



SEL Approach

A typical day in MS SEL will find students engaged in:

- mindfulness
- self check-ins
- community-building games
- intellectually stimulating group discussions

The goal of our activities is to help our students

- develop and practice empathy
- begin to identify and understand their emotions
- nurture and embrace their unique experience and agency
- build a toolkit that will help them begin the journey of creating a world they want to see by becoming the person they want to be.

This is a lifelong process that necessitates continuous growth and self-reflection. Happily for all of us, we are continuing this portion of the journey together, as Heliosians.

SEL Approach

The 7/8 grade band is further refining and developing

- techniques and understanding of self check-in
- recognition and differentiation of emotions
- understanding of the particularities of giftedness,

and

- furthering their understanding and practice of the 6 Seconds pedagogical approach to Social Emotional Learning.

Essential Skills

Practicing Mindfulness

Practicing the techniques they've learned to still the body and mind to help with focus, awareness, stress, relaxation, et al.

- Breathing exercises.
- Retaining/Regaining focus.
 - Always bringing ourselves back to what we are considering
 - Short 1-2 minute sessions.
- Routine mindfulness “...practice is associated with long-lasting change in the topology of definite brain areas, suggesting that [mindfulness] might be able to induce brain plasticity.”
 - Practice makes progress.

Essential Skills

Practicing Self Check-in

Routinely engaging in check-in questions.

- Series of 6Seconds based questions that help our students learn to pause and check-in with themselves and others.
- Questions directed at identifying emotions and feelings by building empathy, compassion and understanding for themselves and others.

Essential Skills

Practicing Self-Awareness and Management

- Practicing self-advocacy and managing their emotions, academic responsibilities, and relationships with an understanding of the emotions and feelings driving their interaction with the world.

Practicing Empathy

- Sharing their feelings and actively listening to the feelings of their classmates, engaging in group discussions that examine our emotions and biases, and participating in various activities and discussions that help us to walk in the shoes of others.

Know Yourself

- ***Enhance Emotional Literacy***
 - Accurately identifying and interpreting both simple and compound feelings.
- ***Recognize Patterns***
 - Acknowledging frequently recurring reactions and behaviors.

Choose Yourself

- ***Consequential Thinking***
 - Evaluating the costs and benefits of your choices.
- ***Navigate Emotions***
 - Assessing, harnessing, and transforming emotions as a strategic resource.
- ***Intrinsic Motivation***
 - Gaining energy from personal values & commitments vs. being driven by external forces.
- ***Practice Optimism***
 - Taking a proactive perspective of hope and possibility.

Give Yourself

- ***Pursue Noble Goals***
 - Recognizing and appropriately responding to others' emotions.
- ***Develop Empathy***
 - Connecting your daily choices with your overarching sense of purpose.

How We Prepare Students

Develop a more refined understanding of our emotional patterns and understand there is always a choice in how we act and react to our emotions.

Work with the *how* and *why* we think, feel, and act:

We often feel a *thing*, say *happiness* or *sadness*. Those are broad categories that beg the question, *why*? Why do I feel happy or why am I sad? Is there an underlying reason or emotion? Is the feeling of happiness brought on by accomplishing a task (*pleased*), watching a loved one smile (*contentment*), or spending time laughing with a friend (*joyful*)? What about sadness? Am I struggling with a concept (*discouraged*), did I lose something I value (*distraught*), or perhaps I didn't get into my first choice for high school (*deflated* or *melancholy*)?

How We Prepare Students

In all of these instances, learning to identify and understand the intricacies of how we feel on the inside can have a major impact on how we behave on the outside.

Our SEL curriculum believes that ***Emotions Drive People and People Drive Performance***. As such, we seek to help our students become aware of their emotions so they can develop intentionality and act with purpose in any situation.

Navigation

