



Modeling SEL for Students



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“Children have never been very good at listening to their elders, but they never failed to imitate them”

-James Baldwin in “Fifthe Avenue, Uptown” published in Esquire, July 1960

WHO DO YOU IMITATE?

A photograph of a man and a young boy in a bathroom. Both are applying shaving cream to their faces and holding razors, mimicking each other's actions. The man is on the right, and the boy is on the left. They are both looking towards the camera. The background shows a window with a white frame.

COMMENTARY



Think about...

Think about how students learn these competencies in many ways - through classroom lessons, through afterschool activities, and by “imitating” the way that adults model these competencies.

The CASEL 5...

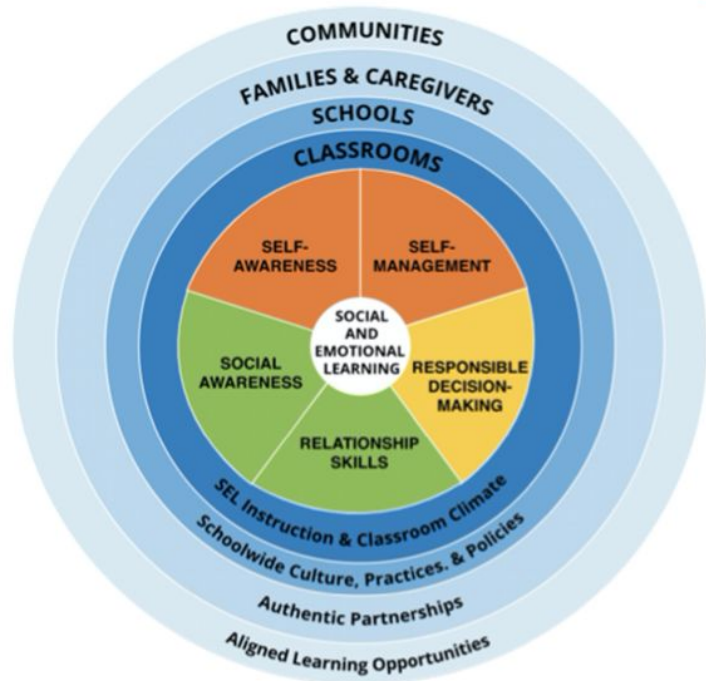
Five broad and interrelated areas of competence:

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



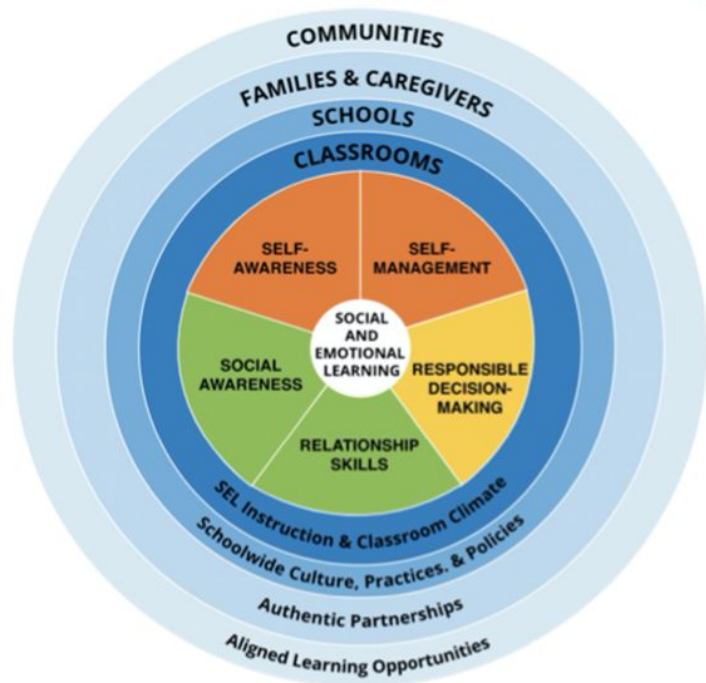
SELF-AWARENESS

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.



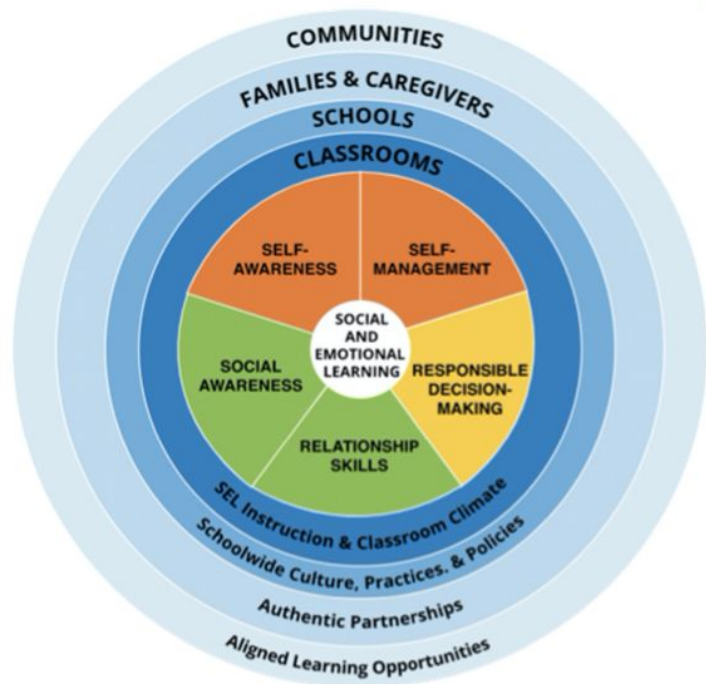
SELF-MANAGEMENT

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.



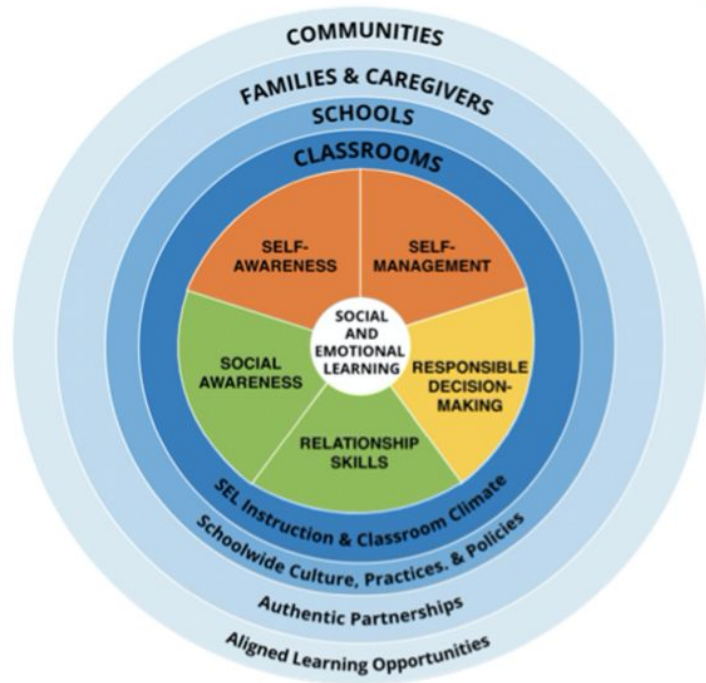
SOCIAL AWARENESS

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.



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.



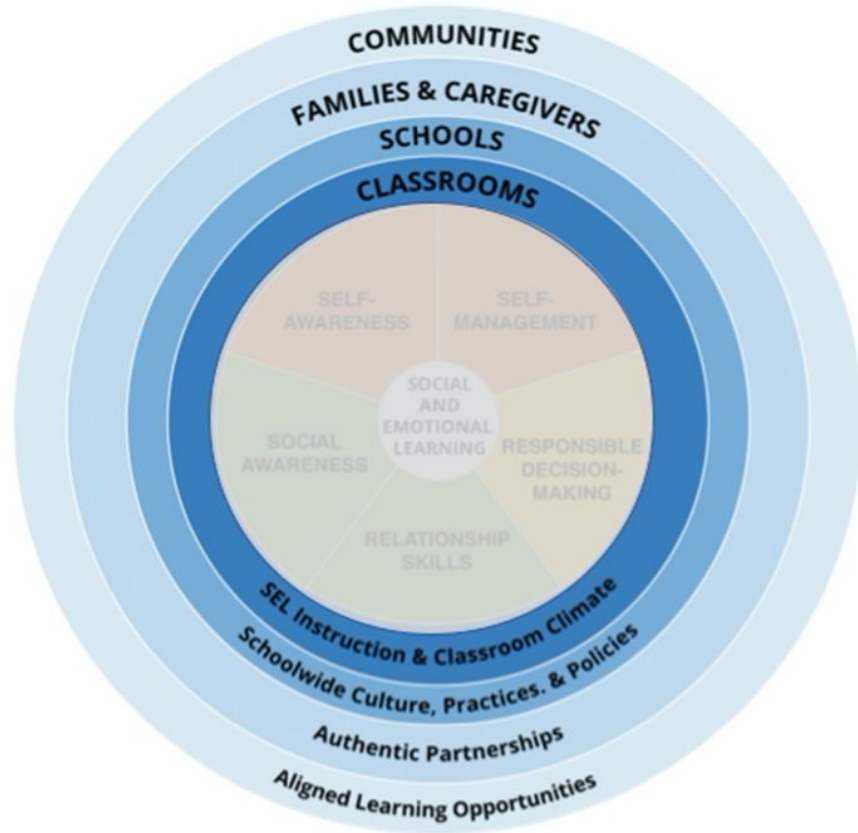
RESPONSIBLE DECISION-MAKING

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.



The Key Settings...

Our framework takes a systemic approach that emphasizes the importance of establishing equitable learning environments and coordinating practices across key settings of *classrooms*, *schools*, *families*, and *communities* to enhance all students' social, emotional, and academic learning.



SEL Competency Posters Activity

Directions:

5 minutes to Brainstorm how to model this competency in your interactions with students

A notetaker at each table will record ideas on the poster.

After 5 minutes we will say “Rotate” and your group will move clockwise to the next poster/table.

Read what the previous group has written and add to the existing ideas.

Continue until your group has visited and added to all 5 Core Competencies.

Resources

[CASEL Framework Handout](#)

[What is the SEL Framework?](#)

[Social Emotional Video Library](#)

[How Does SEL Support Your Priorities?](#)

[Using Grade-Level and Content Area Team Meetings to Support SEL](#)