

## Social-Emotional Learning and Diversity, Equity, Inclusion, and Belonging (DEIB)

To fully live out our school's Mission and Affirmation of Community and serve our students, we commit to dedicating time, resources, and energy to incorporating SEL and DEIB concepts and skills into all that we do in the Lower School.

[CCDS Mission Statement](#)

[CCDS Affirmation of Community](#)

### Lower School Values and Commitments

- When **we are kind**, we demonstrate empathy and create a community of belonging and we appreciate that there is more than one way of being (healthy, complex identities).
- When **we respect others**, we respect the differences and commonalities that exist between us.
- When **we are brave**, we can speak up about bias, prejudice and stereotypes and take meaningful action to impact real change.
- When **we work hard**, we can make a positive difference in our CCDS community and beyond.



### *Social-Emotional Strands and Concepts*

#### Self-Awareness

- I recognize feelings as they occur.
- I have a realistic assessment of my own ability and value.
- I have developed a well-grounded sense of self-confidence.
- Key Tools: Rating scales (emotions thermometer), building feeling vocabulary, layers of feelings, hidden voices (friendly and unfriendly self-talk)

#### Self-Management

- I handle my emotions so they facilitate rather than interfere with the task at hand.
- I delay gratification to pursue my goals.
- I persevere in the face of setbacks.
- Key Tools: Cooling down (breathing cards), acknowledgement and validation (Name It to Tame It) knowing emotional triggers, scaling (ant/dog/elephant), relaxation, mindfulness, hidden voices (friendly and unfriendly self-talk), teaching tone, assertiveness skills, gratitude

#### Social-Awareness

- I sense what others are feeling.
- I am able to take others' perspectives.
- I appreciate and interact positively with a diverse group of people.
- Key Tools: Encouragement, appreciation of others, inclusion, role playing, empathy, put-ups

#### Relationship Skills

- I handle emotion in relationships effectively.
- I establish and monitor healthy and rewarding relationships based on cooperation.
- I negotiate solutions to conflict.
- I seek help when needed.
- Key Tools: Peace Path, "I" Message/Reflective listening, scaling (ant/dog/elephant) conflict resolution, de-escalation, win-win scenarios, personal boundaries, role playing, working collaboratively

#### Personal Decision Making

- I accurately assess risks.
- I make decisions based on a consideration of all relevant factors and the likely consequence of alternative courses of action.
- I respect others.
- I take personal responsibility for my actions.
- Key Tools: Thoughts/Feeling/Reaction, If.. Then..., acceptance, leadership, valuing each other

## *Diversity, Equity, Inclusion and Belonging Strands and Concepts*

### Empathy and Belonging

- I have the right to be myself and the vocabulary to express my emotions.
- I understand that every person has feelings, and their reactions may not be the same as mine.
- I know that my words and actions impact how other people feel.
- I am learning ways to show caring and respect towards others in my community.
- I can imaginatively project myself into another person's situation in order to understand their thoughts, reasoning, and emotions.

### Healthy, Complex Identities

- I know what makes me a unique human being and I value each part of that.
- I have positive social identities based on my membership in multiple groups in society.
- I recognize that people's multiple identities interact and create unique and complex individuals.
- I understand that culture, family, and connections are important to my own personal and social identities and affect my unique perspective.
- I see the value of being part of a group with diverse experiences, ways of being, and perspectives.

### Respect Across Differences

- I express comfort with people who are both similar to and different from me and engage respectfully with all people.
- I understand that perspective is a particular way of thinking about something, and it is influenced by someone's life experiences and beliefs.
- I understand that within groups of people there are both shared and individual experiences and beliefs.
- I understand that the perspectives held by individuals or groups can change over time.
- I respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.

### Naming Bias, Prejudice, and Stereotypes

- I recognize stereotypes and relate to people as individuals rather than representatives of the group
- I am learning to recognize unfairness and prejudice and have language to describe both..
- I understand how biased messages are internalized and have language to describe and reject the messages.
- I recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics.

### Taking Action

- I will recognize that I have the ability to affect positive change in my environment and the lives of others and will stand up to exclusion, prejudice and injustice.
- I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
- I understand when to get an adult involved and can name 3-5 adults I can ask for help.
- I have tools and skills to create welcoming and supportive environments for others to foster a sense of belonging.