

## Infusing social, emotional and civic learning into existing curriculum

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Desired Results	
<p><b>Goals:</b> <i>What relevant goals (e.g. content standards, project objectives, learning outcomes) will this design address?</i></p> <p>This workshop provides detailed guidelines that support classroom teachers developing social, emotional and civic learning objectives and linked learning activities into existing lesson plans and units. We will use bully-victim-witness issues as organizing examples. Participants will learn about resources related to social emotional learning-related scope and sequence, evidence-based curricular options and infusing social, emotional and civic learning into existing curriculum will be covered.</p>	
<p><b>Understandings: Participants will understand that...</b> <i>What are the big ideas? What specific understandings about them are desired? What misunderstandings are predictable?</i></p> <ul style="list-style-type: none"> <li>• We are always teaching social, emotional and civic (SEC) lessons. The only question is to what extent they are intentional, systemic and helpful.</li> <li>• There are a series of lesson/unit planning steps that we can go through that support our intentionally infusing SEC into existing lesson plans, units and Advisory activities</li> </ul>	<p><b>Essential Questions:</b> <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p> <ul style="list-style-type: none"> <li>• What kind of social, emotional and civic (SEC) teacher do you want to be?</li> <li>• What are the SEC lessons that you are teaching now?</li> <li>• How can you become an even more effective SEC teacher in ways that are aligned with your goals?</li> </ul>
<p><b>Participants will know...</b> <i>What knowledge and skills will faculty acquire as a result of this session?</i></p> <ul style="list-style-type: none"> <li>• how to develop learning objectives, activities, preliminary assessment methods and follow up activities that can be infused into existing lesson plans.</li> </ul>	<p><b>Participants will be able to...</b> <i>What should they eventually be able to do as a result of such knowledge and skill?</i></p> <ul style="list-style-type: none"> <li>• Building on a lesson plan that they have brought, to infuse SEC learning into this plan.</li> </ul>
Assessment Evidence	
<p><b>Performance Tasks:</b> <i>Through what authentic performance tasks will participants demonstrate the desired understandings? By what criteria will</i></p>	<p><b>Other Evidence:</b> <i>Through what other evidence [(observations, homework, journals)] will participants demonstrate achievement of the desired</i></p>

<p><i>[performances of] understanding be judged?</i></p> <ul style="list-style-type: none"> <li>• In the institute, the primary criteria to be used will be the educators' professional assessment of how meaningful and engaged the lesson plan that they have developed is.</li> </ul>	<p><i>results? How will participants reflect upon and self-assess their learning?</i></p> <ul style="list-style-type: none"> <li>• Peer to peer reflective discussions</li> <li>• Discussions</li> <li>• workshop evaluation forms.</li> </ul>
<b>Learning Plan</b>	
<p><b>Learning Activities:</b> <i>What learning experiences and instruction will enable participants to achieve the desired results? How will the design...</i></p>	
<p><b>W</b> = <i>Help the participants know <u>Where</u> the session is going and <u>What</u> is expected? Help the instructor know <u>Where</u> the participants are coming from (prior knowledge, experiences)?</i></p>	<p>Prior to the start of the workshop participants will be asked to bring a lesson plan with them to the institute. Participants will also receive suggested readings.</p>
<p><b>H</b> = <i><u>Hook</u> all participants and <u>Hold</u> their interest?</i></p>	<p>At the start of the workshops educators will be asked about their own goals for the workshop and the institute.</p>
<p><b>E</b> = <i><u>Equip</u> participants, help them <u>Experience</u> the key ideas and <u>Explore</u> the issues?</i></p>	<p>Educators will work together as well as individually in the lesson planning/infusion process.</p>
<p><b>R</b> = <i>Provide opportunities to <u>Rethink</u> and <u>Revise</u> their understandings and work?</i></p>	<p>Educators will be able to rethink their ideas through infusing SEC into the lesson plan that they have brought with them.</p>
<p><b>E</b> = <i>Allow participants to <u>Evaluate</u> their work and its implications?</i></p>	<p>Educators will reflect on and evaluate the resources and frameworks presented as well as their own work in an intermittent but ongoing manner</p>
<p><b>T</b> = <i>Be <u>Tailored</u> (personalized) to the different needs, interests, and abilities of learners?</i></p>	<p>Participants will focus on the lesson plan that they have brought to the institute and be focused on their students and their curriculum.</p>
<p><b>O</b> = <i>Be <u>Organized</u> to maximize initial and sustained engagement as well as effective learning?</i></p>	<p>The workshop will move from general concepts to actual lesson planning and sharing</p>

### Agenda

Length	Activity	Description	Materials
5 min.	Welcome & Introductions	<ul style="list-style-type: none"> <li>• Facilitator introduce themselves</li> <li>• Review Objectives + Agenda</li> </ul>	

10 to 15 min	Your goals?	<ul style="list-style-type: none"> <li>Learning about the goals that participants bring to this workshop that are related to infusion work</li> </ul>	
20 min.	Where are we now? Needs?	<ul style="list-style-type: none"> <li>Review rubric below. Reflect on “where are we now? And “what do we need” to “go the next step in our infusion efforts?”</li> </ul>	Rubric (below)
30 min.	<b>Identifying Desired Results</b>	<p>(i) What are your “<i>academic</i>” goals (e.g. language arts, social studies, etc)?</p> <ul style="list-style-type: none"> <li>How did you delineate these goals?</li> <li>To what extent are they “measurable”?</li> <li>To what extent (if at all) are they coordinated with goals that others in your department/grade are setting?</li> </ul> <p>(ii) What are your <i>SEC</i> goals?</p> <ul style="list-style-type: none"> <li>How to align your learning goals with your school mission statement?</li> <li>How did you delineate these goals? The challenge of not having an evidence-based SEE curriculum! <ul style="list-style-type: none"> <li>- Illinois SEL learning standards</li> <li>- Common sense: Knowing our students</li> <li>- Asking our students (e.g. when you think about being “responsible”, “respectful” or “kind” what does this mean and translate to behaviorally?</li> </ul> </li> <li>To what extent are they “measurable”?</li> <li>To what extent (if at all) are they coordinated with goals that others in your department/grade are setting?</li> </ul> <p>(iii) What kind of <i>pre-assessment</i> 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?</p> <p>(iv) What skills, knowledge and dispositions have we been promoting through our (a) behavior and (b) our classroom management style as well as our stated/explicit (c) academic goals?</p> <p>(v) To what extent are our academic and SEE goals <i>meaningful and engaging</i> to students? And, how do we know?</p>	<ul style="list-style-type: none"> <li>Lesson plan that participants brought with them or that they have recreated now</li> <li>School mission statement</li> </ul>
30 min.	<b>Learning activities</b>	<p>(i) What are your current academic learning activities and what are the implicit SEC learning’s here? (There is virtually always a SEE dimension in our teaching, learning and behavior.)</p>	

		<p>(ii) What kinds of SEE learning activities will support students achieving the SEE learning objectives and why?</p> <ul style="list-style-type: none"> <li>• Promoting knowledge and/or skills?</li> <li>• Providing time for students to reflect on SEE learning during class</li> <li>• Strategies that we can use to promote SEE skills and dispositions: <ul style="list-style-type: none"> <li>- Initially teaching SEE skills (e.g. conflict resolution or flexible problem solving) in isolation</li> <li>- Coaching</li> <li>- Post learning activities</li> </ul> </li> </ul> <p>(iii) Reinforcing and following up classroom based learning?</p> <ul style="list-style-type: none"> <li>• End of class student reflections: <ul style="list-style-type: none"> <li>- I used to think....</li> <li>- Now, I think....</li> </ul> </li> <li>• Follow up assignments</li> <li>• Collaborations with fellow teachers, community service/service learning coordinators, athletic staff</li> </ul>	
10 min	<b>Break</b>		
20 min.	<b>Learning from one another</b>	<ul style="list-style-type: none"> <li>• Sharing of lesson planning and plans</li> <li>• Lessons learned?</li> </ul>	
15 min.	<b>Comprehensive and coordinated efforts: Teaching in isolation and/or with others?</b>	<ul style="list-style-type: none"> <li>• How are we working to coordinate our SEE and academic learning objectives with: fellow teachers? Parents/guardians? Student leaders? Community leaders?</li> <li>• What are one or two or three steps you could take to further this kind of coordinated effort?</li> </ul>	
15 min.	Workshop reflections and Session Evaluation	<ul style="list-style-type: none"> <li>• What was most and least useful about this session?</li> <li>• What do you most need now to support effective infusion work?</li> </ul>	Session Evaluation

*Consider how your overall learning objectives are aligned with your mission statement.*

*How do pre as well as following assessments help teachers and learners understand how learning is aligned with mission statement*

*Materials:*

Category	Not Prepared	Getting Started	Emerging Proficiency	Masterful
<p><b><i>Infusing SEE into existing curriculum</i></b></p>	<ul style="list-style-type: none"> <li>Teachers have not considered what their social, emotional and ethical (SEE) learning goals are for students.</li> <li>Teachers have not considered what kinds of SEE “lessons” they are teaching by their behavior, and what is rewarded in their classroom.</li> <li>SEE is an implicit part of their teaching and the life of the school.</li> <li>Teachers have not considered what kinds of SEE lessons are appropriate for their students.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers are beginning to think explicitly about SEE goals.</li> <li>Teachers are learning about ‘scope and sequence’ frameworks (e.g. Illinois SEL standards) to develop learning objectives.</li> <li>Teachers are beginning to reflect on the SEE lessons they are teaching, intentionally or not.</li> <li>Teachers are beginning to think about how to infuse SEE into lesson planning and their behavior.</li> <li>Teachers are beginning to consider and experiment with the range of learning activities that they can use to actualize goals.</li> <li>Teachers are beginning to think about pre and post lesson assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers often state SEE goals explicitly.</li> <li>Teachers are learning from and using existing scope &amp; sequence frameworks to shape learning objectives.</li> <li>In an ongoing manner, teachers reflect on how their behavior, classroom management styles and focus in class support SEE and academic goals.</li> <li>Teachers have experimented with a range of learning activities and have developed an understanding that given activities are more or less useful with given topics and/or students at given grade levels.</li> <li>Teachers have developed a number of assessment strategies that begin to allow them to evaluate pre and post</li> </ul>	<ul style="list-style-type: none"> <li>Teachers have explicit SEE goals that shape (a) lesson planning and (b) their behavior.</li> <li>SEE goals are based on a developmentally informed understanding of what their students can learn.</li> <li>Learning objectives and activities are developed with the intent of being engaging and meaningful to their students.</li> <li>Classroom based SEE instruction is a part of a school-wide effort to promote these skills and dispositions.</li> <li>Teachers considered how they could develop formal and informal extensions of SEE learning in the classroom to other facets of school life (e.g. service learning; athletics).</li> <li>Teachers have infused specific learning activities into existing lesson plans that will promote particular SEE skills and dispositions.</li> <li>Time is provided for students to reflect on SEE learning during class.</li> <li>Teachers are involved with applying, reinforcing and extending SEE through post class activities (e.g. service learning; collaboration with educational and other colleagues).</li> <li>Depending on the</li> </ul>

			lesson SEE learning. • Teachers as a group are talking about how to reinforce the SEE goals that they school is focusing in collaborative ways.	needs of given students and/or classes, teaches use any number of instructional techniques. • Teachers have developed and share SEE informed assessment procedures that support teacher as well as student learning.
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**CASEL ([www.casel.org](http://www.casel.org)) has identified five core groups of SEL competencies:**

- \* *Self-awareness*—accurately assessing one’s feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence
- \* *Self-management*—regulating one’s emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately
- \* *Social awareness*—being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources
- \* *Relationship skills*—establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed
- \* *Responsible decision-making*—making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision-making skills to academic and social situations; contributing to the well-being of one’s school and community

**Social, emotional and ethical or civic literacy:**

- 1) Reflective and empathic capacities: “decoding” self and others;  
And, then using this information to be a:
- 2) Flexible Problem Solver/Decision Maker; and,
- 3) Social, emotional and ethical/civic learner

SEE Competencies	Concepts	Essential Questions
1. Connecting with ourselves and others: Reflective and empathic capacities	Active listening Self-awareness Appreciation Cooperation	<i>How can we best support our listening to our selves?</i>  <i>How can we show we have</i>

<p>(The foundation for social, emotional and civic literacy: “decoding self and others”)</p>		<p><i>understood another’s thoughts?</i></p> <p><i>Why is it important to accept one’s own unique characteristics and value the uniqueness of others?</i></p> <p><i>How do we validate others?</i></p> <p><i>How do we put ourselves in another’s moccasins?</i></p> <p><i>What beliefs might be critical for a positive social environment?</i></p>
<p><b>2.</b> Problem-solving and decision-making</p>	<p><b>Planning</b> Defining the problem Possible solutions Flexible and creative problem-solving Goal-setting</p>	<p><i>What are the principles of flexible and creative decision-making?</i></p> <p><i>What are the principles of ethical decision-making?</i></p> <p><i>What can assist learners to think about, describe and improve their thinking about problems?</i></p> <p><i>How should we decide what’s right and wrong in real life situations and issues?</i></p> <p><i>What helps learners to manage disagreement productively and accommodate alternative points of view?</i></p> <p><i>What knowledge, skills and dispositions are needed to create and pursue achievable goals?</i></p>
<p><b>3.</b> Being a social, emotional and civic learner in the following six ways:</p>		

<p><b>3A</b> Impulse control and anger management</p>	<p><b>Label emotions</b> Recognize physical signs of emotions <b>Perspective taking</b> Being able to module (regulate) feelings and impulses</p>	<p><i>What are the words to describe feelings?</i></p> <p><i>Is there a word to describe every feeling?</i></p> <p><i>How do our bodies feel when we are angry?</i></p> <p><i>What do we do when we feel angry?</i></p> <p><i>Given that anger is always a “secondary emotion”, what is the nature of frustration and/or hurt and/or fear that underlies my anger now?</i></p> <p><i>What strategies work for you when you’re feeling angry or afraid?</i></p>
<p><b>3B</b> Cooperative/collaborative capacities</p>	<p><b>Friendship</b> Turn taking Acceptance Tolerance Respect Shared goal Valuing the group</p>	<p><i>How are we dependent and interdependent on others?</i></p> <p><i>Why do we dialogue?</i></p> <p><i>What do we learn from others?</i></p> <p><i>Can we always agree with others?</i></p> <p><i>What makes an effective learning or friendship group?</i></p>
<p><b>3C</b> Communicative capacities</p>	<p><b>Eye contact</b> Feelings into words Verbal and non-verbal communication Attentive listening I statements Right to pass</p>	<p><i>What communication skills are needed to establish and maintain healthy and happy relationships?</i></p> <p><i>What would it be like if people’s faces couldn’t show emotions?</i></p> <p><i>How do I show I am listening?</i></p> <p><i>Why is it important to expressing personal rights and feelings and how is this done</i></p>



		<p><i>appropriately?</i></p> <p><i>To what extent must each person participate in each situation?</i></p>
<p><b>3D</b> Forming and being able to maintain friendships</p>	<p>Sense of belonging Supportive Caring Perspective taking Trust</p>	<p><i>Why have friends?</i></p> <p><i>How do we form new friendships?</i></p> <p><i>What makes a good friend?</i></p> <p><i>Are there different types of friends?</i></p> <p><i>How do friendships develop?</i></p> <p><i>How can problems with friends be sorted out?</i></p>
<p><b>3E</b> Recognizing and appreciating diversity and difference</p>	<p>Appreciating diversity and difference Individuality Identifying difference and similarities in a non-judgmental way Empathy Prejudice Discrimination Pictures of Stereotypes Inclusion -</p>	<p><i>Why value diversity in cultures, people, plants and animals?</i></p> <p><i>How can I get to know more about others?</i></p> <p><i>What leads to discrimination and exclusion (or what is scary about differences)?</i></p> <p><i>What are some universal values that may be interpreted differently?</i></p> <p><i>How can I demonstrate acceptance of difference and a valuing of diversity?</i></p>
<p><b>3F</b> Altruistic capacities (appreciating the honor and pleasure associated with helping others and furthering “good works”)</p>	<p>Actively listen Empathize Creatively problem-solve Helping others Reflecting Community service</p>	<p><i>How can a sense of empathy be strengthened so that learners act responsibly for the greater good?</i></p> <p><i>To what extent do human beings have a capacity for good?</i></p> <p><i>How easy is it to be altruistic?</i></p>

		<p><i>Does altruism extend to animals and the environment?</i></p> <p><i>How important is altruism?</i></p>
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## Reflective capacities: the first “R”

### Reflective Learning within a Social, Emotional and Civic Framework

Reflective capacities provide the foundation for all SEC learning. Reflective learning within a social, emotional and ethical framework involves understanding that ideas are influenced by emotions and assumptions. Reflective learners use deliberate processes and strategies to develop, check and refine their beliefs, exploring various perspectives and perceptions. They evaluate their learning or their thinking, making connections to real-life situations, and may modify their thoughts as they justify conclusions.

There are numerous strategies for developing reflective learning that focus attention on students’ social and emotional learning and well being. Posing SEC focused questions is one way to assist students in acquiring reflective learning practices within a social and emotional context. These questions can also be used at the end of any lesson that intentionally seeks to promote SEC as well as intellectual skills and dispositions.

**Social:** Individual reflection/group reflection

Did every individual in the group...

- speak in an audible tone
- contribute to the discussion
- take turns
- listen to others
- acknowledge each others’ contributions
- agree on a process
- understand their role
- take individual responsibility
- co-operate willingly to perform the task?

As a whole group, did people...

- treat each other with respect
- accept other viewpoints
- explain their positions
- empathize with others
- explain their feeling
- explain their thinking
- disagree in agreeable ways?

**Emotional:** Embed within unit planning as appropriate

How does the text or topic make you feel?

How would you explain how you feel about the text or topic?

What do you think is the purpose for this particular topic?

How does it relate to your real life experiences?

Do you need to find out more about the author and/or the time?

How do you think this will influence your understanding?

Which aspects of the issue/text have the greatest impact, in a positive or negative on you?

Why do you feel strongly about this?

Are there different accounts of the same event that you could compare?

Do you think different people might see the event differently?

What might be some alternative endings?

What would you choose as an appropriate or desirable ending and why?

What value conflicts or assumptions can you identify?

What assumptions and values are you influenced by?

Do you think there is there any omitted information?

What other information do you feel you would like to know?

How do your own thoughts and values align with this text or topic?

Why do you think this text or topic is important?

What have you learnt from this topic?

How have you learnt this?

What else would you still like to learn in this topic?

How could you learn this?

What else do you still need to consider?

What could you have done differently?

What engaged you in this topic?

How has your thinking and feelings changed in the course of studying this topic?

## Resources:

### *Curricular Resources:*

- ADL (Anti-defamation League) Curriculum Connections: Anti bias lesson plans and resources for K-12 educators: [www.adl.org/education/curriculum\\_connections/](http://www.adl.org/education/curriculum_connections/)  
A World of Difference Institute: Recommended Multicultural and Anti bias books for Children: [www.adl.org/bibliography/](http://www.adl.org/bibliography/)
- Edutopia: [www.edutopia.org/social-emotional-learning](http://www.edutopia.org/social-emotional-learning)
- Facing History and Ourselves: [www.facinghistory.org/](http://www.facinghistory.org/)
- Teaching Tolerance: (classroom activities, kits and handbooks and much more!): [www.tolerance.org/teach/?source=redirect&url=teachingtolerance](http://www.tolerance.org/teach/?source=redirect&url=teachingtolerance)

### *Scope and Sequence-related:*

- Anchorage School District SEL standards and benchmarks: [www.asdk12.org/depts/SDFS/SEL/SEL\\_Standards.pdf](http://www.asdk12.org/depts/SDFS/SEL/SEL_Standards.pdf)
- Illinois Social Emotional Learning standards: [www.isbe.state.il.us/ILS/social\\_emotional/standards.htm](http://www.isbe.state.il.us/ILS/social_emotional/standards.htm)
- First Ask, Then Listen: How to Get Students to Help You Teach Them Better: A Teachers Guide: [www.whatkidscando.org](http://www.whatkidscando.org)

### *Information about evidence-based instructional and systemic programs and efforts;*

- Blueprints for Violence Prevention Program Matrix (Blueprints) <http://www.colorado.edu/cspv/blueprints>
- CASEL program guides: <http://www.casel.org/guide/>
- Character Education Partnership: *What works in character education* (2005): [www.character.org](http://www.character.org) [go to "Resources"]
- Office of Juvenile Justice and Delinquency Prevention Programs Guide (OJJDP) [http://www.dsgonline.com/mpg2.5/mpg\\_index.htm/](http://www.dsgonline.com/mpg2.5/mpg_index.htm/)
- SAMHSA's National Registry of Evidence-based Programs and Practices (NREPP) <http://www.nrepp.samhsa.gov/find.asp>
- United States Department of Education's Exemplary and Promising Safe, Disciplined, and Drug-Free Schools Programs 2001 (USDOE) [www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf](http://www.ed.gov/admins/lead/safety/exemplary01/exemplary01.pdf)
- US Department of Education, Institute of Education Sciences, National Center for Educational Evaluation and Regional Assistance (2003). *Identifying and implementing educational practices supported by rigorous evidence: A user-friendly guide.* [http://ies.ed.gov/ncee/pubs/evidence\\_based/evidence\\_based.asp](http://ies.ed.gov/ncee/pubs/evidence_based/evidence_based.asp)

- Center for Mental Health in Schools (2005). *Systemic change and school improvement: Designing, implementing, and sustaining prototypes and going to scale*. Los Angeles: UCLA Center for Mental Health in Schools. Retrieved December 15, 2005 from

*National Organizations:*

- Character .org: [www.character.org/](http://www.character.org/)
- Collaborative for Academic, Social and Emotional Learning: [www.casel.org/](http://www.casel.org/)
- EQ.ORG: [www.eq.org/](http://www.eq.org/)
- Harvard Family Research Project: <http://www.hfrp.org>
- The Children, Youth and Family Consortium's Electronic Clearinghouse (An electronic bridge to information and resources on health, education and well-being of children, youth and families): [www.cyfc.umn.edu/](http://www.cyfc.umn.edu/)
- School Psychology Resources Online: [www.schoolpsychology.net/](http://www.schoolpsychology.net/)
- UCLA School Mental Health Project: <http://smhp.psych.ucla.edu/>

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