

Teaching Social and Emotional Learning

Skills for the classroom and beyond

Graduate Course Outline

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Course Description

This course provides busy educators with practical, easy-to-use strategies to help students develop the social and emotional skills that will allow them to engage positively with one another, with their teachers and with their learning. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011). This course is designed to directly deal with the practical way of including SEL into the curriculum. A student who has excellent academic skills but poor social skills or problem solving skills is at risk of not being successful.

This course will focus on creating a classroom of exceptional learners who are committed to the learning process when dealing with diverse learners, including those with special needs. We will explore SEL as curriculum, empowerment and equity and develop an SEL framework. The goal is to take SEL out of the “hidden curriculum” and intentionally and with purpose include it as curriculum.

The goal of this course is to give educators the skills to help students develop essential skills for the classroom and beyond. It will include strategies for:

- Building students' sense of identity and confidence in their ability to learn, overcome challenges, and influence the world around them.
- Helping students identify, describe, and regulate their emotional responses.
- Promoting the cognitive regulation skills critical to decision making and problem solving.
- Fostering students' social skills, including teamwork and sharing, and their ability to establish and repair relationships.
- Equipping students to become informed and involved citizens.

Along with a toolbox of strategies for addressing 33 essential competencies, we will look at real-life examples highlighting the many opportunities for social and emotional learning within the K–12 academic curriculum. Children's social and emotional development is too important to be an add-on or an afterthought, too important to be left to chance. This course will help teachers understand how they can help their students build essential skills that will serve them in the classroom and throughout their lives.

Objectives

- Examine the importance of relationship building in the teaching process.
- Create artifacts that support relationship building teaching strategies.
- Develop strategies to predict and prevent disruptive behavior.
- Design strategies that will increase student work completion.
- Assess the root cause of student misbehavior.
- Differentiate between being fair and treating everyone the same way.

- Determine when differentiated instruction and discipline is necessary.
- Explore and practice creative teaching and testing strategies.
- Assess how, why, where and when to use cooperative learning to maximize group work.
- Decide how to use rules, consequences and punishments.
- Structure and define values for rules, consequences and punishments.
- Apply strategies to diffuse a power struggle.
- Implement strategies to help students make responsible decisions.
- Recognize and correct specific ways teachers inadvertently cause bullying.
- Determine how to effectively use awards without bribing.
- Implement core concepts, strategies and ideals from first nine Sessions.
- Explain aspects of classroom management.

Curriculum Design

Teaching Social and Emotional Learning: Skills for the classroom and beyond is a 45 hour, three credit graduate level course completed face to face over two weekends or five consecutive days.

Course Materials

The required textbook for this course is *All Learning Is Social and Emotional* by Nancy Frey.

Session Outline

Session One: What is social and emotional learning?

Content:

- Learning that is worthwhile
- SEL as empowerment
- SEL as equity
- Social skills

Session Two: Identity and Agency

Content:

- Recognizing strengths
- Exploring types of feedback
- The growth mindset
- Perseverance and grit
- Resiliency

Session Three: Why SEL belongs in the school curriculum

Content:

- Academics
- Teamwork

- Empathy
- Positive social behaviors
- Attitudes

Session Four: How to regulate emotion

Content:

- Define emotional regulation
- Identify emotions
- Understanding and controlling impulses
- Delayed gratification
- Stress management
- Coping

Session Five: How to regulate cognition

Content:

- Metacognition
- Attention
- Goal setting
- Recognizing and resolving problems
- Decision making
- Organizational skills

Session Six: Social Skills

Content:

- Sharing
- Teamwork
- Relationship building
- Peer relationships
- Communication skills
- Empathy

Session Seven: Building SEL skills in the classroom

Content:

- Building SEL capacity
- Using data
- Identify needs and goals

Session Eight: Community and Public Spirit

Content:

- Defining public spirit
- Respect for others
- Courage
- Ethical responsibility
- Civic responsibility

- Social justice
- Service learning
- Leadership

Session Nine: The Benefits of a Successful SEL Program

Content:

- Better academic performance
- Fewer negative behaviors
- Reduced emotional distress

Session Ten: Community and Public Spirit

Content:

- Cultural Competency
- Tying it all together

Student Requirements

1. Attend all class sessions for the requisite number of hours and actively participate in all class activities.
2. Reading assignments: Complete all readings and reflection assignments
3. Students are required to put the classroom management strategies and concepts into action and will be required to construct a portfolio during the course that will serve as a toolkit of specific ideas and protocols for their classrooms as a part of their final project due by the end of Session 10.

Grading Criteria

Assignment	Points	Grading Scale	
Class Participation	20	100-93	A
Class assignments	80	92-85	B
Total Points	100	84-77	C

Student Academic Integrity

Participants guarantee that all academic class work is original. Any academic dishonesty or plagiarism (to take ideas, writings, etc. from another and offer them as one’s own), is a violation of student academic behavior standards as outlined by our partnering colleges and universities and is subject to academic disciplinary action.

Supplemental Resources

[Opening Minds: Using Language to Change Lives](#)

by [Peter H. Johnston](#) | Jan 9, 2012

Social-Emotional Learning and the Brain: Strategies to Help Your Students Thrive

Yale Center for Emotional Intelligence

Permission to Feel

Websites

Why is Social-Emotional Learning Important?

<https://www.accreditedschoolsonline.org/resources/social-emotional-learning/>

A Systemic Approach to SEL <https://www.ycei.org/ruler>

Educator Toolkit for Social and Emotional Learning

<https://www.common sense.org/education/toolkit/social-emotional-learning>

What is Social and Emotional Learning?

<https://gostrengths.com/social-and-emotional-learning/>

Teaching With Empathy: Why It's Important

<https://www.researchgate.net/publication/257556835> Can Explicit Instruction in Social and Emotional Learning Skills Benefit the Social-Emotional Development Well-being and Academic Achievement of Young Children

<https://www.edutopia.org/video/5-keys-successful-social-and-emotional-learning>

<https://www.rwjf.org/en/library/research/2018/12/social-and-emotional-development-matters.html>

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en

https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en

<https://thehighlyeffectiveteacher.com/how-to-promote-resilience-in-your-students/>

<https://www.edutopia.org/article/4-step-process-building-student-resilience>

<https://www.edutopia.org/video/5-keys-successful-social-and-emotional-learning>

<https://fullsteamaheadfl.com/2016/08/21/teaching-perseverance-teaching-success/>

<https://www.londonacademyofit.co.uk/blog/interactive-quiz-fixed-vs-growth-mindset>

<https://angeladuckworth.com/qa/#faq-125>

<https://nearpod.com/t/life-skills/8th-grade/sel-effective-teamwork-L45298300>

<https://www.youtube.com/watch?v=3fTRWpf-eH4>

https://www.ted.com/talks/lisa_godwin_how_teachers_can_help_students_navigate_trauma?language=en

<https://nobelcoaching.com/emotional-skills/>

<https://www.edutopia.org/discussion/got-sel-teaching-students-describe-emotions>

https://www.youtube.com/watch?v=QX_oy9614HQ

<https://www.verywellmind.com/coping-with-stress-using-self-soothing-skills-2797579>

https://www.ted.com/talks/amy_cuddy_your_body_language_may_shape_who_you_are?language=en

<https://www.ecmhc.org/ideas/emotions.html>

<https://positivepsychology.com/teaching-emotional-intelligence/>

<https://cft.vanderbilt.edu/guides-sub-pages/metacognition/>

<https://www.youtube.com/watch?v=QJWsIJQHUXM>

<https://www.youtube.com/watch?v=lkqOZgVLC88>

<https://positivepsychology.com/goal-setting/>

<https://www.verywellmind.com/what-is-prosocial-behavior-2795479>

<https://www.verywellmind.com/what-is-empathy-2795562>

<https://www.youtube.com/watch?v=lUKhMUZnLuw>

<https://www.nciea.org/blog/educational-assessment/instructing-assessing-21st-century-skills-focus-collaboration>

<https://www.youtube.com/watch?v=kzvm1m8zq5g>

<https://transformingeducation.org/resources/fostering-positive-peer-relationships/>

<https://www.weareteachers.com/12-ways-build-student-ownership-school-culture/>

<https://www.prodigygame.com/main-en/blog/social-emotional-learning-activities/>

<https://www.kickboardforschools.com/sel-social-emotional-learning/6-social-emotional-learning-strategies-for-teachers/>

<https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero>

<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>

<http://www.ascd.org/publications/educational-leadership/apr19/vol76/num07/Public-Spirit-in-the-Classroom.aspx>

<https://www.thedaringenglishteacher.com/2020/07/5-ways-to-incorporate-social-justice.html>

<https://www.common sense.org/education/articles/we-all-teach-sel-courage-activities-and-tools-for-students>

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<https://www.edutopia.org/video/service-learning-real-life-applications-learning>

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<https://www.edutopia.org/sel-research-annotated-bibliography#dweck>

<https://www.edsurge.com/news/2019-01-28-the-abcs-of-sel-or-the-impact-of-social-emotional-learning>

<https://www.google.com/url?q=http://www.casel.org/wp-content/uploads/2016/01/meta-analysis-child-development-1.pdf&sa=D&source=editors&ust=1617501329461000&usg=AOvVaw0Aw4TAd8DrY4Ia0fMe tJ6Z>

<https://www.youtube.com/watch?v=fxRIPKSBGbc&t=1s>

<https://www.google.com/url?q=https://static1.squarespace.com/static/599d959cb8a79b775bacaec1/t/5a70b88c9140b7bbe7f17146/1517336723785/suicide%2Barticle-%2Bschoools.pdf&sa=D&source=editors&ust=1617501396483000&usg=AOvVaw28D6rPkRUYMO1ElfkBvZhL>

<https://www.goguardian.com/blog/learning/enhancing-mental-health-by-teaching-social-emotional-learning-sel-in-the/>

<https://apertured.com/sel-educators-10-activities-de-stress/>

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<https://resilienteducator.com/classroom-resources/sel-at-risk-students/>

<https://preemptivelove.org/blog/cultural-competence/>

<https://www.edutopia.org/article/making-sel-culturally-competent>

<https://www.edutopia.org/article/connecting-content-students-lives-boost-engagement>

<https://www.edutopia.org/article/creating-culturally-responsive-early-childhood-classroom>