Social & Emotional Learning SMART

According to a CASEL (the Collaborative for Academic and Social and Emotional Learning) study, 93% of teachers believe it's important to teach SEL—and 95% of them believe it can be taught.)

SELF AWARENESS		
	SMART Notebook	**SMART Learning Suite Online (SLSO)**
Growth Mindset	**Shout It Out:** Students brainstorm examples of fixed and growth mindset then sort and discuss why it is or isn't a good example of growth mindset.Teacher creates a **Super Sort Activity** of example of Fixed and growth mindset. Extend activity how these examples affect group activities.	**Shout It Out:** Students brainstorm examples of fixed and growth mindset then sort and discuss why it is or isn't a good example of growth mindset.Teacher creates a **Super Sort Activity** of example of Fixed and growth mindset. Create a **blank page** and convert to a **handout.** Each student picks examples of growth mindset that "speaks" to them and creates a visual of positive affirmation. Add images, quotes, words, etc. Share with the class.
Strengths	**Fill in the Blank Activity:** Have students secretly tell teacher their strengths. Enter what their strengths	Discovering individual strengths and sharing them is critical in a collaborative culture. Create a page

	are in Fill in the Blank. Class plays an activity to guess who has the strength.	with an outline of a circle on it. Convert to a **Handout.** Top half: write everyday strengths (something that will be meaningful in a group). Bottom half: write why this will bring out the best in the group. Share as a class Convert a **blank page** to a **Handout** and have students journal write each day about a topic such as mindfulness, kindness, listening to others, expressing gratitude, etc.Extend: Create a **share link** and have students share handout with family and/or continue to contribute.
Self-Managing	Make it a goal to start each day with a daily check-in where students make personal connections by sharing how they are feeling with a "Today I Feel… Chart" using **images** and **infinite cloners.**	Teacher shares "Today I Feel… Chart" to SLSO. Convert page to **Handout.** Have students do a daily check each day to evaluate how they are feeling each day at school. Teacher checks in through handout on each student.
Self-Efficacy	Create a choice board with shapes and text for students.This will allow them to make choices for themselves. Use the **SMART Recorder** to record positive affirmations and strength of belief they can succeed in SMART Notebook and post on pages when learning a new skill.	Use anchor charts to teach SEL skills. Have students design different skills in **SLSO handouts** or **Workspaces.** Share and discuss. Revisit. Design questions around charts. Use questions in an **Assessment, Team Quiz, Speed Up or Monster quiz** for Collaborative activity. Extend: Have students submit questions for quiz.

	Use the power of **Infinite Cloner** to have students reflect on their work habits for the week. Choose behaviors that you want to cultivate in your students. For example, completing work on time, putting their best effort forward, being kind, etc. Have students use emojis images to self-assess how they are doing during centers or other independent work time. Pose a question. Use an **infinitely cloned shape** and have students drag it to Agree or Disagree to build a quick heat map. Following a lesson, students will share something they learned and something they find tricky to remember. Students will also use a thumb's up or down to share how confident they are doing the work on their own. Use SMART Response to check in to see how comfortable students are feeling about their learning. Are they clear, get the lesson? Cloudy, have a few questions? Or foggy, needing help?	Check in with students with a "How Do You Feel About Your Learning Today? Send out to student devices and convert the page to handout. Pose a question. Use the **ready-made SMART Response** "Do You Agree or Disagree" and have students discuss. Following a lesson, add a **blank page** or use a **ready-made template.** Convert the page to a **handout** or **Workspace**. Students will share something they learned and something they find tricky to remember. Students will also use a thumb's up or down to share how confident they are doing the work on their own. Use SMART Response to check in to see how comfortable students are feeling about their learning. Are they clear, get the lesson? Cloudy, have a few questions? Or foggy, needing help?

SELF MANAGEMENT		
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Goal-Setting	Use the **spinner.** Divide into 6 sections: Family, Friends, School,Hobbies, Health, & Fun. Spin the spinner-students write what a goal they would like to accomplish from that segment. Create a class " Vision Board". Brainstorm using **Shout It Out** what goals are important as a class for this year. Then open a **blank page** in SMART Notebook and have students design a vision board with **images, creative pens, crayon pens, shapes**, etc.Save page. Can export it and give to each student in LMS or print it out to put in binder.	Make a goal setting a regular part of classroom practice. Import a **Learning Log PDF** into **SLSO** and have students record their progress. Help them develop the habit of revisiting and adjusting their goals often. Use **Ready-Made Handout** or **SMART Response** in SLSO such as *How Do You Feel About a Topic, Exit Ticket, orOne Minute Paper.*
Self-Discipline	**YouTube** + **Shout It Out**: Use SMART Notebook's embedded YouTube Add-on and show students *Angela Duckworth's TED Talk: "Grit: The power of passion and perseverance."* Use the **Shout it out** as a "backchannel" where students are actively responding while the	Add a quote in a **Workspace** or a **Handout** and have students reflect and add what they believe it means to them or society as a whole. Ex: President Theodore Roosevelt quote: "With self-discipline, anything is possible."

	video is playing. Start Shout It Out before the video.	
Self-Talk	**Flip Out Activity:** On the backside of Flip Out cards, add a list of mistakes, failures, and obstacles in life. Students have to "flip" them so they are positive! They can say or write down the ideas or use a **Shout it Out.** The idea is to allow students the opportunity to self-evaluate, problem-solve, and improve themselves.	**Fill in the Blank Activity:** Quotes about Self talk, learning from mistakes, failure and success, etc. Open each day with a Fill in the blank for students to reflect upon. Ex: "Success is not final, failure is not fatal: it is the courage to continue that counts." *Winston Churchill* Use a **Ready-made template** and convert to a **Handout** for students to organize quotes, thoughts, ideas. etc.,
Organizational Skills	**Rank Order:** Design a Rank Order where the answers have no right order. Have students determine what is important to them, then have a discussion. Great activity to identify who has strengths in daily areas. Use **Label Reveal Activity** and add an image of classroom. Label areas of the classroom and pose questions of the importance of different organizational skills needed in the class: Physical organization: productivity, creative thinking, effectiveness, Planning: decision-making,	Use the **Ready-Made Templates** for Focused Notes and summaries. Reinforce skills by checking for understanding with **SMART Activities**. **Import a PDF,** convert to a **handout** and have students interact with the text by marking up the text: Underlining, highlighting, questioning, deleting, circling, etc.

	Teamwork: collaboration skills, delegation, task completion	

SOCIAL AWARENESS		
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Empathy	Learning about empathy is one thing, but recognizing and reacting positively is another. Roleplay with students by using a **Flip Out Activity**-Add situations on the back of cards that students role play and class will interact and help explain how it feels.	Have EVERYONE in the class join ONE **Workspace** and begin to create an **Empathy Map** together.
Respect for others	**Shout It Out:** Students "Tweet" "(write) a definition of respect or share when they saw someone respecting others.	**Shout It Out:** Students "Tweet" "(write) a definition of respect or share when they saw someone respecting others.
Equity & diversity	To Differentiate lessons in SMART Notebook for various learners, consider **linking pages and websites.** This allows for various levels of text and tasks. Students can be assigned certain pages that are linked to each other. Consider using **infinite cloner** for visualization. Use the **Magic Pen** (magnifier, spotlight, disappearing ink) for a universal	Differentiate lessons for various learners and learning styles is seamless in **SLSO.** This includes having various levels of text. Upload **Pdfs, PPTs, Google Doc, Slides, Excel,** **SMART Notebook files** into SLSO and add differentiate the way students show mastery with a Choice board of tasks using **Flip Out Activity**, Also consider using **SMART**

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	design for all students. Add differentiate the way students show mastery with a Choice board of tasks using **Flip Out Activity**, Also consider using **SMART Activities** for collaborative learning groups When planning a discussion or lesson you must also consider equity in participation. Some students are very vocal while others are quieter. Use **Shout It Out** to keep all students active and engaged in the learning so all student ideas are shared and represented.	**Activities** for collaborative learning groups. When planning a discussion or lesson you must also consider equity in participation. Some students are very vocal while others are quieter. Use **Shout It Out** to keep all students active and engaged in the learning so all student ideas are shared and represented.

RELATIONSHIP SKILLS

	SMART Notebook	SMART Learning Suite Online (SLSO)
Social Engagement	Find a **YouTube** video that will build wonder and curiosity among your students. For example. Turn off the sound and allow students to watch what's happening. Encourage students to share questions, thoughts, and predictions. Start a **Shout It Out** to collect ideas. Find an **image** that sparks curiosity and questions about an upcoming unit	Find a **YouTube** video that will build wonder and curiosity among your students. For example. Turn off the sound and allow students to watch what's happening. Encourage students to share questions, thoughts, and predictions. Start an **Instant Shout It Out** to collect ideas. Group students on one device and have them interact with a file of

	or topic. Have students come up and write or draw over the image. They can share what they're thinking about, things they wonder, questions they have, and connections they've made. Find **images** that go with a story the students are reading. In stations, students can use the images to retell the story.	activities within SLSO. Pick a **ready-made template** students can engage and show their learning.
Team Work	**Flip Out Activity:** Put students into teams and create tasks on flip out cards.Students flip cards and complete tasks. Remember, not all tasks have to be digital! Extend: On the face of **Flip Out** card, add a point value and have teams reach a predetermined amount of points to achieve. Use **Rank Order Activity** as a Leaderboard. After teams complete a task, they move their icon in the team ranking.	**Flip Out Activity:** Put students into teams and tasks on flip out cards. Students flip cards and complete tasks. Remember, not all tasks have to be digital! Extend: On the face of **Flip Out** card, add a point value and have team reach an pre-determine amount of points to achieve. Use **Rank Order Activity** as a Leaderboard. After teams complete a task, they move their icon in the team ranking.
Relationship building	Use **dice or spinner** to end the day bonding with students. Add non-academic questions such as: - What was your favorite part of the day? - What was the best thing you learned today? - What is one kind thing you did for someone today?	**Flip Out Activity:** Create an ice breaker activity where students are encouraged to mix it up and connect with differences of others. Encourage students to talk to each other. Explore the idea that we don't have to like all of the same things to be friends. Discuss: What brings people together as friends? What kinds of behaviors

	• What do you hope to learn about tomorrow? • What was the best thing you did during today?	are really important for people to stay friends with each other? Extend: Create a **blank page** and convert to **Workspace,** students create a visual describing how their answers in the icebreaker activity were different and how they can still be friends.
Resist social pressure	**Shout It Out:** "Listing Traits" Activity- Students brainstorm a list of their positive character traits that make them a good friend, or good sister/brother, etc.,. Ask them to describe in detailed scenarios to why they fit those positive traits/titles, also ask students to explain how these traits are important to them and to people around them.	This activity is to counter peer pressure. Students are put into **Workspaces.** To find common ground amongst themselves, each group adds words or images that demonstrate what makes them alike. Share and discuss with the class. **Shout It Out:** "Listing Traits" Activity- Students brainstorm a list of their positive character traits that make them a good friend, or good sister/brother, etc.,. Ask them to describe in detailed scenarios to why they fit those positive traits/titles, also ask students to explain how these traits are important to them and to people around them.
RESPONSIBLE DECISION-MAKING		
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Solving Problems	**Interactive Dice:** Create different reflection opportunities on a dice and have students spin and respond. **Spinner:** Can use similarly to the dice. **Dice/Spinner + Shout It Out:** Place the dice or spinner over a Shout It Out. Spin and students respond. How to Interactives	Use **Shout It Out + Magic Hat** and add questions that will give students the opportunity to solve problems in a safe place. Use questions that foster thinking and that ask students to justify their thinking. Students answer questions on devices through Shout It Out. Discuss.
Analyzing Situations	***Take a Stand:*** Students create an argument to justify an opinion and share with their peers. **Rank Order**: Student organizes and rank items based on their opinion. Use the Magic Hat to partner students up. Have them share their opinions.	***Take a Stand:*** Students create an argument to justify an opinion and share with their peers. **Rank Order**: Student organizes and ranks items based on their opinion. Use the Magic Hat to partner students up. Have them share their opinions. As a follow-up, use **Workspaces** and have students restate each other's opinion and add images, etc.
Reflecting	Add deeper levels of reflections. Use the **dice or spinner** and have students write according to the question that is picked: Remember: What did I accomplish? Understand: What is important about what I did? Apply: What could I use this again in my daily life? Analyze: What are the patterns in what I did?	Reflect & Sketch Activity: Add a **blank page** and convert to a **Handout.** Students sketch driving questions: What did I accomplish? What did I struggle with? How could I use this in my daily life, What could I have done differently? Upload a project's rubric. Convert to a **Handout.** Have students assess themselves from the teacher's

	Evaluate: What could I have done differently? Extend: How can I use this in the future? Use **Shout It Out Activity** for students to send images of their final project to share.	perspective and add comments.This helps students to see their work from a new perspective, and often will encourage them to make revisions before they submit their final work! Use **Shout It Out Activity** for students to send images of their final project to share.