



Vignette Guide

Bridget Laird

Bridget Laird, CEO of Wings for Kids, describes social and emotional learning as heart smarts: It teaches children how to use both their heart and their brain as they learn, grow, and interact with others. When these heart smarts are combined with the head smarts already being taught in classrooms, learning becomes whole and truly successful.

Resources in this Guide

- Words to Live By

Making Connections

In order for students to focus on academic subjects and stay in school, they must be able to manage their emotions, set goals, create and maintain relationships, and make responsible decisions...which is where Wings for Kids comes in!

Wings for Kids focuses on the five pillars of social and emotional learning, as identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL): Self-Awareness, Self-Management, Responsible Decision-Making, Social Awareness, and Relationship Skills.

To help you begin to incorporate these components of social and emotional learning into your classroom, read the overview of each core competency below. Then brainstorm a few instances throughout the school day that you could turn into *teachable moments** to reinforce these social and emotional skills.

*A teachable moment is any opportunity to help your students learn in real time. During a teachable moment, you can acknowledge and reinforce positive behavior, proactively address an event or circumstance that is about to occur, or reflect on something that just happened.

Self-Awareness

Children learn to recognize their own emotions and thoughts while understanding how they influence their behavior.

Teachable Moment Opportunities

For example, before passing back a test, I could take a moment to talk through how students may feel when they see their grade.



Self-Management

Children learn how to regulate their emotions and behavior in a variety of situations, as well as how to set and work toward goals.

Teachable Moment Opportunities

For instance, when I see students struggling to understand a skill or concept, I could talk through how frustration is a natural emotion and share strategies for persevering.

Responsible Decision-Making

Children learn how to evaluate the consequences of their actions, make positive choices, and take responsibility for both positive and negative outcomes.

Teachable Moment Opportunities

For example, after the class gets corrected for being too noisy in the cafeteria, I can discuss actions and consequences and to help students identify more positive, acceptable choices.

Social Awareness

Children learn how to empathize with others, including those from different backgrounds.

Teachable Moment Opportunities

For instance, during read aloud, I could spend time asking how the characters feel, why they think that, and how this same situation might make someone else feel.

Relationship Skills

Children learn how to relate well to others, which includes communicating clearly, listening well, resolving conflicts, and cooperating with each other.



Teachable Moment Opportunities

For example, when conflicts arise in my classroom, I can model positive conflict resolution strategies helping students calm down and discuss their differences.

For additional ideas and resources about how to integrate Wings for Kids into your classroom, visit wingsforkids.org/soar.



Vignette Guide

Cheryl Hollis

Vignette Overview

While Cheryl Hollis, Director of Programs at Wings for Kids describes the importance of teaching social and emotional skills to children, she also discusses the necessity of learning, living, and demonstrating these skills as adults. The best teachers of social and emotional learning are adults who practice these skills themselves so youth are surrounded by models of what these skills look like throughout their daily life.

Resources in this Guide

- Words to Live By

Making Connections

Any adult who interacts with children can be a role model for social and emotional skills. As Cheryl explains, the process of being a role model may sound more intimidating than it actually is. You are likely already modeling positive behavior. You just don't know that you're doing it *or* the impact that you're having!

Take a moment to reflect on the five core competencies of social and emotional learning below. Think about how these skills apply to your own life *and* how you can exemplify and model each skill when you are around children. Teaching through your actions is even more important than teaching with words.

Self-Awareness

Words to Live By: I love and accept who I am on the inside and know my emotions are nothing to hide.

Related Skills: Self-Perception, Self-Confidence, Self-Efficacy

Moments in my life that require Self-Awareness:

For instance, when you are experiencing a challenging time you work to recognize what your true emotions are and identify people or things that could help you.

Opportunities when I can model these Words to Live By to students:

For example, when I make a mistake during a lesson, I can draw attention to it and acknowledge that everyone has weaknesses and makes mistakes!



Self-Management

Words to Live By: Life's full of surprises that make me feel different ways. If I can control myself, I'll have much better days.

Related Skills: Impulse Control, Executive Function, Stress-Management, Self-Discipline

Moments in my life that require Self-Management:

For instance, when I am frustrated with something at home, I try not to bring it to school.

Opportunities when I can model these Words to Live By to students:

For example, I can share my To Do list with my students and explain how I use it to help me stay on task every week.

Responsible Decision-Making

Words to Live By: I understand the choices I make should be what's best for me to do, and what happens is on me and not any of you.

Related Skills: Identifying Problems, Analyzing Situations, Solving Problems, Resisting Negative Pressure, Reflection

Moments in my life that require Responsible Decision-Making:

For instance, I know it would be fun to hang out with my friends this weekend, but I have a major homework assignment due for the class I'm taking so I stay home and work on it.

Opportunities when I can model these Words to Live By to students:

For example, I can help students learn healthy strategies for saying no to negative peer pressure and provide opportunities for role play.



Social Awareness

Words to Live By: I understand others are unique. I want to learn more about everyone I meet. I want to step in their shoes and see what they are going through.

Related Skills: Empathy, Appreciating Differences, Respect

Moments in my life that require Social Awareness:

For instance, I take time to get to know my new neighbors and welcome them to the neighborhood. I know how hard it is to be the new kid on the block.

Opportunities when I can model these Words to Live By to students:

For example, I could help my students create a welcoming committee in my classroom to help new students feel more comfortable in the classroom and teach them our processes and routines.

Relationship Skills

Words to Live By: I am a friend. I support and trust. Working together is a must. Kind and caring I will be. I listen to you. You listen to me.

Related Skills: Communicating Clearly, Listening, Cooperation, Resolving Conflicts, Supporting One Another

Moments in my life that require relationship skills:

For instance, I try to communicate my perspective and needs to my partner and help them do the same with me.

Opportunities when I can model these Words to Live By to students:

For example, I could model active listening, demonstrate how to work together on a project, and teach students how to use I statements.

For further ideas and resources about how to teach social emotional skills through your actions, visit wingsforkids.org/soar.



Vignette Guide

Lee Hilton

Vignette Overview

Lee Hilton, Performance Measurement Analyst at Wings for Kids, describes the impact of the Wings for Kids program. She describes how trauma affects children and discusses the importance of making sure educators know how to recognize and respond to signs of trauma. She explains how the Wings curriculum can help educators with this important, but difficult responsibility.

Resources in this Guide

- Words to Live By

Making Connections

After watching Lee's vignette, take a few moments to reflect on the following questions. Then jot down your responses in the space provided:

- What do you already do to establish trust between you and your students?
- Lee discusses that acting out can be a result of a wide range of causes—from seeking attention to acute or chronic trauma. When a student acts this way in your classroom, how can you ensure that you support the child and try to figure out the motivation behind their behavior?

Below, think about negative, repetitive behaviors that you see consistently in your classroom. Then consider: What may be triggering these behaviors? Once you have identified possible triggers, brainstorm how you could address these triggers *or* what you could change to prevent these triggers from occurring.

Negative Behavior(s)	Possible trigger(s)	Ways to avoid or address these triggers

- How can incorporating social and emotional learning into your day-to-day teaching benefit all students and help you build a supportive classroom environment?



For additional resources about supporting children who are victims of trauma, visit The National Childhood Traumatic Stress Network at nctsn.org.

For more information about how Wings for Kids can help you integrate social and emotional learning into your classroom, visit wingsforkids.org/soar.

Words to Live By

I soar with wings.
Let me tell you why. I learn lots of
skills that help me reach the sky.

I love and accept who I am on the
inside and know my emotions are
nothing to hide.

Life's full of surprises that make
me feel different ways.
If I can control myself,
I'll have much better days.

I understand the choices I make
should be what's best for me to do,
and what happens is on me
and not any of you.

I understand that others are unique.
I want to learn more about everyone
I meet. I want to step into their shoes
and see what they are going through.

I am a friend. I support and trust.
Working together is a must.
Kind and caring I will be.
I listen to you. You listen to me.

I soar with wings.
I just told you why.
All of these things are why I fly high