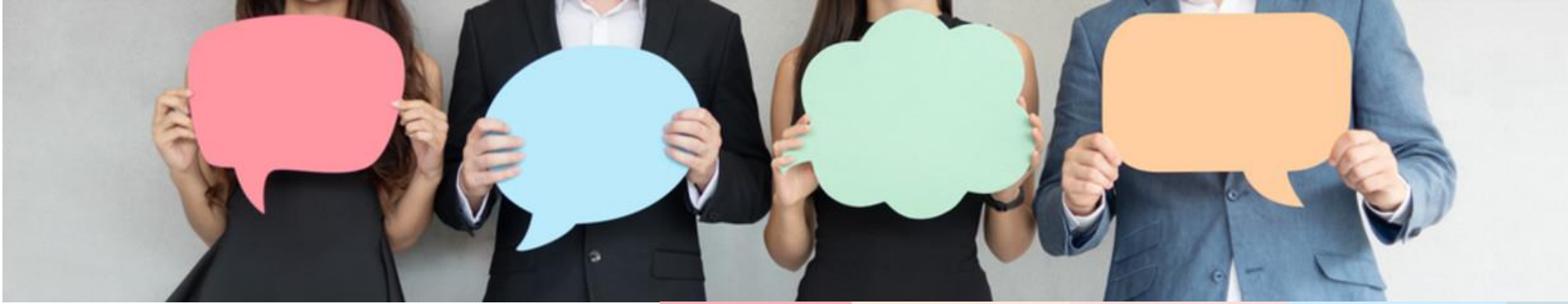# "Seed" Project for 2021/22

Building Character through Characters: Implementing Social and Emotional Learning in the English Language Classroom through Stories

Project code: NT1321
NET Section, CDI, EDB

What is Social and Emotional Learning (SEL)?

SEL is ...

The process through which

acquire the knowledge, skills and attitudes

apply them

all young people and adults

to develop healthy **identities**

to manage **emotions** and achieve personal and collective goals

to feel and show **empathy** for others

to establish and maintain supportive **relationships**

to make responsible and caring **decisions**

an **integral part** of education and human development

The 5 core competencies of SEL

- Self-awareness   to develop healthy **identities**

- Self-management   to manage **emotions** and achieve personal and collective goals

- Social awareness   to feel and show **empathy** for others

- Relationship skills   to establish and maintain supportive **relationships**

- Responsible decision-making   to make responsible and caring **decisions**

CASEL's SEL Framework

https://casel.org/sel-framework/

What are the SEL needs of our students?
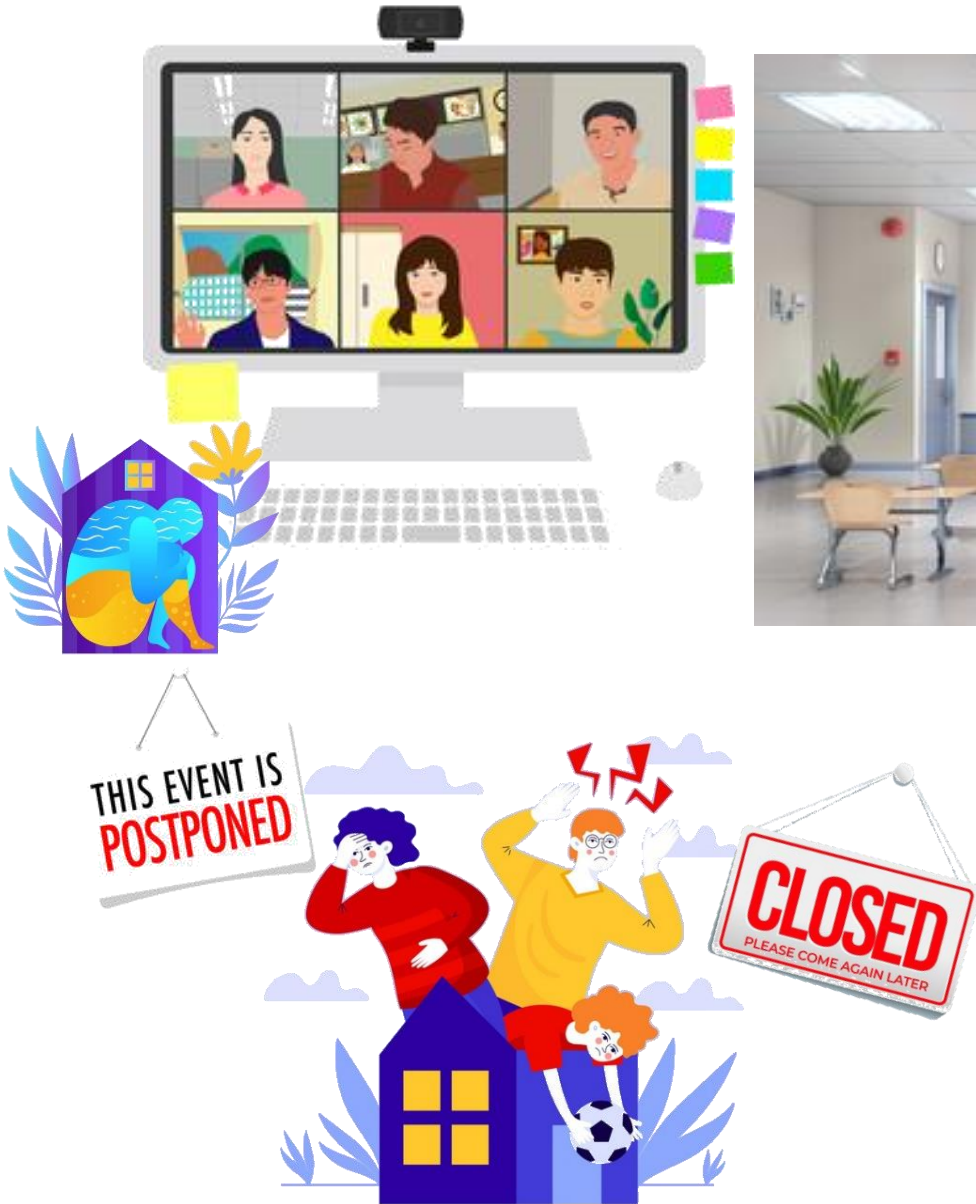
Why does SEL matter?

… A great deal of research over the last several decades has demonstrated the benefits of social and emotional skills, documenting **effects on positive academic**, interpersonal, and **mental health outcomes**.

Research shows that **classrooms function more effectively** and **students learning increases** when children have the skills to focus their attention, **manage negative emotions**, **navigate relationships** with peers and adults, and persist in the face of difficulty (e.g., Ladd, Birch & Buhs, 1999; Raver, 2002). Children who are able to effectively **manage their thinking, attention**, and behaviour are also **more likely to have better grades and higher standardised test scores** (Blair & Razza, 2007; Bull et al., 2008; Epsy et al., 2004; Howse, Lange et al., 2003; McClelland et al., 2007; Pointz et al., 2008), while those with strong social skills are more likely to make and **sustain friendships, initiate positive relationships with teachers, participate in classroom activities, and be positively engaged in learning** (Denham, 2006).

Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). Navigating SEL from the inside out. Harvard Graduate School of Education. https://www.wallacefoundation.org/knowledge-center/Documents/Navigating-Social-and-Emotional-Learning-from-the-Inside-Out.pdf

Why do we promote SEL?

OECD's Study on Social and Emotional Skills

Research shows that both cognitive, and social and emotional skills **improve life outcomes at a societal and an individual level**. Considerable information exists on the development of cognitive skills but is lacking for social and emotional skills.

There is a large body of empirical evidence about the importance of social and emotional skills for **successfully navigating one's life.**

Social and emotional skills not only **influence life outcomes directly** (for example, good social competence helps people successfully negotiate job interviews), but also their persistent and cumulative effects on other attributes, including cognitive skills.

http://www.oecd.org/education/ceri/social-emotional-skills-study/about/
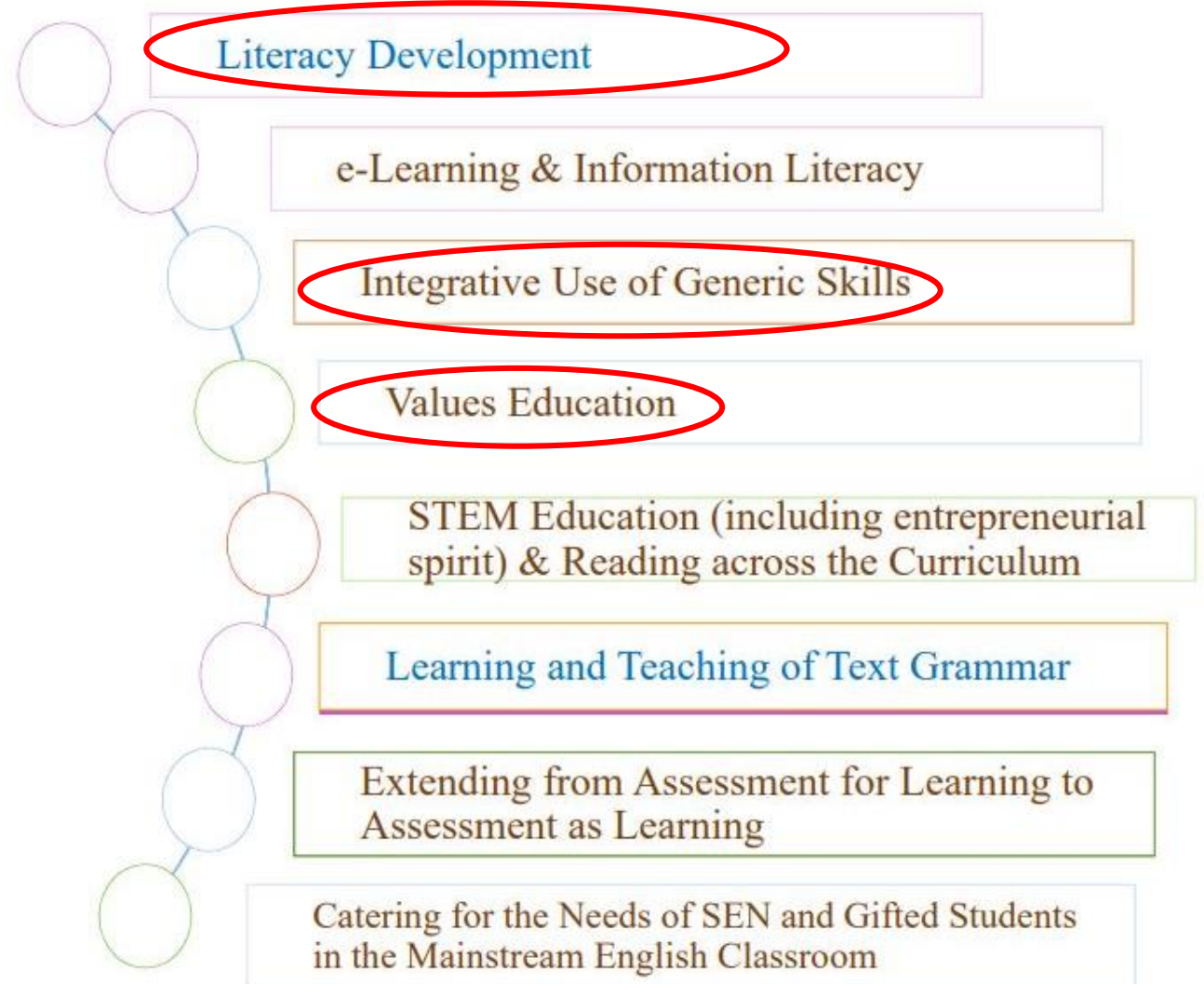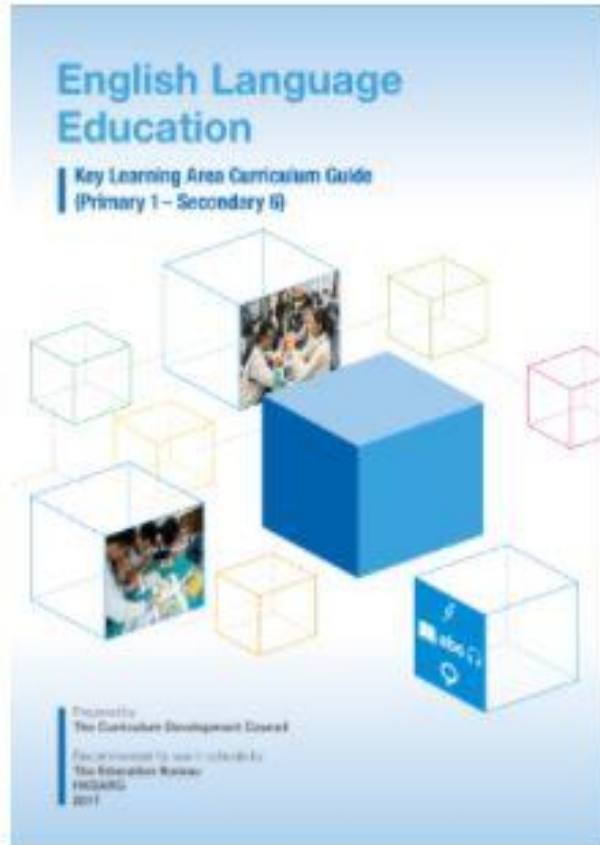
Objectives of the project

Story Characters

- explore different ways to **scaffold students' reading and responding to story characters** that are conducive to the development of the core competencies of SEL

- **design, conduct and review English learning activities based on fiction or real life stories** selected for students to develop positive values and apply SEL skills

- **identify suitable children literature** with characters that lend themselves to the discussion of attitudes, challenges and feelings in support of SEL

- engage participating teachers in **developing, using and reviewing strategies** for developing students' SEL skills (e.g. role plays, visualisation exercises, behavioural rehearsals)

- develop teachers' ability to **identify assessment goals and review strategies or tools** for assessing the SEL of students

We hope to find out …

- What pedagogical approaches and learning activities are effective in supporting students' SEL?

- How can SEL be implemented and promoted through using stories in the English language classroom?

- How can teachers be empowered to support SEL of students?
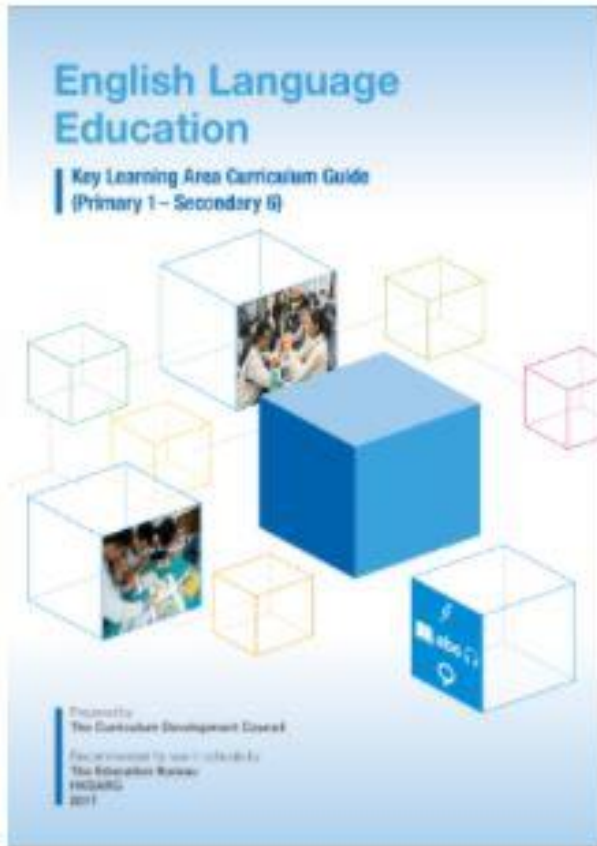
Alignment with the English Language Education curriculum

English Language Education

Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

Literacy Development

e-Learning & Information Literacy

Integrative Use of Generic Skills

Values Education

STEM Education (including entrepreneurial spirit) & Reading across the Curriculum

Learning and Teaching of Text Grammar

Extending from Assessment for Learning to Assessment as Learning

Catering for the Needs of SEN and Gifted Students in the Mainstream English Classroom

Alignment with the English Language Education curriculum

English Language Education
Key Learning Area Curriculum Guide
(Primary 1 – Secondary 6)

- Schools are encouraged to:

  promote the development of strategies, values and attitudes that are conducive to effective, self-directed, independent and lifelong learning (p.7);

  focus on strengthening values education through the use of a wide array of learning and teaching resources which provide contexts for students to explore a wealth of value-laden issues and stimuli for critical and imaginative responses (p.9)

- Among the learning objectives for ELEKLA, the language development strategies, literary competence development strategies and attitudes specific to language and literature learning are especially relevant to the development of the generic skills, and the personal and social values and attitudes broadly recognized and valued in all KLAs (p.26).

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

Why do we integrate SEL in English Language learning?

Self-awareness and Self-management
- Self-confidence and self-motivation are key predictors of students' language achievement.
- Integration of SEL skills like strength recognition and stress management support language learning.

Social awarenes
- Effective writing and speaking depends on writer's/speaker's ability to take the perspective of a reader/listener.
- Characters in literature represent different perspectives.
- Perspective taking is an essential skill in written/spoken communication.
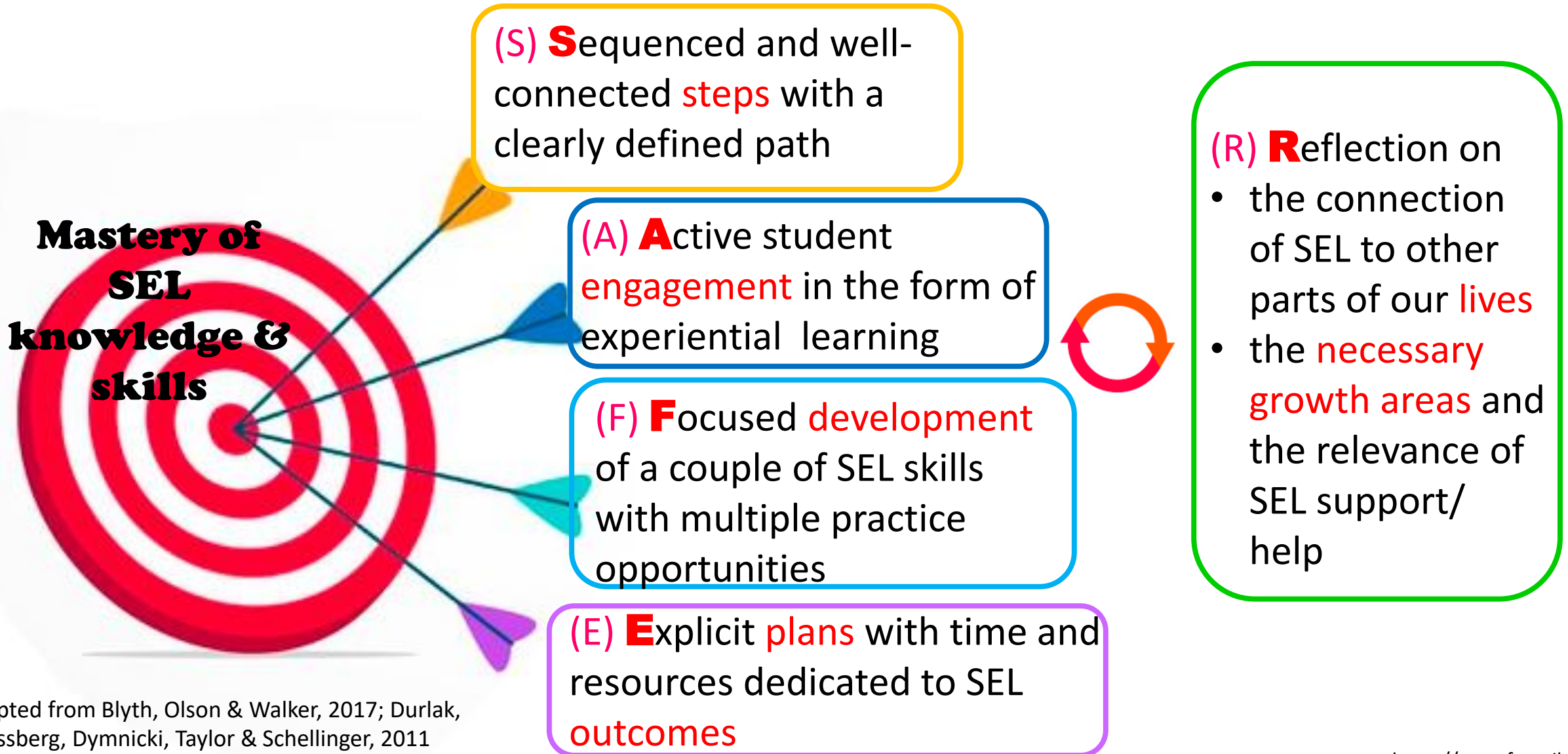
Relationship Skills
- Discussion tasks and language arts activities lend themselves readilly to the development speaking & listening skills as well as communication and teamwork skills.

Responsible Decision-making
- Task-based approach in ELE promotes experiential learning and authentic language use in real life where situations need to be analysed to identify problems before decisions are made on effective solutions.
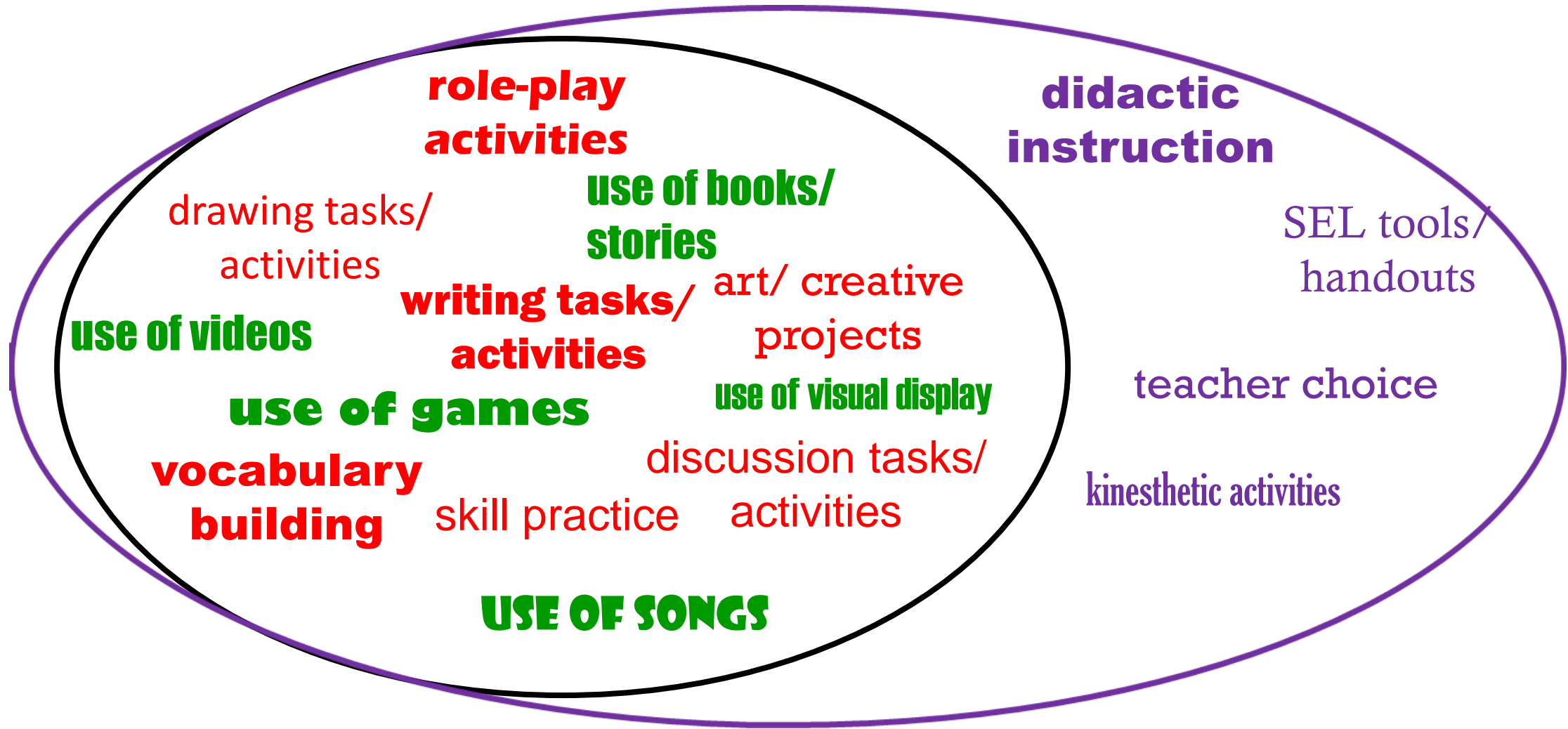
How do we promote SEL in the English Language classroom? (S.A.F.E.R. Model)

Mastery of SEL knowledge & skills

(S) **S**equenced and well-connected steps with a clearly defined path

(A) **A**ctive student engagement in the form of experiential learning

(F) **F**ocused development of a couple of SEL skills with multiple practice opportunities

(E) **E**xplicit plans with time and resources dedicated to SEL outcomes

(R) **R**eflection on
- the connection of SEL to other parts of our lives
- the necessary growth areas and the relevance of SEL support/ help

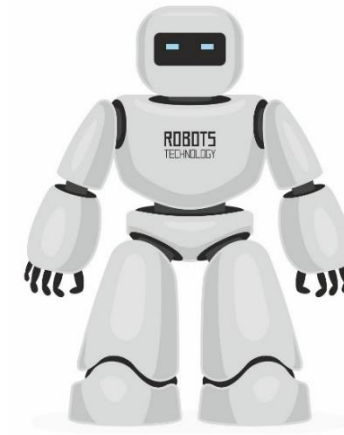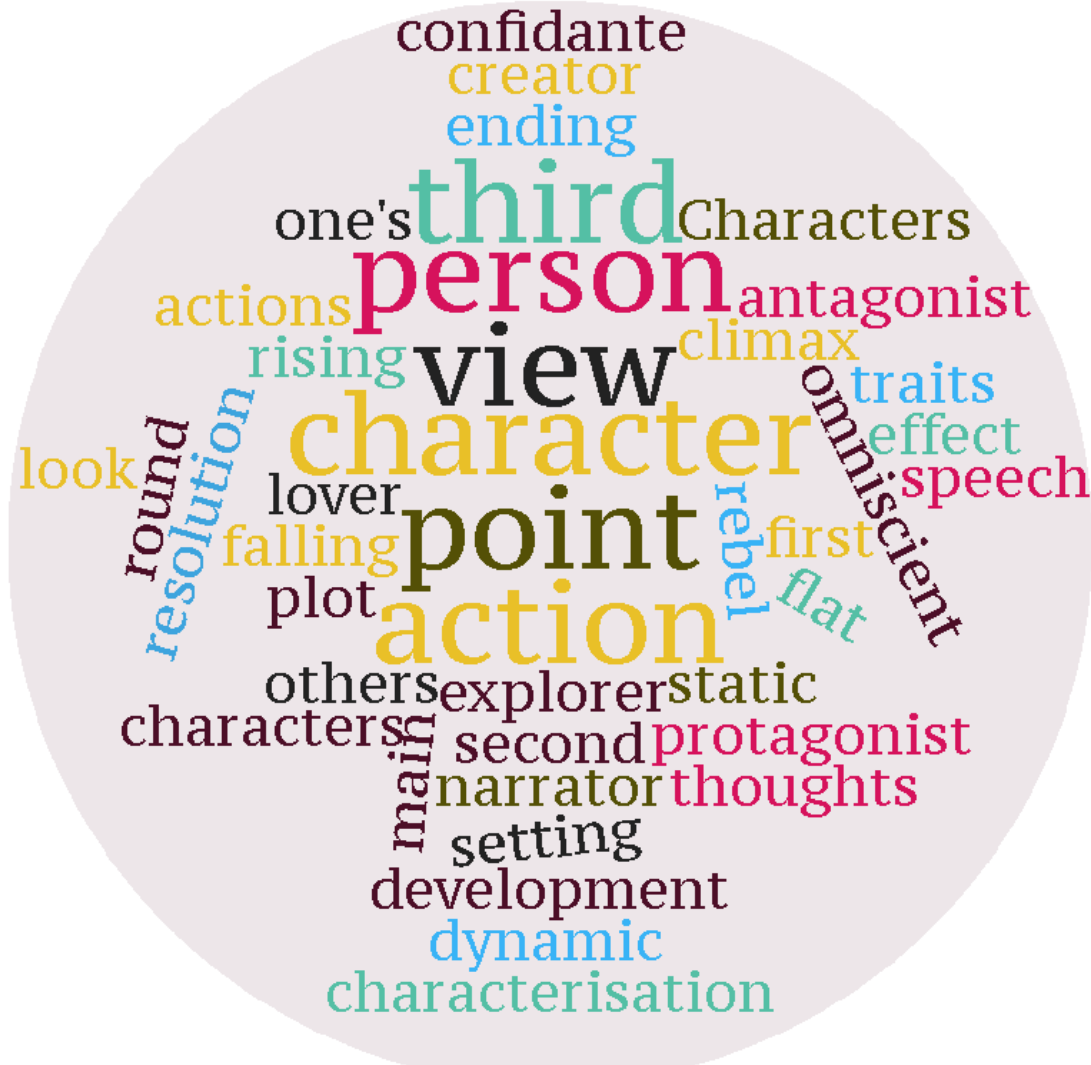Adapted from Blyth, Olson & Walker, 2017; Durlak, Weissberg, Dymnicki, Taylor & Schellinger, 2011

How do we promote SEL in the English Language classroom?
(Effective instructional practices for developing SEL skills)

role-play activities

didactic instruction

use of books/ stories

drawing tasks/ activities

SEL tools/ handouts

use of videos

writing tasks/ activities

art/ creative projects

use of games

use of visual display

teacher choice

vocabulary building

discussion tasks/ activities

skill practice

kinesthetic activities

USE OF SONGS

Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., Mclntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017).

How to build character through characters?

- Identifying teachable moments…

Focusing on character transformation ...

Find evidence in the story to show how the character changed in response to the problem.

At the beginning, the character was ...

At the end, the character was ...

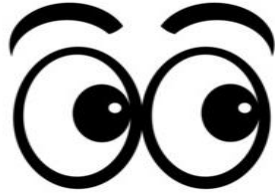How did the character change?

Why did the character change?

Crisis

Obstacle

Obstacle

Obstacle

Call to adventure

Call to adventure

Ordinary life

Treasure

Results / Return

New life / New understanding

Your take on the Hero's Journey

Example 1

Book title:
Square Eyes

Author:
Karen Tayleur

Seeing the TV at home and thinking about the favourite programme

Introducing relevant SEL tool

(The 3R's)

Reminder

Routine

Reward

Enjoying TV programmes without stopping

How to break the routine?

Strategy 1
- Plan a new routine
- Think of one that will give you the same reward

Strategy 2
- Make the routine difficult

Strategy 3
- Get help from someone

Everyday Decisions

40-45 % of everyday decisions are based on our habits

Relating character transformation to the SEL tool

How did Marcus apply the strategies to break his binge-watching habit?

change your habits → change your life

Adapted from Duhigg, C. (2014)

https://www.freepik.com/

Breaking My Bad Habit

Step 1: Write the 3 R's

The Habit Loop (The 3R's)

Something you see, you hear, you smell, you feel or think that reminds the brain to start the routine.

Reminder

Routine

Reward

The action that you take (the habit) when you are reminded.

The enjoyment you get

My bad habit to break:
(Describe or draw your bad habit.)

This month I will stop _____ .

(1) Reminder:
When I see _____ , /

When I hear _____ , /

When I smell _____ , /

When I think about _____ , /

When I feel _____ /

Adapted from Duhigg, C. (2014)

(2) Routine:
I start the routine (the bad habit) of _____

to get the **(3) Reward,** which is to enjoy _____

Step 2: Choose the strategies on the right side to break the Routine.

(1) When I see/ hear/ smell/ feel / think about

_____ ,

(2) I will use **Strategy 1**. I will change the routine (bad habit) .

I will not _____

_____ anymore.

My new routine is to

_____ .

The new routine will give me the same enjoyable reward.

OR

I will use **Strategy 2**. I will make the routine (bad habit) difficult for myself by _____

_____ .

(3) I will also use **Strategy 3** by getting help from _____

_____ becuase

_____ .

How to break the routine?

Strategy 1
- Plan a new routine
- Think of one that will give you the same reward

Strategy 2
- Make the routine difficult

Strategy 3
- Get help from someone

Step 3: Record your strategy use and celebrate the growth of self-discipline.

My daily tracker

MONDAY	TUESDAY	WEDNESDAY	WEDNESDAY	FRIDAY	SATURDAY	SUNDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	31		

My reward

https://www.freepik.com/
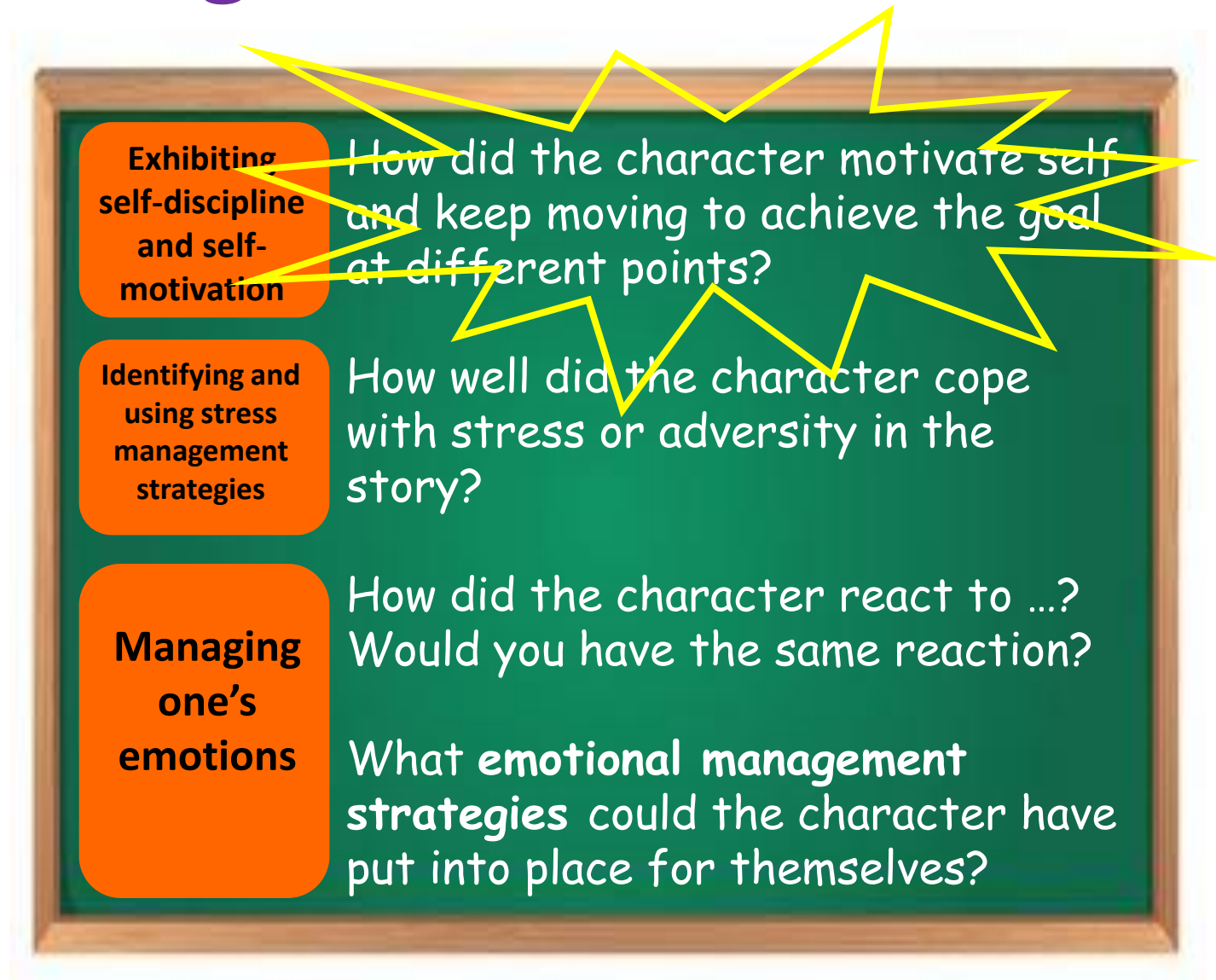
... to promote self-management.

Self-management

- the abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

- includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals

https://casel.org/sel-framework/

Exhibiting self-discipline and self-motivation

How did the character motivate self and keep moving to achieve the goal at different points?

Identifying and using stress management strategies

How well did the character cope with stress or adversity in the story?

Managing one's emotions

How did the character react to …? Would you have the same reaction?

What **emotional management strategies** could the character have put into place for themselves?

Focusing on points of view of the writer or the characters ...

The story was written from first person / second person / third person point of view.

The writer described the character as ...

Do you agree with the writer? Why?

When have you felt the same emotion as the character? /

How have you felt differently under the same situation experienced by the character?

Compare & Contrast

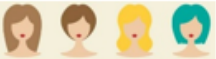How did the main character think about himself/ herself?

How did other characters think about the main character?

https://www.freepik.com/

Book title:
Elmer

Author:
David Mckee

Mirror, Mirror on the Wall

What I see in the mirror

1) Write in this mirror any thought about your look, your personality and your abilities. Put a tick ✓ next to the ones that you feel thankful for.
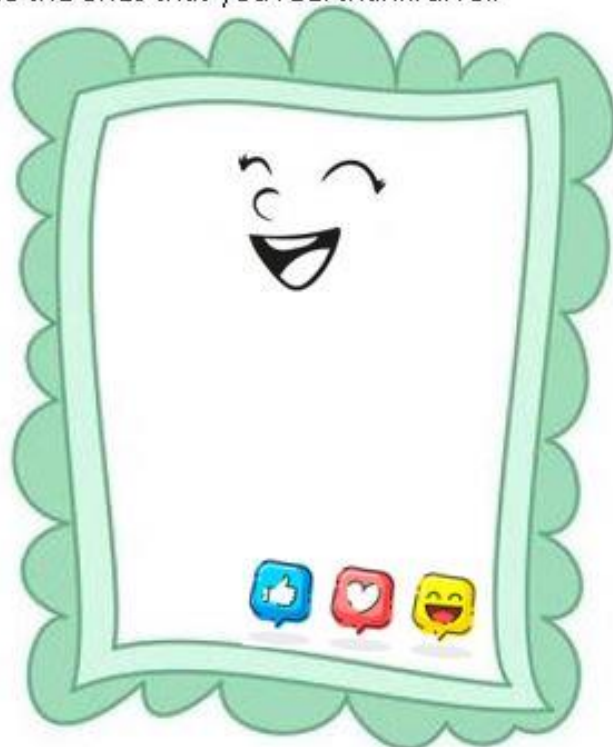
2) Is there anything about your look, personality and abilities that you find different to others? Add to the mirror. Do you like the differences.

Accepting Differences

Why you are SPECIAL

You are _____.
Did you know that?

You are nice, like when you

_____

_____.

My favourite thing about you is

_____

_____.

https://www.freepik.com/

Example 2

Compare & Contrast

How did the main character think about himself/ herself?

How did other characters think about the main character?

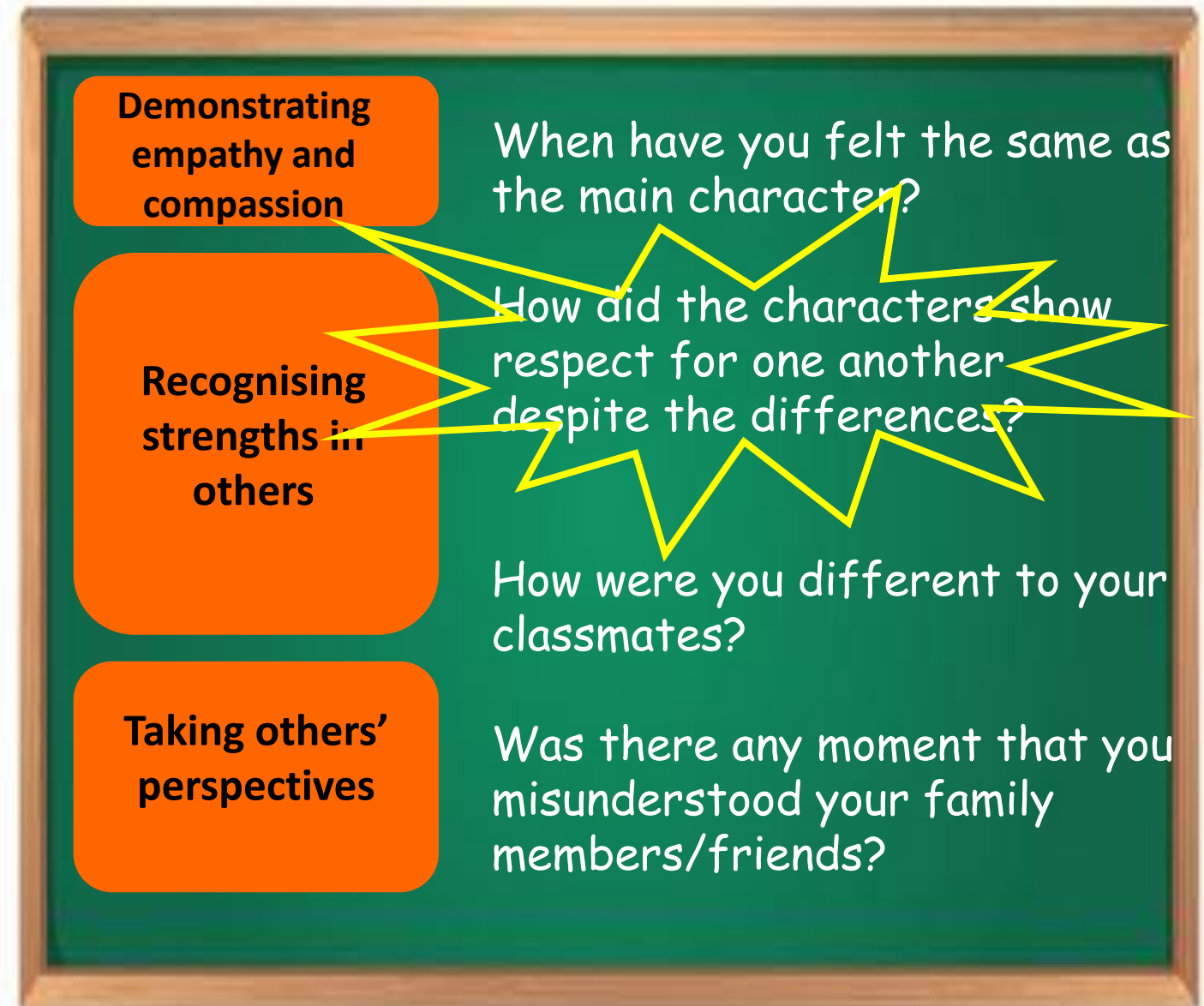# Embracing Diversity: Being similar and being different

We are all similar and different. We may like the same or different things. We can **connect with others** when we have similarities or differences. Choose a classmate and complete the table below.

	What is different about me?	What is similar about us?	What is different about us?
Hair colour			
Eye colour			
Favourite food			
Favourite game			

... to promote social awareness.

Social awareness

- The abilities to understand the perspectives of and empathise with others, including those from diverse backgrounds, cultures, and contexts.
- includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognise family, school, and community resources and supports

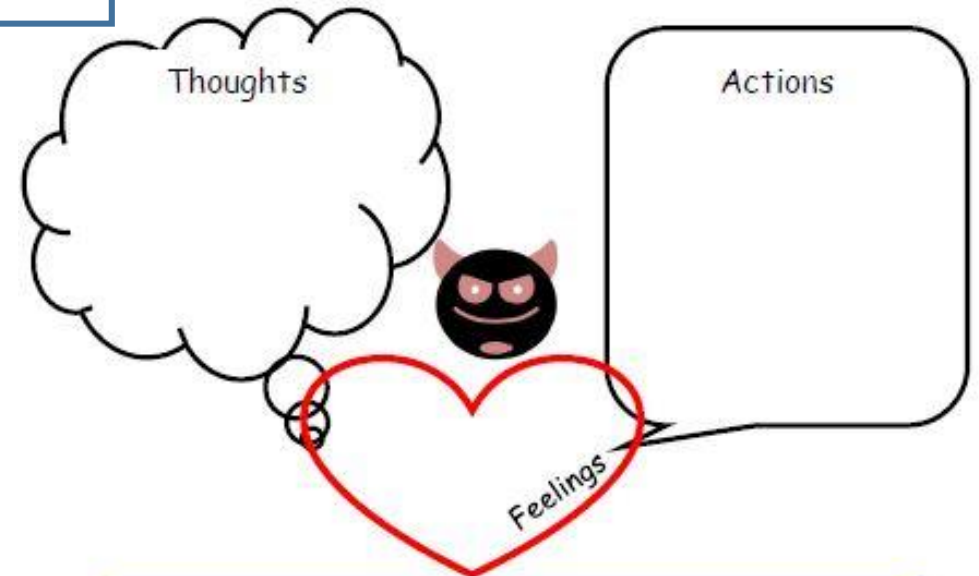**Demonstrating empathy and compassion**

Recognising strengths in others

Taking others' perspectives

When have you felt the same as the main character?

How did the characters show respect for one another despite the differences?

How were you different to your classmates?

Was there any moment that you misunderstood your family members/friends?

Focusing on the protagonist or antagonist of a story...

Reading skills focus:
To locate specific information in response to questions

Strengths of the character

What did he/she do?

I can be a superhero! My strength is ...

Character analysis

Thoughts

Actions

Feelings

If you were the villain, how would you feel?

Why?

https://www.freepik.com

... to promote self-awareness.

Self-awareness

- the abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts
- includes capacities to recognise one's strengths and limitations with a well-grounded sense of confidence and purpose

https://casel.org/sel-framework/

Identifying one's emotion

How did you know the character was feeling sad?

How would you feel if you were the main character?
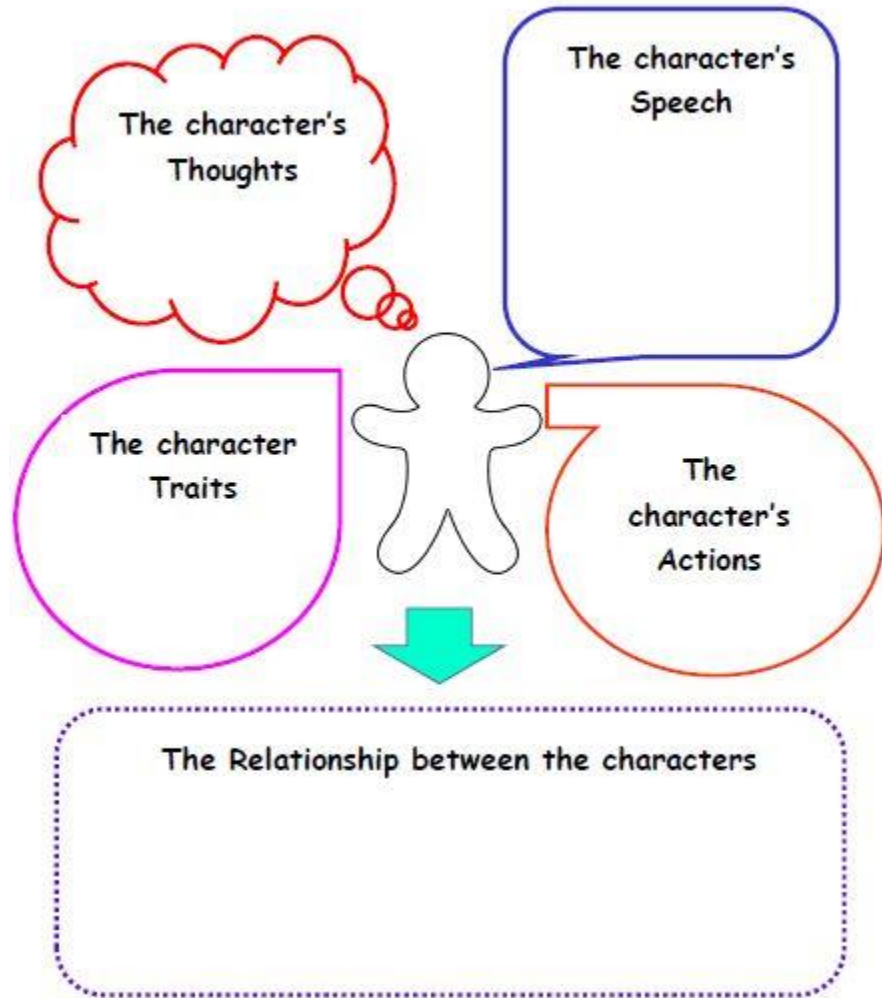
Experiencing self efficacy

Do you think you have the same quality as the character?

Having a growth mindset

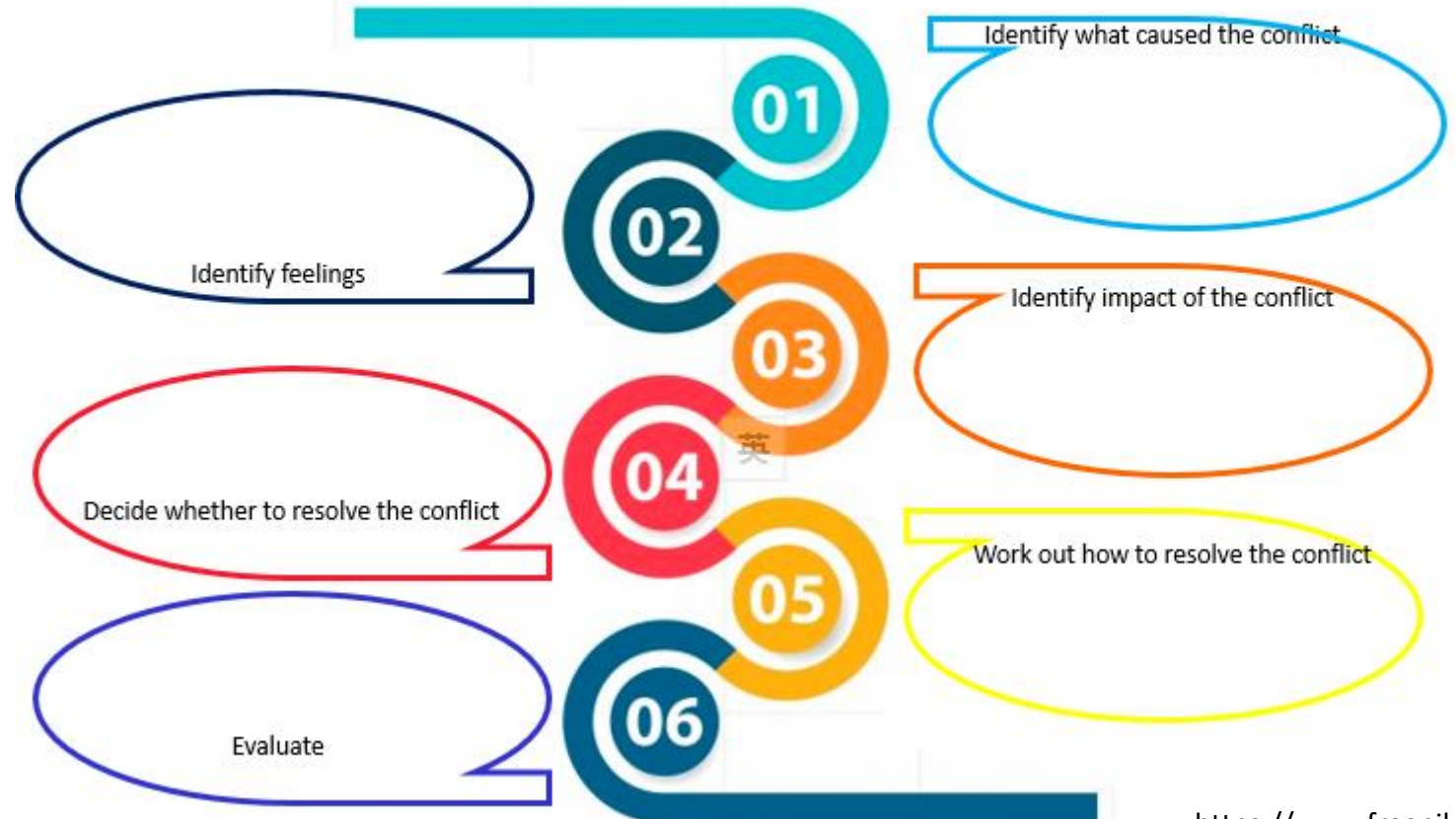I wish I could be as XXX as the character because ...

https://www.freepik.com/

Focusing on characterisation ...

Every story STARTs with a character

The character's Thoughts

The character's Speech

The character Traits

The character's Actions

The Relationship between the characters

Based on the following **conflict resolution flow**, write down the character's speech, thoughts or actions.

01 Identify what caused the conflict

02 Identify feelings

03 Identify impact of the conflict

04 Decide whether to resolve the conflict

05 Work out how to resolve the conflict

06 Evaluate

英

https://www.freepik.com/

... to promote relationship skills.

Relationship skills

- the abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups
- include the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.

| Communicating effectively and developing positive relationship	How did the characters communicate with one another? What are other ways the character could have communicated better? Do you have the same problem?
Resolving conflicts constructively	What strategies did the character use to resolve conflicts? What would you do if you were in a conflict with one another.

Focusing on the character's reactions as the plot develops ...

Reading skills focus: To understand intention, attitudes and feelings conveyed in a text

Climax

Falling Action

Rising Action

Resolution

Exposition

英
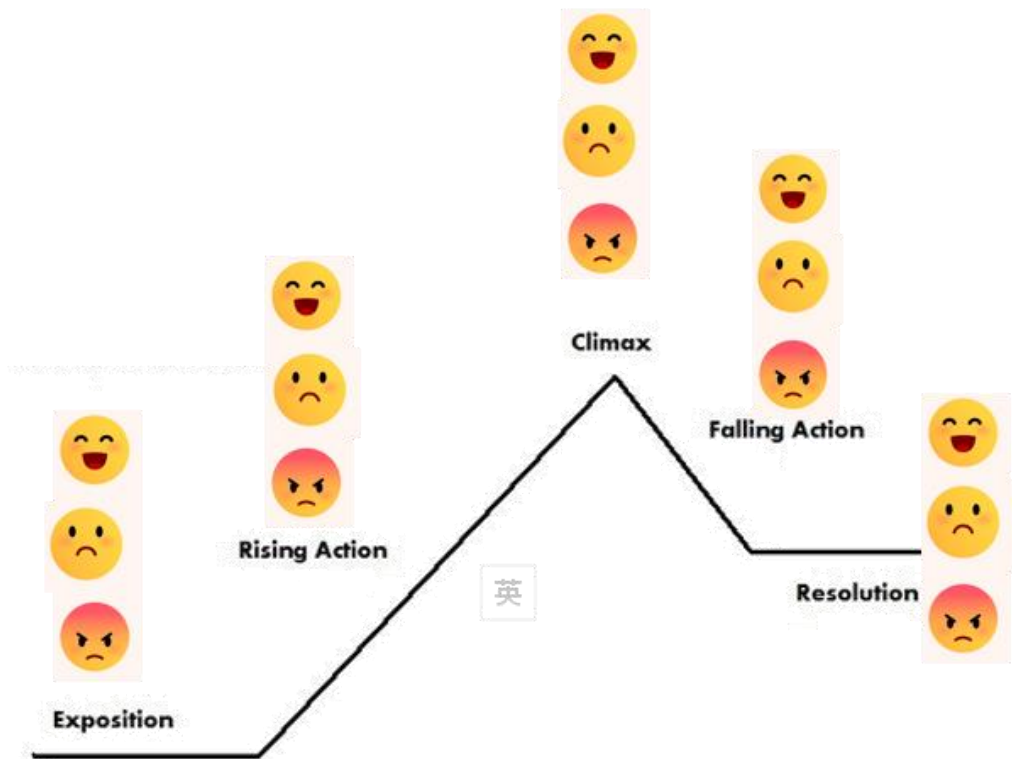
How did the character feel?

ANGRY, FURIOUS, EXPLOSIVE
▶ Yelling, Stomping, Meltdown

FRUSTRATED, ANNOYED, IRRITABLE
▶ Arguing, Refusing, Shutting down

ANXIOUS, WORRIED, UNSETTLED
▶ Pacing, Avoiding, Clingy

SAD, NEGATIVE, LONELY
▶ Crying, Withdrawn, Slowed/Disengaged

HAPPY, CALM, CONTENT
▶ Smiling, Laughing, Engaged

What happened in the story at that moment?

https://www.freepik.com/

... to promote responsible decision-making.

Responsible decision-making

- the abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations
- includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being

Anticipating and evaluating the consequences of one's actions

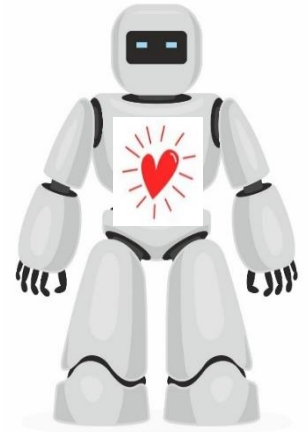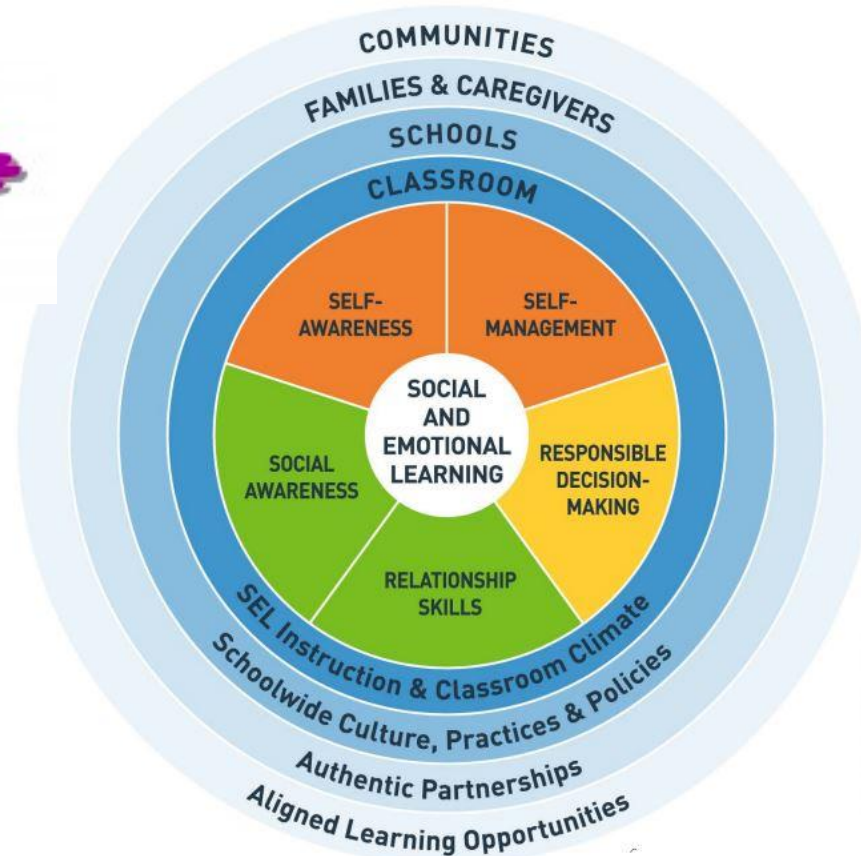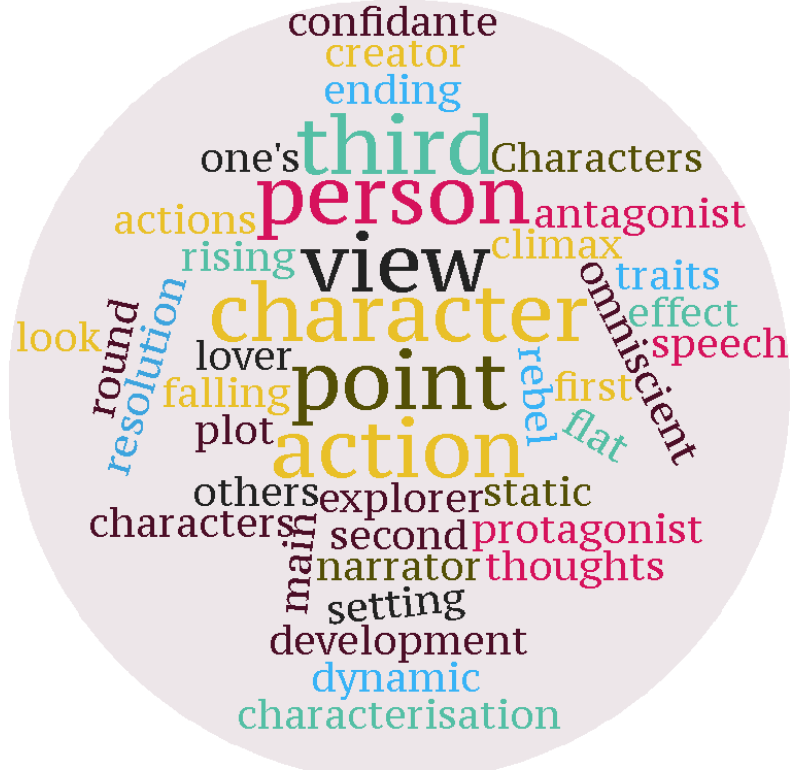**Reflecting on one's role to promote personal, family, and community well-being**

What was the tough decision the character had to make in the story? Why was it difficult? Is it a difficult decision to you?

What are some things the character could have done better in making the decision in the story?

What else could the characters have done to solve the problem?

Connecting characters' lives with students' lives

https://casel.org/sel-framework/

https://www.freepik.com/

Identifying Assessment Goals and SEL of Students

Teacher Report

Observation

Direct Behaviour Ratings

Direct Assessment

Peer Nomination

Self-report

I want to be kind to my friends.
My plan is to …

Write a thank you message

Do a chore for someone

Listen to someone having a hard time

Offer a helping hand

Teach someone something new

Let someone else go first

Smile at people

Ask someone how they are

Share with people in need

My Strengths

I respect myself.
I am just as valuable as others.
I like the way I look.
I am not afraid to make mistakes.
I know my positive qualities.
I am fine with criticism.
I love trying new things.
I am happy to be myself.

Clark, M. (2019)

https://www.freepik.com/

Project timeline 2021/22

Jun – Jul 2021	Setting up the support
Aug – Nov 2021	Professional Development Baseline observation and data collection
Oct 2021 – Jan 2022	Co-planning for trial lessons
Feb – May 2022	Implementation
May – Jun 2022	Review Data collection

School commitment: A Growth Mindset

There is a difference between

NOT KNOWING and

NOT KNOWING yet

CHANGE

Sheila Tobias

https://www.shutterstock.com/image-photo/hand-flip-wooden-cube-word-change-739797655
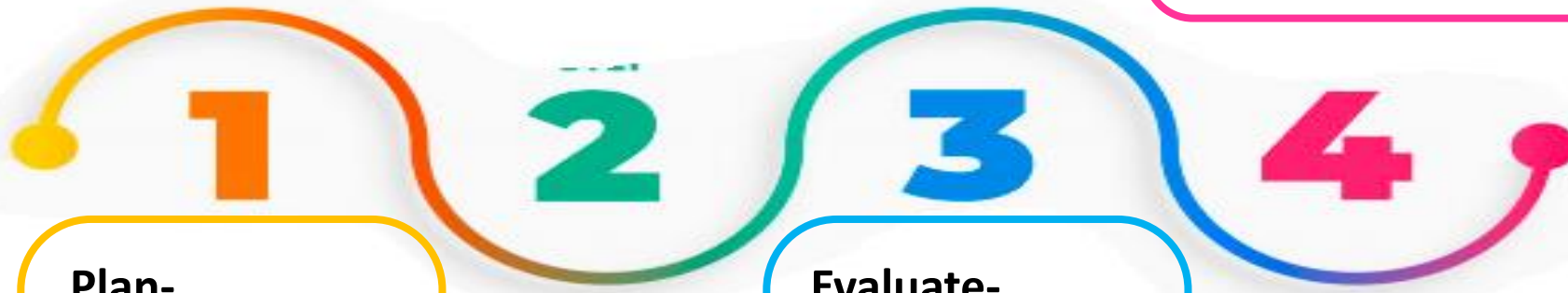
School commitment: P-I-E-S

Implement-
to **try out** the planned lessons

Share-
to **share** with other schools their Seed project **experience**

1

2

3

4

Plan-
to allocate **adequate co-planning time** for designing suitable lesson activities for students

Evaluate-
to evaluate the **effectiveness** of the lesson activities in promoting students' SEL

Personnel involved in the "Seed" Project

Support from the School Senior Management

Project Teachers, including the NET

School Project Coordinator

Advisory Teachers (ATs) from NET Section

https://www.freepik.com/
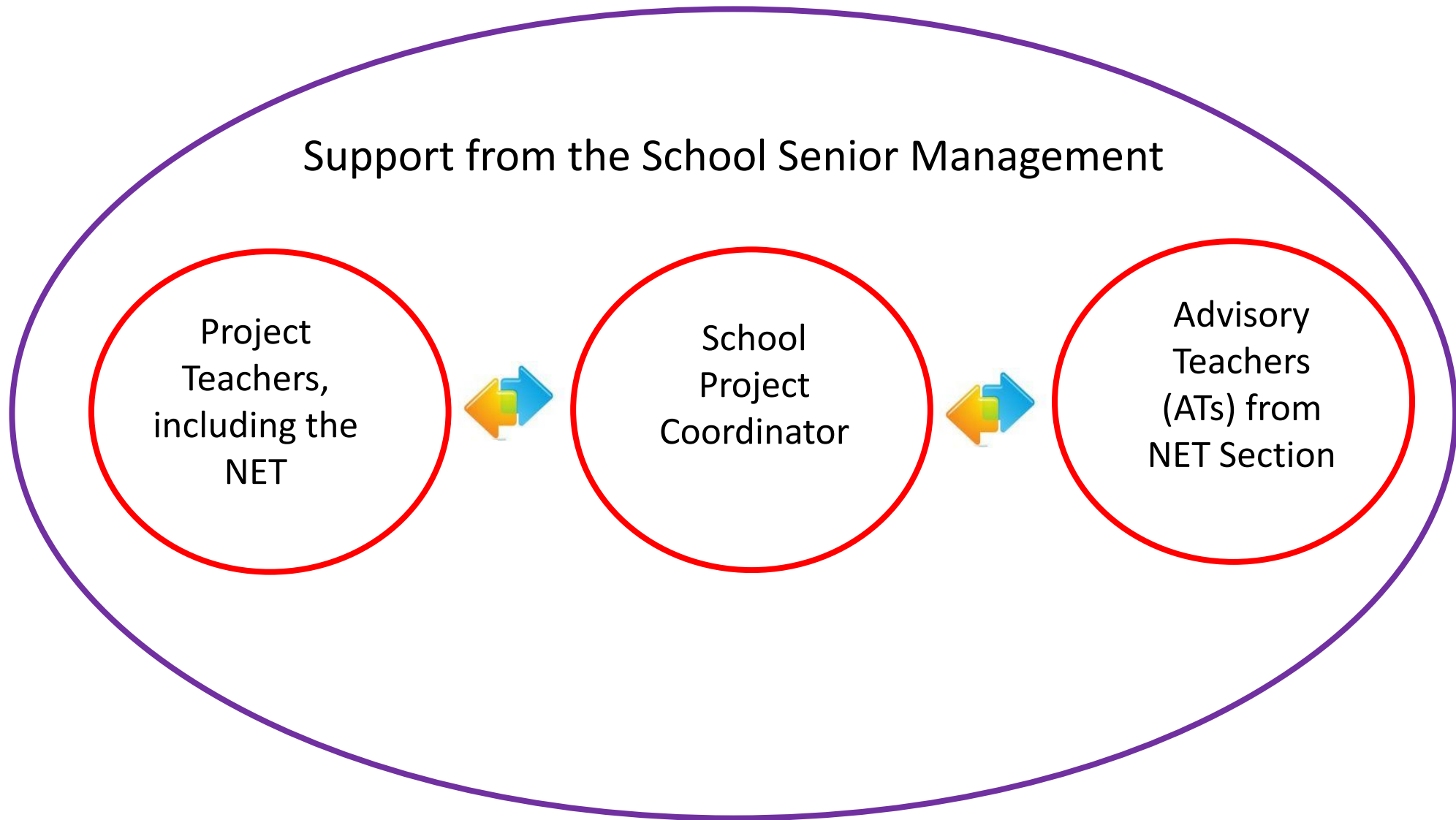
Application details and procedures

Please refer to **Appendix C** of the EDB Circular Memorandum No. 4/2021

Closing date for application

10 March 2021

School Application Form to be completed in duplicate by School Heads and sent to:
**EDB Human Resources
Management Unit at 4/F,
East Wing,
Central Government Offices,
2 Tim Mei Avenue, Tamar**

Enquiries

General

Mr Edward LAI

Life-wide Learning Section, Curriculum Development Institute,

Education Bureau

(Tel: 2892 5824)

Project-related

Ms Carol PANG

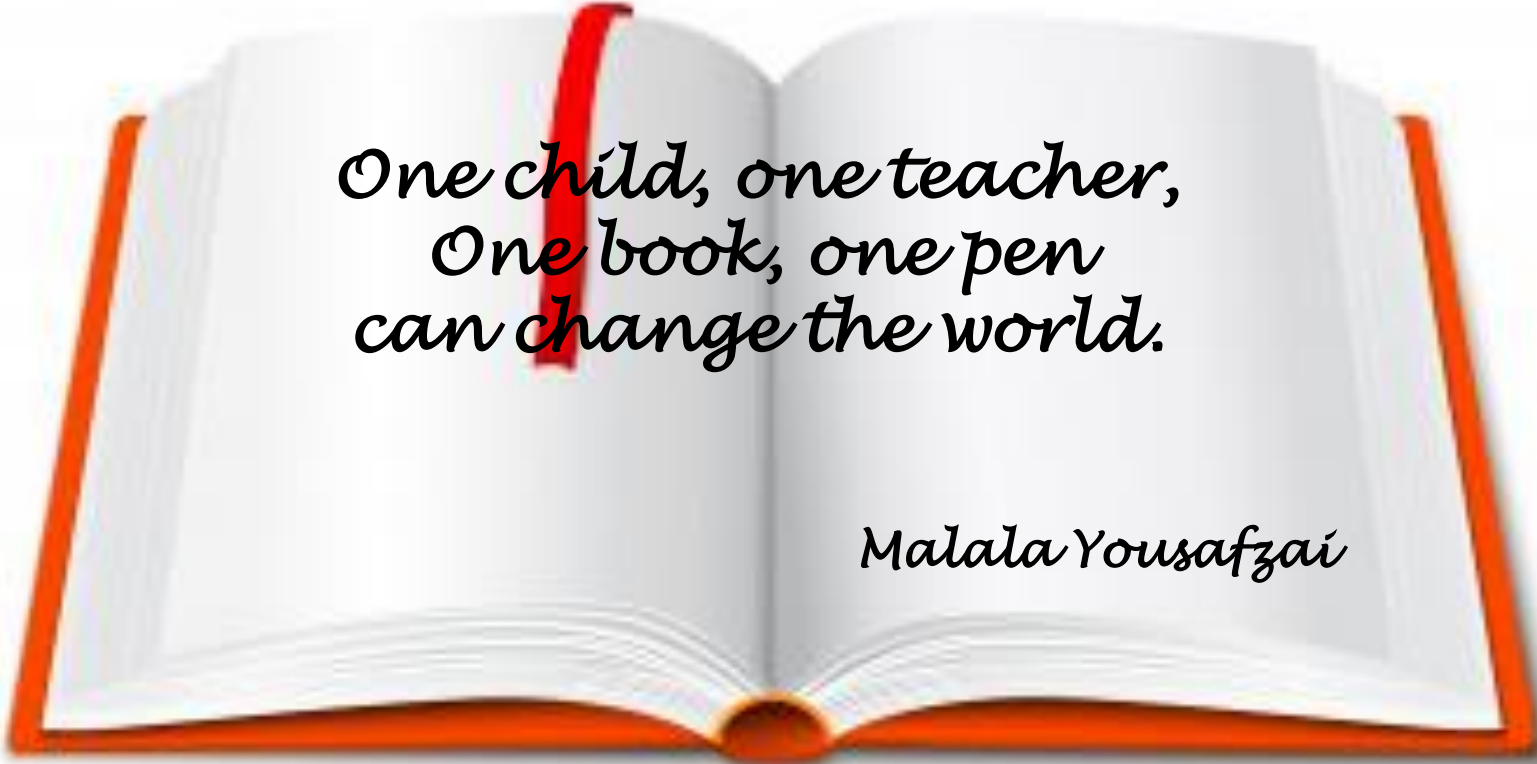Native-speaking English Teacher Section, Curriculum Development Institute,

Education Bureau

(Tel: 3549 8336)

NET Scheme e-platform

https://nets.edb.hkedcity.net/individual.php?p=84

One child, one teacher,
One book, one pen
can change the world.

Malala Yousafzai

References

Blair, C., & Razza, R. P. (2007). Relating effortful control, executive function, and false belief understanding to emerging math and literacy ability in kindergarten. Child Development, 78(2), 647-663.

Blyth, Dale; Olson, Brandi; Walker, Kate. (2017). Ways of Being: A Model for Social & Emotional Learning. University of Minnesota Extension Center for Youth Development.

Bull, R., Espy, K. A., & Wiebe, S. A. (2008). Short-term memory, working memory, and executive functioning in preschoolers: Longitudinal predictors of mathematical achievement at age 7 years. Developmental Neuropsychology, 33(3), 205-228.

CDC English Language Education Key Learning Area Curriculum Guide (Primary 1 - Secondary 6) 2017

https://www.edb.gov.hk/attachment/en/curriculum-development/kla/eng-edu/Curriculum%20Document/ELE%20KLACG_2017.pdf

Clark, M. (2019). Assessing Students' Social and Emotional Learning: A Guide to Meaningful Measurement (SEL Solutions Series) W. W. Norton, Incorporated

Denham, S. A. (2006). Social-emotional competence as support for school readiness: What is it and how do we assess it? Early Education and Development, Special Issue: Measurement of School Readiness, 17, 57-89.

Duhigg, C. (2014). The Power of Habit – Why We Do What We Do in Life and Business. Random House USA Inc.

Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405-432.

Examples of Social and Emotional Learning in High School English Language Arts Instruction

https://www.casel.org/wp-content/uploads/2017/08/SEL-in-High-School-ELA-8-20-17.pdf

Howse, R. B., Lange, G., Farran, D. C., & Boyles, C. D. (2003). Motivation and self-regulation as predictors of achievement in economically disadvantaged young children. The Journal of Experimental Education, 71(2), 151-174.

Jones, S., Brush, K., Bailey, R., Brion-Meisels, G., McIntyre, J., Kahn, J., Nelson, B., & Stickle, L. (2017). Navigating SEL from the inside out. Harvard Graduate School of Education.

Ladd, G. W., Birch, S. H., & Buhs, E. S. (1999). Children's social and scholastic lives in kindergarten: Related spheres of influence? Child Development, 70(6), 1373-1400.

McClelland, M. M., Cameron, C. E., Connor, C. M., Farris, C. L., Jewkes, A. M., & Morrison, F. J. (2007). Links between behavioral regulation and preschoolers' literacy, vocabulary, and math skills. Developmental Psychology, 43(4), 947-959.

OECD Study on Social and Emotional Skills

http://www.oecd.org/education/ceri/social-emotional-skills-study/

Ponitz, C. E. C., McClelland, M. M., Jewkes, A. M., Connor, C. M., Farris, C. L., & Morrison, F. J. (2008). Touch your toes! Developing a direct measure of behavioral regulation in early childhood. Early Childhood Research Quarterly, 23(2), 141-158.

Raver, C. C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. Social Policy Report, 16(3), 3-19.

SEL: What Are the Core Competence Areas and Where are they Promoted?

https://casel.org/sel-framework/

SEL is

https://casel.org/what-is-sel/

Q & A Session