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Description automatically generated with medium confidence**Delivery Methods for Social and Emotional Learning**

**What to do:** Individually or with other staff members, read the definitions and examples of the instructional delivery methods described below. Record your ideas about ways you might use each method to address student needs and program goals.

**Why it matters:** Giving students agency and support when learning helps them build confidence, management skills, collaboration and communication skills, metacognition, and more.

**Tip Sheet**

| **Delivery Method** | **Definition** | **Social and Emotional Skill Domain(s)** | **Example(s)** | **How might you use this method to support targeted social and emotional learning skills?** |
| --- | --- | --- | --- | --- |
| Project-based learning | This student-directed approach has students engage in collaborative, open-ended projects around areas of interest or need. | * Self-awareness * Self-management * Social awareness * Relationship management | Have students select a topic, develop a driving question, design and complete a project to demonstrate their learning, and present their work to an interested audience. |  |
| Cooperative learning | Students of various ability levels work in groups and take responsibility for their own and one another’s learning. | * Social awareness * Relationship management | Put students in heterogeneous or homogenous groups to work on specific content or a challenge. For example, set up an “escape room” challenge in which students must work together to find a solution. |  |
| Youth-directed learning | Students take learning initiative as they determine needs, set goals, and identify learning resources. | * Self-management * Responsible decision-making | Encourage students to choose learning modes or content. Recognize their efforts to take responsibility for their own learning. |  |
| Discussion | Students engage in one-on-one or group conversations with adults or other students. | * Social awareness * Relationship management | Set up structured debates, use talking sticks, or implement techniques such as pair-shares.  If students bring up news about a celebrity who struggles with alcohol or drug use, use this “teachable moment” to discuss prevention. |  |
| Self-reflection or self-assessment | Students think about who they are, what they want, what they’ve learned, what they need, and so forth. | * Self-awareness * Responsible decision- making | Have students keep journals. Set up conversations about creating goals and solving problems. |  |
| Service learning | Experiential opportunities that link learning to service, volunteering, or work. | * Social awareness | Engage students in identifying a community need, figuring out how to address it, and taking appropriate action. |  |
| Conferencing | A purposeful, one-on-one conversation between a staff member and a student. | * Self-management | Meet with students individually to discuss personal goals, progress, and challenges in managing social and emotional issues that may affect relationships and academic learning. |  |
| Nonlinguistic representations | Objects, signs, or nonverbal strategies that encourage and remind students to make responsible decisions. | * Responsible decision-making | Use symbols, visual images, hand gestures, and other nonverbal cues to help students follow directions or focus on a task.  Keep a “warm and fuzzy jar” and add a pom-pom every time a student demonstrates kindness and respect. When the jar is full, students choose a special celebration, game, or snack. |  |
| Think-alouds or self-talk | The act of making your thought process “visible” to others as you solve a problem, learn a new concept, or respond to a difficult situation. | * Self-management | Model thought processes such as problem solving and self-coaching by talking aloud as you identify a challenge (such as how to study for a test) and decide on a response (such as studying with a friend or writing and responding to your own test questions). |  |





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