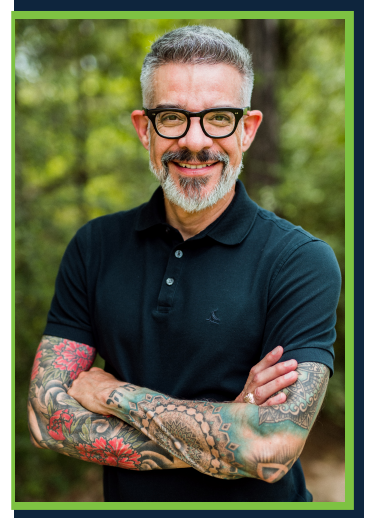


Teachers are becoming the front lines of mental health intervention. We don't want you to have to fear that reality. Just as you don't need to be a thoracic surgeon to perform CPR, you don't need to be a licensed mental health professional to provide basic mental health intervention. Sometimes the most basic mental health interventions—simple social and emotional learning skills—are all we need to make a drastic positive impact and even save a life.

My life is living proof that what you do as an educator matters. Thirty-five years ago, as a troubled teen, I had teachers that built relationships and earned a powerful voice in my heart. I am deeply grateful for the opportunities my education has afforded me, but let me be clear: education did not change my life--educators did. You literally are shaping the future!



Social and emotional health starts with us. We commit to living socially and emotionally intelligent lives, and thereby shape a generation of healthier students. This is the best intervention we can offer, with a domino effect that spans generations.

When we increase our EQ, everyone wins. Not only do we become more physically and psychologically sustainable, but we do so as we live out the best version of ourselves. And one of the most loving things we can do for those depending on us is to offer them the best version of ourselves. We become better leaders, better teammates, better colleagues, better spouses, better parents, better neighbors. We live from a place of power, a place of love (for ourselves and one another), and a place of effective decision making.

We've helped hundreds of organizations and thousands of people over the past 5 years through speaking, in-person workshops, online resources, and one-on-one coaching. We remain dedicated to equipping as many educators and business leaders as we can.

And we can help you and your people. It's time to take action: let's shift ourselves and empower the people in the rooms we lead. It's time to get Equipped!

A handwritten signature in blue ink that reads "Adam L. Sáenz".

**Adam L. Sáenz, Ph.D., D. Min.
Psychologist, C.E.O.**





Do data support the efficacy of Social and Emotional Learning programs?

In a word, absolutely. More than two decades of research demonstrate that education promoting social and emotional learning results in both academic and social gains for students. The findings come from multiple fields and sources, including student achievement, neuroscience, health, employment psychology, classroom management, learning theory, economics, and the prevention of youth behaviors.

Perhaps the most robust evidence in support of SEL programs is the 2011 meta-analysis conducted by Joseph Durlak. In his review of 213 programs involving over 200,000 students, Durlak found that students who participated in SEL programs demonstrated increased prosocial behavior, decreased aggression, and an overall increase of 12 percentage points in academic achievement. Research further indicates that teachers who participate in SEL programs with a strong adult-SEL component report increased job satisfaction and efficacy, and they expressed greater optimism and sustainability in the vocation. A 2015 study by Columbia University validated the economic benefits of SEL, noting that for every dollar spent on SEL programs, districts realized an \$11 return.

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (February, 2015). The economic value of social and emotional learning. Center for Benefit-Cost Studies in Education. Teachers College, Columbia University, New York (REVISED VERSION).

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82, 405-432. doi:10.1111/j.1467-8624.2010.01564.x

Jagers, R.J., Harris, A., & Skoog, A. (2015). A review of classroom-based SEL programs at the middle school level. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 167-180). New York: Guilford.

Rimm-Kaufman, S., & Hulleman, C.S. (2015) SEL in elementary school settings: Identifying mechanisms that matter. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 151-166). New York: Guilford.

Williamson, A.A., Modecki, K.L., & Guerra, N.G., (2015) SEL programs in high school. In J. A. Durlak, C. E. Domitrovich, R. P. Weissberg, & T. P. Gullotta (Eds.), *Handbook of social and emotional learning: Research and practice* (pp. 181- 196). New York: Guilford

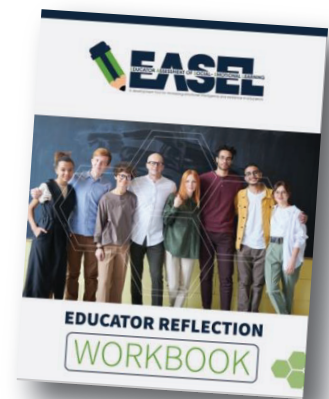
Clive Belfield, Brooks Bowden, Alli Klapp, Henry Levin, Robert Shand and Sabine Zander (2015). The Economic Value of Social and Emotional Learning Center for Benefit-Cost Studies in Education. Teachers College, Columbia University

When we integrate Social and Emotional Learning (SEL) in our schools, we give our students a well-rounded education. We EQ-up them to be world changers today and for years to come.

Some SEL programs focus on student SEL. Others focus on adult SEL.
Ours gives you both.

▶ ADULT-FOCUSED SEL

Our Educator Assessment of Social Emotional Learning (EASEL) is a developmental tool for increasing emotional intelligence and resilience in educators. The EASEL creates common language to grow classroom management and to build relationships.



▶ STUDENT-FOCUSED SEL

Our K-12 SEL curricula and videos give students tools to become the hero in their own story. They are given tools to grow their emotional intelligence and resilience in the classroom and in the school community.



Please email

info@appliedEQgroup.com
for questions about our SEL program.

I'm feeling...



▶ Happy



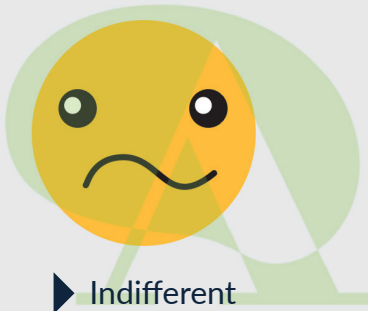
▶ Frustrated



▶ Proud



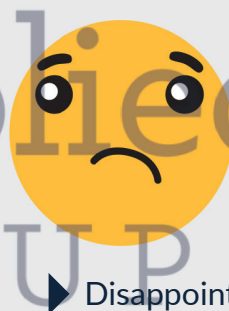
▶ Confident



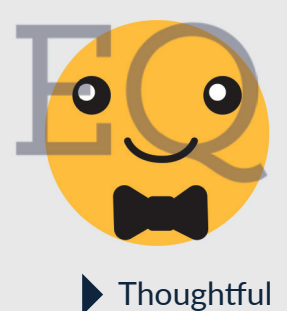
▶ Indifferent



▶ Determined



▶ Disappointed



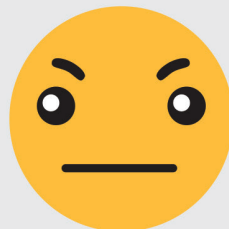
▶ Thoughtful



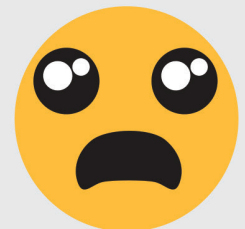
▶ Surprised



▶ Optimistic



▶ Annoyed



▶ Pessimistic

Self-Awareness: Reflecting on My Emotions and Thoughts

Today I am thinking about



▶ Happy



▶ Sad



▶ Surprised



▶ Angry

Lesson: Reflecting on My Emotions and Thoughts

Focus	Self-Awareness
Student Workbook	Page 18
Materials	Marker and Crayons

Being an EQuipped Leader

"We increase what we know about ourselves in two ways by self disclosure/ exposure and by asking for feedback from others. While these seem scary and very well could deliver answers that are hard to swallow, they are crucial if we want to grow in authenticity." - *The EQ Intervention*

Introduction

"Today, we are going to talk about self-awareness. Remember, when we are talking about self-awareness, we are thinking about what we are thinking and feeling!"

Lesson

Discussion Points

- Think about how we are thinking and feeling can help us have words to explain what our brain and our heart are telling each other. When our brain and our heart are talking to each other, we can also know what we need to do to make good choices.
- We all may have different thoughts and feelings about the same thing!

Classroom Activity

- Write the words: cat, running, lunch and math on the board. Point to each word and have students stop and think about what they are thinking and feeling about the word you are pointing to.

Workbook Activity

- Have students reflect on what they are thinking about today and how they are feeling.

Closing

"Remember, we can use tools like our emotions chart to help us find words for how we are feeling and what we are thinking."

How to support your students

Take "Self-Awareness moments" once a day, where students stop and reflect on what they are thinking and how they are feeling.

Self- Regulation: Goal Setting

School Goal	When things are hard, I will...	When things are easy, I will...

Personal Goal	When things are hard, I will...	When things are easy, I will...

SEL Goal	When things are hard, I will...	When things are easy, I will...

Lesson: Goal Setting

Focus	Self- Regulation
Student Workbook	Page 20
Materials	Marker or Crayons

Being an EQuipped Leader

"Once we helped Andrea identify that she was marinating in the emotions of condescension and disgust at work, we needed to help her find a way to keep those emotions from negatively affecting her performance as a teacher. Ideally, we would like to find resolution for those feelings, but in the meantime, we would need to find a way to keep those emotions from ruling her." -From *The EQ Intervention*

Introduction

"Have you ever played a sport? Does your coach have a plan for the game? Just like a coach sets goals for your team's game, we can set goals for different areas of our life. When we have a plan, that can help us feel more in control and able to regulate our emotions."

Lesson

Discussion Points

- Share with your students a goal that you have had. Draw a picture of the goal. Remind them that when we set goals, they help us grow our work ethic. We experiences so many emotions as we work towards our goals. They are not impossible, but they are challenging.
- Describe one thing you did when things got hard when you were trying to accomplish your goal. Describe one thing you did when things were easy when you were trying to accomplish your goal.
- Discuss with your students how setting and working towards goals when things are hard helps us grow our self-regulation muscles. When we have to work to make things better over a long period of time, we practice strategies for the hard days when we need impulse control.
- Remember them that it is normal for things to be both easy and hard when we are working towards any goal.

Workbook Activity

- Have students reflect on a school goal, outside of school goal, and an SEL goal. Have them draw their goal and what their plan is when things are hard when things are easy.

» Closing

"There are several people who set goals: adults, kids, even famous people! We can work hard towards accomplishing our goals. You can share your goal with other people, so they can help when things get hard."

» How to support your students

Encourage them throughout the year to continue to show good work ethic as they work towards their goal and remind students that you believe in them!



Applied EQ
GROUP



Empathy: Feeling WITH Someone

What is your definition of empathy?

Synonyms:

Antonyms:

How are we impacted when we show empathy?

How are we impacted when we receive empathy?

Lesson: Define Empathy: Feeling WITH someone

Focus	Empathy
Student Workbook	Page 8
Materials	pen/pencil

Being an EQuipped Leader

"Empathy is a key component of emotional intelligence, and as we noted earlier, since empathy can be increased, emotional intelligence can increase." - *The EQ Intervention*

Introduction

"Today we are going to explore the word *empathy*. *Empathy* means that you feel WITH someone going through a situation."

Lesson

Discussion Points

- From what we learned last week, what are the similarities and differences between sympathy and empathy?
 - Sympathy: Feeling FOR someone
 - Empathy: Feeling WITH someone

Classroom Activity

- Give the students a personal example of when you gave and received empathy and how it impacted you.
- Allow the students to share their definition of empathy and the antonyms and synonyms.
- Discuss the impacts on themselves and others.

Workbook Activity

- In the top box, have the students use the thesaurus to find the synonyms and antonyms of empathy and then write their own definition for empathy.
- In the lower two (2) boxes, have the students write how they are impacted when they show empathy to someone else and when they receive empathy from others.

» Closing

“Empathy is an important part of a relationship and creates a deeper connection with someone else.”

» How to support your students

Ask the students how they are feeling.



Applied EQ
GROUP



Interpersonal Skills: : Connecting with others and celebrating differences

Who am I?

How do I think others see me?

Your partner's answers:

Who am I?

How do I think others see me?

Is there something you two had in common?

Spend time asking questions about things you do not have in common. What is one thing you learned by asking questions?

Lesson: Connecting with Others and Celebrating Differences

Focus	Interpersonal Skills
Student Workbook	Page 24
Materials	pen/pencil

Being an EQuipped Leader

"Remember that diversity of thought and experience can add layers of excellence to a process or final product." - *The EQ Intervention*

Introduction

"Today we are going to grow our interpersonal skills by getting to know our classmates better and practice asking questions about things we do not have in common."

Lesson

Discussion Points

- We can celebrate differences by asking questions.
- What are some questions we can ask to understand each other better?

Workbook Activity

- Students will work with a partner for this lesson.
- Students will first reflect on who they are. Then, they will describe how they think others see them. They will share this with their partner.
- After students have shared, they will ask each other questions to understand each other better.
- When students finish, have them share with the class one thing they learned.

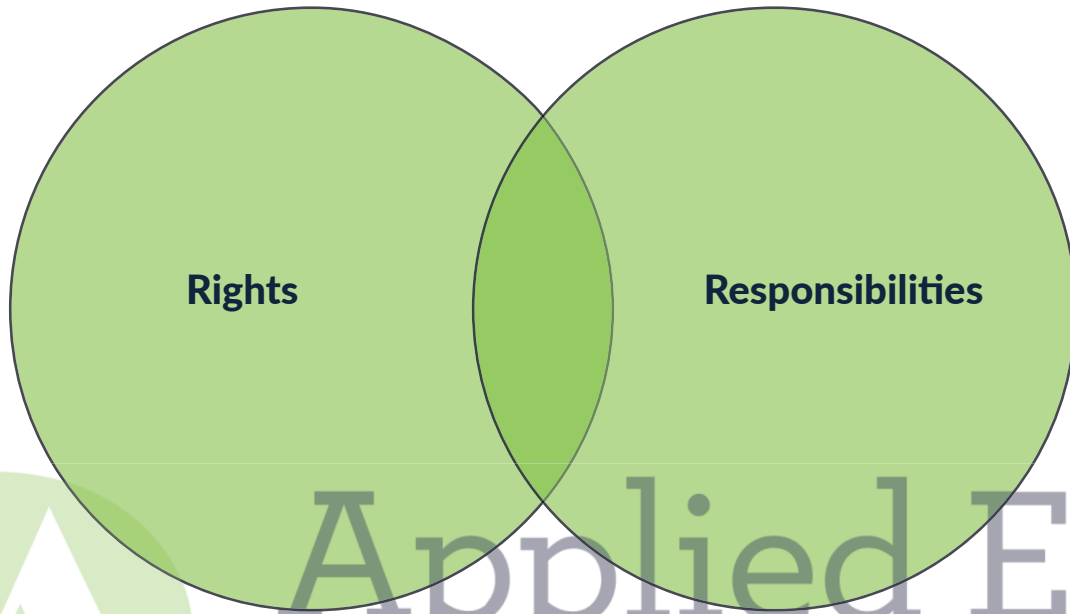
Closing

"We learn a lot about each other when we take time to ask questions. The more we learn about each other, the more we can celebrate our differences!"

How to support your students

Give students time to ask each other questions about their favorite food, music, sports, etc.

Effective Decision Making: My Rights and Responsibilities



One thing I can do now

One thing I can do in the future

Lesson: My rights and responsibilities

Focus	Effective Decision Making
Student Workbook	Page 16
Materials	pen/pencil

Being an EQuipped Leader

"It is life giving because the adults in the district have committed to living emotionally intelligent lives, thereby making it a safe place of learning with the richest of soils. This is a place where the last component of SEL, responsible decision-making, comes naturally. It's the fruit that springs from the soil."

-The EQ Intervention

Introduction

"As citizens of the United States, we have a great opportunity to make a difference in our community, city, and state."

Lesson

Discussion Points

- Today we are going to talk about how you will use effective decision-making skills to make decisions about your community.
- As a citizen, we have certain rights and responsibilities.
- Rights are freedoms that we have and are typically protected by laws.
- Responsibilities are things we should do.
- Having rights and responsibilities as a contributing member of society, I have the opportunity to use effective decision-making skills to directly impact my community.
- Some things you can do now, while others you have to wait until you are 18 or 21.

Workbook Activity

- Using the list generated as a class, students will sort the rights and responsibilities in the Venn Diagram.
- Then, students will reflect on things they can do now and in the future.

Classroom Activity

- As a class, make a list of rights and responsibilities of a citizen but do not categorize them. (Students will do this in the workbook)
- Discuss the importance of these as students add to the list and the benefit to the student and community.

»» Closing

“When making decisions for your community, it is important to reflect on your own thoughts and beliefs.”

»» How to support your students

Encourage students to get make effective decisions by becoming aware of their rights and responsibilities.



Applied EQ
GROUP

