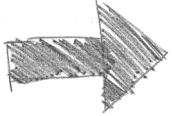


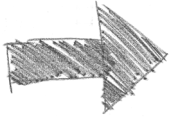
---

# Social Emotional Learning (SEL) and You!

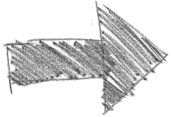
# WHAT WE WILL BE DOING TODAY



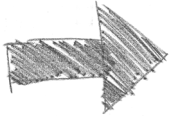
A brief explanation of SEL followed by a video



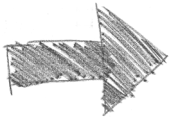
Learning about + discussing SEL's 5 principles



Activities that show you how SEL can be used in your life  
(Please see Facilitator's Guide + Worksheets)



Group discussion of activities



Final questions/comments + goodbye

teachforseal.com

**WHAT'S**

**SOCIAL EMOTIONAL**

**LEARNING**



# SEL'S 5 CORE SKILLS

```
graph TD; Root[SEL'S 5 CORE SKILLS] --- SA[Self-Awareness]; Root --- SAw[Social Awareness]; Root --- RS[Relationship Skills]; Root --- RDM[Responsible Decision Making]; Root --- SM[Self-Management];
```

## **Self-Awareness**

The ability to identify & understand your own emotions.

## **Social Awareness**

The ability to identify & understand other people's emotions.

## **Relationship Skills**

The ability to build & maintain meaningful relationships with others.

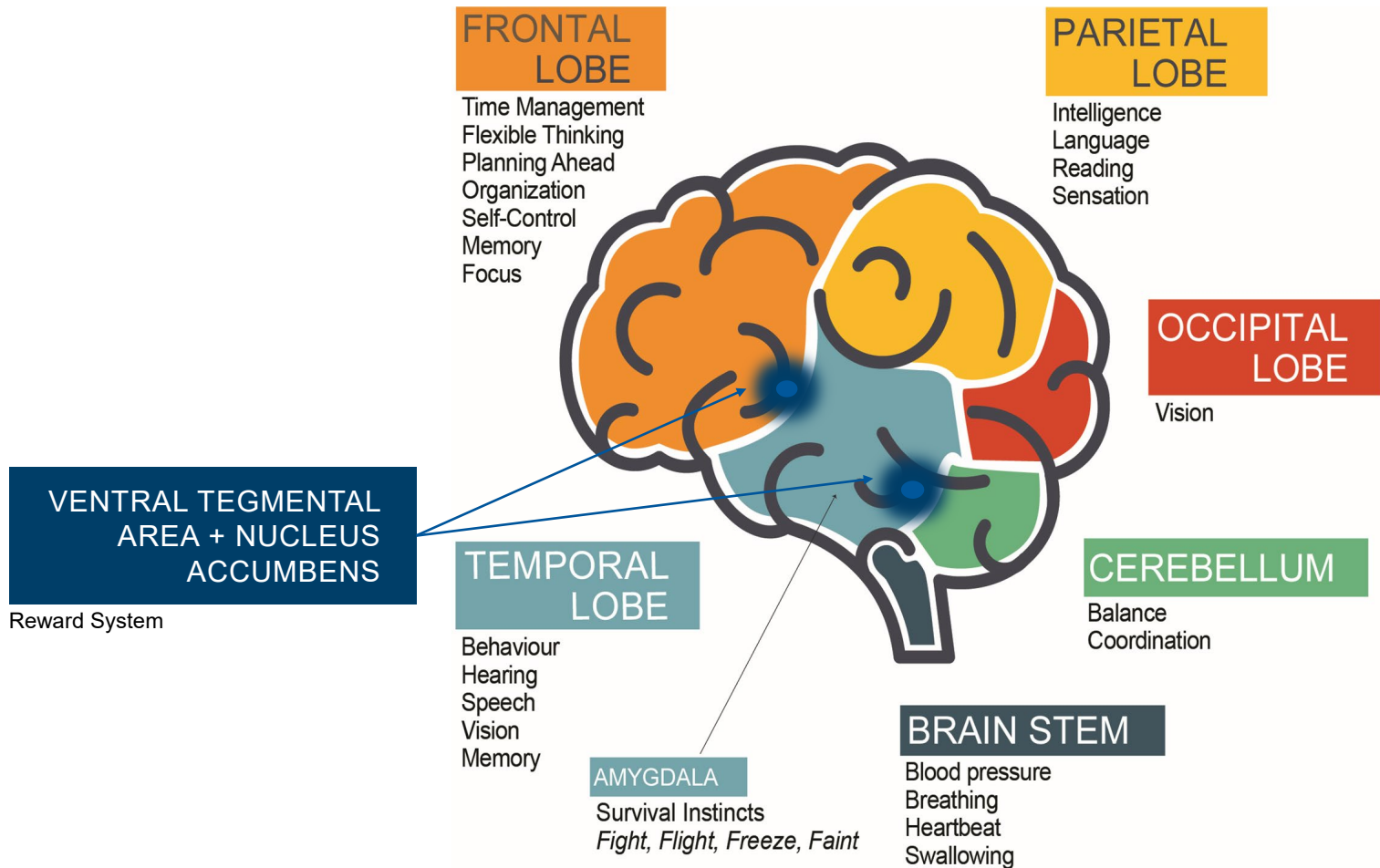
## **Responsible Decision Making**

The ability to make good choices.

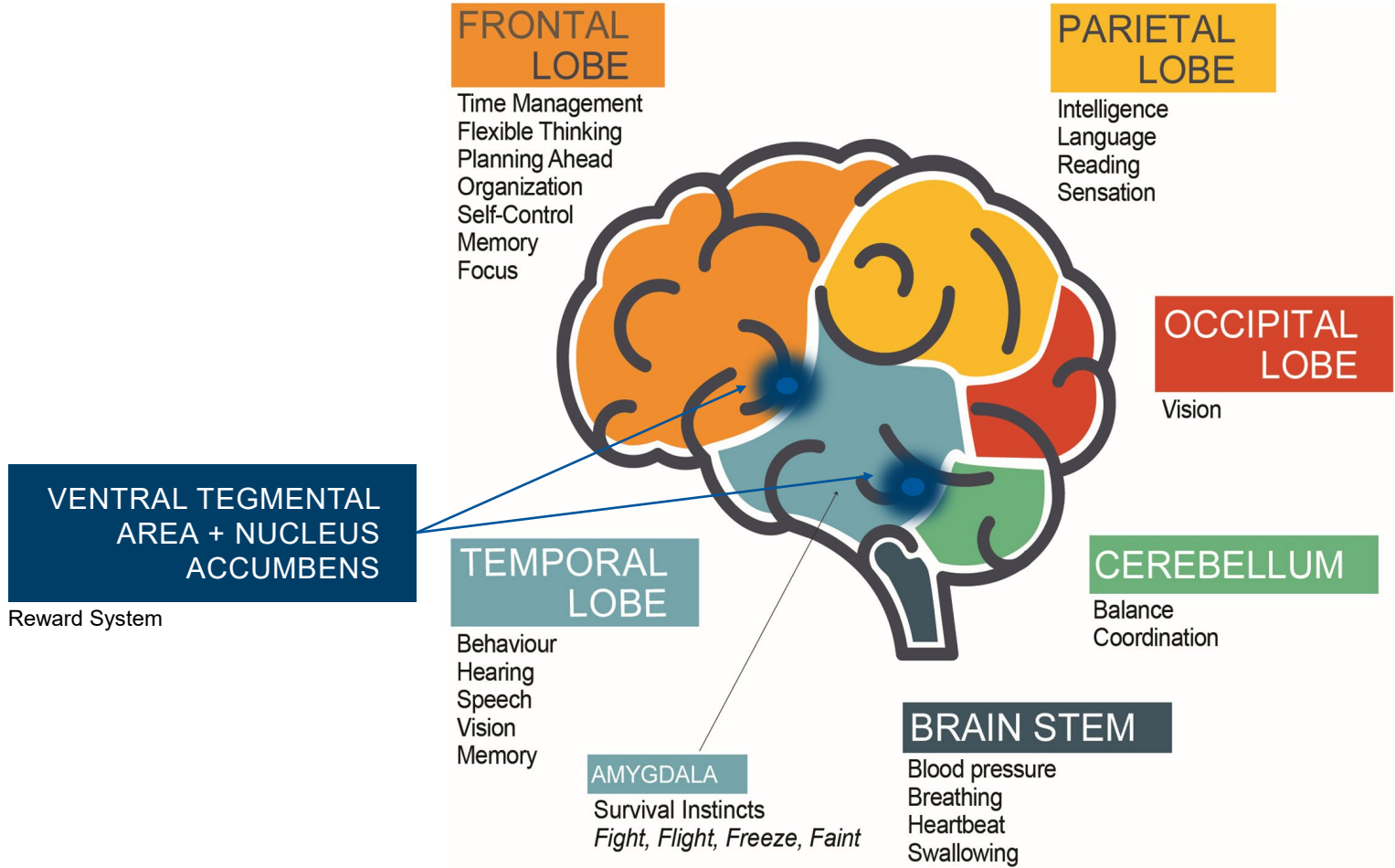
## **Self-Management**

The ability to manage your thoughts, emotions, & behaviors.

# Your Teenage Brain



# Your Brain + SEL



---

## The ability to identify & understand your own emotions

### What Self-Awareness Looks Like

- Understanding Your thoughts & feelings
- Recognizing Your Strengths
- Self-Confidence
- A Sense of Purpose

### What Self-Awareness Sounds Like

- How am I feeling and why?
- When am I at my best?
- What kind of person do I want to be today?

---

## The ability to identify & understand other people's emotions

### What Social-Awareness Looks Like

- Empathy [Understanding and sharing the feelings of another]
- Respecting others and their views
- Appreciating Diversity

### What Social-Awareness Sounds Like

- How would I feel if I were in that situation?
- They seem sad right now. Maybe I should \_\_\_\_\_.



# Responsible Decision Making <sup>(RDM)</sup>

---

## The ability to make good choices

### What RDM Looks Like

- Analyzing Situations
- Identifying Problems
- Problem Solving
- Reflecting
- Ethical Responsibility

### What RDM Sounds Like

- How will this impact others?
- Will this help or hurt me?
- Why do I want to make this choice?

---

## The ability to build & maintain healthy, supportive relationships

### What Relationship Skills Look Like

- Positive Communication
- Relationship Building
- Teamwork

### What Relationship Skills Sound Like

- How would I feel if I were in that situation?
- They seem sad right now. Maybe I should \_\_\_\_\_.

---

## The ability to manage your thoughts, emotions, & behaviors

### What Self-Management Looks Like

- Impulse Control
- Self-Discipline
- Stress Management
- Organization Skills

### What Self-Management Sounds Like

- May I please have space? I am not ready to \_\_\_\_\_.
- I think I need help with \_\_\_\_\_.
- I need space right now.

# Activity Stations

- 
- Split into five groups with one group at each activity station.
  - Individually answer the station's questions on your worksheet in the space provided, then discuss your answers with the group, and write your answers on the board.
  - Leave your group's notes on the board, rotate to the next station, and repeat until you have gone to all five stations.
  - When you are finished, see how others have done the activities and discuss similarities and differences.
-

# SELF-AWARENESS

## Positive Pivot Scale

How are you responding?

-5	-3	-1	+1	+3	+5
DESTRUCTIVE BEHAVIOR	BLAME, SHAME, COMPLAIN	APATHY, DENIAL	DO SOMETHING	COME UP WITH A PLAN, BE OPTIMISTIC	TRANSFORM INTO A POSITIVE OPPORTUNITY
●	●	●	●	●	●
"Destroy it!"	"Not my fault!"	"What problem?"	"Put a band-aid on it."	"Everything will be okay."	"I am stronger because of this."

(Move This World, 2020)

Each student in the small group will reflect on a substance-related challenge they are currently facing and write it in the space below. They will each take a minute or two to tell the group the problem. Following each presented challenge, a different person/people in the group will role play a hypothetical response to their current challenge that matches the particular point on the Positive Pivot Scale. Make sure to go through every level on the Positive Pivot Scale.

# SOCIAL-AWARENESS

## *Role Play*

Imagine what is being discussed in this photo and role-play the conversation with your group.



[This Photo](#) by Unknown Author is licensed under [CC BY-NC](#)

# RESPONSIBLE DECISION MAKING

## Party Scenario

Lisa is at a party where her friend Sarah is vomiting and losing consciousness from alcohol consumption. Lisa wants to call 911. Her other friends want to try to deal with it themselves so they don't get in trouble. Please discuss what should be done and why.

You can write individual ideas below and then please write group answers on the board.

# RELATIONSHIP SKILLS

Who do you have relationships with?

Here is a beginning list of people you may have relationships with:

Close friends

Friends you don't speak with all the time

Familiar faces you see in the halls that you don't know as well

Teachers

Coaches

Parents/Grandparents/Legal guardians

Siblings

Cousins

As a group, discuss how you might imagine communicating about a mental health challenge you are currently having with the different people in your life. How might the conversation go with different people? Please be sure to write answers on the board.



# SELF-MANAGEMENT

## *Note to Self*

List three adults you could reach out to if you needed help or support. Please be sure to include how you will contact them, ( i.e., go to their home or place of work, call/text, email, reach out on social media, etc.) If it is call/text/email/instant message, please write down their phone number, email address, social media information, etc. for quick reference.

1. Name: \_\_\_\_\_

Physical Location: \_\_\_\_\_

Cell/Landline/Email/Social Media Info: \_\_\_\_\_

2. Name: \_\_\_\_\_

Physical Location: \_\_\_\_\_

Cell/Landline/Email/Social Media Info: \_\_\_\_\_

3. Name: \_\_\_\_\_

Physical Location: \_\_\_\_\_

Cell/Landline/Email/Social Media Info: \_\_\_\_\_



---

Before we go....

Any questions or thoughts you would like to share?

Thank you!

---

# Meet Our Team

Dr. Michelle Grocke-Dewey

is an Assistant Professor for the Health and Human Development Department at Montana State University. She is also the MSU Extension Family and Consumer Sciences Health and Wellness Specialist and serves as Principal Investigator for this project.

Dr. Alison Brennan

is an Assistant Professor for the Health and Human Development Department at MSU. Alison is the MSU Extension Mental Health Specialist and serves as Co Principal Investigator for this project.

Barbara Allen

is an MSU Extension Associate Specialist and serves as Program Director overseeing all project activities.

Jennifer Munter

serves as the Program Manager for the 2020 SAMHSA ROTA program grant.

Babbs Weissman

has a Master of Arts in Psychology from Pepperdine University and is currently pursuing a Master of Science in Clinical Mental Health Counseling at MSU Billings. She is a contributing author.

---

## References

- Aguilar, C. & Bridges, C. (n.d.). *A guide to the core SEL competencies [+ activities and strategies]*. Panorama Education. Retrieved April 4, 2023, from <https://www.panoramaed.com/blog/guide-to-core-sel-competencies>
- Collaborative for Academic, Social, and Emotional Learning. (2019, March 12). The case for SEL (Customizable PowerPoint Presentation). Retrieved February 3, 2023, from <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>
- Editorial Team. (2022, July 5). *List of team building activities for high school students*. Number Dyslexia. Retrieved May 5, 2023, from <https://numberdyslexia.com/list-of-team-building-activities-for-high-school-students/>
- Frederik, L. (n.d.). *Five social emotional learning activities for high school*. Panorama Education. Retrieved May 8, 2023, from <https://www.panoramaed.com/blog/social-emotional-learning-activities-high-school>
- Gray, Kevin (2022, November 15). *As their focus on gpa fades, employers seek key skills on collage grads' resumes*. National Association of Colleges and Employers. [naceweb.org/talent-acquisition/candidate-selection/as-their-focus-on-gpa-fades-employers-look-for-key-skills-on-college-grads-resumes/](https://www.naceweb.org/talent-acquisition/candidate-selection/as-their-focus-on-gpa-fades-employers-look-for-key-skills-on-college-grads-resumes/)
- Lewis, R. G., Florio, E., Punzo, D., & Borrelli, E. (2021). The Brain's Reward System in Health and Disease. *Advances in experimental medicine and biology*, 1344, 57–69. [https://doi.org/10.1007/978-3-030-81147-1\\_4](https://doi.org/10.1007/978-3-030-81147-1_4)
- Lessons for SEL (2020, June 5). *What is social emotional learning (SEL): SEL learning lessons week 12* [Video]. YouTube. [https://youtu.be/87zTsJ\\_Fxhc](https://youtu.be/87zTsJ_Fxhc)
- Macrovector. (n.d.). Brain Infographics [image in infographic]. Freepik.com. [https://www.freepik.com/free-vector/brain-infographics-set\\_1530498.htm](https://www.freepik.com/free-vector/brain-infographics-set_1530498.htm)
- Move This World. (2020, July). *Positive Pivot Scale*. Retrieved May 9, 2023, from <https://sel.movethisworld.com/d2l/lor/viewer/view.d2l?ou=6606&lidentId=903>
- Waterford. (2018, December 18). 15 activities for teaching CASEL core competencies. Retrieved May 7, 2023, from <https://www.waterford.org/education/15-activities-for-teaching-casel-core-competencies/>
- Pathway 2 Success. (2021, October 18). *10+ self-awareness activities for kids*. The Pathway 2 Success. Retrieved May 9, 2023, from [thepathway2success.com/10-self-awareness-activities-for-kids/](https://thepathway2success.com/10-self-awareness-activities-for-kids/)
- Romer, D., Reyna, V. F., & Satterthwaite, T. D. (2017). Beyond stereotypes of adolescent risk taking: Placing the adolescent brain in developmental context. *Developmental cognitive neuroscience*, 27, 19–34. <https://doi.org/10.1016/j.dcn.2017.04.001>
- Stanford Medicine Children's Health. (n.d.). Understanding the teen brain. Retrieved May 6, 2023, from <https://www.stanfordchildrens.org/en/topic/default?id=understanding-the-teen-brain-1-3051>
-