

COLLABORATIVE FOR ACADEMIC, SOCIAL, & EMOTIONAL LEARNING

IMPLEMENTATION OF SELF-MANAGEMENT IN THE CLASS

Regulating One's Emotions, Cognitions, and Behaviors

Students will be able to...

- Monitor and regulate emotions effectively.
- Use awareness of emotions as a guide to decision-making.
- Motivate oneself.
- Cope well with stress and anxiety.
- Exercise self-control and delay gratification.
- Express emotions appropriately.

What can teachers do in Lessons and Instruction?

- Teach the THINK process to help students recognize responsible social media use before posting an unkind or untrue remark about a person because you are upset. T—is it true, H—is it helpful, I—is it inspiring, N—is it necessary, K—is it kind. This activity could be part of the class norms as well.
- Lead students in an age-appropriate discussion of how to use their awareness of emotions to guide decision-making. With younger children, this might mean thinking about what adult they can ask for help or support when they are sad or angry. For older children/teens, this might mean helping students think about pausing before deciding when they are angry or hurt because it is better to make important decisions when we are calm.
- Lead discussions about positive, age-appropriate ways to express our feelings (e.g., put our feelings into words, draw a picture or write about how we feel, create an art or media project, show our feelings through dance).
- Teach effective, age-appropriate self-management techniques (belly breathing, yoga, counting to ten, self-talk, relaxation exercises, mental rehearsal).
- Have students brainstorm age-appropriate ways to motivate themselves.

What teachers can do through Ongoing Teaching Practices

- Routinely practice age-appropriate self-management techniques as a regular part of the schoolday (e.g., start class with a deep breathing exercise).
- Establish a separate space in the classroom for individual self-management (e.g., cosy corner, happy place, cool-down corner, reading corner).
- As a teacher, consistently model effective self-management in an age-appropriate way for students (“I’m feeling a little frustrated, so I’m going to stop and take a breath before I decide what to do next.”).
- Give students age-appropriate, authentic praise for self-management (e.g., “I saw the way you waited your turn just now [e.g., to hold the bunny, to



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What teachers can do through Ongoing Teaching Practices

look in the microscope]. I know you were excited, and it was hard to do, but I saw you take a breath. I'm proud of you, and you should be proud of yourself.”).

- Give students age-appropriate support and/or authentic praise for expressing emotions appropriately (e.g., “I know you’re angry at her, right now for _____. What are some calm ways you could tell her what you’re upset about?” or “I know you were feeling sad about what happened, earlier. I was proud of you for... going to the peace corner and drawing that picture about what happened/coming to talk to me about it.”)
- Routinely encourage students to save a desired activity or experience (e.g., eating a cookie, going out with a friend) until they have completed tasks or duties (e.g., cleaning up after playtime or finishing their homework).

Setting and Achieving Personal and Educational Goals

Students will be able to...

- Establish and work toward the achievement of positive and realistic goals (both short- and long-term).
- Develop a plan and action steps with reasonable timeframes for completion.
- Analyze how current decisions may impact goal achievement.
- Monitor and sustain progress toward goal achievement, using motivational strategies and celebrating successes.

What can teachers do in Lessons and Instruction?

- Teach students a lesson on procedures for class transitions and create class goals for improving the time it takes to complete them.
- Teach students a lesson on how to use certain equipment and resources appropriately. Use a lesson to establish rules for how equipment should be put away.
- For several weeks, have students work on individual goal projects using goals they identify for themselves. Have them monitor and document their progress for several weeks.
- Teach students to identify what is known about a lesson topic or objective and what they need to know to understand the objective, then how to set a goal to achieve that learning.
- Define “perseverance” as a vocabulary word.
- During a lesson, talk about how you motivate yourself when you need to.

What teachers can do through Ongoing Teaching Practices

- Routinely develop and complete age-appropriate, short-term classroom goals (reduce the time taken during transitions, put supplies away more quickly for young children, get settled after the bell rings for older children).
- Routinely teach students how to use equipment and resources appropriately.



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What teachers can do through Ongoing Teaching Practices

- Routinely provide authentic praise to students when you observe them managing themselves well (e.g., regulating their emotions by taking a breath, taking a break to think about a decision, etc.).
- Routinely model and talk about your own goals.
- Routinely work with the class to establish and complete class projects.
- Students can also be taught to self-assess progress toward their learning goals, a powerful strategy that promotes academic growth and should be an instructional routine in classroom grades 4-12.

Persevering in Addressing Challenges

Students will be able to...

- Anticipate possible barriers to achieving a goal and identify ways to overcome them.
- Persevere by expending additional effort, extending timeframes, identifying alternative paths to goal achievement, and/or seeking help from others.

What can teachers do in Lessons and Instruction?

- Lead a discussion in which the teacher asks questions that encourage students to reflect on barriers they may encounter and also help them think about ways to overcome them. Lead a discussion (ask questions) about who might be able to help or what other resources might be available.
- Use biographies to discuss how people persevered through hard times to turn their lives around or reach a goal.
- Create age-appropriate class projects requiring effort, and encourage completion.

What teachers can do through Ongoing Teaching Practices

- Routinely notice and discuss with students when they are being perseverant.
- Help students think through and suggest alternatives when students encounter challenges.
- Routinely ask questions that encourage students to reflect on barriers they may encounter and also help them think about ways to overcome them in any difficult situation they are facing.
- Routinely ask students who might be able to help them in various situations or what other resources might be available.
- Routinely encourage students to write in journals or share with partners in pair shares to reflect on why their efforts in certain situations succeeded or failed and what they might do differently in the future.
- Give authentic feedback when students persevere (e.g., “I know how hard that was, but you never gave up. You kept on going. I’m very proud of you, and you should be proud of yourself”).
- Offer to help when needed.



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REFERENCES AND RECOMMENDED READING

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<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/>

