

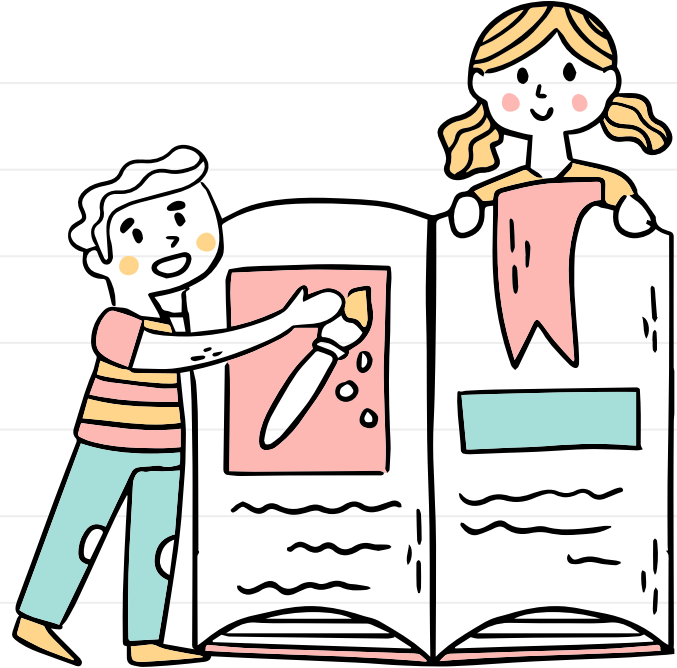
SOCIAL EMOTIONAL LEARNING AT THE ELEMENTARY LEVEL

By Deniz Cabas

WHAT IS SEL?

Social Emotional Learning: The process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to...

- Manage emotions and achieve personal and collective goals
- Feel and show empathy for others
- Establish and maintain supportive relationships
- Make responsible and caring decisions





SOURCES OF STRENGTH

Goal: To provide students with the tools to develop strength, resilience, and develop help-seeking behaviors

- Curriculum is delivered by classroom teachers in grades K-5
- Integrates well with many of the practices and programs in school, such as restorative practices, mindfulness, and campaigns of strengths
- Each unit is aligned with the core social-emotional learning competencies
- Provides active engagement through art, stories, games, and activities
- Empowers students to use their voices and foster connections with their classmates

Please visit <https://sourcesofstrength.org/elementary/> for more information.



STRENGTH WHEEL



Mental Health: Students developed an understanding of how the eight strengths integrate into a holistic model for mental health. Students learned the importance of seeking help and connecting with support to care for their overall well-being.

Family Support: Students identified people who nurture, support, and care for them in their extended or “chosen” family.

Positive Friends: Students learned the importance of healthy friendships. Students identified the people in their lives who encourage and support them.

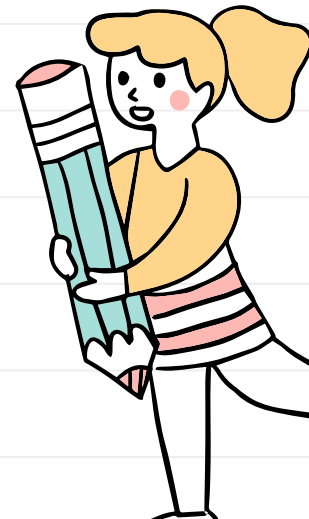
Mentors: Students learned how to develop and connect with mentors in school, at home, and within the community.

Healthy Activities: Students identified the activities that help them navigate life’s ups and downs.

Generosity: Students discussed the importance of kindness and identified ways to give back to other people, animals, and the environment to make a positive impact.

Spirituality: Students examined what gives them a sense of purpose and connection, such as practicing thankfulness and mindfulness.

Physical Health: Students identified different methods of caring for and increasing their physical well-being.

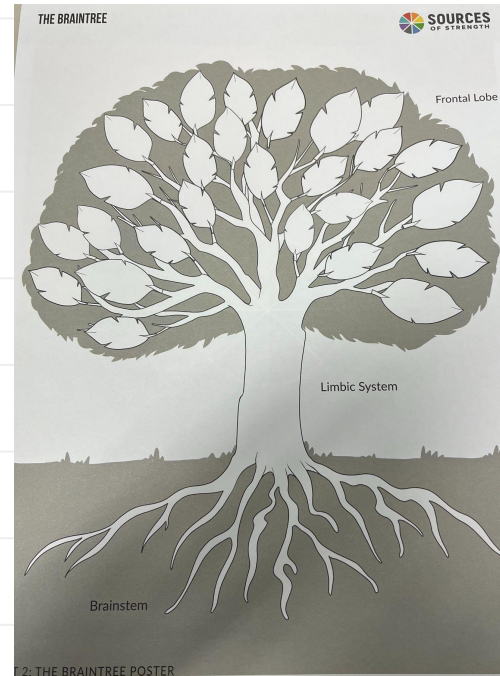


BRAIN TREE:

Roots: Brainstem, located at the base of your brain, controls your basic needs

Trunk: Limbic System, located in the middle, stores memories and controls emotions

Leaves: Frontal Lobe, located at the top of your head, controls creativity, intelligence, empathy and decision making skills



REGULATION RAILROAD:

Stop 1: What do I notice in my body? What are your Roots telling you?

Stop 2: What emotion do I feel? What is your Trunk telling you?

Stop 3: How big is the emotion on a scale of 1-5? (1=small; 5= very big)

Stop 4: What will I do to regulate myself?



SELF-AWARENESS

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts. This includes capacities to recognize one's strengths and limitations with a well-grounded sense of confidence and purpose.

- Recognizing Emotions & Needs:
 - K-1: Identifying Feeling Words, Sensations, Body language & Facial expressions
 - 2-5: Emotional Brain and Thinking Brain: Fight, Flight and Freeze
- Size of my problem
- Tattling vs. Reporting: Small, Medium & Big Problems
- Cognitive Behavior Strategies
 - Thoughts→Feelings→ Behaviors: Helpful thoughts and Hurtful thoughts
 - Worries - Rational vs. Irrational
 - Changing our "Negative What If's to Positive What-If's"
 - Resilience: Bounce and Splat Reactions & Thinking
- Self Esteem
 - Appreciating our individuality
 - Being proud of our differences & what makes us unique
 - Identifying our strengths and areas for growth

RECOGNIZING EMOTIONS + NEEDS:

K-1:

- Identifying Feeling Words & Sensations
 - Comfortable Feelings & Uncomfortable Feelings
 - Sensations: Heart Racing, Breathing Fast, Stomach Aches, Feeling Hot, Shivering, Goosebumps, Muscles tight like a robot or loose like spaghetti, Headaches, Elephant on Chest
- Recognizing others feelings
 - Body Language- Big and Small
 - Facial expressions- Eyebrows, Mouth, Flushed cheeks
 - Tone of Voice- High vs. Low



- 2-5: Emotional Brain and Thinking Brain
 - Emotional Brain's job is to make us feel safe
 - Fight Flight and Freeze
 - Thinking Brains job - Flexible thinking, Perspective, Self Control, Organization & Planning

CHECKING IN WITH OUR NEEDS

H- Hungry

A- Angry

L- Lonely

T- Tired

S- Sick

SIZE OF PROBLEMS + PEACEFUL PROBLEM SOLVING

K-1

Tattling and Reporting

Reporting-Big Deal: Sickness,
Danger, Bullying, Someone
hasn't stopped when you
asked them to stop

Tattling-Little Deal: You are ok,
It was an accident, The person
has stopped doing

2-3

Size of Problems & Reactions

Windy Problem
Raining Problem
Stormy Problem
Tornado Problem

Types of Conflict

Disagreement
Rude Moment
Mean Moment
Bullying

4 +5

Friendship Boundaries

Joking
Touching
Do This
BFF's
Chit Chat

Peaceful Problem Solving Strategies: Ignore, Walk Away, I-Message, Apologies, Talk it out, Report to an Adult, Share, Compromise, Take Turns, Use a Coping skill

SELF - MANAGEMENT

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

- Listening and Following Directions: Whole Body Listening
 - Personal Space : Arms out front, out wide and to your side -
Asking permission, Your body belongs to you.
 - Safe body, Unsafe body - Safe touch, Hurtful Touch.
 - Coping Skills:
 - Relaxation techniques- Deep Breathing, Muscle tension
 - Distraction - Grounding Exercises, Mindfulness
 - Self-Talk- Affirmations
 - Peaceful Problem Solving- I- messages, Compromise
 - I feel ___ when you ___. Can you please _____
 - I am sorry for ___, Next time I will____ How can I make it better?
 - Making good choices:
 - Stop, Think, Act
 - Choices & Consequences
 - Being a Leader, Being a Follower,
Being Impulsive, Doing Nothing-
Bystander
- Bonus Lessons
- Time Management
 - Organization
 - Planning

SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.

- Celebrating and Respecting Individual Differences
- Understanding Perspective & Differing Points of View: Agree to Disagree
- Empathy: Walking in someone else's shoes and imagining how they feel
 - Supportive Statements- What do you think they would like to hear?
 - Supportive Actions - What do you think they would need?
- Kindness: Treating others the way you want to be treated

RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.

- Expressing needs and Practicing Advocacy - "I- Messages" - I feel ____, when you ____, can you please ____.
- Taking Responsibility & Apologizing - "I am sorry for ____, it was wrong because ____, next time I will ____, how can I make it better?"
- Relationship building- Making Friends & Maintaining Friendship-Honesty, Loyalty, Support & Encouragement, Being yourself
- Flower friend vs. Cactus Friends
 - Friendship Boundaries- Joking, Touching, Chit Chat, BFF, Do This
 - Healthy and strong friendships: Trust, Loyalty, Honesty, Fun and Happiness, Support and Encouragement
 - Conversation Skills: Manners, Tone of Voice, Communication Styles (Passive, Aggressive, Assertive)
- Social Filter : Thinking Bubble vs. Talking Bubble
- THINK before you speak - Is what I am saying ...
 - T- True?
 - H-Helpful?
 - I-Inspiring?
 - N- Necessary ?
 - K -Kind?
- Leadership & Teamwork

RESPONSIBLE DECISION MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

- How to include others
- Peer Pressure
 - Upstander vs. Bystander
 - Positive Peer Pressure Vs. Negative Peer Pressure
 - Verbal vs. Non-Verbal
- Bullying & Cyberbullying
- Cyber safety & Erin's Law: Personal Safety
- Types of Conflict: Disagreements, Rude Moments, Mean Moments, Bullying
- Conflict Resolution Strategies: Walk away, Ignore, Talk it Out (I-Messages), Take a Break, Compromise, Take turns, Rock Paper Scissors, Flip a coin,
- How to make good choices
 - Helpful Choices vs. Hurtful Choices
 - Good Consequences and Bad Consequences

TRANSITION TO MIDDLE SCHOOL

- Review differences between elementary vs. middle school
- Bell Schedule
- Sixth Grade Courses
- Tips for navigating the hallway, changing classes, having different teachers for each subject
- Organization, homework plan, studying, time management, extra help, etc.
- Lockers
- How to get involved: clubs, activities, intramurals
- Peer pressure, bullying, trusted adults

COLLEGE + CAREER EXPLORATION

- Universal Skills: communication, kindness, leadership, teamwork, respect, responsibility, organization, etc.
- Exposing students to different careers clusters
- Exposure to Post-Secondary Planning (two-year schools, four-year schools, graduate schools, technical schools, military, etc).
- Exploring Interests, Values, & Skills as it pertains to different occupations

THANKS!

School Counselor - Deniz Cabas
Email: Dcabas@rvcschools.org

Hewitt Elementary School (Cycle days 1,3 & 5)
516-255-8913

Wilson Elementary School (Cycle days 2,4 & 6)
516-255-8910

