

The graphic features a central red, irregular blob shape on a light blue grid background. Inside the blob, the words "Social Emotional Learning" are written in a white, rounded, sans-serif font. Below this, "Royal Oak Schools" is written in a smaller, white, sans-serif font. Surrounding the central blob are several colorful pencils (purple, blue, yellow, green, and red) and small paper clips (yellow, purple, blue, and green), some with decorative swirls trailing behind them.

# Social Emotional Learning

Royal Oak Schools

# Margaret Schultz

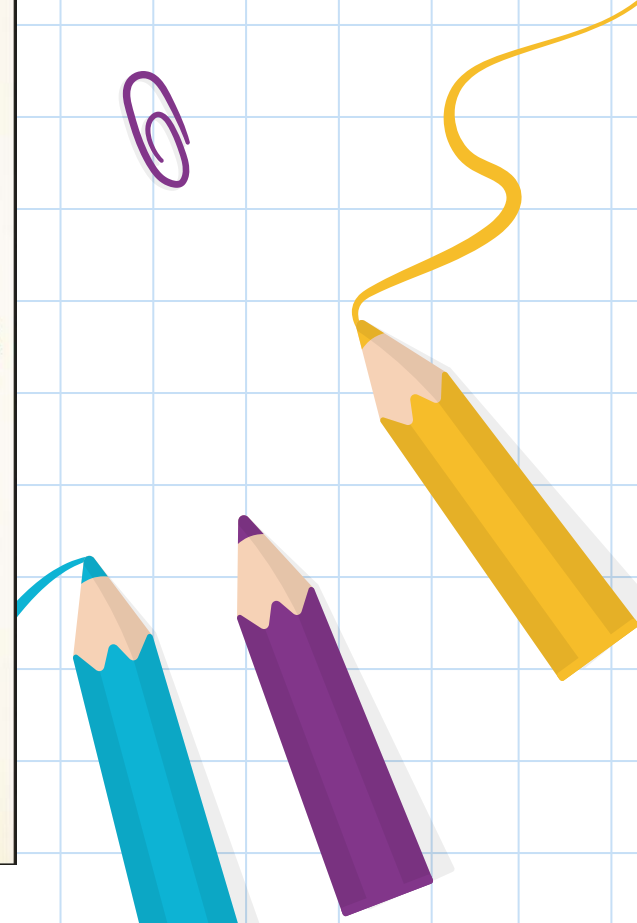
## Director of Instructional Equity



## Aspirations for a Different Way

- Speak your truth
- Embrace paradox
- Commit to non-closure
- Seek intentional learning not perfectionism
- Lean into discomfort and lean into each other

*adapted from Tema Okun*





# Check-in Three Good Things



# Collaborative for Academic, Social, and Emotional Learning (CASEL)

## Core Competencies

- Self Awareness
- Self Management
- Social Awareness
- Relationship Skills
- Responsible Decision Making





# Self-Awareness

Self-Awareness is the ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior; and accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”



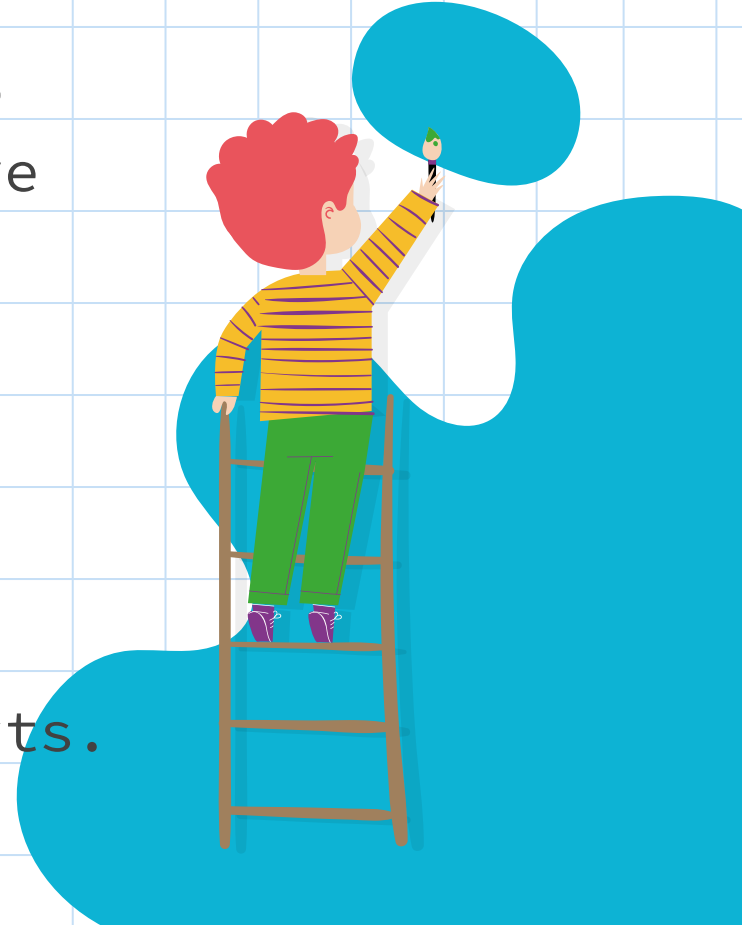
# Self-Management

Self management, which is the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations—effectively managing stress, controlling impulses, and motivating oneself; and the ability to set and work toward goals.



# Social Awareness

Social Awareness, which is the ability to take the perspective of and empathize with others, including those 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

Relationship Skills, which is the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

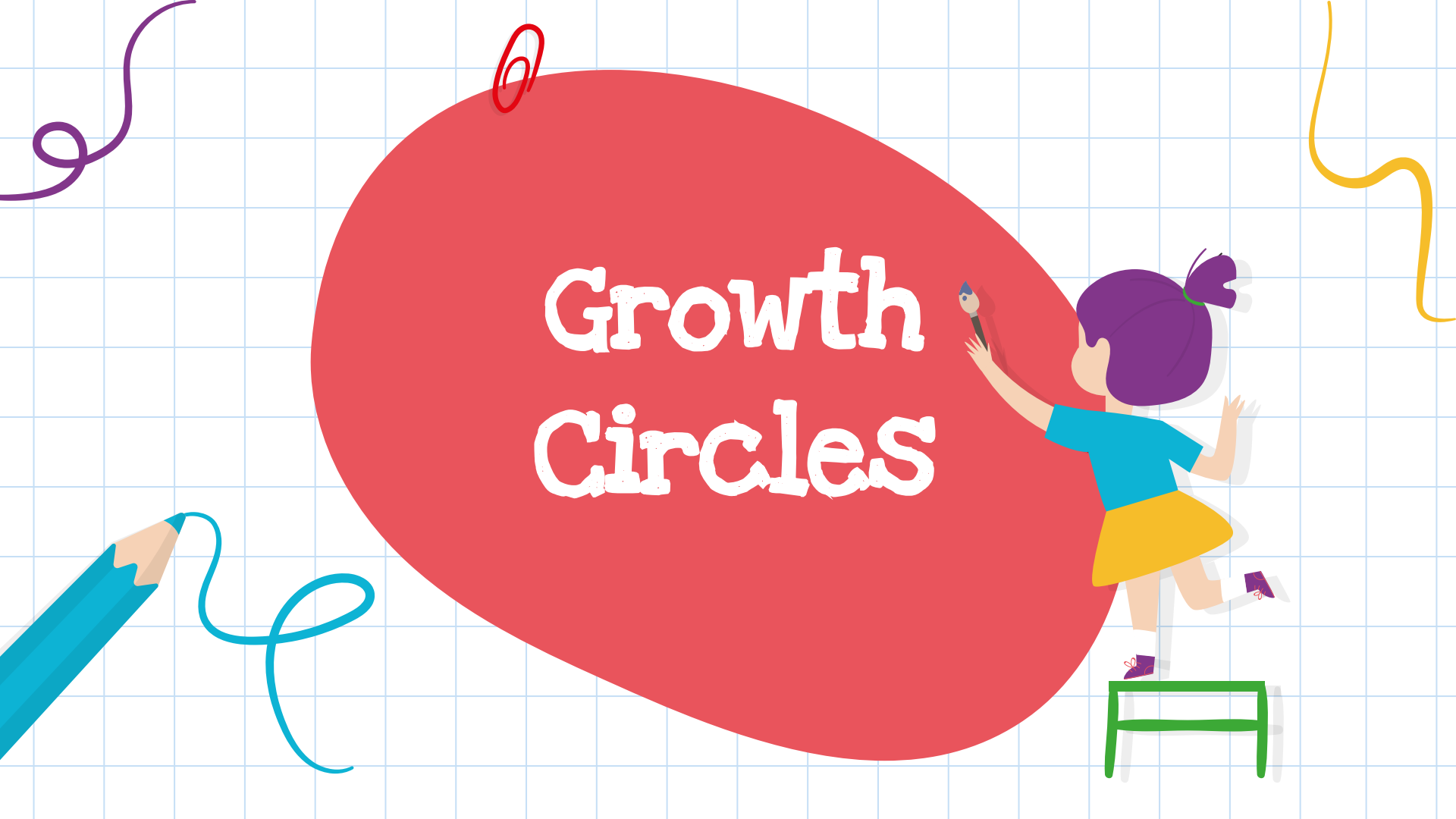


# Responsible Decision Making

Responsible Decision Making, which is the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms; and the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.



# Growth Circles



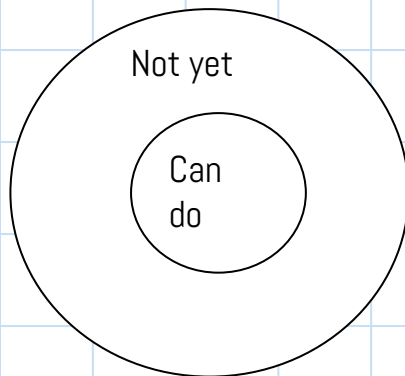
# Growth Circles

## Step 1

Identify a meaningful goal.  
Something important to  
you. It could be something  
you want to do or  
something you want to get  
better at.

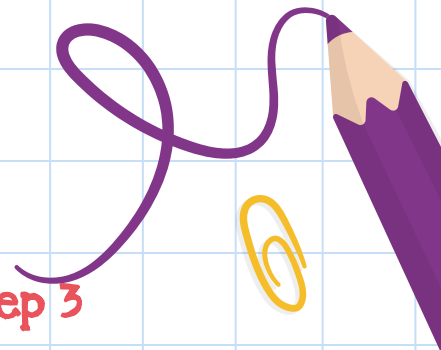
## Step 2

Draw one big circle with a  
smaller circle inside of it.  
Label the small circle "can  
do" and the bigger circle  
"not yet"



## Step 3

In the "Can Do Circle", answer the  
following: *when I think about my  
goal, 1-2 things I can already do  
are...*



# Growth Circles

## Step 4

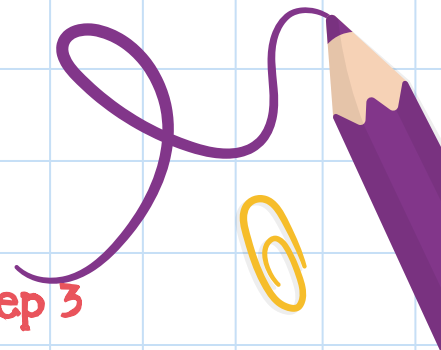
In the "Not Yet Circle", answer the following: *when I think about my goal, 1-2 things I can not yet do are...*

## Step 2

Next, think about 1-2 things you can do or a resource you can use to help do one thing from your "Not Yet Circle." This is your strategy. Write: *"This week I'll try..."*

## Step 3

Keep a journal to store these Growth Circles. Continually check the journal to reflect on your goal(s). You should be able to add more to your "Can Do" circle so that it grows over time.



# Share Out and Debrief





# Mindfulness Meditation

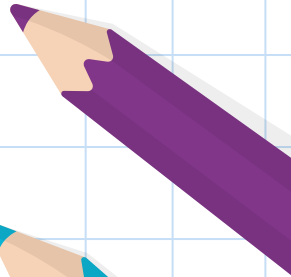




# Share out and Debrief



# BHS SEL Implementation Guide





**Thank you!**  
[mSchultz@bloomfield.org](mailto:mSchultz@bloomfield.org)

**STOP HERE**