

# Welcome to LyncoUrt

Lyncourt “U” is for “you” as parents/guardians to come together to discuss and learn about what is important to your child’s growth and development. Our belief is that **students succeed when the family, school, and community work together**. Our Mission is to **empower parents with knowledge and support** to contribute to the academic success, and the social-emotional and physical wellness of their children.

## Topic: Second Step Social Emotional Learning (SEL) Curriculum

### “What it is and How Families Can Be Involved”

#### Discussion Topics

- What is Social Emotional Learning?
- Why is it important?
- How does it impact children?
- What does it look like in the classroom?
- What will my child be learning?
- How can families support Second Step?



## RESEARCH ORGANIZATION: COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (CASEL)

CASEL WAS FORMED IN 1994 WITH THE GOAL OF ESTABLISHING HIGH-QUALITY, EVIDENCE-BASED SOCIAL AND EMOTIONAL LEARNING (SEL) AS AN ESSENTIAL PART OF PRESCHOOL THROUGH HIGH SCHOOL EDUCATION. FROM THE BEGINNING, CASEL WAS COMPRISED OF A DISTINGUISHED NATIONAL LEADERSHIP TEAM THAT IDENTIFIED KEY ISSUES TO ADVANCE THE SCIENCE AND PRACTICE OF SEL.

BOTH CASEL AND THE TERM "SOCIAL AND EMOTIONAL LEARNING" EMERGED FROM A MEETING IN 1994 HOSTED BY THE FETZER INSTITUTE. MEETING ATTENDEES INCLUDED RESEARCHERS, EDUCATORS, AND CHILD ADVOCATES INVOLVED IN VARIOUS EDUCATION-BASED EFFORTS TO PROMOTE POSITIVE DEVELOPMENT IN CHILDREN. THESE SEL PIONEERS CAME TOGETHER TO ADDRESS A CONCERN ABOUT INEFFECTIVE SCHOOL PROGRAMMING AND A LACK OF COORDINATION AMONG PROGRAMS AT THE SCHOOL LEVEL.

<https://casel.org/history/>



# SEL Improves Student Outcomes

## Science Links SEL to Student Gains:



- Social-emotional skills
- Improved attitudes about self, others, and school
- Positive classroom behavior
- 11 percentile-point gain on standardized achievement tests

## And Reduced Risks for Failure:



- Conduct problems
- Emotional distress

# What is Social Emotional Learning?

Introduction to the Second Step Social Emotional Curriculum

Video : <https://youtu.be/ikehX9o1JbI>

The logo for Second Step, featuring the words "SECOND" and "STEP" in a bold, orange, rounded font. The word "SECOND" is positioned above "STEP", and a registered trademark symbol (®) is located to the right of the word "STEP".

SECOND  
STEP®

# Second Step Focuses on Essential Skills UPK-5

## Program Skills and Topics: K–3

### Unit 1: Skills for Learning

- Listening
- Focusing attention
- Using self-talk
- Being assertive

### Unit 2: Empathy

- Identifying one's own and others' feelings
- Taking others' perspectives
- Showing care and concern for others

### Unit 3: Emotion Management

- Understanding strong feelings
- Identifying and managing strong feelings
- Calming down strong feelings

### Unit 4: Friendship Skills and Problem Solving

- Making and keeping friends
- Calming down and using Problem-Solving Steps

## Program Skills and Topics: 4–5

### Unit 1: Empathy and Skills for Learning

- Using self-regulation skills to succeed in school
  - Developing the ability to have empathy
  - Expressing compassion

### Unit 2: Emotion Management

- Identifying and managing strong feelings
- Using strategies to calm down strong feelings

### Unit 3: Problem Solving

- Solving problems on one's own

# How Can Families Support Second Step?

Ask questions? New skills are introduced every Monday and reinforced throughout the week.

UPK-20 minutes  
K- 20-25 minutes  
Grade 1-25-30 minutes  
Grade 2 30-35 minutes  
Grade 3 30-35 minutes  
Grade 4 35-40 minutes  
Grade 5 35-40 minutes

10-20 minutes

DAY 2-5

### Daily Practice

*Note: In Daily Practice, when the directions say that students should work with a partner, they can work with their assigned partner for this unit or with a different partner. Before beginning Daily Practice, decide how you want to pair up students for the activities.*

**Day 1**  
Teach the lesson.

**Day 2**  
Tell students: **In the *Second Step* program, we will be doing a lot of movement activities. How can we move respectfully around the classroom? Is acting silly respectful? It is respectful to give activities an honest effort and not be silly.** Have students brainstorm ways to move safely around the classroom, then practice them.

**Day 3**  
Play the “Walk, Walk, Walk” music video. Ask students to use the same interview questions they used from Handout 1, but this time interview someone different.

**Day 4**  
At the beginning of the day or during a transition, ask students to turn to a partner and say one respectful thing. Remind students that one way of being respectful is to treat others how you would like to be treated.

**Day 5**  
*Reflective writing:* What does it mean to show empathy for someone? How have you shown empathy? When is a time you’ve been respectful of someone else?

# 6th Grade Units of Study

Unit 1 Mindsets & Goals

Unit 2 Values and Friendships

Unit 3 Thoughts, Emotions and Decisions

Unit 4 Serious Peer Conflict



# What does the week look like??

<https://www.youtube.com/watch?v=0UNv2dF7O6c&t=84s>

## Sample 3-Day Advisory Schedule

MONDAY | 25 min.

Second Step Lesson

WEDNESDAY | 15 min.

Class Challenge or  
Class Meeting

FRIDAY | 10 min.

Weekly Check-Out

# What is Executive Function?

## Flexible Attention, Inhibitory Control, Working Memory

<https://www.youtube.com/watch?v=FZLXggsK6oA>

Brain Builders (yellow copies)

Executive Function Activities (Blue, Orange, purple copies)

Memory Games

Reading a short story & ask questions

Checkers/Chess

Card Games

Car rides: I went to the store and I bought an

Apple..B...C

### 3 Areas of Executive Function

Not all experts look at executive function (EF) in the same way. But many view it as a group of three skills that allow kids to manage their thoughts, actions and emotions in order to get things done. They also enable kids to plan, manage time and organize.

*Kids with ADHD struggle with executive function. That's because the three main EF skills are responsible for attention and self-regulation.*

- 1. Working Memory**  
Being able to keep information in mind and then use it in some way. A child might use this skill to read a passage on an English test, hold on to the information, and use it to answer questions.
- 2. Cognitive Flexibility** (also known as flexible thinking)  
Being able to think about something in more than one way. A child might use this skill to answer a math problem in two ways or to find relationships between different concepts.
- 3. Inhibitory Control** (includes self-control)  
Being able to ignore distractions and resist temptation. A child might use this skill to keep from blurting out an answer in class. It helps kids regulate their emotions, and keep from acting impulsively.

↓ ↓ ↓

**Executive function is responsible for these five skills:**

- Paying attention
- Organizing and planning
- Initiating tasks and staying focused on them
- Regulating emotions
- Self-monitoring (keeping track of what you're doing)

**Skills Related to Executive Function**

- Hot Executive Function**  
This skill comes into play in situations that aren't emotionally "neutral." It helps kids manage their emotional reactions so they can use their executive skills to perform a task. A child might rely on hot executive function during a spelling bee to keep his excitement or anxiety in check. Kids also use it to resist temptation in order to get a larger reward.
- Reflection**  
Reflection is a process that allows kids to notice challenges, pause, think about their options and put things into context before they respond. This skill is central to solving problems, and kids can build it. The more they practice reflection, the easier and faster the process becomes.
- Processing Speed**  
Kids need to go through the reflection process quickly and efficiently to solve problems on time. That's where processing speed comes in. Some experts view this skill as the engine that drives how well kids can use their executive skills to solve problems and achieve goals.

**Understood**  
For learning & attention issues

For more tips and resources, go to [understood.org](https://www.understood.org)

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SELF REGULATION- THE ABILITY TO MONITOR AND MANAGE EMOTIONS,  
THOUGHTS, AND BEHAVIORS



[https://www.youtube.com/watch?v=t4okAfKCwRk&index=1&list=PL2yRU0zqN4egNbYiqXr1\\_m2i9uH554CuV](https://www.youtube.com/watch?v=t4okAfKCwRk&index=1&list=PL2yRU0zqN4egNbYiqXr1_m2i9uH554CuV)



# CALMING STRATEGIES

**The purpose of this activity is to help your child begin to learn:** Ways to calm their bodies down when they have strong feelings.

**We suggest the following home activity:** Using the “How to Calm Down” poster, help your child practice calming their body down. Remember to place your hands on your belly and say “STOP”. Name your feeling by saying “I am feeling sad, happy, frustrated, or angry”.

After encouraging your child to name their feeling, together practice breathing in through your nose and slowly breathing out through your mouth.

**FOR Early Learners:** Use the feelings poster to help your child identify their feelings.

<https://www.crisisprevention.com/Blog/May-2015/Breathe>



# Joining In- Grade 4

<http://www.secondstep.org/Streaming-Media/Second-Step/grade-4/Lesson-8>

## Joining-In Skills

- Stand nearby, watch, and listen
- Give a compliment, ask a question, or offer help
- Assertively ask to join in

# PROBLEM SOLVING - Grade 4

The graphic is titled "Problem-Solving Steps" in a purple banner at the top. Below the banner, two cartoon children are walking up a set of four steps. The first child is on the first step, and the second child is on the second step. The steps are labeled with large letters: 'S', 'T', 'E', and 'P'. Each letter is placed on a step of a different color (orange, yellow, green, and purple from left to right). Below each letter, there is a description of the step. The 'S' step is orange and says "Say the problem without blame". The 'T' step is yellow and says "Think of solutions safe and respectful". The 'E' step is green and says "Explore consequences what could happen if...". The 'P' step is purple and says "Pick the best solution make your plan". At the bottom left, there is a logo for "committees of children" and at the bottom right, there is a logo for "second step".

## Problem-Solving Steps

**S**  
Say the problem  
without blame

**T**  
Think of solutions  
safe and respectful

**E**  
Explore consequences  
what could happen if...


**P**  
Pick the best solution  
make your plan

committees of children  
second step

# Use the Home Links to talk with your children.

**Grade 4, Unit 2**  
**Lesson 10: Introducing Emotion Management**

*Home Link*

 **Name:** \_\_\_\_\_

It's time to put on your entertainment-reporter hat again—another new song has just been released! It's called "Calm Down." It's got some great advice, and you're sure it's going to be a hit. But you need to find out what others think. Have an adult family member read the selected "Calm Down" lyrics below, then answer the questions that follow together to complete your entertainment report.

*Instead of those wild, knee-jerk reactions  
You gotta catch your own attention  
Emotions come calling  
Instead of just falling  
To hazing, name-calling, or rebining and hauling  
Stop, name your feeling, calm down  
Stop, name your feeling, calm down*

*(Stop! Give yourself a signal like: Stop, chill, hold up, hang on!)  
You send a signal to yourself, then stop!  
(Okay, now name the feeling. Are you Angry? Embarrassed? Worried?  
Scared? Figure it out and name it.)*

*Just name that feeling, it's just the thing  
It shows you down and makes you think  
And then you start to calm right down  
By just breathing, using self-talk, or counting*

What is the first thing the song says you should do when you need to calm down? \_\_\_\_\_

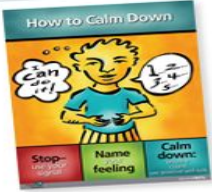
What is a stop signal you might use? \_\_\_\_\_

What does the song say that naming the feeling does to help you calm down? \_\_\_\_\_

What are some ways you calm down strong feelings? \_\_\_\_\_

This homework assignment was completed on \_\_\_\_\_ (DATE) \_\_\_\_\_ (ADULT SIGNATURE)

**How to Calm Down**



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# Why is Self Care Important?

When parents aren't able to take care of themselves, it can make the job of parenting that much more stressful and can lead to exhaustion, illness, and resentment. By taking small steps toward caring for yourself, you'll notice a change in how you feel and cope with the unique challenges of parenting.

**Physical** : Eating healthy food regularly; fitting in exercise; getting preventive and medical care; getting enough sleep; turning off or putting away electronic devices (TV, phone, tablet) for portions of the day and at bedtime.

**Spiritual**: Visiting a place of personal spirituality or worship; meditation; journaling.

**Social**: Keeping in touch with family or friends (this could be electronic, by phone, or in person); trying a new hobby.

**Emotional**: Expressing your emotions to a supportive person; not taking on too much.

This list may seem overwhelming, but the good news is that doing even one small thing for yourself will make a difference. Here are some ways to integrate self-care into your daily routine:

**Prioritize**: Your time is already scarce, so don't feel guilty about saying "no" to, or postponing, additional commitments.

**Commit to one non-negotiable self-care act**: Schedule time into your daily/weekly routine for this activity and let your family know what the time is for. Your non-negotiable self-care does not have to take a lot of time or energy. It may mean getting up a few minutes earlier so you have time for a quiet cup of coffee, asking a caregiver to stay 15 extra minutes so you can take a walk around the block, or setting your phone to "do not disturb" at a specific time each evening.

**Ask for or enlist help**: Schedule a qualified sitter or ask a family member or friend. Set aside that time to connect with friends or schedule a date with your spouse or partner.

<https://www.youtube.com/watch?v=1Evvqu369Jw&list=PLsMbKkQ0n9d0E2M3vNBrzW5voZwXyWxNt&index=2>



## Upcoming LyncoUrt Events



**November 13th:** Prevention Network Simulation  
**December 11th-** Social Media Awareness

Thank you for coming this evening.

Hope to see you at the next event! Bring a friend.