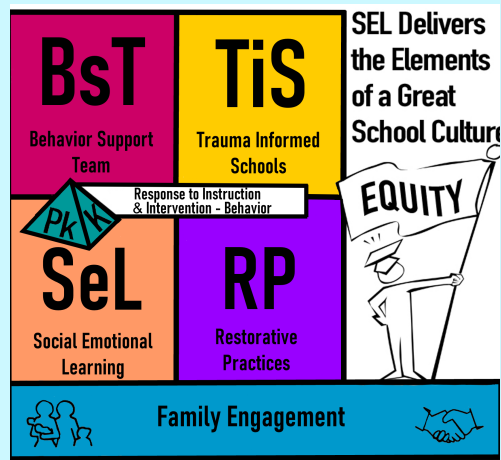


Social and Emotional Learning

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” |

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| | <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 |

| The 2020 Election Is Over, Now What? | |
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| Topic: | Expressing My Viewpoint About the 2020 Election Results |
| Required Time: | 45-60 minutes |
| Goal: | Students will explore what makes some conversations easy and others difficult. Students will develop techniques to communicate their feelings and encourage open dialogue in difficult situations. Students will practice communicating in a constructive manner, even when they disagree. |
| SEL Competencies Addressed: | <input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input checked="" type="checkbox"/> Relationship Skills <input checked="" 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. • Social Awareness 3A. Demonstrate awareness and consideration of other people’s emotions, perspectives, and social cues. • Relationship Skills 4C. Demonstrate an ability to prevent, manage, and /or resolve interpersonal conflicts in constructive ways. • Responsible Decision-Making 5A. Consider and use multiple factors in decision-making, including ethical and safety factors, personal, and community responsibilities and short-term and long-term goals. |
| Materials: | <ul style="list-style-type: none"> • I-Message Activity sheet • Vocabulary of feelings sheet • Mindfulness Protocol Post Election |
| Welcoming Ritual | <p style="text-align: center;">Name the Emotion You’re Bringing to Class</p> <p>Have each student call out the emotion they’re feeling (this can also be typed in the chat (Please remind students of the behavior expectation and appropriate language). This helps each student know how they and other students are feeling, what different emotions look like, and how to better interact with their peers based on how they’re feeling.</p> |
| Procedures/ Engaging Practices: | <p><u>Activity #1 Mindful Minute</u></p> <p>For the mindful minute click here: Mindful Minute High School</p> <p><u>Activity #2 Teacher Introduction:</u></p> <p>Tell the students “In our welcoming ritual we shared an emotion to express our feelings. Now that the presidential election has ended, we all may have feelings about the outcome also. Today we will be discussing how to express those feelings regarding the outcome of the election as</p> |

well as use skills to express our feelings about any situation through using “I-Messages.”

1. Students learn the purpose of an I Message.

- Say, “An I -Message is a technique you can use to express your feelings.”

2. Explain how an I-Message works:

- Tell students that an I-Message **begins with a statement of feelings** (e.g., “I feel happy, excited, afraid, tense, worried...”).
- It is **followed by a statement** (e.g., “when you help a classmate, pass a test, when you skip class...”). An I-Message **ends with your reaction for feeling the way you do**. It tells how the observed behavior affects you, and it avoids using the word “you.”
- Provide students with a sample I- Message; Say, “I feel tense when you ditch class because I can’t ignore your absence, and attending class is a requirement for graduation;” “I feel overjoyed when all of you all are logged-on and participate in our class.”
- Model the I- message statements by using one of the scenarios below, located on the attached sheet.

Line 1: By beginning with “I feel...” have students explain their feelings using the “Vocabulary of Feelings” activity sheet below to find words to describe how they feel. Remind them to avoid using the word “you.”

Line 2: This line should be a description of what the other person does that upsets or delights the student. It should describe the other person’s specific action, but not label or accuse the person. For example, students should write “when you don’t return my things” (describes the action). Students should not write “when you are inconsiderate” (broadly labels the person). Lead students to the understanding that when a person acts in a way that seems inconsiderate, it is the specific behavior that is causing the negative feeling; that person is not always inconsiderate.

Line 3: This line should explain in detail why the student is feeling how he or she is feeling. For example, a student might write “because they are

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| | <p>important to me.” This line explains the importance of the action or behavior to the other person.</p> <p><u>Activity #3 Students Create Their Own I-Messages</u></p> <p>1. Tell the students that now that they have practiced this technique, they are now going to use it in reference to current events, such as the 2020 presidential election results.</p> <ul style="list-style-type: none"> • Revisit the “I-Messages” activity sheet and the “Vocabulary of Feelings” sheet previously placed in the chat. Tell students they are going to write their own I-Messages about the results of the 2020 presidential election. Explain the proper format for filling out the “I- Messages” and have students place their responses in the chat (teacher will read out the responses). <i>If possible, set chat to where only the teacher can see the responses.</i> |
| <p>Discussion Questions/Debrief:</p> | <ul style="list-style-type: none"> • Why are I-Messages more often an effective communication tool than to communicate your feelings about something? • Share one thing you can do for your school, classmates, etc. as we move forward in strengthening and unifying our communities. |
| <p>Optimistic Closure:</p> | <p>My Next Step</p> <p>Ask students to think of their first next step based on what they learned during class. It might be a conversation, gathering additional resources, or thinking more about the topic.</p> <p>2. After giving participants a minute to think about what that step would be, ask them to share their next step with the class.</p> <p>3. Ask participants to write their “next step” on a sticky note and post the note somewhere where they will be reminded of their task, such as on their mirror, desk at home, or inside a notebook.</p> |
| <p>Additional Suggestions</p> | <ul style="list-style-type: none"> • Teaching Tolerance: Post Election: Don’t Neglect Those Emotions • Suggestions for Creating Ground Rules click here Creating Ground Rules • Examples of Ground Rules click here Example of Ground Rules |

Feelings

Word List



Happy

Adored
Alive
Appreciated
Cheerful
Ecstatic
Excited
Grateful
Glad
Hopeful
Jolly
Jovial
Joyful
Loved
Merry
Optimistic
Pleased
Satisfied
Tender
Terrific
Thankful
Uplifted
Warm

Mad

Aggravated
Accused
Angry
Bitter
Cross
Defensive
Frustrated
Furious
Hostile
Impatient
Infuriated
Insulted
Jaded
Offended
Ornery
Outraged
Pestered
Rebellious
Resistant
Revengeful
Scorned
Spiteful
Testy
Used
Violated

Sad

Alone
Blue
Burdened
Depressed
Devastated
Disappointed
Discouraged
Grief-stricken
Gloomy
Hopeless
Let down
Lonely
Heartbroken
Melancholy
Miserable
Neglected
Pessimistic
Remorseful
Resentful
Solemn
Threatened

Scared

Afraid
Alarmed
Anxious
Bashful
Cautious
Fearful
Frightened
Horrified
Lost
Haunted
Helpless
Hesitant
Insecure
Nervous
Petrified
Puzzled
Reassured
Reserved
Sheepish
Tearful
Uncomfortable
Useless

Surprise

Astonished
Curious
Delighted
Enchanted
Exhilarated
Incredulous
Inquisitive
Impressed
Mystified
Passionate
Playful
Replenished
Splendid
Shocked
Stunned

Disgust

Embarrassed
Exposed
Guilty
Ignored
Inadequate
Incompetent
Inhibited
Inept
Inferior
Insignificant
Sick
Shame
Squashed
Stupid
Ugly
Unaccepted



I-Messages

I-Messages are a great way to explain yourself when you are upset. When you use I-Messages, people are more willing to listen to you and respond to your requests without becoming defensive. I-Messages encourage open discussion and can help a conflict become resolved quickly and easily.

Example

One of your friends often borrows things from you and doesn't return them.

I feel _____ when you
_____ because

Fill in the blanks for the following I-Messages:

1. Your closest friend is telling others about your personal life.

I feel _____ when you
_____ because

2. Your teacher hasn't called on you all week, even though you've raised your hand.

I feel _____ when you
_____ because

3. Someone in your family keeps forgetting to give you messages.

I feel _____ when you
_____ because

Your Turn

Create your own I-Messages using the same format as above:

I feel _____ when you _____ because _____

