

Girl Scouts—Promoting Social and Emotional Skills

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Girl Scout Ambassador Meredith Bailey, as a Cincinnati Public Schools Junior, attended the Girls World Forum in July 2012. Five hundred girls from 90 nations gathered to discuss challenges facing the world today. Meredith describes the **self awareness** and **social awareness** she developed by attending the forum:

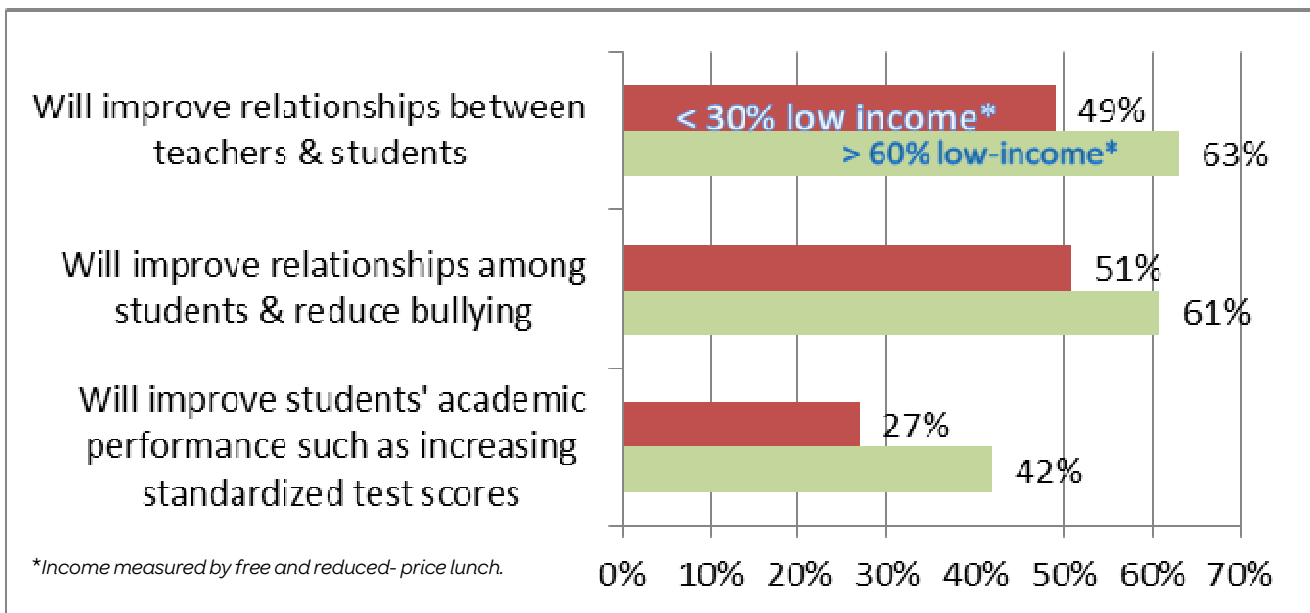


“I wish I could put into words how this experience changed my perspective on the world. This event completely opened my eyes and changed me as person and how I live my life. I don't know who I would be or what kind of life I would live if I didn't go. I now go out of my way to be kind, caring, helpful and generous whenever I can. I now understand what it means to truly have nothing, not only material things but also not even an education. I now am inspired by the millions of people who live their lives with hardly any of the things we Americans live with. They are so incredibly strong and hopeful. Girls World Forum has made me want to dedicate my life to changing the world. I now want to not only try to make the world a better place, but I want to see it become a better place during my lifetime.”

“Social and emotional competencies aren't 'soft skills.' They are fundamental and essential skills. They are the foundation for all the other skills. If we want a tolerant society, a compassionate society ... we need to teach the skills that create that society—the social and emotional.”

— Congressman Tim Ryan, Ohio's 13th District, as cited by Collaborative for Academic, Social & Emotional Learning, *The Missing Piece*, 2013.¹

Figure 1 Teachers at high-poverty schools* are especially convinced of the benefits of social and emotional learning.



1. Collaborative for Academic, Social & Emotional learning (CASEL), Civic Enterprises with Peter D. Hart Research Associates.; John Bridgeland, Mary Bruce and Arya Hariharan. *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*, 2013 (n=605).



When girls succeed, so does society.

Teachers Nationwide Stress the Importance of Social and Emotional Learning

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. SEL programming is based on the understanding that the best learning emerges in the context of supportive relationships that make learning challenging, engaging and meaningful. Social and emotional skills are critical to being a good student, citizen and worker; and many different risky behaviors (e.g., drug use, violence, bullying and dropping out) can be prevented or reduced when multiyear, integrated efforts are used to develop students' social and emotional skills. This is best done through effective classroom instruction; student engagement in positive activities in and out of the classroom; and broad parent and community involvement in program planning, implementation, and evaluation. Effective SEL programming begins in preschool and continues through high school.²

Social & Emotional Learning Core Competencies



— Collaborative for Academic, Social and Emotional Learning (CASEL), casel.org

15 Girl Scout Outcomes

- ◇ Develop strong sense of self
- ◇ Develop positive values
- ◇ Gain practical life skills
- ◇ Seek challenges in the world
- ◇ Develop critical thinking
- ◇ Develop healthy relationships
- ◇ Promote cooperation and team-building
- ◇ Can resolve conflicts
- ◇ Advance diversity
- ◇ Feel connected to communities
- ◇ Identify community needs
- ◇ Are resourceful problem-solvers
- ◇ Advocate for themselves/ others
- ◇ Educate and inspire others
- ◇ Feel empowered to make a difference

Findings Spotlight

“Teaching these skills should be totally connected to the academic curriculum, because ultimately, these skills are not just important for the classroom, but for the workplace and for life.”

— Stan Litow, Vice President of Corporate Citizenship and Corporate Affairs, IBM³

“The academic pieces and SEL have to be mutually reinforcing. High-quality teachers understand this intuitively—but we need to integrate these far better than we are today.”

— Margaret Spellings, U.S. Secretary of Education (2005–09)⁴

What Do Teachers Say?

Social and emotional issues such as lack of motivation and poor behavior are seen as a problem by surveyed teachers (n=605):

- Students' lack of interest in learning—69 percent
- Poor student behavior in class—57 percent
- Bullying—42 percent

2-4. Collaborative for Academic, Social & Emotional Learning, Civic Enterprises with Peter D. Hart Research Associates.; John Bridgeland, Mary Bruce and Arya Hariharan. *The Missing Piece: A National Teacher Survey on How Social and Emotional Learning Can Empower Children and Transform Schools*, 2013 (n=605).

