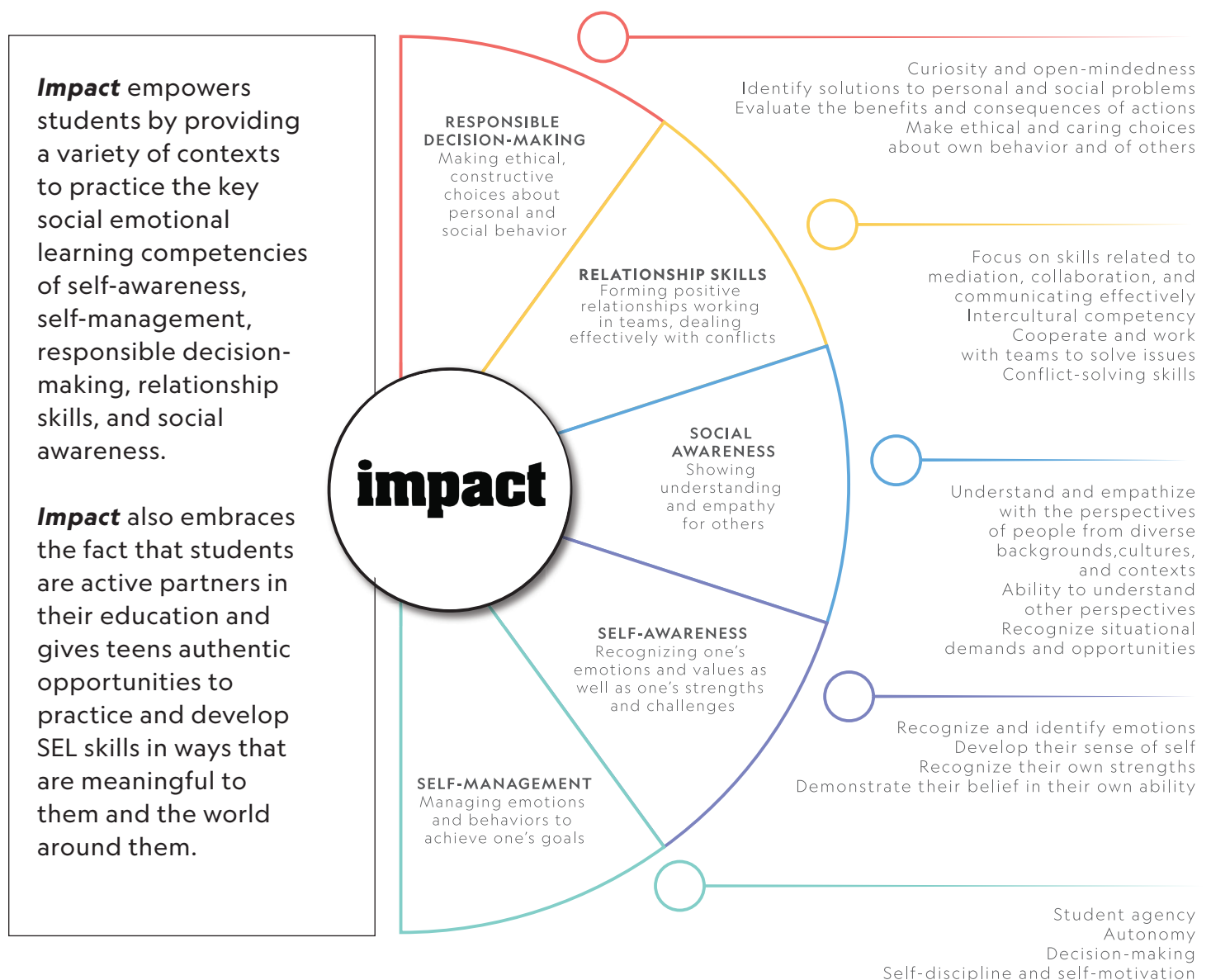


## National Geographic Learning Programs for Teens and Social Emotional Learning (SEL)

At National Geographic Learning we create English programs that are inspiring, real, and relevant. We believe that learning is a way of living, and that students learn their world by experiencing it through the stories, ideas, photography, and video in our materials.

Our programs develop the skills needed to be confident in the classroom, and to navigate the world as a lifelong learner. Because we teach English – and we teach the world.

To develop active global citizens, National Geographic Learning materials help teens to **confidently apply social emotional learning skills in English** through materials that feature global content and values, inspiring National Geographic Explorers, self-expression, learner choice and autonomy, teamwork, and school readiness support.





Here are some examples of how **Impact** helps teens develop their social emotional skills:

## Self-Awareness

**THE Teenage Brain**

**21 Discuss in groups.**

1. How do some of the activities you enjoy doing now provide you with important skills for the future? Give examples.
2. Knowing that what you do shapes your brain, what activities shouldn't you do? Why shouldn't you do them? Give one or two examples.
3. Name three interesting careers. Then imagine what activities a teenager could do now to shape their brains for each career.

**Impact** promotes self-awareness skills by helping students develop their sense of self, recognize their strengths and areas for improvement, confidently express their ideas, and understand their emotions, thoughts, and values. Students are given topics related to their own lives and given chances to choose how to express their ideas about themselves and their connection to the world around them.

## Self-Management

**Express Yourself**

**ONE TRUTH**

**28 Choose an activity.**

1. **Work independently.** Imagine you're a photographer. Find photos that represent your country. Show them to the class, and explain what they say about your country and its people.
2. **Work in pairs.** Find out more about Shannon Galpin's *Streets of Afghanistan* project. What do you think of it? Would you like to see an exhibition like this focusing on your country? Why or why not?
3. **Work in groups.** Imagine you want to use a public space for an art show. What kind of space will you use? What do you want to show in it? Discuss your ideas.

**Impact** fosters self-management skills by helping develop student agency, autonomy, and decision-making via setting personal and community goals, promoting planning and organizational skills, and promoting self-discipline and self-motivation.

## Responsible Decision-Making

**Be Prepared**

**28 Choose an activity. Work in pairs.**

1. Discuss. What animals in your country are losing their habitat? What problems do they face? What are people doing about it?
2. Make a list of three reasons why people hunt wild animals. Do you think humans should change their behavior so that they don't need to hunt?
3. Find a group where you live that works with wild animals. Learn about what they do and why they do it.

**Impact** helps develop responsible decision-making skills by promoting curiosity and open-mindedness, teaching skills for identifying solutions to personal and social problems, asking students to evaluate the benefits and consequences of actions, and giving students the skills to make ethical and caring choices about their own behavior and the behavior of others.

## Relationship Skills

**Connect with People**

**28 Choose an activity.**

1. **Work in pairs.** Think of a person you know well. Write down three things you like about them. Then, write down three things you think they would like to hear about.
2. **Work in groups.** Think of a person you know well. Write down three things you like about them. Then, write down three things you think they would like to hear about.

**Impact** promotes relationship skills by focusing on skills related to mediation, collaboration, and communicating effectively. In addition, **Impact** promotes intercultural competency, giving students chances to cooperate and work with teams to solve issues and give them the skills to resolve conflicts.

## Social Awareness

**VIDEO**

**28 Choose an activity.**

1. **Work independently.** Look at the photo on this page. Write a short story inspired by the photo.
2. **Work in pairs.** Shannon talks about art inviting a conversation. Look at the photo on this page. What questions do you want to ask about it? Why do you think she chose this photo for her show?
3. **Work in groups.** Think of a group of people in the world who are experiencing major problems. What kind of public art project do you think they would like to see?

**Impact** fosters social awareness skills by giving students opportunities to understand and empathize with the perspectives of people from diverse backgrounds, cultures, and contexts. **Impact** helps students understand other perspectives, giving students the skills to recognize situational demands and opportunities. Students are given the chance to interact with the ideas of people from around the world and see how those ideas apply to their own lives.

