**PTA HEALTHY MINDS SESSION: BUILDING SOCIAL & EMOTIONAL SKILLS AT HOME FACILITATOR GUIDE**

This guide is designed to help your PTA facilitate an in person or virtual ***PTA Healthy Minds: Building Social & Emotional Skills at Home Session***.

**Approximate event length:** 90 minutes

**Audience:** Primarily Parents / Caregivers

**Session goals**

1. Educate families about social emotional learning and how to foster it at home
2. Facilitate reflection, connection, and shared learning between participants about specific strategies
3. Reflect on our own family lives, how this lens already fits in, and ways in which we can use it to enhance our support of all family members
4. Discuss with and learn from one another creating a safe, supportive learning community

**Participant Handouts:**

1. SEL Skills Informational handouts
2. Family activity sheets

**Note:** If virtual, add all handouts to the virtual platform you are using ahead of time, or put them in the chat at the beginning of the session. If in person, have these handouts printed out so families can take them home with them.

**Facilitator’s Script:**

This script accompanies the PowerPoint for this session.

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| **SLIDE #** | **Time (min)** | **Slide Description** | **Materials Needed** |
| **1** | **3** | **Welcome - Title Slide: PTA Healthy Minds: Building Social and Emotional Skills at Home**   * Hello and welcome to the PTA Healthy Minds: Building Social and Emotional Skills Event! Our PTA is hosting this program as a pilot grantee from National PTA. This is part of a new program, sponsored by the Allstate Foundation, and National PTA is looking to test this out and get all of our feedback. Thank you for attending the session today with an open-mind, ready to learn, engage and give helpful feedback. There will be a short survey at the end as a more structured feedback opportunity. * We hope everyone will leave today’s session with a deeper understanding of social and emotional learning, with at least 1-2 new concrete practices to try out with your children or teens at home, and new connections with fellow participants. * This will be both an informational and interactive session. We want to give you all lots of opportunities to talk to and learn from each other. We also have handouts that include more detailed information about what we are discussing today. * We’ll be together for about an hour and a half. **[Feel free to split this up by adding in breaks and blocking 2 hours.]**   ***{next slide}*** | **PowerPoint slide deck** |
| **2** | **1** | **What You Will Need**  We ask that you try your best to be fully present while we’re together today. You won’t need much, but please do be sure you have:   1. Notebook or paper 2. Pen or pencil 3. Crayons, markers or colored pencils (optional) |  |
| **3** | **5** | **Let’s get to know each other!**  **[NOTE YOUR PTA WILL NEED TO ADJUST HOW YOU APPROACH THESE INTRODUCTIONS BASED ON HOW YOU’RE HOSTING THE EVENT AND HOW MANY PEOPLE ATTEND]**  Before we dive in, let’s take a few minutes to get to know each other. We’ll kick things off by introducing our facilitator team. Then, …  **[IF YOU’RE HOSTING THIS EVENT VIRTUALLY, SAY]**  We would love for you to introduce yourselves in the chat pod. Please share:   * Your names * Your children’s grade(s) * One moment with your children over the last year that made you laugh out loud * One moment with your children over the last year in which you felt extremely proud   **[IF YOU’RE HOSTING THIS EVENT IN PERSON WITH 10 PEOPLE OR FEWER, SAY]**  Share the following information out. We’ll go around the room and share one after another. Please try to keep your answers to a minute or less just for the sake of time, we’ll have plenty of chances to talk together today.   * Your names * Your children’s grade(s) * One moment with your children over the last year that made you laugh out loud * One moment with your children over the last year in which you felt extremely proud   **[IF YOU’RE HOSTING THIS EVENT IN PERSON WITH 10 PEOPLE OR MORE, SAY]**  Share the following information out. We ask you to go around the table [OR YOU CAN CHOOSE TO HAVE THEM TURN TO A PARTNER / FIND SOMEONE THEY DON’T KNOW] and share:   * Your names * Your children’s grade(s) * One moment with your children over the last year that made you laugh out loud * One moment with your children over the last year in which you felt extremely proud   ***{next slide}*** |  |
| **4** | **1** | **Session Objectives**  Over the next 90 minutes we will:   1. Discover together what social and emotional learning is and why it’s important. 2. Learn about the key SEL skills and how to foster their development in family life. 3. Reflect on our own family life, how this lens fits in, and how we can use it to further support family members. 4. Dialogue and learn from one another creating a safe, caring learning community.   ***{next slide}*** |  |
| **5** | **2** | **What is Social and Emotional Learning (SEL)?**   * Social and emotional learning—sometimes known as “SEL”—“is the process through which all young people and adults acquire and apply the knowledge, skills and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships and make responsible and caring decisions.”1   ***{next slide}*** |  |
| **6** | **5-7** | **What Does SEL Mean To You?**  Let’s spend a couple of minutes reflecting on these two questions:   1. Why does social and emotional learning matter for your children? 2. Why does it matter for you as a parent/caregiver?   Spend about two minutes starting to think on your own and then we’ll share out as a group. Feel free to just think about it or to write down your thoughts.  [**pause for 2 minutes]**  Now that you’ve started, thinking, let’s share.  **[IF YOU’RE HOSTING THIS VIRTUALLY, you can ask if a few people are willing to unmute and share their responses. You can also give the option for others to share in the chat pod.]**  **[IF YOU’RE HOSTING THIS IN PERSON, you can choose to sit people in small groups to make small group sharing in this and similar activities easier. You can also ask people to share among their table or to get in groups of three to share out. Give them 4-5 minutes.]**  **[As the facilitator, you can build on the responses you’re getting with personal reflections and points like:** Social and emotional skills **a**re critical for both mental health and overall well-being. They are the foundation of our relationship with ourselves and others. Parents, caregivers, and families are the first “teachers” of SEL.]  Thanks for sharing and taking time to reflect! We are going to talk more about ways to foster SEL at home later in this session, but first, we are going to step back and examine your hopes and dreams for your children and for your role as a parent.  ***{next slide}*** |  |
| **7** | **2** | **Why Is SEL Important…**  So, why is social emotional learning so important? And how does this play out in a school setting?   * Learning takes place because of safe, caring relationships. * Memory is sealed in by emotions. Feelings cannot be separated from learning. * Social and emotional skills are vital in every aspect of academic success such as, collaboration in science, problem-solving in social studies, empathy in literature and more. * Research examining 270,000 students confirmed that those in a school with a social and emotional learning curriculum achieved 11% higher on high stakes achievement tests than students who did not participate in SEL.   ***{next slide}*** |  |
| **8** | **1** | **There’s No Such Thing as a Perfect Parent**  **Before we launch into parenting and caregiving with social and emotional learning, it’s important to all be on the same page about the fact that:**   * Every family culture is unique. * Parents are their own best problem-solvers. * We are stronger when we learn from one another. * There is no one way, no right way.   Social and emotional learning can be a helpful lens through which we see our parenting and caregiving hopes and challenges. But at no point is any of this meant to mean that there is a perfect or a “right” way to parent!  ***{next slide}*** |  |
| **9** | **6** | **Hopes and Dreams**  Now, let’s spend a few minutes reflecting on our hopes and dreams. Think about:   1. What are your hopes and dreams for your children? 2. What are your hopes and dreams for your own role as a parent/caregiver?   Spend about two minutes reflecting on your own and then we’ll share out as a group. Feel free to just think about it or to write down your thoughts.  [**IF YOUR PTA CHOOSES TO DO A POSTER BOARD IN PERSON OR SOME TYPE OF VIRTUAL DOCUMENT THAT PEOPLE CAN ADD TO, DO THIS NOW. YOU CAN ALSO HAVE PEOPLE SHARE OUT IN SMALL GROUPS OR AS A FEW PEOPLE TO SHARE FOR EACH QUESTION.]** | **Use newsprint, a whiteboard, or (ideally) poster board or banner paper and markers for participants to record their hopes and dreams. Title it “Our Parents’ Hopes and Dreams.” Keep it to hang in a school hallway or prominent location.** |
| **10** | **4** | * How Hopes and Dreams Align with Skills * When 100 parents were surveyed who also were SEL professionals, they shared that they hoped their children were happy, confident, kind and loving among other qualities. Perhaps some of you had similar hopes. Additionally, they shared their hopes for their own roles as parents which included being patient, encouraging and understanding. Researchers (Miller, Wanless and Weissberg, 2018) examined the connections between their hopes and dreams and social and emotional competencies that are defined through a solid research base established by the Collaborative for Academic, Social and Emotional Learning. * Indeed, each hope and dream aligned directly with skills. This hopeful news means that we have an opportunity as parents and caregivers every day—through our everyday routines, interactions and challenges—to work toward our hopes and dreams by building social and emotional skills in our children and in ourselves.  {next slide} |  |
| **11** | **1** | **SEL at Home**  These examples show how differently social and emotional development looks at different ages and stages:   * A first grader learns relationship skills when she has to share a bedroom with a sister and work out together what will be privately owned and what will be shared. * A third grader becomes more self-aware when his mom points out his tummy ache might be related to his emotions—anxiety over academic performance pressures. * An eighth grader learns how to navigate conflicts within his friend group so that he doesn’t have to take sides but shows care for each friend. * A sophomore faces peer pressure to attend an unsupervised party and discusses the potential outcomes with a parent to make a responsible choice.   ***{next slide}*** |  |
| **12** | **1** | **What are the five core social and emotional skills?**   * The five SEL skills are: * Self-Awareness * Self-Management * Social Awareness * Relationships Skills * Responsible Decision-making   These skills were identified by CASEL, the Collaborative for Academic, Social and Emotional Learning.  Here’s a quick overview of each skill, and we have handouts for you that will offer more information on each of the skills and how they’re developed.  ***{next slide}***  [**NOTE: FOR THE FOLLOWING SLIDES, you can choose to do the discussion in whatever way works best for you. Try to make it pretty short (2-3 minutes) and simple. Suggestions include:**  **IF YOU’RE HOSTING THIS VIRTUALLY, you can ask if a few people are willing to unmute and share their responses. You can also give the option for others to share in the chat pod.]**  **[IF YOU’RE HOSTING THIS IN PERSON, you can choose to sit people in small groups to make small group sharing in this and similar activities easier. You can also ask people to share among their table or to get in groups of 2-3 to share out.]** | **Handouts *(for later)*** |
| **13** | **3** | **Self-Awareness**  The first social and emotional skill is Self-Awareness.  **What is it?** Self-awareness refers to our understanding of thoughts, feelings and values and how they impact our choices and how others perceive us. It involves an understanding of our strengths, limitations, bias, ethics and grounded sense of agency, confidence and purpose.  **What does it look like?** Children’s self-awareness will change with each age and stage. A growing self-awareness in children may include:   * Beginning to define who they are by what others tell them as well as how they feel and what they learn about their own passions, talents, interests and character. * Being able to articulate their emotions, values and beliefs. * Being aware of their strengths and limitations. * Learning about and taking pride in their family’s culture and their life story. * Understanding how they can contribute to their family, communities and society.   **Ask and discuss:** What ages are your children? How do you observe they are working on their self-awareness?  ***{next slide}*** | **Handout on Self-awareness** |
| **14** | **3** | **Self-Management**  The second social and emotional skill is Self-Management.  **What is it?** Self-management refers to our ability to manage our emotions and set and persist toward goals that are aligned with meeting our needs, values and desires. It is a skill that can be learned and practiced by any child, teen or adult at any time.  **What does it look like?** Children are changing and growing their self-management skills with each age and stage. Children growing self-management skills may:   * verbalize what they are feeling. * find healthy coping strategies to manage uncomfortable emotions including seeking support from a caring person (e.g., counting to 10, removing themselves from a negative situation, and taking deep breaths). * Understand that all actions have consequences, and that their choices determine those consequences. * Act with agency\*, or choice-making, to set and attain goals.   **Ask and discuss:** What ages are your children? How do you observe they are working on their self-management?  ***{next slide}*** | **Handout on self-management** |
| **15** | **3** | **Social Awareness**  The third skill is Social Awareness:  **What is it?** Social awareness refers to the degree to which we are able to empathize with the thoughts and feelings of others, particularly those who are from different races, cultures, backgrounds, and contexts as well as our ability to take social cues to inform our communication and choices.  **What does it look like?** Children and teens grow their social awareness differently at each age and stage. Children with a sense of social awareness may:   * Be able to name and understand the thoughts and feelings of others. * Focus on others’ communication including body language and tone of voice to make meaning of their intent, motivations and feelings. * Feel an authentic connection to and membership with a community. * Take multiple perspectives into account without compromising their own values or beliefs. * From empathy, find the compassion to act to alleviate others’ pain or suffering. * Understand the interconnectedness of individuals, communities, organizations, and systems (e.g., with adult support, children can think through the various ways in which littering impacts humans, other animals, and the environment, while also considering the jobs that are created by the need to clean up litter and waste in the community).   **Ask and discuss:** What ages are your children? How do you observe they are working on their social awareness?  ***{next slide}*** | **Handout on social awareness** |
| **16** | **3** | **Relationships Skills**  The fourth skill is Relationships Skills.  **What is it?** Relationship skills refer to our ability to create and sustain healthy relationships with others by communicating effectively (verbally, in writing and nonverbally), listening, demonstrating cultural competence, collaborating and resolving conflicts constructively.  **What does it look like?** Children and teens grow their relationship skills differently at each age and stage. Children with strong relationship skills may:   * Develop and sustain healthy relationships with others. * Use clear written, spoken, and non-verbal language to express thoughts and feelings. * Persuade others in effective, respectful ways. * Collaborate with others and exercise teamwork to complete a common goal. * Demonstrate cultural awareness and competence (e.g. befriending people from diverse cultural backgrounds, embracing differences, and engaging in shared cultural learning and experiences with one another through language, food, customs, acting with empathy when engaging with those who share different backgrounds and experiences).   **Ask and discuss:** What ages are your children? How do you observe they are working on their relationship skills?  ***{next slide}*** | **Handout on relationship skills** |

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| **17** | **3** | **Responsible Decision-making Skills**  The fifth and final skill is responsible decision-making.  **What is it?** Responsible decision-making refers to ourability to make a reflective choice that advances us toward a goal while considering the impact on individuals, groups, organizations or the environment in the short and long term while accepting any consequences of that decision.  **What does it look like?** Children with responsible decision-making skills:   * Make reasoned choices within limits. For example, parents can offer a child a choice on when to complete homework whether right after school or - if they need a break - before or after dinnertime. * Ask relevant questions with an open mind and identify creative solutions to problems. For example, if a child has a challenge with a friend, instead of offering immediate solutions, ask open-ended questions that prompt the child’s careful consideration about her friendship and options. * Pause and share feelings when upset or experiencing a challenging emotion taking time to calm down. This practice in self-management helps children to not base their choices on impulse or desire but on thoughtful consideration. * Reflect on their actions. For example, if a parent gives a child a limit on the number of children who can be invited to their birthday party, parents can help children think about who to invite to their birthday party by talking about and thinking through the potential outcomes of that decision.   **Ask and discuss:** What ages are your children? How do you observe they are working on their responsible decision-making skills?  We’ll share handouts and additional resources with you at the end of the session.  ***{next slide}*** | **Handout on responsible decision-**  **making** |
| **18** | **2** | **How do Social and Emotional Skills Develop?**  What you may be asking now, though, is “Okay, I can see why these are important, but what can I do to help my child develop them?”  Next we are going to discuss some research-based practices for developing social and emotional competencies at home.  Here’s more on how they develop:   1. IN RELATIONSHIP: While we tend to think about social and emotional skills as belonging to an individual, they are actually learned in and through our relationships. 2. OVER TIME: Social and emotional skills are always developing - even when we’re 90+ years old. We always have a chance to hone and deepen our skills. 3. EVERYWHERE AND ESPECIALLY AT HOME: Because social and emotional skills are developed in relationships, and continuously, children can learn about their emotions, about how to relate to others and how to make responsible choices anywhere and everywhere. Our homes and families, however, are key in their development. If we are intentional as parents and caregivers in shaping our interactions and relationships to positively influence children’s social and emotional skill development, we can support their well-being and growth and help achieve our hopes and dreams for them and ourselves.   So, what are some concrete ways families can cultivate skills?  ***{next slide}*** |  |
| **19** | **1** | **What Can Families Do?**  What can families do to foster social and emotional skill growth and development?  There are four core ways in which we can support our children’s social and emotional development at home.  We can:   1. Model 2. Coach 3. Practice 4. Create Safe, Supportive Learning Environments   With these four methods in mind, we’ve created simple activities you can introduce with your families that can offer the opportunity to practice particular social and emotional skills. Let’s check them out together!  ***{next slide}*** | **Provide links to online activities post-session.** |
| **20** | **5** | **Let’s Try It!**  **Let’s imagine this real-life scenario.** Your first grader is cranky and snappish the whole drive home from school. You feel she’s picking a fight with you as you bring up homework. When you arrive home, she throws down her backpack and runs to her room crying. Is she hungry? Exhausted? Did she get bullied at school? Was her teacher strict with her? You have a million questions and no answers. She’s firmly shut the door and doesn’t want to talk.  As a parent, how do you feel?  What social and emotional skills are being tested in you?  What social and emotional skills do you have the opportunity to promote?  What are ways in which you can respond to transform this moment into a skill-building opportunity?  **[ASK FAMILIES TO REFLECT AND THEN SHARE THEIR RESPONSES]**  ***{next slide}*** |  |
| **21** | **1** | **Every parenting challenge offers an opportunity…**  …to build a social and emotional skill in our child and in ourselves if we pause and ask ourselves “*what opportunity exists in this moment?”*  These are gifts to our children that can last a lifetime.  ***{next slide}*** |  |
| **22** | **See next time for total time** | **Sample SEL Family Activity: “What Helps Us Feel Better?”**  We have family activities you can take away that help you practice each of the skills at home together with your children. Let’s experience this one together.   1. Grab your paper and drawing tools. 2. First, let’s talk about how you feel when challenging emotions hit. Which emotions challenge you the most? What’s one typical situation that occurs to trigger those challenging emotions? How do you typically react? Is it a reaction you feel good about or want to change? **[Give opportunity for share out]** 3. What are things that you can do to help you feel better when you are upset or experiencing other challenging emotions? Be creative! **[Give opportunity for share out]**   ***{next slide}*** | **Need Paper and Markers or Crayons** |
| **23** | **10** | **“What Helps Us Feel Better?” Part Two**   1. After hearing plenty of ideas, take a moment to draw and/or write your own “feel better” poster with a number of options of things they can do to feel better. Here’s some examples of what people have done in the past. 2. When you do this activity with your family, think about where you might hang these so that you can reference them when family members are upset. 3. Share your ideas with the group!   Thanks for doing that! Let’s spend a couple more minutes reflecting…   * What’s often going on in your home when you feel challenging emotions? Do you notice a particular time of day or place when you feel big feelings? Do any patterns emerge? * Did you get ideas from others on ways of feeling better? Are you going to try out any new ideas? * What social and emotional skills do you feel were used while doing this activity? * What did you appreciate about this activity? Are there ways you might improve it? * Is this an activity you might try out with your family?   **[For the above reflection, consider breaking people into smaller groups. Also, read the energy of the room and see how you’re doing on timing. Choose a few of these questions to ask or give them the option to answer whichever they’d like.]**  ***{next slide}*** |  |
| **24** | **See next slide for total time** | **Everyday Routines Offer Opportunities**  They can give our children a sense of predictability and safety and also engage them in taking responsibility and making caring connections.  They can also serve as our greatest challenges or most chaotic times of the day.  Becoming intentional and co-planning ahead with your family matters!  These routines can include:   * Morning * After School/Extracurriculars * Homework Time * Clean Up * Dinner * Bedtime * And other weekday or weekend routines?   ***{next slide}*** |  |
| **25** | **10** | **Pick a Routine that Can Be Improved Upon…**  **[For this activity, e**ither you can host a brief discussion on routines and ideas for improvement with the slide to lead you or you can show a short video on “Setting Up Your Morning Routine” by CASEL and Jennifer Miller to share: <https://fb.watch/atywME02SU/>. Again, read the energy of the room before deciding.**]**  **Ask How You Can…**   * involve all family members * discuss your routines when you are not in them (and have plenty of time) * co-create a routine plan involving your children’s input * write down your plan and post it somewhere you can refer to it when you’re in it * create time for tasks and time for connection   **Be sure…**  Children understand and can developmentally perform the tasks they are responsible for (practice matters!)  All members are responsible for part of the routine and know their roles.  ***{next slide}*** |  |
| **26** | **1** | **Keep Learning!**  Don’t stop here…National PTA has created and curated resources from awesome organizations. They can be found on the Healthy Minds webpage and directly found at PTA.org/SocialEmotional.  On that page is:   * Information on what SEL skills are and how they can be strengthened * Tools to help your family build social and emotional skills * Links to other organizations’ tools like those from CASEL (Collaborative for Academic, Social and Emotional Learning) and Confident Parents, Confident Kids   ***{next slide}*** |  |
| **27** | **3** | **Takeaways!**  What is one key learning you are taking away? What is one activity you are going to try with your family in this next week?  **[Based on timing, have people share in small groups, have a few people share out as a large group. Or, if you’re doing this virtually, have people either share in the chat pod or unmute and share.]**  ***{next slide}*** |  |
| **28** | **3** | **We value your thoughts!**  We have loved doing this session with you. As we shared, this program created by National PTA and sponsored by the Allstate Foundation, is in the pilot stage, which is why our PTA received this pilot grant. We would like your feedback as we create other opportunities for our community, and National PTA is interested in feedback to keep improving this program that will be fully launched for next school year. So, please take 3-5 minutes to please fill out this short survey so we can learn and make this experience better for future parents and caregivers! You can do this quickly on your phone.  Go to {insert link – will be added]  ***{next slide}*** |  |
| **29** | **1** | **Thank you!**  Thank you for coming today! Here’s a quote to leave you with by James Comer at the Yale Child Development Study Center: “An atmosphere that provides support for one’s social and emotional learning is equal to the difference in the outcome of throwing seeds on cement versus enriched soil. And what a difference that is!” |  |