

# SOCIAL EMOTIONAL LEARNING (SEL)



## RESOURCES AND INITIATIVES

Social and Emotional Learning (SEL) is the process through which individuals acquire and apply the knowledge, skills, and attitudes necessary for healthy development. This includes developing healthy identities, managing emotions, achieving personal and collective goals, feeling and showing empathy, building supportive relationships, and making responsible decisions. SEL is an integral part of both education and human development.

This resource brings together a collection of tools, strategies, and initiatives to support SEL integration in the classroom and at home, offering valuable resources for both educators and families.





# Why is Social Emotional Learning (SEL) Important?



Social Emotional Learning (SEL) is foundational to student success—academically, socially, and emotionally. When SEL practices are integrated into the classroom, they help reduce anxiety, improve focus, and cultivate a positive mindset, all of which prime students' brains for learning. Consistent use of SEL strategies creates a classroom culture rooted in safety and belonging, where students feel empowered to participate with confidence, vulnerability, and curiosity. These approaches promote meaningful relationships between students and teachers, encouraging respect, empathy, and kindness that strengthen the overall learning environment.

The impact of SEL extends beyond the classroom. Students who develop core SEL competencies—such as self-awareness, responsible decision-making, and relationship skills—are more likely to take creative risks, set and achieve goals, solve complex problems, and lead with purpose. These skills not only enhance academic achievement but are also among the most valued by employers in today's workforce. Cultivating these lifelong competencies prepares students to thrive in their personal lives, future careers, and as engaged citizens.

To truly transform school culture and maximize the impact of SEL, it is essential to engage the entire school community—including educators, families, and community partners. Training teachers equips them with the tools to model and reinforce SEL strategies consistently, while partnering with families strengthens the home-school connection and supports students in applying these skills in real-world settings. A schoolwide commitment to SEL ensures that students experience a consistent, caring, and connected environment, making every adult a champion for their growth and well-being. When schools, families, and communities work together, we create the conditions where all students can succeed.





# Social Emotional Learning Competencies





SOCIAL EMOTIONAL LEARNING (SEL)**SEL COMPETENCIES**

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**SELF-AWARENESS**

The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capabilities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

**SELF-EFFICACY**

The belief in one's ability to succeed in achieving a specific outcome or reaching a specific goal. This includes confidence in the ability to exert control over one's own motivation, behavior, and social environment.

**GROWTH MINDSET**

The belief that you can grow your talents and abilities with effort. Students with a growth mindset see effort as necessary for success, embrace challenges, and persist in the face of setbacks.

**SELF-MANAGEMENT**

The ability to effectively manage your thoughts, emotions and behaviors. This includes managing stress, delaying gratification, motivating yourself, and setting and working toward goals.

**RESPONSIBLE  
DECISION-MAKING**

The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

**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.

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## SOCIAL EMOTIONAL LEARNING (SEL)

**TRANSFORMATIVE SEL****What is Transformative SEL?**

“Transformative SEL is created when young people and adults build strong, respectful relationships to engage in co-learning.

Through transformative SEL, students and adults develop social and emotional skills needed for creating learning environments that are caring and just, for school and community engagement, with a focus on rights and responsibilities. It addresses factors that contribute to inequities and collaborative solutions that lead to personal, community, and societal well-being.” -CASEL

**AGENCY**

It is part of self-management, or feeling empowered to make choices and take actions that produce a positive difference. Agency helps young people make choices about learning and career goals, overcome personal challenges, and shape the course of their lives.

**IDENTITY**

A core part of self-awareness, which refers to how students view themselves as individuals and as part of the world around them.

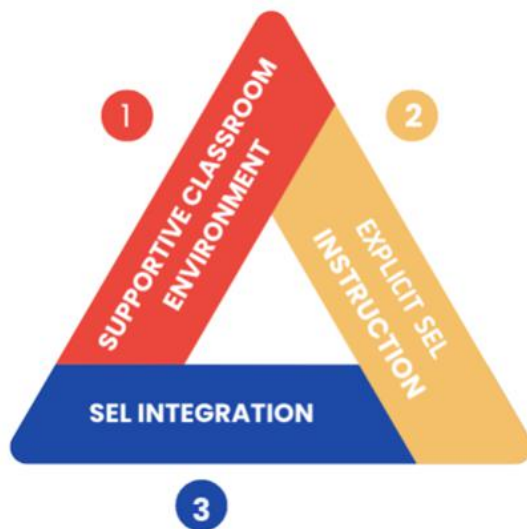
**BELONGING**

Belonging is part of social awareness, the experience of acceptance, respect, and inclusion within a group of community. Having a sense of belonging is critical to well-being, motivation, and achievement.



# The Three Components of SEL Implementation

The three components of SEL implementation matter because together they create a strong foundation for student success – emotionally, socially, and academically. Without all three, it's like trying to sit on a stool with a missing leg—unstable and incomplete.



## 1. Supportive Classroom Environment

### **Maslow Before Bloom**

Creating the environment, structures, and conditions that support the teaching of SEL skills and mindsets.

☒ [CASEL's 3 Signature Strategies](#)

## 2. Explicit SEL Instruction

### **SEL Instructional Programs**

Teaching stand-alone lessons for specific SEL skills such as identifying emotions or how to create SMART goals.

☒ [The Why of SEL Programs](#)

## 3. SEL Integration

### **Integrate**

Integrating SEL skills to meet the learning objectives. Allowing students to practice and apply learned SEL skills in various content and subject areas.

☒ [SEL Portfolio Implementation Guide](#)



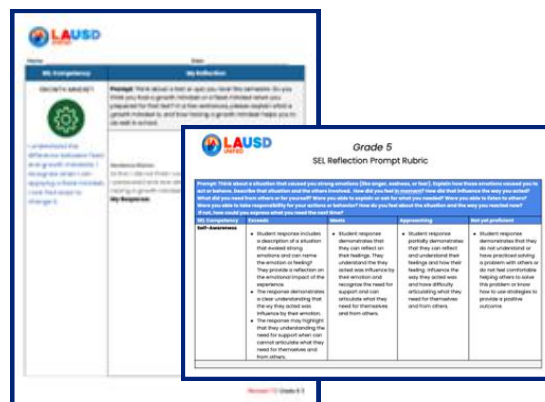
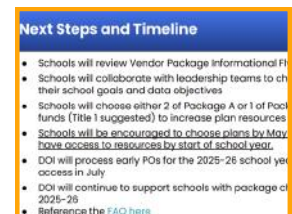
**Click on the images to access the resources.**

Division of Instruction

**LAUSD**  
Los Angeles Unified School District

A horizontal line of seven colorful circular icons representing social-emotional learning concepts: a green person icon, an orange book icon, a green gear icon, a blue puzzle piece icon, an orange lightbulb icon, and a red group of people icon.

**Social Emotional Learning  
Integration Guide**

[illegible][illegible][illegible]



# Social Emotional Learning (SEL) Programs at a Glance: The Why

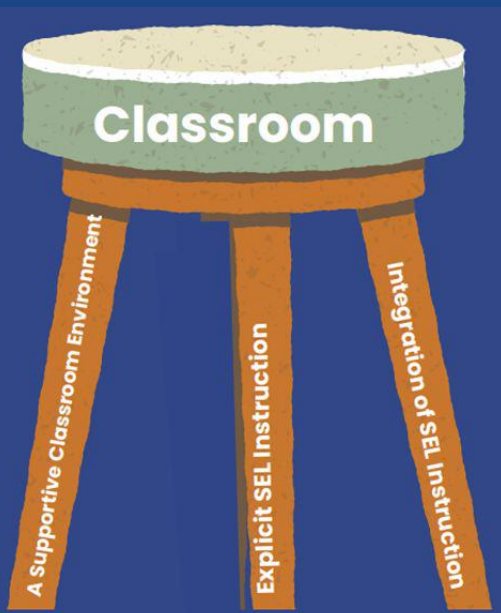
## Why Does My School Need a SEL Instructional Program?

A strong foundation in Social Emotional Learning (SEL) includes: 1) Supportive School Environment, 2) Explicit SEL Instruction, and 3) SEL Integration in all Content Areas.

Explicit SEL instruction involves standalone lessons to build life skills. Evidence shows high-quality SEL programs boost academic success, well-being, and school climate. These components work like a stool—each leg is vital. Adopting an SEL program ensures equity, consistency, and measurable outcomes, preparing students for success.



## The Components of SEL Implementation



1

### A Supportive Classroom Environment

Student-centered approaches.

2

### Explicit SEL Instruction

Aligning SEL and academic objectives.

3

### Integration of SEL and Instruction

Using interactive pedagogy.



## Components of SEL Implementation

### The Three Components SEL Implementation – The Approach

Integrating Social and Emotional Learning (SEL) means thoughtfully and systematically weaving SEL skills and competencies into the everyday flow of teaching and learning. The ultimate goal is to make SEL an integral part of the culture, curriculum, and practices within a classroom or school.

#### 1. Supportive School Environments

This component focuses on establishing inclusive environments by creating structures and conditions that nurture the learner and is culturally and identity affirming.

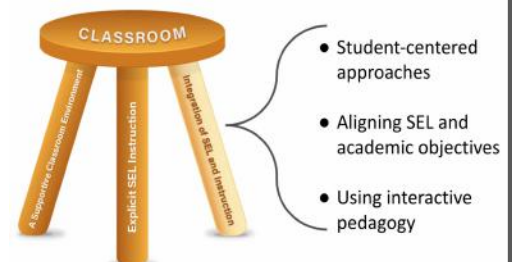
#### 2. Explicit SEL Instruction

This component emphasizes providing stand-alone lessons that teach specific SEL skills, such as recognizing emotions and setting and achieving goals.

#### 3. SEL Integration in Academic Content Instruction

This involves intentionally embedding SEL skills into academic lessons, allowing students to apply these skills as they work toward learning objectives. It ensures that students have opportunities to practice and reinforce their SEL skills across various subject areas.

These three components function together, much like the legs of a stool—each one is essential for stability. When all three are implemented effectively, students are better equipped to achieve their academic goals and navigate life's challenges.



## Inclusive School Environments & SEL Practices

1

### Component One: Supportive Schools, Environments, & SEL Practices

Creating supportive and inclusive environments, focusing on building relationships and cultivating the conditions that support the teaching of SEL skills and mindsets.

#### Creating a Supportive and Inclusive School Environment

Integrate [CASEL's 3 Signature Practices Playbook](#) to cultivate supportive and inclusive environments through embedding SEL signature practices. Through intentionally selecting strategies, activities, and protocols from the [Playbook](#), you can encourage interactions that demonstrate SEL in action and help create an equitable experience for all students.

##### Snapshot 3 Signature Practices

##### 3 Signature Practices Integration Guide

##### 3 Signature Practices Resources to Support

#### **Build Community and Cultivate a Sense of Belonging with [Harmony SEL](#):**

Foster a classroom environment where every student feels included and valued. Encourage students to appreciate each other's unique qualities and create opportunities for them to connect and support one another.

[Harmony Job Aids](#) (English and Spanish)

[Harmony Hub](#)

[Quick Connection Cards](#) (English and Spanish)

#### **Create Cultures of Belonging with Social Emotional Learning Campaigns**

September – Sandy Hook Promise [Start with Hello Week](#)

October – Beyond Differences [Know Your Classmates](#)

November – We Are Kinder [World Kindness Day](#)

February – Beyond Differences [No One Eats Alone](#)

January – LAUSD [Kindness Campaign](#)

March – Sandy Hook Promise [Say Something](#)

April – Peace Over Violence [Denim Day](#)

May – SaskTel [Be Kind Online](#)

Engage in [Service Learning Projects](#) to connect student learning in the classroom with real-world experiences in the community.

**Provide Project Based Learning** Opportunities (PBL) to keep students engaged in real-world meaning projects.

[PBL – Links and Resources](#)



## Inclusive School Environments & SEL Practices

2

### Component Two: Explicit SEL Instruction

Teaching stand-alone lessons for specific SEL skills such as identifying emotions or how to create and achieve goals.

Use one or more of the Social Emotional Learning Evidence-based District Approved Programs to teach Explicit SEL Instruction:

**Second Step (TK-12 digital)** – A classroom-based social skills program for students. The program is intended to teach children to identify and understand their own and others' emotions, choose positive goals, and successfully manage reactions when emotionally aroused.

**Second Step Job Aid**

**Harmony SEL** – A free, web-based curriculum for schools that offers digital tools and resources to support student's social and emotional growth. It includes lessons, games, resources, and training that cover topics such as bullying, equity, and inclusion.

**Harmony Job Aide** (English and Spanish)

**Harmony Hub**

**Quick Connection Cards** (English and Spanish)

**Inner Explorer (TK-12)** Evidence-Based Mindfulness program designed to support mental health and well-being in schools and at home. The TK-12 program is available in English and Spanish and requires no prep work from educators.

**Inner Explorer Job Aide**

**High School Programs** – SEL Evidence-based District Approved Programs available for purchase via school funds.

**DOI Secondary SEL Advisory Lessons** – These advisory lessons provide students with skills that can help build their resilience and positively impact their learning in core classes.



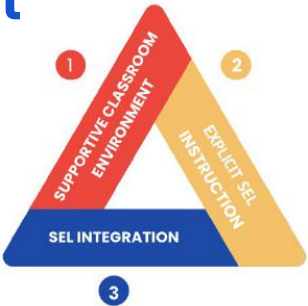


# Inclusive School Environments & SEL Practices

3

## SEL Integration in Academic Content Instruction

The intentional planning to embed SEL skills to support students in meeting the learning objectives. Allowing students to practice and apply learned SEL skills in various content and subject areas.



### Los Angeles Unified Social Emotional Learning Competencies



**Self Awareness** – The ability to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.

[Accurate Self-Perception](#)  
[Identifying Emotions](#)  
[Recognizing Strengths](#)

[Self-Efficacy](#)  
[Self-Confidence](#)



**Self Efficacy** – The belief in one’s own ability to succeed in achieving an outcome or reaching a goal.

[Tips to help with Self-Efficacy](#)  
[Tool: Positive Affirmations](#)

[Self-Efficacy Menu of Resources](#)



**Growth Mindset** – The belief that one’s abilities can grow with effort.

[Growth Mindset Menu of Resources](#)



**Self-Management** – The ability to regulate emotions, thoughts, and behaviors effectively in different situations.

[Self-Management Menu of Resources](#)



**Responsible Decision-Making** – The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

[Responsible Decision-Making Menu of Resources](#)







**Social Awareness** – The ability to empathize, understand social and ethical norms, and positively contribute to one’s communities.




[Social Awareness Menu of Resources](#)



## CASEL's Three Signature SEL Practices

 <b>Welcoming Inclusion Activities</b>	 <b>Engagement Strategies</b>	 <b>Optimistic Closure</b>
<p>1. <b>Open each class, meeting, lesson, or professional learning experience</b> with a welcoming inclusion activity, routine, or exercise that builds community and connects to the work ahead.</p>	<p>2. Embed <b>engaging strategies</b>, including brain breaks, to anchor thinking and learning. Engaging strategies offer many opportunities of varying complexity to practice SEL skills.</p>	<p>3. Close lessons in an intentional way by highlighting individual or shared understanding or forward-thinking. The closing activity may reflect the learning, help identify next steps, or make connections to one's own work.</p>
<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Smile warmly and greet each person by their preferred name</li> <li>• Whole-group greeting activities</li> <li>• Morning circles</li> <li>• Interactive “do-nows,” such as peer-to-peer homework help</li> </ul> <p><b>Click here to access resource:</b>  <a href="#">CASEL Three Signature SEL Practices Playbook</a></p>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• Think, Ink, Pair, Share (silent time to reflect; time to write; partner discussions; close with a group share out)</li> <li>• Clock Partners (prearrange partners for quickly pairing up for reflection and discussion)</li> <li>• Private think-time (facilitator wait-time)</li> <li>• Mindful Minute Brain Break (a calming activity, promoting focus and readiness to learn) (e.g., “turn to your partner” and collectively) (e.g., “Socratic Seminar” “Jigsaw”)</li> </ul>	<p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>• One-Minute Accolade</li> <li>• Something I learned today...</li> <li>• I am curious about...</li> <li>• I am looking forward to ___ because...</li> <li>• Suit Yourself</li> <li>• Something I’ll do as a result of this meeting is...</li> <li>• Something I still question...</li> <li>• Something that I’m still wondering...</li> </ul> 

## Resources to Support Signature SEL Practices

 <b>Welcoming Inclusion Activities</b>	 <b>Engaging Strategies</b>	 <b>Optimistic Closure</b>
<ul style="list-style-type: none"> <li>• Video on why check in/out: <a href="https://bit.ly/CheckInsLAUSD">https://bit.ly/CheckInsLAUSD</a></li> <li>• Inclusion <a href="#">This or That</a></li> <li>• <a href="#">Social Emotional Learning Inclusion Slides</a></li> <li>• <a href="#">Identity Charts</a></li> <li>• PBIS Elementary <a href="#">Community building</a></li> <li>• Edutopia <a href="#">Morning Meetings</a></li> <li>• <a href="#">Social Awareness Strategies</a></li> <li>• <a href="#">How to Make a Friend Activity</a></li> <li>• <a href="#">Daily Greetings/ Check-ins</a></li> </ul>	<ul style="list-style-type: none"> <li>• SEL Thematic Lessons: <a href="#">Advisory lessons</a></li> <li>• PBIS <a href="#">Community Building Activity</a> Janken Pon</li> <li>• PBIS <a href="#">Secondary Community building</a></li> <li>• Culture &amp; Climate <a href="https://www.learninforjustice.org/classroom-resources/lessons">https://www.learninforjustice.org/classroom-resources/lessons</a></li> <li>• <a href="#">Adding Perspective</a></li> <li>• <a href="#">Kagan Structures</a></li> <li>• Achieve the Core: <a href="#">Math Language and Instructional Routines</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Edutopia Video Optimistic Closure</a></li> <li>• <a href="#">Closure Activities</a></li> <li>• <a href="#">Learning From Failure Activity</a></li> <li>• <a href="#">Reflection and Feedback</a></li> <li>• <a href="#">Positive Self Talk</a></li> <li>• <a href="#">Emotions Map</a></li> <li>• <a href="#">My Mistake Masterpiece</a></li> </ul>



# Snapshot: SEL 3 Signature Practices



**Welcoming Inclusion Activity** - Activities, routines, and rituals that build community and connects to the work ahead

- Smiling and greeting each person by their preferred name
- Morning circles
- Interactive “do-nows”



**Engaging Strategies**- Anchor our thinking and learning throughout the experience by balancing interactive and reflective experiences

- Think, Pair, Share
- Brain breaks
- Transition routines



**Optimistic Closure** - Closing each experience in an intentional way by highlighting individual or shared understanding or forward-thinking

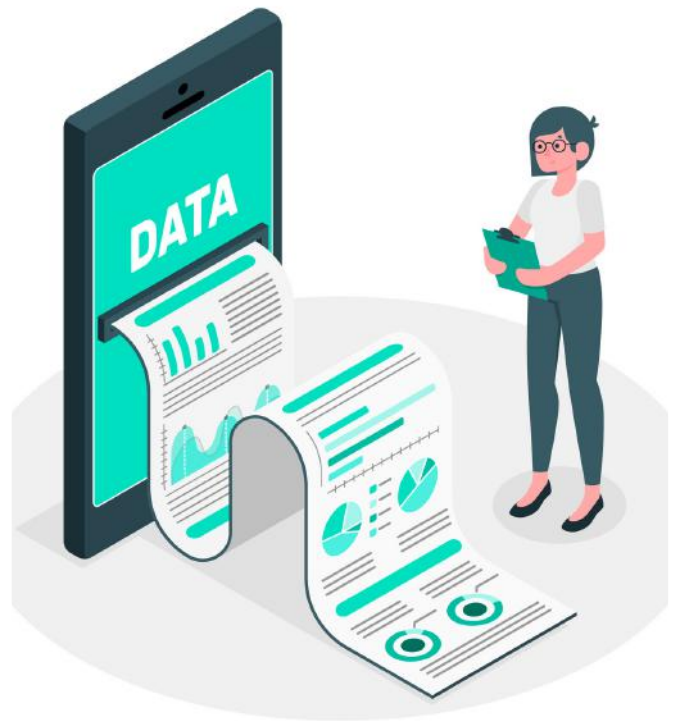
- “I am optimistic about...”
- “Something I’ll do as a result of this meeting is...”
- “Something I still question ...”



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**Social Emotional Learning**

# School Experience Survey





# The School Experience Survey (SES)

The resource is designed to help teachers introduce the Social Emotional Learning (SEL) section of the School Experience Survey to students. Click on the image to access a slide deck.



## Building Student Familiarity with the School Experience (SES) Survey

A Social Emotional Learning (SEL) resource for helping students understand the SES Survey.





## Educators





# 2024–2025 Social Emotional Learning (SEL) Professional Development Opportunities

Only certificated teachers assigned to a school site can be compensated for the completion of the optional PD. Participants will be compensated at their training rate.

**Register via MyPLN, keyword: **24SEL****

**Synchronous Virtual Professional Development (PD) UTK-12 Teachers**

PILLAR 2  
Joy and  
Wellness

**Strong Social–Emotional Skills**

**Staff Wellness**

PILLAR 5  
Investing  
in Staff

## Professional Development Descriptions

### Understanding Trauma and Using SEL to Build Resilience

Participants will learn how trauma impacts students and obtain strategies to help students become more resilient.

### Making Connections: SEL in Our Schools

Participants will develop a deeper understanding of the SEL competencies, learn strategies to support SEL in the classroom, and examine School Experience Survey data to identify SEL goals.

### Using SEL to Promote Agency, Identity, and Belonging

Participants will learn how to use SEL to foster Agency, Identity, and Belonging to students.

	Understanding Trauma & Using SEL to Build Resilience	Making Connections: SEL in Our Schools	Using SEL to Promote Agency, Identity & Belonging
	8 a.m. to 12 p.m.	* 8 a.m. to 2 p.m.	8 a.m. to 12 p.m.
<b>Series 1</b>	October 12, 2024	October 19, 2024	February 1, 2025
<b>Series 2</b>	November 2, 2024	January 11, 2025	March 8, 2025
<b>Series 3</b>	December 7, 2024	February 22, 2025	March 22, 2025

**Participants are to select one series to attend all sessions.  
Each session is limited to 300 participants.**

**\* Making Connections PD is a 5 hr P.D. + 1 hr lunch.**

For additional information:

**Aaron Ferrel**

Region West SEL Adviser  
aaron.ferrel@lausd.net

Approved by   
Dr. Justin Lauer  
Director, Middle School Instruction



## Board Goal 4

### LAUSD District SEL Goal 4

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#### **Social-Emotional/Wellness:**

Through the integration of evidence based SEL instruction, elementary, middle and high school teachers and support staff will provide students access to SEL lessons, activities, and strategies.

By 2026, 50% of teachers of grades 2, 5/6, 8, 10 and 12 will support students in the creation and uploading of artifacts using the SEL portfolio in order to deepen our understanding of student development in the SEL competencies and provide recommendations for multi-tiered systems of support.

As a result, by 2026, 40% of students will attain a "Meets" as measured by a district wide rubric score average in the Social Emotional Learning competencies.



## INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District  
Division of Instruction

**TO:** All Principals

**DATE:** October 18, 2024

**FROM:** Maricela Sanchez Robles   
Executive Director, Elementary Instruction

John Vladovic   
Executive Director, Secondary Instruction

### **SUBJECT: SOCIAL EMOTIONAL LEARNING DISTRICT GOAL 4 UPDATE**

The purpose of this correspondence is to provide all principals with information regarding the [Updated District Goal 4: Social Emotional Learning / Wellness](#) and Social Emotional Learning (SEL) Portfolio implementation, approved by the Board of Education on June 18, 2024. In response to a Board resolution, the [LAUSD SEL Competencies](#) have been expanded from four to six, now including “self-awareness” and “responsible decision-making” to align with the Collaborative for Academic, Social, and Emotional Learning (CASEL) and enhance SEL integration across the District.

The revised Social Emotional Learning / Wellness District Goal for 2024-25 is focused on the integration of Social-Emotional Learning (SEL), as emphasized in the [LAUSD Instructional Priorities](#). Multiple research studies, including those cited by the Collaborative for Academic, Social, and Emotional Learning (CASEL), as well as [internal research](#) from the Office of Data and Accountability and the Strategic Data and Evaluation Branch, demonstrate a direct correlation between improved student outcomes and attendance with increased access to SEL instruction.

#### **SEL Integration Across all Schools**

Integrating Social and Emotional Learning (SEL) means thoughtfully and systematically weaving SEL skills and competencies into teaching and learning. The goal is to make SEL an integral part of the culture, curriculum, and practices within a classroom and school. To assist schools with integrating SEL into the instructional day, the Division of Instruction is providing the following [SEL integration resources](#) to support teachers and schools.

#### **The Social Emotional Learning (SEL) Portfolio**

The updated SEL District Goal 4 encourages teachers with students in elementary grades 2, 5, or 6 (K-6 schools) and secondary grades 8, 10, and 12 to integrate SEL into classroom instruction by assigning students a reflection activity aligned with a lesson that addresses one or more of the six SEL competencies. After completing the reflection, teachers can assess the student responses using

rubrics aligned with the [CASEL Transformative SEL \(T-SEL\)](#), as well as the [LAUSD Graduate Student Profile](#).

The Social Emotional Learning (SEL) Portfolio is an optional SEL integration digital tool that supports teachers and schools in measuring students' application of Los Angeles Unified's SEL competencies. The SEL portfolio encompasses SEL reflection prompts and scoring rubrics (preview the [Grade 5/6 Growth Mindset SEL Portfolio Rubric](#) and a [Grade 10 Growth Mindset SEL Portfolio Rubric](#)).

- **Social Emotional Learning (SEL) Portfolio Institute**

The SEL Portfolio Institute is designed to help teachers piloting the SEL Portfolios learn how to administer the SEL Portfolio reflection prompts and use scoring rubrics. During the training, participants will score work samples, explore SEL resources, and plan for SEL instruction. Teachers in elementary grades 2, 5, or 6 (K-6 schools) and secondary grades 6, 8, 10, and 12 are invited to attend the Portfolio Institute. Compensation will be provided at the training rate. Registration is now open via MyPLN. Search keyword: SELPORTFOLIO24. Click on the [flier](#) to learn more.

SEL Portfolio Institute PD	Time	Location
Saturday, November 16, 2024	8:00 a.m. - 3:00 p.m. (6 hours)	Virtual
Saturday, March 1, 2025	8:00 a.m. - 3:00 p.m. (6 hours)	Virtual
Saturday, April 26, 2025	8:00 a.m. - 3:00 p.m. (6 hours)	Virtual

Schools are invited to select a SEL point of contact to be a liaison for district communication regarding resources, training, and support. Please note, selected staff members will not be asked to take on responsibilities other than acting as a point of communication to provide SEL updates for their school. **To select a SEL point of contact, please complete the [SEL School Point of Contact Form](#) by Friday, November 1, 2024.**

For questions regarding the updated District Goal 4 and the SEL Portfolio, please contact Karla Lopez, Lead SEL Advisor (DOI), at [ka19009@lausd.net](mailto:ka19009@lausd.net) or Dr. Justin Lauer, Director of Middle School Instruction (DOI), [jx19505@lausd.net](mailto:jx19505@lausd.net)

cc: Karla V. Estrada  
Region Superintendents  
Frances Baez  
Veronica Arreguin  
Anthony Aguilar

Robert Whitman  
Pia Sadaqtmal  
Karen Mercado  
Region Administrators of Instruction  
Region Directors



# 2024–2025 SOCIAL EMOTIONAL LEARNING (SEL) PORTFOLIO INSTITUTE

**Pillar 2C: Joy & Wellness – Strong Social Emotional Skills**  
**District Goal 4 SEL Integration**

## Training dates:

### NOVEMBER

Saturday, November 16, 2024  
Synchronous Virtual PD  
8:00 a.m. – 3:00 p.m.  
Includes 1-hour for lunch

### MARCH

Saturday, March 1, 2025  
Synchronous Virtual PD  
8:00 a.m. – 3:00 p.m.  
Includes 1-hour for lunch

### APRIL

Saturday, April 26, 2025  
Synchronous Virtual PD  
8:00 a.m. – 3:00 p.m.  
Includes 1-hour for lunch

This 6-hour SEL Portfolio Institute Synchronous Professional Development (PD) provides teachers with training in:

- Administering the SEL reflections.
- Learning how to calibrate student responses and practice using the scoring rubrics.
- Applying new SEL instructional resources, including embedded time to plan for SEL integration.

Space is limited to 500 participants per session.

## SEL PORTFOLIO IMPLEMENTATION GUIDE



Want to learn more about SEL Portfolios? The SEL Portfolio Implementation Guide can help you get started. Click the [link here](#).

## REGISTRATION:

Only certificated teachers assigned to a school site can be compensated for the completion of the optional PD. Participants will be compensated at the training rate.

**Registration is open via MyPLN.**  
**Search Keyword: SELPORTFOLIO24**

# District Goal 4

## Social Emotional Learning Integration Resources



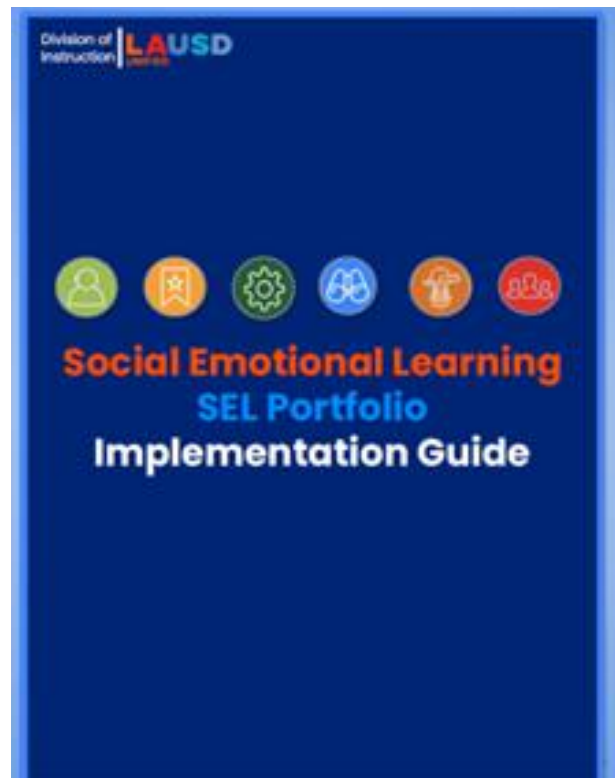
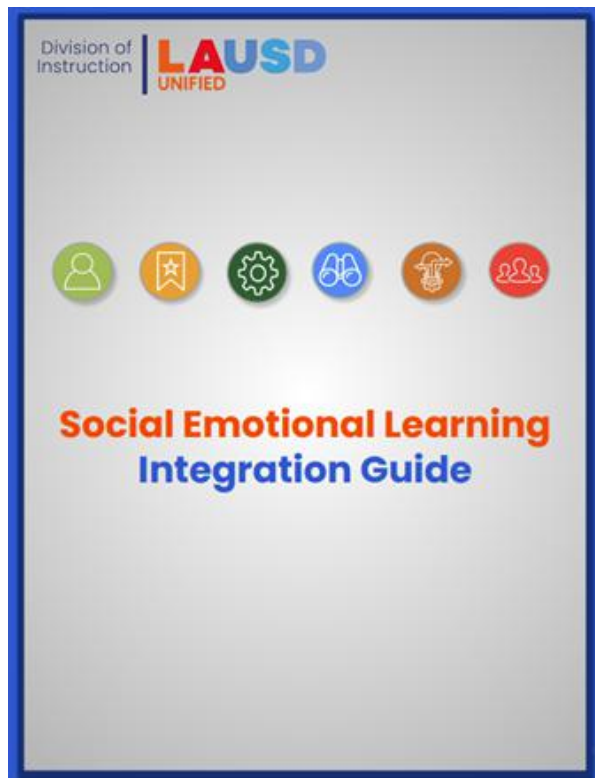
SEL Integration Resources	Description of Resources
<a href="#"><u>LAUSD's Social Emotional Learning Competencies</u></a>	Learn about the six SEL competencies used by Los Angeles Unified.
<a href="#"><u>Social Emotional Learning (SEL) Integration Guide</u></a>	SEL resources to assist with SEL integration into instructional practices and content areas. The guide offers SEL curricula, strategies, resources, tools, and curricula for teachers and support staff.
<a href="#"><u>LAUSD's SEL Competency Posters</u></a>	Digital SEL Competency Posters available for download. Use the student 'I Can' statements to help students connect SEL skills to everyday learning.
<a href="#"><u>SEL Inclusion Resources</u></a> <a href="#"><u>Optimistic Closures</u></a>	SEL Inclusion activities and optimistic closures and be use to embed the SEL competencies into your instructional practice
<a href="#"><u>Social Emotional Learning Schoology Group Resources</u></a>	Provides SEL updates, campaigns, professional development opportunities, and resources to support the implementation and integration for all stakeholders. SEL curricula and lessons are available in the Resources folder.  <b>SEL Schoology Group Access Code: 7F56X-SFV4Z</b>
<a href="#"><u>Secondary Advisory SEL Lessons</u></a>	Customizable SEL Advisory lessons for grades 6-12, curated to seamlessly align with the school-year calendar. These lessons offer flexibility and relevance, making it easy to integrate social-emotional learning.

# SEL GUIDES



The Social Emotional Learning (SEL) resources are designed to support the integration of SEL into daily instructional practices and content areas. The guide includes a variety of curricula, strategies, tools, and resources tailored for both teachers and support staff.

Additionally, the SEL Portfolio Guide provides helpful tools for developing student SEL portfolios. It includes reflection prompts, scoring rubrics, and student work samples to help educators better understand and assess SEL growth. These resources are intended to support both SEL integration and the creation of meaningful student SEL portfolios.







## "I Can" Statements



# Yes, I can!



## Social Emotional Learning (SEL) “I Can” Statement Posters

These posters are designed to support your efforts in building a strong classroom community and promoting student well-being. They serve as daily affirmations that help students internalize SEL skills and see themselves as capable, growing individuals. Click on the images to access the resources and bring these powerful statements into your learning environment.

**Social Emotional Learning (SEL) Competencies**

**Self-Awareness**  
Self-awareness is the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

- I can identify my emotions
- I know my values & beliefs
- I can identify my strengths and weaknesses in myself
- I can identify my strengths and weaknesses in others
- I can understand my strengths and weaknesses in my community

**Self-Management**  
Self-management is the ability to effectively manage one's thoughts, emotions, and behaviors in different situations in order to achieve one's goals and aspirations. This includes managing stress, delaying gratification, self-motivation, and setting and working towards goals.

- I can describe my feelings and emotions
- I can stay calm in the face of challenging situations
- I can recognize and regulate my emotions
- I can motivate myself with positive self-talk and affirmations
- I can set goals and work hard to complete them
- I can identify my strengths and weaknesses in myself

**Self-Efficacy**  
Self-efficacy is the belief in one's ability to succeed in performing a specific outcome or reaching a goal. This includes self-confidence in one's ability to learn from others and one's own experiences, setbacks, and social environments.

- I can set realistic goals
- I can develop my skills and abilities through practice
- I can believe in my abilities
- I can use my strengths and weaknesses to my advantage
- I can learn from my mistakes and setbacks
- I can identify my strengths and weaknesses in myself

**Growth Mindset**  
Growth mindset is the belief that you can grow your talents and abilities with effort. This includes the ability to see mistakes as a part of learning, learn from setbacks, learn from others, and persevere in the face of setbacks.

- I can challenge myself and learn from my mistakes
- I can learn from my setbacks and mistakes
- I can believe in my abilities
- I can learn from my setbacks and mistakes
- I can learn from my setbacks and mistakes
- I can learn from my setbacks and mistakes

**Responsible Decision-Making**  
Responsible decision-making is the ability to make caring decisions and constructive choices about personal behavior and social interactions in diverse situations. This includes the ability to consider ethical norms and safety concerns, and to evaluate the benefits and consequences of one's actions.

- I can make responsible choices
- I can be responsible to the community
- I can make responsible choices
- I can be responsible to the community
- I can make responsible choices
- I can be responsible to the community

**Social Awareness**  
Social awareness is the ability to understand multiple perspectives and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes showing compassion for others, understanding social norms in different settings, and recognizing resources and supports.

- I can understand and show appreciation for others
- I can identify and show appreciation for others
- I can show compassion and empathy for others
- I can show compassion and empathy for others
- I can show compassion and empathy for others
- I can show compassion and empathy for others

Spanish

**Social Emotional Learning Strategies**

**Self-Awareness**  
The ability to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

- Name and understand one's emotions
- Identify areas of strength and growth
- Leverage your cultural and language assets
- Connect your thoughts, feelings, and values to your actions
- Build awareness of your prejudices and biases

**Self-Efficacy**  
The belief in one's ability to succeed in achieving an outcome or reaching a goal.

- Use past events as learning experiences
- Learn from observing others
- Be open to feedback and ask for suggestions
- Visualize future successes
- Understand and manage your physical sensations and emotional states

**Growth Mindset**  
The belief that one's abilities can grow with effort.

- Understand that effort is necessary for success
- Learn from mistakes because they are a part of learning
- Be open to trying new things
- Learn about your strengths and areas for growth
- Identify tools & resources to support your wellness and learning
- Practice positive self-talk. For example, "I do not know this YET."

**Self-Management**  
The ability to regulate emotions, thoughts, and behaviors effectively in different situations.

- Use self-awareness to identify regulated and deregulated states
- Choose or modify a situation. For example, sitting at the front of the class instead of the back
- Use mindfulness to manage stress
- Try positive self-talk and self-affirmations
- Check in with yourself. Self-reflect on your actions, reactions, growth, and progress

**Responsible Decision-Making**  
The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

- Make choices that produce positive outcomes
- Contribute to a supportive classroom environment
- Engage in self-reflection
- Consider the consequences your decisions
- Be able to solve conflicts and compromise
- Apply problem-solving techniques and critical thinking skills

**Social Awareness**  
The ability to empathize, understand social and ethical norms, and positively contribute to one's communities.

- Contribute to a positive and inclusive classroom environment
- Participate in cooperative learning activities, teamwork, and collaboration
- Organize or engage in community service projects
- Recognize and question your biases and stereotypes

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# Yes, I can!



Click on the image to access the  
“I Can” Statement Posters

## Self-Awareness

Self-Awareness is the ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes the capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

Self-Awareness skills include:

- Naming and understanding emotions.
- Identifying your cultural and linguistic strengths and assets.
- Being aware of thoughts, feelings, and values.
- Questioning preferences, dislikes, prejudices, and biases by asking, "Where did these feelings come from? Why do I feel like this?"

### Self-Awareness "I Can" Statements

I can identify my assets and personal areas of growth.	I can identify my emotions.
I can understand how my values and beliefs inform my actions.	I can understand how my thoughts influence my emotions.
I can identify ways to improve.	I can understand my personal and social identity.
I can identify my prejudices and biases.	I can understand how my values influence my actions and behaviors.

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## Self-Efficacy

Self-Efficacy is the belief in one's ability to succeed in achieving a specific outcome or reaching a goal. This includes self-confidence in one's ability to exert control over one's own motivation, behavior and social environment.

Self-Efficacy skills include:

- Building on past learning experiences.
- Learning from observing others.
- Being open to feedback and asking for suggestions.
- Visualizing future successes and how to reach them.
- Being aware of and managing physical and emotional states.

### Self-Efficacy "I Can" Statements

I can set realistic goals.	I can use positive self-talk and optimistic thinking.
I can use appropriate tools and strategies to accomplish tasks.	I can ask for help and feedback.
I can visualize my successes.	I can identify and learn from past situations where I was successful.
I can observe and learn from others' success.	I can influence my motivation and manage my behavior.

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## Growth Mindset

Growth mindset is the belief that you can grow your talents and abilities with effort. This includes the ability to see mistakes as a part of learning, help embrace challenges, learn from criticism, and persist in the face of setbacks.

Growth Mindset skills include:

- Recognizing effort as necessary for success.
- Viewing mistakes as a part of the learning process.
- Understanding strengths and areas for growth.
- Identifying resources to support the learning.
- Practicing positive self-talk (for example, "I do not know this YET.")

### Growth Mindset "I Can" Statements

I can improve my intelligence with hard work.	I can see mistakes as learning opportunities.
I can learn anything.	I can persist in the face of setbacks.
I can achieve more with effort.	I can acknowledge and celebrate my progress and growth.
I can use the power of "YET" when I am learning something new.	I can increase my intelligence by challenging myself.

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## Self-Management

Self-Management is the ability to effectively manage one's thoughts, emotions, and behaviors in different situations in order to achieve one's goals and aspirations. This includes managing stress, delaying gratification, self-motivation, and setting and working towards goals.

Self-Management skills include:

- Using self-awareness to identify regulated and dysregulated states.
- Modifying one's choices (for example sitting at the front of the class instead of the back).
- Applying mindfulness to manage stress.
- Adjusting language to use positive self-talk and affirmations.
- Using self-check-ins to self-reflect.

### Self-Management "I Can" Statements

I can describe my feelings and emotions.	I can stay calm in the face of challenging situations.
I can set goals and work hard to accomplish them.	I can develop my emotional intelligence with effort.
I can motivate myself with positive self-talk and affirmations.	I can manage my emotions and behaviors.
I can identify strategies and tools to help me self-regulate.	I can change my thoughts from negative to positive.

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## Responsible Decision-Making

Responsible Decision-Making is the ability to make caring decisions and constructive choices about personal behavior and social interactions in diverse situations. This includes the ability to consider ethical norms and safety concerns, and to evaluate the benefits and consequences of one's actions.

Responsible Decision-Making skills include:

- Demonstrating curiosity and having open-mindedness.
- Making decisions after collecting information and facts.
- Identifying and evaluating solutions for problems.
- Considering the consequences of your actions.
- Reflect on your role in your personal and community well-being.
- Learning how your decisions impact your relationships.

### Responsible Decision-Making "I Can" Statements

I can think about possible outcomes before making a decision.	I can take responsibility for my actions.
I can think about how my actions affect others and my relationships.	I can admit when I make a mistake.
I can think about what might happen before taking action.	I can follow through with my responsibilities.
I can say no to things that don't align to my values and goals.	I can understand my impact on family and community well-being.

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## Social Awareness

Social awareness is the ability to understand multiple perspectives and empathize with others, including those from diverse backgrounds, cultures, and contexts. This includes showing compassion for others, understanding social norms in different settings, and recognizing resources and supports.

Social Awareness skills include:

- Taking others' perspectives into consideration.
- Recognizing strengths in others.
- Demonstrating empathy and compassion.
- Following diverse social norms and identifying unjust ones.
- Recognizing situational demands and opportunities.
- Understanding your influence on others.

### Social Awareness "I Can" Statements

I can acknowledge and show appreciation to others.	I can carefully listen to and respect other points of view.
I can show compassion and empathy to others.	I can get along and work well with others regardless of our differences.
I can work with others to create positive change and help others in need.	I can remain respectful of their views even if we disagree.
I can adjust my behavior for different situations.	I can contribute to creating a caring and just community.

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# Yes, I can!



Click on the image to access the  
“I Can” Statement Posters

**Self-Awareness**  
“I Can” Statements

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**Turn & Talk**  
What do these “I Can Statements” look like in a classroom setting?  
Are they internal or external reflection pieces?

- I can identify my assets and personal areas of growth
- I can identify my emotions
- I know my values and beliefs
- I understand how my thoughts influence my emotions
- I can identify ways to improve
- I understand my personal and social identity
- I can identify my prejudices and biases
- I understand how my thoughts and values influence my actions

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**Self-Efficacy**  
“I Can Statements”

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**Turn & Talk**  
How can we implement these “I Can Statements” in our instruction?  
What would that look and sound like?

- I can set realistic goals.
- I can use positive self-talk and optimistic thinking.
- I can use appropriate tools and strategies to accomplish tasks.
- I can ask for help and feedback.
- I can visualize my successes.
- I can identify and learn from past situations where I was successful.
- I can observe and learn from other’s success.
- I can influence my motivation and manage my behavior.

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**Growth Mindset**  
“I Can Statements”

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**Turn & Talk**  
How might students utilize these “I Can Statements” in their daily life?  
How can we add them to the language of our classroom?

- I can change my intelligence with hard work
- I see mistakes as learning opportunities
- I am capable of learning everything
- I can persist in the face of setbacks
- I can achieve more with effort
- I can celebrate my progress and growth
- I believe in the power of “YET”
- I can increase my intelligence by challenging myself

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**Self-Management**  
“I Can” Statements

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**Turn & Talk**  
What teaching moves might it take to help students master these “I Can Statements”?  
In your experience, do they come to you being able to voice this?

- I can describe my feelings and emotions
- I can stay calm in the face of challenging situations
- I can set goals and work hard to accomplish them
- I can develop my emotional intelligence with effort
- I can motivate myself with positive self-talk and affirmations
- I can manage my emotions and behaviors
- I can identify strategies and tools to help me self-regulate
- I can change my thoughts from negative to positive

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**Responsible Decision-Making**  
“I Can” Statements

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**Turn & Talk**  
What do these “I can statements” require students to do in order to demonstrate skills and abilities to make responsible decisions?

- I can think about possible outcomes before making a decision
- I can take responsibility for my actions
- I can think about how my actions affect others and my relationships
- I can admit when I make a mistake
- I can think about what might happen before taking action
- I can follow through with my responsibilities
- I can say no to things that don’t align to my values and goals
- I can understand my impact on family and community well-being

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**Social-Awareness**  
“I Can” Statements

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**Turn & Talk**  
What does teaching these competencies require from students?  
What does it require from teachers?  
What does it require from school sites?

- I can acknowledge and show appreciation to others
- I can carefully listen to and respect other points of view
- I can show compassion and empathy to others
- I can get along and work well with others regardless of our differences
- I can work with others to create positive change and help others in need
- I can remain respectful of their views even if we disagree
- I know how to adjust my behavior for different situations
- I can contribute to creating a caring and just community.

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## 2024–2025 Secondary Social Emotional Learning (SEL) Advisory Lessons

In collaboration with other departments, the Social Emotional Learning Unit has compiled a series of teacher created SEL advisory lessons for secondary school teachers. These customizable lessons will provide students with skills that can help them build resilience and positively impact their learning in their core classes. At the beginning of the school year, the focus is on community building to establish rapport and provide students with opportunities to connect. It is always critical that all students feel connected and supported. It is even

	SEL Advisory Lessons	Grade Level	SEL Competency	Department
	<b>August 2024</b>			
1	<a href="#">Community Building Lesson 1 : What are community circles?</a>	6–12	Social Awareness	SEL Unit
2	<a href="#">Community Building Lesson 2: The Talking Piece</a>	6–12	Social Awareness	SEL Unit
3	<a href="#">Community Building Lesson 3: Grounding Practice</a>	6–12	Social Awareness	SEL Unit
4	<a href="#">Community Building Lesson 4: : The Check-in and Check-out</a>	6–12	Social Awareness	SEL Unit
5	<a href="#">Community Building Lesson 5: Values</a>	6–12	Self & Social Awareness	SEL Unit
6	<a href="#">Community Building Lesson 6: Identity</a>	6–12	Self & Social Awareness	SEL Unit
7	<a href="#">Community Building Lesson 7: Who are our Heros, Sheros, and Theyros</a>	6–12	Self-Efficacy	SEL Unit
13	<a href="#">Circle 1: Appreciation</a>	6–12	Social Awareness	SEL Unit
8	<a href="#">Kindness Lesson 1: Defining Kindness</a>	6–12	Social Awareness	SEL Unit
9	<a href="#">Kindness Lesson 2: Inspiring Kindness</a>	6–12	Social Awareness	SEL Unit
10	<a href="#">Cultural Awareness Lesson 1: Cultural Identity</a>	6–12	Self & Social Awareness	SEL Unit
11	<a href="#">Cultural Awareness Lesson 2: Cultural Identity "I Am Poems"</a>	6–12	Self & Social Awareness	SEL Unit
12	<a href="#">Cultural Awareness Lesson 2: Diversity in Branding and Marketing</a>	6–12	Social Awareness	SEL Unit
	<b>September 2024</b>			
14	<a href="#">Circle 2: Respect</a>	6–12	Responsible Decision Making	SEL Unit
15	<a href="#">Mindfulness Lesson 1: What is Mindfulness?</a>	6–12	Self-Management	SEL Unit
16	<a href="#">Mindfulness Lesson 2: 5 Steps of Mindfulness</a>	6–12	Self-Management	SEL Unit
17	<a href="#">Mindfulness Lesson 3: The Research that Supports Mindfulness</a>	6–12	Self-Management	SEL Unit
18	<a href="#">Circle 3: Developing Positive Communication</a>	6–12	Social Awareness	SEL Unit
19	<a href="#">Lesson 1: Introduction to Stress Management</a>	6–12	Self-Management	SEL Unit



20	Lesson 2: Developing Stress Management	6-12	Self-Management	SEL Unit
21	*Mexican Independence Day - September 16	6-12	Social Awareness	HDRE
22	Circle 4: Identifying Values	6-12	Self Awareness	SEL Unit
23	Introduction to Self-Efficacy Lesson 1	6-12	Self-Efficacy	SEL Unit
24	Understanding Self-Efficacy Lesson 2	6-12	Self-Efficacy	SEL Unit
25	Strategies to Increase Self-Efficacy Lesson 3	6-12	Self-Efficacy	SEL Unit
26	Zones of Learning: Self-Efficacy Lesson 4	6-12	Self-Efficacy	SEL Unit
27	Circle 5: Battling Boredom	6-12	Social Awareness	SEL Unit
28	Emotional Literacy 1	6-12	Self Awareness & Self-Management	SEL Unit
29	Emotional Literacy 2	6-12	Self Awareness & Responsible Decision Making	SEL Unit
30	Circle 6: Checking In With One Another	6-12	Social Awareness	SEL Unit
31a	Growth Mindset Units Lesson 1	6-12	Growth Mindset	Linked Learning
31b	Naviance College & Career Readiness Supermarket	12	Self-Efficacy	A-G
32a	Growth Mindset Units Lesson 2	6-12	Growth Mindset	Linked Learning
32b	Naviance Creating Your College List	12	Self-Efficacy	A-G
	<b>October 2024</b>			
33	Circle 7: Positive Perspective	6-12	Self Awareness	SEL Unit
34	Growth Mindset Units Lesson 3	6-12	Growth Mindset	Linked Learning
35	Growth Mindset Units Lesson 4	6-12	Growth Mindset	Linked Learning
36	Circle 8 Getting Out of Your Comfort Zone	6-12	Self Awareness	SEL Unit
37	Growth Mindset Units Lesson 5	6-12	Growth Mindset	Linked Learning
38	Growth Mindset Units Lesson 6	6-12	Growth Mindset	Linked Learning
39	Growth Mindset Units Lesson 7	6-12	Growth Mindset	Linked Learning
40	*Indigenous Peoples' Day - October 14	6-12	Social Awareness	SEL Unit
41	Circle 9: Learning About You	6-12	Self & Social Awareness	SEL Unit
42	Bias Lesson 1: Understanding Others' Identity	6-12	Self & Social Awareness	SEL Unit
43	Bias Lesson 2: Understanding Bias	6-12	Self & Social Awareness	SEL Unit
44	Bias Lesson 3: Implicit vs' Explicit Bias	6-12	Social Awareness	SEL Unit
45	Bias Lesson 4: Digging Deeper into Bias	6-12	Social Awareness	SEL Unit
46	Bias Lesson 5: Practice Lesson	6-12	Social Awareness	SEL Unit
47	Everfi Mental Wellness Lesson 1	6-12	Self Awareness	SMH
48	Everfi Mental Wellness Lesson 2	6-12	Self Awareness	SMH
49	Everfi Mental Wellness Lesson 3	6-12	Self Awareness	SMH
50	Everfi Mental Wellness Lesson 4	6-12	Self Awareness	SMH
	<b>November 2024</b>			
51	Inclusion Lesson: All are Welcome	6-12	Social Awareness	HDRE
52	Circle 10: Gratitude	6-12	Social Awareness	SEL Unit

53	<a href="#">Introduction to Distress Tolerance Lesson 1</a>	6-12	Self-Management	SEL Unit
54	<a href="#">Understanding Distress Tolerance Lesson 2</a>	6-12	Self-Management	SEL Unit
55	<a href="#">Cycles of Distress Lesson 3</a>	6-12	Self-Management	SEL Unit
56	<a href="#">Three Types of Negative Emotions Distress Tolerance Lesson 4</a>	6-12	Self-Management	SEL Unit
57	<a href="#">Circle 11: Finding Your Purpose</a>	6-12	Self-Awareness	SEL Unit
58	<a href="#">Quaglia Student Voice 1a</a>	6-12	Self-Efficacy	A-G
59	<a href="#">Quaglia Student Voice 1b</a>	6-12	Self-Efficacy	A-G
60	<a href="#">Quaglia Student Voice 1c</a>	6-12	Self-Efficacy	A-G
61	<a href="#">Building Self-Efficacy Lesson 5</a>	6-12	Self-Efficacy	SEL Unit
62	<a href="#">Organization &amp; Time Management: Self-Efficacy Lesson 6</a>	6-12	Self-Efficacy	SEL Unit
63	<a href="#">*Transgender Day of Remembrance – Nov 20</a>	6-12	Social Awareness	HDRE
64	<a href="#">Self-Efficacy: Creating Smart Goals Lesson 7</a>	6-12	Self-Efficacy	SEL Unit
65	<a href="#">Self-Efficacy: Future Goals Lesson 8</a>	6-12	Self-Efficacy	SEL Unit
<b>December 2024</b>				
66	<a href="#">*World Aids Day – December 1</a>	6-12	Social Awareness	HDRE
67	<a href="#">Circle 12: Learning About Our Traditions</a>	6-12	Social Awareness	SEL Unit
68a	<a href="#">MS Grief Lesson 1</a>	6-8	Self & Social Awareness	SHHS
68b	<a href="#">HS Grief Lesson 1</a>	9-12	Self & Social Awareness	SEL Unit
69	<a href="#">MS &amp; HS Grief Lesson 2</a>	9-12	Self & Social Awareness	SEL Unit
70	<a href="#">MS &amp; HS Grief Lesson 3</a>	9-12	Self & Social Awareness	SEL Unit
71	<a href="#">Asking For Help</a>	6-12	Responsible Decision Making	HDRE
72	<a href="#">Quaglia Student Voice 2a</a>	6-12	Self-Efficacy	A-G/Quaglia
73	<a href="#">Quaglia Student Voice 2b</a>	6-12	Self-Efficacy	A-G/Quaglia
74	<a href="#">Quaglia Student Voice 3a</a>	6-12	Self-Efficacy	A-G/Quaglia
75	<a href="#">Quaglia Student Voice 3b</a>	6-12	Self-Efficacy	A-G/Quaglia
<b>January 2025</b>				
76	<a href="#">Circle 13: Kindness</a>	6-12	Social Awareness	SEL Unit
77	<a href="#">Quaglia Student Voice Lesson 4a</a>	6-12	Self-Efficacy	A-G/Quaglia
78	<a href="#">Quaglia Student Voice Lesson 4b</a>	6-12	Self-Efficacy	A-G/Quaglia
79	<a href="#">Learning to Give &amp; Receive Compliments</a>	6-12	Self & Social Awareness	SEL Unit
80	<a href="#">Managing Stress</a>	6-12	Self-Management	SEL Unit
81	<a href="#">Circle 14: Changing Perspective: Stress, the Silver Lining</a>	6-12	Self-Management	SEL Unit
82	<a href="#">Identifying Healthy Relationships</a>	6-12	Social Awareness	SEL Unit
83	<a href="#">Identifying Unhealthy Relationships</a>	6-12	Social Awareness	SEL Unit
84	<a href="#">Stories of Excellence – Amanda Gorman</a>	6-12	Self-Efficacy	HRDE
85	<a href="#">Inspiring Men – Dr Martin Luther King, Jr – January 17</a>	6-12	Social Awareness	SEL Unit

86	<a href="#">Circle 15: Managing Anger</a>	6-12	Self Awareness & Responsible Decision Making	SEL Unit
87	<a href="#">Quaglia Student Voice Lesson 5a</a>	6-12	Self-Efficacy	A-G/Quaglia
88	<a href="#">Quaglia Student Voice Lesson 5b</a>	6-12	Self-Efficacy	A-G/Quaglia
89	<a href="#">Quaglia Student Voice Lesson 6a</a>	6-12	Self-Efficacy	A-G/Quaglia
90	<a href="#">Circle 16: Understanding Rejection</a>	6-12	Social Awareness	SEL Unit
91	<a href="#">Quaglia Student Voice Lesson 6b</a>	6-12	Self-Efficacy	A-G/Quaglia
92	<a href="#">Gender Roles</a>	6-12	Self & Social Awareness	HRDE
93	<a href="#">Fred Korematsu: Day of Civil Liberties &amp; the Constitution</a>	6-12	Social Awareness	HRDE
<b>February 2025</b>				
94	<a href="#">Stories of Excellence - Stacey Abrams</a>	6-12	Self-Efficacy & Social Awareness	HRDE
95	<a href="#">Stories of Excellence- Spelling Bee Champ Zaila Avant-Garde</a>	6-12	Self-Efficacy & Social Awareness	HRDE
96	<a href="#">Stories of Excellence - Mamme Biney, First African American Female Speed Skater</a>	6-12	Self-Efficacy & Social Awareness	HRDE
97	<a href="#">Stories of Excellence - Cicely Tyson</a>	6-12	Self-Efficacy & Social Awareness	HRDE
98	<a href="#">Stories of Excellence - Shirely Chisholm, First African American Conaresswoman</a>	6-12	Self-Efficacy & Social Awareness	HRDE
99	<a href="#">Circle 17: Handling Conflict</a>	6-12	Social Awareness	SEL Unit
100	<a href="#">Loving Yourself First</a>	6-12	Social Awareness	HRDE
101	<a href="#">Stories of Excellence - Little Miss Flint: Mari Copeny</a>	6-12	Self-Efficacy & Social Awareness	HRDE
102	<a href="#">Inspiring Men: John Lewis</a>	6-12	Self-Efficacy & Social Awareness	SEL Unit
103	<a href="#">Stories of Excellence - Activist Fred Hampton</a>	6-12	Self-Efficacy & Social Awareness	HRDE
104	<a href="#">Circle 18: Making Amends</a>	6-12	Self Awareness & Responsible Decision Making	SEL Unit
105	<a href="#">Stories of Excellence - Guion Bluford, First African American in Space</a>	6-12	Self-Efficacy & Social Awareness	HRDE
106	<a href="#">African Empires</a>	6-12	Social Awareness	HRDE
107	<a href="#">Stories of Excellence - Inventor Garrett Morgan</a>	6-12	Self-Efficacy	HRDE
108	<a href="#">Circle 19: Taking Responsibility</a>	6-12	Self Awareness & Responsible Decision Making	SEL Unit
109	<a href="#">Growth Mindset Lesson in Risk-Taking</a>	6-12	Growth Mindset	SEL Unit
110	<a href="#">Growth Mindset Lesson in Overcoming Setbacks</a>	6-12	Growth Mindset	SEL Unit
<b>March 2025</b>				
111	<a href="#">Circle 20: Finding Your Passion: Turning Pain to Propane</a>	6-12	Self-Awareness & Self-Efficacy	SEL Unit
112	<a href="#">Inspiring Women - Oprah Winfrey</a>	6-12	Self-Efficacy & Social Awareness	SEL Unit
113	<a href="#">Mental Wellness Lesson 5 - Healthy Coping Skills</a>	6-12	Self-Management	EVERFI

114	<a href="#">Mental Wellness Lesson 6 - Reframing Negative Self-Talk</a>	6-12	Self Awareness & Self-Management	EVERFI
115	<a href="#">Stories of Excellence - Ruth Bader Ginsberg</a>	6-12	Self-Efficacy & Social Awareness	HRDE
116	<a href="#">Circle 21: You Are the Future Change Agents</a>	6-12	Self & Social Awareness	SEL Unit
117	<a href="#">Stories of Excellence - Treasury Secretary Janet Yellen</a>	6-12	Self-Efficacy	HRDE
118	<a href="#">Stories of Excellence - Congresswoman Alexandria Ocasio Cortez</a>	6-12	Social Awareness	HRDE
119	<a href="#">Stories of Excellence - Kathy Sullivan, Astronaut and Oceanographer</a>	6-12	Self-Efficacy	HRDE
120	<a href="#">Stories of Excellence - Sarah Fuller, First Female Football Player</a>	6-12	Self-Efficacy	HRDE
121	<a href="#">Circle 22: Power of Yet</a>	6-12	Self-Efficacy & Growth Mindset	SEL Unit
122	<a href="#">Isms of Racism</a>	6-12	Social Awareness	HRDE
123	<a href="#">Self-Advocacy Lesson 1</a>	6-8	Self Awareness	A-G
124	<a href="#">Self-Advocacy Lesson 2</a>	6-12	Self-Efficacy	A-G
125	<a href="#">Self-Advocacy Lesson 3</a>	6-12	Self-Efficacy	A-G
126	<a href="#">Circle 23: Healthy Lifestyle Check In</a>	6-12	Self-Awareness & Responsible Decision-Making	SEL Unit
127	<a href="#">Stories of Excellence - Cesar Chavez</a>	6-12	Social Awareness	HRDE
128	<a href="#">Communication: I Disagree</a>	6-12	Responsible Decision-Making	HRDE
129	<a href="#">Resume Writing Lesson 1: The Job Application Process</a>	6-12	Growth Mindset	Linked Learning
130	<a href="#">Resume Writing Lesson 2: Introduction to Resumes</a>	6-12	Growth Mindset	Linked Learning
	<b>April 2025</b>			
131	<a href="#">Circle 24: Not Taking Things Personally</a>	6-12	Social Awareness	SEL Unit
132	<a href="#">Resume Writing Lesson 3: Comparing Resumes</a>	6-12	Growth Mindset	Linked Learning
133	<a href="#">Resume Writing Lesson 4: Choosing the Right Verbs</a>	6-12	Growth Mindset	Linked Learning
134	<a href="#">Resume Writing Lesson 5: Brainstorming</a>	6-12	Growth Mindset	Linked Learning
135	<a href="#">Resume Writing Lesson 7: Your First Resume Draft</a>	6-12	Growth Mindset	Linked Learning
136	<a href="#">Circle 25: Being Aware of Your Own Triggers</a>	6-12	Self-Awareness	SEL Unit
137	<a href="#">Resume Writing Lesson 8: Using the Rubric</a>	6-12	Growth Mindset	Linked Learning
138	<a href="#">Problem Solving Lesson 1 - Respectful Communication</a>	6-12	Responsible Decision-Making & Social Awareness	SEL Unit
139	<a href="#">Problem Solving Lesson 2 - Conflict De-escalation</a>	6-12	Social Awareness	SEL Unit
140	<a href="#">National Day of Silence - April 11</a>	6-12	Social Awareness	HRDE
141	<a href="#">Circle 26: Respecting &amp; Creating Boundaries</a>	6-12	Self-Awareness & Responsible Decision-Making	SEL Unit
142	<a href="#">Earth Day - April 22</a>	6-12	Social Awareness	HRDE
143	<a href="#">California Native Plants - Empathy for Environment</a>	6-12	Social Awareness	HRDE

144	<a href="#">Armenian Genocide – April 24</a>	6–12	Social Awareness	HRDE
145	<a href="#">Grade 6 Financial Literacy Lesson 1</a>	6	Responsible Decision-Making	EVERFI
145.1	<a href="#">Gr 7–8 Financial Literacy Lesson 1</a>	7–8	Responsible Decision-Making	EVERFI
145.2	<a href="#">Gr 9–12 HS Financial Literacy Lesson 1</a>	9–12	Responsible Decision-Making	EVERFI
146	<a href="#">Grade 6 Financial Literacy Lesson 2</a>	6	Responsible Decision-Making	EVERFI
146.1	<a href="#">Gr 7–8 Financial Literacy Lesson 2</a>	7–8	Responsible Decision-Making	EVERFI
146.2	<a href="#">Gr 9–12 HS Financial Literacy Lesson 2</a>	9–12	Responsible Decision-Making	EVERFI
147	<a href="#">Denim Day &amp; Sexual Assault – April 30</a>	6–12	Social Awareness	HRDE
	<b>May 2025</b>			
148	<a href="#">Grade 6 Financial Literacy Lesson 3</a>	6	Self-Management	EVERFI
148.1	<a href="#">Gr 7–8 Financial Literacy Lesson 3</a>	7–8	Self-Management	EVERFI
148.2	<a href="#">Gr 9–12 HS Financial Literacy Lesson 3</a>	9–12	Self-Management	EVERFI
149	<a href="#">Grade 6 Financial Literacy Lesson 4</a>	6	Self-Management	EVERFI
149.1	<a href="#">Gr 7–8 Financial Literacy Lesson 4</a>	7–8	Self-Management	EVERFI
149.2	<a href="#">Gr 9–12 HS Financial Literacy Lesson 4</a>	9–12	Self-Management	EVERFI
150	<a href="#">Circle 27: Self-Sabotage</a>	6–12	Self-Awareness	SEL Unit
151	<a href="#">Grade 6 Financial Literacy Lesson 5</a>	6	Self-Management	EVERFI
151.1	<a href="#">Gr 7–8 Financial Literacy Lesson 5</a>	7–8	Self-Management	EVERFI
151.2	<a href="#">Gr 9–12 HS Financial Literacy Lesson 5</a>	9–12	Self-Management	EVERFI
152	<a href="#">Grade 6 Financial Literacy Lesson 6</a>	6	Self-Management	EVERFI
152.1	<a href="#">Gr 7–8 Financial Literacy Lesson 6</a>	7–8	Self-Management	EVERFI
152.2	<a href="#">Gr 9–12 HS Financial Literacy Lesson 6</a>	9–12	Self-Management	EVERFI
153.1	<a href="#">Gr 7–8 Financial Literacy Lesson 7</a>	7–8	Self-Management	EVERFI
153.2	<a href="#">Gr 9–12 HS Financial Literacy Lesson 7</a>	9–12	Self-Management	EVERFI
153	<a href="#">Stories of Excellence – Senator Tammy Duckworth</a>	6–12	Self-Efficacy	HRDE
155	<a href="#">Stories of Excellence – YouTube Founders Steven Chen &amp; Jawed Karim</a>	6–12	Social Awareness	HRDE
154	<a href="#">Circle 28: Looking Forward to the Future</a>	6–12	Social Awareness	SEL Unit
156	<a href="#">2020 Olympics – Firsts</a>	6–12	Social Awareness	HRDE
157	<a href="#">Xeno What?</a>	6–12	Social Awareness	HRDE
158	<a href="#">Stories of Excellence – Charlotte Nebres, First Asian and African American Nutcracker Cast Member</a>	6–12	Self-Efficacy	HRDE



159	<a href="#">Circle 29: Leadership</a>	6-12	Social Awareness	SEL Unit
160	<a href="#">Stories of Excellence – Kim Ng, Dodgers VP &amp; Assistant GM; Senior VP Baseball Operations, MLB</a>	6-12	Social Awareness	HRDE
161	<a href="#">Stories of Excellence – Chloe Zhao, Oscar Winner Movie Director</a>	6-12	Self-Efficacy	HRDE
162	<a href="#">Stories of Excellence – Kamala Harris</a>	6-12	Self-Efficacy	HRDE
163	<a href="#">Mock Interview Lesson 1</a>	6-12	Growth Mindset	Linked Learning
164	<a href="#">Mock Interview Lesson 2</a>	6-12	Growth Mindset	Linked Learning
165	<a href="#">Mock Interview Lesson 3</a>	6-12	Growth Mindset	Linked Learning
166	<a href="#">Mock Interview Lesson 4</a>	6-12	Growth Mindset	Linked Learning
167	<a href="#">Mock Interview Lesson 5</a>	6-12	Growth Mindset	Linked Learning
	<b>June 2025</b>			
168	<a href="#">Mock Interview Lesson 6</a>	6-12	Growth Mindset	Linked Learning
169	<a href="#">Mock Interview Lesson 7</a>	6-12	Growth Mindset	Linked Learning
170	<a href="#">Super Bowl LV Makes History</a>	6-12	Self-Efficacy & Social Awareness	HRDE
171	<a href="#">The Day Sports Stood Still</a>	6-12	Social Awareness	HRDE
172	<a href="#">Cleveland Indians Name Change</a>	6-12	Social Awareness	HRDE
173	<a href="#">Circle 30: Sharing our Talents and Achievements</a>	6-12	Social Awareness	SEL Unit
174	<a href="#">Circle 31: Sharing our Talents and Achievements</a>	6-12	Social Awareness	SEL Unit
175	<a href="#">Juneteenth</a>	6-12	Social Awareness	HRDE
176	<a href="#">Circle 32: Self-Care and Summer Plans</a>	6-12	Social Awareness	SEL Unit

**SEL Unit Schoology**  
**Group Access Code:**  
**7F56X-SFV4Z**

Advisory class can provide a great opportunity for students to receive lessons to support their social emotional development. These SEL Lessons were created by the SEL Unit in collaboration with other departments. These are teacher-created lessons, developed to support educators as a resource to complement core classes.

You can only access these lessons using your LAUSD account. Click on the title to open a shared folder of the themed lesson, then make a copy of the lesson to edit.

For a suggested scope and sequence [click here](#).

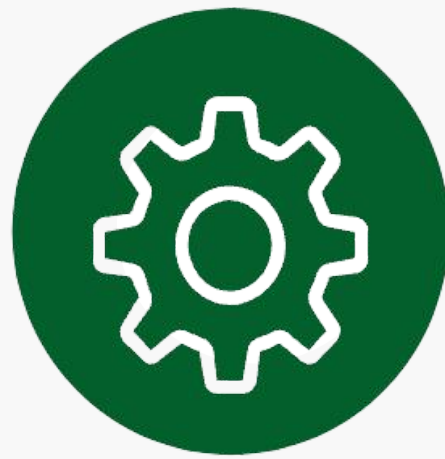
# 2024–2025 Secondary Social Emotional Learning Advisory Lessons



**Self**  
**Awareness**  
Emotional Literacy  
Identity



**Self**  
**Efficacy**  
College & Career  
Agency & Advocacy



**Growth**  
**Mindset**  
Attitudes & Beliefs



**Self**  
**Management**  
Coping Skills  
Stress Management



**Responsible**  
**Decision**  
**Making**  
Financial Literacy  
Problem Solving



**Social**  
**Awareness**  
Community Building  
Cultural Competence




## Supplemental Curriculum Packages 2025–2026

Division of Instruction


**LAUSD**  
UNIFIED

### SOCIAL EMOTIONAL LEARNING

#### INSTRUCTIONAL PROGRAMS OPEN HOUSE




Learn about how the SEL programs address the District's new goals, the SEL competencies, Multi-Tiered Systems of Support, and the components of SEL Implementation.



<b>Second Step PreK-12</b>	<b>Inner Explorer PreK-12</b>
<b>Harmony SEL TK-6</b>	<b>Rethink Ed TK-12</b>
<b>Ripple Effects TK-12</b>	<b>Reading with Relevance K-12</b>
<b>Character Strong TK-12</b>	<b>Educare K-12</b>
<b>Sown to Grow TK-12</b>	<b>Leader in Me K-12</b>
<b>Quaver Ready TK-6</b>	<b>Newsela K-12</b>
<b>Navigate 360 K-12</b>	<b>School Connect 6-12</b>
<b>7 Mindsets K-12</b>	<b>Base Education 6-12</b>

For more information contact Karla Lopez at [kal9009@lausd.net](mailto:kal9009@lausd.net)

 Approved by Dr. Justin Lauer  
Director of Middle School Programs

## INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District  
Division of Instruction

**TO:** All Principals

**DATE:** April 11, 2025

**FROM:** Maricela Sanchez Robles *MS*  
Executive Director, Elementary Instruction

John Vladovic, EdD *JV*  
Executive Director, Secondary Instruction

### **SUBJECT: SOCIAL EMOTIONAL LEARNING SUPPLEMENTAL CURRICULUM PACKAGES AVAILABLE FOR SCHOOL YEAR 2025-2026**

The purpose of this correspondence is to inform all principals about the SEL Supplemental Curriculum Package options available for the 2025-26 school year. The Division of Instruction (DOI) will no longer provide District-wide SEL instructional licenses for Second Step (K-8) and Inner Explorer (K-12). However, all school site principals or designees may select from district-funded Social Emotional Learning (SEL) Supplemental Curriculum Packages to enhance the existing SEL instruction and support District Goal 4. These options are designed to help schools tailor SEL implementation to meet the needs of their communities.

For the 2025-26 school year, all District schools have the option to supplement the District provided SEL instructional resources with a District-funded SEL Supplemental Curriculum Packages. Each site principal or designee should work with their schools' stakeholders to select either two Package A Basic Package options or one Package B Enhanced option:

#### **(Two) Basic Package A**

- Package A offerings vary by vendor but typically include site licenses or products, along with basic vendor support for specific school staff and/or select groups of students.

Or

#### **Enhanced Package B**

- Package B offerings vary by vendor but generally provide enhanced site license access and/or products for a broader range of staff and students, which includes additional resources to enhance SEL integration.

Schools are encouraged to use the [Social Emotional Learning \(SEL\) Supplemental Package Guide](#), which provides detailed information and links to assist in selecting District-funded supplemental resource packages. The guide includes:

- Overviews and key features of each approved vendor
- Details on Basic Package A and Enhanced Package B
- Optional upgrade costs for additional services

To ensure timely access to selected resources and training, principals or designees must complete the [2025-26 Social Emotional Learning Supplemental Instructional Resources Selection Form](#) by **Friday, May 16, 2025**. Schools submitting their selections after this date may experience delays in accessing their chosen resources and training, which could impact implementation before the start of the 2025-26 school year.

### Information Support Sessions Available for District and Site Leaders

Below are Zoom information sessions that will be offered on various dates and times to assist site administrators and designees in selecting SEL Supplemental Curriculum Packages for the 2025-26 school year. Attendance is highly encouraged to ensure schools have the necessary guidance to make informed selections that best support their school community.

SEL Supplemental Resource Vendor Package Information Sessions	Date and Time	Zoom Address
Information Session #1	Wednesday, April 23, 2025 3:30 p.m. - 4:00 p.m.	<a href="https://lausd.zoom.us/j/3623192548">https://lausd.zoom.us/j/3623192548</a>
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Information Session #5	Monday, May 12, 2025 3:30 p.m. - 4:00 p.m.	
Information Session #6	Thursday, May 15, 2025 3:00 p.m. - 3:30 p.m.	

The SEL Supplemental Curriculum Packages are provided to support Tier 1 evidence-based instruction and SEL integration, in addition to the District provided SEL resources available to all schools. Learn more about these SEL Instructional resources available to all schools by accessing this [document](#).

Frequent updates and additional information are available in the **SEL Unit's Schoology Group** (Join Code: **7F56X-SFV4Z**). Schools are encouraged to check regularly for the latest resource updates and announcements.

For questions regarding the SEL Supplemental Curriculum Packages, please contact Dr. Justin Lauer, Middle School Director, at [jxl9505@lausd.net](mailto:jxl9505@lausd.net) or Karla Lopez, SEL Lead Advisor, at [kal9009@lausd.net](mailto:kal9009@lausd.net).

c: Karla V. Estrada  
Region Superintendents  
Frances Baez  
Pia Sadaqatmal  
Anthony Aguilar

Andres Chait  
Robert Whitman  
Karen Mercado  
Region Administrators of Instruction  
Region Directors



# **SEL Supplemental Packages**

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# SEL Supplemental Packages

Division of  
Instruction



## INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District  
Division of Instruction

TO: All Principals      DATE: April 11, 2025

FROM: Maricela Sanchez Robles *MS*  
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Division of  
Instruction



## SOCIAL EMOTIONAL LEARNING

## INSTRUCTIONAL PROGRAMS OPEN HOUSE

Learn about how the SEL programs address the District's new goals, the SEL competencies, Multi-Tiered Systems of Support, and the components of SEL Implementation.



### Virtual Event

4/23/25	4/30/25
9:00 - 10:00 PM	9:00 - 10:00 PM
4:00 - 5:00 PM	4:00 - 5:00 PM

For school administrators, Admin Designees, Department Partners, SEL Point of Contacts, and teachers  
**(\*substitutes are not provided).**

> REGISTER NOW

Schools can now choose DOI-funded SEL program that meets their school's needs. Programs offer Tier 1, 2 and 3 SEL resources.

Schools can choose two basic packages or one enhanced package. Additional programs available for purchase with school funds.

Virtual Vendor Open House scheduled for April 23 and April 30. Additional informational session date and times listed in IOC.

Administrators or designee can select program by May 16 to have access by July.

[Informational Session Video](#)

# Steps for Schools to Make SEL Selections

## Step 1

### Review the IOC

- Review the purpose supporting District Goal 4
- Take inventory of the status of SEL Integration at your school site
- Visit the SEL Unit's Schoology page to review documents with resources for teachers and support staff.
- Discuss school status with site leadership teams (ILT, etc) to determine specific needs of your site
- Choose 3 School site data goals (SPSA or other) that could be improved by building capacity with SEL

#### INTEROFFICE CORRESPONDENCE Los Angeles Unified School District Division of Instruction

TO: All Principals DATE: April 11, 2025

FROM: Maricela Sanchez Robles *MS*  
Executive Director, Elementary Instruction

John Vladovic, EdD *JV*  
Executive Director, Secondary Instruction

**SUBJECT: SOCIAL EMOTIONAL LEARNING SUPPLEMENTAL CURRICULUM PACKAGES AVAILABLE FOR SCHOOL YEAR 2025-2026**

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## Step 2

### Review SEL Vendor Package Selection Information Guide

- Assemble an SEL Resource Selection Team (SEL Point of Contact, Admin or Designee and other relevant staff)
- Review the Selection Guide (linked to the right) and collaborate on the best vendor plans / SEL resources that align with your school's needs or site data goals (recommended to review SPSA needs assessment)
  - Keep in mind that all District schools will have access to UTK-12 SEL instructional Resources provided by Harmony, Everfi and DOI ([click here for information](#))
- Choose supplemental resource packages in alignment with school goals and collaborate with stakeholders to make choices.

#### Social Emotional Learning (SEL) Supplemental Resources Vendor Package Selection Information Guide

The links below access overview videos, informational slides and package files to help you make program selections. Click on the rep names to email and set up a meeting if you have further questions about packages.

Programs	Contact	Base Package A (District funded)	Enhanced Package B (District Funded)	Upgraded Packages (School Funded)
Order Ready	Jay Bortone	Elementary	Elementary	Elementary
rippleffects	Jessica Berinski	unavailable	Bouncy TK-1 ES Grades 2-5 Teens 8-12	Bouncy TK-1 ES Grades 2-5 Teens 8-12
Second Step	Kelly Thomas	UTK	UTK & Elementary Middle School High School	UTK-12
innerexplorer	Lisa Grady	TK-12	TK-12	TK-12
RethinkEd	Sharonna Walker	PreK-12	PreK-12	PreK-12
Character Strong	Chris Layten	Elementary	Middle School	High School
GOWN Initiative	Brian Gault	K-12	K-12	K-12
Reading Relevance	Lacy Asali	Elementary Middle School High School	Elementary Middle School High School	Elementary Middle School High School
HARMONY ACADEMY	Mary Beitzman	Elementary Secondary	Elementary Secondary	Elementary Secondary
PINK DOT	Armando Diaz	K-12	K-12	K-12
Navigate360	Ryan Sladek	unavailable	K-12	K-12
7 MINDSETS	Gabe Fedale	PD for Educators	K-12	K-12
LeaderinMe	Jennifer Duxton	unavailable	Elementary Secondary	Elementary Secondary
School Connect	Donella Reil	Secondary	Secondary	Secondary

## Step 3

### Make Package Selections

- To ensure timely access to selected resources and training, principals or designees must complete the [2025-26 Social Emotional Learning Supplemental Instructional Resources Selection Form](#) by Friday, May 16, 2025.
- Administrators or Designees will select an SEL Point of Contact (POC) on the form
- Administrators or Designees will select 3 schoolwide data objective goals from SPSA or other school plan that SEL will support growth with
- POC will be contacted by selected vendor representatives for training information and coordination of resource implementation.

2025-2026  
Social Emotional Learning  
Supplemental Curriculum Packages  
Selection Form



### 2025-2026 Social Emotional Learning Supplemental Curriculum Packages Selection Form

The Division of Instruction (DOI) Social Emotional Learning Unit has allocated funding to purchase SEL Instructional Programs for school sites that best meet their school needs and addresses the components of SEL instruction. [Click here to access the 2025-26 SEL Supplemental Curriculum Packages IOC](#)

Principals or the administrator designee will use this form to select the SEL Instructional Program(s) that the Division of Instruction will purchase for their school site. SEL Program Vendors have created packages that principals can select. Principals can select either **two** of **Package A - Base SEL Supplemental Instruction** or **one** of **Package B - Enhanced SEL Supplemental Instruction** for the Division of Instruction to purchase. Package A provides entry-level features of the Supplemental SEL Instructional Program, while Package B provides more advanced features.

Principals have the option of using school funds to purchase additional SEL Instructional Programs or additional features from any SEL Program.

# Next Steps and Timeline

Division of  
Instruction



- Schools will review Vendor Package Informational Flyers
- Schools will collaborate with leadership teams to choose packages that support their school goals and data objectives
- Schools will choose either 2 of Package A or 1 of Package B. Schools may use site funds (Title 1 suggested) to increase plan resources and coaching
- Schools will be encouraged to choose plans by May 16th in order for schools to have access to resources by start of school year.
- DOI will process early POs for the 2025-26 school year to provide schools with access in July
- DOI will continue to support schools with package choices leading up to SY 2025-26
- Reference the [FAQ here](#)



# 2025-2026 SEL Supplemental Curriculum Packages

## FAQ



**Division of Instruction**  
**2025-2026 SEL Supplemental Curriculum Packages**  
**Frequently Asked Questions (FAQ)**  
**(UPDATED FREQUENTLY)**  
[Logistics](#) / [Funding Questions](#)

Frequently Asked Questions	Response
<b>Logistics</b>	
What is an SEL Supplemental Curriculum Package?	<p>The Division of Instruction (DOI) will no longer provide District-wide SEL instructional licenses for Second Step (K-8) and Inner Explorer (K-12). However, all school site principals or designees may select from district-funded Social Emotional Learning (SEL) Supplemental Curriculum Packages to enhance existing SEL instruction and support District Goal 4. These options are designed to help schools tailor SEL implementation to meet the needs of their communities.</p> <p>For the 2025-26 school year, all District schools have the option to supplement the District provided SEL instructional resources with a district-funded SEL Supplemental Curriculum Package. Each site principal or designee should work with their school's stakeholders to select either two Package A Basic Package options or one Package B Enhanced option:</p> <p style="text-align: center;"><b>(Two) Basic Package A</b></p> <ul style="list-style-type: none"> <li>■ Package A offerings vary by vendor but typically include site licenses or products, along with basic vendor support for specific school staff and/or select groups of students.</li> </ul> <p style="text-align: center;">Or</p> <p style="text-align: center;"><b>Enhanced Package B</b></p> <ul style="list-style-type: none"> <li>■ Package B offerings vary by vendor but generally provide enhanced site license access and/or products for a broader range of staff and students, which includes additional resources to enhance SEL integration.</li> </ul>
What is the purpose of the SEL Supplemental Curriculum Packages initiative?	<p>The initiative provides school sites with access to District-funded SEL curriculum options to supplement existing Tier 1 SEL instruction and support District Goal 4. These packages are designed to allow schools to tailor SEL implementation to meet the unique needs of their communities.</p>

How does a school sign up?	<p>To ensure timely access to selected resources and training, principals or designees must complete the <a href="#">2025-26 Social Emotional Learning Supplemental Instructional Resources Selection Form</a> by <b>Friday, May 16, 2025</b>. Schools submitting their selections after this date may experience delays in accessing their chosen resources and training, which could impact implementation before the start of the 2025-26 school year.</p>
What are the available package options?	<p>Schools can choose:</p> <p>Two Basic Package A options – typically include site licenses and basic vendor support for specific staff or students.</p> <p>OR</p> <p>One Enhanced Package B option – includes broader site license access and expanded supports / resources for a wider group of staff and students.</p>
Where can I find information about the package options?	<p>Schools are encouraged to use the <a href="#">Social Emotional Learning (SEL) Supplemental Package Guide</a>, which provides detailed information and links to assist in selecting District-funded supplemental resource packages. The guide includes:</p> <ul style="list-style-type: none"> <li>• Overviews and key features of each approved vendor</li> <li>• Details on Basic Package A and Enhanced Package B</li> <li>• Optional upgrade costs for additional services</li> </ul>
Are there additional costs for schools?	<p>The core packages are fully funded by the District. However, vendors may offer optional upgrades. These enhancements may include extended access, training, or expanded services at an additional cost to the school site.</p>
Are there training or support sessions available?	<p><b>Information Support Sessions Available for District and Site Leaders</b></p> <p>Below are Zoom information sessions that will be offered on various dates and times to assist site administrators and designees in selecting SEL Supplemental Curriculum Packages for the 2025-26 school year. Attendance is highly encouraged to ensure schools have the necessary guidance to make informed selections that best support their school community.</p>

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Information Session #5	Monday, May 12, 2025 3:30 p.m. - 4:00 p.m.																
Information Session #6	Thursday, May 15, 2025 3:00 p.m. - 3:30 p.m.																
Where can I get more information on the process of selecting my packages and other information?	<p>Join us for the April Social-Emotional Learning (SEL) Programs Virtual Open Houses on April 23 and 30, 2025. This open house will provide an opportunity to learn more about the unique features of the programs available on the SEL Bench. School principals will have the opportunity to select a district-funded social-emotional learning (SEL) program from our SEL Bench for the 2025-2026 school year. You can learn more about the <a href="#">2025-26 SEL Supplemental Curriculum Packages IOC</a>.</p> <p>Please feel free to share this invite with School Site Administrators, SEL Point of Contact, Instructional Leadership Team, and Administrative Designees. You can find additional dates and times on the <a href="#">Open House RSVP form</a></p> <p>To preview the programs on L.A. Unified’s SEL Bench. <a href="http://bit.ly/SELVendorOpenHouseApril2025">bit.ly/SELVendorOpenHouseApril2025</a></p>																
Can span schools select a package per grade span (ES, MS, HS)	Yes, span schools can order separate package per grade span. Principals or admin designees should be the ones completing the form.																
Can sites with multiple schools on them select different packages?	Yes, schools with different location codes can select their own package. Principals or admin designees should be the ones completing the form.																
What will happen to Second Step and Inner Explorer?	Beginning in the 2025–26 school year, the Division of Instruction will no longer provide district-wide licenses for Second Step (K–8) and Inner Explorer (K–12). Schools may choose from new approved SEL Supplemental Curriculum Packages using district funds.																
Our middle school currently uses Second Step and Inner	Yes, but there are restrictions on what each vendor is offering in their packages. For example, Second Step for (K-12) is only being offered as an Enhanced																

Explorer. Can we continue to use their programs next year?	<p>Package “B”, which means that your school can only choose this package (schools have a choice of 2 Package A or 1 Package B). Inner Explorer can be chosen as a Basic Package A, which means your school may choose another Vendor Package A from the list of vendors offering Package A. If you choose Inner Explorer’s Enhanced Package B, this would be the only District-funded item.</p> <p>Schools can use their own Title 1 funds to purchase additional Packages or vendor resources, and of course. <a href="#">Harmony, Everfi, and SEL unit resources</a> are provided for all schools to use.</p>
How do these packages relate to the District-provided SEL instructional resources?	The supplemental packages are designed to <b>complement</b> , not replace, <a href="#">the District-provided SEL programs and resources</a> . They enhance Tier 1 instruction and allow schools to deepen SEL integration.
What are the district-provided base SEL instructional resources?	Learn more about the Base SEL Instructional resources for schools <a href="#">here</a> .
What is the deadline for package selection?	School site leaders must complete the <b>SEL Supplemental Curriculum Selection Form</b> by <b>Friday, May 16, 2025</b> . Late submissions may result in delays in resource access or training implementation.
How do I access the selection form?	You can complete the form using this link: <a href="#">Selection Form</a>
<b>Who can I contact for support?</b> For questions or assistance:	<b>Dr. Justin Lauer</b> (Middle School Director): <a href="mailto:jx19505@lausd.net">jx19505@lausd.net</a> <b>Karla Lopez</b> (SEL Lead Advisor): <a href="mailto:kal9009@lausd.net">kal9009@lausd.net</a> <b>Aaron Ferrel</b> (Region West SEL Advisor): <a href="mailto:aaron.ferrel@lausd.net">aaron.ferrel@lausd.net</a> <b>Maribel M. Contreras</b> (Region North SEL Advisor): <a href="mailto:mxm7894@lausd.net">mxm7894@lausd.net</a> <b>Irma Jimenez</b> (Region South SEL Advisor): <a href="mailto:ixg6003@lausd.net">ixg6003@lausd.net</a> <b>Nancy Palomera</b> (Region East SEL Advisor): <a href="mailto:nxp1564@lausd.net">nxp1564@lausd.net</a>
<b>Funding Questions</b>	
Who funds the package selections?	<p>The core packages (A or B) are fully funded by the District. You will complete the selection form. Our unit will purchase the license. The vendor will receive your school’s roster and reach out to you to discuss PDs and trainings available for your staff.</p> <p>However, vendors may offer optional upgrades. These enhancements may include extended access, training, or expanded services at an additional cost to the school site</p>
Can we purchase programs not on the SEL Bench?	Our department can only purchase programs on the SEL Bench. Schools have the option of selecting either two basic packages or one enhanced package. Please view the <a href="#">Social Emotional Learning (SEL) Supplemental Package Guide</a> to make your selection and complete the <a href="#">2025-26 Social Emotional</a>

	<a href="#"><u>Learning Supplemental Instructional Resources Selection Form</u></a> by <b>Friday, May 16, 2025.</b>
What if I make the selection after May 16, 2025?	Selections made after May 16, 2025, will be purchased in the Fall of the 2025-2026 school year. To ensure your school starts the school year with its curriculum and resources complete, complete the <a href="#"><u>2025-26 Social Emotional Learning Supplemental Instructional Resources Selection Form</u></a> by <b>Friday, May 16, 2025.</b>



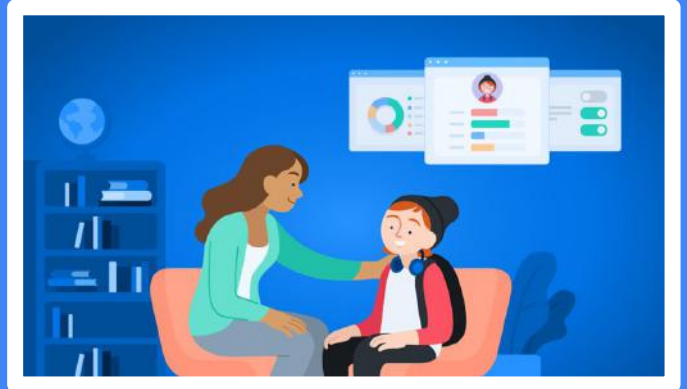


## Students



# Wellness for Students

Be empowered with tools for mindfulness, positivity, and growth! Explore strategies like breathing exercises, positive affirmations, and self-care reflection through the Eight Dimensions of Wellness. Engage with resources for Social Emotional Learning, growth mindset development, and calming choice boards. Don't forget to add a touch of fun with a Joke-a-Day!



## Resources

- [Social Emotional Learning for Students](#)
- [Mindfulness and Breathing Tips](#)
- Repeating [positive affirmations](#) boosts wellness by encouraging a positive mindset.
- [All About Growth Mindset](#)
- [Just for Fun: A Joke-a-Day](#)
- [Calm Spaces: Choice Boards](#)
- [Rethink Ed SEL Resources](#)
- [Social Emotional Learning Digital Library \(via Sora\)](#)

# Belly Breathing Strategy for Everyone

**Step 1:**  
Place your hands on your belly.

**Step 2:**  
Breathe in slowly through your nose.

**Step 3:**  
Then, slowly out through your mouth.

**Step 4:**  
You should feel your belly move out when you breathe in through your nose.

## Did you know?

- Belly breathing helps us feel better when we're having a big feeling and feel more calm.
- When you teach someone else to belly breathe, you're helping them feel better when they have big feelings, and that's a very kind thing to do.
- When you belly breathe, you can pretend you are blowing on a hot bowl of soup. Slowly smell your soup then blow on the soup to cool it down.

# Inner Explorer

## Mindfulness Resources for Students

Listening to 5– 10 minute mindfulness practices regularly can help soothe your nerves and reduce stress & anxiety.

Share these resources with your families!

1. **PLAY PRACTICES** on the [MINDFULNESS RADIO](#) (all ages, practices in English & Spanish, no login required)
2. **SHARE** mindfulness with your family – [LAUSD Parent/Caregivers](#) site (Practices in English & Spanish, no login required)
3. **ASK** your parent to download the [HOME App](#) for access to all practices (Registration required in app, all ages, English & Spanish)



# Inner Explorer

## Video Resources For

### Pre-K & Elementary students

1. [BE YOUR OWN SUPERHERO with INNER EXPLORER](#)  
Learn about your brain and find the power of mindfulness within.
2. [BELLY BREATHING PRACTICE](#)  
A student-favorite practice to calm and regulate
3. [DO THE SHARK FIN PRACTICE](#)  
A great physical reminder to settle and shhhhh
4. [INNER EXPLORER SONG](#)  
Look inside and hear your heart sing





# Character Strong

## Helpful Reminders

Message from the school: INSERT a custom message from the school with any important reminders for students. Here is information to consider, including:



- **It's okay to feel however you're feeling.** Everyone reacts differently to difficult situations—there's no "right" or "wrong" way to feel.
- **Take care of yourself.** Pay attention to your mental and physical well-being. If you need a break, time to reflect, or someone to talk to, that's important.
- **Ask for help if you need it.** It's completely normal to seek support from friends, teachers, counselors, or other trusted adults. Don't hesitate to reach out.
- **Respect others' feelings.** Some people may be more open to talking, while others prefer to stay quiet. Be respectful of everyone's personal space and reactions.
- **Maintain healthy routines.** Whenever possible, keep up with daily routines like sleeping, eating, and doing activities you enjoy—it helps your mind and body stay balanced.
- **Take a break from the news or social media.** Constant updates can feel overwhelming. Limit your exposure if it's making you more anxious or stressed.
- **Be kind to yourself.** This is a tough time, and it's important to treat yourself with patience and compassion. You're doing your best, and that's enough.
- **Be there for others.** Sometimes just listening or offering a kind word can make a big difference for a friend who might be struggling.

TEAR HERE

## Well-Being Check-in

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Complete, tear off, and return to the teacher.

### 1 Circle the option that best describes how you are feeling today:

- 1 I'm really struggling and need urgent support
- 2 I'm having a hard time and feeling down
- 3 I'm feeling very up and down but I am okay at this moment
- 4 I'm managing with the support I have
- 5 I'm feeling okay

### 2 Explain why you rated yourself the way you did:

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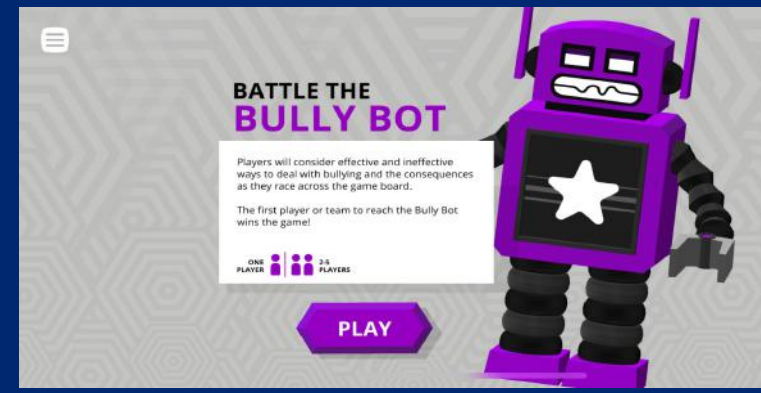
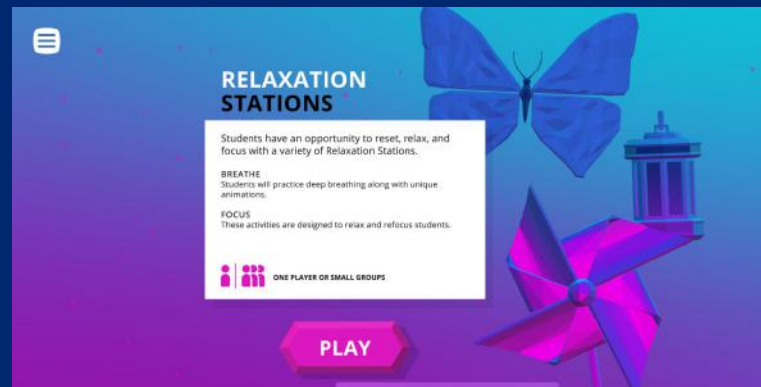
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# Harmony Game Room App SEL for Home

Download the Gameroom App  
[Click here](#) for more information.  
Great for class & home:

- **Prosocial behaviors**
- **Communication skills**
- **Empathy**





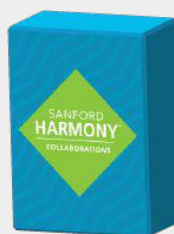
# Social Emotional Learning Student Resources

Download the [Harmony Game Room App](#) on any device. There are five multiplayer games and a Mindfulness Station that are great for developing:

- Social Awareness
- Responsible Decision-Making
- Communication skills
- Empathy
- Stress Management



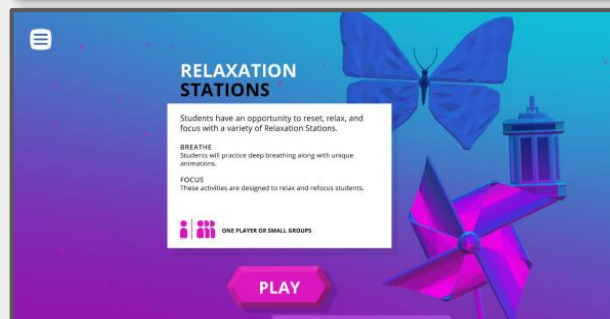
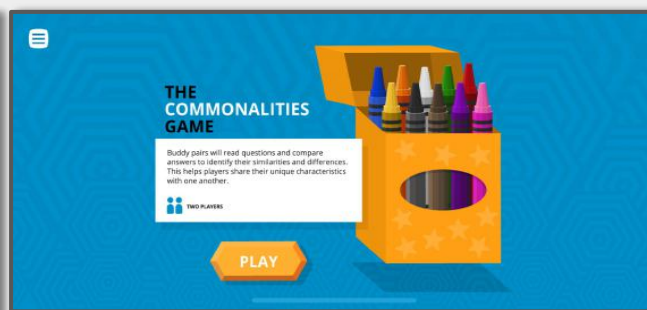
CONVERSATIONS



COLLABORATIONS



COMMUNITY BUILDERS



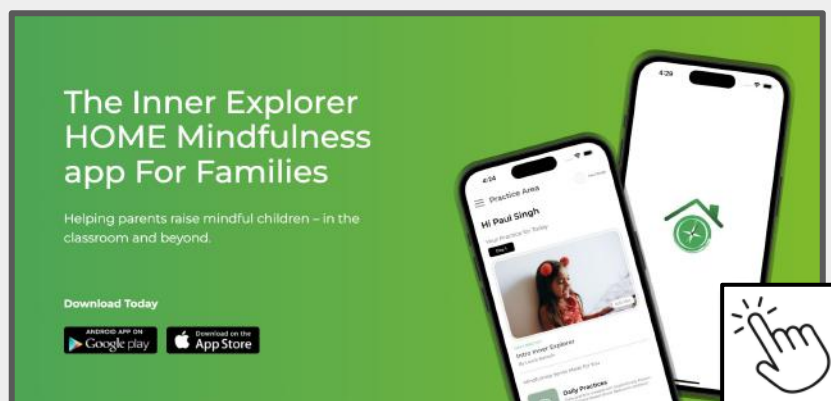
# Social Emotional Learning Student Resources

**Mind Yeti** is a research-based digital library designed to help to calm the minds, focus your attention, and connect to the world around you.

Click hand or image for the Mind Yeti YouTube Playlist.



**Inner Explorer HOME Mindfulness App** for students and families. Download to any device.



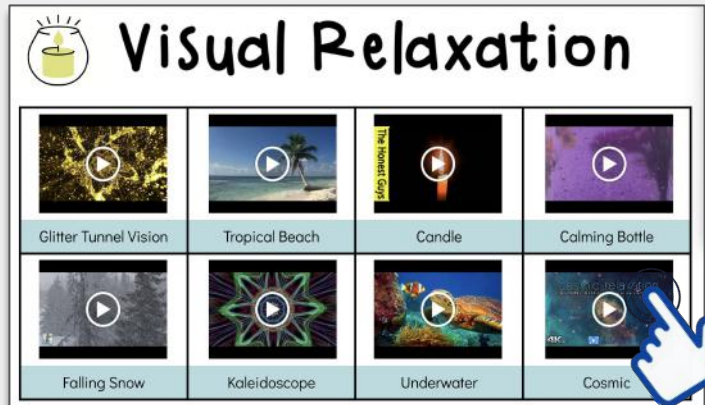
**Interland** is an online adventure that teaches the key lessons of internet safety, responsible decision-making, and social awareness through four fun, challenging games.





# Social Emotional Learning Student Resources

Use Virtual Calm Spaces to help you relax, focus, or destress  
Click on the image to access the exercises.





# WE ARE ONE

Social Emotional Learning lessons & resources to support educators and families.



## Self Awareness

The ability to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <a href="#">Identifying Emotions</a></li> <li>• <a href="#">Emotional Literacy Part 1</a></li> <li>• <a href="#">Emotional Literacy Part 2</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Using Affirmations</a></li> <li>• <a href="#">Gratitude Practice- Finding Hope</a></li> <li>• <a href="#">Celebrating My Identity</a></li> </ul> |
|--|---|



## Growth Mindset

The belief that you can improve your skills and abilities through effort, learning, and perseverance.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <a href="#">Overcoming Setbacks</a></li> <li>• <a href="#">Risk-taking</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Positive Perspective: Reframing Negative Thoughts</a></li> </ul> |
|--|---|



## Self-Management

The ability to regulate emotions, thoughts, and behaviors effectively in different situations.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <a href="#">Managing Anger</a></li> <li>• <a href="#">Managing Stress</a></li> <li>• <a href="#">Managing Triggers</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Distress Tolerance 1: Introduction</a></li> <li>• <a href="#">Distress Tolerance 2: Coping Tools</a></li> <li>• <a href="#">Distress Tolerance 3: Navigating Distress</a></li> </ul> |
|--|---|



## Self-Efficacy

The belief in one's own ability to succeed in achieving an outcome or reaching a goal.

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <a href="#">My Assets - Know Your Strengths</a></li> <li>• <a href="#">Identifying Healthy Relationships</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Identifying Unhealthy Relationships</a></li> <li>• <a href="#">Increasing Self-Efficacy</a></li> </ul> |
|--|---|



## Responsible Decision-Making

The ability to make caring and constructive choices about personal behavior and social interactions.

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <a href="#">Problem Solving: Communication</a></li> <li>• <a href="#">Conflict: De-escalation</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Taking Responsibility</a></li> <li>• <a href="#">Making Amends</a></li> </ul> |
|---|--|



## Social Awareness

The ability to empathize, understand social and ethical norms, and positively contribute to one's communities.

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <a href="#">Belonging</a></li> <li>• <a href="#">Belonging Campaigns</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Advocacy: Change Agents</a></li> <li>• <a href="#">Developing Agency</a></li> </ul> |
|--|--|

# LA Unified 2025 WE ARE ONE

**Social Emotional Learning lessons & resources to support educators and families.**

## Social Awareness: Learning from Peaceful Activists

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <a href="#">Martin Luther King Jr</a></li> <li>• <a href="#">Cesar Chavez</a></li> <li>• <a href="#">Dolores Huerta</a></li> <li>• <a href="#">Rosa Parks</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Little Miss Flint: Marni Copeny</a></li> <li>• <a href="#">Amanda Gorman</a></li> <li>• <a href="#">Alexandria Ocasio-Cortez</a></li> <li>• <a href="#">Stacey Abrams</a></li> </ul> |
|---|---|

## Wellness Resources (Staff)

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• <a href="#">Wellness Newsletter</a></li> <li>• <a href="#">Inner Explorer Resources for LAUSD Staff</a></li> <li>• <a href="#">Sown to Grow SEL Resources: Sanctuary Schools</a></li> <li>• <a href="#">Supporting Families through Crisis</a></li> <li>• <a href="#">Character Strong lessons to respond to crisis</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Staff Wellness</a></li> <li>• <a href="#">Educator Wellness Slides</a></li> <li>• <a href="#">Grief &amp; Wellness Lessons</a></li> <li>• <a href="#">SEL Educator Toolkit</a></li> <li>• <a href="#">SEL Integration Guide</a></li> </ul> |
|---|---|

## Wellness Resources (Students)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <a href="#">Wellness for Students</a></li> <li>• <a href="#">SEL Student Choice Board</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Social Emotional Learning Digital Library (via Sora)</a></li> </ul> |
|---|--|

## Wellness Resources (Families)

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <a href="#">Roadmap for Social-Emotional Well-Being &amp; Academic Success</a> (English)</li> <li>• <a href="#">Roadmap for Social-Emotional Well-Being &amp; Academic Success</a> (Spanish)</li> <li>• <a href="#">Wellness Newsletter</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Family Wellness Resources</a></li> <li>• <a href="#">Family Wellness Slidedeck</a></li> <li>• <a href="#">Harmony Family Toolkit</a></li> <li>• <a href="#">Supporting Families through Crisis</a></li> </ul> |
|---|--|

## SEL Resources

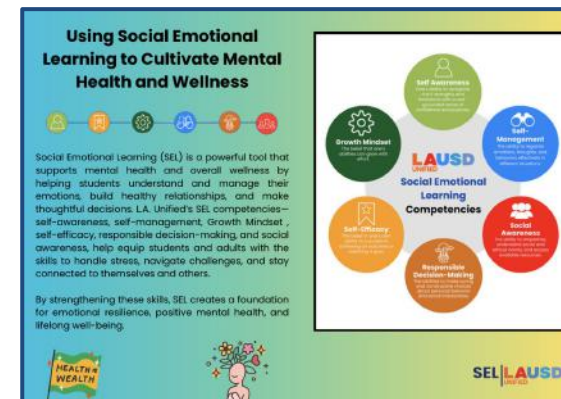
- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• <a href="#">SEL Competency Posters</a></li> <li>• <a href="#">5 Protective Factors to Promote Resilience</a></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">SEL for Students</a></li> <li>• <a href="#">Wellness Newsletter</a></li> </ul> |
|--|---|

# Social Emotional Learning (SEL) Choice Board

## Mindfulness with Mind Yeti



## SEL Activities & Reflection Prompts



## SEL DOI Google Slide Lessons



## Inclusions & Check-ins



## Optimistic Closures

## SEL Digital Library K-12



## Harmony Quick Connection Cards





# Social Emotional Learning

## for **Secondary** Students



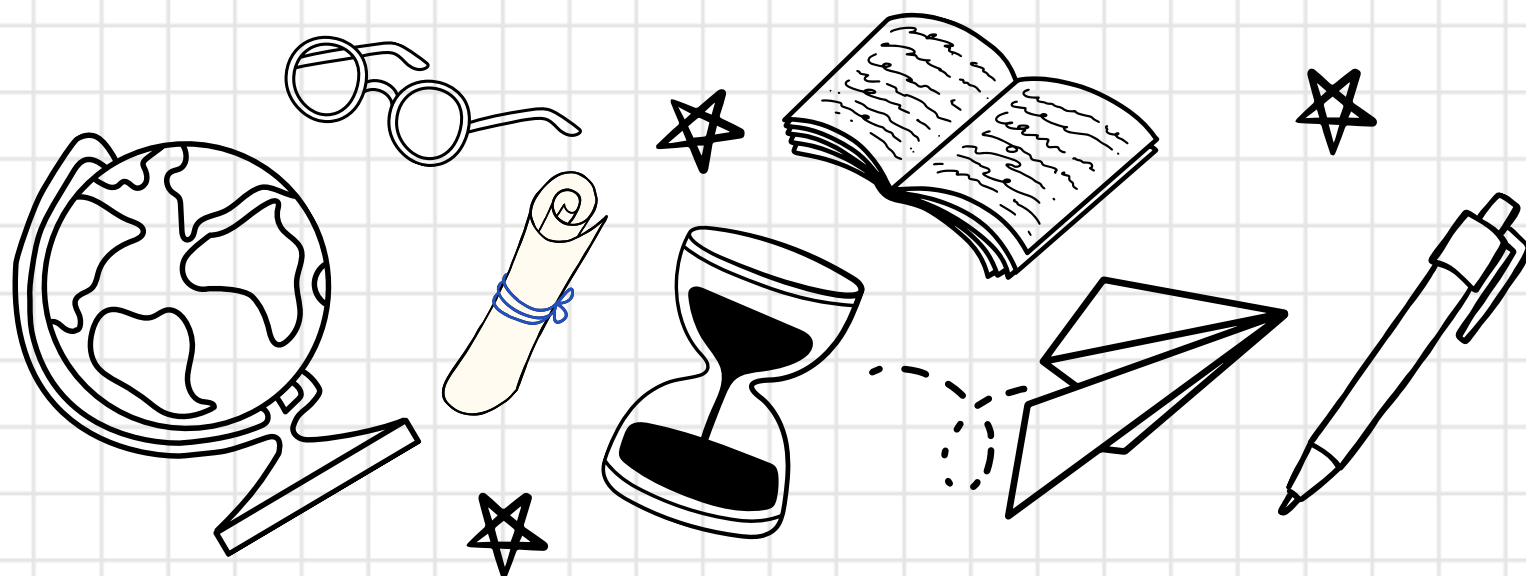
### What is Social Emotional Learning?

Social Emotional Learning (SEL) is about gaining the skills and attitudes to understand and manage your emotions, set and achieve goals, empathize with others, build positive relationships, and make thoughtful decisions. These skills help create a supportive environment where everyone can succeed, both at school and in life. To learn more, visit CASEL at [casel.org](https://casel.org).



### SEL Resources for YOU!

These SEL resources and tools are created with you in mind! They're here to help you grow, reflect, and build skills that empower you to succeed in school and beyond. Use them fully to enrich your learning journey because learning to manage emotions, build relationships, and make responsible choices is key to lifelong success.



### Self-Awareness

- Believing in your ability to overcome challenges will help you achieve your goals.
- Approaching tasks with confidence and persistence will keep you going even when things get tough.
- Taking ownership of your learning will open up opportunities for growth.
- Staying motivated and focused on your goals will lead to success, knowing that effort makes a difference.

### Self Efficacy

- Using positive affirmations will boost your confidence and remind you of your strengths.
- Visualizing success helps you stay focused on your goals and imagine the steps to achieve them.
- Comparing yourself to others who have overcome setbacks can inspire you to keep going knowing that challenges can be conquered.
- Remind yourself that setbacks are a part of growth.

### Growth Mindset

- Embracing challenges as opportunities to learn will help you grow and improve.
- Seeing mistakes as steps toward success allows you to keep moving forward without fear of failure.
- Believing that effort and perseverance lead to mastery will keep you motivated, even when things are difficult.

### Self-Management

- Setting clear goals and creating a plan will help you stay organized and focused on what needs to be done.
- Managing your time and emotions effectively allows you to balance school, extracurricular, and personal life.
- Practicing self-discipline helps you stay on track, even when distractions or challenges arise.

### Responsible Decision-Making

- Weighing the pros and cons of each option helps you make thoughtful and informed choices.
- Considering how your decisions affect others encourages you to make choices that are fair and respectful.
- Setting personal values and goals guides you in making decisions that align with your long-term aspirations.
- Reflect on past decisions.

### Social Awareness

- Recognizing and respecting the feelings and perspectives of others helps build stronger relationships.
- Understanding and appreciating diversity allows you to connect with people from different backgrounds.
- Showing empathy by considering how others feel fosters kindness and collaboration.



## Self Awareness

- ☐ "I Can" Statements
- ☐ SEL Activities by inspirEd
- ☐ Inspirational Quotes
- ☐ Letter to Future Self
- ☐ Cup of Self-Reflection



## Self Efficacy

- ☐ "I Can" Statements
- ☐ Positive Affirmations
- ☐ Pictures of Me: Affirmations
- ☐ Visualize Your Success
- ☐ My Gratitude Journal

# Students

## SEL RESOURCES



## Growth Mindset

- ☐ "I Can" Statements
- ☐ Growth Mindset Bundle
- ☐ Getting to Know Your Brain
- ☐ What's My Effort?



## Self-Management

- ☐ "I Can" Statements
- ☐ Inner Explorer Mindfulness For you and your family
- ☐ Be Kind to Your Mind: Resilience Daily
- ☐ The Worry Waterfall Poster



## Responsible Decision Making

- ☐ "I Can" Statements
- ☐ SMART Goals: Plan Your Future
- ☐ Before You Speak, THINK
- ☐ Things I Can Control
- ☐ Play Detective Case Solver



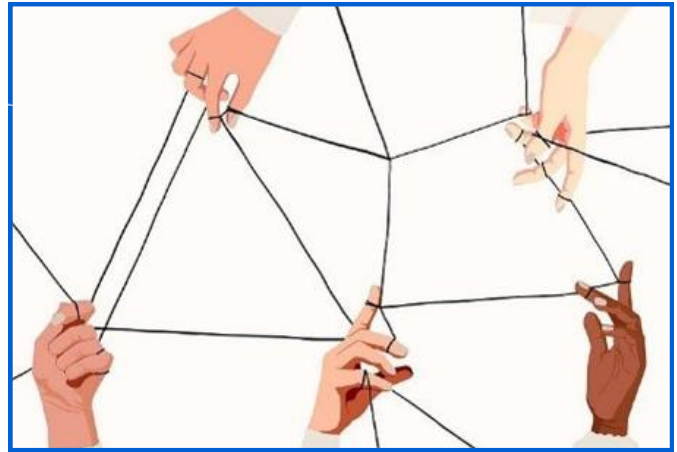
## Social Awareness

- ☐ "I Can" Statements
- ☐ Joking vs Bullying
- ☐ Talk About It
- ☐ Make a Friend: Share A Joke-a-Day
- ☐ Kindness Challenge





# Families and Caregivers



# Social Emotional Learning Unit

## Family SEL Resources



### Support SEL at Home with These Family Resources

As educators, we know how powerful family engagement is in helping students grow socially and emotionally. This curated collection of SEL resources is designed for families and caregivers to use at home. Feel free to share these tools and activities with your families to help strengthen skills like self-awareness, self-management, and social connection beyond the classroom. Click on any of the links below to explore the SEL resources.

#### How We Learn

- [Dr. Nadine Burke Childhood Trauma](#)
- [How Children and Adolescents, and Adults Learn](#)
- [A New Theory on the Teen Mental Health Crisis](#)
- [Getting to Know and Love Your Brain](#)
- [The Teen Brain](#)

#### SEL Resources

- [Families Want to Know: What is SEL?](#)
- [SEL Wellness for Families](#)
- [SEL Family Resources](#)
- [SEL Competencies for Families](#)
- [SEL Wellness for Students](#)
- [Wellness for Families](#)

#### Worth Sharing

- [Do you know why we also get sick?](#)
- [Sometimes the best medicine is...](#)
- [There is something magical about you!](#)
- [I AM - Positive Affirmations](#)
- [Daily Self-Care](#)
- [Words of Wisdom](#)

#### SEL Programs

- [RethinkEd Monthly Family Workshops](#)
- [Second Step Mind Yeti](#)
- [Mindfulness Practices with Inner Explorer](#)
- [Harmony Academy Family Resources](#)





## Social Emotional Learning Unit

### Family and Caregivers



#### SEL Resources to Help Families Connect, Reflect, and Understand the Teen Brain

Curious about what's really going on in the teenage brain? The resources below offer insights into adolescent development—including short videos on the teen brain, engaging mindfulness practices, and helpful handouts that dispel common myths. You'll also find simple, creative ways to strengthen connection and encourage reflection at home. Just click the links to explore tools designed to support meaningful social and emotional learning experiences with families.

#### Family Practices

- [Knowledge of How Children, Adolescents, and Adults Learn Resources](#)
- [You Can Grow Your Intelligence](#)
- [Mindfulness with Inner Explorer](#)
- [Getting to Know and Love Your Brain](#)
- [Fact Sheet-Myths About the Brain](#)
- [Vision Board Activity](#)
- [Mindful Breathing Tools](#)
- [The Teen Brain Under Construction \(Video\)](#)
- [The Brain Teen Development \(Video\)](#)



Scan the QR Code to  
Access the Resources







## SOCIAL EMOTIONAL LEARNING RESOURCES FAMILIES AND CAREGIVERS

Social Emotional Learning (SEL) of students starts at home. Families and caregivers are every school's most important partners in growing their child's SEL development. Share these SEL resources with our families to help guide their social emotional learning efforts at home.

- ✓ Self Awareness
- ✓ Self-Efficacy
- ✓ Growth Mindset
- ✓ Self-Management
- ✓ Social-Awareness
- ✓ Responsible Decision Making

### ✓ Additional SEL Resources



QR Code to access SEL Resources

## SEL PROGRAMS



Harmony at Home Kit  
Harmony Portal Job Aid



Second Step for Families



Inner Explorer at Home  
Job Aid





## RECURSOS PARA EL APRENDIZAJE SOCIOEMOCIONAL PARA FAMILIAS Y CUIDADORES

El aprendizaje socioemocional de los alumnos empieza en casa. Las familias y los cuidadores son los socios más importantes de cada escuela en el crecimiento del desarrollo SEL de sus hijos. Comparta estos recursos SEL con nuestras familias para ayudar a guiar sus esfuerzos de aprendizaje emocional social en el hogar.

- ✓ Autoconciencia
- ✓ Autoeficacia
- ✓ Mentalidad de Crecimiento
- ✓ Autogestión
- ✓ Conciencia Social
- ✓ Tomar Decisiones Responsables

✓ Recursos SEL Adicionales



QR Code - acceso a  
recursos SEL

### PROGRAMAS SEL



- ✓ Harmony en Casa  
Acceso al Portal Harmony

## SECOND STEP®

- ✓ Second Step para Familias



- ✓ Inner Explorer para Familias





**LAUSD**  
UNIFIED

## Social Emotional Learning (SEL)

# SEL VIDEOS

Teachers, students, and families can view these SEL videos by clicking on the link corresponding to each SEL competency.

[What is SEL and Why It Matters](#)



[What is Responsible Decision-Making?](#)



[What is Self Awareness?](#)



[What is Social Awareness?](#)



[What is Self Efficacy?](#)



[The Collaborative for Academic, Social, and Emotional Learning \(CASEL\)](#)



[What is Growth Mindset?](#)



[Committee for Children](#)



[What is Self Management?](#)



[Authentic Family Partnerships Schoolwide SEL](#)



**LAUSD**  
UNIFIED

## Aprendizaje socioemocional (SEL)

# VIDEOS SEL

Los maestros, estudiantes y familias pueden ver estos videos SEL haciendo clic en el enlace correspondiente a cada competencia SEL.

**¿Qué y porqué? El aprendizaje socioemocional**



**¿Qué es la toma de decisiones responsables?**



**¿Qué es la autoconciencia?**



**¿Qué es la Conciencia Social?**



**¿Qué es la autoeficacia?**



**The Collaborative for Academic, Social, and Emotional Learning (CASEL)**



**¿Qué es la mentalidad de crecimiento?**



**PBS Aprendizaje Socioemocional**



**¿Qué es la autogestión?**



**SEL para Padres**

# Social Emotional Learning Unit



## Wellness for Families and Caregivers

The Social Emotional Learning (SEL) Wellness resources are designed to empower families with practical strategies that promote emotional, mental and physical well-being. Practicing self-care, compassion, and mindfulness cultivates gratitude and fosters resilience. Click the links or scan the QR code to access these resources.

### Mindfulness

Mindfulness helps us stay present and approach ourselves with kindness and compassion.

- ★ [Mindfulness practices with Inner Explorer](#)
- ★ [Relax with Mind Yeti from Second Step](#)
- ★ [RethinkCare Wellness Journey](#)
- ★ [Mindful Breathing Tools](#)

### Self-Compassion

Self-compassion allows us to treat ourselves with the same kindness we give to others.

- ♥ [Be Kind to Your Mind: 50 Things You Can Control](#)
- ♥ [Ways to Show Yourself Some Love](#)
- ♥ [Self Compassion and Compassion for Others Exercise](#)
- ♥ [Tip Cards for Self-Care and Self-Compassion](#)
- ♥ [You Are Loved](#)
- ♥ [Self-Care Toolkit](#)
- ♥ [Compassionate Reframes](#)
- ♥ [Positive Affirmations](#)
- ♥ [Humor to Brighten Your Mood](#)
- ♥ [Self-Care Strategies: Here's What I Can Do](#)

### The Power of Gratitude

Gratitude helps us appreciate the present, fostering joy, connection, and overall well-being, while also nurturing hope for the future.

- 😊 [The Science of Gratitude](#)
- 😊 [Tips: How to Practice Gratitude](#)
- 😊 [Gratitude Practice](#)
- 😊 [Gratitude Journal](#)
- 😊 [Gratitude Jar](#)
- 😊 [Thank You Notes and Resources](#)

### QR Code

Scan the QR Code to access the Family Wellness Resources



<https://bit.ly/4gM68q2>



# Aprendizaje Socioemocional (SEL)



## Recursos para el Bienestar Familiar

Los recursos para el bienestar familiar están diseñados para empoderar a las familias con estrategias prácticas que promueven el bienestar emocional, mental y físico. Practicar el autocuidado, la compasión y la atención plena cultiva la gratitud y fomenta la resiliencia. Haga clic en los enlaces o escanee el código QR para acceder a estos recursos.

### Atención plena

La atención plena nos ayuda a estar presentes y a acercarnos a nosotros mismos con amabilidad y compasión.

- ★ [Prácticas de atención plena de Inner Explorer](#)
- ★ [Relájate con Mind Yeti de Second Step](#)
- ★ [RethinkCare Meditaciones guiadas](#)
- ★ [Ejercicios de respiración](#)

### Autocompasión

La autocompasión nos permite tratarnos a nosotros mismos con la misma amabilidad que damos a los demás.

- ♥ [Sé amable con tu mente: Cosas que puedes controlar](#)
- ♥ [Formas de demostrarte amor a ti mismo](#)
- ♥ [Ejercicio de autocompasión y compasión por los demás](#)
- ♥ [Ideas de autocuidado para ser feliz](#)
- ♥ [Se te quiere](#)
- ♥ [Herramientas para el autocuidado](#)
- ♥ [Hable consigo mismo con compasión](#)
- ♥ [Afirmaciones positivas](#)
- ♥ [Humor para alegrar el ánimo](#)
- ♥ [Estrategias: Lo que puedo hacer](#)

### El Poder de la Gratitud

La gratitud nos ayuda a apreciar el presente, fomentando la alegría, la conexión y el bienestar general, al tiempo que alimenta la esperanza en el futuro.

- 😊 [¿Qué es la gratitud?](#)
- 😊 [La gratitud sana](#)
- 😊 [Tarro de gratitud](#)
- 😊 [Mi diario de la gratitud](#)
- 😊 [Practica la gratitud](#)
- 😊 [Notas de agradecimiento](#)

### Código QR

Escanee el código QR para acceder a los recursos de bienestar familiar.



<https://bit.ly/4gM68q2>





## SOCIAL EMOTIONAL LEARNING FOR FAMILIES AND CAREGIVERS

**2024-2025**

# SEL FAMILY

## RESOURCES

Social Emotional Learning (SEL) starts at home. Families are key partners in supporting their child's SEL growth. Share these resources to guide SEL at home and foster meaningful connections.



[RethinkEd Family Monthly Workshops](#)



[Harmony Academy Family Toolkit](#)



[Second Step Family Resources](#)



[Inner Explorer Family Resources](#)

SCAN HERE



Scan QR Code to  
access the  
resources.



[Self Awareness](#)



[Self Efficacy](#)



[Growth Mindset](#)



[Self-Management](#)



[Responsible Decision-Making](#)



[Social Awareness](#)





## APRENDIZAJE SOCIAL Y EMOCIONAL PARA FAMILIAS Y CUIDADORES

**2024-2025**

# SEL FAMILIAS

### RECURSOS

El Aprendizaje Socioemocional (SEL) comienza en casa. Las familias son socios clave en el apoyo al crecimiento de SEL de sus hijos. Comparta estos recursos para guiar el SEL en el hogar y fomentar conexiones significativas.



RethinkEd Talleres Virtuales para Familias



Harmony Academy Kit para Familias



Second Step Recursos para Familias



Inner Explorer práctica la atención plena

código QR

SCAN HERE



Escanea el código QR para acceder a los recursos.



Autoconciencia



Autoeficacia



Mentalidad de crecimiento



Autogestión



Tomar decisiones responsables



Conciencia social

# What is Social Emotional Learning?

## Families and Caregivers



### Definition

Social Emotional Learning (SEL) is **a process** of learning social and emotional skills, and it's just as important as academic skills, such as reading and math.

The learning process is most effective when it begins early in a child's life and continues into adulthood.

- Manage emotions and behaviors
- Have empathy and show care and concern for others
- Solve problems effectively
- Make responsible decisions
- Maintain healthy relationships

### Essential Resources

- ☐ SEL Family Resources
- ☐ "I Can" Statements
- ☐ RethinkEd SEL Family Workshops
- ☐ SEL Strategies
- ☐ How Do I Help My Child Cope with Change?



### Benefits

Research and experience show that Social Emotional Learning (SEL) promotes:

- Academic achievement and growth
- Positive self-awareness and social relationships
- Emotional regulation and effective communication
- A supportive and inclusive school culture
- Collaboration and teamwork skills
- Emotionally safe environments and protective factors that buffer against mental health risks

**For more details on SEL and its benefits, we encourage you to visit CASEL's website.**

### How You Can Support

- Foster open communication by actively listening to your child, creating a safe space for dialogue and connection.
- Model SEL competencies such as kindness, patience, and empathy in everyday interactions with others.
- Share your emotions in a healthy way, acknowledging your child's feelings, and encouraging emotional awareness.
- Show resilience by approaching challenges with a growth mindset, demonstrating that setbacks are opportunities for growth.
- Support emotional well-being by introducing tools like daily affirmations and mindfulness practices to promote self-regulation.

**Scan QR Code**  
to access SEL  
resources



# ¿Qué es el aprendizaje socioemocional?

## Familias y Cuidadores



### Definición

El aprendizaje socioemocional (SEL) es **un proceso** de aprendizaje de habilidades sociales y emocionales, y es tan importante como las habilidades académicas, como la lectura y las matemáticas.

El proceso de aprendizaje es más eficaz cuando comienza pronto en la vida del niño y continúa hasta la edad adulta.

- Gestionar las emociones y los comportamientos
- Tener empatía y mostrar interés y preocupación por los demás
- Resolver problemas con eficacia
- Tomar decisiones responsables
- Mantener relaciones sanas

### Recursos esenciales

- ☐ Recursos para Familias
- ☐ Declaraciones de "Yo Puedo"
- ☐ Talleres Virtuales para Familias de RethinkEd
- ☐ Estrategias para el Aprendizaje Socioemocional
- ☐ ¿Cómo puedo ayudar a mi hijo a afrontar el cambio?

### Beneficios

La investigación y la experiencia demuestran que el Aprendizaje Socioemocional (SEL) fomenta:

- El rendimiento y el crecimiento académico
- El conocimiento positivo de uno mismo y las relaciones sociales
- La regulación emocional y la comunicación eficaz
- Una cultura escolar solidaria e integradora
- Habilidades de colaboración y trabajo en equipo
- Entornos emocionalmente seguros y factores de protección que amortigüen los riesgos para la salud mental

**Para más detalles sobre SEL y sus beneficios, le animamos a visitar el sitio web de CASEL.**

### Cómo puede apoyar

- Fomente la comunicación abierta escuchando activamente a su hijo, creando un espacio seguro para el diálogo y la conexión.
- Modele competencias SEL como la amabilidad, la paciencia y la empatía en las interacciones cotidianas con los demás.
- Comparta sus emociones de forma saludable, reconociendo los sentimientos de su hijo y fomentando la conciencia emocional.
- Muestre resiliencia afrontando los retos con una mentalidad de crecimiento, demostrando que los contratiempos son oportunidades para crecer.
- Apoye el bienestar emocional introduciendo herramientas como las afirmaciones diarias y las prácticas de atención plena para fomentar la autorregulación.

**Escanee el código QR** para acceder a los Recursos Familiares SEL



## SOCIAL EMOTIONAL LEARNING

### POSITIVE AFFIRMATIONS For Families and Caregivers



Positive affirmations support Social Emotional Learning (SEL) competencies by helping build confidence, self-awareness, and emotional regulation. These affirmations were created for you and your family to help recognize your strengths, manage your emotions, and develop a positive mindset together.



Social Emotional Learning Unit

## Defined

Positive affirmations are kind and encouraging words you say to yourself. They help replace negative thoughts with positive ones.

## Why They Matter

Positive affirmations matter because they help build a strong, confident, mindset. When children and families use them regularly, they can reduce self-doubt, manage stress, and develop a more positive outlook on challenges.

## Examples

Some **examples** include:

- I am loved and valued.
- I believe in myself.
- I am enough.
- I am strong.

Using **these** phrases daily can boost confidence and emotional well-being.

## Research

### Do Positive Affirmations Work? What Experts Say.



## Steps

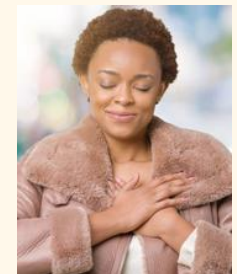
1. **Choose your affirmations.** Set a purpose, make it personal, and keep it authentic.
2. Say them out loud, **use present tense**, and believe in them.
3. **Repeat** them regularly.

## Let's Get Started

Sometimes, before practicing positive affirmations, listening to mindfulness music can help calm the mind and make it more open to positive thinking. Click **here** for a calming mindfulness practice from **Inner Explorer**.

## Affirmations for Growth and Strength

Click **here** to download Affirmations for Growth and Strength



## Affirmations for Self-Care

Click [here](#) to download Affirmations for Self-Care



## We Heal, We Rise: Empowering Affirmations



**These** affirmations remind you that through every storm, every obstacle, and every setback, you carry an unshakable power within. No matter what comes your way, remember—you are stronger, you are unstoppable, and you rise.

## Affirmations for Kids: Growing Strong



Share **these** affirmations with your children to help them build confidence, resilience, and a strong mindset. Remind them they are supported, capable, and growing stronger every day. With your love and encouragement, they can face any challenge with courage and hope.

## Mindset Matters: Affirmations for High Schoolers



Share **these** affirmations with your high schooler to help them stay focused, motivated, and confident in their future. Remind them that with determination, **resilience**, and your support, they can achieve their goals and build the future they dream of.

## Affirmations for a Growth Mindset



**These** affirmations are designed to help your whole family embrace challenges, learn from mistakes, and believe in the ability to grow and improve.

## Mirror, Mirror On the Wall



Place **these** positive affirmations around your mirror at home. As you look into the mirror each day, repeat the words aloud to reinforce self-worth and strength.

## Worth Sharing



**These** affirmations and quotes are valuable for fostering confidence, resilience, and positivity, making them worth sharing to uplift and empower.



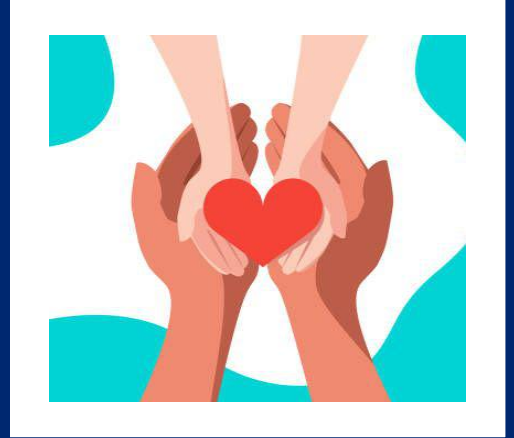
**Scan QR Code**  
to Access the  
Resources  
<https://bit.ly/AffirmationsHandout>



# Wellness for Families

This resource offers tools like Inner Explorer for mindfulness, self-care ideas for families and children, and strategies to foster gratitude and improve mental health. It also includes tips for helping children cope with change, activities to build resilience and a growth mindset, positive affirmations, and daily jokes for a touch of lighthearted fun.

Empower your family with these strategies for positivity, connection, and emotional growth.



## Resources

- [Parent/Caregiver Roadmap for Social-Emotional Well-Being & Academic](#)
- [SEL Resources for Families and Caregivers](#)
- [Inner Explorer Family Resource](#)
- [Self-Care Ideas for Me and My Child](#)
- [5 Ways to Teach Children Gratitude](#)
- [How to Practice Gratitude & Improve Your Family's Mental Health](#)
- [How Do I Help My Child Cope with Change?](#)
- [What is Social Emotional Learning: Families Want to Know](#)
- [SEL Family Resources flyers](#)
- [Harmony Academy Toolkit](#)
- [Just for fun. A Joke-A-Day](#)
- [Positive Thinking and Affirmations](#)
- [Growth Mindset Action Steps](#)



## SEL Newsletters



# Social Emotional Learning *Fall Newsletter*



*"Kindness can become it's own motive. We are made kind by being kind."  
-Eric Hoffer*



## Upcoming Important Dates

12/5/24 & 12/6/24 SEL Programs Open House  
12/7/24 Understanding Trauma PD  
1/11/25 Making Connections PD  
1/15/25 SEL Office Hours  
1/29/25 School Climate Advocate PD  
2/1/25 Agency, Identity, and Belonging Professional Development



## Educator Community

**Educators check out these resources that will support your SEL instructional practices.**

SEL Integration Guide  
SEL Competency "I Can" Posters  
SEL Inclusions  
SEL Optimistic Closures  
PBIS Resources  
Secondary Advisory Lessons  
HDRE Advisory Lesson  
Fostering SEL Through Literature  
Teacher Self-Care Podcast  
Schoology Group: **7F56X-SFV4Z**



## Administrator Community

**Leaders take a look at these resources that support the SEL District Goal 4.**

District Goal 4  
SEL in the Instructional Priorities  
SEL Goal IOC  
L.A. Unified's SEL Competencies  
SEL Programs Banked Time PD  
SEL Integration Guide  
SEL Inclusions  
SEL Optimistic Closures  
Employee Appreciation Ideas



## Student Community

**Students, did you know that a single act of gratitude can increase happiness? Check out these activities.**

Practicing Gratitude  
Brain Break Breathing Cards  
Showing Gratitude Think Sheet  
The Gratitude Jar Video  
30 Day Gratitude Challenge  
Kindness Journal  
Student Gratitude Tree



Click on underlined resources

# Social Emotional Learning



## Family Community

***Families and Caregivers here are some resources that support SEL at home.***

Parent/Caregiver Roadmap for Social-Emotional Well-Being & Academic

SEL Resources for Families and Caregivers

Inner Explorer Family Resource

Self-Care Ideas for Me and My Child

5 Ways to Teach Children Gratitude

How to Practice Gratitude & Improve Your Family's Mental Health

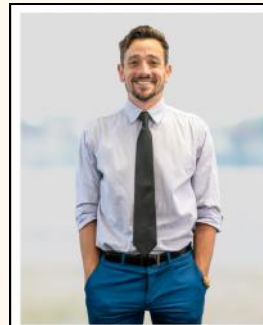
Gratitude Scavenger Hunt

An Experiment in Gratitude Video



## SEL Spotlight

*Congratulations to two of our SEL Symposium presenters for being named Teachers of the Year for 2024!*



**Nicholas Westfall**  
Alexander Hamilton Senior High School  
Grades 9-12 Physical Education



**Janet Lee-Ortiz**  
International Studies and World  
Languages Virtual Academy  
Eighth Grade Math and Science



**Submit to the SEL Spotlight**

<https://bit.ly/2024SELspotlightSubmissionForm>

## Campaigns

**Join the SEL national campaigns approved by L.A. Unified to create a culture of belonging in our schools, classrooms and communities.**



Month	Program Partners	Event/Registration Link	Resources
September 16-30, 2024	Healthy Mind Campaign	Click on the link below	Click on the link below
October 1, 2024	Regional Office of Education	Click on the link below	Click on the link below
November 11, 2024	Los Angeles Unified School District	Click on the link below	Click on the link below
January 2025	LAUSD Office of Education	Click on the link below	Click on the link below
February 14, 2025	Regional Office of Education	Click on the link below	Click on the link below
March 11, 2025	LAUSD Office of Education	Click on the link below	Click on the link below
March 11-14, 2025	Healthy Mind Campaign	Click on the link below	Click on the link below
April 1, 2025	LAUSD Office of Education	Click on the link below	Click on the link below
April 1, 2025	LAUSD Office of Education	Click on the link below	Click on the link below
April 1, 2025	LAUSD Office of Education	Click on the link below	Click on the link below

*Kind*

## Wellness

***Express gratitude for others. Showing gratitude improves your wellbeing and strengthens your self-management.***



Inner Explorer Mindfulness Program

Staff Wellness and Self Care

Be Kind to Your Mind Bingo

5 Ways to Take a Self Compassion Break

Self Care Matters



# Social Emotional Learning Winter Newsletter



*"The point is not to pay back kindness, but to pass it on."*  
— Julia Alvarez



## Upcoming Important Dates

1/11/25 Making Connections PD  
1/15/25 SEL Office Hours  
1/27/25-1/31/25 Great Kindness  
Challenge Campaign  
1/29/25 School Climate Advocate PD  
2/1/25 Agency, Identity, & Belonging PD  
3/3/25-3/7/25 SEL Week Activities  
3/7/25 SEL Day-Educator Spotlight



## Administrator Community

**Administrators, here are a few  
resources to support staff wellness and  
adult SEL for your staff and families.**

- Explore the educator mindfulness practices from Inner Explorer.
- Hold a staff appreciation circle.
- Embed SEL inclusions & Optimistic Closures in meetings.
- Provide a staff wellness/self-care PD.
- Learn about the 14 ways to transform staff wellbeing.
- Try these different staff appreciation ideas.
- Use these 5 Simple Lessons for Social and Emotional Learning for Adults.
- Provide time to reflect on the 7 Dimensions of Wellness.



## Educator Community

**Educators, check out these resources that  
will support your SEL instructional practices.**

What does SEL look and sound like? Check out the SEL Competency "I Can" Posters for statements of what students can do!

Are you looking for ways to integrate SEL into your class and school? Look at the SEL Integration Guide for tips and resources.

For quick and engaging opening activities and brain breaks that allow students to practice SEL, use the SEL Inclusions and SEL Optimistic Closures.

Join our community of Educators on  
Schoolology!  
Group Code: **7F56X-SFV4Z**



## Student Community

**Students, don't forget to take care of  
yourselves as we start the new  
semester. Here are some tips and  
strategies:**

- Managing stress
- Exercise
- Nutrition
- Sleep
- Goal Setting



🔗 Click on underlined resources



# Social Emotional Learning



## Family Community

**For your Families and Caregivers, below are some resources to support SEL at home.**

- [Harmony Academy Family Resources](#)
- [RethinkEd Family Workshops](#)
- [SEL Family Resources Flyer 2024-25](#)
- [Inner Explorer Mindfulness Practices for Families](#)
- [Families want to know: What is SEL?](#)



## Wellness Resources

*Explore the wellness resources to support you during these challenging times.*

- [Lessons to respond to a crisis](#)
- [Lesson Slides to Respond to Crisis](#)
- [Grief & Stress Management Lessons](#)
- [5 Protective Factors to Promote Resilience](#)
- [Resources for Staff Wellness](#)
- [Resources for Student Wellness](#)
- [Resources for Families and Caregivers](#)



## Great Kindness Challenge January 27-31, 2025

The Great **Kindness Challenge** is a proactive and positive SEL-focused bullying prevention program that improves school climate and increases student engagement. It is one week devoted to performing as many acts of kindness as possible on campus.




[Click here for resources.](#)

Let's make Kindness the Norm together!

## Wellness

**Express gratitude for others. Showing gratitude improves your wellbeing and strengthens your self-awareness.**

- Repeating positive affirmations  boosts wellness by encouraging a positive mindset.
- Practice gratitude and mindfulness with the support of [Inner Explorer](#).
- [Mindfulness and Breathing Tips](#)
- [What are the Eight Dimensions of Wellness & Self-Care?](#)

# Social Emotional Learning *Wellness Resources*



## Family/Caregiver Wellness

Access resources, for families and caregivers, that support self-care, manage stress and anxiety during challenging situations.



Resources for Families  
and Caregivers

## Student Wellness

Here are some resources to support student wellness.



Resources for Student Wellness

## Staff Wellness

Here are some resources to support staff wellness.



Resources for Staff Wellness



## Staff Instructional Resources

Access lessons and resources that support responding to a crisis.



Lessons to Respond to a Crisis  
Lesson Slides to Respond to a Crisis  
Grief & Stress Management Lessons  
5 Protective Factors to Promote Resilience

# Social Emotional Learning Spring Newsletter



*"The desire to reach for the stars is ambitious. The desire to reach hearts is wise."*  
— Maya Angelou



## Upcoming Important Dates

- 3/26/25-3/27/25- SCA PDs
- 3/31/25- Cesar Chavez Day
- 4/5/25- Micro-Credential PD
- 4/11/25- School Experience Survey Closes-click here for resources
- 4/10/25- Family Academy Webinar
- 4/26/25- Portfolio Institute PD



## Educator Community

***Educators, check out these resources that will support your SEL instructional practices.***

What does SEL look and sound like? Check out the SEL Competency "I Can" Posters for statements of what students can do!

Are you looking for ways to integrate SEL into your class and school? Use the SEL Integration Guide for tips and resources.

For quick and engaging opening activities and brain breaks that allow students to practice SEL, use SEL Inclusions and SEL Optimistic Closures.

Every week can be SEL week by using fun and engaging activities to promote SEL!

Join our community of Educators on Schoology!  
Group Code: **7F56X-SFV4Z**



## Administrator Community

Administrators, here are a few resources to support you, your staff, students and families.

- Designate your school's SEL Point of Contact by completing this form.
- Registration for the 2025 SEL Symposium is now open for school administrators.
- Sign up for our Signature SEL PD series using MyPLN keyword search: 24SEL
- Share the love of reading with the SEL Digital Library Book Collection
- Learn about the SEL Programs that are available on our SEL Bench.
- Explore the SEL Toolkit & SEL Integration Guide for SEL instructional resources.

## Student Community

**Practice your Growth Mindset by**

- seeking feedback
- cultivating persistence
- viewing challenges as opportunities
- setting goals

**Here are some resources that can help you cultivate a growth mindset.**

- Activity 1, Activity 1B
- Activity 2



Click on underlined resources

# Social Emotional Learning



## Family Community

**For your Families and Caregivers, below are some resources to support SEL at home.**

- [SEL Family Wellness Resources](#)
- [Harmony Academy Family Resources](#)
- [RethinkEd Family Workshops](#)
- [SEL Family Resources Flyer 2024-25](#)
- [Inner Explorer Mindfulness Practices for Families](#)
- [Families want to know: What is SEL?](#)



## SEL Spotlight: SEL Day Campaign

**Celebrating Our SEL Day Campaign Finalists!**



**Submit to the SEL Spotlight**

<https://bit.ly/2024SELspotlightSubmissionForm>

## SEL Week Snapshot

**In community on SEL Day at Beaudry!**



## Wellness

**Express gratitude for others. Showing gratitude improves your wellbeing and strengthens your self-management.**



[Resilient Schools with Inner Explorer](#)  
[Inner Explorer Mindfulness Program](#)

[Staff Wellness and Self Care](#)  
[Just Like Me \(A Loving Kindness Meditation\)](#)

[Be Kind to Your Mind](#)

[School Mental Health Website](#)

[Positive Affirmations for Wellness](#)





# Creating a Sense of Belonging in Our Schools

## National SEL Campaigns Program

### 2024–2025



Belonging is a fundamental human need, pivotal in developing and maintaining meaningful relationships in adolescence and adulthood. Join the Social Emotional Learning national campaigns approved by L.A. Unified to create a culture of belonging in our schools, classrooms and communities.

Month	Program Partners	Event/ Registration Link	Resources
September 16–20, 2024	<a href="#">Sandy Hook Promise</a>	<a href="#">Start with Hello Week</a>	<b>Resources</b> Additional materials will be made available upon registration
October 11, 2024	<a href="#">Beyond Differences</a>	<a href="#">Know Your Classmates</a>	<b>Lessons</b> Additional materials will be made available upon registration
November 13, 2024	<a href="#">We Are Kinder</a>	<a href="#">World Kindness Day</a>	Materials will be made available upon registration
January 2025	<a href="#">LAUSD SEL Unit</a>	<a href="#">Kindness Campaign</a>	Coming Soon
February 14, 2025	<a href="#">Beyond Differences</a>	<a href="#">No One Eats Alone</a>	<b>Conversation Cards</b> Once your school is registered, you will receive the materials needed to run NOEA campaign
March 11, 2025	<a href="#">SEL4CA</a>	<a href="#">SEL Day</a>	Resources will be made available upon registration
March 10–14, 2025	<a href="#">Sandy Hook Promise</a>	<a href="#">Say Something Week</a>	Materials will be made available upon registration
April 2025	<a href="#">GLSEN</a>	<a href="#">Day of No Silence</a>	Materials will be made available upon registration
April 11, 2025	<a href="#">SaskTel</a>	<a href="#">Be Kind online</a>	Materials will be made available upon registration
April 30, 2025	<a href="#">Peace Over Violence</a>	<a href="#">Denim Day</a>	Materials will be made available upon registration

## 2024–2025

# *“Integrating Joy in Learning Through SEL”*

## SEL DAY CAMPAIGN



### Calling all L.A. Unified educators!

In SELebration of SEL Day on March 7, 2025, the Social Emotional Learning (SEL) Unit is excited to present the “Integrating Joy in Learning Through SEL” Educator and Administrator Spotlight Campaign. This is a wonderful opportunity to highlight educators and support staff, showcasing the SEL work they are leading in their school communities, including how they integrate joy into learning through SEL. We encourage you to join us!

### Submit your work using the Google form below and include:

- images, or a 1-min video of SEL activities or lessons that demonstrates how you are Integrating the Joy of Learning Through SEL;
- a short description of the video or images submitted;
- describe how the activities address one or more of the SEL competencies: Self-Awareness, Growth Mindset, Self-Efficacy, Self-Management, Responsible Decision-Making, or Social Awareness.

Activities can include: SEL Integration into content areas and out of classroom activities, SEL instruction, SEL daily practices, school wide assemblies, examples of student work, recess or lunch activities, school wide campaigns, Adult SEL PD, or capacity building activities.

**Selected Educators** will be notified via email. They will be awarded a gift of appreciation and will be featured on [LA Unified’s Social Emotional Learning Unit website](#), SEL4CA website, in our official “SEL Day Educator Spotlight” announcement, and in an educator spotlight video.

### **SEL DAY Submission Link**

Submissions are due: Sunday, February 23, 2025 by 11:59 p.m.

**Join our Schoology Group: Access Code 7F56X-SFV4Z**



# SEL Earth Month Activities

Welcome to our Earth Month SEL activities! Earth Day is a time to celebrate and cherish our beautiful planet while taking action to protect it. Throughout this calendar, you'll find a diverse range of engaging and educational activities designed to inspire environmental consciousness. Join us in honoring Earth Day by participating in these events that promote a healthier, more sustainable future for our planet.

This resource can be printed or distributed digitally. All daily actions can be done at home or school. Click on the icon for each day to see a curated list of educational resources related to the daily action.

## SEL Earth Month Activities

Use these activities to celebrate Earth Month and practice Social Emotional Learning skills at the same time!

### SEL Inclusion activity

- [Hope](#)
- Use these prompts for a quick inclusion activity or brain break.
- SEL Connection: Self Awareness and Social Awareness

### Community Building and Quick Conversations

- [Nature Stroll](#)
- Use these prompts or a quick community building activity or conversation.
- SEL Connection: Self Awareness and Social Awareness

### Earth Month SEL Activities

- [Activity Bank](#)
- Explore RethinkEd Earth Month activities by separated by grade span. Available in English and Spanish to develop environmental awareness, responsibility, empathy and community engagement.
- SEL Connection: Social Awareness and Responsible Decision-Making

### Newsela

- [Articles, Videos and Debates](#)
- Use real-world content from Newsela resources to to integrate environmental awareness and stewardship into your lesson plans and classroom conversations.
- SEL Connection: Social Awareness and Responsible-Decision Making

### SEL Advisory Lesson

- [California Native Plants](#)
- Learn about plants native to California and ways to show respect for plants.
- SEL Connection: Social Awareness



## SEL Earth Month Activities

Use these activities to celebrate Earth Month and practice Social Emotional Learning skills at the same time!

### SEL Inclusion activity

- [Gratitude](#)
- Use these prompts for a quick inclusion activity or brain break.
- SEL Connection: Self Awareness and Social Awareness

### Community Building and Quick Conversations

- [ROY G. BIV](#)
- Use these prompts or a quick community building activity or conversation.
- SEL Connection: Self Awareness and Social Awareness

### Earth Month SEL Activities

- [Activity Bank](#)
- Explore RethinkEd Earth Month activities by separated by grade span. Available in English and Spanish.
- SEL Connection: Social Awareness and Responsible Decision-Making

### Newsela

- [Articles, Videos and Debates](#)
- Use real-world content from Newsela resources to to integrate environmental awareness and stewardship into your lesson plans and classroom conversations.
- SEL Connection: Social Awareness and Responsible-Decision Making

### SEL Advisory Lesson

- [Becoming a Change Agent](#)
- Understand how to become a change agent and identify important issues that may require you take action.
- SEL Connection: Social Awareness and Responsible Decision-Making

## SEL Earth Month Activities

Use these activities to celebrate Earth Month and practice Social Emotional Learning skills at the same time!

### SEL Inclusion activity

- [I am in awe of](#)
- Use these prompts for a quick inclusion activity or brain break.
- SEL Connection: Self Awareness and Social Awareness

### Community Building and Quick Conversations

- [A New Leaf](#)
- Use these prompts or a quick community building activity or conversation.
- SEL Connection: Self Awareness and Social Awareness

### Earth Month SEL Activities

- [Activity Bank](#)
- Explore RethinkEd Earth Month activities by separated by grade span. Available in English and Spanish.
- SEL Connection: Social Awareness and Responsible Decision-Making

### Newsela

- [Articles, Videos and Debates](#)
- Use real-world content from Newsela resources to to integrate environmental awareness and stewardship into your lesson plans and classroom conversations.
- SEL Connection: Social Awareness and Responsible-Decision Making

### SEL Advisory Lesson

- [Using Communication](#)
- Practice effective communication skills in order to solve problems.
- SEL Connection: Social Awareness and Responsible Decision-Making

## SEL Earth Month Activities

Use these activities to celebrate Earth Month and practice Social Emotional Learning skills at the same time!

### SEL Inclusion activity

- [I See Beauty In](#)
- Use these prompts for a quick inclusion activity or brain break.
- SEL Connection: Self Awareness and Social Awareness

### Community Building and Quick Conversations

- [What's the Weather?](#)
- Use these prompts or a quick community building activity or conversation.
- SEL Connection: Self Awareness and Social Awareness

### Earth Month SEL Activities

- [Activity Bank](#)
- Explore RethinkEd Earth Month activities by separated by grade span. Available in English and Spanish.
- SEL Connection: Social Awareness and Responsible Decision-Making

### Newsela

- [Articles, Videos and Debates](#)
- Use real-world content from Newsela resources to to integrate environmental awareness and stewardship into your lesson plans and classroom conversations.
- SEL Connection: Social Awareness and Responsible-Decision Making

### SEL Advisory Lesson

- [Earth Day](#)
- Use this lesson from Human Relations, Diversity & Equity to learn about Earth Day and what you can to do to care for Earth.
- SEL Connection: Social Awareness and Responsible Decision-Making

# SOCIAL EMOTIONAL LEARNING (SEL)



## THANK YOU!

Thank you, truly, for everything you do each day to uplift and support our students. Please remember—SEL isn't just one more thing on your plate. It is the plate. It's the foundation that holds everything else we do as educators. When students feel safe, seen, and supported, they're better able to learn, connect, and thrive.

