

Greater Lawrence Technical School

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“When you ____ I feel ____”:

English learners'
social-emotional learning

Do now activity: Sorting SEL skills

1. With partner(s) at your table, look through the SEL skills (yellow cards)
2. With your partner(s), discuss where the skills best fit on the Core SEL Competencies chart
3. Match the skill to the Competency based on your group consensus

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset".	Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.	Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.	Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.	Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.
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Introductions

Helen King, EL Teacher

Irene Guillermo, EL Teacher

Patricia Brady, EL Teacher

Susan Zielinski, Language Acquisition Facilitator



Agenda

Objective: Participants will be able to identify SEL competencies, explain their importance for English Learners, and practice SEL strategies through interactive activities.

Language Objective: Participants will be able to discuss SEL strategies with peers using sentence stems and a graphic organizer.

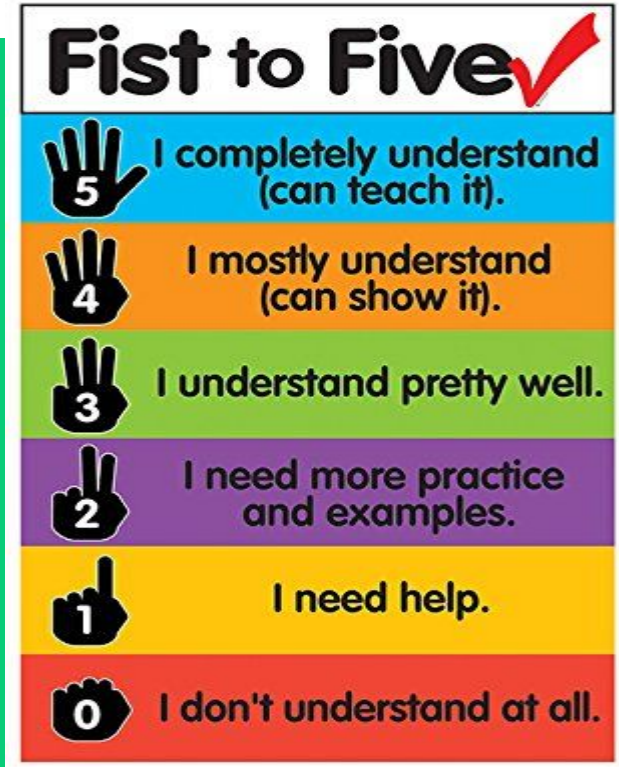
Activator: SEL competency exploration

Activities

1. SEL overview
2. Our curriculum overview & lesson examples
3. SEL Planning Checklist

Closure: 3-2-1 exit ticket

What do you know about SEL?



1. Rate your understanding of SEL.
2. Use the visual to the left to provide a formative assessment to us.

Social Emotional Learning (SEL)

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to *understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.*

--CASEL--



Core SEL Competencies

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
Identifying emotions	Impulse control	Perspective taking	Communication	Identifying problems
Accurate self-perception	Stress management	Empathy	Social engagement	Analyzing situations
Recognizing strengths	Self-discipline	Appreciating diversity	Relationship building	Solving problems
Self-confidence	Self-motivation	Respect for others	Teamwork	Evaluating
Self-efficacy	Goal setting			Reflecting
	Organizational Skills			Ethical responsibility

Why SEL? - SEL Outcomes



Increase in:

- Academics
- Well-being
- Positive behavior & attitude

Decrease in:

- Negative behaviors
- Substance use
- Emotional distress



SEL focus:

Share background and culture in positive ways



Why is SEL especially important for ELs?

Make a prediction... what are the top 3 reasons?

The Need for SEL for ELs



Addresses:

- Bullying by peers
- Cultural conflict
- Environmental conflict associated with immigration and relocation

Helps by:

- Lowering the affective filter
- Reduces stress and anxiety associated with language acquisition
- Aligned to culturally responsive teaching practices

Niehaus and Adelson (2013)

SEL @ Greater Lawrence Technical School

GLTS/District Initiative

- ★ Goal on our School Improvement Plan
- ★ Collaborative Approach
- ★ Aligned to our Core Values
- ★ 5 -7 year initiative
- ★ EL Department priority

EL Department Approach

- ★ EL Liason Program
- ★ ELPAC/MPAC
- ★ Summer Program
- ★ Community Circles
- ★ Bilingual Peer Mediation
- ★ Pen Pal Project
- ★ Walk for Hunger
- ★ EL Student Recognition

Our SEL Focuses

- Share background and culture in positive ways
- Advocate for self in and out of school
- Mindfulness and self control
- Develop healthy relationships inside the classroom and school

... while delivering language instruction

SEL focus:

Share background and culture in positive ways

- Writing, reflecting, and sharing about self
- First quarter of the year

Example: Parent Interview Project

Description: each student interviews a parent about his/her life, and then gives a speech impersonating that parent

EL supports: vocabulary list; sentence stems; graphic organizer; speaking practice with a more-capable peer; verb-tense supports

Birth and childhood

I was born in _____

I grew up in _____

I lived with _____

When I was a child, I enjoyed _____

Life was hard/easy/fun because _____

One of my favorite things to do was _____

My parents were _____

My friends were _____

I was born in Dominican Republic in a place called la vega. In the DR i worked as a plumber but after i moved

To the us i started working in a factory. My childhood was great i was born on 1954 and i moved to the us in

2017. When i was a child i liked playing baseball with my friends i also wanted to be a scientist When i grew up.

But i became a plumber which i enjoyed a lot. In conclusion this is basically my life and childhood.

I was born in Dominican Republic. I grew up in United States. I lived with My sons and daughters, Sister, Brother, nephews and nieces. When I was a child, I enjoyed help in the house and work. **Life was hard** because In order to achieve what you want in life you have to sacrifice yourself and fight against everything to have a good quality of life for my future. One of my favorite things to do was cooking. My parents were she like to cook and work in the house. My friends were we play outside.

SEL focus:

Share background and culture in positive ways



What SEL competencies does this focus align with?

- In my opinion, this focus aligns with ____.
- The reason why I think this is because ____.

SEL focus:

Advocate for self in and out of school

- Giving students the tools and opportunity to advocate for themselves as English Learners
- Providing opportunities for self-reflection about strengths, challenges, and goals

Example: Letter to Teachers

Description: students write a letter to teachers about their background, strengths, challenges, and needs

EL supports: vocabulary list; sentence stems; graphic organizer; verb-tense forms

Letter to teachers: graphic organizer

My background	
Outside of school	
Successes in school	
Challenges in school	
In the future	

Letter to teachers: sentence stems

Successes in school

It is easy to learn when ____.

I feel successful when ____.

I am proud of myself when ____.

Some of my achievements
include ____.

It helps me when teachers ____.

I like it when other students ____.

I am good at ____.

Challenges in school

My classes are hard when ____.

In the past, I had trouble ____.

I am embarrassed when ____.

I am frustrated when ____.

I don't like it when teachers ____.

I wish my teachers knew that ____.

Because I am still learning
learning English, I ____.

Letter to teachers: example

Challenges in school: *"I am frustrated when Teachers use words I don't know and I can't pronounce. When the teachers give the opportunity for a student to read, I want to raise my hand to do it but I do not because I am afraid of not knowing how to pronounce the word correctly. Sometimes I want ask something to the teacher but I don't know the words so I do not ask it and I'm left with the doubt. As well the teacher ask something and I know the answer but I do not say it, because I don't know how to pronounce the words."*

SEL focus:

Share background and culture in positive ways



What SEL competencies does this focus align with?

- In my opinion, this focus aligns with ____.
- The reason why I think this is because ____.

SEL focus:

Mindfulness and self monitoring

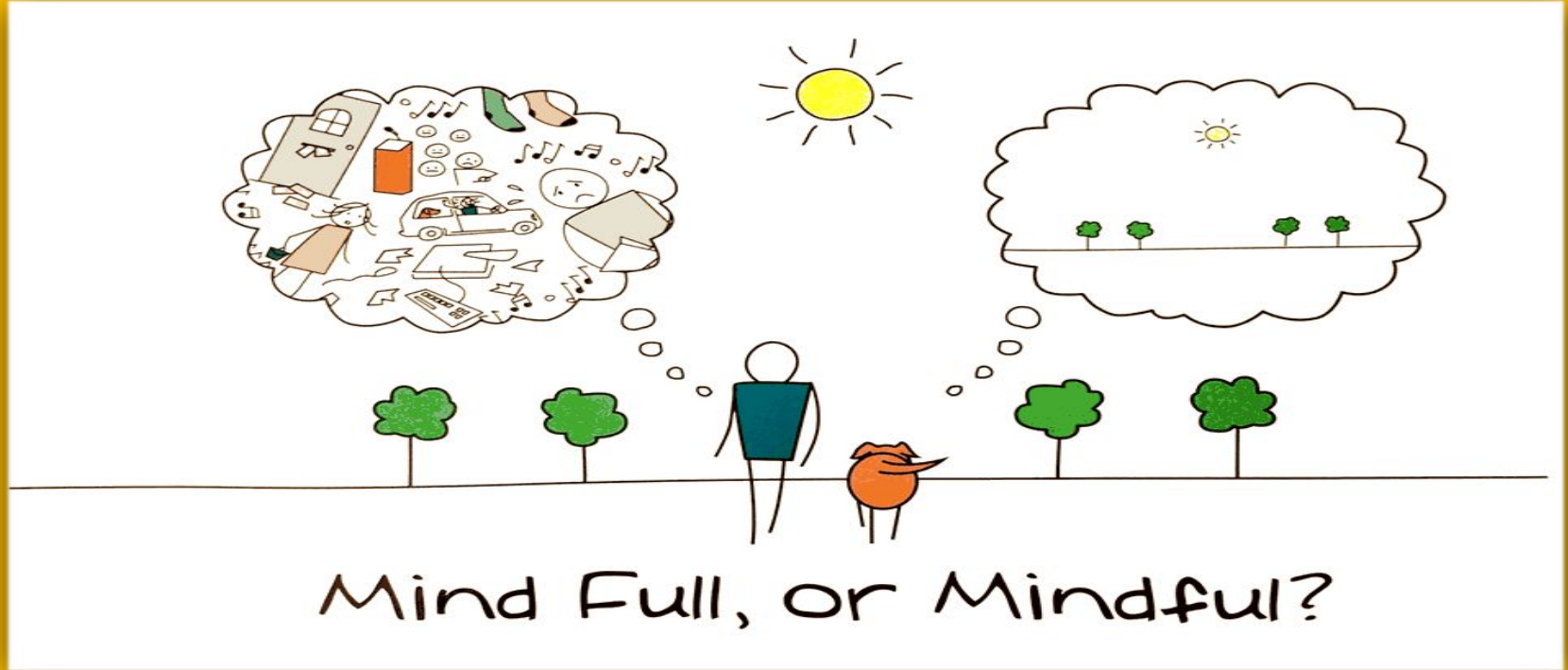
- Mindful minutes
- Stranded throughout the year
- Mindful activity with quick write prompt for reflection

Example: Embedding mindful meditation into the practice.

Description: Students learn to mindfully regulate emotional responses in order to achieve success.

EL supports: Quick write notebook with journal prompts and sentence starters; active movement prompts to encourage positive attitudes; video prompt with home language subtitles.

Mindful Minute



Let's try it!!



SEL focus:

Develop healthy relationships

- Lessons on relationship skills, communication, and setting appropriate limits
- Paired/group activities and projects
- Community Circles and Restorative Justice Circles

Example: Productive Problem Solving

Description: students practice a structured dialogue to express their needs, clarify their emotions, and ask for change

EL supports: sentence frames; list of emotion words (sorted by type and intensity); teacher modeling; peer practice and support

Model SEL lesson - Productive Problem Solving

Use sentence stems to talk through a conflict

Person A:

1. State the problem and how you feel
2. Propose a solution

Person B:

1. Summarize, apologize, and/or ask questions
2. Propose your own solution

Model SEL lesson - Productive Problem Solving

Partner A:

State the problem and how it makes you feel.

- “When you ____, I feel ____.”

Emotions words

	Soft	Medium	Intense
	annoyed, frustrated	angry, offended	furiously, outraged
	insecure, apprehensive	scared, anxious	terrified, panicked
	calm, hopeful	happy, excited	thrilled, ecstatic

Model SEL lesson - Productive Problem Solving

Partner A:

State the problem and how it makes you feel.

- “When you ____, I feel ____.”

Model SEL lesson - Productive Problem Solving

Partner A:

Say what you would like your partner to do.

- “I would like ____.” or
- “I wish you wouldn’t ____.”

Model SEL lesson - Productive Problem Solving

Partner B:

- Summarize, apologize, and/or ask questions about what you heard.
- “Does it also bother you when I ___?”
- “So, you are saying that ___?”
- “I’m sorry that I ___.”

Model SEL lesson - Productive Problem Solving

Partner B:

Suggest ways to solve the problem

- “Would it help if I _____?”
- “In the future, I will _____”
- “I suggest that we _____”

Model SEL Lesson: Productive Problem Solving

With your partner, choose one of the 3 scenarios.

Use the sentence stems to talk through your conflict.

Partner A:

- State the problem and how you feel
- Propose a solution

Partner B:

- Summarize, apologize, and/or ask questions
- Propose your own solution



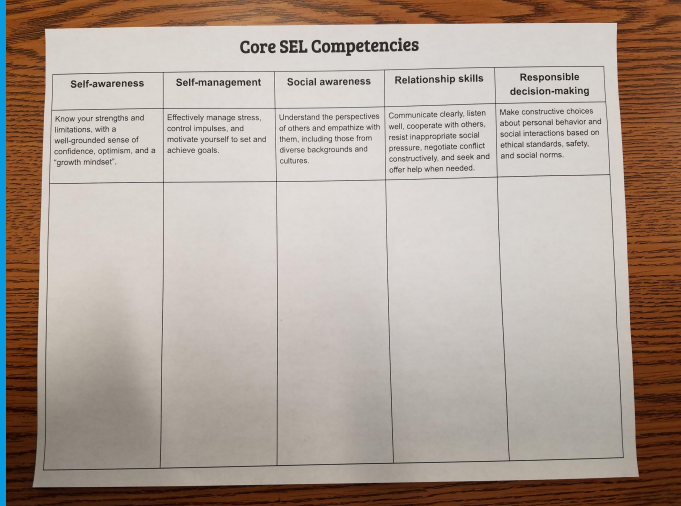
SEL focus:

Share background and culture in positive ways



- Is this role play relevant to your practice? If so, how?
- Do you see yourself using this in your EL classroom? If so, how?
- How is this aligned to the SEL competencies?

How do you use SEL in your practice?



Core SEL Competencies				
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- Using a Core SEL Competencies Notecatcher, write SEL activities that you currently use in your practice that meet the competencies.
- Share ideas with others at your table.

SEL/EL planning checklist



Thank you for attending our session!

Enjoy the conference today.

Please take a moment to complete the exit ticket. We value your feedback & ideas.

Contact us & collaborate!!

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