

Elements of Social and Emotional Learning for Jewish Educators

- ❖ **Self-awareness** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior.
 - Accurately assessing one’s strengths and limitations.
 - Possessing a well-grounded sense of confidence, hope, and optimism.
 - Capacity for, and practice of, self-reflection.

- ❖ **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations.
 - Managing stress, controlling impulses, motivating oneself, and setting and working toward personal, academic, and communal goals.
 - Weaving together multiple “identities,” including those related to Judaism.

- ❖ **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures.
 - Understand social and ethical norms for behavior, and recognizing 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.
 - Feelings of connectedness to the larger Jewish community and people.

- ❖ **Responsible, value-based, 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.
 - The connection of goals and behaviors with Jewish text/tradition and Jewishly-informed values.