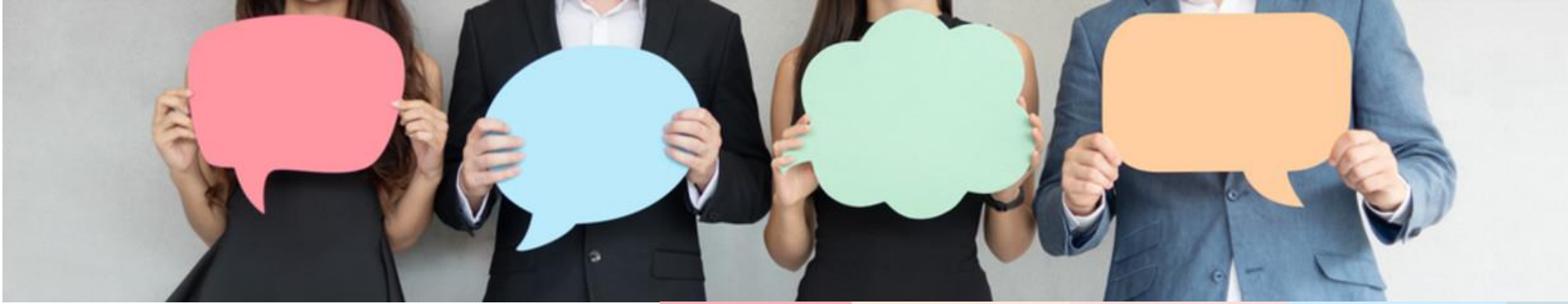# "Seed" Project for 2022/23

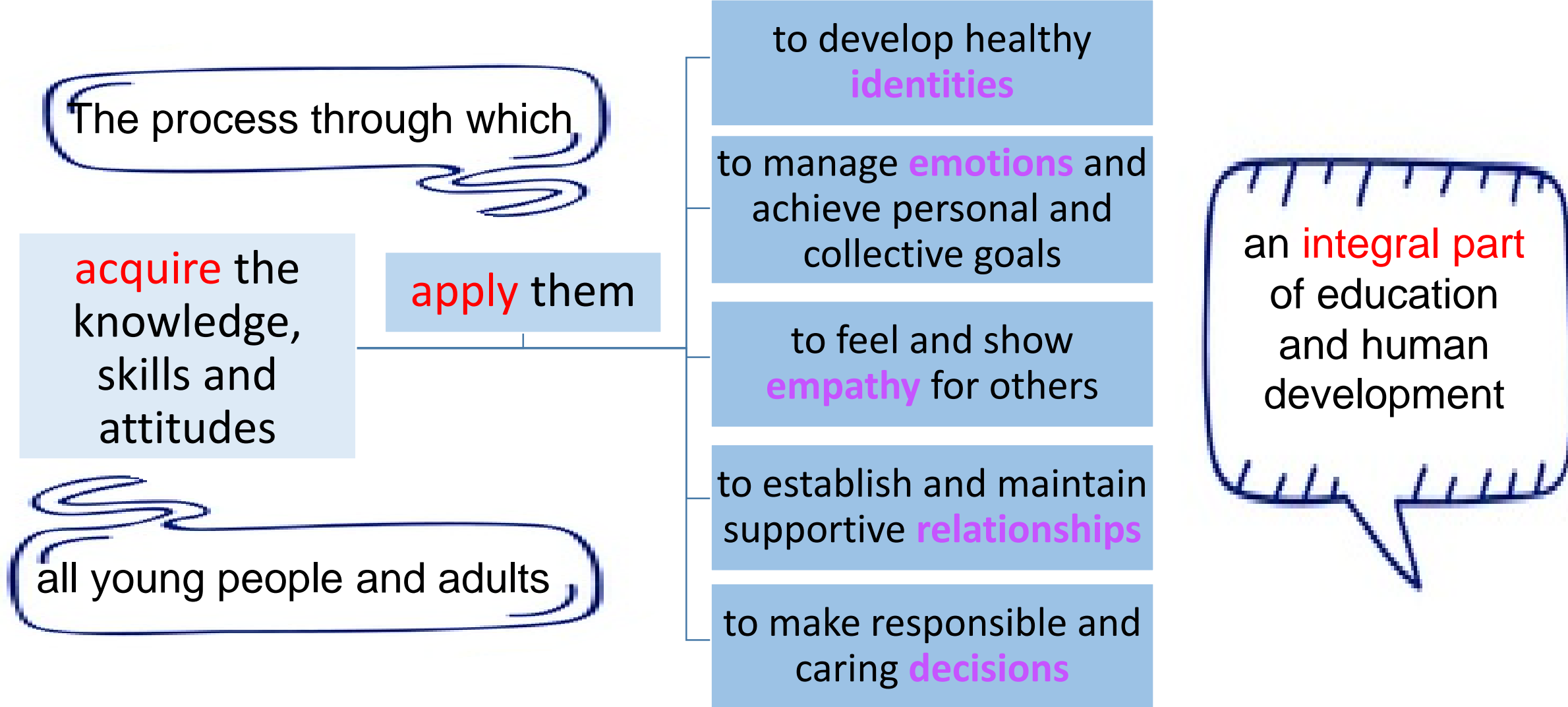## **Building Character** through **Characters**: Implementing **Social and Emotional Learning** in the English Language Classroom through **Stories**

Project code: NT1322
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?

Credit: Freepik: Free Vectors
(https://www.freepik.com/popular-vectors)

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

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,** 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.**

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

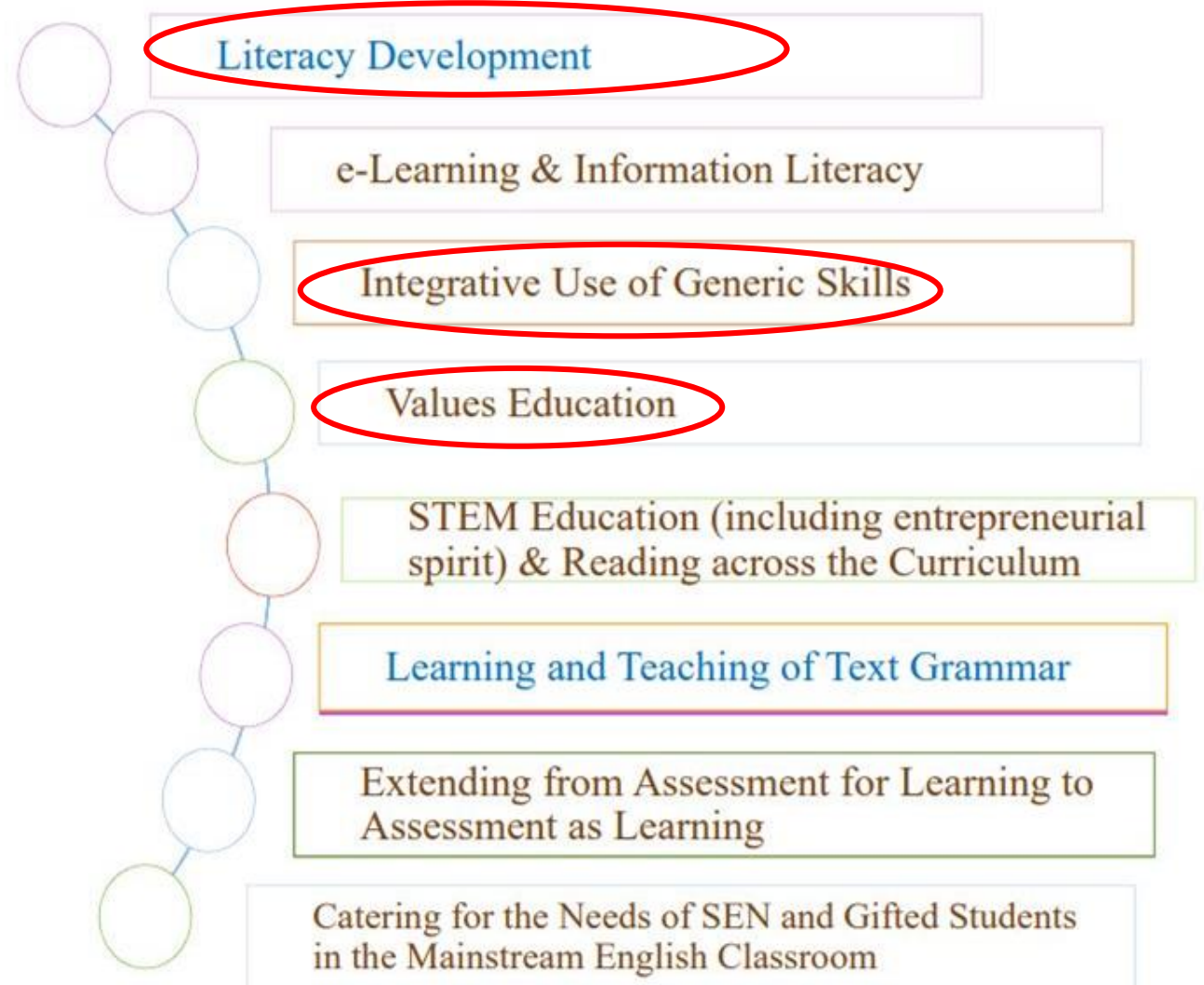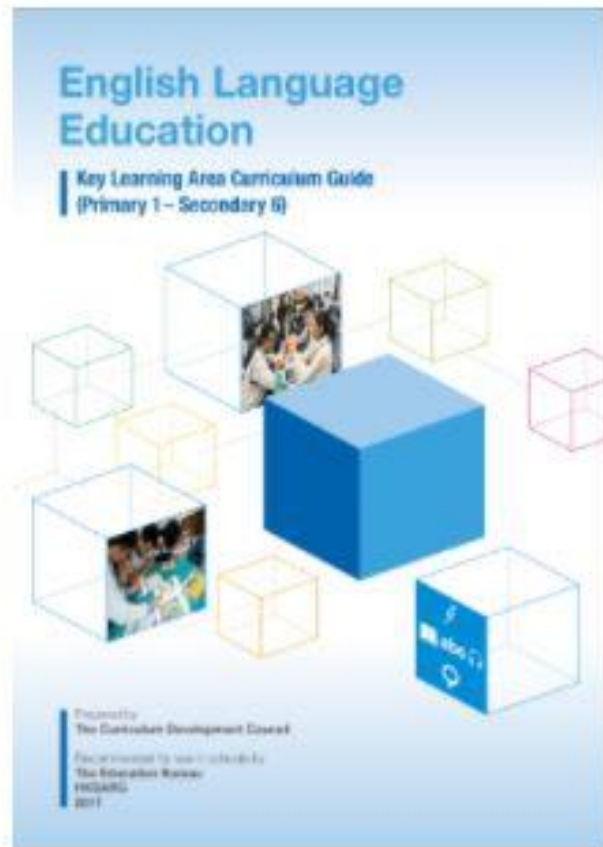# Objectives of the project

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?

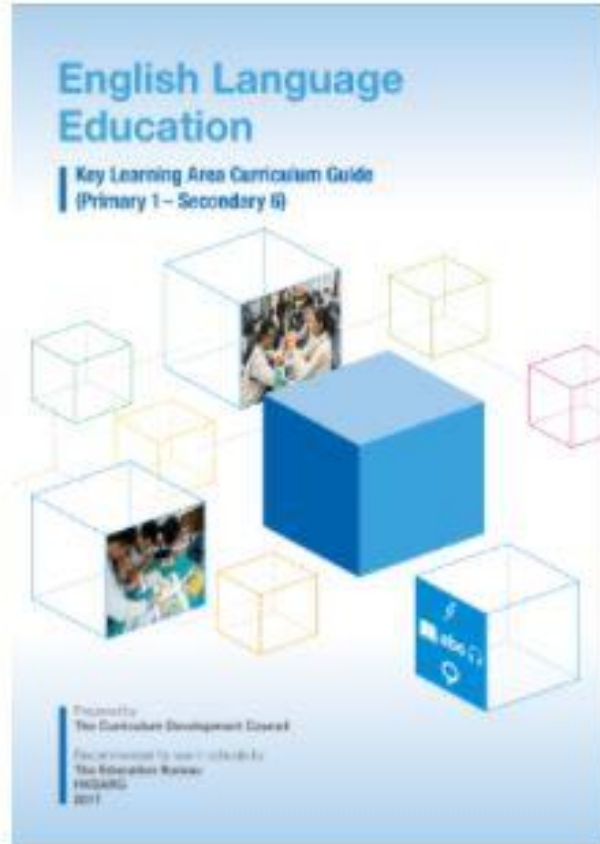# What you are going to do aligns with the English Language Education curriculum

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

What you are going to do aligns with the English Language Education curriculum

- 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

A Framework for SEL Integration

Language Learning Objectives

SEL Skills

Integration

| 1. IDENTIFY + | 1. IDENTIFY + |
| 2. PRE-ASSESS | 2. PRE-ASSESS |

3. PLAN

| 4. TEACH | 4. TEACH |

5. PRACTICE + 6. ASSESS
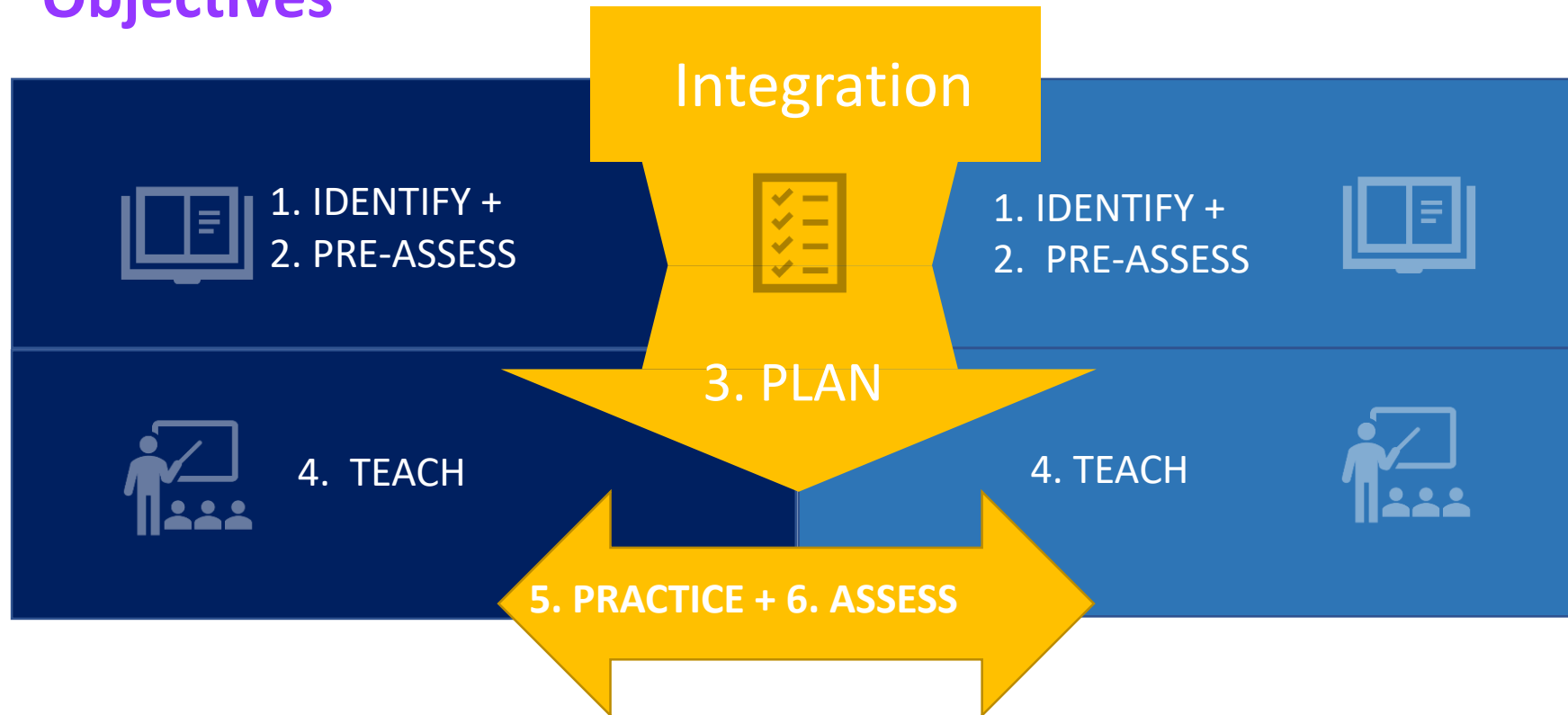
Focusing on the Characters:
protagonist / antagonist

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

Character analysis

Strengths of the character

What did he/she do?

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

Thoughts

Actions

Feelings

If you were the villain, how would you feel?

Why?

Focusing on the character's reactions as the plot unfolds to develop…

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

Climax

Falling Action

Rising Action

Resolution

Exposition

responsible decision making
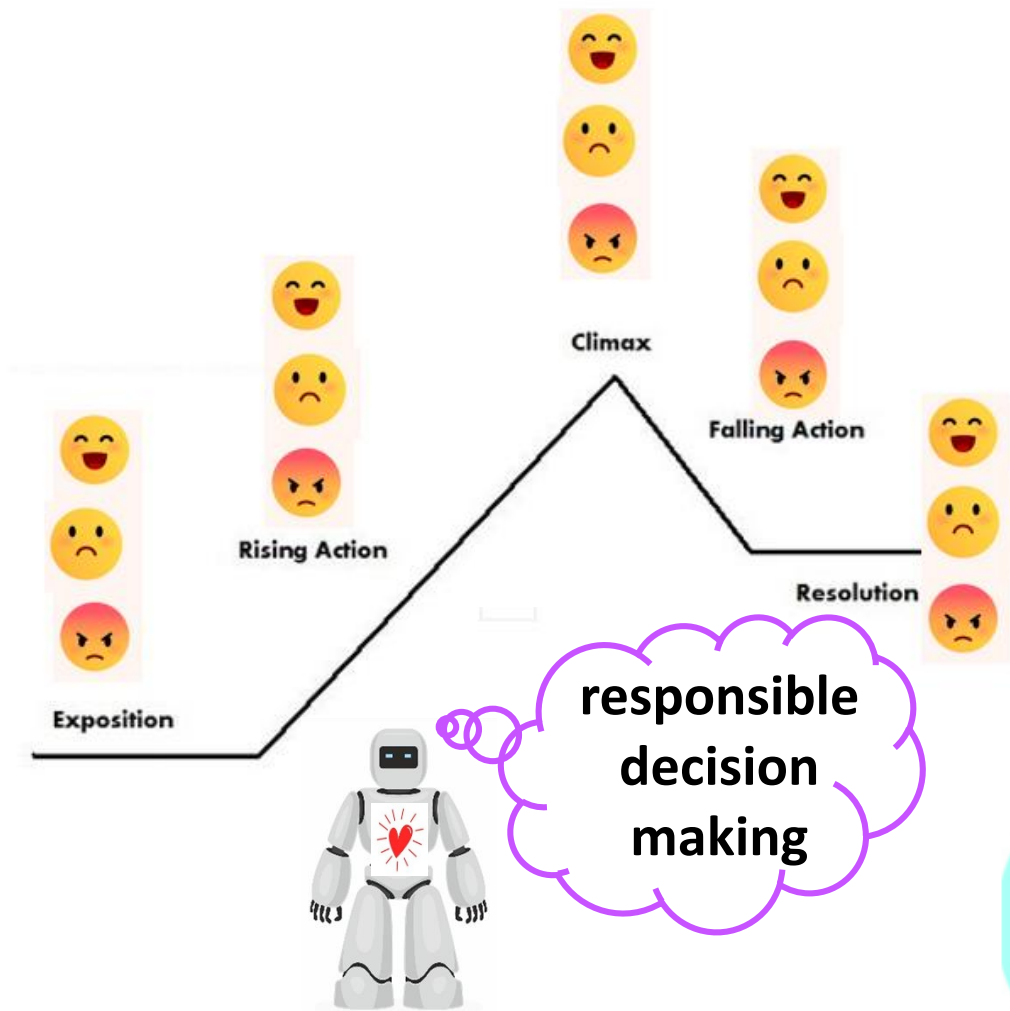
How did the character feel?

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?

Focusing on points of view of the writer or the characters

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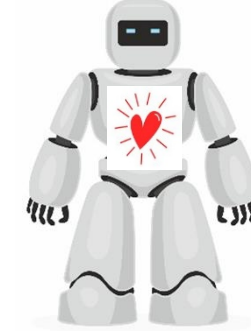
The story was written from first person / second person / third person point of view.

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?

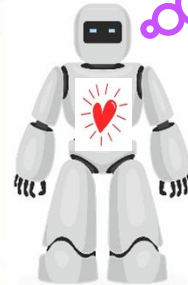# Focusing on characterisation to develop...

relationship skills

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

Focusing on character transformation

Find evidence in the story to show how the character changed in response to the problem.
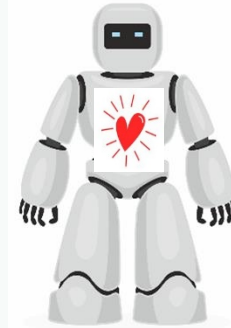
At the beginning, the character was …

At the end, the character was …

How did the character change?
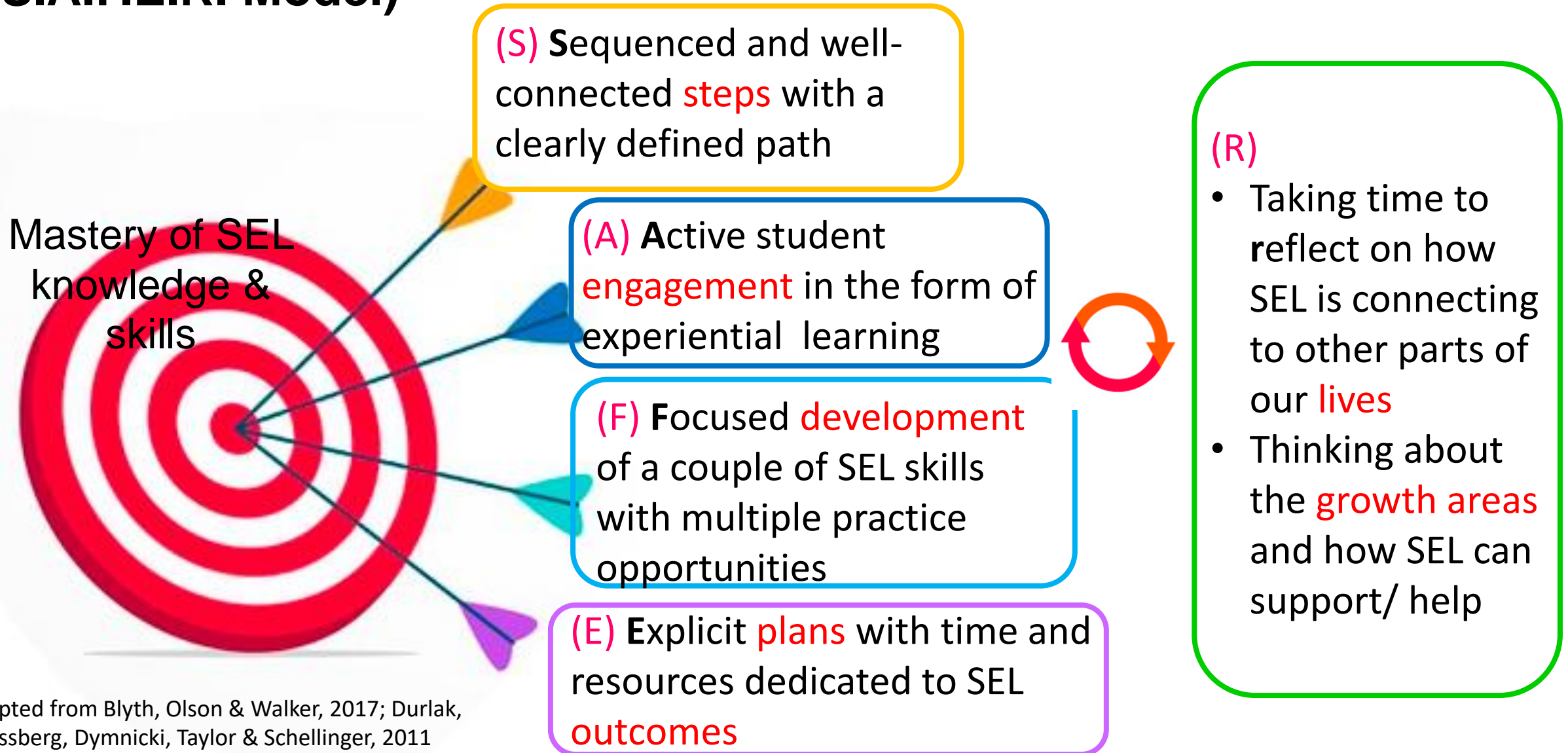
Why did the character change?

self-management

Crisis

Obstacle

Obstacle

Treasure

Obstacle

Results / Return

Call to adventure

Call to adventure

New life / New understanding

Ordinary life

Your take on the Hero's Journey

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)
- Taking time to **r**eflect on how SEL is connecting to other parts of our lives
- Thinking about the growth areas and how SEL can support/ help

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

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

role-play activities
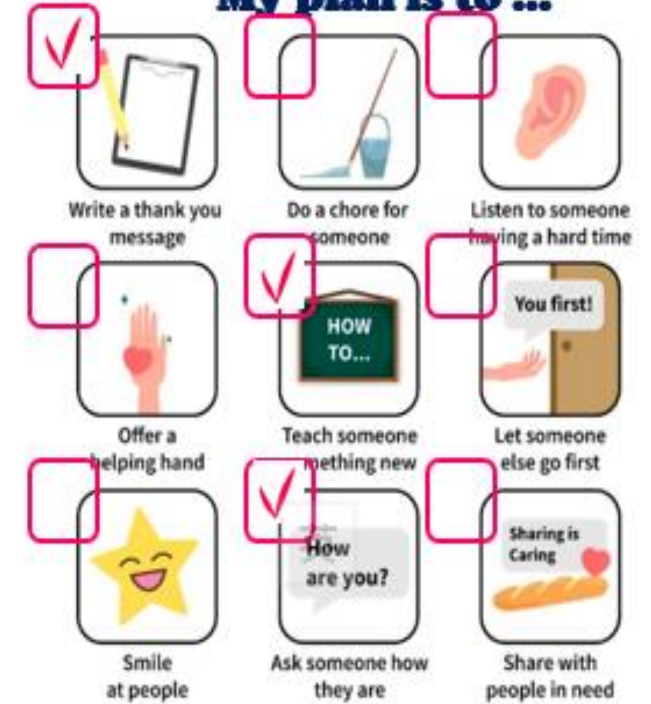
didactic instruction

drawing tasks/ activities

use of books/ stories

SEL tools/ handouts

use of videos

writing tasks/ activities

art/ creative projects

use of games

use of visual display

teacher choice

vocabulary building

skill practice

discussion tasks/ activities

kinesthetic activities

use of songs

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

Identifying Assessment Goals and SEL of Students

Teacher Report

Observation

Direct Behaviour Ratings

Direct Assessment

Peer Nomination

Self-report

Clark, M. (2019)

Overview of an SEL Unit developed

A Flicker of Hope

Author:
Julia Cook
Illustrator:
MacKenzie Haley

C.C.C. Heep Woh Primary School (Cheung Sha Wan)

Level: P2

Duration: 5 lessons (50 minutes)

SEL competence: Self-awareness

SEL subskills: self-efficacy and growth mindset

Planned learning experiences

- To analyse the characters using an SEL lens
- To explore the use of an SEL tool to cope with life circumstances of characters and self

Desired outcomes

- To learn the language related to the SEL tool
- To apply the SEL tool/ develop the target SEL competencies

A Framework for SEL Integration

Language Learning Objectives

SEL Skills

Integration

1. IDENTIFY + 2. PRE-ASSESS	1. IDENTIFY + 2. PRE-ASSESS

3. PLAN

4. TEACH	4. TEACH

5. PRACTICE + 6. ASSESS
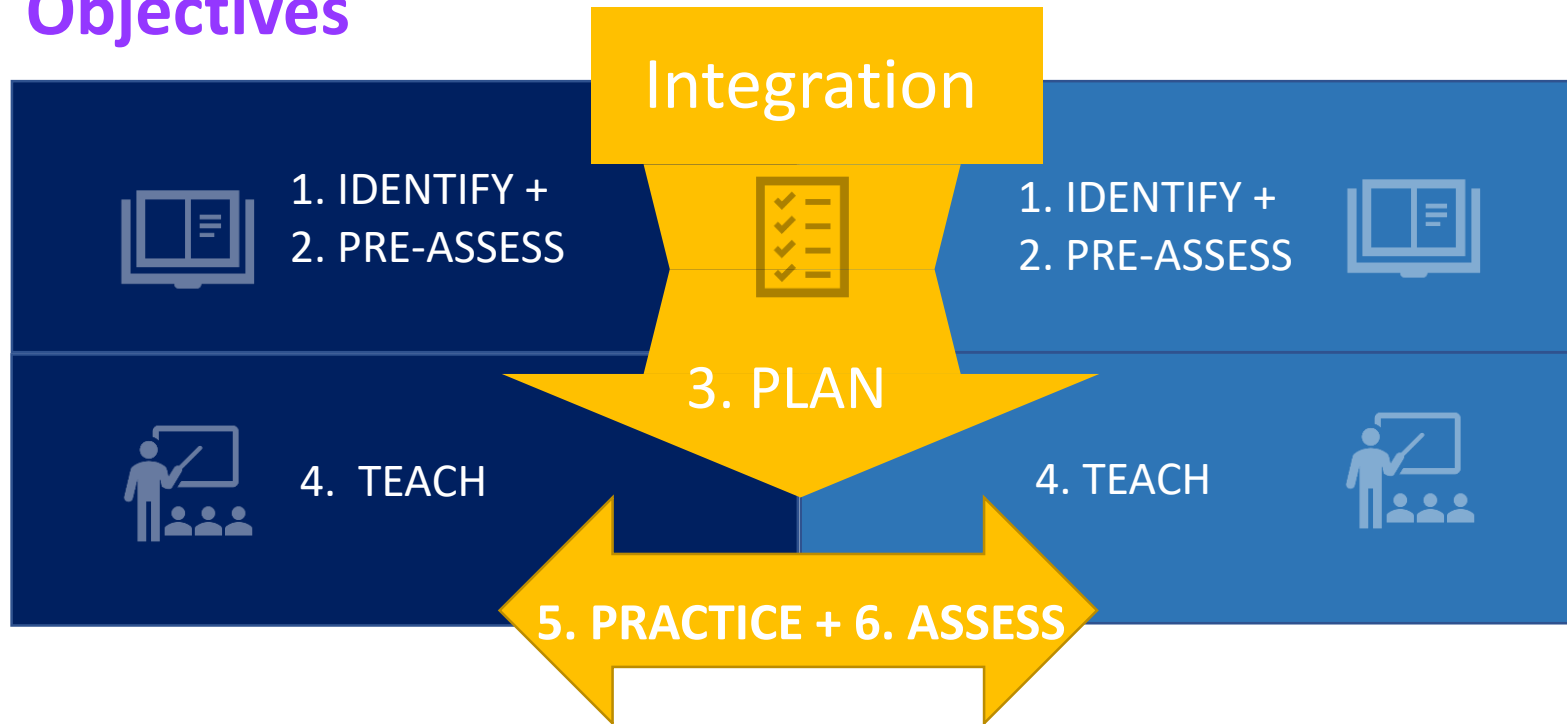
The Cycle of Self-efficacy

Believe in future success

Work hard

Grow skill set

Experience failure
Learn from experience

Achieve success

Empowered through disappointments

I can't do it

An optimistic character

A pessimistic character

The Building of Self-efficacy
Understanding PETs as a way to catch ANTs

Automatic Negative Thoughts

Positive Empowering Thoughts

To analyse the character using an SEL lens

Characterisation model "FEST"

Feelings

Effects

Speech

Thoughts

Miss Purple's Thoughts

Am I good enough?

Who are my real friends?

Miss Purple's Speech

I **don't** have any gifts.

I **can't** do anything right.

Using relevant characterisation model to help students understand the Social and Emotional needs of the pessimistic character

To explore the use of an SEL tool to cope with life circumstances of characters

Automatic Negative Thoughts (ANTs)

I am **AFRAID** to make mistakes.

I **CAN'T** do anything right.

I have a bad day **AGAIN**.

Who I want to be seems **IMPOSSIBLE**.

"Always me" **ANT**

"Scared" **ANT**

"Can't" **ANT**

"Impossible" **ANT**

Recognising types of Automatic Negative Thought patterns

Noticing the "ANTs" of the pessimistic character

Credit: Freepik: Free Vectors
(https://www.freepik.com/popular-vectors)

Fighting **ANT**s with
Positive **E**mpowering **T**houghts (PETs)

Positive **E**mpowering **T**houghts (PETs) Spray

"Look how beautiful your light is."

"You have special gifts to share."

Noticing the "**PET**s" of the optimistic character

Using the image of **PET**s spray to help students understand the SEL tool – "**P**ositive **E**mpowering **T**houghts" (PETs)
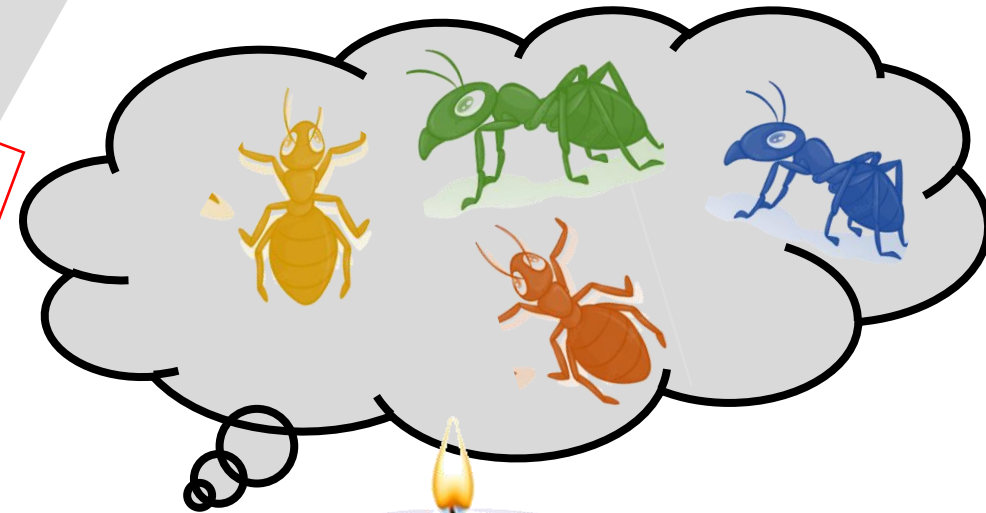
Credit: Freepik: Free Vectors
(https://www.freepik.com/popular-vectors)

Applying the SEL Tool and developing the target SEL competency
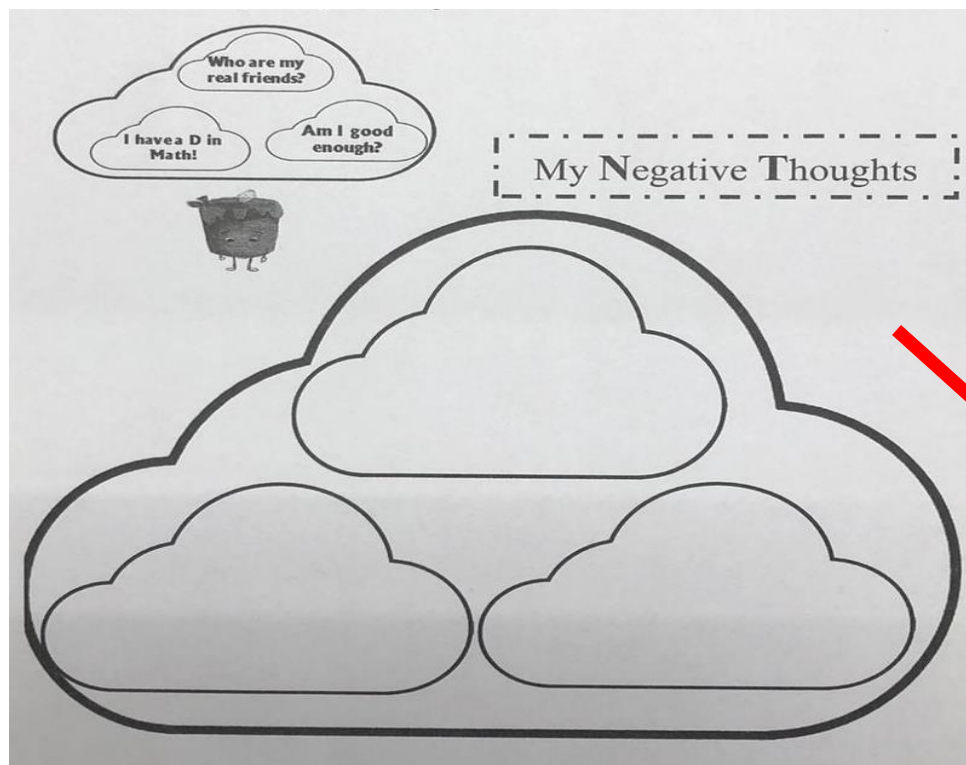
Transfer of SEL knowledge from story context to real life situations

Teacher sharing own experience with **ANT**s.

No one likes me.

Passing the piano exam is impossible.

You are amazing.

Look how beautiful your light is.

If you try harder, you can do it.

Everything is possible, if you try.

I can't run

You can be the best.

If you try harder, you can do it.

PETs Spray

Students used **PETs** to get rid of their own **ANTs** and their classmates' **ANTs**.

Overview of an SEL Unit developed

The Invisible Boy

Author: Trudy Ludwig
Illustrator:
Patrice Barton

Aberdeen St. Peter's Catholic Primary School

Level: P2

Duration: 10 lessons

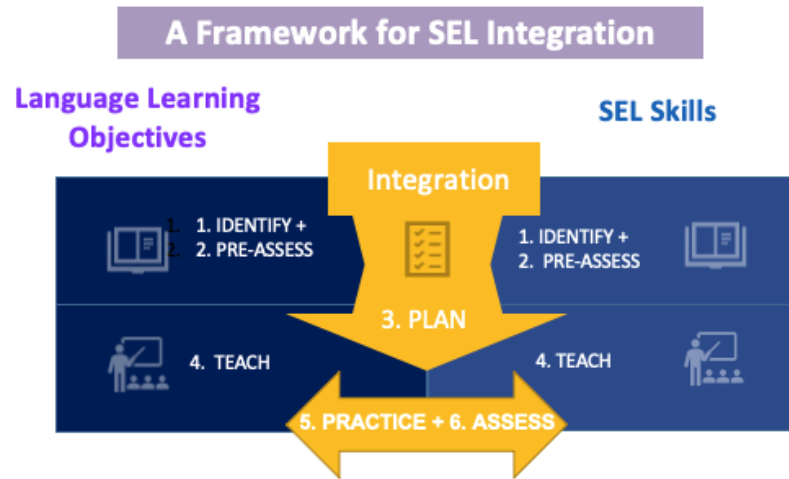SEL competencies: Relationship skills and Social awareness

SEL subskills: acceptance, inclusion and empathy

Planned learning experiences

Desired outcomes

- **To analyse the character using the STEAL model**
- **To make predictions about stories and characters using pictorial clues**

- **To apply the SEL tools**
- **To develop the target SEL competencies**

A Framework for SEL Integration

Language Learning Objectives

SEL Skills

Integration

1. IDENTIFY + 2. PRE-ASSESS

1. IDENTIFY + 2. PRE-ASSESS

3. PLAN

4. TEACH

4. TEACH

5. PRACTICE + 6. ASSESS

ELE connections, Reading Objectives

- To make predictions about stories, characters, topics of interest using pictorial clues

- To understand intention, attitudes and feelings conveyed in a text by recognising features such as choice and use of language and images

Social and Emotional Learning Objectives

- To demonstrate awareness for individuals, their emotions, experiences and perspectives

- To develop positive relationship

- To recognise how group behavior affect individuals' emotions, attitude and behaviours

- To develop empathy and be able to identify how one's behavior affects others emotionally

How do we promote SEL in the English Language classroom?

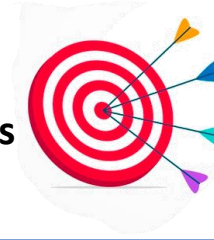## Teaching challenging concepts of
empathy, acceptance and inclusion

How do we promote SEL in the English Language classroom? (The S.A.F.E.R. Model)
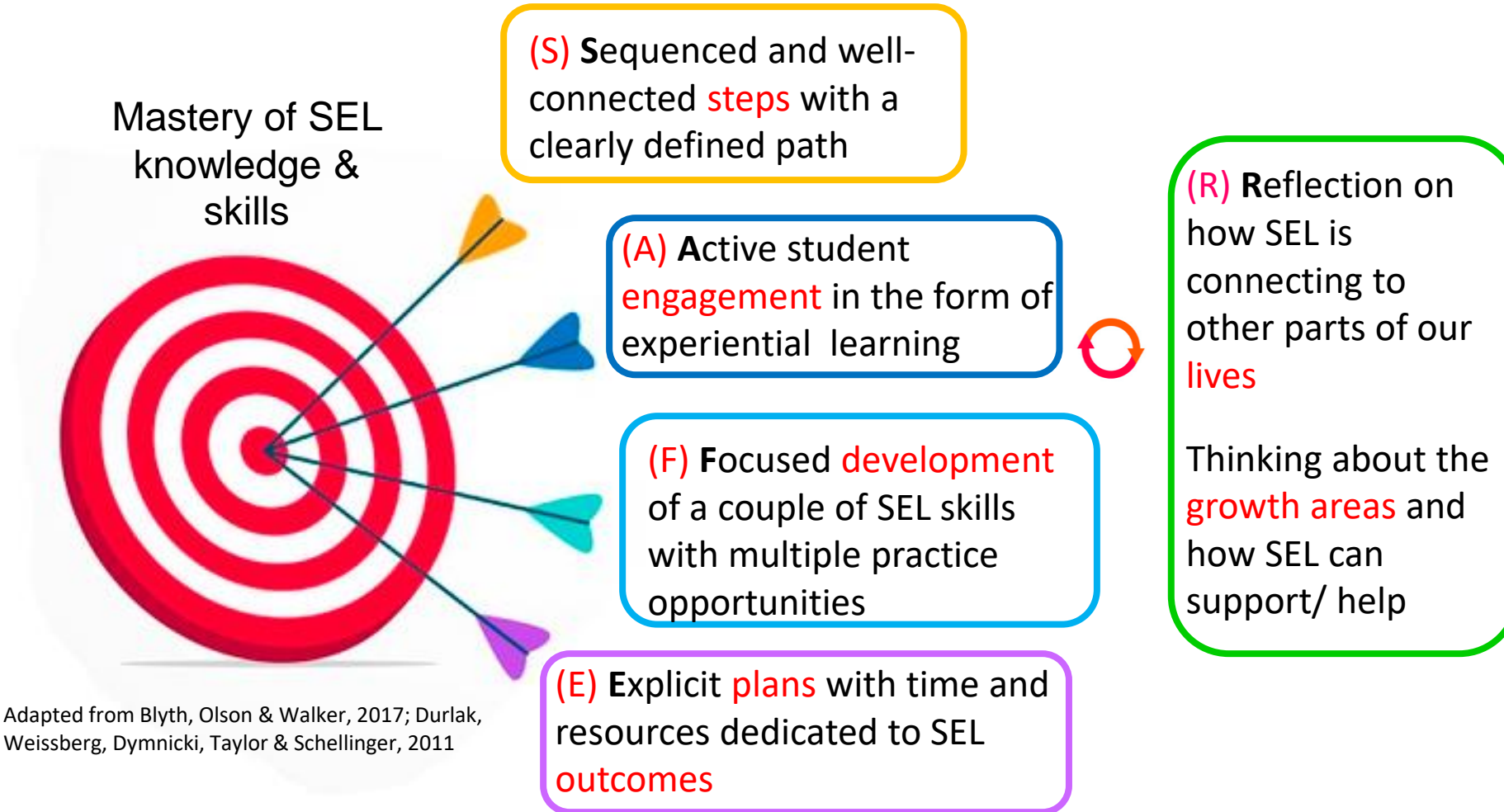
Mastery of SEL knowledge & skills

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

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

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

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

(R) Reflection on how SEL is connecting to other parts of our **lives**

Thinking about the **growth areas** and how SEL can support/ help

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

The Flow

Mastery of SEL knowledge & skills

Ls	Focus	Learning Objectives & Activities
1-2	Introduce concepts of Visibility/ Invisibility	• **Picture walk** for a general idea of visibility/invisibility: preparing for gradual mastery of the concept & importance of inclusion • Introduce **STEAL** as a tool to study characters
3-10	Through in-depth study of the story, teaching and practising the chosen SEL competencies: *Inclusion *Acceptance *Empathy	• Use **SUPERPOWERS** of See, Hear, Feel – students are taught to "NOTICE" others, making them visible • **Kindness Chart** now that students notice others, how can they "INCLUDE" others **PRACTICE & APPLICATION** • **Favourite lunch** – Ss draw and share about their favourite lunch and give one another "compliments" • **Pair-work sentence strip matching** – match the different social scenarios with a kind response • **Trifold Brian journal and Brian puppet** – How can you be kind to Brian? (**role-play**) • **Inclusion written hearts** – write kind messages to encourage someone • **Kindness box activity** – pick an item and use it to encourage someone (**role-play**)

The Flow

Mastery of SEL knowledge & skills

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

Brian's Journey to Visibility – Anchor Chart (sequenced storyboard)

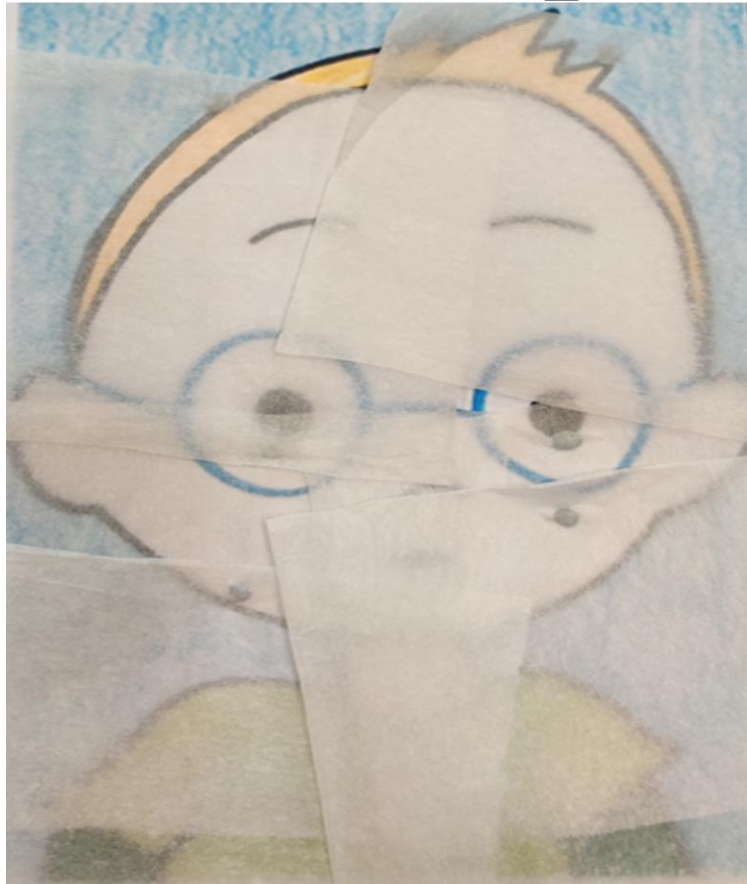**Included finally in Special Class Project with 2 classmates**

Arrival of a new student Justin (turning point)

Not selected for Kickball Team in playground

Excluded from birthday party talks in Cafeteria

Not seen & heard in Mrs Carlotti's Lesson

Warm up Activity
(show visible/invisible)
(easy to see/hard to see)

Credit: Freepik: Free Vectors
(https://www.freepik.com/popular-vectors)

Visual support – each time Brian feels invisible

Brian's Journey to Visibility

Students visualising the **impact of connection, friendship and inclusion** as they removed tissue paper on Brian based on his experience of acceptance and kindness along the journey of visibility.
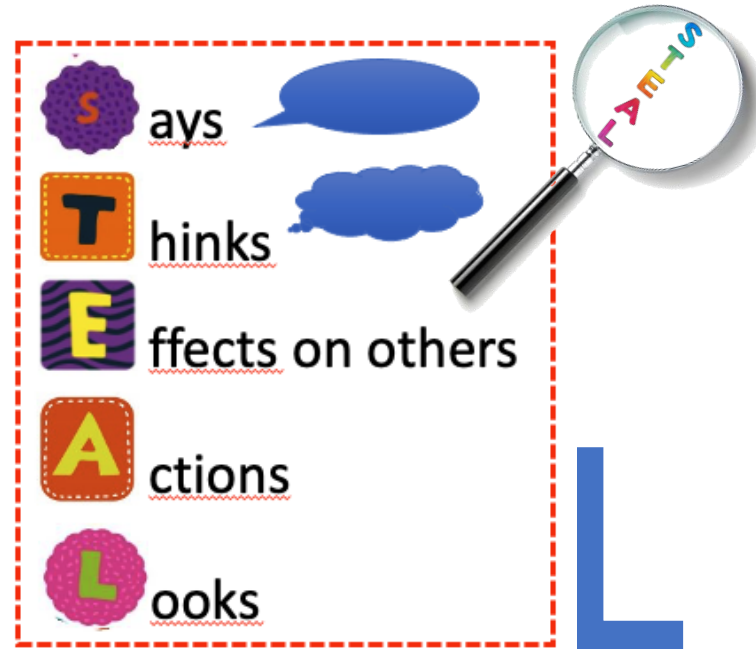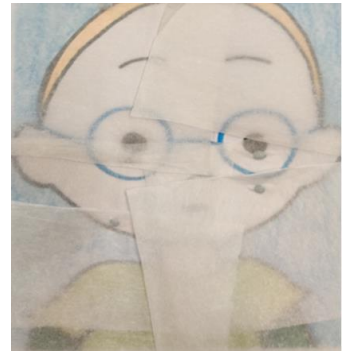
Mastery of SEL knowledge & skills

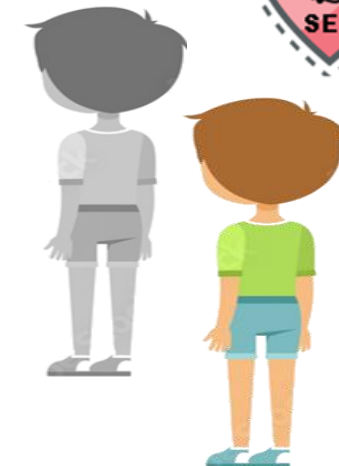**(F) F**ocused development of a couple of SEL skills with multiple practice opportunities

This Invisible boy is **hard to see**! What tool can help us see **this character CLEARLY?**

Recognise how group behavior affects individuals' emotions, attitude and behaviors **(Inclusion)**

STEAL

Credit: Freepik: Free Vectors (https://www.freepik.com/popular-vectors)

**STEAL for characterisation
study & SEL (Social Awareness)**

S ays

T hinks

E ffects on others

A ctions

L ooks

Credit: Freepik: Free Vectors
(https://www.freepik.com/popular-vectors)

**Mastery of SEL
knowledge & skills**

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

**My Superpowers
for SEL
(Relationship Skills)**

My Superpowers

Hear

See

Feel

Act

S ays

T hinks

E ffects on others

A ctions

L ooks

Mastery of SEL knowledge & skills

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

What is it like to feel **in**visible?
What is it like to feel **ex**cluded?

Do what we **Say, Think** and how we **Act** make others **in**visible?

What makes Brian feel visible?
What makes Brian feel **in**visible?

Credit: Freepik: Free Vectors
(https://www.freepik.com/popular-vectors)

Mastery of SEL knowledge & skills

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

The Invisible Boy

Author: Trudy Ludwig
Illustrator:
Patrice Barton

What skill does Justin need in this situation?
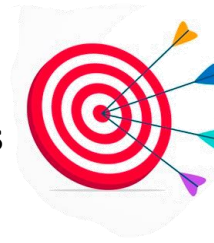*Be proactive. Think Win-win!*

Discuss what the characters involved are feeling, and what SEL skills might have helped them.
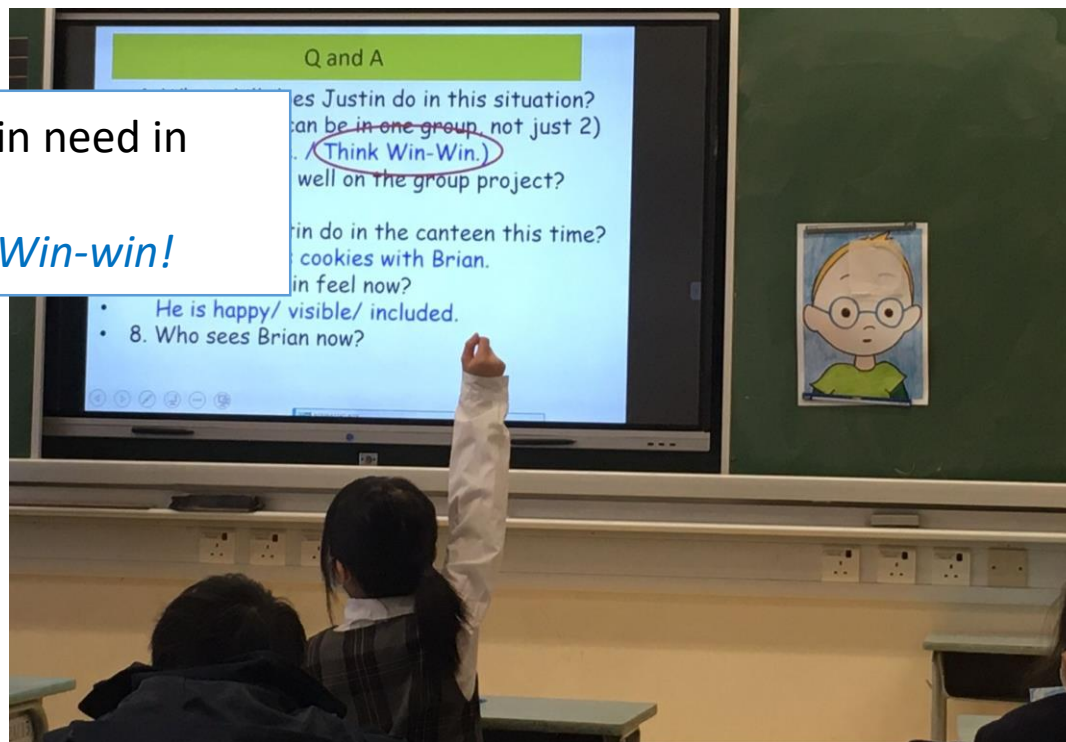
Feeling invisible in
Mrs Carlotti's lesson

Mastery of SEL knowledge & skills

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

included   visible
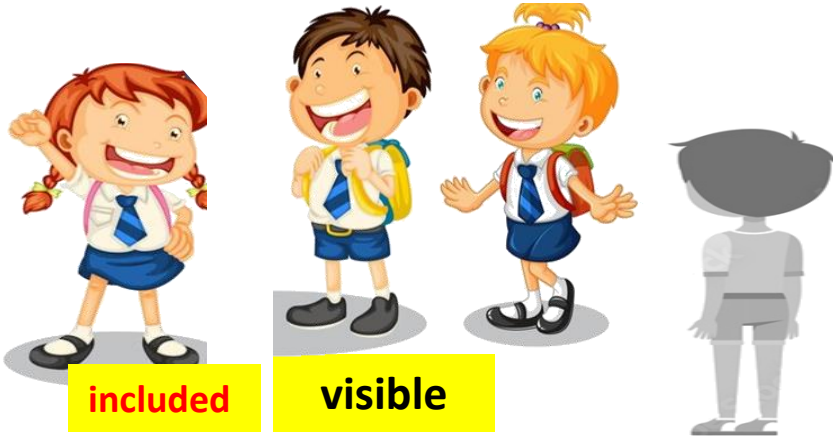
Students are being loud and whiny. Their visibility in getting Mrs Carlotti's attention is evident by their colourful characters in the illustrations and their demonstrative acting out.

WHERE & WHEN does Brian feel invisible?**

Brian feels invisible when…**

"Brian doesn't take up a lot of space" or has no space.

Brian is quiet and seen in black and white.

invisible

Effects on others
Actions

Not included

Mastery of SEL knowledge & skills

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

Classmates Very visible

WHERE & WHEN does Brian feel invisible?

Brian feels invisible when…

He is **not** "picked first", and

he is **not** " the best friends of the best players.

He is **not even** "the friend of the best friends".

NO TRESPASSING
KEEP OUT

All Brian's classmates are in colour when chosen for a team. They notice Brian but decide they have enough players without him.

Is Brian "picked first"?
Who gets "picked first"?
Is Brian the best player?

Is Brian then picked?
Who gets picked ?
Is Brian the best friend of the best players?

Is Brian picked next?
Who gets picked next ?
Is Brian a friend of the best friends?

Effects on others

Actions

invisible

Brian feels invisible when…
He is not included in a game.

Not included

Birthday party stories in cafeteria

Classmates very visible

DO NOT ENTER

While at lunch students talk about the birthday party they attended. Brian sits with them in black and white and in silence because he wasn't invited.

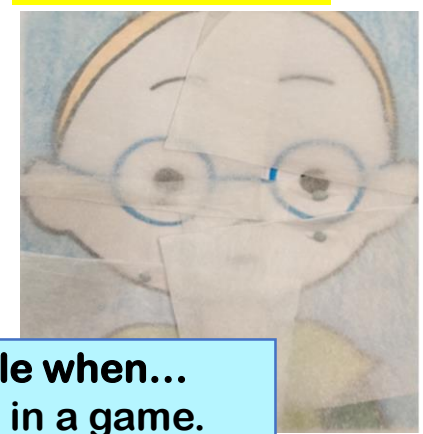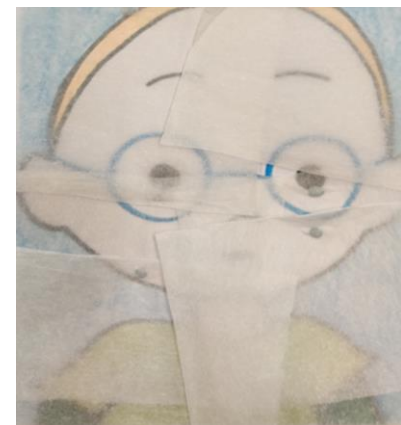**Mastery of SEL knowledge & skills**

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

WHERE & WHEN does Brian feel invisible?

Brian feels invisible when…
He is not included in the chat.

Brian - Very very invisible

Not included

Effects on others
Actions

Credit: Freepik: Free Vectors
(https://www.freepik.com/popular-vectors)

Tool for students to practise
and develop their superpowers

**Mastery of SEL
knowledge & skills**

(A) Active student
engagement in the form
of experiential learning

My Superpowers

Use your Superpowers
What do you see, hear and feel?

	See	**Hear**	**Feel**
In the classroom			

Students work in groups to match picture clues with
what they see, hear, and feel in various real life scenarios.

(A) Active student engagement in the form of experiential learning
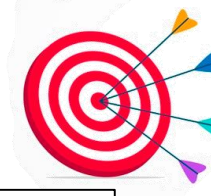
Use your Superpowers
What do you see, hear and feel?

See **Hear** **Feel**

Social Situation – In the Playground

a boy

sit by himself

no noise/sound

sad/lonely

a team

together

talking about the game

happy/excited

My Superpowers

See **Hear** **Feel**

Act

Learning to "read" an environment/ situation to look for someone who is alone or invisible to offer friendship

Credit: Freepik: Free Vectors
(https://www.freepik.com/popular-vectors)

Role-playing and Replaying
the same scenarios –

"What could these characters do differently?"
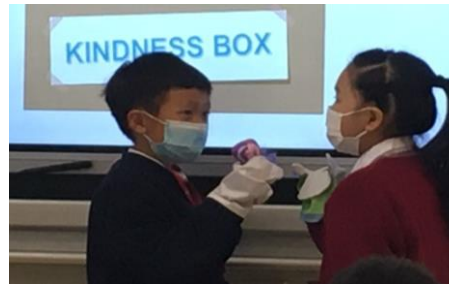
Mastery of SEL knowledge & skills

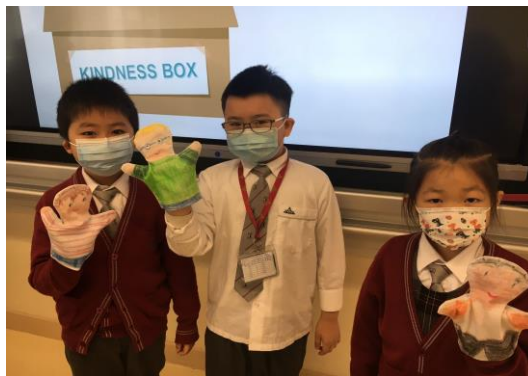**(A) A**ctive student **engagement** in the form of experiential learning
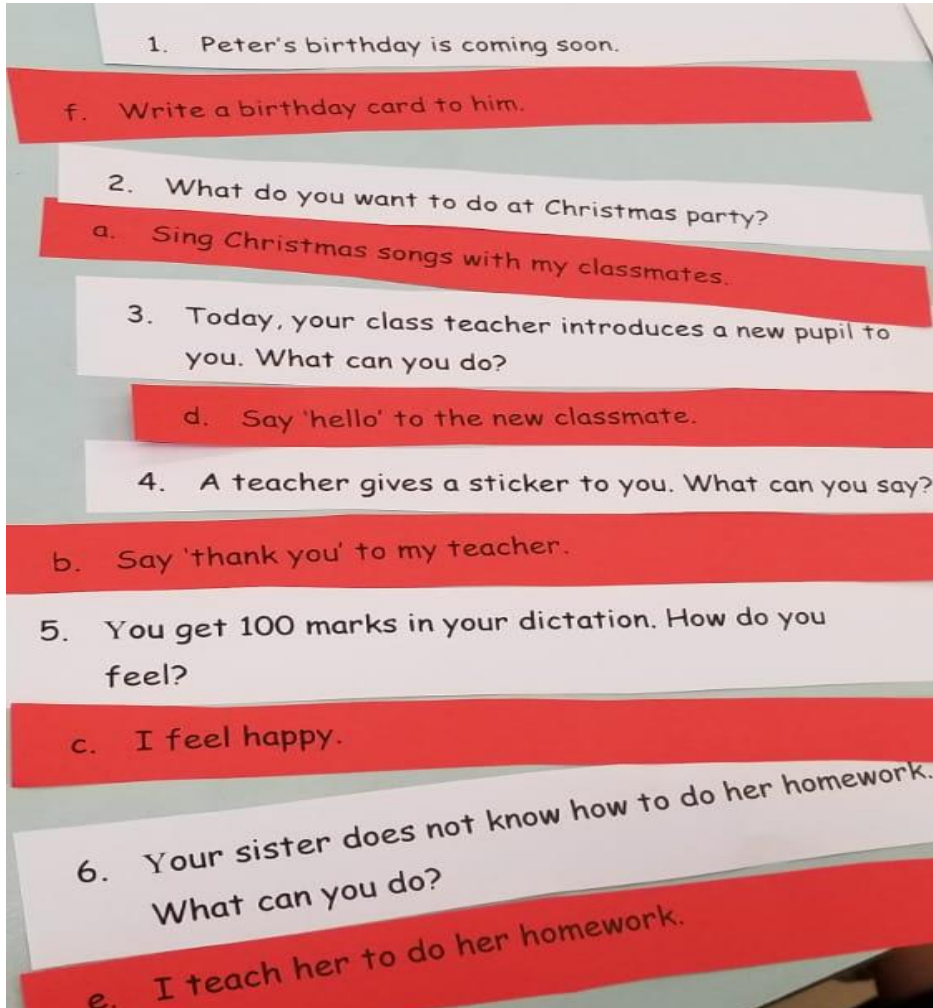
Hand puppets

Act !

Role-play

Kindness box activity –
pick an item and use it to encourage someone (**role-play**)

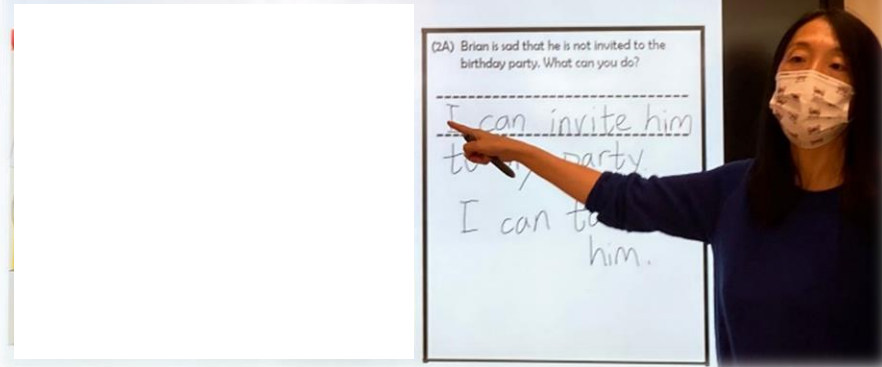# Realia

Kindness Tool Box –
How can I include others?

Mastery of SEL knowledge & skills

1. Peter's birthday is coming soon.
f. Write a birthday card to him.

2. What do you want to do at Christmas party?
a. Sing Christmas songs with my classmates.

3. Today, your class teacher introduces a new pupil to you. What can you do?
d. Say 'hello' to the new classmate.

4. A teacher gives a sticker to you. What can you say?
b. Say 'thank you' to my teacher.

5. You get 100 marks in your dictation. How do you feel?
c. I feel happy.

6. Your sister does not know how to do her homework. What can you do?
e. I teach her to do her homework.

Journal: Brian is sad that he is not invited to the birthday party. What can you do?
What is your **ACTION**?

(2A) Brian is sad that he is not invited to the birthday party. What can you do?

I can invite him to my party
I can t___ him.

Pair work sentence strip matching – match the different social scenarios with a kind response

(R) **R**eflection on how SEL is connecting to other parts of our lives

Thinking about the growth areas and how SEL can support/ help

Opportunities to connect with their peers **outside their friendship group**

Journal

Trifold Brian journal and Brian puppet – How can you be kind to Brian? (**role-play**)

Mastery of SEL knowledge & skills

Act !

(4A) Tell one more thing Justin does to help Brian become visible?
Justin says "cool drawing."

Thank you

Cool!

(5A) How can you help someone become MORE visible?

(4B) Tell one more thing Justin does to help Brian become visible?
Justin invites Brian to join hem.

(5B) How can you help someone become MORE visible?

The Invisible Boy
by Trudy Ludwig

Name: _Yeung Chi Yan Yammi (24)_

Class: _3D_

Credit: Freepik: Free Vectors
(https://www.freepik.com/popular-vectors)

Journal

Trifold Brian journal and Brian puppet – How can you be kind to Brian? **(roleplay)**
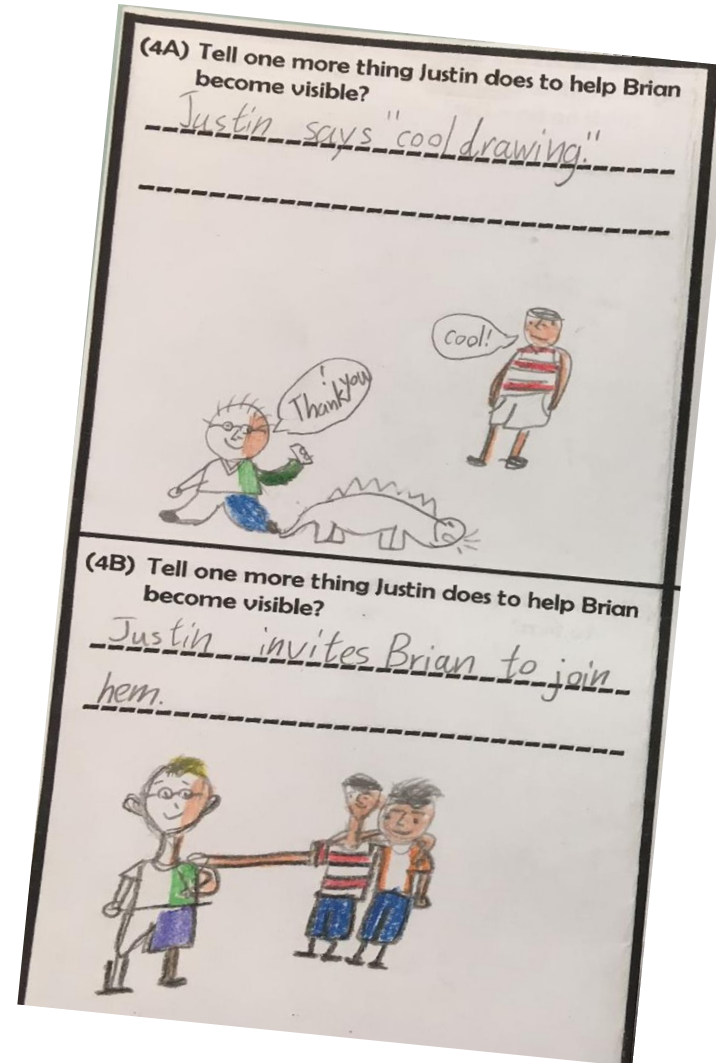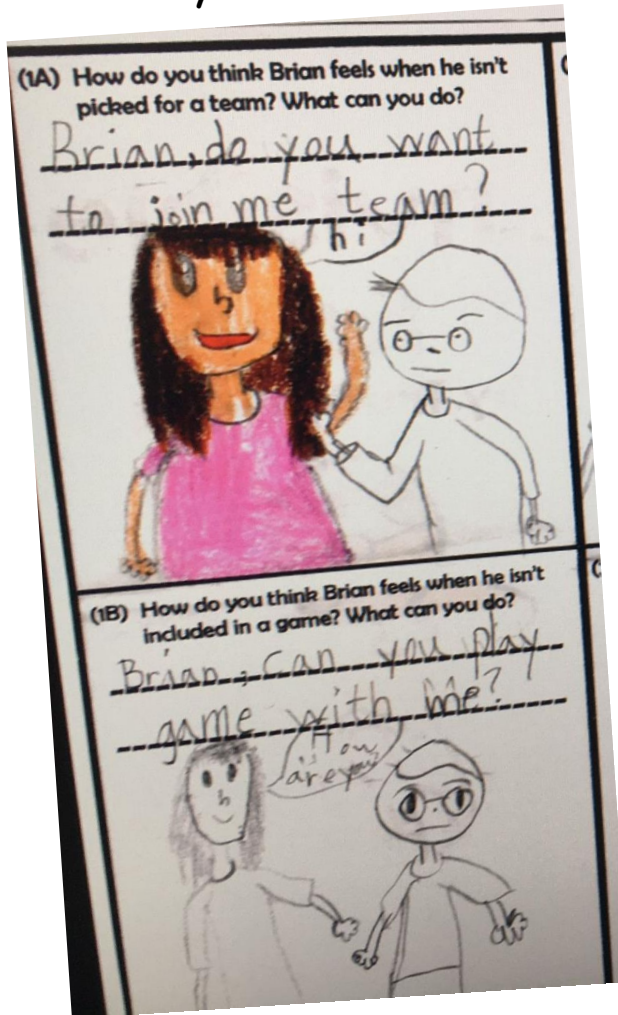
Act !

Mastery of SEL knowledge & skills

(R) **R**eflection on how SEL is connecting to other parts of our lives

Thinking about the growth areas and how SEL can support/ help

(1A) How do you think Brian feels when he isn't picked for a team? What can you do?

Brian, do you want to join me team? "hi"

(1B) How do you think Brian feels when he isn't included in a game? What can you do?

Brian, can you play game with me? "How are you"

(4A) Tell one more thing Justin does to help Brian become visible?

Justin says "cool drawing."

Thank you / Cool!

(4B) Tell one more thing Justin does to help Brian become visible?

Justin invites Brian to join hem.

Inclusion written hearts –
write kind messages to include someone

Mastery of SEL knowledge & skills

(R) **R**eflection on how SEL is connecting to other parts of our lives

Thinking about the growth areas and how SEL can support/ help

ACT !
Encourage students to leave their comfort zone and reach out to others

I want to include____Ken_____

I will   share my toys
_____

with him.
_____

Sam
_____
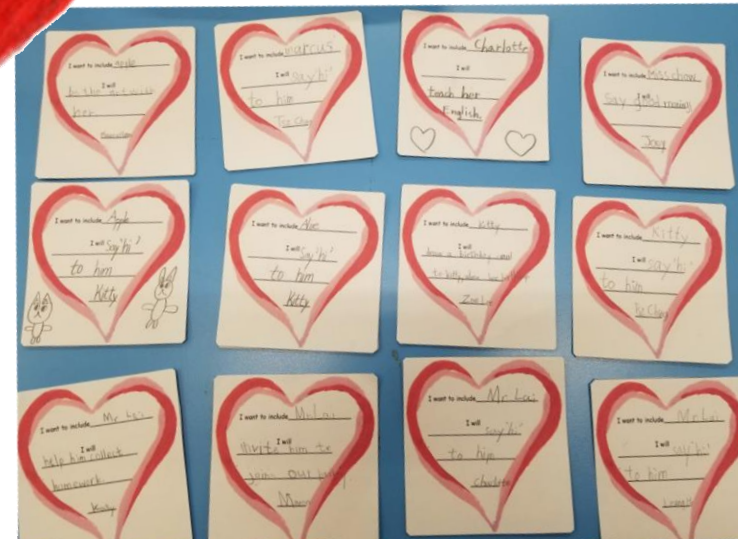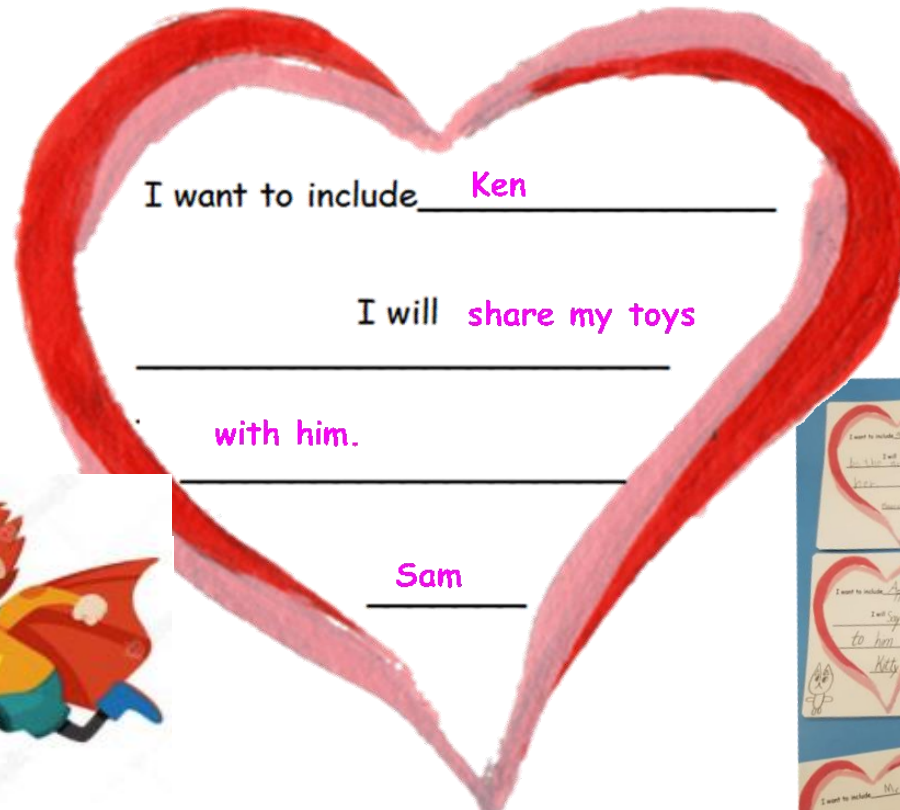
Excellent teamwork

Mastery of SEL knowledge & skills

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

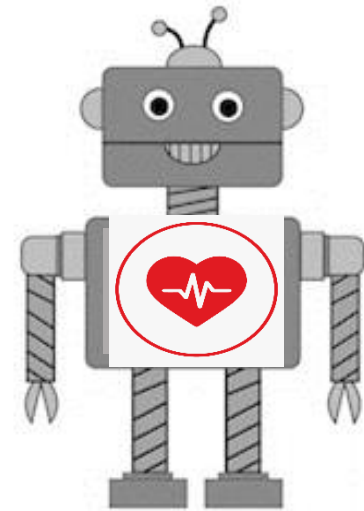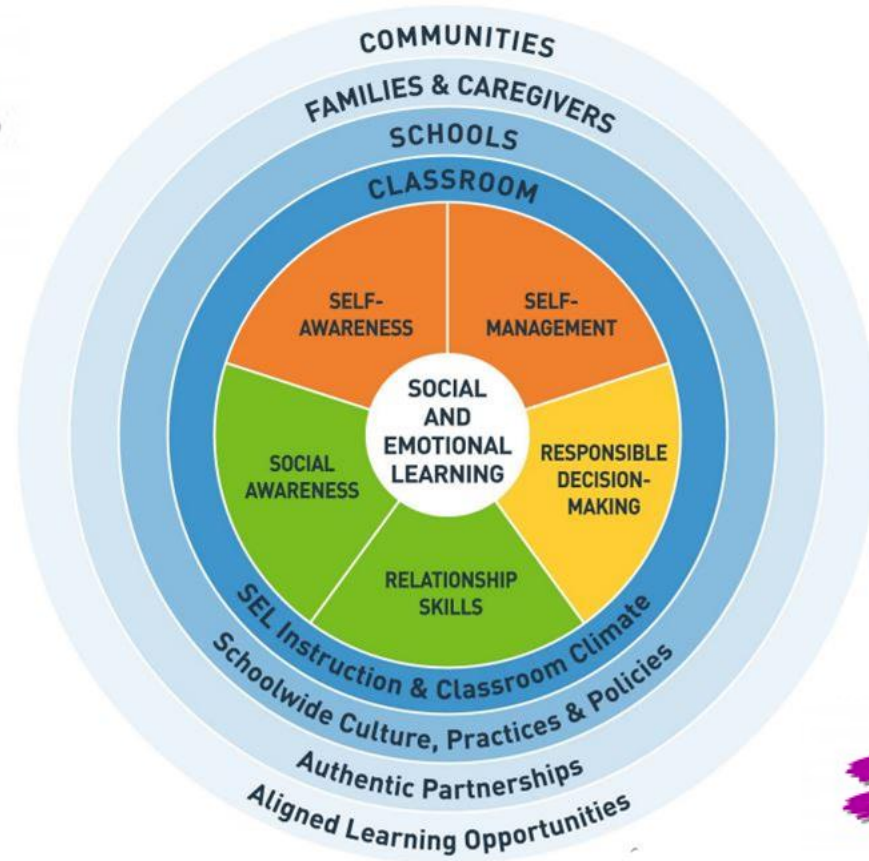Developing & refining the unit of work collaboratively
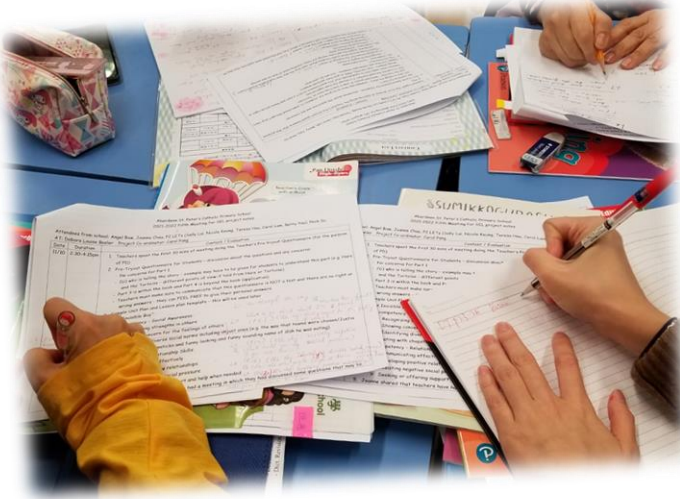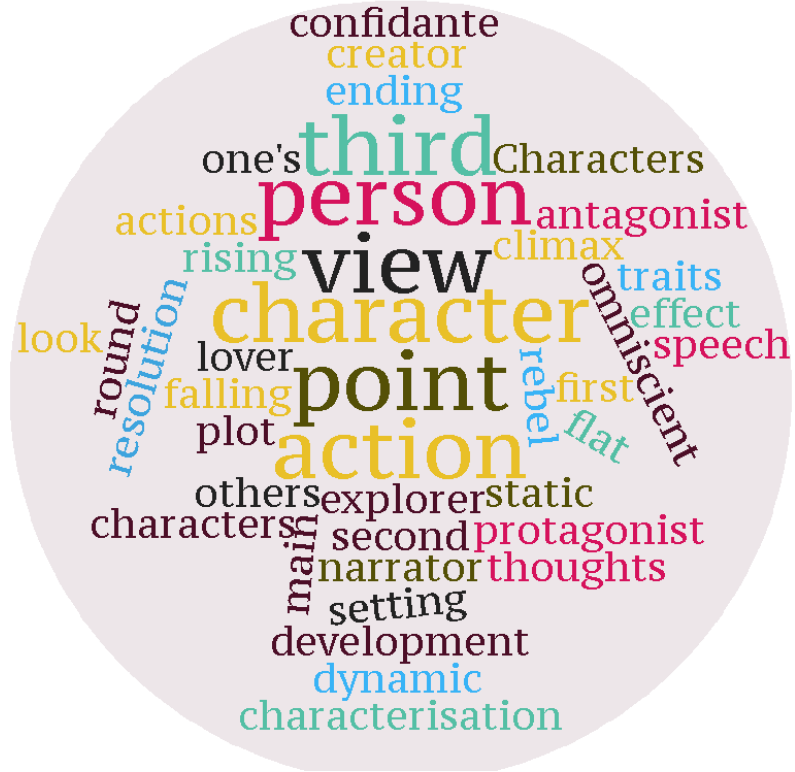
Building professional capacity in professional development programme on SEL

Regular co-planning sessions

Building Character through Characters — Identifying teachable moments

*When we **see others** from the inside, as we do in stories when we **live with them**, and **hurt with them**, and **hope with them**, we learn a new respect for people.*

William Kilpatrick

Project timeline 2022/23

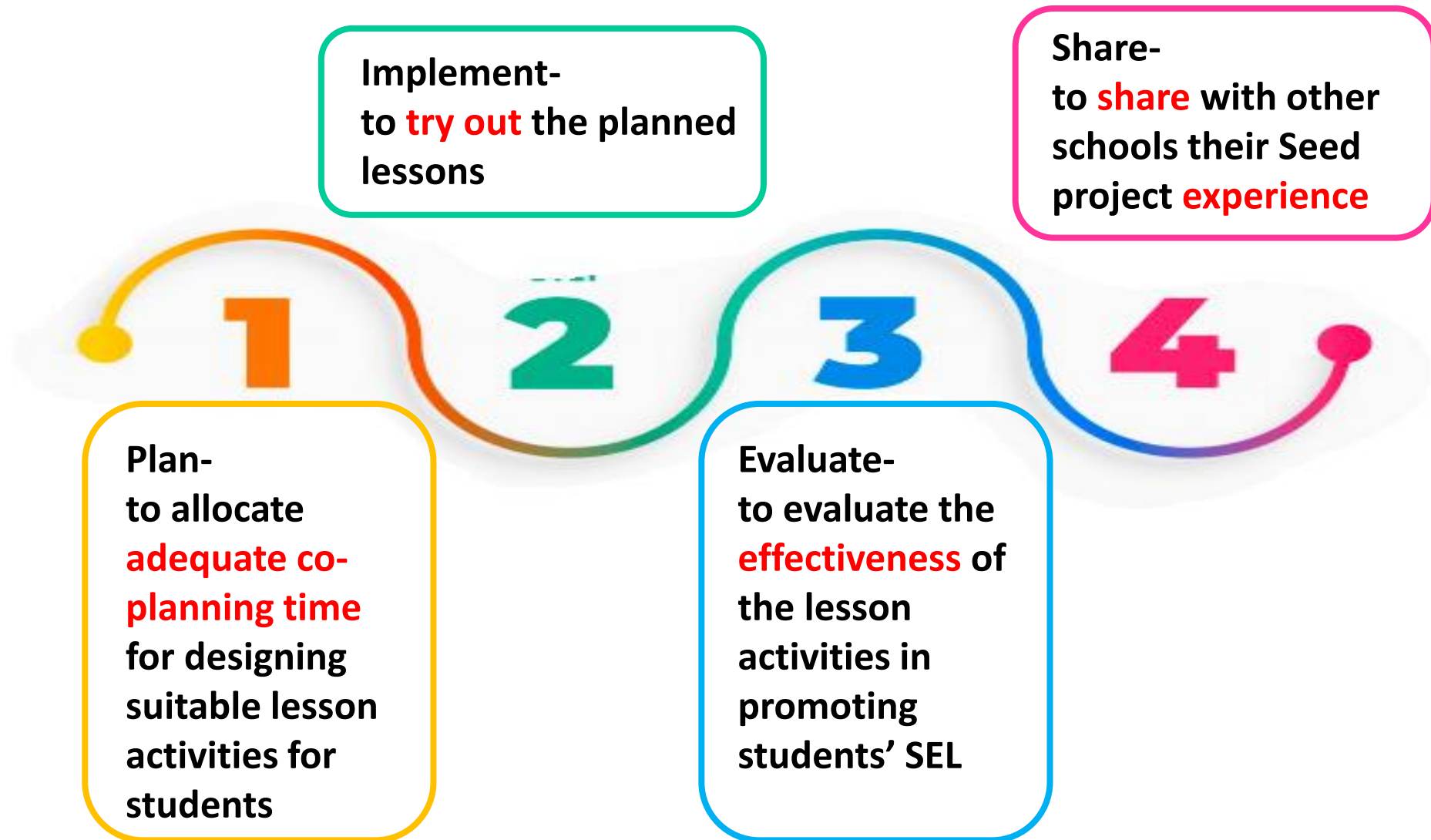|	
Jun – Jul 2022	**Setting up the support**
Aug – Nov 2022	**Professional Development** **Baseline observation and data collection**
Oct 2022 – Jan 2023	**Co-planning for trial lessons**
Feb – May 2023	**Implementation**
May – Jun 2023	**Review** **Data collection**

School commitment – A Growth Mindset

There is a difference between

NOT KNOWING and NOT KNOWING YET Sheila Tobias

School commitment

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

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

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

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

1   2   3   4

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
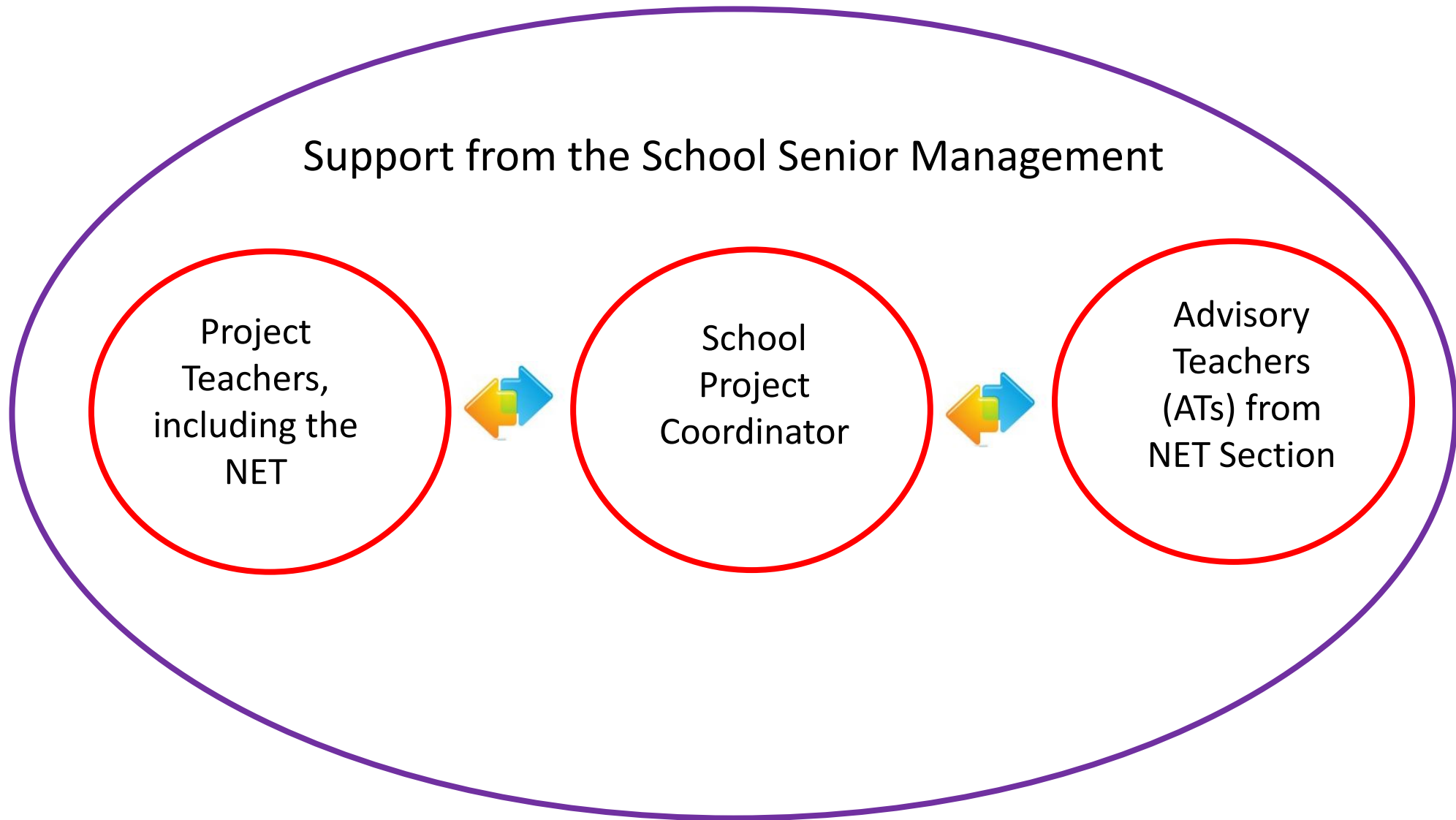
Application details and procedures

Please refer to **Appendix C** of the EDB Circular Memorandum No. 1/2022

Closing date for application

10 March 2022

School Application Form to be completed in duplicate by School Heads and sent to:

The Human Resources Management Unit

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

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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/