MHS Social and Emotional Learning Target Areas

| **Self-Efficacy: *Having a positive view of one’s skills and abilities.***  | **Conscientiousness: *Guided by or in accordance with the dictates of conscience; principled. Being thorough and diligent in completing one’s tasks*** | **Sociability: *Being aware of the motives and feelings of other people and oneself; knowing what to do to fit into different social situations; knowing what makes other people tick*** | **Intellect: *Cognitive strengths that entail the acquisition and use of knowledge*** |
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| **Persistence:** *Finishing what one starts; persisting in a course of action in spite of obstacles; “getting it out the door”; taking pleasure in completing tasks* | **Self-reflection & Self-evaluation:** *Ability to exercise introspection and the willingness to learn more about their fundamental nature, purpose and essence; assessing one’s progress and adjusting to accomplish goal* | **Benevolence & Helpfulness:** *Giving back to the community; sharing of gifts, time and charitable acts; doing favors and good deeds for others; helping them; taking care of them* | **Critical Thinking:** *Thinking things through and examining them from all sides; not jumping to conclusions; being able to change one’s mind in light of evidence; weighing all evidence fairly* |
| **Resilience:** *Responding well to adversity; ability to recover from or adjust to changes and transitions* | **Organization:** *Structuring one’s activities and tasks in a manageable format; Developing organizational and study skills.* | **Teamwork:** *Working well as a member of a group or team; being loyal to the group; doing one’s share; collaborating toward a common goal* | **Creativity:** *Thinking of novel and productive ways to conceptualize and do things; includes artistic achievement but is not limited to it* |
| **Focus:** *Ability to selectively concentrate on one aspect of one’s environment, while ignoring distractors, and less significant issues*  | **Goal Setting:** *Ability to set appropriate goals for one self; creating a plan to achieve one’s objectives* | **Humility/Modesty:** *Letting one’s accomplishments speak for themselves; not seeking the spotlight; not regarding oneself as more special than one is* | **Curiosity:** *Taking an interest in ongoing experience for its own sake; finding subjects and topics fascinating; exploring and discovering* |
| **Confidence:** Self-a*ssurance in one’s ability to succeed; state of mind marked by an easy coolness and freedom from uncertainty and timidity; faith in oneself without displaying conceit or arrogance* | **Time Management:** *Organizing one’s time in a way that enables students to accomplish their goals and complete assigned tasks; maximizing available time in one’s schedule*  | **Compassion/Forgiveness:** *Forgiving those who have done wrong; accepting the shortcomings of others; giving people a second chance; not being vengeful. Being sympathetic to, and conscious of, others distress and having a desire to alleviate it.* | **Love of Learning:** *Mastering new skills, topics, and bodies of knowledge, whether on one’s own or formally; obviously related to the strength of curiosity but goes beyond it to describe the tendency to add systematically to what one knows* |
| **Coping Mechanisms:** *Methods that students use to deal with stress, anxiety and adversity* | **Motivation:** *Approaching life with excitement and energy; not doing things halfway or halfheartedly; living life as an adventure; feeling alive and activated* | **Humor:**  *Liking to laugh and joke; bringing smiles to other people; seeing the lighter side* | **Wisdom:** *Being able to provide wise counsel to others; having ways of looking at the world that make sense to oneself and to other people* |
| **Valor:** *Not shrinking from threat, challenge, difficulty, or pain; speaking up for what is right even if there is opposition; acting on convictions even if unpopular; includes physical bravery but is not limited to it.*  | **Honesty:** *Speaking the truth but more broadly presenting oneself in a genuine way and acting in a sincere way; being without pretense; taking responsibility for one’s feelings and actions* | **Responsibility to Others:** *Promoting healthy community life; treating all people the same according to notions of fairness and justice; not letting personal feelings bias decisions about others; giving everyone a fair chance* |   |
| **Locus of Control:** *The extent to which students believe that they can* ***control*** *events that affect them; believing that a good future is something that can be brought about* | **Prudence/Self-Control:** *Being careful about one’s choices; not taking undue risks; not saying or doing things that might later be regretted; regulating what one feels and does; being disciplined; controlling one’s appetites and emotions* | **Leadership:** *Encouraging a group of which one is a member to get things done and at the same maintain time good relations within the group; organizing group activities and seeing that they happen* |   |
|   |   | **Gratitude:** *Being aware of and thankful for the good things that happen; taking time to express thanks* |   |