

The CASEL 5: Social-Emotional Learning

Language: French

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). SEL is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

The CASEL 5 addresses five broad, interrelated areas of competence and examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The CASEL 5 can be taught and applied at various developmental stages from childhood to adulthood and across diverse cultural contexts to articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers.

CLASSROOMS. Research has shown that social and emotional competence can be enhanced using a variety of classroom-based approaches such as: (a) explicit instruction through which social and emotional skills and attitudes are taught and practiced in developmentally, contextually, and culturally responsive ways; (b) teaching practices such as cooperative learning and project-based learning; and (c) integration of SEL and academic curriculum such as language arts, math, science, social studies, health, and performing arts. High-quality SEL instruction has four elements represented by the acronym SAFE: Sequenced - following a coordinated set of training approaches to foster the development of competencies; Active - emphasizing active forms of learning to help students practice and master new skills; Focused - implementing curriculum that intentionally emphasizes the development of SEL competencies; and Explicit - defining and targeting specific skills, attitudes, and knowledge.

SEL instruction is carried out most effectively in nurturing, safe environments characterized by positive, caring relationships among students and teachers. To facilitate age-appropriate and culturally responsive instruction, adults must understand and appreciate the unique strengths and needs of each student and support students' identities. When adults incorporate students' personal experiences and cultural backgrounds and seek their input, they create an inclusive classroom environment where students are partners in the educational process, elevating their own agency. Strong relationships between adults and students can facilitate co-learning, foster student and adult growth, and generate collaborative solutions to shared concerns.

SCHOOLS. Effectively integrating SEL schoolwide involves ongoing planning, implementation, evaluation, and continuous improvement by all members of the school community. SEL efforts both contribute to and depend upon a school climate where all students and adults feel respected, supported, and engaged. Because the school setting includes many contexts—classrooms, hallways, cafeteria, playground, bus—fostering a healthy school climate and culture requires active engagement from all adults and students. A strong school culture is rooted in students' sense of belonging, with evidence that suggests that it plays a crucial role in students' engagement. SEL also offers an opportunity to enhance existing systems of student support by integrating SEL goals and practices with universal, targeted, and intensive academic and behavioral supports. By coordinating and building upon SEL practices and programs, schools can create an environment that infuses SEL into every part of students' educational experience and promotes positive social, emotional, and academic outcomes for all students.

Source: <https://casel.org/wp-content/uploads/2020/12/CASEL-SEL-Framework-11.2020.pdf>

Framework	Criteria	Citations
<p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.</p>	<p>Integrating personal and social identities</p>	<p>p. xxv–xxvii, Teacher’s Edition, Integrating Interculturality in Teaching and Learning: Knowing Myself, Exploring Communities, Engaging the World; p. 77, Activité 13, Étape 1; p. 220–221, Comment dit-on? 1; p. 222, Activité 7; p. 225, Zoom culture: Réflexion (forum in Explorer®); p. 226, Activité 11; p. 233, Zoom culture: Réflexion (forum in Explorer®).</p>
	<p>Identifying personal, cultural, and linguistic assets</p>	<p>p. 62, Mon progrès interculturel (self-evaluation); p. 132, Mon progrès communicatif 3 (self-evaluation); p. 143, Détail linguistique; p. 228, Activité 12, Étape 1; p. 245, J’avance 3, Étape 3; p. 266, Mon progrès interculturel (self-evaluation).</p>
	<p>Identifying one’s emotions</p>	<p>p. 28, Activité 17, Étape 2; p. 29, Activité 18, Étape 2; p. 50, Activité 33, Étape 3; p. 264, Activité 8; p. 273, Activité 14, Étape 2.</p>
	<p>Demonstrating honesty and integrity</p>	<p>p. 91, J’avance 2, Étape 3; p. 237, J’avance 2, Étape 3; p. 245, J’avance 3, Étape 3; p. 251, J’y arrive, Presentational Assessment; p. 269, Activité 12, Étape 2; p. 277, Activité 19, Étape 2.</p>
	<p>Linking feelings, values, and thoughts</p>	<p>p. 222, Activité 8, Étape 1; p. 223, Activité 9, Étape 2; p. 236, Activité 18; p. 239, Activité 21, Étape 1; p. 270, J’avance 1, Étape 2.</p>

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<p>SELF-AWARENESS: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one’s strengths and limitations with a well-grounded sense of confidence and purpose.</p>	<p>Examining prejudices and biases</p>	<p>p. xx–xxi, Teacher’s Edition, Essential Features (cultivating interculturality); p. xxii–xxiii, Teacher’s Edition, EntreCultures Mission and Vision, Welcome to EntreCultures; p. 84, Activité 19; p. 224, Activité 10, Étape 2; p. 231, Activité 14, Étape 2; p. 240, Réflexion interculturelle (forum in Explorer®).</p>
	<p>Experiencing self-efficacy</p>	<p>p. 41, Mon progrès communicatif (self-evaluation); p. 84, Mon progrès communicatif (self-evaluation); p. 94, Mon progrès communicatif (self-evaluation); p. 116, Mon progrès interculturel (self-evaluation); p. 131, Mon progrès communicatif (self-evaluation); p. 148, Mon progrès interculturel (self-evaluation). Each unit begins with Unit Goals. Students track and show their progress toward these goals using the Mon progrès features throughout the text combined with the Portfolio, part of the online Explorer® course.</p>
	<p>Having a growth mindset</p>	<p>p. 9, Teacher Note 3, “Mon dossier in ...”; p. 91, Teacher Note 1, “Remind students that ...”; p. 122–123, Activité 9, Étape 1; p. 131, Activité 13; p. 156, J’y arrive, Interpretive Assessment. Student use of the Portfolio feature in Explorer® supports a growth mindset, showing that their French ability is not fixed, but that they are able to learn and improve. Students track their growth throughout the course and even across levels.</p>
	<p>Developing interests and a sense of purpose</p>	<p>p. 43, Activité 26, Étape 1; p. 102, Activité 32; p. 126, Activité 10, Étape 2; p. 202, Activité 31, Étape 2; p. 208, J’y arrive, Interpretive Assessment; p. 263, Activité 7.</p>

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<p>SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.</p>	<p>Managing one’s emotions</p>	<p>p. 29, Activité 18, Étape 1; p. 90, Activité 24; p. 135, Activité 15, Étape 2; p. 142, J’avance 2, Étape 3; p. 231, Activité 15.</p>
	<p>Identifying and using stress-management strategies</p>	<p>p. 133, Comment dit-on? 2; p. 136, Zoom culture: Réflexion (forum in Explorer®); p. 137, Activité 16; p. 138, Activité 17, Étape 1; p. 142, J’avance 2, Étape 3.</p>
	<p>Exhibiting self-discipline and self-motivation</p>	<p>p. 40, Activité 25, Étape 1; p. 41, Activité 25, Étape 3; p. 102, Activité 32; p. 177, Activité 14, Étape 1; p. 245, J’avance 3, Étape 2.</p>
	<p>Setting personal and collective goals</p>	<p>p. 118, Activité 6, Étape 1; p. 122, Mon progrès communicatif (self-evaluation); p. 149, Activité 25; p. 157, J’y arrive, Presentational Assessment; p. 251, J’y arrive, Presentational Assessment.</p>
	<p>Using planning and organizational skills</p>	<p>p. 185, Stratégies (video in Explorer®); p. 187, Activité 22, Étape 1; p. 265, Activité 9, Étape 1; p. 274, Activité 16, Étape 1; p. 280, Activité 20, Étape 1.</p>

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<p>SELF-MANAGEMENT: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations. This includes the capacities to delay gratification, manage stress, and feel motivation & agency to accomplish personal/collective goals.</p>	<p>Showing the courage to take initiative</p>	<p>p. 73, Stratégies (video in Explorer®); p. 84, Activité 19; p. 102, Activité 32; p. 144, Activité 22; p. 202, Activité 31, Étape 2; p. 297, J’y arrive, Presentational Assessment.</p>
	<p>Demonstrating personal and collective agency</p>	<p>p. 40, Activité 25, Étape 1; p. 148, Zoom culture: Réflexion (forum in Explorer®); p. 177, Activité 14, Étape 2; p. 182, Activité 18, Étape 2; p. 195, Activité 25, Étape 2.</p>

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<p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</p>	Taking others' perspectives	p. 65, Activité 5, Étape 3; p. 128, Zoom culture: Réflexion (forum in Explorer®); p. 232, Activité 16, Étape 2; p. 236, Activité 19; p. 272, Activité 14; p. 280, Activité 20, Étape 2.
	Recognizing strengths in others	p. 16, Activité 9; p. 17, Activité 10, Étape 1; p. 18, Activité 10, Étape 3; p. 218, Activité 6; p. 239, Activité 22.
	Demonstrating empathy and compassion	p. xxiv, Teacher's Edition, Cultivating Interculturality; p. 12, Teacher Note 1, "In pairing up ..."; p. 73, Stratégies (video in Explorer®); p. 90, Activité 24; p. 222, Teacher Note 1, "Remind students that ..."; p. 238, Comment dit-on? 3.
	Showing concern for the feelings of others	p. xxiv, Teacher's Edition, Cultivating Interculturality; p. 12, Teacher Note 1, "In pairing up ..."; p. 73, Stratégies (video in Explorer®); p. 90, Activité 24; p. 222, Teacher Note 1, "Remind students that ..."; p. 238, Comment dit-on? 3.
	Understanding and expressing gratitude	p. 145, Activité 23, Étape 2; p. 151, J'avance 3, Étape 3; p. 189, Détail linguistique; p. 239, Activité 22; p. 277, Activité 19, Étape 2.

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<p>SOCIAL AWARENESS: The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. This includes the capacities to feel compassion for others, understand broader historical and social norms for behavior in different settings, and recognize family, school, and community resources and supports.</p>	<p>Identifying diverse social norms, including unjust ones</p>	<p>p. 75, Activité 11, Étape 1; p. 224, Activité 10, Étape 2; p. 225, Zoom culture: Réflexion (forum in Explorer®); p. 240, Réflexion interculturelle (forum in Explorer®); p. 278, J'avance 2, Étape 3.</p>
	<p>Recognizing situational demands and opportunities</p>	<p>p. 101, Activité 31; p. 145, Activité 23, Étape 2; p. 146–147, Décrouvons 3; p. 157, J'y arrive, Presentational Assessment; p. 217, Activité 4; p. 231, Activité 15.</p>
	<p>Understanding the influences of organizations/systems on behavior</p>	<p>p. 73, Activité 10; p. 77, Activité 13, Étape 2; p. 148, Zoom culture: Réflexion (forum in Explorer®); p. 188, Réflexion interculturelle (forum in Explorer®); p. 266, Réflexion interculturelle (forum in Explorer®); p. 275, Réflexion interculturelle (forum in Explorer®).</p>

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<p>RELATIONSHIP SKILLS: The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups. This includes the capacities to communicate clearly, listen actively, cooperate, work collaboratively to problem solve and negotiate conflict constructively, navigate settings with differing social and cultural demands and opportunities, provide leadership, and seek or offer help when needed.</p>	Communicating effectively	<p>p. 45, Activité 28, Étape 2; p. 51, J'avance 3, Étape 2; p. 73, Stratégies (video in Explorer®); p. 145, Stratégies (video in Explorer®); p. 260, Activité 5, Étape 1.</p>
	Developing positive relationships	<p>p. 19, Activité 11, Étape 1; p. 25, Activité 16; p. 26, J'avance 1, Étape 3; p. 229, J'avance 1, Étape 1; p. 288, Activité 27.</p>
	Demonstrating cultural competency	<p>p. xxiv, Teacher's Edition, Cultivating Interculturality; p. 7, Activité 1; p. 73, Stratégies (video in Explorer®); p. 113, Réflexion interculturelle (forum in Explorer®); p. 275, Réflexion interculturelle (forum in Explorer®).</p>
	Practicing teamwork and collaborative problem-solving	<p>p. 89, Activité 23, Étape 1; p. 135, Activité 15, Étape 2; p. 177, Activité 14, Étape 1 & 2; p. 187, Activité 22, Étape 2 & 3; p. 195, Activité 25, Étape 2.</p>
	Resolving conflicts constructively	<p>p. 40, Activité 25, Étape 1; p. 89, Activité 23, Étape 2; p. 91, J'avance 2, Étape 2; p. 277, Activité 18; p. 281, Activité 21.</p>
	Resisting negative social pressure	<p>p. xxxii, Teacher's Edition, Culturally Relevant Instruction; p. 69, Teacher Note 3, "Consider extending this ..."; p. 75, Activité 11, Étape 2; p. 76, Activité 12; p. 86, Activité 21, Étape 1.</p>

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	<p>Seeking or offering support and help when needed</p>	<p>p. 76, Activité 12; p. 90, Activité 24; p. 91, J'avance 2, Étape 2; p. 135, Activité 15, Étape 2; p. 138, Activité 17, Étape 2; p. 184, Activité 19, Étape 2.</p>
	<p>Standing up for the rights of others</p>	<p>p. xxxii, Teacher's Edition, Culturally Relevant Instruction; p. 84, Activité 19; p. 91, J'avance 2, Étape 2; p. 148, Réflexion interculturelle (forum in Explorer®); p. 193, Comment dit-on? 3.</p>

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<p>RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p>	<p>Demonstrating curiosity and open-mindedness</p>	<p>p. 9, Réflexion interculturelle (forum in Explorer®); p. 232, Activité 16, Étape 1; p. 259, Activité 4, Étape 2; p. 271, Comment dit-on? 2; p. 287, Zoom culture: Réflexion (forum in Explorer®).</p>
	<p>Identifying solutions for personal and social problems</p>	<p>p. 182, Activité 18, Étape 2; p. 187, Activité 21, Étape 2; p. 192, J'avance 2, Étape 2; p. 195, Activité 25, Étape 2; p. 196–197, Activité 27.</p>
	<p>Learning to make a reasoned judgment after analyzing information, data, facts</p>	<p>p. 32, Activité 20, Étape 2; p. 129, Décrouvons 1; p. 164, Activité 4, Étape 1; p. 182, Activité 18, Étape 2; p. 223, Activité 9, Étape 1 & 2.</p>
	<p>Anticipating and evaluating the consequences</p>	<p>p. 89, Activité 23, Étape 1; p. 141, Activité 19; p. 184, Activité 19, Étape 1; p. 190, Activité 23; p. 233, Réflexion interculturelle (forum in Explorer®).</p>
	<p>Recognizing how critical thinking skills are useful both inside & outside of school</p>	<p>p. 34, Réflexion interculturelle (forum in Explorer®); p. 83, Réflexion interculturelle (forum in Explorer®); p. 128, Réflexion interculturelle (forum in Explorer®); p. 188, Réflexion interculturelle (forum in Explorer®); p. 257, Réflexion interculturelle (forum in Explorer®).</p>

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<p>RESPONSIBLE DECISION-MAKING: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations. This includes the capacities to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.</p>	<p>Reflecting on one’s role to promote personal, family, and community well-being</p>	<p>p. 172, Zoom culture: Réflexion (forum in Explorer®); p. 184, Activité 19, Étape 2; p. 185, Activité 20, Étape 3; p. 191, Activité 24; p. 202, Activité 31, Étape 2.</p>
	<p>Evaluating personal, interpersonal, community, and institutional impacts</p>	<p>p. 181, Comment dit-on? 2; p. 184, Activité 20, Étape 1; p. 187, Activité 22, Étape 3; p. 193, Comment dit-on? 3; p. 198, Zoom culture: Réflexion (forum in Explorer®); p. 266, Réflexion interculturelle (forum in Explorer®).</p>