SEL: NOT A PROGRAM, A *VIBE!*

SOCIAL EMOTIONAL LEARNING STRATEGIES FOR BLACK AND BROWN CHILDREN.

SEL instruction should embrace high-quality instructional materials that are both rigorous and relevant. SEL materials need to create a sense of belonging, develop cultural authenticity, and recognize nuanced identity in different characters.

Social Emotional Learning should not be a isolated program but an integrated component of daily learning for students.

WHAT IS SEL?

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines SEL as "an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions."

BCDI
Black Child Development Institute
OHIO

This SEL Toolkit offers:

- strategies and resources to help youth work professionals who service Black and Brown children provide opportunities for social and emotional learning.

- Resources that include activities, videos, and websites that focus on the incorporation of SEL into the general curriculum.

- This toolkit will help educators focus on utilizing culturally- and contextually-relevant strategies to support black and brown children's social emotional development in schools.

Five Core Competencies of Social Emotional Learning (SEL)

1. Self-Awareness: knowledge of ones own character, feelings and motives.
2. Self- Management: ability to conduct yourself appropriately in a variety of situations.
3. Responsible Decision Making: ability to establish core values that help one choose right from wrong.
4. Relationship skills: ability to develop and maintain positive relationships with variety of individuals
5. Social -Awareness: ability to provide empathy with others and accept the differences that makes us all unique.

Strategies to Nurture Black and Brown students' Social and Emotional Development

- Build community: schools must engage parents and guardians as co-equal partners in ensuring excellence for Black and Brown children and that, in turn, means schools must be effective at engaging the parents of Black and Brown children in ways that are both respectful and affirming.

- Assess social and emotional needs: It is necessary to then examine inequity through an intersectional lens with multiple axes: race, gender, sexual identities, class, ability, work eligibility, and citizenship status.

- Nurture diversity and empathy: Mentorship, individual counseling, healing from racial trauma and identify support -emerge as critical needs.

- Build relationships: Relationship-focused, culturally responsive education

- By examining beliefs and cultural lenses, teachers work to dismantle systemic injustices and partner with families to support their students.

- Establish a sense of belonging: Design curricula that respect and value the cultural experiences of black and brown children and foster their agency and efficacy in reshaping their destiny and the destiny of our nation.

SEL Resources

Research

https://www.cfchildren.org/wp-content/uploads/policy-advocacy/sel-and-racial-equity-policy-paper.pdf
file:///Users/ava/Downloads/Backgrounder_%20Importance%20of%20Social%20and%20Emotional%20Learning.pdf

https://www.naesp.org/resource/inclusive-sel-helps-students-thrive/

https://bmestalk.com/social-emotional-learning-for-black-students/

https://www.ecmhc.org/tutorials/social-emotional/mod1_1.html

Resources

https://millennial-grind.com/30-positive-affirmations-for-bipoc/

https://www.zonesofregulation.com/uploads/3/4/1/7/34178767/equity_in_social_emotional_learning__1_.pdf

https://mylearningtools.org/curriculum-outline/?gclid=CjwKCAjwl6OiBhA2EiwAuUwWZY3ZZfrVtSr8J8ESokOie_16vcEn-oIpLony_WY9i3ylIOFk0qD0hRoCRsgQAvD_BwE

esameworkshop.org/resources/standing-against-racism-with-affirmations-and-self-care-2/

"I can. . ."
SEL Statements for students

Self- Awareness:
I can Identify my emotions
I can identify my feelings, values, and thoughts
I can develop a sense of purpose
I can reflect on my personal role and contributions within a community

Self - Management:
I can manage my emotions
I can identify and using stress management and self care strategies
I can exhibiting self-discipline and self-motivation
I can set personal goals

Responsible Decision Making:
I can make honest and fair decisions
I can make a good judgment in a difficult situations
I can evaluate the consequences of my actions
I can use critical thinking skills both inside and outside of school

Relationship Skills:
I can actively listen, communicate effectively, and self-advocatte for myself
I can develop healthy and productive relationships
I can make and maintaining trusting, respectful friendships
I can demonstrate cultural competence
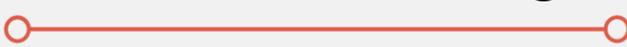
Social Awareness
I can acknowledging other strengths
I can demonstrating empathy and compassion
I can show concern for the feelings of others
I can identifying diverse cultural and social norms, including unjust ones

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