Social Emotional Learning

The What, Why and How
Social Emotional Learning is NOT a behavior management system.
Why Implement SEL in Schools?

- Positive relationships provide a foundation for learning
- Understanding emotions affect how and what we learn
- Knowing that relevant skills can be taught
- Builds positive emotional impact on academic performance, health, relationships, and citizenship
- SEL Skills in demanded by employers
- SEL Skills are essential for lifelong success
Illinois Social Emotional Learning Standards

- **Goal 1** - Develop self-awareness and self-management skills to achieve school and life success
  - Standard 1A - Identify and manage one’s emotions and behavior
  - Standard 1B - Recognize personal qualities and external supports
  - Standard 1C - Demonstrate skills related to achieving personal and academic goals

- **Goal 2** - Use social-awareness and interpersonal skills to establish and maintain positive relationships.
  - Standard 2A - Recognize the feelings and perspectives of others
  - Standard 2B - Recognize individual and group similarities and differences
  - Standard 2C - Use communication and social skills to interact effectively with others
  - Standard 2D - Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways

- **Goal 3** - Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts
  - Standard 3A - Consider ethical, safety, and societal factors in making decisions
  - Standard 3B - Apply decision-making skills to deal responsibly with daily academic and social situations
  - Standard 3C - Contribute to the well-being of one’s school and community
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Before we look at our students’ SEL skills, we will look at our own.

- Goal 1- Develop self-awareness and self-management skills to achieve school and life success
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<table>
<thead>
<tr>
<th>Goal 2</th>
<th>Social Awareness/Relationship/Social Skills</th>
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<tbody>
<tr>
<td>To effectively implement positive social teaching practices, I usually understand the perspectives of my students and can pay attention to their emotional cues during classroom interactions.</td>
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<tr>
<td>I try to understand why my students are or are not actively participating, and I am usually successful at providing my students the necessary skills to participate in the social teaching practices.</td>
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<tr>
<td>I successfully support positive emotions and respond to negative emotions during social teaching practices.</td>
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<tr>
<td>I address the commonalities and differences (e.g., racial, ethnic, cultural) that exist among students when I implement the social teaching practices.</td>
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<tr>
<td>I clearly communicate behavioral and academic expectations in a manner that addresses students' individual needs and strengths when implementing social teaching practices.</td>
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<tr>
<td>I am comfortable helping my students resolve interpersonal conflicts that come up during social teaching practices, and I have experienced success with this.</td>
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<tr>
<td>I use the social teaching practices to help form meaningful relationships with my students and cultivate their SEL skills, and I am usually successful at building meaningful relationships.</td>
<td></td>
</tr>
<tr>
<td>I use the social teaching practices to help cultivate my students’ SEL skills, and I am usually successful at building their SEL skills.</td>
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Whole Child ● Whole School ● Whole Community
Goal 3 - Demonstrate decision-making skills and responsible behaviors in personal, school and community contexts

- Standard 3A - Consider ethical, safety, and societal factors in making decisions
- Standard 3B - Apply decision-making skills to deal responsibly with daily academic and social situations
- Standard 3C - Contribute to the well-being of one’s school and community

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<th>GOAL 3</th>
<th>Responsible Decision Making</th>
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<tr>
<td></td>
<td>I am effective at considering multiple forms of evidence, such as balancing the needs and the behaviors of my entire class, while implementing the social teaching practices.</td>
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<td>I regularly include my students and/or collaborate with colleagues to solve problems that arise in the classroom related to the social teaching practices</td>
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<td></td>
<td>I stay focused and consistent when I implement social teaching practices.</td>
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<tr>
<td></td>
<td>When I implement the social teaching practices, I balance students’ emotional needs and academic needs.</td>
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</table>
Looking at our students to understand what they need for SEL Skills.....
What trauma looks like from the outside...

Aggression  Avoidance  Apathy
Adverse Childhood Experiences Defined:

Adverse childhood experiences (ACEs) are stressful or traumatic events, including abuse and neglect. They may also include household dysfunction such as witnessing domestic violence or growing up with family members who have substance use disorders. ACEs are strongly related to the development and prevalence of a wide range of health and learning problems throughout a person's lifespan.

- Physical Abuse (victim or observed)
- Sexual Abuse (victim or observed)
- Emotional Abuse (victim or observed)
- Physical Neglect
- Intimate Partner Violence
- Mother Treated Violently
- Substance Misuse within Household
- Household Mental Illness
- Parental Separation or Divorce
- Incarcerated Household Member
Behavioral manifestation-
• Impulsive and REACTIVE
• High frustration, anxiety, and anger
• Poor control of emotions
• Poor problem solving and choices
• Overreacting when told what to do
• Misperceived situations or triggers

School performance-
• Lower GPA
• Higher school absences
• Higher drop out rate
• More suspensions and expulsions
• Decreased reading ability
• Lower cognitive functioning
• Effects attention, memory, and thought process.
Impact of trauma on child development

• Brain adapts for survival
  • Fight/Flight/Freeze
  • May look like behavioral issues (internalizing/externalizing)
  • “Feeling” brain dominates “Thinking” brain: REACTION
  • Normal development interrupted
Understand the WHY behind the behavior

Story of Tyler......
Social Emotional Learning Standards... Descriptors- by Grade Level
### Social Emotional Learning Performance Descriptors

#### Grade 4

**GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.**

<table>
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<tr>
<th>Stage C</th>
<th>Stage D</th>
<th>Stage E</th>
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| 1. Identify a range of emotions you have experienced.  
2. Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded).  
3. Recognize mood changes and factors that contribute to them.  
4. Depict a range of emotions (e.g., make a poster, draw a picture, participate in a role play).  
5. Distinguish among emotions you might feel in various situations.  
6. Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment).  
7. Practice deep breathing to calm yourself. | 1. List positive strategies for handling conflict.  
2. Explain why characters in stories felt as they did.  
3. Distinguish among emotions you might feel in various situations.  
4. Use “I-statements” to express various emotions.  
5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).  
6. Demonstrate emotions in various contexts (e.g., school, outside school, outside work).  
7. Practice different strategies for handling upsetting situations. | 1. Describe the physical responses common to a range of emotions.  
2. Describe emotions associated with personal experiences.  
3. Practice expressing positive feelings about others.  
4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).  
5. Demonstrate emotions in various contexts (e.g., school, outside school, outside work).  
6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity). |

#### Grade 5

**GOAL 1 - Develop self-awareness and self-management skills to achieve school and life success.**

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<th>Stage E</th>
<th>Stage F</th>
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</table>
| 1. List positive strategies for handling conflict.  
2. Explain why characters in stories felt as they did.  
3. Distinguish among emotions you might feel in various situations.  
4. Use “I-statements” to express various emotions.  
5. Record changes in your emotions throughout the day (e.g., before and after transitions, recess lunch, etc.).  
6. Demonstrate an awareness of how your behavior affects others. | 1. Describe the physical responses common to a range of emotions.  
2. Describe emotions associated with personal experiences.  
3. Practice expressing positive feelings about others.  
4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).  
5. Demonstrate emotions in various contexts (e.g., school, outside school, outside work).  
6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity). | 1. Identify factors that cause stress both positive and negative.  
2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).  
3. Recognize emotional reactions to stress.  
4. Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation).  
5. Reflect on the possible consequences before expressing an emotion.  
6. Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change.  
7. Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise). |
How can we use these?

We will work on an example together.
Fighting……..Which Goal would that be under?

Goal 2

Which Standard would it follow?

Standard 2D

Grade- Find your grade level....
Stage A
1. Describe situations at school in which classmates might disagree and experience conflict (e.g. refusing to share supplies, not apologizing for hurt feelings, making false accusations, excluding someone from an activity).
2. Describe situations in the home where children and parents might disagree and experience conflict (e.g., deciding on the best time to watch TV, deciding on what to wear for school).
3. Describe a time when you had a disagreement with someone, what happened, and how you might have handled the situation differently.
4. Distinguish between constructive and destructive ways of resolving conflict.
5. Use puppets to act out and resolve conflict situations.
6. Practice self-calming techniques for anger management as a way to de-escalate conflict situations.

Stage B
1. Recognize various methods of resolving conflict.
2. Explain what a rumor is and how it hurts others.
3. Identify ways of refusing negative peer pressure.
4. Explain how conflict can turn to violence.
5. Analyze how misunderstanding what someone said or did could cause conflict.
6. Analyze how falsely accusing someone of something or being intolerant of their behavior could cause conflict.
4th Grade

Stage C
1. Identify bullying behavior and how it affects people.
2. Explain what happens when a conflict is not resolved.
3. Describe ways to stop rumors.
4. Analyze how an inability to manage one's anger might cause a conflict to get worse.
5. Interpret whether the actions of literary characters were accidental or intentional.
6. Examine how one's favorite literary character handles conflict.

Stage D
1. Identify the consequences of a solution.
2. Identify assertive, passive and aggressive conflict resolution behaviors.
3. Describe conflicts you have experienced and how you dealt with them.
4. Explain how resolving a conflict with a friend could strengthen the friendship.
5. Generate alternative solutions for a conflict.
6. Demonstrate constructive conflict resolution strategies in the classroom.

Stage E
1. Identify the consequences of conflict resolution behavior.
2. Identify refusal skills for unsafe behaviors (e.g., drugs and alcohol, gang involvement, and sexual activity).
3. Explain how resolving a conflict could improve one's understanding of a situation.
4. Distinguish between positive and negative peer pressure.
5. Demonstrate resisting peer pressure to do something unsafe or potentially dangerous.
6. Use a checklist to practice the steps of refusing unwanted peer pressure.
Stage E
1. Describe the physical responses common to a range of emotions.
2. Describe emotions associated with personal experiences.
3. Practice expressing positive feelings about others.
4. Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).
5. Demonstrate emotions in various contexts in role-plays.
6. Practice handling pressure situations (e.g., taking a test, participating in a competitive activity).

Stage F
1. Identify factors that cause stress both positive and negative.
2. Identify physical reactions to stress (e.g., increased energy and alertness, increased heart rate and respiration, sweaty palms, red face, etc.).

Stage G
1. Recognize emotions as indicators of situations in need of attention.
2. Distinguish how you really feel from how others expect you to feel.
3. Distinguish between different emotions (e.g., fear and anger, shame and sadness).
Think of a student that you might see very often during the week.....

Why do see this student, what behaviors are happening?

Locate which SEL skill goal that would fit under?

1- Self Management, 2- Social Awareness, 3- Decision Making

Locate which standard within the goal the behavior would follow.
What grade is the student in?

Take a look at the descriptors for that grade level.

Can you find where your student behavior that fits in the stages?.....You might have to look at the grade below or farther. (Ask questions like, Can they do...? Or How do they react/act in situations?)

Once you find the stage that fits your student, discuss what you have found...are they below their “age/grade” level?
What classroom/school strategies can help the student progress to the next stage?
Building Relationships for Students and Teachers

Every interaction with a student is a chance to build environments where trust is the norm.

Be present when you are with students.

Make mistakes and allow students to offer corrections.
https://youtu.be/VxyywShewI
Getting to Know ALL Students

Using a survey asking – Preferred name, where they live, interests or hobbies, a success experience, goals, places they have visited……NOT JUST DEMOGRAPHICS

Ask students about their weekends, goals and aspirations, and opinions about local, national, and world events.

Take advantage of the time at the beginning and end of class, after tests, before holidays, or after holidays just to talk with and listen to students.

What you talk about is probably less important than the fact that you were interested enough to ask and listen.
Strategies for teachers to develop positive relationships with ALL students.

- **Teach with Enthusiasm and Passion**
- **Use Student Interest to Your Advantage**
- **Have a Positive Attitude**
- **Incorporate Humor into Lessons**
- **Treat Them With Respect**
- **Make Learning Fun**
- **Provide Structure**
Connections to the Illinois Learning Standards

- **ELA**
  - Speaking and Listening skills
- **MATH**
  - Discourse Conversations
  - Math Practice 3
- **SCIENCE (NGSS)**
  - Ask Questions
  - Construct an Argument
Connections to the Danielson Framework

- **Domain 2: Classroom Environment**
  - 2a- Creating an environment of respect and rapport
  - 2c- Managing classroom procedures

- **Domain 3: Instruction**
  - 3b- Using questioning and discussion techniques
  - 3c- Engaging students in learning
  - 3e- Demonstrating flexibility in learning
Connections to the Illinois Social and Emotional Learning Standards

• Goal 1- Develop self-awareness and self-management skills to achieve school and life success.
  • A- Identify and manage one’s emotions and behavior

• Goal 2- Use social-awareness and interpersonal skills to establish and maintain positive relationships.
  • A- Recognize the feelings and perspectives of others
  • C- Use communication and social skills to interact effectively with others.
Classroom Collaboration Kit

Collaboration Technique Cards

Facilitator  Recorder  Time Keeper
Material Manager  Reporter  Checker

Whole Child • Whole School • Whole Community
The first piece of the Collaboration Kit that was developed was the 28 Techniques for Collaboration Cards for use in all classrooms and at all grade levels.

They include online suggestions and additional sites for resources to support collaboration in the classroom.
Creating Effective Collaborative Activities

Within a Collaborative Group......

Group Management Tips

**Noise**
Develop and practice a “QUIET or Zero-noise” signal. Brainstorm what that would be with the students. Practice appropriate internal and external voices.

**Deadlines and Task Structure**
Give students specific tasks to finish within a predetermined time limit. Use a timer.

**Instructions**
Show, don’t tell, instructions (have a group model the steps). Have students tell each other the instructions to make sure they understand prior to starting the task.

**Questions**
Answer team questions only. Individual questions should be handled within the team. Use the “3 Then Me” technique.

**Circulate**
Use proximity. Monitor discussions to check for understanding and be aware of collaborative skills that may need to be addressed.
Bouncy Balls

Bounce balls with your microphone!
A fun way to manage classroom noise or visualize music.

BEGIN BOUNCING!
Creating Effective Collaborative Activities

Within a Collaborative Group......

Group Management Tips

Possible Student Roles Within the Group

Facilitator
Keeps group on task and verifies that all contribute.

Recorder
Takes notes on important thoughts expressed in the group. Writes final summary.

Reporter
Shares summary of group with large group. Speaks for the group, not just personal view.

Materials Manager
Picks up, distributes, collects, turns in, or puts away materials.

Time Keeper
Keeps track of time and reminds group how much time is left.

Checker
Checks for accuracy and clarity of thinking during discussions. Checks written work and tracks points.
Role Identifier Cards

Facilitator
Recorder
Reporter
Material Manager
Checker
Time Keeper
Collegial Discussion

Common Core State Standards for Speaking and Listening Item 1 (CCS-SL.1) calls for students to initiate and participate effectively in a range of collaborating discussions with diverse partners. They are to work with peers to promote civic, democratic discussion and decision-making, set clear goals and deadlines, and establish individual roles as needed. CCS-SL.1 also calls for students to follow rules for a collegial discussions. Collegial discussions are mutually respectful conversations between student colleagues in a group or classroom environment.

Discussion Guidelines and Skills

- When speaking, participants strive to . . .
  - have a sustained point.
  - be original with interesting, thought-provoking ideas.
  - have quality in their comments.
  - include textual references: the more specific the quotation, with reference to specific page and paragraph numbers, the better.
  - make reference to other works.
  - maintain the accuracy of their comments.
  - include clarity of their comments.
  - question for greater understanding.

- When listening, participants strive to . . .
  - listen to other students and not be "checked out".
  - see how the comments fit... follow the flow of the discussion.
  - be able to reference comments... refer back to the person who formulated an idea originally, ability to "tag" onto others" comments.
  - make comments that show listening... student does not repeat ideas already made and doesn’t misrepresent comments made by others.
  - wait patiently for the speaker to finish before starting others.

In a collegiate conversation, participants . . .

- are consistence in participation.
- show leadership—does the student help others enter the discussion.
- show empathy.
- have the ability to learn and adjust to the dynamics of the class.
- show humility.
- incorporate politeness and respect for all members of the class.
- maintain eye contact and call others by their names.
- show patience with the process. (It takes some time to develop a group dynamic where everyone feels at ease.)
- demonstrate preparedness—books and articles marked, responses written, questions prepared.
- take risks. They are prepared to ask questions that seem obvious or silly and can provoke dissent. Willing to state own ideas even if different from those of other students or the teacher.

Discussion Sentence Stems . . .

- Sentence starters for students to facilitate a safe and cooperative classroom or group discussion.

  - Agreement
    - I agree with ___ because ___
    - I like what ___ said because ___
    - I agree with ___ because ___
    - I agree with ___; on the other hand, ___

  - Disagreement
    - I disagree with ___ because ___
    - I disagree with ___ because ___
    - I’m not sure I agree with ___ said because ___
    - I can see that ___ however, I disagree with ___ (or can’t see ___)

- Clarifications
  - "Could you please repeat that for me?"
  - Paraphrase what you heard and ask, "Could you explain a bit more, please?"
  - "I’m not sure I understand you when you said ___ Could you say more about that?"
  - "What is your evidence?"
  - "How does that support our work/mission at ___?"

- Confirmation
  - "I think ___
    - I believe ___
    - I wonder ___
    - I discovered that ___

- Confusion
  - I don’t understand ___
  - I’m confused about ___
  - Can you explain that another way?"
  - I was confused by ___

- Extension
  - I was thinking about what ___ said, and I was wondering what ___
  - This makes me think ___
  - I want to know more about ___
  - How I’m wondering ___
  - Can you tell me more about ___

- Review
  - I want to go back to what ___ said.
  - I like ___
  - I noticed that ___
Random Groups

What happens when you try to randomly count off students to place students into groups?
What if this happens?
The number of each stick so replacement of missing stick will be easy.

Two Teams—Use Numbers

3 Groups – Use the COLOR of the shape

Partners – Match the Alphabet Letter

7 Groups – Use the Sports Icon

4 Groups – Use the Top Color

6 Groups – Use the SHAPES

5 Groups – Use the Transportation Icons

Whole Child  ●  Whole School  ●  Whole Community
Stacking the Sticks

Dividing the Class of 25 students into 5 groups. (5 students in each group)
Sorting... another option

Stack the Deck... 3 groups... etc.
Group Maker Tool

Breaking students into groups can be the bane of cooperative learning. Not anymore. Take the pressure off your shoulders and put it on the Group Maker Tool.

Features:
- Break students into groups of anywhere from 2-10 per group
- Up to 100 students per group
- Optional "Distribute Remainder" for uneven groups
- iPad friendly!
- Tested to work on all modern browsers (and even some older ones too!)
- 100% Free forever

This group has 30 members

Group #1: Jim, Desmond, Ryan, Sawyer, Michael
Group #2: Jack, Wilson, Sherlock, Charlie, Kelly
Group #3: Hugo, Creed, Juliet, Pam
Group #4: Benjamin, Roland, Nathan, Kevin
Group #5: Stanley, Phyllis, Alyssa, Jacob
Group #6: Ben, Dwight, Kate, Jason
Group #7: Oscar, John, Howard, Angela

View a Demo Group Creation

Create A Group Now
Choose One Topic to talk about:

• If you could be a superhero, what super powers would you choose and why?

• I like to collect....... 

• If you had an unexpected free day, what would you like to do?

• What demonstrates respect?
**Talking Chips**

Talking chips is a collaboration technique using “chips” or markers to ensure that all students are participating and others are not dominating the discussion.

**Supplies:**
Chips—any marker item (pencils, cardboard chips, tokens, etc.)—2 per student maximum

**Rule:** Each student may only speak one time until ALL other students have spoken. Then, each student may speak again once all team members have placed a chip in the center.

**Procedure:**
1. This procedure should be modeled to the class as a whole before beginning in groups.
2. The class is divided into groups of 3-6 students.
3. The teacher hands out 2 "chips" to each student.
4. The teacher provides a discussion topic for class/group.
5. Any student may begin the discussion within the group by placing his or her chip in the center of the team table.
6. The student group continues to discuss the topic, with each student placing one chip in the center of the circle/group each time they talk.
7. When a student is out of chips, they have to wait until they can collect them to talk again.
8. When students have used all the chips, teammates collect their chips and continue the discussion using their talking chips.
Collaboration in the Classroom Activity Card

Talking Chips

Choose a discussion topic:

Using Collaboration everyday in the classroom....How and why?

Implementing Illinois Learning Standards in your grade level....what has worked well and what needs some improvement?

All students should be able to drive when they start high school....good or bad idea?
Reflect At Your Table

How would you use this technique in your classroom?
What modifications could you make to this technique?

Reporter- be prepared to share an example or consensus from your group.
Construction Challenge: LEGO Maze

Each group has:
- 1 Board
- Graph Paper
- Timer
- Choice of bricks and marble

Instructions:
- All mazes must have at least 4 turns and 1 dead-end
- Draw a model of the initial design maze
- Build the maze
- Test the maze – Completion, speed
- Make modifications
Reflect:

• Was your maze successful?
• What needed to be adjusted from the original sketch? Why?
• Will the maze go faster if the “walls” are different sizes?
• What happens if the marble is a different size?
• What tricks helped complete the maze faster?
Group Writing Activity

This activity allows students to practice creative writing using narrative tenses. The product is typically a funny story written by at least seven students or pairs of students from their class.

Supplies: Paper and pencils
Procedure:
1. The teacher announces to the students that they are going to write a story together.
2. The teacher passes out a blank sheet of paper. Students write their names on the top of the paper.
3. The teacher tells the students the subject of their stories. (e.g., aliens) The students will write their answers to the teacher's questions on the top of the paper. The teacher questions will be who/what/where/when/how questions.
4. The teacher asks the first question, e.g., “When did you see the alien?” The students will write their answer to this question under their name.
5. After the students have completed the answer for the first question, they fold the paper over so that their answer cannot be seen and then pass it to the students on their right.
6. The teacher asks the second question and the procedure is repeated with the remaining questions. Here are some additional questions that might be:
   - Who were you with?
   - What were you doing?
   - What did the alien look like?
   - What did you do when you saw the alien?
   - What happened in the end?
7. The students should not read what the previous student has written.
8. When the students have completed all the questions, tell them to pass it to the person whose name is written on top.
9. Have the students to read their stories.
10. Ask a few students to read theirs to the class.

Making someone famous:
1. Who famous person did you meet?
2. Where did you meet him and what were you doing?
3. What was the famous person wearing and how did he/she look (e.g., glamorous/taller than I thought not too beautiful)?
4. What was he/she like? (e.g., friendly, funny, annoying)
5. What did you do when you saw the famous person?
6. What happened next? (e.g., He/she signed an autograph/walked away)

A great holiday:
1. Where and when did you go?
2. Who did you go with?
3. Describe the place you went to.
4. What did you do there? (e.g., snowboarding, trekking, swimming, climbed Mt. Everest)
5. What sights did you see? (e.g., The Eiffel tower, the Pyramids, the Great Wall of China)
6. What was the weather like?

Stacking Cup Towers

Each group has:
- 6 cups
- 1 rubber band
- String

Instructions:
- All cups must start out “right side up”
- Without using “hands on the cups” flip the cups to stack them in a 3-2-1 pattern
Reflect:

• What was the most efficient way to move the cups? Rotate? Stack?
• Was there a struggle to work together?
• How did the team communicate? Explain.
• What is the least amount of people needed to complete the tower?
• Is there a pattern that works best for speed?
Round Table

A round table technique can be used for brainstorming, reviewing, or practicing while also serving as a team builder. Students take turns responding to a prompt with one or two words written on a paper before passing it on to the next student.

Supplies:
Paper, Pencil

Procedure:
Sequential form:
1. The class is divided into groups of three or more. Each group should have one piece of paper and one pencil.
2. The teacher asks a question that has multiple answers.
3. Students alternate writing one answer on the paper, then pass the paper and pencil clockwise to the next person, each writing their answer to the question.
4. After a predetermined time, students stop writing and review their answer to look for duplicate entries. The students count the number of correct answers and the teams with the most correct answers are recognized.
5. Teams reflect on their strategies and consider ways they could improve.

Simultaneous form:
1. The class is divided into groups of three or more. Each student should have a piece of paper and pencil.
2. The teacher asks a question that has multiple answers.
3. Each student writes one answer, and passes their paper to the right, so several papers are moving at once.

*An accommodation to help students not proficient at writing you could modify the group as follows:
1. The class is divided into groups of three or more with one piece of paper and one pencil.
2. A recorder will be assigned in each group.
3. The teacher asks a question that has multiple answers.
4. Students will respond orally and the recorder will record the responses.
5. After the round table, students discuss and summarize the ideas generated and report to the class.
After the TIME KEEPER calls time the CHECKER looks for duplicates and then counts the number of items. The REPORT then takes the paper and STANDS to show that the group is ready.
Reflect At Your Table

How would you use this technique in your classroom?
What modifications could you make to this technique?

Reporter- be prepared to share an example or consensus from your group.
What will you do now?

Goal 1

Goal 2

Goal 3

Students with Trauma
One last technique.....

Phillips 66

The Phillips 66 technique, also known as buzz groups, can be used to review homework assignments, instructions, upcoming events—basically, any item that may need more review and clarification.


Supplies:
None

Procedure:
1. The teacher selects six students in the class and asks them to go to the front of the classroom.
2. The teacher states a question about the homework, the reading, or any other pertinent subject or an upcoming event.
3. The six students have six minutes to discuss/clarify the topic in front of the class to help the class understand.
Within your group write down 6 or 7 things from today that are your big “takeaways”...in order of most important to your classroom/school.

When done, REPORTER, please come up to the front with the paper.
Tools and Resources for

ELA
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Technology
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