Social and Emotional Learning

Social and emotional learning is an important part of a Foothills education. Our mission states that we are a *vibrant learning community* and social and emotional learning is foundational in creating this type of community. Foothills School has also named social and emotional learning in one of our programmatic pillars: "Community and Citizenship: We cultivate empathy, compassion, and advocacy by weaving social and emotional learning and mindfulness into our curriculum and daily interactions. We encourage students to take initiative as caring citizens of both our school community and the larger global community."

Foothills School fosters an environment where responsibility and sensitivity to the group co-exist with the autonomy and integrity of the individual. In accordance with our values, we strive to create a climate of mutual respect, trust, and personal responsibility. In accordance with our mission, we help students develop self-awareness and a sense of social responsibility as well as the skills that support effective collaboration.

SEL Competencies
At Foothills we empower every member of our community (students, faculty, staff, and families) to:
1. Be positive and valued members of the community
2. Advocate for themselves and others
3. Make thoughtful and respectful choices
4. Take responsibility for their actions
5. Set and achieve goals
6. Be reflective
7. Persist when faced with challenges

Social and emotional learning is addressed differently throughout the school. However, you can see many throughlines in the ways dyads address social and

emotional learning. Below is a dyad by dyad list of tools, strategies, and curriculum that are used at each level:

Early Learners
- Roleplays
- Morning meeting conversations
- Thoughtfully chosen books
- Explicit teaching of expectations and the problem-solving process
- Priming and frontloading kids with expected behaviors
- Positive descriptive feedback
- Sending mail to build relationships
- Journals, writing and drawing
- Visual and auditory cues
- Community language
- Modeling and facilitating alongside children
- Acknowledgment of ALL feelings
- Focused breathing techniques
- Peaceful Conflict Resolution Process
- Mindfulness practices
- Parent partnerships
- Noticing language
- Learning to listen to their own bodies
- One-on-one check-ins
- Getting a fresh start

Kindergarten
- Roleplays
- Mindfulness
- Teaching students how to "check-in"
- Supporting check-ins as needed
- Taking intentional breaths
- Learning and applying breathing techniques
- Morning meetings
- Ownership of jobs
- Thoughtfully chosen books
- Responsive classroom
- Getting a fresh start
- Validating feelings
- Modeling
- Intentional groupings
- Teacher support
- Supportive physical environment

- "I notice" language
- Notice of kindness/gratitude
- Whole-body listening
- Teaching how to advocate for self/others
- Support with conflict resolution
- One-on-one check-ins
- Common community language
- Storytime
- Every voice matters and giving each other time to share
- Think time
- Frontloading activities
- Auditory cues (chimes, gong, singing bowl)

First/Second

- Responsive classroom
- Big life journal
- Mindfulness cards
- Quiet/Safe space in the classroom with mindfulness activities
- Breath leader is one of our classroom jobs
- Roleplaying
- Think time and advanced warning before transitions
- Helping negotiate conflict
- Being okay with conflict
- Direct instruction and practice with how to disagree
- Guided meditations
- Yoga
- Quiet time for children
- Noticing and validation language: https://consciousdiscipline.com/
- Growth Mindset
- Strategies to support keeping our "lid from flipping" (mindful breathing, taking a break, asking for help, having a snack)
- Class meetings
- Acts of Kindness and Gratitude Jars

Third/Fourth

- Organically checking in through the day
- Explicit teaching of expectations
- Positive descriptive feedback
- Providing space and time to support students' needs
- Teacher or peer support
- Friday "Honorings"
- One-on-one check-ins

- Intentional pairings
- Mixed groupings
- Quiet time at big transitions
- Collaboration on class agreements
- Acknowledging and validating ALL feelings
- Building/developing connection
- Communications with parents
- Teacher's focused reflections
- Comfort with conflict and supporting conflict
- Self-advocacy
- Team building games
- Encouraging mindfulness throughout the day
- Weekly mindfulness with performing arts teacher - focused sessions
- Weekly class meetings with student-selected topics
- Supporting student voice and choice
- Validating needs and addressing concerns immediately
- Noticing and validation language

Fifth/Sixth
- Collaborate as a community to create class standards
- Focus on physical/emotional/and academically safe environment
- Mindfulness practices
- Yoga practice
- Having courageous conversations/tuning-in practice
- Noticing acts of kindness, gratitude, and admiration
- Discussions around strategies to build and maintain healthy relationships/friendships
- Roleplay and practice
- Teaching students how to "check-in"
- Learning and applying breathing techniques
- Thoughtfully chosen books to address social and emotional themes
- Validating feelings
- Modeling
- Teacher support
- One-on-one check-ins
- Supportive physical environment
- Notice of kindness/gratitude/admiration
- Support with conflict resolution
- Whole-body / Active listening
- Teaching how to advocate for self/others
- Every voice matters and giving each other time to share
- Validation language https://consciousdiscipline.com/

- "I notice" language
- Intentional groupings

Jr. High
- Advisory Program with a curriculum focused on relationship building, academic support, social and emotional learning, media literacy, and current/world events
- Daily small group classes
- Explore - various topics related to social emotional learning
- Weekly mindfulness practice
- Student council
- Ninth grade leadership opportunities
- Teaching how to advocate for self/others
- Support with conflict resolution
- One-on-one check-ins
- Intentional groupings
- "I notice" language
- Teacher support
- Notice of kindness/gratitude
- Yoga
- Anti-Bullying programs
- Positive teacher-student relationships
- Building persistence, grit through project work, challenging problems, etc.
- Community/Team building
- Service-learning