

Galway Academic Stakeholders Committee

2022-2023 School Year



Mission

The mission of the Academic Stakeholder Committee is to improve educational opportunities and to strengthen the relationship between the school and community as informed advisors to the Board of Education. Members should believe in, value, and be committed to: success for all students; collaboration with all stakeholders; high expectations for all; and continuous improvement using evidence



Joseph Henry Elementary School Halloween Parade



District Social Emotional Curriculum *RULER*

MOOD METER

How are you feeling?



The RULER program helps adults and students to:

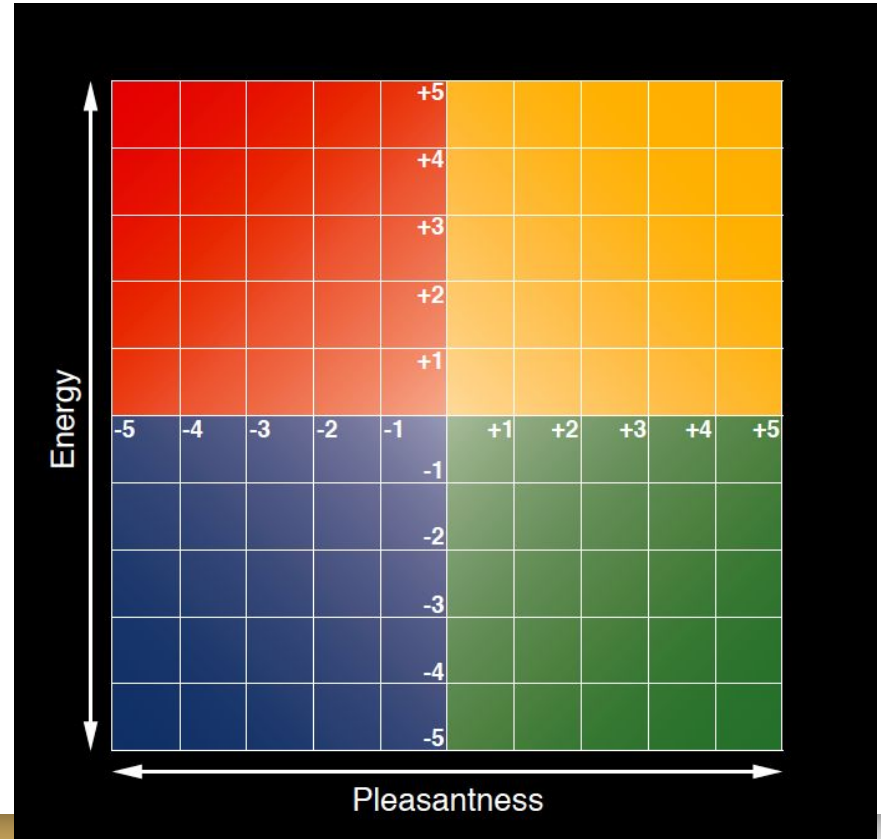
Recognize Emotions

Understand Emotions

Label Emotions

Express Emotions

Regulate Emotions



Enraged	Furious	Frustrated	Shocked	M	Hyper	Lively	Motivated	Ecstatic
Livid	Frightened	Angry	Restless	O	Energized	Cheerful	Inspired	Excited
Fuming	Anxious	Worried	Annoyed	O	Enthusiastic	Happy	Optimistic	Thrilled
Repulsed	Troubled	Concerned	Peeved	D	Pleasant	Joyful	Proud	Blissful
M	O	O	D	M	E	T	E	R
Disgusted	Disappointed	Glum	Sad	E	At Ease	Content	Loving	Fulfilled
Pessimistic	Lonely	Mopey	Bored	T	Relaxed	Secure	Chill	Grateful
Embarrassed	Depressed	Discouraged	Tired	E	Calm	Mellow	Satisfied	Carefree
Despair	Hopeless	Miserable	Exhausted	R	Relieved	Peaceful	Tranquil	Serene

Why are Emotions Important?

Emotions influence our ability to:

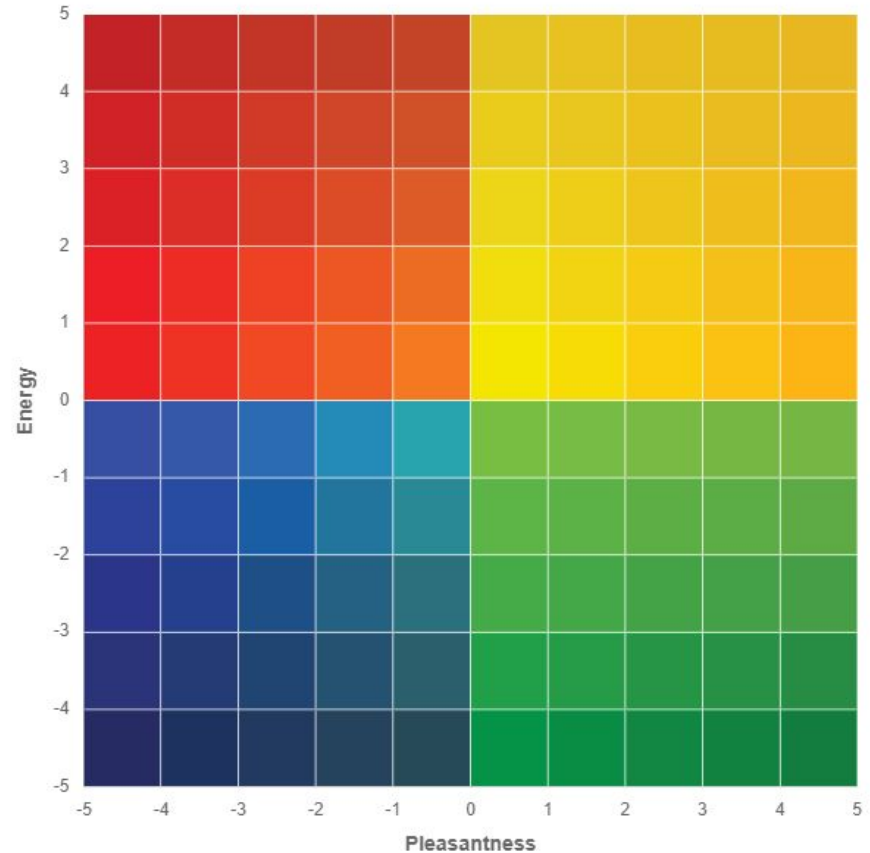
1. Pay attention, learn, and remember
2. Make sound decisions
3. Maintain healthy relationships
4. Care for our wellbeing

The RULER Tools of Emotional Intelligence

<u>The Charter</u>	<u>The Mood Meter</u>	<u>The Meta Moment</u>	<u>The Blueprint</u>
Represents agreed-upon norms for how everyone in a school, classroom, or other environment want to feel. The Charter also explains what needs to happen or change to build and sustain positive emotional climates.	A visual guide to help individuals to accurately analyze and “plot” their feelings. The Mood Meter develops skills in recognizing and labeling emotions, which can be further developed into understanding, expressing, and regulating emotions.	A process for responding to emotional triggers in ways that align with one’s best self. The goal is to shift from automatic, unhelpful reactions to strategic, effective responses.	A problem-solving tool for working with interpersonal conflicts. The Blueprint can be used independently or collaboratively to enhance empathy and identify effective solutions for past, real-time, or anticipated conflicts.

The Mood Meter

- The Mood Meter helps us to recognize and label our emotions at any given moment. We can “plot” our emotions by asking ourselves how pleasant we’re feeling, then considering our energy level.
- This tool consists of two axes. The horizontal x-axis measures pleasantness, from -5 (the most unpleasant you’ve ever felt) to +5 (the most pleasant you’ve ever felt). The vertical y-axis measures energy, from -5 (extremely low energy) to +5 (the most energetic you’ve ever felt).



The Value of the Charter

- Researchers at the Yale Center for Emotional Intelligence asked over 22,000 high school students one simple question: “How do you feel in school?”
- Nearly 75% of surveyed students responded with unpleasant emotions. The three most common responses were:
 - Tired
 - Stressed
 - Bored
- Students who reported feeling bored said they experience this feeling 70% of the time that they’re in school, while students who reported feeling stressed shared that they feel this way 80% of the time.

The Value of the Charter

- Researchers then asked students a different question: “How do you want to feel in school?”
 - Students responded with words like excited, respected, safe, connected, and energized – the opposite of how they reported feeling.
 - The top answer for how students wanted to feel in school was simple: happy.
- However, students weren’t the only ones feeling unpleasant emotions at school.

Elementary

Embedded RULER lessons and practices in the classrooms daily.



PreKindergarten	Students are introduced to a series of Feeling Words units, which are connected to storytelling, creating personal connections, and identifying feelings in children's daily lives.
Kindergarten	Students are introduced to the four RULER tools and begin their exploration of the four basic emotions.
Grade 1	Students explore how emotions differ and how feelings can be organized into families.
Grade 2	Students focus on the influence their actions have on their own and others' emotions through empathy and perspective taking.
Grade 3	Students brainstorm and choose appropriate regulation strategies that align with their best selves.
Grade 4	Students explore ways to help everyone in their community feel safe across differences.
Grade 5	Students consider the diversity and unique relationships that comprise their community.

Jr/Sr High School

Period Times	Oct. 26 <i>Alternate period schedule</i>	Nov. 30 <i>Alternate period schedule</i>	Dec. 21 <i>Alternate period schedule</i>	Jan. 18 <i>Alternate period schedule</i>	Feb. 15 <i>Alternate period schedule</i>	March 22 <i>Alternate period schedule</i>	April 19 <i>Alternate period schedule</i>	May 24 <i>Alternate period schedule</i>	June 7 <i>Alternate period schedule</i>
1: 7:55-8:43	1	1	1	1	1	2	1	1	1
2: 8:46-9:27	2	2	2	2	2	3	3	2	2
3: 9:30-10:11	3	3	3	3	3	4	4	4	3
4: 10:14-10:55 (Ruler Lesson during this time)	4	4	4	4	4	4	4	4	4
5 (HS): 10:58-11:39	5	4	4	4	4	5	5	5	5
Lunch A 11:00-11:30									
5 (JH) 11:30-12:10	5	4	4	4	4	5	5	5	5



Topics to be Covered

Nov 30 Lesson #9–Revisiting the Charter

Dec 21: Lesson #27– Intro to Motivation

Jan18: Lesson #31–Emotions and Learning

Feb 15: Lesson #34– Blueprint Negative Self Talk

March 22: Lesson #13– Intro to the Meta Moment

April 19: Lesson #15– Seeing Your Best Self

May 24: Lesson # 17– Exploring Empathy

June 7: Lesson #36– Managing Stress



Community Outreach

- Jr/Sr HS Groups that already have community service embedded
- What does the community need? (Elderly community members)
- How can we get students involved?

Thank you!

Next Meeting January 9

