

The Newsela SEL Collection

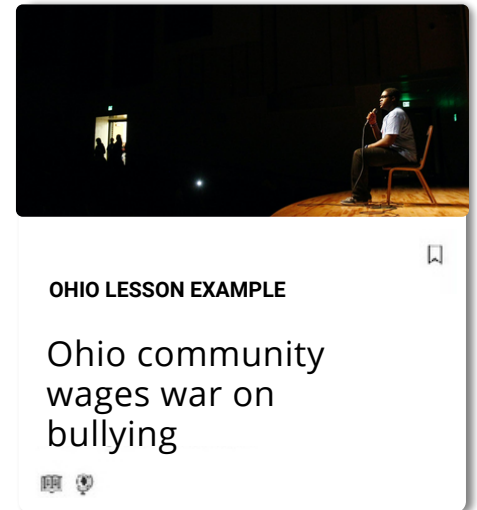
Ohio Social-Emotional Learning

Why Now?

In *Each Child, Our Future*, Ohio's strategic plan for education, social-emotional learning is one of four equal learning domains supporting Ohio's goal of preparing each student in Ohio for postsecondary life. In June 2019 the Ohio State Board of Education adopted the social-emotional learning standards, encouraging the development of self-awareness, goal setting, and self-management skills. As students are coming back to school after more than a year of isolation, social-emotional skill development is more important than ever.

Why Newsela?

With The Newsela SEL Collection, you can empower teachers to integrate SEL into core literacy instruction with content that is relatable and relevant.



HIGHLIGHTS:

Aligns to Ohio SEL Standards

Content is organized by the competencies from Ohio's SEL standards: self-awareness, self-management, social awareness, relationship-building, and responsible decision making.

Differentiates content to reflect students' age and ability

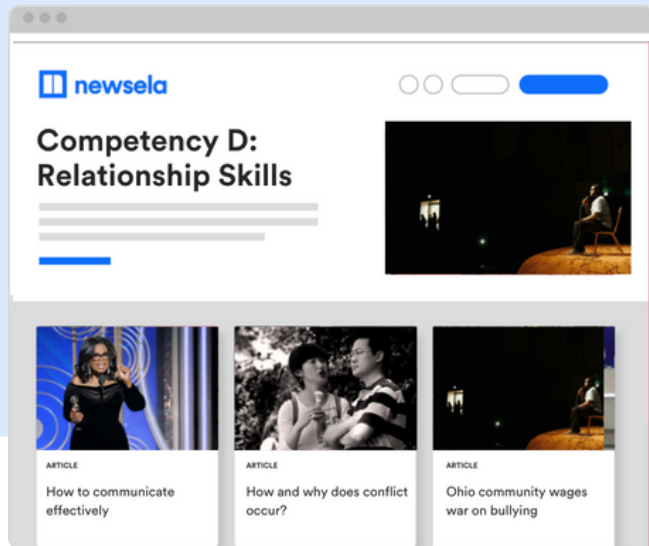
Articles engage ALL learners with each text published at five reading levels. The Newsela SEL Collection resources are organized by elementary school, middle school and high school..

Provides instructional supports and lesson ideas for every text

Embedded unit guides and Lesson Sparks give teachers actionable guidance on how to lead engaging, SEL-forward lessons.

Instructional supports for each article

Help teachers expand students' learning experience and engagement

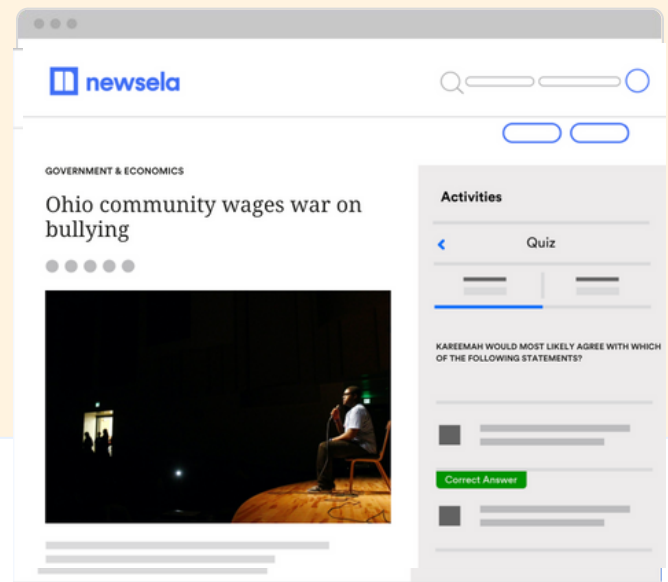


Curations, Lessons, and Customizations

Teachers can use Newsela to teach to the standards and priorities of their school and district. Create custom activities, search for content by standard, curate Text Sets, and control the reading levels students see.

Quizzes, Writing Prompts, and Assignments

Teachers can create and share customizable assignments and give students access to reading comprehension quizzes, customizable writing prompts, and annotations.



Ohio Social-Emotional Learning

The Newsela SEL Collection is aligned to Ohio SEL Standards and encourages conversations such as: What should I do when people pick on my friend? Is Instagram making me feel bad about myself? And, how can I finish this class project tonight when I have basketball practice?

Collections are available for Elementary School, Middle School and High School students.

The articles and accompanying resources will promote responsible decision-making, building and maintaining personal relationships, effective communication, managing stress, setting goals, and more.

Example Topics and Articles

Competency A: Self-Awareness

Students will explore the ability to accurately recognize one's own emotions and thoughts, including how they relate to one's own emotions and thoughts and how they influence behavior.



ARTS & CULTURE
Building self-confidence



SCIENCE & MATH
How to understand emotions



ARTS & CULTURE
Get rid of these three negative statements when studying



Competency C: Social Awareness

Students will examine the ability to consider diverse perspectives and empathize with others, including those from diverse backgrounds and cultures.



ARTS & CULTURE
Listening to the other side



ARTS & CULTURE
Empathy is key to building strong friendships



SCIENCE & MATH
Explainer: How we understand people and why it's important



Competency D: Relationship Building

Students will explore the ability to establish and maintain healthy relationships with diverse individuals and groups. Developing relationship skills promotes the ability to communicate clearly, listen well, cooperate with others, resist social and peer pressure, negotiate conflict and seek help or offer it to others.



ARTS & CULTURE
How to communicate effectively



SCIENCE & MATH
How and why does conflict occur?



KIDS
Ohio community wages war on bullying



Example Lesson Spark for SEL - Relationship Building

Anti-bullying Campaign

Time to Complete: 25 mins.

Overview

Part of a bully's power to hurt others is built up by silence. The silence might come from the bystanders who wish they could intervene but are afraid of getting involved, or from the victim of bullying himself or herself, who fears speaking out lest they make it worse. But a critical piece of creating a bully-free culture is in encouraging students to end the silence and speak out on behalf of one another. In this Lesson Spark, students will read about a group of students in Akron, Ohio who stood up and spoke out against bullying at their school.

Ohio State Standards

Competency D: Relationship Building

Objective

Students will examine students in Akron work to support anti bullying in their communities and strategies they used to help approach the topic of bullying.

Instructional Resources

Comprehension Questions

- What do many students, parents, school administrators and community members in Akron believe about bullying?
- Why is it important that students in Akron are speaking out about bullying?

Before Reading

Introduce the article with this video (1:29 mins.) in which best-selling YA author John Green speaks out about his experiences being bullied. Have students reflect and respond: Why might it be helpful for people to speak out about their experiences being bullied?

Reading Strategy

As you read, highlight in BLUE details in the text that show what people in Akron believed about creating a no-bullying culture. Then, highlight in YELLOW details that show the importance of speaking out about bullying. Create an annotation that explains your personal opinion on the value of speaking out.

Custom Write Prompt: What do people in Akron believe about bullying? Why is it important that students in Akron are speaking out about bullying? Support your answer with details from the article.

After Reading

Have students safely speak out and teach one other about bullying by sharing their experiences in a silent, passed discussion. Create sets of discussion starter papers related to experiences with the bullying cycle and write the topic/prompt at the top of each page. Then, have students silently add to each page until the prompts have been completely circled throughout the class. Debrief by asking students what insights they gained from reading their classmates' experiences. PRO Tip: Have students generate the discussion topics after reading the article or scaffold by using the following ideas:

- Bullying culture is...
- Bullying affects everyone because...
- I (would) feel bullied if/when...
- People bully others because...

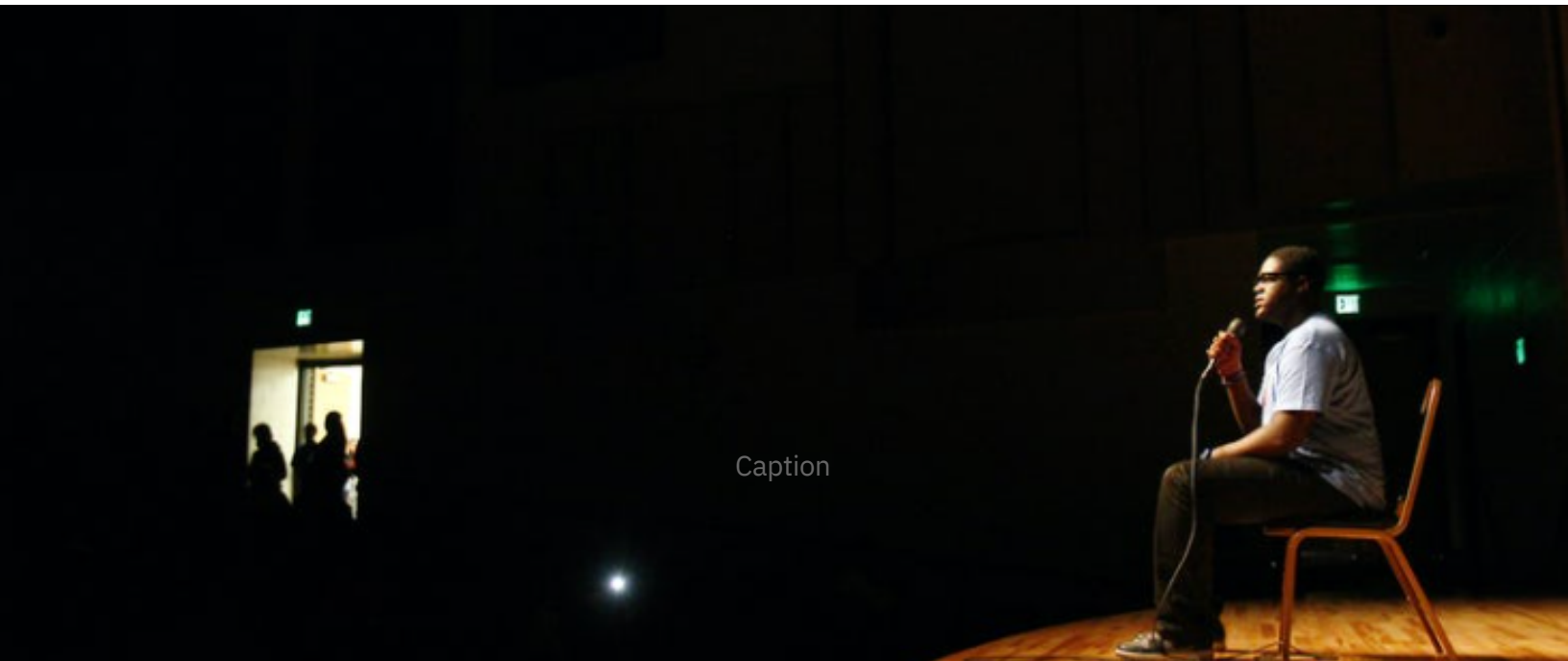
Extension

School Campaign: Start a "Speak Out" campaign at your school. After talking with students about the importance of speaking out about bullying in order to change school culture, challenge them to create a video or poster campaign persuading their peers not to keep silent if and when they see bullying happen.

ARTICLE
Kids

Ohio community wages war on bullying

By Akron Beacon Journal, adapted by Newsela staff



Caption

Ija'Sean Smith, 16, a Buchtel High School junior, talks about his experience with being bullied in school before an audience of students, school staff and community leaders during a forum on Blue Shirt Day, World Day of Bullying Prevention at the Buchtel Community Learning Center in Akron, Ohio, October 3, 2016.

AKRON, Ohio — Kareemah Jackson knows how it feels to be bullied.

“I’ve always been a tall, thick girl, since I was a little girl. So, people always thought of me as being a bully, but I have always been a gentle giant, like my father. He was 6-foot 8-inches and he was very gentle,” said Kareemah, a 14-year-old freshman. “Bullying is a serious topic and it has a cycle. Children learn to be bullies from teenagers and teenagers learn to be bullies from adults. We have to stand up and break the cycle.”

Stand Up 4 What's Right

Kareemah, who has stood up to both peer and adult bullies, created the slogan and designed

the “STAND UP 4 WHAT’S RIGHT” T-shirts worn Monday by the participants at an anti-bullying meeting with parents and students at Buchtel High School. Kareemah started an anti-bullying campaign in sixth grade at Crouse School.

middle schools attended. It was the local part of a national partnership with Delta’s Grand Chapter and the National Institute of Health, known as the Mental Health Across the Lifespan movement.

Creating An Anti-Bullying Climate

“As adults, we sometimes think we have all the answers, but we need to listen to the voices of our kids to understand what they are living and

walking every day,” said Merle Bennett Buzzelli, a counselor at Buchtel. “I don’t believe there could be anything more impactful than listening to kids share their stories.”

Bennett Buzzelli charged the student leaders with going back to their schools to spread a message of caring, kindness, inclusiveness and fairness in an effort to create an anti-bullying climate. She recruited three Buchtel High School students to share their experiences.

Ja’Sean Smith, a junior, shared how he is picked on every day because he doesn’t like sports, likes to cook and is more comfortable around girls than boys. Dealing with the name-calling was particularly hard for him as he navigated through his grief after his grandmother’s death, he said.

Bystanders Laugh And Watch

“I pretty much stay in my own lane. I don’t bother anybody. But because I don’t necessarily fit into a category that some people think I should, people resort to name-calling,” said Ja’Sean, who is 16 years old. “Not only is it hurtful to hear the words coming from the bully, but it is hurtful to see bystanders laughing or just watching. Somebody’s got to stand up and say it’s not right.”

Ja’Sean’s schoolmates, Tesha Strobelt-McCann and Marnetta Singleton, agreed. The two girls shared their stories of being told that “something is wrong with you” and being called “weird” and “ugly.”

“I don’t think people realize how powerful words are. Words are important. Don’t speak words that you don’t mean,” Tesha, a 17-year-old senior, told the audience in the Buchtel auditorium.

Both Tesha and Marnetta, a junior, shared how the things people said about them caused them

to doubt their self-worth. Fortunately, they were both able to build their self-esteem, with the help of family, friends and God.

Everyone Is Unique

“Something within me said, ‘You’re worth more than that,’” said Marnetta, age 17. She told herself to let the situation make her stronger. “People can talk all they want, but you can’t let what they say control who and what you are.”

DeKayla Bell, a senior, summed up what her classmates said and shared some advice with the seventh- and eighth-graders in the audience.

“Nobody deserves to be treated that way. Everybody is unique and should be respected for who they are. You shouldn’t call people gay or weird because they’re smart,” said DeKayla, who is 17. “And when you stand by and laugh or don’t speak up, it’s the same thing as bullying.”

Creating An Action Plan

Bennett Buzzelli and Joan Evans, who chairs the educational development committee for the Delta alumnae chapter in Akron, said the program had specific goals. They were to provide a meeting for safe and open conversation, to create an action plan to address bullying and to provide anti-bullying help to all Akron middle schools.

Kareemah said she hopes something was said that will cause students to consider what they say to other people and that will give them the strength to stand up and speak out when they see someone being mistreated. “Everyone is unique and nobody deserves to be disrespected, embarrassed and harassed. It’s never wrong to stand up for what’s right.”



Newsela's content is published daily from trusted and vetted sources at 5 different reading levels. Teachers can find a wide range of college and career planning and SEL resources to support instruction aligned to Ohio SEL standards.



Want to learn more about Newsela? Contact us at go.newsela.com/contact