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Disclaimer



Day 1: Building Trust With Students in
the Whole Environment:

July 27, 2020



YOU FOR YOUTH

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Andrew Francis

Education Specialist



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YOU FOR YOUTH

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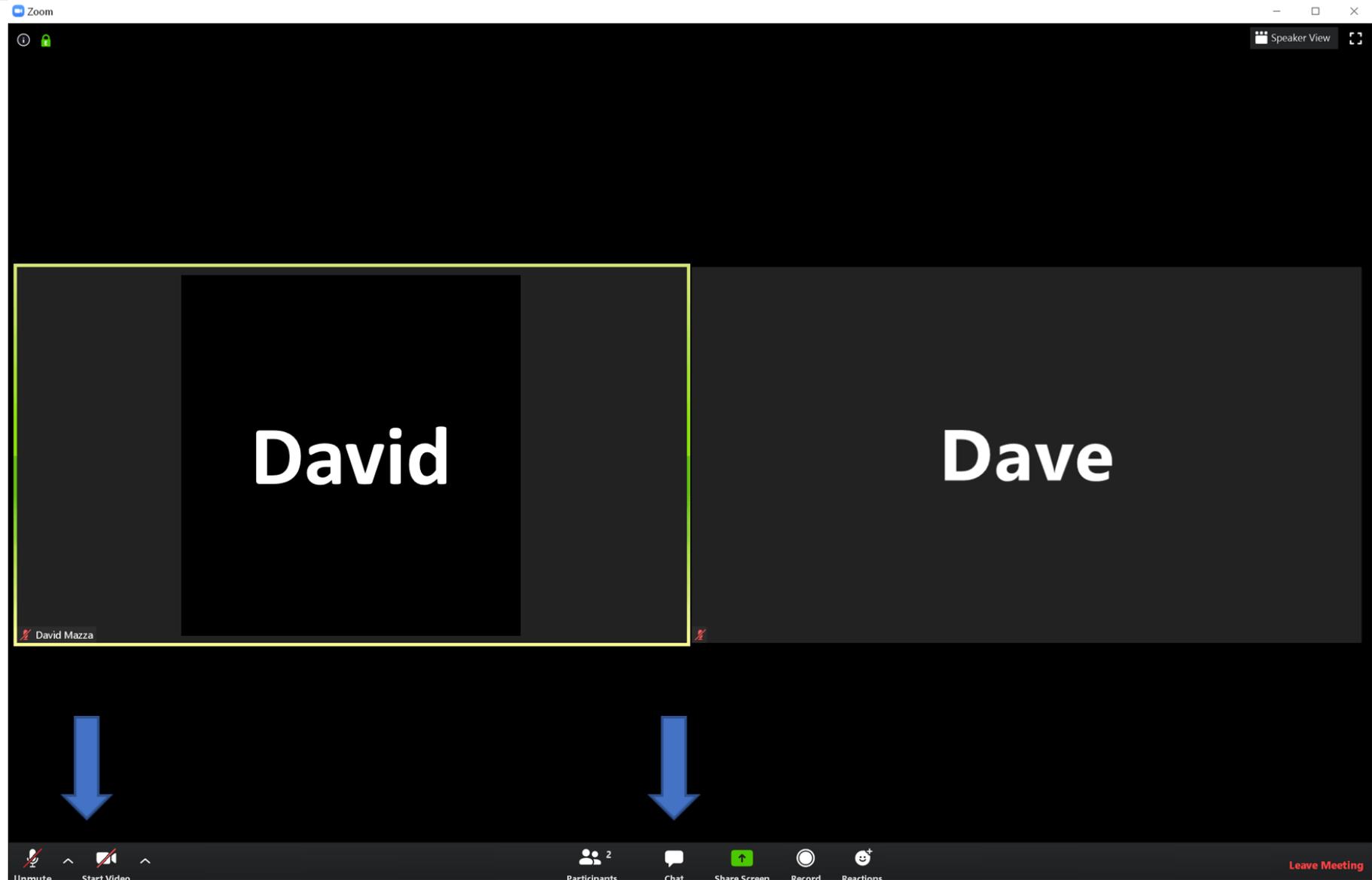


Yana List

Education Specialist



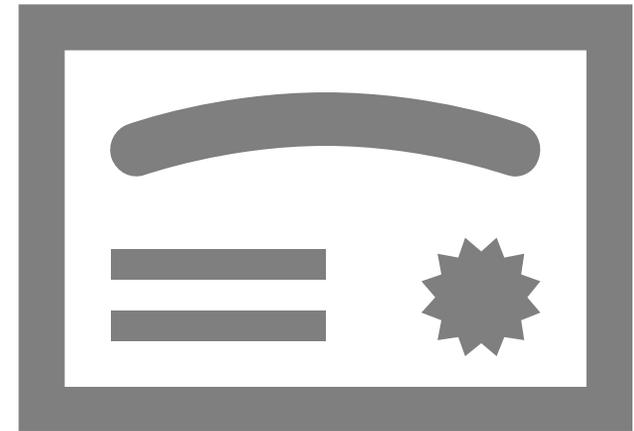
Using Zoom





Certificates

They will be provided for each day of the series and emailed to you within one week.





The Series

**Building Trust With Students in the Whole Environment:
Monday, July 27**

Building Trusting Relationships Through Student Voice and Choice:
Tuesday, July 28

Building Trust With Community Members: Wednesday, July 29

Building Trust in a Virtual Environment: Thursday, July 30

1 p.m. ET



Today's Documents

24 July 2020 01:33 PM

David McConnell
MODERATOR



Total Posts: 37
Joined 2018-08-08

PM

Session 1: Building Trust With Students in the Whole Environment

Have you provided feedback yet? Take a few minutes to let us know what you think here:
<https://www.surveymonkey.com/r/89MBGDT>

Need to register for tomorrow's session? <https://y4y.ed.gov/webinars/>

The Power of Relationships: https://www.youtube.com/watch?v=kzvm1m8zq5g&feature=emb_rel_end

Building Student/Educator Relationships Questionnaire:
<https://y4y.ed.gov/tools/building-student-educator-relationships-questionnaire>

Strategies for Creating a Positive Learning Environment:
<https://y4y.ed.gov/tools/strategies-for-creating-a-positive-learning-environment>

Building Relationships Training To Go:
<https://y4y.ed.gov/tools/building-relationships-training-to-go>

Setting Up a Positive Learning Environment Training To Go:
<https://y4y.ed.gov/tools/setting-up-a-positive-learning-environment-training-to-go>



YOU FOR YOUTH

Objectives

- Explore the impact of developmental stages on student learning.
- Develop structures and processes that support the building of trusted relationships with students.
- Utilize Y4Y resources to create an inclusive and enabling out-of-school learning environment.





- How are you checking into the session today?
- Place one word in the chatbox, which describes how you are feeling.



Why Are Relationships Important?

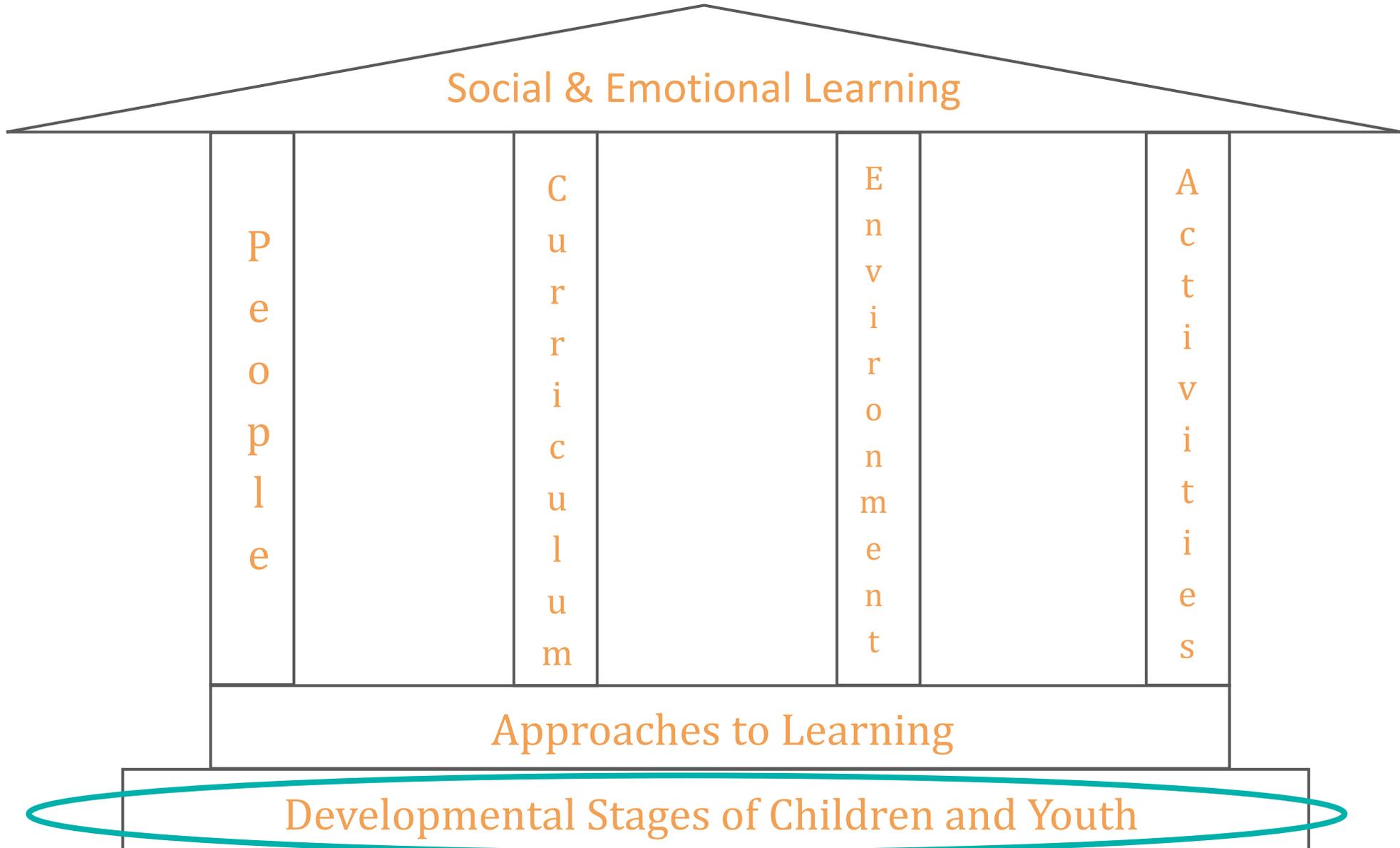


The Power of Relationships



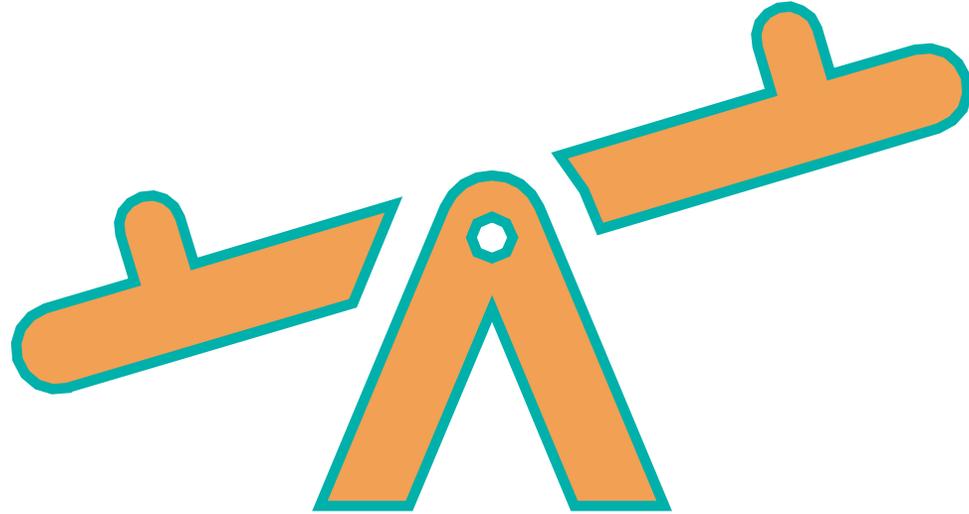


Our Blueprint





Developmental Stages of Children and Youth



Physical

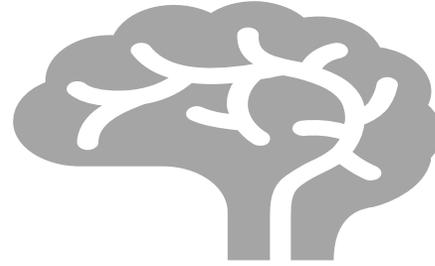
Cognitive

Speech & Language

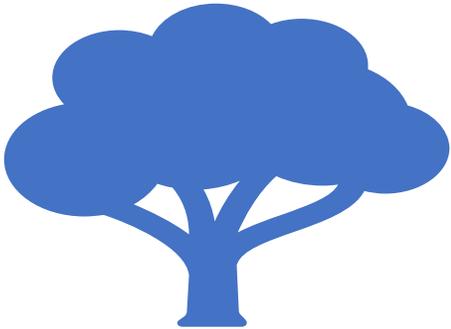
Social & Emotional



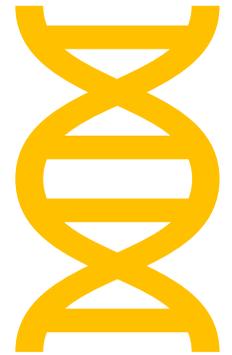
Influences



Multiple changes



Influenced by environmental
circumstances and key
individuals



Genetically
determined

Age Bands



5-7 years



8-10 years

11-13 years



14-16 years



General Age and Stage Characteristics



5-7 Years (Early Elementary)

- Eager to learn
- 15-20-minute attention spans
- Active learning is best
- Self-assertive
- Play with friends of same gender



YOU FOR YOUTH

General Age and Stage Characteristics

8-10 Years (Late Elementary)

- Interested in people, including playing with the opposite sex.
- Aware of differences.
- Willing to give more to others but also expect more.
- Busy, active, full of enthusiasm.
- Capable of prolonged interest.
- May make plans on their own.





General Age and Stage Characteristics



11-13 Years (Young Teens)

- Friends are very important, may have a best friend.
- Increased interest in opposite gender.
- Enjoys talking with others.
- Bodies going through physical changes that affect personal appearance.



General Age and Stage Characteristics



14-16 years

- Time for growth spurts and puberty changes.
- Develop the ability to think abstractly.
- Compares one's self to one's peers.
- Greater desire for independence.
- Peer influence and acceptance become important.
- Understand the need for social interaction.

What Stage of Development Am I In?



Physical	Social
Very active	Very imaginative
Needs rest periods	Boastful

What Stage of Development Am I In?

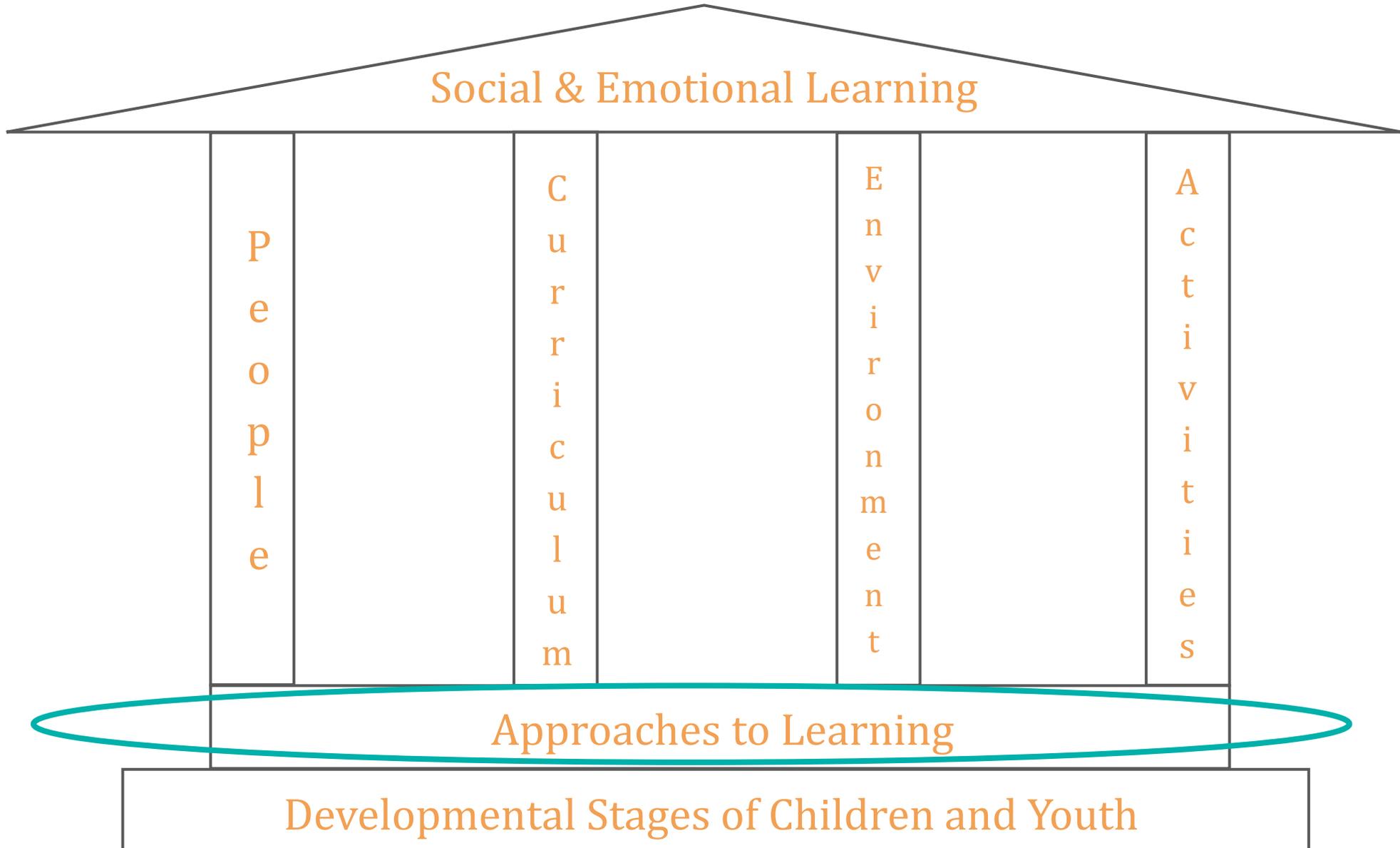


Physical	Cognitive
Onset of puberty	Figuring out who they are, what they believe
Requires a lot of sleep to support physical changes	Peers and social connection are important*

*culturally specific



Our Blueprint





Laying the Foundation: Approaches to Learning



BEHAVIORISM



COGNITIVISM



CONSTRUCTIVISM



Behaviorism

- Behavior can be **controlled** or **modified** based on **antecedents** and **consequences**.
- Includes use of **Rewards** and **Punishments**.





Behaviorism Examples

- Student completes a math problem; the facilitator gives them a sticker and the student will continue to answer math problems.
- A student breaks a rule; the facilitator places them in a structured time-out and the student stops breaking the rule.



Cognitivism

- The learner is an information processor, like a computer.
- Learning happens when students create new networks or old networks are merged.





Cognitivism Examples

- Applying mind maps
- Using reflections
- Asking students to share their thoughts and feelings



Constructivism

- Students learn through experience.
- Learning is more meaningful when students interact with a problem or concept.





Constructivism Examples

- Role-playing
- Project-based learning
- Internships



Does this activity represent behaviorism?



Yes

No



Cognitivism?

2

You for Youth | Literacy

Vocabulary Collage (Grades 7-12)

the word. Record these example words and their word part(s) on the black/whiteboard or chart paper.

- Explain to the students that they will be creating a collage, giving it a name using a combination of the word parts on the handout, and writing a short explanatory text about their collage. Their collages will form an art display for family and community members. For example, if students put together a collage of different scenes from around the world and a machine made up of various parts, they might name it “trans-geoscope,” a machine that can look across the world. Their text would clearly and accurately explain what the collage represents and how it got its title.

Yes

No



Laying the Foundation: Approaches to Learning



BEHAVIORISM



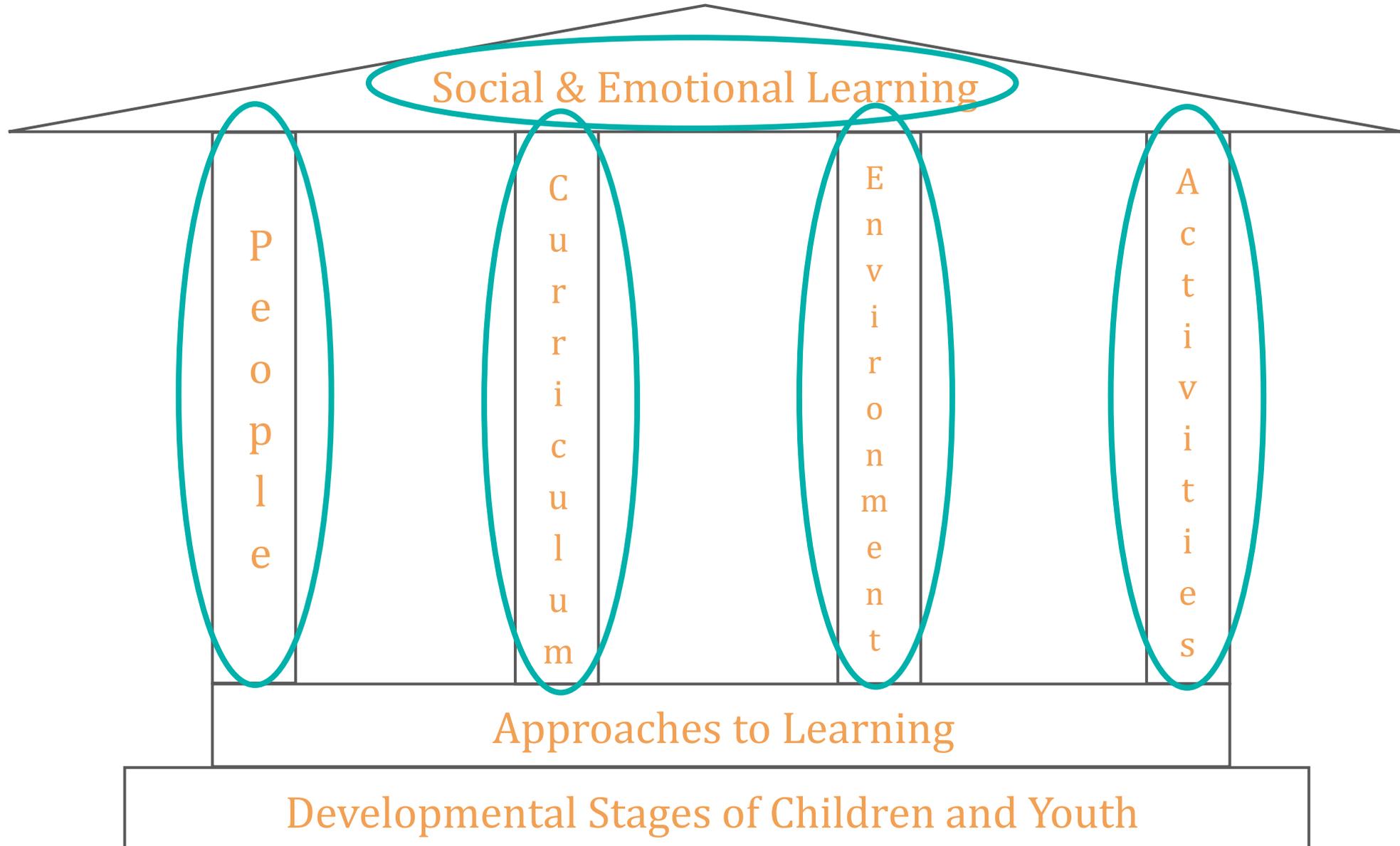
COGNITIVISM



CONSTRUCTIVISM



Our Blueprint





YOU FOR YOUTH

Special Guest – Building Trusting Relationships Panel



Sherrie Raven

Director of PSELI Implementation

Collaborative for Academic, Social and Emotional Learning (CASEL)

Transformative SEL

A process whereby young people and adults build strong, respectful, and lasting relationships that facilitate **co-learning** to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community and societal well-being.



Transformative SEL

SEL COMPETENCY

EXAMPLES

Self-Awareness	Personal and sociocultural identities, recognition of beliefs, mindsets & biases
Self-Management	Stress management, self-care, perseverance, agency
Social Awareness	Perspective-taking, empathy, belonging
Relationship Skills	Collaborative problem solving, co-construction, effective interpersonal communication
Responsible decision-making	Ethical responsibility, distributive justice, collective well-being



The CASEL Guide to Schoolwide Social and Emotional Learning

Schoolwide SEL helps students excel academically, build stronger relationships, and lead happier, healthier, more fulfilling lives.

How it Works

↓ Scroll for more

schoolguide.casel.org



CASEL Guide and OST



Send your feedback to schoolguide@casel.org

ABOUT

[How It Works](#)

[What Is SEL?](#)

[How SEL Connects to MTSS and PBIS](#)

[About the CASEL School Guide](#)

[FAQs on Schoolwide Social and Emotional Learning \(SEL\)](#)

[Bibliography](#)

SCHOOLWIDE SEL PROCESS

[Build Awareness, Commitment, and Ownership](#)

[Create a Plan](#)

[Strengthen Adult SEL](#)

[Promote SEL for Students](#)

[Practice Continuous Improvement](#)

SEL TOOLS

[Track Progress](#)

[Resources](#)

[School Guide Essentials](#)

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INDICATORS OF SCHOOLWIDE SEL

 EXPLICIT SEL INSTRUCTION

 SEL INTEGRATED WITH ACADEMIC INSTRUCTION

 YOUTH VOICE AND ENGAGEMENT

 SUPPORTIVE SCHOOL AND CLASSROOM CLIMATES

AUTHENTIC FAMILY PARTNERSHIPS 

 FOCUS ON ADULT SEL

ALIGNED COMMUNITY PARTNERSHIPS 

 SUPPORTIVE DISCIPLINE

SYSTEMS FOR CONTINUOUS IMPROVEMENT 

 A CONTINUUM OF INTEGRATED SUPPORTS



Strategies for building relationships

- “Be impeccable with your word”
- Shared agreements, social contracts, or charters
- Community circles or meetings - helping young people know each other as well as you
- 2 by 10



SEL Signature Practices

<https://schoolguide.casel.org/resource/three-signature-sel-practices-for-the-classroom/>



Open with a **Welcoming Inclusion Activity, Routine or Ritual** that builds community and connects to the work ahead.



Embed **Engaging Strategies** to practice SEL skills and competence throughout the experience.



Close each experience intentionally with an **Optimistic Closure** to highlight understanding of the importance of the work and allow time for reflection and next steps.





Special Guests – Building Trusting Relationships Panel



Marcus Hicks

21st CCLC Site Coordinator

Mater Academy
(Mountain Vista Campus)

Las Vegas, Nevada



Kelvin Bonner

Vice President of Programs

Youth at Heart
Tulsa, Oklahoma



Michelle Henriquez

Program Director

Boys & Girls Club
Truckee Meadows, Reno, Nevada



Mater Academy





Y4Y Resources

CLICK & GO 1:

TRAUMA-INFORMED CARE



Social and Emotional Learning

Introduction →



Estimated time to complete: 2 hours

Upon completion, you will receive a **Basic Level** certificate of completion.

Explore the history, benefits and importance of social and emotional learning in 21st CCLC programs. Learn about the 10 steps you can implement to ensure an impactful experience.

Implementation Strategies →



Estimated time to complete: 5-7 hours

Upon completion, you will receive an **Advanced Level** certificate of completion.

Go step-by-step through each step of planning, designing, implementing and assessing high-quality social emotional learning activities. Get tips, tools and examples to prepare your program for success.

After you complete this section, you'll be able to

- Prepare a foundation for supporting social and emotional learning in your program activities.
- Plan and design an approach for integrating social and emotional learning into your program in alignment with program goals and student needs.
- Implement social and emotional learning into new and existing activities.
- Use data to continuously monitor social and emotional learning outcomes and improve program design.



Questions





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