

California Social Emotional
Learning Modules

Professional Learning Toolkit

7.9 HUMILITY for Educators
8.9 HUMILITY for Students



Topic and Module Overview

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|---|---------|---|
| Caring for Ourselves: The Science of Emotional Resilience | MOD 1.1 | Understanding Your Emotions |
| | MOD 1.2 | Navigating Your Emotions |
| | MOD 1.3 | How to Be Kind to Yourself |
| | MOD 1.4 | How to Be Compassionate Without Suffering So Much |
| | MOD 1.5 | Self-Awareness, Emotional Resilience, and Equity |
| Safety & Belonging in Classrooms and Schools | MOD 2.1 | Why Belonging Matters |
| | MOD 2.2 | Knowing Ourselves First: Surfacing Our Beliefs About Social and Emotional Well-Being and Belonging in Schools |
| | MOD 2.3 | The Questions of Belonging: Interventions to Help Students Feel Like They Belong |
| | MOD 2.4 | Meeting Students' Psychological Needs to Help Them Feel Like They Belong |
| | MOD 2.5 | Cultivating Belonging Through Teacher-Student and Peer Relationships |
| | MOD 2.6 | Building a Belonging School Through Trust and Psychological Safety |
| Teaching for Social, Emotional, and Academic Development | MOD 3.1 | Preparing to Support SEL in Classrooms |
| | MOD 3.2 | Explicit SEL Instruction |
| | MOD 3.3 | Planning for Social-Emotional-Academic Development |
| | MOD 3.4 | Integrating SEL into Learning |
| Committing to Racial Equity and Cultural Responsiveness | MOD 4.1 | Unpacking Our Identities: Addressing Identity, Power, and Privilege |
| | MOD 4.2 | Engaging in Meaningful Conversations about Race and Equity |
| | MOD 4.3 | SEL Instruction Through a Culturally Responsive Lens |
| | MOD 4.4 | Elevating Student Voices |
| | MOD 4.5 | Evaluating Our Systems, Policies, and Procedures |
| Addressing Trauma and Adversity: Supporting Student Mental Health | MOD 5.1 | Defining and Understanding Trauma and Adversity |
| | MOD 5.2 | Recognizing the Signs of Childhood Trauma and Adversity |
| | MOD 5.3 | Creating Healing-Centered Environments |
| | MOD 5.4 | Developmental and Other Strategies for Healing |
| | MOD 5.5 | Mental Health Crisis Intervention: Steps and Strategies |
| Supporting SEL through Family and Community Engagement | MOD 6.1 | Exploring Family and Community Engagement with an SEL Lens |
| | MOD 6.2 | Building Partnerships with and Honoring the Contributions of Diverse Families |
| | MOD 6.3 | Listening and Communicating Effectively with Families |
| | MOD 6.4 | Expanded Learning and SEL: Collaborating Across In-School and OST Contexts |
| | MOD 6.5 | Aligning around SEL Through Community Partnerships |




Topic and Module Overview

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| Mindfulness and Well-Being for Educators | MOD 7.1 | Purpose for Educators |
| | MOD 7.2 | Self-Compassion for Educators |
| | MOD 7.3 | Kindness and Compassion for Educators |
| | MOD 7.4 | Gratitude for Educators |
| | MOD 7.5 | Awe for Educators |
| | MOD 7.6 | Courage for Educators |
| | MOD 7.7 | Empathy for Educators |
| | MOD 7.8 | Mindfulness for Educators |
| | MOD 7.9 | Humility for Educators |
| | MOD 7.10 | Forgiveness for Educators |
| | MOD 7.11 | Hope for Educators |
| Mindfulness and Well-Being for Students | MOD 8.1 | Purpose for Students |
| | MOD 8.2 | Self-Compassion for Students |
| | MOD 8.3 | Kindness and Compassion for Students |
| | MOD 8.4 | Gratitude for Students |
| | MOD 8.5 | Awe for Students |
| | MOD 8.6 | Courage for Students |
| | MOD 8.7 | Empathy for Students |
| | MOD 8.8 | Mindfulness for Students |
| | MOD 8.9 | Humility for Students |
| | MOD 8.10 | Forgiveness for Students |
| | MOD 8.11 | Hope for Students |



Learning Objectives

TOPICS 7.9 and 8.9: HUMILITY for Educators and Students

| Module | 7.7 Humility for Educators | 8.7 Humility for Students |
|---|---|---|
| Learning Objectives | <ul style="list-style-type: none"> • Understand the definition and different types of humility • Explore how embracing humility can support your teaching and well-being • Investigate the various ways you can practice humility in your life, at school, and outside of work | <ul style="list-style-type: none"> • Understand the meaning of humility (e.g., the different types) and how it can influence students • Explore how humility can support students' well-being, resilience, and success in school • Investigate the various ways to create humble classrooms and help students to find their humility |
| California Standards for Teaching Profession (CSTPs) 2024 CSTPs (full pdf)  | <p>CSTP 1: Engaging and Supporting All Students in Learning 1A: Focus on Students (1A-3); 1B: Knowledge of Students (1B-3); 1C: Student Backgrounds and Family Engagement (1C-3); 1D: Diversity and Equity (1D-2)</p> <p>CSTP 2: Creating and Maintaining Effective Environments for Student Learning 2A: Learning Environment (2A-3); 2B: Student Behavior (2B-1); 2C: Organizational and Resource Management (2C-1); 2D: Inclusive Environment (2D-4)</p> <p>CSTP 3: Understanding and Organizing Subject Matter for Students 3A: Knowledge of Subject Matter and Pedagogy (3A-3); 3B: Connecting Subject Matter to Real-World Contexts (3B-4)</p> <p>CSTP 4: Planning Instruction and Designing Learning Experiences for All Students 4A: Planning Instruction for Student Learning (4A-5); 4B: Designing and Developing Instruction for Student Learning (4B-1); 4C: Facilitating Instruction for Student Learning (4C-3); 4D: Adapting Instruction for Student Learning (4D-3)</p> <p>CSTP 5: Assessing Students for Learning 5A: Understanding and Using Assessments (5A-5); 5B: Interpreting and Using Assessment Data to Inform Student Learning (5B-1)</p> <p>CSTP 6: Developing as a Professional Educator 6A: Reflection on Practice (6A-2); 6B: Focused Professional Learning (6B-1); 6C: Collaboration with Colleague (6C-3); 6D: Collaboration with Families, Guardians, and the Community (6D-1); 6E: Ethical Conduct and Professional (6E-2); 6F: Activating Access and Equity (6F-4); 6G: Personal Growth and Well-Being (6G-1)</p> | |
| CA TSEL Guidelines Sourced from CDE (July 2023) | Link Objectives to Developmental Indicators in California Transformative SEL Competencies . The California Department of Education (CDE) aims to support and advance the efforts of educators across California who are working to fully integrate systemic SEL and equity by building on the promise of T-SEL as a concept. | |

Additional Resources

7.9 and 8.9: HUMILITY for Educators and Students

Articles (Adult-Oriented)

[Are Some Ideas Just Not Worth Debating?](#) Open-mindedness is a positive trait, but are there limits to the kinds of people and ideas we should be willing to engage with?

[Does Humility Have a Dark Side?](#) When it comes to freedom, death, and the meaning of life, acknowledging you might have limits can cause existential distress.

[Five Ways to Have More Constructive Disagreements](#) Here's what we learned from teaching a free online program focused on empathy, communication, and openness to different perspectives.

[Four Ways to Cool Down Your Defensiveness](#) Our brains make us naturally defensive, but there are steps we can take to cultivate more humility.

[How Do We Make Humility Important Again?](#) We talk with historian Christopher M. Bellitto about "the secret history of a lost virtue."

[How Do You Know if You're Actually Humble?](#) There are ways to figure out how aware you are of your own limitations—and to cultivate intellectual humility.

[How Educators Can Get Comfortable with Intellectual Humility](#) Explore several pathways to more humble, open-minded learning experiences—for yourself and your students.

[How Humility Can Help Us Bridge Our Political Divides](#) With so much political division, we may need to practice more modesty to communicate and cooperate.

[How Humility Will Make You the Greatest Person Ever](#) It's so hard to be humble. Here are three tips for taming your ego.

[How Mindfulness Can Help You Become More Humble](#) Mindfulness practices like non-judgment, curiosity, and compassion can help us question our own thoughts and be open to new perspectives.

[How to Learn From Your Failures](#) Research suggests that we need to overcome some emotional and cognitive barriers if we're to learn from our defeats—but it can be done.

[Is Humility Good for Your Relationship?](#) A new study suggests that people are more satisfied with their relationships when their partners are more humble.

[More Ways of Talking About Intellectual Humility](#) Here are nine projects that won our support in telling nonfiction stories about intellectual humility.

[Nine Things You Don't Know about Yourself](#) You probably do not understand yourself as well as you think you do.

[Ten Ways of Talking About Intellectual Humility](#) The Greater Good Science Center awarded grants to support nonfiction stories on intellectual humility. Here are 10 of the podcast series.

[The Eight Kinds of Humility That Can Help You Stay Grounded](#) There are many ways to be humble, according to recent research.

[The Upside to Admitting You Were Wrong Online](#) A new study suggests that people who are willing to admit they're wrong during Facebook arguments are liked and respected more.

[What Does Intellectual Humility Look Like?](#) Research is uncovering the benefits of recognizing that you might be wrong, who tends to be more humble, and some hints about how to cultivate this skill.

[Who Is the Most Intellectually Humble?](#) The results from our intellectual humility quiz reveal that how humble you are might relate to your age, education, politics, and more.

[Why Achievement Culture Has Become So Toxic](#) The incessant pressure to perform takes a toll on children's mental health—but there are other ways to help them find their sense of worth.

[Why Is It So Hard to Change People's Minds?](#) Our opinions are often based in emotion and group affiliation, not facts. Here's how to engage productively when things get heated.



Additional Resources

7.9 and 8.9: HUMILITY for Educators and Students

Articles (Student-Oriented)

[Five Ways to Use SEL to Promote Intellectual Humility](#) Lessons from social-emotional learning can help students learn to accept the idea that their views could be mistaken.

[Four Ways to Inspire Humble Curiosity in Your Students](#) Humility and curiosity can encourage students to be passionate about learning and open to others' perspectives

[How Classrooms Can Promote Intellectual Humility—Or Discourage It](#) Two new studies reveal the ways that teachers and schools can encourage students to be humble and feel comfortable making mistakes.

[What Humble Kids Have in Common](#) Here's what research has learned so far about humility in children.

Podcasts and Happiness Breaks

[Happiness Break: A Meditation for Connecting in Polarized Times, with Scott Shigeoka](#) (9:07)

Having a curious approach to life can improve our mood, creativity and relationships. Scott Shigeoka leads a visualization exercise to help you approach someone you might disagree with with an open and curious mind.

[Ten Ways of Talking about Intellectual Humility](#) (Multiple podcasts) The Greater Good Science Center awarded grants to support nonfiction stories on intellectual humility. Here are 10 of the podcast series.

[When It's Hard to Connect, Try Being Curious](#) (17:31) When we're more curious, we are more likely to be happier and have stronger relationships. Try deepening your curiosity with these science-backed practices from author Scott Shigeoka.

Quiz

[Curiosity Quiz](#) [Researchers](#) suggest that humility and curiosity go hand in hand, but how curious are you, really? The quiz is largely based on the [Five-Dimensional Curiosity Scale](#) as well as the [Social Curiosity Scale](#).

[Intellectual Humility Quiz](#) Are you willing to concede if you don't know something? Or do you get defensive when someone questions your beliefs? This quiz, which is drawn from three scientifically validated scales, aims to measure your intellectual humility. (Note: [here](#) are the demographic trends based on our quiz.)

Videos

[Three Tips to Be More Intellectually Humble](#) (0:41) Researcher Eranda Jayawickreme offers some ideas that can help you be more open and less defensive in conversations.

[Three Ways to Encourage Intellectual Humility in Kids](#) (1:29) Parents can model and help children practice admitting what they don't know and owning mistakes.



Additional Resources

7.9 and 8.9: HUMILITY for Educators and Students

Customizable Slides for Students

What is [Humility](#)? Download and customize [these slides](#) to teach students about humility.

PRACTICES for Students

[3-2-1 Bridge](#) (Pre K - College) Students will reflect on their initial knowledge of a topic and the understanding they gained after instruction by drawing connections between the two. (less than 15 minutes)

[Affirming Important Values](#) (High School - Adult) Rank a list of values in order of importance to you, and then write a brief account of why your #1 value is important to you. (less than 15 minutes)

[Asking Effective Interview Questions](#) (Upper Elementary - High School) In this lesson, students will play a warm-up game to help them understand the difference between open and closed questions. Then, students will write their own interview questions in preparation for an oral history interview. (less than 1 hour)

[Become an Admitter](#) (Upper Elementary - Adult) Students or staff identify and celebrate times they were mistaken ("I was wrong")—and then focus on listening ("tell me more") to each other without arguing as they share differing opinions. (less than 30 minutes)

[Checking Your Perspective](#) (Upper Elementary - High School) Partners explore perspective-taking, first with images, then by writing about imaginary scenarios with a partner - from both their own perspective and their peer's perspective. After swapping their written responses, they discuss the similarities and differences between them and reflect on what they learned. (less than 30 minutes)

[Crumpled Reminder](#) (All ages) Help students (or staff) understand that mistakes are important for learning and growing our intelligence.

[Exploring Intellectual Humility through Astronomical Discoveries](#) (High School - College) Students watch a short video about how astronomical discoveries have shaped humans' understanding of our place in the universe, and then discuss the value of intellectual humility in science and learning. (less than 30 minutes)

[Giving and Receiving Feedback in Physical Education](#) (Middle School - High School) Students take turns providing feedback to one another, reflecting on their own skills, and setting growth goals for themselves. (less than 15 minutes)

[Good Listening: A Path Towards Greater Humility](#) (Upper Elementary - High School) Students practice good listening in their conversations and reflecting on what was said to cultivate greater humility. (less than 15 minutes)

[Listening with Compassion](#) (Middle School - High School) Students practice five listening skills and reflect on their experience. (Multiple sessions)

[Mindshifts: An Intellectual Humility Reflection Tool](#) (Upper Elementary - Adult) Students recognize the value of changing their minds and embracing intellectual humility. By reflecting on a time when they shifted their perspective, they practice open-mindedness and develop a deeper appreciation for intellectual growth and learning. (less than 30 minutes)



Additional Resources

7.9 and 8.9: HUMILITY for Educators and Students

PRACTICES for Students

[Practicing Shallow vs. Deep Curiosity](#) (Upper Elementary - College) Students learn about the differences between shallow and deep curiosity and develop questions that reflect both levels of curiosity. Students will engage in a conversational pair activity where they will practice connecting with each other as they use these two types of questions.

[Take-Home Skill: Humility Reflection for Teens](#) (Middle School - High School) Parents and caregivers reflect with their teen about a time when they either demonstrated humility or experienced it from another person. They then discuss opportunities for practicing more humility towards others. (less than 1 hour)

[Tug for Truth](#) (Middle School - College) Students pose questions and evaluate evidence to make an informed decision about a controversial claim. (less than 15 minutes)

PRACTICES for Adults

[My Story of Meaning](#) Create a timeline of the turning points of your life. Next, reflect on who you want to become moving forward and set a personally meaningful goal that contributes to the world. Close by pondering your awe-inspiring life journey so far. (less than one hour)

[Self Check-In Journal](#) Use a values-informed reflective process to make ethical decisions with open-mindedness, integrity, equity, and justice in order to respond in a meaningful and responsible manner. (15 minutes)

[Use Your Strengths](#) Choose a personal strength, write how you're going to use the strength today, and then carry out your plan. (15 minutes)



Module 7.9

Humility for Educators



TAKE IT DEEPER: Humble Reflections

What is Humility? What does it mean to be humble?

1. List three characteristics of a humble person (optional: draw!):
When have I been humble?

2. Think about a time when you or someone you know showed humility. Answer the questions below:

- What happened?
- How did it make you or others feel?
- What did you learn from this experience?

3. Humility Challenge

Choose one of the following challenges to complete this week:

Help a classmate with their work.

Learn from someone with a different opinion or belief than you. Ask them questions.

Admit when you don't know something and ask for help.

Compliment someone for their efforts or achievements.

_____ (add your own)

Which challenge did you choose? Why?



Module 8.9

HUMILITY for Students



TAKE IT DEEPER: Reflecting on Humility

Exploring our humility takes some honest reflection.

Take a moment to consider the following questions. Write as much detail as you can recall, including how you felt, what your experiences have helped you to realize, and any challenges you have experienced—or are still navigating.

1. Describe an experience when you had to admit you were wrong.
2. How do you respond when a student challenges your ideas or methods?
3. In what ways do you actively seek feedback from your students, peers, or leadership?
4. Reflect on a time when you learned from a student or colleague. What did that experience teach you about humility?
5. How have I grown from constructive feedback?

Humility takes active reflection and vulnerability - to be OK not having all the answers and genuinely open to the ideas of others. How are you feeling after these reflections? Consider revisiting these questions from time to time - to see how your openness and humility might be shifting throughout the school year.

