



school on wheels

Social and Emotional Learning Summer Program

During this session and all future sessions continue to remind your student(s) that they are safe, and they are the only ones in control of their emotions.

Use the DNA method and focus on the positive when addressing misbehavior.

DESCRIBE

behavior calmly and without judgement. Younger students:

“Your face looks like this.”
(mirror expression). Older students: “You pulled your hoodie over your eyes.”

Wait for eye contact. Take deep breaths together (if you start, hopefully they’ll join).

NOTICE

and model empathy:

“You seem _____.”

ACKNOWLEDGE

and problem solve: “You wanted _____.” or “You were hoping _____.” Followed by, “Your choices are _____ or _____.” Both should be choices you can live with.

Questions? Visit:
schoolonwheels.org/selprogram
or contact mraab@schoolonwheels.org

LESSON INTEGRATION #2 - Gratitude

Gratitude is good for your psychological well-being, your relationships, and possibly even your physical health. The practice of being grateful can potentially help your student(s) live a happier and more productive life.

Always check in with your student(s) at the beginning of each session and ask them how they are feeling. Continue to practice taking deep breaths with them.

Ask your student(s) if they know what gratitude is and what it means to be grateful. Gratitude is the quality of being thankful; readiness to show appreciation for and to return kindness. Tell your student(s) that from now on, you’re going to start your sessions by talking about things you have both been grateful for during the past week. Tell them that every day you would like them to write down at least one thing that they’re grateful for. If your student(s) has a smartphone, there are many apps they can use to do this. We recommend [the Gratitude App](#). They can also write in a special journal or notebook.

BEGINNING SEL ACTIVITY

Read this quote with your student(s):

“Be thankful for what you have; you’ll end up having more. If you concentrate on what you don’t have, you will never, ever have enough.” - Oprah Winfrey

Ask them what they think the quote means. Discuss why it feels good to be grateful and how being grateful for what you have might make you happier.

DURING YOUR SESSION

Do any pre-prepared activity while reinforcing the ideas about gratitude you’ve been discussing, if possible. Continue practicing the breathing and self-regulation techniques learned in the first integration when opportunities arise. Alternatively, you can have your student(s) write a gratitude letter as is detailed [here](#). You’ll have to adjust the activity depending on the age of your student and whether you’re tutoring one-on-one or in a group. For younger students, drawing a picture for someone you are grateful for is a good alternative.

END OF YOUR SESSION

Review (the story of the session): Review everything you talked about and did during the session. Encourage your student(s) to practice breathing when they’re getting upset outside of your sessions too. Confirm the day and time of the next session and wish your student(s) well.