

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ IDENTIFYING EMOTIONS
- ⇒ ACCURATE SELF-PERCEPTION
- ⇒ RECOGNIZING STRENGTHS
- ⇒ SELF-CONFIDENCE
- ⇒ SELF-EFFICACY

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ PERSPECTIVE-TAKING
- ⇒ EMPATHY
- ⇒ APPRECIATING DIVERSITY
- ⇒ RESPECT FOR OTHERS

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ IDENTIFYING PROBLEMS
- ⇒ ANALYZING SITUATIONS
- ⇒ SOLVING PROBLEMS
- ⇒ EVALUATING
- ⇒ REFLECTING
- ⇒ ETHICAL RESPONSIBILITY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ IMPULSE CONTROL
- ⇒ STRESS MANAGEMENT
- ⇒ SELF-DISCIPLINE
- ⇒ SELF-MOTIVATION
- ⇒ GOAL SETTING
- ⇒ ORGANIZATIONAL SKILLS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ COMMUNICATION
- ⇒ SOCIAL ENGAGEMENT
- ⇒ RELATIONSHIP BUILDING
- ⇒ TEAMWORK



Tools

- Kagan Cooperative Learning Structures
- Character Analysis in Literature
- Nonviolent Communication
- Opening and Closing Circles
- Thumb Balls
- Kikori

Kagan Cooperative Learning Structure 1: Numbered Heads Together

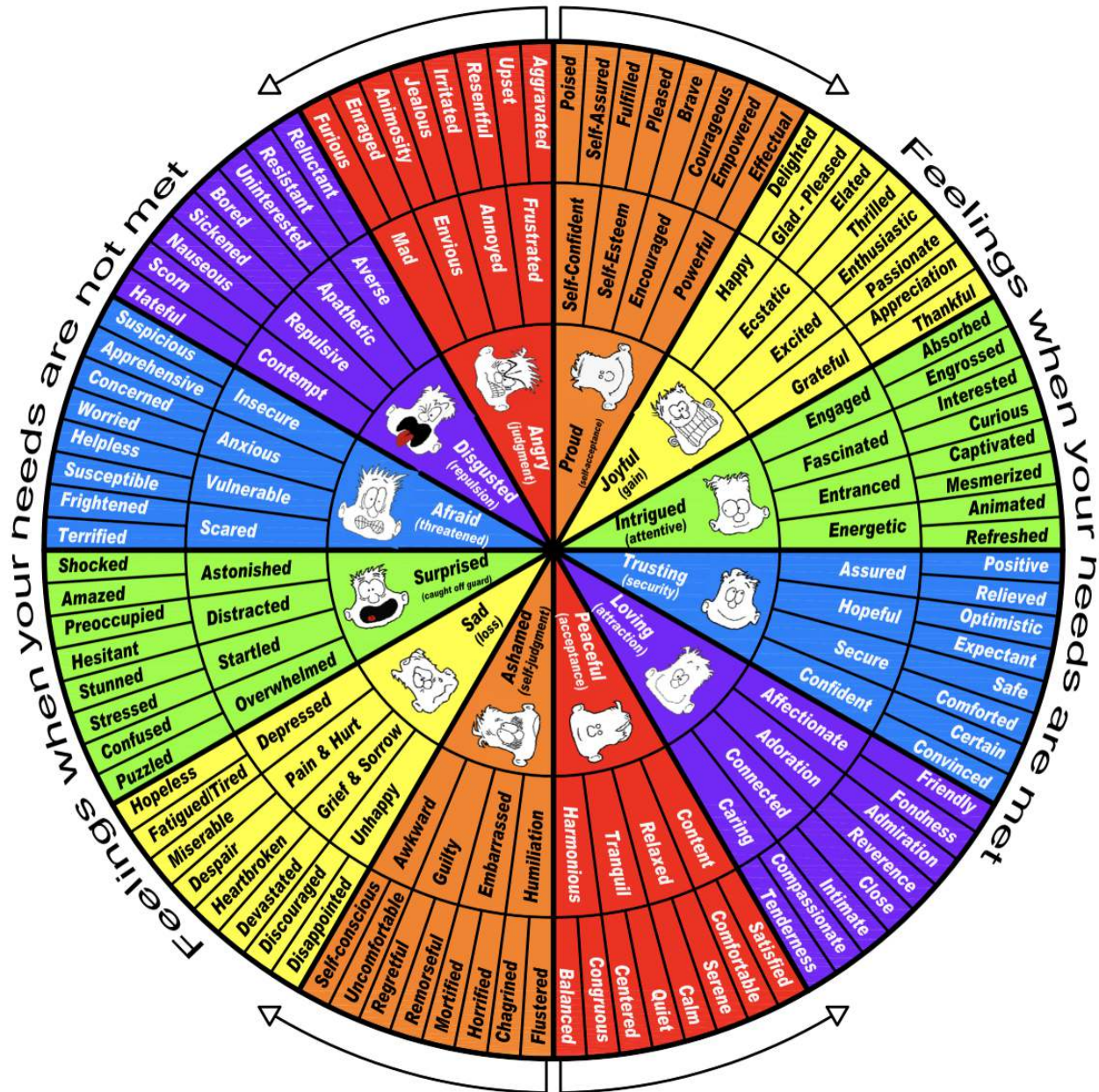
Steps of Numbered Heads Together

1. Number students off from 1 to 4 within their teams.
2. Call out a question or problem. (Example: Where do plants get their energy?)
3. Students in teams put their heads together to discuss the answer. They must make sure everyone on the team knows the answer.
4. Randomly call a number from 1 to 4 (use a spinner, draw popsicle sticks out of a cup, roll a die, etc.)
5. On each team, the student whose number was called writes the answer on the team response board. **They may not receive any help from their team at this point!** If they didn't pay attention during the discussion, too bad! They place the response board face down when ready.
6. When all teams are ready, have the designated student stand and hold up their response board to show their answer. Check each team's answer for accuracy.
7. Repeat with additional questions as time allows.

Ideas for Using Numbered Heads in Your Class:

- **Science** - Reviewing for a test, discussing experiment results,
- **Math** - Solving word problems, reviewing geometric shapes, reviewing terms like prime number, multiple
- **Health** - Reviewing parts of the body and body systems, discussing the food pyramid, discussing issues related to drugs and violence
- **Spelling** - Practicing the spellings and definitions of words, creating sentences when given a word
- **Reading** - Discussing setting, plot, theme, characters of a book; listing character traits of various characters in a book; finding the main idea of articles in Weekly Reader or Scholastic News magazines; reviewing poetic terms (onomatopoeia, alliteration, etc.); finding examples of poetic devices in poems
- **Writing** - Revising and editing written work samples (place work sample on overhead, students put heads together to discuss specific errors in punctuation, spelling, etc.)
- **Grammar** - Finding nouns, verbs, etc, in sentences; reviewing common versus proper nouns; plural versus possessive nouns; diagramming sentences
- **Social Studies** - Learning about the stock market; practicing map skills, answering chapter discussion questions, reviewing for a test
- **Primary Grades** - Reviewing basic shapes and colors, reviewing initial consonant sounds, working with rhyming words, answering questions about a read-aloud book, deciding when to add or subtract with math word problems, naming a pattern (AB, ABC, ABB, etc.), spelling simple words, discussing the results of an experiment, making up sentences with a given word, reviewing the parts of a plant, discussing the events of the day, talking about the calendar

Feelings Wheel



Based on Nonviolent Communication by Marshall Rosenberg, Ph.D. May be duplicated for personal use and for teaching Nonviolent Communication. Graphics and organization of feelings and needs wheels by Bret Stein. artisantf@hotmail.com Revised 1/11/11

The following words are not feelings. They are judgments of others:

- | | | | | |
|-----------|--------------|---------------|---------------|----------|
| Abandoned | Cheated | Ignored | Neglected | Unwanted |
| Attacked | Coerced | Intimidated | Put down | Used |
| Abused | Criticized | Insulted | Rejected | Violated |
| Betrayed | Dismissed | Let down | Unappreciated | Wronged |
| Blamed | Disrespected | Manipulated | Unloved | |
| Bullied | Excluded | Misunderstood | Unheard | |

