

# SOCIAL- EMOTIONAL LEARNING

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The background is white with several decorative elements: a teal circle in the top-left corner, a yellow shape in the top-right corner, and a red shape in the bottom-right corner. Scattered throughout are small icons: a black dot in the top-left, a red heart in the top-center, a blue asterisk and a white heart outline in the top-right, a red heart in the middle-right, a black dot in the bottom-left, a yellow star in the bottom-left, a blue asterisk in the bottom-center, and a black dot in the bottom-right.

# Icebreaker/Check in Question



1:00


# TODAY'S AGENDA



**01**

## **Introduction to SEL**

What is it?  
Why is it important?  
How is it supported?



**02**



## **Self-Awareness**

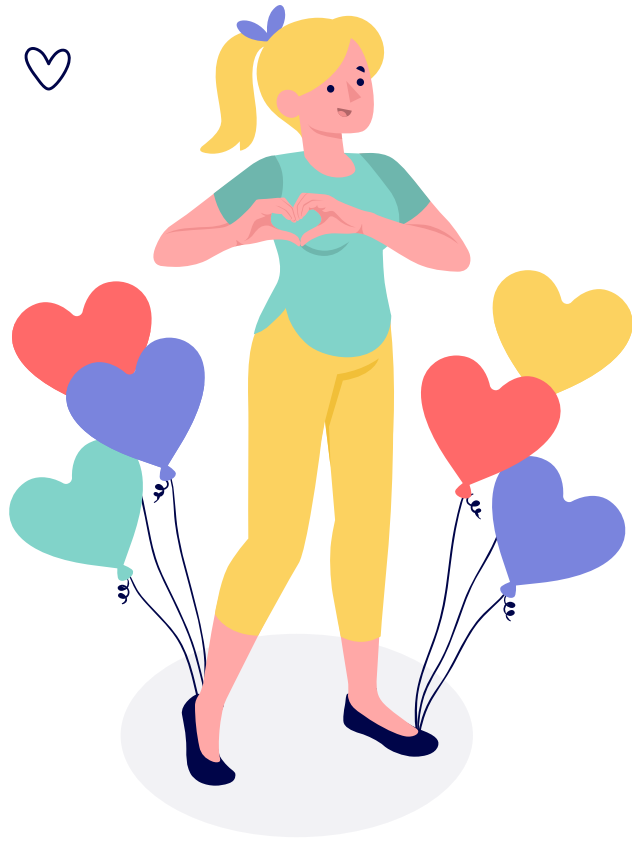
Definition  
Tips & Suggestions for  
at home

**03**

## **Self-Management**

Definition  
Tips & Suggestions for  
at home



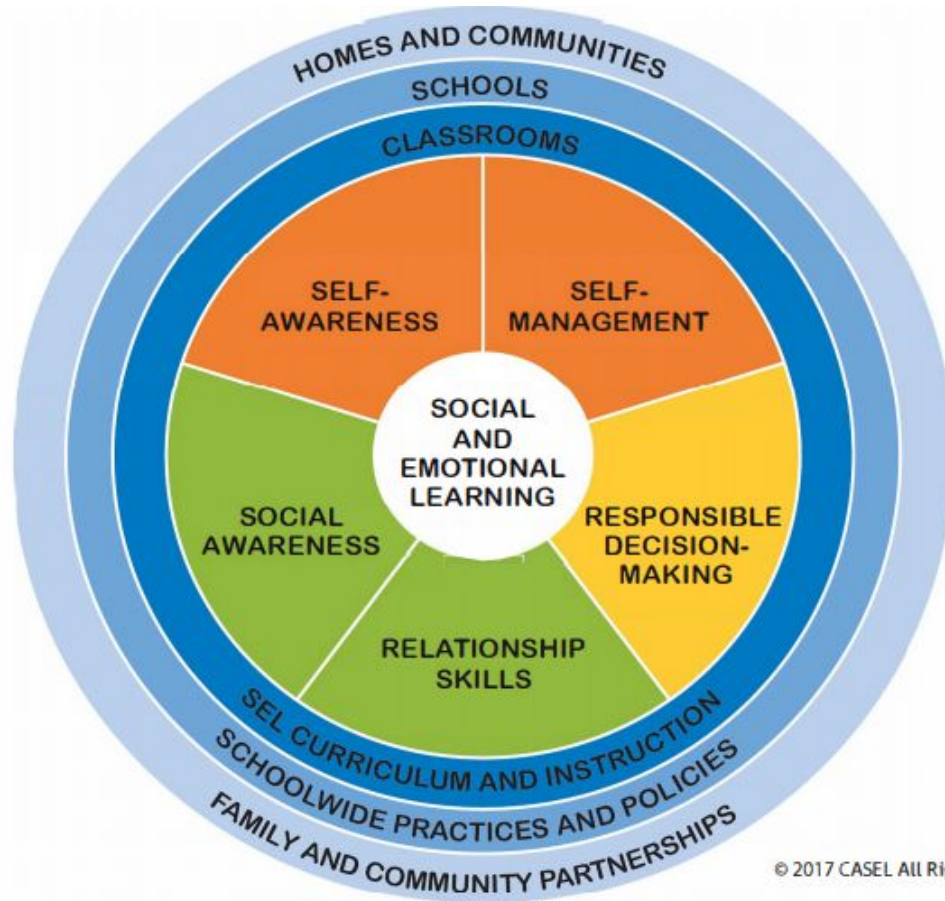


# Introduction to Social-Emotional Learning

the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



What is Social Emotional Learning ?



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# Why Focus on Social-Emotional Learning?







# Why Social-Emotional Learning Matters



**29%:**

Students who feel like their school provides a supportive, encouraging environment



**83%:**

Students who made academic gains when participating in an SEL program with an academic component



**11%:**

Average gained on standardized tests by participating in an SEL program



**11%:**

Average increase in GPA for participants in one SEL program

SEL programs improve **behavior & attitudes toward school** and **prevent substance abuse.**



Source: Collaborative for Academic, Social and Emotional Learning ([www.casel.org](http://www.casel.org))



# Questions so far?

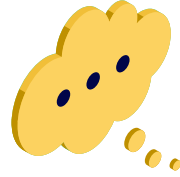


# Self-Awareness

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Such as:

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets
- Identifying one's emotions
- Demonstrating honesty and integrity
- Linking feelings, values, and thoughts
- Examining prejudices and biases
- Experiencing self-efficacy
- Having a growth mindset
- Developing interests and a sense of purpose





# Tips to build Self-Awareness at home



Try to talk with your child about their feelings regularly

Avoid questions that invoke a “yes” or “no” answer

Be careful not to tell your child how they feel, but say what you see/observe

Take time to get to know the adults in your child’s life – make sure they are safe mentors/trusted adults they can turn to

Be supportive

Encourage your child to explore their strengths (i.e, electives, clubs, etc).

Just listen – when your child does decide to open up, don’t interject. Pay attention and ask questions to create discussion.



# Self-Management

The ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

Such as:

- Managing one's emotions
- Identifying and using stress-management strategies
- Exhibiting self-discipline and self-motivation
- Setting personal and collective goals
- Using planning and organizational skills
- Showing the courage to take initiative
- Demonstrating personal and collective agency





# Tips to build Self-Management at home

Be an example of self-management

Remind your child that there are consequences to their actions

Give your child household tasks to complete each week

Progress monitoring with your child in reaching the goals they set for themselves

Use a calendar for everyone in your home to track important appointments/test dates/project deadlines

Help your child make a plan for what to do when they are stuck/upset – don't just make a plan for them, include them

## SELF-AWARENESS

Recognizing & naming your emotions; having confidence and optimism

*Anna Hibiscus' Song*, by Atinuke

*The Colors of Us*, by Karen Katz

*Crown: Ode to the Fresh Cut*, by Derrick Barnes

*A Gift from Papá Diego/Un regalo de Papá Diego*, by Benjamin Alire Saenez

*How Are You Peeling? Foods with Moods*, by Saxton Freymann

*I Love My Hair*, by Natasha Anastasia Tarpley

*In My Family/En mi familia*, by Carmen Lomas Garza

*Looking Like Me*, by Walter Dean Myers

*Lots of Feelings*, by Shelley Rotner

*Mama's Sari's*, by Pooja Makhijani

*My Cold Plum, Lemon Pie, Bluesy Mood*, by Tameka Fryer Brown

*Out of my Mind*, by Sharon Draper

*The Three Names of Me*, by Mary Cummings

*Too Many Tamales*, by Gary Soto

*The Way I Feel*, by Janan Cain

*Yesterday I Had the Blues*, by Jeron Ashford Frame

## SELF-MANAGEMENT

Managing emotions and behaviors; working toward personal goals

*Big Red Lollipop*, by Rhuksana Khan

*Brown Girl Dreaming*, by Jacqueline Woodson (Novel)

*Charlotte and the Quiet Place*, by Deborah Sosin

*The Day of Ahmed's Secret*, by Florence Parry Heide

*Esperanza Rising*, by Pam Muñoz Ryan (Novel)

*Grump, Groan, Growl*, by Bell Hooks

*The Heart of a Chief*, by Joseph Bruchac (Novel)

*Jabari Jumps*, by Gaia Cornwall

*Knock Knock: My Dad's Dream For Me*, by Daniel Beaty

*My Name is María Isabel*, by Alma Flor Ada (Chapter book)

*Serafina's Promise*, by Ann E. Burg (Novel in verse)

*Sky Sisters*, by Jan Boudreau Waboose

*Sometimes I'm Bombaloo*, by Rachel Vail

*Twist: Yoga Poems*, by Janet Wong

*Upside Down Boy/El niño de cabeza*, by Juan Felipe Herrera

*When Sophie Thinks She Can't*, by Molly Bang

# \* \* Questions & Exit Ticket

SCAN ME

