

0:01 Good morning. Today, I'm going to share with you a few techniques I use in my classroom when using the social emotional explore board and, um, I'm going to demonstrate how I use two of our edgy protocol forms.

0:12 The two edgy protocol forms, uh, I've chosen are the same with pictures and the frayer. The less than I'm providing can be found in our social emotional explore board for you know, for using the topic on kindness.

0:24 I'm going to go ahead and share the same with pictures. So on this first form, if you notice, I have added the definition of kindness.

0:34 I took it directly from our social emotional explore board, um, that, uh, shares all of our definitions, and I've also added a prompt.

0:43 I have left open or available the name so if you have students in your class that can add their name independently, this allows them, uh, the opportunity to do that.

0:53 I've also have created this form where I've added the names of each student. So they can choose the box and go ahead and add their photo of choice.

1:04 Um, I always start this out modeling how to do this form, especially for some of our ESC groups. They just may need the reminder of how to complete this form.

1:14 So, uh, and I also open up a breakout room for my students to choose if they're having problems with this or they just don't understand.

1:22 They can go into that breakout room and we'll work on this activity one on one. The second option for this date with pictures that I've used in my classroom is to provide visuals.

1:34 And so if you see here, I have a description under the first six boxes, and then I've left to blank.

1:40 Um, so the first, for example, is sharing an apple with a friend. They would choose the photo that matches that descriptor, and they would move those parts to the correct box.

1:51 Uh, if you have students in your class, some of your ESC students that may struggle reading or comprehending even what kindness is, this could be done as a group, or in a breakout room.

2:00 And on Vox 7 and 8, I've left it blank to give the student the opportunities to share their own ideas, um, which if they are building like, hey, I'd like to try this on to my own, they would have the opportunity to do this, or in that breakout room or in that small group.

2:17 You can do this activity together. You would just add it for them and show them how to, uh, how to add the photos.

2:23 And then the third option is a more independent activity. They would add their own descriptors. They would add their own photos.

2:31 And then, um, this would be, uh, if I chance they needed help with this activity as well, then they would have the opportunity to jump into breakout room.

2:41 Let's just say they didn't log into the correct. Uh, Google email or their computer's just not working that day. Uh, they could work with you in a breakout room on this activity.

2:53 The second form that I wanted to share is the friar. If you notice here, I've done the same thing for some of our students that need more visuals or they need more assistance.

3:02 I've provided the definition of, uh, provided some examples and image and I've also, um, provided. An answer, uh, to our third box here.

3:15 Um, this one could be done independently. They would just have to move the boxes on their own. This one can also be done as a group or in a breakout room if they're having problems moving the parts or even understanding where each, um, answer would go.

3:31 So you would help demonstrate that for them. The next frayer. That I wanted to share with you is using one of our books.

3:41 Um, this particular one is the big jar of kindness. I've added some questions that go along with the book. Uh, and I like to do this one as a whole group.

3:50 So, um, I would take time to ask each student what how they would define kindness. I would add their name so it would be more personal to them.

3:59 And then I would add their definition. Uh, for each student here. I'd also do that for the same for the boxes two and three for them to have the opportunity to share in class.

4:11 I would add their information, um, to each box labeled by their name so they can see that that was their own.

4:18 And then this last box, we would choose a photo or an image as a group that best describes what we have sometimes.

4:26 They may need to add to you and that's okay. So we would add two photos to our Jeff, our meme, our image for kindness.

4:33 And then this third option for the frayer, I've taken some of the questions from our social emotional, um, unit for board that is more of our higher level students and I've incorporated that into this form.

4:46 I've also asked them to define this, uh, define kindness on their own, and then they'll add their own a jiff meme or image.

4:53 So I hope some of these, uh, ideas help you. And if you have any questions, please let me know. Thank you.