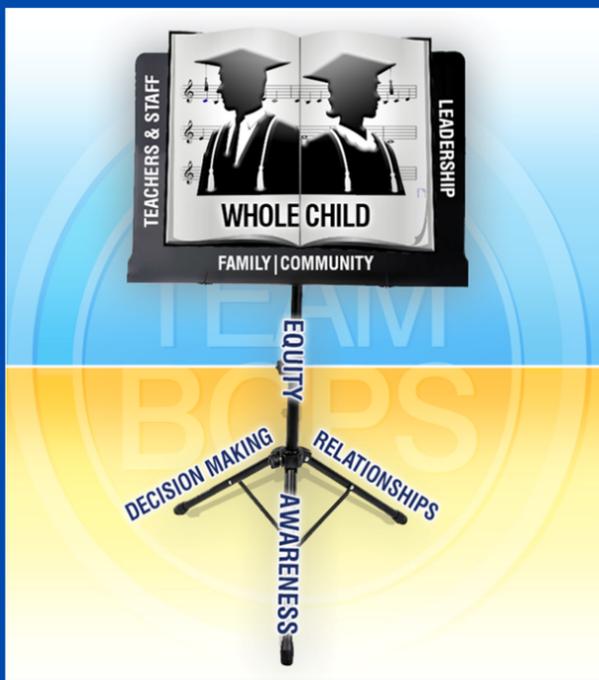


THE IMPORTANCE OF SOCIAL AND EMOTIONAL LEARNING



Social and emotional learning is "the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions."

Collaborative for Academic, Social, and Emotional Learning (CASEL)

BCPS SEL Competencies

Awareness

Self-Awareness
Self-Management

Relationships

Relationship Skills
Social Awareness

Decision Making

Responsible Decision-Making

IMPACT OF SEL



Collaborative for Academic, Social, and Emotional Learning (CASEL)

Major domains of human development- social, emotional, cognitive, linguistic, academic -are deeply intertwined in the brain and in behavior, and all are central to learning.

The 3 Signature Practices

Collaborative for Academic, Social, and Emotional Learning (CASEL)



1. WELCOMING RITUAL

Open each class period, meeting, or professional learning experience with a **WELCOMING INCLUSION ACTIVITY, ROUTINE, OR RITUAL** that builds community and connects to the work ahead.

Examples of Welcoming Activities, Routines, and Rituals:

- Smile warmly and greet each person by their preferred name
- Whole-group greeting or chant
- Creating norms
- Morning circles and Brain Smart Starts
- Interactive "do-nows," such as peer-to-peer homework help

2. ENGAGING PRACTICES

Embed **ENGAGING STRATEGIES**, including brain breaks to anchor thinking and learning, throughout the experience. Engaging strategies offers many opportunities that vary in complexity to practice SEL skills.

Engagement and learning individually (e.g., "turn-to-your-partner") and collectively (e.g., "Socratic Seminar" and "Jigsaw") are supported by intentionally chosen strategies and activities with sequenced steps that suit your group's current needs. Build in a balance of interactive and reflective experiences to meet the needs of all participants.

Examples of Engaging Strategies:

- Think, Ink, Pair, Share (silent time to reflect; time to write; partner discussions; close with a group share out)
- Clock Partners (prearrange partners for quickly pairing up for reflection and discussion)
- Private think-time (facilitator wait-time)
- Mindful Minute Brain Break (a calming activity, promoting focus and readiness to learn)

3. OPTIMISTIC CLOSURE

Close each experience in an intentional way. An **OPTIMISTIC CLOSURE** is not necessarily a "cheery ending," but rather highlights an individual and shared understanding of the importance of the work, and can provide a sense of accomplishment and support forward-thinking. The closing activity may be reflective of the learning, help identify next steps, or make connections to one's own work.

Examples of Optimistic Closure:

- One-Minute Accolade
- Something I learned today...
- I am curious about...
- I am looking forward to tomorrow because...
- Suit Yourself
- Something I'll do as a result of this meeting is...
- Something I still question...
- Something that still concerns me...

By providing repetitive and engaging opportunities, the 3 Signature SEL Practices help students improve the skills and habits of:

- Self-awareness and social awareness through noticing and naming feelings, and seeing how they are connected to what is happening within and around us.
- Self-management and relationships by interacting with people and with content in ways that intentionally strengthen our skill set of being aware of and in control of our thoughts, emotions, actions and interactions.
- Focusing and persevering by balancing novelty with routines and rituals; we are internally soothed by sameness, while paradoxically, our brains need freshness too!