



FY21

Secondary Social & Emotional Learning Guide

School District of Palm Beach County



Overview

The SEL Guide was designed to support schools with making a shift to a systemic, schoolwide approach for Social and Emotional Learning (SEL). A systemic, schoolwide approach to SEL intentionally cultivates a caring, participatory, and equitable learning environment and practices that actively involve all students in their social, emotional, and academic growth. The goal is to prepare students for long-term success in life and to become responsible, caring citizens in our multicultural society.

Our district utilizes CASEL's SEL Framework which consists of five SEL core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making. Students develop these competencies in many ways as they move through their classroom(s), school, out-of-school time (aftercare), home, and community. When opportunities for SEL across all of these contexts are consistent, students are more likely to internalize core competencies. The SEL Guide seeks to coordinate SEL across all of these settings by providing possible weekly SEL Themes that can be taught, discussed and applied throughout the school year.



CASEL's Core Competencies

Self-Awareness
The ability to identify and understand one's own emotions, thoughts, personal and social identities, goals and values, and how they influence behavior across contexts. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and self-efficacy.

Self-Management
The ability to regulate emotions and behaviors. This includes the ability to delay gratification, manage stress, and control impulses through coping. It includes managing expressiveness, perseverance and agency in addressing personal and group level challenges to achieve self-and collectively defined goals and objectives.

Social Awareness
The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand broader historical and social contexts and norms for behavior in different settings, and to recognize family, school, and community supports for self and others.

Relationship Skills
The ability to establish and maintain healthy and rewarding relationships, and to effectively navigate settings with different social and cultural norms and demands.
The ability to communicate clearly, listening actively, seek collective well-being, negotiate conflict constructively, seek help and offer leadership when needed and working collaboratively to problem solve across differences.

Responsible Decision Making
The ability to make caring, constructive choices about personal behavior and social interactions across settings. Critically examining ethical standards, safety concerns, behavioral norms, and making realistic evaluations of benefits and consequences of various actions, and to consider collective health and well-being.

District SEL Themes

- Personal Identity (gender identity, race, culture, etc.)
- Identifying Different Feelings/Emotions
- Understanding that Feelings Change
- Growth Mindset
- Feeling Confident
- Understanding Stereotypes

- Managing Feelings/Emotions
- Goal Setting
- Positive Self Talk
- Handling Put-downs
- Stress Management

- Discovering Commonalities
- Being Respectful
- Appreciating Diversity
- Respecting Differences
- Predicting Others' Feelings
- Empathy
- Understanding Stereotypes

- Being Inclusive
- Attentive Listening
- Making Conversation
- Being Assertive
- Conflict Resolution
- Being Considerate
- Dealing with Negative Peer Pressure
- Apologizing and Forgiving
- Offering and Seeking Help

- Avoiding Jumping to Conclusions
- Making a Plan to Solve a Problem
- Taking Responsibility

How to Use This Resource

When using the SEL Guide, keep in mind that:

- The Guide is designed with suggested weekly SEL Themes to be addressed with **all** students. This is one possible way to sequence SEL skills/themes. All of these skills/themes are important and should be addressed; however, there is not a correct order to teach these skills/themes. Teachers, support staff, and school counselors should still address SEL skills/themes based upon the needs of their students.
- SEL skills/themes are not a once and done concept. Even though you may focus specifically on a theme for one week, you should continue to integrate these themes across the year, reteach as needed, and prompt students to apply them as appropriate.
- Accommodations and modifications may be needed with specific students. Please refer to “SWD Support Document” and “ELL Support Document” for additional support.
- SEL themes and practices should be enacted in ways that are culturally responsive. It is important that you take time to learn about the different cultures and identities of your students.
- Character Traits are included in parenthesis next to any theme that aligns to one of the 6 Pillars for Character (Character Counts)
- The Guide has “Flex Weeks” built in so you can revisit SEL skills/themes based upon the needs of your students.

School-wide Implementation: There are many different ways to incorporate the SEL themes school-wide on your campus. Some possible examples include highlighting them on the morning announcements, school newsletter and/or bulletin boards; school counselors could use the themes for explicit SEL core instruction; integrate into PBS practices; and/or reinforce during out-of school time sessions (aftercare).

Classroom Implementation: It is important that the themes are not just addressed schoolwide but also in each individual classroom. Some possible ways to incorporate the SEL themes into your classroom include using them as a focus for your Welcoming Ritual, SEL Morning Meeting and/or Optimistic Closing; explicitly teach the SEL theme; and/or read texts that align to the theme. Click [here](#) for additional suggestions for implementation of the SEL Guide.

SEL in Action: Each theme has an “SEL in Action”. This is one possible way you can have students apply the SEL theme for that week. The options are limitless. You could use the SEL in Action to guide meaningful discussions and/or reflection; help you think about how to progress the theme throughout the week; integrate it into your SEL Morning Meeting; and/or have your students respond through writing.



FY 21 SDPBC SEL Guide for Secondary

| Week | Date | Competency | Theme (Character Trait) | Description |
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| 1st Month of School Focus: Who Are WE As a Classroom Community? Building a classroom community and understanding who we are as a classroom community should be a theme that runs throughout the first month of school. It is important that you take time to learn about your students' personal identity (gender identity, race, culture, sexual orientation, etc.) and allow them to learn from each other. Part of building a classroom community is allowing students to have a voice in making classroom decisions and having the classroom reflect the students' culture. If you want ideas or support with age appropriate conversations/activities around culture, race, families and/or gender identity, click here for resources from Teaching Tolerance. | | | | |
| 1 | August 31st - September 4th | All competencies with a deep focus on building relationship Skills | Building Community & Establishing Routines | Throughout this week, focus on building a class community (appropriate adult-to-student, student-to-student relationships), learning and pronouncing students' preferred names, creating shared agreements, reviewing syllabus, and establishing routines. <u>SEL in Action:</u> Think about how you feel when someone greets you by name and gets to know you as a person. Make a goal of learning the names of your teachers, administrators, and classmates. |
| 2 | September 8th - 11th | Relationship Skills | Being Inclusive (Citizenship) | Getting to know and understand one another is important (gender identity, race, culture, etc.) . It is essential that we create a classroom in which we support each other, work cooperatively, and are considerate of one another. <u>SEL in Action:</u> Think about ways you've shown consideration to others as well as ways you could support a classmate this week. How can you work cooperatively with your classmates? |

| September 15th - October 15th: Hispanic Heritage Month September 21st: International Day of Peace | | | | |
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| 3 | September 14th - 18th | Social Awareness | Discovering Commonalities | <p>We discover things we have in common when we take the time to get to know one another. Taking the time to find commonalities allows us to build new relationships with people we initially think are different from us.</p> <p><u>SEL in Action:</u> Think about how assumptions and stereotypes about gender identity, age, culture, race and sexual orientation can prevent us from identifying shared interests and learning from differences.</p> |
| 4 | September 21st - 25th | Social Awareness | Being Respectful (Respect) | <p>Being respectful means that you interact in a way that shows you care about someone's well-being and how they feel. It's important to respect others, respect yourself, and respect your environment.</p> <p><u>SEL in Action:</u> Think about how respect affects the relationships between adults and youth (teacher/student and guardian/child), and between peers.</p> |
| 5 | September 29th - October 2nd | Relationship Skills | Attentive Listening | <p>One way to be respectful at school is to focus on the speaker and listen with attention.</p> <p><u>SEL in Action:</u> Think about a recent conversation that you were engaged in. How were you listening attentively? If you weren't listening attentively, how can you improve your listening skills? How can listening strengthen your relationships with others?</p> |
| October: Dyslexia Awareness Month, LGBTQ History Month, & National Bullying Prevention Month October 22nd: Lights on Afterschool | | | | |
| 6 | October 5th - 9th | Social Awareness | Appreciating Diversity (Respect) | <p>It is important to understand that each individual is unique and recognize and appreciate our individual differences.</p> <p><u>SEL in Action:</u> Think about someone who may be from a different culture than you. Do some learning</p> |

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| | | | | on your own about aspects of their culture. How did learning more about their own culture help you get a deeper understanding and appreciation for them as a person? |
| 7 | October 13th - 16th | Social Awareness | Respecting Differences (Respect) | Identifying other people’s feelings and perspectives allows us to understand them and provide support. <u>SEL in Action</u> : Think about a topic that’s on your mind. What is your perspective on the topic? How might other people feel differently? Reflect upon how your identity (race, culture, gender identity, sexual orientation, etc.) impacts your perspective. Why is it important to consider other perspectives? |
| 8 | October 19th - 23rd | Relationship Skills | Making Conversation | One way to effectively engage with adults and peers is to participate in balanced conversation that includes active listening and clear communication. <u>SEL in Action</u> : Think of one question you could ask a teacher or classmates to engage in a productive conversation. Think of ways you can show another person that you are actively listening during a conversation. |
| 9 | October 26th - 30th | Flex Week | | You may want to use this flex week to address the FLDOE Substance Abuse Education Requirement (Rule 6A-1.094122). Resources include: SDPBC 6-12 tool kit or Suite 360 lessons. Substance Abuse Prevention Education includes a focus on these SEL skills: assertiveness, responsible decision-making, and emotional regulation. |
| November: National Native American Heritage Month | | | | |
| 10 | November 2nd - 6th | Self-Awareness | Identifying Different Feelings/Emotions | Emotions are part of human nature and tell us something about ourselves and our situation. With time and practice, we get better at knowing what we are feeling and why. |

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| | | | | <u>SEL in Action</u> : Think about the different feelings that you have experienced throughout the week and why. |
| 11 | November 9th - 13th | Self-Management | Managing Feelings/Emotions | <p>It is important to make a connection between our thoughts, feelings, and actions. One way to manage those feelings is to practice thinking in positive and inclusive ways. There are also various types of breathing techniques that you can use to manage feelings too.</p> <p><u>SEL in Action</u>: Think about different ways you can manage your reactions to strong emotions. Which of these reactions do you feel were effective? Reflect upon how your identity and culture have impacted how you react to managing your emotions.</p> |
| 12 | November 16th - 20th | Self-Awareness Self-Management | Growth Mindset Goal Setting | <p>Students with a growth mindset believe that intelligence can be developed. They see school as a place to develop their abilities and think of challenges as opportunities to grow.</p> <p><u>SEL in Action</u>: Think about a situation where you used a growth mindset to overcome a challenge.</p> |
| 13 | November 30th - December 3rd | Social Awareness | Predicting Others' Feelings | <p>The ability to predict someone's feelings helps us be respectful and get along with others.</p> <p><u>SEL in Action</u>: Think about one of your peers and predict in your mind how they might feel if you asked them to attend an event with you. How might predicting this feeling help you get along better with this person?</p> |
| 14 | December 7th - 11th | Self-Awareness | Understanding that Feelings Change | <p>We all have uncomfortable feelings sometimes. It's important to remember that feelings don't last forever. Our feelings can change from moment to moment, day to day, week to week.</p> <p><u>SEL in Action</u>: Think about a time when you experienced an uncomfortable feeling. How did you</p> |

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| | | | | manage that feeling? How were you able to move on from that uncomfortable feeling? |
| 15 | December 14th - 18th | Flex Week* | | *December is a busy and sometimes stressful month. You may want to use this week to review skills as needed or use it as an opportunity to remind students how to apply strategies for stress management. For example, breathing strategies, positive self-talk, etc. You could also go back and reteach any themes that are relevant for your students. |
| 16 | January 4th - 8th | Flex Week* | | *After returning from break you may want to use this time to re-establish classroom community, shared agreements, expectations, review skills, syllabus, etc. You could also go back and reteach any themes that are relevant for your students. |
| 17 | January 11th - 15th | Social Awareness | Empathy (Caring) | Empathy is feeling or understanding what another person is feeling. When you understand how someone else is feeling, it is like walking in their shoes. <u>SEL in Action</u> : Think about a time when someone showed you empathy. How did that make you feel? |
| 18 | January 19th- 22nd | Social Awareness | <i>Continued...</i> Empathy (Caring) | <i>Continued from the previous week...</i> Empathy is feeling or understanding what another person is feeling. When you understand how someone else is feeling, it is like walking in their shoes. <u>SEL in Action</u> : Think about a time when you put yourself in someone else's shoes. How did that help the situation? What were you able to learn by doing so? |
| January 27th: International Holocaust Remembrance Day | | | | |
| 19 | January 25th - 29th | Self-Management | Stress Management (Caring for | One way to manage stress is through mindfulness exercises. You can find Belly Breathing, Starfish Breathing, and Chair Eagle activities - along with |

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| | | | yourself) | <p>other mindfulness resources at https://pureedgeinc.org/</p> <p><u>SEL in Action</u>: Think about what mindfulness exercise works best for you when you are feeling stressed.</p> |
| February 1st to March 1st: Black History Month | | | | |
| 20* | February 2nd - 5th | Self-Awareness & Social Awareness | Understanding Stereotypes | <p>Stereotypes influence thinking and behavior toward others. Stereotypes can limit how we see each other and ourselves. It is our shared responsibility to identify and confront stereotypes.</p> <p><u>SEL in Action</u>: What stereotypes do you see on television, in magazines, or at a store? How do they affect behavior?</p> <p><small>*Revised 12-17</small></p> |
| 21 | February 8th - 12th | Self-Awareness Self-Management | Growth Mindset Goal Setting Part II | <p>Students with a growth mindset believe that intelligence can be developed. These students see school as a place to grow their abilities and think of challenges as opportunities to grow and set goals for themselves.</p> <p><u>SEL in Action</u>: Think of everything that you have learned and achieved so far this school year. What has been easy for you and what has been difficult? Choose something that has been difficult and use a growth mindset to set a new goal for yourself.</p> |
| 22 | February 15th - 19th | Self-Awareness | Feeling Confident | <p>Self-efficacy is the confidence in our ability to succeed in achieving an outcome or reaching a goal. This belief shapes the behaviors and strategies that help us pursue our goals.</p> <p><u>SEL in Action</u>: Think about one goal you can achieve using self-efficacy.</p> |

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| 23 | February 22nd - 26th | Self-Management | Positive Self Talk | <p>Positive self-talk is about showing self-compassion and can have a big influence on the way we see ourselves and the world around us. It's understanding who you are and what you've been through and gives us the ability to reset to a positive mindset.</p> <p><u>SEL in Action</u>: Think about how you might use positive self-talk when preparing to take an assessment. What are some things you might say to yourself?</p> |
| March: Women's History Month | | | | |
| 24 | March 1st - 5th | Self-Management | Handling Put-downs | <p>Sometimes when people say disrespectful or hurtful things to you, it can make you feel unimportant or angry. It can be difficult to handle put-downs when you're feeling a strong emotion.</p> <p><u>SEL in Action</u>: Think about how you can use positive self-talk the next time you are faced with having to handle a put-down.</p> |
| 25 | March 8th - 12th | Relationship Skills | Being Assertive | <p>Being assertive is asking for what you want or need in a calm and firm voice.</p> <p><u>SEL in Action</u>: Think about a time when you were assertive and what was the outcome? If there was a time when you could have been more assertive, how might the situation have changed?</p> |
| 26 | March 23rd - 26th | Responsible Decision-Making | Avoiding Jumping to Conclusions | <p>When you jump to conclusions, you believe you know what is going on or make decisions without having all the information. When your emotions feel overwhelming, it's easy to jump to conclusions.</p> <p><u>SEL in Action</u>: Think about when you notice yourself jumping to conclusions and what you can do to gather more information before making a decision.</p> |
| 27 | March 29th - April 1st | Responsible Decision-Making | Making a Plan to Solve a Problem | <p>Some solutions to problems are complicated and you will need to make a plan in order to make the</p> |

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| | | | | <p>solution more manageable.</p> <p><u>SEL in Action</u>: Think about a problem you are having and think about how you can make a plan to solve it.</p> |
| April: Autism Awareness Month | | | | |
| 28 | April 5th - 9th | Flex Week | | <p>*This would be a great time to support students with applying relevant strategies that you have taught for self management. For example, breathing strategies, positive self-talk, maintaining routine and healthy behaviors, etc. You could also go back and reteach any themes that are relevant for your students.</p> |
| 29 | April 12th - 15th | Self-Awareness & Self-Management | Identifying & Managing Frustration | <p>When you're doing something difficult, or trying to master something new, it's common to feel frustrated.</p> <p><u>SEL in Action</u>: Think about ways that frustration can impact what you are trying to accomplish and brainstorm some positive, healthy strategies to cope with frustration.</p> |
| 30 | April 19th - 23rd | Responsible Decision Making | Taking Responsibility (Responsibility) | <p>Everyone makes mistakes sometimes. When we do something that hurts someone else, whether it's on purpose or by accident, it's important to take responsibility.</p> <p><u>SEL in Action</u>: Think about a time when you may have hurt someone else, on purpose or by accident. Did you accept responsibility for your actions? If so, how? If not, what could you have done to accept responsibility for your actions?</p> |
| 31 | April 26th - 30th | Relationship Skills | Conflict Resolution (Fairness) | <p>When two people are having a disagreement, there are ways to compromise to come to a fair resolution.</p> <p><u>SEL in Action</u>: Think about a time when you had a conflict with someone and the steps you took to</p> |

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| | | | | resolve it. |
| May: Haitian Heritage Month, Asian American and Pacific Islander Heritage Month, and Mental Health and Trauma Informed Care Month | | | | |
| 32 | May 3rd -7th | Flex Week | | *Since there are two flex weeks you might want to use one of these flex weeks to focus on resiliency as part of First Lady DeSantis' Resiliency Initiative . Also, remember for students who are participating in end of year assessments, this would be a great time to support students with applying strategies that you have taught for self management. For example, breathing strategies, positive self-talk, maintaining routine and healthy behaviors, etc. You could also go back and reteach any themes that are relevant for your students. <div>*Revised 3-21</div> |
| 33 | May 10th - 14th | Flex Week | | |
| 34 | May 17th -21st | Relationship Skills | Being Considerate (Trustworthiness) | Relationships are important and we need to identify personal characteristics that support establishing and maintaining relationships. <u>SEL in Action</u> : Think about how you can demonstrate consideration and trustworthiness. |
| 35 | May 24th - 28th | Relationship Skills | Dealing with Negative Peer Pressure | Negative peer pressure is when someone tries to talk you into doing something that is not safe or respectful. <u>SEL in Action</u> : Think about how you can be assertive and resist negative peer pressure. |
| June: LGBTQ Pride Month | | | | |
| 36 | June 1st - 4th | Relationship Skills | Apologizing and Forgiving (Trustworthiness) | Accidents happen all the time. If someone hurts you, or makes you feel upset, remember it may not have been on purpose. If something happens to you by accident, think about how it could have been an accident and find out more information. If you do something by accident, think about how the other |

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| | | | | <p>person feels.</p> <p><u>SEL in Action</u>: Think about how you can respond when someone hurts you, or makes you feel upset by accident, at school or at home.</p> |
| 37 | June 7th - 11th | Relationship Skills | Offering and Seeking Help | <p>It is important for us to support our classmates with inclusive and respectful behavior. There are times when we need to seek and/or offer help to someone.</p> <p><u>SEL in Action</u>: Think about what you can do to support a friend.</p> |
| 38 | June 14th - 18th | All SEL Competencies | Celebrations and Reflections | <p>Use this week to review, celebrate and reflect on the progress students have made with all 5 SEL Competencies.</p> |

Acknowledgements

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