

#### Reframing SEL as a Bridge to Student Success

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#### **BRANDY ARNOLD**



Brandy Arnold
Chief Customer Officer
Former Teacher

- + Youth Development
- + Collective Impact
- + Taught Wayfinder through Step Year at West Michigan Center for Arts + Technology
- + Human-Centered Design practitioner

#### **ZACH BAQUET**



Zach Baquet
Partner Success
Manager
Former Vice Principal

- + Mentorship
- + Digital Age Learning & Ed Tech
- + Passionate about Pedagogy & Learning Sciences
- + Scholar Practitioner

#### - OPENING RITUAL -

## Introduce Yourself Two Ways

Introduce yourself in a way you have never introduced yourself before.

# An Experience of Belonging

Think of a time when you felt like you belonged.
Where were you? Who was there?
What other words or phrases would you associate with that feeling of belonging?

#### Agenda



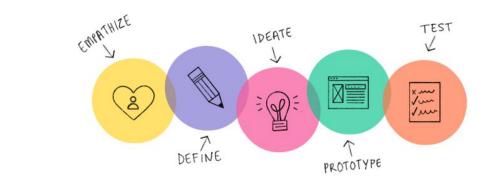
# Introduction to Wayfinder

#### Founded at Stanford d.school



Institute of Design at Stanford

HASSO PLATTNER







The biggest problem growing up today is not actually stress 
it's meaninglessness.

Dr. Bill Damon, Professor of Education, Stanford University

#### What We Heard From Students

"I don't know why I'm learning any of this"

"I've lost hope that school can be fun" "I don't know who I want to be vs. who I'm supposed to be"

"I'm overwhelmed"

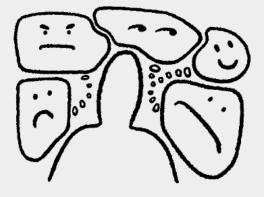
"I don't feel like I can be authentically me"

"I DON'T KNOW WHO I GO TO WHEN I'M STRUGGLING"

"You know like in **factories** where it's just the same thing all day, every day?

That's what it's like"

"My parents and teachers put so much **pressure** on me"



"I don't feel connected to my peers"

"I don't want to go to school 'cause I have a zit on my face and I'll get teased"

"I got bullied 'cause I have a Samsung phone and not an iPhone"

> "I don't feel connected to my teachers"

"MY FRIENDS COME TO ME WHEN THEY'RE FEELING SUICIDAL. I'M NOT A THERAPIST!"

#### Founded at Stanford d.school



So how do we get from meaningless to meaningful?

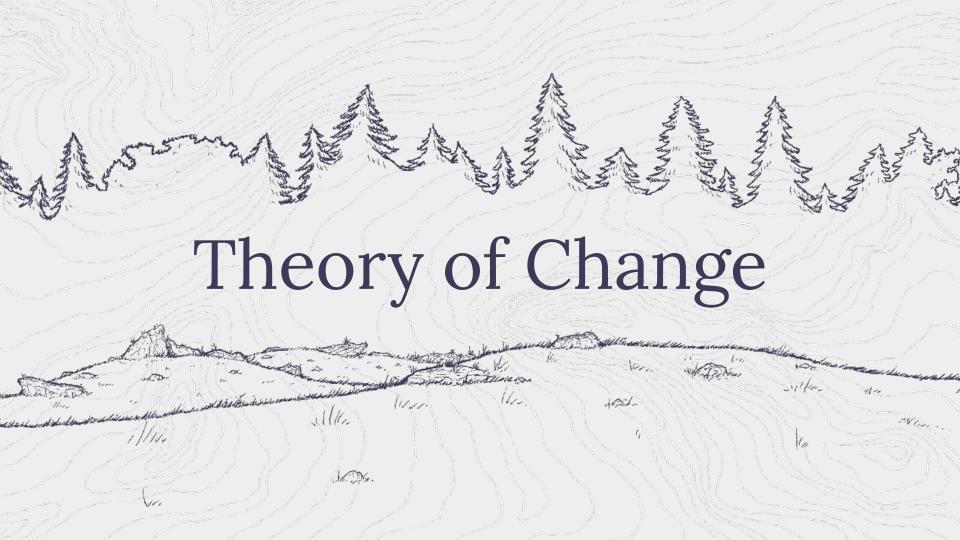
Patrick Cook Deegan
Founder and CEO

Can school be a place for students to...

Develop Their Potential

Experience Belonging

Design Lives of Meaning and Purpose



#### Wayfinder Journey Theory of Change



For the **21st Century** School Visionary

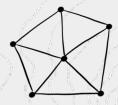
#### **Foundations**

Foundations for Belonging & Purpose



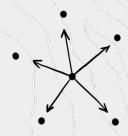
#### Belonging

Building a foundation through connection



#### **Purpose**

Finding direction through contribution



#### **ELEMENTARY SCHOOL**

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J.		
3rd	4th	5th
	NIDDLE SCHOO	)

	Relond	ina: FC	UNDATIO	NS	Grade 6
		المسالم وحوالما			Clade 6

Belonging	1: SELF	Grade 7

#### HIGH SCHOOL

Polovi - 2 AOTION	Oscido
Belonging 3: ACTION	Grade 9
Purpose 1: <b>SELF</b>	Grade 10
Purpose 2: <b>COMMUNITY</b>	Grade 11
Purposo 2: ACTION	Grade 12

# What comes to mind when you think of SEL?



Advice to Our Former Selves to Build Self-Awareness and Collective Consciousness

#### Reflect to Reframe

Two Things I Wish I Knew About SEL at the Start of My Practice...

Responsive is Not the Same as Reactive

2 SEL Opens the Door for Sound Pedagogy

#### Two Things I Wish I Knew About SEL at the Start of My Practice...

- Responsive is Not the Same as "Reactive"
- Meet Students Where They Are with SEL

- Responsive may seem reactive in the context of SEL but recall what we know about how learning works.
- Utilize tools of your teaching practice (CFUs, anticipatory sets, etc.)
  to explore SEL topics, establishing prior knowledge about
  self-compassion is just as important as the Do Now on factor trees
  before you introduce FOIL.

#### Two Things I Wish I Knew About SEL at the Start of My Practice...

- 2 SEL Opens the Door for Sound Pedagogy
- Peer Learning Structures (Both Dyadic and Group Learning-Cooperative Learning) require SEL key component skill proficiency
- Cooperative Learning Methods like STAD, TGT, Jigsaw rely on student ability to balance working together and working independently skills found in our SEL competencies (Self-Awareness, Self-Management, Relationship-Building, etc.)
- SEL builds competencies but it also helps teachers utilize evidence based strategies, students learn more effectively, and perhaps just get that Chapter 5 project in the books!

### STORY VILLAINS

How can we rewrite harmful stories we tell ourselves?

PURPOSE 1: SELF // Lesson 2.4.1.



#### **BEYONCE KNOWLES**



66 77

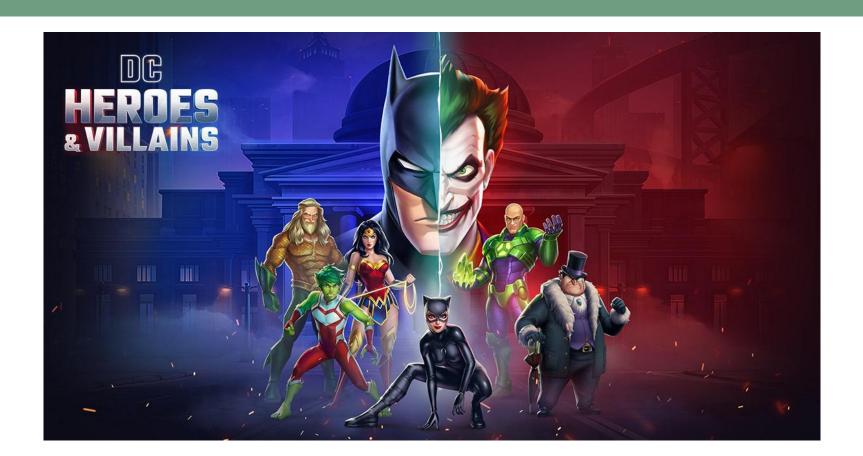
I'm learning how to drown out the constant noise that is such an inseparable part of my life. I don't have to prove anything to anyone. I only have to follow my heart and concentrate on what I want to say to the world. I run my world.

Beyoncé Knowles (born 1981) is an American singer and actress.



#### HEROES AND VILLAINS

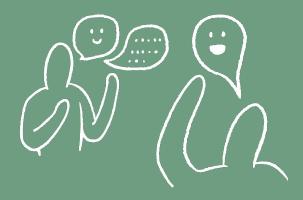
#### **HEROES AND VILLAINS**



#### HEROES AND VILLAINS

#### Who is your favourite fictional hero/heroine? Who is your favourite villain?

- + What role do these characters play in the stories they are in?
- + What impact do they have on other characters in the story?



#### **COMMON PHRASES**

#### **COMMON PHRASES**

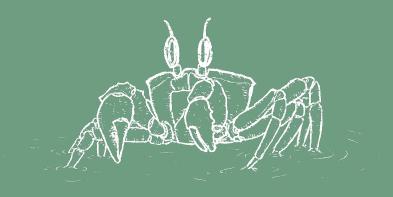
#### Which of these do you recognize from your own thoughts?

- + "You're not good enough."
- + "So-and-so is doing better than you."
- + "Can't believe you said/did that! That's so embarrassing."
- + "You're so dumb."
- + "I can't believe you messed up AGAIN."
- + "You're not trying hard enough."
- + "Don't even try because you will fail anyway."

#### TALKING POINTS

#### We all tell ourselves stories about ourselves.

- Like all stories, the stories we tell ourselves and we tell others will contain 'heroes' and 'villains'. In stories, heroes save the day and villains try to destroy.
- + Are these phrases more hero-like or more villain-like? Why?
- + In the stories we have about ourselves, villains may prompt narratives which harm us, while heroes may prompt narratives that are helpful.
- + Both inevitably exist, but being aware of them can help us think about which characters we want to call in when.



#### FINDING ALTERNATIVE STORIES

#### **STORY VILLAINS**



**COMPARE + DESPAIR** 



**SHOULD + MUST** 



MOUNTAIN OUT OF A MOLEHILL

#### **STORY VILLAINS**



**ALL OR NOTHING** 



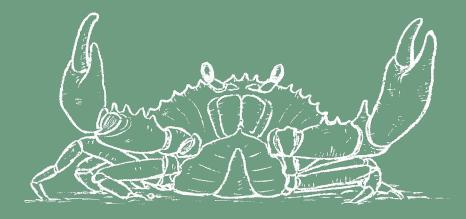
**SELF-CRITICISM** 



**MIND READING** 

#### FINDING ALTERNATIVE STORIES

- Write a phrase in your own words for that thinking style.
- Now, write an alternative phrase that may be more helpful in the scenario.



#### DEBRIEF + WRAP UP

#### DEBRIEF

#### WHOLE GROUP DISCUSSION:

- + What story villain did you choose?
- + What alternative stories did you come up with?

#### DEBRIEF + WRAP UP

- + We all have stories that help us, and stories that harm us.
- + Sometimes the more harmful ones are a lot louder and this can lead us to feel sad or bad about ourselves.
- These stories may also come from others, our family of origin, or specific experiences we have had.
- + Although we can't change facts, we can change how we relate to them which can help us to feel stronger and more empowered.

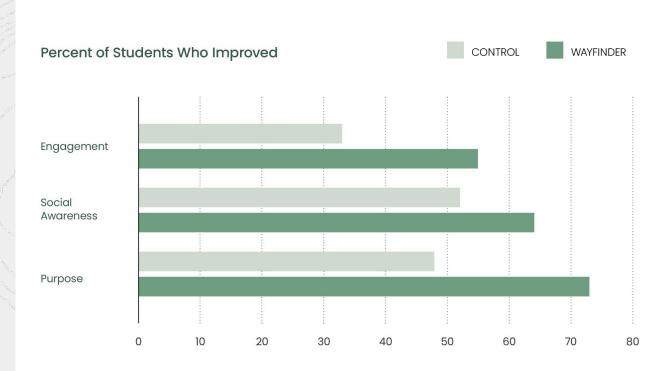
# Why SEL Matters

#### Research: Stanford Center On Adolescence

**Fall 2021** Analysis of Wayfinder Curriculum



Heather Malin, Ph.D
Director of the Stanford
Center on Adolescence
Stanford University





#### Research: Meta Analysis



Meta Analysis of 213 studies involving more than 270,000 students

- SEL interventions that address the five core CASEL competencies increased students' academic performance by 11 percentile points, compared to students who did not participate.
- About 27% more students would improve their academic performance at the end of the program.
- Students participating in SEL programs showed improved classroom behavior, an increased ability to manage stress and depression, and better attitudes about themselves, others, and school

(Durlak et al., 2011)

#### Preparing Students for Their Future by Putting SEL to Work

SEL competencies are durable skills that will remain relevant well into the future regardless of technological innovation.

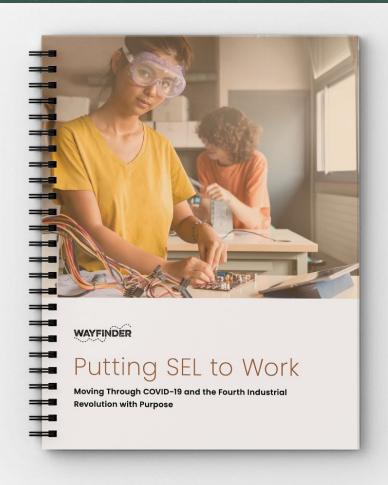
In 2008, Google launched its Project Oxygen to determine the skills that make great managers at their organization.

- + The most important skills involve communication, collaboration, self-management, and encouragement.
- + Only one of the top ten skills is technical, "while the other nine more closely resemble durable, social-emotional skills.

"We are preparing students for jobs that don't exist, to use technology that hasn't been invented, to solve problems we don't even know are problems yet."

Jaime Casap

Former Chief Education Evangelist | Google





"This is not a normal class. It's a set of lessons to help you down the road of life. I'll look back on my Wayfinder experience forever...

- because I learned things in this class that I am going to use for my entire life.

Summer, Grade 11, Scholars and Leaders Academy (Clifton, NJ)



#### . - CLOSING RITUAL -

#### SPARK, STRETCH, ACTION

SPARK. Something new you learned or realized?

STRETCH: Something that felt like a challenge or edge for you?

Call to ACTION: What is one way you will you put what you've learned into action?



#### **THANK YOU!**

www.withwayfinder.com