



DAILY PROGRAMME

Social and Emotional Learning (SEL) for Inclusive Schools

DURATION 5 days · 25 hours	DAILY SCHEDULE 09:30–15:00 Monday to Friday, with a break for lunch	LANGUAGE English (B1+)
COURSE CENTRES Antalya · İstanbul · İzmir · Mersin · Budapest · Bremen · Rome Dates and cities of the scheduled sessions are listed on the course page.		GROUP SIZE Max 20 participants

Week at a glance

DAY 1 Two frameworks, one map	DAY 2 The personal area: self-regulation, flexibility, wellbeing	DAY 3 The social area: empathy, communication, collaboration	DAY 4 The learning-to-learn area: where SEL stops being an add-on	DAY 5 Beyond your classroom: the four settings
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Day by day

Day 1

Two frameworks, one map

- **Icebreaker:** "Name it without the jargon" — in pairs, describe a student who is doing well socially and emotionally, using no framework language at all; the terms come afterwards
- Introduction to the course and participants
- Presentation of the schools of the participants
- CASEL's five competencies and its four settings — classrooms, schools, families and caregivers, communities — and why most training uses only the first half
- **LifeComp:** the nine competences in three areas, and the awareness-understanding-action logic that runs through all of them
- **Mapping exercise:** the two frameworks side by side, marking where they overlap and where LifeComp is more specific
- **Output:** a one-page map of the nine competences with, beside each, what your school already does about it — including the ones where the honest answer is nothing

Day 2

The personal area: self-regulation, flexibility, wellbeing

- **Warm-up:** "A day I stayed calm and a day I did not" — in pairs, one minute each on what helped and what got in the way, using no framework terms yet; it opens the self-regulation competence
- **Self-regulation at three levels:** recognising and naming an emotion, understanding and regulating it under pressure, and building the optimism and sense of purpose that keeps a student going
- **Flexibility:** the competence most curricula never teach — reviewing an opinion in the face of new evidence, and managing a transition without treating it as a failure
- Wellbeing as the framework defines it, and where a teacher's responsibility ends
- **Workshop:** turning each of the three into something a student does in your lesson rather than something the teacher talks about
- **Output:** three classroom activities, one per competence, written for your own subject and age group

Day 3

The social area: empathy, communication, collaboration

- **Warm-up:** a short listening exercise run at the "awareness" level, then repeated at the "action" level so the difference is felt rather than explained
- **Empathy in three steps:** awareness of another person's emotions, understanding them well enough to take their perspective, and responding in a way that changes what happens next
- **Communication:** register, context, and the descriptor most classrooms skip — listening and engaging with clarity and reciprocity
- **Collaboration:** fair sharing of tasks and responsibility in a group, and what it takes for that to work in a mixed-ability, multilingual class
- **The inclusion test:** running each activity against a real classroom where students do not all read a room the same way, and adjusting it so it does not quietly exclude the students it was designed for
- **Output:** one group activity redesigned so that the social competence being practised is explicit to the students, not just to you

Day 4

The learning-to-learn area: where SEL stops being an add-on

- **Warm-up:** "One thing I got wrong and then fixed" — in pairs, a small mistake in your own subject and what you did next; it opens the growth-mindset competence
- **Growth mindset at three levels:** noticing a fixed belief about ability, understanding where it comes from, and acting on it in feedback
- Critical thinking and managing learning at the same three levels — what a student does when weighing a claim, and when planning, monitoring and adjusting their own study: the competences that connect social and emotional work to subject results
- **The argument with the exam-subject colleague:** making the case in terms of how learning works, with the evidence stated at the strength it actually has
- **Noticing change without pretending to measure it:** what a teacher can honestly observe over a term, what a short reflection sheet can capture, and which claims a school should not make about its own students

- **Workshop:** two lesson plans in your own subject where a learning-to-learn competence is practised alongside the content
- **Output:** two subject lesson plans plus a one-page observation sheet you can actually keep

Day 5

Beyond your classroom: the four settings

- **CASEL's four settings in turn:** what changes when SEL moves from one classroom to a whole school, then to families and caregivers, then to the wider community
- **Back to Monday's nine-competence map:** which competences each of the four settings already carries, and which it leaves out
- What a school-level commitment actually requires, and what a single teacher can start without one
- **Families and caregivers:** what to send home, what not to promise, and how to talk about social and emotional learning with a parent who is suspicious of it
- **The honest split:** sorting the week's material into what you can do alone on Monday, what needs one colleague, and what only school leadership can decide — with the request for that last part drafted and addressed to a named role
- **Course evaluation:** discussing and assessing acquired competencies, feedback and course content
- Issuing Certificates of Attendance

PLEASE NOTE

Sessions run from 09:30 to 15:00, Monday to Friday, with a break for lunch. Timings can shift a little to suit the venue and the group.

Course activities and content may vary depending on participants' needs and the trainer leading the session; any changes are at the trainer's discretion. If there is a specific topic you would like included, please let us know — content-related requests must reach us at least 3 weeks before the course start date so we can confirm them in time.

ISSUED BY

Erasmus Mobility Academy

OID E10304561

Cumhuriyet Mah. 1637 Sk. Yaşar Şahin Apt. No:3/2

Yenişehir/MERSİN

info@erasmusmobilityacademy.com

+90 530 319 40 65

COURSE PAGE

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