



Learner Outcomes: Social Emotional Learning



Social Emotional Learning (SEL) is how children learn to understand and manage their emotions, set goals, show empathy for others, establish positive relationships, and make responsible decisions. These skills are based on five strategies: **self-awareness, self-management, social awareness, relationship skills, and responsible decision-making.**

	THEME	LEARNERS WILL BE ABLE TO . . .	THIS CAN LOOK LIKE:
Foundations Early Childhood Kindergarten-Grade 1	Self-awareness and social awareness	<ul style="list-style-type: none"> Practice active listening skills to understand the perspectives of others Understand that their actions have an impact on themselves, others and the natural world. 	<ul style="list-style-type: none"> Treating others how they would like to be treated. Actively listening and valuing the perspectives of others Showing respect and empathy for all living beings.
	Collaboration	<ul style="list-style-type: none"> Work with others towards a common goal 	<ul style="list-style-type: none"> Leaving the opportunity for others to have their say in discussions. Contributing and working with others in group activities
	Problem-solving	<ul style="list-style-type: none"> Acknowledge that solving problems together often leads to better solutions and a greater positive impact. 	<ul style="list-style-type: none"> Participating in community or family events such as neighbourhood clean-ups, and recognizing the larger impact of working as a group.
Fundamentals Middle Childhood Grades 2-6	Self-awareness and social awareness	<ul style="list-style-type: none"> Identify different emotions that arise as a result of learning about climate change and loss of biodiversity . Understand the role of self regulation and how it connects to making responsible decisions. 	<ul style="list-style-type: none"> Naming different emotions and acknowledging that all emotions are acceptable . Practicing self regulation strategies to adapt to new situations and adjust goals.
	Collaboration	<ul style="list-style-type: none"> Develop positive relationships with others. Explain the value of working together on an action project. 	<ul style="list-style-type: none"> Making others aware that their opinion is being heard. Choosing to ask others to collaborate on an action project.



Learner Outcomes: Social Emotional Learning Continued

	THEME	LEARNERS WILL BE ABLE TO . . .	THIS CAN LOOK LIKE:
Fundamentals Cont. Middle Childhood Grades 2-6	Problem-solving	<ul style="list-style-type: none"> Understand that all decisions have consequences. Explore the impacts of their actions on the world around us. 	<ul style="list-style-type: none"> Making choices and taking actions to lower their negative impact on the environment (e.g. air drying clothes instead of using a dryer).
Essentials Adolescence Grades 7 - 12	Self-awareness and adaptability	<ul style="list-style-type: none"> Understand the relationship between one's emotions, thoughts, values, and behaviors Explain the importance of adaptability Respond to novel problems and new situations through success, failure and reflection Recognize how individual strengths can be applied when addressing environmental problems 	<ul style="list-style-type: none"> Having conversations about failures and appropriately adjusting practices based on feedback. Signing up for a community project to share and develop their expertise. Reflecting on personal strengths.
	Collaboration	<ul style="list-style-type: none"> Listen to and articulate multiple views to deepen knowledge and promote critical thinking Explain the importance of involving community members and stakeholders when taking environmental action. 	<ul style="list-style-type: none"> Collaborating with others and welcoming diverse perspectives Contributing to and leading discussions on difficult topics Being respectful of Indigenous rights and local cultural practices and perspectives. Involve and prioritize the contribution of community members to an environmental action project.
	Problem-solving	<ul style="list-style-type: none"> Understand the different skills required to solve complex problems at the local, national and global scale. Explain how expanding personal views can lead to better outcomes and positive change. 	<ul style="list-style-type: none"> Stretching oneself to achieve what might not originally have seemed possible (e.g. making a plan to decrease idling outside their school by half).
Consolidation Early Adulthood Post-secondary	Self-awareness and adaptability	<ul style="list-style-type: none"> Apply stress management strategies to self and others during challenging interactions, or in the face of urgent concerns. Demonstrate empathy and trust. Solicit feedback and perspectives from multiple sources without bias. 	<ul style="list-style-type: none"> Being able to adapt their discourse to their audience when sharing information about environmental issues. Addressing conflicting viewpoints with an awareness of bias. Maintaining personal boundaries and self management.

Learner Outcomes: Social Emotional Learning Continued

	THEME	LEARNERS WILL BE ABLE TO . . .	THIS CAN LOOK LIKE:
Consolidation Cont. Early Adulthood Post-secondary	Collaboration	<ul style="list-style-type: none"> Recognize and use different leadership styles in order to come to timely and respectful decisions for the greater good. 	<ul style="list-style-type: none"> Participating in intergenerational dialogue on environmental issues while mentoring younger people and valuing their input.
	Problem-solving	<ul style="list-style-type: none"> Engage in difficult conversations with tact and maturity, diffusing conflict situations in one's own and others' relationships. Include environmental perspectives when making decisions on how to vote, how to spend money and other daily and professional choices. 	<ul style="list-style-type: none"> Engaging in dialogue with those of different opinions and listening respectfully to their reasons. Working with them to problem solve. Choosing wood and wood fiber products certified by third-party labels that support forest sustainability.