

# 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
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.	Integrating personal and social identities	p. 17, Mon progrès communicatif (self-evaluation); p. 53, Activité 7, Étape 1; p. 145, Activité 1, Étape 3; p. 170, J'avance 2, Étape 1; p. 189, J'y arrive, Presentational Assessment.
	Identifying personal, cultural, and linguistic assets	p. 25, Mon progrès communicatif (self-evaluation); p. 29, Activité 21, Étape 4; p. 48, Activité 4, Étape 1; p. 49, Activité 5, Étape 3; p. 64, Activité 15; p. 79, Réflexion interculturelle (forum in Explorer®); p. 105, Mon progrès communicatif (self-evaluation); p. 183, Mon progrès communicatif (self-evaluation); p. 261, Mon progrès interculturel (self-evaluation); p. 291, Mon progrès interculturel (self-evaluation).
	Identifying one's emotions	p. 15, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 16, Réflexion interculturelle (forum in Explorer®); p. 45, Réflexion interculturelle (forum in Explorer®); p. 61, Expressions utiles; p. 66, Activité 16, Étape 2.
	Demonstrating honesty and integrity	p. 39, J'y arrive, Étape 3; p. 68, J'avance 2, Étape 2; p. 87, J'y arrive, Presentational Assessment, Étape 1; p. 159, J'avance 1, Étape 3; p. 331, J'y arrive, Interpersonal Speaking.
	Linking feelings, values, and thoughts	p. 109, Activité 13, Étape 1; p. 175, Activité 23, Étape 2; p. 195, Activité 1, Étape 4; p. 245, Réflexion interculturelle (forum in Explorer®); p. 295, Réflexion interculturelle (forum in Explorer®).

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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.	Examining prejudices and biases	p. xxi, Teacher's Edition, EntreCultures Mission and Vision, Welcome to EntreCultures; p. xiv, Teacher's Edition, Cultivating Interculturality; p. 45, Réflexion interculturelle (forum in Explorer®); p. 66, Activité 16, Étape 1; p. 79, Réflexion interculturelle (forum in Explorer®); p. 86, J'y arrive, Interpretive Assessment, Étape 3; p. 188, J'y arrive, Interpretive Assessment.
	Experiencing self-efficacy	p. 35, Mon progrès communicatif (self-evaluation); p. 71, Mon progrès communicatif (self-evaluation); p. 111, Mon progrès communicatif (self-evaluation); p. 159, Teacher Note 1, "Remind students that ..."; p. 171, Teacher Note 2, "Remind students that ..."; p. 189, J'y arrive, Interpersonal Assessment; p. 204, Mon progrès communicatif (self-evaluation); p. 220, Teacher Note 1, "Remind students that ..."; p. 271, Mon progrès communicatif (self-evaluation); p. 301, Stratégies (video in Explorer®); p. 318, Mon progrès communicatif (self-evaluation).
	Having a growth mindset	p. xxi, Teacher's Edition, Integrated Differentiated Instruction; p. 14, Teacher Note 1, "The Communicative Can-Do statements ..."; p. 16, Teacher Note 4, "Model pronunciation of ..."; p. 17, Teacher Note 2, "With Mon progrès communicatif ..."; p. 28, Stratégies (video in Explorer®); p. 196, Détail linguistique; p. 249, Stratégies (video in Explorer®).  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.

# The CASEL 5: Social-Emotional Learning

Framework	Criteria	Citations
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.	Developing interests and a sense of purpose	p. 51, Réflexion interculturelle (forum in Explorer®); p. 62, Activité 14, Étape 1; p. 63, Activité 14, Étape 2; p. 145, Activité 1, Étape 3; p. 183, J’avance 3, Étape 2.

Framework	Criteria	Citations
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.	Managing one's emotions	p. 15, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 16, Réflexion interculturelle (forum in Explorer®); p. 47, Stratégies (video in Explorer®); p. 61, Expressions utiles; p. 109, Activité 13, Étape 1.
	Identifying and using stress-management strategies	p. 42, Teacher Note 5, "Remember that Québec ..."; p. 47, Stratégies (video in Explorer®); p. 71, Teacher Note 1, "Circulate as students ..."; p. 162, Stratégies (video in Explorer®); p. 180, Teacher Note 1, "As living situations ..."; p. 174, Activité 23, Étape 1; p. 257, J'avance 1, Étape 3; p. 262, Activité 15, Étape 1.
	Exhibiting self-discipline and self-motivation	p. 17, Activité 12; p. 28, Stratégies (video in Explorer®); p. 45, Mon progrès interculturel (self-evaluation); p. 131, Activité 27, Étape 3; p. 189, J'y arrive, Interpersonal Assessment; p. 295, Mon progrès interculturel (self-evaluation); p. 314, Prononciation.
	Setting personal and collective goals	p. 17, Teacher Note 2, "With Mon progrès communicatif ..."; p. 45, Teacher Note 6, "Encourage students to ..."; p. 59, Mon progrès communicatif (self-evaluation); p. 68, J'avance 2, Étape 1; p. 88, Teacher Note 2, "While reviewing objectifs ..."; p. 93, Réflexion interculturelle (forum in Explorer®); p. 225, Activité 23; p. 249, Teacher Note 2, "While reviewing objectifs ..."; p. 299, Mon progrès interculturel (self-evaluation).

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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.	Using planning and organizational skills	p. 68, J'avance 2, Étape 1; p. 81, J'avance 3, Étape 3; p. 87, J'y arrive, Presentational Assessment, Étape 1; p. 221, J'avance 2, Étape 3; p. 261, Activité 14, Étape 2; p. 282, J'avance 3, Étape 3; p. 308, Activité 12, Étape 1.
	Showing the courage to take initiative	p. 159, J'avance 1, Étape 3; p. 183, J'avance 3, Étape 2; p. 225, Activité 23; p. 239, J'y arrive, Presentational Assessment; p. 282, J'avance 3, Étape 1.
	Demonstrating personal and collective agency	p. 55, Teacher Note 2, "This activity serves ..."; p. 68, Mon progrès communicatif (self-evaluation); p. 81, Teacher Note 2, "Remind students that ..."; p. 159, Teacher Note 2, "Remind students that ..."; p. 220, Teacher Note 1, "Remind students that ..."; p. 282, Teacher Note 1, "Remind students that ...".

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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.	Taking others' perspectives	p. 61, Activité 13, Étape 2; p. 63, Activité 14, Étape 2; p. 93, Activité 1, Étape 4; p. 201, Réflexion interculturelle (forum in Explorer®); p. 218, Activité 20, Étape 2; p. 245, Mon progrès interculturel (self-evaluation); p. 299, Mon progrès interculturel (self-evaluation).
	Recognizing strengths in others	p. 47, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 55, J'avance 1, Étape 1; p. 66, Activité 16, Étape 1; p. 71, Activité 20; p. 86, J'y arrive, Étape 3; p. 138, Questions essentielles; p. 261, Zoom culture: Connexions, Réflexion (forums in Explorer®).
	Demonstrating empathy and compassion	p. xv–xvii, Teacher's Edition, Integrating Interculturality in Teaching and Learning; p. 2, Bienvenue!; p. 61, Expressions utiles; p. 117, J'avance 2, Étape 3; p. 149, Teacher Note 2, "Students can describe ..."; p. 153, Mon progrès interculturel (self-evaluation); p. 157, Teacher Note 1, "If students prefer ...".
	Showing concern for the feelings of others	p. 61, Activité 13, Étape 2; p. 172, Teacher Note 2, "Remember to be sensitive ..."; p. 181, Teacher Note 1, "Activité 27 assumes ..."; p. 188, Teacher Note 1, "As family situations ..."; p. 189, J'y arrive, Presentational Assessment.

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	Identifying diverse social norms, including unjust ones	p. 15, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 29, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 99, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 164, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 261, Zoom culture: Connexions, Réflexion (forums in Explorer®).
	Recognizing situational demands and opportunities	p. 14, Activité 6; p. 15, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 16, Réflexion interculturelle (forum in Explorer®); p. 82, Synthèse de grammaire; p. 155, Détail grammatical; p. 178, Teacher Note 1, "Point out to ..."; p. 200, Détail linguistique.
	Understanding the influences of organizations/systems on behavior	p. 123, Réflexion interculturelle (forum in Explorer®); p. 251, Réflexion interculturelle (forum in Explorer®); p. 275, Zoom culture: Réflexion (forum in Explorer®); p. 299, Réflexion interculturelle (forum in Explorer®); p. 309, Réflexion interculturelle (forum in Explorer®).



Framework	Criteria	Citations
<p><b>RELATIONSHIP SKILLS:</b> 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. 69, Activité 17, Étape 2; p. 111, Activité 14, Étape 2; p. 131, Activité 28, Étape 1; p. 230, Activité 27, Étape 2; p. 249, Stratégies (video in Explorer®).
	Developing positive relationships	p. 13, Activité 4, Étape 2; p. 34, Activité 26, Étape 2; p. 53, Activité 7, Étape 2; p. 66, Activité 16, Étape 2; p. 71, Activité 20.
	Demonstrating cultural competency	p. 15, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 51, Réflexion interculturelle (forum in Explorer®); p. 93, Mon progrès interculturel (self-evaluation); p. 153, Réflexion interculturelle (forum in Explorer®); p. 201, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 295, Mon progrès interculturel (self-evaluation); p. 309, Réflexion interculturelle (forum in Explorer®).
	Practicing teamwork and collaborative problem-solving	p. 20, Activité 16; p. 171, J'avance 2, Étape 3; p. 256, Activité 10, Étape 2; p. 274, Activité 22, Étape 2; p. 289, J'y arrive, Interpersonal Assessment.
	Resolving conflicts constructively	p. 81, J'avance 3, Étape 3; p. 117, J'avance 2, Étape 3; p. 131, Activité 28, Étape 1; p. 231, Activité 29; p. 289, J'y arrive, Interpersonal Assessment.

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	Showing leadership in groups	p. 122, Activité 22, Étape 1; p. 171, J'avance 2, Étape 3; p. 221, J'avance 2, Étape 3; p. 288, J'y arrive, Interpretive Assessment, Étape 2; p. 313, Activité 15.
	Seeking or offering support and help when needed	p. 104, J'avance 1, Étape 2; p. 109, Activité 13, Étape 3; p. 301, Activité 6; p. 305, J'avance 1, Étape 3; p. 307, Activité 11.
	Standing up for the rights of others	p. xxii, Teacher's Edition, Culturally Relevant Instruction; p. 47, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 79, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 123, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 164, Zoom culture: Connexions, Réflexion (forums in Explorer®).

Framework	Criteria	Citations
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.	Demonstrating curiosity and open-mindedness	p. 16, Activité 11; p. 47, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 51, Réflexion interculturelle (forum in Explorer®); p. 145, Réflexion interculturelle (forum in Explorer®); p. 164, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 201, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 269, J'avance 2, Étape 2; p. 309, Zoom culture: Connexions, Réflexion (forums in Explorer®).
	Identifying solutions for personal and social problems	p. 223, Activité 22; p. 224, Réflexion interculturelle (forum in Explorer®); p. 225, Activité 23; p. 233, J'avance 3, Étape 3; p. 250, Activité 6.
	Learning to make a reasoned judgment after analyzing information, data, facts	p. 45, Réflexion interculturelle (forum in Explorer®); p. 116, J'avance 2, Étape 1; p. 152, Activité 8, Étape 2; p. 164, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 176, Zoom culture: Connexions, Réflexion (forums in Explorer®).
	Anticipating and evaluating the consequences	p. 123, Réflexion interculturelle (forum in Explorer®); p. 223, Activité 22; p. 224, Zoom culture: Réflexion (forum in Explorer®); p. 229, Activité 27; p. 299, Réflexion interculturelle (forum in Explorer®).
	Recognizing how critical thinking skills are useful both inside & outside of school	p. 25, Zoom culture: Connexions, Réflexion (forums in Explorer®); p. 30, Réflexion interculturelle (forum in Explorer®); p. 73, Réflexion interculturelle (forum in Explorer®); p. 79, Réflexion interculturelle (forum in Explorer®); p. 224, Réflexion interculturelle (forum in Explorer®).

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	Evaluating personal, interpersonal, community, and institutional impacts	p. 164, Réflexion interculturelle (forum in Explorer®); p. 224, Réflexion interculturelle (forum in Explorer®); p. 239, J'y arrive, Presentational Assessment; p. 250, Activité 6; p. 319, Réflexion interculturelle (forum in Explorer®).