

# **Creative SEL**

**Using Hands-on Projects to Boost  
Social-Emotional Learning**

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# Introduction

*It is the supreme art of the teacher to awaken joy  
in creative expression and knowledge.*

—ALBERT EINSTEIN

All around the world, the events of the past few years—a pandemic, a war, and political tension—have impacted education, students, families, and communities. Starting in 2020, the COVID-19 pandemic forced schools into fully remote education to ensure students and teachers were safe from this highly communicable disease; a year later, some schools remained remote, others were back in person, and still others had a hybrid model.

All this disruption has taken a toll on students: depression, anxiety, drug abuse, and suicide all increased during the pandemic. But these are not new problems: in 2022, the Centers for Disease Control (CDC) reported that even prior to the pandemic, there had been a rise in student depression and anxiety. Educational institutions—and teachers especially—have had to step up to help.

At the same time, some states are working to provide student-centered learning environments that honor the racial, linguistic, gender, and cultural identities that represent their students and school communities. New York state, for example, adopted the Culturally Responsive-Sustaining (CR-S) framework. Frameworks such as these foster student voice, choice, agency, creativity, and critical thinking, and also encourage schools and educators to create learning experiences and curricula that are more diverse and inclusive.

One way to address both of these circumstances is by integrating social-emotional learning (SEL) into educational programs. SEL is a process through which young people and adults can acquire and apply the knowledge, skills, and attitudes necessary to develop healthy identities, manage emotions, achieve

personal and collective goals, feel and show empathy for others and themselves, establish and maintain supportive relationships, and make responsible and caring decisions. When SEL is made part of education programs, it can help teachers acknowledge and improve the current state of student well-being, and it can provide culturally responsive instruction.

## The Basis of SEL

While SEL may be new to some educators, the theoretical groundwork for it has been in development for many years. Educational psychologist Benjamin Bloom and his group began formulating theories about learning objectives in the 1950s, and university teacher preparation coursework almost always includes Bloom's work. However, that coursework generally covers the cognitive domain of Bloom's Taxonomy while glossing over its more emotion-based fellow, the affective domain. The affective domain (Krathwohl, Bloom, Masia, 1973) deals with the emotions, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. Examples of the affective domain in action include listening to others with respect, active learning, and accepting responsibility for one's behaviors.

### KEY TERMS

**Social-Emotional Learning.** A focus on positive management of emotions, relationships, goals, and decision-making, so that people, particularly children and young adults, can achieve success in school and in life.

**Universal Design for Learning (UDL).** A framework for teaching that provides all students with an equal opportunity to succeed by utilizing flexibility in learning materials, learning outcomes, and ways to keep students motivated.

**Bloom's Taxonomy.** Named after educational psychologist Benjamin Bloom, this framework categorizes educational goals and different levels of thinking within cognitive, affective, and psychomotor domains.

**Culturally Responsive/Culturally Relevant Teaching.** A framework to help educators create student learning environments that affirm racial, linguistic, and cultural identities.

More recently, Universal Design for Learning (UDL) has emerged as a popular framework for guiding instructional programs. Based on neuroscience, UDL envisions three learning networks that govern learning: the affective network, the strategic network, and the recognition network. Both social-emotional learning and UDL acknowledge the influence of the affective domain: Our emotional state has a strong influence on our learning, attention, and behaviors. When educators and students understand and recognize the impact of one's emotional state on learning, then self-awareness and social awareness skills can become tools to deepen learning and understanding.

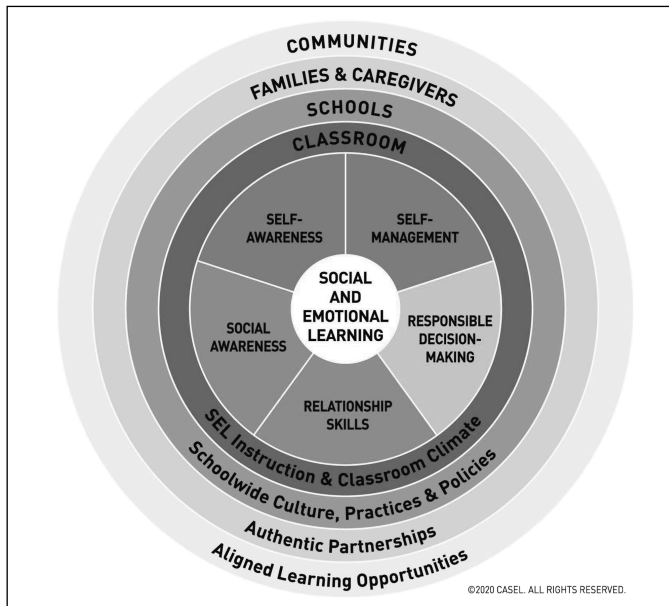
## **Our Goals with This Book**

This book is written to help you plan instruction that supports the development of the whole person—individuals who can achieve success in school and beyond. We developed this book as an invitation for teachers and students to consider alternative forms of expression and broader opportunities for students to be creative communicators and design thinkers, while at the same time fostering social-emotional learning in both traditional and blended learning environments. Our message to teachers is that creative communication and expression elevate learning experiences and support student engagement, learning, growth, and achievement. While we believe that students need the support of teachers to guide them, we also believe that students discover knowledge and develop an awareness of their world for themselves.

Throughout the book we highlight multiple means of expression across print, digital, and audio formats, from video games to podcasts. Our goal is to help improve social-emotional learning by integrating the creative arts, design thinking, literacy, and STEAM in creative and authentic ways. Consider this book a guide or playbook of curated lessons and activities that teachers can use as is or adapt to support creative communication through the lens of social-emotional learning and culturally responsive teaching. Some of the lessons and activities in the book are written by the authors; others are contributed by a diverse group of educators. All the lessons provide engaging, insightful learning opportunities that can be used in person, remotely, or in blended learning environments.

## How to Use This Book

The projects in this book are aligned with the framework for SEL developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) ([casel.org](https://casel.org)). A nonprofit, nonpartisan leader in SEL since 1994, CASEL describes SEL as an integral part of education and human development, directed at fostering awareness of one's full self and personal growth. It encourages students to focus on their feelings, how the world shapes those feelings, how our feelings dictate our behavior, and how our behavior impacts our world. All of this comprises a cycle of interconnected forces that, too often, people are not sufficiently aware of.



**FIGURE I.1** Social and Emotional Learning Competencies  
(Retrieved from <https://casel.org/casel-sel-framework-11-2020/>)

The framework devised by CASEL identifies five core social and emotional competencies designed to help educators empower students to understand their environment, themselves, and others: Self-Awareness, Social Awareness, Responsible Decision-Making, Self-Management, and Relationship Skills.

This book is organized in five parts, with each part based on one of the five competencies of the CASEL SEL Framework.

1. Part One addresses **Self-Awareness** with activities related to fostering self-knowledge, planning for the future, and understanding one's identity.
2. Part Two addresses **Social Awareness**, with activities on community building, empathy mapping, and accepting differences.
3. Part Three contains activities on **Responsible Decision-Making** to help students identify problems, evaluate them, and creatively think of ways to solve them.
4. Part Four introduces **Self-Management**, providing students with organizational tools, goal setting, self-discipline, and self-motivation. This section also includes ways to manage stress and control impulses.
5. Part Five covers **Relationship Skills**. These are key inside and outside of school, and this part provides activities that support relationship building, teamwork, and communication skills.

Each part contains activities written by the authors, along with additional activities contributed by a group of educators, activists, and professionals. Each activity includes a description, a list of necessary materials, a connection to the ISTE Standards, a description of procedures, links to supplemental materials such as graphic organizers, and a list of additional resources. We have also included variations for each activity for differentiation and connections to culturally responsive teaching.

The core of each activity is an expressive, creative learning product made by the student. By completing an activity and creating its product, students will gain an understanding of the SEL tenet that underlies that activity, and they will be able to explain how their product addresses, expresses, and demonstrates that tenet. To make the activities and their products easier to visualize, we have included examples of final projects made by students, or samples showing how the authors envision the final product.

After completing an activity, students will also be able to explain how the learned tenet may continue to impact their life, inside and outside the classroom. For example, they may set an ongoing goal for how they would like to continue learning and using the tenet. The groundwork for this can be laid at the start of the activity by having students engage in reflections and conversations and

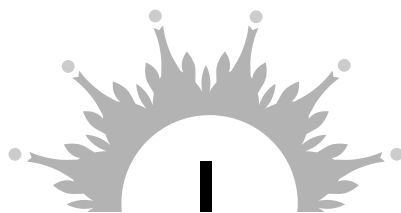
make a statement about what they know and understand before they begin their work on the project. This can be done as a pre-assessment or captured in a short, written journal entry or recorded response. Over the course of the project, teachers may opt to use a rubric to record and evaluate student activity, expressed thinking and learning, the student's learning product, and the constituent elements of the process to create it. (In the next chapter, "Considerations for Teaching Social-Emotional Learning," we will address using rubrics and evaluating the students' process and products.) After the activity is over, students can review and reflect on the overall experience in a closing reflection journal entry or exit ticket, offering a short statement about what they learned and how they feel it impacts their lives.

All the activities in this book can be adapted to suit the needs of your students: you know your students better than we do. Where we suggest a paper poster as an end product, you might choose to have your students design a digital poster on Canva, or where we suggest a film, you might prefer to have your students record their own podcasts. Use the activities in this book as is, or use them as a starting point to inspire creative SEL opportunities that can empower the learners in your own classroom.

In between the five parts of activities, we have included brain breaks in the form of "think-tac-toes." A think-tac-toe is a differentiated choice board that allows students to select activities to complete and show what they know or have learned. Students select three activities in a horizontal row, vertical column, or diagonal line, to complete a winning tic-tac-toe board. Each of the brain break think-tac-toes provides mini SEL opportunities to use as starters, hooks, and active learning exercises for students. Each brain break section is organized by theme: movement, mindfulness and meditation, mental, and artistic brain breaks.

Consider this book a menu and guide: you might select a few items to complete with your students, or you might work through the book from start to finish and complete the activities weekly with your students to foster positive social-emotional learning throughout the school year.

Our goal in compiling this book is to inspire and empower educators to support the whole student. We invite you and your students to explore SEL from a new perspective—where creativity, collaboration, and technology intersect.

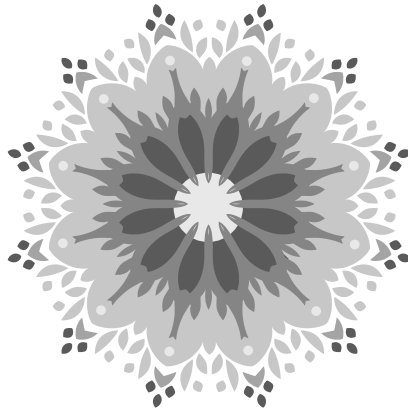


# Self-Awareness

- 1. Being Your Own Life Coach: Accepting Who You Are**  
*from CarmenRose Fiallo*  
Avatars can help us reflect on who we are and who we want to become
- 2. Your Brand, Your Future**  
*from Laala Matias*  
Create your business card to visualize your future goals and outlook
- 3. The Power of Positive Quotes**  
*from Mark Gura*  
Inspire yourself and others with the power of words
- 4. Fostering Self-Awareness and Book Awareness with Book Talks and #BookTok**  
*from Ryan Tahmaseb*  
Students make short videos to share their favorite books and entice new readers
- 5. Divided Heart: Collaging and Communicating Cultural Mindfulness**  
*from Dr. Rose Reissman*  
ELL students design personal collages to show what is in their heart here and where they come from
- 6. Who Am I? Body Biography Posters with a Circuit Extension**  
*from Michele Haiken*  
What makes us who we are is more than skin and bones
- 7. Portraits of Ourselves and Our Community with Story Quilts**  
*from Michele Haiken*  
Story quilts help stitch family stories, memories, and narratives with fabric arts
- 8. The Recipe of Me: Culinary Arts and Memoir Project**  
*from Michele Haiken*  
Food does not just feed our souls but helps to connects us with others







## ACTIVITY 1

# Being Your Own Life Coach: Accepting Who You Are

### CONTRIBUTOR

CarmenRose Fiallo, independent media consultant, in collaboration with Mark Gura

### TARGET GRADES

7 and up

### SUBJECTS

Language arts, guidance, personal growth

### DURATION

3–5 class periods.

### SEL COMPETENCIES

- Promote growth mindset
- Self-awareness
- Self-management

### PRODUCT/ACTIVITY

Illustrated dialogue for self-compassion and acceptance

### LEARNING OUTCOMES

- Students will be able to demonstrate self-awareness about self-acceptance by explaining their knowledge of societal norms and expectations—just and unjust, healthy and toxic.
- Students will be able to describe how to balance self-acceptance with societal norms and identify personal strengths.
- Students will engage in written and verbal discussions on self-acceptance and judgment.

## Activity Description

Students reflect on and record their thoughts, feelings, and discoveries about a part of themselves that may concern them in comparison and conjunction with social norms. Reflection prompts are provided to allow students to self-reflect and discuss how one balances societal expectations with reality. Students will write a dialogue that they feel reflects good inner advice directed at supporting them in accepting themselves and produce a scripted dialogue to illustrate this process of self-acceptance. This dialogue is prepared in a format suitable to share.

## ISTE Standards for Students

**1.1 Empowered Learner.** Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

- 1.1.d** Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

**1.4 Innovative Designer.** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

- 1.4.d** Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

**1.6 Creative Communicator.** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

**1.6.a** Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

## Materials

Students create avatars, which they may draw using conventional materials like pencil and crayon on paper; variations include using LEGO mini-figures or Play-Doh for kinesthetic learners. These can be photographed or scanned to produce a digital graphic file that may be inserted into word processing, slide, and other apps.

Alternately, students may take selfie photos, designing their hair and clothing to project the characteristics they want to give their avatar characters. Or they may take a single selfie, print out several copies, and alter those with conventional drawing materials, such as pen and marker.

There are also online avatar creation resources that teachers may want to consider using (see Resources at the end of the activity).

*The “Coach-to-Self Conversation” (the Illustrated Text student learning product) will require a program for word processing (or similar text-editing resource).*




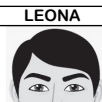
*The conversation may be done entirely by hand using writing and drawing materials, if desired, although this will require more time, will be far more challenging, and will likely produce less professional-looking results.*

## Procedure

1. The teacher can begin by asking students for examples of societal norms and expectations for teens today or gender norms for girls and boys. Student responses can lead into a discussion about whether these societal norms and expectations are attainable or stereotypical.

- 2.** The teacher will facilitate discussion among students about self-judgment and self-acceptance. Ask them to focus on how they feel about themselves:
  - a.** Do they have concerns about being less than they feel the world expects them to be?
  - b.** Can they describe what they feel are their shortcomings?
- 3.** Prepare the group to become an accepting, supportive community of peers, and then ask for examples or responses from those willing to share. Ask, “What might be something about you or someone you might know that you feel others would judge negatively? What impact do we feel these judgments have on a person?” Some suggested discussion questions:
  - a.** Who am I? Am I okay in the eyes of society?
  - b.** How am I different?
  - c.** What do others think of me because of my difference?
  - d.** Is this correct?
  - e.** How am I a good person despite my difference?
  - f.** Is it okay to be imperfect?
  - g.** Is it okay to be different?
  - h.** Is it better to hide or to let others see our imperfections or ways we are different?
- 4.** Ask the students to think about the various parts of themselves, and the different voices inside that only they hear. Ask them to imagine that they have two sides to their personality: One is an inner guide, an inner life coach who offers advice about how to think of themselves. The other side needs this advice, because it is trying to find the right way and person to be.
- 5.** Ask the students to think about each side of their personality. What is each one like? How might they sound? What might they look like? What name would the students give each one?

6. Next, direct them to write a short dialogue in which both voices talk to each other about an imperfection or difference that they or someone they may know has. Students may talk about a person or friend they know, or they may talk about themselves. **Note:** Teachers should factor student population and school and community culture in shaping this dimension of this activity for their classes.
7. For a fun extra dimension, ask the students to create an avatar for each voice. The avatars should reflect the character of each voice and the way they might appear if they were real, in-the-flesh people.
8. Each activity will result in students creating a product or performance (or hybrid). Students will produce a dialogue (script) in which they take both sides of the conversation, their “vulnerable self” and their internal “life coach.” The dialogue may be shared with others (partners, whole class, school presentation, etc.) as either a text document (or digital equivalent) similar to the script of a play, or perhaps presented orally. (A partner or partners may be enlisted to perform the parts.) Further, this performance/presentation may be recorded as audio (podcast) or captured as video and shared online with an appropriate audience.

ANGELA	
	I'm so tall. I hate my height!
LEONA	
	Why? It's who you are!
ANGELA	
	But It makes me different. None of the kids I admire at school are so tall!
LEONA	
	Think about important people who are different. Their difference doesn't mean they are less, does it?

**FIGURE 1.1** Sample of suggested student learning product: Dialogue script illustrated with avatars of characters.

## Differentiation Suggestion

Students may perform their dialogue orally, perhaps inviting a classmate to voice their “other” self’s lines.

## Adaptations for Online/Blended Learning

Recorded audio (performance of written script) may be saved to an online resource that hosts audio files. Links to these may be inserted into a text or graphic file to be distributed to an audience online.

## Culturally Relevant Teaching Connection

Student products may reflect the expression and impact on individuals of values and standards about how people present themselves that are specific to their particular culture or community.

## Resources

10 Web Tools and Apps for Creating Avatars

[teacherrebootcamp.com/2017/12/avatarcreators](http://teacherrebootcamp.com/2017/12/avatarcreators)

Avatar Resources (Web Tools for Kids)

[sites.google.com/site/webtoolsbox/avatars/human-characters](https://sites.google.com/site/webtoolsbox/avatars/human-characters)

Thomas Curran: How Can We Teach Kids to Accept Imperfection?

[bit.ly/3hFc3nM](http://bit.ly/3hFc3nM)

Helping Kids Accept Their Physical Imperfections


[childrenfirstamerica.org/helping-kids-accept-their-physical-imperfections](http://childrenfirstamerica.org/helping-kids-accept-their-physical-imperfections)



## MOVEMENT

## Brain Breaks

**DIRECTIONS:** *Think-Tac-Toe* plays off the familiar childhood game tic-tac-toe and is a simple way to give students choice in exploring and expressing key ideas or utilizing key skills. Students can complete any three activities to make a tic-tac-toe win (marking off three activities in a horizontal row, vertical column, or diagonal line), while at the same time enjoying a brain break when needed.

Try a yoga video on Youtube	Let's play Charades	Dance with a GoNoodle video on YouTube
Show your dance moves: Moonwalk, Twist, Charleston, Floss	FREE CHOICE 	Take a walk outside
Tableau or frozen picture your favorite movie family	Wiggle your toes. Then, moving up your body get your wiggles out	Play Red Light, Green Light with your friends

# Contributors

**Clemencia Acevedo** is a special education teacher at Don Pedro Albizu Campos (PSMS161) in West Harlem, New York. She engages in evocative writing and professional research on teaching practices and digital literacy with #DrewTeach teacher writers at Drew University. She has been selected as a WNET PBS Digital Innovator 2020, a PBS Digital Innovator All-Star 2020, and an Ed Tech Model Teacher 2020–2021 by NYC DOE. She is the recipient of the New York City Department of Education Excellence in School Technology Award 2017 and the Digital Collaborative Literacies iHero Award 2016, and she was a finalist for the EdTech Leadership AWARDS 2018 Finalist for School Leader and a recipient of the competitive Teacher Residency Scholars Program at Fordham University, Graduate School of Education, funded by the Race to the Top Obama Administration Initiative. She is the author of “Supporting All Learners with Instructional Videos” and co-author of *Understanding Plant and Animal Adaptations: Analysis & Media-Making | Eons | PBS All-Stars Lessons*.

**January Akselrad** is a composer/educator who has written over 100 curriculum-specific and values-based plays and musicals. January is the composer of the anti-bullying musical *It's Easy!*, co-written with author Jennifer Young, and was the director of the 2017 professional production which garnered eight Broadway World Awards. Her other musical works include the award-winning *Lost in the Library* and *Matzah & Miracles: a Passover Musical*. Her teaching primer, *Classroom Teacher as Theater Director* offers educators a step-by-step method for creating theater in the elementary school classroom. Believing that children never forget what they learn through theater, January focuses on using drama as a tool to reach the experiential learner and to create theater pieces that teach required curriculum in an entertaining way. Over the years, January has used her creativity as a writer and performer to produce fundraising and awareness-raising events for philanthropic entities. She divides her time between the Hudson Valley in New York and Southern California.

**Angelo Carideo** is an award-winning NYS educator at Ditmas IS 62 middle school in Brooklyn, New York. Licensed in social studies and technology, he teaches seventh grade social studies. He has run STEM, Media Studio, and Ditmas Life



web school-wide programs. His work in social justice was recognized by the Pennsylvania Council of Social Studies in 2021, and his work in student leadership was recognized by the Pennsylvania Bar Association in 2022.

**DULA (Kareem Dixon)** is a native New Yorker. He left New York City one year after graduating high school in 1991 and joined the United States Marine Corps, where he served 11 1/2 years. He has an MS in organizational psychology and an MA in adult education and training. His current passion is community service, which has led him to create and develop DULA's Neighborhood. DULA's Neighborhood combines art with social-emotional learning techniques to transform how individuals and groups connect to their past and present to build better futures. DULA's Neighborhood achieves its goal by hosting workshops, art shows, and community discussions that provoke growth amongst participants.

**Matthew Farber, Ed.D.**, is an assistant professor of educational technology at the University of Northern Colorado, where he founded the Gaming SEL Lab. He has been invited to the White House, authored several books and papers, and is a frequent collaborator with UNESCO MGIEP and Games for Change. His latest book is *Gaming SEL: Games as Transformational to Social and Emotional Learning*.

**CarmenRose Fiallo** was born and raised in Portland, Oregon. She earned a BA in sociology and a minor in Spanish from Oregon State University. She is a social media manager and community outreach manager for Nectar Digital Collaborative, where she does virtual advocacy for nonprofits. In her personal time, she is a passionate social justice advocate, with her work focusing on disability justice and racial justice.

**Mär Martinez** is an interdisciplinary artist specializing in sculptural painting. She received a BFA in Painting and a BA in Art History at the University of Central Florida. Currently she is an art education consultant for the Dorothy Gillespie Foundation and for the Art and History Museums of Maitland, Florida, where she was the Resident Artist-in-Action for 2022. Mär has won numerous awards and has had her work shown in many exhibitions. In 2021, she designed a series of interactive outdoor sculptures for memory care patients in Central Florida, sponsored through a grant from the Healthy West Orange Arts and Heritage Center.

**Marissa Martinez** is a third-grade teacher at Northside ISD's Murray Boone Elementary in Texas and a proud leadership team member with the Leaders Readers Network. She is committed to working alongside educators, students, and leaders to create equitable educational opportunities for all students. It is her mission to instill a love for learning and reading in her students. Through the Leaders Readers Network, she works with her students to advance literacy in her classroom, school, and community. Through literacy and service projects, Mrs. Martinez and her students have provided over 1,500 brand new books for kids in her school and community.

**Laala Matias** attended NYU's Tisch School of the Arts, where she received the Warner Bros. Post Production Award for the completion of her thesis film. Two of her films screened at the Kennedy Center/Smithsonian Institution and internationally. Laala's credits include *Law & Order: SVU*, *Big Brother*, *Saturday Night Live*, HBO, Hype Williams' music videos, and Spike Lee's commercials. She was also a Disney-ABC Television Writing Fellow. Laala wrote and produced a one-act play for the NYU New TV Writers & Actors Showcase at the Friars of Beverly Hills. She was recently featured on the Style Network show *Dress My Nest* because of her love of the color orange. A published journalist, Laala also produced the LAaLALand Alert!! list of eclectic recession-proof local events for years. She was selected as one of CBS LA's Most Valuable Bloggers! Recently, Laala finished "The First Time" as part of a two-week short film challenge.

**Tim Needles** is an artist, educator, performer, and author of *STEAM Power: Infusing Art Into Your STEM Curriculum*. He is a TEDx Talk speaker and technology integration specialist, and he teaches art and media at Smithtown School District and Five Towns College. His work has been featured on NPR, in the *New York Times*, Columbus Museum of Art, Norman Rockwell Museum, Alexandria Museum of Art, Katonah Museum of Art, and Cape Cod Museum of Art. He's the recipient of ISTE's Technology in Action Award and Creativity Award, NAEA's Eastern Region Art Educator Award, AET Outstanding Teaching Award, and the Rauschenberg Power of Art Award. He's also a National Geographic Certified Teacher, PBS Digital Innovator, NASA Solar System Ambassador, ISTE Community leader, NAEA ArtEdTech interest group president, and Adobe Creative Educator. He's active on social media at @timneedles.

**Kallison Pope** lives in Amarillo, Texas with her identical twin sister and their dog Miles. When she is not teaching third grade, she enjoys spending time with her family, learning about LGBTQIA+ history, and watching true-crime documentaries. She started her career with Amarillo ISD in 2012 as a library assistant, found her passion for working with kids, and completed additional schooling to become a teacher. She has been a third-grade teacher at Bivins Elementary in Texas for the past eight years.

**Dr. Rose Reissman** is a veteran teacher educator, literacy coach, published writer, and curriculum designer. She is the recipient of the jointly awarded 2022 Philadelphia Bar Association and Pennsylvania Council for Social Studies Social Justice Curriculum Award. Dr. Reissman's Writing Institute program at Ditmas IS 62 in Brooklyn, New York, includes a team of 18 teachers. Dr. Reissman's Brooklyn program partners through student leaders and Ditmas staff exchanges with the Pennsylvania Council for Social Studies, enhancing student and staff learning for both communities.

**Ryan Bani Tahmaseb** is the Director of Library Services at the Meadowbrook School in Weston, Massachusetts. His first book for educators, *The 21st Century School Library*, was published in fall 2021 by John Catt Educational, and his first picture book, *Rostam and the Pusteen*, will be published by Charlesbridge in summer 2024. He lives in the greater Boston area with his wife and two young children.

**Jorge Valenzuela** is an education coach, author, and advocate. He has years of experience as a classroom and online teacher, a curriculum specialist, and a consultant. His work focuses on improving teacher preparation in project-based learning (PBL), computational thinking and computer science integration, STEM education, and equity and SEL integration. Jorge is an adjunct professor at Old Dominion University and the lead coach at Lifelong Learning Defined. He also provides professional development on behalf of ASCD, Corwin, PBLWorks, and Advanced Learning Partnerships. His books *Rev Up Robotics* and *Environmental Science for Grades 6–12* and his jump-start guides *Ready, Set, Robotics!* and *SEL in Action* are available from ISTE. His book, *Raising Equity through SEL*, is available from Solution Tree and ISTE. Jorge is also the host of the *SEL in Action* podcast on BAM Radio Network.