



# 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](http://schoolonwheels.org/selprogram)  
or contact [mraab@schoolonwheels.org](mailto:mraab@schoolonwheels.org)

## LESSON INTEGRATION #6 Intellectual Humility and Curiosity

When you're curious about something, you process it deeply, rather than superficially. You also voluntarily spend more time learning about things that spark your curiosity. As a result, you more readily remember what you learn. In general, people who are more curious are happier and better liked.

Before you can teach your student about curiosity, they must first learn intellectual humility. Recognizing the limits to one's knowledge and being comfortable not always knowing the answers to questions is key to becoming curious and seeking out new knowledge.

**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 would be willing to share some things that they were grateful for during the past week. Share some things that you are grateful for.**

When talking to your student(s) about what they're grateful for and their interests, model intellectual humility and highlight when they're talking about something you don't know much about. Point out that it's okay to not know things, and that if you think you know everything (or pretend to), you won't get to learn about new and exciting things.

### BEGINNING SEL ACTIVITY

Read this quote with your student(s):

**"When we set out upon the search for truth we should not assume that we already know for certain what truth is..."**

- Mary McLeod Bethune

Ask them what they think this quote means. Ask your student(s) if they can remember a time when they thought they knew everything about a topic, but when they looked into it, there was a lot more to learn or it was completely different than they thought. Share a similar story from your own life. If working with a group of students, facilitate a discussion about this.

### DURING YOUR SESSION

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*Continue to 2nd page...*



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*LESSON INTEGRATION #6: Intellectual Humility and Curiosity (Continued)*

Do any pre-prepared activity while reinforcing the ideas about intellectual humility and curiosity 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 fill out a [Building Connections worksheet \(PDF\)](#) with your student to connect things that they’re curious about outside of school with things they’re learning in school.

### **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, empathy, and gratitude in their daily lives. Confirm the day and time of the next session and wish your student(s) well.

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