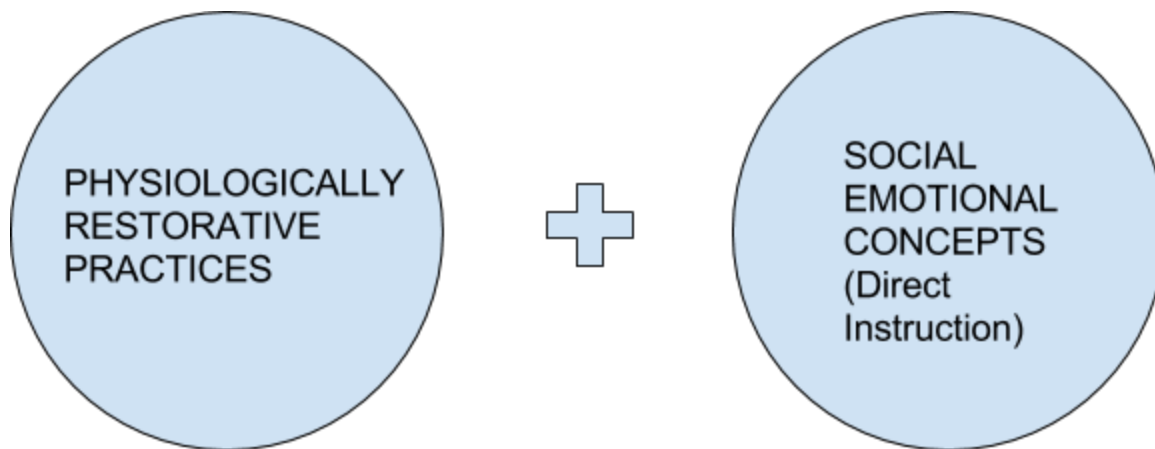


PROGRAM OVERVIEW

The Astronauts Social Emotional Learning (SEL) Program is the result of a collaboration between Stanford Psychology Lecturer Frederic Luskin, Ph.D., Instructor Dr. Shani Robins, and Mindfulness Educator Martín E. Blank. The program draws on research-based strategies for SEL integration and direct instruction. It combines two major components to provide students with tools and education in life-skills development:



The first component of the program involves physiologically restorative practices such as mindfulness, yoga, meditation, and breathing techniques, with the purpose of helping students achieve a state of calm alertness, to be ready to learn and to thrive inside and outside the classroom. Teachers are trained in how to facilitate daily 5-10 minute routines in their classroom to create long-term sustainable change. The physiologically restorative practices like yoga, breathing techniques (Bhastrika, etc.), and mindful meditation taught in this program have all been shown by various independent studies to have beneficial effects on students overall well-being and ability to learn (e.g. Vialatte, 2009).

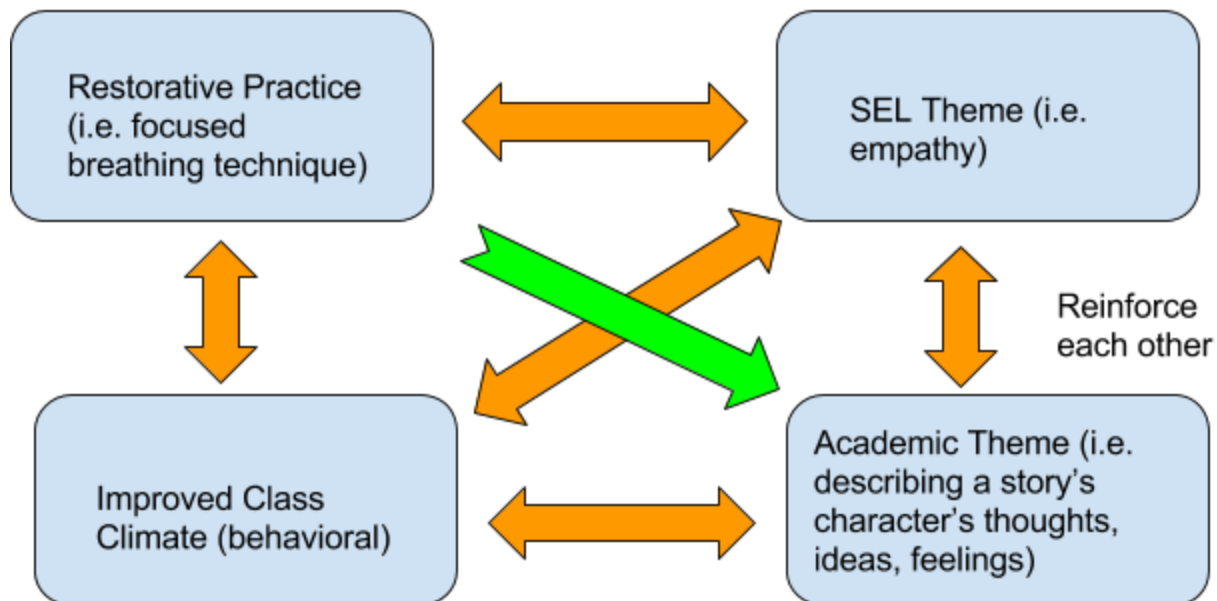
The second component of the program includes Social Emotional Learning Concepts and curricular components which are either original in nature or are based on evidence-based strategies. These include lesson plans and processes developed by evidence based programs such as Second Step, The 4Rs, Inner Resilience, Open Circle, and Caring School Community, used by permission. In

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addition, The Astronauts uses some material that is original and outside of the scope of the above curricula. SEL lessons (e.g. Mindfulness, Gratitude, Compassion, Empathy, Growth Mindset and Humility) include concepts that have been shown to have positive effects on students well-being and ability to learn (Reyes, 2012) (Durlak, 2011).

Please see the graphic below to show the interaction between and effect of the two components of the program on class climate, SEL, and academic performance. We are using the benefits of this derived openness in order to a) create an improved class climate, free of distracting negative behaviors and social conflict, which helps to more easily integrate both SEL concepts *and* academic subjects through an improved class climate and learning environment. See graphic below.



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Wisdom Skills, mapped to CASEL's competencies, refer to more specific skills that can be learned, which are subcategorical extensions of CASEL's competencies, and allows for skill labeling and acquisition.

- Empathy (emotion)
- Compassion (behavior)
- Gratitude
- Mindfulness
- Humility
- Emotional Intelligence
- Realism (low cognitive distortions, systems awareness)

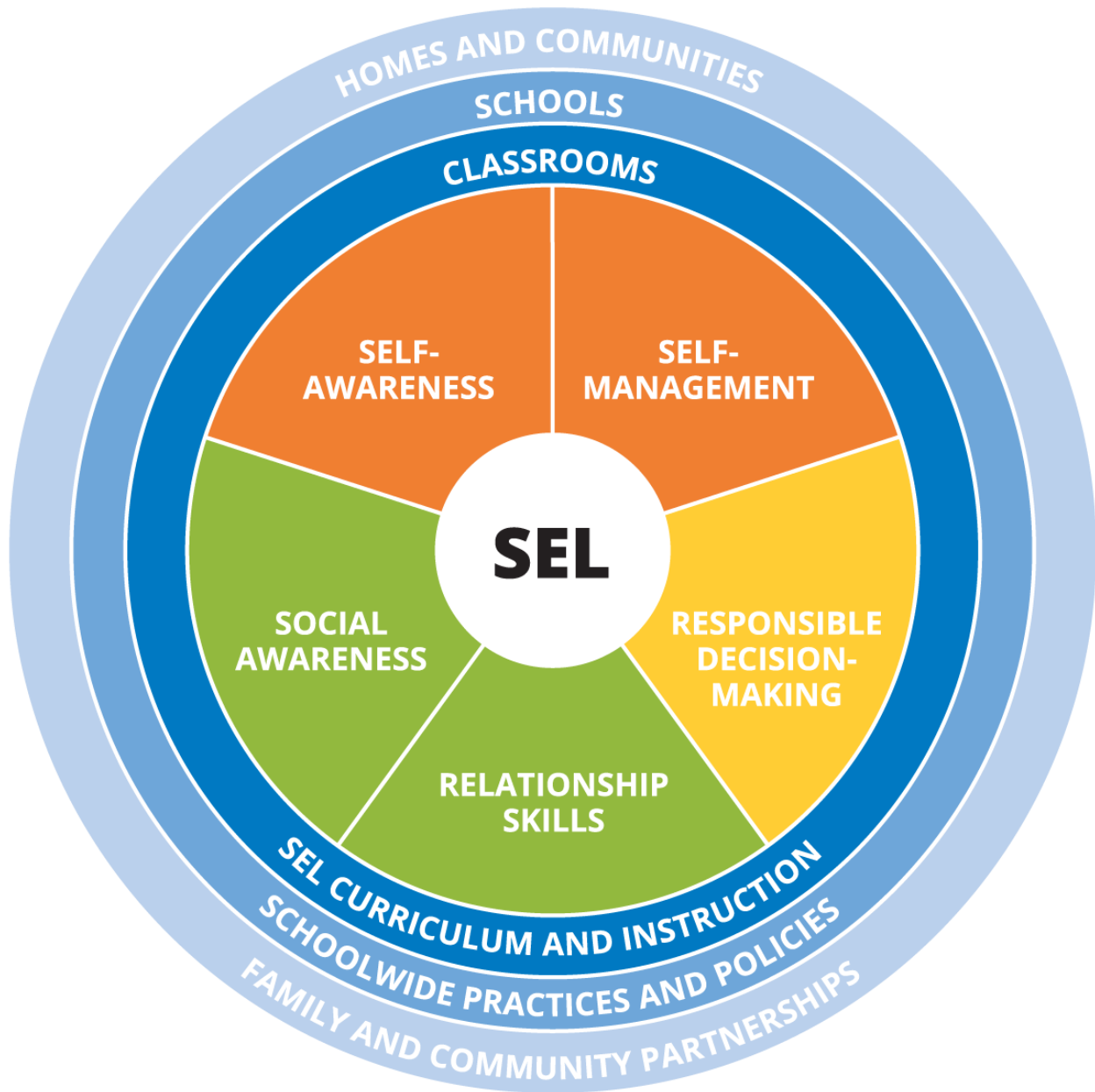
A note on academic influence and motivation:

In order to motivate students to develop their learning and improve the quality of their work, they need to be able to find meaning in this work. If they are doing work only because they are being told to, their intrinsic motivation is non-existent and their efforts can be short-lived, even with the best access to resources and technology. Developing a sense of meaning is essential, and can come through a variety of ways; this curriculum focuses on exploring "what ideas, feelings, or experiences are students in touch with?" This helps students resonate with the academic material they are asked to do.

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The SEL Concepts portion of the curriculum is based primarily on the five core competencies laid out by the CASEL (Collaborative for Academic Social and Emotional Learning) framework, shown below. In addition, we have targeted specific wisdom skills, such as gratitude, humility, and other cognitive behavioral aspects which are mapped to this framework.





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“Knowing others is intelligence; knowing yourself is true wisdom.

Mastering others is strength; mastering yourself is true power. “

- Tao Te Ching

In-Class Sessions Curriculum Guide (Grades 3-5)

GENERAL IN-CLASS SESSION OVERVIEW		
PROCESS	TIME	DESCRIPTION
Circle Check-in / Game	15 mins	During this time, students are asked to check in and identify how they feel and share any opportunities they had practice previous weeks learnings if applicable. Games may be introduced to promote SEL or as an ice-breaker.
Physiologically restorative practices	5 min	Students learn a routine to add to their daily practice led by teacher. This may include 1) new block of breathing exercises, 2) meditation which includes a period of silence with enable relaxation for reflection and stress-relief, 3) yoga which includes mindful movement and awareness of body.
SEL Role-Play / Lesson	15 min	Theme-based weekly curriculum using multi-dimensional instructional approach.
Discussion & Debrief	5 mins	Sharing about lesson and Q&A.

DETAILED IN-CLASS SESSIONS BREAKDOWN		
PROCESS	TIME	DESCRIPTION
Circle Check-in	10 mins	During this time, students are asked to identify how they feel and share to the class any learnings from previous weeks that have been applied.
Yoga & Movement	10 min	Mindful movement and awareness of body.
Game	5 min	An SEL game which relates to the themes of the week: (e.g. empathy, teamwork, humility, embracing diversity, challenges, and emotions, being in the present moment)
Core Breathing Routine	5 min	Students learn a new block of breathing routine to add to their daily practice led by teacher.
SEL Role-Play / Lesson /THEME EXPLORATION	10 min	Real world scenario or skit where students can act out a difficult SEL concept like: making a new friend, feeling embarrassed, being bullied, or increasing focus.
Music & Rhythm / Song	5 mins	Singing original songs or listening to relevant known songs to revisit SEL concepts.
Meditation	5 min	Period of silence, relaxation for reflection and stress-relief.
Discussion & Debrief	5 mins	Sharing about lesson and Q&A.



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THEMES / COMPETENCIES:

- Theme 1: SELF-AWARENESS: Identifying Emotions
- Theme 2: SELF-AWARENESS: Expressing Emotions
- Theme 3: SELF-MANAGEMENT: Calm the Mind - Breathing
- Theme 4: SELF-MANAGEMENT: Emotional Regulation - Art
- Theme 5: SOCIAL-AWARENESS: Recognizing Emotions in Others
- Theme 6: SELF AWARENESS & MANAGEMENT: Where We Get Energy
- Theme 7: OPTIMISTIC THINKING: Growth Mindset
- Theme 8: SOCIAL AWARENESS: Empathy for Others
- Theme 9: RELATIONSHIP SKILLS: Perspective-taking / Point of View
- Theme 10: RELATIONSHIP SKILLS: Compassion & Resolving Conflict
- Theme 11: SELF-AWARENESS: Developing Mental Gratitude
- Theme 12: RELATIONSHIP SKILLS: Expressing Gratitude
- Theme 13: SELF-MANAGEMENT: Humility & Growth Mindset

A note about Common Core Links: By linking common core references to the lessons, we are providing a possible connection to academic standards. These lessons can be seen as supplemental, extensions or foundations to standards that benefit from social emotional learning (SEL) connections. These lessons are not a substitute for direct instruction in these areas, and require classroom teacher support in their integration into academic contexts.