

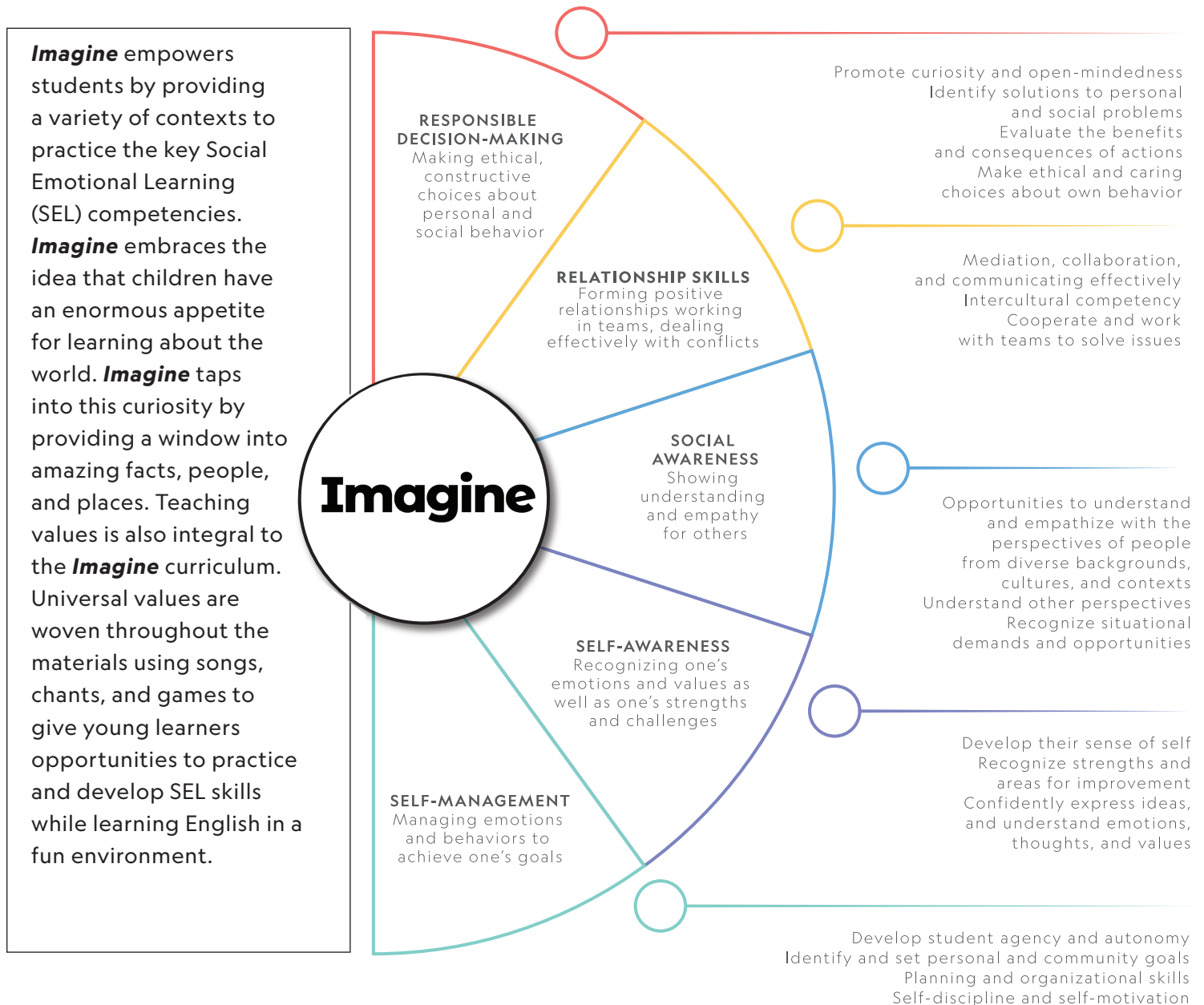
## National Geographic Learning Programs for Young Learners and Social Emotional Learning (SEL)

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 programs help young learners to **confidently apply social and emotional skills in English** through materials that feature global content, inspiring National Geographic Explorers, values instruction, and hands-on projects.



**Imagine** empowers students by providing a variety of contexts to practice the key Social Emotional Learning (SEL) competencies. **Imagine** embraces the idea that children have an enormous appetite for learning about the world. **Imagine** taps into this curiosity by providing a window into amazing facts, people, and places. Teaching values is also integral to the **Imagine** curriculum. Universal values are woven throughout the materials using songs, chants, and games to give young learners opportunities to practice and develop SEL skills while learning English in a fun environment.

Here are some examples of how *Imagine* offers various opportunities through activities that help young learners develop their social emotional skills:

## Self-Awareness (About Me) and Self-Management (Taking Care of Myself)



**4 Body and Mind**

A girl is a better girl than in Singapore, India.

**1 Look at the photo. Answer the questions.**

1. What is the girl doing?
2. Where is she?
3. What is the reason?

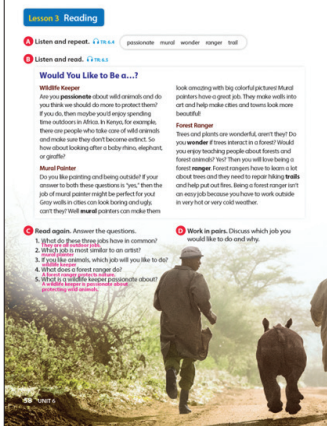
**2 Work in pairs. Discuss.**

1. What healthy things do you do?
2. What do you do that isn't healthy?

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*Imagine* promotes self-awareness and self-management 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. *Imagine* also promotes student agency and autonomy, as well as skills for self-discipline and self-motivation.

## Making Decisions (Responsible Decision-Making)



**Lesson 1 Reading**

**1 Listen and repeat.** passionate mural wonder ranger trail

**2 Listen and read.**

**Would You Like to Be a...?**

**Wildlife Ranger**  
Are you **passionate** about wild animals and do you think we should do more to protect them? If you do, then maybe you'd enjoy spending time outdoors in Africa. In Kenya, for example, there are people who take care of wild animals and make sure they don't become extinct. So how about looking after a baby rhino elephant or giraffe?

**Forest Ranger**  
There are plenty of wonderful, aren't they? Do you **wonder** if trees interact in a forest? Would you enjoy teaching people about forests and forest animals? Yes! Then you will love being a forest ranger. Forest rangers have to learn a lot about trees and they need to repair things that help put out fires. Being a forest ranger isn't an easy job because you have to work outside in very hot or very cold weather.

**Mural Painter**  
Do you like painting and being outside? If your answer to both these questions is "yes," then the job of mural painter might be perfect for you! City walls in cities can look boring, so why not let their walls **wonder** and come to life?

**3 Read again. Answer the questions.**


1. What do these three jobs have in common?
2. Which job is most similar to an artist?
3. If you like animals, which job will you like to do?
4. What does a forest ranger do?
5. What is a mural painter's main responsibility about animals?

**4 Work in pairs. Discuss which job you would like to do and why.**

39 UNIT 1

*Imagine* promotes responsible decision-making skills by fostering 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.

## Relationship Skills (Working Together)



**7 Helping Out**

Helping Out

This is a picture of a group of people helping each other. The girls are helping the boys to cross the river. The boys are helping the girls to cross the river. The girls are helping the boys to cross the river. The boys are helping the girls to cross the river.

Girls near the beach, Sri Lanka.

**1 Look and circle.**

1. The girls are at the beach/ in a town.
2. It's cold/ hot.
3. They're helping/ playing.
4. They're going by boat/ on foot.

**2 Work in pairs. Discuss.**

1. How do you think the girls feel?
2. How do you help your friends at school?

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

## Social Awareness (The World Around Me)



**Hunting for Fish**

People in different parts of the world eat different kinds of food. You're going to see a video about some people, called the Bajau people, who live on the coast of Borneo. Borneo is a big island in Southeast Asia. The Bajau people live in small houses above the water. The houses have long, wooden legs. The people have small fishing boats and they find most of their food in the sea. They sometimes eat seaweed and many different kinds of fish.

Bajau children rowing a boat in Sabah, Malaysia.

24 UNITS 1-2 VIDEO

*Imagine* promotes social awareness skills by giving students opportunities to understand and empathize with the perspectives of people from diverse backgrounds, cultures, and contexts, promoting the ability to understand other perspectives, and giving students the skills to recognize situational demands and opportunities.