



## **Social and Emotion Learning (SEL), Mental Health and Trauma Informed Care**

### **SEL How To- Tip's and Tricks**

Social Emotional Learning- a way to connect with emotions/ regulate them. This also allows students to make connections to the world outside of their immediate sphere. Lastly, Social Emotional Learning allows students to have a voice.

Letting the students choose books that portray emotions or different people from themselves is a great way to help the students learn about these subjects. Letting the students choose books that they have an interest in is a great way to give the students a voice. Listening, talking and asking questions is another great way to give students a voice.

### **Trauma Informed Care**

Remember- Students come to us from all walks of life, backgrounds and experiences. It is not our job to save them. It's our job to be present and work with our students where they are at and meet them there.

We want to listen to them and work with them where they are at. By doing this you will be amazed by the trust/ growth you will see in the students and the mentorship relationship that is formed.

## **Mental Health Tips**

Mentoring helps students know that someone outside of their families is there for them. This can help to improve the mental health of students with even the best mental health. By asking questions and being there for your students, mental health and self-esteem will improve.

These tips are to help get an understanding for where your students are on a singular individual day. You can let your site coordinator know if there is something you feel you should or want to share but not necessary unless you deem the student in danger.

Share the positive and negative things. Your site coordinators want to know it all.

Due to the events that are happening in our society and world you might hear more concerning things from your students than prior to the pandemic. This is ok and totally normal... your students might want to talk. Just remember to listen.

## **Sample Activities**

### **5-1 Activity**

How to:

The mentors and students talk about how things are going on a specific day. Rate how it is going on a scale of 5-1.

5- Everything is unicorns, rainbows, sunshine and as great as it could be.

1-Terrible, awful, no good, very bad day.

3- Neutral, mediocre, average day

2 and 4 in between 1/ 3 and 3/ 5.

### **High/ Low**

How to:

The mentor and students share about a high and low for the week.

### **Ask Questions (hobbies, interests, likes/ dislikes, how the week went)**

How to:

Ask questions about how their week is going. Also ask questions about hobbies, interests and likes/ dislikes.

### **What is something new about you?**

How to:

Students and mentors share one or two new things about themselves.

Write a letter to your future self.

How to:

Students write a letter to their future selves. Asking questions, stating wishes, hopes, dreams and goals. Can be read at a later date. (End of semester... end of year).

Book about an interest a student enjoys

How to:

Pick a book that relates to a subject that the student is interested in and research more about it.