

Register for Session 3 here:



Think and Jot

- What do you notice about how students communicate during group work?
- How do you/could you prepare students to communicate during group work?

Building Inclusive Environments Project: Integrating Academic, Social and Emotional Skill Development

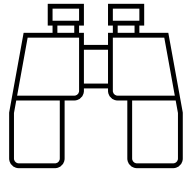
Session Three: SEL-Academic Integration Problem of Practice— Communication Boosters

Winter 2024

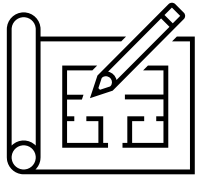


Today's Agenda

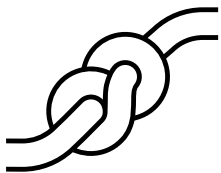
Today's Objectives



Identify SEL-Academic Integration approaches for common problems of practice



Determine strategies to intentionally embed SEL outcomes to support academic outcomes.



Create a lesson plan that intentionally incorporates Harmony using a taxonomy approach.

Whole Group Discussion: Share in the Chat...

- What do you notice about how students communicate during group work?



SEL-Academic Integration

The skillful and intentional use of student social and emotional assets to improve the effectiveness of learning.



Whole Group Discussion: SEL-Academic Integration Taxonomy



EXPLICIT SKILL ALIGNMENT

How are the social and emotional skills similar to academic standards?



EXPLICIT STRATEGY ALIGNMENT

What social and emotional skills do students use in the content-specific practice?



WAYS OF INTERACTING

What social and emotional skills do students need to maximize their engagement in the lesson or activity?



WAYS OF BEING

How are the social and emotional skills used in ways that are specific to the subject area?

Whole Group Discussion: 7-Taps

- Warmth and support
- Responsibility and choice
- Youth-centered problem solving
- Power of language



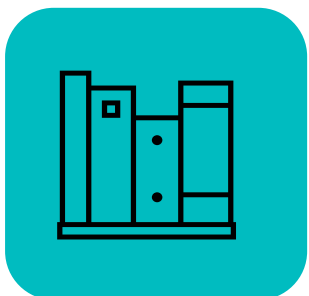
SEL-Academic Integration Problem of Practice

Explore the question:

“How can I use Harmony materials and/or students social and emotional skills to support students’ communication and learning in group work?”

You are planning a science lab for your class, and you'd like your students to work in lab groups to conduct an experiment. During previous labs, you noticed that when students engage in group work, they struggle to share their thinking with each other. You also notice that one student dominates the conversation.

Lesson Planning Step 1: Reflect



- What academic outcomes/standards will you focus on?
- What are students' academic strengths and assets?



- What social and emotional outcomes will you focus on?
- What are students' social and emotional strengths and assets?

SCIENCE AND ENGINEERING PRACTICES-SEL LEARNING GOALS ALIGNMENT EXAMPLES⁶

Science and Engineering Practice	Taxonomy Approach & Harmony SEL Learning Goal ⁷	Reasoning	Harmony Integration Example
Asking Questions Ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships	<ul style="list-style-type: none"> • Ways of Interacting • Learn that Communication Boosters and effective communication strategies promote positive interactions) (RS; U3, L1 & L3) 	To be able to ask questions and communicate about their predictions requires effective communication skills, including ones that facilitate clear and effective messaging (i.e., Boosters).	The lesson on Communication Boosters (U3, L1) has students practice using communication skills (e.g., listening, supporting, and negotiating). Engaging in this lesson prior to the science lesson will help students apply those communication skills.
Planning and Carrying Out Investigations Collaboratively plan and investigate to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.	<ul style="list-style-type: none"> • Ways of Being • Use teamwork and collaborative problem solving as they work on a collaborative task (RS; U3, L5) 	Often times, it is helpful to plan and conduct an investigation collaboratively, as it can bring out diverse points of view. In planning and carrying out an investigation many decisions must be made: what variables are being tested, what measurements should be taken, the level of accuracy required, or what tools are required. Scientists, then, will often have to engage in collaborative problem-solving to make these decisions. Because scientists must attune carefully to the variables considered and the questions asked, they have specific ways of being as they engage in these collaborative investigations.	In the lesson, Counting on Collaboration (U3, L5), students give each other Communication Booster and Blooper tickets as they engage in a collaborative task. Have students use these tickets as they engage in the scientific investigation, allowing students to pay attention to how they collaborate and communicate during their investigation.

⁶ Examples come from Grade 3-5 grade band in [Appendix E](#) of NGSS that describe the practices and Grade 4 Harmony Learning Goals
⁷ The Harmony Learning Goal is aligned to a social and emotional competency, and a Harmony Unit (U) and Lesson (L)

Lesson Planning Step 2: Review

What Harmony practice/activity will you use to support SEL-academic integration?

Curriculum > Grade 4 > UNIT 3 > Lesson 5

✓ Mark Lesson Complete



Counting on Collaboration

Overview

Lesson Synopsis

Communication is a critical component of teamwork and collaboration. Communication Boosters can facilitate and Bloopers can hinder effective communication in teamwork, influencing how successful the team is in accomplishing its goals. In this lesson, students work together to create as many sentences as they can using the words provided, using Communication Boosters along the way.

Learning Goals

- Students practice using Communication Boosters and avoiding Communication Bloopers as they work on a collaborative task
- Students use teamwork and collaborative problem solving as they work on a collaborative task.

CASEL Competencies

- Relationship Skills: Communicating Effectively (Negotiating)
- Relationship Skills: Practicing Teamwork and Collaborative Problem Solving

SEL-Academic Integration Planning Resources and Tools

Lesson Planning Template	Science Integration Guide	Harmony Online Learning Portal
supports intentional planning as it provides planning structure and guiding questions	guidance in deciding SEL competency and academic standards	opportunities for students to learn and practice social skills related to communication

Pause and Reflect:

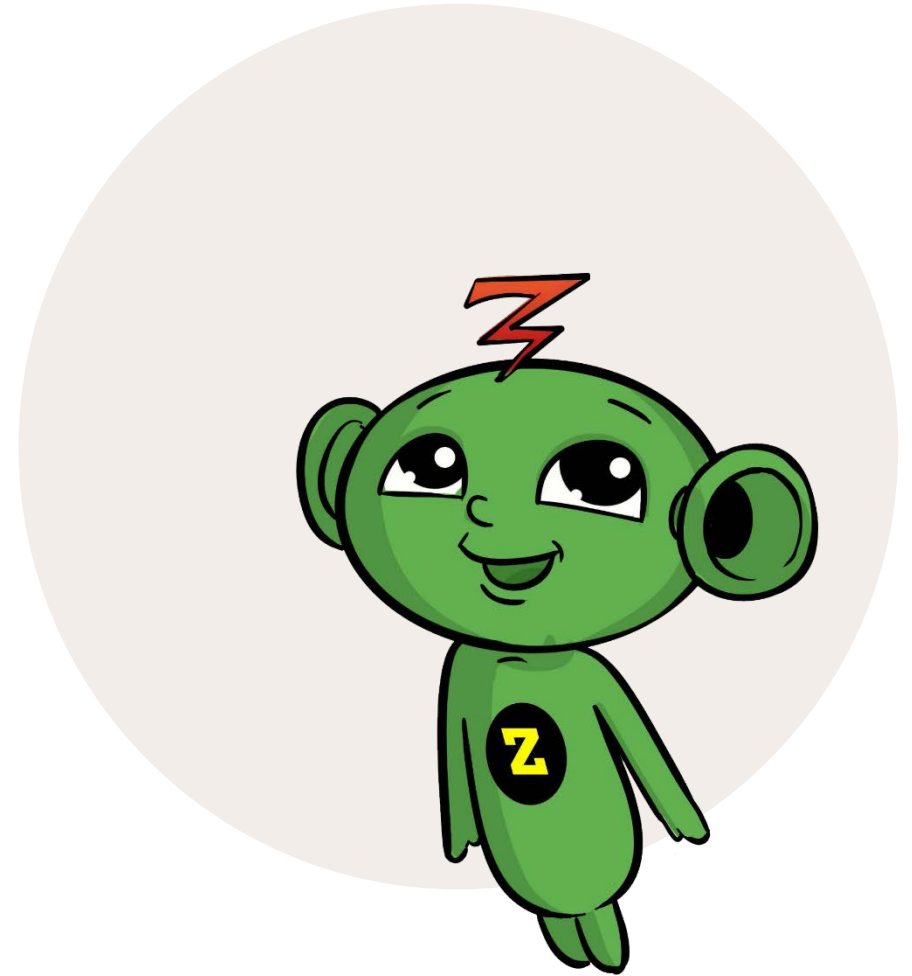
How will these resources support your planning for affirming learning environments?

Breakout Room Discussion

In breakout rooms:

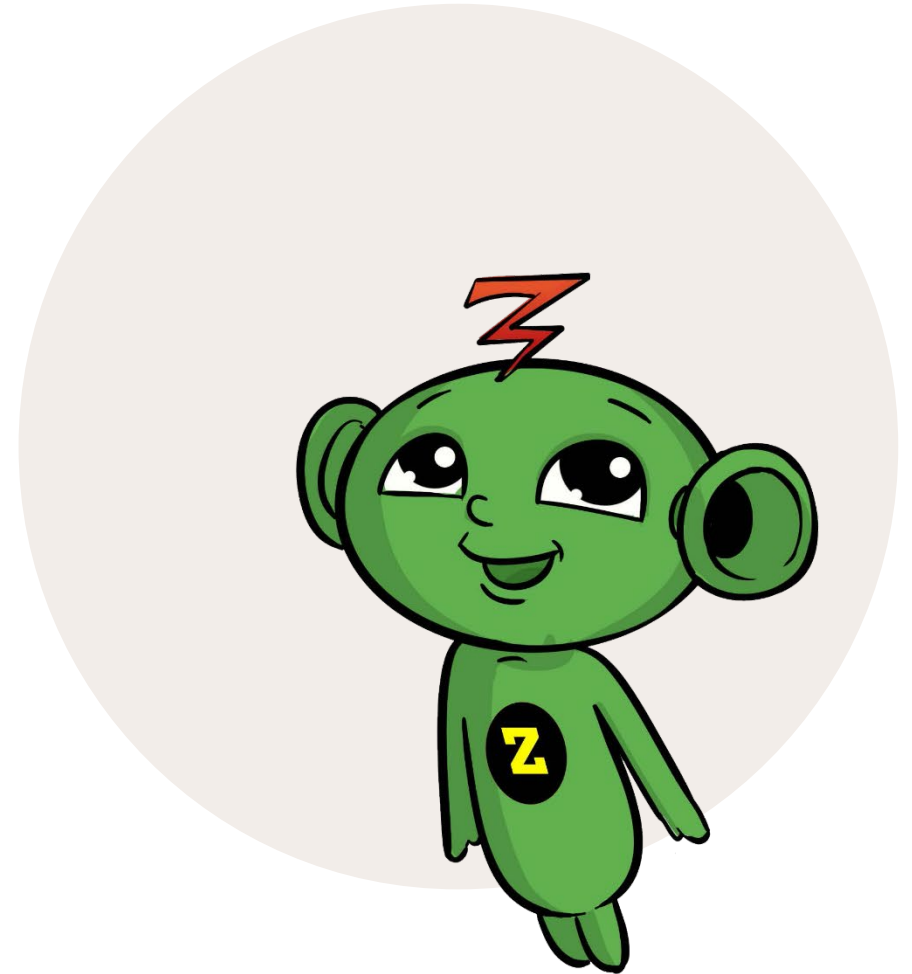
- Quick introductions (role/name/location)
- The person with the last name closest to W goes first.
- How will these resources and tools support your planning to create an affirming learning environment for the science problem of practice?
- If you finish early, identify a lesson next week you will have to teach where students may need some support with communication. How will you use these tools and resources to support your planning?

*Consider how your Personal Harmony Goal might support you.



Whole Group Discussion: Welcome Back!

Share in the chat any appreciations or themes you had from your breakout rooms.



A photograph of a male teacher in a white shirt and tie standing in a classroom. Several students in the foreground have their hands raised. The background shows a whiteboard with handwritten text including 'Adjectives', 'Verbs', and 'Gentl'. There are also alphabet cards (Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll) and a clock on the wall.

Next Steps

1. Pick a content lesson for the following week where your students have difficulty communicating with each other.
2. Review the lesson 5 in Unit 3 for your grade level (or another if more applicable) to support affirming learning environments and your students' communication skills.
3. Use the lesson planning template and resources and tools shared to begin planning for affirming learning environments.
4. Come to session 4 prepared to share your experience.
5. On the Padlet, share what you found supportive as you planned.

Whole Group Reflection & Exit Ticket

- When were you aware of progress towards your Personal Harmony Goals today?
- How are you feeling now about SEL academic integration?
- What are you still curious about?

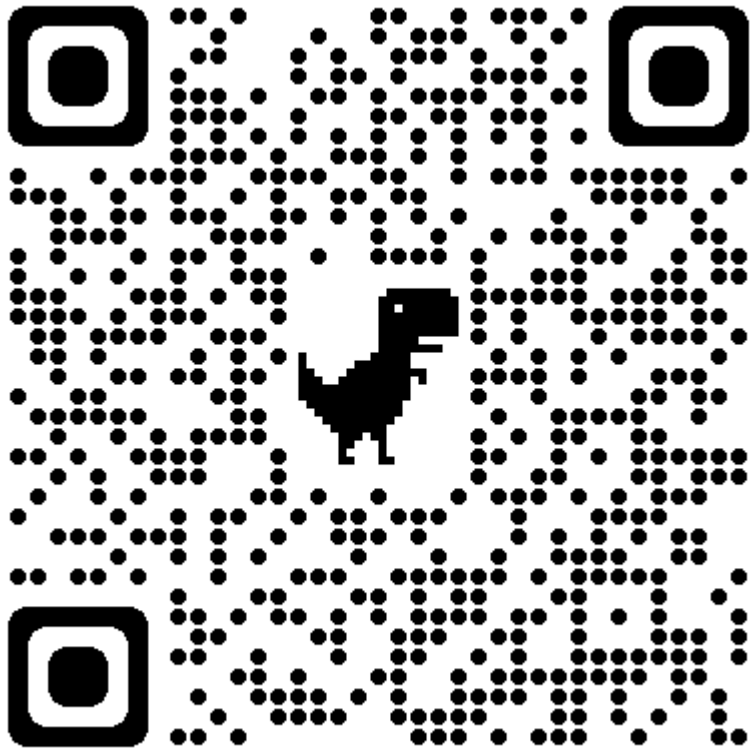


<https://tinyurl.com/4kd3jvcd>



Complete Professional Learning Survey

Next training: February 9, 2024



THANK YOU



HARMONY
ACADEMY