

SEL and Heading Back To School

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Our Learning

- Collaborative Norms
- Checking in
- Brief review of SEL
- SEL and COVID
- Social and Emotional Competencies and Tools
- Thoughts and reflections

Collaborative Norms

- Self -monitor use of electronics/devices (phones, computer, etc).
- Pause; exercise patience and wait time.
- Body language (eye contact and facial expression).
- Be open. Seek first to understand.
- Equity of voice.

Collaborative Norms

“How can we together create an optimal climate for learning?”



Breathing and Checking In



Learning is a relational and social process. (So is teaching!)



Teaching, Learning, and COVID

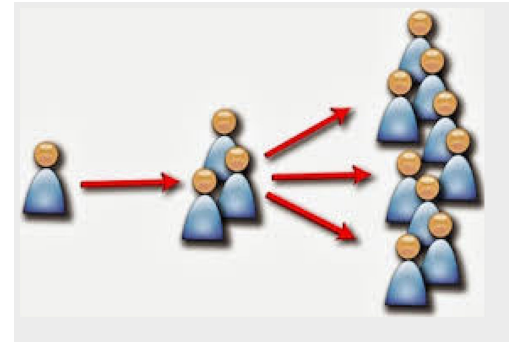


Emotions

Emotions are not good or bad;
they just give us information.

Sometimes we feel more than
one emotion at a time.

Emotions are contagious.



Five Social Emotional Competencies



How Do We Acquire These Competencies and Skills?



TEACH

MODEL



PROMPT/CUE

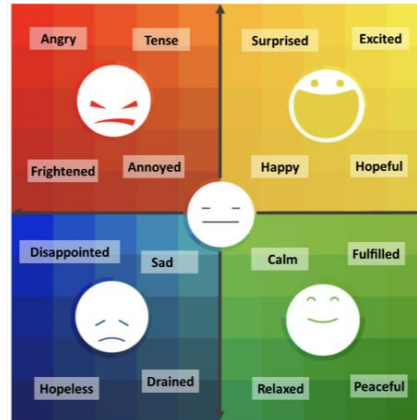
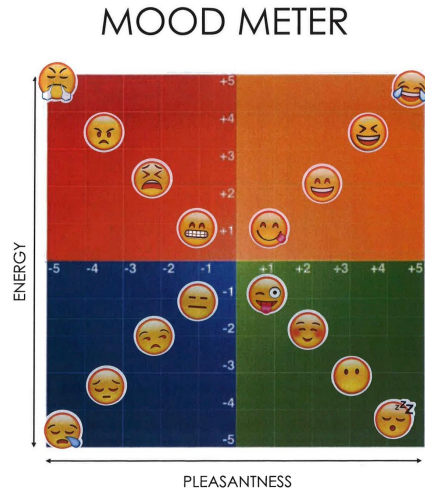
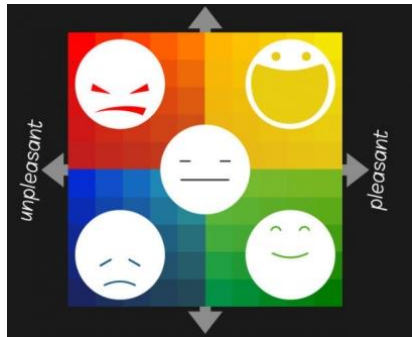
PRACTICE





Self Awareness

The abilities to understand one's emotions, beliefs, and values and how they affect behavior across contexts.



Enraged	Furious	Frustrated	Shocked	M	Surprised	Upbeat	Motivated	Ecstatic
Livid	Frightened	Nervous	Restless	O	Hyper	Cheerful	Inspired	Elated
Fuming	Apprehensive	Worried	Annoyed	O	Energized	Lively	Optimistic	Thrilled
Repulsed	Troubled	Uneasy	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Ashamed	E	Blessed	At Ease	Content	Fulfilled
Mortified	Alienated	Mopey	Apathetic	T	Humble	Secure	Chill	Grateful
Embarrassed	Excluded	Timid	Drained	E	Calm	Satisfied	Relaxed	Carefree
Alone	Down	Bored	Tired	R	Relieved	Restful	Tranquil	Serene

Feelings Fingerprints

Feelings Fingerprints: How does my body tell me when I am feeling:

Angry?

Frustrated?

Excited?

Nervous?

Anxious?

Trigger Situations: When do I find it hard to stay calm?



Building Self Awareness with K-12

Grades K-2

"I feel _____."

"I know I am _____ when in my body I feel _____."

Grades 3-5

"Sometimes I feel _____ when _____."

"I know I am feeling _____ when I _____."

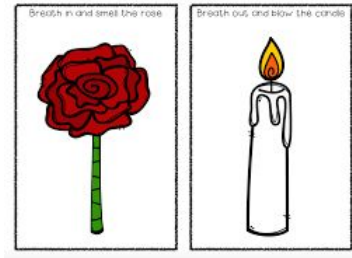
Grades 6-12

"I tend to feel _____ when _____."

"It's important to label my emotions because _____."

Self Management

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



“Cozy Corners”



Social Awareness

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.



Footprints

Everyone has a point of view. The way we see things can make a difference when we're trying to work out a problem. This activity will help us look at issues from different points of view.



Directions: Trace shoes and cut out pairs of shoe prints using the pattern. In pairs, students stand on their footsteps. One student presents their side of the problem using the language below (Step 1). The other student listens, and then “steps into” the speaker’s footsteps and paraphrases back what they heard (Step 2) using the language below. The original speaker clarifies as needed. Each student returns to their footprint. Repeat Steps 1 and 2 for the other student. When this is done, students make suggestions for compromise until a solution is reached.

Step 1:

I think.....

I feel.....

I want.....

Step 2

You think.....

You feel.....

You want..... Is that right?

Repeat for each student, then.....

Step 3

How about if we.....

Steps of Footsteps Tool

Trace shoes and cut them out.

Place outline of shoes on floor facing each other, and stand on them.

Choose who will speak first.

Step 1:

Using the language, "I think, I feel, I want":

Student 1 says:

I think you aren't being fair.

I feel frustrated.

I want you to listen to me.

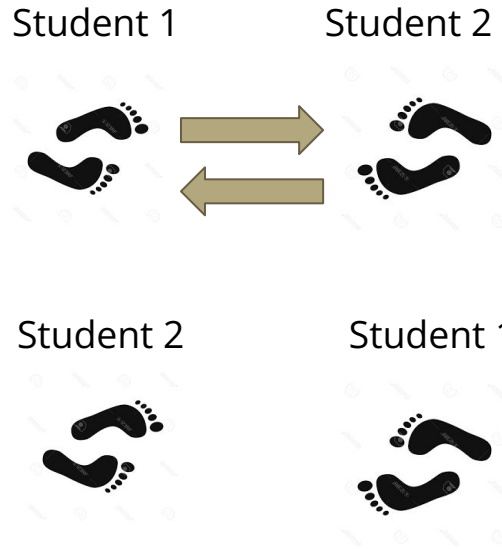
Student 1



Student 2



Step 2: Students literally step into each other shoes! They switch positions:



Student 2, shares what he heard, using the language,

"You think...

"You feel.....

"You want..... Is that right?

Step 3: Students return to their original footsteps:

Student 1



Student 2



Steps 1 and 2 are now repeated for Student 2.

Then they try and find a solution using the language, “How about we…….”

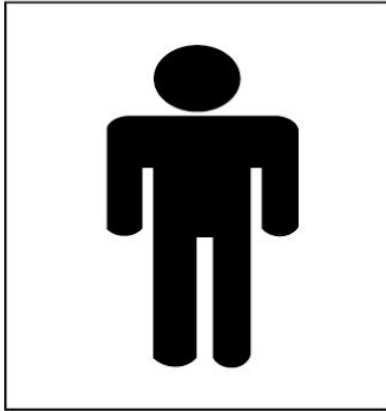
Relationship Skills

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

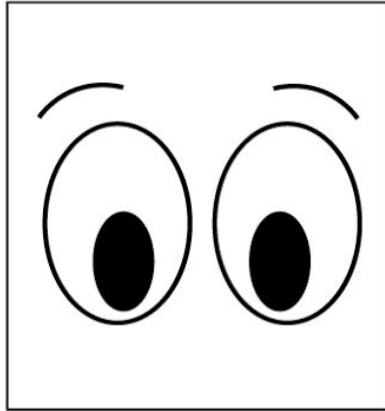


Communication Skills: BEST

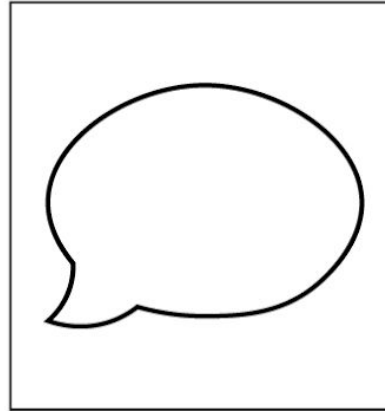
Body
language



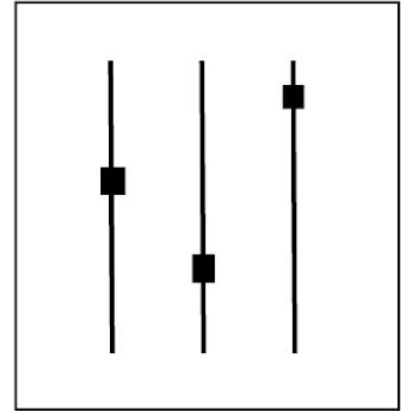
Eye
contact



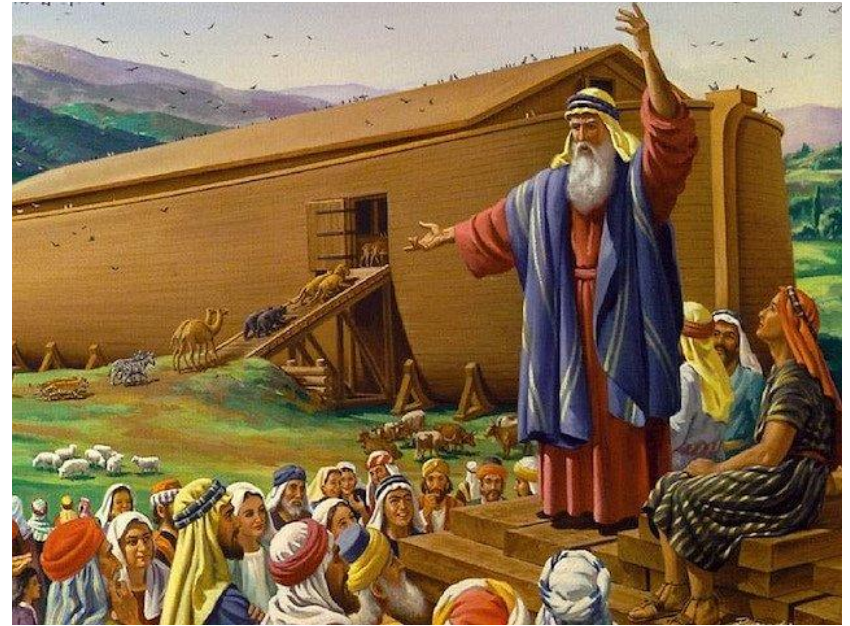
Say
appropriate words

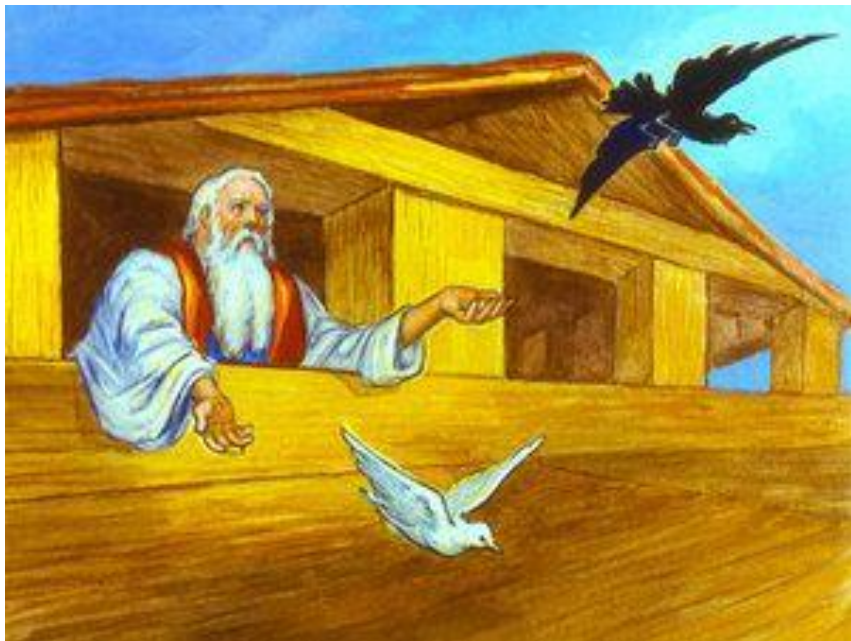


Tone
of voice



Torah Stories







Esau and Jacob

Once when Jacob was cooking a stew, Esau came in from the open, famished. And Esau said to Jacob,

“Give me some of that red stuff to gulp down, for I am famished” -

which is why he is named Edom.

Jacob said,

“First, sell me your birthright.”

And Esau said,

“I am at the point of death, so of what use is my birthright to me?”

But Jacob said, *“Swear to me first.”*

So he swore to him and sold his birthright to Jacob.

Jacob then gave Esau bread and lentil stew; he ate and drank, and he rose and went away. Thus did Esau spurn the birthright.

Listening Skills

“Words which emerge from the heart, enter the heart.”

Moses Ibn Ezra

“When God asked Solomon to choose what he wished for himself, Solomon requested a *lev shamaya* (I Kings, III:9), a “heart that listens” or often translated as “an understanding heart.”

Rabbi Abraham Joshua Heschel of Apt on Listening by Peninah Schram

Greetings and Sharing Circles



Responsible Decision Making

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.



Traffic Light

ADOM - STOP

STOP and take a few breaths.

TZAHOV - THINK

- Identify your feelings and identify the problem.
- **THINK** of solutions to your problem.
- Envision potential pitfalls to each solution.
- Select best solution.
- Plan and make a final check for potential pitfalls.

YAROK - GO

GO ahead & try the best plan.



Analyzing a Text

Present learners with a text that poses a problem for the characters, and ask them to answer the following questions:

- Who in the text is/are experiencing a problem? According to whom?
- Describe the problem.
- What are their feelings? If not specifically stated, what do you imagine them to be?
- Describe the ways the problem is solved. Who solved the problem?
- What was the outcome of their solution?
- Identify and describe other ways the problem could have been solved.
- Describe what might have been the outcome if these other solutions had been chosen.
- Describe a similar problem which you personally encountered, observed, or heard and the ways in which the solutions you identified could be successfully applied.

Learners can also role play the problem, brainstorm possible solutions together, and choose the solution they feel is best.

SEL Tool and the next few weeks

- Which social and emotional competencies will you address?
- Which tool or strategy will you teach to build these competencies?
- How will you model these competencies for your students?
- What prompt or cue can you use to remind them to use their social and emotional skills?
- How will you practice these skills with your students?

Reflection

