

Orienting Instruction to Support Social-Emotional Learning

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Today's Plan



- Welcome/Introductions
 - Background about Edible Schoolyard NYC
 - Social-Emotional Learning: What and Why?
 - Examples of SEL in the garden and kitchen
 - Questions, Comments, and Discussion
- 



Welcome!

INTRODUCTIONS:

- In the chat please tell us:
 - Your name
 - Where do you live?
 - What do you teach? (Or, if you don't teach, what is your connection to cooking/gardening education?)



**EDIBLE
SCHOOLYARD
NYC**



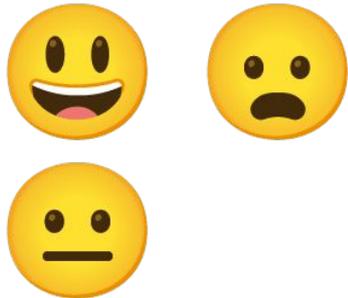
Introductions Take 2

SEL INTRODUCTION:



- In the chat please tell us how you are today. Type the one that suits you best:
 - Thumbs up
 - Thumbs down
 - Thumbs sideways

SEL Introduction, ESYNOLA Version



- Students receive a tasting on a spoon when they enter the room.
- After eating the tasting, students put the spoon in a cup with a smiley face, frowny face or neutral face to indicate their mood.
- After class, students can move their spoons if their mood changed

About ESYNYC

Edible Schoolyard NYC was founded in 2010 following the model of the Edible Schoolyard project in Berkeley. ESYNYC teaches gardening and cooking classes to public school students full time in seven schools across NYC and part time in several more.

We provide hands-on education to deepen academic understandings, support students' social emotional learning, and empower students to be active participants in their local communities and beyond.



Expanding Our Vision



- Our original focus was using cooking and gardening classes to help students make healthier food choices.
- We still believe, to paraphrase activist Ron Finley that, “If kids grow and cook kale, kids eat kale.” But we have expanded beyond this singular outcome for three reasons.

The Limits of Food Choice

1. A better understanding that the food system is the problem, not individual food choice. 23% of the residents of East Harlem have diabetes compared to 4% in the Upper East Side.

2. A better appreciation of the role of culture in food, and a shift toward celebrating diverse food culture rather than simply “healthy” food.

3. Our discovery from program evaluation that our work was having positive impact on students socially and emotionally



Understanding Our Impact

Prior to making SEL an emphasis in 2021, we evaluated our program's impact in various ways:

1. Surveys of students and parents
2. Interviews and focus groups with school staff
3. Collection of quotes and anecdotes



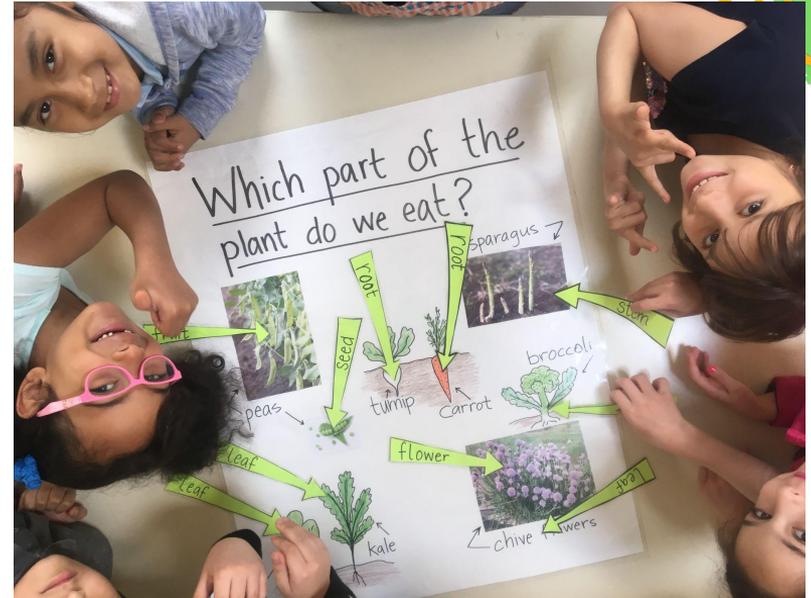
Modifying the Road Map

As a result of our evaluation, we started to see evidence of our impact on students socially and emotionally, and we decided to embrace SEL as one of our primary outcomes.



Anecdotal Evidence of Social-Emotional Impact

- "Time is already up!? It goes by so fast when we are having fun" -PS 7 5th grader
- PS 311 Kindergarteners cheered when their teacher told them it was time for cooking class.
- "We work together so we can finish fast and it will taste very good" Justyn talking about teamwork
- "I know it feels like a very safe space for a lot of students. They're always kids hanging out in there [Green Room] during lunchtime and checking in after school."



What is SEL?



From CASEL (the Collaborative for Academic, Social and Emotional Learning):

1. Self-Awareness
2. Self-Management
3. Social Awareness
4. Relationship Skills
5. Responsible Decision-Making

What is SEL, Take 2?

1. **Self-awareness:** The abilities to understand one's own emotions, thoughts, and values—knowing how you feel.
2. **Self-management:** The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations—handling how you feel.
3. **Social awareness:** The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts—knowing how others feel.
4. **Relationship skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups—working well with others
5. **Responsible decision-making:** The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

What We Learned from ESYNOLA

1. How to translate generic SEL language to cooking and gardening programming.

2. How to use classroom

observations to assess SEL.





What Does SEL Look Like in the Garden and Kitchen?

Self-Awareness:

- Understanding how one feels that day and whether being in the garden or kitchen changes one's feelings.

Self-Management:

- Leaving one's comfort zone to try a new food or a new cooking or gardening skill

Social Awareness:

- Understanding the perspectives of workers in the food system

Relationship Skills:

- Working collaboratively on a recipe

Responsible Decision-Making:

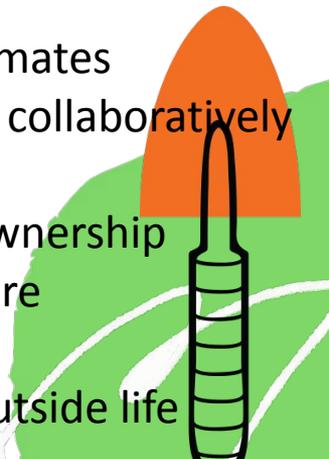
- Showing care for the living things in the garden.



Piloting Our Observation Tool



- We piloted ESYNOLA's observation tool for a semester and then adapted it to better fit our program.
- We spent a year conducting classroom observations of all of our teaching looking for evidence of SEL in their classrooms, specifically:
 - Showing support to classmates
 - Taking turns and working collaboratively
 - Taking small risks
 - Displaying joy, pride or ownership
 - Displaying caution and care
 - Expressing feelings
 - Making connections to outside life

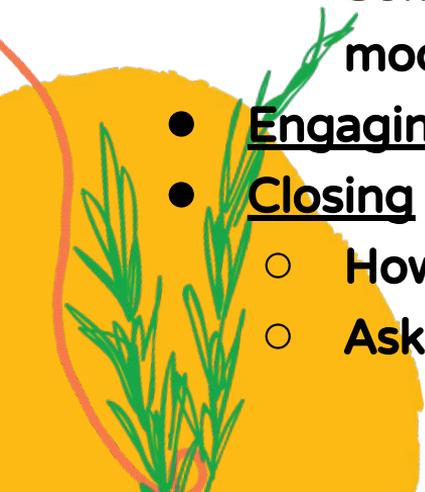


Decision: Expand or Deepen?

- Using our observation tool showed us that some competencies were happening much more frequently than others:
 - Joy/pride/ownership
 - Working collaboratively
 - Taking small risks
 - Displaying caution and care
 - Connecting to outside life
- We decided to deepen, adding intentional SEL opening and closing remarks or activities to existing lessons.

Self Awareness: Garden Jobs

- Opening
 - Welcome
 - How are you feeling today—with thumbs
 - Explain garden jobs (watering, weeding, sowing, transplanting, compost sifting, amending, cultivating, etc.)
 - Some people find that working in the garden improves their mood—being outside, having a sense of accomplishment
- Engaging Activity: Do Garden Jobs
- Closing
 - How are you feeling now—with thumbs
 - Ask if anyone wants to share out how they feel



Self-Management: Misir Wot



- Opening:
 - Today we're going to make and eat a dish that may be new for many of you.
 - Give background about Misir Wot
 - Give cooking instructions
- Engaging Activity: Students work together to prepare Misir Wat
- Closing:
 - "Thank you gardeners, thank you cooks."
 - Encourage students to be brave tasters
 - Ask students to share what they thought
- Postscript: A very popular recipe requested by students and families and cooked at home

Social Awareness: Who's Who in the Food System

- Students work in groups to read a profile of someone who works in the food system: a farm worker, a delivery worker, a line cook, a fast food worker, and a factory worker.
- Using a guided worksheet, students tell the worker's story in the first person.
 - My name is....
 - My job is...
 - To get food to people's tables I...
 - Some challenges I face are...
 - Some ways I have fought to make things better are....



- Students share out information about their worker, using the first person
- Inspired by the work of the nonprofit, Narrative 4.
- Narrative 4 pairs people together, sometimes on opposite sides of an issue, and has them tell the other person's story as their own as a way to build empathy

Relationship Skills: Ful Medames

- Opening: Explain to students that taking turns and practicing teamwork are going to be important in making our recipe today. Every person has a job to do to make our recipe complete, and it's everyone's job to help each other.
- Engaging Activity: Make ful medames
- Closing: Share tasting together. Thank students for working together and practicing patience as everyone took turns to do their part for the recipe. Give shout-outs to students who were helping each other in their relationships today.



Responsible Decision-Making: Haudenosaunee Address



- Students learn about the Haudenosaunee, an alliance of tribes indigenous to New York state and read excerpts from a Haudenosaunee speech that offers gratitude to many things, including the earth and the plants that provide us food.
 - Students discuss the Haudenosaunee belief that the earth cares for people and people care for the earth.
 - Students are sent to do garden jobs as a way to care for the earth
- At the conclusion of class, students discuss how they cared for the earth.

Breakout Rooms



- One person shares a way they'd like to see their students grow in their social-emotional learning: self-awareness, self-management, social awareness, responsible decision making, relationship skills. They can also share any challenges they face with implementing SEL and ideas they already have.
 - The group offers suggestions. 3-5 mins/person
 - Next person shares. Etc.!
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QUESTIONS, THOUGHTS, AND DISCUSSION



**THANKS FOR
JOINING US!**

