Welcome, thank you for joining!

Please type any questions you have using the Q&A feature and Theresa & Robin will address them at the end of their presentation.

If you are interested in joining the Healthy Food Choices in Schools Community of Practice or have any questions, please contact us at: healthy_food_choices_in_schools@cornell.edu
SOCIAL-EMOTIONAL LEARNING IN SCHOOLS

ROBIN SIZEMORE
FOUNDER
SUPERHERO TRAINING & SUPPLY

THERESA MINCE, MA, CHES
COMMUNITY WELLNESS COORDINATOR
PURDUE EXTENSION NUTRITION EDUCATION PROGRAM
Robin Sizemore
Founder, Superhero Training & Supply
Reading Interventionist, Morton Elementary School, Hammond, IN

Theresa Mince, MA, CHES
Community Wellness Coordinator
Purdue Extension Nutrition Education Program, Lake County, IN
ICE BREAKER

Type in the chat box...

• Your name
• Where you’re from
• On a scale of 1-5, how stressed are you today?
AGENDA

• Background
• Definition, Core Competencies, & Benefits
• Effects of SEL on Healthy Eating
• Current Work & Future Opportunities
• Resources & Contact Info
• Q&A
LEARNING OBJECTIVES

After this webinar, participants will have learned:

• 5 SEL core competencies for teachers and students
• How SEL can positively impact healthy eating behaviors and nutrition
• How to empower students to use SEL throughout their day
• Resources available to implement SEL in their areas
• How outside partners can help make this work happen
BACKGROUND

• 25.1% of children ages 13-18 have anxiety disorders
  • Untreated anxiety leads to poor school performance and lack of social experiences, and increased substance abuse

• 2-3% of children ages 6 to 12, 6-8% of teens may have serious depression

• Estimated 2.8 million adolescents (ages 12 to 17) in the United States had at least one major depressive episode in 2014
  • Childhood depression can be hidden and therefore, easily missed. Timely recognition and treatment can be life-changing and life-saving

• 80% of kids with an anxiety disorder and 60% with depression are not getting treatment
SOCIAL-EMOTIONAL LEARNING

The process through which children and adults:

- Understand and manage emotions
- Set and achieve positive goals
- Feel and show empathy for others
- Establish and maintain positive relationships
- Make responsible decisions
5 CORE COMPETENCIES OF SEL

• **Self-awareness**
  Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

• **Self-management**
  Effectively manage stress, control impulses, and motivate yourself to set and achieve goals

• **Social awareness**
  Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures

• **Relationship skills**
  Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed

• **Responsible decision-making**
  • Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms
SOCIAL-EMOTIONAL LEARNING & HEALTHY EATING

• Social, physical, and mental well-being are interconnected
• High levels of stress lead to poor nutrition outcomes
• School meals can be valuable times for cultivating relationships
• Mindful eating can teach portion control and listening to hunger cues

Positive Food Mindset

Eating is not a reward or punishment. It is nourishment.
MINDFUL EATING

When you practice mindful eating, think about how your food tastes, sounds, feels, and smells.

Practice mindful eating as you enjoy a piece of fruit. Write or draw your reflections below:

How did you eat ...

| taste? | look? | smell? | feel? | sound? |

What did you notice that you haven’t noticed before?

Draw a picture of the fruit and all the things (including people) that it needed to grow.

Eating One Raisin: A First Taste of Mindfulness

Holding
First, take a raisin and hold it in the palm of your hand or between your finger and thumb. Focusing on it, imagine that you've just dropped in from Mars and have never seen an object like this before in your life.

Seeing
Take time to really see it: gaze at the raisin with care and full attention.
Let your eyes explore every part of it, examining the highlights where the light shines, the darker hollows, the folds and ridges, and any asymmetries or unique features.

Touching
Turn the raisin over between your fingers, exploring its texture, maybe with your eyes closed if that enhances your sense of touch.

Smelling
Holding the raisin beneath your nose, with each inhalation drink in any smell, aroma, or fragrance that may arise, noticing as you do this anything interesting that may be happening in your mouth or stomach.

Placing
Now slowly bring the raisin up to your lips, noticing how your hand and arm know exactly how and where to position it. Gently place the object in the mouth, without chewing, noticing how it gets into the mouth in the first place. Spend a few moments exploring the sensations of having it in your mouth, exploring it with your tongue.

Tasting
When you are ready, prepare to chew the raisin, noticing how and where it needs to be for chewing. Then, very consciously, take one or two bites into it and notice what happens in the aftermath, experiencing any waves of taste that emanate from it as you continue chewing. Without swallowing yet, notice the bare sensations of taste and texture in the mouth and how these may change over time, moment by moment, as well as any changes in the object itself.

Swallowing
When you feel ready to swallow the raisin, see if you can first detect the intention to swallow as it comes up, so that even this is experienced consciously before you actually swallow the raisin.

Following
Finally, see if you can feel what is left of the raisin moving down into your stomach, and sense how the body as a whole is feeling after completing this exercise in mindful eating.²

OUR CURRENT WORK IN HAMMOND, IN SCHOOLS

• School, home, and community-based approaches
• Tailored to the needs of each school/student
• “Train the trainer” as well as direct education models
• Professional development for educators
• Physical and educational resources
Drumming, Journaling, Yoga, Mindfulness, Movement, Sensory Work
Superhero Saturday
Peace Boxes in Classrooms
The Mood Meter: a tool for developing greater self-awareness and awareness of others.

How you’re feeling on the inside can affect how you behave on the outside. Our feelings have a huge influence on our decisions making, and yet, often in the moment, we are not really aware of how we’re feeling or how those feelings are influencing our behaviors.

The mood meter is designed to help us learn to recognize emotions in ourselves and others, and to develop strategies for regulating and managing those emotions. It provides us with a “language” to talk about our feelings.

How it works:

The mood meter is divided into four quadrants: red, blue, green, and yellow, each representing a different set of feelings. Different feelings are grouped together in the mood meter based on their pleasantness and energy levels.
FUTURE OPPORTUNITIES

• Project with the Holistic Life Foundation
• Group trainings
• Student trainers
RESOURCES

Superhero Training & Supply
  • superherotrainingandsupply.org

The Collaborative for Academic, Social, and Emotional Learning (CASEL)
  • casel.org

Indiana Department of Education
  • doe.in.gov/sebw
February 9, 2-4:30, The Yoga Room, Crown Point, IN

Professional Development Workshop for Educators
Yoga, Mindfulness, and Neuroplasticity in the Classroom:
Tools to Improve Self-Regulation, Focus, and Classroom Climate

Who Should Attend:
This workshop is appropriate for K-12 classroom teachers, administrators, special educators, school counselors, school social workers, occupational therapists, SLPs, physical therapists, physical education teachers, health educators, and paraprofessionals.

Description:
In this unique training you will experience the benefits of the practice of yoga and mindfulness for yourself. Jennifer Connelly (Triple W Forum) will be teaching youth yoga for you to experience with the philosophy and resources behind the practice. Mike Zolfo (The Yoga Room) will lead you through breathing exercises and trauma informed yoga sequences and explain why this is important for students today. Robin Sizemore (Superhero Training and Supply, Inc.) will be sharing brain breaks that can be incorporated into the school day. She will also share the science, activities, behaviors, and logistics behind drumming as a way to relieve effects of trauma in students.

Come spend an afternoon learning and focusing on the importance of regulating YOU.

You will receive a certificate reflecting 2.5 hours of training in Youth Yoga, Mindfulness, Neuroplasticity, and Trauma Informed practices.
Minimum class requirement: 10 students; Maximum: 30.
Questions??

Robin Sizemore
trainer@superherotrainingandsupply.org

Theresa Mince
tmince@purdue.edu