



# SOCIAL EMOTIONAL LEARNING STRATEGIC PLAN FOR ELEMENTARY EDUCATORS 2021-2022

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<p>Curated Resources (Online Access Only)</p> <ul style="list-style-type: none"> <li>• First Peoples Principles of Learning (FPPL) – Outlines the 9 principles of learning that are part of BC's redesigned curriculum</li> <li>• Growth Mindset – Activities to support learning about growth mindset using “The Dot” by Peter H. Reynolds</li> <li>• The 6 Cedar Trees – Activities to support SEL using book by Margaret Landahl that connects to FPPL</li> <li>• The 6 Cedar Trees – Interactive read aloud with questions for discussion</li> <li>• Team Building Activities – Samples of cooperative activities that allow students to harness their SEL competencies through team building</li> <li>• Think – Brag – What If – Activity sheets that provide self-reflection prompts for the development of self-awareness</li> <li>• Social Emotional Learning Weekly Writing Prompts</li> <li>•</li> </ul>	
<p>Professional Development Presentation (Charlene Siddon) (Online Access Only)</p> <ul style="list-style-type: none"> <li>• A 46 slide deck presentation on emotional intelligence and social emotional learning for teachers which includes interactive activities and resources</li> </ul>	

## INTRODUCTION:

The purpose of this capstone project was to develop a strategic plan for teaching social emotional learning (SEL) in any elementary school setting. The rationale is based on current research that supports educators in redesigning education to focus on the development of emotional intelligence as the foundation for learning. Successful SEL in schools begins with building awareness, commitment, and ownership. It is achieved by developing a rationale and vision that can be shared with all stakeholders such as teachers, students, administrators, parents and community members. I have provided a rationale and sample vision statement along with a curricular map that outlines the SEL focus areas for each month which connect to specific SEL competencies. The corresponding link to BC's redesigned core competencies combined with the template for educators helps to promote a deeper understanding of SEL for teachers. The sample lesson plans illustrate best teaching practices by giving students voice and choice and by providing collaborative and cooperative learning experiences. Each sample lesson clearly connects First Peoples Principles of Learning to SEL competencies and the core competencies. In addition to the lesson plans, I have provided a detailed evaluation rubric and response to intervention (RTI) learning tier to assist the SEL team in collecting data to help reassess SEL needs and practicing continuous SEL improvement. I have created and included a professional development presentation to further promote SEL for adults along with a curated list of online resources. It is my hope that this strategic plan can be used as a resource by educators and catalyze a paradigm shift that emphasizes the importance of social emotional well-being in the classroom.

## RATIONALE

Early educational scholars and curriculum theorists like John Dewey focused their life's work on what we should be teaching and how we should be teaching it. Educational policy has changed over time in order to meet the diverse needs of our students in our ever-changing society and the movement towards social-emotional development began in order to reach and motivate the marginalized, vulnerable student (Ecclestone, 2007). In 1994, vulnerable and at-risk students' needs were increasing and researchers at the University of British Columbia partnered with other universities to study social emotional learning (SEL) which led to the formation of CASEL, or Collaborative for Academic, Social and Emotional Learning (Yale Center for Emotional Intelligence, 2013). CASEL was the catalyst towards making evidence-based social emotional learning (SEL) an integral part of education (Yale Center for Emotional Intelligence, 2013). According to CASEL, social emotional learning is "the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (Yale Center for Emotional Intelligence, 2013).

Self-efficacy, or a belief in one's ability to achieve success is the key factor in raising one's emotional intelligence, and supports social emotional learning according to Albert Bandura (1997). In 1995, Psychologist Daniel Goleman discovered that a child's emotional intelligence (EQ) is a greater predictor of their success than their IQ and encouraged the advancement of SEL in education (Goleman, 1995). Goleman outlined the five essential elements of emotional intelligence that inspired the implementation of social emotional learning in schools (1995). The first of these five elements is 'emotional self-awareness', or the understanding of one's feelings and the impact of those feelings on others (Goleman, 1995). The second is self-regulation, or the ability to control one's emotions; motivation, the third, is the ability to enjoy the learning process and illustrate resiliency in the face of obstacles (Goleman, 1995). The fourth element is empathy, which Goleman describes as sensing the emotions of others; finally, social skills, or the ability to manage relationships, constitutes the fifth element (Goleman, 1995). These elements of EQ laid the foundation for the development of

social emotional competencies which supported the belief that students who develop SEL competencies possess positive emotions such as happiness and are more resilient (Ruit, 2019).

The need for students to build social emotional competencies such as resiliency has never been more important than it is today. Since 2007 mental health diagnoses have increased steadily (Corneau et al., 2019). In fact, according to the Canadian Mental Health Association, children as young as six and seven are being diagnosed with major depressive disorder, generalized anxiety disorder, and obsessive-compulsive disorders (2020). Factors such as family dynamics, exponential rise in technological advancement, economic problems, and the global pandemic are all potential contributors to the increase in youth mental health issues.

The B.C. Ministry of Education states that, "the purpose of the British Columbia school system is to enable learners to develop their individual potential and acquire the knowledge, skills, and attitudes needed to contribute to a healthy society and prosperous and sustainable economy" (2020). I believe that in order to achieve these goals, the purpose of education is first and foremost the social and emotional development of the individual. Laying this foundation will increase emotional intelligence which ultimately leads to academic success. The rationale for the development of a school wide SEL program for all elementary classrooms is grounded in this research by emphasizing the importance of building social emotional competencies to meet the growing needs of our vulnerable, at risk student population.

### References

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## SAMPLE VISION STATEMENT

At ABC Elementary, all students, families and staff contribute to a supportive climate where everyone feels a sense of belonging. All learners will grow in their capacity to understand themselves, show compassion for others, be self-aware, able to manage emotions, build positive relationships by developing good communication skills, and work alongside others to make responsible decisions and achieve personal and collective goals. This will occur both in the classroom, the school community and beyond into the way learners interact with the world.

Elementary SEL Curricular Map 2021-2022

(YEAR ONE)

<div>SEL Implementation Plan</div> <div>Focus Areas:</div> <div>A-Build Awareness, Commitment &amp; Ownership</div> <div>-Create A Plan</div> <div>B-Strengthen Adult SEL</div> <div>C-Promote SEL for Students</div> <div>D-Practice Continuous Improvement</div>	<div>August – SEL Teacher to attend SEL training and build a plan by creating a team that is committed to schoolwide SEL</div> <div>September to October – Build Awareness, Commitment and Ownership</div> <div><div><div>- Share rationale and vision with staff</div><div>- Build foundational understanding of SEL with stakeholder community (parents, teachers, admin.) through PAC meetings, professional development workshops etc.</div><div>- Promote SEL for students beginning with development of growth mindset in week 1</div><div>- Provide on-going, direct SEL instruction</div></div></div>	<div>October to March – Strengthen SEL through Learning, Collaborating and Modelling</div> <div>-Prepare objectives and professional learning to support staff SEL and relationship building</div> <div>-Promote SEL understanding through information sessions at PAC meetings and in weekly newsletters to schoolwide community</div> <div>-Assess SEL needs and develop SMARTIE goal</div> <table><tr><td>S</td><td>Specific: What will change during Year 1 , where and for whom?</td></tr><tr><td>M</td><td>Measurable: What outcome measures or data sources should we use to measure success?</td></tr><tr><td>A</td><td>Attainable: Given our current status and rate of progress, is this both ambitious and feasible?</td></tr><tr><td>R</td><td>Relevant: Is this change clearly moving Raymer Elementary to our vision for SEL?</td></tr><tr><td>T</td><td>Time-bound: What is the time frame?</td></tr><tr><td>I</td><td>Inclusive: As we plan action steps, how will we bring in traditionally excluded or marginalized groups to make decisions and contribute in a way that shares power?</td></tr><tr><td>E</td><td>Equitable: Is this change moving Raymer towards greater equity?</td></tr><tr><td colspan="2">Goal Statement:</td></tr></table> <div>-Create communication plan to provide updates and input/collaboration from families and community partners</div> <div>-Continue to provide direct SEL instruction</div>	S	Specific: What will change during Year 1 , where and for whom?	M	Measurable: What outcome measures or data sources should we use to measure success?	A	Attainable: Given our current status and rate of progress, is this both ambitious and feasible?	R	Relevant: Is this change clearly moving Raymer Elementary to our vision for SEL?	T	Time-bound: What is the time frame?	I	Inclusive: As we plan action steps, how will we bring in traditionally excluded or marginalized groups to make decisions and contribute in a way that shares power?	E	Equitable: Is this change moving Raymer towards greater equity?	Goal Statement:		<div>April to June – Continuously Improve SEL Implementation</div> <div>-Create supportive classroom climate through modelling of SEL instructional strategies</div> <div>-Continue to provide direct SEL instruction in monthly themed areas</div> <div>-Collaborate with teachers to discuss SEL progress on initial goals</div> <div>-Reassess SEL needs and update ED Insight with current data</div> <div>-Make plan for <b>year two</b>:</div> <div><div>1. Review current results</div><div>2. Make updated action plan</div><div>3. Revise vision</div><div>4. Review team roles and set meeting dates and agenda</div><div>5. Summarize progress and next steps to present to staff, families and community partners</div></div>
S	Specific: What will change during Year 1 , where and for whom?																		
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Goal Statement:																			



	PROMOTING SEL FOR RAYMER STUDENTS (YEAR 1)									
<b>CHARACTER THEMES</b> And SEL Competency	<u>September</u> <b>RESPECT</b> Social Awareness Relationship Skills	<u>October</u> <b>GRATITUDE</b> Social Awareness Self-Management	<u>November</u> <b>COURAGE</b> Self-Management	<u>December</u> <b>COOPERATION</b> Relationship Skills	<u>January</u> <b>PERSEVERANCE</b> Self-Management	<u>February</u> <b>KINDNESS</b> Self-Awareness Relationship Skills	<u>March</u> <b>HONESTY</b> Relationship Skills Responsible Decision Making	<u>April</u> <b>RESPONSIBILITY</b> Responsible Decision Making	<u>May</u> <b>EMPATHY</b> Relationship Skills Social Awareness	<u>June</u> <b>CREATIVITY</b> Responsible Decision Making
<b>BC Core Competency</b>	I can participate in classroom and group activities to improve the classroom, school, community, or natural world.  I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.  I am an active listener; I support and encourage the person speaking	I can take thoughtful actions to influence positive, sustainable change  I can use strategies that help me manage my feelings and emotions	I can show courage to take initiative and ownership of my goals, learning and behaviour  I can sometimes recognize my emotions	I can work with others to achieve a common goal; I do my share.  I can take on roles and responsibilities in a group  I can summarize key ideas and identify the ways we agree (commonalities)	I can persevere with challenging tasks  I can implement, monitor, and adjust a plan and assess the results	I understand that learning is continuous and my concept of self and identity will continue to evolve  I am kind to others and can build relationships with other people	I can ask and respond to simple, direct questions  I can analyze my own assumptions and beliefs and consider views that do not fit with them	I can make choices that will help me create my intended impact on an audience or situation  I can reflect on and evaluate my thinking and can analyze my own assumptions and consider other views that do not fit with them	I can recognize that there are different points-of-view and I can disagree respectfully  I can take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online	I can generate new ideas as I pursue my interests  I can develop a body of creative work over time in an area I am interested in or passionate about
<b>Springboard Books</b>	Howard B. Wigglebottom Learns to Listen by Howard Binkow  Making Friends is and Art by Julia Cook	The Grouchy Ladybug by Eric Carle  Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst	Brave Irene by William Steig	The Little Red Hen by Jerry Pinkney	The Little Engine that Could by Watty Piper	Kindness Starts with You by Jacquelyn Stagg	The Boy Who Cried Wolf By B.G. Hennessy	I Just Forgot by Mercer Mayer  Arthur's Pet Business by Marc Brown	The Invisible Boy by Trudy Ludwig  You, Me and Empathy by Jayneen Sanders	The Dot by Peter H. Reynolds  Beautiful Oops by Barney Saltzberg

## CONNECTING SEL TO BC CORE COMPETENCIES I CAN STATEMENTS

SEL Competencies	BC Core Competencies
<p>Self-Awareness Students will:</p> <ul style="list-style-type: none"> <li>• integrate personal and social identities</li> <li>• identify their emotions</li> <li>• demonstrate honesty and integrity</li> <li>• connect values and thoughts</li> <li>• examine prejudices and biases</li> <li>• experience self-efficacy</li> <li>• illustrate a growth mindset</li> <li>• develop a sense of purpose</li> </ul>	<p><b>Relationships and cultural contexts</b></p> <ul style="list-style-type: none"> <li>• I can describe my family and community.</li> <li>• I am able to identify the different groups that I belong to.</li> <li>• I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer groups).</li> <li>• I understand that learning is continuous and my concept of self and identity will continue to evolve.</li> </ul>
<p>Self-Management Students will:</p> <ul style="list-style-type: none"> <li>• manage their emotions</li> <li>• identify and use stress management tools</li> <li>• exhibit self -discipline and self -motivation</li> <li>• set personal and collective goals</li> <li>• use planning and organizational tools</li> <li>• show courage to take initiative</li> <li>• demonstrate personal and collective agency</li> </ul>	<p><b>Self-regulation</b></p> <ul style="list-style-type: none"> <li>• I can sometimes recognize emotions.</li> <li>• I can use strategies that help me manage my feelings and emotions.</li> <li>• I can persevere with challenging tasks.</li> <li>• I can implement, monitor, and adjust a plan and assess the results.</li> <li>• I can take ownership of my goals, learning, and behaviour.</li> </ul>
<p>Social Awareness Students will:</p> <ul style="list-style-type: none"> <li>• take others' perspectives</li> <li>• recognize strengths in others</li> </ul>	<p><b>Social Responsibility</b> <b>Contributing to community and caring for the environment</b></p> <ul style="list-style-type: none"> <li>• With some support, I can be part of a group.</li> </ul>

- demonstrate compassion and empathy
- show concern for the feelings of others
- understand and express gratitude
- identify social norms
- recognize situational demands and opportunities

- I can participate in classroom and group activities to improve the classroom, school, community, or natural world.
- I contribute to group activities that make my classroom, school, community, or natural world a better place.
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change.
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change.

#### **Solving problems in peaceful ways**

- I can solve some problems myself and can identify when to ask for help.
- I can identify problems and compare potential problem-solving strategies.
- I can clarify problems, consider alternatives, and evaluate strategies.
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.

#### **Valuing diversity**

- With some direction, I can demonstrate respectful and inclusive behaviour.
- I can explain when something is unfair.

	<ul style="list-style-type: none"> <li>• I can advocate for others.</li> <li>• I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>• With some support, I can be part of a group</li> <li>• I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing</li> <li>• I can identify when others need support and provide it</li> <li>• I am aware of how others may feel and take steps to help them feel included</li> <li>• I build and sustain positive relationships with diverse people, including people from different generations</li> </ul>
<p>Relationship Skills Students will:</p> <ul style="list-style-type: none"> <li>• communicate effectively</li> <li>• develop positive relationships</li> <li>• demonstrate cultural competency</li> <li>• practice teamwork and collaboration</li> <li>• resolve conflicts constructively</li> <li>• resist negative social pressure</li> <li>• show leadership in groups</li> <li>• seek/offer support</li> <li>• stand up for others</li> </ul>	<p><b>Communication</b> <b>Connect and engage with others (to share and develop ideas)</b></p> <ul style="list-style-type: none"> <li>• I ask and respond to simple, direct questions.</li> <li>• I am an active listener; I support and encourage the person speaking.</li> <li>• I recognize that there are different points-of-view and I can disagree respectfully.</li> </ul> <p><b>Acquire, interpret, present information (includes inquiries)</b></p>

	<ul style="list-style-type: none"> <li>• I can understand and share information about a topic that is important to me.</li> <li>• I present information clearly and in an organized way.</li> <li>• I can present information and ideas to an audience I may not know.</li> </ul> <p><b>Collaborate to plan, carry out, and review constructions and activities</b></p> <ul style="list-style-type: none"> <li>• I can work with others to achieve a common goal; I do my share.</li> <li>• I can take on roles and responsibilities in a group.</li> <li>• I can summarize key ideas and identify the ways we agree (commonalities).</li> </ul> <p><b>Explain/recount and reflect on experiences and accomplishments</b></p> <ul style="list-style-type: none"> <li>• I give, receive, and act on feedback.</li> <li>• I can recount simple experiences and activities and tell something I learned.</li> <li>• I can represent my learning, and tell how it connects to my experiences and efforts.</li> </ul>
Responsible Decision Making Students will:	<p><b>Thinking</b> (Critical and reflective) <b>Analyze and critique</b></p> <ul style="list-style-type: none"> <li>• I can show if I like something or not.</li> </ul>

- demonstrate curiosity and open-mindedness
- identify personal or social problems
- learn to make judgments based on observations
- anticipate consequences of their actions
- develop critical thinking skills
- reflect on their role in promoting wellbeing
- evaluate personal and interpersonal impacts

- I can identify criteria that I can use to analyze evidence.
- I can analyze evidence from different perspectives.
- I can reflect on and evaluate my thinking, products, and actions.
- I can analyze my own assumptions and beliefs and consider views that do not fit with them.

#### **Question and investigate**

- I can explore materials and actions.
- I can ask open-ended questions and gather information.
- I can consider more than one way to proceed in an investigation.
- I can evaluate the credibility of sources of information.
- I can tell the difference between facts and interpretations, opinions, or judgments

#### **3. Develop and design**

- I can experiment with different ways of doing things.
- I can develop criteria for evaluating design options.
- I can monitor my progress and adjust my actions to make sure I achieve what I want.
- I can make choices that will help me create my intended impact on an audience or situation.

Thinking (Creative)

**1. Novelty and value**

- I get ideas when I play. My ideas are fun for me and make me happy.
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials.
- I generate new ideas as I pursue my interests.
- I get ideas that are new to my peers.
- I can develop a body of creative work over time in an area I'm interested in or passionate about.

**2. Generating ideas**

- I get ideas when I use my senses to explore.
- I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems.
- I deliberately learn a lot about something (e.g., by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head.
- I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative.
- I have interest and passions that I pursue over time.

**3. Developing ideas**

	<ul style="list-style-type: none"><li>• I make my ideas work or I change what I am doing.</li><li>• I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them.</li><li>• I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.</li><li>• I use my experiences with various steps and attempts to direct my future work.</li><li>• I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.</li></ul>
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## SEL Sample Template for Classroom Educators

SEL Competency	Examples	Lesson/Approach
<p>Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism</p>	<p>Practices that support Self-Awareness:</p> <ul style="list-style-type: none"> <li>• Clearly state classroom rules</li> <li>• Provide students with specific feedback regarding academics and behaviour</li> <li>• Offer different ways to demonstrate understanding</li> <li>• Create opportunities for students to self-advocate</li> <li>• Check for student understanding/feelings about performance</li> <li>• Check for emotional wellbeing</li> <li>• Facilitate understanding of student strengths and challenges</li> </ul>	<p>Activity:</p>
		<p>Approach</p> <ul style="list-style-type: none"> <li>• Free standing lessons</li> <li>• General teaching practices</li> <li>• Integration with curriculum</li> <li>• Schoolwide programs</li> </ul>
<p>Self-Management: The ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals</p>	<p>Practices that support Self-Management:</p> <ul style="list-style-type: none"> <li>• Encourage students to take pride/ownership in work and behaviour</li> <li>• Encourage students to reflect and adapt to classroom situations</li> <li>• Assist students with being ready in the classroom</li> <li>• Assist students with managing their own emotional states</li> </ul>	<p>Activity:</p>
		<p>Approach</p> <ul style="list-style-type: none"> <li>• Free standing lessons</li> <li>• General teaching practices</li> </ul>

		<ul style="list-style-type: none"> <li>• Integration with curriculum</li> <li>• Schoolwide programs</li> </ul>
<p>Social-Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognize family school, and community resources and supports</p>	<p>Practices that support Social-Awareness:</p> <ul style="list-style-type: none"> <li>• Encourage students to reflect on the perspective of others</li> <li>• Assign appropriate groups</li> <li>• Help students to think about social strengths</li> <li>• Provide specific feedback on social skills</li> <li>• Model positive social awareness through metacognition activities</li> </ul>	<p>Activity:</p>
		<p>Approach:</p> <ul style="list-style-type: none"> <li>• Free standing lessons</li> <li>• General teaching practices</li> <li>• Integration with curriculum</li> <li>• Schoolwide programs</li> </ul>
<p>Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.</p>	<p>Practices that support Relationship Skills:</p> <ul style="list-style-type: none"> <li>• Engage families and community members</li> <li>• Model effective questioning and responding to students</li> <li>• Plan for project-based learning</li> <li>• Assist students with discovering individual strengths</li> <li>• Model and promote respecting differences</li> <li>• Model and promote active listening</li> <li>• Help students develop communication skills</li> </ul>	<p>Activity:</p>
		<p>Approach:</p> <ul style="list-style-type: none"> <li>• Free standing lessons</li> <li>• General teaching practices</li> <li>• Integration with curriculum</li> <li>• Schoolwide programs</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate value for a diversity of opinions</li> </ul>	
<p>Responsible Decision-Making: The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.</p>	<p>Practices that support Responsible Decision-Making</p> <ul style="list-style-type: none"> <li>• Support collaborative decision making for academics and behaviour</li> <li>• Foster student-centered discipline</li> <li>• Assist students in step-by-step conflict resolution process</li> <li>• Model fair and appropriate decision making</li> <li>• Teach good citizenship</li> </ul>	Activity:
		<p>Approach:</p> <ul style="list-style-type: none"> <li>• Free standing lessons</li> <li>• General teaching practices</li> <li>• Integration with curriculum</li> <li>• Schoolwide programs</li> </ul>

#### Reference:

Yale Center for Emotional Intelligence. (2013). Collaborative for academic, social and emotional learning. Retrieved from <http://ei.yale.edu//?s=casel>

**Strategy Lesson: Respect (Listening and Taking Turns)    Text: Jack's Story**

**Target Group: Whole Class**

<b>Big Ideas:</b> <ul style="list-style-type: none"><li>• Learning to listen is a prerequisite to positive relationships</li><li>• Learning appropriate listening skills helps students understand one another, build respect and a sense of community</li></ul>		
<b>Core Competencies:</b> <ul style="list-style-type: none"><li>• I can participate in classroom and group activities to improve the classroom, school, community, or natural world</li><li>• I can take on roles and responsibilities in a group</li><li>• I am an active listener; I support and encourage the person speaking</li></ul>		
<b>SEL Competencies:</b> <ul style="list-style-type: none"><li>• Social Awareness</li><li>• Relationship Building</li></ul>		
<b>First Peoples Principles of Learning:</b> <ul style="list-style-type: none"><li>• Learning is holistic, reflexive, reflective, experiential and relational (focus on connectedness, on reciprocal relationships, and a sense of place)</li><li>• Learning involves patience and time</li></ul>		
<b>Cycle of Learning</b>	<b>Student Learning Opportunities</b>	<b>Cooperative Learning Structure</b>
Activate	<p><b>Activate:</b> How will you activate students' thinking around this?</p> <p>Tell students that we are going to learn to strengthen our listening skills.</p> <p>“Let's turn up our ears. We are going to play a few sounds for you and you are going to listen and write down what you think the sound is. Ready? Tune into interesting sounds!</p> <p>Play the first sound. Have students record down their answer and share with their shoulder partner. Share answer. Repeat with 2 other sounds.</p> <p>Site: <a href="http://www.mediacollege.com/downloads/sound-effects/">http://www.mediacollege.com/downloads/sound-effects/</a></p> <p>1<sup>st</sup> sound: wind chimes</p>	Think-Pair-Share Whip around

	<p><a href="http://www.mediacollege.com/downloads/sound-effects/nature/wind/windchimes_01.wav">http://www.mediacollege.com/downloads/sound-effects/nature/wind/windchimes_01.wav</a></p> <p>2<sup>nd</sup> sound: stapler  <a href="http://www.mediacollege.com/downloads/sound-effects/office/staple-01.wav">http://www.mediacollege.com/downloads/sound-effects/office/staple-01.wav</a></p> <p>3<sup>rd</sup> sound: vacuum/hair dryer  <a href="http://www.mediacollege.com/downloads/sound-effects/household/hairedryer-01.wav">http://www.mediacollege.com/downloads/sound-effects/household/hairedryer-01.wav</a></p>	
Acquire	<p><b><u>Acquire:</u> What new information will they learn?</b></p> <p>Talk to children about the importance of listening so that we can learn more about the world we live in. Listening can also help us to learn more about each other.</p> <ul style="list-style-type: none"> <li>- What could we learn about each other? <ul style="list-style-type: none"> <li>• We can learn what we like or don't like; we can learn how we are feeling.</li> </ul> </li> <li>- How can we listen best? <ul style="list-style-type: none"> <li>• When we are quiet, standing, sitting or lying still, not interrupting, waiting our turn to speak or when we don't speak for too long so that others can have a turn.</li> <li>•</li> </ul> </li> <li>- How do we know someone is listening? <ul style="list-style-type: none"> <li>• They look at us and aren't trying to do something else as well.</li> <li>• As adults, it is important that we do this too!</li> </ul> </li> </ul> <p>Think of other ways we can learn more about each other, for example, by looking. Use pictures, photographs, a Feelings Box or Feelings Cube to explore the children's skills in recognizing feelings. We learn to be empathetic by interpreting body language.</p> <p>If I see someone with:</p> <ul style="list-style-type: none"> <li>- a frown they might be feeling...</li> <li>- their head down they might be feeling...</li> <li>- their head up they might be feeling...</li> <li>- eyes up they might be feeling...</li> </ul>	<p>all orange popsicle stick holders share</p> <p>Students share aloud</p>

	<ul style="list-style-type: none"> <li>- eyes down they might be feeling...</li> <li>- chin down they might be feeling...</li> </ul> <p>You could demonstrate these expressions using puppets, and when the feeling has been identified ask, 'What could we do to help?'</p>	
Apply	<p><b><u>Apply:</u> What opportunities will you provide for students to apply their new learning?</b></p> <p>"Now, it is your turn to practice tuning into your listening skills. Choose a partner (preferably someone you do not know or usually spend time with) and invite them to share 3 things about themselves with you. Listen carefully! (Some examples: name of pet, favourite food etc)</p> <p>After approx. 10 mins. Have students return to the circle and introduce their partner. "Here is____, she likes bananas and has a pet iguana"</p>	Tuning in
Closure	<p>Read, Jack's Story</p> <p>Jack was on holiday in his grandparents' house with his mother and his two big sisters, Elizabeth and Sarah. Two little boys called James and Conor lived next door. They had a big sister too. Her name was Anna. Every morning the children played together in Grandma's garden. They played chase, catch, football or shop. In the afternoons they went to the beach and made huge sandcastles.</p> <p>One morning it was very wet and the children could not go outside. Anna came in and said that her Mum had told her to ask if Jack, Elizabeth and Sarah could come next door to play. Off they went. The girls went upstairs to Anna's room. They played with her computer. Jack played downstairs with James and Conor. They had great fun playing hide-and-seek. Then Conor took out a big box of Lego. 'Let's build a space ship,' he said. But Jack wanted to play Batman and Robin. 'I'll be Batman and you can be Robin, James,' he said. 'Conor will be the bad guy.' 'I don't</p>	

	<p>want to play Batman and Robin' said Conor, 'besides, you're always Batman. You be the bad guy this time.'</p> <p>The boys started to shout at each other at the same time and nobody was listening to the other. James and Conor said they would not play with Jack because he was bossy and never listened to other people's ideas. 'I don't like it when you boss me,' said James. 'Sometimes I want to be the one who decides what game we will play'. 'It's selfish not to take turns and listen to what everyone wants to do,' said Conor.</p> <p>So, James and Conor sat down and began to build the spaceship. After a while, Jack said he was sorry for always wanting to be Batman and not listening to the others. He asked the boys if he could help them finish the spaceship and his friends said, "Sure". They all played together and Jack learned to be a better listener when playing with his friends.</p>	
Making Thinking Visible	<p>ART - Ask each child to draw a picture of their friend(s). Create small groups and distribute magazines to them. Ask each group to find pictures that show people playing and working together and then cut the selected pictures out. Encourage the children to say why the pictures were selected. Next have each group make a collage, bringing together the individual friend pictures and the group magazine cuttings. Then on a larger sheet create a class collage out of each individual group's collage.</p>	

<b>Big Ideas:</b> <ul style="list-style-type: none"> <li>Thinking about how others want to be treated and treating them that way helps you be respectful</li> <li>Being respectful helps you be a better learner</li> </ul>		
<b>Core Competencies:</b> <ul style="list-style-type: none"> <li>I can demonstrate respectful and inclusive behaviour</li> <li>I can build and sustain positive relationships with diverse people</li> <li>I can take action to support diversity</li> </ul>		
<b>SEL Competencies:</b> <ul style="list-style-type: none"> <li>Social Awareness</li> <li>Relationship Building</li> </ul>		
<b>First Peoples Principles of Learning:</b> <ul style="list-style-type: none"> <li>Learning is holistic, reflexive, reflective, experiential and relational (focus on connectedness, on reciprocal relationships, and a sense of place)</li> <li>Learning involves recognizing the consequences of one's actions</li> <li>Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors</li> </ul>		
Cycle of Learning	Student Learning Opportunities	Cooperative Learning Structure
Activate	<p><b><u>Activate:</u> How will you activate students' thinking around this?</b></p> <p>Ask the students how they like to be greeted every day when they enter the classroom. Then introduce:</p> <ul style="list-style-type: none"> <li>Handshake</li> <li>High-five</li> <li>Hug</li> </ul> <p>Adjust to respect COVID restrictions by suggesting:</p> <ul style="list-style-type: none"> <li>Salute, air high-five, air hug or toe tap</li> </ul> <p>Encourage students to practice these gestures with a shoulder partner. Explain that greeting each other is a sign of respect because showing respect means caring how a person feels. It means doing things that show another person that you think they are important. Treating people with respect makes them, and you, feel good.</p>	Think-Pair-Share



	<p>Ask students to brainstorm other ways we can show each other respect at school.</p> <p>Some suggestions may be:</p> <ul style="list-style-type: none"> <li>• Share</li> <li>• Include others at recess</li> <li>• Treat other's belongings with care</li> <li>• Look people in the eye when they are talking</li> </ul>	
Acquire	<p><b><u>Acquire:</u> What new information will they learn?</b></p> <p>Talk to children about the importance of respecting others even if they are different.</p> <p>A) Show Pixar short video, For the Birds  <a href="https://www.youtube.com/watch?v=BPopaJsNWd4">https://www.youtube.com/watch?v=BPopaJsNWd4</a></p> <p>Discussion: (Post questions and have students discuss with table partner)</p> <ol style="list-style-type: none"> <li>1. What happened in the movie?</li> <li>2. Were the birds being respectful or disrespectful? Why or Why not?</li> </ol> <p>Invite students to share</p> <p>B) Read, "Chrysanthemum" by Kevin Henkes</p> <p>Discussion: (Post questions and have students discuss in small groups)</p> <ol style="list-style-type: none"> <li>1. What are some examples of disrespect in the story?</li> <li>2. Did you notice any examples of respect?</li> <li>3. How did Chrysanthemum feel when others were not being respectful?</li> <li>4. When Chrysanthemum's feelings were hurt, she was sad. When she was sad, how do you think she did on her schoolwork?</li> <li>5. How did she feel when the music teacher said that she liked her name?</li> </ol>	<p>TTPAT -Turn to partner and talk</p> <p>Students share aloud</p>

Apply	<p><b><u>Apply:</u> What opportunities will you provide for students to apply their new learning?</b></p> <p>A) Group Activity – Create a Respect/Disrespect T-chart  Have students identify actions that are respectful and those that are disrespectful at school.  Encourage them to think about different settings/situations:</p> <ul style="list-style-type: none"> <li>• With friends on the playground</li> <li>• In the gym during an assembly</li> <li>• When someone new joins the class</li> </ul> <p>B) Individual Activity – Writing Activity  Invite students to write about disrespecting others who are different using the following writing prompt:</p> <p>Are some kids ridiculed at your school? Why? What do they get picked on about (height, weight, appearance, disability, accent, skin color, etc.)? Exactly how are they picked on? How do you think these kids feel about this? How do you feel about it? How does that kind of behavior affect the climate in your school?</p>	
Closure	<p>Sharing: Invite students to share their writing orally or in a gallery walk  Post list of respectful behaviours that students can see and follow as the year progresses</p>	
Assessment	<p>Observation: Make a check list of 5 respectful classroom behaviours from the poster and record students who consistently illustrate these behaviour</p>	

ELEMENTARY SCHOOL  
2021-2022 SEL Evaluation

☐

TERM 1

☐

TERM 2

☐

TERM 3

Student: \_\_\_\_\_

Student received the following support(s):

Individualized Education Plan (IEP)	Emotional Learning Assistance Support (SEL)	Academic Learning Assistance Support (LAT)	Counselling	Indigenous Advocate Support	Speech and Language Support (SLP)	English Language Learner Support (ELL)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Emerging</b> Student is beginning to demonstrate some understanding and knowledge of core competencies. Student requires additional support. <b>"I am just getting started."</b> <b>"I learn best with help."</b>	<b>Developing</b> Student demonstrates an increasing understanding and knowledge of core competencies. Student requires some additional support. <b>"I get some of it."</b> <b>"I am beginning to do more and more on my own."</b>	<b>Applying</b> Student consistently and independently demonstrates understanding and knowledge of core competencies. <b>"I get it."</b> <b>"I do most of it on my own."</b>
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SELF-AWARENESS	Emerging	Developing	Applying
Student is able to:			
integrate personal and social identities			✓
identify their emotions			✓
demonstrate honesty and integrity			✓
connect values and thoughts			✓
examine prejudices and biases			✓
experience self-efficacy			✓
illustrate a growth mindset			✓
develop a sense of purpose			✓
SELF-MANAGEMENT			
Student able to:			
manage their emotions			✓
identify and use stress management tools			✓
exhibit self -discipline and self -motivation			✓
set personal and collective goals			✓
use planning and organizational tools			✓
show courage to take initiative			✓
demonstrate personal and collective agency			✓

SOCIAL AWARENESS
Student is able to:
take others' perspectives
recognize strengths in others
demonstrate compassion and empathy
show concern for the feelings of others
understand and express gratitude
identify social norms
recognize situational demands and opportunities

**ELEMENTARY SCHOOL**  
**2021 -2022 SEL Evaluation**

☐ **TERM 1**    ☐ **TERM 2**    ☐ **TERM 3**

Student: \_\_\_\_\_

RELATIONSHIP SKILLS			
Student is able to:			
communicate effectively			✓
develop positive relationships			✓
demonstrate cultural competency			✓
practice teamwork and collaboration			✓
resolve conflicts constructively			✓
resist negative social pressure			✓
show leadership in groups			✓
seek/offer support			✓
stand up for others			✓

RESPONSIBLE DECISION MAKING			
Student is able to:			
demonstrate curiosity and open-mindedness			✓
identify personal or social problems			✓
learn to make judgments based on observations			✓
anticipate consequences of their actions			✓
develop critical thinking skills			✓
reflect on their role in promoting wellbeing			✓
evaluate personal and interpersonal impacts			✓
learn to make judgments based on observations			✓
anticipate consequences of their actions			✓

**COMMENTS:**

Strengths	Stretches

Teacher's Signature(s): \_\_\_\_\_

Principal's Signature: \_\_\_\_\_

# Social Emotional Learning Tier

Core Competency	SEL Term 1 (1-3)	SEL Term 2 (1-3)	SEL Term 3 (1-3)
Social Emotional Learning			

	<b>Tier 3 Emerging</b>  Student is beginning to demonstrate some understanding and knowledge of core competencies. Student requires additional support.	<b>Tier 2 Developing</b>  Student demonstrates an increasing understanding and knowledge of core competencies. Student requires some additional support.	<b>Tier 1 Applying</b>  Student consistently and independently demonstrates understanding and knowledge of core competencies.
<b>Self-Awareness</b> The ability to accurately recognize one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's	<60% Learning outcomes met	>60 Learning outcomes met	>90% Learning outcomes met

strengths and limitations and possessing a well-grounded sense of confidence and optimism			
<p>Self-Management</p> <p>The ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals</p>	<60% Learning outcomes met	>60 Learning outcomes met	>90% Learning outcomes met
<p>Social Awareness</p> <p>The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognize family school, and community resources and supports</p>	<60% Learning outcomes met	>60 Learning outcomes met	>90% Learning outcomes met
<p>Relationship Skills:</p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating</p>	<60% Learning outcomes met	>60 Learning outcomes met	>90% Learning outcomes met

clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.			
<p>Responsible Decision Making</p> <p>The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the wellbeing of self and others.</p>	<60% Learning outcomes met	>60 Learning outcomes met	>90% Learning outcomes met