



Virtual Learning Series:

Social Emotional Learning at Home

This week, we'll focus our deep-dive on how to Social Emotional Learning at home! Social Emotional Learning (SEL) is an incredibly valuable part of the school day to support student's recognition of feelings and character building. This week in particular, we'll be talking about Self-Awareness and Self-Management, two core competencies of CASEL's SEL framework, and how to build these critical skills into virtual learning.

By the end of this week participants will:

1. Be equipped to discuss with families the importance of continuing SEL work at home
2. Recommend 3 SEL resources to families to use during virtual learning
3. Learn about strategies to help incorporate regular SEL practice into daily virtual learning"



What is Social Emotional Learning?

Social emotional learning (SEL) is the process of learning how to be in touch with and aware of our feelings and impulses. Having strong social-emotional skills allows both children and adults to thrive, preparing us to be thoughtful, empathetic, responsible in our decision making, and being able to set and work towards our goals.

Infusing SEL practice into students' lives has been shown to:

- Decrease emotional distress, like stress and anxiety
- Increase motivation to learn
- Improve academic outcomes, and
- Improve behavior and ability to stay on-task

Where We'll Start

There are lots of parts to SEL, but since many of us will be adjusting to doing this work at home for the first time we wanted to keep it simple, and focus on two components to begin:

1. **Self-awareness:** This is the ability to recognize and name our feelings, and understand how they affect the way we act (or want to act).
2. **Self-management:** This is the ability to manage our thoughts, feelings, and behavior according to situation. For example, impulse control and goal-setting fall into self-management.

(Adapted from CASEL: <https://casel.org/what-is-sel/>)

SEL in Our Day-to-Day

Just like anything, strengthening our social-emotional skills takes regular practice. So, how can we incorporate it into our daily lives? Let's think about breaking the day down into sections, and what types of tools might be helpful for each time of day! (Hint: check out our resources page for activity ideas!)

1. **Morning** - This is a good time to check in and set the tone for the day. What questions could you use to ask them how they are feeling? When is a good time to ask (i.e. breakfast, after brushing teeth, etc)?

Activity: _____

When to use it : _____

2. **Afternoon**- We all get a little loopy after lunch. This might be a good time to work on our self-regulation to make sure we're staying on track. What's an activity we'll use in the afternoon?

Activity: _____

When to use it : _____

3. **Evening** - Now that we've gotten through the day and are transitioning into a new focus, it might be a good time for another check in. If we're feeling a little burnt out from the day and having a hard time with our impulses, it might be a good time for another self-regulation exercise. What's an example of each that you might use in the evening?

Self-awareness: _____

Self-management: _____

How am I feeling when I'm stressed?

In order to practice self-awareness, it can be helpful to pause and think about what we are feeling in our bodies. This can help us connect our feelings and the ways our body react to them. When we know what these feelings in our body are telling us, it helps us to take the next step to cope with those feelings.

Go through and describe how each part of the body feels when you are stressed.

Mind:

Neck:

Chest:

Heart:

Stomach:

Arms/Legs:

How am I feeling when I'm calm?

Now that we thought about how the body feels when we are stressed, let's think about how those same parts of the body feel when you are calm.

What differences do you notice?

Mind:

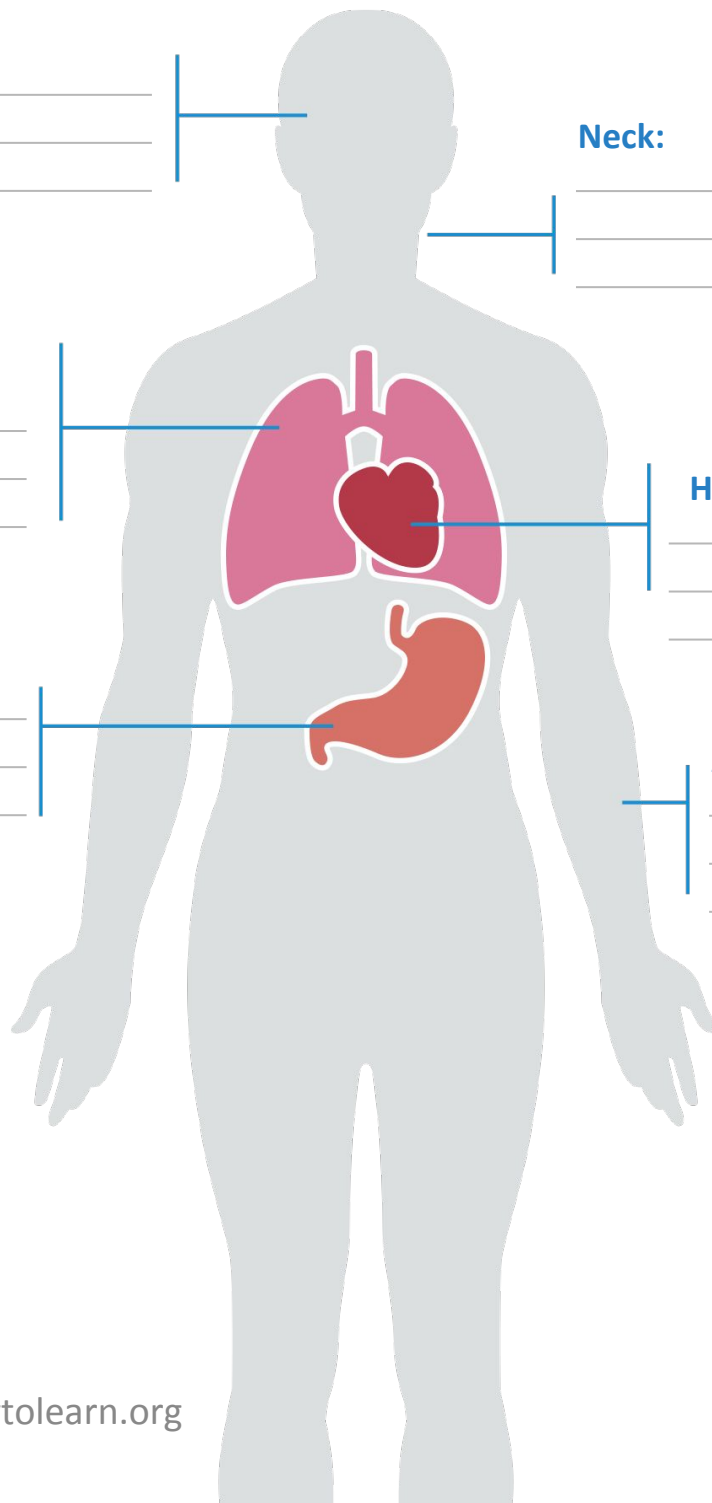
Neck:

Chest:

Heart:

Stomach:

Arms/Legs:



3 to start

Mood check-in!

In the morning when class starts and after lunch, check in with your kids to help them practice self-awareness.

Prompt: What emoji are you feeling like right now? And then go around and describe or act out your emoji.

To practical self-management, have your kids think through their impulses (melt) vs. what they know they should do if they stop to think about it (freeze).

Prompt: In a given scenario, ask your child to talk through what their 'melt' response would be, and what their freeze response would be.

Melt or Freeze*

Peace Corner

Set up an area in your home where your child or children can go if they need to relax or calm down. Try to fill the space with some soothing elements that touch on multiple senses like sight, touch, smell, or sound. Maybe that looks like a soft blanket, music they like, coloring books, or more!

Adapted from Centervention's great page, to find a full list check out their website here: <https://www.centervention.com/social-emotional-learning-activities/>

Circle of Control

With so many things up in the air right now, many of us are feeling anxious and worried. For this reason it can be a helpful exercise to list out our worries and sort them into two groups: the things we can control or influence, and the things that are outside of our control.

If students seem distracted by their worries or anxiety, this can be a good tool to re-engage them and help them work through what to do next.

Not in my control

In my control

