teaches empathy, provides an opportunity to hear (or read) different perspectives, and builds community. In a listening circle, students have a safe space to share their voices by responding to prompts. Example prompts include: "Who do you look up to the most, and why?" and "What advice would you give yourself today, and why?"

Skills Associated with Social Awareness

- **Perspective-taking:** Perspective-taking involves the ability to look at and understand a situation or concept from an alternate point of view.
- **Empathy:** Empathy is defined as the ability to understand and share the feelings of another. A common saying associated with empathy is to "put yourself in his/her shoes."
- **Appreciating diversity:** Students should learn the value in recognizing that each individual is unique and that differences in race, creed, gender, sexual orientation, or belief should be celebrated rather than ignored or argued.
- **Respect for others:** Respect requires students to view the world with an open mind and to ask questions rather than make judgments. Despite their differences, students are asked to treat each other with kindness and curiosity rather than hatred or prejudice.

SEL – Social Awareness



Activity: What influences your responses?

FISH out of WATER

When have you felt like you were in a difficult situation, or as if you don't belong.
Give three examples of when you have felt this way and how you handled it.

I felt like a fish out of water when...

I felt like a fish out of water when...

I felt like a fish out of water when...

How I handled these situations...

- 1.
- 2.
- 3.

Friendship Interview

Interview a friend and write down their answers to each question.

1. What does it mean to be friends with someone?

2. What can you do if you disagree with a friend?

3. What things do you like to do with your friends?

4. How can you be a good friend?

5. What do your friends do when you are feeling down?

6. What is a nice thing that you have done for a friend?

7. How do you want your friends to treat you?

8. Why is it important to have friends?

9. What is an important rule to have with your friends?

10. What are some amazing things about your friends?



Relationship Skills

Relationship Skills

Ability to:

- ❑ Establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
- ❑ Communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.
- ❑ Navigate cultural differences, form relationships with people from different backgrounds in a way that honors their culture, and solve problems across race, culture, gender, and social lines.

Relationship Skills May Look Like:

- Communication
- Social engagement
- Relationship building
- Teamwork

Activity



Share with a partner

- 3 unique things about your family
- 2 challenges you're currently facing
- 1 goal or dream you have

Relationship Skills Strategy: Rose, Bud, Thorn

Rose, Bud, Thorn is a strategy that helps students identify positive moments and areas where they need support. During this activity, students share a:

- Rose: Something positive that happened this past week
- Bud: Something you are looking forward to next week
- Thorn: Something you need help with in the next week

To foster grit and growth mindset, students may also consider ways to turn thorns into roses.



Rose <i>Something positive, or worthy of celebration.</i>	Bud <i>Something you're looking forward to.</i>	Thorn <i>Something you might need help with.</i>
<i>What would need to be true to turn your thorn into a rose?</i>		

Freedom Writers Clip “I Am Home”



Building Relationships



COMMUNITY ENGAGEMENT





Responsible Decision-Making

Ability to:

- ✓ Make caring and constructive choices about personal behavior and social interactions across diverse situations.
- ✓ To consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.
- ✓ Helps adults and students make decisions that are inclusive and equitable, understand the systemic implications of different outcomes, and reflect on how actions and decisions can impact equity.

Responsible Decision-Making May Look Like:

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Responsible Decision-Making May Sound Like:

- How will this impact others?
- Is it worth it?
- Why do I want to make this choice?
- Was this a strong choice?
- Will this help me?

Responsible Decision-Making Strategy: The POOCH Protocol

- 1. Identify the **problem**.
- 2. Explore different **options** to solve the problem.
- 3. Discuss an **outcome** for each option.
- 4. **Choose** an option.
- 5. Reflect on **how** things went.

P	O	O	CH
Problem	Options <i>What might be done?</i>	Outcomes <i>Possible results for each option</i>	Choices <i>What option will I go with?</i>
	<i>Option 1</i>		
	<i>Option 2</i>		
	<i>Option 3</i>		

Reflect on how things went:

Activity

Decision Making: Collaboration

- Instructions:

1. The goal is to see which team can use the materials provided to build the tallest tower within an allotted time period. The Tower must be able to stand on its own.
2. The marshmallow will be used to place on top of the tower.

Materials: (Per Team)

20 Sticks of uncooked spaghetti

1 roll of masking tape

1 yard of string

1 marshmallow

(20 minutes)

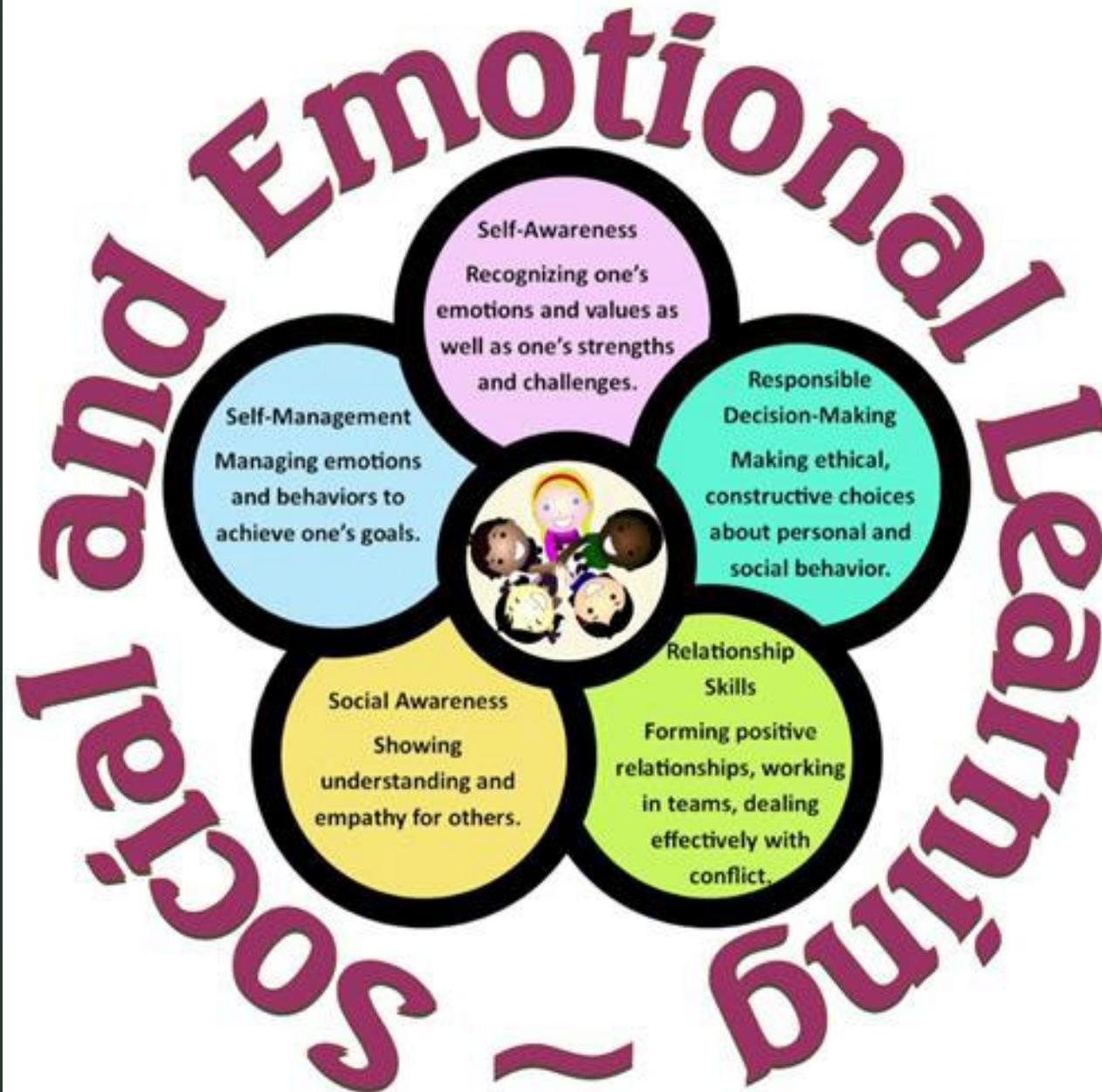
Build a tower, build a team
by Tom Wujec



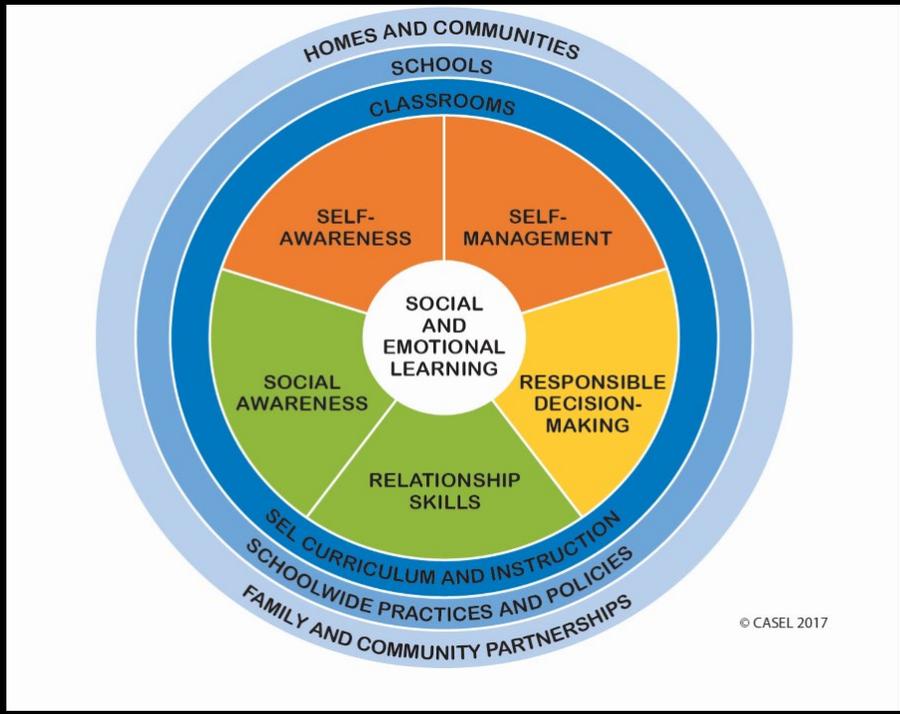


Mistakes are a stepping stone to success. They are the path I must tread to achieve my dreams.

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PrEviEW



Restorative Practice & Social Emotional Learning

Restorative Practice

- **Restorative Justice is a pro-active way of developing relationships and community with students and within a classroom**
- **Restorative practices help to repair community after harm is done**
- **Provide a positive way of thinking about, taking about, and responding to issues and problems**
- **Create safe and productive learning space**
- **A focus on collaborative problem solving**

Social Emotional Learning

- **Social and emotional learning is vital to succeeding in school, college, and other aspects of life**
- **Self-awareness, self-management, social awareness, relationship skills, and responsible decision making**
- **Many students lack these vital skills, but restorative practices provides a structured and safe environment to practice and strengthen these skills**

dream thought think improve philosophy health wisdom integrity excellent
Confidence success thumbup potential **strength** strategy big
counseling teamwork possible responsibility give **motivation** big
inspirational encouragement **successful** life **attitude** flexible **positive**
mindset intelligence **optimist** Self healthy idea
benefit person **mental** self
competitive inspiration **mental** person
succeed opportunity