

"SEL Competencies and Practical Applications for Youth"									
Age Range Legend: E-Elementary; M-Middle School; H-High School; A-All									
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."	Age	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.	Age	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.	Age	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.	Age	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.	Age
Think Sheets to help young child reflect on behavior, empathize with others and develop ways to change their behaviors	E/M	Allow space for connection, listening, and healing among all children and students. Helpful strategies for example: comment box and using survey.	M,H	Have students write letters to senior citizens who may be lonely during the pandemic or even during the holidays	ALL	Get to Know You BINGO to initiate relationships on beginning days of programs	M,H	Youth Restorative Project-Resources for Restorative Justice Practices: https://yropfi.org/resources-on-restorative-justice-restorative-practices/	MH
The PL Toolbox, SEL- https://www.thepitoolbox.com/SEL.html (Staff)	M	Self-care so they can process their own emotions Examples: call a friend, call family member, eat with someone you care of you know, zoom meeting. Self-care activities: personal reflection activities such as group discussion or journaling about how you are feeling	ALL	EduTopia, Self-Assessment Social & Emotional Development-- https://i.pinimg.com/originals/a3/71/2c/a3712cdf7d1d658f8a30c986647e8c0.gif	M	Role play active listening	H	Search Institute-Developmental Assets Framework: https://www.search-institute.org/our-research/developmental-assets/developmental-assets-framework/	MH
Age Appropriate Survey to assess experiences, thoughts and where they are mentally (use info yo help determine focus for SEL interventions)	ALL	Group activity can help students bond.	ALL	Because I Said I Would. https://becauseisaidiwould.org/ - 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/	M/H	Design groups where each child has a counselor that checks in on them and can open dialogue if the child needs to talk through something	H		
NAVIGATING SEL FROM THE INSIDE OUT -- https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf				Have students donate coins for charity.	ALL	Read books about being a good friend, conflict resolution, etc. for kids to connect to and then discuss how to apply to their lives	ALL		
Age appropriate Survey to assess their strengths and challenges	ALL	Quiet times for reading- helps to decompress and relax.	ALL	Youth Restorative Project-Resources for Restorative Justice Practices: https://yropfi.org/resources-on-restorative-justice-restorative-practices/	All	Group projects, that allow children to work together (from a distance) to practice active listening and cooperative work skills.	ALL		
Discussion groups with children to assess experiences and to help staff develop increased empathy	ALL	Read-aloud very helpful for younger children.	ALL	Adopt a family and collect items and food for families going through a difficult time.	ALL	Daily Check Ins throughout program, to allow kids to share thoughts, concerns, or answer questions posed by staff in charge. Groups would have a change to get to know each other, help each other work through problems, and also find commonalities between each other, which will deepen relationships.	ALL		
TeachThought university. A Giant List of Really Good Essential Questions https://www.teachthought.com/pedagogy/examples-of-essential-questions/ .	M	Books that teaches socila skills and mindfulness.	ALL			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/	M, H		
Journaling and drawing to reflect with specific focus. Group reflection of activities could incorporate a peer support component	ALL	Personal reflection activity such as making a poster to express emotion.	ALL			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	M, H		
Journal Prompts for Middle School- https://www.journalbuddies.com/prompts-by-grade/middle-school-writing-ideas-pt3/	M/H	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.	ALL						
Activities that help children understand things in their control and out of their control and how to manage those things out of their control	ALL	Self-regulation help to stay calm before a tantrum or to solve a problem without giving up. Without self-regulation children struggle to develop meaningful relationships, communicate reciprocally and succeed at school.	ALL						
Daniel Goleman's theory of Emotional Intelligence-- http://bonvictor.blogspot.com/2015/01/daniel-golemans-emotional-intelligence.html	M	Cultivate a sense of belonging and community.	ALL						
How to Help Middle School Students Develop Crucial Skills This Year- https://www.edutopia.org/article/how-help-middle-school-students-develop-crucial-skills-year	M	Servic learning projects in topics they are interested in or based on the community needs.	ALL						
Empathy Activators: Teaching Tools for Enhancing Empathy Development in Service-Learning Classes- https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1042&context=community_resources	ALL	Encourage sense of hope: reading historical examples, reading novels on healing and travels, fun places they can visit again with their family.	ALL						
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.	ALL	Virtual cooking and learning culinary skills	ALL						
Free Resources for Teaching Current Events and Media Literacy- https://freedomhomeschooling.com/teaching-current-events/	ALL	Reading books and have group discussion on racism and anti-racist practices	ALL						

