



pennsylvania
DEPARTMENT OF EDUCATION

Social Emotional Wellness: Action Period Call

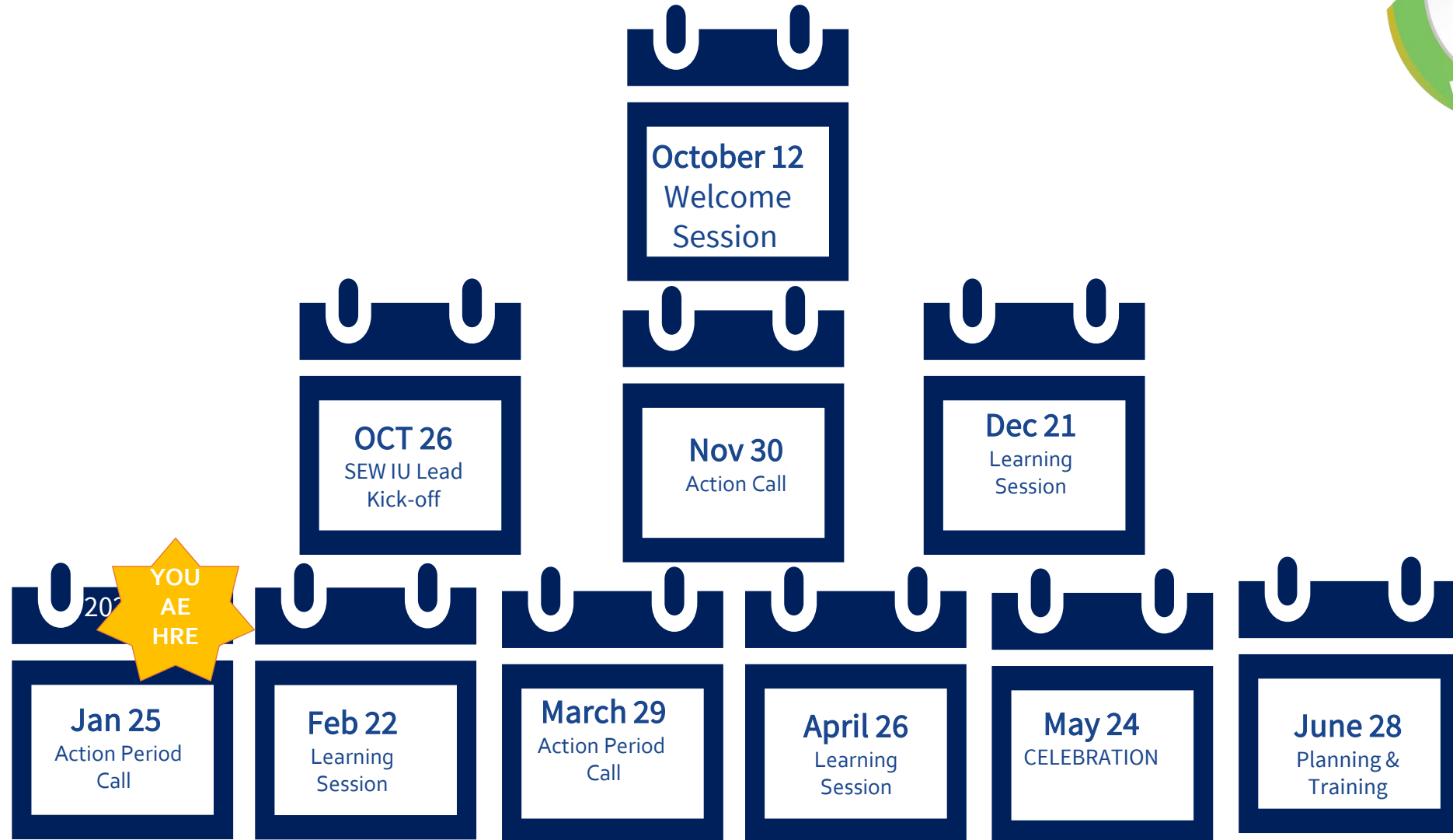
Social-Emotional Practices in Action

Agenda

- Roll Call & Review Calendar of Events
- SEL in Action
 - Trauma Leadership Teams
 - Freeport Area School District
 - SEL and Employability Skills
 - Souderton Area School District
 - SEL in Physical Education
- Wrap-up



Calendar of Events





Today's Focus: Heart

Mind

1. **Work** – the ability to get the most out of educational, volunteer, and employment opportunities
2. **Organization** – the ability to manage time, priorities, money, and belongings

Spirit

3. **Core Values** – the development of a personal value system that supports your sense of meaning and purpose
4. **Rest & Play** – the ability to balance work and play to renew yourself

Strength

5. **Stress Resilience** – the ability to deal positively with the challenges of life
6. **Care for Body** – the ability to build healthy habits around your physical well-being and to end unhealthy habits

Heart

7. **Relationships**– the ability to create and maintain healthy connections with others
8. **Emotions** – the ability to express your emotions and receive others' emotions in a healthy way

Trauma Leadership Teams

- Dr. Christopher Liang- Lehigh University



Freeport Area School District

- Ian Magness, Superintendent
- Larry Robb, Program Director



Innovation

- Industry Recognized Credentials

- Metrix Learning

- Communications

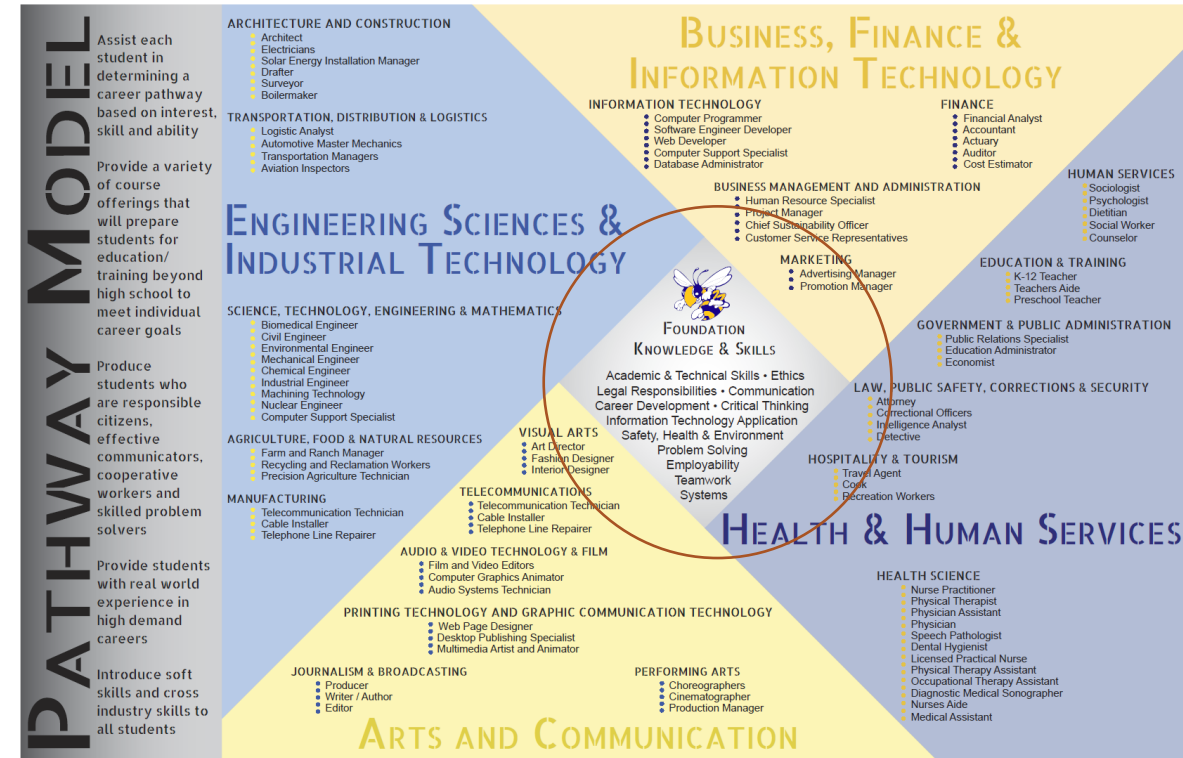
- Listening Skills
 - Communication Methods
 - Giving and Receiving Feedback

- Problem Solving and Critical Thinking

- Problem Solving and Decision Making
 - Ethics and Values
 - Emotional Intelligence
 - Building Self-Management Skills)
 - Perseverance
 - Critical Thinking

- Teamwork and Interpersonal

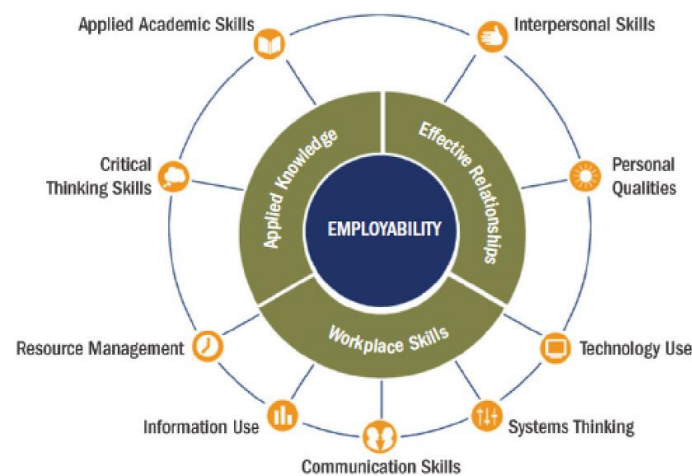
- Teamwork
 - Business Etiquette
 - Managing Conflict
 - Email Etiquette and Social Media



Outcomes – Connecting SEL and Employability Skills



Figure 1. Side-by-Side Comparison of OCTAE's Employability Skills Framework and CASEL's Social and Emotional Learning Framework



Source: U.S. Department of Education, Office of Career, Technical, and Adult Education. (n.d.). *Employability skills network*. Washington, DC: Author.



Source: Collaborative for Academic, Social, and Emotional Learning. (2015). *Social and emotional learning core competencies*. Chicago, IL: Author. Reproduced with permission of the copyright owner.

Guidance



SOCIAL AND EMOTIONAL COMPETENCIES	EMPLOYEE SOCIAL AND EMOTIONAL SKILLS (in demand skills from employers)	
SELF-AWARENESS	<ul style="list-style-type: none"> • Positive attitude • Flexibility • Ability to apply skills to real-life settings • Openness to developing/ learning new skills • Sense of self-worth 	<ul style="list-style-type: none"> • Ability to Innovate • Confident • Creativity • Commitment • Shows flexibility
SELF-MANAGEMENT	<ul style="list-style-type: none"> • Initiative • Works well under pressure (e.g., manages emotions) • Punctuality • Ability to work independently • Detail-oriented • Strategic planning (e.g., setting and achieving goals) 	<ul style="list-style-type: none"> • Strong work ethic • Time management • Entrepreneurial thinking • Reliability • Organizational skills • Adaptability • Budgeting • Self-discipline
SOCIAL AWARENESS	<ul style="list-style-type: none"> • Cross-cultural sensitivity • Ability to work with people of different backgrounds/cultures 	<ul style="list-style-type: none"> • Supervision of others • Respects individual differences
RELATIONSHIP SKILLS	<ul style="list-style-type: none"> • Written and oral communication skills • Listening skills • Conflict resolution • Teamwork and works well with others 	<ul style="list-style-type: none"> • Effective communication • Ability to collaborate • Management skills • Responds to customer needs
RESPONSIBLE DECISION-MAKING	<ul style="list-style-type: none"> • Integrity • Honesty • Analyze and solve complex problems • Ability to evaluate information from multiple sources 	<ul style="list-style-type: none"> • Critical thinking • Reasoning • Civic participation and engagement • Ethical and sound decision-making • Observes carefully

<https://casel.s3.us-east-2.amazonaws.com/CASEL-Gateway-Preparing-Workforce-of-Tomorrow.pdf>

SEW SSoS Action Period Call

Resources



- Preparing Youth for the Workforce of Tomorrow

- <https://casel.org/casel-gateway-preparing-workforce-of-tomorrow/>

- Integrating Employability Skills: A Framework for All Educators

- <https://ccrcenter.org/technical-assistance-networks/professional-learning-modules/integrating-employability-skills>

West Broad Street Elementary School

- Dan Stover, Wellness
Teacher/Elementary Wellness Coordinator
 - Contact: dstover@soudertonsd.org
- Souderton School District
- [West Broad Street Elementary](#)



Innovation: SEL in PE



Kindergarten Wellness Education Key Skills and Concepts

Walk	Personal Space	Forward
Jog	Shared Space	Backward
Hop	Heart Rate	Sideways
Jump	Safety	Rhythm
Muscles	Flexibility	Cooperation
Consideration	Start and Stop	

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

To meet this standard, a fifth grade student will:

- Demonstrate understanding of the health-impact of physical activity.
- Recognize the challenge of physical activity.
- Reflect on self-expression/enjoyment of physical activity.
- Describe potential social interactions during physical activity.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.


To meet this standard, a third grade student will:

- Demonstrate understanding of personal responsibility.
- Demonstrate acceptance of feedback
- Demonstrate ability to work with others
- Demonstrate understanding of rules and etiquette.
- Demonstrate understanding of safety concepts.

[Souderton Area School District: Wellness Curriculum](#)


Innovation: SEL in PE





Cycle Day 1












1. August 31, 2021
2. September 8, 2021
3. September 14, 2021
4. September 21, 2021
5. September 27, 2021
6. October 1, 2021
7. October 7, 2021
8. October 13, 2021
9. October 19, 2021
10. October 26, 2021
11. November 1, 2021
12. November 8, 2021
13. November 12, 2021
14. November 18, 2021
15. December 1, 2021
16. December 7, 2021
17. December 13, 2021
18. December 17, 2021
19. January 3, 2022
20. January 7, 2022
21. January 13, 2022
22. January 20, 2022
23. January 27, 2022
24. February 2, 2022
25. February 8, 2022
26. February 14, 2022
27. February 22, 2022
28. February 28, 2022
29. March 4, 2022
30. March 10, 2022
31. March 17, 2022
32. March 23, 2022
33. March 29, 2022
34. April 4, 2022
35. April 8, 2022
36. April 22, 2022
37. April 28, 2022
38. May 4, 2022
39. May 10, 2022
40. May 16, 2022
41. May 23, 2022
42. May 27, 2022
43. June 3, 2022
44. June 9, 2022



The **purpose** of our **wellness** program is to **help** all students **develop** the **tools** needed to **support** a **healthy lifestyle**. Here are some of the topics we will explore this year to help fulfill our intention:

WELLNESS

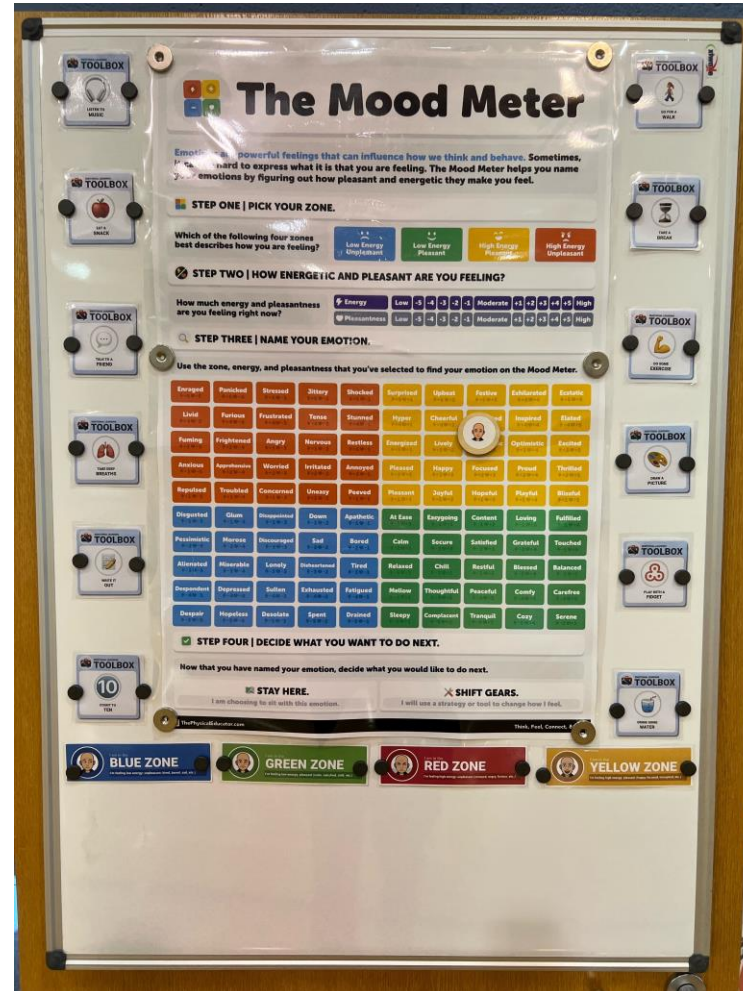
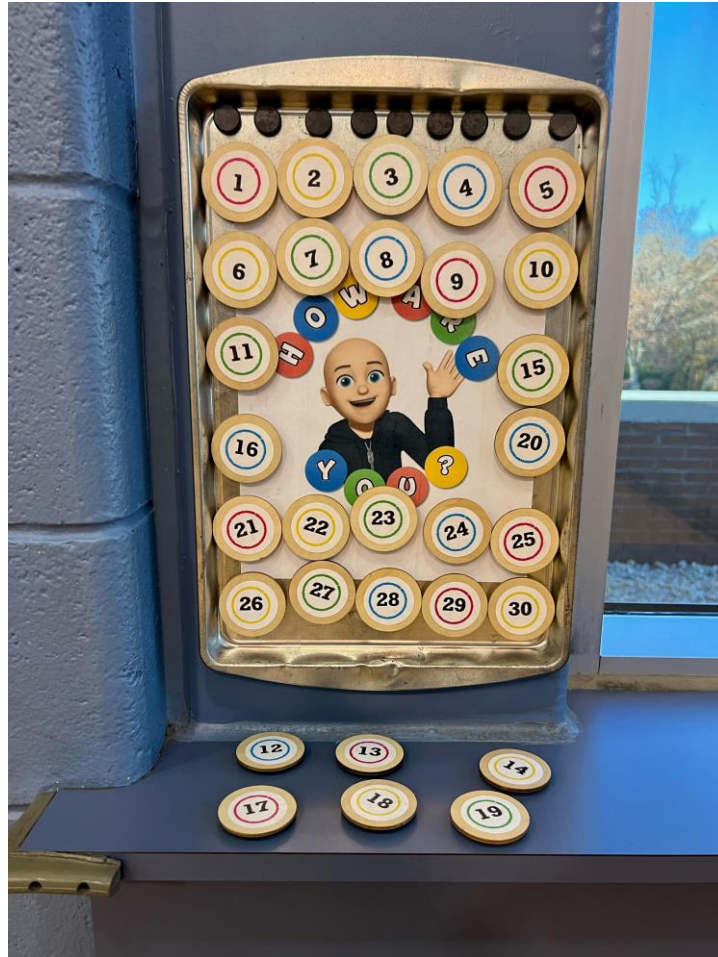
AT-A-GLANCE, GRADES K-2

 <p>September</p> <ul style="list-style-type: none"> ● Basic procedures ● Personal and social responsibility ● Locomotor movement ● Washing hands ● Review and assess 	 <p>October</p> <ul style="list-style-type: none"> ● Locomotor games ● Juggling scarf skills ● Conflict Resolution ● Fire Safety ● Review and assess 	 <p>November</p> <ul style="list-style-type: none"> ● Beanbag skills ● Dance ● Eating right ● Review and assess 	 <p>December</p> <ul style="list-style-type: none"> ● Speedstacks ● Winter-themed games ● Emotions ● Review and assess 	 <p>January</p> <ul style="list-style-type: none"> ● Parachute skills ● Colds and flu ● Empathy ● Review and assess
 <p>February</p> <ul style="list-style-type: none"> ● Hand dribbling skills ● Balance concepts ● Safety signs ● Review and assess 	 <p>March</p> <ul style="list-style-type: none"> ● Ball skills ● Hula-hoop skills ● Foot dribbling skills ● Exercise ● Review and assess 	 <p>April</p> <ul style="list-style-type: none"> ● Volleying with hand ● Volleying with paddle ● Gratitude ● Review and assess 	 <p>May</p> <ul style="list-style-type: none"> ● Catching with glove ● Batting skills ● Field day games ● Food groups ● Review and assess 	 <p>June</p> <ul style="list-style-type: none"> ● Battleship ● Review and assess 

Look for a **health** and/or **SEL** lesson about every 6th class. These lessons usually won't take the entire 40 minutes, so we'll pair them with a quick game or activity. **Review and assessment** will help me provide you with ongoing feedback so you have the information needed to keep learning!

SEW SSoS Action Period Call

Innovation: SEL in PE




Innovation: SEL in PE




 **EMOTIONAL LEARNING
TOOLBOX**



**DRINK SOME
WATER**

 **EMOTIONAL LEARNING
TOOLBOX**



**TAKE DEEP
BREATHS**

 **EMOTIONAL LEARNING
TOOLBOX**



**GO FOR A
WALK**

 **EMOTIONAL LEARNING
TOOLBOX**



**TALK TO A
FRIEND**