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

DECEMBER 5, 2019
Feelings In a Jar
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...

- What does it look like?
- What does it feel like?
- What does it sound like?
“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
SOCIAL AND EMOTIONAL LEARNING

SEL CURRICULUM AND INSTRUCTION
SCHOOLWIDE PRACTICES AND POLICIES
FAMILY AND COMMUNITY PARTNERSHIPS

FAMILIES AND COMMUNITIES
SCHOOLS
CLASSROOMS

SELF-AWARENESS
SELF-MANAGEMENT
RESPONSIBLE DECISION-MAKING
RELATIONSHIP SKILLS
SOCIAL AWARENESS

© CASEL
FLASHBACK FRIDAY
Multiplication

1. 5 x 2 = Wall Push Ups
2. 8 x 1 = Bear Crawl
3. 6 x 4 = Marching in Place
4. 7 x 4 = Chop Down the Tree
5. 2 x 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 be demonstrate SEL strategies
What are the benefits for staff?
**SEL In Action: 3 Pillars**

1. **Supportive classroom/program climate**
   - Fostering connections and sense of belonging

2. **Integrating SEL into all instruction and settings**
   - Promoting growth mindset, decision making, problem solving

3. **Explicit instruction**
   - Actively teaching, modeling and reinforcing SEL competencies

[Link to School Guide](https://schoolguide.casel.org/focus-area-3/classroom/)
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. 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. 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.”

— The Future of Children Report, Princeton University & Brookings Institution
Emotional Check-In: Mood Meter
In 2011 the National AfterSchool Association adopted standards for healthy eating and physical activity (HEPA) in Out-of-School time.

**Design of the Standards**

- **Standards include the following areas:**
  - Health and Wellness (H&W) Standards
  - Physical Activity (PA) Standards

The new framework includes standards that are consistent with the National Health and Physical Activity and for Healthy Eating and Physical Activity, and Physical Activity and Healthy Eating programs. These standards help promote healthy eating and physical activity programs, and also at health information science and technology.
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.

<table>
<thead>
<tr>
<th>RATING</th>
<th>EXPLANATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - Not Implementing</td>
<td>We do not currently implement this standard.</td>
</tr>
<tr>
<td>2 - Partially Implementing</td>
<td>We partially implement this standard, but do not do it consistently.</td>
</tr>
<tr>
<td>3 - Fully Implementing</td>
<td>We fully implement this standard with consistency.</td>
</tr>
</tbody>
</table>

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.

Treat your self-evaluations for Content Areas like the Self-Assessment Summary pages at the end of the document to calculate the results as you complete each Content Area. Remember this is not an end - 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 to identify the priority Content Areas, related goals, and necessary action steps for continuous improvement. As you fill out this Plan, ask yourself:

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

|------------------------|----------------------------------|---------------------|--------------------|---------------------|---------------------------------------------------------------------------------------------|

For assistance contact the Healthier Generation Member Engagement & Support at 888-547-4564. They are ready to help you find the resources you need to transform your afterschool environment into a healthier place.
Healthy OST Roadmaps
## 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 are a few of our favorites:

<table>
<thead>
<tr>
<th>CHOOSE A PRIZE</th>
<th>GET MOVING</th>
<th>SHAKE UP YOUR ROUTINE</th>
<th>SHOW RECOGNITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pencils or erasers</td>
<td>Lead a special physical activity break</td>
<td>Let the student choose a special activity</td>
<td>Give out certificates or ribbons</td>
</tr>
<tr>
<td>Stickers</td>
<td>Host a special event such as a dance or kite-flying party</td>
<td>Provide a few minutes of extra free time</td>
<td>Post recognition signs around the school or on a prominent bulletin board</td>
</tr>
<tr>
<td>Books</td>
<td>Provide extra recess or PE time</td>
<td>Allow student to select a special book</td>
<td>Give a shout-out in the morning announcements</td>
</tr>
<tr>
<td>Entering a drawing or raffle for a bigger prize</td>
<td>Turn on the music and let students dance for a few minutes</td>
<td>Let student go first for an activity</td>
<td>Call or send a letter home to a parent</td>
</tr>
<tr>
<td>Earning tokens or points toward a prize</td>
<td>Give students the opportunity to lead an activity</td>
<td>Give a “no homework” pass</td>
<td></td>
</tr>
</tbody>
</table>
Relationship Skills

Family Dinner Project

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

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

CONVERSATION STARTER
What is your favorite summer food to eat?
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

- Eat Healthy
- Be Active
- Sleep Well
- Build Connections
- Positive Sense of Self
“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

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.
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 who are 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 four ways to calm your mind.
12. Kids start to tell stories 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.
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. Enjoy caroling with friends and family. Singing may make your bonds stronger!
23. Christmas Eve is a great time to practice some hygge.
24. Happy New Year! Check out these 3 resolutions that will actually make you happier!
25. Have you enjoyed this year of Happiness Calendars? Show your gratitude by donating to GGSC!
26. Helping your kids process their emotions is a great way to show your love.
27. Got cats? They may be making you happier & healthier!

GG Greater Good Science Center
9512 holiday ideas
greatergood.rockleads.org
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, 2019 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
Michelle.Owens@HealthierGeneration.org

@Owens_MovesOST
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.

<table>
<thead>
<tr>
<th>ENROLLED:</th>
<th>WAITING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>137,964 STUDENTS</td>
<td>263,077 STUDENTS</td>
</tr>
</tbody>
</table>

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.
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
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!

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

©Chicago Public Schools
<table>
<thead>
<tr>
<th>Grateful</th>
<th>Thankful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fatigued</td>
<td>Impatient</td>
</tr>
<tr>
<td>Disgusted</td>
<td>Startled</td>
</tr>
<tr>
<td>Joyous</td>
<td>Passionate</td>
</tr>
<tr>
<td>-------------</td>
<td>------------</td>
</tr>
<tr>
<td>Encouraged</td>
<td>Miserable</td>
</tr>
<tr>
<td>Agitated</td>
<td>Fearless</td>
</tr>
<tr>
<td>Honorable</td>
<td>Hopeless</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Frustrated</td>
<td>Accepted</td>
</tr>
<tr>
<td>Surprised</td>
<td>Arrogant</td>
</tr>
</tbody>
</table>
Sorrowful   Outraged

Confused   Cheerful

Responsible   Giddy
Self-Conscious  
Depressed  

Disappointed  
Fortunate  

Thoughtful  
Overwhelmed
<table>
<thead>
<tr>
<th>Vengeful</th>
<th>Optimistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discouraged</td>
<td>Thrilled</td>
</tr>
<tr>
<td>Perplexed</td>
<td>Hysterical</td>
</tr>
<tr>
<td>Helpless</td>
<td>Friendly</td>
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<tr>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Confident</td>
<td>Fulfilled</td>
</tr>
<tr>
<td>Flustered</td>
<td>Threatened</td>
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</tbody>
</table>