

## SEL Book Club Practices

<b>5 SEL CASEL Competencies</b> <i>(Self-Awareness, Self-management, Social awareness, Relationship skills and Responsible Decision-Making)</i>	<b>Each Competency through an Equity Lens</b>	<b>Ways to implement Each SEL Competency in your Book Clubs</b>
<p><b>Self-Awareness</b></p> <p>The ability to accurately recognize one’s own emotions, thoughts, and values and how they influence behavior. It is also the ability to accurately assess one’s strengths and limitations, with a well-grounded sense of confidence, optimism, and a growth mindset.</p>	<p><b><u>Self-Awareness</u> through an Equity Lens</b></p> <p>Through an equity lens, self-awareness can help adults and students recognize biases, understand how race and ethnicity impact your sense of self and personal identity, and reflect on what it means to be part of a group or community.</p>	<p><b>Self-Awareness in Book Clubs</b></p> <p><b>During book club check-ins tutor is asking students the following questions</b></p> <ul style="list-style-type: none"> <li>• How does the content or character of this book make you feel? Why?</li> <li>• What parts of the text making you angry or a sense of injustice? Why?</li> <li>• Do you see any qualities in the character that match how you feel when you’re your best self?</li> </ul> <p><b>Identifying feeling words in Book Club Vocabulary list</b></p> <p>Explore vocabulary that ide Application of Positive Pivot Scale Students consider a range of ways to respond to a book club scenario within the text for the day. The scale runs from negative 5 to positive 5.(Document attached)</p> <p><b>Have students identify and accurately label their feelings during Do Now activity.</b> By accurately identifying your emotions, you can do something about it and handle these emotions in a productive way. This can be implemented through various SEL approaches...</p> <p>The Feelings Wheel, Mood-Meter, Emotional Check-in etc. You can also provide and Emotional exit ticket to assess any changes.</p>

### **Self-Management**

The ability to engage in self-regulation and self-control regarding emotions, thoughts, and behaviors in different situations—such as effectively managing stress, controlling impulses, and motivating oneself. It is also the ability to set and work towards personal and academic goals.

### **Self-Management through an Equity Lens**

Self-management is important from an equity perspective because it can help adults and students manage the stress associated with adapting to a new school climate or culture, cope with discrimination, and come up with individual and collective solutions in the face of challenges.

### **Self-Management**

**Create an environment where students can feel free to make the following comments.** The statements can be included in post-it notes...

I need a break right now

May I please have space? I am not ready to share.

I think I need help with \_\_\_\_\_.

I don't understand yet, but I will \_\_\_\_\_ to reach my goal.

### **Practice Positive Self-Talk**

This provokes problem-solving skills and helps remind students that making mistakes is part of life

Negative: "I will never understand this book it's too difficult"

Positive: "I can ask my tutor for help and it will eventually become easier"

Negative: "This book is boring and I'll never finish it"

Positive: " This book may take some time but I'll get through this with the help of my tutor and book club mates"

### **Goal Setting:**

Making time for goal setting...

How many book would we like to complete at the end of the term?

How many pages/chapter will we read throughout the week?

Visual aids provide minutes allocated for each book club section and daily recommended reading pages

**Incorporate Goal Setting systems to like SMART Goals and WOOP (both attached)**

**Book Club Emotional Regulation Character Scenarios**

Highlight book club scenarios where characters are experiencing emotional triggers. Explore healthy ways to respond

Practice the following emotional regulation methods during book club transitions. Here are a few examples...

**Brain Breaks**

Simple technique in which young students are given a short mental break taken at regular intervals.

**Meta-Moment**

Yale RULER stress management tool that helps students press the pause button between a challenging feeling and our first impulse

**SEL Journal Writing**

Use Journal Writing. You can use daily journal prompts to help kids think about social-emotional skills in all areas. For example, you might ask kids, “When was a time you used self-control? What was outcome?” to focus on self-management skills. After writing, it’s helpful to have students share their responses with a partner and with the class as a whole. Kids will be practicing writing, partner work, group discussion, and SEL skills all at the same time.

**Practice Mindfulness([click here](#))**

Using mindfulness during book club sessions to help teach students how to calm down before a big test, manage their emotions when they are upset, and just feel happier in the moment.

**Promote a Growth Mindset (Growth Mindset Task Cards attached)**

Embracing a growth mindset helps kids and young adults learn that we can accomplish our goals with

		<p>hard work, good strategies, and persistence over time. Sometimes kids feel they are just as smart as they'll ever be (i.e. "I'm just never good at reading, so there's no use in trying). Provide a growth mindset and help students avoid fixed mindsets and statements</p>
<p><b>Social Awareness</b> The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. It is the ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.</p>	<p><b>Social Awareness through an Equity Lens</b> Through an equity lens, social awareness can help adults and students navigate norms in diverse social settings, recognize issues of race and class in different settings, understand power dynamics, and come up with ways to create a positive school climate that honors diversity.</p>	<p><b>Social Awareness</b> During book club discussion or during guided reading check-ins be mindful to ask the following questions I wonder how that made the character feel? How would you feel if you were in that situation? They seem sad right now. How would you respond if that was a fellow classmate? Implement discussion sessions centered around emotionally transparent book club topics. You can utilize the following methods to enhance listening and empathy skills</p> <ul style="list-style-type: none"> <li>• <b>Listening Circles</b> Teaches empathy, provides an opportunity to hear (or read) different perspectives, and builds community. In a listening circle, students have a safe space to share their voices by responding to prompts. Example prompts include: "Who do you look up to the most, and why?" and "What advice would you give yourself today, and why?"</li> <li>• <b>Restorative Circles</b> Community process for supporting those in conflict. ... The circles bring together three parties to a conflict – those who have acted, those directly impacted and the wider community – within a chosen systemic context, to dialogue as equals.</li> </ul>

		<p>*Make time for it in the classroom or virtually (<a href="#">Zoom</a> breakout rooms, <a href="#">Flipgrid</a>, <a href="#">Padlet</a>)</p> <p><b>Provide a myriad of book titles that reflect the culture experiences of students within your school community.</b></p> <p>Explore the diverse options in MS ExTRA library that reflect student ethnic, socio-economic, cultural and racial experiences.</p>
<p><b>Relationship Skills</b></p> <p>The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. They are also the ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.</p>	<p><b><u>Relationship Skills</u> through an Equity Lens</b></p> <p>Relationship skills through an equity lens means that adults and students can navigate cultural differences, form relationships with people from different backgrounds in a way that honors their culture, and solve problems across race, culture, gender, and social lines.</p>	<p><b>Relationship Skills</b></p> <p><b>Implement Getting to Know You and Relationship Building activities during the first week of book club or opening journal prompt.</b> The goals are to develop a stronger understanding of peers and to demonstrate respect for differences and exhibit empathy.</p> <ul style="list-style-type: none"> <li>• <b>Count Me Down (3,2,1) (see attachment)</b></li> </ul> <p><b>Conflict Resolution Practices</b></p> <ul style="list-style-type: none"> <li>• <b>Role Playing</b> Use conflict within book scenarios and facilitate role playing with book club students. Have students identify the conflict and trouble-shoot potential solutions.</li> </ul> <p><b>Relationship Skills Strategy:</b></p> <ul style="list-style-type: none"> <li>• <b>Rose, Bud, Thorn (see attachment)</b> Strategy that helps students identify positive moments and areas where they need support.</li> </ul> <p><b>Build Community through Group Live Projects.</b> For class projects and assignments, have students work in</p>

		<p>larger teams to complete a task. Teach students to assign different jobs when working in a team, so that all students have important responsibilities.</p>
<p><b>Responsible Decision-Making</b>  The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. It is also the realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.</p>	<p><b>Responsible Decision-Making through an Equity Lens</b>  Through an equity lens, responsible decision-making skills can help adults and students make decisions that are inclusive and equitable, understand the systemic implications of different outcomes, and reflect on how actions and decisions can impact equity.</p>	<p><b>Responsible Decision-Making</b>  <b>Social Scenario Problem Solving Activity (see attachment)</b>  Encourage kids to think about how they could solve their problem and have a 10 minute policy – students can get your help but they need to think about the problem for at least 10 minutes first! This is another skill that can be strengthened through literature by discussing book club characters, problems, and making predictions about solutions.</p>