

Social Emotional Learning Toolkit:

FAMILY ENGAGEMENT



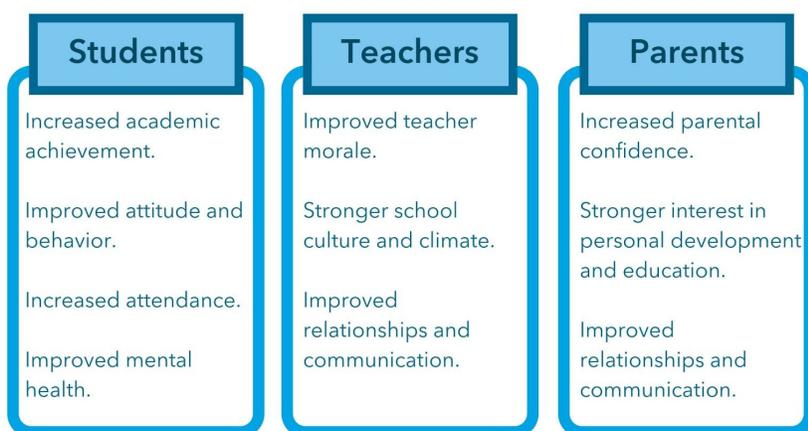
A step by step guide for engaging families
in social emotional learning initiatives.

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Introduction

Research has overwhelmingly demonstrated that parent engagement in a child's education and school community has a [positive effect](#) on students' achievement. This positive relationship exists regardless of [race, ethnicity, parents' level of education, or socio-economic status](#). Specifically, parent and family engagement improves attitude and behaviors, attendance and overall mental health alongside academic achievement. The benefits don't stop with the students, parent and family engagement positively impacts teachers and parents as well. As



parents demonstrate active engagement and support, teacher's morale improves as does the overall school climate. Parents and families will develop increased confidence and may become more interested in their personal education.

In order to encourage and increase parent and family engagement, schools must provide families with the

knowledge and resources needed to get involved and attempt to mitigate potential barriers. This can be challenging, particularly when trying to increase parent engagement around school focus areas that may be relatively new and emerging, such as social emotional learning. Throughout this toolkit, you will discover best practices and find ready-to-use resources to facilitate parent and family engagement, specific to social emotional learning and wellbeing initiatives.

Family Engagement: Identifying Barriers

Throughout this toolkit, we will define and refer back to 4 easy to implement strategies to help classify any family engagement opportunities that are already in place, identify gaps, and plan for next steps. Once new opportunities have been identified it's critical to think through potential barriers and brainstorm solutions to make opportunities accessible to specific school communities. Common barriers to think through include: language barriers, discomfort or uneasiness, transportation, scheduling, and financial barriers. The table on the following page suggests potential solutions to each of these barriers.

Potential Barriers & Solutions to Family Engagement

Scheduling	Many families have hectic schedules brought on by work schedules, juggling multiple jobs and balancing the schedules of multiple schedules.	<ul style="list-style-type: none"> ● Provide multiple options at a variety of days and times. ● Survey families to understand which times are most convenient for meetings and events. ● Give the opportunity to sign up rather than assigning. ● Offer virtual and online options. ● Provide child care.
Transportation	Families may have limited to no access to reliable transportation, particularly with families sharing or not having access to vehicles.	<ul style="list-style-type: none"> ● Provide transportation, possible ● Support families in arranging carpools and/or communicating with other parents in the area. ● Host events at multiple locations throughout the school year. ● Offer virtual and online options.
Language Barriers	Each school community will have different needs. Identify which languages are spoken by the students and parents within your school community and choose next steps.	<ul style="list-style-type: none"> ● Send written communication home in multiple languages. ● Avoid jargon. ● Offer translators and create a clear process for scheduling. ● Enlist the help of families and colleagues, as appropriate (and create a process for organizing volunteers).
Discomfort or uneasiness	Families might not feel immediately comfortable in the school setting, particularly if they are new to the area or country.	<ul style="list-style-type: none"> ● Cultivate a warm welcoming environment. ● Provide clear directions for who parents should get in touch with and when. ● Schedule informal and fun events - especially for new families. ● Communicate school expectations, school procedures and opportunities to get involved clearly.
Financial Barriers	Some families may not have the ability to pay for additional events for their children, such as field trips or school performances.	<ul style="list-style-type: none"> ● Host events that are free/low cost. ● Lean on community partners for support. ● Provide opportunities for "scholarships."

4 Strategies for Family Engagement

The impact of social emotional learning on student outcomes and future life success becomes essential; therefore, more district's across the country are implementing a variety of initiatives and programs focused on social emotional learning. Planning for how we can engage families in social emotional learning is critical. Additionally, social and emotional skills should continue to be cultivated and put into practice beyond the classroom walls. Many parents are organically helping their children develop these skills, while others are looking for structured support and guidance. By providing a variety of opportunities to be involved in the schools social emotional learning initiatives, we can provide a higher level of impact for all students and their parents.

Adapted from Dr. Epstein's *6 Types of Parental Involvement*, we've provided four strategies to increase family engagement. The framework can be used as a starting point for schools to identify opportunities for partnerships. The table below provides a brief description of each type of involvement and we have included ready-to-use resources and templates to help you get started.

4 Strategies for Engaging Families	
Teach	Build Parent's and Family's Background Knowledge.
Communicate	Inform Parents About School Initiatives
Volunteer	Create Opportunities to Highlight Parent Expertise
Support	Provide Resources to Practice Skills At Home

Teach: Build Parent's and Family's Background Knowledge

What?

- What is social emotional learning?
- What does science and research tell us about SEL?
- How does the school plan to implement and integrate SEL?
- What programs will be used?

When?

- Provide foundational knowledge at the beginning of the school year.
- Share updated information on programming & continue to share resources throughout the school year.

How?

- Share information at open house or back to school night.
- Send written communication home to families via students.
- Communicate via email and text message, as appropriate.
- Discuss student progress at parent teacher conferences and other 1:1 meetings.

Building parent's and family's foundational knowledge surrounding social emotional learning will empower them to continue this skill development at home as well as get involved in initiatives around the school community. Social emotional learning was not a topic that many parents experienced themselves, at least not in the explicit, systematic way it is being approached now. By providing detailed information at the forefront, confusion and misconceptions will be cleared up and families' will feel more able and ready to jump on board. So, what, when and how should you build parent's and family's background knowledge?

Sharing information about social emotional learning should happen in early and often. Back to school night, open houses and other welcome back events are a great place to start. At the beginning of the year share the basics: what is social emotional learning, what

does research and science say about the impact social emotional learning can have, and what programs will the school implement in order to support SEL initiatives. Reinforce the information by sending home letters, fliers and other informational resources as videos or webinars, if available.

As the year progresses, keep parents up to date on how they can continue to support their student's social and emotional skill development at home. Educate parents on key social and emotional milestones their children should strive for. In order to do so, share activities and resources that could be used at home to support the learning that is being done in the classroom. These documents can help get you started:

- [What Is Social Emotional Learning:](#) This documents gives parents a quick SEL overview.
- [Social & Emotional Milestones:](#) This resource will describe key developmental milestones for parents to keep an eye out. Remember to emphasize, every child is different and this is just a guide.
- [Fast Facts:](#) This infographic by the Aspen Institute explains major benefits of social emotional learning.

WHAT IS SOCIAL EMOTIONAL LEARNING?

Social 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 goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

For more information on SEL visit the [CASEL Website](#).

THE FIVE CORE SEL COMPETENCIES

1

SELF-AWARENESS

Self-awareness is our capacity to recognize our individual feelings and emotions as well as the ability to express them accurately and productively. For example, if we have a strong self-awareness we will easily be able to differentiate how we feel when we're stressed versus when we're angry.

2

SELF-MANAGEMENT

Self-management is our capacity to successfully manage and regulate our emotions, particularly difficult ones. For example, when we are stressed, do we use a particular set of management strategies or coping techniques? Do these strategies and techniques help to calm us down so that we can continue on with our days, or do we allow our stress to derail us?

3

SOCIAL AWARENESS

Social awareness is our capacity to appreciate the thoughts, feelings and perspectives of others. It's our ability to put ourselves "in someone else's shoes" and truly empathize with them. Social awareness also involves understanding and respecting social and ethical norms. When we build our ability to achieve these things we're able to form stronger connections with our communities.

4

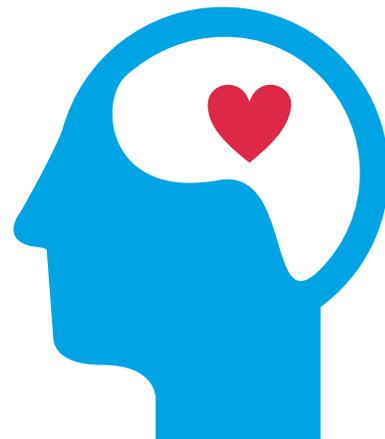
RELATIONSHIP SKILLS

Relationship skills involve our capability to form and maintain relationships with others. This involves our ability to communicate, mediate disagreements, and work successfully in teams. It's important to keep in mind that these skills should lead to healthy, meaningful relationships rather than destructive ones.

5

RESPONSIBLE DECISION MAKING

Responsible decision making is our ability to make positive choices. When making choices you should be thinking about the consequences that your choices can have on both your personal life and on others. Responsible decisions require that you think about your personal beliefs as well as social and ethical norms.



Because of the amount of time that parents, teachers, and caregivers are able to spend with children, they are in the position to observe children more closely for warning signs of mental and developmental delays and intervene before negative behaviors can be adopted. The developmental guideline below lists many of the behaviors and mindsets that we should be noticing in our children and students.

Developmental Milestones By Age Group

Early Childhood (3-8 years old)

- Display of a greater sense of empathy and morality
- Establish and maintain positive relationships
- Control of impulsive behaviors
- Identify and manage emotions
- Adopt resiliency
- Function independently
- Understand different viewpoints and opinions
- Develop a sense of identity

Middle Childhood (9-11 years old)

- A refined sense of self
- Strengthening cooperative skills
- A deeper sense of independence and individuality
- Development of communication skills
- Appropriate behavior in social situations
- Better handling of interpersonal conflicts
- Responsibility of actions
- Appropriate cyber behavior

Adolescence (12-18 years old)

- Established independence
- Acceptance within a peer group
- Comfort with making own decisions Increased self-assurance
- Appropriate handling of issues within dating and relationships
- Appropriate responses to conflicting and unexpected feelings and emotions
- Self-acceptance
- Adjustment to a larger social world

Social, Emotional, and Academic Development

FAST
FACTS



What we know about social, emotional, and academic development.



Nine out of ten

teachers believe social and emotional skills can be taught and that it benefits students.¹



Four in five

teachers want more support to address students' social and emotional development.¹

75% of the words

students use to describe how they feel at school are negative. Students most commonly report they are tired, stressed, and bored.²

*stressed happy
tired bored*



Integrating social and emotional development improves students' attitudes and engagement.³



Growth in occupations

that require the mastery of social and emotional skills has outpaced growth of all other occupations.⁴



Eight in ten employers say social and emotional skills are the **most important to success**

and yet are also the hardest skills to find.⁵

Social and emotional competency is at least as predictive of academic and career achievement as is IQ.⁶



Supporting students' social and emotional development produces an **11-percentage-point gain** in grades and test scores.³



Social and emotional skills help to build cognitive skills. They **help students learn academic content** and apply their knowledge.⁷



After paying for college, the next

biggest concern among parents

is their children's social and emotional well-being.⁸

Attention to social and emotional development is not only valuable in early childhood.

Sustaining a focus on social and emotional growth through adolescence is crucial for improving achievement and outcomes beyond school.⁹



Integrating social and emotional development with academic learning returns

\$11 for every \$1 invested.¹⁰

High social and emotional competency...



Increases high school graduation rates, postsecondary enrollment, postsecondary completion, employment rates, and average wages.¹¹

Decreases dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.¹¹



CITATIONS

- ¹ Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. A report for CASEL*. Washington, DC: Civic Enterprises.
- ² Brackett, M. A. (2015). *The emotion revolution*. [PowerPoint slides]. Retrieved from <http://ei.yale.edu/what-we-do/emotion-revolution>.
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- Cooper, C. L., Goswami, U., & Sahakian, B.J. (2009). *Mental capital and wellbeing*. Hoboken, NJ: John Wiley & Sons.
- ⁸ Learning Heroes. (2016). *Parents 2016: Hearts & minds of parents in an uncertain world*. Washington, DC: Author.
- ⁹ Heckman, J. J. (2008). *The case for investing in disadvantaged young children. Big ideas for children: Investing in our nation's future*, 49-58. Retrieved from: <http://heckmanequation.org/content/resource/case-investing-disadvantaged-young-children>.
- ¹⁰ Belfield, Bowden, Klapp, Levin, Shand & Zander. (2015). *The economic value of social and emotional learning*. New York, NY: Center for Benefit-Cost Studies in Education: Teachers College, Columbia University.
- ¹¹ Kautz, Heckman, Diris, Bas ter Weel, & Borghans. (2014). *Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success*. Paris, France: Organization for Economic Cooperation and Development.

Communicate: Inform Parents About School Initiatives

If parents are expected to support social and emotional skill development at home, they need to have an understanding of what is happening during the school day. Since every school and district are at different places in their own social and emotional learning journey, this information will be unique to your school community. As you develop your plans to communicate this information to your families, follow this easy, three-step process. The table below will help teams facilitate a discussion around these three areas.

1. Create a list of all the social emotional learning initiatives being implemented this school year.
2. Proactively identify questions and concerns families may have.
3. Determine the best way to distribute and share information.

SEL Initiatives	Potential Questions & Concerns from Families	Communication Plan Strategies
What Tier 1 social emotional learning initiatives are in place?	Why did the district and/or school decide to implement SEL?	Inform all families about tier 1 initiatives through <i>letters and handouts</i> .
What Tier 2 social emotional learning initiatives are in place?	What impact does the district and/or school hope to see?	Provide opportunities for families to experience tier 1 initiatives through <i>back to school night or family nights</i> .
What Tier 3 social emotional learning initiatives are in place?	How will success be measured?	Educate parents about the approach the school or district is taking through <i>letters, handouts and presentations</i> .
What initiatives are being spearheaded by the district? By the school?	What impact do initiatives have on instructional time?	Discuss student progress and opportunities for additional support (tier %) at <i>1:1 meetings and conferences</i> .
What initiatives are individual classroom teachers putting into place?	What skills will students be learning?	Provide time to answer questions/concerns during <i>family nights or webinars</i> .
What future plans are there focusing on social emotional learning?	How can I support SEL skill development at home? Who do I talk to if I'm concerned about my child's social & emotional wellbeing?	

The following resources will help you get started:

- [*Family Letter*](#): Modify this sample letter and send it home to families to explain what social emotional learning initiatives the school is prioritizing and what they can expect.
- [*Glow & Grow Form*](#): Teachers can use these quick and easy feedback forms to let parents know how their child is doing throughout the year or during conferences.

{{Insert Date}}

Dear Parents/Guardian,

I am excited to share some updates with you regarding {{Insert School Name}} social emotional learning initiatives this school year. Social emotional learning (SEL) is the process through which children and adults acquire and apply the skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. The initiatives we have selected will continue to contribute to a strong school culture in which all students feel safe, supported and valued.

This year we will be using Move This World as our foundational social emotional learning program. Move This World uses fun and engaging videos to teach core social emotional skills and will help your child develop the confidence to express their feelings authentically, manage their emotions healthily and navigate challenges successfully. I want to take a moment to explain what you can expect from Move This World.

How it works:

- Your child will watch and engage with short interactive videos at the beginning and end of the school day. Each video is tied to a core social emotional learning competency, including: self awareness, self management, social awareness, relationship skills and responsible decision making skills.

What you can expect:

- As the year progresses, you can expect and encourage your child to carry the skills they will learn through Move This World at home. They might begin to ask you some questions about how you're feeling or how you manage stress (and they might even offer you some suggestions, too!)
- You'll hear your child use Move This World vocabulary, such as: the 10 Emogers (emotional management strategies), the Emotional Building Blocks (vocabulary words focused emotions) or the Positive Pivot Scale (a framework used to respond to challenges).
- You might see your child experimenting with new ways to express themselves, setting new and ambitious goals for themselves or developing

Alongside Move This World, we will also be prioritize the following SEL, mental health and/or wellbeing initiatives this school year:

- Initiative B (if applicable)
- Initiative C (if applicable)

Additional resources and opportunities will be shared throughout the year to help you reinforce social emotional learning in your homes. In the meantime, if you'd like to explore social emotional learning a little bit more, we encourage you to take a look at Move This World's blog and resources:

Sincerely,

[Principal or Teacher's Name]

Glow *and* GROW

<p>👏Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>	<p>👏Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>

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Volunteer: Create Opportunities to Highlight Parent Expertise

Families have a deep understanding of their children's needs. While some might not have a complete understanding of what social emotional learning looks like in the classroom, or what the latest research from the field indicates, they have been impacting and developing their children's SEL skills for years. Given their experience, there are likely important ideas, questions and support they can offer. Additionally, some parents might have more formalized training or background in the mental health field and may be willing to share their expertise with the community.

There may already be some structures put in place to identify which parents are interested in volunteering time and resources. Many teachers ask for family volunteers to participate in classroom celebrations, field trips, preparing folders, copying materials, and more throughout the year. It can be more difficult to identify family volunteers to support whole school initiatives, rather than their individual child's class. The ideas listed below can be helpful in developing volunteer opportunities for parents to get involved in whole school initiatives:

Identify Needs

#1

Identify which school initiatives and events could benefit from parent support. Some examples might include: field days, school performances, social emotional learning, STEM clubs, etc.

Survey Parents

#2

Create interest surveys to post at open houses, back to school night, parent-teacher conferences or to send home with students. Ask parents who are interested to sign up for an initiative they would like to support.

Survey Teachers

#3

Survey teachers to see which parents might be interested in getting involved with particular initiatives.

Lean On PTA

#4

Lean on the Parent Teacher Association for support. The PTA might be willing to make social emotional learning a focal point of their initiatives for the year or could suggest family volunteers who could get involved.

Once you have parents who hope to be involved - exactly how will they volunteer their time? That depends on how what needs you're hoping to fulfill. Take a look at the table below to get you started.

Initiative	Description
Leading a Committee or Club	<p>Enlist a parent leader who is willing to lead an SEL Committee or Club. The Committee or Club could help facilitate the following:</p> <ul style="list-style-type: none"> • After school <i>mindfulness opportunities</i> for students, staff, and parents. This might include meditation or yoga - their might even be a parent who could lead the session! • Facilitate an <i>SEL Book Club</i>. Parents, staff and community members can increase their knowledge around SEL and school culture initiatives as well as get to know each other in a unique venue. Meetings can take place online to increase accessibility to more parents.
Planning Events	<p>Whether this be the PTA, a parent leader or the SEL committee, plan special events that will focus on SEL. This might include:</p> <ul style="list-style-type: none"> • <i>Professional Development for Families</i>: Look for opportunities to provide PD for families. PD might focus on teaching parents SEL content knowledge, sharing information about programs being implemented, explaining how to support SEL at home, or giving families the time to reflect on their own social and emotional wellbeing and what support systems they can put in place for themselves. • <i>SEL Night for Students</i>: Plan a night to focus on the five core competencies. Get students involved by having them explain what the five core competencies mean to them. Practice SEL skills by having a fun, engaging exercise or game focused on each core competency that families, students, and staff can all participate in. • <i>Incorporate SEL into current events</i>: If there are parent nights and events already on the calendar integrate SEL into the evening by opening and closing the event intentionally or by distributing information at the event.
Compiling Resources	<p>Continue to compile resources that can be sent home throughout the year. This might be a trusted parent creating resources or finding resources online or organizing pre-selected materials to be sent home to parents. Try sending home this variety of materials on a quarterly or monthly basis:</p> <ul style="list-style-type: none"> • <i>Up-to-date research</i> or news from the social emotional learning field. • <i>New resources</i> to use at home. • Ideas for practicing <i>self-care</i> (for themselves and their children).
Evaluating or Selecting Future Programming	<p>As your school or district moves forward with implementing a systematic approach to SEL, reflect on how parents can get involved by considering the questions below:</p> <ul style="list-style-type: none"> • What skills do parents hope to see their children learn? • What impact data can be shared with them? • Are there opportunities for parents to be involved in the selection process?

The resources on the following pages can be used to help engage families around SEL:

- *Family Night Sample Agenda:* This sample agenda will give you ideas for what components to include in a family night focused on social emotional learning. Tweak the agenda to meet your community's needs.
- *SEL Book Club:* Engage your PTA and other community members in a book club focused on social emotional learning and child psychology. This list of books will get you started and can also serve as a resource to send home to parents who are eager to learn more.

Family Night

Introduction to Social Emotional Learning



Opening Exercises

Duration: 10 minutes

Start the evening with a centering exercise to help families stay present and get an understanding of what their students will experience in the school day. Consider starting the meeting with some deep breathing or setting an intention. If you're a Move This World partner, open up the meeting with a Move This World video!



What is SEL?

Duration: 20 minutes

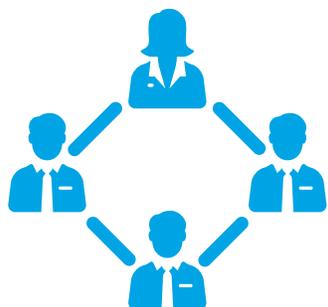
Provide a high level overview of what social emotional learning is and share research explaining why it will be beneficial for the students.



SEL at _____!

Duration: 15 minutes

(Explain how your school will be addressing social emotional learning this school year. Answer questions, such as: What initiatives do you have in place as a foundational approach to SEL and what supports do you have in place as interventions? How will social emotional learning be integrated throughout the school day? Be sure to share and explain any particular vocabulary that programs will be utilizing so it can be reinforced at home.)



Breakout Room

Duration: 50 minutes

Have parents rotate through 5 classrooms or stations. Each classroom or station should focus on one social emotional learning competency and at least one activity or exercise that parents can do at home to strengthen that competency. Provide another brief description of the competency, explain the possible activities/exercises that can be incorporated at home and allow parents to discuss and share their own ideas.)



Q&A

Duration: 10 minutes

Bring parents back together to ask questions about what they have learned and experienced).



Get Involved

Duration: 5 minutes

Share future opportunities for how parents can stay involved in social emotional learning at your school whether that be through a committee, book club, evaluation team or other SEL Nights. Have any sign up forms ready for family's to volunteer!



Closing Exercises

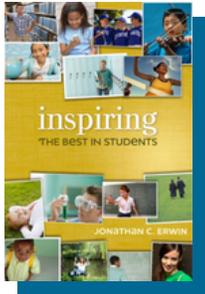
Duration: 10 minutes

End the evening with another centering exercise to help families reflect on what they learned and set a goal for how they can continue to help support their child's social and emotional skill development.

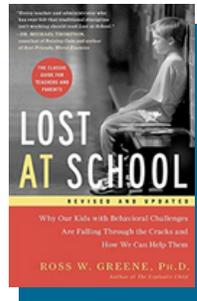
Start an SEL Book Club!

Volunteer to lead a monthly book club focused on books that will increase other families' knowledge around school SEL initiatives.

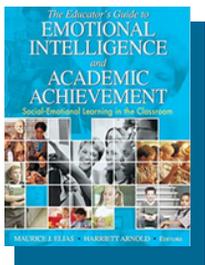
Get started with some of these SEL-focused books!



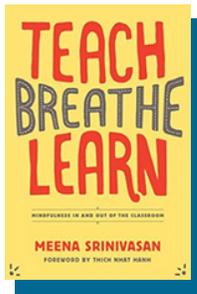
Inspiring the Best in Students
by Johnathan C. Erwin



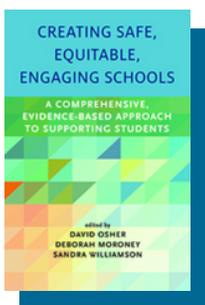
Lost at School
by Dr. Ross Greene



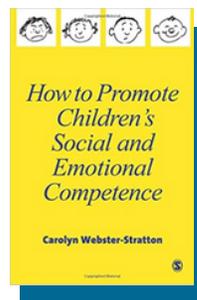
The Educators Guide to Emotional Intelligence and Academic Achievement



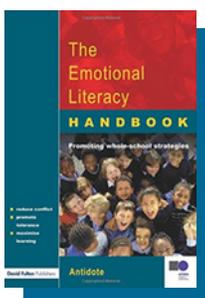
Teach, Breathe, Learn
by Meena Srinivasan



Creating Safe, Equitable, Engaging Schools: A Comprehensive, Evidence-based Approach to Supporting Students



How to Promote Children's Social and Emotional Competence
by Carolyn Webster-Stratton



The Emotional Literacy Handbook
by James Park, Alice Haddon, Harriet Goodman

Support: Provide Resources to Practice Skills At Home

Social emotional learning initiatives will prove futile if the students don't carry the skills they are learning outside of the classroom. When SEL skills are reinforced at home, it not only provides time for additional practice but it demonstrates to students that these skills are meant to be used all the time, not just in the classroom. There are countless opportunities for families to reinforce these skills organically, whether it be strengthening communication skills through conversations during meals or practicing self-awareness by asking children how they're feeling. By building up our families background knowledge around social emotional learning, they will be more able to identify these moments as they present themselves and turn it into a teachable moment.

Providing students with resources to practice and reinforce social emotional learning skills will only increase the home-school connection and truly ensure that SEL is a team initiative, relying on families, students and teachers. These four ready-to-use resources will reinforce self awareness, self management, social awareness, relationship skills and responsible decision making as well as helping families begin to facilitate conversations around emotions and mental health.

- *Reading Discussion Questions:* Questions to ask your child while reading together or to encourage your child to think about after reading independently.
- *Books To Promote SEL Skill Development:* Read aloud books focused on key social and emotional learning skills for elementary school students.
- *Journal Prompts:* Prompts that will provide middle and high school students (as well as family members) with opportunities for self reflection in order to increase self-awareness and set goals. Ideas to vary modalities of responses, such as: writing, drawing, poetry, song and dance, are included.
- *Family Interviews:* Interview questions that will empower you family to begin discussing their feelings and the management strategies that each family member prefers.

Read Aloud Questions to Spark Discussion

Read alouds are not only a great way to teach literacy to children and students, but also a way to reinforce social emotional skills. Children and adolescents can put themselves in the shoes of the characters and identify their emotions, analyze the decisions made and more. Use these questions with any picture book to prompt discussion and further explore social emotional learning.

Self Awareness

1. How was the main character feeling at the beginning of the story?
In the middle of the story? In the end of the story?
2. How did you know the character was feeling ____?
3. What clues did the author give you to let you know that?
4. How would you feel if you were the main character in this story?
5. Why did the character feel that way?
6. What is one thing the main character could be proud of?

Self Management

1. When did the main character have to stop and think about how they are feeling?
2. How did the main character motivate themselves throughout the story?
3. How did the characters react when they were having a hard time?
4. What would you say to the main character to help them work through their challenges?
5. How would you have liked to respond if you were the main character?
6. What Emoger or emotional management strategies could the main character have put into place for themselves?

Social Awareness

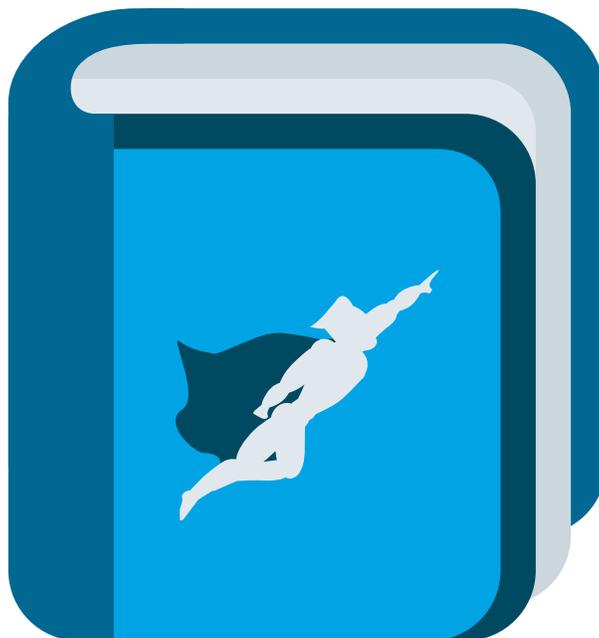
1. How were the characters similar to one another? How were they different?
2. How are you similar to the main character? How are you different?
3. When did you relate to the main character? When have you felt the same emotion as the main character?
4. How did the characters show respect for one another?

Relationship Skills

1. How did the characters communicate with one another? What are other ways the characters could have communicated their needs?
2. What did the main character do when they needed help?
3. When did the characters work with each other well? When did they not?
4. What would you say to the main character if you could speak to them right now?
5. What strategies did the characters use to resolve conflicts?

Decision Making

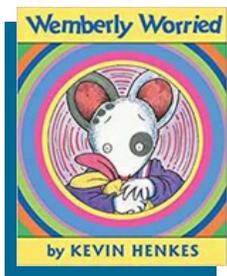
1. What was one tough decision the character had to make?
2. Why was this decision difficult? How did the character know they had a difficult problem to deal with?
3. What are some things the character could have done to help them make their decision?
4. How did the characters solve the problem/ make the decision?
5. What else could the character have done to solve the problem?



Picture Books to Teach Social Emotional Learning

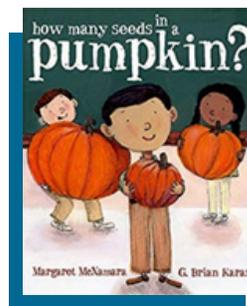
Illustrations can help children strengthen important social and emotional skills by observing facial gestures and character traits.

Practice SEL skills at home with these picture books:



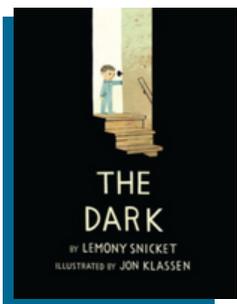
Wemberly Worried
by Kevin Henkes

SEL Competency: Self-management
SEL Skills: Identifying emotions, expressing emotions, managing emotions



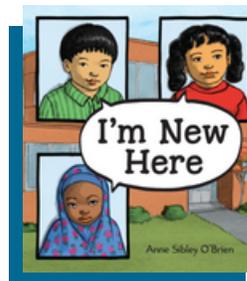
How Many Seeds in a Pumpkin?
by Margaret McNamara

SEL Competency: Social Awareness
SEL Skill: Respect for differences, empathy



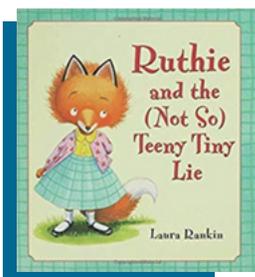
The Dark
by Lemony Snicket

SEL Competency: Self Management
SEL Skill: Stress management, resilience



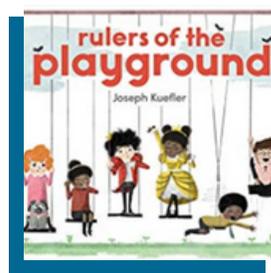
I'm New Here
by Anne Sibley

SEL Competency: Social Awareness
SEL Skill: Empathy, diversity appreciation, respect



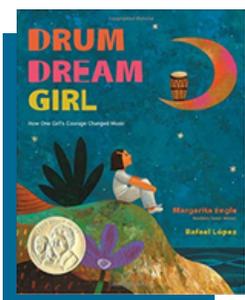
Ruthie and the (Not So) Teeny Tiny Lie
by Laura Rankin

SEL Competency: Self Management, Decision Making
SEL Skill: Impulse control, managing emotions, analyzing situations



Rulers of the Playground
by Joseph Kuefler

SEL Competency: Relationship Skills
SEL Skill: Conflict resolution, teamwork, listening skills



Drum Dream Girl
by Margarita Engle, Rafael López

SEL Competency: Decision Making, Social Awareness
SEL Skill: Solving problems, goal setting, leadership, empathy, respect for differences, diversity appreciation

Journal Prompts

Short writing exercises to strengthen social and emotional skills



- Create a list of 5 specific things you are grateful for in this particular moment.
- Pick one person and write a letter to them expressing gratitude for something they said or did to help you.
- If you could visit any place in the world, where would you go? What would you do? How do you hope to feel when you get there?
- Who is someone you admire? Why do you look up to them? What qualities do the two of you share?
- What is one goal you have for the future? What can you do to get there?
- If you could have any job in the world, what would it be? What impact would you hope to have on people?
- Create two week wellbeing plan. What routines will you incorporate to help you feel your best?
- What is the best compliment you ever received? How did it make you feel? Why?

- What is your greatest talent? How do you hope to use it to impact the world?
- Write about a time you felt confident. Where were you, what were you doing and how did you feel?
- Write about a time when you faced a fear. How did you feel before? How did you feel after?
- Write about a time you felt brave. What were you doing?
- Make a list of 10 things that make you feel happy.

Questions:

6. What is something that causes you stress?

7. How do you deal with stress?

8. When you are stressed, how can others help you?

9. How do you make time for yourself each week?

10. What is something kind that you can do for yourself each day?

Conclusion: What did you learn?

Action Planning

You are likely already engaging families in social emotional learning organically or through more systematic approaches. It's important to take some time to reflect on what you are already doing, what gaps exist, and what could be enhanced in order to create a strategic plan for engaging families.

The following exercise can be used as a tool to plan family engagement specific to social emotional learning or for other school initiatives. Follow the steps below and choose from the suggested modifications (or your own ideas!) to identify gaps and plan for next steps.

1. Team Audit: Have each school team complete the family engagement audit together (see the following page). This will help you capture what is happening organically within the classrooms, what different teams have put into place for themselves, and which teams might be able to provide coaching, support or leadership to other staff members. *Possible extension: If possible, it can be beneficial to have parents involved in the audit as well, to see what the level engagement is from their perspective.*
2. Summarize Information: First, you will need to decide who should be included in this meeting. Will it be your school leadership team? Will it be the staff members overseeing SEL? Gather the appropriate stakeholders and have them work together to summarize the information they have collected from the team audit. Once easy way to do this is to re-create the audit on a large piece of chart paper and compile all of the team's information together utilizing different colored post its.
3. Identify Strengths, Areas for Growth, and Gaps: Sift through the information
4. Plan for Next Steps: Identify your goals pertaining to family engagement for this school year. Then map out small action steps you will take to get there. Remember, this will be an on-going process, so tackle one or two gaps at a time. Some other questions to ask yourself: *How can you celebrate current strengths? How can you help some engagement strategies grow organically?*
5. Select Leaders: Identify the person that will be responsible for each action step and identify which leaders will be checking in with the overall team to make sure everyone is on track to meeting the goal!

Engaging Families In Social Emotional Learning

Family Engagement Audit & Action Planning

Type	Definition	Strengths	Gaps
Parenting	<i>Supporting all families in creating home environments that will in turn support their children's needs as students.</i>		
Communicating	<i>Creating and maintaining effective methods of communication both school-to-home and home-to-school.</i>		
Volunteering	<i>Providing a variety of opportunities for families to volunteer. Recruiting families to offer support where help is needed.</i>		
Learning at home	<i>Equipping families with the necessary information and resources to reinforce and practice academic and SEL skills at home.</i>		
Decision-making	<i>Creating time and space to include families in school decisions and build the capacity of family leaders.</i>		
Collaborating with community	<i>Working with community organizations to provide resources and support to families and students.</i>		

<i>Priority 1:</i>	
<i>Action Steps</i>	<i>Person Responsible</i>
1.	
2.	
3.	

<i>Priority 2:</i>	
<i>Action Steps</i>	<i>Person Responsible</i>
1.	
2.	
3.	

<i>Priority 3:</i>	
<i>Action Steps</i>	<i>Person Responsible</i>
1.	
2.	
3.	

APPENDIX

Print these ready to use resources found throughout the toolkit.

32	Teach Resource 1: What is Social Emotional Learning?	44	Support Resource 3: Journal Prompts
33	Teach Resource 2: Social and Emotional Milestones	46	Support Resource 4: Family Interview Worksheet
34	Teach Resource 3: Social Emotional Learning Facts	48	Action Planning Resource 1: Family Engagement Audit
36	Communicate Resource 1: Sample Family Letter		
37	Communicate Resource 2: Grows & Glows Form		
38	Volunteer Resource 1: Sample Agenda for SEL Nig		
40	Volunteer Resource 2: Start an SEL Book Club!		
41	Support Resource 1: Reading Discussion Questions		
43	Support Resource 2: Picture Books to Teach SEL		

WHAT IS SOCIAL EMOTIONAL LEARNING?

Social 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 goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

For more information on SEL visit the [CASEL Website](#).

THE FIVE CORE SEL COMPETENCIES

1

SELF-AWARENESS

Self-awareness is our capacity to recognize our individual feelings and emotions as well as the ability to express them accurately and productively. For example, if we have a strong self-awareness we will easily be able to differentiate how we feel when we're stressed versus when we're angry.

2

SELF-MANAGEMENT

Self-management is our capacity to successfully manage and regulate our emotions, particularly difficult ones. For example, when we are stressed, do we use a particular set of management strategies or coping techniques? Do these strategies and techniques help to calm us down so that we can continue on with our days, or do we allow our stress to derail us?

3

SOCIAL AWARENESS

Social awareness is our capacity to appreciate the thoughts, feelings and perspectives of others. It's our ability to put ourselves "in someone else's shoes" and truly empathize with them. Social awareness also involves understanding and respecting social and ethical norms. When we build our ability to achieve these things we're able to form stronger connections with our communities.

4

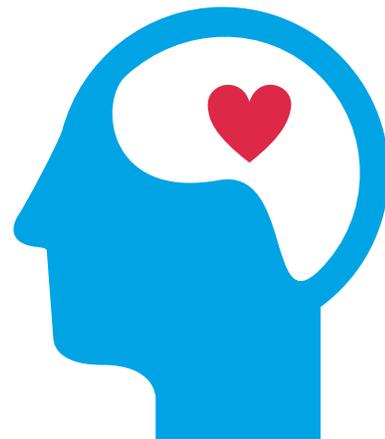
RELATIONSHIP SKILLS

Relationship skills involve our capability to form and maintain relationships with others. This involves our ability to communicate, mediate disagreements, and work successfully in teams. It's important to keep in mind that these skills should lead to healthy, meaningful relationships rather than destructive ones.

5

RESPONSIBLE DECISION MAKING

Responsible decision making is our ability to make positive choices. When making choices you should be thinking about the consequences that your choices can have on both your personal life and on others. Responsible decisions require that you think about your personal beliefs as well as social and ethical norms.



Because of the amount of time that parents, teachers, and caregivers are able to spend with children, they are in the position to observe children more closely for warning signs of mental and developmental delays and intervene before negative behaviors can be adopted. The developmental guideline below lists many of the behaviors and mindsets that we should be noticing in our children and students.

Developmental Milestones By Age Group

Early Childhood (3-8 years old)

- Display of a greater sense of empathy and morality
- Establish and maintain positive relationships
- Control of impulsive behaviors
- Identify and manage emotions
- Adopt resiliency
- Function independently
- Understand different viewpoints and opinions
- Develop a sense of identity

Middle Childhood (9-11 years old)

- A refined sense of self
- Strengthening cooperative skills
- A deeper sense of independence and individuality
- Development of communication skills
- Appropriate behavior in social situations
- Better handling of interpersonal conflicts
- Responsibility of actions
- Appropriate cyber behavior

Adolescence (12-18 years old)

- Established independence
- Acceptance within a peer group
- Comfort with making own decisions Increased self-assurance
- Appropriate handling of issues within dating and relationships
- Appropriate responses to conflicting and unexpected feelings and emotions
- Self-acceptance
- Adjustment to a larger social world

Social, Emotional, and Academic Development

FAST
FACTS



What we know about social, emotional, and academic development.



Nine out of ten

teachers believe social and emotional skills can be taught and that it benefits students.¹



Four in five

teachers want more support to address students' social and emotional development.¹

75% of the words

students use to describe how they feel at school are negative. Students most commonly report they are tired, stressed, and bored.²



Integrating social and emotional development improves students' attitudes and engagement.³



Growth in occupations

that require the mastery of social and emotional skills has outpaced growth of all other occupations.⁴



Eight in ten employers say social and emotional skills are the **most important to success**

and yet are also the hardest skills to find.⁵

Social and emotional competency is at least as predictive of academic and career achievement as is IQ.⁶



Supporting students' social and emotional development produces an **11-percentage-point gain** in grades and test scores.³



Social and emotional skills help to build cognitive skills. They **help students learn academic content** and apply their knowledge.⁷



After paying for college, the next

biggest concern among parents

is their children's social and emotional well-being.⁸

Attention to social and emotional development is not only valuable in early childhood.

Sustaining a focus on social and emotional growth through adolescence is crucial for improving achievement and outcomes beyond school.⁹



Integrating social and emotional development with academic learning returns

\$11 for every \$1 invested.¹⁰

High social and emotional competency...



Increases high school graduation rates, postsecondary enrollment, postsecondary completion, employment rates, and average wages.¹¹

Decreases dropout rates, school and classroom behavior issues, drug use, teen pregnancy, mental health problems, and criminal behavior.¹¹



CITATIONS

- ¹ Bridgeland, J., Bruce, M., & Hariharan, A. (2013). *The missing piece: A national teacher survey on how social and emotional learning can empower children and transform schools. A report for CASEL*. Washington, DC: Civic Enterprises.
- ² Brackett, M. A. (2015). *The emotion revolution*. [PowerPoint slides]. Retrieved from <http://ei.yale.edu/what-we-do/emotion-revolution>.
- ³ Durlak, Weissberg, Dymnicki, Taylor & Schellinger. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1): 405-432.
- ⁴ Deming, D. J. (2015). *The growing importance of social skills in the labor market* (NBER Working Paper No. 21473). Cambridge, MA: National Bureau of Economic Research.
- ⁵ Cunningham, W., & Villasenor, P. (2016). *Employer voices, employer demands, and implications for public skills: Development policy connecting the labor and education sectors*. Washington, DC: World Bank Group.
- ⁶ Almlund, M., Duckworth, A., Heckman, J., & Kautz, T. (2011). Personality psychology and economics. In E. A. Hanushek, S. Machin, & L. Wossmann (Eds.), *Handbook of the economics of education* (pp. 1-181). Amsterdam, Netherlands: Elsevier.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92, 1087-1101.
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-discipline outdoes IQ in predicting academic performance of adolescents. *Psychological Science*, 16, 939-44.
- ⁷ Cunha, F., & Heckman, J. J. (2008). Formulating, identifying, and estimating the technology of cognitive and noncognitive skill formation. *Journal of Human Resources*, 43(4), 783-782.
- Cooper, C. L., Goswami, U., & Sahakian, B.J. (2009). *Mental capital and wellbeing*. Hoboken, NJ: John Wiley & Sons.
- ⁸ Learning Heroes. (2016). *Parents 2016: Hearts & minds of parents in an uncertain world*. Washington, DC: Author.
- ⁹ Heckman, J. J. (2008). *The case for investing in disadvantaged young children. Big ideas for children: Investing in our nation's future*, 49-58. Retrieved from: <http://heckmanequation.org/content/resource/case-investing-disadvantaged-young-children>.
- ¹⁰ Belfield, Bowden, Klapp, Levin, Shand & Zander. (2015). *The economic value of social and emotional learning*. New York, NY: Center for Benefit-Cost Studies in Education: Teachers College, Columbia University.
- ¹¹ Kautz, Heckman, Diris, Bas ter Weel, & Borghans. (2014). *Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success*. Paris, France: Organization for Economic Cooperation and Development.

{{Insert Date}}

Dear Parents/Guardian,

I am excited to share some updates with you regarding {{Insert School Name}} social emotional learning initiatives this school year. Social emotional learning (SEL) is the process through which children and adults acquire and apply the skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions. The initiatives we have selected will continue to contribute to a strong school culture in which all students feel safe, supported and valued.

This year we will be using Move This World as our foundational social emotional learning program. Move This World uses fun and engaging videos to teach core social emotional skills and will help your child develop the confidence to express their feelings authentically, manage their emotions healthily and navigate challenges successfully. I want to take a moment to explain what you can expect from Move This World.

How it works:

- Your child will watch and engage with short interactive videos at the beginning and end of the school day. Each video is tied to a core social emotional learning competency, including: self awareness, self management, social awareness, relationship skills and responsible decision making skills.

What you can expect:

- As the year progresses, you can expect and encourage your child to carry the skills they will learn through Move This World at home. They might begin to ask you some questions about how you're feeling or how you manage stress (and they might even offer you some suggestions, too!)
- You'll hear your child use Move This World vocabulary, such as: the 10 Emogers (emotional management strategies), the Emotional Building Blocks (vocabulary words focused emotions) or the Positive Pivot Scale (a framework used to respond to challenges).
- You might see your child experimenting with new ways to express themselves, setting new and ambitious goals for themselves or developing

Alongside Move This World, we will also be prioritize the following SEL, mental health and/or wellbeing initiatives this school year:

- Initiative B (if applicable)
- Initiative C (if applicable)

Additional resources and opportunities will be shared throughout the year to help you reinforce social emotional learning in your homes. In the meantime, if you'd like to explore social emotional learning a little bit more, we encourage you to take a look at Move This World's blog and resources:

Sincerely,

[Principal or Teacher's Name]

Glow *and* GROW

<p>!Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>	<p>!Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>

mevethisworld.com

Glow *and* GROW

<p>!Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>	<p>!Your child is doing an amazing job! Here are some highlights of moments when they demonstrated strong social and emotional skills!</p>

mevethisworld.com

Family Night

Introduction to Social Emotional Learning



Opening Exercises

Duration: 10 minutes

Start the evening with a centering exercise to help families stay present and get an understanding of what their students will experience in the school day. Consider starting the meeting with some deep breathing or setting an intention. If you're a Move This World partner, open up the meeting with a Move This World video!



What is SEL?

Duration: 20 minutes

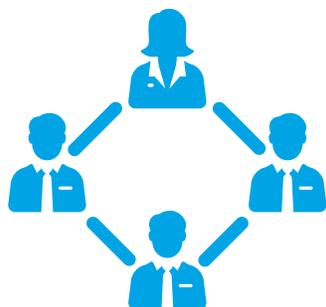
Provide a high level overview of what social emotional learning is and share research explaining why it will be beneficial for the students.



SEL at _____!

Duration: 15 minutes

(Explain how your school will be addressing social emotional learning this school year. Answer questions, such as: What initiatives do you have in place as a foundational approach to SEL and what supports do you have in place as interventions? How will social emotional learning be integrated throughout the school day? Be sure to share and explain any particular vocabulary that programs will be utilizing so it can be reinforced at home.)



Breakout Room

Duration: 50 minutes

Have parents rotate through 5 classrooms or stations. Each classroom or station should focus on one social emotional learning competency and at least one activity or exercise that parents can do at home to strengthen that competency. Provide another brief description of the competency, explain the possible activities/exercises that can be incorporated at home and allow parents to discuss and share their own ideas.)



Q&A

Duration: 10 minutes

Bring parents back together to ask questions about what they have learned and experienced).



Get Involved

Duration: 5 minutes

Share future opportunities for how parents can stay involved in social emotional learning at your school whether that be through a committee, book club, evaluation team or other SEL Nights. Have any sign up forms ready for family's to volunteer!



Closing Exercises

Duration: 10 minutes

End the evening with another centering exercise to help families reflect on what they learned and set a goal for how they can continue to help support their child's social and emotional skill development.

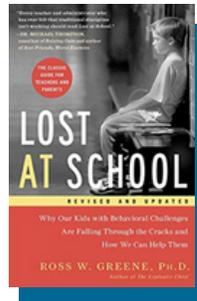
Start an SEL Book Club!

Volunteer to lead a monthly book club focused on books that will increase other families' knowledge around school SEL initiatives.

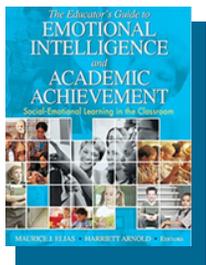
Get started with some of these SEL-focused books!



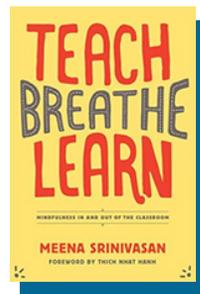
Inspiring the Best in Students
by Johnathan C. Erwin



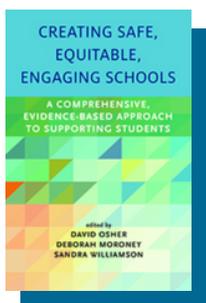
Lost at School
by Dr. Ross Greene



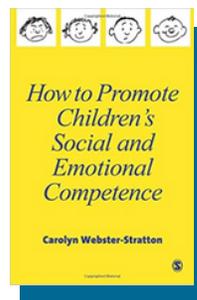
The Educators Guide to Emotional Intelligence and Academic Achievement



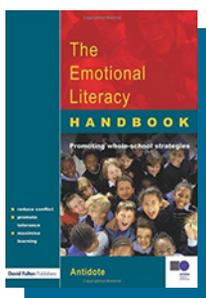
Teach, Breathe, Learn
by Meena Srinivasan



Creating Safe, Equitable, Engaging Schools: A Comprehensive, Evidence-based Approach to Supporting Students



How to Promote Children's Social and Emotional Competence
by Carolyn Webster-Stratton



The Emotional Literacy Handbook
by James Park, Alice Haddon, Harriet Goodman

Read Aloud Questions to Spark Discussion

Read alouds are not only a great way to teach literacy to children and students, but also a way to reinforce social emotional skills. Children and adolescents can put themselves in the shoes of the characters and identify their emotions, analyze the decisions made and more. Use these questions with any picture book to prompt discussion and further explore social emotional learning.

Self Awareness

1. How was the main character feeling at the beginning of the story?
In the middle of the story? In the end of the story?
2. How did you know the character was feeling ____?
3. What clues did the author give you to let you know that?
4. How would you feel if you were the main character in this story?
5. Why did the character feel that way?
6. What is one thing the main character could be proud of?

Self Management

1. When did the main character have to stop and think about how they are feeling?
2. How did the main character motivate themselves throughout the story?
3. How did the characters react when they were having a hard time?
4. What would you say to the main character to help them work through their challenges?
5. How would you have liked to respond if you were the main character?
6. What Emoger or emotional management strategies could the main character have put into place for themselves?

Social Awareness

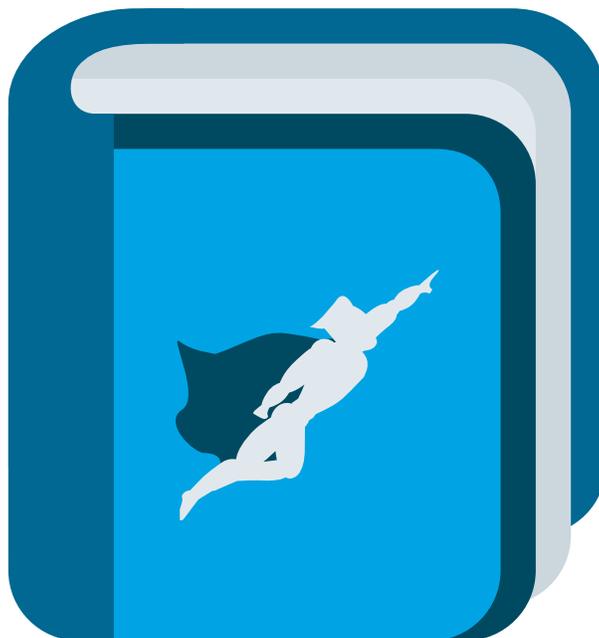
1. How were the characters similar to one another? How were they different?
2. How are you similar to the main character? How are you different?
3. When did you relate to the main character? When have you felt the same emotion as the main character?
4. How did the characters show respect for one another?

Relationship Skills

1. How did the characters communicate with one another? What are other ways the characters could have communicated their needs?
2. What did the main character do when they needed help?
3. When did the characters work with each other well? When did they not?
4. What would you say to the main character if you could speak to them right now?
5. What strategies did the characters use to resolve conflicts?

Decision Making

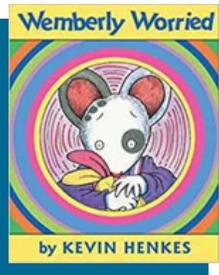
1. What was one tough decision the character had to make?
2. Why was this decision difficult? How did the character know they had a difficult problem to deal with?
3. What are some things the character could have done to help them make their decision?
4. How did the characters solve the problem/ make the decision?
5. What else could the character have done to solve the problem?



Picture Books to Teach Social Emotional Learning

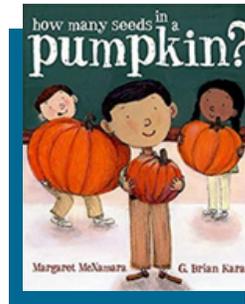
Illustrations can help children strengthen important social and emotional skills by observing facial gestures and character traits.

Practice SEL skills at home with these picture books:



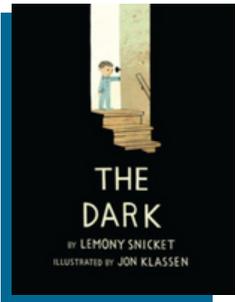
Wemberly Worried
by Kevin Henkes

SEL Competency: Self-management
SEL Skills: Identifying emotions, expressing emotions, managing emotions



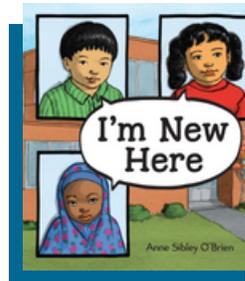
How Many Seeds in a Pumpkin?
by Margaret McNamara

SEL Competency: Social Awareness
SEL Skill: Respect for differences, empathy



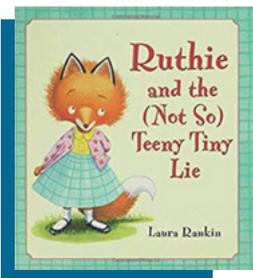
The Dark
by Lemony Snicket

SEL Competency: Self Management
SEL Skill: Stress management, resilience



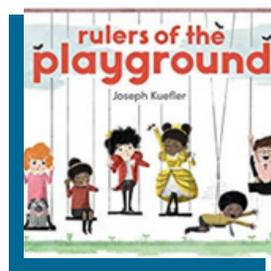
I'm New Here
by Anne Sibley

SEL Competency: Social Awareness
SEL Skill: Empathy, diversity appreciation, respect



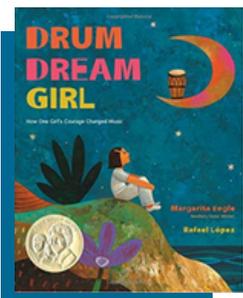
Ruthie and the (Not So) Teeny Tiny Lie
by Laura Rankin

SEL Competency: Self Management, Decision Making
SEL Skill: Impulse control, managing emotions, analyzing situations



Rulers of the Playground
by Joseph Kuefler

SEL Competency: Relationship Skills
SEL Skill: Conflict resolution, teamwork, listening skills



Drum Dream Girl
by Margarita Engle, Rafael López

SEL Competency: Decision Making, Social Awareness
SEL Skill: Solving problems, goal setting, leadership, empathy, respect for differences, diversity appreciation

Journal Prompts

Short writing exercises to strengthen social and emotional skills



- Create a list of 5 specific things you are grateful for in this particular moment.
- Pick one person and write a letter to them expressing gratitude for something they said or did to help you.
- If you could visit any place in the world, where would you go? What would you do? How do you hope to feel when you get there?
- Who is someone you admire? Why do you look up to them? What qualities do the two of you share?
- What is one goal you have for the future? What can you do to get there?
- If you could have any job in the world, what would it be? What impact would you hope to have on people?
- Create two week wellbeing plan. What routines will you incorporate to help you feel your best?
- What is the best compliment you ever received? How did it make you feel? Why?

- What is your greatest talent? How do you hope to use it to impact the world?
- Write about a time you felt confident. Where were you, what were you doing and how did you feel?
- Write about a time when you faced a fear. How did you feel before? How did you feel after?
- Write about a time you felt brave. What were you doing?
- Make a list of 10 things that make you feel happy.

Questions:

6. What is something that causes you stress?

7. How do you deal with stress?

8. When you are stressed, how can others help you?

9. How do you make time for yourself each week?

10. What is something kind that you can do for yourself each day?

Conclusion: What did you learn?

Engaging Families In Social Emotional Learning

Family Engagement Audit & Action Planning

Type	Definition	Strengths	Gaps
Parenting	<i>Supporting all families in creating home environments that will in turn support their children's needs as students.</i>		
Communicating	<i>Creating and maintaining effective methods of communication both school-to-home and home-to-school.</i>		
Volunteering	<i>Providing a variety of opportunities for families to volunteer. Recruiting families to offer support where help is needed.</i>		
Learning at home	<i>Equipping families with the necessary information and resources to reinforce and practice academic and SEL skills at home.</i>		
Decision-making	<i>Creating time and space to include families in school decisions and build the capacity of family leaders.</i>		
Collaborating with community	<i>Working with community organizations to provide resources and support to families and students.</i>		

<i>Priority 1:</i>	
<i>Action Steps</i>	<i>Person Responsible</i>
1.	
2.	
3.	

<i>Priority 2:</i>	
<i>Action Steps</i>	<i>Person Responsible</i>
1.	
2.	
3.	

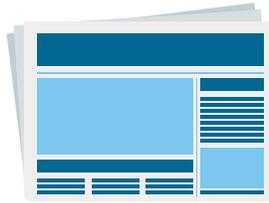
<i>Priority 3:</i>	
<i>Action Steps</i>	<i>Person Responsible</i>
1.	
2.	
3.	



Discover the impact Eastside USD (Lancaster, CA) experienced in implementing Move This World as a universal social emotional learning support.



**Eastside USD
Video Spotlight:**
[Click Here](#)



Guest Blog Post:
How To Bolster Parent
Engagement
[Click Here](#)

Move This World is a foundational, Tier 1 social emotional learning program that helps students develop core SEL skills to thrive both in and out of the classroom. The program provides teachers the time and space to consistently check in with students and helps students become confident in identifying, expressing and managing their emotions.

Learn more at www.movethisworld.com