A FRAMEWORK

For Social and Emotional Approaches to Teaching and Learning

EDUC1199

19 August 2015

A Review of the Framework

New Haven Social Development Curriculum	Skills	Self-Management Problem Solving and Decision Making Communication
	Attitudes and Values	About Self About Others About Tasks
	Content	Self/Health Relationships School/Community

How is the framework represented?

New Haven Social Development Curriculum	Skills	Self-Management Problem Solving and Decision Making Communication
	Attitudes and Values	About Self About Others About Tasks
	Content	Self/Health Relationships School/Community

What emotions do

"…[E]motions *organize* –rather than disrupt –our social lives. Studies have found, for example, that emotions *structure* (not just color) such disparate social interactions as attachment between parents and children, sibling conflicts, flirtations between young courters and negotiations between rivals."

(Keltner & Ekman, 2015)

Recognizing the full spectrum of emotions

"'Inside Out' offers a new approach to sadness. Its central insight: Embrace sadness, let it unfold, engage patiently with a preteen's emotional struggles. Sadness will clarify what has been lost (childhood) and move the family toward what is to be gained: the foundations of new identities, for children and parents alike."

(Keltner & Ekman, 2015)

Recognizing the full spectrum of emotions

"Toward the end of the movie, Joy does what some researchers now consider to be the healthiest method for working with emotions: Instead of avoiding or denying Sadness, Joy accepts Sadness for who she is, realizing that she is an important part of Riley's emotional life."

(Marsh & Zakrzewski, 2015)

Recognizing the full spectrum of emotions

"Emotion experts call this 'mindfully embracing' an emotion. What does that mean? Rather than getting caught up in the drama of an emotional reaction, a mindful person kindly observes the emotion without judging it as the right or wrong way to feel in a given situation, creating space to choose a healthy response."

(Marsh & Zakrzewski, 2015)