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## ***T&L 2900—Educating the Whole Student: Mindfulness and SEL in the Classroom (K-12)***

### **Course at a Glance**

**Instructor/Presenter:**

**Length:** 45 hours

**Dates:** Enroll anytime—Complete in 4 months

**Number of Graduate Professional Development Credits:** 3

#### **Introduction**

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Are you curious as to what social emotional learning is and how it relates to teaching and learning? Social and emotional learning (SEL) has become quite the buzzword in education lately. SEL is a process for learning essential life skills such as decision making, problem solving, effective communication, empathy, perseverance, and coping, just to name a few. This online course is designed for K-12 teachers who want to focus on the whole student by supporting social-emotional learning skills but may not know where to begin. Teachers will learn specific strategies for addressing students' social and emotional needs through such topics as mindfulness, resolving conflict, anti-bullying, and character education. Teachers will also learn about the role they play in nurturing students' self-efficacy, grit, compassion, gratitude, and positive attitudes as they work to help diverse groups of students manage their emotions and make good decisions.

#### **Learning Objectives**

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1. Teachers will understand what the whole student approach to learning encompasses, and how social and emotional learning relates to it.
2. Teachers will be introduced to how students typically develop in terms of their social and emotional growth.
3. Teachers will learn some overall strategies to address each of the five basic tenets of the whole student approach to learning.
4. Teachers will learn about the guiding principles of social and emotional learning, as well as its five key competencies.
5. Teachers will learn specific strategies for engaging students in each of the guiding principles of social and emotional learning.
6. Teachers will understand what mindfulness is, and will learn specific strategies for incorporating the practice of same into their everyday classroom routines.
7. Teachers will understand how Maslow's hierarchy of needs impact students' SEL skills.
8. Teachers will learn specific strategies for addressing certain "soft skills," including positive attitude, compassion, gratitude, and grit.
9. Teachers will learn about specific instructional practices and classroom management techniques that have been proven to foster a supportive, caring, and positive classroom environment and to positively affect students' social-emotional growth.

10. Teachers will learn specific strategies for helping students make good decisions.
11. Teachers will learn about emotional regulation and different coping mechanisms.
12. Teachers will learn important conflict resolution skills and be introduced to activities that promote the resolution of same.
13. Teachers will learn the basics of peer mediation and how it can be used to resolve conflict.
14. Teachers will learn about culturally responsive teaching and how it can be used to support students' social and emotional skills.
15. Teachers will learn strategies for addressing students' social and emotional needs across a variety of diverse populations, including students of poverty, English language learners, special education students, and students of incarcerated parents.
16. Teachers will learn strategies to improve students' communication skills in an effort to support their social and emotional needs.
17. Teachers will learn what it means to be socially-aware, and how those skills (or the lack thereof) may affect students' social status at school.
18. Teachers will learn the steps involved in addressing social skills deficits.
19. Teachers will have a basic understanding of character education, including a brief introduction to each of the six pillars of character.
20. Teachers will have a basic understanding of bullying, and be introduced to the role that SEL skills play therein.
21. Teachers will learn how to promote self-efficacy through learner-centered instruction.
22. Teachers will learn about the guiding principles of the responsive classroom approach, and how this approach to learning impacts students' social and emotional skills.
23. Teachers will learn what school-family partnerships are, and be introduced to specific strategies for implementing and integrating them into their classrooms in an effort to support social emotional learning.

## Text and/or Other Materials

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["Cultivating Mindfulness in the Classroom"](#) by Jeanie M. Iberlin

## Module Topics and Assignments

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### Unit One

- The Whole Student Approach to Learning
- Social and Emotional Learning: A Schoolwide Approach
- Minding Mindfulness
- **Assignment #1**

*Part One: Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about applying social and emotional learning in your classroom. Your autobiography should be a minimum of three paragraphs.*

*Part Two: As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article or watch the video and then write an essay with your thoughts in a minimum of three paragraphs.*

### Unit Two

- The Teacher's Role in the Whole Student Classroom
- Teaching the Intangibles
- Connecting SEL and Mindfulness Practices to the Classroom
- **Assignment #2**

*Choose an intangible trait that students need to succeed. Use the link provided in the assignment to choose a trait, or choose one of your own. Either way, the selected trait must not have been discussed in Unit Two. Then, choose an already-existing lesson you plan to teach and revise it to incorporate this intangible skill. The lesson should be detailed and specific so that someone else can teach it.*

### **Unit Three**

- Coaching Students to Manage Everyday Relationships
- Making the Right Choices
- Regulating and Resolving Conflict and Intense Emotions
- **Assignment #3**

*Create five scenarios that are designed to help students understand the consequences of both positive and negative choices in the decision-making process. Each of the scenarios should be new (e.g., not previously discussed in the course) and follow the example given in Assignment 3. Each scenario should be described in a minimum of five sentences and specifically list the grade level to which each scenario best applies. In addition, each scenario should relate to problems that students typically encounter in class.*

### **Unit Four**

- Dealing with Diversity
- Communication is Key
- Becoming Socially Aware
- **Assignment #4**

*Choose a specific social skill and develop a lesson plan that is based on that skill. The lesson should be detailed and specific so that someone else can teach it. Follow the format detailed in Unit Four (“Becoming Socially Aware”).*

### **Unit Five**

- The Character Education Connection
- Using SEL to Prevent Bullying and Improve School Climate
- Nurturing Self-Efficacy
- **Assignment #5**

*Create an activity that integrates both social and emotional learning and character development. The activity should be described in no less than five sentences and should be detailed enough so that someone else can implement it in his/her classroom.*

### **Unit Six**

- Building and Supporting an Inclusive Classroom Community
- Responsive Classroom Approach and Social-Emotional Learning
- Establishing and Nurturing School-Family Partnerships
- **Assignment #6**

*Please post a tip, strategy, or idea that specifically relates to each of the three categories listed in Assignment 6. The tips that you post should make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs, with one tip, strategy, or idea for each category.*

- **Assignment #7**

*This course has a required textbook that will help you develop a deeper understanding of a specific topic introduced in the course. Choose five chapters from the textbook that were particularly meaningful to you. For each of the five chapters, provide a brief annotation of the chapter (minimum one paragraph) and then a detailed summary (minimum two paragraphs) of how you plan to implement what you learned from the chapter, such as a strategy or idea, in your classroom. Discuss how the implementation of this idea benefits your students and improves your teaching.*

## Grading and Evaluation Activities:

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### Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Required Textbook
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

### Evaluation

- Write an Autobiography and Article Reflection (20% of final grade)
- Integrate an SEL Skill into an Existing Lesson Plan (12% of final grade)
- Create Decision-Making Scenarios (12% of final grade)
- Create a Lesson Based on Social Skills (12% of final grade)
- Integrate SEL and Positive Character Traits into an Activity (12% of final grade)
- Share Some Tips and Strategies (12% of final grade)
- Reading/Learning Log (20% of final grade)

### Scholastic Dishonesty

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Students enrolled in this course are expected to be aware of the seriousness of scholastic dishonesty. Unacceptable behavior such as submitting someone else's work as your own, cheating on exams, or plagiarizing can result in failure of the course or other sanctions. For a more detailed description of these policies, please refer to the UND Code of Student Life; Appendix IIIa-3, at: <http://und.edu/student-affairs/code-of-student-life/>