

Self-Awareness

SEL



Adults with strong self-awareness skills can identify their emotions and recognize their strengths and weaknesses. Self-awareness is an important skill for building self-confidence, self-direction and empathy for others.

- I use “I statements” and feeling words to describe how something makes me feel.
- I’m aware of how my own cultural background creates a lens through which I see and interpret the world. I understand how certain biases might exist because of this lens.
- I notice behaviors, tones of voice and other personal reactions I might have to certain situations or ideas.
- I view challenges as an opportunity to grow and develop, both personally and professionally.

Social and Emotional Learning (SEL) at MPS: Social and Emotional Learning is a priority area for Minneapolis Public Schools. SEL is a framework of skills that help students, teachers, and staff to be successful in the classroom and workplace. SEL practices help us build the skills we need to work together to achieve goals, understand the value of everybody’s perspective and make responsible decisions.

Self-Management

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Adults with self-management skills recognize and control their emotions and behaviors throughout the day. Self-management skills are important for building positive self-control, discipline and motivation. Students with strong self-management skills can accomplish goals by recognizing and working diligently through each step.

- I can recognize situations that make me feel stressed and take appropriate steps to change them. I have strategies that can help me self-regulate and calm down when I need to.
- I'm willing to ask for help from others.
- I manage conflict constructively by finding win-win situations.
- When I disagree with somebody, I use courteous language and maintain a restorative mind-set.

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Social-Awareness

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Adults with strong social awareness skills can take the perspective of others and empathize with people of diverse backgrounds and cultures. Social awareness helps students understand the expectations for behavior and recognize the support and resources they get from their family, school and community.

- I can recognize situations that make me feel stressed and take appropriate steps to change them. I have strategies that can help me self-regulate and calm down when I need to.
- I can sense how other people might feel about something. I can see the world from their eyes and understand why they might feel how they feel.
- I respect other people, even those who aren't like me. I value the perspectives of others and feel enriched by diversity. I'm willing to compromise.
- When I disagree with somebody, I use courteous language and maintain a restorative mind-set.

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Relationship Skills

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Relationship skills are important for working with others. Adults with strong relationship skills can manage conflict in a constructive manner, work with people from diverse background and seek help when they need it. Adults with strong relationship skills give and receive positive, appropriate feedback when collaborating in groups.

- I build positive and productive relationships with people around me. I connect with individuals at my school or in my department who I don't normally interact with.
- I get to know others while respecting individual comfort levels and boundaries. I allow others to get to me within my own comfort level and boundaries.
- I think carefully about potential outcomes before I respond to emails or what someone says to me in a meeting. I'm willing to give and receive constructive, helpful feedback during collaboration.
- I can disagree with other people and still have a positive relationship. I can work constructively with people from different backgrounds using a wide-range of situationally appropriate communication skills.

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Responsible Decision Making

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Adults with responsible decision-making skills have the ability to make constructive choices about their personal behavior and social interactions. Responsible decision-making skills help adults realistically evaluate the consequences of their actions while considering the well-being of themselves and others.

- I place the needs of my students before personal or political interests. I consider my legal and ethical obligations before making decisions.
- I can identify problems and find creative and positive solutions to them. I work to gather all relevant information before making a conclusion.
- I understand that my choices have consequences. I think about how my decisions will impact myself and others. I think about how others might view the choices I make.

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