

Social Emotional Learning in English Language Teaching



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U.S. EMBASSY
Tirana, Albania

**ENGLISH
LANGUAGE
PROGRAMS**

*The World is
Your Classroom*

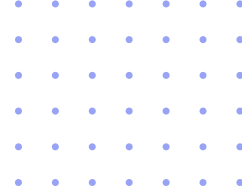
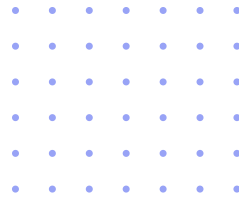


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The Message from Analia Wells



Let's Navigate Social Emotional Learning

"Empower your students by integrating social-emotional learning into your English lessons, fostering a classroom where empathy, resilience, and effective communication thrive."

Analia Wells

Dual Language Curriculum Facilitator

Analia Wells is a bilingual, board-certified, English Language Specialist with twenty five years of experience in the field. During this time, she has taught ESL, EFL, and Spanish in K-12 schools systems in the U.S and Argentina. She's currently serving as a bilingual instructional coach in Greensboro, North Carolina where she supports American and International teachers.

She serves as an Advisory Board member for Project Ignite at the University of North Carolina, has been elected for the Executive Board for Carolina TESOL, the North Carolina Foreign Language Association, and is currently serving as the Greensboro International Advisory Committee Ambassador. She's passionate about SEL, supporting pre-service and in-service teachers, developing resources and materials, and integrating technology. She's a strong advocate for global education, multilingualism, and providing opportunities for immigrant and refugee students to attend college.

WELCOME!



Welcome to the SEL handbook for English Language Teaching. This manual was developed in conjunction with the Quality Assurance Agency of Pre University Education of Albania with the goal of offering professional learning and materials on how to integrate Social Emotional Learning into the English Language classroom. The resources in this handbook were crafted with the idea of fostering a safe learning environment for students by allowing them to feel confident and supported, and to equip teachers with the tools they need to integrate SEL competencies into their practice.

Inside this manual, you will find a general overview of the CASEL framework, a rationale behind its implementation, supported by general cultural considerations.

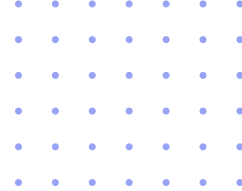
Working with children who have experienced trauma can be challenging. A section of this document is dedicated to the topic of trauma-informed practices. Some general recommendations were shared for teachers who might need support in this area. Along with that, a portion of that section is devoted to ways in which teachers can develop empathy.

This manual provides plenty of examples, activities, strategies, considerations, and recommendations. The activities and strategies provided are flexible enough to be adapted to different classrooms and ages during different times throughout the lessons. I hope this handbook provides English language teachers with the resources and information necessary to inspire them and prepare them to implement SEL in the English Language classrooms.

Acknowledgements

I would like to express my deepest gratitude to the Foreign Language Expert Ludmilla Stefani for her support and guidance in this project. I also want to thank the U.S State's Department English Language Programs Office as well as the U.S Embassy in Tirana for this incredible opportunity.

With deep gratitude,
Analia A. Wells
English Language Specialist



PROJECT OUTLINE



I. Introduction

This handbook was developed to familiarize English Teachers in Albania about the importance of incorporating Social Emotional Learning in English Language teaching. This document will serve as a guide to support teachers and students with the following goals:

- Understand the theory of what Social Emotional Learning is, as well as its importance in English Language learning.
- Learn strategies to incorporate each of the SEL competencies in the classroom.
- Integrate SEL activities in English language teaching and learning.
- Develop Social Emotional competencies in English language teachers and students.

II. Introduction to Social Emotional Learning

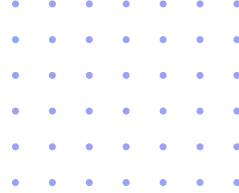
- What is Social Emotional Learning?
- Understanding Social Emotional Learning

III. SEL and its importance in English Language Classes

- Benefits of SEL in language acquisition.
- Implications for English language teachers.
- Relevance for English language learners.

IV. Cultural Considerations

- How to integrate SEL and culturally responsive practices.
- Factors to consider when incorporating culture in SEL.
- Towards a culturally responsive SEL approach.
- How identity influences SEL.



PROJECT OUTLINE



V. Developing Emotional Resilience in Learning Communities

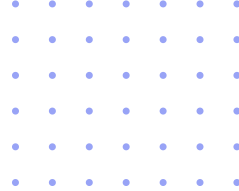
- Trauma-informed practices in the English Language classroom.
- Working with students who had experienced trauma.
- How to leverage students' lived experiences to develop empathy.
- Creating and maintaining a self-care plan for the classroom.

VI. CASEL model

- Overview of CASEL's framework.
- Brief comparison of other SEL models.

VII. Incorporating SEL in the English language classroom.

- Social Emotional Competencies in English Language Teaching.
- Examples and activities.



I. INTRODUCTION



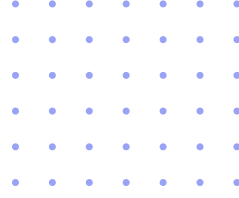
The purpose of this handbook is to familiarize English teachers about the importance of incorporating Social Emotional Learning in their current practice. Through this document, teachers will learn how to adopt social emotional competencies that will prepare them to develop key competencies in their students. Teachers who are aware of their own feelings and emotions can be empowered when responding to the emotional needs of their students in more intentional ways.

Teachers will be introduced to ways in which Social Emotional Learning relates to English language learning. It is important to understand the reasons why language learning is connected to social emotional learning. In this process, a look at the benefits and implications of blending both disciplines will be offered, as well as its relevance for English learners. After acquiring an understanding of the “what” and “why” of SEL and English language teaching, teachers will dive into the specifics of how to implement these practices from a lens that is both inclusive and culturally responsive. Then, factors influencing SEL when incorporating culture into that practice will be explored. Also, time will be devoted to learning about how language and identity influence the adoption of SEL practices in the classroom.

In addition, talking about SEL is not possible without addressing trauma-informed practices. As English language teachers who are constantly working with students who have been exposed to traumatic events before arriving in the classroom, it is imperative that we not only prepare ourselves, but also try to develop the emotional resilience to continue to provide students with the quality education they need and deserve. One key component in this process is the ability to display empathy. A section of this handbook will be dedicated to this component to learn why this is important, and how it can be leveraged to empower the students.

To complete this handbook, teachers will be provided with additional details about the CASEL model framework and how it is compared to other SEL models while connecting it to language teaching. Finally, practical ways will be shared to blend all five SEL competencies with English language teaching and learning.





II. Introduction to Social Emotional Learning



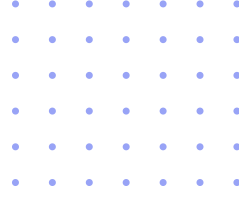
What is Social Emotional Learning?

SEL is a practice that can be implemented in all educational settings from pre-school grades to higher education or college. According to the CASEL, which is the most renowned of all the frameworks, SEL is defined as “the process in which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions” (CASEL 2020. para. 1). CASEL stands for Collaborative for Academic, Social, and Emotional Learning (CASEL: 2020b).

Although the term SEL has been in use for over two decades, recent research studies have shown the positive impacts of SEL on personal and professional growth on individuals as well as on their academic and behavioral skills. According to Swartz (2017) the new research has led to a renovated “interest among parents, educators, health care providers, and policy makers as to how schools can better integrate SEL into classrooms in addition to academic subjects” (p.521). This renowned interest with the development of emotional intelligence has been linked to not only developing adaptability to the current global changes (post COVID, climate change, religious or political turmoil), but also with developing in our students the soft skills they need to succeed in life.

Social Emotional skills have also been referred to as “soft skills”, “21st century skills”, or “life skills”. These “soft skills” can be taught at school and other environments in a stand-alone format as well as embedded into any curriculum used during the school day or as after-school enrichment activities. The effective implementation of SEL programs requires careful consideration of socio-cultural appropriateness for specific groups in specific contexts.

When implementing social emotional learning, teachers need to be able to develop these competencies so they can model them inside and outside their classrooms. Students can learn a lot by watching their teachers problem-solving together, managing stressful situations and by identifying emotions in themselves and others. By considering their own needs, teachers can ensure that they can identify the dispositions they need to implement SEL effectively in their classrooms.



Understanding Social Emotional Learning

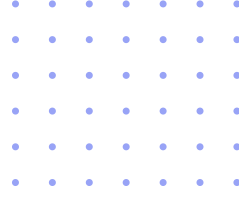
To develop social, emotional, and behavioral skills to succeed in school, life, and society, CASEL suggests five core competencies.

CASEL's Competencies

- **Self-Awareness:** the ability to recognize one's own emotions, thoughts, and values and how they influence behavior. It means to develop a healthy sense of who you are, and to better understand your thoughts and feelings. Self-awareness is closely related to identity.
- **Self-Management:** the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself toward goals.
- **Social Awareness:** the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It's the ability to understand different views and consider other people's perspectives.
- **Relationships Skills:** the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. It is the ability to communicate and connect, problem solve together, and stand up for others.
- **Responsible Decision-Making:** the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. It is the ability to consistently make good choices, reflect on the consequences of our actions, and find solutions.

Social Emotional Learning is the process through which individuals (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.

When implemented effectively, an SEL program promotes signature practices to ensure students have access to an equitable learning environment in which equity of voice, inclusion, and collectivism are valued.

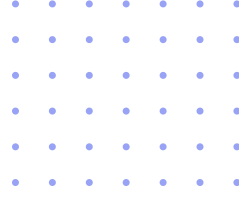


CASEL’s Wheel of SEL Competencies. Taken from CASEL (2020b).



Figure 1

The graphic shows the impact that incorporating SEL can have when all the layers involved are considered. From supporting welcoming classrooms, to developing school culture, practices, and policy to creating authentic partnerships among families and aligned learning opportunities for communities. Understanding how to embed these five competencies into everyday English language teaching pedagogy, will ensure that students will be successful in using the language needed to articulate their emotions and feelings to thrive academically and in their communities.



III. SEL and its Importance in English Language Classes



Benefits of SEL in Language Acquisition

The benefits of SEL are well documented in the field and include improved academic performance, improved attitudes and behavior, and reduced negative behavior and emotional stress. Regardless of the model, SEL competencies for the most part fall under two general categories: **relationship to self** and **relationship to others**.

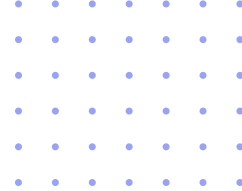
When we consider the benefits of incorporating SEL in the English Language classrooms, we are referring to the idea of lowering the “affective filter”. The term “affective filter” was coined by Dulay and Burt (1977) and adopted by Krashen to develop the Affective Filter Hypothesis, the term “affective filter” according to Krashen (1986), refers to a “number of affective variables that contribute to second language acquisition”.

Krashen established three categories for these variables in his Affective Filter Hypothesis.

The first variable is motivation. Students who are not motivated will struggle to acquire the language. Although motivation can be intrinsic, teachers play a key role in developing students’ extrinsic motivation to learn. Teachers can increase students’ motivation when they involve them in the creation of the classroom activities, topics, and give them a voice.

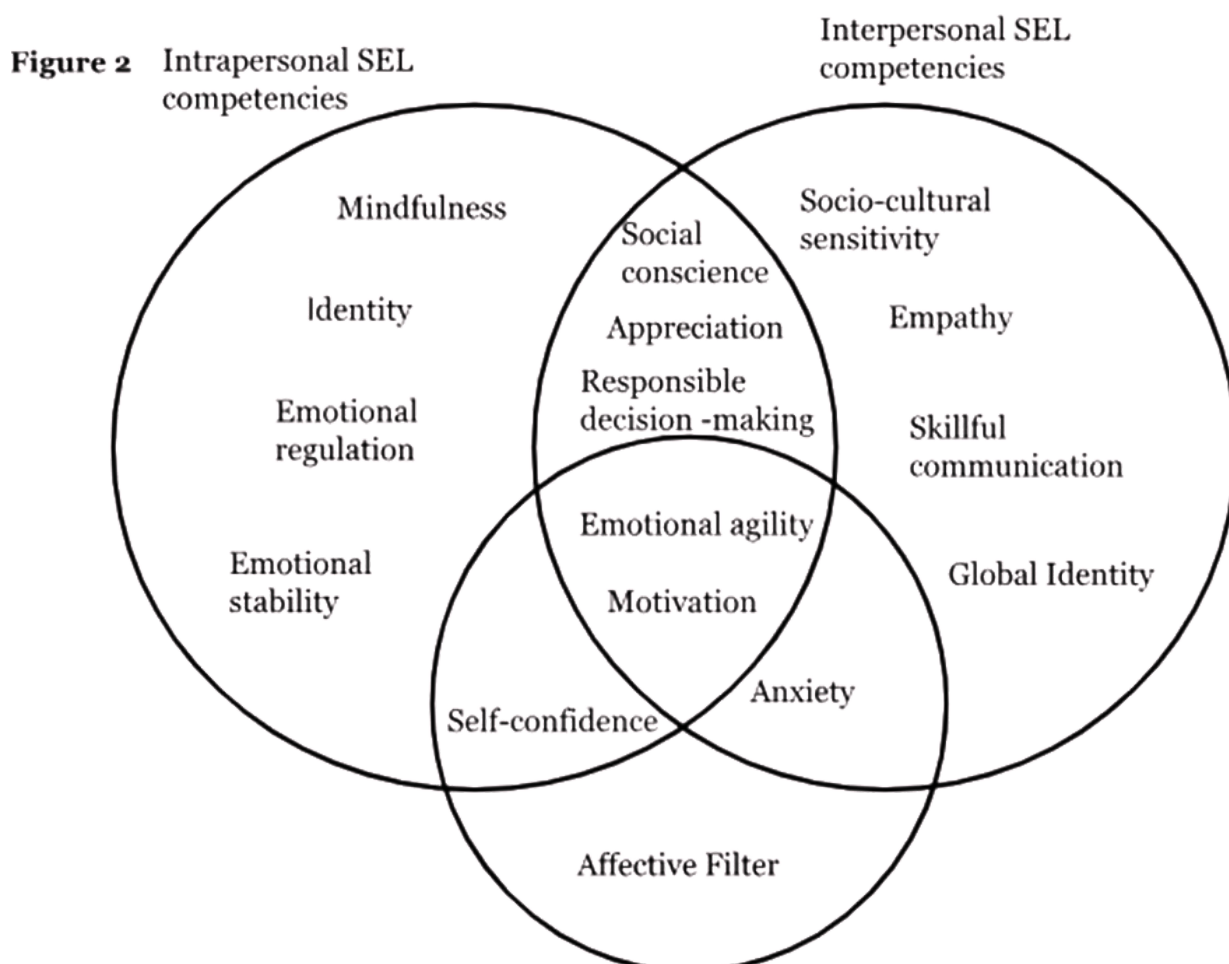
The second variable is self-confidence. When teachers create a welcoming classroom where students’ individuality is celebrated, valued, and respected, students develop a sense of belonging. To avoid their students feeling isolated, or unable to fit in the classroom environment, teachers need to select cultural resources that reflect the students’ backgrounds. In that way, teachers create a sense of self-confidence in the learners.

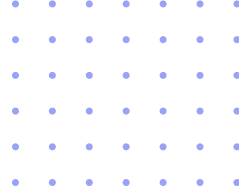
The third variable is anxiety. When students are stressed or have negative emotions about learning the language, their affective filter is high, and the comprehensible input cannot get through. Normalizing errors, cultivating a growth mindset, and developing a classroom culture where students are not afraid to make mistakes, can help lower the affective filter so the comprehensible input can facilitate the learning. Students who feel safe and validated by their teachers won’t feel embarrassed when trying to say something in English while they are learning a new concept.



Implications for English Language Teachers

This Venn diagram (figure 2) compares how the intrapersonal competencies or competencies related to oneself are connected to the interpersonal competencies or competencies related to others. Identity, emotional regulation, mindfulness and emotional stability are listed under the skill of self-awareness. As previously mentioned, self-awareness is the ability to focus on one’s emotions with the understanding of how one’s thoughts, actions, and emotional responses are aligned or misaligned with one’s values. Self-awareness is the skill from which the rest of the other skills stem but also connect and affect one another. In other words, emotional regulation affects emotional stability, in the same way that mindfulness is affected by identity.





Relevance for English Language Learners

In the English language classroom, these competences are in one way or another present in students and teachers, so it is important to have a clear understanding of what each of them means and how they might be perceived.

Below are some basic definitions for each of them:

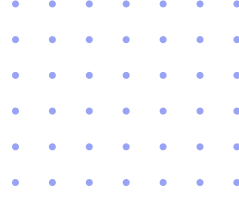
Intrapersonal SEL Competencies

- **Emotional Regulation:** The ability to manage one's emotions and respond to an emotional experience in appropriate ways.
- **Emotional Stability:** Closely connected to emotional regulation, emotional stability is the ability to remain calm in challenging situations, having an emotionally balanced attitude even in moments of unpleasant feelings.
- **Mindfulness:** It's about focusing on the present moment by developing inner awareness and paying attention to one's senses and feelings; it's letting go of the past by intentionally engaging in one's surroundings.
- **Identity:** It's one's internal compass that guides how people behave and make choices with the inner consistency and acknowledgment of one's multiple social identities across time and contexts.

One way of accepting one of these multiple social identities is by developing the interpersonal competency of global identity (as seen on the Venn diagram), which happens when connecting with others in a variety of contexts. Thus, the interpersonal competencies are related to one another in the same way that the intrapersonal competencies described above. They are also displayed in the English language classrooms among teachers and students, and are described as follows:

Interpersonal SEL Competencies

- **Global Identity:** It's the ability to develop a sense of connection to the world honoring global responsibility to build and sustain peace.
- **Empathy:** It's the ability to understand and respond appropriately to other people's perspectives, feelings, and emotions and their emotional responses to different situations.
- **Socio-Cultural Sensitivity:** It's the ability to engage with others in empathetic ways while showing respect, mutual understanding, and acceptance with the goal of improving social interactions through culturally appropriate behaviors.
- **Skillful Communication:** It's the ability to understand how to effectively communicate in a clear and compassionate way so others feel empowered.

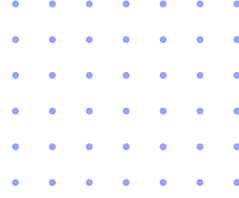


At the intersection of interpersonal and intrapersonal SEL competencies, there are a number of skills that are both interpersonal and intrapersonal. These competencies present themselves in the classroom in many ways and impact not only learning, but also life in general. They are also connected to one another to the rest of the competencies in both groups. They can be defined as follows:

Intrapersonal and Interpersonal SEL Competencies

- **Appreciation:** It's the ability to enjoy, recognize, and understand the positive outcomes of a situation, as well as one's and others' good qualities.
- **Responsible Decision-Making:** It's the ability to make good choices individually and collectively in a caring and constructive way.
- **Emotional Agility:** It's the ability to improve one's life by relying on the information obtained by one's feelings and/or emotions.
- **Social Conscience:** It's the ability to understand how social justice is shaped by one's choices and behaviors by having the ability to develop a sense of individual and collective responsibility.

English Language educators implementing SEL practices in their classrooms, should be familiar with these practices to be able to develop a safe, inclusive classroom community where every student's cultural background is not only recognized but also celebrated.



IV. Cultural Considerations



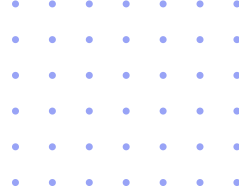
How to Integrate SEL and Culturally Responsive Practices

To integrate SEL with Culturally responsive practices, teachers need to become familiarized with the foundations of culturally responsive teaching. Because language is so intrinsically connected to culture, teaching language is teaching culture. English language teachers who value students' backgrounds understand the importance of embedding culturally responsive pedagogies into their teaching. To accomplish this, teachers need to know their students well, not only at their superficial level, but at their deeper cultural level which transcends the walls of the classroom.

According to Gay (2002), "culturally responsive teaching is using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively." This definition is an invitation to reflect about how teachers show up in their classrooms for the students by considering their thoughts, attitudes, perceptions, bias, and dispositions towards their students. When teachers become aware of these factors, they can "respond" in a way that can leverage students' cultural diversity, which will result in relevance and efficacy of student learning. When educators develop an understanding of their students' homes, communities, lived experiences, and beliefs, filtering all that through an assets-based approach often leads to a more effective classroom community. For that reason, it is crucial that English teachers become as familiar as possible with their students by developing genuine interest and deep relationships. By doing this, teachers develop the ability to validate and affirm their students' cultural identities.

Identity, which has been identified both --as a key SEL intrapersonal and interpersonal competency--, reflects the idea that all children want to belong, be accepted for who they are. In today's diverse classrooms, culturally responsive teaching supports the development of this SEL skill in multiple ways.

One way is to develop a positive attitude towards one's racial identity, regardless of the messages or stereotypes that might occur inside or outside the school community, including social media. Integrating SEL with culturally responsive activities can support students' development of a positive self-image.



Factors to consider when incorporating culture in SEL

The first factor to consider is one's definition of culture. Geneva Gay (2000) explains that "even without our being consciously aware of it, culture determines how we think, believe, and behave, and these in turn, affect how we teach and learn."

In the concept of the cultural iceberg, culture has a number of descriptors that can be visible and invisible, or less obvious. Because most of what is considered culture cannot be seen, the metaphor demonstrates how most cultural markers remain below the surface. For teachers, it is important to recognize the complexities of the different cultural layers within the classroom community without stopping at the tip of the iceberg, or what can be seen or perceived as culture.

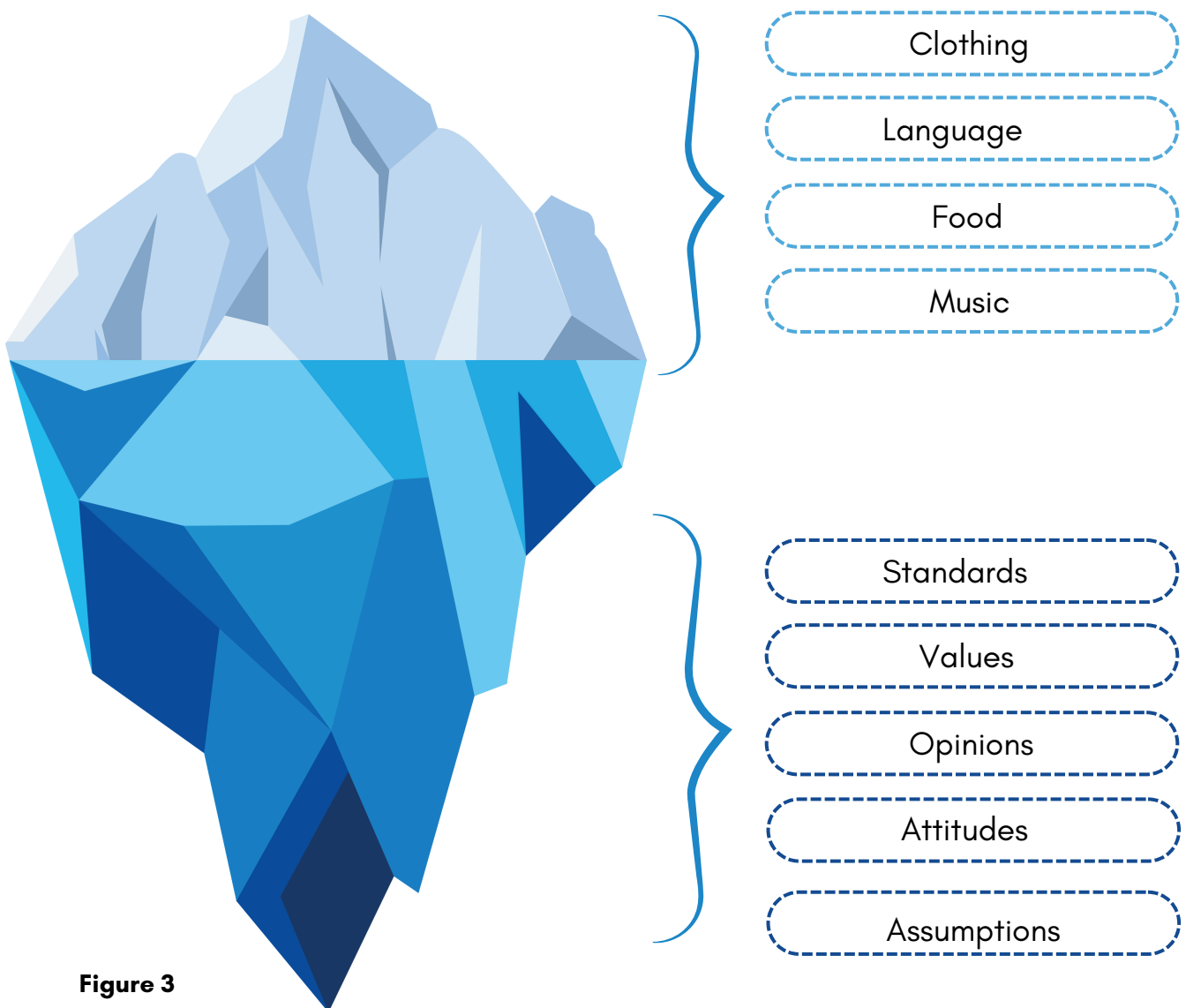


Figure 3

Teacher Training Manual for Social Emotional Learning

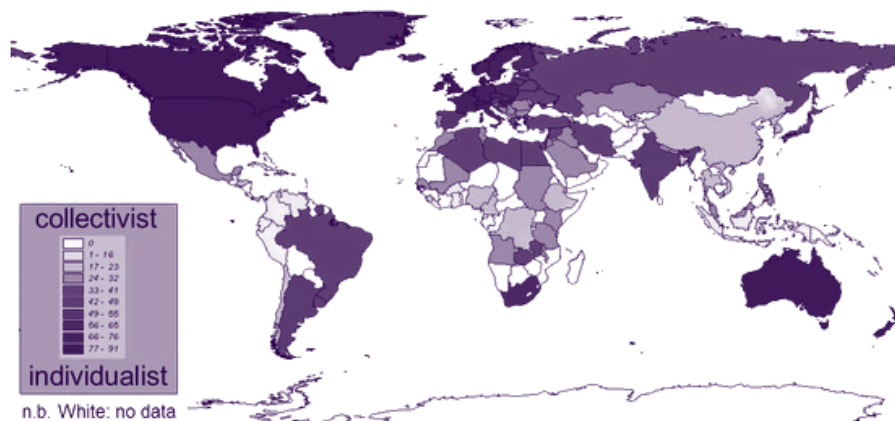
In addition to individual student differences, teachers should consider other factors like language proficiency, cultural norms about emotions, and even attitudes about SEL. Some students may feel more confident about using the language to express how they feel about certain events because it is more accepted in their culture, whereas others may not feel confident to tell teachers about their negative emotions.

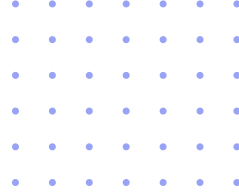
Another key factor to take into consideration is the type of culture the students come from. There are two main types of cultures in the world: **individualistic** cultures and **collectivistic** cultures (figure 4). These two opposing worldviews shape the way we perceive the world, influence our decision-making and our relationships with others. Despite cultures being heterogeneous, research has shown that in individualistic cultures, the task is more important than relationships. Individualism emphasizes independence, autonomy, personal goals, and self-expression. Whereas collectivism focuses on community, harmony, social-cohesion, and cooperation. Although these categories or principles are the most highlighted for each of the cultures, English teachers should become aware of them when they are getting to know their students. Knowing whether students come from individualistic or collectivistic cultures can influence the way they respond to classroom activities.

It is important to consider these key factors when implementing SEL in the English classroom, as students will engage with the content based on their own values and beliefs. Thus, their view of global identity, decision making, appreciation, and even their self-confidence will be influenced by their cultural background. For example, students from individualistic cultures might struggle with developing empathy, while students from collectivist cultures might not express their negative emotions about something because they seek harmony in the group.

Implementing SEL in the English language classroom, can guide and support a mutual understanding of the different cultural dimensions that students bring to class. Fostering a sense of respect and appreciation for people from other cultures is one aspect of a successful English language classroom that is SEL focused.

Figure 4





Towards a Culturally Responsive SEL Approach

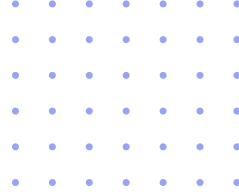
For English language teachers, developing a culturally responsive SEL approach involves incorporating students' cultural backgrounds and lived experiences into their teaching practice.

To understand how to implement a culturally responsive SEL approach, teachers should consider a SEL approach that fits their cultural context. By considering the cultural differences, teachers will be equipped with the tools to understand that for some students the concept of self-awareness for example, might be perceived differently in their families based on their cultural background. The students may experience self-awareness differently based on how they are perceived by their community.

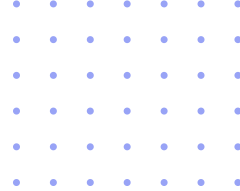
In contrast, for students from a different cultural background, and even for teachers as well, self-awareness may be defined in relation to their individual environment without taking into consideration the group or community at all. Because of these cultural differences and the current diversity in today's classrooms, English teachers will have to consider how to implement the SEL competencies by molding them into the socio-cultural needs of the students in the classroom. To achieve this, teachers will need to adopt reflective practices around key areas which will allow them to evaluate their commitment to improve all students' academic performance. These key areas revolve around the skills, attitudes, thoughts, and behaviors that teachers will model for students while examining their own teaching practices.

Incorporating a culturally responsive SEL approach is a team effort that puts students at the center by building on their lived experiences and viewing their strengths as assets, as well as the wisdom of their families and communities. By valuing and acknowledging what they already bring into the learning space, teachers can guide students in constructing their own knowledge. Teachers who know their students well can capitalize on their strengths to co-create learning.

Aligning teachers' personal reflection with culturally sensitive practices when implementing SEL in the English language classroom is a rather complex process that requires a clear understanding of all the issues involved. So far, it has been mentioned how language acquisition's affective filter overlaps with SEL competencies that can be seen as interpersonal, intrapersonal or both. (figure 2)



To complement that Venn diagram with the culturally responsive aspects of centering English language teaching by recognizing its connectedness with individualistic and collectivist cultures, will result in a more complex graph to include all these additional layers. This multi-layer graph would have a colored-coded world map with the individualistic and collectivist countries listed, along with the cultural iceberg spread around the world. The final layer would be the intersection of the SEL competencies with English language teaching.



V. Developing Emotional Resilience in Learning Communities



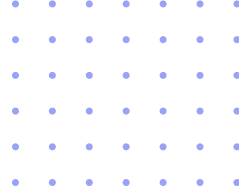
Trauma- Informed Practices

English language teachers who incorporate SEL in culturally responsive classrooms, are connected to the experiences that students bring into the classrooms. Some of those experiences affect a particular community, like floods or earthquakes, whereas others are worldwide events like the Covid-19 pandemic. Unfortunately, all around the world children and adults alike must experience difficult or stressful situations that compromise their sense of belonging, shelter, food, health, and access to education.

Part of being a culturally responsive teacher is to consider the global context in which learning takes place. English language teachers who might be working with immigrants and refugees have been exposed to traumatic situations. For that reason, it is crucial for teachers to develop teaching strategies to address the needs of these students. SEL is connected and is part of trauma-sensitive teaching. However, trauma-informed teaching is not informed by a framework with competencies like SEL is. Trauma-sensitive teaching focuses on addressing the cognitive needs of learners who show signs of trauma.

Trauma, as defined by American Association of Psychology, is “an emotional response to a terrible event that is intense enough to have long-lasting negative effects on a person’s attitudes, behaviors, and other aspects of functioning.”

In this sense, trauma can be individual, like the death of a family member or collective, like war, political arrest, or a climate related crisis. As it has been mentioned before, effective English language teachers are constantly working to lower their students’ affective filters so they can feel safe and confident to learn. Students who are stressed due to having experienced traumatic events are even more vulnerable to other students who are learning English. In some cases, students may be exposed to “triggers” that may remind them of the horrible events they had to experience which leads to “retraumatization”. For this reason, it is imperative for teachers to develop relationships with students, specially traumatized students-, to be able to understand where they are in the healing process and to seek ways to help to support the healing process. In addition, teachers should not inquire about their students’ trauma unless they want to share because educators are not responsible for healing or treating trauma. They are there to address it, so it doesn’t interfere with learning.



In many cases, teachers themselves need to develop their own emotional resilience to be able to provide their best version of themselves to their students. Teaching is a challenging profession that requires a lot of patience, commitment, and compassion. When teachers are not grounded in their main reason for doing that work, the quality of instruction gets affected.

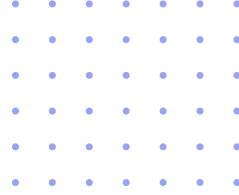
Working with Students who have experienced trauma.

To support students who have experienced trauma, teachers need to understand what the signs of trauma in children are and how they manifest. Signs of trauma can be identified under two categories: physical and cognitive and emotional. Under physical trauma some of the signs include headaches, insomnia, nightmares, back pain, and stomachs. Cognitive and emotional signs of trauma include anxiety, low-self-esteem, anger, apathy, distrustfulness, depression, and feeling powerless among others. These are some of the signs that can be perceived in students, but sometimes signs are not that obvious or visible.

As English language educators, teachers gather information on a regular basis about their student's socio-emotional and academic needs. When it comes to trauma, it is recommended not to assume that students may be going through some challenges because it is hard to predict based on the indicators mentioned who might or who might not be experiencing trauma. Due to the unique nature of these events, what might be traumatic for one student may have no impact on another. Assumptions and generalizations are not recommended in these situations.

Although trauma-informed education does not have a set competencies or framework to guide teachers, there are three main practices that can be adopted at the classroom and school level to benefit these students. The first practice is **predictability**. Predictability is important for students to know the classroom routines and expectations. In this way their brains can settle down and prepare to learn. Students who have experienced trauma felt powerless and helpless because either someone who had to take care of them failed to do so, or because they had to go through events out of their control. Not having predictable classroom routines can result in students developing anxiety and lack of motivation.

The next practice is **connection**. With connection, teachers ensure that all students feel seen, heard, and valued for who they are. Developing a safe learning environment will support students' need to belong, fit in, and be part of a class community. This can mitigate feelings of isolation, loneliness, and sadness among them.



The third practice is empowerment. Empowerment means that teachers work to uncover their students' full potential, allowing them to fulfill their dreams. By doing this, teachers utilize their students' experiences to transform them into opportunities to impact their class, school, and community.

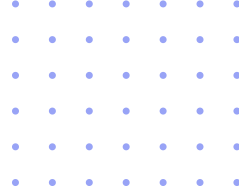
How to leverage students' lived experiences to develop empathy.

When children are consistently exposed to safe, predictable, and accepting environments, they develop positive, nurturing relationships with teachers who can support them in stopping or even reserving the toxic and harmful effects of stress. When teachers engage students in regular check-ins as part of their SEL integration, students develop trust in the classroom community to be able to share their struggles. By allowing this opportunity, teachers develop students' agency to learn how to deal with their emotions. In these classrooms, all emotions (positive, negative, or neutral) are welcome.

Building trusting relationships is one of the first steps that educators can take to leverage students' lived experiences. In most cases, students who have experienced traumatic situations find it hard to trust others under their care. In this sense, for many students it may be difficult to open about past experiences to adults and/or classmates that trust has not been developed.

Once students feel safe, welcomed, and supported, it will be natural for them to share their challenges. By doing this, other students can learn to listen and identify with the students who are struggling while developing empathy in the process. Teachers may guide discussions about similar situations that affect some students in the class by asking students to put themselves in those circumstances. For example, if an event like flooding, earthquake, or tornado destroyed a school community, teachers might use the event to elicit from students how those students might feel and how they might feel in a situation like that. Students can engage in class activities that address a classroom, school, local or global issue by combining their academic and socio-emotional skills in different projects.

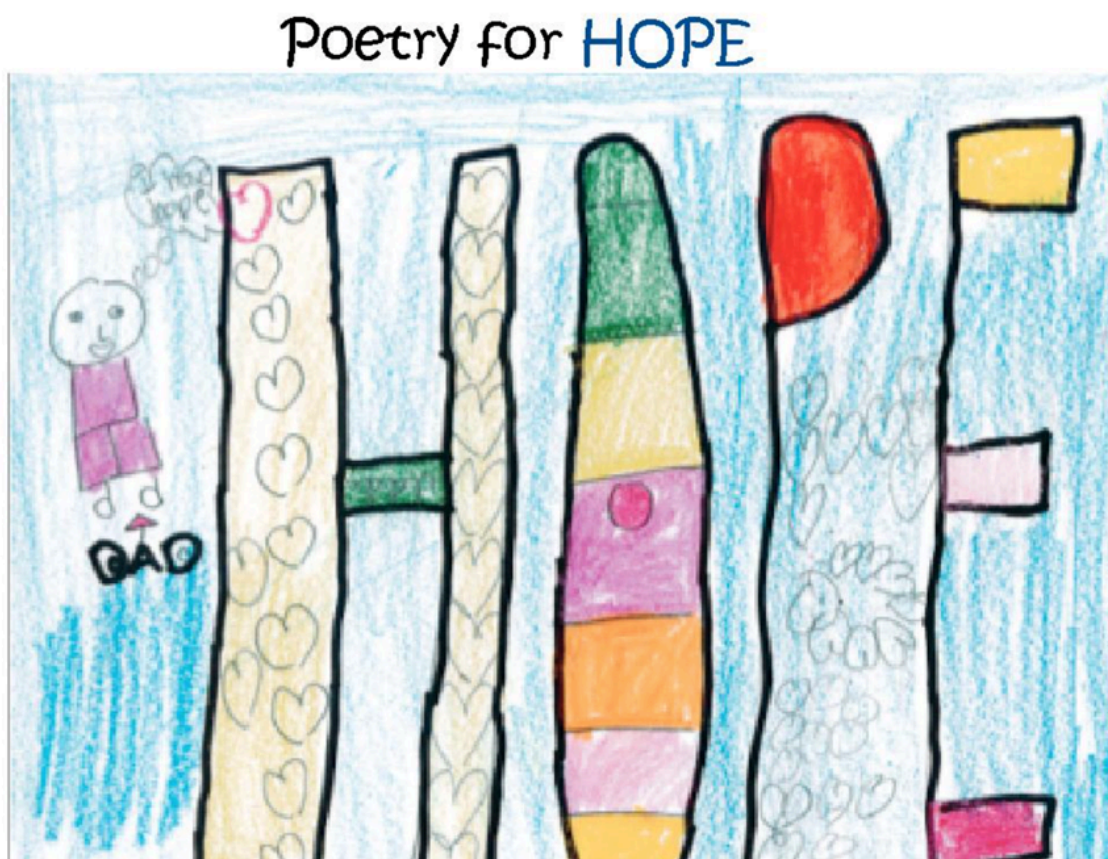
Another way to develop empathy in students is by conducting "empathy interviews". Empathy interviews can be conducted on a one-to-one basis with the aim of not only developing a deeper understanding of an issue, but also finding a solution. Through this activity students can also expand their trust and feel connected with one another.



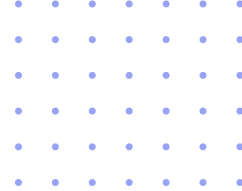
Teachers can and should develop appropriate norms to carry out empathy interviews, so students know what to expect when they engage in that learning. The interview questions can be created by the teacher or the students and can be used in the classroom or at home.

Another example of leveraging students' lived experiences is by creating a classroom collection of poems or stories with their own illustrations about situations they have overcome individually or in their family (immigration, refugee camps experiences). These types of activities help students to see themselves as resilient human beings while at the same time learning to develop empathy for their classmates.

The following book is an example:



Written and illustrated by 4th grade students of
Sedgefield Elementary, Greensboro, NC



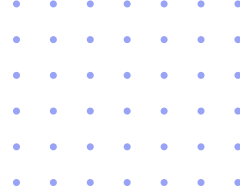
Creating and maintaining a classroom self-care plan

Teaching can be a challenging job. It requires being well equipped with tools to deal with fatigue, stress, and burn out. One of the SEL competencies is self-management, which is the ability to handle stressful situations, while staying motivated towards the set goals. When teachers are stressed, students are not empowered to do their best. For this reason, it is crucial for teachers to take care of their own socio-emotional needs so they can take care of the students in their classrooms. In the United States, the phrase usually used to illustrate this idea is “put your own mask on before helping others”. Self-care means to take actions to sustain healthy habits. This can be achieved by planning the actions that later will turn into habits and by organizing a self-care plan.

A class self-care plan can include six key areas to reflect about daily, weekly or monthly. These six key areas are: physical, emotional, spiritual, professional, mental, and relationships. Having an “affirmation station” in the classroom where all statements begin with “I am, I can, I will, I have” can be a powerful way to develop a positive self-management of negative emotions and a growth mindset. In some classrooms, teachers print out positive statements and post them around a full body-length mirror. Students who might be struggling during the day can walk up to the “affirmation station” and read and repeat the statements. *(add my pictures here)*

Reflecting on these six key areas can be conducted by following different prompts. Teachers and students can keep a class self-care journal in which they could write their responses based on the different prompts.

Key Area	Physical	Emotional	Spiritual	Relationships	Mental	Professional
Prompts	What new physical activity would you like to try?	What are some things that make you feel calm?	What are things you are thankful for at school?	Write about a good friend you have and what makes a good friend.	Write about a time you solved a problem at school.	Reflect on a successful lesson during this week. What went well?
Actions	Schedule regular stretch breaks throughout the day.	Keep an emotions chart with emojis for each day.	Have a gratitude celebration every week.	Add a buddy-up routine for students to work in pairs to get to know one another better.	Incorporate regular quiet time to read and listen to music.	Start a peer-observation group to share insights and feedback.



VI. CASEL Model



Overview of the CASEL framework

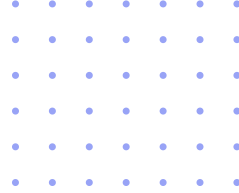
The **C**ollaborative for **A**cademic, **S**ocial and **E**motional **L**earning (CASEL) was founded in 1994 by a group of educators, researchers, and child advocates, including Daniel Goldman. The goal of this organization was to advocate for the integration of socio-emotional learning (SEL) into educational systems. SEL refers to the process through which adults and children acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and demonstrate empathy for others, establish and maintain positive relationships, and make responsible decisions.

CASEL emerged in response to a growing recognition of the importance of socio-emotional development in schools. The founders strongly believed that school should not only focus on academics, but also on developing emotional intelligence and interpersonal skills. CASEL's mission has been to make evidence-based SEL an integral part of k-12 education.

Since its beginnings, CASEL has been the leading organization in the field of socio-emotional learning. CASEL has been at the forefront of the SEL movement, conducting research, providing resources and advocacy for SEL in education. This framework emphasizes the importance of developing five core competencies in students that contribute not only to their academic success but also to their overall well-being and the health of their communities. CASEL identifies five interrelated sets of cognitive, affective and behavioral competencies:

CASEL's Core Competencies

1. **Self-Awareness:** It's the ability to understand one's values, emotions, and personal goals with the understanding of one's strengths and weaknesses while developing a well-grounded sense of self-confidence.
2. **Self-Management:** It's the ability to handle emotions properly with the goal of managing stress, controlling impulses, and motivating oneself to achieve academic goals, by organizing and prioritizing tasks. It includes setting and working towards personal and academic goals.
3. **Social Awareness:** It's the ability to understand social norms for behavior in various social settings, while empathizing with others from diverse backgrounds and cultures by recognizing individual and group's similarities and differences.



4. **Relationship Skills:** It's the ability of establishing and maintaining healthy relationships by using communication skills to listen, negotiate conflict, and cooperate with others. It's also about resisting inappropriate social pressure, preventing, managing, and positively resolving interpersonal conflict.

5. **Responsible Decision-Making:** It's the ability to make choices based on social norms, safety concerns, and ethical standards. It's the ability to evaluate the consequences of various actions for personal, social, and collective well-being.

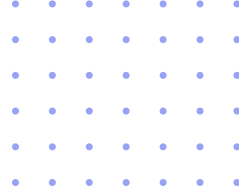
Schools that have adopted the CASEL framework have seen numerous benefits among students. It's been proven that SEL has contributed to students' boost in academic performance. Students with strong SEL skills perform better on tests and achieve higher grades. In addition, students with SEL skills have enhanced behaviors and attitudes towards school, displaying greater motivation with higher likelihood to improve family and work relationships. Through its ongoing efforts, CASEL continues to shape how education systems across the world nurture the next generation of learners, leaders, and citizens.

In some cases, when schools look for ways to implement and assess SEL competencies, they select competencies that follow the three m's. This means they select skills that are measurable, malleable, and meaningful. Following these criteria for selecting and prioritizing SEL skills ensures that students can engage in their socio-emotional and academic growth.

Meaningful skills are those skills that can predict important life, career, and academic outcomes for students.

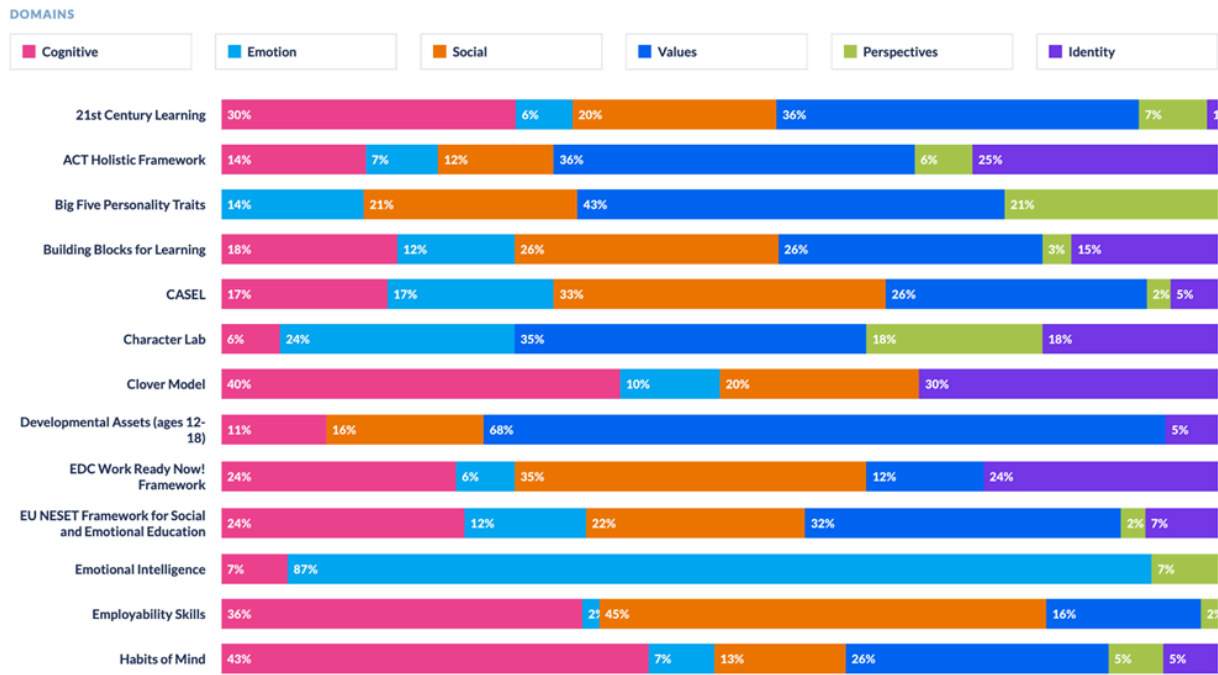
Measurable skills are those that can be easily assessed within the school community. Whereas **malleable skills** are those skills that can be taught and learned at school and can change over time. Some skills that follow the three m's criteria are for example: growth mindset, self-control and self-management, self-efficacy, and social awareness to name a few.

Prioritizing SEL skills that are meaningful, malleable, and measurable will ensure that students and teachers can be held accountable for their socio-emotional well-being and academic success.



Brief Comparison of Other SEL Models

CASEL is one of many SEL models. The EASEL lab at Harvard provides a detailed comparative chart that highlights several prominent SEL models, illustrating their unique core competencies and approaches.

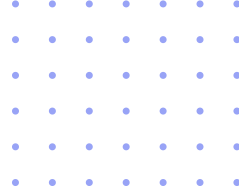


EASEL Lab recognizes six colored-coded areas in each of the models. These areas are cognitive, emotion, social, values, perspective, and identity. Each of the models on the graph illustrates the percentage dedicated to each of the key areas. These are some of the many models listed on this illustration.

Key areas in SEL models

Cognitive: This area involves the mental processes related to thinking, understanding, learning, and remembering. It included skills such as attention control, working memory, cognitive flexibility, and problem-solving. Cognitive skills are essential for academic learning and managing emotions and behaviors. They help students with goal setting, planning, make decisions, and solve problems effectively.

Emotion: This area pertains to the understanding, expression, and regulation of emotions. It includes recognizing one’s own emotions, understanding the causes and consequences of emotions, and managing emotional responses. Emotional skills are crucial for mental health and well-being. They enable students to cope with stress, emphasize with others, and maintain healthy relationships. Effective emotional regulation is linked to better academic performance and social interactions.



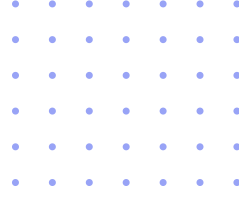
Social: This area pertains to skills related to interacting with others. It includes communication, cooperation, conflict resolution, and building and maintaining relationships. Social skills are vital for working collaboratively, resolving conflicts peacefully, and developing a sense of community. They help students to form and maintain meaningful relationships, which are key for personal and professional success.

Values: This area involves the principles and standards that guide behavior. It includes ethical awareness, respect for others, responsibility, and integrity. Decision making and behavior are guided by values. They help students to act ethically and responsibly, contributing to a positive school culture and climate. Emphasizing values in SEL fosters a sense of justice, empathy, and care for others.

Perspectives: This area relates to the ability to understand different viewpoints. It includes cultural competence, empathy, and perspective-taking. Understanding diverse perspectives helps students to appreciate diversity and build inclusive environments. It also fosters empathy development, reduces biases, enhances social harmony and encourages students to see the world from others' viewpoints.

Identity: This area involves the development of the sense of self. It includes self-awareness, self-concept, and self-esteem. Identity formation is understanding who one is in relation to others and society. A strong, positive identity is crucial for mental health and resilience, which is the ability to bounce back from adversity. It helps students to feel confident, valued, and empowered. Identity development in SEL encourages students to recognize their strengths, embrace their uniqueness and understand their roles in various social contexts.

Each of these key areas supports the development of well-rounded, emotionally intelligent individuals. The cognitive domain helps with the mental health processes necessary for learning and problem-solving. The emotional domain supports individuals to understand and manage their feelings. The social domain is essential for building and maintaining healthy relationships. Values provide ethical guidance, while perspectives foster empathy and cultural competence anchored in identity which provides a positive sense of self. When all these domains are working together to create a SEL framework, they support the socio-emotional development of students ready to thrive in school and life.



VII. Incorporating SEL in the English Language Classroom



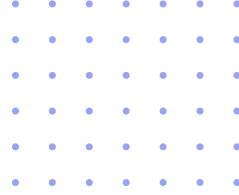
CASEL's Three Signatures Practices

When it comes to designing activities to integrate SEL in the English language classroom, CASEL suggests three research-based key signature practices. These three signature practices can be embedded throughout the day, or they can be intentionally planned for specific parts of a day, lesson, or in the case of teachers, at the beginning of each professional development session, or staff meeting.

The first of these key signature practices is called **“inclusive welcome”**. Incorporating an inclusive welcome sets the purpose for the lesson, meeting, or professional development session. It encourages community, by facilitating connection, building empathy, and a positive attitude. Effective inclusive welcome activities are culturally responsive, linguistically respectful, and equitable. According to Wiley and Garcia (2023), “an inclusive welcome is imperative for setting the mood and provides an opportunity for setting norms, goals and values that reflect a positive culture and climate”.

The second of the key signature practices is called **“engaging strategies”**. This key signature practice is achieved by balancing activities that foster interaction and reflection. They promote in students a sense of belonging and agency by promoting feelings of acceptance, understanding, and appreciation. Students who develop agency can be co-constructors of their knowledge, creating a sense of empowerment and independence. Moses (2020) found that “agency is associated with students’ increased self-awareness and self-efficacy in their learning”.

The third key signature practice suggested by CASEL is known as **“intentional close”**. An intentional close helps students reflect on their learning, take ownership of it, and allows them to step back and relate their new learning to their lives outside the classroom. Students engage in collaborative or individual reflections which in turn increases their sense of agency. For teachers, an intentional close activity after they have engaged in a professional development session allows them to reflect on how the goals set at the beginning were met. Research has shown that having an intentional close after completing a lesson or a session helps participants make informed decisions.



These three practices, when implemented consistently and intentionally, can create optimal conditions for students to learn and grow across all five SEL competencies. In classrooms where these three practices are carefully woven and facilitated, they will support building a solid foundation of routines, emotional safety, and collaboration in an inclusive, culturally responsive way. When students are exposed daily to predictable routines and rituals, it can positively influence the rewiring of their neural pathways.

Examples and activities

The following list of activities can be easily adapted to meet the linguistic needs of different classrooms. It is important to consider the language needed for each of them and provide students with appropriate scaffolds as well as visual support. They can be implemented as inclusive welcome activities, engaging strategies, or as intentional close activities. In each case, teachers should be aware of the vocabulary and linguistic support (sentence starters, sentence frames) for students to feel successful in the process.

These activities are aligned with the CASEL framework and can be easily integrated into English language teaching.



*Click on the image to go to the digital activity.

SELF-AWARENESS




Activity 1

Topic	Entry ticket
Time	10 minutes
Materials needed	chart or poster with different faces illustrated.
Learning outcome	<p>Students:</p> <ul style="list-style-type: none"> - reflect about their emotions. - express their emotions <p>(This activity can be combined with the “circle talk” or “morning meeting”.)</p>
Language/grammar focus	<ul style="list-style-type: none"> - Adjectives (happy, sad, nervous, angry, excited). - Describing feelings (I am, I feel).
Procedure	<ul style="list-style-type: none"> - Teacher provides a chart or poster with different faces illustrated. - Students can add their names under the word/face for their feeling that day. - Teacher asks students to describe how they feel using the vocabulary words/adjectives to describe how they feel. - For students who need linguistic support, the teacher can provide sentence starters like: I feel _____. Today I am _____ because _____. - After the students have shared how they feel, they can write a sentence about it in their journals. - This activity works well in a whole group or small group. - It can be used with students with different language proficiency levels. <p>The activity can also be used as an “exit ticket”[*] in which students tell the teachers how they felt about that lesson.</p> <div style="text-align: right;"> </div> <p><small>*To download a copy of this printable exit ticket go to the Appendix.</small></p>




Activity 2

Topic	Morning Meeting/ Circle Talk
Time	5- 10 minutes
Materials needed	Feelings Chart and entry tickets
Learning outcome	Students: and describe their emotions.
Language/grammar focus	<ul style="list-style-type: none">- Adjectives for describing feelings and emotions. I feel _____. I am _____ because _____.- Asking and answering questions. (Why are you feeling _____ today? What made you _____ before coming to school?)
Procedure	<ul style="list-style-type: none">- Teacher asks students to sit in a circle.- Teacher asks students to report what they wrote on their entry tickets.- Students share their responses to their entry tickets- Students take turns and listen to each other- The rest of the class can ask follow-up questions. <p><i>Some students may not feel comfortable sharing and it should be respected by not forcing them to speak.</i></p> 



Activity 3

Topic	Chalk Talk
Time	10 minutes
Materials needed	Large chart paper, markers or pens, questions or quotes for students to respond to. Four charts are recommended for groups of 15 students.
Learning outcome	Students: <ul style="list-style-type: none">- debrief about their emotions/experiences.
Language/grammar focus	<ul style="list-style-type: none">- Students' responses are based on quotes.- This quote makes me feel/reminds me of- I wonder how _____.
Procedure	<ul style="list-style-type: none">- Teacher posts questions and /or quotes on chart paper around the classroom.- Teacher distributes pens or markers to students.- Teacher gives directions about this being a non-verbal activity.- Students go around the room reacting to the quotes by making comments, suggestions, writing ideas, phrases.- Students can move freely around the charts. They can add or comment on the ideas of others, as well as add questions.- The teacher should be actively participating and modeling the activity. 



Activity 4



Topic	Gratitude Circle/Journal
Time	10 minutes
Materials needed	A big jar or a big picture of it, sticky notes, pens
Learning outcome	Students: <ul style="list-style-type: none">- appreciate people around them as well as things (big or small).- talk or write about it depending on their language proficiency.
Language/grammar focus	<ul style="list-style-type: none">- Vocabulary for describing people (character traits: kind, caring, empathetic)- Family members vocabulary- Personal Pronouns.- Vocabulary for describing things.- I'm grateful/thankful for my _____ because _____.
Procedure	<ul style="list-style-type: none">- Teacher will point out the value of being grateful for the people and things, even the small things in their lives.- Teacher asks students to sit quietly and notice/reflect on things around them.- Then the teacher asks students to think about people that care for them.- Teacher asks students to write down about someone they are grateful for and something they are grateful for.- Students write their notes and then after sharing with the class they put the note in the jar.- Teacher will ask students how they felt after reflecting on what they are grateful for. <p><i>Activity Variation:</i></p> <p>Instead of doing the activity as a whole group, students can do this activity independently. For students to keep track and develop the habit of gratitude, they can have a gratitude journal where they write everyday something they are grateful for.</p>



[Gratitude Jar DIGITAL](#) - This digital version can be used in classrooms where students have access to computers. The teacher can share the Jamboard provided, and students can add to the jar something they are grateful for.

- Jamboard is a free Google app.

 **Activity 5**

Topic	Affirmation Station
Time	1 to 3 minutes
Materials needed	Affirmation Cards - Mirror
Learning outcome	<p>Students:</p> <ul style="list-style-type: none"> - develop positive self-image, healthy self-esteem and
Language/grammar focus	<ul style="list-style-type: none"> - Positive Character traits vocabulary (smart, intelligent, brave, kind, creative, generous). - Verbs for describing actions. - I am _____ I can _____.
<p>Procedure</p>  	<ul style="list-style-type: none"> - Teacher creates and prints out a set of positive affirmations cards (I'm smart, I'm kind, I can accomplish everything). The cards are placed around a full length sized mirror in any place around the classroom. - Students who need a boost of confidence should stop by the affirmation station, look at the mirror and repeat the affirmations to themselves with the support of a teacher or a classmate. - This activity can be done for individual students or as a whole class if they need a boost of confidence before a test. - The cards can be posted around the mirror, or outside the classroom door so students can see them before they walk in. - Click on the image to download a set of Affirmation Stations Statements.



Activity 6

Topic	Identity Bag
Time	10-15 minutes
Materials needed	Paper bags for each of the students
Learning outcome	Students: <ul style="list-style-type: none">- develop a sense of pride in their identity/background.- get to know one another.
Language/grammar focus	<ul style="list-style-type: none">- Adjective for describing feelings.- Vocabulary to describe things and how they make us feel.- Language to justify choices. E.g.: I chose this _____ because it reminds me of/makes me feel _____.- Language to describe cultural background. E.g.: In my culture we _____.
Procedure	<ul style="list-style-type: none">- Teacher provides each student with a paper bag to take home.- Students collect items from their cultures to place in the bag and bring back to school.- Then students share their items to the class explaining the reasons why they chose them.- Teacher can set the limit for how many items students can bring.- Teacher can model the activity by bringing into the classroom his/her own bag with things that are personal and close to his/her culture.- This activity is ideal for the beginning of the year as students get to know each other and the teacher is trying to build rapport with them.- Students can keep the bag with their favorite item at school if they want.- Some students keep their favorite toy, or a picture of their family for emotional comfort.- Teacher can extend this activity by asking the students to write in their journals about the choices they made.



Activity 7

Topic	Say my name
Time	10-15 minutes
Materials needed	Journal and pen/pencils
Learning outcome	Students: <ul style="list-style-type: none">- develop a sense of community by getting to know one another.- listen to one another and pay attention to the motions.
Language/grammar focus	<ul style="list-style-type: none">- Vocabulary for things they like doing. Activities, sports, hobbies (play the piano, play golf, run, read, play soccer).- I am _____ and I like _____.
Procedure	<ul style="list-style-type: none">- Teacher asks students to stand in a circle.- Students are instructed to say their name and to provide a motion of something they like to do. (I'm Andy and I like to play golf - pretending to play golf).- Students take turns saying their name and doing their motions, but adding to what the student before them said.- This activity can be used at the beginning of the year to get to know each other, or if a new student joins the class later during the year.- Teacher will ask students to write about them and at least three other people in their journals.- Students can ask questions to each other if they don't remember what their classmates said.- Teacher can ask random students about different classmates to ensure that everyone is following along and listening actively.



Activity 8

Topic	Would you rather?
Time	10-15 minutes
Materials needed	Set of questions with two choices. The choices can be serious, silly, funny, or surprising. E.g: Would you rather eat cake or ice cream for your birthday? Would you rather sky-dive or go kayaking? Would you rather be tall or short?
Learning outcome	Students: <ul style="list-style-type: none">- learn about themselves and picture themselves in unusual situations.- learn about other classmates by celebrating similarities and differences.
Language/grammar focus	<ul style="list-style-type: none">- Vocabulary for expressing preferences- I'd rather, I prefer, I would prefer _____.- Andy and Laura both prefer _____. However, Andy does not/would not _____.- Both Andy and Laura would rather _____ than_____.
Procedure	<ul style="list-style-type: none">- Teacher selects different pairs of questions for students about which they rather do. Pairings can be funny, serious, or related to a book/topic discussed in class.- Students sit in a circle or at their desks and take turns answering the questions, then compare answersTeacher can do this activity as a whole group, or she/he can print out the questions and have different sets for students to work in pairs or small groups.- After students answer their questions they can write about their similarities and differences in their journals.- Teacher can use this activity as an extension based on a text they

	<p>read in class and use the questions to ask students to identify themselves with different characters. E.g.:</p> <ul style="list-style-type: none"> - Would you rather be Romeo or Juliet?
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Activity 9

Topic	Bingo Fun
Time	10-20 minutes
Materials needed	Bingo Cards with statements like: I have a brother, I am from Spain, I like soccer.
Learning outcome	<p>Students:</p> <ul style="list-style-type: none"> - reflect about themselves and learn about their classmates.
Language/grammar focus	<ul style="list-style-type: none"> - Asking and answering questions about likes, origin, and family. - Statements about likes, origin, abilities, family members. - Reporting in 3rd person. Andy has _____. She likes _____.
Procedure	<ul style="list-style-type: none"> - Teacher creates a set of bingo cards for students with different statements (I have a brother, I have a dog, I was born in Spain) and distribute the cards among students. - Teacher calls out the statements and students have to cross out the ones that are true to them. - After a few minutes, students can walk around the room and ask each other questions based on the statements they have on their cards. The students who finish should have all the statements marked. - After this part is finished, students can report on their statements and share what they learned about each other. - Teacher can ask students to write three things that are similar to another classmate and three things that are different.



Activity 10

Topic	4 A - Agree, Argue, Act, Assumptions
Time	10-15 minutes
Materials needed	A text selected by the teacher. Pens
Learning outcome	Students: <ul style="list-style-type: none">- develop the ability to agree/disagree with texts/authors.
Language/grammar focus	Vocabulary for talking about text annotations. <ul style="list-style-type: none">- I agree with the author because _____.- I argue that _____ because _____.- One assumption the author is making is _____.- This part of the text inspired me to _____.
Procedure	<ul style="list-style-type: none">- Teacher distributes a passage or article for students to read.- Teacher tell the students that they have to read the text and make annotations based on the following:<ul style="list-style-type: none">- Ideas they agree with- Ideas they argue with- Ideas that inspire them to act- Ideas that indicate assumptions from the author- After students finish reading the article, the teacher will guide a discussion.- Students will use their notes to share their annotations. <p>This activity can also be done by assigning students only one of the A (agree, argue, act, assumption).</p> <p>Then they can be grouped in groups of four and they can discuss their notes in the group.</p>

BUILDING RELATIONSHIPS



Activity 1

Topic	Buddy Up
Time	10 minutes
Materials needed	Cards with pictures of the students or/and their names.
Learning outcome	Students: <ul style="list-style-type: none"> - bond and develop new connections weekly/daily in their classrooms
Language/grammar focus	Language for describing who your buddy is. Language for justifying what they like about working together. <ul style="list-style-type: none"> - Who is your buddy? - My buddy is _____. I like working with _____ because_____. - What do you like about working with _____? - What’s something you learned about working with _____?
Procedure	<ul style="list-style-type: none"> - Teacher groups students in pairs of students who usually don’t work together to collaborate on different activities. - Teacher can rotate the pairs every day or every week. - Teacher explains to students that they will be assigned a “buddy” or friend for the day/week. During the day, they will be working on different activities individually or in groups, but there will be certain activities where they will be working with the assigned buddy. - Students have to wait for the teacher to announce the words “buddy up” before they students find their pair and work together. - When the teacher says the words “buddy up” students rush to find their partner. - Teacher needs to develop a system so she/he can remember the pairs. - At the end of the assignment, students will share something they learned about working with their new friend.



Activity 2

Topic	Two Truths and a lie
Time	10-15 minutes
Materials needed	Journals and pens/pencils
Learning outcome	Students: <ul style="list-style-type: none">- get to know each other better and appreciate their differences, fostering listening and communication.
Language/grammar focus	Vocabulary to introduce oneself. <ul style="list-style-type: none">- I am _____ and I like _____.- I have _____.
Procedure	<ul style="list-style-type: none">- Teacher tells students that they are going to introduce themselves by sharing two facts about them that nobody knows and one false fact.- Teacher will ask for a volunteer to share with the group his/her three statements.- The rest of the class has to listen to guess which one is the false statement.- Students can ask questions to figure out the false statement.- The student who guesses the false statement can continue with his/her introduction.- This activity allows for students to share deeper, personal things about them even when they already have developed relationships in the classroom.- This activity also allows for students to appreciate one another as well as to discover common interests and experiences.- Teachers can ask students to report back some of the new things they learned about their classmates and talk about their common interests.



Activity 3

Topic	Cool Kid
Time	10-15 minutes
Materials needed	<p>A cape, hat, button, or something to identify the cool kid in the classroom.</p> <p>A jar with the names of all the students so the teacher can draw a name every day/week.</p> <p>Post-it notes to write compliments</p> <p>Pens. markers</p> <p>A place in the classroom to post the comments.</p>
Learning outcome	<p>Students:</p> <ul style="list-style-type: none">- become aware of their worth or strengths, by affirming their identities.
Language/grammar focus	<p>Adjectives for describing people (creative, trustworthy, friendly).</p> <p>Language for describing character traits, actions, and what people say and do.</p> <ul style="list-style-type: none">- Laura is _____ because she _____.
Procedure	<ul style="list-style-type: none">- Teacher selects at random a cool kid everyday or week.- The student should wear something to indicate that he or she is the “chosen” one.- Students can sit in a circle and take turns saying positive things about that student or they could also write about it.- The compliments given to the student in writing can be placed on post-its on a predetermined location in the classroom.- The teacher can then create a certificate with the most outstanding compliments for the cool kid to take home.- It’s important that this activity is random and all students must have the opportunity to be a Cool Kid. Some kids do not receive positive feedback and this is the right time to do so.


- After the day/week is over the teacher can interview the cool kid and ask him/her how did she/he feel about being the cool kid.
- For the rest of the class, they can talk about how they felt about giving compliments to someone else.
- They can also discuss the action, thoughts, attitudes, or words they noticed during the compliments.



*Click on the image to download a printable copy.



Activity 4

Topic	The Question Jar
Time	10-15 minutes
Materials needed	Two jars. One with strips of paper with the students name on it and the other jar with questions in strips of paper.
Learning outcome	Students: build community in the classroom.
Language/grammar focus	Language for asking and answering questions. <ul style="list-style-type: none">- What is your favorite food? My favorite food is _____.- Where do you like to go on vacation? I like to go to _____.
Procedure	<ul style="list-style-type: none">- Teacher takes a jar and puts the name of each of the students in the class.- Teacher gets another jar and puts a series of questions that students will answer.- Teacher selects a name from a jar and a question from the other jar and the student has to answer.- The rest of the class can ask follow up questions, or the teacher can take another name.- Another way of using the questions is by writing them on a medium-sized beach ball. This could be done as an end of the year activity with questions about the summer plans.- Students stand in a circle and toss the ball around. the student who gets the ball must answer the question close to their right thumb. 



Activity 5

Topic	Talking behind your back
Time	10-15 minutes
Materials needed	Paper, markers, tape
Learning outcome	Students: - develop positive relationships with their classmates.
Language/grammar focus	Adjectives for describing positive character traits. (generous, compassionate, friendly, kind). Questions about traits. Am I _____? Yes, you are/ No, you aren't. You are _____, _____, and _____. Clare is _____ because _____.
Procedure	<ul style="list-style-type: none">- Teacher distributes a sheet of paper to each student and asks them to tape it on their backs.- Students walk around the classroom and collect from the rest of the students positive character traits about that person.- Students then exchange their responses by asking each other questions about their traits? Am I kind?- Teacher stresses the importance of sharing with their classmates their most noticeable traits, by looking at their papers.- Students untape their papers from their backs and read to themselves the traits that others wrote about them.- They can report to the class at this time and the rest of the class can expand on the positive traits they wrote about that student.- Teacher can ask follow up questions about the traits to the student selected or to the class.




Activity 6

Topic	What's new with you?
Time	10-15 minutes
Materials needed	Matching card sets (flower picture cut in half) . One half per student.
Learning outcome	Students: <ul style="list-style-type: none">- develop active listening skills by listening to their partners without disrupting, commenting or adding to the conversation until the other student is finished talking.
Language/grammar focus	Language for describing events, present and past tense verbs. <ul style="list-style-type: none">- One thing that is new about me is _____.
Procedure	<ul style="list-style-type: none">- Teacher distributes the half cards to each of the students.- Teacher asks students to walk around the classroom to find their other half.- Teacher tells students they have to think about something that is new about them that day. Then give them a minute to think.- Once students have their other half, they have to start sharing about what's new. While one student is sharing, the other is listening without commenting, or disrupting.- Teacher keeps time and tells them when to switch roles.- Students switch roles and start sharing.- This activity can be combined with buddy up to have different pairs of students working together for a day or a week.- During the time students are sharing, teachers should be walking around monitoring the conversations.- Then they can debrief as a class to talk about how it was for them to talk to someone who was actively listening without disruptions.



Activity 7

Topic	Guess Who?
Time	10-15 minutes
Materials needed	A box, paper strips, pens.
Learning outcome	Students: <ul style="list-style-type: none">- build community and get to know fun facts about their classmates.
Language/grammar focus	Language for describing oneself. Asking questions when guessing. <ul style="list-style-type: none">- I am _____ . I like/enjoy _____ .- I don't like _____ .- One fun fact about me is I _____ .- Is that _____ ?- I bet that is _____ ?
Procedure	<ul style="list-style-type: none">- Teacher tells students that they have to think about fun facts about themselves. For example, the teacher says "I like to sleep with the fan on during winter".- The teacher then distributes strips of paper that are equally sized.- Teacher tells students they have to write a fun fact about themselves, but they can't share it. Teacher shows students the box where they will be placing the papers.- Students write their names, then fold the paper and place it in the box.- The teacher mixes up the papers and then takes one out.- Teacher reads aloud the paper and students have to guess who that person is.- 



Activity 8

Topic	Table for
Time	10-15 minutes
Materials needed	Quotes, questions, prompts, or images for students to discuss about. It could be related to a topic they learned or an SEL area. Pens for students to write their answers.
Learning outcome	Students: <ul style="list-style-type: none">- develop relationships while working together and mingling with other classmates.
Language/grammar focus	<ul style="list-style-type: none">- Language for responding to the prompts, questions, quotes, images selected by the teacher.- I think this image is _____.
	<ul style="list-style-type: none">- Teacher goes around the room and places a set of quotes, questions, prompts for students to work with.- Teacher tells students that they will be sitting in groups of three when she/he says “table for three”.- Teacher tell students that they have to wait for the signal before they move on.- Students should move around and sit in groups of three and respond to the prompts or questions on the table.- After a few minutes, the teacher calls again “table of three” and students have to move around and find another table and respond to the quote, image, question, or prompt.- Teacher then brings the class together and debriefs by asking questions like : what is something that you heard about _____ that stood out to you?- Teacher can use music to signal when students move to another table and find new classmates.



Activity 9

Topic	Give one, Get one, Move on
Time	10-15 minutes
Materials needed	Note cards, or post its notes, pens
Learning outcome	Students: <ul style="list-style-type: none">- develop classroom communities by working with different classmates.
Language/grammar focus	Language for describing prior learning. <ul style="list-style-type: none">- One thing I learned was _____.- One main idea about _____ is that _____.
Procedure	<ul style="list-style-type: none">- Teacher distributes the index cards and asks students to write down three things they learned that day. Each idea should be written down on a separate index card.- Students mingle and after the teacher shares a signal they stop and exchange cards with the closest classmate. Students explain to each other the idea they wrote down and they continue to walk around the room.- After 30 seconds, the teacher says, “give one” and students exchange cards again but with someone different.- Repeat the sharing process by allowing students to exchange cards and explain their thoughts.- After a few minutes, the teacher can ask students to share to the class the most interesting fact they learned from the exchange.



Activity 10

Topic	Write it down and throw it away
Time	10 minutes
Materials needed	Paper, pens, trash can
Learning outcome	Students: <ul style="list-style-type: none">- develop awareness about stressors or insecurities that affect their relationships.- develop a sense of community and trusting relationships.
Language/grammar focus	Language for describing stressful situations. <ul style="list-style-type: none">- I am stressed when _____.- I feel insecure when _____.
Procedure	<ul style="list-style-type: none">- Teacher passes around a blank sheet of paper per student.- Students can be sitting in a circle or at their desks.- Teacher tells students to think about the things they feel insecure about or their stressors.- Teacher gives students some time to think.- Students write down the list.- After everyone is finished, the teacher asks students to rip their papers up, and throw them away in the trash can.- After every student has thrown away their stressors or insecurities, teacher can ask for student volunteers to share about what they wrote.- Teacher should be mindful of students who don;t want to share and should take responses only from the ones who feel comfortable sharing.- Teacher will share with students that stress is normal and that they should develop healthy ways to deal with it.

SELF-MANAGEMENT



Activity 1

Topic	Reframing Perspectives
Time	10-15 minutes
Materials needed	Chart paper, or whiteboard, markers
Learning outcome	Students: <ul style="list-style-type: none"> - develop a different point of view.
Language/grammar focus	<ul style="list-style-type: none"> - Language for describing negative situations or things they don't like about the school or home. - Language for describing things positively. - I wish I didn't have to _____. - One thing I don't like at home is _____. - I hate doing _____. - I'm grateful for _____.
Procedure	<ul style="list-style-type: none"> - Teachers elicit from students a list of negative situations or complaints they have about school or home. - Ideas should be about themselves, a book they read or made up scenarios. - Teacher writes on the board the list. - Then the teacher models how to see things from a different perspective while changing the negative statement into a positive one. - Each student should restate the problem with a more positive perspective. - For example, instead of saying "I hate doing homework", they could reframe it by saying "I'm grateful that I have another opportunity to learn". - This activity could be done as a whole group or in smaller groups.

	<p>If it's done in small groups, the teacher should assign roles for each member of the group. (writer, time keeper).</p> <ul style="list-style-type: none"> - After the groups have finished sharing and reframing the situations, ask them how they felt by turning something negative into positive. This can help them in the future to manage stressful situations.
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Activity 2

Topic	Match Up!
Time	10-15 minutes
Materials needed	Worksheets or printables with empty faces, pencils, markers
Learning outcome	<p>Students:</p> <ul style="list-style-type: none"> - develop vocabulary to describe emotions by matching words to their own pictures.
Language/grammar focus	<ul style="list-style-type: none"> - Adjectives for describing feelings and emotions. - Language for describing face expressions that align with feelings or emotions. - She's happy because she's smiling. - He's sad because he's crying.
Procedure	<ul style="list-style-type: none"> - Teacher will give students each a sheet with a drawing on it of an empty face. - Teacher will distribute to students different vocabulary words listing feelings (happy, sad, worried). - Students will have to illustrate the words they receive. Then they have to work in a group to label their drawing with the corresponding vocabulary word. - In a group students will have to talk about the pictures and agree on a label for the picture with one of the vocabulary words.

	<ul style="list-style-type: none"> - Students should be able to explain their choices after they have come to an agreement with the group. - Teachers should be monitoring group responses and offer support if groups don't agree on the words for each drawing. - After each group is finished, teacher should encourage groups to share their responses.
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Activity 3

Topic	Brain Break 4-4-4
Time	1-3 minutes
Materials needed	Relaxing Music - Four Square Breathing Technique
Learning outcome	<p>Students:</p> <ul style="list-style-type: none"> - develop healthy work habits by learning breathing relaxation techniques.
Language/grammar focus	<ul style="list-style-type: none"> - Language for describing breathing techniques. - Inhale - Exhale - Hold your breath - Take a deep breath
Procedure	<ul style="list-style-type: none"> - Teacher asks students to stop working and to sit comfortably to take a brain break. - Teacher plays instrumental relaxing music. - Teacher asks students to inhale the count of 4, hold it for 4 and exhale for 4 seconds. Repeating this process four times. Teachers can play relaxing, instrumental music before, during, and after this activity. - Teacher should schedule brain breaks for students as often as they need them, or when they are about to transition into a different

	<p>subject during the day.</p> <ul style="list-style-type: none"> - Building a predictable routine creates a sense of reassurance in children who may experience difficulty concentrating. - After the activity, the teacher can ask students to compare how they felt before and after the brain break. - Students should be able to recognize the signs for when they need a break and have the strategies to recharge their batteries.
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Activity 4

Topic	3-2-1- Reflect and Write
Time	10-15 minutes
Materials needed	Post it notes, pens
Learning outcome	<p>Students:</p> <ul style="list-style-type: none"> - identify actions, words, and traits in people they admire.
Language/grammar focus	<ul style="list-style-type: none"> - Language for describing someone admirable. Actions, Words to describe what someone does. - How to justify choices. - I admire _____ because she/he _____.
Procedure	<ul style="list-style-type: none"> - Teacher distributes sticky notes to students and ask them to think about someone they admire. They ask students to think about 3 things the person says frequently, 2 things that person does, and 1 thing that they would like to try based on that. Students write their responses on sticky notes and then share them with the class. - Teacher may ask for students to work in pairs asking each other about their person. They may or may not write the name of the person. - Teacher may ask students to share just one or all three things students wrote. - Students will reflect about that someone they admire by inspiring them to implement something they say or do.



Activity 5

Topic	Picture stress going away
Time	10-15 minutes
Materials needed	Paper, pencils or markers, rubber bands (1 per student), relaxing music.
Learning outcome	Students: <ul style="list-style-type: none">- learn a technique to manage stress.
Language/grammar focus	<ul style="list-style-type: none">- Language for describing stressful situations and emotions.- I feel stressed when _____.- _____ makes me anxious.- I worry about _____.- This is what stress looks like _____.- This is what relaxed looks like _____.
Procedure	<ul style="list-style-type: none">- Teacher gives each student a rubber band.- Teacher asks students to stretch the rubber band.- Teacher asks students: what do you think will happen if you continue to stretch the rubber band?- Possible answers: it will snap, it will hurt my fingers.- Teacher explains to students that stress makes us stretch thin like a rubber band. And if we don't manage properly, our mind and body will hurt.- So one technique is to picture yourself in a place of peace and relaxation.- Teacher tells students that they are going to practice.- Teacher plays the music and asks students to sit comfortably.- Teacher tells students: we are going to learn how to guide our mind to create the state we want.- Teacher asks students to close their eyes and to imagine their favorite place.

- Teacher asks students to imagine themselves in that space. They are at peace, calm and happy.
- Teacher asks students to keep breathing slowly and gently, while feeling the stress melting away from their bodies.
- Teacher asks students: Now that you are in your favorite place calm, happy and comfortable: What do you see? What do you hear? What do you smell?
- After a few minutes, the teacher asks students to draw boxes on a sheet of paper. One is going to be for a picture of themselves stressed out and the other for them to be calm, happy, and relaxed.



Activity 6

Topic	Point and Go
Time	10-15 minutes
Materials needed	Post it notes or index cards, pens.
Learning outcome	Students: <ul style="list-style-type: none">- reflect on how to overcome difficult situations and goal setting.
Language/grammar focus	Language for describing struggles and setting goals. <ul style="list-style-type: none">- One time I had to _____.- I worked towards my goal (s) by _____.- The part I struggled with was _____.- I overcame my struggles by _____.
Procedure	<ul style="list-style-type: none">- Teacher distributes a sheet of paper and asks students to think about a time they had to do something they didn't want to do.- Teacher tell students that they will take a reflection break and provides them with the following prompt:- Think about a time when you were working towards a goal, even when you didn't want to, had positive results for you or a group of people.- Then the teacher allows time for students to write down their thoughts.- After the students have completed their responses, they should stand up, make eye contact with someone in the classroom, point to that person and go to that person to share responses.- Teacher may go around the room listening to students sharing and supporting as needed.- Then the teacher may ask different pairs to share to the class.




Activity 7

Topic	Save the last word
Time	10-15 minutes
Materials needed	Text or video, index cards, pens.
Learning outcome	Students: <ul style="list-style-type: none">- listen to others before speaking.
Language/grammar focus	<ul style="list-style-type: none">- Language for justifying choices.- I chose that sentence because _____.- It reminds me of _____.- It means _____ to me.
Procedure	<ul style="list-style-type: none">- Teacher selects a video or text for students to read or watch.- Teacher distributes index cards and asks students to write down a sentence or an idea they took away from the text or video. Then she asks them to turn the index card and write on the other side the reason why they chose that idea.- Then the teacher divides the group into groups of three identifying students into A, B, and C.- Then the teacher invites all A students to read their chosen quotes or ideas to their group. Then person B and person C share while the rest listens. After that, B and C discuss why person A wrote or chose that idea. Person A listens.- After some minutes they ask person A to turn over her or his card and to share the reason(s) why he/she chose that idea, so she/he will have the “last word”.- Repeat the process with participant B and C.- Debrief with students afterwards by asking them what they feel when they have to just listen and could not respond when they wanted to. <p>This activity can also be done with groups of four. Then there will be A, B, C, D.</p>



Activity 8

Topic	Body Scan
Time	10-15 minutes
Materials needed	Feelings or mood charts, chairs or rugs for students to sit on.
Learning outcome	Students: <ul style="list-style-type: none">- practice relaxing their bodies from head to toe by paying attention to their moods.
Language/grammar focus	<ul style="list-style-type: none">- Language for describing feeling calm and relaxed.- I feel relaxed when _____.- I am calm when _____.
Procedure	<ul style="list-style-type: none">- Teacher invites students to sit comfortably on their chairs or to sit on their mats.- Teacher tells students that they will spend some time relaxing and paying attention to different parts of their bodies. They will also be breathing deeply and sensing how each part of their body feels.- Then the teacher starts asking students to think about each part of their body by naming them one by one from the toes up. Teacher might say:<ul style="list-style-type: none">- Relax your body, sit tall, breathe through your nose.- Then she/he asks students to move their toes, ankles, legs very slowly and to breathe deeply at the same time.- At the end the teacher can ask students to look at the mood chart and compare how they felt before doing the activity and how they feel after it. 

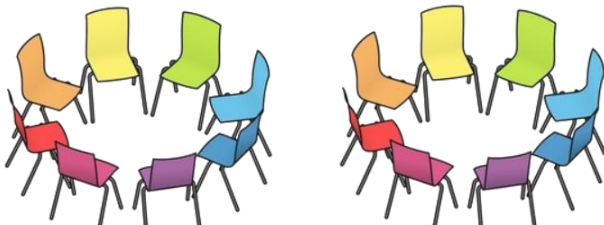


Activity 9

Topic	Self-Care Plan
Time	10-15 minutes
Materials needed	Feelings cards, index cards, pens or pencils.
Learning outcome	Students: <ul style="list-style-type: none">- create a personalized self-care plan.
Language/grammar focus	<ul style="list-style-type: none">- Language for describing goals, needs, and struggles.- To feel calm I need more _____.- My goal is to _____.- I want to accomplish _____ by _____.- Vocabulary to describe hobbies.
Procedure	<ul style="list-style-type: none">- Teacher will distribute a sheet of paper to each of the students.- Teacher asks students to write on top “My Self-Care Plan”.- Then the teacher explains that they are dividing the page into three boxes. One box should be labeled physical, one emotional, and one spiritual.- For each of the boxes, students will write down three things that make them feel good for each of the categories.- For example, under the physical category they can write walking in nature, playing with friends, going to the park.- Teacher will encourage students to develop a self-care plan by writing down goals for students to work on when they feel out of balance.- Students will keep their self-care plans available somewhere in their classroom where they can access them at any time.



Activity 10

Topic	Fish Bowl
Time	10-15 minutes
Materials needed	Two concentric circles of chairs facing the center.
Learning outcome	Students: <ul style="list-style-type: none">- express opinions, agreement and disagreement while developing listening skills.
Language/grammar focus	<ul style="list-style-type: none">- Language for expressing opinions, agreement and disagreement.- I think that _____.- I agree with _____ because _____.- I disagree with _____ because _____.
Procedure	<ul style="list-style-type: none">- Teacher should set up two circles of chairs facing the center.- Teacher asks students to sit in one of the circles of chairs.- Teacher posts a discussion question but only the inner circle students are allowed to answer and discuss. The other group has to listen and take notes.- Teacher sets a timer for ten minutes and students talk about their ideas.- When the time is up, students switch roles and the students in the inner circle speak and the students in the outer circle take notes.- Teacher can choose a text or a prompt and have two opposing views on an issue.- After they finish they debrief by saying if they agree or disagree with the statements provided by the rest of the classmates. 

SOCIAL AWARENESS



Activity 1

Topic	One Word
Time	10-15 minutes
Materials needed	Journals and pen/pencils.
Learning outcome	<p>Students:</p> <ul style="list-style-type: none"> - describe themselves and others with only one word.
Language/grammar focus	<ul style="list-style-type: none"> - Vocabulary for describing people's character traits. - Language for describing people. - One word to describe _____ is _____. - I'd describe myself as _____.
Procedure	<ul style="list-style-type: none"> - Teacher asks students to sit in a circle. - Teacher tells students that they will get to know one another better. - Teacher asks a question related to getting to know one another. Students need to answer with only one word. For example: What word would you use to describe yourself as a learner? - Teacher goes around until all students have answered. - Then the teacher can ask students to describe one another in one word. For example, they can say: Juan is _____. - Maria is _____.




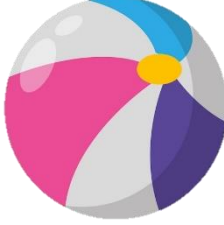


Activity 2

Topic	My sphere of influence
Time	10-15 minutes
Materials needed	A sheet of paper per student, pen or pencils.
Learning outcome	Students: <ul style="list-style-type: none">- identify and describe people who are the closest to their sphere of influence.
Language/grammar focus	<ul style="list-style-type: none">- Language for describing close connections.- I feel close to _____ because _____.- One person that is/isn't close to me is _____ because _____.
Procedure	<ul style="list-style-type: none">- Teacher distributes each student a sheet of paper and asks them to draw a circle in the middle.- Then the teacher asks students to write the word ME in the middle of the circle.- After that, the teacher asks students to continue to draw circles one inch apart from each other until the page is full of circles.- Once the students have all the circles, they will begin to write the names of the people closest to them until all the circles are complete. These people are individuals that students have contact with daily.- After they finish, the teacher asks students questions about what they noticed about the people closest to them and the people not so close. Students should be able to explain the reasons for their placements.

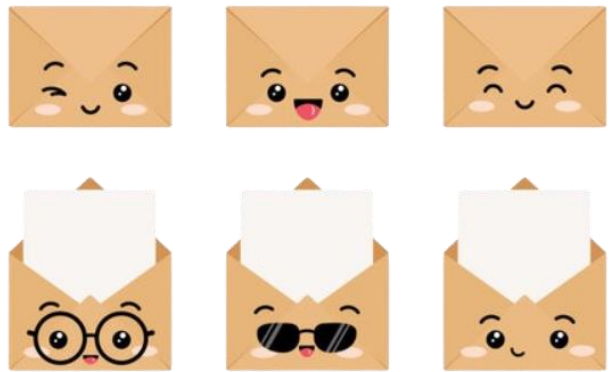


Activity 3

Topic	Pop-Up
Time	10-15 minutes
Materials needed	A small ball or a teddy bear
Learning outcome	Students: <ul style="list-style-type: none">- describe positive traits about each other.
Language/grammar focus	<ul style="list-style-type: none">- Vocabulary for describing people.- Character traits.- Language for describing people.- Carlos is _____ and _____.
Procedure	<ul style="list-style-type: none">- Teacher asks students to stand in a circle.- Teacher explains to students that they will be getting the ball or teddy bear and they will hear the name of one of their classmates. Within two seconds, that student has to come up with two positive words to describe him or her. Then that student passes it the ball around and selects another student to be described.- The ball or teddy bear goes around until everyone has a chance to be described.- After they are finished, the teacher asks students if they agree or disagree with the words chosen to describe them.- Students answer the way they see themselves.- Teacher can adapt this activity to a specific concept or theme.- They can debrief after it is over by talking about things students have in common. They can also mention something new they learned about each other. <div style="text-align: center;"></div>



Activity 4

Topic	5 Word Story
Time	10-15 minutes
Materials needed	Vocabulary words for a chosen topic, envelopes, index cards, pen, pencils or markers, index cards.
Learning outcome	Students: <ul style="list-style-type: none">- reflect about themselves and what makes them unique.
Language/grammar focus	<ul style="list-style-type: none">- Vocabulary to describe people.- Character traits. Action verbs. Vocabulary related to the topic chosen.
Procedure	<ul style="list-style-type: none">- Teacher tells students that they will be divided into groups of four.- Teacher selects vocabulary words and places the words in an envelope for each of the students in the class/group. Then the teacher distributes the envelopes with the words and an index card for students to write on.- Each student in the group should have an index card and an envelope.- Students have to open the envelope and read through the words.- Students have to select five words from the total words presented.- Students have to write their own personal story using only five selected. They share their stories to the groups first and then to the class. <div style="text-align: center;"></div>




Activity 5

Topic	Appreciation, Apology, Aha
Time	10-15 minutes
Materials needed	Index cards, pens, markers
Learning outcome	Students: <ul style="list-style-type: none">- appreciate, apologize and express surprise about events that happened in the classroom.
Language/grammar focus	Language for expressing gratitude, apologizing and expressing surprise. <ul style="list-style-type: none">- I am grateful for _____ because _____.- I'm sorry that _____.- I want to apologize for _____.- One thing that surprised me was _____.
Procedure	<ul style="list-style-type: none">- Teacher asks students at the end of a week to sit in a circle to reflect about their week.- Teacher distributes three index cards to each of the students and asks them to write one thing they are grateful for on one of the cards, one thing they want to apologize for, and one thing that was surprising to them during that week.- Teacher asks students to write on their index cards by allowing them time to write on them.- Teacher then asks the students to share the class by reading their comments.- This can be an activity that can be done every week during the last part of the day before students leave school.



Activity 6

Topic	Collecting Stories
Time	10-15 minutes
Materials needed	One paper bag per student
Learning outcome	Students: <ul style="list-style-type: none">- Share stories that make them unique by selecting different items.
Language/grammar focus	<ul style="list-style-type: none">- Language for introducing oneself. Descriptive language. Language for retelling stories.- Hi I'm _____. I'm ____ years old. I'm from _____.- One story that I remember is _____.- This item reminds of a time when _____.
Procedure	<ul style="list-style-type: none">- Teacher distribute a paper bag per student. The students are walking around the room introducing each other and sharing one piece of personal information about themselves.- After the introductions, students will try to collect a personal item from the other students and place it in the bag. (candy, pencil, marker).- Students will be moving around and interacting with one another for five minutes at a time.- Then the teacher will ask students to look at their bags, hold an item collected and share the story that belongs to that classmate.- Students can write about what they learned from each other and their interactions. 



Activity 7

Topic	4 Corners
Time	10-15 minutes
Materials needed	Set of statements that will offer four choices
Learning outcome	Students: <ul style="list-style-type: none">- Identify with the choices based on statements provided by the teacher.- Interact with other students and learn from one another.
Language/grammar focus	Language justifying choices. <ul style="list-style-type: none">- I chose this area because _____.- I am here because _____.
Procedure	<ul style="list-style-type: none">- Teacher sets four corners in the classroom with different signs. It could be numbers, words, names.- They have to be visible to all the students in the class.- Then the teacher reads different statements for students to go to their corners.- For example:<ul style="list-style-type: none">- If you have 1 brother go to corner A.- If you have two sisters go to corner B.- If you have a brother and a sister go to corner C.- If you are an only child go to D.- Once all students have heard the statements and they are in one of the four groups, they can introduce each other and talk about the other reasons why they are in that group.



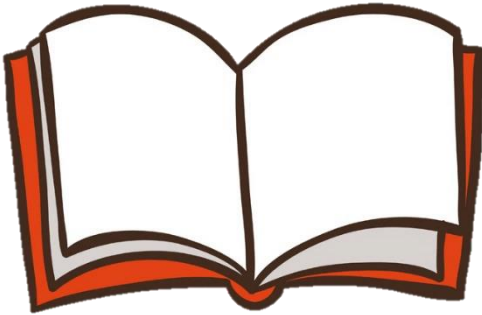
Activity 8

Topic	What's your perspective?
Time	10-15 minutes
Materials needed	An object, something to cover the object, paper, pencils.
Learning outcome	Students: <ul style="list-style-type: none">- understand the concept of perspective.- describe different points of view.
Language/grammar focus	Language describing perspectives. <ul style="list-style-type: none">- From my perspective _____.- The way I see it _____.
Procedure	<ul style="list-style-type: none">- Teachers choose an object and place it in a central location in the classroom covering it up with paper or napkins.- Then she asks half of the class to stand or sit in front of the object and asks the other half to sit or stand behind it.- Students are not allowed to touch or move the object. Teacher uncovers the object and students have three minutes to write down everything they see.- Teacher sets a timer.- Then the rest of the class does the same.- Students compare their notes based on their perspectives about the same object. <p>After that the teacher introduces the concept of perspective by debriefing with the students how they can look at the same object but see different things.</p>

RESPONSIBLE DECISION-MAKING




Activity 1

Topic	Quote - Talk - Walk
Time	10-15 minutes
Materials needed	Quotes from a book or topic they learned, index cards, pens.
Learning outcome	Students: <ul style="list-style-type: none">- make and justify decisions.
Language/grammar focus	Language for justifying decisions. <ul style="list-style-type: none">- I chose this quote because _____.- I decided on this one because _____.
Procedure	<ul style="list-style-type: none">- Teacher selects diverse quotes from a book or a specific topic they learned.- Students walk around and choose a quote that talks to them.- Students write the reasons for selecting that quote.- Then, they pair up with other students to discuss the reason for their selection.- Teacher can select quotes that are based on a specific theme like friendship, kindness, resilience. <p>After different pairs of students had the opportunity to discuss their answers, they can share as a whole group to compare and contrast their justifications for their decisions.</p>  A stylized illustration of an open book with a red cover and white pages, shown from a slightly elevated perspective.

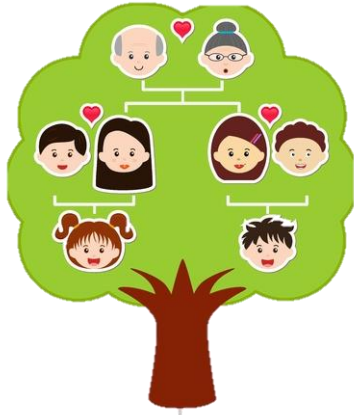


Activity 2

Topic	Establishing Class Norms
Time	10-15 minutes
Materials needed	Chart paper and markers
Learning outcome	Students: <ul style="list-style-type: none">- decide as a class on group norms and goals for learning.
Language/grammar focus	Language for expressing classroom expectations and needs. <ul style="list-style-type: none">- What I need from other classmates is _____.- We will work together by _____.
Procedure	<ul style="list-style-type: none">- Teacher communicates to the class that they will be establishing the expectations for how they will be working together.- Teacher divides the class into groups of four students.- Teacher distributes a large piece of chart paper to each group and some markers.- Teacher gives each of the groups a question related to the expectations for the class.- The questions can be: What do you need from your classmates? What do you need from your teacher? What do you need to feel safe?- Students answer questions as a group.- Students in each group present the poster to the class. <p>Students vote or select the expectations to establish the norms for their class.</p>  <p>The illustration shows a young girl with blonde hair, wearing a pink shirt, holding two white signs. The sign in her right hand says 'DO's' and the sign in her left hand says 'DON'Ts'. The girl is smiling and looking towards the viewer.</p>



Activity 3

Topic	Family Tree
Time	10-15 minutes
Materials needed	Journals, pen, pencils.
Learning outcome	Students: <ul style="list-style-type: none">- make and justify decisions to determine what about their heritage makes them proud.
Language/grammar focus	Language for expressing heritage pride. <ul style="list-style-type: none">- One thing that makes me proud about my family is _____ because _____.- I'm proud of my heritage because _____.
Procedure	<ul style="list-style-type: none">- Teacher asks students to draw a family tree.- Students draw and label each of the family members.- After a few minutes, the teacher asks students to get together in groups of four.- Students discuss the reasons why they are proud of their family heritage.- Teacher ensures that all students have an opportunity to share in the group. <p>After all small groups had the opportunity to share their answers, they can share to the group to find similarities in their heritages.</p> 



Activity 4

Topic	Without Context
Time	10-15 minutes
Materials needed	A descriptive passage, paper, markers, pencils,
Learning outcome	Students: <ul style="list-style-type: none">- transfer information they hear into visual form.
Language/grammar focus	Language for describing an image or drawing. <ul style="list-style-type: none">- I drew this because _____.- In my drawing I have _____ because _____.
Procedure	<ul style="list-style-type: none">- Teacher selects a descriptive passage.- Teacher tells students that one of the most difficult forms of communication is transferring information they hear into a drawing.- Teacher discusses that communication is influenced by perspectives, experiences, and cultures.- Teacher reads the passage aloud to the class.- After reading the passage, the teacher tells the students that they will have five minutes to draw what they remember or the main message from the passage.- After five minutes, the teacher reads the story again.- Teacher asks students to look at their drawings again to check if they accurately portrayed the story.- After that, the teacher leads the discussion by asking students to report what was difficult to remember, or what influenced their decisions. <p>Students can work in pairs to compare and contrast their drawings.</p>



Activity 5

Topic	In Someone Else's Shoes
Time	10-15 minutes
Materials needed	List of historical figures, index cards, pens.
Learning outcome	Students: <ul style="list-style-type: none">- make and justify decisions.
Language/grammar focus	Language for justifying decisions. <ul style="list-style-type: none">- I chose this historical figure because _____.- I decided on this historical figure because _____.- Adjectives to describe character traits.
Procedure	<ul style="list-style-type: none">- Teacher selects diverse historical figures who are familiar to students.- Students receive a list of historical figures and three index cards each.- Students write the three reasons for selecting those figures. They have to select traits on their historical figures that are similar to their own traits.- Then, they pair up with other students to discuss the reasons for their selection.- Students have to share to the class the historical figures they chose and their similar traits. <p>After all of them shared, the teacher can share the following prompt: Why is it important to understand different perspectives?</p>



Activity 6

Topic	Card Sorts
Time	10-15 minutes
Materials needed	Index cards, pens.
Learning outcome	Students: <ul style="list-style-type: none">- categorize decisions.
Language/grammar focus	Language for categorizing decisions. <ul style="list-style-type: none">- This answer goes under _____ because _____.- This category should be _____.
Procedure	<ul style="list-style-type: none">- Teacher distributes four to six index cards per student.- Teacher asks students to listen to the questions and to write their answers to them on the index cards.- Teacher asks questions related to building a class community. Questions like: What are some ways students in our class can support each other's learning? or How do you build relationships with your classmates?- Students write their answers on the index cards.- After students have answered all the questions planned by the teacher, they form small groups of four.- Teacher tells students that they have to place all their cards on the table.- Teacher tells students that as a group, they have to read the answers to the questions and categorize them according to a category they have to determine. <p>Teacher gives the example of a category for students to use. That category can be: listening respectfully to others.</p>



Activity 7

Topic	Gallery Walk
Time	10-15 minutes
Materials needed	Chart paper, pens.
Learning outcome	Students: <ul style="list-style-type: none">- make and justify decisions.
Language/grammar focus	Language for justifying decisions and ideas. <ul style="list-style-type: none">- I think this is a good idea because _____.- At recess, we can _____.
Procedure	<ul style="list-style-type: none">- Teacher selects a question with the class such as : How can we make our school community more inclusive?- Teacher distributes chart paper around the classroom with different headings. (at recess, during class, in between classes, at dismissal).- Students walk around the classroom and post their ideas for each of the headings.- Students get in small groups.- Teacher tells students that as a group they have to decide which are the best ideas to implement from each heading.- Teacher asks each group to report to the class on their decisions. <p>As a class, they decide what ideas will be implemented to address the issue presented by the teacher.</p>



Activity 8

Topic	Jigsaw
Time	10-15 minutes
Materials needed	Article or reading passage
Learning outcome	Students: <ul style="list-style-type: none">- make and justify decisions.
Language/grammar focus	Language for justifying decisions. <ul style="list-style-type: none">- I chose this quote because _____.- I decided on this one because _____.
Procedure	<ul style="list-style-type: none">- Teacher selects an article or reading passage and divides it into numbered sections, so each group gets a different part of the passage.- Teacher divides the class into equal sized-groups.- Teacher assigns one section of the text per group.- Students read the passage and discuss it for five minutes.- Teacher names all the groups according to the section of the passage they are reading.- Teacher re-groups the class so there is a member for each section on the passage who can report about their part. <p>Each student reports about the section they read until all sections of the text are covered.</p>

MORE ACTIVITIES AND TEACHING PRACTICES

SELF- AWARENESS

Activities

- Provide vocabulary words for feelings, (e.g., happy, mad, sad, excited, bored).
- Have students generate additional vocabulary words that extend their emotions vocabulary.
- Lead a class activity that asks students to identify feelings they might have in different situations using vocabulary (e.g., lead discussions using questions such as, “How would you feel if you got a new kitten or puppy?,” “How would you feel if your pet was sick?,” “How would you feel if your friend didn’t invite you to their birthday party?”).
- Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?).
- Use stories to have students identify a time they may have had the same feelings as a character and ask them to discuss in small groups (or draw a picture or write simple sentences in their journals) to describe how they handled those situations.
- Use stories and books to discuss the characters’ feelings and how those feelings affected others and ultimately the outcome of the story
- Ask students to identify their own personal strengths and weaknesses that they’d like to work on in an art project or to describe in simple words or sentences in a journal activity.
- Have students complete a project to identify their own personal interests or strengths (e.g., draw a picture or write brief answers on a worksheet to share with a caregiver at home or in peer pair share).

Teaching Practices

- Routinely provide authentic feedback and ask questions that help students reflect on their own strengths and interests, e.g., “I can tell you’re really enjoying this story. Can you tell me what about this is making you feel so energized/motivated/happy?,” “I can tell you’re really proud of how you did on this project. Can you tell me what about this you’re most proud of?”
- Routinely give students the opportunity to reflect on what they like to read or what kinds of stories or poems they prefer. Also ask students why they like to read the types of materials they identified. “Why do you think you liked this story especially?,” “Why do you think you like reading these kinds of books?”

- Routinely tell students authentic reasons why you as their teacher feel happy/optimistic for them and their future.
- Create class roles and responsibilities that emphasize individual strengths, areas to improve, and personal and group goals. For example, students might be assigned the roles of cleaning the white board, arranging chairs, or displaying student work.
- Establish shared classroom rules and expectations and consequences so that students can see the impact of their own actions and behaviors on outcomes.
- Create group projects—such as book reports—and help students develop appropriate strategies for providing feedback to each other if someone is not pulling their weight on the team.

SELF-MANAGEMENT

Activities

- Allow students to have a place in the classroom to self-regulate when they need to. Create a cozy corner that students can visit whenever they need to.
- Encourage students to integrate meditation in their daily lives. Select leaders for small groups who can guide meditation breaks. Ensure that students have the vocabulary to lead meditation breaks.
- Lead a class activity that asks students to recognize and describe their own ways for managing their strong emotions. Questions like: what makes you anxious? How do you manage stress? What strategies do you use to keep you grounded?
- Design a poster contest where students list strategies to deal with stress. Create a school-wide campaign.

Teaching Practices

- Establish routines to get to know students individually. Create opportunities for them to meet 1:1 with you so they can share personal struggles and how they cope with them.
- Develop a classroom library with books that have strong characters who overcame challenges. Ensure time on the schedule to read books based on the students' moods.
- Remind them that learning is not a straight-lined process and that they should discover how they best learn. Elicit from them ways they feel calm and relaxed as learners.
- Create a class community that ensures that all voices are heard and valued. Model how to agree and disagree respectfully by verbalizing the actions after they happened. For example

you can say that even though you didn't agree with a coworker's opinion, you let that person know in a calm way that you didn't agree with the decision without getting mad, upset, or frustrated about it.

- Naturalize that making mistakes is normal. Show students that teachers also make mistakes by modeling how to solve them with grace and patience.

SOCIAL-AWARENESS

Activities

- Allow students to have items from their heritage in their classrooms. It could be a family photo, a toy, or something of special value to them that they brought with them when they immigrated.
- Create a human graph by allowing students to group themselves into different categories based on a topic they learned. The categories can range from confident to least confident. Then ask students to move to the category they feel best describes them based on the teacher's questions.
- Invite guest speakers to your classroom from different cultures. Encourage additional learning after teaching a topic by asking students to complete the sentence: I'm curious about...or I want to learn more about...
- Develop the habit of spontaneous appreciation by establishing one minute accolades where students think for one minute and celebrate someone else at random. Ask students to keep a portfolio of the compliments they have received from their classmates.

Teaching Practices

- Use texts, materials, stories, and media from diverse cultural backgrounds. Incorporate articles, stories, and global issues in class discussions.
- Encourage students to explore different perspectives and understand the impact of these issues on different cultures.
- Model and teach inclusive language by inviting students to reflect about their own backgrounds and cultures.
- Facilitate reflective practices by allowing students to write about their cultural identities, and by showing them the value of having a global view of the world. Regularly, include intentional activities to develop empathy.

- Constantly assess curriculum and materials to ensure that they are culturally responsive, relevant, and inclusive.

BUILDING RELATIONSHIPS

Activities

- Create opportunities for students to develop relationships with students in lower or higher grades. For example, 5th grade students can have their “reading buddies” once a week. They could go and visit other classrooms and read together.
- Organize a cultural bazaar event where students have to research and present about a culture they do not know much about. This could be done in groups or individually. Students should prepare a presentation about their research.
- Identify classroom leaders who can be the peace helpers of the class and intervene in situations as class mediators when they have an issue.
- Designate a yes day where students give one another compliments on specific traits. For example, students can compliment individuals who show kindness on a regular basis. On a different day, they can compliment someone who has been generous.

Teaching Practices

- Implement conflict-resolution protocols with feedback from the students. Encourage them to develop their own goals for classroom expectations.
- Strengthen classroom community by celebrating every classroom milestone. For example, students who show significant growth in an area, or a student who has been working on a specific goal.
- Model positive interactions by using respectful language towards other teachers, staff, students and family members.
- Facilitate flexible and dynamic interactions by ensuring inclusive group participation practices. Monitor all group work to make sure that all students are participating.
- Include role-plays to model how to disagree respectfully if it is necessary.

RESPONSIBLE DECISION-MAKING

Activities

- Integrate critical thinking and new vocabulary on a certain topic by creating pros and cons charts. Invite students to add their thoughts about a specific issue they have researched or learned about.
- Choose a real-life situation or dilemma and ask students to take a stand by evaluating the problem and finding logical solutions as a group.
- Replicate real situations and assign students different roles to discuss in class. For example, they can research the cause and effect of climate change.
- Incorporate democratic values, by allowing students to vote to reach consensus on an issue, a new book, a classroom pet, or a field trip destination.

Teaching Practices

- Organize debates routinely to help students defend their positions and take into consideration the viewpoints of others.
- Encourage students to develop decision making flow charts in which they can map out the consequences of different actions as well as the outcomes.
- Use literature with characters who have to face tough decisions, so as to encourage discussions in the groups.
- Constantly evaluate decisions made by students and ask questions about hypothetical situations.
- Regularly discuss the impact of decisions that have an impact on the classroom community and encourage students to hold each other accountable when someone is not making the right choice.

Integrating SEL competencies in the English language classroom considering cultural backgrounds and trauma-sensitive practices, can be quite a challenging task. However, if teachers develop a process to intentionally plan lessons that incorporate elements based on the CASEL's model framework, while keeping their language objectives guiding the process, they will be able to develop in their students social-emotional as well as language skills so they can thrive inside and outside the classroom.

By identifying the SEL competencies that teachers want to focus on, they can begin the lesson planning process. Teachers will need to know their students' socio-emotional skills that need

more attention. Depending on their instructional context, some teachers may need to develop their students' self-awareness, while others may need their students to access their self-management competencies. In any case, teachers need to continually assess and evaluate how students' progress, so they can make informed decisions for future planning. One great advantage about using the SEL competencies is that teachers can select the ones that they need in their classrooms, which allows for flexibility in the planning process.

Social-emotional learning should not be taught in isolation. Instead, it should be integrated intentionally in the language objectives. Even in unplanned situations, or accidental teaching, there are valuable opportunities to embed SEL practices in the classroom. The more teachers know their students, the better they will be able to integrate SEL practices in their classrooms. That's why building relationships is the key to meaningful learning.



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ENGLISH LANGUAGE PROGRAMS

The World is Your Classroom

Social-Emotional Learning in the English Language Classroom

Goals



- Understand the theory of what Social Emotional Learning is, as well as its importance in English Language learning.
- Learn strategies to incorporate each of the SEL competencies in the classroom.
- Integrate SEL activities in English language teaching and learning.
- Develop Social Emotional competencies in English language educators and students.

Agenda



- Introduction to Social Emotional Learning
- SEL and its importance in English Language Classes
- Cultural Considerations
- Developing Emotional Resilience in Learning Communities
- CASEL model framework
- Incorporating SEL in the English language classroom.

What is Social Emotional Learning?



Social Emotional Learning is the process through which individuals (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.

Social Emotional Core Competencies



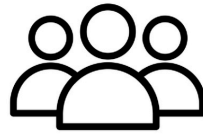
Self-Awareness



It's the ability to recognize one's own emotions, thoughts, and values and how they influence behavior. It means to develop a healthy sense of who you are, and better understand your thoughts and feelings. Self-awareness is closely related to identity.



Self-Management



It's the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself toward goals.



Social Awareness



It's the ability to the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It's the ability to understand different views and consider other people's perspectives.



Relationship Skills



It's the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. It is the ability to communicate and connect, problem solve together, and stand up for others.



Responsible Decision-Making



It's the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. It is the ability to communicate and connect, problem solve together, and stand up for others.



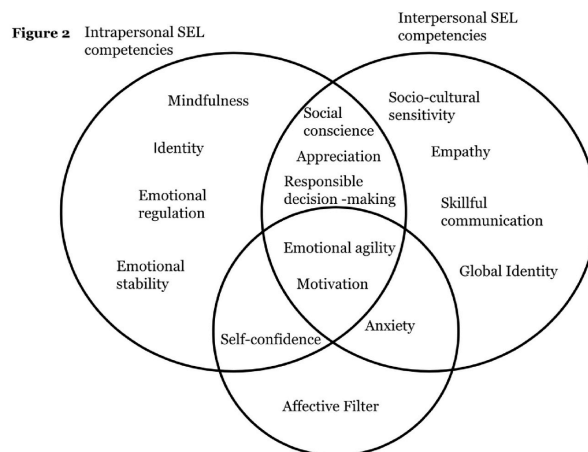
Benefits of SEL in English Language Acquisition



- ❑ Higher academic performance
- ❑ Improved attitudes
- ❑ Improved behaviors
- ❑ Decreased negative behaviors
- ❑ Decreased emotional stress



Implications and Relevance for English Language Educators



Implications and Relevance for English Language Educators



Intrapersonal Competencies

- Mindfulness
- Identity
- Emotional Regulation
- Emotional Stability
- Self-Confidence

Interpersonal Competencies

- Socio-Cultural Sensitivity
- Empathy
- Skillful Communication
- Global Identity

Implications and Relevance for English Language Educators



Both Interpersonal and Intrapersonal

- Social Conscience
- Appreciation
- Responsible Decision Making
- Emotional Agility
- Motivation



Culturally Responsive Teaching



“Culturally responsive teaching is using the **cultural characteristics, experiences, and perspectives** of ethnically diverse students as conduits for teaching them more effectively.”

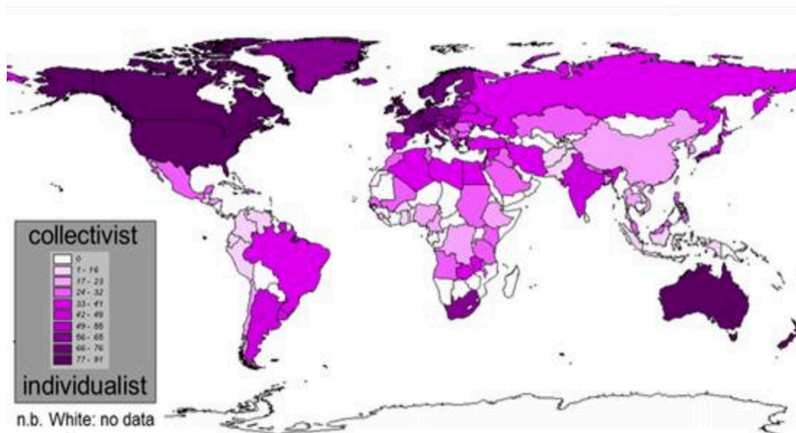


-Geneva Gay (2002)

Cultural Considerations: The Cultural Iceberg



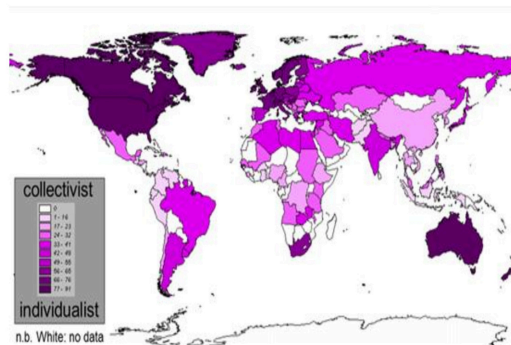
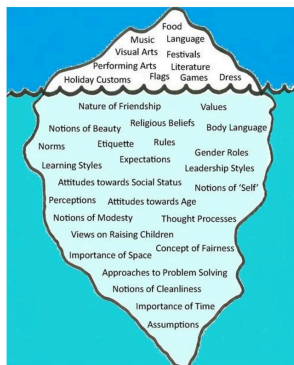
Collectivist vs. Individualist Cultures



Culturally Responsive SEL Approach



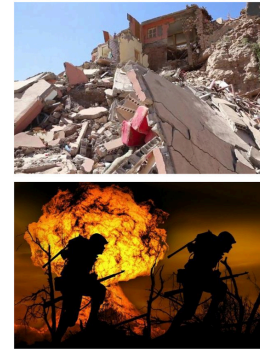
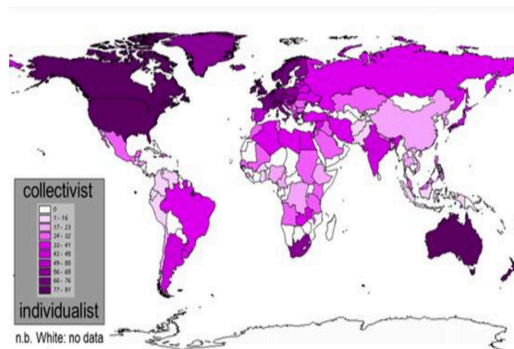
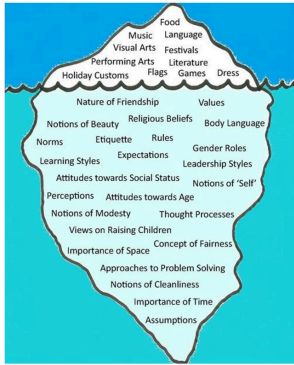
Students' Personal Background + Global Perspective Context



Trauma-Informed Teaching



Students' Personal Background + Global Perspective Context + Personal or Community Trauma



Signs of Trauma in Students



Physical

- headaches
- insomnia
- nightmares
- back pain
- stomach pain

Cognitive and Emotional

- anxiety
- low-self esteem
- anger
- apathy
- distrustfulness
- depression



Recommended Practices



Students who experienced trauma benefit from teachers who can provide regularly:

- Predictability
- Connection
- Empowerment
- Leverage Lived Experiences



CASEL Framework - Core Competencies



Cooperative for Academic and Social Emotional Learning

1- **Self-Awareness:** it's the ability to understand one's values, emotions, and personal goals with the understanding of one's strengths and weaknesses while developing a well-grounded sense of self-confidence.

2-**Self-Management:** it's the ability to handle emotions properly with the goal of managing stress, controlling impulses, and motivating oneself to achieve academic goals, by organizing and prioritizing tasks. It includes setting and working towards personal and academic goals.

3-**Social Awareness:** it's the ability of understanding social norms for behavior in various social settings, while empathizing with others from diverse backgrounds and cultures by recognizing individual and group's similarities and differences.



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ENGLISH LANGUAGE PROGRAMS | The World is Your Classroom

CASEL Framework - Core Competencies



Cooperative for Academic and Social Emotional Learning

4-Relationship Skills: it's the ability of establishing and maintaining healthy relationships by using communication skills to listen, negotiate conflict, and cooperate with others. It's also about resisting inappropriate social pressure, preventing, managing, and positively resolving interpersonal conflict.

5-Responsible Decision-Making: It's the ability of making choices based on social norms, safety concerns, and ethical standards. It's the ability to evaluate the consequences of various actions for personal, social, and collective well-being.

Incorporating SEL in the English Language Classroom



Name: Lesson: Date:

How do you feel about this lesson?

😊 😊 😐 😞 😭

This is because:

Self-Awareness Activities



- Entry Ticket
- Morning Meeting
- Circle Talk
- Chalk Talk
- Gratitude Journal
- Affirmation Station
- Identity Bag
- Say My Name
- Would You Rather?
- Bingo Fun



Building Relationship Activities



- Buddy Up
- Two Truths and a Lie
- Cool Kid
- The Question Jar
- Talking Behind Your Back
- What's New With You?
- Guess Who?
- Table for...
- Give One, Get One, Move On
- Write it down and Throw it away



Self-Management Activities



- Reframing Perspectives
- Match Up!
- Brain Break 4-4-4
- 3-2-1 Reflect and Write
- Picture Stress Going Away
- Point and Go
- Save the Last Word
- Body Scan

Social Awareness Activities



- One Word
- My Sphere of Influence
- Pop Up
- 5 Word Story
- Appreciation, Apology, Aha
- Collecting Stories
- 4 Corners
- What's Your Perspective?



Responsible Decision-Making Activities



- Quote-Talk-Walk
- Class Expectations
- Family Tree
- Without Context
- In Someone Else's Shoes
- Card Sorts
- Gallery Walk
- Jigsaw



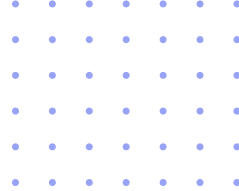
For more information

www.elprograms.org

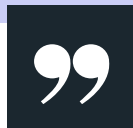
   @ELPrograms

 **Specialist**

specialist@elprograms.org



Additional Resources



Articles, Activities, and Templates

SEL Integrated with Academic Instruction

Positive Self-Esteem

K-2 SEL Writing Prompts

3-5 SEL Writing Prompts

SEL and Blended Learning

SEL and Blended Learning Looks-For

Making SEL more relevant for Teens

SEL Tips

SEL strategies

Jamboard Templates

A Mindful Gratitude Exercise for the English Classroom

Guided Meditation in the English Language Classroom,

Webinars

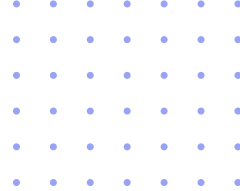
Engage ELLs with Social-Emotional Learning Through Group Work Activities,

Social-Emotional Learning For Multilingual Learners: Fostering Growth

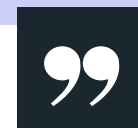
Podcasts

Why Emotional Intelligence Matters for Educators - Harvard Edcast

Printables with posters, flashcards, cool kid certificates, and more.



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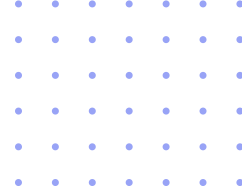
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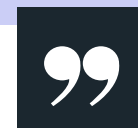
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