



Social Emotional Learning

Quick Questions to Stay Connected to Your Students' Wellness

These questions should ALWAYS be optional with no penalty for not answering

Math

- ★ What strategy did you use?
- ★ How would you respond if you disagreed with the answer?
- ★ What part of what he said do you understand?
- ★ What is a way that you could convince the rest of us that that makes sense?
- ★ What do others think about what [student] said?
- ★ Did you work together? In what way?
- ★ Where would you go for help?
- ★ Did everybody get a fair chance to talk, to use the manipulatives, or to be recorded?
- ★ How could you help another student without telling the answer?
- ★ Does anyone want to revise his or her answer?
- ★ What have you accomplished?
- ★ What are your strengths and weaknesses?
- ★ Was your group participation appropriate and helpful?
- ★ Where could you find the information you need?
- ★ What did not work?
- ★ How did today's math make you feel?
- ★ What are some positive ways and negative ways you can respond when math feels hard?
- ★ What can you say to a friend who is struggling with math?
- ★ What parts of math feel stressful?
- ★ What can you do when you feel stressed out in math class?
- ★ What parts of math make you feel successful?
- ★ What can friends say to you to make you feel better about math?
- ★ What self-talk can you use to help you persevere?
- ★ What can we learn from our mistakes in math?
- ★ How are mistakes a positive experience in math?
- ★ How can you respond appropriately if you disagree with someone during problem-solving activities?
- ★ How can you be a good group member?

ELA

- ★ How can language be powerful?
- ★ How can you use language to empower yourself?
- ★ How is language used to manipulate us?
- ★ In what ways are language and power inseparable?
- ★ What is the relationship between thinking and language? How close or far are they apart?
- ★ How does language influence the way we think, act, and perceive the world?
- ★ How do authors use the resources of language to impact an audience?
- ★ When a person's individual choices are in direct conflict with his/her society, what are the consequences?
- ★ How do our values and beliefs shape who we are as individuals and influence our behavior
- ★ How does conflict lead to change?
- ★ What problem-solving strategies can individuals use to manage conflict and change?
- ★ How does an individual's point of view affect the way they deal with conflict?
- ★ What personal qualities have helped you to deal with conflict and change?
- ★ How might it feel to live through a conflict that disrupts your way of life?
- ★ How does conflict influence an individual's decisions and actions?
- ★ How are people transformed through their relationships with others?
- ★ How do you feel about that?
- ★ Could you imagine if this happened to us? Put yourself in the character's shoes. How does this feel?
- ★ How does this information serve you? Apply it to your life.
- ★ What do you take away from this learning? Tell me about a time when you felt like this.
- ★ What did you learn?
- ★ What did you see, hear, smell, taste when you learned this?
- ★ What do you think of when you hear....? Do you agree with that statement? Why? Why would anyone think that way?
- ★ How would things be different if this never happened?
- ★ How could someone argue against the author's point?
- ★ What is your reaction to that?
- ★ If you were there what regulating strategy would you choose to use?
- ★ How does the character feel in this situation?

Science

- ★ "Can you tell me what about this is making you feel so energized/motivated/happy?"
- ★ "Can you tell me what about this you're most proud of?"
- ★ "How did you feel when you first heard this problem? How do you feel now?"
- ★ Model acceptance of others who have different attitudes and values
- ★ Model respect and enthusiasm for learning about diversity
- ★ Routinely provide authentic feedback to students when you're observing them managing

themselves well (e.g., regulating their emotions by taking a breath, taking a break to think about a decision, etc.).

- ★ As a teacher, consistently model effective self-management in an age-appropriate way for students (e.g., “I’m feeling a little frustrated, so I’m going to stop and take a breath, before I decide what to do next.”)

Social Studies

- ★ What groups of people are involved? What do they believe? What do they want?
- ★ How do these individuals or groups go about getting what they want? What worked or didn't work, and why?
- ★ What can be learned from the choices of individuals or groups?
- ★ How would you tell the story of the country/place/group?
- ★ How do you think the people feel in _____ based on the events?

Closing Questions

Think of/Share...

- ★ Something I learned today.
- ★ Someone I was able to help.
- ★ Something I want to share with someone
- ★ Something I’m looking forward to doing tomorrow.
- ★ Something I enjoyed about the day.
- ★ Someone who was kind/helpful to me.