



Sha Tin Methodist Primary School

Developing SEL Competencies in the Context of Stories for Increased Student Engagement and Deeper Comprehension

Presenter: Mr Bruno AYEAH

Disclaimer

To enhance the teaching content, teachers can exercise their professional judgment and consult relevant scholarly work when adopting the learning and teaching resources prepared by educators and other teachers. In support of the implementation of the English Language Education KLA Curriculum, teachers can also select appropriate parts of the resources for classroom learning or extended learning based on pedagogical consideration and the learning needs of students.

using
structured,
evidence-based
curriculum

Developing SEL Competencies in the Context of Stories for Increased Student Engagement and Deeper Comprehension

connection
memorable
actionable
empathy

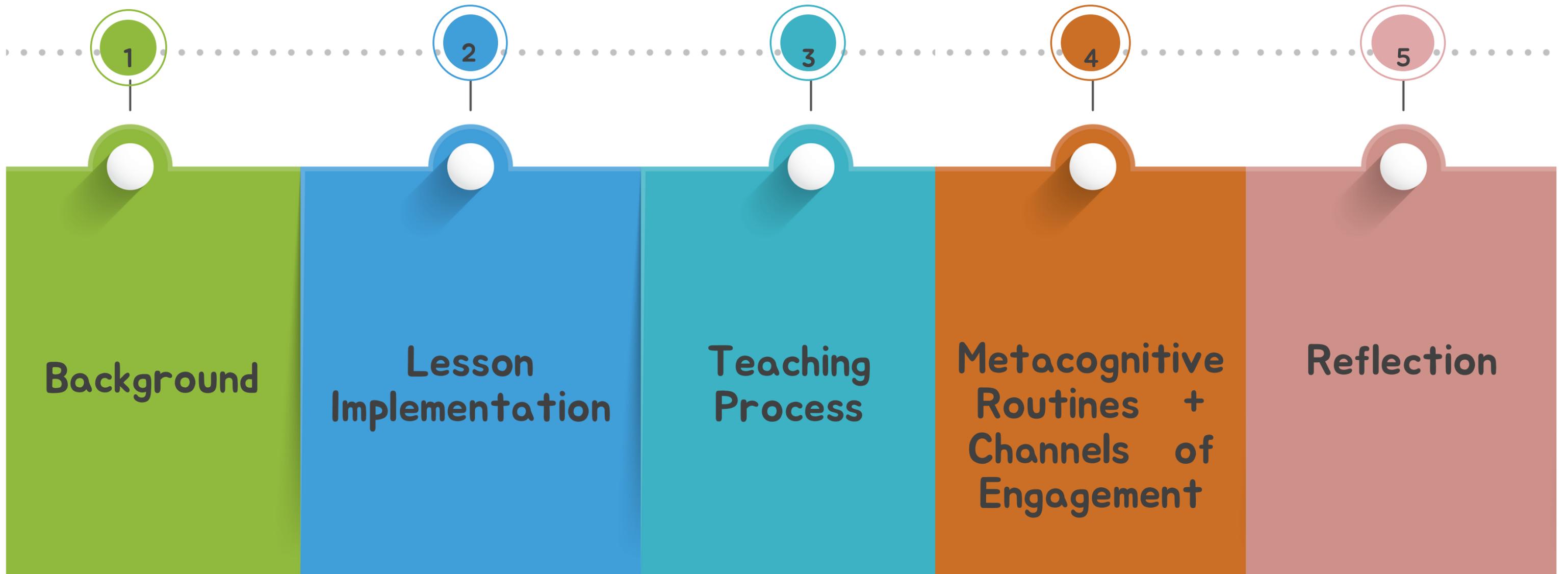
inference
synthesis
evaluate
apply

emotion
behaviour
cognition

Objectives of this workshop

Participants will:

- 1 explore how a pedagogical narrative serves as a medium to invite students to experience the interplay between thoughts, emotions and actions.
- 2 gain insight into the use of metacognitive routines and channels of engagement to stimulate students' active participation, deep processing, multimodal expressions and collaboration.



Background

Lesson
Implementation

Teaching
Process

Metacognitive
Routines +
Channels of
Engagement

Reflection

object

steps

concepts

I. Background

PLP-R + SEL

1

Primary Literacy Programme -
Reading (PLP-R)

EDB NET
SCHEME

Shared Reading - skills and
strategies

2

Social and Emotional
Learning (SEL)

EDB NET
SCHEME

Linking thoughts, values and
feelings

1

PLP-R

Shared Reading -
skills and strategies

I Want My Mom!

Written and illustrated by Woody

skills

- read for main idea/gist

strategies

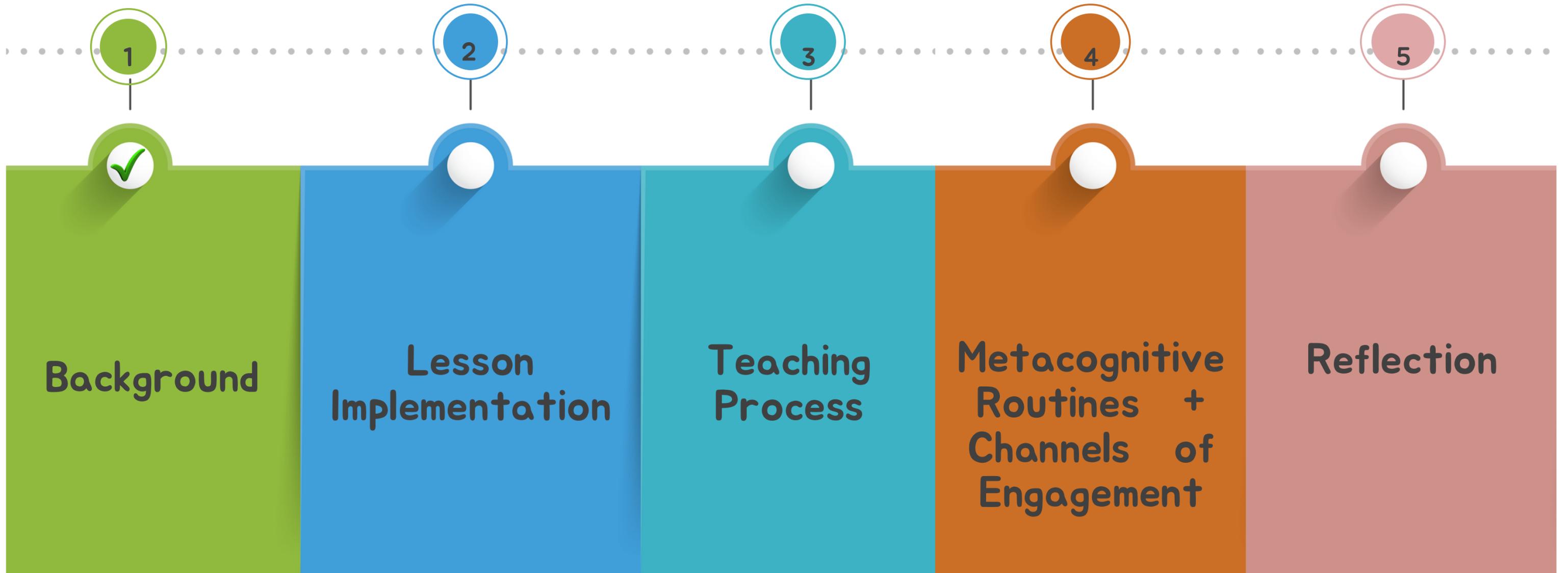
- activate prior knowledge
- make connections
- visualise

2

SEL

Thoughts, values
and feelings





II. Lesson Implementation

- **Class:** Primary 3
- **Unit:** Unit 4 - Lesson 1/6 ('I Want My Mom')
- **Topic:** Linking thoughts, values and feelings
- **Duration:** 60 mins

1. Topic : Self-awareness

→ linking thoughts, values and feelings



SELF-AWARENESS: The abilities to understand one's own emotions, thoughts, and values and how they influence behaviour across contexts.

- Integrating personal and social identities
- Identifying personal, cultural, and linguistic assets

- Linking feelings, values, and thoughts

- Experiencing self-efficacy
- Having a growth mind-set
- Developing interests and a sense of purpose

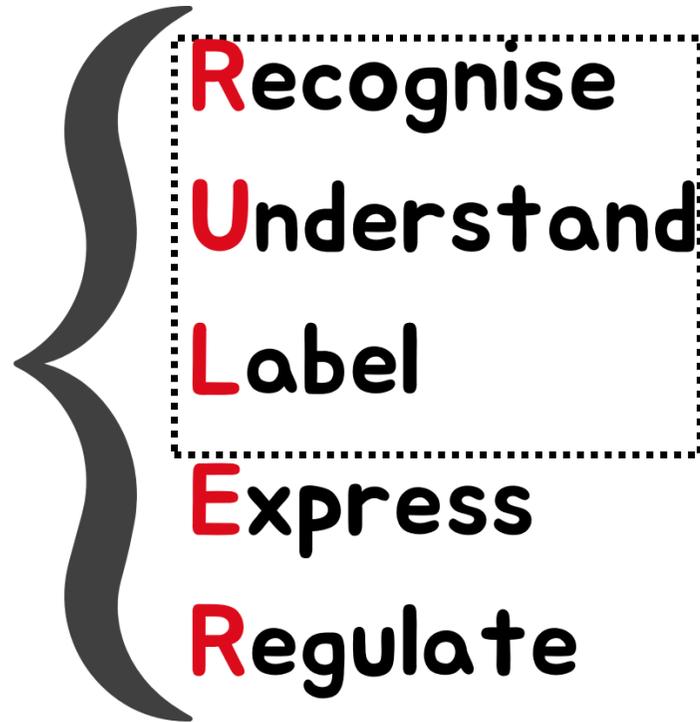
2. Learning Objectives

Students will...

A. understand what thoughts, feelings and values are and that they are linked

B. identify feelings in literature

c. partake in metacognitive activities

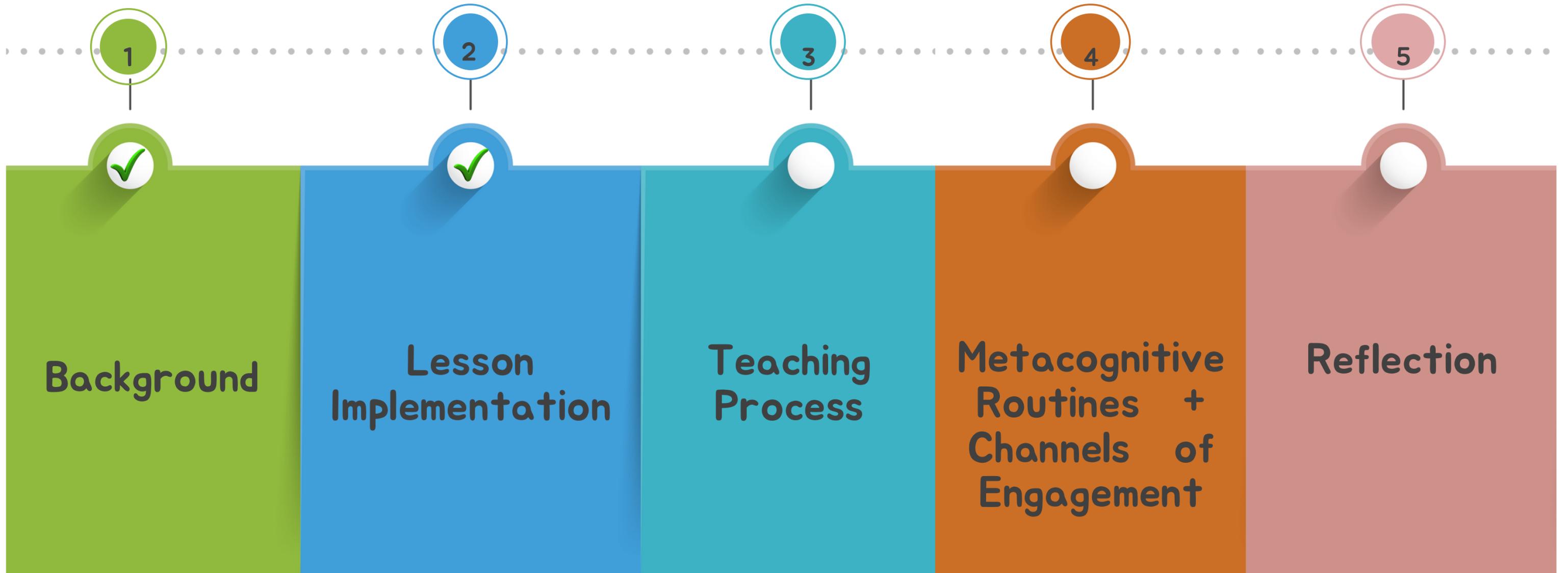


Recognise
Understand
Label
Express
Regulate

3. Relevant Prior Knowledge

Students can...

- **identify emotions** like happy, sad, scared, tired, bored.
- **discuss feelings** using simple English expressions/basic syntax.
'I feel happy when ...'



III. Teaching Process

Emotional Jump

- to ascertain students' understanding of key words
- to activate prior knowledge

Emojis:

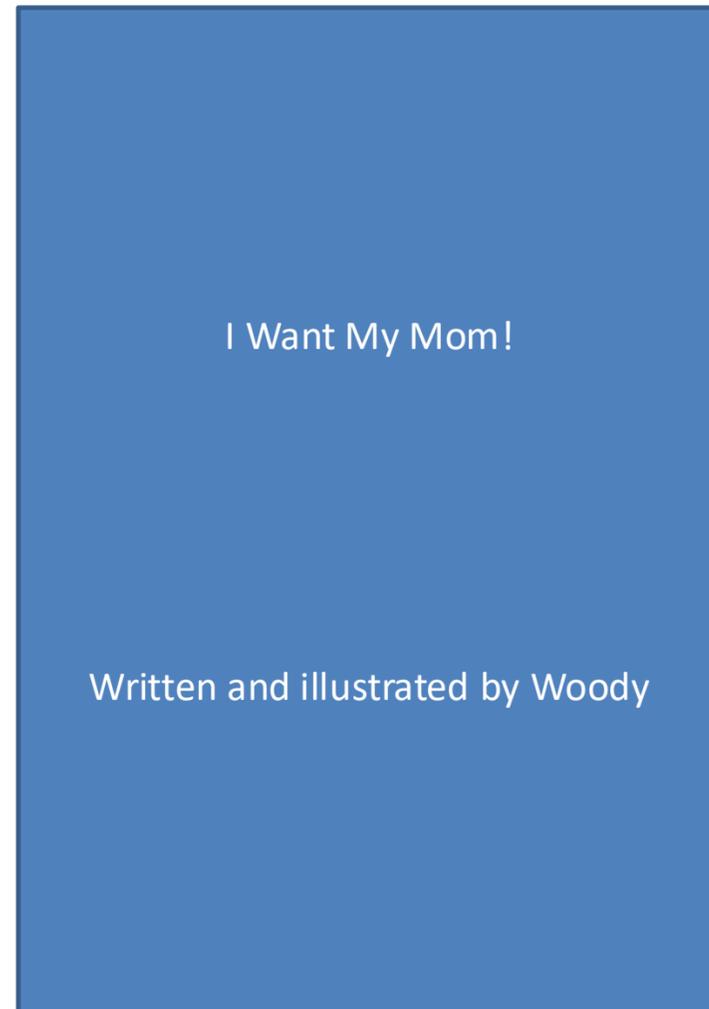
- happy, sad, excited, calm, frustrated, tired, sleepy, bored, upset, mad, confused



body movement, active participation

Shared Reading

Read story for gist



sensory

1. Read the story for

gist

- picture walk
- identify Jake's overall feeling

- What did Jake think?
- How did he feel?
- Why did he feel like that?
- What did he do?

Jake's thoughts,
feelings and
actions



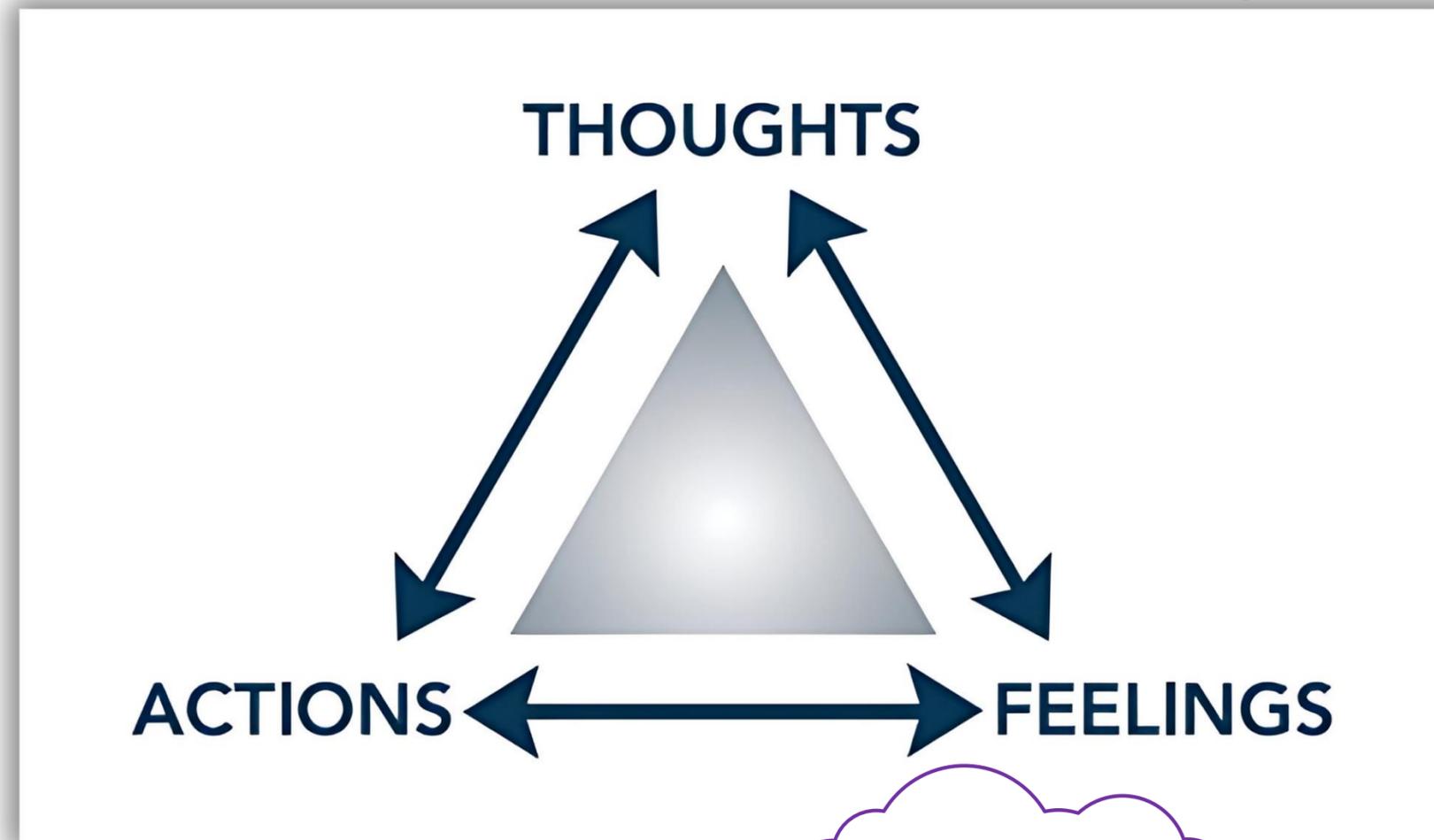
Shared Reading

Read story for gist

I Want My Mom!

Written and illustrated by Woody

sensory



Students may ...



draw



write



draw

and write

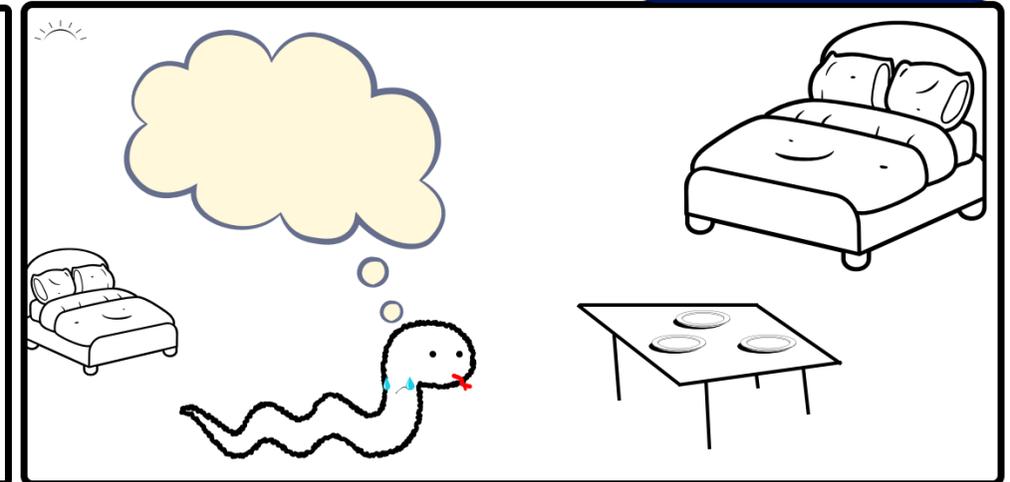
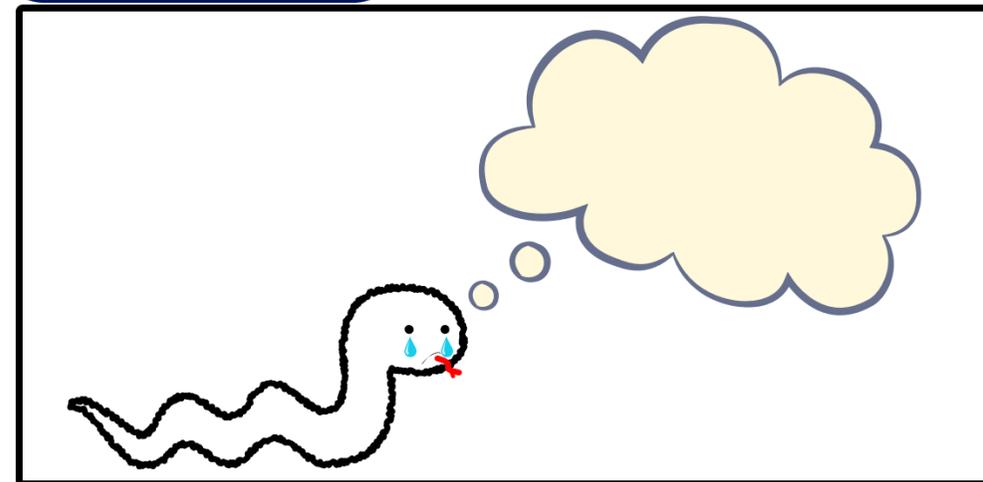
- multimodal approach

- interplay between thoughts, emotions and actions.

Option 1

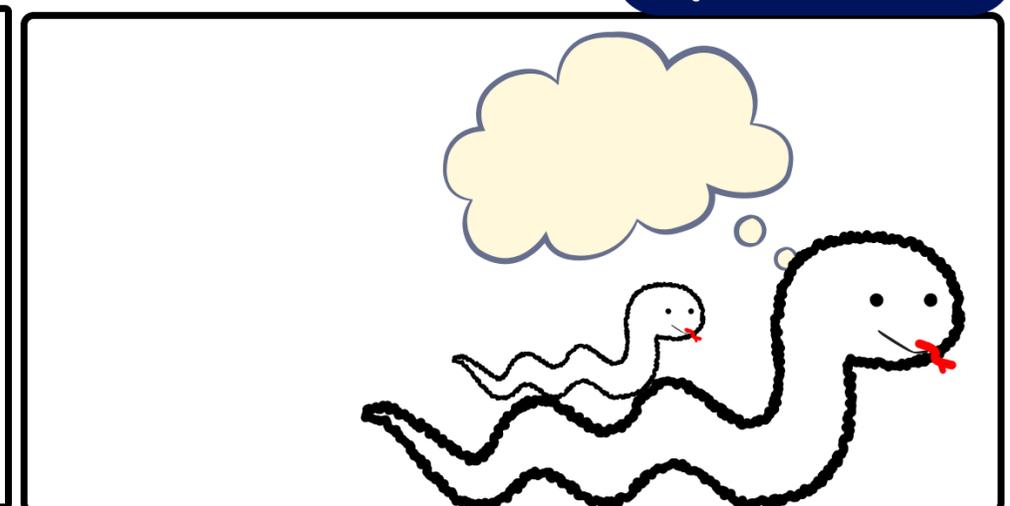
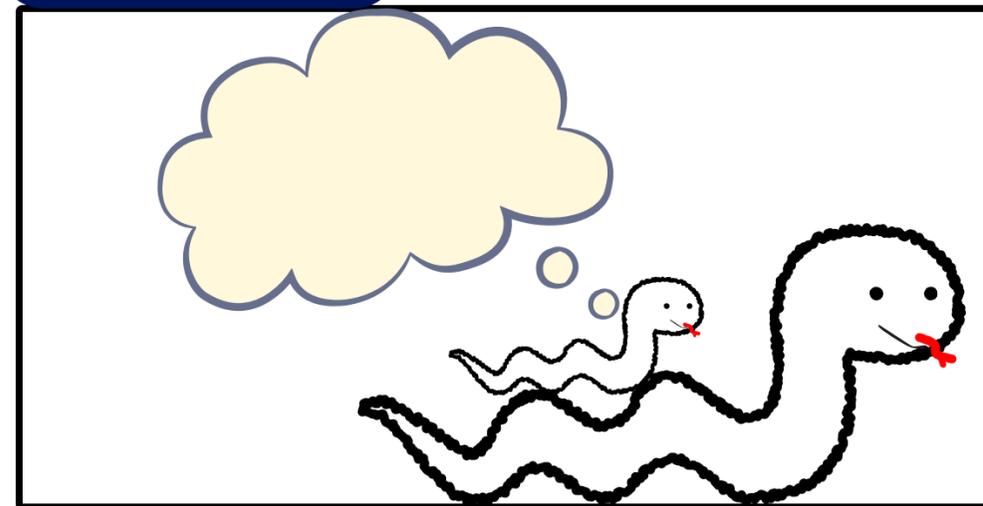
Why is Jake freaking out?

Option 2



Option 3

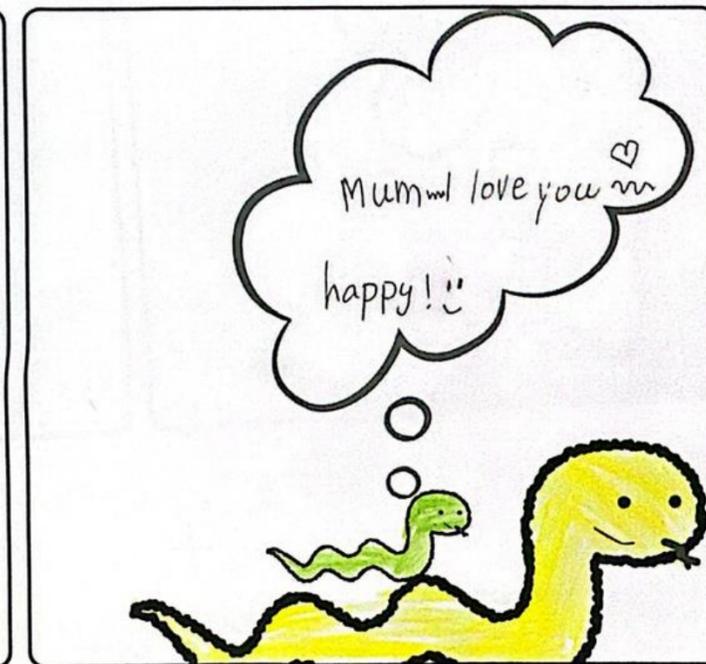
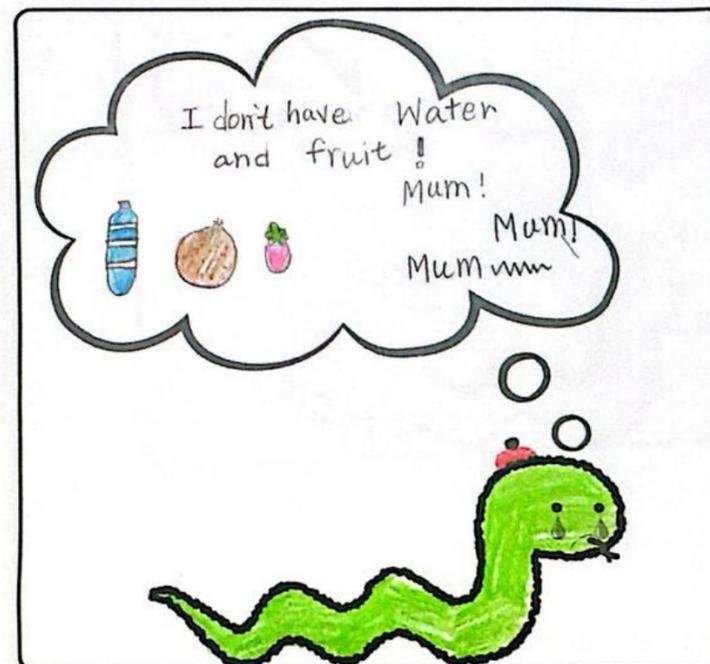
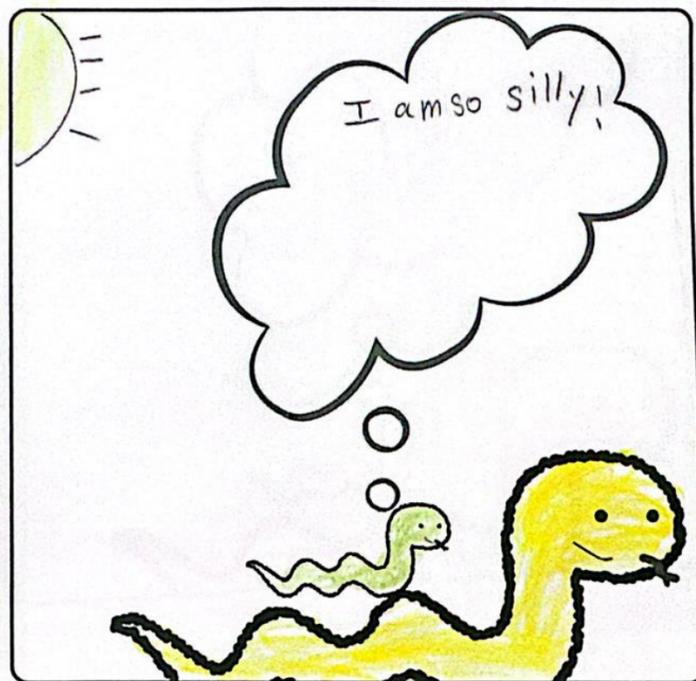
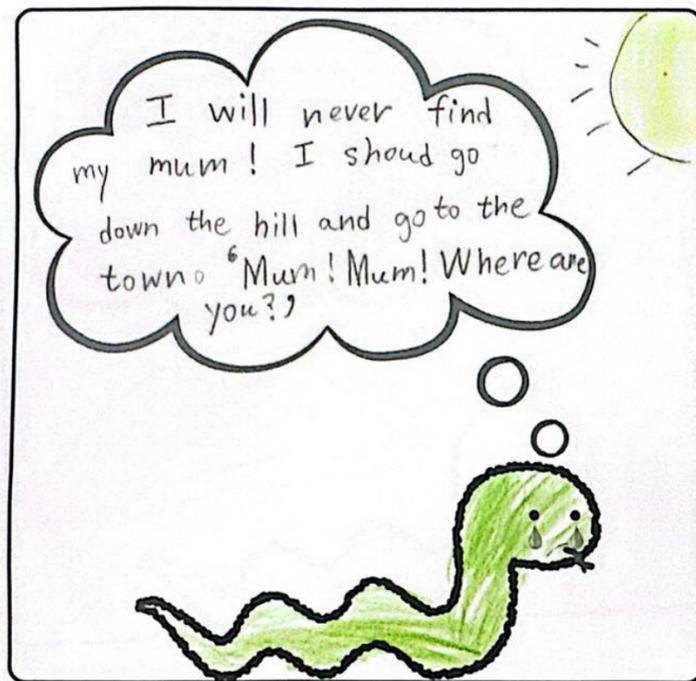
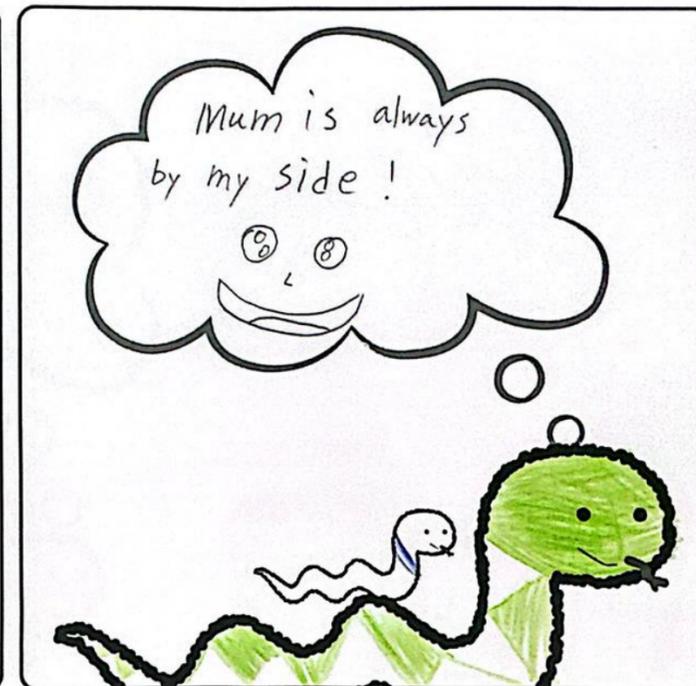
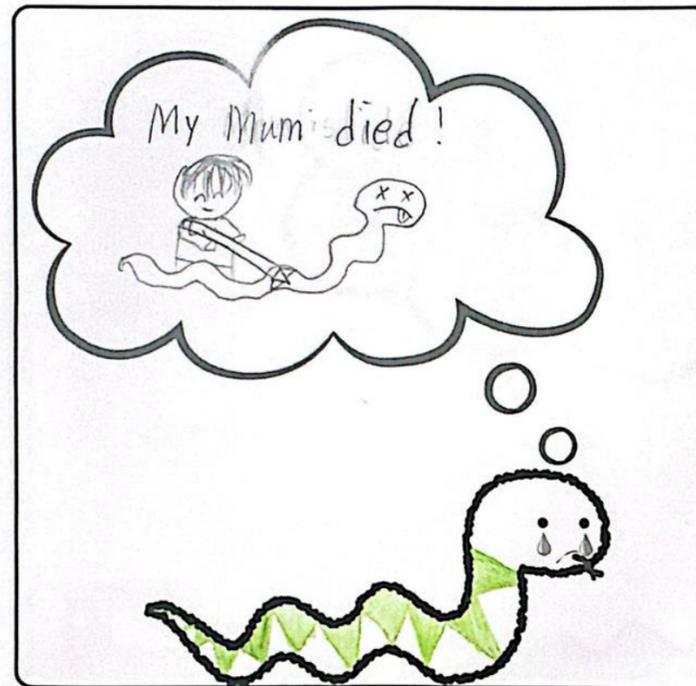
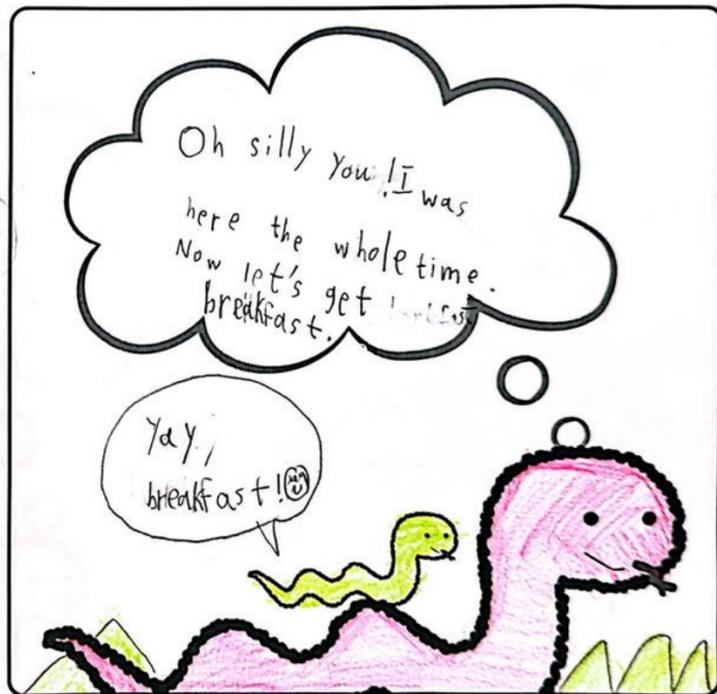
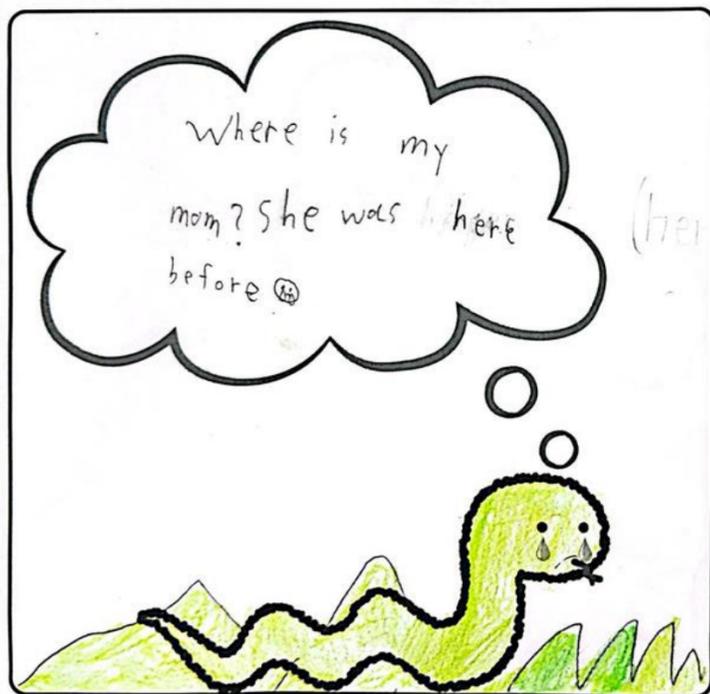
Option 4



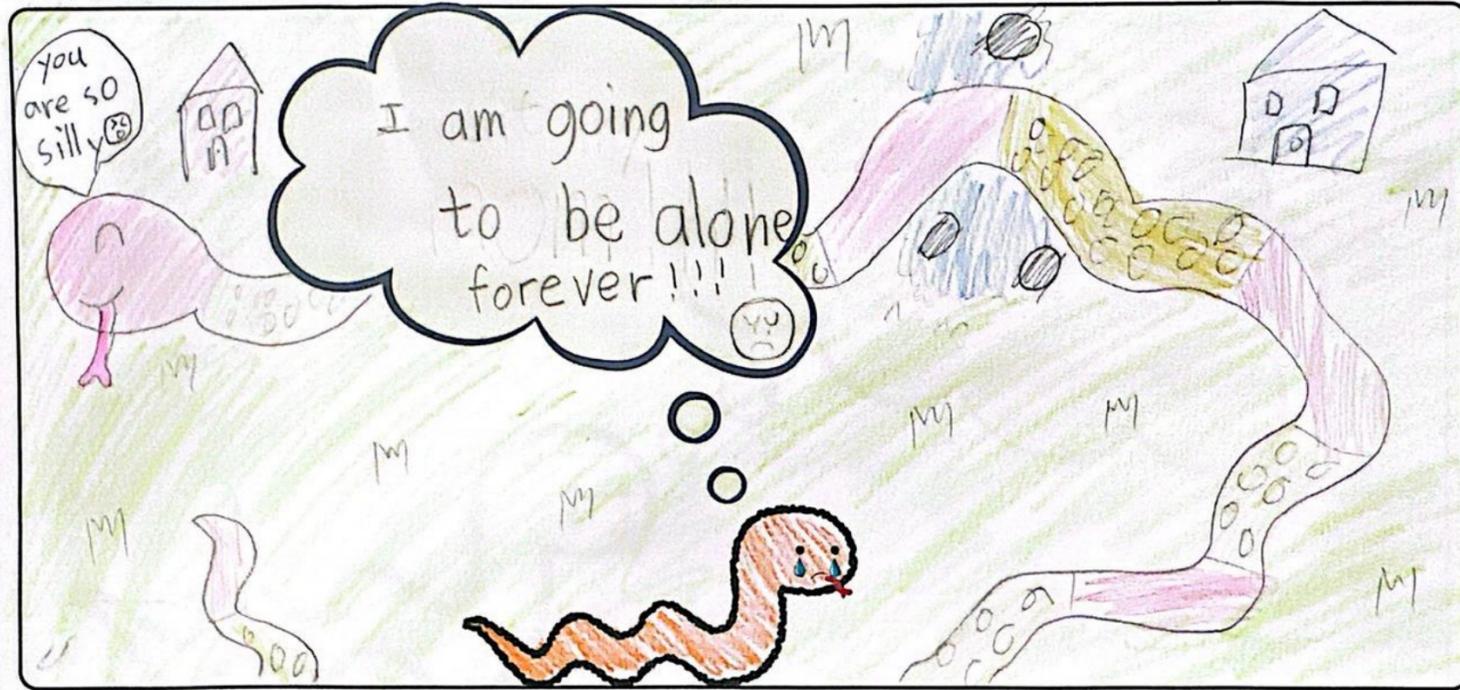
sensory, imagination

Why is Jake freaking out?

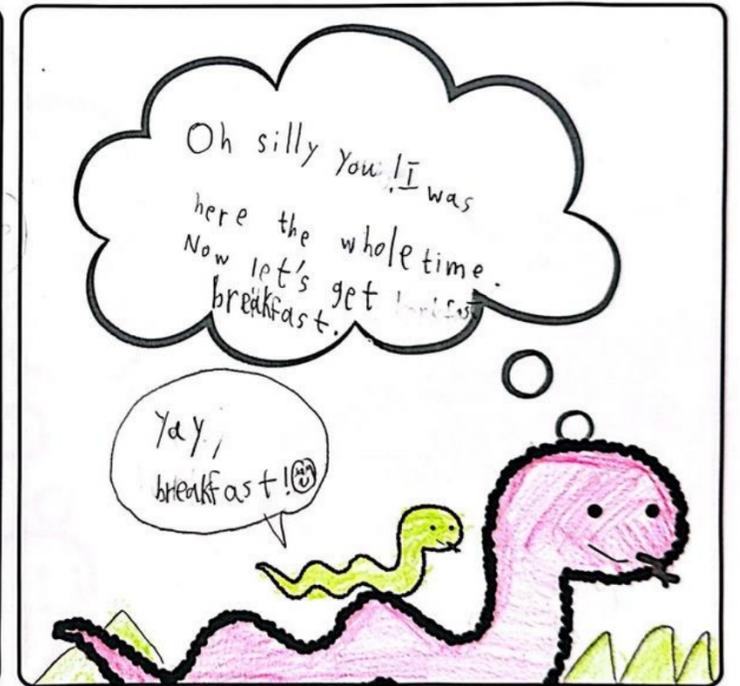
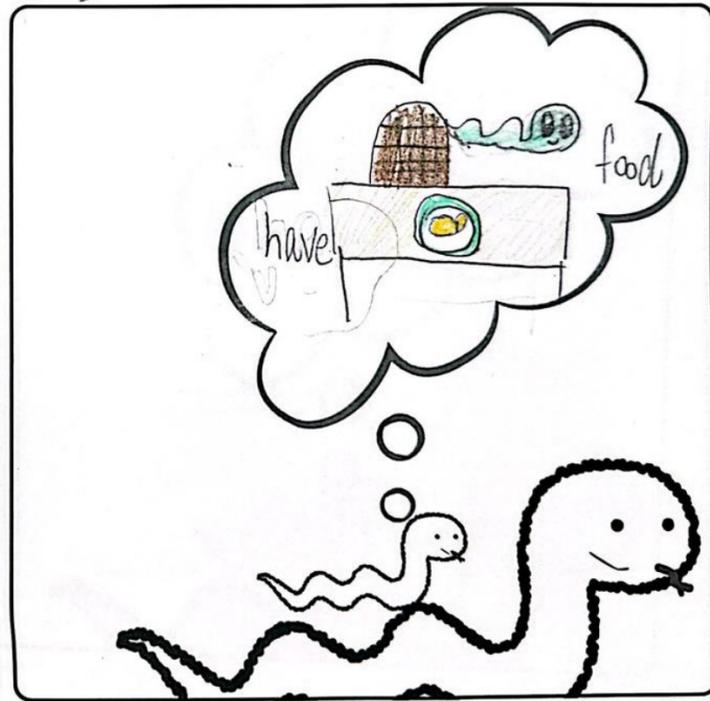
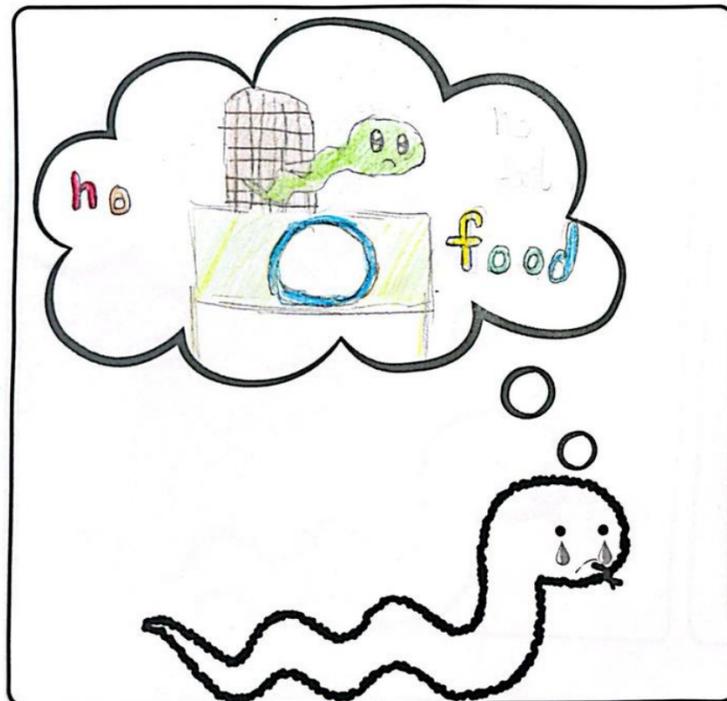
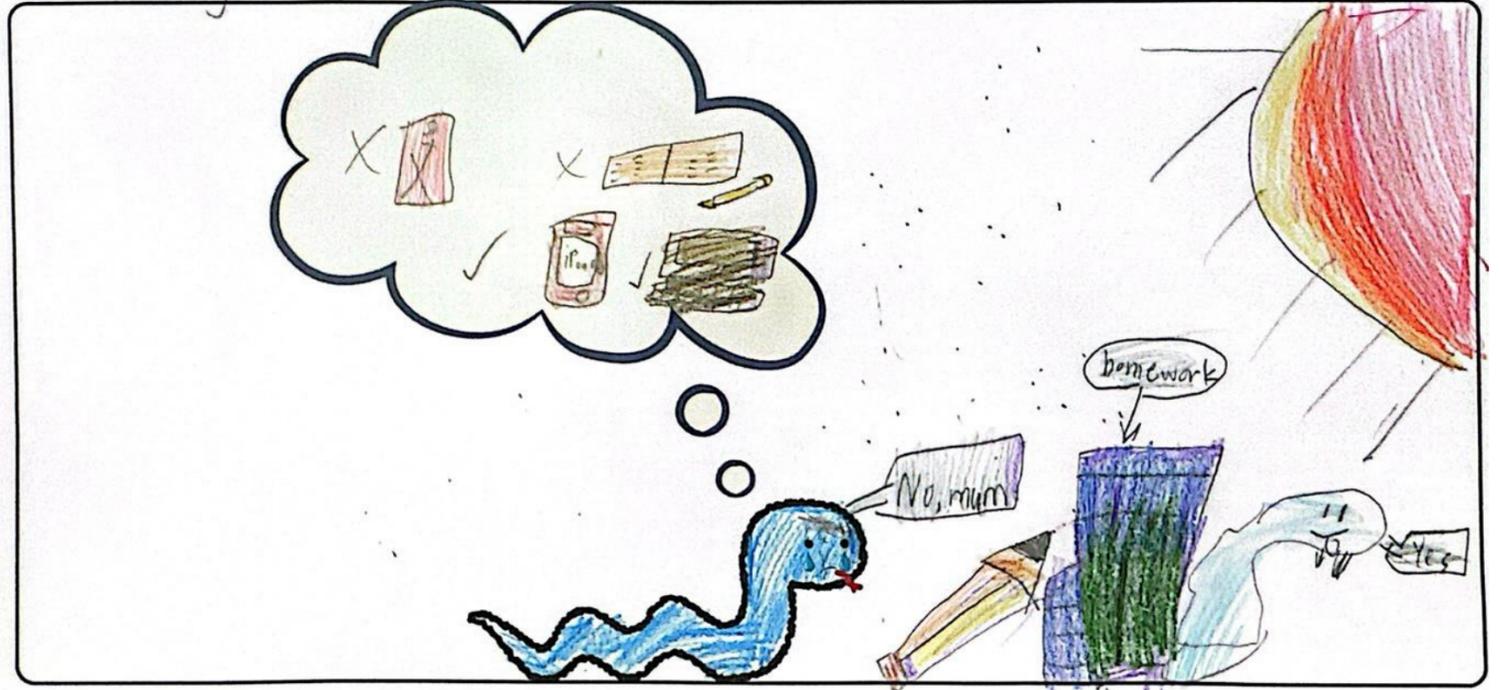
What is Jake thinking about?



Why is Jake freaking out?



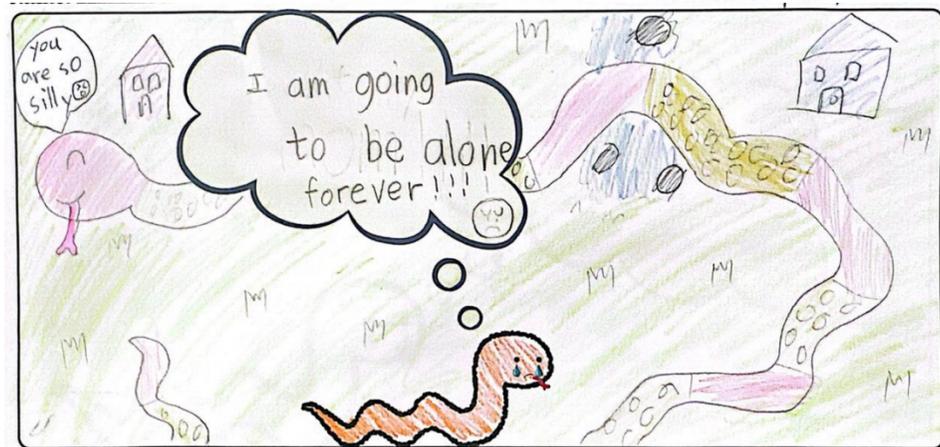
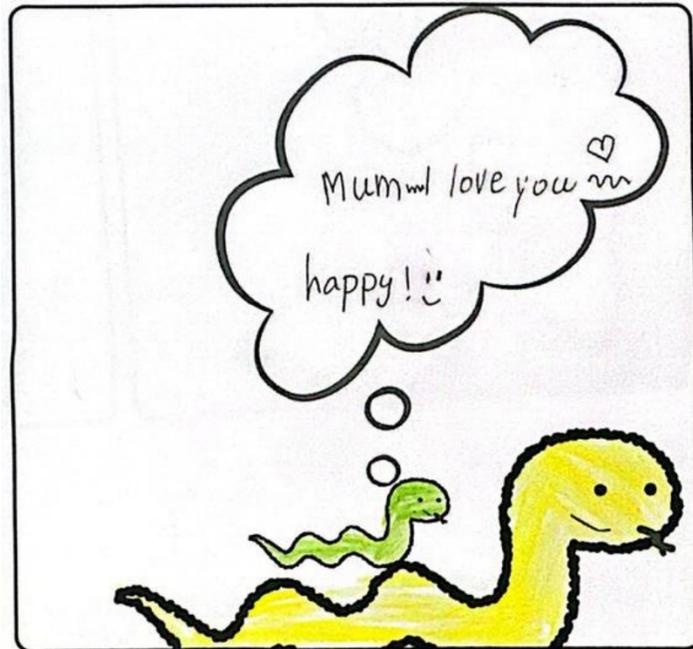
What is Jake thinking about?



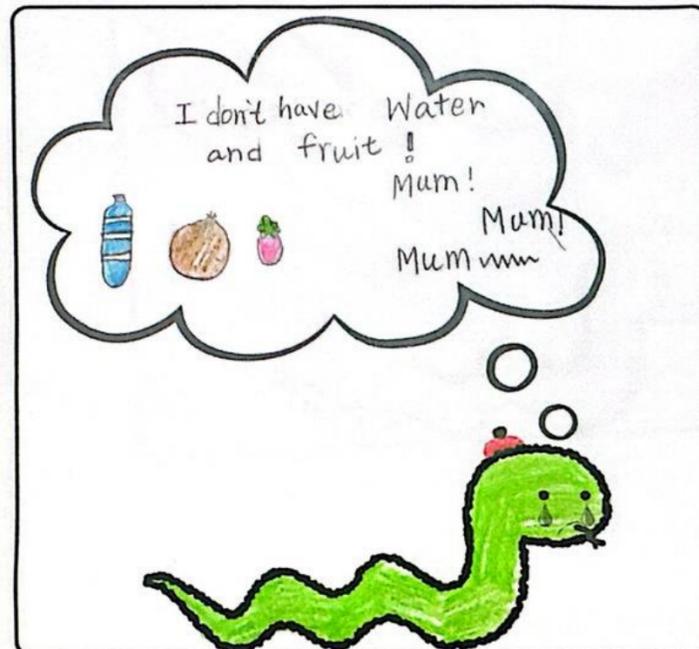
3 Key Emotional Elements

Teaching Process

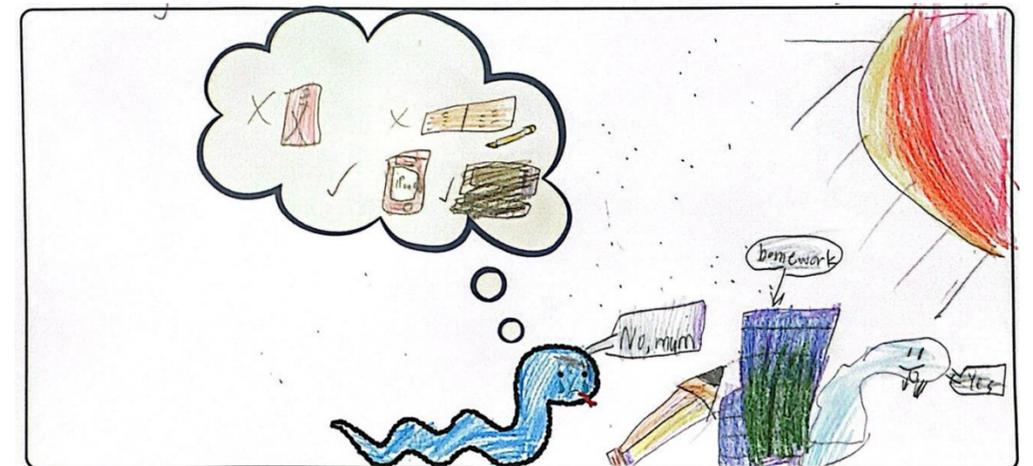
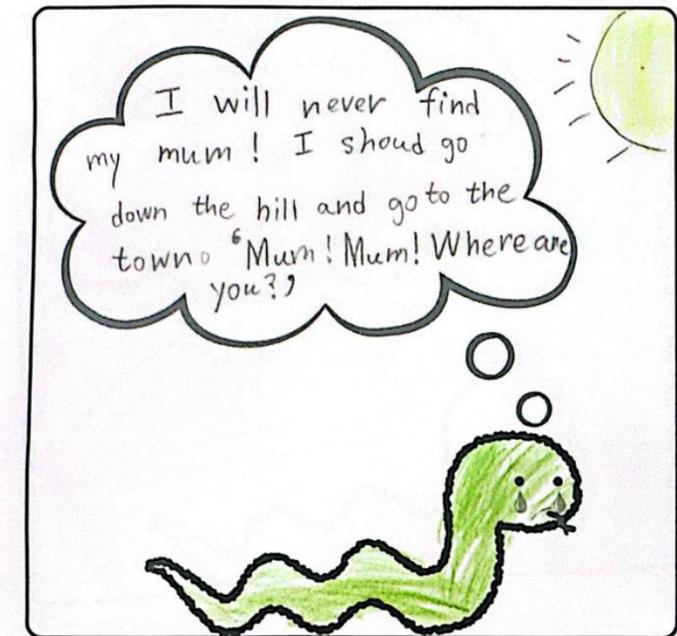
The need for companionship



The need for survival



Prior experience



What is Jake thinking about?



Shared Reading

Read story for gist

I Want My Mom!

Written and illustrated by Woody

1. Read story for gist
2. Highlight Jake's emotion in the text

- Use intonation and stress to highlight the intensity of emotions
- circle words to identify verbs/speech linked to emotions. e.g. said, cried, etc.
- key phrases: p.8, 14

Emotion in literature

Prompt: How does Jake feel when he says:

- "said" (neutral, at the start, calm)
- "hissed" (slight frustration, sad)
- "cried" (sadness, very sad)
- "shouted" (urgency, upset)
- "yelled" (panic, mad)
- "sobbed" (deep despair, frustrated)

→ P. 8, 14

"Oh Mommy, Mommy! Where did you go?" and
"Where are you, Mommy? Oh where, oh where?"

interpersonal relationship, sensory

- Navigate the character's emotional landscape



Imagination



The Family Picnic

Scenario 1: Can't see my Mum.

Scenario 2: Can't see the clown

Students close their eyes and imagine themselves in 2 scenarios similar to Jake's.

What would they do differently in both scenarios?

Link to VALUES

imagination, relationship

Is Jake's feelings justified because of his relationship with his mother? What if ...

Imagination

Teaching Process



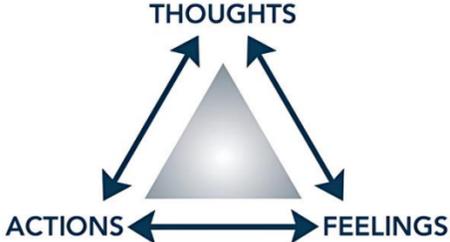
Integration

Activity 4: Role-Playing (3A, 3C)

In pairs, students role-play a scenario where one student is Jake and the other is a friend/teacher/father helping him.

Encourage them to use supportive language and actions, such as:

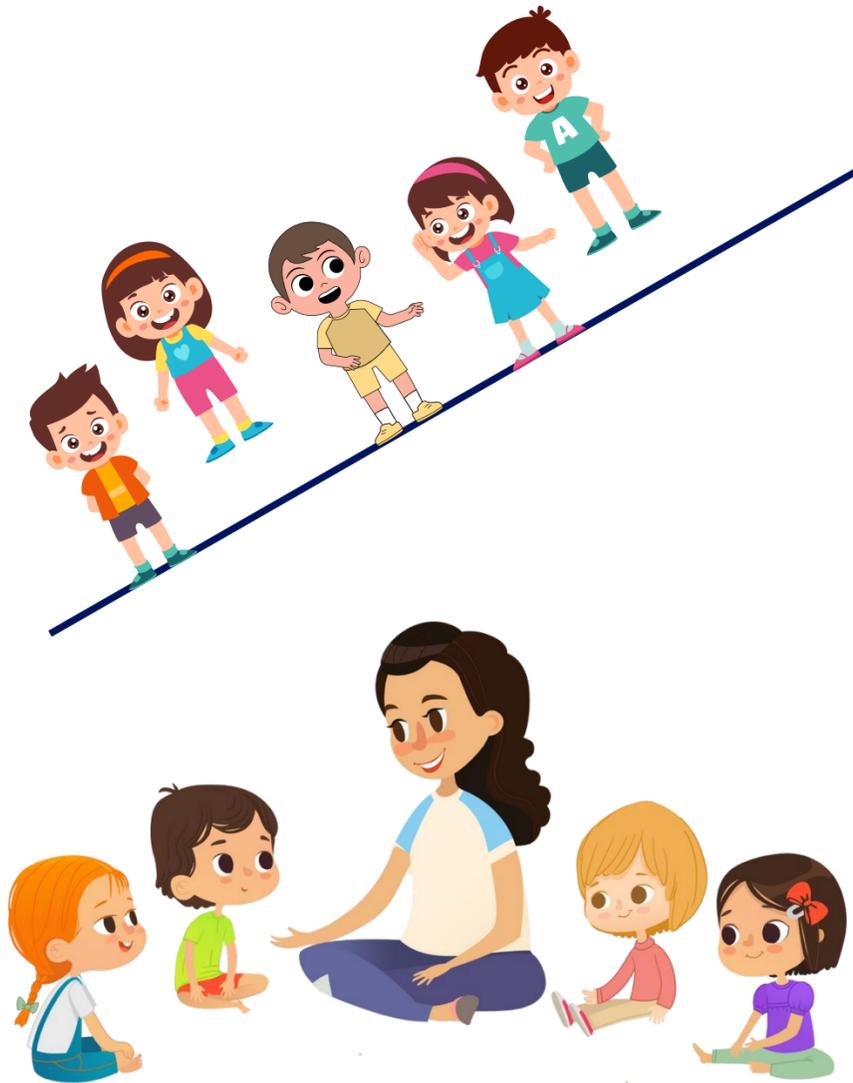
"It's okay to feel scared."
"I'm here to help you."



imagination, deeper self, challenge to mind, active participation

Integration

Teaching
Process



Values: (3B, 3D, 3C)

Step on the Line

Step on the line if you miss your mom right now and you want to go home.

Step on the line if your best friend makes you happy all the time.

Step on the line if you get mad when it is time to go to bed.

Values (3A)

Closing Circle

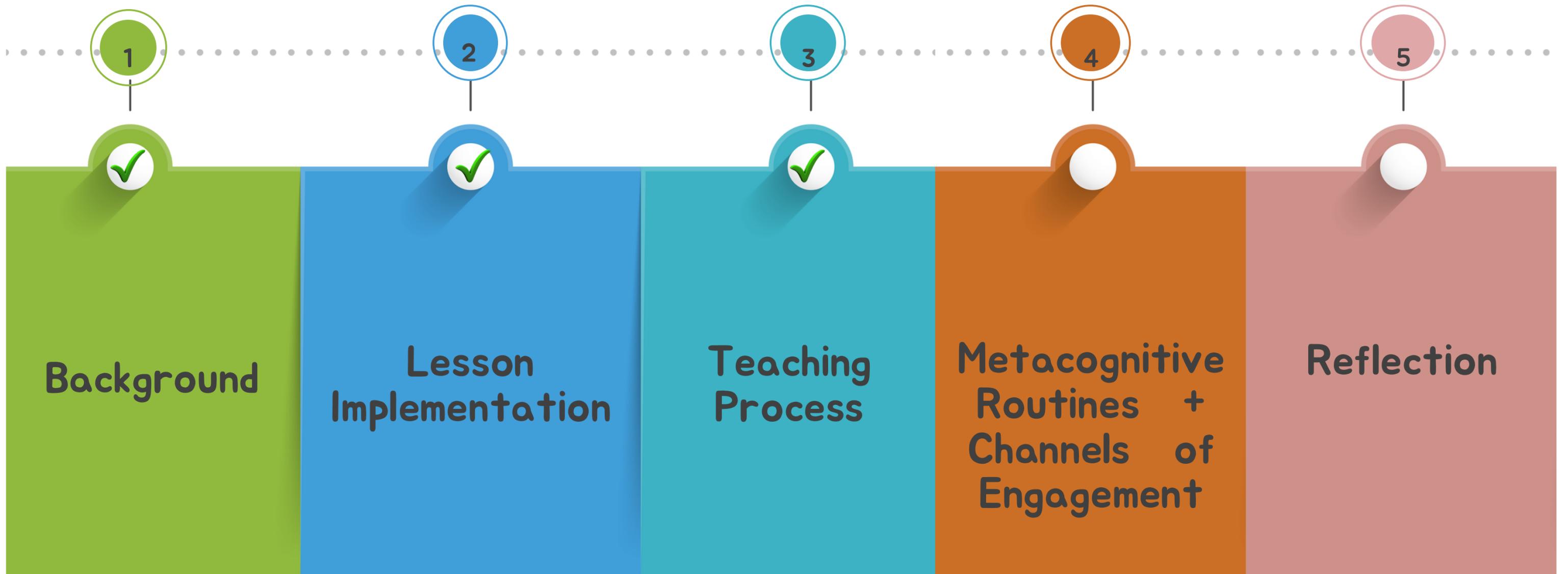
Gather students in a circle

Discussion Topic:

How do we express our emotions towards the people or things that are important to us?

How do you show your parents/ teachers/ classmates and friends that you value them?

deeper self,
challenge to mind



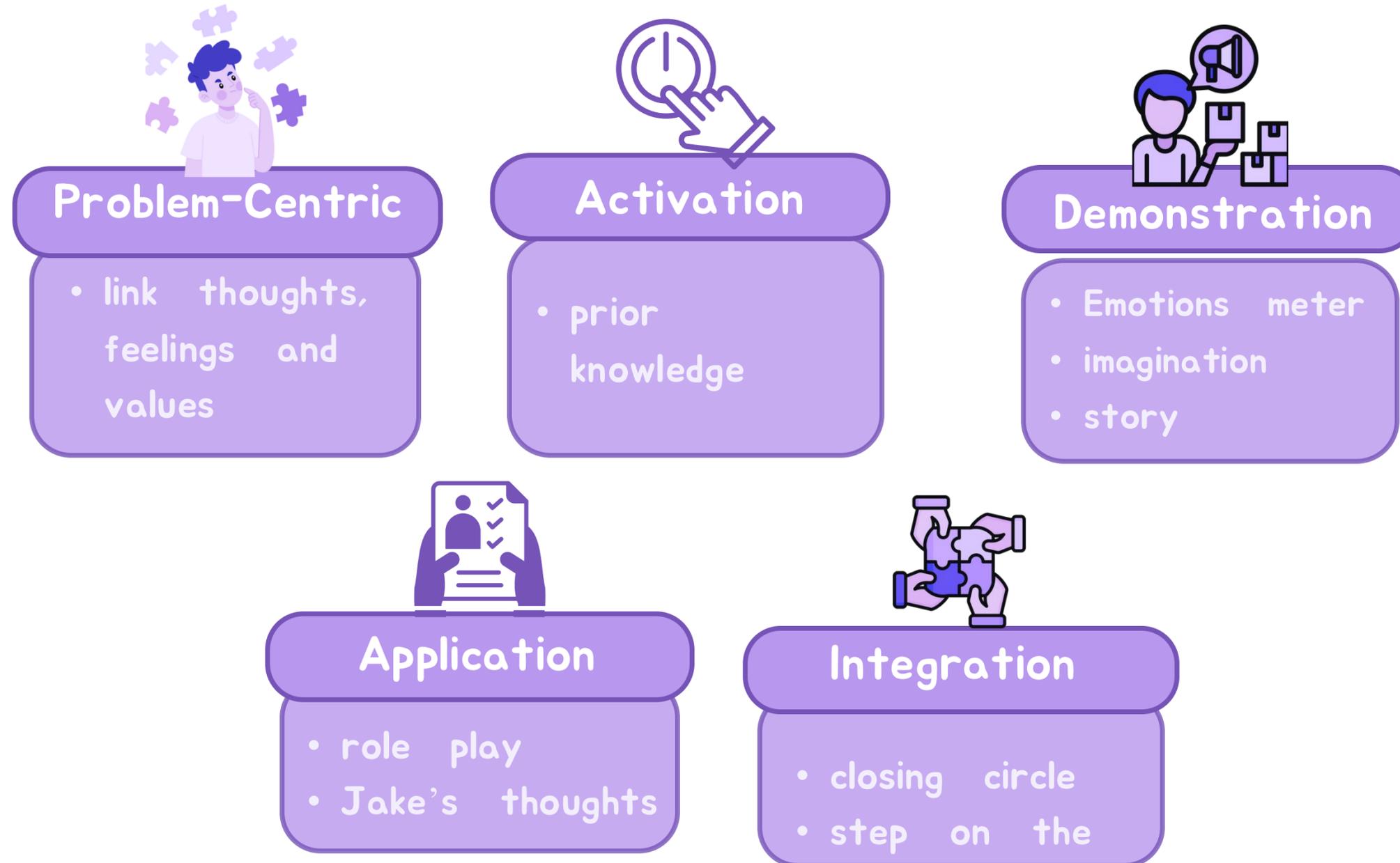
IV. Metacognitive Routines & Channels of Engagement

- activities that make thinking visible, valued and active
- activities that transform students from an audience into empowered participants in their own learning.

1. First Principles of Instructions

Increased Engagement and Deeper Comprehension

Professor David Merrill
(2002)



2. The 6 Channels of Engagement

Increased Engagement and Deeper Comprehension



Body Movement

- emotion walk
- step on the line



Sensory

- drawing
- shared reading



Imagination

- two scenarios
- character



Deeper Self

- imagination
- challenges



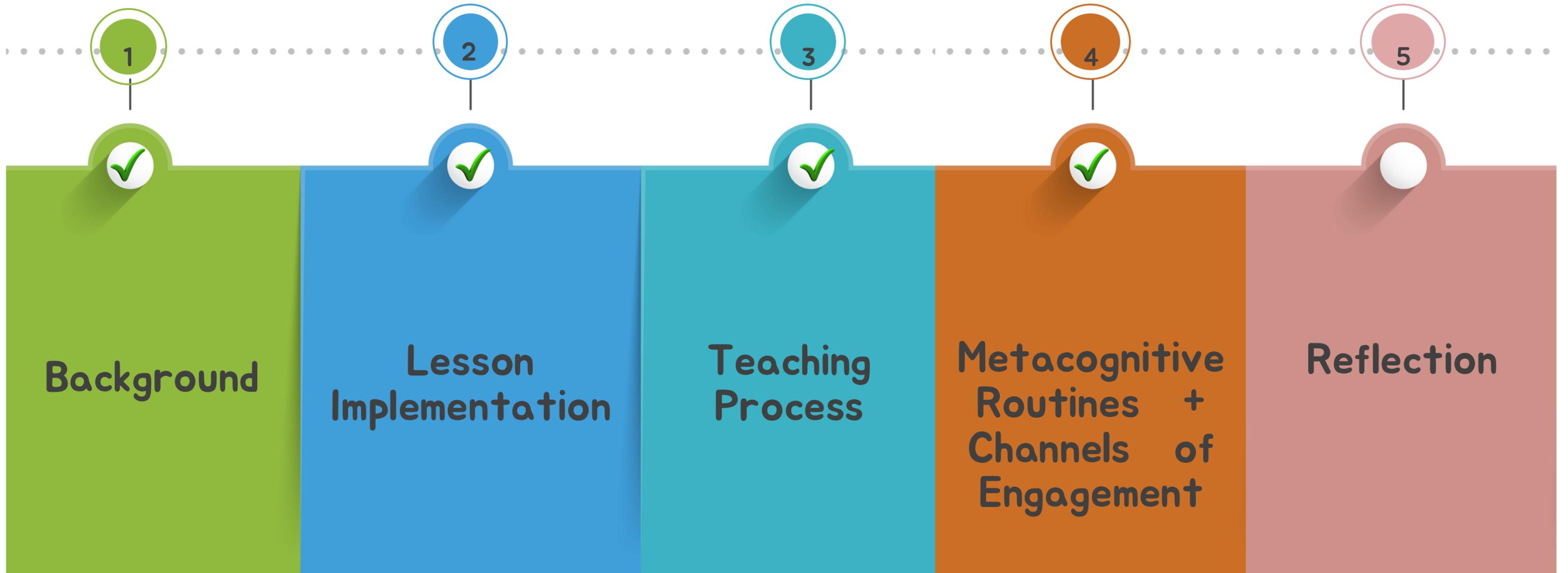
Relationship

- relate to character: "I want my mom."
- relate to real self: imagine mom is missing



Challenges

- role play
- closing circle
- emotions meter



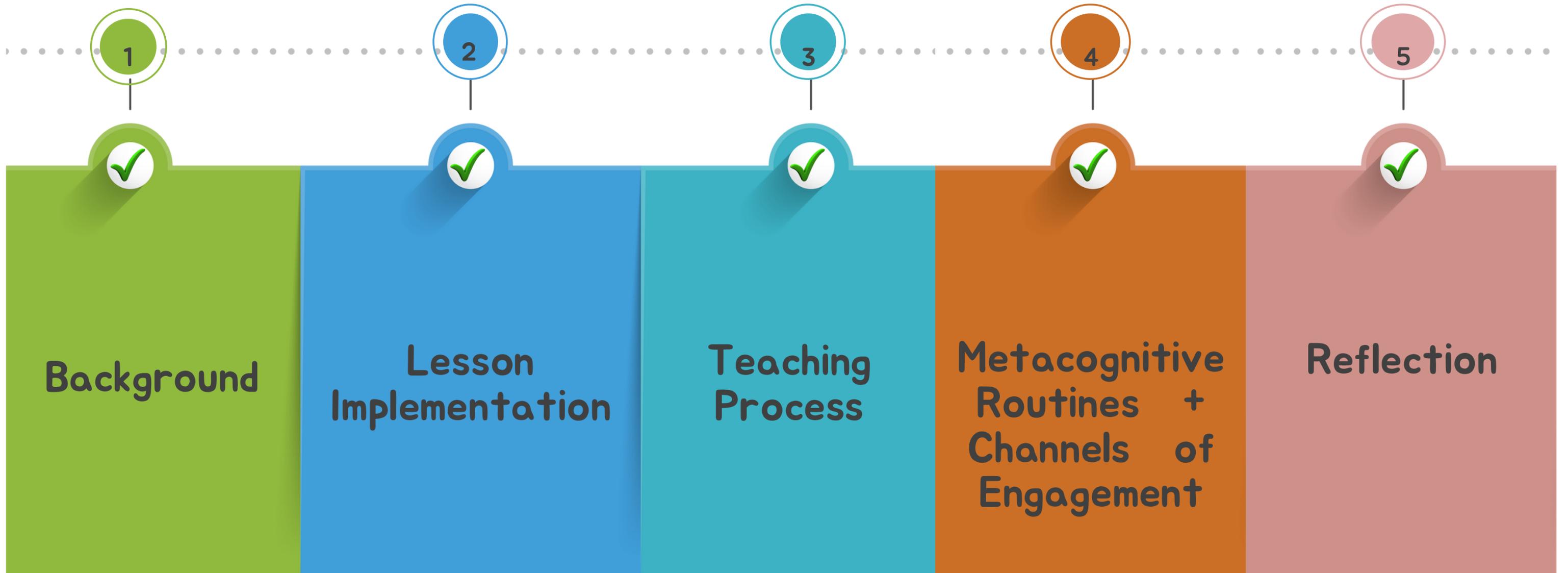
V. Reflection and Recommendation

1. Reflection

- allow more time for activities
- give students time to reflect on their answers and explore other real-life integration of thoughts, values and feelings
- research other activities to link values to feelings in daily life and through literary activities

2. Recommendation

- Developing SEL competencies should be integrated into all teaching and thus, into the curriculum in school at the kindergarten and primary levels because:
 - it is founded on core teaching principles and academic evidence
 - it is easy to integrate
 - it facilitates learning and teaching
 - it should follow a structured and systemic whole-school integration



~Thank You!~



Sha Tin Methodist Primary School

Mr Bruno AYEAH