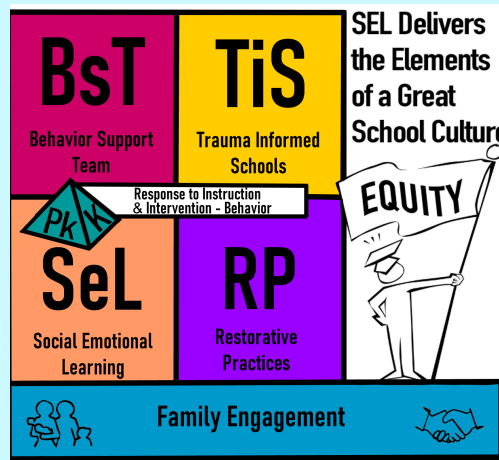


Social and Emotional Learning

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

For the Common Good	
Topic:	Democracy: raising student voice for the collective community
Required Time:	20 mins. minimum but can be expanded based on share time and engagement
Goal:	Students will evaluate their personal passions around our democracy and can share with the class the change(s) they would like to see post-election.
SEL Competencies Addressed:	<input checked="" type="checkbox"/> Self-Awareness <input type="checkbox"/> Self-Management <input checked="" type="checkbox"/> Social Awareness <input type="checkbox"/> Relationship Skills <input type="checkbox"/> Responsible Decision-Making
SEL I Can Statement(s)	<ul style="list-style-type: none"> • Self-Awareness 1b.2 Identifies interaction between personal qualities and interests with academic activities and social opportunities. • Social Awareness 3b.3 Identifies roles they have to contribute to their school, home, and community.
Materials:	<ul style="list-style-type: none"> • Paper/pencil or pen – Letter outline if desired • Poem • Mindful Protocol for Post-Election
Welcoming Ritual	<p>I Get So Emotional</p> <ul style="list-style-type: none"> • Display 4 pictures of animals showing different emotions (some examples to choose from below). • Ask students to type in A, B, C, or D for the picture they identify with most. You may decide to take volunteers to say why they picked that picture. <p>Communicate with students: <i>We are checking in with ourselves and each other on this important day. It is ok that we all have different emotions and chose different pictures that we identified with. Your voice is important. I want to give everyone a space for communicating their thoughts and feelings.</i></p>



Procedures/
Engaging
Practices:

Activity Task #1 Mindful Minute

To access the Mindful Minute, click here: [Mindful Minute Middle School](#)

Activity Task #2 Letting Your Voice Be Heard

1. Engage students in a process that results in them writing a letter to the newly elected official. Start the discussion by asking:

- How can we make a difference in keeping our government and elected officials accountable?
- How can we make sure they pay attention to our (their constituents) needs and pay attention to the issues that are important?
- Give students an opportunity for a quick write.
- The letter does not need to be completed in one setting.
- Remind students that this is an opportunity to share their voice and address issues that are important to them and their community.

For more information and support for this task click here [The Election Is Over Now What](#)

Discussion
Questions/Debrief:

- Students may choose to share letters or topics they want to address with the elected official.
- Everyone else listens when their classmates share out per the norms.

	<ul style="list-style-type: none"> • For an example of ground rules to facilitate this discussion click here Example of Ground Rules and Ground Rules Protocol.
<p>Optimistic Closure:</p>	<p>Me Too</p> <ul style="list-style-type: none"> • Teacher will read the poem Democracy by Langston Hughes • In the chat box students will respond to the sentence stem: You live here too. Fill in the blank “Listen, America --- I live here, too. I want _____ just as you.” • As the responses come in, read some of them aloud. This will allow students to feel heard and valued. Be sure to end optimistically to transition on a positive note. • State your commitment to them as their teacher. Follow up with students who you see may need more support.
<p>Additional Suggestions</p>	<ul style="list-style-type: none"> • Revisit the letter and support student completion. Give students the opportunity to send it to the official. • Revisit the poem and analyze the meaning and implications. • Allow students to research a topic they are interested in addressing. • Students use Canva to create an infographic to share.