

CURRICULUM RESOURCE

Taking the Mystery out of Social-Emotional Skills Part 2

OALCF ALIGNMENT

| Competency | Task Group | Level |
|--|---------------------------|-------|
| Competency A - Find and Use Information | A1. Read continuous text | 2 |
| Competency B - Communicate Ideas and Information | B2. Write continuous text | 2 |

Goal Paths (check all that apply)

- Employment
- Apprenticeship
- Secondary School Credit
- Postsecondary
- Independence

Embedded Skills for Success (check all that apply)

- Adaptability
- Collaboration
- Communication
- Creativity and innovation
- Digital
- Numeracy
- Problem Solving
- Reading
- Writing

NOTES:

ACKNOWLEDGEMENTS

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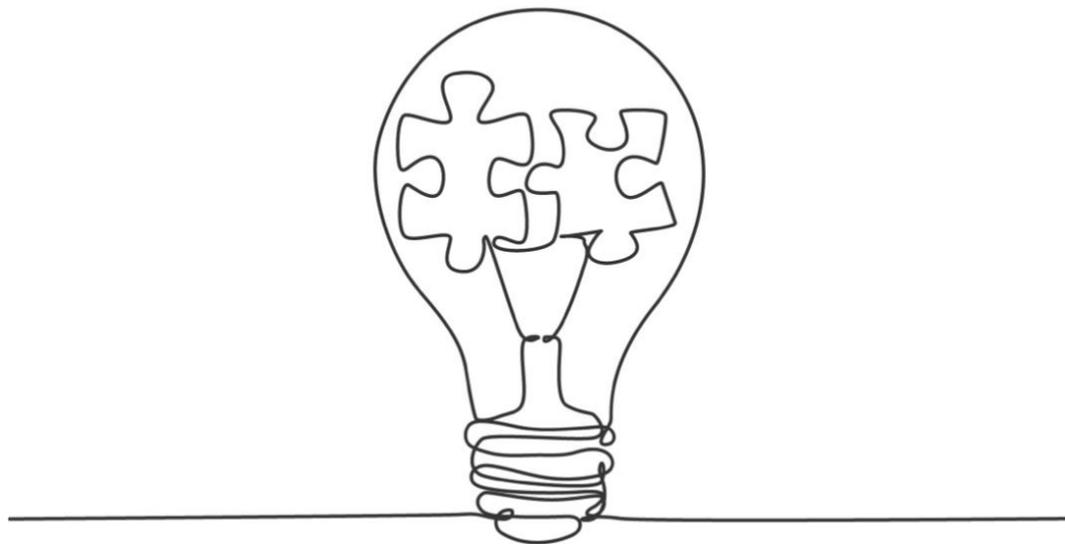
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Practitioners Notes

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 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 in all areas.

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

Print and handout a copy of each list for all the learners to use when doing the activities.

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.

There are four lists:

- Adaptability
- Collaboration
- Communication
- Problem Solving

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*
-

(End of Practitioner Notes)

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.

Problem-solving Skills Handout for Activities

Identify the issue to address

- Figure out what kind of problem it is, such as:
 - Have you seen it before, or is it something you've never seen?
 - Is it easy to solve or more difficult?
- Recognize if you need to make a decision.
- Find out the things you want to do and the things you're trying to make happen.

Gather information to help you address the issue

- Do some research and get the information you need. For example, find out how people dealt with similar problems in the past.
- Know and control your own biases, ideas you had before, and the things you do all the time.
- Tell the difference between what is fact or opinion.
- Ask for help from others when you require it.

Analyze the issue

- Carefully consider the issue using the information you've found.
- Break down the issue into smaller parts.
- Look for patterns and find ways things are connected in the information.
- Try to see how one thing might make another thing happen.

Develop multiple routes of action

- Come up with different choices for what to do. You can use the information you found, what you want to achieve, and what worked before to help you decide.
- Think about what might happen right away and, in the future, if you choose different options.

Address the issue

- Apply different ways of thinking to decide on the best thing to do. You can use logical thinking and think about what might happen if you do this or that.
- Choose the best way to make a decision or fix a problem.
- Watch how you're making choices or solving problems, and make changes to get the best results.

Evaluate the effectiveness of the solution or decision

- Take a moment to think about how well things went and what the final result looks like.
- Give others the chance to share their thoughts and opinions with you.
- Figure out the things that worked really well and the lessons you've learned from the experience.

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.

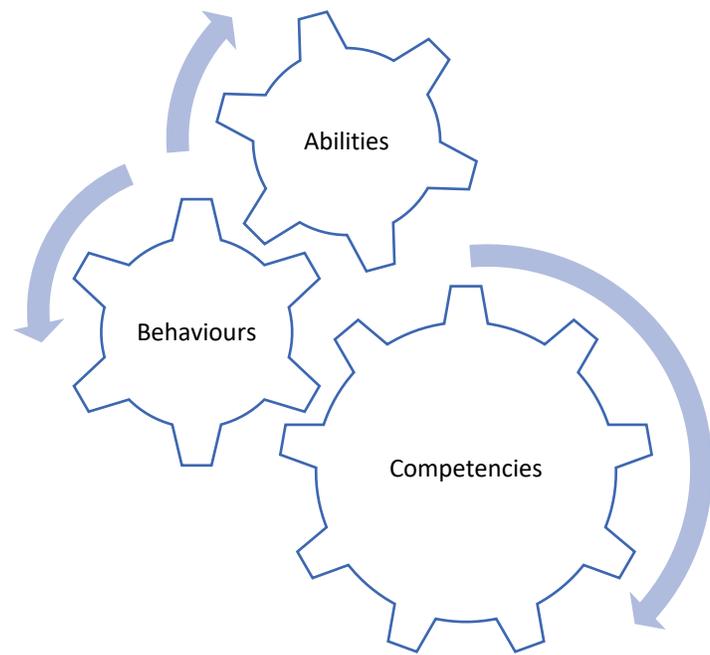
Social-Emotional Skills

Social-emotional skills are tools

- that help people get along with others
- handle their feelings and
- fit in well in different situations

These tools are

- abilities
- behaviours and
- competencies



What are abilities?

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

- doing stuff with their body
- thinking
- making things

They are the skills that help them do things well.

What are behaviours?

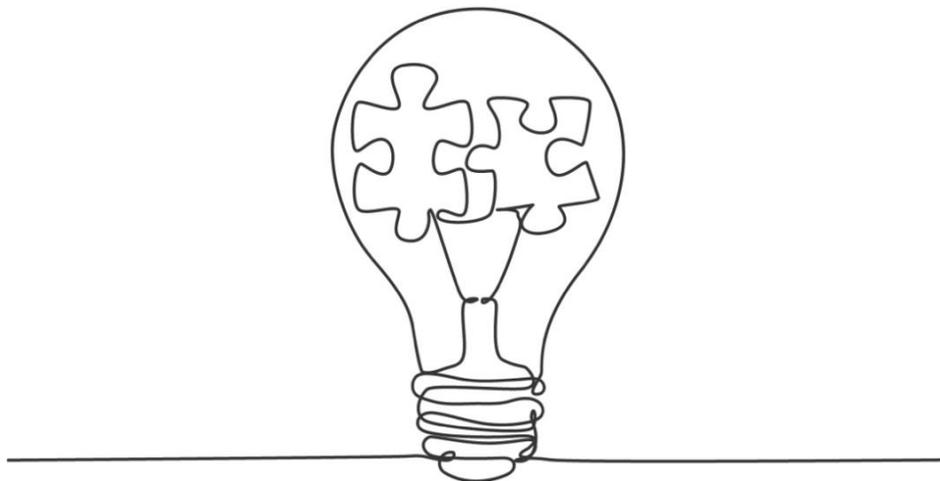
Behaviours are the things people do or how they act. They include

- 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 areas that describe social-emotional skills

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

These 5 core areas can be defined using the 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.

- Communication
- Adaptability
- Collaboration
- Problem Solving

In this resource, we are going to explore Social Awareness, Relationship Skills and Responsible Decision Making, and how the Skills for Success make it easier to understand social-emotional skills.

The 3 skills that we are working through are closely linked.

- Social Awareness: showing understanding and empathy for others
- Relationship Skills: forming positive relationships, working in teams, dealing effectively with conflict
- Responsible Decision Making: making ethical constructive choices about personal and social behaviour

Social Awareness

Social awareness is about understanding and knowing how others feel and what they need. It means being aware of

- how people interact
- the customs people follow
- the bigger problems that affect them and their communities

When someone is socially aware, they pay attention to how others are feeling and can handle social situations by being understanding and sensitive to others' emotions and points of view.

Social awareness skills include:

Empathy: The ability to understand and share the feelings of another person or persons.

Cultural Competence The ability to be aware and understand different cultures.

Social Perception: The ability to accurately understand social cues, body language, and verbal communication.

Interpersonal Skills: The ability to interact and communicate with other people.

Global Awareness: An understanding of wider social issues and global trends.

Activity – What social awareness skills do you have? Part 1

Highlight the social awareness skills in the list that you have or practice. You:

- identify social cues (verbal, physical) to determine how others feel
- show concern for the feelings of others
- understand and express gratitude
- show compassion for others
- consider how your behaviour or words affect others
- appreciate different cultures
- don't read too much into things
- are respectful and polite
- understand humour
- understand different points of view
- read how people feel about others
- identify the contributions of others



Activity – What social awareness skills do you have? Part 2

Make a list of 3 to 5 things you can do to improve one of the social awareness skills that you highlighted in the list above.



Skills for Success for Social Awareness

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

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

| Communication Skills | |
|----------------------|---|
| | Listen with intention |
| | Listen to understand |
| | Speak with clarity |
| | Speak with purpose |
| | 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 |
| | Value diversity and inclusivity of others |
| | Manage difficult interactions with other people |
| | Facilitate an environment where you can collaborate with others |

Communication and collaboration break down into individual skills.

Communication Example

- When someone is speaking, you are not looking at your phone.
- When someone is speaking, you do not move around.
- Repeat the information to show you understand.

To listen with intention means you use your body to show that you're listening and interested.

This skill is about empathy and social perception.

Collaboration Example

- Be open to different opinions from co-workers with a different cultural background.
- When someone is recognized for an idea that someone else put forward earlier, point out who shared the idea originally.

To value diversity and inclusivity of others means you know and respect the ways people are different, including

- the things they're good at
- where they come from
- what they believe
- what they think is important

This skill is about cultural competence and global awareness.

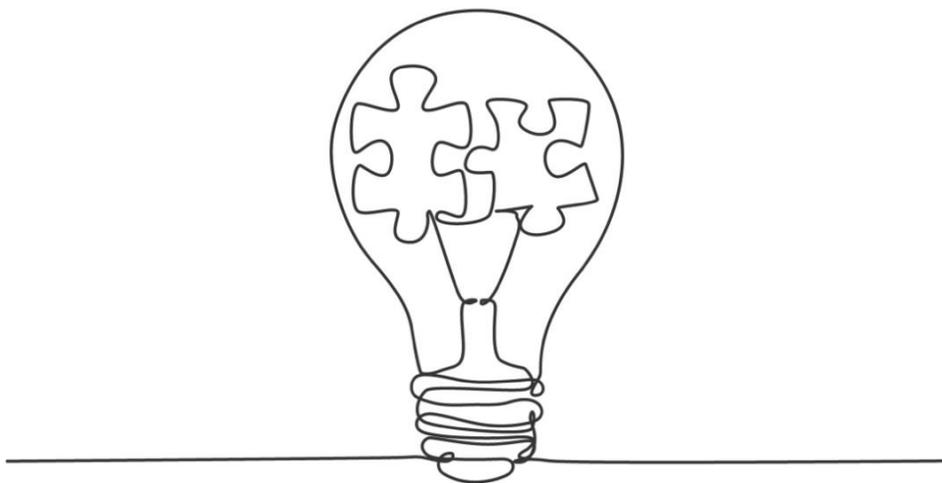
Collaboration Example

- If a co-worker has upset you, it's important to talk about the issue as soon as possible.
- Parents disagree how to discipline a child, it's important to listen to each side of the argument to find a solution.

To manage difficult interactions with other people means

- talk and work things out
- fix tough situations in a kind and useful way

This skill is about interpersonal skills.



Activity – Social awareness at home

Brenden's mother is talking to him. His mother is asking how his day at school was. Brenden is playing on his phone and not paying attention to what his mother is saying and asks her to repeat what was said.

List the communication skills that would help Brenden participate in the conversation. Use the skills list provided by the instructor.



Activity – Social awareness at work

Tom is treating another employee with disrespect. This other employee identifies as LGBTQ2S+. This other employee has lots of great ideas for improvement on the line, but is not willing to contribute.

List the communication and collaboration skills Tom needs to work on to treat people with respect. Use the skills lists provided by the instructor.



Activity – Social awareness in life

Dmytro wants to know where he can learn English. He's talking to a receptionist at a place that's supposed to help, but the receptionist is having a hard time explaining the information in a way that Dmytro can understand.

List the communication skills the receptionist needs to work on. Use the skills lists provided by the instructor.



Relationship Management Skills

Relationship management skills are about

- creating positive relationships
- working in teams
- handling conflict constructively

It's about controlling and knowing your own emotions while also getting along with others.

Some key relationship management skills may include:

Communication: the ability to speak clearly and actively listen.

Empathy: the ability to understand and share the feelings of another person.

Conflict resolution: the ability to manage and resolve disagreements in a constructive way.

Teamwork and collaboration: the ability to work well with others.

Interpersonal skills: the ability to interact and communicate with other people.

Social awareness: the ability to understand and recognize how others feel and what they need.

Adaptability: the ability to respond quickly to changes.

Trustworthiness: the ability to build and maintain trust in relationships.

Activity – What relationship management skills do you have? Part 1

Highlight the relationship management skills in the list that you have or practice.

- A positive attitude
- Work well with other people
- Stay calm under pressure
- Adapt to different situations
- Follow through on commitments
- Take responsibility for mistakes
- Accept constructive feedback
- Work with others to find solutions
- Don't blame others



Activity – What relationship management skills do you have? Part 2

Make a list of 3 to 5 things you can do to improve one of the skills that you highlighted in the relationship management list above.



Skills for Success for Relationship Management Skills

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

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

| Communication Skills | |
|----------------------|---|
| | Listen with intention |
| | Listen to understand |
| | Speak with purpose |
| | 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 |
| | Value diversity and inclusivity of others |
| | Manage difficult interactions with other people |
| | Facilitate an environment where you can collaborate with others |

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

| Adaptability Skills | |
|---------------------|---|
| | Regulate your emotions when appropriate |
| | Set or adjust your goals and expectations |
| | Plan and prioritize |

Adaptability skills you may use include communication, collaboration, and adaptability which in turn break down into individual skills.

Communication Example

You need to change how to say something to a co-worker so that they understand the issue.

- You talk to your co-worker about always answering someone sarcastically to let them know that other people feel bullied and suggest that they answer politely.

To adapt to your audience and contexts means to recognize and handle potential risks or outcomes. These could be

- impacts on relationships or reputation
- the sharing of confidential information

This skill is about

- **conflict resolution**
- **interpersonal skills**
- **social awareness**

Collaboration Example

- You consistently complete your team tasks by the deadline.
- You are always on time for work or appointments.

To work well with other people means that you are reliable and trustworthy.

This skill is about

- **teamwork**
- **collaboration**
- **trustworthiness**

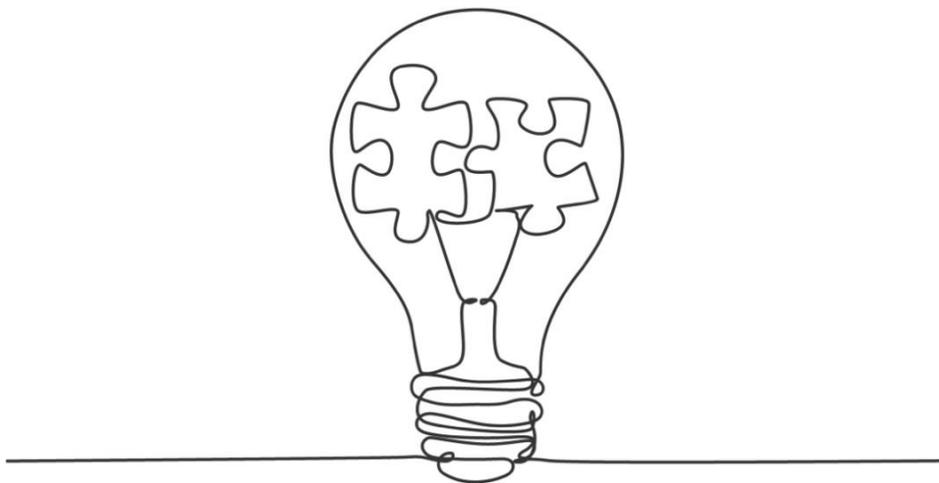
Adaptability Example

- You are able to change how you work, such as working with someone or working alone.
- As a single parent, you need to ask for help getting some work done at home that you can't do.

To set or adjust your goals and expectations means deciding what you want to achieve, and what you think you can do. You need to consider your skills, resources, and the help you can get.

This skill is about

- **adaptability**
- **teamwork**
- **collaboration**



Activity – Relationship management skills for home

Mike comes home from work after a difficult day. His day involved having an argument with his boss. His partner Joan wants to understand why Mike had a difficult day and help put him in a better mood.

List the communication skills Joan can use that would help improve Mike's mood. Use the skills lists provided by the instructor.



Activity – Relationship management skills for work

Alfonso and Enrique are having a disagreement about which procedure to follow to complete a job. Brenda wants to settle this disagreement without causing angry reactions from both Alfonso and Enrique.

List the collaboration and adaptability skills that will help resolve the disagreement. Use the skills lists provided by the instructor.



Activity – Relationship management skills in life

Camille is looking for help at the local mental health centre but has been told that they will be waiting for service for about 6 months. Camille really needs to see someone right away but has difficulty being assertive about their needs.

List the adaptability and communication skills Camille needs to work on. Use the skills lists provided by the instructor.



Activity – Your own relationship management skills

Describe a time when you had a problem talking with someone because you were afraid to share your opinion.

Describe a time when you gave feedback to someone about a task they performed. Were you nervous or anxious? How did the person react to the feedback?

Responsible Decision Making

Responsible decision-making is about making good choices. It means thinking about what might happen because of your choices and thinking about what's right and wrong. You have to look at different options and solve problems before deciding.

To get better at this, you can practice thinking about what might happen because of your choices. Think about the good and not-so-good things that could result from your decision. It's also helpful to think about what's right and wrong and use smart ways to solve problems. You might have ideas or use different ways for making decisions.

Some key decision-making skills may include:

Consideration of Consequences: the ability to understand your feelings and think about what might happen because of your choices.

Impulse Control: the ability to control quick reactions.

Ethical Decision Making: making choices that are right and fair is an important part of emotional intelligence.

Empathy in Decision Making: considering how others feel and what they think when making decisions.

Problem-Solving Skills: the ability to identify and define problems.

Reflective Thinking: the ability to think about your own thoughts and actions when making good decisions.

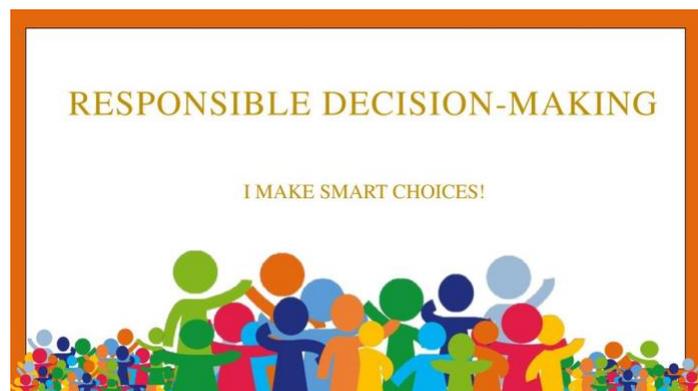
Goal-Oriented Decision Making: the ability to set and work towards goals.

Open-Mindedness: the ability to consider different perspectives and be open to new ideas.

Activity – What responsible decision-making skills do you use? Part 1

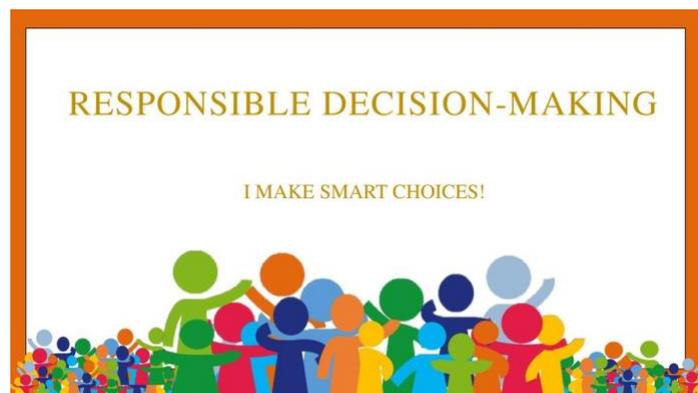
Highlight the decision-making skills in the list that you use or practice.

- Plan before making a decision.
- Use past experiences to make better decisions.
- Listen to others before making decisions.
- Think about how decisions impact the future.
- Think about the consequences of decisions.
- Own up to the outcome of your decisions.
- Think before acting.



Activity – What responsible decision-making skills do you use? Part 2

Make a list of 3 to 5 ways you can improve one of the skills that you highlighted in the list on page 34.



Skills for Success for Responsible Decision Making

You may use the following skills for responsible decision making already. These skills are considered soft skills and help you in work, learning, and life.

Responsible decision making is the ability to make good choices, being aware of what will happen because of those choices, and how they will affect the people around you.

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

| Adaptability Skills | |
|---------------------|---|
| | Persist and persevere |
| | Regulate your emotions when appropriate |
| | Plan and prioritize |

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

| Communication Skills | |
|----------------------|-------------------------------------|
| | Listen to understand |
| | Speak with purpose |
| | Adapt to your audience and contexts |

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 others |
| | Manage difficult interactions with other people |
| | Facilitate an environment where you can collaborate with others |

Problem solving includes identifying a problem, coming up with solutions, making decisions, and learning from the experience.

Problem-Solving Skills

| | |
|--|--|
| | Identify the issue |
| | Gather information to help you address the issue |
| | Analyze the issue |
| | Develop multiple routes of action |
| | Address the issue |
| | Evaluate the effectiveness of the solution or decision |

Collaboration, communication, adaptability, and problem solving break down in to individual skills.

Adaptability Example

- As a delivery driver, you plan your day based on a route you take but can change if there are traffic delays.
- As a student, you plan your part-time work schedule based on your class times each week.

To plan and prioritize means you plan the things you need to do, the main points along the way, and the strategies to reach your goals.

This skill is about goal-oriented decision making.

Collaboration Example

- As a student, you need to work on a group project, but you need to constantly think about what is working and what isn't working.
- When the team at work makes a decision but can make better decisions about an action in the future by discussing the decision.

To facilitate an environment where you can collaborate means you think about how well the team is doing and what can be improved.

This skill is about reflective thinking.

Problem Solving Example

- You have had the same problem happening with your fridge every day. You use the internet to find solutions.
- You have an angry customer. You ask what the problem is and how you can help resolve the issue.

Gathering information will help you address the issue. You can then problem solve by doing some research and getting the information you need to apply the solution.

This skill is about problem solving.

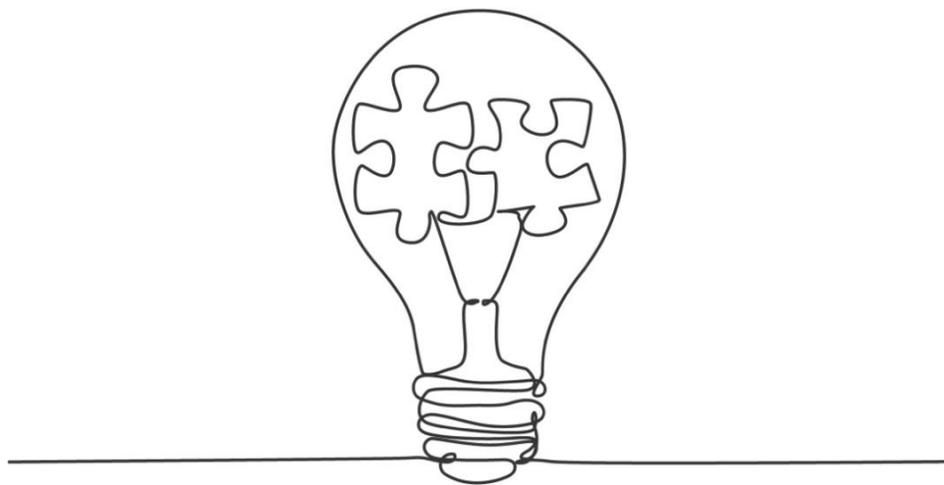
Communication Example

- You think about your decision to move someone to a different job and how it will impact that person.
- When you are talking to children, you change your voice and words to help them understand.

To adapt to your audience and contexts means you choose

- what to say
- how to say it
- what to do based on who you're talking to and where you are

This skill is about empathy in decision making.



Activity – Responsible decision-making at home

Jack is becoming frustrated because there is not enough money to pay the bills every month. He has an idea about how to keep track of the money but wants to wait until the right time to talk to his partner about it.

List the adaptability and problem-solving skills Jack is using. Use the skills lists provided by the instructor.



Activity – Responsible decision-making at work

Sherry goes to the manager with a suggestion on how to improve the layout of a display in the store. However, the manager tells Sherry that part of the layout may cause a hazard for the customers. Sherry can see the manager is only partly paying attention. The manager doesn't really like getting suggestions.

List the communication skills the manager needs to practice using. Use the skills lists provided by the instructor.



Activity – Responsible decision-making in life

Isabella goes to the grocery store for milk and bread. She finds that the price has gone up and is extremely frustrated. Isabella wants to speak to the manager but has to speak to the cashier instead. She becomes nasty and loses her temper. She throws the milk down on the belt, and it breaks open spilling everywhere. She walks out.

List the communication and adaptability skills Isabella needs to work on. Use the skills lists provided by the instructor.



Review

As we have gone through this material, you can see the connections between each of the skills. Social awareness, relationship management and responsible decision making all have a common theme. They are all related to our emotions, thoughts, and interactions with people.

All of these skills need practice. It's important to think about and practice these skills every day.

Here are some things to think about.

- Are your emotions right for the situation, both negative and positive?
- Are you reacting rashly, and if so, how can you control your reaction?
- What are the consequences of your decisions?
- Are you considering other people in your decisions?
- Are you open to ideas and other people's viewpoints?

Things to help you with social awareness, relationship management, and responsible decision making include

- Concentrate and listen to what is being said.
- Stay in touch with your friends or co-workers even if it's through social media.
- Be honest with yourself and the people around you.

Set a goal of practicing one thing from the different skills. Practice it every day!

Resources 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>