



- INCLUSION**
- COOPERATION**
- COMMUNICATION**
- COMMUNITY**

StickTogether Supports #SELday Success

Your guide for integrating StickTogether into your Social Emotional Learning curriculum.

Are you looking for an easy and inclusive way to have your students regularly share reflections and experiences that will build SEL competencies as a group? StickTogether is the engaging and calming ‘focus activity’ that creates the ideal safe space for these conversations and exchanges.

- 1.** Hide the cover, open the poster, have the students share stickers and help each other to place them correctly according to the code.
 - 2.** Once the students are ‘sticking together,’ start the conversation with a CASEL-SEL inspired prompt - see the following pages for some ideas, or offer with your own. With everyone involved in this relaxing activity, it’s easy and natural for students to share and exchange feelings, experiences, stories, goals and ideas.
 - 3.** Just as everyone participates equally by adding stickers, everyone participates equally in the conversation.
- The poster can easily be rolled up and stored between sessions.

StickTogether ✓'s many boxes for jump-starting Social Emotional Learning modules

- ✓ Creates an opportunity for social connections (combats loneliness and isolation)
- ✓ Can be used as a way to gradually foster new relationships (e.g. if a new student joins a group)
- ✓ Provides a purpose for interacting socially, which feels safer for more introverted or shy individuals
- ✓ Promotes a sense of connectedness by working together towards a shared goal
- ✓ As the activity doesn't require advanced language skills, StickTogether can be used when working with individuals who are unable or do not desire to engage in conversation but want to spend time together
- ✓ Provides an easy, relaxed activity for multi-age interaction
- ✓ Equalizes relationships and combats stereotypes as everyone participates equally
- ✓ Promotes working collaboratively with others, including:
 - Strategizing about how to divide up the work
 - Learning to share materials/take turns
 - Learning to manage conflicts
- ✓ Provides an opportunity to practice managing emotions
- ✓ Provides users with a sense of accomplishment and pride
- ✓ Promotes relaxation; is a stress-free activity





Per CASEL's press release, the new definition of social and emotional learning is as follows:

Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

5 Core Social and Emotional Learning Competencies

- Self-awareness—including how we identify and process our emotions and reflect on our own strengths and identities.
- Self-management—including how we set goals, manage stress, and demonstrate resilience.
- Social awareness—including the ability to empathize and take the perspectives of others from similar and diverse backgrounds.
- Relationship skills—including establishing and maintaining healthy relationships and collaboratively finding solutions to challenges.
- Responsible decision making—including analyzing situations, solving problems, and making decisions that promote collective well-being.



The following SEL reflection Prompts are adapted from CASEL

(<https://casel.org/wp-content/uploads/2020/06/SEL-Reflection-Prompts.pdf>)

Let's ALL talk
about feelings.

Identify and respond to emotions.

- What are some things that make you feel mad? Sad? Happy?
- What was the hardest part of last year / online learning? How did you deal with it?
- What has been the hardest part of transitioning back to being in school? What has helped with that transition? What do you need help with?
- Tell a story about a time you felt super confident. What gave you that feeling?
- What make you feel stress? What ways do you have to manage stress?

Let me be me.

Recognize personal qualities and external supports

- Describe something you like to do for fun.
- What do you like about school? What is challenging?
- Talk about something you accomplished that makes you feel proud.
- Describe a time and situation where you needed help.
- What is something you are good at? Something you want to get better at?
- Describe ways in which you contribute to the school community.
- Who in the school, your family or your neighborhood can you go to if you are having a problem in school.
- What is special or unique about you? Something that you add to your family? Your community?

Let's DO this
together.

Demonstrate skills related to achieving personal and academic goals.

- What are some goals you have in school? At home? What are some of your short-term goals? Long- term goals?
- What are you doing to make sure to keep to your goals?
- Talk about a time you achieved a goal. How did you do it? How did you feel?
- Can you think of ways other people (fellow students, teachers, family-members) could help you meet your goals?

Let's make sure
everyone is OK.

Recognize the feelings and perspectives of others.

- Talk about a time you disagreed with a friend. How did you handle it?
- What makes you a good listener? How could you be a better listener?
- Talk about a time you learned something by listening to how others felt?
- Talk about a time that your opinion changed. What was it that made you change your opinion?

Let's
CELEBRATE
what we have
in common,
as well as our
differences.

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Recognize individual and group similarities and differences.

- Talk about a friend. How are they similar to you? How are they different?
- What are some ways you are similar to your family? What are some ways you are different?
- Talk about a time you were wrong about someone who was different than you. What did you learn from the experience?
- How would you describe your personal identity? How is it similar or different than that of people around you?

Let's ALL talk
it over.

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Use communication and social skills to interact effectively with others.

- Talk about a time you wanted to play with a new person or group. What did you do?
- What are some ways you let friends in your class know you care about them?
- What are some qualities that you want in a friend? How would you describe a good friend?
- What makes a good team?
- Talk about a time you showed leadership. What social skills helped you to lead?

Let's FIX this
together.

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Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

- Talk about some conflicts you have seen happening on the playground or in the classroom? How do you think kids could prevent them? Resolve them?
- Talk about a time you had a conflict. How did you feel? How did you resolve it?
- Talk about a time you resisted negative peer pressure.

Let's ALL do
right thing.

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Consider ethical, safety, and societal factors in making decisions.

- What kinds of things do you think about when you are making a decision?
- Talk about someone you admire. Why? How did their choices make the world a better place?
- Talk about a time when you did something because it was 'the right thing to do.'

Let's DECIDE
together.

Apply decision-making skills to deal responsibly with daily academic and social situations.

- Talk about a positive decision you made during online learning. How did you make your choice?
- How does our class make decisions together? How could that be improved?

Let's ALL
StickTogether!

Contribute to the well-being of one's school and community.

- Talk about something you have done this year that you are proud of.
- Talk about some ways that you help others in your family or community.
- Talk about some ways that you help others in the classroom.
- Talk about some people who make a difference in your life. How do they impact you?



The more we **stick together**
Together, together
The more we **stick together**
The happier we'll be
'Cause your friends are my friends
And my friends are your friends
The more we **stick together**
The happier we'll be

**For more ideas about SEL and StickTogether feel
free to read these StickTogether blog posts:**

How To Use StickTogether As An Opening & Closing Activity

<https://letsticktogether.com/blogs/news/how-to-use-sticktogether-as-an-opening-closing-activity>

Ways to Promote Collaboration Between Rejoining Students

<https://letsticktogether.com/blogs/news/ways-to-promote-collaboration-between-rejoining-students>

Solving The Puzzle of Social and Emotional Learning

<https://letsticktogether.com/blogs/news/solving-the-puzzle-of-social-and-emotional-learning>