

Align components of your unit with social emotional learning goals. *(Match those that are most authentically aligned. Unit does not need to address or meet each SEL goal)*

Have I created opportunities for students and adults to practice and learn...

CASEL competencies	opportunities/examples
<p>Self-Awareness <i>The abilities 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></p>	<ul style="list-style-type: none"> *Integrating personal and social identities/ self portraits *Identifying personal, cultural, and linguistic assets/storytelling *Identifying one’s emotions/ self expression *Demonstrating honesty and integrity/ discussion *Linking feelings, values, and thoughts/ sharing artwork *Examining prejudices and biases/ classroom discussions *Experiencing self-efficacy/ completion of learning activities *Having a growth mindset/ problem solving *Developing interests and a sense of purpose/ working independently
<p>Self Management <i>The abilities 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></p>	<ul style="list-style-type: none"> *Managing one’s emotions/ using new materials or processes *Identifying and using stress management strategies/ comfortable with unknown outcomes *Exhibiting self-discipline and self-motivation/ creating artwork *Setting personal and collective goals/ staying on task *Using planning and organizational skills/ project completion *Showing the courage to take initiative/ trying new art skills *Demonstrating personal and collective agency/ engaged in work
<p>Responsible decision making <i>The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacity 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></p>	<ul style="list-style-type: none"> *Demonstrating curiosity and open-mindedness/ participating *Learning how to make a reasoned judgment after analyzing information, data, and facts/ using research to inform art *Identifying solutions for personal and social problems/ discussion *Anticipating and evaluating the consequences of one’s actions *Reflecting on one’s role to promote personal, family, and community well-being/ group art making *Evaluating personal, interpersonal, community, and institutional impacts
<p>Relationship Skills <i>The abilities to establish and maintain healthy & supportive relationships & to effectively navigate settings with diverse individuals & groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve & negotiate conflict constructively, navigate settings with differing social & cultural demands & opportunities, provide leadership, & seek or offer help when needed.</i></p>	<ul style="list-style-type: none"> *Communicating effectively/ sharing materials and ideas *Developing positive relationships/ working collaboratively *Demonstrating cultural competency/ recognizing differences *Practicing teamwork and collaborative problem-solving *Resolving conflicts constructively/ communicating *Resisting negative social pressure/ engaging with self *Showing leadership in groups/ group art project *Seeking or offering support and help when needed/ assisting peers *Standing up for the rights of others/ demonstrating inclusion
<p>Social Awareness <i>The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes the capacity to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and support.</i></p>	<ul style="list-style-type: none"> *Taking others’ perspectives/ storytelling *Recognizing strengths in others/ positive reflections *Demonstrating empathy and compassion *Showing concern for the feelings of others *Understanding and expressing gratitude *Identifying diverse social norms, including unjust ones *Recognizing situational demands and opportunities/ artistic expression *Understanding the influences of organizations and systems on behavior

SEL and the ARTS Checklist

A checklist for Social Emotional Learning connections

Unit does not need to address or meet each SEL goal.

Additional information on Social Emotional Learning can be found in the Teaching and Learning Handbook

Does your project include:

- Opportunities for collaboration: **Relationship Skills**, **Responsibility Decision Making**
Sharing materials, sorting out what role each student will take, communicating kindly, working towards a common goal.
- Opportunities for understanding and using new materials: **Self Management**
Watercolors and acrylic painting require calm bodies and awareness of surroundings.
- Opportunities for self expression: **Self awareness**
Lived experiences provide useful information for personal voice including identity.
- Opportunities for community understanding: **Social Awareness**
Celebrating the diversity of your classroom, giving each student a voice, raises awareness and leaves to deeper understanding of one another.

