

**M6-S1: Teaching Across Learning Environments: Social Emotional Learning**

CLH	Hey Gina, I wanna start this podcast off with a question for you.
GK	That's always dangerous but okay, I'm game. What is it?
CLH	When you were in school, what were you like socially?
GK	That's not too bad, socially, I was someone who had one friend at a time. A serial monogamous for a friend. Haha and when my one friend was absent, was the longest, saddest day at school. I really didn't know how to enter other social worlds easily. I was really a one on one kind of person. I remember the first time I was in a group of friends, I was much older before I had a friend group. As a kid I was like one on one that's it, that's all I got.
CLH	<p>Okay, yea, and for me, so that's interesting because I think for me I was the opposite. I was definitely just sort of mingling amongst the groups and I don't think I had any particular set group.</p> <p>I think there's sort of maybe positives and negatives or even a sort of pros and cons to both of those types of social interactions in school age scenarios.</p> <p>It all really speaks to the social emotional skills we're going to be talking about in this new module. Except of course we're going to be talking about taking those social emotional skills across learning environments. This is such a vital topic in education right now, especially now that we're really seeing the impact of covid shut downs in full, now that we're back in action.</p>
GK	<p>It's true. I recently read a statistic that said that in 2019, the CDC reported nearly, get this,</p> <p>"40% of young people were feeling sad or hopeless, [this was pre pandemic] including having had thoughts of suicide.</p> <p>Covid 19 only exacerbated that data point, this increased to 44% of young people having feelings of loneliness, hopelessness and suicidal thoughts".</p>
CLH	Yea I mean our students came back to school struggling or they just chose not to return to school at all. When students are engaged in school refusal, so things like tantrums, chronic absenteeism, fighting with their peers or their adults, the consequences are really far reaching. They can lead to academic failure and then further into the future to unemployment.
GK	Right, and meanwhile, teachers are tired, students are stressed and adding Social Emotional Learning (SEL) feels like adding another thing to teachers already full plates.

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	<p>I think what we will focus on in this module is that social emotional learning– which for the rest of time we’re just going to call it ‘SEL’, doesn’t have to be another thing. Adopting a growth mindset is the foundation of all of the work that educators do.</p> <p>So we’re going to dive into how this isn’t another thing, it’s the thing that will lift you up and help you incorporate SEL across learning environments.</p>
CLH	<p>Yea, I mean that’s a tall order but we got some good material here to work with so let’s just jump in.</p> <p>So if you recall from module 1, Developing Consistent Practices to Improve Students Emotional Awareness and their Social Connections is at the heart of <b>equity centered trauma informed education</b>.</p> <p>Teachers out there also likely know that SEL is most effective at the classroom level when it’s grounded in evidence-based programs that are consistently implemented in supportive learning environments.</p> <p>To that end, New York State developed social emotional learning benchmarks. These serve as road maps for schools and classrooms to be able to implement SEL into their instruction programs and support college and career readiness.</p> <p>So the benchmarks address <b>three goals for K-12 that should guide SEL integration in instruction</b>. Gina, can you read off these goals?</p>
GK	<p>Okay, so just so the people don’t get confused, these are New York State benchmarks and later we’re going to talk about the five council competencies and you’re going to hear a lot of overlapping language but right now, everybody, it’s New York and the guidelines we’ve been given by our state department. Here we go. Goal one.</p> <ol style="list-style-type: none"><li>1. Young people develop a self awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions and builds a sense of agency.</li></ol> <p>Goal two,</p> <ol style="list-style-type: none"><li>2. Young people use social awareness and interpersonal skills to establish, navigate and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.</li></ol> <p>The first one is about the self, the second one is about interacting with others. The third one is</p> <ol style="list-style-type: none"><li>3. Young people demonstrate intentional decision making skills and behaviors that consider social, emotional and physical safety and well being in personal, school and community context.</li></ol>

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	So how we are out in the world. From the self, to with other individuals, to how we navigate the world through our responsible decision making.
CLH	Okay so it's sort of like a circle that gets bigger?
GK	Yea, that's a good image!
CLH	<p>Yea ok. So these are some great goals to set and in this module we're going to introduce our teachers to tools that can help incorporate the goals of the SEL benchmarks into our daily practice across learning environments.</p> <p>So to paint a picture of where we're headed, let's look at each of the three goals of the NYSED SEL benchmarks using our teaching across learning environments lens. We're gonna get our tale glasses on. So the first one is, we talked about this</p> <p><b>Young people develop a self awareness that nurtures and affirms a strong sense of identity, informs decisions about their actions and builds a sense of agency.</b></p> <p>So that's the littlest circle, I would think, if we were thinking of a circle, the one in the middle. It's about themselves, so applying this across learning environments makes me think of practices like:</p> <p>Establishing regular routines for in-person and remote settings, including routines that allow students to identify their emotions.</p> <p>So providing troubleshooting guidance when students encounter a problem that they need to solve, which sort of goes hand in hand with maybe offering office hours, where students can interact with you and then discuss their own strengths and limitations. Or like lunch hours, I remember you and I did that one time Gina, didn't we? Do you remember during Covid, we did like a lunch hour zoom?</p>
GK	Sure.
CLH	Another one might be playing like a stretching or yoga video, cameras on or off if they're remote and then afterwards inviting students to rate their sense of calm in the chat, or fist to five. <b>Using relaxation techniques and movement breaks to build self regulation skills.</b>
GK	You know what's interesting? I automatically was picturing those things happening remotely with my tale goggles that you asked me to put on and then it was kinda neat to also see that happening in person. It's starting to happen for me.
CLH	The goggles are getting clearer.
GK	<p>These sound like the things we should all incorporate into our daily lives. The second goal, remember, is about the self in relation to others.</p> <p><b>Young people use social awareness and interpersonal skills to establish, navigate and maintain mutually supportive relationships with individuals and groups that nurture a strong sense of belonging.</b></p>

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	<p>We all know our students need to feel that sense of belonging but it can be tricky to implement across learning environments.</p> <p>Some ideas might be like this:</p> <p>Establish norms for students when interacting in person and remotely, including how to ask if it's okay to be off camera and demonstrate alternative methods of participation.</p> <p>Another is to establish daily emotional check ins for students with adult and peers, using activities where students can comfortably share</p> <p>Online journal, Kahoot, Facetime, Group meetings, stuff like that.</p> <p>Provide lessons that encourage positivity and content that includes representation of the students' diverse identities.</p> <p>Offer multiple methods for communicating feelings, thoughts, ideas and values or implement community building circles.</p>
CLH	Whew, that's a lot.
GK	It is a lot.
CLH	<p>Yea, and we're going to get into all of those more later in the module but now let's talk about the third and final goal</p> <p style="text-align: center;"><b>Young people demonstrate intentional decision making skills and behaviors that consider social, emotional and physical safety and well being in personal, school and community context.</b></p> <p>So again that's that largest circle if we're talking about this in the context of a concentric circle.</p> <p>So that can look like creating a <b>tip sheet</b> for de-escalation techniques and strategies for students to be able to cope with tension or stress or practicing using the <b>chat feature</b> in remote settings to signal curiosity and peer led discussions or establishing and <b>modeling norms</b> for how to collaborate and problem solve in a remote setting.</p>
GK	<p>Great, Okay, so that was the New York State benchmarks for social emotional learning. Now we're gonna touch upon a great resource that you all might already know about, which is Casel. The collaborative for academic social and emotional learning or their framework is sometimes called the castle five. We don't want to be too confusing with the three benchmarks and the five principles but they all go together very nicely. So the Casel five is a framework that we'll be talking about a lot in this module and we're going to really hone in on how integrating this framework across learning environments, aligned with the NYS-SEL benchmarks will build social emotional health for all stakeholders in our school and across learning environments.</p>

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CLH	<p>Okay so you did mention that Casel is the collaborative for academic social and emotional learning so when we say CASEL it's C-A-S-E-L-, right, and the Casel five model addresses five areas of SEL competence:</p> <p><b>Self awareness, self management, social awareness, relationship skills and responsible decision making.</b></p> <p>That Casel five can be taught from preschool to adulthood.</p> <p>So district schools and states have used the Casel-five to establish standards and competencies that “</p> <p>Articulate what students should know and be able to do for academic success, school and civic engagement, health and wellness, and fulfilling careers”</p> <p>So we have this image that's called the Casel wheel, it's linked in the show notes and it'll help depict the interaction of SEL instruction communities and school culture if you want to check that out.</p>
GK	<p>And the SEL competencies each align closely with the NYSED benchmarks that we talked about at the top of the show.</p> <p>For example, self awareness and self management in Casel, align with the New York benchmark of goal one, social awareness and relationship skills align with benchmark goal number two and responsible decision making aligns with goal three.</p>
CLH	<p>So in the classroom we know that SEL is not like a once a week activity or some kind of special project but rather it's a daily routine across subject areas including specials like PE, Health, music and arts.</p> <p>The Casel-5 model is a useful framework for both the systemic implementation of SEL and the integration of SEL in our day to day teacher practices across all grade levels, subject areas and learning environments.</p> <p>When we talk about integrating SEL into day to day instruction we're referencing three components of SEL integration in the classroom, whether it's physical or virtual.</p> <p>First we're talking about creating a <b>supportive classroom climate</b> and safe community for students as the starting point in an SEL journey.</p> <p>Then we're talking about <b>integrating SEL into academic instruction</b> Which gives students the chance to practice SEL competencies like relationship skills and doing this during academic activities.</p> <p>And then we're also talking about <b>explicitly providing SEL instruction</b> and how that is a way to offer age appropriate and culturally responsive explicit instruction in SEL competencies.</p> <p>So throughout this model we're focusing on giving teachers frameworks to ground our practice and strategies that we can really apply to create that supportive climate and then integrate SEL into our instruction.</p>
GK	<p>So let's look at where we go from here.</p>

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	*audio cutout*
CLH	Yea it's gonna be a good set of sessions so thanks for listening everyone!
GK	Till' next time.