



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 #3 - More 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. Remind them that tutoring sessions are safe spaces and take some deep breaths if necessary. Ask your student(s) if they have been writing down things they are grateful for and, if so, if they would be willing to share some of those things. Share some things that you are grateful for.

BEGINNING SEL ACTIVITY

Read this quote with your student(s):

"Things turn out best for people who make the best of the way things turn out." - John Wooden

Ask them what they think the quote means. If working with a group of students, facilitate a discussion. Emphasize that you can always strive to make changes in your life but that doesn't mean you can't also be grateful for the things you already have.

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) make a "gratitude quilt" by having them:

1. Fold any piece of paper in half four times
2. Unfold the paper and trace the lines made by the folds
3. Draw/cut out pictures from a magazine/write things they are grateful for in each square

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.