

WHAT IS SOCIAL EMOTIONAL LEARNING?

Social emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

For more information on SEL visit the [CASEL Website](#).

THE FIVE CORE SEL COMPETENCIES

1

SELF-AWARENESS

Self-awareness is our capacity to recognize our individual feelings and emotions as well as the ability to express them accurately and productively. For example, if we have a strong self-awareness we will easily be able to differentiate how we feel when we're stressed versus when we're angry.

2

SELF-MANAGEMENT

Self-management is our capacity to successfully manage and regulate our emotions, particularly difficult ones. For example, when we are stressed, do we use a particular set of management strategies or coping techniques? Do these strategies and techniques help to calm us down so that we can continue on with our days, or do we allow our stress to derail us?

3

SOCIAL AWARENESS

Social awareness is our capacity to appreciate the thoughts, feelings and perspectives of others. It's our ability to put ourselves "in someone else's shoes" and truly empathize with them. Social awareness also involves understanding and respecting social and ethical norms. When we build our ability to achieve these things we're able to form stronger connections with our communities.

4

RELATIONSHIP SKILLS

Relationship skills involve our capability to form and maintain relationships with others. This involves our ability to communicate, mediate disagreements, and work successfully in teams. It's important to keep in mind that these skills should lead to healthy, meaningful relationships rather than destructive ones.

5

RESPONSIBLE DECISION MAKING

Responsible decision making is our ability to make positive choices. When making choices you should be thinking about the consequences that your choices can have on both your personal life and on others. Responsible decisions require that you think about your personal beliefs as well as social and ethical norms.



Because of the amount of time that parents, teachers, and caregivers are able to spend with children, they are in the position to observe children more closely for warning signs of mental and developmental delays and intervene before negative behaviors can be adopted. [The developmental guideline below](#) lists many of the behaviors and mindsets that we should be noticing in our children and students.

Developmental Milestones By Age Group

Early Childhood (3-8 years old)

- Display of a greater sense of empathy and morality
- Establish and maintain positive relationships
- Control of impulsive behaviors
- Identify and manage emotions
- Adopt resiliency
- Function independently
- Understand different viewpoints and opinions
- Develop a sense of identity

Middle Childhood (9-11 years old)

- A refined sense of self
- Strengthening cooperative skills
- A deeper sense of independence and individuality
- Development of communication skills
- Appropriate behavior in social situations
- Better handling of interpersonal conflicts
- Responsibility of actions
- Appropriate cyber behavior

Adolescence (12-18 years old)

- Established independence
- Acceptance within a peer group
- Comfort with making own decisions Increased self-assurance
- Appropriate handling of issues within dating and relationships
- Appropriate responses to conflicting and unexpected feelings and emotions
- Self-acceptance
- Adjustment to a larger social world

Social, Emotional, and Academic Development

FAST FACTS



What we know about social, emotional, and academic development.



Nine out of ten

teachers believe social and emotional skills can be taught and that it benefits students.¹

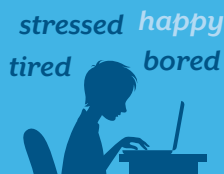


Four in five

teachers want more support to address students' social and emotional development.¹

75% of the words

students use to describe how they feel at school are negative. Students most commonly report they are tired, stressed, and bored.²



Integrating social and emotional development improves students' attitudes and engagement.³



Growth in occupations

that require the mastery of social and emotional skills has outpaced growth of all other occupations.⁴



Eight in ten employers say social and emotional skills are the **most important to success**

and yet are also the hardest skills to find.⁵

Social and emotional competency is at least as predictive of academic and career achievement as is IQ.⁶



Supporting students' social and emotional development produces an **11-percentage-point gain** in grades and test scores.³



Social and emotional skills help to build cognitive skills. They **help students learn academic content** and apply their knowledge.⁷



After paying for college, the next

biggest concern among parents

is their children's social and emotional well-being.⁸

Attention to social and emotional development is not only valuable in early childhood.

Sustaining a focus on social and emotional growth through adolescence is crucial for improving achievement and outcomes beyond school.⁹



Integrating social and emotional development with academic learning returns

\$11 for every \$1 invested.¹⁰

High social and emotional competency...



Increases high school graduation rates, postsecondary enrollment, postsecondary completion, employment rates, and average wages.¹¹

Decreases dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.¹¹



CITATIONS

- ¹ Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. A report for CASEL*. Washington, DC: Civic Enterprises.
- ² Brackett, M. A. (2015). *The emotion revolution*. [PowerPoint slides]. Retrieved from <http://ei.yale.edu/what-we-do/emotion-revolution>.
- ³ Durlak, Weissberg, Dymnicki, Taylor & Schellinger. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405-432.
- ⁴ Deming, D. J. (2015). *The growing importance of social skills in the labor market* (NBER Working Paper No. 21473). Cambridge, MA: National Bureau of Economic Research.
- ⁵ Cunningham, W., & Villaseñor, P. (2016). *Employer voices, employer demands, and implications for public skills: Development policy connecting the labor and education sectors*. Washington, DC: World Bank Group.
- ⁶ Almlund, M., Duckworth, A., Heckman, J., & Kautz, T. (2011). Personality psychology and economics. In E. A. Hanushek, S. Machin, & L. Woessmann (Eds.), *Handbook of the economics of education* (pp. 1-181). Amsterdam, Netherlands: Elsevier.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92, 1087-1101.
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16, 939-44.
- ⁷ Cunha, F., & Heckman, J. J. (2008). Formulating, identifying, and estimating the technology of cognitive and noncognitive skill formation. *Journal of Human Resources*, 43(4), 783-782.
- Cooper, C. L., Goswami, U., & Sahakian, B. J. (2009). *Mental capital and wellbeing*. Hoboken, NJ: John Wiley & Sons.
- ⁸ Learning Heroes. (2016). *Parents 2016: Hearts & minds of parents in an uncertain world*. Washington, DC: Author.
- ⁹ Heckman, J. J. (2008). *The case for investing in disadvantaged young children. Big ideas for children: Investing in our nation's future*, 49-58. Retrieved from: <http://heckmanequation.org/content/resource/case-investing-disadvantaged-young-children>.
- ¹⁰ Belfield, Bowden, Klapp, Levin, Shand & Zander. (2015). *The economic value of social and emotional learning*. New York, NY: Center for Benefit-Cost Studies in Education: Teachers College, Columbia University.
- ¹¹ Kautz, Heckman, Diris, Bas ter Weel, & Borghans. (2014). *Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success*. Paris, France: Organization for Economic Cooperation and Development.

{{Insert Date}}

Dear Parents/Guardian,

I am excited to share some updates with you regarding {{Insert School Name}} social emotional learning initiatives this school year. Social emotional learning (SEL) is the process through which children and adults acquire and apply the skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. The initiatives we have selected will continue to contribute to a strong school culture in which all students feel safe, supported and valued.

This year we will be using Move This World as our foundational social emotional learning program. Move This World uses fun and engaging videos to teach core social emotional skills and will help your child develop the confidence to express their feelings authentically, manage their emotions healthily and navigate challenges successfully. I want to take a moment to explain what you can expect from Move This World.

How it works:

- Your child will watch and engage with short interactive videos at the beginning and end of the school day. Each video is tied to a core social emotional learning competency, including: self awareness, self management, social awareness, relationship skills and responsible decision making skills.

What you can expect:

- As the year progresses, you can expect and encourage your child to carry the skills they will learn through Move This World at home. They might begin to ask you some questions about how you're feeling or how you manage stress (and they might even offer you some suggestions, too!)
- You'll hear your child use Move This World vocabulary, such as: the 10 Emogers (emotional management strategies), the Emotional Building Blocks (vocabulary words focused emotions) or the Positive Pivot Scale (a framework used to respond to challenges).
- You might see your child experimenting with new ways to express themselves, setting new and ambitious goals for themselves or developing

Alongside Move This World, we will also be prioritize the following SEL, mental health and/or wellbeing initiatives this school year:

- Initiative B (if applicable)
- Initiative C (if applicable)

Additional resources and opportunities will be shared throughout the year to help you reinforce social emotional learning in your homes. In the meantime, if you'd like to explore social emotional learning a little bit more, we encourage you to take a look at Move This World's blog and resources:

Sincerely,

[Principal or Teacher's Name]

Glow and GROW

<p>👉Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>	<p>👉Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>

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Glow and GROW

<p>👉Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>	<p>👉Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>

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Family Night

Introduction to Social Emotional Learning



Opening Exercises

Duration: 10 minutes

Start the evening with a centering exercise to help families stay present and get an understanding of what their students will experience in the school day. Consider starting the meeting with some deep breathing or setting an intention. If you're a Move This World partner, open up the meeting with a Move This World video!



What is SEL?

Duration: 20 minutes

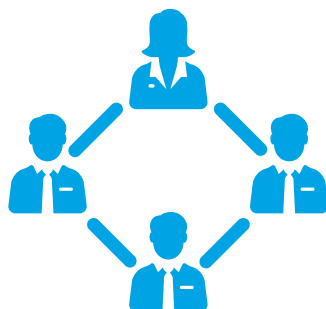
Provide a high level overview of what social emotional learning is and share research explaining why it will be beneficial for the students.



SEL at _____!

Duration: 15 minutes

(Explain how your school will be addressing social emotional learning this school year. Answer questions, such as: What initiatives do you have in place as a foundational approach to SEL and what supports do you have in place as interventions? How will social emotional learning be integrated throughout the school day? Be sure to share and explain any particular vocabulary that programs will be utilizing so it can be reinforced at home.)



Breakout Room

Duration: 50 minutes

Have parents rotate through 5 classrooms or stations. Each classroom or station should focus on one social emotional learning competency and at least one activity or exercise that parents can do at home to strengthen that competency. Provide another brief description of the competency, explain the possible activities/exercises that can be incorporated at home and allow parents to discuss and share their own ideas.)



Q&A

Duration: 10 minutes

Bring parents back together to ask questions about what they have learned and experienced).



Get Involved

Duration: 5 minutes

Share future opportunities for how parents can stay involved in social emotional learning at your school whether that be through a committee, book club, evaluation team or other SEL Nights. Have any sign up forms ready for family's to volunteer!



Closing Exercises

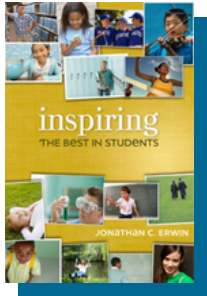
Duration: 10 minutes

End the evening with another centering exercise to help families reflect on what they learned and set a goal for how they can continue to help support their child's social and emotional skill development.

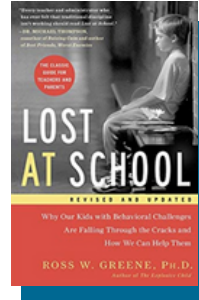
Start an SEL Book Club!

Volunteer to lead a monthly book club focused on books that will increase other families' knowledge around school SEL initiatives.

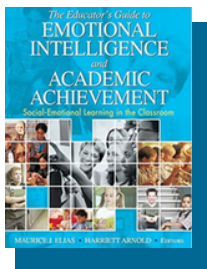
Get started with some of these SEL-focused books!



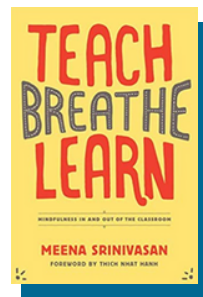
Inspiring the Best in Students
by Johnathan C. Erwin



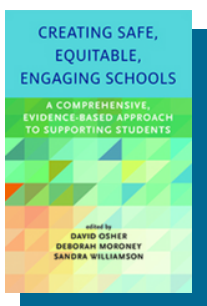
Lost at School
by Dr. Ross Greene



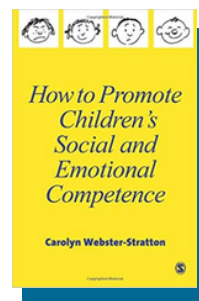
The Educators Guide to Emotional Intelligence and Academic Achievement



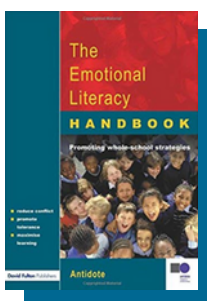
Teach, Breathe, Learn
by Meena Srinivasan



Creating Safe, Equitable, Engaging Schools:
A Comprehensive, Evidence-based Approach to Supporting Students



How to Promote Children's Social and Emotional Competence
by Carolyn Webster-Stratton



The Emotional Literacy Handbook
by James Park, Alice Haddon, Harriet Goodman

Read Aloud Questions to Spark Discussion

Read alouds are not only a great way to teach literacy to children and students, but also a way to reinforce social emotional skills. Children and adolescents can put themselves in the shoes of the characters and identify their emotions, analyze the decisions made and more. Use these questions with any picture book to prompt discussion and further explore social emotional learning.

Self Awareness

1. How was the main character feeling at the beginning of the story?
In the middle of the story? In the end of the story?
2. How did you know the character was feeling ____?
3. What clues did the author give you to let you know that?
4. How would you feel if you were the main character in this story?
5. Why did the character feel that way?
6. What is one thing the main character could be proud of?

Self Management

1. When did the main character have to stop and think about how they are feeling?
2. How did the main character motivate themselves throughout the story?
3. How did the characters react when they were having a hard time?
4. What would you say to the main character to help them work through their challenges?
5. How would you have liked to respond if you were the main character?
6. What Emoger or emotional management strategies could the main character have put into place for themselves?

Social Awareness

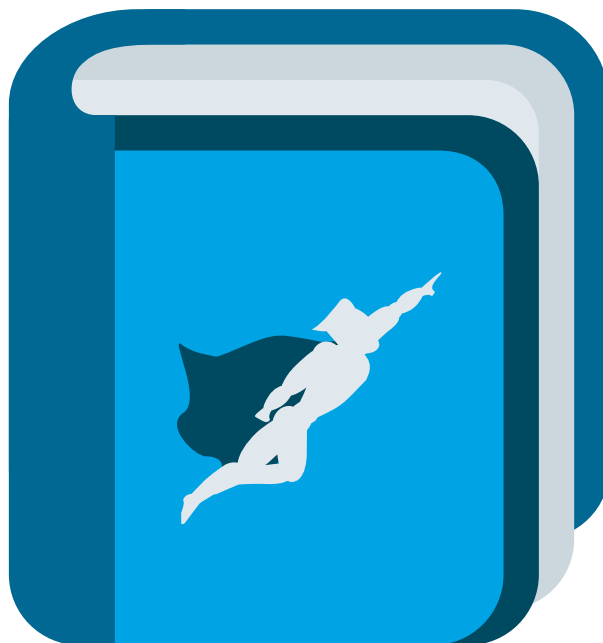
1. How were the characters similar to one another? How were they different?
2. How are you similar to the main character? How are you different?
3. When did you relate to the main character? When have you felt the same emotion as the main character?
4. How did the characters show respect for one another?

Relationship Skills

1. How did the characters communicate with one another? What are other ways the characters could have communicated their needs?
2. What did the main character do when they needed help?
3. When did the characters work with each other well? When did they not?
4. What would you say to the main character if you could speak to them right now?
5. What strategies did the characters use to resolve conflicts?

Decision Making

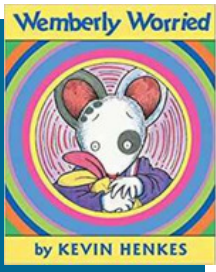
1. What was one tough decision the character had to make?
2. Why was this decision difficult? How did the character know they had a difficult problem to deal with?
3. What are some things the character could have done to help them make their decision?
4. How did the characters solve the problem/ make the decision?
5. What else could the character have done to solve the problem?



Picture Books to Teach Social Emotional Learning

Illustrations can help children strengthen important social and emotional skills by observing facial gestures and character traits.

Practice SEL skills at home with these picture books:



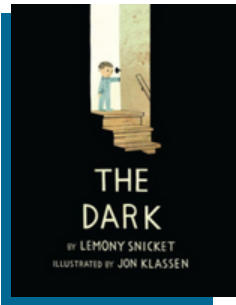
Wemberly Worried
by Kevin Henkes

SEL Competency: Self-management
SEL Skills: Identifying emotions, expressing emotions, managing emotions



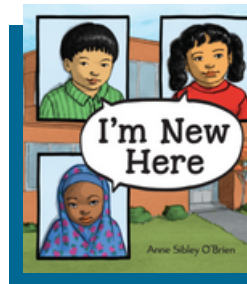
How Many Seeds in a Pumpkin?
by Margaret McNamara

SEL Competency: Social Awareness
SEL Skill: Respect for differences, empathy



The Dark
by Lemony Snicket

SEL Competency: Self Management
SEL Skill: Stress management, resilience



I'm New Here
by Anne Sibley

SEL Competency: Social Awareness
SEL Skill: Empathy, diversity appreciation, respect



Ruthie and the (Not So) Teeny Tiny Lie
by Laura Rankin

SEL Competency: Self Management, Decision Making
SEL Skill: Impulse control, managing emotions, analyzing situations



Rulers of the Playground
by Joseph Kuefler

SEL Competency: Relationship Skills
SEL Skill: Conflict resolution, teamwork, listening skills

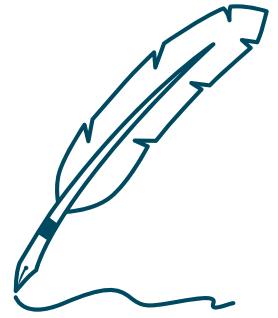


Drum Dream Girl
by Margarita Engle, Rafael López

SEL Competency: Decision Making, Social Awareness
SEL Skill: Solving problems, goal setting, leadership, empathy, respect for differences, diversity appreciation

Journal Prompts

Short writing exercises to strengthen social and emotional skills



- Create a list of 5 specific things you are grateful for in this particular moment.
- Pick one person and write a letter to them expressing gratitude for something they said or did to help you.
- If you could visit any place in the world, where would you go? What would you do? How do you hope to feel when you get there?
- Who is someone you admire? Why do you look up to them? What qualities do the two of you share?
- What is one goal you have for the future? What can you do to get there?
- If you could have any job in the world, what would it be? What impact would you hope to have on people?
- Create two week wellbeing plan. What routines will you incorporate to help you feel your best?
- What is the best compliment you ever received? How did it make you feel? Why?

- What is your greatest talent? How do you hope to use it to impact the world?
- Write about a time you felt confident. Where were you, what were you doing and how did you feel?
- Write about a time when you faced a fear. How did you feel before? How did you feel after?
- Write about a time felt you felt brave. What were you doing?
- Make a list of 10 things that make you feel happy.

Take-Home Activity

Name

Date:

We all have emotions. Whether we're happy or sad, frustrated or excited; it is important that we learn healthy ways to identify and express our feelings. Managing our emotions is essential to our personal health and our relationships with those around us.

Discussing our emotions with others can help us identify ways to support the people close to us when they're navigating through difficult emotions. It also helps us to learn new strategies for dealing with our own emotions.

Directions:

How do the adults in your life handle their emotions? Find an adult or loved one and spend a few minutes interviewing them using the questions below. Record each response in the space provided.

Questions:

1. What is something that makes you happy?
2. How do you express your happiness?
3. What is something that makes you sad?
4. How do you deal with being sad?
5. When someone is sad, how do you support them?

Take-Home Activity

Questions:

6. What is something that causes you stress?

7. How do you deal with stress?

8. When you are stressed, how can others help you?

9. How do you make time for yourself each week?

10. What is something kind that you can do for yourself each day?

Conclusion: What did you learn?

Engaging Families In Social Emotional Learning

Family Engagement Audit & Action Planning

Type	Definition	Strengths	Gaps
Parenting	<i>Supporting all families in creating home environments that will in turn support their children's needs as students.</i>		
Communicating	<i>Creating and maintaining effective methods of communication both school-to-home and home-to-school.</i>		
Volunteering	<i>Providing a variety of opportunities for families to volunteer. Recruiting families to offer support where help is needed.</i>		
Learning at home	<i>Equipping families with the necessary information and resources to reinforce and practice academic and SEL skills at home.</i>		
Decision-making	<i>Creating time and space to include families in school decisions and build the capacity of family leaders.</i>		
Collaborating with community	<i>Working with community organizations to provide resources and support to families and students.</i>		

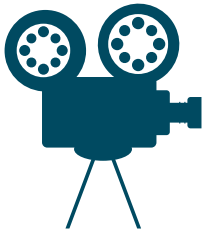
<i>Priority 1:</i>	
<i>Action Steps</i>	<i>Person Responsible</i>
1.	
2.	
3.	

<i>Priority 2:</i>	
<i>Action Steps</i>	<i>Person Responsible</i>
1.	
2.	
3.	

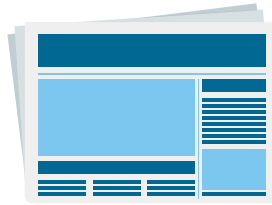
<i>Priority 3:</i>	
<i>Action Steps</i>	<i>Person Responsible</i>
1.	
2.	
3.	



Discover the impact Eastside USD (Lancaster, CA) experienced in implementing Move This World as a universal social emotional learning support.



**Eastside USD
Video Spotlight:**
[Click Here](#)



Guest Blog Post:
How To Bolster Parent
Engagement
[Click Here](#)

Move This World is a foundational, Tier 1 social emotional learning program that helps students develop core SEL skills to thrive both in and out of the classroom. The program provides teachers the time and space to consistently check in with students and helps students become confident in identifying, expressing and managing their emotions.

Learn more at www.movethisworld.com