**Learning Theory Carnival**

Monday, July 22

7:15-9:15 pm

**PROTOCOL**

**BOOTH Two**

**Meta-Affective Learning**

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| **Learning GOAL:**  **Participants increase their knowledge of the food deserts, place and meta-affective and social emotional learning by reflecting on their affective skills with peers** | |
| **Directions**   1. **Choose a partner and discuss your current knowledge and thinking about social emotional learning.** 2. **Watch the Clint Smith’s rap about his students and pay attention to your own feelings as you watch the video.** [**https://www.youtube.com/watch?v=saREW\_BfxwY**](https://www.youtube.com/watch?v=saREW_BfxwY) 3. **With you partner, reflect on the following**    1. **Your own feelings and emotions as you watched the video**    2. **New understandings about food deserts, the importance of place, and the relationship between place, food and health**    3. **How your feelings and emotions contributed to your learning**   **Each partner has two minutes to present their thinking and the switch. For this conversation use Appreciative Listening strategies:**   * 1. **Face each other**   2. **As your partner is talking don’t interrupt**   3. **Maintain eye contact**   **Take two minutes to discuss the relationship between emotion and learning that took place as you watched the video and debriefed.**   1. **To debrief, use the model below to talk about the elements of SEL that are present in this activity and how your learning was supported by a peer.** 2. **STAMP/GIVE STICKER (?) the CARNIVAL BOOKLET** | |
| **Activities**   1. **The group divides into pairs and activates prior knowledge of SEL and affective learning.** 2. **Each pair watches the video about food deserts and place.** 3. **Pairs discuss the relationship between emotions and what they learned about food deserts and place.** 4. **Group uses visual to discuss elements of social emotional learning and how those elements played out in their experience.** | **Materials**   * **Poster of SEL model from CASEL** * **Computer to play video** |

