

Guiding students through reflection prompts and talking about emotions in the classroom might be new for you and your students. Setting clear expectations will help you create a respectful, nurturing environment and ensure emotional safety throughout the program.

About the reflection prompts

Each WORD Workout includes a collection of reflection prompts that guide students in exploring how the WORD manifests in their bodies, relationships, academics, and lives. There are three primary reflection prompts that focus on the body, mind, and the student's individual definition of the WORD in the workout. We encourage you to ask these questions after completing the physical workout and then, as time allows, choose additional prompts that resonate with your classroom from the following three categories:

- Self Connection
- Real-world Connection
- Academic Connection

Guidelines for leading social-emotional learning

- As the teacher of a social-emotional learning program, your emotional health is a priority. Consistently self-reflect on your own barriers to and strategies for connecting with others, and find ways to teach by example; this may include modeling how you manage stress and frustration, and putting yourself in the role of the student as you learn from your students.
- Keep the discussions moving; don't take the role of a therapist or dig for more information.
- Recognize if a student shares something concerning, and share it with an administrator at your site. Refer students to appropriately-trained individuals and follow your school's protocols when necessary.
- Always ask your students before you share their work with others (teachers, parents, hanging on a bulletin board, etc.).

Set clear expectations for discussion

- All students must treat themselves and one another with respect.
- Sharing is "opt-in"—no student should ever be forced to share.
- When sharing, students should not use the names of other students.
- Students should focus on their own progress, rather than compare themselves with classmates.

Be mindful of these considerations in your classroom

- Cultural sensitivity (gender, race, ableism, socioeconomic status, religion, sexuality, immigration status, language acquisition, family structure). Remember that every student's experience is unique and equally relevant.
- Class readiness/maturity level. All materials can be adapted to meet the needs of your students.
- Your own biases and values. Regularly self-reflect on your perspective and remember that it is rooted in your unique experiences.