Workshop Training Manual

Module 5 – Classroom Management 2

Tab 3: Social/Emotional Learning & Social/Emotional Learning Strategies

Resources needed:

- Notepad/paper for personal notetaking
- Paper
- Markers
- Board at the front with chalk/markers (if possible but not critical)

This module is intended to be run as a workshop for a group of participants. The labels in green highlight when an active learning strategy has been used to teach the content. Leaders running this workshop are encouraged to point out how strategies have been used to demonstrate the ease of incorporating active learning into lesson planning. Leaders may choose activities to include/exclude from the workshop depending on time available for teaching.

1. Read Section 1 and have participants turn and talk with their partner to discuss the statement – ***Children bring their own diverse experiences, languages, perspectives, ideas, and cultural expectations into their learning.*** Participants can share back with the wider group some ideas they came up with.

2. Read Section 2 and then display the following verses at the front as a visual aid. Ask participants to personally reflect on each verse and the following questions by writing or drawing in their notepad.
    - **Genesis 1:27 – We are created in the image of God**. How does this influence the way we value and encourage every student?
    - **Galatians 5:22–23 – The Fruits of the Spirit**. How can we intentionally develop love, joy, patience, kindness and self-control in our classrooms?
    - **Ephesians 4:2 – Be humble, gentle and patient with one another**. How can we model this in our interactions with students?

    Ask participants to share one reflection with a partner.

3. In groups, write SEL in the middle of a page and brainstorm what social and emotional learning looks like in your classroom.

    Consider skills such as:

    - Confidence and positive identity.
    - Communication and listening.
    - Empathy and understanding others.
    - Cooperation and teamwork.
    - Resilience and perseverance.
    - Emotional awareness and self-regulation.

    Provide an opportunity for groups to share with the wider group afterwards.

4. Allow participants time to explore the Social and Emotional Learning Strategies tab and consider how active learning strategies develop SEL.

   For example:

   - Think–Pair–Share builds confidence and communication.
   - Small Group Tasks develop teamwork and patience.
   - Role Play encourages empathy and understanding.
   - Learning Stations develop independence and self-management.
   - Movement and Brain Breaks support emotional regulation.

   Ask participants to choose one strategy they will intentionally incorporate into their next lesson to develop a particular social or emotional skill and provide time for them to write down their plan and share it with a partner or the wider group.

Remember: SEL does not need to be an additional subject in an already busy teaching day. It can be intentionally woven into everyday learning experiences. As Christian educators, we have an opportunity to nurture the whole child, recognising that every student is uniquely created and loved by God.

Love God, love others – let this be reflected in the way we teach, the relationships we build and the learning environments we create.