California Transformative Social and Emotional Learning (T-SEL) Competencies

Self-Management: Middle School

Identity	A	Students explore the difference between emotion suppression and management and how to channel emotions productively. Students work on reframing feelings before acting on them. 2.A.3
	B	Students describe how stress affects their choices and actions and practice multiple strategies to manage stress. Students choose, take ownership of, and engage in activities that promote their mental and physical health. 2.B.3
	C	Students consider various paths through individual and collective adversity. Students reflect on their sources of inner strength, hope, and what they look for in supportive relationships. 2.C.3
Belonging	D	Students seek out and make changes based on constructive feedback and demonstrate contextually appropriate ways of giving feedback to peers, educators, and others in their learning community and family. 2.D.3
	E	Students reflect on their changing boundaries to support their growth and well-being. Students also examine and reflect on healthy boundaries within different cultures. 2.E.3
Agency	F	Students identify and work toward incremental personal and collective goals in pursuit of longer-term, achievements. Students identify and commit to roles in achieving collective goals. Students begin to examine how to balance personal and collective goals. 2.F.3
	G	Students can create and follow routines, independently adapt to challenges and distractions, and apply perseverance strategies that work for them. 2.G.3
	H	Students take an active role in managing their time, activities, and responsibilities. 2.H.3