

A NEW KIND OF FITNESS: Social and Emotional Learning- Science and Practical Strategies

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Alexis Creek and Anahim Lake School Staff Pro-D

April 24, 2020
@HELP_UBC

 : @kimschon,



HUMAN
EARLY LEARNING
PARTNERSHIP





I am presenting today
from the traditional,
ancestral, unceded
territory of the
Musqueam, Squamish
and Tsleil-Waututh
nations.

AGENDA

1. SEL in action
2. SEL: Definitions
3. Why Now? A focus on SEL and the well-being of children
4. SEL: Research findings and practical strategies



Key Messages

- ❖ The promotion of students' social and emotional learning (SEL) and well-being is vital for the future of our society;
- ❖ SEL is teachable and should be a priority of classrooms, schools, and communities;
- ❖ For SEL to be effective, the well-being of administrators, teachers, and students needs to be promoted in the context of supportive school, classroom, and family environments.

DAILY QUARANTINE QUESTIONS:

1. What am I GRATEFUL for today?
2. Who am I CHECKING IN ON or CONNECTING WITH today?
3. What expectations of "normal" am I LETTING GO OF today?
4. How am I GETTING OUTSIDE today?
5. How am I MOVING MY BODY today?
6. What BEAUTY am I either creating, cultivating, or inviting in today?

An experiment



THINK/PAIR/SHARE

- **Think** about something that happened to you this past week for which you are grateful.
- **Write down** your experiences.





**IT IS NOT HAPPINESS
THAT MAKES US
GRATEFUL, BUT
GRATEFULNESS THAT
MAKES US HAPPY**

Gratitude Promote Happiness and Happiness Influences Learning

- We learn more and retain more information when we are in a positive mood state.
- Happiness is contagious.

How to promote happiness

Practicing gratitude

Practicing mindfulness

Performing acts of kindness





PART ONE: Social and emotional skills
are the essential skills!

“Educating the mind without
educating
the heart is no education at all.”
- Aristotle

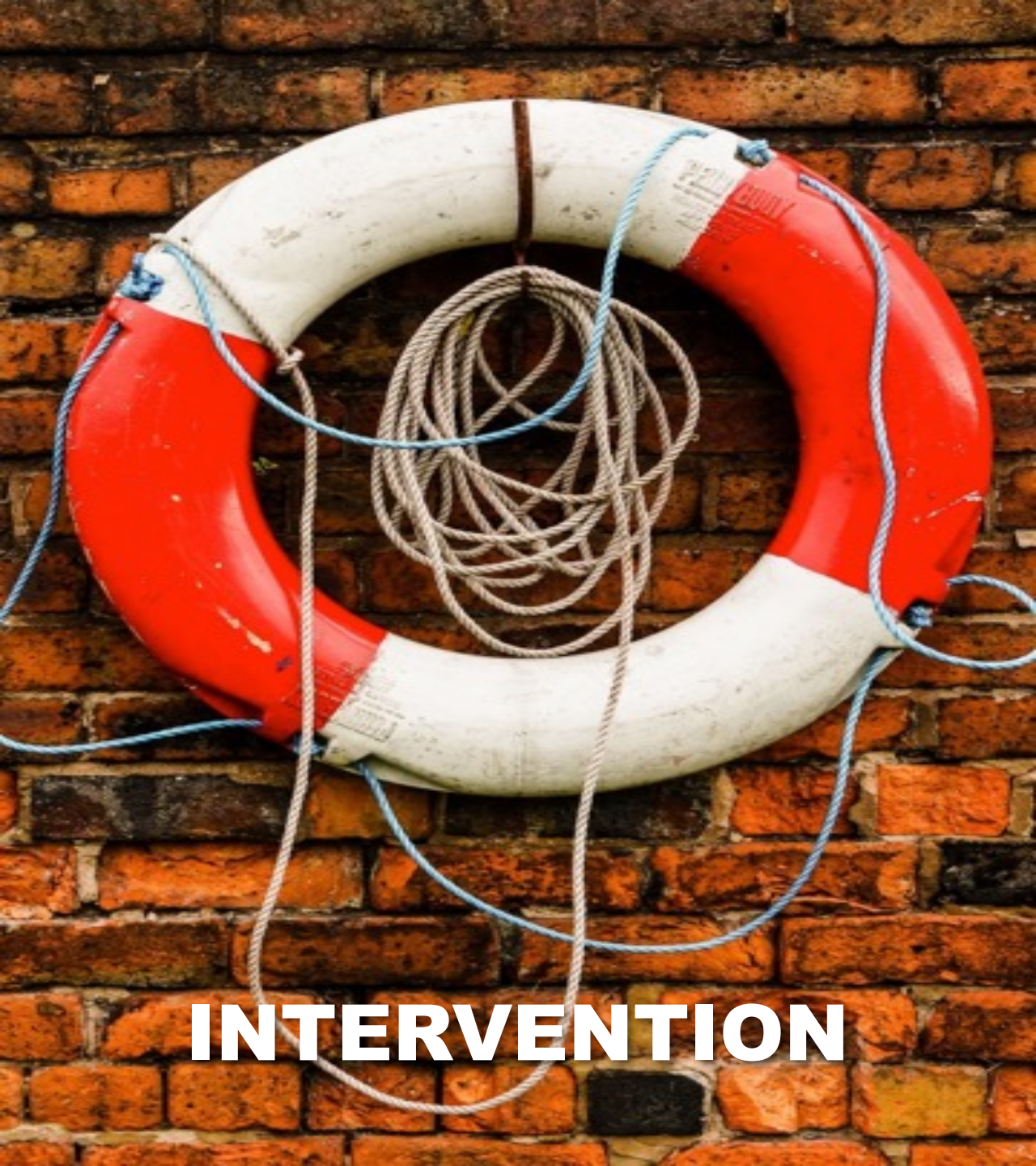


Paradigm Shift:
ILL-being to WELL-being





The Science of Resiliency



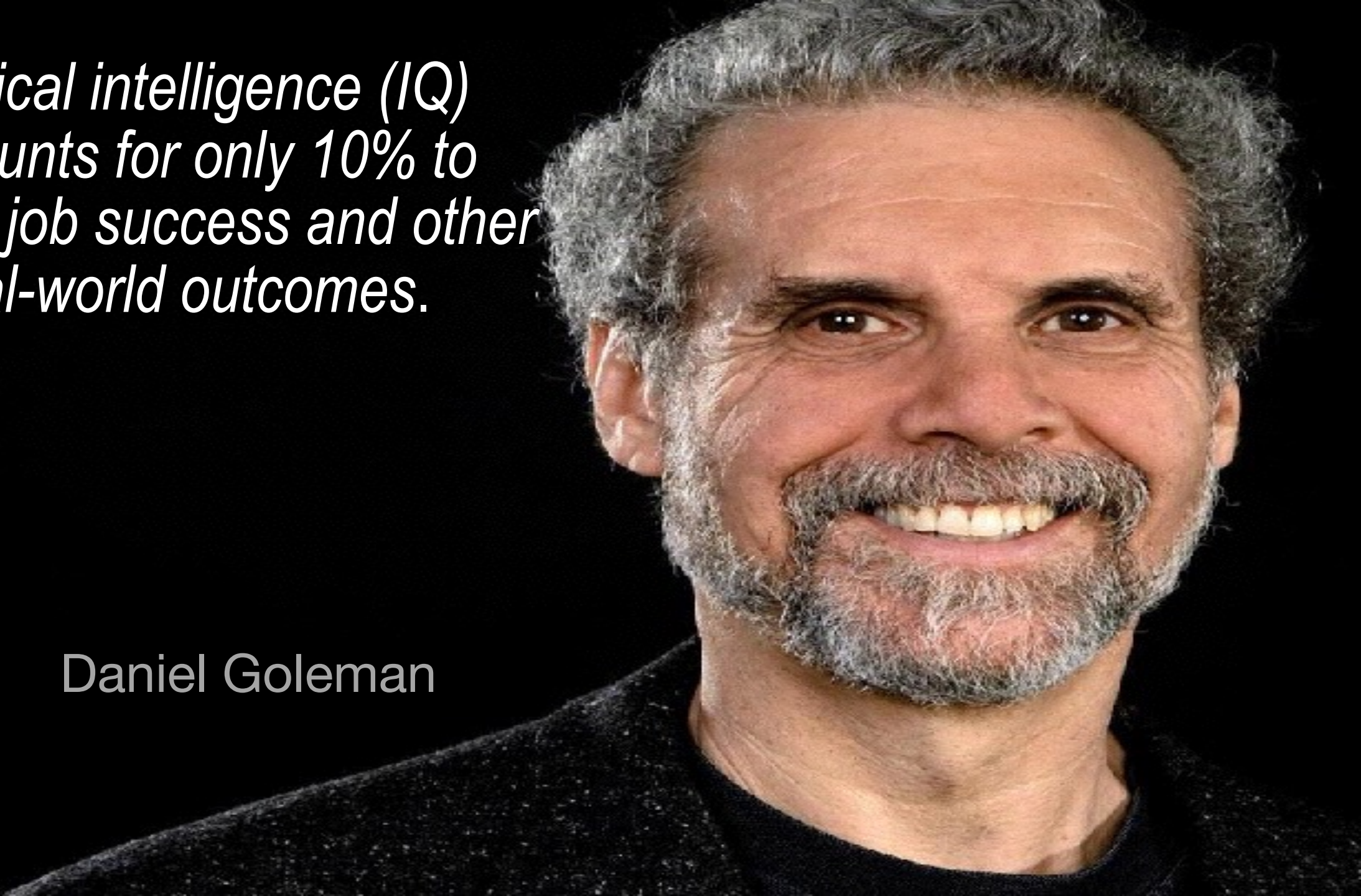
INTERVENTION

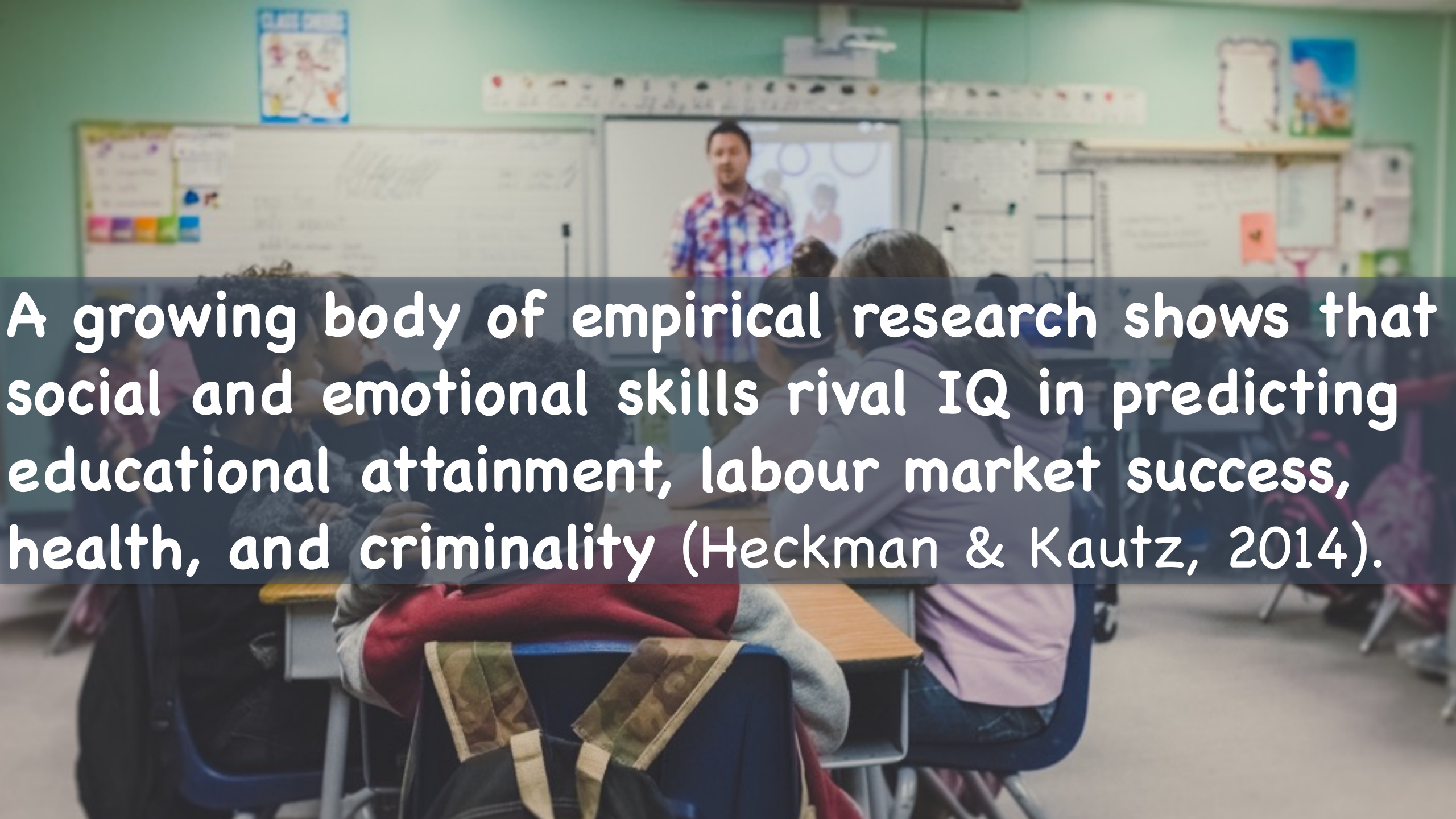


PREVENTION

*Analytical intelligence (IQ)
accounts for only 10% to
15% of job success and other
real-world outcomes.*

Daniel Goleman





A growing body of empirical research shows that social and emotional skills rival IQ in predicting educational attainment, labour market success, health, and criminality (Heckman & Kautz, 2014).

SOCIAL & EMOTIONAL LEARNING (SEL): A Growing Movement



Defining Social and Emotional Learning (SEL)

- Social and emotional learning, or SEL, involves the processes through which individuals acquire and effectively apply the knowledge, attitudes, and skills necessary to
 - understand and manage their emotions,
 - feel and show empathy for others,
 - establish and achieve positive goals,
 - develop and maintain positive relationships, and
 - make responsible decisions



www.casel.org

A young woman is captured in mid-air, jumping with her arms and legs spread wide. She is wearing a red tank top over a black long-sleeved shirt and dark pants. The background is a bright, clear sky with a large, glowing sun creating a lens flare effect. The overall mood is energetic and positive.

Social & Emotional Fitness



A Systemic Approach

1. Create caring environments with students that are participatory, caring, safe, supportive, and nurturing.
2. Provide students with opportunities to learn specific skills that will foster their social and emotional competence, happiness, and well-being.
3. Remember that educator's social and emotional competence and well-being is central to improving SEL of students.

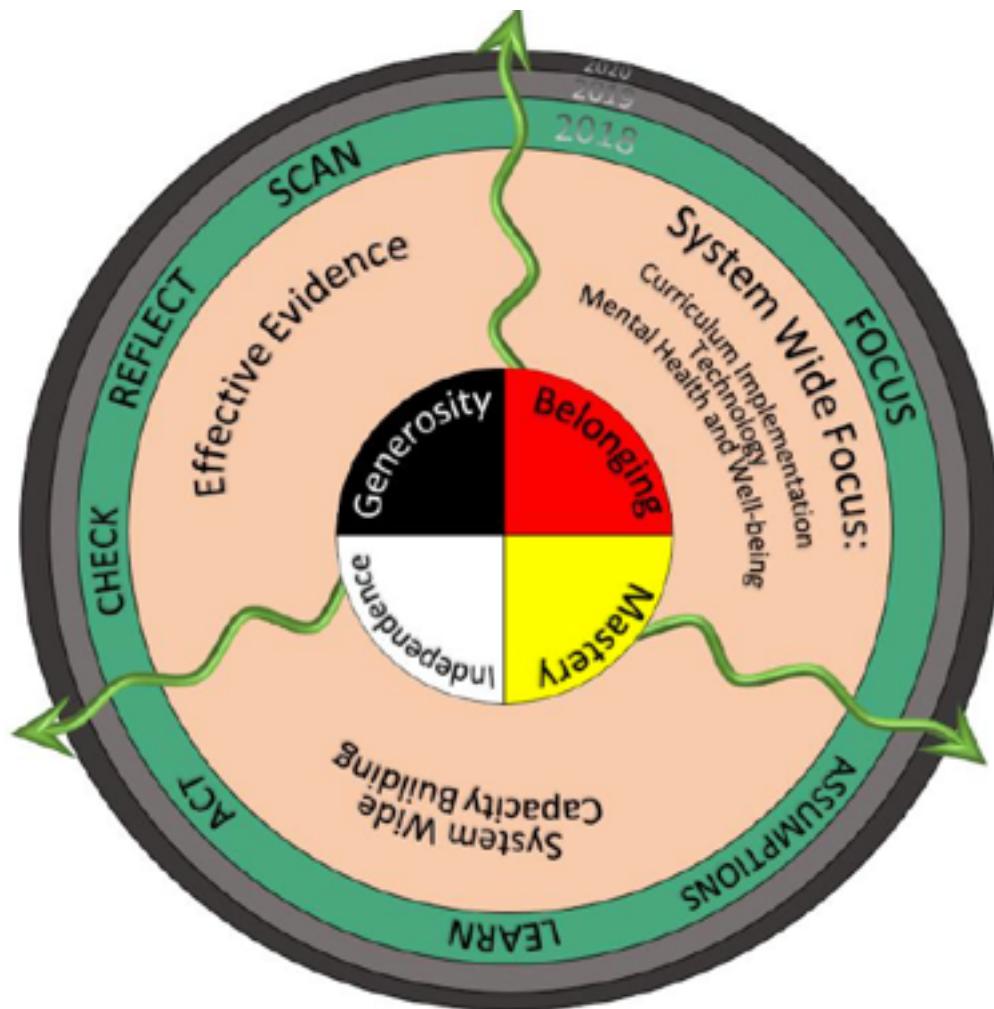
THREE ESSENTIAL INGREDIENTS OF SYSTEM-WIDE SEL





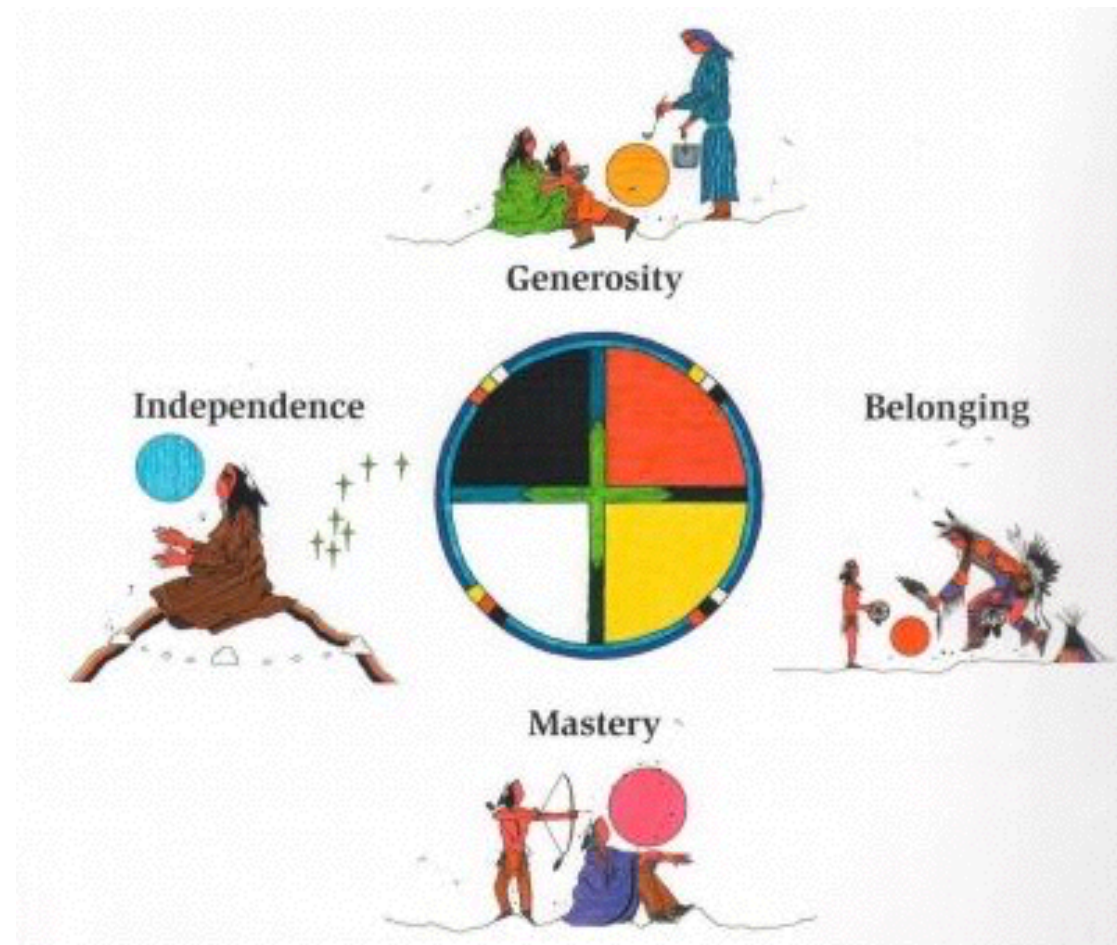
Building Resilient Learners
School Plan
2019/20

Name of School: Alexis Creek Elementary and Junior Secondary School



Building Resilient Learners
School Plan
2019/20

Name of School: Anahim Lake Public School.



CASEL CARES: SEL Resource During COVID-19. [LEARN MORE](#)



CASEL CARES INITIATIVE
Connecting the SEL Community

**“When physical distancing is deemed necessary,
social and emotional connectedness
is even more critical.”**

READ MORE

from CASEL President & CEO, Karen Niemi



As the country and the world absorb the impact of the coronavirus (COVID-19), our interconnectedness has never been more clearly on display. SEL offers a powerful means to support one another – children and adults – during this challenging time. Now, more than ever, we understand how important it is to demonstrate empathy and resilience, build relationships across distance, and call upon our collective resolve to strengthen our schools and our communities.

CASEL CARES is a new initiative that connects the SEL community with experts to address how SEL can be most helpful in response to today's circumstances.

Our social media channels will continue to have tips, resources, and more. Find us: [Twitter](#) and [Facebook](#).

FEATURED WEBINAR

**Leading for Equity
in Challenging
Times: Our Role as
Leaders to Catalyze
Change
for Our Collective
Well-being**

April 24 at 1:00 pm ET

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RESOURCES + GUIDANCE on SEL

CASEL continues to curate free SEL resources related to COVID-19 and school closures, designed to support educators, parents, and anyone who works with children.

[LEARN MORE](#)



WEEKLY WEBINARS on SEL

CASEL offers a free, weekly webinar series every Friday, featuring experts on a variety of key topics recommended by our network.

[REGISTER TODAY](#)

Leaders to Catalyze Change for Our Collective Well-being

April 24 at 1:00 pm ET

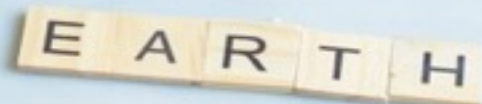
[REGISTER](#)

**Authentic Student
Leadership in a
Time of Crisis: A
Conversation
with Chicago High
Schoolers**

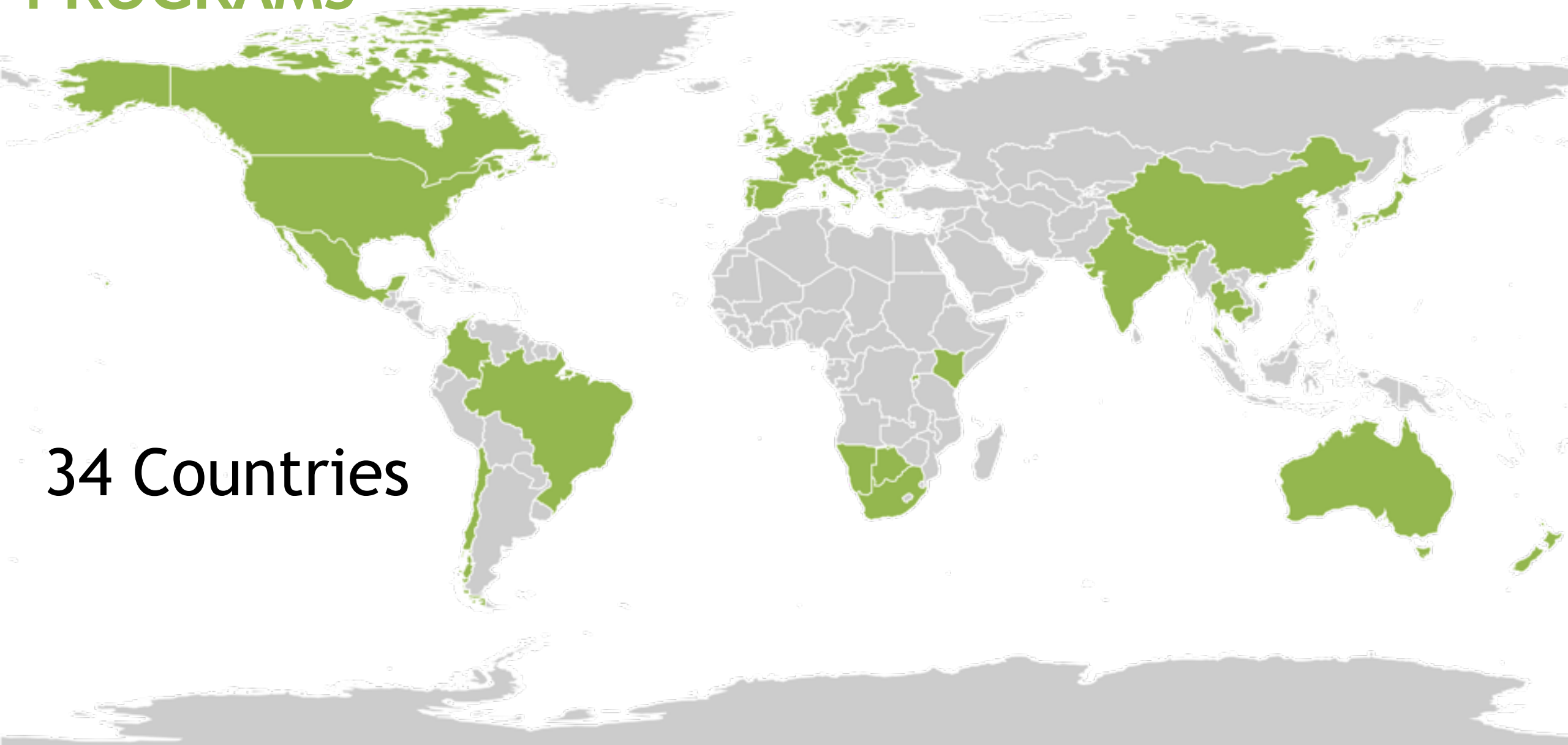
May 1 at 1:00 pm ET

[REGISTER](#)

SEL Around the World



COUNTRIES AROUND THE WORLD WITH SEL PROGRAMS



34 Countries

BRITISH COLUMBIA, CANADA

New Education Curriculum



Core Competencies

Thinking Competency

Critical thinking

Creative thinking

Communication and Collaboration Competency

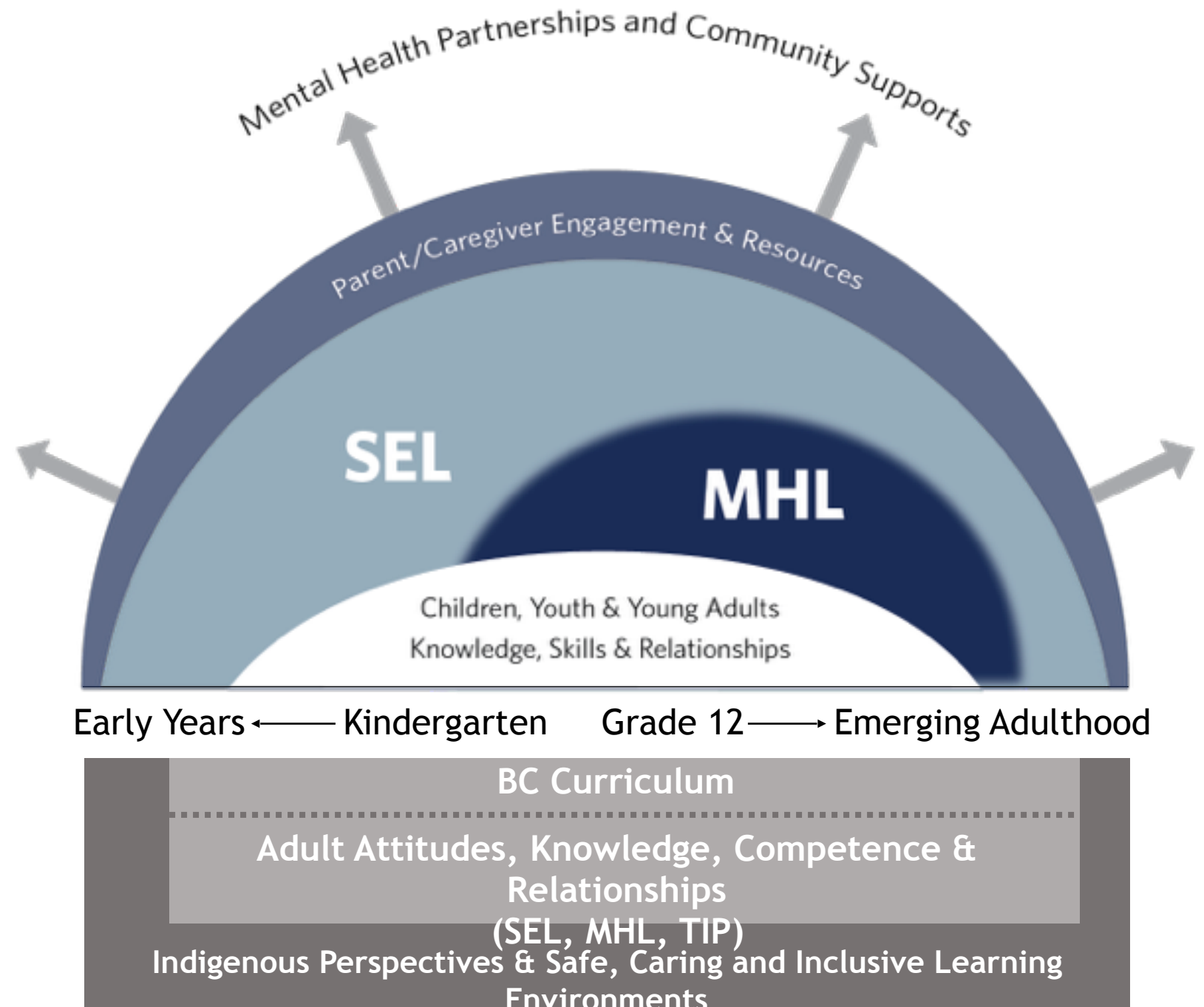
Personal and Social Competency

Positive personal and cultural identity

Personal awareness and responsibility

Social responsibility

Mental Health in Schools in BC

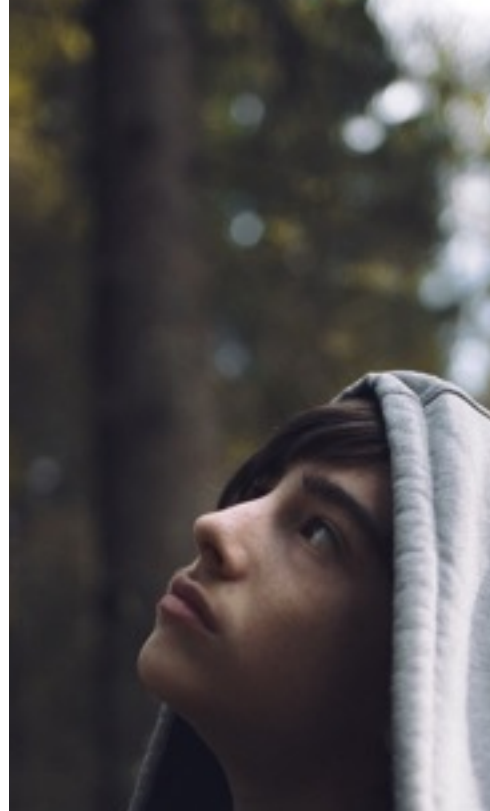




PART TWO

WHY NOW?

Changes and Challenges: Risk Factors



BULLYING



SLEEP



**DECREASED
EMPATHY**



**MENTAL
ILLNESS**

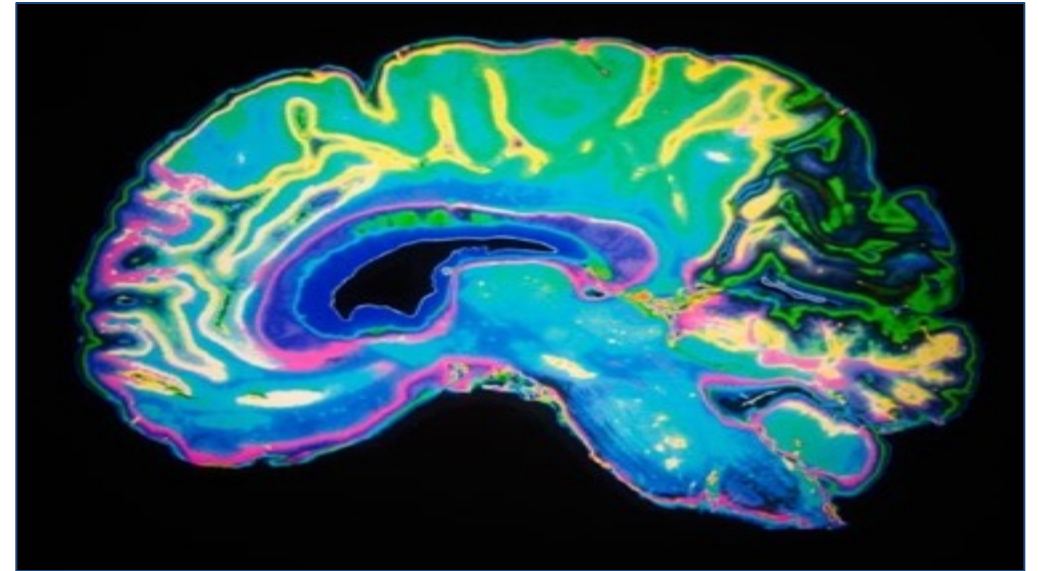


**TOXIC
STRESS**

Toxic Stress and Learning

- Chronic stress may impair the development of self-regulation
- Over time may cause learning and behavior problems
- Especially for children at-risk
- Adult support may be protective

(Blair & Raver, 2012)



A close-up photograph of a man with a beard and a young girl with blonde hair, both looking at each other. The man is on the left, and the girl is on the right. They are outdoors, with a blurred background of a playground and greenery.

STRESS CONTAGION

Oberle E., & Schonert-Reichl, K. A. (2016). Stress contagion in the classroom? The link between classroom teachers' burnout and morning cortisol in elementary school students. *Social Science & Medicine*.

Data as a Catalyst for Action



“What is not assessed, is not addressed”



HUMAN EARLY LEARNING PARTNERSHIP (HELP)

An Interdisciplinary
Research Institute at the
University of British
Columbia

HELP's Vision:

All children thriving in healthy societies

HUMAN
EARLY LEARNING
PARTNERSHIP

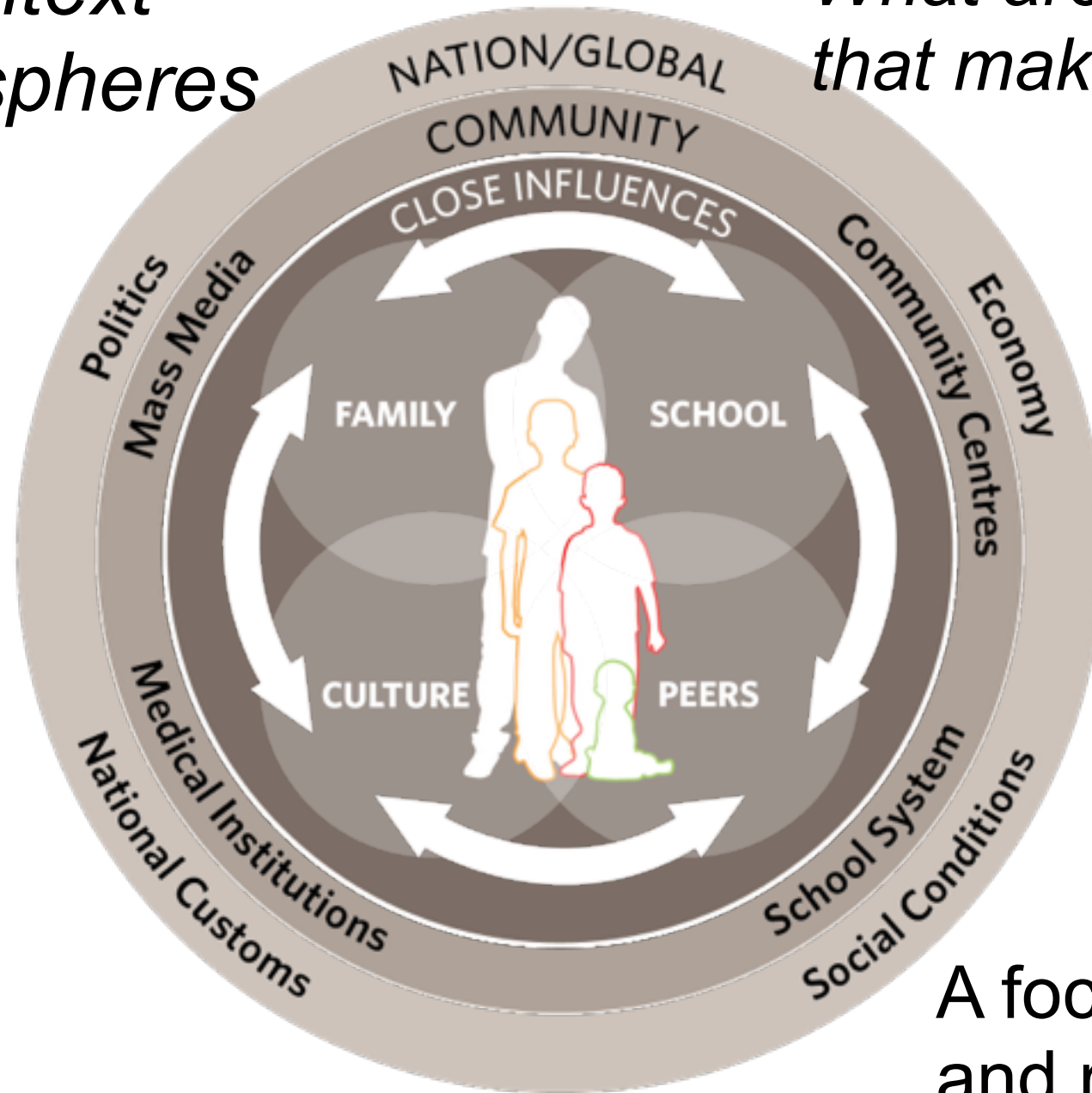


HELP

ABORIGINAL STEERING COMMITTEE



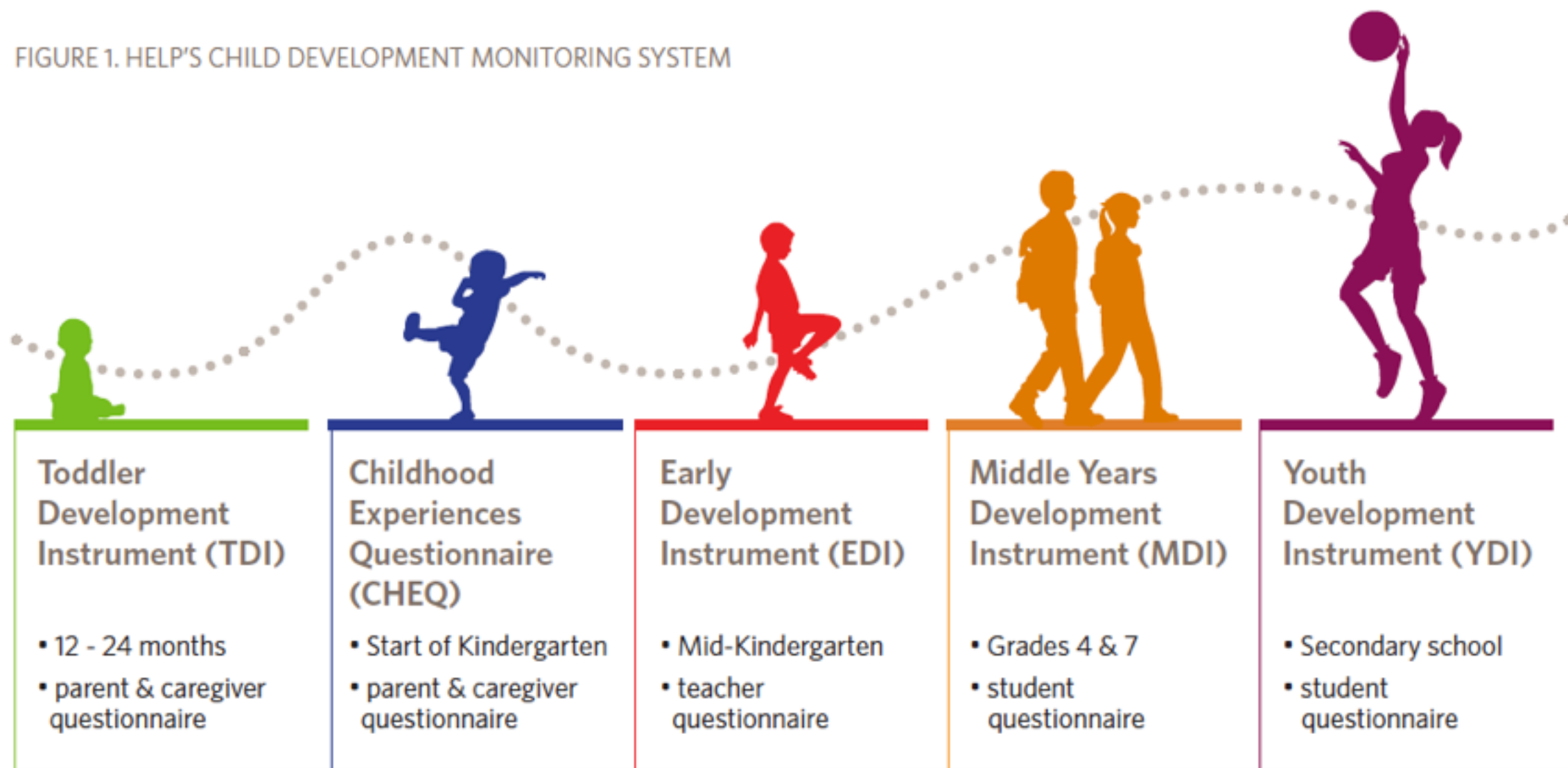
*Children in context
- the multiple spheres
of influence*



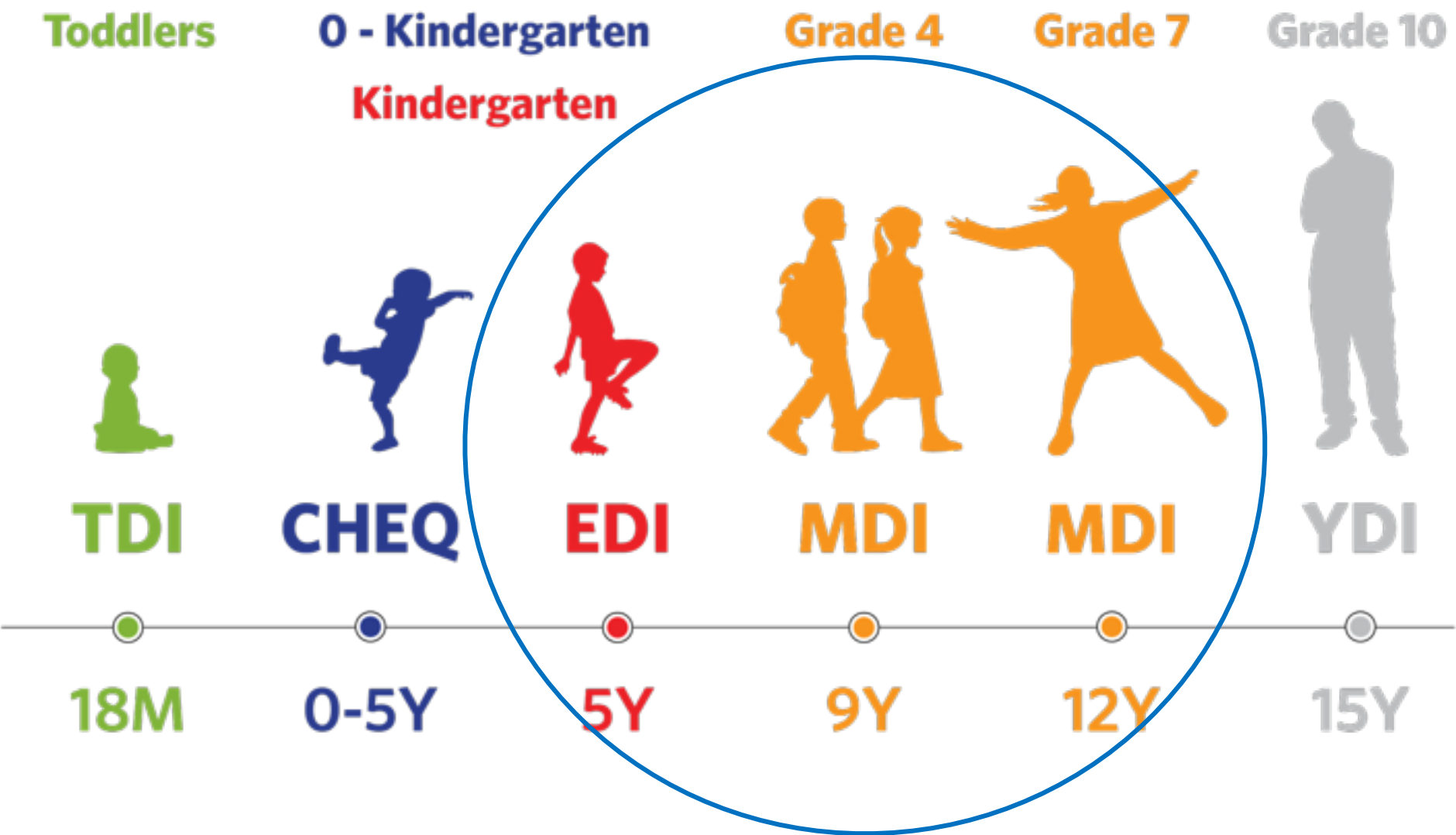
*What are the differences
that make a difference?*

A focus on both risk
and resiliency

FIGURE 1. HELP'S CHILD DEVELOPMENT MONITORING SYSTEM



HELP's CHILD MONITORING SYSTEM

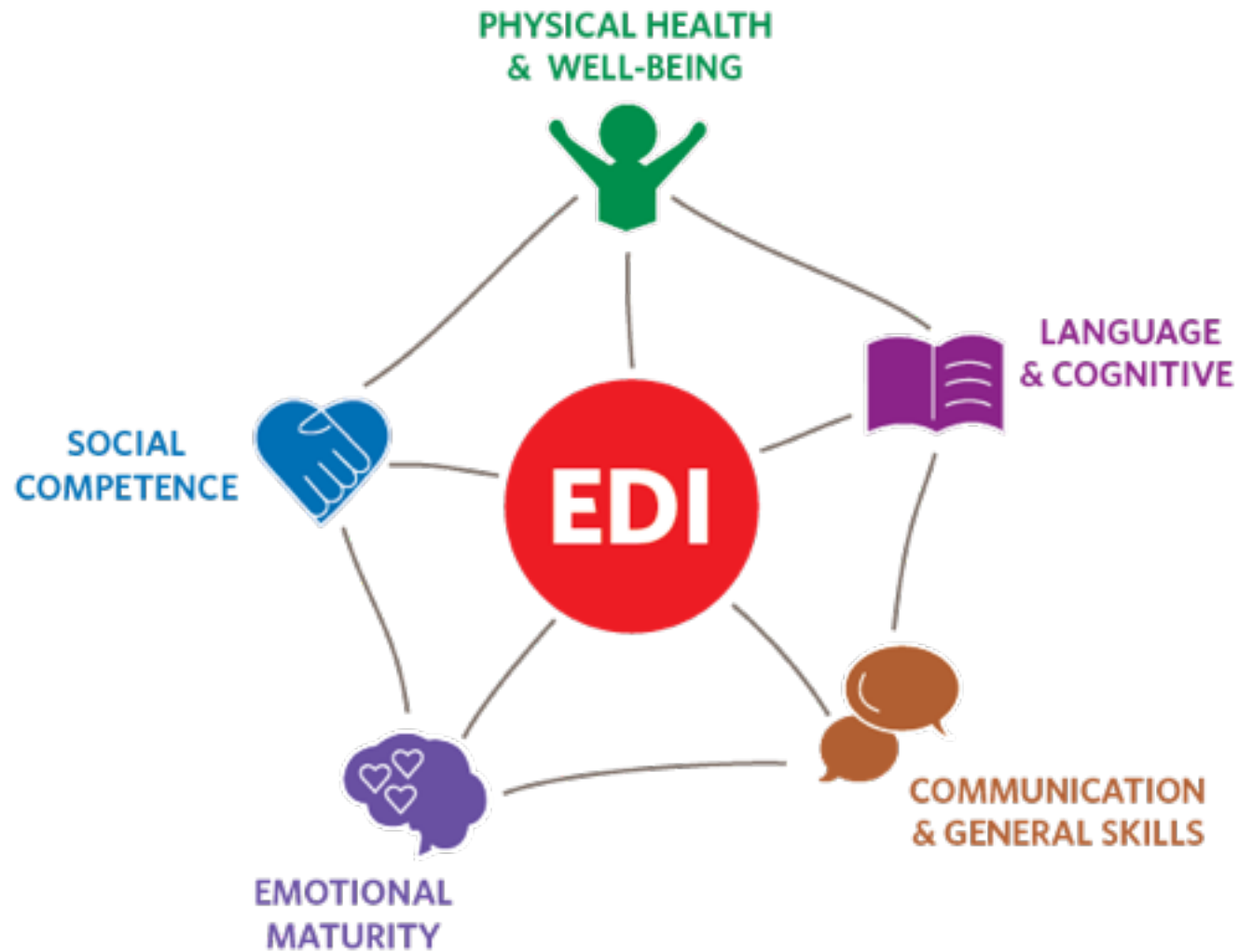


How are children in B doing? Latest provinci EDI Trends and patter



EARLY DEVELOPMENT INSTRUMENT

EDI



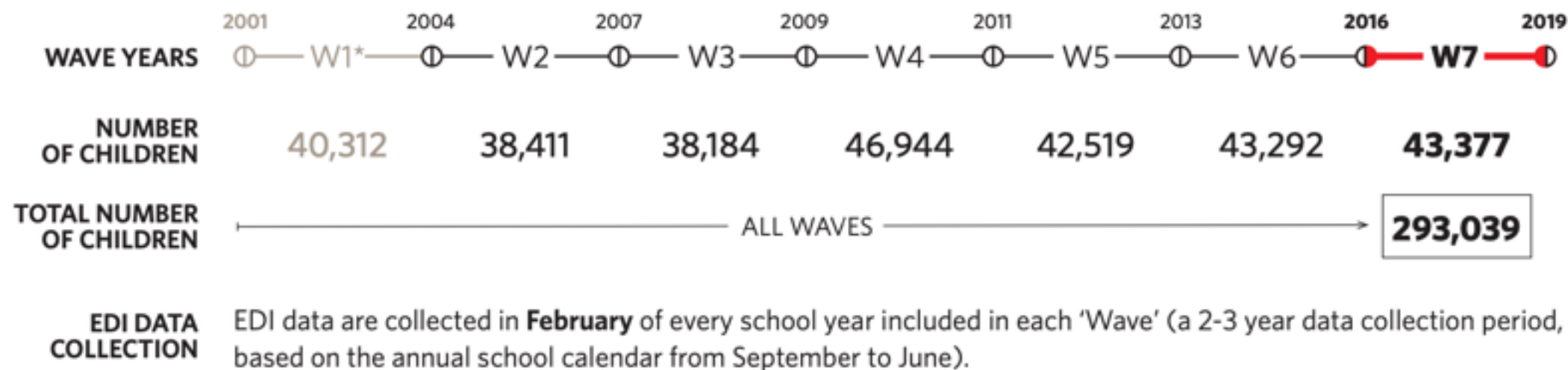
WHAT IS VULNERABILITY?

To be vulnerable means that a child is at increased risk of encountering difficulties in the school years and beyond.



EDI COLLECTION HISTORY

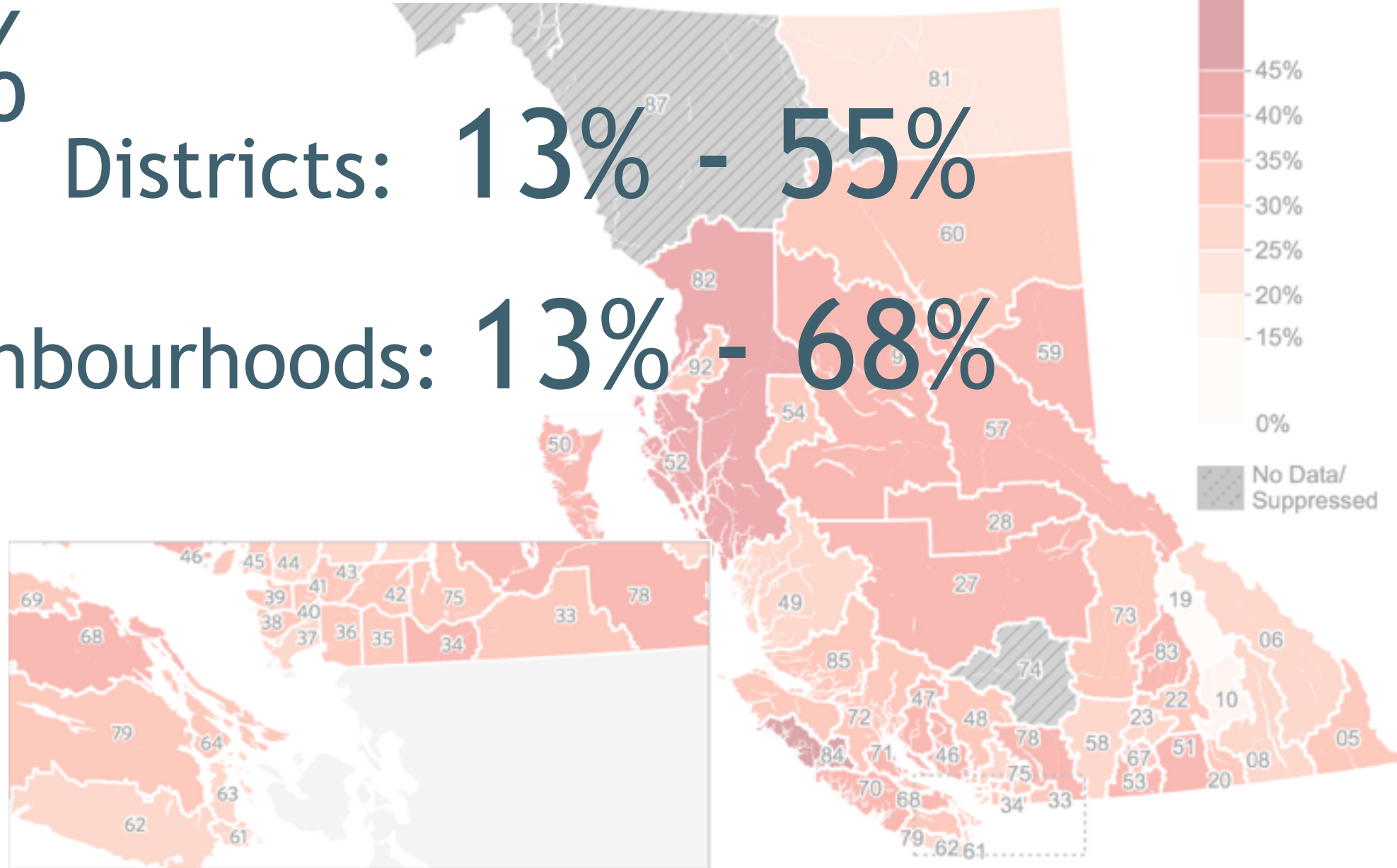
FIGURE 2. EDI COLLECTION HISTORY



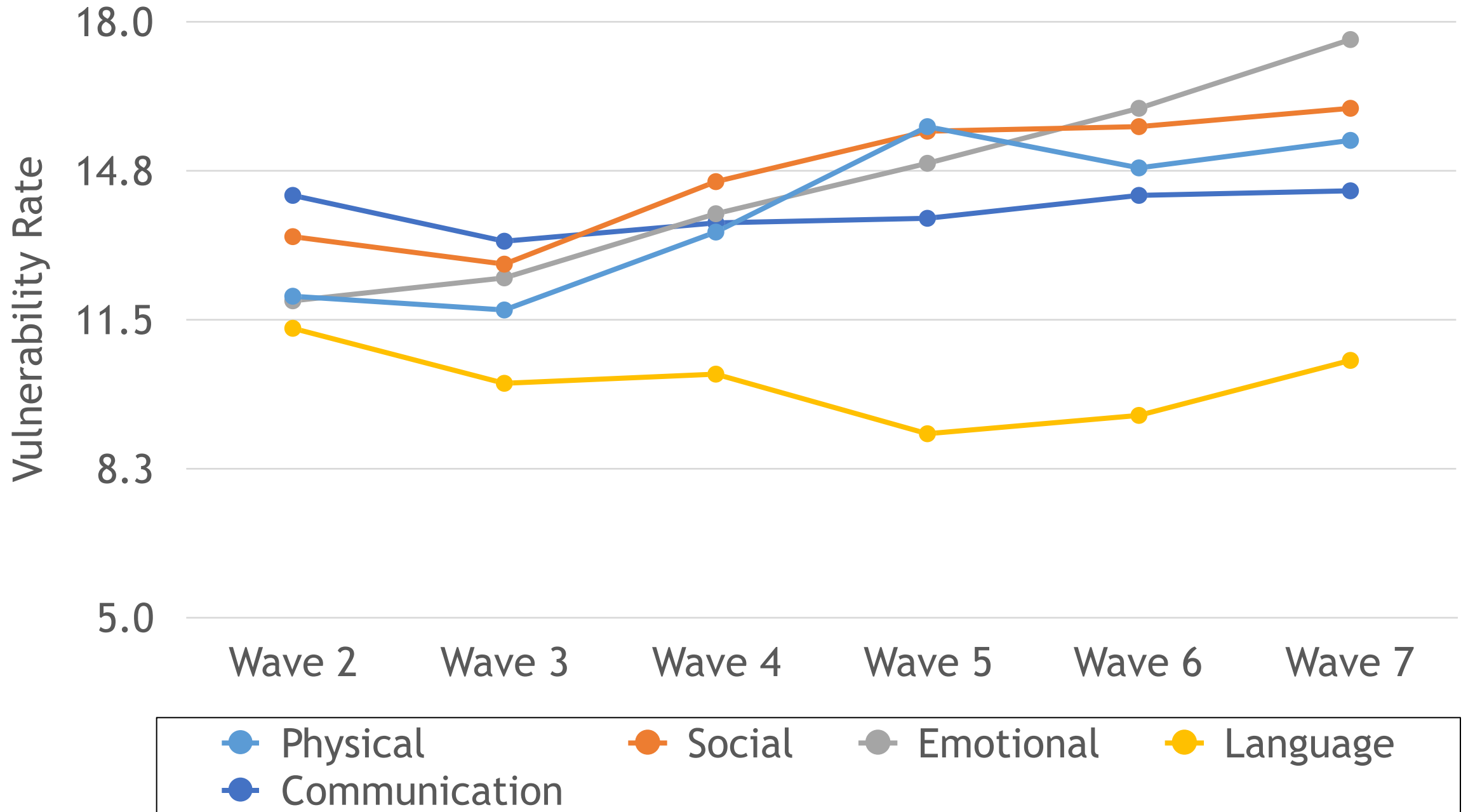
33.4%

Districts: 13% - 55%

Neighbourhoods: 13% - 68%



Provincial Vulnerability Rate, All Scales, by Wave

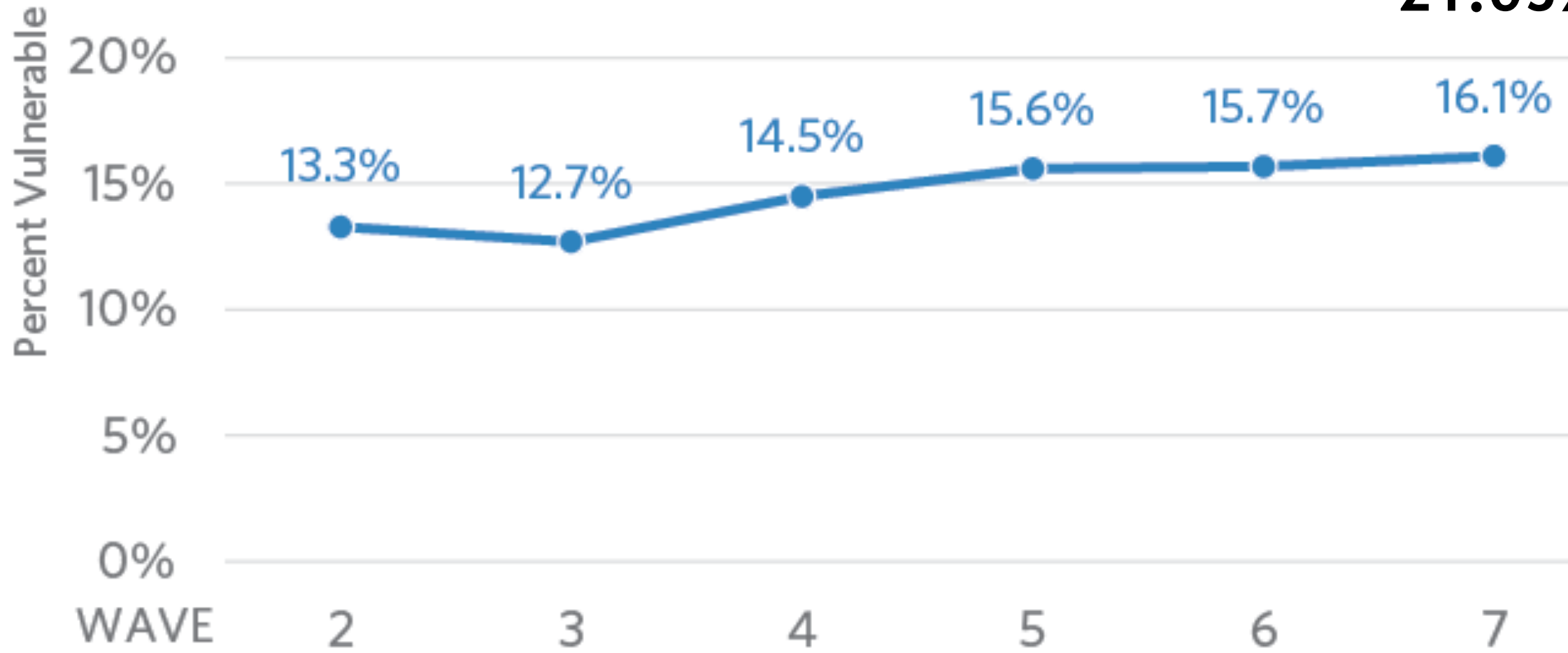




SOCIAL COMPETENCE

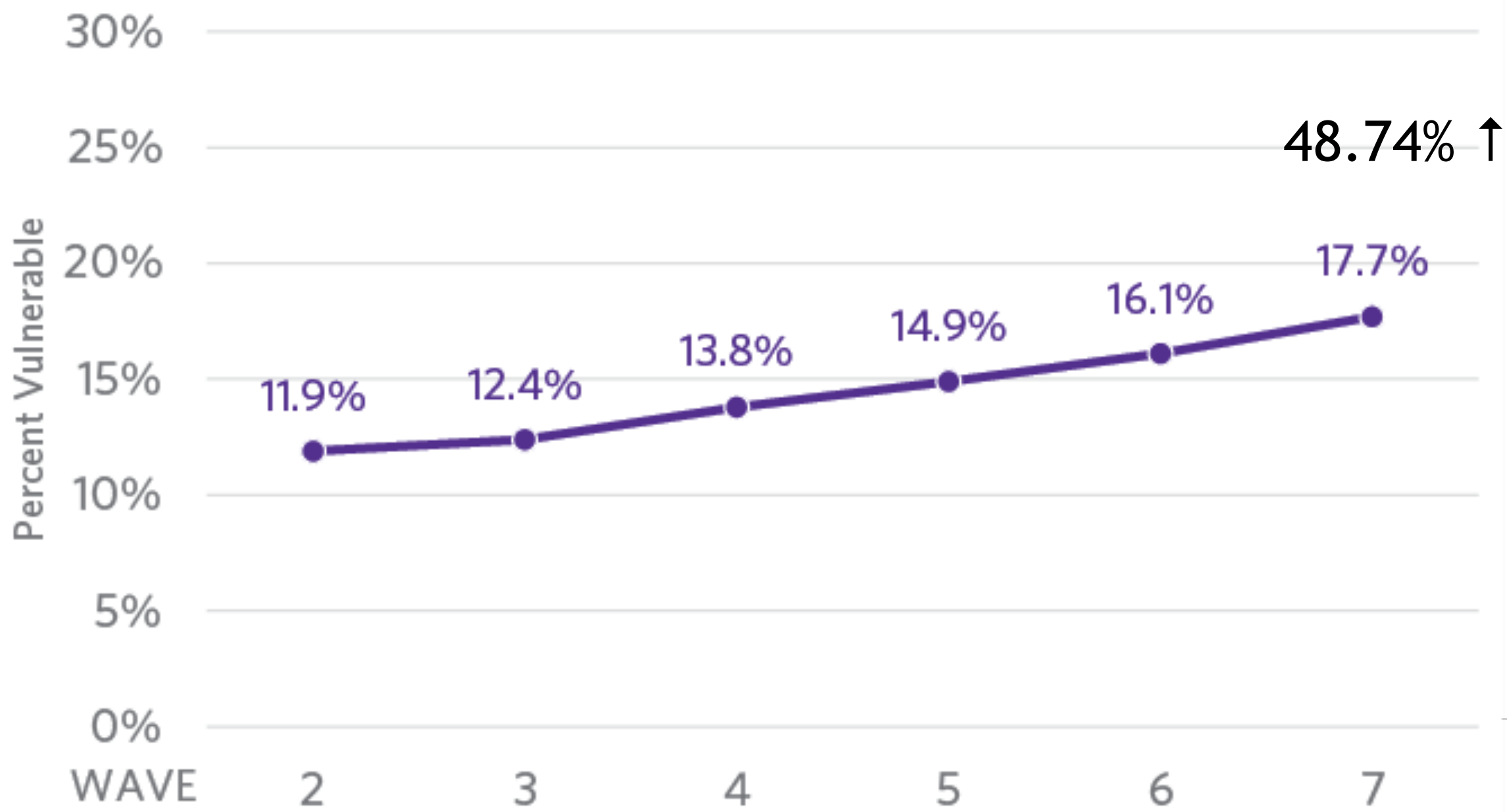
Percent Vulnerable

21.05% ↑





EMOTIONAL MATURITY





**HOW ARE CARIBOU-CHILCOTIN CHILDREN
DOING?**

EDI

EDI REPORTS – COMMUNITY REPORT

EDI

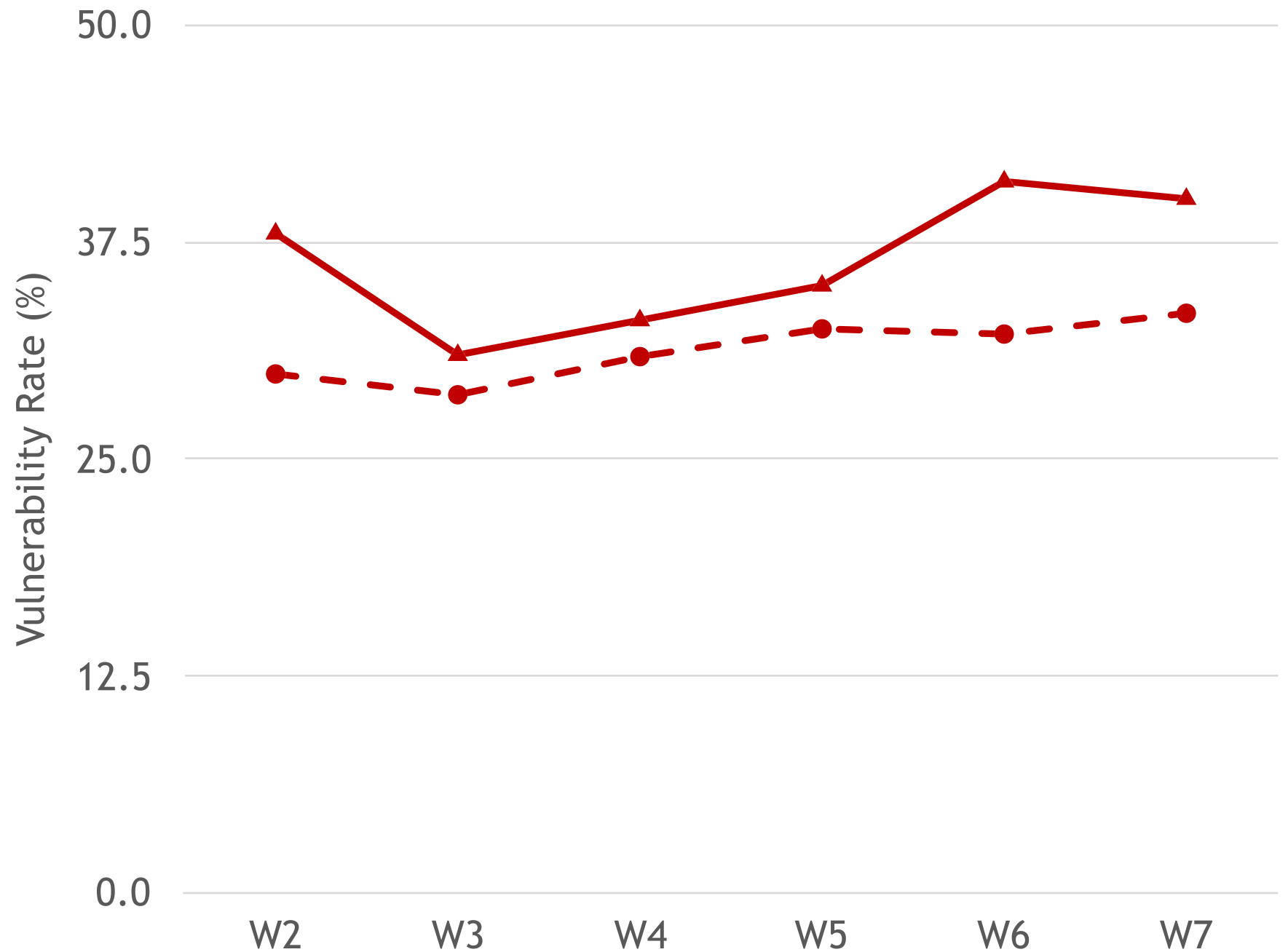
EDI WAVE 7 COMMUNITY PROFILE

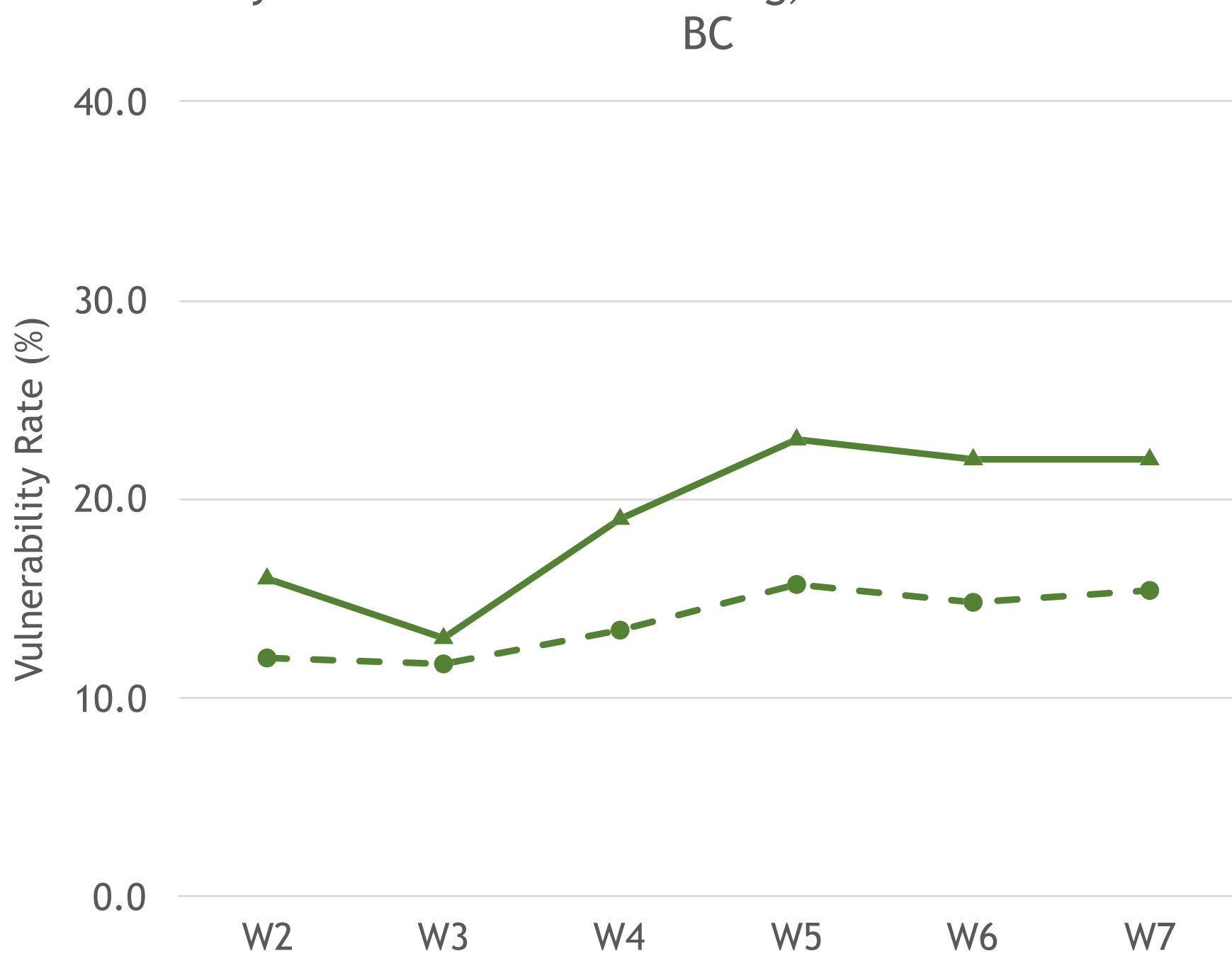
CARIBOO - CHILCOTIN SCHOOL DISTRICT



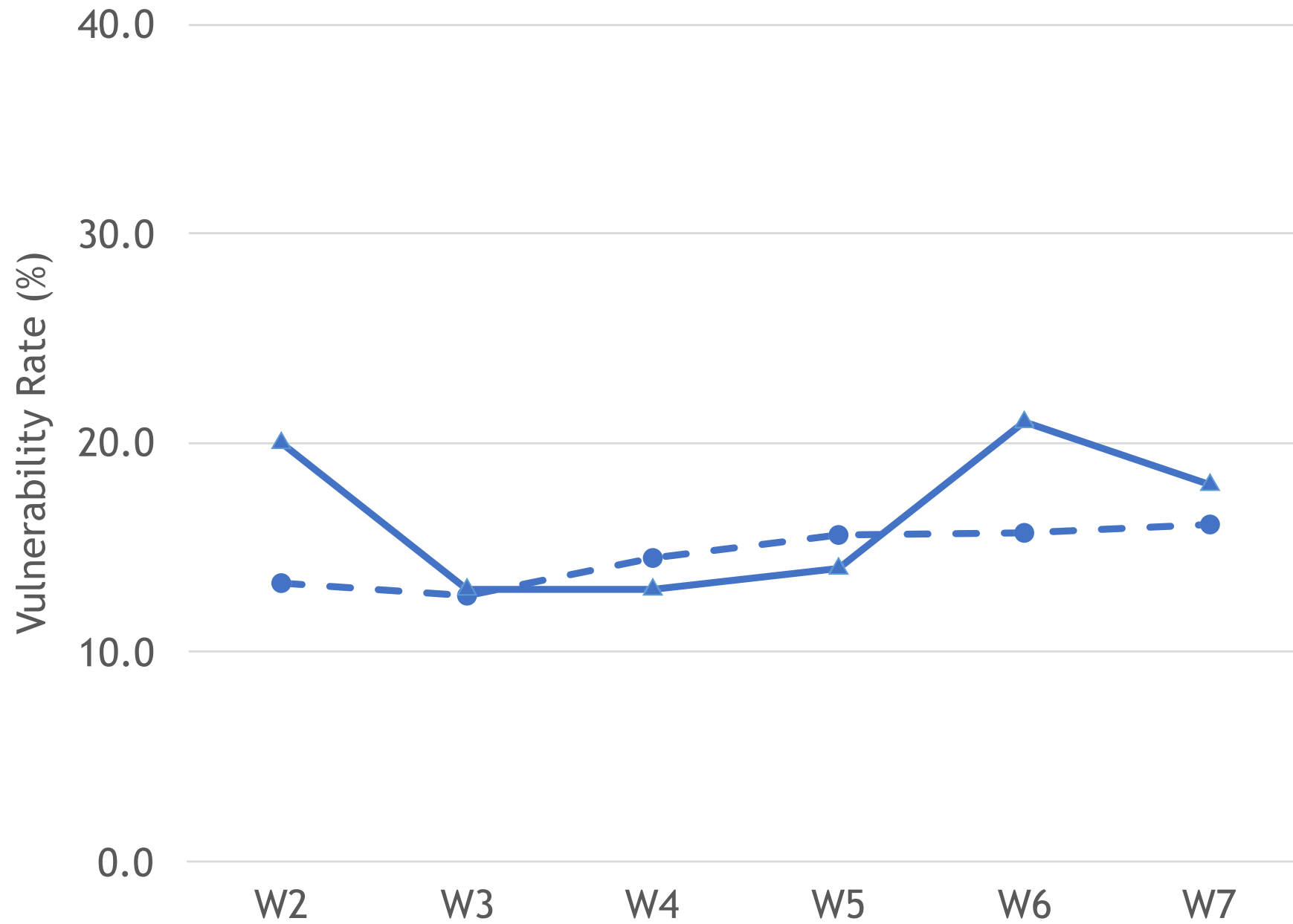
EDI RESULTS: SD27 Cariboo Chilcotin

40%
Kindergarten
children
Vulnerable on
One of More
Scales
In Cariboo-
Chilcotin

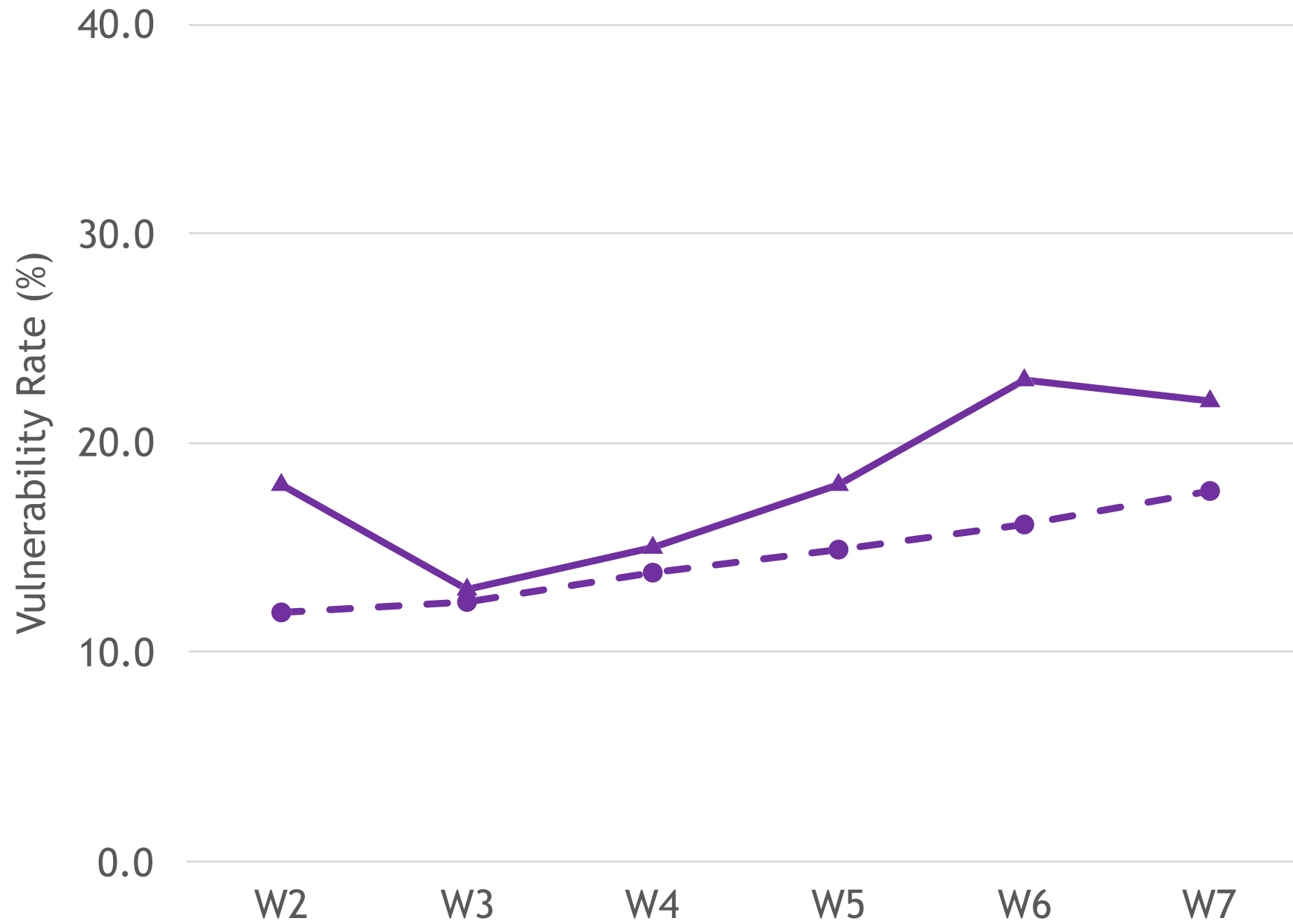




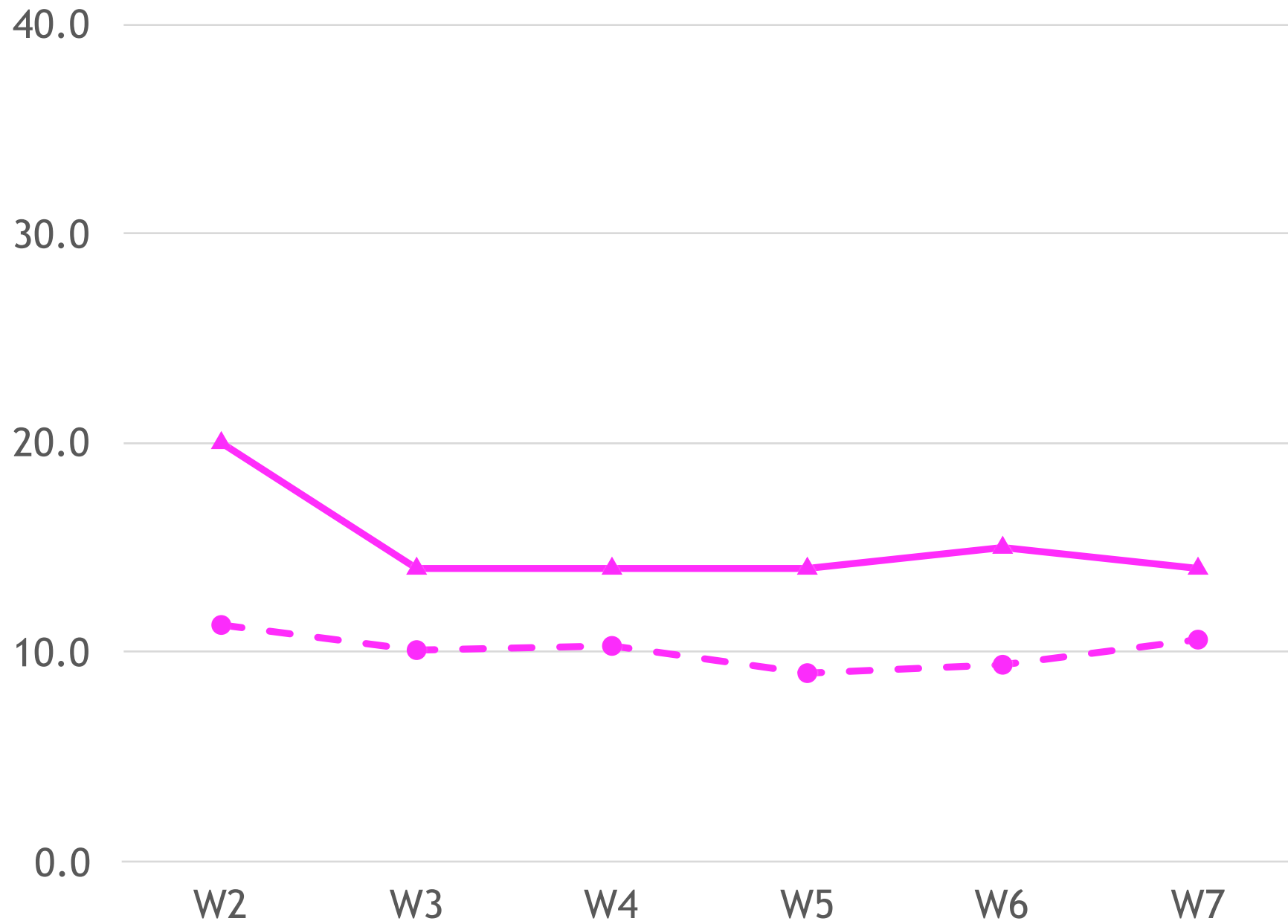
Social Competence, , Cariboo-Chilcotin & BC



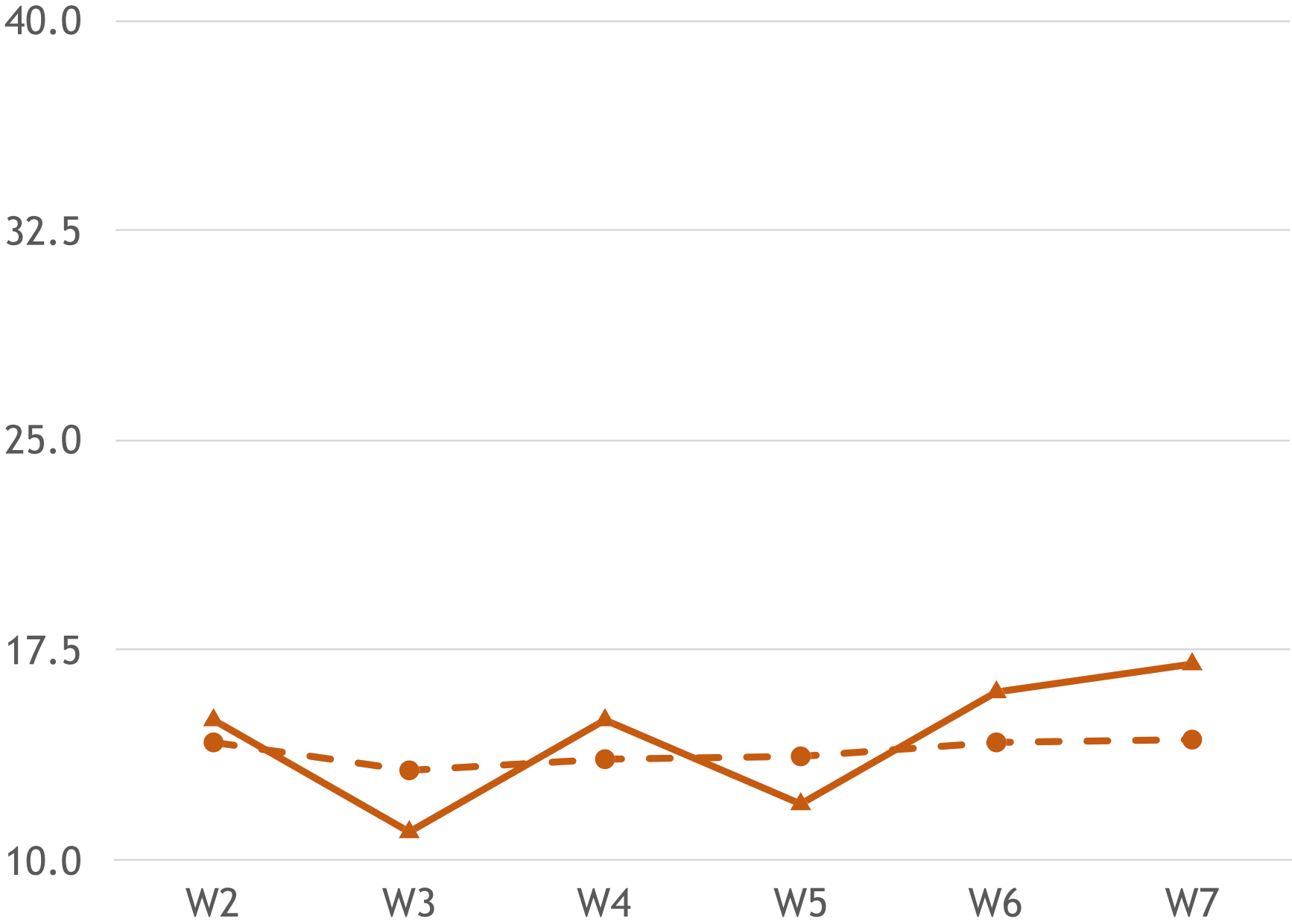
Emotional Maturity, , Cariboo-Chilcotin & BC



Cariboo-Chilcotin & BC



Cariboo-Chilcotin & BC





Using Data to Understand and Improve Child Well-Being in the Middle Years: The Middle Years Development Instrument

MDI



A photograph of a classroom setting where several children are seated at desks, focused on their laptops. The child in the foreground is a young boy with dark hair, looking intently at his screen. Other children are visible in the background, also working on their devices. The room has large windows on the left, letting in natural light, and modern interior lighting. The overall atmosphere is one of active learning and technology use in an educational environment.

Self-Report Survey for Children in 4th & 7th grade

Strengths-based and linked to health, well-being, success, and social and emotional development both inside and outside of school (e.g., Lerner et al., 2005; Scales et al. 2015).

Middle Childhood: A Transitional Time in Development

- Cognitively
- Socially
- Academically
- Physically

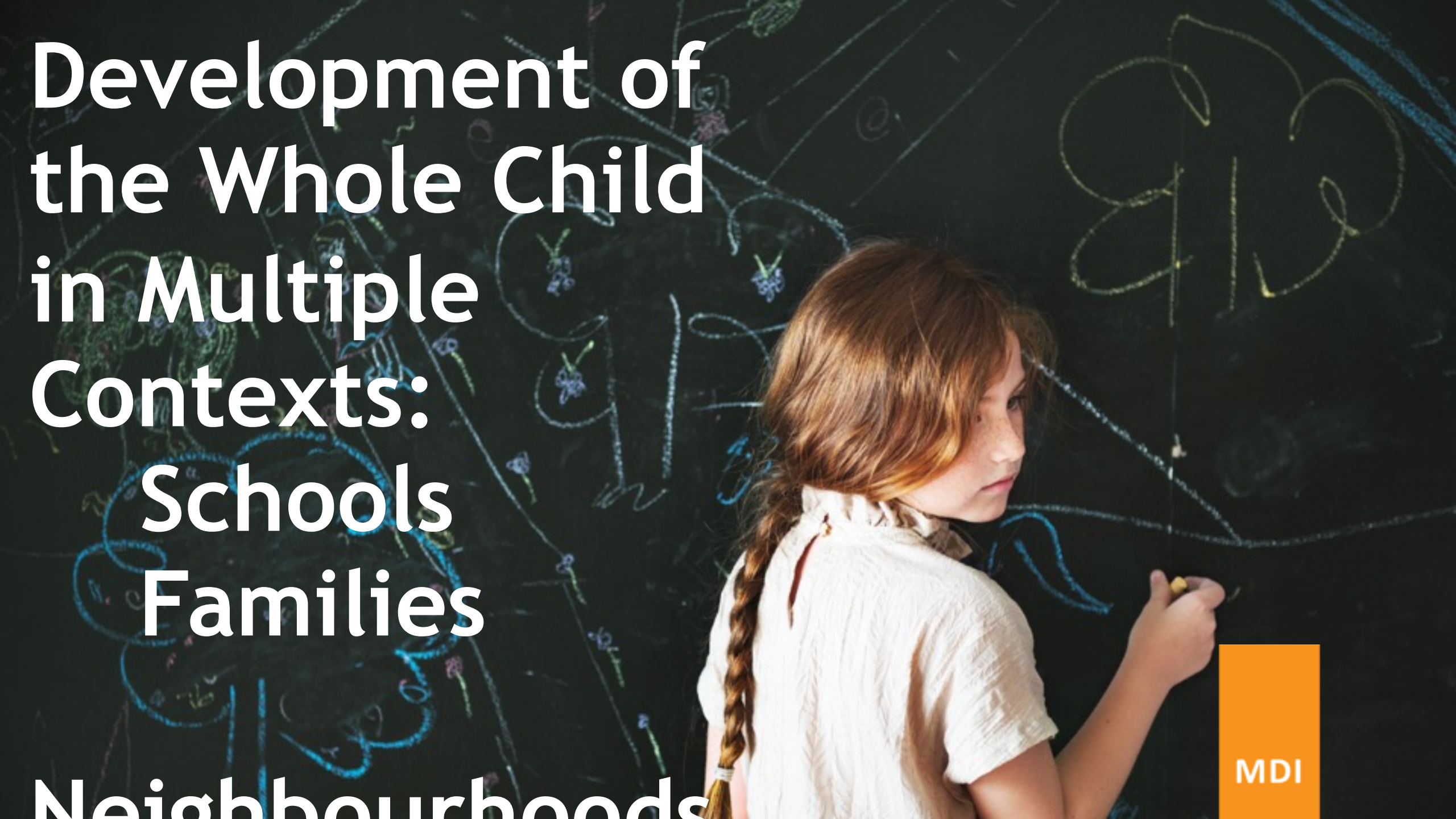




Middle Childhood

RISK

RESILIENCE



Development of the Whole Child in Multiple Contexts: Schools Families

Neighbourhoods

MDI

A photograph of three children playing in a snowy environment. A girl in a pink jacket is in the background, a boy in a camouflage jacket is in the center, and a girl with dark hair is in the foreground. They are all smiling and appear to be having fun. The background shows snow-covered trees and a bright, overcast sky.

Relationships are central

MDI



“Every child requires someone in his or her life who is absolutely crazy about them.”

• **Urie Bronfenbrenner**



Children's Voices

US Embassy of Canada - Flickr CC Attribution



UPHOLDING THE RIGHTS OF THE CHILD

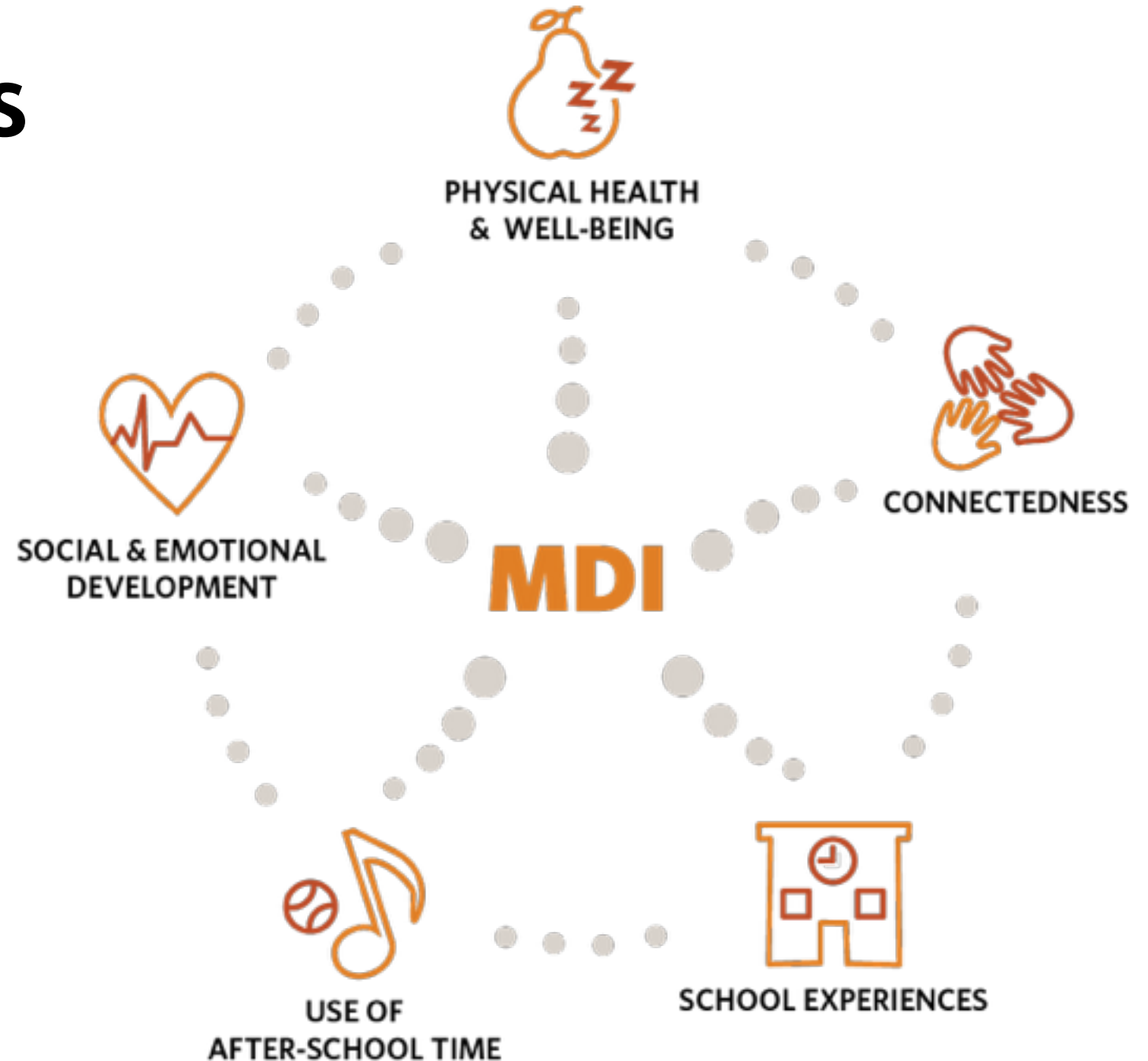


Article 12:

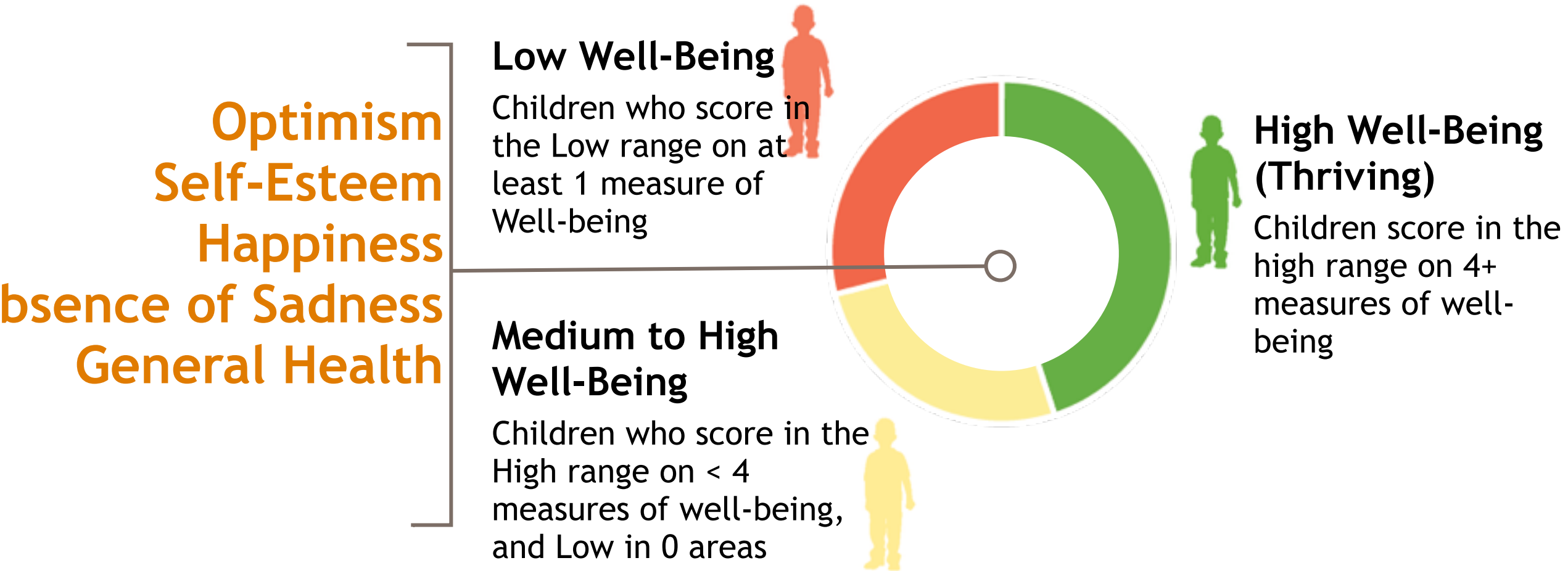
Children have a right to give their opinion and be listened to by the adults around them

MDI Dimensions

Measures areas
of development
strongly linked
to well-being



The Well-Being Index



The Assets Index



ADULT RELATIONSHIPS

Adults at School

Adults in the

Neighbourhood



NUTRITION AND SLEEP

Eating Breakfast

Meals with Adults at
Home

Frequency of Good
Sleep



PEER RELATIONSHIPS

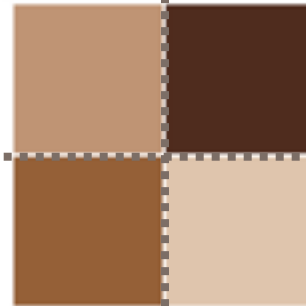
Peer Belonging

Friendship Intimacy



AFTER-SCHOOL ACTIVITIES

Organized Activities



5 DIMENSIONS OF THE MDI



SOCIAL & EMOTIONAL DEVELOPMENT

MEASURES

- Optimism
- Empathy
- Prosocial Behaviour
- Self-Esteem
- Happiness
- Absence of Sadness
- Absence of Worries
- Self-Regulation (Short- & Long-Term)
- * Responsible Decision-Making
- * Self-Awareness
- * Perseverance
- * Assertiveness
- * Citizenship and Social Responsibility



PHYSICAL HEALTH & WELL-BEING

MEASURES

- General Health
- Eating Breakfast
- Meals with Adults in Your Family
- Junk food
- Frequency of Good Sleep
- Help-Seeking for Emotional Well-Being
- Transportation to and from School

* These questions are on the Grade 7 MDI only



CONNECTEDNESS

MEASURES

- Adults at School
- Adults in the Neighbourhood
- Adults at Home
- Peer Belonging
- Friendship Intimacy
- Important Adults



USE OF AFTER-SCHOOL TIME

MEASURES

- Organized Activities
 - Educational Lessons or Activities
 - Youth Organizations
 - Sports
 - Music or Arts
- How Children Spend Their Time
- After-School People and Places
- Children's Wishes and Barriers

WELL-BEING INDEX

○ A measure in the Well-Being Index



SCHOOL EXPERIENCES

MEASURES

- Academic Self-Concept
- School Climate
- School Belonging
- Motivation
- Future Goals
- Victimization and Bullying

ASSETS INDEX

■ A measure in the Assets Index



Aligning the MDI

BC's Redesigned Curriculum



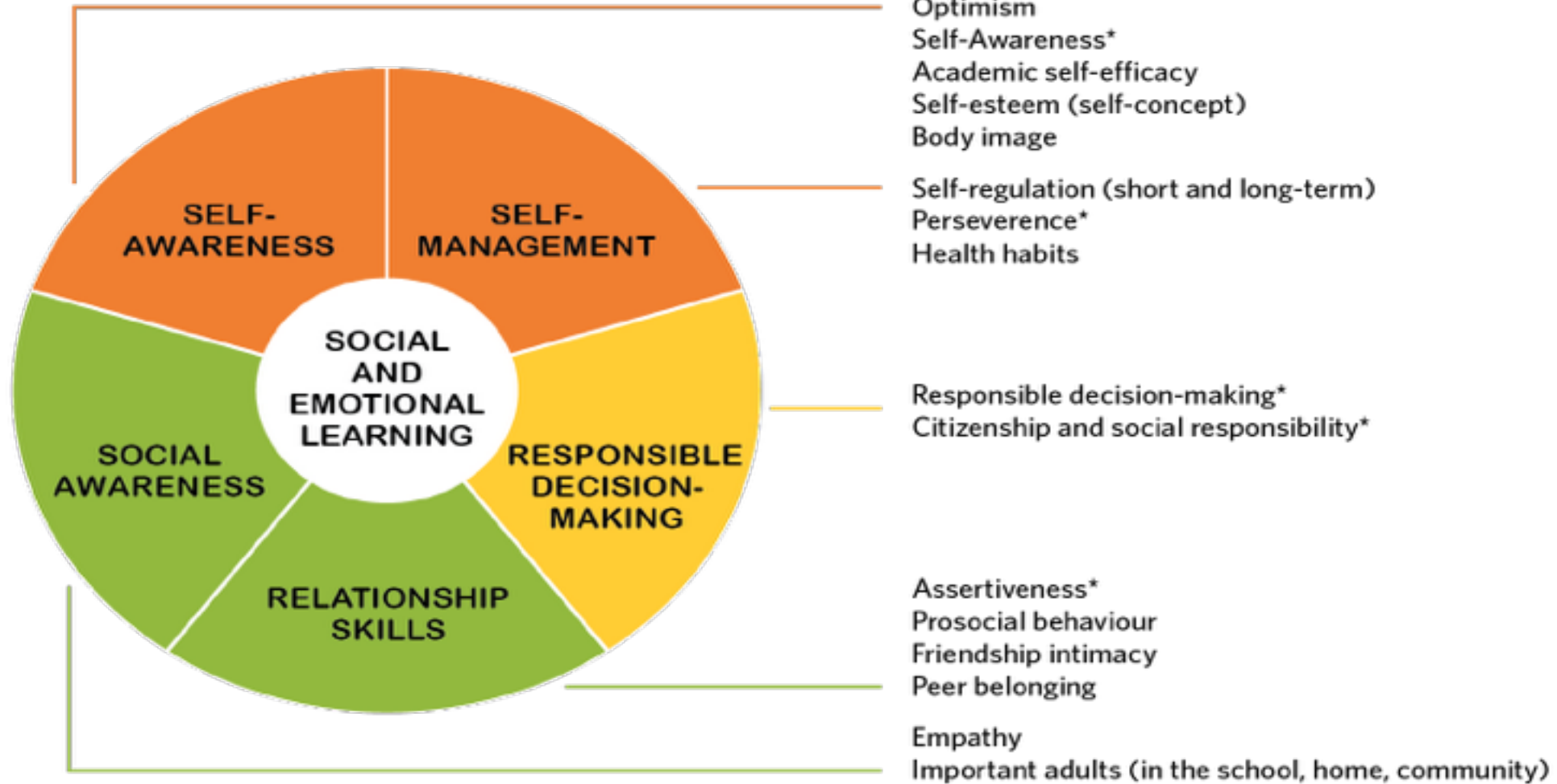
Personal and Social Competencies	MDI measures
Positive Personal & Cultural Identity	Connectedness, Self-Esteem, Personal Meaning, Academic Self-Concept
Personal Awareness and Responsibility	Self-Awareness, Perseverance, Responsible Decision-Making, Self-Regulation, Well-Being
Social Responsibility	Citizenship/Social Responsibility, Empathy, Prosocial Behaviour

CASEL

Social-emotional learning skills

MDI

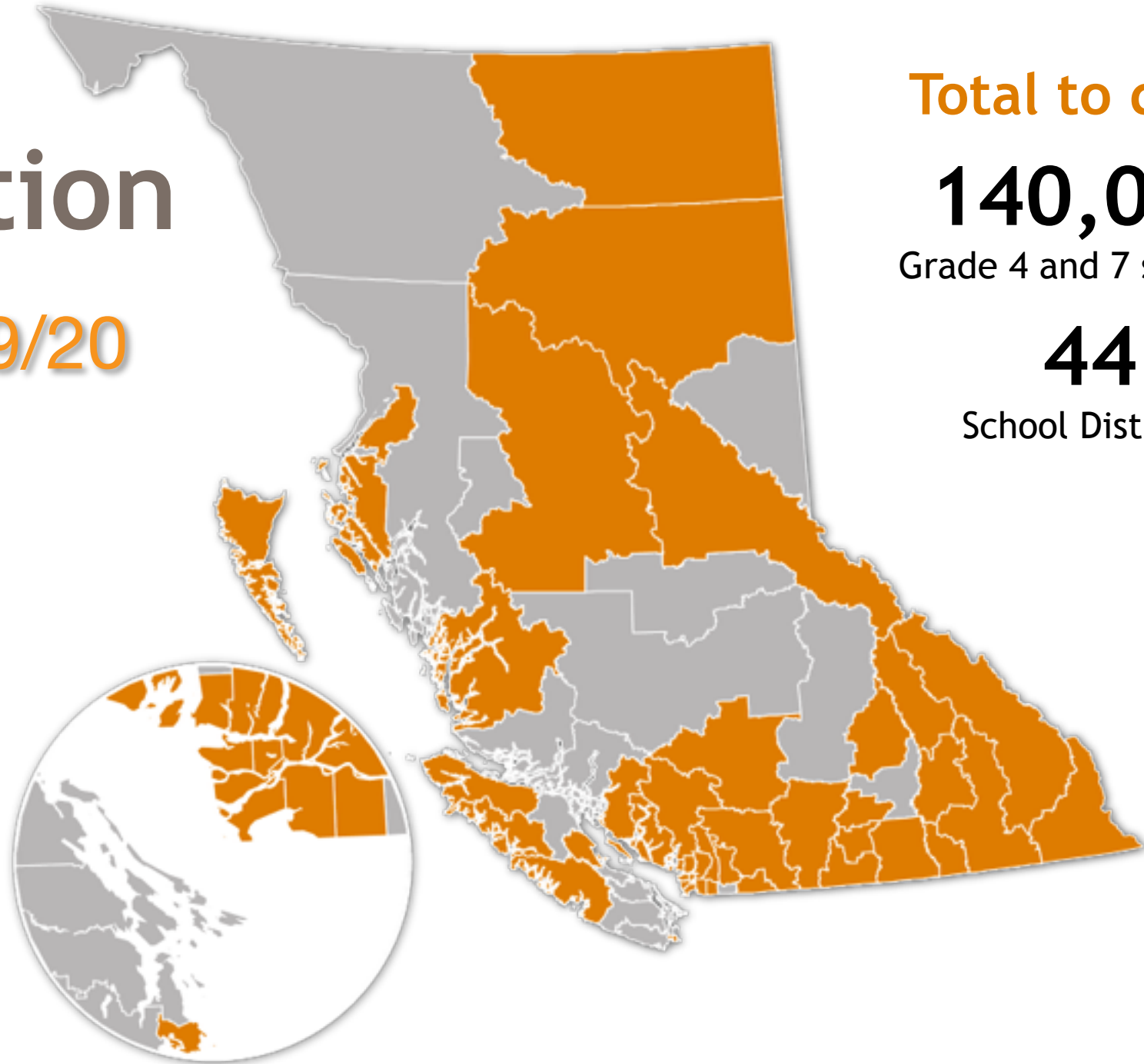
MDI Measures



* Subscales included only on the grade 7 MDI.

MDI Participation

2009/10 - 2019/20



Total to date:

140,000

Grade 4 and 7 students

44

School Districts



SCHOOL DISTRICT 91 | NECHAKO LAKES

SCHOOL DISTRICT & COMMUNITY REPORT

2018/2019



SCHOOL DISTRICT 91 | NECHAKO LAKES

SCHOOL DISTRICT & COMMUNITY REPORT

2018/2019

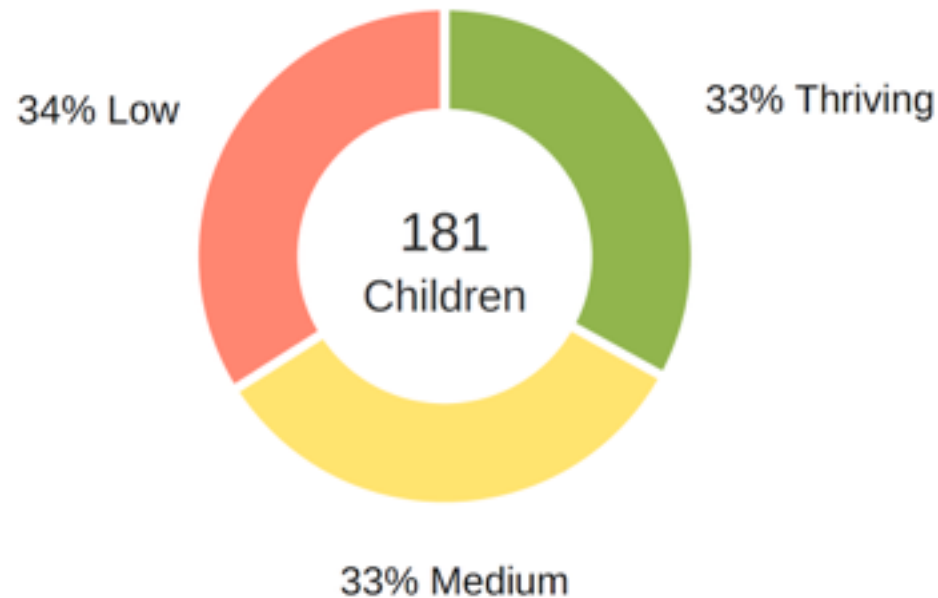


4

MDI

SD 91 Nechako Lakes Well-Being Index - 2018/19

NECHAKO LAKES



High Well-being (Thriving)
Children who are reporting positive responses on at least 4 of the 5 dimensions of well-being.

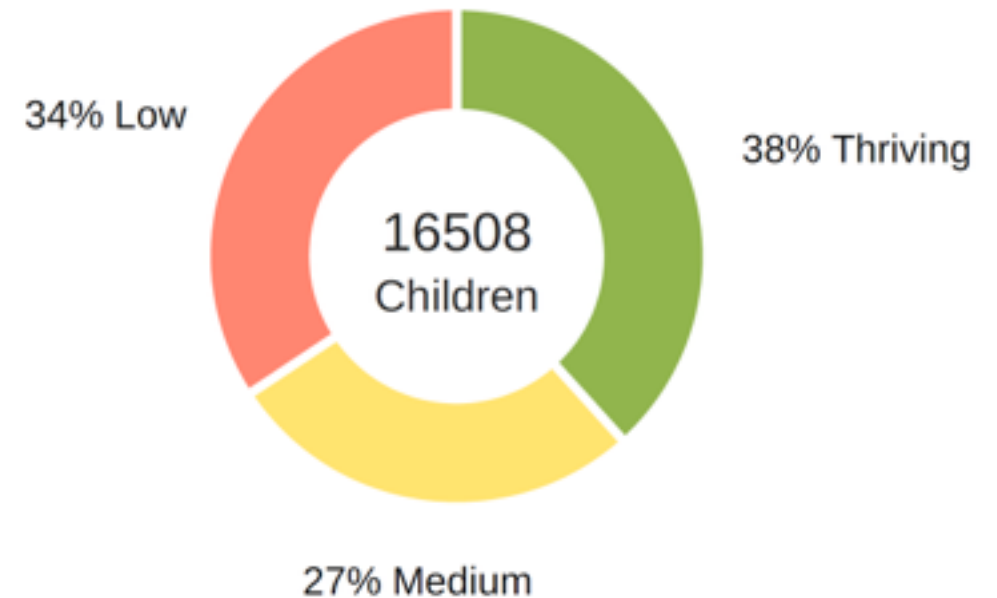


Medium to High Well-Being
Children who are reporting no negative responses, but fewer than 4 positive responses.



Low Well-Being
Children who are reporting negative responses on at least one dimension of well-being.

ALL PARTICIPATING DISTRICTS

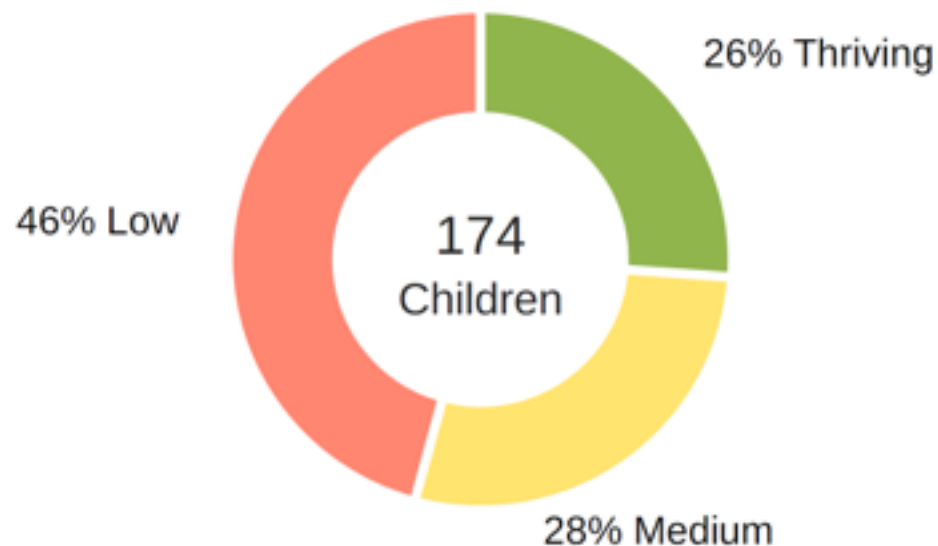


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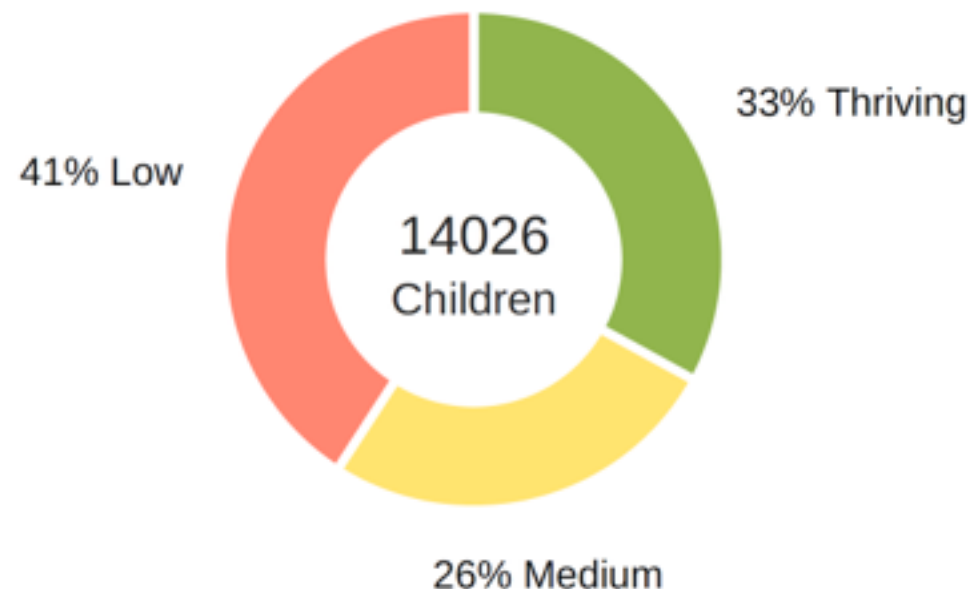
MDI

SD 91 Nechako Lakes Well-Being Index - 2018/19

NECHAKO LAKES



ALL PARTICIPATING DISTRICTS



High Well-being (Thriving)

Children who are reporting positive responses on at least 4 of the 5 dimensions of well-being.



Medium to High Well-Being

Children who are reporting no negative responses, but fewer than 4 positive responses.



Low Well-Being

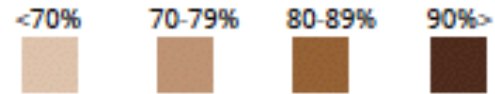
Children who are reporting negative responses on at least one dimension of well-being.

4

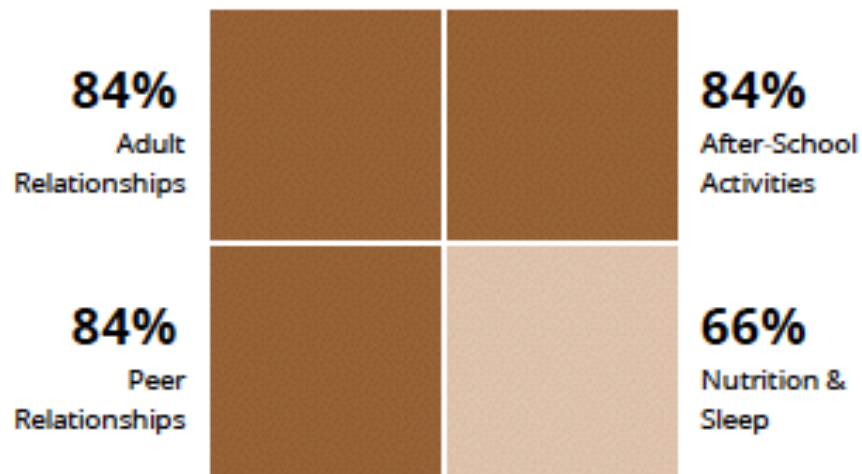
MDI

ASSETS INDEX – SD 91 Grade 4 2018/19

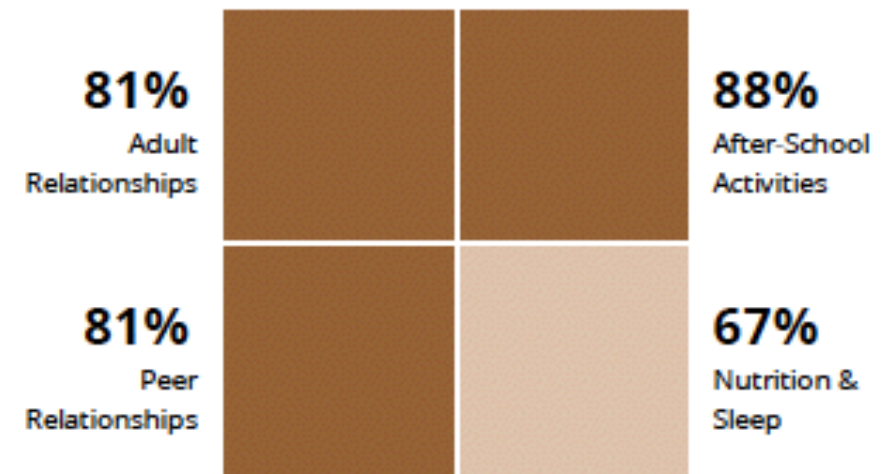
Percentage of children reporting the presence of an asset



NECHAKO LAKES



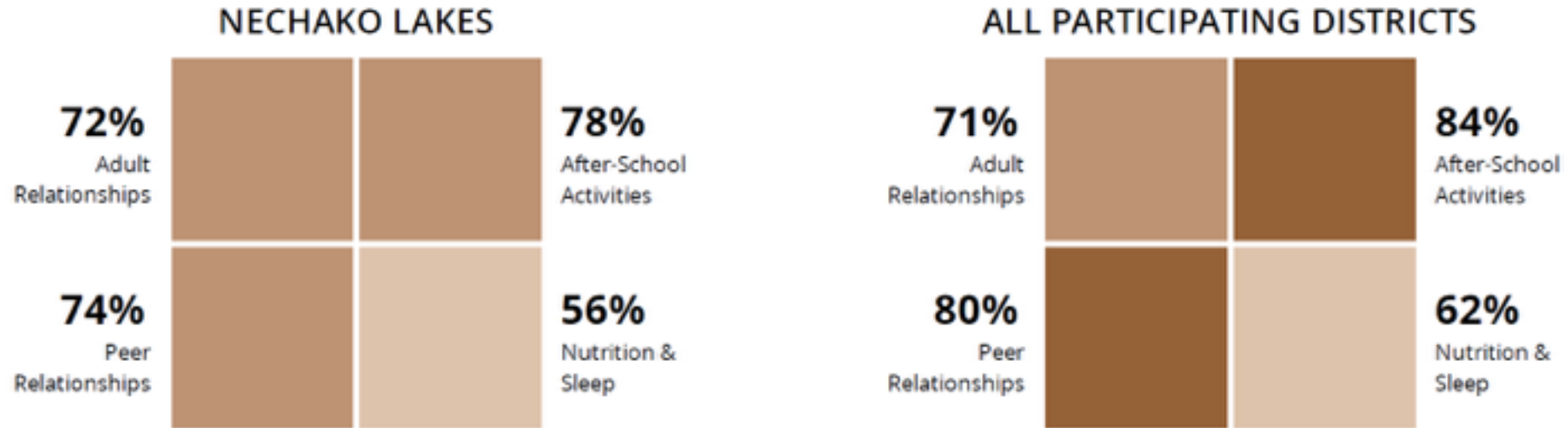
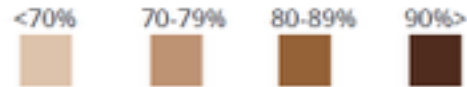
ALL PARTICIPATING DISTRICTS





ASSETS INDEX – SD 91 Grade 7 2018/19

Percentage of children reporting the presence of an asset





Connectedness

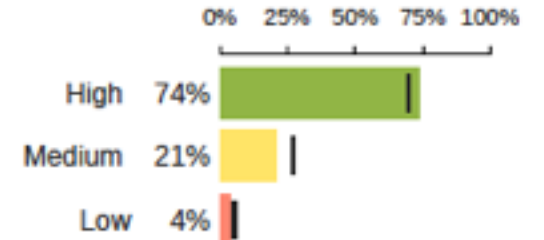
RESULTS FOR NECHAKO LAKES

| Average for all districts

CONNECTEDNESS WITH ADULTS

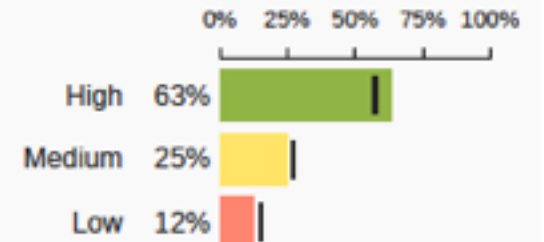
ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."



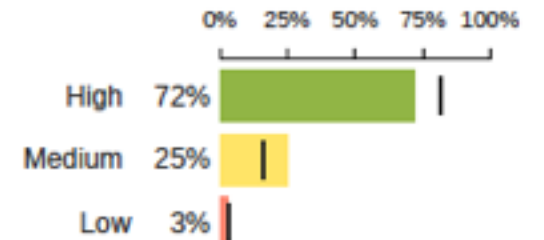
ADULTS IN THE NEIGHBOURHOOD/COMMUNITY

Assesses the quality of relationships children have with the adults they interact with in their neighbourhood or community. e.g., "In my neighbourhood/community there is an adult who really cares about me."



ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."





Connectedness

CONNECTEDNESS WITH ADULTS

ADULTS AT SCHOOL

Assesses the quality of relationships children have with the adults they interact with at school. e.g., "At my school there is an adult who believes I will be a success."

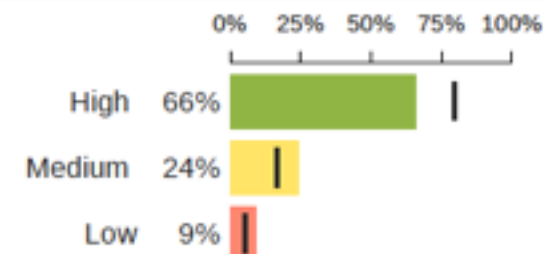
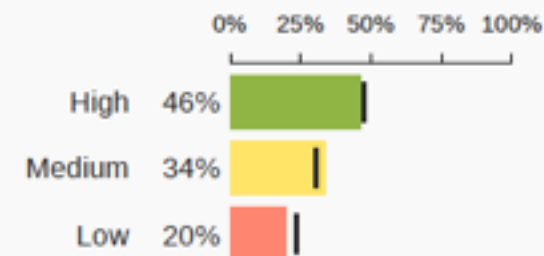
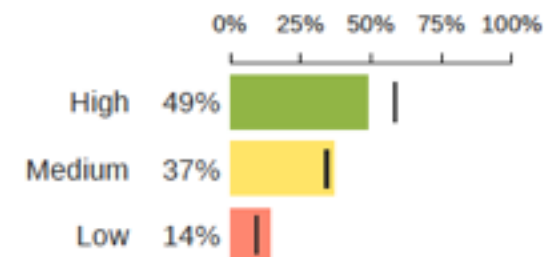
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ADULTS AT HOME

Assesses the quality of relationships children have with the adults in their home. e.g., "In my home there is a parent or other adult who listens to me when I have something to say."

| Average for all districts





Connectedness

NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more

57%

61%



One

13%

10%



None

30%

29%

Average for all
districts

4

MDI



Connectedness

NUMBER OF IMPORTANT ADULTS AT SCHOOL



2 or more

40%

39%



One

11%

12%



None

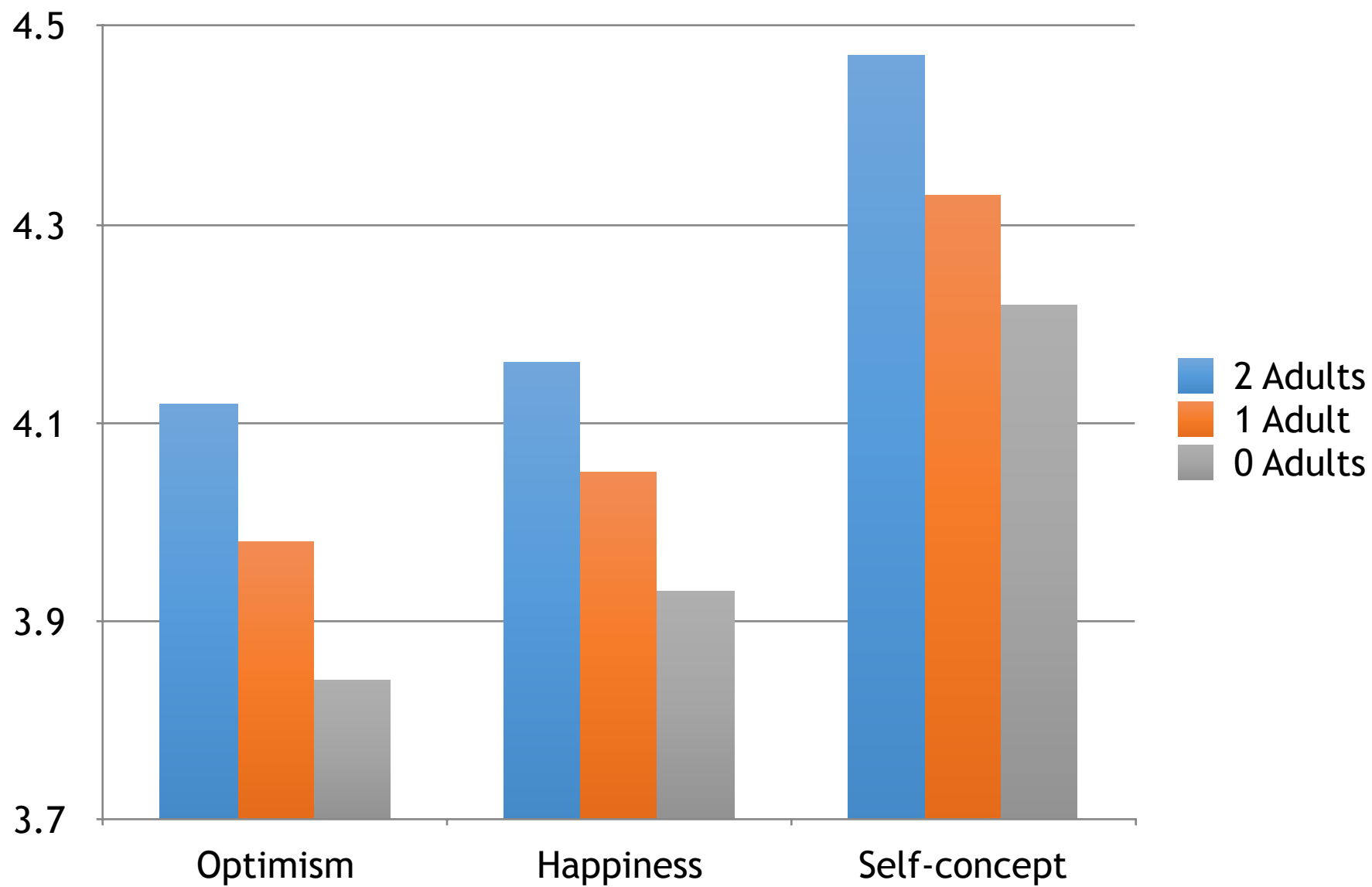
49%

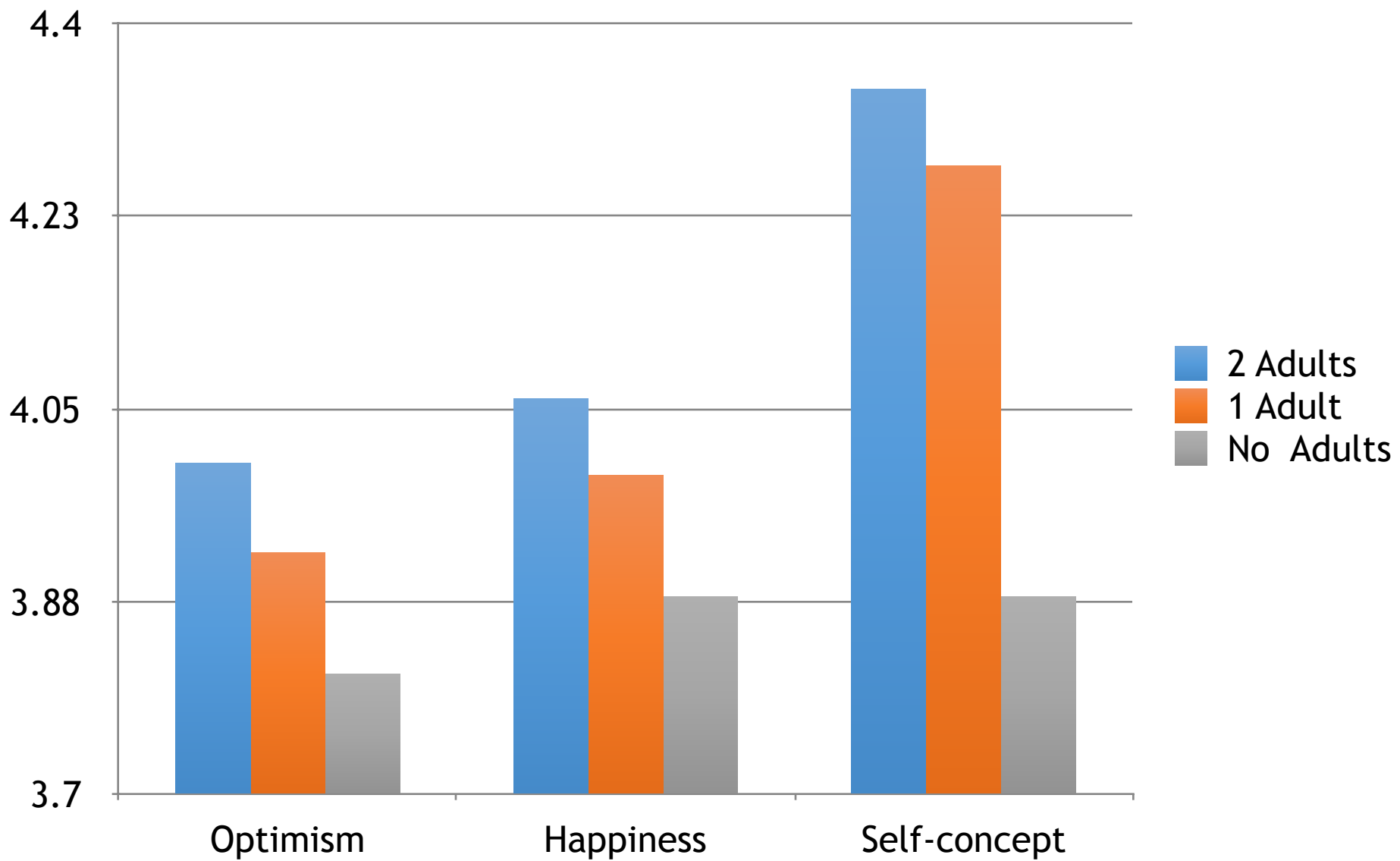
49%

Average for all
districts

7

MDI





HUMAN
EARLY LEARNING
PARTNERSHIP



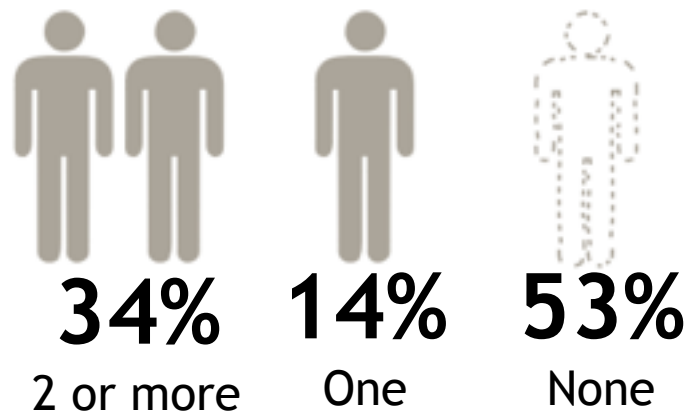
MOVING TO ACTION

www.discovermdi.ca

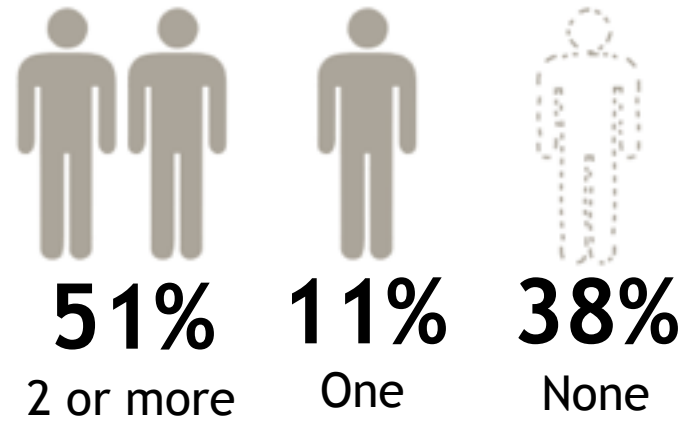
with **MDI** Results

Skateboarding by snre - Flickr CC Attribution

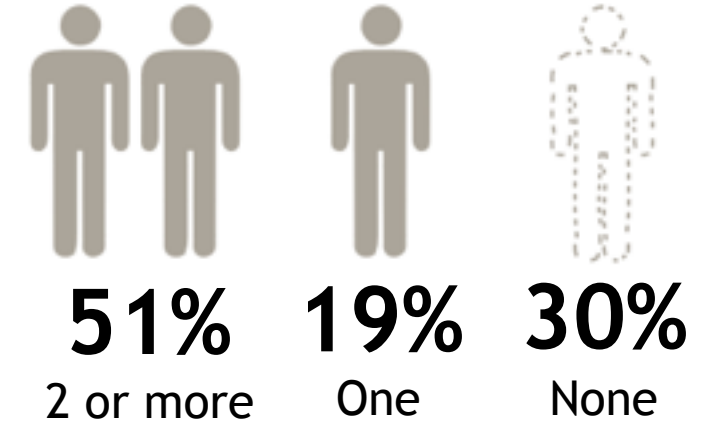
Alperni - Grade / Important Adults



2013/2014



2014/2015



2015/2016

PART 3: The Science Behind SEL:

Top Findings from Recent Research and Evidence-Based Strategies





Finding #1: “Children with strong social skills in kindergarten more likely to thrive as adults”

Jones, D. E., Greenberg, M., & Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. *American Journal of Public Health*, 105, 2283-2290.

The Study

- Key Research Findings:
- Children with high prosocial skills in kindergarten were more likely to:
 - Graduate from high school
 - Complete a college degree
 - Obtain a full time job
- Children with low prosocial skills in kindergarten were more likely to:
 - Have spent time in juvenile detention
 - Been arrested by early adulthood
 - Have a higher rate of recent binge drinking and 82% higher rate of recent marijuana usage; and
 - Higher chance of being in or on a waiting list for public housing.

Child and Adolescent Pathways to Well-Being in Adulthood: A 32-Year Longitudinal Study



Olsson, C. A. et al., 2013

A person is crouched on a sandy beach, drawing a large smiley face in the sand with their fingers. The person's legs and hands are visible. The background is a warm, golden-brown sand. A dark, semi-transparent rectangular box is overlaid across the middle of the image, containing the text. In the top left corner, there is a small orange square.

Finding #2: Social & Emotional Skills are malleable

NEUROPLASTICITY

A stylized illustration of a neural network. The background is a deep blue. Numerous neurons are depicted, each with a central cell body (soma) and multiple branching processes (dendrites and axons). The neurons are rendered in a glowing blue color. At various points where axons meet or cross, there are small, bright orange-yellow dots, representing synaptic connections or electrical impulses. The overall effect is a complex, interconnected web of light.

(Goldsmith, Pollak, & Davidson, 2008; Kandel et al., 2000)

Physiological
conditions that
must be present
for optimal brain
development and
learning



Sleep/Rest



Nutrition and low exposure to toxins



**Physical activity/Exercise/
Green Space**



**Emotional well-being/Social
relationships/Safety/**



**Belonging
Cultural Safety**



Finding #3: “Childhood self-control
predicts health, wealth & public safety”

Moffitt et al., 2011



Finding #4: SEL Programs promote social emotional competency, prosociality, well-being, and school success.

CASEL Meta-analysis: 213 studies, 270,034 students



**Learning
Environment**

**Social Emotional
Skills Instruction**

(Durlak et al., 2011)

**↑22%
Social and
Emotional
Competence**

**↑9%
Positive attitudes**

**↑9%
Kind Behaviors**

**↑11%
Academic Achievement**

**↓9%
Aggressive Behaviors**

**↓10%
Emotional Distress**

2013

CASEL GUIDE

Effective Social and Emotional Learning Programs

Preschool and Elementary School Edition



2015

CASEL Guide

Effective Social and Emotional Learning Programs

Middle and High School Edition



Collaborative for Academic, Social, and Emotional

**Finding #5: We have underestimated
children's capacities for being good**





A photograph of two children walking away from the camera on a paved path. The child on the left is a boy wearing a light green t-shirt and light-colored pants, carrying a black messenger bag and a brown paper bag. The child on the right is a girl with curly hair wearing a dark blue dress, carrying a large black backpack with pink accents and a brown paper bag. They are holding hands. The background shows a grassy area and a road.

“It’s not survival of the *fittest*; it’s survival of the *kindest*.”

Dacher Keltner

Altruistic Helping in Human Infants and Young Chimpanzees

Felix Warneken, *et al.**Science* **311**, 1301 (2006);

DOI: 10.1126/science.1121448

REPORTS

Altruistic Helping in Human Infants and Young Chimpanzees

Felix Warneken* and Michael Tomasello

Human beings routinely help others to achieve their goals, even when the helper receives no immediate benefit and the person helped is a stranger. Such altruistic behaviors (toward non-kin) are extremely rare evolutionarily, with some theorists even proposing that they are uniquely human. Here we show that human children as young as 18 months of age (prelinguistic or just-linguistic) quite readily help others to achieve their goals in a variety of different situations. This requires both an understanding of others' goals and an altruistic motivation to help. In addition, we demonstrate similar though less robust skills and motivations in three young chimpanzees.

Helping is an extremely interesting phenomenon both cognitively and motivationally. Cognitively, to help someone solve a problem, one must know something about the goal the other is attempting to achieve as well as the current obstacles to that goal. Motivationally, exerting effort to help another person—with no immediate benefit to oneself—is costly, and such altruism (toward non-kin) is extremely rare evolutionarily. Indeed, some researchers have claimed that

uations fell into four categories: out-of-reach objects, access thwarted by a physical obstacle, achieving a wrong (correctable) result, and using a wrong (correctable) means (Table 1) (movies S1 to S4). For each task, there was a corresponding control task in which the same basic situation was present but with no indication that this was a problem for the adult (14). This ensured that the infant's motivation was not just to reinstate the original situation or to have the adult repeat the action, but

each category (Fig. 1). They handed him several out-of-reach objects (but not if he had discarded them deliberately); they completed his stacking of books after his failed attempt (but not if his placement of the books appeared to meet his goal); they opened the door of a cabinet for him when his hands were full (but not if he struggled toward the top of the cabinet); and they retrieved an inaccessible object for him by opening a box using a means he was unaware of (but not if he had thrown the object inside the box on purpose). Analyzed by individual, 22 of the 24 infants helped in at least one of the tasks. It is noteworthy that they did so in almost all cases immediately (average latency = 5.2 s), before the adult either looked to them or verbalized his problem (84% of helping acts within the initial 10-s phase). Thus, the experimenter never verbally asked for help, and for the vast majority of helping acts, eye contact (as a subtle means of soliciting help) was also unnecessary.

Experimental studies on altruistic behaviors in nonhuman primates are scarce. There are anecdotal reports of possible instances of helping (15–17) and some experiments demonstrating empathic intervention by various

Kindness Counts: Prompting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-Being

Kristin Layous^{1*}, S. Katherine Nelson¹, Eva Oberle², Kimberly A. Schonert-Reichl², Sonja Lyubomirsky¹

1 Department of Psychology, University of California, Riverside, California, United States of America, **2** Department of Educational and Counseling Psychology and Special Education, University of British Columbia, Vancouver, British Columbia, Canada

Abstract

At the top of parents' many wishes is for their children to be happy, to be good, and to be well-liked. Our findings suggest that these goals may not only be compatible but also reciprocal. In a longitudinal experiment conducted in 19 classrooms in Vancouver, 9- to 11-year olds were instructed to perform three acts of kindness (versus visit three places) per week over the course of 4 weeks. Students in both conditions improved in well-being, but students who performed kind acts experienced significantly bigger increases in peer acceptance (or sociometric popularity) than students who visited places. Increasing peer acceptance is a critical goal, as it is related to a variety of important academic and social outcomes, including reduced likelihood of being bullied. Teachers and interventionists can build on this study by introducing intentional prosocial activities into classrooms and recommending that such activities be performed regularly and purposefully.

Citation: Layous K, Nelson SK, Oberle E, Schonert-Reichl KA, Lyubomirsky S (2012) Kindness Counts: Prompting Prosocial Behavior in Preadolescents Boosts Peer Acceptance and Well-Being. PLoS ONE 7(12): e51380. doi:10.1371/journal.pone.0051380

Editor: Frank Krueger, George Mason University/Krasnow Institute for Advanced Study, United States of America

Received: August 12, 2012; **Accepted:** November 6, 2012; **Published:** December 26, 2012

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Funding: These authors have no support or funding to report.

Competing Interests: The authors have declared that no competing interests exist.

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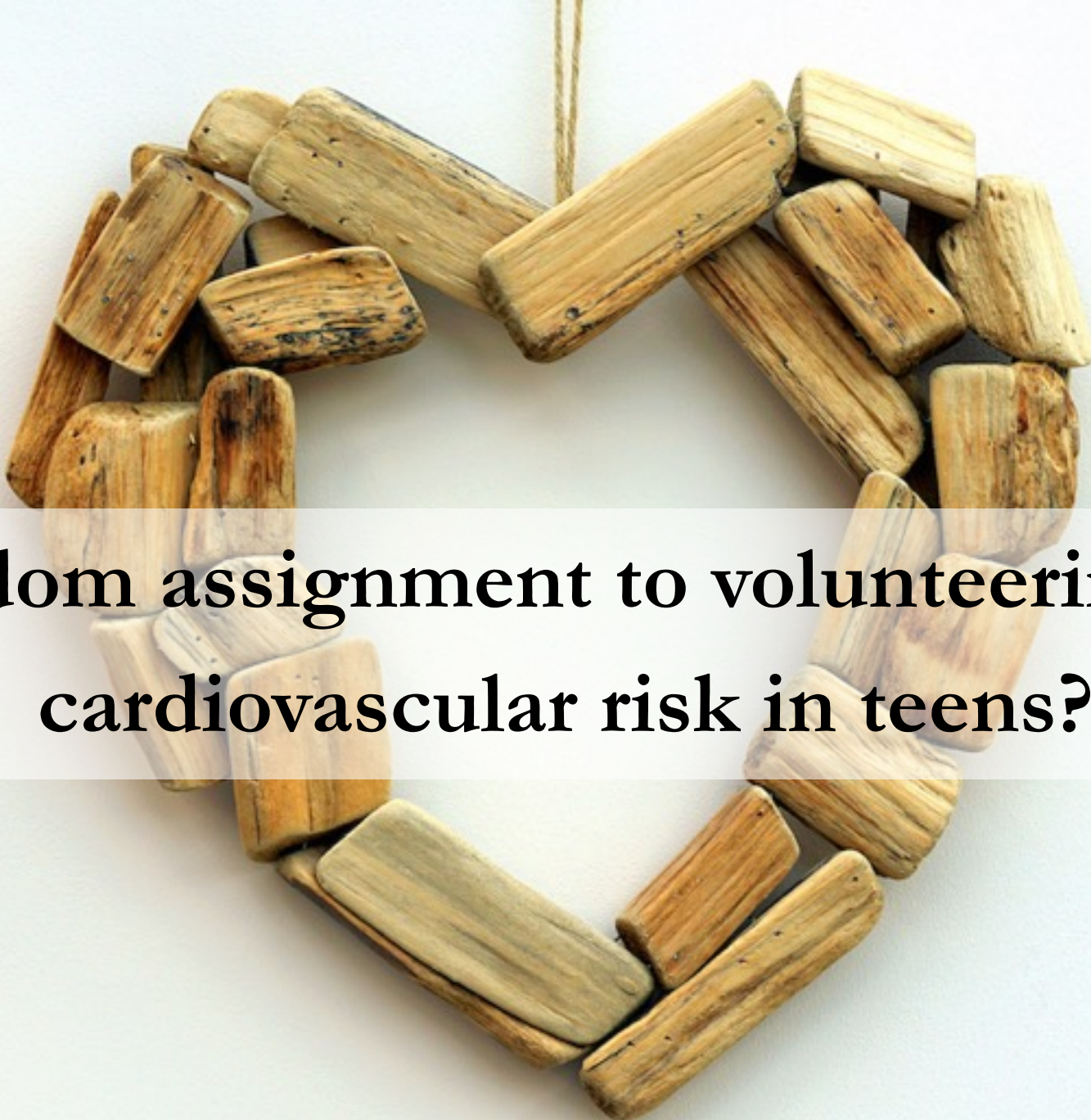
Introduction

At the top of parents' many wishes is for their children to be happy, to be good, and to have positive relationships with others

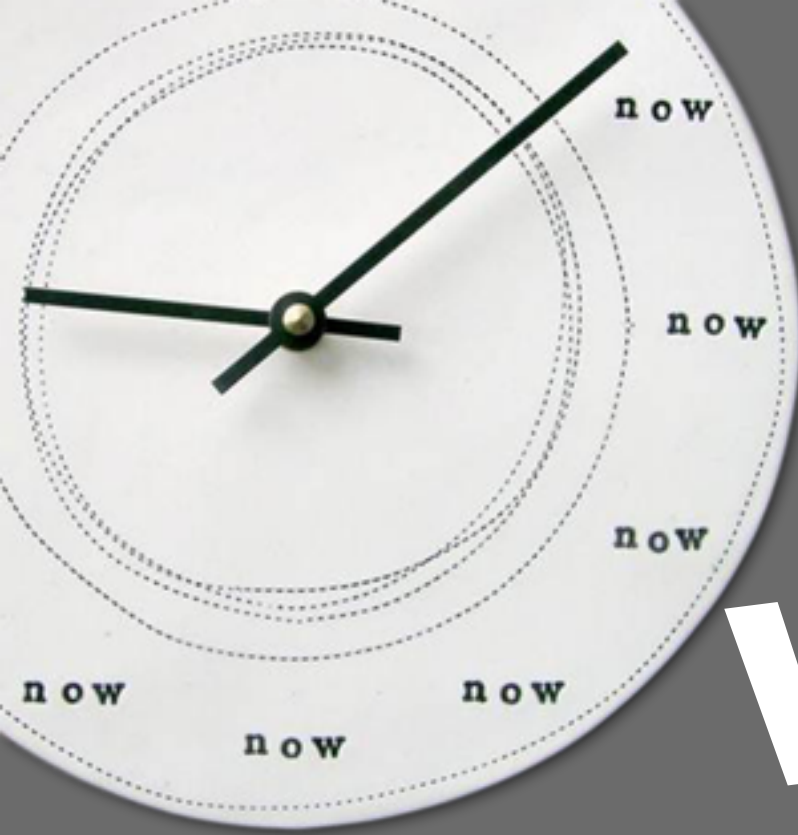
benefits beyond personal happiness, as prosocial behavior predicts academic achievement and social acceptance in adolescents [16]. The dearth of work on enhancing happiness and prosociality in youth, coupled with evidence of their many benefits, highlights the

Examples of Responses

- ACT OF KINDNESS
 - Gave a friend a nice snack
 - Hugged Vanessa
 - I listened to people who have trouble
 - Moving a piano
 - I gave a snack away without anyone knowing
 - Holding the door open
 - Helping my little brother
 - Cleaning toilets
- WHEREABOUTS
 - Grandpa's
 - Library
 - 20th & Dunbar
 - Swings
 - My friend's apartment
 - Fraser River
 - Classroom
 - Bus
 - My house's garden
 - Children's festival



**Can random assignment to volunteering reduce
cardiovascular risk in teens?**



WHAT TO DO NOW?

PART 4: STRATEGIES FOR PUTTING SEL INTO ACTION

Practical resources for promoting social and emotional learning in students

Dalai Lama Center – “Heart-Mind online”

<http://www.heartmindonline.org/>

Collaborative for Academic, Social, and Emotional Learning

www.casel.org

Edutopia

<http://www.edutopia.org>

SEL School (Great Teachers and Leaders)

<http://www.gtlcenter.org/sel-school>

Social and Emotional Learning Resource Finder (UBC)

<http://www.selresources.com/sel-resources/>

Greater Good Science Center

<http://greatergood.berkeley.edu/>



**SEL Strategy#1: To reach
the students, CARE FOR
Educators**

FOR WELL STUDENTS WE NEED WELL TEACHERS

**Teacher at the beginning
of the school year**



**Teacher at the end
of the school year**



Teaching is one of the most stressful of all professions!

46% of teachers report high daily stress during the school year.* That's tied with nurses for the highest rate among all occupational groups.



*Gallup. (2014). *State of America's Schools: A Path to Winning Again in Education*. (Washington, DC: Gallup).

First...



Then...



<http://www.CARE4Teachers.com>

- Cultivating
- Awareness
- Resilience in
- Education



GARRISON INSTITUTE



SEL Strategy#2: PROMOTE POSITIVE RELATIONSHIPS

The quality of a person's relationships and social interactions shapes their development and health, both of the body and of the brain.



"Students don't care how much
you know until they know how
much you care."

KEY MESSAGES:

Find something that you like
about every student.

Lead with compassion.



1

Actively listen to children.

5 ways to show
you care
(The Greater Good)

2

Get to know your children and the lives they live.

4

Reflect on your own experiences with care.

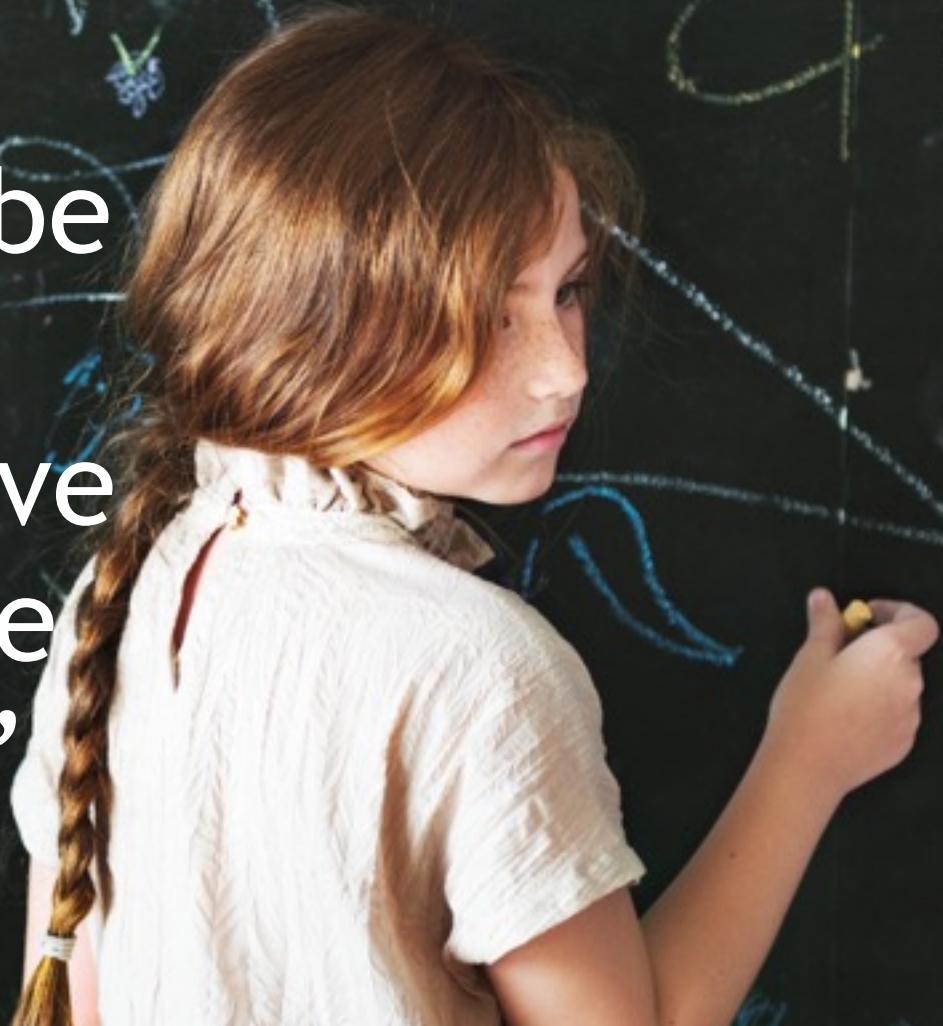
3

Ask children for their feedback.

5

Use a compassionate approach to discipline.

“Recognize that if educators are to effectively relate to students, they must be empathic, always attempting to perceive the world through the eyes of the student.”



Brief intervention to encourage empathic discipline cuts suspension rates in half among adolescents

Jason A. Okonofua^{a,1}, David Paunesku^a, and Gregory M. Walton^a

^aDepartment of Psychology, Stanford University, Stanford, CA 94305

Edited by Susan T. Fiske, Princeton University, Princeton, NJ, and approved March 18, 2016 (received for review December 1, 2015)

Growing suspension rates predict major negative life outcomes, including adult incarceration and unemployment. Experiment 1 tested whether teachers ($n = 39$) could be encouraged to adopt an empathic rather than punitive mindset about discipline—to value students' perspectives and sustain positive relationships while encouraging better behavior. Experiment 2 tested whether an empathic response to misbehavior would sustain students' ($n = 302$) respect for teachers and motivation to behave well in class. These hypotheses were confirmed. Finally, a randomized field experiment tested a brief, online intervention to encourage teachers to adopt an empathic mindset about discipline. Evaluated at five middle schools in three districts ($N_{\text{teachers}} = 31$; $N_{\text{students}} = 1,682$), this intervention halved year-long student suspension rates from 9.6% to 4.8%. It also bolstered respect the most at-risk students, previously suspended students, perceived from teachers. Teachers' mindsets about discipline directly affect the quality of teacher–student relationships and student suspensions and, moreover, can be changed through scalable intervention.

teacher–student relationships | empathy | respect | school suspensions | discipline

Removal from mainstream education settings for discipline problems denies children opportunities to learn and thus predicts major negative life outcomes such as adult unemployment and incarceration (1). However, in the United States, the number of students suspended for misbehavior nearly tripled

may give rise to a self-perpetuating cycle of punishment and misbehavior (12).

Three experiments tested whether teachers can be encouraged to adopt an empathic mindset about discipline and examined its impact on students. This mindset prioritizes valuing and understanding students' experiences and negative feelings that give rise to misbehavior, sustaining positive relationships with misbehaving students, and working with students within trusting relationships to improve behavior (9). For example, perspective-taking, the cognitive component of empathy, may help teachers understand students' experiences and internal states (13) and thus respond more appropriately to misbehavior (e.g., with greater concern for the needs of the student) (12, 14). Notably, even as many teachers are exposed to a default punitive approach to discipline (5), teachers also have, as a central plank of their profession, the goal to build and sustain positive relationships with students, especially struggling students (15). The existence of this alternative mindset suggests that it may be possible through relatively modest means to encourage a different approach to student misbehavior. We thus test whether an empathic mindset can change teachers' practices, whether this improves students' responses to discipline, and whether encouraging an empathic mindset in teachers can reduce suspension rates among students.

Experiment 1 tested whether a targeted message about empathic discipline would change teachers' approach to discipline. Thirty-nine K–12 teachers ($M_{\text{experience}} = 14$ y) were randomly assigned to an empathic- or a punitive-mindset condition.

Connecting with our Students

What is one way that you make an effort to connect with a student or students?



Characteristics of Caring Teachers

(Wentzel, 1997)

- Students were asked the following questions on a sheet of paper titled “Who Cares?”:
 - List three things that teachers do to show that they care about you.
 - List three things that teachers do to show that they don’t care about you?

A group of students is walking outdoors, likely on a school campus. In the foreground, a student on the left wears a grey hoodie and jeans, carrying a blue folder. Next to them, a student wears a grey hoodie with a colorful polka-dot backpack. In the center, a student in a blue t-shirt with a 'CHALLENGE' graphic looks forward. To the right, a student in a white and green long-sleeved shirt carries a red folder. The background shows other students and a building with a 'SCHOOL' sign. The text 'SEL Strategy #3: Promote Resiliency' is overlaid in white.

SEL Strategy #3: Promote Resiliency

Promote Students' Well-Being with the 3 C's



Three C's

- Communication
- Consistency
- Choice

SOCIAL AND EMOTIONAL LEARNING REFLECTIONS – CHECK INS

I include SEL reflections to determine how students are doing emotionally at the beginning and end of each day. My check-ins are quick, maybe as simple as sharing an emoji. Or I might do a “Yucks and Yeahs” check-in where students create a drawing, text, audio, or video reflection on a Yuck—something that was hard or they’re worried about—or a Yeah—something they’re excited about.

1

2 X 10 Foundation:

Connect with a student two-minutes a day for ten days straight.

2

Be in Nature: Take learning outside – connect with nature.

3

Gather Together:

Share food and celebrate to build community.

5 Ways Promote **RESILIENCY**

(From Well Ahead)

4

Mindfully Pause:

Pause to take a deep breath and practice mindfulness.

5

Talking Circles:

Sit in a circle and share together.

#4: Promote SEL Activities at Home



Social Emotional Learning at Home

SEL for Parents and Families

What is SEL?



SEL is the process by which children and adults learn and develop knowledge, attitudes and skills to better understand and manage emotions, better set and achieve goals, better able to feel and show empathy for others, better establish and maintain positive relationships, and better make responsible decisions. These are the 5 pillars of the CASEL wheel (Collaborative for Academic, Social and Emotional Learning).

How do you practise SEL at home with your child?

- **Self-Awareness** - take time to talk about feelings with your children everyday. Name your own feelings and ask them to name theirs too
- **Self-Management** - teach and model positive ways to manage stress, disappointment and anger
- **Social Awareness** - use story to help develop what your children might do or feel in scenarios of the characters in the story
- **Relationship Skills** - help your children resolve conflicts by asking them to express through questioning, ie) "What do you think they might feel if you?"
- **Responsible Decision-Making** - talk about consequences by asking your child to think about "what happens if you did?"

Stay tuned... Each volume of *Social Emotional Learning at Home* will focus in more depth, each of the 5 pillars.

The Richmond School District is the best place to learn and lead



Get outside at least once a day for at least 30 minutes. If you're concerned of contact, try first thing in the morning or later in the evening, or less travelled streets. It's amazing how much fresh air can do for spirits.



Dress for the social life you want, not the social life you have. Get showered and dressed. Take the time to do a bath or facial. Put on some bright colours. It is amazing how our dress can impact our mood.

Jigsaw Puzzling...

This is a great and therapeutic activity for the whole family. Keep an age-appropriate jigsaw puzzle on a coffee table for anyone to add on as they pass through the room.



Reach out to others, you guessed it, at least once daily for thirty minutes. Try to do FaceTime, Skype, phone calls, texting—connect with other people to seek and provide support. Don't forget to do this for your children as well. Set up virtual playdates with friends daily via FaceTime, Facebook Messenger Kids, Zoom, etc—your kids miss their friends, too!

Public Service Announcement

Parents: What we are being asked to do is not humanly possible. There is a reason we are either a working parent, a stay-at-home parent, or a part-time working parent.

Working, parenting, and teaching are three different jobs that cannot be done at the same time.

It's not hard because you are doing it wrong. It's hard because it's too much. Do the best you can.

When you have to pick, because at some point you will, choose connection. Pick playing a game over arguing about an academic assignment. Pick teaching your child to do laundry rather than feeling frustrated that they aren't helping. Pick laughing, and snuggling, and reminding them that they are safe.

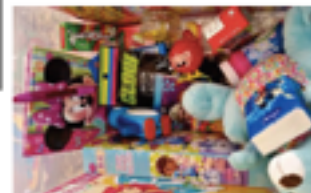
If you are stressed, lower your expectations where you can and virtually reach out for social connection. We are in this together to stay well. That means mentally well, too.

Emily W. King, Ph.D.

Make a Self-Care Toolkit with your Child *-adapted from Elleen Feliciano*

This can look different for every child. A lot of successful self-care strategies involve a sensory component - senses of: touch, taste, sight, hearing, smell, vestibular (movement) and proprioceptive (comforting pressure). Some ideas to include: a soft blanket or stuffed animal for younger child/gravity or weighted blanket for an older child, photos of family vacations, favourite book or sketch/journaling book, candy or gum, and comforting music, etc.

It's great to help your child create their self-care comfort box, which can often be a shoe-box or bin they can decorate. This is evolving so items can be taken out or added anytime.



The Richmond School District is the best place to learn and lead

12 Home Activities that Build Social Emotional Skills

www.thepathway2success.com

Pathway
2 SUCCESS

Play board games and sports



Go on a mindful walk outside



Write in a journal or diary



Practice coping skills, like mindful breathing



Read picture books



Practice mindful coloring

Talk about characters' feelings in a movie



Start an acts of kindness challenge



Organize an area of the house together



Write a self-compliment list



Use conversation starters to share ideas



Play games like "I Spy" and "Simon Says"

www.casel.org



Schools, Families, and Social and Emotional Learning

Ideas and Tools for Working with Parents and Families

Linda Fredericks
Roger Weissberg
Hank Resnik
Eva Patrikakou
Mary Utne O'Brien

Collaborative for Academic, Social,
and Emotional Learning
University of Illinois at Chicago

Mid-Atlantic Regional Educational
Laboratory for Student Success





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[Our Work](#)

[Get Doing](#)

[DONATE](#)

[SHOP](#)

[TRAVEL](#)

[TRACK YOUR IMPACT](#)



**Tools and resources to support learning at
home**

10 Ways to Lift a Mood

1

POUR A CUPPA

"When tea becomes ritual, it takes its place at the heart of our ability to see greatness in small things," novelist Muriel Barbery writes in *The Elegance of the Hedgehog*.

2

TURN UP THE BEATS

Need a happy playlist? [TURN TO PAGE 39](#).

3

CUE THE FUNNY

Laughter releases dopamine, which can lift a mood and reduce stress. Find your favorite comedian on YouTube, search your social feed for cute animal memes. Be on the lookout for laughter.

4

FIND SOME QUIET

You may need to create it! Turn off alerts. Power down for a few minutes – or early in the evening as a break before bed.

5

SEEK THE BEAUTY

In one U.K. study, researchers found that looking at beautiful art increases blood flow to the brain. If you can't get to a gallery, create a digital one on your laptop or phone.

6

PACK A SNACK

Plan ahead when you know you'll be on the go. Eating regularly – especially snacks with fiber, protein and healthy fats – can prevent a dip in blood sugar levels (a.k.a. feeling "hangry").

7

PRESS PAUSE

Request a minute if you need one. Indoors or out, even a short stroll will make a difference. If you have more time, try an Awe walk. [FLIP TO PAGE 150](#) FOR DETAILS.

8

SMELL THE ROSES

Aromatherapy can influence mood. For some, lavender reduces stress. Experiment! Many people get a boost from the fragrance of citrus or peppermint.

9

DISCOVER THE PET EFFECT

Dogs, cats, horses – pets of all kinds – are used in therapy with kids, students, seniors and veterans. Animal lovers will require no more explanation.

10

DO A GOOD DEED

Earlier in these pages, we talked about helper's high and the physical effects helping others have on your sense of well-being. Don't take our word for it, give it a try!

WE WELL- BEING PLAY BOOK

BY LEYSA CERSWELL KIELBURGER



CHAPTER 1

Read the Owner's Manual

Key recommendations for care

17

CHAPTER 2

Be Your Own BFF

Self-compassion is a source of inner strength

CHAPTER 3

Connect

Identify your supporting players and champion communication

CHAPTER 4

Tap Into Your Superpowers

A celebration of gratitude, resilience, altruism and empathy

CHAPTER 5

Feel All the Feels

A user's guide to emotions

Connect

Maintain your community

Relationships and connection are key to well-being.

Unlike hearts, thumbs up and winky faces in texts and social feeds, building community takes work.

"Tending to your relationships is a form of self-care," says Dr. Robert Waldinger, a psychiatry professor who directs the Harvard Study of Adult Development.

No one is immune to loneliness. Encourage yourself to maintain meaningful connections during periods of physical distancing. Try catching up with a friend over FaceTime or Skype rather than a simple text message.

A FEW FRIENDLY SUGGESTIONS

- Instead of a volley of texts, phone a friend or call a loved one.
- Start a virtual book club with friends.
- Create a playlist of your favorite songs and share with friends to brighten their day.

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CHAPTER 6

Flex

107

CHAPTER 7: READ THE OWNER'S MANUAL

Social experiment

OVER TO YOU NOW

Write down four things you could try this month to connect with others while practicing physical distancing.

127

144

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DID YOU KNOW
You can use your smartphone for a voice call? LOL!

In fact, you might want to ... One study of children interacting with their moms noted a release of oxytocin (the love hormone) in the kids who did so in person or by phone. This was not the case for those who connected by text. :(

"The best way to find yourself is to lose yourself in the service of others."

MAHATMA GANDHI

THINK ABOUT HOW YOU WOULD FINISH TODAY, I WILL HELP

P.S. THIS IS A QUESTION YOU MIGHT CONSIDER KEEPING A JOURNAL. CONSIDER WRITING IT DOWN.

When you help others, you help yourself. Next time you need groceries, consider also picking up supplies for an elderly neighbor. By reducing our collective needs, we can protect vulnerable members of our community.

You might even experience "helper's high" — a feeling of energy, inner peace and calm created by a release of endorphins in the brain. The phenomenon was first identified by Allan Luks when he surveyed more than a thousand volunteers on connection between altruism and happiness.

33

Help C

CHAPTER 1: READ THE OWNER'S MANUAL

Recharge

Book some time for yourself

Pull out your calendar or day planner and build in some time to recharge, away from relentless COVID-19 updates on your social media newsfeeds.

Pro tip: Safeguard this time using code words like "deep work" or "exam prep" so that those viewing your calendar respect your time. Switching from "doing mode" to "being mode" is essential in a 24-7 world where it's easy to be busy non-stop and always available.

The upside of downtime?

You'll have more energy and may even be better equipped to respond to stress.

DID YOU KNOW
Just as a recharge renews your phone, downtime refuels your brain and its ability to focus. It also boosts your get-up-and-go! Research shows it fuels productivity, creativity and our highest levels of performance.

A recent study using brain imaging technology revealed that a great deal of meaningful activity occurs in the brain when the mind is at rest.



34

<https://www.we.org/en-CA/get-doing/activities-and-resources/wellbeing/covid-19-toolkit>

SEL Kernel #5: Promote Emotional Literacy

<http://ei.yale.edu/ruler/>



Recognizing emotions in self and others



Understanding the causes and consequences of emotions



Labeling emotions accurately

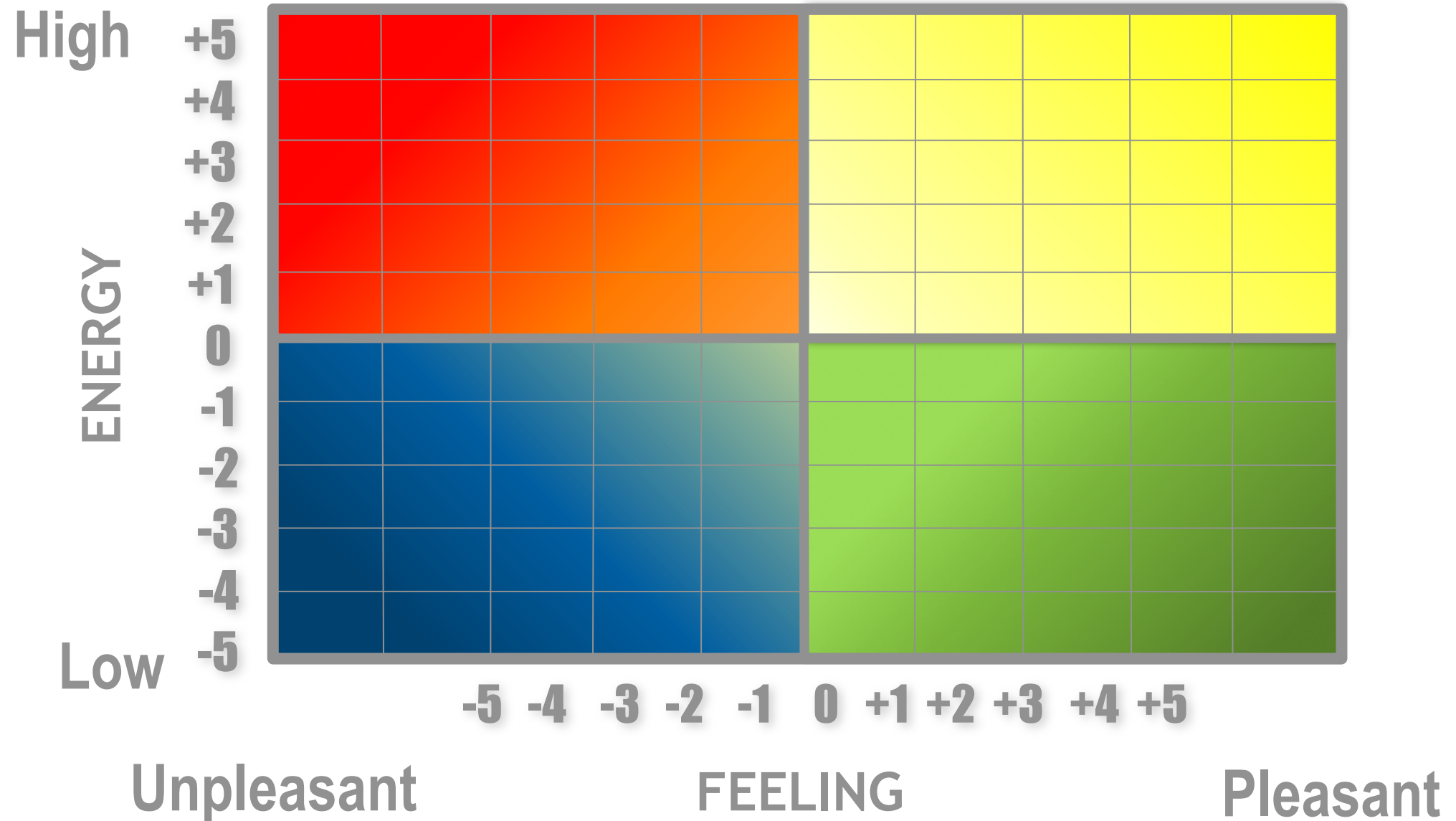


Expressing emotions appropriately

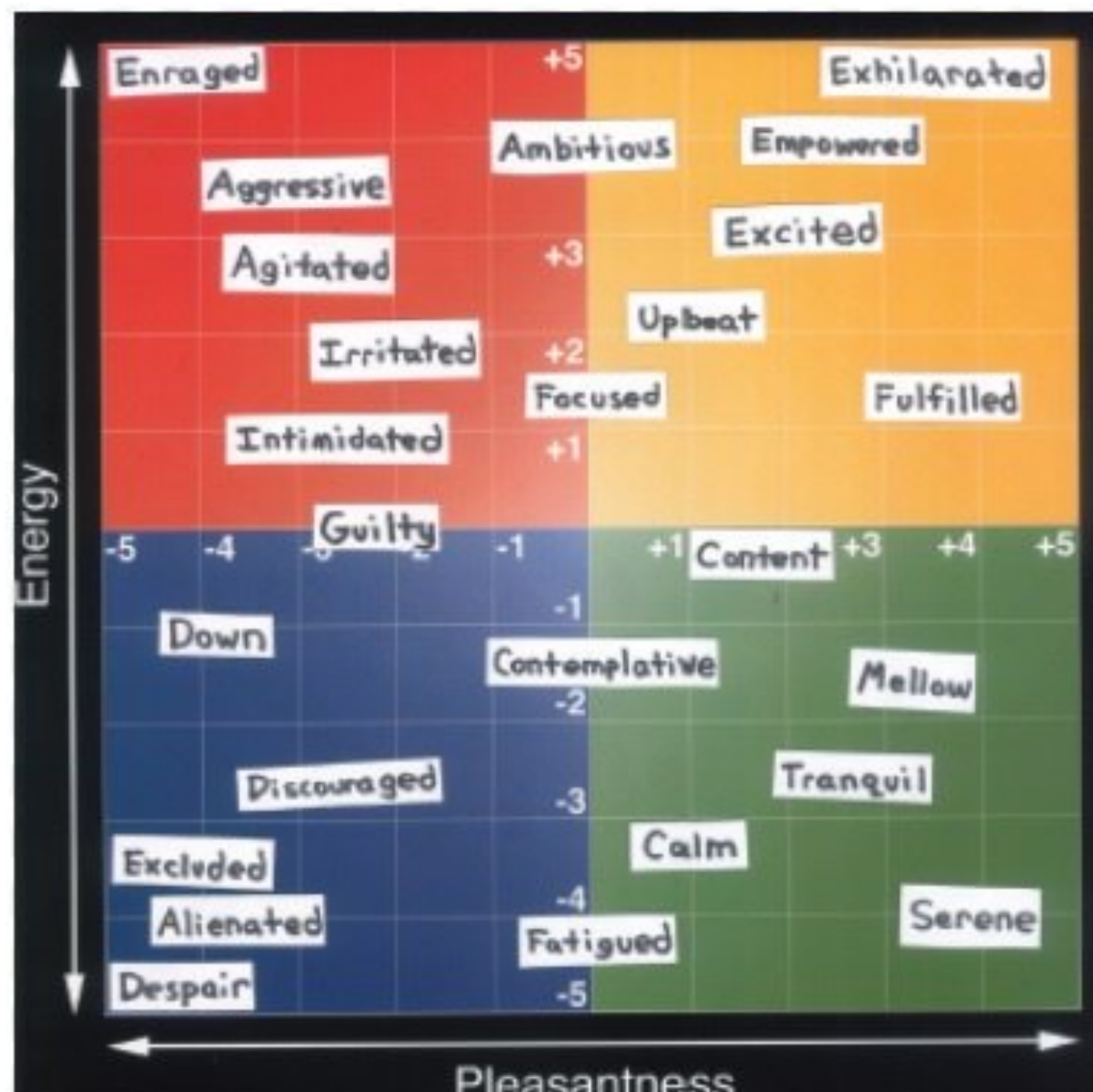


Regulating emotions effectively

THE MOOD METER







SEL Kernel #6: Brain Breaks!



the Optimistic classroom
MINDUP CURRICULUM
Grades PreK-2
Brain-Focused Strategies for Learning—and Living

the Optimistic classroom
THE MINDUP CURRICULUM
Grades 3-5
Brain-Focused Strategies for Learning—and Living

the Optimistic classroom
THE MINDUP CURRICULUM
Grades 6-8
Brain-Focused Strategies for Learning—and Living

MINDUP* Kindergarten to 8th
grade (5 to 14 yrs)

Focused Classrooms • Mindful Learning • Resilient Children
SCHOLASTIC

Focused Classrooms • Mindful Learning • Resilient Students
SCHOLASTIC

Focused Classrooms • Mindful Learning • Resilient Students
SCHOLASTIC

The **HAWN FOUNDATION**

A photograph of three children sitting in a row outdoors, likely in a garden or park, with their eyes closed in a meditative state. The child on the left is a girl with dark hair in a ponytail, wearing a white shirt and red pants. The child in the middle is a girl with dark hair and bangs, wearing a yellow sweatshirt. The child on the right is a boy with curly brown hair, wearing a grey t-shirt. The background is filled with lush green foliage and trees. The text 'THE CORE PRACTICE' is in white, '3x a day' is in blue, and 'the heart of the program' is in green.

THE CORE PRACTICE 3x a day
"the heart of the program"

PAUSE

LISTEN

BREATHE



MINDUP PROGRAM

MINDUP AT HOME

MINDUP LESSONS

ABOUT

DONATE 

A PROGRAM FOR

Empowering children through mindful practice based in neuroscience.

Learn how MindUP can work for you.

START YOUR JOURNEY



For Schools >



For Teachers >



For Families >



MindUP is a CASEL SElect Program

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Library

[ALL](#)[MINDUP AT HOME](#)[NEWS](#)[PUBLICITY](#)[RECOMMENDED READING](#)[MINDUP LESSONS](#)

Brain Break – MindUP at Home

[Read More >](#)

REMEMBER TUCKER TURTLE!



1



STOP!

When you are starting to feel upset or angry.

2



BREATHE!

Take 3 deep breaths inside of your shell.

3



THINK!

What can you do to help solve your problem?

FEELING STRESSED?

STOP!

**Count to 10,
take deep
breaths and try
to calm down.**

THINK!

**Why do you
feel like this?
What has
upset you?**

SHARE!

**Speak to a
person you
trust about the
issue.**

Mindfulness for Teens

Discovering Your Inner Strength



[Mindfulness for Teens Home](#)

[What is Mindfulness, Anyway?](#) ▾

[Youth Voices](#)

[Guided Meditations](#)

[Blog](#)

[Resources](#) ▾

[The Mindful Teen Book](#) ▾

[About Dr. Dzong Vo](#) ▾



Why Mindfulness?

In this 3-minute video, teens share how mindfulness helps them to handle stress by living more in the present moment!

[Watch "Mindfulness: Youth Voices"](#)



Set up a Calm Corner or Peace Place



Teaching in Progress

**SEL Kernel #7: Promote
happiness through
performing acts of kindness**



Promoting Kindness

- **Engage students in activities that help you and others.**
- **Demonstrate caring and kindness through your own actions.**
- **Talk about kindness and the good feelings that arise when doing kind things for others.**



[About WE](#)

[Our Work](#)

[Get Doing](#)

[DONATE](#)

[SHOP](#)

[TRAVEL](#)

[TRACK YOUR IMPACT](#)

A close-up photograph of five diverse children of various ethnicities huddled together and smiling warmly at the camera. The children are wearing casual clothing like t-shirts and overalls. The background is bright and slightly out of focus.

WE Well-being Resources

Translating science into everyday actions

9 Ways to Volunteer While at Home

1. **Start a senior citizen pen pal program**

2. **Clean house for a cause:**

Collect items your family no longer uses-like clothes and toys you've outgrown-and put them aside to donate to a local shelter or service organization when you're able to. Share what you collected online and tag five friends to do the same.

3. **Start an online reading club:**

Connect with teachers and classmates to start a reading club that younger students can take part in too. Older students can pair with younger ones to practice reading via video chat. Or you can even take turns hosting a “virtual story time” to read to a younger class.

4. **Spread joy and gratitude in your community.**

Thank essential service workers and uplift people in your neighborhood by writing positive messages with sidewalk chalk on your driveway or hanging a poster in your window.

5. **Check in on your neighbors.**

Call or leave a note in the mailbox of neighbors who are elderly, have disabilities or might otherwise need help. For example, your family could drop off groceries or other essentials.

Volunteer at home (cont'd)

6. **Start a tutoring network**

Connect with classmates and friends to start a tutor group for younger students at your school to help them with their schoolwork.

7. **Spread positivity online**

Help fill people's newsfeeds with something that makes them smile. Share uplifting quotes and photos on social media, or repost positive news stories.

8. **Create a 'craft for good' club**

Get a group of classmates and friends together to learn how to make a craft, like knitted scarves, that you can donate to a local shelter during their next winter clothing drive. If someone is good at knitting, they can teach everyone, or you can find instructions online to follow together.

9. **Surprise a family member by helping out**

Find opportunities to gift your family with random acts of kindness: Do a load of laundry or offer to cook dinner one night with your siblings.



KINDNESS IN THE CLASSROOM®

FREE K-12 LESSON PLANS

Don't expect kindness in schools—teach it!

Download our FREE K-12 lesson plans, lead a kindness project or form a kindness club. Our curriculum features developmentally appropriate, standards-aligned lessons that teach kids important Social Emotional (SEL) skills.

FREE K-12 LESSON PLANS

EDUCATOR RESOURCES

RESEARCH

OUR APPROACH



SEE Learning

Social, Emotional, and
Ethical Learning

An Initiative for Educating Heart and Mind



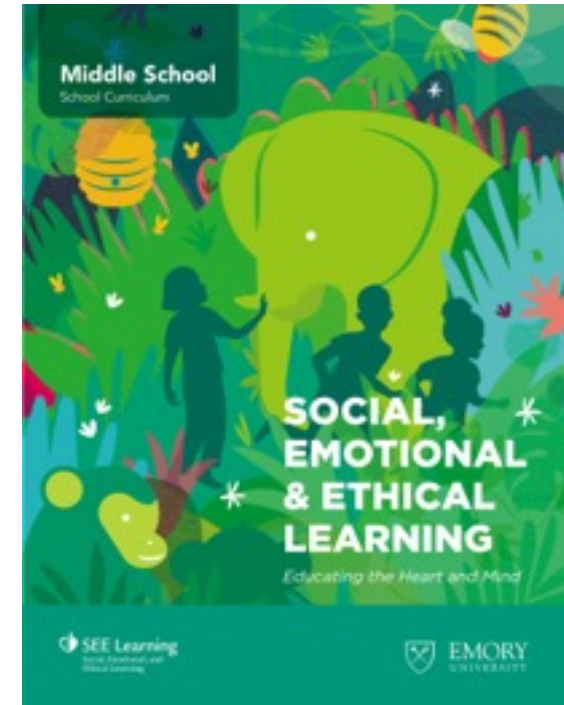
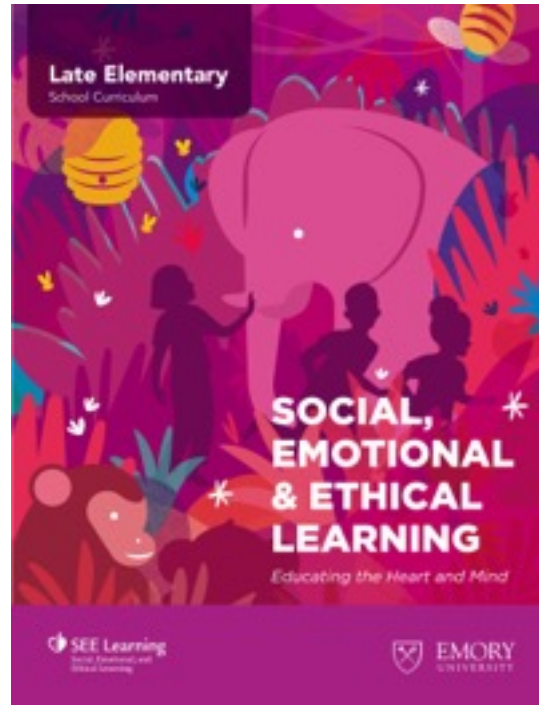
EMORY
UNIVERSITY



A comprehensive framework and curriculum to teach awareness and compassion to children in educational settings across the globe.



The SEE Learning Curriculum



Each level contains about 40 Learning Experiences, each of which takes between 20-40 minutes to complete.

<https://seelearning.emory.edu/>

SEL Strategy #8: The lens of students; Take the time to listen to students about what helps them be resilient



Moving Forward

A person wearing a teal dress and dark shoes is walking away from the camera on a white arrow painted on a dark asphalt surface. The arrow points towards the top of the frame. The person's legs and feet are visible, and they are walking on the arrow. The background is a dark asphalt surface with some dry leaves and debris.

1. What are two actions that you are going to take to promote your own well-being?

2. What are two actions that you are going to take to promote students' SEL?

Questions to consider . . .

1. Is SEL part of your school's strategic plan? Why or why not?
2. In what ways could you improve communication and understanding around SEL in your school?
3. Are you able to document the impact or return on investment for SEL in your school?

“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.”

Margaret Mead

A black and white photograph of a group of children, likely in a classroom or at a community event. In the foreground, a young boy with a wide smile is looking towards the camera. Behind him, another child is also smiling. To the right, a girl is visible, also smiling. Several arms are raised in the air, suggesting an interactive activity or a question-and-answer session. The word "Questions" is overlaid in white text on a semi-transparent dark band across the middle of the image.

Questions

A close-up photograph of a person's hands holding a small, bright red heart. The person is wearing a blue and white horizontally striped long-sleeved shirt. The hands are positioned in the center of the frame, with the fingers gently cupping the heart. The background is a blurred continuation of the striped shirt.

THANK YOU