**Developing and Implementing Social-Emotional Learning in Teaching Filipino Lessons: Recommended Guide for S.E.L. Activities**

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**ABSTRACT**

This research aims to identify specific S.E.L. activities, the factors that are considered in development and implementation, the reasons and benefits, strengths and weaknesses in allocation and integration, as well as the challenges in S.E.L. and the solutions. Further, the research seeks to create a recommended guide for teachers in developing S.E.L. activities. The research design is developmental with the use of snowball sampling. Moreover, this research was conducted at Gen. T. De Leon National High School. For data analysis, researchers used the Theory of Action by Yoder N., et al. (2021) and Colaizzi’s Seven Steps of Data Analysis (1978) for thematic analysis. In strengthening data, researchers also used Lincoln and Guba’s (1985) concept of Trustworthiness. As a result, researchers discover various S.E.L. activities and the reasons for developing and implementing it which are student-centered along with the benefits gained from these activities. Also, S.E.L. is commonly allocated in the application part of the teaching process and integrated into subjects such as ESP (Edukasyon sa Pagpapakatao) and AP (Araling Panlipunan). However, challenges arose including developing strategies and limited time thus there is a need for well planning and time considerations. Therefore, based on the analyzed data, the researchers created a recommended guide to assist teachers in developing and implementing S.E.L. activities.

**Keywords:** S.E.L., development and implementation, recommended guide, developmental