

The background features several abstract blue watercolor shapes. In the top left, there are two overlapping circles. In the bottom left, there is a cluster of small dots of varying sizes. On the right side, there is a large, light blue watercolor shape and a series of concentric, curved lines that resemble a stylized 'C' or a wave.


# Emotional Intelligence at PBS

Building lifelong skills through Fly Five

December 7, 2021  
8:00-9:00



# Agenda

1. Introductions
  2. EI Article Jigsaw
  3. Emotional Intelligence Committee
  4. Assessments w/ Terrence McAllister
  5. School to Home connection w/ Casey Powell
  6. Q&A - moderated by Jon Fulk
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# Emotional Intelligence Committee



**Dana Doolin**, Teacher  
Mentorship Program



**Zac Oldenburg**, ELC  
Manager



**Phoebe Mauricio**, 4th  
Grade Lead Teacher



**Casey Powell**, Student  
Wellness Manager





**Ariel Petersen**, First  
Grade Lead Teacher



# El Article Jigsaw



# Jigsaw Instructions:

- Breakout rooms of 3
  - Assign each of you 1 article
  - Skim the article
  - Report back highlights to your group
  - We will have 10 minutes
- 
- 



# Progress Reports



## How C.A.R.E.S maps to Casel's SEL Competencies

Cooperation 	Relationship Skills
Assertiveness 	Self-Awareness
Responsibility 	Responsible Decision-Making
Empathy 	Social Awareness
Self-Control 	Self-Management

### Self Awareness

*Children accurately recognize their own emotions and thoughts, their impact on others, and how these interactions may influence their own behavior.*

Aware of their own social strengths and growth opportunities

Demonstrates a sense of confidence and optimism

Participates actively in self-awareness activities

### Self-Management

*Children regulate their emotions to persevere, control impulses, and handle stress. They navigate personal and academic goals and express emotions appropriately.*

Demonstrates effort during learning experiences

Uses tools and strategies to complete work

Appropriately uses body and voice

### Social Awareness

*Children recognize and appreciate individual and group similarities and differences.*

Respects the rights, opinions, and feelings of others

Participates cooperatively in conversations and community activities

Respectfully listens and is interested in others

### Relationship Management

*Children effectively manage relationships by establishing and maintaining positive connections and seeking help when needed.*

Builds positive relationships

Communicates thoughts clearly and respectfully

Resolves conflicts productively

### Decision-Making

*Children make appropriate decisions that contribute to the well-being of themselves and our school community.*

Takes responsibility for own choices and actions

Demonstrates core values

Uses effective pausing strategies before making decisions



The background is white with decorative elements: a large blue watercolor shape on the left, a smaller one on the right, and a cluster of small blue dots in the top right corner.

# School to Home Connection



## School-to-Home Connection Newsletter

Hey There, Parents/Guardians!

"But I didn't do it!"

"I just found it on the ground."

"I don't know how it got like that."

"It wasn't me!"

Do any of these phrases sound familiar? Children are often afraid of telling the truth out of fear of getting in trouble or disappointing those they love.

This week, your child is learning about the competency **Assertiveness** and the ability to show openness and honesty. Children need to be taught the importance of telling the truth when building trust in their relationships with others.

Throughout this School-to-Home Connection activity package, your child will discuss and discover many different ways to recognize the importance of telling the truth when asked to explain their actions.

Here are some ways that you can practice this important skill with your child:

- **Dinner Discussion:** Truth vs. Lies
- **Nighttime Discussion:** Read and discuss Blake and the Board Comic Strip or Interactive Activity: Parent Conversation Starters
- **Art Activity:** Superhero Suit
- **Community Connection:** Taking Ownership
- **SEL Saturday:** Puppet Show

Be mindful that children learn these values best by observing those that they love and respect. It is important for you to model honesty and openness in front of your child within your own relationships. Remember how hard it is for children to be honest about their actions, and be sure to celebrate when they tell the truth.

Sincerely,

The Fly Five Team



## School-to-Home Connection: Activity Sheet

Grade 3

### ASSERTIVENESS



- **Theme:** Shows Openness and Honesty
- **Objective:** The student will be able to recognize the importance of telling the truth when asked to explain their actions.

### DINNER DISCUSSION - *Truth vs. Lies*



#### Guided Questions:

Explain to your child what it means to be honest. Express the importance of honesty when building trust within relationships. Reassure your child that although telling the truth may feel difficult at times, it is the right thing to do:

- How do you feel when you tell the truth?
- What does it feel like to be lied to?
- Why have you lied?
- What feels better, telling the truth or lying?

#### TIPS...

1. Children worry about disappointing their parents. Be sensitive and supportive as you encourage your child to be open and honest. Reassure them that no matter what, you will always love them.
2. Remind your child that even though telling the truth might feel hard sometimes, in the end, it actually feels better to be honest than it does to lie.
3. Share stories of your own experiences with honesty, possibly about a time someone lied to you and how it made you feel. Connect your child's empathy for you to their own experiences.

### NIGHTTIME REFLECTIONS - *Literary Source Passage: Blake and the Board Comic Strip*



Blake really wanted the supercool skateboard he saw in the window of the bike shop. He was a little jealous when he saw Joshua with it.



Ask:

- *Was there ever a time you felt jealous about something that someone else had? How did it feel?*

When Blake gets to the skate park, he finds Joshua's skateboard there but doesn't see Joshua. He thinks long and hard about taking it.

Ask:

- *Have you ever been in a situation like this in which you thought about taking something that didn't belong to you? What did you do? How did you feel?*

The comic ends with a cliffhanger.

Ask:

- *What do you think Blake does?*
- *If you were Blake, what would you do?*
- *How will Blake's actions affect Joshua's feelings?*

## NIGHTTIME REFLECTIONS - Interactive Activity: Parent Conversation Starters



Share a story with your child about a time when you were jealous of something someone else had. Allow them to make connections to your feelings and experience.

Reassure your child that even if they did take something that did not belong to them, you would be upset with them but you would still love them. Remind your child that you would encourage them to take ownership of their behavior and to tell the truth when asked to explain their actions.

Explain what you hope your child would do if they were in Blake's shoes by reinforcing the importance of the value of honesty.

## ART ACTIVITY - Superhero Suit



Prep & Materials:

- |   |                   |
|---|-------------------|
| • Photo or drawing of your child's face | • Stickers        |
| • Construction paper                    | • Markers         |
| • Scissors                              | • Crayons         |
| • Glue                                  | • Colored pencils |
| • Tape                                  |                   |



Create a Superhero Suit of your child. Explain that honesty and openness are human traits that can be considered superpowers. Have your child, as well as other members of your family, create their own truth-telling superheroes.

Using the photo or drawing of your child's face, create a superhero body to attach the face to using construction paper, stickers, and markers, crayons, or colored pencils. Explain that there is power in telling our truths. Decorate the superhero with positive words and images that symbolize truth.

Hang the completed superhero somewhere in your home in a visible area that your child will see frequently. The more your child sees their superhero, the more they will connect to it. If a situation regarding openness and honesty comes up in the future, encourage your child to channel their inner superhero character.

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#### **COMMUNITY CONNECTION** - *Taking Ownership*



It is often easier for parents to own the mistakes of their children. For example, if a child loses a library book, it is more common for a parent to either replace the book or pay the fine rather than have the child own their action. It is important to take advantage of these opportunities and use them as teachable moments for the child. Some ideas include:

- 1** Having your child write a letter to the librarian to explain why a book is missing
- 2** Encouraging your child to speak to their teacher to explain why homework is missing or incomplete rather than you emailing the teacher
- 3** If your child is missing a scheduled commitment for something, encourage them to speak to the adult involved so that they may be open and honest about their absence.

The more opportunities your child has to be assertive in real-world situations, the more comfortable they will become. These experiences will also validate the importance of openness and honesty.

**SEL SATURDAY** - *Puppet Show***Prep & Materials:**

- Stuffed animals, dolls, action figures, or paper characters
- Paper
- Pens or pencils

Explain to your child that to help them become more assertive, they will create a puppet show using stuffed animals, dolls, action figures, or paper characters. Help your child write a script including a variety of scenarios in which characters display different levels of assertiveness.

Help your child relate their own past experiences to the plot of the story. Encourage them to have characters use assertive phrases such as "Give me back my things" or "Please don't say that to me." This will help them become more comfortable with assertiveness in their own lives.

Have your child, along with siblings and friends, act out the script that they have written for an audience.

After the show, invite the children to reflect on the story and the characters.

Ask:

1. Can they relate to them?
2. What was easy about this experience?
3. What might they have done if they were in the situation the character was in?
4. What makes being assertive somewhat scary at first?



# Q&A







# Resources

The Whole-Brained Child- Dr. Dan Siegel and  
Dr. Tina Payne Bryson

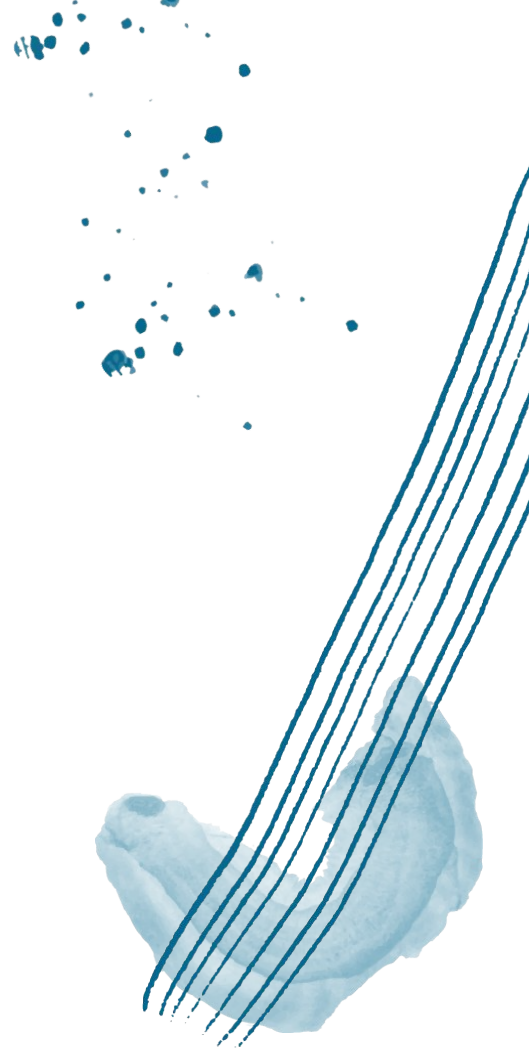
Brainstorm- Dr. Dan Siegel

Untangled- Lisa Damour

*Center for Responsive Schools-* [crslearn.org](https://crslearn.org)



**Thank you!**





# Cooperation:

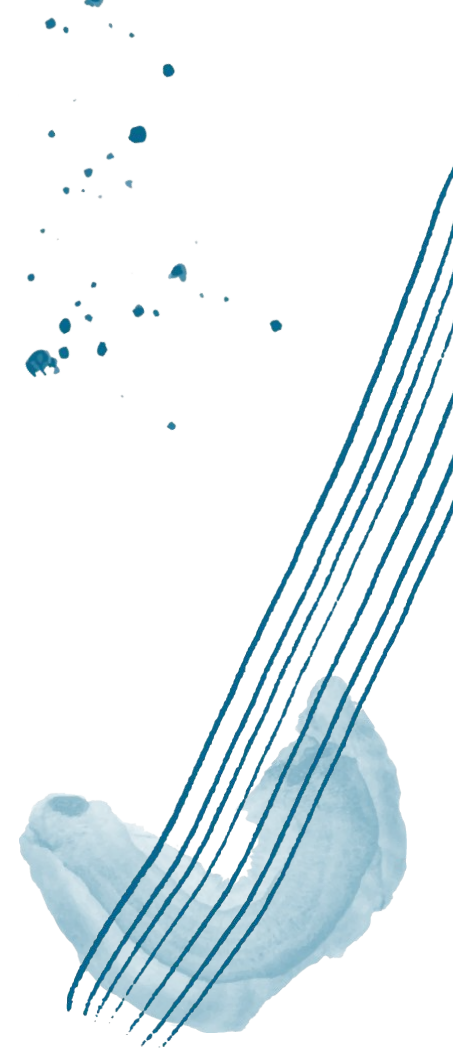
The ability to establish new relationships, to maintain positive relationships and friendships, to avoid social isolation, to resolve conflicts, to accept differences, and to be a contributing member of the classroom and community in which one lives, works, learns, and plays.

- **STANDARD 1:** Able to make and keep friends
- **STANDARD 2:** Works with others toward a common goal
- **STANDARD 3:** Resolves differences quickly
- **STANDARD 4:** Cooperates as a group leader or a member of the group
- **STANDARD 5:** Exhibits helpfulness

K Ages 4–6	1st Ages 5–7	2nd Ages 6–8
1. Able to make and keep friends.		
C.1.1 Welcomes or invites others to join in	C.1.2 Takes turns	C.1.3 Not mean when interacting with others
2. Works with others toward a common goal.		
C.2.1 Shows characteristics of a good team player	C.2.2 Compromises to work together	C.2.3 Recognizes when group goal is worthy of being prioritized over dislike for tasks needed to reach the goal C.2.4 Accepts when one's ideas presented to a group are not used C.2.5 Includes others in one's thinking process
3. Resolves differences quickly.		
C.3.1 Compromises to play together	C.3.2 Accepts waiting one's turn	C.3.3 Willing to independently resolve conflicts with peers
4. Cooperates as a group leader or a member of the group.		
C.4.1 Participates well as a member of the group C.4.2 Listens and asks questions C.4.3 Follows directions	C.4.4 Understands that there is a purpose to roles within the group C.4.5 Able to choose group members C.4.6 Understands how group members contribute	C.4.7 Willing to change roles in the group C.4.8 Joins group in timely manner as it forms C.4.9 Can remind peers to stay focused
5. Exhibits helpfulness.		
C.5.1 Independently recognizes when others need help	C.5.2 Helps others with prompting and guidance	C.5.3 Helps with less desirable tasks and activities when asked



3rd Ages 7–9	4th Ages 8–10	5th Ages 9–11
1. Able to make and keep friends.		
C.1.4 Able to expand friendships outside of established ones	C.1.5 Puts others first when appropriate C.1.6 Disagrees without sulking	C.1.7 Able to identify the characteristics of healthy friendships
2. Works with others toward a common goal.		
C.2.6 Accepts group failure without blaming others	C.2.7 Displays sportsmanship in competition C.2.8 Approach to competition is not detrimental to others	C.2.9 Able to identify one's strengths and how they connect to the group task
3. Resolves differences quickly.		
C.3.4 Willing to reach mutually agreeable solutions through conversation	C.3.5 Uses conflict resolution techniques to independently resolve conflict with peers	C.3.6 Uses conflict resolution techniques to resolve problems that involve the whole class
4. Cooperates as a group leader or a member of the group.		
C.4.10 Participates well as a member of the group regardless of one's role C.4.11 Participates well as a member of the group regardless of the roles of others	C.4.12 Effectively communicates with all members of the group	C.4.13 Listens to understand rather than to respond
5. Exhibits helpfulness.		
C.5.4 Recognizes how completing some tasks can positively affect classroom peers	C.5.5 Sees the benefit to helping others outside the classroom	C.5.6 Helps others without expecting something in return





(4 Themes) / (2-3 Sessions ea. theme) + (2 Extension Lessons per theme)

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