Social and Emotional Learning Competencies in the Cafeteria

Identify emotions in the cafeteria
Example: Children feeling anxious in noisy, chaotic cafeteria.
You can: Help children identify how they feel in the cafeteria AND set up the cafeteria environment so most children feel calm and comfortable.

Respect other people’s food choices
Example: Students making negative comments or jokes about others’ food choices.
You can: Be mindful of bias, even unintentional bias. Ethnicity and religion, for example, often drive food choices. Remind students not to “yuck someone else’s yum.” Make it clear that someone whose diet is different from one’s own shouldn’t have to explain themselves all the time.

Practice communication, social engagement, and relationship building
Example: Mealtimes are a time for children to think about how to reach out, be kind and include others, and make new friends.
You can: Be aware of who may be feeling left out or lonely and help students build relationships. Encourage them to be kind & inclusive. Suggest they invite a new student to sit with them. Everyone should have a sense of belonging in the cafeteria.

Manage emotions in the cafeteria
Example: Children acting so excited to have free time with friends that they speak loudly and don’t eat their meal or disrupt others from eating.
You can: Help children develop the ability to manage emotions and behavior in the cafeteria so they can sit, eat calmly, and enjoy their time. Repeat and practice the Cafeteria Expectations showing students what it looks like to be safe, be respectful, and be responsible.

Make healthy food choices
Example: Children learn to choose and eat the foods that give them energy to get through the school day.
You can: Encourage children to choose and eat the healthier foods first. Make them aware of the time they have left to finish their meal.
SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

**SELF-AWARENESS**

The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- **IDENTIFYING EMOTIONS**
- **ACCURATE SELF-PERCEPTION**
- **RECOGNIZING STRENGTHS**
- **SELF-CONFIDENCE**
- **SELF-EFFICACY**

**SELF-MANAGEMENT**

The ability to successfully regulate one’s emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- **IMPULSE CONTROL**
- **STRESS MANAGEMENT**
- **SELF-DISCIPLINE**
- **SELF-MOTIVATION**
- **GOAL SETTING**
- **ORGANIZATIONAL SKILLS**

**SOCIAL AWARENESS**

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- **PERSPECTIVE-TAKING**
- **EMPATHY**
- **APPRECIATING DIVERSITY**
- **RESPECT FOR OTHERS**

**RELATIONSHIP SKILLS**

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- **COMMUNICATION**
- **SOCIAL ENGAGEMENT**
- **RELATIONSHIP BUILDING**
- **TEAMWORK**

**RESPONSIBLE DECISION-MAKING**

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- **IDENTIFYING PROBLEMS**
- **ANALYZING SITUATIONS**
- **SOLVING PROBLEMS**
- **EVALUATING**
- **REFLECTING**
- **ETHICAL RESPONSIBILITY**

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HOMES AND COMMUNITIES

SCHOOLS

CLASSROOMS

SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AND EMOTIONAL LEARNING

RESPONSIBLE DECISION-MAKING

RELATIONSHIP SKILLS

SCHOOLWIDE PRACTICES AND POLICIES

FAMILY AND COMMUNITY PARTNERSHIPS

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