



# Social Emotional Learning (SEL) and the Shift to Virtual Learning

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April 7th, 2020 @ 2:00 pm EST

Share your name,  
district, and role

Panelist +  
ALL

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# Education Elements Team



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@bethedelements

# Objectives

Explore ways to adapt Social Emotional Learning in a remote context

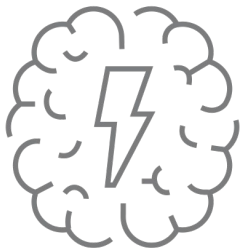
Review resources and ideas to use in a virtual learning classroom

Start a plan to try in your “classroom”

# Responsive Ecosystem



# Elements of Building Knowledge



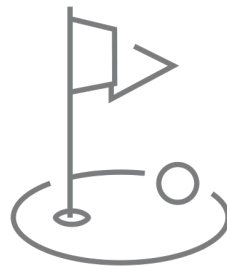
## SPARK

Understand why this idea matters through first-hand experiences



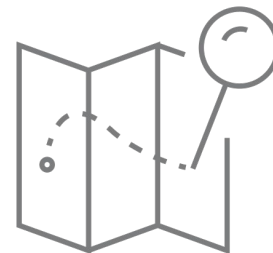
## EXPAND

Explore resources and deepen knowledge related to idea



## PRACTICE

Try using the idea in small, safe ways to prepare for application



## PLAN

Develop a hypothesis to test and determine the supports you need

# Elements of Building Knowledge



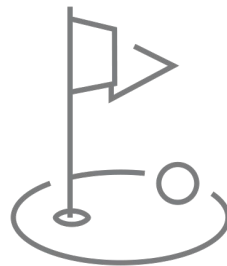
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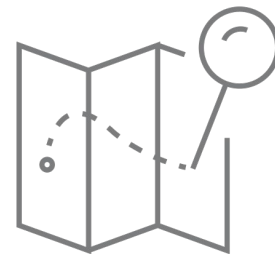
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# The Importance of Connection



**Just Sarena** @MottSarena · Mar 23

Replying to @aubviouslynot

Well today I was having a **virtual meeting** and **my coworker** kept barking at who knows what!



**Roxanna** @roxannamunir · 1h

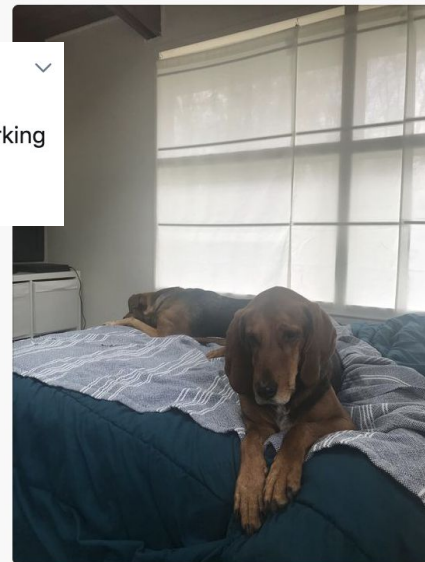
I think **my coworker** keeps trying to flirt with me #inappropriate



**Cristina Strunk** 3:00 PM

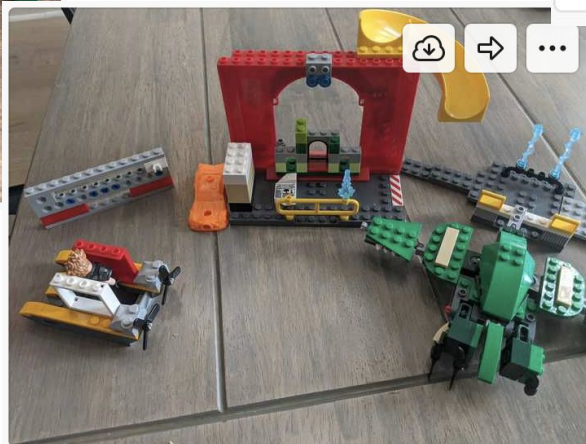
Mulder suspects we overbooked conference room A for this meeting.

Image from iOS





# The Importance of Connection



Your Hosts for Tonight's Show!



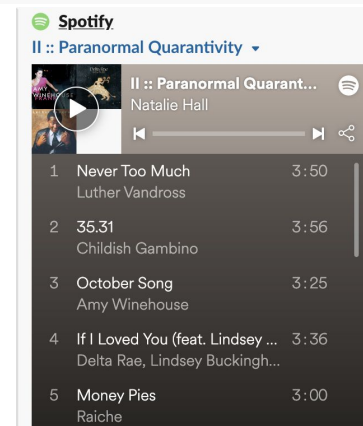
Drew  
Da Ba Dee



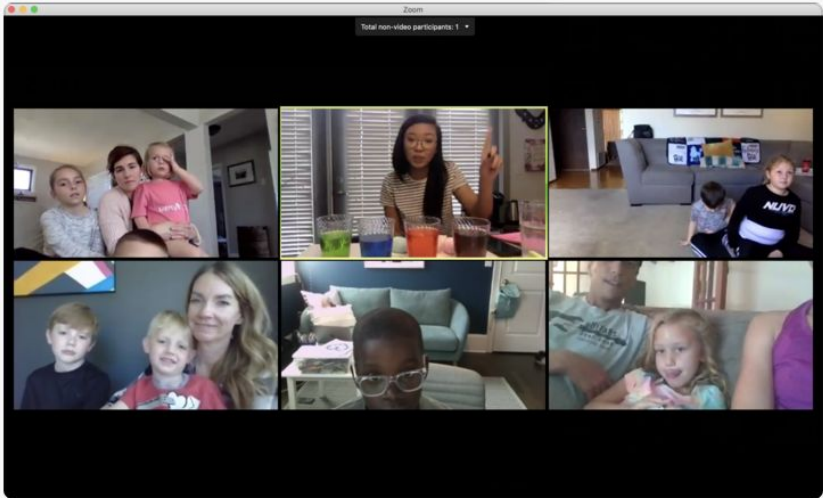
Maria  
LaDiva



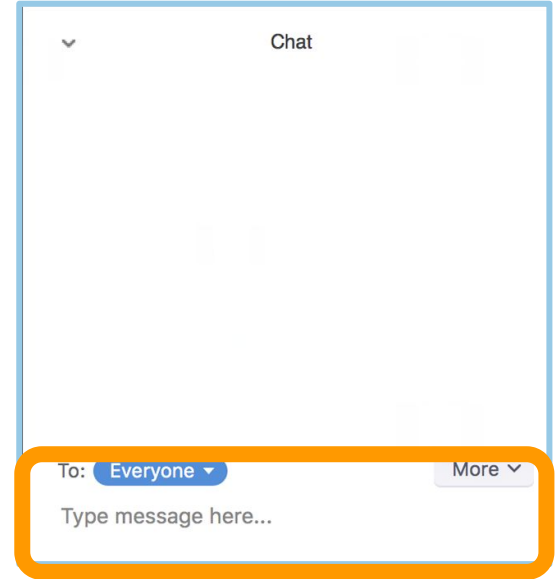
Tangerine  
Supreme



# The Importance of Connection



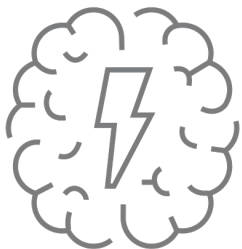
**Share in the Chat:** What is a moment of bonding that has happened between you and your students or you and your coworkers as we've navigated this new terrain?





**I will teach you in a room  
I will teach you now on Zoom  
I will teach you in your house  
I will teach you with a mouse  
I will teach you here and there  
I will teach you because I care  
So just do your very best  
And do not worry about the rest**

# Elements of Building Knowledge



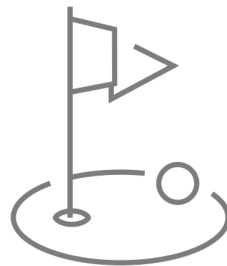
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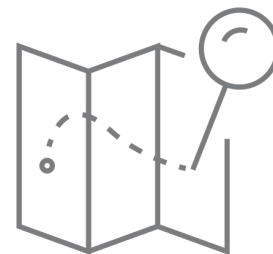
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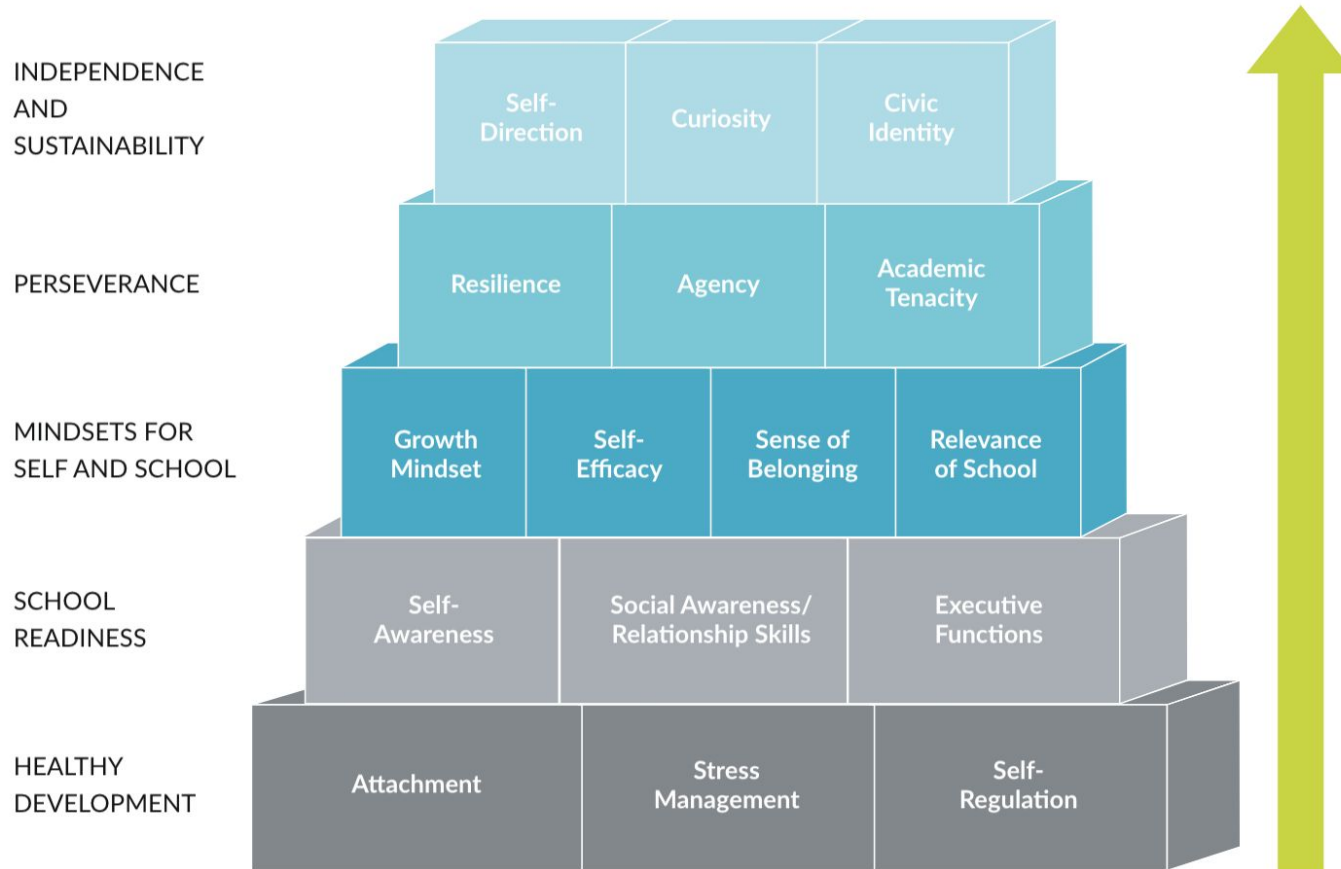
# Lessons Learned from Other Countries



# Lessons Learned from Other Countries

- Be Optimistic
- Keep Routines
- Keep Assignments Simple
- Use Video
- Hold Virtual OPTIONAL Class Meetings
- Limit Screen Time
- Focus on Healthy Living

# Building Blocks for Learning





Both of my parents lost their jobs. It has been kind of sad and weird at our house.

My mom and dad are working from our apartment now. They are always checking on me, I feel like I have no space.

I'm surprised at how much students and families have come together to get through this.

I'm home alone with my 8 year old sister for most of the day, so I have to help her out too.

Honestly, it's been tough bouncing back and forth between trying to teach my students and my own kids

I thought I would like working from home more. It's been pretty overwhelming and distracting.

It's been really lonely lately. I like online learning and using my phone but its like all I do is talk to a screen, not people.

# SEL Domains

CASEL Domain	Definition
<b>Self-Awareness</b>	The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.
<b>Self-Management</b>	The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
<b>Social-Awareness</b>	The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.
<b>Relationship Skills</b>	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.
<b>Responsible Decision Making</b>	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.

# Classroom Rules/Norms

## What is it?

- Just like in a classroom in your virtual space you want to make sure you have rules and/or norms

## Domains:

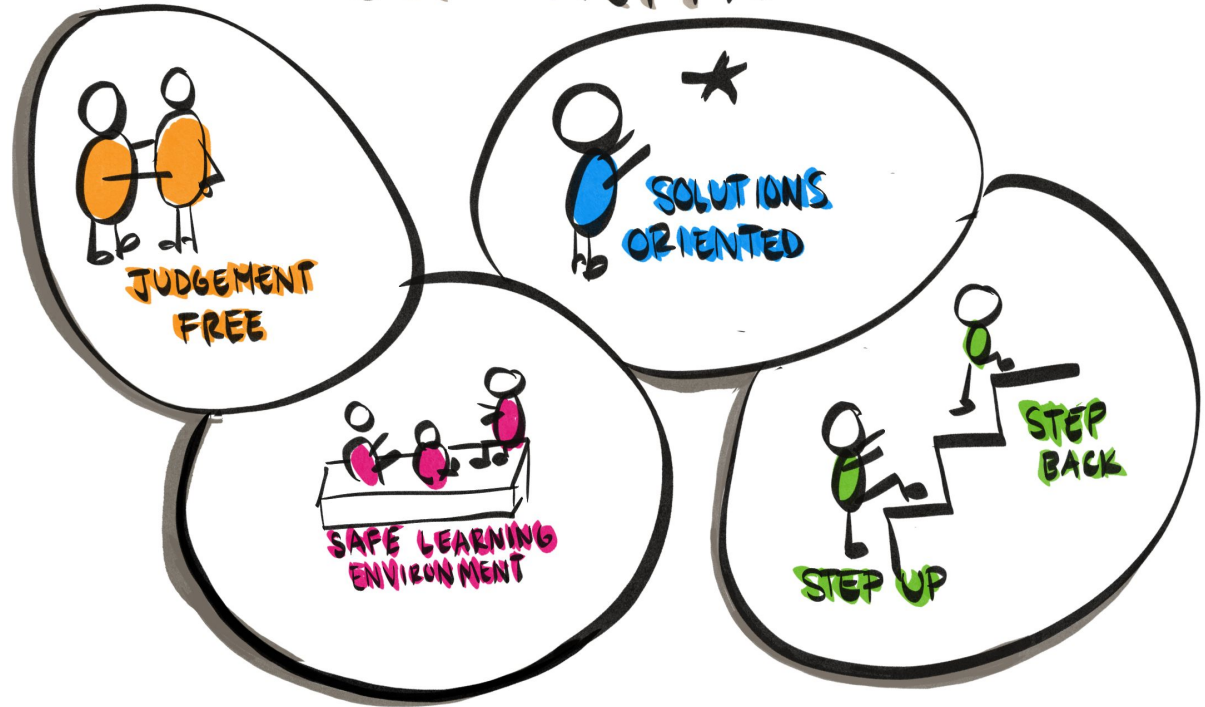
- *Self-awareness*
- *social awareness*
- *relationship skills*

## How it meets students' SEL needs:

- Provides students with structure
- Routines eliminate stress

**How to:** Discuss as a class what you want your norms or classroom and co-create them for your virtual space.

## OUR NORMS



# Check-in

## What is it?

A question or prompt for all to answer at the start of a session, or as an asynchronous pulse check for the day

**Domains:** *Self-awareness, social awareness, relationship skills*

## How does it meet students' needs?

Sets the stage for learning, offers and opportunity to connect before we start

## How to?

Use visual prompts or pictures to help students check-in and express how they feel.


# Morning Meeting

## What is it?

- Invite students to share feelings, get present for the day, connect with you and peers

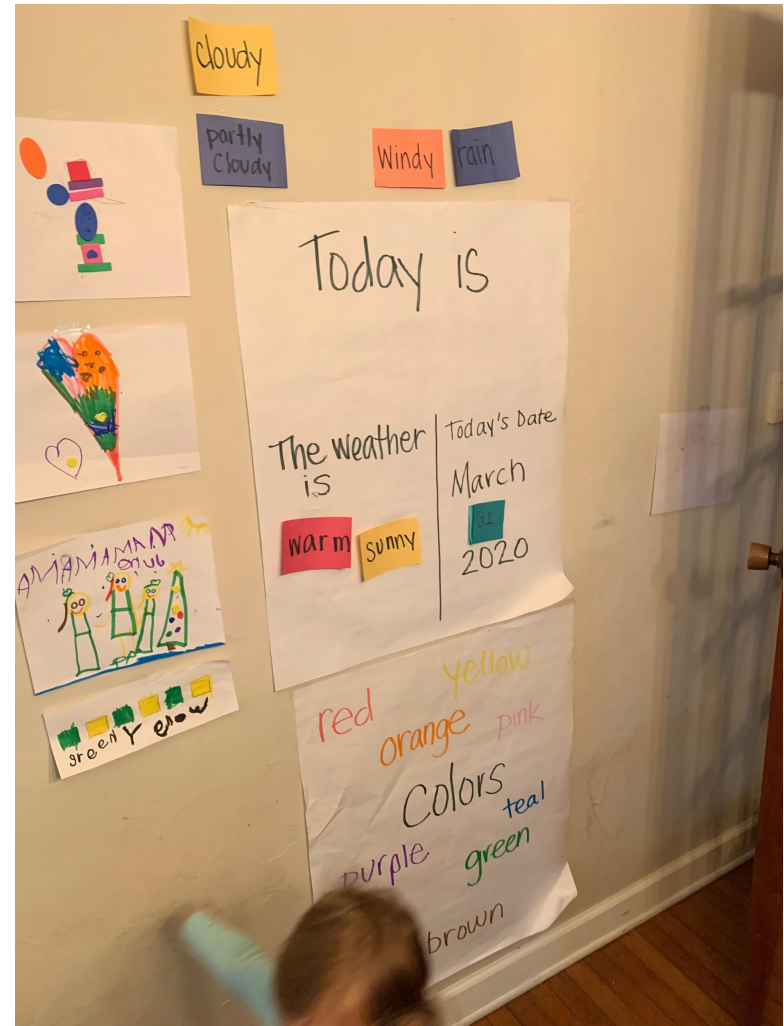
## What domains does it address?

- Social awareness
- Relationship skills
- Responsible decision-making

## How does it meet students' needs?

- Space to share and be heard
- Increase empathy

**How to:** At the start of the session, prompt students with a question or visual to help them share how they are feeling.



# Role Play + Model

## What is it?

- Interactive strategy for inviting students to take on the perspective of someone else.

## Domains:

- *Self Management*
- *Relationship skills*
- *Responsible decision-making*

## How it meets students' SEL needs:

- Develops empathy
- Allows for interactive/kinesthetic learning experience

## How to:

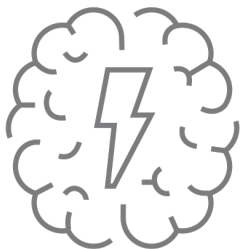
- Create role play challenges that students might be facing now.
- Ask students to switch roles and give feedback.



# Pause for Q and A Time



# Elements of Building Knowledge



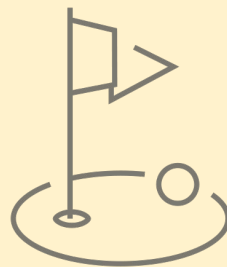
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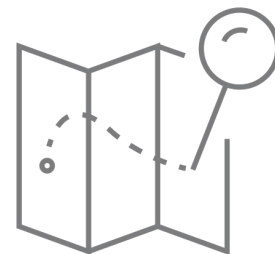
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## PRACTICE

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## PLAN

Develop a hypothesis to test and determine the supports you need



# Options for integrating SEL into your lessons

1

Add SEL strategy to a live lesson

*Supporting Resource:*

*SEL One Pager*

2

Add SEL strategy to asynchronous lesson

*Supporting Resource:*

*SEL One Pager*

3

Teach a lesson focused on and SEL skill

*Supporting Resource:*

*Lesson Template*

# Strategies for Supporting SEL in Virtual Settings

Educators can use the strategies below to work toward meeting students' social-emotional needs in virtual settings. In a virtual setting, students are learning in very different conditions than they might be at home. These might include: increased demand for self-direction; balancing learning while caring for self and siblings; sharing physical space with family and potential for increased conflict; limited opportunities for social engagement (i.e., lunch, recess, extra-curricular activities); increased potential for isolation. Take time to talk with students, build empathy and better understand these conditions.

The strategies selected below aim to meet the needs of learners in these new conditions in a way that aligns to some or all of the [CASEL competencies](#) for SEL.



**Self Awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.



**Self Management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



**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 behavior, and to recognize family, school, and community resources and supports.



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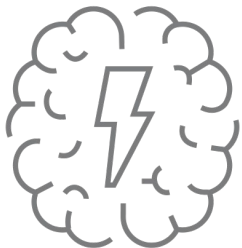
**Responsible Decision Making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Strategy	CASEL Competencies for Social-Emotional Learning					Ideas for Differentiating
<b>Checking-In</b>	●		●	●	●	<p>K-2: Use visual prompts or pictures to help students check-in and express how they feel (example: <a href="#">Zones of Regulation</a>).</p> <p>3-5: Ask students to draw or choose an emoji that captures how they feel. If working synchronously, ask a few students to share. If students are working on their own, prompt them to share and discuss with a caregiver.</p> <p>6-12: Post a <a href="#">check-in question</a> as a discussion in your LMS or in a shared document. This can be a way to build empathy at the start of a synchronous class or a way for students to connect asynchronously.</p>
<b>Team Building</b>			●	●	●	<p>K-2: Play the "<a href="#">Hey, me too!</a>" game so students can learn more about their peers. Play during a whole group activity, or as students to complete it with a caregiver and share with the class.</p> <p>3-5: Create a "<a href="#">Yes, and!</a>" story. Write it together during a virtual class or ask students to contribute asynchronously on a document.</p> <p>6-12: Create a challenge for the whole class to work and track progress toward together (for example: read 1,000 pages this week, take 100,000 steps this week, cook dinner for family!)</p>
<b>Goal Setting</b>	●	●			●	<p>K-2: Have students create one goal a week and share it with the class at the start of the week. The teacher can record the goals each kid and check in on their progress throughout the week.</p> <p>3-5: Have students use a tool such as <a href="#">Flipgrid</a> to record their goals for the week in each subject. Then at the end of the week students can reflect on their goals.</p> <p>6-12: Students create learning goals and make a "goal roadmap" that helps them reach their goals through small action steps.</p>
<b>Class Discussions</b>			●	●	●	<p>K-5: Using <a href="#">Zoom</a> or <a href="#">Google Hangouts</a> host virtual morning meetings or classroom meetings where students can share their feelings around different topics.</p> <p>3rd -12: Create a virtual wall for different discussion topics where students can post comments and respond to classmates using digital tools such as a discussion board built into an LMS like <a href="#">Google Classroom</a> or <a href="#">Canvas</a>, <a href="#">Padlet</a> or <a href="#">Flipgrid</a>.</p>
<b>Role Playing &amp; Modeling</b>		●		●	●	<p>K-2: Read <a href="#">The Color Monster</a> and create your own color monster of emotions or read <a href="#">Daniel Tiger</a> and create your own picture books of emotions</p> <p>3-5: Create classroom virtual norms with your students and role play what they look like along with "what would you do scenarios"</p> <p>6-12: Create role playing challenges that students might be facing. Have students switch roles to raise awareness and empathy though thinking through how the person might feel.</p>

# LESSON PLANS

Monday						
Standard						
Learning Target						
		One Teach/ One Assist	Station Teaching	Parallel Teaching	Alternative Teaching	Team Teaching
Co-Teaching Model						
		I Do	We Do	You Do Together	You Do Alone	Est. Time (Optional)
Warm-Up						(min)
Opening						(min)
Main Activities						(min)
						(min)
						(min)
						(min)
Closing						(min)

# Elements of Building Knowledge



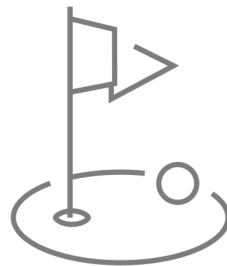
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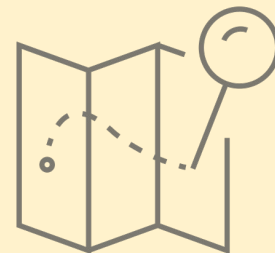
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## PLAN

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What is one thing you're taking away from today's webinar?

***Put your response in the chat box.***

# EDUCATING THROUGH COVID-19



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