|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Preview**  Jot down any questions you have about this session, or things you hope to learn. | | | | |
| **Intentions, Learning Goals: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Intentions, Community Agreements: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | | | |
| **Activity 1: Buddy Up**  What do you feel like you have done well regarding implementing SEL?  What is a problem of practice regarding SEL that you are still engaging on? |  | | | |
| **Overview of SEL Notes/Reflection:**   * *What did you learn about SEL based on the definition, Kahoot game, and approaches to SEL implementation?* | | | | |
| **Educator Practices That Promote SEL** | | | | **4 Principles Culturally Responsive Sustaining Practices:**   * Welcoming and Affirming Environment * High Expectations and Rigorous Instruction * Inclusive Curriculum and Assessment * Ongoing Professional Learning |
| **Activity 5: Discussion(Connecting 10 Educator Practices and Culturally Responsive Sustaining Practices)**   * *Think about ways that culturally responsive pedagogy ties into the educator practice for your group. How do you think more intentionally connecting these practices together enhances your Harmony implementation?* | | | | |
| **Taxonomy of Academic Integration** | | **Definitions:**   * **Explicit Skill Alignment:**A direct link exists between the academic standards and the SEL skills. Specific SEL skills are found within academic standards * **Explicit Strategy Alignment.**A direct link exists between the practices required to engage in the content and the SEL skills required to engage in the content practice. * **Ways of Interacting.**SEL skills mediate success in academics. Students use SEL skills to interact with content and to interact with others to master academics * **Ways of Being.**Based on the content domain, individuals use SEL skills in specific ways. Individuals across content will use similar SEL skills, but how they use the skills varies. | | |
| **Notes/Reflection on Taxonomy:** | | | | |

### Activity 6: Academic Integration Examples

**Example 1 – Mathematics Example: Would You Rather1?**

*SEL Skill:*Growth Mindset

*Content skill*:Develop an understanding of fractions as numbers and use them to solve problems.

*Taxonomy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Educator Practice: Warmth and Support; Balanced Instruction*)

Lesson Description:

* Students receive “Would you rather scenarios...” In these scenarios, students are presented coupons that they might receive in stores, presented as either fractions or percentage off.
* As you set up the scenarios, let students know that it is okay to feel uncertain about the answer, and that there are multiple ways to solve the problem (i.e., encouraging a growth mindset).
* The scenarios are rather open-ended. For example, would you rather get $25 off for every $100 spent; or 33% off the total. Ensure you scaffold instruction to ensure students have to engage in productive struggle.
* Students are provided space to identify solutions to their answers.
* As students engage in productive struggle, remind students that effort, and some instances trial and error, will lead to positive outcomes if they keep with it.

**Example 2 – Social Studies Example: Goods and Services2**

*SEL Skill: Showing the courage to take initiative*

*Content skill*: *Provide goods and services provided by others*

*Taxonomy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Educator Practice: Cooperative Learning*

Lesson Description:

* Tell students that they will be engaging in a cooperative task where they have to determine the good and services from a variety of vendors.
* Prior to the lesson, let students know that in groups it is helpful to take initiative. To do this, describe the definition of initiative and what it means in the group. Discuss what this might look and feel like when they are in a group. Also discuss how to balance when they take initiative and someone else is doing the same (e.g., how do they ensure everyone has a voice?).
* Define the difference between goods and services, and then provide multiple examples (e.g., gardener, painter, baker).
* Assign groups of students other occupations (e.g, truck driver, electrician, doctor, engineer) to determine if they produce goods or services, or both.
* As students engage in cooperative task, nurture students as they demonstrate taking initiative within the task.

**Example 3 – English Language Arts Example:  Setting Up an Interview**

*SEL Skill: Taking Other Perspectives*

*Content skill: Ask and answer questions about information from a speaker*

*Taxonomy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Educator Practice: Classroom Discussion*

Lesson Description:

* Play a video of an interview that someone conducted that aligns with age-level and student interest.
* Have students then watch it again, paying attention to the interviewer to identify the types of questions they asked. What made them interesting questions?
* Have students then watch again to pay attention to the interviewee. What made the responses interesting?
* Have students reflect on the importance of asking good questions? And what makes good responses?
* Allow students to craft interview questions to ask their classmates, and then practice with their partner.
* Provide opportunity for students to reflect on how it felt when they were asked good questions.

**Example 4 – Science Example: Constructing Earthquakes in the Classroom**

*SEL Skill:*Identifying solutions for personal and social problems

*Content skill*: Generate and compare multiple potential solutions to a problem given potential constraints

*Taxonomy: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Educator Practice: Self-Assessment and Self-Reflection*

Lesson Description:

* Let students know that civil engineers work to create structures that are capable of withstanding earthquakes, and today they will be civil engineers
* Provide students marshmallows and toothpicks. Let them know that they have to build two structures that will withstand an earthquake. In this case they will put their towers on Jell-O.
* Have students record what they notice about each building and how it is structured. Also have them notice the strategies they used to construct their building (drawing, reviewing articles, discussing with partners, etc.).
* Have students place each structure on the Jell-O to determine which one holds up better.
* Have students assess and reflect which solution worked best. In other words, what characteristics of the building would they rather live in if they were in an earthquake.