1 Introducing Social and Emotional Approaches to Teaching and Learning

⚷ Values and attitudes influence the educational process, are brought in by both students and educators, and can be developed through intentional efforts.

🗓	*Week Of*	August 17-21
📖	*Readings*	The Need for Social and Emotional Learning (`http://bit.ly/1WauXyA`) Why Emotional Learning May Be As Important As The ABCs (`http://n.pr/1OZuv01`) How to Be Emotionally Intelligent (`http://nyti.ms/1hrH6it`) Nonacademic Skills are Key To Success. But What Should We Call Them? (`http://n.pr/1PeOtFh`)
☑	*Check-In Performances*	**What Do I Notice?** Due Friday, August 21

Monday

Warm-Up:

- Purposeful First Day Exercise
  - Name on one side
  - What kind of educator/person do you want to be?
  - What kind of impact do you want to have?
- Pair-Share, and then share with class. Additional question: How do you want this class to help you with these answers?

Activities:

- Discuss brief overview of class and review syllabus
- Read poem, discuss in hevrutah
  - Why is "ideal" important?
  - How does this poem relate to learning?
  - How does this poem relate to knowing?

Reflection:

- What's one thing you've found surprising today in class?

Wednesday

Warm-Up:

- Second-Day Graffiti

Activities:

- Pause for questions about the course, requirements, or due dates
- "Lecture" on Framework

Reflection:

- Anonymous remaining questions on note cards

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🗓	*Week Of*	August 24-28
📖	*Readings*	How Emotions Affect Learning (`http://bit.ly/1TivmL9`) The Science of Inside Out (`http://nyti.ms/1TivSsn`) Four Lessons from Inside Out to Discuss With Kids (`http://bit.ly/1KY4ONg`)
📑	*Performances*	**48-Hour Social-Emotional Journal** Due Monday, August 31

Monday

Warm-Up:

- Go around room, identify the prominent emotion you are bringing in.

Activities:

- Review Framework
- *Matzli'ach Li* reading
- Three groups and distribute books
- How is the framework represented in the books?
- Write on chart paper, then share out
- Watch each video (`http://bit.ly/1h6UKY0` and `http://bit.ly/1JdVx0B`), students take notes on how represented, pair-share

Reflection:

- What's one thing you've found surprising today in class?

Wednesday

Warm-Up:

- Watch School Bully video (`http://bit.ly/1EcBIda`), and discuss what's going on: how does it relate to what we've been discussing?

Activities:

- Show both videos (https://youtu.be/xNY0AAUtH3g and https://www.youtube.com/watch?v=gAM-bkJk6gnE [six minutes and after])
- Link back to readings, release of neuropeptides and structures in the brain, physicalness of the process
- Teams of 2 and 3, create storyboard based on what they've learned for a PSA on the connections between emotions and learning
- Share briefly

Reflection:

- What's one thing you've found surprising today in class?

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2   Unit 2: The Impact of Stories on Teaching and Learning

⚷ The stories that we tell about ourselves and others influence the attitudes and values that we bring
to our lives and learning experiences.

📅	*Week Of*	August 31-September 4
📕	*Readings*	Between the World and Me (`http://theatln.tc/1J4PS2b`) Rachel Dolezal, in Center of Storm, Is Defiant: 'I Identify as Black' (`http://nyti.ms/1DAKIZQ`) Inside Appalachia: WV Mine Wars, Red-Neck Folklore, & More (`http://bit.ly/1DAK0AI` up until the 20 minute mark, although you are welcome to listen to the whole episode)
☑	*Check-In Performances*	**Re-Remembering Rednecks** Due Friday, September 4

Monday
Warm-Up:

- Read Dialogue Guidelines
- Close-Far Mindful Examination of *The Problem We All Live With* (adapted from Zajonc)
  - Take in the painting as a whole for one minute, without judging and evaluating your thoughts, just noticing
  - Focus on one detail, big or small, without judging and evaluating your thoughts, just noticing
  - Start noticing the words that you associate with the detail, picture these words, arrange them around the detail, hold on to these words
  - Take in the painting as a whole again
  - Write down these words in the pattern you arranged them in
  - Share and discuss, ask for volunteers first

Activities:

- Show Michael Brown's mother video, the part about putting a black boy through high school
- What does this say to you? How can you connect this with the framework we have been discussing, the idea of mind-body, neurological pathways, and the readings?

Reflection:

- What's one thing you've found surprising today in class?

Wednesday

Warm-Up:

- Read Dialogue Guidelines
- Mindful Listening Exercise: A time you saw someone being treated differently because they were different (Barbezat & Bush, pp. 144-145)

Activities:

- Show statistics of suspension rates
- Make shift from race to geography and social class (SES)
- Ask for word associations with "Red Neck" and write on board
- How does that make you feel?
- Show Wild and Wonderful Whites of WV trailer first, write down some words that come to mind after watching it, share and discuss. Include some discussion about how stories influence lives and the way we do things and experience things.
- Show Behind the WWWWV video, ask if it changes your minds about your words or reinforce them
- Show EACH Risk framework
- What does this say to you? How can you connect this with the framework we have been discussing, the idea of mind-body, neurological pathways, and the readings?
- Share information about history of Red Neck, Blair Mountain
- Share some word associations of how you'd like to see Red Necks
- Share project

Reflection:

- What's one thing you've found surprising today in class?

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Monday

<u>**Warm-Up:**</u>

- *LABOR DAY: NO CLASS*

Wednesday

<u>**Warm-Up:**</u>

- Privilege Walk Exercise
- How do you feel? What did you learn?
  - How do you feel?
  - What did you learn?

<u>**Activities:**</u>

- Show privilege walk reflection video (https://youtu.be/hD5f8GuNuGQ)
- Show waste basket privilege activity as an alternative (https://youtu.be/2KlmvmuxzYE)
- Return to EACH Framework and make connections to their future students

<u>**Reflection:**</u>

- Questions about Redneck Redefinition Project