SEL Squared
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Today’s SEL Squared Learning Objectives

- SEL & National standards for Square Dance
- Strategies to create groups
- Appropriate verbal and nonverbal communication when rotating groups and working with partners
- Basic square dance moves
- Create a modernized square dance
- Be respectful audience members while a group performs
Did someone say 60 minutes?
SEL & National Standards for Square Dance
SHAPE National Standards - 5th Grade

- Combines locomotor skills in cultural as well as creative dances (self and group) with correct rhythm and pattern. (S1.E5.5)
- Combines balance and transferring weight in a gymnastics sequence or dance with a partner. (S1.E7.5)
- Transfers weight in gymnastics and dance environments. (S1.E8.5)
- Combines spatial concepts with locomotor and nonlocomotor movements for small groups in gymnastics, dance and games environments. (S2.E1.5)
- Combines movement concepts with skills in small-sided practice tasks in game environments, gymnastics and dance with self-direction. (S2.E2.5)
- Engages in physical activity with responsible interpersonal behavior (e.g., peer to peer, student to teacher, student to referee). (S4.E1.5)
- Participates with responsible personal behavior in a variety of physical activity contexts, environments and facilities. (S4.E2.5a)
- Accepts, recognizes and actively involves others with both higher and lower skill abilities into physical activities and group projects. (S4.E4.5)
SHAPE National Standards - 8th Grade

- Exhibits command of rhythm and timing by creating a movement sequence to music as an individual or in a group. (S1.M1.8)
- Responds appropriately to participants’ ethical and unethical behavior during physical activity by using rules and guidelines for resolving conflicts. (S4.M4.8)
- Cooperates with multiple classmates on problem-solving initiatives including adventure activities, large-group initiatives and game play. (S4.M5.8)
- Applies rules and etiquette by acting as an official for modified physical activities and games and creating dance routines within a given set of parameters. (S4.M6.8)
Collaborative for Academic, Social, and Emotional Learning (CASEL)

**Self-awareness:** Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

**Self-management:** Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

**Social awareness:** Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

**Relationship skills:** Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

**Responsible decision-making:** Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

Personal/Social Development American School Counselor Association (ASCA) National Standards for personal/social development

Standard A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

Positive Mindset
- Cultivate a mindset of growth and balance.
- Support exploration of strengths and areas of interest.
- Work with families to develop a balanced, healthy, and personalized plan for college and career.

Empathy and Understanding
- Support understanding of the art of authentic listening.
- Embrace the mistakes others make, and practice forgiveness.
- Understand conflict is a part of relationship building.

Persistence and Grit
- Cultivate an environment where students take responsible risks.
- Work with students to embrace and learn from failure and endure through struggle.
- Cultivate dispositions of leadership to drive positive change.

Mindfulness and Thoughtfulness
- Cultivate awareness of the present moment and sharpen attention.
- Practice regular and random acts of kindness.
- Support the development of emotional awareness and regulation.

Autonomy and Independence
- Teach students to internalize the learning experience and to set and evaluate learning goals.
- Develop a love of learning that transcends grades and evaluation.
- Support student self-advocacy in times of conflict.

Collaborative Communities
- Develop a spirit of service to the local and global community.
- Understand and embrace equity and access to opportunities for all.
- Daily, repeated practice in discourse and speaking skills.

For more information, contact Ryan Gleason, Director of Education and Leadership: rgleason@lvusd.org
21st Century Skills

4Cs for 21st Learning skills
The “Square Dance Unit” is NOT really about Square Dancing!
Student Standards for Square Dance:

- Cooperate with multiple classmates to create a dance routine that exhibits command of rhythm and timing of movement sequences to music
- Identify and practice appropriate communication that involves speaking, listening and nonverbal behavior
- Understand the perspectives of others and be inclusive of all group members
- Cultivate an environment where students take responsible risks
- Practice 21st century skills of communication, collaboration, creativity, and critical thinking.
Let’s DANCE
Strategies to Create Groups
Appropriate Verbal and Nonverbal Communication
Basic Square Dance Moves

Good Websites-


https://videosquaredancelessons.com
Positions

- Right Hand / Left Hand
- Partner / Corner
- Head
- Side
- Pairs 1, 2, 3, 4
Bow
Circle
Dosado
In and Out
Promenade
Swing
Create a Modernized Square Dance

https://vimeo.com/279716259
Be Respectful Audience Members
T-Chart

SEE

HEAR
Music

- Tempo SlowMo App - [link](#)
- Techno Blue - 104 bpm
- Audacity (free) or GarageBand
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