

Mini-Conference

Name: _____ Date: _____

BEFORE THE CONFERENCE: Complete this section before the start of your mini-conference.

1. What is my SEL goal? (Choose one)

- Recognizing
 - i. my emotions
 - ii. emotions in others
- Understanding
 - i. causes of my emotions
 - ii. impact of my emotions
- Labeling emotions
- Expressing emotions in helpful ways
- Using strategies to help manage emotions

2. Describe a time when you feel you did well on your SEL goal.

3. What do you want to work on next?

- Will you:
 - Keep working on your current SEL goal?
 - Choose another SEL goal?
- Explain why.

DURING THE CONFERENCE: Complete this section with other students or your teacher.

1. Overall, how do I feel I am doing on my SEL goal?
2. Share what I would like to work on and why.
3. Set goals.

- So far, I am doing well at _____
- I want to get better at _____
- I will do this by _____

4. Reflection: What I learned from this conference _____

Peer or Teacher Comments:

FIGURE 6.3. Mini-conferences offer an effective way to support learners in defining and sticking with their goals.

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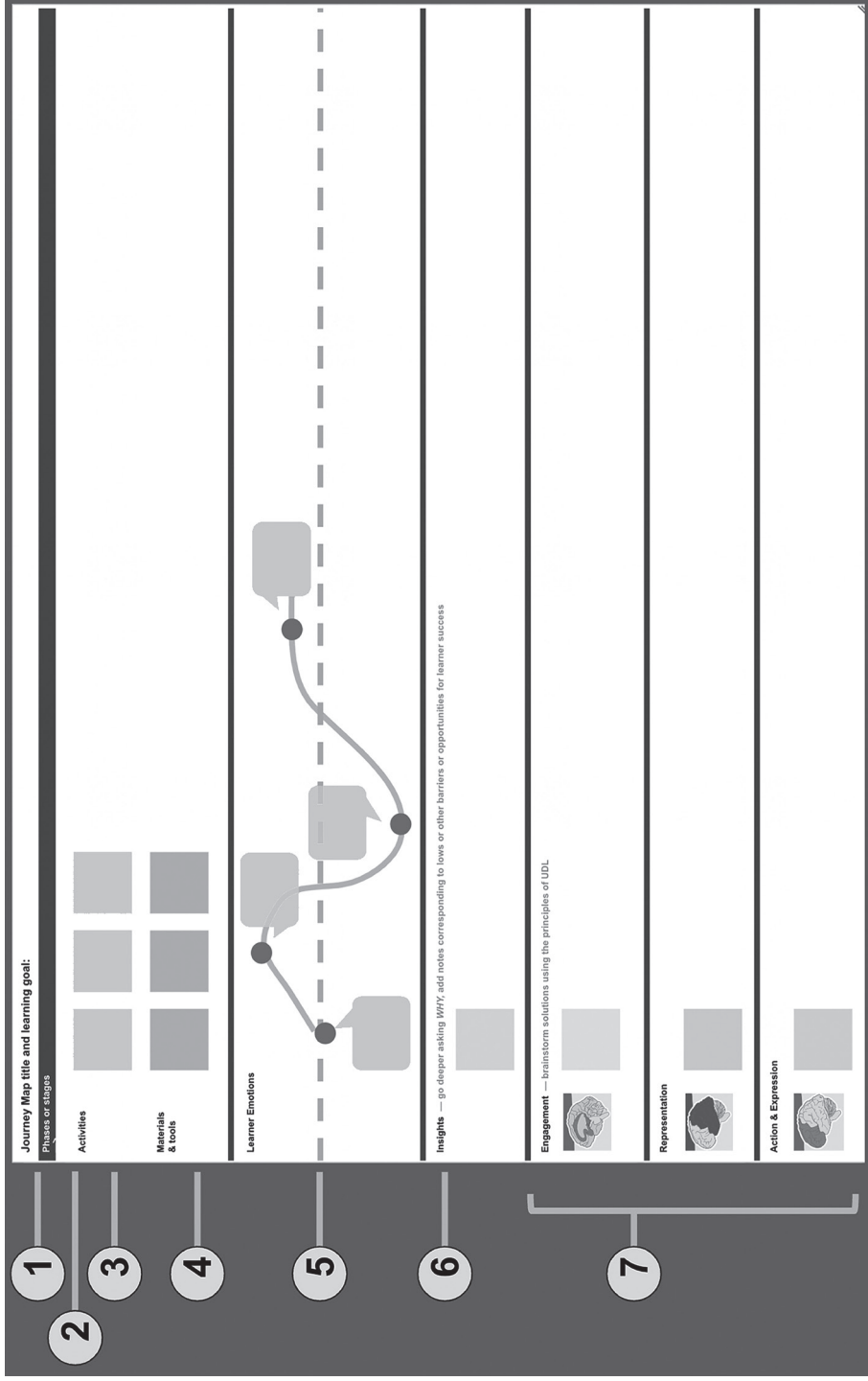


FIGURE 9.1. Basic components of a UDL journey map. Copyright © 2023 CAST, Inc. Used with permission. All rights reserved.

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Session 1 goals: Learn paper engineering, experiment with easy to complex pop-ups

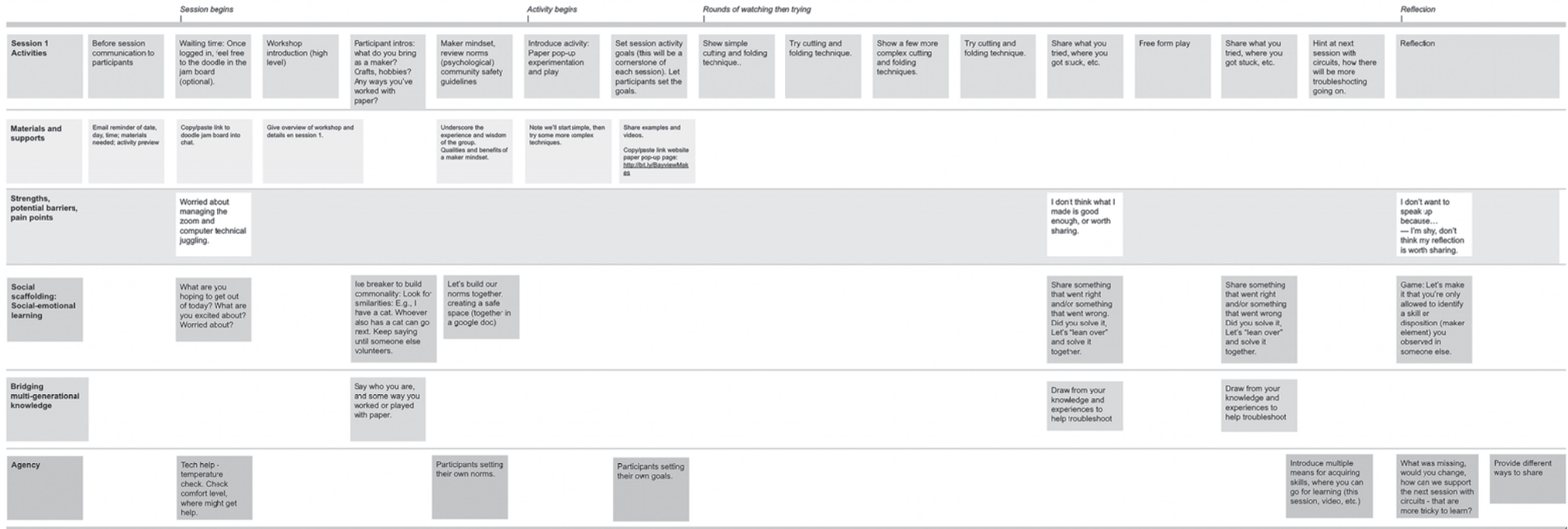


FIGURE 9.3. “Swim lanes” in a journey map for planning a paper engineering workshop. Copyright © 2023 CAST, Inc. Used with permission. All rights reserved. From *Universal Design for Learning in the Classroom: Practical Applications for K–12 and Beyond, Second Edition*, edited by Tracey E. Hall, Kristin H. Robinson, and David Gordon. Copyright © 2024 The Guilford Press.