

5-2023

Enhancing Second Grade Students' Social-Emotional Development

Emily Elias-Castillo

Follow this and additional works at: https://digitalcommons.csumb.edu/caps_thes_all

This Capstone Project (Open Access) is brought to you for free and open access by Digital Commons @ CSUMB. It has been accepted for inclusion in Capstone Projects and Master's Theses by an authorized administrator of Digital Commons @ CSUMB. For more information, please contact digitalcommons@csumb.edu.

Enhancing Second Grade Students' Social-Emotional Development

A Capstone project for the Bachelor of Arts in Human Development and Family Studies

HDFS 400: Capstone Seminar

Emily Elias-Castillo

Spring 2023

Enhancing Second Grade Students' Social-Emotional Development

Introduction

Many elementary students have not yet learned sufficient social-emotional learning skills when interacting with other children at school. In order to engage in acts of kindness and inclusion, children must develop social-emotional learning skills. When children do not have these skills, they may have disciplinary problems, difficulty creating trusting relationships, and understanding their own actions. On the other hand, children who develop these skills are more confident, may have higher academic achievement, and are more socially competent. To address the lack of social-emotional learning skills, I created a two-day lesson for second graders at Freedom Elementary School in Watsonville, California.

Need Statement

Second grade students in elementary school may lack social-emotional learning (SEL) skills which impacts their development. Not acquiring social-emotional skills may affect a child's educational journey, well-being, problem-solving situations, and assertive decision-making (Medin & Jutengren, 2020). Similarly, academic achievement, doing well in school, interconnects with social-emotional abilities (Davies et al., 2019). Doing academically well, demonstrating positive social and emotional interactions lead to positive outcomes in a child's life such as obtaining self-awareness, building trusting relationships with others, and being confident within themselves in and out of school (Davies et al., 2019). On the other hand, children with underdeveloped social and emotional skills may continue to have life challenges in the future such as not having a job, being a parent at a young age, falling into drug usage, gang-involvement, and having no motivation to continue their education (Davies et al., 2019). Some of the ways that children can strengthen their SEL can be effectively supported by early

intervention and appropriate implementation in school that will help build their socialization and competencies.

Furthermore, SEL skills are shown to be effective in meeting the child's learning in situations such as overcoming difficulties and improving their welfare. Several scholars (Ştefan et al., 2022) describe that children gain self-control, are mindful of their emotions and are able to resolve situations when interacting with others. Social-emotional learning skills support vital developmental aspects that improve a child's executive functions (thinking, working memory, self-regulation, etc.) and their cognitive abilities (Ştefan et al., 2022). It's important to note that the environment a child is exposed to shapes and reflects their social and emotional struggles.

Several scholars (Thierry et al., 2022) describe that children undergoing several adverse childhood experiences (ACEs) acquire worse conduct and cognitive abilities compared to those with less ACEs. Adverse childhood experiences (ACEs) are traumatic events that an individual undergoes such as maltreatment, living in a violent area, experiencing instability due to SES, and among other factors (Thierry et al., 2022). Tarrasch and Berger (2022) pointed out that children having positive relationships with an educator promotes beneficial outcomes such as acquiring academic competence, interacting and engaging with others. This reduces mental illnesses and risky behaviors in children. With that being said, incorporating social-emotional learning skills into teaching is an important practice to help children succeed academically and socially (Davies et al., 2019).

Moreover, educators' level of implementation of SEL is significant given that it associates with the level of support from management. However, many teachers neglect to incorporate effective social-emotional learning skills in their lesson plans when teaching. Given the insufficient SEL interventions at school sites, educators are put in the position to decide whether

or not to implement SEL into their classroom (Steed et al., 2021). If there is no additional support into SEL implementation for teachers, then SEL content delivery may be ineffective. Studies consistently conducted by various scholars (Steed et al., 2021) have shown that implementing weekly social-emotional lessons and having parents involved is effective in the children's social-emotional development. It is important to note that early intervention and implementing ways for children to acquire social-emotional skills, is a fundamental approach that structures them cognitively, socially, and emotionally.

An approach related to SEL interventions is the idea of implementing mindfulness practices (Thierry et al., 2022). This technique helps children manage their emotions and attentiveness which puts their executive functions to work. Kazanjian (2020) describes that the use of mindfulness practices helps an individual become aware of one's encounters and those around us. Research on mindfulness intervention approaches has demonstrated effective outcomes for children such as enhancing their cognitive abilities, relationship skills, and self-consciousness (Thierry et al., 2022). Kazanjian (2020) brings to light that in order to acquire positive SEL outcomes in children, the brain must have the capability to learn and develop skills given the setting a child is at.

Several scholars (Heath et al., 2017) demonstrate that bibliotherapy is an effective way for educators to implement in their teaching. Bibliotherapy is utilizing picture books that strengthen cognitive abilities, taking effect in a child's behavior (Heath et al., 2017). Selecting a book is vital when storytelling, it touches on the emotional needs (i.e. trauma) and adjustment issues the child is facing (i.e. peer conflict). This approach helps children understand and associate themselves with the encounters the characters face emotionally and behaviorally (Heath et al., 2017). Mindfulness strategies allow children to learn their inner state value

(Kazanjian, 2020). Tarrasch and Berger (2022) reported that mindfulness practices in second grade students help assist independence and develop trusting relationships. It should be noted that in order to acquire positive social-emotional learning outcomes, children must have a secure foundation with an adult such as an educator (Tarrasch & Berger, 2022). Nevertheless, social-emotional learning skills and practices are essential for children given that it sets a base for their life and social interaction with others.

Given that children are not acquiring appropriate and effective social-emotional learning skills, it's likely that they will struggle academically, emotionally and socially. These factors will impact their well-being and motivation to accomplish their goals. Therefore, I developed a two-day lesson on social-emotional learning skills for children in second grade at Freedom Elementary School in Watsonville, California.

Development

Emotional development is a vital component in a child's development that structures a child's form of expressing, communicating, and socializing. During emotional development, children are learning how to control and understand their emotions (Santrock, 2013). Additionally, children are recognizing their overall feelings, expressions, and those around them (Santrock, 2013). Children in this development area should be able to develop social competence, emotional regulation, prosocial behavior, and build trusting relationships with others (Lightfoot et al., 2009). Regulating emotions is one of the main factors that children have difficulty in managing their emotions and those around them. As children are growing, they are developing new emotions that were not demonstrated in infancy, which children need to cope with as they get older (Lightfoot et al., 2009). Not only do children need to learn how to manage their emotions but how to successfully demonstrate their emotions in a social setting.

Furthermore, emotions can be expressed in many ways whether it is verbal or non-verbal. For instance, a child demonstrating external behaviors is a key indicator of what a child is feeling and trying to communicate by using their body language (Edwards, 2018). However, Edwards (2018) highlights that emotions are more than a change in feelings, emotions come with more complex areas. As children are growing up, they are shifting away from simple emotions shown in infancy (mad, happy, sad, fear, etc.) and are developing their cognitive and motor abilities. This includes, reacting towards their emotions by moving their head elsewhere or utilizing an object to cope with their feelings (Edwards, 2018). These developmental aspects go hand in hand which needs to be addressed in order for children to be successful in working in a multicultural setting.

Given that second grade children are not infants anymore, they are able to identify what emotions are. In this stage, children's sense of self is determined by their peer's judgements which impacts their confidence level and knowledge abilities (Siegler et al., 2020). However, providing support for children will help them strengthen their self-regulating skills and social encounters with peers and people around them. Having a support system at home and at school is vital given that it sets the foundation for children to become successful. This shapes a children's level of competence, kindness, and inclusiveness. Therefore, I am creating a set of lessons to help second grade children comprehend the importance of kindness, improve their socialization, and how to effectively manage their emotions.

Consideration of Diversity

My project will be conducted at Freedom Elementary School in Watsonville, California with second grade students. According to the School Accountability Report Card (SARC) data, there were a total of 523 students enrolled in the 2021-2022 academic year. The demographics of

SARC reveal the students' ethnicities such as 0.2% American Indian/Alaskan Native, 0.8% Asian, 0.4% Black/African American, 0.6% Filipino, 3.3% White, and 94.6% Hispanic/Latino (SARC, pg. 3, 2023). Furthermore, 62.3% of the students were English learners, 0.4% were foster youth, 9.6% were homeless, 6.9% were migrant, 9.2% were students with disabilities, and 89.5% were considered socioeconomically disadvantaged. In addition, the gender percentage of the school shows 46.8% of the students are female and 53.2% are male (SARC, pg. 3, 2023). Of the 523 students enrolled at Freedom Elementary School, there were 84 second grade students enrolled as shown in the SARC database. Although I am delivering my project to second graders, I will only be conducting my project with one second grade class with the capacity of 28 students.

With that being said, the participants would reflect the overall population of the school. Given that I will be conducting my project in English, children will need to be English proficient. The content only applies to second graders that are between ages 7 to 8 years old, not other age groups. However, the content can be modified for participants that are older given that their knowledge, language, and reasoning abilities are developed in a way they're able to understand more complex information in comparison to second graders. For example, I would elaborate more on the significance of being kind to others, make them journal their emotions, and role-play to understand the concept better. It should be noted that only a limited amount of kindness and self-regulating strategies are going to be covered. This limitation will help second grade children treat others in a friendly way and control their emotions effectively to interact with others appropriately by having limited strategies.

Learning Outcomes

I intend to provide two, 30-minute lessons to second grade students who attend Freedom Elementary School in Watsonville, California.

Upon completion of the project, participants will be able to:

1. Identify three ways children can be kind to their peers
2. Describe one thing children have in common and one thing different from each other
3. Indicate one technique on how they can calm themselves

Method

Day 1

I created a two-day lesson on kindness and managing emotions for 26 second graders at Freedom Elementary School in Watsonville, California. On day 1, I presented lesson one on kindness. See Appendix A. Additionally, I introduced myself to the class and explained why I am taking over today's class time. Next, I began my kindness lesson by asking children how they are feeling today (happy, angry, sad, sleepy, or silly) and to talk about it with their partner next to them as a check-in for three minutes. Then, children shared their responses in an open class discussion for three minutes. After the check-in, I asked the second grade class to describe what a kind child says, does, is, and does not do for three minutes. As the students shared out loud, I wrote down their answers on a big sheet of paper. See Appendix B. Once I had a good number of responses for each category, I acknowledged their responses and continued delivering the kindness presentation lesson on other forms of kindness for three to five minutes.

To keep their learning on track, I quizzed the class by asking them what acts of kindness have I talked about. Furthermore, to support their learning, I read them a book called *Talk and Work It Out* (Meiners, 2005) on the overhead projector, which took about ten minutes. The book highlighted how the characters illustrated effectively solved conflicts among themselves by

communicating, avoiding unkind words. Lastly, I passed sticky notes for the children to write three acts of kindness they learned and turn it in the basket. Then, I read a few of them out loud. Additionally, I continued my presentation on how everyone has similar and different likes from one another for three minutes. See Appendix A (slide 8). Then, I gave them an interactive worksheet activity that involved them getting out of their seats and finding a new peer who matched the different descriptions in each box for five minutes. See Appendix C. Lastly, I asked the children to go back to their seats and talk to their partner next to them. Then, I asked the students to write one thing they have in common in the pink sticky note and one thing in which they differ in the blue sticky note with their partner.

Day 2

Before starting the second lesson on managing emotions, I first briefly reviewed what I discussed in the previous lesson for five minutes. Then, I started presenting the second lesson on managing emotions to 23 second grade students. See Appendix D. Then, I asked the same check-in question to see how everyone is feeling. This time, students were given a worksheet to complete for five minutes. See Appendix E. Then, students shared the feel wheel check-in activity in a class discussion for three minutes. After the feel wheel activity, I read them a book called *Cool Down and Work Through Anger* (Meiners, 2010) for ten minutes. The book demonstrated how the characters illustrated utilize ways to calm themselves down and solve problems when encountering conflicts with their peers.

Then, I asked the students what do they do when they are feeling sad or angry. As the children shared what they did, I annotated their responses on the big sheet of paper. See Appendix F. Then, I presented four ways to manage emotions when feeling upset or mad. Moreover, I played a meditation video from <https://www.youtube.com/watch?v=CvF9AEe-ozc>

for three minutes. After the meditation video activity, I asked the children how they felt after doing this breathing exercise. While hearing their responses, I acknowledged them and encouraged students to do this when feeling angry. Lastly, I handed out sticky notes for the children to write one technique they learned or will incorporate when feeling that way.

Results

Learning outcome 1 was that participants would be able to identify three ways they can be kind to their peers. At the end of the lesson on day 1, I distributed sticky notes to all the participants to see if they can identify three ways to be kind to others. This was given after the presentation on kindness. After they had written their responses, the participants shared what they wrote down. After sharing, I reviewed the participants' responses. Out of the 26 participants, 21 were able to fully identify three kind ways on their sticky note. On the other hand, three out of the 26 participants partially answered. Along with this, two out of the 26 participants unsuccessfully identified three ways to be kind. See Table 1 for details. Given the class activities and incentives, children engaged more which made them pay close attention to the material presented. As well as that, to share their thoughts freely in class that led the majority to successfully identify kindness approaches. Moreover, the participants tended to respond similarly to their peers reflecting on the lesson I presented. However, I believe this learning outcome was met.

Learning outcome 2 was that participants would describe one thing they have in common and one thing different from each other. Similarly, I distributed one pink and one blue sticky note to each group at the end of the lesson on day 1. Participants were paired up in groups of twos. One partner had to describe one thing they have in common in the pink sticky note. Alternatively, the other partner describes one thing they have different from their partner in the

blue sticky note. To get a sense of what similar and different characteristics are, I presented a slide presentation and did an interactive activity. After participants completed their response, they shared it with the class. Then, I reviewed all the participants' answers on the sticky notes. Out of the 12 groups, eight described one or more common and different things from each other. Of the 12 groups, four partially described the question. See Table 2 for details. Looking at the results, I see that some groups struggled to describe one different thing they have from each other. The only failure to this data gathering was the limited time to elaborate in detail on the lesson. I believe that if I had more time I would have cleared any confusion. Even though some participants were confused on the instructions, the majority of the groups were able to accomplish the objective. Therefore, I believe this learning outcome was partially met.

Learning outcome 3 was that participants would indicate one technique on how they can calm themselves. During day 2, I handed out sticky notes to each participant to see if they can indicate one technique they will incorporate when feeling mad or sad. All of the 23 participants successfully indicated a wide range of techniques they'll do. Based on the results, most of the responses that participants indicated were covered in my lesson. See Table 3 for details. Given the interactive activities and class discussion, participants were very attentive. I believe this facilitated the participants' understanding that made it easier to indicate one technique. With that in mind, participants were ready to learn and engage with the material I presented. Therefore, I believe this learning outcome was met.

Discussion

Overall, this project was successful. The participants interacted effectively in the lessons, activities, and class discussions. Participants gained insight on what it means to be kind, what makes an individual different or the same as one, and how to self-regulate one's emotions.

Participants were very engaged with the books I read about managing emotions and how to communicate and be kind when coming across a conflict. With the different illustrations depicted, participants were able to identify themselves in the situations demonstrated and recognize their actions. Class discussions were practical and they strengthened the participants' comprehension and information processing of the material. When we discussed strategies to calm ourselves and be kind, the majority of the participants shared similar answers to the key points. However, when it came to finding the differences and similarities from one another, some participants struggled to pinpoint them. Given that participants are still expanding their social-emotional development, they are starting to think and recognize characteristic features within themselves and those around them. Considering the different components I incorporated in this project, I believe it facilitated the participants' learning and level of socialization with their peers. Therefore, I believe that the learning outcomes were accomplished.

Looking at the results, it is evident that development and past research was somewhat consistent in this project. Participants are still in the social-emotional development stage and are still learning about their emotions, their peers and how to develop trusting relationships. With the support I provided, participants were able to engage with others effectively and openly share with no judgment. Interacting with the participants and acknowledging them made them socially engage with others in class. This demonstrates that if participants have daily support from their educators, then they're likely to become competent and confident within themselves given the setting they are in. Although the literature goes in detail about the consequences and impact of their living situations in regards to their SEL, in this particular case, it doesn't demonstrate this point. Therefore, I'm unable to confirm the consistency of past literature to my project.

Additionally, if I had to do this again I would add another day or two to allow more participants to share their thoughts in class. By this, I would have a broad set of verbal responses of different participants. With that in mind, this will allow me to have more time to elaborate in depth. In the future, I hope that my participants will learn more positive techniques on how to self-regulate their emotions and other ways to be kind to each other.

References

- Davies, M., Elliott, S., Frey, J., & Cooper, G. (2019). Evaluation of a school-led sustainable class wide intervention programme to improve elementary children's social emotional and academic performance. *International Journal of Disability, Development and Education*, 68(4), 496–520. <https://doi.org/10.1080/1034912x.2019.1695756>
- Edwards, N. M. (2018). *Early social-emotional development : your guide to promoting children's positive behavior*. Paul H. Brookes Publishing Co.
- Heath, M. A., Smith, K., & Young, E. L. (2017). Using children's literature to strengthen social and emotional learning. *School Psychology International*, 38(5), 541–561. <https://doi.org/10.1177/0143034317710070>
- Hunter, L. J., DiPerna, J. C., Hart, S. C., Neugebauer, S., & Lei, P. (2022). Examining teacher approaches to implementation of a classwide SEL program. *School Psychology*, 37(4). 285–297. <https://doi.org/10.1037/spq0000502>
- Kazanjian, C. J. (2020). Mindfulness diligence: Supporting the culturally relative self-actualization processes of diverse groups of youth. *The Humanistic Psychologist*, 50. <https://doi.org/10.1037/hum0000192>
- Lightfoot, C., Cole, M., & Cole, S. R. (2009). *The Development of Children*. Worth Publishers.
- Medin, E., & Jutengren, G. (2020). Children's perspectives on a school-based social and emotional learning program. *Children & Schools*, 42(2). 121–130. <https://doi.org/10.1093/cs/cdaa007>
- Meiners, C. J. (2005). *Talk and work it out*. Free Spirit Pub.
- Meiners, C. J. (2010). *Cool down and work through anger*. Free Spirit Publishing.
- Santrock, J. W. (2013). *Children*. Mcgraw-Hill.

School Accountability Report Card. (2023). Sarconline.org.

<https://sarconline.org/public/summary/44697996049696/2021%E2%80%932022>

Siegler, R. S., Eisenberg, N., Gershoff, E. T., Saffran, J., & Campbell Leaper. (2020). *How children develop*. Worth Publishers, Macmillan Learning.

Steed, E.A., Shapland, D. & Leech, N. (2021) Early childhood teachers' perceptions of the effectiveness of their elementary school's approach to social emotional learning: A mixed methods study. *Early Childhood Education Journal* 50, 1121–1132.

<https://doi.org/10.1007/s10643-021-01248-4>

Ștefan, C. A., Dănilă, I., & Cristescu, D. (2022). Classroom-wide school interventions for preschoolers' social-emotional learning: A systematic review of evidence-based programs. *Educational Psychology Review*. <https://doi.org/10.1007/s10648-022-09680-7>

Tarrasch, R., & Berger, R. (2022). Comparing indirect and combined effects of mindfulness and compassion practice among schoolchildren on inter- and intra-personal abilities.

Mindfulness. <https://doi.org/10.1007/s12671-022-01955-y>

Thierry, K. L., Vincent, R. L., & Norris, K. S. (2022). A mindfulness-based curriculum improves young children's relationship skills and social awareness. *Mindfulness*, 13.

<https://doi.org/10.1007/s12671-022-01830-w>

Table 1

Participants' identifying three ways children can be kind to their peers (after the lesson)

Participants	Participants' Answers	Learning Outcome Met or not Met
Kid 1	1. Respect others 2. Be kind 3. Be friendly	Met
Kid 2	1. Help others 2. Be respectful 3. Being friendly	Met
Kid 3	1. I learn to share things 2. I learn to help others 3. ?	Partially met
Kid 4	1. To be friendly 2. Be kind 3. Share	Met
Kid 5	1. People could share things 2. Don't say bad words 3. Play with others	Met
Kid 6	1. Make P 2. ? 3. ?	Not met
Kid 7	1. Share 2. Take turns 3. Make new friends 4. Use positive words 5. Help other kids 6. Be kind to each other	Met
Kid 8	1. Help the teacher 2. Listen to the teacher 3. Help your friends 4. Respect the teacher	Met
Kid 9	1. Help others 2. Share 3. Let people play with others	Met

Kid 10	<ol style="list-style-type: none"> 1. Sharing 2. Hugging 3. Respectful 	Met
Kid 11	<ol style="list-style-type: none"> 1. I would share 2. I would play with other persons 3. Be nice 	Met
Kid 12	<ol style="list-style-type: none"> 1. Make new friends 2. Help people out 3. Share with people 	Met
Kid 13	<ol style="list-style-type: none"> 1. Be nice 2. Be kind 3. Be respectful 	Met
Kid 14	<ol style="list-style-type: none"> 1. Help people 2. Be nice 3. Listen 	Met
Kid 15	<ol style="list-style-type: none"> 1. Helping people 2. I will not be mean 3. Show respect 	Met
Kid 16	<ol style="list-style-type: none"> 1. Be nice 2. Help people 3. Never be rude 	Met
Kid 17	<ol style="list-style-type: none"> 1. Been fre 2. Help other people 3. Be 	Not met
Kid 18	<ol style="list-style-type: none"> 1. Help people 2. Be nice to people 3. Never be mean 4. Be nice to family members 	Met
Kid 19	<ol style="list-style-type: none"> 1. Think about others first 2. Be positive 3. Be helpful 	Met
Kid 20	<ol style="list-style-type: none"> 1. Help others 2. Never be mean 3. Lets people play with them 	Met

Kid 21	<ol style="list-style-type: none"> 1. Help people 2. Play with kids 3. Be nice 	Met
Kid 22	<ol style="list-style-type: none"> 1. Be nice 2. Helping others 3. Respect 	Met
Kid 23	<ol style="list-style-type: none"> 1. Respect others 2. Share things with others 3. Help others 4. Be nice to everyone even the teachers 	Met
Kid 24	<ol style="list-style-type: none"> 1. Share 2. Be nice 3. Friendly 	Met
Kid 25	<ol style="list-style-type: none"> 1. I'm think a help the people 2. I like to play with the people 3. ? 	Partially met
Kid 26	<ol style="list-style-type: none"> 1. First, I love my cousin she is so nice to me 2. I would help them 3. ? 	Partially met

Table 2

Participants' describing one common and one different thing from each other in groups of two (after the lesson)

Groups	Common (Pink)	Different (Blue)	Learning Outcome Met or Not Met
Group 1	1. We both have dogs	1. White shoes	Partially met
Group 2	1. Love cookies	1. Dogs	Met
Group 3	1. Me and him like blue	1. Me and him like blue	Partially met
Group 4	1. Blue 2. We both like to run	1. We don't have the same hair	Met
Group 5	1. Color red and like cats	1. I have a brother	Met
Group 6	1. Me and him like to color	1. Coffee 2. Ice cream 3. Fruit 4. Colors	Met
Group 7	1. Pizza	1. Different shoes	Met
Group 8	1. We both have brown eyes	1. He has a brown pet but I don't	Met
Group 9	1. We both like to color	1.?	Partially met
Group 10	1. Pizza	1. ?	Partially met
Group 11	1. Dogs	1. Cat	Met
Group 12	1. Pizza 2. Ice cream 3. Swim 4. Black	1. Cat	Met

Table 3

Participants indicating one technique they learned to calm themselves (after the managing emotions lesson)

Participants	Participants' Answers	Learning Outcome Met or Not Met
Kid 1	1. Color	Met
Kid 2	1. Color	Met
Kid 3	1. Play with my friends	Met
Kid 4	1. Count to ten	Met
Kid 5	1. Read a book	Met
Kid 6	1. Take deep breaths and count to ten in the bathroom	Met
Kid 7	1. Read	Met
Kid 8	1. Count to ten	Met
Kid 9	1. Count to one-hundred and restart over and over	Met
Kid 10	1. Go to my friends when I feel sad	Met
Kid 11	1. I would breathe	Met
Kid 12	1. Reading	Met
Kid 13	1. I call my cousin to play with me	Met
Kid 14	1. Coloring	Met
Kid 15	1. Lay down when I'm sad	Met
Kid 16	1. I color	Met
Kid 17	1. Breathe in and out	Met
Kid 18	1. When I'm sad or mad I color	Met

Kid 19	1. When I'm sad or mad I do my homework	Met
Kid 20	1. I play with my friends when I'm sad	Met
Kid 21	1. When I'm sad I color	Met
Kid 22	1. When i feel mad I like to draw	Met
Kid 23	1. When I feel mad I run	Met

Appendix A

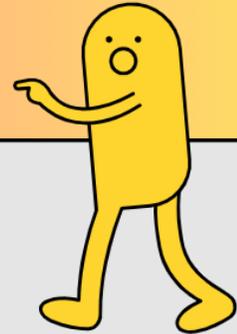
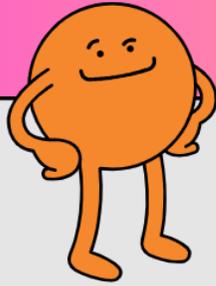
Powerpoint presentation on kindness



Today's Agenda



- 1.** Check-in
- 2.** Class Activites



How are you
feeling today?



HAPPY



ANGRY



SAD



SLEEPY

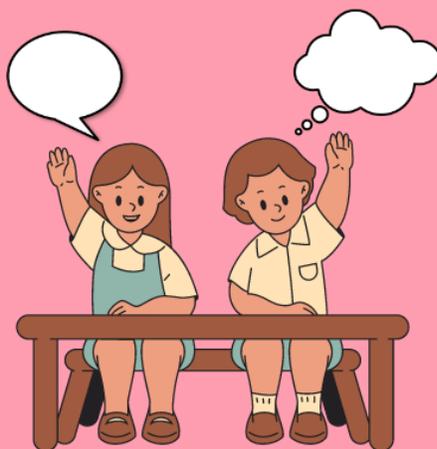


SILLY





Class Exercise





Giving a Hug

Kindness is...

THANK YOU HI!

Using Positive Words!

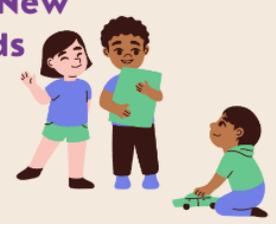


Playing with others

Comfort/helping others

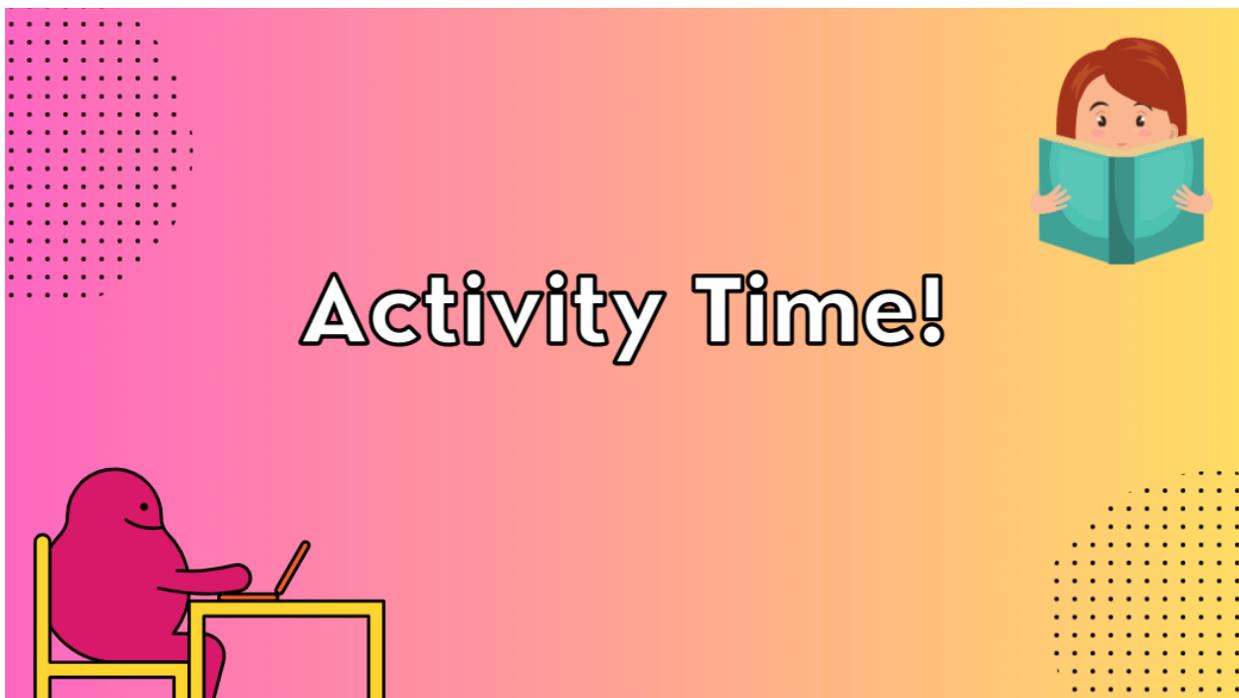


Making New friends



Lets See Who
Remembers...





Everyone has similar and
different likes!

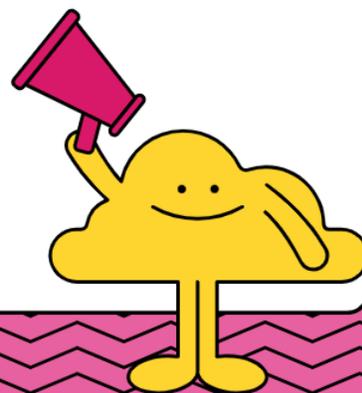


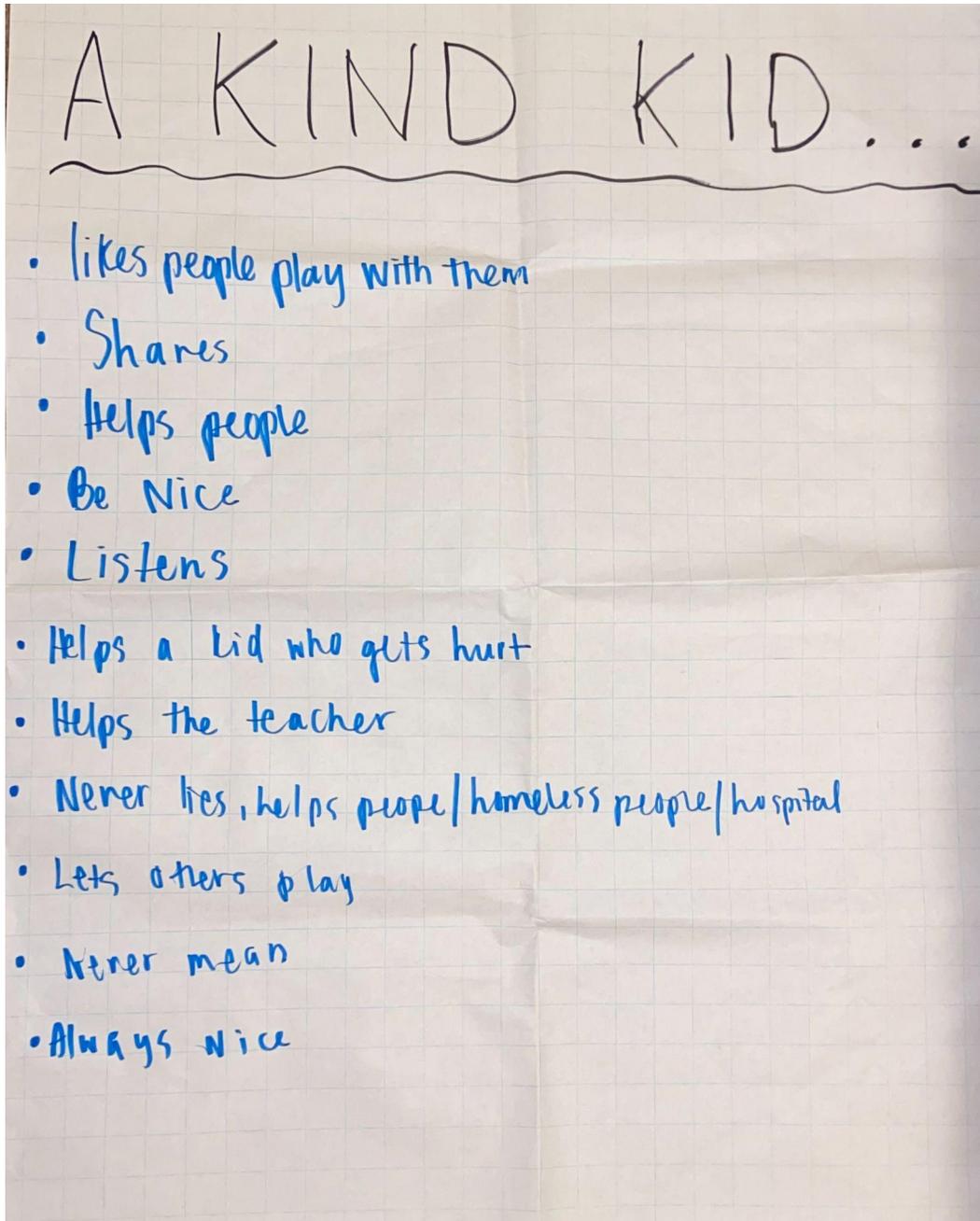
Find Someone Activity....



Thank You!

See you on our next class for lesson 2



*Appendix B**Class discussion activity on what a kind child is, says, does, and does not do*

Appendix C

Interactive worksheet activity for children to recognize similarities and differences among their classmates

Find a friend who ...

name _____

has a pet dog 	has black hair 	likes to play soccer 	has a blue backpack 
has a brother 	likes to color 	has a summer birthday 	likes chocolate ice cream 
likes to eat pizza 	can play an instrument 	has a sister 	likes to swim 
has brown eyes 	is wearing white shoes 	likes the color red 	has a pet cat 

Appendix D

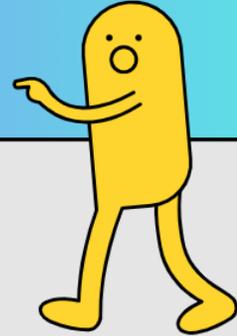
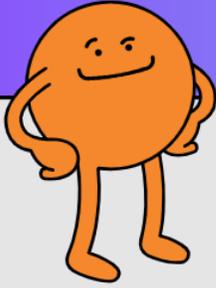
Powerpoint presentation on managing emotions



Today's Agenda



1. Check-in
2. Class Activites





Feel Wheel Class Exercise!



How are you feeling
today?

HAPPY



ANGRY



SAD



SLEEPY



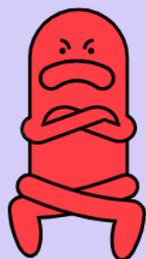
SILLY



Activity Time!



What do you do
when you feel
mad or sad?

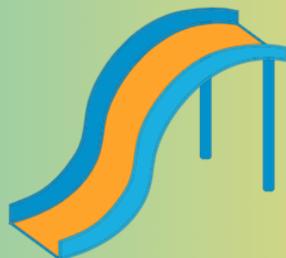




Ways to Manage Your Emotions



BREATHE





<https://www.youtube.com/watch?v=CvF9AEe-ozc>

Activity Time!



Thank You!

Good job everyone, we did it!



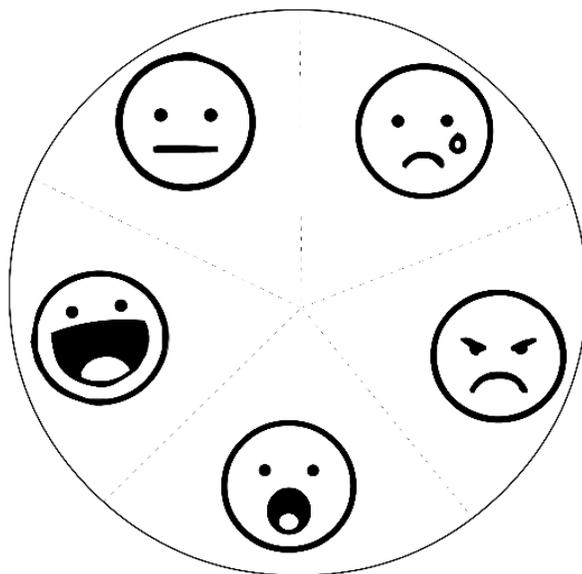
Appendix E

Worksheet where children color an emoji indicating their emotion, draw, and write down why they are feeling that way

FEEL WHEEL

Directions:

1. Color the wheel below and cut it out.
2. Write your name on the back of your wheel.
3. Place a pin on the way you are feeling right now.



Centervention.

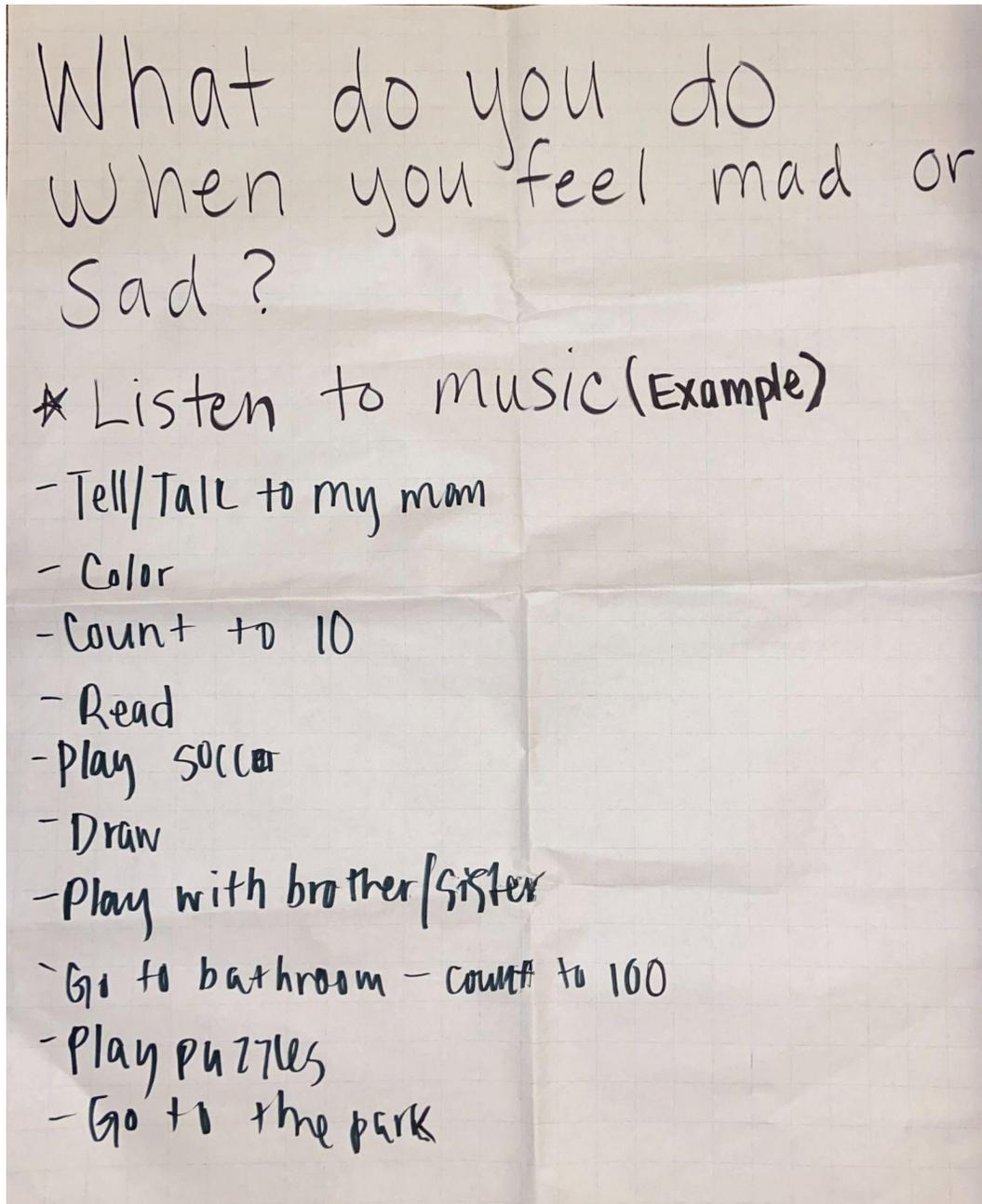
© Centervention, 2020

<https://www.centervention.com/>

Name: _____

FEEL WHEEL

Directions: Write about how you are feeling today and draw a picture to show what's making you feel that way.

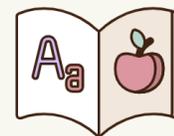
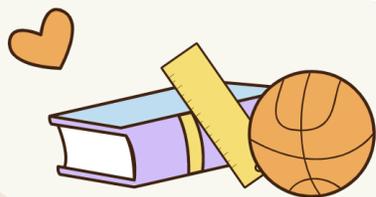
*Appendix F**Class discussion activity on how children manage their emotions when feeling mad or sad*

Appendix G

Capstone final presentation

Enhancing Second Grade Students' Social-Emotional Development

Emily Elias-Castillo



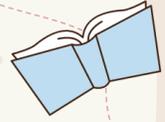


Introduction

- ❖ My SL experience
- ❖ Observations
- ❖ Lack of SEL skills
- ❖ Kindness and inclusion



Need



- ❖ SEL is vital
 - Strengthens executive functions
 - Cognitive abilities
 - Positive outcomes
- ❖ Not obtaining SEL skills leads to:
 - Life challenges
 - Affects educational journey
- ★ Many teachers don't incorporate SEL
 - Bibliotherapy is effective to SEL



Development

- ❖ Understanding emotions
- ❖ Identify what emotions are
 - Self-regulate
- ❖ Build trusting relationships
 - Sense of self
 - Support system is important



What did you do? With whom and where?



- ❖ Freedom Elementary School in Watsonville, CA
- ❖ Second grade students
- ❖ 2-day lesson



Method

01

- ❖ Kindness lesson
 - Check-in
 - Class discussion
 - Read a book
 - Interactive activities



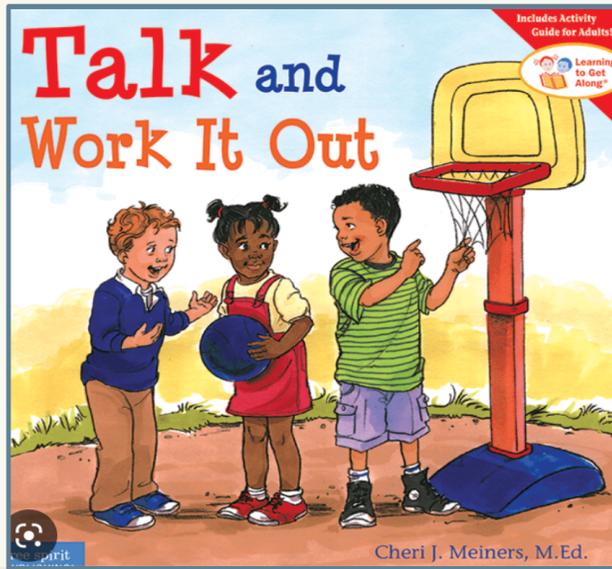


Day 1: Class Discussion

A KIND KID...

- likes people play with them
- Shares
- Helps people
- Be Nice
- Listens
- Helps a kid who gets hurt
- Helps the teacher
- Never lies, helps people/homeless people/hospital
- Lets others play
- Never mean
- Always nice

Day 1: Read a book



Day 1: Classroom Pictures



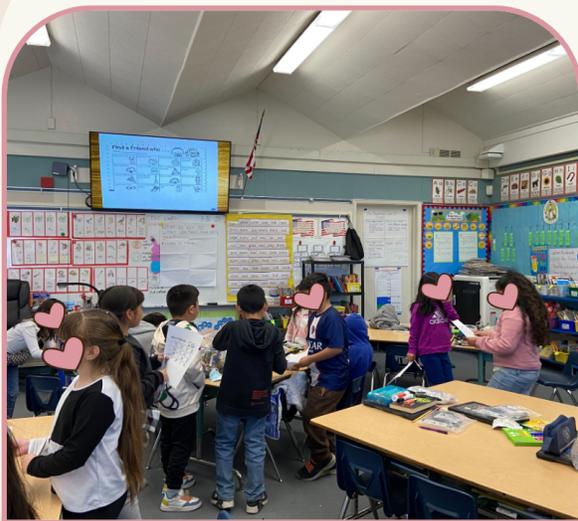
Day 1:
Activity

Find a friend who ...

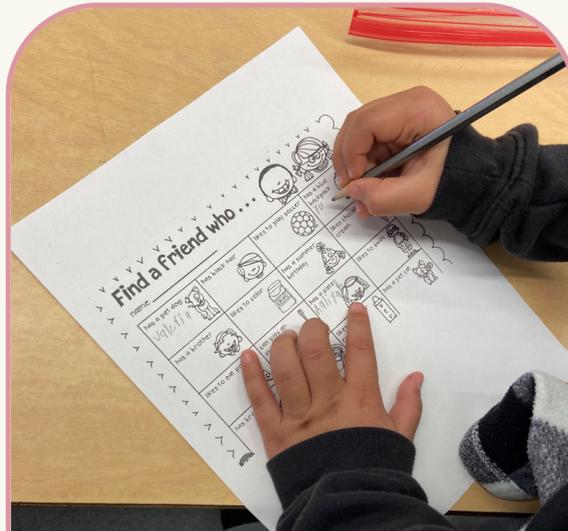
name _____

has a pet dog 	has black hair 	likes to play soccer 	has a blue backpack 
has a brother 	likes to color 	has a summer birthday 	likes chocolate ice cream 
likes to eat pizza 	can play an instrument 	has a sister 	likes to swim 
has brown eyes 	is wearing white shoes 	likes the color red 	has a pet cat 

Day 1: Activity Pictures



Day 1: Activity Pictures





Method



02

- ❖ Managing emotions lesson
 - Feel Wheel worksheet
 - Interactive activities
 - Read a book
 - Class discussion
 - Played a Youtube video





Method: Day 2

FEEL WHEEL

Directions:

1. Color the wheel below and cut it out.
2. Write your name on the back of your wheel.
3. Place a pin on the way you are feeling right now.

Centervention © Centervention, 2020 <https://www.centervention.com/>

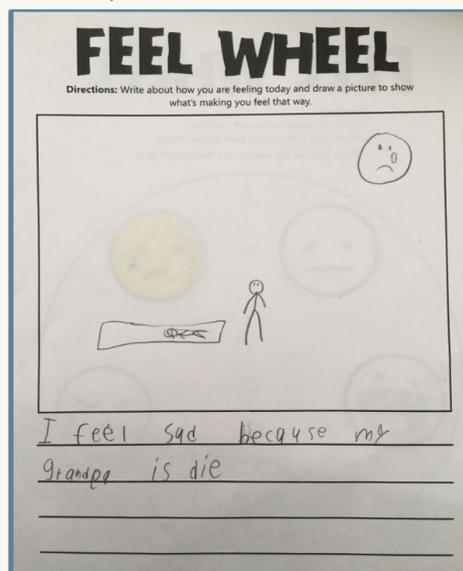
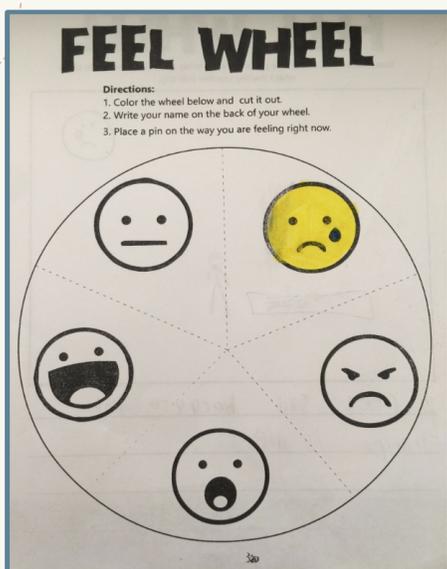
Name: _____

FEEL WHEEL

Directions: Write about how you are feeling today and draw a picture to show what's making you feel that way.



Participant's Response





Participant's Response

FEEL WHEEL

Directions:
1. Color the wheel below and cut it out.
2. Write your name on the back of your wheel.
3. Place a pin on the way you are feeling right now.

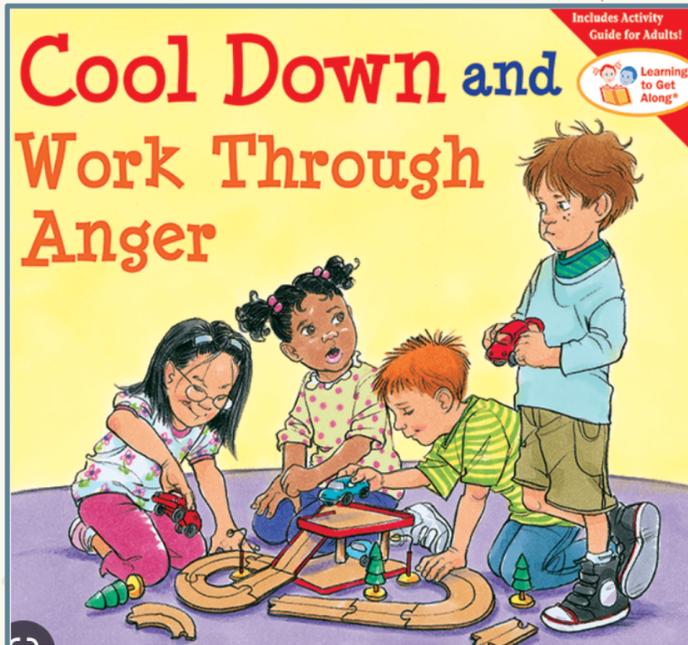
FEEL WHEEL

Directions: Write about how you are feeling today and draw a picture to show what's making you feel that way.

y feel happy becuse
im going to see my mom's friends
later



Day 2:
Read a book



Day 2: Classroom Picture



Day 2: Class Discussion

What do you do
when you feel mad or
Sad?

★ Listen to music (Example)

- Tell/Talk to my mom
- Color
- Count to 10
- Read
- Play soccer
- Draw
- Play with brother/sister
- Go to bathroom - count to 100
- Play puzzles
- Go to the park

Day 2: Youtube Video Activity





Learning Outcomes

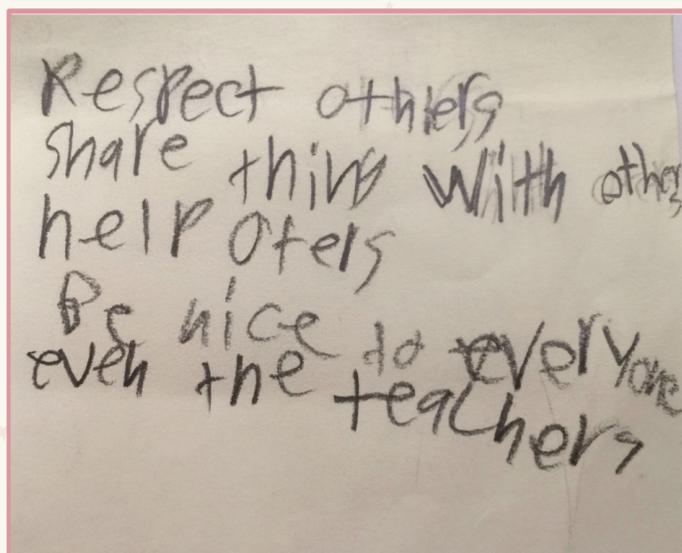
Upon completion of the project, participants will be able to:

1. Identify three ways children can be kind to their peers
2. Describe one thing children have in common and one thing different from each other
3. Indicate one technique on how they can calm themselves

LO1: Identify three ways children can be kind to their peers

Participants	Participants' Answers	Learning Outcome Met or not Met
Kid 1	<ol style="list-style-type: none">1. Respect others2. Be kind3. Be friendly	Met
Kid 2	<ol style="list-style-type: none">1. Help others2. Be respectful3. Being friendly	Met
Kid 3	<ol style="list-style-type: none">1. I learn to share things2. I learn to help others3. ?	Partially met

Participant's Response

A photograph of a piece of light-colored paper with handwritten text in black ink. The text is written in a cursive, child-like style. The paper is placed on a light-colored background with small star and dot patterns.

Respect others
Share things with others
help others
Be nice to everyone
even the teachers

Participant's Response

1. share
2. take turns
3. make new friends

4. use positive words
5. help other kids
6. be kind to each other

★ **LO2:** Describe one thing children have in common and one thing different from each other

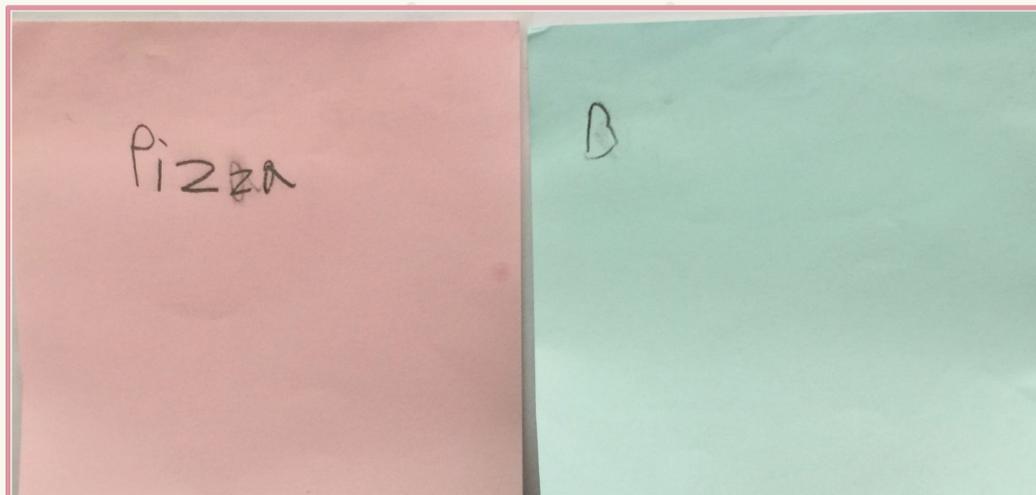
Groups	Common (Pink)	Different (Blue)	Learning Outcome Met or Not Met
Group 1	1. We both have dogs	1. White shoes	Partially met
Group 2	1. Love cookies	1. Dogs	Met
Group 3	1. Me and him like blue	1. Me and him like blue	Partially met
Group 4	1. Blue 2. We both like to run	1. We don't have the same hair	Met

Group's Response

we Both have
brown eyes

has
a pet dog but
i dont.

Group's Response



LO3: Indicate one technique on how they can calm themselves

Participants	Participants' Answers	Learning Outcome Met or Not Met
Kid 1	1. Color	Met
Kid 2	1. Color	Met
Kid 3	1. Play with my friends	Met
Kid 4	1. Count to ten	Met
Kid 5	1. Read a book	Met



Participants' Responses

I go to
the bathroom
and count to
10.
tak deep
breaths.

Read.



Discussion



Did it work?

❖ Yes!

What would I do differently?

❖ Add one or two days

❖ More time



Thank you!
Any Questions?

Emily Elias-Castillo