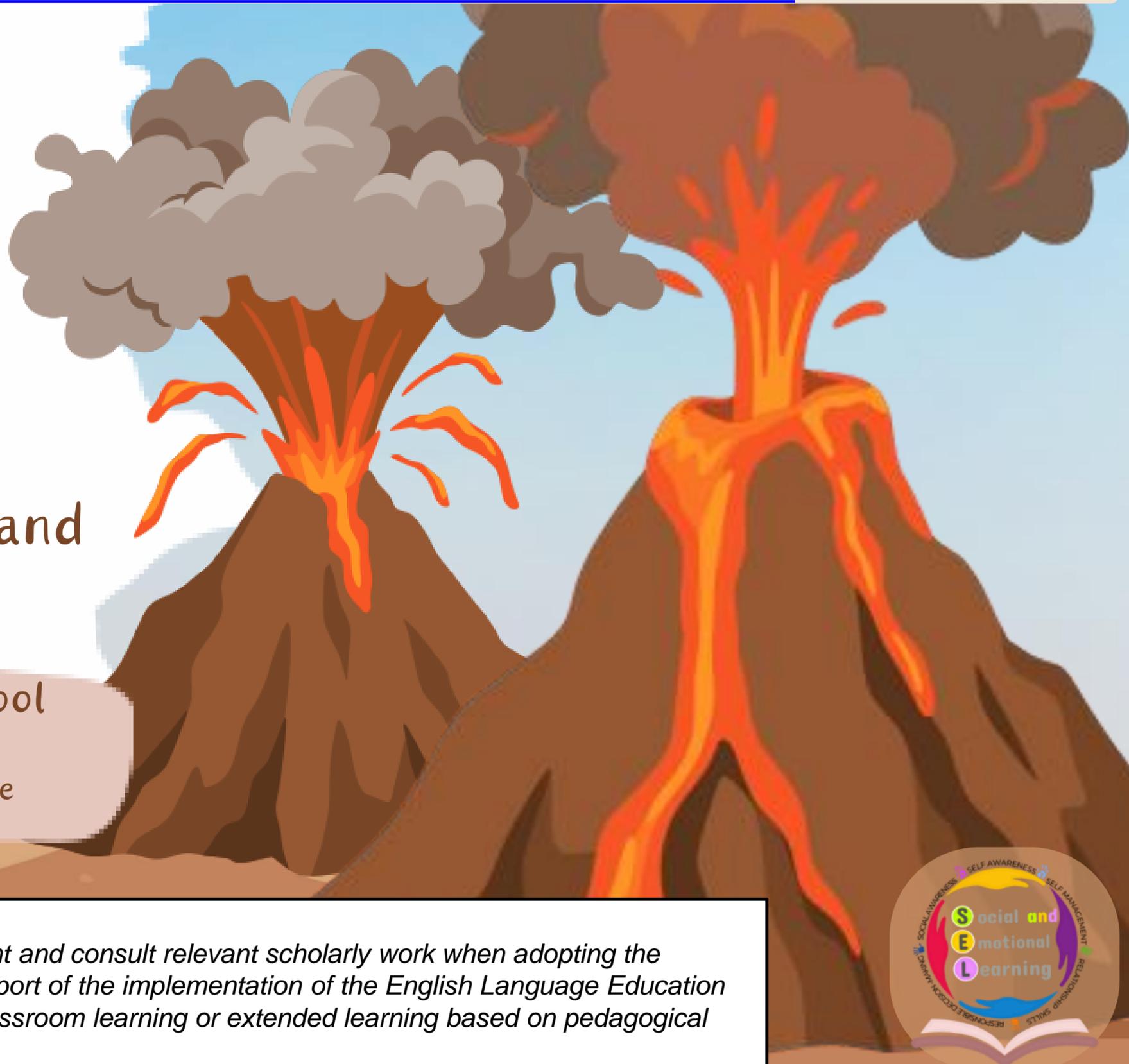


MY MOUTH IS A VOLCANO



Sprouting Connections:

Use of SEL Stories to Inspire Learning and Well-being

Sham Tseng Catholic Primary School

Presenters: Ms SIU Ka Ka, Katy

Ms TSE Chau Ping, Christie



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.



WHAT IS SEL?

SOCIAL AND EMOTIONAL LEARNING

SEL is the process through which all people 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.



<https://sel4nc.org/about/what-is-sel/>

CASEL SEL Framework



WHY SEL?

Video



SEL MATTERS!

Better Mental Health

SEL fosters resilience and coping strategies, contributing to overall well-being.

Enhanced Behaviour

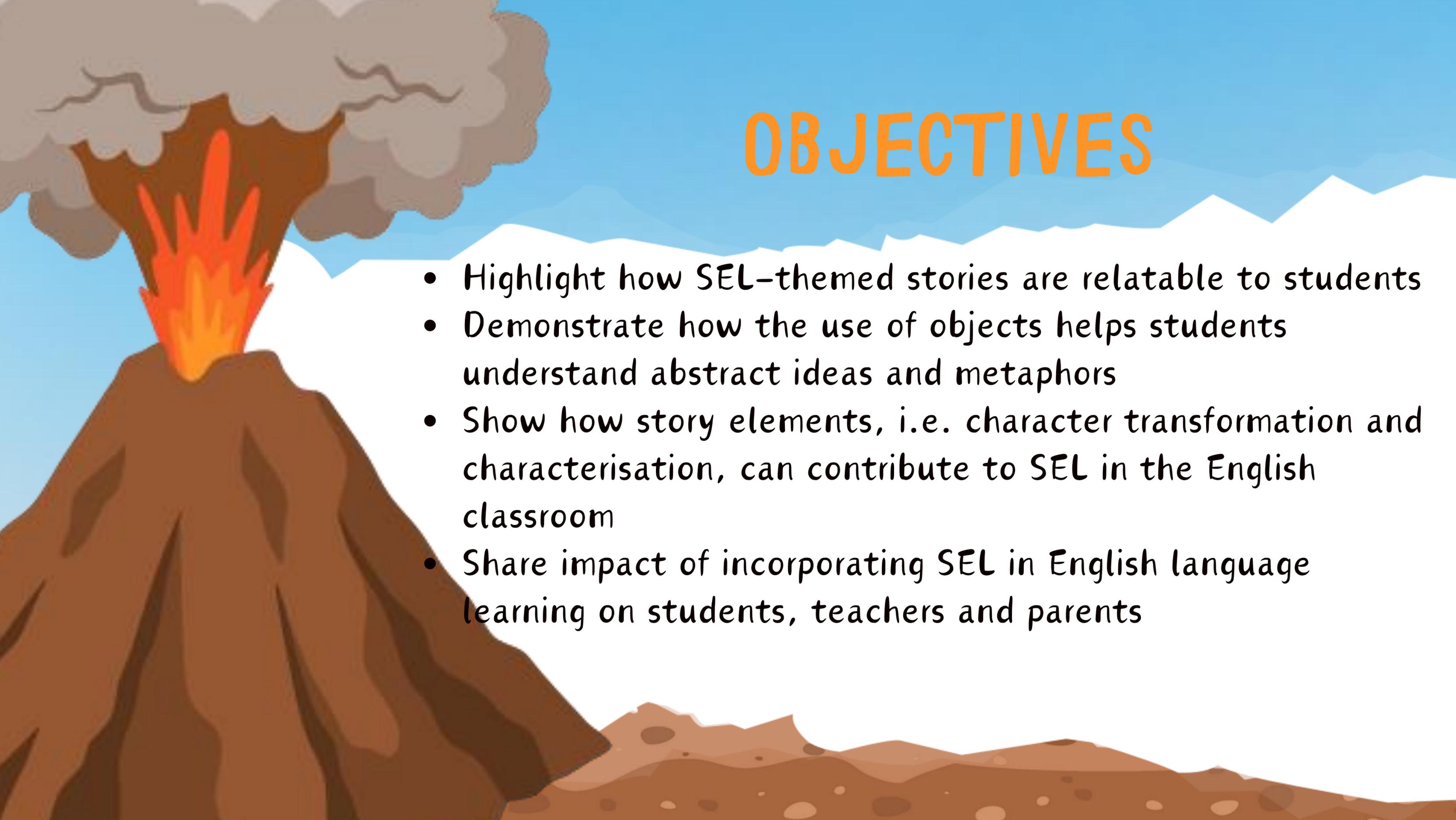
SEL helps reduce behavioural issues, promoting a more positive learning environment.

Stronger Relationships

Students learn to communicate effectively, empathise with others and resolve conflicts.

Towards Improved Academic Performance

Students with strong SEL skills tend to perform better academically.



OBJECTIVES

- Highlight how SEL-themed stories are relatable to students
- Demonstrate how the use of objects helps students understand abstract ideas and metaphors
- Show how story elements, i.e. character transformation and characterisation, can contribute to SEL in the English classroom
- Share impact of incorporating SEL in English language learning on students, teachers and parents

BACKGROUND OF STCPS

- Catholic Primary School (5 Core Values)
- Location: Sham Tseng (surrounded by private housing)
- Socio-economic Background: Relatively good/middle-class
- Students' English foundation: Average to above average
- Our school-based Reading Curriculum: Traditional reading
- Problem: Students lack SEL abilities (post COVID-19 effects, parental support)
- Solution: Teach SEL skills to build awareness and self-control



WATCH THIS VIDEO



USE OF AN SEL – THEMED STORY

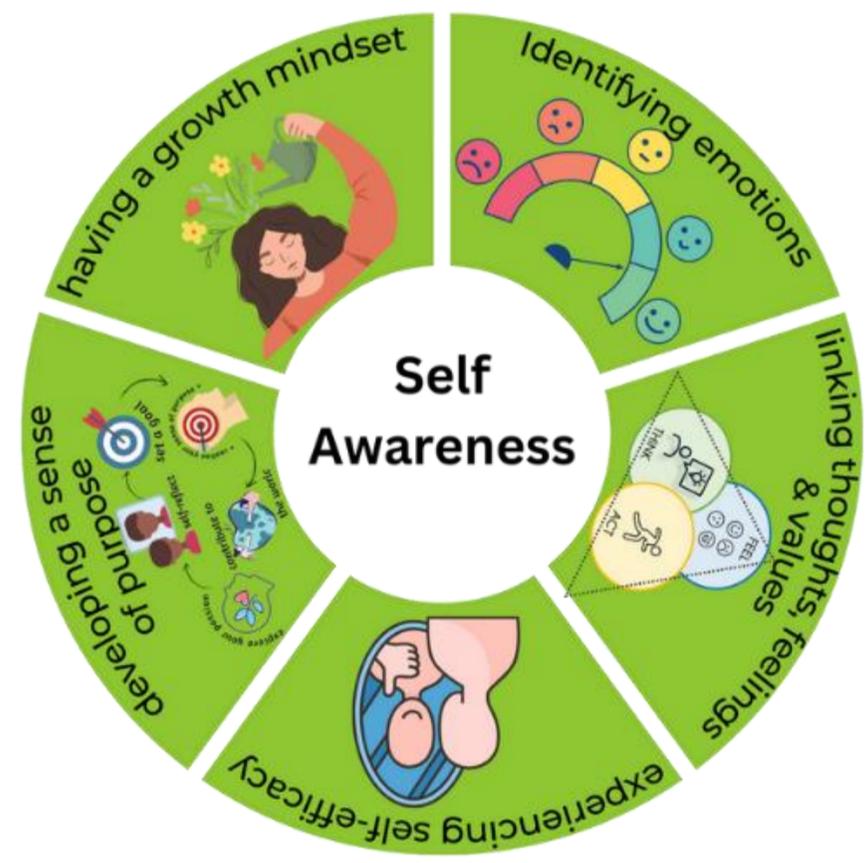
My Mouth is a Volcano
Written by Julia Cook
Illustrated by Carrie Hartman
(Book)



CASEL's SEL Framework

<https://sel4nc.org/about/what-is-sel/>

Self-awareness

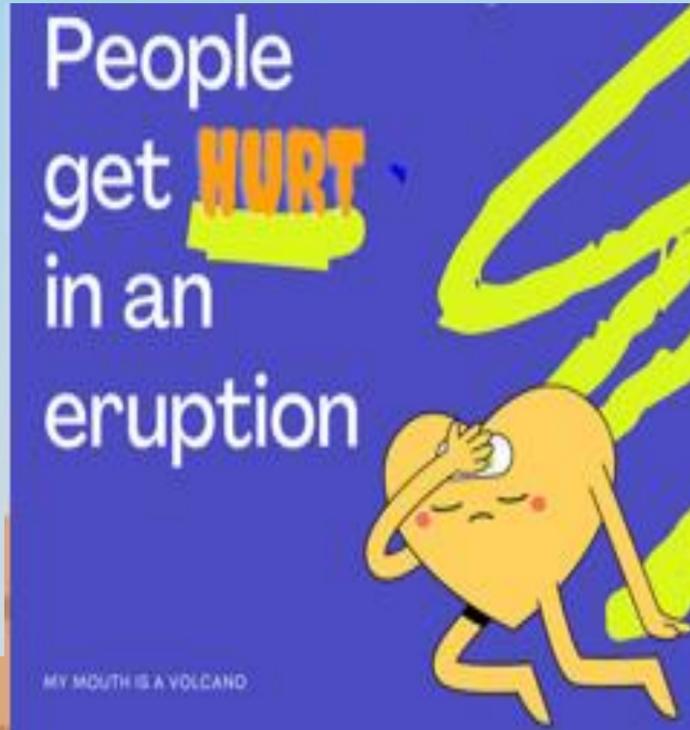
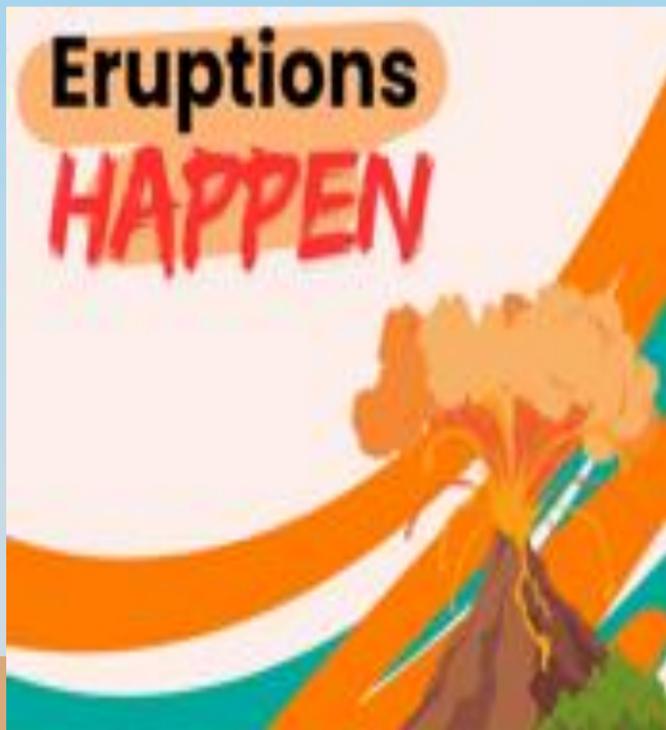


&

Self-management



USE OF QUOTES TO SUMMARISE THE 4 STAGES OF ERUPTION



MAKING SEL CONNECTIONS IN THE ENGLISH CLASSROOM

Eruptions happen.

People get hurt in an eruption.
Slow down, breathe, take it all in.

Knowing you can,
but you won't.

What is
uncontrollable
behaviour?

Relate it with
the actual
object

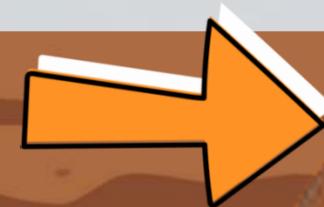


"STEAL"

Suitcase

How does it affect
others?

SEL tools for
self-control



Role-play

Apply in real
life scenarios



UNDERSTANDING THE ABSTRACT IDEA

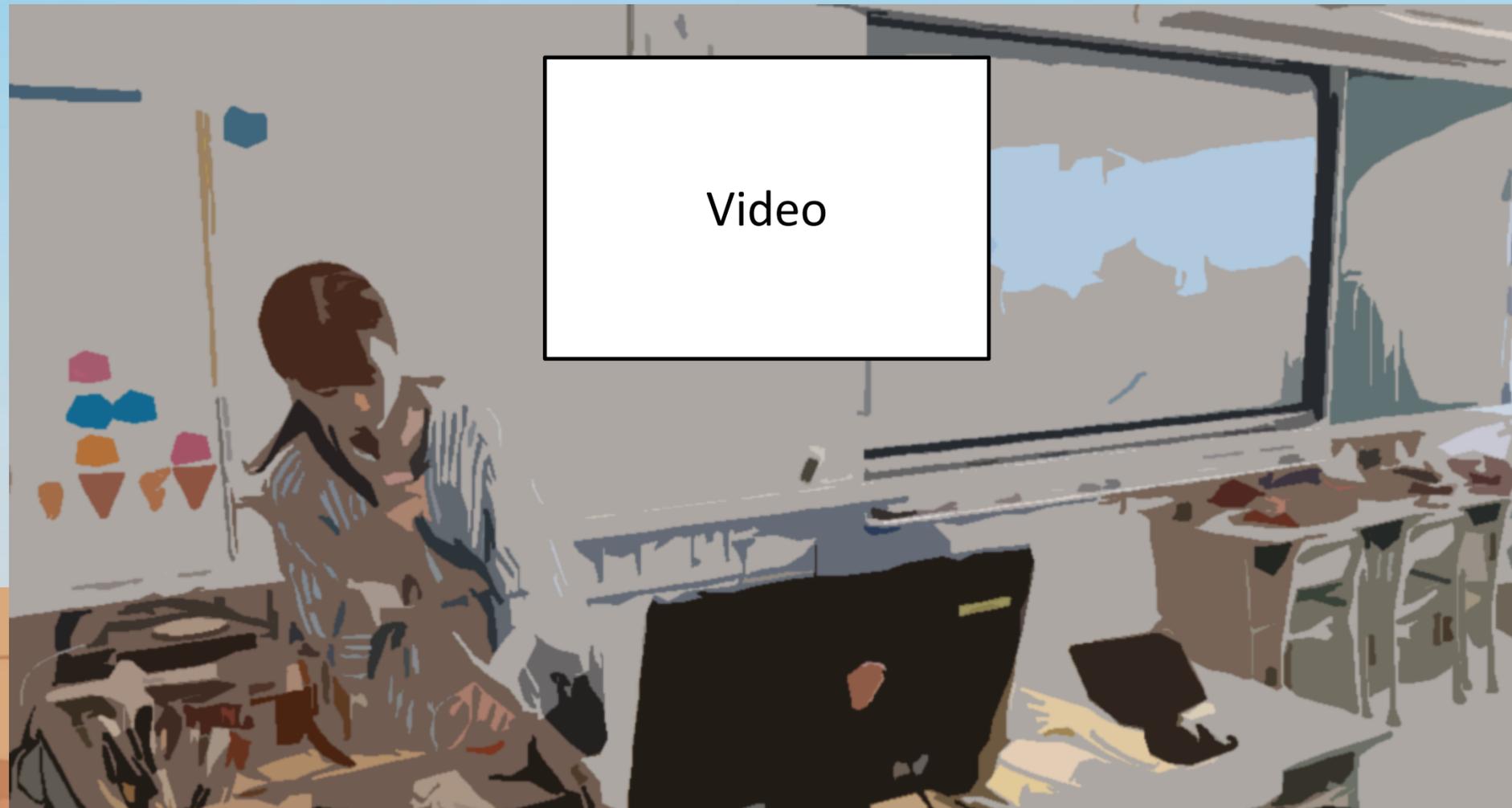
uncontrollable behaviour = a volcanic eruption



Teacher demonstrates the talk by using the *volcano science experiment* to teach students about **an uncontrollable eruption** and **how to slow it down with breathing exercises**.



WATCHING THE VOLCANO EXPERIMENT



Video



COMPARE A VOLCANO'S
ERUPTION TO THE
MAIN CHARACTER'S
EXPERIENCE

INTRODUCING A TOOL (STEAL) TO STUDY 5 ASPECTS OF A CHARACTER

Geologist

“STEAL”

George



SPEECH What does he/she say? 

THOUGHT What does he/she think? 

EFFECT What effect does he/she have on others? 

ACTION What are his/her actions? 

LOOK How does he/she look? 



Louis' Eruptions

VS

Richard and Courtney's Eruptions

Eruptions hurt me

A. Read p. 11, 14 and 18. Using STEAL, answer the questions below.

1. In pairs, study the effects of Louis' eruptions and his thoughts.

Page	Who	Effects (of Eruptions)	Louis' Thought Who's to blame?
	Teacher	<ul style="list-style-type: none"> gave Louis time out. 	<input type="checkbox"/> Louis
	Ms. Polly	<ul style="list-style-type: none"> sent Louis to his room. 	<input type="checkbox"/> His volcano
	Mum	<ul style="list-style-type: none"> was less than pleased. 	<input type="checkbox"/> Others (teachers)

2.  Draw a picture of how Louis looks and feels when he is punished.



Eruptions hurt others

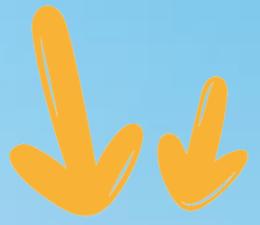
A. Read p. 22-23. Using STEAL, study Richard's eruption.

			
What did Richard do?	What was the effect on the class?	What did Louis think of the eruption?	How did Louis look? (Draw it.)
He _____ telling everyone about his trip before Louis _____ _____.	Everyone started _____ at Richard.	Louis was _____.	

B. Read p. 24-25. Using STEAL, study Courtney's eruption.

			
What did Courtney do?	What was the effect on the teacher?	What did Louis think of the eruption?	How did Louis look? (Draw it.)
She _____ telling everyone about her leg before Louis _____.	The _____ told her to wait until Louis is finished.	Louis was _____.	

GEOLOGIST GEORGE



T

E

A

L



Slide 7 / 35

In pairs, underline the answers with different colours.

Book p.14

Show relevant book pages of "My Mouth is a Volcano" – practice applying STEAL to examine the SEL needs of the main character.

Show illustrations in "My Mouth is a Volcano" – practice applying STEAL to examine the SEL needs of the main character

At day care, we were sitting on the rug, listening to Miss Polly read us a story about planting trees. All of a sudden I thought about the time my grandpa and I planted six trees in his front yard!

I got a time out.
It was my volcano's fault.

Who?	Effects?
------	----------

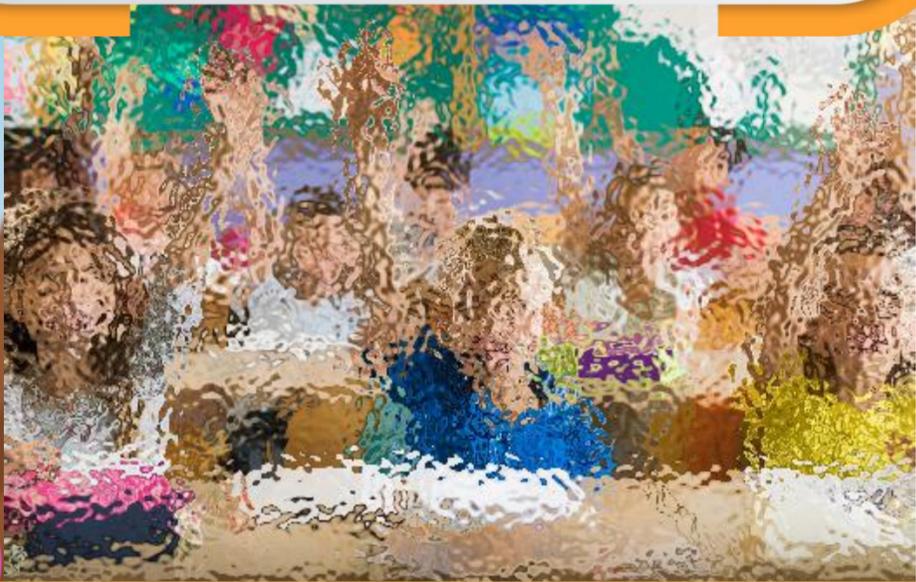
Louis' Thought?

HOW IS THE STORY

RELEVANT AND RELATABLE?

1

Interrupt in class
(Self-reflection)



2

Louis' mum says it's **RUDE**.
What are rude behaviours?
(Relate to students)

C. Read the rude and respectful behaviours below. Sort the actions to one of the following categories:

 speech	 thoughts	 actions	 look
--	--	---	--

RUDE	Category	RESPECTFUL
1. talking when someone is doing a presentation		listening to the speakers
2. thinking "I don't want her/him in my group"		thinking "I can learn to work with her/him"
3. say "that's stupid" when someone gives the wrong answer		say "you can do better" or "I can help you"
4. roll your eyes when mum asks to stop playing a video game		nod "yes" at mum when she asks you to set the table

3

Self-reflection



LOUIS' TRANSFORMATION

“Volcano's fault”

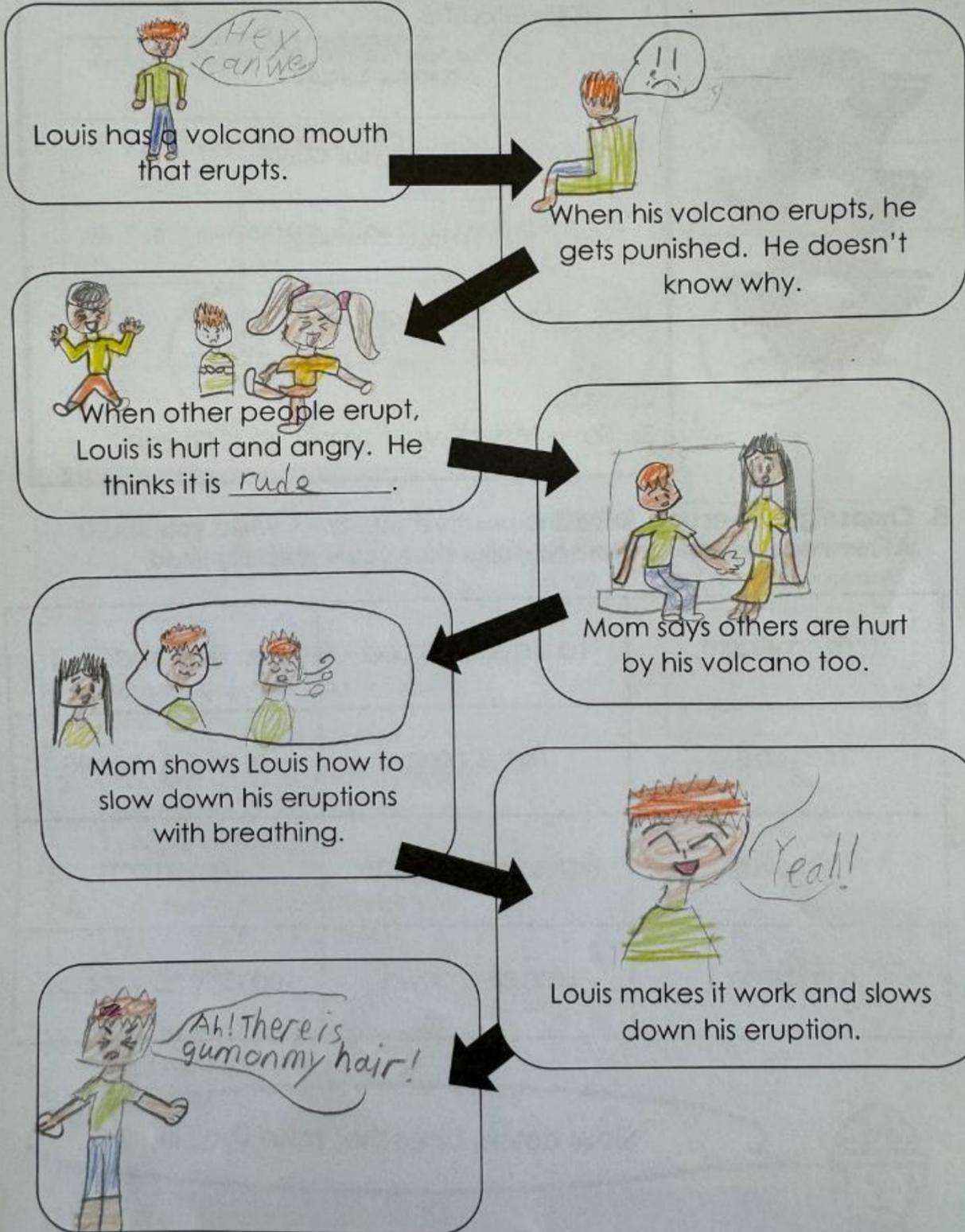


“Louis' fault”



Louis, his volcano and eruptions

How does Louis, his volcano and eruptions change throughout the book?
Draw a picture to match each part of Louis' journey to managing his volcano.



LOUIS' TRANSFORMATION

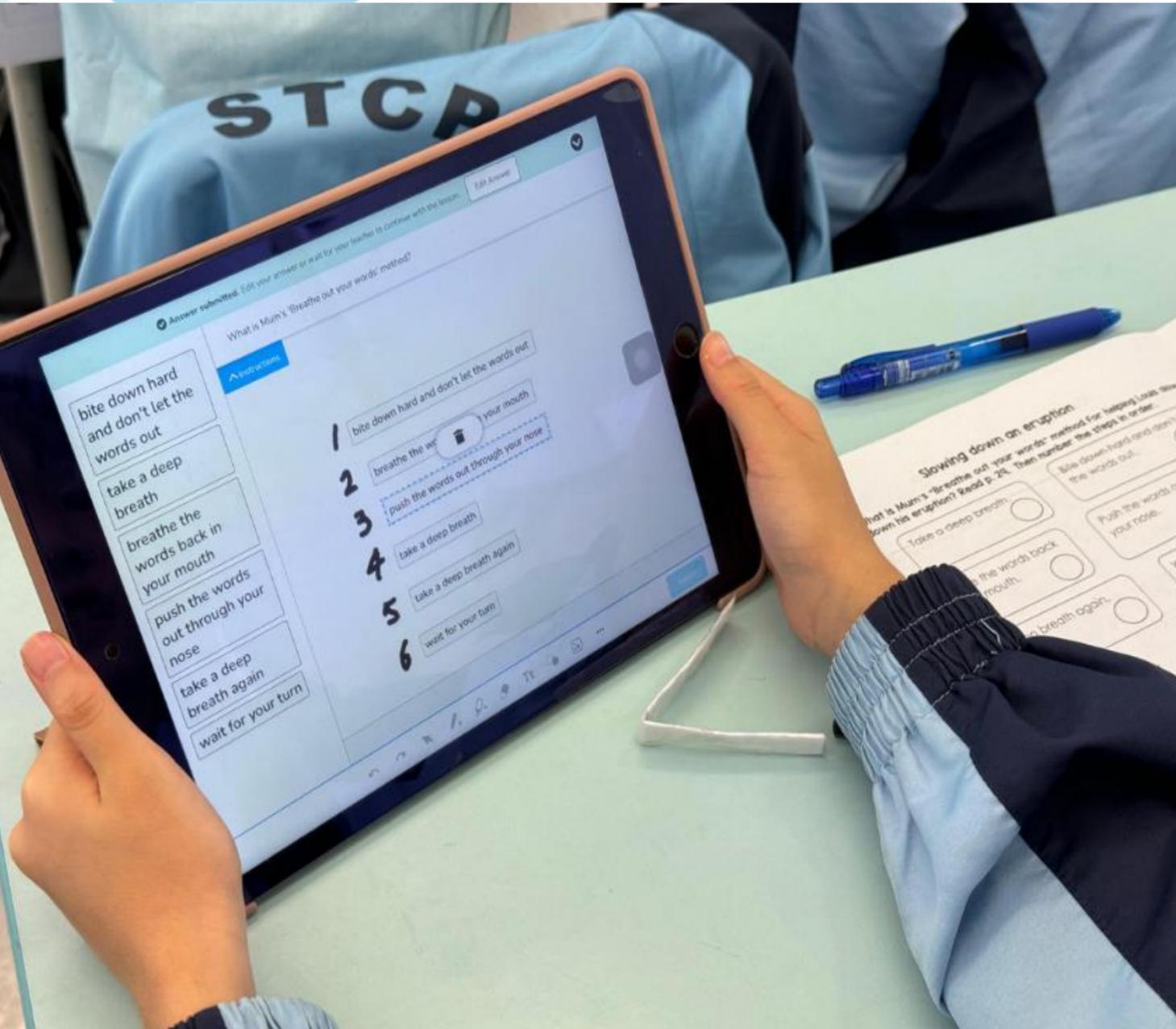
Draw pictures to express Louis' transformation

Internalise students' learning /
Concrete understanding of his transformation

SEL TOOL: BREATHE OUT YOUR WORDS



Sequencing
(on Nearpod)



SEL Tool: Traffic Lights

A. Use **STOP** - **WAIT** - **GO** to slow down your eruption. Redraw the symbols. Practise each **breathing exercise** as you draw.



1. **Stop** = Breathe

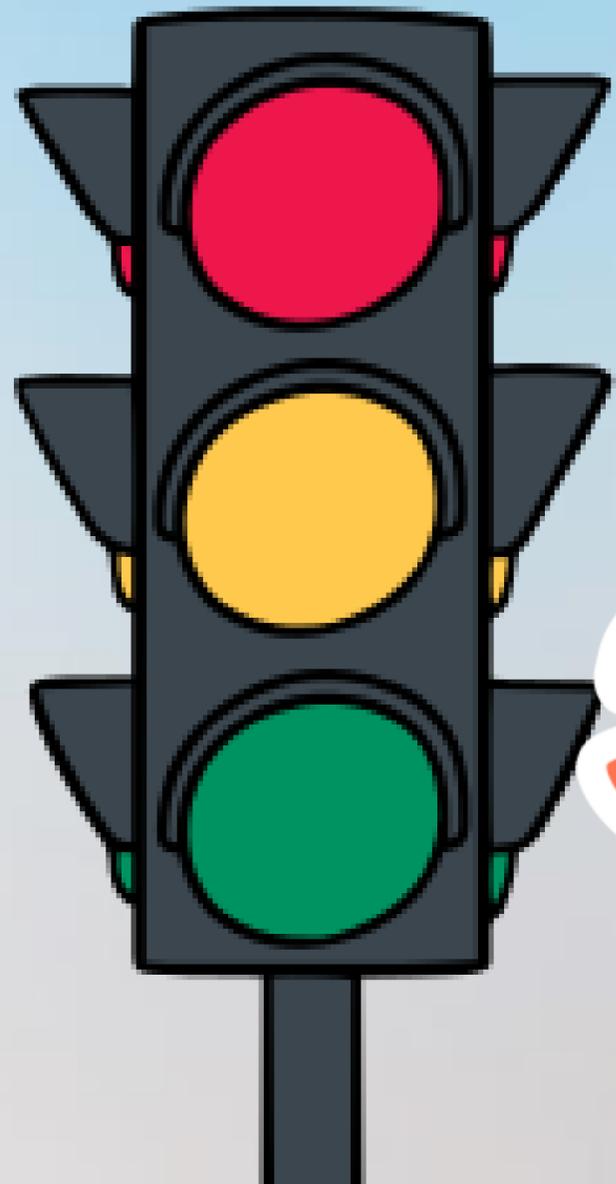
Breathing Kungfu	
Breathe out your Words	
5-Finger Breathing	
Infinity Breathing	

2. **Wait**

3. **Go** = speak at your turn if you still need.



SEL TOOL: HOW TO SLOW DOWN AN ERUPTION



1

Breathing Kungfu

2

Infinity Breathing

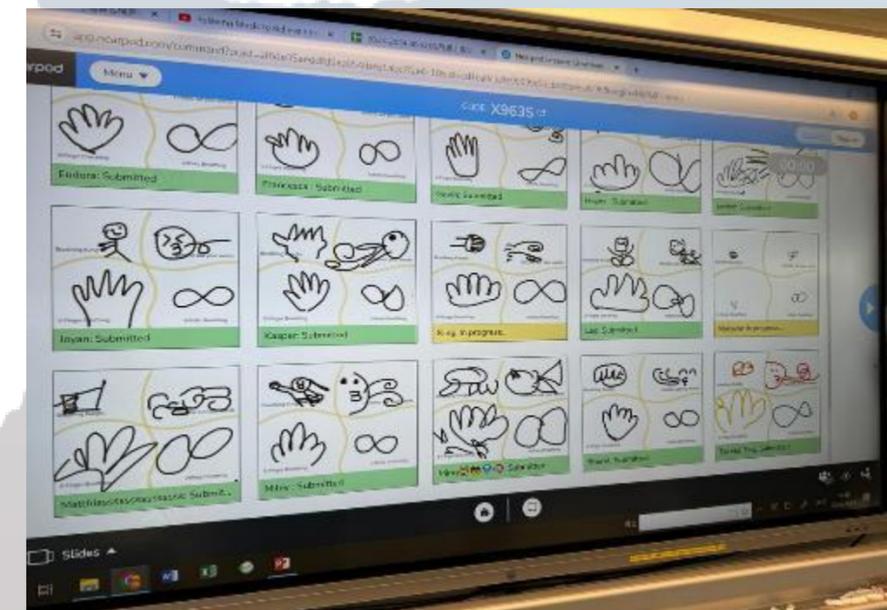


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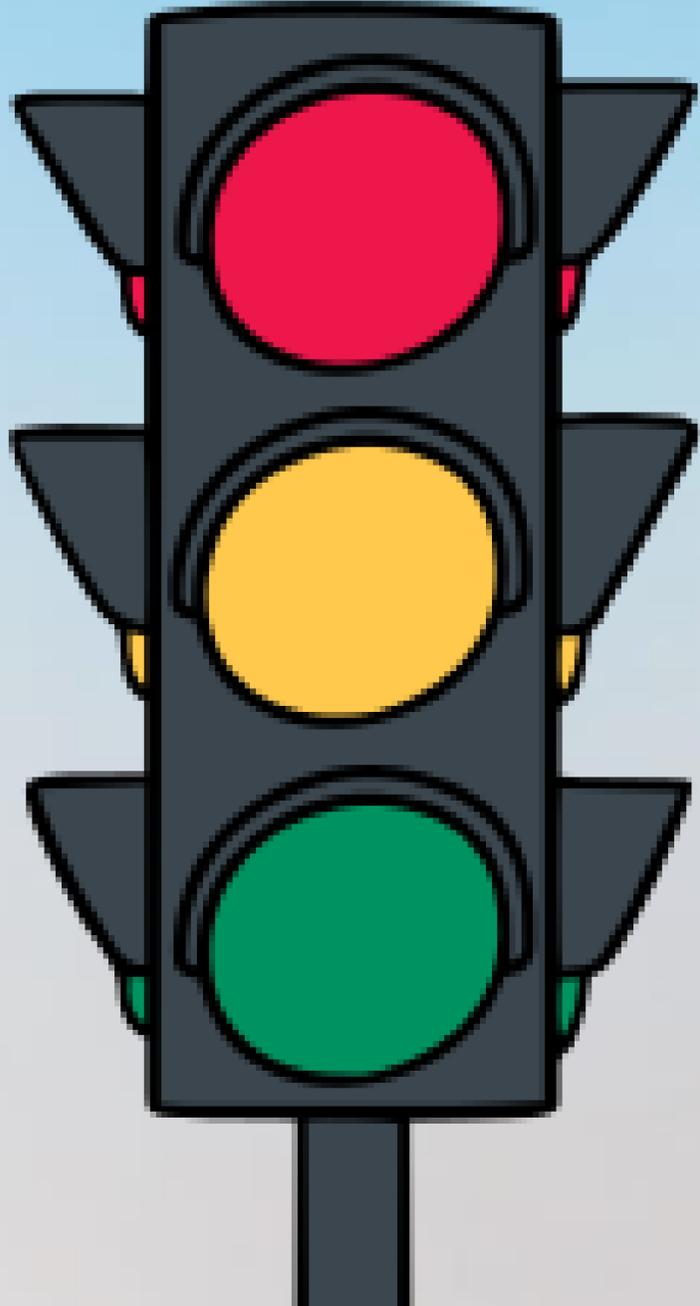
Breathing out your words

4

5 Finger Breathing



SEL TOOL: HOW TO SLOW DOWN AN ERUPTION



RELATE TO STUDENTS

scenario

choices

self-control



APPLYING SEL THROUGH ROLE-PLAY

WHICH?



B. Read a scenario and practise STOP-WAIT-GO.

	Scenario	STOP Pick and draw a breathing exercise.	WAIT Write a positive self-talk you can say to yourself.	
1.	You feel so angry when you hear someone spread rumours about you.		<hr/> <hr/>	GO!
2.	You feel super excited when you get a higher mark than the people around you		<hr/> <hr/>	
3.	You feel very scared when you see an insect flying in the classroom.		<hr/> <hr/>	
4.	You feel extremely nervous when you have to do a public presentation.		<hr/> <hr/>	

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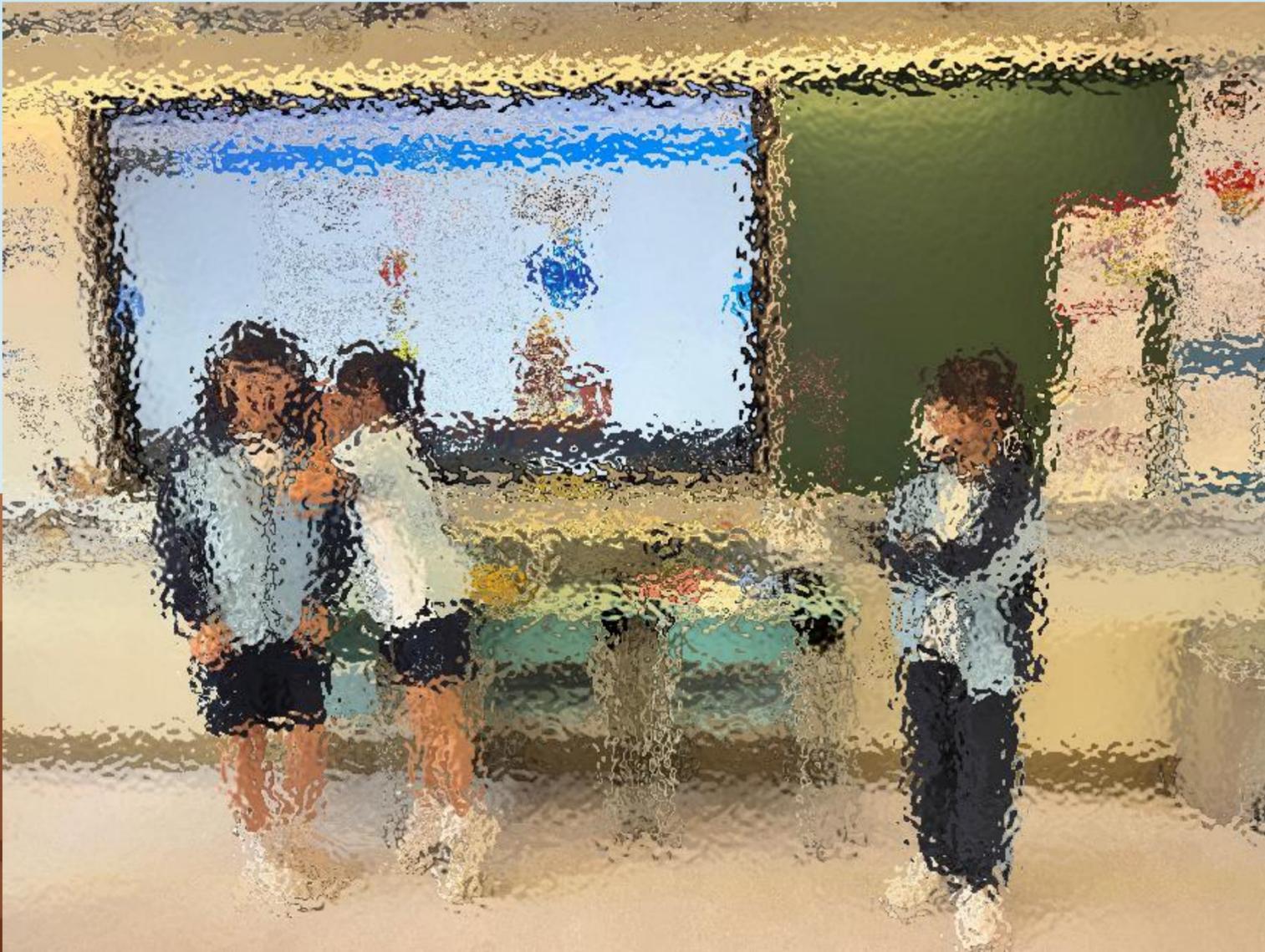


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APPLYING SEL THROUGH ROLE-PLAY

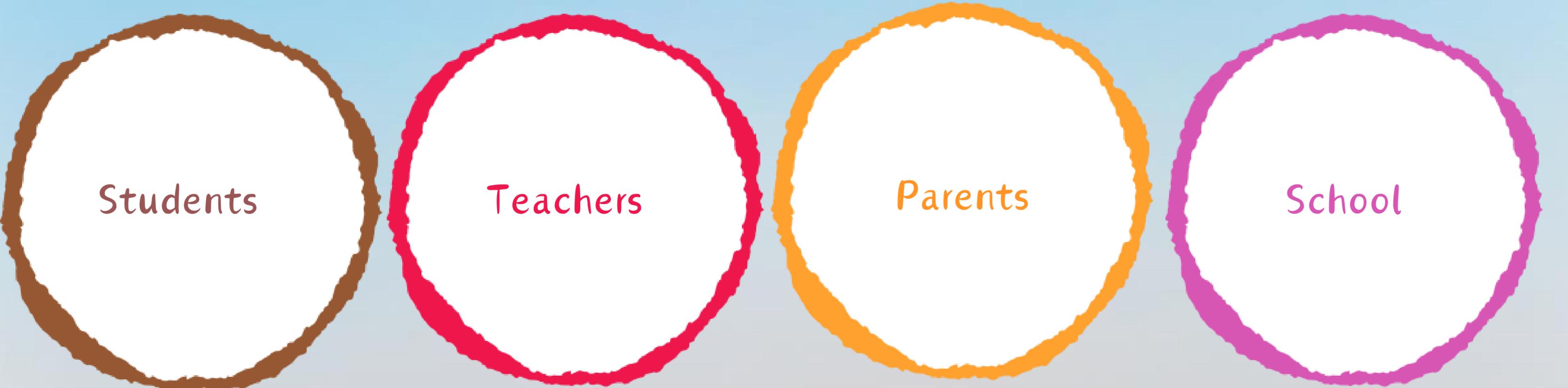
WHICH?



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CONNECTING WITH STUDENTS BEYOND THE ENGLISH CLASSROOM



Students

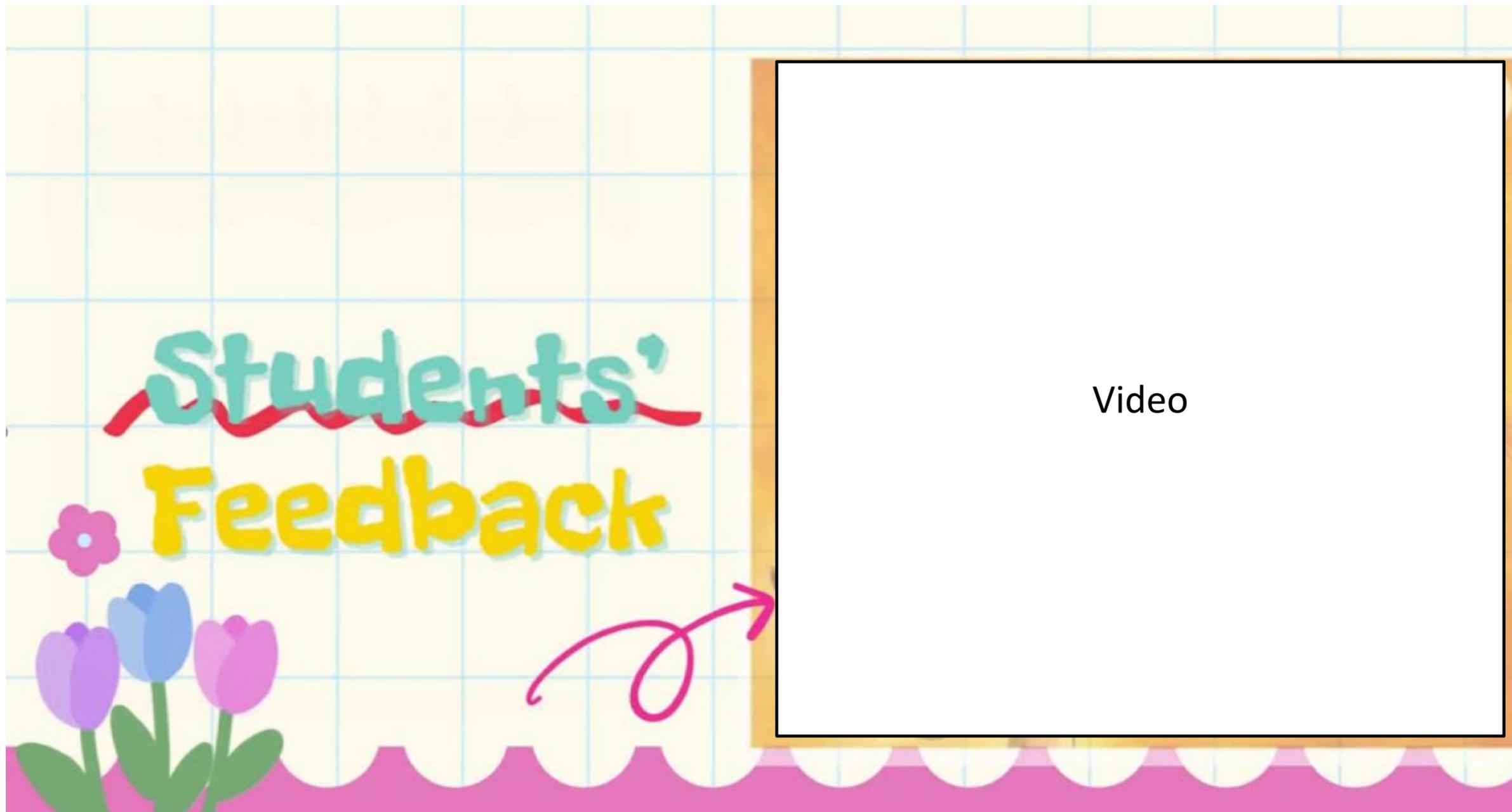
Teachers

Parents

School

CONNECTING WITH STUDENTS BEYOND THE ENGLISH CLASSROOM

What do our students think?



Video

CONNECTING WITH STUDENTS BEYOND THE ENGLISH CLASSROOM

Teachers' feedback

- Seeing value in integrating SEL tools
- Building **stronger connections** with students through discussing relevant issues in daily life
- Developing students' **reflective thinking** and **empathy**
- Appreciating **character growth** through journal reflections

CONNECTING WITH STUDENTS BEYOND THE ENGLISH CLASSROOM

Parents' feedback

- Supportive of the reading curriculum reform in school
- SEL units encourage children's interest in reading
- Appreciate teachers' efforts in designing units that care for children's well-being

88 % of parents think their kids like the storybooks.

100 % of parents support the school's use of readers to teach their kids SEL skills.

85 % of parents believe their kids learned a meaningful lesson through reading the books.

CONNECTING WITH STUDENTS BEYOND THE ENGLISH CLASSROOM

Continuation of P3 units



Extension in P2

Millie Fierce
by Jane Manning
(Book)

My Mouth is a Volcano
by Julia Cook
Illustrated by Carrie Hartman
(Book)

A Flicker of Hope
By Julia Cook
Illustrated by MacKenzie Haley

The Invisible Boy
Written by Trudy Ludwig
Illustrated by Patrice Barton