



Creating Out-of-School Time Environments Where Social Emotional Learning Comes Into Play!

DECEMBER 5, 2019

Feelings In a Jar







OUR MISSION

We work to empower kids to develop lifelong healthy habits by ensuring the environments that surround them provide and promote good health.

The State of Children's Health

25%

of children have a chronic health condition

1 in 5

children is overweight or obese

6M

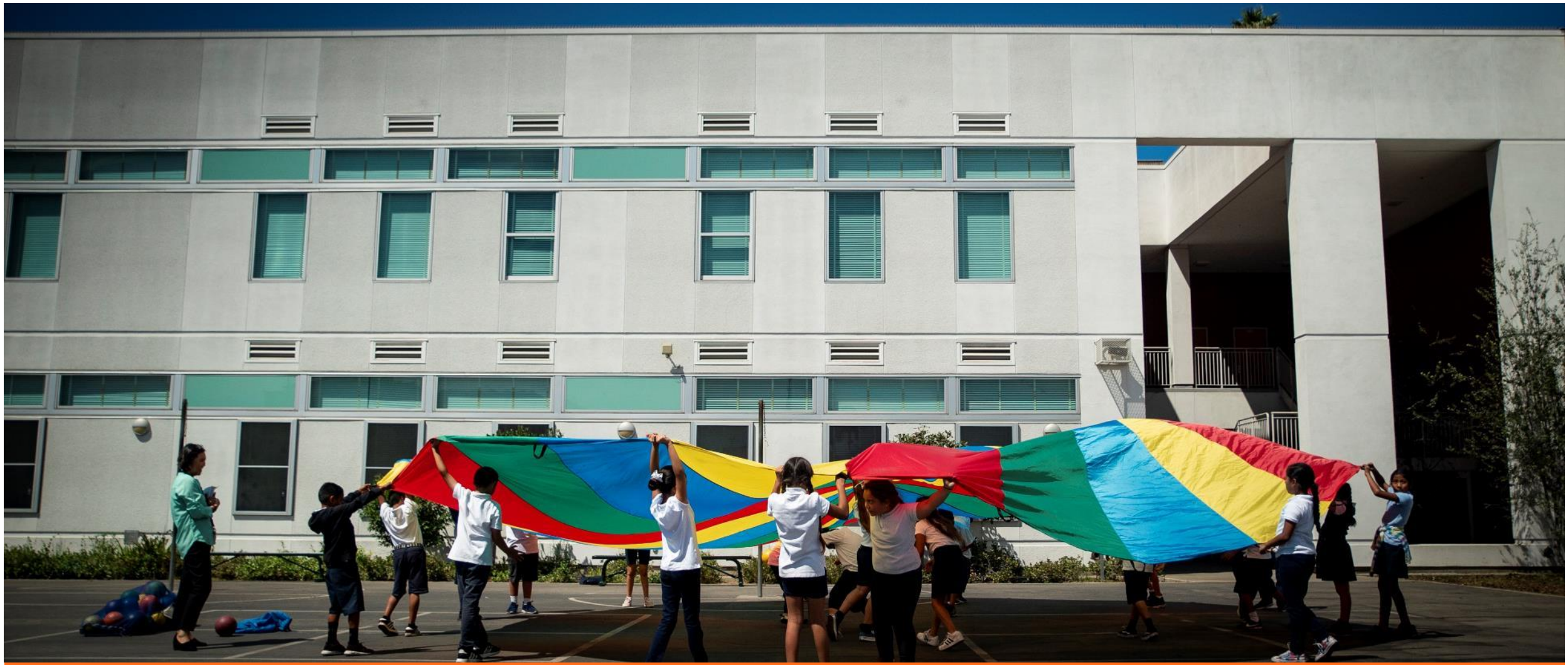
children lived in food-insecure households in 2018

1 in 6

children have a diagnosed mental, behavioral, or developmental disorder

<25%

of children participate in 60 minutes of physical activity every day



Over 29 million children
reached through our work with schools and out-of-school time programs

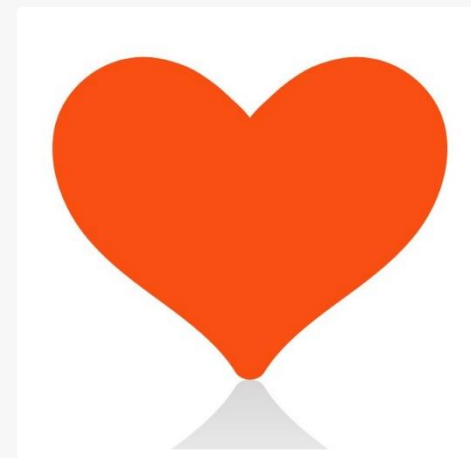
Whole Child Approach to Kids' Health in OST Programs



Physical Activity



Nutrition



Social Emotional Health

Whole School, Whole Community, Whole Child Model (WSCC)



Making the Connection

School
Wellness
Committees



Local
Wellness
Policies



HEPA and SHI



Types of OST Programs



What is a healthy
out-of-school time
program?



Discuss with the person next to you...



When Schools and Afterschool Programs Come Together on Wellness, Kids Win



SITE PROFILE

City of Honolulu's Young Leaders
with Chancellor Program

Joined the Healthy Out-of-School
Time Initiative in 2013

Approximately 1,000 kids

“Having schools and afterschool sites coordinate on wellness policies demonstrates to the student that adults and their peers are all on the same page and working towards the same healthy goal.”



Social Emotional Learning (SEL) in OST

The Collaborative for Academic, Social, and Emotional Learning (CASEL)

Social and Emotional Learning SEL

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

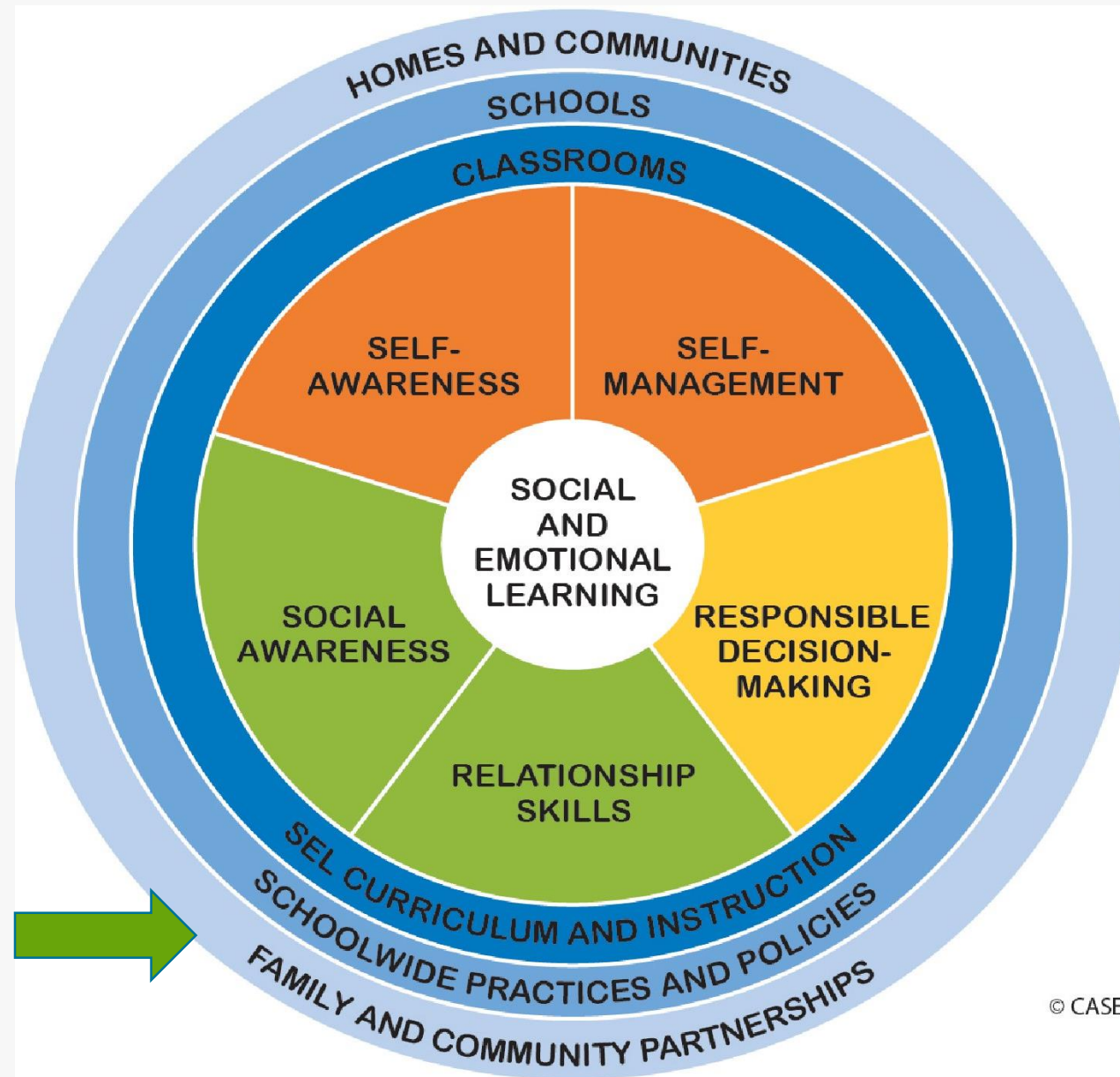
- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility





FLASHBACK



FRIDAY



Task Cards

21

TASK CARDS

MULTIPLICATION

1. $5 \times 2 =$ Wall Push Ups
2. $8 \times 1 =$ Bear Crawl
3. $6 \times 4 =$ Marching in Place
4. $7 \times 4 =$ Chop Down the Tree
5. $2 \times 9 =$ Walk the Tight Rope

What are the Benefits of SEL for Students?

- Improved grades
- Increased attendance
- Positive social behaviors
- Fewer behavior problems
- Less emotional distress
- Increased participation
- Able to demonstrate SEL strategies





What are the benefits
for staff?

SEL In Action: 3 Pillars

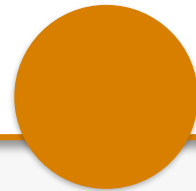
Supportive classroom/
program climate

Fostering connections
and sense of belonging



Integrating SEL into all
instruction and settings

Promoting growth
mindset, decision
making, problem solving



Explicit instruction

Actively teaching,
modeling and reinforcing
SEL competencies





Social Emotional Development Happens Everywhere



Social and emotional learning: Making the case

The foundation for healthy and positive development is the possession of strong social and emotional skills and competencies that help youth do well academically, maintain positive relationships, be physically and mentally healthy, and become civically engaged.^{1,2,3} According to a bipartisan report by the Brookings Institution and the American Enterprise Institute, social and emotional competencies are critically important for the long-term success of all students in today's economy.⁴ Afterschool and summer programs are key partners in young people's learning. They help young people develop the social and emotional skills to become resilient, engaged, and productive adults.



“After-school programs promote young people’s social and emotional learning (SEL) skills – whether the programs use that term or not.”⁹

– The Future of Children Report, Princeton University & Brookings Institution



Afterschool Alliance

This is Afterschool: Social Emotional Skills for Success

Emotional Check-In: Mood Meter



NATIONAL
AfterSchool HEPA
 ASSOCIATION STANDARDS



2.0

In 2011 the National AfterSchool Association adopted standards for healthy eating and physical activity (HEPA) in Out-of-School time.

Design of the Standards

In designing the Standards, writers used a social-ecological framework. Social-ecological models posit that individual behavior is influenced by concentric levels that emanate from peers and family to social settings, institutions and organizations, communities, and social policies and influence individual behavior. Thus, standards that become part of licensing, accreditation, organizational norms, or policy can have a profound influence on program practice.

NAA adopted the HEPA standards to provide practical, comprehensive guidance for OST programs. The NAA HEPA Standards address food and beverage and physical activity content and quality, staff training, social supports (including staff role modeling, family engagement, and children's social development), program support, and environmental supports.

THE STANDARDS INCLUDE THE FIVE CONTENT AREAS AND AN ACCOMPANYING SET OF STANDARDS:

1. **Content and Quality (CQ):** 19 Standards
2. **Staff Training (ST):** 5 Standards
3. **Social Support (SS):** 11 Standards
4. **Program Support (PS):** 8 Standards
5. **Environmental Support (ES):** 5 Standards

The first Content Area includes standards that translate nutrition and physical activity science into actions OST programs can take to offer health-promoting foods, beverages, and physical activity. The remaining four Content Areas have standards that address program and organizational policy and infrastructure and reflect implementation, as well as health promotion science and management expertise.

Suggested Use by Program Leaders and Providers

The Standards are aspirational in nature. Programs should feel free to tailor them to their specific context as they strive to be a high-quality program that promotes healthy behaviors. Although these standards provide a shared framework, standards alone cannot change the quality of the programs or the knowledge and skills of the program staff and volunteers. The Standards provide a research-based framework for afterschool program providers and others to understand and measure a program's healthy eating and physical activity and plan for improvement. By implementing these standards and creating continuous improvement plans in these Content Areas, the quality of programs will improve and simultaneously the outcomes for youth.

Not all standards are applicable to all afterschool programs, and some programs may hit roadblocks in implementing the Standards, such as lack of resources, lack of cooperation from external organizations or stakeholders, lack of control over certain programmatic features, and issues with their physical space. The Standards are meant to be a guidepost toward which programs should work. Programs may not have the ability to implement the Standards all at once but instead should develop a plan so that one day their program will include aspects of all of the Standards. Creating healthy afterschool programs is an ongoing process; it is not anticipated that any



Content & Quality



Staff Training



Social Supports



Program Supports



Environmental Supports

Healthy Eating and Physical Activity Standards 2.0 Self-Assessment Tool, cont.

Note to Administrators: When using the Self-Assessment Tool request that staff members use the self-assessment tool as well. Together, discuss your results. Use the results to select goals and to plan for development.

1. ASSESS: Carefully read through the Self-Assessment Tool and take notes and record evidence related to each standard. When finished, go back through and rate each standard based on the evidence.

RATING	EXPLANATION
1 - Not Implementing	We do not currently implement this standard.
2 - Partially Implementing	We partially implement this standard, but do not do it consistently.
3 - Fully Implementing	We fully implement this standard with consistency.

If you are not sure what is meant by a standard, score it as a 1. It is expected that even the best programs will still have more to learn and progress to make.

Total your self-ratings for Content Area. Use the Self-Assessment Summary page at the end of the document to calculate the results as you complete each Content Area. Remind staff this is not a test – only a tool to help you identify areas to work on.



2. REFLECT: Use the questions at the end of the Tool to guide your reflection. Consider your results as you think about areas of strength and areas of opportunity. Reflect on the daily program and professional practices as you think through answers to the questions and set priorities.

3. PLAN: Use the Alliance for a Healthier Generation Action Plan to set goals, plan for needs resources or professional development, and establish a timeframe for meeting your goals.

Healthy Out-of-School Time Action Plan



SITE NAME: _____ ORGANIZATION: _____
CITY: _____ STATE: _____

INSTRUCTIONS: Use this Action Plan indicate the priority Content Areas, related goals, and necessary action steps for continuous improvement. As you fill out this Action Plan, ask yourself:

- **Complete.** Are all action steps need to accomplish the goal listed?
- **Clear.** Is it apparent who will do what by when?
- **Current.** Is the information up-to-date?

PRIORITY CONTENT AREA:				
NAA HEPA Standard Related Goal(s)	Action Steps/ Tasks	Person Responsible	Start and End Dates	Evidence Needed to Demonstrate Implementation of The Standard. What Will Success Look Like?
PRIORITY CONTENT AREA:				

For assistance contact the Healthier Generation Member Engagement & Support, help@healthiergeneration.org or (888)-543-4584. They are ready to help you find the resources you need to transform your afterschool environment into a healthier place.

Healthy OST Roadmaps

CONTENT & QUALITY

THE STANDARD
The program provides foods, beverages and physical activities that promote lifelong health and reduce the risk of chronic disease. The program's physical activity offerings support the USDHHS 2018 guidelines recommending that youth obtain at least 60 minutes of physical activity per day that includes a mixture of moderate and vigorous intensity activity as well as bone and muscle strengthening activities.



ENVIRONMENTAL SUPPORTS

THE STANDARD
The program's physical space supports and promotes healthy eating and physical activity.



PROGRAM SUPPORTS

THE STANDARD
Organizational infrastructure, including leadership, management and budgeting practices, support and promote healthy eating and physical activity.



SOCIAL SUPPORTS

THE STANDARD
The program creates a culture that supports and promotes healthy eating, physical activity and positive relationships among staff, youth, families and the community.



STAFF TRAINING

THE STANDARD
All staff members participate in ongoing, evidence-informed training and professional development in essential topics on healthy eating and physical activity.



Healthy Out-of-School Time Roadmap

What to Prioritize

- ALL STAFF.** From administration to custodial staff, every adult serves as an important role model for youth and contributes to the creation of healthy, welcoming out-of-school environments.
- FREQUENCY.** Educate new hires on wellness priorities as soon as possible. Incorporate training on a regular basis.
- REWARDS.** Provide positive recognition to students without using food as a reward. Be mindful to work through challenging situations using respectful language, and never use physical activity as punishment.
- QUALIFIED TRAINERS.** Community collaborations with Cooperative Extension, local colleges and certified fitness professionals ensure training is high-quality and evidence-based.
- TRAINING MATERIALS.** Training materials used should not be created by specific food, beverage or supplement companies.
- SOCIAL-EMOTIONAL LEARNING.** Staff should receive training and guidance on how the process of building healthy eating and physical activity habits can further support social-emotional health.

NAA Healthy Eating and Physical Activity Standards

REFLECTION QUESTION:

How can meetings and events serve as regular staff training opportunities?

Rationale

According to the National AfterSchool Association, approximately 850,000 afterschool professionals support the over 19.2 million youth who attend afterschool programs. To create healthier out-of-school environments, staff need ongoing training and professional development to build their capacity and equip them to be positive role models for youth and families.

Continuous Improvement

Educators are encouraged to use the Healthier Generation assessment for out-of-school time. Completing the assessment will help you track what you are already doing to support health and wellness at your site as well as highlight opportunities for growth and improvement.



Self-Awareness

NON_FOOD REWARDS

NON-FOOD REWARD IDEAS

There are many examples of non-food rewards that meet both kids' and the Alliance's approval. Here a few of our favorites:



CHOOSE A PRIZE

Pencils or erasers

Stickers

Books

Entering a drawing or raffle for a bigger prize

Earning tokens or points toward a prize



GET MOVING

Lead a special physical activity break

Host a special event such as a dance or kite-flying party

Provide extra recess or PE time

Turn on the music and let students dance for a few minutes

Give students the opportunity to lead an activity



SHAKE UP YOUR ROUTINE

Let the student choose a special activity

Provide a few minutes of extra free time

Allow student to select a special book

Let student go first for an activity

Give a "no homework" pass



SHOW RECOGNITION

Give out certificates or ribbons

Post recognition signs around the school or on a prominent bulletin board

Give a shout-out in the morning announcements

Call or send a letter home to a parent



Relationship Skills



THE FAMILY DINNER PROJECT.ORG

CONVERSATION STARTER

What are 3 things you're good at doing that took a lot of hard work and practice?

This graphic features a circular image of three children sitting at a table, focused on drawing with markers. The background is a solid green color. The text is white and centered in the lower half of the circle.



THE FAMILY DINNER PROJECT.ORG

CONVERSATION STARTER

If you joined the circus, what would your act be?

This graphic features a circular image of a circus scene, including a roller coaster and a striped tent. The background is a solid dark grey color. The text is white and centered in the lower half of the circle.



THE FAMILY DINNER PROJECT.ORG

CONVERSATION STARTER

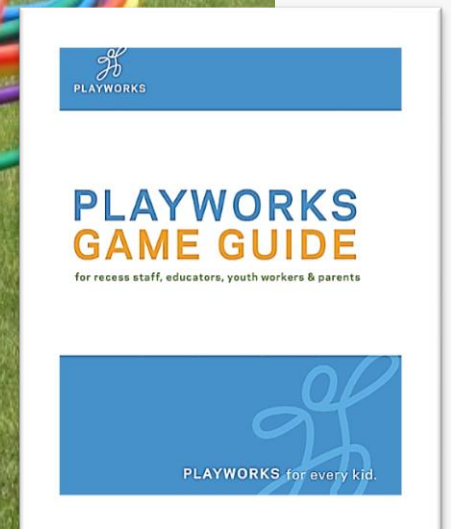
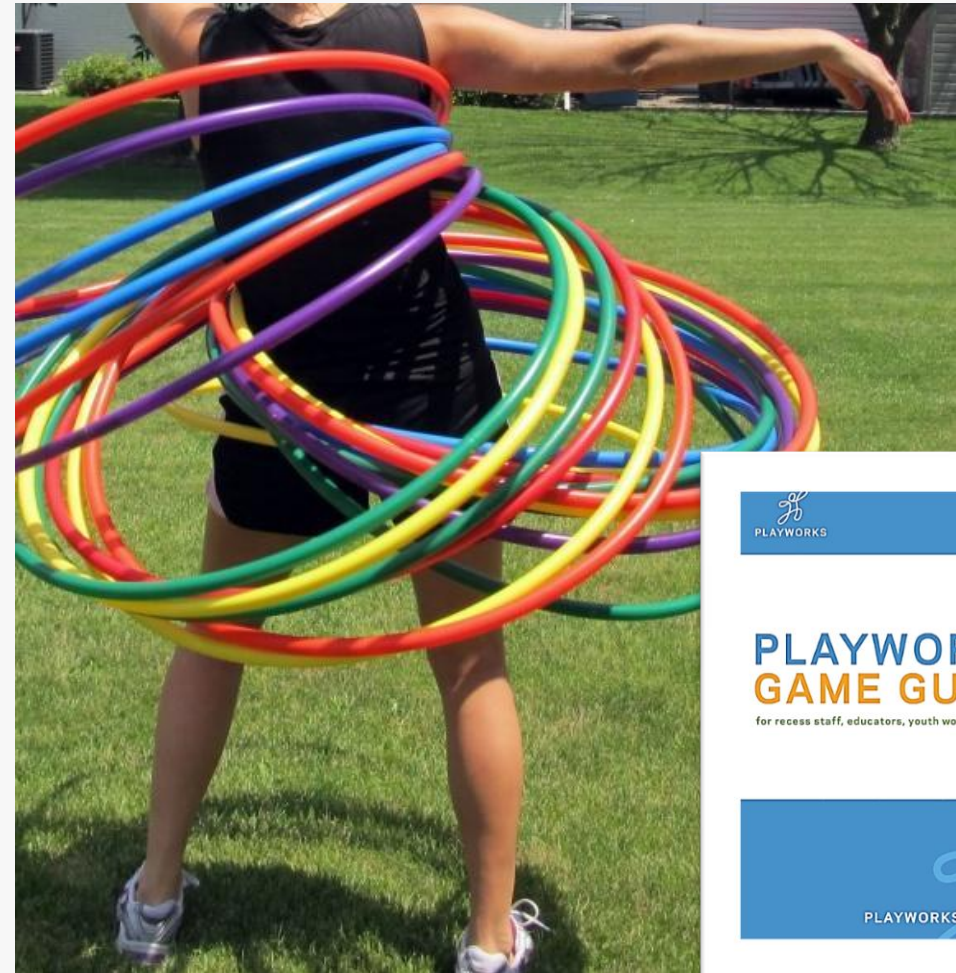
What is your favorite summer food to eat?

This graphic features a circular image of a young boy with glasses eating raspberries. The background is a solid green color. The text is white and centered in the lower half of the circle.

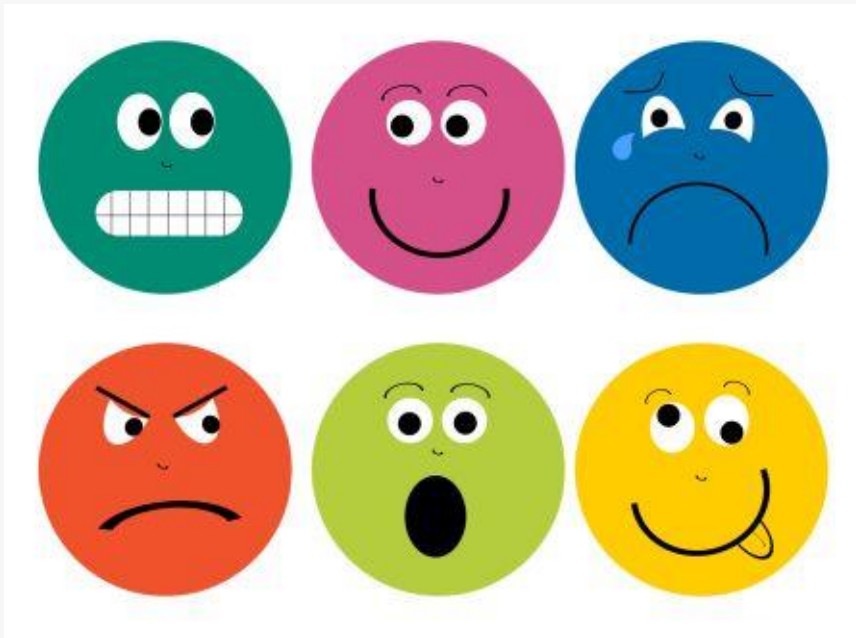
Self-Awareness

The success of the game, is dependent on each **student's** behaviors.

How students encourage his/her teammates and how students demonstrates his/her level of involvement, all factor into recognizing and assessing individual emotional involvement



Relationship Skills



Feelings Charades
(expanding feelings vocabulary)



Double Dice Fitness

1

Lunge

2

Elbow to Knee

3

Shoot a Basket

4

Arm Circles

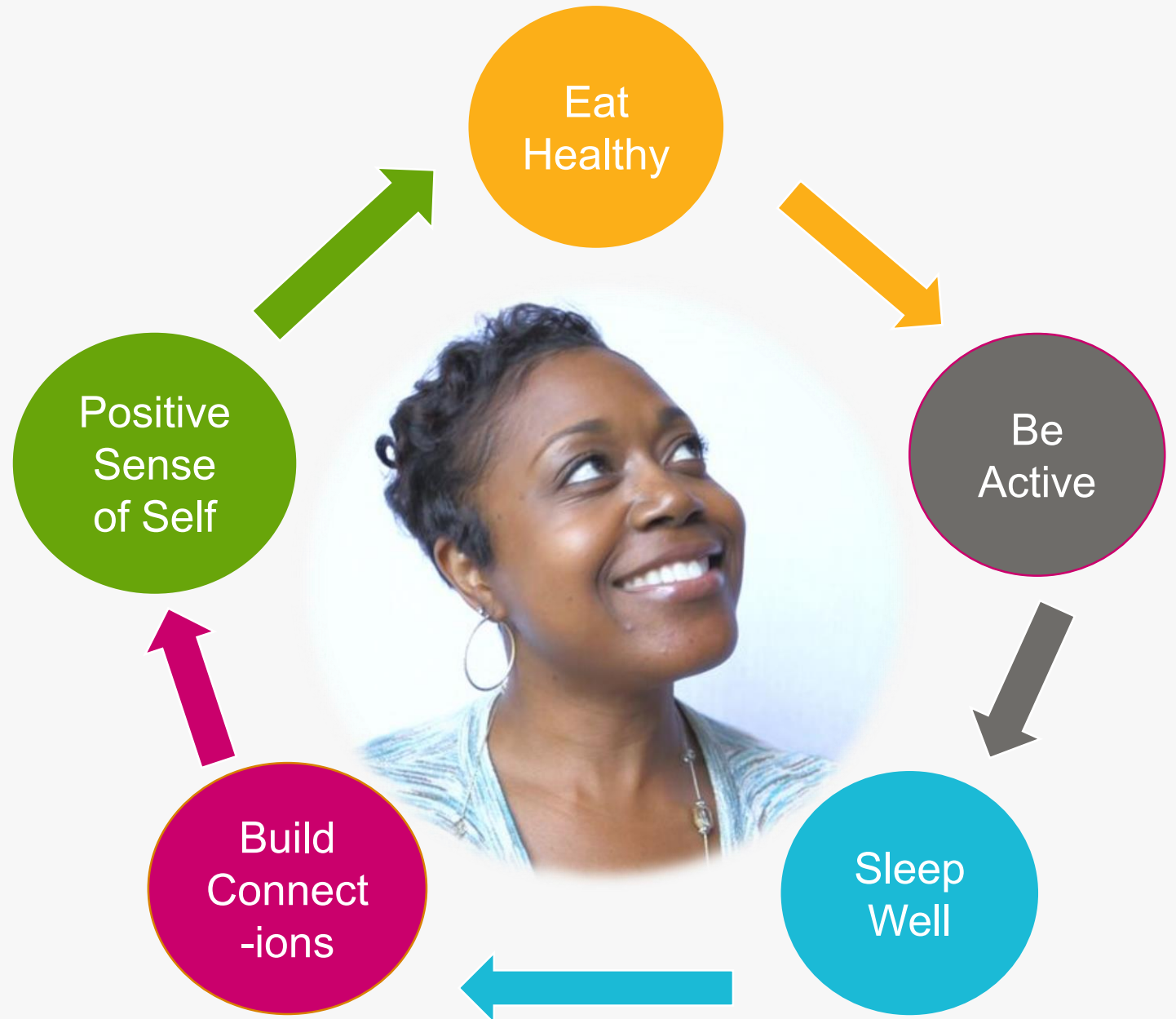
5

High Knees

6

Windmills

Connecting
Mind & Body
to Support the
Whole Adult



“Staff need the opportunity to not only learn how to teach SEL skills, but to understand how they can advance their own social and emotional development.”

The Practice Base For How We Learn Supporting Students’ Social, Emotional, and Academic Development by the National Commission on Social, Emotional, and Academic Development The Aspen Institute





SEL Makes a Positive Impact on Staff



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer.**

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- ✓ developing and managing nurturing relationships with their students
- ✓ managing behavior in their classrooms
- ✓ serving as behavioral role models for children
- ✓ regulating their own emotions



Source: Jennings, P.A. & Greenberg, M.T. (2009) *The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes*. American Educational Research Association.

Give 1 - Get 8

Monthly Happiness Calendar

December 2019 Happiness Calendar

Find calm and resilience this holiday season!

Keep up with the latest on the science of connection, compassion, and happiness by subscribing to our newsletters.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1 Feeling anxious? A good night's sleep can help.	2 Trust your urge to be kind to the world.	3 Practice acceptance. It's an effective stress-buster.	4 Being bullied at school can seriously affect children. Here's what schools can do.	5 And here's what parents can do about bullying.	6 Focusing on your breath can make you healthier and happier. Here's why.	7 Strong social connections can make single people happier than those coupled up.
8 An unfair division of labor hurts both members of a relationship.	9 The Greater Good Toolkit launches today! Snap one up to give as a gift this holiday!	10 Feeling connected to others at work is super important. Here are six ways to do it.	11 We live in stressful times. Here are 4 ways to calm your mind.	12 Kids start to tell lies when they are still toddlers. Here's how to nudge them toward honesty.	13 Check out this video of teens reading gratitude letters aloud to a teacher, a mom, and a best friend.	14 Try out your own gratitude letter this holiday season!
15 Dreading the holidays? Here are two surprising ways to make the season less stressful.	16 Kids deserve their own happiness calendar! Here's how to help them create one.	17 Pace yourself this holiday season!	18 Do you take shame and fear with you to family gatherings? Here's how to get a grip.	19 Feeling stressed? Gratitude can help.	20 Will you be coping with difficult relatives this holiday season? Here are some tips to cope.	21 Giving can be better than getting. Here's why.
22  Happy Hanukkah!	23 Enjoy caroling with friends and family. Singing may make your bonds stronger!	24 Christmas Eve is a great time to practice some hygge.	25  Merry Christmas!	26  Happy Kwanzaa!	27 Helping your kids process their emotions is a great way to show your love.	28 Got cats? They may be making you happier & healthier!
29 It's easy to lose sight of what matters most. Here's how one woman got her priorities straight.	30 Have you enjoyed this year of Happiness Calendars? Show your gratitude by donating to GGSC!	31 Happy New Year! Check out these 3 resolutions that will actually make you happier!				

 Greater Good Science Center
ggsc.berkeley.edu
greatergood.berkeley.edu

Healthier Generation's Healthy Out-of-School Time (HOST) Resources

- Monthly OST Newsletter
- Monthly Webinar Series
- HOST Model Policy
- HOST Assessment and Action Plan
- HOST Roadmaps
- ***Kohl's Cares*** - Family Engagement Campaign



National Nutrition Month Webinar: Healthy Afterschool Meals!

Did you know that there are federal nutrition programs that provide funding to programs to serve meals and snacks to children when the school day ends? Afterschool programs that participate in the Child and Adult Care Food Program (CACFP) give children and teens the nutrition they need and draw them into enrichment activities that are safe, fun, and filled with opportunities for learning. Join Healthier Generation on [Thursday March 28, 2018 at 11am-12pm EST](#) for an interactive webinar to learn how your program(s) can receive funding to start serving healthy snacks and meals this year!

[REGISTER HERE](#)

Two things you learned in today session about SEL in OST Programs

One resource you will try and/or share with a colleague





THANK YOU!

Michelle Dinnen-Owens

National Advisor

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[@Owens_MovesOST](https://twitter.com/Owens_MovesOST)



This is Afterschool in Missouri

Inspiring Learning, Providing Safety, Promoting Smart Choices, and Supporting Working Parents




Support for afterschool is overwhelming and demand is growing. Nationwide, 9 in 10 adults say afterschool programs are important to their community—and more than 19 million kids are waiting to get in. Decades of research prove afterschool helps kids attend school more often, get better grades, and build foundational skills, like communication, teamwork, and problem solving.

School-age kids spend 80 percent of their waking hours outside of school. Afterschool and summer learning programs provide transformative learning experiences in unique settings that help young people discover what they love to do and reach their full potential.

Supporting Missouri's Students

In a 2018 evaluation of Missouri's 21st CCLC programs by the University of Missouri, nearly all sites reported that at least half their students maintained or increased grades in reading/communication arts (97%), math (96%), and science (94%), and at least 70% of their students indicated a medium to high level of personal and social skills (92%) and commitment to learning (94%).

Among Missouri parents:

-  62% agree that afterschool programs help their kids get excited about learning.
-  74% report that their kids have learning opportunities in science, technology, engineering, and math (STEM) in their afterschool program and 65% agree afterschool programs can help kids gain STEM-related interests and skills.
-  70% agree afterschool programs help kids gain teamwork, leadership, and critical thinking skills.

Unmet Demand for Afterschool in Missouri

For every Missouri student in afterschool, **2 more** would participate if a program were available.



ENROLLED:
137,964
STUDENTS



WAITING:
263,077
STUDENTS

21st Century Community Learning Center grants are the only dedicated federal funding source that support local communities' afterschool and summer programs. Demand for programs is so great that **1 out of every 2 applications cannot be funded.**



21st Century Community Learning Centers

In Missouri, 21st Century Community Learning Centers serve 22,494 kids in 150 communities.

Community Learning Centers bring together diverse partners to meet community needs. A typical program receives \$67,000 from partners to supplement its federal funding. Nationwide, partner contributions totaled more than \$1 billion between 2006 and 2010.

Nationally, children attend programs in:

- Public school districts: **7,892**
- Charter schools: **386**
- Community-based organizations: **959**
- Faith-based organizations: **115**

In a nationwide study of students who regularly attend a Community Learning Center, teachers report that:



1 in 2 improved their math and Language Arts grades



More than 2 in 3 improved their homework completion and class participation



3 in 5 improved their behavior in class

Supporting Missouri's Families

Families across America report that the gap between work and school schedules can be up to 25 hours per week. Parents lose 8 days of work, and businesses lose up to \$300 billion a year due to parental concerns about afterschool care.

Among Missouri parents:

- 73% say afterschool programs give them peace of mind.
- 70% agree afterschool programs help them keep their jobs. 72% believe afterschool reduces the likelihood that kids will engage in risky behaviors.
- 82% support public funding for afterschool programs.

Afterschool provides a solid return on investment. Research spanning several states shows that every \$1 invested in afterschool programs saves at least \$3 by:



- 1 Increasing kids' earning potential
- 2 Improving kids' performance at school
- 3 Reducing crime and juvenile delinquency



"Caring staff who serve as mentors, leadership development opportunities, and future planning are just a few of the benefits I have been able to experience. None of these things would have been possible for me if not for my afterschool program. My afterschool experience has been nothing short of transformational. It has helped me stay on track to graduate and also helped me to realize what my future can look like."

Kaleb Roberston

Afterschool program alumnus and current student at Fox Valley Technical College, Culinary Arts program



The Afterschool Alliance is working to ensure that all children and youth have access to quality afterschool programs. Learn more at: www.afterschoolalliance.org

This is Afterschool

Helping students thrive.

Creating Out-of-School Time Environments Where Social Emotional Learning Comes Into Play!

21st Century Community Learning Centers 2019 Summer Symposium

- 1. The Collaborative for Academic, Social, and Emotional Learning (CASEL)**
 - [CASEL Social Emotional Learning Core Competencies](#)
 - [Adult SEL Self-Assessment \(OST\)](#)
 - [Modeling SEL as a Staff \(OST\)](#)
- 2. Afterschool Alliance**
 - [Out-of-School Time SEL Toolkit](#)
 - VIDEO: [This is Afterschool: Social & Emotional Skills for Success](#)
- 3. National Afterschool Association**
 - [National Afterschool Association's Healthy Eating and Physical Activity Standards 2.0](#)
 - [Preparing Youth to Thrive: Promising Practices in Social & Emotional Learning](#)
- 4. Healthier Generation Resources:**
 - [VIDEO Jewell Loyd Basketball Physical Activity Break](#)
 - [Healthy Out-of-School Time Roadmaps](#)
 - [Healthy Out-of-School Time Wellness Policy Implementation Guide](#)
 - [Healthier Generation Taste Testing Guide](#)
 - [Healthier Generation Non-Food Rewards](#)
 - [Nutrition Education Resources](#)
 - Partner Physical Activity Resources: [Playworks Game Guide](#) and [Feelings Charades](#)
- 5. Greater Good Science Center**
 - [Monthly Happiness Calendar](#)
- 6. The Family Dinner Project**
 - [Conversation Starters](#)
 - [FDP Newsletters](#)
- 7. Center for Disease and Control, CDC Healthy Schools:**
 - [CDC Parents for Healthy Schools Guide and Promotion Kit](#)
 - [Tips for Promoting Healthy Eating in School](#)

Give 1/Get 8 Self Care Activities

Activity courtesy of Chicago Public Schools

1. Answer one of the questions in the grid below.
2. Mix and Mingle with others to share your activity and hear about theirs. Write their ideas into your grid.
3. Circle your favorite idea(s) and plan to incorporate into your week!

How do you make time for exercise, and what kind of exercise do you like to do?	What do you do during the week to nurture your spiritual health?	How do you carve out “me time” during the work day, and what do you do?
How do you unwind and recharge after work?	How do you care for yourself when you have had an upsetting or stressful day?	What strategies do you use to eat healthy?
What morning routine helps you prepare emotionally for the day?	What do you do with your friends or family that re-energizes you?	Other: What’s your favorite self-care activity that doesn’t fit into any of these boxes?

©Chicago Public Schools

Grateful

Thankful

Fatigued

Impatient

Disgusted

Startled

Joyous

Passionate

Encouraged

Miserable

Agitated

Fearless

Honorable

Hopeless

Frustrated

Accepted

Surprised

Arrogant

Sorrowful

Outraged

Confused

Cheerful

Responsible

Giddy

Self-

Conscious

Depressed

Disappointed

Fortunate

Thoughtful

Overwhelmed

Vengeful

Optimistic

Discouraged

Thrilled

Perplexed

Hysterical

Helpless

Friendly

Confident

Fulfilled

Flustered

Threatened