

CALIFORNIA STATE UNIVERSITY SAN MARCOS

PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

MASTER OF ARTS IN SPECIAL EDUCATION

TITLE: Social Emotional Learning and The Effects on Academic Performance in Elementary School Students

AUTHOR(S): Monica Bischocho

DATE OF SUCCESSFUL DEFENSE: 07/28/2020

THE PROJECT HAS BEEN ACCEPTED BY THE PROJECT COMMITTEE IN

PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF

MASTER OF ARTS IN SPECIAL EDUCATION

Rebecca Brooks
COMMITTEE CHAIR

Rebecca Brooks
SIGNATURE

Jul 28, 2020
DATE

Beth Tran
COMMITTEE MEMBER

Beth Tran
SIGNATURE

Jul 28, 2020
DATE

COMMITTEE MEMBER

SIGNATURE

DATE

COMMITTEE MEMBER

SIGNATURE

DATE

Social Emotional Learning and The Effects on Academic
Performance in Elementary School
Students

by

Monica Biscocho

Submitted in Partial Fulfillment of the
Requirements for the
Master of Arts Degree
in
Special Education

California State University San Marcos

Summer, 2020

Abstract

Social emotional learning (SEL) has shown to be beneficial to not only mental health but it also improves academic performance. Research shows that students who participate in SEL gain an increase in academic performance, reduced rates of aggression and increased behavioral competencies. The purpose of this project was to introduce SEL into inclusive classrooms by making SEL accessible to all learners through the use of Universal Design for Learning and Gradual Release of Responsibility. Research supports the benefits SEL bring to the classroom, yet it is not vastly implemented. Students with disabilities especially have a harder time grasping social emotional cues and so explicit SEL can benefit this population immensely. In many ways, these students do not get to participate because lessons are either not differentiated for them or they are participating in pull out services. This project is to be carried out in elementary school from grades K-5. The lessons are easily adaptable, include differentiated lessons, and adapted worksheets. This can also be used as a pacing guide for educators looking to implement SEL into their classrooms.

Keywords: Academic Performance, Differentiation, Elementary School Setting, SEL, Social Emotional Learning, Universal Design for Learning

Acknowledgments

I would like to extend my appreciation to my family for supporting me through this entire process, especially during these unprecedented times. I would like to thank my classmates, I couldn't have stayed sane without you guys. Thank you for your constant support and check ins.

I would like to give a special thanks to my department chair Dr. Rebecca Brooks. Your kind words of encouragement, passion and dedication has lit the way for me to on this teaching journey. Thank you so much for your support.

Table of Contents

Abstract	2
Chapter One Introduction	5
Purpose of Project.....	5
Significance of Project	6
Definition of Terms	6
Chapter Two Literature Review	8
Social Emotional Learning in the Classroom	10
How SEL Relates to Academic Performance.....	12
The Importance of SEL in Elementary Aged Students	15
Summary.....	17
Chapter Three Methodology	18
Audience and Setting.....	18
Procedures For Developing the Project.....	18
Chapter Four Results	20
Chapter Five Discussion	21
Limitations of Project.....	21
Next Steps.....	22
Lessons Learned and Educational Implications.....	22
Conclusion.....	23
References	25
Appendix A	29
Social Emotional Lesson Plans	29
Identity and Agency.....	29
Emotional Regulation	40
Cognitive Regulation	52
Social Skills	55
Public Spirit.....	65

Chapter One

Introduction

Many children learn through social context and this aspect was an important reminder for educators that just focusing on improving academic skills, for example with intensive instruction, is not the most beneficial way to reach all students. A more holistic approach was necessary in order to maximize the potential learning of all students. Social emotional skills that are explicitly taught benefit students in many ways. For example, social emotional learning leads to academic performance gains (Brackett et al., 2012; Durlak, 2011). Social emotional learning can also lead to lower rates of aggression, improvement in interpersonal relationships and overall positive mental health (Conduct Problems Prevention Research Group, 2010; Durlak & Wells, 1997; Schonfeld et al., 2015).

Purpose of Project

The purpose of this project was to identify how important social emotional learning is and the effects it has on academic performance for children in elementary school. This project was intended to be used in inclusive elementary school classrooms grades K-5. The social emotional learning lesson plans that exist have very limited resources for students with disabilities. Specifically, they aren't designed with Universal Design for Learning or with adaptations for students with special needs. With technology thriving, there is less face to face interaction and the students of today need to be explicitly taught social emotional skills in order to succeed in getting a job, keeping a job, maintaining relationships and navigate their everyday life experiences. Social emotional learning doesn't just benefit students during the time they are in school, but those skills also carry forward onto life. This project allowed educators to easily implement social emotional learning into their classrooms because of the flexibility in the lesson

plans and the adapted resources included. By providing students with this kind of meaningful instruction, it's beneficial to not only their academic success but also mental health as well.

Significance of Project

This project improves upon education by focusing on the students' abilities holistically. Educators and families will work together in order to accomplish the goals of social emotional learning. Teachers will in turn gain more knowledge about their students and how they react and learn in situations. Families will also see a change in students behavior at home and hopefully be able to recognize certain traits and work on needed skills. This project fills a gap in the social emotional curriculum because with this project, social emotional learning will be accessible to all learners. In the current resources available, there is limited adaptations and modifications in social emotional lesson plans and this project is designed with all students needs in mind. It will allow educators to take a different approach that is catered to the new demands of the 21st century. Students equipped with social emotional learning will advance and adapt to their environments in school and for their future. The research behind social emotional learning keeps building and it is showing very promising results. This will improve education for students because this is a distinctive, holistic approach that will not only benefit academic success but also success for the future. Educational practices will need to change in order to be aligned with the demands of the modern world. As the world is changing at a fast pace, students are looking to their teachers and parents for support and guidance and social emotional learning is a way that educators can support students in the classroom and with collaboration from parents, these skills can be exponentially helpful in a students life.

Definition of Terms

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

Social Emotional Learning (SEL): a set of social, emotional, behavioral, and character skills required to succeed in school, the workplace, relationships, and the community (Frey et al., 2019).

Holistic approach to learning: Education with a holistic perspective is concerned with the development of every person's intellectual, emotional, social, physical, artistic, creative and spiritual potentials. It seeks to engage students in the teaching/learning process and encourages personal and collective responsibility.

Interpersonal relationship: An interpersonal relationship is a strong, deep, or close association or acquaintance between two or more people that may range in duration from brief to enduring.

Chapter Two

Literature Review

Schools often consist of children who learn in structured social settings like a classroom, which consists of same aged peers and a teacher who provides classroom management, routine, and instruction. When students learn alongside their peers and teacher, they must be able to identify, process, and evaluate their emotions and interpersonal skills in order to facilitate their learning (Denham et al., 2012). Possessing such skills can sometimes be hard for students because these skills in some cases are not explicitly taught, yet they are expected to be obtained through observation and exposure. This may be difficult for young children, especially children with disabilities. They might be at a disadvantage because they already deal with emotions that can impede their sense of judgement and understanding. Social emotional skills are important because they are a predictor of student success (Cook et al., 2018; Zins & Elias, 2007). The Collaborative for Academic, Social, Emotional Learning (CASEL) is a group of educational professionals who promote and provide resources and programs for social emotional learning in schools. They define social emotional learning as:

The processes 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 (Collaborative for Academic, Social, and Emotional Learning, 2013, p.6).

By equipping students with the knowledge, concepts, and tools to successfully navigate their social emotional behaviors, the students can potentially apply those skills to other areas, for instance, academics. There is research that indicates proficiency in social emotional skills also

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

carries on over to academic proficiency (Brackett et al., 2012; Cook et al., 2018; Durlak et al., 2011; Greenberg et al., 2003; Payton et al., 2008; Schonfeld et al., 2015).

How can schools support these students in their social emotional learning? First, policy makers, educators, and the public can contribute to healthy development of children by supporting the incorporation of evidence-based SEL programming into standard educational practice (Durlak et al., 2011). Without the necessary supports, social emotional curriculum may not be implemented because such schools around the nation may be devoting classroom activities and time to directly prepare children for high-stakes testing in areas such as reading, writing, and math. Teachers are increasingly finding their job performance and ability linked to the degree to which their students demonstrate achievement in these subject areas (Schonfeld et al., 2015). Although it is important to teach the core subjects, it is also important to address the “hidden curriculum” which is the social emotional aspect of learning. Illinois is one of the few states that has implemented social emotional learning standards that go from kindergarten to 12th grade as part of their curriculum and all states should follow suit because of the importance of building those foundational social and emotional skills (Social/Emotional Learning Standards, n.d.). Society is ever so changing with the increase in technology and decrease in face to face opportunities.

According to Greenberg et al. (2003), they found that learning social and emotional skills is similar to learning other academic skills in that the effect of initial learning is enhanced over time to address the increasingly complex situations children face regarding academics, social relationships, citizenship, and health. As the students go on to each school year, there are new conflicts and situations that they are presented with and so having the skills to maneuver through them will help them deal with those conflicts. With more positive behavior in the classroom,

there is a greater chance for improving the classroom environment and building a safe and supportive learning environment to learn in (Shechtman & Abu Yaman, 2012).

The research in this literature focuses on social emotional learning and the many impacts it has on students' well-being from preschool to college. The themes analyzed in this chapter include the importance of social emotional learning, how social emotional learning relates to academic performance, and the importance of implementing social emotional learning in elementary aged students.

Social Emotional Learning in the Classroom

In this day and age, the modern learner is more diverse than ever with their many different abilities to learn. These learners come equipped with their own cultural funds of knowledge and multiple intelligences. The mission of schools is to prepare and produce moral, competent and productive citizens of the world (Learning First Alliance, 2001). Learning First Alliance is a partnership of leading education organizations dedicated to improving student learning in America's public schools. It is important to note "learning, along with other qualities that are essential to our society, such as fairness, concern for others, and responsibility, helps promote a shared commitment to the school's goals, establishes common ground, and shapes the norms that govern daily interactions" (Learning First Alliance, 2001, p.8). In order "to adapt well in modern societies, it is important to learn to become compassionate and responsible individuals who are able to manage emotions effectively, to be resilient, to communicate effectively, and to build friendship with others" (Wong et al., 2014, p.57).

CASEL (2013) suggests social emotional learning curriculums should consist of five key competencies: 1. Self-awareness - identification and recognition of one's own emotions,

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

recognition of strengths in self and others, sense of self-efficacy, and self-confidence 2. Social awareness - empathy, respect for others, and perspective taking 3. Responsible decision making - evaluation and reflection, and personal and ethical responsibility 4. Self-management - impulse control, stress management, persistence, goal setting, and motivation 5. Relationship skills - cooperation, help seeking and providing, and communication. Students that learn these key competencies early on have a greater chance of succeeding not only in the classroom but also in life (Zins & Elias, 2007).

Students today are possibly faced with a future where technology is a growing field and so they may need to be taught explicit social emotional learning so that they can navigate through the modern world effectively. Social emotional learning “is intended to enhance the growth of all children, to help them develop healthy behaviors, and to prevent their engaging in maladaptive and unhealthy behaviors” (Zins & Elias, 2007, p. 235). Behaviors such as social relationships, citizenship and health promoting behaviors are all qualities that a future employer is looking for (Greenberg et al., 2003).

Research indicates that social emotional learning has a positive effect on students’ problem-solving skills, emotion management, classroom behavior, and self-control (Low, Smolkowski, Cook, Desfosses, 2019; McCormick et al., 2015; Schonfeld et al., 2015; Wong et al., 2014). Furthermore, social emotional instruction leads to positive mental health (Durlak & Wells, 1997). These are all important qualities that can possibly be developed with social emotional curriculum to create a well-rounded individual.

In order for social emotional learning to work with the greatest effects, parents should take reign in implementing these skills at home. One study stated, “the family atmosphere is essential for stimulating and developing the emotional intelligence in the case of pre-scholars”

(Stoica & Roco, 2013, p. 154). Parents can take on a crucial role in helping achieve these skills by working on the skills at home.

How SEL Relates to Academic Performance

While academic achievement may be the goal for all learners set forth by educators, why not look into developing skills that help students as a whole rather than just achieving the academic benchmarks? Research show that students who are socially and emotionally competent not only show gains in identifying and resolving conflicts but also show gains in academic performance, between 11%-17% gain on achievement test scores, compared to the students that were not exposed to SEL curriculums (Brackett et al., 2012; Durlak et al., 2011; McCormick et al., 2015; Payton et al., 2008; Schonfeld et al., 2015; Zins & Elias, 2007). Schonfeld et al. (2015) did a cluster randomized trial in elementary schools and the results indicated that social development instruction may be a promising approach to promote acquisition of academic proficiency.

Schonfeld et al. (2015) identified three main reasons why SEL programs are essential to academic performance. First, SEL instruction teaches students problem solving skills; such as identifying the problem at hand, setting goals to address the problem, brainstorming an appropriate response, and evaluating the outcome (Schonfeld, 2015). This model can be applied to evaluating and resolving academic problems. Second, SEL programs provide structured activities that allow teachers to interact and build rapport with their students thus improving student teacher relationships (Schonfeld, 2015). That leads into the student being more comfortable and feeling accepted in the learning setting which results in higher interest and engagement in the educational process (Schonfeld, 2015). Third, with students being equipped with strategies on how to deal with interpersonal conflict, the classroom setting will be less

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

disruptive and will lend itself to higher engagement and reception to the instruction (Schonfeld, 2015). As a result, teachers are able to deliver more effective academic instruction due to the combination of enhanced social emotional competence of the students and a less disruptive learning environment (Schonfeld, 2015). The more effective the academic instruction is, the more likely the student is to hear, understand and comprehend what is being taught. A less disruptive environment is because the students are able to regulate and handle conflict and thus, there is cooperation and behavior issues are less frequent (Schonfeld, 2015).

Students with Individualized Education Plans (IEP) may possibly be more likely to show deficits in problem solving skills because of their disabilities that leave them at a disadvantage. An IEP is a legal document stating the accommodations and services a student is to receive. These types of students may benefit the most from explicit instruction in social emotional learning. According to research, social emotional gains are most beneficial in students with skill deficits (Low et al., 2019, p. 416). Students with a deficit in skills improved more in response to social emotional learning (Low et al., 2019, p. 416).

Students with the strongest skills such as strong problem solving skills, listening skills, and emotional management skills have little room to improve since they are already at a higher advantage (Low et al., 2019, p.416). This means that students with a high set of skills don't show a high percentage of social emotional gain because they are already at an elevated level. Low et al.'s research is similar to a research done by Schonfeld et al. (2015) which concluded that social development instruction promotes academic proficiency, especially among students attending high risk urban schools. High risk urban schools in that study is classified as a school where "standard academic progress was the exception rather than the rule" (Schonfeld et al., 2015, p. 417).

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

Another study done by Brackett, Rivers, Reyes, Salovey (2012) used the RULER feeling words curriculum, which is a 30 week theoretically based social and emotional learning curriculum which uses a skills-based approach to foster social, emotional, and academic competence. “The program teaches children how to recognize emotions in oneself and in other people, understand the causes and consequences of a wide range of emotions, label emotions using a sophisticated vocabulary, express emotions in socially appropriate ways, and regulate emotions effectively (the “RULER” skills)” (Brackett et al., 2010, p. 218). The results from that study concluded similarly that the students in the classroom integrating RULER had higher year end grades and higher teacher ratings of social and emotional competence compared to students in the control group (Brackett et al., 2010).

The most compelling research comes from Durlak et al. (2011) which determined that students who participated in social emotional learning instruction gained 11% in academic proficiency when compared to the control group. Most of the research presented in this literature review thus far have focused on students grades kindergarten through 12th grade, however, there are studies that share the effects of social emotional learning related to academic achievement for students in higher education. For example, Wang et al. (2012) did a study on college freshman that had a social emotional curriculum implemented and they measured academic performance by recording GPA and the results showed students that were in the social emotional seminars had higher GPA scores compared to the control group, all across the four semesters following the completion of the seminar. The students took the seminar during the first semester of college because “first-year course experiences set the stage for a range of subsequent learning opportunities that intentionally incorporate activities and assignments designed to promote the

development of specific components of social and emotional competence” (Wang et al., 2012, p. 17).

The sooner the stage is set for success, the better the results could be in the long run and this study, along with other studies, indicate how important it may be to start social emotional learning curriculum as early as possible. In this modern world, supporting the child as a whole, emotionally and academically, is an approach that can be implemented into the curriculum. With the growing research and empirical evidence indicating social emotional learning has benefits for not only mental health but academic gains, maybe more states will consider implementing social emotional learning into their curriculum.

“Genuinely effective schools—those that prepare students not only to pass tests at school but also to pass the tests of life—are finding that social-emotional competence and academic achievement are interwoven and that integrated, coordinated instruction in both areas maximizes students’ potential to succeed in school and throughout their lives” (Zins & Elias, 2007, p. 233).

The Importance of SEL in Elementary Aged Students

The earlier the student is introduced to social emotional learning the more effective the impacts show to be (Stoica & Roco, 2013). According to Nelson, Westhues, & MacLeod (2003), the highest cognitive impact resulting from preschool prevention programs showed the greatest impact in preschool and even still evident in the other grades (kindergarten through 8th grade) as well. These results show that the effects of an SEL program can have impacts that last way beyond the implementation period (Payton et al., 2008). These are critical life skills being taught that will last and stay with the student for a long period of time.

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

Social skills may be learned through observation and experience and sometimes can be explicitly taught. This is why it is often referred to as the “hidden curriculum”. The hidden curriculum, “in relation to emotion, is an understanding that the absence of an explicit approach to addressing emotion in themselves or others means that the unspoken assumptions about ‘how things are done around here’ are likely to influence behavior” (O’Callaghan, 2013, p. 312).

Emotions can strongly influence most aspects of a child’s school day from how they feel in class to how they feel on the playground. Emotions definitely play a role in the choices made in the classroom and sets a tone for the learning environment.

Explicit instruction in social and emotional learning can improve students’ readiness to learn therefore improving their skills related to academic performance (Brackett et al., 2012; Durlak et al., 2011; McCormick et al., 2015; Payton et al., 2008; Schonfeld et al., 2015; Zins & Elias, 2007). The sooner the curriculum is implemented, the better the chances the students have at success (Nelson et al., 2003). Setting them up for success as early as possible might be the most beneficial for all learners. In doing so, students are able to manage their emotions, get along with others and therefore engage in their academic learning (Ashdown & Bernard, 2012).

According to a study done by the Conduct Problems Prevention Research Group (2010), the effectiveness of a universal SEL program can alter and be beneficial to social competence and problem behaviors during the first three years of school. It is the largest study of its kind indicating the efficacy of school based, universal interventions during the elementary school years. Specifically, “Early elementary represents an opportune developmental period to proactively support children to acquire social–emotional skills that enable academic success” (Cook et al., 2018, p. 561). This may be appropriate because the first three years the students are still getting used to the school culture and norms and might not know how to socially interact

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

with their peers and deal with the academic load possibly placed on them. All those demands might be a lot to process as a young student and so that is why explicit social emotional learning may be crucial to the early years of school.

Summary

Research shows how vital social emotional learning is, how it affects academic performance, and how early implementation of social emotional learning is most beneficial. This supports the notion that social emotional learning can impact the student as a whole. Social emotional curriculum is backed by many recent research studies that show its promising effects on mental health, social relationships, understanding and managing emotions, making responsible decisions, and is linked to academic proficiency (CASEL, 2013; Durlak et al., 2011; Greenberg et.al, 2003). The skills that are learned through social emotional education can be applied beyond the classroom to real life situations, such as a career and interpersonal relationships with others, in hopes of achieving the best quality of life and to become a productive member of society.

Chapter Three

Methodology

The literature and evidence supports social emotional learning in the classroom and its supports for explicit instruction in elementary school. The purpose of this project is to educate teachers, principals, directors and staff the importance of social emotional learning and the positive effects it has on students.

Audience and Setting

This project was designed for staff, educators, counselors, and paraprofessionals to use in instructing students grades K-5 in inclusive classrooms. This project was designed with students with special needs in mind because of the lack of resources out there to cater to this population of students. This project can be implemented in a classroom setting or in a small group setting.

Procedures For Developing the Project

This project was created after much research on the significance of social emotional learning, how it relates to academic performance, and the effects social emotional learning has on elementary aged students. There is a gap that exists in the social emotional learning curriculum. This project bridges that gap by implementing a social emotional lesson plan that focuses on Universal Design for Learning and differentiation so that students with disabilities can access the material. Most of the resources available aren't adapted for students with special needs or planned with an inclusive setting in mind.

The curriculum is a two-week unit designed to cover all five facets of social emotional learning. There are two lesson plans devoted to each facet. That includes; Identity and agency, emotional regulation, cognitive regulation, social skills, public spirit. The lesson plans are adaptable and flexible which means it can take 30 minutes long or can be split up in two different

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

sessions. They are written to suit most students needs but educators have the flexibility and knowledge of their students so they can use these tips as a guide. In designing the project, Universal Design of Learning was applied so that the instruction would reach across all types of learners. Gradual Release of Responsibility was followed when chunking out the lesson plans to maximize learning. Research was also done online to see what kinds of social emotional lessons were available and the resources were looked over to see if any adaptations were available for students with disabilities. The book, *All Learning is Social and Emotional* was used when creating this project.

Overall, a combination of literary research and knowledge of Universal Design for Learning and Gradual Release of Responsibilities inspired me to create my own scope and sequence of social emotional lessons. I used an online program to create the worksheets for the activities and for every worksheet I made, I also made an adapted worksheet for students that might need it. I made the lessons engaging and fun and included all links and resources to every lesson plan.

Chapter Four

Results

Oftentimes, educators forget the importance of social emotional learning and the impacts it can have on students. Social emotional learning benefits mental health in ways such as increased academic performance, increased behavioral competencies, and increased cognitive skills. *Social Emotional Lesson Plans*, presented in Appendix A, is a resource for educators to implement social emotional lessons in their own classrooms. The information presented in these curated lesson plans go over all 5 tenets of social emotional learning: Identity and Agency, Emotional Regulation, Cognitive Regulation, Social Skills, Public Spirit (Frey et al., 2019). There are two lessons per tenet and all the lessons include differentiation tips and adapted worksheets meant for implementation in an inclusive setting. The lesson plans begin with an overview and purpose intended to go over the importance of the topic and why it relates to social emotional learning. There is an attention grabber section which explains what the teacher will do to hook and engage students into the lesson. The format of the lesson plan is structured around the concepts of the Gradual Release of Responsibility teaching model which are direct modeling, guided instruction, collaborative learning, and independent learning. This series of lesson plans can serve as a 2-week scope and sequence if implemented everyday or it can be a starting pacing guide for educators. The lesson plans can be implemented in any order and they can be stretched out longer over time or made shorter to complete quicker. That's what makes it easily adaptable.

Chapter Five

Discussion

The purpose of this project was to provide a sequence of social emotional lesson plans with adaptations, differentiation tips, and universal design for learning for educators to implement in their inclusive classrooms. As districts are moving toward the model of inclusiveness, teachers are starting to realize the need for differentiation and adaptation in order to reach and educate all learners. By creating this lesson plan with universal learning in mind, it makes this project available for immediate implementation. This project includes an overview on the topics, the materials needed, and also provides resources that are attached. The format and layout is easy to read and adaptable. The lesson plans cover all 5 tenets of social emotional learning and can be alternatively used as a scope and sequence for educators. Educators can easily implement these social emotional lessons in their own classrooms or in small settings. This chapter discussion will include the following: the limitations of the project, next steps, lessons learned and educational implications, and conclusion.

Limitations of Project

In making my lesson plans, I was stuck on a few topics because there wasn't a lot of resources or implementation of those topics. For example, in developing lessons for public spirit, service learning was a sub-topic that could be covered in the lesson plan but a lesson for service learning would need more hands on activities such as volunteering and it wouldn't be able to be covered in one lesson. Each of the social emotional lesson plans in this project were meant to be covered in one or two days maximum, which is what makes it adaptable and flexible.

In creating the worksheets and the adapted resources, I had some limitations as to how the worksheets were going to be formed, what graphics to use, and how to organize it all on one

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

sheet. I used the program, Canva, to make the worksheets and that program provided a lot of options and templates for me and so it was difficult to narrow down my options and put all my ideas together on one worksheet.

Another limitation of this project is that the differentiation tips and suggestions wouldn't necessarily work for all learners. As much as I tried to make it as universal as possible, the lessons aren't individually catered to every single student in the class. This is where the educator can use their expertise and skills to implement what they believe is best for their students.

If I had the luxury of limitless time and unlimited resources, I would have focused and expanded each topic into smaller chunks. I would have also loved to have more time to be creative with the worksheets and make as many adaptations as possible.

Next Steps

I plan to implement this project in my future classroom. I also plan on implementing this project in other classrooms at my school site, possibly even other schools in the district. The lessons would mainly be presented in classrooms that I have students with disabilities included in, in order to build that rapport and knowledge with the class. I would love to co-teach these social emotional lessons with the general education teachers and hopefully provide professional development at staff meetings about social emotional learning. I hope others implement this into their own classrooms and use this project as a guideline to curate their own social emotional lessons.

Lessons Learned and Educational Implications

While creating this project, I learned a lot about my own learning styles and how that translates to how other students may learn. Not every student learns the same way and in the same manner. That was something I knew was true but I truly experienced it when creating my

own lesson plans with universal design for learning in mind. Second, I learned how important it was to make sure the differentiation tips I included was vast enough to cover most students learning abilities. I not only used my own knowledge and experience, but I also used what I researched online in order to make a cohesive unit that would suit all learners.

I recommend that when educators implement these social emotional lesson plans in their own classroom that they really think about the needs of their own students. The tips and suggestions in this project should be used as a guide rather than a plan because every student has their own learning style. If the educator is not familiar with the many different ways to show mastery, then they can do their own research so that they are able to reach as many students as they can. Not every suggestion will work for every student and so to be aware of that and to use your best judgement.

Conclusion

Social emotional learning is a concept that is looked over by many educators due to either time constraints in the classroom or not enough awareness or funding. Research shows that it is an important concept that shouldn't be overlooked mainly because of its positive effects on mental health and academic performance. It is a concept that when students are exposed to, they can take the skills and apply it to every aspect of their life. This project can help provide educators build comradery, self-esteem, compassion, organizational skills and so much more in their classrooms! As Frey (2019) writes, "the truth is that educators are engaged in SEL whether they intend to be or not. The way we teach, how we teach, and what we choose not to teach and not to do communicate our values loud and clear. In a time when the world seems to be moving at ever-increasing speed, young people look to the adults around them for wisdom about how to

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

be an engaged and inspired person-to help them develop the essential skills they need for the classroom and beyond” (p.155).

References

- Ashdown, D. M., & Bernard, M. E. (2012). Can explicit instruction in social and emotional learning skills benefit the social-emotional development, well-being, and academic achievement of young children? *Early Childhood Education Journal*, *39*(6), 397-405.
<https://doi.org/10.1007/s10643-011-0481-x>
- Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2012). Enhancing academic performance and social and emotional competence with the RULER feeling words curriculum. *Learning and Individual Differences*, *22*(2), 218–224.
<https://doi.org/10.1016/j.lindif.2010.10.002>
- Collaborative for Academic, Social and Emotional Learning (CASEL). (2013). *CASEL guide: Effective social and emotional learning programs – Preschool and elementary edition*.
- Conduct Problems Prevention Research Group (2010). The effects of a multiyear universal social-emotional learning program: The role of student and school characteristics. *Journal of Consulting and Clinical Psychology*, *78*(2), 156–168.
<https://doi.org/10.1037/a0018607>
- Cook, C. R., Low, S., Buntain-Ricklefs, J., Whitaker, K., Pullmann, M. D., & Lally, J. (2018). Evaluation of second step on early elementary students' academic outcomes: A randomized controlled trial. *School Psychology Quarterly*, *33*(4), 561–572.
<https://doi.org/10.1037/spq0000233>
- Durlak, J., Dymnicki, A., Taylor, R., Weissberg, R., & Schellinger, K. (2011). The impact of enhancing students' social and emotional learning: a meta-analysis of school-based universal interventions. *Child Development*, *82*(1), 405-432.
<https://www.jstor.org/stable/29782838>

- Durlak, J. A., & Wells, A. M. (1997). Primary prevention mental health programs for children and adolescents: A meta-analytic review. *American Journal of Community Psychology*, 25(2), 115-152.
- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58(6-7), 466-474. <https://doi-org.ezproxy.csusm.edu/10.1037/0003-066X.58.6-7.466>
- Frey, N., Smith, D., & Fisher, D. (2019). *All learning is social and emotional: Helping students develop essential skills for the classroom and beyond*. ASCD.
- Frey, N., Smith, D., & , D. (2019). Integrating SEL into everyday instruction [Brochure]. ASCD. Learning First Alliance. *Every child learning: Safe and supportive schools* (ED461919). ERIC. <https://files.eric.ed.gov/fulltext/ED461919.pdf>
- Low, S., Smolkowski, K., Cook, C., & Desfosses, D. (2019). Two-year impact of a universal social-emotional learning curriculum: Group differences from developmentally sensitive trends over time. *Developmental Psychology*, 55(2), 415-433. <https://doi.org/10.1037/dev0000621>
- McCormick, M. P., Cappella, E., O'Connor, E. E., & McClowry, S. G. (2015). Social-emotional learning and academic achievement: using causal methods to explore classroom-level mechanisms. *AERA Open*. <https://doi.org/10.1177/2332858415603959>
- Nelson, G., Westhues, A., & MacLeod, J. (2003). A meta-analysis of longitudinal research on preschool prevention programs for children. *Prevention & Treatment*, 6(31), 1-35. <https://doi.org/10.1037/1522-3736.6.1.631a>

- O'Callaghan, A. Emotional congruence in learning and health encounters in medicine: addressing an aspect of the hidden curriculum (2013). *Adv in Health Sci Educ* 18, 305–317 . <https://doi-org.ezproxy.csusm.edu/10.1007/s10459-012-9353-4>
- Payton, J. W., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., et al. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Collaborative for Academic, Social, and Emotional Learning.
- Schonfeld, D. J., Adams, R. E., Fredstrom, B. K., Weissberg, R. P., Gilman, R., Voyce, C., Tomlin, R., & Speese-Linehan, D. (2015). Cluster-randomized trial demonstrating impact on academic achievement of elementary social-emotional learning. *School Psychology Quarterly*, 30(3), 406–420. <https://doi.org/10.1037/spq0000099>
- Shechtman, Z., & Abu Yaman, M. (2012). SEL as a Component of a Literature Class to Improve Relationships, Behavior, Motivation, and Content Knowledge. *American Educational Research Journal*, 49(3), 546–567. <https://doi.org/10.3102/0002831212441359>
- [Social/emotional learning standards]. (n.d.). [Illinois State Board of Education](https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx) (<https://www.isbe.net/Pages/Social-Emotional-Learning-Standards.aspx>)
- Stoica, A., & Roco, M. (2013). The role of the emotional intelligence in kindergarden children's development. *Procedia - Social and Behavioral Sciences*, 78(C), 150-154.
- Wang, N., Wilhite, S., Wyatt, J; Young, T., Bloemker, G., Wilhite, E., Impact of a college freshman social and emotional learning curriculum on student learning outcomes: An exploratory study. *Journal of University Teaching & Learning Practice*, 9(2), 2012. <http://ro.uow.edu.au/jutlp/vol9/iss2/8>

- Wong, A. S. K., Li-Tsang, C. W. P., & Siu, A. M. H. (2014). Effect of a Social Emotional Learning Programme for Primary School Students. *Hong Kong Journal of Occupational Therapy*, 24(2), 56–63. <https://doi.org/10.1016/j.hkjot.2014.11.001>
- Zins, J., & Elias, M. (2007). Social and Emotional Learning: Promoting the Development of All Students. *Journal of Educational & Psychological Consultation*, 17(2/3), 233–255. <https://doi-org.ezproxy.csusm.edu/10.1080/10474410701413152>

Appendix A

Social Emotional Lesson Plans

Identity and Agency

Growth Mindset

OVERVIEW & PURPOSE

Growth mindset and fixed mindset is an important topic that will instill motivation, determination, and perseverance in students. Many students today give up when the going gets tough but once they learn to see these obstacles as opportunities to learn and strengthen the brain, the growth mindset is being practiced. Students should understand that the brain is malleable and the more you learn, the more your brainpower grows and the more likely you are to succeed.

OBJECTIVES

Students will be able to identify a fixed mindset and growth mindset. They will be able to give a characteristic of each mindset.

MATERIALS NEEDED

1. A laptop or computer
2. Chart paper
3. Worksheets attached

ATTENTION GRABBER

Watch this video <https://www.youtube.com/watch?v=M1CHPnZfFmU> with your class and have a discussion about growth vs fixed mindset. Here are some questions to get your discussion started:

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

- What is a fixed mindset?
- What is a growth mindset?
- How do those differ?
- Which do you think is most important to have as a young student?
- Can you share an example or a story of a fixed or growth mindset?
- Is it okay to make mistakes?
- How does your reaction to a mistake show/not show a growth mindset?

I DO IT

After the discussion, the teacher shares a story about a time where they struggled to get better at something. The story should highlight; hard work and strategies used to attain the goal.

WE DO IT

After the share out, take out some chart paper and draw a T chart with fixed mindset on the left and growth mindset on the right. Fill the chart in with definitions of each mindset, an example and a strategy that students can use.

This chart will remain where students can see it for reference as they begin the next step in the activity.

Differentiation Tip:
Some students may benefit from drawing what each mindset means to them on the chart paper. The teacher can also have some sentence starters/frames that the students can use.

Suggestion* Involve the students as much as you can so that they feel ownership in their learning process. Teachers can call students to come up and write on the T chart.

YOU DO IT TOGETHER

Have the students peer talk and share with a neighbor about a time they struggled but prevailed. Tell the students to remember what they shared as they will use that as an example for a later activity.

INDEPENDENT WORK

Start the activity by presenting students the model of the letter. You can project this on a big screen for students to easily see. The model is attached. The teacher will read the model letter and state that the students are going to be writing a letter like this one to a future student in your class.

The students will write a letter to a future student in your class and in the letter, the students will give an example of a time where they struggled or worked hard at something until they figured it out. The students will also give some advice or words of encouragement to the future student the next time they run into a situation where they want to give up.

Suggestion* There is an alternate option that some students may benefit from, it is attached. The students can draw a picture of a hard situation that they worked through and they can write a sentence or two about it at the bottom. You can make use of a sentence frame if needed.

WRAP UP

To wrap up this activity, the students will share/read to the class or their small group what they wrote on their letter. The teacher should look for commonalities and highlight that with the class.

Name:

Date:

A letter to a future student

In 5 sentences or more, write a letter to a student in the future class about a time where you struggled at something but in the end you accomplished it. Make sure to give some advice or words of encouragement to the future student for the next time they encounter an obstacle.

Dear future student,

When I was learning how to tie my shoes, it was really hard for me at first. I wanted to prove to my parents I could do it myself but I tried and tried and couldn't figure it out! I asked my friend Timmy to show me how he ties his shoes and he helped me by walking me through the process and then I finally was able to tie my shoes! I was so proud of myself. I went home and showed my parents what I could do. Please don't give up when something is hard. You will be happy you kept trying.

Sincerely,
Becky

Identity and Agency

Perseverance and Grit

OVERVIEW & PURPOSE

Willpower, self-control and perseverance are all wonderful traits that future leaders should have! With technology and instant gratification a new norm, patience and delayed gratification are traits that seem to be apparent in many of the students today. According to the video in this lesson, they talked about how delayed gratification and self-control leads to success in the future. By exposing and learning about these traits, we are preparing the students for not only academic achievement but also preparing them for the real world.

OBJECTIVES

Students will be able to identify what perseverance and grit means and also what it means to them personally.

MATERIALS NEEDED

1. String with knots tied on them (the suggestion is 1 for each student)
2. A timer
3. A computer or laptop
4. Worksheets attached
5. Chart paper

ATTENTION GRABBER

The teacher will start off the lesson by saying, “Today we are going to learn about perseverance and grit. I’m going to give you one minute to see which table can untie all the knots the fastest! Ready, set, go!”

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

The challenge is meant to not be met, the teacher should survey the students to see how they are reacting. Are some students giving up? Are other students encouraging each other to keep on going? Take note of what's going on in your classroom.

I DO IT

After the timer goes off, have the students settle back down to begin a discussion. Here are some discussion starters:

-Now that we did that exercise, can someone tell me what you think perseverance and grit means?

-Was there anything frustrating about the string?

-Was there anything easy about it?

The teacher should lead the discussion so that perseverance and grit mean the ability to not give up even when presented with hard challenges.

WE DO IT

Show the class the video https://www.youtube.com/watch?v=vzle_Puyg5o.

After the video, the teacher will take out chart paper and make a chart with a class definition of perseverance and grit. Students will be asked questions such as “What is an example of perseverance based on the video? Talk to your neighbor.” “Is there an example of perseverance you can think of that personally happened to you? Talk to your neighbor.” After the students are done sharing with their neighbor, the teacher rounds the class together and the students share out what they heard. The teacher will fill in the chart with examples of what the students said. The chart will be displayed in the classroom while the students work on their independent work.

YOU DO IT TOGETHER

The students will come up with a skit to present to the class. The students can be grouped into table groups or however you'd like. 3-4 students per group is ideal. The students will be in charge with creating a scenario that has to do with perseverance and they have a 5-minute time limit when presenting. Every student in the group should participate in the skit in some way.

Differentiation Tip:

If needed, students can either draw a picture of what perseverance means to them, or they can verbally give an example and the teacher can write it down for them to copy in their own handwriting.

WRAP UP

To wrap up this lesson, the students will present to the class their skit. After all the presentations, the students will complete an exit exam. See attached. There is an adapted version attached as well for students that might need it.

Name: _____

Date: _____

What does it mean?

Draw a line between the columns to match the word with its meaning.



perseverance

the ability to wait for something

success

persistence in completing a task despite hardship

willpower

to accomplish something

patience

the ability to control impulses

Name: _____

Date: _____

SORT IT OUT!

Cut this page along the dotted lines to sort the words in the correct category.

Then, paste them into the columns they belong to.

PERSERVERANCE

**NOT
PERSERVERANCE**



willpower

lazy

undetermined

crying

throwing a fit

determination

patience

success

motivation

Emotional Regulation

Recognizing Emotions

OVERVIEW & PURPOSE

Being able to recognize emotions will benefit students as they are better adapted to not only understand and interpret the emotions of others, but also their own. Understanding emotions can also be a matter of life or death. For example, if there was a fire and fear was running through your mind, one has to understand fear and then act on it immediately in order to save lives. Being able to recognize and understand emotions will lead into applying appropriate coping strategies.

OBJECTIVES

Students will be able to recognize emotions specifically; sad, nervous, angry, tired, happy, proud, silly, bored, confused, embarrassed, worried, scared.

MATERIALS NEEDED

1. Bingo game cards attached
2. Laptop or computer
3. Bingo card cut out emotions (to use a resource to teach the emotions to the class)
4. Bingo markers or counters

ATTENTION GRABBER

Start off by asking each student how they are feeling today. After, the teacher will role play and make a sad facial expression. The teacher will ask the students how they think she feels. The students will reply with “sad” and the teacher will ask “How do you know that I’m sad? What am I doing with my face that shows I’m sad?” The students will reply with because the teacher is frowning and that means sad. The teacher will say “That is correct! Today we are going to learn about different emotions, let’s watch this video to learn more about emotions.”

<https://www.youtube.com/watch?v=VL5MvZKgVZA>

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

I DO IT

The teacher will introduce the emotions, one by one. The teacher will display the emotions card along with the word and explain the emotion and why its facial expressions are important to understand emotions.

WE DO IT

After the teacher goes through all the emotion cards, the teacher will shuffle the cards and mention they are going to play a quick game. The teacher covers the vocabulary word on top but still shows the emotion picture and ask the students, “Hmm, what’s this emotion?” The teacher does this until they think the class is able to move on to the next section independently.

Suggestion* Switch between asking the class as a whole and having students think-pair-share their answers with a partner.

YOU DO IT TOGETHER

Differentiation Tip:

If needed, the teacher can display the emotions and the vocabulary that goes with it so that students can use that as a reference.

The teacher will pass out a bingo sheet to each student, which are attached, and will explain the games of bingo. The teacher will give a scenario verbally and the students will guess which emotion the teacher is referring to. For example, “When Ben doesn’t want

to play with me on the playground, I feel (and this is where the teacher will show the facial expression for sad), what do you think my expression is showing?” Since there are only 4 variations of the worksheet provided, the teacher can play “black out” which is covering the entire board of bingo and also that way all the emotions can be covered.

Suggestion* After each question, the teacher should give students the correct answer so that the expression is further solidified into their minds.

INDEPENDENT WORK

After the bingo game, the teacher will use those same emotion cut up cards and give one to each student facing down. The students will then turn it over and depending on what emotion they have, they can either draw, write, or show the teacher a scenario that would inflict that specific emotion. For example if student A got silly as their emotion, the student can either draw a silly picture, write about a silly scenario or write a sentence with the word silly in it or if needed, the student can show the teacher their silly face.

WRAP UP

The students wrap up their learning of emotions by turning in their independent work or by showing the teacher a scenario that would inflict that emotion.

I'M FEELING...

Name _____ Date _____

BINGO WITH EMOTIONS

SAD



NERVOUS



ANGRY



TIRED



HAPPY



PROUD



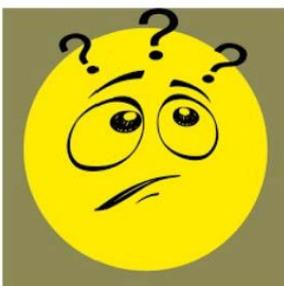
SILLY



BORED



CONFUSED



EMBARRASSED



WORRIED



SCARED



I'M FEELING...

Name _____ Date _____

BINGO WITH EMOTIONS

WORRIED 	CONFUSED 	PROUD 	SCARED 
HAPPY 	ANGRY 	TIRED 	BORED 
NERVOUS 	EMBARRASSED 	SILLY 	SAD 

I'M FEELING...

Name _____ Date _____

BINGO WITH EMOTIONS

SAD



PROUD



ANGRY



CONFUSED



SILLY



NERVOUS



WORRIED



EMBARRASSED



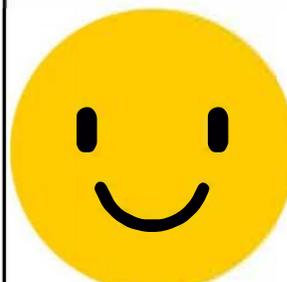
TIRED



BORED



HAPPY



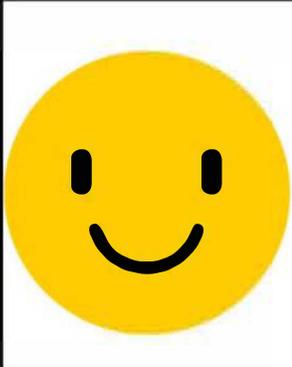
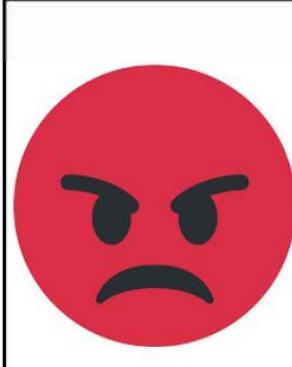
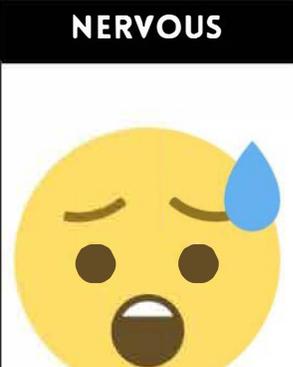
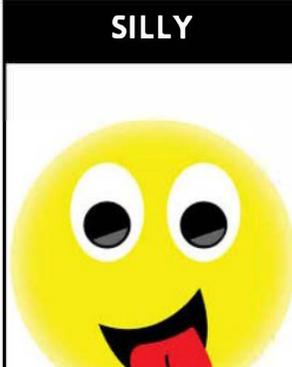
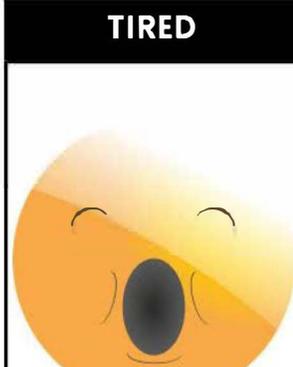
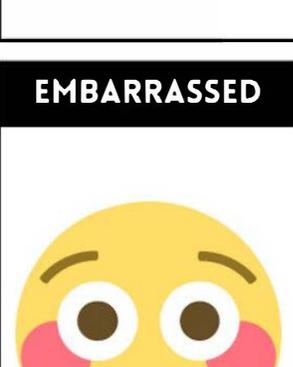
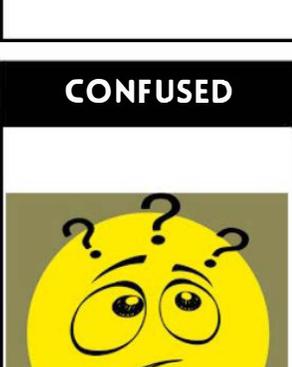
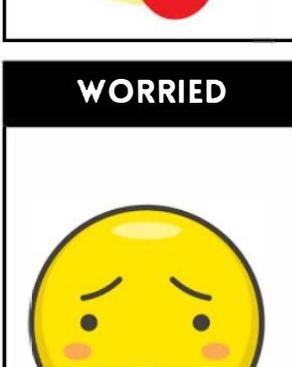
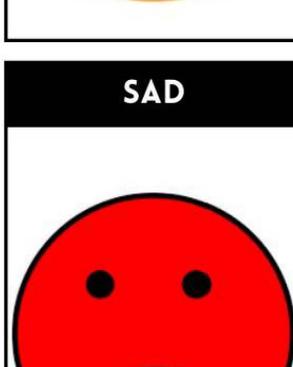
SCARED



I'M FEELING...

Name _____ Date _____

Blank space for drawing or writing.

SCARED 	HAPPY 	ANGRY 	BORED 
NERVOUS 	PROUD 	SILLY 	TIRED 
EMBARRASSED 	CONFUSED 	WORRIED 	SAD 

Emotional Regulation

Coping Strategies

OVERVIEW & PURPOSE

Students these days are faced with certain obstacles that some people in the other generations might not have faced in their lifetime. This is where coping strategies become crucial, especially because of the instant gratification culture and the technological advances that seem to be only getting more and more advanced. There is a lot to adapt to in such a short amount of time and sometimes that can be frustrating and overwhelming for students. Coping strategies can ease that anxiety and can help students develop a healthy way to coping with change or frustration.

OBJECTIVES

Students will learn the A-Z Coping Strategies (based on the YouTube video by the NHS foundation). They will be able to demonstrate knowledge of the coping strategies by applying at least 3 coping strategies to situational instances.

MATERIALS NEEDED

1. Laptop or computer
2. Worksheet attached
3. Scenario cards

ATTENTION GRABBER

The teacher will show the class the video on A-Z Coping Strategies

<https://www.youtube.com/watch?v=5EXpkVw3fh0>.

Differentiation Tip:

While the teacher is showing the video, the teacher should hand out to each student a list of A-Z coping strategies so that the students can have and use as a reference.

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

I DO IT

The teacher will model a few situations such as; working hard on the computer and it shuts down and loses all the work, not being picked first for your favorite sport, not getting a good grade on a test. The teacher will present these situations, either in written form or orally and then the teacher will model coping strategies that would be appropriate to each situation.

WE DO IT

The teacher will pass out scenario cards to each table and the students will work together as a group to come up with a coping strategy for each one.

INDEPENDENT WORK

The teacher will give students time to work on the scenario worksheet individually. If needed there is an adapted worksheet.

WRAP UP

To wrap up this lesson, the students will turn in the worksheets at the end of the lesson.

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

SCENARIO 1

You are scared because you just saw a huge spider in your room and you hate spiders, what's a coping strategy you can use before you get help with the spider in your room?

SCENARIO 2

You are very angry because you just got yelled at by someone in class, what's a coping strategy you can use to calm you?

SCENARIO 3

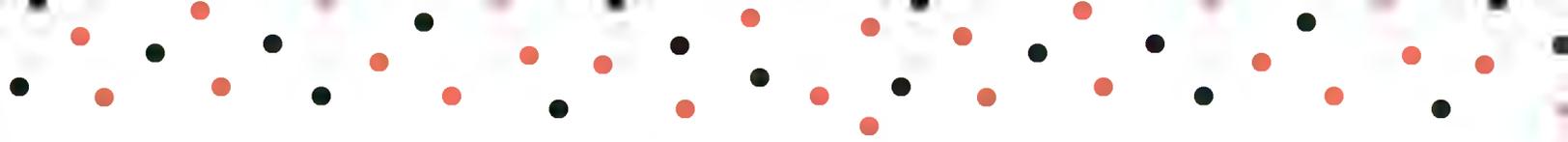
You find yourself feeling very upset and you can't control your tears, what's a coping strategy you can use to calm you?

SCENARIO 4

You are very scared and nervous sleeping at night by yourself in the dark, what is a coping strategy to get you through the night?

SCENARIO 5

You are mad that the wifi isn't working on your Ipad and you want ed to watch youtube , what is a coping strategy you can use ?



Name: _____

Date: _____

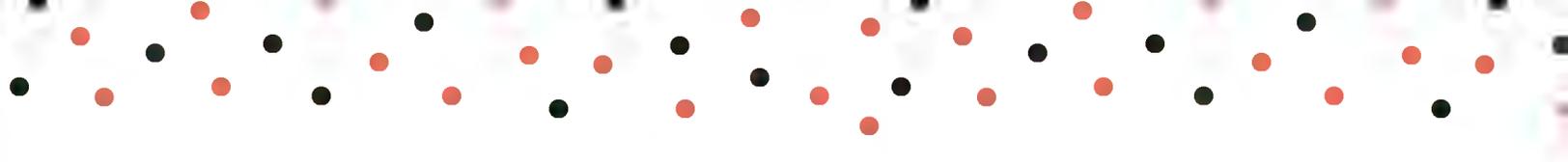
Scenario Exercise

Write a coping strategy to each scenario

- A (Be active which means run or go for a walk)
- B (Breathe)
- F (Friends, talk to your friends)

You are very scared and nervous sleeping at night by yourself in the dark, what is a coping strategy to get you through the night?





Name: _____

Date: _____

Scenario Exercise

Write a coping strategy to each scenario

You are very angry because you just got yelled at by someone in class, what's a coping strategy you can use to calm you?

You are very scared and nervous sleeping at night by yourself in the dark, what is a coping strategy to get you through the night?



Cognitive Regulation

Problem recognition & Resolution

OVERVIEW & PURPOSE

Some students have a hard time recognizing problems at hand because they aren't able to read and analyze their surroundings and other people's emotions. Problem recognition and resolution is essential because that shows that students are actively engaged and learning during the process.

OBJECTIVES

Students will be able to demonstrate recognition of a problem and apply an appropriate solution through the means of a skit/role playing.

MATERIALS NEEDED

1. Scenario cards
2. Laptop or computer

ATTENTION GRABBER

The students will watch a video about problem and solution

<https://www.youtube.com/watch?v=xgAMffDLw2g>.

Differentiation Tip:

While the teacher is showing the video, the teacher can hand out a list of the resolutions showed in the video to students as needed.

I DO IT

The teacher will stop the video intermittently and will model out loud the thinking process for the resolutions.

WE DO IT

The teacher will read or show a scenario card and as a class they will come up with solutions. Keep in mind there is not just one solution!

Suggestion* The teacher can write down the solutions either on the board or chart paper so that they students have something to visually refer to when needed.

Differentiation Tip:

If needed, students can do an alternate activity such as draw out or write a response (with sentence frames) to the scenario cards. They can work in partners if needed as well.

YOU DO IT TOGETHER

Students will be assigned partners and they will be given a scenario card and they have to act out the problem and solution. They will have some time together to plan out their skit. The teacher will monitor and help if needed.

WRAP UP

To wrap up the lesson, the students will get a chance to perform their skit in front of the class (or turn in their alternate assignment if needed).

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

Scenario Cards

SCENARIO 1

Your friend Timmy lost his backpack during recess. He is worried and he is crying saying he won't have a snack since he lost his backpack, what should you do?

SCENARIO 2

Amanda was swinging on the swings and she loves to swing so much that she doesn't let the other kids have a turn. What is the problem here and what is a solution that can be applied?

SCENARIO 3

Your best friend in class has a very fancy glitter pencil and you like it so much that you wish you had it. One day, when your best friend wasn't looking you decide to take it and try it out. Your best friend sees and she gets mad. What is the problem here and what is a solution that can be applied?

SCENARIO 4

The teacher told you to stop talking but it was your friend that was talking to you and he didn't get in trouble. What should you do?

SCENARIO 5

At recess, you see a group of kids playing tag. You go up to them because you want to play too but they tell you they don't want to play with you. What should you do?

SCENARIO 6

During class when the teacher wasn't looking your friend decides to throw a paper ball across the classroom. It bounces on your table and just as you pick it up, the teacher sees you and she tells you that you have to stay in for lunch recess for throwing paper balls in class. What should you do?

SCENARIO 7

At home you pour yourself a cup of milk but it spills everywhere, what should you do?

SCENARIO 8

You left your snack out and it was slightly opened and now there are ants in your snack! What should you do?

Cognitive Regulation

Organizational Skills

OVERVIEW & PURPOSE

Organizational skills are important and can be transferred to most aspects of a child's life. It incorporates time management and being able to follow lists and schedules. These skills can lead to not only better habits in school but also in adulthood.

OBJECTIVES

Students will learn organizational skills by organizing their backpacks and desks.

MATERIALS NEEDED

1. Student backpack
2. Teacher "pre filled" backpack
3. Organization checklist

ATTENTION GRABBER

The teacher will ask the students to get their backpacks from outside and leave them by their chairs. The teacher will mention they will do something special with the backpack after they watch this video. This will spark curiosity and engagement. The teacher will show the students this video about organization

<https://www.youtube.com/watch?v=3Pi8ab-mkAo>.

Differentiation Tip:

If needed, students that have a harder time concentrating can wait and leave their backpacks out of sight as to not get distracted.

I DO IT

After the video about organization, the teacher will introduce the lesson and let the class know that they

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

will be organizing their backpacks today and cleaning their desks. As the video stated, organization is the key to success in school, life and career. The teacher will model the backpack clean up by packing a “model backpack” to demonstrate organization to the class. The teacher will pull out the model backpack and show the class either on the projector or screen so the entire backpack and its contents are visible. The teacher will do as suggested:

1. Take out all the contents in the backpack, don't forget the pockets and zippered compartments!
2. Set aside the trash in one pile
3. The necessities in another pile
4. Go through the trash pile to make sure its all trash and not important documents such as homework, permission slips to be signed, etc.
5. Go through necessities to check on condition of folders, binders, lunch packs. If the folders seem in bad shape, set to the side to clean up or ask for a new one. If lunch packs include old snacks or trash, throw away.
6. If there are clothing items such as jackets and hoodies, fold them neatly and put on the side.
7. Once all the trash is sorted and thrown away, rearrange the necessities and stack them in order from least important in the back to most important in the front. If there is clothing, either fold and put in a bag or fold neatly in backpack.

Suggestion* If needed, the teacher can give the students the checklist during this portion so they can follow along with the teacher.

YOU DO IT TOGETHER

The students will now pull out and organize their backpacks, using the same checklist above. The teacher will go around and monitor and help students if needed.

INDEPENDENT WORK

After the students are done organizing their backpacks using the checklist, the same checklist will be

Differentiation Tip:

If needed, students can have a buddy clean their desk for them while the student helps by reading out the steps on the checklist.

used when students clean their desks. The students should feel comfortable doing this on their own but the teacher will monitor and help as needed.

WRAP UP

checklists as “exit tickets”.

The students will turn in their completed

CHECKLIST

- Take out all the contents
- Sort through and set aside the trash in one pile
- The necessities in another pile
- Go through the trash pile to make sure its all trash and not important documents such as homework, permission slips to be signed, etc.
- Go through necessities to check on condition of folders, binders, lunch packs. If the folders seem in bad shape, set to the side to clean up or ask for a new one. If lunch packs include old snacks or trash, throw away.
- If there are clothing items such as jackets and hoodies, fold them neatly and put on the side.
- Once all the trash is sorted and thrown away, rearrange the necessities and stack them in order from least important in the back to most important in the front. If there is clothing, either fold and put in a bag and put away

Social Skills

Sharing and Taking Turns

OVERVIEW & PURPOSE

Sharing and taking turns contribute to feelings of belonging and it shows empathy and consideration for others. Some students have a hard time with sharing and taking turns because it takes putting yourself in another's place and that is a skill that can take time to develop.

OBJECTIVES

Students will be able to share and take turns by playing a board game with their table members.

MATERIALS NEEDED

1. Board games (ideally the same game so that the teacher only has to explain one set of rules)
2. Laptop or computer
3. Chart paper

ATTENTION GRABBER

The teacher will start off the lesson by passing out the board games and leaving it on the students tables. The teacher will let the class know that they will be playing games today but first, they have to learn the rules of turn taking. This video is a moral story about sharing

<https://www.youtube.com/watch?v=jbwzr-fR8I>.

I DO IT

The teacher will role play with a volunteer in the class of what turn taking and sharing looks like. The teacher will call on one student for role playing sharing and another for role playing turn taking. The teacher should give one example of correct turn taking and one example of bad turn taking so the two are distinguished as acceptable and unacceptable.

WE DO IT

The students and teacher will create an anchor chart of what acceptable and unacceptable sharing and turn taking is. This will be left where it can be seen as the students move onto playing board games.

YOU DO IT TOGETHER

The students will play the board games at the tables and the teacher will monitor to see if students understand the concept and will help as needed.

Differentiation Tip:

If needed, students can observe another table play a game first as a model and then the student can play with them. The students also can play a game with adult supervision if necessary.

INDEPENDENT WORK

The students will complete an exit ticket of what sharing and turn taking consists of. There is an adapted worksheet if needed.

WRAP UP

To wrap up the lesson, the students will turn in their worksheets.

Name _____

Date _____

SHARING LOOKS LIKE...

WRITE A RESPONSE TO WHAT
YOU THINK SHOULD HAPPEN

MY LITTLE BROTHER WANTS
TO PLAY WITH MY TOYS TOO

WHEN WE PLAY A GAME, I
TAKE TURNS

WHEN WE PLAY A GAME I DONT
TAKE TURNS

I DONT LIKE SHARING MY
SNACKS WITH MY FRIENDS

Name _____

Date _____

SHARING LOOKS LIKE...

DRAW WHAT SHARING LOOKS
LIKE OR DOESNT LOOK LIKE

MY LITTLE BROTHER WANTS
TO PLAY WITH MY TOYS TOO

WHEN WE PLAY A GAME, I
TAKE TURNS

WHEN WE PLAY A GAME I DONT
TAKE TURNS

I DONT LIKE SHARING MY
SNACKS WITH MY FRIENDS

Social Skills

Kindness

OVERVIEW & PURPOSE

Relationships are important because they provide meaningful and genuine connections. Children are more open to playing with others if they are kind. Kindness is a trait that is valued and appreciated and so having students exposed to kindness, having them learn about the effects of kindness will hopefully plant a seed in their minds and they can see how valuable kindness can be.

OBJECTIVES

Students will be able to demonstrate kindness by writing a kind note/compliment to everyone in class.

MATERIALS NEEDED

1. Computer/laptop
2. Kindness notes to each student from the teacher

ATTENTION GRABBER

The teacher will show this read aloud of the book, *Be Kind* by Pat Zietlow Miller and Jen Hill. <https://www.youtube.com/watch?v=t6NUJ2JZz50>. The teacher will state that kindness, like the read aloud, can build and spread into big and wonderful things. Lets all start with a simple act of kindness by writing one nice thing about each student in the class. The teacher will collect all of the students notes and compile a list for each student so that they can have!

I DO IT

The teacher will share with the class some of the notes she wrote to students. The teacher will reiterate that the kindness note should be genuine and specific, not something for example “I like your shirt” but “I like your smile or I like when you say things nice things to me when I’m sad”. It should be short and

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

concise to one sentence since the teacher has to combine and type out what everyone says to give to each student.

WE DO IT

The students will practice with their table mates in writing a kind message to the teacher. Each group will come up with one collaborated sentence and present it to the teacher.

Suggestion* If needed, the teacher should write down what the students say on the board or somewhere the students can see so they can refer to.

Differentiation Tip:

If needed, students can use sentence frames such as (students name) I like you because you are _____. (students name) you are nice because _____. (students name) you are my friend because you _____.

INDEPENDENT WORK

The students will have a chance to brainstorm and write out something for each student in their class. The teacher will help and monitor the students if needed.

WRAP UP

To wrap up this lesson, the teacher will collect the kindness notes from the students and will compile and give each student a copy of kindness notes each of their classmates wrote for them.

Public Spirit

Courage

OVERVIEW & PURPOSE

Courage is a trait that is hard to acquire but it is a strong trait to have. Instilling courage in today's youth will have them tackle problems fearlessly and with strength. Having courage, standing up for what you believe in, and working fearlessly is beneficial to not only yourself, but also to the community.

OBJECTIVES

Students will be able to demonstrate their understanding of courage by creating a superhero that demonstrates courage on the inside and outside.

MATERIALS NEEDED

1. Superhero worksheet
2. Laptop or computer

ATTENTION GRABBER

The teacher will start off first by showing a video clip about superheroes (Spiderman) <https://www.youtube.com/watch?v=YLFzj8GZkgQ>. Afterwards, the teacher will ask the class to pay attention to see if they can spot how Spiderman shows courage on the inside (wants to help the city and the people so they don't get hurt by the rhino, cares about others) and outside (he is fearless and courageous by standing up to the rhino and stopping him from hurting people by using his super powers). The teacher will play the clip again for the students to watch.

Suggestion* If needed, the teacher should write out on the board, "how does Spiderman show courage on the inside? The outside?" to remind the students what they are looking out for in the video.

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

I DO IT

The teacher will model by saying, “I think Spiderman shows his courage on the inside by having a big heart and caring about others safety and well being. He shows courage on the outside by showing he’s fearless by stopping the rhino from hurting the people in the city.”

WE DO IT

Now the students will get a chance to create their own superhero. The teacher will brainstorm ideas with the class about different heroes and how they show courage inside and out. The teacher will record the ideas on the board for the students to use.

INDEPENDENT WORK

The students will get a chance to make their own superheroes. They come up with a superhero ability, why they chose that ability, and how they show courage inside and out. If time permits students may color and decorate.

Suggestion* If needed, the students can use the ideas that were written on the board instead of thinking of their own. In the boxes instead of writing, they can draw their superheroes abilities and how they show courage.

WRAP UP

The teacher can ask the students to come up individually or share with their table mates the superhero they wrote about.

NAME:

DATE:

MY SUPERHERO

WRITE ABOUT YOUR HERO USING THE FOLLOWING
SENTENCE STARTERS:

*IF I WERE A SUPERHERO, THE SUPERHERO ABILITY I WILL CHOOSE
IS...*



I CHOOSE THIS ABILITY BECAUSE...



*MY SUPERHERO WILL SHOW COURAGE ON THE INSIDE AND OUTSIDE
BY...*



Public Spirit

Respect for Others

OVERVIEW & PURPOSE

Having respect for others is very important and it goes hand in hand with showing kindness and empathy. When you show respect for others it shows that you are able to rationalize about other people's feelings and in turn they most likely will show you respect as well.

OBJECTIVES

Students will be able to understand showing respect for others by coming up with a skit that represents that.

MATERIALS NEEDED

1. Chart paper
2. Laptop or computer
3. Sticky notes

ATTENTION GRABBER

The teacher will show this video to the class <https://www.youtube.com/watch?v=fp9dTTIQLPY>. This is a video made by kids in elementary school in London about respect.

I DO IT

The teacher will lead a discussion as to how the students showed or didn't show respect in the video. The teacher will make a t chart and separate it by respect and no respect. The teacher will model by saying "In the video, there was a student that didn't show respect by smacking the book out of another

SOCIAL EMOTIONAL LEARNING AND ACADEMICS

students hand. What could the student have done instead of that to show respect?" The teacher will go through a couple of scenarios and write them in the T chart.

WE DO IT

The teacher will have the students peer talk with one another about a situation they can think of that shows respect or that doesn't show respect that wasn't mentioned in the video. The teacher will pass out sticky notes while the students are conversating. The teacher will inform the students that after they share with their peers, they can write an answer on the sticky notes to come up and put it on the T chart. After the students put their answers on the T chart the teacher will read out what the students wrote and have a class discussion about what was written.

Suggestion* If needed, the students can use sentence frames such as "I can show respect by _____. It is not respectful to _____."

YOU DO IT TOGETHER

In small groups, the students will come up with a skit that represents what respect for others looks or doesn't look like. Every group has a 3-5 minute time limit when presenting and they have to portray what respect looks like and what it doesn't look like. Every student is expected to participate in the skit in some way.

Differentiation Tip:

If needed, students can work individually and draw what respect means to them and what it doesn't mean to them. They can also do a skit on their own if they would like.

WRAP UP

To wrap up this lesson, the students get to present their skit to the class.