**NJ’s SEL Competencies with Skill Examples**

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| **Self-Awareness** | |
| **Sub Competencies** | **Skill Example** |
| Recognize one’s feelings and thoughts | State how one feels appropriate to the context   * “I am happy because…” |
| Recognize the impact of one’s feelings and thoughts on one’s behavior | State the connection between feelings and actions   * “*I was mad and thought that….would solve my problem”* |
| Recognize one’s personal traits, strengths and limitations | Name examples of traits, strengths and areas of growth   * *“I am really good at…”* * *“I need to work on*…” |
| Recognize the importance of self-confidence in handling daily tasks and challenges | Makes affirmative statements to express ability to manage daily tasks and challenges   * *I can…, I will…, I am…* |

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| **Self-Management** | |
| **Sub Competencies** | **Skill Example** |
| Understand and practice strategies for managing one’s own emotions, thoughts and behaviors | Use diaphragmatic breathing (taking 4 deep breaths) when…. |
| Recognize the skills needed to establish and achieve personal and educational goals | Identify 2 or more action steps needed to complete a project |
| Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals | Use a positive mindset when faced with problems or obstacles   * Saying I can instead of I can’t * One thing I can do about this is…. * Two options I have are…. * Another way to look at it is…. |

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| **Decision-Making Skills** | |
| **Sub Competencies** | **Skill Example** |
| Develop, implement and model effective problem solving and critical thinking skills | Use ‘pause-think-choose’ when faced with a problem situation |
| Identify the consequences associated with one’s actions in order to make constructive choices | Make an if-then statement to the show the relationship between an action and consequence |
| Evaluate personal, ethical, safety and civic impact of decisions | Name one positive outcome and one negative outcome of a decision made (or potential decision) |

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| **Relationship Building Skill** | |
| **Sub Competencies** | **Skill Example** |
| Establish and maintain healthy relationships | Name three expectations for how they want others to treat them   * “I expect my friends to…” |
| Utilize positive communication and social skills to interact effectively with others | Pause before positing - |
| Identify ways to resist inappropriate social pressure | Use confident communicators to say no:   * Stand tall * Look in the eye * Say no with confidence |
| Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways | Distinguish between news and gossip |
| Identify who, when, where, or how to seek help for oneself or others when needed | Know the difference between something that is urgent and something can wait |

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| **Social Awareness** | |
| **Sub Competencies** | **Skill Example** |
| Recognize and identify the thoughts, feelings and perspectives of others | During a discussion paraphrase what the speaker said   * “What I heard you say is…” |
| Demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds | Appreciate a positive quality or action of another by providing a compliment   * “I like the way you….” |
| Demonstrate an understanding of the need for mutual respect when viewpoints differ | Bring a disagreement to a peaceful conclusion   * “Let’s agree to disagree on this one” * “It’s okay if we don’t agree, both our opinions matter” |
| Demonstrate an awareness of the expectations for social interactions in a variety of settings | Give examples of how we behave in different settings (e.g., home versus school)   * “At home I…., but at school I did this instead” |