



Competency	Strategy Name	Summary of SEL activity (Student Strategy)	Points Earned on Completion	Suggested Student Deadline	Suggested Educator-facing SEL Strategies to pair this with (** indicates available for all clients in the Aperture System)
Self-Management	mIaC nwoD (controlling anger)	The “mIaC nwoD” technique offers a simple hack for controlling anger and maintaining composure when feeling frustrated. Rather than spelling the name of a loved one in a typical manner, this technique suggests spelling their name backward. The rationale behind this approach is that it requires more concentration, effectively diverting one’s mind from the source of anger. Additionally, thinking of someone you love can naturally help in calming down. To implement this technique effectively, students are encouraged to try mIaC nwoD when they are angry or upset and reflect on whether it helped them regain control and reduce anger. If additional assistance is needed, taking deep breaths while spelling backward can further aid in calming down. The activity entails practicing mIaC nwoD at least three times within the next month, followed by writing a brief essay about the experience to be submitted in the “Updates” tab of this activity.	250	3x within 1 month	<ul style="list-style-type: none"> Regulating Your Strong Emotions Emotion Build Up**
Self-Management	Wink and Snap!	The importance of taking breaks, even when faced with a long to-do list, is emphasized in this activity for middle and high school students. It is recommended to incorporate short brain breaks every 30 minutes to reduce stress and frustration while enhancing focus and productivity. These breaks involve stepping away from the current task at hand. Students are encouraged to take note of moments when they feel distracted, indicating a need for a brain break. During these breaks, they can stand up and stretch. Additionally, they can engage in activities such as snapping and winking using alternating hands and eyes. By following this approach, students can optimize their productivity and well-being. No submission in the “Updates” tab is needed for this activity.	500	<= 1 month	<ul style="list-style-type: none"> What I can Control** My Control Target
Self-Management	My Calming Space	The “My Calming Space” technique helps students reduce anxiety and nervousness by imagining a peaceful and relaxing environment where they feel happiest and most relaxed. By focusing on the sensory aspects of their Calming Space and practicing deep breathing, students can achieve a sense of calmness and regain control. The activity encourages regular use of the technique, reflection on its effectiveness, and the submission of reflections. Overall, this technique aims to provide individuals with a tool for managing worry and promoting a state of calm and relaxation. Submit reflections and experiences through the “Updates” tab of this activity.	750	<= 1 month	<ul style="list-style-type: none"> Difficult Decisions and Managing Emotions Opposite Action



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Social-Awareness	Triple A!	The “Triple A” technique is designed to help students find value in all situations and learn from them. By applying this approach, students can reflect on their experiences and identify aspects to appreciate, actions to apologize for, and moments of realization or insights (AHA). Examples of each category are provided as guidance. To implement the technique, students are instructed to reflect on challenging situations they encountered as students, identify something they appreciated about the experience, acknowledge any actions requiring an apology, and note any AHA moments. Finally, they are encouraged to submit their reflections through the “Updates” tab of this activity. The Triple A technique promotes self-awareness, growth, and learning for students, even in situations that may not be their favorite.	250	<= 1 week	<ul style="list-style-type: none"> • Praising Each Other** • Apologies and Forgiveness
Social-Awareness	Active Listening	Active listening is a valuable skill that can be improved to make others feel valued and heard. It involves attentively listening without judgment or offering unsolicited advice. Effective active listening techniques include being nonjudgmental, patient, making eye contact, asking questions, reflecting on what the speaker said, and summarizing. Passive hearing, on the other hand, involves listening without giving full attention, which can lead to one-sided conversations and make the speaker feel disrespected. The activity encourages reflection on the difference between active listening and passive hearing, identifies the most challenging aspects of active listening, and provides an opportunity for students to practice active listening with a friend. Students take turns being the active listener and the speaker, ensuring good eye contact, asking questions for clarity, refraining from offering opinions, and summarizing what was said. They are then asked to reflect on the experience of being a conscious active listener and submit their reflections through the “Updates” tab on this activity.	500	<= 1 week	<ul style="list-style-type: none"> • Learning to HEAR Others • Talking Points
Social-Awareness	Lollipop Moments	“Lollipop Moments” highlights the power of simple, positive actions in making a difference for others. By interacting positively, such as giving compliments or kind remarks, we can make people feel appreciated and good about themselves. The activity encourages watching Drew Dudley’s TED Talk on “Leading with Lollipops” (6 min watch) to understand the concept better. Students are asked to reflect on how “lollipop moments” can change their understanding of everyday leadership. They are then prompted to engage in an activity where they write a short letter to someone who has positively impacted their life, expressing gratitude and acknowledging their actions. While the letter doesn’t need to be submitted, students are encouraged to give it to the person who has made a difference in their life. The activity emphasizes the importance of recognizing and appreciating the positive impact we can have on others.	750	<= 1 week	<ul style="list-style-type: none"> • Acting Positively and Responsibly** • Positive Peer Reporting



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Relationship Skills	Appreciation Station!	<p>“Appreciation Station” focuses on the positive impact of showing and receiving appreciation. It highlights a study by Dr. Sugawara, which found that praise and appreciation can lead to improved learning, increased skills, and greater happiness. The activity encourages students to reflect on a time when they were shown appreciation and how it made them feel. They are then prompted to make it a daily practice to show appreciation to someone in their life, whether it’s a parent, sibling, teacher, or friend. To provide inspiration, students can refer to the “97 Ways to Show Appreciation” article. They are also encouraged to share the ways they showed appreciation to their friends in the “Updates” tab of this activity. The activity emphasizes the benefits of fostering a positive mindset, building relationships, and improving engagement through the act of showing appreciation.</p>	250	<= 1 week	<ul style="list-style-type: none"> • Giving Compliments • I Appreciate You**
Relationship Skills	Say “NO” like a Pro!	<p>“Say ‘NO’ like a Pro!” emphasizes the importance of setting boundaries and taking care of oneself by learning to say “no” effectively. It acknowledges that as we grow older, saying “no” becomes more challenging as we tend to take on too many responsibilities and neglect our own needs. The activity provides tips for saying “no” like a pro, such as thinking before responding, preparing a well-thought-out reason, and focusing on the benefits of saying “no” rather than feeling guilty. It encourages students to explore different ways to say “no” comfortably by referring to the “21 Ways to Give a Good No” article and making a list of preferred approaches. Students are then prompted to practice saying “no” in front of a mirror and engage in role-playing with a friend to further build their confidence. They are encouraged to share the strategies they found most helpful in the “Updates” tab of this activity. The activity aims to empower students to set boundaries, prioritize their well-being, and effectively communicate their limits.</p>	500	<= 1 week	<ul style="list-style-type: none"> • It’s How You Say It** • Prosocial Problem-Solving
Relationship Skills	How to Set Healthy Boundaries	<p>“How to Set Healthy Boundaries” emphasizes the importance of physical and emotional boundaries for personal well-being. It discusses the spectrum of emotional boundaries, from rigid to loose, and highlights the characteristics of healthy boundaries. The activity provides practical tips for setting healthy boundaries, such as saying “no” when uncomfortable, seeking help when needed, and speaking up against mistreatment. Students are encouraged to assess their boundaries, reflect on their importance, and identify areas for improvement. Sharing progress in setting healthier boundaries is encouraged within the “Updates” tab of this activity. The activity aims to empower students to prioritize their well-being and advocate for their comfort and safety.</p>	750	<= 1 week	<ul style="list-style-type: none"> • Building Students’ Agency • What I can Control (these are both self-management)**



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Decision Making	Body Scan	<p>“Body Scan” introduces the concept of using a guided body scan meditation to manage stress and regain control over emotions. The activity recommends finding a comfortable space and listening to a guided body scan meditation provided in the link: https://www.youtube.com/watch?v=z8zX-QbXIT4</p> <p>Students are encouraged to maintain focus during the meditation and reflect on their experience afterward. They are also advised to keep the meditation and other similar practices accessible for future use, especially before important decision-making moments. Sharing reflections on the experience is encouraged through the “Updates” tab of this activity. The activity aims to help students connect their minds and bodies, relax their muscles, and alleviate stress.</p>	250	1 day	<ul style="list-style-type: none"> Think it Through** Flexible Thinking (these are both a big stretch)**
Decision Making	Mentor Moment	<p>The activity highlights the significance of having mentors in life, drawing a parallel to the relationship between Harry Potter and Dumbledore. It encourages reflection on the presence of trusted mentors and the qualities that make them great. For those without mentors, it suggests identifying individuals who possess desired qualities. Journaling the important qualities of mentors is also recommended. The activity encourages reaching out to existing mentors or connecting with potential mentors. Submitting qualities for mentors in the “Updates” tab of this activity is encouraged.</p>	500	<= 1 month	<ul style="list-style-type: none"> Caring for Others** What’s Important To Me
Decision Making	How to Take the High Road	<p>The activity emphasizes the importance of staying true to one’s beliefs and values when faced with peer pressure from friends. It encourages creating a list of nonnegotiable values and principles and having open conversations with friends about their significance. The activity suggests maintaining personal boundaries and being mindful of friendships that do not respect one’s values. Sharing the list of nonnegotiable values in the “Updates” tab of this activity is encouraged.</p>	750	<= 1 week	<ul style="list-style-type: none"> What’s Important To Me Making Positive Decisions in Difficult Situations



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Goal-Directed Behavior	“enVISION It”	In the “enVISION It” activity, students are encouraged to shift their focus from limitations to possibilities by creating a vision board. The activity acknowledges the tendency to compare oneself to others on social media and offers an alternative approach of intentionally envisioning positive outcomes. Participants are instructed to write down things that bring them joy, gather images or words that inspire and motivate them, and creatively arrange them on a large piece of paper or poster board. They are also provided with a resource for motivation and examples of vision boards. Finally, students are asked to submit a photo of their completed vision board in the “Attachments” tab of this activity. This activity promotes a positive mindset, encourages creativity, and helps students visualize their dreams and aspirations.	250	1 week	<ul style="list-style-type: none"> • My Control Target** • Building Students’ Agency
Goal-Directed Behavior	“Lose like a Winner”	The “Embrace Setbacks” activity encourages participants to learn from losses or failures in a positive and constructive manner. It emphasizes the importance of not taking setbacks personally and giving oneself credit for the effort put in. The activity discourages blaming others and instead encourages reflection and analysis to understand what went wrong. Students are prompted to reflect on their own reactions to past setbacks and consider ways to improve their responses in the future. By making peace with setbacks and failures, participants can foster resilience and personal growth. Sharing their plans for growth and learning in the “Updates” section of this activity allows for community support and accountability. Overall, the activity promotes a healthy mindset towards setbacks and encourages participants to approach challenges with a positive outlook.	500	1 day	<ul style="list-style-type: none"> • Persevering Through Challenges • Opposite Action
Goal-Directed Behavior	“Celebrate the Small Stuff”	“Celebrate the Small Stuff” is an activity that promotes the habit of acknowledging and celebrating everyday accomplishments, no matter how insignificant they may seem. By tracking and recognizing small wins, participants can boost their motivation and confidence. The activity involves creating a note or using a notepad to record these achievements, such as completing chores or meeting deadlines. At the end of each day, students review their list and take a moment to appreciate their accomplishments. After a week, they reflect on how this practice made them feel and share their thoughts within the “updates” tab of this activity. This activity cultivates a positive mindset and highlights the importance of finding joy in the little things.	750	<= 1 week	<ul style="list-style-type: none"> • Mastery Goals - Classroom** • Learning Is A Process



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Personal Responsibility	Are You a Problem Solver or Avoider?	In the “Are You a Problem Solver or Avoider?” activity, students are encouraged to reflect on their approach to problems. They are prompted to think of a recent problem they encountered and assess how they handled it. Students consider whether they ignored the problem, passed it off to someone else, sought help, or actively looked for a solution. They reflect on the outcome of their chosen approach. If they sought a solution, they outline the steps they took and evaluate its effectiveness. If they did not seek a solution, they are encouraged to plan how they will approach similar problems in the future. Students share their outlines in the “updates” tab of this activity, fostering a culture of cooperation and support. This activity aims to develop problem-solving skills, initiative, and a willingness to seek solutions independently.	250	<= 1 week	<ul style="list-style-type: none"> Think It Through** I am Responsible
Personal Responsibility	How to be a Role Model	In the “How to be a Role Model” activity, students are encouraged to reflect on role models in their lives and identify the qualities that make them inspiring. They think of someone they look up to, whether it’s a known person like a parent or mentor, or a public figure like a celebrity or athlete. Students consider why they admire this person, such as their ability to command a room or their treatment of others. After reflecting on these qualities, students outline how they can incorporate similar traits into their own lives. By sharing their outlines in the updates section, students contribute to a culture of positive role modeling and inspire others to be their best selves. This activity aims to cultivate leadership skills, respect, problem-solving abilities, and accountability in students as they strive to become influential role models in their communities.	500	<= 1 week	<ul style="list-style-type: none"> Caring for Others** Compromising with Others
Personal Responsibility	“I am Committed to...”	In the “I am Committed to...” activity, students are encouraged to reflect on their personal commitments and prioritize their responsibilities. They are reminded of the importance of staying consistent and keeping their word, as they will eventually have to manage their own responsibilities without constant reminders. Students are prompted to think about commitments that are important to them and write them down, such as academic goals, personal habits, or enjoyable activities. They are then encouraged to decorate the paper and display it in a visible location. Each day, students recite their commitments out loud to themselves, reinforcing their importance and staying focused on their goals. By sharing their commitments in the “Updates” tab of this activity, students demonstrate their dedication and foster a sense of accountability. This activity helps students develop time management skills, establish priorities, and cultivate a strong sense of personal responsibility.	750	<= 1 week	<ul style="list-style-type: none"> Organizing Responsibilities** Flexible Thinking