

Social-Emotional Learning

Social Emotional Learning (SEL) helps students acquire the skills to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Think about a young person in your life.

What do you hope he or she will be able to do to prepare for the world tomorrow?

Benefits are well-researched

- **SEL leads to improved academic outcomes and behaviors**
- **SEL benefits are long-term and global**
- **SEL is a wise financial investment**
- **Social and emotional skills help improve lifetime outcomes**

<https://casel.org/fundamentals-of-sel/what-does-the-research-say/>

CASEL

**Collaborative for Academic and
Social Emotional Learning**

Some CASEL Facts

- **A non-partisan and non-profit collaborative**
- **Brings together SEL partners through projects and convenings**
- **Provides direction and resources to schools**
- **Advances the science and its impact on educational outcomes**
- **Strives to ensure SEL is a part of K-12 education (standards just like core academic areas)**

The CASEL Wheel

The SEL framework - known as the "CASEL wheel" - helps cultivate skills and environments that advance students' learning and development. This framework creates a foundation for applying evidence-based SEL strategies to our community.



CASEL DOMAIN	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
A: Self Awareness <i>Students will demonstrate the ability to recognize one's own emotions, thoughts, and values and how they influence behavior. Self-aware students will also have the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism and a growth</i>	<p>SEL-K.A.1 Recognize and accurately label basic feelings</p> <p>SEL-K.A.2 Demonstrate an awareness of own personal traits, including strengths and interests</p> <p>SEL-K.A.3 Identify and utilize a trusted adult to seek help when needed</p>	<p>SEL-1.A.1 Recognize and demonstrate an awareness of a variety of feelings</p> <p>SEL-1.A.2 Describe likes, dislikes, and things he/she does well</p> <p>SEL-1.A.3 Identify and utilize a trusted adult to seek help when needed</p>	<p>SEL-2.A.1 Recognize and appropriately express a variety of feelings</p> <p>SEL-2.A.2 Describe own personal traits, including strengths and interests</p> <p>SEL-2.A.2.a Identify own needs and values</p> <p>SEL-2.A.3 Identify and utilize a trusted adult to seek help when needed</p>	<p>SEL-3.A.1 Demonstrate an awareness of emotions and feelings about situations that are within and outside one's control</p> <p>SEL-3.A.1a Recognize the intensity levels of own emotions and the impact these emotions have on others</p> <p>SEL-3.A.2 Develop self confidence by communicating own needs and values</p> <p>SEL-3.A.3 Determine when adult assistance is needed to keep self and others safe at home and school</p>	<p>SEL-4.A.1 Demonstrate an awareness of complex emotions and feelings that can be experienced in a variety of situations</p> <p>SEL-4.A.1a Recognize how thoughts are linked with emotions and emotions are linked to behavior</p> <p>SEL-4.A.2 Develop self confidence by communicating own needs and values</p> <p>SEL-4.A.3 Determine when adult assistance is needed to keep self and others safe at home and</p>	<p>SEL-5.A.1 Demonstrate an awareness of complex emotions and feelings (including appropriate responses) in a variety of situations</p> <p>SEL-5.A.2 Identify interests and how they link to future plans</p> <p>SEL-5.A.2a Increase student awareness of how social media influences thoughts and behaviors</p> <p>SEL-5.A.3 In situations where you feel unsafe or uncomfortable, use refusal</p>	<p>SEL-6.A.1 Demonstrate an awareness of complex emotions and feelings (including appropriate responses) in a variety of situations</p> <p>SEL-6.A.2 Identify personal strengths and interests and how they link to future plans</p> <p>SEL-6.A.2a Increase student awareness of how social media influences thoughts and behaviors</p> <p>SEL-6.A.3 In situations where you feel unsafe or uncomfortable,</p>

D: Social Awareness <i>Students will be able to demonstrate the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Students who are socially aware also have the ability to understand social and ethical norms for behaviors and to recognize family, school, and community resources and supports.</i> Empathy	SEL-K.D.1 Understand the meaning of empathy	SEL-1.D.1 Understand the meaning of empathy	SEL-2.D.1 Show caring and compassion by saying or doing something kind	SEL-3.D.1 Predict how others might feel in a variety of situations and respond with compassion	SEL-4.D.1 Identify others need for empathy and respond in respectful ways	SEL-5.D.1 Distinguish among others' feelings based on their verbal and nonverbal skills and respond accordingly	SEL-6.D.1 Analyze ways behavior of self and others may affect the feelings of others and act accordingly
	SEL-K.D.2 Describe ways that people are similar and different	SEL-1.D.2 Describe ways that people are similar and different	SEL-2.D.2 Recognize diversity and demonstrate respect for others	SEL-3.D.2 Recognize and respect that individual differences are important to self and others	SEL-4.D.2 Describe the unique contributions of different groups of people	SEL-5.D.2 Generate a variety of strategies for building relationships with a variety of people	SEL-6.D.2 Analyze the impact of stereotyping, discrimination and prejudice
	SEL-K.D.3 Recognize that others may have different feelings about the same situation.	SEL-1.D.3 recognize that others may have different feelings about the same situation at different times	SEL-2.D.3 Demonstrate empathy, including the ability to listen to and understand others' feelings and the effect feelings have on others	SEL-3.D.2a Understand the concept and recognize instances of stereotyping	SEL-4.D.2a Understand the concept and recognize instances of discrimination and prejudice	SEL-5.D.3 Use listening skills to identify the feelings or perspectives of others	SEL-6.D.2a Identify how family and culture impact thoughts and feelings
	SEL-K.D.4 Identify ways to help others within their school, home and community	SEL-1.D.4 Identify ways to help others within their school, home and community and understand how one feels about helping others	SEL-2.D.4 Identify roles individuals have that contribute to home, school and community	SEL-3.D.3 Use listening skills to identify the feelings/ perspectives of others	SEL-4.D.3 Acknowledge the needs of others and act accordingly	SEL-5.D.4 Explain how decisions and behaviors affect the well-being of their school and community	SEL-6.D.3 Accept and show respect for others' opinions
				SEL-3.D.4 Identify roles individuals have that contribute to home, school and community	SEL-4.D.4 Work together with peers to respond with compassion to meet others' needs		SEL-6.D.4 Explain how decisions and behaviors affect the well-being of their school and community

Standard D: Social Awareness

Students will be able to demonstrate the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. Students who are socially aware also have the ability to understand social and ethical norms for behaviors and to recognize family, school, and community resources and supports.

SEL in Elementary

Specific skill lessons: Wednesdays each week for 40 mins

Reinforced throughout each day and during morning meeting & counselor lessons

Primary: Puppets, songs, dances, videos, visual posters, and role play

Intermediate: Whole group lessons with videos, handouts, and roleplay conversations



Kindergarten

Social Awareness in Kindergarten

- Describe ways that people are similar and different
- Recognize that others may have feelings that are different about the same situation (in early childhood it is not uncommon for kids to consider any other perspective but their own)

Meet our classroom SEL puppets



Puppy (overly excited) and Snail (easily overwhelmed) help act out our stories for role playing.



Be Calm Bunny - whose job is to remind students to listen and take turns talking.

OBJECTIVES

Students will be able to:

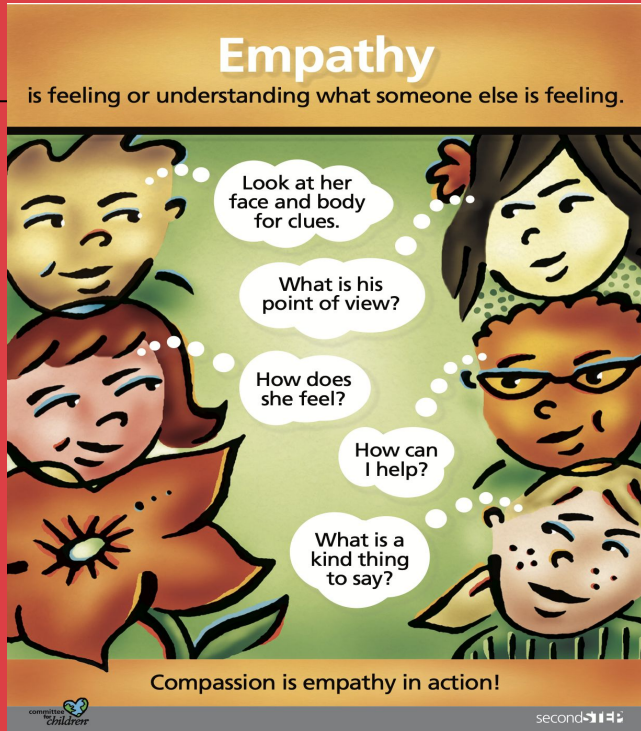
- **Compare physical and emotional similarities and differences between two students depicted in a story**

LESSON CONCEPTS

- **People can have different feelings about the same situation.**
- **It is okay for people to have different feelings about the same thing.**



Words to Know:



- **Same**
- **Different**
- **Empathy**
 - **to feel or understand what someone is feeling**

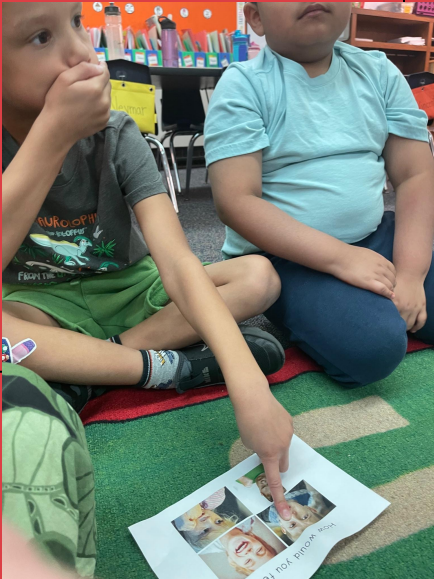
Visuals for Kids

Identify same and different feelings in response to scenarios (eat broccoli, see a dog, going on an airplane)

Students can choose from 4 feelings and move to that area of the room to show their response

Students can point to feeling cards to show their response/compare with others

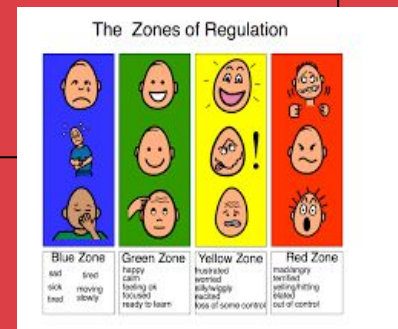
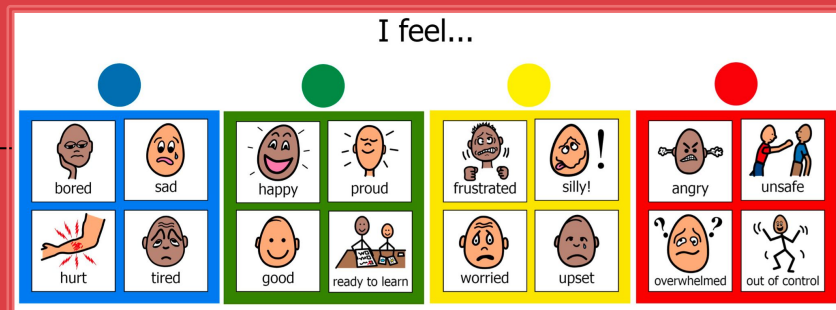
How would you feel



Not all feelings listed to keep it more simple for Kindergarten

Zones of Regulation:

We use zones to help kids monitor their feelings and compare with others



Checking in at our tables with our Zones of Regulation cards



We talk about how our feelings can change throughout the day and that is okay



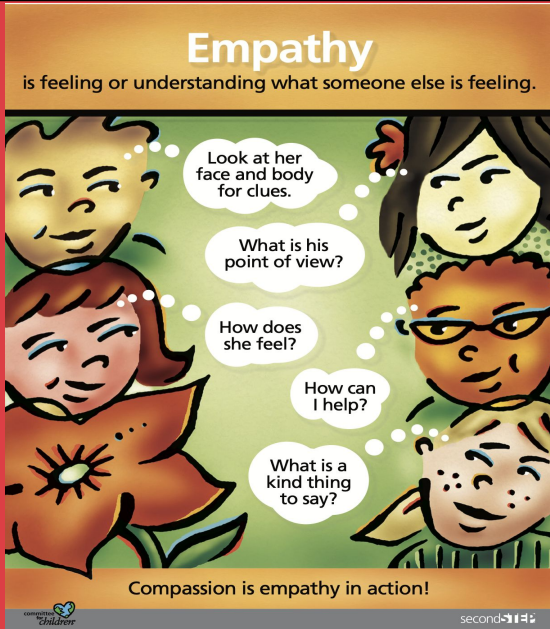


2nd

Grade

Social Awareness in 2nd Grade

- Showing caring and compassion by saying or doing something kind
- Recognize diversity and demonstrate respect for others
- Demonstrate empathy, including the ability to listen and understand others' feelings and the effect feelings have on others
- Identify the roles individuals have that contribute to home, school and community



Words to Know:

Preferences

Empathy

Visuals for Kids

OBJECTIVES

Students will be able to:

- **Determine what others are feeling using physical, verbal, and situational clues**
- **Label their own preferences as the same or different from others' preferences**

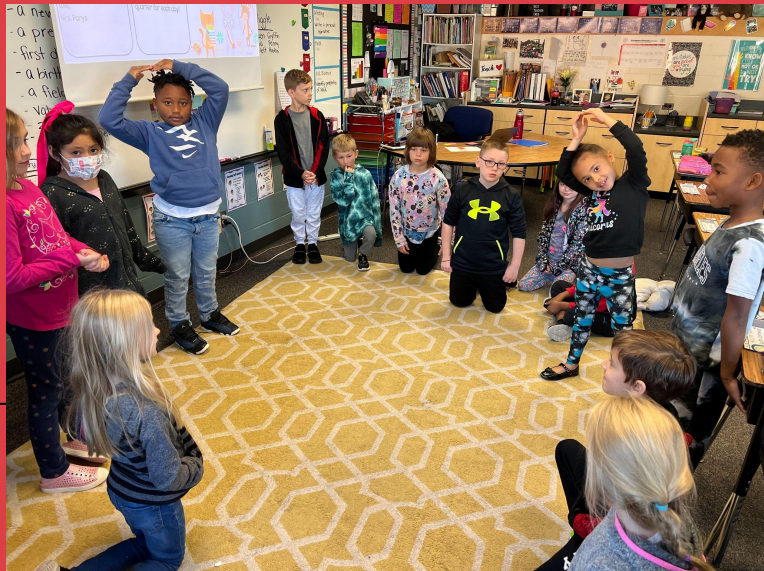
LESSON CONCEPTS

- **Having empathy helps you notice when others have different preferences than you do about the same thing.**
- **Respecting different preferences helps you get along better with others.**



Human Bar Graph

- **Students are given various preferences to consider, such as clean your desk, climb a tree, read comic books or play outside.**
- **If students enjoy that choice all the time, they stand up. If they enjoy it sometimes, they squat down. If they never enjoy it, they sit down.**



Human Bar Graph

- This is a great way to spark conversation about different ways that we are alike or different. We can enjoy different things and still show compassion for others' preferences, while still building and maintaining friendships. This also leads into teaching students how to compromise.

4th Grade



Standard D: Social Awareness

Students will be able to generate a variety of strategies for building relationships with a variety of people.

They will be able to use listening skills to identify the feelings or perspectives of others.

They will also be able to identify how family and culture impact thoughts and feelings of others.

Social Awareness in 4th Grade

Respecting Similarities and Differences

Lesson 4

Concepts:

- * Showing similar or different feelings about the same situation
- * Being able to notice and understand others' feelings is an important part of empathy

Objectives

- Identify clues that help them recognize other people's feelings
- Identify similarities and differences between how two people feel

Joining In

Lesson 8

Concepts:

- * Being assertive can help you join and invite others to join a group

Objectives

- Identify skills for joining a group
- Demonstrate skills for joining a group

Showing Compassion

Lesson 9

Concepts:

- * Saying kind words or doing something helpful to show you care about how another person feels.
- * Having empathy helps you show compassion

Objectives

- Demonstrate expressing concern or showing compassion for someone

Practice to show compassion

The New Kid: You see a fifth-grader teasing a new fourth-grade student at recess. You tell the playground supervisor. You don't know the new student who had been teased very well. As you line up to go back inside, you notice that he still looks very upset. What are two compassionate things you could do or say?

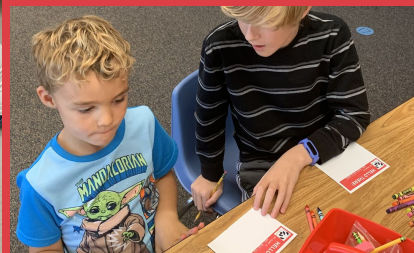
The Art Project: Your friend is working on an art project. Just as she is finishing up, she accidentally spills water on her painting. The water has ruined her painting. What are two compassionate things you could do or say?

Notice when students show compassion for others, and reinforce the behavior with specific feedback: “I noticed how you helped Yoshi with his writing assignment. That was a compassionate thing to do.”

Model showing compassion for students and colleagues.

Remind students to show compassion when they notice others needing help or feeling upset.

Students showing compassion





6th

Grade

Social Awareness in 6th Grade

- Analyze ways behaviors of self and others may affect the feelings of others and act accordingly.
- Analyze the impact of stereotyping, discrimination, and prejudice.
- Identify how family and culture impact thoughts and feelings
- Accept and show respect for others' opinions
- Explain how decisions and behaviors affect the well-being of their school and community.

Second Step Units

Managing Relationships & Social Conflict

- **Why Conflicts Escalate**
- **Considering Multiple Perspectives**
- **Respectful Communication**
- **Resolving Challenging Conflicts**
- **Making Amends**

Thoughts, Emotions, and Decisions

- **What Emotions Tell You**
- **Emotions & Your Brain**
- **How Emotions Affect Your Decisions**
- **Managing Your Emotions**

Recognizing Bullying & Harassment

- **Recognizing Bullying**
- **How To Be An Upstander**
- **Standing Up And Staying Safe**

Michelle's Story

Art is your favorite class! Today, everyone needs to bring colored pencils, and yours are ready on your desk. Just as the bell rings, Nico comes rushing in. He's always late. As he sits, his backpack hits your desk and your art supplies go flying. Nico just stares at you and puts his head in his hands. He doesn't even try to help you pick everything up.

Nico's Story

You're hurrying to get to art class on time. One more tardy slip, and you'll get detention. And you forgot your colored pencils! Luckily, you sit by Michelle. She'll understand what a rough day you're having and share her supplies. You quickly sit down. Next thing you know, Michelle's stuff goes flying and she's looking at you like she's really mad.

Think, Pair, Share

If Michelle had known Nico's perspective, how might her thoughts and feelings been different? What might she do differently?

If Nico knew Michelle's perspective, what might he have done differently?

7th & 8th

Grades

Homeroom at WMS

- **30 minutes in the middle of the day.**
- **Weekly Schedule-**
 - **Monday: Community Building**
 - **Tuesday: Social Emotional Lessons**
 - **Wednesday: Academic Support Time**
 - **Thursday: Community Building**
 - **Friday: Fun/Team Activity**

7th & 8th Grade: Analyze the impact of stereotyping, discrimination & prejudice

- **Tolerance**
- **Empathy**
- **Heritage Lessons:**
 - **Hispanic, Native American, Women History, African American**
- **Conflict Resolution**
- **Social Skills:**
 - **Disagreeing Appropriately, Respecting Differences.**
- **Examples of -isms:**
 - **Ageism, sexism, racism, ableism, etc...**

7th & 8th Grade: Identify how family & culture impact thoughts & feelings

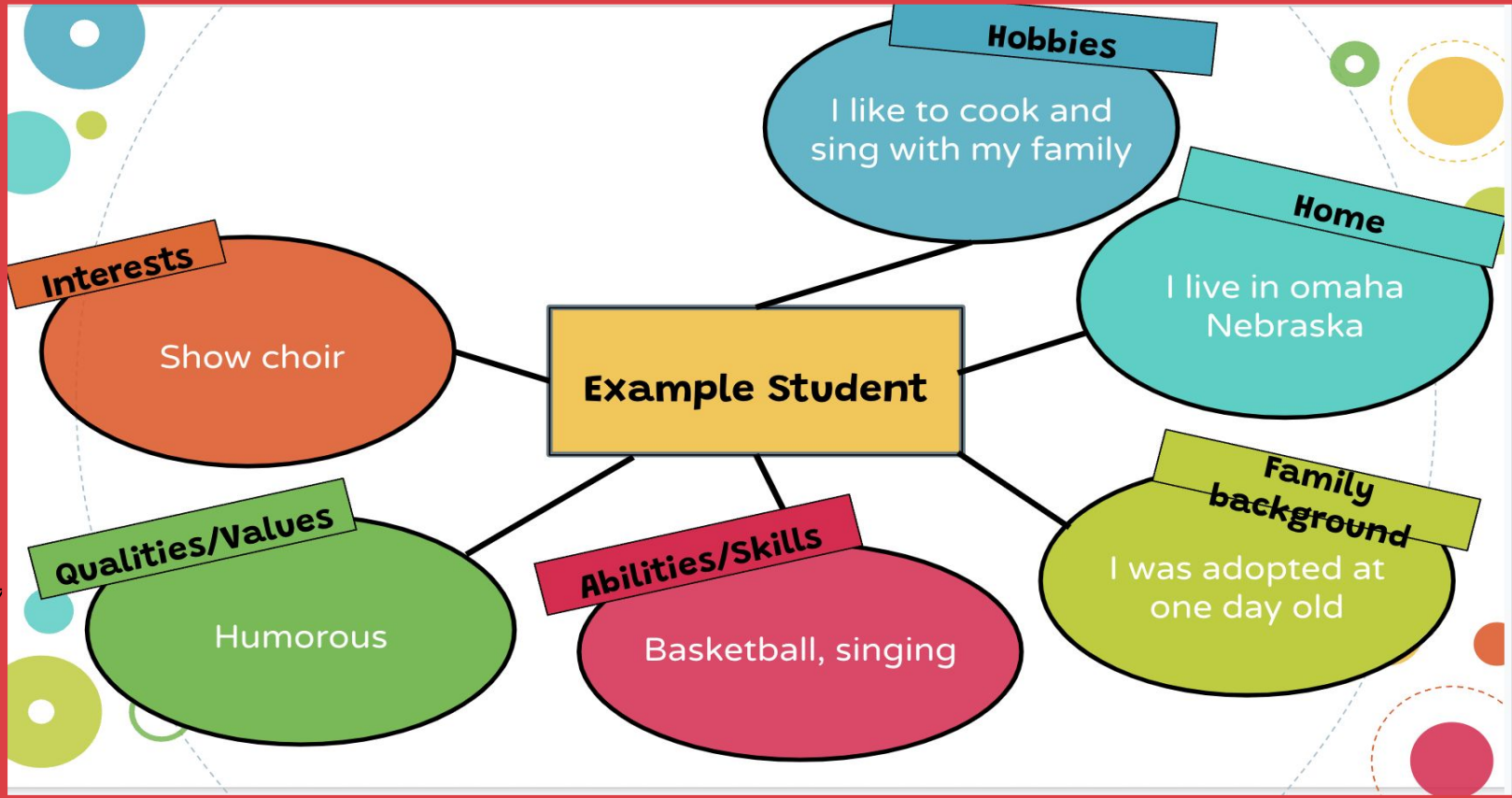
1. My Values

- Students identify their core values and how their behaviors demonstrate these values

2. Who Am I? My Identity

- Students name and unique and important aspects of their identities

EXAMPLE of IDENTITY MAP



9th - 12th

Grades

Seminar

- **Each grade level has a 40 minute class each quarter.**
- **First quarter is Seniors and Freshman**
- **Second quarter is Juniors and Sophomores**

Lessons Covered in Seminar 9-12

- **Strength Identification**
- **Self-Talk**
- **Mindfulness**
- **Suicide Prevention**
- **Belonging vs Fitting In/bullying prevention**
- **Careers**
- **College Majors**
- **Post Secondary Options**

	Monday	Tuesday	Wednesday	Thursday	Friday
Homeroom	Homeroom Rm. 220 (Hrnchir)	Homeroom Rm. 220 (Hrnchir)	No Homeroom Classes shift 20 minutes earlier	Homeroom Rm. 220 (Hrnchir)	Homeroom Rm. 220 (Hrnchir)
Mod 1	Geometry (H) Sem 1 Rm. 233 (Bontz)	English 1(H) S1 Rm. 138 (Pueppka)	Sports Skills 1 Rm. 266 (Hill)	Art Foundations Rm. 349 (Lunsford)	
Mod 2	Sports Skills 1 Rm. 266 (Hill)	Sports Skills 1 Rm. 266 (Hill)		Geometry (H) Sem 1 Rm. 233 (Bontz)	English 1(H) S1 Rm. 138 (Pueppka)
Mod 3	Human Geography Rm. 206 (Fey)		Geometry (H) Sem 1 Rm. 233 (Bontz)	Sports Skills 1 Rm. 266 (Hill)	Geometry (H) Sem 1 Rm. 233 (Bontz)
Mod 4		Spanish 1 Rm. 142 (Szejik)	Human Geography Rm. 206 (Fey)	Biology (H) Sem 1 Rm. 313 (Mendick)	Biology (H) Sem 1 Rm. 313 (Mendick)
Meeting 5					
Mod 6	English 1(H) S1 Rm. 138 (Pueppka)		Biology (H) Sem 1 Rm. 313 (Mendick)	English 1(H) S1 Rm. 220 (Pueppka)	Spanish 1 Rm. 142 (Szejik)
Meeting 7					
Mod 8	Biology (H) Sem 1 Rm. 220 (Caffey)	Biology (H) Sem 1 Rm. 220 (Caffey)	Art Foundations Rm. 349 (Lunsford)		Sports Skills 1 Rm. 266 (Hill)
Meeting 9					
Mod 10	Spanish 1 Rm. 142 (Szejik)	Geometry (H) Sem 1 Rm. 220 (Bontz)		Human Geography Rm. 206 (Fey)	Human Geography Rm. 220 (Fey)
Meeting 11					
Mod 12				Freshmen Seminar - Rm. 123 (Dondlinger)	
Mod 13	Human Behavior Rm. 347 (Tigani)	Art Foundations Rm. 349 (Lunsford)	Spanish 1 Rm. 142 (Szejik)	Spanish 1 Rm. 142 (Szejik)	Human Behavior Rm. 347 (Tigani)
Mod 14	Art Foundations Rm. 349 (Lunsford)	Human Behavior Rm. 347 (Tigani)	Human Behavior Rm. 347 (Tigani)	Assigned Mod - H Math IMC	Art Foundations Rm. 349 (Lunsford)

Strength Identification

Weaknesses

Think about your biggest weaknesses at work/school and in life. What qualities are you most unhappy about? Of the following list of 16 typical weaknesses, look carefully and choose the three that resonate most with you:

1) Disorganized

2) Inflexible

3) Stubborn

4) Inconsistent

5) Obnoxious

6) Emotionless

7) Shy

8) Irresponsible

9) Boring

10) Unrealistic

11) Negative

12) Intimidating

13) Weak

14) Arrogant

15) Indecisive

16) Impatient

Weakness into Strengths

1) Disorganized ---> Creative

2) Inflexible ---> Organized

3) Stubborn ---> Dedicated

4) Inconsistent ---> Flexible

5) Obnoxious ---> Enthusiastic

6) Emotionless ---> Calm

7) Shy ---> Reflective

8) Irresponsible ---> Adventurous

9) Boring ---> Responsible

10) Unrealistic ---> Positive

11) Negative ---> Realistic

12) Intimidating ---> Assertive

13) Weak ---> Humble

14) Arrogant ---> Self-Confident

15) Indecisive ---> Patient

16) Impatient ---> Passionate

**Questions or
Comments?**