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# Define, Engage and Apply Social Emotional Learning Skills in Your Classroom

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“Because academic and SEL skills develop and operate together, efforts to promote them should be designed to promote both at the same time”

(Bailey, Jones, & the Harvard SECURE Development Team, 2012).



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# Practice: Set an intention



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# Focus for the Session

1. My Journey
2. My School's Journey
3. What is Social Emotional Learning (SEL)?
4. Building Blocks to Implementing SEL in your school/classroom
5. My School's Programme-SOLID
6. Engagement: Activities
7. Questions
8. Resources/Work Cited Page



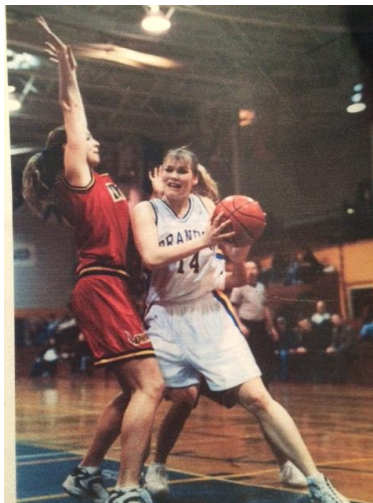
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# MY JOURNEY



Academy for  
**SOCIAL-EMOTIONAL**  
Learning in Schools



Berkeley  
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# MY SCHOOL'S JOURNEY

- **Conversations started with Administrators in the MYP Programme (G6-9)**
- **The focus was on the implementation of SEL skills into the MYP programme (G7-9) to support student learning**
- **Started by introducing small lessons into the Advisory Programme (G7-9)**
- **Feedback from teachers was that more was needed**
- **I developed a SEL programme called SOLID which has been implemented into the MYP Programme G6-9-first in a course called Life and learning. In other subjects teachers are starting to use a common language and setting an intention for the class**
- **2016-2017 a focus on SEL skills we be introduced in G10-12**



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# What is Social Emotional Learning?

- Social and emotional learning (SEL) is the process 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.
- The short-term goals of SEL programs are to ***(1) promote students' self-awareness, social awareness, relationship, and responsible-decision-making skills*** and ***(2) improve student attitudes and beliefs about self, others, and school.***

(CASEL)



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## The obvious:

- Children who have strong social and emotional skills perform better in school, have more positive relationships with peers and adults, and have more positive emotional adjustment and mental health.
- Development of these skills begins in the earliest years but continues throughout childhood and adolescence- essential to SEL development.
- Schools are a major context for social and emotional development.

(Jones, Bouffard; Harvard Graduate School of Education, 2012)



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## The often overlooked:

- SEL programs are rarely integrated into classrooms and schools in ways that are meaningful, sustained, and embedded in the day-to-day interactions of students, educators, and school staff.
- Like academic skills, social and emotional skills develop over time and in a continuously staged fashion so they must be continuously developed throughout the grade levels.
- Schools are a major context for social and emotional development.

(Domitrovich & Greenberg, 2000)



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# Building Blocks to Implementing SEL in your school/classroom:



Collaborative for Academic,  
Social, and Emotional Learning



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# Self-Assessment of SEL Skills

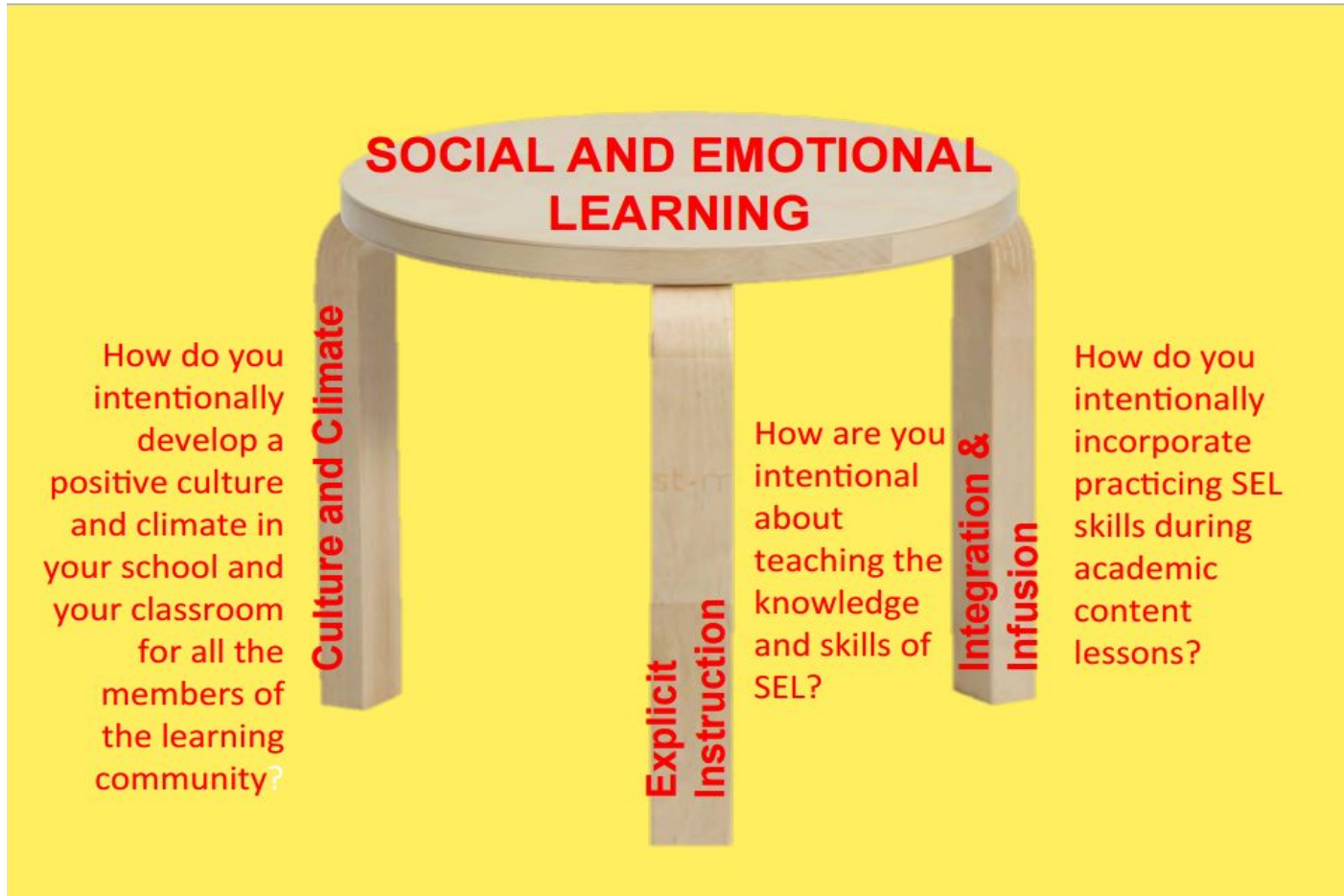


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# Building Blocks to Implementing SEL in your school/classroom:



Meena Srinivasan



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# Looking at Pillar #1: Culture & Climate

## How can you introduce/reinforce SEL skills through whole school activities?



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- **Town Hall meetings- Student's meet all together-we start with a Mindfulness activity.**
- **Advisor Challenge Activities**
- **Reading and supporting younger grades**
- **Using a common language in the hallways**
- **Modelling what is being taught**



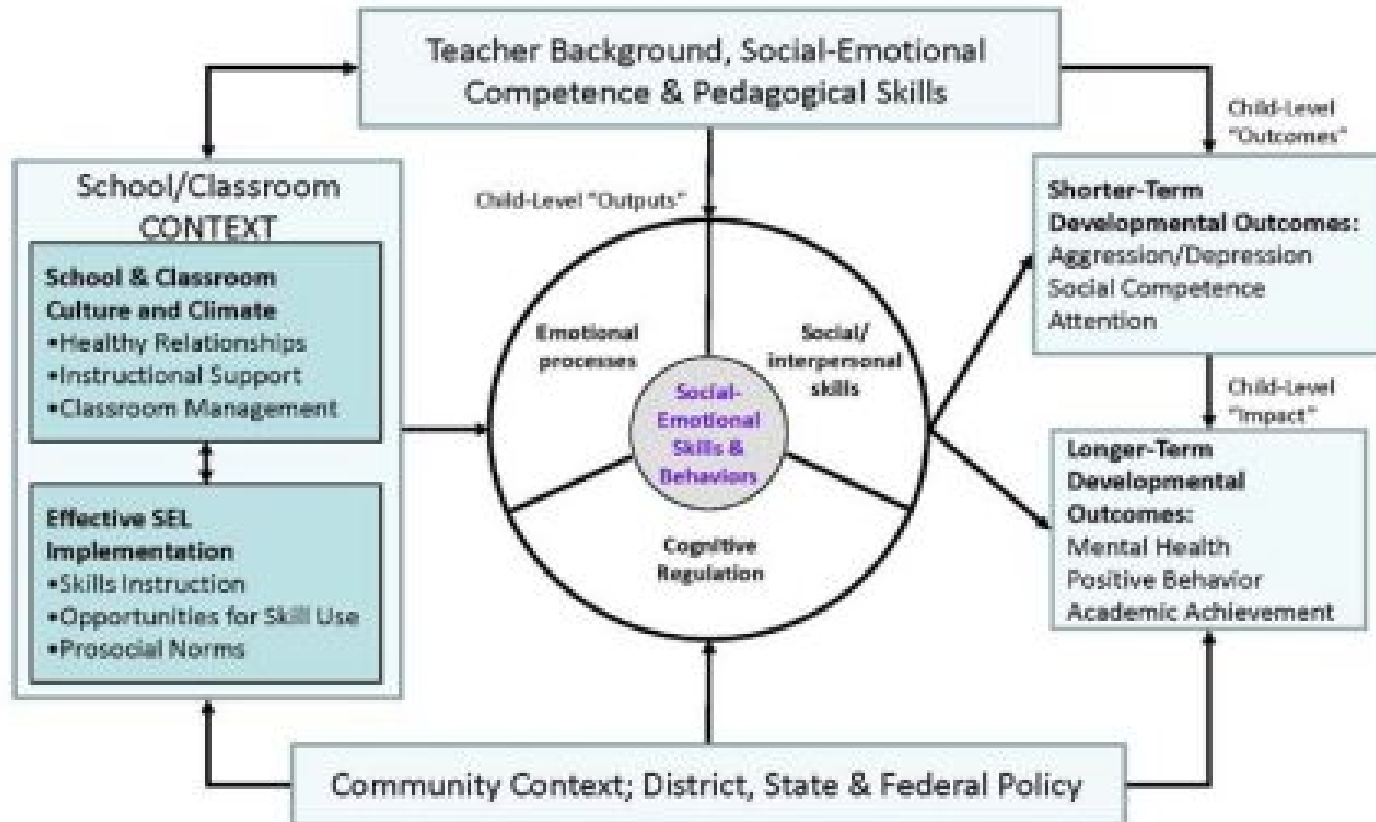
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# Building Blocks to Implementing SEL in your school/classroom:

Figure 1. Organizing Framework for SEL



Adapted from collaborative work conducted with Celene Dimitrova as part of the Preschool to Elementary School SEL Assessment Workgroup, Collaborative for Academic, Social and Emotional Learning (CASEL).



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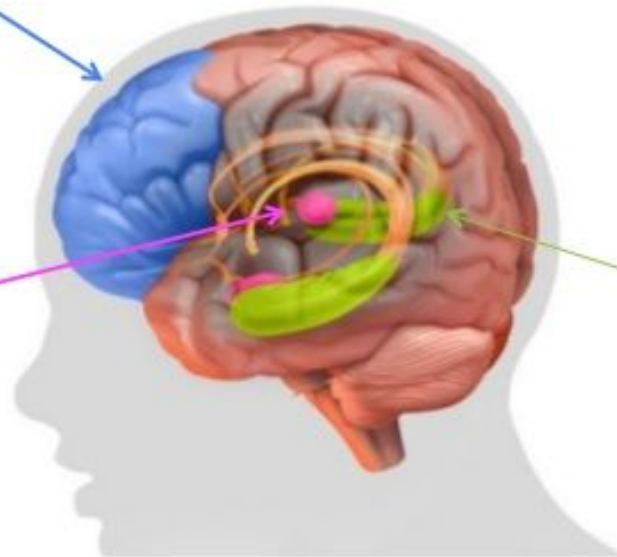


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# Big Picture Connection to Science:

**Prefrontal Cortex**  
(executive function,  
planning complex  
cognitive behavior,  
personality expression,  
decision-making and  
moderating correct  
social behavior)

**Amygdala**  
(encodes emotional  
messages for long-  
term storage in the  
brain)



**Hippocampus**  
(compares new  
learning to past  
learning and encodes  
information from  
working memory to  
long-term storage)



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# My School's Programme-SOLID

## Programme

SOLID (Self, Observe, Learn, Initiate, Develop)

Scope and Sequence of SEL Skills K-12 with  
descriptors

**SELF (SELF-AWARENESS)**

**OBSERVE (Responsible Decision-Making)**

**LEARN (Relationship Skills)**

**INITIATE (Self-Management)**

**DEVELOP (Social-Awareness)**



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## Engagement: Activities

- Understanding Social Emotional Terminology
- Feelings Board Game
- “The Present is a gift”
- Fortune Teller Activity



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# QUESTIONS



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# Resources

**Presentation Website: <https://sites.google.com/mulgrave.com/sel>**

- [Fortune Teller Activity](#)
- [SEL Feeling works](#)
- Videos: [self concept and self-esteem](#); [empathy vs sympathy](#)
- [7 Ways to Practice Emotional First Aid](#)
- [Empathy Quiz](#) (I encourage as many teachers to complete the quiz)
- [The 8 Skills Students Must Have For The Future](#)
- [Why You Need Emotional Intelligence to Succeed](#)
- [Four Ways Music Strengthens Social Bonds](#)
- [The case for emotional hygiene](#) by Guy Winch (why taking care of emotions should be looked at the same as taking care of our bodies)
- [The Sharing Effect](#) (this article is a good link to the LP focus of Caring and the AtL skill of Communication).
- [Emotional Intelligence Needs a Moral Rudder](#)
- <https://www.eflsensei.com/Feelings-Board-Game/>



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