

Social and Emotional Learning

Social and Emotional Learning competencies center on the key attitudes and skills necessary for understanding and managing emotions; listening, feeling, showing empathy for others, and on making thoughtful, responsible decisions. All schools should see themselves in a framework that advances educational equity and excellence. We have embedded and summarized *The Collaborative for Academic, Social, and Emotional Learning (CASEL)* core competencies and aligned them to the lessons. This allows students to develop positive attitudes and values toward themselves and others. This type of instructional framing helps advance social and emotional learning with equitable learning environments. Throughout the text, strategies and instructional activities are focused on the practice of the following competencies:

- **Self-Awareness:** Knowing what we are feeling in the moment; having a realistic assessment of our own abilities and a well-grounded sense of self-confidence.
- **Self-Management:** Handling our emotions so they facilitate rather than interfere with the task at hand; being conscientious and delaying gratification to pursue goals; persevering in the face of setbacks and frustrations.
- **Social Awareness:** Understanding what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
- **Social Management:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation, resistance to inappropriate social pressure, negotiating solutions to conflict, and seeking help when needed.

Emerging research and case studies show evidence that CASEL's SEL framework for implementation promotes justice-oriented civic engagement, while advancing inclusive research and engaging students and teachers in courageous conversations around difficult topics. The text cites HBUC colleges and voices directly from the community instead of through others' interpreted narrative—stories that have built mistrust of the medical community (Tuskegee Syphilis study, HeLa cell line) and the health consequences of those

attitudes. Examples of opportunities to practice social-emotional awareness and management throughout the text include, but are not limited to:

- **Group Work:** Students work in cooperative learning groups or partnerships and use gamification strategies, in many instances, which aids in building community and social management. Group work allows students to practice empathy and encourages them to appreciate and learn from diverse groups.
- **Research and Discussion:** Students practice self-management skills, like persevering in the face of setbacks and frustrations, while pursuing research on diseases. Some students will have had personal experience with disease and carry that experience with them into sensitive discussions. This requires all research and discussion participants to demonstrate empathy and practice social awareness.
- **Personal Choice in Projects:** When there is a personal connection to the research required to complete a project, students will develop an interest in and a sense of purpose for the work itself. They become invested stakeholders in the learning process. The social and emotional learning strategies throughout the text help students establish that personal connection. This requires the use of empathy for those suffering with the disease, as well as social awareness of the perspective of the target audience.