

INTEGRATING SELF-AWARENESS IN THE CLASS

Accurately Recognizing One's Feelings and Thoughts and Their Influence on Behaviors

Students will be able to...

- Correctly label their own emotions.
- Recognize that emotions are temporary and can and will change.
- Recognize that emotions can affect their behaviour.
- Recognize that behaviour can affect emotions (including that it is possible to improve how one feels.
- Recognize that emotions have physical effects.

What can teachers do in Lessons and Instruction?

- Provide age-appropriate vocabulary words. (e.g., happy, sad, hurt, mad for young children, elated, blue/down, rejected/disappointed, angry/irate for older children).
- Have older students generate age-appropriate vocabulary words that extend their emotion vocabulary.
- Lead class activity that asks the student to identify feelings they might have in different situations using age-appropriate vocabulary (e.g., lead age-appropriate discussions using questions such as, “How would you feel if you got all As on your report card?” “How would you feel if a favourite relative took you out for ice cream?” “How would you feel if your pet was very sick?” “How would you feel if your friend...).
- Use a literature selection to have older students identify when they had the same feelings and how they handled them.
- Have students make age-appropriate faces to depict feeling/emotions.
- Provide scenarios and ask students how each situation or experience might make them feel.
- Discuss age-appropriate physical and emotional cues of a certain feeling/emotion (i.e. the physical cues that help them know when they're feeling angry, happy, sad, etc.).
- Ask students to discuss a time when they felt ____ (expect age-appropriate examples – “I was sad when I couldn't get a puppy”. “I was mad when my brother broke my trophy”. “I was disappointed when I didn't get the summer job I wanted”).



COLLABORATIVE FOR ACADEMIC, SOCIAL, & EMOTIONAL LEARNING

What can teachers do in Lessons and Instruction?

- Ask students to brainstorm age-appropriate things they can do to improve their feelings. (e.g., “ask my mommy for a hug,” “play with my dog,” “talk to my friend,” “listen to happy music”).
- Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviours (e.g., what happens when we get angry?).
- Use an age-appropriate book to discuss the characters’ feelings, how those feelings affected others and the story’s outcome.
- Lead an age-appropriate class discussion about how emotions can improve by changing our behaviour (e.g., “What can we do to make ourselves feel better when we’re feeling sad?” Younger children may respond, “Play with our sister or brother,” “Go to mom for a hug,” or “Sing a happy song.” Older children or teens may say, “Dance to up music,” “Speak to a friend about the situation,” or “Do something nice for someone else”).

What teachers can do through Ongoing Teaching Practices

- Set up a peace corner where kids can go and reflect on their feelings.
- Listen deeply to what students say and reflect on what you heard about their feelings, e.g., “It sounds like you’re feeling very frustrated right now....”
- Routinely talk about physical and emotional cues that tell us how we’re feeling in different situations in age-appropriate ways. E.g., with younger children, “You’re feeling really excited right now, I can tell by the big smile on your face. How can you tell on the inside you’re feeling happy?” With older children, “I can tell by the way you’re fidgeting right now that you might be a little nervous. How can you tell on the inside that you’re feeling nervous?”
- Talk about one’s feelings in an age-appropriate way and how you knew what you were feeling, and how it influenced behaviour....
- Routinely encourage middle and high school students to reflect and analyze in journals or pair shares how their thoughts and emotions affect decision-making and responsible behaviour.
- Routinely ask questions in age-appropriate ways when students are experiencing different feelings to help them identify and express those feelings.
- When students are experiencing negative emotions, routinely ask, “Would you like to change the way you feel? What are some things you might be able to do right now to change the way you feel?”



COLLABORATIVE FOR ACADEMIC, SOCIAL, & EMOTIONAL LEARNING

What teachers can do through Ongoing Teaching Practices

- Routinely encourage students to write in journals or share with partners in pair shares to reflect on their feelings and how they affected their own behaviour, and the impact of their feelings and actions on others.
- Younger children can role-play the characters' feelings and talk about how they look and feel. As feelings become more complex, routinely acting or role-playing can be a powerful way to express those emotions.

Accurately Assessing One's Interests, Strengths and Limitations and Possessing a Well-Grounded Sense of Self-Efficacy and Optimism

Students will be able to...

- Identify their interests and strengths, and build on those.
- Be aware of their positive qualities and values.
- Demonstrate interest in trying new things.
- Express confidence (where appropriate) that they can handle daily tasks and challenges effectively and maintain optimism about their future.

What can teachers do in Lessons and Instruction?

- Ask students to identify personal strengths and weaknesses they'd like to work on in a picture (possibly young children, but any age group) or a written essay (older children and teens). With teens, encourage more elaborate media/video productions, etc.
- Have students complete an age-appropriate project to identify their interests or strengths (e.g., draw a picture, write an essay to share with a parent at home or in pair share, create a video or other media project).

What teachers can do through Ongoing Teaching Practices

- Create age-appropriate class roles and responsibilities emphasizing individual strengths, improvement areas, and personal and group goals.
- Establish clear, age-appropriate norms and consequences so students can see the impact of their actions and behaviours on outcomes.
- Ask age-appropriate questions that help students reflect on their strengths and interests. E.g., "I can tell you're really enjoying this. Can you tell me what about this is making you so happy?" "I can tell you're really proud of how you did. Can you tell me what about this you're most proud of?"
- Provide age-appropriate authentic feedback and ask open-ended questions inviting students to reflect deeper on their strengths and interests.



COLLABORATIVE FOR ACADEMIC, SOCIAL, & EMOTIONAL LEARNING

What teachers can do through Ongoing Teaching Practices

- Tell students routinely why you, the teacher feel happy/optimistic for them and their future.

REFERENCES AND RECOMMENDED READING

- Collaborative for Academic, Social and Emotional Learning (2003). Safe and sound: An educational leaders' guide to evidence-based social and emotional learning (SEL) programs. Chicago, IL. Retrieved from: <https://casel.org/safe-and-sound-guide-to-sel-programs/>
- Collaborative for Academic, Social and Emotional Learning (2013). The 2013 CASEL Guide: Effective social and emotional learning programs-preschool and elementary school edition. Chicago, IL. Retrieved from: <https://files.eric.ed.gov/fulltext/ED581699.pdf>
- Collaborative for Academic, Social and Emotional Learning (2015). The 2015 CASEL Guide: Effective social and emotional learning programs-middle and high school edition. Chicago, IL. Retrieved from: <https://static1.squarespace.com/static/5532b947e4b0edee99477d27/t/5d0948b6a78e0100015f652f/1560889545559/CASEL+Secondary+Guide+2015.pdf>
- Collaborative for Academic, Social and Emotional Learning (2015). CASEL school kit: A guide for implementing schoolwide academic, social, and emotional learning. Chicago, IL.
- Collaborative for Academic, Social and Emotional Learning. (2017). Teaching Activities to Support the Core Competencies of SEL. Chicago, IL. Retrieved from: <https://casel.org/sample-teaching-activities-to-support-core-competencies/>
- Collaborative for Academic, Social and Emotional Learning. (2018). Core SEL Competencies. Chicago, IL. Retrieved from: <https://CASEL.org/core-competencies/>
- Collaborative for Academic, Social and Emotional Learning. (2022). Introduction to SEL Workbook. Chicago, IL. Retrieved from: <https://import.cdn.thinkific.com/448774/courses/1815374/IntroductionSELworkbook112022-221213-164933.pdf>
- Collaborative for Academic, Social and Emotional Learning. (2020). CASEL's SEL Framework. Chicago, IL. Retrieved from: <https://casel.org/casel-sel-framework-11-2020/?view=true>
- Collaborative for Academic, Social and Emotional Learning. (2017). Examples of Social and Emotional Learning in Elementary English Language Arts Instruction. Chicago, IL. Retrieved from: <https://casel.org/sel-in-elementary-ela-8-20-17/?view=true>



COLLABORATIVE FOR ACADEMIC, SOCIAL, & EMOTIONAL LEARNING

Collaborative for Academic, Social and Emotional Learning. (2017). Examples of Social and Emotional Learning in High School English Language Arts Instruction. Chicago, IL. Retrieved from: <https://casel.org/sel-in-high-school-ela-8-20-17/?view=true>

<https://www.waterford.org/education/15-activities-for-teaching-casel-core-competencies/>

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

<https://www.waterford.org/education/15-activities-for-teaching-casel-core-competencies/>

