



# Facilitation Guide

SEL Dialogue Series for Caregiver-School Partnerships

This is a sample only. Access all materials for free at  
[leadingschoolwidesel.casel.org/courses/caregiver-dialogue](https://leadingschoolwidesel.casel.org/courses/caregiver-dialogue)



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**co-a-li-tion:**

*The word coalition is often used to describe the actions of organizations. However, it also refers to any temporary alliance of people seen as distinct in their position, in this case, school staff and families who engage in joint action. This series gathers participants for 10 sessions to drive community-led transformation of the school locally and education broadly. The use of the word coalition is to reflect this work toward more authentic partnership and shared power amongst adults supporting the thriving of our children.*

**Agenda and Facilitator Notes**

 *Total time: 1 hour 7 min., including 15 min. for Pre-Survey*

**Operations reminder:** After this session, school leadership should have scheduled a check-in to see how the series has begun and ask if you need any additional support.

**Step 1: Welcome and Introductions (10 min.)**

This session sets the tone for future sessions by helping the group members get to know one another and build comfort and connection. Pay close attention to connections among participants. It will be important to revisit shared experiences as well as differing perspectives throughout the series. Participants will also be introduced to SEL and should begin to recognize where the competencies show up in their lives and the lives of their children.

**Step 2: Our Time Together/Objectives (2 min.)**

Here you'll clarify the objectives of the 10-session series. Today, as you use the term "coalition," you are primarily referring to coalition among caregiver participants. Later, you'll discuss relationships with school staff.

**Materials Needed** 

[Pages 10-13 in participant handbook](#)

[Slides](#)

**Additional resources**

- [Working Agreements Protocol](#)
- [SEL Video](#)
- [Dialogue Series Pre-Survey](#)

This Google survey should be edited for your setting. Your series coordinator can provide you with a link to share with participants.

- [Session Feedback Form](#)

Print the form linked above or get a Google survey link from your series coordinator.

### Step 3: Offering Agreements/Aspirations (10 min.)

Here, you'll lead the group in creating some agreements for the coalition. By taking the time to collaboratively develop clear working agreements, the SEL team sets the stage for a sustainable division of responsibility, productive meetings, and a team culture that values differences of opinion and inclusion. These will be aspirations for how group members will interact with each other, such as how to disagree in a civil way, and how to make sure everyone has a chance to participate and contribute. Be ready to listen closely and write down what people say, and restate their suggestions in a shorter form. When the discussion is finished, work toward finalizing your list of agreements. *These agreements will be displayed and discussed at the beginning of each session for the remainder of the series. Use your copy of slide 3 in future sessions to display the agreements. You can also create a virtual whiteboard and record the aspirations there.*

### Step 4: Caregiver Dialogue Series Pre-survey (15 min.)

*Before moving on to the next segment, have participants complete the Dialogue Series Pre-Survey.*

This pre-survey captures members' understandings and thoughts about SEL before participating in the Caregiver Series sessions. Additionally, participants will offer their perceptions of their children's or teen's school community and the role of SEL for school improvement. The responses are completely anonymous and cannot be traced back to any individual.

### Step 5: What Is Social and Emotional Learning? (10 min.)

You'll introduce participants to the definition of SEL and show a video (8:30 minutes). *Create a chart (or a virtual whiteboard) for each of the five core SEL competencies. Through the series, participants will have an opportunity to review and add examples as their understanding increases.*

### Step 6: Charting the Competencies (15 min.)

After the video, you'll facilitate conversation for the group to process the video and the five competencies. Using chart paper (or online equivalent) with each of the five SEL competencies written at the top, you'll record the group's responses to questions on the chart. Keep these charts, as you'll continue developing examples of SEL in future sessions.


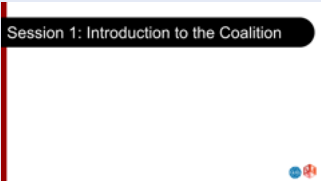
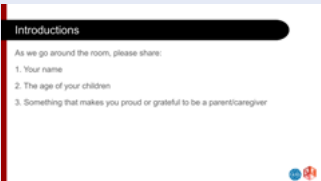
### Step 7: Closing (5 min.)


End the session with a thank you to all for participating and collect feedback using the [SEL Caregiver Series Participant Feedback Form](#). You could also create an online form (create a copy of our [Google Form](#)) and share the link to the survey. These pieces of feedback not only support your improvement of facilitation, but also allow all caregiver coalition members a voice in and reflection on the learnings for each module.



*Please note, slide thumbnails are subject to change*




# Introduction to Coalition—Session 1 Guide:



Slide/Time	Suggested Narration	Facilitator Action
<p>Slide 1: <b>Arrival</b></p>  <p>0:00–0:02</p>	<p>[Welcome participants as they arrive.]</p>	<p>Check technology before participants arrive (projector, sound, test video playback, and volume). Share screen.</p>
<p>Slide 2: <b>Welcome</b></p>  <p>0:02–0:03</p>	<p>Welcome to the SEL Dialogue Series. Today's session is an introduction to the coalition.</p>	<p>If meeting virtually, drop into chat: Please click on the three dots on your Zoom box to update your name to first and last name and add pronouns if you choose.  If meeting in person, prompt participants to make a name tag. Collect name tags at the end of each session.</p>
<p>Slide 3: <b>Introductions</b></p>  <p>0:03–0:10</p>	<p>Thank you for being here. Before we get started, let's do a round of personal introductions. As we go around the room, please share:</p> <ol style="list-style-type: none"> <li>1. Your name</li> <li>2. The age of your children</li> <li>3. Something that makes you proud or grateful to be a parent/caregiver.</li> </ol>	<p>If virtual, drop into chat: As we go around the room, please share:</p> <ol style="list-style-type: none"> <li>1. Your name</li> <li>2. The age of your children</li> <li>3. Something that makes you proud or grateful to be a parent/caregiver</li> </ol>

Slide/Time	Suggested Narration	Facilitator Action
<p>Slide 4: <b>Our Time Together/ Objectives</b></p>  <p>0:10– 0:12</p>	<p>Over the next 10 weeks, we’re going to talk about the social and emotional lives of ourselves and our children.</p> <p>We are going to work together to understand how we partner to make our schools, homes, and communities places where our children can thrive.</p> <p>We’ll be practicing coalition-building through a series of discussions about social and emotional learning, or SEL. We expect to be able to hold similar discussions about other topics and issues in the future based on what we practice in these sessions.</p> <p>It is important that we make this group our own and that we all have a chance to be learners and teachers. At most sessions, I’ll bring an article, video, or piece of information and then guide us through a discussion about that topic. At the end of these sessions, it’s my hope that we’ll have created a coalition that understands and uses SEL to impact our own lives and the lives of our children— at school, at home, and in the community.</p>	<p>No action</p>

Slide/Time	Suggested Narration	Facilitator Action
<p>Slide 5: <b>Offering Agreements or Aspirations</b></p>  <p>0:12– 0:22</p>	<p>Before we begin, let’s aim to make these discussions useful for everyone. To do that, it’s important that we offer some aspirations for how we will communicate and interact during and beyond these discussions. Over time, these will become shared agreements for ourselves and new members to support our partnerships.</p> <p>Take a few moments to think about what kinds of interactions will work best for us to be in authentic partnership. Here are some questions to think about:</p> <ul style="list-style-type: none"> <li>• What aspirations should we hold to have successful sessions? How do we want to show up for one another? For example, how do we want to approach our use of time—when we arrive, how we stay, how we depart?</li> <li>• How do we need to treat each other? How do we welcome contributions and encourage everyone to speak openly and honestly? How do we feel about issues like confidentiality?</li> <li>• What else is important to you?</li> <li>• We might offer agreements like “We will create a brave space with one another by approaching differences with an open mind.”</li> </ul> <p>Or “We will celebrate progress, both big and small.”</p> <p>Or “We will focus on our strengths as we attempt to solve problems.”</p> <p>[after recording and refining the responses as a single chart]</p> <p>Can we all agree to these aspirations for our coalition? We can always add to them or adjust them as we move through the next few weeks. For today’s discussion, we’ll all keep these in mind. In each of our next sessions, we’ll post them as well.</p>	<p><b>In person</b> Once participants have had time to think and seem ready to contribute, restate the questions, chart the group’s responses, combine similar comments, and restate to arrive at a brief list of aspirations that reflect the group’s discussion.</p> <p><b>Remote/virtual</b> Share your screen to show a whiteboard as you record/type what people say or respond in the chat.</p> <p>Drop in the chat: What aspirations should we hold to have successful sessions?</p>
<p>Slide 6: <b>Caregiver Dialogue Series Pre-Survey</b></p>  <p>0:22–0:37</p>	<p><b>Pre-survey</b> Now that we have agreements for how we will be in community with one another, we want to get a better idea of what you know about social and emotional learning, how you think your children understand SEL, and what role you think SEL could play in improving the school. Your responses are completely anonymous and cannot be traced back to you.</p> <p>This survey should take no more than 10 to 15 minutes to complete.</p>	<p><b>In person</b> Use school computers or smartphones to access a survey link provided by your school’s series coordinator</p> <p><b>Remote/virtual</b> <b>Drop the link to the pre-survey in the chat box.</b></p> <p>Series coordinators should create a unique survey for your school using <a href="#">this template</a>.</p>

Slide/Time	Suggested Narration	Facilitator Action
<p>Slide 7: <b>What Is Social and Emotional Learning?</b></p>  <p>0:37–0:47</p>	<p>I've mentioned social and emotional learning a couple of times so far today. To make sure we're all on the same page, I want to show you a video that describes a common understanding of "social and emotional learning."</p>	<p>Play video <a href="#">SEL for Parents</a> (If virtual, be sure to share presenter audio) The video lasts 8.5 minutes.</p>
<p>Slide 8: <b>Charting the Competencies</b></p>  <p>0:47–1:02</p>	<p>Based on the video we just saw or your own experience and perspective, let's talk about different roles in the social and emotional development of children. [NOTE: Here are some questions to explore. Emphasize that they may have experiences similar to or different from the video and should be encouraged to share.]</p> <ul style="list-style-type: none"> <li>• What did you think about the video? What resonated with you? Have you had similar experiences?</li> <li>• What is a caregiver's role in the social and emotional development of children? How are you already doing this?</li> <li>• What is the role of an educator or other school staff member in the social and emotional development of children? Where do we see our school doing this?</li> <li>• What is a community's role in the social and emotional development of children? When have we experienced other members of our community doing this?</li> </ul>	<p><b>In person</b> As the participants discuss roles and how they are already seeing SEL in action, record the group's responses on chart paper. For each idea, consult with the group to decide which of the five competencies is the best match and write the idea on the corresponding chart.  Future sessions will continue developing examples of SEL.</p> <p><b>Remote/virtual</b> Share a virtual whiteboard link for participants to add their responses.</p>
<p>Slide 9: <b>Closing</b></p>  <p>1:02–1:07</p>	<p>Thank you all for coming and learning together. Please take a few minutes to give me a small amount of feedback. This helps us continue our own learning journeys and improve future sessions. [NOTE: Questions in the survey have been tailored to each session. Be sure that participants select the correct session number when completing the survey.]</p>	<p><b>In person</b> Distribute the <a href="#">printed Feedback Form</a> and collect them as participants depart. You will use the responses to adjust facilitation and review the series at the end of 10 weeks.</p> <p><b>Remote/virtual</b> Share a QR code and/or URL for an online version of the Feedback Form. Your series coordinator should provide you with a unique link to this survey for your school, built from <a href="#">this template</a>.</p>