What is Social Emotional Learning (SEL)

“The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decision making”.

- Collaborative for Academic, Social, and Emotional Learning (CASEL)
SEL Core Competencies

Self-Management
- Regulating one's emotions
- Managing stress
- Self-control
- Self-motivation
- Stress management
- Setting and achieving goals

Self-Awareness
- Labeling one's feelings
- Relating feelings and thoughts to behavior
- Accurate self-assessment of strengths and challenges
- Self-efficacy
- Optimism

Social Awareness
- Perspective-taking
- Empathy
- Respecting diversity
- Understanding social and ethical norms of behavior
- Recognizing family, school, and community supports

Relationship Skills
- Building relationships with diverse individuals and groups
- Communicating clearly
- Working cooperatively
- Resolving conflicts
- Seeking help

Social & Emotional Learning

Responsible Decision-Making
- Considering the well-being of self and others
- Recognizing one's responsibility to behave ethically
- Basing decisions on safety, social and ethical considerations
- Evaluating realistic consequences of various actions
- Making constructive, safe choices for self, relationships and school

Sources: CASEL, Acknowledge Alliance
Children are lacking social emotional competencies!

148, 189 6th-12th surveyed:
- 29%-45% report having social emotional competencies (ex. empathy, decision making)
- 29% feel their school provides an environment that is supportive and caring
- By high school, 40%-60% are chronically disengaged
- 30% engage in risky behaviors.

- American Psychology Association, 2010
“Schools have an important role to play in raising healthy children by fostering not only their cognitive development, but also their social emotional development”

- Durlak et. al., 2011, p. 2
Greater social and emotional competence can increase the likelihood of high school graduation, readiness for postsecondary education, career success, positive family and work relationships, better mental health, reduced criminal behavior, and engaged citizenship.

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions

Benefits

Students will experience:

- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

“Building emotional awareness, self-control and relationship skills are master skills, ... When we nurture them, children do better in all areas of their daily lives, including school.”

- Mark Greenberg
Focus: Secondary Education

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Resources

- Casel.org
  Collaborative for Academic, Social, Emotional Learning

- PBIS.org
  Positive Behavior Intervention Supports

- Studentsuccessskills.com
  Student Success Skills (SSS)

Elementary Programs

http://www.casel.org/guide/ratings/elementary/
In 2016, CASEL announced a two-year Collaborating States Initiative (CSI), funded by Robert Wood Johnson Foundation.

Allows CASEL to partner with states to develop statewide implementation of social emotional learning.

- California
- Georgia
- Massachusetts
- Minnesota
- Nevada
- Pennsylvania
- Tennessee
- Washington
Non-profit international educational professional development organization

**MISSION:** Engage students of diverse backgrounds in an examination of racism, prejudice, & antisemitism in order to promote the development of a more humane and informed citizenry

“History is about Relationships”
Identity & Community: An Introduction to 6th Grade Social Studies

Central themes in the minds of adolescents

Support growth as citizens and as students of S.S

Supports & Challenges students to see themselves as unique individuals with a desire to belong.

“Through open dialogue and thoughtful engagement with peers, students develop a sense of what it means to participate in a democratic society.”

1st half of unit: Breaking down stereotypes, building relationships
2nd half of unit: Being a part of a community

Students have deeper understanding of historical moments when moments are connected to universal themes that resonate with students’ lives:

“How does our perspective shape the way we view others?”

&

“What does it mean to be a member of a community?”
Methods

How the Unit works

10 Lessons
Divided into two sections
Implemented in 50 minute class periods
Several week unit
Journals Reflections

Overview: Rationale & description of lesson. Explains how lesson content connects to study of Social Studies

Learning Goals: Help students master specific learning goals that promote learning in areas of reading, oral expression, & critical thinking

Materials: graphic organizers, texts, images, & other suggested material to enhance student engagement and learning

Warm-up: Prepares students to access material in lesson by activating prior knowledge, introducing vocab word, or provide the opportunity for personal connection to theme.

Main-Activity: Built around a specific text or hands-on project. Introduces students to new concepts/ideas. Provides structure for ownership of material

Follow-through: Deepens understanding. Requires students apply material in main activity to a new situation. Students might connect to their own lives, synthesize concepts, or develop own opinions.

Homework: Evaluate learning goals or prepare students for next lesson.

Curriculum Connections: Ideas about how to use the lessons’ content or teaching strategy throughout the school year to help students better understand history.
Objectives: Students will be able to:

- Define the word identity
- Identify various factors that shape their identity

Questions that help students understand history, ourselves, and each other:

- How do we label ourselves and others?
- How are our identities influenced by how we think others see us?
- How do our identities inform our values, ideas, and actions?

Curriculum Connection: Students can create identity charts for historical figures, civilizations, and nation-states.

SELF AWARENESS

Benchmark 1B: Demonstrates knowledge of personal strengths, culture
Lesson 2

Objectives: Students will:

- Review and deepen their understanding of identity
- Be able to identify how their experiences have shaped their identity

What Shapes Your Identity?

Goal: Students will begin to understand the relationship between identity and personal experience

Adjectives that you would use to describe yourself:
- Relationships in your life (e.g., friend, brother, daughter)
- Things you love
- Important memories
- Fears
- Accomplishments
- Hopes or wishes
- Home (location)

Curriculum Connection: Students can write bio poems for historical figures based on individual research or class material.

SELF AWARENESS

Benchmark 1B: Demonstrates knowledge of personal strengths,...,

SOCIAL AWARENESS

Benchmark 4B: Demonstrates an awareness and respect for one's similarities and differences with others.

Shante' Michelle
Loud, Happy, Energetic, Athletic
Biological Daughter of Michelle Session and Joshua Yonkers
Daughter of Donna and Frank Payne
Who loves hot Cheetos and Ranch, the Dallas Cowboys, and Hello Kitty
Who feels a sense of peace when with family,
And who is scared of the dark and being lonely.
A first generation teacher and College graduate with a Master's Degree.
Who learned that family doesn't mean blood, but who accepts and loves you for you.
Who hopes to make a difference in her students' lives.
Session Payne
Lesson 3

How Do Others Define Your Identity?

Objectives: Students will:

- Be able to recognize how their own identity has been defined by others
- Begin to recognize the relationship between the individual and society

Class Discussion:
- How does the identity of the bear shift over time?
- What do you think has more bearing on identity - the labels we give ourselves or the labels others give us?

Journal Entry:
- Identify a time when you have been labeled by others. How did it feel? How did you respond?
- Identify a time when you labeled someone else. Why did you do it? Why do you think we are quick to place labels on each others?

**Curriculum Connection:** Drawing is a literacy strategy that helps students comprehend and retain ideas from written text. This strategy can help students better understand historical texts, myths, or parables.

**SELF AWARENESS**

Benchmark 1C: Indicator: Recognize school and community influences on personal development
What Aspects of Our Identities Do We Show to Others?

Objectives: Students will:

- Identify the aspects of their identities that they want to present to others and the aspects they want to conceal.
- Be able to represent their identities visually through making a mask.

How do you answer the question, “Who am I”?

When you read this letter at the end of the school year, which aspects of your identity do you hope have stayed the same?

What is one thing about yourself that you hope has changed by the end of the school year?

What can you do to help make this change happen?

Goal: Students to synthesize their understanding of identity through the creation of mask.

Curriculum Connection: Students can study/research masks of different cultures. Students have discussion on the historical context of “We Wear the Mask”

SELF AWARENESS

Benchmark 1B: Indicator: Analyze... Apply self-reflection techniques to recognize knowledge of themselves.
Who Are We?

Objectives: Students will:

- Learn about the qualities that make their classmates unique as well as the qualities they have in common
- Be able to describe the identity of their Social Studies class.

**Goal:** For students to balance the desire to organize people into categories with the recognition that we are all unique individuals.

**Curriculum Connection:** Gallery walks can be an effective teaching strategy to use throughout teaching social studies. You can have students create pieces that become part of an exhibit about a particular culture or time period.

**SOCIAL AWARENESS**

Benchmark 4B: Demonstrates an awareness and respect for one’s similarities and differences with others.
What is Community?

Objectives: Students will:

- Distinguish between a community and a group
- Be able to define the word community.
- Identify what makes their classroom a community.

Key points:

- People can be called a group, not all groups could be called communities
- Members of community typically feel a sense of responsibility to one another

By understanding the classroom is a community → students then have a responsibility not only for their own learning but for nurturing the learning of their classmates.

**SOCIAL ENGAGEMENT**

Individual has the ability to consider others and a desire to contribute to the well-being of school and community. Benchmark 6A
Lesson 7

What Makes Spokane a Community?

Purpose: Help students connect what they know about Spokane to the concept of community.

Objectives: Students will:
- Be able to describe Spokane
- Identify factors that shape the identity of a community/society.
- Begin to understand the concept of society.

Elements of a Society

- Geography
- Government
- Religion/Values
- Economics/Trade
- Arts/Entertainment
- Education
- Science/Technology
- Social Structure

Curriculum Connection: Placing items, images, or words in categories to organize information is a critical thinking skill for social study students. Making sure to have the elements that make up a society so students can use when describing and analyzing societies.

SOCIAL ENGAGEMENT
Individual has the ability to consider others and a desire to contribute to the well-being of school and community.
Lesson 8

Objectives: Students will:

- Understand the relationship between membership and community.
- Identify ways in which communities define membership.
- Be able to define the word perspective.
- Consider how membership in a particular group can influence how people view those outside of that group.
- Be able to identify examples of we and they distinctions in their own lives.

Focus: How we categorize people within our communities as well as how we place labels on members of other communities.

What is the difference between “We” and “They”?

Moral of the Story?

How do specific cultures make decisions about who belongs and who doesn’t?

Curriculum Connection: When studying societies throughout the course, students can compare the societies to the Sneetches. Students can identify the communities that act like the star-bellied Sneetches and those that are like the plain-bellied Sneetches.

But if you cross over the sea, Instead of over they way, You may end by (think of it!) looking on We As only a sort of They!”

SOCIAL AWARENESS

Benchmark 4A: Demonstrates awareness of other people’s emotions, PERSPECTIVES, cultures, language, history, identity, and ability
Lesson 9

What Does it Mean to Belong?

Objectives: Students will:

- Identify a range of responses individuals have at their disposal when reacting to exclusion, discrimination, and injustice.
- Be able to define: bystander, perpetrator, victim, and upstander.
- Understand the terms: belonging & conformity

Reflection: “Why do you think people do nothing even when they know something happening around them is wrong?”

“Often being accepted by others is more satisfying than being accepted by oneself, even though the satisfaction does not last. Too often our actions are determined by the moment.”

“Differences between us did not cause hatred; hatred caused differences between us.”

Curriculum Connection: Introducing students to terms like bystander, upstander, perpetrator, and victim, helps them understand and interpret events in world history like the trial of Socrates or the Spanish invasion of the Mayan Empire.

SOCIAL AWARENESS

Benchmark 4A: Demonstrates awareness of other people’s emotions, perspectives, cultures, language, history, identity, and ability
How Do Rules & Traditions Shape Communities?

Objectives: Students will:

- Develop an understanding of the relationship among laws, customs, and community cohesion.
- Be able to define: rule, law, contract, and custom.

Goal: By students creating the class contract, they participate in the process of establishing norms and laws.

Curriculum Connection: Students can compare their class contract to the legal codes of societies. Students can also analyze the norms of other societies by using the same three factors: purpose, rules, and consequences.

SOCIAL ENGAGEMENT

Benchmark 1B: Individual has the ability to consider others and a desire to contribute to the well being of school and community.

Benchmark 6A: Demonstrates a sense of social and community responsibility.
Why This Unit?

- Gives opportunity for learning open discussion skills
- Helps students build a tolerance for people of different backgrounds
- The studying of other civilizations won’t seem so abstract
- Opportunity for Reflection
- Opportunity to take information home
- Skills that can be used in other classes/ out in society
- Curriculum Connections: Don’t want SEL taught in isolation
We know from human history and the latest learning science that success comes from the combination of academic knowledge and the ability to work with others. We need public education to reflect this.

~ Aspen Institute President and CEO, WALTER ISAACSON

“Social and emotional competencies aren’t ‘soft skills.’ They are fundamental and essential skills. They are the foundation for all the other skills. If we want a tolerant society, a compassionate society . . . We need to teach the skills that create that society -- the social and emotional.”

~ Congressman Tim Ryan, Ohio’s 13th District.