INSTRUCTIONAL STRATEGIES



Looks Like, Sounds Like, Feels Like

This social-emotional learning strategy allows students to analyze abstract behavioral terms, empowering students to identify the concrete characteristics of behaviors. This skill is useful in setting classroom norms and resolving conflict.

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Summary

A key component of social-emotional learning is developing a practical understanding and common language around abstract behaviors. Collaborative discussion gives students a voice in, and shared understanding of, concrete characteristics of behaviors. In this strategy, teachers ask students what behaviors look like, sound like, and feel like. This can be done in conjunction with establishing norms to set acceptable social interaction. This strategy also supports conflict resolution through behavior changes.

Procedure

1. Make three columns on a whiteboard space or chart paper. Label one column "Looks Like," the next "Sounds Like," and the last "Feels Like."
2. Ask students what the term you are defining "Looks Like"—for example, what does respect look like? List students' responses in the first column.
3. Ask students what the term "Sounds Like"—for example, what does respect sound like? List students' responses in the second column.
4. Ask Students what the term "Feels Like"—for example, what does respect feel like? List students' responses in the third column.
5. Refer back to the chart to clarify expectations, offer praise for meeting expectations, or when conflict arises to redirect behavior.

Adapted from: Madden, N. A. and Slavin, R. E. (2015, February 11). PowerTeaching Cooperative Learning Handbook. Success for All Foundation. http://olms.cte.jhu.edu/olms2/data/ck/sites/273/files/looks%20like.pdf