

Habitudes® For Social and Emotional Learning Core Competencies

Habitudes® for Social and Emotional Learning Overview

Habitudes for Social and Emotional Learning utilizes the language of today's generation, images, to help your students build the necessary social and emotional skills to succeed in school and in life.

- **Year 1 | Introducing SEL** : Approximately two images from each concept to introduce students to the five core competencies.
- **Year 2 | Intra-personal Competencies** : Finish the rest of the images covering Self-Awareness and Self-Management.
- **Year 3 | Interpersonal Competencies** : Finish the rest of the images covering Social Awareness and Relationship Skills.
- **Year 4 | Responsible Decision-Making and Leadership** : Finish the rest of the images covering Responsible Decision-Making and focus final images on key leadership topics.

Habitudes® for Social and Emotional Learning **Year 1 Core Competencies**

The Iceberg

Core Competency: Responsible 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.

Sub-Competency: Ethical Responsibility

Ethical responsibility is the duty to follow a morally correct path. It is the ability to recognize, interpret and act upon multiple principles and values according to the standards within a given field and/or context.

Golden Buddha

Core Competency: Self Awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Sub-Competency: Recognizing Strengths

Recognizing strengths is the ability to identify or acknowledge the existence of one's own positive qualities and gifts in order to develop confidence and optimism.

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Core Competencies

The Starving Baker

Core Competency: Self Management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Sub-Competency: Stress Management

Stress management is a personal discipline used to not only manage unnecessary stress, but also to lower stress levels and improve everyday life.

Hosts and Guests

Core Competency: 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.

Sub-Competency: Social Engagement

Social engagement refers, first, to one's degree of participation in a community or group. Social engagement is also one's ability to connect and engage with others over a period of time for either personal enjoyment or professional goals.

A Compass Or A GPS

Core Competency: Self Awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Sub-Competency: Self Efficacy

Self-efficacy is one's belief and confidence in their ability to accomplish a task or to achieve a goal that has a long-term effect on their life.

Pyrrhic Victory

Core Competency: Self Awareness

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Sub-Competency: Impulse Control

Impulse control is one's ability to control sudden, strong urges or desires to act on something. It is also one's ability to think before acting or speaking, which helps students achieve long-term, personal, and academic goals.

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Core Competencies

Salutes and Snubs

Core Competency: Self Awareness

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

Sub-Competency: Respect for Others

Respect for others is a feeling of admiration or reverence for someone based on their character, abilities, and achievements. Respect is built off of a person's character rather than their background, income level, gender, or race.

Hot Air Balloons

Core Competency: 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.

Sub-Competency: Relationship Building

Relationship building is the ability to connect with others from different backgrounds, ethnicities, and age groups to create fulfilling, lasting relationships that are built on honesty, encouragement, and empathy.

Fun House Mirror

Core Competency: Self-Awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Sub-Competency: Accurate Self-Perception

Accurate self-perception is not only seeing yourself for who you really are, but also embracing your unique characteristics, abilities, and shortcomings in order to build confidence in yourself and maintain an optimistic outlook on life.

Trade Offs

Core Competency: 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.

Sub-Competency: Evaluating

Evaluating options to aid in responsible decision making is the act of reviewing one's options for time, risk, and value in order to find the best option that is the least damaging or destructive to the situation. This also means that one must choose between several options.

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Core Competencies

Discipline Bridge

Core Competency: Self Management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Sub-Competency: Self Management

Self-Discipline is the ability to control one's feelings and overcome one's weaknesses to pursue and accomplish a goal. In addition, self-discipline is often faced with temptations to quit, but discipline is pressing on despite that temptation in order to achieve personal and academic goals.

Emotional Fuel

Core Competency: Self-Awareness

The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Sub-Competency: Identifying Emotions

The ability to identify emotions is the act of not only naming one's emotions, but also responding to them in a healthy, non-destructive way. It is the ability to reign in strong emotions and respond appropriately to a given situation. One also needs to be able to identify their emotions to others and build a network of support to work through difficult emotions and share positive emotions.

Cathedral Building

Core Competency: Social Awareness

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

Sub-Competency: Perspective-Taking

Perspective-taking is the ability to understand other people's attitudes or points of view with respect and understanding rather than skepticism or hostility. It is also the ability to see a big picture perspective rather than the immediate situation in front of you.