

# Social and Emotional Learning

## Lesson Blueprints: Why SEL?

### Grade Level: Middle School

**Note:** This lesson takes a minimum of two class periods, depending on length of student presentations.

#### Essential Question

How does social emotional learning impact us as students, individuals, and citizens of the world?

#### Materials

- Slides/overheads/handouts of the following:
  - SEL circle chart (CASEL)
  - Research shows...
  - Individual Core Competency definitions
- Copies of the CASEL definitions of the 5 Core Competencies, one competency per group
- Five Core Competencies Worksheet

#### Teacher

1. Discuss Social Emotional Learning and how this will be the umbrella for many topics in this class.
2. Post the slide of the circle graph of the Five Core Competencies of SEL and ask students what they notice, what they think it means and how they think it affects them as students, individuals, and citizens of the world.
3. Post the slide regarding research about SEL. Discuss who this information would please the most (e.g., parents, teachers, students, employers, the police, college admissions people, etc.) and why.
4. Have students form five (5) groups and give each group a copy of the definition of one of the Five Core Competencies. Distribute one worksheet to each student. Explain how their group will become the experts on its assigned Core Competency. Each group must accomplish the following tasks:
  - a. Unpack the definition of the competency as directed on the worksheet.
  - b. List topics/lessons/current events/etc. that could be investigated under the competency.
  - c. Present the material to the class in 3-5 minutes (no less, no more).
    - All group members must participate in the presentation in a meaningful way; at least one person should read the CASEL definition of the competency.
    - Students are encouraged to be creative in their presentations (e.g., use visuals, do demonstrations, etc.).
5. Review the rubric and give students the rest of the period to prepare.
8. At the beginning of the second session, instruct groups to meet and practice their presentations. Students should be prepared to answer questions from the teacher and/or the rest of the class regarding the group's Core Competency.
9. Review expectations for respectful, active listening.



# SEL Core Competencies Presentation Rubric

## Grade Level: Middle School

Group Members \_\_\_\_\_

Core Competency \_\_\_\_\_

Rubric	4	3	2	1	Score
Group cooperation and participation	Group works well together during preparation time; all students present a portion meaningfully.	Group needs minimal redirection during preparation time; all but one student has meaningful participation.	Group needs multiple redirection during preparation time; two or more students are left out of presentation.	Group needs constant redirection during preparation time; only one student presents information.	
Time (3-5 minutes)	Exactly within 3-5 minute time limit.	Under or over time limit by 30 seconds.	Under or over time by 31-59 seconds.	Less than two (2) or more than six (6) minutes.	
Content Coverage	Students demonstrate knowledge, answer all questions with explanation and elaboration.	Students at ease with knowledge and answering questions but fail to elaborate.	Students are uncomfortable with information and fail to elaborate.	Students do not have grasp of information and cannot answer questions.	
Organization	Group presents information in a logical, interesting sequence; audience has no trouble following presentation.	Group presents information in a logical sequence; audience can follow presentation.	Audience has difficulty following presentation because information is not presented in a logical sequence.	No sequence of information.	
Presentational Style	Students present with occasional reference to paper, with enthusiasm, engage the audience, and are clearly heard.	Students present with several references to paper, with some enthusiasm, with concern for the audience, and can mostly be clearly heard.	Students read from paper with little enthusiasm, concern for audience, or volume.	Students read from paper, show no enthusiasm, concern for audience, or volume.	
					<b>Total</b>

# SEL Five (5) Core Competencies Worksheet

## Grade Level: Middle School

Core Competency \_\_\_\_\_

<p>What are the three (3) most important skills related to this competency? Why?</p>	
<p>List at least three (3) specific examples of how this core competency impacts us as students.</p>	
<p>List at least three (3) specific examples of how this core competency impacts us outside of school (at work, in social situations, etc.)</p>	
<p>List at least three (3) specific examples of how this core competency impacts us as citizens of the world.</p>	
<p>Choose one of the areas of research (better academic performance; improved attitudes and behaviors; fewer negative behaviors; reduced emotional stress) and describe how this core competency connects.</p>	

**The Five Core Competencies of SEL**  
**CASEL: Collaborative for Academic, Social,  
and Emotional Learning**



## **Research shows students receiving quality SEL instruction demonstrated:**

- **Better academic performance:**  
**achievement scores an average of 11 percentile points higher than students who did not receive SEL instruction**
- **Improved attitudes and behaviors:**  
**greater motivation to learn, deeper commitment to school, increased time devoted to schoolwork, and better classroom behavior**
- **Fewer negative behaviors:**  
**decreased disruptive class behavior, noncompliance, aggression, delinquent acts, and disciplinary referrals**
- **Reduced emotional distress:**  
**fewer reports of student depression, anxiety, stress, and social withdrawal**

*CASEL (Collaborative for Academic, Social, and Emotional Learning)*

## **Self-Awareness**

**“The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.”**

## **Self-Management**

**“The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.”**

## **Social Awareness**

**“The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.”**

## **Relationship Skills**

**“The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.”**

## **Responsible Decision Making**

**“The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.”**