

Setting a Context for Social Emotional Learning

What Is Social Emotional Learning (SEL)?

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage **emotions**, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. (CASEL: www.casel.org/what-is-sel/)

SEL Competencies (from CASEL Framework)

- Self-awareness
- Self-management and emotional regulation
- Social awareness
- Relationships and social skills
- Responsible decision-making

Books and Messages to Build Students' Personal Strength

The Message	Books Aligned to Identifying Emotions
Sometimes you can resolve feelings problems on your own	<ul style="list-style-type: none"> • <i>When Sophie Gets Angry--Really, Really Angry</i> by Molly Bang (primary)
Sometimes you need help solving a feelings problem	<ul style="list-style-type: none"> • <i>Thunder Cake</i> by Patricia Polacco (primary)
Hope is the most important feeling of all	<ul style="list-style-type: none"> • <i>Mercedes and the Chocolate Pilot: A True Story of the Berlin Airlift and the Candy that Dropped from the Sky</i> by Margot Theis Raven (intermediate)

The Message	Books Aligned to Self-Perception
The little things in life can make a big difference to how we feel about ourselves	<ul style="list-style-type: none"> • <i>Crown: Ode to a Fresh Cut</i> by Derrick Barnes (Intermediate)

The Message	Books Aligned to Self-Confidence
Sometimes self-confidence is NOT big and bold	<i>The Little Engine that Could</i> by Watty Piper (Primary)
Sometimes self-confidence is big and bold	<i>The Paper Bag Princess</i> by Robert Munsch

The Message	Books Aligned to Managing Impulses
Talking too much can be a problem	<i>My Mouth is a Volcano</i> by Julia Cook (primary and intermediate)
Not focusing can be a problem	<i>Puppy Mind</i> by Jordan Nance (primary and intermediate)
Out-of-control behavior can be a problem	<i>The Snurtch</i> by Sean Ferrell (primary and intermediate)
Seeking attention in negative ways can be a problem	<i>Millie Fierce</i> by Jane Manning (primary and intermediate)
Losing your temper can be a problem	<i>Testing the Ice: A True Story about Jackie Robinson</i> by Sharon Robinson (primary and intermediate)







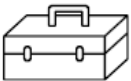
The Message	Books Aligned to Goal Setting
Sometimes goals are achieved differently from what you planned	<i>Degas and the Little Dancer</i> by Lauren Anholt (intermediate)
Sometimes goals are not achieved right away	<i>Minty: A Story of Young Harriet Tubman</i> by Ann Schroeder (primary and intermediate)

The Message	Books Aligned to Communicating
The words you choose matter—a lot	<i>The Sandwich Swap</i> by Queen Rania Al Abdullah (primary)
Consider other people’s feelings when communicating	<i>The Honest to Goodness Truth</i> by Patricia McKissack (primary and intermediate)
Communication builds relationships	<i>On The Day You Begin</i> by Jacqueline Woodson (primary and intermediate)
Joining in helps you fit in	<i>One Green Apple</i> by Eve Bunting







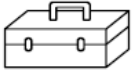
**BUILDING PERSONAL STRENGTH:
A FEW KEY QUESTIONS FOR TEACHERS AND STUDENTS**

SEL Focus Area	Key Question for Teachers	Key Question for Students (as they read)
Identifying Feelings	How can I help my students develop more precise labels for their feelings?	What message about feelings do you think the author wants us to treasure from this book?
Positive View of Self	What “little thing” could we do so our students feel SO good about themselves that they’ll see themselves as a “brilliant, blazing star?”	Find a detail in the book that you think best shows how the main character (or another character) felt about herself or himself.
Confidence	Why is it that some students are very confident while others who may be equally capable lack confidence in themselves?	When [Character] was not feeling confident, what other feelings did this lead to as well?
Setting Goals	What role models could I cite for my students as examples of people with worthy goals?	In this story, who set a goal? What was the goal?
Managing Impulses	What is the impact of impulsivity in my classroom? How does it affect me? How does it affect my students?	What creative solution could have helped this character better control his or her emotions?
Communicating	What would I include in a conversation with my students about the importance of communicating well and <i>how</i> to communicate well?	What caused the communication problem in this story?

“Feelings” Questions You Can Ask About the Featured Book in This Focus Area

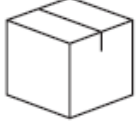


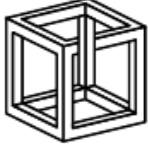


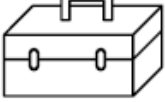
SEVEN THINKING BOXES	
Questions to ask about <i>Mercedes and the Chocolate Pilot: A True Story of the Berlin Airlift and the Candy that Dropped from the Sky</i> by Margot Theis Raven SEL Competency: Self-Awareness Focus: Identifying Emotions	
PLAIN CARDBOARD BOX 	BASIC THINKING Identify at least two times in this story that Mercedes felt hopeful. Why did she feel hopeful?
PUZZLE BOX 	PUZZLING DETAILS Find a quote in this book that you think shows Mercedes' <u>strongest</u> feeling. What is the feeling? Why did you choose this quote?
HEART BOX 	FEELINGS This story is not just about Mercedes' feelings, but also about the Chocolate Pilot's feelings. What feelings does the pilot show throughout the story? Why do you think he continued to drop candy?
UNUSUAL BOX 	CREATIVE THINKING How did Mercedes' creativity help her solve the candy problem?
BROKEN BOX 	PROBLEMS AND ISSUES What do you think is the biggest problem faced by the characters in this story? How do feelings make a difference to the solution of this problem? Explain using details from the text.
TREASURE BOX 	SOMETHING TO TREASURE Why do you think Mercedes treasured the note she received from the Chocolate Pilot and kept it forever?
TOOL BOX 	AUTHOR'S TOOLS This story includes an <u>epilogue</u> . What is an epilogue and how is it different from the rest of a story? Why do you think the author wrote this part of the book as an epilogue, and not as a continuation of the story itself? How does the epilogue make the feelings of both Mercedes and the Chocolate Pilot clearer?

Generic “Feelings” Questions You Can Ask About ANY Book

SEVEN THINKING BOXES	
Questions to ask about any book for identifying emotions	
<p>PLAIN CARDBOARD BOX</p> 	<p style="text-align: center;">BASIC THINKING</p> <ul style="list-style-type: none"> • What feeling (or feelings) do you find in this book? Give some specific examples. • Is there one feeling that seems <u>most</u> important in this book? What is it? What evidence supports your opinion?
<p>PUZZLE BOX</p> 	<p style="text-align: center;">PUZZLING DETAILS</p> <ul style="list-style-type: none"> • What detail in this book shows the main character’s feelings most strongly? Why did you choose this detail? • If you could change one detail in this book to show a character’s feelings even more strongly, what would you change? Why?
<p>HEART BOX</p> 	<p style="text-align: center;">FEELINGS</p> <ul style="list-style-type: none"> • Did the feelings in this book change? Where? How did they change from the beginning to the end? • Would you have felt the same way as the character about the problem in this book? Why or why not?
<p>UNUSUAL BOX</p> 	<p style="text-align: center;">CREATIVE THINKING</p> <ul style="list-style-type: none"> • How did creative thinking help to solve a feelings problem in this book? • How else could the character have solved a feelings problem in this story? Why would this have been a good solution?
<p>BROKEN BOX</p> 	<p style="text-align: center;">PROBLEMS AND ISSUES</p> <ul style="list-style-type: none"> • Give an example of a character who was able to solve a feelings problem by herself or himself. Why was this character able to solve the problem independently? • Give an example of a character who needed help to solve a feelings problem? Who helped? How? Why did this problem need someone’s help?
<p>TREASURE BOX</p> 	<p style="text-align: center;">SOMETHING TO TREASURE</p> <ul style="list-style-type: none"> • What message about feelings do you think the author wants us to treasure from this book? What details in the story show this? • What do you think the main character treasured the most in this story? What details show this?
<p>TOOL BOX</p> 	<p style="text-align: center;">AUTHOR’S TOOLS</p> <ul style="list-style-type: none"> • What tools did the author use to show different feelings in this book? (Some examples might be: dialogue, similes, personification, strong verbs, descriptive words, or something else) • What illustration do you think does the best job of showing a feeling in this book? What is the feeling? What does the illustrator do to show this feeling so strongly?

Text _____

SEL Competency: _____ Focus area: _____

<p>PLAIN CARDBOARD BOX</p> 	<p>BASIC THINKING</p>
<p>PUZZLE BOX</p> 	<p>PUZZLING DETAILS</p>
<p>HEART BOX</p> 	<p>FEELINGS</p>
<p>UNUSUAL BOX</p> 	<p>CREATIVE THINKING</p>
<p>BROKEN BOX</p> 	<p>PROBLEMS AND ISSUES</p>
<p>TREASURE BOX</p> 	<p>SOMETHING TO TREASURE</p>
<p>TOOL BOX</p> 	<p>AUTHOR'S TOOLS</p>

WEBINAR QUIZ:
Building Students' Strength Through Literacy

1. CASEL (Collaborative for Academic, Social, and Emotional Learning) provides a framework for:
 - A. Classifying SEL competencies and focus areas
 - B. Recognizing students' social emotional trauma
 - C. Finding solutions to students' social emotional school-based problems
 - D. Designing SEL assessments

2. Which of these focus areas does NOT apply to Self-Awareness?
 - A. Self-confidence
 - B. Identifying emotions
 - C. Impulse control
 - D. Accurate self-perception

3. Which of the 7 Thinking Boxes best supports questions about a story's theme?
 - A. Puzzle box
 - B. Toolbox
 - C. Treasure chest
 - D. Broken box

4. When selecting books for social emotional learning, choose lots of:
 - A. Self-help books that address SEL issues
 - B. Fables with obvious character traits
 - C. Nonfiction sources, especially expository text
 - D. Realistic fiction with multi-dimensional characters