

Infusing Social, Emotional and Ethical Learning into Existing Curriculum:

Essential Questions & Steps

What follows are the series of essential questions and steps that we have found useful for teachers to consider:

I. Social, emotional and civic (SEC) learning

- We are always doing it
- What are the lessons that we are teaching (e.g. via our behavior, classroom management style as well as our stated/explicit academic goals)?
- Effective SEC efforts: (1) intentional instruction; and, (2) creating a climate for

II. Infusing SEC into curriculum:

1) Stage One – Identifying Desired Results

Learning objectives/goal setting: Beginning at the end: What are your educational goals for this lesson/unit?

(i) What are your “academic” goals (e.g. language arts, social studies, etc)?

- How did you delineate these goals?
- To what extent are they “measurable”?
- To what extent (if at all) are they coordinated with goals that others in your department/grade are setting?

(ii) What are your *SEC goals*?

- How did you delineate these goals?
- Understanding how educators have understood and conceptualized character education and social emotional learning

Competencies, concepts & essential questions

- Understanding and using existing scope and sequence
- Considering how our goals can and need to be “measurable”?

• To what extent (if at all) are they coordinated with goals that others in your department/grade are setting as well as State Standards?

(iii) Pre and post lesson assessment:

- Developing SEE informed assessment procedures that support teacher as well as student learning.
- What kind of *pre-assessment* might you use to evaluate current knowledge and competencies for the planned lesson or unit? For example, what kinds of feedback, demonstration, support, examples, and practice would be most useful? How can ongoing assessment become a process that supports student – and educator – learning?

III. Learning activities: Methods, tasks and experiences designed to actualize our goals:

(i) What are your current academic learning activities and what are the implicit SEC learning's here? (There is virtually always a SEC dimension in our teaching, learning and behavior.)

(ii) What kinds of SEC learning activities will support students achieving the SEE learning objectives and why?

- Promoting knowledge and/or skills?
- Making our academic and SEE goals *meaningful and engaging* to students? And, how do we know?
- Providing time for students to reflect on SEC learning during class
- What strategies that we can use to promote SEC skills and dispositions?
- How can and do we want to initially teaching SEC skills (e.g. conflict resolution or flexible problem solving) in isolation
 - Coaching
 - Moral dilemma discussions
 - Critical thinking
 - Role playing
 - Post learning activities

(iii) Reinforcing and following up classroom based learning?

- End of class student reflections:
 - I used to think....
 - Now, I think....
- Follow up assignments
- Collaborations with fellow teachers, community service/service learning coordinators, athletic staff

IV. Comprehensive and coordinated efforts: Teaching in isolation and/or with others?

(i) How are we working to coordinate our SEE and academic learning objectives with: fellow teachers? Parents/guardians? Student leaders? Community leaders?

- What are one or two or three steps you could take to further this kind of coordinated effort?