

The Path to Effective Social and Emotional Learning

A Case Study on the SEL Implementation keys of success by using moozoom platform in Elementary Schools of *Centre de services scolaires de Saint-Hyacinthe*



The Path to Effective Social and Emotional Learning — A Case Study on the SEL Implementation keys of success by using moozoom platform in Elementary Schools of Centre de services scolaires de Saint-Hyacinthe was written by the Centre de transfert pour la réussite éducative du Québec (CTREQ—Quebec’s transfer centre for educational success) in collaboration with the Centre de services scolaire de Saint-Hyacinthe and moozoom.

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Context

Proficiency in social and emotional skills is instrumental for a child's social adaptation and educational success (1). Social and emotional learning (SEL) is an ongoing, lifelong process and something which is included in the Quebec Education Program (2). In fact, the need to prioritize children's early years well-being and mental health is becoming increasingly apparent, as is reflected in the Quebec Conseil supérieur de l'éducation's (CSE) brief Children's well-being at school: **Let's do our homework**. Thus, in order to prioritize children's well-being and mental health, the Centre de services scolaire de Saint-Hyacinthe (CSSSH) set itself on the path to promoting the development of social and emotional skills in its elementary schools.

The CSSSH's aim was to support schools in their understanding and implementation of an SEL program, specifically by trialling the moozoom platform in three of its schools. This was done in concert with other initiatives, tools and programs already in use in said schools. The CSSSH decided to trial the moozoom platform as it is well aligned with their vision of supporting a positive approach to the development of social and emotional skills. Trialling the platform enabled the school board to question the optimal conditions for implementing social and emotional learning in schools, and also to develop some additional tools to improve students' learning.

moozoom is an interactive platform which uses an explicit teaching approach to submerge students in a fictional universe where they can create their own stories and forge meaningful links with the challenges they themselves face daily. moozoom simplifies social and emotional learning for elementary and middle schools.

This project was carried out in collaboration with the CSSSH, moozoom and the CTREQ. Two researchers (Claire Beaumont, a professor at the Université Laval and Line Massé, a professor at the Université du Québec à Trois-Rivières) also played a vital role on the steering committee, providing insight and sharing their opinions. This trial enabled the moozoom team to adjust and improve the platform based on the real needs of elementary schools in Quebec. Likewise, it provided the CSSSH with food for thought about SEL and enabled it to support other bodies with their experience. This trial was in fact beneficial for all parties involved.

This document has been developed for school staff (management, teachers, professional support, monitors, etc.) who are looking for a way to promote social and emotional learning in their school. The main aim herein is to share the key factors to successfully implementing an SEL program in schools, as observed by the CSSSH during their trial with the moozoom platform. This document also contains other information, such as theoretical precisions about social and emotional learning, favourable conditions for implementing SEL programs as discovered during the CSSSH trial, and some practical tools developed during the trial. Our intention is to help other schools on the path to implementing a social and emotional learning program for their students.

Enjoy!



Part 1

1. Framework

As detailed in the CSE's brief Children's well-being at school, there are several explanatory models of social and emotional skills (3). Although there are differences, all models include understanding emotions (our own and other people's), expressing emotions and self-regulation (4). The models also refer to the interpersonal and intrapersonal aspects of social and emotional skills.

Prior to the moozoom trial, the CSSH and moozoom agreed to work from a well-known framework for SEL developed by the Collaborative for Academic, Social and Emotional Learning (CASEL). In addition to sharing the common core of the aforementioned models, CASEL uses accessible language that is adapted to school environments. The CASEL framework served as the theoretical foundations for some stages of the trial process.

1.1 Social and Emotional Learning

Social and emotional learning (SEL) is defined as "an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationship, and make responsible and caring decisions" (5). »

SEL is an ongoing learning process and we continue to develop social and emotional skills throughout our lifetimes. Through SEL, we learn about ourselves, others and the world (2). Social and emotional learning relates to the knowledge, skills and attitudes we use in many different contexts of our lives.



1.2 Social and Emotional Skills

To support the development of social and emotional learning, we need to teach both intrapersonal and interpersonal skills, include them in the curriculum and practise them daily. This document explains five main areas of competencies — self-awareness, self-regulation (behaviour and emotion), social awareness, responsible decision-making, and relationship skills (3).



SELF-AWARENESS

- The capacity to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.
- The ability to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts.



SELF-REGULATION

- The capacity to exhibit self-discipline and feel motivation.
- The ability to manage one's emotions, thoughts and behaviours effectively in different situations.
- The capacity to efficiently manage stress.



SOCIAL AWARENESS

- The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures and contexts.
- The ability to understand the social and ethical norms that govern behaviours.
- The capacity to recognize family, school and community resources and supports.



RESPONSIBLE DECISION-MAKING

- The ability to make caring and constructive choices about personal behaviour and social interactions while considering ethical standards and safety concerns.
- The capacity to realistically evaluate the consequences of one's actions for personal, social and collective well-being.



RELATIONSHIP SKILLS

- The ability to establish and maintain healthy and supporting relationships with diverse individuals and groups.
- The capacity to communicate clearly, listen actively, cooperate, resist harmful social pressure, resolve conflict constructively, seek or offer help when needed.

1.3 Developing Social and Emotional Skills

Social and emotional learning, which includes the development of social and emotional skills, is gaining in popularity in school settings, in particular as it encourages the development of a child's full potential and their socialization, which is one of the educational missions used to prevent violence and bullying in schools (6). We considered several principals for the acquisition of social and emotional skills in the CSSSH moozoom trial. Below are the various foundations that guided the trial.

A SCHOOL-WIDE APPROACH

Although some students who are struggling do benefit from working in smaller groups and an approach that is oriented to their difficulties, there is evidence to show that social and emotional learning is more effective when the program is implemented with a school-wide approach, meaning that all the students in that particular school follow the SEL program (7).

In order for students to generalize what they have learned, they must be able to apply the lessons to different contexts and be able to visualize the links. Developing social and emotional skills should be an integral part of a school's curriculum, practices and policies, and should involve the school staff, families and the community (2). To successfully achieve this and integrate social and emotional skills into children's lives, they must be approached in a global sense and not compartmentalized.

THE IMPORTANCE OF EVERYDAY ACTIONS

Students must be able to use the targeted social and emotional skills daily. All social situations are conducive for practising social and emotional skills, for example through shared learning activities, teamwork, class discussions, games and resolving conflict with other students. We recommend using simple activities, routines, conversations and strategies that you can make part of their day (8). Teachers can also include SEL expectations in their lesson plans (9).

Keep in mind that social and emotional learning is an ongoing, lifelong process. The gradual development of skills based on "the child's level of maturity in the various spheres of their development" is one of the best courses of action (10).

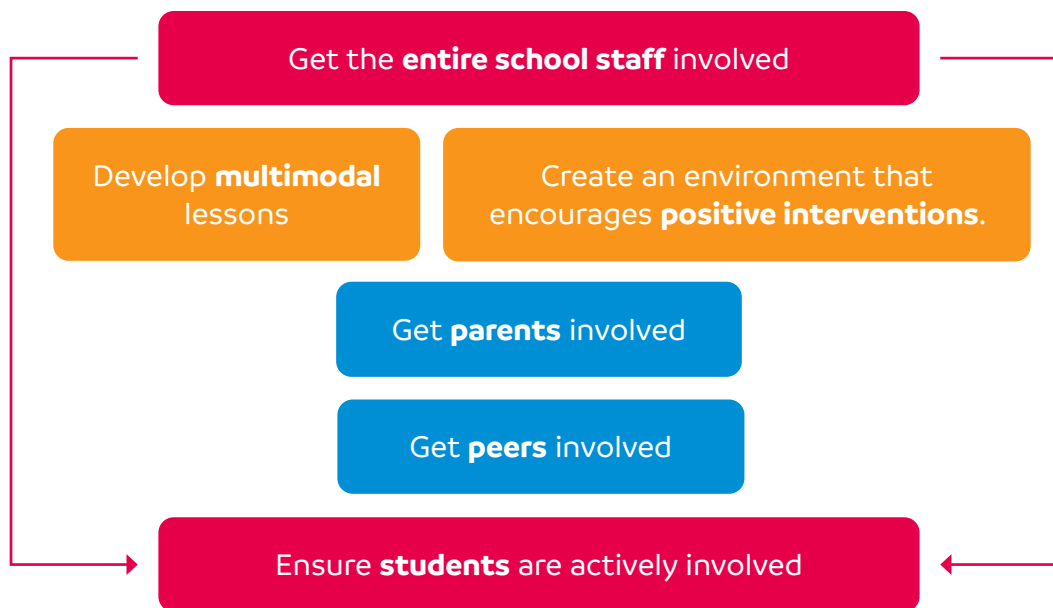
LINKS WITH THE QUEBEC EDUCATION PROGRAM

The development of social and emotional skills feature in several aspects of the Quebec Education Program. According to the Quebec Ministry of Education, the notion of well-being is an integral part of the broad areas of training in the Quebec Education Program (11). The development of social and emotional skills is covered both in the broad areas and in cross-curricular competencies (2). There are also several links between the content of some areas of learning and the development of social and emotional skills.



1.4 Favourable Conditions for Implementation

A combination of hands-on experience and theoretical anchors brought the following favourable conditions to light during the CSSSH moozoom trial (12).



- The involvement of the **entire school staff** from day one is essential when implementing a school-wide program. By getting the entire school staff involved, you can develop a committed leadership team that knows the content and can help educate other staff members about the program.
- An **environment that encourages positive interactions** must be established. There are several ways to accomplish this: teaching methods that enable students to manage what they have learned, and promoting and encouraging positive behaviours on a daily basis through a clear code of conduct and framework are key to success.
- All aspects of a student's environment (i.e. school, home and the community) must be involved in helping them succeed. We recommend establishing **multimodal lessons**, in other words, a series of concerted and structured efforts from everyone involved (12).
- It is of the utmost importance that **parents, peers and students are actively involved** in the process. This engagement truly makes a difference to the development of social and emotional skills.

1.5 Trial Framework

Schools which develop innovative educational tools often share a desire to “proceed differently through a new educational approach, activity or situation because that is either unique, innovative or simply different to old practices.”

– Desgagné and Bednarz [in translation], 2005, p. 14

The moozoom trial in CSSSH schools was implemented in four stages (13).

STAGE 1 CATALYST

One CSSSH school shared their discovery of moozoom with the school board when the platform was launched in spring 2020. moozoom’s launch coincided with the release of the CSE’s brief *Children’s well-being at school*, and the CSSSH jumped at the chance of a tangible solution to support the development of SEL in its elementary schools. The higher-ups seized the opportunity of developing a major project with moozoom and decided to trial it in a selection of the school board’s elementary schools.

STAGE 2 ELABORATION

In order to implement the project, we first needed to analyze the schools’ needs and determine strategic orientations. The CSSSH targeted two strategic orientations — developing students’ full potential and getting all school staff involved in an educational project. By assessing the environment at its schools and the expectations and values of its staff, the CSSSH was able to select three schools to undergo a one-year-long trial of the moozoom platform. The chosen schools each had distinct differences: one school was in a disadvantaged area, the second in an affluent area, and the third in a rural area. Additionally, each school used a different method of implementation (school-wide vs. targeted, use from beginning of the school year vs. use from part-way through the school year).

STAGE 3 TRIAL

A core group of school staff took responsibility for the project and the moozoom platform, acting as a resource for other members of staff. The trial enabled the schools to pinpoint the favourable conditions for implementing a social and emotional learning program, specifically through using the moozoom platform. To help students develop their learning even further, some complementary tools were also developed.

STAGE 4 IMPROVEMENTS

The moozoom platform was continually adjusted throughout the course of the CSSSH trial. Concretely, various circumstances and situations arose in the three schools throughout the year and the platform was adapted in light of these realities. At the end of the trial, a report was created and several areas of improvement were identified. In general terms, the school staff were very satisfied with the trial and were enthusiastic about continuing to use the platform on a larger scale in the future.



Part 2



2. Trial

The second part of this document relates to the experiences of the CSSSH during the moozoom trial. The platform was continually adjusted throughout the course of the trial. Based on the initial objectives, the CSSSH was able to specify, trial and optimize the key factors to a favourable implementation of the moozoom platform for social and emotional learning purposes.

2.1 Objectives

Through the trial, the CSSSH was aiming to:

1. Implement favourable conditions for the development of social and emotional skills in its schools using the moozoom platform.
2. Improve the trial process and continually improve the platform's implementation to ensure its longevity.
3. Provide additional tools to those already available on the platform to support school staff.*

Objectives 1

Implement favourable conditions for the development of social and emotional skills in its schools using the moozoom platform.

CONDITION OF IMPLEMENTATION 1: GET THE ENTIRE STAFF INVOLVED

Getting the entire school staff involved was the starting point for the moozoom trial. In order to get everybody on board, the SEL framework and moozoom platform were presented to the staff.



To ensure the project was kept up throughout the year, a committee was created who was responsible for speaking about the project during meetings and acting as a go-to for other staff members in matters concerning moozoom.

CONDITION OF IMPLEMENTATION 2: CREATE AN ENVIRONMENT THAT ENCOURAGES POSITIVE INTERACTIONS

An environment of directed, intentional teacher was created to promote and encourage positive behaviours. An explicit teaching method was used for social and emotional learning. The tools available on the moozoom platform (modelling videos, individual and group activities and exercises) and their user-friendliness contributed to developing students' social and emotional skills while creating an environment that encourages positive interactions.



By relating to what was happening in the school, staff were able to make coordinated choices to better suit their students' needs. For example, one school decided to prioritize the "fear of failure" module before the assessment period as they felt the students were particularly stressed about failing their exams.

CONDITION OF IMPLEMENTATION 3: DEVELOP MULTIMODAL LESSONS

Schools developed multimodal lessons to support their students on their social and emotional learning journey. Principal, educators and teachers' collaboration, as well as a systemic implementation were key to the trial period. In one of the trial schools, the physical education teacher integrated moozoom's Zen Zone activities into their lessons. Also, out-of-hours club monitors allowed students to carry out some moozoom activities on computers. This level of collaboration between members of staff ensures that students are supported across the board on their SEL journey.



Teaching staff must be able to integrate moozoom's tools and activities into their lessons in a way which works for them. Some users specify a moment in their scheduled dedicated to SEL (e.g. Friday afternoons after recess), others prefer to integrate moozoom during a particular class (e.g. cultural studies and ethics). Regardless of the chosen moment, the key to success is integrating SEL into lesson plans.

CONDITION OF IMPLEMENTATION 4: GET PARENTS, PEERS AND STUDENTS INVOLVED

In the CSSSH trial, schools wanted to actively include students, their peers and their parents throughout the SEL journey. As students are the focus of the SEL process, we needed to create opportunities for them to remain involved and actively learning outside of school.



Everyone involved must be engaged in the process to be able to influence the development of the child's social and emotional skills. By carrying out simple actions or specific activities, everyone can help children develop these vital skills.



Objectives 2

Improve the trial process and continually improve the platform's implementation to ensure its longevity.

As explained above, the trial and collaborative approach meant that we were able to adapt the platform continuously throughout the trial period. The schools were therefore able to take advantage of made-to-measure tools based on their needs. Following the trial period, the schools were able to work on three main potential solutions to optimize the introduction of social and emotional learning on a school-wide basis.

POTENTIAL SOLUTION 1

Clearly explain social and emotional learning to staff members and specify the advantages of children developing social and emotional skills.

Throughout the trial period, the commitment of school staff proved to be a key factor for the project's success. When the staff saw the positive impact of moozoom on their students, they were more likely to work together on the project's continuation. It is important that the school staff understands how we develop social and emotional skills and why it is important to teach them.

Testimonial by a teacher

"I felt the project was well presented and I was immediately interested in trying it, I remained motivated to continue with the platform throughout the trial period. moozoom is very easy to use and it does not take long to understand how to use it!"

POTENTIAL SOLUTION 2

Ensure the staff are aware of the importance of involving parents and educating them about the project and how they can get involved in the development on their child's social and emotional skills.

During the trial period, the schools soon realized the key role parents could play and that their contribution would provide greater consistency for the students. The digital aspect of the moozoom platform meant that the CSSSH was able to easily build bridges between school and home. Tool C (explained in the following section) was created for the same purpose.

POTENTIAL SOLUTION 3

Name a trial leader in each school.

During the trial, the roll-out of moozoom did not always keep a steady pace — periods where staff lose the drive to promote the project or feel less engaged are to be expected (15). Naming a trial leader for creating a support group can help counter these fluctuations.

Testimonial by a teacher

"The trial leader plays a key role that adapts depending on their school. They can

- support staff in their use of concepts and tools from the platform,
- help staff integrate moozoom into their lesson plans and schedule, and
- co-teach in-class for some activities."

Objectives 3

Provide additional tools to those already available on the platform to support school staff.

Three tools were created based on the schools' needs. These tools are intended to support students, staff and parents on the SEL journey.

TOOL A – CHALLENGE CARDS

For students

To encourage students to stay engaged and motivated, they need to have fun. A set of challenge cards (Appendix A) was created, these cards feature various actions based on the five main areas of competencies, including both intrapersonal and interpersonal skills. These cards provide students with an opportunity to use the social and emotional skills they are developing, and can be used during individual and group work.

Testimonial by a teacher

"The challenge cards are a versatile tool that we can use randomly or schedule into our classes. Each challenge can be accomplished individually or in groups."

TOOL B – KEYS TO ACTION

For staff

Simple daily actions can support the development of social and emotional skills and it is of the utmost importance that the school staff understands this. The keys to action tool provides suggestions linked to the five main areas of competencies (Appendix B). The keys to action are designed to support the ongoing development of social and emotional skills through a range of formal and informal activities that can be combined with the tools provided on the moozoom platform. This enables students to practise the skills they have learned in real life, in various situations and environments.

Testimonial by a teacher

"We can help students integrate social and emotional learning through simple routine actions, by explicitly teaching good behaviours and by carrying out specific activities in class."

TOOL C – KEYS TO ACTION

For parents

As we believe parents should be involved in their child's SEL journey, this tool features many simple suggestions they can integrate at home (Appendix C). They present the context and strategies for supporting the development of their child's social and emotional skills.

Testimonial by a teacher

"It's important that parents are included in this project. We need to use the material on the platform and ensure that the work we do at school can also be extended to the student's home life. The keys to action are a great way of keeping parents in the loop and encouraging coeducation."

2.2 What We Have Learned From Implementing the moozoom Platform

LESSON 1

Leadership is an essential factor when successfully implementing an SEL program in schools. When the school's management is involved, they can get the entire staff on board.

Testimonial by the principal of a participating school

"As far as our school is concerned, using the moozoom platform is consistent with some of the objectives of our achievement plan. It was an opportunity to align our staff's practices and work towards a common goal."

LESSON 2

The benefits of teaching social and emotional skills were observed in each school setting (disadvantaged, affluent and rural). The schools which carried out the trial on a **school-wide basis** (by getting all the staff involved collaboratively) had more positive outcomes regarding well-being at school and behavioural management.

The schools also noted that:

- there was no significant change if the trial was launched at the beginning of the school year or implemented progressively throughout the year.
- Additionally, the voluntary commitment of schools greatly simplified the trial period because the staff wanted to explore, use and reinvest in the platform.

LESSON 3

One of the main strengths of using the moozoom platform in an SEL program is that the platform is very **flexible**.

Testimonial by a teacher

"The videos and activities available on the platform tie in with everything that happens in the classroom. They can be used for class projects, serve as the catalyst for an activity or a reminder when we are called to intervene to certain situations."

LESSON 4

In order to adopt a collaborative approach, you can also **call on educators** to support the development of social and emotional skills.

Testimonial by a teacher

"Including educators is a winning strategy. This work is not just done in class, but outside and with all students across the school. We are trying to develop a shared language with students from one year to the next to help facilitate the development of social and emotional skills."

LESSON 5

Teaching staff about their own social and emotional skills impacts their involvement and engagement to the project.

Testimonial by a researcher and collaborator

"It's important that the school staff understands and masters their own social and emotional skills. There are many ways of doing this, keeping a reflective diary can help."

Before you get started...

- Determine why it is important to develop social and emotional learning in your school. The CSE's brief may help you develop your reasons (3).
- It is important that you understand the framework on which you want to base your SEL program. The first part of this document and the moozoom website can help guide you.
- To learn more about social and emotional learning, you might want to read *Broader Measures of Success: Social/Emotional Learning*, which explains the influence of social and emotional learning and the many ways we can promote its development (14).
- To encourage your school's interest and adherence to the project, you may wish to embark on a reflective approach with the school team, as one of the three trial schools did. Reading the *Reference Manual for Intervention in Disadvantaged Areas* and working through the "Food for thought: some questions" section may help you determine several key aspects about your school (15).
- Identifying staff members interested in participating in the project-lead committee is of the utmost importance. They must be able to invest the time required to get to know the framework and platform.
- You must find strategies to integrate the development of social and emotions skills in your school's general operations (e.g. Code of conduct, committees, general assembly, etc.).

Take inspiration from the CSSSH trail in order to integrate the favourable conditions for developing social and emotional skills using the moozoom platform at your school.

Conclusion



Regarding the year-long trial, the partners are **very satisfied** with the outcomes of using the moozoom platform. The CSSSH will continue developing social and emotional learning in its schools, drawing inspiration from the lessons learned during the trial period. The team at moozoom continuously improves the platform to ensure it adequately meets the needs and context of elementary and middle schools.

This trial enabled us to document the experience of three schools, to clarify the favourable conditions of implementing an SEL program, and (hopefully) inspire other schools to do the same.

We would like to thank everybody involved in this trial, from the researchers who provided great insight and advice, and the three CSSSH schools who trialled the moozoom platform.

TESTIMONIALS FROM TEACHERS WHO PARTICIPATED IN THE MOOZOOM TRIAL

“The interactive videos are what make moozoom such a success. My students wanted to try every possibility. This helps them to see that it’s normal to sometimes react in the wrong way and that we sometimes need some time out to relax.”

– **École Douville**

“The videos make it seem more real than simply talking about things. I was able to see a real difference with my students, after using moozoom they had better self-reflection capacities.”

– **École Roger LaBrèque**

“The videos reflect situations the students experience, they name real emotions and model behaviours. moozoom isn’t an add-on tool, it’s a catalyst for learning.”

– **École Lafontaine**



Tool A — Challenge Cards

Self-awareness (Intrapersonal)	CHALLENGE CARD Name two values that are important to you.	Self-awareness (Intrapersonal)	CHALLENGE CARD Name three personal strengths and draw an example of each one.
Self-awareness (Intrapersonal)	CHALLENGE CARD When with your family, ask them to talk about an emotion they felt during the day.	Self-awareness (Intrapersonal)	CHALLENGE CARD During a disagreement, explain how you feel using sentences beginning with “I.”
Self-regulation (Intrapersonal)	CHALLENGE CARD When you don’t like something, take a beat to think before you react.	Self-regulation (Intrapersonal)	CHALLENGE CARD Set yourself a goal and reward yourself when you achieve it.
Self-regulation (Intrapersonal)	CHALLENGE CARD When faced with an obstacle, use your strategies and ask for help when you need it.	Self-regulation (Intrapersonal)	CHALLENGE CARD Set yourself a goal and reward yourself when you achieve it.

Social awareness
(Intrapersonal)

CHALLENGE CARD

Think of two ways to do something nice for someone in need.

Social awareness
(Intrapersonal)

CHALLENGE CARD

When faced with a choice, think about the fairest option for everyone.

Social awareness
(Intrapersonal)

CHALLENGE CARD

Do a favour for someone you care about.

Social awareness
(Intrapersonal)

CHALLENGE CARD

Pick up your trash and any trash you see lying around to contribute to the well-being of your school.

Decision-making
(Intrapersonal)

CHALLENGE CARD

Write the consequences (positive and negative) of something you have done today.

Decision-making
(Intrapersonal)

CHALLENGE CARD

State a decision you have made and that you are proud of.

Decision-making
(Intrapersonal)

CHALLENGE CARD

When faced with a choice, find two advantages to justify your decision. Take the time to think before you react.

Decision-making
(Intrapersonal)

CHALLENGE CARD

When faced with a problem, think about the possible solutions and their impact before you make a decision.

Relationship skills
(Intrapersonal)

CHALLENGE CARD

When working as a team, make sure the team uses everyone's ideas.

Relationship skills
(Intrapersonal)

CHALLENGE CARD

When you feel discouraged about your work, ask another student or an adult for help.

Relationship skills
(Intrapersonal)

CHALLENGE CARD

When talking to somebody, take the time to listen to their opinions.

Relationship skills
(Intrapersonal)

CHALLENGE CARD

Approach a new student and invite them to play with you and your friends.

Outil B – Keys to Action for Teachers

<p style="text-align: center;">Key to action to re-invest SEL in your classroom</p>	Intrapersonal	Interpersonal	Self-awareness	Self-regulation	Social awareness	Responsible decision-making	Relationship skills
1. Frequently invite students to take a moment to focus on themselves and recognize how they feel. <i>e.g. through a diary.</i>			x				
2. Ask your student to keep a record of their actions and behaviours. <i>e.g. during quiet time.</i>			x		x		x
3. Ask your students to write a list of strategies they can use to manage their emotions and stress.			x	x			
4. To motivate your students to accomplish a task, suggest that they write a list of goals.			x	x		x	
5. Integrate moments of reflection into your class routine. <i>e.g. a breathing exercise.</i>				x			
6. Ask your students to tell you about or draw a time when someone showed empathy towards them.					x		x
7. Suggest a circle time where you talk about hot topics (things that your students may be interested in or that may be controversial).				x		x	
8. Suggest students plan and organize an event or activity with some level of constraint that leads to them having to make difficult choices.					x	x	
9. Provide opportunities for conversation and encourage your students to ask personalized questions during these conversations.					x		x

Keys to action for behavioural support

	Intrapersonal	Interpersonal	Self-awareness	Self-regulation	Social awareness	Responsible decision-making	Relationship skills
1. Work on self-affirmation through modelling and encouraging your students to speak in sentences beginning with "I," for example, "I feel," "I like," "I think."			X				X
2. Encourage students to reflect on their behaviour following a conflict.			X			X	X
3. Model your own strategies for stress, emotion and reaction management aloud in class.				X			X
4. Support your students by suggesting ways of resolving conflict (in steps). <i>e.g. I calm down. / I listen to what the other person has to say. / I share my point of view. / We look for a solution.</i>				X		X	X
5. Use your classroom reinforcement system to promote the use of self-regulation strategies.				X		X	
6. Ask your students how they feel when they experience something unfair or unjust.			X		X	X	
7. Encourage responsible decision-making by teaching your students a problem solving method and helping them use it. <i>e.g. I name the problem. / I find solutions. / I determine their advantages and disadvantages. / I choose a solution. / I apply the solution and observe the results.</i>						X	X
8. Use a rewards system to encourage students when they do something positive for another student.					X		X
9. Teach your students about the importance of saying "no" and how to do it.			X				X

Keys to action as special activities

	Intrapersonal	Interpersonal	Self-awareness	Self-regulation	Social awareness	Responsible decision-making	Relationship skills
1. Ask your students to create their own emotion continuum.			x	x			
2. Suggest an activity where students write down or name their own strengths and those of their peers.			x				x
3. Guide your students to develop their own understanding of justice, ethics, empathy, diversity, differences, etc.			x		x		
4. Work on increasing your students' understanding of empathy (putting yourself in someone else's shoes) by talking about things they experience every day or things that happen in books.					x		x
5. Carry out a project presenting the resources available in your community or neighbourhood.					x		
6. Organize a volunteering activity with your class in your school or neighbourhood.					x	x	x
7. Suggest students carry out an activity reflecting on their choices. <i>e.g. What were the positive and negative consequences of my choice (for me and for others)? Could I have made a different choice?</i>				x		x	
8. Ask students to set rules they would prioritize if they were in their parents' shoes. <i>e.g. about a topic such as screen time, meal times or chores.</i>			x			x	
9. Do improv with your class or in subgroups to stimulate situations where they need to make decisions.						x	x
10. Ask your students to draw a diagram representing their friendship group (divided into different categories).			x				x
11. Ask students to create a list of five behaviours or attitudes they should adopt when they are being a good friend, asking for help, being a good listener, etc.			x				x
12. Organize a challenge about the importance of communication. <i>e.g. working as a team on a task with a communication constraint.</i>							x

Tool C – Keys to Action for Parents

Dear parents,

We're working on social and emotional learning at school. Social and emotional learning is an ongoing, lifelong process through which we learn more about ourselves, others and the world. School and home environments are key to helping children develop social and emotional skills and providing them with opportunities to apply little gestures every day.

Social and emotional skills fall into five different categories:

1. Self-awareness
2. Self-regulation (behaviour and emotion)
3. Social awareness
4. Responsible decision-making
5. Relationship skills

Here are some keys to action that you can apply at home to help your child develop social and emotional skills. We have provided you with suggestions for the development of intrapersonal (the child with themselves) and interpersonal (the child with others) skills for each category.

By doing things like these every day, you are helping your child develop vital social and emotional skills. As a parent, you are an excellent role model, and as such, when you adopt these small habits every day, you're showing your child the way.

Self-awareness keys to action

The capacity to:

- recognize your emotions
- evaluate your strengths and weaknesses
- understand the influence of your thoughts and values on your behaviour.

The child with themselves

- When talking to your child, guide them to tell you how they feel in different situations (verbalizing their emotions).
- Work with your child to create a list of their strengths.
- Ask your child to define their status in the family.

The child with others

- When your child is acting positively, encourage them by celebrating their behaviour (to them or to other members of the family).
- Ask your child to speak using sentences beginning with "I" to talk about how they feel, and ensure you do the same when expressing yourself.
- Discuss your family values with your child to help them recognize their own values.

Self-regulation keys to action

The capacity to:

- manage your emotions, thoughts and behaviours
- efficiently manage stress
- exhibit self-discipline
- feel motivation

The child with themselves

- Ask your child questions to help them think about their choices in various situations.
- When faced with conflict, ask your child about the impact of their behaviour.
- Ask your child to set a goal to achieve during an activity.

The child with others

- Allow your child to take a step back from different situations in order to recentre themselves.
- Point out and celebrate your child's efforts to control themselves.
- Role model, tell your child what you are thinking, tell them how you are feeling and ask them to do the same.

Social awareness keys to action

The capacity to:

- show empathy
- understand social and ethical norms
- recognize the resources and measures for support that are available to them

The child with themselves

- Ask your child what roles they play in your family (responsibility, support, strength, etc.) and about the impact of those roles.
- Help your child create a list of things they want to do to help you or another family member.
- Ask your child to tell you about a time when someone showed empathy towards them.

The child with others

- Talk with your child about the notions of self-respect and of respecting others by basing your conversation on situations they have experienced.
- Talk to your child about the importance of solidarity within a family and the effects it can have on the members of the family.
- Do a favour for someone else with your child to help educate them about other people's needs.

Responsible decision-making keys to action

The capacity to:

- make constructive choices
- comply with social and ethical norms
- evaluate the consequences of their actions on themselves and on others.

The child with themselves

- Initiate conversations with your child about topics in which you are likely to have differing opinions.
- Ask your child to explain codes of conduct and behaviour and the impacts that they have on them and other people (e.g. safety rules at the playground, social norms at the grocery store, etc.).
- Talk with your child about one of their goals and ask them how they plan on achieving it.

The child with others

- Give your child responsibilities daily to help them develop the ability to make choices and decisions.
- Work on a project with your child and let them make the decisions.
- Play board games or strategy games with your child to help them develop their sense of judgment.

Relationship skills keys to action

The capacity to:

- create and maintain healthy relationships
- communicate and cooperate
- resolve conflicts
- ask for help and help others

The child with themselves

- When talking about one of their friends in particular, ask your child to explain what they like about them and why they chose to be their friend.
- Regularly ask your child how they feel in various relationship contexts in their everyday life.
- Ask your child to explain what makes a good and bad friend, in their opinion.

The child with others

- When your child faces a challenge, encourage them to ask for help (e.g. when they are doing homework).
- Encourage your child to help the people around them (e.g. at the grocery store, on the school bus, at home, etc.).
- Do collaborative activities with your child (e.g. sports challenges, board games, cooking, etc.).

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