

# *Practical Strategies for Implementing SEL Standards, Benchmarks, and Indicators—Elementary: Resource Page*

## Resources

- [Washington State Social Emotional Learning Implementation Guide](#) (OSPI)
- [SEL Standards, Benchmarks, and Indicators \(full version\)](#) (OSPI)
- SEL Standards, Benchmarks, and Indications (one-pager): [English](#), [Spanish](#), [Simplified Chinese](#) (OSPI)
- [Instructional Practices That Integrate Equity-Centered Social, Emotional, and Academic Learning](#) (AIR)
- Social Emotional Learning Pathways—Early Learning and Development (Infant–Third Grade): [English](#), [Spanish](#), [Somali](#) (OSPI)
- [Connecting the Arts to Social Emotional Learning](#) (OSPI)
- [Social and Emotional Learning Activities for Families and Educators](#) (OSPI)



## Practical Strategies from Educators

During the webinar, educators in Washington shared strategies and resources:

- Educator Videos: Mary Ziegert
  - [Reflection on SEL](#)
  - [Integrating Problem-Solving in Instruction](#)

During the webinar, participants shared the following strategies:

<b>Self-Awareness</b>	<ul style="list-style-type: none"> <li>• Use mood meters with emotion vocabulary.</li> </ul>
<b>Self-Management</b>	<ul style="list-style-type: none"> <li>• Use math games to promote self-management and social management. The first priority is to learn, and the second priority is to have fun. Ask what we will do/say to make sure the game stays fun, if you win, if your partner wins.</li> </ul>
<b>Self-Efficacy</b>	<ul style="list-style-type: none"> <li>• Encourage students to learn by offering student choice.</li> </ul>
<b>Social Awareness</b>	<ul style="list-style-type: none"> <li>• Center student voice and equity.</li> <li>• Explore how Native American students' cultures provide SEL and how cultural experiences and lessons can meet the SEL standards.</li> <li>• Represent ALL cultures.</li> </ul>
<b>Social Management</b>	<ul style="list-style-type: none"> <li>• Use restorative circles.</li> <li>• Implement team-building activities based in metaphor then debrief using creative options for kids to share about their role, how they felt, and what they or others could do better.</li> <li>• Increase student discourse via student talk moves and student facilitation.</li> </ul>
<b>Social Engagement</b>	<ul style="list-style-type: none"> <li>• Use a fair process to have students choose a new table layout and promote social engagement.</li> <li>• Have students take control of morning meeting and making connections. The teacher is the facilitator.</li> <li>• Welcome all students and building relationships!</li> <li>• Request student input on expectation to build out PBIS (social awareness and social engagement). Including students in processes is so important.</li> </ul>

