

Coaching for Character, October 24, 2019

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Focus 1: A Skill-Building Approach

Brief Description: A coach focuses on building the component parts that, together, make up larger competencies. They instruct, model, prompt, and practice these component parts. “Being good at” tennis (or cooking, etc.) means developing many smaller skills that add up to the whole. In the same way, coaching for “kavod” requires us to think about what kavod looks like in action. Listening with kavod is a piece of this.

| Activities | |
|---|--|
| Whole group activity: Listening with kavod exercise | 10 mins |
| At tables... | |
| <u>Discussion 1: At your tables:</u> <ul style="list-style-type: none"> Read the brief description above, then discuss: <p>Think back to the first activity of the day (about building a skill). If we think of values being enacted through skills (e.g., listening being a part of kavod), what are the implications in terms of how we “teach values?” How did the activity we just did (Listening Activity) speak to the idea of kavod?</p> | 10 mins |
| <u>Think-Pair-Share</u> <ul style="list-style-type: none"> Think to yourself <p>How could we introduce the components of listening with kavod to our learners, perhaps in conjunction with texts/traditions? In your work, what opportunities exist to practice the skill of listening with kavod? To model it (while making it clear that we are modeling it)?</p> With a partner, share and discuss your thoughts With the whole table: Share 1-2 ideas per pair about opportunities to work on social and emotional <i>skills</i> in the work we do. | <u>15 mins total</u> Think: 2 mins Pair: 6 mins Share: 7 mins |
| <u>Journaling</u> <p>“Free write” or use this prompt: How might I enhance my work in the area of addressing social and emotional <i>skills</i>? What can I do to make that happen?</p> | 5 mins |

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1. Naming

- Establish terminology to serve as a shorthand for the skill or set of skills.
- Example: “We’re going to be practicing Keep Calm as a way to help with stress.”

2. Building motivation

- Work with learners to understand why these skills could be helpful in their lives.
- Example, in introducing listening skills, ask learners to reflect on how it feels when a friend listens carefully to them as opposed to ignores what they say.

3. Modeling

- *Showing* learners is more effective than *telling* learners [Example: When introducing a theme, discuss when it is important in your own life. This does not have to be discussed in any detail; you can focus on your professional life, not your personal life.]

4. Prompting and Cueing Concepts and Skills Learned Previously

- *Reminding learners* to use skills will promote learners’ generalization of skills, e.g., “How does this skill help us with this situation?”

5. Pedagogy for Generalizing Skills

- **Review** prior activities
- **Repetition:** Learners will not learn the skills in one lesson. Repetition helps learners find out how to flexibly apply the skill in many circumstances.
- **Reminders**
 - *Anticipate:* When you know about an upcoming opportunity to use new skills, remind learners in advance that it will help them to use the skill.
 - *Visual Reminders:* Place (learner-made, ideally) posters, signs, and reminders of SEL themes and skills in classrooms, guidance offices, group rooms, the main office, on bulletin boards
 - *Testimonials:* Use sharing circles so learners can share examples of times they have used skills (or could have used them to good advantage if they would have remembered to do so)
 - *Prompts:* Develop verbal and nonverbal prompts to remind learners to use skills
- **Reinforcement**
 - Learners are especially attuned to appreciation, both from adults and from peers. So be alert to learners “living” the SEL themes.
- **Reflection**
 - Built into many activities; Opportunities for reflection (discussion, journaling, etc.) build a habit of thoughtfulness.