

**Social Emotional Learning (SEL): A Guide for Leaders in a Blended Environment**

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**Table of Contents**

[**5 SEL Competencies** 2](#_Toc103170786)

[**Self-Awareness** 2](#_Toc103170787)

[**Self-Management** 2](#_Toc103170789)

[**Social Awareness** 3](#_Toc103170791)

[**Relationship Skills** 3](#_Toc103170793)

[**Responsible Decision-Making Skills** 3](#_Toc103170795)

[**The Classroom Context** 4](#_Toc103170797)

[**Top 3 Supportive Classroom Practices** 4](#_Toc103170798)

[**Lesson Planning Considerations** 4](#_Toc103170802)

[**Additional SEL Resources** 5](#_Toc103170803)

[**Curriculum** 5](#_Toc103170804)

[**Teaching and Learning** 5](#_Toc103170805)

[**Relationship Building** 5](#_Toc103170806)

[**Educator & Staff Wellness** 5](#_Toc103170807)

[**Schoolwide Implementation** 5](#_Toc103170808)

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**5 SEL Competencies**

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| **Self-Awareness*** + Identifying emotions
	+ Social and cultural identity
	+ Recognizing strengths
	+ Growth mindset
	+ Self-efficacy
	+ Examining bias
	+ Sense of Purpose
 | **Strategy Examples*** Take opportunities to connect lessons back to real life experiences.
* Help students [self-evaluate](https://www.responsiveclassroom.org/stop-and-think-teaching-students-to-reflect/) their strengths and areas for growth.
* Increase metacognition (the ability to think about your thinking) through learning journals.
* Practice [mindfulness meditation](https://www.waterford.org/resources/mindfulnes-activities-for-kids/).
 | **Blended eLMS Usage*** Polls, Wellness Check-Ins, & Checks for Understanding
* Videos and assignments related to identity, culture, and language
* Videos and learning journals using metacognition
* Choice boards
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| **Self-Management*** + Regulation of emotions
	+ Impulse control
	+ Stress management
	+ Self-discipline and motivation
	+ Perseverance
	+ Goal setting
	+ Organizational skills
	+ Initiative and agency
 | **Strategy Examples*** Provide flexible seating and [peace spaces](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fschoolguide.casel.org%2Fuploads%2Fsites%2F2%2F2019%2F01%2FTool-Teaching-Students-to-Use-the-Peace-Area.docx&wdOrigin=BROWSELINK).
* Create a system that allows students to monitor, observe, and record their academic behaviors and emotions.
	+ Time management logs
	+ Checklists & rubrics
	+ Rating scales
	+ [Contracts or Agreements](https://www.pblworks.org/blog/how-create-more-meaningful-team-contracts)
* Allow time for students to reflect on goals.
* [Fist to Five (Between You and Me)](https://www.sutori.com/en/blog/fist-to-five)
 | **Blended eLMS Usage*** Choice boards
* Agendas
* Student planner
* Resource folders
* Posted objectives
* Daily task list
* Timelines
* Goal setting & check-ins
* Flexible seating
* Checklists & rubrics
* Contracts & agreements
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| **Social Awareness*** + Perspective-taking
	+ Empathy and compassion
	+ Expressing gratitude
	+ Appreciating diversity
	+ Identifying social norms and demands
	+ Sense of belonging
 | **Strategy Examples*** Create [shared classroom norms](https://schoolguide.casel.org/resource/sample-lesson-plan-generating-classroom-shared-agreements/).
* Engage families in learning.
* Model and practice active listening skills.
* Use the [Jigsaw strategy](https://www.cultofpedagogy.com/jigsaw-instructions/) during instruction.
* Create opportunities for collaboration.
 | **Blended eLMS Usage*** Video conferencing
* Posting comments
* Posting work, attachments, photos, GIFs, etc.
* Small group feature
* Group projects
* Discussion boards
* Collaborative documents
* Exploration of digital museums and historical sites
* Discussions/videos with family & community
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| **Relationship Skills*** + Communication
	+ Cultural competence
	+ Building relationships
	+ Teamwork and working cooperatively
	+ Resolving conflicts
	+ Helping/seeking help
	+ Leadership
	+ Standing up for the rights of others
 | **Strategy Examples*** Model conflict management skills through explicit mini lessons.
* Use [inclusion and closure](https://schoolguide.casel.org/resource/three-signature-sel-practices-for-adult-learning/) activities.
* Use class buddies/[clock partners](https://schoolguide.casel.org/resource/partner-clocks/).
* [Think, Ink, Pair, Share](https://www.collierschools.com/cms/lib/FL01903251/Centricity/Domain/220/Literacy%20Tips/ThinkInkPairShareGo.pdf).
 | **Blended eLMS Usage*** Video conferencing
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| **Responsible Decision-Making Skills*** + Demonstrating curiosity and open mindedness
	+ Identifying and solving problems
	+ Analyzing situations and consequences
	+ Ethical responsibility
	+ Reflecting on one’s role to promote individual and collective well-being
 | **Strategy Examples*** Embed scenarios that present problems or decisions into instruction.
* Provide academic problems with multiple solutions.
* Model and practice decision making with [pre-designed](https://www.positiveaction.net/sample-lessons#4th-grade) lessons and/or current classroom issues.
	+ Identify the problem
	+ Gather information
	+ Brainstorm solutions
	+ Identify consequences
	+ Make a choice & take action
* Allow [productive struggle](https://www.edutopia.org/article/neuroscience-behind-productive-struggle).
 | **Blended eLMS Usage*** Video of class norms and expectations sent to families to view with learners
* Posted daily tasks and timelines
* Posted agenda
* Student planner
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# **The Classroom Context**

## **Top 3 Supportive Classroom Practices**

[Check out the CASEL Playbook for more ideas and how-tos](https://schoolguide.casel.org/resource/three-signature-sel-practices-for-adult-learning/)

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| **Inclusion Activities*** Smile warmly and greet each person by their preferred name
* Whole-group greeting activities (with voluntary participation)
* Morning circles/meetings
* Interactive “do-nows,” such as peer-to-peer homework help
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| **Engagement Strategies (Interactive & Reflective)*** Think, Ink, Pair, Share (silent time to reflect; time to write; partner discussions; close with a group share out)
* Clock Partners (prearrange partners for quickly pairing up for reflection and discussion)
* Private think-time (facilitator wait-time)
* Mindful Minute Brain Break (a calming activity, promoting focus and readiness to learn
 |
| **Closure Activities*** One-Minute Accolade
* Something I learned today…
* I am curious about…
* I am looking forward to tomorrow because…
* Suit Yourself
* Something I’ll do as a result of this learning is…
* Something I still question…
* Something that still concerns me...
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## **Lesson Planning Considerations**

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| * [Academic and SEL learning objectives](https://schoolguide.casel.org/focus-area-3/classroom/integration-of-sel-and-instruction/aligning-sel-and-academic-objectives/)
* [Open-ended questions](https://www.responsiveclassroom.org/open-ended-questions/)
* [Cooperative structures](https://fultonjaguar.files.wordpress.com/2014/10/coop_learning_info_all.pdf)
* [Collaborative learning tasks](https://teaching.cornell.edu/teaching-resources/active-collaborative-learning/collaborative-learning)
* [Student Voice & Choice](https://schoolguide.casel.org/focus-area-3/school/elevate-student-voice/)
* [Cultural responsiveness](https://www.edutopia.org/article/making-sel-culturally-competent)
* [Reflection](https://www.responsiveclassroom.org/building-a-positive-community-through-reflection/)

[SEL Integrated Sample Lesson Plans](https://schoolguide.casel.org/resource/sel-integrated-sample-lesson-plans/) |

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# **Additional SEL Resources**

## **Curriculum**

[List of SEL programs with filtering for your needs](https://pg.casel.org/review-programs/)

## **Teaching and Learning**

[Remote Resources](https://selproviders.org/sel-resources/)

[Sample Teaching Activities](https://casel.s3.us-east-2.amazonaws.com/Sample-Teaching-Activities-to-Support-Core-Competencies.pdf)

[SEL Self-Reflection Prompts for Students](https://casel.s3.us-east-2.amazonaws.com/SEL-Reflection-Prompts.pdf)

[SEL Activities & Brain Games (by grade level)](https://ggie.berkeley.edu/student-well-being/sel-kernels/#tab__3)

## **Relationship Building**

[Building Relationships During COVID-19](https://www.search-institute.org/wp-content/uploads/2020/03/Coronavirus-checklist-Search-Institute.pdf)

[Five Minute Chats](https://casel.s3.us-east-2.amazonaws.com/5-Minute-Chats-with-Students.pdf)

## **Educator & Staff Wellness**

[Educator Self-Care Assessment and Reflection Tool](https://gtlcenter.org/sites/default/files/Educator-Resilience-Trauma-Informed-Self-Care-Self-Assessment.pdf)

[Self-Care Circles](https://ggie.berkeley.edu/practice/self-care-circle/#tab__1)

## **Schoolwide Implementation**

[Rubrics, planners, protocols, and surveys for Schoolwide Implementation](https://schoolguide.casel.org/track-progress/)

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