



Class 3: Social Emotional Learning in the Classroom

Class Description/Overview:

- Award-winning classroom teachers will share their proven methods for improving the attitude and character of students. This class offers a variety of speakers who are recognized in their district as having authentic lessons and programs that promote the social and emotional standards in their curriculum.
- A playlist will be posted on Class 3's Google Classroom. Participants will be required to watch seven hours of the videos. Record videos watched on the sheet in Google Classroom.
- Live virtual class discussion groups: one night, three hours which will include break out groups for discussion.

Class Logistics

When you register, you will be sent an email with instructions for submitting assignments on Google Classroom. All necessary documents and videos for this class are located in Google Classroom. You will be given the class code to access Google Classroom.

You will be sent another email with the logistics for the virtual night. This email will also contain a 90-minute video that you will watch on your own. This video will consist of answers to the questions you submitted.

Virtual Night Wednesday, June 28, 6:00 to 7:30

Hours/Requirements

For One Credit Hour:

- Watch seven hours of videos that will be posted on the Google Classroom. There is an introductory presentation and videos consisting of online lectures. Please record videos watched on the sheet in Google Classroom.
- Prepare and post a question to Google Classroom prior to the live virtual discussion.
- Worksheet/reflection and class participation and discussion
 - A worksheet with a list of reflection questions will go with the presentations and lectures. Students can pause the presentations to respond to the worksheet/reflection questions. You do not have to turn in the worksheets. They are for your use on the virtual night.
 - Virtual night discussion groups:
 - Watch a 90 minute pre-recorded video of answers to the questions students submitted
 - Participate in a 90-minute live virtual night
 - Students will participate in online group discussions.
 - Complete the worksheet/reflection questions in collaboration with peers.

For Two Credit Hours:

- Complete the above requirements AND...
- Write a [6 page reflection paper](#) and include how you are going to implement at least one idea from the class into your educational setting. Papers should be double spaced, 12 point Times New Roman Font, and 1 inch margins.

For Three Credit Hours:

- Complete the above requirements for 1 and 2 credit hours AND...
- Pick from one of the following options to complete the rest of the required coursework for credit:

Option Title	Description
“Are You A Character Educator? By Jim Place	Purchase and read Jim Place’s book, “Are You a Character Educator?” and write a 2 page critique of the book including how the book motivates you, relates to your classroom, and how you will implement an idea from the book. To purchase a copy of the book, please click here .
Book Critique	Read one of the books provided below and write a two page critique of the book. You should include a summary, how the book relates to your classroom, and how you will implement an idea from the book.

<p>Character Ed Leader</p>	<p>Take a leadership role in your grade level or content area Professional Learning Community (PLC), building, or district that involves character education and/or mental health. Write a two-page paper as assigned in class. Your principal's signature will be required to verify. These activities could include but are not limited to:</p> <ul style="list-style-type: none"> ● A parent information night ● An all-school assembly ● An all-school character program ● Your school applying for an award based upon character education ● Membership in your school's PBIS Committee ● Starting a character based program in your content/building/district from something you have learned in the class ● Creating a student group that meets during lunch or after school on the topic of mental health. The groups should meet at least 6 times. ● Leadership Roles as approved by JPS ● Please submit this form with your administrator's signature
<p>Philosophy Book</p>	<p>Students must read the entire Jim Place Philosophy Book and write a 2 page reflection paper outlining the philosophies that resonated with them the most and why.</p>
<p>Community Service</p>	<p>Volunteer a minimum of 6 hours at an organization that will inspire you to be a character educator and design lessons with social justice in mind for students. These hours can be with or without students. The site manager's signature is required. Please use this form for the signature.</p> <ul style="list-style-type: none"> ● Write a two page reflection paper on your experience and how this will impact your lesson design. Describe the new lessons you will design for use in your classroom. Discuss how your community service experience impacted your lesson design and how this will impact your students.*Please do not submit community service you are already currently involved in, such as coaching youth sports, church activities, etc. ● Suggested organizations include but are not limited to: <ul style="list-style-type: none"> ● St. Vincent DePaul ● House of Bread ● The Free Store Food Bank ● Any local food pantry or soup kitchen ● Organizations as approved by JPS

<p>Character Professional Learning Community</p>	<p>Form a Professional Learning Community of Character Educators at your school or in your district. You must have at least 3 other members in your PLC. Your group must meet at least 4 times (in person or virtually) for a minimum of 1 hour to discuss how you can create more positive character programs for your school or district.</p> <ul style="list-style-type: none"> ● The PLC must create a product that builds better character in their school. Examples include but are not limited to: <ul style="list-style-type: none"> ○ PBIS initiative ○ School-wide character week ○ Professional Development for staff ○ Social-Emotional Standards based lesson examples for all content areas ● A 2 page paper reflecting on your work is required.
<p>Character Lesson Design</p>	<p>Implement a character lesson or program in your class or school that you learned in class. The planning and execution should consist of a minimum of 6 hours of work. Your principal's signature will be required using this form.</p> <ul style="list-style-type: none"> ● Write a 2 page reflection paper on the lesson design, implementation, barriers, and successes of your character program.

**You may not repeat a specific assignment that you completed for another class. You may choose the same option, but it has to be new material, lessons, PLCs, etc.

Approved Book Critique Books:

Are You A Character Educator by Jim Place

[ORDER ARE YOU A CHARACTER EDUCATOR? by JIM PLACE](#)

A Whole New Mind by Daniel Pink

Lessons From the Classroom: 20 Things Good Educators Do by Hal Urban

The Power of Habit by Charles Duhigg

A Framework for Understanding Poverty by Ruby Payne

Emotional Intelligence and Why It Can Matter More than IQ by Daniel Goleman

The Ten Commandments of Character by Joseph Teluskin

A Case for Kindness by Lisa Barrickman

The Power of Kindness by Piero Ferrucci

Answering Why by Mark Perna

The Road to Character by David Brooks

Be The Hero You've Been Waiting For by Yvonne and Rich Dutra-St.John

10 Truths About Leadership by Pete Luongo

Principals Who Dare to Care by Dr. A. William Place

"Stop, Think, Act, Integrating Self-Regulation in the Early Childhood Classroom by Megan McClelland and Shauna Tominey

Radical Kindness by Angela C. Santomero

SAAB and The Team Captain's Leadership Manual by Jeff Jansen

Dare to Lead by Brene Brown

Daring Greatly by Brene Brown

Emotional Poverty in the Classroom by Ruby Payne

That ONE KID: Changing Lives One Student at a Time by Brian Mendler

Discipline with Dignity by Brian Mendler

Multiple Intelligences by Howard Gardner

Grit by Angela Duckworth

Any book by Malcolm Gladwell

Winners Manual by Jim Tressel

Think like a Freak by Steven Levitt

Culturally Responsive Teaching and the Brain by Zaretta Hammond.

