



**BUILDING THE WEB
OF RELATIONSHIPS:**

*Social-Emotional
Learning with
Young Men of Color*



Name: _____



Welcome!

We would like to welcome you to this Professional Learning series on ***Building The Web of Relationships: Social-Emotional Learning for Young Men of Color***. We're incredibly grateful that you came here to share your insights, ask questions, and grow. Over the course of the next five weeks, we invite you to embody the core focal constructs of Transformative SEL.

Identity – This is a safe space to express the most important parts of who you are. Each of our unique life experiences has led us to a common ground where we can support the next generation.

Agency – Your willingness to join this group is a reflection of your deep desire to become the best version of yourself. Each of us is choosing to tap into deeper levels of our own personal power.

Belonging – You are in the company of dedicated, passionate, and innovative educators who are committed to building a more equitable environment for the youth. No matter where you are on your journey, we believe this is exactly where you're supposed to be.

Collaboration – You are encouraged to connect with others over the course of this series. As long as we are willing to be open-hearted and authentic, each of us will gain as much as we give.

Curiosity – Get back in touch with the youthful spirit of your own creativity and imagination. The greatest educators are lifelong students of the world.

The future of education is being written by everybody who participates in this series. At the end of the day, each of us holds an indispensable piece of the puzzle. As we connect the dots and fill in the picture together, we will produce a whole that is greater than the sum of its parts.

Thank you for joining our web of relationships!

YOUR FACILITATORS



JOSE CRUZ JAUREGUI

Jose “Cruz” Jauregui has spent the past eight years in the education sector, providing mentorship, coaching, and counseling to middle and high school students in the Oakland Unified School District. Jose Cruz was born and raised in Oakland, California.

MYLES ASUELO

Myles Asuelo has worked in education since 2014 and has served at six sites across Oakland Unified School District and the Alameda County Office of Education. He specializes in high-stakes dialogue, and violence prevention. He was born in the East Bay and raised in Hercules, California.



JAMAL MUHAMMAD

Jamal Muhammad is a proud native of Richmond, CA. He has worked in the service of youth and families throughout the San Francisco Bay Area in roles ranging from classroom teacher, case manager, coaching, and in the foster care system.



COMMUNITY AGREEMENTS

To ensure that you have the most productive time while we are together, we ask that you please embrace the following community agreements:

- *Be on time. (This includes all sessions and small groups.)*
- *Be Respectful*
- *Embrace Multiple Perspectives*
- *Listen Actively; Seek to Understand*
- *Participate.*
 - *Please turn your cameras on!*
 - *Mute if you aren't speaking.*
- *Please silence any devices during the teaching sessions and the small groups.*



SERIES INTRODUCTION:

Our framework is informed by the personal experiences of our students, our colleagues, our friends, our family members, and ourselves.



Over the course of this series, you'll learn how to use evidence-based structured social-emotional learning (SEL) practices to build effective and authentic relationships with male students of color.

To do this, we'll cover the fundamentals of transformative SEL: the 5 domains of SEL, and how they're designed to ripple out into the community. You'll learn a cohesive SEL strategy, in which all community members inside and outside school play important roles. You'll gain shared language, practices, and specific examples for SEL.

You'll hear real OUSD students share what they like about school, how they feel about their teachers, and what they want to see change. You'll be invited to collaborate with each other to put these students' ideas into play on the ground floor.

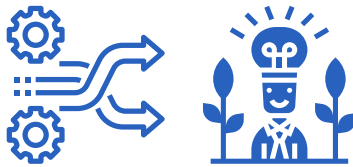
PRACTICING THE ART OF DEEP LISTENING

- Pay attention mindfully as someone expresses themselves.
- Let them finish speaking without interrupting.
- Make them feel heard. You can do this nonverbally. You can also do it verbally by mirroring back what they said or asking a follow-up question if the space allows for it.

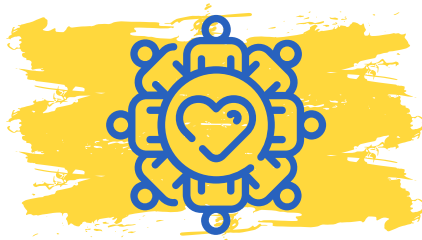


SERIES LEARNING OBJECTIVES

- Establish a shared base for Transformative SEL



- Build a strong and healthy web of relationships with young men of color








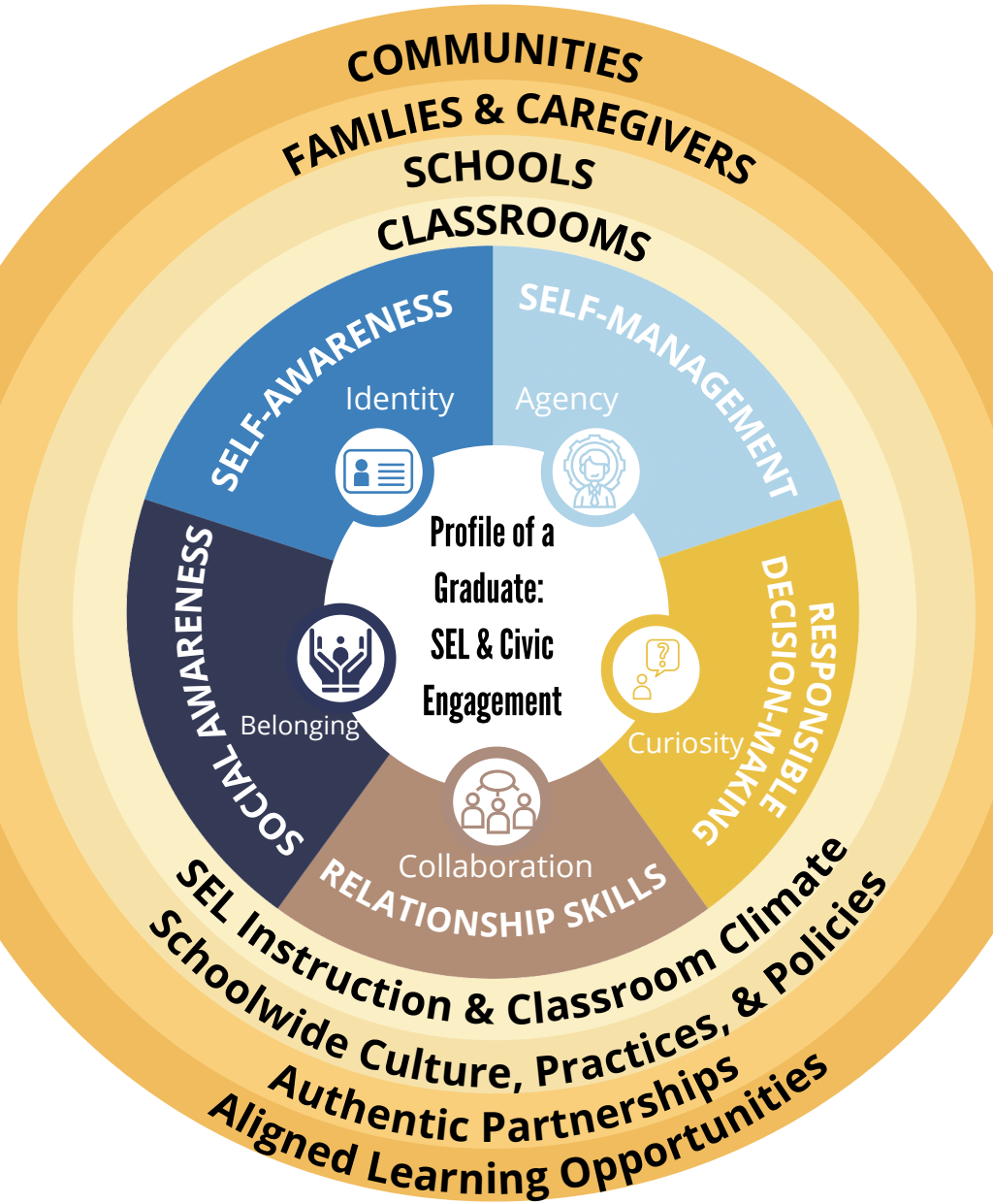
- Collaborate with fellow educators and customize SEL for your community



ESTABLISHING A SHARED BASE

The Five Focal Constructs of Transformative SEL and Equity

Competencies	Focal Construct
SELF-AWARENESS	Identity 
SELF-MANAGEMENT	Agency 
SOCIAL AWARENESS	Belonging 
RELATIONSHIP SKILLS	Collaboration 
RESPONSIBLE DECISION-MAKING	Curiosity 



Session 1

HERE'S A SYNOPSIS OF HOW THE PANDEMIC HAS EXACERBATED OUR EDUCATION CRISIS AND DISPROPORTIONATELY IMPACTED YOUNG BOYS AND MEN OF COLOR IN LOW-INCOME COMMUNITIES.

A 2021 National Survey published by Civic and Hart Research Associates Reports

- Student engagement and performance interrupted by distance learning
- Pandemic-induced trauma and mental health issues
- Isolation has changed the trajectory of social-emotional development

SEL Implementation Concern

Teachers and parents report that implementation of SEL lags behind demand. There is specifically a need for **programmatic, school-wide implementation.**

- 57% of teachers report that SEL skills are partially taught in some classrooms
- Just 23% see SEL happening on a programmatic school-wide basis
- Even more troubling, one in five teachers report social and emotional skills are not really being taught in their school (p. 24)

(Atwell, Bridgeland, & Manspile, 2021)



THE WEB OF RELATIONSHIPS



- You are part of a web of relationships that connects everybody you know, and even people you don't interact with directly.
- The people in your web can make choices that shape your life in all types of invisible ways.
- In the same way, your choices shape their lives too.
- What we do affects others.

OPEN FLOOR QUESTION



**In your opinion,
what challenges
are young boys and
men of color facing
in education right
now?**

Feel free to use the next page for notes




IDENTIFY OF INTERVIEW A FOCAL STUDENT

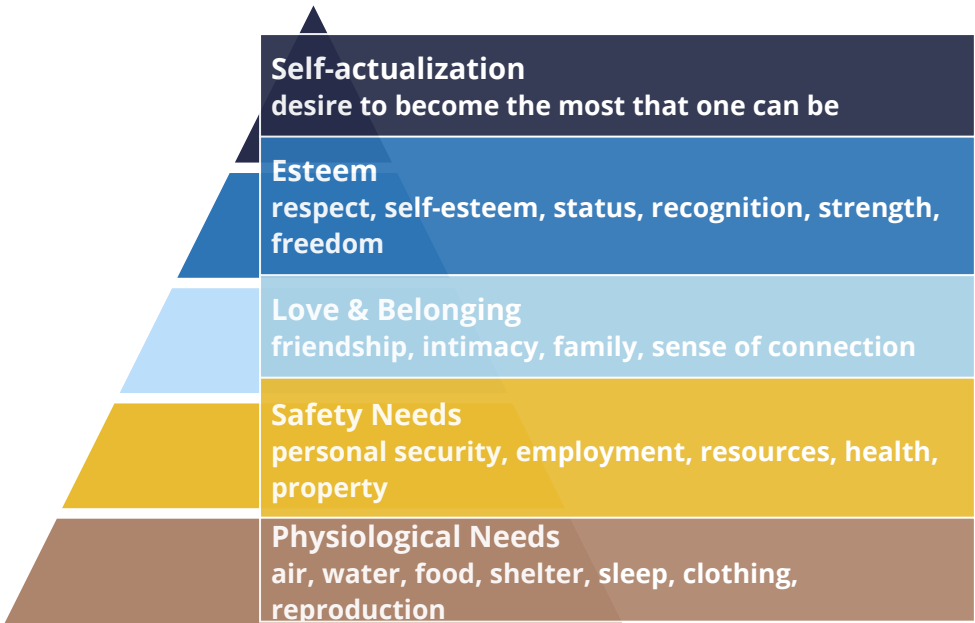
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Interview them directly or keep them in mind as you explore the concepts in this series.

Based on what they share or what you can infer, what are their hopes, dreams, fears, and struggles? What do they like and dislike about school?



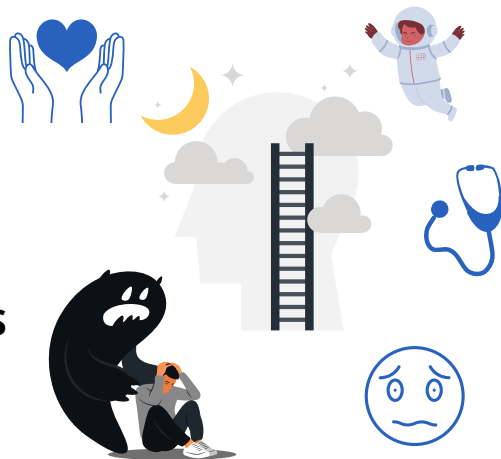
MASLOW'S HIERARCHY OF NEEDS



Learning about your students

There are 4 things you want to know about your students:

- HOPES
- DREAMS
- FEARS
- STRUGGLES



REFLECTION ON STUDENT VIDEOS

HUMAN CONNECTION

A FOUNDATION FOR DESIGNING SEL IN YOUR
COMMUNITY

CUSTOMIZE YOUR PROGRAM THROUGH
COLLABORATION

TRANSFORMATIVE SEL

BUILDING ON TOP OF THE SHARED BASE

Once you've established a base around shared needs and values, invite each member to identify the nuances of the community. This may include individual needs, cultures, languages, conditions, etc.



What shared needs and common ground are important to highlight with the young men of color you work with?

How can you creatively integrate this into your work as an educator?

What is an area of common ground between you and your focal student?

ENERGY

Neuroscience shows that we have remarkable levels of agency.



Through mindfulness, breathing, and self-efficacy practices, we can positively impact our physical and mental health and even rewire our brains.



Encourage young men of color to tap into their inner resources so they can reach their full potential.



These evidence-based practices deepen their capacity to focus, collaborate, and participate in courageous conversations.



What are some personal energy practices that you think are important to model for the young men of color, you work with (ie mindfulness, breathwork, journaling, etc.)?

Which practices do you think would benefit your focal student most? Do you think they would be receptive?

How can you highlight the implications of social and emotional contagion for young men of color?

MODELING A GROWTH MINDSET

FIXED MINDSET

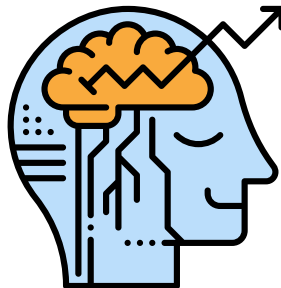
THE FALSE BELIEF THAT YOUR QUALITIES AND ABILITIES CANNOT BE CHANGED

GROWTH MINDSET

THE EMPOWERING BELIEF THAT YOU CAN ALWAYS IMPROVE WITH EFFORT

Create a safe space to practice the fundamentals of communication.

Give young men of color the opportunity to develop their unique style of personal expression. Encourage them to experiment, make mistakes, and grow.



How can you model the growth mindset for the young men of color you work with?

Can you share specific examples with them of ways that you are growing in your personal life (ie learning hobbies, facing fears)?

How can you encourage your focal student to identify and take on personal challenges?

TRANSFORMING THE WEB



Take Transformative SEL into your everyday conversations and transform the web of relationships in your school community.

Build strong relationships with young boys and men of color, their families, your colleagues, and the community members.



Encourage young boys and men of color to use Transformative SEL to collaborate with their peers, help meet each others' needs and seek mentors.

How can you utilize Transformative SEL skills to build and strengthen relationships in the school and community you serve?

How can you motivate the young boys and men of the color you work with to build and strengthen their webs?

How can you encourage your focal student to identify and build a relationship that creates positive mutual benefits?

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Thank you

for Joining OUR Web

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