

**CLASSROOM STRATEGIES TO ENGAGE THINKING AND FEELING IN YOUR STUDENTS AND YOU!**

**brianhousand.com**



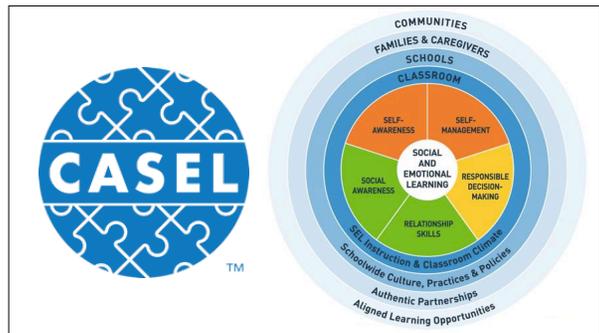
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**WHAT ARE YOU FEELING RIGHT NOW?**

**What is Social & Emotional Learning?**

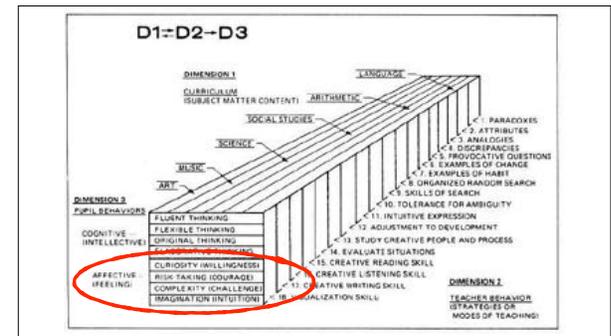
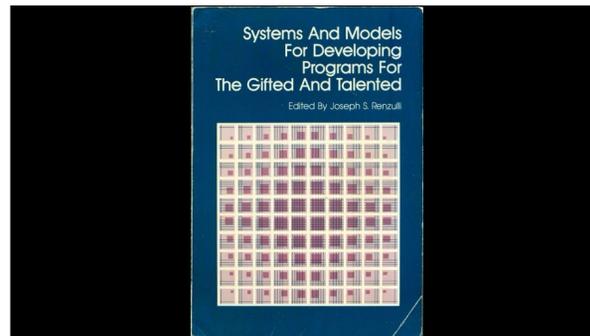
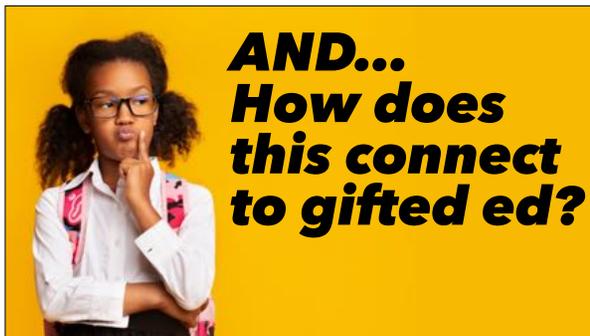
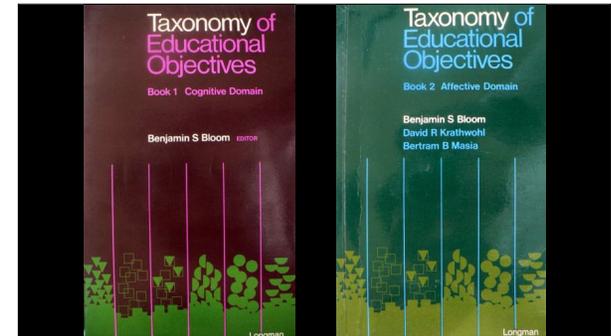
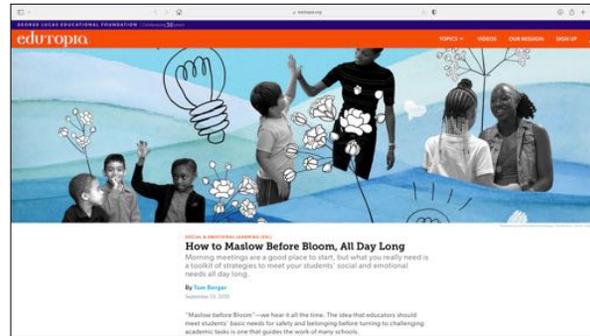
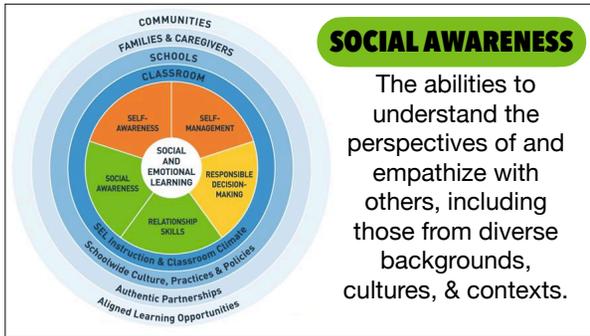
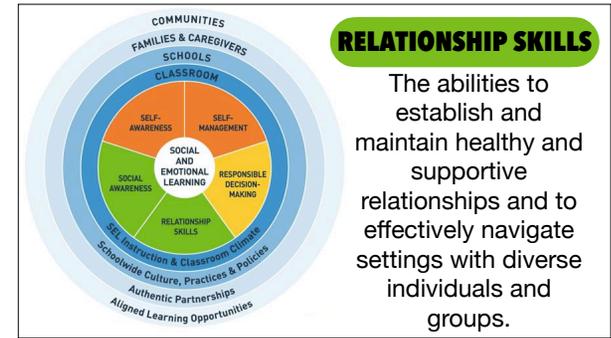
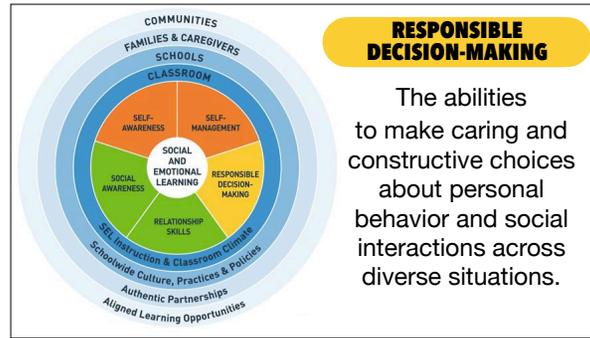
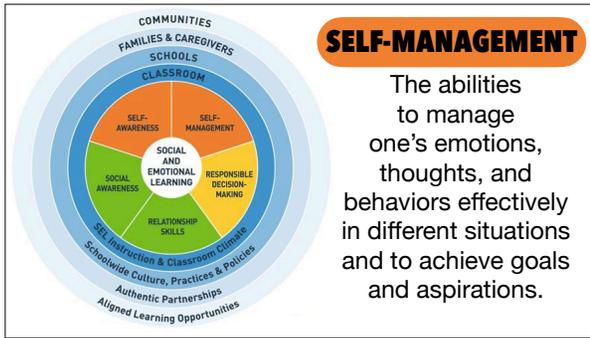
**COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING**

**Social and emotional learning (SEL) is an integral part of education and human development.** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.



**SELF-AWARENESS**

The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.



**RISK TAKING**

**COMPLEXITY**

**CURIOSITY**

**IMAGINATION**

**To have COURAGE to —**

- Expose oneself to failure or criticisms
- To take a guess
- Function under conditions devoid of structure
- Defend own ideas

**RISK TAKING**

**COMPLEXITY**

**CURIOSITY**

**IMAGINATION**

**To be CHALLENGED to -**

- Seek many alternatives
- See gaps between how things are how they could be
- Bring order out of chaos
- Delve into intricate problems or ideas

**RISK TAKING**

**COMPLEXITY**

**CURIOSITY**

**IMAGINATION**

**To be WILLING to -**

- Be inquisitive and wonder
- Toy with an idea
- Be open to puzzling situations
- Ponder the mystery of things
- To follow a particular hunch just to see what will happen

**RISK TAKING**

**COMPLEXITY**

**CURIOSITY**

**IMAGINATION**

**To have the POWER to -**

- Visualize and build mental images
- Dream about things that have never happened
- Feel intuitively
- Reach beyond sensual or real boundaries

**RISK TAKING**

**COMPLEXITY**

**CURIOSITY**

**IMAGINATION**

**RISK TAKING**

**COMPLEXITY**

**CURIOSITY**

**IMAGINATION**

|             | SELF AWARENESS | SELF MANAGEMENT | RESPONSIBLE DECISION MAKING | RELATIONSHIP SKILLS | SOCIAL AWARENESS |
|-------------|----------------|-----------------|-----------------------------|---------------------|------------------|
| RISK TAKING |                |                 |                             |                     |                  |
| COMPLEXITY  |                |                 |                             |                     |                  |
| CURIOSITY   |                |                 |                             |                     |                  |
| IMAGINATION |                |                 |                             |                     |                  |

**RISK TAKING**

**MAKE THIS PART OF WHAT YOU ASSESS!**

**To have COURAGE to —**

- Expose oneself to failure or criticisms
- To take a guess
- Function under conditions devoid of structure
- Defend own ideas

**RISK TAKING**

Self Awareness

Self Management

Responsible Decision Making

Intellectual  
Social  
Emotional  
Physical  
Spiritual

(Nelhart, 1999)



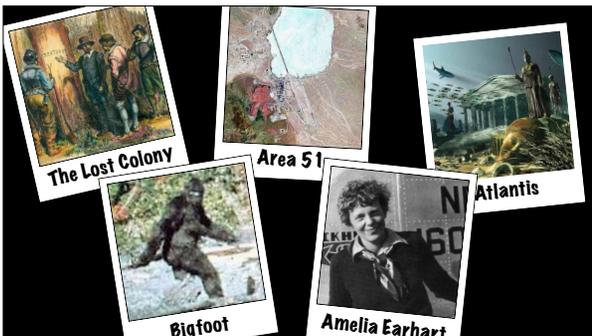
**RISK TAKING**

What steps would you take to engage in the activity?

|             | SELF AWARENESS | SELF MANAGEMENT | RESPONSIBLE DECISION MAKING | RELATIONSHIP SKILLS | SOCIAL AWARENESS |
|-------------|----------------|-----------------|-----------------------------|---------------------|------------------|
| RISK TAKING |                |                 |                             |                     |                  |
| COMPLEXITY  |                |                 |                             |                     |                  |
| CURIOSITY   |                |                 |                             |                     |                  |
| IMAGINATION |                |                 |                             |                     |                  |

**COMPLEXITY**

Self Awareness  
Relationship Skills  
Social Awareness

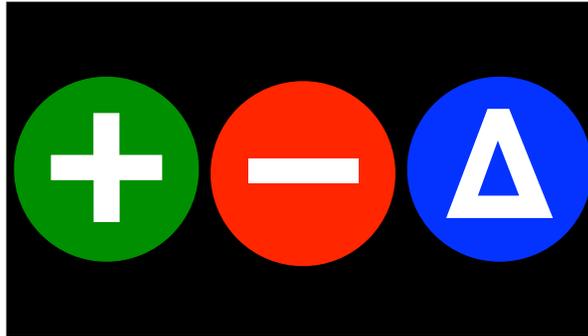


What does it mean to be **GIFTED?**

**It depends.**

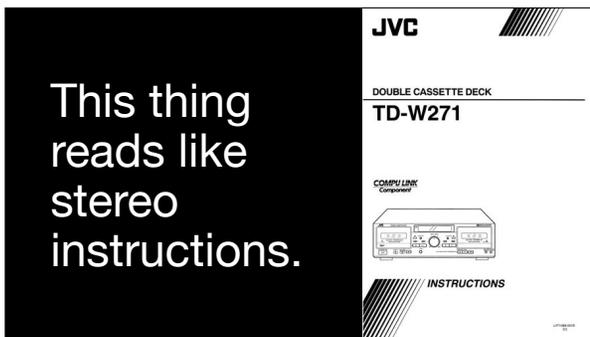
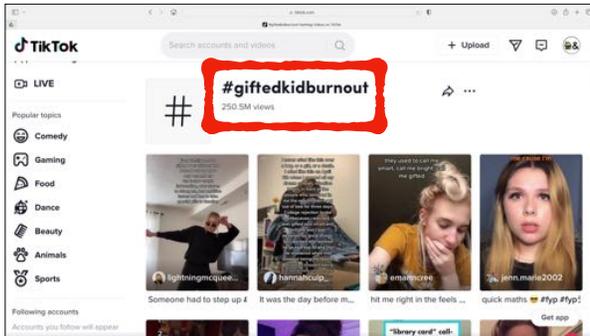
# 8 GREAT GRIPES

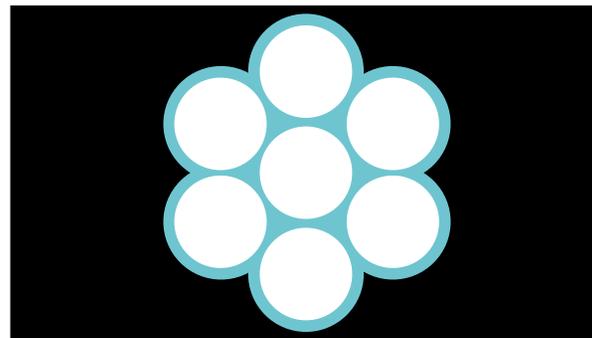
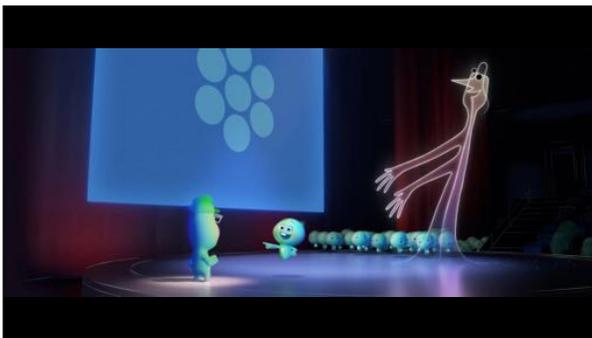
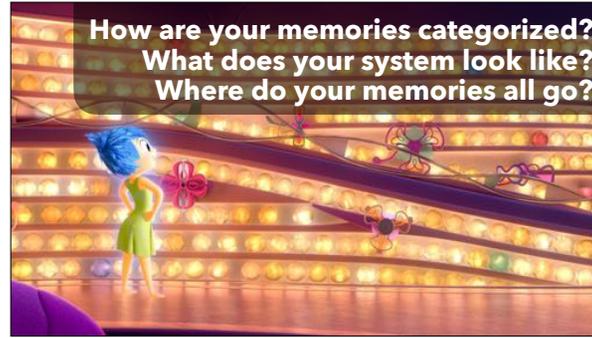
1. No one explains what being gifted is all about -- it's kept a big secret.
2. The stuff we do in school is too easy, and it's boring.
3. Parents, teachers and friends expect us to be perfect, to "do our best" all the time.
4. Kids often tease us about being smart.
5. Friends who really understand us are few and far between.
6. We feel too different and wish people would accept us for what we are.
7. We feel overwhelmed by the number of things we can do in life.
8. We worry a lot about world problems and feel helpless to do anything about them.



The Struggle is Real:  
Recognizing & Responding to  
#gifted kid burnout

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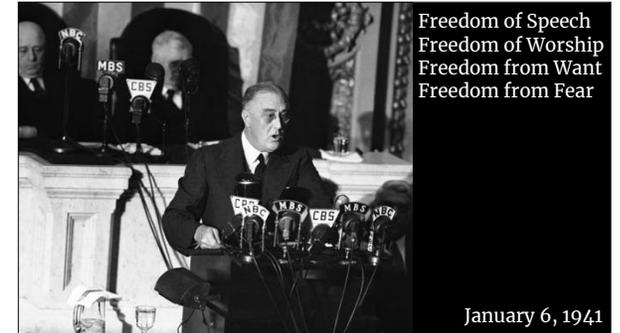




# CURIOSITY

Social Awareness  
Self Awareness  
Relationship Skills

WHAT DO YOU NOTICE?  
WHAT DO YOU WONDER?





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JACOB LAWRENCE THE MIGRATION SERIES

Smithsonian

### A 21st-Century Reimagining of Norman Rockwell's "Four Freedoms"

The iconic paintings helped the U.S. win World War II. What do they mean today?

Aligail Tucker  
March 2018

**MOST POPULAR**

1. High-Tech...  
Created by...  
Inspired by...  
Reimagined by...  
The...  
The...

smithsonianmag.com/arts-culture/21st-century-reimagining-norman-rockwells-four-freedoms-180968086/



**If you are talking about social-emotional learning but not equity, you are not talking about SEL.**

—Dr. Lorenzo Moore

**CURIOSITY**

Social Awareness  
Self Awareness  
Relationship Skills

**IMAGINATION**

Responsible Decision Making  
Relationship Skills

**WHAT IF...**

**di·lem·ma**  
noun  
a situation in which a difficult choice has to be made between two or more alternatives, especially equally undesirable ones

Kansas River crossing  
March 9, 1848

Weather: cold  
River width: 628 feet  
River depth: 4.8 feet

You may:

1. attempt to ford the river
2. caulk wagon and float it across
3. take a ferry across
4. wait to see if conditions improve
5. get more information

What is your choice? ❏

StoryboardThat

**Teaching Moral and Ethical Dilemmas**

In This Article

1. Clinical Dilemma
2. Ethical Dilemma
3. Moral Dilemma
4. Famous Dilemma
5. Examples in Literature
6. Activity Rubric

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**DILEMMA**

|         | INTRODUCTION | OPTION 1 | OPTION 2 |
|---------|--------------|----------|----------|
| DILEMMA |              |          |          |

Create your own at [StoryboardThat](https://www.storyboardthat.com)

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**CLASSIC DILEMMA**

**THE GRAPES OF WRATH**

The Joads must decide what to do after they lose their farm to the bank. Will other families in similar situations and heading towards the San Joaquin Valley be similarly, and how common that they can find work and a neighbor among those, too?

**A RAISIN IN THE SUN**

After Walter loses the family's money in a high school bet, Mr. Lindner invites the family back to move to the one-hour driveway, or stay in their apartment.

**WONDER**

If people were to interact with other kids, he will need to get used to an alien environment. Is it of any consequence to be "homonoid"? He will not meet other people or make friends.

Create your own at Storyboard That

**ETHICAL DILEMMA**

**GREAT EXPECTATIONS**

Mr. Jaggers takes Pip Magwitch on as a client, even though the latter has no money. When he finds out that Magwitch is his benefactor, he has an ethical obligation to report him to the law. He has to choose between his loyalty to his client and his duty to the law.

**TO KILL A MOCKINGBIRD**

Atticus is under intense pressure from Miss Maudie to let Tom to not properly defend Tom Robinson at trial. However, he feels honor and his professional obligation to defend Tom, and he will not let his moral values be compromised.

**ANNE OF GREEN GABLES**

Matthew and Marilla Cuthbert are expecting the orphan to be a boy. When they find out it's a girl, they must decide if they want to keep her or send her back to the orphanage.

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**MORAL DILEMMA**

**THE SCARLET LETTER**

Hester Prynne has recently given birth to a child, despite the fact that she has never been married. She must decide whether or not to tell the town, or if she should keep her secret.

**THE KITE RUNNER**

When Amir sees Hassan and Assef in the alley, he sees that Assef is about to assault Hassan. He has to decide whether or not to help Hassan, or if he should let it go.

**RETURN TO SENDER**

Your team has been working on his family's farm and hard working, but he worries about his family breaking the law.

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**DILEMMA**

**INTRODUCTION**

To be or not to be, that is the question.

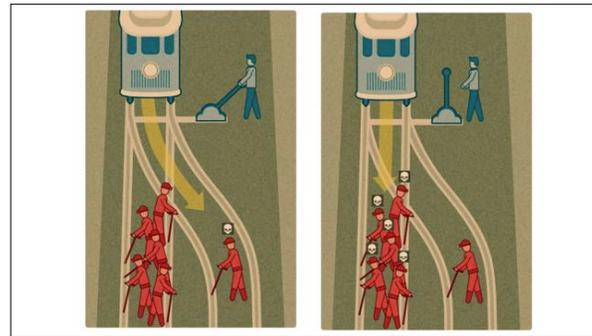
**PROBLEM 1**

Do I proceed tonight because I cannot live or stand to see my mother married to my uncle?

**PROBLEM 2**

Do I keep living with this pain for fear of what may come after death?

storyboardthat.com/articles/e/dilemma



**sustainability**

**Algorithmic Decision-Making in AVs: Understanding Ethical and Technical Concerns for Smart Cities**

by Liang Chen, Hui Sun, and Liang Chen

Sustainability 2019, 11(25), 15215. https://doi.org/10.3390/su112515215

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This article belongs to the Special Issue Future Transportation: Innovation in the Use of Novelty, Emerging Technologies, Transportation, Robotics.

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**Abstract**

Autonomous Vehicles (AVs) are increasingly embraced around the world to address smart mobility and more broadly smart, and sustainable cities. Algorithms form the basis of decision-making in AVs, allowing them to perform driving tasks automatically, efficiently, and more safely than human drivers and offering various economic, social, and environmental benefits. However, algorithmic decision-making in AVs can also introduce new risks that create new safety risks and perpetuate discrimination. We identify bias, ethics, and privacy concerns as key ethical issues in the AV algorithmic decision-making that can create new safety risks and discriminatory outcomes. Technical issues in the AVs perception, decision-making and control algorithms, including of existing AV testing and verification methods, and cybersecurity vulnerabilities can also undermine the performance of the AV system. This article investigates the ethical and technical concerns surrounding algorithmic decision-making in AVs by exploring how driving decisions are translated into discrimination and create new safety risks for the public. We discuss these issues to address these issues, highlight the existing research gaps and the need to mitigate these issues through the design of AV's algorithms and practices and regulations to fully realize AV's benefits for smart and sustainable cities. View Full Text

**MORAL MACHINE**

What should the self-driving car do?

In this case, the self-driving car with sudden brake failure will swerve and crash into a concrete barrier. This will result in ...

Dead:

- 1 male doctor
- 1 female athlete

2 / 13

In this case, the self-driving car with sudden brake failure will continue ahead and drive through a pedestrian crossing ahead. This will result in ...

Dead:

- 1 dog
- 1 cat

**mormachine.mit.edu**

**TED** What worth speeding?

What moral decisions should driverless cars make?

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|             | SELF AWARENESS | SELF MANAGEMENT | RESPONSIBLE DECISION MAKING | RELATIONSHIP SKILLS | SOCIAL AWARENESS |
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| CURIOSITY   |                |                 |                             |                     |                  |
| IMAGINATION |                |                 |                             |                     |                  |

**They tried to bury us.  
They didn't know we were seeds.**

Dinos Christianopoulos

