



SEL Integration: The Five Competencies



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Who Am I & What is DwC?

Margot Toppen, Founder and Executive Director, Dancing with Class (DwC)

DwC is a dance education organization dedicated to building and strengthening communities through the practice of social dance. Founded in 2006, the program is presented in partnership with May I Have This Dance, one of Chicago's leading Ballroom, Latin and Swing dance studios.

A passionate belief in the power of partner dance to develop Social Emotional Learning skills is the driving force behind the creation of Dancing with Class and has been a key focus of our curriculum design and program delivery since Day 1.



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What is SEL?

Social and Emotional Learning (SEL) involves processes through which children and adults develop fundamental emotional and social **competencies** and **experiences** to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish & maintain positive relationships
- make responsible decisions

SEL builds and deepens a positive school climate.





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SEL & CPS

CPS has defined three pillars for the infusion of SEL into the fabric of schools:

1. Creating a positive and proactive school climate in which SEL is present in all practices and procedures.
2. Adult awareness, modeling, and integration of social-emotional competencies in their teaching practices.
3. Explicit and integrated student instruction in social-emotional competencies.

Today's workshop will focus on Pillar #3.



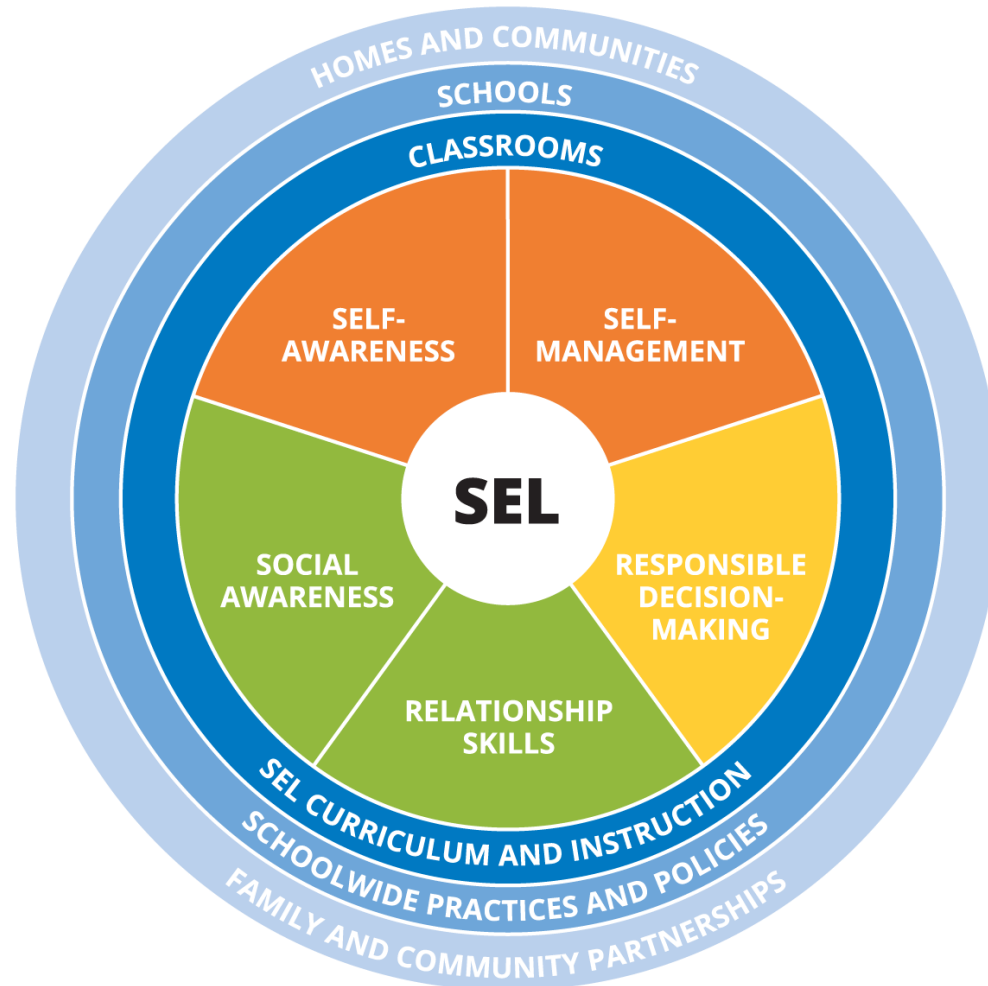
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Core Competencies of SEL

(Source: CASEL -- Collaborative for Academic, Social and Emotional Learning)



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Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy



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Self-Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

How does your work connect?

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Social Awareness

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

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others



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Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

How does your work connect?



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Responsible Decision-Making

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

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

How does your work connect?

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Competency Alignment to Illinois SEL Goals

<p>Self-Awareness</p>	<p>Social Awareness</p>	<p>Responsible Decision-making</p>
<p>Self-Management</p>	<p>Relationship Skills</p>	
<p>Goal 31: Develop self-awareness and self-management skills to achieve school and life success.</p>	<p>Goal 32: Use social awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>Goal 33: Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts.</p>



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Let's Put it in Practice!

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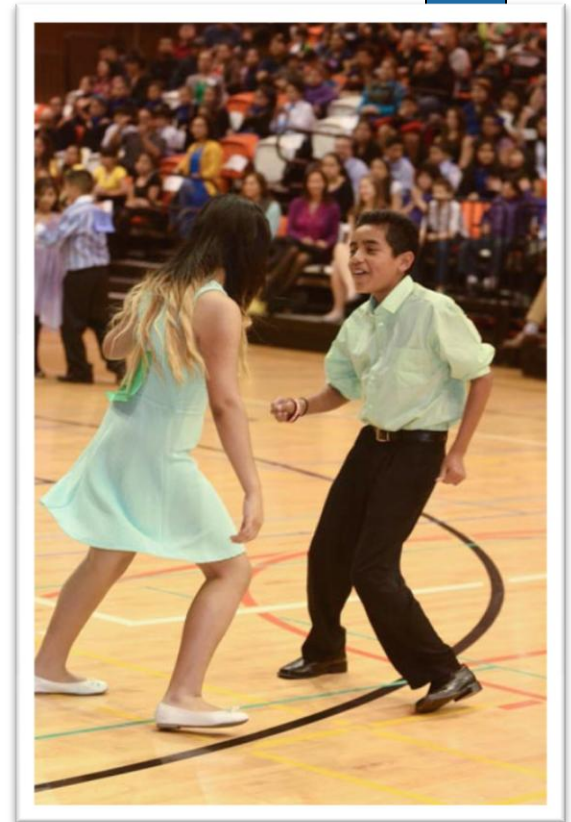
Salsa Recipe

Salsa means sauce and can be made with many different ingredients and flavors. Similarly, salsa dance evolved from a blend of influences from all over Latin America and the world.

What flavor will you add?

My Ingredients:

- 1)
- 2)
- 3)



Class Goals:

1)

2)

3)

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Take the Pledge!

“I promise to dance with everyone and treat everyone with equal respect.”



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Let's Dance!



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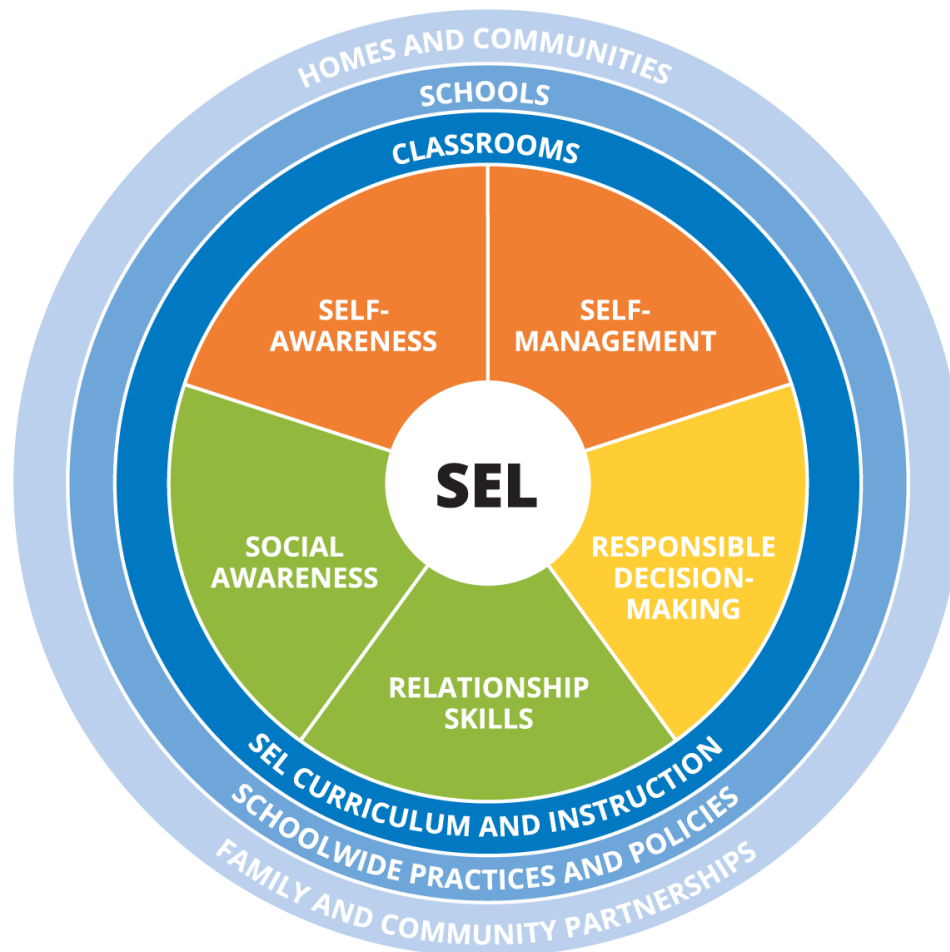


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Core Competencies: Where Did You See Evidence?

(Source: CASEL -- Collaborative for Academic, Social and Emotional Learning)



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**How can you apply
this to your work?**



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Final Reflection

	Today	Next time...
I		
We		



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