

Designed for adaptation to students in the 6-12 classroom

Embedding Social-Emotional Learning into Course Content

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Pit-Stops

- Pit Stops
- Forming Groups without Talking
- Lining up in different orders

Who am I?

- Senior in English & Secondary Education at University of Illinois
- Senior advisor to UNITE Chapter
- 4 days from completing student teaching practicum at Curie Metro High School near Midway Airport
- 120 seniors - regular and inclusion English classes
- *My Goal: To help you with what I wish I knew!*

WHY Social & Emotional Learning?

- My beginning - detailed, intense focus on clinical part of teaching
- The “light bulb” lesson – getting to know students on a personalized level through writing & sharing out
- Class community, daily operations – **everything** improved

Meet My Kids!



Meet more of my kids!



Envision Yourself in a GREAT Classroom...

- What does it look and sound like?
- How do you use *your mind* in this class?
 - Are your thoughts, experiences, and ideas welcomed?
- How do you FEEL about being there, completing work for class, etc?

When beginning...

- Draw on your experiences as a student to be a better teacher
- What do you want YOUR kids to feel like in YOUR room?

Meeting your kids

- Learn every student's name in 2-3 days and use them
- Entry Survey – know who you're teaching to create better lessons
 - Know your students' daily circumstances, dreams, and prior knowledge

Teaching People not Curriculum

- Project Post-Its – students take an active role in their learning and grades
- Responding and grading – Address the student with a sentence to give the grade.
 - "Jasmine, this is a great start but I think you could improve here... etc"
- SHOW them that you care, want to know them, and see them as people – not grades.

Setting Up Community

- Circles – Students help set requirements, become stakeholders, and monitor one another
- Be a constant model
 - Make a mistake? Fix it, laugh, show imperfections
- Content-to-self and Content-to-world connections
 - Improves long-term memory connections
 - Helps students SEE how they relate to curriculum

Self-Determination, Patience, and Collaboration

- Station Learning:
- Inquiry-Based Learning and Exploration
 - Make students do intellectual work!
 - YOU are free to circulate, observe, trouble shoot
 - Static stations – stay in same area, work together to create a 'mini-lesson' then report out the class
 - Fluid stations – students rotate, time manage themselves, and work with other
 - *Lots of prep

Extra Tidbits

- Be fluid – if kids look bored, ask them to do something fun or silly for 30 seconds.
 - Acknowledges their feelings or moods
 - Positive way to refocus
 - Grumbling 18 yr olds secretly love this! Really.
- Hold “Office Hours” for walk-ins
 - Be available, visible, and approachable
- Schedule “Tutoring Hours” minimum 24 hrs in advance
 - Students take responsibility and plan ahead

Extra Tidbits

- Question Box – Have a shoebox with slips that students may fill out for any reason
 - *Check every day since you are a mandatory reporter
- Conversation Calendars – 10 boxes, 5 mini-comments, lots of learning
 - Teacher-to-student, student-to-student
 - Get creative with prompts!