

Culturally Responsive

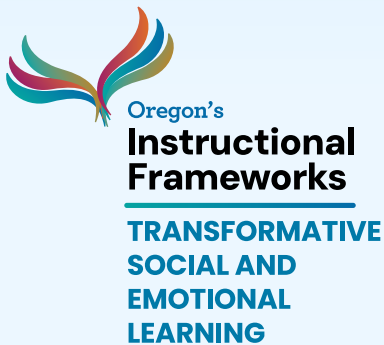
Community Responsive

Strengths-Based

Trauma-Informed

Grounded in Neuroscience
and the Science of Learning

[Oregon's Transformative
Social and Emotional Learning
Framework](#) provides a vision for
how education ecosystems can
support everyone to feel a sense
of belonging, develop agency and
collaborative problem-solving
skills and grow their abilities to
create positive change.



OREGON'S TRANSFORMATIVE SOCIAL AND EMOTIONAL LEARNING
STANDARD 1:

Self-Awareness & Identity

“What’s my relationship with my brain? What’s my relationship with my mind and my body? What’s my relationship with my emotions? What’s my relationship with my thoughts? —Oregon Education Leader

Self-awareness and identity refer to an individual’s ability to identify their strengths and capabilities, understand how thoughts and emotions influence their behavior and analyze their personal and social identities.

Why are self-awareness and identity important?

When students understand themselves and their identities, it helps them build emotional intelligence, improve their thinking and learning, contribute to a positive classroom climate, stay motivated and become more understanding of others’ identities and perspectives.

Likewise, educators who understand their emotions and how they impact teaching and learning can foster a more supportive and effective education environment. Adults with strong self-awareness are able to build powerful connections by modeling how to meet others with authenticity and openness.

What does this look like?

Practices

Recognize and name different emotions, thoughts, strengths and potential.

Examples

A third grade teacher notices a student’s excitement when they finally grasp a difficult concept and shares that excitement with the class, highlighting the student’s effort as a strength.

Practices

Understand the stress response system and what environments and experiences activate those responses.

Reflect on and evaluate how one's emotions, thoughts and perspectives (including values, biases and prejudices) can influence behavior.

Think about personal and social identities (like culture, background and experiences) and how they shape one's interests, purpose and sense of belonging.

Examples

A high school teacher notices that large-group discussions cause some students stress. After discussing this with the class, the educator decides to have students connect in small groups instead.

A middle school teacher might consider how their own beliefs about success influence their expectations of students.

A kindergarten teacher ensures that the classroom displays books and materials that reflect a variety of cultures, helping students see their own identities represented.



Pause and Reflect

- How do your own emotions (frustration, excitement and stress) influence the way you interact with others?
- How does your identity (culture, background, and experiences) show up as you navigate the world? How does your identity affect your relationships with those around you?



Try It Out

- Dedicate time each day to reflect on your emotions and how they may have influenced your interactions with others.
- Begin classes or meetings with a short emotional check-in. Ask group members to reflect on how they are feeling, either individually or in small groups.

LEARN MORE & SHARE The new [Transformative SEL resources](#) on the Oregon Instructional Frameworks website provide tools and guidance for educators, instructional coaches, school and district leaders, and community members to integrate Transformative SEL into everyday education. Please share these resources with your community!



Access resources and get more information:
oregoninstructionalframeworks.org/TSEL