



# Integrating Academics and Social and Emotional Learning for Student Empowerment

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February 27 and March 1, 2018

# WELCOME

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## 21<sup>st</sup> CCLC Announcements



# Table Talk

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At your table, share:

- What attracted you to afterschool?
- What do you like most about your work?
- Describe an academic activity that your students really enjoyed. What did they like about it?
- How has your program incorporated SEL?
- What do you hope to walk away knowing after this workshop?



# Foundational Practices for Afterschool Learning

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# Foundational Academic Practices

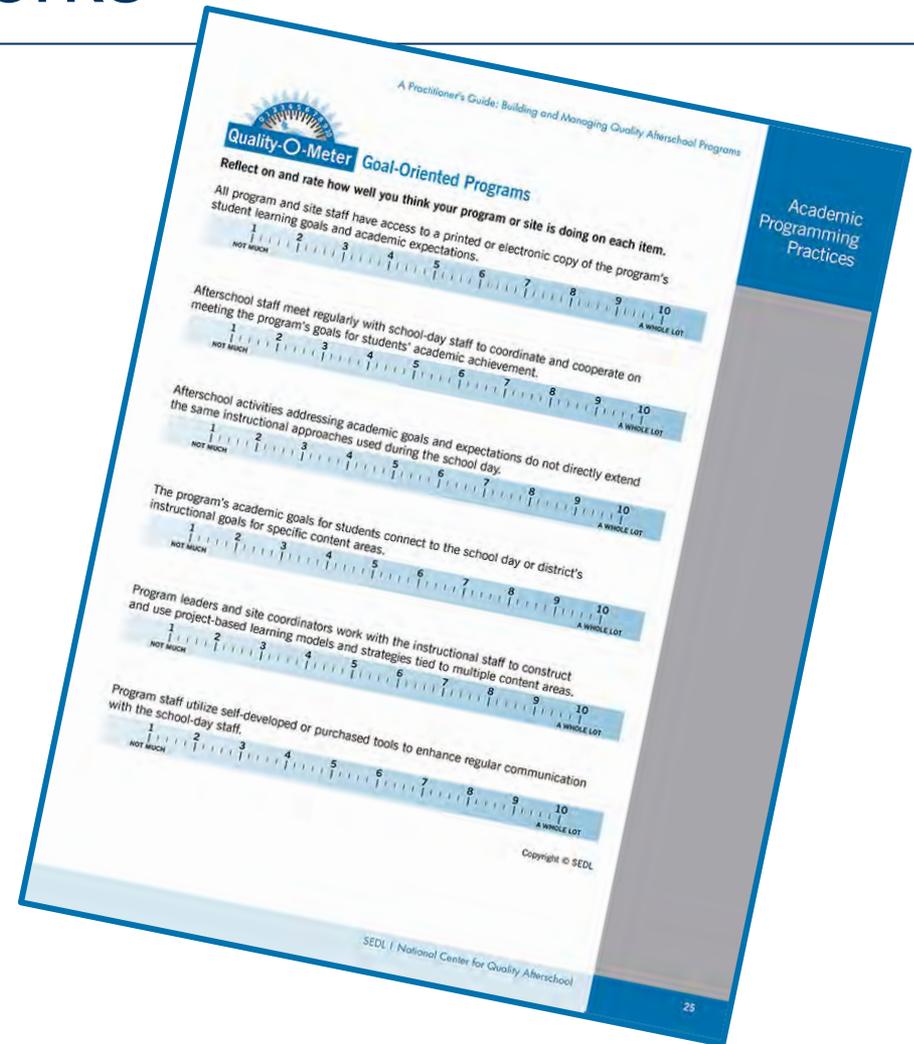
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- Set goals
- Align activities with state and local standards
- Link activities to the school day
- Incorporate real-world strategies
- Provide ongoing professional development



# How This Session Works

- Overview of practice
- With Quality-O-Meter
- Share ah ha's



Source: Jordan, C., Parker, J., Donnelly, D., Rudo, Z. (Eds.). (2009). *A practitioner's guide: Building and managing quality afterschool programs*. Austin, TX: SEDL. Retrieved from <https://www.air.org/resource/practitioners-guidebuilding-and-managing-quality-afterschool-programs>



# Set Goals

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- Set goals **intentionally**.
- Put goals in **writing**.
- State goals **clearly and specifically**.
- Link goals to **student academic needs**.
- **Share** goals with staff.



# Align Activities With State and Local Standards

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- **Connect** goals to specific content areas.
- Become familiar with **content-area standards**.
- Coordinate activity plans with **school-day personnel**.



# Link Activities to the School Day



- **Communicate** with school-day staff regularly.
- **Work with school-day instructional staff** on strategies tied to content areas.
- **Develop project-based activities** to extend school-day learning.

# Incorporate Real-World Strategies

- Create **engaging, hands-on** activities.
- Plan **relevant** field trips.
- **Collaborate** with community organizations.
- Offer **performance** opportunities.



# Provide Ongoing Professional Development

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- Offer **job-embedded** professional development.
- Schedule **regular staff meetings** to discuss **academic strategies**.
- Offer staff opportunities to share their **knowledge and expertise** with each other.
- Share **professional development** opportunities between **afterschool and school-day** staff.
- Explore **online and self-directed** learning opportunities.
- Create **professional learning communities**.



# Illinois

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## Social Emotional Learning Standards





**“whole, healthy children nested in whole, healthy systems supporting communities wherein all citizens are socially and economically secure.”**

## **Illinois State Plan – ESSA**

**SELF-AWARENESS**

**SELF-MANAGEMENT**

**SOCIAL AWARENESS**

**RELATIONSHIP SKILLS**

**RESPONSIBLE DECISION-MAKING**



# Why SEL?

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- Recognize and manage emotions
- Set and achieve goals
- Persevere through challenges
- Empathize with others
- Develop and maintain positive relationships
- Resolve conflicts
- Make responsible decisions



## Illinois Social and Emotional Learning Standards

GRADE CLUSTERS: Early Elementary | Late Elementary | Middle/Jr. High | Early H. S. | Late H. S.

### Goal 1

Develop self-awareness and self-management skills to achieve school and life success.

#### Learning Standards

- A. Identify and manage one's emotions and behavior.
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

### Goal 2

Use social-awareness and interpersonal skills to establish and maintain positive relationships.

#### Learning Standards

- A. Recognize the feelings and perspectives of others.
- B. Recognize individual and group similarities and differences.
- C. Use communication and social skills to interact effectively with others.
- D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

### Goal 3

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

#### Learning Standards

- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the wellbeing of one's school and community.

**BENCHMARKS: LEARNING TARGETS more specific than LEARNING STANDARDS.**

There are two benchmarks per grade cluster for each SEL Learning Standard.

**PERFORMANCE DESCRIPTORS: LEARNING TARGETS that build upon LEARNING STANDARDS and BENCHMARKS.**

Performance Descriptors provide greater detail of the specific SEL knowledge, reasoning, and skills highlighted in the standards.



# 5

Early Elementary (K–3)

Late Elementary (4–5)

Middle/Jr. High (6–8)

Early H.S. (9–10)

Late H.S. (11–12)

## Goal 1

Develop self-awareness and self-management skills to achieve school and life success.

## Goal 2

Use social-awareness and interpersonal skills to establish and maintain positive relationships.

## Goal 3

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.



### Goal 1

Develop self-awareness and self-management skills to achieve school and life success.

#### Learning Standards

- A. Identify and manage one's emotions and behavior.
- B. Recognize personal qualities and external supports.
- C. Demonstrate skills related to achieving personal and academic goals.

### Goal 2

Use social-awareness and interpersonal skills to establish and maintain positive relationships.

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- A. Recognize the feelings and perspectives of others.
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### Goal 3

Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.

#### Learning Standards

- A. Consider ethical, safety, and societal factors in making decisions.
- B. Apply decision-making skills to deal responsibly with daily academic and social situations.
- C. Contribute to the wellbeing of one's school and community.

# 10 Standards



## Social Emotional Learning Standards

**Goal 1: Develop self-awareness and self-management skills to achieve school and life success.**

**Why this goal is important:** Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

Learning Standard	Early Elementary	Late Elementary	Middle/Jr. High	Early H.S.	Late H.S.
<b>A. Identify and manage one's emotions and behavior.</b>	<b>1A.1a.</b> Recognize and accurately label emotions and how they are linked to behavior.	<b>1A.2a.</b> Describe a range of emotions and the situations that cause them.	<b>1A.3a.</b> Analyze factors that create stress or motivate successful performance.	<b>1A.4a.</b> Analyze how thoughts and emotions affect decision making and responsible behavior.	<b>1A.5a.</b> Evaluate how expressing one's emotions in different situations affects others.
	<b>1A.1b.</b> Demonstrate control of impulsive behavior.	<b>1A.2b.</b> Describe and demonstrate ways to express emotions in a socially acceptable manner.	<b>1A.3b.</b> Apply strategies to manage stress and to motivate successful performance.	<b>1A.4b.</b> Generate ways to develop more positive attitudes.	<b>1A.5b.</b> Evaluate how expressing more positive attitudes influences others.



## Social Emotional Learning Performance Descriptors

### 1A Identify and manage one's emotions and behavior.

Stage A	Stage B	Stage C
<ol style="list-style-type: none"> <li>1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.</li> <li>2. Name the emotions felt by characters in stories.</li> <li>3. Identify ways to calm yourself.</li> <li>4. Describe a time you felt the same way a story character felt.</li> <li>5. Discuss classroom and school rules.</li> <li>6. Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Describe how various situations make you feel.</li> <li>2. Describe your physical responses to strong emotions.</li> <li>3. Recognize that feelings change throughout the day.</li> <li>4. Demonstrate patience in a variety of situations.</li> <li>5. Demonstrate a range of emotions through facial expressions and body language.</li> <li>6. Practice self talk to calm yourself.</li> </ol>	<ol style="list-style-type: none"> <li>1. Identify a range of emotions you have experienced.</li> <li>2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).</li> <li>3. Recognize mood changes and factors that contribute to them.</li> <li>4. Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play).</li> <li>5. Distinguish among intensity levels of an emotion.</li> <li>6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).</li> <li>7. Practice deep breathing to calm yourself.</li> </ol>
Grade 1 (A-B)	Grade 2 (A-B-C)	Grade 3 (B-C-D)
	Grade 4 (C-D-E)	Grade 5 (D-E-F)



# Social Emotional Learning Performance Descriptors

## S T A G E S A - J

### 1A Identify and manage one's emotions and behavior.

Stage A	Stage B	Stage C
<p>Stage A</p> <p>GOAL 1: DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.</p> <p>1A — Identify and manage one's emotions and behavior.</p> <ol style="list-style-type: none"><li>1. Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in "feeling faces" or photographs.</li><li>2. Name the emotions felt by characters in stories.</li><li>3. Identify ways to calm yourself.</li></ol>		
<p>Stage J</p> <p>GOAL 1: DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.</p> <p>1A — Identify and manage one's emotions and behavior.</p> <ol style="list-style-type: none"><li>1. Explain how focusing on your community's assets rather than its deficits can affect your choices.</li><li>2. Describe how changing your interpretation of an event can alter how you and others feel about it.</li><li>3. Recognize the impact of denial defense mechanisms on your mental health.</li></ol>		



In order to succeed,  
we must first believe that we can.

Nikos Kazantzakis



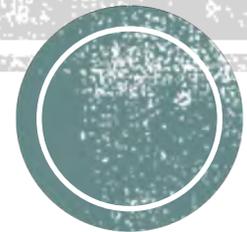
# SEL Strategies for Student Empowerment

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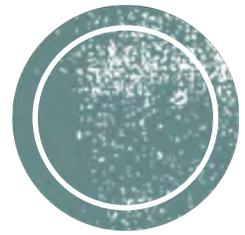


# Reaching for the Stars

STEM, Mathematics, and Rocketry



Danny Martinez  
February 2018



**Science is Fun**



# Attitude



# Language

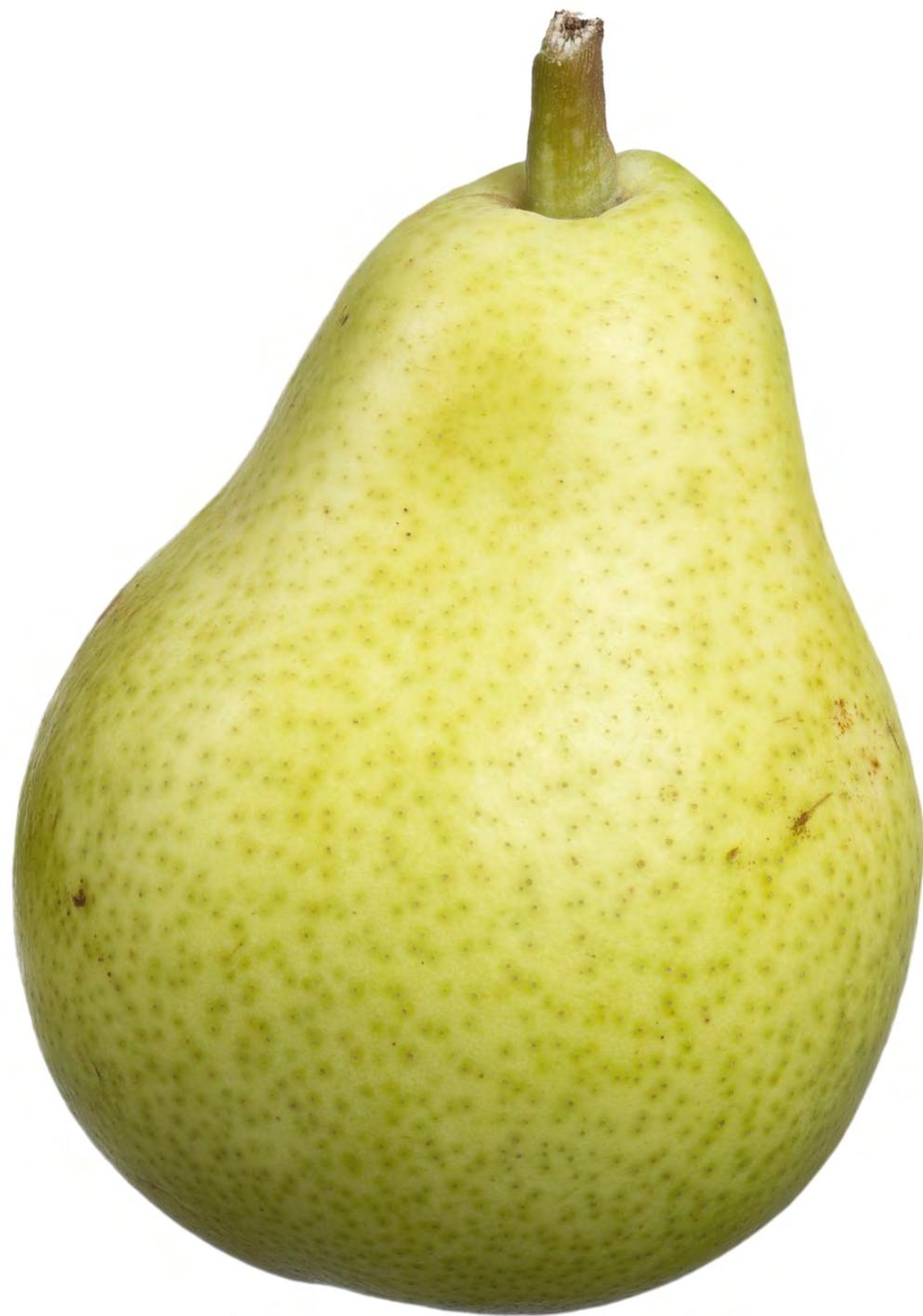


Engage



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**Which is bigger?**

33

7



**Which number is bigger?**

33

7



**Which numeral is bigger?**

33

7



**Cooperative  
Learning**

**Problem-solving**

**Self- regulation**

**Conflict  
Resolution**

**Decision-making**



Explore

# A Brief History of Rockets

Very Brief





# Fire Arrows

1232 AD China - The Battle of Kai-Keng





Image courtesy of NASA

# Liquid Fuel

1926 – Robert Goddard uses liquid fuel





# Weapons

1937 – Hermann Obereth & Wernher Von Braun develop the V2 rocket to use against London in World War 2

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Image courtesy of NASA

# To The Moon

July 20, 1969 – The Saturn 5 rocket puts Neil Armstrong and Buzz Aldrin on the surface of the Moon. Michael Collins orbits to give them a ride home.





Image courtesy of NASA

# Enterprise

1981 – Space Shuttle – reusable parts!





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# SpaceX

Present – Rocket launches become an everyday occurrence







## Explain

- An object will remain at rest until acted on by an outside force. An object in motion will remain in motion unless acted on by an outside force.



# Newton's Laws of Motion

Law of Inertia



- Acceleration is produced when a force acts on a mass. The greater the mass, the greater the force needed to accelerate the mass.

$$F = M A$$

# Newton's Laws of Motion

Second Law

Force = Mass x Acceleration

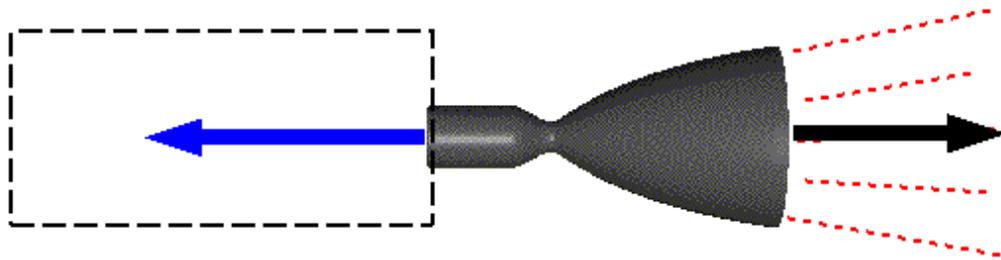


# Newton's Laws of Motion

Third Law of Motion

## Rocket Engine Thrust

Exhaust Flow Pushed Backward



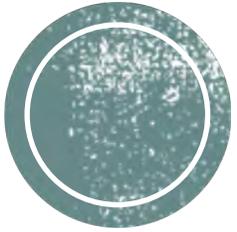
Engine Pushed Forward

*For every action, there is an equal and opposite re-action.*

Image courtesy of NASA

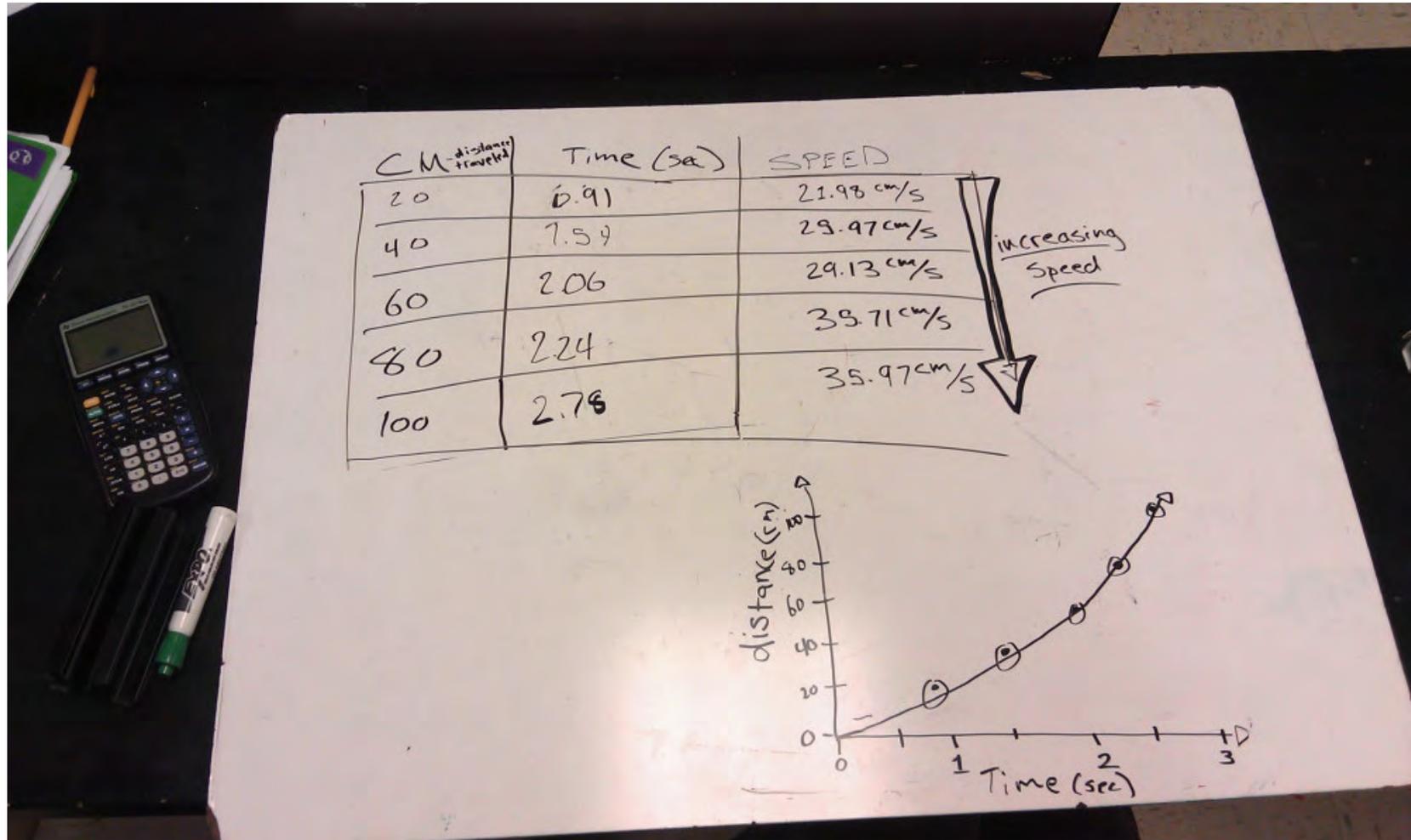


Extend



# Rocket Balloons

# Evaluate



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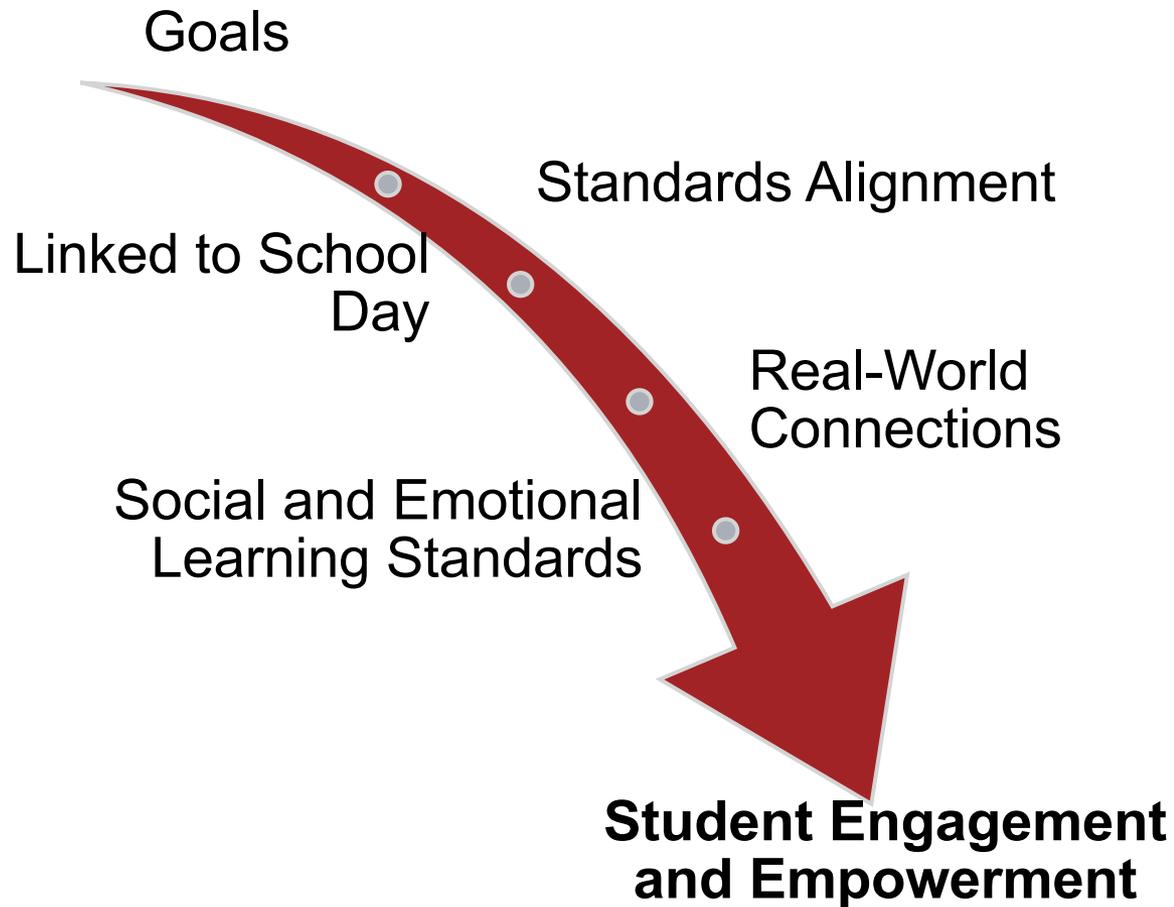
# **Create Your Own Academic and SEL Activities That Engage and Empower Students**

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# Putting the Pieces Together

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# Tools From Beyond the Bell



# Aligning With Learning Standards (Tool 53)

Beyond  
THE  
Bell

Tool 53

## Aligning With Learning Standards



In Chapters 3 and 4, you learned about the importance of aligning activities with local and state learning standards and the Common Core State Standards. Intentionally integrating learning standards into activities supports learning and youth development.

**Directions:** Use or adapt this worksheet to ensure your activities and lessons align with learning standards. You may use this tool in conjunction with **Tool 73: Intentional Activities** to develop and implement learning components in every program activity or project. Staff should also reference the Common Core State Standards for Mathematics and English Language Arts in addition to other state

learning standards by visiting their local department of education website.

### Standards Alignment Worksheet – Example

Component	Instructions	Example
Name of activity		Cooking Club – “Being a Vegetarian” activity
Grade level		Fifth and sixth grades
Description of activity	Identify the purpose and goals of the activity as well as how youth will meet those goals. What will youth learn as a result of this activity? What skills will they develop? How will they do that?	<ul style="list-style-type: none"> <li>This club focuses on reinforcing and improving the math and science skills of participants in the program through cooking. The club aims not only to develop the learning of participants but also to develop a deep appreciation of a healthy diet and lifestyle.</li> <li>In this activity, youth will first learn what it means to be a vegetarian by reading a magazine article. They will discuss what vegetarians do and do not eat in small groups and will brainstorm possible breakfast, lunch, and dinner options. Next, youth will work in small groups to prepare a vegetarian meal. Finally, youth will enjoy the meal they have made together.</li> </ul>



# Sample Activity Planner (Tool 71)

Beyond  
THE  
Bell

Tool 71

## Sample Activity Planner



In Chapters 2 and 4, you learned that making and having a plan for program activities is key not only to smooth implementation but also to integration of youth development principles and intentionally supporting participants' engagement, learning, and development.

**Directions:** This sample activity planner integrates all of the program delivery practices described in Chapter 4. Staff members can use this planner or modify as needed. We recommend that staff members complete the activity planner at least once for each activity. After trying the activity out, use the reflection questions to adapt and revise.

### Logistics

1. Activity name:

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2. Staff member(s) and youth leader(s) facilitating the activity:

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3. Duration of activity (number of sessions/weeks/days/hours):

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4. Supplies/materials/space required:

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5. Ages/grades of participants:

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6. Number of participants:

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# Academic Enrichment Activity Planning (Tool 75)

Beyond  
THE  
Bell

Tool 75

## Academic Enrichment Activity Planning Tool



In Chapter 4, you learned that academic enrichment activities and projects (sometimes referred to as embedded learning) present academic concepts in ways that differ greatly from traditional school day instruction.

**Directions:** Use this tool to plan your academic enrichment activities or projects to make sure they meet academic learning goals and also to present information in a way that draws on recommended youth development practices. Staff members can reference **Tool 53: Aligning With Learning Standards** to help strengthen the connections between the activity or project and explicit learning outcomes.

### Activity Name

Give the activity or project a name.

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### Description of the Activity

Provide a general overview of the activity.

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### Desired Outcomes for This Activity

List the desired learning outcomes from the activity. Be sure to address which academic standards will be strengthened by the activity or project. Also list the various skills and competencies that will be explicitly targeted. Plan your academic enrichment activities based on participants' academic needs, social needs, and interests. For example, two possible goals for a business development activity might be:

- Example: Improve arithmetic skills (budgeting, making change)
- Example: Encourage youth to use creativity in advertising (research marketing strategies)

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# Putting It All Together



# Creating or Revising an Activity

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How will you:

- Align with program goals?
- Foster SEL?
- Address a specific standard?
- Encourage students to take charge of their learning?



# Your Turn

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Create an activity that includes academic and social and emotional learning. Include:

- Subject
- Academic Learning Goal
- SEL Goal
- Duration
- Grade(s)
- Materials Needed

Use the activity template for notes, and then copy the activity to the chart paper.



# Taking It Back to Your Program

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- How will you take these ideas and strategies back to your staff?
- How can you ensure they create and deliver activities that engage students and encourage them to take charge of their own learning?



# Activities Showcase

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# Reflection

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- Challenges?
- Ah ha's?
- What now?
- What next?



# Program Implementation Practices

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## Contacts

- Marion Baldwin, [mbaldwin@air.org](mailto:mbaldwin@air.org)
- Catherine Jordan, [catherine.jordan617@gmail.com](mailto:catherine.jordan617@gmail.com)
- Danny Martinez, [dmartinez@air.org](mailto:dmartinez@air.org)
- Laura Shankland, [lshankland@air.org](mailto:lshankland@air.org)
- Lacy Wood, [lwood@air.org](mailto:lwood@air.org)