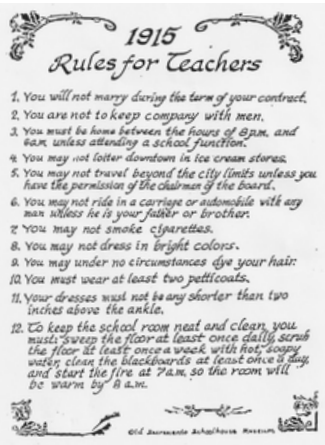


TEACHER AND SCHOOL READINESS:



Over the past century, schools have undergone significant transformations, with social-emotional learning becoming integral from the 1960s and formal standards emerging in 1997. Despite the evolving landscape, teachers vary in their comfort levels regarding building relationships. Recognizing and respecting these differences, we offer a self-assessment using a 1-5 scale. Lower scores may suggest more boundaries, while higher scores indicate openness in relationships at both home and school. No approach

is deemed right or wrong. Our curriculum includes example stories for those hesitant to share their own, embracing a departure from the stringent rules of 1915. Feel free to express individuality, even suggesting activities like loitering at an ice cream shop. Ultimately, we emphasize the importance of self-reflection on interaction styles with students, providing resources for those interested in adjusting their approach.

RATE YOUR ANSWERS



• How comfortable do you feel building relationships with students and families?



• How often do you share about your emotions at school?



• When you are teaching, how often do you share stories about yourself or your experiences?



• When you see a student outside of school, how likely are you to engage?



• How likely are you loiter at ice cream stores?



• When thinking about empathy, how comfortable are you if someone else (a student) shows big emotions?

We know teachers have a lot to do, and we want to help you talk to students about empathy, loneliness, and connection. Some teachers feel more comfortable with these topics than others, but we believe it's important to have discussions at the school or district level so every teacher feels okay talking to students and building connections. We have answers to common questions in our FAQ, but we think it's most important for each group of teachers to create their own way of doing things. Remember, young people can feel lonely, and your involvement makes a difference!

ITEMS TO DISCUSS AT A BUILDING MEETING:

- What are we trying to achieve as a classroom, building, or district in regards to loneliness, empathy, and connection?
- What might get in the way? What support is needed to get started? What support is available ongoing?
- What do we do if a student is triggered by a topic or video? What if it is me that is triggered?
- Who provides us back up?
- What do we do if kids don't engage or are a distraction?
- What if I feel uncomfortable with this? Can I team-teach with someone?
- How much do we share with families? What do we do if a family doesn't want their student to do this?
- What do I do if I don't understand one of the concepts?
- How much confidentiality do I provide in class?
- Do I have to let students use their phones in class to connect with others?
- What do I do if I can't answer a question a student brings up?
- How do I include this with other SEL or academic content I'm teaching?
- How do we share our feedback as we progress?
- Can we get additional resources like the t-shirts in school colors?