

# Social-Emotional Learning

## ADVISORY CORE LESSONS

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### Social and Emotional Learning in the Classroom

#### THE RESEARCH ON SEL

According to the Collaborative for Academic, Social, and Emotional Learning (CASEL), *Social and Emotional Learning (SEL) involves the processes of developing social and emotional competencies in adults and children. Social and emotional skills are critical to being a good student, citizen, and worker. Many different risky behaviors such as drug use, violence, bullying, and dropout can be prevented or reduced when multi-year, integrated efforts develop students' social and emotional skills. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging, and meaningful. CASEL has identified five interrelated sets of cognitive, affective, and behavioral competencies: self awareness, self-management, social awareness, relationship skills, and responsible decision making.*

#### OUR RESEARCH-DRIVEN MODEL

Core Lessons combine the research of social-emotional learning with the proven methods of experiential education. Our curriculum is uniquely designed on the research that the best learning happens when young people are guided by supportive adults who demonstrate SEL competencies within a system that is challenging, experiential, and relevant. The Advisory Core Lessons provide classroom-based instruction in SEL skills for students in a multi-year approach for middle and high school. The Advisory Core Lessons introduce SEL skills through engaging experiential-based activities and classroom discussions, facilitated by supportive and trained adult educators. Over each 35-week Course, Core Lessons covers each of the following competencies every four weeks:

**SELF-AWARENESS:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

**SELF-MANAGEMENT:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

**SOCIAL AWARENESS:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

**RELATIONSHIP SKILLS:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

**RESPONSIBLE DECISION MAKING:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Reference: Collaborative for Academic, Social, and Emotional Learning. (2013). 2013 CASEL guide: Effective social and emotional learning programs. Chicago, IL: Author. Retrieved from <http://www.casel.org/guide/>