CURRICULUM OUTLINE  Feb.2018

WILD, WORRIED, AND WONDERFUL:
SOCIAL and EMOTIONAL LEARNING & LITERACY

Description

Teachers of young children and the children’s books they provide are an important tool to guide children’s social and emotional learning. In this two-part, workshop, early childhood professionals working with children birth to age 6 identify social and emotional themes in children’s books; plan and practice using the books to promote social and emotional learning with children in their program; identify strategies to support early literacy; and design effective strategies to promote social and emotional learning in their program. There are two, two-hour sessions one week apart, and 2 hours of homework between the sessions. Participants must attend both sessions and complete the homework to gain the 6 training hours. Seven new children’s books are provided to each participant who completes the training.

Learning Objectives (LO)  As a result of this workshop, participants will –

1. Identify social and emotional themes in children's books
2. Plan and practice using the books to promote social and emotional learning with children in their program
3. Design effective strategies to promote social and emotional learning in their program
4. Identify strategies to support early literacy

Logistics:

- Two-part series: two, 2-hour sessions, one week apart with 2 hours of homework in between
- 6 hours total

Books to distribute  (* not in family book share) distribute 4 in session one, 3 in session two

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<td>• Jabari Jumps by Gaia Cornwall</td>
<td>• Red by Michael Hall *</td>
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<td>• The Chocolate-Covered-Cookie Tantrum by Deborah Blumenthal</td>
<td>• Bree Finds a Friend by Mike Huber *</td>
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<td>• When You Just Have to Roar by Rachel Robertson</td>
<td>• The Feelings Book by Todd Parr (board book)</td>
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SESSION ONE

PURPOSE
Young children live in a world full of changing emotions. As they grow, adults help them learn to recognize and label those feelings, gain skills to safely express them, and recognize and respond to feelings in others. Adults can also help them to develop peer relationships, learn to take turns, share, and become more empathetic and responsive to others. Session One introduces and explores social and emotional development and learning for children ages birth to six, the terms and themes embodied in this study, and practices using children’s books to support social and emotional learning in the early childhood classroom. The goal of the homework after this session is to support the participant to apply what they have learned and expand applications.

ROOM SET UP
- □ wall space to post blank easel sheets to write on, and prepared easel sheets, far enough apart for small groups to post stickies as they walk around, and
- □ table for the instructor with syllabus materials and materials to be distributed during the sessions including the books
- □ materials and folders at each of the participant tables
- □ tables and chairs arranged for easy transition from individual and small group work, large group discussion, and room to get up and walk around the room

PREPARED MATERIALS
- □ Attendance sheet(s)
- □ Large sticky notes and thin markers to write on them
- □ Blank easel paper posted, with markers to write on
- □ Pre-written Easel sheets: use clear and large print; these will be used in both sessions one and two
  a) 4 learning objectives (see previous page)
  b) 4 easel sheets, for Activity 3: Elements of Social and Emotional Development and Learning In Children Write one social and emotional theme/element as the header on each sheet (hide sheets until that part of the agenda)
     a) Self- Awareness
     b) Self-regulation
     c) Relationships
     d) Problem solving
  c) 3 questions for Activity 4 & 5: Books and Social & Emotional Learning section (hide this easel sheet until that section of the agenda)
1. What social and emotional themes are reflected in this book?
2. How can this book support early literacy?
3. How might you use this book: what age group, situation and context?

**d) Titles of the 4 books being read this session for Activity 4 & 5** with room to place stickies under each (later you will be posting the titles of the other 3 books for Session Two)

- **On each table:**
  - Blank paper with pens/pencils
  - Blank 3x5 cards
  - Folders- one for each person to hold their papers
  - SEL Outline HANDOUT: Learning objectives, description, agendas for both Sessions, and Session One homework (one for each person)

- **HANDOUTS to distribute/refer to during the session**
  - Social and Emotional Development birth to age 6 (Activity 2)
  - Social and Emotional and Literacy- Themes/elements and Resources (Activity 3)
  - Session One reflection (Activity 6)
  - Refer to VELS (VT Early Learning Standards) Booklet (2015) (Activity 3)

**Books to distribute** prepare so each person will have a copy of each of the 4 different books

- *Jabari Jumps* by Gaia Cornwall
- *The Chocolate-Covered-Cookie Tantrum* by Deborah Blumenthal
- *When You Just Have to Roar* by Rachel Robertson
- *Taking a Bath with the Dog and Other Things that Make Me Happy* by Scott Menchin

**OUTLINE of Session One Activities:**

Activity 1: Introduction and Welcome

Activity 2: What Is Social and Emotional Development and Learning in Children

Activity 3: Elements of Social and Emotional Development and Learning in Children

Activity 4: Books, Literacy and Social and Emotional Learning

Activity 5: Using Books for Social & Emotional Learning, and Literacy

Activity 6: Summary of Session One and Homework
SESSION ONE

ACTIVITY 1: Introduction and Welcome  10 minutes

LEARNING OBJECTIVES COVERED: #1-4

MATERIALS USED

☐ Reference Participant Introduction Easel sheet by entrance
☐ Posted Learning Objectives (on easel sheet and in Outline HANDOUT)
☐ SEL Outline HANDOUT (on tables, one for each person)
☐ Blank 3x5 cards (on tables)

HOW LEARNING OBJECTIVES ARE EVALUATED

Monitor participation and engagement of learners, to ensure each is fully present, and their learning needs are met. If needed, you may set “ground rules” such as no use of cell phones in the room- step outside if you must use your phone. Notice who already knows each other. You may want to have them sit with those they do not know later, as they work in small groups, to increase interaction and learning. Be mindful of side conversations or interrupting, so it is addressed and discontinued at the start of the session.

LEAD the ACTIVITY

1. WELCOME

Introduce yourself and welcome participants. Learn by a show of hands:

- work setting (family home child care, center based program, afterschool program, Head Start, other);
- age of children they work with (infants/toddlers, preschool, 6 years plus);
- been to a NTE program before?
- With a show of fingers (1-5) how comfortable are you with discussing social and emotional ideas and teaching in your program with children? (1- not much, don’t do this.....5 - actively discuss feelings, learn and practice how to make friends and help gain self control etc.)

NOTE: Identify anyone who works in the same program, and notice where they are sitting. You might want to encourage sitting with new people, for some activities. If there are participants who have been at NTE sessions
before, be sure to explain how this session is different from NTE sessions taught in previous years.

2. **EXPLAIN and REVIEW**
   Review SEL Outline HANDOUT with the 4 Learning Objectives, outline of the agendas for each session, and homework.
   Highlight:
   - format of this 6 hour, 2 part series with homework
   - resources (4 book this session and 3 the next, and handouts)
   - opportunity to host NTE Family Book Sharing as a result of completion of this 6 hour workshop- SIGN UP if interested, on the Attendance sheet
   logistics of the space and schedule of the evening

   EXPLAIN that this session will introduce social and emotional development and learning, and how books can help address and support young children in this area. However, the session cannot problem solve specific social and emotional needs of individual children.

3. **OPTIONAL INVITATION**
   Invite participants to write on a 3x5 card (on the table) any current challenges with social and emotional behavior of children in their program. These will be collected anonymously and help the trainer tailor the training to better meet their needs. This activity is optional. Collect the cards and review them to use as touchpoints and examples in the training.

   NOTE: be sure to collect attendance and ensure it is readable, complete, and accurate

4. **EXPLAIN:**
   “Social behavior is how we act with others. Emotional behavior is how we express how we feel. We can plan and be aware of our behavior, or we can react ‘without thinking’. Social and emotional behaviors begin at birth and can be learned and change with time and guidance. Experiences – both good and bad, have a big impact on the development of our social and emotional learning.”

5. **ASK PARTICIPANTS:**
   Imagine there is a 9 month old baby in this room, crying. Call out some of the possible reasons this baby may be crying.
6. REFLECT
   Acknowledge the variety of responses for 2-3 minutes, including temperament, medical, situational, developmental that may cause the baby to cry.

7. ASK PARTICIPANTS:
   Imagine an adult is present who wants to respond to the baby and help it to stop crying. Call out some of the possible ways the adult could help this baby stop crying.

8. REFLECT
   Acknowledge the variety of responses for 2-3 minutes, including meeting the baby’s physical comfort, emotional needs, social needs.

9. SUMMARY
   “All behavior has meaning – but sometimes it is hard to figure out what it means. Social and emotional behaviors may be in response to something we didn’t see or know. How we choose to address that behavior depends on what we think caused it. We may think we have figured out the meaning of a behavior, but it is helpful to remember we could be wrong. Our relationship with the child and family helps determine how effective we can be in responding to a child’s social or emotional needs. Teaching social and emotional skills can help the child have options for how to behave in response to his or her feelings. Children’s books are a learning tool the child may use to do this.”

ACTIVITY 2: What Is Social and Emotional Development and Learning in Children
25 minutes

LEARNING OBJECTIVES COVERED: #1, 2

MATERIALS USED
- Easel sheets and markers to write on
- Social & emotional Development birth to 6 HANDOUT
- Blank paper with pen/pencil (on tables)
Large sticky notes and thin markers (distributed to each table)

**HOW LEARNING OBJECTIVES ARE EVALUATED**

Monitor participation and engagement of learners in private, small, and large group work and in response to questions. To increase interaction consider asking participants to move to different tables for small group work, so no staff from the same center, sit together. Each small group should generate 10 or more sticky notes, during this activity, with each member participating.

**LEAD the ACTIVITY**

1. **SHARE EXAMPLES**
   
   Tell, read, or show 3-4 short vignettes about a child expressing social or emotional development and learning. *(see below)*

   NOTE: Examples of social and emotional behavior as seen in a classroom and how an adult may effectively react to them are in the Redleaf Press book: *Social and Emotional Development* (see HANDOUT Social and Emotional Themes and Resources). There are also many vignettes on line of children playing in a classroom.

**SAMPLE VIGNETTES:**

**AMY AGE 4:** This is Amy’s second week joining the program. When she arrives with her dad, she clings to his leg and resists taking offer her coat. Teacher Tim squats down to her eye level and holds out his hands to her. She goes to him and begins to cry. Tim nods to the father and says to Elaine, “I know you’re sad, but Dad has to leave. He will be back to pick you up later.” As the father leaves, Tim and Amy wave to him. Tim and Amy then sit near two other girls who are playing with blocks. Within a couple minutes, Amy climbs from Tim’s lap to join the girls. Tim gets up and moves away to a different group of children.

**JUAN, AGE 2.5:** Juan is getting excited. He goes over to the empty rocking boat and starts pushing it back and forth. Teacher Pam says to him, “Juan, would you like to rock in the boat?” Juan climbs in. Teacher Pam announces, “Are there any other riders for the boat?” Three other children get in. Pam begins rocking the boat back and forth at a steady pace, singing ‘Row, row, row your boat...’ The children smile and some sing along.

2. **ASK**
After each vignette is shared, ask the large group: “What social or emotional skill is this an example of?” Starting with the child’s strengths (“she can self-soothe”, “he knows how she feels and expresses it”) is an important framework for this discussion.

3. **REFLECTION**
   Ask each participant to think of a child in their program. Now think of and WRITE about how that child shows their feelings, how they show changes and range of feelings, and how they interact with other children.

4. **INTRODUCE the HANDOUT**
   Distribute the HANDOUT *Social and Emotional development ages birth to 6.* Briefly review the introduction, summarize the HANDOUT and give them 2 minutes to review it.

5. **REFLECTION**
   Invite participants to use the HANDOUT to note how they see that child’s social and emotional development in this list. Allow 3-5 minutes for each to do this work.

**NOTE:**
- The child may or may not fall within their chronological age range
- Ensure that participants do not overly focus on children’s negative social and emotional behavior. Notice and label behaviors as social and emotional skills, for example: naming feelings, recovering from an outburst, maintaining calm behavior, joining a group, thumb sucking as a means of self-soothing, avoiding eye contact as self-regulation or meeting cultural norms, etc.
- Vocabulary that may need to be clarified and discussed include: *sympathy* (awareness and caring about another’s feelings) versus *empathy* (holding similar feelings with another)
- Distinguish between social and emotional development (chronological process which changes due to the interaction between biological development and experiences), *learning* (a process of change in thinking and/or behavior based on teaching and/or experience), *skill* (a discrete behavior or series of behaviors, that enables a person to address a problem or task)

6. **SMALL GROUP WORK**
In groups of 2-3 share their work with each other, and identify behaviors and words the children in their programs use that show the child’s social and emotional skills

WRITE INSTRUCTIONS ON EASEL:

• “positive signs” and “signs that the child is struggling”

7. SHARING

Ask each group to WRITE using thin markers, very brief phrases to summarize their thinking about this child: signs of the child’s social and emotional strengths and signs that the child is struggling with social and emotional development/learning. One phrase one on each large sticky note.

**Examples of phrases:**

• Cry when dad leaves
• Stop crying when distracted
• Hums to self to stay in line/wait
• Asks “can I play?”
• Sucks thumb when stressed

**ACTIVITY 3:** Elements of Social and Emotional Development and Learning in Children  
25 minutes

**LEARNING OBJECTIVES COVERED:** #1, 2

**MATERIALS USED**

- Prepared easel paper with the 4 themes/elements as headers, one on each sheet, posted around the room:
  - Self-Awareness
  - Self-regulation
  - Relationships
  - Problem solving
- HANDOUT: Social & Emotional and Literacy themes and resources
- HANDOUT: VELS (see especially pgs 31-38: social and emotional learning and development)

**HOW LEARNING OBJECTIVES ARE EVALUATED**
Monitor participation and engagement of learners in private, small, and large group work, and in response to questions. To frame questions or connections, the instructor can add her or his observations of the groups working, such as, “I noticed this group discussing where to put their sticky. What was challenging about this decision?”

**LEAD the ACTIVITY**

1. **INTRODUCE AND EXPLAIN** the HANDOUT Social & Emotional and Literacy themes and resources (pages 1 – 3) AND THE EASEL SHEETS
   - Refer to 4 Elements/Themes of Social and Emotional learning and development, which are in the HANDOUT and posted on 4 easel sheets on the wall
   - Connect the HANDOUT to the VELS framework (pages 31-38). VELS overlaps with this document. The HANDOUT identifies four Elements of Social and Emotional Learning (adding Problem Solving as an element that VELS does not include). The HANDOUT builds from and deepens VELS adding more examples of child behavior, examples of practice by the teacher to support development and learning, and includes resources. (Pages 3-6 focus on Early Literacy Development, which will be referenced later in the sessions)

2. **SMALL GROUP ACTIVITY**
   Invite the participants to use the HANDOUT to discuss which element each sticky they created, belongs under. When ready, one or more members of the small group should get up and *post the stickies* they created, each under one of the 4 themes.
   
   **NOTE:** there may be difficulty differentiating what element a behavior goes into; this provides an opportunity to discuss overlap among elements/themes. They also might want to separate relationships with adults from relationships with children. When all stickies are distributed, move on to the group discussion.

3. **LARGE GROUP DISCUSSION and REFLECTION**
   Ask the large group each of these questions, one a time, and reflect together on the responses. Continue to refer to the HANDOUT as a resource
   - What did you discover?
   - What was difficult about this activity?
   - How did you think the children learn these skills?
Then ask these questions:

“What strategies do you use to support social and emotional learning by the children in your care?”

“How are social skills different from emotional skills and how are they connected?”

**NOTE:**

▪ Control of all emotions is not the goal. Children and adults thrive when they can express a wide range of emotions safely; can recognize one’s own feelings and the feelings of others; and can regulate and care for oneself when one has strong feelings. Good social skills are not about power but about communication.

▪ This discussion may bring up uncomfortable feelings for some people and no one should be forced to share; some may feel like there is a “right” answer. Providing examples and using the examples they generated in the earlier activity is helpful.

▪ The social and emotional competence of the adults in a child’s world, directly impacts the development of these skills in the children in their care. Children develop effective social and emotional skills when they grow up in a social and emotional environment that is consistently safe, responsive, accepting of the child’s needs and feelings; and provides guidance and security to develop social and emotional competency.

**TAKE 5 MINUTE BREAK HERE**

**ACTIVITY 4: Books and Social & Emotional Learning** 15 minutes

**LEARNING OBJECTIVES COVERED:** #1, 2, 3

**MATERIALS USED**

Prepared Easel sheets

- 3 questions for the group to consider (also used in the next section)
  - What social and emotional themes are reflected in this book?
  - How can this book support early literacy?
  - How might you use this book: what age group, situation and context?

- The titles of the 4 books being read this Session, with room to post stickies under each

- **Early Literacy Themes** to consider
• Repetition, Rhyme, Pattern
• Vocabulary, Punctuation
• Illustration and Font
• Storyline and Arc
• Connection to the Child’s World

When You Just Have to Roar (children’s book)

HOW LEARNING OBJECTIVES ARE EVALUATED

Monitor participation and engagement of learners in private, small, and large group work, and in response to questions.

LEAD the ACTIVITY

1. INTRODUCE and ASK

   Explain that you are going to do a read aloud of one of the books. Ask them where you should stand so they can each see the book. Ask them:

   “What should be included in a good read aloud of a book to a group of young children? “

NOTE: Answers may include:

• pre-reading the book so you are prepared and have analyzed the book based on the early literacy themes (see easel sheet).
• reading the title, author, and illustrator (what other books has this person written or illustrated that we have?);
• noticing the cover, the end pages, the front and back of the book and how each contribute to the story,
• asking open-ended questions (What might happen next? How do you think he feels? I wonder why he did that?), identifying new vocabulary, punctuation
• noting how the illustrations contribute to the book’s tone, movement, passing of time, theme, pattern and repetition, accessibility
• noting children’s responses and interests and how the content relates to their world; keeping an eye on the group, their needs and attention.
• Explain and address elements in the early literacy themes (easel sheet) and the specifics below (under WHEN YOU READ).
“Please consider these 3 questions while you listen:” (and note that these are posted on the wall):

1. What social and emotional themes are reflected in this book?
2. How can this book support early literacy?
3. How might you use this book: what age group, situation and context?

2. READ ALOUD

Read the *When You Just Have to Roar* out loud to the group

WHEN YOU READ:

- Be sure all in the room can hear and see the book and each page clearly
- Model using open ended questions throughout the reading; expression and appropriate change in tone and voices; highlight punctuation (the exclamation point in the title can also be modeled with your body); exciting new vocabulary (“interrupted”); the symmetry, rhythm, and rhyme of the story; opportunities for the children to imitate or participate in other ways; the value and contributions of the illustrations (color pallet, feelings evoked, how time and movement is shown, the font of the text, etc.)

AFTER YOU READ:

- Review and discuss their responses to the three questions above (posted)
- Hold the ideas from the discussion by asking individuals to write on different sticky notes the different social/emotional themes (post under the 4 social/emotional themes) and literacy themes. (post under the book’s title)

NOTE: In addition to reading the book at circle time or putting the book in the book area elicit other options. Under what conditions /situations might it be useful to read this book or have this book available to children? Consider: reading it as part of the dramatic play area; consider how the book might help address a need in the classroom (such as a new child joining the class, a child feeling angry, a new schedule begins, etc.)

*EXAMPLE:* *Outside,* Anna age 5, sees Elsie and Maurice by the swings. She runs to them and says, “Can I play with you?” Elise says, “We don’t want you to play
with us, we just want to play by ourselves.” Anna feels rejected, angry, and lonely and walks away. Mr. Bob, the teacher notices. As the children are lining up to come in from outside, Mr. Bob sees Anna kick Elise. Mr. Bab takes Anna aside to ask her about why she seems so angry. After they discuss how she feels, Mr. Bob decides to change his plans and read to the large group a book he has about feeling lonely and how to deal with hurt feelings.

ACTIVITY 5: Using Books for Social & Emotional Learning 30 minutes

LEARNING OBJECTIVES COVERED: #1, 2, 3, 4

MATERIALS USED
- Prepared Easel sheet:
  - 3 questions to consider (also used in the previous section)
    1. What social and emotional themes are reflected in this book?
    2. How can this book support early literacy?
    3. How might you use this book: what age group, situation and context?
  - List of titles of the 4 children’s books
- The 4 children’s books, one set of four for each participant
- Refer to the HANDOUT - NTE: Social and Emotional Development and Learning, & Literacy THEMES/ELEMENTS
- Refer to VELS : Social & Emotional Learning and Early Literacy sections

HOW LEARNING OBJECTIVES ARE EVALUATED

Monitor participation and engagement of learners in private, small, and large group work, and in response to questions.

LEAD the ACTIVITY

1. SET UP THE SMALL GROUP ACTIVITY

Distribute 4 books, one set to each person. Identify three groups and assign one of the three books (not the one already read aloud) to each group to explore and report out on.

2. SMALL GROUP WORK
Ask each group to a) hear/read the same assigned book together and then b) address the same three questions about the book (posted). Invite them to determine how they will read their book together (each takes a turn? One reads it to all? They each read it silently?)

1. What social and emotional themes are reflected in this book?
2. How can this book support early literacy?
3. How might you use this book: what age group, situation and context?

Each group should plan how they will give a five minute report out to the larger group that answers the three questions posted.

On individual stickies write the social/emotional themes and literacy elements expressed in this book,

3. REPORT OUT
   o Each group does a brief report sharing how they answered the 3 questions about their assigned book
   o Post on the wall their sticky notes about social emotional themes (under the four social/emotional themes) and literacy themes (under the posted book title)

As time allows, extend the feedback after the report out, with questions to the large group such as:

• What are other ways you might use this book?
• What other activities might you do to extend the ideas in this book?

ACTIVITY 6: Summary of Session One and Homework 10 minutes

LEARNING OBJECTIVES COVERED: #1, 2, 3

MATERIALS USED

☐ SEL Outline HANDOUT which includes the Homework (pg 3)- already on their table, one for each person
☐ Session One Reflection HANDOUT

HOW LEARNING OBJECTIVES ARE EVALUATED

Monitor participation and engagement of learners in activity and read Reflection of Session One after they are turned in
LEAD the ACTIVITY

1. SUMMARY OF THE SESSION
   - Briefly review the Session One agenda in the SEL Outline HANDOUT and introduce the Session Two agenda.
   - Refer to the learning objectives (posted and on the HANDOUT). Notice what was covered so far and what will be covered the next week.
   - Call their attention to page 3 of the HANDOUT, which is the homework. 
     ASK: “Are there any questions?” They should write their responses to the homework, to be used in the next class.
   - PASS OUT the Reflection of Session One HANDOUT and ask them to complete it, and give them time to do so.

2. PLANNING for SESSION TWO
   - Remind them of the date/time of the next session in a week
   - Ask them to bring BACK the books, their notes and handouts from this session, to use at the next session, when they will get three more books
   - Remind them that certificates of completion will be distributed at the end of the NEXT class
   - Collect completed Reflection HANDOUTs

PAGE 3 OF THE NTE OUTLINE

NTE: Social and Emotional Learning: HOMEWORK (2 hours total) to be completed and turned in at Session Two

a) Read / review /organize the handouts and your notes from session 1

b) Consider where to put the children’s books you received in your program and how you might use them. Consider when to use them, and who to use them with specifically. Be prepared to answer these questions:

   1. What did you do with the books, when, with whom, and why?
2. What was the response to the books and did it go as planned? Were there any surprises?

3. What would you do next in using these books?

c) EXTRA IDEA: do you have any children’s books already in your program, that fit within the theme of social or emotional learning? How do you know?
SESSION TWO

PURPOSE
Session Two continues and deepens the exploration of social and emotional development and learning for children ages birth to six. It introduces four tools that help early childhood teachers effectively integrate social and emotional learning into their classrooms. Participants bring their experiences and reflections using the children’s books back to the group to share, and more books are introduced that can be used to support social and emotional learning in the early childhood classroom. The session adds a review of how to analyze children’s literature. The session ends with a summary of the 6 hour session, and participants creating a plan to implement what they have learned.

NOTE: Based on Session One and the reflections from that session, adaptations should be made in Session Two to best meet participant needs and the learning objectives

ROOM SET UP same as Session One

- wall space to post blank easel sheets to write on, and prepared easel sheets, far enough apart for small groups to post stickies as they walk around, and
- table for the instructor with syllabus materials and materials to be distributed during the sessions including the books
- materials at each of the participant tables
- tables and chairs arranged for easy transition from individual, to small group work (4-5 at each table), large group discussion, and room to get up and walk around the room

NOTE: As they walk in, invite participants to sit in different places with different people, for this session

PREPARED MATERIALS bring back the prepared easel sheets from Session One

- Participants should also bring back their folders with HANDOUTS and the books they received in Session One.

- Blank easel paper posted, with markers to write on

Instructor/Sponsor forms

- Attendance sheet(s) with the Session Two added - send copy of completed form to VHC
- Documentation of Professional Development Forms - one for each participant with that participant’s name on it; distribute to each participant at the end of the session
  - Provided by the BFIS Sponsor (either VHC or the host)
  - Each should be signed by either the instructor or BFIS Sponsor
  - A participant name written on each form, based on attendance
Instructor Evaluation form - complete and return to VHC after the session

Prepared Easel sheets from Session One:

- 4 learning objectives (as in Session One)
- 4 easel sheets: Elements of Social and Emotional Development and Learning In Children (Activity 2) (as in Session One, now with stickies attached)
  - Self-Awareness
  - Self-regulation
  - Relationships
  - Problem solving
- 3 questions (Activity 3): Books and Social & Emotional Learning (as in Session One)
  1. What social and emotional themes are reflected in this book?
  2. How can this book support early literacy?
  3. How might you use this book: what age group, situation and context?
- List of the Titles of the 7 books distributed in the NTE series, with room to place stickies under each title (the first 4 books were posted in Session One)

NEW Prepared easel sheets:

- Instructions for small group presentations (Activity 2)
  1. Introduce your tool using a scenario (told or acted out)
  2. Identify which of the 4 elements of social emotional learning does the tool relate to (could be more than one)
  3. How might you use this tool in your program?
  4. What questions do you have?

On each table:
- Blank paper with pens/pencils
- (Participants should bring back the folders with materials from Session One)
- Large sticky notes and thin markers to write on them

HANDOUTS

From Session One, used in Session Two

- Outline
- Social and Emotional Development birth to age 6
- Social and Emotional & Literacy - Themes/elements and Resources
  (refer to VT Early Learning Standards Booklet (2015))

Additional HANDOUTS: Session Two

- 4 HANDOUTS: 4 Tools A, B, C, D (Activity 2)
See also “4 Tools for Instructor NOTES” summarizing these tools

- A. Book Nook Activities to do with a book (sample from Taking a Bath with a Dog...)
- B. Self-regulation summary and small group activity
- C. Inventory of practices: Teacher Assessment to support (infants and toddlers) Nurturing and Responsible Relationships
- D. Words to use WORKSHEET (with some samples) to give encouragement, reflect feelings, support problem solving, and support social skills and Step Up Your Questioning Techniques

☐ HANDOUT: Action Plan form (Activity 5)
☐ HANDOUT: Final Evaluation (Activity 5)

☐ BOOKS to DISTRIBUTE (* not in family book share) prepare so each person will have a copy of each of the 3 different books
  - Red by Michael Hall *
  - Bree Finds a Friend by Mike Huber *
  - The Feelings Book by Todd Parr (board book)

OUTLINE of Session Two Activities:

Activity 1: Welcome Back and Sharing Homework

Activity 2: Strategies to Support Social and Emotional Learning

Activity 3: More Books that support Social and Emotional Learning and Literacy

Activity 5: Next Steps
SESSION TWO

ACTIVITY 1: Welcome Back and Sharing Homework  30 minutes

LEARNING OBJECTIVES COVERED: #1-3

MATERIALS USED

Prepared Easel Sheets

☐  Learning Objectives (from Session One)
☐  Elements of Social and Emotional Development and Learning In Children - 4 Easel sheets from Session One, now with stickies attached:
  •  Self- Awareness
  •  Self-regulation
  •  Relationships
  •  Problem solving
☐  Titles of the 7 books distributed, with room for stickies to be posted under each title (the 4 books from session one were posted last session)

HOW LEARNING OBJECTIVES ARE EVALUATED

Monitor participation and engagement in private, small and large group work and response to questions. Note who has completed the homework based on seeing the completed papers on their tables and their sharing and discussions. Adjust and make changes/additions to the agenda based on Reflection form feedback collected at the end of Session One.

LEAD the ACTIVITY

1.  WELCOME AND REVIEW
   o  Welcome them back
   o  Briefly review what was covered last session and today’s agenda (pg 2 of Outline HANDOUT received at Session One)
   o  Address any questions and comments from the Reflection form collected at the end of Session One

2.  SET UP and SMALL GROUP WORK (about 15 minutes)
“At your table, please share how you used the 4 books during the week since the last Session. How did you complete the homework and what did you learn?”

3. LARGE GROUP SHARING and DISCUSSION
   Share highlights of discussions to the large group.
   “How are books useful in supporting social and emotional learning?”

NOTE:
Comments may be recorded on a blank easel paper. Reference the easel sheets on the wall with the four elements of social and emotional learning. What makes a quality children’s book may also begin to be woven into the discussion (see Social and Emotional & Literacy - Themes/elements and Resources HANDOUT pages 3-6)

ACTIVITY 2: Strategies to Support Social & Emotional Learning  40 minutes

LEARNING OBJECTIVES COVERED: #3

MATERIALS USED

☐ 4 Prepared easel sheets from Session One, now with stickies attached:
   Elements of Social and Emotional Development and Learning In Children
   • Self- Awareness
   • Self-regulation
   • Relationships
   • Problem solving

☐ Prepared Easel Sheet with the 4 Tasks for each small group. presentation
   a) Introduce your tool using a scenario
   b) Identify which of the 4 elements of social emotional learning does the tool relate to (could be more than one)
   c) How might you use this tool in your program?
   d) What questions do you have?

☐ HANDOUTS: 4 Tools (See attached Instructor NOTES summarizing each tool)
   • A. Book Nook Activities to do with a book (sample from Taking a Bath with a Dog...)
   • B. Self- regulation summary and small group activity
• C. Inventory of practices: Teacher Assessment to support (infants and toddlers) Nurturing and Responsible Relationships
• D. Words to use WORKSHEET (with some samples) to give encouragement, reflect feelings, support problem solving, and support social skills and Step Up Your Questioning Techniques

HOW LEARNING OBJECTIVES ARE EVALUATED

Monitor participation and engagement in small and large group work and response to questions. Evaluate based on presentation by the small groups

LEAD the ACTIVITY

There should be 4 groups doing this activity

1. INTRODUCE the 4 TOOLS

“There are many evidence-based tools that a teacher of small children can use to support the children’s social and emotional learning. In the next activity, each table will get to know one tool, and introduce it back to the large group. This is just an introduction. Before you leave, each of you will get all of the tools.”

Briefly introduce each tool (SEE ATTACHED synopsis for the NOTES for instructors.)

NOTE:
You might want to list the tools on an easel sheet for easy reference during the discussion. Each tool may support more than one element/theme of social emotional development and learning. Each tool can be used to help professionals examine and support social and emotional development and learning in children. Refer participants to resources found in the HANDOUT Social and Emotional & Literacy - Themes/elements and Resources Pgs 1-3 (distributed at Session One)

2. SET UP and SMALL GROUP WORK (about 15 minutes)

Pass out the 4 HANDOUTS, so each table/small group gets copies of ONE of the tools to review. See the instructions on each tool

“After you review and discuss the tool, please prepare a 1 - 2 minute presentation to the large group, using the 4 tasks (posted on easel sheet) as a framework.”

3. LARGE GROUP SHARING and DISCUSSION (15 min total)

One at a time, each group a) passes out a copy of their tool and b) presents their summary of the tool. Address questions as they arise.
NOTE: Add examples, make connections between the tools and the discussion and themes of the books read, and any cards submitted by the participants in Session One

- BREAK HERE FOR 5 MINUTES

**ACTIVITY 3: More Books that Support Social & Emotional Learning** 30 minutes

**LEARNING OBJECTIVES COVERED:** #1-3

**MATERIALS USED**

- Prepared Easel sheets
  - 4 Prepared easel sheets: Elements of Social and Emotional Development and Learning in Children from Session One, now with stickies attached
  - From Session One: 3 questions
    1. What social and emotional themes are reflected in this book?
    2. How can this book support early literacy?
    3. How might you use this book: what age group, situation and context?
  - List of titles of the 7 books used in this NTE program, with room to post stickies under each title

- **HANDOUTS:**
  - 3 books, one set for each person

**HOW LEARNING OBJECTIVES ARE EVALUATED**

Monitor participation and engagement in small and large group work and response to questions.

**LEAD the ACTIVITY** There should be 3 groups doing this activity

1. **INTRODUCTION and 3 SMALL GROUPS WORK** (15 minutes)

   “Now that we have explored some tools to help you address social and emotional learning in your programs, we are going to go back to explore more children’s books and how they may be another tool for children’s development of these skills”

   Rearrange to have 3 small groups; you may invite individuals to mix up, so new people are sitting together. Assign one book to each of the groups.
Each small group reads the book and does 3 things:

a) Consider the three Posted questions:
   1. What social and emotional themes are reflected in this book?
   2. How can this book support early literacy?
   3. How might you use this book: what age group, situation and context?

b) Prepares sticky notes with a) the social emotional themes and b) evidence of the literacy constructs in the book

c) Prepare to present a two minute summary of the book and its themes, to the group

2. LARGE GROUP SHARE

Each small group reports out to the large group, posts the stickies they have written, (The literacy stickies are posted under their book title, the social emotional themes posted on the related easel sheets).

“How might these books also connect with any of the 4 tools we just explored?”

3. REFLECTION and DISCUSSION

As a large group: depending on your time left, do one or both of the activities below:

• Invite everyone to do a walk around of what is on the easel sheets
• consider these questions:
  “What was something you were familiar with? “
  “What was something that was something that extended your thinking/knowledge?”
  “What was something you didn’t know before or that challenged you?”

ACTIVITY 5: Next Steps 15 minutes

LEARNING OBJECTIVES COVERED: #1-4

MATERIALS USED

• HANDOUT: Action Plan
• HANDOUT: Evaluation of the Session
• **HANDOUT: Documentation of Professional Development Form** (BFIS Sponsor representative distributes)

### HOW LEARNING OBJECTIVES ARE EVALUATED

Monitor participation and engagement in small and large group work and response to questions. Review completed Evaluations

### LEAD the ACTIVITY

1. **LARGE GROUP REFLECTION**
   “What are two things you might do with this information?” Explain the value of an action plan, as a means to plan and take action on what you have learned.

   Introduce the **HANDOUT: Action Plan** and provide time to fill it out and share it with one other person.

2. **LAST STEPS**
   - Remind them to indicate if they are interested in the Family Book Sharing on the attendance sheet with their full and correct contact information
   - Distribute evaluations, and ensure you have answers to the VT Humanities Data
   - Collect evaluations and distribute Professional Development Documentation certificates to each person (individualized with their name).

### AFTER THE SESSION:

Review the evaluations

Complete the Instructor Evaluation with data for VHC

Return these documents, the Host evaluation, a copy of the VHC Attendance (and the NL attendance if VHC is the BFIS sponsor) to VHC