



# Social-Emotional Learning Intervention

TRAINEE'S HANDBOOK

HANDOUTS AND KEY MESSAGES FOR  
SHLS LEADERS AND FACILITATORS

SAFE HEALING AND  
LEARNING SPACES TOOLKIT



**USAID**  
FROM THE AMERICAN PEOPLE



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**For more information about the Safe Healing and Learning Spaces Toolkit**, please contact the IRC at [children@rescue.org](mailto:children@rescue.org). To download the resources in the SHLS Toolkit, please go to [SHLS.rescue.org](http://SHLS.rescue.org)

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#### **DISCLAIMER**

The content and conclusions in the Safe Healing and Learning Spaces Toolkit are those of the authors and do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

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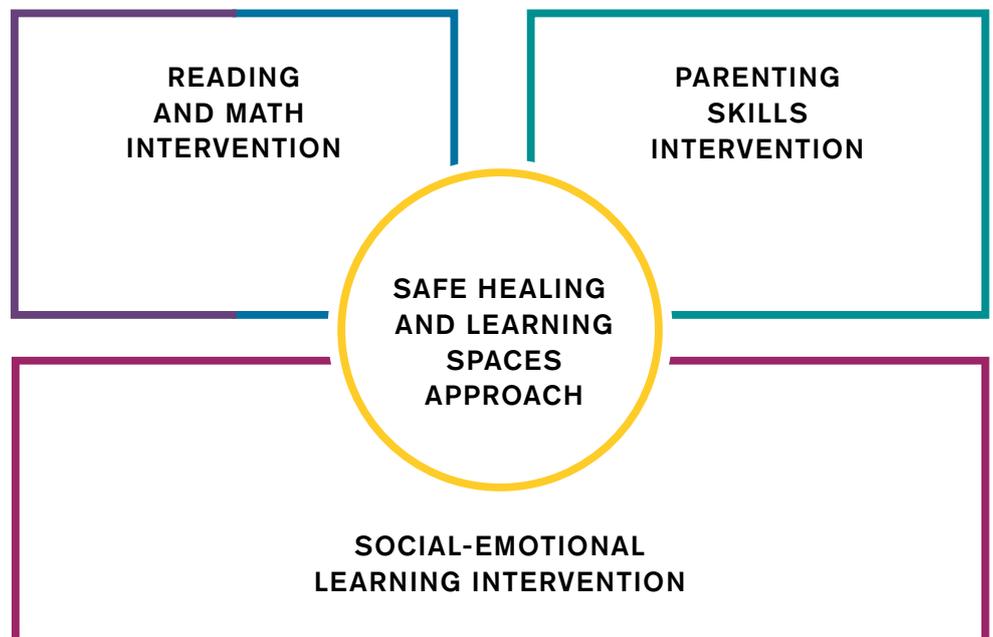
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# Introduction

Welcome to the *Safe Healing and Learning Spaces* Social-Emotional Learning Trainee's Handbook! This resource is to be used by trainees and contains all of the handouts needed for the SEL training. It can also serve as a reference when implementing the SEL Intervention in a Safe Healing and Learning Space (SHLS).

The SEL Intervention is one of the 4 components of the SHLS Toolkit. As illustrated in the diagram below, the SHLS Approach, the Reading and Math Intervention, the Parenting Skills Intervention, and the SEL Intervention are complementary and contribute to the overarching goal, that **children are safe, well and learning in emergencies.**



1

# Handout 1: SEL Training Pre-Test

Name: .....

Affiliation: .....

Position /Job Title: .....

Instructions: Respond to the following questions to the best of your ability.

1. Define social-emotional learning as defined in training (3 points)

.....

2. Match each competency of social-emotional learning with the correct example skill (5 points)

**Competency**

**Example Skills**

1. Brain Building

.....

a. Recognizing and accepting feelings of others, developing empathy, understanding group dynamics

2. Emotion Regulation

.....

b. Applying decision-making skills, developing goal-setting behavior, developing a positive self-identity

3. Positive Social Skills

.....

c. Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner, and use our working memory

4. Conflict Resolution

.....

d. Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies

5. Perseverance

.....

e. Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing and counting



**3.** Match the skill below on the left to an appropriate activity on the right (5 points)

1. Develop listening skills  
.....
2. Manage their own emotions  
.....
3. Create positive peer relationships in class  
.....
4. Prevent or solve conflicts in class  
.....
5. Set and attain class goals  
.....

- a. Do as I say, not as I do /Simon Says; Paired Listening
- b. Develop action plan for achieving goals broken down by steps
- c. Draw “stop, think, act” cartoons
- d. Identifying other people’s feelings in stories; Drawing friends’ characteristics
- e. Matching emotions to faces; Scenarios practicing emotion regulation tactics

**4.** Please choose the correct answer below regarding how you would deal with the following scenario in your classroom (4 points)

*Your class is working on an individual art project where they are all sitting down in their seats drawing a time when they resolved a conflict. One of your children continues to stand up and walk around the room. You ask the child to sit down, but instead the child keeps walking around. The child takes a marker from another table where other children are drawing.*

1. Give the child a worthwhile task, like handing out markers or collecting drawings
2. Ask the child why s/he is not participating, listen to the rationale and develop an appropriate solution, validating the child’s feeling
3. Ask the child to return the marker. Explain to her/him why walking around is distracting to the other children. Ask the child to tell you about a time when s/he resolved a conflict.
4. All of the above
5. None of the above



5. Answer True or False to the following statements. In the row below the statement, explain why you selected "true" or "false" (9 points total)

a. Social-Emotional learning is only taught in the classroom (1 point)

**TRUE** **FALSE**

Reason (1/2 point):

.....  
.....

b. To be most effective, a facilitator should model social and emotional skills (1 point)

**TRUE** **FALSE**

Reason (1/2 point):

.....  
.....

c. During a social-emotional learning lesson, the facilitator should stick to their lesson plan regardless of what is happening with the children (1 point)

**TRUE** **FALSE**

Reason (1/2 point):

.....  
.....

d. Children must completely master one competency before moving on to the next (1 point)

**TRUE** **FALSE**

Reason (1/2 point):

.....  
.....

e. Social-emotional learning should be taught in an active, child-friendly and learner-centered manner (1 point)

**TRUE** **FALSE**

Reason (1/2 point):

.....  
.....

f. Social-emotional learning is only for children (1 point)

**TRUE** **FALSE**

Reason (1/2 point):

.....  
.....



## 2

# Handout 2: Definitions – SEL and 5 Competencies

**Social-Emotional Learning** – the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Component	Definition	Example Skills
<b>Brain Building</b> 	<p>The set of skills that help us focus our attention, remember instructions and concepts, successfully juggle multiple tasks and plan for the short and long term future. This set of skills helps us to filter distractions, set goals, and control impulses.</p>	<p>Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner, and use our working memory.</p>
<b>Emotional Regulation</b> 	<p>The set of skills that allows us to understand our own emotions and manage our feelings a positive manner. It provides us with tools to predict and control our emotions.</p>	<p>Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing and counting.</p>
<b>Positive Social Skills</b> 	<p>The skills which allow us to relate to one another in a positive way, through understanding others' feelings and behavior and responding in a way that promotes positive social interaction and reduces conflict.</p>	<p>Recognizing and accepting feelings of others, developing empathy, understanding group dynamics.</p>
<b>Conflict Resolution Skills</b> 	<p>The skills which help us address any problems and conflicts in a positive manner as they arise. These skills minimize the impact of conflict on the people involved, leading to a positive outcome.</p>	<p>Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies.</p>
<b>Perseverance</b> 	<p>The set of skills that allows us to push through challenges and continue to work towards a realistic goal. These skills develop the recognition that all learning requires persistence by searching for alternative ways to reach a goal and a willingness to ask for support to overcome challenges.</p>	<p>Applying decision-making skills, developing goal-setting behavior, developing a positive self-identity.</p>



# 3

## Handout 3: SEL Competencies

Competency	Skills
<b>Brain Building</b>	Listen actively
	Follow directions
	Focus attention
	Practice cognitive flexibility (ability to switch between or think about multiple concepts simultaneously)
	Control impulses and inhibit inappropriate behaviors and responses (ability to resist a temptation or urge)
	Cultivate working memory (ability to hold and use new and recently stored information)
<b>Emotion Regulation</b>	Identify concept and types of emotions
	Identify one's own emotions
	Identify actions for controlling emotions within local norms
	Manage and control emotions
<b>Positive Social Skills</b>	Recognize, accept, respond to feelings and perspectives of others (empathy)
	Identify the impact of one's actions on others
	Identify external and community strengths and supports
	Recognize /appreciate individual and group similarities and differences
	Apply effective and positive communication skills
	Cooperate and work effectively with others through teamwork
	Develop and maintain positive relationships
<b>Conflict Resolution Skills</b>	Identify problems
	Avoid negative interactions and peer influence, including bullying
	Generate win-win solutions
	Implement conflict resolution behaviours and strategies
	Effectively address conflict among groups
<b>Perseverance</b>	Develop a sense of control
	Organize steps and information in a logical manner
	Set and achieve personal and academic goals
	Apply decision-making skills to deal responsibly with daily academic, social and emotional situations
	Develop positive self-concept/identity and confidence
	Demonstrate self-reflection and improvement
	Develop a sense of hope for the future
	Use patience strategies



# 4

## Handout 4: SEL Scope and Sequence

**Level:** 6–11 years | **Competencies:** Brain Building (BB); Emotion Regulation (ER); Positive Social Skills (PSS); Conflict Resolution (CR); Perseverance (P)

### MINDFULNESS

Mindfulness is addressed in every lesson throughout the SEL Scope and Sequence.

**Objectives:**

Using mindfulness, children should be able to...

- Understand the benefits and use of mindfulness in their lives (BB)
- Demonstrate mindfulness strategies, such as slow breathing, silent sitting, and visualization (BB)

### MODULE 1: INTRODUCTION

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
1	<b>Getting to know one another and the classroom</b>	Brain Building; Positive Social Skills	<ul style="list-style-type: none"> <li>▪ Name their classmates (PSS)</li> <li>▪ Describe the ways that people are similar and different (PSS)</li> <li>▪ Describe themselves using several basic characteristics, abilities and accomplishments (P)</li> <li>▪ Name and execute classroom processes (e.g. how to ask to go to the bathroom, transitioning between activities, etc.) (BB)</li> <li>▪ Demonstrate raising hand and waiting to be called on before speaking (BB)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Name games – ‘Name charade’, ‘Pass the ball’</li> <li>▪ Sharing objects that are important to each student (show and tell)</li> <li>▪ Drawing and sharing pictures of self, likes, achievements</li> <li>▪ Pair and Share introductions</li> <li>▪ Finding classmates with similarities / differences</li> <li>▪ Drawing hands</li> </ul>
2	<b>Classroom norms</b>	Brain Building; Positive Social Skills	<ul style="list-style-type: none"> <li>▪ Listen respectfully (culturally and age appropriate eye contact, nodding, asking clarifying questions) to the thinking of others and share your own thoughts (PSS)</li> <li>▪ Demonstrate ability to remember classroom norms (BB)</li> <li>▪ Understand safety requirements in classroom (BB)</li> <li>▪ Discuss and create classroom and school rules (BB)</li> <li>▪ Follow classroom and school rules (BB)</li> <li>▪ Describe the consequences of breaking school or classroom rules (BB)</li> <li>▪ Understand and demonstrate organization capabilities (BB)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play ‘I spy’ with objects in the classroom</li> <li>▪ Discussion around what rules are and why they are important</li> <li>▪ Co-creating classroom rules on paper stars</li> <li>▪ Scenarios creating consequences for breaking rules</li> <li>▪ Sharing ‘classroom norms’</li> <li>▪ Creating a ‘planner’</li> </ul>



## MODULE 2: HOW TO LEARN

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
3	<b>Learning to listen</b>	Brain Building	<ul style="list-style-type: none"> <li>Name and demonstrate the rules for listening in a group, including taking turns speaking and being respectful, (BB; PSS)</li> <li>Demonstrate listening-with-attention skills (BB)</li> <li>Understand how listening affects learning (BB)</li> </ul>	<ul style="list-style-type: none"> <li>Discuss rules for listening</li> <li>Demonstration of the value of listening through all talking at once</li> <li>Tell a story about the value of listening</li> <li>Guided partner listening and sharing back to the group</li> <li>Agree/disagree about the value of listening</li> <li>Listening and drawing</li> <li>'Simon says'</li> </ul>
4	<b>Keep your focus</b>	Brain Building	<ul style="list-style-type: none"> <li>Identify strategies for focusing attention (BB)</li> <li>Identify classroom distractions (BB)</li> <li>Demonstrate attention skills (BB)</li> </ul>	<ul style="list-style-type: none"> <li>Singing in groups simultaneously and using focusing attention strategies</li> <li>Practice belly-breathing, self-talk, contained fidgeting</li> <li>Draw using focusing attention strategies</li> <li>Do physical activities using focusing attention strategies</li> <li>'Mirror game' to follow a partner's movements</li> </ul>
5	<b>Controlling yourself</b>	Brain Building; Emotion Regulation	<ul style="list-style-type: none"> <li>Demonstrate raising hand and waiting to be called on before speaking (BB)</li> <li>Demonstrate ability to sit and stand still (BB, ER)</li> <li>Demonstrate ability to form a line and a circle without making noise as part of a group (BB; PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Discussing importance of controlling impulses</li> <li>Scenarios when impulses need to be controlled</li> <li>Discuss and practice strategies</li> <li>Practice and discussion on when/how to form a line and a circle</li> <li>Freeze Dance</li> </ul>
6	<b>Brain Building</b>	Brain Building	<ul style="list-style-type: none"> <li>Demonstrate ability to switch between activities that are related</li> <li>Demonstrate attention, memory, and impulse control skills (BB)</li> <li>Demonstrate ability to hold information in their short-term memory for use (BB)</li> <li>Understand timeline and progression of events (BB)</li> <li>Demonstrate ability to organize events in order (BB)</li> </ul>	<ul style="list-style-type: none"> <li>Handshake dance buddies</li> <li>Teacher-led memory activity with multi-step activity</li> <li>Memory games (with cards, etc.)</li> <li>Group sharing of remembering what they learned</li> <li>Put pictures of a story the teacher reads aloud in order</li> </ul>
7	<b>Assessment week</b>	Brain Building; Emotion Regulation	Master all learning objectives from Weeks 3, 4, 5, 6	<ul style="list-style-type: none"> <li>Active listening rules</li> <li>Drawing with listening</li> <li>Write down focusing attention strategies</li> <li>Draw an arrow up/down for when to control impulses</li> <li>Lining up</li> <li>Freeze dance</li> <li>Acting out activities</li> <li>Handshake buddies</li> </ul>



## MODULE 3: MY FEELINGS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
8	<b>What are my feelings?</b>	Emotion Regulation	<ul style="list-style-type: none"> <li>Identify physical clues in their bodies that help them identify and name their feelings, including worry (ER)</li> <li>Name a variety of feelings: happy, lonely, scared, bored, angry, sad, upset, surprised, strong, proud, afraid, glad, shy, worried, tired, love (ER)</li> <li>Identify feelings that feel comfortable and uncomfortable (ER)</li> </ul>	<ul style="list-style-type: none"> <li>Matching emotions to faces</li> <li>Practice “I feel...” statements (go around a circle)</li> <li>Drawing your feeling</li> <li>Role-plays with comfortable/uncomfortable emotions</li> <li>Thumbs up/Thumbs down with comfort of feelings</li> </ul>
9	<b>Predicting my feelings</b>	Emotion Regulation	<ul style="list-style-type: none"> <li>Name basic feelings when presented with environmental, situational and/or physical clues (ER)</li> <li>Describe how various situations make you feel (ER)</li> <li>Identify situations that require the use of emotion-management strategies (ER; CR; PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Matching emotions to flashcards</li> <li>Scenarios with emotional responses/emotion regulation</li> <li>Drawing pictures of “when I feel...”</li> <li>Role-plays of different feelings</li> <li>Feelings thermometer</li> <li>Discussion and practice reframing negative thought patterns</li> </ul>
10	<b>Managing my feelings</b>	Emotion Regulation	<ul style="list-style-type: none"> <li>Understand that emotions are linked to behavior (ER)</li> <li>Identify a grown-up and/or peer to talk to when experiencing strong feelings (ER; PSS)</li> <li>Identify appropriate ways to express a range of feelings (ER)</li> <li>Identify and demonstrate belly-breathing as a calming down technique (ER)</li> <li>Identify and demonstrate ‘stop and name your feeling’ as a calming down technique (ER)</li> </ul>	<ul style="list-style-type: none"> <li>Learn and practice strategies: belly-breathing; counting to 10; contained fidgeting; calming-down object; humming</li> <li>Create calming feelings toolkit</li> <li>Do jumping jacks and use calming feelings strategies to calm down</li> <li>Emotion regulation scenarios and role-plays</li> <li>Match strategies with scenarios</li> </ul>
11	<b>Cumulative review and assessment week</b>	Brain Building; Emotion Regulation	Master all learning objectives from Weeks 8, 9, 10	<ul style="list-style-type: none"> <li>Feelings flashcards</li> <li>Pass the feeling</li> <li>Drawing my feeling</li> <li>Feeling scenarios</li> <li>Reframing negative thought patterns</li> <li>Review calming feelings strategies</li> <li>Match strategies and scenarios</li> </ul>



## MODULE 4: OTHER PEOPLE'S FEELINGS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
12	<b>Identifying other people's feelings</b>	Positive Social Skills	<ul style="list-style-type: none"> <li>Name and acknowledge feelings of others (PSS)</li> <li>Use physical, verbal and situational clues to determine what others are feeling (PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Learn situation–body–word clues for understanding others' feelings</li> <li>Feelings charades</li> <li>Role-plays or case studies of identifying others' emotions and their emotional responses</li> <li>Story-time identifying character emotions</li> </ul>
13	<b>Understanding other people's feelings</b>	Positive Social Skills	<ul style="list-style-type: none"> <li>Understand the importance of understanding other people's feelings (PSS)</li> <li>Demonstrate that people can have different feelings about the same situation (PSS)</li> <li>Predict how others might feel as a result of their or another's actions (PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Matching faces to feelings</li> <li>Scenarios to find someone with a different emotional response</li> <li>Identifying different feelings and why they are being experienced in stories</li> <li>Role-play emotional responses</li> <li>Circle ball toss with emotional responses</li> </ul>
14	<b>Responding to other people's feelings</b>	Positive Social Skills	<ul style="list-style-type: none"> <li>Respond to the feelings and perspectives of others based on facial expressions and gestures (PSS)</li> <li>Demonstrate the ability to take someone else's perspective (PSS)</li> <li>Determine respectful responses to scenarios (PSS)</li> <li>Demonstrate respect for the property of others (PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Learn 4 senses of empathy</li> <li>Draw or write a scenario where you would use empathy</li> <li>Role-plays or case studies of identifying others' emotions and their emotional responses</li> <li>Define and practice perspective taking</li> </ul>
15	<b>Cumulative review and assessment week</b>	Brain Building; Emotion Regulation; Positive Social Skills	Master all learning objectives from Weeks 12, 13, 14	<ul style="list-style-type: none"> <li>Feeling charades</li> <li>Feelings bingo</li> <li>Feelings role-play</li> <li>Pass the feeling</li> <li>Draw the 4 senses of empathy</li> <li>Story about disagreement and perspective taking</li> </ul>



## MODULE 5: HOW MY ACTIONS AFFECT OTHERS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
16	<b>What I say and do affects others</b>	Brain Building; Emotion Regulation; Positive Social Skills	<ul style="list-style-type: none"> <li>Understand that every action has a reaction (BB; ER; PSS)</li> <li>Identify possible positive or negative consequences of behaviors and actions on self and others (BB; ER; PSS)</li> <li>Identify possible positive or negative affect of words on others (BB; ER; PSS)</li> <li>Understand how their actions affect their caregivers (BB; PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Zip, zap, zop</li> <li>Who am I? Action–reaction</li> <li>Role-play of scenarios as caregivers</li> <li>Draw a network of caregivers</li> <li>Agree/disagree with reactions to scenarios</li> </ul>
17	<b>Responding to accidents</b>	Positive Social Skills	<ul style="list-style-type: none"> <li>Identify what to say when they do something by accident (PSS; ER)</li> <li>Demonstrate apologizing and admitting an accident (PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the definition of an accident</li> <li>Story about an accident and the outcomes</li> <li>Scenarios and role-plays responding to an accident</li> <li>Practicing apologies and admitting accidents</li> </ul>
18	<b>Building a positive school community</b>	Positive Social Skills; Perseverance	<ul style="list-style-type: none"> <li>Identify family, peer, school and community strengths (PSS)</li> <li>Explain how family members, peers, school personnel and community members can support school success and responsible behavior (PSS; P)</li> <li>Demonstrate the ability to respect the rights of self and others (PSS)</li> <li>Identify and perform roles and behaviors that contribute to personal and classroom well-being (PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Make a community strengths quilt</li> <li>Drawing a community 'ecosystem'</li> <li>Mapping support services available</li> <li>Trust walk</li> <li>Role-plays with different community members</li> <li>Define and classify rights and responsibilities</li> </ul>
19	<b>Cumulative review and assessment week</b>	Brain Building; Emotion Regulation; Positive Social Skills	Master all learning objectives from Weeks 16, 17, 18	<ul style="list-style-type: none"> <li>Action–reaction</li> <li>Positive or negative reactions</li> <li>Accident responses</li> <li>Accident scenarios</li> <li>Compliment circle</li> <li>Traits of the trusted</li> </ul>



## MODULE 6: MAKING FRIENDS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
20	<b>Who is a friend?</b>	Positive Social Skills	<ul style="list-style-type: none"> <li>Understand the importance of friendships and how they create a sense of belonging and support (PSS)</li> <li>Identify a variety of traits that make one a friend (PSS)</li> <li>Identify one's friends (PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Draw friends</li> <li>Selecting friend characteristics out of a pool of characteristics</li> <li>Draw friendship map</li> <li>Create friendship flowers</li> <li>Tell a story about unlikely friends</li> </ul>
21	<b>Starting friendships</b>	Positive Social Skills	<ul style="list-style-type: none"> <li>Demonstrate welcoming and inviting behavior (which can change someone's behavior) (PSS)</li> <li>Demonstrate how to invite someone to play in response to scenarios (PSS)</li> <li>Begin to enter play appropriately (PSS)</li> <li>Engage in play with others (PSS)</li> <li>Establish and maintain friendships (PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Discussion on understanding how all humans have the same needs, so we treat everyone as we want to be treated</li> <li>Role-play of making friends with a new student</li> <li>Practice conversation skills</li> <li>Small groups practice joining a game</li> </ul>
22	<b>Maintaining friendships</b>	Positive Social Skills	<ul style="list-style-type: none"> <li>Describe positive qualities in others (PSS)</li> <li>Identify and demonstrate ways to show compassion and empathy for others including listening, helping and saying kind words (PSS; ER)</li> </ul>	<ul style="list-style-type: none"> <li>Create a friendship recipe</li> <li>Circle ball toss giving a compliment</li> <li>Practice caring, sharing, forgiving, cooperating behaviors</li> <li>Pair work identifying each other's needs</li> </ul>
23	<b>Cooperation and teamwork</b>	Positive Social Skills	<ul style="list-style-type: none"> <li>Demonstrate ability to work with others (PSS)</li> <li>Understand the different roles of a group (PSS)</li> <li>Demonstrate ways to negotiate and compromise (PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Keep the ball in the air</li> <li>Human knot</li> <li>Group practice/discussion with different assigned roles</li> <li>Paired role-plays or practice on negotiating and compromise</li> </ul>
24	<b>Bullying</b>	Conflict Resolution	<ul style="list-style-type: none"> <li>Develop and demonstrate skills to recognize and deal with bullies (CR)</li> <li>Identify how others influence your behaviors and decisions (CR; PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Practicing strategies for saying "no"</li> <li>Read aloud stories about bullying</li> <li>Draw how to address negative peer pressure</li> <li>Create an 'anti-bully checklist'</li> </ul>
25	<b>Cumulative review and assessment week</b>	Brain Building; Emotion Regulation; Positive Social Skills	Master all learning objectives from Weeks 20, 21, 22, 23, 24	<ul style="list-style-type: none"> <li>Drawing your friend</li> <li>What are friends' traits</li> <li>Friendship flowers</li> <li>The 3 Cs</li> <li>Compliment circle</li> <li>Unexpected friends</li> <li>Drawing together</li> <li>Bullying behaviors</li> <li>Influence cartoons</li> </ul>



## MODULE 7: RESOLVING PROBLEMS WITH OTHER PEOPLE

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
26	<b>Identifying problems</b>	Conflict Resolution	<ul style="list-style-type: none"> <li>Identify problems and conflicts commonly experienced by peers (CR)</li> <li>Use words to describe problems presented in scenarios (CR)</li> <li>State a problem without blaming anyone (CR; PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Tell a story about a problem</li> <li>Scenarios where children identify problems</li> <li>Practicing stating a problem without blame</li> <li>Matching causes and effects in conflict settings</li> <li>Determining if various scenarios could lead to conflict</li> </ul>
27	<b>Generating solutions</b>	Conflict Resolution	<ul style="list-style-type: none"> <li>Identify approaches to resolving conflicts constructively (3-step approach: stop, think, act) (CR)</li> <li>Generate solutions to problems presented in scenarios (CR; P)</li> </ul>	<ul style="list-style-type: none"> <li>Draw Stop–Think–Act cartoons</li> <li>Self-stop when dancing</li> <li>Brainstorming alternatives to conflict</li> <li>Developing problem action plans</li> </ul>
28	<b>Implementing conflict resolution behaviors</b>	Conflict Resolution	<ul style="list-style-type: none"> <li>Identify skills that are used in conflict resolution (CR)</li> <li>Apologize and offer to make amends (CR; PSS)</li> <li>Apply the problem-solving steps to conflicts among peers (CR; P)</li> <li>Define and differentiate sharing, trading and taking turns as fair solutions when two children want to play with the same thing (CR; PSS)</li> </ul>	<ul style="list-style-type: none"> <li>Think–Pair–Share win-win solutions</li> <li>Out of a hat – define problems and select alternatives</li> <li>Practicing Stop–Think–Act in Role-plays</li> <li>Practice looking and listening</li> <li>Practice 'I' statements</li> </ul>
29	<b>Cumulative review and assessment week</b>	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution	Master all learning objectives from Weeks 26, 27, 28	<ul style="list-style-type: none"> <li>5 Ws</li> <li>Blame game</li> <li>Stop–Think–Act</li> <li>Conflict scenarios</li> <li>Look and listen</li> <li>Conflict resolution role-play</li> </ul>



## MODULE 8: ACHIEVING GOALS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
30	<b>Positive self-identity</b>	Emotion Regulation; Perseverance	<ul style="list-style-type: none"> <li>Develop a sense of belonging (ER)</li> <li>Describe oneself using several basic characteristics (P)</li> <li>Show excitement and curiosity as a learner (P)</li> <li>Define one's self as a learner (P)</li> <li>Demonstrate optimism and a positive sense of self (P)</li> </ul>	<ul style="list-style-type: none"> <li>Drawing a picture of self with characteristics</li> <li>Play toss the compliment</li> <li>Agree/disagree with learners' traits</li> <li>Brainstorm and match strengths and weaknesses</li> </ul>
31	<b>Setting personal and academic goals</b>	Perseverance	<ul style="list-style-type: none"> <li>Describe why learning is important in helping children achieve personal goals (P)</li> <li>Set personal and academic goals (P)</li> </ul>	<ul style="list-style-type: none"> <li>Tell a story about goal setting</li> <li>Act out what you want to be</li> <li>Setting individual academic goals</li> <li>'Freeze drama' of steps to achieve goals</li> <li>Drawing pictures of achieving goals</li> </ul>
32	<b>Attaining your goals and self-reflection</b>	Perseverance	<ul style="list-style-type: none"> <li>Identify strategies to reach goals (P)</li> <li>Divide goals into manageable steps (P)</li> <li>Follow steps to meet personal and academic goals (P)</li> <li>Reflect on strategies used to achieve goals (P)</li> <li>Demonstrate persistence as a learner (P)</li> </ul>	<ul style="list-style-type: none"> <li>Filling out a Goal Achievement Plan</li> <li>Create 'Recipe for Success'</li> <li>Developing plans for achieving goals</li> <li>Activities around 'what you want to be when you grow up'</li> <li>Think–Pair–Share about achieving a goal</li> </ul>
33	<b>Cumulative review and assessment week</b>	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	Master all learning objectives from Weeks 30, 31, 32	<ul style="list-style-type: none"> <li>Who am i?</li> <li>Strengths and weaknesses</li> <li>Goal setting</li> <li>Future freeze drama</li> <li>Goal recipe</li> <li>GAP</li> </ul>



## MODULE 9: LOOKING BACK AND MOVING FORWARD

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
34	Review	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	<ul style="list-style-type: none"> <li>Master all learning objectives from Modules 2, 3, 4, 5</li> </ul>	<ul style="list-style-type: none"> <li>Paired practice – Active listening</li> <li>Scenarios and selecting focusing attention strategies</li> <li>Feelings flashcards</li> <li>Calming Feelings Toolkit review and scenarios</li> <li>Play 'Pass the feeling'</li> <li>Review and practice the 4 senses of empathy</li> </ul>
35	Review	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	<ul style="list-style-type: none"> <li>Master all learning objectives from Modules 6, 7, 8</li> </ul>	<ul style="list-style-type: none"> <li>Think–Pair–Share about how actions affect others</li> <li>Accident scenarios</li> <li>Review community strengths quilt</li> <li>Friendship agree/disagree statements</li> <li>Paired conversation practice</li> <li>Draw ways to handle bullying</li> <li>Review Stop–Think–Act</li> <li>Conflict resolution role-play</li> </ul>
36	Setting long-term goals	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	<ul style="list-style-type: none"> <li>Discuss hopes for the future (P; ER)</li> <li>Develop a plan for achieving long-term goals (P)</li> </ul>	<ul style="list-style-type: none"> <li>Set a long-term goal</li> <li>Create GAP for goal</li> <li>Draw self and compare with older drawings and discuss as a class</li> <li>Compliment circle</li> <li>Wishes and thank yous</li> </ul>



5

# Handout 5: Scope and Sequence Scavenger Hunt

1. How many modules are there in the curriculum?

.....  
.....

2. How many weeks are in Module 4?

.....  
.....

3. In how many weeks do children learn about Positive Social Skills?

.....  
.....

4. What competencies are covered in week 30?

.....  
.....

5. What is a child learning outcome in the first week of Module 5?

.....  
.....

6. What activity could you do to teach children in week 8?

.....  
.....

7. What is the topic of the second week of Module 6?

.....  
.....

8. In what week do children learn how to identify problems and conflicts commonly experienced by peers?

.....  
.....

9. What week and competency align with setting individual academic goals?

.....  
.....

10. During which week(s) do the students review everything they learned?

.....  
.....



# 6

## Handout 6: Mindfulness Activities

*\*Note: for all mindfulness activities, read the following scripts in a slow, calm, soothing voice.*

### 1. Tense and release – Heat

**SAY >** *Now we will take one minute to sit silently.*

**SAY >** *Grow your back longer and taller, reaching your head to the sky. Breathe in deeply. Exhale slowly and let yourself relax. Squeeze up your toes, and release them, feeling heat come out of your toes. Squeeze the muscles in your legs and knees, now let them fully relax and feel the heat coming out of your legs. Squeeze up your bottom and then let the heat warm up your chair as you relax. Pull your tummy muscles in, then release them and feel the warmth radiate out. Feel your chest tighten up, and then relax, releasing heat. Shrug your shoulders up to your ears, then relax your shoulders down your back, feeling the heat come out. Tense up your arms, then relax them and let the heat come out of your fingertips. Feel the heat come up your neck and wrap around your head. Feel your whole body warm and relaxed.*

**DO >** Let the children sit silently for 30 seconds, or as long as they are comfortable.

**SAY >** *Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.*

### 2. Focus on the Light

**SAY >** *Now we will take one minute to sit silently and visualize. If you are comfortable feel free to close your eyes.*

**SAY >** *Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body. Imagine that you see a light in front of your eyes. Bring that light up to your forehead. Allow the light into your head, filling your entire head with bright, warm light. Where this bright light exists, there cannot be darkness. There is only room for happy thoughts. Feel as the light pushes out any bad thoughts. Only good thoughts are left in your mind. See the light moving down to your ears, so you can only hear good things. See the light moving into your jaw and mouth. Let yourself only speak good words. Let the light travel down your neck and shoulders to your heart. Let your heart be filled with the light, so you can only feel good feelings. Feel as the light is shining out from your heart and you are showering everyone and everything around you with good feelings. Feel as your whole body is filled with the light, so you are glowing in good thoughts and feelings. Think, "The light is in me, I am the light. I shine light on everyone and everything around me."*

**DO >** Allow the children a few seconds of silence.

**SAY >** *Begin to bring yourself back to the present. Focus on your breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.*



### **3. Sensory Awareness**

**ADAPTATION** > If there is space, the floor is clean, it is culturally appropriate, and children are comfortable, invite all of the children to lie down on their backs with their full bodies relaxed.

**SAY** > *Close your eyes and begin to calm your breathing. We are going to calm our minds and our bodies and become aware of our senses during the quiet. Begin to relax your entire body.*

**DO** > Instruct the children through slow belly-breathing to calm their breathing.

**SAY** > *(very slowly, with pauses):*

- *Notice the feelings in your body,*
- *the sounds you hear,*
- *the scents you smell,*
- *the taste in your mouth*
- *the colors you see as your eyes are closed.*

**SAY** > *continue to be aware of the feelings, sounds, scents, tastes, and sights you sense as you are quiet and calm. Be aware of them and let them sit. Do not try to change them. Become comfortable with your senses.*

**DO** > Allow the children a minute of silence to observe their senses.

**SAY** > *Begin to bring yourself back to the present. Focus on your breathing – in and out slowly. Wiggle your fingers and toes. As you are ready, open your eyes if you closed them.*

**ASK** > *What did you feel while you were quiet and your eyes were closed? Hear? Smell? Taste? See?*

### **4. Breathing out Badness**

**SAY** > *You can choose to close your eyes or keep them open but relaxed. We are going to breath out all the badness in our bodies together. Take one deep, slow breath in through your nose like you are smelling a flower and want the smell to last as long as possible. Exhale deeply and slowly out of your mouth. On our next inhale feel all the bad things come together out of your finger tips, arms, feet, legs, head and neck and meet together in your belly – swelling it up with the breath. Exhale forcefully, so you have hear the sigh as you breath out. Feel the bad things come up out of your belly and exit your body. Two more breaths like this, breathing in to gather all of the bad things together, and exhaling out all of the bad things. Inhale slowly, counting and feeling as the last of the bad things are caught by your breath. Then exhale, so you can hear the sigh as all of the bad things leave your body. Now take two slow, deep breaths in and out, feeling the difference in your body now that only the good things are left.*

**DO** > Pause for a few seconds, allowing the children to take 2–3 breaths.

**SAY** > *Now bring your awareness back into your body.*



## 5. Sitting Silently

**SAY** > *Please sit tall in your seats, like you are a giraffe stretching your neck for the leaves. Today's "Daily Intention" is:*

**ADAPTATION** > If there are no giraffes in your context, change the analogy to one the children understand. For example: try to grow taller by reaching the top of your head to the sky;

**DO** > Repeat the daily intention one or two more times.

**ASK** > *What does today's "Daily Intention" mean to you?*

**DO** > Call on 2 – 3 children who are raising their hands to share what the "Daily Intention" means to them.

**SAY** > *Now we will take one minute to sit silently.*

**SAY** > *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If it is comfortable, you can close your eyes and think about the daily intention.*

**DO** > Allow the children 30 seconds to one minute (depending on their ability to sit still) to sit silently.

## 6. Shake Everything Off

**SAY** > *Let's first shake out our arms. Shake out your hands, wrists, arms, elbows, all the way up to your shoulders. Feel like anything on your mind is coming out of your fingertips.*

**DO** > Shake your arms and encourage all of the children to shake their arms.

**SAY** > *Now let's shake out our legs. Shake out your feet, ankles, calves, knees, and thighs all the way up to your hips. Feel like your walk to school is coming out of your toes.*

**DO** > Shake your legs and encourage all of the children to shake their legs.

**SAY** > *Now let's put it all together and shake everything out. Shake your arms, your legs, your head, your hips. Shake your entire body to let go of anything.*

**DO** > Demonstrate shaking your entire body and encourage all of the children to shake their entire bodies.

**SAY** > *Now stand completely still. Stand tall like a tree. Keep your body entirely still. Reach the top of your head like leaves for the sun. Stand a little bit taller.*

**ADAPTATION** > If there are no trees in your context, change the analogy to one the children understand. For example: try to grow taller by reaching the top of your head to the sky; reach taller like a giraffe reaching for food.



# 7 Handout 7: Mistakes in SEL Session Plan

Week 5, Lesson 2

## Controlling ourselves

**Competency:** Conflict Resolution

**Topic:** Controlling impulses

### SEL Session Plan: 2 hours

1 Parachute Opening	5 minutes	Pg. 166
2 SEL Games	30 minutes	Simon says (15 minutes)... pg. 21 in SEL Games Bank Say something nice (15 minutes)... pg. 83 in SEL Games Bank
3 SEL Lesson	60 minutes	Controlling ourselves



# Parachute Introduction

## OBJECTIVES

By the end of this activity, children will:

- Feel calm and prepared to focus on the SEL Lesson.
- Understand the routine of opening the parachute at the beginning of every SEL Session.

## KEY MESSAGE

Opening every SEL Session with the Parachute Opening establishes a routine to foster a safe, predictable and nurturing environment for children, and helps them prepare for the SEL activities to follow.

## Steps to follow

**Activity:** Parachute opening | **Time:** 15 minutes | **Arrangement:** Whole group

1. Have all the children stand in a circle.
2. Give children instructions for the **Parachute Opening** activity.
3. **SAY >**
  - *In the middle of the circle there is an imaginary folded parachute. Do you know what a parachute is?*
  - *The parachute is our 'safe space.' Whatever happens when the parachute is open, is confidential. That means that it stays in our safe space. We do not judge or make fun of anyone in our safe space. This is a place where everyone is safe to feel and participate.*
  - *Since the parachute is folded, we need to need to open it. Come together to the centre, stand close. Everyone should grab one corner, then open it wide in a circle.*
  - *Each of us will pretend to have a different triangle with a different color. This color represents how you feel today. Take a moment to think about what color you have today. Then we will go around and share our color.*
4. Share your color first, then have everyone share their color.
5. **SAY >** *The parachute is always present in our SHLS. Remember that the parachute is a safe space, where everything is confidential and everyone is safe to feel and participate. At the end of the SEL Session, it will be closed.*

**TIP >** If they do not know what a parachute is, explain it through a drawing or explain that it is like a big umbrella.



# SEL Games

1. Simon says (15 minutes)... pg. 21 in SEL Games Bank
2. Say something nice (15 minutes)... pg. 83 in SEL Games Bank

## SEL Lesson: Controlling ourselves

### Lesson summary

**Competency:** Conflict Resolution | **Topic:** Controlling impulses | **Level:** 12–15 years | **Duration:** 30 minutes

**Module:** 2 | **Week:** 5 | **Lesson:** 2

#### LEARNING OBJECTIVES

By the end of the lesson, children should be able to:

- Understand when impulses should be controlled.
- Demonstrate ability to form a line and a circle without making noise as part of a group.

#### RESOURCES REQUIRED

None

#### PREPARATION REQUIRED

Determine a prize for the Line Up Competition winner, depending on what is available, and is contextually, gender, and age appropriate.

#### SENSITIVITY NOTE

- During and after a crisis, children have a particularly difficult time controlling their impulses. Be aware of which children struggle to stay still. Work with those children after school hours or while other children are doing individual work. Encourage these children to take up belly breathing techniques and other techniques to help them calm down. You

may need to work with them after class, and be prepared to refer them to an appropriate service if necessary.

- It may not be appropriate for boys and girls to line up together. If that is the case, separate the groups by gender.
- If lines and circles are not classroom formations used in your society, replace “lines” with another classroom configuration that is appropriate.

#### LESSON OVERVIEW

The Facilitator begins by sharing the daily intention and children reflect on what it means to them before the mindfulness activity. The Facilitator then leads the class in a discussion on lines and classroom shapes. Children then play the Line Up Competition and practice communicating without speaking. The Facilitator ends class with a review of the daily intention.



## Steps to follow

### Present

---

**Activity:** Discussion on lines and circles | **Time:** 25 minutes | **Arrangement:** Whole group

---

1. Explain that in class, there are set configurations/formations that are common. For example, when we are just sitting in class we are sitting in rows.

2. Ask for examples of other shapes that are made in a class.

*Example answers: Lines, circles, no shape at all when we play*

3. After all of the answers, repeat the correct answers.

4. Explain that these different configurations/formations are used at different times during class.

5. Ask children when lines are made in class.

*Example answers: To go from one place to another, to wait for food/latrine, etc.*

6. Ask children when circles are made in class.

*Example answers: When we are doing group activities, when we are sharing, to read as a class, etc.*

7. Make the connection to the last session where children learned about controlling their impulses. Explain that they will learn to make a line and a circle as a group today.

8. Explain that standing still in a line or a circle is part of controlling impulses and ourselves, because we have to control any impulses to jump out of the line or do anything else.



## Warm-up

**Activity:** Drawing in your mind | **Time:** 5 minutes | **Arrangement:** Individual

1. Have the children sit up still and tall and prepare for the mindfulness activity.



2. **SAY >** *Today's daily intention is: **Control for classroom participation.***

3. Repeat the daily intention slowly.



4. **ASK >** *What does today's daily intention mean to you?*



5. **SAY >**

- *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute.*
- *If it is comfortable, you can close your eyes. With your eyes closed, and keeping still, picture a circle being drawn in front of you.*
- *Focus your attention on that circle, and keep it steady in front of you. When you start to thinking of something else, just gently remind yourself to come back to viewing your circle in front of you.*

6. Allow the children to sit silently for 30 seconds to a minute, depending on their ability to sit still.

7. Calmly and quietly bring the children's attention back to the class.

## Practice

**Activity:** Line up competition | **Arrangement:** Small groups

1. Explain the rules for the competition. Each group will have the task of lining up in order, by height. To win, the group must all be quiet and still, and all members of the group must raise their hands. This first round is a practice round.
2. Have a volunteer show the class what it looks like to stand quiet and still.
3. Divide the class into three groups.

**SENSITIVITY TIP >** *If it is inappropriate to mix groups by gender as lining up might result in inappropriate body contact, separate by gender. Also make sure that the Line Up Competition is inclusive of physical abilities, and adjust if necessary.*



4. Start the practice round by instructing them to line up by height in their groups. Say “Go!” to start the activity, or use a fun, culturally appropriate way to start.
5. Check to make sure the groups that finish are actually in height order.
6. In the next round children will work in the same groups to line up by birthday, or hair length, or shoe size – depending on what is appropriate. Tell them that this time they cannot speak or run as they get in line, so they have to find an alternative way to communicate. The winning group of this round will be given a prize. Determine this prize by what is available, and is contextually, gender, and age appropriate.
7. Ask children to share ideas about how to communicate without speaking. They could include hand gestures, facial expressions, etc.
8. Start this round by saying “Go!”, or use a fun, culturally appropriate way to start.
9. Ask the group to go down the line and say their birthdays, or measure their hair or feet, to make sure they are in the correct order.
10. If there is extra time, mix up the groups and have them compete to quietly get into a line or circle.



# 8

## Handout 8: Characteristics and needs of age groups

	6–8 years	9–11 years	12–15 years
<b>Characteristics</b>	<ul style="list-style-type: none"> <li>▪ High energy</li> <li>▪ Low muscular strength</li> <li>▪ High flexibility in the joints</li> <li>▪ Low body awareness</li> <li>▪ Often refuse to obey</li> <li>▪ Restlessness</li> <li>▪ Mischievousness</li> <li>▪ Minimal difference between boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>▪ Quick physical growth</li> <li>▪ Increase in weight</li> <li>▪ Lesser energy</li> <li>▪ New movements are easily learned</li> <li>▪ Greater precision in movement</li> <li>▪ Better balance</li> <li>▪ Better body image</li> <li>▪ Beginning of logical thinking,</li> <li>▪ Seek fairness</li> <li>▪ Discover and learn rules</li> <li>▪ Beginning of a competitive spirit</li> <li>▪ Beginning of boy-girl discrimination</li> </ul>	<ul style="list-style-type: none"> <li>▪ Transformation of the body, appearance of primary and secondary sexual characteristics, with possible embarrassment regarding these new attributes or anything affecting the body</li> <li>▪ Significant hormonal changes leading to abrupt changes of mood, sometimes incomprehensible for the people around</li> <li>▪ Adjustments to the body image, with greater instability and impulsiveness. This could sometimes bring bad coordination</li> <li>▪ Physical differences between the boys who are more muscular, stronger and have better motor skills and the girls, whose bodies change in a more obvious way and have a tendency to become less agile</li> <li>▪ Personality becomes stronger</li> <li>▪ The critical mind develops, improved ability to analyze, tendency towards not wanting to be wrong or laughed at, mocking others out of embarrassment</li> <li>▪ Confrontation, opposition to the adult world (family, school, other authorities)</li> <li>▪ Fluctuating moods, going from enthusiasm to depression, exaggeration of the emotions; varying moods, touchiness, even aggressiveness</li> <li>▪ Development of social ideals</li> <li>▪ Greater psychological maturity of girls, but less motivation to move, partly out of embarrassment with a transforming body</li> </ul>



	6–8 years	9–11 years	12–15 years
<b>Needs</b>	<ul style="list-style-type: none"> <li>▪ Lots of movement and little sitting</li> <li>▪ Structured space and time</li> <li>▪ Possibility to learn freely without too many rules or constraints</li> <li>▪ Varied, short activities</li> <li>▪ Praise, encouragement to enhance self-esteem</li> <li>▪ Relationships with others while playing</li> <li>▪ Imitation of adults</li> </ul>	<ul style="list-style-type: none"> <li>▪ Play and work in homogenous groups</li> <li>▪ Respect for the rules</li> <li>▪ Fairness and sportsmanship in games</li> <li>▪ High quality games with movements and variations, but not too technical</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recognition by peers and the adult world</li> <li>▪ Belonging to a group of friends, search for guides and potential role models</li> <li>▪ Trust from the adults and being given responsibilities that lead to more autonomy</li> <li>▪ Importance of community life, culture, sports activities.</li> <li>▪ Search for meaning and goals in their lives</li> <li>▪ Doing sports for the overall and harmonious development of a changing body</li> <li>▪ Particularly boys: motivated by challenges and competition, healthy confrontation with others</li> <li>▪ Particularly girls: gentle motivation, do not feel like moving much, possibly embarrassed about their bodies</li> </ul>

Source: Adapted from: *Terre des Hommes 'Working with Children and their Environment' Training Manual for Psychosocial Skills (2011)*



9

# Handout 9: SEL Presentation Rating Sheet

Name: .....

Affiliation: .....

Position /Job Title: .....

Instructions: Please rate the presenter on the following categories on a scale of 1–5

[1 = Very Poor; 2 = Poor; 3 = Fair; 4 = Good; 5 = Very Good]

1. Structure of the presentation (introduction/  
activity/conclusion)

1          2          3          4          5

Comments:

.....  
.....

4. Accurate instruction on the topic

1          2          3          4          5

Comments:

.....  
.....

2. Modeling social and emotional skills

1          2          3          4          5

Comments:

.....  
.....

5. Child-friendliness of the activities

1          2          3          4          5

Comments:

.....  
.....

3. Responding to and observing children

1          2          3          4          5

Comments:

.....  
.....

6. Sensitivity to children's backgrounds and  
experiences

1          2          3          4          5

Comments:

.....  
.....

7. Other Comments:

.....



10

# Handout 10: SEL Training Post-test

Name: .....

Affiliation: .....

Position /Job Title: .....

Instructions: Respond to the following questions to the best of your ability.

1. Define social-emotional learning as defined in training (3 points)

.....

2. Match each competency of social-emotional learning with the correct example skill (5 points)

**Competency**

**Example Skills**

1. Brain Building  
.....

a. Recognizing and accepting feelings of others, developing empathy, understanding group dynamics

2. Emotion Regulation  
.....

b. Applying decision-making skills, developing goal-setting behavior, developing a positive self-identity

3. Positive Social Skills  
.....

c. Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner, and use our working memory

4. Conflict Resolution  
.....

d. Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies

5. Perseverance  
.....

e. Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing and counting



**3.** Match the skill below on the left to an appropriate activity on the right (5 points)

- |   |   |
|---|---|
| 1. Develop listening skills<br>.....                    | a. Do as I say, not as I do /Simon Says; Paired Listening                           |
| 2. Manage their own emotions<br>.....                   | b. Develop action plan for achieving goals broken down by steps                     |
| 3. Create positive peer relationships in class<br>..... | c. Draw “stop, think, act” cartoons   |
| 4. Prevent or solve conflicts in class<br>.....         | d. Identifying other people’s feelings in stories; Drawing friends’ characteristics |
| 5. Set and attain class goals<br>.....                  | e. Matching emotions to faces; Scenarios practicing emotion regulation tactics      |

**4.** Please choose the correct answer below regarding how you would deal with the following scenario in your classroom (4 points)

*Your class is working on an individual art project where they are all sitting down in their seats drawing a time when they resolved a conflict. One of your children continues to stand up and walk around the room. You ask the child to sit down, but instead the child keeps walking around. The child takes a marker from another table where other children are drawing.*

1. Give the child a worthwhile task, like handing out markers or collecting drawings
2. Ask the child why s/he is not participating, listen to the rationale and develop an appropriate solution, validating the child’s feeling
3. Ask the child to return the marker. Explain to her/him why walking around is distracting to the other children. Ask the child to tell you about a time when s/he resolved a conflict.
4. All of the above
5. None of the above



5. Answer True or False to the following statements. In the row below the statement, explain why you selected "true" or "false" (9 points total)

a. Social-Emotional learning is only taught in the classroom (1 point)

**TRUE**

**FALSE**  
**X**

Reason (1/2 point):

.....  
.....

d. Children must completely master one competency before moving on to the next (1 point)

**TRUE**

**FALSE**  
**X**

Reason (1/2 point):

.....  
.....

b. To be most effective, a facilitator should model social and emotional skills (1 point)

**TRUE**  
**X**

**FALSE**

Reason (1/2 point):

.....  
.....

e. Social-emotional learning should be taught in an active, child-friendly and learner-centered manner (1 point)

**TRUE**  
**X**

**FALSE**

Reason (1/2 point):

.....  
.....

c. During a social-emotional learning lesson, the facilitator should stick to their lesson plan regardless of what is happening with the children (1 point)

**TRUE**

**FALSE**  
**X**

Reason (1/2 point):

.....  
.....

f. Social-emotional learning is only for children (1 point)

**TRUE**

**FALSE**  
**X**

Reason (1/2 point):

.....  
.....



11

# Handout 11: SEL Training Evaluation

Please answer the following questions to the best of your ability.

1. How well did you feel the training prepared you to teach SEL, on a scale of 1–5? (1 = not at all; 2 = very little; 3 = somewhat; 4 = well; 5 = very well)

1            2            3            4            5

2. Why or why not?

.....  
.....

3. What was your favourite part of the training? Why?

.....  
.....

4. What was your LEAST favourite part of the training? Why?

.....  
.....

5. What did you learn that will help you implement SEL the most?

.....  
.....

6. What do you still feel that you still need to learn to implement SEL?

.....  
.....

7. What additional kind of support on social-emotional learning would be helpful for you? (More training at the beginning, in-service training, peer support learning groups)

.....  
.....

8. What did you like about the facilitation strategies? Why?

.....  
.....

9. What did you NOT like about the facilitation strategies? Why not?

.....  
.....

10. What other comments do you have regarding the training?

.....  
.....



# 12 Handout 12: SEL Glossary

## COMPETENCIES

The knowledge, skills and attitudes developed progressively over a long period of time from early childhood, through primary school into high school and beyond formal schooling.

## OBJECTIVE

The aim that the training session or the lesson plan is designed to achieve.

## SCOPE AND SEQUENCE

The Scope and Sequence is a detailed plan of what to teach, how to teach it and in what order in the nine months of the SEL intervention.

## SEL COMPETENCIES

The SEL intervention seeks to strengthen five SEL competencies:

- 1. Brain Building** – The set of skills that helps us focus our attention, remember instructions and concepts, manage impulses, successfully juggle multiple tasks, and organize steps and information logically.
- 2. Emotion Regulation** – The set of skills that allows us to understand our own emotions and manage our feelings in a positive manner.
- 3. Positive Social Skills** – The set of skills that allows us to relate to one another in a positive way by understanding others' feelings and behaviour, and responding in a way that reduces conflict and promotes positive social interaction.

**4. Conflict Resolution** – The set of skills that helps us address any problems and conflicts in a positive manner, as they arise.

**5. Perseverance** – The set of skills that allows us to push through challenges and continue to work towards a realistic goal.

## SEL SKILLS

The specific capabilities and abilities that build one or more of the SEL competencies.

## SOCIAL-EMOTIONAL LEARNING (SEL)

The processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

## TOXIC STRESS

Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity – such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, and/or the accumulated burdens of family economic hardship – without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment, well into the adult years.<sup>1</sup>

1. Toxic stress. Retrieved from <http://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

