

# 2018 TK CONFERENCE LOS ANGELES

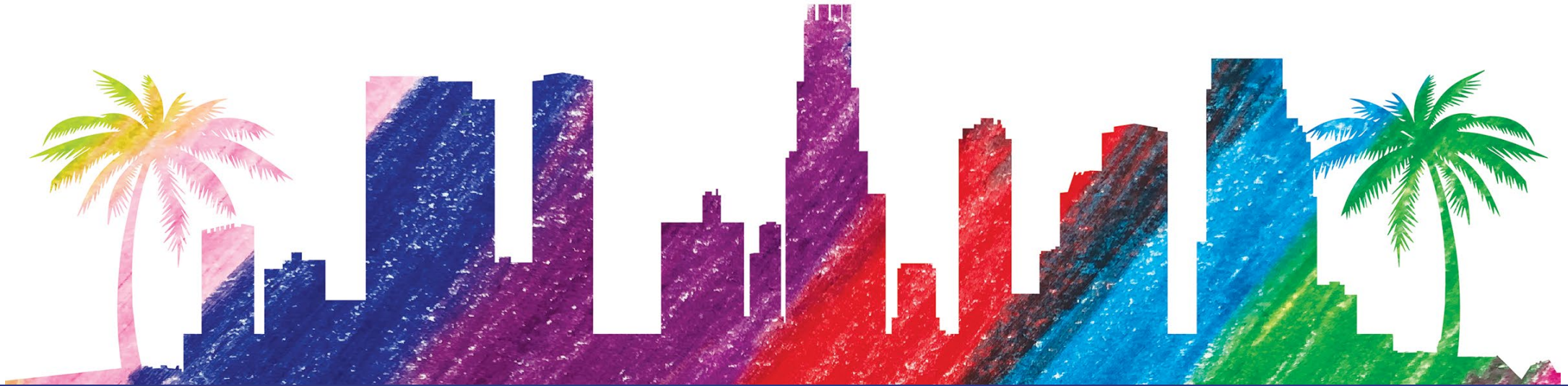


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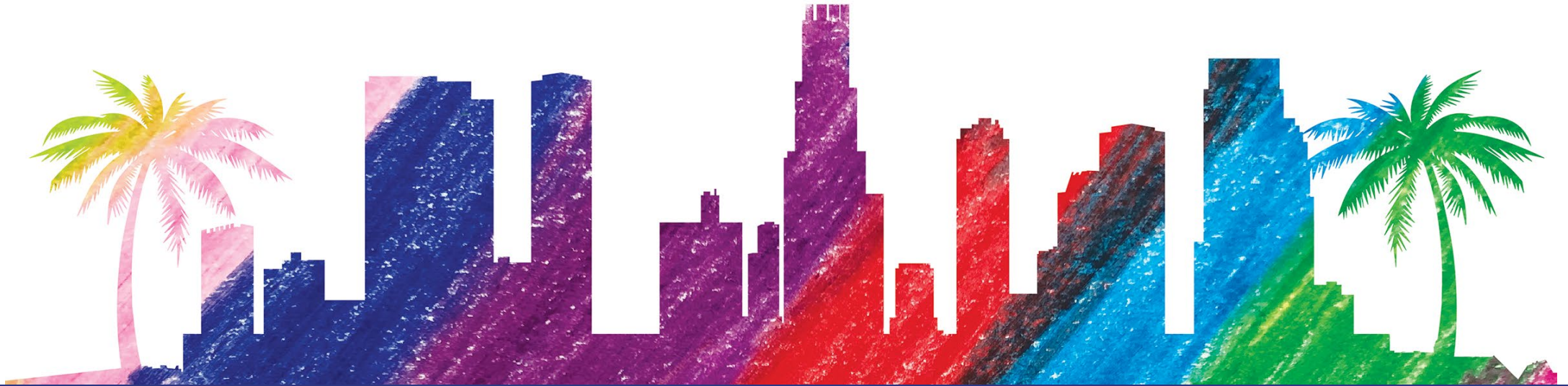
## Learning SEL Through Play

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**Elia Garcia, Program Consultant, New Teacher Center**  
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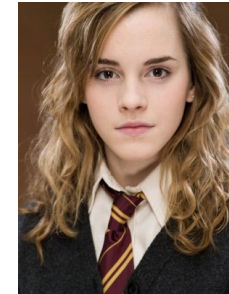
## Connector

# Social Emotional Characteristics

*Think of a fictional character with strong Social Emotional skills.*



Eva Rinaldi, 1/3/12 via flickr,  
Creative Commons 2.0, [photo link](#)



Ursulakm, 7/19/08, via flickr, [Creative Commons 2.0, photo link](#)

*Think of a fictional character with less developed Social Emotional skills.*



NBC, 1992, via,  
[acculturated.com](#)



John Flannery, 11/7/15, via flickr,  
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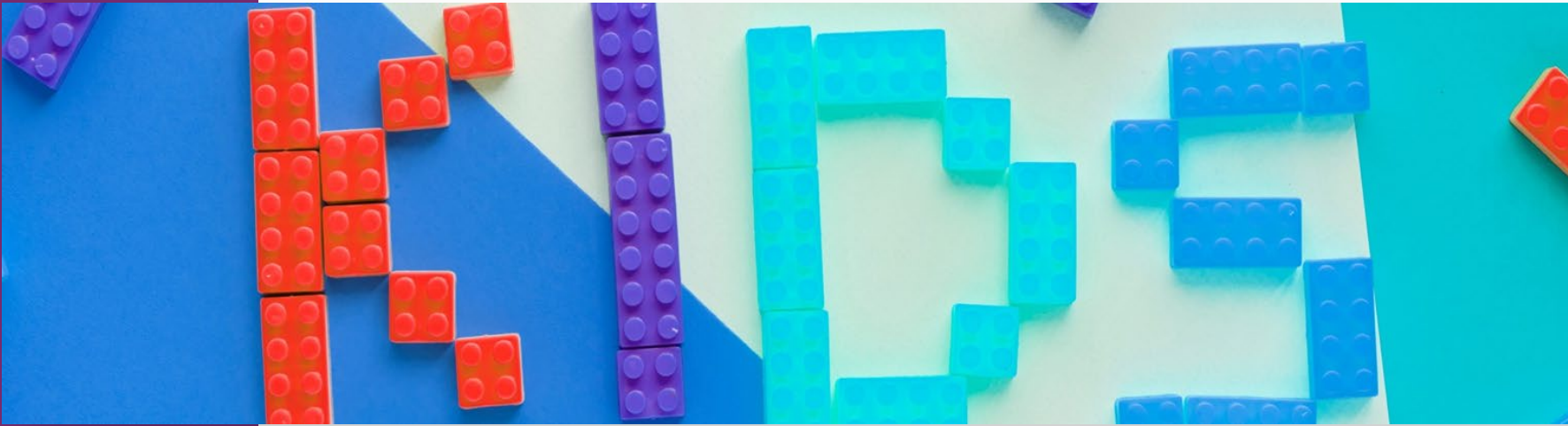


CBS, 2014, via,  
[cinemablend.com](#)

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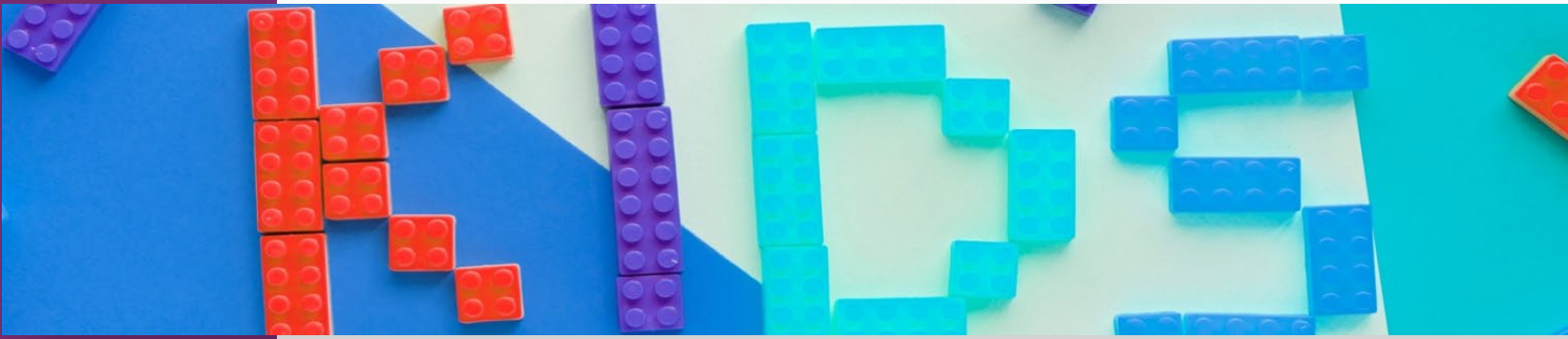
## Overview



# Outcomes

Participants will/ will be able to:

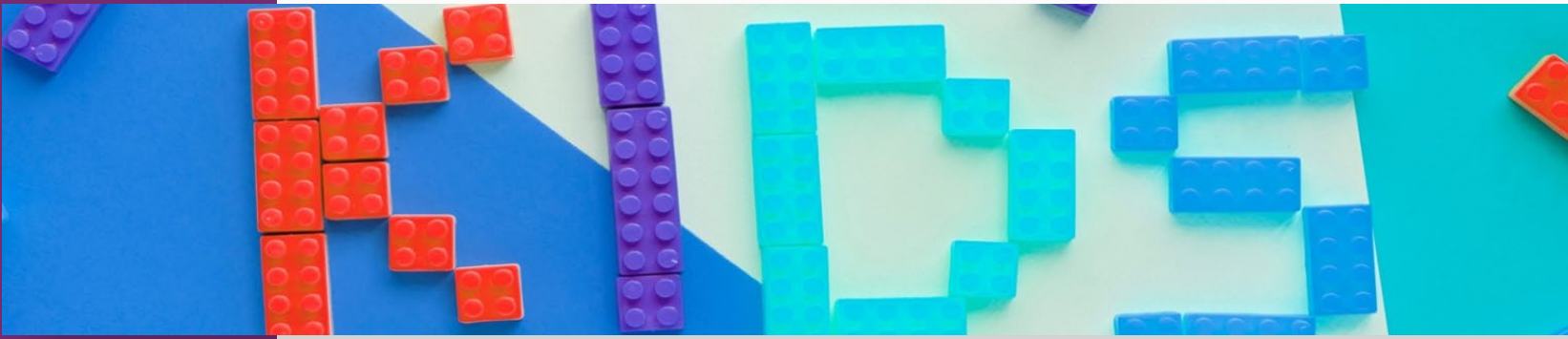
- Review Social Emotional Learning Core Competencies
- Explore how children develop Core Competencies through play
- Discuss the teacher's role in supporting Social Emotional Development during play



# Agenda

- Connector: SEL Character
- Overview
- Social Emotional Learning Framework
- Social Emotional Skills in Play
- Solving Problems through Play
- Closure





# Norms

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**Equity of Voice**

**Active Listening**

**Respect for All Perspectives**

**Safety and Confidentiality**

**Respectful Use of Electronics**

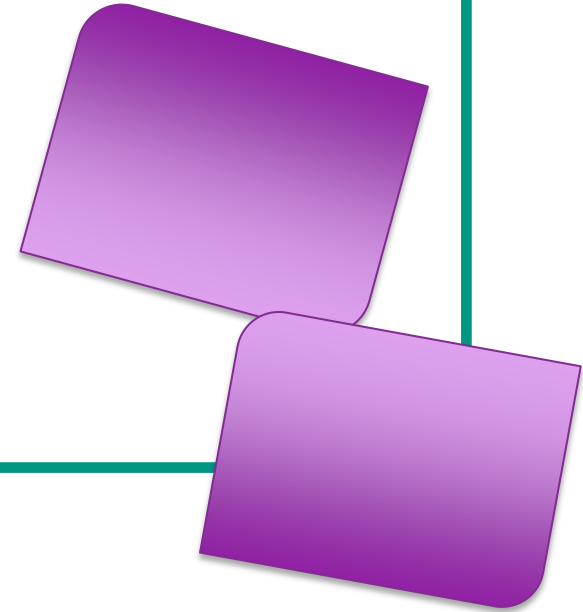
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## Social Emotional Learning Framework

# Social Skills

1. Think of all the social and emotional skills you want your students to develop
2. Write each skill on a stickie note



# Social and Emotional Learning

## A FRAMEWORK



Adapted from CASEL: the Collaborative for Academic and Social Emotional Learning

# Skills Sort

1. Review the Social Emotional Skills you listed
2. Decide which Social Emotional Core Competencies they best fall under
3. Post them on that chart

Self  
Management

Relationship  
Skills

Self Awareness

Social  
Awareness

# Skills Sort

Self Management	Relationship Skills	Self Awareness	Social Awareness

# Goal Setting

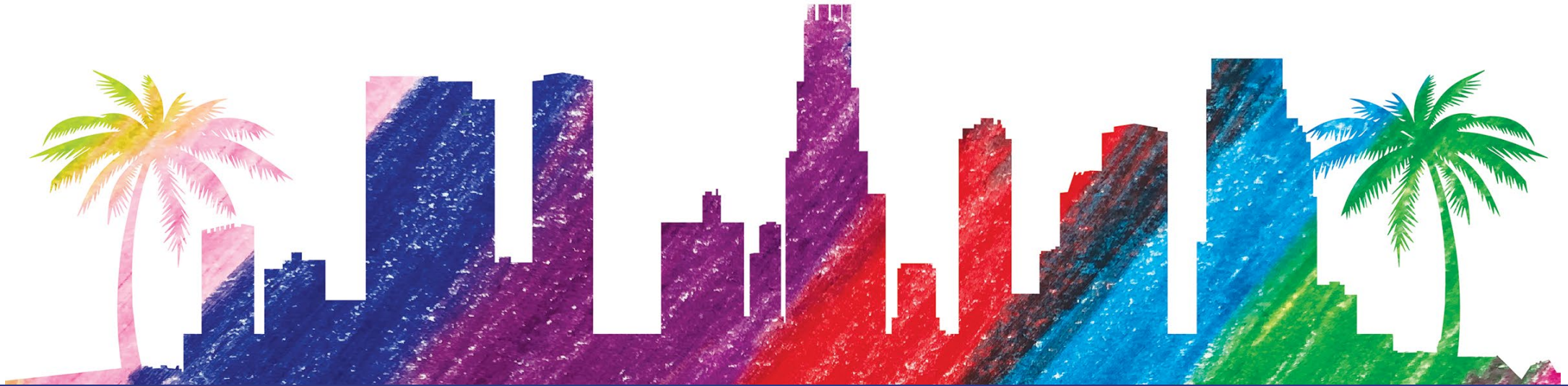


Thinking about your class...

- **What are their Social Emotional strengths?**
- **What is a Social Emotional Learning growth area for them?**

Set an Social Emotional Learning Goal for your class.

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## Social Emotional Skills in Play



# How does play support SEL?

Research indicates when kids play they:

- practice **communication skills** as they negotiate roles, try to join on-going play, and appreciate other's feelings.
- increase their **self-regulation**.
- experience other people's **perspectives**, take on new roles, and work through conflict within those roles.
- **respond** to other children's **feelings** as they wait for turns with toys.
- are **increasingly motivated** to learn.

# Types of Play

- Fantasy/Imaginative Play
- Constructive Play
- Games with Rules
- Rough-and-Tumble Play
- Language Play



Rodney Martin, 3/1/12, via flickr, [Creative Commons 2.0](#), [photo link](#)



With your group

- **Discuss** the SEL skills children develop in the different types of play
- **Brainstorm** examples

Connecting Play and SEL		
Type of Play	SEL Skills	Examples
Fantasy/ Imaginative Play		
Constructive Play		
Games with Rules		
Rough-and-Tumble Play		
Language Play		

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## Solving Problems Through Play

# Problem Pose / Play Solve Group



## Part I: Problem Pose

- **Write** about your SEL goal. Describe a typical scenario.

## Part II: Play Solve

- **Pass** packets to the left around the group.
- **Read** the description of the situation.
- **Record** a play based idea to address this growth area.

SOLVING PROBLEMS THROUGH PLAY	
Problem Pose / Play Solve Group	
SOLVING PROBLEMS THROUGH PLAY	
My Class SEL Goal	
Core Competency(ies) this goal Connects to	
Scenario depicting the need for this goal	
Play Ideas to support students.	

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# Problem Pose / Play Solve Group



## Part III: Read and Discuss

- **Read** the ideas your groups members provided.
- **Discuss** any questions or insights you may have with group members

## Part IV: Share Out

- **Share** your growth area and the play ideas you received.

SOLVING PROBLEMS THROUGH PLAY	
Problem Pose / Play Solve Group	
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# Teaching Sessions to Promote SEL in Play

Students Need	SEL Core Competency	Lesson to teach
Problem solving and negotiating	<b>Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Words to use to express a problem</li> <li>• Use a strategy like Rock, Paper, Scissors to decide who can go first</li> <li>•</li> <li>•</li> </ul>
Help working together in a center	<b>Relationship Skills</b>	<ul style="list-style-type: none"> <li>• Making job lists for center</li> <li>• Using books to find more roles for play (chef, waitress, customer)</li> <li>• Planning play before playing to include everyone</li> <li>•</li> <li>•</li> </ul>

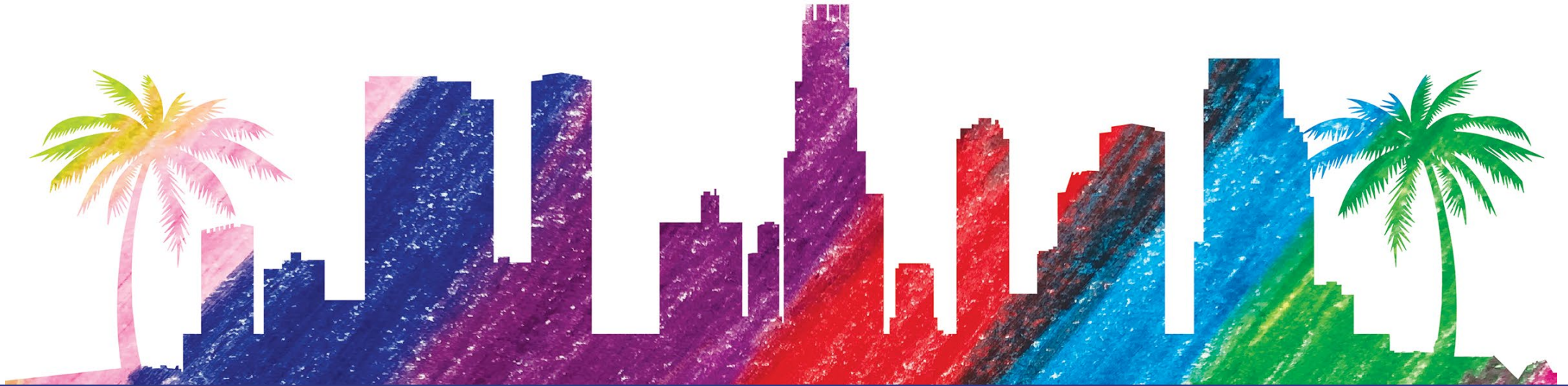
Adapted from Mraz, K., Porcelli, A., & Tyler, C. (2016). *Purposeful play: A teacher's guide to igniting deep and joyful learning across the day*. Portsmouth, NH: Heinemann.

# Teaching Sessions to Promote SEL in Play

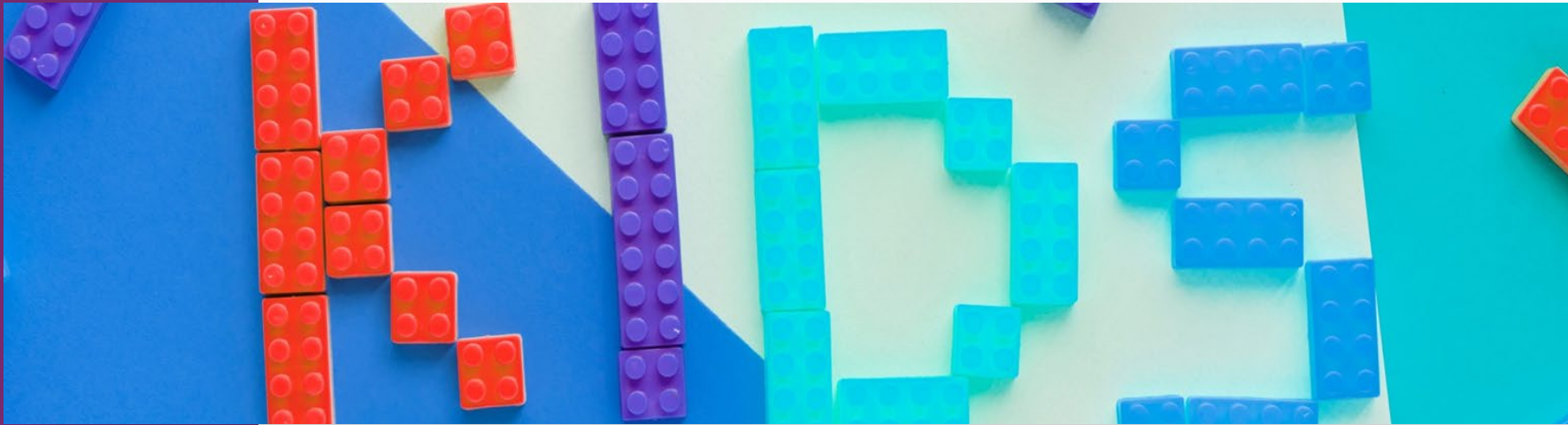
<b>Students Need</b>	<b>SEL Core Competency</b>	<b>Lesson to teach</b>
Understanding others' perspectives	<b>Social Awareness</b>	<ul style="list-style-type: none"><li>• Role playing familiar stories with puppets</li><li>• Acting out stories with costumes</li><li>•</li><li>•</li></ul>
Understanding others' emotions	<b>Social Awareness</b>	<ul style="list-style-type: none"><li>• Making faces to express different emotions</li><li>• Learning feeling words</li><li>•</li><li>•</li></ul>
Calming down	<b>Self Management</b>	<ul style="list-style-type: none"><li>• Slow breathing</li><li>• Giving yourself a squeeze</li><li>•</li><li>•</li></ul>



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## Closure



# Outcomes

Participants will/ will be able to:


- Review Social Emotional Learning Core Competencies
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# My Next Steps



My Next Steps	
My Next Steps	
My SEL goal for my students	
SEL Core Competencies addressed	
Play strategies to address	
Lessons to teach to support play	

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What are your next steps to developing Social Emotional Skills in your students through play?

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