

# 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:

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| <b>Self-Awareness</b> | <ul style="list-style-type: none"><li>• I use a "weather report" where students use weather to describe their feelings. Then, we do collective breathing and do another weather report afterward.</li><li>• 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?</li><li>• Use mood scales to check in with students.</li><li>• Use self-rating (thumbs up/down or one to five).</li><li>• Model self-awareness and skills to help students beat performance anxiety.</li></ul> |
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| <b>Self-Management</b>   | <ul style="list-style-type: none"> <li>• I use yoga/mindfulness activities.</li> <li>• I incorporate breaks during our longer block periods twice a week. Students are restless during 80-minute blocks. The break makes a huge difference.</li> <li>• Offer stand and stretch breaks led by either a student or the teacher (optional: add mood music).</li> <li>• Use think sheets to help identify how they were feeling when the misbehavior occurred.</li> <li>• Use art to help students with self-regulation.</li> <li>• Use alternative ways for tweens and teens to share feelings. Asking for reflections during debriefs is extra effective (using picture cards, shapes/items, numbers).</li> </ul> |
| <b>Self-Efficacy</b>     | <ul style="list-style-type: none"> <li>• Use goal setting and self-reflection.</li> <li>• Demonstrate in the moment modeling of skills.</li> </ul>  |
| <b>Social Awareness</b>  | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Integrate student cultures.</li> </ul>   |
| <b>Social Management</b> | <ul style="list-style-type: none"> <li>• With middle/high school students, I have implemented group team-building activities.</li> <li>• Increase student discourse (via student talk moves and student facilitation).</li> <li>• Use partner and group activities. Model how to start conversation and collaborate.</li> <li>• 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.</li> </ul>  |
| <b>Social Engagement</b> | <ul style="list-style-type: none"> <li>• 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.</li> <li>• Have kids help set up the classroom to promote belonging.</li> <li>• Acknowledge students in the hallway by name.</li> <li>• Community circles are strong ways to connect.</li> </ul>  |

