

SEL Crosswalk to Civil Rights and Me!

Recommendation: Students need time to learn, practice, discuss and reflect on these lessons. When possible, bolster the WEEAC lessons with an SEL lesson from the evidence-based curriculum.

2019-2020	WEEAC Lessons	1 Embracing Differences/Seeing you...Seeing Me	2 Bullying, Cyberbullying & Online Safety	3 Equity, Gender Respect & Gender Harassment	4 Embracing & Respecting Differences, Making a Commitment
Key SEL Competencies and Standards		<p>Self-Awareness: Maintain an accurate and positive self-concept.</p> <p>Social-Awareness: Recognize family, school, and community supports.</p> <p>Relationship Skills: Communicate clearly to express needs and resolve conflict.</p>	<p>Self-Awareness: Maintain an accurate and positive self-concept.</p> <p>Self-Management: Monitor and achieve behaviors related to school and life success.</p> <p>Social-Awareness: Recognize family, school, and community supports.</p> <p>Relationship Skills: Communicate clearly to express needs and resolve conflict.</p> <p>Responsible Decision-Making: Maintain accountable behaviors in school, personal, and community contexts.</p>	<p>Self-Awareness: Maintain an accurate and positive self-concept.</p> <p>Self-Management: Monitor and achieve behaviors related to school and life success.</p> <p>Social-Awareness: Recognize family, school, and community supports.</p> <p>Relationship Skills: Communicate clearly to express needs and resolve conflict.</p> <p>Responsible Decision-Making: Maintain accountable behaviors in school, personal, and community contexts.</p>	<p>Self-Awareness: Maintain an accurate and positive self-concept.</p> <p>Social-Awareness: Recognize family, school, and community supports.</p>

<p>Supporting Second Step Lessons</p> <p>Teaching entire units is optimal. The listed lessons make key connections.</p>		<p>Teach Unit 1 before WEEAC #1. It provides strategies to develop a growth mindset and how to apply it to social and academic lives.</p> <p>1.2A Identify people you can go to for help with challenges. Resilience/Starting Right</p> <p>1.2B Identify ways you can help new students feel welcome and comfortable at school. Helping others & Starting Right</p> <p>1.4 Describe how using good strategies, getting help from others, and working hard can help you do better in school. Academic Success & Growth Mindset</p> <p>1.5 Recognize that personalities change; explore how knowing this can change the way you think. Growth Mindset & Resilience</p>	<p>Teach Unit 2 before WEEAC #2. It helps students learn how to use their values to make good decisions and build strong friendships.</p> <p>2.8 Identify core personal values and analyze the connections between values & decisions.</p> <p>2.9 Explore how personal values help people get along; create a values-based plan for how to help make school a more positive place.</p>	<p>Teach Unit 3 before WEEAC #3 and #4. It provides strategies for making good decisions, calming down, taming emotions, and creating plans to stay calm.</p> <p>3.13 Analyze how emotions affect decision making.</p> <p>3.14 Practice using values to help make good decisions when you're upset.</p> <p>3.15 Recognize the difference between thoughts and emotions; identify unhelpful thoughts and their effect on decision making.</p> <p>3.16 Identify common calming-down strategies & create a plan for using those strategies.</p>	<p>Teach Unit 4 before WEEAC #3 & #4. It helps students learn how to identify, avoid, and resolve serious conflicts; it helps prevent bullying & harassment.</p> <p>4.18 Recognize other people's perspectives & analyze how identifying other's perspectives can help prevent conflicts.</p> <p>4.20 Recognize the difference between minor & serious conflicts; identify ways to avoid serious conflicts. Decision Making</p> <p>4.22 Identify roadblocks that can make conflict resolution difficult & explore strategies to overcome roadblocks.</p> <p>4.24 Recognize the difference between apologizing & making amends; identify strategies to make amends.</p> <p>4.25 Identify ways to help someone who is being bullied.</p>
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<p>Supporting MindUp Lessons</p> <p>Teaching entire units is optimal. The listed lessons provide key strategies.</p>		<p>Teach before WEEAC #1:</p> <p>Unit 1: This helps students learn strategies to respond to stress & quiet minds so students can self-regulate, increase their capacity for absorbing information, & improve their relationship skills.</p> <p>1.2: Mindful Awareness. This introduces strategies for calming down and paying attention; learn ways to help your brains work more mindfully.</p> <p>Mindful, Yes or No? pg 38: “Making judgments is an important part of learning to think critically. Students should learn to make sound judgments based on evidence. Mindful awareness can be described as ‘noticing without rushing to judgment.’</p> <p>Connecting to the Curriculum pg 40: The Social Studies Mindful Travels activity reinforces the importance of “being observant and suspending judgment.”</p>	<p>Teach before WEEAC #2:</p> <p>1.3: Daily Strategies for calming down and paying attention.</p> <p>Connecting to the Curriculum pg 48: The Language Arts Automatic Writing exercise teaches students to notice their thoughts without getting caught up in them.</p>	<p>Teach before WEEAC #3:</p> <p>2.8: Mindful Movement. This helps students make important connections between physical sensations and stress levels. It helps students to slow down their pulse if emotions might be taking charge during situations, discussions, etc.</p>	<p>Teach before WEEAC #4:</p> <p>Unit 3 It’s All about Attitude: This helps students “Cultivate a positive mind-set for learning and building healthy relationships.” 3.10 Looking at events from different perspectives helps students to learn to consider viewpoints other than their own. <u>This lays the foundation for exploring conflict/resolution.</u> Get Into Their Heads pg 106. Students “mindfully explore perspective and motivation. They practice refraining from making judgments and consider others’ perspectives.” Plot Drivers pg 108 helps students to examine how to handle conflicts and to understand the relationships in their own lives. Deadly Conflicts pg 108: Students will gain a deeper understanding of dangerous conflicts. SEL Conflict Resolution pg 109 helps students to defuse conflicts before they escalate.</p>
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Supporting MindUp Lessons to teach AFTER the WEEAC lessons:

Unit 4: “Teaching students how to express gratitude and perform acts of kindness helps children build the awareness, cognitive skills, compassion and confidence to contribute in a meaningful way to the classroom and the world.”

4.14 Positive actions can increase optimism and brain power.

Page 142: Stories of Kindness. This offers students the opportunity to apply their prior knowledge of kindness to understand a text. They can **practice making inferences about characters’ motivations and feelings.**

Page 143: History’s Kindest Heroes. This “connects concepts of kindness, perspective taking, and optimism to students’ understanding of different historical moments. It offers role models for them as they **expand their understanding of social responsibility beyond the classroom.**”

Page 143: Book of Kindness. This “shows students’ growing sense of community and reinforces their sense of social responsibility.”

4.15 Combined efforts can make an important difference in the world and connect them to their peers and the larger community.

Page 148-9: A strategy for Service helps students “learn that during mindful actions our amygdala calms down...and our mirror neurons help us empathize...”

Page 150: United We Stand. This activity can connect students to the history of the 20th Century as well as to current events taking place around the world. Students can apply this new information to what they’ve learned about taking mindful action.