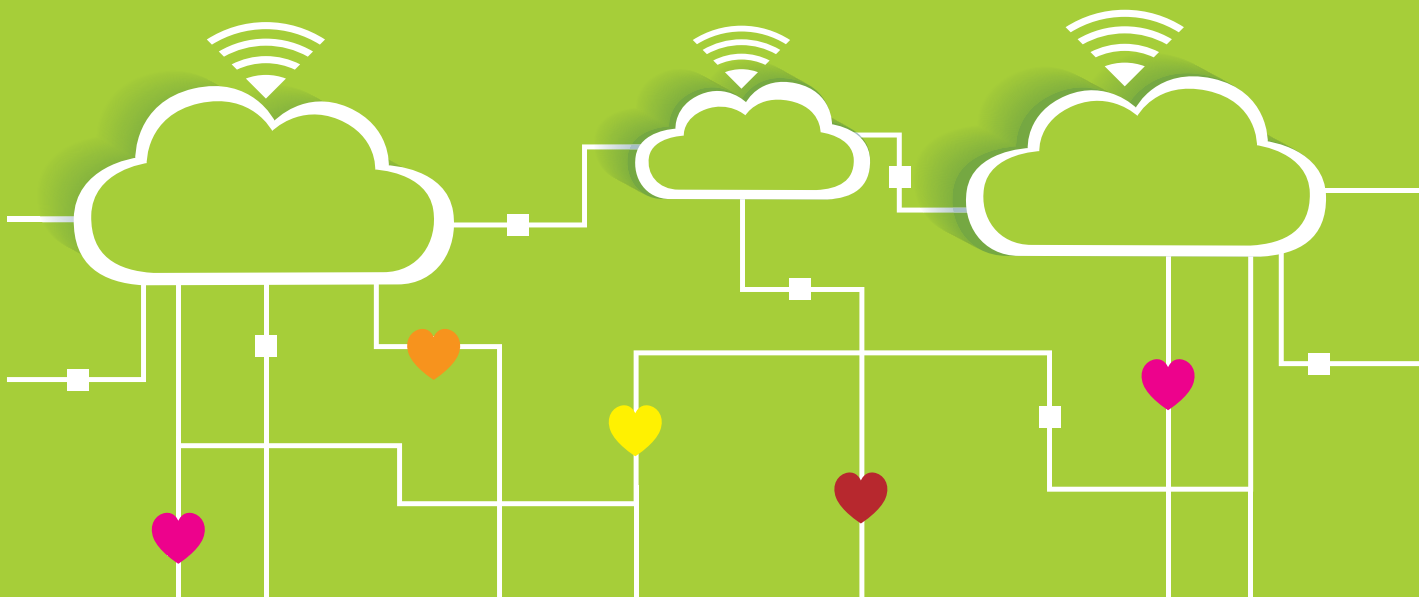


Thank you

FOR YOUR  
INTEREST IN  
CORWIN

Please enjoy this complimentary excerpt from *SEL From a Distance*. Chapter 3 explains relationship skills, tools, and processes.

**LEARN MORE** about this title, including Features, Table of Contents and Reviews.



# RELATIONSHIP SKILLS TOOLS AND PROCESSES

CHAPTER

3

In this chapter, you will find the definition of the social and emotional learning (SEL) competency Relationships Skills, the deconstructed components necessary for mastering this SEL competency, and tools and processes for each. Although we have provided here some of our most effective SEL tools and processes, you can adjust, add to, and refine them with other tools. Remember, the goal is to go beyond just a tool to an intentional process that requires you to *identify*, *teach*, *model*, and *reinforce* the SEL skills students need for success in school and life.



## SEL Competency: Relationship Skills

---

**What are relationship skills?** Relationship skills are the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups and to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed (see casel.org).

*Simply put, we want our students to have the skills they need to communicate effectively, problem solve peacefully, and have positive interactions with individuals and groups in multiple settings in school and life. This SEL competency is deconstructed to capture this meaning.*

**SEL competency deconstructed skills:** Communication, social engagement, relationship building, teamwork

In this section, we have provided you with a tool and process for each of the deconstructed skills required for effective mastery of the SEL competency Relationship Skills.

*Note:* Although you are seeing distance learning examples of these tools and processes, this does not mean they cannot be converted to in-person or hybrid settings. The way to look at it is this: If you can do it from a distance, you can do it in person or in a hybrid setting as well.

## Menu of Tools and Processes for the SEL Competency

### RELATIONSHIP SKILLS

- Communication
- Social engagement
- Relationship building
- Teamwork

# Communication

## TOOL 1: CHOICE WORDS

**Process:** Operationally define Choice Words for your classroom with your students. Review the difference between words utilized at home/with friends and words utilized in the classroom or in a future work setting. Ask for and integrate student input/voice into your definition of Choice Words so there is a shared understanding and agreement of its meaning and what is expected.

*Tip:* Emphasize to your students that it is always important for them to feel comfortable being who they are, but it is also important they learn how to respect the language expected in different settings while staying true to themselves.

Post the Choice Words definition as a sign or reference for students entering the in-person or virtual classroom.

Remind the students of Choice Words daily as they are entering the classroom or as you start instruction.

*Tip:* Choice Words can be integrated into your classroom agreements or norms.

.....

## TOOL 2: EMPATHIC LISTENING

**Process:** Define empathic listening. Empathic listening can be defined as the intentional listening to hear what someone is telling you.

Share for 2 minutes while students listen (*silent* and *listen* have the same letters; remind the students to listen silently). Prompt students to take notes as you are speaking about a topic or experience.

When you are finished, students will talk to a partner or the whole class about what they heard using the sentence frame “I heard you say . . .” or “I heard you share. . . .”

In partners, one student shares with the other student. A topic or experience can be provided ahead of time, or it can be a topic the class has decided on together. The partner practices listening and repeats back using the same sentence frame: “I heard you say . . .” or “I heard you share. . . .” Students can be organized in groups of two in breakout rooms.

**Reflect on the experience:** What was it like to talk to someone, and what was it like to listen to someone?

### TOOL 3: "AIR SHARE" TIME

**Process:** Give a prompt (e.g., "What is something that is challenging to you with distance learning? Reflect on the biggest challenge for you during distance learning. Reflect on your biggest personal achievements.")

Students have 3 minutes to think about the prompt while music is playing in the background (post the prompt in a slide or on a shared document).

After the 3 minutes, each student gets an opportunity for a 20-second "Air Share" Time to respond and summarize their response in 10 words or less (e.g., "Distance learning has helped me understand the importance of relationships.").

.....

### TOOL 4: APPOINTMENT CLOCK

**Process:** Give students a prompt to think about for 2 minutes. After 2 minutes, move students into group appointment chat rooms.

In the chat room, each student has 1 minute of uninterrupted time to respond to a prompt (e.g., Share something you are excited about with distance learning. Share a distance learning "win.").

As each student is sharing for 1 minute, the other students are taking notes (a template to ask questions is provided below).

After each student has shared in the group, provide 10 minutes of question-and-answer time. Request that each student ask at least one question.

What follows is the template to help keep students on track during this small-group exercise:

Two-minute topic: _____		
Student-Sharing Name	Questions I Have	Responses

## TOOL 5: PROPER TEXT ETIQUETTE (WRONG WAY, RIGHT WAY)

**Process:** Teach wrong/right way communication in a virtual setting using the examples provided below. Show students the wrong and right way of interpreting and using text in communication in a virtual setting (e.g., ALL CAPS, **bold**, *italics*, sarcasm/jokes) and explain how these can be misinterpreted in a digital space.

### Proper Text Etiquette

There are times caps help to put emphasis on a word or phrase, but more often than not, your audience feels like you're YELLING AT THEM!

**Bold**, *italicized*, underlined, and "quotation marks" in text can come across as aggressive, sarcastic, or rude.

#### Examples:

- Teacher interaction: After all, this assignment was "optional" back in February.
- That's not what you said.
- Could you please **reply ASAP?!!**
- Student interaction with another student in a debate: **I DO NOT AGREE! THAT IS STUPID! IDK.**

### How to Email Your Teacher

- Topic: Two-to-five word summary of the email, like "Assignment help."
- Greet the teacher and tell them why you are writing the email. "Good afternoon, I am writing because I am feeling overwhelmed with some of the assignments."
- Wrap up by saying "thank you" and signing your name.

Have students come up with other ways text can be misinterpreted and develop a wrong way, right way with a partner(s) for their selected example. You can do this as a joint slide deck so each student or partner group can add to it and present.

### Slide Template

- Insert your names.
- Insert one way text can be misinterpreted in a virtual setting.
- Wrong way
- Right way

# Social Engagement

## TOOL 1: STUDENT SELF-CHECK SURVEY

**Process:** Poll or survey your students using the following prompts. Use the information from the class to share findings with the students. Get their feedback on improvements to help all students feel safe to engage.

### Student Check Survey

Please respond (True/False). The goal is to get to where you feel as though you can circle True for all the items:

- I feel safe to participate in class T or F
- I feel like I can advocate for my needs in class T or F
- I feel like my classmates will support me if needed T or F
- I feel like I have a voice T or F
- I feel like my teacher will help me if I need it T or F
- I feel like I can express myself T or F

---

## TOOL 2: CLASSROOM MANTRAS

**Process:** Select your classroom mantras and reinforce them daily.

Examples of how you can share your mantras from a distance include the following:

- Embed them into the class warm-up.
- Play a slideshow with the mantras at the beginning of instruction.
- Make the mantras your wallpaper or background.
- Include them in every email or communication; post them in your virtual classroom.

### Classroom Mantra Examples

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• You are loved.</li><li>• You are welcome.</li><li>• You belong.</li><li>• You are beautiful.</li><li>• You are worthy.</li><li>• You have a voice.</li></ul> | <ul style="list-style-type: none"><li>• You are valued.</li><li>• You are heard.</li><li>• You are seen.</li><li>• You are safe.</li><li>• You are appreciated for your differences.</li></ul> |
|--|--|

### TOOL 3: SERVICE LEARNING PROJECTS

**Process:** Select classroom service learning projects. Try to do this at least monthly. Describe the purpose of the project to the students and give them choices on what project they want to participate in as a class to give back to the community. When the project is completed, have students reflect on the project and how it helped them engage with their classmates and the community.

Examples of service learning projects include the following:

- Write letters of encouragement to individuals in a nursing home or others in need.
- Write letters or make videos for hospital staff thanking them for their service.
- Identify frontline responders and research how their jobs have been impacted. Develop a plan for what they need and how we can support them.
- Interview adults and other students, asking them how they are doing during this time (e.g., how COVID-19 has impacted their lives, businesses).
- Develop a student guide to thriving during crisis individually, in groups, or as a class.
- Create an online “stay positive” campaign/hashtag with a focused purpose and plan with goals.
- Create get well cards or posters and share with anyone in need.
- Research an area in the community that needs attention and develop a timeline and proposed actions for the community to address the need (e.g., hot spots, access to technology).
- Read a book or watch a movie that describes a pandemic and write about the key similarities and differences based on your real-life experiences.
- Write letters or poems or create a story. Record yourself reading the letter, poem, or story.
- Create a YouTube video or podcast for students sharing ways you can help one another.



# Relationship Building

## TOOL 1: "GETTING TO KNOW ME" EXERCISE

### Process:

- **Step 1:** Create a joint classroom PowerPoint or slides in whatever modality you prefer.
- **Step 2:** Create a sample of a "getting to know me" slide of yourself and describe the essential components. Students can use words, videos (link to short video), images, drawings, and so on to answer each prompt.

Your name	Love to do for fun	Your strongest trait	Best teacher from personal experience, film, TV, etc. (Why?)
Learning style preference	Learning style nonpreference	Future goals	Helps when I am upset or overwhelmed

- **Step 3:** Have students create their slide.
- **Step 4:** Share out in whatever modality you prefer, one-on-one with you, small groups, whole class. Make sure to designate time for each student to share.

Sample Slide			
<b>Your name</b>  Hannigan	<b>Love to do for fun</b>  <i>"I love to watch anime."</i>	<b>Your strongest trait</b>  <i>"Courage."</i>	<b>Best teacher (Why?)</b>  <i>"She was chill, and she actually taught."</i>
<b>Learning style preference</b> <i>"Video lectures or face to face."</i>	<b>Learning style nonpreference</b> <i>"Definitely not groups. I tend to do most of the work, so I prefer working alone."</i>	<b>Future goals</b>  <i>"University of Washington"</i>	<b>Helps when I am upset or overwhelmed</b> <i>"Hug my Baby Yoda or listen to music, read."</i>





Image sources: istock.com/gregobagel, istock.com/apatpoh, istock.com/grafico2013, istock.com/shaunl, istock.com/Genestro.

Copyright © 2021 by Corwin Press, Inc. All rights reserved.

## TOOL 2: "GETTING TO KNOW EACH OTHER" BINGO

**Process:** Have students submit some facts about themselves (What is my favorite food, favorite song, favorite slogan, something people don't really know about me, etc.) in an online survey (e.g., Google form).

Complete the BINGO card and see if the students can guess who by raising their virtual hand or by using the chat feature. Stamp the BINGO card using the annotation feature on Zoom, or by copying and pasting a stamp image. Use the BINGO card once a week with the class.

"Getting to Know Each Other" BINGO			
Loves to fish	Has been in a movie	Was born in Lebanon	Loves to eat breakfast foods all the time 
Loves Star Wars	Has 10 animals	Loves to draw	Loves to write songs 
Wants to be an engineer	Loves to cook	Has a best friend in another town	Loves 1980s movies 
Plays video games when stressed	Loves to try new foods	Can speak three languages	Is an only child 

Copyright © 2021 by Corwin Press, Inc. All rights reserved.

# Teamwork

## TOOL 1: ROLES/RESPONSIBILITIES (JOBS)

**Process:** Establish a roles/responsibilities protocol. Teach students the roles and responsibilities of all the jobs in the virtual classroom environment. Have students put the roles and responsibilities in their own words. Also, teach students how to select roles quickly when put into a small group.

Identify the roles/responsibilities for your students during whole-class and small-group exercises. Provide a virtual prompt to remind them of their roles/responsibilities prior to sending them into small groups.

Role	Responsibility (Job Description)
Classroom greeter	Greets anyone who virtually enters the classroom
Student class co-host	Helps teacher as a co-host
Recorder	Takes notes in small-group activities
Reporter	Shares out in small-group activities
Facilitator job leader	Leads the discussion or task given to the group, makes sure each person gets a chance to contribute
Timekeeper	Keeps time and gives 5-minute and 1-minute warnings
Active participant	Participates in the discussion even without a specific role

*Note:* For younger students, you can use visuals to explain roles/responsibilities.

## TOOL 2: CLASSROOM CHALLENGES

**Process:** Select or establish a classroom challenge (assign a timeline to the challenge and develop a goal as a class). Remind students of the classroom challenge daily and provide updates on goal attainment. Have students come up with ways to promote the challenge through social media (hashtags, videos, etc.).

*Note:* Challenges can be set up for 2-month periods or as long as needed. Each challenge needs a goal at the beginning that is messaged out and taught to the student body (needs to be measurable). Updates on progress on goals need to be reported to the student body. Rewards for meeting the challenges should be set up accordingly.

Sample Challenges				
Type of Challenge	Goal of Challenge	Reward of Meeting the Challenge	Messaging Out and Teaching Challenge	Dates of Challenge (months or all year)
Virtual Classroom Agreement Challenge	Decrease in number of minor and major virtual classroom disruptions by 50% compared to previous month	Free Dress Days (theme dress days)	Announcements, Classroom Instruction	September–October
Upstander Challenge #ittakes1 to stand up, report, ask for help for someone who needs it	Decrease student self-reports of being bullied 50% compared to baseline survey	Virtual Class Dance (student can DJ)	Announcements, Classroom Instruction	November–December
Attendance Challenge	Improve attendance by 50%	Lunch time virtual privileges/ activities	Announcements, Classroom Instruction	January–February
Being Mindful Challenge	All students participating in daily mindful minutes exercises	Free choice	Announcements, Classroom Instruction	March–April
Gratitude Challenge	All students participating in daily gratitude statement exercises	Homework pass	Announcements, Classroom Instruction	May–June

Copyright © 2021 by Corwin Press, Inc. All rights reserved.

## TOOL 3: WEEKLY TEACHING FOCUS AREA AND REINFORCEMENT SCHEDULE

**Process:** Focus on one skill at a time each week, and have intentional reinforcement of the demonstrated skills.

<b>Week 1 Reinforce Daily</b>	<b>Week 2 Reinforce Daily</b>	<b>Week 3 Reinforce Daily</b>	<b>Week 4 Reinforce Daily</b>
<b>Self-control</b> Daily point expectation (20 points a day). Assign points for students demonstrating self-control.	<b>On-task</b> Daily point expectation (20 points a day). Assign points for students demonstrating on-task behaviors.	<b>Achievement</b> Daily point expectation (20 points a day). Assign points for students demonstrating achievement.	<b>Respect</b> Daily point expectation (20 points a day). Assign points for students demonstrating respect.

<b>Self-Control Weekly Challenge</b>	<b>Weekly Challenge Winner Categories</b>	<b>Sample Virtual Prizes</b>
Highest self-control classroom points (e.g., points are given daily for students demonstrating behaviors identified on the classroom agreement related to self-control)	Highest-classroom-point winner Department winner Grade-level winner Student per grade-level winner Teacher winner for assigning most points Overall student winner	Homework pass VIP student of the day VIP staff of the day VIP department or grade level of the day Student-choice class activity Student spotlight on social media or during class Student becomes partner teacher of the day Virtual badge for character Virtual lunch time with teacher Play song or favorite appropriate clips for class Student-determined incentive Skip a meeting pass Administrator teaches your class for the day Classroom special online visitor Free-time choice for class Extended virtual break

Copyright © 2021 by Corwin Press, Inc. All rights reserved.

## TOOL 4: CLASSROOM OR INDIVIDUAL REWARDS CHART

**Process:** At the beginning of the week, solicit student feedback on something they would like to earn as a class. Awards could include free-choice time, playing music, virtual classroom dance party, or drawing time. Move a star to the box for each day of demonstrating the appropriate skill. For example, if this was a participation weekly goal, there could be a set goal the class has to meet to earn the star for the day. You can do this with individual students as well and have them select the goal with you. This template can be inserted into a slide deck and quickly pulled up with a shared screen to discuss with the class or individually in a breakout room.

**Classroom Rewards Chart**

We are working together as a class to earn \_\_\_\_\_

**Student Rewards Chart**

I am working to earn \_\_\_\_\_

You have reached the end of the Relationship SEL competency chapter. Now may be a good time to pause and see if you can capture some of the tools and processes aligned with the priority SEL competency you identified at the beginning of this book. In addition, if you need a reference, see a completed template in Chapter 8 on page 122.

<b>SEL From a Distance Planning Template</b>				
<b>SEL Competency Focus:</b>				
<b>SEL Competency Deconstructed Skill:</b>				
<b>This week's mastery evidence (how will you know if your students have mastered the skill?):</b>				
<b>Week of:</b>				
<b>Monday</b> Identify	<b>Tuesday</b> Identify	<b>Wednesday</b> Identify	<b>Thursday</b> Identify	<b>Friday</b> Identify
Teach	Teach	Teach	Teach	Teach
Model	Model	Model	Model	Model
Reinforce	Reinforce	Reinforce	Reinforce	Reinforce

Copyright © 2021 by Corwin Press, Inc. All rights reserved. Reprinted from *SEL From a Distance: Tools and Processes for Anytime, Anywhere* by Jessica Djabrayan Hannigan and John E. Hannigan. Thousand Oaks, CA: Corwin, www.corwin.com. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.