

5 Lessons to Incorporate Social-Emotional Learning Into the Classroom

Use the five lessons in this free guide to address the core competencies of Social-Emotional Learning in your Family & Consumer Sciences or Health Science classroom.



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Social-Emotional Learning (SEL) is an academic term that defines how young adults process, regulate, manage and share their emotions. Research shows that SEL needs to be part of today's classrooms, as these qualities are key to helping students succeed in the future. By learning how to understand their own feelings and empathize with others, for instance, students will be more productive, mindful citizens — and employees.

SEL has five core competencies, all of which are vital to the teaching and understanding of these qualities in educational settings:

Five Core Competencies:



Self-Awareness



Self-Management



Relationship Skills



Social Awareness



Responsible Decision-Making

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Self-Awareness

Self-awareness allows you to recognize your own emotions and use that recognition to influence your actions, decision-making and relationship-building. This lesson will focus on identifying one's feelings. This competency could be called the most crucial of all as it holds importance within each of the other four competencies.

From the Understanding Pregnancy curriculum that accompanies Realityworks' RealCare® Pregnancy Profile® Simulator

Activity: How Would I Feel if I (Or My Girlfriend) Were Pregnant Now?

Objective: Encourage students to consider how pregnancy would impact their dreams, life goals and expectations.

Facilitation steps:

Give each student a copy of the "How Would I Feel if I (Or My Girlfriend) Were Pregnant Now?" activity sheet. Allow students 5-10 minutes to complete the activity. Create pairs or small groups in which students share their answers with each other and discuss.

Wrap with reflection:

Encourage further critical thinking skills by directing students to journal about what they learned, what surprised them, etc. They may keep the reflection or turn it in.



Understanding Pregnancy

RealCare®
Pregnancy
Profile®

How would I feel if I (or my girlfriend) were pregnant now?

1. How do you think you would feel if you found out today that you would become a parent in 6-7 months? Write down three adjectives (descriptive words) that describe your feelings. Why did you choose each adjective?

Adjective #1 _____
Why? _____

Adjective #2 _____
Why? _____

Adjective #3 _____
Why? _____

2. Describe, in your own words, why you (circle one) ARE or ARE NOT ready to have a child.

3. What do you think a child needs from a parent? _____

4. What makes a person a good parent? _____

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4. What makes a person a good parent? _____

Self-Management

Self-management is the ability to control one's emotions, thoughts and behaviors effectively in a variety of situations. For instance, communicating a need for space or clarification, or successfully managing stress, better prepares students to achieve their goals. This lesson focuses on managing frustration and stress.

From the Understanding Shaken Baby Syndrome curriculum that accompanies Realityworks' RealCare™ Shaken Baby simulator

Activity: My Plan to Manage Frustration

Objective: Students will put a plan in writing as to how they would manage frustration safely and cope with a crying infant. They will also create a plan that can be used after the lesson ends. In doing so, they'll learn to recognize when they are frustrated and angry, and formulate a plan to handle those emotions while caring for a crying baby.

Understanding Shaken Baby Syndrome

MY PLAN TO MANAGE FRUSTRATION

When a Baby in My Care Can't Stop Crying

Name _____

1. When a baby or small child in my care cannot stop crying and I have tried changing, feeding, holding, and meeting the baby's other basic needs, I will try the following activities to help soothe her:

- _____
- _____
- _____

2. If the baby in my care cannot be soothed and my frustration is increasing, the baby will be safe if I put him in one of these places . . .

- _____
- _____
- _____

...and I can do a few of the following things for myself:

- _____
- _____
- _____
- _____

3. If I feel I need to talk to someone because of the stress of being with a crying baby, I can call these people:

- _____
- _____
- _____

4. If I need a break from being with the baby I'm caring for, I can call one of these people:

- _____
- _____
- _____

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Facilitation steps:

Give each student a copy of the "My Plan to Manage Frustration" activity sheet. Allow students 5-10 minutes to complete the activity. Create pairs or small groups in which students share their answers with each other and discuss.

Wrap with reflection:

Encourage critical thinking by directing students to share their answers, or their partner's answers, aloud to the class and detail why they chose that course of action.



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- _____

Relationship Skills

Relationship skills help us create and sustain the healthy, supportive relationships that are essential to success as adults, and as professionals. They also help us interact successfully with different individuals and groups. Examples of relationship skills include communicating clearly, listening actively, cooperating, collaborating, negotiating conflict and more. This lesson will focus on good communication skills with a parent or guardian.

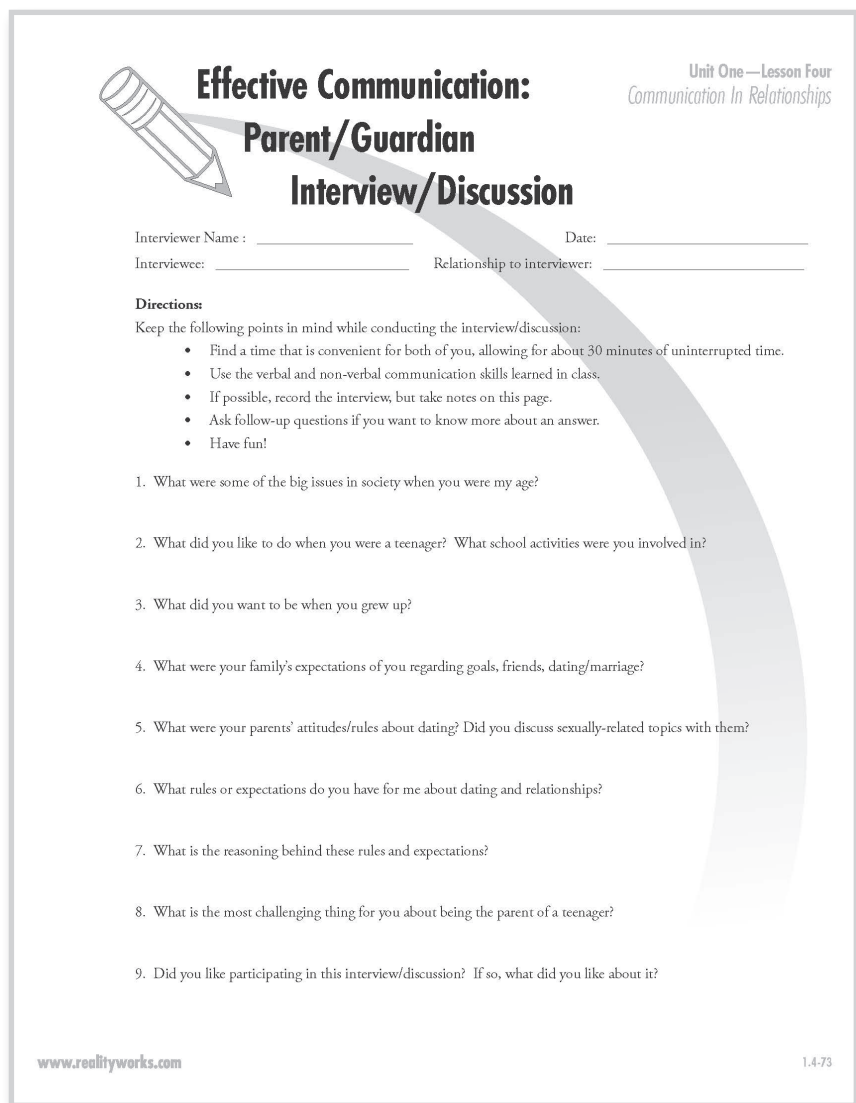
From the Healthy Choices curriculum that accompanies Realityworks' RealCare Baby® 3 infant simulator

Activity: Effective Communication With a Parent or Guardian Through an Interview and Discussion

Objective: Give students an opportunity to practice using good communication skills and get an understanding of a parent's/guardian's history and perspectives on rules for relationships.

Facilitation steps: Give each student a copy of the "Effective Communication: Parent/Guardian Interview/Discussion" activity sheet. Tell students to read through the questions and add at least 1 or 2 more of their own questions. Tell students to set up a time before the next class to conduct this interview/discussion.

In class: Direct students to present 2-3 ways communication skills helped (or hindered) them during the interview.



Unit One—Lesson Four
Communication In Relationships

Effective Communication: Parent/Guardian Interview/Discussion

Interviewer Name : _____ Date: _____
Interviewee: _____ Relationship to interviewer: _____

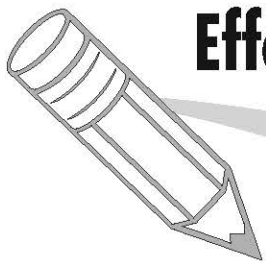
Directions:
Keep the following points in mind while conducting the interview/discussion:

- Find a time that is convenient for both of you, allowing for about 30 minutes of uninterrupted time.
- Use the verbal and non-verbal communication skills learned in class.
- If possible, record the interview, but take notes on this page.
- Ask follow-up questions if you want to know more about an answer.
- Have fun!

1. What were some of the big issues in society when you were my age?
2. What did you like to do when you were a teenager? What school activities were you involved in?
3. What did you want to be when you grew up?
4. What were your family's expectations of you regarding goals, friends, dating/marriage?
5. What were your parents' attitudes/rules about dating? Did you discuss sexually-related topics with them?
6. What rules or expectations do you have for me about dating and relationships?
7. What is the reasoning behind these rules and expectations?
8. What is the most challenging thing for you about being the parent of a teenager?
9. Did you like participating in this interview/discussion? If so, what did you like about it?

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Wrap with reflection: Assign a journal entry where students detail the skills they used to succeed, and what they might do differently or improve upon in the future.



Effective Communication: Parent/Guardian Interview/Discussion

Unit One—Lesson Four
Communication In Relationships

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Date: _____

Interviewee: _____

Relationship to interviewer: _____

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Social Awareness

Social awareness is the ability to understand the perspectives of other people, particularly people from backgrounds and cultures that are different than our own. Being able to show concern for others, express gratitude and demonstrate empathy help young people develop social skills like communication, collaboration and professionalism, which are essential for success in careers and life. This lesson will focus on developing empathy for older adults.

*From The Geriatric Experience curriculum that accompanies
Realityworks' RealCare™ Geriatric Simulator*

Activity: Empathy Self-Assessment

Objective: Society today is very focused on youth. There are many misconceptions about older people as well as negative stereotypes and beliefs that need to be overcome. This activity will help participants understand what empathy is and how they can become more empathetic towards older adults.



Facilitation steps:

- Show PowerPoint Presentation Slide 24. Define empathy as the ability to understand and share the feelings of another.
- Give participants the "Empathy Self-Assessment." Give them 5 minutes to complete it. Let them know that the answers may be kept confidential. It is meant as a tool to reflect on how empathetic they are and identify areas they may wish to improve upon.
- Wrap with reflection. Encourage students to tally how many "yes" answers they selected (the more "yes" answers that were chosen by the participant, the more characteristics they have of an empathetic person). Ask them to select 3 answers and journal about why they answered the way they did. Encourage them to share specific examples if they are comfortable.

The Geriatric Experience Curriculum with the RealCare™ Geriatric Simulator

Empathy Self-Assessment

Take this self-assessment and decide for yourself if you need to improve.

Yes ☐	No ☐	I have a general interest in the welfare of other people.
Yes ☐	No ☐	I have a warm personality.
Yes ☐	No ☐	I am flexible when dealing with situations.
Yes ☐	No ☐	I am alert and can pick up on how others are feeling.
Yes ☐	No ☐	I am able to listen objectively to other people.
Yes ☐	No ☐	I am able to cope with egocentric personalities.
Yes ☐	No ☐	I am sought after by other people to listen to anxieties and fears.
Yes ☐	No ☐	My friends would not call me self-absorbed.
Yes ☐	No ☐	I am able to focus on the person who I am speaking with without getting distracted.
Yes ☐	No ☐	I understand the difference between sympathy and empathy.
Yes ☐	No ☐	I have a variety of life experiences that help me have a broad understanding of people.
Yes ☐	No ☐	Others see me as adaptable, flexible, and spontaneous.
Yes ☐	No ☐	I am able to maintain my own health and don't get wrapped up in other people's problems.
Yes ☐	No ☐	I am patient and kind.
Yes ☐	No ☐	Others would describe me as humble, not conceited.

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Empathy Self-Assessment

Take this self-assessment and decide for yourself if you need to improve.

- | | | |
|------------------------------|-----------------------------|--|
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Empathy is.....

the ability to understand and share the feelings of another



Source: Oxford Dictionary

Responsible Decision-Making

Responsible decision-making is the ability to make positive, productive decisions regarding personal behavior and social interactions. By reflecting on integrity of their decisions — and any social, ethical and safety concerns — young people begin to develop self-awareness and consideration of family, friends and community. They also learn important relationship, communication and teamwork skills, which will benefit them in career and life. This lesson focuses on considering ethics as they relate to real-life decisions.

From the “Ethical and Legal Issues in Healthcare” curriculum that accompanies Realityworks’ Ethical and Legal Issues in Healthcare Program

Activity: Think-Pair-Share Ethical and Legal Issues in Healthcare Scenario Card Activity

Objective: The foundation of ethics is how an individual’s personal values guide them between right and wrong and good and bad. In this activity, participants will engage in scenario-based learning activities focused on ethical foundations in health care, and learn to consider ethics as they relate to real-life decisions.

Facilitation steps:

- Divide the class into pairs. Display the first scenario on a document presenter or read it to the class.
- Have each pair discuss the points of view listed on each card. Pairs should discuss how each person must feel, and what they must be thinking during the scenario. This will help develop empathy and sensitivity.
- Call the class back together and share some insights into points of view.

Wrap with reflection: Assign a journal entry where students detail which scenarios/points of view surprised them and why.



Ethical and Legal Issues in Healthcare
Legal Responsibilities and Implications

Ethical Scenario

Scenario: You are working your shift as a medical assistant at a residential facility for dementia and Alzheimer's patients. As you approach one of your patient's rooms, you hear Ronda, the nursing supervisor, talking to the patient. You enter the room and see that Ronda has her back to you and is brushing the patient's hair. While observing, Ronda takes something from the patient's dresser and puts it into her pocket while looking over other objects that the patient has lying on the dresser.

Points of view to consider

- You, the medical assistant
- Ronda, the nursing supervisor
- Patient

Key questions

- What ethical issues can you identify in this scenario?
- What would you do?

Ethical and Legal Issues in Healthcare
Social Media and Healthcare

Ethical Scenario

Scenario: You and your classmates are taught the nursing school's ethics and morals code, which prohibits students from posting information on social media that would be unbecoming to the profession or the school. There is one person in the nursing program that you and your classmates do not care for. Jack is always loud and obnoxious when the instructors are not present, and he makes crude jokes. At lunch, a friend joins you and shows you a video on Instagram that Jack posted. He is at a strip club with some friends, drinking and posing with the dancers.

Points of view to consider

- You, the nursing student
- Nursing classmates
- Jack
- Lunch friend

Key questions

- What ethical issues can you identify in this scenario?
- What would you do?

Ethical and Legal Issues in Healthcare
Ethical vs. Legal Issues Impacting Healthcare

Ethical Scenario

Scenario: You are working as an emergency room technician when a doctor you have never met walks into the exam room where you're assessing a patient involved in a vehicle accident. The doctor introduces herself and asks what is going on with the patient. You are immediately attracted to the doctor and find yourself stumbling over your words when answering her questions. After the patient is stabilized, you are in the break room getting a cup of coffee. The doctor walks in, starts flirting with you, massages your shoulders, and asks if you want to get something to eat after the shift is over. The hospital has a strict policy that prohibits employees from having relationships with coworkers and patients.

Points of view to consider

- You, the ER technician
- Doctor
- Patient

Key questions

- What ethical issues can you identify in this scenario?
- What would you do?

Ethical and Legal Issues in Healthcare

Legal Responsibilities and Implications

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Points of view to consider

- You, the medical assistant
 - Ronda, the nursing supervisor
 - Patient
-

Key questions

- What ethical issues can you identify in this scenario?
- What would you do?

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-

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Explore the products mentioned in this guide:

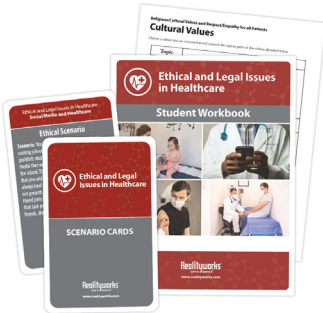


RealCare Baby® 3 Infant Simulator: RealCare Baby® 3 (formerly known as Baby Think It Over® or BTIO®) is the world's most advanced infant simulator. Educators around the world use this unique learning aid to teach early childhood, parenting, infant health lessons, and sex education.

<https://www.realityworks.com/product/realcare-baby-3-infant-simulator/>

RealCare® Pregnancy Profile® Simulator: The RealCare® Pregnancy Profile® Simulator replicates the third trimester of pregnancy. This wearable pregnancy vest and curriculum helps users understand pregnancy's impact on the body as well as life goals, finances, relationships, and emotions.

<https://www.realityworks.com/product/pregnancy-profile-simulator/>



Ethical and Legal Issues in Healthcare Program: Use our Ethical and Legal Issues in Healthcare Program to address foundational knowledge about ethical and legal issues commonly experienced in healthcare careers. This complete program uses NCHSE-aligned lesson plans, scenario cards and student workbooks to address key topics.

<https://www.realityworks.com/product/ethical-and-legal-issues-in-healthcare-program/>

RealCare™ Shaken Baby: The RealCare™ Shaken Baby simulator dramatically depicts the effects to an infant's brain from just a few seconds of shaking. The simulator and included curriculum help increase awareness of the dangers of Shaken Baby Syndrome as well as child abuse.

<https://www.realityworks.com/product/shaken-baby/>



RealCare™ Geriatric Simulator: This award-winning wearable RealCare™ Geriatric Simulator enables users to personally experience a variety of age-related physical challenges such as stooped posture and restricted range of motion. The experience helps them develop a unique sensitivity and understanding toward the elderly.

<https://www.realityworks.com/product/realcare-geriatric-simulator/>

For pricing and ordering information, visit

<https://www.realityworks.com/>