**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…”
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| 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”*
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| 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*…”
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| 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…”
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| 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
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| 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…”
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| 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….”
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| 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”
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| 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”
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