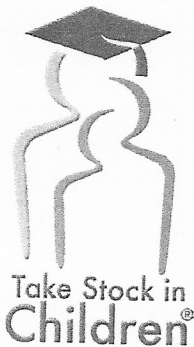


# MENTOR TOOLKIT



Take Stock in  
Children®



## Section 2

### SOCIAL EMOTIONAL LEARNING

## activities 18-22

» Social-emotional learning (SEL) is the process through which individuals obtain the knowledge and skills necessary to recognize and manage their own emotions, build and maintain relationships, and appropriately and productively respond to emotions in others. As a mentor, you are uniquely situated to provide your students with the guidance, support, and role-modeling needed to develop their social-emotional capacity. SEL is well-aligned to most typical mentoring goals, and may even be helpful in achieving them.

The mentoring process naturally creates consistent opportunities for students to observe, internalize, and practice their effective social skills with a thoughtful and caring adult. Activities 18-22 can help you further incorporate social-emotional learning into your mentoring planning by addressing the five key competencies of SEL:

» **Self-Awareness**

Recognizing one's own emotions, values, personal strengths, and challenges

» **Self-Management**

Managing emotions and behaviors to achieve personal goals

» **Social Awareness**

Understanding and appropriately responding to the needs of others

» **Relationship Skills**

Forming healthy, respectful connections with others

» **Responsible Decision-Making**

Making decisions that best support both short-term and long-term life goals

Research has shown that explicit social-emotional instruction for students can result in improved classroom behaviors, an increased ability to manage stress, and a more positive opinion of themselves, their peers, and their school.



**Learning Objective:**

The student and mentor will practice the social emotional skill of self-awareness.



**Materials Needed:**

Paper, pencils.



**Instructions:**

This activity can be used to start any mentoring session.

Choose one of the prompts below. Using a timer, give your student 60 seconds to write (or draw) as many responses to the prompt as possible. At the end, have the student choose one response to discuss in greater detail. You can also identify one you would like to discuss further.

**Prompts:**

- » What did you accomplish this day/week?
- » What do you like most about yourself?
- » What are you good at?
- » What emotions did you experience this week?
- » What strategies would help resolve a problem you had this week (a bad grade on a test, a fight with a friend)?
- » How have you taken care of your health/wellness this week?
- » What made you happy this week?
- » What made you sad this week?
- » What makes you angry?
- » What are you most excited about for the future?
- » What are you most proud of?
- » What were the highs and lows of the past week?
- » What did you do this week/month to reach X goal?



**Learning Objective:**

The student and mentor will practice the social emotional skill of self-management.



**Materials Needed:**

Zones of Regulation Worksheet



**Instructions:**

The Zones of Regulation is a framework used to teach self-regulation and management. The worksheet below could be used with your student at the beginning of every session as an initial check-in; it could also be used as an intervention when your student comes into a session feeling a particularly intense emotion (anger, sadness, excitement, etc.). Note: it may be advisable to practice some of the Zone interventions - such as deep breathing - at a session where your student is calm, so the skill is already familiar when needed.

1. Look at the Zones of Regulation worksheet. Decide together which color most resonates with how your student is feeling in the moment.
2. If Green, proceed with the session as planned. If Yellow, Blue, or Red, choose one of the interventions to use. Sometimes it may be necessary to do more than one intervention before your student feels ready to discuss how they are feeling – for example, if they identify they are in the 'Blue' zone, you may offer them a snack and give them ten minutes to write in a journal, before attempting to talk.
3. Once your student feels ready, discuss how they are feeling and why. The following questions may be helpful in framing the discussion:
  - What zone were you in before the intervention(s)?
  - What zone are you in now?
  - What is causing the intense feeling? Is there a specific issue or problem? Multiple issues?
  - How does the problem or issue feel now that you are calm? Has it grown "smaller"?
  - What action steps can be taken to remedy the issue in the short run? In the long run?



### Zones of Regulation

Sometimes when we are feeling strong emotions, it can be difficult to determine exactly what we are feeling or why – we only know that we feel “off.” The zones of regulation are a way to help us identify how we are feeling in a particular moment, as well as select the appropriate interventions to help us through an upsetting or confusing situation. The zones were originally developed for use with elementary students, but can be a helpful resource for individuals of any age!

There are four zones. They are:

#### **Zone 1: Green**

Definition: Feeling in control.

Associated emotions: happy, calm, focused, content.

Ideal for: completing tasks (such as schoolwork), taking tests, being social with friends.

#### **Zone 2: Blue**

Definition: Feeling low levels of alertness.

Associated emotions: sad, tired, sick, bored.

Interventions: rest, talking with a trusted friend or mentor, gentle exercise, eating a healthy snack that includes protein, journaling.

#### **Zone 3: Yellow**

Definition: Emotions are heightened, starting to feel out of control. Could go back down to Zone 1 or up to Zone 4, depending how the situation is handled.

Associated emotions: excitement, mild stress or anxiety, frustration.

Interventions: Deep breathing, gentle exercise (such as a walk outside), talking with a trusted friend or mentor.

#### **Zone 4: Red**

Definition: Emotions are very intense. Feeling very out of control.

Associated emotions: anger, rage, panic, fear.

Interventions: more intense exercise (a quick jog, lifting weights, wall pushups, punch a punching bag), meditation activity (sitting in a comfortable spot and taking ten deep breaths).



**Learning Objective:**

The student and mentor will practice the social emotional skill of social awareness.



**Materials Needed:**

Active Listening Worksheet



**Instructions:**

The abilities to show empathy and listen effectively are two of the most crucial components of emotional intelligence. Furthermore, research shows that employers increasingly value these skills in the workplace, even more than technical skills or content knowledge. Active listening strategies are one way to practice developing these capacities.

1. With your student, review the Active Listening worksheet.
2. Choose one of the following prompts.
3. Set a timer for one minute. While your student responds to the prompt, model the active listening strategies listed on the sheet.
4. When the timer goes off, take a minute to reflect on the experience. What part of active listening was easiest to implement? Which was the most challenging?
5. Set the timer again – this time you will respond to the prompt, while your student actively listens.
6. Repeat the self-reflection step – ask your student how the experience felt. What part of active listening was easiest for them? Most challenging?



### Active Listening

Active listening is a method of listening to another person speak, that allows that individual to feel heard and understood. It is called active listening because it requires particular actions on the part of the listener; although you are not speaking, your role is active rather than passive!

When implementing active listening, use the following strategies:

1. Listen without interrupting – wait until the person is finished to ask a question or for clarification. This can be harder than it seems to actually do!
2. Make eye contact – ensure your eyes stay on the speaker the entire time they are talking.
3. Smile – Nonverbally encourage the speaker to complete their thought but smiling while they speak.
4. Maintain welcoming body language – Your body should be turned towards the speaker. Your hands and feet should be still throughout the experience.
5. Summarize – When the speaker is finished, summarize back what you heard them say, using an “I” statement, such as “I hear you saying...” or “I understand you feel \_\_\_\_\_ because....”
6. Ask questions or for clarifications – Show that you care enough to fully understand the other person's viewpoint by asking clarifying questions about the information shared.



**Learning Objective:**

The student and mentor will practice the social emotional skill of relationship-building.



**Materials Needed:**

Shared Goal Worksheet



**Instructions:**

This activity can be used to start any mentoring session.

Part of relationship-building is learning to work collaboratively with others – a skill that is essential for success in school and the workplace. With your student, discuss and select a goal that you will work towards together. Then, using the Shared Goal worksheet, collectively develop a plan for how you will complete the goal.

Some Ideas for Shared Mentor/Student Goals:

- » Walk/run/swim/bike \_\_\_\_\_ miles (or steps) by the end of the school year
- » Read and hold weekly discussions on a challenging book
- » Learn and practice a new skill you are both interested in
- » Complete an online course together
- » Fundraise a set amount of money for a cause you both feel strongly about (or Commit to volunteering a set number of hours by the end of the year)
- » Make a joint list of activities you've always wanted to try but have been too afraid to attempt – and complete it!
- » Create your own!





GOAL:

TIMELINE FOR COMPLETING:

TO COMPLETE THIS GOAL, WE WILL:

1.

2.

3.

WE WILL MEASURE OUR PROGRESS BY:



**Learning Objective:**

The student and mentor will practice the social emotional skill of responsible decision-making.



**Materials Needed:**

How Do I Decide? worksheet



**Instructions:**

This activity can be used any time your student is struggling to make an important decision. You can also use this worksheet to practice making decisions using made-up scenarios.

*Example Scenario:*

*You just received acceptance letters to two colleges. The first college is your dream school – the school you have always wanted to attend – and you are thrilled to get in. The school is known for having a great department for the major you are interested in. Your favorite teacher went there as well, and you know she would be so proud to have you go there. However, the school is very expensive and attending will require you to work part-time while in school and possibly take loans as well. It is also much farther away from home than you originally wanted to go.*

*The second college seemed nice when you visited. The campus is pretty and located much closer to home. It is also much less expensive the first. Between scholarships and money you have saved, you would not need to take a loan to attend. However, you are not as excited about attending. It is a much bigger school than you saw yourself going to. While it does offer your major, the program isn't well-known as it is at your dream school.*



**Describe the Problem:**

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**Possible Solutions**

<b>Option: A</b>	<b>Option: C</b>
<b>Option: B</b>	<b>Option: D</b>

**Possible Outcomes (Short-term and Long-term)**

<b>For Option: A</b>	<b>For Option: C</b>
<b>For Option: B</b>	<b>For Option: D</b>

**Values I Hold that Impact This Decision:**

**People Impacted by This Decision:**

**The Best Decision for Me:**