Wings for Kids

Overview

This guide has been developed to use alongside the *Three Techniques for Teaching SEL Intentionally Educator Training* Video in order to help you explore a few everyday skills that can help support children's social and emotional development. The guide's pre-viewing questions will prompt you to reflect on your own practices, while the post-viewing questions will lead you through connecting what you learn to your own home and classroom.

As you read and watch, you will notice many references to the Collaborative for Academic, Social, and Emotional Learning's (CASEL) social and emotional competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making. These five competencies are the foundation of social and emotional learning (SEL). As children grow in these five broad areas, they learn how to manage their emotions, set and achieve goals, overcome obstacles, and develop healthy relationships—skills that are necessary to succeed in school, be prepared for the workforce, and become positive and healthy contributors to society.

If you are not familiar with the five CASEL competencies, we recommend reviewing the chart below before moving on to the pre-viewing questions.

	Competency Summary	
Social and Emotional Competency	**For Adults**	**For Kids** **From Words to Live By**
Self-Awareness	Children understand their emotions and thoughts, and how they influence their behavior.	I love and accept who I am on the inside and know my emotions are nothing to hide.
Self-Management	Children can regulate their emotions and behaviors in different situations, as well as how to set and work toward goals.	Life's full of surprises that make me feel different ways. If I can control myself, I'll have much better days.
Responsible Decision-Making	Children can make positive choices and take responsibility for positive and negative outcomes.	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.
Social-Awareness	Children can empathize with others.	I understand 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.
Relationship Skills	Children can relate well with others.	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.

Pre-Viewing Questions

Take a moment to reflect on the following questions before watching the *Three Techniques for Teaching SEL Intentionally* Educator Training Video. They have been separated into two categories—At School and At Home—depending on the environment in which you will be working with children.

At School:

- Do you explicitly teach any skills or strategies related to self-awareness, self-management, social awareness, relationship skills, or responsible decision-making? If so, how?
- Do your students have the opportunity to develop one or more of the SEL competencies during structured settings throughout the school day? If so, how?
- Do your students have the opportunity to develop one or more of the SEL competencies in unstructured settings throughout the school day? If so, how?
- Do you ever take advantage of teachable moments to work on SEL competencies? What examples can you think of?

At Home:

- Do you intentionally help your children develop self-awareness, self-management, social awareness, relationship skills, and/or responsible decision-making skills? How?
- During what situations can your children practice these competencies before school, after school, or on the weekends?
- Sometimes the best learning opportunities are unplanned. Can you think of a time when you took advantage of an opportunity as it arose to teach your children SEL skills?

Post-Viewing Questions

Once you have watched the *Three Techniques for Teaching SEL Intentionally* Educator Training Video, grab a piece of paper and some sticky notes. Then work through the questions below as you reflect on the strategies introduced and consider how to apply each one. The prompts and questions can be applied to situations both at school and at home.

Acknowledging Behavior

Quick Summary: Adults can acknowledge children's behavior by pointing out and praising a behavior that exemplifies one of the SEL competencies, being sure to spell out exactly how the action corresponded with the SEL skill.

Reflect & Apply

- Think about common behaviors that are displayed in your home or classroom, such as children waiting their turn or showing support for each other.
- Then brainstorm:
    - How can you tie these behaviors to a SEL competency?

○ What could you say to point out and praise these behaviors when they occur in the future? Remember to make the connection to the SEL competency using clear language that the child can understand.

Set a Goal: Consider how you can start better acknowledging behavior… beginning tomorrow! Are there particular situations during which you can always try to acknowledge behavior? Or is there certain language you want to be sure to use? Record reminders on a sticky-note and then place it where it will be most useful as you try to acknowledge behavior moving forward.

Assigning Tasks

Quick Summary: Adults can assign simple tasks that will allow the child to practice one of the SEL skills.

Reflect & Apply

- While children will sometimes exemplify SEL skills on their own, all it takes is an easy request to encourage more practice. Identify specific situations—such as before school, during groupwork, during recess, or at dinner—when it may work best for children to practice these skills.
- Then choose a couple of these situations, and write down: What exactly could you say in each of these instances to ask for the behavior you are looking for? The task can focus on one or several of the SEL competencies, but sure to keep it as simple as possible. Try to think not only about what the child should do, but how they can report back and/or otherwise demonstrate what they have learned from the experience.

Set a Goal: Now consider how you can try to assign tasks moving forward. Is there a simple task that you already have in mind? Or is there a time of day when you know tasks will be easiest to assign? Set a goal that you can work toward on a daily basis. Then jot it on a sticky note and place it where it will come in handy!

Conversation Prompts

Quick Summary: Adults can take the time to speak directly with a child about one of the SEL competencies as they learn about each other and strengthen their relationship.

Reflect & Apply

- Take advantage of opportunities as they arise to have in-the-moment and informal chats. Think about what is happening in your children's lives right now and which competency(s) may be the most relevant.
- Then brainstorm what you could ask a child about the competency(s) you selected. Write down open-ended conversation prompts that may get them to open up. Also brainstorm follow-up questions that could encourage them to think about their answers even more. Remember to adapt the conversation prompts to the level of your children!

Set a Goal: Now set a goal that you can work toward to help you incorporate conversation prompts into your daily or weekly routine. To help you get started, record a few conversation prompts on one or more sticky notes that you can place in key areas around your home or classroom.

Tip: *You may also pull applicable verses from the Words to Live By (presented in the chart on page 1) and refer to these as you begin your conversations.*

Looking Forward

Now that you have tools you can use to begin acknowledging behavior, assigning tasks, and prompting conversations, it's time to get started! Start with the goals you created above and incorporate these simple strategies into your everyday routine. As you become more comfortable with each technique and more aware of your children's strengths and weaknesses, modify, tweak, and update your goals as needed to best support your children's social and emotional development.