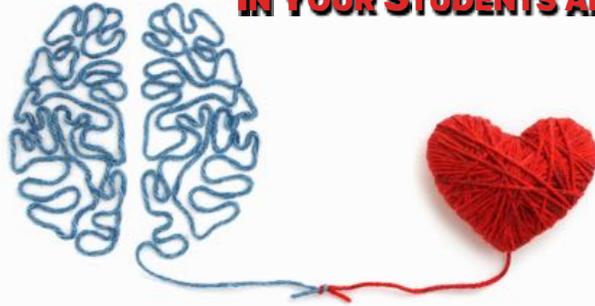


CLASSROOM STRATEGIES TO ENGAGE THINKING AND FEELING IN YOUR STUDENTS AND YOU!



Angela Housand & Brian Housand

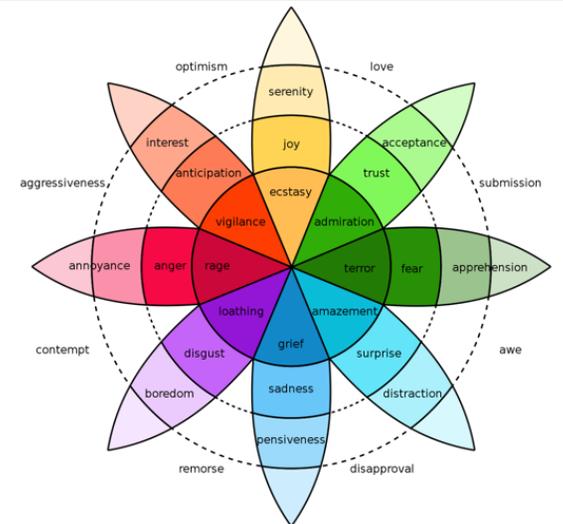
National Association for Gifted Children
68th Annual Convention
NAGC
DENVER, CO
NOVEMBER 11-14 **21**

THANK YOU!

**SOCIAL & EMOTIONAL
DEVELOPMENT NETWORK**
EMILY KIRCHER-MORRIS - CHAIR
BONNIE TAYLOR - CHAIR ELECT

In a world...

WHAT
ARE YOU
FEELING
RIGHT
NOW?



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2

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3

Enter the code and vote!

7025 7146

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.

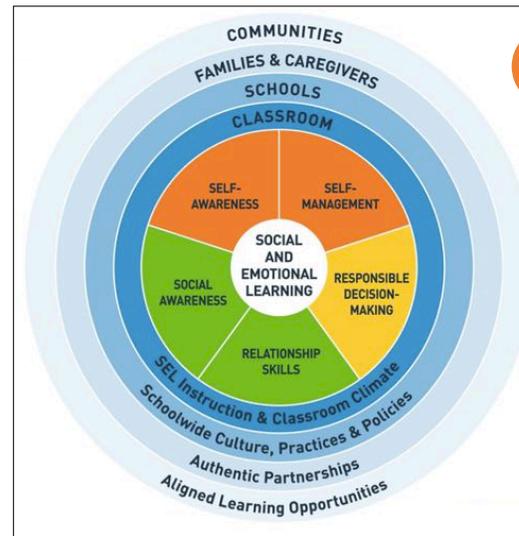


SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.



SELF-AWARENESS

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



SELF-MANAGEMENT

The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.



RESPONSIBLE DECISION-MAKING

The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.



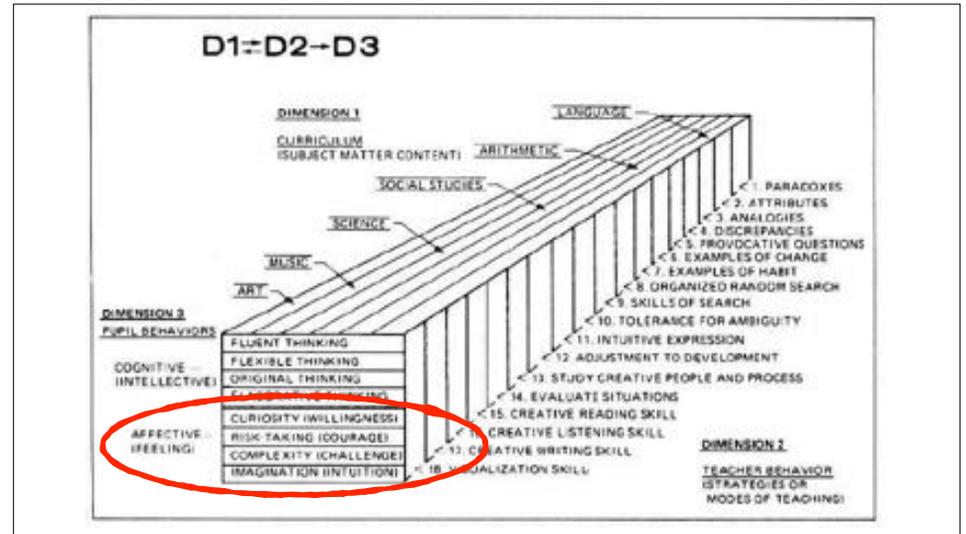
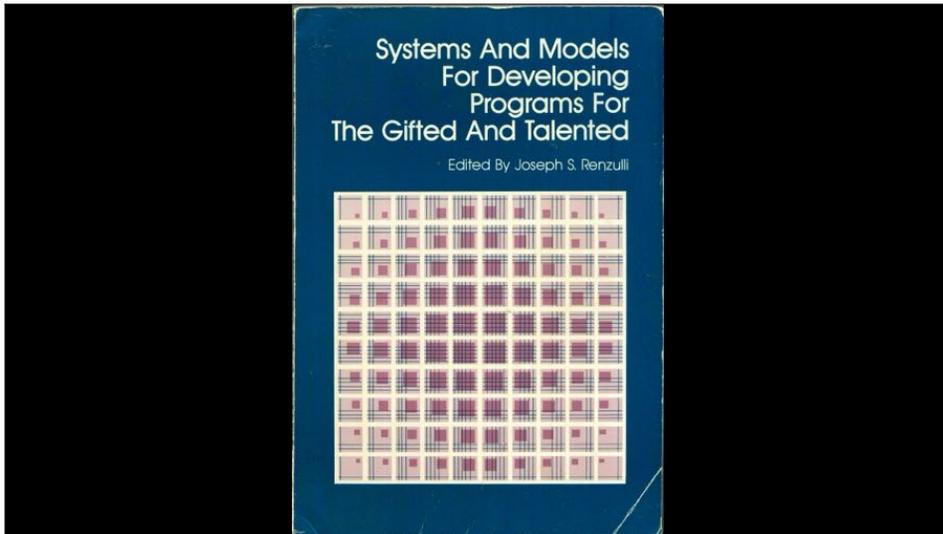
RELATIONSHIP SKILLS

The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.



SOCIAL AWARENESS

The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & 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 -

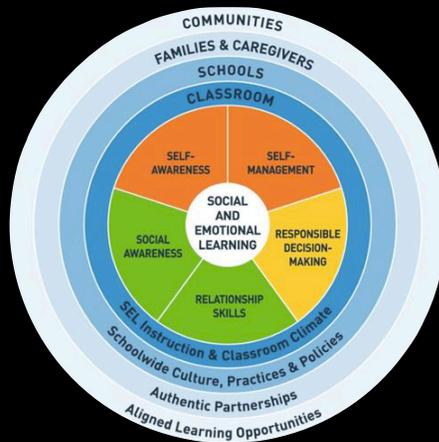
- Visualize and build mental images
- Dream about things that have never happened
- Feel intuitively
- Reach beyond sensual or real boundaries

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**

(Neihart, 1999)



**Intellectual
Social
Emotional
Physical
Spiritual**

(Neihart, 1999)

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and vote!

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Give 3 Examples



Select 1



RISK TAKING

What steps would you take to engage in the activity?

- #3 Intellectual
- #5 Social
- #2 Emotional
- #4 Physical
- #1 Spiritual

(Neihart, 1999)

- #3 Intellectual
- #5 Social
- #2 Emotional
- #4 Physical
- #1 Spiritual

1. Jumping out of a plane
2. Running a marathon
3. Snowboarding

(Neihart, 1999)

COMPLEXITY

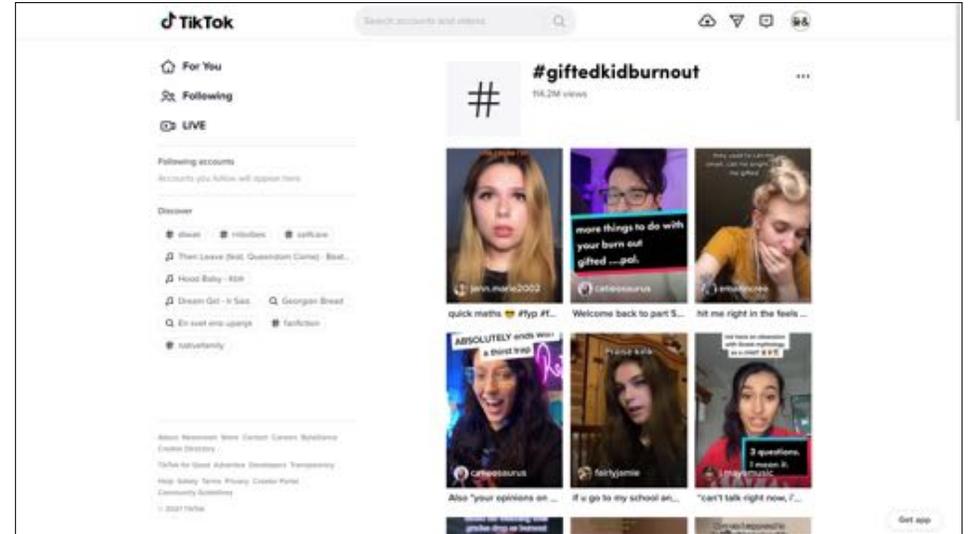
Self Awareness
 Relationship Skills
 Social Awareness

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



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.



This thing
reads like
stereo
instructions.

JVC

DOUBLE CASSETTE DECK
TD-W271

COMPU LINK
Component



INSTRUCTIONS

I
myself
am
strange
and
unusual.

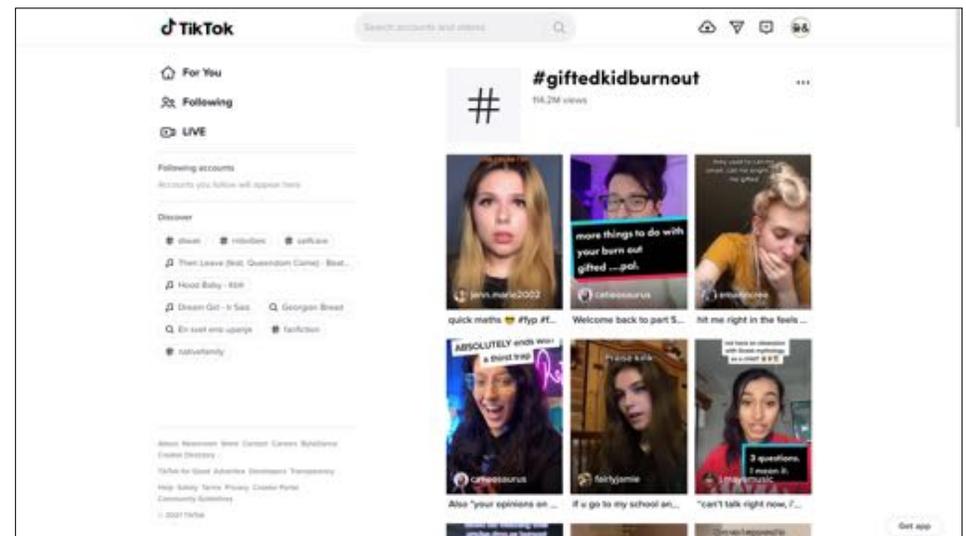


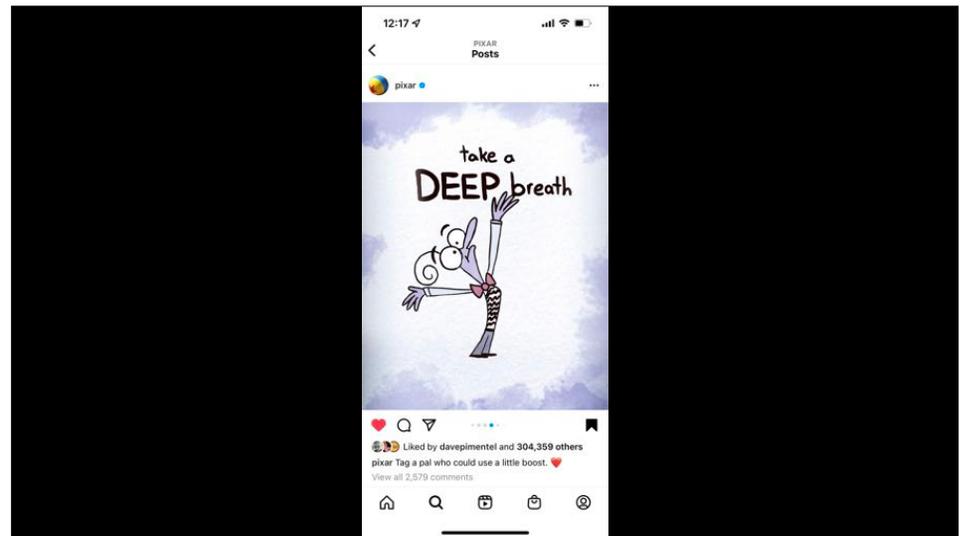
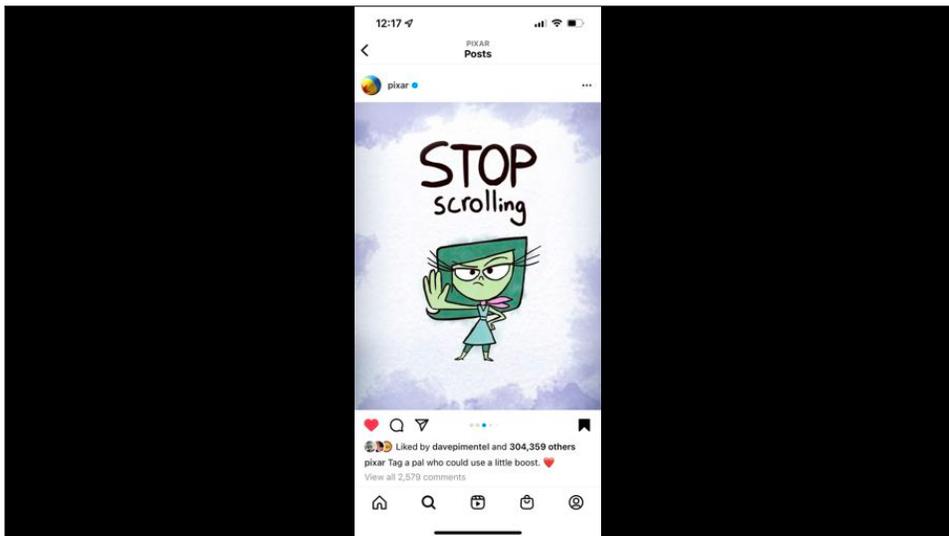
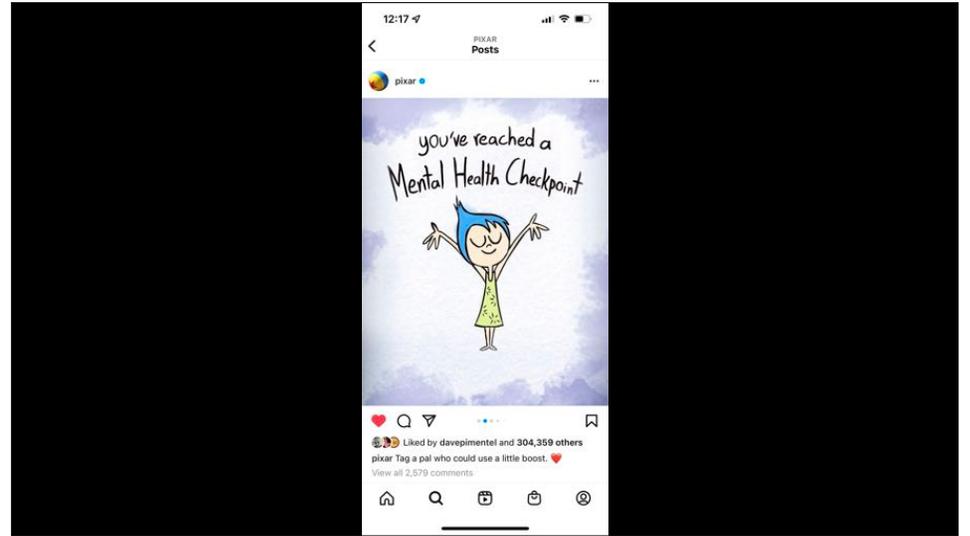
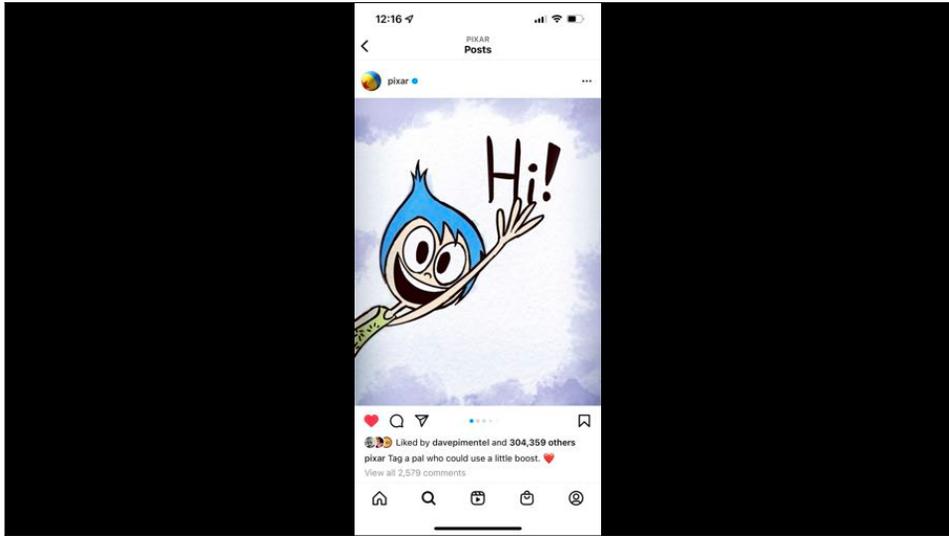
YOUR PERSONAL INSTRUCTION MANUAL

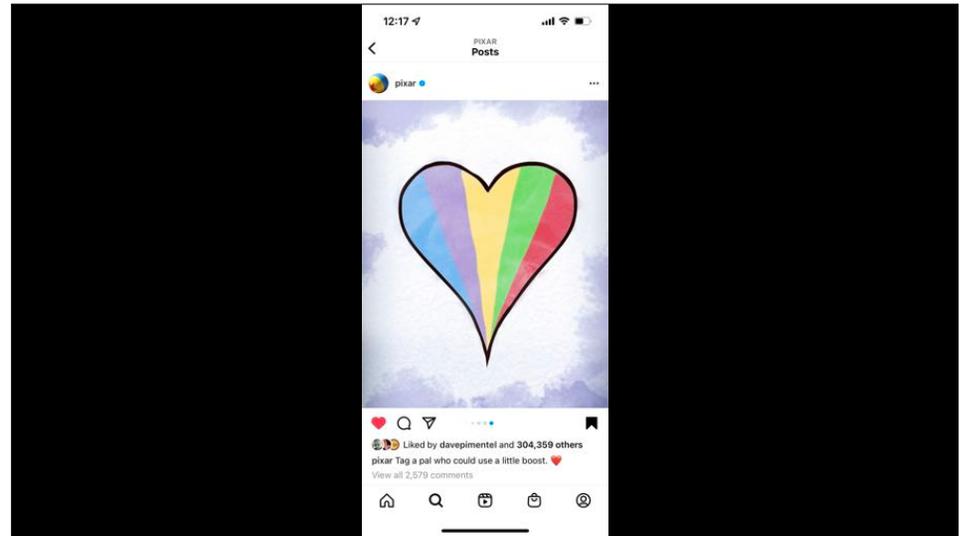
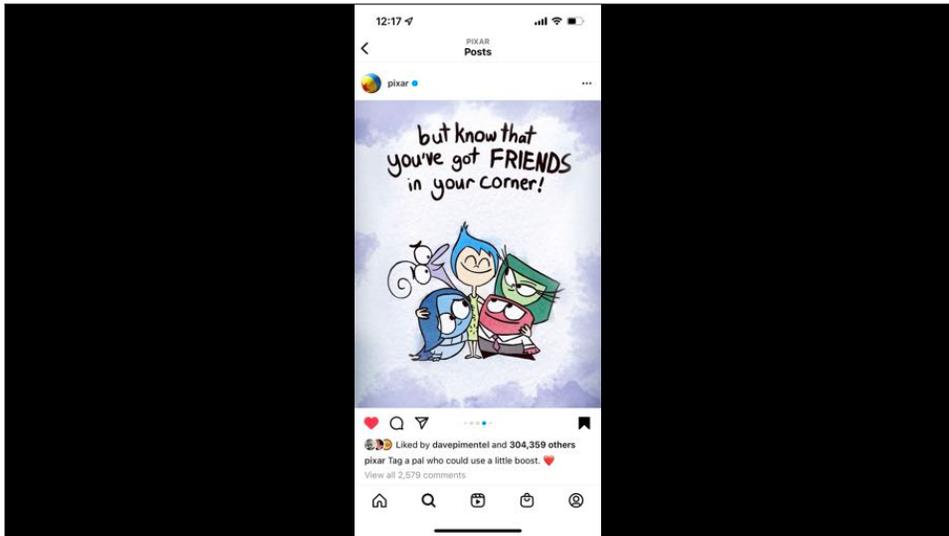
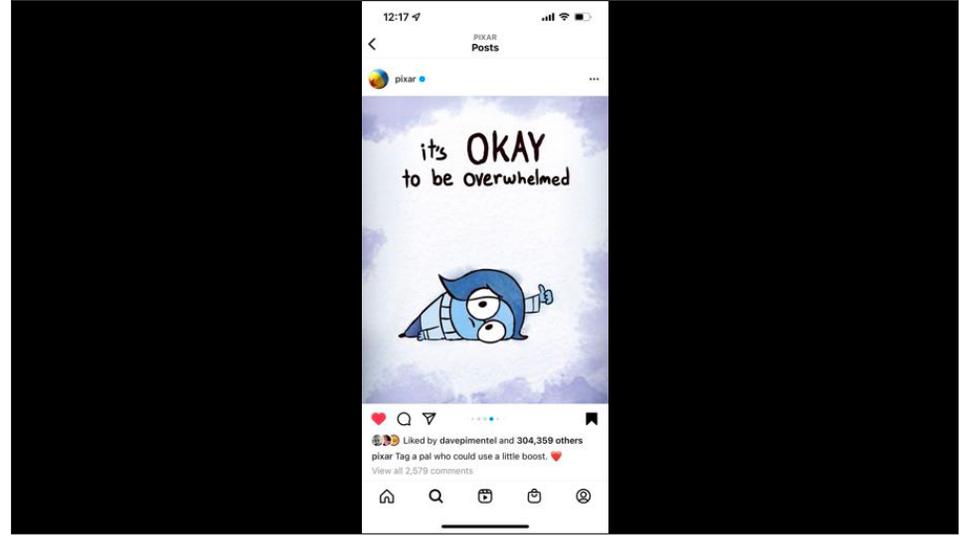
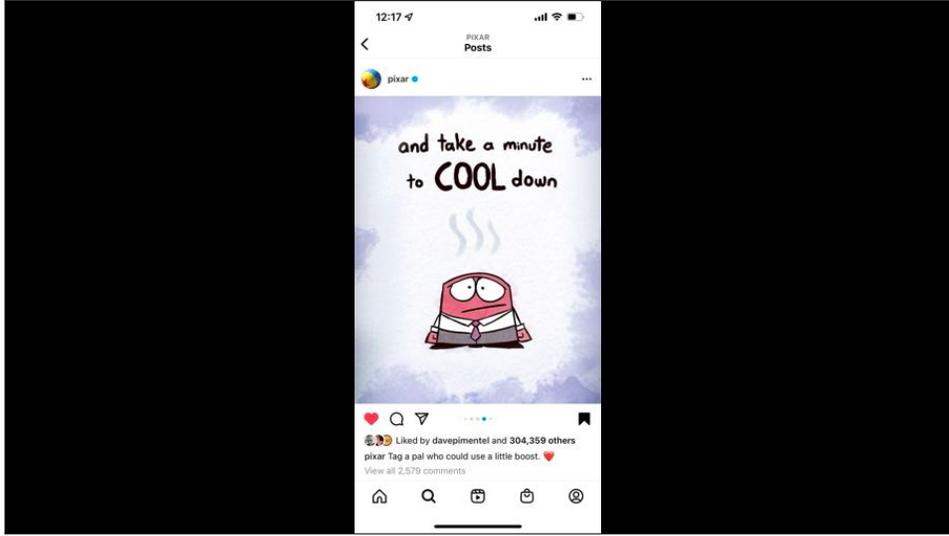
What are your *optimal*
operating conditions?

What care and maintenance is
required?

What should be avoided?









**How are your memories categorized?
What does your system look like?
Where do your memories all go?**



**What are your CORE MEMORIES?
How have they changed over time?**



WHAT ARE YOUR PERSONALITY ISLANDS?

common sense education

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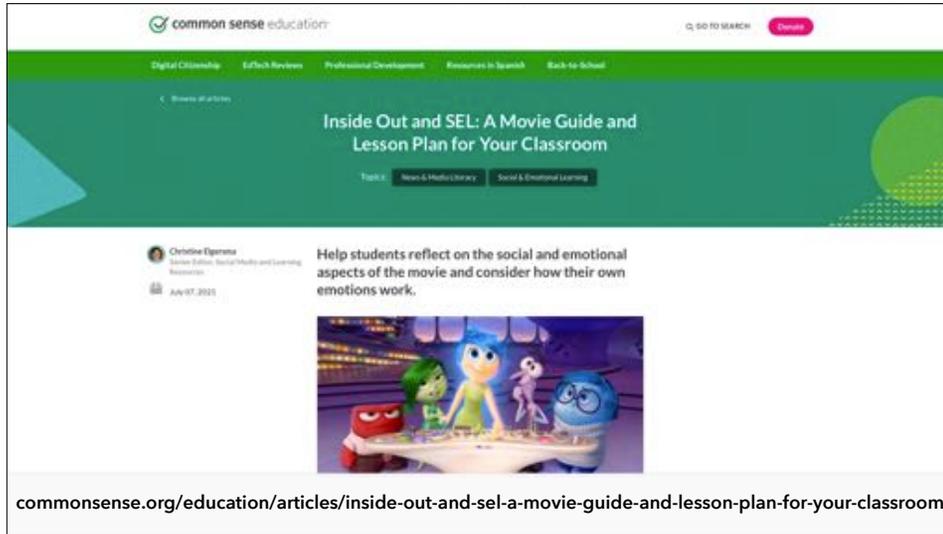
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Inside Out and SEL: A Movie Guide and Lesson Plan for Your Classroom

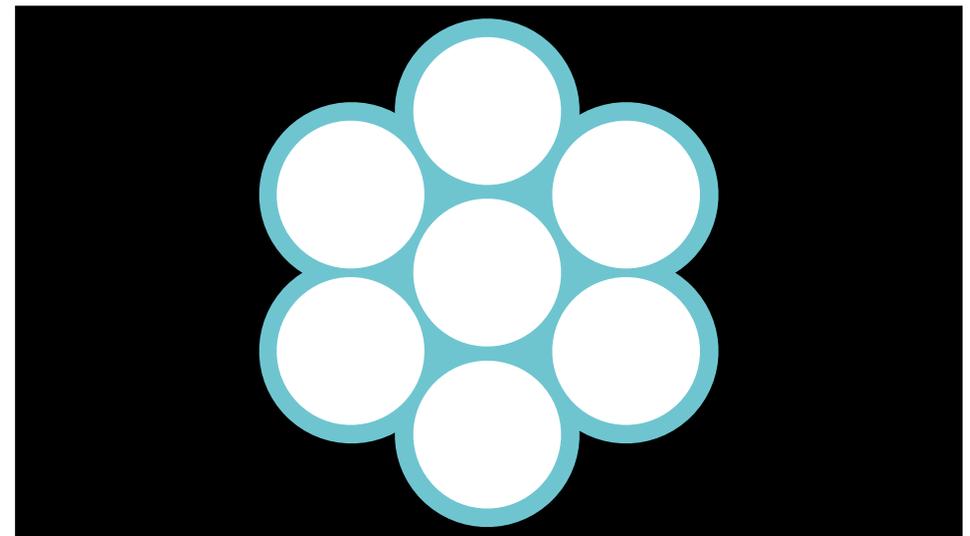
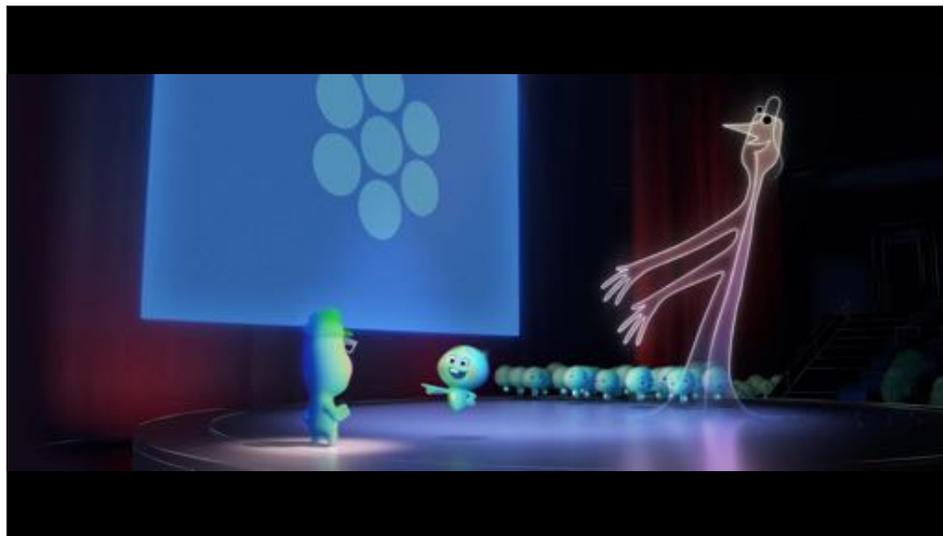
Topics: [News & Media Library](#) | [Social & Emotional Learning](#)

Christine Eganara
Senior Editor, Social Media and Learning Resources
APR 07, 2021

Help students reflect on the social and emotional aspects of the movie and consider how their own emotions work.



commonsense.org/education/articles/inside-out-and-sel-a-movie-guide-and-lesson-plan-for-your-classroom



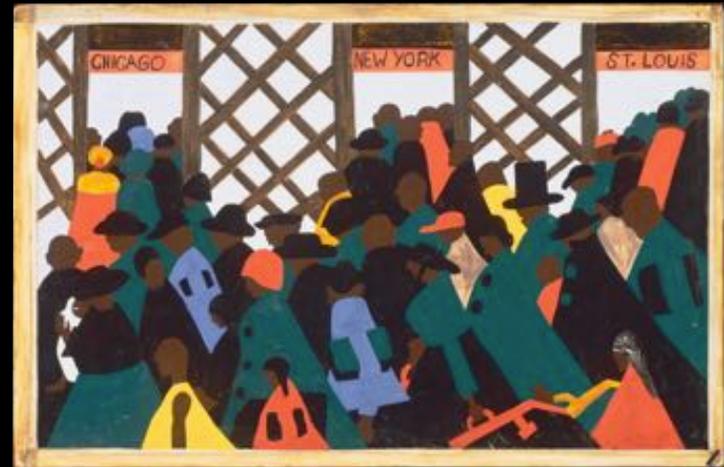
COMPLEXITY

Self Awareness
Relationship Skills
Social Awareness

CURIOSITY

Social Awareness
Self Awareness
Relationship Skills

**WHAT DO YOU NOTICE?
WHAT DO YOU WONDER?**

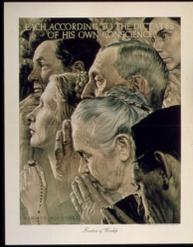




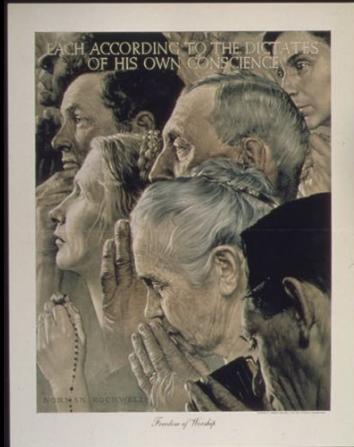
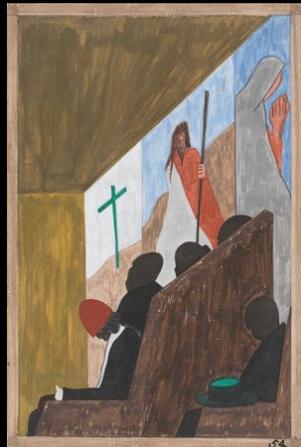
Freedom of Speech
 Freedom of Worship
 Freedom from Want
 Freedom from Fear

January 6, 1941

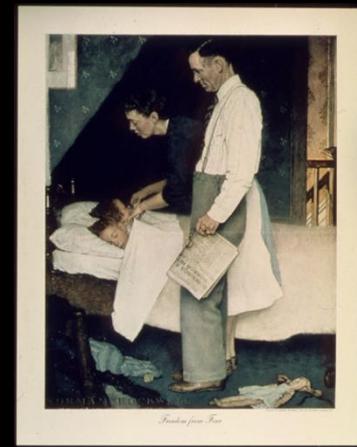




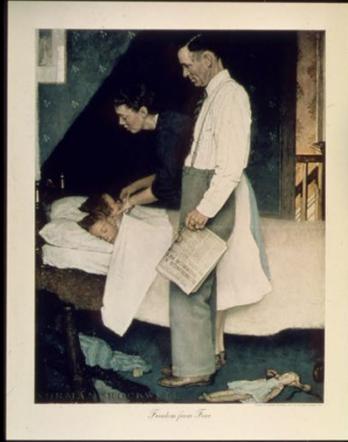
Franklin from West



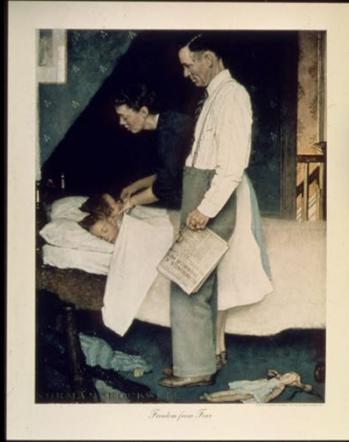
Franklin of Maryland



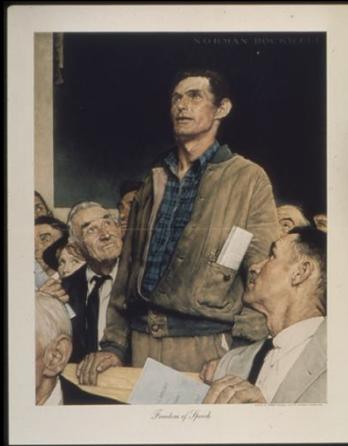
Franklin from France



Franklin from Paris



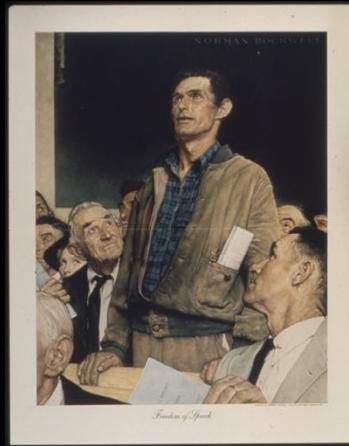
Franklin from Paris



Franklin of Speech

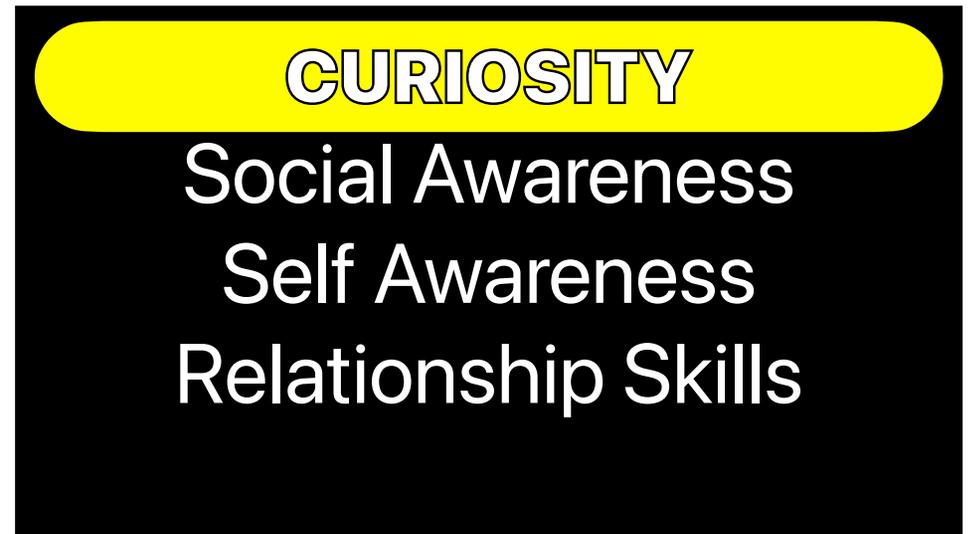
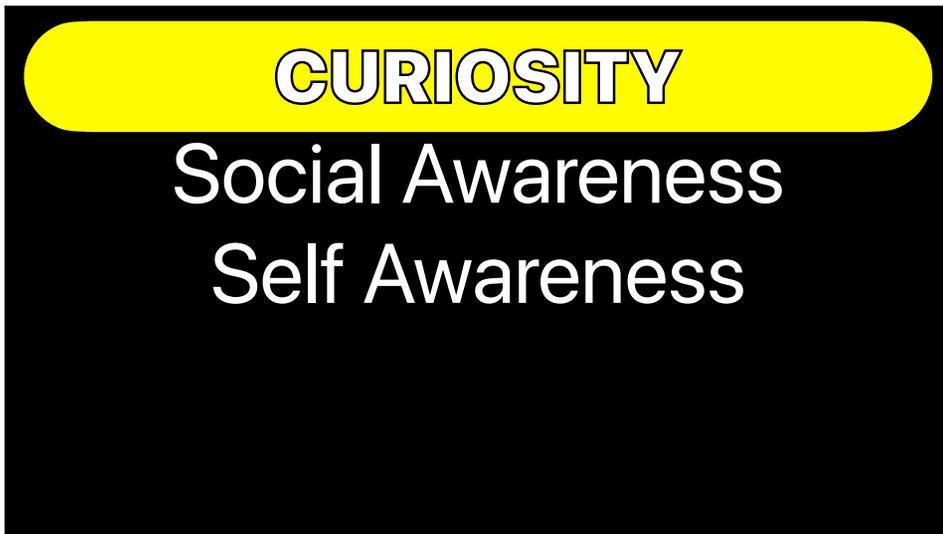
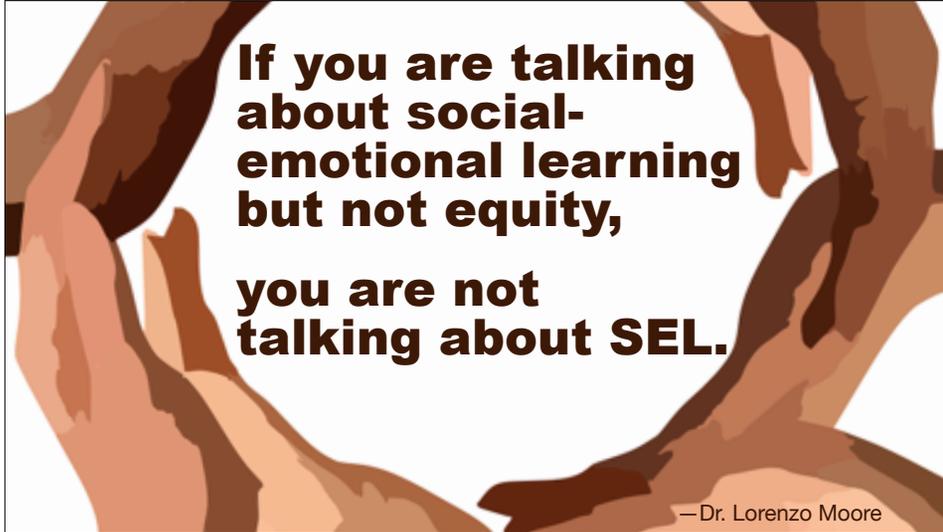


26



Franklin of Speech





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

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Teaching Moral and Ethical Dilemmas

In This Article

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

v.g. Shakespeare

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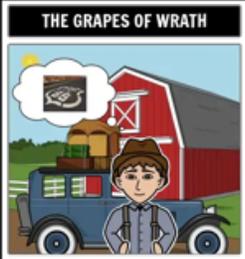
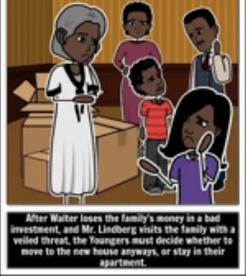
Do you remember a time when you had to make a choice and each option was equally unpleasant? Perhaps you lied, and something terrible happened, or you were faced with the task of divulging the truth and being punished for lying. This mess is called a dilemma: a situation that challenges an agreeable solution. In literature, dilemmas form the central conflict many protagonists encounter. Many people face all kinds of dilemmas in life, and the choice they make can have long-lasting impacts. Sometimes these dilemmas have even caused changes in society and history! Common types of dilemmas include classic, ethical, and moral.

storyboardthat.com/articles/e/dilemma

	INTRODUCTION	OPTION 1	OPTION 2
DILEMMA	 <p>Hi! I am your main character and I have a problem. It can be solved, but there are consequences.</p>	 <p>The first solution isn't good because it means _____ will happen.</p>	 <p>The second option is not good either because it means _____ will happen.</p>

Create your own at Storyboard That

storyboardthat.com/articles/e/dilemma

THE GRAPES OF WRATH	A RAISIN IN THE SUN	WONDER
 <p>The Joads must decide what to do after they lose their farm to the bank. With other families in similar situations and heading towards the San Joaquin Valley in California, the Joads conclude that they can find work and a brighter future there, too.</p>	 <p>After Walter loses the family's money in a bad investment, and Mr. Lindberg visits the family with a veiled threat, the Youngers must decide whether to move to the new house anyways, or stay in their apartment.</p>	 <p>If Ruggie goes to school with other kids, he will most likely get picked on and be stared at, but if he continues to be homeschooled, he will not meet other people or make friends.</p>
CLASSIC DILEMMA		

Create your own at Storyboard That

GREAT EXPECTATIONS	TO KILL A MOCKINGBIRD	ANNE OF GREEN GABLES
 <p>Mr. Jaggers takes Abel Magwitch on as a client, even though he knows he is an exiled convict. When he finds out that Magwitch has returned, he has an ethical obligation to report him. Instead, he makes Pip have a very careful hootheoretical conversation about Magwitch.</p>	 <p>Atticus is under intense pressure from many citizens in the town to not properly defend Tom Robinson at trial; however, he holds himself and his professionalism to high standards, and not defend Tom would violate his ethical obligations (and his moral values).</p>	 <p>Matthew and Marilla Cuthbert are expecting the orphanage to send them a boy who can help with the farm chores. When they see that they have been sent Anne, they need to decide if they want to keep her or send her back to the orphanage.</p>
ETHICAL DILEMMA		

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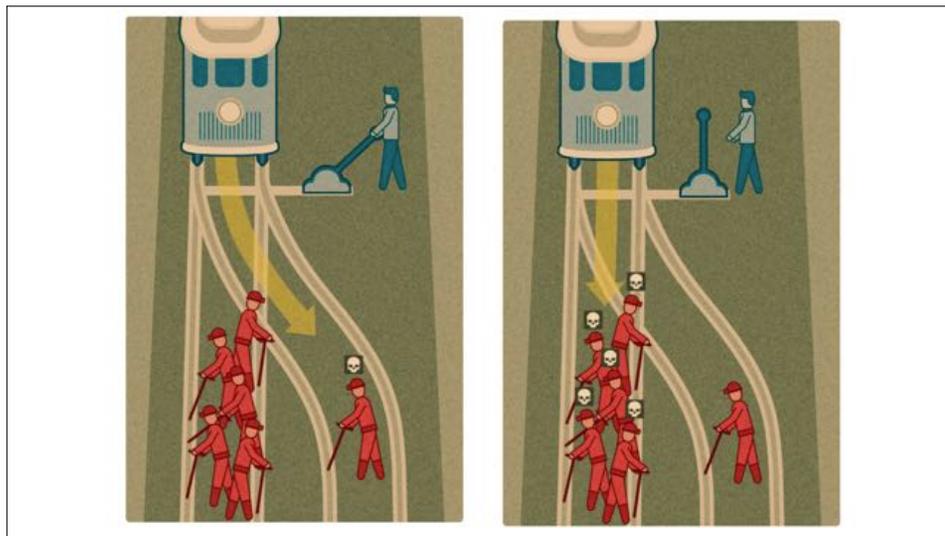
<p>THE SCARLET LETTER</p>  <p>Hester Prynne has recently given birth to a child, despite the fact that no one has seen her husband alive in two years. The Governor wants her to give up the father's name so he can be punished, too.</p>	<p>THE KITE RUNNER</p>  <p>When Amir comes upon Hassan and Assef in the alley, he sees that Assef is about to assault Hassan. He has to decide whether or not to help Hassan, or let his fear rule his decisions.</p>	<p>RETURN TO SENDER</p>  <p>Tyler learns that the people working on his family's farm are undocumented immigrants. They are kind and hard working, but he worries about his family breaking the law.</p>
<p>MORAL DILEMMA</p>		

Create your own at Storyboard That

<p>DILEMMA</p>	<p>INTRODUCTION</p>	<p>PROBLEM 1</p>	<p>PROBLEM 2</p>
			

Create your own at Storyboard That

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

by [Hazel Yi Min Lim](#) and [Amit Teagueh](#)

Lee Kuan Yew School of Public Policy, National University of Singapore, 498B Bukit Timah Road, Li Ka Shing Building, Singapore 259771, Singapore
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Sustainability 2019, 11(20), 3791; <https://doi.org/10.3390/su11203791>

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[This article belongs to the Special Issue Human-Technology Interactions in the Use of Newly Emerging Sustainable Transportation Solutions]

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Abstract

Autonomous Vehicles (AVs) are increasingly entrenched around the world to advance smart mobility and more broadly, smart, and sustainable cities. Algorithms form the basis of decision-making in AVs, allowing them to perform driving tasks autonomously, 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 issues that create new safety risks and perpetuate discrimination. We identify bias, ethics, and perverse incentives as key ethical issues in the AV algorithms' decision-making that can create new safety risks and discriminatory outcomes. Technical issues in the AVs' perception, decision-making and control algorithms, limitations 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 can perpetuate discrimination and create new safety risks for the public. We discuss steps taken to address these issues, highlight the existing research gaps and the need to mitigate these issues through the design of AVs' algorithms and of policies and regulations to fully realize AV benefits for smart and sustainable cities. [View Full-Text](#)

MORAL MACHINE

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What should the self-driving car do? 2 / 13

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

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

moralmachine.mit.edu

MORAL MACHINE

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What should the self-driving car do? 3 / 13

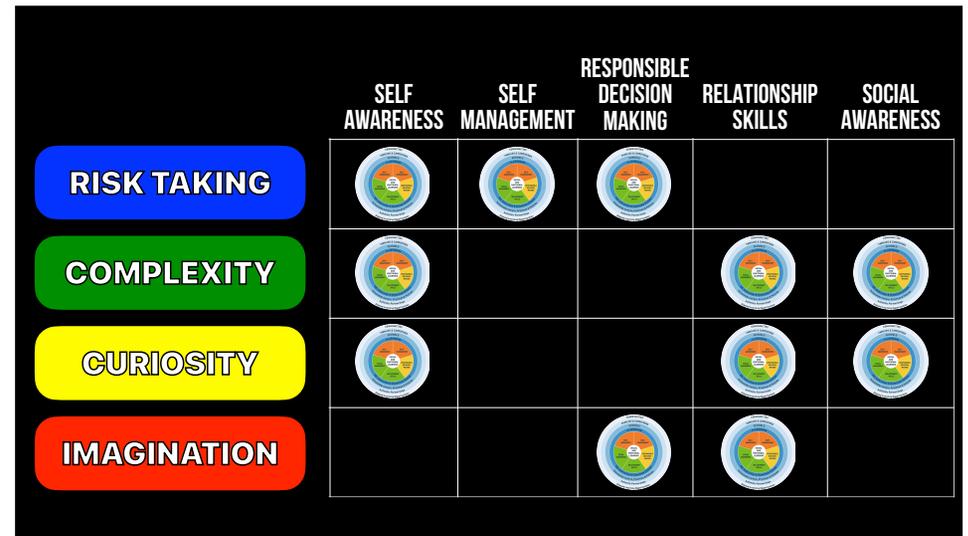
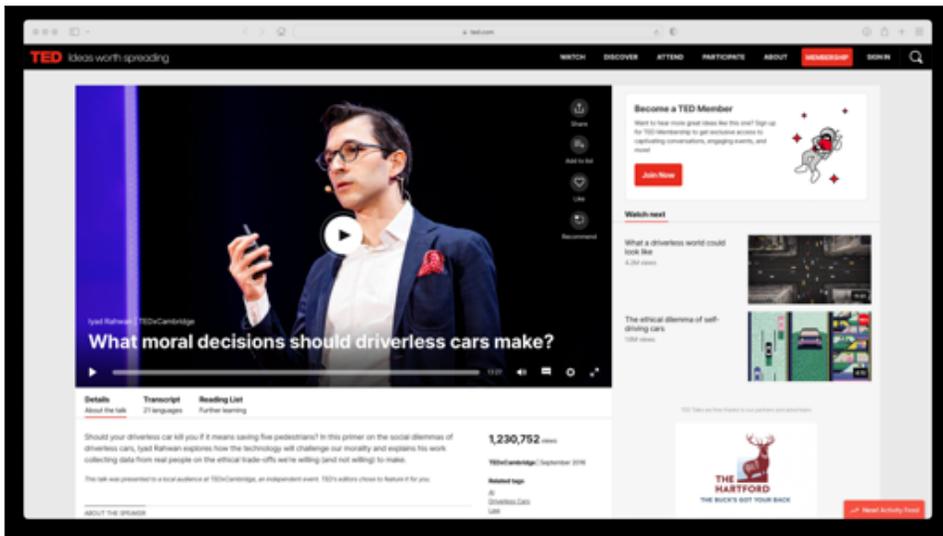
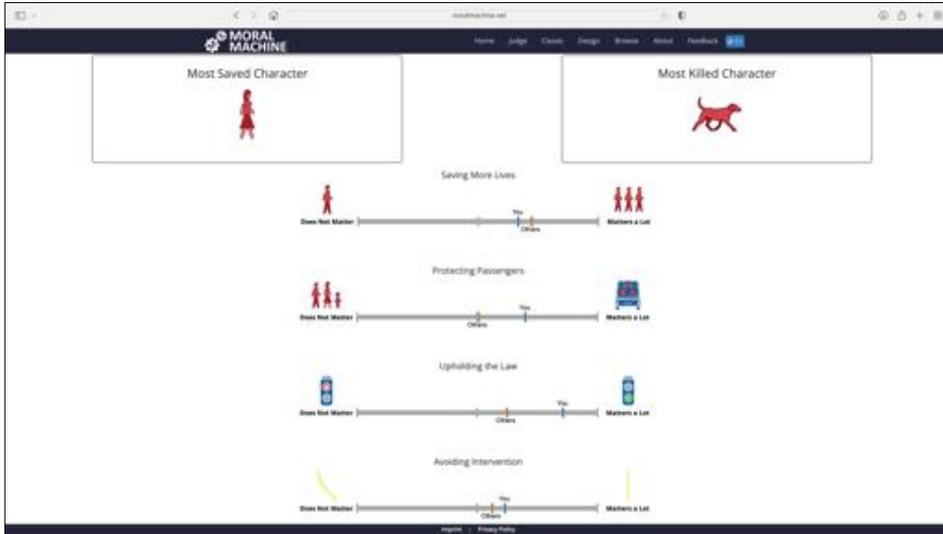
In this case, the self-driving car with sudden brake failure will swerve and drive through a pedestrian crossing in the other lane. This will result in ...
Dead:
• 2 female executives
• 1 woman

Note that the affected pedestrians are abiding by the law by crossing on the green signal.

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 female executive
• 1 woman
• 1 male executive

Note that the affected pedestrians are flouting the law by crossing on the red signal.

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

Dinos Christianopoulos



brianhousand.com/nagc21

**CAN YOU
SEE THIS?**