

SPRING 2021



Social-Emotional Learning + CASEL

A Solution of  Navigate360

ALIGNED FOR STUDENTS, TEACHERS & FAMILIES



ABOUT NAVIGATE360 SOCIAL-EMOTIONAL LEARNING FOR STUDENTS

Navigate360 Social-Emotional Learning (SEL) curriculum provides online lessons and companion guides for students, families and teachers on topics related to SEL, character education, mental health care and the prevention of substance misuse. Since the inception of SEL for Students, we have taken care to align our lessons with the Collaborative for Academic, Social, and Emotional Learning (CASEL) to ensure that we meet the industry's highest and most accepted standards.

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CASEL'S DEFINITION OF SEL

“Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

“SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.”

<https://casel.org/>





<https://drc.casel.org/license-agreement-for-online-access/>
<https://casel.org/sel-framework/>





CASEL COMPETENCIES

At the core of the CASEL framework are the five CASEL competencies: self-awareness, self-management, social awareness, relationship skills and responsible decision-making. These competencies provide the foundation for all Navigate360 SEL for Students lessons. Each SEL for Students lesson is also created in alignment with one of CASEL's five core competencies. Navigate360 SEL for Students curriculum includes a pre/post measure of SEL skills. The assessment used was developed by CASEL in collaboration with the University of Illinois and the Washoe County School District.

This measure, the Social Emotional Competencies Assessment (SECA), can be used to identify student strengths and needs as well as to evaluate SEL holistically across a school or district. Students may then be assigned a lesson based on a theme, topic or CASEL competency.



MIRRORS, WINDOWS & DOORS

A helpful analogy for SEL instruction is a house. We have mirrors, windows and doors. Mirrors help us to better see ourselves. This relates to CASEL's self-awareness and self-management competencies. Windows help us to see things outside of ourselves and what we know best. This relates to CASEL's social awareness and relationship skills competencies. Finally, we have the doors. This is where we take action and link ourselves with the outside world through responsible decision-making.

Navigate360 SEL for Students helps students look in the mirror, open their windows and walk with confidence into the world as competent, caring individuals.



LOOKING IN THE MIRROR

CASEL defines self-awareness as the ability to understand one's own emotions, thoughts and values and how they influence behavior across contexts.

Students learn self-awareness as they begin to recognize their own thoughts, feelings and beliefs and the impact they have on their behavior. This includes an honest reflection of one's strengths, assets, culture, personality, values and bias. As students learn self-awareness, they are better able to experience self-efficacy and develop a growth mindset to help them overcome difficulties in life as they develop interests and a sense of purpose. Even young children are capable of recognizing these qualities in themselves and how they may impact others. Older students should be encouraged to continue this process

as they experience more intense and complex emotions.

CASEL defines self-management as the ability to manage one's emotions, thoughts and behaviors effectively in different situations and to achieve goals and aspirations. Students learn self-management through instruction that is then applied in social situations as they begin to delay gratification, manage stress and self-motivate to achieve. This is the action part of self-awareness where students manage their emotions, exhibit self-discipline, set personal goals and

demonstrate organizational

skills. Young children initially develop self-management skills that help them manage their emotions and behaviors. As students get older, their self-management skills help them become more independent and prepare them for life after high school.



LOOKING THROUGH THE WINDOW

CASEL defines social awareness as the ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts. Students learn social awareness as they develop the ability to feel compassion and empathy for others and recognize behavioral norms. This includes understanding what is and is not appropriate in different contexts, with different people, and within society. As students learn social awareness, they become more adept at recognizing and responding to situations and opportunities and the impact they have on others.



CASEL defines relationship skills as the ability to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. As students develop relationship skills, they make friends and learn how to interact with others. Essential to this process is the ability of students to learn appropriate and positive ways to interact with people who may not be like them. As students grow older, it's critical that they learn how to behave in different situations where their actions could affect college acceptance, employment and lifelong relationships.



Walking Through the Door

CASEL defines responsible decision-making as the ability to make caring and constructive choices about personal behaviors and social interactions across diverse situations. In many respects, responsible decision-making is the end goal of SEL. This is where students walk out of our doors as healthy, kind, productive individuals.

Students learn responsible decision-making by applying all they have learned while looking in the mirror and through the window to make choices that are ethical, safe and considerate. Responsible decision-makers are open-minded, informed and seek to identify and respond to personal and social problems to make the world a better place for themselves and for others.



A LENS ON EQUITY

Navigate360 SEL for Students and CASEL are intentional about addressing issues of equity in relation to all five core competencies.


SELF-AWARENESS: Students learn about their own language, culture, values and beliefs.

SELF-MANAGEMENT: Students learn how those qualities affect their thoughts, feelings and actions and how they can and should respond in different situations.

SOCIAL AWARENESS: Students learn how others may see the world differently than they do and learn to view those perspectives as differences and not deficits.

RELATIONSHIP SKILLS: Students learn to befriend and work with diverse individuals and see the value of those relationships.

RESPONSIBLE DECISION-MAKING: Students learn to act in ways that support and encourage others rather than ways that may cause or promote harmful practices.

A circular photograph showing four children of diverse backgrounds (two girls and two boys) holding hands and jumping over a large log in a park setting. They are all smiling and looking down at the log. The background is filled with green trees and foliage.

**STUDENTS LEARN
TO VIEW THOSE
PERSPECTIVES AS
DIFFERENCES AND
NOT DEFICITS**

HOW SHOULD WE APPROACH SEL TODAY?

TODAY'S CHALLENGES REQUIRE A MODERN APPROACH TO SEL.

Navigate360 and CASEL take a whole-child approach to help students develop the SEL skills we know they need for success in life. This includes partnering with students, teachers, school staff, administrators and parents. It necessitates authentic partnerships with aligned learning opportunities so that students can learn in a safe, supportive classroom where they can learn from their mistakes — not simply be punished for them.

This is best done through explicit SEL instruction, youth voice and engagement, supportive discipline, and the development of safe, encouraging schools where students' social and emotional needs are met within a system designed for continuous improvement.



PARTNER WITH US

High-quality SEL is a partnership. We would love to
be one of your dedicated partners in SEL.

For more information, call us today **885-937-8846**.

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