Using the Community Conversation Harvest for CRESEL School Planning

Process #1

Indigenize It: Connecting the Harvest to the CRESEL Comprehensive Components ("CRESEL Flower")

Purpose:

- Identify ideas from the harvest that can be integrated into each of the CRESEL components.
- Use culture to shape each of the CRESEL components ("indigenize" each component)
- Ensure that each CRESEL component is rooted in culture.
- Draw the CRESEL flower. Look at the harvest (community conversation report). What ideas from the harvest can be used to indigenize each component? Write them in your flower.
- 2. Review your school action plan. What do you need to add to your school action plan? Revise your action plan.



RESPECT

Creating a safe and welcoming climate

MODEL

Supporting adults in developing and using their own SEL skills

CULTURE

Co-creating a culturally responsive learning environment

TEACH

Having a common definition of SEL skills (SEL learning standards) and directly teaching those skills

PRACTICE

Opportunities for students to use SEL skills throughout the day (at school, afterschool, and at home)

SUPPORT

Integrating SEL into district, school and program infrastructure

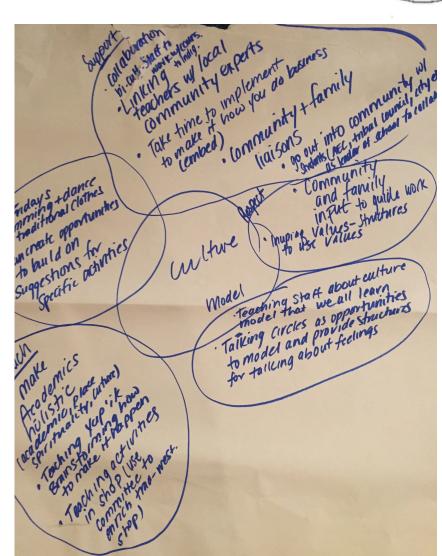
Components of Comprehensive SEL

How Are SEL Skills Taught and Learned?

CRESEL Flower Examples:



Wanda Kaganak, Lower Yukon



Bering Strait Teams

Process #2

Strengths & Opportunities Inventory: School & Community Mapping

Purpose:

- Visually and spatially prompt thinking and spark ideas.
- Identify opportunities for embedding and integrating CRESEL within existing programs, structures, and relationships in the school and community.
- Notice gaps where CRESEL could strengthen approaches and relationships.
- 1. Draw your school map and draw your community map.
- 2. Fill in your maps with people/relationships, places, activities.

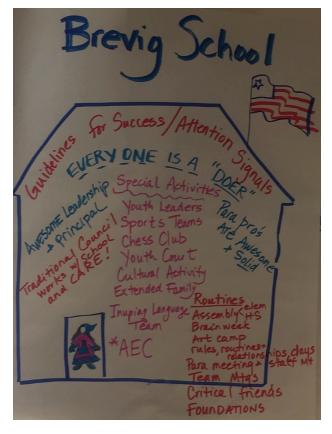
On your **school map**, fill in:

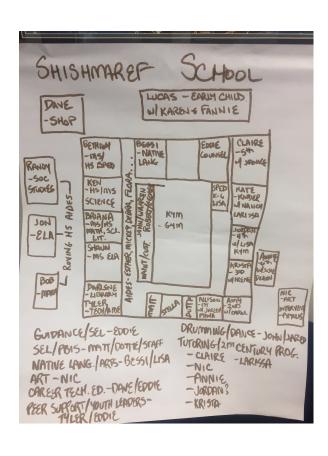
- People/relationships (adults, youth leaders, families, community)
- Programs/curricula
- School-wide routines and practices (assemblies, announcements, PBS, etc)
- Afterschool activities

On your community map, fill in:

- People/relationships ("Do-ers")
- Places gathering spaces, organizations, businesses
- Activities
- 3. Looking at your maps, what resources, opportunities, and community partnerships are missing from your CRESEL action plan? Revise your action plan.

School Map Examples:

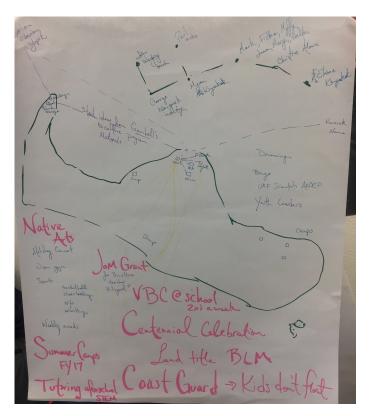




Community Map Examples:







Bering Strait Teams