



California Social Emotional  
Learning Modules

# Professional Learning Toolkit

**Caring for Ourselves:  
The Science of  
Emotional Resilience**



Topic 1 

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# Topic and Module Overview


<b>Caring for Ourselves: The Science of Emotional Resilience</b>	<b>MOD 1.1</b>	<b>Understanding Your Emotions</b>
	<b>MOD 1.2</b>	<b>Navigating Your Emotions</b>
	<b>MOD 1.3</b>	<b>How to Be Kind to Yourself</b>
	<b>MOD 1.4</b>	<b>How to Be Compassionate Without Suffering So Much</b>
	<b>MOD 1.5</b>	<b>Self-Awareness, Emotional Resilience, and Equity</b>
Safety & Belonging in Classrooms and Schools	MOD 2.1	Why Belonging Matters
	MOD 2.2	Knowing Ourselves First: Surfacing Our Beliefs About Social and Emotional Well-Being and Belonging in Schools
	MOD 2.3	The Questions of Belonging: Interventions to Help Students Feel Like They Belong
	MOD 2.4	Meeting Students' Psychological Needs to Help Them Feel Like They Belong
	MOD 2.5	Cultivating Belonging Through Teacher-Student and Peer Relationships
	MOD 2.6	Building a Belonging School Through Trust and Psychological Safety
Teaching for Social, Emotional, and Academic Development	MOD 3.1	Preparing to Support SEL in Classrooms
	MOD 3.2	Explicit SEL Instruction
	MOD 3.3	Planning for Social-Emotional-Academic Development
	MOD 3.4	Integrating SEL into Learning
Committing to Racial Equity and Cultural Responsiveness	MOD 4.1	Unpacking Our Identities: Addressing Identity, Power, and Privilege
	MOD 4.2	Engaging in Meaningful Conversations about Race and Equity
	MOD 4.3	SEL Instruction Through a Culturally Responsive Lens
	MOD 4.4	Elevating Student Voices
	MOD 4.5	Evaluating Our Systems, Policies, and Procedures
Addressing Trauma and Adversity: Supporting Student Mental Health	MOD 5.1	Defining and Understanding Trauma and Adversity
	MOD 5.2	Recognizing the Signs of Childhood Trauma and Adversity
	MOD 5.3	Creating Healing-Centered Environments
	MOD 5.4	Developmental and Other Strategies for Healing
	MOD 5.5	Mental Health Crisis Intervention: Steps and Strategies
Supporting SEL through Family and Community Engagement	MOD 6.1	Exploring Family and Community Engagement with an SEL Lens
	MOD 6.2	Building Partnerships with and Honoring the Contributions of Diverse Families
	MOD 6.3	Listening and Communicating Effectively with Families
	MOD 6.4	Expanded Learning and SEL: Collaborating Across In-School and OST Contexts
	MOD 6.5	Aligning around SEL Through Community Partnerships



# Topic 1 Learning Objectives

## Caring for Ourselves

### The Science of Emotional Resilience

Module	Learning Objectives	CA TSEL Guidelines
<b>1.1</b> <b>Understanding Your Emotions</b>	<ul style="list-style-type: none"> <li>• Explore what emotions are and why they are important</li> <li>• Explore how our cultural backgrounds affect our beliefs about our emotions (and how we express them)</li> </ul>	 <p data-bbox="1179 867 1419 1073">Link Objectives to Developmental Indicators in <a href="#">California Transformative SEL Competencies</a></p> <p data-bbox="1179 1115 1500 1667">The <a href="#">California Department of Education (CDE)</a> aims to support and advance the efforts of educators across California who are working to fully integrate systemic SEL and equity by building on the promise of T-SEL as a concept. To provide these supports, the <a href="#">CDE has articulated developmental indicators for CASEL's five core competencies</a>:</p> <p data-bbox="1179 1709 1500 1774">Sourced from CDE (July 2023):</p>
<b>1.2</b> <b>Navigating Your Emotions</b>	<ul style="list-style-type: none"> <li>• Identify research-based strategies for navigating difficult emotions</li> <li>• Highlight healthy ways of relating to our emotions</li> </ul>	
<b>1.3</b> <b>Learning How to Be Kind to Yourself</b>	<ul style="list-style-type: none"> <li>• Identify the elements of self-compassion and the research behind it</li> <li>• Differentiate self-compassion from self-esteem</li> <li>• Consider how self-compassion can actually calm our nervous systems</li> <li>• Experience a self-compassion practice</li> </ul>	
<b>1.4</b> <b>Learning How to Be Compassionate Without Suffering So Much</b>	<ul style="list-style-type: none"> <li>• Describe “empathic distress,” (a downside of empathy)—and the effects of “emotional contagion”</li> <li>• Identify two pathways of empathy in the brain—one healthy and one not so healthy</li> <li>• Outline five practical strategies for addressing empathic distress so that we can extend compassion to others from a position of inner strength</li> <li>• Experience a compassion practice</li> </ul>	
<b>1.5</b> <b>Self-Awareness, Emotional Resilience, and Equity</b>	<ul style="list-style-type: none"> <li>• Explore the concepts of equity, self-awareness, and emotional resilience as they relate to our work in schools</li> <li>• Identify strategies to address burnout in education</li> </ul>	



## Additional Resources

### TOPIC 1: Caring for Ourselves: The Science of Emotional Resilience

#### Articles/Websites/Books

[Emotions, Learning and the Brain: Exploring the Educational Implications of Affective Neuroscience](#): This book is a resource for understanding the science of emotions and the many ways that emotions influence learning

[Five Ways to Reignite Your Passion for Teaching](#): Even the best work can wear us down. This article proposes practices finding inspiration and purpose again.

[How to Stay Empathic without Suffering So Much](#): Try four steps to a healthier, more helpful, and more sustainable form of empathy. This article is directly related to the video shared earlier in this module.

[How Teachers Can Navigate Difficult Emotions During School Closures](#): This article highlights tools for staying calm and centered amid crises.

[Onward: Cultivating Emotional Resilience in Educators](#) and [Surviving Teacher Burnout](#): Here are two different guidebooks that offer a range of strategies for cultivating adult well-being—each could be featured in communities of practice for school staff.

[Permission to Feel, Unlocking the Power of Emotions to Help Our Kids, Ourselves, and Our Society Thrive](#): This book offers research, educational practice, and stories to help us understand how emotions influence our health, performance, and overall well-being and how we can use their power to transform our lives.

[Self-compassion.org](#): Explore resources and practices from researcher Kristen Neff and team.

[Teacher Burnout Turnaround: Strategies for Empowered Educators](#): This book was written for teacher-leaders who want to improve their own well-being, their students' well-being—and to ultimately transform schools.

[The Brain Science of Attention and Overwhelm](#): We're living in Volatile, Uncertain, Complex, Ambiguous times. Neuroscientist Amishi Jha explains ten ways your brain reacts—and how mindfulness can help you survive, and even thrive.

#### Video and Audio Resources

[What Are Emotions? Why Are They Important?](#)

[Beliefs about Emotions: Ideal vs. Real Emotions](#)

[Cultural Differences in Emotional Expression](#)

[Strategies for Navigating Emotions](#)

[Healthy Ways of Relating to Our Emotions](#)

[What is Self-Compassion?](#)

[What are Some of the Benefits of Self-Compassion?](#)

[Try a Practice: Self-Compassion Break](#)

[Being Kinder to Yourself](#): This video walks you through a self-compassion break.

[Exploring Empathic Distress versus Empathic Concern](#)

[Strategies for Addressing Empathic Distress](#)

[Try a Practice: Breathing Compassion In and Out](#)

[Equity, Self-Awareness, and Emotional Resilience](#)

[Responding to Stress, Exhaustion, and Burnout: A New Vision for Education](#)

[Practices for Emotional Resilience](#)



## Additional Resources

### TOPIC 1: Caring for Ourselves: The Science of Emotional Resilience

#### Practices to Support Adults

[Be Calm Series](#): 15-min stress relief sessions

[Dimensions of Difference and Similarity](#): Reflect on and discuss dimensions of your identity to gain awareness of the impact of these on your relationships with students and their families.

[Greater Good Magazine's Emotional Intelligence Quiz](#): Test your emotional intelligence.

[I See You. Everyone Matters.](#): In this simple practice, staff members stand and respectfully acknowledge each member of their group.

[Imagine Flourishing and Kindness](#): In this mindfulness practice, you envision a sense of deep well-being, extend loving-kindness to yourself, and imagine how you might “show up” in the world—with greater compassion and openness.

[Making Families Feel Welcome](#): Try a few strategies from this research-based list of methods for helping families of all backgrounds feel welcome in the school community.

[Mindful Self-Compassion for Adults](#): This mindfulness practice can help you to experience the self-compassion that naturally exists within you.

[Mindful Breathing for Adults](#): Practice quietly and calmly redirecting your attention to your breath each time your mind wanders.

[Personal Resilience Plan](#): Consider 1-2 strategies you might incorporate into a simple plan on behalf of your well-being..

[SEL Assessment and Reflection](#): Reflect on your SEL strengths and areas for growth.

[School Resources for Navigating Emotional Times](#): The Yale Center for Emotional Intelligence outlines features a range of self-care and emotion regulation strategies.

[Self-Compassion for Adults](#): Greater Good in Education's website offers a small collection of self-compassion practices..

[Staff Meeting Rituals that Build Trust and Community](#): Try these opening and closing prompts for building trust and community among staff at meetings.

[Stress Management: A Practice Collection for Educators](#): Explore a larger collection of stress management practices on Greater Good in Education.

[Yoga with Adriene](#): Free 30-day yoga journey

#### Additional Group Facilitation and Professional Development Resources:

[CARE \(Cultivating Awareness and Resilience in Education\)](#): A professional development program that helps K-12 teachers manage their stress and rediscover the joys of teaching

[Millennium Forums](#): An online community of educators who gather in small groups to cultivate mindfulness and practice SEL competencies

[Transformative Educational Leadership](#): A program geared to racially and culturally diverse educational leaders that focuses on personal development



## MOD 1.1 Understanding Your Emotions

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### TAKE IT DEEPER:

#### Exploring Beliefs About Emotions

Review the following beliefs about emotions. To what degree do you CURRENTLY believe these statements? Please rate each statement from 1 (don't agree at all) to 10 (fully agree):

- Painful emotions should be ignored.
- Letting others know how I feel is risky.
- There is a right way to feel in every situation.
- I can't control the way I feel.
- It's not appropriate to talk about feelings at work.
- If I ignore a feeling, it will go away.
- Other people have a better handle on emotions than I do.
- Telling others that I'm feeling bad is a sign of weakness.

How has your life been affected by the messages you received about emotions growing up?

Which current beliefs about emotions would you like to shift?

**“Your emotions make you human. Even the unpleasant ones have a purpose. Don't lock them away. If you ignore them, they just get louder and angrier.” —Sabaa Tahir**

## MOD 1.2 Navigating Your Emotions

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### TAKE IT DEEPER:

#### Navigating Emotions in Professional Life

Brainstorm scenarios in your professional role that often evoke each emotion. Then note the reason you think the situation results in that emotion. Along with each scenario, note physical observations you can be aware of in the moment to indicate the emotion.

Enjoyment

Anger

Disgust

Fear

Sadness

Shame

Surprise

Embarrassment

When you need to pause and navigate your emotions before reacting to a situation, how can you pause to be mindful, practice self-compassion, and/or change your interpretation?

## MOD 1.3 How to Be Kind to Yourself



### TAKE IT DEEPER:

#### Being Kind to Yourself in Professional Experiences

1. Briefly describe three moderately stressful professional challenges below. You can identify specific scenarios or somewhat challenging situations you may regularly face in your role.
2. Write a mindfulness statement for each scenario to practice self-compassion. (e.g. "This is tough!" or "This is a difficult moment for me.")
3. Articulate a connection to common humanity, remembering we're not alone in experiencing struggle.
4. Write what to say to yourself in that moment that demonstrates kindness to yourself and reminds yourself of your courage, capacity, and good intentions

SITUATION			
MINDFULNESS STATEMENT			
CONNECTION TO COMMON HUMANITY			
ACT OF SELF-KINDNESS			

How do you think collectively practicing self-compassion can influence our work on a team or in a group? What would a school that focused on self-compassion look like? A classroom?



## MOD 1.4 How to Be Compassionate Without So Much Suffering

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### TAKE IT DEEPER:

#### Understanding Empathetic Distress:

Recall a time when it was difficult for you to be with a suffering colleague, student, friend, or family member. What emotions did you experience? How did you navigate those emotions?

Describe how you might use one of the five strategies (check in with yourself, question your response, verbalize your feelings, try a self-distancing strategy, or practice a compassionate response) to address empathetic distress.

How will you remember to implement these strategies in future scenarios when you might otherwise experience empathetic distress?

“You may not control all the events that happen to you,  
but you can decide not to be reduced by them.”

— Maya Angelou

## MOD 1.5 Self-Awareness, Emotional Resilience, and Equity

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### TAKE IT DEEPER:

#### Self-Awareness, Emotional Resilience, and Equity: Professional Experience

As you consider equity, self-awareness, and emotional resilience, describe your ideal (classroom, school, or district) work culture.

- What does a truly equitable district, school, and classroom look like? Feel like?
- What do important, productive conversations about race and equity look like in your school?
- What social norms and/or practices exist to support adult well-being, self-care, learning, and professional growth?
- In your vision, how do educators practice both self-care and community care?