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SOCIAL EMOTIONAL LEARNING IN ENGLISH LANGUAGE TOOLKIT FOR TEACHERS IN KAZAKHSTAN

**Tools to Integrate Social Emotional Learning into
English Language Learning Class for 10-13 years old students**

JANUARY 2024 PILOT EDITION

BUILD COMMUNITY

>>> **STUDENT-CENTERED**

Learn strategies to build community, make meaningful connections and promote student-centered learning. Use tools that are easy to implement in your classroom.

EMOTIONAL SUPPORT <<<

Guide students to identify and express emotions, develop resilience and self-regulation skills through practical solutions.

EMPOWER STUDENTS

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INTRODUCTION

ACKNOWLEDGEMENTS

>>> **INITIATIVE**

EXPANDING HORIZONS FOR RURAL CHILDREN

Aul.Inspired team that worked tirelessly on this project: Marion Valentin, Director of Curriculum and Instruction and Dinara Issenova, Partnerships and External Communications Director would like to extend our deepest gratitude to ten rural area English language teachers across Kazakhstan, who participated in our Toolkit Pilot Project from September to December 2023, for testing the social emotional learning tools with their students, for sharing their insights and expertise that was instrumental in the creation of a unique methodological resource.

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TOOLKIT FOR ENGLISH LANGUAGE TEACHERS

DEVELOPED WITH RURAL TEACHERS IN KAZAKHSTAN

>>> ABOUT AUL.INSPIRED

EXPANDING HORIZONS FOR RURAL CHILDREN

Aul.Inspired is a non-profit education solutions provider committed to transforming the learning experience for rural children in Kazakhstan. With a focus on innovation and collaboration, Aul.Inspired empowers educators and learners to thrive in a dynamic and evolving educational landscape, working on capacity building and strengthening the communities of practice for rural English language teachers while supporting their learners with social-emotional learning tools.

>>> A TOOLKIT FOR RURAL TEACHERS IN KAZAKHSTAN

ENGLISH LANGUAGE & SOCIAL EMOTIONAL LEARNING TOOLS

This toolkit is an initiative by Aul.Inspired team to co-create an English Language Learning Toolkit with Social Emotional frameworks and practical tools to use in rural classrooms. This toolkit was developed based on the experiences and needs of rural teachers, complementing and enhancing their existing classroom materials. It contains resources that simplify the teaching and learning of English, promote social-emotional learning in the classroom, and introduce the latest technological tools for teaching and educating children.

CASEL FRAMEWORK
UNDERSTANDING SOCIAL EMOTIONAL LEARNING

>>> **OUR MAIN SOURCE**

Our pilot project is guided by the framework developed by the Collaborative for Academic, Social and Emotional Learning (CASEL) :

ENGLISH LANGUAGE TEACHER TOOLKIT

RELATIONSHIP SKILLS

THE START OF COMMUNITY BUILDING

>>> **CASEL FRAMEWORK**

This first activity focuses on the **relationship skills** part of the CASEL framework to start building a sense of community in your classroom through making meaningful connections.

CASEL defines "Relationship skills" as follow:

"The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes 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."

RELATIONSHIP SKILLS

COMMUNITY BUILDING THROUGH ICE BREAKERS

⋙ WHY USE ICEBREAKERS IN A LANGUAGE CLASS?

Icebreakers are an easy, tech free tool to start building your classroom community and making meaningful connections through open conversation. By using icebreakers, you give the space to students to share a piece of themselves during the school day. Buidling a routine of guided discussions at the beginning of class will contribute to creating a safe space for students to be themselves in, which is particularly important in a language class. Indeed, learning a language implies taking risks, making mistakes and thinking outside the box. To do so, students need to feel safe in your space.

⋙ TEST IT!

You never used icebreakers on a daily basis before? You are not sure it will make a difference? We invite you to start your class with an icebreaker for a whole week.
Do you notice anything different when you start class with an icebreaker?
Compare the group dynamic between a week without icebreakers and a week with icebreakers and see for yourself!

TEACHER FEEDBACK

Over a period of 11 days, 100% of participants confirmed that children were "more engaged, happier and friendlier with each other" when they started their class with an icebreaker.

⋙ NEED INSPIRATION?

- What is your favorite… Ice cream flavor?
  Sport? Holiday? Singer? Show? Animal? Color?

You can also adapt this question based on the vocabulary you are currently learning.

- What made you smile today?

- When was the last time you smiled?

- When was the last time you laughed?

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SELF-AWARENESS

KNOW YOURSELF TO BETTER UNDERSTAND OTHERS

>>> CASEL FRAMEWORK

This activity focuses on the **self-awareness** part of the CASEL framework to have students learn how to turn inward to identify and voice their feelings and emotional state. Recognizing their own emotions is the first step to undertanding how others might feel, which will eventually help them develop compassion for themselves and empathy for others.

CASEL defines "Self-awareness" as follow:

*"**The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.** This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose."*

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SELF-AWARENESS

KNOW YOURSELF TO BETTER UNDERSTAND OTHERS

⟫⟫ IDENTIFY AND SHARE YOUR EMOTIONS

When supporting students identify and share their feelings, your goal is to help build an atmosphere of trust which will in turn support students to feel safe to share their thoughts and feelings.

In this section, we will focus on two activities that do not require the use of technology to respond to the needs of our participants to have tech-free activities -hopefully, you can find this helpful as well!

⟫⟫ TEST IT!

- *Activity 1: make an emotions flip book*

- *Activity 2: make a mood scale*

Example 1: How are you feeling today?

Example 2: On a scale of Harry Potter, how do you feel today?

TEACHER FEEDBACK

Over a period of 14 days, 89% of participants confirmed that children were "happier" when using a mood check in at the beginning of class.

⟫⟫ RESOURCES

- Emotions flip book: Thiscraftyfamily.com
- Mood scale templates: pinterest.com
- SEL component: self-awareness
- English Language Learning (ELL) goals: review the verbs: to be, to feel
- Learn or review the vocabulary of emotions/feelings
- Use full sentences when expressing yourself

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SELF-AWARENESS

KNOW YOURSELF TO BETTER UNDERSTAND OTHERS

>>> **WANT TO LEARN MORE?**

Browse the following resources to learn more about self-awareness.

Note: anything that is underlined is a link to a website or a direct download.

Read

Research article:

Emotions that facilitate language learning: The positive-broadening power of the imagination, P. Macintyre and T. Gregersen

Browse Website

Studies in Second Language Learning and Teaching

Check out this website specialized in teaching and learning a second language

RESPONSIBLE DECISION-MAKING

UNDERSTAND THE IMPACT YOUR ACTIONS HAVE ON OTHERS

>>> CASEL FRAMEWORK

This activity focuses on the **responsible decision-making** part of the CASEL framework. Here, we will focus on how to efficiently praise the positive behavior we see from students to shift the traditional power dynamic between teachers and students. The goal is to promote positive behavior to call for more positivity in your classroom space, instead of identifying and punishing negative behaviors we can notice in the classroom.

CASEL defines "Self-awareness" as follow:

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

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RESPONSIBLE DECISION-MAKING

UNDERSTAND THE IMPACT YOUR ACTIONS HAVE ON OTHERS

>>> **DEVELOP ACCOUNTABILITY**

In this section, we want to help students develop accountability for their own behavior and understand the positive impact it has on other students. By doing so, we want to connect and promote three SEL components:
self-awareness, relationship skills and responsible decision-making.

>>> **TEST IT!**

Choose from one of these two techniques (or try both and see which one feels more authentic to you) and praise positive behaviors that you notice during the school day.
Keep notes of behaviors you noticed, which words you used to praise the students as well as your students' reactions.

- Compliments students with an "I-statement" instead of using a directive comment: I always look forward to hearing your ideas! instead of listening to a student and saying a general "good job!" When you use very general words, students don't feel the impact of the praise and it defies the purpose.
- Use evidence-based behavior-specific praise (BSP). You want to describe the observed behavior and make a positive remark. Example: "You held the door open for your classmates on your own initiative, this shows generosity. Well done!"

TEACHER FEEDBACK

Over a one month period, 100% of participants confirmed that children were "more engaged, happier" when using praising techniques during class.

>>> **RESOURCES**

- https://www.edutopia.org/article/making-sure-your-praise-effective

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RESPONSIBLE DECISION-MAKING

TEACHER TOOL

>>> **VISUAL ORGANIZER FOR NOTE TAKING**

Praise note taker

Positive behavior

Praise

Why was this behavior important to highlight?

How did the student react to the praise?

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RESPONSIBLE DECISION-MAKING

UNDERSTAND THE IMPACT YOUR ACTIONS HAVE ON OTHERS

>>> **WANT TO LEARN MORE?**

Browse the following resources to learn more about responsible decision-making.

Note: anything that is underlined is a link to a website or a direct download.

Read
Online article on Edutopia:
Making Sure You Praise is Effective

Link to direct download
Keeping SEL Developmental: The Importance of Developmental Lens for Fostering and Assessing SEL Competencies

Watch
PBS Video: Responsible Decision-Making / Social Emotional learning

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SELF-MANAGEMENT 1

SELF-MANAGEMENT TOOLS FOR TEACHERS

>>> **CASEL FRAMEWORK**

On a daily basis, we help our students understand how to behave in different situations, how to identify and manage their emotions to achieve their goals, and how to turn your self-awareness into positive actions. Teaching them self-management will have a great impact on their life outside of school and eventually their professional life. In order to do this part of our work efficiently, **we must also learn about and use self-management tools for ourselves.**

CASEL defines "Self-Management" as follow:

"The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals."

SELF-MANAGEMENT 1

SELF-MANAGEMENT TOOLS FOR TEACHERS

>>> FIND WHAT WORKS FOR YOU

By knowing how to actively practice self-management in our everyday lives, it will help us create a safe environment where students can learn how to self-regulate.

To do so, we have to ask ourselves key questions such as: *how do I feel when I walk into my classroom space? Do I feel regulated? Do I feel grounded and ready to support others?* If we feel safe and confident in our space, it will then be easier to share that with students walking into our classroom.

>>> TEST IT!

- *Activity:* Document and reflect on situations in which you have to use self-management tools. Collect information on self-management techniques that help you the most. See next two pages for visual organizers you can use to reflect on and identify what works for you.

- *Goal:* develop your own tool box with self-regulating strategies that work best for you.

TEACHER FEEDBACK

Participants identified 3 key words to describe their classroom atmosphere when using self-management tools for themselves: "positive, time and productive"

>>> RESOURCES
- Visual organizers by Aul.Inspired

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VISUAL ORGANIZER 1

SELF-MANAGEMENT REFLECTION SHEET

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DATE: ....

WHICH CATEGORY BEST DESCRIBES YOUR EXAMPLE?

- Managing your emotions ☐
- Identifying and using stress management strategies ☐
- Showing self-discipline and self-motivation ☐
- Setting personal and collective goals ☐
- Using planning and organizational skills ☐
- Showing the courage to take initiative ☐
- Demonstrating personal and collective agency ☐

SHARE YOUR REAL LIFE EXAMPLE

▷ What happened? What triggered a moment of discomfort before/during work?

SELF-MANAGEMENT TOOLS/TECHNIQUES

▷ What did you do to self-regulate?

VISUAL ORGANIZER 2

SELF-MANAGEMENT REFLECTION SHEET
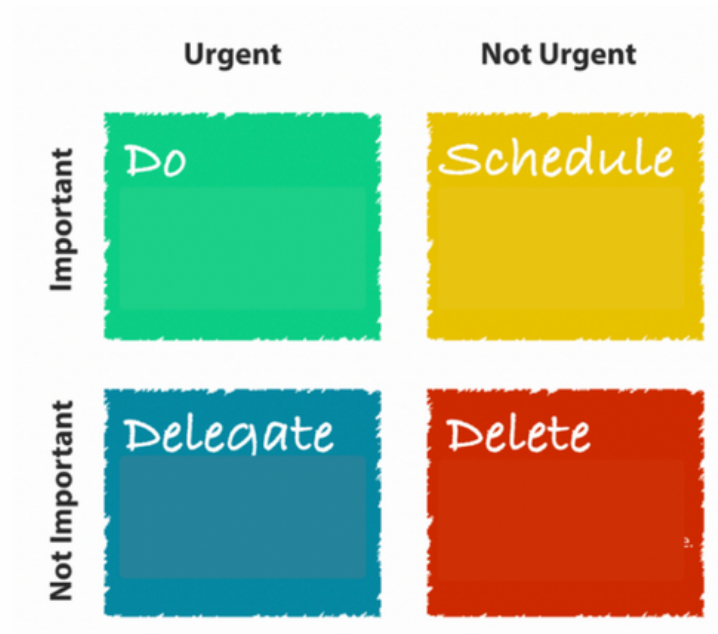
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DATE: ------------------------------

SHARE YOUR REAL LIFE EXAMPLE

▷ What happened? What triggered a moment of discomfort before/during work?

USE THE EISENHOWER MATRIX TO HELP YOU WITH SELF-MANAGEMENT

	Urgent	Not Urgent
Important	Do	Schedule
Not Important	Delegate	Delete

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SELF-MANAGEMENT 1

SELF-MANAGEMENT TOOLS FOR TEACHERS

>>> ## WANT TO LEARN MORE?

Browse the following resources to learn more about self-management and self-management for teachers/adults.

Note: anything that is underlined is a link to a website or a direct download.

Read

1. Article from University of Berkeley: <u>SEL for adults: Emotion Regulation</u>

2. SEL Competency: Self-Management

SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCY: SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal setting
- Organizational skills

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<u>PBS Video:</u> Self-Management / Social Emotional learning

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SELF-MANAGEMENT 2

SELF-MANAGEMENT TOOLS FOR STUDENTS

>>> **CASEL FRAMEWORK**

When students are aware of their emotions, it is easier for them to **self-regulate** by managing their stress and controlling their impulsivity. They are also more eager and able to find **intrinsic or internal motivation** and work towards their goals.

CASEL defines "Self-Management" as follow:

"The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation and agency to accomplish personal and collective goals."

TEACHER FEEDBACK

Participants identified 3 key words to describe their students when offering them self-management tools during class: "engaged, friendly, responsible"

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SELF-MANAGEMENT 2

SELF-MANAGEMENT TOOLS FOR STUDENTS

>>> **GOAL SETTING**

One way to do so is to <u>integrate goal setting in your class.</u>
For example, when you work on a unit around school or classroom vocabulary, you could introduce a goal setting worksheet for each student to complete based on what their goals for their English class is.

Moreover, giving students the opportunity to **collaborate** with you on their goals will **empower** them to be more active learners while <u>working on and developing their self-management techniques.</u>

Finally, by setting specific goals for themselves will contribute to increase their **self-awareness.**

>>> **TEST IT!**

- *Activity:* Use the Goal Setting Organizer on the next page to have students set goals for themselves in your class. Goals can be academic and/or behavioral.

- *Goal:* Use accountability and self-awareness to develop their self-management skills.

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GOAL SETTING ORGANIZER

Name: _____ Date: _____

MY GOAL PLANNER ☑☑☑☑

My goal is to: _____

_____

Ways I can work toward my goal:

1. _____

2. _____

3. _____

Why this goal is important to me: _____

_____

New things I will try:	I am going to work harder at:	I will read:
_____	_____	_____
_____	_____	_____
_____	_____	_____

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>>> **RESOURCES**

- MrsMerry.com

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SELF-MANAGEMENT 2

SELF-MANAGEMENT TOOLS FOR STUDENTS

>>> STOP, ACT, REFLECT

If you are looking for a more language-focused activity, this one is for you!

Have students pause, act out and reflect on different scenarios to discuss self-management and self-regulation techniques using their previous linguistic knowledge.

>>> TEST IT!

- *Activity: Ask students to use the vocabulary they already know to act out/reflect on a simple scenario around self-management.*

- *Goal: Use English vocabulary in context while learning about self-regulation and empathy in the classroom.*

Here is a list of possible scenarios to use with your students. We encourage you to also create your own scenarios and questions based on your own classroom experience.

Scenario 1: You are working by yourself at your desk. A classmate comes to you and draws on your notes.
Reflection questions: How does it make you feel? What can you do?

Scenario 2: You completed your homework last night but you forgot your worksheet at home. You are now in class and the teacher is checking everyone's homework assignment.
Reflection questions: How does it make you feel? What can you do?

Scenario 3: You are working in a small group to complete an activity during class. Everyone is talking and you can't share your ideas.
Questions: How does it make you feel? What can you do?

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SELF-MANAGEMENT 2

SELF-MANAGEMENT TOOLS FOR STUDENTS

>>> **WANT TO LEARN MORE?**

Browse the following resources to learn more about self-management and self-management for students/in the classroom.

Note: anything that is underlined is a link to a website or a direct download.

Read
Teaching Self-Management Skills: 5 Strategies to Create an Effective Plan

Browse Website
Self-management in the Classroom
thesocialemotionalteacher.com

SOCIAL AWARENESS

EXPRESSING GRATITUDE

>>> CASEL FRAMEWORK

In this last section, we want to focus on understanding and expressing gratitude.

Gratitude is the expression of appreciation for what one has. Practicing gratitude means making **conscious efforts** to count one's blessings and notice the good in life.

According to research, gratitude can have an important, **positive effect** on overall **well-being and relationship building**. Research also supports that expressing gratitude through writing is a powerful and calming way to practice gratitude. (Source: Edutopia)

CASEL defines "Social Awareness" as follow:

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

SOCIAL AWARENESS

EXPRESSING GRATITUDE

>>> FIND WHAT WORKS FOR YOU

By adding a gratitude practice into our classroom, the goal is for students to **reflect** on and **express** gratitude to improve well-being and **nurture** relationships.

Giving students the freedom to decide how to do that helps you, as a teacher, to meet the needs of diverse learners.

You also **invite different voices** in the room by honoring the interests and feelings of your students which highly contribute to developing **community building and belonging i**n your classroom.

>>> TEST IT!

- *Activity:* The Gratitude Jar.

- *Goal:* Use English vocabulary in context while learning about identifying and expressing gratitude.

Print out a picture of a jar or draw a large jar on a poster and ask students to write something they are grateful for on a piece of paper.

Next, each person can share their answer if they wish to, and when they do, they go up and glue their piece of paper "in" the gratitude jar. You can keep it up on your wall until it is "full" of gratitude notes and then make a new poster with a new gratitude jar to fill.

TEACHER FEEDBACK

Over a period of 11 days, 100% of participants confirmed that children were "more engaged, happier and friendlier with each other" when using gratitude practices with students.

>>> RESOURCES

- Not an artist? You'd rather use a visual already created by other teachers? Find inspiration on Pinterest!

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SOCIAL AWARENESS

EXPRESSING GRATITUDE

>>> TEST IT!

- *Activity:* The Daily Gratitude Practice.

- *Goal:* Use English vocabulary in context while learning about identifying and expressing gratitude.

Give students a daily gratitude print out of your choice and pick one of the following:

1. Students answer by themselves and they keep it in their English folder or notebook.
2. Students answer by themselves and then you open the floor to students who would like to share (if possible in a circle so that everyone can see each other and adds a warmer feeling to the discussion).
3. You can also have a gratitude wall on which students can come and they stick their daily gratitude once they are done.

>>> RESOURCES

- Find Daily Gratitude visuals on Pinterest!

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SOCIAL AWARENESS

EXPRESSING GRATITUDE

>>> ## WANT TO LEARN MORE?

Browse the following resources to learn more about social awareness and gratitude practice.

You can also find a **template on the next page** to use for your daily gratitude practice as a great way to start your day!

Note: anything that is underlined is a link to a website or a direct download.

Read

1. 3 Ways to Make Gratitude a Habit in Your Classroom

2. Promoting Gratitude in Your Classroom

Watch

PBS Video: Social Awareness / Social Emotional learning

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GRATITUDE JOURNAL

S M T W T F S

Date:

Today, I'm Grateful For:

Today's Affirmation:

I am proud of ...

Tomorrow, I Look Forward to...

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STAY IN TOUCH

FOR MORE SOCIAL EMOTIONAL LEARNING RESOURCES

>>> **QUARTERLY ONLINE MEETINGS**

Public online training sessions with rural English language teachers across Kazakhstan

- Various pedagogical and psychological experts
- On a quarterly basis from January 2024
- For future announcements: www.aulinspired.org.

>>> **CONTACT US**

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