LEARNER OBJECTIVES

- Participants will learn what social emotional health, social emotional learning (SEL), and social emotional competencies are and why they are beneficial.
- Participants will learn effective SEL implementation strategies.
- Participants will learn methods and specific activities to embed SEL across the day.

Social Emotional Health: The ability to understand and manage one's emotions, reactions, and relationships.

Social Emotional Learning: 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 decisions. Wisconsin DPI

Social Emotional Competencies: Research shows that in order for students to develop the knowledge, attitudes, and skills described in SEL, students need to be competent, or have abilities, in five areas: self-awareness, self-management, social awareness, relationship skills, responsible decision making.
1. Which elements of social emotional health are you already doing well?

2. Which elements would you like to grow?

Think, Write, Pair, Share
WHY IS SOCIAL EMOTIONAL LEARNING IMPORTANT

• 90% of high achievers are high in emotional intelligence
• Social emotional health is a positive predictor or academic and life outcomes

TODAYS DISCUSSION: SEL APPROACHES

• SETTING
  • Home
  • Classrooms

• METHOD
  • Explicit SEL Instruction
  • Teacher Instructional Practices
  • Integration With Academic Curriculum Areas

WISCONSIN DPI
HOW: EFFECTIVE IMPLEMENTATION

- **SAFE**
  - Sequenced
  - Active
  - Focused
  - Explicit

WHERE TO START

- DPI Guides to Gauge and Prioritize Implementation of SEL Competencies
- Kids First Resources: Teaching Social Skills Checklist

IT STARTS WITH YOU!

- Center for Healthy Minds University Of Wisconsin-Madison: What's your emotional style?
- UC Berkeley's Greater Good Magazine: Empathy Quiz
- The Flourishing Center: What Type of Change Agent Are You?
- The Story Of Stuff Project: What Kind Of Changemaker Are You?
SOCIAL EMOTIONAL LEARNING COMPETENCIES

• Emotional Development: Understand and manage one’s emotions

• Social Awareness

  • PK-5K: Learners will be able to recognize the feelings of another child and respond with basic comfort and empathy. WMELS Domain IIAE2

  • 1st-3rd: Learners will be able to, with adult guidance, identify how others are feeling, based on their verbal and nonverbal cues, and respond with compassion.

RECOGNIZING EMOTIONS: INTEGRATION WITH ACADEMIC CURRICULUM AREAS

RENAE BRAUN, M.S.
HELPFUL PROMPTS

- Common facial expressions described
- Emotional Literacy Prompts
  - I notice... (describe nonverbal cues in detail)... This makes me think the character is... (name feeling). I'm going to make my face/body look like that! (model)
  - I wonder how ____ is feeling? How can we tell? Make your face/body like that.
  - It seems like ______ is ______. I know this because

Explicit SEL Instruction

Pass the Face

LEONARDO THE TERRIBLE MONSTER
INTEGRATION WITH ACADEMIC CURRICULUM AREAS
EXPLICIT SEL INSTRUCTION
COMPASSION AND COMFORT

That must have made you feel happy.

It sounds like that made you sad.

EXPLICIT SEL INSTRUCTION
COMPASSION AND COMFORT

EXPLICIT SEL INSTRUCTION:
COMPASSION AND COMFORT
EXPLICIT SEL INSTRUCTION: COMPASSION & COMFORT

I’m sorry. What do you need?

What was the best part?

A MINDSET FOR LEARNING: KRISTI MRAZ AND CHRISTINE HERTZ

EXPLICIT SEL INSTRUCTION

Name: Date:
Today I am trying: 
Here are all the times I did it!

“How would you feel if...?”

Teacher Instructional Practice
SOCIAL EMOTIONAL COMPETENCIES

- **Emotional Development**: Understand and manage one’s emotions

- **Self Awareness**
  - PK-5K: Learners will be able to demonstrate awareness of their emotions and how they may be the same or different from others. Wisconsin Model Early Learning Standards (WMELS) Domain II A EL.1
  - 1st-3rd: Learners will be able to recognize and label a variety of their own basic emotions.

EMBODYING EMOTIONS

INTEGRATION WITH ACADEMIC CURRICULUM AREAS
EMBODYING EMOTIONS

EXPLICIT SEL INSTRUCTION
EMBODYING EMOTIONS

INTEGRATION WITH ACADEMIC CURRICULUM AREAS: NAME IT TO TAME IT

GRUMPY MONKEY

Jack's Worry

EXPLICIT SEL INSTRUCTION - MINDFULNESS FOR KIDS: NAME IT TO TAME IT
SOCIAL EMOTIONAL COMPETENCIES

- **Social Competence**: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.

- **Decision Making - Social Awareness - Relationship Skills**
  - Learners will be able to show awareness of being part of a family and a larger community. WMELS Domain II A.EL.2
  - Learners will be able to, with adult guidance, identify classroom, school, and community needs.

INTEGRATION WITH ACADEMIC CURRICULUM AREAS

TEACHER INSTRUCTIONAL PRACTICES

- Classroom Jobs
SOCIAL EMOTIONAL COMPETENCIES

• Social Competence: Establish and maintain positive relationships by respecting others, practicing social skills, and making responsible choices while recognizing and connecting to the community at large.

• Relationship Skills
  • Learners will be able to adapt behavior based on adult directives.
  • Learners will be able to, with adult guidance, adapt behavior based upon peer feedback and environment cues.

INTEGRATION WITH ACADEMIC CURRICULUM AREAS

<table>
<thead>
<tr>
<th>GREEN PANTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kenneth Kraegel</td>
</tr>
</tbody>
</table>

Explicit SEL Instruction

The Many Versions of Me
1. Create one goal with objectives that will support the elements of social emotional health you would like to grow during the remainder of this school year.