

# Professional Learning Facilitator's Guide: Adult Social Emotional Learning

Prepared by the Michigan Department of Education with support  
from the Region 8 Comprehensive Center – *June 2023*



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## A Letter from the Authors

March 2023

*Thanks to the generous support of the Michigan Health Endowment Fund, the Michigan Department of Education (MDE) staff, the Region 8 Comprehensive Center, and the 19 school districts that started the Adult Social Emotional Learning (SEL) Community of Practice pilot journey to implement districtwide adult social and emotional learning. Early in the pilot, we realized that: (1) social and emotional learning held different meanings for different people, (2) there was a need for common understanding of what comprehensive social emotional learning encompasses, and (3) strengthening adult social emotional learning is imperative to student success. Research shows that when districts focus on building and strengthening adult SEL, there is a positive impact on student outcomes. Educators who model and cultivate their own social and emotional skills not only improve their own well-being, but improve the social, emotional, and academic development of their students.*

*To support districts in developing adult SEL competencies, MDE—with support from the Region 8 Comprehensive Center—developed a professional learning series to facilitate development of each of the five social emotional learning competencies. If you are new to SEL and need support in leading professional learning, this facilitator’s guide will walk you through the process step-by-step. If you are an SEL veteran, feel free to use the guide as a reference and take the key pieces that are helpful to you. The Professional Learning Playbook: Adult Social Emotional Learning includes opportunities for personal reflection and links to additional resources and tools to make meaningful connections to the content.*

*We hope you find these resources useful as you increase your staff’s social emotional competency!*

# How to Use This Guide

This guide is designed to support facilitation of the five 75-minute to 2-hour modules in the Adult SEL Professional Learning Series. Each of the modules in the series is centered around a core adult social emotional competency:

- [Module 1: Self-Awareness](#)
- [Module 2: Self-Management](#)
- [Module 3: Social Awareness](#)
- [Module 4: Responsible Decision-Making](#)
- [Module 5: Relationship Skills](#)

The modules include several types of activities, including **activating activities** to prepare participants for learning by making connections to their own knowledge and past experiences and foreshadowing the content to follow; **reflection activities** to spark deeper thinking about their understandings; **explore and discover activities** to expand participants' prior knowledge; and **organize and integrate activities** to reflect on participants' new learning and to ensure participants leave the session with clear takeaways. At the end of each module participants are asked to provide the facilitator with feedback on the session.

This guide is organized by module and learning activity, with facilitation strategies listed for each activity and space for notetaking. Each module also includes corresponding page numbers in the participant playbook and slide numbers in the PowerPoint presentation.

# Module 1: Self-Awareness

This is the first of module in the Adult SEL Professional Learning series. In this session, participants will increase a) their understanding of what adult self-awareness is and why it is important; b) their ability to reflect on their own practice and encourage others to do the same; and c) their ability to recognize opportunities to demonstrate and model their own skills.

## Overview

Topic	Time	PowerPoint	Playbook
<a href="#">1 – Activating Activity: Social Emotional Learning (SEL) Bingo</a>	5 minutes	Slides 3–7	Page 3
<a href="#">2 – Session Overview</a>	10 minutes	Slides 8–11	Page 3
<a href="#">3 – Reflection Activity: Definition and Benefits of Self-Awareness</a>	10 minutes	Slides 13–15	Page 4
<a href="#">4 – Explore and Discover Activity 1: Self-Awareness Video and Reflection</a>	20 minutes	Slides 16–20	Page 5
<a href="#">5 – Explore and Discover Activity 2: Practicing Presence</a>	30 minutes	Slides 21–24	Pages 6–8
<a href="#">6 – Organize and Integrate Activity: Reflection and Most Important Point</a>	30 minutes	Slides 25–27	Pages 9–10

## 1 – Activating Activity: SEL Bingo

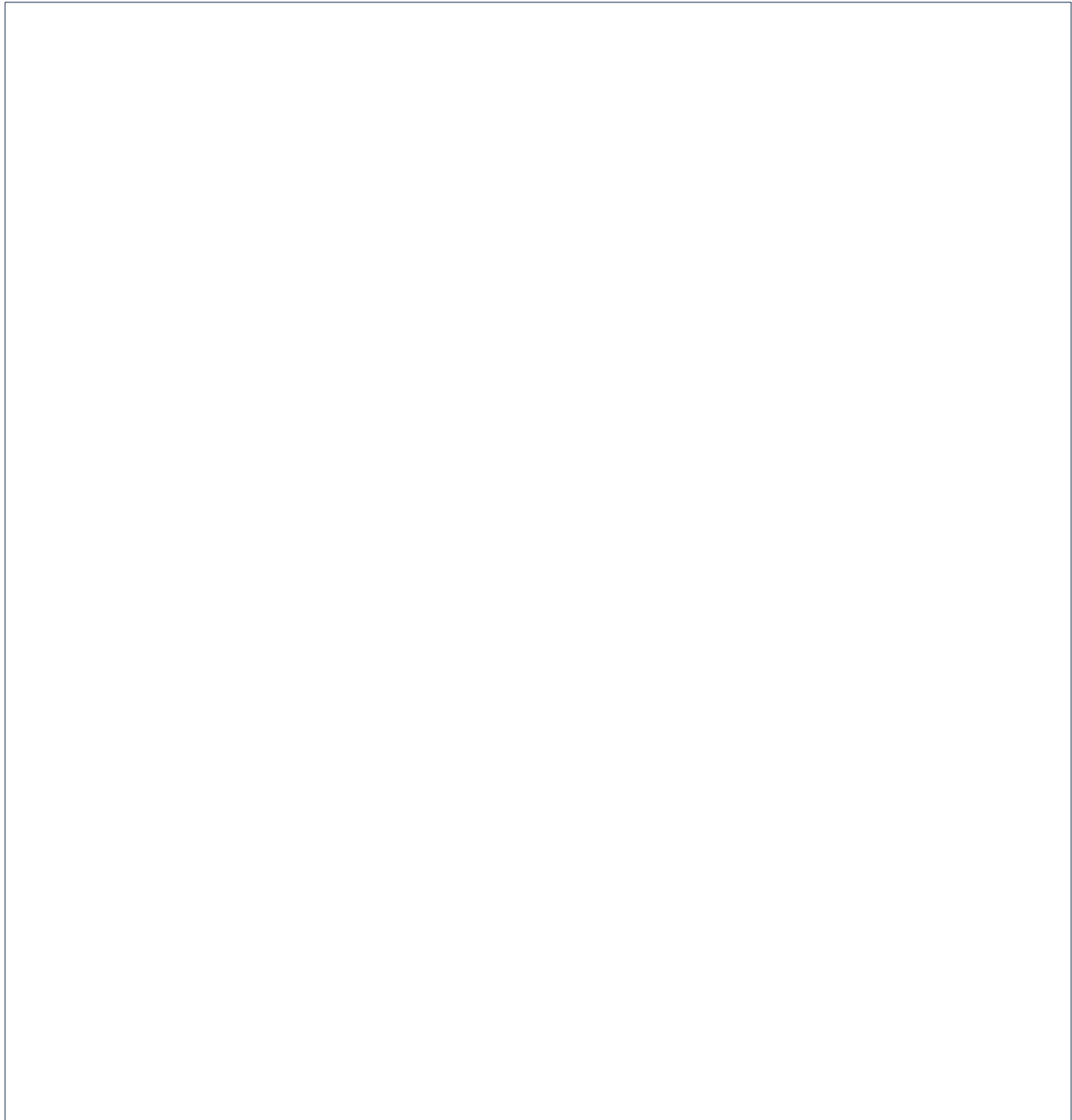
Outcome	Time	Materials
Participants will practice their self-awareness skills while also recognizing others’ emotions (which builds self-awareness).	5 minutes	Slides 3–7 Playbook p. 3

## Strategies

- Share the purpose of an activation activity (see **p. 3**).
- Orient participants to their playbook (**Slide 4**).
- Have participants refer to their playbook (**p. 3**).
- Share the purpose of the activity: To practice their self-awareness skills while also recognizing others’ emotions (**Slide 5**).

- Show the emotions (**Slide 6**). Have participants select their emotion in that moment or coming into the session and write it in their playbook (**p. 3**).
- Ask participants to share their “bingo” emotion with their colleagues or in the chat (if virtual) along with how that emotion impacts their motivation to learn for this session (**Slide 7**).

## Notes



## 2 – Session Overview

Outcome	Time	Materials
Participants will understand the purpose and outcomes of the session.	10 minutes	Slides 8–11 Playbook p. 3

### Strategies

- Share the outcomes for this portion of the session (see above) (**Slide 8**).
- Present norms and the rationale behind their use (**Slide 9**).
- Ask participants if there are any norms they do not understand or norms they would like to add.
- Ask for a show of hands to demonstrate the group’s agreement to follow the norms. (If the session is virtual, invite participants to use the “thumbs-up” reaction icon on the screen.)
- Share the goal of all five modules: To increase the capacity of educators in the development of all five SEL competencies (**Slide 10**).
- Share the session learning outcomes (**Slide 11**).
- Review the agenda for the session (**Slide 12**) (p. 3).

### Notes



### 3 – Reflection Activity: Definition and Benefits of Self-Awareness

Outcome	Time	Materials
Participants will test their definition of self-awareness and why it is important.	10 minutes	Slides 13–15 Playbook p. 4

#### Strategies

- Share the outcomes for this portion of the session (see above) (**Slide 13**).
- Give participants 1 minute to write in their playbook their definition of self-awareness, and why they think it is so important (**Slide 14**) (**p. 4**).
- After they reflect, show the definition (**Slide 15**). Ask for a volunteer to read the definition. Review key ideas within the definition.
- Ask participants to return to their playbook (**p. 4**) and to rate themselves on a scale of 1–5 as to how close they got to the definition on the slide (1=not at all close, 5=very close/exact).
- Ask if anyone has any immediate thoughts/reactions to the stated definition versus what they wrote.

#### Notes

## 4 – Explore and Discover Activity 1: Self-Awareness Video and Reflection

Outcome	Time	Materials
Participants will clarify and deepen their understandings of self-awareness.	20 minutes	Slides 16–20 Playbook p. 5 Video: Self-Awareness – Dysart Schools (2:18 minutes)

### Strategies

#### Outcomes

- Share the outcomes for this portion of the session (see above) (**Slide 16**).

#### Video

- Ask participants to pay attention to how self-awareness is described in the video (**Slide 17**).
- Ask them to list any benefits of developing self-awareness that they hear.
- Watch the video with participants.

#### Reflection & Self-Assessment

- Have participants take the next 10 minutes to respond to the prompts in their playbook: “I am,” “I can,” “I believe,” “I like,” and “I’m learning” (**Slide 18**) (**p. 5**).
- Orient participants to the Collaborative for Academic, Social, and Emotional Learning (CASEL) Personal SEL Reflection tool in their playbook (**Slide 19**) (**p. 5**). Give each participant 5 minutes to complete their own self-awareness self-assessment.

#### Group Reflection

- Ask participants: “Why do you think self-awareness is important to your personal and professional lives?” (**Slide 20**) (**p. 5**)

### Notes

## 5 – Explore and Discover Activity 2: Practicing Presence

Outcome	Time	Materials
Participants will clarify and deepen their understandings of self-awareness.	30 minutes	Slides 21–24 Playbook pp. 6–8

### Strategies

#### *Outcomes*

- Share the outcomes for this portion of the agenda (see above) (**Slide 21**).

#### *Individual Reading & Reflection*

- Share the purpose and directions for Activity 2: Practicing Presence (**Slide 22**).
- Give everyone 5 minutes to read the *Practicing Presence* excerpt in their playbooks (**p. 6**).
- Have participants answer the questions in their playbooks (**pp. 6–7**).

#### *Small Group Discussion*

- Break participants into small groups. Have individuals share their responses to the questions, especially the questions about oneself (**Slide 23**) (**p. 8**).
- Invite participants to take notes in their playbooks during small group discussion to share later with the large group (**p. 8**).

#### *Whole-Group Discussion*

- Facilitate a whole-group share-out around these questions and what was discussed in the breakout groups (**Slide 24**). Invite participants to take notes in their playbooks during whole-group discussion (**p. 8**).

### Notes

## 6 – Organize and Integrate Activity: Reflection and Most Important Point

Outcome	Time	Materials
Participants will reflect on the definition and benefits of self-awareness, and on how they will use their insights from today to increase their self-awareness skills.	30 minutes	Slides 25–28 Playbook pp. 4, 9-10

### Strategies

#### *Outcomes*

- Share the outcomes for this final activity (see above) (**Slide 25**).

#### *Individual Reflection*

- Ask participants to review their definitions and benefits of self-awareness (**Slide 26**) (**p. 4**).
- Then ask them to think about any changes they would make to their previous definition now that they've been through this lesson. Have them write their reflection in their playbook (**p. 9**).
- Share the purpose of the Most Important Point protocol (**Slide 27**).
- Ask participants to write in their playbooks 1–2 key points from today's session that they wish to remember (**p. 9**).

#### *Small Group Engagement*

- Break participants into small groups. Have individuals share their most important point from today's learning (**Slide 27**).
- In small groups, have participants share how they will use what they learned to promote their personal and professional self-awareness practices.

### Notes

# Module 2: Self-Management

In this session, participants will increase a) their understanding of adult self-management; b) their ability to use self-management at work, at home, and away from home; and c) their ability to recognize opportunities to demonstrate and model their own self-management skills.

## Overview

Topic	Time	PowerPoint	Playbook
<a href="#">1 – Activating Activity: Mindfulness</a>	5 minutes	Slides 3–6	Pages 11–12
<a href="#">2 – Session Overview</a>	10 minutes	Slides 7–11	Page 11
<a href="#">3 – Review and Reflection Activity: Review Self-Awareness and Define Self-Management</a>	15 minutes	Slides 12–16	Pages 13–14
<a href="#">4 – Explore and Discover Activity 1: Case Scenario</a>	40 minutes	Slides 17–20	Pages 15–17, 42–44
<a href="#">5 – Explore and Discover Activity 2: Self-Regulation Strategies</a>	20 minutes	Slides 21–23	Pages 18–19
<a href="#">6 – Organize and Integrate Activity: Reflection on the Definition and Benefits of Self-Management</a>	10 minutes	Slides 24–26	Pages 13, 20
<a href="#">7 – Closing Activity: Self-Management Reflection</a>	10 minutes	Slides 27–28	Page 21

## 1 – Activating Activity: Mindfulness

Outcome	Time	Materials
Participants will practice a self-management strategy.	10 minutes	Slides 3–6 Playbook pp. 11–12 <a href="#">Pure Edge Website Video Library for Adults</a> (click on “Adult” button)

## Strategies

### Outcomes

- Share outcomes for this first activity (see above) (**Slide 3**).

### Activating Activity: Mindfulness

- Orient participants to their playbook (**p. 11**) (**Slide 4**).

- Share the purpose of the activity: To practice their self-management skills (**Slide 5**).
- Share the directions (**Slide 5**).
- Give participants time to try the practice.
- Have them reflect on its impact in their playbook (**p. 11**).
- Have them select one they would like to try in the future and note it in their playbook (**p. 12**).

*Large Group Debrief*

- Ask participants to reflect in writing on the following questions in their playbook (**Slide 6**) (**p. 12**): How could a breathing exercise help them? How could a breathing exercise help their staff?

**Notes**

## 2 – Session Overview

Outcome	Time	Materials
Participants will understand the purpose and outcomes of the session.	5 minutes	Slides 7-11 Playbook p. 11

### Outcomes

- Share the outcomes for this portion of the session (see above) (**Slide 7**).

### Strategies

#### Overview

- Present norms and the rationale behind their use (**Slide 8**).
- Ask for a show of hands to demonstrate the group’s agreement to follow the norms. (If the session is virtual, invite participants to use the “thumbs-up” reaction icon on the screen.)
- Provide an overview of the goal of the five modules: to increase the capacity of educators in all five SEL Competencies (**Slide 9**).
- Share the session learning outcomes (**Slide 10**).
- Review the agenda for the session (**Slide 11**) (**p. 11**).

### Notes

### 3 – Review and Reflection Activity: Review Self-Awareness and Define Self-Management

Outcome	Time	Materials
Participants will test their definition of self-management and why it is important.	15 minutes	Slides 12–16 Playbook pp. 13–14, 48

#### *Outcomes*

- Share the outcomes for this portion of the session (see above) (**Slide 12**).

#### **Strategies**

##### *Review of Self-Awareness*

- Ask participants to review their definition of self-awareness in their playbook (**p. 4**) (**Slide 13**).
- Ask participants for some of their takeaways from the previous module. Have them use the provided prompts in their playbook (**p. 13**) to get started.

##### *Reflection on Self-Management*

- Ask participants to define self-management, share why it is important to them, and make a connection to equity in their playbook (**p. 14**).
- Ask for a volunteer to read aloud the definition of self-management (**Slide 15**).
- Give participants time to complete the Personal SEL Reflection tool around self-management (**Slide 16**) (**p. 48**).

#### **Notes**



## 4 – Explore and Discover Activity 1: Case Scenario

Outcome	Time	Materials
Participants will clarify and deepen their understanding of self-management, including identifying strategies, equity issues, perspective-taking, and action to impact change.	40 minutes	Slides 17–20 Playbook pp. 15-17, 42–44

### Outcomes

- Share the outcomes for this first activity (see above) (**Slide 17**).

### Strategies

- Review the instructions for the activity (**Slide 18**). Ask if there are any questions before participants start.
- Allow participants time to review part one of the case scenario (**pp. 15, 42–44**).
- After participants review the case scenario, share the discussion questions (**Slide 19**) (**p. 16**).
- Divide participants into small groups to discuss the questions.
- Call everyone back together to debrief as a whole group (**Slide 20**) (**p. 17**).

### Notes

## 5 – Explore and Discover Activity 2: Self-Regulation Strategies

Outcome	Time	Materials
Participant will identify ways to self-manage.	20 minutes	Slides 21–23 Playbook p. 18–19 Article: <a href="#">SEL for Adults: Self-Awareness and Self-Management   Greater Good In Education (berkeley.edu)</a>

### Outcomes

- Share outcome for this second activity (see above) (**Slide 21**).

### Strategies

- Ask participants to read the article (**Slide 22**).
- Have them make note of skills that resonate with them in their playbook (**p. 18**).
- Ask them to denote one or two strategies they are willing to try in the next couple of weeks (**p. 19**).
- Have them share their choice with a partner and check in with each other to see how they are doing (**Slide 23**)

### Notes

## 6 – Organize and Integrate Activity: Reflection on the Definition and Benefits of Self-Management

Outcome	Time	Materials
Participants will reflect on the definition and benefits of self-awareness, and on how they will use their insights from today to increase their self-management skills.	10 minutes	Slides 24–26 Playbook pp. 14, 20 Chart paper (if virtual, Jamboard)

### Outcomes

- Share outcomes for this portion of the session (see above) (**Slide 24**).

### Strategies

- Ask participants to revisit their initial definition for self-management and its benefits in their playbook (**p. 14**).
- Have them reflect on any changes they would make to their previous definition.
- Have them explain why they would make those changes in their playbook (**p. 20**).
- Ask participants to share how they will use what they learned today in their own practice.
- Chart participants answers (if virtual use a Jamboard)

### Notes

## 7 – Closing Activity: Self-Management Reflection

Outcome	Time	Materials
Reflect on self-management learning.	10 minutes	Slides 27–28 Playbook p. 21 Tool: <a href="#">Safe Alaskans Reflection Tool</a>

### Outcome

- Share the outcome for this final reflection (see above) (**Slide 27**).

### Strategies

- Introduce participants to the [Center for Safe Alaskans SEL Reflection tool](#).
- Ask participants to answer the questions in their playbook (**p. 21**).

### Notes

# Module 3: Social Awareness

In this session, participants will increase a) their understanding of adult social awareness; b) their skills in perspective-taking and empathic listening; c) and their ability design a short professional learning segment about Social Awareness.

## Overview

Topic	Time	PowerPoint	Playbook
<a href="#">1 – Activating Activity: Help Wanted Ad</a>	10 minutes	Slides 3–5	Page 22
<a href="#">2 – Session Overview</a>	10 minutes	Slides 6–10	Page 22
<a href="#">3 – Explore and Discover Activity 1: Save the Last Word for Me</a>	30 minutes	Slides 11–16	Pages 23–24
<a href="#">4 – Explore and Discover Activity 2: Case Scenario</a>	40 minutes	Slides 17–22	Pages 25–27, 42–46, 49
<a href="#">5 – Organize and Integrate Activity: Most Important Point</a>	30 minutes	Slides 23–26	Page 28

## 1 – Activating Activity: Help Wanted Ad

Outcome	Time	Materials
Participants will increase their understanding of Social Awareness and how it relates to the Self-Awareness and Self-Management competencies.	10 minutes	Slides 3–5 Playbook p. 22 Chart paper Markers (if virtual, Jamboard)

### Outcomes

- Share the outcomes for this portion of the session (see above) (**Slide 3**).

### Strategies

- Orient the participants to their playbook (**Slide 4**).
- Introduce this section in the playbook (**p. 22**).
- Share the purpose of the activity: This strategy is designed to spark conversation about a topic, establish readiness for further exploration, and create a vehicle for recalling or summarizing essential information (**Slide 5**).
- Ask individuals to take 3 minutes to jot down 2–3 skills for both self-awareness and self-management in their playbook (**p. 22**).
- After 3 minutes, bring the group back together to provide the next set of directions for pairs. If meeting virtually, put pairs in breakout rooms to use Jamboard. Otherwise, provide each

pair with chart paper and markers. Ask if anyone has any questions before inviting pairs to begin.

- If time allows, ask pairs to share their Help Wanted Ads. If in-person, post chart paper on the wall. Then have individuals walk around the room and look for patterns and trends. Ask individuals to share what they observed.

## Notes



## 2 – Session Overview

Outcome	Time	Materials
Participants will understand the purpose and outcomes of the session.	10 minutes	Slides 6–10 Playbook p. 22

### Outcomes

- Share the outcomes for this portion of the session (see above) (**Slide 6**).

### Strategies

- Present norms and the rationale behind their use (**Slide 7**). Ask participants if there are any norms they do not understand or norms they would like to add.
- Ask for a show of hands to demonstrate the group’s agreement to follow the norms. (If the session is virtual, invite participants to use the “thumbs-up” reaction icon on the screen.)
- Provide overview of session goal, learning outcomes, and agenda (**Slides 8–10**). Agenda is in the playbook (**p. 22**).
- Explain how the session is organized when sharing the agenda (**Slide 10**).

### Notes

### 3 – Explore and Discover Activity 1: Save the Last Word for Me

Outcomes	Time	Materials
Participants will clarify and deepen their understanding of social awareness. Participants will deepen their perspective taking and empathic listening skills.	30 minutes	Slides 11–16 Playbook pp. 23–24 <a href="#">Social Awareness: What is it and Why is it Important?</a> Highlighters

#### *Outcomes*

- Share the outcomes for this portion of the session (see above) (**Slide 11**).

#### **Strategies**

##### *Individual Reflection Time*

- Ask participants to write their definition of social awareness and why it is so important in their playbooks (**p. 23**) (**Slide 12**). Then show the CASEL definition of social awareness (**Slide 13**). Elaborate on the key concepts in the definition.

##### *Small Group Engagement*


- Review the purpose of the Save the Last Word for Me protocol (**Slide 14**).
- Introduce the article: [Social Awareness: What is it and Why is it Important?](#) (If in person, you may wish to have copies of the article ready to distribute).
- Give directions to participants before putting them into small groups of three to four people (if session is virtual, create breakout rooms). Encourage participants to identify a timekeeper. (**Slide 14**) (**p. 23**)
- Let participants know they will have 15 minutes in their small groups. Not everyone may get to share a phrase; all will have a chance to share their thoughts about the article.
- Give participants a 1-minute warning before they return to the large group.

##### *Whole-Group Reflection*

- Ask participants to go review their definition and benefits of social awareness in their playbooks (**p. 23**) (**Slide 16**). Give them time to make changes as they see fit based on what they learned during Save the Last Word for Me.
- Then ask them to think about the changes they made and why they made them. Have them write their reflection in their playbook (**p. 24**).
- If there is time, ask individuals to share what they learned from this activity.
- Next ask participants to think about and share either aloud or in the chat (if virtual): How was Save the Last Word for Me a useful protocol for building perspective taking and listening skills? (Point out that these are two key social awareness behaviors.)
- Finally, ask them to respond to how they might use Last Word protocol in the future (**p. 24**).



## Notes

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## 4 – Explore and Discover Activity 2: Case Scenario

Outcomes	Time	Materials
Participants will clarify and deepen their understanding of Social Awareness.	40 minutes	Slides 17–22 Playbook pp. 25–27, 42–46, 49

### *Outcomes*

- Share the outcomes for this portion of the session (see above) (**Slide 17**).

### **Strategies**

#### *Individual Reflection Time*

- Ask participants to read the Personal SEL Reflection social awareness self-assessment in their playbooks (**p. 49**). Explain that this describes the behaviors exhibited when demonstrating social awareness.
- Ask participants to take 10 minutes to individually review the case scenario about River Run Middle School in their playbooks (**pp. 42–46**) (**Slide 19**), paying special attention to the adult SEL skills. (If individuals have read the first part of the case, they can skim it and move to Part 2.)
- Have them reflect on the questions on **Slide 20** and use the case scenario table in their playbooks (**pp. 25–27**) to list examples and non-examples from the scenario of social awareness.

#### *Small Group Engagement*

- Share the questions for the small group breakout on **Slide 20**. Let participants know you will give them a 1-minute warning before being called back to the whole group.

#### *Whole-Group Reflection*

- Ask for a few table groups to share out some of their insights.

#### *Self-Assessment*

- Review directions on **Slide 21**.
- Ask participants to go back to the portion of the SEL social awareness table (**p. 49**) and rate themselves using the scale Very Difficult, Difficult, Easy, Very Easy (**Slide 22**).
- Have them select one behavior to work on, set a goal for themselves, and describe what steps they will take to accomplish the goal in their playbooks (**p. 27**).
- Let them know that you will ask about their progress in the beginning of the next session.

## Notes

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## 5 – Organize and Integrate Activity: Most Important Point

Outcomes	Time	Materials
Participants will reflect on how they will use their insights from today to increase their social awareness skills.	30 minutes	Slides 23–26 Playbook p. 28

### *Outcomes*

- Share the outcomes for this portion of the session (see above) (**Slide 23**).

### **Strategies**

#### *Individual Reflection Time*

- Share the purpose of the Most Important Point protocol (**Slide 24**).
- Ask individual participants to follow the directions at the top of the slide. Explain to them that they will be sharing the points they identify with their colleagues in small groups.

#### *Small Group Engagement*

- Review the remaining directions (**Slide 24**) (**p. 28**).

#### *Optimistic Close*

- Ask people to think of a favorite song title that makes them think of the need for social awareness (**Slide 25**).
- If virtual, have folks share it in the chat. If in person, they can share it at their tables, or you can ask for a few volunteers to share.

### **Notes**

# Module 4: Responsible Decision-Making

In this session, participants will increase a) their understanding of adult Responsible Decision-Making and why it is important; b) their ability to reflect on their own practice and encourage others to do the same; c) and their ability to recognize opportunities to demonstrate and model their own skills.

## Overview

Topic	Time	PowerPoint	Playbook
<a href="#">1 – Activating Activity: Four Corners</a>	15 minutes	Slides 3–6	Pages 29–30
<a href="#">2 – Session Overview</a>	10 minutes	Slides 7–12	Page 29
<a href="#">3 – Reflection Activity: Definition and Benefits of Responsible Decision-Making</a>	10 minutes	Slides 13–16	Page 31, 49
<a href="#">4 – Explore and Discover Activity 1: Case Scenario</a>	30 minutes	Slides 17–21	Pages 32, 42–46
<a href="#">5– Organize and Integrate Activity: Reflection and Most Important Point</a>	30 minutes	Slides 22–25	Page 33

## 1 – Activating Activity: Four Corners

Outcome	Time	Materials
<b>Participants will increase their understanding of social awareness and responsible decision-making.</b>	15 minutes	Slides 3–6 Playbook pp. 29–30

### Outcomes

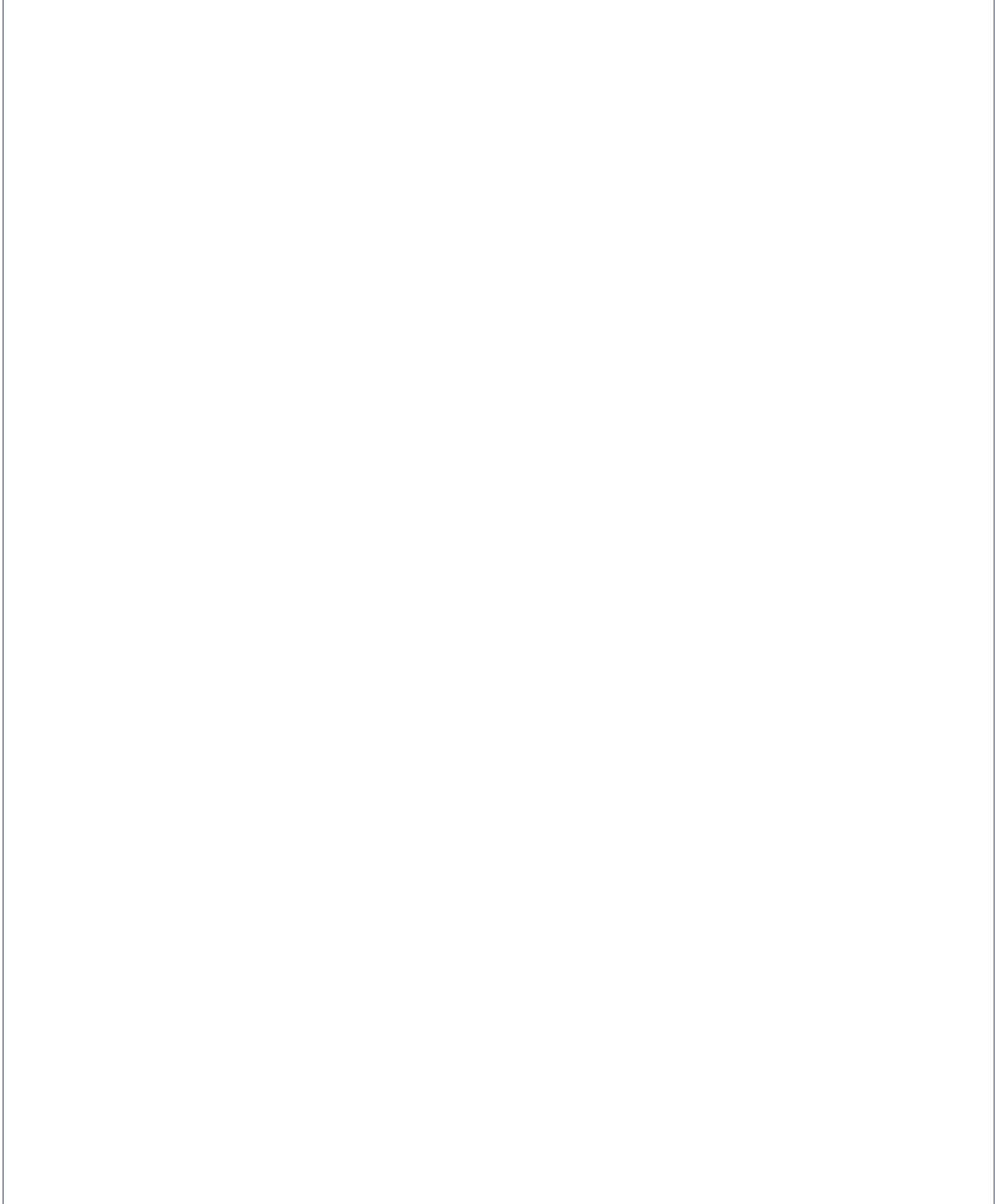
- Share the outcomes for this portion of the session (see above) (**Slide 7**).

### Strategies

- Orient the participants to their playbook (**Slide 4**).
- Share the purpose of the activity (**Slide 5**) (p. 29).
- Set up four corners of the room (or breakout rooms if virtual) labeled: spring, summer, winter, and fall.
- Ask participants to go to the corner or breakout room of their choice after giving them the following instructions (**Slide 5**):
  - Each group should select a spokesperson.
  - In each group, participants will discuss why their selected season is the best one.

- Participants will have 10 minutes for this activity.
- Have everyone come back to the large group to plead their case in 30 seconds or less (**Slide 6) (p. 30)**).

### Notes



## 2 – Session Overview

Outcome	Time	Materials
Participants will understand the purpose and outcomes of the session.	10 minutes	Slides 7–12 Playbook p. 29

### Outcomes

- Share the outcomes for this portion of the session (see above) (**Slide 7**).

### Strategies

- Present norms and the rationale behind their use (**Slide 8**). Ask participants if there are any norms they do not understand or norms they would like to add.
- Ask for a show of hands to demonstrate the group’s agreement to follow the norms. (If the session is virtual, invite participants to use the “thumbs-up” reaction icon on the screen.)
- Provide overview of session goal, learning outcomes, and agenda (**Slides 9–11**). When talking about the agenda, share the structure of the activities.
- Ask participants to go back to **page 26** of their playbook and review their goal and the progress they have made toward achieving their goal (**Slide 12**). Ask for volunteers to share their reflections on the progress they have made toward their goal to increase their social awareness skills.

### Notes

### 3 – Reflection Activity: Definition and Benefits of Responsible Decision-Making

Outcome	Time	Materials
Participants will test their definition of responsible decision-making and why it is important.	10 minutes	Slides 13–16 Playbook p. 31, 49

#### Outcomes

- Share the outcomes for this portion of the session (see above) (**Slide 13**).

#### Strategies

- Ask participants to write in their playbooks (**p. 31**) their definitions of responsible decision-making, why it is so important, and ideas of ways equity and perspective-taking fit with responsible decision-making (**Slide 14**).
- Then, show them the definition (**Slide 15**). Ask for a volunteer to read it. Elaborate on the key concepts within the definition.
- Ask participants to rate on a scale of 1–5 (1=not at all close, 5=very close/exact) how close they got to the definition (**p. 31**) (**Slide 15**).
- Ask if anyone has any immediate thoughts or reactions to the stated definition versus what they wrote.
- Give participants about 7 minutes to complete the responsible decision-making skills self-assessment (**Slide 16**) (**p. 49**).

#### Notes



## 4 – Explore and Discover Activity: Case Scenario

Outcome	Time	Materials
Participants will clarify and deepen their understanding of responsible decision-making.	30 minutes	Slides 17-21 Playbook pp. 32, 42-46

### *Outcomes*

- Share the outcomes for this portion of the session (see above) (**Slide 17**).

### **Strategies**

#### ***Individual Reflection***

- Share the purpose for revisiting case scenario (**Slide 18**).
- Share the directions for revisiting the case scenario, focusing on Part 2 (**pp. 42-46**).
- Ask participants to take 10 minutes to individually read the case scenario about River Run Middle School, paying attention to the adult SEL skills. If individuals have read the first part of the case, they can skim it and move to Part 2. As they read, they should use the table to list examples and non-examples of responsible decision-making behaviors (**Slide 15**).

#### ***Small Group Engagement***

- Go over the directions outlined on **Slide 20 (p. 32)**. Let participants know you will give them a 1-minute warning before calling them back to the whole group.

#### ***Large Group Discussion***

- Ask for volunteers from a few of the groups to share insights, and to respond to the whole-group debrief questions (**Slide 21**).

### **Notes**

## 5 – Organize and Integrate Activity: Reflection and Most Important Point

Outcome	Time	Materials
Participants will reflect on how to use their insights from today to integrate responsible decision-making skills into their practice.	30 minutes	Slides 22–24 Playbook p. 33

### *Outcomes*

- Share the outcomes for this final activity (see above) (**Slide 22**).

### **Strategies**

#### *Individual Reflection*

- Share the purpose and directions for the next activity (**Slide 23**). Ask participants to respond to the guiding questions in their playbook (**p. 33**).

#### *Small Group Discussion*

- In small groups, individuals share an “Aha!” moment from today, and any other reflections they feel comfortable talking about.

### **Notes**

# Module 5: Relationship Skills

## Overview

Topic	Time	PowerPoint	Playbook
<a href="#">1 – Welcoming/Inclusion Activity: Choose Your Own Adventure</a>	15 minutes	Slides 3–5	Page 34
<a href="#">2 – Session Overview</a>	10 minutes	Slides 6–11	Page 34
<a href="#">3 – Explore and Discover Activity 1: Definition and Benefits of Relationship Skills</a>	30 minutes	Slides 12–19	Pages 35–37
<a href="#">4 – Explore and Discover Activity 2: Case Scenario</a>	30 minutes	Slides 20–23	Pages 38–40
<a href="#">5 – Organize and Integrate Activity: Most Important Point</a>	20 minutes	Slides 24–26	Page 41

## 1 – Welcoming/Inclusion Activity: Choose Your Own Adventure

Outcome	Time	Materials
Participants will increase their understanding of responsible decision-making and relationship skills.	10 minutes	Slides 3–5 Playbook p. 34

### Outcomes

- Share the outcomes for this portion of the session (see above) (**Slide 3**).

### Strategies

- Orient participants to their playbook (**Slide 4**).
- Share the purpose of this CASEL Three Signature Strategies activity (**Slide 5**) (**p. 34**).
- Set up five favorites\* tables (or breakout rooms if virtual):
  - Favorite Tradition
  - Favorite Comfort Food
  - Favorite Gift Given
  - Favorite Gift Received
  - Favorite Vacation

- Ask participants to go to the table or breakout room of their choice after giving them the following instructions (**Slide 5**) (**p. 34**):
  - Each group should select a spokesperson.
  - In each group, participants should share a story of their “favorite.”
  - Participants will have 8 minutes for the activity.
- Once back in the large group, each spokesperson will have 1 minute to share highlights from the group discussion.

*\* You can add or delete the number of favorite groups depending on how many people will be participating.*

### Notes

## 2 – Session Overview

Outcome	Time	Materials
Participants will understand the purpose and outcomes of the session.	10 minutes	Slides 6–11 Playbook p. 34

### Outcomes

- Share the outcomes for this session (see above) (**Slide 6**).

### Strategies

- Provide an overview of CASEL competencies (**Slide 7**).
- Present norms and the rationale behind their use (**Slide 8**). Ask participants if there are any norms they do not understand or norms they would like to add.
- Ask for a show of hands to demonstrate the group’s agreement to follow the norms. (If the session is virtual, invite participants to use the “thumbs-up” reaction icon on the screen.)
- Share session goal, learning outcomes, and agenda (**Slides 9–11**) (**p. 34**). Share structure of the activities for this session.

### Notes

### 3 – Explore and Discover Activity 1: Definition and Benefits of Relationship Skills

Outcome	Time	Materials
Participants will review and reflect on various definitions of relationship skills from trusted resources.	30 minutes	Slides 12–19 Playbook pp. 35–37, 50

#### *Outcomes*

- Share the outcomes for this portion of the session (see above) (**Slide 12**).

#### **Strategies**

##### *Individual Reflection*

- Share the purpose and directions for the first activity: Definition and Benefits of Relationship Skill (**Slides 13–14**).
- Show participants the three example definitions of relationship skills (**Slide 14**). Give participants 2–3 minutes to write their initial thoughts on the definitions, responding to the prompts in their playbooks (**p. 35**) (**Slide 15**).

##### *Small Group Discussion*

- Place participants in small groups of 3–4 to discuss collectively for 10 minutes. Remind them to select a spokesperson.
  - Does the definition allow for lived experiences?
  - Is there anything missing?
  - Does the definition include transactional-only relationships or true collaborative relationships?
  - Is the definition easy to understand? To learn and share with others?
  - What do you like about it? What is lacking?

##### *Whole-Group Discussion*

- Ask spokespeople to highlight 2–3 key takeaways from their group discussion (**Slide 16**).

##### *Self-Assessment*

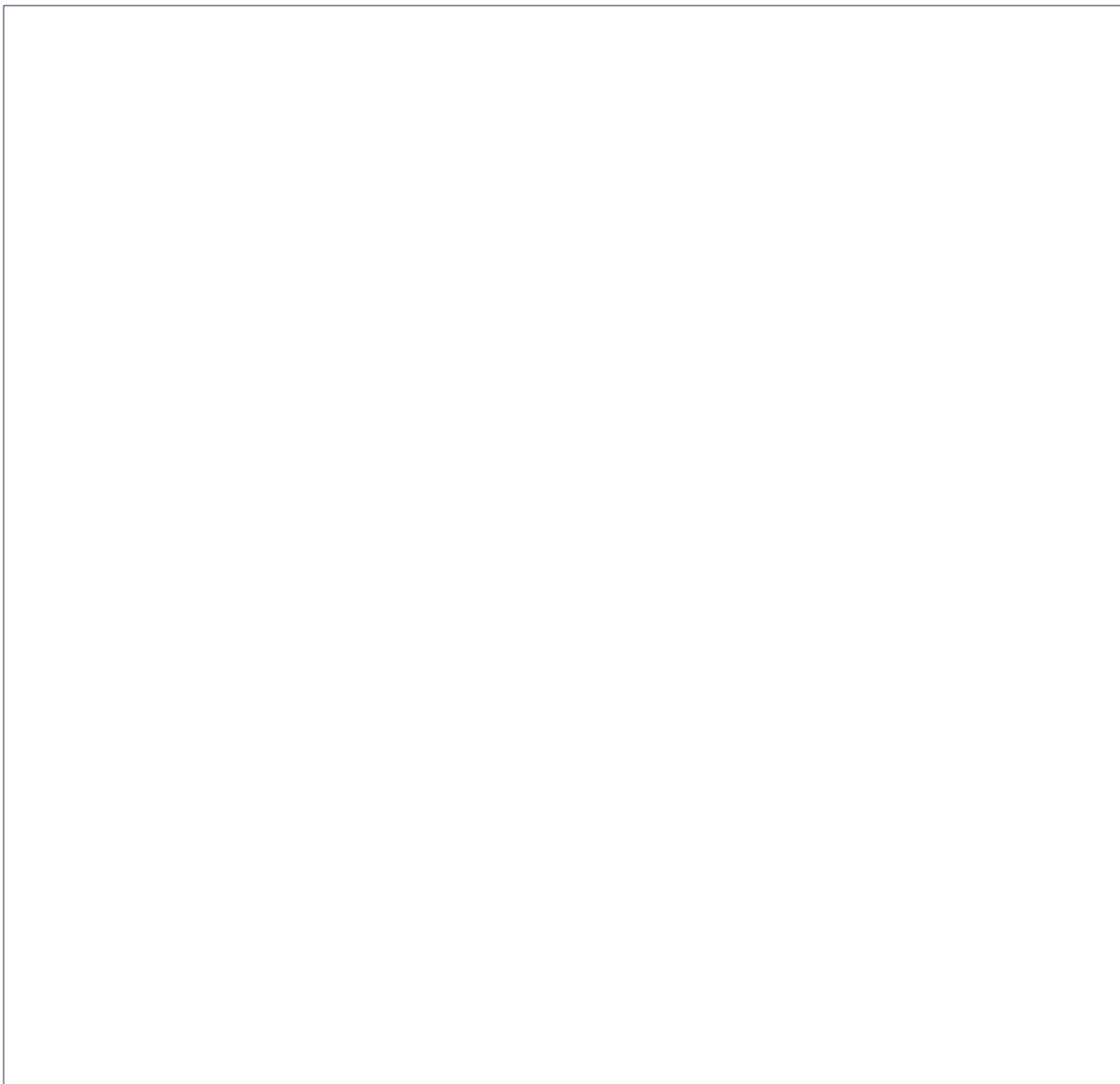
- Orient participants to the Personal SEL Reflection tool around relationship skills (**Slide 17**) (**p. 50**).
- Provide participants with instructions. Give them 5 minutes to complete their own self-assessment around relationship skills (**Slide 17**) (**p. 50**).

##### *Small Group Discussion*

- Give participants 5 minutes to reflect on the questions in their playbooks (**p. 37**) regarding their responses to the self-assessment. Then in small groups, have them share responses.

- What surprised you as you did the self-assessment?
- What is significant about relationship skills?
- How does equity influence your relationship skills?
- Pick one that you will intentionally work on this week.
- Ask a few volunteers to share their responses to the following questions (**Slide 19**).
  - What surprised you as you did your own relationship skills reflection?
  - What is the significance of relationship skills?
  - How does equity influence your relationship skills?

## Notes



## 4 – Explore and Discover Activity 2: Case Scenario

Outcome	Time	Materials
Participants will clarify and deepen their understanding of relationship skills.	30 minutes	Slides 20–23 Playbook pp. 38–40, 42–46

- Share the outcomes for this session (see above) (**Slide 20**).

### Strategies

#### *Individual Reflection*

- Share the purpose of this activity (**Slide 21**).
- Revisit the case scenario (**Slide 21**) (**pp. 42–46**).
- Ask participants to take 5 minutes to review the scenario and consider the similarities of behavior between those of characters in the scenario and behaviors of staff in their building/district. As they review, ask them to reflect on the following questions (**p. 38**).
  - How might staff in the scenario have “changed the script” to exhibit more effective SEL behaviors or policies? For example, the physical education (PE) teacher could change the PE dress code and her response to Sarafina’s head scarf.
  - Select two practices in the scenario and compare them to what happens in your school. Share a positive example.
  - How are the effective relationship skills in the scenario like practices by staff in your school/district?
  - What are some non-examples of practices found in the case scenario that are also observed in your school/district? What actions could be taken to change the script?

#### *Small Group Discussion*

- Review the instructions (**Slide 22**) (**p. 39**). Let participants know you will give them a 1-minute warning before being called back to the whole group.

#### *Large Group Discussion*

- Ask for a few volunteers to share their own or their group’s key takeaways from their analysis of the case.

### Notes



## 5 – Organize and Integrate Activity: Most Important Point

Outcome	Time	Materials
Participants will reflect on how they will use their insights from today to increase their relationship skills.	20 minutes	Slides 24-26 Playbook p. 41

### *Outcomes*

- Share the outcomes for this final reflection activity (see above) (**Slide 24**).

### **Strategies**

#### *Individual Reflection*

- Share the purpose and instructions for this final reflection activity (**Slide 25**).
- Ask participants to respond to the final reflection prompts in their playbook (**p. 41**).
- Then ask them to think about any policy/practice changes that would help to better support adult relationship skills. Have them write their reflections in their playbooks (**p. 41**).

#### *Small Group Discussion*

- Ask participants to share their most important point from today’s learning (**Slide 26**).
- They should also share how they plan to support and strengthen their own relationship skills going forward.

### **Notes**



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*Photos are for illustrative purposes only. Any person depicted in the photos is a model. The contents of this document were developed under a grant from the U.S. Department of Education through the Office of Program and Grantee Support Services within the Office of Elementary and Secondary Education, by the Region 8 Comprehensive Center at ICF under Award #S283B190013. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.*