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

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**Diagram

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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 * 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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| **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 |

# **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 |
| **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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