

# NOT ANOTHER SEL CURRICULUM

Conversation Card Toolkit



## About the Conversation Cards

Front of Cards	
<b>Look-fors</b>	These are behaviors or characteristics that you may notice from students when they are not demonstrating or struggling with a social-emotional competency. While the conversation cards below offer a representative list of possible <b>look-fors</b> , you may or may not see some of the behaviors or characteristics with your students in your programs. You may also find other observable behaviors and characteristics from students in your programs that may fall into other competency categories.
Back of Cards	
<b>What to ask</b>	The questions found in the conversations cards below are ones that you can ask when connecting with students to help them apply competencies to their real-world situations. Questions can be tailored to suit the specifics of the individual student's situation. All questions listed may not need to be asked. In your conversations with students, you may think of other questions to ask relevant to a particular situation or topic. It is encouraged to expand on questions as you see fit.
<b>What to say in the moment</b>	The sample responses in the conversation cards below are suggestions of how to respond in those moments. Your responses will vary based on the circumstances and student responses to your questions. In your conversations with students, you may think of other responses to a particular situation or topic. After using the conversation cards as a guide when speaking to students about the behaviors and characteristics you have observed, you are encouraged to continue your conversation beyond the suggested questions and responses as you see fit.

## Social Awareness

being empathetic to others; understanding social norms for behavior

Look-fors!	Description
<b>Lack of empathy for others or insensitivity to others' feelings</b>	<ul style="list-style-type: none"><li>• Disregarding others' opinions and feelings</li><li>• Lack of concern or making fun of others' pain</li><li>• Criticizing how others feel</li><li>• Self-centered or not recognizing how their actions impact others</li><li>• Not showing remorse for their actions</li></ul>
<b>Provocation of others</b>	<ul style="list-style-type: none"><li>• Doing something to be intentionally annoying or bothersome to others *</li><li>• Disrespecting others' personal space</li><li>• Not responding to requests to change their behavior</li><li>• Controlling others or being bossy</li></ul>
<b>Inappropriate responses/comments towards others</b>	<ul style="list-style-type: none"><li>• Excessive foul language</li><li>• Insults and/or name calling</li></ul>
<b>Showing biases or prejudice towards others</b>	<ul style="list-style-type: none"><li>• Being judgmental based on race, ethnicity, gender, etc.</li><li>• Using stereotypes</li></ul>

\*Students exhibiting these behaviors could be a form of self-stimulation such as stimming. Stimming is repetitive movements or sounds, such as hand-flapping or humming, often used by individuals—particularly those with autism—to self-soothe or manage sensory input. Stimming is generally not intended to disrupt others.

## Social Awareness

being empathetic to others; understanding social norms for behavior

What to ask	What to say in the moment
<ul style="list-style-type: none"><li>• What happened? Can you tell me what happened?</li><li>• What were you thinking of at the time?</li><li>• What have you thought about since?</li><li>• Who has been affected by what you have done? In what way?</li><li>• What do you think you need to do to make things right?</li><li>• How can I help/how can I support you?</li></ul>	<ul style="list-style-type: none"><li>• I noticed that... (describe what you see)</li><li>• I don't know if you've noticed, but when... (describe the behavior and what the impact of the behavior is on others)</li><li>• When I see you... (describe the behavior and the greater impact on learning)</li></ul> <p>Explain to students that:</p> <ul style="list-style-type: none"><li>• Your behavior » impacts other students » impacts your learning environment » impacts you</li></ul>

## Self-Awareness

recognizing your own feelings, thoughts, and actions and their impact

Look-fors!	Description		
Emotional response and difficulty understanding emotions	<ul style="list-style-type: none"><li>• Perceivably overreacting</li><li>• Severe mood swings</li><li>• Burst of anger</li><li>• Excessive crying</li><li>• Emotion suppression</li></ul>		
Awareness of behaviors	<ul style="list-style-type: none"><li>• Intentional behaviors that students don't realize annoy or disrupt others*</li><li>• Constant use of cellphone or social media</li></ul>		
Need for control or perfection			
Fixed mindset	<ul style="list-style-type: none"><li>• Negative statements about self<ul style="list-style-type: none"><li>◦ "I can't" statements</li><li>◦ "I'm not good at..."</li><li>◦ "I'll never be able to..."</li><li>◦ "I'm stupid"</li></ul></li></ul>	Believes they are not smart or smart enough	<ul style="list-style-type: none"><li>• Fear of rejection<ul style="list-style-type: none"><li>◦ Believe others don't like them</li><li>◦ Playing alone</li><li>◦ Unwillingness to try</li></ul></li></ul>

\* These are behaviors that are intentional, but the student may not understand their effects on others. Students exhibiting these behaviors could be a form of self-stimulation such as stimming. Stimming is repetitive movements or sounds, such as hand-flapping or humming, often used by individuals—particularly those with autism—to self-soothe or manage sensory input. Stimming is generally not intended to disrupt others.

## Self-Awareness

recognizing your own feelings, thoughts, and actions and their impact

What to ask	What to say in the moment
<ul style="list-style-type: none"><li>• Are you comfortable talking about your feelings with me?</li><li>• Is there something upsetting you?</li><li>• What happened?</li><li>• What were you thinking of at the time?</li><li>• What have you thought about since?</li><li>• How do you currently feel about yourself?</li><li>• What do you love about yourself?</li><li>• What can you do well?</li><li>• How do you think this is impacting others?</li><li>• How does this impact you?</li></ul>	<ul style="list-style-type: none"><li>• I noticed that... (describe what you see)</li><li>• I don't know if you've noticed, but when... (describe the behavior and what the impact was)</li><li>• When I see you... (describe the behavior and the greater impact on learning)</li></ul> <p>Explain to students that:</p> <ul style="list-style-type: none"><li>• Your thoughts/feelings » impact how you feel about yourself » which impacts how you engage with/respond to others</li></ul>

## Self-Management

ability to act in the ways necessary to reach your goals

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Look-fors!	Description
<b>Avoidant behaviors</b>	<ul style="list-style-type: none"><li>• Running away from an activity</li><li>• Suddenly feeling too sick to participate</li><li>• Starting an argument or physical fight</li></ul>
<b>Introversion or self-isolation</b>	
<b>Distracted or off-task during an activity</b>	
<b>Not communicating with partners during group work</b>	
<b>Not able to start an activity</b>	
<b>Giving insufficient time for preparation or completion of a given task</b>	

## Self-Management

ability to act in the ways necessary to reach your goals

What to ask	What to say in the moment
<ul style="list-style-type: none"><li>• Do you feel anxious or nervous? Can you tell me why?</li><li>• What do you think would happen if you try? How might you get better through trying?</li><li>• Why should you keep trying even when things seem hard?</li><li>• What are you trying to do? What do you need to do next?</li><li>• Why should you stay calm even when things get hard?</li><li>• How does (describe the behavior) impact (others/goals/etc.)?</li><li>• How can you make sure everyone can participate?</li></ul>	<ul style="list-style-type: none"><li>• Praise their effort, not their ability</li><li>• Remember, you're learning. You might make some mistakes. It's okay. Mistakes are a part of learning.</li><li>• Name their strengths</li></ul> <p>Explain to students that:</p> <ul style="list-style-type: none"><li>• Your ability to manage yourself » affects your progress towards goals » impacts your success</li><li>• Taking responsibility for your actions » helps you stay focused on your goals » leads to personal growth</li></ul>

## Responsible Decision-Making

make choices about your behavior based on consideration of evaluating possible consequences of your actions

Look-fors!	Description	
<b>Risky behavior and disregard for safety (personal and others)</b>	<ul style="list-style-type: none"><li>• Hanging out in dangerous or suspicious locations</li><li>• Inadequate supervision based on who, what, and where they are</li><li>• Lack of safety precautions in risky choices</li></ul>	<ul style="list-style-type: none"><li>• Physical endangerment—things that might cause physical harm to self or others. This could look like:<ul style="list-style-type: none"><li>◦ Playing with weapons or weapon-like objects</li><li>◦ Playing in traffic or not observing pedestrian safety</li><li>◦ Jumping down flights of stairs</li><li>◦ Unsafe driving</li><li>◦ Substance abuse</li></ul></li></ul>
<b>Criminal acts</b>		
<b>Unsafe use of technology or social media</b>		
<b>Poor judgement</b>	Making choices that prevent them from following through or holding commitments	
<b>Difficulty understanding consequences</b>	<ul style="list-style-type: none"><li>• Disregard for negative consequences</li><li>• Inability to recognize potential consequences</li><li>• Apathetic towards consequences</li></ul>	

## Responsible Decision-Making

make choices about your behavior based on consideration of evaluating possible consequences of your actions

What to ask	What to say in the moment
<ul style="list-style-type: none"><li>• What happened?</li><li>• What are the pros and cons of the choices?</li><li>• What do you think you could have done differently?</li><li>• How would the different choices affect others?</li><li>• How could these decisions impact your/the future?</li><li>• Why is it important to make a choice for yourself?</li><li>• Why is it important to consider others?</li></ul>	<ul style="list-style-type: none"><li>• I noticed that... (describe what you see)</li><li>• I don't know if you've noticed, but when... (describe the behavior and what the impact was)</li><li>• When I see you... (describe the behavior and the greater impact on learning)</li></ul> <p>Explain to Students that:</p> <ul style="list-style-type: none"><li>• Your choices » affect your safety and well-being » impact your future opportunities</li><li>• Making thoughtful decisions » shows maturity and responsibility » builds trust and respect</li></ul>

## Relationship Skills

growing positive relationships, good conflict resolution, foster collaboration

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Look-fors!	Description
<b>Poor communication</b>	<ul style="list-style-type: none"><li>• Closed mindedness towards differing perspectives</li><li>• Lack of communication</li><li>• Not listening to others</li><li>• Short, quick responses</li><li>• Over-sized response</li></ul>
<b>Trouble collaborating or cooperating with peers</b>	<ul style="list-style-type: none"><li>• Doesn't play well with others</li><li>• Doesn't contribute to group work</li><li>• Insists on having control/being in charge</li><li>• Poor sportsmanship</li></ul>
<b>Difficulty making friends or maintaining friendships</b>	
<b>Giving into to peer pressure</b>	

## Relationship Skills

growing positive relationships, good conflict resolution, foster collaboration

What to ask	What to say in the moment
<ul style="list-style-type: none"><li>• What happened? Can you share how this made you feel?</li><li>• How do you disagree/agree in this situation?</li><li>• How can you be respectful in sharing your thoughts, opinions, and feelings?</li><li>• How does communicating about (the situation) help everyone?</li><li>• What do you need from others or me?</li><li>• How might we work together to solve the problem?</li></ul>	<ul style="list-style-type: none"><li>• I noticed that... (describe what you see)</li><li>• I don't know if you've noticed, but when... (describe the behavior and what the impact was)</li></ul> <p>Explain to students that:</p> <ul style="list-style-type: none"><li>• Your behavior » impacts other students » impacts your learning environment » impacts you</li><li>• Your behavior » impacts leader » impacts your learning environment » impacts you</li></ul>

## Social Awareness Example

During recess, Geoffrey was playing soccer with a group of peers. At one point, Geoffrey kicked the ball too hard, hitting Victoria in the face. Victoria fell and started crying, clearly in pain. Geoffrey thought that it was funny and laughed at Victoria.

What you can see	Things the leader said/asked	
	Geoffrey	Victoria
	<ul style="list-style-type: none"><li>• Can you tell me what happened?</li><li>• What were you thinking when you kicked the ball?</li><li>• How do you think Victoria might be feeling now that she is hurt?</li><li>• I don't know if you've noticed, but when the ball hit Victoria, she was really hurt.</li><li>• What do you think you need to do to make things right?</li></ul>	<ul style="list-style-type: none"><li>• Can you tell me what happened?</li><li>• What were you thinking when the ball hit you?</li><li>• What do you want Geoffrey to know about how feeling now?</li><li>• What do you think Geoffrey can do to make things right?</li></ul>

## Social Awareness Example

During a classroom discussion about different cultures, Alice made a dismissive remark about a tradition from another country, saying, "That's so weird. Why would anyone do that?"

What you can see	Things the leader said/asked
<ul style="list-style-type: none"><li>Alice made inappropriate comments towards others' unique culture.</li></ul>	<b>Alice</b>
	<ul style="list-style-type: none"><li>I noticed your comment about the tradition from another culture. Can you explain what made you say that?</li><li>I don't know if you've noticed, but when we discuss different cultures, it's important to be respectful and open-minded.</li><li>How do you think your comment might have made others feel, especially those who value and practice that tradition?</li><li>Do you think you could have expressed your thoughts in a more respectful way?</li><li>How can we ensure that everyone feels included and respected when discussing diverse cultures in our classroom?</li><li>I appreciate your willingness to engage in this conversation and reflect on your words.</li></ul>

## Self-Awareness Example

During a group activity in class, Jared became visibly upset when his idea was not chosen by the group. He started pacing around the classroom, muttering to himself, and appeared unable to focus on the task at hand.

What you can see	Things the leader said/asked
<ul style="list-style-type: none"><li>Jared's emotional response as he is visibly upset.</li><li>Jared's is pacing and muttering.</li></ul>	<b>Jared</b>
	<ul style="list-style-type: none"><li>I noticed that you seem upset. Can you tell me what's bothering you?</li><li>Are you comfortable talking about your feelings with me? I'm here to listen and support you.</li><li>Can you walk me through your thoughts and emotions?</li><li>How do you currently feel about yourself in this situation? Do you feel valued and heard by your peers?</li><li>What do you love about yourself? Let's focus on your strengths and positive qualities.</li><li>I am proud of you for being open and honest about your feelings. That takes courage.</li><li>Let's work together to find ways to manage your emotions and feel more confident in expressing yourself.</li></ul>

## Self-Awareness Example

Coming into program, Sybil seemed distracted and visibly upset. She was quiet and withdrawn, typical behavior for her. When her classmates asked if everything was okay, she broke down crying.

What you can see	Things the leader said/asked
<ul style="list-style-type: none"><li>Sybil's is visibly upset and crying.</li></ul>	<b>Sybil</b>
	<ul style="list-style-type: none"><li>I can see that you seem upset today. Is everything alright?</li><li>Are you comfortable talking to me about what's making you sad? I'm here to listen.</li><li>Let's try some breathing exercises to help you calm down.</li><li>What happened? You seem different today than usual.</li><li>Can you tell me what you were thinking about when you came into school today?</li><li>How do you currently feel about yourself and the situation you're dealing with?</li><li>Is there something outside of school impacting your mood right now?</li><li>I'm here to support you in any way I can. Let's work together to find ways to manage your emotions and feel more like yourself again.</li></ul>

## Self-Management Example

During a math activity, Zed encountered difficulty solving a complex problem. Instead of persisting and seeking help, they immediately exclaimed, "I can't do this! Math is too hard!"

What you can see	Things the leader said/asked
<ul style="list-style-type: none"><li>• Zed exclaimed "I can't do this! Math is too hard!"</li><li>• Zed exhibiting avoidant behavior</li></ul>	<b>Zed</b>
	<ul style="list-style-type: none"><li>• Remember, you're learning math, and it's normal for it to be hard sometimes. Doing things that are hard can help us learn and grow.</li><li>• I noticed that you're feeling frustrated with this math problem. Can you tell me more about why you think it's challenging?</li><li>• Are you willing to keep trying even when things seem hard?</li><li>• How do you usually approach challenging tasks?</li><li>• Let's walk through it together.</li><li>• I am proud of you for tackling this math problem.</li></ul>

## Self-Management Example

During a science activity, Danielle was assigned to work in a group with her peers to build a model of the solar system. As the project progressed, she became increasingly hesitant to contribute ideas or participate actively in the group discussions and is self-isolating.

What you can see	Things the leader said/asked
<ul style="list-style-type: none"><li>• Danielle is self-isolating.</li><li>• Danielle is exhibiting increasingly avoidant behaviors.</li></ul>	Danielle
	<ul style="list-style-type: none"><li>• I noticed that you don't want to participate in the group. Can you tell me more about how you're feeling?</li><li>• Do you feel anxious or nervous about sharing your ideas with the group?</li><li>• Do you think that your ideas are valuable, and that you can make a meaningful impact to the project?</li><li>• Remember, you're capable of having great ideas that you can share with the group. Your ideas are important.</li></ul>

## Responsible Decision-Making Example

Shaun, Hayleigh, and Corrie decide to sneak away during recreation time outside and go to a nearby park without informing any adult or seeking permission.

What you can see	Things the leader said/asked
<ul style="list-style-type: none"><li>• Risky behavior of three students.</li><li>• Poor judgement in the decision to leave without permission.</li></ul>	<b>Shaun, Hayleigh, and Corrie</b>
	<ul style="list-style-type: none"><li>• Can you tell me what happened and what you were thinking at the time?</li><li>• What about leaving school without permission feels like a mistake to you?</li><li>• Have you considered the pros and cons of your choices?</li><li>• What do you think you could have done differently in this situation?</li><li>• How would your decision to leave school without permission affect not only yourselves but also your family, peers and leaders?</li><li>• How could this decision impact your future opportunities and responsibilities?</li><li>• Why is it important to make responsible choices for yourself?</li><li>• Why is it important to consider how your choices affect others?</li></ul>

## Responsible Decision-Making Example

During a STEM lesson at summer camp, Liam decides to mix chemicals from different experiments together without following the instructions, thinking it would create something interesting.

What you can see	Things the leader said/asked
<ul style="list-style-type: none"><li>• Risky behavior and disregard for experiment instructions.</li><li>• Poor judgment in mixing chemicals without supervision or understanding of their properties.</li><li>• Potential danger of causing a chemical reaction that could harm herself or others</li></ul>	<b>Liam</b>
	<ul style="list-style-type: none"><li>• I noticed you were mixing chemicals from different experiments. Can you explain why you chose to do that?</li><li>• Do you understand why we have specific procedures and safety guidelines for handling chemicals during experiments?</li><li>• How do you think your actions could have affected your safety and the safety of those around you?</li><li>• How do you think your decision to mix chemicals without following instructions reflects on your respect for camp rules and the importance of following procedures?</li><li>• It's important to follow experiment instructions and ask for guidance when handling chemicals. How can you make more responsible decisions about your actions in future science sessions?"</li></ul>

## Relationship Skills Example

Alex continually interrupts his classmates, insists on his ideas being the only ones considered, and dismisses his peers' suggestions.

What you can see	Things the leader said/asked
<ul style="list-style-type: none"><li>• Insists on having control</li><li>• Not listening to others</li></ul>	<b>Alex</b>
	<ul style="list-style-type: none"><li>• I noticed that when you insist on your ideas without listening to others, it can create tension and hinder teamwork.</li><li>• How can we work together to ensure that everyone in the group feels heard and valued?</li><li>• How do you think you could have communicated your ideas more respectfully and listened to others' opinions?</li><li>• Let's work on strategies to improve your communication and collaboration skills. For example, try to actively listen to your classmates and acknowledge their ideas before sharing your own.</li></ul>

## Relationship Skills Example

Emma becomes upset when her team loses a game in the gym. She starts blaming her teammates, saying they didn't try hard enough, and refuses to shake hands with the opposing team.

What you can see	Things the leader said/asked
<ul style="list-style-type: none"><li>• Poor sportsmanship</li><li>• Doesn't play well with others</li><li>• Over-sized response</li></ul>	<b>Alex</b>
	<ul style="list-style-type: none"><li>• I noticed that you were upset after the soccer game and blamed your teammates. Can you tell me what happened and what you were thinking at the time?</li><li>• Let's work on strategies to improve your sportsmanship and teamwork. For example, try to encourage your teammates and acknowledge their efforts, even if the outcome isn't what you hoped for.</li><li>• How might your behavior impact your relationships with your classmates and the overall learning environment?</li><li>• How can we work together to ensure that everyone enjoys the game and feels supported?</li><li>• I don't know if you've noticed, but when we all support each other and play as a team, the games are more enjoyable for everyone.</li></ul>

## Social Awareness Scenario

During recess, Geoffrey was playing soccer with a group of peers. At one point, Geoffrey kicked the ball too hard, hitting Victoria in the face. Victoria fell and started crying, clearly in pain. Geoffrey thought that it was funny and laughed at Victoria.

What you can see	Things the leader said/asked	
	Geoffrey	Victoria

## Social Awareness Scenarios

During a classroom discussion about different cultures, Alice made a dismissive remark about a tradition from another country, saying, "That's so weird. Why would anyone do that?"

What you can see	Things the leader said/asked
	Alice

## Self-Awareness Scenario

During a group activity in class, Jared became visibly upset when his idea was not chosen by the group. He started pacing around the classroom, muttering to himself, and appeared unable to focus on the task at hand.

What you can see	Things the leader said/asked
	Jared

## Self-Awareness Scenario

Coming into program, Sybil seemed distracted and visibly upset. She was quiet and withdrawn, typical behavior for her. When her classmates asked if everything was okay, she broke down crying.

What you can see	Things the leader said/asked
	Sybil

## Self-Management Scenario

During a math activity, Zed encountered difficulty solving a complex problem. Instead of persisting and seeking help, they immediately exclaimed, "I can't do this! Math is too hard!"

What you can see	Things the leader said/asked	
	Zed	

## Self-Management Scenario

During a science activity, Danielle was assigned to work in a group with her peers to build a model of the solar system. As the project progressed, she became increasingly hesitant to contribute ideas or participate actively in the group discussions and is self-isolating.

What you can see	Things the leader said/asked
	Danielle

## Responsible Decision-Making Scenario

Shaun, Hayleigh, and Corrie decide to sneak away during recreation time outside and go to a nearby park without informing any adult or seeking permission.

What you can see	Things the leader said/asked
	Shaun, Hayleigh, and Corrie

## Responsible Decision-Making Scenario

During a STEM lesson at summer camp, Liam decides to mix chemicals from different experiments together without following the instructions, thinking it would create something interesting.

What you can see	Things the leader said/asked
	Liam

## Relationship Skills Scenario

Alex continually interrupts his classmates, insists on his ideas being the only ones considered, and dismisses his peers' suggestions.

What you can see	Things the leader said/asked
	Alex

## Relationship Skills Scenario

Emma becomes upset when her team loses a game in the gym. She starts blaming her teammates, saying they didn't try hard enough, and refuses to shake hands with the opposing team.

What you can see	Things the leader said/asked
	Alex