



SOCIAL EMOTIONAL LEARNING WITH SPLATS

At Unruly, our core values are play and exploration. We are always thinking of ways to make learning meaningful and playtime memorable. At the end of every activity, we like to ask students:

1. "Did you have fun?"
2. "Did you learn something?"

If the answer to either is "No," then the next step is to figure out what got in the way. Some issues can be resolved over time with accommodations and practice. Often, however, when building and playing games in groups, you may find that many of the barriers to learning and fun can be traced back to foundational gaps in Social Emotional Learning (SEL).

Since organic play naturally involves many critical components of SEL, we believe Unruly Splats to be an excellent vehicle for exploring complex social concepts. If you're currently using Splats in the classroom, you'll notice students persevering through difficult problems, resolving conflicts, and working collaboratively to achieve goals. On the other hand, you might also notice students having difficulties self-monitoring, becoming frustrated, arguing with classmates, or fighting over materials.

We realize these challenges can get in the way of learning, but we also see them as great opportunities to grow classroom community. Though our activities are often STEM-focused and project-based, we believe it is so important to recognize SEL challenges. There is great power in pausing, reflecting, and persevering in order to start again with fresh perspectives. In other words, don't be afraid to stop an activity and try again another day! Some programs come together in a snap, and some are best enjoyed over time and with the right mindset.

Using the CASEL framework as a guide, we've created an activity pack that helps facilitate conversations around self-management, self-awareness, social awareness, relationship skills, and responsible decision-making. Though we recognize that certain SEL competencies may need intentional focus, we believe Splats can be a great way to get the conversation started in impactful and authentic ways.

To learn more about how we are addressing SEL needs in the classroom, please see our CASEL reference guide below and check out our [Social Emotional Learning with Splats](#) activity pack!

CASEL REFERENCE GUIDE

CASEL CORE COMPETENCIES	UNRULY PROCESS
<p>SELF-AWARENESS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying emotions <input type="checkbox"/> Accurate self-perception <input type="checkbox"/> Self-confidence <input type="checkbox"/> Self-efficacy 	<p>When coding alone or with partners, students must tackle the code confidently. They need to be efficient with their time and keep track of their process to avoid making the same mistakes.</p> <p>This process can be very frustrating, so students need to identify their emotions in order to appropriately respond.</p> <p>STUDENTS SHOULD ASK THEMSELVES:</p> <ul style="list-style-type: none"> ▪ What do I know how to do? ▪ How much can I handle on my own? ▪ Do I want help, or do I need help? ▪ If I need help, how should I ask for help? ▪ Should I take a break if I am getting frustrated? ▪ What is the appropriate way/amount of time to take a break?
<p>SELF-MANAGEMENT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Impulse control <input type="checkbox"/> Stress management <input type="checkbox"/> Self-discipline <input type="checkbox"/> Intrinsic motivation <input type="checkbox"/> Goal-setting, organizational skills 	<p>Splats are made to be stomped on, poked, pushed, slapped—you name it, it can endure it! This doesn't mean that every student gets to play with the Splats at once. Students need to exercise not just their minds and bodies, but their self-discipline and impulse control.</p> <p>STUDENTS SHOULD ASK THEMSELVES:</p> <ul style="list-style-type: none"> ▪ What is my goal or job? ▪ Do I know how to start? ▪ Am I using my time wisely? ▪ Am I "stuck" on a problem? If so, should I move on and come back to it later? ▪ Am I using the materials as tools and not toys?

<p>SOCIAL AWARENESS:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ability to see other’s perspectives <input type="checkbox"/> Empathy <input type="checkbox"/> Appreciating diversity <input type="checkbox"/> Respectfulness 	<p>When it comes to Splats, the more the merrier! Our activities often encourage partners or teams. This means students need to be able to work in diverse groups and understand that everyone has different strengths.</p> <p>STUDENTS SHOULD ASK THEMSELVES:</p> <ul style="list-style-type: none"> ▪ Am I sharing air time and materials? ▪ Am I speaking appropriately and respectfully? ▪ If someone is having a hard time, how can I help? ▪ Even if I’m not working with my friends, can I still have fun?
<p>RELATIONSHIP SKILLS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication <input type="checkbox"/> Social engagement <input type="checkbox"/> Relationship-building <input type="checkbox"/> Teamwork 	<p>Not everyone can win a game, but everyone can still have fun! It’s important to show good sportsmanship so that everyone can learn and enjoy the experience.</p> <p>STUDENTS SHOULD ASK THEMSELVES:</p> <ul style="list-style-type: none"> ▪ Am I doing my part for my team? ▪ Am I listening? If not, what can I fix? ▪ Am I being heard? If not, what can I do? ▪ Am I showing good sportsmanship?
<p>RESPONSIBLE DECISION-MAKING:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying problems <input type="checkbox"/> Analyzing situations <input type="checkbox"/> Solving problems <input type="checkbox"/> Evaluating <input type="checkbox"/> Reflecting 	<p>Conflicts are inevitable when working in a team. Frustration is also inevitable when coding! It’s important to recognize when negative feelings are clouding our judgment. We encourage students to talk through social conflicts using “I” statements to avoid misplacing blame.</p> <p>Likewise, we encourage students to persevere through difficult activities. Some programs, just like relationships, take time!</p> <p>STUDENTS SHOULD ASK THEMSELVES:</p> <ul style="list-style-type: none"> ▪ What’s tricky for me? ▪ What tools are available for help? ▪ Which part of the problem can I work on right now? ▪ If I avoid a problem, does that mean it goes away? ▪ How have I seen other people handle this problem?