



Real Skills for Real Life Handbook

AN AFTERSCHOOL PROVIDER'S GUIDE TO
SOCIAL-EMOTIONAL LEARNING





A Program of the



We are grateful you've decided to dedicate your time and talent to serve the children in our community. Our kids have so many gifts and so much potential. Social-Emotional skills are critical to their success in school and beyond. Our hope is the specific and research-based strategies and lessons in this handbook will be a helpful guide to increase your students' skills for real life.

**Fun. Love. Safety.
Growth. Collaboration.**

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What is SEL?

Definition: “Social-emotional learning is **the process** through which youth **develop the skills** necessary to recognize and manage emotions, build relationships, solve interpersonal problems, and make effective and ethical decisions.” - CASEL

Our Approach: We use the phrase **Social-Emotional Learning (SEL)** to describe the process of developing **Real Skills for Real Life**. The experiences offered by the IRL Network target four areas of Social-Emotional development: **Emotion Management, Teamwork and Social Awareness, Empathy, and Decision Making**. We've identified **nine skills** to support them in each of these areas.

SOCIAL EMOTIONAL LEARNING

*REAL SKILLS FOR
REAL LIFE*

EMOTION MANAGEMENT

Calming myself down when I'm excited or frustrated

Remaining calm when criticized or otherwise provoked

Being aware of the emotions that I feel

TEAMWORK & SOCIAL AWARENESS

Learning from people with different opinions than me

Finding solutions when there is conflict with peers or adults

EMPATHY

Caring about the feelings of others

DECISION MAKING

Asking questions to increase my understanding of someone or something

Thinking about ways to do better next time when bad things happen to me

Working hard even when I feel like quitting

IDENTIFY SKILL



KERNELS
SHORT & TARGETED
STRATEGIES
SUPPORTING SKILL



**DISTRIBUTE KERNELS
OVER 10 WEEKS**



OBSERVATION
FEEDBACK



**EVALUATE
PROFICIENCY**

VERY DIFFICULT **VERY EASY**
NO GROWTH **SIGNIFICANT GROWTH**



Designing Programs to Increase SEL

At In Real Life, we believe people learn by doing. We value hands-on activities with real-life applications, risk-taking, challenge, collaboration, and problem-solving because they promote reflection and engage students in an experiential learning cycle. Faced with an authentic challenge, students reflect and are more open to testing new SEL skills.

CASEL established effective SEL programs are S.A.F.E (Sequenced, Active, Focused, Explicit).

Sequenced: Over the 10-weeks experiences should build on the lessons learned.

Active: 80/20 rule. 80% hands-on, student-led. 20% instructive/reflective, provider-led.

Focused: Experiences designed around one SEL skill.

Explicit: Routinely naming skill and strategies increases self-awareness.

The most effective SEL practices with young teens are direct, brief, and don't take away from the fun! This handbook outlines different practices and strategies to address each of the four areas of development and the nine skills. IRL staff can work with you directly to develop the program or provide feedback. Additional resources and templates for planning the program are available at ACSF.org/IRL

The Simplest
Experiential
Learning
Cycle

DO IT.

Now What?

What will I do differently next time?

What?

What happened?
What were the results?

So What?

What do these
results imply?
How did I influence
the outcome?

compiled by Andrea Corney

www.edbatista.com/2007/10/experiential.html

The IRL Approach

Short and Targeted:

Harvard Professor Stephanie Jones describes short and targeted SEL strategies students can use as “Kernels.” At IRL, the focus is always on FUN and hands-on experiences. “Kernels” are easily integrated and will not take away from the experience you’ve planned. The more kernel strategies a student knows the more likely they will be to increase their SEL skills.

The SEL handbook is a collection of suggested teaching methods to deliver Kernel Strategies for students to improve the SEL skill your program is targeting.

Teaching Methods:

1. Group Discussions/Debriefs
2. Small Group Discussions/Debriefs
3. Reflection Activities
4. 1:1 Coaching or Reflections
5. Personal Stories or Modeling SEL Skill
6. Imagined Scenarios or Simulations

Teaching Methods

Group Discussions/Debriefs

- Focused on a few specific questions relevant to group activity or challenges.
- Provides space for all children to be heard.
- Held in large circle.

Small Group Discussions/Debriefs

- 2-5 students
- Encourages students to trust and collaborate with peers.
- Effective to predict and plan to overcome team obstacles or address conflict in collaborative setting.
- Allows students more space to talk.

Reflection Activities

- Hands-On, Creative, or Non-Verbal approach.
- Should be focused with a question or about a specific aspect of an experience.
- Most effective if result of reflection will have application in future experiences.
- Effective strategy for provider to assess student learning or skill proficiency.

Teaching Methods

1:1 Coaching

- Most effective if relationship is established.
- Done in private or in way where other students cannot hear.
- Positive Tone and Non-Threatening Posture important. Allow student to be heard.
- Be mindful of lecturing. Keep it brief and focused on skill or Kernel Strategy.
- If students are upset, they are unlikely to receive or retain information.

Personal Stories or Modeling SEL Skill

- Effective if story or modeling describes process of acquiring skill and highlights a moment of self awareness.
- Humility is great way to connect with young teens but be mindful of boundaries.
- Great opportunity to integrate literature, history, quotes, or biographies.
- Be mindful and explain that your approach is one approach to the desired skill.

Teaching Methods

Imagined Scenarios

Students imagine or predict how they might act in situations or analyze and critique the actions of fictional characters. Replicates situations and challenges the students will encounter during the program.

- Can be fun to act out.
- Can be silly or very serious.
- Focuses on self-awareness and process of skill acquisition.
- Allows group to provide feedback on decision or choice without it feeling too personal.
- Integrate specific language or actions to demonstrate effectiveness.
- Invite students to imagine both effective and ineffective strategies.
- Removes judgement.
- Encourage perspective taking of different characters.
- Be mindful. Sometimes imagined situations can bring up painful memories and can quickly become very personal.

We are



serving ALL together!



Thank You!



You invested time, talent, & love into ALL our kids!

slack=librium

SEL SKILL: BEING AWARE OF THE EMOTIONS I FEEL.
GROWTH OBSERVED IN 100% OF STUDENTS!
62 CONTACT HOURS

Jesse Goldman, Patrick Green-Hunter Ball

A large black and white photograph of a boy balancing on a slackline outdoors. The image is overlaid with text and logos. At the top left, there is a logo for 'slack=librium' featuring two palm trees and a person on a slackline. Below that is the 'in! after-school' logo. The main text is in large, bold, white letters. At the bottom, there is a credit line for 'Jesse Goldman, Patrick Green-Hunter Ball'.

Section 1: Emotion Management

Emotion management describes a person's ability to remain aware and self-regulate their emotions.

SKILLS

- I CALM MYSELF DOWN WHEN EXCITED, NERVOUS, OR FRUSTRATED
- I REMAINING CALM WHEN CRITICIZED OR OTHERWISE PROVOKED
- I AM AWARE OF THE EMOTIONS I FEEL

Kernels

SHORT, TARGETED STRATEGIES

- CHECKING IN WITH EMOTIONS
- TRACKING EMOTIONS
- PREDICTING EMOTIONAL RESPONSES
- FOCUS ON BREATHING
- STEPPING AWAY TO REGAIN CONTROL
- RECALLING POSITIVE MEMORIES
- REFLECTING ON EMOTIONS AND IDENTIFYING TRIGGERS
- CREATING ROUTINES TO SELF-REGULATE

Effective Practices: Before the Activity

Kernel: Checking in with Emotions

Method: Modeling/Group Discussion

“Checking in” can be a powerful program routine. We recommend students sit, stand, or form a circle. Service providers model checking in by demonstrating awareness and authentically communicating emotions they may be experiencing. Thank students for listening and for sharing. We recommend giving students the option to pass.

What makes for a good check in?

1. Acknowledge an emotion. *“I’m exhausted.”*
2. Name how it is manifesting or physically presenting itself. *“My body feels heavy.”*
3. Identifying reasons why you might feel this way. *“I’ve been working on a lot of projects.”*
4. Name how it is affecting you or your decisions. *“I am aware my motivation is low.”*
5. Signal end of check in with phrase. ex. *“I’m in, thanks for listening, or that’s me.”*

Kernel: Tracking Emotions

Method: Reflection Activity

“Tracking emotions is tuning into the physical sensations triggered by emotions. For example, when I am frustrated or embarrassed my face heats up. When I’m nervous, my hand shakes. I am going to name some emotions, act out what your body might do.”

Ex. Prompts: What does your voice sound like when you’re nervous ? If you’re depressed what is your posture like? What does it look like when you are full of energy? What does your face do if you’re annoyed?

Method: Small Group/Pairs

One student imitates an emotion and their partner or group name the physical reactions they observe before making a guess. **“Ask: How were your partners reactions similar or different to yours?”**

During the Activity

Kernel: Predicting Emotional Responses

Method: Imagined Scenarios

After all the directions have been given and students are a few minutes into the activity gather the groups attention.

“Being able to predict emotions can help you appropriately respond. What emotions might you experience during the activity? Let’s imagine everything is starting to go wrong, this is worst case scenario, what emotions could come up? How would you know just think about it for a minute. (Pause) alright let’s get back to work?” No need to discuss - allow students to internalize.

Kernel: Focus on Breathing

Method: Modeling

Briefly interrupt the activity and ask students to notice their breathing. Invite them to take several deep breaths. It is easy to get swept away by excitement, frustration, etc. Remind yourself to always take a few deep breaths during the activity if it is pleasant for you.

Kernel: Stepping Away to Regain Control

Method: 1:1 Coaching/Reflections

Check in/Reflect: Ask the student to step outside.

Ask: What is causing this emotion? What do you need?

- If the student states something reasonable (ie: go get a drink of water or step away for a few minutes) then allow student to meet the need.
- If the student states something that is not reasonable then provide options for the student to choose from. Options: **Would you like me to do the activity with you? Would you like me to adjust the activity? Would you like to take a five minute time out and then rejoin the activity?**

Kernel: Recalling Positive Memories

Method: Modeling

The body has physical connections to positive memories. Describe what comes to your mind when you need to self-regulate. Encourage students to notice any positive or neutral physical sensations the memories evoke.

After the Activity

Kernel: Reflecting on Emotions and Identifying Triggers

Method: Group Discussion

Have a time to check back in with the whole group or individual students to see how they did.

- **Questions to ask:** How are you feeling at the end of the activity? Did you use a strategy to manage how you felt today? What strategy did you use? Was that strategy effective? If the answer is yes, then ask will they use that strategy again. If the answer is no, then ask what strategy could they try for next time.
- Work one on one to help students recognize their strengths and limitations.

Kernel: Creating Routines to Self-Regulate

Method: Personal Story

It is important for students to understand managing emotions doesn't just happen in a moment. It can take time to recover from a bad day or overcome anxiety. Routines are very helpful for managing daily and long-term stress. **Share your personal routines, why they work for you, and how you developed them.** Invite them to try out new routines before you see them next.

Kernel: Self-Regulate: Engage Major Muscles

Method: Reflection Activity

Engaging major muscles and exercising reduces stress hormones and releases natural painkillers and mood elevators. Have students try a few squats, I-sit against a wall, jump up and down, or if space is appropriate do a quick sprint or walk quickly. Most importantly, have them notice how these movements have redirected any energy.

Experienced Provider Lessons

Provided by Slack-Librium.

Learn more @ slacklibrium.com

Kernel: Creating A Routine to Self-Regulate: Responding to Distractions
Method: Reflection Activity

Don't expect your students to be focused on what **you want** them to be focused on 100% of the time. Everyone becomes distracted, even adults. When we respond to our students' distractions negatively or punitively, we oftentimes create resentment and stifle their creativity. If we instead speak openly and honestly with them about distractions in a nonjudgmental way, we create the opportunity to build relationships through mutual respect, gaining their attention and receptivity in a positive way.

Check in with students often about where they're focusing their attention. If your students get off track, ask a question like "what are you focused on" inquisitively rather than punitively. It's likely that you can gently nudge them back into focusing on the topic. Don't only mention focus and attention when students are distracted. When a student experiences success, ask them what they focused on in order to achieve that success.

Planning Experiences



SCAN THE QR CODE TO GET TO THE RESEARCH AND
ADDITIONAL RESOURCES.

Section 2: Teamwork & Social Awareness

Teamwork is the outcome of individual commitments and actions to sustain a collaborative effort to achieve a common goal or complete a task. Active team members have Social Awareness. In other words the ability to understand and respond to the needs of others, especially those who may be different or think differently.

SKILLS:

- I LEARN FROM PEOPLE WITH DIFFERENT OPINIONS THAN ME
- I FIND SOLUTIONS WHEN THERE IS CONFLICT WITH ADULTS OR PEERS

Kernels

SHORT, TARGETED STRATEGIES:

- DEVELOPING APPRECIATION FOR DIVERSITY
- DEVELOPING NORMS FOR RESPECT
- UNDERSTANDING YOUR OWN REACTIONS
- PRACTICING DISAGREEMENTS
- BUILDING STRONG RELATIONSHIPS
- USING "I" LANGUAGE
- PAYING ATTENTION TO TEAM BUILDING PROCESS
- NAMING CAUSE AND EFFECT
- DREAMING UP A TEAM
- FOSTERING A SENSE OF TEAM PRIDE

Effective Practices: Before the Activity

Kernel: Developing Appreciation for Diversity and Build Strong Relationships with Peers and Adults
Method: Group Discussion

Activity: Turn, Talk, and Report Back

Have students circle up then turn and talk to a neighbor and ask questions to get to know them better. After interviewing have students report to the group something new about the student they talked to. Service providers model and then join in with students.

Questions you could ask:

- What's your favorite type of music and why?
- What's one interesting thing about your family?
- What's something that makes you unique?
- What makes you intelligent?

Kernel: Understanding Your Own Reactions or Patterns

Method: 1:1 or Small Group Reflection/Discussion

Have students reflect on how they react when there is conflict. Questions to ask:

- When you are in a conflict how do you react? Do you yell? Do you avoid or ignore peers? Do you change the subject? Do you call the other person names? Do you let the other person have their way? Do you try to find a compromise? Do you apologize? Do you find ways to agree? Do you report to an adult? Do you let an adult decide?
- Discuss with students which reactions or patterns if they could improve would make them a better team member.

Kernel: Developing Norms for Respect

Method: Group Discussion

Describe the activity and then lead students into a discussion about how they can work together as a team.

- **Ask these questions:** What is the goal of today's activity? What can we do to effectively communicate today? How can we respect each person and their opinion today? What will we each do if we disagree with someone else?

Kernel: Practicing Disagreements

Method: Modeling

Model for students how to effectively and appropriately disagree.

- **Service Provider and volunteer, student, or two students:** make up a basic or silly topic to disagree on. Give students some language to practice. “I respectfully disagree...” “Will you consider this as an option...”

During the Activity

Kernel: Using “I” Language

Method: 1:1/Small Group/Modeling

“I” language is a helpful structure for students to express their feelings, take accountability, and if sincere, apologize. “I” language helps students find appropriate words in emotional situations. Students can practice these statements with silly scenarios to practice.

For taking accountability and apologizing:

I notice you (look or sound)_____ because I_____. Next time I will_____.

When I____ it (name emotion or harm the person experienced) and I apologize.

Please let me know how I can make it right.

For expressing feelings:

When you ____ I felt __ because____. Next time will you please___?

Kernel: Building Strong Relationships with Peers
Method: 1:1 or small group Coaching/Reflection

If you have 2-4 students who are having a disagreement or a conflict pull the group aside and help them to find and lead them in a reflection to find a resolution/compromise to the problem.

Questions for students to reflect on:

1. What is a challenge you faced as a team member?
2. Are you willing to try different ideas?
3. What options did you consider?
4. Did your team feel heard?
5. Does everyone feel like they are part of the team?

Kernel: Paying Attention to Process

Method: Group Discussion

If there is conflict among half to the entire group (ex: roasting, bullying, derogatory comments being made to another student) then the activity should be stopped to address the problem as a group. Explain how stopping a project to focus on the team is important and worth the time.

- 1. What is the problem?**
- 2. What are options for finding a resolution?**
- 3. Have all parties involved been heard?**
- 4. Can we agree upon an option that will resolve the problem?**
- 5. Execute the option given.**

After the Activity

Kernel: Naming Cause and Effect

Method: Group Discussion/1:1

Lead students to reflect on how the activity went, drawing attention to the cause and effects of their actions. Consider sketching out a t-chart.

Cause and Effect	
Causes: Decisions/Plans Conflicts Emotions	Effects: Outcomes/ Results Work Efficiency Participation

Kernel: Paying Attention to Team Building Process

Method: Personal Story

Describe an experience you've had as part of a team. As you tell the story, explain how team building is a process.

- Forming - How did the team come together?
- Storming - What challenges did you face?
- Norming - How did your team grow?
- Performing - What did you accomplish?

Kernel: Dreaming Up a Team

Method: Imagined Scenario

Describe a challenge and have the students imagine the “ideal” team. What roles do people play?

- Name some possible roles they could have on the team: planner, organizer, coordinator, architect, builder, specialist, fixer, detail person, supporter, mentor, coach, evaluator

Encourage students to know roles that would fit their strength and teammates they need to seek out.

Kernel: Foster a Sense of Team Pride

Method: Personal Story

How have you brought a sense of team pride to a group you've worked with before? Did you all have a name? A handshake? A phrase? A logo? Apparel? A routine or tradition? Explain how fostering a sense of pride in your team improved commitment and success.

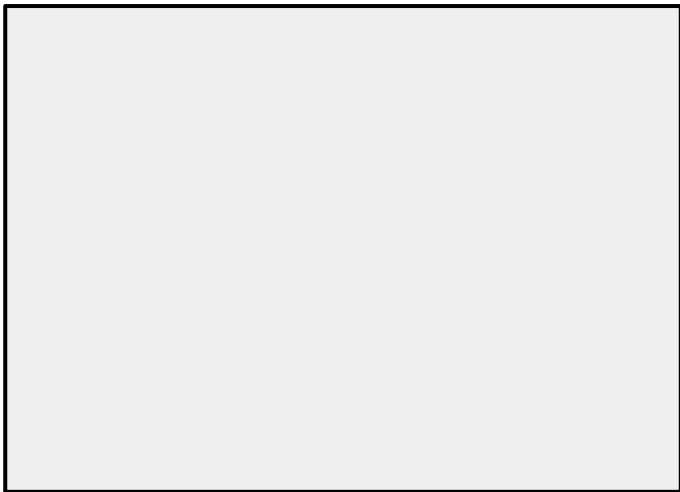
Experienced Provider Lesson

Team Building Activity: The Star (15-20 min)

- Have students get into a circle and grab a piece of the rope/yarn/string
- Inform everyone that they cannot let go of the rope or trade places with others, but they can slide their hands along the rope.
- The goal is to get the whole group to create a five pointed star with the rope (the kind with the crisscrosses in the middle).
- Once they think the task is complete, ask them to slowly lower the star to the ground and step back to admire their work.

Debrief Questions: Was your team successful? If so, how?, What did your planning process look like?, Did anyone emerge as a leader?, What actions or characteristics made them a leader?, What roles did others play during the activity? How does this activity relate to this club?

Planning Experiences



SCAN THE QR CODE TO GET TO THE RESEARCH AND
ADDITIONAL RESOURCES.

Section 3: Empathy

Empathy is the intention of understanding someone's feelings, thoughts, experiences and the ability to take their perspective.

SKILL:

- I CARE ABOUT THE FEELINGS OF OTHERS

Kernels

SHORT, TARGETED STRATEGIES:

- PLANNING TO PROVIDE CARE
- FINDING THE RIGHT WORDS, TONE AND POSTURE
- DEVELOPING DEEPER CONNECTIONS WITH OTHER STUDENTS
- RECOGNIZING EMOTION
- PERSPECTIVE-TAKING
- MINDFUL LISTENING
- BROADEN YOUR PERSPECTIVE WITH CURRENT EVENTS
- REFLECTING AS A LISTENER

Effective Practices: Before the Activity

Kernel: Planning to Provide Care

Method: Imagined Scenarios

Ask students how they can be empathetic with their peers and the service provider.

- Ex: During the bike ride today how are we going to respond if a peer falls down or maybe rides slower than the group?

Kernel: Finding the Right Words, Tone, and Posture

Method: Modeling

Finding the right words, tone, and posture for emotional situations can be challenging. Share with students some approaches you have to demonstrate empathy. Examples:

- **Avoid words like “At least / But.”**
- **Try phrases like “I’m sorry, that would frustrate me too.” “That must be hard.”**
- **Lean forward. Make Eye Contact.**
- **Use a soft voice.**

Kernel: Recognizing Emotion

Method: 1:1 Coaching/Small Group

Check in with students and work on how to recognize the emotions of others before the activity begins so that they have a greater awareness during the activity. You could ask:

- What non-verbal cues could be given when someone is upset, sad, happy, etc?
 - What does their facial expression look like?
 - What does their body language look like?
 - What does the tone of their voice sound like?
- How will you respond if you recognize a non-verbal cue from a peer?

During the Activity

Kernel: Perspective-Taking

Method: Coaching 1:1/ Small group

- Help them understand the other person's point of view. Ask them what they think the subject of their behaviour might be thinking, or how they might see the situation. Ask them what the other person might want to happen and why.

Work with students on being mindful of the perspective of other people. Help them to understand that their peers may see things in a different way. You could ask:

- **How might your behavior/attitude be affecting your peers?**
- **How do you think your peers feel about the comment you made?**

Kernel: Mindful Listening

Method: Small Group Activity

Listening is essential to caring about the feelings of others. Mindful listening is a strategy to improve your listening skills.

Description of Activity: Partner A talks for two minutes uninterrupted. If the listener loses focus, they need to return to listening intently. At the end of the two minutes, the listener gives a one-minute recap of the conversation. Partners switch.

Questions to Ask:

Where you distracted by anything while you were listening? How many times did you have to return your attention to the speaker?

Kernel: Broaden your perspective with current events

Method: Personal Story/Modeling

The more we understand others experiences the more empathic we can be. Review a current event and share your feelings about the event.

Demonstrate how you can infer the feelings of the people afflicted? How can you show you care?

After the Activity

Kernel: Reflecting as a Listener

Method: Simulation

Think of a personal story related to the content of your program. Craft your story to include a range of emotions. Prompt your students to listen for emotions.

Questions to Ask: What emotions did you observe as the story was being shared? Did you make any quick judgments as the story was being shared? (Emotional reactions can prompt judgment and distract listeners.) What did you feel as the story was being shared and how do you feel now? (Did your emotions distract from your listening?)

Helpful student prompts: I heard you say____ and I noticed you felt____. I felt____ when I heard you say_____.

Planning Experiences



SCAN THE QR CODE TO GET TO THE RESEARCH AND
ADDITIONAL RESOURCES.

Section 4:

Decision- Making

Decision Making is the process of making a choice. Ethics, social norms, situational awareness, background knowledge, evaluation of consequences and one's long-term vision inform thoughtful decisions and determine one's behavior or actions.

SKILLS:

- I ASK QUESTIONS TO INCREASE MY UNDERSTANDING OF SOMETHING AND SOMEONE
- I THINK ABOUT WAYS TO DO BETTER NEXT TIME WHEN BAD THINGS HAPPEN TO ME
- I WORK HARD EVEN WHEN I FEEL LIKE QUITTING

Kernels

SHORT, TARGETED STRATEGIES:

- ASKING QUESTIONS TO INCREASE UNDERSTANDING AND CLARITY
- FINDING MOTIVATION
- PREDICTING OBSTACLES
- REMEMBERING GOALS AND PURPOSE
- SEEKING SPECIFIC FEEDBACK WHEN FACED WITH OBSTACLES
- TRACKING PHYSICAL SENSATIONS OF MOTIVATION
- ENERGIZING WITH ROUTINES
- DELIBERATELY PRACTICE
- STEPPING OUT OF JUDGMENT

Effective Practices: Before the Activity

Kernel: Asking Questions to Increase Understanding and Clarity

Method: Small Group Discussion

Clarity precedes competence. Describe the activity and encourage students to ask questions, and check for understanding.

1. **What is the group goal for today?**
2. **What is your personal goal for today?**
3. **What is the desired outcome for this activity/project?**
4. **How are you going to handle obstacles?**
5. **How are you going to keep motivated during the activity/project?**

Kernel: Finding Motivation

Method: Modeling

Share the quote, mantra, or practice you use to inspire motivation when you feel like quitting.

Describe how you use it and when you know you need extra motivation

Kernel: Predicting Obstacles

Method: Reflection Activity

***Adapted from Character Lab**

Ask them to imagine what will make them quit a certain activity or give up. Have them tell the imagined situation and describe the other options available to them.

- Have students complete the WOOP student sheet. This activity will have students explore things that they want to accomplish, what is their desired outcome to the goal that they set, brainstorm potential obstacles, and make a plan for accomplishing the goal.
- **W**-What they want to accomplish
O-Outcome that is desired
O-Obstacles they may encounter
P-Plan for accomplishing the goal

During the Activity

Kernel: Remembering Goal and Purpose

Method: 1:1 Coaching/Debriefing

- Questions to ask: **What is the goal of the activity/project? Why am I working for this? Who else will benefit from my work?**

Kernel: Seeking specific feedback when faced with obstacles.

Method: 1:1/Small Group Coaching

- Teach students how to seek help for specific aspects vs generally asking for help. Praise students for asking “small step” questions.
- Step back and allow students to struggle and work through challenges and praise incremental progress.

Kernel: Tracking the Physical Sensations of Motivation

Method: Reflection Activity

Invite students to notice any sensations of fatigue, impatience, or frustration in their body. Invite them to shift their focus to a neutral or positive sensation. Noticing what quitting “feels like” can trigger motivational strategies.

After the Activity

Kernel: Energizing with Routines.

Method: Personal Story, Modeling

Describe a routine or practice you have to energize yourself when you feel like quitting or have experienced failure. Do you listen to music, eat something special, drink water, exercise, stretch, shake it off, or focus on breathing? Encourage students to try one of your recommendations or share one of their own.

Kernel: Deliberately Practice

Method: Modeling

Deliberate practice is a focused and systematic approach: 1) break the overall process down into parts, 2) identify weaknesses, 3) test new strategies for each section, and 4) integrate what worked into overall practice.

- Demonstrate an activity for which you have attained a high competency. Isolate a critical step and describe the deliberate practice process.
- Provide students time to “session” a variety of strategies for the critical step until they find one that works for them.

Experienced Provider Lesson

Kernel: Stepping Out of Judgement-Fail at something!

Method: Reflection Activity

Description of activity: Everyone fails and that's all right, especially when we are new at something. Even the pros fail and make mistakes. Have students perform a difficult task and require them to make mistakes. Making mistakes an expectation takes away a lot of the judgement behind trying something new or challenging. Be sure and do it yourself! Maybe tell a story about an amazing failure you've experienced and what you learned from it. You might have students tie their shoes standing on one foot or try and juggle if they don't know how. All they have to do is pick the balls up and try again. Have students congratulate each other after they try. No judgment.

For more resources and ideas visit
www.ExperienceToCreativity.com

Planning Experiences



SCAN THE QR CODE TO GET TO THE RESEARCH AND
ADDITIONAL RESOURCES.

Evaluation Process

Beginning of Session:

Students take Belief Surveys.
Service Providers review and use the data to inform SEL instruction.

End of Session:

Service Providers complete Student Proficiency and Observed Growth Survey

Evaluation Timeline

Week 2: During programming time students complete a Belief Survey for their service provider. Service Providers (SP) will review how their students responded to the survey and develop experiences for weeks 2-10 incorporating SEL “kernels”

Week 3-10: SP’s will incorporate SEL “kernels” into activities each week that engage students in learning the skills while having fun.

- SPs be aware and notice how your students are doing each week. Incorporate multiple strategies as you progress through the ten weeks.
- During the daily 3PM meeting SPs will have a chance to check in about how SEL is going and get help with strategies and receive feedback.

Week 5-6: SP’s will have a mid-session check in with co-directors about how SEL is going, what strategies are working/not working, and to see if anything needs to be changed.

Week 9-10: Service Providers complete Proficiency and Observed Growth Survey for all the children in their program.

Sample Student Belief Survey

Calming myself down when I'm excited or frustrated

- Very difficult for me
- Difficult for me
- Easy for me
- Very easy for me

At the beginning of each session students will complete a belief survey. The purpose of these surveys are to increase student reflection and self-awareness. Provide insight into student beliefs so providers can have more intentional and targeted conversations and select relevant SEL kernels.

Sample Student Proficiency Evaluation

Skill - Calming myself down
when I'm excited or frustrated

	Very difficult for student	Difficult for student	Easy for student	Very easy for student
Greg			✓	
Lila		✓		

In order to accurately assess a student's proficiency, their skills need to be observed within an authentic setting. After designing your experience use the Likert scale above to assess if students are using the kernels you planted or other strategies.

Sample Student Growth Evaluation

Skill - Calming myself down when I'm excited or frustrated

	Unable to discern	No growth	Limited growth	Mod. growth	Signif. growth
Greg		✓			
Lila					✓
Brian	✓				

To observe and assess growth reflect on their progress overtime. A student proficiency may be low; the skill may be very difficult but they may be attempting more Kernel Strategies or more aware - limited growth. If students are low attenders or you've been unable to assess proficiency - Unable to Discern. Be honest and share your feedback with students.

IDENTIFY SKILL



KERNELS

SHORT & TARGETED STRATEGIES SUPPORTING SKILL



DISTRIBUTE KERNELS OVER 10 WEEKS



OBSERVATION
FEEDBACK



EVALUATE PROFICIENCY

VERY DIFFICULT → VERY EASY
NO GROWTH → SIGNIFICANT GROWTH



Research, Resources, and Ideas



SCAN THE CODE TO BE TAKEN TO A LIST OF
RESEARCH/RESOURCES WITH LINKS PROVIDED.

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