



RethinkEd | **Together We
Power Potential**

Transformative Social Emotional Learning (SEL)

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Who's in the room?



What district/organization do you serve in currently?

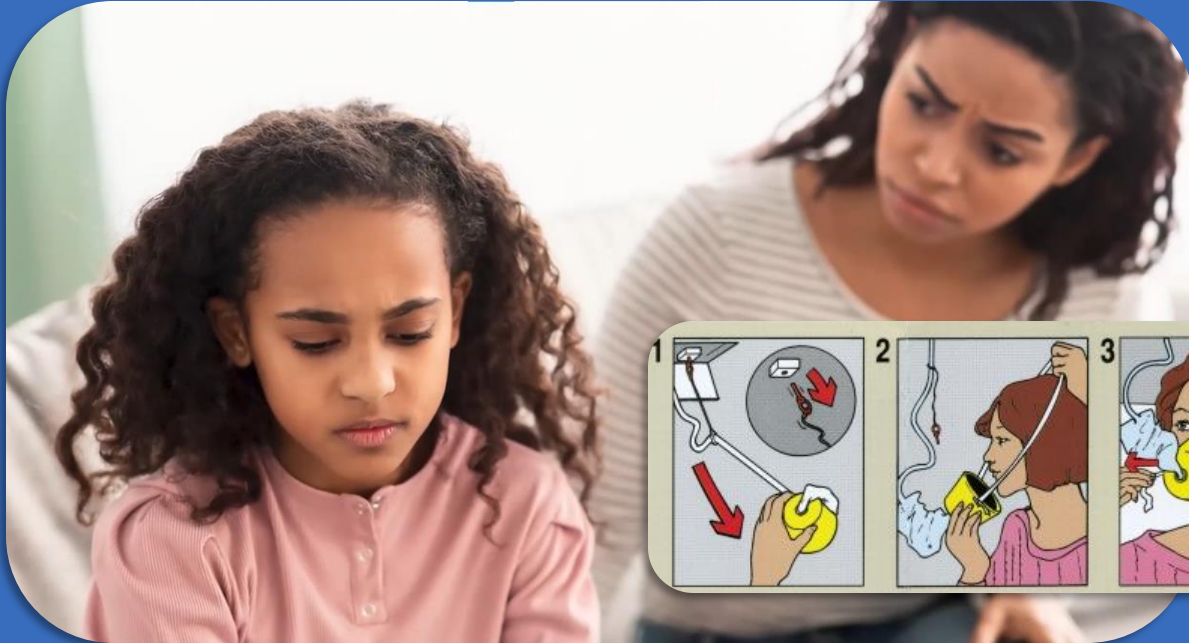
What is your role?

Why did you choose to join this webinar?



Intro to SEL

Why Social-Emotional Learning?



Think about it...

I've come to a frightening conclusion that I am the decisive element in my school. It's **my personal approach** that creates the climate. It's **my daily mood** that makes the weather. As the teacher, I possess a **tremendous power** to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. **In all situations, it is my response** that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized.

Hiam Ginott

The Foundations of SEL

Self-Awareness

- Emotions
- Self-Knowledge
- Learning Skills
- Growth Mindset
- Values
- Wants and Needs

Self-Management

- Focus
- Goal Setting
- Problem Solving
- Resilience
- Self-Control
- Stress-Management

Social Awareness

- Actions and Consequences
- Cultural Competence
- Empathy
- Safe and Ethical Behavior
- Social Contributions
- Support Systems

Relationship Skills

- Cooperation
- Conflict Resolution
- Fairness
- Friendship
- Relationships
- Respect

Responsible-Decision Making / Self-Care

- Healthy Boundaries
- Mindfulness
- Optimism
- Self-Advocacy
- Self-Compassion
- Self-Efficacy

What areas might you need to work on?

What about your students?

SEL Lesson Components



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1

Learn (approximately 5 minutes)

Learn Video

Discussion Questions

The discussion questions engage students in the topic and build on students' prior knowledge and experiences.

Let's Discuss!

- How does your brain help you learn?
- What does your brain need to learn best?
- What are some strategies you can use to help your brain learn?

2

Practice (approximately 10 minutes)

Practice

Students work in small groups to practice the strategies and the skills through discussion, games, role-playing, and other collaborative activities.



3

Dive Deeper (approximately 20 minutes)

Dive Deeper

Each lesson ends with an activity that invites students to apply the learning to their own lives with a reflection, individual action, or group project.

BRAIN Check ✓

What time is it? _____

What is your learning goal? _____

How are you feeling about your learning goal? (check one)

Great Slowing down. At a stop.

How are you feeling? (check one)

happy tired sad hot/cold hungry

What can you do to help your brain learn better? _____

Transformative SEL

Who am I ?

Sense of Community

Be



What do they mean?
What do they imply?

Deficit Mindsets

Purpose: to build self-awareness around your mindsets regarding BIPOC students

Preparation: Complete the *Mindset Assessment* Activity by noting how much you agree with each statement and explaining your rating. Challenge yourself to be honest with yourself as you answer.

 You will also need the *Deficit & Transformative Mindsets* Activity.

Mindset Assessment

Mindset Assessment

Circle the number that represents your level of agreement with each of the following statements, then explain your rating. Challenge yourself to be honest in your answers.

1 - Strongly Disagree 2 - Disagree 3 - Neither Disagree/Agree 4 - Agree 5 - Strongly Agree

BIPOC students practice and excel at many SEL skills. 1 2 3 4 5

Explain:

I have the power to make an impact on closing the racial achievement gap. 1 2 3 4 5

Explain:

BIPOC students have important knowledge to contribute to the classroom. 1 2 3 4 5

Explain:

BIPOC students have the abilities necessary to succeed in the classroom. 1 2 3 4 5

Explain:

The harsher discipline BIPOC students experience is due to external factors, such as bias, rather than students' choices. 1 2 3 4 5

Explain:

BIPOC cultures should be reflected and valued in school. 1 2 3 4 5

Explain:



Examine a Growth Area

Have a group member share their reactions to the *Mindset Assessment* Activity. If anyone is inclined to share about their mindsets, invite them to do so.

Repeat the sharing and discussion for each group member.

Define Success



Review the chart on the *Deficit & Transformative Mindsets* Activity. Notice patterns among the transformative mindsets to better understand what makes them transformative.

Then ask, *How could these transformative mindsets positively impact the social and emotional well-being of BIPOC students?*



Identify the Obstacles

What are the obstacles to applying transformative mindsets in our work?

Recognize Ability



Review the definition of deficit thinking from the *Deficit & Transformative Mindsets* Activity.

Then ask, *How can we reframe our internalized deficit thinking towards more compassionate and transformative perspectives?*

Repeat the sharing and discussion for each group member.

Act for Results



Over the next week, identify two more deficit mindsets towards BIPOC students that show up in yourself or your work environment.

Record them on the *Deficit & Transformative Mindsets* Activity and reframe them with a transformative mindset.

Discuss how to implement this reframing practice in your work moving forward.



Reflect and Celebrate

Discuss any new insights that resulted from the conversation.

Celebrate transformative mindsets you already apply towards your students.

Let's Discuss

- In what ways do your interactions with students promote a sense of safety?
- How might the pace and tone of your speech impact students who struggle to remain regulated?
- What are some of your natural skills that support you in relationship-building with your students?
- What are some natural opportunities in your role to incorporate student voice?