**Strategies for Incorporating Social and Emotional Learning into Your Teaching**

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| **SEL Competency** | **General Ideas** | **Specific Strategies** |
| Self-awareness | * Implement mindfulness exercises and reflective writing prompts. * Encourage students to identify their strengths and areas for growth. * Facilitate self-assessments and self-reflection on learning progress | * Incorporate check-in poll questions like, “On a scale of 1–5, how are you emotionally coping with your school-life balance?” * Use existing surveys (e.g., Dweck’s mindset survey, self-efficacy surveys) that can assist students with self-reflection. |
| Self-management | * Teach time management and organization skills. * Provide opportunities for setting and tracking goals. * Foster strategies for stress management and emotional regulation. | * Provide students with a clear checklist of assignments and their corresponding due dates. * Have students set goals and encourage them to reflect on their progress. |
| Relationship skills | * Facilitate collaborative group work and team-building exercises. * Promote effective communication and conflict resolution strategies. * Create opportunities for peer mentoring and community engagement. | * Use icebreakers and community-building activities. * Incorporate online tools such as Google Jamboard, Padlet, and Flip to enhance collaboration. |
| Social awareness | * Encourage active listening and empathy-building activities. * Create safe spaces and activities such as introductions, discussions and projects that allow students to express themselves authentically. | * Incorporate diverse perspectives through guest speakers, literature, or multimedia. * Discuss social issues and global challenges to foster understanding. |
| Responsible decision making | * Promote analysis of consequences and consideration of diverse perspectives. * Engage students in ethical discussions and case studies. * Teach and model decision-making models. | * Present real-world scenarios for problem solving and critical thinking. * Facilitate role-playing exercises to simulate decision-making skills in a safe environment. |