



ReadingPals

Social-Emotional Learning



SOCIAL-EMOTIONAL LEARNING

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AWARENESS

RELATIONSHIP SKILLS

RESPONSIBLE
DECISION-MAKING

Self-Awareness

Recognizing your own feelings and beliefs and understanding how they affect your behavior.

- *Examples:*
 - **The ability to identify your emotions.**
 - This involves being able to distinguish between emotions that seem similar, like anger and sorrow.
 - **Being self-confident.**
 - Understanding your strengths while being realistic about what could be improved.

Self-Awareness in Action



- ***Give vocabulary words for feelings.***
 - Try to talk about more complex emotions than just “happy” or “sad.” Talk about anxiousness, annoyance, excitement, etc.
- ***Talk about characters’ feelings.***
 - Highlight how the characters’ feelings change throughout the story.

Self-Management

Controlling your feelings and actions in different situations. It is also the ability to set and work towards one's goals.

- ***Examples:***
 - **Controlling your impulses.**
 - Just because you **want** to do something, doesn't mean that you **should** do it.
 - **Managing stress in a healthy way.**
 - Fighting with our friends or being difficult with others isn't going to solve our problems.



Self-Management in Action

- ***Establish rules and follow them.***
 - This lets everyone know that there are acceptable and unacceptable behaviors in a given situation.
- ***Highlight characters who struggle yet succeed due to their motivation.***
 - Show your student(s) that just because something seems hard, it doesn't mean that it's impossible to do!

Social Awareness

Empathy, or the ability to understand other people's feelings, is the key to this. However, the ability to understand and behave appropriately in social situations is also very important.

- *Examples:*
 - **Showing respect to others.**
 - This lets others feel valued, which in turn encourages others to extend that same level of respect back to you.
 - **Taking someone else's perspective.**
 - Sometimes, we need to put ourselves in someone else's shoes in order to understand why they feel a certain way.

A young child is smiling and holding a yellow sign with a red border. The sign has the words "DOG BREATH" written in a playful, bubbly font. The child's face is partially visible at the top of the frame. The background is slightly blurred, showing what appears to be a classroom or library setting with bookshelves.

Social Awareness in Action

- ***Highlight the positive and negative ways that characters interact with one another.***
 - Ask why these interactions are positive or negative and how the participants feel during these exchanges.
- ***Routinely ask the children how they feel.***
 - This lets the student(s) feel like their feelings matter to someone while encouraging them to practice empathy with others.

Relationship Skills

Ability to nurture healthy relationships with others. Having good communication and conflict mediation skills are all components of this.

- *Examples:*
 - **Being a team player.**
 - We can get a lot more done by working together as a team than we can by ourselves!
 - **Being a good listener.**
 - There is a difference between hearing someone speak and actively listening to what they are saying.



Relationship Skills in Action

- ***Give student(s) authentic feedback when they do well.***
 - Explain what they did well and why you appreciate it. This models how to give constructive feedback to your student.
- ***Thank student(s) for being good listeners.***
 - Help your student(s) develop their listening skills by asking them questions to see if they are paying attention to the story. Be sure to thank them when they answer correctly!

Responsible Decision-Making

Ability to make good decisions about one's actions based on ethics, safety, and social expectations.

- *Examples:*
 - **Identifying Problems.**
 - Ask yourself: Why am I doing this? Am I making good decisions right now?
 - **Considering the consequences of an action.**
 - There is no action without a reaction. Are you prepared to deal with whatever comes next?



Responsible Decision-Making in Action

- ***Ask if characters in the story are making good or bad decisions.***
 - Be sure to highlight any consequences the characters must face as a result of their actions.
- ***Talk to your student(s) about making decisions.***
 - Ask your student(s): what makes a particular decision good or bad? Why do they feel that way?

MENTOR TO MAKE A DIFFERENCE



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