

**Social Emotional Learning:
A Professional Development Series for Teachers**

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A capstone submitted in partial fulfillment of the requirements for the degree of Master of Arts
in Teaching

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This project has been led by the question “*How can we as teachers incorporate social emotional learning on a regular basis to create meaningful progress for students?*” This professional development is designed for teachers to learn about and practice social emotional learning that they can utilize with their students. It is broken into three 45 minute sessions meant to take place in team collaboration meetings. The goal for this professional development is to allow teachers to learn and practice these social emotional learning (SEL) concepts in order to better implement them in their classrooms. It is designed specifically for my third grade team and will be presented during team collaboration meetings, however this content is not third grade specific and can be presented to other staff members and grade levels. My hope is that teachers will leave these sessions feeling more confident in their knowledge of these specific SEL concepts and feel more confident in teaching them to their students, as well as practicing them on a regular basis.

There are many SEL resources that exist beyond the ones I have chosen for this professional development. These concepts are some that I’ve found most beneficial in my years of teaching that are also easily intertwined into daily classroom practices, conversations, and situations. This professional development pulls together concepts from the Zones of Regulation, MindUp, and Character Strong. These are all SEL curriculums that are available, but since I have had access to these different curriculums, I thought it would be beneficial to share some of the big “takeaways” from each that I have continued to use throughout my years of teaching.

The sessions will be broken down into:

Session 1: Zones of Regulation

Session 2: MindUp

Session 3: Purposefull People (Character Strong)

The professional development sessions are created as Google Slides presentations, which are linked in this document. Included in this document is a presenter's guide with a layout of what will be on each slide, as well as any links that will be needed for the sessions. Each session will begin and end with a very short pre and post self-assessment survey to be taken by participants. Those surveys are also linked to a main document that contains all surveys for printing. Lastly, at the end of the document there is a link containing a Google Slides compilation of visuals to share with teachers with the intent to use with their students as they feel fit.

Session 1: Zones of Regulation

(45 min)

[Zones of Regulation Google Slides for Presentation](#)

Slide Number	Information	Resources
1	Entrance Slide <ul style="list-style-type: none">Project directions to fill out pre self-assessment survey as participants arrive	SEL PD Surveys
2-4	Introduction and overview <ul style="list-style-type: none">Go over goals of what will be covered in this session	
5	Think and share question <ul style="list-style-type: none">Talk with a coworker about current emotional state	
6	Overview of Zones of Regulation <ul style="list-style-type: none">Introduce concept of Zones of Regulation, discuss the different color zones	
7	Reflect on share question and reference back to Zones of Regulation <ul style="list-style-type: none">Allow room for discussion amongst participants	
8-11	Deeper definition of each color zone	
12	Think Pair Share <ul style="list-style-type: none">Participants will think of a personal example related to Zones of RegulationGive participants two minutes to discuss the questions on the slideShare out examples	
13	Defining SEL Skills <ul style="list-style-type: none">Self-AwarenessSelf-Management	
14	Watch short video showing students and teachers discussing self-awareness and self-management	Video (2 min)
15	Emotional Regulation <ul style="list-style-type: none">All zones are okayTeaching students to manage the emotional they	

	<p>are experiencing</p> <ul style="list-style-type: none"> • Zone is defined by feeling on the inside, not behavior on the outside 	
16	<p>Language</p> <ul style="list-style-type: none"> • Make sure you aren't just saying "Get back to the Green zone" • Read through examples of the language you can use when talking about zones 	
17	<p>Brainstorming strategies for emotional regulation</p> <ul style="list-style-type: none"> • Use this slide as a quick activity for discussion, come up with one or two more examples for each category • Discuss how this can be used in the classroom as a lesson 	
18-20	<p>Calming Space</p> <ul style="list-style-type: none"> • Discuss what a calming space is • Look at examples of Zones of Regulation being utilized in classroom calming spaces 	
21	<p>Summary</p> <ul style="list-style-type: none"> • Review the topics that were discussed 	
22	<p>Exit Slide</p> <ul style="list-style-type: none"> • Have participants fill out the bottom portion of their survey 	SEL PD Surveys

Session 1 Pre Self-Assessment

Before the session:	Yes	Somewhat	No
<i>I have heard of the Zones of Regulation</i>			
<i>I can define the 4 Zones of regulation</i>			
<i>I can name strategies for emotional regulation</i>			
<i>I know how to use Zones of Regulation in my classroom</i>			

Session 1 Post Self-Assessment

After the session:	Yes	Somewhat	No
<i>I have heard of the Zones of Regulation</i>			
<i>I can define the 4 Zones of regulation</i>			
<i>I can name strategies for emotional regulation</i>			
<i>I know how to use Zones of Regulation in my classroom</i>			

Session 2: *MindUp*

(45 min)

[MindUp Slides for Presentation](#)

Slide Number	Information	Resources
1	Entrance Slide <ul style="list-style-type: none">Project directions to fill out pre self-assessment survey as participants arrive	SEL PD Surveys
2-4	Introduction and overview <ul style="list-style-type: none">Go over goals of what will be covered in this session	
5	Overview of Mind Up <ul style="list-style-type: none">Discuss the important concepts	
6-8	The Brain <ul style="list-style-type: none">Have participants make a “brain” with their fistsGo over the 3 parts of the brain that MindUp discusses related to emotions (Amygdala, Hippocampus, Prefrontal Cortex)Look at image on slide 8 and read what each part does briefly, this will be expanded upon in further slides	
9-13	Amygdala <ul style="list-style-type: none">Processes emotionReacts to danger/fear“Fight, Flight, Freeze”	
14-17	Hippocampus <ul style="list-style-type: none">Holds memoriesHelps brain remember how to respond to emotions	
18-20	Prefrontal Cortex (PFC) <ul style="list-style-type: none">Thinking and reasoningDecision-makingCan’t work properly if amygdala is blocking	
21-22	Discussing different emotional states <ul style="list-style-type: none">Sometimes all parts are working properlySometimes the amygdala takes over	

23	Video summarizing the information about parts of the brain	Parts of the Brain Video
24-28	Breathing techniques to calm your amygdala <ul style="list-style-type: none"> ● Practice the strategies on each slide with your participants 	
29-32	Mindfulness <ul style="list-style-type: none"> ● Have participants share thoughts on mindfulness image ● Read definition ● Practice mindfulness with video 	Mindfulness Video
33	Connections <ul style="list-style-type: none"> ● Have participants turn and talk about discussion question ● How does this connect to previous session (Zones of Regulation, emotional regulation, calming strategies) 	
34	Summary <ul style="list-style-type: none"> ● Review the topics that were discussed 	
35	Exit Slide <ul style="list-style-type: none"> ● Have participants fill out the bottom portion of their survey 	SEL PD Surveys

Session 2 Pre Self-Assessment

Before the session:	Yes	Somewhat	No
<i>I have heard of MindUp</i>			
<i>I can describe the 3 parts of the brain covered in MindUp</i>			
<i>I can describe mindfulness</i>			
<i>I know at least 3 different breathing techniques to use with my students</i>			

Session 2 Post Self-Assessment

After the session:	Yes	Somewhat	No
<i>I have heard of the MindUp</i>			
<i>I can describe the 3 parts of the brain covered in MindUp</i>			
<i>I can describe mindfulness</i>			
<i>I know at least 3 different breathing techniques to use with my students</i>			

Session 3: Character Strong: Purposeful People

(45 min)

[Purposeful People Google Slides for Presentation](#)

Slide Number	Information	Resources
1	Entrance Slide <ul style="list-style-type: none">Project directions to fill out pre self-assessment survey as participants arrive	SEL PD Surveys
2-4	Introduction and overview <ul style="list-style-type: none">Go over goals of what will be covered in this session	
5	Think and share question <ul style="list-style-type: none">Talk with a coworker about what social or emotion skills they know the name of	
6	CASEL 5 wheel <ul style="list-style-type: none">Review the 5 areas of SEL according to CASEL using the imageClick the image to watch the video	CASEL 5 Video
7	Thinking deeper about the CASEL 5 <ul style="list-style-type: none">Ask your participants to think about the video they just watched as well as look at the image and discuss the questions<ul style="list-style-type: none"><i>What do you notice about the image?</i><i>How can you relate this information to your students?</i>	
8	3 Main Goals of Purposefull People <ul style="list-style-type: none">Discuss the 3 main goals of the curriculum and the skills in each category:<ul style="list-style-type: none">Be KindBe StrongBe Well	
9	Character Traits	

	<ul style="list-style-type: none"> ● Discuss the 9 character traits <ul style="list-style-type: none"> ○ Respect, Empathy, Cooperation, Responsibility, Perseverance, Courage, Gratitude, Honesty, Creativity 	
10-15	<p>Relating the skills of Purposefull People to the CASEL SEL standards</p> <ul style="list-style-type: none"> ● Read over the slides discussing what SEL area the the character trait skills fall under 	
16	<p>What Purposefull People entails</p> <ul style="list-style-type: none"> ● Quick overview of some of the resources that are used to teach these skills 	
17-19	<p>A glimpse into teaching character traits</p> <ul style="list-style-type: none"> ● As an example, introduce the character trait Respect, watch the video link ● Have participants discuss/share about the images on slides 18-19 	Respect video
20-21	<p>Example activities</p> <ul style="list-style-type: none"> ● Group Activity ● Partner Activity 	
22	<p>Practice respect partner activity</p> <ul style="list-style-type: none"> ● Have participants turn and talk, finishing the statements on the screen with each other 	
23	<p>Look at example of a way to imbed character trait throughout the day</p> <ul style="list-style-type: none"> ● Have participants think of other ways to do this 	
24	<p>Summary</p> <ul style="list-style-type: none"> ● Review the topics that were discussed 	
25	<p>Have participants think of and choose one of the character traits to work on for themselves</p>	
26	<p>Exit Slide</p> <ul style="list-style-type: none"> ● Have participants fill out the bottom portion of their survey 	SEL PD Surveys

Session 3 Pre Self-Assessment

Before the session:	Yes	Somewhat	No
<i>I have can name the 5 SEL broad categories (CASEL</i>			
<i>I know what Purposefull People is</i>			
<i>I can name character traits that are taught in Purposefull People</i>			
<i>I feel comfortable teaching these traits to students</i>			

Session 3 Post Self-Assessment

After the session:	Yes	Somewhat	No
<i>I have can name the 5 SEL broad categories (CASEL)</i>			
<i>I know what Purposefull People is</i>			
<i>I can name character traits that are taught in Purposefull People</i>			
<i>I feel comfortable teaching these traits to students</i>			
<i>Write one character trait that you will actively focus on in your daily life, and think about how you will do that:</i>			

Google Slides Collection of Visual Resources for Teachers

(Share after sessions are complete):

[SEL Visual Resources](#)

References for Slide Deck

Session 1: Zones of Regulation

Slides 3, 6, 8, 9, 10, 11:

[Images of Zones of Regulation]. Retrieved July 26, 2022 from

<https://www.zonesofregulation.com/free-downloadable-handouts.html>.

Slide 14:

“Self Awareness and Self Management” [video file]. Retrieved July 26, 2022 from

https://www.youtube.com/watch?v=-_lbfVNI-1I.

[Image of emotional regulation strategies activity]. Retrieved July 26, 2022 from

<https://twitter.com/ontspecialneeds/status/1030528486899961856>.

Slide 19:

[Image of calming space in classroom]. Retrieved August 3rd, 2022 from

<http://bainbridgeclass.blogspot.com/2019/03/zones-of-regulation-freebie.html>.

[Image of calming space in classroom]. Retrieved August 3rd, 2022 from

https://www.socialpublishersfoundation.org/knowledge_base/in-the-zone-emotion-regulation-in-the-classroom/.

Slide 20:

[Image of calming space in classroom]. Retrieved August 3rd, 2022 from <https://www.pinterest.com/pin/475340935644455995/>.

[Image of calming space in classroom]. Retrieved August 3rd, 2022 from <http://www.missbehaviorblog.com/2018/08/creating-calm-down-corner.html>.

Session 2: MindUp

Slides 3, 5:

[Image of MindUp logo]. Retrieved July 27, 2022 from <https://mindup.org/>.

Slides 6-7, 9-22, 25-28:

[Google Slides about MindUp]. Retrieved July 27, 2022 from <https://www.teacherspayteachers.com/Store/The-Mindful-Movement>.

*Slides were used from this reference, but were edited and changed from original created material.

Slides 30, 31:

[Image of Mindfulness]. Retrieved July 27th, 2022 from <https://www.suburblive.in/wellness/health/mind-full-or-mindful/>.

Slide 32:

“Learn How to be Mindless to Mindful” [Video file]. Retrieved July 27th, 2022 from https://www.youtube.com/watch?v=fsQMzhsC_Vg.

Session 3: Purposefull People (Character Strong)

Slide 3, 10:

[Image of Purposefull People and CharacterStrong Logo]. Retrieved August 1, 2022 from <https://curriculum.characterstrong.com/>.

Slides 6, 7, 10:

[Image of CASEL Wheel]. Retrieved August 1, 2022 from <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#self-awareness>.

Slides 9, 25:

[Image of Character Traits]. Retrieved August 1, 2022 from <https://curriculum.characterstrong.com/pfp/3rd-grade>.

Slides 11-15:

[Image of CASEL Standards Alignment]. Retrieved August 1, 2022 from <https://characterstrong.com/bundles/et/cs/pdf/PurposeFull%20People%20and%20CASEL%20Standards.pdf>.

Slide 17:

“What is Respect?” [Video file]. Retrieved August 1, 2022 from <https://youtu.be/NuijH-FRAaI>.

Slides 18-19:

[Images of Respect]. Retrieved August 1, 2022 from <https://curriculum.characterstrong.com/content/campus-resources-additional-tools>.

Slide 20:

[Images of Respect Agreement Lesson]. Retrieved August 1, 2022 from <https://curriculum.characterstrong.com/content/grade-3-respect-week-1>.

Slides 21-23:

[Images of Respect Activities]. Retrieved August 1, 2022 from <https://curriculum.characterstrong.com/pfp/grade-3-respect-week-3>.

References

CASEL. “CASEL - CASEL.” *Casel.org*, 2019, casel.org/.

Kuypers, Leah (n.d.). *All the zones are OK! tips for managing the zones you're in by Leah*

Kuypers: Social mind. Social. Retrieved August 7, 2022, from

<https://www.socialmind.com.au/all-the-zones-are-ok-tips-for-managing-the-zones-youre-in-by-leah-kuypers/>

Kuypers, Leah. "THE ZONES of REGULATION: A CONCEPT to FOSTER

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[zonesofregulation.com/index.html](https://www.zonesofregulation.com/index.html). Accessed 15 Apr. 2022.

Mind Up (2021). Research. <https://mindup.org/research/>. Accessed 3 Apr. 2022.

Purposefull People (2022). <https://curriculum.characterstrong.com/pfp/3rd-grade> . Accessed on July 27, 2022.

