



Sample Teaching Activities to Support Core Competencies of Social and Emotional Learning

Acknowledgments

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Introduction

Within the Collaborating States Initiative many states have developed competencies to articulate goals for what students should know and be able to do in terms of their social and emotional development (Dusenbury et al., 2015). An immediate question from stakeholders and constituents is: How can teachers effectively promote or teach social and emotional competence to achieve these goals? Put another way: What do teachers and other adults need to do in the classroom and school to help students achieve the goals laid out in social and emotional learning (SEL) competencies?

In the past 20 years CASEL has produced [guides to evidence-based programs](#) designed to promote student social and emotional development (CASEL, 2003. CASEL 2013. CASEL, 2015, CASEL 2020). We believe our reviews of the actual content of evidence-based programs help inform the answers to the important question of how adults can effectively promote student SEL in the classroom and school. The purpose of this document is to draw on these previous reviews of evidence-based programs to identify and describe some of the most common strategies used to promote student SEL.

This tool includes teaching practices suitable for a range of developmental levels. Teachers should prioritize the SEL competencies for their classrooms and choose those practices that will be most effective and age-appropriate for their students.

Quick Reference

- [What Is SEL?](#)
- [SEL and the Connections to the TSEL Focal Constructs](#)
- The Five Competencies / Focal Constructs
 - ◆ [Self-Awareness / Identity](#)
 - ◆ [Self-Management / Agency](#)
 - ◆ [Social Awareness / Belonging](#)
 - ◆ [Relationship Skills / Collaborative Problem-Solving](#)
 - ◆ [Responsible Decision-Making / Curiosity](#)
- [References](#)

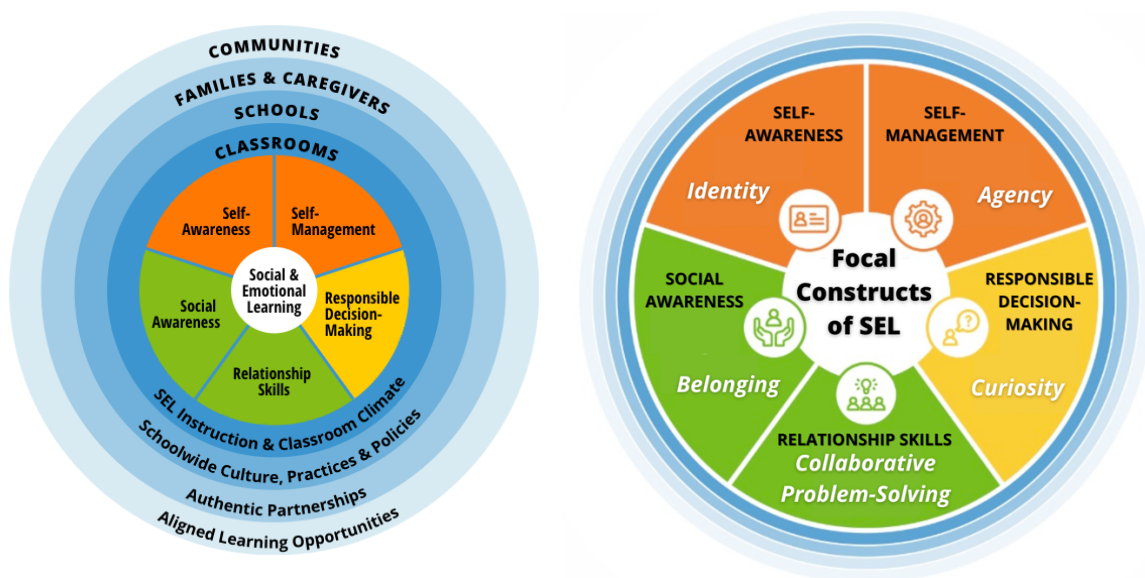
What is Social and Emotional Learning (SEL)?

SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Transformative SEL (tSEL) is a form of SEL implementation where young people and adults build strong, respectful, and lasting relationships to engage in co-learning. It facilitates critical examination of individual and contextual factors that contribute to inequities and collaborative solutions that lead to personal, community, and societal well-being.

Through tSEL, students and adults develop social and emotional skills needed for school and community engagement, with a focus on rights and responsibilities for creating learning environments that are caring and just.



SEL Competency	Description	Related tSEL Focal Construct	Description
Self-Awareness	The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.	Identity	Refers to how students (and adults) view themselves as individuals and as part of the world around them. Having a healthy sense of identity buffers against negative or traumatic experiences & contributes to positive academic, social, & emotional outcomes.
Self-Management	The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal and collective goals.	Agency	Feeling empowered to make choices and take actions that produce a positive difference. Agency helps young people make choices about learning & career goals, overcome personal challenges, and shape the course of their lives.
Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.	Belonging	The experience of acceptance, respect, and inclusion within a group or community. Having a sense of belonging is critical to well-being, motivation, and achievement.
Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.	Collaborative Problem-Solving	The ability to build shared understanding and work together to come to solutions by pooling knowledge, skills, and efforts.
Responsible Decision-Making	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.	Curiosity	Leads to the pursuit of knowledge and different perspectives and contributes to attention, engagement, and learning.

Four Strategies that Promote SEL

CASEL's program reviews have observed that evidence-based SEL programs use one or more of the following approaches to promoting social and emotional competence across the five core competency clusters:

1. **Free-standing lessons** *that provide explicit, step-by step instructions to teach students social and emotional competencies across the five core competency clusters.*
2. **General teaching practices** *that create classroom and schoolwide conditions that facilitate and support social and emotional development in students.*
3. **Integration of skill instruction and practices** *that support SEL within the context of an academic curriculum.*
4. **Guidance to administrators and school leaders on how to create policies and organizational structures** *within a school or school system that support students' social and emotional development as a schoolwide initiative.*

In the pages that follow we provide sample activities to support student social and emotional development, organized around each of CASEL's Five Core Competencies. For each core competency, we divide the sample activities into two types: (1) free-standing lesson/instruction activities and (2) ongoing classroom practices that are designed to promote environmental conditions that optimize student social and emotional development.

Self-Awareness / Identity

Recognizing feelings, thoughts, and influence on behavior	
Students will be able to...	Recognize and describe their own emotions.
	Recognize that emotions are temporary and can / will change.
	Recognize that emotions can affect one's behavior.
	Recognize that behavior can affect emotions (including that it is possible to improve how one feels).
	Recognize that emotions have physical effects.
	Recognize that people in the same situation may have different emotional responses, based on their experience and perspective.
What teachers can do: Lessons and Instruction	Provide age-appropriate vocabulary words. (e.g., happy, sad, hurt, mad for young children; elated, blue/down, rejected/disappointed, angry/irate for older children).
	Have older students generate age-appropriate vocabulary words that extend their emotions vocabulary.
	Lead class activities that ask students to identify feelings they might have in different situations (e.g., "How would you feel if you got all As on your report card?" "How would you feel if a favorite relative took you out for ice cream?" "How would you feel if your pet was very sick?" "How would you feel if your friend said something untrue about you?").
	Use a literature selection to have students identify with a time they had the same feelings as a character, and how they handled them.
	Have students make artwork to depict feeling/emotion.
	Discuss age-appropriate physical cues of a certain feeling/emotion (i.e. feelings in their body that help them know when they're feeling angry, happy, sad, etc.).
	Ask students to discuss a time when they felt ____ (expect age-appropriate examples – "I was sad when I couldn't get a puppy". "I was mad when my brother broke my trophy". "I was disappointed when I didn't get the summer job I wanted").
	Ask students to brainstorm things they can do to improve the way they feel. (e.g., "ask my mommy for a hug," "play with my dog," "talk to my friend," "listen to happy music").
	Set up small-group discussions that allow students to discuss how and why emotions can influence our behaviors (e.g., what happens when we get angry?).
	Use an age-appropriate book to discuss the characters' feelings, actions, and decisions and how those things affected others and the outcome of the story.
What teachers can do: Ongoing Practices and Routines	Set up a peaceful / calm corner where kids can go and reflect on their feelings.
	Listen deeply to what students say and reflect what you heard about their feelings, (e.g., "It sounds like you're feeling very frustrated right now....")
	Talk about physical cues that tell us how we're feeling in different situations in age-appropriate ways (e.g., with younger children, "You're feeling really excited right now, I can tell by the big smile on your face. How can you tell on the inside you're feeling happy?" With older children, "I can tell by the way you're fidgeting right now that you might be a little nervous. How can you tell

	on the inside that you're feeling nervous?")
	Talk about your own feelings in an age-appropriate way: how you knew what you were feeling, your physical cues, how it influenced your behavior, and how your feelings changed with time.
	Encourage middle and high school students to reflect and analyze in journals or in pairs how their thoughts and emotions affect decision-making and responsible behavior.
	Ask questions in age-appropriate ways when students are experiencing different feelings to help them identify and express those feelings.
	When students are experiencing negative emotions, ask, "Would you like to change the way you feel? What are some things you might be able to do right now to change the way you feel?"
	Younger children can role play the feelings of characters or their own feelings and talk about the way they look and feel. As feelings become more complex, acting or role playing can be a powerful way to express those emotions.
Assess one's interests, strengths and limitations, and possess a positive sense of identity and self-efficacy	
Students will be able to...	Identify their interests and strengths and build on those.
	Be aware of their own positive qualities and values.
	Demonstrate interest in trying new things.
	Express confidence that they can handle daily tasks and challenges effectively.
	Demonstrate awareness of their own personal and social identities and cultural strengths.
	Recognize their biases and personal beliefs and how they impact their perspective.
What teachers can do: Lessons and Instruction	Ask students to identify personal strengths and weaknesses they'd like to work on in a picture (young children) or in a written essay (older children and teens). With teens, encourage more elaborate media/video productions, etc.
	Have students complete a project to explore and showcase their interests (e.g., a picture, an essay, a video or other media).
	Ask students to interview family members to learn their family history and how one's culture and background shapes who they are.
	Have students design a photo wall showing family members over time.
	Discuss the different values, beliefs, and biases that emerge in a story of a social event.
	Compare how differences in personal experiences, culture, and background can impact understanding and perspective on an issue.
What teachers can do: Ongoing Practices and Routines	Create age-appropriate class roles and responsibilities that emphasize individual strengths, areas to improve, and personal and group goals.
	Collaborate with students to establish shared expectations that define how the class will work together and build a community of learners.
	Ask questions that help students reflect on their own strengths and interests (e.g., "I can tell you're really enjoying this. Can you tell me why this makes you so happy?" "I can tell you're happy with the way your project turned out. Can you tell me what you're most proud of?")
	Provide authentic feedback and ask open-ended questions that invite students to engage in deeper reflection about their own strengths and interests.
	Tell students why you feel happy/optimistic for them and their future.

Self-Management / Agency

Regulate one's emotions and behaviors	
Students will be able to...	Monitor and regulate emotions effectively.
	Use awareness of emotions as a guide to decision-making.
	Motivate oneself.
	Use strategies to cope with stress and anxiety.
	Identify strategies to exercise delayed gratification.
What teachers can do: Lessons and Instruction	Teach the THINK process to help students recognize responsible social media use before posting: T—is it true, H—is it helpful, I—is it inspiring, N—is it necessary, K—is it kind. This activity could be part of the class norms as well.
	Lead students in an age-appropriate discussion of how to use their awareness of emotions to guide decision-making. With younger children this might mean thinking about what adult they can ask for help or support when they are sad or angry. For older children/teens this might mean helping students think about pausing before making a decision when they are feeling angry or hurt, because when we are calm, we can be more curious and align our actions and our intentions.
	Lead discussions about positive ways we can express our feelings (e.g., use “I statements”, put our feelings into words, draw a picture or write about how we feel, create an art or media project, show our feelings through dance).
	Teach effective, age-appropriate self-management techniques (belly breathing, yoga, counting to ten, self-talk, relaxation exercises, mental rehearsal, mindfulness activities.).
What teachers can do: Ongoing Practices and Routines	Practice self-regulating techniques as a regular part of the school day (e.g., start class with a deep breathing exercise).
	Establish a separate space in the classroom for individual self-management (e.g., peaceful / calm corner, cozy corner, cool-down corner, reading corner).
	Model effective self-management for students (“I’m feeling a little frustrated, so I’m going to stop and take a breath before I decide what to do next.”).
	Give students authentic feedback for self-management (e.g., “I saw the way you waited your turn just now [e.g., to hold the bunny, to look in the microscope]. I know you were excited, and it was hard to do, but I saw you take a deep breath, and that was a good decision.”).
	Give students support and authentic feedback for expressing emotions appropriately (e.g., “I know you’re angry at her right now. What are some helpful ways you could tell her what you’re upset about?” or “I know you were feeling sad about what happened earlier. I think it was a good choice for you to go to the peace corner and draw a picture about what happened/come to talk to me about it.”)
Develop a sense of agency to achieve personal and collective goals	
Students will be able to...	Establish and work toward the achievement of positive and realistic goals (both short- and long-term) as an individual or with a group.
	Develop a plan and action steps with reasonable timeframes for completion.
	Analyze how current decisions may impact goal achievement.
	Monitor and sustain progress toward goal achievement, using motivational strategies and

	celebrating successes.
	Develop a positive mindset regarding one's ability to preserve and achieve a goal.
What teachers can do: Lessons and Instruction	Teach students a lesson on procedures for class transitions and create class goals for improving the time it takes to complete them.
	Support students to set personal and collective goals and develop a motivating, achievable, step-by-step plan to achieve it.
	Over the course of several weeks, have students work on projects aligned with personal goals. Have them monitor and document their progress.
	Teach students to identify what is known about a lesson topic or objective and to identify what they need to know to understand the lesson objective, then how to set a goal to achieve that learning.
	Discuss strategies for motivating oneself to do a "non-preferred task" in order to reach a goal or build a skill that students value.
	Teach students about the difference in a growth and fixed mindset.
What teachers can do: Ongoing Practices and Routines	Develop and celebrate success with short-term classroom goals (reduce time taken during transitions, put supplies away more quickly, get settled after the bell).
	Collaborate with students to develop a process for responsibly using equipment and resources.
	Provide feedback to students when they are managing themselves that will identify what they are doing well, so they can repeat the appropriate behavior (e.g., "I saw you take a breath to calm yourself. That is a good strategy.").
	Model and talk about your own goals.
	Teach students to self-assess progress toward individual and group goals.
Persevere in addressing challenges	
Students will be able to...	Anticipate possible barriers to achievement of a goal and identify ways to overcome them.
	Persevere by expending additional effort, extending timeframes, identifying alternative paths to goal achievement, and/or seeking help from others.
	Cooperate with peers in developing and evaluating goals
What teachers can do: Lessons and Instruction	Define "perseverance", provide examples, and recognize students regularly for using this skill.
	Lead a discussion in which the teacher asks questions that encourage students to reflect on barriers they may encounter and help them think about ways they can overcome them. Lead a discussion and ask questions about who might be able to help or what other resources might be available.
	Use biographies to discuss how people persevered through hard times to reach a goal.
	Celebrate challenging questions, lessons, and topics as learning opportunities, and show how you value growth and effort, rather than a quick correct answer.
What teachers can do: Ongoing Practices and Routines	Help students think through alternatives when they encounter challenges.
	Ask students who might be able to help them in various situations or what other resources might be available.
	Encourage students to write in journals or talk in pairs to reflect why their efforts in certain situations succeeded or failed and what they might do differently in the future.
	Teach students a structured, positive way to ask for help from you or from peers.

Social Awareness / Belonging

Develop a sense of belonging, empathy for others, and appreciation of different cultures and perspectives	
Students will be able to...	Put oneself in another's shoes, see the other person's point of view, and understand the other person's thoughts and feelings and why they might feel that way.
	Accurately interpret situational cues that indicate how others feel.
	Learn to listen and convey an understanding of another's thoughts, feelings and viewpoint.
	Understand that individual and group differences complement each other and make for a stronger, deeper understanding of the world.
	Recognize that despite differences, all people have similar needs, feelings, and wants.
	Advocate for the rights of all individuals.
	Understand what stereotypes are and how they are harmful.
What teachers can do: Lessons and Instruction	With older students, in social studies and/or language arts, discuss and analyze the origins and negative effects of stereotyping and prejudice. Discuss strategies for demonstrating respect for others and opposing stereotyping and prejudice.
	Teach an age-appropriate lesson on why it is important to identify how others feel and what to look for (facial cues, body language).
	Show a picture and/or have students make facial expressions to identify how others feel.
	Examine literature and take the perspective of characters or identifying feelings and thoughts.
	Define and discuss the word "empathy" and highlight examples in academic curriculum.
	Demonstrate how people can have similar or different feelings in a situation (e.g., using a T-chart or a movement activity with those who feel excited standing on one side, those who feel nervous standing on another side).
	Discuss the expectations and demands of different settings (e.g., how we dress and behave for school, places of worship, formal ceremonies, hanging out with friends).
	Celebrate historic figures who resisted stereotypes or worked to promote justice and equality for all individuals.
	Discuss biases in literature and social studies and the impact of bias in society. Help students see how all people carry biases and can seek to recognize and counteract them.
	Use examples from academic lessons (such as characters in literature or figures in history) to explore what may have motivated actions or behaviors.
	Discuss how we know the way characters in literature feel, based on what the author tells us about the character's behavior.
What teachers can do: Ongoing Practices and Routines	Talk about how we grow to understand how others feel in different situations.
	Structure cooperative learning groups with clear roles so all students have an opportunity to collaborate with others.
	Examine literature by taking the perspective of characters or identifying feelings and thoughts.
	Allow students to dress up as characters in history or literature and act out how those individuals were feeling and how it affected their behavior.

	Celebrate the diversity in the classroom by having students learn about different cultural perspectives on situations, traditions and histories.
	Resolve differences of opinion in developmentally appropriate ways that provide for personal reflection time, restorative conversations and building understanding. For example: • In early elementary, students may want to draw a picture to process how they are feeling before having a conversation. In later elementary or middle school, students may want to write out how they are feeling. • The conversations that follow should focus on repairing harm and building understanding. This could happen in small groups, as a classroom circle or in another format. Teachers can emphasize the importance of empathetic listening and perspective taking to try to understand others' thoughts and emotions.
	Hold class or morning meetings to involve students in sharing and recognizing how others have different experiences, which develops empathy and appreciation for differences and similarities (https://schoolguide.casel.org/resource/community-building-circles/).
Enhance a sense of belonging for all students and awareness of family, school, and community supports	
Students will be able to...	See that others deserve to be treated with kindness and compassion.
	Collaboratively develop and revise classroom rules and norms to promote a shared understanding of the conditions necessary to learn.
	Value the feelings and opinions of others.
	Show respect for the property of others, communal spaces, and the environment.
	Recognize and appreciate differences in cultural norms.
	Identify the family, school, and community supports that encourage and contribute to the common good.
	Affirm the different strengths that all students bring to the classroom.
What teachers can do: Lessons and Instruction	Discuss the meaning of the word respect, and how understanding of what constitutes respectful behavior may vary by context and culture. Develop shared agreements about respect in the classroom.
	Discuss characters in literature who helped to create a community that promoted belonging and collaboration.
	Ask students to write in their journals or discuss in pairs how they try to be helpful in their families or with their peers.
	Teach about how young people make a difference in their community.
	Work with students to organize a community service project.
What teachers can do: Ongoing Practices and Routines	Model productive feedback conversations by acknowledging when mistakes are made, demonstrating vulnerability, and embracing opportunities to revise actions or plans based on feedback.
	Develop and revise classroom rules and norms with students to work together to promote understanding and respect (https://schoolguide.casel.org/resource/sample-lesson-plan-generating-classroom-shared-agreements/).
	Model concern for the well-being of others.
	Give positive feedback to students when they show respect toward others and encourage

	students to reflect on how they feel when they were supportive of another person.
	Identify and celebrate historical figures who have contributed to their communities. List their contributions and ways that they contributed to the common good.
	Ask routine questions throughout the day to draw attention to how students' behavior is affecting those around them.
	Have older students (upper elementary, middle, or high school) develop an advertising campaign (e.g., media campaigns, poster contests, promotional videos to show on morning announcements) to promote behaviors that include others.
	Ask students to investigate and report on community resources.
	Create a bulletin board showing photos or drawings of community helpers.
	Have community helpers visit the classroom and talk about their work.
	Lead discussions about who students can reach out to when they need help or advice.
	Work with other teachers and administrators to create a structured way to ensure that all students have an adult they can go to when they need support.

Relationship Skills / Collaborative Problem-Solving

Establish and maintain healthy and rewarding relationships	
Students will be able to...	Initiate interactions with others.
	Share one's thoughts and feelings while considering the wellbeing of others.
	Express appreciation.
	Give and receive constructive feedback.
	Offer and receive help.
	Contribute to the achievement of group goals.
	Recognize and respect boundaries.
	Take turns and participate fairly in group activities.
What teachers can do: Lessons and Instruction	Teach lessons to develop social skills (e.g., how to introduce yourself to someone new, start a conversation, show interest in others, listen attentively, etc.).
	Describe social boundaries and discuss how this may vary by context and culture.
	Teach lessons on how to resolve conflicts peacefully.
	Practice giving and receiving constructive and/or positive feedback.
	Provide sentence stems for how to offer help in a sensitive, appropriate way.
What teachers can do: Ongoing Practices and Routines	Teach students how and when they should ask a peer or a teacher for help.
	Use team-based, collaborative teaching practices such as cooperative learning and project-based learning to provide students with opportunities to develop and practice two-way communication and social and assertiveness skills.
	Be intentional to balance student groups so that students are working with a variety of peers.
	Have students evaluate how well they worked together in the group. One day it may be to evaluate how well they listened, took turns, or how they contributed.
	Give students authentic praise when they show respect for boundaries (e.g., "Thank you for waiting patiently while I was speaking to her. What can I help you with, now?").
	Establish a peaceful / calm corner, and a conflict resolution procedure students can use.
	Praise students for resolving conflicts peacefully.
	Support students as needed when they are working to resolve a conflict.
Students will be able to...	Give students authentic feedback when they share their feelings appropriately.
Developing communication skills	
Students will be able to...	Use verbal and nonverbal skills to express themselves effectively.
	Modify expression to fit the situation and audience.
	Make clear "I" statements to explain how they were impacted and how they are feeling.
	Ask a variety of questions (e.g., open-ended, curious, clarifying) to understand others.
	Listen reflectively and actively.
	Write coherently for a defined audience.
What	Practice verbal and nonverbal communication skills (such as listening, looking at the person,

teachers can do: Lessons and Instruction	tone of voice).
	Teach lessons on active and empathetic listening.
	Teach students how to provide thoughtful, constructive feedback to classmates
	Teach students how to formulate “I” statements for sharing feelings.
	Give students opportunities to practice giving and receiving compliments and praise.
What teachers can do: Ongoing Practices and Routines	Show appreciation to students when they listen well and tell them what they did well.
	Use circle discussions or class meetings to practice and reinforce effective communication, empathetic listening, and relationship building.
	Use interactive teaching strategies such as cooperative learning and project-based learning to provide students with opportunities to develop and practice communication skills.
Collaborative problem-solving	
Students will be able to...	Follow an approach to conflict resolution that achieves mutually satisfactory resolutions by addressing the needs of all concerned.
	Work as a team member to navigate different cultural and social norms.
	Seek help and offer support or leadership as needed.
	Understand the impact of solutions to problems on all who are involved.
	Work collaboratively to solve problems across differences.
What teachers can do: Lessons and Instruction	Teach lessons on how to resolve conflicts.
	Conduct role plays with students to allow students to practice resolving conflicts and negotiating peer pressure.
	Help students develop community service projects and celebrate their work.
	Design projects where students will work together creatively to respond to a real-world problem.
What teachers can do: Ongoing Practices and Routines	Establish and use a conflict resolution process that is used when appropriate.
	Model conflict resolution skills when responding to challenging behavior.
	Establish a school-wide peer mediation program in middle or high school to help students work through conflicts in a constructive way.
	Use collaborative work groups (e.g., cooperative learning projects or project-based learning) to reinforce the importance of working together to solve problems and achieve goals.
	Give students authentic feedback for resolving conflicts peacefully.
	Give students support as needed when they are working out a conflict.
	Give students opportunities to practice collaborative problem-solving in their classroom setting or to co-create solutions based on contextual issues in their school and local community.

Responsible Decision-Making / Curiosity

Make constructive choices about personal behavior and social interactions across different settings	
Students will be able to...	Recognize and understand their responsibility to engage in ethical, safe, and legal behaviors.
	Identify ways to be and develop one's commitment to be honest, reliable, and accountable.
	Consider ethical standards, safety concerns, and social norms that impact decision-making.
	Apply a shared norm of mutual respect, curiosity, and collaboration to decision-making.
	Make effective decisions and choices following a systematic process.
	Identify problems and inequities that impact the well-being of others.
	Co-create solutions with others who are impacted by a problem.
	Make realistic evaluations of benefits and consequences of possible actions.
What teachers can do: Lessons and Instruction	Teach students a process for making effective decisions (e.g., stop, breathe, identify the problem, consider the alternatives, make a choice, try it out, re-evaluate).
	Give students problem scenarios (e.g., a friend asks you to let them copy your homework) and ask them to work in groups or pairs to decide how they should respond.
	Explicitly identify the steps for collaboratively solving a problem. Walk through the steps of problem-solving in response to hypothetical situations.
	Define responsibility and related terms (ethical, safe, values, honesty).
	With middle and high school students, discuss ways to contribute as an engaged citizen and ways to help the community or school.
	Read about current events and evaluate multiple perspectives on issues, develop skills to discuss whether decisions are ethical, safe, legal, and meeting the needs of all people involved.
What teachers can do: Ongoing Practices and Routines	Model good decision-making through collaborative problem-solving.
	Give students authentic feedback on their ability to make effective decisions.
	Support students through the steps of making a decision when they face a choice.
	Examine problems or decision points from literature and history and discuss the impact of decisions made, including intended and unintended outcomes.
	Co-create and help students understand logical consequences for behaviors that cause harm.
	Discuss and revise shared norms as needed.

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