

## Taking Care of *Myself*

## and *Others*

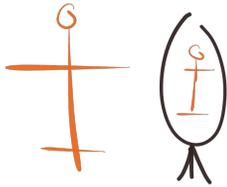
## and *My Community*

### Self Awareness

*I know* how I feel and can communicate it with others.

I know my strengths and challenges.

I know when to seek help and how to find it.

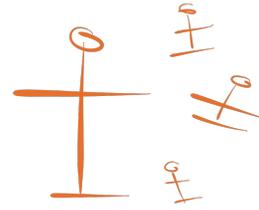


### Social Awareness

*I respect* other people's feelings and perspectives.

I empathize with other people.

I strive to be a positive influence in my school and community.



### Responsible Decision-Making

*I make* healthy, respectful, and constructive choices.

I make responsible decisions in academic and social situations.

I identify and solve problems.



### Self Management

*I manage* my emotions, stress, and actions.

I make good choices and act honestly.

I set and achieve goals.



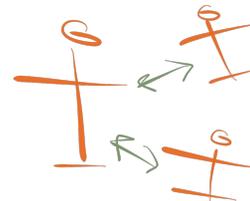
### Relationship Skills

*I build* positive relationships.

I listen actively and communicate clearly.

I resist negative peer pressure.

I prevent and resolve conflicts.



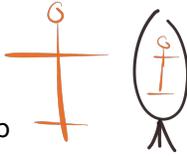
Social and Emotional Learning at MKA helps students to build an essential foundation for academic and personal success by developing the self-awareness, empathy, and good character needed to make responsible decisions and create positive relationships with others. We ask students to think about, "How can we know and value ourselves, our emotions, and the dignity of others in ways that enable us to respond confidently when facing a challenge and contribute to a respectful and collaborative learning community?"

All members of the MKA community commit to developing the skills identified here and modeling them for others.

## Self Awareness

### Skills

- Identify and recognize emotions
- Recognize one's own strengths, challenges, and values to develop an accurate self-perception



### Definition

“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.”

## Self Management

### Skills

- Set and achieve goals
- Organize oneself
- Motivate oneself
- Control impulses and exercise self-discipline
- Manage stress



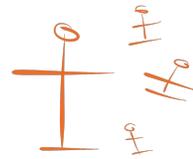
### Definition

“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.”

## Social Awareness

### Skills

- Read social cues in a variety of contexts
- Empathize with other people
- Acknowledge others' perspectives
- Respect others



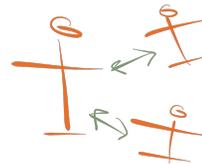
### Definition

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

## Relationship Skills

### Skills

- Communicate clearly
- Listen actively
- Cooperate effectively
- Negotiate conflict
- Seek & offer help (when needed)
- Resist peer pressure



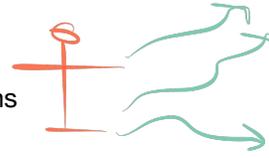
### Definition

“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.”

## Responsible Decision-Making

### Skills

- Analyze situations
- Identify and solve problems
- Make constructive and respectful choices
- Take personal, social, and ethical responsibility
- Evaluate and reflect



### Definition

“The ability to make constructive [and respectful] 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.”

Using MKA's Mission Statement as an inspiration and guide, as well as our Character Standards and Diversity & Inclusion Statement of Purpose, the Social and Emotional Learning Committee compiled these Pre-K–12 competencies drawing on the following sources:

- Definitions are from the Collaborative for Academic, Social, and Emotional Learning (CASEL). (2017). Social and Emotional Learning Core Competencies. Retrieved from [www.casel.org/core-competencies](http://www.casel.org/core-competencies)
- Anchorage, AK School District. (2013). K-12 Social and Emotional Learning (SEL) Standards and Indicators. Retrieved from [www.asdk12.org/media/anchorage/globalmedia/documents/professionallearningdept/SELStandardsAppend.pdf](http://www.asdk12.org/media/anchorage/globalmedia/documents/professionallearningdept/SELStandardsAppend.pdf)
- Illinois State Board of Education. (n.d.). Illinois Learning Standards: Social/Emotional Learning. Retrieved from [www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx](http://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx)
- Center for Responsive Schools. [www.responsiveclassroom.org](http://www.responsiveclassroom.org)

MKA also thanks Lauren Hyman Kaplan, M.A. for her insights and guidance.