

SEL Competencies and Practical Applications for Adults''

SELF-AWARENESS: the ability to accurately recognize one's own emotions, thoughts and values and how they influence behavior; and accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."	SELF-MANAGEMENT: the ability to successfully regulate one's emotions, thoughts and behaviors in different situations-effectively managing stress, controlling impulses, and motivating oneself; and the ability to set and work towards goals.	SOCIAL AWARENESS: the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures; to understand social and ethical norms for behavior; and to recognize family, school, and community resources and supports.	RELATIONSHIP SKILLS: the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen constructively, and seek and offer help when needed.	RESPONSIBLE DECISION-MAKING: the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; and the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.
Think Sheets to help young child reflect on behavior, empathize with others and develop ways to change their behaviors	Allow space for connection, listening, and healing among all adults.	Have students write letters to senior citizens who may be lonely during the pandemic or even during the holidays.	Get to Know You BINGO to initiate relationships on beginning days of program	
	Self-care for adults so they can process their own emotions. Examples: call a friend, call family member, eat with someone you care or you know, zoom meeting, group discussion or journaling about how you are feeling.	Have students donate coins for charity.	Role play active listening	
Age Appropriate Survey to assess experiences, thoughts and where they are mentally Use info to help determine focus of SEL interventions)	Quiet times- helps to decompress and relax, to reflect on mindfulness and self-care, to reflect on 4C 's.	Adopt a family and collect items and food for families going through a difficult time	Design groups where each child has a counselor that checks in on them and can open up dialogue if the child needs to talk through something	
Age appropriate Survey to assess their strengths and challenges	Self-regulation help us to remain calm and alert, and supports the capacity to "respond", rather than "react" in the face of our many strong emotions and stressors in life and the environment.		Read books about being a good friend, conflict resolution, etc: for kids to connect to and then discuss how to apply to their lives	
Discussion groups with children to assess experiences and to help staff develop increased empathy	Without self-regulation adults struggle to develop meaningful relationships, communicate reciprocally and succeed at school and work.		Group projects, that allow children to work together (from a distance) to practice active listening and cooperative work skills.	
Journaling and drawing to reflect with specific focus. Group reflection of activities could incorporate a peer support component	Be trauma informed, use trauma-informed approaches.		Daily Check Ins throughout program, to allow kids to share thoughts, concerns, or answer questions posed by staff in charge. Groups would have a chance to get to know each other, help each other work through problems, and also find commonalities between each other, which will deepen relationships.	
Activities that help children understand things in their control and out of control and how to manage those things out of their control	Personal reflection activity such as, Teacher Appreciation Week to celebrate cultural diversity, making connection with other teachers at school.		Youth Restorative Project-Resources for Restorative Justice Practices: https://yropoli.org/resources-on-restorative-justice-restorative-practices/	
Activities to help children understand stress, stressors and how to deal with stress i.e., self care	Preparation and planning for activities that youth will enjoy. Clean, safe and functional space for each student and their personal items. Safe pathway for each student. Greet students as they arrive. For example: tell you're happy to see them and show a positive attitude.		Search Institute's Developmental Relationships Framework (Developmental Relationships-Helping Young People Be and Become Their Best Selves): https://www.search-institute.org/developmental-relationships/developmental-relationships-framework/	
Service Learning to create compassion and empathy	Set expectations, model respectful and courteous communication, let youth know that conflicts will happen, teach them how to solve problems.		Search Institute's, Building Developmental Relationships During the COVID-19 Crisis Checklist: https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist.pdf	
Introduce new vocabulary and historical events to assist youth in understanding, relevance and the importance of current events. Ask youth to express their feelings and what they have learned from research on topics.	Celebrate projects completed, set aside time to reflect on what worked and what didn't.		because i said i would- is a social movement and nonprofit dedicated to the betterment of humanity through promises made and kept. We are changing lives through Promise Cards (printable: https://becauseisaidiwould.org/promisecards/printcards/), chapters of volunteers, character education in schools, and awareness campaigns with global reach.: https://becauseisaidiwould.org/	
	Asking open ended questions related to Summer virtual learning experiences. What was liked or not liked about virtual learning? What new skills they gained? What was their favorite book?			
	Trauma-informed lens to teaching : to understand, to build and to lead. Ex. Trauma-informed approach to teaching through Coronavirus Article.			
	Establishing a routine and maintaining clear communication are crucial. Ask open-ended questions. Students should feel valued and welcomed regardless of their background or identity. Students should feel valued and welcome regardless of their background or identity.			
	Sense of safety: reach out, provide space and encourage students to connect with them or another trusted adult or counselor to talk about their safety concerns.			
	Encourage fun activities, greet students by name and touch free routine.			

	Encourage sense of hope: reading historical examples, reading novels on healing and travels, fun places they can visit again with their family.					
	Virtual cooking and learning culinary skills					
	Reading books and have group discussion on racism and anti-racist practices					
	Culturally relevant teaching that explores issues within communities.					
	Use various texts to address issues on race, culture and ethnicity in thoughtful ways. Highlighting historical moments that have worked to promote tolerance and equity around the world.					
	Lessons on race, racial bias, discipline, conflict resolution					
	Community Partnerships					