



Culturally-Affirming SEL Wheel: Turning Toward Equity

Morningside Center for Teaching Social Responsibility
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Chat box check-in

Look at the images below. Share which image could represent how you're feeling today in the chat box.

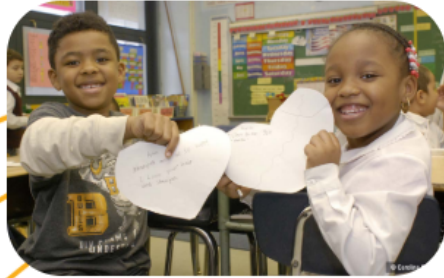


Our Historical Approach

What is SEL?

Social and emotional learning (SEL) is the process by which we develop our capacity to understand and manage our feelings, relate well to others, skillfully handle conflict and other life challenges, make good decisions, and take responsibility for improving our communities – from the classroom to the world.





Social & Emotional Learning (SEL)

Young people and adults learn and practice skills to help them do well in school and in life.



Restorative Practices (RP)

Young people stay connected through processes that foster a caring and equitable school community.



Racial Equity

School staff increase their cultural competency and ensure that school systems and structures elevate every child.



New Wheel: Domains



New Wheel: Elements



Self-Awareness

Healthy Identity Appreciation

Affirming one's personal and social identities; defining one's personal values and beliefs; identifying and embracing personal and cultural assets

Accurate Self-Assessment

Knowing one's strengths and limits. People with this competence are: aware of their strengths and limits; reflective and learn from experiences; open to candid feedback, new perspectives, continuous learning, and self development; solicit honest critiques; able to show a sense of humor and perspective about themselves

Emotional Awareness

Recognizing one's emotion and their effects. People with this competence are aware of which emotions they are feelings and why; realize the links between their feelings and what they think, do, and say; Aware of triggers— recognize how their feelings affect their performance; understand implications of own emotion; have a guiding awareness of their values and goals; possess emotional insight

Intersectional Analysis

Reflecting on how different social identities (race, gender, class, sexuality, ability, etc.) intersect and relate to power, privilege and oppression.

Self-Confidence

Ability to present ourselves with self-assurance; believe in oneself; have presence; can voice views that are unpopular and go out on a limb for what is right; are decisive, able to make sound and decisions despite uncertainties and pressures

Self-Motivation

Striving to improve or meet a standard of excellence; readiness to act on opportunities and seek information; persistent to pursue goals despite obstacles and setbacks.



SEL is a life-long process



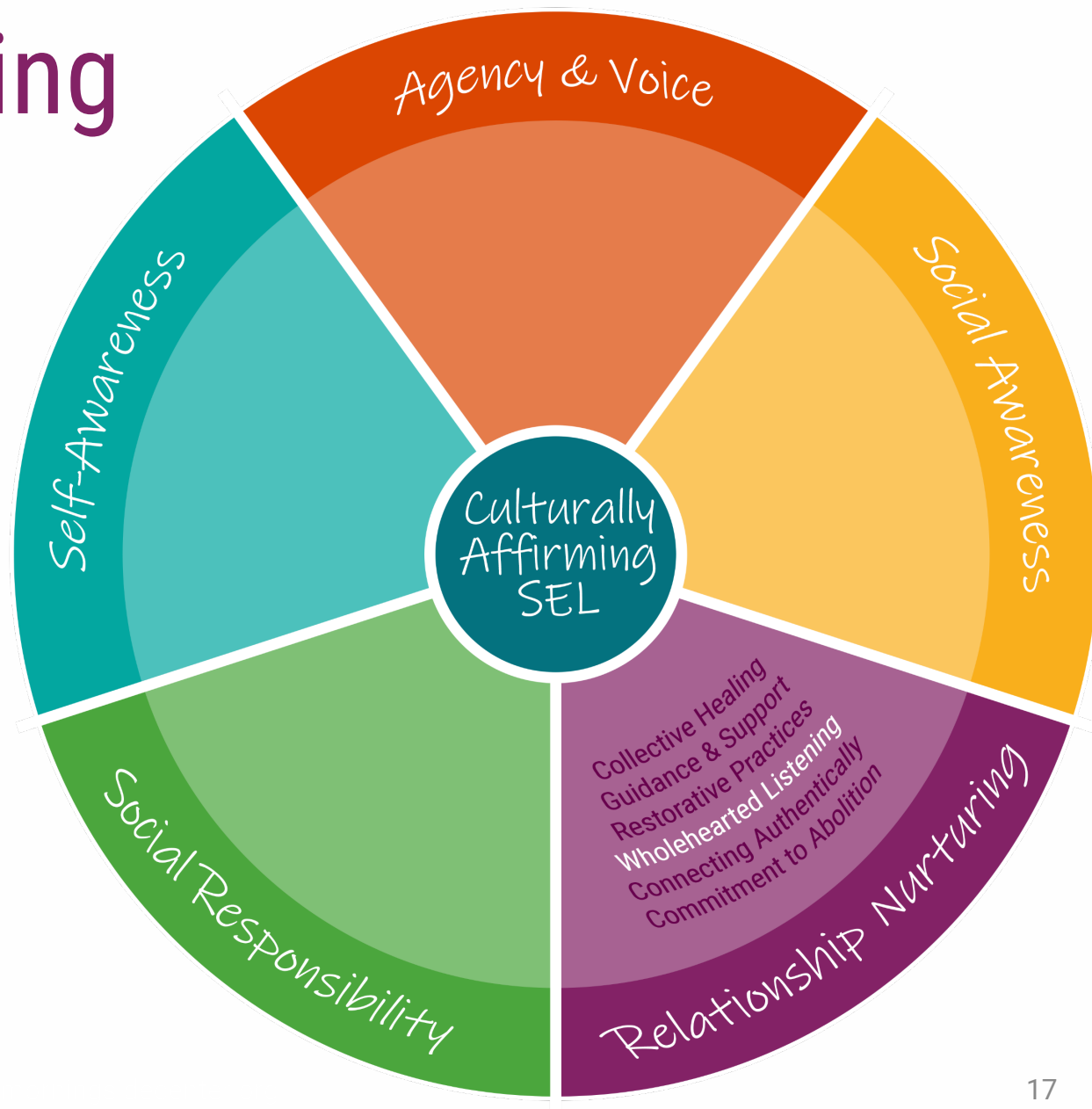
Solidarity

Mutual support within a group; recognizing that liberation is a collective goal; the understanding that even if we do not share the same struggles, lives, bodies, we share the common goal of standing up for justice and standing against systems of oppression.



Wholehearted Listening

To listen fully, and attentively with understanding as our priority and without judgment; to quiet our mind and open our hearts to the speaker.



Culturally Affirming SEL Wheel





Skill: A nurtured and continuously developed action or learned behavior that can be used throughout the day. There are numerous skills that are **brain-based skills** which require human beings to effectively execute or perform tasks and resolve conflicts. Each of us rely on skills to complete our work, and for some adults, they can instinctively identify the necessary steps needed to finish a task because of their developed brain (frontal lobe). Whereas any adult learning a new skill and especially children and adolescents, require and deserve:

- guidance
- trial & error
- infused corrective measures
- support (patience, grace, etc.)
- repetition
- liberated space, and
- time

....to hone new or developing skills.



Competency: Emotional competence is a multidimensional construct that consists of emotion knowledge, emotion expression, and emotion regulation



Habit of Mind: A problem solving, life related skill, necessary to effectively operate in society and promote strategic reasoning, insightfulness, perseverance, creativity and craftsmanship. It provides the individual a skill to work through real life situations that equip that person to respond using awareness (cues), thought, and intentional strategy in order to gain a positive outcome. (Costa & Kallick, *Habits of Mind: A Developmental Series*. 2000) https://www.chsvt.org/wdp/Habits_of_Mind.pdf

Agency & Voice

Liberatory World-Visioning

Self or collective expression, in writing and in speech, as a freeing and vulnerable choice on how one or many envisions systems, policies, practices, and ways of being in community with one another that leads to joy, justice, and greater liberation... belonging... and connection.

Informed Decision Making

Considering the well-being of self and others; basing decisions on social and ethical considerations; making constructive and informed decisions for self, relationships, school and global communities.

Reflective Goal Persistence

Evaluating and reflecting on progress toward goals (both individual and collective); the capacity to establish a goal and follow through on achieving it; sticking to the task at hand; follow through to completion; can and does remain focused.

Aspirational Journeying

Identifying, developing and progressing toward goals, dreams and visions for the future (individual and/or collective); To act upon and direct one's (group's) hopes and ambitions with a keen emphasis on the process/journey rather than simply the result/goal.

Inspirational Leadership

Inspiring and guiding groups and people. People with this competence: Articulate and arouse enthusiasm for shared, compelling vision; align mission and vision; step forward to lead as needed, regardless of position; lead by example; guide the performance of others while holding them accountable.

Solidarity

Mutual support within a group; recognizing that liberation is a collective goal; the understanding that even if we do not share the same struggles, lives, bodies, we share the common goal of standing up for justice and standing against systems of oppression.



Social Awareness

<p>Critical Consciousness</p> <p>Recognizing inequities and injustices; recognizing oppressive forces and taking action against them; engaging in individual and/or collective action against oppressive forces and injustices.</p>	<p>Situational Awareness</p> <p>The perception of environmental elements & events with respect to time or space, the comprehension of their meaning, and the projection of their future status. It has been recognized as a critical foundation for successful decision-making across a broad range of situations, many of which involve the protection of human life, learning and work environments and culture.</p>	<p>Leveraging Diversity</p> <p>Making effective use of different lived experiences, perspectives and strengths that individuals contribute to community.</p>
<p>Perspective-Taking</p> <p>Ability to understand how a situation appears to another person and what they might think or feel in response to this situation.</p>	<p>Developing Others</p> <p>Sensing what others need in order to develop and bolstering their abilities. People with this competence acknowledge, reward and use people's strengths, accomplishments, and development; offer useful and constructive feedback; create supports/development based on identified needs; mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.</p>	<p>Empathy</p> <p>Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence: Are attentive to emotional cues and listen well; Open to diversity -Show sensitivity, read non-verbal cues and understand others' perspectives; Help out based on understanding other people's needs and feelings.</p>



Relationship Nurturing

<p>Collective Healing</p> <p>Approach to supporting and empowering all to develop the capacity and skills necessary to enable healing in their communities (family, classroom, neighborhood, global, etc.).</p>	<p>Guidance & Support</p> <p>Offering help to others; performing acts of caring and promoting joy; staying receptive to the bad news of others as well as the good; collaborating, sharing plans, combining information and resources.</p>	<p>Restorative Practices</p> <p>Set of processes and tools that help us create a caring school community and keep that community whole. The premise is that people and relationships are valued first and foremost. When people make mistakes or cause harm, restorative practices can help them to understand the impact of their actions, heal the harm, and restore the community.</p>
<p>Wholehearted Listening</p> <p>To listen fully, and attentively with understanding as our priority and without judgment; to quiet our mind and open our hearts to the speaker.</p>	<p>Connecting Authentically</p> <p>Forming relationships grounded in individual and collective values while practicing wholehearted listening.</p>	<p>Commitment to Abolition</p> <p>Dedication to the dismantling and eradicating of oppressive, unjust and/or inequitable systems, policies and institutions.</p>



Social Responsibility

Fluid Leadership

Shared leadership; egalitarian; without hierarchy. All voices equally contributing to community decisions. The importance of leadership and followership and fluid roles.

Advocacy & Activism

Individually, and collectively identifying solutions; listening to all community member's issues; enacting solutions to social and political issues; taking action to generate change.

Political Awareness

Reading a group's emotional currents and power relationships. People with this competence accurately read key power relationships; detect crucial social networks, resources, and partnerships for social access and increased equity; develop awareness of political and social events and how they impact us and our communities.

Relationship Management

Negotiating and resolving conflicts or community issues; understand how to arrive at win-win solutions; promote a friendly, respectful and caring climate; draw all community members into active and enthusiastic participation in group activities and decisions.

Ancestral Land & Knowledge

Recognizing and respecting Indigenous Peoples as stewards of the land we occupy; acknowledging and practicing gratitude for the land and the practices of Indigenous Peoples; acknowledging the history we have with the land and colonialism.

Transformative Social Justice

Learning and developing practices that incorporate a deeper, more complex, and nuanced understanding of ourselves and the world in order to promote systemic changes that result in a more positive and just society.



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