



Wellesley Middle School
**Social & Emotional Education Development (SEED)
Program 2015-16**
Grades 6, 7 and 8

Overview

At Wellesley Middle School, our philosophy is to value the “whole child.” We continually think of ways that we can improve the social/emotional stability and growth of our students while maintaining strong academic progress. We believe that removing the barriers to learning will result in greater student success. We are working to provide a program that addresses the specific needs of students in Grades 6, 7 and 8.

The Social & Emotional Education Development Program

The purpose of the Social & Emotional Education Development (SEED) Program is to nurture the social and emotional growth of our students at WMS. The program emphasizes

learning competencies at each grade level, where every year students build on subsequent experiences. Core competencies including identity, self-management, self and social awareness, relationship skills and responsible decision-making are highlighted to empower our students to be thoughtful citizens. Our vision is to develop confidence and grit in our students when caring for themselves, our community and the greater world.

WMS SEED Core Competencies:

The following pie chart outlines the core competencies that sixth, seventh and eighth graders should acquire through social/emotional programming followed by a brief description of each.

Focus of Grades 6 & 7

- **Self-awareness:** The ability to accurately recognize one’s emotions and thoughts and their influence on behavior. This includes accurately assessing one’s strengths and limitations and possessing a well-grounded sense of confidence and optimism.
- **Self-management:** The ability to regulate one’s emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.



Focus of Grade 8

- **Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.
- **Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.
- **Responsible decision making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.



GRADE 6 PROGRAMS

- **GOALS:** Students will focus on self-awareness as part of transitioning into a new setting and become productive citizens of the 6th grade.
- **ESSENTIAL QUESTIONS:** 1) What is SEED and how does it apply to me? 2) How will understanding the SEED Program help me to become a successful learner at WMS and beyond?

Month	Event	Date & Periods	Objectives	SEED Counselor Lesson	Teacher follow-up lesson to the counselor's lesson
Quarter 1	Transition/ SEED Introduction	October	<ul style="list-style-type: none"> • Students will be able to explain what the acronym SEED stand for. Students will be able to name some areas of their student life that are most affected by SEED skills. 	TRANSITIONS <ul style="list-style-type: none"> • Two lessons to be determined by guidance 	October 6: Assign online survey for homework. October 7th: Review Online Survey Results and HR Label activity. (Taught during extended homeroom period) "What important things are not graded in school?"
Nov 2015	Turkey Promenade	11/25	<ul style="list-style-type: none"> • Give to others in need in our greater community 	<ul style="list-style-type: none"> • Food drive • HR spirit 	
Quarter 2	Study Skills & Resilience (post 1st report card)	November	<ul style="list-style-type: none"> • Students will be able to discuss at least two areas of personal academic strength as well two areas that can be improved. Students will make a plan to focus on at least one area of improvement in the following term. 	STUDY SKILLS <ul style="list-style-type: none"> • Academic goals • Organization • Text-taking anxiety • Prioritizing and time management 	November 16: Alternate report card activity (may or may not be in conjunction with guidance counselor)
Quarter 3	Friendship	March	<ul style="list-style-type: none"> • Students will be able to name actions that they can take to develop and maintain friendships. • Students will learn how friendships change over time. • Students will consider what qualities make a good friend at their stage of development 	FRIENDSHIP <ul style="list-style-type: none"> • Friendship patterns • Making and maintaining friendships 	March 3, 2016: http://www.storylineonline.net/enemy-pie/ Online story about friendship with follow-up discussion questions. Possibility: Use Single Story TED talk to follow up on this activity.
Quarter 4	Ally Behavior	May	<ul style="list-style-type: none"> • Define ally behavior and active and passive ally behavior 	ALLY BEHAVIOR <ul style="list-style-type: none"> • Defining "Ally" • Identifying "active" and "passive" behaviors • Strategies for becoming an effective ally 	May 4, 2016: Recognize a peer for being an ally. Describe on a label and then put on classroom chart paper. Teacher will hang chart paper outside their door for sharing.

Note: Most activities will end with a reflective writing on the essential questions.

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GRADE 7 PROGRAMS

- **GOALS:** Students will focus on self-awareness and self-management skills using a growth vs. fixed mindset framework. Students will identify their own strengths and weaknesses and learn how to balance the emotions that come with them.
- **ESSENTIAL QUESTIONS:** 1) What are my strengths and struggles? 2) How do I keep my emotions, thoughts and behaviors balanced?

Month	Event	Date & Periods	Objectives	Activities
Oct	Understanding Identity: <i>Discovering personal "strengths and struggles"</i>	10/8; either periods 2,3 or 5,6	<ul style="list-style-type: none"> • To understand the relationship between personal identity and our strengths and struggles • To help students to get to know one another better 	<ul style="list-style-type: none"> • Word splash: What comes to mind when you think about identity? (whole class) • Identification of each student's most important traits. • "Pipe Cleaner" activity. • Set up for "growth mindset."
Nov	Turkey Promenade	11/25	<ul style="list-style-type: none"> • Give to others in need in our greater community 	<ul style="list-style-type: none"> • Food drive • HR spirit
Dec	Mastering a Growth Mindset: <i>An introduction to building grit and perseverance</i>	12/10; either periods 2,3 or 5,6	<ul style="list-style-type: none"> • To introduce the concept of Dweck's Mindset and promote with students that intelligence is not fixed. 	<ul style="list-style-type: none"> • Assembly giving an overview of growth mindset (airplane video and roman numeral risk taking challenge). • Activity to practice the concept of growth mindset: Marshmallow Challenge revised. • Review the strengths and struggles as related to mindset. • Reflective worksheet that is tracked over time.
Feb	Self-Management: <i>Keeping thoughts, emotions and behaviors balanced</i>	2/4; either periods 2,3 or 5,6	<ul style="list-style-type: none"> • To define: thought, emotions, and behaviors • To introduce strategies that manage emotions and behaviors 	<ul style="list-style-type: none"> • Analysis of "Inside Out" movie clips • Define behavior, thought, emotion • Continuum of how we react to different stressors • Strategies to maintain balance
Apr	Managing Independence and Responsibility: <i>Being a positive role model at WMS</i>	4/7; either periods 2,3 or 5,6	<ul style="list-style-type: none"> • To explore new found independence and the responsibility that comes with it. • To connect independence with responsibility • To describe how growth mindset skills (e.g., self talk) can help to overcome challenges 	<ul style="list-style-type: none"> • Define "independence" and "dependence" • Identify how 6th grade is different from 7th grade. • List of student goals. What are the good things that can come from independence? What are the challenges that it might create? (Use flow chart) • Identify how to overcome challenges

Note: Most activities will end with a reflective writing on the essential questions.



GRADE 8 PROGRAMS

- **GOAL:** Students will focus on relationship skills, social awareness, and responsible decision making by looking at specific topics (e.g., power, race, gender) that affect how individuals function in a society. Students will work with their greater community to broaden their perspective and practice giving to others as it relates to benefitting our greater world.
- **ESSENTIAL QUESTIONS:** 1) How can recognizing and supporting the strengths and struggles of others improve my relationships? 2) How can I more positively impact my community?

Month	Event	Date & Periods	Objectives	Activities
Sept	Teambuilding	9/25, Fri, periods 6 and 7	<ul style="list-style-type: none"> • Develop a sense of unity within homerooms and teams • Articulate essential questions and provide initial responses 	<ul style="list-style-type: none"> • Teambuilding in homeroom • Team assembly: Program overview, introduce Canvas LMS & "Meet the Teachers" (bio slides) • Multi-HR activity: Field or gym
Oct	Understanding identity	10/7; 1x period (Wed Early Release)	<ul style="list-style-type: none"> • Consider the community's role in the shaping of students' identities • Deepen student relationships with community members 	<ul style="list-style-type: none"> • Distribute journals, review journals, consider identity, identity video (assembly)
Nov	Identity sharing and reflections	11/4; 2x periods (Wed Early Release)	<ul style="list-style-type: none"> • Consider the community's role in the shaping of students' identities • Deepen student relationships with community members 	<ul style="list-style-type: none"> • Tradition share • Log questions on Canvas
Nov	Turkey Promenade	11/25, periods 1,2,3,4 (Wed Early Release)	<ul style="list-style-type: none"> • Give to others in need in our greater community 	<ul style="list-style-type: none"> • Food drive • HR spirit
Dec	Movie: <i>Happy</i>	12/9, (Wed Early Release) periods 1,3,4)	<ul style="list-style-type: none"> • Communicate skills that lead to "happiness" • Foster your own means to "happiness" • Consider how you can support others pursuit of "happiness" 	<ul style="list-style-type: none"> • Watch movie • Reflect on contents
Jan	Follow up	1/6, (Wed Early Release), 1x period TBD	<ul style="list-style-type: none"> • Synthesize topics and formulate questions; preview community service 	<ul style="list-style-type: none"> • Check-in assembly (preview/review) • Log questions on Canvas
Feb	Michael Fowlin assembly	2/3, (Wed Early Release), 2x periods TBD	<ul style="list-style-type: none"> • Identify issues of race, discrimination, and personal identity 	<ul style="list-style-type: none"> • Assembly for Grades 7 and 8 • Reflections
Feb	Follow up	1x period TBD	<ul style="list-style-type: none"> • Synthesize topics and formulate questions; revisit Michael Fowlin messages 	<ul style="list-style-type: none"> • Log questions on Canvas
Mar	SEED Sessions preview and selection	3/2 (Wed Early Release), 1x period TBD	<ul style="list-style-type: none"> • Consider the topics that have come up this year in SEED and choose one that they would like to further explore. 	<ul style="list-style-type: none"> • Learn about program, hear about and receive a list of options, sign up electronically (after a few days)
Apr	SEED Sessions	4/6, (Wed Early Release), periods 1,3,4	<ul style="list-style-type: none"> • Gain further understanding of chosen topic and share new learning 	<ul style="list-style-type: none"> • Periods 1 and 3: Student sessions; Period 4: Student sharing and reflections
May	Community Service Day	5/4, (Wed Early Release) periods 1,2,3,4	<ul style="list-style-type: none"> • Make a positive impact on the Wellesley community through homeroom service projects 	<ul style="list-style-type: none"> • Community Service Day
June	SEED wrap-up	1x period TBD	<ul style="list-style-type: none"> • Reflect on SEED, complete survey, distribute journals 	<ul style="list-style-type: none"> • Complete survey on Canvas, write final reflections in journal, share highlights

Note: Most activities will end with a reflective writing on the essential questions.