



SEL Competency: Self-Management

Professional Learning
Series Module 2



Photo is for illustrative purposes only. Any person depicted in the photo is a model.

Welcome & Please Sign In





Activating Activity

Mindfulness

Introduction to the Playbook

Professional Learning Playbook: Adult Social Emotional Learning

Prepared by the Michigan Department of Education with support from the Region 8 Comprehensive Center – June 2023



Module 2: Self-Management

Agenda

Topic	Time
Activating Activity: Mindfulness	10 minutes
Session Overview	5 minutes
Review and Reflection Activity: Self-Awareness and Self-Management	15 minutes
Explore and Discover Activity 1: Case Scenario	40 minutes
Explore and Discover Activity 2: Self-Regulation Strategies	20 minutes
Organize and Integrate Activity: Reflection on the Definition and Benefits of Self-Management	10 minutes
Closing Activity: Self-Management Reflection	10 minutes

Activating Activity: Mindfulness

Purpose: To practice your self-management skills while also recognizing your own emotions.

Directions:

Mindfulness Activity

- Access the Pure Edge website: <https://pureedgeinc.org/brain-breaks-video-library-english/>
- Click on the “Adult” button and then select one of the “Breathe” exercises that best meets your needs right now.
- Practice the “Breathe” activities.

Mindfulness

- **Purpose:** To practice your self-management skills while also recognizing your own emotions.
- **Directions:**
 - > Review the mindfulness practice videos in the Pure Edge Video Library
 - > Choose which “breathe” practice best meets your need right now and try the practice.
 - > Reflect on its impact in your playbook: How well did it work? How do you feel now?
 - > Select one activity you’d like to try in the future and make a note of it in your playbook (p. 11).



Group Discussion

Reflect:

- How could a breathing exercise help you?
- How could a breathing exercise help your staff?





Session Overview

Group Norms

- Collaborate with ideas
- Listen fully and reflectively
- Speak your truth
- Accept the challenge
- Be responsible for your impact on the room
- Be ok with non-closure
- Have fun

Professional Learning Series Goal

To increase your capacity around the five CASEL competencies.

Session Outcomes

Participants will increase:

- Their understanding of adult self-management
- Their ability to use self-management at work, at home, and away from home
- Their ability to recognize opportunities to demonstrate and model their own self-management skills

CASEL SOCIAL AND EMOTIONAL LEARNING COMPETENCIES



Session Agenda

- **Welcoming & Activating Activity: Mindfulness**
- **Session Overview**
- **Review and Reflection Activity**
 - *Definition and Benefits of Self-Management*
- **Explore and Discover Activity 1**
 - *Case Scenario*
 - *Complete Questions and Discussion in Small Groups*
 - *Large Group Debrief*
- **Explore and Discover Activity 2**
 - *Strategies for Emotional Self-Regulation*
- **Organize and Integrate Activity**
 - *Reflection and Most Important Point*
- **Closing Activity**



Review & Reflection Activity

*Review Self-Awareness and Definition
and Benefits of Self-Management*

Reflection Activity

Purpose: To reflect on your learning and integrate it into your practice.

- » Individually, review your definition of self-awareness in your playbook (**p. 4**).

- » Think over the last module and respond in your playbook (**p. 13**) to the following prompts with examples of how your awareness of your feelings made things better:
 - > Identifying my feelings helped me learn ...
 - > Modeling my feelings helped ...
 - > Sharing my feelings helped me to collaborate ...
 - > What did I learn/remember about self-awareness?

Reflection Activity

Take a minute to write down in your playbook (p. 14):

- >> Your definition of self-management
- >> Your perspective on the significance of self-management



This Photo by Unknown Author is licensed under [CC BY](#)

The Definition of Self-Management

The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and professional goals.

Return to your playbook and rate yourself from 1 to 5 on how close your definition matched the one above (1=not at all close, 5=very close/exact).

Personal SEL Reflection: Self-Management

Self-Management		Very difficult	Difficult	Easy	Very easy
MANAGING EMOTIONS	I can find ways to manage strong emotions in ways that don't negatively impact others.				
	I can get through something even when I feel frustrated.				
	I can calm myself when I feel stressed or nervous.				
MOTIVATION, AGENCY, AND GOAL-SETTING	I can motivate myself to seek self-improvement and encourage growth in those I lead.				
	I can take action and impact change on issues that are important to me and the larger community.				
	I can set measurable, challenging, and attainable goals and have clear steps in place to reach them.				
PLANNING AND ORGANIZATION	I can modify my plans in the face of new information and realities.				
	When juggling multiple demands, I can use strategies to regain focus and energy.				
	I can balance my work life with personal renewal time.				



Explore & Discover Activity 1

Case Scenario

Case Scenario

» Purpose

- > To clarify and deepen your understanding of self-management.

» Directions

- > Individually, take 10 minutes to read the case scenario in your playbook (p. 42).
- > Look for examples of adult self-management.
- > As you read the scenario, use the table in your playbook to list examples and non-examples of their skills evident in the case.
- > Make note of biases and inequities.



[This Photo](#) by Unknown Author is licensed under [CC BY-SA-NC](#)

Small Group Discussion

- Discuss occurrences when the adults in the story chose to (or not to) regulate their emotions.
- Share your own personal experience of a time when you took action and impacted change on an issue that was important to you and your larger community.
- How have you noticed self-awareness influencing your ability to regulate your emotions?
- What do you notice in your ability to self-manage when you are stressed/tired versus rested/calm?

Whole-Group Debrief



- What biases and inequities did you list in your table?
- How do you think the biases and inequities you identified influence the characters' self-management skills in the case scenario?



Explore & Discover Activity 2

Self-Regulation Strategies

Self-Regulation Strategies

- Purpose: To identify ways adults can self-manage.
- Read the blog
- Make notes in your playbook (p. 18):
 - > What skills resonate with you professionally? Personally?
 - > Which skills are more challenging for you professionally? Personally?
 - > Which skill(s) would you like to strengthen this year?



Partner Sharing

- » Share your reflections with a partner:
- » What skills resonate with you professionally? Personally?
- » Which skills are more challenging for you professionally?
Personally?
- » Which skill(s) would you like to strengthen this year?



Organize and Integrate Activity

Self-Management Reflection

Reflect on the Definition and Benefits of Adult Self-Management

>> Purpose

- > Distinguish and report on relevant information learned during today's session.

>> Directions

- > Revisit your initial definition for self-management and its benefits in your playbook.
- > Reflect on any changes you would make to your previous definition.
- > In your playbook (p. 20), explain why you would make those changes.



This photo by Unknown Author is licensed under CC-BY-SA-NC

Most Important Point

- Purpose: Distinguish and report on relevant information learned during today's session.
- Reflect on how you will use what you learned today to support your personal and professional self-management practices.





Closing Activity

Self-Management Reflection

Closing Activity:

Purpose

- To reflect on the influence that one's feelings and beliefs have on reaching goals.

Directions

- In your playbook (p. 21), answer the following questions:
 - What positive feelings and beliefs about yourself arise when you achieve something you value?
 - What role might these beliefs play in helping you reach your goals?

Center for Safe Alaskans
SEL Reflection tool:





Provide Feedback on Today's Session!



Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

The contents of this document were developed under a grant from the U.S. Department of Education through the Office of Program and Grantee Support Services within the Office of Elementary and Secondary Education, by the Region 8 Comprehensive Center at ICF under Award #S283B190013. This contains resources that are provided for the reader’s convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.