4 Ways to Combine SEL and STEM

Content provided by
unruly splats
4 WAYS TO COMBINE SEL AND STEM
YOUR HOSTS!

DEB DIXON
Library Media Specialist
Winter Hill Community Innovation School

LAUREN WATKINS
Marketing Lead
Unruly Splats Team
ON A SCALE OF 1-10, HOW CRAZY DOES THIS SCHOOL YEAR FEEL SO FAR?
HOW ARE YOU INCORPORATING SEL INTO YOUR CLASSES?
WHAT IS SEL AND WHY IS IT IMPORTANT?
The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based SEL. CASEL identifies 5 core social-emotional competencies:

- **Self-Awareness**
  - **Looks like:** Identifying emotions
  - **Sounds like:** “How am I feeling and why?”

- **Self-Management**
  - **Looks like:** Self-motivation
  - **Sounds like:** “I don’t understand yet, but I will ________ to reach my goal.”

- **Social Awareness**
  - **Looks like:** Respect for others
  - **Sounds like:** “I wonder how that made ________ feel?”

- **Relationship Skills**
  - **Looks like:** Teamwork
  - **Sounds like:** “What did you mean by __________?”

- **Responsible Decision-Making**
  - **Looks like:** Solving problems
  - **Sounds like:** “Will this help me?”
THE CASEL FRAMEWORK

<table>
<thead>
<tr>
<th>CASEL CORE COMPETENCIES</th>
<th>UNRULY PROCESS</th>
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<tbody>
<tr>
<td><strong>SELF-AWARENESS:</strong></td>
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<tr>
<td>- Identifying emotions</td>
<td>- When coding alone or with partners, students must tackle the code confidently. They need to be efficient with their time and keep track of their process to avoid making the same mistakes.</td>
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<td>- Accurate self-perception</td>
<td>- This process can be very frustrating, so students need to identify their emotions in order to appropriately respond.</td>
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<td>- Self-confidence</td>
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<td>- Self-efficacy</td>
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**STUDENTS SHOULD ASK THEMSELVES:**
- What do I know how to do?
- How much can I handle on my own?
- Do I want help, or do I need help?
- If I need help, how should I ask for help?
- Should I take a break if I am getting frustrated?
- What is the appropriate way/amount of time to take a break?

<table>
<thead>
<tr>
<th><strong>SELF-MANAGEMENT:</strong></th>
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<tr>
<td>- Impulse control</td>
<td>- Splat sticks are made to be stomped on, poked, pushed, slapped—you name it, it can endure it! This doesn’t mean that every student gets to play with the impulse of one. Students need to exercise not just their minds and body, but their self-discipline and impulse control.</td>
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<tr>
<td>- Stress management</td>
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<td>- Self-discipline</td>
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<td>- Intrinsic motivation</td>
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<td>- Goal-setting, organizational skills</td>
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**STUDENTS SHOULD ASK THEMSELVES:**
- What is my goal or job?
- Do I know how to start?
- Am I using my time wisely?
- Am I “stuck” on a problem? If so, should I move on and come back to it later?
- Am I using the materials as tools and not toys?
STOP & THINK

Which CASEL core competency do you want to focus on the most? Please share your thoughts via the chat!
WHY COMBINE SEL AND STEM?

1) Increases student engagement
2) Builds student resilience
3) Requires collaboration and teamwork
4) Gives the opportunity to identify and talk about feelings of frustration and celebrate exciting moments
4 WAYS TO COMBINE SEL AND STEM
COLLABORATIVE PLAY

CLASSMATES  ➔  TEAMMATES
HOW WERE YOU COMBINING CODING AND PLAY AT WINTER HILL?
Students code their own active games and play them with classmates. This makes STEM collaborative and social.

- Relay races
- Dance games
- Whack-a-mole
- Obstacle courses
- So much more
HOW ARE YOU COMBINING CODING WITH PLAY NOW THAT YOU ARE VIRTUAL?
2 KEY QUESTIONS

1. “Did you have fun?”
2. “Did you learn something?”
Three classmates team up to create the ultimate Splats monster. Using a Google document aka “The Lab Table” to create their masterpieces, students draw their portion of a monster based on random Splat animal sounds.
A WORK OF GREAT AND ASTOUNDING BEAUTY
HOW DO YOU BUILD A COMMUNITY DURING VIRTUAL LEARNING?
FOUND ART CHALLENGE
FOUND ART CHALLENGE
STUDENT-LED LEARNING
RED SPLAT, GREEN SPLAT

CODE KEY

HOW IT WORKS

This program introduces nesting and the repeat block. The rules for changing the Splat from red to green to red are nested inside the repeat block. Within a repeat block, blocks are repeated in a loop. This program repeats 30 times, meaning that the color changes from red to green 30 times. The color of the Splat is changed using the delay and random number blocks. The Splat is lit up red and then turns green for random intervals between 1 and 3 seconds.
DISCUSSION AND EMPATHY
**GAME OBJECTIVE**
Form teams that race to come up with a 'Would you rather' question to present to the class for a vote!

**SEL OBJECTIVE**
Come up with strategies for sharing ideas and work as a team to achieve a common goal.

**GAME RULES**
Students must decide as a team on their 'would you rather?' question. For example, "Would you rather live in a tree or live underwater?" Everyone in the group must accept the question!

When there is a group consensus, ONE player from the team must run to touch their team Splat (or raise their hands), indicating they are ready to present. The class then casts a vote on the winning question.

The other team does not get to present their question for voting!

**HINTS AND SUGGESTIONS**
- Some students would benefit from writing down their ideas prior to the activity.
- Students can talk within their small group to share ideas first!
- ELLs would benefit from working as pairs within a larger group and from extra talk time within their groups.

**CODE PREVIEW**

**PRESS TO VOTE**

**HOW THE CODE WORKS**
Splats number 1 (green) and 3 (blue) are the answer choices A and B for the winning question. Splats keep track of votes by lighting up one LED every time a vote is cast by pressing Splat one or three.

When Splat 1 and 3 fill up, the votes continue to be counted on Splats 2 and 4!

Once all votes are cast, press Splat 5. The winning team's Splats will cheer and flash the color of the winning choice.

Make sure to right-click or long press to collapse the two functions (to make the code much easier to read)!

**SEL OBJECTIVE**
Come up with strategies for sharing ideas and work as a team to achieve a common goal.
Strategies we believe would yield the highest outcomes (and are often familiar practices)

We encourage you to give students opportunities to debrief the activity with each other to push thinking.

Checklist can be for teacher use or shared with students to show SEL goals/progress.

SEL SUGGESTED STRATEGIES

Come up with a system to share ideas
- Students can take turns.
- Students can use hand signals to show agreement, disagreement, or that they have an idea to share.

Remind students to show good sportsmanship verbally
- “Good job!”
- “Nice try!”
- “That’s a really good idea!”
- “You’ll get it next time!”

Remind students to show good sportsmanship physically
- Physical celebrations such as ‘touchdown’ dances should be discouraged.

DISCUSSION QUESTIONS
- How did this activity make you feel? Describe using one word. Why did you feel this way?
- Rate from fist-to-five, with fist being worst and five being the best, were you a good teammate? Why?
- Describe someone you saw being a good teammate or classmate. What were they doing?
- What did your team do well? What can your team work on next time?

VARIATIONS
- For online learning, teams can be sent into ‘breakout’ rooms and tell the teacher or person presenting the Online app to keep track of votes as they are tallied. This would be a great morning routine or brain break!
- This voting system/team relay can be adapted for a variety of classroom activities!
NO SPLATS?
NO PROBLEM!
Our web app works on any Chrome browser and we have an iPad app!
VIRTUAL RESOURCES

- Chrome Guide: Splatting Without Splats
- Social Emotional Learning
- Unruly Hybrid Learning
- Unruly Fitness Vol. 1
- Getting to Know Each Other... Unrulified!
- ICE BREAKERS
- 6 Energetic STEM and Fitness Activities
SAME-SPACE Game Play

In addition to our activities made specifically for fully-remote play, any activities or games you invent yourself can be modified to meet new guidelines and safety standards. For example, a game that might have started with four players back-to-back could now start in a nine-foot diameter circle with players facing away from each other.
HYBRID LEARNING NOTES:

PLAYING TOGETHER

★ Smaller groups take turns playing
★ Use the social distancing circle to maximize space
★ Have a designated goalie press the Splats to avoid crowding
★ Use individual devices

REMOTE PLAY

★ Zoom breakout rooms
★ Have a designated goalie click on the Splats that light up green
2 FREE SPLATS WHEN YOU REQUEST A DEMO BEFORE NOV 15

YOU CAN STILL COMPETE FROM 6 FEET

UNSTOPPABLE PLAY
VISIT US AT UNRULYSPLATS.COM

lauren@unruly-studios.com