



Social-Emotional Learning Bringing Out the Best in Students

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What to Expect in This Workshop

“If in our daily life we can smile, if we can be peaceful and happy, not only we, but everyone will profit from it. This is the most basic kind of peace work.” ~Thich Nhat Hanh

OUTLINE

1. Overview of research and benefits of SEL
2. Social-emotional frameworks and skills
3. Benchmarks and activities for 4 skills
4. Connecting SEL to the curriculum



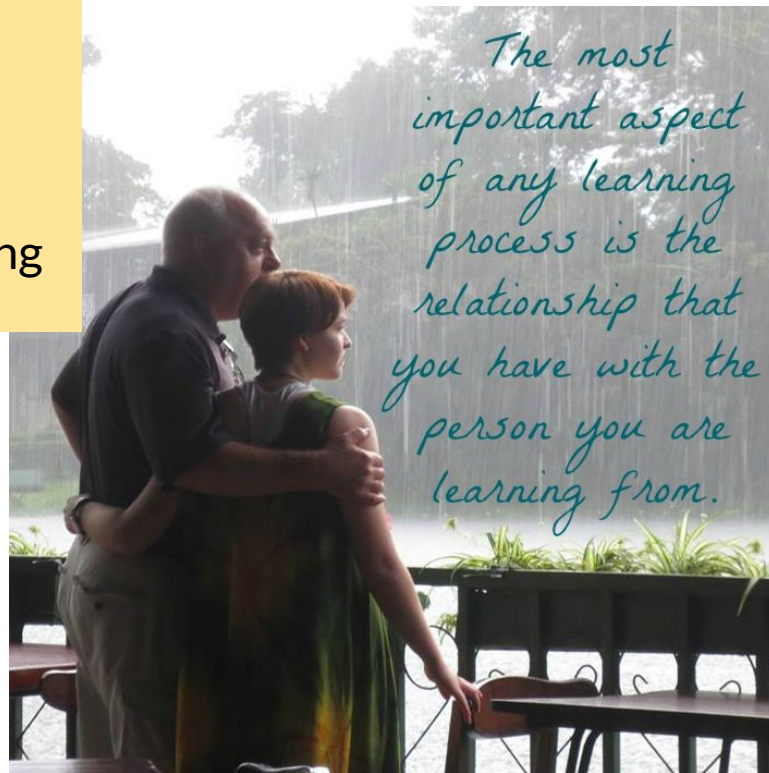
Benefits of Social-Emotional Learning

Immediate and long-term benefits

- Improved attitude and behavior
- Development of essential social skills
- Increase in focus and awareness
- Overall increase in mental health and wellbeing

CA Social and Emotional Learning Guiding Principles:

The goal is to “cultivate resilience to adversity and build the foundation of social and emotional growth, ensure every student and adults feels that they belong, have value, and have a network of caring peers to rely on.”



Models of Social-Emotional Learning

With so many social-emotional skills to consider, it helps to have a framework. Here are the four we'll look at:

1. CASEL (Collaborative for Academic, Social, and Emotional Learning)
2. “Navigating SEL from the Inside Out” (Harvard Graduate School of Education)
3. *All Learning Is Social and Emotional* (Frey, Fisher, and Smith)
4. “A Case for Emotional Intelligence in Our Schools” (Six Seconds, the Emotional Intelligence Network)

CASEL 5 Core Competencies

1. Self-awareness

confidence, optimism, and growth mindset

2. Self-management

stress management, impulse control, motivation

3. Social awareness

understand multiple perspectives, empathy

4. Relationship skills

listening and communication skills, cooperation, conflict resolution, self-advocacy

5. Responsible decision-making

intentional choices, risk assessment, ethical standards

Social-Emotional Skills



Cognitive Regulation

- Attention Control
- Working Memory and Planning Skills
- Inhibitory Control
- Cognitive Flexibility

Emotional Processes

- Emotion Knowledge and Expression
- Emotional and Behavior Regulation
- Empathy/Perspective-taking

Interpersonal Processes

- Understanding Social Cues
- Conflict Resolution/Social Problem Solving
- Prosocial/Cooperative Behavior

Character and Mindset

Social-Emotional Skills

Harvard Graduate School of Education/Wallace Foundation Report



All Learning Is Social and Emotional
(Frey, Fisher, and Smith, 2018)

Social-Emotional Skills

Agency and Identity

- Recognize strengths
- Self-confidence
- Self-efficacy
- Perseverance and grit
- Growth mindset
- Resiliency

Emotional Regulation

- Identify emotions
- Accurate self-perception
- Impulse control
- Delayed gratification
- Stress management
- Coping

Cognitive Regulation

- Metacognition
- Attention
- Goal setting
- Recognizing and resolving problems
- Help-seeking
- Decision-making
- Organizational skills

Social Skills and Relationships

- Build relationships
- Repair relationships
- Communication
- Empathy
- Prosocial skills
- Sharing
- Teamwork

Public Spirit

- Respect for others
- Courage
- Ethical responsibility
- Civic responsibility
- Social justice
- Service learning
- Leadership

Social-Emotional Skills

“A Case for Emotional Intelligence In Our Schools” (Six Seconds, the Emotional Intelligence Network)

Know Yourself

Notice what you feel and do

- Name your feelings.
- Recognize patterns of emotional response.
- Emotions are data to help you handle what is happening.

Choose Yourself

Do what you mean

- Become more intentional.
- Recognize consequences.
- Navigate emotions by hitting the pause button instead of just reacting.
- Identify options.
- Find intrinsic motivation.

Give Yourself

Do it for a reason

- Become more purposeful.
- Pursue goals that align with your values.
- Identify how your behavior can help a situation.

SEL Skill: Attention Control and Mindfulness

“What we get from each moment depends on the attention we give it, and the quality of our experience reflects the quality of our awareness.” ~ Roger Walsh

Benchmarks:

Practices attention control (in touch with the present moment)

Sustains attention on task at hand

Ignores distractions when doing a task

Uses strategies to maintain attention (e.g. self talk)

Practices mindfulness to focus attention

Uses listening strategies to focus (e.g. looks at speaker, sits still, listens quietly)

Activities for Attention Control and Mindfulness

Yoga balance poses are excellent for focusing attention on the moment: tree pose, three-legged dog.

Close your eyes and take a deep breath. As you let it out, making a humming sound. Focus on the feeling of the vibration through your body. Try to make the sound continue as long as possible.

Take a “breather.” Take a deep breath and touch your two thumbs together. Keep them touching as you exhale and touch your index fingers together. Inhale while touching the middle fingers and exhale while touching the ring fingers. Inhale as you touch the little fingers, and bring the palms together as you exhale.

Reflect: How Do You Feel?

NOTICE how you feel after doing an activity:

Do you feel relaxed? Energized? Appreciated? Confident? A sense of belonging?



After doing an activity, make room for reflection. Give students the space and tools to appreciate, honor, and activate their inner landscape.

Reflection also helps students recognize the benefits of each activity and makes them more likely to repeat it.

How to Share SEL Activities with Homeschoolers

1. If you notice a student (or parent!) is stressed during your meeting, take a breather together by teaching one of the activities.
2. If a student shows a lack of focus, offer SEL “homework” activities that help them practice ways to stay focused.
3. Add SEL activities to the student planner as another assignment. Choose one that fit your student’s needs. Follow up by asking how it went the next time you meet.
4. Use SEL activities in on-site group classes.
5. Share SEL resources with families in emails or newsletters, or as handouts for them to take home.

Pair Activity:

Mont of Mindfulness Calendar



SEL Skill: Emotional Awareness

Benchmarks:

“My mission in life is not to merely survive, but to thrive, and to do so with some passion, compassion, some humor, and some style.” ~ Maya Angelou

Appropriately uses a range of feeling words of varying intensity (angry/furious; anxious/terrified; happy/overjoyed)

Expresses emotions to others in appropriate and effective ways

Uses effective regulatory strategies when anxious or upset (e.g. self talk, taking deep breaths, walking away from situation until calmer)

Understands how feelings and behaviors influence each other (e.g. thoughts influence feelings, feelings influence behavior)

Identifies positive attributes in self and others

Activities for Emotional Awareness



Write a list of positive emotions and attributes on stones: kindness, honesty, joy, compassion. Students choose one stone each day or week to think about, incorporate, or notice.

Ask students to share or write down one thing they feel good about and one thing they don't feel good about ("a rose and a thorn"). Discuss how to deal with challenging obstacles ("thorns").

Help students learn to handle worries and negative thoughts by using the "yes, but" technique, or the 1:3 ratio: for each negative thought, counteract it with three positives.

Pair Activity:

Practicing Positivity

Group Activity:

Positive Self-Talk

SEL Skill: Stress Management

"I have not failed. I've just found 10,000 ways that won't work."
~ Thomas Edison

Benchmarks:

Effectively manages stress levels

Uses self-control techniques to cope with challenging interpersonal situations (e.g., taking a deep breath, walking away, self talk)

Copes with unfair situations or personal situations perceived to be unfair

Knows how and when to ask others for help/assistance



Activities for Stress Management

Reflect on the day and ask yourself, “What went well?” Think about something or someone that made you laugh and send a thought of gratitude to that person or thing. What did you do that you were proud of? Give yourself a pat on the back.

Breathe in like you are smelling a cup of hot chocolate (or your favorite food) and breathe out like you are blowing on it to cool it off.

Teach students to recognize physical responses to anxiety and acknowledge them as natural signs that body is preparing for a challenge by pumping blood faster and delivering more oxygen to the body.



SEL Skill: Relationship Building

“Do things for people not because of who they are or what they do in return, but because of who you are.” ~Harold Kushner

Benchmarks:

Shows consideration for the feelings of others (e.g., shows forgiveness, compassion, generosity, patience, appreciation)

Uses physical gestures or verbal expressions to comfort or provide relief to another person in distress (e.g. hugs, pats, expressing concern, verbal sympathy)

Uses and responds to social cues such as body language and tone of voice

Identifies motivations and intentions of others (i.e. accidental or purposeful)

Activities for Relationship Building

Greet students at the door with eye contact, a handshake, and a brief welcome and connection. Model this behavior and make it a habit for your students.

Use the analogy of a motor boat on a lake to explain how one's actions impact others. The boat's wake can be felt by everyone all around the lake. Hurtful actions or words send out ripples, upsetting others. The reverse is true: kindness also has ripples, positive ones.

Incorporate public speaking from the early grades in order to help students gain confidence in their ability to communicate their ideas. Recitation, plays, debates, and oral presentations all help students to learn to speak up and trust their voice, trust that they will be listened to, and believe that what they have to say is important.

Group Activity:

Butterfly Effect

Comparison of SEL Models

CaseI	HGSE	Frey, Fisher, and Smith
Self-awareness	Emotional processes	Emotional regulation
Self-management	Cognitive regulation	Cognitive regulation
Relationship skills	Interpersonal processes	Social skills/relationships
Social awareness	Character	Agency and identity
Decision making	Mindset	Public spirit

Where Does SEL Fit Into the Curriculum?

AGENCY AND IDENTITY

- Give students a choice of assignments.
- Celebrate failure as a necessary step toward success.

COGNITIVE REGULATION

- Provide self-assessment tools such as exit slips and learning reflections.
- Ask students to identify their learning goals.

EMOTIONAL REGULATION

- Create a Wheel of Emotions to help students identify levels of intensity.
- Use literature and history to build vocabulary of emotions.

SOCIAL SKILLS AND RELATIONSHIPS

- Model and teach skills to build relationships.
- Use literature and history to teach skills to build and repair relationships.

Examples of Curriculum Connections with SEL



Grade 2 Language Arts

Fables about fairness and cooperation

Grade 7 World History

Listening, communication skills, and multiple perspectives in a salon of the 1700s

Grade 8 Civics

Disability justice, relationship building, and emotional support in planning a town meeting

High School Biology

Ethical decision and empathy

Pair Activity:

SEL in Action

Fall seven, rise eight.

Be kind to
others.
Be kind to
yourself.

*Scatter
joy!*



One drop
raises the ocean

*Live
and
learn*

About Oak Meadow

Our experiential, nature-based approach allows families to set their own natural rhythm of learning and encourages creativity, critical thinking, and intellectual development through hands-on activities and interdisciplinary projects.

For resources, inspiration, ideas,
and more, visit us at
oakmeadow.com.



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