

SEL Staff Initiatives

SEL NOW- Building Competency in the area of Self Awareness Shared by Leslie Pcolinsky

During the spring, I used a few SEL tools/strategies. Every day I had a QOD for a check and connect that students had to answer. Some days the questions were fun or quirky - favorite food you've eaten in quarantine, send a picture of your pet(s), mental health check in using different colored heart emojis and an explanation, how is your workload, and the one that I really thought worked well was - name something you did for your body, something you did for others, something you did that makes you happy, something you did to strengthen your brain.

SEL NOW- Building Competency in the area of Self Awareness Shared by Katie Feulner

Description of Classroom Practice: I haven't done this yet but I'm thinking about how to still incorporate yoga and meditation into my classes. I might record and share short yoga flows and meditations for students to watch and practice on Wednesdays. So I'd record myself reading from meditation cards and maybe play some soft music in the background. I'd also record myself going through a certain flow, for example, Sun Salutation A, and then post it to the Classroom. These short videos would be a great way for students to take a quick pause from their usual written work. They'd still be using a device of some kind but it would be a nice way for them to take stock of their thoughts and emotions. Thank you Lennie DiFino for the idea.

**Building Competency in the area of
Relationship skills**

Promoting the skills of

Recognizing family school and community supports.

Shared by Eric Stalloch

Description of Classroom Practice: I have begun this practice by creating a course resources section in my Google classroom where I post docs that allow them to see what help they can get. For example, I have a doc that explains how to get some tech support, commonly answered questions for my course to help reduce stress, and so forth. We reviewed this in class. I plan to add to it in the future. I also utilized this course resources section to post a copy of the ESM practices slide that we did with the student's first block earlier this week. That way they would have access to it all year easily. My hope is that it will reduce their stress by knowing that there is a consistent place for them to find answers to their questions. Thank you!

SEL NOW- Building Competency in the area of Self-Management

Promoting the skills of Stress management.

Shared by Chrystal Corbett

Description of Classroom Practice: Self-Management-

Self-care--4 minutes relax your mind--Take care of yourself!!!

<https://www.youtube.com/watch?v=ghRe3xXjK4w&list=RDgBZpGi8B0mk&index=7>

Description of Classroom Practice: Work -Habits

Instead of filling out your document. Stephen and I created this to be a self-evaluation every 10 weeks. We will review with the students individually, especially if we notice a student that rates themselves too high or too low. Mike Ferris & Stephen McSweeney

https://docs.google.com/document/d/1_pOU24aRC2mJ4lOqSfpsC9FI_XvDYHHG0Rx2fe1nqm0/edit?ts=5f63f20e

Building Competency in the area of Social Awareness, Self-Management, Self-Awareness, and Relationship Skills

Promoting the skills of respect for others, impulse control, communication, relationship building, social engagement

Shared by Cindy Hlywa

Description of Classroom Practice: Nonverbal Skills Necessary During a Pandemic

SEL NOW- Building Competency in the area of Self-Awareness

Promoting the skills of optimism.

Shared by Molly Gaeta

Description of Classroom Practice:

I have been starting some of my classes with “check and connect” time. Each time I pose a question or give a prompt for the students to respond to. Today’s prompt was “tell me something good”, and each student shared anything good going on (school, home, world). I got to learn about the students’ lives and connect with them, while also helping them look on the bright side of things. Today I got to hear about what was for breakfast, afternoon plans, weekend plans, family wedding, new glasses, sports viewing this weekend, excitement for coming back in person... etc.

Shared by Niki Planty

I started by showing the students a music video called the same love. Then I shared a story with them about my stepson and his journey with depression identity issues (not knowing where he fit in because he was mixed) his battle with addiction and ultimately his passing.

I discussed with them the wheel and we spoke about **self-awareness, social awareness, empathy, trusted adults, feeling comfortable in your own skin, and finally the responsibility as a hairdresser to be able to identify all of the competencies.**

As a closer, the kids made 3 slides only on the competencies and how they can use them in the salon.

Not much but it's super important as a stylist and they did amazing with the slides.

Building Competency in the area of Social Awareness

Promoting the skills of Perspective Taking, Empathy, Respecting Diversity

Shared by Jenn Kirchoff/Susan Reyna

Description of Classroom Practice:

*Provided/showed students a Youtube Doodly presentation on Maslow's Hierarchy of Needs and also an image of the hierarchy and had the students reflect and take notes.

*Students created journal responses to the two following questions:

1. Why is Maslow's hierarchy important for everyone to understand during the pandemic?
2. In your opinion, which level of Maslow's Hierarchy is the most important and why?
3. Give some examples showing how this category can be seen in your own daily life or the life of other people you know and care about?

Building Competency in the area of Self-management/Self Awareness

Promoting the skills of Managing stress, self-motivation, labeling one's feelings

Shared by PE Department

Description of Classroom Practice:

- Virtual check-in every day students have class virtually. (Google form)
 - Asks questions surrounding stress levels
 - Acknowledgment of possible stressors

Social and Emotional Learning (SEL)

Check out this great SEL resource for teachers from Morningside Center for Teaching Social Responsibility, [Getting to Know You Virtually](#).

SEL NOW- Building Competency in the area of: Self Management

Promoting the skills of: setting and achieving goals

Shared by Laura Critelli

Description of Classroom Practice:

I have students make 1 or 2 goals at the beginning of each unit of study. While making the goal, I ask them to reflect on what went well during the previous unit/year

and what they think they may need to improve on (ie time management, work completion, asking for help etc).

SEL NOW-

Building Competency in the area of Self Awareness & Relationship Skills

Promoting the skills of labelling one's feelings, accurate self-assessment of strengths and challenges, communicating clearly, seeking help, and optimism

Shared by David Brandon

Description of Classroom Practice:

Given the importance of developing relationships and communicating in a virtual world, I had students email me to introduce themselves and share at least 1 thing they wanted me to know about them as a student, 1 struggle they will have as a virtual learner, 1 strength they will have as my student, and anything else they wanted to share. I then replied to each student and responded to what they had shared with me. Corresponding over email allowed the opportunity for students to understand that I was reading and responding to their strengths and challenges despite being virtual.

Building Competency in the area of responsible decision-making and establishing a growth mindset.

Promoting the skills of planning for the future, accountability, and how to properly set goals.

Shared by Connie Carocci

Description of Classroom Practice: In my Child Development classes when we are learning about the human life cycle, I assign a Lifelong Goals project where students reflect on their past and plan for their future. After discussing goal setting, I provide them with a list of core values to use in setting their future goals and the directions listed below:

Thinking Ahead: How do you see yourself in 10 years? Married? Children? Working? Living in a different State?

Part 1 Directions: 1. Look at a list of core values and highlight 20 words that represent what you believe in.

2. Then narrow that list down to your top ten values and mark these in BOLD.

3. Use these values to develop a list of goals for your future.

4. This list of goals will consist of short and long term goals.

5. Then include these goals on your life road map that you create in Part 2.

Part 2 Directions: Create a road map (using any format) that represents your life: past, present, and looking into the future. This map will tell a story about you and reflect

values, decisions, and goals. Include significant events, memories, work/career, and the following:

1. Title with your name
2. Birth date
3. Infant experiences or family stories about you as a baby (birth - 12 months)
4. Preschooler experiences/memories (1 year old to Kindergarten)
5. school age experiences/memories (Kindergarten-12 years old)
6. Adolescent experiences (13-19 years old)
7. For each of the following show 2 future plans/goals, and your personal development in the physical, social, emotional, and intellectual areas.
 - A. Young Adult (20s)
 - B. Adult (30s-40s)
 - C. Middle Age (50s-60s)
 - D Late Life (70s +)

Building Competency in the area of : Self Awareness/ Self Management

Promoting the skills of : growth mindset, impulse control and self-discipline

Shared by Lori Fingar

Description of Classroom Practice: After students have had a challenging time and responded in a negative way we “debrief” and “self-reflect”. I have students use this: “I did _____, Instead of that, next time I could _____”

Building Competency in the area of : Social Awareness

Promoting the skills of : respect for others/ perspective taking

Shared by Lori Fingar/ Lynda Eichenlaub/ Kelsey Spradlin

Description of Classroom Practice: Full disclosure - I stole this from Lynda and Kelsey! Students often have a difficult time actively listening and taking turns in conversations. We use different colored sticky notes - each student given their own color. As a conversation is happening - the sticky notes are used each time the student comments, asks a question, etc. When done (or in the middle, if needed) we take a moment to look at the different colors to see if the conversation was a true 2way event or if one speaker had many more papers than the others in the group. It also helps to put them in a vertical line - the colors should alternate in a conversation.

Shared by Cincotta

Description of Classroom Practice: I've decided to center my first project around social justice, acceptance and equality in America. I've asked students to use Google Earth to find a

location in Syracuse for a mural regarding diversity and acceptance. To build support for the project, I built a slideshow about mural artwork, the social function of art and the cultural force it can have. I've included a PBS documentary about the Freedom Riders and a Ted Talk by a French photographer who traveled to the West Bank and plastered huge portraits of Palestinians and Israelis onto the barrier wall, the point of which being that neither side could tell which citizens belonged on which side of the wall from a simple portrait. This created a sense of empathy, the realization that there was no difference between the two groups.

I've had several conversations on google classroom and 1:1 meets with students to discuss what's going on, how they are feeling about things and attempting to process. We've also taken a good deal of time to just "talk it out" as a group. In each of my classes, after covering protocols, we take time to acknowledge the situation we're all in and that it's alright to be frustrated. I spent two hours in my first google meet with my 4th Block AP Portfolio class.

I've laid out a number of strategies to cope with stress and think of art not as another "task that one must sit down to do" but to think of it as part of everyday life.

Building Competency in the area of Self-Management

Promoting the skills of Stress management.

Shared by Bon Jovi

Description of Classroom Practice: Stress-Management

Homework: Mindful minute: Take care of yourself:

https://www.youtube.com/watch?v=9tOJZQhO_Uw

Before they do this we discuss how many successful and many famous people meditate...

Building Competency in the area of

Social Awareness

Promoting the skills of

Understanding social and emotional norms of behavior.

Shared by Keith Ward

Description of Classroom Practice: In class we are concerned with the origin of the idea of "race", and how some of the most influential religious texts, and western thinkers gave rise to a "hierarchy of race" as manifested through the Transatlantic Slave Trade. After reading DeAzurara, Hobbes, Locke, etc., students were asked to write a reflection in which they discuss their learning about institutional racism. They were encouraged to come to the assignment as they are: politics, familial dominion, faith, and tradition all intact and discuss what they learned, where they thought my claim was solid, or weak, and where they felt resistant to the idea that Black Lives Matter+(ed). Students were encouraged to ask questions in their work with the promise that I would interact personally with their questions and ideas. The results of the assignment were staggering, honest, and demonstrated the two opposing truths of our time: as progress is fought for and earned by indigenous, black, and brown people, some white folk feel threatened, misunderstood and insecure. This assignment ran the political/social spectrum,

and good to my word I was certain to thoughtfully research and answer questions like: “is it racist to use an accent?”, “how do I know if I’m being racist?”, “how do I ask my family or friends to not use the ‘n’-word?” Etc.

Meanwhile other students reported the hurt they have felt as a racial minority in our building. Hurt that friends or other students have caused, hurt that teachers and administrators have inadvertently caused through acts of text adoption, topic selection, or even the act of asking a black or brown student to chime in on topics of race/ism in class as if they have formed a solid opinion, or that they may want to further out a target on their back by sharing their truth and perpetuating the student to student mistreatment/microaggressions. This assignment will shape and tailor the coming units as the class strives to depoliticize racial equity AND fairness, and come to a richer sense of personal, school, and community empathy and respect.

Lisa Hinman:

Every unit I provide students with a unit outline in which I have them identify a quantitative goal for the entire unit. They then have to think about how they can ensure they achieve their goal and also how they will know they have achieved their goal. Every unit they are pushed further to deepen their goal and make sure they are striving to achieve their own personal best.

Lori Fingar and I, also do a fist of 5 which gives students the opportunity to let us know how they are doing throughout the lesson. Students can either use their camera to identify their understanding, the chat feature in google meet, or google hangouts. This helps them build a self awareness of their own learning and shows them that we work together as a class.

Building Competency in the area of

Social Awareness

Promoting the skills of

Respecting Diversity

Understanding social and emotional norms of behavior

Recognizing family, school, and community supports

Shared by Emily Disbro

Description of Classroom Practice: We are currently working on our Mental and Emotional health unit. The students are discussing Self-Esteem and the things in life that can impact our self-esteem, both positively and negatively. They are connecting the conditions that build self-esteem to fictional characters and providing evidence of the character upholding the condition. Students have also researched the leading mental health disorders that affect teens as well as various resources within Onondaga County that provide mental health support.

Building Competency in the area of

Self Awareness

Relationship Skills

Promoting the skills of

Labeling One's Feelings

Building Relationships

Seeking Help

Shared by Katherine Mittiga

Description of Classroom Practice: Every day students fill out a Google form which serves as a helper for attendance, plus daily quiz of content, as well as SEL. Every day I pose a question that is fun like, "Which type of vacation would you prefer?" and suggest the beach, the city, outdoors/woods, skiing, or staycation at home. When we go over the results, we usually have a 1-2 minute conversation that helps build rapport.

Another question on the form is "Do you have any questions for me?" Usually they are questions like "How is your day?" but sometimes they get into deeper things, like "What are your feelings about the BLM movement?" I don't mind getting mildly personal with my responses, and it offers students the chance for some discussion amongst themselves as well. I want to show them that my room is a safe space to ask questions.

Perhaps the most important question on the form, which is kept confidential, is "How are you doing?" While many students say "fine" or "I'm good", some students have shared that they are stressed, upset, etc. When I see those, I reach out via email. A student had the comment that they were "very bad" two days in a row, so I reached out. He shared that he was stressed and upset with technology, but was starting to figure it out. He was truly thankful that I contacted him and offered to help. It's a small step but it's building the road to stronger relationships during this very disjointed time.

Building Competency in the area of Social Emotional Learning

Promoting the skills of

Understanding social and emotional learning.

Shared by Stephanie Trudeau Keiber

I am concentrating on Self Management, with my food and nutrition students. A large part of this idea is, healthy body/ healthy mind. Students have each chosen a, "SuperFood," which is a term deemed for foods that have most of the basic nutrients along with an abundance of

Building Competency in the area of

Focusing, calming fears and anxiety, creating a positive, comfortable atmosphere

Promoting the skills of

- Reframing your thinking to a more positive attitude.
- Energizing students
- Focusing, calming fears and anxiety
- Comfortable, safe atmosphere

Shared by Aimee deBerjeois

Description of Classroom Practice:

Reframing your thinking to a more positive attitude.

- Moments of gratitude
- Dancing to upbeat music at the beginning of class

Focusing, calming fears and anxiety

- Mindful minute- holding distractions in your hands and breathing and releasing them.
- Sharing gratitudes and music that helps get us in a positive mood
- 5 minutes of yoga

Comfortable atmosphere

-Sharing music and slides about ourselves with the class

Building Competency in the area of

- **Responsible Decision making**

Promoting the skills of

- **Analyzing situations**
- **Evaluating**
- **Reflecting**

Shared by Alana Wielgosz (French)

Description of Classroom Practice:

I decided to create a Google Forms survey this week to get a “temp check” on how my students have been doing, what they’re struggling with, and what they’d like to see/ practice in future classes. In the anonymous survey, I asked students how their stress levels have been over the past three weeks both in French class and in general. I also asked how manageable their workloads are, what technology problems they have been having, as well as their preferences for Zoom meetings, Wednesday classes, SEL, and homework time frames.

Building Competency in the area of Self Management & Self Awareness

Promoting the skills of Stress management and accurate self assessment of strengths & challenges

Shared by Lucinda Grathwol

Description of Classroom Practice:

Snowballs & House Building

- Students wrote down what was causing them stress/anxiety upon returning to school, waded it up and threw into the bin
- Students wrote down 1 goal (virtual slide) - for this day, week, month,...etc Into a table box. Every so often we will add another to eventually “build” a “house of their future”

Shared by Julie Freeman

Description of Classroom Practice: Last week, my English students were reviewing conflict in literature. I asked them to write about a conflict they personally experienced or witnessed since March of 2020. Students wrote about social justice protests, wildfires in California, the Coronavirus, changes to their own families and changes to school.

This week, I asked them to describe a strategy that helped them SURVIVE these conflicts. They were able to recount great methods that helped them get through these challenges (talking to friends, family or teachers, doing some deep breathing, listening to music, going for a walk, asking for support when needed). I reminded them that these things build their resiliency (we defined this) and that they can remember these skills the next time they encounter a difficulty.

Building Competency in the area of Relationship Skills

Promoting the skills of Building Relationships with diverse individuals and groups

Shared by S. Causer

Description of Classroom Practice:

During the first week of class, my co teachers and I made the effort to meet students individually on google hangout video calls. We were able to start to establish relationships with the students and model good communication skills in the digital environment.

I am taking Barb Englehardt's suggestion and having my students fill out the VIA Character Strengths Survey online. The survey measures self awareness.

 [Copy of Social and Emotional Learning Chart2](#)

Mr. Reed
Economics

Agenda: Social and Emotional Learning-Self Awareness-10/14/2020

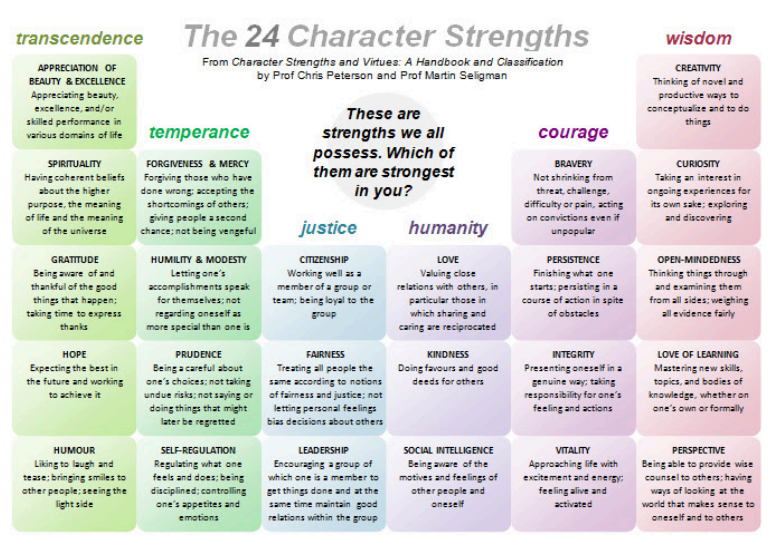
- 1.VIA Character Strengths Test <https://www.authentic happiness.sas.upenn.edu/home>
2. Please go to the website and register for the site.

3. Login and go to the top of the page and scroll over Questionnaires
4. Find the VIA Character Strengths Test and take the 240 question survey
5. At the end of the survey, the survey will generate your top 24 character strengths test pdf. Submit your results under the VIA Character Strengths assignment in the classroom.

This is your assignment for the next 80 minutes. This survey will count as a double test grade. You must complete this survey to the best of your ability and honestly. Think about each question. There may be some survey fatigue and you will want to quit. Do not QUIT! When you are done with this survey you will know what your top 5 character strengths are and you will learn about yourself. Social and Emotional Learning calls this Self-Awareness. The idea behind the survey is to understand your top 5 character strengths so that you can focus on those strengths to overcome obstacles in your life. For example, perseverance is my strength. If life knocks me down, I get back up and continue to move toward my goals. I stick with my pursuit of my goals with grit. I always think about this strength when I feel like a failure and I think that my problems in life are too difficult to overcome. When these thoughts enter my head, I thought stop the negative thoughts and think about my goals and my family. I tell myself that I am not a quitter or a failure or a bad person and I bounce back so I can support my family and continue to pursue my dreams.

Social and Emotional Learning						
Self-Management	Impulse Control	Stress Management	Self Discipline	Self Motivation	Goal Setting	Organizational Skills
Self-Awareness	Identifying Emotions	Accurate Self Perception	Recognizing Strengths	Self Confidence	Self Efficacy	
Social Awareness	Perspective	Empathy	Appreciating Diversity	Respect for Others		
Relationship Skills	communication	Social Engagement	Relationship Building	Teamwork		
Responsible Decision Making	Identifying Problems	Analyzing Situations	Solving Problems	Evaluating	Reflecting	Ethical Responsibility

Virtues	Character Strengths	Record the order of strengths below				
Transcendence	Appreciation of Beauty & Excellence	Gratitude	Hope	Humor	Spirituality	
Temperance	Forgiveness	Humility	Prudence	Self Regulation		
Justice	Teamwork	Fairness	Leadership			
Humanity	Love	Kindness	Social Intelligence			
Courage	Bravery	Perseverance	Honesty	Zest		
Wisdom	Creativity	Curiosity	Judgment	Love of Learning	Perspective	



Building Competency in the area of
Self- Awareness
Self-Management

Social Awareness

Promoting the skills of
Labeling Feelings
Self-Control
Respecting Diversity
Recognizing Supports

Shared by Emily Disbro

Description of Classroom Practice:

We just finished our Unit 3 on Stress Management. We discussed topics like Communication, Stress Management Techniques, Depression and Suicide, Grief and Loss, and Resiliency. With topics as heavy as these sometimes students need to take breaks. We spent a lot of time stressing Self-Awareness and Self-Management. I am amazed by the maturity and resiliency shown by my students this year. They've done some amazing self-reflection and gained control over their emotions. They've been able to respect their classmates and label their feelings and see in their classmates through body language. And we spent a lot of time on identifying all of the support that ESM and our community has to offer.

Building Competency in the area of
Relationship Skills
Self-Management
Social Awareness

Promoting the skills of Family-Community Partnerships, Recognizing Supports

Shared by Jen Stoker:

I have been teaching 4 classes of 9th graders on The 7 Habits of Highly Effective Teens. In that process, we discussed how many students and teachers and people really struggled with loneliness and even depression. We talked about how doing random acts of kindness not only makes others feel good, it makes us feel good as well. So, with Veteran's Day, and my own son in law deployed overseas right now, I had the students write letters to the soldiers.

Building Competency in the area of
Self Management

Promoting the skills of
Self-motivation

Shared by Alana Wielgosz

Description of Classroom Practice:

In class today, I spent a good portion of the block discussing motivation and motivational strategies with my ninth grade students. We discussed what motivation is, and I asked students to share the tools they use to keep themselves motivated. We discussed their ideas, and I shared what works for me personally. Some of the motivation strategies that students shared during the discussion were:

- Working during time frames when they are highly motivated (early birds/ night owls)
- Completing tasks up front so that they have time to relax afterwards
- Listening to music while doing work
- Start with small tasks
- Take small “bites” to prevent themselves from becoming overwhelmed
- Reward themselves after completing assignments
- Think of the consequences of not completing assignments
- Thinking about how their motivation or lack thereof can affect their futures
- The feeling of accomplishment after completing assignments

I was impressed with how willing the students were to share their strategies and I’m hoping it gave them some new tools and ideas for how to stay motivated.
