



# Delivery Methods for Social and Emotional Learning

The instructional delivery methods described below offer many opportunities for 21<sup>st</sup> CCLC program staff to support social and emotional learning skill domains. Individually or as a team, read the definitions and examples, and record your ideas for specific ways you might use each method to address student needs and program goals.

| Delivery Method         | Definition   | Social and Emotional Skill Domain(s)   | Example(s)   | How might you use this method to support targeted social and emotional learning skills? |
|-------------------------|--|--|--|---|
| Project-based learning  | A student-directed approach that allows students to engage in open-ended projects, in collaboration with other students, around areas of interest or need. | <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Self-management</li> <li>• Social awareness</li> <li>• Relationship management</li> </ul> | Allow students to select a topic, develop a driving question about the topic, design and complete a project to demonstrate their learning, and present their work to an interested audience. See the Y4Y Project-Based Learning course.                              |   |
| Cooperative learning    | Students of various ability levels work in groups and take responsibility for their own and each other’s learning.   | <ul style="list-style-type: none"> <li>• Social awareness</li> <li>• Relationship management</li> </ul>  | Put students in heterogenous or homogenous groups to work together on specific content or a challenge. For example, set up an “escape room” challenge in which students must work together to find a solution.   |   |
| Youth-directed learning | Students take initiative in their learning as they determine their own needs, formulate goals and identify learning resources.                             | <ul style="list-style-type: none"> <li>• Self-management</li> <li>• Responsible decision making</li> </ul>   | Encourage students to choose learning modes or content. Recognize their efforts to take responsibility for their own learning.   |   |
| Discussion              | Students engage in one-on-one or group conversations with adults and/or other students.  | <ul style="list-style-type: none"> <li>• Social awareness</li> <li>• Relationship management</li> </ul>  | <p>Set up structured debates, use talking sticks, or implement techniques such as pair-shares.</p> <p>If students bring up a celebrity who’s in the news due to alcoholism or illegal drug use, take advantage of this “teachable moment” to discuss prevention.</p> |   |





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|------------------------------------|---|---|---|--|
| Self-reflection or Self-assessment | Prompting students to individually think about who they are, what they want, what they've learned, what they need, and so forth.                | <ul style="list-style-type: none"> <li>• Self-awareness</li> <li>• Responsible decision making</li> </ul> | Have students keep journals. Set up conversations about creating goals and solving problems.  |  |
| Service learning                   | Experiential opportunities that link learning to service, volunteering or work.   | <ul style="list-style-type: none"> <li>• Social awareness</li> </ul>                                      | Engage students in identifying a community need, figuring out how to address it and taking appropriate action. See the Y4Y Service Learning course.   |  |
| Conferencing                       | A purposeful, one-on-one conversation between a staff member and a student.   | <ul style="list-style-type: none"> <li>• Self-management</li> </ul>                                       | Meet with students individually to discuss personal goals, progress and challenges in managing social and emotional issues that may affect relationships and academic learning.   |  |
| Nonlinguistic representations      | Objects, signs, or nonverbal strategies that encourage and remind students to make responsible decisions.                                       | <ul style="list-style-type: none"> <li>• Responsible decision making</li> </ul>                           | <p>Use symbols, visual images, hand gestures and other nonverbal cues to help students follow directions or focus on a task.</p> <p>Keep a “warm and fuzzy jar” and add a pom-pom every time you see a student demonstrate kindness and respect. When the jar is full, students get to choose a special celebration, game or snack.</p> |  |
| Think-alouds or self-talk          | The act of making your thought process “visible” to others as you solve a problem, learning a new concept, or respond to a difficult situation. | <ul style="list-style-type: none"> <li>• Self-management</li> </ul>                                       | Model thought processes such as problem solving and self-coaching by expressing yourself out loud as you identify and assess a challenge (such as how to study for a test) and decide on an action or response (such as studying with a friend or writing and responding to your own test questions).                                   |  |

