


# Social Emotional Character Development Agenda



South Amboy Public Schools

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# Agenda

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2. What is SEL?
3. Motivational Factors for Learning
4. Happiness
5. Educator Well - being
6. Emotional Regulation
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# Welcome and Introductions

## Goals:

- ❖ To model and highlight the importance of **psychological safety** when creating a **positive school climate**.
- ❖ To stress the positive implications of **educator well-being** for the school environment.
- ❖ To introduce participants to the **structure of the SECD** guide and model some lessons.

# What's the Question?

## Icebreaker:

When the world is upside down, what does my class look like in a routine?



How can I make a difference in the lives of others through social/emotional support? What about me and my needs?



# What is SEL?

Social and emotional learning (SEL) 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**
- ❖ **make responsible decisions**



# “5 Keys to Successful Social and Emotional Learning”

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<https://www.youtube.com/watch?v=DqNn9qWoO1M>

# What is SECD?

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Social Emotional Character Development is...

- ❖ Designed to create **a climate where youth feel safe and are ready to learn**
- ❖ **Infusion of core ethical values** into the curriculum
- ❖ Assist young people to **develop positive character traits**



# Motivational Factors for Learning

How do you build psychological safety?

- ❖ Autonomy
- ❖ Competence
- ❖ Relatedness

<https://www.youtube.com/watch?v=VctaUNJpT6U>





# Resilience: Getting Through Stressful Times.

<https://youtu.be/ZR1mRYpk6YE>

<https://drive.google.com/drive/folders/1KPN3N7U5g26SE>

[https://drive.google.com/drive/folders/1KPN3N7U5g26SE?usp=s\\_haringL](https://drive.google.com/drive/folders/1KPN3N7U5g26SE?usp=s_haringL) Folder

# Happiness

**Happiness = 50% biology + 10% life conditions + 40% intentional activities (voluntary activity or choices)**

The Three Dimensions of Happiness

1. The Pleasant Life
2. The Good Life
3. The Meaningful Life



# Pleasant, Good, Meaningful Life

Think of happiness in your life. Let's talk about what that looks like for us now.

**Pleasant Life:** The little things that make you happy. Example: eating out!

**Good Life:** What are you good at that gets you lost in a moment of time? Example: sports, art, writing, *lesson plans* !

**Meaningful Life:** Using what you are good at to help others. Example: soup kitchen

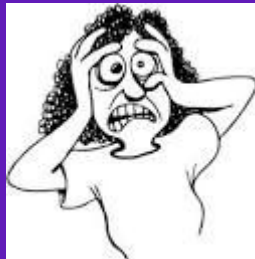
# Educator Well - being

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## Self - Assessment Survey

- ❖ **Review the Social Emotional Learning Survey Results.**
- ❖ **What is your initial reaction to the facts?**
- ❖ **What do you currently do to help your own well-being?**

# Emotional Regulation (Self Management)



## Stress vs. Anxiety

The National Institutes of Health define it as “**stress that continues after the stressor is gone.**”

**Anxiety** includes excessive **unease, worry** or **fear**. It is always negative because it continues even after the stressor is gone.



# A Walk through Emotional Regulation

**Situation:** Think of a situation that triggers you. What is going on?

**Attention:** What do you do with your attention? (e.g. worry, ruminate, distract yourself, suppress thoughts)





**Appraisal:** What do you tell yourself about yourself and others (self-talk)? What truths could you tell yourself?

**Response:** What do you normally do? What could you do instead?

# How do we develop a habit for Self-Regulation?

**Quote:** According to clinical psychologist Matthew Rouse, “If a child is able to ‘outsource’ self-regulation, then that’s something that might develop as a habit.”

**How does this quote support teaching the skill of self-regulation?**

STOP	THINK	DECIDE	CHOOSE
			
Stop what you are doing.	Think about what you are going to say or do.	Decide if it will make the situation better or worse.	Choose the behavior that makes the situation better.

# 5 - 2 - 5 Method

- ❖ Breathe in for 5 seconds
- ❖ Hold for 2 seconds
- ❖ Breathe out for 5 seconds

Here are some things you can do to replenish energy:

1. Wake up 10 minutes early.
  2. Take a breath every time you transition during the day.
  3. Record three “wins” each day and how you contributed to them.
  4. Try something new.
  5. Move on.
  6. Say “NO” more often.
  7. Make a “to be” list next to your “to do” list.
  8. Practice mindfulness.
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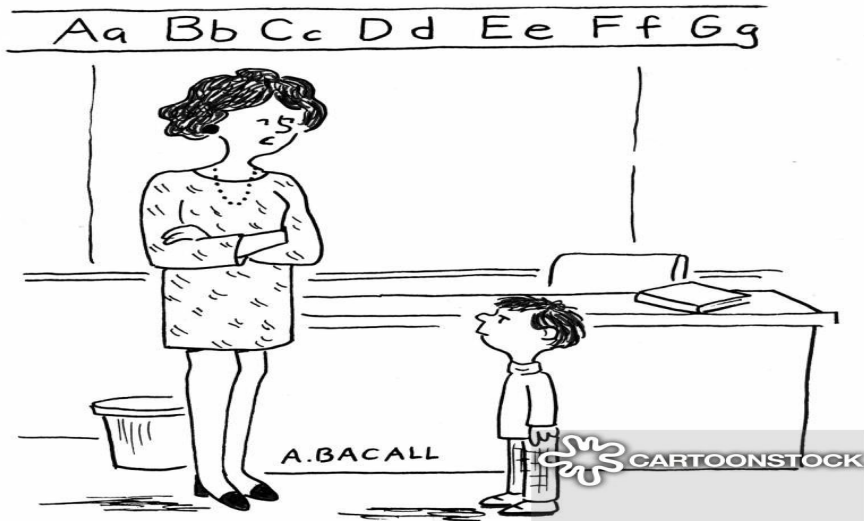
# Empathy (Social Awareness)

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Video

<https://www.youtube.com/watch?v=1Ewgu369Jw>

# Empathy



Search ID: aba0333

**“My objective is to have each student become more insightful, compassionate, introspective, and empathetic. In your case I will settle for quiet.”**

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# Vulnerability (Relationship Skills)

**Vulnerability** is having the courage to share who you are even if other people might not accept you. When you share who you are, you take risks that create closer relationships.

# Implementation of SECD Guide in Classrooms

**The lessons in this guide will introduce concepts and skills, but the habits suggested at the end of each lesson will reinforce skills and are the meat of the guide. Habits are small acts that create big change.**

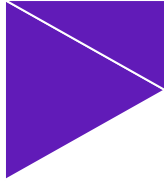


# How to use the Howl Cards!



Howl Cards are used regularly to model and support a **culture of encouragement**:

1. Each teacher will receive Howl Cards.
2. Throughout the day, when you hear something that resonates with you in some way, give that student a Howl Card.
3. Students then can reward each other when comments are made to establish trust.
4. Howl cards can be collected or stored in the classroom for further use.
5. Cards are to be used to encourage sincere exchanges within the classroom.



# **Closing:** Head, Heart, and Hand Method

**Head - something you learned**

**Heart - something you feel**

**Hand - some action you will take**

