<table>
<thead>
<tr>
<th>SEL Competencies and Practical Applications for Adults</th>
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<tbody>
<tr>
<td><strong>SELF-AWARENESS</strong></td>
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<tr>
<td>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.”</td>
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- 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.
- New 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 without making a meal or you know, zoom meeting.
- Group discussion or journaling about how you are feeling.
- New students donate coins for charity.
- Role play active listening.

- Age Appropriate Surveys to assess experiences, thoughts and where they are mentally. Use info to help determine focus of SEL interventions.
- Group project that allow children to work together (from a distance) to practice active listening and cooperative work skills.
- 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.

- Self-regulation helps 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.

- Age appropriate Surveys to assess their strengths and challenges.
- Systematic approach to teaching: teach them how to solve problems.
- Get to Know You Bingo to initiate relationships on beginning days of program.

| **SELF-MANAGEMENT**                                    |
| the ability to effectively 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. |

- Activities that help children understand stress, stressors and how to deal with things out of their control.
- Self-regulation activities could incorporate a peer support component.
- 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.

- 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.
- Group project about building relationships and cooperation.

- Activities to help children understand stress, stressors and how to deal with stress i.e., self-care.

| **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. |

- 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.

- Group project, that allow children to work together (from a distance) to practice active listening and cooperative work skills.
- Group project about building relationships and cooperation.

- Activities to help children understand stressors, stress and how to deal with stress i.e., self-care.

| **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. |

- 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.

- Intro new vocabulary and historical events to assist youth in understanding, relevance and the importance of current events.
- 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. (<https://www.search-institute.org/promisecards/>)

- Role play active listening.
- 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.

- Group project about building relationships and cooperation.

- Introduce new vocabulary and historical events to assist youth in understanding, relevance and the importance of current events.
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| **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. |

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<td>Reading books and have group discussion on racism and anti-racist practices</td>
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<td>Culturally relevant teaching that explores issues within communities.</td>
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<td>Use various texts to address issues on race, culture and affinity in thoughtful ways. Highlighting historical moments that have worked to promote balance and equity around the world.</td>
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<td>Community Partnerships</td>
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