INDEX

1. **Welcome to The Jesse Lewis Choose Love Movement™** .......................................................... 3
2. **Fundamental Beginnings: Develop a Plan to Implement the Program** .......................... 4
   a. Create a Choose Love Team of Champions
   b. Monitoring Program Implementation
   c. Decide Where and When Content Will Be Taught
   d. Garner the Support of Staff and Parents
   e. Suggestions to Introduce the Program
3. **Implementation** .................................................................................................................. 7
   a. School Climate
   b. Professional Development
   c. Athletic Coaches and Club Organizers
   d. Parent/Family Relations
   e. Evaluation/Review
4. **Sustaining the Jesse Lewis Choose Love Enrichment Program™ Over Time** .......... 10
   a. Strategies to Keep Interest
   b. Leadership
   c. Documentations
We are so happy that you have downloaded the program and will be implementing the Choose Love Enrichment Program™. The most effective social emotional learning programs are whole-school initiatives. According to a recent Harvard study that explored the connections between SEL skills and positive life outcomes and the efficacy of programs that teach these skills, an effective SEL program involves “all the adults in the building being trained in and familiar with a set of language and practices that they can use in the hallways, in the gym, at recess, in the lunchroom, on the bus – all the times when kids have less structure and are actually engaging in social interactions, when emotions are more likely to come up.” [https://www.gse.harvard.edu/news/uk/16/07/what-makes-sel-work](https://www.gse.harvard.edu/news/uk/16/07/what-makes-sel-work)

With this in mind, we offer the following best practices for administrators, teachers and counselors, as well as all the staff of your school in hopes that they will all see the value in participating in this program at a school-wide level to create a culture of caring and compassion and choosing love.
Once the Choose Love Enrichment Program™ (CLEP) has been adopted by the school it is important to develop a plan to implement the program. Quality implementation begins with supportive educators, school administration and staff members. This section lays out some of the best practices that influence the quality of implementation and sustainability.

Social emotional learning will be most effective when practiced and implemented comprehensively and coherently across key levels of the school—climate and culture, features and structures, and formal and informal practices—as well as when its practice is supported by districts.


Create a Choose Love Team of Champions
A Choose Love Team of Champions is most effective if comprised of educators, administrators, mental health staff, community members, and if possible students. The responsibilities of team members would include program implementation and monitoring the progress of program implementation throughout the year.

Monitoring Program Implementation
The Choose Love Team of Champions can create mechanisms, such as monthly monitoring measures that include real-time feedback, walkthrough observations and reviews of implementation data, that can help to improve implementation if necessary, or resolve problems or obstacles that arise.

Decide Where and When Content Will Be Taught
Where and when to teach these lessons will vary depending on the grade level and the school circumstances. Ideally classroom teachers should teach the lessons, then reinforce them throughout the week. In situations where the classroom teacher is unable to teach the lessons, the lessons can be taught by counselors then reinforced by the teacher. In elementary school, educators may teach lessons during an extended morning or afternoon meeting time, or weave a lesson into a social studies lesson block. Whichever grade level is being taught, the basic best practices are the same. Teach at least one lesson per week, and reinforce that lesson throughout that week. Each grade level is broken into the four units of the Choose Love Formula: Courage, Gratitude, Forgiveness, and Compassion in Action. Each unit has a set of weekly lessons. Scheduling a lesson at the beginning of school week allows you to reinforce the concepts and skills
throughout the week. The lessons are rich with content so in Elementary School it is recommended to not teach more than one new lesson per week. Just like with other subjects, elementary students need an opportunity to practice and reflect on the skills they are learning before adding to them. Allow students time to internalize their new skills. There are 16-20 lessons for the whole program depending on grade level, so the Elementary Program will take 16-20 weeks to teach.

For Middle and High School, we recommend using an advisory or homeroom period as a consistent, available time to incorporate CLEP. Implementing the CLEP during this time can help to intentionally set the Choose Love Formula as the school culture, strengthen the advisory period, and provide SEL skills development for the students. Middle School has a slightly different format and more content than elementary. We created the Middle School Program with the idea that most schools have an advisory/homeroom period that meets daily and is often underutilized. There are lessons for every day of the week if your schedule permits. There are Brain Blasts which are intended to be the overarching lesson to start off the week. The rest of the week there are Power Surges which are shorter blasts of learning to supplement, reinforce and extend the learning. Of course teaching the program in its entirety is optimal but not always feasible. We suggest you teach as many lessons as possible. At the very least, we encourage you to teach all of the Brain Blast lessons and then pepper in as many Power Surges as possible. Pick the Power Surges that best meet the needs of your students and those that you feel would most engage them.

The High School format has 7 lessons for each unit of the program for a total of 28 lessons for the entire program. Again, the intention is to teach one lesson per week so that each unit lasts 7 weeks and the whole program lasts 28 weeks. High School lessons are quick blasts of learning. The learning can be extended to fill the class time and schedule by allowing for more discussion and written reflection. At the High School level, we expect students to take the ball and run with it in terms of lessons springing them into their own creative and thoughtful extensions and applications.

Consistency, just like with other subjects helps the students see the curriculum as an integrated part of their learning, rather than a random side offering. Educators can reinforce the lesson by reteaching a skill twice, utilizing the supplemental material, such as the videos or mindfulness activities provided on the website, or infusing the skills into the content areas such as art, world language or physical education. More specific examples can be found in the Classroom Best Practices.
Garner the Support of the Staff and Parents

The JLCLM recognizes that year in and year out schools face an influx of new initiatives and programs that educators have to incorporate into their daily teaching. This often leads to the attitude, that “this too shall pass.” In order to garner the support of staff and parents, when introducing the CLEP to educators, time should be given for the educators to train, review, prepare and find comfortability in presenting the lessons. If the school is planning to implement the program at the beginning of the school year, introducing the CLEP before the end of the previous school year gives educators that time.

Suggestions to Introduce CLEP:

- The Choose Love Team of Champions presents the history of the Jesse Lewis Choose Love Movement™ and Enrichment Program/SEL objectives at faculty meeting or professional development training.
- The Team of Champions can use the video created by the Jesse Lewis Choose Love Movement™ to introduce the program. This video can be found here. https://youtu.be/Y38hpR3JZg4
- In some schools that team has presented to the educators and students, held workshops for teachers and students, and then had students present the reasons why they believe in the program to their teachers at a faculty meeting.
  Jesse Lewis Choose Love Movement™: South Kingstown High School
  https://www.youtube.com/watch?v=xVKOdXhPAwo
IMPLEMENTATION

“To accomplish great things, we must not only act, but also dream, not only plan, but also believe.”

- Anatole France

School Climate:
When implementing the CLEP you are creating a culture that prioritizes the elements of a Choose Love Culture: Courage, Gratitude, Forgiveness and Compassion in Action. Getting the whole school on board may be a challenge, but students in schools that implemented social emotional learning into their day report stronger relationships with administration, educators, staff and other students. This leads to a caring and respectful environment where students and educators feel valued, supported and safe.

Students who perceive a positive climate in their school demonstrate higher levels of social competence and report fewer personal problems. Positive school climate in middle and high school is associated with academic achievement, decreased absenteeism, and lower rates of suspension. (Thapa et al., 2013)

Suggestions for Creating a Choose Love Climate

- Develop an understanding of the purpose of the CLEP among staff.
- Develop a shared vision of the CLEP for your school.
- Develop intervention strategies and mentors for educators having difficulty implementing the lessons in their advisories/classes.
- Coordinate activities with other school initiatives.
- Throughout the school year, celebrate each individual ingredient of the Choose Love Formula. For instance, if your school is on a quarter schedule, you could focus on Courage-1st quarter, Gratitude-2nd quarter, Forgiveness-3rd quarter, and Compassion in Action- 4th quarter.
- Start a JLCL Student Club.
- Download Posters from the website and post throughout the school.
- Download the Choose Love Action Calendars from the website.
- Post the Choose Love Formula in classrooms.
- Use quotes or Action Steps from the Choose Love Action Calendars for Announcements. Quote lists for each trait are in the Educator Guide.
- Create a Choose Love Library in the classroom and school library. There are book lists for each trait in the Educator Guide with some wonderful books for students that reinforce the themes and lessons.
• Adopt the use of the JLCL Formulas’ vocabulary when speaking to students, colleagues and parents/guardians.
• Invite speakers to address the student body, educators and staff on the topics relating to the ingredients of the JLCL Formula.
• Take part in the SEL Awareness Week held in February.
• Set schoolwide goals and objectives relating to the JLCL Formula.

Professional Development
Professional development is a crucial step that should not be overlooked. The use of trained and experienced SEL coaches could be instituted to assist in professional development and quality implementation. The Choose Love Team of Champions can be key to providing pre-training, ongoing assistance, and keeping lines of communication open between individuals implementing the program and the Team. These are strategies that will increase the likelihood that the CLEP will be successfully implemented.

Athletic Coaches and Club Organizers
Coaches and club organizers must also have the opportunities to become familiar with and to utilize the formula of the CLEP as they not only develop our students as athletes/musicians/club members but also assist our students in the development of their social emotional competence. Such activities are an extension of the classroom, and they are designed to teach our students the values and skills they need to prepare for the future. Remember Champions Choose Love!

Parent/Family Relations
The Jesse Lewis Choose Love Movement™ is built on the premise that the best practices of SEL begin with a partnership between the school and parents/families. Parents/families have many concerns, ideas and insights regarding the needs of their children socially and emotionally. The CLEP will help parent/families develop an understanding of the importance of SEL, which in turn will positively impact our students’ growth and development. In the onset of the CLEP implementation process, the school community has the opportunity to communicate with parents on the strategies they will use to implement the program and encourage parents to work through the Choose Love at Home Program™.

Suggestions for Communication with Parent/Families:
• Send home the parent letter that is located in the Supplementary Resources. This lets parents know that you will be teaching the CLEP and gives some information on SEL and program content. Or you may choose to craft your own version which introduces parents/families to the CLEP.
• Create a section of the Monthly School Newsletter dedicated to the CLEP.
• Inform Parent/Families of Activities via school website/social media.
• Partner with Parent/Teacher Groups to develop discussion forums or book clubs that focus
on the ingredients of The JLCL Formula and other issues relating to the adolescent and social emotional competencies.

- Encourage parents to work through the Choose Love at Home Program™.

**Evaluation/Review**

Implementation of the CLEP is not an “all or nothing” experience, it exists on a continuum. This is one that constantly evolves, as it is a process that involves creating a school culture of Courage, Gratitude, Forgiveness and Compassion in Action. Therefore, the program should be evaluated and reviewed regularly. Utilizing the CLEP pre- and post-surveys, schools can access each student’s level of connection to the school community at beginning, middle and end of school year to acquire data for review. We provide you with a pre and post survey in the Supplemental Material section on the JLCL website for students and educators, as well as a simple scoring guide that can show changes in perceptions in students.
SUSTAINING THE JESSE LEWIS CHOOSE LOVE MOVEMENT™

“Everyone wants to live on top of the mountain, but all the happiness and growth occurs while you’re climbing it.”

- Andy Rooney

Strategies to Keep Interest
- Review the CLEP implementation, procedures and program feedback each year.
- Continue quality improvement by developing ways to continue to meet the needs of the students and educators through appropriate professional development.

Leadership
Turnover in any school system is inevitable, therefore:
- Orient new administrators to the Jesse Lewis Choose Love Movement™ and obtain support for the CLEP.
- Good communication between the Choose Love Team of Champions and new administrators will ensure that leadership transitions will be smoother and easier.
- Provide training, mentoring and professional development for new educators each year.
- Enlist the commitment of Choose Love Team of Champions members for the upcoming year, replace members as needed.

Documentation
Collect, analyze and utilize data to demonstrate effectiveness of the CLEP and improve practices relating to the implementation of the program.