

# How To Meet The Social, Emotional, And Intellectual Needs Of Students

Presented by  
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Welcome!



Which child means the most to you?



What do you want for that child's life?



# What will be important when they are 40 years old?

- High GPA
- A spouse that loves them
- Attend top university
- Job they love
- Make enough money to be comfortable
- Have children
- Have friends
- Be organized
- Have interests outside of work
- Have high test scores
- Have scholarships
- Be happy
- Be a good student
- Be healthy
- Have goals
- Are resilient

# Debunking some myths...

- Does going to a top university matter?
- Answer: It depends upon your major.



Yes: business, education,  
social sciences

No: engineering,  
humanities, sciences

- *The Atlantic*, August 17, 2015, Gillian White
- Success in this study was *based upon earnings*.

# Does your GPA matter?

- Well, **yes** it does.
- Those with 3.0 or higher in high school are more likely to complete university. (Washington Post, May 20, 2014, Jonnelle Marte)
- Your level of education impacts your *salary*.
  - *The Atlantic*, August 17, 2015, Gillian White
  - Success in this study was *based upon earnings*.



# But is salary *all* we want for our kids?

- What makes us happy?
  - Connections to others: family, friends, having people who love us. Pets work, too.
  - The wisdom and achievement of age (69+).
  - Positive disposition: kindness, optimism, gratefulness, doing what you are good at/enjoy.
  - Physical activity
  - Appreciating culture and beauty
    - <https://www.bustle.com/articles/70762-what-really-makes-a-person-happy-9-things-science-knows-about-what-really-keeps-us-content>
    - <http://www.huffingtonpost.com/news/what-makes-people-happy/>

So we've taken care of academics...

What else is there?

**Social Skills:** making friends, healthy relationships, collaboration, communication, having empathy, ethical behavior.

**Self-Awareness Of Strengths and Affinities:**

Exploration of interests, passions, knowing what you are good at (and not good at, and being okay with that).

**Resiliency/Grit:** How we react when we struggle, have bad things happen, or fail. Resiliency matters more than innate talent in the long-run. - *Grit* by Angela Ducksworth

# How does this compare to our mission? Yours?

- **Social Skills:** making friends, healthy relationships, collaboration, communication, having empathy, ethical behavior.
- Self-Awareness Of **Strengths And Affinities**
- **Resiliency** and **Grit:** How we react when we struggle, have bad things happen, or fail.

## **Our Mission Statement:**

Shanghai American School inspires in all students:

- A lifelong passion for learning
- A commitment to act with integrity and compassion
- Have the courage to live their dreams.

# How do students learn to...

## **be ethical and have empathy?**

- Observing the modeling of adults in their lives
- Restorative justice: When one person injures another, they must meet with the victim to hear the impact of their actions, and to make plans for restitution.
- “Think-Alouds” - moral issues and dilemmas

# Example of a “Think-Aloud”

- Three of David’s friends have created an offensive website that anonymously attacks students and teachers at his school. The principal questions David about it. Should he tell the principal or keep his friends’ secret?
- You can find other dilemmas at this site:  
<http://www.goodcharacter.com/dilemma/archive.html>

# How do students learn to...

## collaborate?

- Provide opportunities for meaningful discussions.
- Teach how to listen as well as how to speak.
- Plan time for conflicts in project work, and help students talk through them, with mediation if necessary.
- Collaborative assessments- Students take the quiz individually and then compare answers, come to consensus when disagree and submit pair/small group final assessment.
- Model by co-teaching or guest teaching with other teachers.
- Have students reflect upon their collaboration during group projects.
- Teach how to ask **Clarifying** and **Probing** questions

# Clarifying And Probing Questions

- Collaboration requires **active listening**, and active listening requires making connections and *asking good questions*.
- **Clarifying questions** have a correct, factual answer. (Example: “How many students are in the class?”)
- **Probing questions** require reflection on the part of the person to whom the question is posed. It is open-ended. There is no “right” answer, and more than one plausible answer.
- Critical Friends Group: <http://www.nsrffharmony.org/free-resources/protocols/a-z>

# Probing Questions Exercise

- Form a group of 4-5 people.
- Each person take 2 minutes to write a few sentences about a work or personal dilemma you are currently facing *that you don't mind sharing* on the back on an index card.
- Select one person to read his/her dilemma to the group. (We will only have time for one person to read his/her dilemma today)
- Anyone else in the group can ask a clarifying question, but limit time spent on this to 1 minute.
- Each person in the group asks a probing question, and the person with the dilemma writes down the questions on the back of his/her index card, but does NOT answer them.
- When everyone has asked their question, the person with the dilemma selects one that has made him/her think the most deeply about the dilemma, and explains what it was about the question that helped them reflect.
- Debrief how this exercise has increased the group's understanding of the attributes of probing questions.

# Some Sample Dilemmas

- A student in your class frequently does not turn in assignments. When you contact his mother, she insists that it is you who has lost the student's work. She is threatening to go to the principal if her child's grade is harmed in any way. How do you handle this?
- A new teacher in the room next to yours is struggling to keep control of her classroom. She has asked for your advice a few times, and you have told her what you do. You'd like to help her more, but you teach at the same time. How can you support this new teacher?

# How do students learn to...

## **communicate and make friends?**

- Teach students how to ask clarifying and probing questions.
- Teach students how to make connections.  
What you said reminds me of...
- Teach students how to speak publicly.
  - Non-topic specific, skills oriented
  - This will give them confidence when speaking

# Paper Bag Speech

- *Throughout life we are asked to speak publicly with little or no preparation. This exercise is fun and gets the students use to speaking ad-lib.*
- Collect some interesting but random objects and put them in a bag.
- Have each student draw out an object and speak for 60 seconds (increase the time as they improve) about the object.
- You might want to lead them off with a topic. For example... alternative uses for the object.
- Have students work on eye contact and not using fillers (um, like).

# How do students learn to...

have healthy relationships?

- Ensure classroom norms are established and agreed to by students, and that they are enforced
- Address unkind behavior respectfully and immediately- students are watching you to see what is acceptable.
- Help students learn to read facial expressions, body language, and other non-verbal cues.

Look at the photo and write a paragraph about what happened just before the photo.



How do students learn to...

**be resilient and have grit?**



# Resiliency and Grit

- Growth Mindset
- Learning from failure
  - What are the consequences for being wrong in your classroom? Your school?
    - For your students?
    - For you?
    - How do we make failing safe, so we can learn from failure?
- “When one door closes another opens; but we often look so long and so regretfully upon the closed door that we do not see the one that has opened for us.” -Alexander Graham Bell

# How do students learn to...

be self-aware: know one's strengths and passions?

- Exploration- opportunities to try new things, and discard old things.
- Have opportunities to choose topics, products, and processes.
- Have voice in what they learn and how they learn it.

# In Summary

- To live a happy life, people need to have their basic needs met.
- Things that make us happy:  
friends and family, community, being positive,  
physical activity, appreciation of beauty and culture
- Social and Emotional Well-Being Require:
  - Social Skills
  - Self-Awareness of strengths and affinities
  - Resiliency and Grit

# A Parting Challenge...

- Select a student or a class that might benefit from an activity or idea you learned this morning.
- Share this with your neighbor.

Thank you for coming!



Thank You!

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