

Social-and-Emotional Learning Course Checklist

Research has demonstrated that incorporating emotional intelligence (EI) into courses through social-and-emotional learning (SEL) principles improves student learning outcomes. In addition to enhancing grit and resilience, SEL techniques allow students to build their soft skills, which are imperative for their future careers.

Key Information

Self-Awareness

Self-awareness is the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

- I provide varied opportunities for students to practice identifying and expressing their feelings (i.e., through dialogue, visual and performing arts, journaling).
- I give students opportunities to explore how they learn.
- I provide opportunities for students to practice identifying potential situations or experiences that lead to feeling overwhelmed and struggling to manage emotions.
- I help students accurately assess their capabilities and qualities.
- I regularly acknowledge students' strengths.
- I work to build students' self-confidence and provide opportunities for them to feel successful.
- I ask my students for feedback on lessons and activities to empower and engage them.
- I am able to recognize when my own emotions or values may skew my perception of my students.

Self-Management

Self-management is the ability to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals.

- I provide opportunities for students to practice managing their thoughts and behaviors.
- I offer positive support when students are having difficulties with self-regulation.
- I teach students about stress and help them practice ways of coping with stressful experiences.
- I offer students opportunities to set goals and work to achieve them.
- I offer students a range of strategies to help them manage their work (e.g., checklists, reminders, prompts).
- I am able to manage my emotional reactions and behaviors using techniques such as mindfulness strategies, breathing, and self-talk.
- I actively practice self-care strategies.

Social Awareness

Social awareness is the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.

- I provide opportunities for students to practice identifying how others may be feeling and using active listening skills such as body positioning and reflective responses.
- I provide opportunities for students to practice skills related to respecting others, such as listening to their peers' opinions and expressing disagreements in constructive ways.
- I recognize commonalities and differences (e.g., racial, cultural) that exist among students.
- I demonstrate respect for diversity among students and find ways for students to share their cultural backgrounds and experiences.
- I provide and enforce clear expectations regarding students' behaviors toward others (e.g., anti-bullying, harassment, and violence policies).
- I model respect for others in my daily interactions with students and staff.

Relationship Skills

Relationship skills are the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

- I provide opportunities for students to practice communication skills (e.g., verbalizing your message, listening to others).
- I provide opportunities for students to work together in groups or with partners.
- I support students in resolving interpersonal conflicts with each other.
- I provide opportunities for students to reflect on positive and negative choices in relationships and the consequences of each choice.
- I work to foster an environment that supports relationship building among students between students and staff.
- I model positive and respectful relationships with students, families, and colleagues.
- I offer students multiple options for communicating with me.

Responsible Decision-Making

Responsible decision-making is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

- I allow students to have a decision-making role related to classroom activities and rules.
- I allow opportunities for students to manage their own time.
- I encourage students to develop their own strategies for how to complete a task or learn a new concept.
- I work to create an environment in which students believe that their thoughts and opinions are valued.
- I provide opportunities for students to evaluate their own work.
- I help students make connections between classroom activities and their personal goals.
- I provide opportunities for students to examine the impact of decisions about various real-world scenarios.
- I help students understand the consequences of their learning choices.