

Social Emotional Learning Education School Programs

Purpose: To foster compassion in children's relationships with both humans and animals, alike. Social Emotional Learning through humane education: to deter bullying and acts of violence during school age years to deter entering the judicial system and becoming violent adults against family members and the community at large. Public mental health and safety preventative measure.

Support:

- Currently twenty-nine states have SEL Standards programs and have provided these guidelines to their educators and teachers;
- Currently thirteen states have SEL programs;
- FBI research has linked childhood animal cruelty cases with acts of violence throughout adulthood;
- FBI crime data supports evidence that animal abuse and/or cruelty is a precursor or occurs concurrently with child and domestic abuse;
- Animal abuse is connected to other larger crimes committed against humans;
- Statistics: Fifty three families with some form of child abuse, sixty also had animal abuse occurring. Rose to 80% when child was physically abused. Source: Be A Kids Hero;
- Seventy one of battered women report that their animals have been threatened or killed by their abusive partner. Source: Violence Against Women;
- Elementary schools that have implemented SEL programs have seen:
 - A 62% reduction in violence;
 - 51% fewer bullying incidents;
 - Absenteeism reduced by 28%;
 - A 73% shrinkage in suspensions;
 - 85% fewer disciplinary referrals;
- Positive Action (SEL Program) qualifies for federal funding under the Every Student Succeeds Act (ESSA), and there may be opportunities for state funding as well.

Proposed legislative action:

1. To add to NRS 388 to require social emotional learning education programs be included in education curriculums, starting with kindergarten, elementary, middle, and high schools.

Other relevant bills include:

- In July 2019, Reps. Tim Ryan (D-Ohio) and Jaime Herrera Beutler (R-Wash.) introduced the bipartisan Chronic Absenteeism Reduction for Every School (CARES) Act, H.R. 4220. Chronic absenteeism is defined as missing 10 percent or more of the school year and has been found to negatively impact school performance, high school graduation rates, and overall student success into adulthood.
- Also in July 2019, Reps. Tim Ryan (D-Ohio) and Mike Bost (R-Ill.) introduced the Teacher Health and Wellness Act, H.R. 4221. This bipartisan legislation creates a pilot study at the National Institute of Health aimed at reducing teacher stress, increasing teacher health, and ultimately boosting student achievement.
- Rep. Tim Ryan (D-Ohio) introduced the Social and Emotional Learning for Families Act (SELF Act), H.R. 6120, in June 2018 to increase the capacity of parents, with teacher assistance, to demonstrate and teach children social and emotional skills.
- Rep. Bobby Scott (D-Va.) introduced the Aim Higher Act, H.R. 6543, in summer 2018, which would amend the Higher Education Act and include well-rounded teacher grants that focus on embedding SEL training into teacher preparation programs.



Mind + Heart

Social Emotional Learning Programs



Leader of The Pack - Antonia Diaz

Presented by:



Animal Kindness
— FOUNDATION —

Animal Kindness Foundation

Mind + Heart is a collaborative social and emotional learning (SEL) in-school, after-school and community outreach program series. Animal Kindness Foundation is dedicated to advancing the science and practice of social and emotional learning (SEL), using young people's love of animals to teach empathy and social awareness for a more compassionate world.

Animal Kindness Foundation's mission is to make social and emotional learning (SEL) an integral part of education from preschool through high school, in-class presentations, after-school programs and community outreach programs.



Contents

Acknowledgments	4
Introduction Letter	5
Overview	6
Delivery Strategies	6
Competency Cluster and Overview of (SEL)	6
Why Service Learning.....	7
Social Emotional Learning Programs	9
Service-Learning Outreach Programs	10
SEL Research	11
References	12





Acknowledgments

The Animal Kindness Foundation takes pride in collaborating with animal behavior professionals to advance social and emotional learning (SEL) into the 5th largest school district in the United States. This Guide is a prime example of such collaboration. We are extremely grateful to the numerous animal protection organizations who have developed referenced resources, information and advice on the development and use of educational templates, artwork and images and allowed for adaptation to suit similar entity programs for this effort. The Animal Kindness Foundation would like to recognize these professional organizations and their dedication to humane animal welfare and human interactions which contribute to a kinder environment for all. This resource guide is an amazing opportunity to share and foster empathetic building blocks to our community and would not have been possible without the extended permission by these organizations.

This 2024 Mind + Heart Reference Guide: Educating Minds, Opening Hearts and Creating Community Programs is intended for in community outreach programs. As a team, our goal is to bring social, and emotional learning into classrooms with in-person presentations, after-school and community outreach programs.

Antonio Diaz serves as an outstanding thought partner and critical friend for these outreach programs and Animal Kindness Foundation's work overall. I want to express my sincere appreciation for his collaboration on such efforts. His commitment and enthusiasm elevates our programs.

Some materials in this guide have been derived, in whole or in part, from Mutt-i-grees, Wayside Waifs, A No Kill Shelter, World Animal Resource Guide for Teachers ©2008, World Animal Net (WAN) and selected recommended books from RedRover for the reading program. Unless otherwise indicated, all photographs contained herein are from Leader of the Pack or the Animal Kindness Foundation.

The 2020 Mind + Heart Reference Guide has been inspired by the Animal Kindness Foundations' commitment to improving the lives of children using their love of animals to foster empathy and social awareness to form a more compassionate world, using social, and emotional skills and competencies. This process will have a positive effect and promote responsible decision making throughout their lives.

The Animal Kindness Foundation is dedicated to the mission and vision of the Mind + Heart Reference Guide, with complete passion and spirit for the greater good.

Sincerely,
Marchelle R. Hedrick
Founder
Animal Kindness Foundation



Introduction

Dear Families, Education Facilitators and Community Members:

Fulfilled, happy, confident, responsible, kind and loving. These attributes are what families, teachers and communities want for their children and what the Animal Kindness Foundation wants for our program participants. We recognize that as a family member, you are our students' first teacher - we want to partner with you to help all children become tolerant, compassionate, and caring adults.

Social and emotional learning (SEL) strategies fosters the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. combined with humane education is broadly defined as education which nurtures compassion and respect for living beings. Our programs use a combination of those two types of learning strategies, using the love of companion animals as the foundation of positive personal values development and prosocial behaviors

To support achieving these family and community goals, and to help our students build their social-emotional learning skills, we are pleased to share our Mind + Heart Community Outreach Programs. Our reference guide is a compilation of tools and strategies for supporting various platforms in-person or on-line presentations, to help children promote their mental health and emotional well-being. In addition, these learning strategies may contribute to the prevention of violence, truancy, bullying, substance abuse, and show significant gains on academic achievement tests. In an ideal world, (SEL) strategies implemented in every school district would provide evidence-based (SEL) programming to students in preschool through high school and various community outreach programs.

The intent of this reference guide is to provide a working resource for educator facilitators, community centers and animal welfare organizations to utilize. The reference guide focuses on instructional strategies and designs that can be adapted to, and implemented in, many fluid type settings. Also, each lesson can be used independently or combination as a series. Mind + Heart is a social and emotional learning program designed to cultivate, support and build healthy, respectful relationships among students by having them engage in activities that promote understanding, empathy, compassion and respect. Over the course of each lesson plan, students will participate in engaging activities designed to enhance their abilities to learn, work and spend time together.

Please visit our website to learn more about our Once U-PAW-N Time reading program and Kids-In-Action, service learning activities and other fun strategies for use in and outside of the classroom.

We welcome your feedback on Mind + Heart and encourage you to reach out if you would like additional information.

To learn more about the Animal Kindness Foundation, please visit www.AnimalKindnessFoundation.org. Thank you for your support and engagement!

Sincerely,
Marchelle R. Hedrick
Founder

Animal Kindness Foundation

Educating **MINDS** Opening **HEARTS** Creating **COMMUNITY**



Mind + Heart

Community Outreach Lesson Plans

PROGRAM OVERVIEW

These programs are designed explicitly to build Social and Emotional Learning (SEL) skills within the community by engaging in service learning experiences, in-school and after-school platforms that actively involve students in a wide range of experiences that often benefits others and the community, while advancing the goals of our programs. Similar to the in-school, lesson-based curricula, after-school programs typically offer structured, sequential lessons that provide opportunities for explicit skill building as well as promote family engagement. There is variation in the amount of extra support offered; some programs focus strictly on (SEL) activities, while others offer additional support, (SEL) as homework helps with the connection to the regular school day. Programs may differ in the extent to which they provide support for bridging the after-school space and the regular school day.

ATTRIBUTES

Social and emotional learning enhances students' capacity to integrate skills, attitudes and behaviors to deal effectively and ethically with daily tasks and challenges. Human education is broadly defined as education which nurtures compassion and respect for living beings.

SOCIAL and EMOTIONAL LEARNING

DELIVERY STRATEGIES	
Lecture	Presenter-led instruction in which the education facilitator delivers to students a prepared talk about a topic in order to transmit information to the students; limited opportunity for discussion and student interaction.
Facilitation	Presenter acts as a coach, guiding student-led learning by asking questions and paraphrasing in order to get student to think more deeply or in a different way about a topic. Students may work independently or in groups to explore a topic.
Scaffolding	The scaffolds facilitate a student's ability to build on prior knowledge and internalize new information. The activities provided in scaffolding instruction are just beyond the level of what the learner can do alone.
Chunking	The process of reading a story out loud to a group of students, stopping after certain blocks of text to ask specific questions about their comprehension of the story and discuss key features of the text.
Group Investigation	Students work in groups to research, investigate, problem-solve and create. Also referred to as collaborative learning, group work, etc. Group Investigation can be used to encourage students to share alternative viewpoints, support each other's inquiry processes and develop critical thinking skills that include the ability to reflect and improve on their own learning.

...more on next page

Overview of Social and Emotional Learning

Five Competency Clusters

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.

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.

Service-Learning Programs

Service-learning emphasizes mutuality which focuses critical reflection on conditions that creates the need for various types of community service. In the words of the National Service Learning Clearinghouse, it is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.



Five Key Benefits of Service-Learning Programs

Community Service

Fills a real need in the community, e.g. increasing companion animal adoptions;

Knowledge that may not have been taught in school;

Encourages good citizenship;

Commitment to a project for a period of time, fostering responsibility; and

Built-in structured time for reflection on rewarding team work contributions.

The Competencies of Social Emotional Learning in the Curriculum



**TEAM
WORK**



GOALS

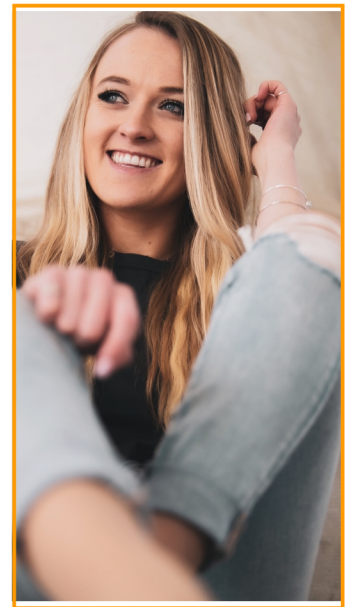


Self-Efficacy

Self-Confidence

Animal Kindness
FOUNDATION

EMPATHY



Evaluating



RESPECT FOR OTHERS

Reflecting



SOCIAL ENGAGEMENT

Communication

Social Emotional Learning Programs

Each program lasts approximately (50 minutes)

PAWS We Love: Understanding and Explaining Canine Body Language and Needs

The goal of this program is to educate humans by bridging the communication and understanding gap with our companion animal families with a better understanding of what it takes to provide your companion animal with a fulfilling life.

Our behavior specialist provides canine body language lessons, how to prepare and introduce our furry companions to children and how to deal with any potential behavior issues. This program is designed to assist in giving your family's companion animal the life they deserve and the peace of mind you need.

Provide positive praise, acceptance, training tools that help build a reward based approach and produce a well-rounded living environment for all while helping families keep their companions in their homes.

This program focuses on the relationship building process and improves the relationship between you, your canine family members, creating positive results and awareness.

PAW-etiquette for Pooches & People: Dog Safety

Students learn the proper way to greet a dog, when to leave a dog alone and strategies to avoid being attacked by a dog.

This program helps students understand dogs communicate through body language and how to read that body language.

Activating Em-PAW-thy: Exploring Similarities between Companion Animals and People

Students identify the needs and feelings people and animals have in common. The lesson helps students better understand what animals need to be happy and healthy. Students will leave the session with greater understanding of empathy and increased motivation to care for their family pets and all living things.

How to be a LEADER and not a BULLY!

People who are abused often abuse animals and may abuse other people and so the cycle goes. The connection between all forms of violence has been extensively studied and researched. One of the findings: the majority of students who committed school shootings have a history that included animal cruelty and violence at an early age.

The Animal Kindness Foundation directly addresses this fact by implementing the primary prevention program, No More Bullying! This violence prevention curriculum is the cornerstone of the social-emotional-learning program. Students learn how to gain self respect by learning about and practicing the following core character traits: responsibility, compassion, self-control and Integrity. Studies have shown that developing these principles in young people through the humane treatment of animals leads them to have greater empathy for human beings while earning their respect.

Service-Learning Outreach Programs

Each program lasts approximately (50 minutes)

Various Animal Rescue Educational Tours

Various animal rescue organizations take in every animal that comes to them. Their goal, with the support of the community, is to save all animals brought to them.

Students experience a comprehensive tour of various animal rescue organizations where they learn about the organizations' animal in-take process, how to care for animals that need extra attention, learn about the pet adoption process and have the opportunity to view the organizations day-to-day operations. The tour will also include visiting adoptable pets.

Once U-PAW-n A Time: Reading with Companion Animals

As students practice reading to a friendly, non-judgmental companion animal, their confidence soars, eventually leading them to read in front of peers with ease. Program Leaders can decide to have regularly scheduled times where an individual student reads to an animal or small groups of students.

This program provides animals at shelters and rescue organizations the opportunity for socialization and companionship by having a soothing voice of a young volunteer read them a story.

Kids-In-Action

Each participating group will complete a service learning project directly affecting the quality of life and well-being of animals staying at a local rescue organization. Projects may vary depending on shelter needs and will include direct contact with the animals.

Projects might include: making dog and cat toys or organizing an adoption or a donation event.



Why implement our programs?

The research on SEL and service learning speaks for itself.....

The research base for (SEL) is strong, with a long history of rigorous studies, longitudinal follow-ups and multiple replications. The findings all point to desired attitude, behavioral and academic outcomes. Ultimately, SEL has a positive impact on student achievement as well as employability and overall mental well-being.

According to a 2011 meta-analysis of 213 studies involving more than 270,000 students, those students who participated in evidence-based SEL programs showed an 11 percentile-point gain in academic achievement, compared to students who did not participate in SEL programs. Students who participated in SEL programs also demonstrated the following attributes: increased academic achievement; increased development of social and emotional skills; improved attitude toward self and others; improved positive social behaviors, decreased conduct problems and emotional distress. The word cloud below displays the results of this meta-analysis study by identifying the positive effects of SEL programming on student attitudes, student behaviors and school performance.

Each program contains teaching activities, strategies and tools that support the development of the seven (sensory-motor integration, insight, regulation, collaboration, connection, critical thinking and mindset) social-emotional learning competencies and service-learning engagement skills. These skills have been demonstrated in sound character and social-emotional development, as well as to help students see themselves and their learning as positive resources for their families, schools, workplaces and communities.

Our goal is to collaborate with educators, community centers and libraries to provide social- emotional-learning and service-learning opportunities that encourages interpersonal skills and competency development through active participation of all students.



Connect with us to build a kinder tomorrow.



For more information on our community outreach programs, please contact us:
info@animalkindnessfoundation.org



www.animalkindnessfoundation.org



Thank you for your review and consideration.

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