

EMOTIONAL INTELLIGENCE IN YOUR CLASSROOM

SOCIAL and EMOTIONAL
LEARNING

Lionel L'Esperance

Music







"Self-awareness is our ability to understand our strengths and weaknesses; to recognise how we are feeling, and how those feelings impact our thoughts and behaviours."

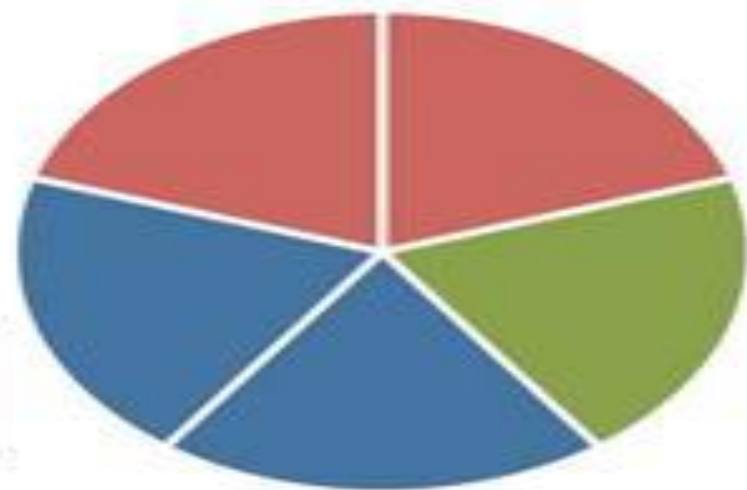
Richard Riche

www.oneclearmessage.co.za

Emotional Intelligence



SEL



SOCIAL & EMOTIONAL
Learning



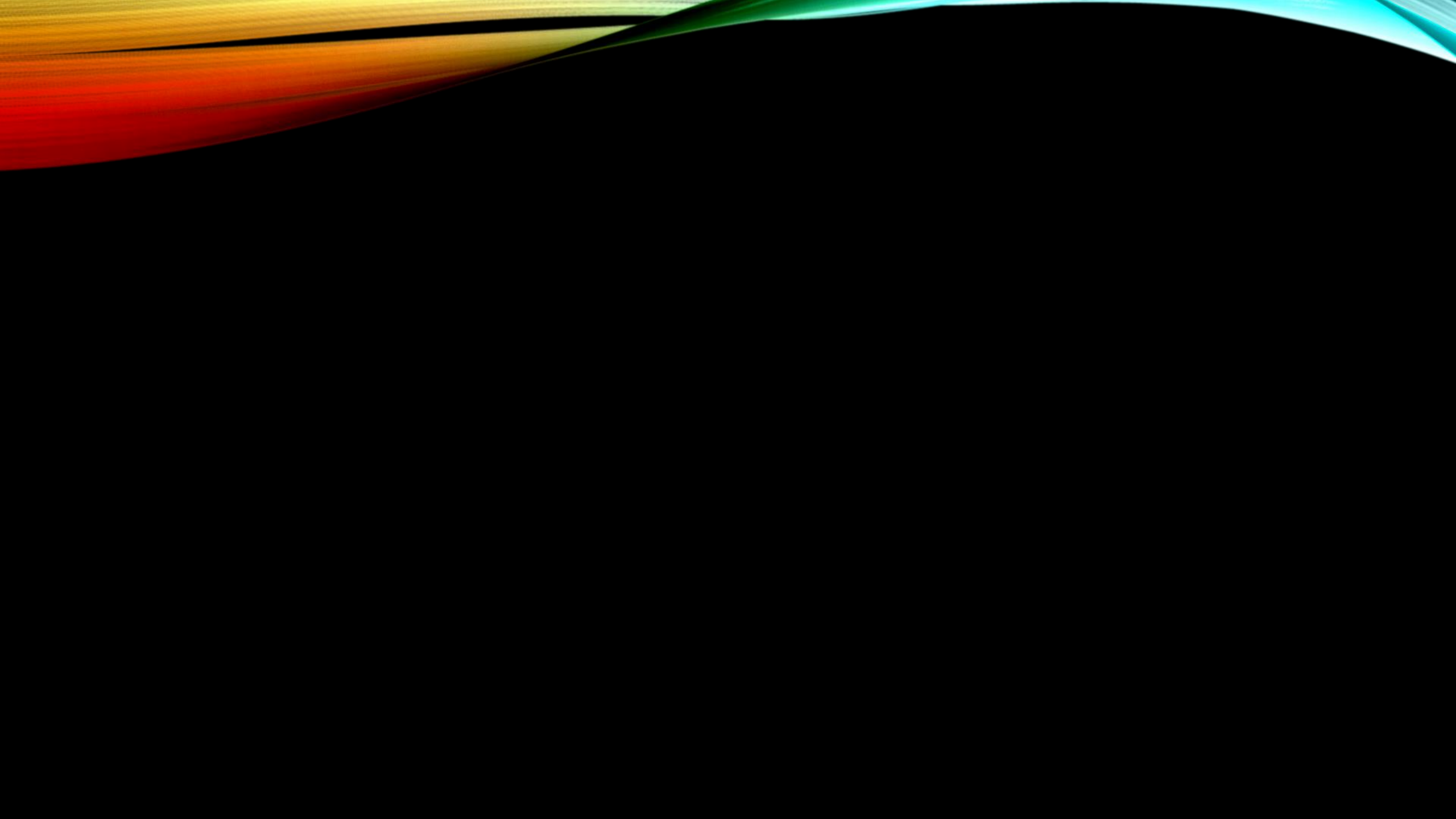
Social & Emotional Learning Core Competencies

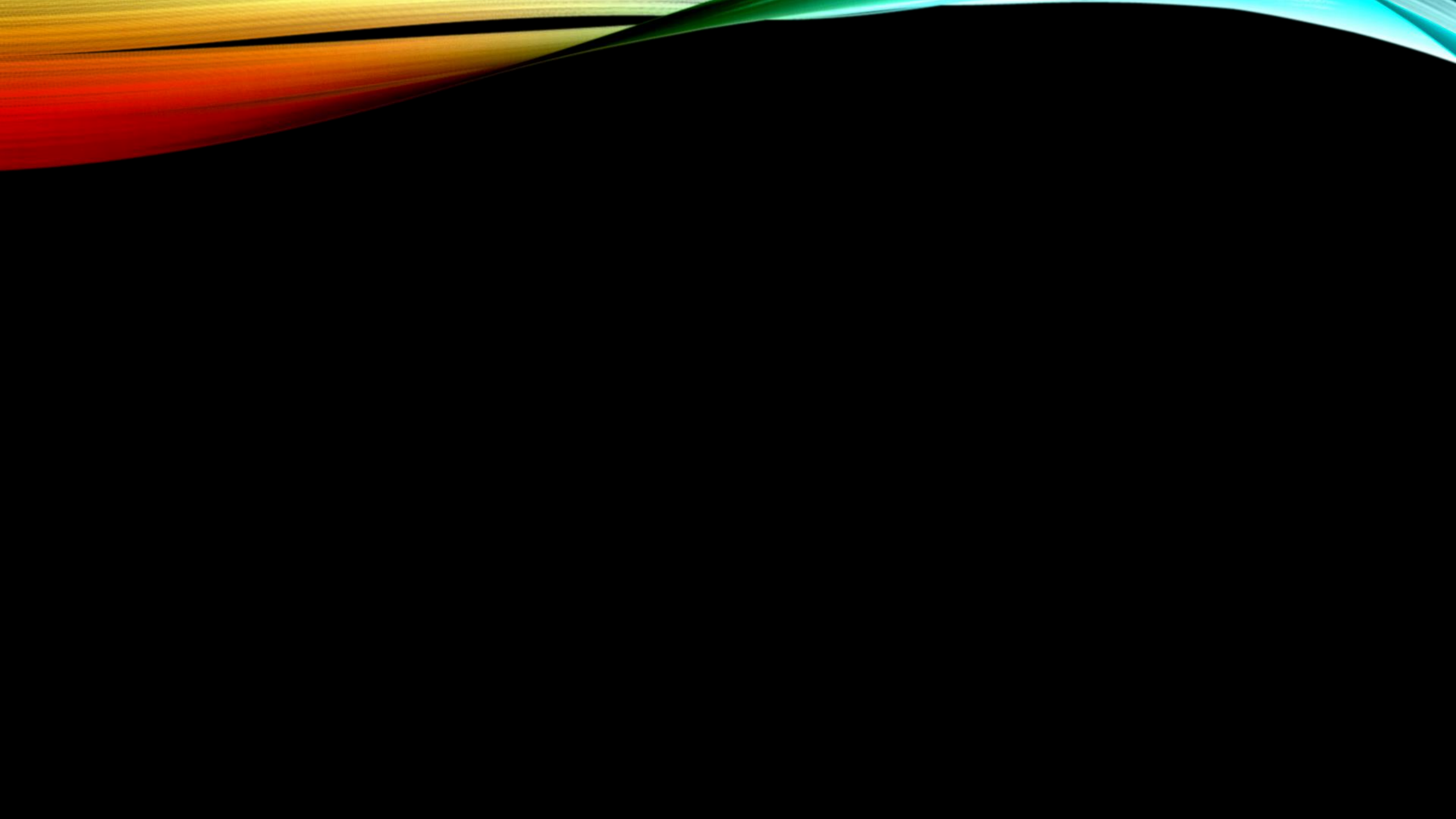


An abstract graphic at the top of the slide featuring a series of overlapping, wavy bands of color. From left to right, the colors transition from a warm orange-red to a bright yellow, then to a vibrant green, and finally to a light blue. The waves create a sense of movement and depth against the solid black background.

Hand out two page CASEL Social and
Emotional Learning Core
Competencies

DISCUSS BRIEFLY EACH CORE
COMPETENCY





STRESS IN AMERICA, APA, 02.23.18

Social Media USAGE

All Adults 2005 = 7%
2015 = 65%

Young Adults, 18-29
2005 = 12%
2015 = 90%

Attached to their
phones

More than 80% of all
people are attached
to their phones every
day !

Constant Checkers

More than 42% of all
Americans are
constant checkers
where email, text
messages and/or
social media are
**FREQUENTLY
CHECKED!**




The beginning of each new semester finds a new group of students in our GED classroom. The very first thing that must be done is to get to know each and every student. So, everybody is interviewed, even if they are a return student.

In this dialogue, we begin to build our knowledge base of this student's **SELF-AWARENESS**. We ask them about

1. Their last school
2. How they felt about their last educational experience
3. What did they like/not like about school/teachers/students
4. Do they work
5. Do they like taking tests/reading?
6. Are they "good" students?
7. What do they enjoy doing (music, computers...)
8. What do they NOT enjoy doing.
9. What frightens/stresses them
10. Tell me about your friends/family
11. Have you moved in the last 12 months?
12. What makes you happy?
13. What do you need from your teachers?






So, we are sitting at a table with a student and we've just asked some of these sample questions, and they've given us their answers.

Now what ?

Quite easy, actually. We listen carefully for trends, for repeated phrases, for their inner self-conversations. These self-conversations are **CRITICAL** !

This interview is our opportunity to discover “what the picture looks like” that they are “painting in their heads” of their future. We paint a picture in our heads using our self-conversations of how we feel the future will likely turn out.





Khris and I will **model** a typical interview that might be conducted in an adult education classroom. It could be ELL, GED, Automotive, A/C, Nursing or any other discipline.



Let's take the opportunity to go to the sides of the room in our groups, take a section on the sheet of paper and list some **relevant questions** you can ask YOUR students in YOUR classroom. Name one person to share with the group!



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Video

Eliminate Limiting Beliefs





LIMITING BELIEFS

Create self-fulfilling prophecies...

1. I'm not good enough
2. I'm too young, too old
3. I'm not smart enough, too smart
4. I'm.....
5. I've failed in the past....



Turn to the person or people at your table:

1. As a small group, brainstorm **LIMITING BELIEFS**
2. **Negative self-talk** you have seen your students use in the classroom
3. Take 3 minutes, write down TWO frequently heard limiting beliefs, then SHARE!





Limiting Beliefs

Is a pattern of thoughts that does not define you, however certainly influences our future activities !



Emotional Economy



EMOTIONAL ECONOMY

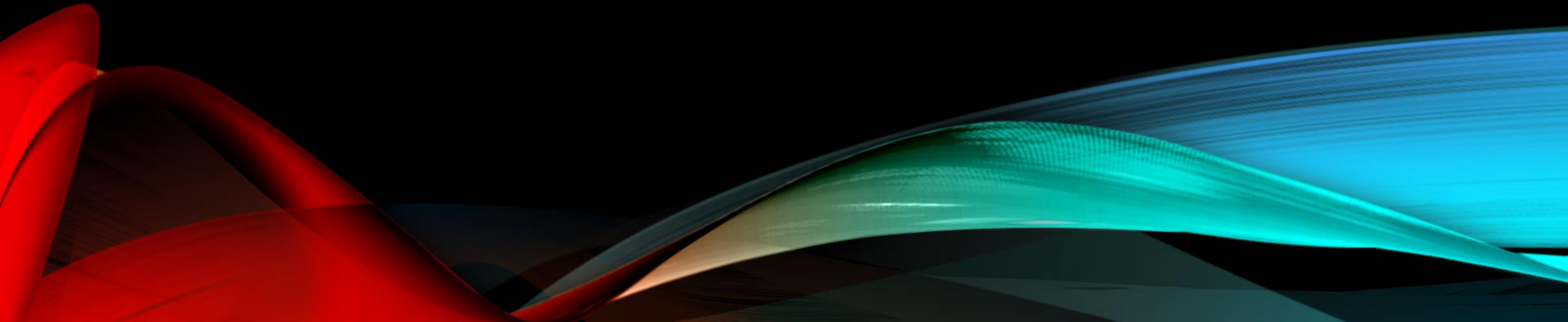
- How do we ALL participate in an EMOTIONAL ECONOMY?
- “I am” statements.....defined.....
- Encouragement for our students...
- The give and take conversations we have with our students.
- Emotional deposits



I Am statements

1. I AM smart
2. I AM a good test taker
3. I AM good in math
4. I AM good in science
5. I AM a good person
6. I AM a good reader
7. I AM a

SO, HOW CAN WE HAVE AN
INFLUENCE ON OUR STUDENTS?



TRY SMILING !!!



SIMPLE FACIAL EXPRESSIONS
AS WE GREET OUR STUDENTS EVERY
DAY !!!!!





EMOTIONAL SUPPRESSION.....

What do we see when one of our students
puts up an Emotional “WALL”.....





WHAT COULD IT MEAN WHEN ONE OF OUR STUDENTS DOES NOT WANT TO TALK TO OTHER STUDENTS, OR EVEN A TEACHER?

1. Are they being bullied? By students or someone else?
2. Family issues?
3. Hungry?
4. Sick?
5. Feeling inadequate or confused?





DISCUSSION

Let's observe and list how SEL could impact your classroom and campus... they are discussed in this video clip from CASEL.....



Video



DISCUSSION

Let's talk about a few of the points discussed in this video clip from CASEL...

Any volunteers like to share a few items from their list?



Teachers are natural facilitators as students are exposed to the positive effects of Social and Emotional Learning.

CASEL, Collaborative for Academic, Social, and Emotional Learning (SEL) has an integrated framework promoting five core competencies that are teachable in many ways across many settings.

TIPS FOR TEACHING



Social Emotional Learning



SEVEN TEACHING ACTION PLANS

1. Infuse SEL in teaching strategies to create a learning environment supportive of SEL
2. Infuse SEL instruction into an academic curriculum
3. Create policies and organizational structures that support students' social and emotional development.



4. Directly teaching SEL skills in free-standing lessons.

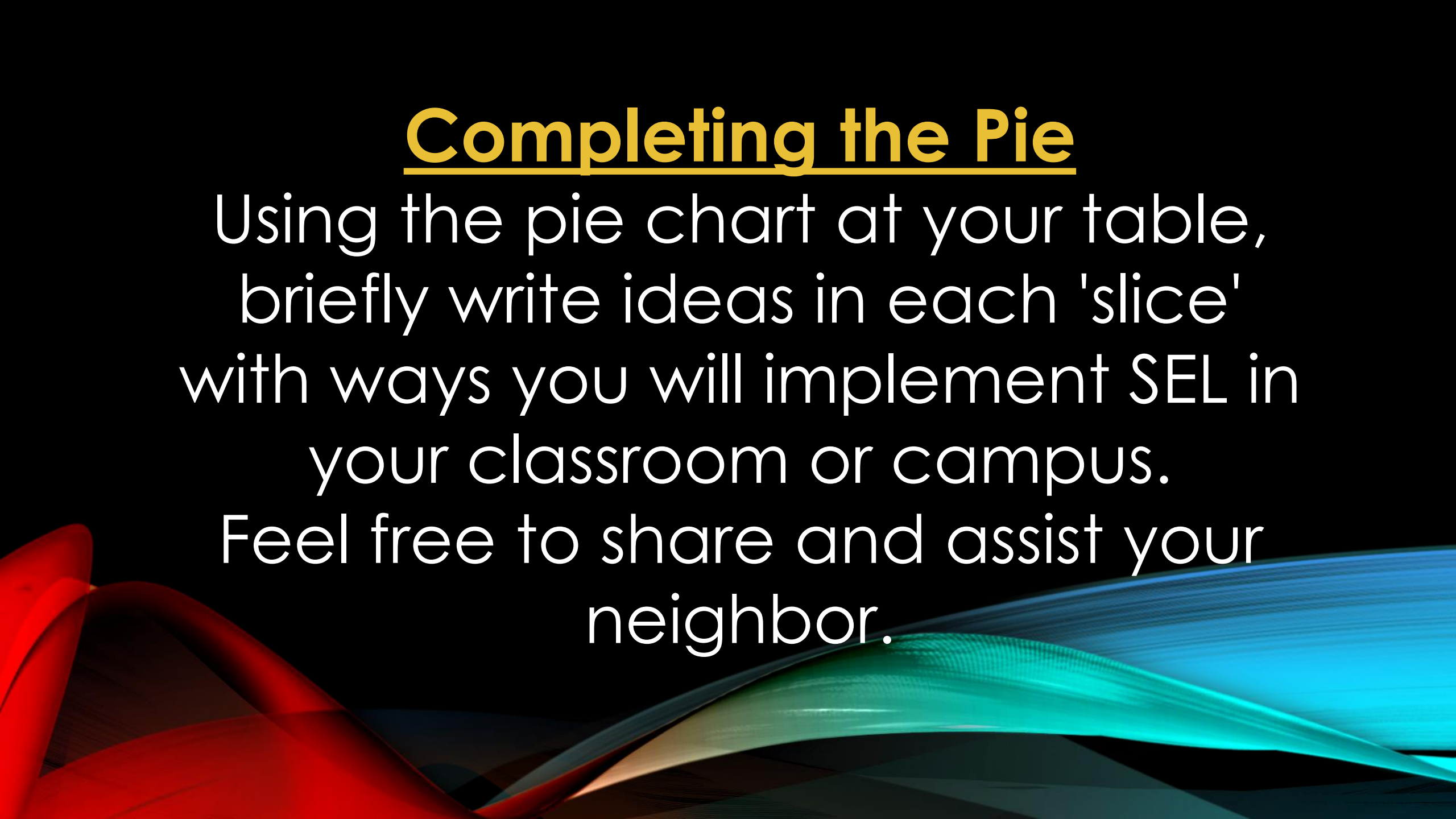
5. Creative Modeling sessions allowing students to act-out in a positive fashion on SEL best practices

6. Create discussion opportunities where students debate case studies of positive SEL events.

7. Fashion classroom vignettes

Completing the Pie

Using the pie chart at your table,
briefly write ideas in each 'slice'
with ways you will implement SEL in
your classroom or campus.
Feel free to share and assist your
neighbor.



A portrait of an 8th-grade student, Mackenzie, with dark curly hair, wearing a white collared shirt. She is smiling slightly and looking towards the camera. The background features a bookshelf filled with various books. A green horizontal line is positioned below the text.

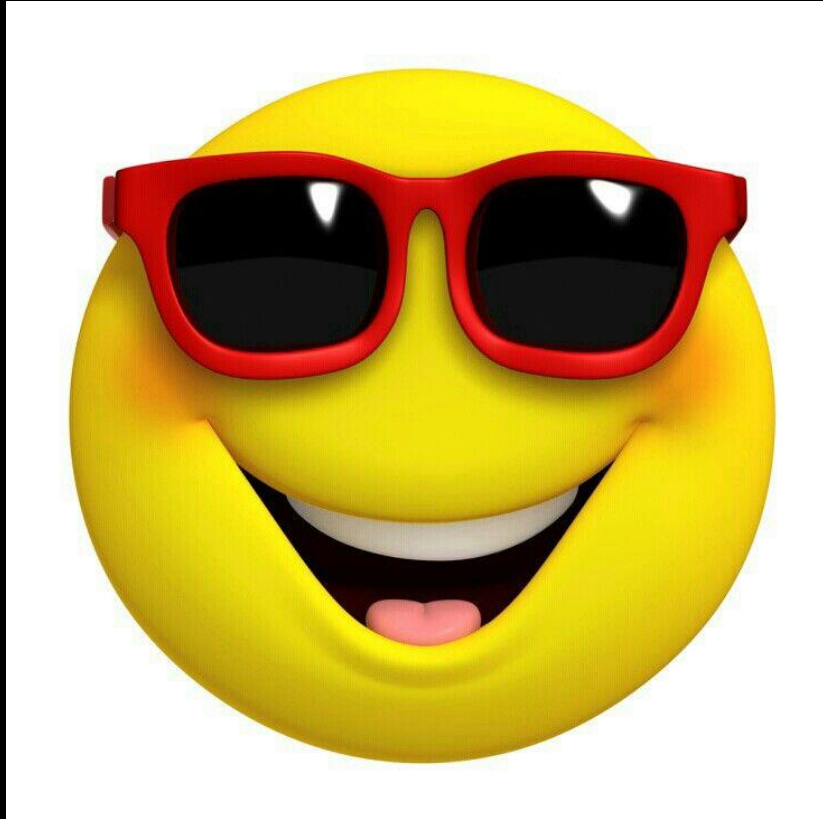
*8TH GRADER
MACKENZIE*

MANY THANKS
To
CASEL

COLLABORATIVE FOR ACADEMIC , SOCIAL AND
EMOTIONAL LEARNING



Time to
evaluate



Hope you enjoyed this
collaborative session on Social
and Emotional Learning
In the classroom!

Should you want a copy of this
presentation please email me at

Lespel@CollierSchools.com

Lionel L'Esperance
Lorenzo Walker Technical College
Naples, Florida

Edited by Khristin Betten