

CURRICULUM RESOURCE

Taking the Mystery out of Social-Emotional Skills Part 1

OALCF ALIGNMENT

Competency	Task Group	Level
Competency A - Find and Use Information	A1. Read continuous text	2
Competency B - Communicate Ideas and Information	B1. Interact with others	1
Competency B - Communicate Ideas and Information	B2. Write continuous text	2

Goal Paths (check all that apply)

- | | |
|--|--|
| <input checked="" type="checkbox"/> Employment | <input type="checkbox"/> Postsecondary |
| <input checked="" type="checkbox"/> Apprenticeship | <input checked="" type="checkbox"/> Independence |
| <input type="checkbox"/> Secondary School Credit | |

Embedded Skills for Success (check all that apply)

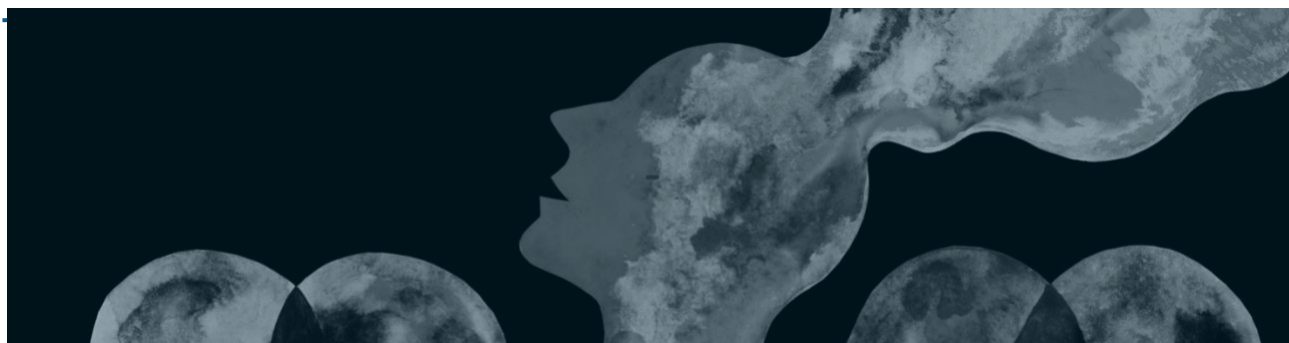
- | | |
|--|---|
| <input checked="" type="checkbox"/> Adaptability | <input type="checkbox"/> Numeracy |
| <input checked="" type="checkbox"/> Collaboration | <input checked="" type="checkbox"/> Problem Solving |
| <input checked="" type="checkbox"/> Communication | <input checked="" type="checkbox"/> Reading |
| <input type="checkbox"/> Creativity and innovation | <input checked="" type="checkbox"/> Writing |
| <input type="checkbox"/> Digital | |

NOTES:

ACKNOWLEDGEMENTS

Project Host: Community Literacy of Ontario

Research & Writing: Lesley Hamilton



This Employment Ontario service is funded in part by the Government of Canada and the Government of Ontario through the Canada-Ontario Job Fund Agreement.

Canada

EMPLOYMENT
ONTARIO

Ontario



The opinions expressed in this report are the opinions of Community Literacy of Ontario and do not necessarily reflect those of our funders.



communityliteracyofontario.ca



(705) 733-2312



info@communityliteracyofontario.ca



@CommunityLiteracyOntario



@love4literacy

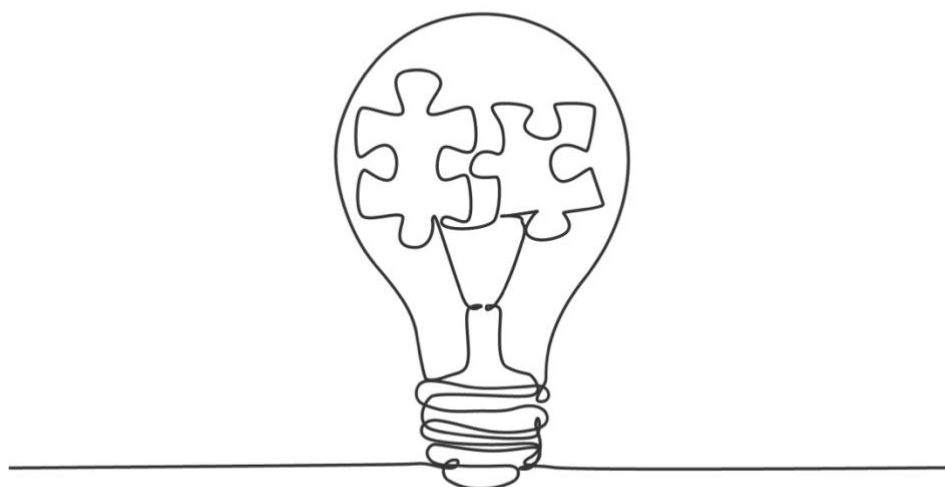


@love4literacy

Table of Contents

Practitioner Notes:	4
Adaptability Skills Handout for Activities	6
Collaboration Skills Handout for Activities	7
Communication Skills Handout for Activities	8
Social-Emotional Skills	9
Self-Awareness	12
Activity – Positive and Negative Characteristics Discussion	15
Activity – Things that are in your control - Part A	16
Activity – Things that are in your control - Part B	17
Skills for Success for Self-Awareness	18
Activity – Self-awareness for home	19
Activity – Self-awareness for work.....	20
Activity – Self-awareness for life	21
Activity – Your own self-awareness	22

Self -Management.....	24
Activity – What self-management skills do I have? Part A.....	25
Activity – What self-management skills do I have? Part B.....	26
Skills for Success for Self-Management	27
Activity – Self-management for life	30
Activity – Self-management for work	31
Activity – Self-management for home.....	32
Activity – Your own self-management	33
Review.....	35
Sources Used in the Development of this Material.....	36



Practitioner Notes:

This is not intended to be definitive in the realm of Social-Emotional Skills but rather a document that helps learners understand the many ways Social-Emotional Skills are defined and what they actually mean. In the world of work today, many employers are starting to use these skills when determining who they hire and within their organization to help current employees.

The learner will gain the knowledge that these skills are things they may already use effectively. However, if the skills are new to the learner, they will learn how to use them in a safe environment.

Most of these skills can be defined using the Skills for Success model. For example, social-emotional skills promote an inclusive workplace which, if looking at it through the lens of SFS, is identified in the Collaboration Skill (value diversity and inclusivity of others).

Communication can be considered an important Social-Emotional Skill in various types of workplaces, such as, within the trades' workforce. Active listening and patience are key to the knowledge transfer that needs to occur from a workforce that is finishing their career to apprentices who are just starting their careers.

For the purposes of this curriculum, the Skills for Success components within Adaptability, Collaboration, and Communication have been written at a level that is appropriate for Level 1 and 2 learners.

Skills Lists

Provide an overview of the lists. Explain that the skills lists relate to each of the activities, and the learner will need to use the lists to complete the activities. The learner may only need one list in an activity or they may need all the lists. Each learner will need their own copy of the lists.

Print and handout a copy of each list for all the learners to use to when doing the activities. There are 3 lists:

- Adaptability
- Collaboration
- Communication

This resource is designed to be used by learners in various settings, including independent learning, 1-to-1 tutoring, small group and classroom learning.

Practitioners are encouraged to supplement this resource with

- *discussions about learner experiences related to the subject matter*
- *examples that are culturally relevant to the learner*
- *additional activities as desired*

Adaptability Skills Handout for Activities

Demonstrate responsibility

- Concentrate on what you're doing right now.
- Reduce things that take your attention away.
- Make sure you use your time wisely to show that you understand that time is valuable. This means being on time and not wasting time.
- Show that you can be counted on by completing the tasks you're given.

Persist and persevere

- Be ready for things to be different.
- Think about what has changed and what's going to happen in the future.
- Know when to keep trying and when to change how you're doing things or how you're thinking.
- If appropriate, don't give up when things don't go as you expected.
- If it's the right thing to do, change your plans and the way you do things when the situation changes.

Regulate your emotions when appropriate

- Be positive and optimistic.
- Stay calm when things don't go as you had hoped.
- Get back on track when you are not able to stay calm.
- Encourage others to stay calm.

Set or adjust your goals and expectations

- Decide what you want to achieve and what you think you can do. Consider your skills, resources, and the help you can get.
- Define expectations and standards for reaching goals.

Plan and prioritize

- Plan the things you need to do, the main points along the way, and the strategies to reach your goals.
- Decide what's most important, and put those decisions in the right order based on what's happening around you.

Seek self-improvement

- Think about your own skill sets and resources.
- Look for chances to make yourself better.
- Learn by understanding what went wrong and fixing it when things don't go as planned.

Collaboration Skills Handout for Activities

Work well with other people

- Show that people can rely on you and trust you.
- Follow the rules that society and your group have, like arriving on time.
- Try to make people feel good and work together by using positive words, attitudes, and ways of doing things.
- Think about what you're good at and what you need help with, and do the same for others.

Value diversity and inclusivity of others

- Know that people from different places, backgrounds, and abilities might have their own customs, beliefs, and ways of doing things.
- Know and be okay with the ways people are different, like the things they're good at, where they come from, what they believe, and what they think is important.
- Answer without thinking badly of people for their different opinions, ideas, and views.
- Adapt how you interact with people when it makes sense to do so.

Manage difficult interactions with other people

- Have helpful and useful talks with others.
- Think about and solve problems that can happen when people don't get along.
- Talk, work things out, and fix tough situations in a kind and useful way.
- Know what roles you and the people around you have.
- Learn about and change how you act based on what others are good at and where they might need help.
- Help others by teaching, guiding, and encouraging them.

Facilitate an environment where you can collaborate with others

- Step up, do your part to help out, and finish the things you need to do.
- Talk with and tell others about your thoughts and ideas at the right time.
- Make sure that other people have a chance to help and be a part of things.
- Use the big picture to think about, plan, and handle problems and manage resources.
- Think about how well the team is doing and what can be improved.
- Give helpful ideas on how things can get better.
- Take advice in a helpful way and use it to do better.

Communication Skills Handout for Activities

Listen with intention

- Try to understand what other people are saying by paying attention to their words, actions, and how they say things.
- Think about your own and other people's views and judgments, whether they are things you know you do or don't realize that you do.
- Use your body to show that you're listening and interested. Don't wiggle around. Look at the person talking, show you care, and let your feelings show.
- Ask questions to make sure you really get what's being said.
- Be able to sum up and restate key points when needed.

Listen to understand

- Know what the speaker's purpose is and what they want to achieve.
- Know what the person is saying and what they expect you to do.
- Check if things are true and make sure the information is right.
- Study what others are saying and what they think.
- Understand and find a way to make sense of different points of view.
- Prepare to respond at the right time.

Speak with clarity

- When you speak, use the right words, say them clearly, and pace how you say it.

Speak with purpose

- Use the right examples, facts, words, and way of organizing your ideas to explain or convince.
- Say your message so the person you're talking to knows why you're saying it.

Adapt to your audience and contexts

- Find out what the people you're talking to like and how they like to talk. Understand what they need and how they like to share information. People might be different, so pay attention to how they talk and what they like.
- Recognize and know what's going on around you.
- Choose what to say, how to say it, and what to do based on who you're talking to and where you are.
- Recognize and handle potential risks or outcomes, such as impacts on relationships or reputation, and the sharing of confidential information.

Adapt to other people's different communication modes and tools

- Use different ways to talk with others, like speaking, writing, or using technology. Choose the right information to talk about, how to organize it, and how to talk about it.

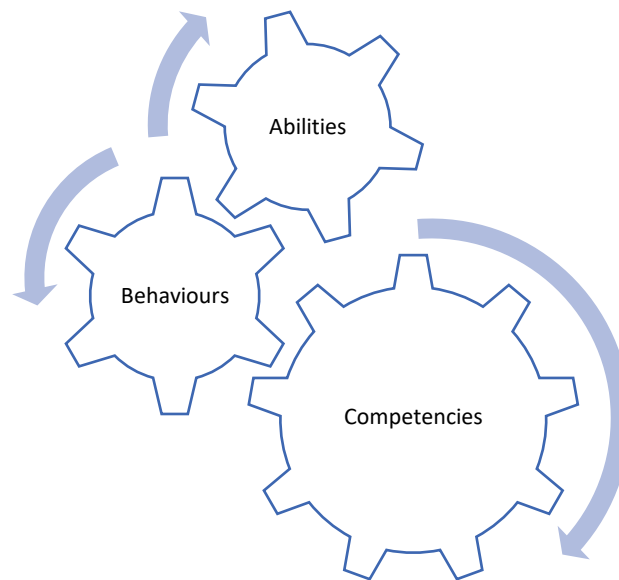
Social-Emotional Skills

Social-emotional skills are tools that help people

- get along with others
- handle their feelings
- fit in well in different environments

These tools are

- abilities
- behaviours
- competencies



What are abilities?

Abilities are the things a person is good at, such as

- doing things with their body
- thinking
- making things

It's the skills that help them do things well.

What are behaviours?

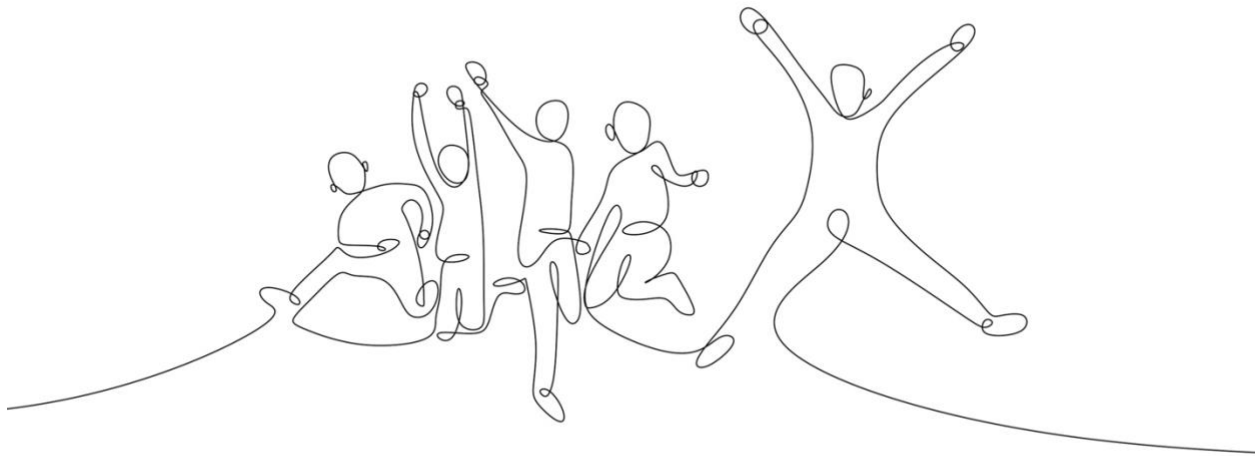
Behaviours are the things people do or how they act. It includes

- actions
- reactions
- ways someone conducts themselves in different situations

Behaviours can be seen in how people treat others, what they say, or how they express themselves.

What are competencies?

Competencies are the things you're good at and know well. It's like having the right skills and knowledge to do certain jobs or tasks. Being good at something means you can do it really well!



There are 5 core skills that describe social emotional skills

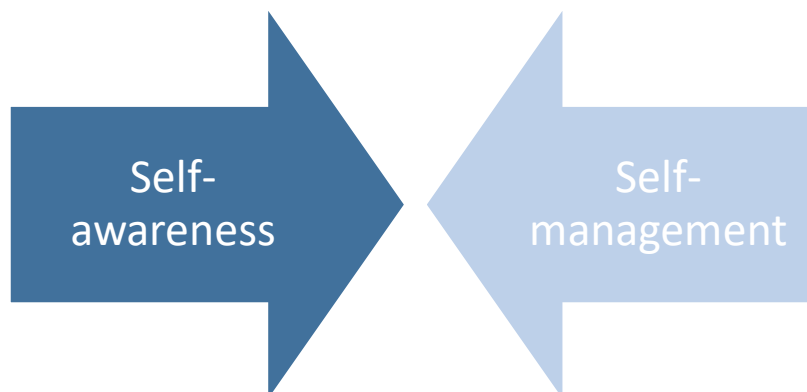
- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

These 5 core areas can be defined using Skills for Success. The skills below are also known as soft skills, and we use them every day. Sometimes though, we need help to increase them.

- Adaptability
- Communication
- Collaboration

In this resource, we are going to explore Self-Awareness and Self-Management and how the Skills for Success make it easier to understand social-emotional skills.

Self-awareness and self-management are closely linked. It simply means knowing about yourself and that being in control of your actions are connected. Knowing about yourself is self-awareness, and being in control of your actions is self-management.



Self-Awareness

Self-awareness means knowing and understanding things that make you who you are.

This includes

- your personality
- your actions
- your beliefs
- your feelings
- your thoughts

It's all about knowing yourself. It's when you pay close attention to yourself and how you're feeling and acting.

Self-awareness is about focusing on yourself.

Personality

Personality is the characteristics and behaviours that make a person unique. These can be good or bad.

Examples of positive (good) characteristics

- Enthusiasm
- Politeness
- Patience
- Perception
- Forgiveness
- Respect

Examples of negative (bad) characteristics

- Argumentative
- Impulsive
- Self-centeredness
- Dishonesty
- Sarcasm
- Arrogance
- Gossipy

Examples of how you act

- helpful
- honest
- friendly
- anxious
- stubborn
- aggressive

Examples of what you believe about yourself

- I can be trusted.
- I deserve to be happy.
- I am not good enough.
- I will never be successful.
- I am not in control.
- I did the best I could.

Focus on yourself

Examples of how you feel about yourself

- calm
- secure
- connected
- stressed
- lonely
- troubled

Examples of what you think about yourself

- I am proud of myself.
- I make a difference.
- I am grateful.
- I am rebellious.
- I don't trust people.
- I have a bad attitude.

Being self-aware gives you the ability to understand and control your own emotions and actions. This is about looking at yourself.

You are in control of your personality, how you act, what you believe, how you feel, and what you think.

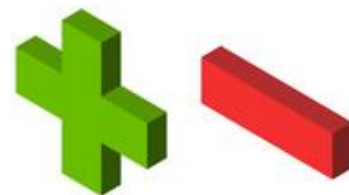
What you say is not included because that is part of self-management.

Activity – Positive and Negative Characteristics Discussion

This activity will be a discussion with your instructor and fellow learners.

Choose two positive and negative characteristics from the list on pages 12 and 13.

Discuss what you think they mean to you and the other learners in your class.



Activity – Things that are in your control - Part A

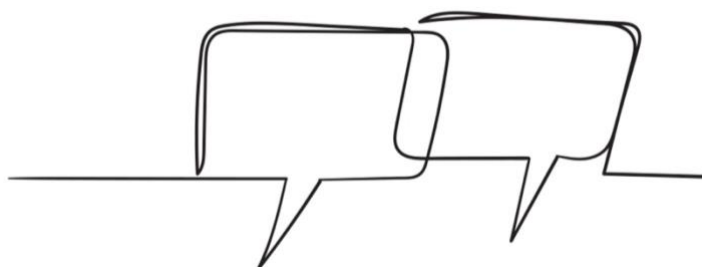
Highlight the things in the list that are in your control.

- how I treat the people around me
- how others behave
- how I speak to co-workers
- the future
- my response to others' behaviours
- asking for help
- what people think of you
- how honest you are
- how many times you smile each day
- the opinions of others
- how I manage challenges
- other people's mistakes
- how you talk to yourself



Activity – Things that are in your control - Part B

Make a list of 3 to 5 ways you can improve one of the skills that you highlighted in the list on page 16.



Skills for Success for Self-Awareness

You may use the following skills for self-awareness already. These skills are considered soft skills and help you in work, learning, and life.

Adaptability includes how quickly you can react to changes at home, work, or in life when something happens.

Adaptability skills can help you become more self-aware.

Adaptability Skills	
	Demonstrate responsibility
	Persist and persevere
	Regulate your emotions when appropriate
	Seek self-improvement

Adaptability Examples

- You have had to change how you get to work this morning because you slept in.
- Your shift has been changed for tomorrow forcing you to change childcare arrangements.
- You have to change your shopping list because some of the prices of groceries have gone up.
- You have to change how you manage your money since you were laid off from your job.

To persist and persevere means to be ready for things to be different.

This skill is related to how you feel and how you act.

Activity – Self-awareness for home

Susie is waiting for her child to get ready for school. It's taking a long time and will make them both late. Susie loses her temper with her child. Susie is overwhelmed with the responsibility of being a single parent.

How can Susie manage her emotions using adaptability skills? Use the skills list provided by the instructor.



Activity – Self-awareness for work

Jane has worked at the same retail store for 5 years. The retail store has introduced a new Point of Sale (POS) system and provided training to all employees. Jane learned on one system when she started her job and doesn't want to change. Jane is impulsive and quits her job the day the training starts.

Was Jane demonstrating positive or negative characteristics?

List the adaptability skills that would help Jane deal with her self-awareness. Use the skills list provided by the instructor.



Activity – Self-awareness for life

Grant has been on Social Assistance for about 3 years. He has always submitted paper copies of monthly reports. Now the system is changing, and he will have to submit the monthly report using an online portal. He doesn't know anything about using technology and feels lost. He is angry about this change, but he decides he needs to learn to be able to collect his benefit.

List the adaptability skills Grant is using for his self-awareness. Use the skills list provided by the instructor.



Activity – Your own self-awareness

Describe a time when you had to make a change at home, school, or work when something unexpected happened.

Explain how you adapted to that change.



Use one word to describe

how you felt about that change?

what type of feelings you had?

how you acted?

List 3 to 5 adaptability skills that you would like to improve for yourself. Use the skills list provided by the instructor.

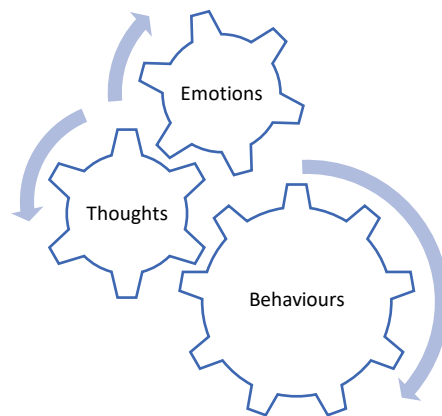


Self -Management

Self-management is the ability to handle your own

- emotions
- thoughts
- behaviours

It means keeping control of your emotions and actions when you are in situations where challenges have occurred.



What are emotions?

A mental reaction (such as anger or fear) to a situation, person, or object. It is how you feel on the inside. If you are happy, you may smile, or if you are sad you may cry.

What are thoughts?

An idea or opinion formed by thinking. You may have ideas about doing things a different way or you may have an opinion about how someone is acting.

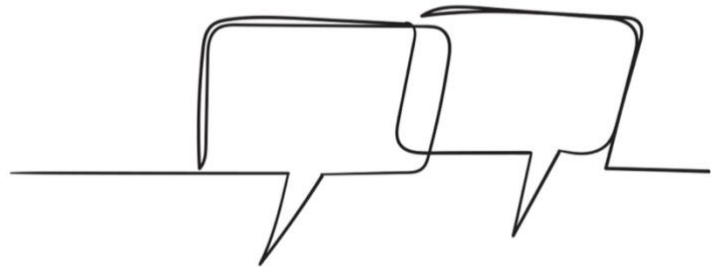
What are behaviours?

Behaviours are the things people do or how they act. It includes the actions, reactions, or ways someone conducts themselves in different situations. Behaviours can be seen in how people treat others, what they say, or how they express themselves.

Activity – What self-management skills do I have? Part A

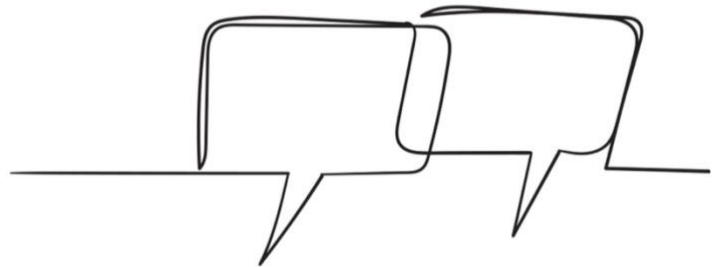
Highlight the self-management skills in the list that you have or practice. You:

- are honest with yourself
- set specific goals
- problem-solve at home
- respond without reacting
- communicate effectively with family and friends
- communicate with co-workers
- work with other people to problem-solve
- accept feedback from others
- respect others



Activity – What self-management skills do I have? Part B

Make a list of 3 to 5 ways you can improve one of the skills that you highlighted in the list on page 25.



Skills for Success for Self-Management

You may use the following skills for self-management already. These skills are known as soft skills and help you in work, learning, and life.

Adaptability includes how quickly you can react to changes at home, work, or in life when something happens.

Adaptability Skills	
	Demonstrate responsibility
	Persist and persevere
	Regulate your emotions when appropriate
	Seek self-improvement

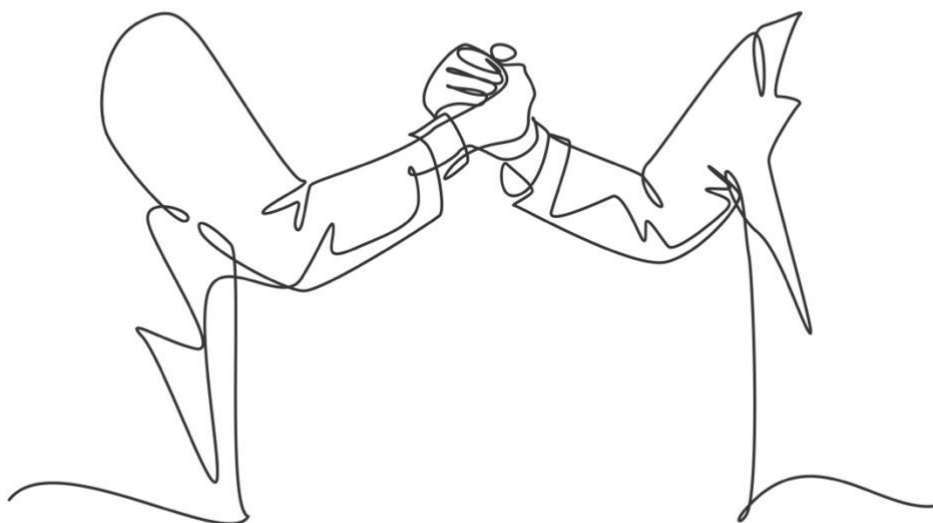
Communication includes how you speak, listen, and understand when interacting with others.

Communication Skills	
	Listen with intention
	Speak with clarity
	Adapt to your audience and contexts
	Adapt to other people's different communication modes and tools

Collaboration is when you work together as a team. It's how you work to solve issues or come up with ideas.

Collaboration Skills

	Work well with other people
	Manage difficult interactions with other people
	Value diversity and inclusivity of others



Adaptability, communication, and collaboration break down into individual skills.

Adaptability Example for Demonstrating Responsibility

- being on time for work
- cleaning up as soon as dinner is done at home
- arriving at an appointment 10 minutes before your scheduled time

To demonstrate responsibility means to make sure you use your time wisely to show that you understand that time is valuable.

This skill is related to your behaviour.

Communication Example

- You think you can do the job better after hearing what the boss has said.
- You believe that your house keeping skills are not great after getting a compliment that they are.

To listen with intention means thinking about your own and other people's opinions and judgements, whether they are things you don't realize or things you choose to believe.

This skill is related to thoughts.

Collaboration Example

- You talk with your son in a caring way to help him work out an issue he had at school.
- You need to help two of your co-workers get a job completed by being thoughtful about the solutions.

To manage difficult interactions with other people means to talk, work things out, and fix tough situations in a kind and useful way.

This skill is related to emotions.



Activity – Self-management for life

John stays up late and gets up late. He has an appointment today with an employment counsellor. John is tired, depressed, and doesn't want to go. He thinks about cancelling the appointment but decides that the best way to start feeling better is to go to his appointment. This might be the day that a job interview happens.

List 3 of the adaptability, collaboration and communication skills that helped John deal with the situation. Use the skills lists provided by the instructor.



Activity – Self-management for work

The manager is giving a workshop on diversity and inclusion. Diversity and inclusion are terms that Maya doesn't understand. She is confused about how this relates to work. Maya has some questions for the manager.

List the communication skills that will help Maya with her behaviour when talking to her manager. Use the skills list provided by the instructor.



Activity – Self-management for home

Lakshmi comes home from work and finds her partner playing and laughing with the kids. She loses her temper with them when she sees the mess. There are toys, crayons, and dirty dishes everywhere.

How can she change her reaction?

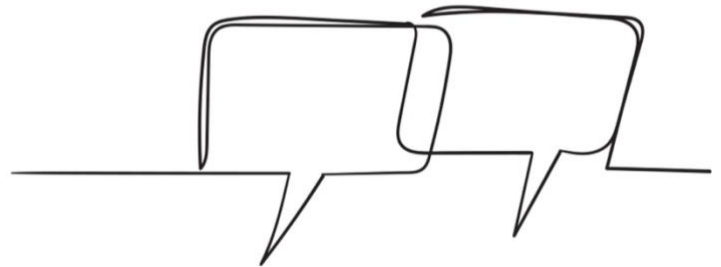
List 2 skills each from adaptability, collaboration, and communication that will help Lakshmi with her self-management emotions. Use the skills lists provided by the instructor.



Activity – Your own self-management

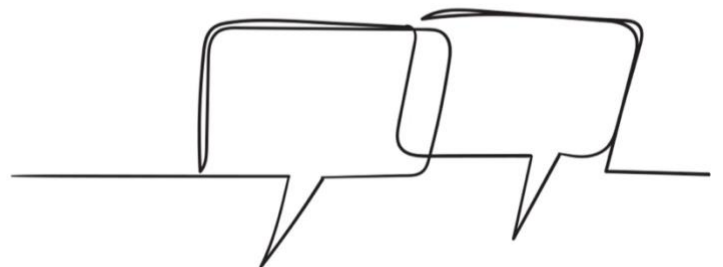
Describe a situation at work or home when you had to keep calm and try different things to solve a problem when things didn't go according to plan.

Describe a time when you received some feedback from a friend or boss about improving what you were doing. How did you react?



Describe a situation at work when you had to give feedback to a co-worker about how to do a task more effectively. How did they react?

Describe a situation when you showed an interest in learning new things. What was the new thing you learned? Was this work or personal? Why were you interested?



Review

Self-awareness and self-management take practice. It is important to think about and practice these skills every day.

Here are some things to think about.

- Be aware of your feelings, both positive and negative
- Be aware of your reactions, i.e., was the reaction appropriate for the situation?
- Be aware of your actions, i.e., how can I be helpful?
- Be aware of how you communicate, i.e., am I talking and not listening?

Ideas to help you become more self-aware and be able to self-manage could include

- Write things down, including positive and negative feelings and what made those feelings happen.
- Reduce your amount of time on the screen.
- Practice mindfulness or meditation – just 10 minutes a day will help.
- Set goals.

Soft skills that are in demand according to **indeed**

- adaptability
- communication
- teamwork
- creativity
- interpersonal
- problem solving
- critical thinking
- work ethic

Sources Used in the Development of this Material

Conference Board of Canada

The Future is Social and Emotional: Evolving Skills Needs in the 21st Century

https://www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/24357_10628_FSC_SES_Impact_Paper_EN.pdf

Can Social and Emotional Skills Be Taught? An Analysis of Adult Training Programs

<https://www.conferenceboard.ca/product/can-social-and-emotional-skills-be-taught/>

Rising Skills: A Toolbox Talk on Social and Emotional Skills in the Construction Trades

https://www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/10910_IB_RisingSkills_toolbox-SES-in-construction.pdf

Finding Value: Identifying and Assessing Social and Emotional Skills in the Tourism and Hospitality Industry

https://www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/11258_ip_finding-value-ses.pdf

Searching for Strengths: Gaps and Opportunities for Social and Emotional Skills Development in the Tourism and Hospitality Sector

https://www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/11301_Searching-for-Strengths.pdf

OECD Survey on Social and Emotional Skills

<https://www.oecd.org/education/cei/social-emotional-skills-study/>

SEL for Adults: Emotion Regulation

<https://ggie.berkeley.edu/my-well-being/sel-for-adults-self-awareness-and-self-management/sel-for-adults-emotion-regulation/>

Social-Emotional Learning (SEL) Skills

<https://www.ontario.ca/document/health-and-physical-education-grades-1-8/social-emotional-learning-sel-skills#section-1>