



Professional Learning Videos Educator Guide

Overview

Over the course of viewing these Wings Professional Learning Videos, you'll explore the Wings way: a social and emotional curriculum and program that strives to help children become the best version of themselves, create a community where everyone is valued, and make learning fun!

The goal of this accompanying educator guide is to help you reflect upon your approach to social and emotional learning and development, as well as how to incorporate key concepts and learning principles from the Wings program into your everyday classroom culture. The questions on the following pages are designed to help you think about your past experiences, your current classroom, and the school years ahead!

Segment 1: Words to Live By

Pre-Viewing Questions

- What kind of climate and culture do you strive to create in your classroom? How do you achieve this?
- What parts of your classroom culture and community are you most proud of? In what areas do you think students would benefit from additional guidance or support?
- Does your classroom have rules or principles that help guide students' behavior, choices, and interactions with others?
- Would your students be able to explain the social and emotional expectations and goals they are working towards?

Post-Viewing Questions

- What is your initial impression of the Words to Live By?
- Why may it be important for children—and adults—to have these words to live by?
- How could these words impact your students, both in school and in their personal lives?

Segment 2: Self-Awareness

"I love and accept who I am on the inside and know my emotions are nothing to hide."

Pre-Viewing Questions

- In what areas are your students especially self-aware? In what areas of self-awareness do they struggle?
- How do you teach and reinforce the concept of self-awareness in your classroom?
- Are students encouraged to reflect upon and discuss their emotions in your classroom? How and in what context?



Post-Viewing Questions

- How can you guide students in learning to be proud of their strengths and not embarrassed of their weaknesses?
- How can you incorporate (or further incorporate) the reflection and discussion of emotions into your classroom environment?
- Are there specific portions of the day or school year during which it may be particularly important to check in on students' emotions? How could you use these times as opportunities for teachable moments about self-awareness?

Segment 3: Self-Management

"Life's full of surprises that make me feel different ways. If I can control myself, I'll have much better days."

Pre-Viewing Questions

- Are surprises and unexpected situations a common part of your students' lives—at school and/or at home? How so?
- How do your students typically react to positive and negative surprises?
- Are there certain types of surprises that are most difficult for your students to handle?
- Do your students seem to have the tools they need to stay in control during these times?

Post-Viewing Questions

- What part of this segment especially resonated with you and the behavior you see from your students?
- How could you incorporate self-management strategies into your own classroom?
- How may learning additional strategies for self-management help your students in school and in life, both now and in the future?

Segment 4: Responsible Decision-Making

"I understand the choices I make should be what's best for me to do, and what happens is on me and not any of you."

Pre-Viewing Questions:

- When have you witnessed your students making responsible decisions?
- Do your students have a toolbox of strategies they can use when faced with a decision?
- In what context(s) do your students seem to have the most trouble making responsible decisions?
- Do your students take ownership for their actions—both positive and negative?

Post-Viewing Questions

- How could you introduce the "Yes Mess" technique to your students in a meaningful way?
- How could you integrate "Show Your ID" into your classroom so that it becomes the norm for students to both admit when they were wrong and proudly express when they do the right thing?



- In what ways would your students benefit from having these specific tools to use before, during, and after times of decisions?
- How can you help the concept of responsible decision-making resonate with your students and connect to their lives at school and at home?

Segment 5: Social Awareness

"I understand others are unique. I want to learn more about everyone I meet. I want to step into their shoes and see what they are going through."

Pre-Viewing Questions

- When and how do your students exhibit empathy?
- In what situation(s) is empathy difficult for your students?
- Do your students struggle with individuality or embrace it? Why may this be the case?
- On a scale of 1 to 10, how well does your classroom community appreciate each others' differences and respect one another?

Post-Viewing Questions

- How could the "We're all different, and that's OK" motto help improve the level of respect in your classroom?
- During which parts of the school day would it be beneficial to purposefully integrate these empathy strategies (such as stepping into other people's shoes) and how could you do this?
- How would an increase in social awareness benefit students' personal and academic lives, both now and in the future?

Segment 6: Relationship Skills

"I am a friend. I support and trust. Working together is a must. Kind and caring I will be. I listen to you. You listen to me."

Pre-Viewing Questions

- Do you believe all students in your classroom support one another and feel supported? Why or why not?
- What have you already done to promote kindness in your classroom?
- Do your students have regular opportunities to be part of a group or team—both in academic and non-academic settings?

Post-Viewing Questions

- What sections of this segment would be most beneficial to implement in your classroom? Why?
- In which academic and non-academic parts of the school day could you begin to incorporate the practice of positive feedback?
- What opportunities exist for your students to work together as a TEAM? What changes could you make in your classroom to increase the frequency and scope of these opportunities?



Looking Forward

When teaching social and emotional skills, our actions are just as important as our words. Children must be surrounded by supportive and engaging adults who consistently model how to take responsibility for their choices and actions, identify and manage their emotions, show empathy, and deal with conflicts. When this occurs, kids can soar.

As you continue to reflect on the Words to Live By and how to create a classroom culture where social and emotional learning can thrive, consider the following questions:

- Why is a learning environment that is invested in children's social and emotional learning and well-being necessary for students' success in school and in life?
- What personal goals can I make for myself to ensure that I positively model social and emotional skills to the best of my ability?
- What small changes can I implement in my classroom to help students begin to soar with social and emotional learning?
- What larger goals can I begin working towards as I strive to equip children with the skills they need to succeed in school and thrive in live? What gradual steps can I take to achieve these goals?