Learning SEL Through Play
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Social Emotional Characteristics

Think of a fictional character with strong Social Emotional skills.

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

- Equity of Voice
- Active Listening
- Respect for All Perspectives
- Safety and Confidentiality
- Respectful Use of Electronics
Social Emotional Learning Framework
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
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
## Skills Sort

<table>
<thead>
<tr>
<th>Self Management</th>
<th>Relationship Skills</th>
<th>Self Awareness</th>
<th>Social Awareness</th>
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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.
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
With your group

- Discuss the SEL skills children develop in the different types of play
- Brainstorm examples
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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.
Part III: Read and Discuss

- **Read** the ideas your group 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.
## Teaching Sessions to Promote SEL in Play

<table>
<thead>
<tr>
<th>Students Need</th>
<th>SEL Core Competency</th>
<th>Lesson to teach</th>
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</thead>
<tbody>
<tr>
<td>Problem solving and negotiating</td>
<td>Relationship Skills</td>
<td>• Words to use to express a problem</td>
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<td>• Use a strategy like Rock, Paper, Scissors to decide who can go first</td>
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<tr>
<td>Help working together in a center</td>
<td>Relationship Skills</td>
<td>• Making job lists for center</td>
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<td>• Using books to find more roles for play (chef, waitress, customer)</td>
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<td>• Planning play before playing to include everyone</td>
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<td>Understanding others’ perspectives</td>
<td>Social Awareness</td>
<td>• Role playing familiar stories with puppets</td>
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<tr>
<td></td>
<td></td>
<td>• Acting out stories with costumes</td>
</tr>
<tr>
<td>Understanding others’ emotions</td>
<td>Social Awareness</td>
<td>• Making faces to express different emotions</td>
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<tr>
<td></td>
<td></td>
<td>• Learning feeling words</td>
</tr>
<tr>
<td>Calming down</td>
<td>Self Management</td>
<td>• Slow breathing</td>
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<tr>
<td></td>
<td></td>
<td>• Giving yourself a squeeze</td>
</tr>
</tbody>
</table>

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