Social-Emotional Learning Skills in Mathematics

Specific SEL Skills	Demonstrations of SEL	Possible Prompts and Questions to Support Student Thinking	Teacher-Moves to Support Student Learning
To the best of their ability, students will learn to:	*so they can:*		
1. identify and manage emotions ● How do students respond to problems and prompts? ● What feelings are demonstrated when math problems are posed to the class? ● Do students show understanding of the feelings of others during math talks and collaborative learning tasks?	● express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities	• How do you feel about learning mathematics? • Write to tell a friend or family member describing how you feel about what we are learning in mathematics. – The thing I like best about mathematics is … – Today, I felt …	**Notice and Name** - be intentional about noticing and naming SEL Skills across mathematics lessons. **Celebrate** - recognize and authentically praise students' efforts and actions. **Model** - demonstrate the language and actions described in the SEL Skills. **Anchor New Learning** - when appropriate, create anchor charts to support students (e.g. the language of self-talk, prompts for student-led conversations). **Dedicate Time** - provide time for students to reflect on and share their learning of the SEL Skills (e.g. a journal, through a personal portfolio, as part of a lesson's consolidation). **Feedback** - provide specific feedback to support students as they develop these skills (e.g. "Let's brainstorm some actions we can take when we feel frustrated by a challenging math problem.", "When I get frustrated with a problem, I stop and …") **Journals and Conferences** - create opportunities for students to reflect on SEL skills and share their learning.
2. recognize sources of stress and cope with challenges ● How do students respond to challenges? (e.g. jump right in, wait for assistance, use a strategy like model the problem...etc.) ● Can students describe the self-talk they use to refocus? ("I tell myself to slow down." "I stop and take a breath.") ● Do students persevere?k	● work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience	– When I get stuck on a math problem, I tell myself... – If I'm stuck on a problem, I can get help from... – I need help with ... because …	

3. maintain positive motivation and perseverance ● Do students have strategies when they are stuck? (e.g. attempt or test out different approaches, use resources in the room, ask for help from a friend) ● Are students open to learning from mistakes? ● Do students recognize what is working well for them, and what might need to be changed?	● recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope.	• What is working well? Where are you having difficulties? What do you know / understand? • When I'm stuck on a problem, I encourage myself by … (e.g. seeking help from a friend, looking for more information, representing the problem, thinking about what I do know)	
4. build relationships and communicate effectively ● How do students respond to feedback, questions or prompts from the teacher and their peers? ● Do students build on each others' thinking? ● Do students use supportive 'math talk' language?	● work collaboratively on math problems - expressing their thinking, listening to the thinking of others, and practicing inclusivity - and in that way fostering healthy relationships	• What do helpful math learning partners do to support each other? – Math Prompts to Support Communication – I ask questions. – I explain / justify my thinking to a friend and ask for their feedback.	
5. develop self-awareness and sense of identity ● Do students perceive themselves as capable math learners? ● Can students describe some of their mathematical strengths? ● Do students demonstrate ownership of their learning? (e.g. using the resources and tools in the classroom, asking questions, using feedback to set a personal learning goal, taking risks in their learning)	● see themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging	• What part of today's math problem did you feel most successful with? Why? • What did you do when you felt stuck with this problem? • What more do you want to learn about …? – My favourite part of math is . . . – I do best in math when . . .	
6. think critically and creatively ● Do students connect the mathematics they are learning to familiar contexts?	● make connections between math and everyday contexts to help make informed judgements	• What does this math remind you of? – I look back and check my thinking to see if my answer / solution makes sense by...	

● Do students use their mathematical thinking to make and justify decisions? ● Do students use mathematics to help them identify and/or address important social issues?	and decisions	– I change my approach if my strategy isn't working.	