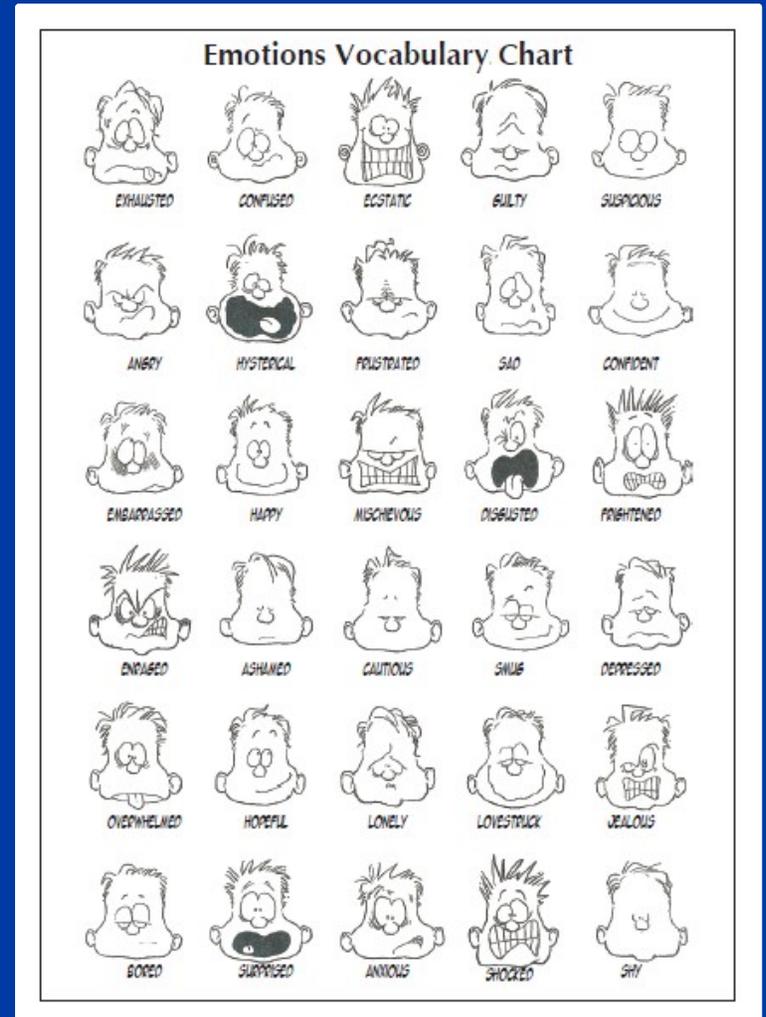




**Creating Out-of-School Time Environments
Where Social Emotional Learning Comes
Into Play!**



FEELINGS IN A JAR





OUR VISION

All young people
deserve a chance to
live healthier lives.

OUR MISSION

We work to empower kids
to develop lifelong healthy
habits by ensuring the
environments that surround
them provide and promote
good health.

Our Goals

Make
**community
environments**
healthier



Make the
marketplace
healthier



Inform
public policy



Address
**related
health
issues**



CDC and HG Out-of-School Time Cooperative Agreement

2016-2017

IL, IN, MD, MI, MN, MO, ND, NE, SD, WI

2017-2018

CO, MD, NV, OK, SC, TN, TX, UT, VA

2018-2019 (CDC 1801 Funding)

AK, AR, CO, IL, KY, LA, MA, MD, MN, MO,
NC, NE, NM, OK, OR, TN, WA

2019-2020

AL, CT, GA, ME, MS, NH, OH, RI, VT, WV



Whole School, Whole Community,
Whole Child (WSCC)



What is Your Idea of a Healthy Out-of-School Time Program?

- What does it look like?
- What does it feel like?

Children's physical, emotional, and social well-being are inseparable. This is particularly true for children living in low-income households, who are at an increased risk for both obesity and compromised mental wellness.

(Durlak, Weissberg, & Pachan, 2010; Durlak & Weissberg, 2013).



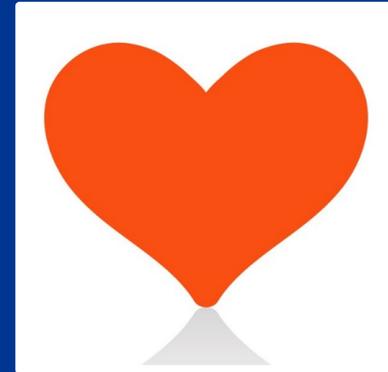
Whole Child Approach to Kids' Health in OST Programs



Physical Activity



Nutrition



**Social-Emotional
Health**

NATIONAL AfterSchool|HEPA ASSOCIATION STANDARDS



PHYSICAL ACTIVITY (PA)

As adopted, the NAA standards for physical activity support the United States Department of Health and Human Services (USDHHS) 2008 guidelines for activity patterns shown to promote lifelong health and prevent chronic disease. Accordingly, language addresses content and quality, staff training, social support (including staff role modeling, parent engagement and children's social development), program support, and environmental support.

PA CONTENT AND QUALITY (PAQ) STANDARD:

The program's physical activity offerings support the USDHHS 2008 guidelines recommending that all children and youth obtain at least 60 minutes of physical activity per day that includes a mixture of moderate and vigorous intensity activity as well as bone and muscle strengthening activities.

PAQ BEST PRACTICES

- ▶ **PAQ01:** DEDICATES AT LEAST 20% or at least 30 minutes of morning or afterschool program time to physical activity (60 minutes for a full day program)
- ▶ **PAQ02:** PROVIDES PHYSICAL ACTIVITIES in which students are moderately to vigorously active for at least 50% of the physical activity time.
- ▶ **PAQ03:** PLAY TAKES PLACE outdoors whenever possible.
- ▶ **PAQ04:** ENSURES that daily physical activity time includes aerobic and age-appropriate muscle- and bone strengthening and cardio-respiratory fitness activities
- ▶ **PAQ05:** INCLUDES A VARIETY of physical activity options aimed at engaging students in fun, recreational, and life-long learning opportunities
- ▶ **PAQ06:** OFFERS UNSTRUCTURED free play or structured activities that involve all program attendees.
- ▶ **PAQ07:** OFFERS NON-COMPETITIVE activities.
- ▶ **PAQ08:** OFFERS COMPETITIVE physical activities in an intramural program (see National Standards for Physical Education guidelines).
- ▶ **PAQ09:** OFFERS ACTIVITIES that are adaptable, accessible and inclusive of children with all abilities, including physical, sensory and intellectual disabilities.
- ▶ **PAQ10:** CONDUCTS PHYSICAL ACTIVITIES that are integrated with enrichment, academic, or recreation content; goal-driven, planned, sequentially designed and delivered, safe, inclusive, developmentally appropriate, and success-oriented
- ▶ **PAQ11:** PROVIDES SHORT PHYSICAL ACTIVITY BREAKS between and/or within learning activities to invigorate children and eliminate long periods of sitting; incorporates physical activity into transition time
- ▶ **PAQ12:** DOES NOT PERMIT ACCESS to television or movies, and limits digital device time to less than one hour per day to allow for other activities. Digital device use is limited to homework or devices/programs that actively engage children in moderate to intense physical activity.

ENVIRONMENTAL SUPPORTS

THE STANDARD

The program's physical space supports and promotes healthy eating and physical activity



ICONS DESIGNED BY FREEMK FROM WWW.FLATICON.COM

Healthy Out-of-School Time Roadmap

What to Prioritize



VENDING AND CONCESSIONS. The foods and beverages sold in vending machines, concessions and school stores should follow Healthy Eating Content and Quality Standards.



EQUIPMENT. Supplies used should encourage all youth to be physically active.



SOCIAL-EMOTIONAL LEARNING. The physical space should promote cooperation, collaboration and equitable opportunities to engage in physical activity.



COLLABORATION. Explore partnerships or shared-use agreements with schools if space is needed for food storage, food preparation and shared indoor and outdoor physical activity spaces.



MARKETING. Posters, pictures, and books that youth encounter should encourage healthy behaviors. Do not market foods and beverages that do not meet Healthy Eating Content and Quality Standards.

[NAA Healthy Eating and Physical Activity Standards](#)

Rationale

The physical space where an out-of-school time program operates is an opportunity to reinforce healthy behaviors and foster positive relationships.

[Read: 7 Unexpected Places Where Learning Happens](#)

Continuous Improvement

Educators are encouraged to use the Healthier Generation assessment for out-of-school time. [Completing the assessment](#) will help you track what you are already doing to support health and wellness at your site as well as highlight opportunities for growth and improvement.



REFLECTION QUESTION:

How could a wellness-themed bulletin board create a more welcoming space for youth and families?

**THROWBACK
THURSDAY!**

SEL 80's Style





What is Social Emotional Learning (SEL)?

The Collaborative for Academic, Social, and Emotional Learning (CASEL)

Social and Emotional Learning SEL

- Identifying emotions
- Self-perception/Identity
- Recognizing strengths
- Sense of self-confidence
- Self-efficacy

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

- Communication
- Social engagement
- Building relationships
- Working cooperatively
- Resolving conflicts
- Helping/Seeking help



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Perseverance
- Goal-setting
- Organizational skills

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility



What does SEL look like in a **classroom**, **school**, **out-of-school time program**, **community**



What are the benefits of SEL for students?

- Improved grades
- Increased attendance
- Positive social behaviors
- Fewer behavior problems
- Less emotional distress
- Increased participation and enjoyment in activities offered
- Able to be self aware, manage emotions, are aware of others, able to build relationships and make responsible decisions



Social Emotional Development Happens Everywhere



Afterschool Alliance

Social and emotional learning: Making the case

The foundation for healthy and positive development is the possession of strong social and emotional skills and competencies that help youth do well academically, maintain positive relationships, be physically and mentally healthy, and become civically engaged.^{1,2,3} According to a bipartisan report by the Brookings Institution and the American Enterprise Institute, social and emotional competencies are critically important for the long-term success of all students in today's economy.⁴ Afterschool and summer programs are key partners in young people's learning. They help young people develop the social and emotional skills to become resilient, engaged, and productive adults.



“After-school programs promote young people’s social and emotional learning (SEL) skills – whether the programs use that term or not.”⁹

– The Future of Children Report, Princeton University & Brookings Institution

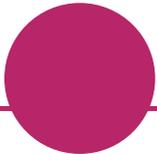


Afterschool Alliance
This is Afterschool: Social Emotional
Skills for Success

SEL In Action: 3 Pillars

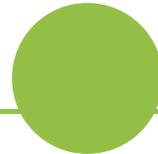
Supportive classroom/ program climate

Fostering connections
and sense of belonging



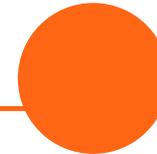
Integrating SEL into all instruction and settings

Promoting growth
mindset, decision
making, problem solving

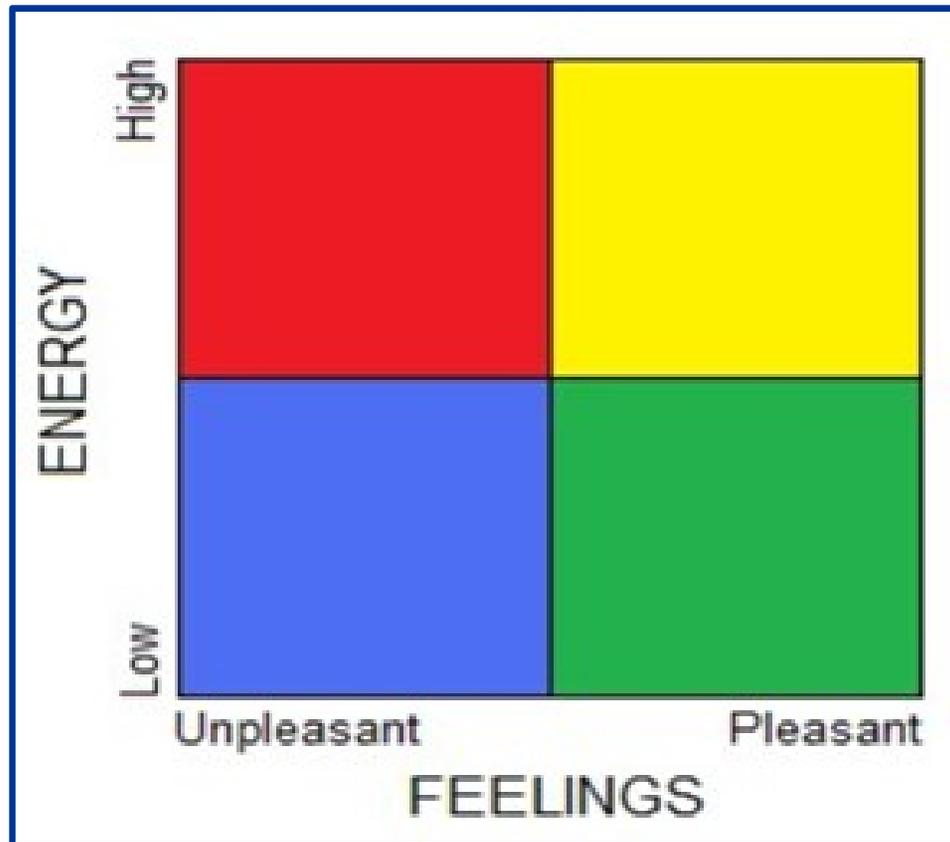


Explicit instruction

Actively teaching,
modeling and reinforcing
SEL competencies



Emotional Check-In: Mood Meter



Collaboration is Essential



Guiding Questions for Building Strong Partnerships between School Day and Out-of-School Time Educators

Out-of-school time (OST) staff are important partners who can bring knowledge, framing, and resources to inform SEL implementation. These guiding questions can help the SEL team to think intentionally about how to fully partner with OST providers to promote Schoolwide SEL. Teams can also use this tool along with a [PDSA cycle](#) to plan next steps for deepening OST partnerships as part of continuous improvement.

Guiding Questions for Building Strong Partnerships between School Day and Out-of-School Time Educators			
Guiding Questions	Yes	Not yet	Next Steps
Are key OST providers part of the school's SEL team?			
Are SEL team meetings held at times when OST providers can attend?			
Are OST partners considered equal partners in the planning and decision-making processes for promoting SEL for students?			
Are SEL professional learning opportunities extended to OST providers and offered at times when they are able to attend?			





**Connecting
SEL to
Healthy
Eating**

Self-Awareness

NON-FOOD REWARD IDEAS

There are many examples of non-food rewards that meet both kids' and the Alliance's approval. Here a few of our favorites:



CHOOSE A PRIZE

- Pencils or erasers
- Stickers
- Books
- Entering a drawing or raffle for a bigger prize
- Earning tokens or points toward a prize



GET MOVING

- Lead a special physical activity break
- Host a special event such as a dance or kite-flying party
- Provide extra recess or PE time
- Turn on the music and let students dance for a few minutes
- Give students the opportunity to lead an activity



SHAKE UP YOUR ROUTINE

- Let the student choose a special activity
- Provide a few minutes of extra free time
- Allow student to select a special book
- Let student go first for an activity
- Give a "no homework" pass



SHOW RECOGNITION

- Give out certificates or ribbons
- Post recognition signs around the school or on a prominent bulletin board
- Give a shout-out in the morning announcements
- Call or send a letter home to a parent



Relationship Skills



Family Dinner Project

Social Awareness



Taste Testing! Find Out What Students Want!

How to Test Products

1. If you are testing products to be used outside the cafeteria choose a day when you think you can get the most participation. If testing a product to be used in the cafeteria on the a la carte line, choose a day with appropriate menu items to complement the test food.
2. Be sure you will have the food or beverage in stock at the time of testing.
3. Use attractive labels at each testing station. Be sure to include the name of the test food or beverage, as well as an enticing (but brief) description of the item. This helps ensure students are not turning the item down due to uncertainty about what it is.
4. If preparation is needed, prepare food according to instructions.
5. Whether you are testing foods and beverages to be used inside or outside the cafeteria, think about presentation – present foods or beverages in an appealing manner. For example, determine an appropriate garnish, sauce or dressing that should accompany the test food. Ensure not only the test item, but also any condiments or accompaniments are easily accessible by students.
6. Ensure you have plenty of copies of the evaluation form for the students to fill out.

Opportunity for students to experience diversity and understand different cultures.

Learning social and emotional skills through fun, physical activities!





Benefits of Physical Activity on SEL

- Practice what they have learned in PE
- Work toward the recommended 60 minutes of daily PA
- Become more adequately prepared for learning
- Engage in safe, social, and supervised activities
- Identify activities they enjoy and might engage in long term

Self-Awareness

The success of the game, is dependent on each student's behaviors.

PLAYWORKS GAME GUIDE

for recess staff, educators, youth workers & parents

How students encourage his/her teammates and how students demonstrates his/her level of involvement, all factor into recognizing and assessing individual emotional involvement

PLAYWORKS for every kid.



Relationship Skills



Feelings Charades
(expanding feelings vocabulary)



**Connecting
Mind &
Body to
Support the
Whole
Adult**



“Staff need the opportunity to not only learn how to teach SEL skills, but to understand how they can advance their own social and emotional development.”

The Practice Base For How We Learn Supporting Students' Social, Emotional, and Academic Development by the National Commission on Social, Emotional, and Academic Development The Aspen Institute





SEL Makes a Positive Impact on Staff



Teachers who possess social and emotional competencies are **more likely to stay in the classroom longer.**

Teachers with high levels of social competence are better able to protect themselves from burnout by:

- ✓ developing and managing nurturing relationships with their students
- ✓ managing behavior in their classrooms
- ✓ serving as behavioral role models for children
- ✓ regulating their own emotions



Source: Jennings, P.A. & Greenberg, M.T. (2009) The Prosocial Classroom: Teacher Social and Emotional Competence in Relation to Student and Classroom Outcomes. American Educational Research Association.

Give 1 – Get 8

Staff SEL Assessment and Reflection

TOOL: Personal Assessment and Reflection—SEL Competencies for School Leaders, Staff, and Adults

Self-Awareness		Rarely	Some- times	Often
EMOTIONAL SELF-AWARENESS	I am able to identify, recognize, and name my emotions in the moment.			
	I recognize the relationship between my feelings and my reactions to people and situations.			
ACCURATE SELF-PERCEPTION	I know and am realistic about my strengths and limitations.			
	I encourage others to tell me how my actions have affected them.			
	I know how my own needs, biases, and values affect the decisions I make.			
SELF-CONFIDENCE	I believe I have what it takes to influence my own destiny and lead others effectively.			
	I feel confident that I can handle whatever comes along with calm self-assurance and a relaxed presence.			
OPTIMISM	I believe that most experiences help me learn and grow.			
	I can see the positive even in negative situations.			
Self-Management		Rarely	Some- times	Often
SELF-CONTROL	I find ways to manage my emotions and channel them in useful ways without harming anyone.			
	I stay calm, clear-headed, and unflappable under high stress and during a crisis.			
SETTING AND ACHIEVING GOALS	I have high personal standards that motivate me to seek performance improvements for myself and those I lead.			
	I am pragmatic, setting measurable, challenging, and attainable goals.			
ADAPTABILITY	I accept new challenges and adjust to change.			
	I modify my thinking in the face of new information and realities.			
ORGANIZATIONAL SKILLS	I can juggle multiple demands without losing focus or energy.			
	I balance my work life with personal renewal time.			



Monthly Happiness Calendar

June 2019 Happiness Calendar

Find meaning and compassion this month.

Keep up with the latest on the science of connection, compassion, and happiness by subscribing to our newsletters.

SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY

GG Greater Good
SC Science Center

ggsc.berkeley.edu
greatergood.berkeley.edu



1 Learn how childhood experiences can lead to a **more purposeful life**.

2 It's fascinating how **cultural differences** shape our happiness.

3 **Thinking about the future** can give your life more meaning.

4 **Over-praising kids** can make them anxious. Here's a better way to develop their confidence.

5 **Discover 4 lessons** gratitude scientist **Robert Emmons** has learned from his research.

6 **How compassionate is your love?** Find out with this quiz.

7 Want to **bump up the compassion you feel for your partner?** Practice taking their perspective.

8 You can find happiness lessons everywhere, even on **Game of Thrones!**

9 Contact between divided groups can **bridge divides**. Here's how.

10 **Parenting a child with special needs** can be hard. Here's how to build resilience.

11 **Helping others is good for everyone**, even those at risk.

12 **Kids need love to grow and thrive**. Here are 5 ways to talk with them so they feel loved.

13 **Technology isn't always bad for us**. It can even be good if it strengthens our relationships.

14 Feeling a little out of sorts? Here are 7 ways to **feel more in control of your life**.

15 Seeing a **kind act** may inspire you to be kind.

16 **Happy Father's Day**. Here are 20 great questions to ask Dad.

17 If you want to **make positive change in the world**, you need compassion.

18 **Is there too much stress in your life?** Find out with our quiz.

19 **Was your stress quiz score high?** Our expressive writing practice can help.

20 Self-compassion is another great tool to **combat stress**.

21 **Christine Carter** has **advice for parents with stressed out teens**.

22 Can you **train your brain to be more grateful?** Our podcast says yes.

23 **Anyone can find gratitude**. Start with changing your habits.

24 Being social can help you **keep healthy!**

25 **Jump start your relationship** with this new *Greater Good in Action* practice.

26 Did you know that **meditation can change your brain?** Click through to learn more.

27 **Are you a caregiver?** Here's how you can cultivate the positive.

28 Keep up your friendships! **Feeling socially connected makes us kind**.

29 **Learn how to motivate your kids** to practice hard things.

30 Did you mess up at work? Here's **how to make an apology that sticks**.



Healthier Generation Resources

- Monthly OST Newsletter
- Monthly Webinar Series
- Healthy OST Model Policy
- Assessment and Action Plan for OST
- Healthy OST Roadmaps
- Coming Fall 2019
 - ✓ *SEL Assessment Tool*
 - ✓ *Family Engagement Campaign*

Healthy Out-of-School Time



National Nutrition Month Webinar: Healthy Afterschool Meals!

Did you know that there are federal nutrition programs that provide funding to programs to serve meals and snacks to children when the school day ends? Afterschool programs that participate in the Child and Adult Care Food Program (CACFP) give children and teens the nutrition they need and draw them into enrichment activities that are safe, fun, and filled with opportunities for learning. Join Healthier Generation on [Thursday, March 28, 2018 at 11am-12pm EST](#) for an interactive webinar to learn how your program(s) can receive funding to start serving healthy snacks and meals this year!

[REGISTER HERE](#)



Reflection



JOY IS VULNERABLE

— that's why we're afraid to let ourselves feel it. Don't squander joyful moments by waiting for the other shoe to drop.

Lean in and practice gratitude.

Brené Brown

Avoiding 'Foreboding Joy'



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