SOCIAL & EMOTIONAL LEARNING IN PRACTICE: AN ONLINE TOOLKIT

Kate Walker, kcwalker@umn.edu
THIS

THAT
SEL AND YOUTH PROGRAMS
RELATED CONCEPTS

- Non-cognitive Skills
- Soft Skills
- Character Skills
- 21st Century Skills
4 STRATEGIES

- Equipping staff
- Creating learning environments
- Designing impactful learning experiences
- Using data for improvement
SEL toolkit

Social and emotional learning (SEL) includes learning to be aware of and manage emotions, work well with others, and work hard when faced with challenges.

Youth programs develop SEL skills by
- creating opportunities for young people to engage in real-world projects,
- work in teams,
- take on meaningful roles,
- face challenges, and
- experience the emotional ups and downs that come along the way.

This toolkit includes activities, templates and tools organized around four ways to help support staff and youth in SEL. It was developed to go along with the 3-hour training, Social and Emotional Learning in Practice and related issue briefs. It is designed primarily for those working with youth in middle school, but with small changes the activities can be used for other age groups too. See the Introduction for an overview of how the toolkit was made. It can be read from start to finish, but it is not meant to be used in order. Select activities that meet your needs and fit with your program design. Get the most out of it by taking the Readiness Inventory first. Your responses will help identify sections of the toolkit that will be most helpful.

Download the entire toolkit (PDF)


Toolkit sections

- Equipping staff
- Creating the learning environment
# READINESS INVENTORY

<table>
<thead>
<tr>
<th>EQUIPPING STAFF</th>
<th>YES</th>
<th>SOMETIMES</th>
<th>NO</th>
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<tbody>
<tr>
<td>Do we comfortably talk about the components of social and emotional learning and why it matters?</td>
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<td>Can we identify the specific SEL skills our program is designed to support?</td>
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<td>Do we spend time exploring our own social and emotional skills as staff?</td>
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<td>Are we explicit about how the cultural experiences of staff and youth influence social and emotional learning?</td>
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Equipping Staff

- Ways of Being Model
- Ways of Being Quick Guides
- Ways of Being Scenarios
- SEL + Program Map
- Mapping Cultural Values
- EQ Assessment
- SAFE-R Corners
- Quality Learning Environment
- Emotion Wheel
WAYS OF BEING MODEL

WAYS OF FEELING

WAYS WE NAVIGATE

WAYS WE ARE AWARE

WAYS I AM

emotions
feelings
goals
getting things done

others
relationships

WAYS OF RELATING
QUICK GUIDES

WAYS I AM

Ways I Am includes the attitudes and beliefs youth have about themselves in relation to their feelings, relationships, and goals.

Skills include:
- Self-efficacy
- Agency
- Hope
- Sense of self
- Cultural identity

Questions to guide staff
- In what ways does your program allow youth to express and share their identity?
- To what extent do staff engage in discussions about culture?

Practices to support youth
- Provide time for youth to share important aspects of their lives.
- Engage in a discussion about culture with youth.
- Create activities that allow youth to teach others about their background, culture and interests.

WAYS OF FEELING

Ways of Feeling includes all the skills, experiences, and capacities a person has to identify and make sense of their emotions.

Skills include:
- Self-control
- Emotional intelligence
- Emotional awareness
- Self-regulation
- Coping skills

Questions to guide staff
- In what ways does your program culture or activities encourage or discourage the expression of youth and adult feelings?
- To what extent is the culture of your program emotionally safe for youth to express their feelings?

Practices to support youth
- Develop routines for youth to practice naming and expressing emotions (i.e. daily check-ins or reflection).
- Create program expectations to facilitate a safe, non-judgmental space.
- Model naming and expressing your own emotions.

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WAYS OF RELATING

Ways of Relating includes the skills youth need to understand and navigate their interactions and relationships with others.

Skills include:
- Social skills
- Teamwork
- Cooperation
- Communication/Active listening
- Conflict resolution
WAYS OF DOING

Ways of doing includes skills to approach tasks and achieve goals.

Skills include:
- Grit
- Perseverance
- Goal setting
- Problem solving
- Focus
- Motivation
SEL + PROGRAM MAP

Youth-designed films

Team building → Design + Planning Process → Technical Skills → Film Festival

Teamwork Self-awareness → Setting Goals → Conflict Resolution → Communication Skills
MAPPING CULTURAL VALUES

TEAMWORK

Relationship-focused
I value time spent on building relationships, and work better with people when I get to know them

Task-focused
I prefer to focus on getting the job done and become impatient with socializing
WHAT ARE YOUR CULTURAL VALUES?
<table>
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<th>Question</th>
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<tr>
<td>What SEL skills support success at each end of the spectrum?</td>
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<td>How do your cultural values influence your definition of SEL success?</td>
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<td>How might your values be similar or different from youth and families in your program?</td>
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</table>
WHO DECIDES WHAT SUCCESS LOOKS LIKE IN YOUR PROGRAM?
ARE YOU A WEIRD YOUTH WORKER?

western, educated, industrialized, rich, democratic

Creating the Learning Environment

- Section Introduction
- Skill Building Plan
- Full Value Contract
- SEL Feedback Template
- Conflict Traffic Light
- Human Bingo

- Two Truth and a Lie
- Would You Rather
- Jenga
- Emoji Reflection
- Reflection Bank
ICEBREAKERS WITH AN SEL-SPIN

- Human Bingo
- Two Truths and a Lie
- Would You Rather
- Jenga
REFLECTION BANK
**Name:** Sandra

While working on your film project this week, did you feel in control of your emotions?

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Feedback is not advice about what to do; rather, it is concrete information shared with the purpose of helping another person evaluate their progress towards a goal.
“When you get mad during the pick up game, you can’t push people around. You ruined the game for everyone. You really need to figure out how to control your temper.”

“When you got fouled during the pick up game yesterday, I noticed that you shoved Mario and walked away. I was hoping you’d use the strategies we’ve been working on to control your anger. What was going on yesterday?”
Feedback conversation

1. Describe what happened
2. Name the skill expectation
3. Ask a question
Designing Impactful Learning Experiences

- Meet the Wobbies
- Identity Wheel
- Mask Making
- Community Asset Mapping
- Gratitude Candle
- SEL Superpowers Boardgame
- Knowing Our Emotions: *Inside Out*
- Emotion Word Bank
- Flipping Your Lid
- Complaint/Feeling/Request
- Power of Empathy
- Eight Arrows
- When Someone Claps Twice
- Goal Sandwich
- Consensus Building
It sounds like...

At least...
ATTRIBUTES OF EMPATHY

1) To be able to see the world as others see it
2) To be nonjudgmental
3) To understand another person’s feelings, and
4) To communicate your understanding of that person’s feelings
PRACTICE EMPATHY
Tzenis, J. (in progress) *Youth agency and aspirations in the Somali diaspora.* (Doctoral thesis).
MASK MAKING

- Interview partners: interests, talents
- Partners decorate outside of mask
- Youth decorate inside of mask
- Share masks
- Debrief
SEL SUPERPOWER BOARD GAME

- Practice:
  - Naming and managing emotions,
  - Empathy and physically switch places with a player behind them, and
  - Being assertive instead of aggressive in different scenarios
GOAL SANDWICH

- **Bread:** Present Challenge and Future Goal
- **Jelly:** 3 Steps to My Goal
- **Peanut Butter:** 3 Obstacles
- **Milk:** 3 People Who Can Help Me
SEL READING LIST FOR YOUTH
Using Data for Improvement

- Emoji Data Dashboard
- Staff Support Card
- Sticky Note Survey
- Candy Survey
- Postcards Home

- Bullseye
- Instagram Posts
- Candid Camera
- SMART Goal Tracker
- SEL Assessment Decision-Making Checklist
EMOJI DATA DASHBOARD

While working on your film project this week, did you feel in control of your emotions?

Week
1 2 3 4 5 6 7 8 9 10

Name: Sandra
## STAFF SUPPORT CARD

<table>
<thead>
<tr>
<th>WAYS I AM</th>
<th>USUALLY</th>
<th>SOMETIMES</th>
<th>RARELY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff respect me</td>
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<tr>
<td>Staff make sure everyone feels included</td>
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<tr>
<td>Staff encourage me to share my perspective</td>
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<td>Give an example:</td>
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NEW ITEMS

▪ Candy Survey
▪ Candid Camera
▪ Postcards Home
▪ Bullseye
▪ Instagram Story
▪ SMART SEL Goal Tracker
# SMART SEL GOAL TRACKER

<table>
<thead>
<tr>
<th>MY SMART SEL GOAL:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Specific: What exactly do you want to accomplish?</td>
<td></td>
</tr>
<tr>
<td>☐ Measurable: How will you know you’ve reached your goal?</td>
<td></td>
</tr>
<tr>
<td>☐ Action: What steps will you take to reach your goal?</td>
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<tr>
<td>☐ Relevant: Why is this a worthwhile goal?</td>
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<tr>
<td>☐ Timely: What’s your deadline?</td>
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</tbody>
</table>

| MY PROGRESS | NOTES |
REFLECTION
OUR SEL RESOURCES

- Toolkit
  extension.umn.edu/youth/training-events/sel-toolkit

- Training & Events
  extension.umn.edu/youth/training-events

- Research & Briefs
  extension.umn.edu/youth/research/sel