Project / Event Name	McKinley Strong Monthly Themes: Distance Learning SEL Lessons
Description	Social and emotional learning (SEL) is a developmental framework, the process through which individuals develop the skills to recognize and manage emotions, set and achieve positive goals, appreciate the perspectives of others, establish and maintain positive relationships, and make responsible decisions (https://www.cdc.gov/healthyschools/sec.htm). Our building has a strong focus on positive interactions and relationships. Each month a different positive character quality is identified and students are encouraged to learn and model this quality throughout the month. Incentives are given and positive behavior is rewarded with a "leadership slip." I work with students individually and/or in small groups and would like to prepare some engaging theme lessons to use for a distance learning model in my building and in small group sessions. .
Purpose	The purpose of these lessons would include learning, modeling, and practicing different SEL themes by using a variety of technological tools/platforms to increase engagement and facilitate students social emotional learning.
Established Goals; Standards Being Met	Outcome of the project/event: The Minnesota Department of Education recommends that districts use the National Health Education Standards (NHES). These standards establish, promote and support health-enhancing behaviors for students in all grade levels, K-12. They provide a framework for teachers, administrators and policymakers in designing and selecting curriculum and instructional resources, and in assessing student achievement. The NHES are behavior based, with health education content integrated across each standard. #1: Addressing the social and emotional climate is an important part of creating healthy schools that support student health and academic performance. #2: School policies and practices that support social and emotional learning (SEL) can help meet the needs of the psychosocial aspects of students' educational experiences (https://www.cdc.gov/healthyschools/sec.htm). #3: Addressing social and emotional needs is important in preparing students for lifelong healthy relationships and interactions within their families, socially with friends, at school and in future workplaces.
ISTE Standards (https://www.iste.org/standards/for-students)	The following ISTE Standards will be met for students completing their choice of a variety of feedback/performance options. **3. *Knowledge Constructor*: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.** c. Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

	5. *Conceptual Thinker:* Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
	   b.Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
	6. *Creative Communicator:* Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
	   a. Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
	   b. Students create original works or responsibly repurpose or remix digital resources into new creations.
	   c. Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
	   d. Students publish or present content that customizes the message and medium for their intended audiences.
	7. *GlobalCollaborator:* Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
	   b. Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

[Essential Question(s)](#) (at the end of this project/event) what people will be able to answer or do	What is the definition of positive character qualities? How will I know if I am displaying positive character qualities? What will happen if I don't display positive character qualities?
Audience	The audience for this project is K-5 students from McKinley School.
Timeline	**Project start**: The project will begin in September and run throughout the 2020/2021 School Year. **Planning start date:** Each month of the school year will include a virtual lesson to introduce the SEL theme of that month. Each lesson will include information, activities, implementation ideas and performance/assessment/feedback activities to indicate the skill has been practiced and learned. **Monthly Themes for 2020/2021 School Year** September: Respectful, Responsible, Engaged October: Mindfulness November: Gratitude December: Courage January: Integrity February: Kindness March: Forgiveness April: Optimism May: Finish Strong **Overview**: Throughout each month students and/or student groups will have the opportunity to demonstrate their understanding and to practice the specific character quality in a creative manner through their choice of activities to include in part; performances (modeling, skits, music…), written expression (poem, short story…), Art (poster, painting,

	infographic...) and/or interviews (one on one interview w/ assessor, student interview peers/staff). Students will share their work on The Scoop, Padlet, Flipgrid and/or Seesaw to collaborate with peers and staff. **Assessment:** Students will be assessed on their ability to demonstrate their knowledge in the following areas: ● Knowledge of the theme: definition, what does it look like in real life ● Benefits of regularly displaying the character quality ● Limitations when not displaying the positive character quality
Materials / Resources Needed	Experts: Connect with Amanda G. regarding using The Scoop to showcase the performance/feedback from students. Continue practice for technological platforms- Padlet, Flipgrid and Seesaw.
Tools/Equipment Needed	Internet, laptop, workspace
Technology Needed:	▢ Have in place: word bank and resources for lesson plans and activities ▢ Need to create: technological resources/activities ▢ Need training: more practice/training on padlet, flipgrid, seesaw ▢ Students have access: students have 1:1 tech devices ▢ Families have access: families can access student device/academics
Who to Involve	McKinley Strong Team and Administrator
Research/Rationale	
Unit Plan Author (name, school and optional email address or hyperlink to educator's web page)	Annette Warner, MSW, LICSW McKinley STEAM Elementary awarner@isd761.org
Additional Credit Given To	Kate Tinguely for support and guidance