

School Practitioner Community of Practice

(A network for sharing & exchange)

December 5, 2018

Topic for discussion

Does holiday giving strengthen social-emotional development?

Learning from the field

>How to Help Kids Learn to Love Giving

>Fit giving to pressing needs

Where do you stand with respect to

using holiday giving to strengthen social-emotional development?

Links to a few other relevant resources & other topics of concern

Note: Go to <http://smhp.psych.ucla> for links to other Center resources including

>Upcoming initiatives, conferences & workshops

>Calls for grant proposals, presentations, and papers

>Training and job opportunities

>Upcoming webcasts & other professional development opportunities

This resource is from the

Center for MH in Schools & Student/Learning Supports, UCLA

Given shrinking education budgets, we have been asked to increase our outreach to make our free resources more available (e.g., for planning, professional development, etc.).

So please feel free to share with anyone you think might benefit (e.g., forward our resources to individuals and share on listservs and websites).

For those who have been forwarded this and want to receive resources directly, send an email to Ltaylor@ucla.edu

For previous postings of community of practice discussions, see <http://smhp.psych.ucla.edu/practitioner.htm>

Topic for Discussion –

Does holiday giving strengthen social emotional development?

From the Greater Good Science Center at the University of California, Berkeley
https://ggsc.berkeley.edu/who_we_serve/educators

“...Research suggests that developing students’ social and emotional intelligence improves their academic achievement and overall well-being. ...Cultivating positive qualities such as compassion, gratitude, and mindfulness will lead to a wider transformation, as children mature into young adults who place care, empathy, and social connection at the center of their lives and society. The seeds of these qualities are present from early in life; we often just need to nurture them.

One of the most important factors is a caring teacher, who can model these qualities and weave them into classroom lessons. Indeed, one of the keys to successfully implementing social-emotional learning (SEL) programs in schools is the degree to which teachers and school leaders understand the value of SEL and develop their own social and emotional intelligence...”

Learning from the field

>How to Help Kids Learn to Love Giving

As students across the country engage in holiday giving, here are some ideas for applying understanding about social-emotional learning and keeping the spirit of helping others going all year long.

From: *How to Help Kids Learn to Love Giving: Five science-based strategies for the holidays (and the rest of the year)*. https://greatergood.berkeley.edu/article/item/how_to_help_kids_learn_to_love_giving

“During the holidays, opportunities abound to help kids understand why and how to help people in need, with food drives proliferating and countless organizations making pitches for end-of-year donations.

And there’s scientific evidence that kids should be receptive to those messages: Research suggests that they have a deeply rooted instinct to share and to help others, from the time they’re very young—one study even found that toddlers enjoy giving to others more than they like getting treats for themselves. Kids, it seems, have a strong, natural drive to be kind and generous....

While research on this topic is far from complete, there are science-based strategies for nurturing kids’ altruistic instincts around the holidays and all year round..

1. *Be a role model—and explain why you do what you do.* Research stretching back decades has found that kids have at least one parent who models that behavior for them...

2. *Help them understand the need.* For kids to feel compelled to help others, first they have to recognize that their help is actually needed. Tap into kids’ strong propensity for empathy—evident in the earliest stages of life—which enables them to pick up on the emotions and needs of others. Studies suggest that kids are more likely to help people in need when they try to see the world through their eyes or identify things they have in common. A personal, human connection to someone makes that person’s needs feel more real, harder to ignore, and thus motivates us to alleviate his or her suffering....Rather than shying away from a person in need, parents can gently encourage their kids to think about that person’s history and experiences. They can look for ways to interact with the people they’re helping....

3. *Help them see the impact.* A significant finding from studies of adults is that they’ll derive greater happiness from their generosity—and thus be more motivated to give again—if they’re able to see the impact it has on others....

4. *Make it part of who they are.* Recent research suggests that when people give away something that has greater personal meaning or significance to themselves, they actually feel more committed to the cause they’re supporting and are more likely to keep supporting that cause down the line. ...

5. *Give them choice.* Decades of research has found that when people are forced to do something kind for others, or even subtly coerced to do it through an external reward, they’ll see themselves as less altruistic and thus feel less motivated to help others in the long run. Instead, studies by Netta Weinstein and Richard Ryan, among others, have

found that people feel happier after performing kind, helpful—or ‘prosocial’—acts only when those acts are voluntary and self-directed; when they feel pressured to help, they feel worse.

It’s important to keep in mind that there are different forms of giving: volunteering one’s time, donating money or goods, lending one’s talents to a cause. Not only are some more appropriate for different ages, but some are also more appropriate for different kids. Giving kids the freedom to choose what feels like the best fit for them will increase the odds that they’ll feel good about their generosity and stick with it....”

>Fit giving to pressing needs

From: Enough random donations

<https://patch.com/california/pacificpalisades/enough-random-donations-la-firefighters-implore>

“One lesson to take away from the catastrophic Woolsey fire is that the people of Los Angeles County have big hearts. **Maybe too big.**

On Tuesday, the Los Angeles City Fire Department issued an unusual plea: *Lay off the donations.* Firehouses across the region have been beset with random, well-meaning gifts. Thousands of pounds in donations including water, energy drinks, blankets and chapstick have turned up at station houses, and it’s gotten to the point where firefighters don’t know what to do with them. The piled up goods are actually causing problems for the department. ... For caring souls looking for a way to help their neighbors get through this devastation, there are nonprofit groups in need of donations to help the fire victims.”

**Where do you stand with respect to
using holiday giving to strengthen social-emotional development?**

**Share with us whatever you want about this
or other related matters!!**

Send your responses to Ltaylor@ucla.edu

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Links to a few other relevant resources & other topics of concern

>Holiday Lesson: **Giving not Getting** https://www.educationworld.com/a_lesson/lesson/lesson292.shtml

>Holiday Giving Project of Montgomery County

https://www.montgomeryschoolsmd.org/uploadedFiles/schools/northwoodhs/counseling/HGP_brochure_p1.pdf

>Building Partnerships in Support of Where, When, & How Learning Happens

<https://www.aspeninstitute.org/publications/building-partnerships-in-support-of-where-when-how-learning-happens/>

>Transition Practices into Kindergarten and the Barriers Teachers Encounter

https://link.springer.com/chapter/10.1007/978-3-319-90200-5_11

>Partner Build Grow: An Action Guide for Sustaining Child Development and Prevention

Approaches <http://actionguide.healthinschools.org>

>An Educating Neighborhood

<https://resources.depaul.edu/abcd-institute/publications/publications-by-topic/Documents/AnEducatingNeighborhoodv.5.pdf>

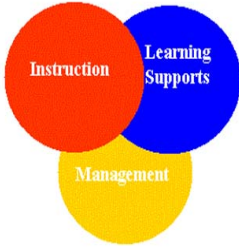
>Creating and Sustaining a Positive and Communal School Climate: Contemporary Research,

Present Obstacles, and Future Directions <https://www.ncjrs.gov/pdffiles1/nij/250209.pdf>

>How Do Principals Influence Student Achievement?

<https://consortium.uchicago.edu/sites/default/files/publications/Leadership%20Snapshot-Mar2018-Consortium.pdf>

For information about the



National Initiative for Transforming Student and Learning Supports

go to <http://smhp.psych.ucla.edu/newinitiative.html>

Equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to enabling equity of opportunity, promoting whole child development, and enhancing school climate.

THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS RESOURCE BECOMES!

For new sign-ups – email Ltaylor@ucla.edu

Also send resources ideas, requests, comments, and experiences for sharing.

We post a broad range of issues and responses to the *Net Exchange*

on our website at <http://smhp.psych.ucla.edu/newnetexchange.htm>

and on *Facebook* (access from the Center's home page <http://smhp.psych.ucla.edu/>)