

Hello! Please enjoy this sample from our Catholic Junior level workshop. When enrolled, teachers, students, and even parents, will have access to our easy-to-use digital LMS, designed to allow users to navigate lessons and resources from their classroom or living room! Like what you see? Contact our team to request a demo and pricing.

What's Happening on Day 4: Social Emotional Learning

Outcome: The staff will:

- Pay close attention to the many moving parts of this workshop as the many accompanying suggestions (start a Wellness Booth Binder); resources, (the many charts associated with social-emotional learning etc).

Note to Staff: Now we are starting to really get to the core of this program. Once you understand the need for kids to identify their emotions, and to learn which tool to use to correct their moods, this program will be rocking. This does not happen overnight, but it will, with daily practice and mindfulness. Be patient and consistent and you can change a child's life forever if they learn to master their feelings. Hello, day 1! We are ready!

Make sure that you read through the Secondary Staff Guidelines, because that is what you need to know at an adult level. Using age-appropriate language, explain how important it is, for your students to identify their emotions. Make this a big deal because social emotional learning is. You know them best!

 [Quick PD Overview for Staff](#) 6:02 minutes.

When watching, please have your *Wellness Journal* with you, so you can record the 5 *Keys to SEL*.

SEL Skills Checklist: In this lesson there are the SEL Skills for Grades 4, 5 and 6. Pick your grade and use this checklist as your bible. As the workshops continue specific tools will be taught for kids to use when they are working through SEL issues and working on SEL activities. Please add these to your own *Wellness Journal* and, also one copy of each for your *Wellness Booth Binder*.

SEL Competencies Circle: You can show your kids this SEL Circle on a screen for all to view. You will do so after the YouTube below. Make one copy for your *Wellness Journal*, one for the *Wellness Booth Binder*. This is easy on the eyes, and you, will find you will reference this often, during the year. Hang it up, near your Rubrics that are on display too.

Student Activities: SELL THEM SEL

Outcomes: The student will:

- Begin to realize that their goal is to accurately recognize one's own emotions, thoughts, and values and how they influence behaviour.
- Begin to recognize their own strengths.
- Practice solving problem classroom activities that can be applies to real life.

[What is SEL and Why SEL Matters](#) 2:54 minutes

Have your Grade 6 students have their *Wellness Journal* with them, while watching this YouTube video. This video is not just for fun but is really to teach them something new. To help retain this new info, our *Wellness Journal* is where we all keep new wellness related information. This allows us to go back and reflect on what we learned.

Your Grade 4 or Grade 5 classes may be too young to know what to record when watching. However, you can stop the YouTube at any time and ask the kids to jot down what they see on the screen, if you want to teach them this study practice. They will catch on quickly. And then they can view their new findings again when they go to reflect, using their *Wellness Journals*. Use probing questions after the video.

CASEL SEL Circle: Show this two-page document on a big screen so you can talk about the different skills briefly. Let the kids see where you are locating it in the room, too.

Why it is necessary to master social emotional skills: "Girls and boys, there are many reasons we just heard about why it is important to get lots of practice with social emotional skills. There are many skills to learn to become good at understanding what is involved. People who are good at interpreting facial expressions can better anticipate what others will do. They are also more "prosocial," or helpful towards others. Let's see how you do at reading facial expressions.

1. Show the kids this link first. It identifies the name of 8 differently named emotions. [▶ Recognizing Human Facial Expressions](#)
2. Decoding Facial Expressions website. Show the kids the *Face of a Leader Guessing Game* and then let them watch the YouTube video below and go along with making various expressions with the woman presenting. [▶ Microexpressions](#)

Reading body language means you can read a room when you walk into it and try to figure out what is going on. Now that this skill has been introduced, remember to see if you climate of the room from time to time. Ask them to play closer attention to when their parent seems tired at home. Can they also read body language? These are all good skills to continue to work on during any subject.

Conflict Resolution: "Another important part of learning social emotional skill, is because whatever age you are and wherever you go for the rest of your life, there will always be a problem that needs to get solved. Let's look at these suggestions offered on this *Problem-Solving Wheel* and see if we can match the situation to the solution.

Problem Solving Wheel: What Can I Do? Show the whole class this wheel and ask them to define scenarios that match when they would use that solution. Again, find a spot in the room when they can refer to it and add one to the *Wellness Booth Binder* too.

Problem Solving Task Cards: Consider this a mini role-playing session. The task cards provided usually require two people improvising, per scene. Now with your newly outlined Rubrics you are good to go for assessing too. A double whammy! Nothing, better than improvising to be forced to think on your feet.

If you want to build a more extensive library of cards, the [Teachers Pay Teachers](#) site has many. I am not affiliated with any sites that sell, but if I see ways for teachers to save time, you will hear me yelling this news from the treetops.

Student Activities: Gregorian Chant Music

Catholic Outcomes: The student will:

- **A Discerning Believer: (a)** Illustrates a basic understanding of the saving story of our Christian faith.
- (h) Respects the faith traditions, world religions and the life-journeys of all people of good will.

This activity was written to accompany a Religion lesson: This is a quick look at the arrival and disappearance (almost) of the Gregorian Chant in the Catholic Church. For kids to get a feeling about the comfort and peacefulness chanting can create, ask them to monitor how they are feeling (their mood) before the lesson begins and again at the end of the lesson. A calming feeling should be apparent in the tone of the classroom, as well as within their own state of being.

“Gregorian Chant is the monophonic, or unison, liturgical music of the Roman Catholic Church. Show the **Gregorian Chant** word card or print the word on your Wellbeing Chart. **Gregorian chant** is named after St. Gregory I, (590–604). Gregorian chant had a significant impact on the development of medieval and Renaissance music.

Gregorian chants fall into two broad categories of melody: recitatives and free melodies. The simplest kind of melody is the liturgical recitative. Recitative melodies are dominated by a single pitch, called the reciting tone.”

Listen here and see if you hear the ‘recitative melody’.

 [Monks of the Monastery](#) 3:14 minutes

See if the class can pitch their voices singing ‘ahhh’ to the single pitch in this music. Turn the music, really, low, playing in the background, as you continue making the class aware of part of the history of music in the Catholic Church.

“Who do you think is singing this song? Yes, monks. Why did you think that?”

“Did you know that Paul the Hermit is the first Christian historically known to have been living as a monk? In the 3rd century, Anthony of Egypt (252–356) lived as a hermit in the desert and gradually gained followers who lived as hermits nearby but not in actual community with him. In later years, Monks chose to live alone or together in a monastery, where they often live a life of silence.

Within Catholicism, a monk is a member of a religious order who lives a communal life in a monastery, abbey, or priory under a monastic rule of life (such as the Rule of St. Benedict). There are Buddhist monks as well.

Gregorian chant is at the heart of monk's life of prayer and adoration. The divine words of Scripture are savoured in a unique way as mind and heart are filled up.

Gregorian chant was standard in the Mass in the 1950s but fell out of favor after the Second Vatican Council, when the traditional Latin Mass was changed to the dominant language of each country. Gregorian songs are actual prayers and text vital to the liturgy. If you are singing a part of the liturgy that is an essential part of the Mass, you are singing Gregorian chant. Even if you are singing a simple response, that is still a chant."

 [Traditional Latin Mass](#) 1:03:14

The intent here is not to make the kids watch an entire Mass (obviously) However, you do want them to see what a High Mass looked like when the Mass was in Latin. In this case, these priests were celebrating the Feast of the Sacred Heart. As the class watched, point out the difference (like the priest has his back to the congregation). To hear some parts when the congregation answers a chant with another chant, fast forward to 21:19 minutes to the Gospel. This is where they can hear the congregation get involved in a call and response chant.

Many Prayers are Chants

For those of you brave enough, try this Latin prayer as a chant. Read it in Latin below. If you are not up to the task, let the monk do it for you. The kids do not need to see this video. Just listen to it. If you would like your kids to hear him sing it as a Gregorian Chant, let the YouTube video continue.

 [Chant the Rosary](#)

In Latin: AVE MARIA, gratia plena, Dominus tecum. Benedicta tu in mulieribus, et benedictus fructus ventris tui, Iesus. Sancta Maria, Mater Dei, ora pro nobis peccatoribus, nunc, et in hora mortis nostrae. Amen.

One decade of the Rosary: Ask the kids to accompany you in saying one decade of the rosary in English (of course) with you. Or better yet make it a call and response style too.

Is there anywhere you have ever heard chants? See if the kids can figure this out before you provide an answer. Ask probing questions. Give them hints.

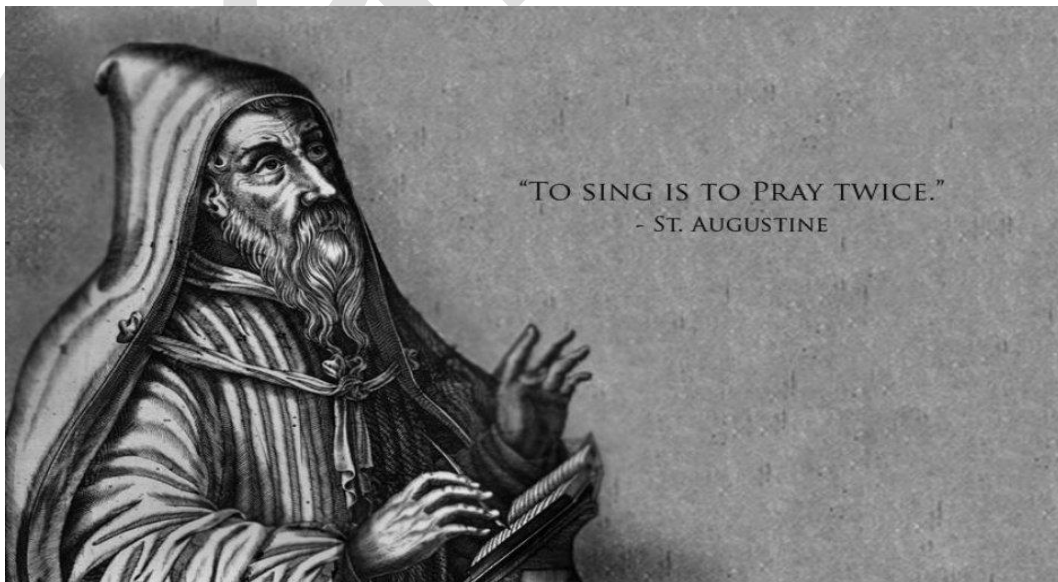
Example: clapping songs; skipping rope songs; hide-and-seek chant; nursery rhymes etc.

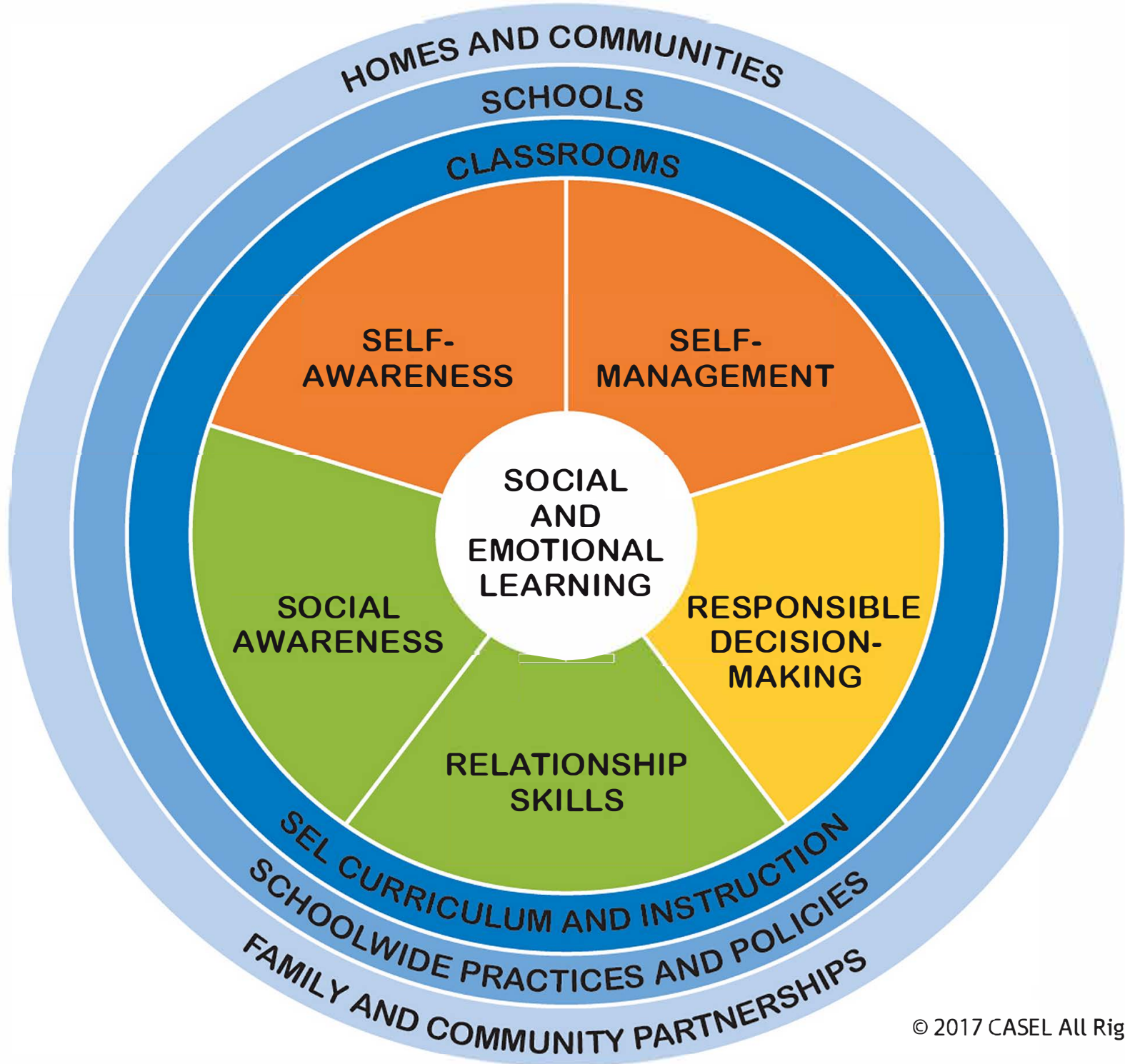
 **Chant Along** 1:13 minutes

Get the kids to join in with this chant song.

Monitor Your Mood Now: Determine if there is any change in their mood, from when the lesson started.

"I also want to connect the idea of repeating as something soothing and, also, helps you retain better. You will note in the Wellness for All workshops, that I will ask you to print your affirmations 10 times. Or at least recite it 10 times. Now, does it make more sense, WHY, I ask you to do that? Your brain remembers it better when you repeat it and when you write it.





SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ➔ IDENTIFYING EMOTIONS
- ➔ ACCURATE SELF-PERCEPTION
- ➔ RECOGNIZING STRENGTHS
- ➔ SELF-CONFIDENCE
- ➔ SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ➔ IMPULSE CONTROL
- ➔ STRESS MANAGEMENT
- ➔ SELF-DISCIPLINE
- ➔ SELF-MOTIVATION
- ➔ GOAL SETTING
- ➔ ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ➔ PERSPECTIVE-TAKING
- ➔ EMPATHY
- ➔ APPRECIATING DIVERSITY
- ➔ RESPECT FOR OTHERS

RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ➔ COMMUNICATION
- ➔ SOCIAL ENGAGEMENT
- ➔ RELATIONSHIP BUILDING
- ➔ TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ➔ IDENTIFYING PROBLEMS
- ➔ ANALYZING SITUATIONS
- ➔ SOLVING PROBLEMS
- ➔ EVALUATING
- ➔ REFLECTING
- ➔ ETHICAL RESPONSIBILITY



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EMOTION RECOGNITION

- Recognizes intensity levels of emotions in different situations
- Recognizes how emotions can change
- Describes situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded)
- Recognizes how thoughts are linked with emotions and emotions are linked to behavior
- Describes ways emotions impact behaviors

UNDERSTANDING PERSONAL QUALITIES

- Compares likes and dislikes of self and others and is aware of personal qualities and interests of self and others
- Understands the relationship between interests and continued experiences and development
- Demonstrates awareness that personal qualities and interests affect decision-making

AWARENESS OF STRENGTHS & LIMITATIONS

- Identifies strengths and limitations
- Describes and prioritizes strengths and interests that one wants to develop

PERSONAL RESPONSIBILITY & ADVOCACY

- Defines what it means to be responsible and identifies ways one can be responsible in everyday life in school and in the community
- Explains the benefits of being responsible
- Demonstrates responsible behaviors
- Demonstrates the ability to say “No” to negative peer pressure and explain why it is important
- Self-advocates to support responsible choices and to avoid negative behaviors by reaching out to adults for assistance

IDENTIFYING RESOURCES & SUPPORTS

- Recognizes qualities of positive role models
- Identifies positive adults in various facets of their lives
- Identifies peer, home, and school supports and/or resources to help solve problems

MANAGE EMOTIONS & BEHAVIORS CONSTRUCTIVELY

- Uses self-monitoring strategies (e.g., self-talk) to manage stress and regulate emotions
- Identifies the relationship between thoughts, emotions, and actions
- Demonstrates skills to respond effectively to pressure situations (e.g., calm down, walk away, seek help or mediation)
- Expresses emotions in a respectful manner

USING GOALS TO ACHIEVE IN SCHOOL & LIFE

- Distinguishes between short- and long-term goals
- Describes why learning is important in helping them achieve personal goals
- Identifies ability to meet the goal independently or with supports
- Identifies personal skills, planning, or strategies that lead to accomplishments
- Evaluates what one might have done differently to achieve greater success on a recent goal

AWARENESS & CONSIDERATION OF OTHER PEOPLE'S EMOTIONS, PERSPECTIVES, & SOCIAL CUES

- Recognizes the emotions of others by using listening and/or visual cues
- Recognizes multiple points of view or perspectives in a situation
- Recognizes non-verbal, environmental or social cues to identify the emotions and perspectives of others
- Predicts the impact of one's own behavior on the emotions of others

CIVIC RESPONSIBILITY

- Describes what they learned about themselves in helping others
- Shares reasons for helping others
- Identifies roles they have to contribute to their school, home, and community
- Works collaboratively with peers to complete a job, task, or address a need

RESPECT FOR HUMAN DIGNITY, INCLUDING CULTURE & DIFFERENCES

- Defines stereotyping, discrimination, and prejudice
- Recognizes the similarities of different cultures and social groups
- Recognizes the value of different cultures and social groups

EFFECTIVE INTERACTIONS WITH OTHERS

- Gives and receives compliments in a genuine manner
- Uses active listening skills to foster better communication
- Demonstrates good sportsmanship”
 - Plays fairly
 - Is a gracious winner
 - Is an accepting loser
- Demonstrates cooperative behaviors in a group (e.g., listens, encourages, acknowledges opinions, compromises, and reaches consensus)

DEVELOP & MAINTAIN POSITIVE RELATIONSHIPS

- Recognizes the difference between helpful and harmful behaviors in a relationship
- Identifies a problem in a relationship and determines the appropriate means of resolution (e.g., problem-solving process, peer mediation, adult assistance)
- Describes the positive and negative impact of peer pressure on self and others

CONSTRUCTIVELY PREVENT, MANAGE, & RESOLVE INTERPERSONAL CONFLICTS

- Shows an understanding of conflict as a natural part of life
- Describes ways to be proactive and prevent conflict
- Describes causes and effects of conflicts, including how one’s behavior impacts personal and others’ emotions
- Distinguishes between destructive and constructive ways of dealing with conflicts
- Activates steps of the conflict resolution (problem solving) process (active listening, expressing feelings, identifying the problem, brainstorming solutions, make amends, etc.)

CONSIDER ETHICAL, SAFETY, PERSONAL & COMMUNITY RESPONSIBILITIES, AND GOALS IN DECISION MAKING

- Identifies social norms that affect decision making
- Defines cyber-bullying and response strategies
- Understands bullying and how to respond to support the victim or targeted person/group

DEVELOP, IMPLEMENT, & MODEL EFFECTIVE DECISION-MAKING SKILLS IN ACADEMIC & SOCIAL SITUATIONS

- Describes the steps of a decision-making model
- Effectively participates in group decision making
- Reflects on the pros and cons of the decision made or options considered