



Board/Authority Authorized Course: **Social Emotional Learning 11**

School District/Independent School Authority Name: Cowichan Valley School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): SD79 Cowichan Valley
Developed by: Larry Mattin	Date Developed: June 1 st , 2021
School Name: Cowichan Valley Open Learning Co-operative	Principal's Name: Kevin van der Linden
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Social Emotional Learning 11	Grade Level of Course: 11
Number of Course Credits: 4	Number of Hours of Instruction: 120
Course Category: (Filled in by the developing school) Personal Awareness (YPA)	Course Code: (Filled in by the district) YPA-1B

Board/Authority Prerequisite(s): none

Special Training, Facilities or Equipment Required: none

Course Synopsis:

Social-emotional learning focuses on self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. It promotes an understanding of one's emotions and learning how to have control over them. It leads to gaining an understanding of the emotions of others and provides perspective to others' feelings. Communication and knowing how to respectfully express your views while understanding others' views is a vital tool. Students will gain valuable skills in communicating effectively as well as building and maintaining relationships. Students will also practice invaluable skills to slow down and be present, use mindful techniques and create their own toolbox of skills that work for them.

Goals and Rationale:

Self-Management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Indigenous Worldviews and Perspectives:

Indigenous Peoples' Principles of Learning:

- Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.
- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).
- Learning is embedded in memory, history, and story.

The Circle of Courage framework (*Reclaiming Youth at Risk*, Martin Brokenleg and Larry Brendtro) integrates traditional First Peoples practices and modern youth development research. The concepts of mastery, belonging, generosity and independence would be foundational pieces of the learning of this course.

BIG IDEAS

Self-Management:
The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.

Responsible Decision-Making:
The ability to make constructive and respectful choices.

Relationship Skills:
The ability to establish and maintain healthy and rewarding relationships.

Social Awareness:
The ability to take the perspective of and empathize with others.

Learning Standards

Curricular Competencies	Content
<p>Students are expected to do the following:</p> <p>Self-management:</p> <ul style="list-style-type: none"> • Develop a strong understanding of self • Participate in a wide range of mindfulness, grounding and breathing techniques to find strategies that work for them. • Reduced conduct problems and risk-taking behavior • Decreased emotional distress/increased distress tolerance. • Self-compassion and self-care • Identify things that are within our control and develop positive coping mechanisms for things that are not • Understand the difference between reacting and responding and developing tools to help reduce instances when we are controlled by our emotions. • Develop strategies to reflect on experience as learning opportunities. • Learn language around emotional expression and develop an understanding of how one acts when feeling different emotions. • Understand non-verbal expression of emotions • Understand primary and secondary emotions and the connections between behaviour and emotion. • Learn to express emotions (both positive and negative). • Develop a stronger understanding of self, including understanding triggers, motivations, impulses, and stresses. 	<p>Students are expected to know the following:</p> <ul style="list-style-type: none"> • Growth Mindset • Healthy Relationships • Conflict Resolution • Harm reduction Strategies • Knowledge of Self • Mindfulness Strategies • Name Emotions

Decision-making:

- Goal setting using SMART goals- create both short-term and long-term goals, recognize the need for change in connection to goal attainment
- Importance of nutrition and exercise on mental health and wellness (understanding the positive attributes on physical education and the connection to wellness, understanding the connection between nutrition and wellness)
- Develop intention (setting an intention and actively working with intention)
- Understand choice and consequence
- Develop strategies to look at decisions from different angles to understand possible outcomes and make an informed decision
- Recognize impulse and work towards decreasing impulsive decision-making
- Develop the ability to consider someone else's view; to see something from someone else's point of view
- Explore empathy
- Understand and identifying social context for decision-making
- Learn to justify decisions and express desires respectfully.

Relationship Skills:

- Develop strategies for effective communication and conflict resolution
- Develop more positive social behaviors and relationships with peers and adults
- Identify positive attachment
- Set, maintain and understand healthy boundaries.
- Understand the importance of clear communication
- Use "I statement" as part of conflict resolution
- Develop language around conflict resolution
- Recognize positive, negative, and neutral relationships
- Understand social pressures and how one responds to social pressures

Social Awareness:

- Develop more positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- Expressing gratitude
- Identify and understand community supports and how to access them, where they are, how to get to them and how to advocate for self.

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| <ul style="list-style-type: none">• Use nature as a self-regulation tool. Establish a connection to nature and understand the codependence.• Journal and practice daily gratitude• Understand that everyone has their own “truth”• Learn to be respectful of others’ opinions/truths even when they conflict with our own.• Identify positive, negative, and neutral relationships• Understand and maintain social boundaries | |
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Big Ideas – Elaborations

Self-Management: The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Responsible Decision-Making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

Language and strategies around conflict resolution:

- decreasing assumptions
- checking one’s assumptions/understanding
- recognize that others have truths and more than one truth can be “correct”
- moving from “either or” to “both”
- understanding the importance of validation and
- recognizing the difference between validating and agreeing
- learning to disagree respectfully
- understanding one’s own role in conflict

Curricular Competencies – Elaborations

SMART goals:

- create both short-term and long-term goals
- recognize the need for change in connection to goal attainment
- develop skills and understanding to set and maintain goals
- identify what needs to change in order to achieve these goals
- learning to prioritize behaviours in order to achieve or maintain goals
- identify people who can help (or hinder) goal achievement

Positive attachment: Those who are securely attached in childhood tend to have good self-esteem, strong romantic relationships, and the ability to self-disclose to others

Content – Elaborations

Growth Mindset (making the connection between trying/hard work and achievement, adding the “yet)

Healthy Relationships (boundaries, consent, respect, gratitude, and communication)

Conflict Resolution (Looking at all sides of a situation, recognizing others’ “truths”, developing empathy)

Harm reduction Strategies (safer drug use practices, safer sex practices, identifying choice and consequence)

Mindfulness strategies (finding mindfulness practices that work for self)

Name emotions (have language to express emotions, know how they feel when they are experiencing different emotions, learn personal triggers and how to acknowledge their emotions with still being able to respond)

Recommended Instructional Components:

- Direct Instruction
- Demonstration
- Modelling
- Group Activities
- Peer teaching
- Experiential Learning
- Journal/Reflective Writing
- Peer Assessment
- Self-Assessment
- Oral Presentation
- Gratitude practice
- Social Emotional Tool Kit

1. **Sequenced:** connected and coordinated sets of activities to foster skills development
2. **Active:** active forms of learning to help students master new skills
3. **Focused:** emphasis on developing personal and social skills
4. **Explicit:** targeting specific social and emotional skills

Recommended Assessment Components: Ensure alignment with the Principles of Quality Assessment

Aligned with the [Principles of Quality Assessment](#)

The course would provide students with multiple ways to show that they have learned the required content and competencies. Feedback would be direct, ongoing and descriptive. Students would be made aware of learning outcome, competencies and content and be able to identify which outcomes they are working towards. Students would have formative, summative and self-assessment.

Learning Resources:

- <https://casel.org/what-is-sel/>
- <https://www.mentalhealthfoundations.ca/efft>
- Brendtro, L. K., Brokenleg, M., & Bockern, S. V. (2012). *Reclaiming youth at risk: our hope for the future*. United States: No Publisher.
- Cappelluccio, R., & Mazza, J. J. (2019). *Dbt® Skills nelle scuole: Skills Training per la regolazione emotiva (Dbt Steps-A)*. Trento: Erickson.
- Dijk, S. V. (2012). *Calming the emotional storm: using dialectical behavior therapy skills to manage your emotions and balance your life*. Oakland,CA: New Harbinger.
- Dweck, C. S. (2016). *Mindset: the new psychology of success*. New York: Ballantine Books.
- Gresham, F. M. (2018). *Effective interventions for social-emotional learning*. New York: The Guilford Press.
- Purcell, M. C., & Murphy, J. R. (2016). *Mindfulness for teen anger: a workbook to overcome anger & aggression using Mbsr & Dbt skills*. Oakland:New Harbinger Publications.
- Paw Prints. (2015). *Relationship Skills 101 for Teens Your Guide to Dealing With Daily Drama, Stress, and Difficult Emotions Using Dbt*.
- Scholastic Teaching Resources. (2014). *Social and Emotional Learning in Middle School: Essential Lessons for Student Success Essential Lessons for Student Success*.

Additional Information: