

"Great Virtues" SEL Reflection for Educators

About This Strategy

Teaching SEL skills is a courageous act. In order to best serve our students, we need to both continuously identify the specific skills that we want to focus on growing with our students as well as reflect on how we are modeling them. This exercise is designed to assist educators in doing just that.

How are we creating an environment in which students feel safe, supported, and engaged when learning social-emotional skills?

The goal of this exercise is to help educators reflect on:

- The specific SEL skills they want students to develop
- How they, as adults, balance modeling these skills, explicitly teaching these skills, and creating space for students to deliberately practice.

Preparation:

- [Click here to access the educator reflection worksheet for this exercise.](#)

Instructions:

1. Use the first column in the [reflection worksheet](#) to name the specific SEL skills and competencies that: (1) you would like your students to have, and (2) that your own students want to develop. Although we might have an idea of what we would like for our students, it is helpful to *name these things explicitly*.
 - If you already did a similar exercise along with your students at the beginning of the year, this is a good time to revisit and see how present they are in your classroom.
 - Co-create this with your students. What are the life skills that they are most interested in developing?
2. List out some examples of how you, as an educator, are modeling these skills for your students. In which ways do you show kindness, empathy, and respect? How do you respond to conflicts? How do you cope with difficult emotions?
3. Identify the strategies that you are using to teach explicit SEL skills with students. Do you use an SEL curriculum in your school? Do you have dedicated time for SEL instruction during circles or an advisory period? Are students engaging in project-based learning? When do students have the opportunity to learn these skills?
4. Outline the times when students have space to deliberately practice these skills.

5. Once you have notes filled in for each column, review them all. Is there balance among the various areas (in particular, the middle three columns)?

6. Reflect on the worksheet and this process as a whole.
 - What are other ideas that you might try to model SEL skills?
 - What are additional strategies you might consider in terms of explicitly teaching SEL skills?