

Practical Strategies for Implementing SEL Standards, Benchmarks, and Indicators—Secondary: 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)
- [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:

- [Integrating SEL in Middle and High School Classrooms Resources](#)—Caitlin Cray

During the webinar, participants shared the following strategies:

Self-Awareness	<ul style="list-style-type: none">• I use a "weather report" where students use weather to describe their feelings. Then, we do collective breathing and do another weather report afterward.• In English language arts (ELA), I used a tone continuum of SAT words. So, I identify the neutral tone of "good," the extremes of "great" and "magnificent," and the negative of "lukewarm." This strategy works with any combination of vocabulary. Ask the students: How intense is the tone?• Use mood scales to check in with students.• Use self-rating (thumbs up/down or one to five).• Model self-awareness and skills to help students beat performance anxiety.
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Self-Management	<ul style="list-style-type: none"> • I use yoga/mindfulness activities. • I incorporate breaks during our longer block periods twice a week. Students are restless during 80-minute blocks. The break makes a huge difference. • Offer stand and stretch breaks led by either a student or the teacher (optional: add mood music). • Use think sheets to help identify how they were feeling when the misbehavior occurred. • Use art to help students with self-regulation. • Use alternative ways for tweens and teens to share feelings. Asking for reflections during debriefs is extra effective (using picture cards, shapes/items, numbers).
Self-Efficacy	<ul style="list-style-type: none"> • Use goal setting and self-reflection. • Demonstrate in the moment modeling of skills.
Social Awareness	<ul style="list-style-type: none"> • I teach ELA, so I regularly ask my students to reflect on their personal experiences and interests and then we try to connect those ideas to our curriculum. • Integrate student cultures.
Social Management	<ul style="list-style-type: none"> • With middle/high school students, I have implemented group team-building activities. • Increase student discourse (via student talk moves and student facilitation). • Use partner and group activities. Model how to start conversation and collaborate. • Give options for groups. You can be in groups of one, two, or three. This strategy gives them choice and lets them check in with themselves and what they need.
Social Engagement	<ul style="list-style-type: none"> • Provide student voice. Plan time to talk about teen issues. This goes such a long way in creating a safe climate and the ability to model SEL. • Have kids help set up the classroom to promote belonging. • Acknowledge students in the hallway by name. • Community circles are strong ways to connect.

