

Social/Emotional Learning, Mindfulness, and Yoga- an Integrated Approach

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Introductions:

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What is Social/Emotional Learning?

Social and emotional learning (SEL) involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

-The Collaborative for Academic, Social, and Emotional Learning (CASEL)

SEL Core Competencies



How does this relate to the ASCA National Standards and a comprehensive school counseling program?

Resources Used in Development of ASCA Mindsets & Behaviors

The following documents were the primary resources that informed ASCA Mindsets & Behaviors.

Document	Organization	Description
Social and Emotional Learning Core Competencies	CASEL	Identifies five interrelated sets of cognitive, affective and behavioral competencies through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships and make responsible decisions.

What is Mindfulness?



Adult Definition: Mindfulness is paying attention in a particular way: on purpose, in the present moment, and non-judgmentally.

~Jon Kabat-Zinn, Mindfulness Based Stress Reduction (MBSR)

Student Definition: Noticing what's happening right now.

What is Yoga?



- Originating in India over 5000 years ago, yoga is the one of the oldest practices of holistic health.
- Yoga is harmonizing and integrating the body, mind, and breath through the means of various breathing techniques, physical postures and meditation.

Sample Counseling Curriculum (Yoga Principles/ASCA Behaviors)

September- Work Hard & Be Generous

October- Practice Peace

November- Practice Moderation

December- Be Clean

January- Have Alone Time

February- Work Hard

March- Be Honest

April- Believe in Something Bigger

May- Be Content

June- Have Alone Time

Category 2: Behavior Standards

Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling.

Learning Strategies	Self-Management Skills	Social Skills
1. Demonstrate critical-thinking skills to make informed decisions	1. Demonstrate ability to assume responsibility	1. Use effective oral and written communication skills and listening skills
2. Demonstrate creativity	2. Demonstrate self-discipline and self-control	2. Create positive and supportive relationships with other students
3. Use time-management, organizational and study skills	3. Demonstrate ability to work independently	3. Create relationships with adults that support success
4. Apply self-motivation and self-direction to learning	4. Demonstrate ability to delay immediate gratification for long-term rewards	4. Demonstrate empathy
5. Apply media and technology skills	5. Demonstrate perseverance to achieve long- and short-term goals	5. Demonstrate ethical decision-making and social responsibility
6. Set high standards of quality	6. Demonstrate ability to overcome barriers to learning	6. Use effective collaboration and cooperation skills
7. Identify long- and short-term academic, career and social/emotional goals	7. Demonstrate effective coping skills when faced with a problem	7. Use leadership and teamwork skills to work effectively in diverse teams
8. Actively engage in challenging coursework	8. Demonstrate the ability to balance school, home and community activities	8. Demonstrate advocacy skills and ability to assert self, when necessary
9. Gather evidence and consider multiple perspectives to make informed decisions	9. Demonstrate personal safety skills	9. Demonstrate social maturity and behaviors appropriate to the situation and environment
10. Participate in enrichment and extracurricular activities	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities	

Crosswalk of ASCA, SEL, Mindfulness and Yoga

ASCA	SEL	Mindfulness	Yoga
Self –Management Skills	Self-Awareness	Self-Awareness	Self-Inquiry
Self –Management Skills	Self-Management	Impulse Control	Self-Discipline
Learning Strategies	Responsible Decision Making	Attention/Focus	Concentration
Social Skills	Relationship Skills	Empathy and Compassion for Others	Connection to Others
Social Skills	Social Awareness	Empathy and Compassion for Others	Ethics

Cubes in the Classroom

Cubes to Use: Can be used for solitary or group experience.

Breathing (Blue), Feelings (White), Questions (Black)

Purpose/Objective

To build/Nurture a classroom community/learning community in which/ where students have the opportunity evolve their understanding of how to:

What is empathy? How do we get children to understand this concept at their development?

What are the dimensions of trust that we should focus on with young people- 8-15 year olds?

What are the mind sets that they need to understand? **(ASCA Standards)**

- Communicate and listen with empathy **(Behavior-Social Skills 1 and 4)**
- Trust each other **(Mindset 3, Behavior-Social Skills 2 and 3)**
- Collaborate effectively and efficiently **(Behavior-Social Skills 6)**
- Hone personal self-awareness **(Behavior-Self-Management Skills 1 and 2)**

To Practice Self-Awareness: Next, choose the Feelings or Questions cube. Have another student raise their hand to volunteer to roll the cube and read the prompt. Write the prompt on the board (for later use). As the teacher, start by answering the question. For example:

Feelings Cube

I feel – “happy” or “tired.”

I am grateful – “for my friends and family.”

Questions Cube

What can I let go of? – “that I lost my favorite pair of sunglasses” or “the argument I had with my friend.”

What negative thought can I turn into a positive one? – “I am sad,” to “I will feel happy.”

In the classroom, I would like to:

Uses

To Gather and Settle: Begin by having one student roll the Breathing cube, then read the prompt that lands facing up. As a group, complete the breathing prompt together. Repeat this process a few times, with a different student “roller” each time.

Free or Journal/Drawing Time

To assist with self-awareness and self-reflection: Later in the day, point out the prompt written on the board during morning meeting. Have the student journal about or draw their answer to the prompt.

Pivot to the Present Moment

To bring order back to the classroom: Before tests or during transitions throughout the day, have a student volunteer to roll the breathing cube. Complete the prompt as a group.

To enhance student’s listening and empathy skills: Pair students in groups of two or three *(Note: have students pair with a different person each time they do this exercise throughout the year.)* Choose a topic for the students to talk about. It can be related to classroom work or one of the cube prompts. For example, “How can you relate in which way? To the main character in the book you are currently reading or recently read?” In which aspect of the cube?

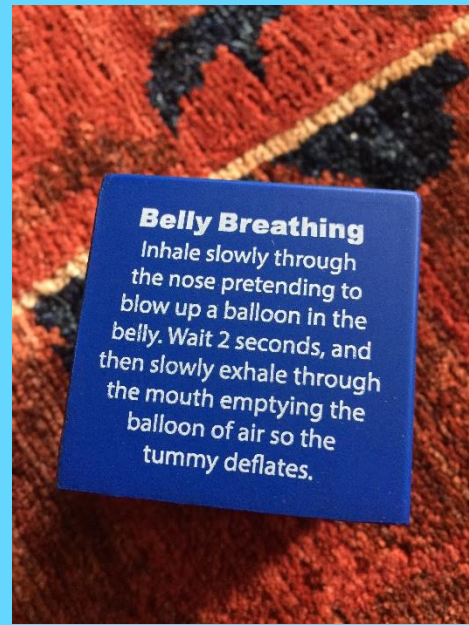
Another option:

“What would you like to share about your journal entry today?” Have one student talk for 2-3 minutes while the other student listens fully, staying engaged, or drawing without talking. Next, have the students switch roles. Afterwards, give the students 2-3 minutes to engage in back and forth conversation to note observations they would like to share from their listening.

Self-Awareness

Collaboration

Present Moment in the Classroom



Materials:

Gift bag
Breathing and Feelings Cube

Preparation:

Put a Breathing and Feelings cube in the gift bag.

www.zendoway.com/store/c4/Kids_Wellness.html

Purpose

Teach children about the present moment.

ASCA Standards:

Mindset 1

Behavior-Self-Management Skills 7



1. Ask the class what the bag is. Eventually they will guess a present.
2. Discuss the meaning of being in the present moment, paying full attention to the here and now. Ask questions, (be sure to tell them to raise their hand to answer).

For example:

Q: What could distract you from being in the present moment?

A: Talking, texting, emotions

3. Ask for a volunteer to open the bag and take out the cubes.

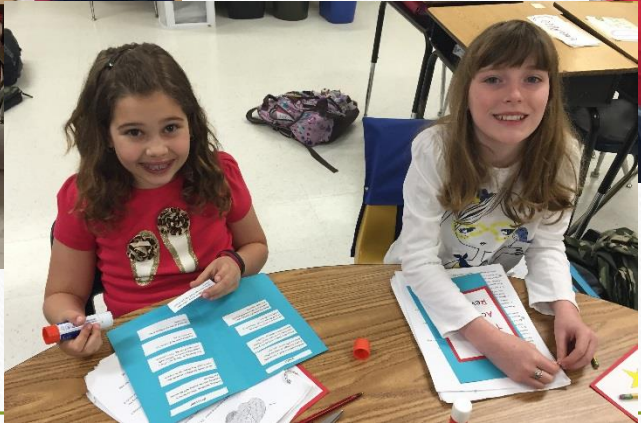
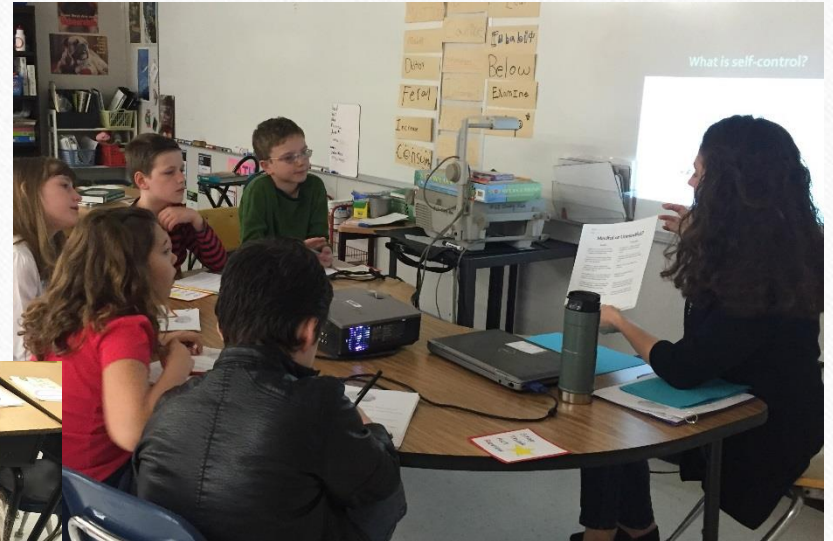
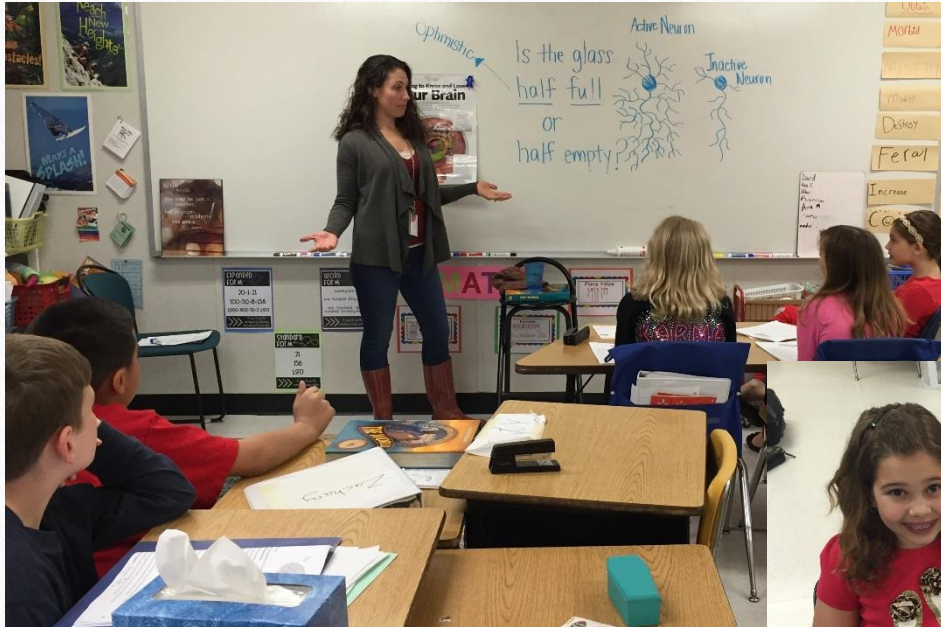
4. Have other volunteers roll the cubes. For the Breathing cube, have the class as a whole do the prompts. For the Feelings cube, have the person rolling the cube answer the prompt. Discuss how the cubes can be used to come back to the present moment.
5. Discuss how even doing the Feelings cube may distract the group, yet point out that if we use a breathing technique, we easily come back to the present moment.
6. Ask for two different volunteers to share what they learned from today's experience.

Steps 1-3

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Steps 4-7

Mindful Math Group



Integrating Mindfulness and EF Skills

Sample Lesson

School Counselor: Erin Hurley

Activity: Cognitive Flexibility and Perspective Taking

Grade: 5

School Counseling Program Goal(s) addressed:

Goal 1: By June 2016, 80% of identified fifth grade students will pass their Math SOL (Standards of Learning) assessment.

ASCA Mindsets & Behaviors:

Domain: Academic

ASCA Mindsets:

2: Self-confidence in the ability to succeed

6: Positive attitude toward work and learning

ASCA Behaviors:

Learning Strategies

9: Gather evidence and consider multiple perspectives to make informed decisions

Materials:

Mind Up Curriculum for grades 3-5, Lesson #10

Folders for each student

Pre-Survey for each student

Blank paper

Negative Self-Talk/Positive Self-Talk handout

Math problem provided by classroom teacher

Dry erase boards and markers for each student

Objective/Materials

Learning Objective(s):

1. Outline goals of the group
2. Students will understand that cognitive flexibility includes the ability to take perspectives, make connections, think flexibly and move freely from one situation to another
3. Students will use positive self-talk as a strategy to improve their perspective on difficult math problems.

1. Begin the group with an ice breaker activity. Students share their name and their favorite thing to do outside of school.
2. Practice a “mindful minute” allowing students to check-in with themselves and their breath.
3. Review the weekly outline for the group and pass out folders to each student.
4. Have students complete the pre-survey for the group.
5. Discuss cognitive flexibility and what it means.
6. Link perspective taking to brain research. Pg. 103 in the Mind Up Curriculum.
7. Pass out blank paper to students and model how to fold a fortune teller. Unfold and fold again to model how neural pathways work.
8. Pass out self-talk handout and review the two columns. Ask students to complete the back of the handout turning negative self-talk into positive self-talk.
9. Pass out dry erase boards and have students solve a math problem. Encourage them to use positive self-talk if they get stuck.

Procedure

Plan for Evaluation: How will each of the following be collected?

Process Data: Seven, 5th grade students will meet on Thursday mornings before school for six weeks. Attendance will be taken each week.

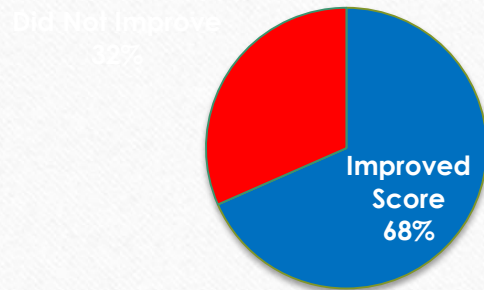
Perception Data: Pre and Post surveys will be completed by students and teachers.

Outcome Data: Math effort grades on the 2nd and 3rd quarter report cards will be compared. Math SOL scores will be compared from 2015 to 2016.

Follow Up: Ask students to use positive self-talk throughout the week.

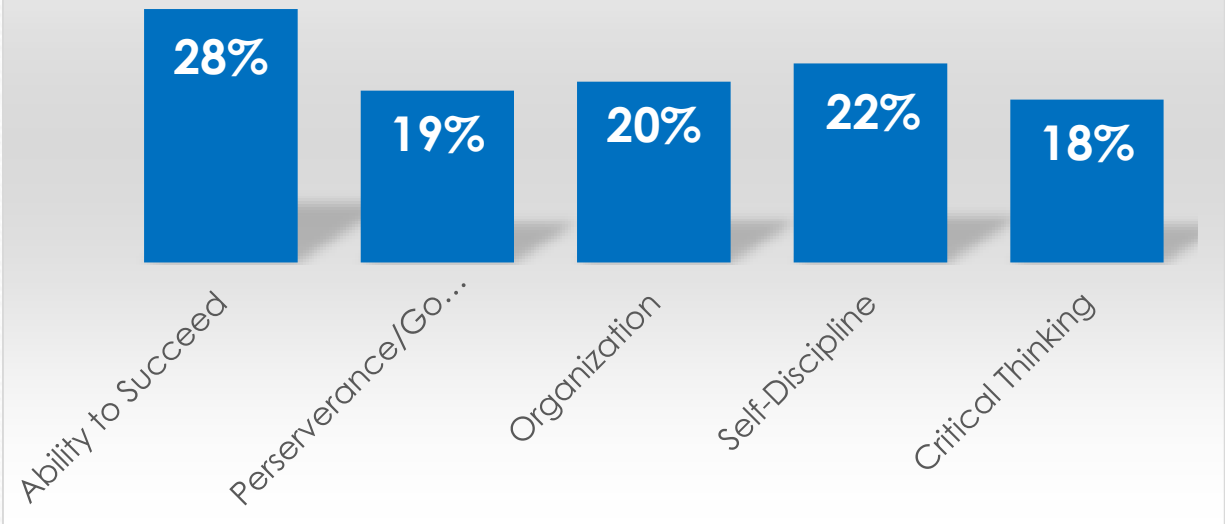
Evaluation

2016 Mindful Math Group Outcome Data VA Standards of Learning Math Assessment



■ Improved Score ■ Did Not Improve

Mindful Math Group Average Percent Increase of Student Perception by Topic



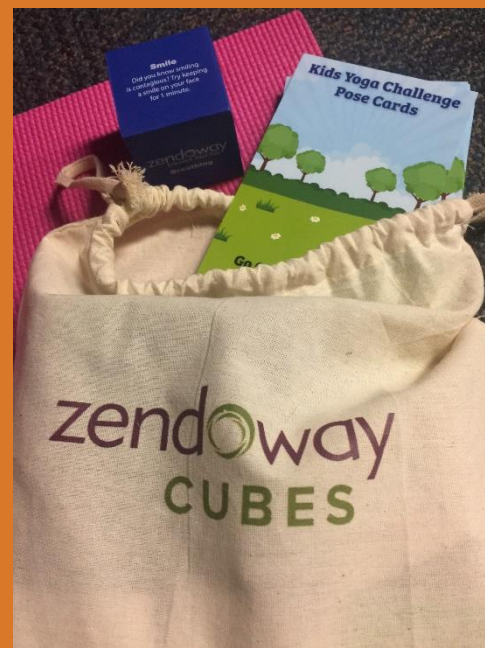
Using Zendoway Cubes in Groups



Affirmation Yoga Class

Materials:
Kids Yoga Challenge Pose Cards
(GoGoYoga)
Feelings Cube
(Zendoway)

ASCA Standards:
Mindset 2 and 6



www.zendoway.com/store/c4/Kids_Wellness.html

Cube

Provide each child with a card.
First have them roll the Feelings Cube and answer the prompt. For example, *"I Feel _____ an answer could be Happy or Grateful."*



Second, have the child read the affirmation on the card. For example, *"I am strong and balanced."* Have all the children repeat. Complete the pose together. Repeat the affirmation.



Pose Card

Have the children lay down on their mats and close their eyes. Remind them that affirmations work best when repeated in different ways throughout the day. Whenever you are feeling as though you cannot do something, turn it around with a positive affirmation such as *"I can do it."* Prompt the children to take a few full breaths and settle into comfort. Softly read the affirmations on the Pose cards for a few minutes. Have them take a few more breathes before returning to sitting.






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Relaxation





4th Grade Virginia Studies/Yoga PBL

Geography

5 bordering states - Virginia 

- Maryland 
- West Virginia 
- Kentucky 
- Tennessee 
- North Carolina 

4 main rivers -

- Potomac 
- York 
- Rappahannock 
- James 

5 regions -


- Appalachian Plateau 
- Piedmont 
- Valley and Ridge 
- Coastal Plain or Tidewater 
- Blue Ridge Mountains 

Jamestown




colony -

 place far from home where colonists settle
ruled by mother country

charter -

 document that grants rights


agriculture -

 lumber  tobacco  cotton

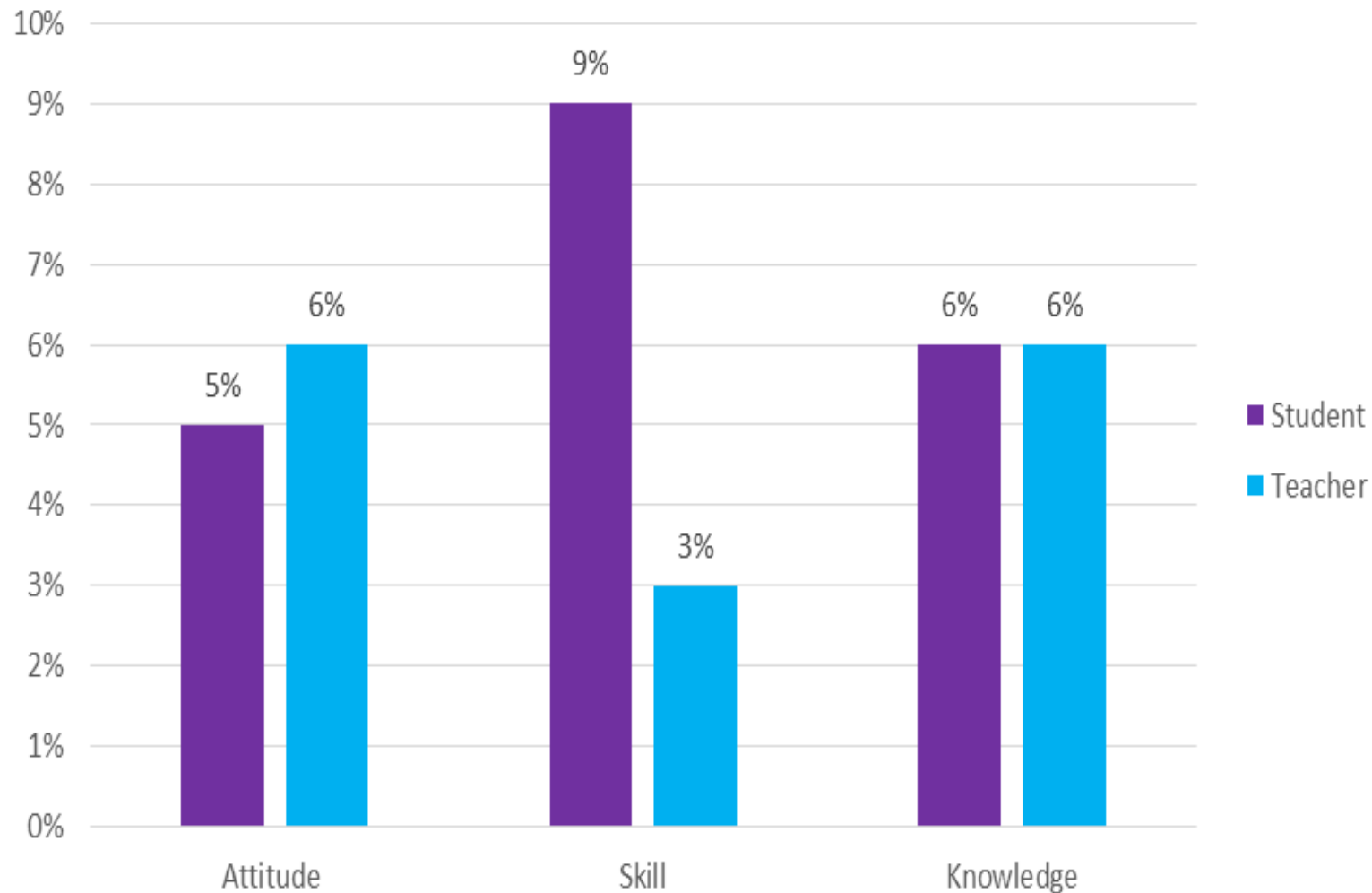
general assembly -

 a meeting / group of people

Burgesses - 2 representatives

 legislative body - make laws for colony

Average % Increase of Student and Teacher Preception



Mindset #1

Attitude: Maintain a healthy balance of mental, social, and physical well-being

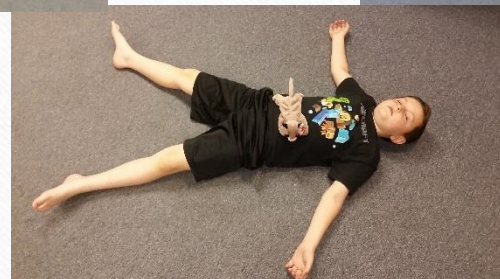
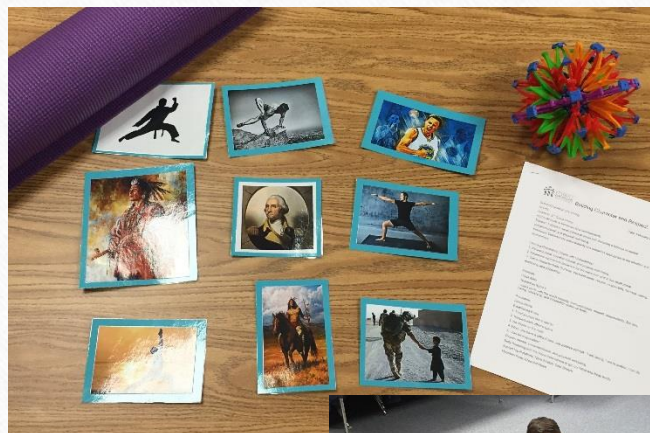
Behavior/Learning Strategies #2

Skill: Demonstrate creativity

Behavior/Social Skills #6

Knowledge: Use effective collaboration and cooperation skills

WARRIORS WITH SELF-CONTROL



Integrating Yoga Sample Lesson

Activity: Building Character and Respect

Grade: 2nd Grade Group

ASCA Mindsets & Behaviors:

Domain: Social/Emotional

ASCA Mindsets:

1: Belief in development of whole self, including a balance of mental, social/emotional, and physical well-being.

ASCA Behaviors:

Social Skills

9: Demonstrate social maturity and behaviors appropriate to the situation and environment

Learning Objectives:

1. Review and discuss ethics: student's interaction others
2. Determine appropriate behaviors for the classroom and in the small group.
3. Define character traits (honesty, trustworthiness, respect, responsibly, fairness, caring, leadership and citizenship).

Materials:

- Yoga Mats
- Paper and Markers to write group expectations/rules
- *Yoga Calm for Classrooms* by Lynea Gillen and Jim Gillen
- Warrior picture cards with the words honesty, trustworthiness, respect, responsibility, fairness, caring, leadership, and citizenship written on them.
- Hoberman Sphere

Plan for Evaluation: How will each of the following be collected?

Process Data: This small group consists of eight boys in the second grade. They will meet once a week on Wednesday mornings for 6-8 weeks. Attendance will be taken during each group.

Perception Data: Pre and post perception data surveys will be completed by the students, parents, and teachers.

Procedure:

Introduction

1. Have each student share their name and their favorite super hero.

Mind

2. Allow students to discuss and give examples of ethics/how to interact appropriately with others.

3. Talk to the students about expectations for the group. Ask for their feedback on creating the group name and rules.

Group Name: Warriors with Self-Control

Group Expectations:

-Treat yourself like a warrior

-Respect each other's space

-No shoes on the mats

-When you have a difficult time, use positive self-talk: "I am strong. I am in control. I can do it. I can be responsible."

4. Discuss the goal of the group: Students will use self-control to strengthen their mental, social/emotional and physical well-being.

Body

5. Seated Hip Rotations, Neck Stretch, Side Stretch

6. Mountain Pose, Crescent Moon

7. Sun Salutations x3

8. Warrior Series: Warrior One, Warrior Two

9. While students are in Warrior Two complete the Past, Present, and Future Activity pg. 119 of the *Yoga Calm for Children* book.

10. Pass out warrior picture cards and have students place them on the front of their mat.

11. Ask students to think about what the word on their card means to them.

12. Demonstrate Eagle Pose (discuss the character traits of our national bird)

13. Invite the students to enter into Eagle Pose.

14. Have the first four student's share what their word means to them while balancing in the pose on the right.

15. Repeat Eagle Pose on the left and allow the last four students to share what their word means to them.

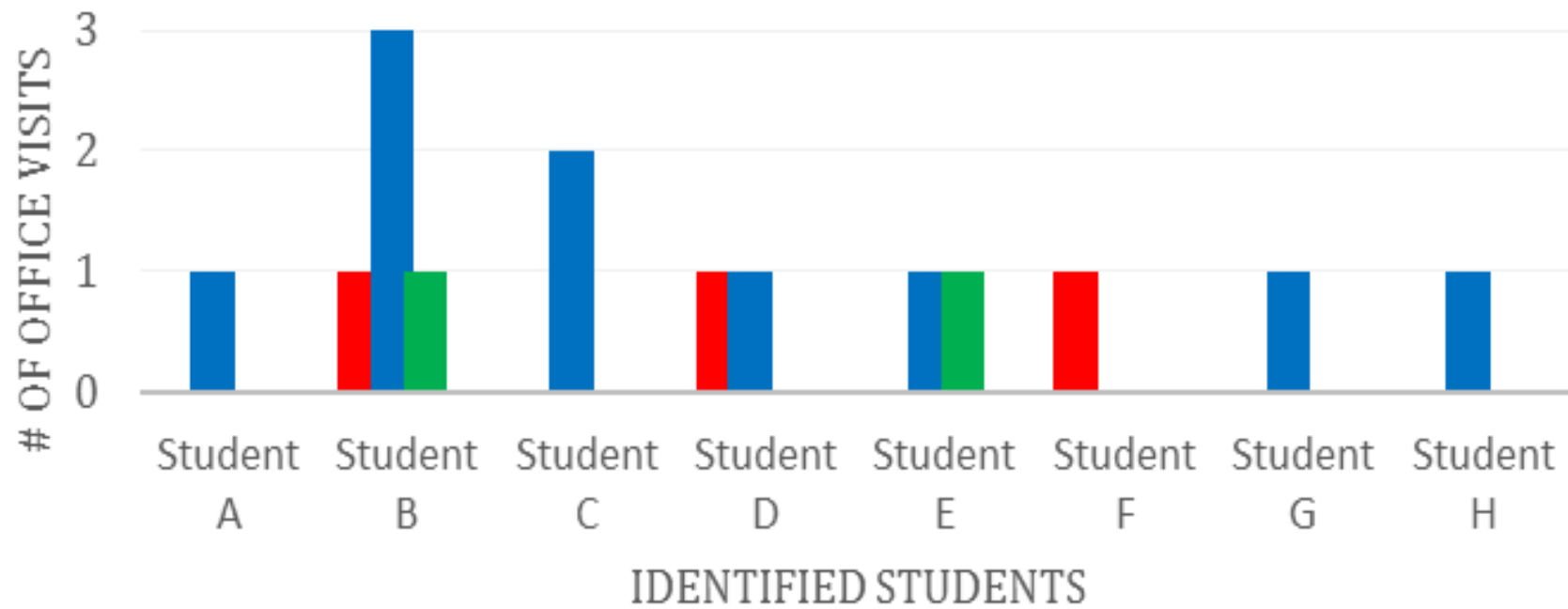
16. Collect warrior cards

Breath/Closing

17. Introduce belly breathing with the Hoberman sphere

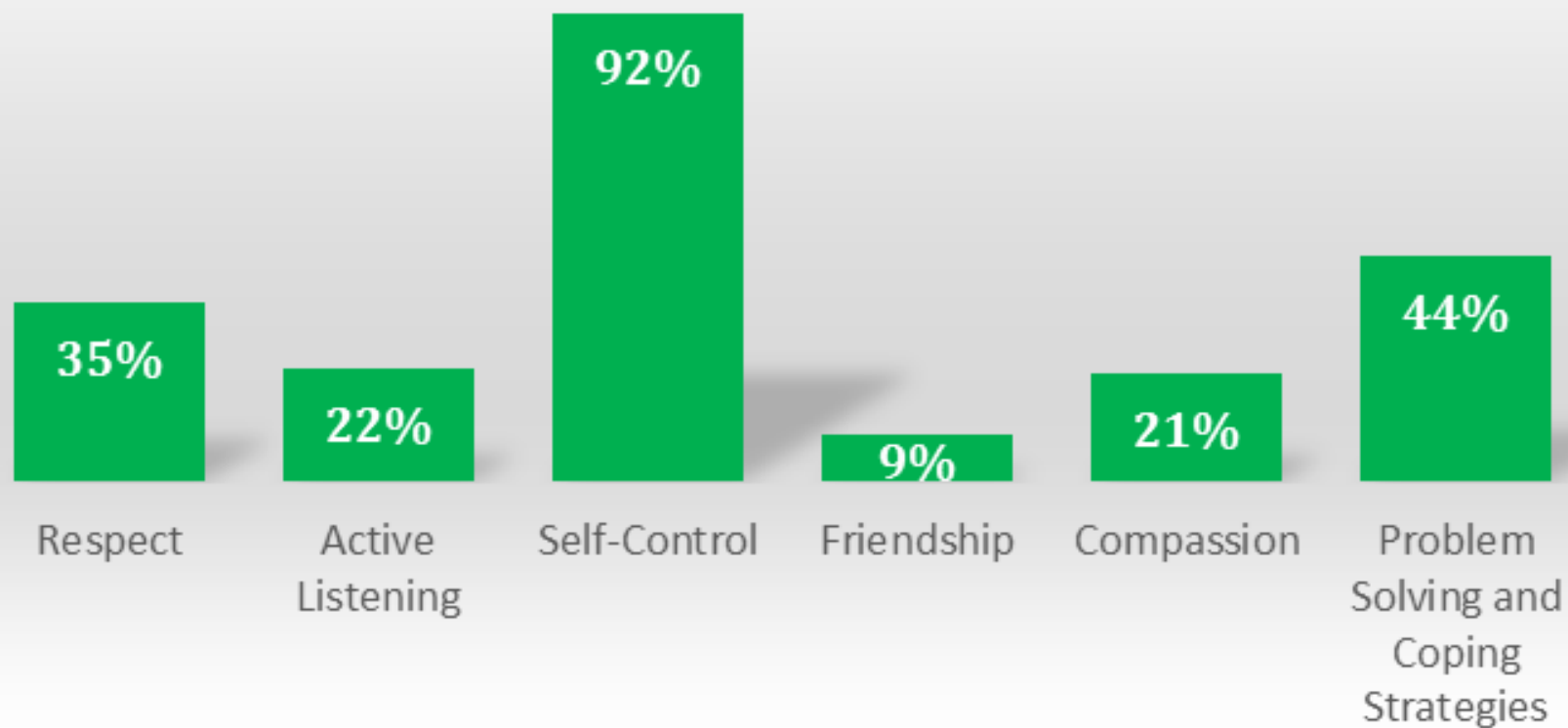
18. Guided Relaxation- Eagle Soaring Through the Sky

2015-2016 Outcome Data Behavior Related Office Visits

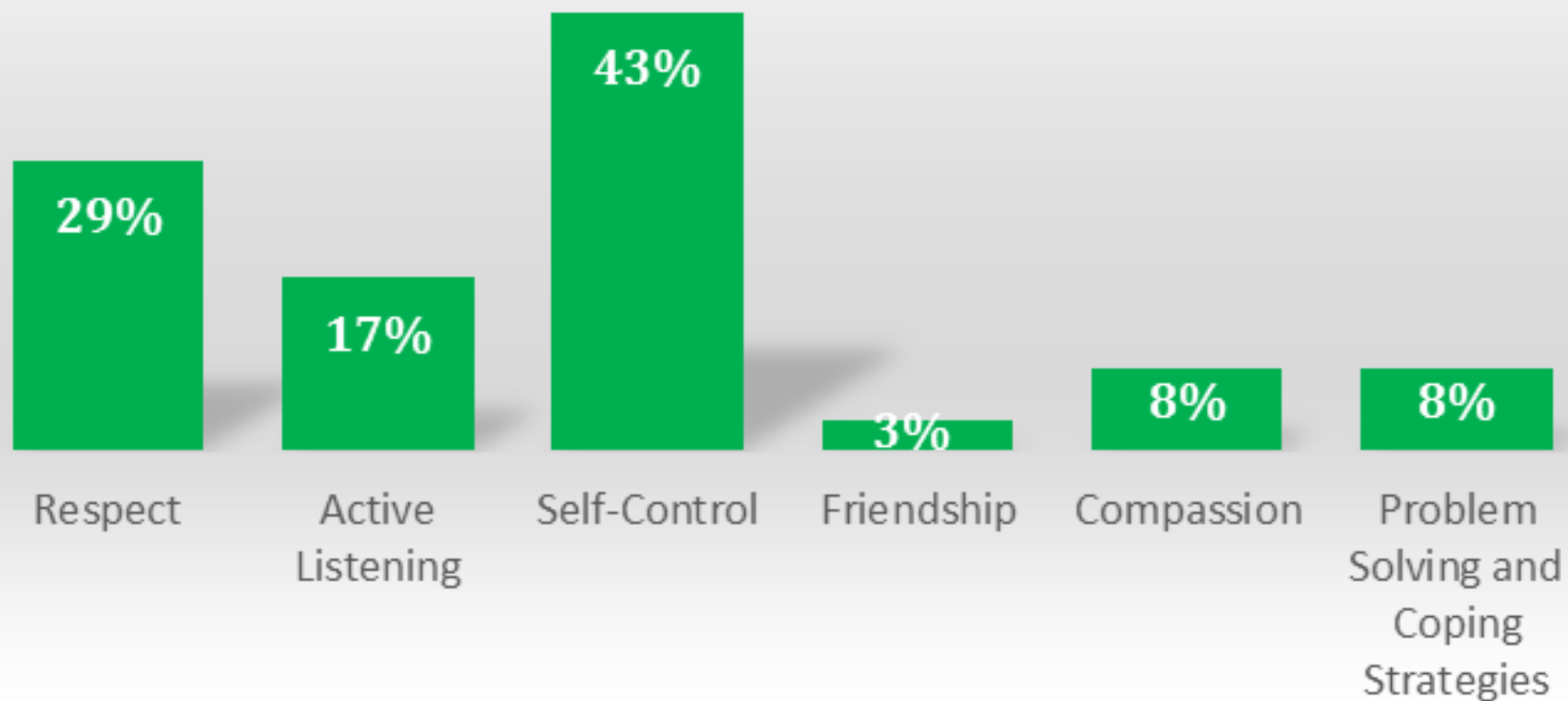


■ 1st Quarter ■ 2nd Quarter ■ 3rd Quarter ■ 4th Quarter

Average Percent Increase of Teacher Perception by Topic



Average Percent Increase of Parent Perception by Topic



Questions?
