

LOCALLY DEVELOPED COURSE OUTLINE

Social Emotional Wellbeing (2021)1!

Submitted By:

The Chinook's Edge School Division

Submitted On:

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Course Basic Information

<u>Outline Number</u>	<u>Hours</u>	<u>Start Date</u>	<u>End Date</u>	<u>Development Type</u>	<u>Proposal Type</u>	<u>Grades</u>
15-3	62.50	12/02/2021	01/31/2026	Developed	Authorization	G12

Course Description

SEW 3000 is intended to support the positive development of social emotional learning and mental health of students. Through the exploration of the following five social emotional learning domains: Self Awareness, Self Management, Social Awareness, Relationship Skills and Responsible Decision Making (These five domains are described in detail within the Chinook's Edge School Division Social Emotional Learning Framework https://docs.google.com/document/d/1gFk2kdStl4-eUHK0eIqiAWrG2Dw4X5_EH3AlWaO3JGo/edit?usp=sharing). Students will be provided with a strong social emotional foundation that will focus on topics such as managing and understanding emotions, being strength-based, stress and anxiety management, self-discipline, resilience, mindfulness, visible thinking, problem-solving, conflict resolution, empathy, perspective-taking, communication, teamwork, and relationship building. SEW 3000 is intended to provide a strong social emotional foundation to high school students by teaching evidence-based lessons that explicitly foster personal and social capabilities.

Rationale

Today's schools are becoming increasingly more complex and school leaders, educators and community agencies are now seeing students facing a range of stressors, anxieties and mental health issues. The need to build a social and emotional well-being (SEW) foundation that will provide a safe and positive learning environment for our students is required that will help them manage their own social emotional well-being as well as enhance their ability to succeed in school, careers, and life. The coordinated and intentional instruction of social emotional skills will help students develop the resilience to deal with change, challenge and unpredictability both in and out of school.

Course Prerequisites

There are no prerequisites for this course.

Sequence Introduction (formerly: Philosophy)

As well as teaching academic skills, it is also essential that schools promote student resilience, well-being and positive social attitudes. Research demonstrates that social emotional learning not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). Effective social and emotional learning through a coordinated and evidenced based curriculum school wide will help students develop resilience and essential social emotional well-being skills in the following five domains:

Self Awareness:The ability to accurately recognize one's emotions and thoughts and their influence on behaviour. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

Self Management: The ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

Social Awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behaviour, and to recognize family, school, and community resources and supports.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

Responsible Decision Making: The ability to make constructive and respectful choices about personal behaviour and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

Student Need (formerly: Rationale)

Schools are primary locations where students can learn social and emotional skills in a safe and supported environment. SEW 3000 has incorporated the following four elements represented by the acronym SAFE (Durlak et al., 2011) to ensure a robust and rigorous curriculum will be delivered to all students.

1. **Sequenced:** connected and coordinated sets of activities to foster skills development
2. **Active:** active forms of learning to help students master new skills
3. **Focused:** emphasis on developing personal and social skills
4. **Explicit:** targeting specific social and emotional skills

The Short- and Long-Term Benefits of SEL

The social and emotional skills developed within Social Emotional Learning curriculums promote the following short and long term benefits to students (Durlak et al., 2011; Farrington et al., 2012; Sklad et al., 2012).

Students are more successful in school and daily life when they:

- Know and can manage themselves
- Understand the perspectives of others and relate effectively with them
- Make sound choices about personal and social decisions
- More positive attitudes toward oneself, others, and tasks including enhanced self-efficacy, confidence, persistence, empathy, connection and commitment to school, and a sense of purpose
- More positive social behaviors and relationships with peers and adults
- Reduced conduct problems and risk-taking behavior
- Decreased emotional distress
- Improved test scores, grades, and attendance

Scope and Sequence (formerly: Learner Outcomes)

1. Self Awareness:

- 1. Personal Characteristics**
- 2. Feelings & Emotions**
- 3. Personal Responsibility**

2. Self Management:

- 1. Managing and Expressing Emotions**
- 2. Self Organization**

3. Social Awareness:

- 1. Social Skills**
- 2. Social and Cultural Norms**
- 3. Honesty and Integrity**

4. Relationship Skills:

- 1. Interaction with Others**
- 2. Social Behaviour**
- 3. Conflict Resolution**

5. Responsible Decision Making:

- 1. Safety Factors**
- 2. Problem Solving Skills**

Guiding Questions (formerly: General Outcomes)

- 1 How do personal characteristics and behaviours contribute to a student's understanding of their personal strengths, weaknesses, skills & talents?**
- 2 How does the expression of one's attitudes and emotions influence others?**
- 3 How can the analysis of one's thoughts and emotions affect decision making and accountability?**
- 4 What effective strategies can be used to manage and express emotions effectively?**
- 5 What specific strategies can be developed to implement and evaluate successful goal setting?**
- 6 What are some effective practices that can help organize and prepare for learning, both physically and mentally?**
- 7 What verbal, physical and situational social skills help contribute to successful interactions with teachers, peers and family members?**
- 8 How do social norms and the expectations of authority figures influence personal decisions and actions?**
- 9 What combination of thoughts, feelings, actions and communications demonstrate integrity?**
- 10 How do individual attitudes, values and behaviours help contribute to the development of a healthy interpersonal relationship?**
- 11 What social support systems and resources are available to support individual and social well-being?**
- 12 How can the development of specific conflict resolution strategies help de-escalate conflict situations and contribute to the promotion of positive and healthy relationships?**
- 13 What are the various ways to communicate and set boundaries with others in various situations?**
- 14 What are the steps to effective ethical decision making?**
- 15 What choices can be implemented to achieve, maintain and improve social emotional health?**

Learning Outcomes (formerly: Specific Outcomes)

1 How do personal characteristics and behaviours contribute to a student's understanding of their personal strengths, weaknesses, skills & talents?	15-3
1.1 Students will recognize their personal learning styled, find ways to employ it, and seek out supports for learning.	X
1.2 Students will analyze how personal qualities help one to contribute to family and community.	X
1.3 Students will evaluate personal strengths and how these contribute to becoming a role model.	X
1.4 Students will recognize that self confidence and self esteem are important qualities.	X
1.5 Students will accurately assess their strengths and challenges to improve self esteem and confidence.	X

2 How does the expression of one's attitudes and emotions influence others?	15-3
2.1 Students will identify emotions and determine the appropriate time and place to safely process the emotions.	X
2.2 Students will evaluate and reflect on their own role in a conflict and utilize this information to address conflict differently.	X
2.3 Students will understand that an individual's perspective and emotions do not always align with the facts of a situation.	X

3 How can the analysis of one's thoughts and emotions affect decision making and accountability?	15-3
3.1 Students will understand that having integrity means that your actions are aligned with thoughts, emotions and personal values.	X
3.2 Students will understand and accept that everyone feels a full range of emotions and recognizes the importance of dealing constructively with them.	X

4 What effective strategies can be used to manage and express emotions effectively?	15-3
4.1 Students will implement effective strategies to manage and express emotions.	X
4.2 Students will demonstrate reframing skills to promote resilience and optimism.	X
4.3 Students will recognize that management of positive/negative stress can affect health.	X

5 What specific strategies can be developed to implement and evaluate successful goal setting?	15-3
5.1 Students will evaluate and implement successful goal setting strategies.	X
5.2 Students will demonstrate an understanding that goal setting promotes lifelong success.	X

6 What are some effective practices that can help organize and prepare for learning, both physically and mentally?	15-3
6.1 Students will evaluate and implement ways to organize different aspects of life.	X

7 What verbal, physical and situational social skills help contribute to successful interactions with teachers, peers and family members?	15-3
7.1 Students will actively participate and contribute positively to social groups.	X
7.2 Students will analyze and demonstrate behavior and language that respects the feelings and dignity of others.	X
7.3 Students will identify verbal, physical and situational cues that indicate how others may feel and respond to those cues in a manner that contributes to successful interactions.	X
7.4 Students will differentiate between the factual and emotional content of what a person says.	X

7.5 Students will demonstrate respect, empathy and tolerance in daily interactions with peers, teachers, family and community using open ended questions and non judgemental language.	X
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8 How do social norms and the expectations of authority figures influence personal decisions and actions?	15-3
8.1 Students will evaluate and explore social norms in a variety of settings, including social media.	X
8.2 Students will recognize that bias and prejudice exists and can be harmful.	X

9 What combination of thoughts, feelings, actions and communications demonstrate integrity?	15-3
9.1 Students will understand the value of integrity in a variety of personal situations.	X

10 How do individual attitudes, values and behaviours help contribute to the development of a healthy interpersonal relationship?	15-3
10.1 Students will examine various attitudes, values and behaviours for developing meaningful interpersonal relationships.	X
10.2 Students will understand the importance healthy respect for self within a relationship and identify when unhealthy and/or abusive relationships compromise this respect.	X
10.3 Students will develop a network of trusted adults and peers that enhances positive outcomes through life.	X

11 What social support systems and resources are available to support individual and social well-being?	15-3
11.1 Students will reflect critically on emotional responses to challenging social situations.	X
11.2 Students will understand what support systems are available both in school and within the community to help support social and emotional well-being.	X

<p>12 How can the development of specific conflict resolution strategies help de-escalate conflict situations and contribute to the promotion of positive and healthy relationships?</p> <p>12.1 Students will analyze how conflict-resolution skills contribute to group cohesion. Specifically students will learn to use the following conflict resolution strategies: A. Use active listening skills to navigate challenges constructively. B. Assertive communication to get their needs met without negatively impacting others. C. Applying skills and strategies needed to maintain personal safety, manage intimidation in social media D. Using prevention, management and resolution skills to resolve interpersonal conflicts, avoid and escape violence. E. Demonstrating an ability to co-exist civilly in the face of unresolved conflict. F. Anticipating and proactively choosing strategies to prevent conflict. G. Evaluating and reflecting on one's role in a conflict and utilizing this information to change behaviour in future conflicts.</p>	<p>15-3</p> <p>X</p>
<p>12.2 Students will recognize the difference between common peer to peer conflict and bullying (both in person and social media) and demonstrate responses that promote positive and healthy resolutions.</p>	<p>X</p>

<p>13 What are the various ways to communicate and set boundaries with others in various situations?</p>	<p>15-3</p>
<p>13.1 Students will apply skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety, including social media.</p>	<p>X</p>
<p>13.2 Students will recognize the benefits of setting limits and boundaries for themselves and others.</p>	<p>X</p>
<p>13.3 Students will appreciate the value of advocating for the rights of others.</p>	<p>X</p>

<p>14 What are the steps to effective ethical decision making?</p>	<p>15-3</p>
<p>14.1 Students will evaluate personal abilities to make informed and ethical decisions.</p>	<p>X</p>

14.2 Students will demonstrate the skills involved in ethical decision making.	X
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15 What choices can be implemented to achieve, maintain and improve social emotional health?	15-3
15.1 Students will demonstrate an ability to take responsibility for their choices.	X
15.2 Students will evaluate choices that assist in achieving, maintaining and improving social-emotional well-being.	X
15.3 Students will analyze how present decision-making and choices, including social media, may affect future opportunities.	X

Facilities or Equipment

Facility

There are no special facilities or spaces required to teach this course. A standard classroom is suitable for this course.

Facilities:

Equipment

Computers or other personal electronic devices with internet access.

Learning and Teaching Resources

No specific resources required.

Sensitive or Controversial Content

Controversial issues that have been anticipated by the teacher, and those that may arise incidentally during instruction, should be used by the teacher to promote critical inquiry and/or to teach thinking skills in a safe and supported space. Such study provides opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgements.

It will be important for teachers to work with students to set up a safe space for learning. This includes developing a respectful and safe atmosphere in which both students and teachers feel safe to explore topics, raise questions and share views without fear of judgment or silencing. It will be important to invoice students in the identification and review of class rules and expectations for sharing and participating.

Issue Management Strategy

Providing a safe social space means setting standards with relation to privacy. This means being clear about what is appropriate to share and what would be kept for disclosure in a more private and supported environment (e.g. between a teacher or wellness worker). The course does not call upon students or staff to disclose personal experiences. Rather it uses generic examples and scenarios as the focus for various learning activities.

Health and Safety

No unique issues for this course.

Risk Management Strategy

N/A

Statement of Overlap with Existing Programs

Social Emotional Wellbeing has some overlap with the topics of relationships and feeling and emotions in CALM 20, however it provides a more in-depth focus on establishing and managing respectful relationships. Students will develop knowledge, understanding and skills in relation to strategies for respectfully relating to and interacting with others digitally through social media. They will also develop strategies for dealing with relationships when there is an imbalance of power such as bullying, harassment, violence, and discrimination.

Student Assessment

Appropriate assessment of social emotional learning outcomes needs to occur along a developmental continuum that measures both knowledge and skill, but also includes cognitive reasoning. It should be understood that students in the course will present at different developmental levels and that a class may include students who are operating at a wide range of levels across the learning and developmental continuum in different domains.

Course Approval Implementation and Evaluation

No specific processes.