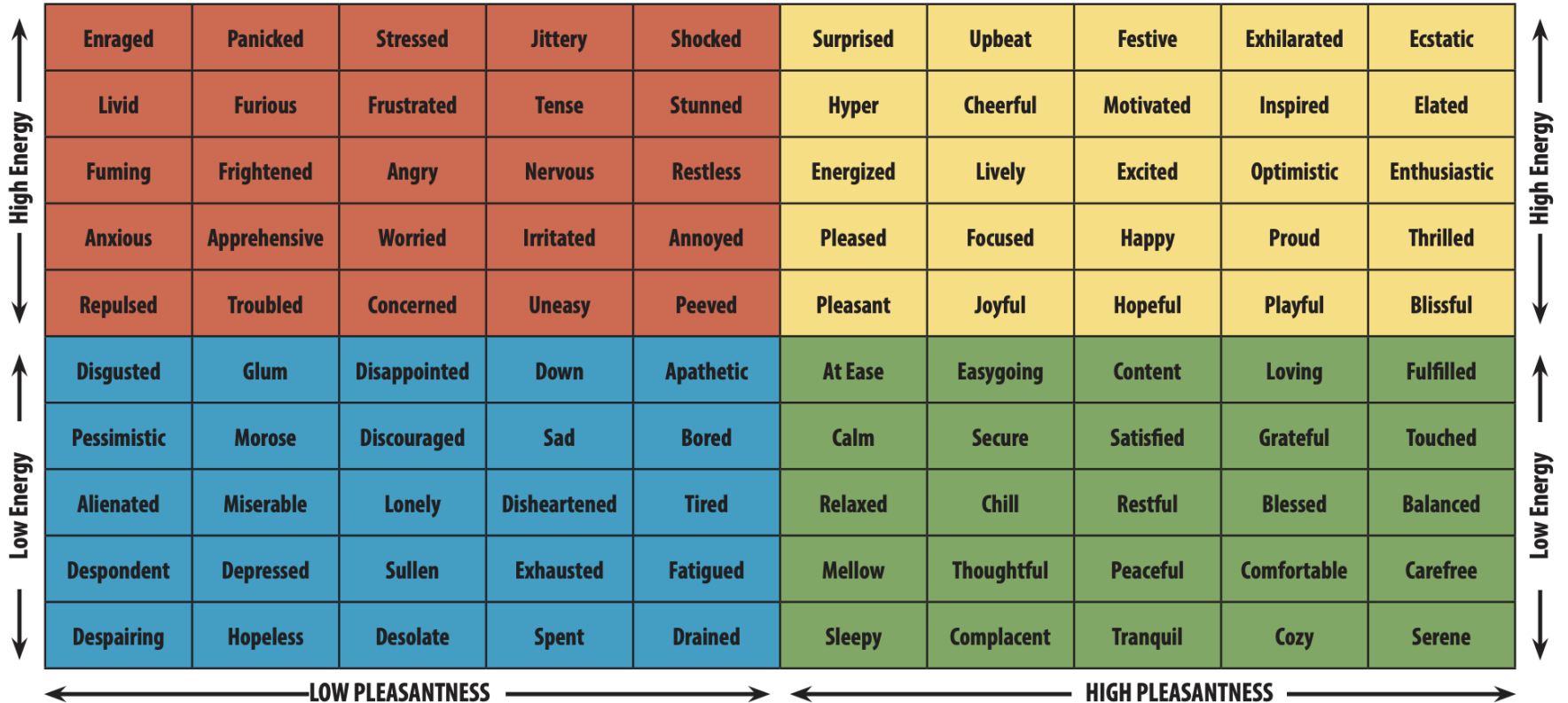


# **The Case for Social Emotional Learning at the Barack Obama School for Social Justice.**



# MOOD METER – Please take 30 seconds to identify how you feel right now using the chart below?



A photograph of three children sitting on the floor in a library. A young girl with red hair is on the left, a young boy with dark hair is in the center, and a young girl with dark skin is on the right. They are all looking towards each other and appear to be in conversation. The background shows bookshelves filled with books. The image has a semi-transparent dark overlay.

# What is Social Emotional Learning (SEL)?



SEL is...

Social and emotional learning (SEL) is an integral part of education and human development.

SEL is the process through...

- Which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities
- Manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships
- Make responsible and caring decisions.

SEL practices best support the emotional wellness of our students

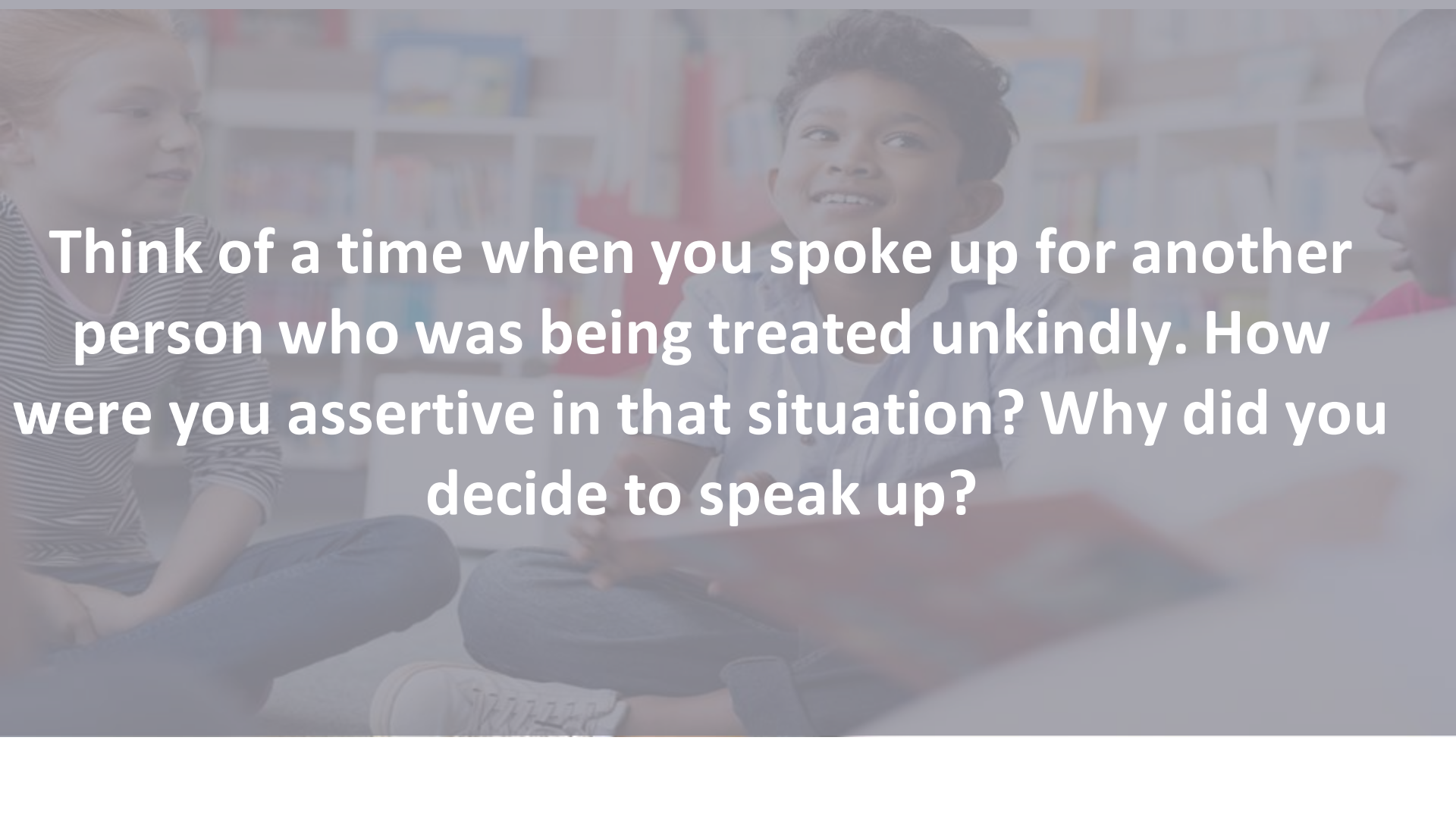


# COMMUNICATION BOOSTERS AND BLOOPERS

## REFERENCE GUIDE

Communication Booster		Definition	Example
<b>A Communication Booster is...</b> something that helps messages be understood and people feel valued.	Listening (and watching)	paying attention to the message someone is sending you	<ul style="list-style-type: none"> <li>allowing the speaker to complete their thoughts</li> <li>nodding to show understanding</li> <li>using body language to show interest, such as keeping eye contact or leaning forward</li> </ul>
	Supporting	giving help or comfort	<ul style="list-style-type: none"> <li>giving the speaker time to give their ideas</li> <li>encouraging the speaker to talk freely</li> <li>asking to help or offering to give help to solve a problem</li> </ul>
	Negotiating	trying to agree on something by problem solving or each side giving up something they want	<ul style="list-style-type: none"> <li>compromising, or accepting something that is not quite what you want</li> <li>being flexible, or able to change your mind easily</li> <li>making a plan to include everyone's thoughts</li> </ul>
	Facilitating	helping to make something easier or work better	<ul style="list-style-type: none"> <li>being prepared</li> <li>managing your time well</li> <li>setting goals</li> </ul>
	Responding	answering someone by saying or doing something after they speak to you by sending a clear message that you are paying attention and are interested	<ul style="list-style-type: none"> <li>showing that you understand by using phrases like "I see," "I know," and "I understand"</li> <li>asking questions if you do not understand something</li> <li>restating what someone has said to show you understand</li> </ul>

Communication Bloopers		Definition	Example
<b>A Communication Bloopers is...</b> something that gets in the way of messages being understood and people feeling valued.	Ignoring	not paying attention to other people's messages, needs, or what a situation is like for them	<ul style="list-style-type: none"> <li>• doing nothing in response to a question or request</li> <li>• not listening to the speaker</li> <li>• refusing to show that you see or hear something</li> </ul>
	Interrupting	stopping someone in the middle of what they are saying or doing	<ul style="list-style-type: none"> <li>• asking questions when someone else is speaking</li> <li>• saying something before someone stops talking</li> <li>• doing something that causes another to stop speaking or acting</li> </ul>
	Controlling	making, or trying to make, someone feel, think, or act the way you want	<ul style="list-style-type: none"> <li>• taking the power from another person</li> <li>• trying to make yourself the leader</li> <li>• telling others what to think, say, or do</li> </ul>
	Withdrawing	taking yourself away, either mentally or physically	<ul style="list-style-type: none"> <li>• stopping participation in something</li> <li>• avoiding others</li> <li>• leaving a group</li> </ul>
	Discouraging	making someone think or feel like they cannot do something or should not be a part of something	<ul style="list-style-type: none"> <li>• making someone feel less hopeful or confident</li> <li>• making something less likely to happen</li> <li>• attempting to stop someone from doing something they want</li> </ul>

A photograph of three children sitting on the floor in a library. A young girl with red hair is on the left, a young boy with dark hair is in the center, and a young girl with dark skin is on the right. They are all looking towards the center and appear to be in conversation. The background shows bookshelves filled with books. The image has a semi-transparent dark overlay.

**Think of a time when you spoke up for another person who was being treated unkindly. How were you assertive in that situation? Why did you decide to speak up?**

# WHY SEL?





## **By incorporating SEL into our school community, we aim to:**

- Decrease behavioral incidents by fostering healthy social-emotional interactions amongst our students and our staff.
- Further develop our students' emotional intelligence and decision-making skills.
- Provide a space where students can develop critical character traits that improve academic and professional outcomes.
- Create a safe academic community where students experience joyful learning and meaningful growth and development aligned to their identities and aspirations.



A man and a woman are sitting on a couch, smiling and talking. The man is on the left, wearing glasses and a colorful plaid shirt. The woman is on the right, wearing a white t-shirt with a pattern and has her hair in braids. They are in a living room setting with a couch and a window in the background.

**CBS MORNINGS**

# Negative Impacts of Technology/Social Media...

What are 5 negative effects of technology?

## **Eight Negative Impacts of Technology**

- Depression and Other Mental Health Issues. A University of Michigan study found that Facebook use led to a decrease in happiness and overall life satisfaction. ...
- Lack of Sleep. ...
- ADHD. ...
- Obesity. ...
- Learning Barriers. ...
- Decreased Communication and Intimacy. ...
- Cyberbullying. ...
- Loss of Privacy...



# CALL TO ACTION

Parents, here are some ways we can strengthen our partnership to ensure our children are reaching their full potential....

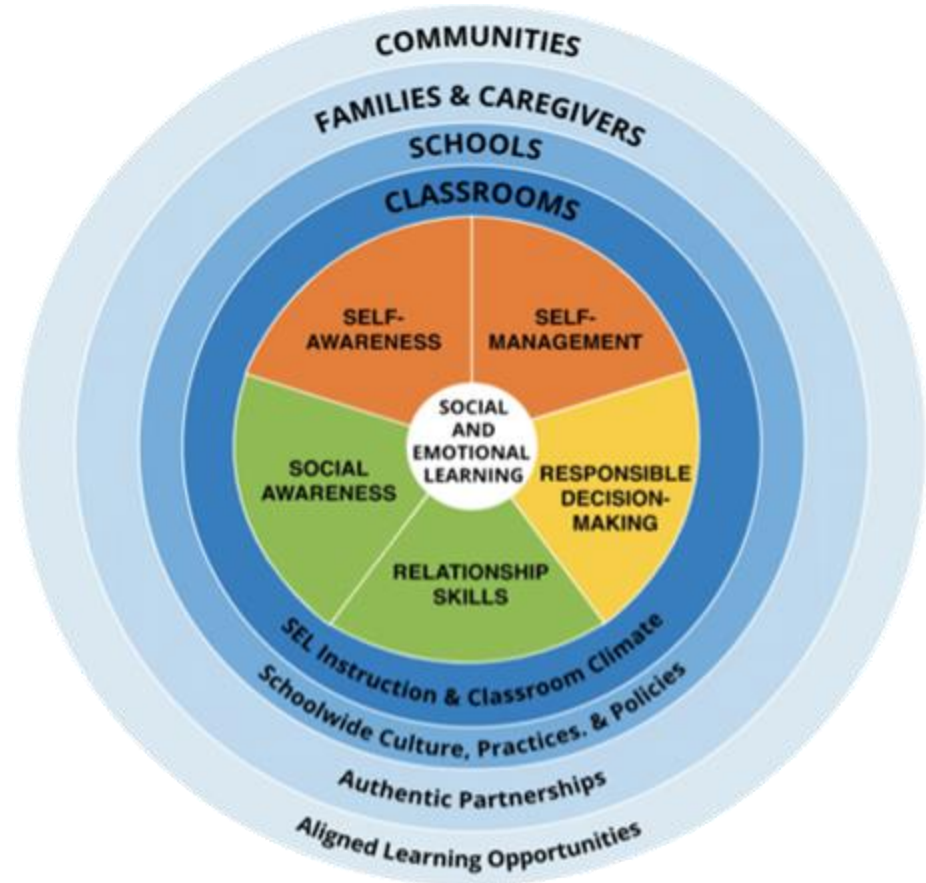
- You should know **ALL** passwords on your child's phone
- Access to **EVERY** APP that is downloaded
- Create **TECH-FREE** Zone at home
- Reinforce our cellphone policy at home
- Use Lockdown apps that restrict the use of other apps
- Turn on Parental Control
- Create a contract with your child
- Lastly, do not allow your kids to sleep with their phone at night



# The CASEL 5...

Five broad and interrelated areas of competence:

- *Self-awareness*
- *Self-management*
- *Social awareness*
- *Relationship skills*
- *Responsible decision-making*

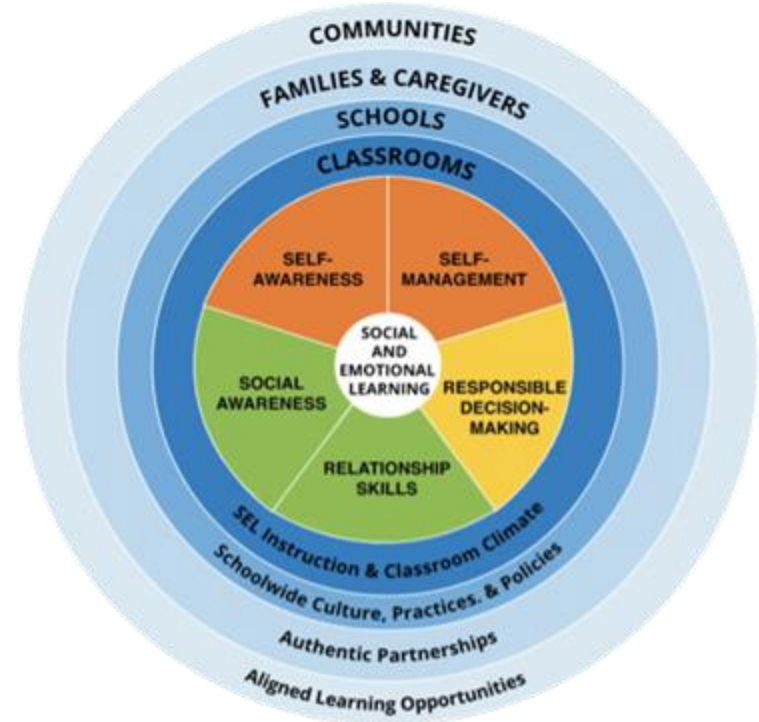


# SELF-AWARENESS

The abilities 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

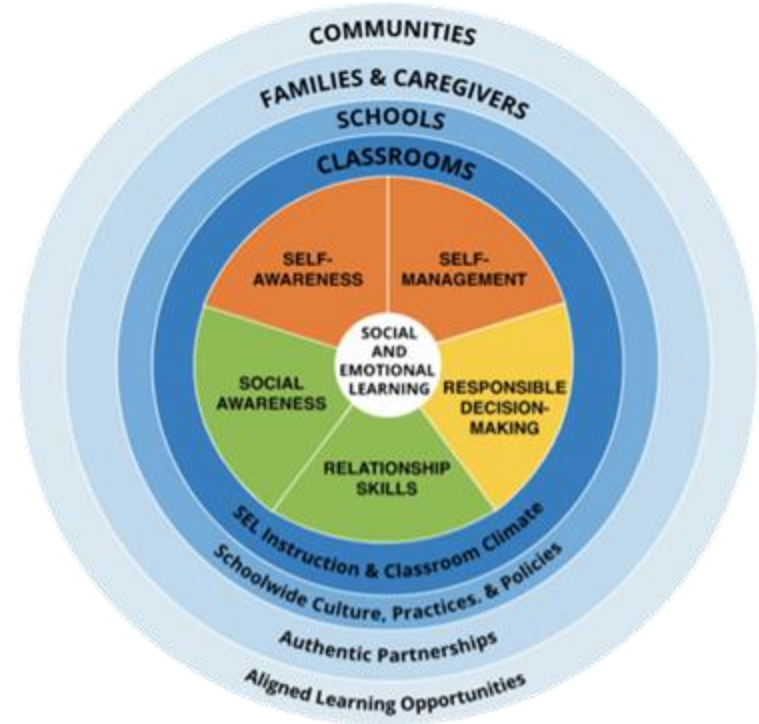


# SELF-MANAGEMENT

The abilities 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

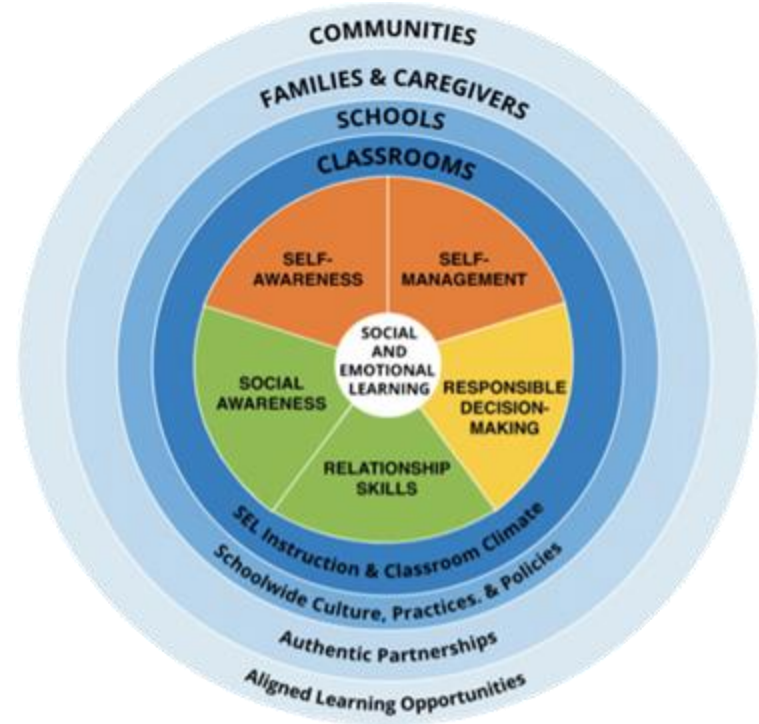


# SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

Such as:

- Taking others' perspectives
- Recognizing strengths in others
- Demonstrating empathy and compassion
- Showing concern for the feelings of others
- Understanding and expressing gratitude
- Identifying diverse social norms, including unjust ones
- Recognizing situational demands and opportunities
- Understanding the influences of organizations and systems on behavior



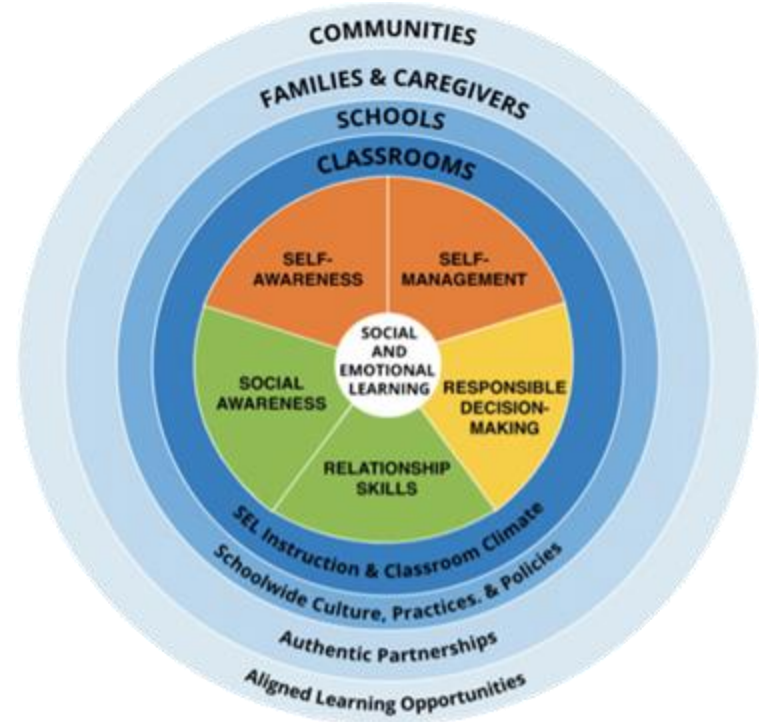


# RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

Such as:

- Communicating effectively
- Developing positive relationships
- Demonstrating cultural competency
- Practicing teamwork and collaborative problem-solving
- Resolving conflicts constructively
- Resisting negative social pressure
- Showing leadership in groups
- Seeking or offering support and help when needed
- Standing up for the rights of others



# RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

Such as:

- Demonstrating curiosity and open-mindedness
- Learning how to make a reasoned judgment after analyzing information, data, and facts
- Identifying solutions for personal and social problems
- Anticipating and evaluating the consequences of one's actions
- Recognizing how critical thinking skills are useful both inside and outside of school
- Reflecting on one's role to promote personal, family, and community well-being
- Evaluating personal, interpersonal, community, and institutional impacts

