### Social and Emotional Learning -- Core Competencies and Elements

**Self Awareness:** Recognizing one’s emotions and values as well as one’s strengths and challenges
- Labeling and recognizing own and others’ emotions
- Identifying what triggers own emotions
- Analyzing emotions and how they affect others
- Understanding the relationship between one’s emotions, thoughts, and behaviors
- Recognizing one’s needs, values, judgments, and biases
- Identifying personal strengths and areas for growth
- Practicing self-compassion
- Possessing self-confidence, positive self-regard, and optimism

**Self-Management:** Managing emotions and behaviors to achieve one’s goals
- Regulating and expressing one’s emotions thoughtfully
- Demonstrating perseverance and resilience to overcome obstacles
- Sustaining healthy boundaries
- Applying strategies to reduce personal and interpersonal stress
- Setting and monitoring short-term and long-term goals
- Advocating for oneself and one’s needs
- Maintaining attention
- Using feedback constructively

**Social Awareness:** Showing understanding and empathy for others
- Identifying social cues (verbal, physical) to determine how others feel
- Predicting others’ feelings and reactions
- Evaluating others’ emotional reactions
- Practicing empathy, including perspective taking
- Recognizing individual and group strengths and differences
- Using reflective listening to understand and demonstrate respect for others
- Recognizing and using family, school, and community resources
- Demonstrating cultural humility
- Awareness of inequities and privileges that affect individuals and groups

**Relationship skills:** Forming positive relationships, working in teams, dealing effectively with conflict
- Cultivating connection and friendship
- Developing positive relationships with diverse individuals and groups
- Practicing listening and communication skills
- Working cooperatively
- Resolving conflicts
- Offering and seeking help
- Applying appropriate uses of humor
- Approaching relationships with positive presuppositions
- Managing and expressing emotions in relationships, respecting diverse viewpoints
- Resisting inappropriate social pressures

**Responsible Decision-Making:** Making ethical, constructive choices about personal and social behavior
- Making ethical decisions based upon mutual respect and appropriate social norms
- Recognizing one’s responsibility to behave ethically
- Understanding the motivations for actions and their realistic consequences
- Using problem-solving skills
- Considering the well-being of self and others before acting
- Reflecting on how current choices affect future
- Becoming self-reflective and self-evaluative

**Prosocial Culture, Climate, and Community:** Fostering a healthy, safe, positive learning environment for the benefit of school leaders, mentors, teachers, students, and their families
- Cultivating cooperative and trusting relationships based on mutual respect
- Nurturing connection, a sense of belonging, and well-being
- Committing to equity, inclusion, and honoring diversity
- Upholding norms that support intellectual, social, emotional, and physical safety
- Developing shared vision, values, and traditions that support prosocial and purposeful engagement
- Focusing collectively on meaningful learning and its benefits

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