



## LESSON 4: **SEL in the Academics**

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“I love writing.  
I love the swirl and swing of words as  
they tangle with human emotions.”

—James A. Michener

# Social, Emotional, and Academic Development (SEAD)

Since time is our biggest roadblock to implementing social-emotional learning, we want to **work smarter, not harder** at incorporating SEL in our curriculum.

Currently, schools use social, emotional, and academic development or SEAD to ensure they are working toward **teaching the whole child**. SEAD weaves social-emotional learning competencies right into your everyday academics, thereby reducing the feeling of having one more thing on our plate.

Use the **everyday instructional best practices** below to help shape the five SEL core competencies in your students during your academic instructional time.

## SHAPING THE FIVE SEL CORE COMPETENCIES

Use the space provided next to each section to write down some of your own reflections and ideas about each core competency.

### SELF-AWARENESS

Building self-awareness in our students helps them better **understand their emotions and identify what triggers them**. We help them **recognize their strengths, limitations, needs, and values** and gain the important skills of **self-confidence and self-advocacy**. We can support these skills alongside academics through activities encouraging SEL discussions. We can highlight **how literary characters feel, what triggered those feelings, and how they reacted**. We can design writing prompts and encourage journal writing on topics related to **how students felt and reacted** to certain social situations. We can promote self-confidence and self-advocacy through **student-led discussions** about current events or through activities that allow students to experience the varying roles of a group. We can use **art and movement activities** to foster self-expression, creativity, and confidence. And we can build our students' self-awareness of their strengths and limitations by using **Glow and Grow** group share forums to provide feedback.

### REFLECTIONS / THOUGHTS / IDEAS:

## SELF-MANAGEMENT

Building self-management in our students helps them **set goals while overcoming obstacles, managing stress, taking feedback, and monitoring progress** toward short- and long-term goals. Students gain **strategies to self-regulate and self-motivate** with grit, determination, and perseverance while knowing how to ask for help, cope with failures, and be resilient. We foster these skills when we cultivate a classroom culture that **promotes growth mindset, effective effort strategies, executive functioning skills, and student voice and choice**. We analyze the various character traits of leaders who helped or hindered a desired goal. We can support the shaping of **emotional regulation** in our students in how we model and encourage everyday **mindfulness and coping skills** in the natural learning environment.

REFLECTIONS / THOUGHTS / IDEAS:

## SOCIAL AWARENESS

Building social awareness in our students helps them **think about others** and pick up on the **social cues** that aid them in making smart guesses about **how others are thinking and feeling**. We foster flexible thinkers and teach them **diversity, respect, and empathy** for different perspectives. We can provide opportunities to shape these skills through discussions on how we evaluate the different **perspectives, values, and experiences of the varying cultures, communities, and characters** in literature and historical events. Discussing different perspectives of political groups on different topics and engaging students in debates or discussion about current events can also foster social awareness, diversity, and respect. We can also build social awareness skills through **project-based learning and community-service** opportunities.

REFLECTIONS / THOUGHTS / IDEAS:

Take some time to share with others how you want to implement these ideas in the classroom and what challenges you might have doing so.

## HEALTHY RELATIONSHIPS

Building healthy relationship skills in our students helps them **make and keep friends** through acquiring **team building skills (cooperation, communication, and leadership)**. They learn **conflict resolution** and a willingness to **help others**. We can promote these skills using science-lab experiments to emphasize and practice **listening and following directions, working in a group, making observations, and gathering data**. We can also shape these skills during recess, playground, and PE activities that involve **turn-taking, group rules, and team work**. These types of school activities are natural opportunities to coach our students to manage everyday disappointments. Lunch is also a great time to have support staff encourage **conversational skills** and **good manners**, all of which are important skills for building healthy relationships with others.

REFLECTIONS / THOUGHTS / IDEAS:

## RESPONSIBLE DECISION-MAKING

Building responsible decision-making skills in our students helps them learn important **cause-effect relationships** in their choices. They learn how to **problem-solve** based on how their **current choices affect their future**. We teach them to **self-reflect, self-evaluate**, and use good **moral reasoning** by determining the impact their choices will have on themselves and others. We can shape these skills during science fairs, labs, and experiments. Math word problems can present social scenarios. We can involve our students in school-based decisions. We can guide students to recognize and explain how the characters in a book or story **felt, reacted, and solved their problems**. How did they come to make those decisions, and what were the outcomes? As well, we can discuss historical events and the **roadblocks, problem-solutions, and related consequences** that came with those decisions and how they affected others. Provide writing assignments that build upon those discussions and encourage your students to **make inferences and think critically**.

REFLECTIONS / THOUGHTS / IDEAS:

# Think Tank

Now we will break into small groups and brainstorm **ways your classrooms can foster SEAD** by incorporating SEL into academic subjects. Be specific to get the most out of this activity.

Brainstorm great discussion ideas, debate topics, literature, math problems, art activities, etc., that teach both the five SEL core competencies and academics. Make up SEAD scenarios to use when solving math problems.

Use the space below to jot down your ideas for future reference.

**LITERATURE**

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**WRITING PROMPTS**

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**GROUP PROJECTS**

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**GROUP DISCUSSION TOPICS**

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**MATH WORD PROBLEMS**

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**ART PROJECTS**

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**MUSIC AND MOVEMENT ACTIVITIES**

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**DEBATE TOPICS**

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**HISTORICAL EVENTS AND FIGURES**

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**CURRENT EVENT TOPICS**

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