

SEL in Different Learning Environments

TOOLKIT: PLANNING FOR REENTRY



Planning social emotional learning initiatives for three different learning environments: a return to classrooms, a partial reopening, and remote learning.

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Introduction

As we head into the 2020-21 school year, social emotional learning will be more important than ever. Many schools across the country shifted to distance learning in March of 2020, completing the school year remotely while trying to support the diverse needs of students and their families. As COVID-19 continued to spread throughout the spring semester, we watched the rates of infection and death rise. Trauma, grief, and fear seemed to plague all communities, and educators turned to social emotional learning to offer families stability and support.

According to a survey from Common Sense Media and Survey Monkey, 61% of teens reported feeling worried about themselves (or someone in their family) getting sick, and 63% of teens reported feeling worried about their family's ability to make a living. As our lifestyles changed in the interest of public health, 42% of teens surveyed reported feeling more lonely than usual. As COVID-19 continues to spread, we can expect our students' concerns to continue to impact their lives as well.

In addition to the emotional impact of a pandemic, learning from home in the spring of 2020 presented new social and academic challenges for students. Limited social interactions sparked concern for social development. The difficulty of rapidly shifting to distance learning created academic gaps that teachers and parents worry will be difficult to overcome. In a recent study, USA Today and Ipsos found that 46% of parents polled said their children were falling behind academically, compared to a whopping 76% of teachers.

Concern over gaps in academic learning reinforces the need for SEL next year. As COVID-19 continues to spread, it's unclear what the 2020-21 school year will look like. Whether students are back on campus or continue learning from home, SEL can offer support to improve academic outcomes. A recent study by Robert Balfanz and Vaughan Byrnes from the Everyone Graduates Center at the John Hopkins University School of Education found "statistically significant and consistent relationships between students' social emotional skills and their academic outcomes."

Benefits of Social Emotional Learning

- ✓ Create a sense of belonging.
- ✓ Provide students with tools to navigate challenges.
- ✓ Support students academically.
- ✓ Help staff identify students who need more individualized social emotional support.
- ✓ Support staff wellness.
- ✓ Improve school culture.
- ✓ Support families and communities.

New Learning Environments for 2020-21

The biggest challenge when looking ahead to the upcoming school year is not knowing what to expect. Educational leaders are working with health officials to determine the safest and most effective ways to re-open schools in the fall, but final decisions for many school districts are yet to be made. Even still, educators and families anticipate that decisions could change pending the development and spread of COVID-19. Educators and families are preparing to adapt quickly to changing school environments for the 2020-21 school year.

It is important for districts and educators to remember that learning models could switch quickly based on the spread of COVID-19. Districts should also remain in close contact with families to understand the needs and comfort their communities have around returning to the school building. USA Today and Ipsos found that 1 in 5 teachers report “they are unlikely to go back to school if their classrooms reopen in the fall.” A similar poll amongst parents found that “6 in 10 say they would be likely to pursue at-home learning options instead of sending back their children this fall.”

As districts prepare for the upcoming school year, many are planning for various learning models in order to be ready to shift quickly as needed. Social emotional learning initiatives should also be planned for various learning models in order to meet the needs of students no matter what the school day looks like. Below are summaries of the various learning models being discussed for the 2020-21 school year.

SEL for Returning to a Classroom Environment

This is the highest risk learning environment when it comes to the spread of COVID-19, as schools at full capacity may struggle to maintain social distance and cleanliness. In this option, students and staff return to campus and may experience changes in their daily routines, including having to wear masks throughout the day, mandatory temperature checks, health screenings, staying in one classroom instead of traveling to various rooms for different classes or electives, and maintaining social distance when possible. These changes might make students feel scared or anxious entering the school building.

Schools returning to campus also expect to lose some traditional activities that happen in large gatherings, like sporting events and assemblies. This has the unfortunate impact of drastically changing how welcomed students feel in the school environment, making it impossible to continue with some of the culture and community-building activities that have been prioritized in the past.

Here are five recommendations to consider as you prepare to return to the classroom.

1. Provide daily SEL instruction and practice to foster a sense of belonging and safety as students return to close proximity with others.

COVID-19 impacted our lives in new and unexpected ways. Never before have schools and businesses nationwide shut down for such an extended period of time. While some may be eager to “get back to normal” and forge ahead to make up for lost instructional time, returning to the classroom must include opportunities to process the effects of the global pandemic together as a community.

Besides fostering a sense of community, providing dedicated time and space to process feelings allows students to “clear the deck,” so to speak, so they can transition from a global crisis back into a classroom setting. Families may have experienced the death of a loved one, illness, economic hardship,

or other stressors during this time. Creating dedicated time and space for SEL also allows you to identify students who may need additional support as they transition back to school.

Be prepared to help students process their feelings around the pandemic itself. Active listening is important as students share, especially since there have been strong opinions about the pandemic in the media, online, and in our communities. Students may not have had an opportunity to share their feelings in a safe environment. We've prepared some discussion questions that you can use with your whole class, in small groups, or one on one.

Discussion Questions: Processing a Global Pandemic

1. How did it feel being away from school?
2. Were there things you enjoyed?
3. Were there things that were scary?
4. What was the best thing you did during your time away?
5. What was the hardest thing you did during your time away?
6. How do you feel about the time you spent with the people in your life?
7. How do you feel about returning to school?

DISCUSSION QUESTIONS: PROCESSING A GLOBAL PANDEMIC

These discussion questions can help your students reflect on their experience during COVID19, provide you with insights into how they are feeling, and create an opportunity to build your classroom community.

Students can discuss these questions with a partner, in small groups, or as a whole class.

QUESTION #1

How did it feel being away from school?

QUESTION #2

What were some of the things you enjoyed when you were away from school?

QUESTION #3

What were some of the things that felt scary when you were away from school?

QUESTION #4

What was the best thing you did during your time away from school?

QUESTION #5

What was the hardest thing you did during your time away from school?

QUESTION #6

How do you feel about the time you spent with the people in your life when you were away from school?



QUESTION #7

How do you feel about returning to school?



2. Emphasize school culture and rethink school-wide celebrations and traditions.

Returning to campus doesn't necessarily mean returning to school life as usual. Schools may still be practicing social distancing or limiting exposure by canceling large gatherings. Students may have questions about why school feels different, and why they have new routines. Provide space for students to process and share their feelings about returning to school, and check in with them regularly as the environment shifts. We've prepared questions that you can ask students regularly to help build a sense of belonging. Use as a bi-weekly checklist for the whole class, small groups or individual check ins, or print out for students to use in discussions.

Temperature Check: Discussion Questions for Students

1. How do you feel about being back at school?
2. How do you feel about the new social distancing and safety measures?
3. What new safety measures make you feel the safest and comfortable at school?
4. What's the most challenging part of the new safety measures?
5. What questions do you have about the new safety measures?

Older students can play a significant role in maintaining school culture. Invite them to share ideas about how to build connections and rethink school-wide celebrations and traditions. Building student connections across grade levels can be an alternative way to create a sense of community when you can't gather in large groups. We've compiled a list of ideas that can help you maintain school culture and rethink celebrations and traditions.



TEMPERATURE CHECK: DISCUSSION QUESTIONS FOR STUDENTS

- ☐ How do you feel about being back at school?
- ☐ How do you feel about the new social distancing and safety measures?
- ☐ What new safety measures make you feel the safest and most comfortable at school?
- ☐ What's the most challenging part of the new safety measures?
- ☐ What questions do you have about the new safety measures?

MAINTAINING SCHOOL CULTURE & RETHINKING CELEBRATIONS

Here are some ideas to help schools create a sense of belonging, maintain school culture, and rethink celebrations and traditions while adhering to new social distancing and safety measures.

1 BUDDY UP

Build a buddy system between grade levels to foster connections amongst small groups of students. Pair advisories or classrooms with a grade in another class for celebrations and community-building days. The whole school can participate at once to create a sense of school-wide connections, while students engage with only one other class in the building at a time. Or, buddy up for reading or homework help!

3 VIDEO-BASED MORNING ANNOUNCEMENTS

Start filming morning announcements to share school-wide! Bring students into the process as hosts and contributors to build student connections.

5 COLOR THE WALLS

Students may not be able to gather in large groups, but they can leave messages for each other in your school's common areas! Dedicate a wall or hallway for words of encouragement or kindness, and invite students to leave messages or drawings for each other on the wall. Or, guide students to create new artwork each week or month to add to the space. When students move through the school building, they'll feel the energy of their classmates from their colorful contributions!

2 SPIRIT WEEK OR THEMED DAYS

Dressing up is a fun way to show school spirit while maintaining social distance! Organize a Spirit Week with a different theme each day, or make every Friday a themed day and invite students and staff to dress up, show their creativity, and get silly together!

4 GO LIVE

If students can't gather for assemblies, leverage technology to air a live broadcast instead! Classrooms can tune in as you give out awards, share musical performances, or listen to student speakers.

6 ASK YOUR STUDENTS

Your students are a great resource for ideas! Gather ideas from students about how to celebrate school culture while following safety measures. They may have ideas that you never thought to explore, like creating a Tik-Tok-style school dance or using a new platform to connect virtually.

3. Practice social emotional learning daily.

Regular, systemic social emotional learning provides all students and staff with a common language to discuss emotions. As you begin to build new routines and adjust to added safety measures, improving the emotional awareness of your school community can help you identify needs or challenges that your community is facing, as well as build a sense of community. A common vocabulary around emotions leads to more communication, helping students advocate for themselves and empowering teachers to better support students in the classroom.

Video-based social emotional learning allows students and teachers to practice SEL together. Instead of having to “fit something else in” or facilitate a lesson, video-based programs like Move This World make implementation easy for teachers and students.

4. Make your safety measures visible for students and clearly communicated to families.

There may be new aspects of your school that are unfamiliar and even a bit intimidating to students, like mandatory temperature checks, markings to indicate social distancing guidelines, even plexiglass or plastic separations. These measures may make students feel uneasy or even scared.

Communicate these changes early and often to families to set expectations before students arrive on campus. Provide a video tour, demonstrate new safety measures, or host a virtual “open house” to answer questions that families may have.

Around campus, friendly and welcoming visuals can help students adjust to their new environment. Teachers can put their pictures and pictures of their class on classroom doors so there are smiling faces in the hallways, since students may be interacting with other classes less frequently. Post motivational signs with school slogans or colorful reminders that “we’re in this together!” Your safety measures are just that - to keep students safe - and that’s a good thing! Remind students that their safety matters because they are important and cared about. Ground your safety measures in love and respect, and make these messages visible throughout your school building.

5. Expect that not all students will be able to safely return to campus.

Not all parents will be comfortable sending their students back to school, and returning to the classroom may not be safe for all students. A child who lives with a pre-existing condition or physical illness can easily feel excluded when all of their classmates return to school but they cannot. Have a plan in place to support and include these students, and encourage teachers to treat these families with compassion.

It is recommended by the CDC that schools reopening in the fall prioritize hygiene, like frequent hand washing, as well as limit access to areas used by all students, like the gym and cafeterias.

Another recommendation that can help foster a sense of belonging is getting rid of attendance awards or an emphasis on attendance, assuming that students may not feel safe to return to the building and should not be punished for taking measures to support their health.

Most school districts are putting plans in place for various models with the assumption that plans may change rapidly as we learn more about the continued spread of COVID-19. In all models, schools should develop plans for social emotional learning as a key strategy for creating a sense of normalcy and community in the 2020-21 school year.

CONSIDERATIONS FOR STUDENTS WHO CANNOT RETURN TO SCHOOL

IMPORTANT REMINDER

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Not all parents will be comfortable sending their students back to school, and returning to the classroom may not be safe for all students. A child who lives with a pre-existing condition or physical illness can easily feel excluded when all of their classmates return to school but they cannot. Have a plan in place to support and include these students, and encourage teachers and staff members to treat these families with compassion.

PROVIDE INSTRUCTION VIRTUALLY

You don't need to be connected throughout the entire school day, but plan a few classroom activities each day that remote students can join online, like a read aloud, sharing and viewing class presentations, or connecting with a small group for "in-class" discussions. Be mindful that students at home are not simply watching their classmates interact, since it can feel even more isolating to watch your peers together when you can't join them.

MAINTAIN REGULAR COMMUNICATION WITH FAMILIES

Just like you did during the school closures, families need regular and consistent communication to help facilitate learning at home. Since you may be communicating with fewer home-learning families, try to tailor the method of communication to meet the needs of the family.

REEXAMINE EXPECTATIONS

Students learning at home may not be able to participate in a school day the same way that their classmates on campus can. Expecting students to follow the same schedule at home may be overwhelming for families. On the other hand, you don't want to simply send home assignments that are disconnected from what the rest of the class is doing in school. Reexamine your expectations for home learning to ensure that students are able to engage in learning that aligns with what the rest of your class is doing, but in a way that is feasible for parents. This may mean incorporating more digital learning tools into your classroom, adjusting deadlines or instructions, or chunking activities to make them more accessible for home learning.

Implementing MTW in a Classroom Environment

Move This World has historically been created for classroom use, with evidence-based video exercises designed for students and teachers within a classroom. Traditionally, educators simply visit sel.movethisworld.com and log in using their unique username and password. The program tracks their progress through the curriculum, so they can easily find the next video and push play. That's it! Teachers and students follow along with the video as it's projected on a screen with speakers for everyone to hear.

In 2020-21, teachers should anticipate that even within a classroom, students may need to practice social distancing. Instead of standing close together, invite students to stand at their desks or spread out throughout the room. You can even place tape on the floor around the room to show students where they can stand and participate safely!

Sometimes, teachers and students choose to pause the video to extend the exercise or conversation. You'll find built-in breaks within the videos, however pausing the videos allows for extended discussions or clarification for the class.

Move This World's curriculum is rooted in the five core competencies as defined by the Collaborative for Academic, Social and Emotional Learning (CASEL). Teachers can reference the scope and sequence to better understand how specific videos align to learning outcomes, and teachers can also reference facilitation guides for each video directly in the platform.

Self Awareness	Self Management	Social Awareness	Relationship Skills	Decision Making
Identifying emotions	Managing emotions	Empathy	Conflict resolution	Identifying problems
Expressing emotions	Resilience	Discovering differences	Active listening	Solving problems
Mindfulness	Stress management	Diversity appreciation	Cooperation	Analyzing situations
Self-confidence	Impulse control	Civic engagement	Teamwork	Goal setting
Recognizing strengths	Self-motivation	Respect for others	Communication	Leadership skills

Getting Started with Move This World: In the Classroom

1. Ensure that your students can stand and move safely. If you have social distancing guidelines in place, you may want to plan where students can stand and participate ahead of time!
2. Visit sel.movethisworld.com and log in using your unique username and password. The program will remind you of the upcoming video so you know exactly what to play. Or, you can choose a video that better fits the needs of your class that day.
3. Make sure you are connected to a projector or a large screen and a speaker so that everyone in the room can see and hear.
4. Press “Play” and follow along with your students! You can always pause, rewind, or rewatch the video at any time to meet the needs of your classroom.

We recommend participating in a video exercise at least three times a week. Facilitation guides and extension activities are included in the platform to support you as you practice SEL throughout the week!

Move This World’s evidence-based videos align to the five core competencies as defined by the Collaborative for Academic, Social and Emotional Learning (CASEL).

Self Awareness	Self Management	Social Awareness	Relationship Skills	Decision Making
Identifying emotions	Managing emotions	Empathy	Conflict resolution	Identifying problems
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SEL in a Partial Reopening Environment

Many districts are exploring the option of staggered schedules or partial reporting. What might this look like? Staggered schedules would ask specific grades to report on certain days to limit the number of students in the building at one time. For example, PreK-2 might report on Mondays and Tuesdays, grades 3-5 report on Wednesday and Thursday, and everyone learns from home on Friday.

Another option districts are exploring includes continuing remote learning for secondary students in order to use the extra school space for primary grades. For example, high school students would continue remote learning from home, middle school students would move into the high school, and elementary school students would spread between the elementary and middle school buildings. Both options allow schools to more safely host students in the buildings while maintaining social distance and preventing students from reusing materials. While this option has more risk than remote learning, schools may be better able to more safely serve students within the school building.

Some schools are providing parents with the option to send students to school or keep them home, which presents new challenges for teachers attempting to meet the needs of all of their learners without knowing who will stay home or report to the classroom. Other schools are exploring having students who report to school stay in one room instead of traveling to different classes in middle or high school or moving to a new space for specials, like art and P.E.

Social emotional learning in a partial reopening model requires support for both students and families. With new schedules to keep track of or a new school building to learn, students will be presented with new challenges. SEL can help build skills that help students adapt to their new environments and manage new expectations, while also fostering a sense of belonging.

Here are five recommendations to consider as you prepare for a staggered schedule or partial reporting option.

1. Use the valuable in-person time you have with students for things that will be more difficult to accomplish via remote learning.

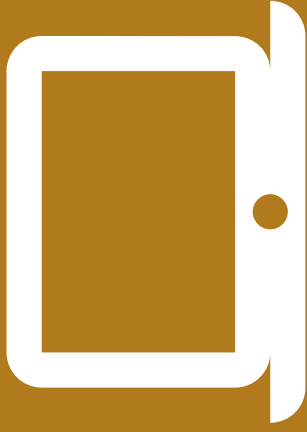
When students are on campus, use the time together for meaningful relationship building, social connection and small group instruction, both academic and SEL focused. You can then reinforce what was prioritized in person via online or remote learning more easily.

A flipped classroom model may be beneficial for teachers and students. The concept is based on “flipping” the idea that instruction happens at school and practice happens at home. Instead, in a flipped classroom model, students prepare to learn new concepts at home through independent reading, videos, or activities that introduce them to new topics. During class time, students get opportunities to apply the new concepts and practice skills. Back at home, students continue to practice independently and reflect on their work. This allows teachers to spend more time providing support as students apply new skills and concepts, instead of spending time explicitly teaching and leaving students to practice on their own. This model may require some additional training for teachers, but it can be used to teach academic concepts as well as social emotional learning.

SOCIAL EMOTIONAL LEARNING IN A FLIPPED CLASSROOM

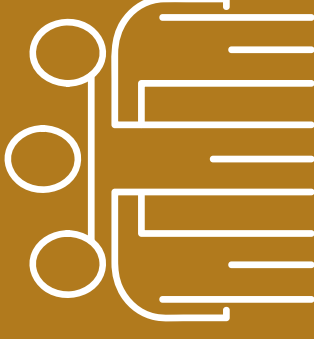
A flipped classroom "flips" the idea of traditional instruction. Instead of learning new concepts in school and practicing them at home, students in a flipped classroom explore new concepts at home and use class time for application and practice.

At Home



Students explore new concepts through a video, virtual instruction, reading, or presentation and develop questions about what they learn.

At School



Students practice applying the new concepts during classtime with their peers. Teachers can provide guidance and feedback to support skill development.

2. Practice SEL daily, whether at school or at home.

Create a dedicated time in the day for all students to practice SEL together and build community, whether in person or at home. Video-based social emotional learning programs like Move This World can provide continuity of practice no matter where students are learning. At school, social emotional learning should include opportunities to build connections with their peers. At home, SEL can provide opportunities for personal reflection or building connections with family and friends.

3. Provide frequent opportunities for reflection and feedback to identify needs as students adapt to a new environment.

Students and families alike may need additional support as they adjust to a new partial reopening learning model. Regular communication with students and families can help schools stay updated on the challenges that a partial reopening may present to adjust and better support the needs of students and their families.

Weekly check-ins are one way to receive regular feedback from students and families. We've prepared a simple questionnaire that you can share with students and families each week to gauge their experience and identify needs. You can share this in a weekly newsletter, on your school's website, or have teachers share with families each week. Coordinate a team of educators to evaluate the data each week and identify areas for improvement.

Make your own copy of [Temperature Check: For Students](#) and [Temperature Check: For Parents](#).



Temperature Check: For Students

HOW DO YOU FEEL ABOUT SCHOOL THIS WEEK?

- A) This week, I feel like I learned a lot of new things!
- B) This week, I learned a couple of new things.
- C) I don't think I learned anything new this week.

DID YOU UNDERSTAND WHAT YOU WERE SUPPOSED TO DO EACH DAY?

- A) Yes, I always knew what I was supposed to be doing this week.
- B) Sometimes I wasn't sure what to do.
- C) I didn't know what I was supposed to be doing this week.

WHEN I THINK ABOUT THIS WEEK, I MOSTLY FEEL:

- A) Happy
- B) Sad
- C) Confused
- D) Excited
- Other _____

IS THERE ANYTHING ON YOUR MIND THAT I SHOULD KNOW ABOUT OR THAT YOU'D LIKE TO SHARE WITH ME?



Temperature Check: For Parents

HOW DID YOUR STUDENT FEEL ABOUT SCHOOL THIS WEEK?

- A) My student seemed on track and focused.
- B) My student had a bit of trouble staying on track and focused.
- C) My student struggled to stay on track and focused.

HOW DO YOU FEEL ABOUT THE COMMUNICATION YOU RECEIVED FROM THE SCHOOL?

- A) The communication was clear and manageable.
- B) The communication was somewhat clear and manageable.
- C) The communication was not clear or manageable.

HOW DO YOU THINK YOUR STUDENT IS FEELING ABOUT SCHOOL RIGHT NOW?

- A) I think my student is bored.
- B) I think my student is overwhelmed.
- C) I think my student is adjusting well.

Other: _____

ARE THERE ANY OTHER CHALLENGES THAT YOU OR YOUR STUDENT ARE EXPERIENCING THAT YOU THINK WE SHOULD BE AWARE OF TO BETTER SUPPORT YOU?

A large, empty rectangular box with a thick blue border, intended for parents to write any additional challenges or comments.

4. Provide support for families to continue to facilitate SEL at home.

Parents are likely juggling their own changing schedules as they continue to work from home or start returning to the workplace. Keeping up with a learning schedule isn't always easy, and life at home may be more stressful as the family adjusts to the new school year.

Provide social emotional learning supports for families to reflect and connect with themselves and each other. Supporting students at home helps families feel more connected to the school community, too. Make your own copy of this [drafted Parent Letter](#) that you can edit and share with families in your community.



Insert school header

Dear families,

This school year, we want to make sure that you have tools and resources at home to care for your family's social and emotional wellbeing. As we transition into a new school year, we are here to support you and your students as you continue to process the impact of COVID-19 and manage new stressors that may arise as we continue to experience the effects of COVID-19 and adjust accordingly.

I wanted to share a helpful resource about [Helping Students Process Their Feelings](#), which includes tips for communicating with your student and warning signs to look out for that may indicate that students are struggling.

Additionally, I wanted to share with you a [library of free resources](#) that you can use at home to practice social emotional learning and care for your family's mental, social, and emotional wellbeing. I hope these resources continue to support you all year long!

We are always here to support you, and we're looking forward to a great school year!

Best,

Add sender signature

5. Continue virtual community-building activities.

Just as you leveraged technology to connect with students and create a sense of community in the spring semester, you can apply those same strategies to the new school year. Virtual announcements, maintaining an active parent Facebook group, hosting virtual parent events, and celebrating virtual spirit weeks are all ideas that can continue when you return to school in a partial reopening model. These ideas help bridge the gap between school and home, maintaining a sense of continuity across the school. [See resource: Maintaining School Culture and Reimagining School Celebrations]

A partial reopening may feel overwhelming to many teachers, who now feel like they have to plan for both in-person classes and remote learning. Organize systems of support for your staff to care for their social and emotional wellbeing, too. Compile a list of self-care or mental health resources, designate a team to check in on teachers regularly, and listen to feedback if teachers are overwhelmed. Your district may also be able to provide mental health supports for educators, including access to therapists or other services.

Implementing Move This World in a Partial Reopening Environment

Video-based exercises make SEL easy to practice at school or at home. In the classroom, teachers and students can continue to participate as they would if schools were reopened. Teachers simply visit sel.movethisworld.com and log in using their unique username and password. The program tracks their progress through the curriculum, so they can easily find the next video and push play.

In 2020-21, teachers should anticipate that even within a classroom, students may need to practice social distancing. Instead of standing close together, invite students to stand at their desks or spread out throughout the room. You can even place tape on the floor around the room to show students where they can stand and participate safely!

When students are home, provide them with exercises that they can do by themselves or with their family to reinforce the videos they practice in class. Teachers can find facilitation guides and extension activities within Move This World's programs to provide home learning instruction for families. On [our website](#), we include many free home learning activities for families, too!

Move This World partners receive special access to videos that can be downloaded or shared with parents. In addition to the videos you practice together, families can use these videos at home to continue to reinforce social emotional learning.

Helping parents understand what skills their students are practicing is important, since many parents are unfamiliar with social emotional learning. Here is an [Overview Guide for Families](#) that you can send home at the start of the year, or reference throughout the year to support families as they facilitate SEL at home.

One good idea to keep communication consistent for students and their families is to send home a monthly calendar of the SEL skills, videos, and extension activities you'll be practicing each week. That way, families know what to expect and can reinforce the learning on days when students are home.

Getting Started with Move This World: In a Partial Reopening

Practicing Move This World at School

1. Ensure that your students can stand and move safely. If you have social distancing guidelines in place, you may want to plan where students can stand and participate ahead of time!
2. Visit sel.movethisworld.com and log in using your unique username and password. The program will remind you of the upcoming video so you know exactly what to play. Or, you can choose a video that better fits the needs of your class that day.
3. Make sure you are connected to a projector or a large screen and a speaker so that everyone in the room can see and hear.
4. Press "Play" and follow along with your students! You can always pause, rewind, or rewatch the video at any time to meet the needs of your classroom.

Reinforcing Move This World at Home

1. Share the SEL Overview for Families so that families better understand the skills their students will be practicing.
2. Provide free video access through a private Showcase available to Move This World partner schools so that families can view videos at home.
3. Identify extension exercises or take-home resources that support the competencies or skills you are practicing in class, and share them with families to reinforce throughout the week.

Getting Started with Move This World: In a Partial Reopening

We recommend participating in a video exercise at the beginning and end of each week. Facilitation guides and extension exercises are included with each video, so you can provide additional opportunities for practice at home. Some extension activities may need to be modified or adapted for home use. For example, if students do not have a printer at home, they can participate using a pen and paper instead.

Move This World's evidence-based videos align with the five core competencies as defined by the Collaborative for Academic, Social and Emotional Learning (CASEL).

Self Awareness	Self Management	Social Awareness	Relationship Skills	Decision Making
Identifying emotions	Managing emotions	Empathy	Conflict resolution	Identifying problems
Expressing emotions	Resilience	Discovering differences	Active listening	Solving problems
Mindfulness	Stress management	Diversity appreciation	Cooperation	Analyzing situations
Self-confidence	Impulse control	Civic engagement	Teamwork	Goal setting
Recognizing strengths	Self-motivation	Respect for others	Communication	Leadership skills

SEL in a Fully Remote Learning Environment

Continuing to learn from home presents the lowest risk and safest model in terms of preventing the spread of COVID-19. Schools planning for remote learning are investing in their digital learning resources, providing training for educators, and ensuring that students have access to WiFi-connected devices at home.

Social emotional learning in a remote learning model involves caregivers and families. Schools should provide resources to support families, including videos, activities, and informational resources to help caregivers facilitate SEL at home. SEL can support the whole family, and parent involvement is critical during remote learning, however schools should be mindful that parents' time may be limited. As COVID19 continues to spread, families may deal with illness and loss, or parents might be essential workers who are on the front lines every day. If there are multiple children at home, balancing the education of students in different grades might be challenging. Schools should be mindful of these circumstances and identify where extra support might be needed or expectations adjusted in order to keep remote learning equitable.

Continuing remote learning in the fall presents new challenges. On one hand, students and their families may already have some routines and structures in place from the spring of 2019. However, the start of a new year is a critical time to build relationships, set expectations, and start new routines that help students transition to a new school year. Remote social emotional learning can support all of these traditions at the start of the school year, and help teachers and students feel connected while apart.

Here are five recommendations to consider as you prepare to continue remote learning.

Here are five recommendations to consider as you prepare to continue remote learning.

1. Connect with students as a whole class, in small groups, or one on one to check in with each other.

Leverage technology to build relationships. Ideally, you are able to use a video chat platform that allows you to talk face-to-face. If that's not available to you, a video-sharing platform like Flipgrid can make it possible to connect. You can also schedule phone call check-ins with students and their families.

Instead of sticking to how the school day works in the classroom - where the whole class meets together daily for an hour, for example - experiment with other methods of connecting throughout the week to allow for different types of connections. A whole-class meeting can be a place where you foster a sense of belonging as a group. Smaller group meetings can be a place for students to share their emotions with one another, while individual meetings provide the opportunity to check on specific students.

Create classroom connections at the start of the year by using conversation starters. These Non-Corona Conversation Starters will help you get to know each other better at the start of a new year.

**What is or was
your favorite
subject in
school?**



**Who do you
most look up
to?**



**What have you
volunteered
for in the
past?**



**What do you
hope to
volunteer for
in the future?**



**What advice
would you
give your
younger self?**



**What is your
favorite meal?**



**What is your
favorite song?**



**What is your
favorite genre
of music?**



**What song do
you listen to
when you
need to get
excited or
motivated?**



**What is one
thing you're
proud of
today?**



**What are you
eating for
dinner?**



**What's your
favorite form
of exercise?**



**How will you
move your
body today?**



**Tell a funny
joke.**



**What's your
favorite
character of all
time? Why?**



**If you could
meet any
celebrity, who
would it be?
Why?**



**What have you
been reading?**



**If you could
learn
something
new, what
would you
choose?**



**What podcast
are you
currently
listening to?**



**If you could
travel
anywhere,
where would it
be?**



**What
superpower
would you
choose to
have? Why?**



**What historical
figure would
you like to
meet? What
would you ask
them?**



**If you could be
any animal,
what would
you choose?
Why?**



**What's your
favorite sport
or game to
watch?**



**What's your
favorite sport
or game to
play?**



**What's your
go-to show on
Netflix?**



**What does
your morning
routine
include?
Which part is
most
important?**



**What topic
could you give
a 20 minute
presentation
on with no
prep?**



**What is the
most
challenging
thing you've
ever done?**



**What is
something
that takes a
lot of time but
is worth it?**



**What business
would you like
to start?**



**If you could
start a charity,
what would it
be for?**



**What's your
favorite place
to take a nap?**



**If you could
have lunch
with anyone,
who would it
be?**



**What's one
mistake you've
made that
taught you
something
important?**



**What's your
idea of the
perfect day?**



DEBATE

**The best social
media
platform.**



DEBATE

**The best
streaming
service.**



DEBATE

**Appetizer or
Dessert?**



DEBATE

**Fiction or
Non-Fiction?**



DEBATE

**Audio-book or
Actual book?**



DEBATE

The best pet.



DEBATE

**The best
season: fall,
winter, spring
or summer.**



DEBATE

**Movies or
TV Shows?**



DEBATE

**15 minutes of
fame or stay
behind the
scenes?**



2. Create weekly challenges or activities to share with families and foster a sense of community school-wide while students are learning from home.

Schools or grade teams can leverage weekly newsletters, a YouTube channel, or a FB group to host weekly challenges or activities. This is a great way to build school spirit, have fun, and invite students to express themselves! Pose a challenge on Monday and allow students to post their responses all week. Find a way to celebrate their responses, either by compiling them into a document or web page to share with your community, or highlighting some responses on your school's website!

Topics can focus on concepts such as gratitude, empathy, and self-reflection. For example, you can ask students to share something they are grateful for, participate in a dance challenge, or share their favorite book! Below is a Passion Party Presentation idea that you can use for a weekly challenge!

PASSION PRESENTATION PARTY



YOUR MISSION

.....

Your mission is to create a **fun**, engaging presentation that will make people **smile**.

You can choose **whatever** topic you want. Maybe you want to teach people the best way to make pancakes or the evolution of Disney princesses or why grass is green.

Once you're ready, you'll share your presentation with your current community (maybe your class or your family.)

.....

You might be wondering how this relates to SEL. The chance to explore your interests will develop self awareness. Your ability to work through the research and presentation process will require self management. You might learn something new about those around you, increasing your social awareness. Finally, you'll brush up those relationship and communication skills to present!

STEP 1: CHOOSE YOUR TOPIC

Take some time to think about what you want to present. You can choose any topic that you want. You can make your presentation as serious or as silly as you choose!

STEP 2: DO YOUR RESEARCH

It's time to do your research. Start by writing down everything you already know about the topic. Now use whatever resources you have on hand to learn more about your topic. You can use the internet, books or talk to friends.

STEP 3: CREATE YOUR PRESENTATION

Decide how you want to share your information with the world. Is it a presentation, a song, or maybe a piece of art? Once you've made your choice, start to put together your presentation.

STEP 4: PRESENT!

It's time to share your presentation! This might be virtually with your class and friends or maybe in person with your family. Make sure to celebrate everyone's hard work when they're done!

PRESENTATION PLANNING



NOTE: YOU DO NOT NEED TO PRINT THIS WORKSHEET TO COMPLETE THE PROJECT! YOU CAN DO YOUR PLANNING AND RESEARCH ON SPARE PAPER OR THE COMPUTER!

TOPIC

BACKGROUND INFORMATION

RESEARCH

PRESENTATION OPTIONS

- | | |
|--|---|
| ☐ Powerpoint presentation | ☐ Oral presentation / speech |
| ☐ Prezi presentation | ☐ Song, rap or poem |
| ☐ Poster | ☐ Other: _____ |

3. Use calming strategies to support students.

Working and learning from home is hard. Students spend more time in front of a screen, which can feel isolating and cause physical discomfort, like headaches. Incorporate calming strategies like breathing exercises and embodied relaxation to support students remotely. Calming strategies help to build resiliency, which is critical when working in front of a screen for hours. Calming strategies also help students perform better academically and help manage stress. You can lead these through a video call and ask students to follow along.

Calm Down & Mindfulness Strategies

► What is Mindfulness?

Mindfulness can be defined as maintaining a moment-by-moment awareness of thoughts, feelings, bodily sensations, and environment, through a gentle, nurturing lens. People affected by chronic anxiety become less associated with the present moment and become more consumed by negative thoughts and emotions.

Mindfulness can help bring us back to the present moment, allowing us to become better connected to ourselves, our thoughts, feelings, surroundings, and to one another.

► Mindful Breathing

Instruct students to close their eyes, take a deep inhale for four counts and then repeat the same process during the exhale. As an alternative, you could instruct students to inhale through their noses while rolling their shoulders upward for four counts, and then exhaling through their mouths while rolling their shoulders downward.

► Channel Your Inner Superhero

Your students should go to separate areas in the room. Allow them to choose where they feel the most comfortable standing and instruct them to model their favorite superhero poses. Adults should lead by example and encourage students by modeling their favorite superheroes as well! Remind them to channel the feeling of strength and courage when they are feeling uncertain or stressed.

► Talk Gratitude

During stressful times, students may be overly critical of themselves and their abilities. As a class, instruct students to reflect and identify things to be grateful for daily. This can be done in a gratitude journal or through classroom discussion. Remind students to return to these positive thoughts during moments of frustration, which encourages them to see the “brighter side” of things.

► Play a Game of I Spy

Use descriptive adjectives to point out something in your environment. This encourages children to use their senses to identify the object. Encourage students to use adjectives that involve the senses when it's their turn to choose the next object. Returning to this classic game will help students to become focused on the present.

► Glitter Jar

When students are experiencing stress and frustration, encourage students to shake up these jars! First, encourage students to identify their negative emotion, then as they shake the jar, encourage them to imagine this emotion being left behind. Consider creating glitter jars as a project.

► Designate a Calm Down Corner

Designate space in one corner for calming down. Reserve a physical space where students can breathe, journal, and draw when they're feeling overwhelmed with negative emotions. It might help to transfer any motivational messaging, art, and even Move This World's Embodied Relaxation posters to this corner so that students can access visual reminders of strategies they can use to calm down in the moment.

► Power of Pause

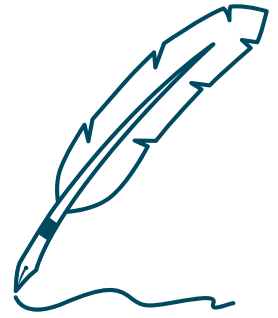
Engage in Move This World's relaxation and mindfulness-focused videos. These 3-5 minute videos are great for the end of the day or during transition periods. Find a collection of videos for free in Move This World online showcase, which you can access [here](#).

4. Provide frequent opportunities for reflection.

Journaling is a great way for students to reflect on how they are feeling, while also practicing critical writing skills! Incorporate writing prompts into your lessons that ask students to reflect on how they feel to both provide space for emotional processing and practice writing. A written reflection also gives you the opportunity to understand how every student is feeling. If students struggle with writing, you can also have them record their answers in an audio recording or on video. Journaling is also a way to incorporate SEL into academic instruction. Ask students to reflect on the actions or feelings of characters in a text they're reading, or historical figures they are studying. We've created some journal or writing prompts that you can share with students to get them started!

Journal Prompts

Short writing exercises to strengthen social and emotional skills



- Create a list of 5 specific things you are grateful for in this particular moment.
- Pick one person and write a letter to them expressing gratitude for something they said or did to help you.
- If you could visit any place in the world, where would you go? What would you do? How do you hope to feel when you get there?
- Who is someone you admire? Why do you look up to them? What qualities do the two of you share?
- What is one goal you have for the future? What can you do to get there?
- If you could have any job in the world, what would it be? What impact would you hope to have on people?
- Create two week wellbeing plan. What routines will you incorporate to help you feel your best?
- What is the best compliment you ever received? How did it make you feel? Why?

- What is your greatest talent? How do you hope to use it to impact the world?
- Write about a time you felt confident. Where were you, what were you doing and how did you feel?
- Write about a time when you faced a fear. How did you feel before? How did you feel after?
- Write about a time felt you felt brave. What were you doing?
- Make a list of 10 things that make you feel happy.

5. Provide SEL instruction through a video-based curriculum like Move This World.

Explicit SEL instruction and practice is the best way to emphasize these skills for your students. Consistent SEL practice provides students with a common language around emotions, and allows your class to become more comfortable discussing emotions. This can be helpful as you continue to connect with students throughout the year and check on their wellbeing. A video-based curriculum like Move This World is a great way for students to experience SEL together, and to share SEL with families! Teachers can share videos with families or play them during a class video call to practice SEL exercises together.

As you continue remote learning in 2020-21, starting the year with a strong social emotional learning initiative can help create a sense of community and help new classroom communities build relationships. SEL will also support students and their families, as well as educators, as they continue to navigate the challenges of working and learning from home. We've got more free SEL resources available in our [COVID19 Response Library](#).

Implementing Move This World in a Remote Learning Environment

Many schools will continue remote or distance learning in the fall of 2020. As students and their families continue to navigate the challenges of remote learning (and working), social emotional learning can have a major impact on their day-to-day lives.

If you have designated time with students over video chat, either during a whole class meeting or with small groups throughout the week, you can screen share to watch the video together and participate digitally.

Teachers should visit sel.movethisworld.com to log in using their unique username and password. Find the video you'd like to play during your class call. When sharing your screen, make sure that you indicate to share the computer sound so that students can hear the video! Once you share your screen, set the video to "Full Screen," press play, and follow along! Within the program platform, you'll find facilitation guides to support you as you participate in the evidence-based video exercises.

To reinforce the skills your students' practice, provide opportunities for them to practice social emotional learning at home. In the program platform, you'll find extension exercises and information to share with families. On our website, you can also access free SEL resources to support learning at home, too!

Move This World partners receive special access to videos that can be downloaded or shared with parents. In addition to the videos you practice together, families can use these videos at home to continue to reinforce social emotional learning.

Helping parents understand what skills their students are practicing is important since many parents are unfamiliar with social emotional learning. Share the Overview Guide for Families to support families as they facilitate SEL at home.

Getting Started with Move This World: In a Remote Learning Environment

1. Visit sel.movethisworld.com and log in using your unique username and password and identify the video you'd like to watch with your students.
2. During a video call with your whole class or small group, share your screen to watch the video together. Make sure you select to "Share Computer Sound" when sharing your screen!
3. Once you've shared your screen, set your video to Full Screen, push play, and follow along! Ask your students to give you a thumbs up when they see and hear the video so that you know it's playing correctly.

We recommend participating in a video exercise at the beginning and end of each week. Facilitation guides and extension exercises are included with each video, so you can provide additional opportunities for practice at home. Some extension activities may need to be modified or adapted for home use. For example, if students do not have a printer at home, they can participate using a pen and paper instead.

Move This World's evidence-based videos align with the five core competencies as defined by the Collaborative for Academic, Social and Emotional Learning (CASEL).

Self Awareness	Self Management	Social Awareness	Relationship Skills	Decision Making
Identifying emotions	Managing emotions	Empathy	Conflict resolution	Identifying problems
Expressing emotions	Resilience	Discovering differences	Active listening	Solving problems
Mindfulness	Stress management	Diversity appreciation	Cooperation	Analyzing situations
Self-confidence	Impulse control	Civic engagement	Teamwork	Goal setting
Recognizing strengths	Self-motivation	Respect for others	Communication	Leadership skills

Appendix

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DISCUSSION QUESTIONS: PROCESSING A GLOBAL PANDEMIC

These discussion questions can help your students reflect on their experience during COVID19, provide you with insights into how they are feeling, and create an opportunity to build your classroom community.

Students can discuss these questions with a partner, in small groups, or as a whole class.

QUESTION #1

How did it feel being away from school?

QUESTION #2

What were some of the things you enjoyed when you were away from school?

QUESTION #3

What were some of the things that felt scary when you were away from school?

QUESTION #4

What was the best thing you did during your time away from school?

QUESTION #5

What was the hardest thing you did during your time away from school?

QUESTION #6

How do you feel about the time you spent with the people in your life when you were away from school?



QUESTION #7

How do you feel about returning to school?





TEMPERATURE CHECK: DISCUSSION QUESTIONS FOR STUDENTS

- ☐ How do you feel about being back at school?
- ☐ How do you feel about the new social distancing and safety measures?
- ☐ What new safety measures make you feel the safest and most comfortable at school?
- ☐ What's the most challenging part of the new safety measures?
- ☐ What questions do you have about the new safety measures?

MAINTAINING SCHOOL CULTURE & RETHINKING CELEBRATIONS

Here are some ideas to help schools create a sense of belonging, maintain school culture, and rethink celebrations and traditions while adhering to new social distancing and safety measures.

1 BUDDY UP

Build a buddy system between grade levels to foster connections amongst small groups of students. Pair advisories or classrooms with a grade in another class for celebrations and community-building days. The whole school can participate at once to create a sense of school-wide connections, while students engage with only one other class in the building at a time. Or, buddy up for reading or homework help!

2 SPIRIT WEEK OR THEMED DAYS

Dressing up is a fun way to show school spirit while maintaining social distance! Organize a Spirit Week with a different theme each day, or make every Friday a themed day and invite students and staff to dress up, show their creativity, and get silly together!

3 VIDEO-BASED MORNING ANNOUNCEMENTS

Start filming morning announcements to share school-wide! Bring students into the process as hosts and contributors to build student connections.

4 GO LIVE

If students can't gather for assemblies, leverage technology to air a live broadcast instead! Classrooms can tune in as you give out awards, share musical performances, or listen to student speakers.

5 COLOR THE WALLS

Students may not be able to gather in large groups, but they can leave messages for each other in your school's common areas! Dedicate a wall or hallway for words of encouragement or kindness, and invite students to leave messages or drawings for each other on the wall. Or, guide students to create new artwork each week or month to add to the space. When students move through the school building, they'll feel the energy of their classmates from their colorful contributions!

6 ASK YOUR STUDENTS

Your students are a great resource for ideas! Gather ideas from students about how to celebrate school culture while following safety measures. They may have ideas that you never thought to explore, like creating a Tik-Tok-style school dance or using a new platform to connect virtually.

CONSIDERATIONS FOR STUDENTS WHO CANNOT RETURN TO SCHOOL

IMPORTANT REMINDER

.....

Not all parents will be comfortable sending their students back to school, and returning to the classroom may not be safe for all students. A child who lives with a pre-existing condition or physical illness can easily feel excluded when all of their classmates return to school but they cannot. Have a plan in place to support and include these students, and encourage teachers and staff members to treat these families with compassion.

PROVIDE INSTRUCTION VIRTUALLY

You don't need to be connected throughout the entire school day, but plan a few classroom activities each day that remote students can join online, like a read aloud, sharing and viewing class presentations, or connecting with a small group for "in-class" discussions. Be mindful that students at home are not simply watching their classmates interact, since it can feel even more isolating to watch your peers together when you can't join them.

MAINTAIN REGULAR COMMUNICATION WITH FAMILIES

Just like you did during the school closures, families need regular and consistent communication to help facilitate learning at home. Since you may be communicating with fewer home-learning families, try to tailor the method of communication to meet the needs of the family.

REEXAMINE EXPECTATIONS

Students learning at home may not be able to participate in a school day the same way that their classmates on campus can. Expecting students to follow the same schedule at home may be overwhelming for families. On the other hand, you don't want to simply send home assignments that are disconnected from what the rest of the class is doing in school. Reexamine your expectations for home learning to ensure that students are able to engage in learning that aligns with what the rest of your class is doing, but in a way that is feasible for parents. This may mean incorporating more digital learning tools into your classroom, adjusting deadlines or instructions, or chunking activities to make them more accessible for home learning.

Getting Started with Move This World: In the Classroom

1. Ensure that your students can stand and move safely. If you have social distancing guidelines in place, you may want to plan where students can stand and participate ahead of time!
2. Visit sel.movethisworld.com and log in using your unique username and password. The program will remind you of the upcoming video so you know exactly what to play. Or, you can choose a video that better fits the needs of your class that day.
3. Make sure you are connected to a projector or a large screen and a speaker so that everyone in the room can see and hear.
4. Press “Play” and follow along with your students! You can always pause, rewind, or rewatch the video at any time to meet the needs of your classroom.

We recommend participating in a video exercise at least three times a week. Facilitation guides and extension activities are included in the platform to support you as you practice SEL throughout the week!

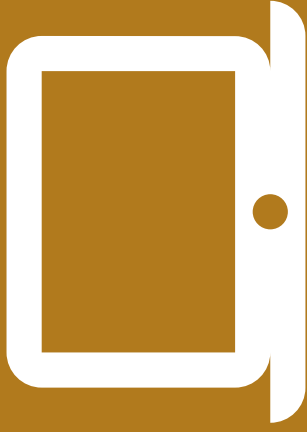
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Self-confidence	Impulse control	Civic engagement	Teamwork	Goal setting
Recognizing strengths	Self-motivation	Respect for others	Communication	Leadership skills

SOCIAL EMOTIONAL LEARNING IN A FLIPPED CLASSROOM

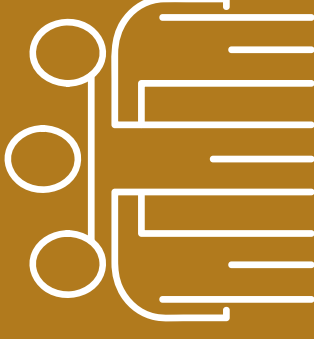
A flipped classroom "flips" the idea of traditional instruction. Instead of learning new concepts in school and practicing them at home, students in a flipped classroom explore new concepts at home and use class time for application and practice.

At Home



Students explore new concepts through a video, virtual instruction, reading, or presentation and develop questions about what they learn.

At School



Students practice applying the new concepts during classtime with their peers. Teachers can provide guidance and feedback to support skill development.



Temperature Check: For Students

HOW DO YOU FEEL ABOUT SCHOOL THIS WEEK?

- A) This week, I feel like I learned a lot of new things!
- B) This week, I learned a couple of new things.
- C) I don't think I learned anything new this week.

DID YOU UNDERSTAND WHAT YOU WERE SUPPOSED TO DO EACH DAY?

- A) Yes, I always knew what I was supposed to be doing this week.
- B) Sometimes I wasn't sure what to do.
- C) I didn't know what I was supposed to be doing this week.

WHEN I THINK ABOUT THIS WEEK, I MOSTLY FEEL:

- A) Happy
- B) Sad
- C) Confused
- D) Excited
- Other _____

IS THERE ANYTHING ON YOUR MIND THAT I SHOULD KNOW ABOUT OR THAT YOU'D LIKE TO SHARE WITH ME?



Temperature Check: For Parents

HOW DID YOUR STUDENT FEEL ABOUT SCHOOL THIS WEEK?

- A) My student seemed on track and focused.
- B) My student had a bit of trouble staying on track and focused.
- C) My student struggled to stay on track and focused.

HOW DO YOU FEEL ABOUT THE COMMUNICATION YOU RECEIVED FROM THE SCHOOL?

- A) The communication was clear and manageable.
- B) The communication was somewhat clear and manageable.
- C) The communication was not clear or manageable.

HOW DO YOU THINK YOUR STUDENT IS FEELING ABOUT SCHOOL RIGHT NOW?

- A) I think my student is bored.
- B) I think my student is overwhelmed.
- C) I think my student is adjusting well.

Other: _____

ARE THERE ANY OTHER CHALLENGES THAT YOU OR YOUR STUDENT ARE EXPERIENCING THAT YOU THINK WE SHOULD BE AWARE OF TO BETTER SUPPORT YOU?



Insert school header

Dear families,

This school year, we want to make sure that you have tools and resources at home to care for your family's social and emotional wellbeing. As we transition into a new school year, we are here to support you and your students as you continue to process the impact of COVID-19 and manage new stressors that may arise as we continue to experience the effects of COVID-19 and adjust accordingly.

I wanted to share a helpful resource about [Helping Students Process Their Feelings](#), which includes tips for communicating with your student and warning signs to look out for that may indicate that students are struggling.

Additionally, I wanted to share with you a [library of free resources](#) that you can use at home to practice social emotional learning and care for your family's mental, social, and emotional wellbeing. I hope these resources continue to support you all year long!

We are always here to support you, and we're looking forward to a great school year!

Best,

Add sender signature

Getting Started with Move This World: In a Partial Reopening

Practicing Move This World at School

1. Ensure that your students can stand and move safely. If you have social distancing guidelines in place, you may want to plan where students can stand and participate ahead of time!
2. Visit sel.movethisworld.com and log in using your unique username and password. The program will remind you of the upcoming video so you know exactly what to play. Or, you can choose a video that better fits the needs of your class that day.
3. Make sure you are connected to a projector or a large screen and a speaker so that everyone in the room can see and hear.
4. Press "Play" and follow along with your students! You can always pause, rewind, or rewatch the video at any time to meet the needs of your classroom.

Reinforcing Move This World at Home

1. Share the SEL Overview for Families so that families better understand the skills their students will be practicing.
2. Provide free video access through a private Showcase available to Move This World partner schools so that families can view videos at home.
3. Identify extension exercises or take-home resources that support the competencies or skills you are practicing in class, and share them with families to reinforce throughout the week.

Getting Started with Move This World: In a Partial Reopening

We recommend participating in a video exercise at the beginning and end of each week. Facilitation guides and extension exercises are included with each video, so you can provide additional opportunities for practice at home. Some extension activities may need to be modified or adapted for home use. For example, if students do not have a printer at home, they can participate using a pen and paper instead.

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Recognizing strengths	Self-motivation	Respect for others	Communication	Leadership skills

**What is or was
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**What's your
favorite form
of exercise?**



**How will you
move your
body today?**



**Tell a funny
joke.**



**What's your
favorite
character of all
time? Why?**



**If you could
meet any
celebrity, who
would it be?
Why?**



**What have you
been reading?**



**If you could
learn
something
new, what
would you
choose?**



**What podcast
are you
currently
listening to?**



**If you could
travel
anywhere,
where would it
be?**



**What
superpower
would you
choose to
have? Why?**



**What historical
figure would
you like to
meet? What
would you ask
them?**



**If you could be
any animal,
what would
you choose?
Why?**



**What's your
favorite sport
or game to
watch?**



**What's your
favorite sport
or game to
play?**



**What's your
go-to show on
Netflix?**



**What does
your morning
routine
include?
Which part is
most
important?**



**What topic
could you give
a 20 minute
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something
important?**



**What's your
idea of the
perfect day?**



DEBATE

**The best social
media
platform.**



DEBATE

**The best
streaming
service.**



DEBATE

**Appetizer or
Dessert?**



DEBATE

**Fiction or
Non-Fiction?**



DEBATE

**Audio-book or
Actual book?**



DEBATE

The best pet.



DEBATE

**The best
season: fall,
winter, spring
or summer.**



DEBATE

**Movies or
TV Shows?**



DEBATE

**15 minutes of
fame or stay
behind the
scenes?**



PASSION PRESENTATION PARTY



YOUR MISSION

.....

Your mission is to create a **fun**, engaging presentation that will make people **smile**.

You can choose **whatever** topic you want. Maybe you want to teach people the best way to make pancakes or the evolution of Disney princesses or why grass is green.

Once you're ready, you'll share your presentation with your current community (maybe your class or your family.)

.....

You might be wondering how this relates to SEL. The chance to explore your interests will develop self awareness. Your ability to work through the research and presentation process will require self management. You might learn something new about those around you, increasing your social awareness. Finally, you'll brush up those relationship and communication skills to present!

STEP 1: CHOOSE YOUR TOPIC

Take some time to think about what you want to present. You can choose any topic that you want. You can make your presentation as serious or as silly as you choose!

STEP 2: DO YOUR RESEARCH

It's time to do your research. Start by writing down everything you already know about the topic. Now use whatever resources you have on hand to learn more about your topic. You can use the internet, books or talk to friends.

STEP 3: CREATE YOUR PRESENTATION

Decide how you want to share your information with the world. Is it a presentation, a song, or maybe a piece of art? Once you've made your choice, start to put together your presentation.

STEP 4: PRESENT!

It's time to share your presentation! This might be virtually with your class and friends or maybe in person with your family. Make sure to celebrate everyone's hard work when they're done!

PRESENTATION PLANNING



NOTE: YOU DO NOT NEED TO PRINT THIS WORKSHEET TO COMPLETE THE PROJECT! YOU CAN DO YOUR PLANNING AND RESEARCH ON SPARE PAPER OR THE COMPUTER!

TOPIC

BACKGROUND INFORMATION

RESEARCH

PRESENTATION OPTIONS

- | | |
|--|---|
| ☐ Powerpoint presentation | ☐ Oral presentation / speech |
| ☐ Prezi presentation | ☐ Song, rap or poem |
| ☐ Poster | ☐ Other: _____ |

Calm Down & Mindfulness Strategies

► What is Mindfulness?

Mindfulness can be defined as maintaining a moment-by-moment awareness of thoughts, feelings, bodily sensations, and environment, through a gentle, nurturing lens. People affected by chronic anxiety become less associated with the present moment and become more consumed by negative thoughts and emotions.

Mindfulness can help bring us back to the present moment, allowing us to become better connected to ourselves, our thoughts, feelings, surroundings, and to one another.

► Mindful Breathing

Instruct students to close their eyes, take a deep inhale for four counts and then repeat the same process during the exhale. As an alternative, you could instruct students to inhale through their noses while rolling their shoulders upward for four counts, and then exhaling through their mouths while rolling their shoulders downward.

► Channel Your Inner Superhero

Your students should go to separate areas in the room. Allow them to choose where they feel the most comfortable standing and instruct them to model their favorite superhero poses. Adults should lead by example and encourage students by modeling their favorite superheroes as well! Remind them to channel the feeling of strength and courage when they are feeling uncertain or stressed.

► Talk Gratitude

During stressful times, students may be overly critical of themselves and their abilities. As a class, instruct students to reflect and identify things to be grateful for daily. This can be done in a gratitude journal or through classroom discussion. Remind students to return to these positive thoughts during moments of frustration, which encourages them to see the “brighter side” of things.

Play a Game of I Spy

Use descriptive adjectives to point out something in your environment. This encourages children to use their senses to identify the object. Encourage students to use adjectives that involve the senses when it's their turn to choose the next object. Returning to this classic game will help students to become focused on the present.

Glitter Jar

When students are experiencing stress and frustration, encourage students to shake up these jars! First, encourage students to identify their negative emotion, then as they shake the jar, encourage them to imagine this emotion being left behind. Consider creating glitter jars as a project.

Designate a Calm Down Corner

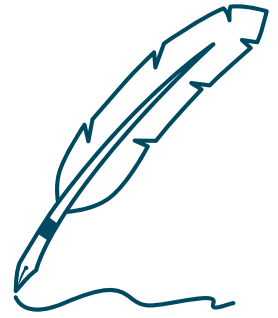
Designate space in one corner for calming down. Reserve a physical space where students can breathe, journal, and draw when they're feeling overwhelmed with negative emotions. It might help to transfer any motivational messaging, art, and even Move This World's Embodied Relaxation posters to this corner so that students can access visual reminders of strategies they can use to calm down in the moment.

Power of Pause

Engage in Move This World's relaxation and mindfulness-focused videos. These 3-5 minute videos are great for the end of the day or during transition periods. Find a collection of videos for free in Move This World online showcase, which you can access [here](#).

Journal Prompts

Short writing exercises to strengthen social and emotional skills



- Create a list of 5 specific things you are grateful for in this particular moment.
- Pick one person and write a letter to them expressing gratitude for something they said or did to help you.
- If you could visit any place in the world, where would you go? What would you do? How do you hope to feel when you get there?
- Who is someone you admire? Why do you look up to them? What qualities do the two of you share?
- What is one goal you have for the future? What can you do to get there?
- If you could have any job in the world, what would it be? What impact would you hope to have on people?
- Create two week wellbeing plan. What routines will you incorporate to help you feel your best?
- What is the best compliment you ever received? How did it make you feel? Why?

- What is your greatest talent? How do you hope to use it to impact the world?
- Write about a time you felt confident. Where were you, what were you doing and how did you feel?
- Write about a time when you faced a fear. How did you feel before? How did you feel after?
- Write about a time felt you felt brave. What were you doing?
- Make a list of 10 things that make you feel happy.

Getting Started with Move This World: In a Remote Learning Environment

1. Visit sel.movethisworld.com and log in using your unique username and password and identify the video you'd like to watch with your students.
2. During a video call with your whole class or small group, share your screen to watch the video together. Make sure you select to "Share Computer Sound" when sharing your screen!
3. Once you've shared your screen, set your video to Full Screen, push play, and follow along! Ask your students to give you a thumbs up when they see and hear the video so that you know it's playing correctly.

We recommend participating in a video exercise at the beginning and end of each week. Facilitation guides and extension exercises are included with each video, so you can provide additional opportunities for practice at home. Some extension activities may need to be modified or adapted for home use. For example, if students do not have a printer at home, they can participate using a pen and paper instead.

Move This World's evidence-based videos align with the five core competencies as defined by the Collaborative for Academic, Social and Emotional Learning (CASEL).

Self Awareness	Self Management	Social Awareness	Relationship Skills	Decision Making
Identifying emotions	Managing emotions	Empathy	Conflict resolution	Identifying problems
Expressing emotions	Resilience	Discovering differences	Active listening	Solving problems
Mindfulness	Stress management	Diversity appreciation	Cooperation	Analyzing situations
Self-confidence	Impulse control	Civic engagement	Teamwork	Goal setting
Recognizing strengths	Self-motivation	Respect for others	Communication	Leadership skills