



Links to online resources are underlined in light blue throughout this document.

MODE

EDUCATOR STRATEGY

PHONE

- Number Check in (1-10)
- Resource check-in with family- food, finances, support

ONLINE

- [Class Dojo](#)
- [Remind](#)
- [Google Classroom](#)
- [Seesaw](#)

- Google doc/[Google slides](#) for working journal
 - What are some things you are missing about school?
 - How are you spending your day?
 - Whoa! Suddenly, our school is shut down for the rest of the year! How does this make you feel?
- [Google form](#) for check in/check out/survey/inventory (smiley face/frown face)
- Mindful Moments including breathing (good place to notice any differences from before like refusal to close eyes or hardness of breath)
- [PBISWorld](#) for behavior-specific Tier 1/2/3 strategies
- Positive thinking videos re: [mindfulness](#), mindset, mood setting, perseverance, empathy, conundrums ([Class Dojo](#))

ONLINE: "FACE TO FACE"

- [Zoom](#)
- [Google Hangout](#)
- [Facetime](#)

- Temperature check (thumbs up, thumbs down)
- [Video Yoga Poses](#) (like animals or trees)
- Smaller group check-ins
- Scavenger hunt- show me a book you've read, show me an adult in the house, show me what you had for a snack, etc.

PAPER PENCIL

- Send a note via snail mail and include a self-addressed stamped return envelope for the student to complete a short and simple check-in assignment
- Pen pal with teach via Google Docs
- Daily Color or Zones Check In that has to be sent to teacher
- Color-coded paper in the window indicating emotional state (red=angry, green=good to go, yellow=feeling a little worried, blue=sad or stressed, black=I need IMMEDIATE help, etc)
- Draw a heart and divide it into some pieces. Decide colors for each piece based on emotions. (Red is angry, blue is sad...)
- Have students share one tough moment and one hopeful moment of the day
- Share one lesson they learned about themselves today

MODE

FREE SECOND STEP AND COMMITTEE

For Children Resources for Educators and Families to Use During School Closures

- [SecondStep](#)

EDUCATOR STRATEGY

- **Free Social-Emotional Learning Activities:** There are a number of Second Step activities freely available online for children ages 5–13. Many of these are adaptable for remote learning or for families to do at home with their children.
- **Second Step Social-Emotional Passport:** The Second Step SEL Passport is a great SEL reinforcement activity for students to do at home. Integrate this activity into your remote-learning plan or share it with families as a fun resource.
- **The Imagine Neighborhood:** This new podcast for families is designed to help children and grown-ups practice their social-emotional skills. Each episode tells a story that’s amazing, fantastical, and maybe a little bananas, while it tackles the big feelings that come with growing up.
- **Mind Yeti®:** Fifteen mindfulness program sessions are now available for anyone to use, no experience necessary! Designed for educators and families to do alongside children, or for older children to do on their own, Mind Yeti provides a great way for everyone to practice mindfulness during this difficult time.
- **Little Children, Big Challenges:** Committee for Children and Sesame Street have partnered to create a collection of resources for young children facing significant challenges. These materials, aimed at building children’s resilience, may be useful for educators and families.
- **Captain Compassion®:** Here, children can find games, comics, and activities they can do on their own, or with their families, to learn about how they can help stop bullying.
- **Hot Chocolate Talk:** A resource to help families talk with their children about child sexual abuse. Families may be spending a lot more time together during school closures, which makes this an opportune time to have these difficult but very important conversations.
- **ParentTeen Connect:** For families with older children, this resource provides an online experience they can share together. It’s loaded with videos, resources, and useful advice to help teens and the adults in their lives address hot-button topics.
- **SEL Posters:** Put up a few visual reminders to help your kids name their feelings and learn how to manage them, too!

MODE

EDUCATOR STRATEGY

LOOK/LISTEN FOR

- Attendance/Participation
 - Obvious danger- guns, drugs/paraphernalia, etc.
 - Physical signs like clothes and any signs of physical abuse
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CONTINUE TO BUILD RELATIONSHIPS AND SUPPORT WELLBEING

- In distance learning, educators will need to actively focus on maintaining positive relationships and wellbeing in a culturally responsive inclusive approach.
 - Have students share one tough moment and one hopeful moment of the day
 - Share one lesson they learned about themselves today
 - Ask students to write out applications of a task or examples of a concept (i.e. describe someone who is displaying one of the five personality types we discussed in class)
 - Share one lesson they learned about themselves today
 - Create online office hours
 - Share moments of gratitude- what are students thankful for?
 - Spread kindness- what are creative ways students can spread kindness towards people in their class, their family, their communities, and to others (including helpers)
 - Use validation of feelings and curiosity
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BUILD A SENSE OF SAFETY

- Reach out, provide space and encourage students to connect with school counselors, social workers, nurses, or school psychologists or another trusted adult to talk about their safety concerns.
- Encourage virtual or phone meetings with school support personnel.
- Have school counselors, social workers, nurses, or school psychologists present or share information to your classes.
- Offer students a way to connect if there is something that they need help with or are worried about. Share those ways to connect with parents & guardians so they can reinforce those options.
- Educators can set up individual conferences via computer or phone to check in with students and ask about their safety and worries.
- Educators should connect with school health professionals to identify how they can connect students and families.
- Encourage students to talk to friends or family members on the phone.
- Help students plan some virtual playdates to distract them from their worries.
- Recommend or include some fun, free activities that kids can do at home.

MODE

BUILD A SENSE OF SAFETY cont.

- Encourage families and caregivers to avoid watching the news in front of their children (as that can be upsetting), keep as much of a regular family routine as possible, and plan activities such as going for walks or hikes or playing board or video games together.
- Allow students to ask questions- they might be wondering about library books or when school will resume. Normalize their questions and validate feelings.

EDUCATOR STRATEGY

PROMOTE SOCIAL-EMOTIONAL LEARNING

- Promote self-awareness by having students review a feelings chart and share how they are feeling. To help them communicate their feelings, encourage the use of a scale, such as, "On a scale of 1-10, how bored are you feeling?" or "Are you feeling a little lonely, somewhat lonely, or very lonely?"
- Encourage use of bold, underline, and emoticons in appropriate ways to convey feelings.
- Use announcements to praise and motivate students.
- Build in audio and video where possible for students and instructors to hear and see each other, even if it's not live a quick recording can promote connectedness.
- Recommend quick **mindfulness** or self-soothing exercises such as smelling a flower or completing focused breathing exercises.
- Model and normalize a range of emotions by giving students opportunities to express themselves in nonverbal ways. This may include drawing a picture about how their lesson or day is going or showing the most important thing that happened to them that day. Teachers can complete this exercise first and share with students to model how to share with others in a way that feels safe and helps us feel connected.
- Have students complete a virtual or long-distance appreciation or gratitude circle. Encourage students to write one thing they appreciate about classmates. Add your own, and then give each student the appreciations written about them.
- Give students the chance to share what they've learned or a chance to teach their classmates. This can include having students find and teach brief self-soothing or mindfulness exercises that promote self-regulation.