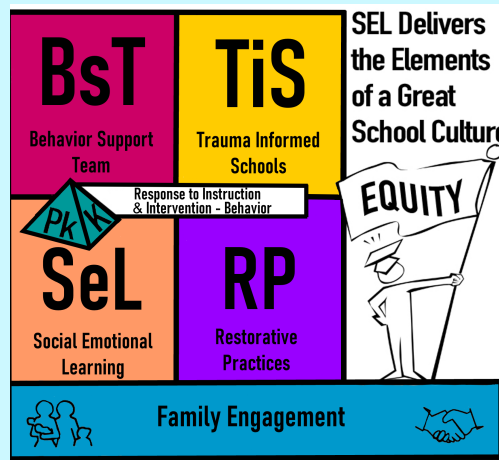


Social and Emotional Learning

Social and emotional learning (SEL) is a process through which adults and children learn to recognize and manage emotions, demonstrate care and concern for others, develop positive relationships, make good decisions, and behave ethically, respectfully, and responsibly.



Mindful Protocol for Post-Election

The results from the 2020 election have profoundly impacted our entire nation and our MNPS community. As a district, we must ensure that our students feel safe by providing a secure and respectful learning community. No matter our political affiliation or beliefs, it's our obligation to ensure that ALL kids feel safe, supported, and valued in our schools.

The days after the election and inauguration may be challenging for many, and celebratory for others in our community. With the potential for strong reactions from students and adults, we wanted to share some guiding resources and tools to help navigate these difficult and challenging conversations. It's vital that we continue to teach, demonstrate, and nurture compassion, empathy, and support for all students, families and colleagues.

Here are a few recommendations and resources that we hope you will find beneficial, with the goal of creating a safe, respectful and welcoming environment for all students.

- Protocols should be implemented that ensure respectful dialogue and respect for differing opinions.
- Teachers should refrain from sharing personal political opinions or affiliations.
- If you are not comfortable having a discussion with your class, or are concerned your own emotions or those of your students may get in the way of thoughtful discussion, don't feel obligated to go there.
- If you have not previously established speaking protocols for difficult conversations or do not feel like your students are ready to engage in respectful dialogue, today might not be the best day to wade into that. As an alternative to a whole class discussion, you might consider personal journaling reflection. Additionally, reach out to your school counselor or social worker to see if they could facilitate the conversation.
- Research tells us that children and adolescents take their cues from adults. As adults, we set the tone for what is acceptable in our society and this contributes in powerful ways to the social norms of our schools' culture. [How to Create an Emotionally Safe Classroom Using Psychological First Aid](#) or [Six Tips For Creating A Positive Learning Environment In Your Classroom](#) share resources that you can use.

Mission Statement: We strive to become a district where stakeholders are invested in the social, emotional, behavioral, and academic success of all students. Within MNPS, we focus on building relationships and the capacity for adults to create a positive, welcoming, and healthy environment where students feel known and valued. We want all students to experience high-quality quality instruction through engaged learning in a safe and supportive environment.

Practices to support a unified culture and safe climate for all

Unity Practices	How to or what to do	Resources
<p>Set the Tone for positive classroom culture/climate</p>	<ul style="list-style-type: none"> • Revisit Shared Agreements/ Rules/Procedures • Conduct community-building circles • Build in cooperative learning games • Allow students to express their feelings • <i>Talk to your Pre-K coach, Behavior, Social Emotional Learning, or Restorative Practice Specialist if you need support creating a safe classroom, crafting prompts for circles, or guidelines on how to conduct a circle.</i> 	<ul style="list-style-type: none"> • Classroom Resources • Creating a Safe Classroom • How to Talk to Children About Politics PBS Kids • Perspective – Six ways adults can help children make sense of a divisive election • Pre-K Strategies <p><i>For additional resources or support, contact:</i></p> <ul style="list-style-type: none"> • Kyla Krengel: Director of Social and Emotional Learning: kyla.krengel@mnps.org
<p>Engagement Preparation for before and after Inauguration - Reinforce SEL lessons/activities with intentionality and purpose</p>	<ul style="list-style-type: none"> • Engage students in regular breathing exercises to manage stress and difficult emotions • Teach Perspective-Taking and Empathy • Teach and practice respectful discourse • Model SEL (Be positive, be calm, be reassuring- be their champion) • Provide reassurance of support to families 	<ul style="list-style-type: none"> • Mind Yeti • Mindfulness Resources • Yoga and Mindfulness • Sanford Harmony • Jesse Lewis Choose Love • SEL lessons • Fostering Civil Discourse • Tip Sheet: Family Conversations About Elections • Second Step <p><i>For additional resources or support, contact:</i></p> <ul style="list-style-type: none"> • Kyla Krengel: Director of Social and Emotional Learning: kyla.krengel@mnps.org • Megan Cusson-Lark: Executive Director of School Counseling Services: megan.cusson-lark@mnps.org
<p>Recognize Signs of Stress</p>	<ul style="list-style-type: none"> • Many students & staff are upset and worried about potential policy changes that will affect their lives • Check-in with students and notice changes in behavior, academics, social interactions, and attendance - get help if concerned • If the student needs additional support(s), have your school counselor submit a Collaborative Referral 	<ul style="list-style-type: none"> • Coping with Anxiety • MNPS Community Resource Guide <p><i>For additional resources or support, contact:</i></p> <ul style="list-style-type: none"> • Demonica Coverson: Director of Social Services: Demonica.Coverson@mnps.org • Megan Cusson-Lark: Executive Director of School Counseling Services: megan.cusson-lark@mnps.org • Tie Hodack: Director of Exceptional Education Tieawasa.Hodack@mnps.org
<p>Double Down on Anti-Bullying Strategies</p>	<ul style="list-style-type: none"> • Historic change will occur on January 20th. It is through education that we can better 	<ul style="list-style-type: none"> • Healthy Child Resources • “Appreciating Diversity and Keeping Schools Safe”

	<p>deal with this change and the issues that may arise, including bullying behaviors.</p> <ul style="list-style-type: none"> To prevent bullying, encourage more dialogue about deep differences and bias in our country around race, ethnicity, and class. 	<p><i>For additional resources or support, contact:</i></p> <ul style="list-style-type: none"> Demonica Coverson: Director of Social Services: Demonica.Coverson@mnps.org Kyla Krengel: Director of Social and Emotional Learning: kyla.krengel@mnps.org
Encourage Courage	<ul style="list-style-type: none"> Learning how to be courageous doesn't mean not being afraid. It means learning to do things despite your fear. Courage is rarely talked about; but students should talk and think about it because now more than ever is the time for us to come into our own, stand up for our beliefs and be proud of who we are. 	<ul style="list-style-type: none"> How Empowering Bystanders Can Prevent Bullying Teaching Tolerance Good Character <p><i>For additional resources or support, contact:</i></p> <ul style="list-style-type: none"> Demonica Coverson: Director of Social Services: Demonica.Coverson@mnps.org Megan Cusson-Lark: Executive Director of School Counseling Services: megan.cusson-lark@mnps.org Tie Hodack: Director of Exceptional Education Tieawasa.Hodack@mnps.org
Be Ready for A Crisis	<ul style="list-style-type: none"> In the event of a crisis or hate crime within the school or surrounding community - ensure your school has a plan and knows how to get help. How a school responds in a crisis is a true measure of the school's culture. 	<p><i>For additional resources or support, contact:</i></p> <ul style="list-style-type: none"> Demonica Coverson: Director of Social Services: Demonica.Coverson@mnps.org Stephanie Davis: Coordinator Safe and Drug Free Schools: stephanie.davis@mnps.org Tie Hodack: Director of Exceptional Education Tieawasa.Hodack@mnps.org

Post-Election Morning Meeting for Elementary Schools	
Topic:	Empathy
Required Time:	25-35 minutes
Goal:	<ul style="list-style-type: none"> • Ensure students have a safe space to share how they are feeling about the election • Guide a discussion for students to have courageous conversations with one another
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input checked="" type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input checked="" type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	<ul style="list-style-type: none"> • Self-Awareness 1A. Demonstrate an awareness of my emotions. • Self-Awareness 1D. Demonstrate a sense of personal responsibility and advocacy. • Self-Management 2A. Understand and use strategies for managing my emotions and behaviors constructively. • Social Awareness 3A. Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues. • Relationship Skills 4A. Use positive communication and social skills to interact effectively with others.
Materials:	<ul style="list-style-type: none"> • Dot stickers or markers • Example Mindful Protocol for Post-Election
Welcoming Ritual	<p>Say: “This morning meeting is intended for us to work together and make a plan to better the world around us. Let’s get warmed up by seeing how long of a list we can create together.”</p> <ul style="list-style-type: none"> • How many animals can you think of that begin with the letter G? Please shout them out (or type them in the chat box if you are virtual). • You have one minute, starting now! (can adjust the time based on your students’ needs). • If students are shouting out answers, record these on the whiteboard. If they are typing their answers, let them work independently. (Some examples if your students need help getting started: Gecko, Gazelle, Gerbil, Giraffe, Glow Worm, Gnat, Goat, Goldfish, Gopher, Gorilla, Grasshopper, Golden Retriever, Great Dane, Grizzly Bear, Groundhog, Grouper, Guinea Pig, Guppy) • Wow! We have created quite the list together. There are common animals such as (name common animal) and some not some common ones such as (name uncommon animal). • What can we learn about working together from this experience? Share out loud (or type in chatbox).
Procedures/ Engaging Practices:	<p><u>Activity #1 Mindful Minute</u></p> <p>To access the Mindful Minute, click here: Mindful Minute Elementary</p>

Activity #2 Teacher Introduction:

- **Say:** “During the welcoming ritual we worked together to come up with a list of animals that started with the letter G. Throughout the rest of this lesson, we are going to continue to work together to complete various activities.”
- **Brainstorm:** Take one minute to think about you look for in a leader or future president.
- Come together as a class and record brainstormed list.
- “We’ve created this list. I’m going show you some other qualities that might be important to you.”
- Along with the brainstormed list, print and post or project the following statement:

Please pick the top five qualities you value most in a president

Ambitious	Disciplined	Pragmatic
Analytical	Empathetic	Relationship Builder
Bold/Visionary	Fair	Resilient
Charismatic	Flexible/adaptable	Strong Communicator
Confident	Humility	Other
Decisive	Integrity	Other

- Give students 5 dot stickers or a marker. Have them identify the top 5 personal qualities/values that they think are most important for our president to possess.

Discussion Questions/Debrief:


- Take time to tally the top 5 personal qualities to create your class’s president profile.
- As a class, talk about how we can uphold the 5 personal qualities/values we think are most important.
- Co-create a classroom visual to show what we are agreeing to uphold in regard to the values we think are important (Can hold everyone accountable throughout the year).
- **Say:** “Today we have worked together to brainstorm a list of animals that start with the letter G, identify qualities we think are important for a leader to possess, narrow that list down to five, and create a visual to represent those five qualities. You all really showed me that you can use positive communication to interact with each other.”



Optimistic Closure:

- Construct heart, head and hand prompts to support students to share their feelings, make sense of what they are thinking, or commit to some action.

Have students choose one:



-  There are a lot of things out of my control. When I got to school, I was feeling _____. Now I am feeling _____.

	<ul style="list-style-type: none">•  There are a lot of things out of my control. Currently I am thinking about _____.•  There are a lot of things out of my control. One action I will take to make the world a better place is _____.
Additional Suggestions	<p>Adapting for the virtual classroom</p> <ul style="list-style-type: none">• Have students type in the chat box or share their experiences and values they find most important for a president.• Create a Padlet for students to share their responses.• For an example of ground rules to facilitate this discussion click here Example of Ground Rules and Ground Rules Protocol.