



Little Talks That Make A Big Difference: THE TEI PODCAST SERIES

PODCAST REFLECTION GUIDE #3 Social and Emotional Learning: Applying What You've Learned

Definitions and Reflections:

Social and Emotional Learning (SEL) refers to creating the conditions within our schools, within our classrooms, and within our relationships to cultivate emotional connection and social skills development.

Emotion is learning and it drives behaviors. When you have an **emotional event** the things that you remember are not necessarily what happened but how you felt. Learning how to manage your emotions is an essential skill: how to step back in a stressful situation and have the strategies to process what's going on, name how you are feeling, and then make decisions from that position.

Social skills are the skills you have and the capacities you develop to make healthy connections with other people. Social skills allow you to be conscious of how other people might be feeling and how the choices you make affect others.

Emotional intelligence (EI) or **emotional quotient (EQ)** can be developed by becoming more skillful at managing our emotions, giving those emotions names in the form of feeling words, and using this information to guide our thinking and our behavior.

Here are 5 key **emotional competencies** or **pro-social skills** that we can teach our students:

- 1. Listening:** The skill of asking questions, taking in what somebody says without interrupting them, summarizing what they say, and then, in certain situations reflecting back their feelings. (For more details on **high-level listening** go to the *Emotional Safety* podcast).
- 2. Empathy:** The skill of absorbing what's coming from another person, reflecting on what you hear through high-level listening, responding in a way that you sense they need to hear from you. For example, "*I'm sorry that happened for you.*" Or, "*Wow that must have been really exciting! Tell me more about what's going on.*" Empathy can also take the form of an action such as sitting down next to someone who is sitting on the bus alone. These responses are natural instincts that we can name as the skill of **empathy**, in order to make this human capacity visible to our students.



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3. Conflict Management: The skill of applying **listening** and **empathy** as you work with other people. When you work with someone else and have success together and experience collective achievement.

4. Collaboration: The skill of working with another person or with a group of people using **listening**, compromise, non-judgment, coming together toward consensus and collective understanding.

5. Goal Setting: The skill of looking at the big picture and considering: When I make a choice, what is the consequence? What do I want the consequence to be? How do I want to feel? How do I want to see other people feel? What would I like to achieve? What would I like people to say about me after they have worked with me? Considering **legacy** as what you want to leave behind based on your choices.

A child who experiences joy, happiness, enthusiasm and curiosity at school is a child who embodies **social and emotional well-being**.

Try This:

SEWB Cards: Post the letters SEWB somewhere in your classroom and teach your class that they mean **social and emotional well-being**. Have students write the letters on a card and on the other side, write down one "SEWB" strategy they can use during the school day when they're having a rough time. For example, *I can take three deep breaths and tell myself "I am a good person" or I can tell [teacher's name], "I need some help right now."* Students can keep their SEWB cards in a convenient place so that they can access the cards when they need them.