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Learning
to be

Toolkit

For Assessing Social And
Emotional Skills at School





Visual solution made by "Marker Heroes"



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Table of Contents

- Table of Contents
- Foreword
- The “Learning to Be” project
- The 5 BIG questions about this Toolkit

1 What is Social and Emotional Learning

- 1.1 Promoting SEL: the whole school approach
 - Level 1. Relationship-centered learning environment and teaching methods
 - Level 2. Evidence-based SEL programmes
 - Level 3. Embedding SEL into the school curriculum
- 1.2 Benefits of SEL
- 1.3 SEL skills & academic success
- 1.4 SEL and Mental Health

2 Building safe and caring educational environments

- 2.1 SEL across developmental systems
- 2.2 Educational provision for SEL
 - Formal education
 - Non-formal education
 - Informal education

3 Assessment of Social and Emotional Skills

- Measuring social and emotional skills as an ability.
- 3.1 What’s in this Toolkit?
- 3.2 Social and Emotional Learning Standards
- 3.3 Formative Assessment Strategies for SEL

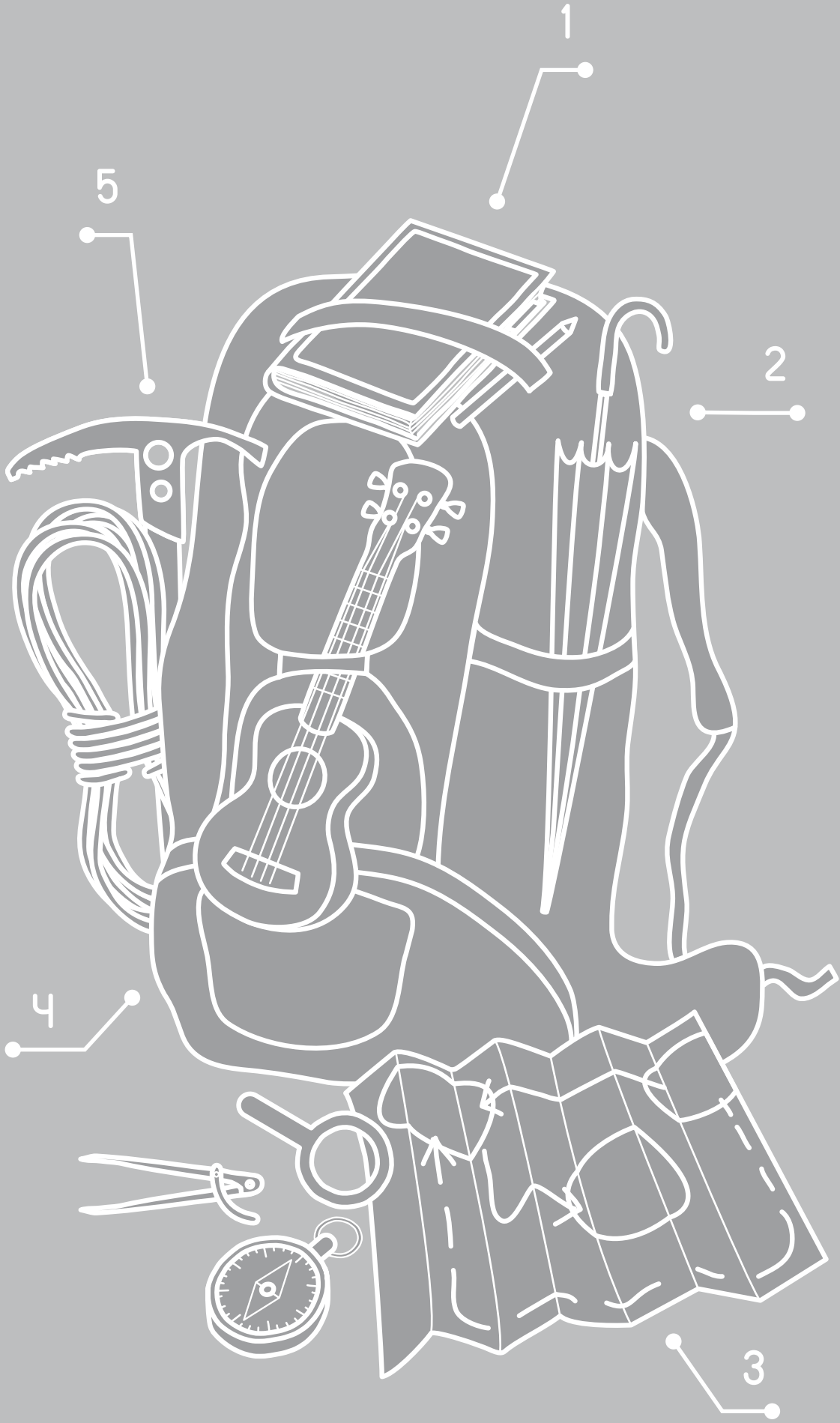
4 SEL in Practice

- 4.1 Planning the process of SEL implementation
- 4.2 School and family partnership
- 4.3 Developing relationship-centered learning environment in the classroom
- 4.4 Teaching methods to strengthen SEL
- 4.5 Instructional teaching methods
 - Setting learning goals
 - Think-pair-share
 - Wait time
 - Group work
 - Accountable Talk
 - Modelling
 - Learning via play
 - Kinesthetic activities
 - Reflection
 - Graphic and other visual organizers
 - Feedback

5 Tools for SEL Assessment at School

- 5.1 Students’ Social and Emotional Skills Assessment Tools
 - Self-Assessment Cards for Students
- 5.2 Classroom Assessment Tools
 - Group Work Assessment Cards
 - Quick Formative Assessment Practices for Classroom Use
- 5.3 Teacher’s Self-Assessment Tools
- 5.4 School Level Assessment of SEL

- Annexes
- Glossary
- References





“Teachers are the engine that drives social and emotional learning programs and practices in schools and classrooms, and their own social-emotional competence and wellbeing strongly influence their students. Classrooms with warm teacher-child relationships support deep learning and positive social and emotional development among students”¹.

Foreword

Dear Reader,

“Learning to Be: Development of Practices and Methodologies for Assessing Social, Emotional and Health Skills within Education Systems” is an experimental project that brings together education authorities, teaching practitioners and researchers from 7 European countries: Finland, Italy, Latvia, Lithuania, Portugal, Slovenia, and Spain.

Between 2017 and 2020, the project team aims to design and pilot in schools a set of methods that would help to assess the development of students’ social, emotional and health-related skills. The team also aims to explore how the development of these skills can be better supported in schools and in the educational systems in general.

The “Learning to Be” initiative is based on the premise that the assessment of learning in contemporary European schools should go beyond grading students’ knowledge and academic performance and should include practices for observing young people’s personal growth, social skills, attitudes and other general competences. Therefore, we propose a set of practical methods that can be used by teachers, together with their students, in order to become more aware of various social and emotional aspects of learning, to support healthy development of personality and to foster positive relations at school.

This Toolkit is a guidebook intended for teachers working at primary and lower secondary education schools. It outlines the main principles for successful practice of social and emotional learning at school and provides practical techniques for assessing students’ social and emotional competences in class aimed at facilitating and supporting their further learning. Social and emotional learning is a relatively new and rapidly developing field where new research data and educational practices are appearing everyday all over the world. The Toolkit does not attempt to provide full and comprehensive knowledge on Social and Emotional Learning but aims to support educators in their practical school work and promote further development of assessment practices.

Although this guidebook is primarily targeted at school teachers, it can also be used by educators in non-formal education, including youth workers, sports coaches, art teachers and other specialists working with children and young people. We believe it is important that all educators involved with children and youth have a common understanding of social and emotional development and share practices of assessment that move learning further.

We hope the project will support both students and teachers in their Learning to Be in this world with themselves and others. Learning to Be healthy, considerate, responsible and happy.

Yours sincerely,

The Project Team

The “Learning to Be” project

Researchers and practitioners often point out that in order to make a difference in society we should utilize education. It is important to start fostering person’s attitudes and values at the earliest possible age, so that when the time comes, or when a certain situation arises, a person is able to make responsible decisions.

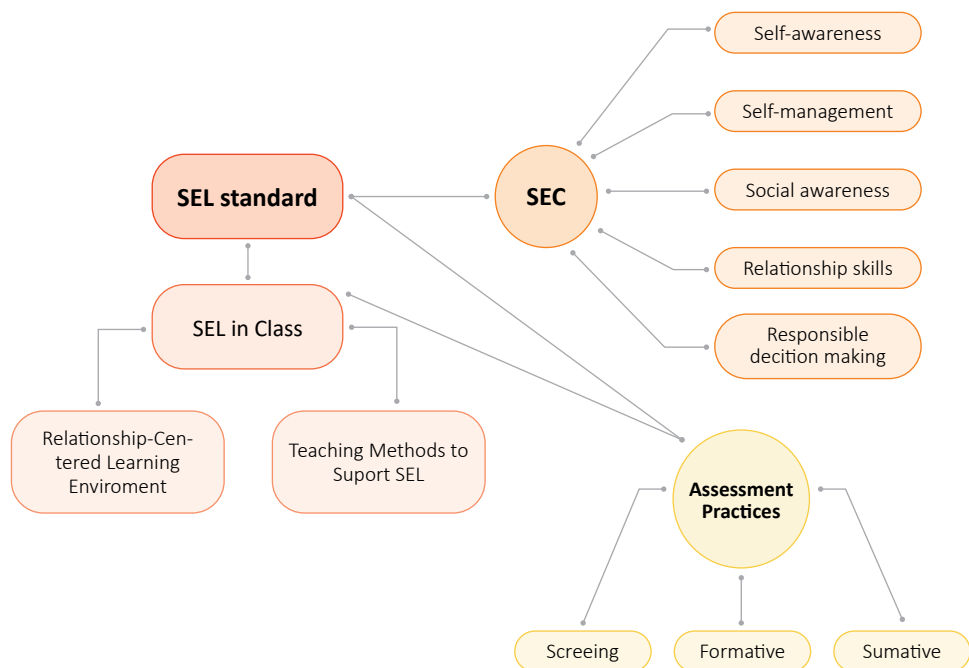
Since education affects our overall economic and social well-being, it would be wise to adopt a more holistic approach to education, by integrating multiple learning contexts and fostering not only basic academic skills and academic growth, but also social and emotional development, physical health and nonacademic skills in order to enable students to have a higher quality of life.

Even though most national curricula frameworks underline the importance of social and emotional competences in education, there has been a lack of awareness of ways to assess social and emotional competences properly and to integrate assessment strategies for these competences into the existing education practices. In order to learn these ways we need to achieve common understanding about what social and emotional competences are, how they should be fostered and how they are connected to assessment.

Thus, the “Learning to Be” project team proposes a model for Social and Emotional Learning which includes the following key elements: Social and Emotional Competences (SEC), Social and Emotional Learning (SEL) Standard; Social and Emotional Learning in Class and Assessment Practices.

Figure 1. Social and emotional learning model

Assessment Model for Social and Emotional Learning



Following the structure of the presented model, the project team has developed this Toolkit that incorporates all the key elements of the model and offers methods which –when used together – provide guidelines for fostering and assessing students’ social and emotional skills in class.

The 5 BIG questions about this Toolkit

Before we go further into this Toolkit to explore social, emotional and health skills assessment we would like to start by opening this manual with 5 important questions. We found them to be guiding our work in developing this publication in the “Learning to Be” project. These questions will help you better understand the purpose of this manual and main ideas presented here.

WHY. Consistent development of children’s social and emotional skills has multiple benefits for individuals and society. Social and Emotional Learning (SEL) has been shown to contribute to better mental and physical health, higher academic motivation, well-being and healthy social progress. This Toolkit attempts to make SEL more visible in schools by proposing methods to assess students progress and support their further learning. All these things are presented in more detail on pages and .

WHO. This Toolkit is designed for all teachers in primary and lower secondary schools without distinction of the subjects they teach. School management will also benefit from this material as it provides tips on strengthening consistent Social and Emotional Learning practices on the whole school level. Read more about these key principles on pages and .

HOW. The Toolkit presents a model for assessing students’ social and emotional learning at school together with supporting theory and a number of practical methods for class work. It provides tools for developing a relationship centered environment, improving teaching methods in class and helping students’ assess their progress. The Tools presented in this manual can be universally applied by educators in non-formal learning programmes, afterschool activities and other education settings. Learn more about the methods presented in this manual on .

WHEN. Most of the methods presented here can be used during all classes of different subjects throughout the school year. The teachers are free to choose various tools that best serve the situation of their class. Instructions for specific methods together with recommendations on the time and space they require are discussed on pages (Teaching methods, assessment cards).

WHAT. This Toolkit includes:

- A Theoretical Introduction, exploring the topic of social and emotional learning and providing guidelines for consistent practice (see pages);
- Descriptions of 11 different Teaching methods complete with instructions and examples of their use to support the development of SE skills in class (see pages);
- Assessment tools for teachers and students for periodic self-assessment of students’ progress developing SE skills (see pages);
- Social and emotional learning standards that present learning objectives for two age groups of learners. These standards indicate specific benchmarks of student achievement that will serve as a reference for students’ assessment and planning of further learning (See).

New (Improved!) Edition of the Toolkit

The current version of the Toolkit is an improved edition prepared after receiving the feedback from teachers in more than 100 schools who have tested this material in practice. The most active phase of the “Learning to Be” project took place during the school year 2018-2019 in five European countries – Lithuania, Latvia, Slovenia, Italy and Spain. During this time, more than 100 schools in all the five countries had a chance to test this Toolkit in their classrooms. Following these trials, the teachers shared their feedback about the material and its usefulness. Most teachers in all the five countries agreed that Section 4 “SEL in Practice” was the most useful part of this Toolkit. Many teachers reported that the teaching methods proposed in the Toolkit have helped them manage their lessons and engage their students better, improving students’ attentiveness and relationships in class. Teachers proposed to include some more specific examples for all the teaching methods and recommendations presented in the Toolkit. Following these comments, the project team has made the following improvements to the Toolkit:

- Section 3 has been expanded providing some more practical tips for applying the formative assessment strategies directly in the classroom.
- Section 4 has been improved with additional examples for some of the teaching methods.
- Minor changes have been made to the students’ self-assessment cards (Annexes A1 and A2).
- Additional texts have been added throughout the Toolkit in order to clarify the links between SEL and formative assessment.
- Some visual elements (text sizes, colours, etc.) have been corrected in order to make the material more user-friendly.

The Project Team is grateful to all project participants and colleagues who helped improve this material!



1

What is Social and Emotional Learning

- 1.1 Promoting SEL: the whole school approach 15
 - Level 1. Relationship-centered learning environment and teaching methods. 16
 - Level 2. Evidence-based SEL programmes. 16
 - Level 3. Embedding SEL into the school curriculum 17
- 1.2 Benefits of SEL 18
- 1.3 SEL skills & academic success 19
- 1.4 SEL and Mental Health 21

What is Social and Emotional Learning



The CASEL is a collective group composed of researchers, practitioners, and policy-makers aimed to build evidence-based research on SEL, disseminate results about SEL programmes effectiveness and to establish policies and practices in Education worldwide.

www.casel.org

Social and emotional learning (SEL) is an umbrella term created in 1994 by the Fetzer Institute, an American foundation that supports a number of initiatives aimed to promote social and emotional wellbeing, to prevent behavioural problems and at-risk behaviours among youth in educational settings.

SEL is defined as the *process of acquiring and effectively applying the knowledge, attitudes, and skills necessary to recognize and manage emotions; developing caring and concern for others; making responsible decisions; establishing positive relationships and handling challenging situations capably*².

Note: “In education sciences, a number of theoretical frameworks can be used to define social and emotional skills related to learning processes. In this toolkit, the authors refers to the concept of “Social and Emotional Learning” considered exclusively the CASEL framework. CASEL’s research draws empirical evidence from the systematic review of current literature reflecting recent thinking and trends.”

In this way, social and emotional learning fosters the use of various cognitive and interpersonal skills to achieve relevant goals, both socially and developmentally³.

The term “*learning*” underlines that these skills should be trained in the same way as reading, writing and counting are taught to children. Learning can be defined in multiple ways. The outline below provides the most frequent definitions and meanings of the term “learning”.

- Learning as a process. Learning is the process of acquiring new or modifying existing knowledge, behaviours, skills, values, or preferences⁴.
- Learning is the product or the outcome of the learning process (acquired knowledge or the mastery of what is already known).
- Learning as function when the acquired knowledge can be transferred and adapted to other experiences to produce new learning⁵.
- Learning is a social process. Social contact with others is a central element of the process. Students’ effective learning takes place when they are engaged in social activity, for instance working cooperatively in teams⁶.
- Active learning. When students can manage and monitor their own learning processes recognizing and assessing what they understand and what they do not. By doing so, they can monitor their own mastery of subjects. Learning is an active process in which learners construct new ideas or concepts based upon their current and pre-existing knowledge⁷.
- Formal learning. When learning that takes place at school, within a teacher-student relationship⁸.
- Informal learning. Concept and knowledge are learned through the students’ daily experience of day-to-day starting from real-life situations.
- Nonformal learning. When learning processes are promoted outside the formal learning system in other environmental contexts (for example in sport centres)

Schools are the major context for social and emotional growth as children spend a substantial amount of their time at school. In order to develop these skills, schools have widely implemented social and emotional learning programmes.

² Zins & Elias, 2006

³ Zins, Weissberg, Wang, & Walberg, 2004

⁴ Gross, 2010

⁵ Smith, 1982

⁶ Bandura, 1977; Pritchard & Woollard, 2010

⁷ Bruner, 1973

⁸ Bell & Dale, 1999

The Collaborative for Academic, Social and Emotional Learning (CASEL) identifies interrelated sets of cognitive, affective and behavioural competencies that school-based programmes should address. They can be clustered into five key domains:

- **Self-awareness**
- **Self-management**
- **Social awareness**
- **Relationship skills**
- **Responsible decision-making**

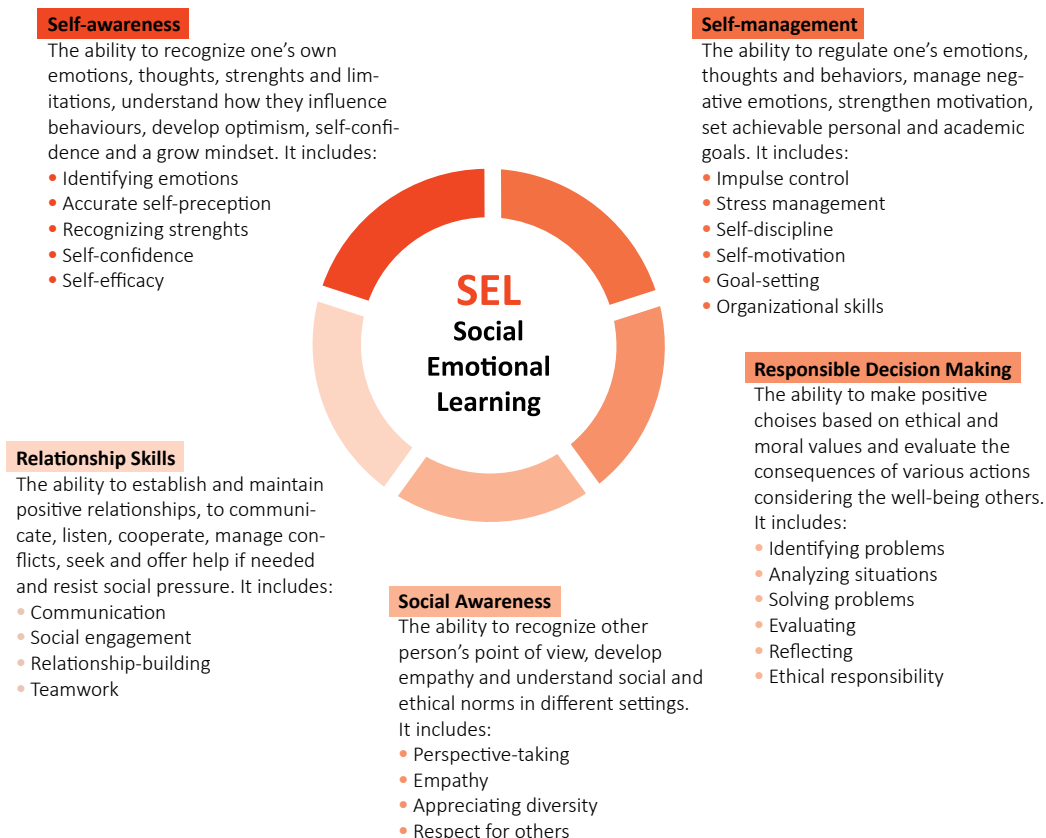


Figure 2. Social and emotional learning competencies⁹

1.1 Promoting SEL: the whole school approach

Many elements of the education system allow for the development of social and emotional skills, e.g., special lessons, topics integrated into subject curriculum content, non-formal education activities, special learning environment and teaching methods as well as behaviour demonstrated by adults. Researchers¹⁰ agree that combining a wide range of elements can achieve the desired learning outcomes. According to recent research, and information provided by CASEL, social and emotional learning can be promoted at three different levels:

- **Level 1:** Relationship-centred learning environment and teaching methods.
- **Level 2:** Evidence-based SEL programmes.
- **Level 3:** Embedding SEL in the core curriculum.

Full integration of these levels and the whole school approach to SEL can help achieve maximum results. Each level creates specific conditions to strengthen social and emotional skills.

⁹ Adapted from Collaborative of Academic, Social, and Emotional Learning
¹⁰ Humphrey, 2013; Durlak, Domitrovich, Weissberg, & Gullotta, 2015.

Level 3 is related to country-specific education programmes, Level 2 involves the implementation of special programmes and an approval of the whole school community, and Level 1 relates exclusively to the teacher's qualification and personal qualities.

Level 1 is a rather delicate one, as the professionalism of the teacher depends on the teacher's education and training programme, preparedness to teach, intrinsic motivation to create a relationship-based learning environment and ability to select appropriate teaching methods. Furthermore, Level 1 forms the basis for creating a safe, caring, well-managed, relationship-centered environment¹¹, which is necessary for the implementation of relevant teaching methods as well as for laying a solid foundation for a successful promotion of SEL at Level 2 and Level 3. Therefore, in this Toolkit, the main focus will be placed on Level 1.

Level 1. Relationship-centered learning environment and teaching methods.

In the long term, the creation and improvement of a relationship-centered learning environment and the application of instructional teaching methods will boost the domain of social and emotional competences.



Relationship-centered learning environment

This includes creating a student-centered environment, inclusive and caring relationships between and among teachers and students, shared agreements for safe communication, and an approach to discipline that fosters SEL.

For more information on how to develop a relationship-centered learning environment, see pages .

Teaching methods

These include methods that can be used through the day both for teaching academic subject and for promoting student SEL and helping them to stay engaged in the learning process¹².

For more information about the teaching methods see pages 49-75.

Level 2. Evidence-based SEL programmes.



Positive effects of **evidenced-based SEL interventions** are observed in multiple areas of personal, social, and academic development¹³ across varied populations¹⁴ and over time¹⁵.

According to recent research reviews and meta-analyses, effective SEL initiatives need to include specific criteria¹⁶:

- Programmes are based on **rigorous scientific theories** using evidence-based research designs.
- Programmes are **implemented by school staff members** rather than external experts.
- Social and emotional skills are **integrated** into the curriculum, combined with reading, math, history and other core subjects. These skills need to be **embedded in the day-to-day interactions** of students and educators

11 Safe and sound: An educational leader's guide to evidence-based social and emotional learning (SEL) programs, 2003

12 Collaborative for Academic, Social, and Emotional Learning, 2015

13 Taylor, Oberle, Durlak, & Weissberg, 2017; Sklad, Diekstra, De Ritter, & Ben, 2012

14 Torrente, Alimchandani, & Aber, 2015

15 Payton, Weissberg, Durlak, Dymnicki, & Pachan, 2008; Weare & Nind, 2011

16 Durlak, Weissberg, Dymnicki, & Taylor, 2011; Jones & Bouffard, 2012; Domitrovich & Greenberg, 2000; Durlak & Dupre, 2008

rather than a single practice in SEL.

- Guidelines on how to implement programmes and tools for monitoring the implementation are provided to school staff to measure the **quality of implementation**.
- Teaching practices are targeted to **create caring classrooms and school-wide environments** that foster social and emotional development in students.
- School leaders and administrators develop **SEL policies and strategic plans** and disseminate SEL at a schoolwide level considering SEL as a core part of the educational mission.
- **Professional high-quality staff development and monitoring** is necessary.
- SEL initiatives are **connected across children micro-contexts** within schools (classrooms, playgrounds, lunchrooms).
- A strong **partnership with families and community members**, built on trust and collaboration, has to be established.
- Early childhood interventions need to be followed with **ongoing supports**, implemented **across age stages** up to secondary schools including continuous improvements, outcome evaluations and dissemination of results.
- An analysis of programme **sustainability** over time is suggested to avoid patchy implementation.
- Teachers need to apply **formative assessment** (assessment for learning) avoiding comparisons that are unhelpful.
- The effectiveness of the programme has to be assessed using a **pre-test and post-test design, comparison group(s) and measures of student attitudes, knowledge and behaviour changes** across time.
- Programmes include four principles characterised by the acronym **SAFE**.



Sequenced

Activities are presented to students in a progressive developmentally appropriate order.



Active

Activities require active forms of learning by students.



Focused

Activities require dedicated time for developing a specific ability.



Explicit

Activities identify clear and specific competencies that are taught directly to students.

Level 3. Embedding SEL into the school curriculum



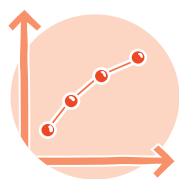
The majority of school time is taken up by academic learning. The content of some academic subjects, such as literature, social sciences or moral education, is particularly favourable to strengthening social and emotional skills.

However, some researchers argue¹⁷ that social and emotional learning should be embedded across the curriculum. While sometimes these skills can be taught as fragmented episodes, it is most effective when SEL is integrated into school curriculum and school life. The most common ways to address SE skills are:

- To participate in evidence-based SEL programmes (Level 2) and work consistently on the development of students' SE skills.
- To integrate SEL into various learning areas and include topics of real life, like: care for the elderly, environment and animal protection, emergency care, healthy lifestyle, immigrant integration, creation of safe and strong community, special needs issues, social change, homelessness and poverty issues, preventive education about STDs etc.¹⁸.
- To make use of particular teaching and learning strategies and approaches, like problem-based learning, service-based learning, and project-based learning, etc. (See).

1.2 Benefits of SEL

Positive effects of SEL can be observed in multiple areas of personal, social and academic development¹⁹.



Social and emotional skills

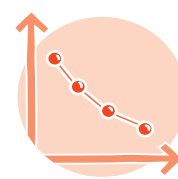
This area includes skills such as identifying emotions, perspective taking, self-control, interpersonal problem solving, conflict resolution, coping strategies and decision-making with peers and adults.

Attitudes toward self, others, and school

This outcome is related to students' approaches toward the self (self-esteem, confidence, persistence, self-efficacy, self-concept), others (prosocial beliefs as well as attitude towards substance abuse and aggressive behaviours) and school (beliefs about learning, achievement, teachers and school connection and commitment).

Positive social behavior

It includes prosocial behaviours including nonformal settings outside the school.



Conduct problems

This outcome encloses problematic behaviours, such as school violence, aggression, bullying, disturbance, suspensions, expulsions and grade retention.

Emotional distress

This area contains internalized problems, namely, depression, anxiety and stress.

Substance use

It includes the use and misuse of intoxicating substances and legal and illegal drugs.

Low SES and ethnic minority

Students coming from low socioeconomic status²⁰ and from ethnic minorities²¹ benefit more from SEL intervention related to emotional coping skills, attachment and school achievement.

¹⁷ Durlak, Domitrovich, Weissberg, & Gullotta, 2015

¹⁸ LIONS QUEST Skills for Actions, 2015; Skills for Growing, 2015

¹⁹ Taylor, Oberle, Durlak, & Weissberg, 2017; Sklad, Diekstra, De Ritter, & Ben, 2012

²⁰ Hawkins, Catalano, Kosterman, Abbott, & Hill, 1999

²¹ Kraag, Van Breukelen, Kok, & Hosman, 2009

Academic performance

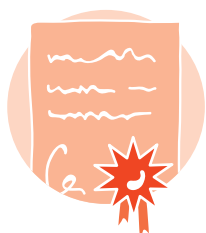
This area contains the student academic performance including school records, achievement test scores and school attendance.

Economic value

Benefit-cost analysis reports underline the economic value of SEL programme as effective social investment when comparing the monetary costs and gains at prevention level with the monetary value of the outcomes²².

1.3 SEL skills & academic success

An important task for schools and teachers is to integrate the teaching of academic and social and emotional skills in the classroom²³.



Although social and emotional learning programmes play important roles in promoting non-academic skills, a consistent number of studies in the field of the educational sciences, health, and economy show that social and emotional learning promotes **academic improvement and lifelong learning**. Social and emotional competencies

facilitate a more positive school climate. Students who are able to adaptively regulate their emotions and maintain positive relationships with others, have been shown to evidence higher academic motivation, to have greater ability to make use of their own resources within the learning process²⁴, and to experience greater academic success²⁵. School success can be considered in several ways. Findings of relevant researchers on the impact of SEL programme on school achievement identify three major areas²⁶:

- school attitude
- school behaviour
- school performance

| School attitude | School Behaviour | School Performance |
|---|--|---|
| <ul style="list-style-type: none"> • Stronger sense of community • Higher school engagement (belonging, participation, identification and school membership) • Greater academic motivation and higher aspirations • Better understanding of consequences of behaviour • Higher ability to cope more effectively with middle school stress • Positive attitudes toward school • Higher school readiness | <ul style="list-style-type: none"> • More prosocial behaviour • Fewer absences; maintained or improved attendance • Better classroom participation • Greater effort to achieve • Willingness to work out own way of learning • Reduction in aggression and disruptions; lower rate of conduct problems • Fewer hostile negotiations • Willingness to be enrolled in school • Readiness to graduate • Better transition to middle school • Higher engagement | <ul style="list-style-type: none"> • Higher results in math • Higher results in language arts and social studies • More progress in phonological awareness • Increases in performance over time (middle school) • No decrease in standardized test scores • Improvements in reading comprehension with deaf children • Higher achievement test scores and/or grades • Better problem solving and planning • Use of higher-level reasoning strategies • Improved non-verbal reasoning • Better learning to learn skills |

²² OECD, 2015; Belfield et al., 2015

²³ Hawkins, 1997

²⁴ Elias et al., 1998; Merrell & Guelder, 2010

²⁵ Weaver & Wilding, 2013

²⁶ Zins, Weissberg, Wang, & Walberg, 2004

Good to know

School belonging

- Students that are valued and encouraged by teachers and peers feel they represent an important part of the class' life²⁷.
- School belonging enhances motivation, self-esteem, autonomy, positive expectations for future successes, school attendance, and higher school achievement²⁸.

Caring classroom

- Students who feel cared for, praised, encouraged and recognized by their teachers engage more in positive school-related behaviours and are more likely to avoid high-risk behaviours such as substance abuse aggressive behaviours.
- Caring school environments improve opportunities for students to develop supportive relationships and increase chances for school life participation, which facilitates academic success.

School Readiness

- School readiness²⁹ is predicted by pre-schoolers' SEL skills, such as emotional expressiveness, understanding of emotions, regulation of emotions and behaviours, attention and engagement in social and prosocial behaviours.

Resilience

- Students who exhibit a higher level of SEL skills are more confident about their learning, more persistent in managing stress and more resilient to negative emotions when faced with difficulty in doing school tasks; they tend to have higher motivation for performing better and learning more³⁰.

Relationships among pupils

- Positive relationships among students encourage school involvement. Having friends at school is related to greater sense of belonging, peer acceptance, peer support and lower level of school drop-out in adolescence³¹.

Parental involvement

- Students' engagement is positively associated with family support and involvement. Parents can actively promote discussions about school and provide academic resources and learning tools at home³².
- Academic achievement is fostered by the home environment that emphasizes children's efforts to succeed.

- The quality of family context has been linked with the student's academic performance (grades, test scores, homework accomplishment), social involvement in school life (social skills, classroom participation,

²⁷ Goodenow, 1993;
Dukynaitė & Dūdaitė, 2017

²⁸ Israelashvili, 1997

²⁹ Denham, 2006

³⁰ Cefai, 2008

³¹ Berndt & Keefe, 1995

³² Finn, 1993

school attendance) and emotional attitudes toward school (self-esteem, perseverance, stress management).

Teaching strategies

- Socially engaging teaching strategies, such as cooperative learning, proactive classroom management and formative assessment, help student to focus and succeed on learning tasks.

1.4 SEL and Mental Health

According to the World Health Organization, **health** is a state of complete physical, social and mental well-being³³. Hence, mental health is an integral part of an individual’s well-being which helps to pursue a fulfilling life and to have warm and protective relationships.



Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community³⁴.

The World Health Organization³⁵ states that taking care of mental health involves identifying at-risk situations in order to decrease adverse factors and increase protective factors with the perspective of prevention and early intervention. Table 1 provides a summary of mental health factors, such as individual’s personal resources, social circumstances and environmental aspects that may have an impact on a person’s mental health.

Table 1. Mental health determinants²⁹

| Factors | Adverse | Protective |
|-----------------------------|---|--|
| Individual resources | <ul style="list-style-type: none"> • Low self-esteem • Cognitive/emotional immaturity • Difficulties in communicating • Medical illness, substance use | <ul style="list-style-type: none"> • High self-esteem, confidence • Ability to solve problems and manage stress or adversity • Good communication skills • Physical health, fitness |
| Social circumstances | <ul style="list-style-type: none"> • Loneliness, bereavement • Neglect, family conflict • Exposure to violence/abuse • Low income and poverty • Difficulties or failure at school • Work stress, unemployment | <ul style="list-style-type: none"> • Social support of family and friends • Good family interaction • Physical security and safety • Economic security • Academic achievement • Satisfaction and success at work |

³³ World Health Organization, 1948

³⁴ World Health Organization, 2013, p. 38

³⁵ World Health Organization, 1986

³⁶ World Health Organization, 2012, p. 5.

| | | |
|------------------------------|--|--|
| Environmental aspects | <ul style="list-style-type: none"> • Poor access to basic services • Injustice and discrimination • Social and gender inequalities • Exposure to war or disaster | <ul style="list-style-type: none"> • Equality of access to basic services • Social justice, tolerance, integration • Social and gender equality • Physical security and safety |
|------------------------------|--|--|

In recent decades, the concept of mental health has shifted from the traditional medical model, limited to individual psychological intervention, to the model of **mental health promotion** (also known as **positive mental health**) based on the whole school approach and targeting all students³⁷. Early identification and targeted initiatives for children at-risk are developed within this comprehensive framework that includes multilevel and multicomponent interventions.

Different levels of **prevention** to address the social and emotional needs of students at school and to prevent challenging behaviours (such as bullying) are required to promote positive mental health of students and school staff³⁸:

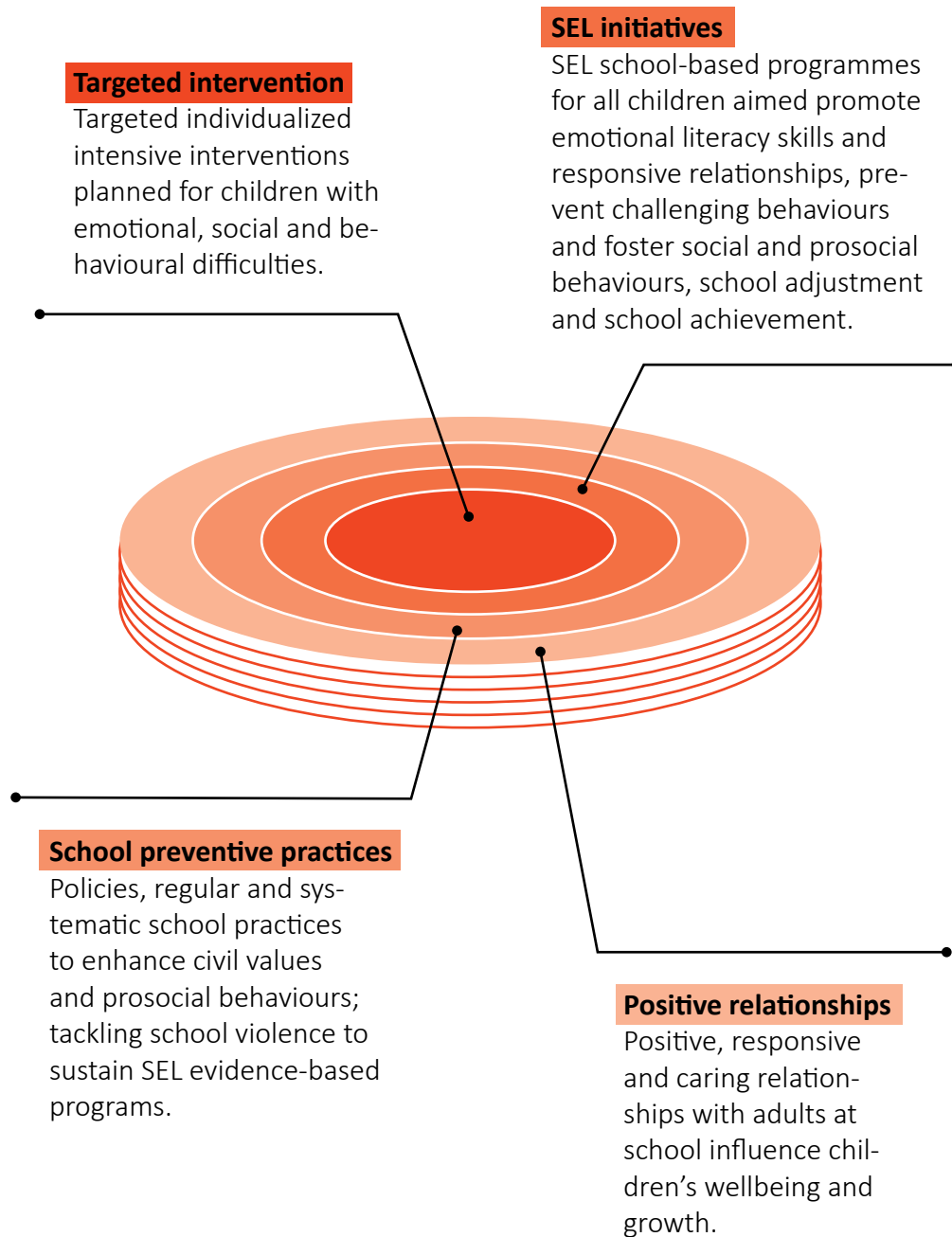
- 1. Building positive relationships** among students and between students and teachers.
- 2. Establishing school preventive practices** and sharing them with students, school staff, families and the whole community.
- 3. Implementing SEL programmes** to prevent high-risk behaviours among young people including drug use, violence, early sexual activity and suicide³⁹.
- 4. Planning targeted intervention for children with challenging behaviours** and working collaboratively with families and local health services.

³⁷ Weare & Nind, 2011.

³⁸ Fox, Dunlap, Hemmeter, Joseph, & Strain, 2003.

³⁹ Collaborative for Academic, Social, and Emotional Learning, 2005.

Figure 3. Prevention levels: mental health





2

Building safe and caring educational environments

- 2.1. SEL across developmental systems 26
- 2.2. Educational provision for SEL 27
 - Formal education 28
 - Non-formal education 28
 - Informal education 29

Great attention needs to be given to the **systemic contributions** that enhance the effectiveness of SEL initiatives. School staff can promote and disseminate SEL practices both at the classroom level and at the whole-school level, as well as coordinate SEL initiatives across all children developmental systems, including families and community.

2.1. SEL across developmental systems

Class

Peer and student-teacher interactions have a large impact on students' social and emotional development. A positive student-teacher relationship characterized by warmth, support, security and trust is associated with positive active engagement, school adjustment, social competence⁴⁰. Whereas negative teacher-child relationships are linked with poor academic achievement, behavioural problems in communication with teachers and peers, school avoidance, lower participation and interest in learning⁴¹.

Teachers need to be trained to develop their own SEL skills and provided with **adequate resources and professional support** in encouraging children's social and emotional skills. Positive student academic and social outcomes are related to class climate when teachers encourage school connectedness and a sense of belonging⁴².

School

Social and emotional development of students should be considered as a school priority listed in the school's Educational Mission documents. It is important to establish the culture of a caring school which encourages ethical values and identifies the expected outcomes related to social relationships and behaviours and promotes respect, kindness toward others and a sense of community and belonging.

School leaders have a key role in fostering the school-wide approach to SEL by investing the professional development of the school staff in order to increase the staff's knowledge of SEL and provide systematic school-wide coordination to ensure appropriate implementation of the SEL initiatives.

Family

SEL skills are initially developed in early childhood within the family context.

Building a collaborative relationship with parents is mandatory for schools, as the impact of SEL programmes increases significantly when families have an active role in the social and emotional development of their children and thus reinforce the school's efforts.

Parents may be involved in home-based activities targeted at SEL areas related to family life⁴³ in order to improve not only their children's SEL skills, but also their own SEL skills, wellbeing and parenting skills.

Parents' involvement in school practices, such as after-school activities or educational programmes for adults, has a positive impact on the children's learning outcomes⁴⁴.

⁴⁰ Hamre & Pianta, 2001; Hamre & Pianta, 2006; Baker, 2006.

⁴¹ Birch & Ladd, 1997; Rimm-Kaufman & Hamre, 2010.

⁴² Thapa, Cohen, Guffey, & Higgins-D'Alessandro, 2013.

⁴³ Weare & Nind, 2011.

⁴⁴ Flecha, 2015.



Community

Students can foster their SEL skills in many settings other than school. For this reason it is important to build a positive schoolcommunity partnership with local organizations involved in youth education.

Community members from local organizations can support school initiatives providing students with opportunities to apply SEL skills in various additional contexts, for instance, during after-school activities, such as sport, art, religion, that boost student self-perception, school connectedness and positive social behaviours⁴⁵.

The whole community needs to collaborate in order to promote the values of caring, social justice, responsibility and learning.

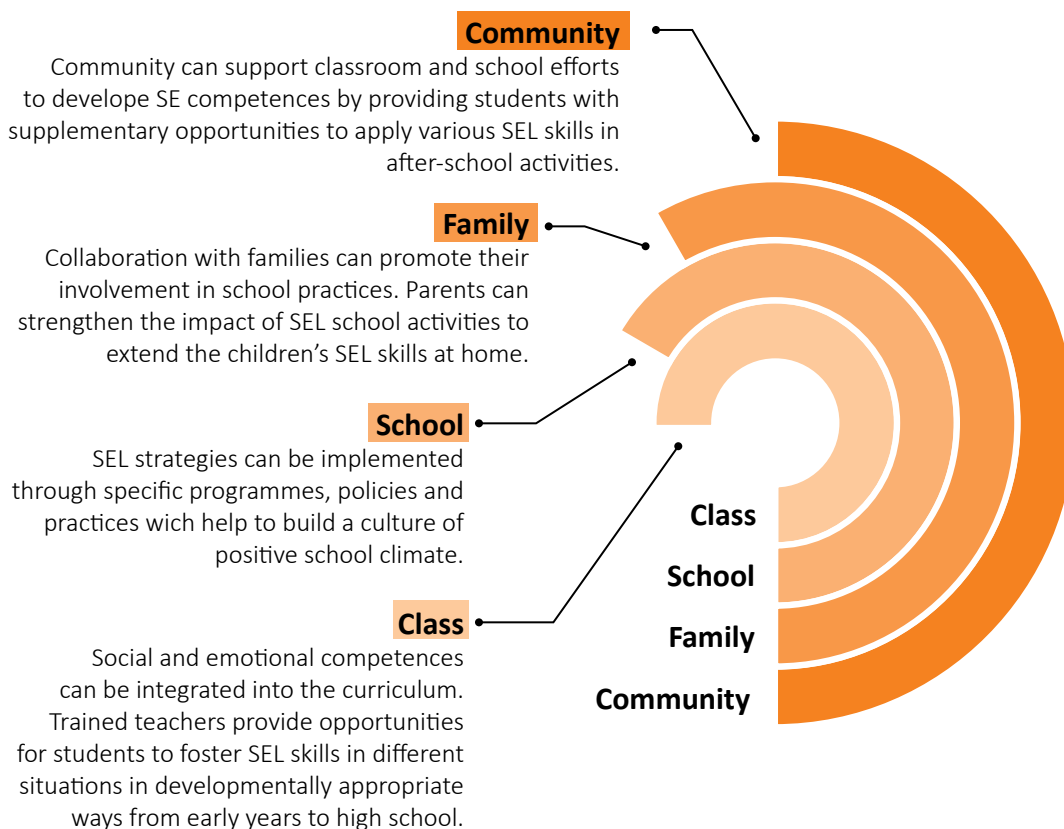


Figure 4. SEL across developmental systems

The degree of continuity of constructive relationships and interactions among class, school, family and community determines the students' success at school and in life.

2.2. Educational provision for SEL

All developmental systems are important for the overall development of the child and can influence children by selecting targeted education, which takes into account the child's needs for self-expression, or by acting automatically. In order to better understand the role of education in children's social and emotional development, it is important to take a wider look at the general picture of education. Educational provision could be categorized into three different types:

⁴⁵ Durlak & Weissberg, 2006.

Formal

Hierarchically structured, chronologically graded 'education system', running from pre-primary level through the university. In addition to general academic studies, it includes a variety of specialized programmes and institutions for full-time technical and professional training.

Non formal

Any organized educational activity outside the recognized educational institutions aimed at acquiring identifiable learning—usually practical skills and knowledge⁴⁶.

Informal

The truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from the daily experience and the educative influences and resources in his or her environment – from family and neighbors, work and play, the street and the market place, the library and the mass media.

Social and emotional learning of children and young people is one of the areas where formal education, non-formal education and informal learning often interact. It is therefore essential for the School communities to assume a more comprehensive role in promoting the overall development of children and adolescents, not only in their cognitive part but also in their social and emotional development⁴⁷.

■ Formal education

The World Health Organization describes a healthy school environment as an environment that includes active learning, cooperation and warm and impartial relationships⁴⁸. The school is an institution that serves not only the educational purpose but also plays a huge role in promoting student psychosocial health and determining the development of a child⁴⁹.

The school community must strive to create and strengthen positive relationships, by focusing on self-discipline as well as prevention and correction of behavioural problems. This can be achieved only by fostering respectful and supportive atmosphere, by explaining behavioural expectations to students, and by creating a safe learning environment through the use of inclusive and motivating teaching methods, implementing a clear system of praise and awards, and immediately responding to behavioural problems.

■ Non-formal education

The components of SEL such as relationship skills, teamwork, communication, conflict resolution, self-awareness, democratic decision-making, leadership have long been the focus of many non-formal learning programmes and organizations.

The three most prominent outcomes of non-formal learning were directly

⁴⁶ Combs, Prosser, & Ahmed, 1974

⁴⁷ Elias et al., 1997; Fernández-Berrocal & Ruiz, 2008

⁴⁸ World Health Organization, 2003

⁴⁹ Collaborative for Academic, Social, and Emotional Learning, 2005

associated with categories of social and emotional learning: better health and well-being, positive relationships with others and stronger sense of self (self awareness, confidence)⁵⁰.

Similar positive outcomes have been confirmed by studies in America exploring effects of various after-school programmes for children and youth. These outcomes include significant improvements in self-perception, school bonding and positive social behaviour; significant reductions in conduct problems and drug use; and significant increases in achievement test scores, grades and school attendance.

The practice of youth non-formal learning is often grounded on voluntary and active participation, the holistic approach to development, experiential learning, group dynamics, and non-formal communication between its participants⁵¹.

Such principles help to create learning environments focused on relationships, social learning, individuality and reflection. These conditions directly correspond to the main requirements of SEL (see pages Developing relation-centered learning environments).

▪ Informal education

Only part of what people learn happens within schools or other organized activities. Social and emotional learning of children and young people happens every day when they face real life challenges and manage relationships with others. These are the true exams of SEL that students are taking daily.

This is why the practice of SEL is not limited only to classrooms. SEL aims to empower students to put their skills to action in their lives, learn to overcome difficulties and make responsible decisions around them. This is achieved by promoting partnerships between schools and local communities, fostering the culture of positive relationships and helping students to take up active roles in their environment.

This is where assessment of social and emotional skills plays an important role.

⁵⁰ Dickson, Vigurs & Newman, 2013; European Commission, 2013

⁵¹ Gailius, Malinauskas, Petkauskas, & Ragauskas, 2013

3

Assessment of Social and Emotional Skills

- Measuring social and emotional skills as an ability. 32
- 3.1.What's in this Toolkit? 32
- 3.2 Social and Emotional Learning Standards 34
- 3.3 Formative Assessment Strategies for SEL 36

Assessment of Social and Emotional Skills

Assessment of students' achievement is an inseparable part of education that makes influence on students' motivation, confidence, further academic and career choices and well-being in general. Researchers, teachers and decision makers from various countries agree that in order to improve student achievement (which is an ultimate goal of educational systems), a balanced assessment system should be applied.

Social and emotional skills, like any other learning area, should be assessed at school in order to support students' learning. Relevant assessment practices could help students track their own progress, receive feedback on their progress and also inform the teachers about what teaching practices should be applied.

Measuring social and emotional skills as an ability.

There are two viewpoints⁵² on how we can approach the assessment of social and emotional competences. Social emotional **competence as a trait** refers to the individual person's self-perceptions and dispositions, whereas **social and emotional skills as an ability** include more practical components that could be directly observable in one's behaviour.

This Toolkit follows the "ability" model of assessing social and emotional skills. It proposes assessment methods that are based on observing students' behaviour and reflecting upon it in real life situations at school. Students' self-observation and self-assessment play a critical role in this process.

Moreover, it can be argued that most of the professional instruments designed to assess social and emotional abilities are not suitable for regular use at school. Existing assessments are designed for and best suited for individual assessment in the context of clinical evaluation. Those assessment strategies are generally not suitable for universal application, either for screening or regular measurement of SEL. Most of the assessments require significant time for their administration and special training to ensure standardization. What's more, scoring and interpretation requires further work and specialized knowledge⁵³.

Therefore, we cannot expect that teachers, without special training and knowledge, would use the assessment tools designed to be used by professional physicians and psychologists. Unprofessional use of such tools could make things worse, may cause conflicts in the school community and harm the students. Furthermore, in order to make assessment a useful tool for individual progress, we need to develop assessment methods and practices that are easy to understand, simple to administer in class and involve children themselves to take an active part in the assessment process.

3.1. What's in this Toolkit?

A systemic approach⁵⁴ to assessment in education generally involves the following elements:

- Clearly defined learning goals and benchmarks (i.e. standards) for students' SEL progress;
- Teaching methods that foster social and emotional skills;
- Universal and targeted screening and progress monitoring (formative, interim, summative).

⁵² Petrides & Furnham, 2000

⁵³ McKown, 2017, p. 330

⁵⁴ Denham, 2017, p. 285

These elements serve as guidelines in developing the assessment model for social and emotional skills presented in this Toolkit.

Following the general view of learning assessment described above, this Toolkit presents several pedagogical instruments that, when used together, provide a system for assessing students' social and emotional skills in class. The Toolkit does not fully cover all the necessary requirements of an assessment system, as it does not aim to develop specific SEL curricula. However, it provides instruments for educators to follow students' SEL progress, support SEL compatible classroom instruction (teaching) and aid in monitoring learning progress. The methods offered in the Toolkit are intended for the use of all school teachers and other educators in classes of different subject areas. The Toolkit provides universal principles of assessment that can be adapted to classes of any school subject or non-formal education activities.

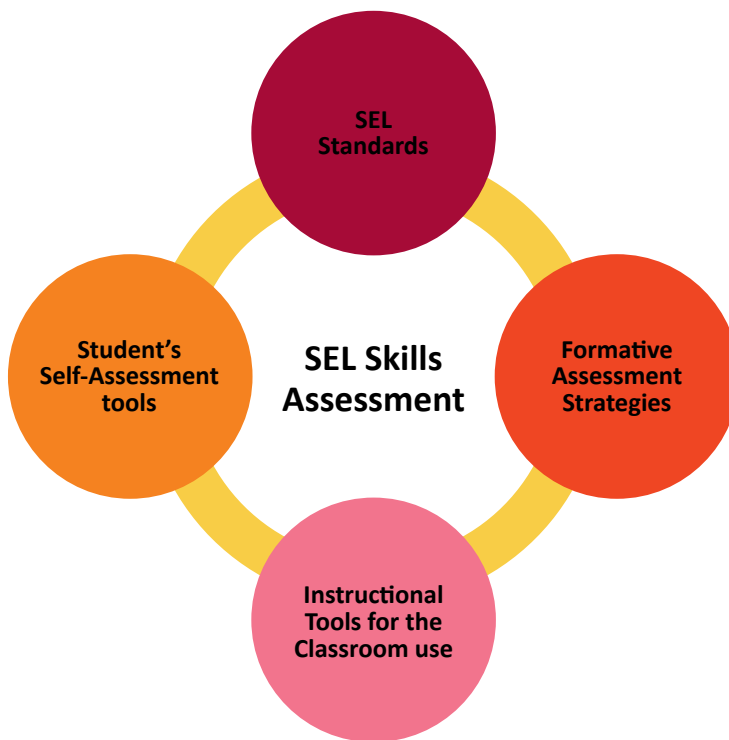


Figure 5. Elements of SEL assessment presented in the Toolkit.

These elements are presented in more detail below.

| | |
|-----------------------------|---|
| <p>SEL Standards</p> | <p>SEL Standards (See ANNEXES B1 and B2) describe learning objectives for the development of social and emotional skills for different age groups of students. These educational objectives serve as a reference point for developing curricula and assessing students' achievement in the area of SEL. The Standards used in this Toolkit were developed by Illinois State Board of Education (USA), in cooperation with CASEL and have been used in Illinois State schools. The Standards are formed according to 3 main SEL Goals (see page 30). These 3 Goals are further expanded for each age group describing specific descriptors of achievement in several areas for different age groups of learners. They provide guidelines for educators that help understand the path of healthy SEL skills development in children and set benchmarks that can be used by both teachers and students to assess their learning progress. Each of these learning areas can be observed and assessed at school using several assessment tools presented below.</p> |
|-----------------------------|---|



| | |
|---|---|
| <p>Formative Assessment Strategies</p> | <p>Formative Assessment is a constant process of assessment and feedback in class that helps teachers and students track their progress and identify areas and needs for improvement. It is an active practice that can be applied for assessing not only subject-based learning but also the development of social and emotional skills in the classroom.</p> <p>This Toolkit presents an easy-to-follow model of Formative Assessment developed by Dylan Wiliam (2011) that is expressed in 5 main strategies to be used in class.</p> |
| <p>Instructional Tools for the Classroom use</p> | <p>Teaching methods presented in this Toolkit are teaching techniques that support Social and Emotional Learning in class, whatever the subject or material being learned. These Instructional teaching methods aim to:</p> <ul style="list-style-type: none"> • Provide a method of instruction that facilitates social and emotional aspects of learning e.g. helps students to think, communicate, cooperate reflect etc. ; • Help teachers observe students' behaviour and get relevant information to assess individual students' SEL progress; • Improve the quality and diversity of teaching methods in the classroom; • Involve students to be active agents of learning. <p>All Teaching methods are presented in relation to the SEL Standards and the specific Learning goals they can help assess, together with clear instructions and examples for their implementation in class.</p> |
| <p>Students' Self-Assessment Tools Assessment Strategies</p> | <p>SEL Assessment Tools are instruments for monitoring SEL progress at school on different levels. This Toolkit presents several tools for assessing students' learning, teachers' practices and the whole school characteristics of SEL. The main tools for the classroom, such as Students' Self-Assessment Cards, are intended for student self-assessment and teacher observation of student behaviour. Taken together, these tools provide a certain structure and guidelines for the learners to track their progress themselves reflect on their own learning and plan further development. The feedback obtained can be also valuable for their teachers and peers.</p> <p>All Tools are presented in detail in Chapter 5 with the supporting Annexes.</p> |

3.2 Social and Emotional Learning Standards

After analysing multiple standards and best practices of SEL, the Learning to Be project team adapted the SEL standards of the Illinois State Board of Education (US) ⁵⁵ for practical use in European schools during the project.

Because of the growing attention to SEL and its benefits, the Illinois State Board of Education, in cooperation with CASEL, developed social and emotional learning standards which can be incorporated within all learning areas. The Illinois state SEL standards provide a comprehensive guide to students' SEL educational objectives, track their progression, support instruction and curricula development.

⁵⁵ Illinois State Board of Education, n.d.

NOTE: The Illinois standards presented here are meant to be used only as a practical educational tool, a reference for assessment, during the experimental project. They are not part of any national curricula in European schools. It is important to note, that this standard should be used only as a guideline to understand the progress of students' social and emotional skills development.

The SEL standards describe what typically developing students should know, understand and be able to do in order to achieve the following goals:

- Develop self-awareness and self-management skills to achieve school and life success.
- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
- Demonstrate decision-making skills and responsible behaviours in personal, school and community context.

Within the SEL standards, more detailed learning targets are identified. They are benchmarks that specify the developmentally appropriate SEL knowledge and skills at the five grade-level clusters (pre-school-3, 4-5, 6-8, 9-10, 11-12). Benchmarks increase in terms of complexity and requirements from one grade-level cluster to the next.

Learning standards and benchmarks are further detailed as performance descriptors. They help teachers select and design syllabi, classroom activities and instructions, and also assess students' performance and achievement of specific SE knowledge and skills.

Examples of goals, learning standards, benchmarks and performance descriptors for grades 4 (ages: 9 – 10) and 8 (ages: 13-14) described in the following tables 3 and 4.

| | |
|---------------------------------|---|
| Goal: | Use social-awareness and interpersonal skills to establish and maintain positive relationships |
| Learning standard: | Use communication and social skills to interact effectively with others |
| Benchmarks: | Describe approaches for making and keeping friends; analyse ways to work effectively in groups |
| Performance descriptors: | Recognise when it is appropriate to give a compliment; practice introducing everyone in your class; demonstrate how to give a compliment; demonstrate appropriate responses to receiving a compliment; use 'I-statements' to express how you feel when someone has hurt you emotionally; demonstrate expressing appreciation to someone who has helped you. |

Table 2. Examples of the Illinois SEL learning standards for students Grade 4

Table 3. Examples of the Illinois SEL learning standards for students Grade 8

| | |
|---------------------------------|---|
| Goal: | Use social-awareness and interpersonal skills to establish and maintain positive relationships |
| Learning standard: | Use communication and social skills to interact effectively with others |
| Benchmarks: | Predict others' feelings and perspectives in a variety of situations. Analyse how one's behaviour may affect others. |
| Performance descriptors: | Role-play how to report bullying behaviour; participate in setting and enforcing class rules; practise strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness); recognize the importance of setting limits for yourself and others; demonstrate an ability both to assume leadership and be a team player in achieving group goals; learn to maintain an objective, non-judgmental tone during disagreements. |

The full SEL standards for grades 4 and 8 can be found in

Other elements of SEL assessment model – teaching methods and practical assessment tools are presented in more detail in the following chapters: 4 and 5.

3.3 Formative Assessment Strategies for SEL

In educational literature, three types of assessment are commonly distinguished: screening, formative assessment and summative assessment.



Screening is a process that allows for implementation of three-tier model of instruction: universal instruction, targeted intervention and individualized work. Usually screening includes questionnaires and specific monitoring protocols⁵⁶.

Formative Assessment is a continuous process when evidence of student learning is consistently collected and analysed. On the basis of this evidence, teaching could be adjusted in order to improve learning and stimulate student progress.



Summative Assessment takes place at the end of a certain period of the learning process. It aims to provide general feedback about the level of student achievement with reference to the defined curriculum standards or assessment criteria for the agreed period of time.

In this Toolkit the main focus is placed on Formative Assessment. The goal of formative assessment is to improve instruction and learning through

⁵⁶ Durlak, Domitrovich, Weissberg, & Gullotta, 2015

the use of a variety of assessment tools and methods which identify student strengths and allow teachers and learners to set targets for growth. Formative assessment is not an evaluation system used to measure student learning against a benchmark, but rather a range of procedures used to guide the learning process.

Formative assessment strategies proposed further in this Toolkit aim to:

- Help students take responsibility for their learning by regularly monitoring their learning experiences;
- Aid students in their further learning through clear learning goals and teachers' feedback;
- Measure and recognise students' learning progress;
- Encourage students' cooperation in helping each other learn;
- Help teachers assess their performance as educators and improve their teaching practices;
- Develop students' thinking skills and learning to learn;
- Enable honest and positive relationships in the classroom that support learning.

The following pages explain how these formative assessment principles can be applied to students' social and emotional learning at school.

Any assessment can be considered formative when it improves instructional decisions made by teachers, learners and their peers. According to Dylan Wiliam (2011), three key processes and three main actors can be identified during teaching⁵⁷.

Processes:

- Finding out where students are in their learning
- Finding out where students are going
- Finding out how to get there

Actors:

- teachers
- learners
- peers

When these roles and processes are crossed, five formative assessment key strategies emerge around one big idea, which reveals the "spirit" of *short-cycle* formative assessment:

Students and teachers
Using evidence of learning
To adapt teaching and learning
To meet immediate learning needs
Minute-to-minute and day-by-day⁵⁸

Dylan William (2011) provides a detailed explanation of formative assessment strategies together with examples and advice on their use. The following is a brief review of each strategy.

1. Clarifying, sharing, and understanding learning intentions and criteria for success. When students become involved into discussion on the learning targets and understand how things that they have been learning are applicable in a real situations, their motivation grows and they develop a sense of responsibility for learning. Essentially, students become stakeholders in their own success. Having an investment in their learning motivates students to strive to meet their own expectations and to seek alternative solutions to a

⁵⁷ Wiliam, 2011
⁵⁸ Leahy, Lyon, Thompson, & Wiliam, 2005

problem after facing setbacks. Teachers should guide learners to set expectations by discussing success criteria, and creating a plan to move forward. One example of this type of discussion may involve reflecting with learners about successes as well as areas of improvement pertaining to past work or behaviour. This conversation should involve discussing ways in which a learner will manage personal feelings, contribute to a final result, and affect the overall climate of the classroom. Developing a plan around these topics also contributes to the development of social and emotional competencies.

Here are several tips on how to apply this strategy in the classroom:

- Discuss the main learning goals and objectives at the beginning of a lesson.
- Review examples of practice, students' works from previous years (examples of good, average and poor performance). Discuss their strengths and weaknesses, criteria for success (William, 2011).
- Encourage students to reflect on their strengths and weaknesses, set personal learning goals, share their expectations and needs.
- Explain the criteria of evaluation (assessment) for upcoming tests and tasks.
- Organise classroom discussions to evoke previous knowledge, activate thinking and analyse the main topics of the lesson.
- Discuss the relevance of the learning material outside the classroom.

2. Eliciting evidence of learners' achievements. In a learning environment guided by formative assessment teachers encourage students to express what they have learned in a variety of ways. It is important for teachers to collect sufficient evidence about what students are able to do, so they can decide what to do next. One of the ways to do that is to engage students in dialogue and to create an atmosphere where learners feel safe to answer teacher's questions and ask for clarifications if they struggle to understand certain topic or concept. When individual approach is hardly possible, teachers are recommended to use other strategies that help to reflect students' understanding of the topic and instantly identify learning gaps or misconceptions. For good teaching the collected evidence should be used to plan further learning or to re-teach the difficulties or misconceptions students may have.

Few tips on how to apply this strategy in class:

- Ask critical questions related to the main learning points (hinge questions). Allow students appropriate time to think, discuss and respond (William, 2011).
- Create opportunities for students to show their knowledge and skills in practice through interactive activities, discussions, practical tasks.
- Organise assignments in pairs and groups to promote relationship building and cooperation.
- Ask students to present their work and talk about it.
- Use quick assessment activities to monitor students' learning as it happens to quickly respond to teacher's questions and assess learning (e.g. using individual mini boards, exit cards, thumb scale, etc.). See more examples in section 5 (pp.).

3. Providing feedback that moves learning forward. Most often students are assigned a letter grade or a symbol through an evaluation process. This type of assessment provides little qualitative information about the progress a learner has made and may even elicit anxiety and fear. Quality feedback should not cause an emotional reaction, but instead cause thinking. It should direct the learners' attention toward what's next rather than pointing out how well or badly a student has performed. Effective feedback should be "a recipe for future action"⁵⁹. Learners that are given feedback in a descriptive way benefit greatly. Comments pertaining to specific ways in which to improve allow students to reach the next step in the learning process.

Teachers' feedback comments should be:

- focused on the learning and behaviour, not the student;
 - about the learning that should be going on, not only the presentation;
 - clear about what the student has achieved and what still needs further work to improve;
 - phrased so that the student can understand how they should respond;
 - phrased as targets or linked to targets already shared with the student.
- (William, 2011)

Quick tips on how to apply this strategy in class:

- Comment on students' positive behaviour, emphasise positive personal efforts and learning progress whenever possible.
- Share your individual comments on learning and behaviour regularly with each student;
- Observe students' learning and behaviour, make notes for yourself. This will make it easier to provide comments later.
- Complement your marks (evaluations on written assignments) with short written comments focused on further learning and things to improve.
- Use symbols and tokens to express meaning for both positive and negative feedback (e.g. roses – flowers (good, beautiful things) and thorns (problematic, challenging) are always together).
- Encourage students to learn giving and receiving feedback from each other in pairs and groups.
- Show openness to students' feedback yourself. Create opportunities for students to share feedback with you (e.g. conduct student feedback surveys, ask students to write comments on exit cards).

Read more examples of how to use feedback in class in Section 4 ()

4. Activating students as instructional resources for one another. Some educators are hesitant to provide opportunities for peer tutoring for fear that it may be difficult to determine whether student-to-student feedback is of quality or to ensure that each member's contribution is worthwhile. However, research indicates that there are tremendous benefits to collaborative and cooperative learning. Because students view peers as equals, they feel more comfortable asking questions and seeking clarification. Also, the language used by the teacher may be too technical for some students to understand but can be better understood when restated by a peer. Peer tutoring is beneficial not only for students with misconceptions or questions, but also the learners who

provide the help because these learners develop a better understanding of the subject matter as they teach it to someone else. Collaborative learning also contributes to the development of social and emotional competences as students share ideas, make compromises, listen to and accept feedback from others. It is important to note that in order for peer learning to be effective, agreements must be established with regard to student contributions and reaching a common goal. If teachers activate students to support each other, the teacher is still responsible for the quality of support given by students to each other. To ensure this, teachers constantly monitor what students are saying to each other.

Quick tips on how to apply this strategy in class:

- Organise assignments in groups and pairs to promote students' cooperation on the task;
- Assign "Learning Buddies" with specific tasks to help each other learn or prepare (e.g. each buddy could receive a set of questions (a "preparation checklist") to review another students' work before submitting it to the teacher.
- Ask students to react and comment on each other's work in class, share constructive feedback. Encourage more confident students to help others learn.

5. Activating students as owners of their own learning. While teachers provide opportunities for learning, the only one who can create learning is the student. Self-regulated learning opportunities allow students to exercise metacognition and to develop a sense of responsibility for their own progress. Self-guided learning requires a student to think critically to identify areas in which they have difficulties and to seek opportunities to develop skills in areas of deficiency. Reflecting on learning is not an easy process. It takes time and can become emotionally charged, but with guidance and practice, students will learn to manage their growth process. Developing a growth mind-set⁶⁰ is key in activating students as owners of their learning.

These five strategies serve as guidelines for designing effective teaching and provide the flexibility for educators to decide how to implement each strategy in their classroom in order to meet their students' needs. It is critical that the teachers understand that the purpose of these assessment strategies is to guide further learning process rather than to simply evaluate the students' performance at a given point in time. Also, teachers must communicate the value of these strategies to their learners, if they wish to apply them successfully

Quick tips on how to apply this strategy in class:

- Ask students to self-assess their learning and progress regularly.
- Encourage students to set personal learning goals and track their progress in learning diaries/notebooks.
- Use quick self-assessments to assess individual learning during the lesson (e.g. ask students to use traffic lights/colours to show how confident they are with the lesson's topic).
- Dedicate time during the lesson for reflection and self-assessment.
- Encourage students to collect proof of their learning experiences and

success (e.g. collect student portfolios, write learning logs/notebooks, etc.).

The 5 strategies, processes, and roles can be described in the following way:

| | Where the learner is going | Where the learner is right now | How to get there |
|--------------------|--|---|---|
| Teacher | 1. Clarifying and sharing learning intentions and criteria for success | 2. Eliciting evidence of student learning | 3. Providing feedback that moves learning forward |
| Learner | Understanding and sharing learning intentions and criteria for success | 4. Activating learners as instructional resources for one another | |
| Class peers | Understanding learning intentions and criteria for success | 5. Activating learners as the owners of their own learning | |

Table 4. Five strategies, processes, and roles for designing effective teaching

The five formative assessment strategies outline the ground of assessment for learning, but every teacher is responsible for choosing the specific activities for the implementation of those strategies. The important thing is that teachers need to adapt any technique that anyone else might show them to make it work in their local context (Wiliam, 2011).

Section 4 of the Toolkit (“SEL in Practice”) presents 11 teaching methods that will help put these strategies into classroom practice and link them with social and emotional learning.

Other points to consider when assessing SEL:

- Students might not be accurate in self-assessing their social and emotional skills. They might sometimes underestimate or overestimate their abilities. Therefore, teachers’ observation and feedback are crucial in helping students make adequate judgements about their learning. It is important to note, that the ability to self-assess is an important aspect of one’s self-awareness, therefore, it can be considered an important SEL skill itself which can be developed.
- Students might be able to trick (“game”) the SEL assessment tools by providing responses that do not reflect their beliefs but make the teacher think the student is being reflective. Also, students might attempt to appear better in front of the teacher or their peers (social desirability). This is especially true when self-assessments are given special importance at school. In order to prevent this, teachers should avoid comparing individual students’ self-as-

assessments to one-another or grading students based on their self-assessment scores.

- Good performance does not always equal good learning! The fact that students can demonstrate a particular level of SEL capability on a given task (performance) does not necessarily mean that they have developed good skills (learning). Real SEL skills development is likely to happen very slowly.

- Various contextual factors are likely to affect SEL assessment: students might be able to demonstrate good SEL abilities on a particular task, however, they might perform worse on a similar task in a different context (e.g. working with unfamiliar people, under time pressure or in a different place). Therefore, several different assessments might be necessary over time in order understand students' learning.

The assessment methods presented in this Toolkit are primarily aimed at helping students and teachers become more self-aware, guide their own learning and shape teaching in the classroom. However, it is important to note, that these assessments are not designed to be used for formal evaluation of performance or objective comparison between individuals. Therefore, it is important to use these instruments wisely, according to their purpose:

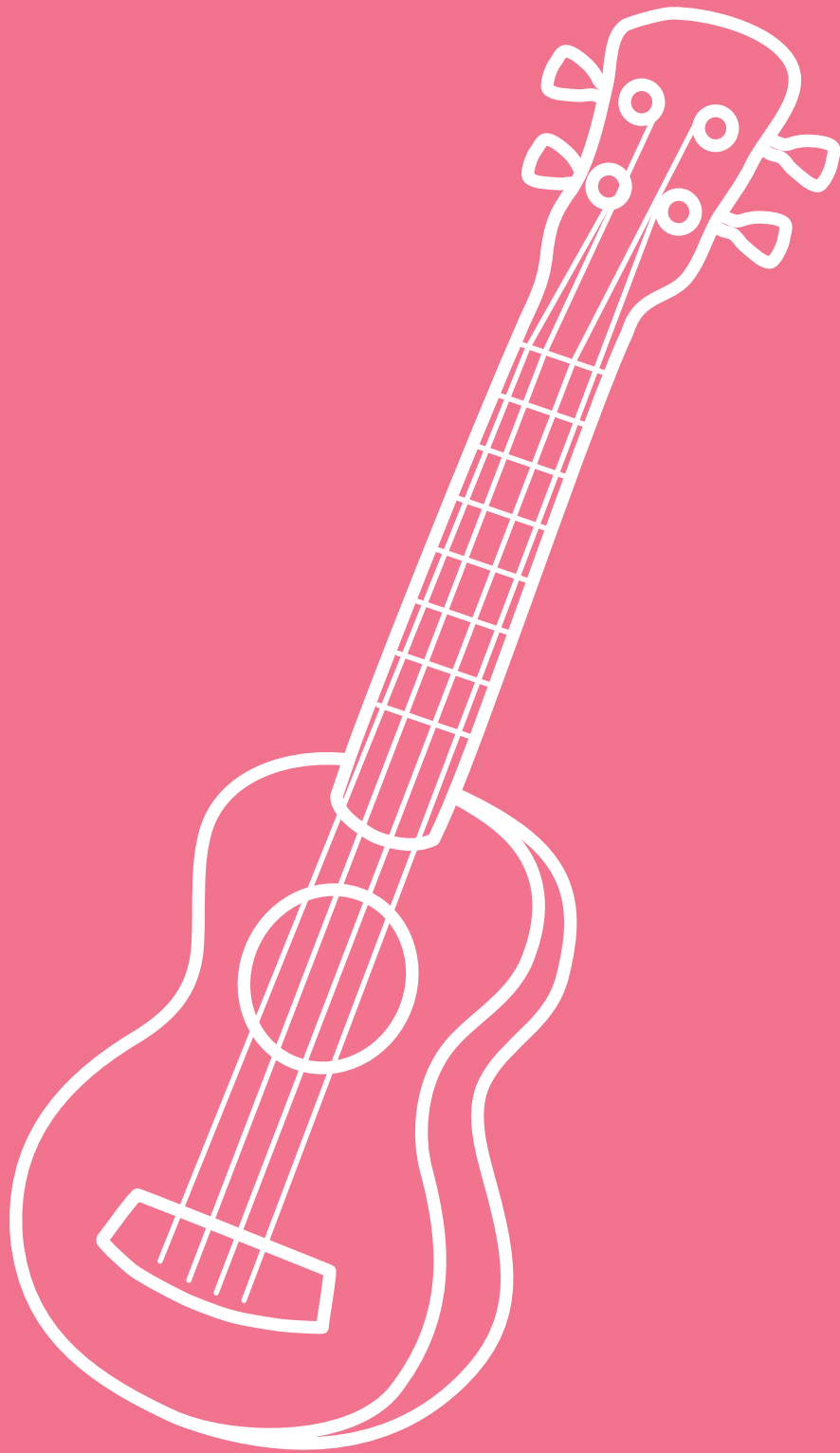
DO:

- Explain to students (and their families) that these assessments are not performance tests but activities to help them learn more about themselves and others;
- Dedicate time for these assessments regularly to form a familiar routine (during lessons or other activities);
- Allow students time to reflect on their self-assessments;
- Plan learning activities (tasks, games, events) to create opportunities for students to practice and demonstrate their skills;
- Allow students to make mistakes, be inaccurate in assessing themselves. Accurate self-awareness is a skill that takes time to develop;
- Encourage students' discussions and group reflection about themselves and the relationships in the group;
- Provide individual feedback to students commenting on the positive aspects and challenges of their social and emotional learning. Explain further steps of learning for each student.



DON'T:

- Compare individual students based on their self-assessment scores;
- Conduct formal performance evaluations or assign grades for social and emotional skills;
- Discuss individual self-assessments with other students or in front of class without specific permission from that student (privacy);
- Push students to write perfect answers or complete all tasks at once;
- Forget to share your feedback and review the assessments with students (i.e. don't leave students alone).



4

SEL in Practice

- 4.1 Planning the process of SEL implementation 46
- 4.2 School and family partnership 49
- 4.3 Developing relationship-centered learning environment in the classroom 50
- 4.4 Teaching methods to strengthen SEL 56
- 4.5 Instructional teaching methods 58
 1. Setting learning goals 59
 2. Think-pair-share 61
 3. Wait time 63
 4. Group work 65
 5. Accountable Talk 69
 6. Modelig/Demonstration 72
 7. Learning via play 74
 8. Kinesthetic activities 77
 9. Reflection 80
 10. Graphic and other visual organizers 83
 11. Feedback 86

Studies have revealed that fragmentary development of social and emotional skills does not yield the results that are expected⁶¹. To achieve the results that are expected, social and emotional learning must be integrated into the whole-school life and student life. This is planned and consistent work. This chapter provides information on:

- Planning SEL implementation in the school;
- Creating relationship-centred learning environment in the classroom;
- Teaching methods to strengthen SEL.

4.1 Planning the process of SEL implementation

Practitioners who integrate social and emotional education affirm that achieving positive results requires focusing on community-based work, taking the step-by-step approach and working in a consistent way. Planning the process of SEL integration involves 7 steps⁶².

Figure 6. The 7-step planning process wheel



These seven steps are presented in more detail in the table below.

Table 5. The 7-step planning process

| | |
|---|---|
| <p>Build a school infrastructure that can support SEL.</p> | <p>SEL requires constant planning, therefore, it is recommended that a school SEL development team should be formed in order to develop a SEL implementation plan. The SEL development team should be formed on the principle of representation- members of all school community groups should be included in the team.</p> |
| <p>Evaluate SEL resources and coordination in your school.</p> | <p>Evaluate SEL resources by answering following questions:</p> <ul style="list-style-type: none"> • Are all students provided with the opportunity to develop social and emotional skills? • Do the teachers use social and emotional skill-enhancing teaching methods during the lessons? • Are the students provided with the conditions to demonstrate their SE skills outside the school? • Are the students involved in establishing their school rules? • Does the school practice a non-punitive discipline? |

⁶¹ Humphrey, 2013.
⁶² Durlak, Domitrovich, Weissberg, & Gullotta, 2015.



| | |
|---|---|
| <p>Assess your school's culture and climate.</p> | <p>Carry out a school climate study involving all student age groups, all staff and parents. (The design of the study can vary, but the instruments for this research must be aimed at revealing the school's culture and climate.) The study will help identify strengths and weaknesses and plan SEL integration more precisely.</p> |
| <p>Identify shared values, themes, and essential life habits.</p> | <p>Communicate with the community and determine the overall vision of SEL implementation and negotiate how to achieve the agreed vision. Explicitly instruct the school community that the aim is to build a community based on good interpersonal relationships. The goal is for everyone at school to feel safe and included.</p> <p>Identify and articulate school-wide key values and make sure that students learn them within and across grade levels. This plays an essential role in reducing fragmentation and increases the likelihood that students will become inspired to learn.</p> |
| <p>Provide consistent and ongoing opportunities for students to practice SEL skills.</p> | <p>Social and emotional skills are needed every day and every moment. Fragmentary training of social and emotional skills leads to fragmentary results. If we want to foster strong social and emotional skills in our students, we need to train them consistently, making it possible for them to adapt these skills to school and other life situations.</p> |
| <p>Improve staff readiness to teach SEL.</p> | <p>The school community, having completed the SEL implementation plan, foresees that all members of the community should be prepared for this process, especially the teachers. Teachers should be ready to teach any lesson in such a way that students feel enthusiastic about it, learn actively and achieve maximum results. Therefore, teacher training in the application of student-oriented teaching methods becomes an essential part of the integration of social and emotional education.</p> |
| <p>Connect to those who are already implementing SEL.</p> | <p>Schools that are beginning to introduce social and emotional education usually raise a lot of questions and encounter some challenges. It is advisable to seek help and assistance. It is possible to expect support from organizations that are developing and implementing social and emotional programmes, or other schools where social and emotional education is already established.</p> |

For a successful integration of SEL into the school life, all members of the school community must be involved: head of school, teachers, parents, family and local community members, educational specialists (psychologists, social pedagogues, health professionals, counsellors etc.), support staff and students⁶³.

Each school community member is essential to the success of SEL, therefore, the beliefs of the included community members should be taken into

⁶³ Collaborative for Academic, Social, and Emotional Learning, 2006.

account. It is important that school community members:

- behave in a way that models personal social and emotional skills;
- demonstrate belief in the positive potential and success of all students;
- understand the need and importance of social and emotional learning.

Also, involvement all community members can become easier when each member is aware of his/her roles.

Table 6. Roles of community members

| | |
|---|--|
| <p>School principal</p> | <ul style="list-style-type: none"> • Plans the integration of SEL into school life. • Forms the SEL development team. • Ensures access to the necessary resources for the integration of SEL. • Maintains an ongoing dialogue with staff about SEL experiences. |
| <p>Social and emotional learning development team leader</p> | <ul style="list-style-type: none"> • Maintains contact between the school principal, SEL development team, school community and social partners. • Provides school community members with information and literature on SEL. • Coordinates all SEL-related activities at school: planning, teacher training, research, integration, programme selection. <ul style="list-style-type: none"> • Plans the necessary budget for the SEL-related activities. • Aids teachers in enhancing SEL by creating a safe learning environment. • Represents the school at conferences, meetings and reports on the results of the development of SEL at school. |
| <p>Teachers</p> | <ul style="list-style-type: none"> • Participate in the SEL development team and identify existing and potential strengths and challenges. • Maintain the vision of SEL and its implementation among colleagues through dialogue, reflection and collaboration on SEL experiences and encourages staff to be personally interested in SEL. • Raise realistic goals for school improvement. Propose specific ways to implement SEL at the classroom level and school level. |
| <p>Parents, family and local community members</p> | <ul style="list-style-type: none"> • Participate in SEL development team and provide family and community feedback on implementing SEL, identify existing and potential challenges as well as strengths. • Help to identify important goals for SEL initiatives and provide information to the community. • Help in effective use of financial resources and identify possible sources of aid for further SEL initiatives. |
| <p>Psychologists, social pedagogues, health professionals, counsellors</p> | <ul style="list-style-type: none"> • Participate in the SEL development team and provide expert information on mental health, child development processes and the effectiveness of various preventive efforts. Correlate these elements with academic learning and student behavioural issues. • Help to analyse the assessed needs of the school community and identify suitable strategies for intervention and choose suitable SEL programmes. • Ensure that all students at the school are involved in the SEL process. |



| | |
|-----------------------------|--|
| <p>Support staff</p> | <ul style="list-style-type: none"> • Provide observations on how the school staff and students apply social and emotional skills in the school premises (corridors, halls, playground, canteen, bus, etc.) throughout the day. • Evaluate the relationship between the staff, family, local community members and the students, as well as the overall school microclimate. |
| <p>Students</p> | <ul style="list-style-type: none"> • Participate in the SEL development team and identify barriers to the success of SE skills development. • Actively encourage others to engage in activities that help strengthen SE skills. • Share the SEL development team's information with other students. • Participate in the observation and analysis of SEL-related skills and share data with members of the community and the SEL development team. |

4.2 School and family partnership

Social and emotional learning starts in families. First social and emotional skills are learned in the families. If parents exhibit social and emotional learning skills, children acquire them through observing and learning from their parents Dawson P., Guarre R., 2018⁶⁴. Focusing on the development of a child's skills is important at all ages. Over time, the number of individuals involved in child education increases. Preschool and kindergarten teachers, later teachers become an essential part of a child's education. The greatest and most effective educational outcome is achieved when communication between families and educational institutions is based on trust and cooperation. Parental involvement in children's academic life is particularly significant in helping children feel better at school and success in both: relationships and academic achievement Slušnys & Šukytė, 2016⁶⁵.

To enhance the development of a student's social and emotional competences, parental support is needed.

There are a few steps that can be taken:

1. Inform parents about an increased focus on social and emotional learning.
2. Listen to parents' expectations regarding social and emotional learning.
3. Express your expectations regarding social and emotional learning as a school, as a subject or a class teacher.

It is recommended to have one parent meeting about social and emotional learning. Briefly introduce parents to what social and emotional learning is and what competencies and skills are being developed. If a special social and emotional programme is being implemented give a brief introduction. And if social and emotional learning is implemented through the development of a relationship-centered learning environment and teaching strategies, the structure of the lessons could be presented to illustrate how SEL will be integrated.

⁶⁴ Dawson & Guarre, 2018

⁶⁵ Slušnys & Šukytė, 2016

It's worth telling parents that they can contribute to learning outcomes by:

- Helping children develop a respectful attitude towards learning.
- Showing interest in learning successes and failures.
- Responding to teacher comments and requests.
- Showing interest in the relationships between students.
- Keeping up with the home discipline and daily routine.
- Paying attention to the place of learning at home.
- Providing the child with the necessary learning tools.

Children will experience success if the development of social and emotional skills is strengthened by the school and families together.

4.3 Developing relationship-centered learning environment in the classroom

When developing a learning-friendly classroom environment, the major goal is to promote caring and supportive relationships which may facilitate meaningful learning, foster SE competences and strengthen students' resilience.

This section provides guidelines for creating a relationship-centered learning environment in the classroom.

Physical learning environment. The classroom environment should be designed to meet the students' needs. It should be cosy, tidy, comfortable and well-lit. The students could be seated in such a way that they see each other and are able to interact with each other. Since the physical learning environment consists of what we see, hear or smell, it is important that the colours, sounds and scents prevailing in the classroom help, not disturb, the learning. The visuals should be easy to read and should reflect the most important information for the students to refer to .

The first and the last minutes of a class. Clear goals, planned activities and tasks are very important, but other lesson elements, such as setting the mood for a lesson and ending a lesson, should not be forgotten. The first and the last minutes of class can have a great impact on the overall feeling of the students. Start each day with a check-in, set as a personal goal to greet every student individually. It can be done by establishing rituals and traditions, otherwise, a simple and warm greeting should be enough.

The beginning of a lesson depends on the day's topic and other circumstances, e.g., Is this lesson taking place right after a weekend / a holiday? This, as well as the age of the students, will affect the amount of time needed

to start a lesson. By devoting, at least, a couple of minutes to start a lesson, the teacher will:

- set the appropriate mood for students to work;
- have the opportunity to observe and respond to students' emotions;
- develop a relationship with students and help them develop relationships with one another;
- by noting how long you have not seen each other, the teacher will create an important connection between the last lesson and the new one.

Also at the end of a lesson, the teacher may ask the students to identify

how they are feeling and reflect on what the students have learned that day.



Suggested activities

■ Skip Dice Greeting.

- Students stand in a circle.
- One student rolls the dice and skips the number of students indicated by the number of the dice and greets the next student (e.g., if the student throws a “two”, they will skip two people and greet the third person in the circle).
- The greeter sits down.
- The student who was greeted takes the turn in rolling the dice.
- The greeting continues until all students have been greeted.

■ Traffic Lights Reflection.

- At the end of lesson, ask students to think about how they are feeling about the topic and the lesson in general.
- Present the students with the “traffic lights” activity and explain the meaning of each light, e.g., Green- I understand the topic and I am feeling great; Yellow- I understand most things, but I need a little bit of support; Red- I don’t understand many things and I need help.
- Ask students to select the appropriate light that reflects their feeling.

■ Thumbs Energy Scale. Can be used to quickly assess the level of preparation, understanding, satisfaction etc.

- At the beginning of an activity, the students assess their level of energy by showing thumbs.
- Show the students what different thumb positions mean: up – fully charged/energetic, down – completely tired/bored, horizontal – feeling so-so.
- On a count of three ask everybody to show their energy levels using their thumbs (the teacher also joins in).
- The teacher guides reflection.

■ Live Thermometer. The activity is good for beginnings and endings of lessons.

- Use sticky notes to indicate the temperature scale from the negative to the positive (-/ 0 / +) on the floor, diagonally from one corner to another, with zero in the middle.
- Explain to the class that you will ask each of them to evaluate different statements by moving to certain positions on the scale (agree +, disagree-, not sure 0). The distance indicates the level of how much they agree or disagree with each statement (closer to the center, closer to extreme etc.).
- Present one by one, several statements, you wish students to assess or topics you want to open. For example: “I feel ready for today’s class”,

“I feel happy after the weekend”, “I have learned new things today”.

- Ask students to share why they chose certain positions, if they wish.
- The teacher guides the reflection.

.....

- **All those who.** This activity is good for talking about daily experiences, understanding the attitudes of students and opening the topics of the class.
 - Students stand in a circle.
 - Explain to the class you will read out different statements and ask all those who agree with the statement to make one step towards the middle of the circle.
 - Present the statements such as “All those who are feeling sleepy”, “All those who like basketball”, “All those who haven’t done their homework”. Ask students to share why they chose certain positions, if they wish.
 - The teacher guides the reflection.

Teacher’s verbal and non-verbal language. The teacher’s verbal and

non-verbal language is important from the first to the last minute of a lesson. Students can sense the teacher’s mood as soon as they enter the classroom. Enthusiastic body language and a smile can stimulate student interest and help to create a positive atmosphere. By using an open body language, a teacher can show that they are ready to listen and interact. The teacher’s way of speaking must be an example of polite communication. By correctly looking at or talking to the students in a polite manner, a teacher can encourage the students to participate in class activities. The students would appreciate it if the teacher uses their first names to address them.

Responding Respectfully. Classroom communication that promotes respect is essential not only for building relationships, but also for boosting students’ self-confidence and achieving academic success.

A positive learning environment is created not only when the teacher encourages students to maintain a tone of respectful interaction or appropriately responds to student objections and bullying, but also when they apply methods that engage everyone and respect the individual student’s learning style and pace.

An important element of the lesson is how the teacher responds to the students’ production. The teacher should not react by evaluating, judging, or sticking labels. The teacher will succeed if, instead of the words “awesome”, “wonderful”, “great”, they will say “thank you”, “OK”. In assessing student achievement and progress, it is desirable to avoid aggregating evaluations that do not provide any specific information. For example, the laconic phrase “well done” should be replaced by a word or sentence that also defines why the teacher believes the student has done well. Observing achievement or progress, positive evaluation and teacher encouragement can be appreciated by students, so the teacher should say encouraging words to everybody in class, finding even the smallest reason to celebrate something about every student. The way to provide positive reinforcement depends on the situation, group dynamics and students’ age. Thus, **1)** teacher can do it individually one to one (for example, for adolescent or students that progress slowly),

- 2) teacher can do it individually in front of class (for younger students') or
- 3) teacher can give positive evaluation for a whole group/class.

Reacting to students' resistance. During the lesson, there are a lot of events that the teacher has planned and expects, but there are also some that have not been anticipated. Lessons can be disturbed by many factors: events prior to the lesson or outside the school context, physiological feelings of students, relationships, learning gaps etc. While trying to encourage students to think and discuss, the teacher may encounter some resistance. When reacting to the students' resistance to participate, the teacher should:

- recognize and respond to the feelings of the student, for example, "I see you are frustrated.", "I see that you feel insecure";
- discuss with students the consequences of what will happen if they do not participate or do not understand the task.

Confidentiality. Confidentiality is a sensitive issue, especially in elementary classes. Students of young age sometimes can be very open in talking about their family and friends. If the teacher hears that students share thoughts that can be a source of bullying, domestic violence, self-harm etc., they should stop the student and change the topic. However, it is imperative to pay attention to the student after class and talk to them about it. Such conversation and teacher's attention may prevent irresponsible actions, or help strengthen the student⁶⁶.

Low and High Risk Activities. Starting a new, unusual thing in class is often challenging. When starting up with new teaching methods, we should introduce them gradually. The teacher needs to be especially careful when choosing a method that requires good student relationships. Having assessed the risk of the chosen method, the teacher will be able to predict the result of its application. The risk can be reduced if the teacher learns the instructions for applying the method, and makes sure that the students understand them well. A teacher who has begun applying low-risk activities, such as working individually, can gradually build up to high-risk factors, such as re-grouping into various teams, implementing successful long-term projects, and active participation in the lesson⁶⁷.

Focusing on positive behaviour. Adults tend to believe that it is normal and unquestionable that children should behave politely and properly. Thus, the child's behaviour that does not fit with the imagined behaviour norms draws the most attention. Adults manage to get children to obey, but when children find themselves in an environment unaccompanied by adults, their behaviour changes. Therefore, it is advisable for a teacher to pinpoint the proper and positive behaviour in the classroom and draw attention to it. For example, if the students work in collaboration, say this, "I noticed your ability to cooperate during the task," or if the lesson has gone productively- thank the students. In order to teach the students to notice and appreciate the success of the work themselves, the teacher should encourage the students to thank each other after they have finished the task. This will contribute to developing an attitude that is favourable to cooperation. As a result, additional attention to positive behaviour encourages students to continue with this behaviour even when adults are not around.

⁶⁶ LIONS QUEST program, Skills for Growing, 2015.

⁶⁷ LIONS QUEST programs, Skills for Action, 2015



Suggested activities

- **Self-portrait.** Students share their emotions and feelings about life and daily routines, developing this way a sense of self, while examining behaviours, race, diversity and personal goals.
 - As a weekly journal entry, each student might write a poem or share something they are pleased about or unhappy about. It is the student's journal, it means that the teacher only reads it if allowed by the student.
 - Each student is encouraged to talk about the positive traits of their classmate. The focus must be on behaviour rather than something that cannot be changed or controlled, e.g., appearance.
 - Create a classroom where students have a voice. A classroom environment where students are free to speak their own emotions and thoughts.

.....

- **Storytelling.** An opportunity for the teacher to tell stories in a group in order to manage/discuss proper behaviours and emotions and also to invite students to share stories in pairs or small groups to build new skills.
 - The teacher promotes tasks that encourage the development of non-verbal communication using students' face, body and gestures to adjust express emotions and illustrate behaviours.
 - The teacher allows the students to create their own version of the story (adapt and improvise).
 - The teacher develops activities to encourage cooperation between students and develop listening skills.

.....

- **Post it.** This activity can be used when the teacher realizes that the students contribute to the well-being of the class or community.
 - Observe student behaviour and note the appropriate behaviours.
 - Teacher will write down a post-it indicating which behaviour has been correct and why.
 - Put a panel with the names and photos of all the children, in the classroom.
 - Put the achieved post-it notes to the students.
 - Students can give each other constructive feedback.
 - Encourage students to use post-it notes to record the given feedback.

Shared classroom rules. Schools typically have several types of behavioural rules:

- Common school rules that define the expected behaviour in all spaces at school (classroom, break times, playground, school bus etc.);
- Security rules for safety and health reasons (using IT classrooms, electronic and other devices);
- Rules set by the teacher (which help to successfully complete tasks and agreements).

In order to maintain relationship-centered learning environment, it is recommended that every teacher should discuss with the students the

behavioural expectations in the classroom, such as rules for talking, moving, expressing emotions, helping others etc.

Tips for creating the Shared Classroom Rules:

- All the students in the class and their teacher participate in establishing the rules.
- The number of rules or agreements should not be too big so that they are easily remembered. (If the class has behavioural problems, the list of rules should be as short as possible). Behavioural expectations must be well-defined and recognizable. For example, “When one speaks, others listen” or “Arrive on time”.
- All rules or expectations must be expressed through positive descriptions of behaviour, without instructions of what is forbidden.
- Behavioural expectations must be clearly written and put up on the wall in a visible place.
- A variety of methods can be used to help students remember these behavioural expectations. For example, draw the rules, rewrite them, decorate the poster, create a song or a poem etc.
- Regularly discuss with the class how to comply with the rules/agreements, celebrate the success and, from time to time, adjust the rules to remain relevant and establish new expectations.
- The rules apply equally to both pupils and the teacher, since everyone, including the teacher, agrees upon them. For example, if we ask the students not to use a phone during the lessons, the same rule applies to the teacher.

The SILENCE signal. It is recommended that the students and the teacher should agree on using the SILENCE signal when doing work in groups or moving from one activity to another. By using this signal teacher can save lesson time and avoid unnecessary discipline issues. The SILENCE signal will help students to develop self-control, because when the teacher displays the signal (e.g. teacher raises their hand), the students also need to indicate SILENCE, as agreed.

Humour. Humour is a prerequisite for a good lesson. It gives the lesson a feeling of lightness, reduces stress and improves interpersonal relationships. Unfortunately, there is a risk that humour can make the course of the lesson unbalanced; if humour is directed at a certain student, it can become a form of bullying and thus destructive for interpersonal relationships. Humour and laughter will never hurt relationships if it is directed at oneself. Humour also needs to be relevant to the lesson topic or situation.

Versatile training / Multiple teaching and learning. Everyone has their own way of memorizing. Some students find it easier to read, others find it easier to draw or listen. It is likely that pupils will better remember the subject matter taught in the lesson if the teacher applies a variety of teaching methods, enabling pupils to read, write, speak and listen, talk to each other and, if available, move, sing or draw. Therefore, students should be provided with possibilities to study in a way that is the most effective for them.

4.4 Teaching methods to strengthen SEL



Every minute is important during the lesson. Appropriately selected teaching methods can encourage the students to be active in the lesson, take responsibility for their learning and be active participants in the learning process. Certain methods can help students to gain subject knowledge as well as social and emotional skills.

The teaching methods presented in the MATRIX below help to strengthen students' social and emotional skills and contribute to the creation of a safe learning environment. Safety is an essential condition for students to be active participants and make the most of their learning time.

The matrix reflects the connection between teaching methods, formative assessment strategies and SEL standards for grades 4 (ages between 9 and 10) and 8 (ages between 13 and 14). This MATRIX can be used when preparing lesson plans and selecting appropriate teaching methods that can be used for implementing formative assessment strategies.

Table 7. MATRIX: SEL standards and formative assessment strategies

| SEL standard Formative assessment strategy | Goal 1 Develop self-awareness and self-management skills to achieve school and life success. | Goal 2 Use social awareness and interpersonal skills to establish and maintain positive relationships. | Goal 3 Demonstrate decision making skills and responsible behaviours in personal, school and community context. |
|--|--|--|--|
| 1. Clarifying, sharing, and understanding learning intentions and criteria for success | Setting learning goals Think-pair-share Group work Demonstration/modelling Learning via play Graphic organizers | Setting learning goals Think-pair-share Group work Learning via play | Setting learning goals Think-pair-share Group work Demonstration/modelling Learning via play |
| 2. Eliciting evidence of student learning | Think-pair-share Wait time Group work Accountable talk Learning via play Kinesthetic activities Reflection Graphic organizers | Think-pair-share Wait time Group work Accountable talk Learning via play Kinesthetic activities Reflection | Think-pair-share Wait time Group work Accountable talk Learning via play Kinesthetic activities Reflection |
| 3. Providing feedback that moves student forward | Accountable talk Feedback | Accountable talk Feedback | Accountable talk Feedback |
| 4. Activating learners as instructional resources for one another | Think-pair-share Wait time Group work Accountable talk Learning via play Kinesthetic activities | Think-pair-share Wait time Group work Accountable talk Learning via play Kinesthetic activities | Think-pair-share Wait time Group work Accountable talk Learning via play Kinesthetic activities |
| 5. Activating learners as the owners of their learning | Setting learning goals Demonstration/modelling Reflection | Setting learning goals Reflection | Setting learning goals Demonstration/modelling Reflection |

Each teaching method can be adopted in all lessons by all teachers.

However, to effectively implement the methods listed above, it is essential that they should be used in the appropriate lesson phase. According to the universal model of learning, all human learning consists of four phases. This model is also known as The Wheel of Learning:

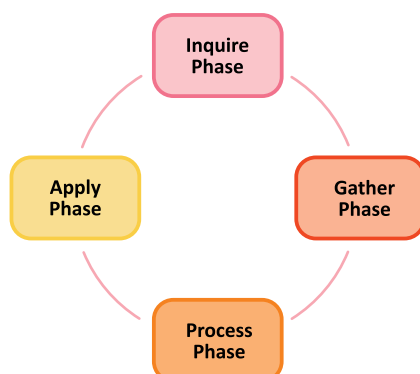


Figure 7. The wheel of learning.

The table below provides a brief overview of the lesson phases in terms of their purposes, functions, benefits for students, teachers' roles and teaching methods.

| Phase | Inquire | Gather | Process | Apply |
|---------------------------|---|--|--|--|
| Purpose | Sparking interest. | Initial encounter with the new knowledge and skills. | Integration of the new knowledge and skills. | Application of the knowledge or skills in real-world situations. |
| Function | Raises questions that the unit/lesson will answer. Discovers prior knowledge. | Information is presented. Data and concepts are collected. Material is observed and described. | Gathered information is analysed, compared, prioritized and categorized. | Now understood information is used to create a product or applied to something concrete in the student's life. |
| Student Benefit(s) | Teacher checks what students want to get out of the lesson. Student's own knowledge is affirmed. | Students collect information by various means that use each student's unique multiple intelligences. | Organises, classifies and categorises new information and concepts. Makes connections with prior material and experiences. | Explores ways to apply the data and concepts in ways that connect with the student's real life. |
| Teacher's Role | Assesses what the students know. Assesses the content and skills the student needs to acquire. | Prepares mini-lectures. Models learning and thinking strategies. Invites experts. Develops learning opportunities. | Organizes individual and group activities to help construct the meaning of information. | Enables the students to express their knowledge in various ways. Encourages applications beyond the subject content area. |
| Teaching methods | Setting learning goals Think-pair-share Wait time Group work Accountable talk Learning via play Kinesthetic activities Graphic/visual organizers | Think-pair-share Wait time Group work Accountable talk Demonstrating/Modelling Learning via play Kinesthetic activities Reflection Graphic/visual organizers | Think-pair-share Wait time Group work Demonstrating/modelling Learning via play Kinesthetic activities Reflection Graphic/visual organizers Feedback | Think-pair-share Wait time Kinesthetic activities Reflection Graphic/visual organizers Feedback |

Table 8. Learning Phases overview⁶⁸

Teacher's preparedness for a lesson and lesson planning are essential for the success of students' learning. While preparing for the lesson⁶⁹, the teacher must:

- Consider ways of explaining to students what they are going to learn and why they need to learn it.
- Select the demonstration method that will provide a detailed explanation of the topic and what needs to be learned.
- Decide on how to encourage students to repeat what they are learning and engage in the demonstration.
- Select appropriate teaching methods that will be used in the class.
- Plan assignments for students.
- Plan monitoring process.
- Plan feedback that moves students forward.

4.5 Instructional teaching methods

The main goal of using instructional teaching methods is to support the relationship-centered learning environment that promotes student SEL through practice and helps them to stay engaged in the learning process⁷⁰.

The section below lists 11 specific teaching methods. Each method description provides information about:

- the appropriate lesson phase when the method should be used;
- the overall description of the method;
- detailed instructions for the application of the method;
- example activities that can be used in any classroom;
- the connection between the method and SEL standards;
- the connection between the method and the relevant strategy of Formative Assessment;

The methods are a form of instructional teaching. Instructional teaching is a style of teaching/learning that involves a step-by-step process of teaching/learning, enabling students to practise, model, demonstrate their skills, ideas, knowledge and encourage them to observe and evaluate their own learning.

The following methods will be described in detail in the following sections of the Toolkit:



⁶⁹ Charlton, 2005

⁷⁰ Collaborative for Academic, Social, and Emotional Learning, 2015

1. Setting learning goals

Lesson phase:
Inquire Phase



Description

Goal setting is the basis of targeted and personalized learning. It allows students to choose what they want to achieve at school and how they want to learn, therefore, it engages and motivates them. It is important to note, that the teacher's role is to provide the context and guide students through the goal-setting process.

Usually individuals lose interest in things that are unclear, vague or incomprehensible to them. Thus, learning goals must be personally relevant to the student himself/herself, i.e., it has to be a personalized goal. In addition, it is important that learning goals relate to the students' environment, their experiences and be adapted to their day-to-day activities – this will help the students to better understand what they are currently learning and comprehend the learning process itself.

When setting learning goals, it is crucial that the goal and the decision of how to achieve that goal would depend on the student himself/herself and not on others. This can be achieved by breaking down the goal into separate stages and providing students with the opportunity to choose where to start from, what steps to take (since not all the steps will be needed for particular students, maybe he/she already has already taken them etc.). This stage-by-stage approach enables the student to make decisions and feel motivated to actively engage in the learning process.

Teacher can help students to set their goals by using S.M.A.R.T. S.M.A.R.T. goal setting provides criteria for a successful goal setting⁷¹. S.M.A.R.T. goals should be:

- Specific (simple, sensible, significant).
- Measurable (meaningful, motivating).
- Achievable (agreed, attainable).
- Relevant (reasonable, realistic, resourced, results-based).
- Time bound (time-based, time-limited, time/cost-limited, timely, time-sensitive).



Instructions

1. The teacher presents the topic in line with the curriculum. The use of visualisations is recommended.

2. The teacher asks the students to think about an individual/shared goal for this class. (The teacher may suggest that students should flip through the textbook or read some materials on the internet or talk to a friend).

3. The teacher moderates the discussion about setting individual/shared goals.

4. After the discussion with the teacher, the students formulate their individual/shared goals.

5. The students write down their individual goals, or the teacher writes down the shared goals.

⁷¹ SMART Goals: How to Make Your Goals Achievable, n.d.

6. The teacher sets a specific time when the students will be able to discuss their progress in achieving the set personal/shared goals.



Examples:

Know, Want to know, Learned

Know, Want to Know, Learned is an instructional strategy that engages students in a new topic, activates their prior knowledge on the topic, allows students to form their objectives and monitor their learning progress

Instruction:

1. The teacher asks a question what the students KNOW about a topic.
2. The teacher uses *Think-pair-share* strategy (see page)
3. The teacher asks the students to think about what they WANT TO KNOW about the topic.
4. The teacher uses *Think-pair-share* strategy.
5. After completing a particular learning process (e.g., after a specific activity, at the end of a class, after finishing a topic) the teacher asks the students what they LEARNED.
6. The teacher uses a 3-level reflection (e.g., *Think-pair-share*; *Reflective writing*, *Reflective pyramid*) (see pages)



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students' ability to name the steps that must be taken to achieve the goal and monitor their progress towards the goal will improve. Students will learn to describe the skills and interests that they want to develop and how others (classmates, peers, family members etc.) can support students in reaching their goals.

Grade 8 (ages: 13-14)

Students will learn to set a short-term goal, create a plan for achieving it and analyse why the goal was or was not achieved. Students will evaluate how their personal qualities influence their own choices and pursued goals; analyse how external support available at school and in the community can be used to achieve their goals.



Connection with the Formative assessment:

No 1: The activity will help examine expectations and criteria for success for both teachers and students.

No 5: The method involves each student to evaluate individually their prior knowledge and expectations for learning.

2. Think-pair-share

Lesson phase:
All Phases



Description

The *Think-pair-share* method allows the students to think individually, helps them share their ideas with a partner and then with the whole class. It improves participation, develops student communication skills and engages students in improving their comprehension of the topic. It stimulates thinking, enriches learning by allowing students to share in pairs and discuss their ideas in class.

This method helps the teacher in creating conditions for a safe participation. In order to achieve the optimal effect, it should be used together with Wait time (see pages 46-47)



Instructions

1. The teacher decides upon the specific task or a question.
2. THINK: The teacher begins by asking a specific question about the topic. The students “think” (7-10 sec.) about what they know or have learned about the topic before.
3. PAIR: The teacher pairs the students or makes small groups. The students share their ideas with a partner or within a small group.
4. SHARE: The teacher expands the previous activity of sharing in pairs or in small groups into the whole-class discussion.
5. The teacher monitors the process and responds where it is appropriate.



Examples:

- The THINK part can be realised by having the students actually think about their knowledge or by writing about it or drawing related images.
- The PAIR part can be realized by asking the students to share their ideas about the topic or find similarities and differences between their points of view.
- The SHARE part can be realised by asking the students to share their discussion with the whole class or in smaller.



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will learn how to effectively listen to others, identify verbal, physical and situational cues that indicate how others may feel will improve. Students will develop their ability to recognise that others might experience situations differently from oneself and solve conflicts more effectively. Students will improve their skills of working in groups.



Grade 8 (ages: 13-14)

Students will demonstrate cooperation and teamwork and promote group effectiveness. They will improve their ability to predict others' feelings and viewpoints in a variety of situations. Students will better understand how one's behaviour may affect others. Students will improve their ability to analyse different ways of establishing positive relationships.



Connection with the Formative assessment:

This method can be used for both assessment of others and self-assessment. It can also be connected with formative assessment of Accountable Talk. (see page 59-60)

No 1. If used in order to clarify or adjust the learning objectives, expectations, criteria of curricula.

No 2. The Think-pair-share activity helps a teacher to instantly get some evidence of students' learning on current topic and observe their SE skills working together.

No. 4. Students help each other to understand the topic by clarifying the concepts together. Also, students develop their relationship skills through working together.

3. Wait time

Lesson phase:
All Phases



Description

Wait time refers to the teaching technique when the teacher deliberately pauses at a strategic moment during questioning. Wait time is not wasted time, however. It gives the students a much needed opportunity to process the question and formulate their own response. The teachers should explain the concept before questioning begins so that the students will understand that no one will be called on to answer during the wait time.

This method is based on the fact that information processing involves multiple cognitive tasks that take time. Students must have uninterrupted periods of time to process information; reflect on what has been said, observed or done; and consider what their personal responses will be.

Therefore, teachers are urged to “wait” in silence for 7-10 seconds after asking a question, since this is supposed to have a series of positive outcomes, such as:

- longer and more correct responses;
- fewer answers “I don’t know”;
- more volunteered and appropriate answers by larger numbers of students;
- higher scores in students’ academic achievement tests.



Instructions

1. The teacher asks a question.
2. The teacher deliberately pauses for 7-10 seconds (while students are thinking productively).
3. The teacher collects the answers.



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will strengthen their ability to respect their own and other students’ rights. They will practice to handle pressure situations and improve their cooperative behaviours in the group.

Grade 8 (ages: 13-14)

Students will evaluate how honesty and respect enable one to take the needs of other students into account in the decision-making process. The students will learn to demonstrate cooperation and teamwork to promote group effectiveness.



Connection with the Formative assessment:

Wait time can be observed through other formative assessment strategies, such as accountable talk .



No 2. By giving the students an opportunity to think, the teacher provides every student with a possibility to demonstrate his/her learning.

No 4. By honouring the wait time, the students who need less time to come up with the answers allow their peers to actively engage in the learning process.

4. Group work

Lesson phase:
All Phases



Description

A group can be defined as two or more individuals who are connected by and within social relationships.⁷² Group work is a method that helps to teach students to work collaboratively, which is a vital skill for life. The more diverse the group is, the more students will learn. By working in groups students learn to negotiate, develop leadership skills, learn more about themselves and learn to contribute to the outcome of collaborative work.

Working in groups is not only an excellent tool for gaining knowledge, but also for diagnosing relationships. If there is a resistance from students to group work, it might be that they lack experience of working in groups or their relationships with the group partners are poor. If the relationships among the students are good, and the teacher regularly asks the students to work in groups, it becomes an easy and efficient way to learn. There are several points to be considered before organizing work in groups:

■ Instructions

Before assigning any work in a group, the teacher must tell the students the purpose of the work and give step-by-step instructions. If the students have to apply theoretical knowledge from the lesson during the group assignment, the teacher will have to model one example of how to correctly apply the knowledge (*Modelling/demonstration*, see pages and to make sure that the task has been understood correctly, and then allow the students to work independently.

■ Procedure

Short-term group work is done during the lesson and may be connected to any part of the lesson. The task is usually short and does not require any other commitments.

Long-term group work begins during the lesson and continues after the lesson. When planning long-term group work, students should be introduced to the stages of the long-term group work:

1) Gathering. The teacher divides the students into groups, or students divide themselves into groups. The purpose of group work is identified, tasks are assigned, method of reporting group work is discussed, assessment system provided, timing and deadlines assigned. **2) Agreements.** Students gather in their working group; they assume different roles, discuss deadlines and responsibilities. **3) Conflict management.** Students agree on the group work rules, discuss what happens if someone fails to fulfil their obligations. **4) Activities.** Students work on the group task and fulfil their obligations. **5) Delivery and evaluation.** While preparing to present their work results, students rehearse and check their work. They then present their work results to the class, receive teacher's assessment, and celebrate their achievements.

These steps are discussed with students before they are given group work to do after the classes. Long-term group work can take several days, a week or a month. Long-term group work can be implemented by using curriculum models, such as project-based learning, problem-based

learning and service learning. These curriculum models allow students to gain knowledge and skills by applying the material being taught in class to real-world situations and issues, all students working in groups. For more detailed information on curriculum models see Annex C1.

■ Group size

When organizing group work, special attention should be paid to the size of the group. Group size depends on the nature of the engagement.

The most effective group is a pair, because it is easier for the teacher to observe the students when they do work in pairs, and make sure that all students are engaged. While working in pairs, students learn to collaborate, make personal and joint decisions. The students learn to talk to each other, listen to each other, ask questions and respond in an appropriate way

Different activities might request different group sizes, and in order to keep the students engaged it is recommended to form groups of 3-5 students per group, except when the instruction of a particular teaching method states differently (e.g., JIGSAW (see)).

■ Group roles

If the task involves multidisciplinary⁷³ learning, it is recommended that, along with giving an assignment to the group, the teacher should also distribute the roles to the students. The traditional group roles are: the leader, the recorder, the collector, the reporter, the timekeeper. For long-term projects it is recommended to add one more role – the chronicler.

If assigning roles is successful and if the student relationships and engagement is being monitored, the teacher can either assign roles or let students draw them blindly, but it is important for all the students in the class to try out all of the roles. In this way, students are given the opportunity to take responsibility for managing the group's work, presenting the work, recording the thoughts of the group members etc.

Individual accountability

Each member of the group should be individually accountable to the group. When organizing group work, teacher should make sure that the performance of each individual is visible and quantifiable to other members of the group.



Instructions

1. The teacher divides the class into groups of 3-5 students.
2. The teacher asks a question or provides the groups with a task. (If the teacher asks a question, *Wait Time* (see) should be used; if the teacher gives a more elaborate task, the students should select their basic group roles and appropriate tasks for each group member).
3. The teacher gives a certain time frame to complete the task or answer the question.
4. Each group presents their answer or present their completed task. (Oral or written reports. Written reports could be posted on the wall, while the students informally circulate around the room and read each other's answers.)

⁷³ Multidisciplinary and cross disciplinary are used as synonyms describing the aim to cross boundaries between disciplines, then the same topic is studied from the viewpoint of more than one discipline (International Bureau of Education).



Examples:

Work in pairs

The purpose of this method is to give everyone a chance to be active.

1. The teacher divides the class into pairs or students turn to their partner.
2. The teacher asks a question or gives a task. (The teacher might use the *Think-pair-share* method see page).
3. The teacher collects the answers.

Jigsaw

Jigsaw is an activity type where learning happens by teaching. This method can be used where a large amount of materials has to be analysed in a short amount of time. *Jigsaw* may be especially effective when used in the Gather Phase of the lesson.

1. The teacher divides the class into groups. The number of students in one group should correspond to the number of tasks or unique reading passages. This kind of group is called a “home” group.
2. The teacher assigns each group member with a task or unique reading text, for in-class or out-of-class work.
3. The teacher sets the time frame.
4. Each student works individually.
5. The teacher asks the students to form “expert” groups. An “expert” group is formed by students from different “home” groups who were working on the same task or reading the same text. The teacher assigns a task for “expert” groups.
6. Expert groups discuss and highlight the most important information they obtained by working on the tasks or reading passages and/or prepare a short presentation/visualization.
7. The teacher asks the students to return to their “home” groups.
8. Teacher explains that every student will have a specific time to speak and present their work in the “expert” group for their “home” group”. Time frame could be set for 2-5 minutes per person.
9. The teacher keeps the track of time.
10. The teacher leads reflection.

Turn taking practice

1. The teacher decides on the task for the students.
2. The teacher divides the students into groups according to the number of steps in the task. The number of students in the group should be the same as the number of steps in the task.
3. The teacher asks each member of the group to complete one step of the task.
4. The teacher asks the students to connect the completed parts of the task to one.

Note: Each student should be given a chance to practice every step.



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will learn how certain physical and verbal clues indicate how others may feel. Students observe differences between groups and learn to accept them. Students will learn to demonstrate socially acceptable behaviour, analyse and understand how to work effectively in a group.

Grade 8 (ages: 13-14)

Students will learn to anticipate and identify the feelings and opinions of other group members and observe how different people’s behaviour

affects others. Students will understand and accept different groups.

Students will learn to deliberately establish positive relationships with others. They will demonstrate conscious co-operation to ensure the group's effectiveness and goal achievement.



Connection with the Formative assessment:

No 1: By working in groups, collaborating and listening to each other students can better understand learning intentions and criteria for success.

No 2: Allowing students to work in groups, the teacher provides students with multiple opportunities to demonstrate their understanding of the subject matter

No 4: Students help each other to understand the topic better. Also, students develop relationship skills through working together.

5. Accountable Talk

Lesson phase:
Inquire Phase
Gather Phase



Description

Accountable talk is a discussion where students talk to and with each other, respond to and further develop what others have said by offering their observations, ideas, opinions, or more information. Accountable talk encourages students to draw up arguments based on evidence. Students learn to form their own arguments and also respect the views of their peers.

The goal of *Accountable Talk* is to develop students' ability to think.

During the *Accountable talk* activity, the teacher accepts at least three answers to every question and more whenever possible. This shows that the teacher is not looking for one specific answer and encourages divergent thinking among students. It is important that the teacher should give the students time to think (*Wait time* see page 54) and wait for their answers before commenting on them. After receiving three answers, the teacher could encourage the students to think even deeper by asking questions such as: "What do you think about...(a specific issue should be named)?", "Why do you think so?", instead of one-word question "Why?".

Also, elicit different viewpoints by asking a range of questions that will stimulate alternative ways of thinking about the topic: "Can we think about a different solution?" or "How would you comment on X?".

It is important to highlight the differences and see how different ideas are related.

Formats:

- Teacher-led classroom dialogue, where students in a classroom are invited to participate. The teacher guides the content of the discussion by eliciting students' answers, providing comments or adding necessary information, clarifying and encouraging participation.
- Small-group, student-led discussions, where students in groups (see group work) are assigned a topic with the teacher making rounds, monitoring and offering support.
- Partner talk, where a topic is discussed for a few minutes with a person sitting close by. Partner talk can be successfully integrated with teacher-led classroom dialogue in order to improve student participation⁷⁴.



Instructions

1. The teacher starts a class discussion related to the lesson topic.
2. The teacher explains that in a learning discussion, each contributor to the discussion is held accountable, i.e., he/she is supposed to give reasons and evidence for his/her opinion.
3. The teacher poses an open-ended question and guides the students in an accountable talk discussion.

4. The teacher asks a volunteer to answer the question.
5. The teacher asks other two/three students to add some information to what the first student has already said.
6. The teacher leads reflection.



Examples of questions and sentence structure for Accountable Talk:

Can you tell me more about _____?

Can you give me another examples so I can understand?

This reminds me of _____ because _____

I believe this is true because _____

Why do you think/say that?

Couldn't it also be that _____?

Can you give me an example from the text which show that _____?

Where can I find that in the text?

Can you please repeat?

I agree with _____ because _____

I would like to add that _____

I disagree with _____ because _____

I respect your opinion, but _____

I have solved the problem by _____

This evidence shows me _____

Another strategy we can use to check this, is _____

I have a question about _____

I predict / assume that _____

The strategy I used was _____.

I have proved my point of view by _____.

Another example of this is _____

I could show/prove this in a different way by _____.



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will be able to identify and understand other people's arguments, opinions and emotions. They will learn to demonstrate socially acceptable behaviour in the group and will be learn to cooperate with members of the group who are different and show respect to them.

Grade 8 (ages: 13-14)

Students will be able to identify emotions and behaviour of other students or teachers in different situations. They will be able to consciously build and maintain positive relationships with others during the discussion and choose strategies that promote cooperation and prevent conflicts.



Connection with the Formative assessment:

No 2: Accountable talk provides an opportunity for students to demonstrate their understanding of class material and also employ various cognitive processes (analysis, synthesis, attention, memory) and SE skills in discussing the material.

No 3: Accountable talk is closely linked with feedback. It can enhance the

quality of feedback thus improving the students' comprehension of the information provided.

No 4: Accountable talk activates students to learn from one another by encouraging them to observe and listen to other students' opinions and answers. Students participate in discussions and develop their own responses and knowledge by relating to one another.

6. Modelling

Lesson phase:
Gather Phase
Process Phase



Description

Teachers engage students in the imitation of behaviours that encourage learning. When the teacher is modelling / demonstrating a new skill or an activity, the students can perceive what goes on in the teacher's mind as they are learning a new skill or developing understanding of a new concept.

Observation of modelling / demonstration enhances students' attentiveness, concentration and increases the likelihood of easier memorization and correct replication (performance) of the task. During modelling / demonstration, students listen to the explanation and observe the presentation on how to correctly perform an action, such as applying a skill, rule, formula, or perform a task.

After the observation is finished, the same task is performed by the students themselves.

Students can learn a lot by observing not only their teacher, but also their classmates, therefore, modelling / demonstration can be performed by either the teacher, or the teacher together with students, or the students alone.

If modelling / demonstration is performed by the students, the role of the teacher is very specific. He/she must carefully monitor whether the students model / demonstrate properly. In the event of a mistake, the teacher must stop the process to prevent the negative experiences from shaping. In such a case when the performance is halted, the teacher may ask the students to correct the mistake and then continue with the performance, or encourage discussion with all the students in the class, or continue to model / demonstrate himself/herself, and so on.

It should be noted that if the content of the lesson requires modelling / demonstration of a negative behaviour, the negative role should be played by an adult.



Instructions

1. The teacher clearly describes the features of a concept or the steps in performing a skill, emphasizing the key elements.
2. The teacher breaks down the concept or skill into small learnable segments.
3. The teacher thinks aloud as she/he models, giving good and bad examples of human daily practices and habits.
4. The teacher motivates the students to learn through demonstrating enthusiasm and maintaining a lively classroom. The teacher engages the students through periodically questioning them, and checking for understanding, thus showing an example of an inspired person.
5. The teacher asks the students to practice performing the skill themselves.



Examples:

The Fishbowl

This method allows the students to observe their teacher and/or classmates as they model a new skill and try to practice it themselves.

1. The teacher asks for volunteers to help model an activity or skill.
2. The teacher and the volunteers stand in the center of the classroom.
3. The teacher asks the rest of the class to form a circle around them.
4. The group in the center is called a fishbowl; they engage in an activity or perform a skill, modelling how it is /should be done. The larger group observes the demonstration.
5. Afterwards, all students try to engage in the same kind of activity or perform the same skill.

Think alouds

Think alouds is a strategy that teaches the students to monitor their thinking as they read an assigned passage

1. The teacher explains the strategy.
2. The teacher selects a piece of text that students might struggle with, or a new concept.
3. The teacher models his/her thinking as he/she reads the text or explains the concept.
4. The teacher can use a set of questions that support *thinking aloud*, for example: What do I know about this topic?; Do I understand what I have just read/said?; What are the most important points?; What did I learn?
5. The teacher should give the students a chance to try this technique individually, in pairs or in small groups.



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will learn to describe the steps needed to perform a task or achieve goals. They will learn to explain how practice improves their performance and skills. Students will learn to identify how to overcome obstacles and evaluate how things might have been done differently.

Grade 8 (ages: 13-14)

Students will improve their ability to make short-term goals, make plans and analyse their performance. Students will learn to effectively manage time and improve their organizational skills. They will better understand how certain decisions can affect their academic achievement.



Connection with the Formative assessment:

No 1: By modelling specific behaviour, teachers can examine expected learning outcomes and criteria for success in the class. This relates to both the content of the lesson and the expected students' behaviour.

No 5: Modelling activates students to evaluate their own behaviours and personally take charge of their development.

7. Learning via play

Lesson phase:
Inquire Phase
Gather Phase
Process Phase



Description

Teachers can use or create games for developing SEL skills in their students as well as for improving the students' understanding of the subject content. Interactive games can bring people together, get the group members acquainted, spark a discussion or change the pace of the activity.

Learning via play can be incorporated in everyday learning, however it is essential to note that the purpose of play activities is the learning results, and not just engagement,

There are several things that need to be considered when using games for learning: level of risk, touch and no-touch games, resources and spaces.

Levels of Risk

When selecting games, it is important to take into account levels of risk.

It is recommended to start with the lower risk games and gradually increase the level of risk. Each student may have a different risk level. It is the teacher's responsibility to identify which students are on which level and help them to get more confident in order to participate in higher-risk activities.

Here is a list of levels of risk:

1 level. Thinking and working individually.

2 level. Writing the ideas.

3 level. Discussing a topic with one person.

4 level. Discussing the topic with a small group.

5 level. Saying/performing something in front of the whole group as a part of a smaller group.

6 level. Saying/performing something in front of the group with a partner.

7 level. Saying/performing something in front of the group individually.⁷⁵

Touch and No-touch games

When learning via play, it is important to focus on how students react to touch. Allow some time for a student to get acquainted with each other by implementing games that involve no touching, then, as students move upwards through the levels of risk, more games with at least minimum touch, e.g., a handshake, can be introduced.

Resources

Before selecting a game, it is recommended to consider what kind of resources are necessary. Games can be divided into the following categories:

- Games that require no resources;
- Games that require basic resources, such as pencils, chairs, paper;
- Games that require special resources, such as printouts, rope, longer preparation etc.

Space

Selecting an energizer that is appropriate for a specific environment is crucial. The teacher should take into account how much space is needed. Can

students play on the spot, just by sitting at their tables or standing in a regular classroom with tables and chairs around? Or does the energizer require more space, and therefore chairs and tables need to be pushed to the side? Or do we need a bigger space, such as a hall? Or is outdoor space better suited for that specific game?



Instructions

1. The teacher selects a game that reflects the topic of the lesson.
2. The teacher considers the purpose of the game and decides if the game will be used for the Inquire phase, the Gather phase, or the Process phase.
3. During the lesson, the teacher explains to the students the rules and the purpose of the game.
4. With a few volunteers, the teacher shows how the game should be played (for modelling/demonstration see pages 61-62) The students play the game
5. During the reflection, the teacher tries to establish links between the students' experiences and the topic of the lesson. (What? So what? Now what? See page 70).



Example

Role-playing games

A role-playing game is a game in which the participants assume the roles of certain characters and collaboratively create stories. The participants determine the actions of their characters, and the actions succeed according to a formal system of rules and guidelines prepared by the teacher. Role play provides the learners with the opportunity to engage in experimental situations, to apply their knowledge and to enhance their recall skills

Role playing games should:

1. Create situations where students must come up with a decision, resolve a conflict, or act out the conclusion to an unfinished story.
2. Promote student empathy and understanding of others, for example, to see another person's point of view, including what other people think and how they feel.
3. To debrief and evaluate the role-play activity. This is an opportunity for participants and observers to discuss what happened and why during the activity.



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will develop and strengthen their ability to identify and describe (label) various features that characterize their own and other people's emotions. They will be able to work together with different peers, identifying and acknowledging the differences and contributions of different groups and individuals. Students will improve various conflict resolution strategies.



Grade 8 (ages: 13-14)

Students will learn to predict their own and other people's emotions in different situations and analyse how people influence each other with their behaviour. They will be able to build positive relationships with others consciously and purposefully by demonstrating cooperation. Students will be able to evaluate the most effective problem-solving strategies and use them practically to resist peer pressure.



Connection with the Formative assessment:

No 1: Learning via play provides students with a number of opportunities to demonstrate their learning and understanding of the curriculum content.

No 2: Students who learn via play develop their relationship skills and develop their SE competences through working together. Students encourage and help each other to better understand the task.

No 4: Role-playing usually involves more than one student; through play they can learn from each other.

8. Kinesthetic activities

Lesson phase:
All Phases



Description

Students learn in multiple ways, and many children can improve their learning by incorporating moving, in other words- through kinesthetic activities. It requires the usage of large and small motor skills as part of the learning process. Kinesthetic activities allow the students to learn, retain, manipulate information while moving, and also place their learning into the context that they understand.

Students whose learning is supported through kinesthetic activities are able to recall more key concepts and make meaningful connections with the subject material at hand. Students who find it easier to achieve learning results by doing: touching, writing, drawing, experimenting, playing, performing, will be more engaged in learning if classes are held in unconventional spaces. Such activities help students more actively engage in learning and teach them how to deal with problems by taking action, and enhance creativity through self-expression.

Kinesthetic activities are also important for hyper-active students. Who find it difficult to stay calm throughout the lesson. For such students, the traditional teaching method of explanation, together with passive listening and watching, is rather un motivating and discourages them from active engagement in the lesson. This creates preconditions for the emergence of learning gaps which will eventually become the basis for the unwillingness to learn, poor relationship between the student and the teacher, as well as the students.



Instructions

1. The teacher decides which kinesthetic activity suits the lesson topic and objective.
2. At the appropriate time in class, the teacher explains and models the activity.
3. The students carry out the kinesthetic activity according to the teacher's instructions.
4. The teacher monitors students' work.
5. After the activity, the teacher and students reflect on how the activity went.



Examples:

Inside-outside circle

Inside-Outside Circle is a technique that gets the students up and moving. It provides a way to get to move those students who normally would not be willing to interact.

1. Students read a section of a text / or the teacher poses a question to the class.
2. The teacher divides the class into 2 groups. Half of the students form a circle with their backs to the inside of the circle. They form the Inside circle and they will be called Partner A.
3. The other half of the students stand outside the inside circle facing a partner from the /inside circle. These students form the Outside circle and will be called Partner B.
4. Partner A will speak first, quickly summarizing what they have read. This takes about a minute. Partner B speaks for the same length of time, adding to the summary. Alternatively, the students A and B together discuss the question raised by the teacher.
5. Teacher stands in the center of the circle, where he/she can easily monitor student responses.
6. The teacher asks the students to move.
7. The teacher asks the students who are Partner A to raise their hand and then move one step to the right to meet with a new Partner B.
8. The students repeat the summary with partner B speaking first.
9. For the third move, students who are Partner B move two/three people to the right.
10. Once the same question has been discussed three times, the teacher continues the activity with a different question.

Four corners

1. The teacher generates a controversial statement or a question related to the topic of study.
2. The teacher creates four different options to express an opinion (e.g., “Strongly Agree”, “Agree”, “Disagree” and “Strongly Disagree”) related to the statement or four possible answer choices to the question.
3. The teacher posts these on chart paper in four different areas of the classroom. The opinions/answers can also be shown on the overhead in the multiple choice format, while each corner of the room is labelled as A, B, C, or D.
4. The teacher reads the statement or the question to the class, without giving them choices.
5. The teacher allows time for the students to independently think about an answer to the statement/question. Students can write down their answer and reason for their choice.
6. Teacher provides the answer choices.
7. The teacher asks the students to choose the option that comes closest to their original answer.
8. The teacher asks students to gather in the corner of the room that corresponds to their choice.
9. In each corner, the students form groups of two or three to discuss the reasons for selecting a particular choice. Two or three minutes are given for the discussion.
10. The teacher asks the students to present a group summary of their opinions. This can be done through an oral presentation or as a written statement.



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will improve their ability to explain how practice improves performance of a skill. Students will better understand and analyse what it is about school that is challenging and learn to describe how their ability to perform a valued skill can be improved.

Grade 8 (ages: 13-14)

Students will improve their ability to evaluate how physical characteristics

have contributed to their decisions. Students will improve their understanding on how various experiences have contributed to developing an interest or a skill. Students will learn to recognize emotions as indicators of situations in need of attention.



Connection with the Formative assessment:

No 2: This method allows students to demonstrate their understanding of the topic and comprehension of the key concepts.

No 4: Kinesthetic activities allow students to interact and observe each other, thus providing opportunities for cooperative learning.

9. Reflection

Lesson phase:
Gather Phase
Process Phase
Apply Phase



Description

Reflection can be the most important part of the lesson. The more actively the teacher uses different forms of reflection, the more meaningful the lesson becomes.

There are three levels of reflection:

- Personal reflection;
- Sharing with a partner or a small group;
- Sharing with the whole group.

Multidisciplinary learning⁷⁶ helps students to choose the most effective ways for them to learn and to strengthen their knowledge.. Reflection gives the students a chance to process and discuss what they have learned. Therefore, the main questions for reflection (*What? So what? What's next?*) can be creatively combined with other forms of reflection.

Reflecting on a particular learning activity helps the students to create meaning from the newly received information, and, consequently, to strengthen connections between new knowledge/experience and prior knowledge/experience.

⁷⁶ Multidisciplinary and cross disciplinary are used as synonyms describing the aim to cross boundaries between disciplines, then the same topic is studied from the viewpoint of more than one discipline (International Bureau of Education).



Instructions

1. The teacher forms a question or a statement for reflection on the lesson topic.
2. During the learning process or before the end of the topic, the teacher asks the students the question or the statement.
3. The students participate in the reflection by answering the question or commenting on the statement. It is recommended to use the *Think-pair-share* method (see pages 52-53).



Examples:

Reflective writing

Reflective writing is a form of personal response to new information, event or a task. It is good for the Process Phase and the Apply Phase. Reflective writing will help the students to recognise and clarify the important connections between what they already know and what they are learning. It is a way of helping the students to become an active, aware and critical learner. It brings valuable knowledge to every experience.

1. Before the students leave the class, the teacher asks them to quickly write down what they have learned.
2. On a weekly basis, each student captures one insight of the week and posts it to a shared space. It could be done by using sticky notes on the wall or using some IT tool. Then, the students must build a text with some of the weekly class insights.

3. To use famous quotes, taking into consideration the content to be developed, to initiate reflection. Usually they are brief and inspiring.

What? So what? Now what?

Each lesson can end with *What? So What? Now What?* questions. Reflection is an essential part of the lesson design and the three questions invite students to think about, discuss and personalize the learning process.

Instruction:

1. At the end of the lesson the teacher asks three questions:
What? questions: What did I do in this lesson?
So What? questions: What did I learn? How am I feeling? What am I thinking?
Now what? questions: Where and how will I apply this new skill or knowledge to other situations and environments?
2. After each question is answered, it is recommended to use *Think-pair-share* (see pages 52-53) or other strategies to effectively collect the answers.

Shared journal writing

A shared journal is a journal that is kept in one place and all students are welcome to write in it. The students can read their classmates' responses and respond to one another.

Reflection pyramid

The aim of this method is to promote student self-evaluation and goal setting for the future. The analysis of several reflection pyramids will allow the students to monitor their learning progress. This strategy can be used parallel to *What? So what? Now what?* questions.

1. The students draw a triangle and divide it into three horizontal sections.
2. In the bottom section, the students record three things they have learned today.
3. In the middle section, the students record two questions they would still like to be answered.
4. In the top section, the students describe one thing they already knew before the lesson.

Twitter it

The *Twitter it* game allows the teacher to test the students' knowledge or to enhance their understanding of the subject content, by having the students create a tweet using only 280 characters to get their message across.

1. If necessary, introduce the concept of Twitter as a social networking tool.
2. Introduce the learning element or topic you want your students to focus on.
3. Ask each student to create his/her tweet.
4. Ask for volunteers to share their tweet with the whole group.



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will be able to describe the actions and progress made towards the goal. They will be able to identify and describe how their personal features and the support provided by others (students and teachers) can be used towards achieving their goals. Students will be able to see the connection between the activities that have taken place and the resulting emotions.

Grade 8 (ages: 13-14)

Students will be able to independently set a short-term goal, identify

the steps to achieve it and analyse the causes of success or failure. They will evaluate how personal features, surrounding people's support, the ability to handle stress and motivate themselves to work influences their personal performance and achievement.



Connection with the Formative assessment:

No 2: Written personal reflection of learning (if shared with the teacher) brings forward evidence of student's learning.

No 5: By personally reflecting on their learning, students learn to observe and assess their own progress and identify the necessary steps for further learning.

10. Graphic and other visual organizers

Lesson phase:
All Phases



Description

A graphic organizer is a visual and graphic display that depicts the relationships between facts, terms, and/or ideas within a learning task. Graphic organizers can be used to aid students in synthesizing information, constructing relationships, identifying associations, making connections, organizing data, analysing and generating ideas and arrange thinking. Visual organizers can launch students into writing assignments, projects, debates and many other activities.

Graphic organizers are also referred to as knowledge maps, concept maps, story maps, cognitive organizers, and may be introduced as advance organizers before the learning task or at other points in the learning process.

The teacher can use posters with names of emotions, scales of emotions, accepted rules within the classroom, reminders for effective communication, coping strategies etc. After the experience of well-lived situations (excellent mutual communication, dealing with emotions, asking for help, resolving conflicts, overcoming misunderstandings etc.) the teacher can create a poster organizer. This means summarizing the main points of the situation done by students on the flip chart and leaving it for a while in the available place.



Instructions

1. The teacher or the whole class prepare graphic and/or other visual organizers for a specific topic.
2. Graphic and/or other visual organisers are put up on the wall in a visible place.
3. During the lesson, at the appropriate times, the teacher draws the attention of the students to the graphic and/or other visual organisers.



Examples:

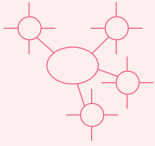
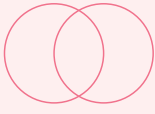
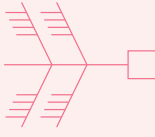
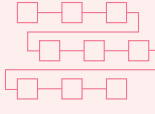
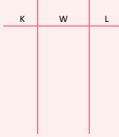
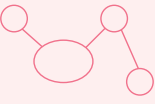


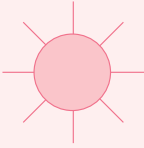
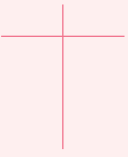
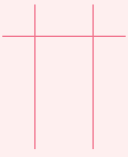
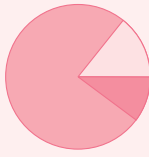

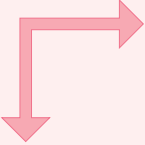
Graphic organizers help to make a connection between the visual representation of ideas and the higher-order thinking skills. According to their function, graphic organizers can be divided into several types:

- Brainstorming and associating (Concept Web, Mind Map, Sunshine Wheel);
- Comparing and Prioritizing (Venn Diagram, Analogy Chart, T-chart, Ranking Ladder);
- Analysing and Classifying (Fishbone, Matric, Double T-Chart);
- Sequencing and Visualizing (Bridging Snapshots, Looks-Sounds-Feels, Pic Chart);

- Connecting and Reflecting (*Know-Want to know- Learned, What do you know – what do you do-What have you learned about the relationships between knowledge and behaviour, Pluses-Minuses-Interesting, Right Angle*).

Creation of narratives from another person's perspective

The students can express their emotions or opinions from the viewpoint of someone else. Such method can teach empathy as the students have an opportunity to learn what it is like to be in someone else's shoes. Perspective taking can be done in many different forms – written narratives, posters, pictures etc.

| Brainstorming and Associating | Comparing and Prioritizing | Analyzing and Classifying | Sequencing and Visualizing | Connecting and Reflecting | | | | | | | | | | | | | | | | | | |
|--|--|--|--|--|----|----|-----------------------|---|--|-------|--------|-------|--|--|--|--|--|--|--|--|--|--|
| Concept Web  | Venn Diagram  | Fishbone  | Bridging Snapshots  | KWL  | | | | | | | | | | | | | | | | | | |
| Mind Map  | Analogy/Simile Chart <table border="1" data-bbox="603 981 772 1084"> <tr> <td>_____ is like _____</td> </tr> <tr> <td>Because</td> </tr> <tr> <td>1.</td> </tr> <tr> <td>2.</td> </tr> <tr> <td>3.</td> </tr> <tr> <td>Visual Representation</td> </tr> </table> | _____ is like _____ | Because | 1. | 2. | 3. | Visual Representation | Matrix  | Looks-Sounds-Feels <table border="1" data-bbox="1054 981 1171 1106"> <tr> <td>Looks</td> <td>Sounds</td> <td>Feels</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table> | Looks | Sounds | Feels | | | | | | | | | | KDL  |
| _____ is like _____ | | | | | | | | | | | | | | | | | | | | | | |
| Because | | | | | | | | | | | | | | | | | | | | | | |
| 1. | | | | | | | | | | | | | | | | | | | | | | |
| 2. | | | | | | | | | | | | | | | | | | | | | | |
| 3. | | | | | | | | | | | | | | | | | | | | | | |
| Visual Representation | | | | | | | | | | | | | | | | | | | | | | |
| Looks | Sounds | Feels | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| Sunshine Wheel  | T-Chart  | Double T-Chart  | Pic Chart  | PMI <table border="1" data-bbox="1251 1218 1406 1330"> <tr> <td>P</td> <td> </td> </tr> <tr> <td>M</td> <td> </td> </tr> <tr> <td>I</td> <td> </td> </tr> </table> | P | | M | | I | | | | | | | | | | | | | |
| P | | | | | | | | | | | | | | | | | | | | | | |
| M | | | | | | | | | | | | | | | | | | | | | | |
| I | | | | | | | | | | | | | | | | | | | | | | |
| | Ranking Leader  | | | Right Angle  | | | | | | | | | | | | | | | | | | |



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will learn to portray their learning, skills and emotions by drawing and making a poster. Students will be able to better understand how to purposefully develop the skills that are necessary for learning and strengthening their knowledge.

Grade 8 (ages: 13-14)

Students will learn how to identify resources which help them to progress towards a certain goal. They will learn to understand and use their personal strengths for achieving their personal or academic goals.

**Connection with the Formative assessment:**

No 2: Graphic organizers reveal students' potential and provide teachers with a possibility to see students' improvement.

No 1: Graphic organization could be employed as a method when working on the goals and success criteria and showing relation between these two.

11. Feedback

Lesson phase:
Process Phase
Apply Phase



Description

Feedback helps to keep track of one's learning process as it gives the learner important insights into what his/her current level is, where he/she wants to be, and how to get there. The feedback should be goal-oriented and provide the students with information not only about their current performance, but also about how to improve in the future. This requires to constantly record the given/received feedback, as feedback is associated with the individual learner's specific learning objectives and must be relevant to the learner's success.

Feedback is provided during learning and immediately after learning by quickly responding to the learning situation, since this is the only way to identify the areas of learning that need to be adjusted. It can be provided both orally and in writing, in the form of comments, symbols, reviews and other ways agreed upon by the teacher and the learner. The important part of giving/receiving feedback is that the student should be given such feedback which she/he can later use and can actively monitor her/his learning.

For the learner, regular feedback is like a catalyst for progress, which allows the learner to successfully move from one level to another.

A trusting relationship between the teacher and the student is essential for successful feedback. The teacher has to know the student in order to understand what form of feedback would be most helpful, and in order for the student to receive the feedback in an effective way, the student needs to trust the teacher.

Things to remember when giving feedback:

- Focus the feedback on the learning and behaviour, not the student.
- Draw attention to the positive elements of the student's work, personal efforts and learning progress.
- Focus on the main areas of performance to help students stay focused on the most important parts of their work.
- Make notes on the student's learning and behaviour, it will allow to give specific reference about a specific skill level or knowledge.
- Draw attention to what the student has achieved and what still needs further work. Also, refer to the changes in performance.
- Give feedback as quickly as possible. It ensures that students remember their work better, thus feedback makes more sense.
- Add short written comments next to the grade, if necessary, offer opportunity for students to speak directly if they have any questions.
- Provide opportunities for students to learn giving and receiving feedback from each other. Also, demonstrate openness to student feedback.



Instructions

1. The teacher observes the students or reads the students' papers and assesses the students' current level of knowledge and performance.
2. The teacher decides on how the feedback on the specific task will be delivered.

3. The teacher thinks over what steps the student could take to improve his/her current knowledge and skills.
4. The teacher provides the students with feedback.
5. The teacher allocates the time for the students to examine the feedback and set objectives for improvement as well as decide on ways how to improve.



Examples:

Match comments to work

1. The teacher collects the students' papers and writes comments about them on strips of paper.
2. The teacher divides the students into groups of four.
3. The teacher gives back to each group of four students their papers together with the four strips containing the teacher's comments.
4. The teacher asks the group members to decide which comment goes with which piece of work.
5. The teacher asks the students to think about how they can improve their work according to the comments.

Find and fix your mistakes

1. After collecting and checking the students' work, the teacher does not mark their answers as either correct or incorrect; the teacher just counts the mistakes.
2. The teacher returns the students work and tells the students how many of their answers were wrong.
3. The students are asked to find the wrong answers themselves.
4. The students are given time to find and correct their mistakes individually or in groups.

TAG feedback

Classmates give to each other written or spoken feedback according to the teacher's instructions:

1. **Tell** your classmates something you like about their work.
2. **Ask them** something about their work.
3. **Give** a suggestion for improvement.



Connection with the SEL standards:

Grade 4 (ages: 9 – 10)

Students will be able to understand and describe what their goals are and what work should be done in order to achieve these goals. They will be able to describe the emotions that arise in this process expressing them in a socially acceptable way.

Grade 8 (ages: 13-14)

Students will learn to identify and analyse the factors that motivate them for action. Students will learn to pay attention to strategies which will help them overcome stress in order to achieve the goal they have set. Students will use various available community resources to achieve individual and group goals.



Connection with the Formative assessment:

No 3. Continuous feedback from the teacher and the peers provides students with descriptive information on what they have to do to improve their knowledge and skills.

No 4: When provided by peers, the feedback can be accepted or understood more easily.

Formative assessment encourages teachers to adjust their teaching practice. This is how formative assessment strategies can contribute to social and emotional learning. Combining SEL with these daily teaching procedures can constitute a powerful tool for teachers and a meaningful way to promote SEL in classes. Formative assessment practices combined with the development of social and emotional competences in the classroom will allow teachers to reflect on their practice and make small steps in improving students' SEL. More specifically, this Toolkit intends to clarify (explain, define) what we want students to learn (SEL standards), then use assessment methods to find out if they are learning what we want them to learn (formative assessment strategies and tools) and promote classroom practices (learning methods) that would help students reach these learning goals.



5

Tools for SEL Assessment at School

- 5.1 Students' Social and Emotional Skills Assessment Tools 92
 - Self-Assessment Cards for Students 92
- 5.2 Classroom Assessment Tools 94
 - Group Work Assessment Cards 95
 - Quick Formative Assessment Practices for Classroom Use 96
- 5.3 Teacher's Self-Assessment Tools 99
- 5.4 School Level Assessment of SEL 103

This chapter presents a number of practical instruments that can be used by teachers and school management to assess social and emotional skills development at different levels:

- **Student level.** These tools are meant for students' self-assessment and are recommended to be used on a regular basis. Student self-assessment cards will help students monitor and assess their individual learning progress in developing their social and emotional skills.

- **Classroom level.** These assessment instruments and simple practices are developed to be used by teachers during the lessons in order to assess the students' performance and behaviour.

- **Teacher level.** These tools are for teachers' self-assessment of their teaching practices as well as personal behaviour and attitudes. The tools aim to help teachers reflect on their teaching and encourage professional development.

- **School level.** These are practices of assessment that can be implemented in the whole school in order to strengthen SEL. The tools are developed to help assess the school environment, policies and management practices. They will be mostly useful to school administration, community and other stakeholders (e.g., local governments, founders, shareholders, school councils etc.).

All the main tools described in this chapter can be found in the Annexes part of the Toolkit.

5.1 Students' Social and Emotional Skills Assessment Tools



Self-Assessment Cards for Students

What is it?

These are self-assessment sheets to be completed by students regularly to keep track of their individual progress in developing social and emotional skills. There are two separate instruments for two different age groups: one for students aged 13–14 and one for students aged 9–10.

▪ ▪ **“Myself and Others”. Self-Assessment Cards for Students Aged 13-14**

This self-assessment table for students consists of 20 learning objectives divided into 3 areas:

- “Learning to Be Myself” following self-awareness and self-management objectives;
- “Learning to Be with Others” covering relationship skills;
- “Learning to Be Responsible” requesting to demonstrate responsible decision-making skills.

The students are requested to assess themselves according to these statements at least twice a year (or more frequently) and describe the evidence of their learning.

The card encourages the students to reflect on their learning and become aware of the situations where such learning takes place. The card requires the teachers to support the students' self-assessment efforts in providing feedback in the appropriate sections: the teachers are requested to write short comments on the cards after the students evaluate themselves.

At the end of each term (semester), the responsible teacher, e.g., class supervisor, collects all the students' cards and provides general comments to direct the students' learning forward. Then, the sheets are distributed back to the students for keeping. The students are encouraged to discuss their self-assessment results with their parents and compare their current results with the results of previous term's self-assessment.

In addition to the main self-assessment table, there are two supporting tables for identifying peer support and setting the learning goals for next term. Instructions for teachers on how to use and when to use these cards are described in more detail below.

■ ■ “My Personal Learning Log”. Self-Assessment Tasks for Students Aged 9-10

This self-assessment tool for younger children is a less formal set of task sheets that children are asked to complete. There are 3 sheets of tasks focusing on the same three SEL goals: “Learning to Be Myself”, “Learning to Be with Others” and “Learning to Be Responsible”. During the term (semester), the teacher needs to give the children all three task sheets to complete. The teacher then collects the completed sheets and writes his/her comments for the student.

How?

The questions and tasks included in both instruments are based on the 3 main SEL goals:

- Develop self-awareness and self-management skills to achieve school and life success (Learning to Be Yourself);
- Use social awareness and interpersonal skills to establish and maintain positive relationships (Learning to Be with Others);
- Demonstrate decision making skills and responsible behaviours in personal, school and community contexts (Learning to Be Responsible).

The tasks are structured according to the educational objectives described in the SEL standards for two different age groups of learners – 9-10 year olds and 13-14 year olds. (see [Table 1.1](#)). The structure of these assessment sheets also corresponds to the 5 main strategies of the Formative assessment (see Chapter 3) All the self-assessment tools have the following functions:

- 1.** Provide a set of clearly defined learning objectives for each student to follow and evaluate. (Strategy No.1: Clarifying, sharing, and understanding learning intentions and criteria for success).
- 2.** Require students to reflect on and provide evidence of their learning in different areas by describing specific situations and events that explain their learning. (Strategy No. 2: Eliciting evidence of student learning).

3. Include sections for receiving feedback/comments on student learning from teachers and peers. Also, it is recommended that teachers dedicate time to review these individual self-assessments with their students in order to discuss students' progress and share feedback. (Strategy No.3: Feedback that moves learning forward).
4. Require students to reach out to their peers and discuss how they could support each other in learning (Strategy No.4: Activating learners as instructional resources for one another).
5. Require students to be responsible for observing and assessing their own progress themselves, thus, students are encouraged to take a more active part in their learning process (Strategy No.5: Activating learners as the owners of their learning).

These self-assessment cards are designed not only to encourage the students to assess their learning individually, but also to support the teachers in implementing all 5 strategies of formative assessment.

When?

These cards are meant for self-assessment twice a year or more often.

- Each student receives a new assessment card at the beginning of each term (semester).
- During this term, students are asked to fill-in their assessment cards. It is recommended to dedicate special time and space for filling-in these self-assessment sheets every week. This could be done at the end of a lesson or during a special class meeting.
- At the end of the term, the responsible class teacher collects all his/her students' assessment cards, reviews them and writes feedback comments in the dedicated sections. After this, the teacher returns these sheets together with feedback notes back to the students.
- At the beginning of the next term, the students receive new self-assessment cards and the process is repeated.
- At the end of the term, the students are asked to review all their monthly sheets and identify their main areas of progress and major needs for future learning.

5.2 Classroom Assessment Tools



Class Observation Tool for Teachers

What is it?

This tool was designed for teachers to be able to observe and assess each student in the classroom. The teachers are generally good informants about their students, because they are familiar with their children's behaviour. The teachers are usually skilled observers and evaluators, because they know many children with whom they compare any one student's skills or behaviours. This Tool is based on the five SEL Core Competencies and the main goals for social and emotional learning.

How?

The class observation sheet consists of 3 parts:

- **Students' Social and Emotional Skills Observation Table.** This table includes a list of SEL categories to be observed in the students' behaviour during the lesson. The teacher is asked to make short notes for each student according to the different SEL categories.

- **Register of Classroom Situations.** In this table, the teacher marks specific experiences/situations in which the students may be involved during the lesson and which affect the student's behaviour (e.g., negative experiences / situations: conflicts, bullying, disruptive behaviour; or positive experiences / situations: high student engagement, celebrations, class successes). Observing such experiences/situations will help the teacher to become better aware of what's happening in class and plan how to respond to these situations.

- **Reflection on Teacher Practice.** This part is meant for the teacher to evaluate his/her teaching practices and their impact on the students, with the aim of developing professional competences in specific areas.

Instructions:

- The teacher determines in advance which students will be observed during the lesson.
- An appropriate interactive task should be planned to allow the students to show certain SE skills (e.g., group activity, discussion).
- The teacher observes the behaviour of the selected students and fills in the table with comments on the students' behaviour.
- The teacher's comments are discussed with the student during the regular discussion of individual learning progress. The teacher can also write his/her most important observations on the student's self-assessment card.

When?

- The Tool should be used during every class for observing different students.
- All students should be observed at least once a month.
- A new observation sheet should be started every month.

■ Group Work Assessment Cards

What is it?

Observing students' work in groups while they engage in different group tasks may provide a lot of useful information for the teachers on the students' social and emotional skills and identify needs for development. Several Group work assessment cards are presented here to help teachers get the most of group activities in class:

■ ■ Students' Group Work Self-Assessment Sheet

This is a short questionnaire to be completed by individual students upon completing a group work task.

■ ■ Students' Group Work Report Form

This is a list of reflection questions to be answered by the students individually and in pairs after completing a group work task.

▪ ▪ **Group Presentation Rubric**

This is a set of quality criteria and levels of assessment to guide the teacher in assessing the students' group presentations. The rubric table is taken from: Williams & Dunn (2008).

How?

Before organizing group work, the teacher should decide in advance:

- What is the purpose of the group task? Is the primary aim of the task to help the students learn to apply the new knowledge/skill? Or just to evaluate how well the new knowledge/skill has been acquired?
- Is the process of group work going to be assessed? Or is it only the results of the group work?
- Which elements of the group work might need the teacher's assistance?

Different situations call for different approaches. For example:

- If the group work takes place in a lesson where students apply knowledge/skill, it is recommended that the teacher approaches each group from time to time. It has been noticed that when the teacher approaches the group, the students ask additional questions more often than when the teacher does not approach the group. Asking additional questions help the students to better master and apply the new knowledge/skill.
- If the teacher uses group work to assess students SEL skills in the process (cooperation, relationship skills, involvement etc.) the teacher does not approach the groups and lets the students work on their own.
- If the students work in a group on a long-term task, during the phase of gathering, the teacher specifies what kind of supervision and assistance will be provided. This is especially important if the level of motivation among the group members varies. During the mid-work observations or assistance meetings, the teacher can prevent possible conflicts between the students, and thereby contribute to the improvement of student relationships.

Assessment cards can help evaluate and self-evaluate work in groups.

When?

During any group work activity in class whenever the teacher decides to assess how well students work together.

▪ **Quick Formative Assessment Practices for Classroom Use**

What is it?

Below you will find a list of quick and simple practices that can be used during the class to assess students learning as it happens. Combined with the tools listed above, they may enrich the lesson and inform the teacher about the students' feelings and progress.

How?

The teacher can choose how to apply various practices depending on the students' characteristics, the school context and the goals of the lesson.

Conversation in pairs

Give the students a specific task to complete. Allow them some time to discuss in pairs how they would manage the task, share ideas or knowledge that will be needed to complete the assignment. The teacher's job at this time is to walk around the class and listen to the student conversations about the assignment. The teacher can notice: What are the students' reactions to the assignment? Which emotions dominate in the classroom? How the students relate to each other? How the pairs organize their work? These cues provide the teacher with valuable information about their students to get to know them better and plan further learning activities.

Observing students' body language

Observe the body language of your students. A keen observation can help you understand when the students feel comfortable with the task and when they have difficulty with the task.

Responding to students' Language

Listen to the kind of language the students use in self-assessment reflections. Respond when the students are frustrated, try to belittle themselves or do not believe in their success. Encourage the students to trust themselves.

Pair assignment

The first phase: the students are given an assignment which they first complete in pairs with the help of each other.

The second phase: the students individually complete an assignment of the same kind, but presented differently (e.g., using the same mathematics formula but with different data).

The third phase: After completing the task, the students discuss with each other how they feel about doing the task.

Providing feedback in writing

While reading the students' written work, write down some constructive comments on their papers, so that the students know how to improve. Also, write comments about what they have already learnt well; your positive feedback will enhance the student confidence and strengthen your relationship with them.

Self-analysis

After the students complete an assignment, allow time for them to write a self-report on how they think they did, what, in their opinion, could have gone better, and how they felt while performing the task. The students could answer these questions:

- What was your task and your ultimate goal or the main outcome of this activity?
- What are some important concepts or ideas that you have learned? Why are they important?
- Did you reach your goal? Why/Why not? Explain.

- Would you do anything differently if you had to do this task again? Why/Why not? Explain.

Exit slips

Exit slips are student written responses to questions teachers pose at the end of the lesson. These informal questions and answers enable the teachers to quickly assess students' understanding of the material. At the end of the lesson, ask the students to respond to a question or prompt. Distribute small paper slips for the students to write down their responses, review the slips to determine how you may need to change your instruction to better meet the needs of all your students. Students may also choose to collect the exit slips as a part of their personal assessment portfolios.

Suggestions for exit slip questions:

- Three things that I have learned today are...
- Two things that were interesting to me are...
- One question that I still don't have the answer to is...

Individual whiteboards

Individual slates or whiteboards are a great way to hold all the students in the class accountable for the work. They actively involve students in learning and are a highly relevant tool in the formative assessment process, because they give the teacher immediate information about student learning. Ask the students to complete their tasks on their individual whiteboards. When the students complete their work, ask them to hold their whiteboard up, so that you can quickly determine who does well and who needs help. You can then adjust your instruction accordingly.

3-Minute Pause

A 3-Minute Pause is a type of formative assessment activity that can be used to quickly check for understanding. The teacher poses 1–3 questions at any point during the lesson. The students have 3 minutes to respond to the questions in writing on a small sheet of paper, e.g., an index card. The teacher collects the slips and reviews the written statements in order to adjust his/her teaching the following day based on the information provided. The teacher can ask a few volunteers to read their statements right away, and the teaching can be adjusted during the same lesson. Examples of questions / statements for reflection:

- I was surprised about...
- I became more aware of...
- I want to know more about...

5.3 Teacher's Self-Assessment Tools



▪ Self-Assessment Tool for Teacher's Social and Emotional Competences

What is it?

Successful social and emotional education is not possible without the development of teachers' personal social and emotional competences. If we want to achieve great results in the classroom, we must start with ourselves.

Being a socially and emotionally literate person does not mean that a person must always smile and demonstrate exemplary behaviour all the time. A person's life is diverse, he or she experiences both joyful and unhappy moments, makes mistakes or gets into conflict situations. All experiences are natural, but the main question is – how we accept them.

The ability to accept and overcome failures is a necessary part of human welfare. Relationships with family and friends, finding time for oneself, finding an opportunity to contemplate, reflecting on current events – these things are important for personal well-being.

The teacher's ability to be oneself and enjoy one's personal life may not directly establish good teacher-student relationships, but it does create conditions for the teacher to be satisfied with his/her work, which can be a great help in building good relationships with students, and to be more enthusiastic about his/her work, which in turn, can be highly motivating for the students to learn the subject taught by the teacher.

Teacher self-assessment is an opportunity to analyse one's work experience, recognize and identify what one is good at, and what challenges and obstacles are in the way

Self-assessment or self-analysis creates preconditions for adjusting and improving work for better results. Self-analysis should be a continuous process and regular practice and it can be done in many ways. It is recommended to ask oneself at least two questions after each activity: What went well? What would I do differently next time?

This section provides a self-assessment tool for teachers which was adapted from Yoder, N., (2014) *Self-Assessing Social and Emotional Instruction and Competencies*, Center on Great Teachers & Leaders at American Institutes for Research. Link: <https://files.eric.ed.gov/fulltext/ED553369.pdf>.

How?

The Self-Assessment Tool is a scale consisting of a total of 21 statements about teacher's teaching divided into 5 categories of Social and Emotional Competences: Self-Awareness, Self-Management/Emotional Regulation; Social Awareness; Relationship Management; Responsible Decision Making. Each statement has to be personally rated on a 4 item Likert-type scale. At

the end of the scale there is a simple scoring table and several questions for reflection provided.

- The Tool is supposed to be used ONLY for the teacher's personal self-assessment and reflection to encourage the teachers' professional development. The Tool should NOT be used as an instrument for external evaluation of the teachers' competences or for making comparisons between the respondents. Here are a few tips how to use the Tool: New working skills or competencies are formed only when we devote time and pay attention to them. It is impossible to learn something new only at the theoretical level. We gain experience through practice. For these reasons, the initial assessment of one's competences must be re-examined and supplemented by specific actions.

- If the identified challenges are related to personal, social and emotional competences, it is recommended that one takes self-development training or reads literature on self-development. In most cases, teachers are advised to take a mindfulness course that gives teachers the opportunity to get to know themselves, overcome stress etc.

- If the challenges identified through self-assessment are related to teaching practices, it is recommended to use the teaching methods presented in this Toolkit.

- After the initial and several subsequent self-analyses, it is recommended to reach out to colleagues and ask them to observe a teaching session. Colleagues assisting each other is a recognized way for teachers to improve. This method not only helps each teacher individually, but also strengthens the community and its cooperative abilities.

When?

- It is recommended to perform initial self-assessment when first starting to work with social and emotional learning programmes, giving more time to write notes and comments.

- Every two weeks, review the completed tool and rethink what is going on well and what need improvement.

- Re-evaluate your self-assessment every three months.

- When new competencies are formed, keep track of success and regularly devote time for reflection.

▪ ▪ Instructional Strategies Checklist for a Relationship-Centered Classroom

What is it?

This checklist summarises many of the effective classroom strategies that will maximize the teaching and reinforcement of social and emotional competences and will help create a relationship-centered learning community. It consists of 39 statements describing various classroom strategies divided into 5 areas of classroom management:

- Preparing the physical environment;
- Opening a lesson;
- Introducing new information;

- Preparing for practice and application;
- Managing discipline.

The checklist will be a helpful tool for reviewing one's teaching practices and preparing for lessons.

How?

Review the statements on the checklist and tick the boxes next to the strategies you are applying in your work. Reflect on the empty boxes:

- How would these new strategies help your classroom?
- What ways can you think of to make them happen?
- Can you think of any difficulties that might arise? How could you overcome them?

When?

Review the checklist regularly (at least once every semester) or whenever preparing to meet a new class.

Teachers' SEL Practice Planning and Self-Evaluation Notes

What is it?

These planning and reflection notes will help the teachers to make the best of the SEL practices presented in this Toolkit. The forms ask the teachers to regularly plan, act, observe and evaluate their educational practices during the course of the "Learning to Be" project at school. The notes encourage the teachers to make a plan of specific methods and activities to achieve three main goals:

- 1) Building a positive learning environment;
- 2) Implementing SEL supporting Teaching methods;
- 3) Monitoring students' progress using the SEL assessment tools.

The teachers are later asked to reflect on their implemented activities and adjust their new plans accordingly.

How?

The Tool is divided into two parts:

Part A is for teachers' individual planning and self-evaluation of his/her practices. These notes are meant to be filled-in regularly by each teacher.

Part B is for a group of teachers to collectively plan, review and evaluate their teaching practices at school. This part is to be discussed during the teachers' meeting.

Each part consists of four main sections:

PLAN: First, at the beginning of the term, write down specific actions – methods and strategies you intend to use in class in order to achieve the goals presented above.

ACT: Make notes regularly on the strategies you actually implement in class. Which methods are you using for the first time? What new strategies have you tried?

OBSERVE: Focus your attention on your pedagogical practices and how they affect your students. Make regular notes: What changes do you notice in your pedagogical work? What changes do you observe in the students?

EVALUATE: At the end of the term, reflect upon your practices: What did you do best during this period of time? What new things have you learned? What has been the most challenging for you? How could you address these challenges in the future?

After this, make a new plan for the next term.

When?

It is recommended to conduct self-evaluation and review plans regularly, every 2 or 3 months. However, the actual frequency of planning and evaluation cycles could be adjusted according to each school's specific context.

▪ ▪ “Your Opinion Matters” Student Feedback Surveys

What is it?

A teacher can assess his/her work not only by reflecting individually on his/her teaching practices, but also by gathering feedback from the students. Student surveys can be a good way to find out how the students are feeling in class, to understand their attitudes and needs, and to get ideas how the teacher could help them.

This Toolkit provides a simple model survey form that can be used to ask students about their:

- feelings in class;
- active involvement;
- motivation;
- expectations from the teacher.

This form may be used as it is presented in the Annex or it can be modified to include specific questions the teacher is interested in.

How?

- Ask the students to fill in the survey form, explain why you are doing this survey, ensure anonymity and confidentiality of the student responses.
- Review the data and think how you could respond to the needs expressed by the students.
- You could also present the findings to your class and discuss how you

could all make the lessons better.

- Repeat the survey in a while.

When?

- Repeat the survey once every semester or whenever you feel you need more feedback from your class.

5.4 School Level Assessment of SEL



Assessment of school's SEL experience. Preparing for change.

Before beginning to integrate aspects of SEL into school life, it is important to form a school community team that will work together on developing SEL practices and preparing for change. The school community team should discuss and define what changes the school is aiming for by developing social and emotional education. The desired changes can be related to various aspects of school life: student relationships, student-teacher relationships, bullying issues, school absence, poor academic achievement etc. Solutions to the selected problems and data analysis can be of various levels: the whole school community; the classroom, the student; the subject.

Identifying the specific problem and choosing the level of monitoring will make it easier to plan both the intervention process and the monitoring of progress. The following section discusses the most important indicators of successful SEL practice that are relevant to assessment at the school level. Several Tools are presented to help school teams assess some of them.

Indicators of SEL Success Observed by School

The success of SEL integration into the classroom and the whole school life is reflected in various indicators.

School attendance indicators:

- School dropouts
- School absence without a valid reason, absence in all lessons
- Skipping individual lessons
- Tardiness
- Class switches (students being transferred from one class to another...)

Student progress indicators:

- By grade
- By subject
- By gender
- Grade retention (no transfer to the next grade)

Student-Student Relationship Indicators:

- Registered cases of aggression and violence
- Registered complaints about bullying among students
- Classroom climate assessment data

Student-teacher relationship indicators:

- Registered teacher complaints about student behaviour in classrooms
- Registered student complaints about teacher behaviour toward students
- Parental complaints about teacher behaviour toward students
- School climate assessment data

Teacher Turnover Indicators:

- Reasons for dismissal / resignation
- Reasons for switching classes mid-year

Student participation in activities within and outside the school community:

- Students participation in voluntary activities promoting self-expression
- Student participation in community support activities (volunteering, projects)
- Student participation in local government bodies / municipality.
- Student participation in Non-Governmental Organisations (non-formal learning) activities.
- Student skills that are acquired in an informal/non-academic way

Parental involvement in school life:

- Registered school visits for various student-related reasons, invitation issued by a school representative (reasons for and results of the visits are recorded)
- Participation in parent conferences / meetings
- Participation in school events
- Participation in community projects

Adapted from: *Devaney E., O'Brien M. U., Resnik H., Keister S., Weissberg R. P. (2006). Sustainable School-wide Social and Emotional Learning (SEL). Implementation guide and toolkit. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning & University of Illinois at Chicago*

Developing practices to monitor these indicators is an important step in managing the quality and effectiveness of SEL at school.

■ Social and Emotional Competence Self-Assessment Tool for Head of School

What is it?

The head of the school is one of the key people in introducing social and emotional learning at school.

This self-assessment tool is designed for heads of school/school principals, also, their deputies, administrators, SEL development team members, members of school councils or other adults in charge of school management. The Tool may also be used by teachers. The tool aims to introduce managers to the practices related to the SEL competence, help them assess their strengths and think of their further improvement. The tool also offers prompts that encourage thinking about strategies to promote growth across areas of social competence.

This self-assessment tool is a questionnaire which consists of 48 statements about managerial practices linked to various categories of SEL. Each statement has to be evaluated on a 3 item Likert-type scale. This tool was designed for self-reflection ONLY. It should NOT be used to evaluate performance.

The instrument was adapted from an open resource developed by CASEL: *Collaborative for Academic, Social, and Emotional Learning. (2017). TOOL: Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults.*

How?

The tool should be used in the following way:

1. Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (rarely, sometimes, often). If a statement does not apply to you, draw a line through the rating box.
2. When you finish, search for patterns of strengths and challenges to guide your personal social-emotional growth process. This information is for you, so answer accurately without judging responses as “good” or “not as good.”
3. After completing the reflection, take action in light of what you have learned.
 - A) Reflect upon the results to draw conclusions about your progress. If you consider that statements marked as “often” could be indicators of personal strengths:
 - How do these strengths affect your interactions with students and peers?
 - What competencies do your strengths relate to?
 - Which of your strengths do you believe will help you guide school-wide SEL?
 - Which are you most proud of?If you consider that statements marked as “rarely” could be considered as current challenges:
 - How might enhancing this area benefit your interactions with

students and/or peers?

- To which competence or competences do your challenges relate?
- Select one or two areas you believe would help you promote school-wide SEL.
- Develop a strategy to remind yourself to practise this new behaviour, or bring it up as something to work on with a mentor.

When looking at your responses, were there any things that surprised you? Were there any things that confirmed what you already knew about yourself?

B) List ways you can model your strengths for others and embed them throughout the school day.

C) List ways you can improve on any challenges you currently face.

When?

- It is recommended to perform the initial self-assessment before starting to implement SEL practices at school.
- Later it can be done annually or whenever there is a need for the head of school to review his or her practice.

■ School Climate Survey

What is it?

One of the most important goals of social and emotional learning is to create a relationship-centered learning community which is the key to creating a positive school climate.

This instrument is designed to assess the school climate from the perspective of any school community member. This is not a validated instrument, however, the collected data can help to point out the strengths of the school or bring attention to the challenges that need to be addressed, as well as uncovering differences in the perceptions of teachers, students and other school community members.

The School Climate Survey presented here is a questionnaire consisting of 47 items. Each item is rated on a five-point Likert-type scale.

In order to provide the full scope of the school climate, the survey needs to be completed by all members of the school community, including not only the students and the teachers, but also the administrators, the support staff, the representatives of the students' families and other school employees or stakeholders.

This instrument was adapted from: *Socialinio ir emocinio ugdymo institutas (SEUI), 2018.*

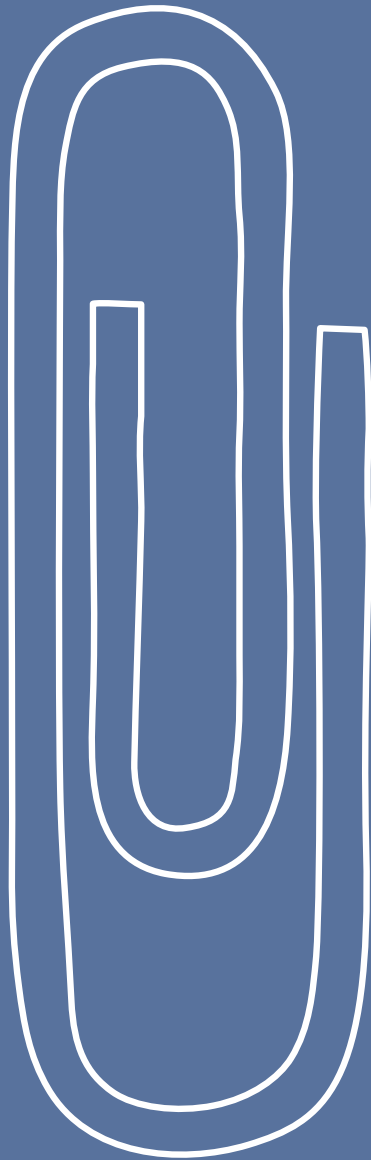
How?

To monitor change, you need to do the following:

- Design a survey to be taken before and after the social and emotional learning takes place (pre-survey and post-survey);
- Determine who will participate in the study and which student groups

/ forms will be included in the development of social and emotional learning;

- Give your school community members time to fill in the survey and reflect on the results;
- Draw generalized data and organize a school community discussion of the results.
- Plan the implementation of social and emotional learning activities;
- Determine the date for the post-survey;
- Draw generalized data and organize a school community discussion of the results



- Annexes 110
- Glossary 111
- References 114

Annexes

“Myself and Others” Self-Assessment Cards for Students Aged 13-14

“My Personal Learning Log” Self-Assessment Tasks for Students Aged 9–10

Class Observation Tool for Teachers

Group Work Self-Assessment Sheet

Students Group Work Report Form

Group Presentation Rubric

Self-Assessment Tool for Teachers Social and Emotional Competences

Instructional Strategies Checklist for a Relationship-Centered Classroom

Teachers’ SEL Practice Planning and Self-Evaluation Notes

“Your Opinion Matters” Student Feedback Survey

Social and Emotional Competence Self-Assessment Tool for Head of School

School Climate Survey

SEL Learning Standards: Grade 4

SEL Learning Standards: Grade 8

Curriculum models

Glossary

Assessment – the process for evaluating the level of a variable across people. Specifically, it involves the usage of a wide variety of methods or tools for educational evaluation, measurement, and documentation of the academic readiness, learning progress, skill acquisition and/or educational needs of students.

Assessment strategies – different types of evaluation of students' learning typically administered multiple times during an academic programme.

Classroom assessment tools – instruments designed for both teachers and students. Teachers can use tools to observe and assess students in the classroom, individually or during group work, whereas students can use self-assessment tools to assess their own skills during group work. The tools in this project provide teachers and students with useful information on social and emotional competences, identifying the skills that need to be strengthened.

Evidence-based practice – in terms of social and emotional learning, this refers to the use of the best evidence from scientific research results in order to decide about effective interventions or proven curricula.

Formative assessment (or assessment for learning) – a process by which assessment information during the learning process is used both by teachers to modify their teaching activities and by students to adjust their learning strategies and improve their attainment. It typically involves qualitative feedback (rather than scores) for both students and teachers, and it focuses on the details of content and performance. Formative assessment is a whole classroom practice that facilitates learning by focusing on the level of students' understanding in the present, as well as seeking to understand the direction in which the students are going and what should be done for students to reach their goal.

Formative assessment strategies – an organised process of interaction between three agents – the teacher, the student and the peers – that supports and facilitates students' engagement, learning, and formative assessment.

Mental health – a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to contribute to the community. This project considers the model of mental health promotion that targets all students and is based on a whole school approach.

Programme – a set of interrelated and planned activities with a particular long-term aim. SEL programmes' aim is through consistent and structured activities to directly and indirectly teach and develop students' social and emotional competencies – self-awareness, self-management, social-awareness, relationship skills, and responsible decision making.

Relationship-centered learning environment – an environment where attention is focused upon the promotion of supportive relationships between teachers and students in order to support meaningful learning, foster the development of social and emotional competences, and strengthen students' resilience.

Relationship skills – the ability to build and maintain positive relationships, communicate with and listen to others, cooperate and work in a team, manage conflicts, seek and offer help if needed and resist social pressure. It is one of the five domains of social and emotional learning.

Resilience – the ability to positively deal with and recover from adversities, difficulties, and problems.

Responsible decision making – the ability to deal with problems (e.g. identifying, analysing, solving problems), to make positive and responsible choices based on ethical and moral values, and to evaluate the consequences of various actions to respect the well-being of others. It is one of the five domains of social and emotional learning.

S.A.F.E. approach – an acronym identifying the four principles that guide social and emotional learning programmes. “S” is for sequenced – activities for students are presented in a progressive order that is developmentally appropriate. “A” is for active – the activities require students’ active learning. “F” is for focused – the activities require dedicated time that addresses the development of each ability. “E” is for explicit – activities concern specific skills that are explicitly taught by teachers.

School climate – the quality of the classroom and school environment as experienced by students, teachers, and the whole school community from a socio-relational, emotional, affective, and organisational point of view. A positive school climate is built on warmth, security, reciprocal support and trust. The school climate can be improved by involving all members of the school community in the social and emotional learning implementation process; developing a relationship-centered learning educational environment; and adopting teaching methods that strengthen students’ social and emotional skills.

School-level assessment – the assessment of strengths and limits in the school in order to prepare for changes concerning social and emotional learning practices. It aims at identifying the main problems in the school setting, discussing what changes are expected, and monitoring whether goals are achieved. The school-level assessment in this Toolkit includes: an observational tool to examine indicators of social and emotional learning success (e.g. frequency of reported bullying, school dropout, teachers’ complaints regarding students’ behaviours); a self-assessment tool for the head of school concerning their own social and emotional competences; a school climate survey for all school community members.

Self-assessment (or self-evaluation) – practical instruments that can be used to assess one’s own social and emotional skills, as well as attitudes and behaviours towards school. The self-assessment tools in this Toolkit are designed for students, teachers, the head of school, and all members of the school community.

Self-awareness – the ability to identify and recognise one’s own emotions, thoughts, strengths, and limitations, to understand how they influence one’s own behaviours, to develop self-efficacy, to be optimistic and self-confident. It is one of the five domains of social and emotional learning.

Self-management – the ability to regulate one’s own emotions, thoughts and behaviours, control impulses and stress, strengthen motivation, disci-

pline, and organisational skills, set achievable personal and academic goals. It is one of the five domains of social and emotional learning.

Social and emotional ability – a behaviourally observable component/indicator of self-awareness, self-regulation, social awareness, relationship skills, and responsible decision making.

Social and Emotional Learning standard – a list of benchmarks designating what students are expected to achieve in regard to their social and emotional development (e.g. the understanding of self and others, self-management and relationship skills, and responsible decision making) according to their age and school grade.

Social-awareness – the ability to recognise others' points of view and take their perspective, develop empathy and respect for others, understand social and ethical norms in different settings, appreciate diversity. It is one of the five domains of social and emotional learning.

Teaching methods (or instructional teaching methods) – the general principles, pedagogy, and management strategies used for classroom instruction to encourage students' active participation in the learning process as a whole. Instructional teaching includes step-by-step use of a set of techniques that help students to become independent and strategic learners, e.g. setting meaningful learning goals, selecting strategies to accomplish the designated tasks and to meet the established goals. Within this project, the teaching methods are based on teachers' enhanced understanding of the process how students learn and include active involvement of all participants.

Whole school approach – a comprehensive and systemic approach that highlights how class, school, family, and community can holistically and positively impact students' social and emotional learning and health. It is recognised as the most effective practice to gain positive and meaningful effects on the school community.

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Self-Assessment Cards for Students ■ ■ ■ ■ ■ ■

Age 13-14

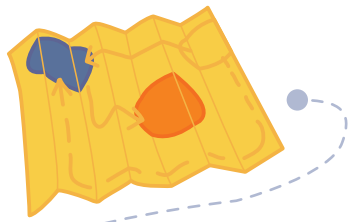
Myself and Others

Assessment of self-awareness and relationship skills. My progress and achievement card (13-14 years.)

| | |
|--|--|
| My name (first name, surname): | |
| Date of Self-Assessment (year, month): | |
| My teacher's name: | |
| Form: | |

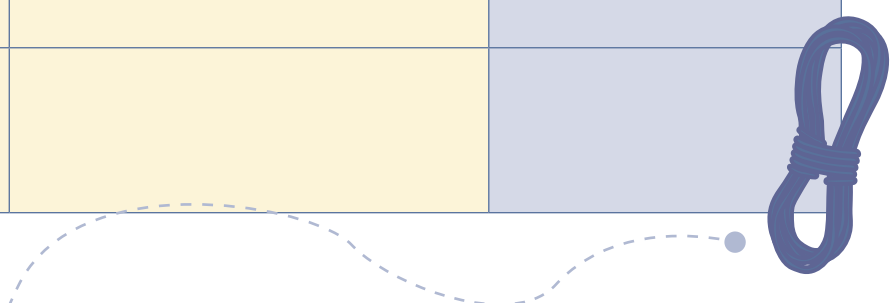
This progress and achievement card will help you keep track of your experiences in learning to get to know yourself and others better.

- There are 20 objectives (things to learn) about yourself and your relationships with others listed in the table below. These are your learning targets for this year.
- Please evaluate each statement describing how well you know or are able to do these things.
- Give evidence for every point you think you know or are able to do well (tick Often or Always): try to describe a situation or activity where you think you have learned / practiced this;
- There are no right or wrong answers here. You will not get a mark for your answers. Please try to evaluate yourself honestly, according to each statement.
- When you finish assessing yourself, give this card to your teacher (any subject teacher or your class supervisor/responsible teacher) to write personal comments for you.
- Review this card every month to track your progress and provide new evidence.



| | My evaluation How often is this true? 1-Never, 2-Sometimes, 3-Often, 4-Always. | | | | Evidence of My Learning Describe the situation (activity) that explains where and how you learned it | Teacher's Comment Any subject teacher |
|---|---|---|---|---|--|---|
| THINGS TO LEARN | 1 | 2 | 3 | 4 | | |
| Learning to Be Myself: Self-Awareness and Self-Management Skills | | | | | | |
| 1) I understand which feelings help me to learn and which ones distract me from learning | | | | | | |
| 2) I can manage stress and finish tasks even when it's difficult | | | | | | |
| 3) I can identify my main strengths and obstacles that influence my success in life. | | | | | | |
| 4) I know who could help me if I need help (people around me, services) | | | | | | |
| 5) I have a short term goal and know how to reach it. | | | | | | |

| | My evaluation How often is this true? 1 -Never, 2 -Some-times, 3 -Often, 4 -Always. | | | | Evidence of My Learning Describe the situation (activity) that explains where and how you learned it | Teacher's Comment Any subject teacher |
|--|--|----------|----------|----------|--|---|
| THINGS TO LEARN | 1 | 2 | 3 | 4 | | |
| 6) I can explain what helps me achieve my goals | | | | | | |
| Learning to Be with Others: Social Awareness and Relationship Skills | | | | | | |
| 7) I can understand how others may feel in different situations. | | | | | | |
| 8) I am able to cooperate with others and work together in a team to achieve group success. | | | | | | |
| 9) I can explain how to manage conflicts in the group. | | | | | | |
| 10) I understand what negative peer pressure is and I know how to resist it. | | | | | | |
| Learning to Be Responsible – Responsible Decision Making | | | | | | |
| 11) I understand how honesty, respect, fairness and compassion can help people make better decisions. | | | | | | |
| 12) I can explain why school and society rules are important. | | | | | | |
| 13) I know how decision-making skills can improve my academic success | | | | | | |
| 14) I know different ways to refuse to take part in unsafe or unethical activities. | | | | | | |
| 15) I know how I can actively contribute to making positive changes in my school. | | | | | | |
| 16) I understand how I can make positive influence in my community outside the school. | | | | | | |





I am learning from others!

Please describe:

What did you manage to learn from your peers at school during the last term?

What are the things you have helped others to learn?

I am learning from others!

What have I learned last during the last month?

Who helped me learn this? *(Write the names)*

I am helping others!

What have I helped others to learn?

Whom have I helped? *(Write the names)*

My goals for next term

Please identify 3 things you need to learn better during the NEXT term. These could be skills from the table above or general things you need to improve at school.

What do I still need to learn

Please name 3 main goals

How am I going to do it?

Please name the steps needed to learn this

Who can help me achieve my goals?

Please write the names

Teacher's General Comments. Feedback of the responsible class teacher after the self-assessment.

Self-Assessment Cards for Students

Age 9-10

| | | | |
|--|--|------------------------|--|
| My name (first name, surname): | | Teacher's name: | |
| Date of Self-Assessment | | Form: | |

This "Personal Learning Log" is a self-assessment card that will help you learn more about yourself and others. This card consists of 3 pages with questions for you to answer and tasks to complete. They are about:

- Learning to Be Yourself;
- Learning to Be with Others;
- Learning to Be Responsible.



Please answer the questions listed below writing down your answers. There are no right or wrong answers here and your answers will not be corrected or marked. When you finish completing your sentences, give this card to your teacher to write comments for you.






Learning to Be Yourself

My Emotions and Feelings

How have you been feeling lately? Please mark the emotions you recently had. For every emotion you recognize and remember, please describe the situation when it happened and what you did.

| | |
|---|--|
| JOY  | What was happening when you had this emotion? Please describe the situation. |
| | What did you do after you felt this way? Please describe what you said or did in this situation. |
| SADNESS  | What was happening when you had this emotion? Please describe the situation. |
| | Please describe what you said or did in this situation. |

| | |
|---|---|
| <p>SURPRISE</p>  | <p>What was happening when you had this emotion? Please describe the situation.</p> |
| <p>FEAR</p>  | <p>What was happening when you had this emotion? Please describe the situation.</p> |
| <p>TRUST</p>  | <p>What was happening when you had this emotion? Please describe the situation.</p> |
| <p>WORRY</p>  | <p>What was happening when you had this emotion? Please describe the situation.</p> |
| <p>DISGUST</p>  | <p>What was happening when you had this emotion? Please describe the situation.</p> |

| | |
|---|--|
| <p>BOREDOM</p>  | <p>What was happening when you had this emotion? Please describe the situation.</p> <hr/> <p>Please describe what you said or did in this situation.</p> |
| <p>ANGER</p>  | <p>What was happening when you had this emotion? Please describe the situation.</p> <hr/> <p>Please describe what you said or did in this situation.</p> |
| <p>YOUR EMOTION</p>  | <p>What was happening when you had this emotion? Please describe the situation.</p> <hr/> <p>Please describe what you said or did in this situation.</p> |

When I feel bad I do these things to help me feel better:



My special powers:

All of us have special powers, some things we are good at, that make us strong. What are your most important strengths? Your superpowers? Name the 3 things you are good at! How you are using them?

| My special powers | How/Where am I using them? |
|-------------------|----------------------------|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

Powers I want to develop:




Please think of the things you want to learn. These could be things to learn at school or other important abilities you want to develop (like learning to play a musical instrument, overcoming a fear or making new friends)

| Things I still need to learn | Who could help me learn this? |
|------------------------------|-------------------------------|
| | |
| | |
| | |
| | |



Learning to Be with Others

Please read the sentences below and for each sentence tick the box that best suits your usual behaviour.

| | Yes  | Sometimes  | No  |
|---|--|--|---|
| <i>I find it easy to make new friends</i> | | | |
| <i>I like talking to a friend when we are on our own</i> | | | |
| <i>I like talking to friends when we are in a group</i> | | | |
| <i>I like making people laugh</i> | | | |
| <i>I am a good listener</i> | | | |
| <i>I have some good friends</i> | | | |
| <i>I join my friends and we play games together</i> | | | |
| <i>I often play on my own</i> | | | |
| <i>I know how to make up with my friends when we quarrel</i> | | | |
| <i>I comfort my friends when they are upset</i> | | | |
| <i>I can tell my friends how I am feeling</i> | | | |
| <i>I can tell how people may feel from the way they talk and behave</i> | | | |
| <i>I understand how people are feeling when I am listening to them</i> | | | |
| <i>I know what to do to get along with others</i> | | | |
| <i>I understand how people in my class are different from one another</i> | | | |

Additional questions:

What can I do to be a better friend?

My best friends at school are:




What are they like? Why do I like them?



Learning to Be Responsible

My tasks and duties

Please read the sentences below about your tasks and duties at school and at home. Please mark how good you are at doing them by ticking the right box.

| My tasks and duties | I am good at doing them | | |
|---|--|--|---|
| | Yes  | Sometimes  | No  |
| In school / class: | | | |
| <i>I am always on time for school (lessons and other events)</i> | | | |
| <i>I can take care of myself and of my things at school</i> | | | |
| <i>I have a time-table for my lessons and my other daily activities at school</i> | | | |
| <i>I understand that my behaviour may affect other people (pupils and teachers)</i> | | | |
| <i>I try to do all my homework tasks</i> | | | |
| <i>I join my friends and we play games together</i> | | | |
| <i>I am listening when other pupils are speaking and don't interrupt</i> | | | |

At home

(name a few duties you have at home)

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Teacher's Comments. Feedback of the my teacher after my self-assessment.

Annex A4

Group Work Self-Assessment Sheet

Please answer these questions about your work in groups.

| | |
|---|------------------------------|
| Name | |
| Group name / names of group members | |
| Date: | Assignment title: |
| What was the purpose of the assignment? | |
| Briefly describe your contribution to the task | |
| If you needed to repeat the task, what would you do differently? | |
| How could your group work more efficiently next time? | |
| Your teacher's comment: | Personal Evaluation: |
| | Teacher's evaluation: |

Annex A5

Students' Group Work Report Form

Please answer these questions about your groupwork.

How did you find out what you needed to know to complete the groupwork?

Have all the goals been achieved?

How did the groupwork help students assist each other in achieving their goals?

What did you learn by working in groups?

How can the skills, knowledge and insights acquired during this group work be used in other life situations?

Instructions for the teacher:

- Allow the students some time to complete this sheet after each group work, if the group work takes the whole lesson or longer.
- After filling out the questionnaire individually, allow time for the students to discuss the completed sheets in pairs.
- Ask volunteers to share their reflection.
- Collect reflections from the students and read them by pointing out how detailed and comprehensive reflection answers are. Pay attention to the skills the students have learned and how they can use these skills in the future.

Annex A6

Group Presentation Rubric

You can use the following rubric table as guidelines for assessing students; group presentations.

| Element | Not Quite (1) | Okay (2) | Way Cool! (3) |
|--|--|---|--|
| All group members participated | One person dominates the presentation | Assignments are distributed unevenly | Each person contributions significantly |
| Information presented is accurate | Several inaccuracies are included | Minor information errors are included | Information is accurate and current |
| Information is deliberately organized | Information is disjointed, illogical, and incompatible | Information is at times contradictory or random | Information is sequential, consistent and logical |
| Presentation is logical and sequential | Presentation was random and hard to follow | Flow of presentation is at times inconsistent | Presentation is logical, understandable, and easy to follow |
| Visuals are clear and easily seen | Visuals are cluttered, incomplete, and unclear | Visuals support the presentation but lack depth | Visuals are eye-catching, compelling, and support the presentation |
| Presentation is creative and informative | Information is presented in a didactic way and lacks depth | Presentation is planned but lacks enthusiasm and interest | Presentation is energetic, interesting, and unpredictable |
| Presentation connects previously presented information | Lacks earlier references and continuity | Connections are at times not obvious or proper | Information is connected seamlessly and appropriately |
| One main concept is explored | Several ideas are presented without focus | Main concept is at times obscured | Main concept drives all the information and presentation |
| Includes audience participation | Presenters do all talking, participants appear disengaged | Audience members are engaged frequently | Participants are included throughout the presentation |

Source: Williams R. B., Dunn S., E. Brain-Compatible Learning for the Block. Crowin Press, 2008.

Annex A7

Self-Assessment Tool for Teacher's Social and Emotional Competences

Adapted from: Yoder, N., (2014) *Self-Assessing Social and Emotional Instruction and Competencies*, Center on Great Teachers & Leaders at American Institutes for Research; Devaney, O'Brien, Resnik, Keister, & Weissberg, (2006)⁷⁷.

Think about your own social and emotional competencies and how those competencies influence your ability to implement the social interaction teaching practices. Please use the scoring guide below to rate yourself on how your SEL skills influence your social interaction teaching practices with your students. Consider each statement and score yourself according to where each statement holds true for you.

1 = Strongly disagree. I have a difficult time with this practice. I know I do some of the things mentioned, but I do not necessarily find them relevant to my teaching.

2 = Disagree. I demonstrate some of these skills with my students. I think with more practice and/or more support, I could demonstrate these skills more to improve implementation of this practice.

3 = Agree. I am strong in this area. I know I do a good job modelling these skills for my students. I use these skills most of the time when I implement the instructional practices.

4 = Strongly agree. I am very strong in this area. I am able to use these skills when I am implementing the instructional practices.

⁷⁷ Devaney, O'Brien, Resnik, Keister, & Weissberg, 2006

| Self-Awareness | | | | |
|---|-------------------|----------|-------|----------------|
| | Strongly disagree | Disagree | Agree | Strongly agree |
| I am aware of the teaching practices that I need to improve upon and grow professionally. | 1 | 2 | 3 | 4 |
| I can effectively implement teaching practices with my students. | 1 | 2 | 3 | 4 |
| I am usually aware of how my emotions, culturally grounded beliefs, and background are precursors to my emotional reactions, and I understand how they impact my teaching practices with my students. | 1 | 2 | 3 | 4 |
| I understand how student responses (positive and negative) affect my emotions and my behaviours during my teaching practices. | 1 | 2 | 3 | 4 |
| I am aware of how my cultural beliefs and background affect my teaching practices with my students. | 1 | 2 | 3 | 4 |

Self-Management/Emotion Regulation

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| I continuously refine my personal goals about how I will best implement teaching practices with my students. | 1 | 2 | 3 | 4 |
| I effectively use multiple strategies (e.g., breathing techniques and mindfulness) when I have a strong emotional reaction in the classroom (e.g., stress, anger) when implementing teaching practices. | 1 | 2 | 3 | 4 |
| Through the effective management of my emotions (e.g., use of stress reduction techniques), I am better able to implement social teaching practices, use positive approaches to discipline, and develop a positive learning environment that is free from bias and prejudice. | 1 | 2 | 3 | 4 |
| I model behaviours (e.g., form guidelines, set boundaries) to help students learn to regulate emotions during teaching practices. | 1 | 2 | 3 | 4 |
| I share my personal experiences only where and when appropriate, I model appropriate disclosure and connect with students. I do not over-share personal information, instead I keep focus on the students and their experiences. | 1 | 2 | 3 | 4 |

Social Awareness

| | Strongly disagree | Disagree | Agree | Strongly agree |
|--|-------------------|----------|-------|----------------|
| To effectively implement positive teaching practices, I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions. | 1 | 2 | 3 | 4 |
| I try to understand why my students are or are not actively participating, and I am usually successful at providing my students the necessary skills to participate in the teaching practices. | 1 | 2 | 3 | 4 |
| I successfully support positive emotions and respond to negative emotions during teaching practices. | 1 | 2 | 3 | 4 |
| I address the commonalities and differences (e.g., racial, ethnic, cultural) that exist among students when I implement the teaching practices. | 1 | 2 | 3 | 4 |
| I interact with students between classes, in the halls and other transition times. | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| I respond appropriately to resistant students by answering them respectfully (e.g., listening deeply, asking students for additional suggestions, identifying the need behind the resistance) and having a private conversation if necessary. | 1 | 2 | 3 | 4 |
| I allow sufficient wait time to answer a question, inviting more participation from students who need more time to think about their responses. | 1 | 2 | 3 | 4 |
| I invite/accept a variety of student responses to show respect for divergent thinking. | 1 | 2 | 3 | 4 |

Relationship/Social Skills

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| I clearly communicate behavioural and academic expectations in a manner that addresses students' individual needs and strengths when implementing teaching practices. | 1 | 2 | 3 | 4 |
| I am comfortable helping my students resolve interpersonal conflicts that come up during teaching practices, and I have experienced success with this. | 1 | 2 | 3 | 4 |
| I use the teaching practices to help form meaningful relationships with my students and cultivate their SEL skills, and I am usually successful at building meaningful relationships. | 1 | 2 | 3 | 4 |
| I use the teaching practices to help cultivate my students' SEL skills, and I am usually successful at building their SEL skills. | 1 | 2 | 3 | 4 |
| I have learnt names of all my students and I use them often. | 1 | 2 | 3 | 4 |
| I promote respect for cultural diversity both within and outside of the classroom through awareness building, modelling respectful behaviours, and open discussion. | 1 | 2 | 3 | 4 |
| I look for opportunities for collaborative work. | 1 | 2 | 3 | 4 |

Responsible Decision Making

| | Strongly disagree | Disagree | Agree | Strongly agree |
|---|-------------------|----------|-------|----------------|
| I am effective at considering multiple forms of evidence, such as balancing the needs and the behaviours of my entire class, while implementing the teaching practices. | 1 | 2 | 3 | 4 |

| | | | | |
|--|---|---|---|---|
| I regularly include my students and/or collaborate with colleagues to solve problems that arise in the classroom related to the teaching practices. | 1 | 2 | 3 | 4 |
| I stay focused and consistent when I implement teaching practices. | 1 | 2 | 3 | 4 |
| When I implement the social teaching practices, I balance students' emotional needs and academic needs. | 1 | 2 | 3 | 4 |
| When confronted, I listen to and acknowledge student concerns, I model problem-solving strategies taught in programme, respond positively, and ask for positive suggestions. | 1 | 2 | 3 | 4 |

Scoring

In the box below, indicate the score you received for each of the teacher social and emotional competencies. To create a final score, take the average of each competency for each set of teaching practices.

| Social and Emotional Competency | Your Score/Total Possible Points | Average Score |
|---------------------------------------|----------------------------------|---------------|
| 1. Self-Awareness |/20 | |
| 2. Self-Management/Emotion Regulation |/20 | |
| 3. Social Awareness |/32 | |
| 4. Relationship Skills |/28 | |
| 5. Responsible Decision Making |/20 | |

Reflect on your scores

1. On which social and emotional competency did you score the highest?

2. On which social and emotional competency did you score the lowest?

3. What evidence do you have to support the self-rating you selected? What skills do you possess that support the self-rating you received?

4. What professional learning experiences could facilitate improvement in areas in which you scored lowest?

Link to the full instrument and instructions of Yoder, N., (2014) *Self-Assessing Social and Emotional Instruction and Competencies*, Center on Great Teachers & Leaders at American Institutes for Research English: <https://files.eric.ed.gov/fulltext/ED553369.pdf>

Annex A8

Instructional Strategies for a Relationship-Centered Classroom Checklist

Adapted from: Lions Clubs International Foundation (LCIF), LIONS QUEST Skills for Action programme, 2015

This checklist summarizes classroom strategies that will maximize the teaching and reinforcement of social and emotional competences and create a relationship-centered learning community.

Present one idea at a time when using learning media.

- Arrange the room to reflect a student-centered approach.
- Arrange seating so that students can see one another.
- Make sure bulletin boards and displays reflect the rich diversity of my students.
- Prepare all materials in advance of class in order to be present for students.
- Greet students as they enter my classroom, creating a welcoming environment.
- Create visual aids that are easy for everyone to read and understand.
- Present one idea at a time when using learning media.

In establishing a comfortable learning environment, I:

- Prepare lesson content and time frames in advance.
- Learn students' names and use them often.
- Face my students with an open and receptive body posture.
- Establish shared ground rules/agreements with my students.
- Enforce ground rules/agreements consistently with the help of students.
- Model SEL behaviours of respect, caring, self-control, and fair decision making.
- Use energetic and enthusiastic body language and words to convey interest.
- Use a respectful Quiet Signal to bring attention to myself during group work.
- Focus on all students' positive qualities and praise their efforts.

Set tasks that are within students' capabilities.

Pay attention to student reactions, need for clarification, and need for change in activity, and address the needs immediately.

In opening a lesson, I:

Make sure students are ready to learn and have put away unrelated work.

Write the lesson objectives on the board to focus students' attention.

Ask open-ended questions to discover what the students already know.

Use a variety of inquiry methods to draw out authentic student responses (e.g., silent reflection, heads together, think-pair share, signalling, sampling, journaling, etc.)

Use "What do you think?" rather than "Why?" questions to stimulate divergent thinking.

Invite students to participate in a non-threatening way by offering a question to the group first and then encouraging volunteers to respond.

Use "wait time" of 7–10 seconds before calling on students to give everyone a chance to think of an authentic response.

In introducing new skills and information, I:

Present and connect new skills and information to the students' responses.

Give clear instructions and model tasks when appropriate.

Respond respectfully to a wide variety of student responses to show respect and openness to divergent thinking (e.g., "Okay"; "All right"; "Thank you").

Share personal experiences from time to time to model and encourage appropriate and authentic student disclosure.

Offer students the right to pass to honour different learning styles.

In preparing my students to practice and apply new skills and information, I:

State the purpose of the guided practice and the skill to be demonstrated.

Assure students it is okay to make mistakes during the Practicing activity.

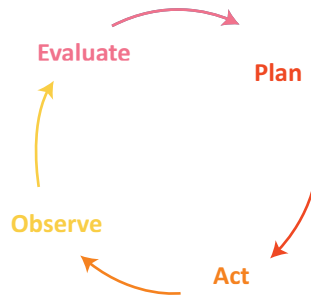
- Model guided practice before asking students to practice and apply new skills and knowledge.
- Determine some guided practice situations in advance to guarantee appropriate situations for learning the new skill.
- Always play the role with negative behaviour in a role play; students always act out the appropriate behaviour as skill-building practice and reinforcement.
- Give timely, supportive, and clear feedback immediately after guided practice.
- Use closure questions to help students reflect on their learning and imagine ways they will apply the new learning to their own lives.
- Assign homework that is essential to the practice and application of the new skills and information and follow up with students consistently.

In managing discipline respectfully, I:

- Encourage students to discuss solutions rather than blame others.
- Consistently enforce the ground rules/agreements.
- Handle problems quickly and discreetly, treating students with respect and fairness.
- Share my reactions to inappropriate behaviours and explain why the behaviours are inappropriate
- Talk outside of class with students who continue to disregard the ground rules/agreements.

Annex A9

Teachers' SEL Practice Planning and Self-Evaluation Notes Part A: Individual Teacher's Notes



Teacher:

School:

Subject:

Class:

School year:

Time period:

Date of teachers' meeting:

Goals I want to achieve:

- 1) Building a positive learning environment
- 2) Implementing SEL supporting Teaching methods;
- 3) Monitoring students' progress using SEL assessment tools.

PLAN (write down at the beginning of the time period)

I intend to use the following strategies and methods:

ACT (Write down regularly):

Activity: giving lessons, introducing various methods and tools to ensure a safe and encouraging school environment, using assessment tools etc. (Time period:)

What am I doing differently?

What am I using (testing) for the first time?

OBSERVE (write down regularly and at the end of the time period)

Changes that you observed in your pedagogical work, while using new strategies:

Changes that you observed in students, while using new strategies:

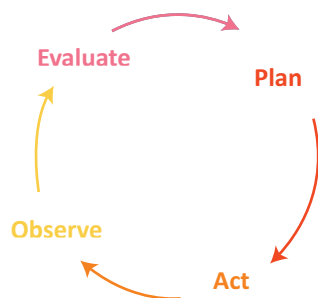
EVALUATE (write down at the end of the time period)

What did you succeed in during this time period? What have you learned?

What was your greatest challenge? How could you address it in the future?

Revise the plan and make a new one.

Part B: Notes for a Group of Teachers



| | |
|---------------------|---------------|
| Teacher: | |
| School: | |
| Subject: | Class: |
| School year: | |

Time period:

Date of teachers' meeting:

| |
|---|
| Goals we want to achieve: 1) Building a positive learning environment 2) Implementing SEL supporting Teaching methods; 3) Monitoring students' progress using SEL assessment tools. |
| PLAN (write down at the beginning of the time period) |
| Checking the initial situation status at school: conducting the student survey (See student survey sample form Annex A10) |
| We intend to use the following strategies and methods (Who? What?): |
| ACT: |
| Activity: giving lessons, introducing various strategies and tools to ensure a safe and encouraging school environment, monitoring students' progress (Time period:) |

OBSERVE (write down at class teachers' meetings):

Changes that we have observed in the pedagogical work, while using new strategies:

Changes that we have observed in students, while using new strategies:

EVALUATE (write down at the end of the time period)

What did we succeed in during this time period? What have we learned? What were our new findings?

What were our greatest challenges?

Revise the plan and make a new one.

Annex A10

“Your Opinion Matters” Student Feedback Survey

Please read the following questions carefully and choose or write the answers as honestly you can.

Do you feel well during the lessons? Circle.

YES, I feel well.

NO, I don't feel well.

I feel differently at different lessons.

What affects your mood most significantly? Please point out either positive or negative factors.

Do you think the teacher can make a positive impact on your mood in the classroom? Circle.

YES

NO

If YES, please explain the ways he/she can make that impact.

Do you dare to speak out in front of the class and express your opinion? Circle.

YES

NO

It depends

Are you actively involved during the lessons? Tick the right answer.

- No.
- I just listen.
- I listen and think about the issues of the topic.
- I listen, think and actively express my opinion.

What motivates you most during the lessons? Please rank the statements according to their importance: number each statement from 1 to 8, write number 1 being the most important thing for you in the lesson, numbers 7/8 the least less important.

- Topic of the subject
- Team work with the rest of the students
- Teacher's approach and teaching method
- Teacher's explanation
- Making the lesson more dynamic and engaging by using AV technology, ICT, experimental work.
- Personal approach of the teacher
- Grades
- Others (Please, write your own ideas):
-
-

Teachers are grateful for your honest answers and cooperation.

Annex A11

Social and Emotional Competence Self-Assessment Tool for Head of School

Adapted from: CASEL. (2017). *TOOL: Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults*.

The head of the school is one of the key people in introducing social and emotional learning at school. A principal, who is well-informed about SEL, is able to communicate to members of the community what is the vision of SEL at school. It is crucial that a school principal understands the importance of coherent social and emotional learning. A principal who cares about social and emotional learning also cares about the resources for SEL development, the support for teachers and students; he or she also demonstrates their social and emotional competencies while acting as an example of SEL.

This tool was designed for self-reflection. It should not be used to evaluate performance. Principals, administrators, SEL team members, and staff members can use it to assess their personal strengths and think about how they can model those strengths when interacting with others. The tool also offers prompts that encourage thinking about strategies to promote growth across areas of social competence.

Insights gained from this personal reflection tool can be effectively used during SEL professional learning. After individuals privately complete the tool, they can discuss general themes and examples of strengths and challenges with partners or in small groups. During regular staff meetings, staff can revisit personal goals to mark progress and update.

How to use this Tool :

1. Read each statement and think of related specific situations, then rate yourself on the statement by marking the appropriate box (rarely, sometimes, often). If a statement does not apply to you, draw a line through the rating box.

2. When you finish, search for patterns of strengths and challenges to guide your personal social-emotional growth process. This information is for you, so answer accurately without judging responses as “good” or “not as good.”

3. After completing the reflection, take action in light of what you learned.

a) Reflect upon the results to draw conclusions about your progress.

If you consider that statements marked as “often” could be indicators of personal strengths:

- How do these strengths affect your interactions with students and peers?
- What competencies do your strengths relate to?
- Which of your strengths do you believe will help you guide school-wide SEL?
- Which are you most proud of?

If you consider that statements marked as “rarely” could be considered as current challenges:

- How might enhancing this area benefit your interactions with students and/or peers?
- To which competency or competencies do your challenges relate?
- Select one or two areas you believe would help you promote school-wide SEL.
- Develop a strategy to remind yourself to practice this new behaviour, or bring it up as something to work on with a mentor or a coach.

When looking at your responses, were there things that surprised you? Were there things that confirmed what you already knew about yourself?

b) List ways you can model your strengths for others and embed them throughout the school day.

c) List ways you can improve on any challenges you currently face.

| SELF-AWARENESS | Rarely | Some- times | Often |
|---|--------|----------------|-------|
| EMOTIONAL SELF-AWARENESS | | | |
| I am able to identify, recognize, and name my emotions in the moment. | | | |
| I recognize the relationship between my feelings and my reactions to people and situations. | | | |
| ACCURATE SELF-PERCEPTION | | | |
| I know and am realistic about my strengths and limitations. | | | |
| I encourage others to tell me how my actions have affected them. | | | |
| I know how my own needs, biases, and values affect the decisions I make. | | | |
| SELF-CONFIDENCE | | | |
| I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence. | | | |
| I welcome difficult assignments. | | | |
| OPTIMISM | | | |
| I believe that most experiences help me learn and grow. | | | |
| I can see the positive even in negative situations. | | | |
| MANAGEMENT | Rarely | Some- times | Often |
| SELF-CONTROL | | | |
| I find ways to manage my emotions and channel them in useful ways without harming anyone. | | | |
| I stay calm, clear-headed, and unflappable under high stress and during a crisis. | | | |
| SETTING AND ACHIEVING GOALS | | | |
| I have high personal standards that motivate me to seek performance improvements for myself and those I lead. | | | |

| | | | |
|--|---------------|-------------------|--------------|
| I am pragmatic, setting measurable, challenging, and attainable goals. | | | |
| ADAPTABILITY | | | |
| I accept new challenges and adjust to change. | | | |
| I modify my thinking in the face of new information and realities. | | | |
| ORGANIZATIONAL SKILLS | | | |
| I can juggle multiple demands without losing focus or energy. | | | |
| I balance my work life with personal renewal time. | | | |
| INITIATIVE | | | |
| I believe that I have what it takes to influence my own destiny and lead others effectively. | | | |
| I create and seize opportunities rather than waiting for them to materialize. | | | |
| SOCIAL AWARENESS | Rarely | Some-times | Often |
| EMPATHY | | | |
| I listen actively and can grasp another person's perspective and feelings from both verbal and nonverbal cues. | | | |
| RESPECT FOR OTHERS | | | |
| I believe that, in general, people are doing their best, and I expect the best of them. | | | |
| APPRECIATION OF DIVERSITY | | | |
| I appreciate and get along with people of diverse backgrounds and cultures in my school community and utilize inclusionary practices to ensure all voices are represented. | | | |
| ORGANIZATIONAL AWARENESS | | | |
| I am astute in organizational situations and am able to identify crucial social networks. | | | |
| I understand the organizational forces at work, guiding values, and unspoken rules that operate among people. | | | |

I foster an emotionally nurturing and safe environment for staff, students, families, and community members.

| RELATIONSHIP SKILLS | Rarely | Some-times | Often |
|----------------------------|---------------|-------------------|--------------|
|----------------------------|---------------|-------------------|--------------|

COMMUNICATION

I am open and authentic with others about my values and beliefs, goals, and guiding principles.

I communicate with and encourage interaction with staff, students, parents, caregivers, and community members.

I can articulate ideas that are important to me in ways that motivate others to become involved.

BUILDING RELATIONSHIPS

I have a genuine interest in cultivating people’s growth and developing their SEL skills.

I am able to openly admit my mistakes and shortcomings to myself and others.

I try to understand the perspective and experiences of others before I offer suggestions.

I give timely and constructive feedback as a coach and mentor.

CONFLICT MANAGEMENT

I am comfortable dealing with conflict, listening to feelings from all parties and helping them understand different perspectives.

I am able to guide conflicting parties to find a common solution.

TEAMWORK AND COLLABORATION

I am good at teamwork and collaboration and generate a collegial atmosphere that inspires us all.

I build relationships with members of diverse groups.

I involve key stakeholders in important decision-making tasks to ensure we are making wise choices.

I embody teamwork in my leadership style and personal behaviours as a role model to staff, students, and the school community.

| RESPONSIBLE DECISION-MAKING | Rarely | Some- times | Often |
|--|---------------|------------------------|--------------|
| PROBLEM IDENTIFICATION AND SITUATION ANALYSIS | | | |
| I am able to define the core of the problem and differentiate it from solution options. | | | |
| I recognize the need for change, to challenge the status quo, and to encourage new thinking in my school. | | | |
| I conduct a needs analysis and involve the staff to identify problems before starting a new initiative. | | | |
| PROBLEM-SOLVING | | | |
| I involve others to generate multiple solutions and predict the outcome (of each solution) for key problems. | | | |
| I find practical and respectful ways to overcome barriers, even when it comes to making decisions that may not be popular. | | | |
| EVALUATION & REFLECTION | | | |
| I use more than one measure to assess progress toward social, emotional, and academic goals. | | | |
| I provide opportunities for self-reflection and group reflection on progress toward goals and the process used. | | | |
| PERSONAL, MORAL AND ETHICAL RESPONSIBILITY | | | |
| I treat other people in the way I would want to be treated. | | | |
| I encourage community service activities for students, staff, and the community | | | |

Annex A12

School Climate Survey

Adapted from: Socialinio ir emocinio ugdymo institutas (2018)..

The following survey aims to assess the social relationships at our school, in other words, school climate. You are kindly requested to answer the questions about your role and experiences at school. Please try to answer honestly. After finishing the survey, reflect on the results using the scoring table below. The data you provide will remain anonymous and will only be presented in a generalized form together with the data that other respondents provide.

What is your role at school?

| | Please tick |
|--|-----------------------|
| 1. Student | <input type="radio"/> |
| 2. Teacher | <input type="radio"/> |
| 3. Other pedagogical staff (e.g., psychologist, social pedagogue, speech therapist etc.) | <input type="radio"/> |
| 4. Administrator | <input type="radio"/> |
| 5. Support staff (e.g., janitor, bus driver, gardener etc.) | <input type="radio"/> |
| 6. Parent / Family member | <input type="radio"/> |

Please select the appropriate field and answer the following questions:

| | | | |
|--------------------------------|--|------------------------------|---|
| Student | Which form are you in? | | |
| Teacher | How many years have you been working at this school? | Forms you work with: | Have you participated in any SEL workshops? |
| Other pedagogical staff | How many years have you been working at this school? | What is your specialisation? | Have you participated in any SEL workshops? |
| Administration staff | How many years have you been working at this school: | Do you teach any classes? | Have you participated in any SEL workshops: |

| | | | |
|--------------------------------|--|--------------------------------------|---|
| Support staff | How many years have you been working at this school? | What are your main responsibilities? | Have you participated in any SEL workshops: |
| Parents/ Family members | Relationship with the student: | Student form: | Have you participated in any SEL workshops? |

Please assess the following statements about yourself at school. Assess each statement on a scale from 1 – Strongly disagree to 4 – Strongly agree, 0 – Have never considered this.

| No. | Statement | To what extent do you agree with the statement? | | | | |
|-----|---|---|-------------------|----------------|----------------|----------------------------|
| | | Strongly Disagree | Somewhat Disagree | Somewhat Agree | Strongly Agree | Have never considered this |
| 1. | I like my school. | 1 | 2 | 3 | 4 | 0 |
| 2. | When I deal with complex problems, I am confident in my abilities. | 1 | 2 | 3 | 4 | 0 |
| 3. | My opinion matters at my school. | 1 | 2 | 3 | 4 | 0 |
| 4. | I know the reasons for my negative emotions. | 1 | 2 | 3 | 4 | 0 |
| 5. | I know how to control my negative emotions. | 1 | 2 | 3 | 4 | 0 |
| 6. | I can manage my emotions. | 1 | 2 | 3 | 4 | 0 |
| 7. | The students listen to the teachers and perform the assigned tasks. | 1 | 2 | 3 | 4 | 0 |
| 8. | There are some students in the class who interfere with others' engagement in the lesson. | 1 | 2 | 3 | 4 | 0 |
| 9. | The students at this school behave properly even when the adults do not see them. | 1 | 2 | 3 | 4 | 0 |
| 10. | The school rules are clear to me. | 1 | 2 | 3 | 4 | 0 |
| 11. | The students follow the school rules. | 1 | 2 | 3 | 4 | 0 |
| 12. | The teachers start lessons on time. | 1 | 2 | 3 | 4 | 0 |
| 13. | I can work with people whose opinion differs from mine. | 1 | 2 | 3 | 4 | 0 |

| | | | | | | |
|------------|---|---|---|---|---|---|
| 14. | I feel bad when somebody is being hurt. | 1 | 2 | 3 | 4 | 0 |
| 15. | I try to understand what other people are thinking and feeling. | 1 | 2 | 3 | 4 | 0 |
| 16. | The teachers believe that every student can make progress in learning. | 1 | 2 | 3 | 4 | 0 |
| 17. | The students at school take care of each other. | 1 | 2 | 3 | 4 | 0 |
| 18. | The a Adults at school take care of each other. | 1 | 2 | 3 | 4 | 0 |
| 19. | I always receive help from other members of the school community, when I ask for it. | 1 | 2 | 3 | 4 | 0 |
| 20. | At school, we always greet each other. | 1 | 2 | 3 | 4 | 0 |
| 21. | I sometimes have difficulty getting along with others. | 1 | 2 | 3 | 4 | 0 |
| 22. | If I have a problem, there is always someone at school to whom I can talk. | 1 | 2 | 3 | 4 | 0 |
| 23. | We often laugh at school. | 1 | 2 | 3 | 4 | 0 |
| 24. | In my family everyone gets along with each other. | 1 | 2 | 3 | 4 | 0 |
| 25. | At school there are many after-class activities where students can do something together. | 1 | 2 | 3 | 4 | 0 |
| 26. | I do not share my ideas because I know that nobody will support them. | 1 | 2 | 3 | 4 | 0 |
| 27. | I am doing well at resolving conflicts peacefully. | 1 | 2 | 3 | 4 | 0 |
| 28. | The teachers treat the students fairly. | 1 | 2 | 3 | 4 | 0 |
| 29. | The students have never insulted me. | 1 | 2 | 3 | 4 | 0 |
| 30. | The teachers have never insulted me. | 1 | 2 | 3 | 4 | 0 |
| 31. | My parents have never insulted me. | 1 | 2 | 3 | 4 | 0 |
| 32. | All the students at my school are friendly. | 1 | 2 | 3 | 4 | 0 |
| 33. | The adults at the school are friendly. | 1 | 2 | 3 | 4 | 0 |
| 34. | I think other people like to work with me. | 1 | 2 | 3 | 4 | 0 |

| | | | | | | |
|------------|---|---|---|---|---|---|
| 35. | Our school runs many community service projects in which many students and teachers participate. | 1 | 2 | 3 | 4 | 0 |
| 36. | I would like the members of school community to treat each other with more respect. | 1 | 2 | 3 | 4 | 0 |
| 37. | I feel safe at the entire school. | 1 | 2 | 3 | 4 | 0 |
| 38. | When somebody insults me, I can defend myself without harming others. | 1 | 2 | 3 | 4 | 0 |
| 39. | If the students tell the teacher that bullying is taking place, the teacher will most definitely solve the problem. | 1 | 2 | 3 | 4 | 0 |
| 40. | The same rules apply to all the students at school. | 1 | 2 | 3 | 4 | 0 |
| 41. | If the students misbehave, the adults try to figure out the reasons for this misbehaviour. | 1 | 2 | 3 | 4 | 0 |
| 42. | I can implement all my ideas at my school. | 1 | 2 | 3 | 4 | 0 |
| 43. | The students' parents come to the school and participate in the school's events. | 1 | 2 | 3 | 4 | 0 |
| 44. | All student successes and achievements are noticed and appreciated. | 1 | 2 | 3 | 4 | 0 |
| 45. | All teacher successes and achievements are noticed and appreciated. | 1 | 2 | 3 | 4 | 0 |
| 46. | Usually my day at school passes by successfully. | 1 | 2 | 3 | 4 | 0 |
| 47. | More good than bad things happen to me at my school. | 1 | 2 | 3 | 4 | 0 |

Scoring Table

After completing the survey, please reflect on the results based on the provided scales and their respective items. It is recommended to discuss the general results of the survey with whole school community.

Please calculate the scores for each scale by summing the values of respective items (questions). Numbers of items to be summed for each scale are indicated in the table below.



| Scale | Items |
|----------------------------|------------------------------------|
| Satisfaction | 1 42 44 45 46 47 |
| Self-Awareness | 2 4 34 |
| Relationship skills | 3 21(-) 22 23 24 25 28 32 33 36(-) |
| Seeking and providing help | 19 35 16 41 |
| Self- Management | 5 6 9 38 |
| Compliance with the rules | 8(-) 7 10 11 12 20 40 |
| Social Awareness | 13 14 15 17 18 43 |
| Safety | 26(-) 27 29 30 31 37 |

• **NOTE:** items marked with ‘ – ‘ indicate reverse-coded items, so that higher scores will always indicate more positive responses. It means you have to change the values of the scores in an opposite order (4 changes to 1, 3 to 2, 2 to 3, 1 to 4) before adding the values to the sum.

Annex B1

SEL Standards

Grade 4

| GOAL | LEARNING STANDARD | BENCHMARK |
|--|---|---|
| 1. Develop self-awareness and self-management skills to achieve school and life success. | 1.1 Identify and manage one’s emotions and behaviour. | <ul style="list-style-type: none"> Describe a range of emotions and the situations that cause them. Describe and demonstrate ways to express emotions in a socially acceptable manner. |
| | 1.2 Recognize personal qualities and external supports | <ul style="list-style-type: none"> Describe personal skills and interests that one wants to develop. Explain how family members, peers, school personnel, and community members can support school success and responsible behaviour. |
| | 1.3 Demonstrate skills related to achieving personal and academic goals. | <ul style="list-style-type: none"> Describe the steps in setting and working toward goal achievement. Monitor progress on achieving a short-term personal goal. |
| 2. Use social-awareness and interpersonal skills to establish and maintain positive relationships. | 2.1 Recognize the feelings and perspectives of others.. | <ul style="list-style-type: none"> Identify verbal, physical, and situational cues that indicate how others may feel. Describe the expressed feelings and perspectives of others. |
| | 2.2 Recognize individual and group similarities and differences. | <ul style="list-style-type: none"> Identify differences among and contributions of various social and cultural groups. Demonstrate how to work effectively with those who are different from oneself. |
| | 2.3 Use communication and social skills to interact effectively with others. | <ul style="list-style-type: none"> Describe approaches for making and keeping friends. Analyse ways to work effectively in groups. |
| | 2.4 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | <ul style="list-style-type: none"> Describe causes and consequences of conflicts. Apply constructive approaches in resolving conflicts. |
| 3. Demonstrate decision-making skills and responsible behaviours in personal, school, and community contexts. | 3.1 Consider ethical, safety, and societal factors in making decisions. | <ul style="list-style-type: none"> Demonstrate the ability to respect the rights of self and others. Demonstrate knowledge of how social norms affect decision making and behaviour. |
| | 3.2 Apply decision-making skills to deal responsibly with daily academic and social situations. | <ul style="list-style-type: none"> Identify and apply the steps of systematic decision making. Generate alternative solutions and evaluate their consequences for a range of academic and social situations. |
| | 3.3 Contribute to the well-being of one’s school and community. | <ul style="list-style-type: none"> Identify and perform roles that contribute to the school community.. Identify and perform roles that contribute to one’s local community. |

| LEARNING STANDARD | STAGE/ LEVEL | PERFORMANCE DESCRIPTORS |
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| 1A. Identify and manage one's emotions and behaviour. | A | <ol style="list-style-type: none"> 1. Identify a range of emotions you have experienced. 2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded). 3. Recognize mood changes and factors that contribute to them. 4. Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play). 5. Distinguish among intensity levels of an emotion. 6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment). 7. Practice deep breathing to calm yourself. |
| | B | <ol style="list-style-type: none"> 1. List positive strategies for handling conflict. 2. Explain why characters in stories felt as they did. 3. Distinguish among emotions you might feel in various situations. 4. Use "I-statements" to express various emotions. 5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.). 6. Demonstrate an awareness of how your behaviour affects others. 7. Practice different strategies for handling upsetting situations. |
| | C | <ol style="list-style-type: none"> 1. Describe the physical responses common to a range of emotions. 2. Describe emotions associated with personal experiences. 3. Practice expressing positive feelings about others. 4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased). 5. Demonstrate emotions in various contexts in role-plays. 6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity). |
| 1B. Recognize personal qualities and external supports | A | <ol style="list-style-type: none"> 1. Identify community members that can be of support when needed (e.g., religious leader, extended family member, and neighbour). 2. Describe the personal qualities that successful learners demonstrate (e.g., perseverance, responsibility, attention to task, etc.). 3. Explain how practice improves your performance of a skill. 4. Analyse the positive qualities of role models. 5. Analyse what it is about school that is challenging for you. 6. Draw a picture of an activity your family likes to do together. 7. Demonstrate ways to ask for help when needed. |
| | B | <ol style="list-style-type: none"> 1. Identify something you would like to be able to do better. 2. Describe ways in which you contribute to the school community. 3. Describe ways in which you help out at home. 4. List ways families can support students in school. 5. Describe how peers can support each other in school. 6. Measure your progress toward a personal goal. |
| | C | <ol style="list-style-type: none"> 1. Describe a time and situation you needed help. 2. Identify reliable adults from whom you would seek help in various situations. 3. Describe how you would improve your ability to perform a valued skill. 4. Explain how adult role models influence your aspirations for the future. 5. Practice strategies that support peers in school. 6. Demonstrate leadership within the school community (e.g., reading tutor, student council, clubs, mentoring new students). |

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| 1 C. Demonstrate skills related to achieving personal and academic goals. | A | <ol style="list-style-type: none"> 1. Recognize how distractions may interfere with achievement of a goal. 2. Recognize that present goals build on the achievement of past goals. 3. Describe the steps you have made toward achieving a goal. 4. Differentiate between short and long term goals. 5. Monitor your progress toward achieving a personal or academic goal. 6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment). |
| | B | <ol style="list-style-type: none"> 1. Identify how obstacles have been overcome in achieving a goal (e.g., examples from literature, social science, personal experience). 2. Recognize how conditions and people have contributed to your achievement of a goal. 3. Identify the steps needed to perform a routine task (e.g., homework completion, organization of personal space/materials, studying for a test). 4. Identify factors you could not change that prevented you from achieving a recent goal. 5. Evaluate what you might have done differently to achieve greater success |
| | C | <ol style="list-style-type: none"> 1. Develop a friendship goal with action steps to be taken by certain dates. 2. Develop an academic goal with action steps to be taken by certain dates. 3. Monitor progress on planned action steps for a friendship goal. 4. Monitor progress on planned action steps for an academic goal. 5. Analyse why you needed to change or delay action steps for achieving a recent goal. 6. Evaluate your level of achievement with regard to a recent goal. |
| 2A. Recognize the feelings and perspectives of others. | A | <ol style="list-style-type: none"> 1. Distinguish between nonverbal and verbal cues and messages. 2. Analyse alignment and non-alignment of verbal and non-verbal cues. 3. Role-play the perspectives and feelings of characters from a story. 4. Paraphrase what someone has said. 5. Demonstrate a capacity to care about the feelings of others. 6. Demonstrate an interest in the perspective of others. |
| | B | <ol style="list-style-type: none"> 1. Label others' feelings based on verbal and non-verbal cues in different situations. 2. List strategies to support students who are left out or bullied. 3. Describe how one feels when left out of an activity or group. 4. Describe how one feels when bullied. 5. Predict possible responses to a range of emotions. 6. Use "I-statements" to let others know that you have heard them. |
| | C | <ol style="list-style-type: none"> 1. Describe others' feelings in a variety of situations. 2. Describe an argument you had with another person and summarize both points of view. 3. Analyse why literary characters felt as they did. 4. Analyse the various points of view expressed on an historical, political, or social issue. 5. Evaluate how a change in behaviour of one side of a disagreement affects the other side. |
| 2B. Recognize individual and group similarities and differences. | A | <ol style="list-style-type: none"> 1. Describe human differences depicted in stories. 2. Describe how interactions with individuals from different cultures enrich one's life. 3. Recognize that people from different cultural and social groups share many things in common. 4. Analyse how people of different groups can help one another and enjoy each other's company. 5. Analyse the impact of differing responses to human diversity on literary characters. 6. Participate in an activity or simulation that allows you to experience life from the perspective of another group. 7. Use literature to analyse various responses to human diversity (e.g., learning from, being tolerant of, aware of stereotyping). |

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| | <p>B</p> | <ol style="list-style-type: none"> 1. Recognize the different social groups in school. 2. Recognize the different cultural groups in school. 3. Compare and contrast social groups. 4. Compare and contrast cultural groups. 5. Analyse the unique contributions of individuals and groups as featured in biographies, legends, and folklore. 6. Develop strategies for building relationships with others who are different from oneself. |
| | <p>C</p> | <ol style="list-style-type: none"> 1. Describe the basic rights of all individuals regardless of their social or cultural affiliations. 2. Describe examples of how the media portray various social and cultural groups. 3. Analyse how responsible students help their classmates. 4. Demonstrate strategies for building relationships with others who are different from oneself. 5. Design a project that shows how your class or school is enriched by different cultures. |
| <p>2C. Use communication and social skills to interact effectively with others.</p> | <p>A</p> | <ol style="list-style-type: none"> 1. Recognize when it is appropriate to give a compliment. 2. Practice introducing everyone in your class. 3. Demonstrate how to give a compliment. 4. Demonstrate appropriate responses to receiving a compliment. 5. Use 'I-statements' to express how you feel when someone has hurt you emotionally. 6. Demonstrate expressing appreciation to someone who has helped you. |
| | <p>B</p> | <ol style="list-style-type: none"> 1. Identify ways to build positive relationships with peers, family and others. 2. Identify attributes of cooperative behaviour in a group setting. 3. Demonstrate cooperative behaviours in a group. 4. Practice reflective listening (e.g., I messages, paraphrase). 5. Demonstrate how to initiate conversation with a new student. 6. Develop a plan that supports the improvement of behaviours within a group. |
| | <p>C</p> | <ol style="list-style-type: none"> 1. Describe the qualities of an effective communicator. 2. Respond positively to constructive criticism. 3. Take responsibility for one's mistakes. 4. Interview an adult on the topic of how to develop friendships. 5. Demonstrate support for others' contributions to a group/team effort. 6. Distinguish between positive and negative peer pressure. 7. Demonstrate strategies for resisting negative peer pressure. |
| <p>2D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> | <p>A</p> | <ol style="list-style-type: none"> 1. Identify bullying behaviour and how it affects people. 2. Explain what happens when a conflict is not resolved. 3. Describe ways to stop rumours. 4. Analyse how an inability to manage one's anger might cause a conflict to get worse. 5. Interpret whether the actions of literary characters were accidental or intentional. 6. Examine how one's favourite literary character handles conflict. |
| | <p>B</p> | <ol style="list-style-type: none"> 1. Identify the consequences of a solution. 2. Identify assertive, passive and aggressive conflict resolution behaviours. 3. Describe conflicts you have experienced and how you dealt with them. 4. Explain how resolving a conflict with a friend could strengthen the friendship. 5. Generate alternative solutions for a conflict. 6. Demonstrate constructive conflict resolution strategies in the classroom. |

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| | C | <ol style="list-style-type: none"> 1. Identify the consequences of conflict resolution behaviour. 2. Identify refusal skills for unsafe behaviours (e.g., drugs and alcohol, gang involvement, and sexual activity). 3. Explain how resolving a conflict could improve one’s understanding of a situation. 4. Distinguish between positive and negative peer pressure. 5. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous. 6. Use a checklist to practice the steps of refusing unwanted peer pressure. |
| 3A: Consider ethical, safety, and societal factors in making decisions. | A | <ol style="list-style-type: none"> 1. Identify examples of ethical behaviour by characters in stories (e.g., fairness, honesty, respect, compassion). 2. Identify physical sensations and emotions that indicate a threat or danger. 3. Describe the consequences of breaking classroom or school rules. 4. Analyse the consequences of lying. 5. Depict ways to help others (e.g., list, draw, cartoons). 6. Evaluate various approaches to responding to provocation. 7. Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment). |
| | B | <ol style="list-style-type: none"> 1. Identify factors that make a situation unsafe. 2. Recognize the consequences to oneself and others of dishonest behaviour. 3. Evaluate how others influenced your decisions (e.g., family, church, team, club membership). 4. Avoid dangerous situations (e.g., unsupervised sports, walking in areas where you feel unsafe, biking without a helmet, hanging around with peers who use drugs). 5. Demonstrate respect for the property of others. 6. Demonstrate internet safety. 7. Show what it means to accept responsibility for one’s actions with regard to school work. |
| | C | <ol style="list-style-type: none"> 1. Describe how differing points of view affect your decision-making process. 2. Describe what it means to be dependable and why this is sometimes difficult (e.g., meeting deadlines, keeping commitments). 3. Explain why it is important to obey laws. 4. Analyse what it means to be responsible with regard to one’s family, friends, school community. 5. Evaluate conflicting points of view in making a decision. |
| 3B: Apply decision-making skills to deal responsibly with daily academic and social situations. | A | <ol style="list-style-type: none"> 1. Describe ways to promote the safety of oneself and others. 2. Describe the steps of a decision-making model. 3. Brainstorm alternative solutions to completing an assignment on time. 4. Practice progressive relaxation. 5. Demonstrate wise choices in selecting friends. 6. Demonstrate group decision making. 7. Plan healthy meals. |

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| | <p>B</p> | <ol style="list-style-type: none"> 1. Generate alternative solutions to problems. 2. Analyze the consequences of alternative solutions to selected scenarios. 3. Develop criteria for evaluating the consequences of a decision for oneself and important others in one's life. 4. Demonstrate the steps of a decision-making process: <ul style="list-style-type: none"> • define the problem • say how you feel • identify contributing factors • set a goal • identify alternative solutions and the consequences of each • select the best solution • evaluate the results. 5. Apply a decision-making model to solve an interpersonal problem. 6. Apply a decision-making model to academic challenges. 7. Demonstrate awareness that feelings influence one's decisions. |
| | <p>C</p> | <ol style="list-style-type: none"> 1. Identify challenges and obstacles to solving problems. 2. Identify healthy alternatives to risky behaviours. 3. Evaluate strategies to promote school success (e.g., identifying distractions, managing stress, and putting first things first). 4. Practice aligning non-verbal and verbal communication in refusing unwanted behaviour. 5. Apply a decision-making model to deal with unwanted behaviour. |
| <p>3C. Contribute to the well-being of one's school and community.</p> | <p>A</p> | <ol style="list-style-type: none"> 1. Describe what you learned about your school or community from your participation in a recent service project 2. Describe what you learned about yourself from participation in this project. 3. Analyse the impact on the need addressed of a recent service project in which you participated. 4. Analyse what you would do differently next time. 5. Communicate the results of a school or community service project to a parent or community group. 6. Write a letter to a newspaper editor on a community problem such as homelessness. |
| | <p>B</p> | <ol style="list-style-type: none"> 1. Identify ways that community workers assist residents in protecting and improving neighbourhoods. 2. Analyse your rights and responsibilities as a member of your school community. 3. Discuss your reasons for voting as you did in a simulated local, state, or national election. 4. Participate in making and enforcing classroom rules. 5. Brainstorm ways you could contribute to your community (e.g., help a neighbour, contribute to community safety, help keep your block clean). 6. Construct an argument to persuade classmates to vote or become a candidate for office in a simulated local, state, and national election. |
| | <p>C</p> | <ol style="list-style-type: none"> 1. Identify various ways that community workers assist residents in beautifying and protecting neighbourhoods. 2. Gather information on a community issue or need. 3. Develop a plan with your classmates to address a community issue or need. 4. Monitor your progress on implementing a plan to address a community issue or need. 5. Evaluate implementation of a class plan to address a community issue. 6. Make recommendations on how you would improve a plan that addresses a community issue. |

Annex B2

SEL Standards Grade 8

| GOAL | LEARNING STANDARD | BENCHMARK |
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| 1. Develop self-awareness and self-management skills to achieve school and life success. | 1.1 Identify and manage one's emotions and behaviour. | <ul style="list-style-type: none"> Analyse factors that create stress or motivate successful performance. Apply strategies to manage stress and to motivate successful performance. |
| | 1.2 Recognize personal qualities and external supports | <ul style="list-style-type: none"> Analyse how personal qualities influence choices and successes. Analyse how making use of school and community supports and opportunities can contribute to school and life success. |
| | 1.3 Demonstrate skills related to achieving personal and academic goals. | <ul style="list-style-type: none"> Set a short-term goal and make a plan for achieving it. Analyze why one achieved or did not achieve a goal. |
| 2. Use social-awareness and interpersonal skills to establish and maintain positive relationships. | 2.1 Recognize the feelings and perspectives of others. | <ul style="list-style-type: none"> Predict others' feelings and perspectives in a variety of situations. Analyze how one's behaviour may affect others. |
| | 2.2 Recognize individual and group similarities and differences. | <ul style="list-style-type: none"> Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it. Analyze the effects of taking action to oppose bullying based on individual and group differences. |
| | 2.3 Use communication and social skills to interact effectively with others. | <ul style="list-style-type: none"> Analyze ways to establish positive relationships with others. Demonstrate cooperation and teamwork to promote group effectiveness. |
| | 2.4 Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | <ul style="list-style-type: none"> Evaluate strategies for preventing and resolving interpersonal problems. Define unhealthy peer pressure and evaluate strategies for resisting it. |
| 3. Demonstrate decision-making skills and responsible behaviours in personal, school, and community contexts. | 3.1 Consider ethical, safety, and societal factors in making decisions. | <ul style="list-style-type: none"> Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions. Analyze the reasons for school and societal rules. |
| | 3.2 Apply decision-making skills to deal responsibly with daily academic and social situations. | <ul style="list-style-type: none"> Analyze how decision-making skills improve study habits and academic performance. Evaluate strategies for resisting pressures to engage in unsafe or unethical activities. |
| | 3.3 Contribute to the well-being of one's school and community. | <ul style="list-style-type: none"> Evaluate one's participation in efforts to address an identified school need. Evaluate one's participation in efforts to address an identified need in one's local community. |

| LEARNING STANDARD | STAGE/ LEVEL | PERFORMANCE DESCRIPTORS |
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| 1A. Identify and manage one's emotions and behaviour. | A | <ol style="list-style-type: none"> 1. Recognize emotions as indicators of situations in need of attention. 2. Distinguish how you really feel from how others expect you to feel. 3. Distinguish between different emotions (e.g., fear and anger, shame and sadness). 4. Analyze emotional states that contribute to or detract from your ability to solve problems. 5. Analyze the effect of self-talk on emotions. 6. Practice self-calming techniques (deep breathing, self-talk, progressive relaxation, etc.) to manage stress. 7. Demonstrate an ability to process emotions to facilitate problem-solving (e.g., overcome negativity, and develop a positive attitude). |
| | B | <ol style="list-style-type: none"> 1. Identify stress management skills that work best for you. 2. Predict how you would feel when apologizing to someone you have wronged. 3. Demonstrate an ability to assess your level of stress based on physical and psychological factors. 4. Monitor transitions in your emotions over time and reflect on their causes. 5. Demonstrate an ability to reduce stress by re-assessing a situation. 6. Demonstrate an ability to motivate yourself to greater performance through changing how you think about a challenging situation. |
| | C | <ol style="list-style-type: none"> 1. Explain the consequences of different forms of communicating one's emotions. 2. Predict how you would feel in giving or receiving help or a compliment. 3. Analyze how time management might improve your decision making. 4. Practice assertive communication to manage stress. 5. Practice dealing appropriately with being wrongly accused of something. 6. Practice a stress management technique to handle anxiety related to a school task (e.g., public speaking or taking a test). |
| 1B. Recognize personal qualities and external supports | A | <ol style="list-style-type: none"> 1. Identify extra-curricular activities available to students. 2. Recognize the outside influences on development of personal characteristics (e.g., body image, self-esteem, behaviour). 3. Identify school support personnel and investigate how they assist students. 4. Identify organizations in your community that provide opportunities to develop your interests or talents. 5. Evaluate the benefits of participating in extra-curricular activities (e.g., friendship, leadership, learning new skills, teamwork). 6. Evaluate how your physical characteristics have contributed to decisions you have made (e.g., what sports to play, what activities to participate, etc.). |
| | B | <ol style="list-style-type: none"> 1. Identify what you like about yourself, including things that might be considered atypical for your gender. 2. Take an inventory of your personal strengths and describe them in your journal. 3. Describe a situation in which you needed help and where you sought it. 4. Analyze how others in your life have helped you resist negative influences. 5. Reflect on a time when you overcame an obstacle to accomplish something that was important to you. 6. Analyze the role of extra-curricular activities in how you feel about school. |

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| | C | <ol style="list-style-type: none"> 1. Identify possible career and volunteer opportunities based on your identified interests and strengths. 2. Identify things about yourself and situation that you cannot change and devote your energy to something you can change. 3. Establish criteria for deciding which of two sports or other activities to engage in. 4. Make a plan to improve your performance in a school subject or area of family responsibility. 5. Evaluate how various experiences (e.g., summer jobs or volunteer work) have contributed to developing an interest or skill. 6. Differentiate among relationship factors that impact personal and career goals. |
| 1 C. Demonstrate skills related to achieving personal and academic goals. | A | <ol style="list-style-type: none"> 1. Identify resources to help progress towards a goal (e.g., research materials). 2. Analyse how barriers and supports influenced the completion of action steps toward achieving a goal. 3. Analyse how you might have made better use of supports and overcome obstacles in working on a recent goal. 4. Distinguish between a short and long-term goal. 5. Apply goal-setting skills to develop academic success. 6. Set a positive social interaction goal. |
| | B | <ol style="list-style-type: none"> 1. Set a goal that you could achieve in a month or two related to an area of interest (e.g., a sport, hobby, musical instrument, etc.). 2. Establish action steps and timeframes toward the achievement of this goal. 3. Identify people who can help you achieve your goal and ask for their help. 4. Monitor progress on achieving your goal and make adjustments in your plan as needed. 5. Evaluate your level of goal achievement, identifying factors that contributed or detracted from it. 6. Analyse what you learned from this experience and what you would do differently next time. |
| | C | <ol style="list-style-type: none"> 1. Identify who helped you and how in achieving a recent goal. 2. Analyse why you were or were not able to overcome obstacles in working on a recent goal. 3. Analyse the impact of unforeseen opportunity on achieving a goal. 4. Analyse why scheduling conflicts might require you to change the time frame for achieving a goal. 5. Analyse how using illegal substances could interfere with achievement of a long-term goal. 6. Analyse how academic achievement can contribute to achievement of a long-term goal. |
| 2A. Recognize the feelings and perspectives of others. | A | <ol style="list-style-type: none"> 1. Identify the feelings and perspective of others during group discussions. 2. Recall a situation where your behaviour impacted the feelings of others either positively or negatively. 3. Describe how classmates who are the subject of rumours or bullying might feel. 4. Distinguish between bullying and non-bullying situations. 5. Role-play the perspectives of various characters in scenarios provided. 6. Paraphrase the conflicting perspectives of parties to a conflict. |

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| | <p>B</p> | <ol style="list-style-type: none"> 1. Analyse why both parties in a conflict feel as they do. 2. Recognize actions that hurt others. 3. Brainstorm different types of encouragement. 4. Acknowledge the contributions of others. 5. Log the feelings of TV characters and analyse why they felt as they did. 6. Provide support to others who are experiencing problems. |
| | <p>C</p> | <ol style="list-style-type: none"> 1. Recognize ways to share and reciprocate feelings. 2. Identify people’s varying attitudes and feelings about current issues (e.g., what changes schools should make to better prepare students for the work place). 3. Differentiate between the factual and emotional content of what a person says. 4. Demonstrate empathy with others in a variety of situations. 5. Develop strategies to provide support to others who are experiencing problems. 6. Demonstrate strategies to mentor others. |
| <p>2B. Recognize individual and group similarities and differences.</p> | <p>A</p> | <ol style="list-style-type: none"> 1. Investigate the traditions of others (e.g. memorize phrases from other languages, familiarize yourself with the music or cuisine of other cultures). 2. Identify negative depictions of differences among people (e.g., gender or sexual orientation stereotyping, discrimination against socio-economic or culture minorities, prejudices based on misinformation) in readings completed for coursework. 3. Explain how a lack of understanding of social and cultural differences can contribute to intolerance. 4. Evaluate ways of overcoming a lack of understanding of those who are different. 5. Explain why bullying or making fun of others is harmful to oneself or others (e.g., physical or verbal). 6. Listen respectfully to opposing points of views on controversial issues. |
| | <p>B</p> | <ol style="list-style-type: none"> 1. Analyse the consequences of ignoring the rights of other people. 2. Evaluate how the actions of literary characters or historical figures have demonstrated human similarities and differences. 3. Analyse why students who are different may be teased or bullied. 4. Describe strategies for preventing or stopping bullying. 5. Role-play strategies for preventing or stopping bullying. 6. Evaluate the effectiveness of strategies for preventing or stopping bullying. |
| | <p>C</p> | <ol style="list-style-type: none"> 1. Discuss stereotyping and its negative effects for both the victim and perpetrator. 2. Analyse how various social and cultural groups and portrayed in the media. 3. Analyse how exposure to cultural diversity might either enhance or challenge your health behaviours (e.g., differing driving or eating habits, more or less psychological pressure based on differing cultural norms). 4. Evaluate efforts to promote increased understanding among groups. 5. Evaluate efforts to provide members of various groups with opportunities to work together to achieve common goals. 6. Evaluate how protecting the rights and responsibilities of minority student groups contributes to protecting the rights of all students. 7. Develop and maintain positive relationships with peers of different genders, races, and ethnic groups. |

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| 2C. Use communication and social skills to interact effectively with others. | A | <ol style="list-style-type: none"> 1. Role-play how to report bullying behaviour. 2. Participate in setting and enforcing class rules. 3. Practice strategies for maintaining positive relationships (e.g., pursuing shared interests and activities, spending time together, giving and receiving help, practicing forgiveness). 4. Recognize the importance of setting limits for yourself and others. 5. Demonstrate an ability both to assume leadership and be a team player in achieving group goals. 6. Learn to maintain an objective, non-judgmental tone during disagreements. |
| | B | <ol style="list-style-type: none"> 1. Identify indicators of possible problems in relationships based on varying scenarios provided. 2. Differentiate among passive, assertive, and aggressive responses to peer pressure. 3. Develop guidelines for effective email communication. 4. Role-play responding non-defensively to criticism or accusation. 5. Use self-reflection to determine how to stop the spread of gossip. 6. Practice effective speaking and listening at home. |
| | C | <ol style="list-style-type: none"> 1. Describe how various relationships (e.g., peers, parents, teachers, other adults) differ. 2. Analyse differences in the degree of intimacy that is appropriate in each kind of relationship. 3. Analyse differences in resolving conflicts in different types of relationships. 4. Analyse differences in the distribution of power in various relationships and how this affects communication styles. 5. Apply goal-setting skills in helping a group develop action steps for achieving a group goal. 6. Develop criteria for evaluating success in completing action steps and goal achievement. |
| 2D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways. | A | <ol style="list-style-type: none"> 1. Identify factors that contribute to violence (e.g., inappropriate management of anger and the availability of instruments of violence). 2. List characteristics of friends who are a healthy or unhealthy influence. 3. Identify strategies for avoiding, sidestepping, and reducing violence. 4. Brainstorm destructive behaviours encouraged by peers (e.g., drugs, gossip, sexual behaviours, self-destructive behaviour, etc.). 5. Analyse the causes of a physical or verbal fight that you observed and prevention strategies. 6. Practice negotiation skills in pairs, taking the perspective of both parties into account. |
| | B | <ol style="list-style-type: none"> 1. Evaluate the effectiveness of various strategies for dealing with negative peer pressure (e.g. ignoring it changing the subject, calling attention to negative consequences, suggesting alternatives). 2. Teach conflict resolution skills to younger children 3. Role-play de-escalating a conflict to avoid a fight. 4. Use a conflict analysis checklist to analyse and resolve a conflict situation. 5. Practice peer mediation skills. 6. Explain the concept of a win-win resolution to conflict. |

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| | C | <ol style="list-style-type: none"> 1. Identify how both parties to a conflict might get their needs met. 2. Analyse scenarios to show how power struggles contribute to conflict. 3. Develop strategies for resisting negative peer pressure from different sources (e.g., best friend, casual acquaintances). 4. Evaluate the effectiveness of enforced resolutions vs. mutually degrees upon resolutions to conflict. 5. Apply conflict resolution skills to de-escalate, defuse, and/or resolve differences. 6. Demonstrate problem-solving techniques through participation in a simulation (e.g., a diplomatic effort to resolve an international conflict, a legislative debate). |
| 3A: Consider ethical, safety, and societal factors in making decisions. | A | <ol style="list-style-type: none"> 1. Identify safe alternatives to risky behaviours (e.g., riding in a car with a drunk driver, riding a skate board in a dangerous place, resisting smoking or drugs). 2. Describe common socially accepted behaviour in a variety of situations (e.g. attending a football game or concert joining a new group, going to a job interview, participating in class, etc.). 3. Define the roles of responsibility as a victim, bystander, perpetrator, rescuer in a situation. 4. Assess one's own risk for various types of injury. 5. Make journal entries on how your actions have affected others. 6. Judge the seriousness of unethical behaviours (e.g., cheating, lying, stealing, plagiarism, etc.). |
| | B | <ol style="list-style-type: none"> 1. Recognize the impact of unethical or destructive behaviour on family, friends, or loved ones. 2. Recognize the legal issues related to the use of alcohol, tobacco, and other drugs by adolescents. 3. Analyse how media advertising influences consumer choices. 4. Consider how fairness and respect would influence planning, implementing, and evaluating a service-learning project in your school or community. 5. Practice replacing beliefs about peer group norms that support irresponsible behaviour with beliefs that support responsible behaviour. 6. Analyse how a literary character or historical figure considered societal and ethical factors in making important decisions. |
| | C | <ol style="list-style-type: none"> 1. Explain how to reduce negative outcomes in risky situations. 2. Explain how laws reflect social norms and affect our personal decision making. 3. Analyse how personal decisions can affect your health and the health of others. 4. Examine how the depiction of violent acts in the media and entertainment might impact individuals and groups. 5. Show how social norms influence how we behave in different settings (e.g., hospitals, restaurants, sporting events). 6. Promote alcohol-free social events among peers. |
| 3B: Apply decision-making skills to deal responsibly with daily academic and social situations. | A | <ol style="list-style-type: none"> 1. List qualities that contribute to friendships. 2. Describe the effects of procrastination and disorganization on academic outcomes. 3. Analyse how decision-making skills improve your study habits. 4. Analyse each step of a decision-making process used in responding to problem scenarios. 5. Reflect in your journal on the consequences of your recent risk-taking behaviour. 6. Use a decision log for 24 hours to identify influences on your health decisions. 7. Demonstrate refusal skills. |

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| | <p>B</p> | <ol style="list-style-type: none"> 1. Recognize the influence of peers on your academic and social success. 2. Define methods for addressing interpersonal differences in a positive manner. 3. Reflect on your responses to everyday problem situations in a journal. 4. Practice problem-solving skills by answering letters sent to an advice columnist. 5. Demonstrate how work and social relationships are enhanced through consideration of others' as well as your own expectations. 6. Analyse how a literary character or historical figure did or did not use communication skills such as reflective listening in resolving a conflict. |
| | <p>C</p> | <ol style="list-style-type: none"> 1. Identify effective time management and organizational skills. 2. Identify resources that facilitate academic success and social functioning. 3. Describe the causes and effects on others of one of your behaviours. 4. Evaluate how the decisions you make about studying affect your academic achievement. 5. Evaluate the impact of considering safety factors on relationships. 6. Evaluate how ethical conduct might improve valued relationships. 7. Demonstrate how peers can help one another avoid and cope with potentially dangerous situations. |
| <p>3C. Contribute to the well-being of one's school and community.</p> | <p>A</p> | <ol style="list-style-type: none"> 1. Identify sources of information about your community. 2. Identify responsibilities of citizenship (e.g., obeying laws, serving on juries, being informed about issues, being involved in influencing public policy). 3. Analyse what you learned about yourself and the community from involvement. In a community improvement activity. 4. Analyse the consequences of participating or not participating in the electoral process. 5. Collect information about how groups are working to improve the community. 6. Evaluate a recent project that addressed a community need or issue. 7. Make a plan with your family to participate in a community improvement activity. |
| | <p>B</p> | <ol style="list-style-type: none"> 1. Defend a position on an issue or public event in a simulated congressional debate. 2. Defend a position in writing on an important citizenship topic (e.g., the role of law, the value of an independent judiciary, separation of powers in government, protecting the rights of minorities, etc.) 3. Evaluate your participation in a simulated state or federal election. 4. Describe the role of political parties and interest groups and how they differ in their positions on issues. 5. Describe the roles of voluntary organizations in a democratic society. 6. Explain how one's decision and behaviours affect the well-being of one's school and community. |
| | <p>C</p> | <ol style="list-style-type: none"> 1. Identify possible service projects to do within your school. 2. Identify possible service projects to do within your community. 3. Explain how one's decisions and behaviours affect the well-being of one's school and community. 4. Describe how various organizations contribute to the well-being of your community. 5. Evaluate the impact on yourself and others of your involvement in an activity to improve your school or community. 6. Evaluate how you might improve your participation in a service project in your school or community. |

Annex C1

Curriculum models

Project-based learning, problem-based learning and service learning

Project-based learning, problem-based learning and service learning are curriculum models that represent different ways in which a curriculum unit is organised.

These curriculum models allow the students to gain knowledge and skills by applying the material being taught to real-world situations while working in groups.

Project-based learning, problem-based learning and service-based learning, in addition to teaching strategies that strengthen Social and Emotional Competences, enable the teachers to help students to further improve their SE competencies and achieve learning benchmarks.

These curriculum models can be taught the whole semester, trimester, in mini-sessions or the whole school form and can be realized in several formats:

- A tangible product (performance, event etc.)
- Real-world problem solution (simulated or authentic)
- Investigation of a topic or an issue

Problem-based learning

This is a curriculum model in which students actively learn, investigate and try to find solutions to a complex real-world problem. It allows the students to engage in self-directed studying.

Problem-based learning can be split into stages⁷⁸:

- Students receive a real-world problem or an issue that is related to the curriculum. Students brainstorm relying only on their current knowledge without curriculum input.
- Students select relevant literature and plan further self-study activities.
- Students engage in self-study activities.
- During group meeting students then again discuss the issue at hand and critically share their findings during self-study and apply curriculum input.

Project-based learning

This is a curriculum model in which students learn by working on hands-on projects that require using knowledge, skill and learning

The students are provided with a task and asked to address it by creating something to show their learning. In order to complete the project, the students first need to do some research on the topic. Afterwards, the students are asked to identify the most effective means to address the task. The final step of project-based learning is carrying out a specific plan. For example, in a Geography project, when the task focuses on countries and continents, the project could result in the creation of a travel brochure.

Service-based learning

This is a curriculum model that links the application of skills and knowledge with the actual service project that makes specific impact on the school and the community.

Service-based learning allows the students to analyse and research real-life problems (e.g., a school need) that are connected to the curriculum and extend student learning beyond the classroom.

Service-based learning can be divided into five steps⁷⁹:

- Research – identification of school and/or community needs.
- Preparation and planning – selecting the need that students want to respond to . Research on the selected need.
- Action – implementation of the service-based learning project.
- Reflection.
- Demonstration and celebration.

⁷⁸ Loyens, Kirschner, Paas (2010)

⁷⁹ Lions Clubs International foundation (LCIF), LIONS QUEST programs, 2015.



Toolkit for assessing social and emotional skills at school



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