



3 SEL Signature Practices for Adults

Creating the Conditions for Adult Learning: It's as easy as 1-2-3

Purpose: Adults need calming, centering, and focused routines in order to participate fully. Humans are internally soothed by sameness, yet it's balancing novelty within routines and rituals that allow us to move with confidence and interest in our day's work. Embedding the three signature practices of **welcoming rituals**, **engaging activities**, and **optimistic closure** will allow your team to feel supported, connected, and goal-oriented.

| SEL Practice | Strategies |
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| <p>#1 Welcoming Rituals</p> <ul style="list-style-type: none"> ● Setting the tone ● Connect with people ● Connect with content <p><i>Why: Ritual openings establish safety and predictability, support contribution by all voices, set norms for respectful listening, allow adults to connect with one another and create a sense of belonging. To be successful these activities must be: carefully chosen, connected to the learning of the day, and engagingly facilitated, and thoughtfully debriefed.</i></p> | <p>Community Building: Using an open-ended question, build community in a quick and lively way. Each participant shares their response with a partner. After sharing, ask for 2-3 comments from the whole group. Virtual adaptation: Each participant shares their response on Padlet.</p> <ul style="list-style-type: none"> ● Share a movie, book or activity that you engaged in this week that you enjoyed. ● Choose a positive adjective to describe yourself. Each person takes a turn to share. ● What is your favorite holiday and why? ● Category callout (e.g. favorite color, favorite food) go in order of the first letter of your name. ● If you could be an animal which animal would you be and why? ● What is something you know how to make yourself? ● Would you rather visit the mountains or the beach and why? ● What is something that makes you laugh? ● What is something you have done that made you feel brave? <p>Self Check-In:</p> <ul style="list-style-type: none"> ● "A success I recently had ___." ● One thing that's new ___." ● One norm I will uphold today ● One permission (Brene Brown) I will allow for myself today." |

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| | <p>Four Corners: Participants reflect on a statement, image, or prompt. Move to a "corner" that matches their choice. There they share their rationale for choosing that corner with others before the whole group reconvenes.</p> <p>Mix & Mingle: On post it, ask participants to write down a response to a prompt you give related to the topic at hand. Examples- "What did you do for fun yesterday?" or "What have you read or watched recently that you enjoyed?" When you announce, "Mix and mingle!" and turn on music, participants move around. When the music stops, participants find a partner near them. Partners share their responses, listen actively to each other, and ask follow-up questions. Repeat as your time permits.</p> |
| <p>#2 Engaging Practices</p> <ul style="list-style-type: none"> ● <i>Sense making</i> ● <i>Transitions</i> ● <i>Brain breaks</i> <p><i>Why: Engaging practices are brain compatible strategies that can foster: relationships, cultural humility and responsiveness, empowerment, and collaboration. They intentionally build adult SEL skills. These practices can also be opportunities for brain breaks that provide a space for integrating new information into long-term memory. (Otherwise it is soon forgotten.)</i></p> | <p>Think Time: 30-90 seconds of silent think-time before speaking, sharing.</p> <p>Share with a Partner: Sharing and listening to make sense of new input. Virtual adaptation: Use break-out rooms on zoom.</p> <p>Brain Break: Stand and Stretch: Refresh and reset the brain.</p> <p>Opportunities for Interaction: Cultivate a variety of practices that involve interactions in partnerships, triads, small groups and as a whole group.</p> <p>Give One Get One Move On (GO GO MO): Write down three to five key learnings or important ideas about the topic at hand. Participants form pairs and each "gives" (hands) one of their key learnings or important ideas about the topic to their partner while explaining what they wrote, so that each person "gives one" and "gets one." Then move on.</p> |
| <p>#3 Optimistic Closure</p> <ul style="list-style-type: none"> ● <i>Reflections</i> ● <i>Looking forward</i> <p><i>Why: End the session by having adults reflect on, and then name something that helps them leave on an optimistic note. This provides positive closure, reinforces learning, and creates a moment of looking forward.</i></p> | <p>Reflective questions:</p> <ul style="list-style-type: none"> ● What are my next steps?" ● When is my next influencing conversation about this and with whom?" ● "Who do I want to connect with about this topic?" ● "A word or phrase that reflects how I feel about moving forward with this..." ● I'm eager to learn more about... ● Something I learned today today from this meeting/ session is... ● Something that I am looking forward to doing tomorrow is ... ● Something I enjoyed about the day is... ● Something I want to share with others is.... ● One thing I appreciated about our session... ● Offer an appreciation or shout out... |

I am Curious: At the end of an engagement, participants are asked to reflect on something that they are curious about as a result of their day/meeting/lesson. They will then share their reflection with a partner or with their table group. Prompt: "I am curious to learn more about..." or, "I am curious about...". Give participants a minute or so to think and provide options of either to write what they are curious about or curious to learn on paper or to share their "curiosity" outloud. [Virtual adaptation: type using the chat feature. If you have a large group, allow more time for this activity. Pair participants and use break out rooms for reflection and discussion. Come back as a whole group and have 2-3 share outs. Provide the opportunity for all participants to use the chat feature to share their reflections, noticing of any themes or recurring curiosities. This will give you and the group a sense of shared learning and help prepare for the next engagement.](#)

One word whip around: This activity brings all voices into the room and enables the facilitator to quickly get a sense of the group in a short amount of time. Prepare a statement or question prompt that is aligned to the content of the engagement. For example, "Think of one word about how you are feeling now that you have participated in this engagement" or "Decide on one word that sums up your learning for today." Invite participants to write their one word on a piece of paper or to [virtual adaptation: type it in the "chat" feature](#). Ask for a volunteer to start off stating their prompt. The volunteer then chooses a participant to go next and share their one word. (left or right), As always, it's okay to pass by saying, "Pass."and then choose another participant. **Note:** Rather than "correcting" anyone who responds more lengthily, allow the modeling of the remaining group members to get the design back on track.

Debrief if time allows, debrief the activity by asking participants if they noticed any themes or similar responses. **Optional:** With participants permission a Word Cloud can be created with the words used and shared with the participants via email.

Adapted from the following resource: [SEL PLAYBOOK by CASEL](#)

Resource created by: Keystone AEA's SEBH team (leadership)