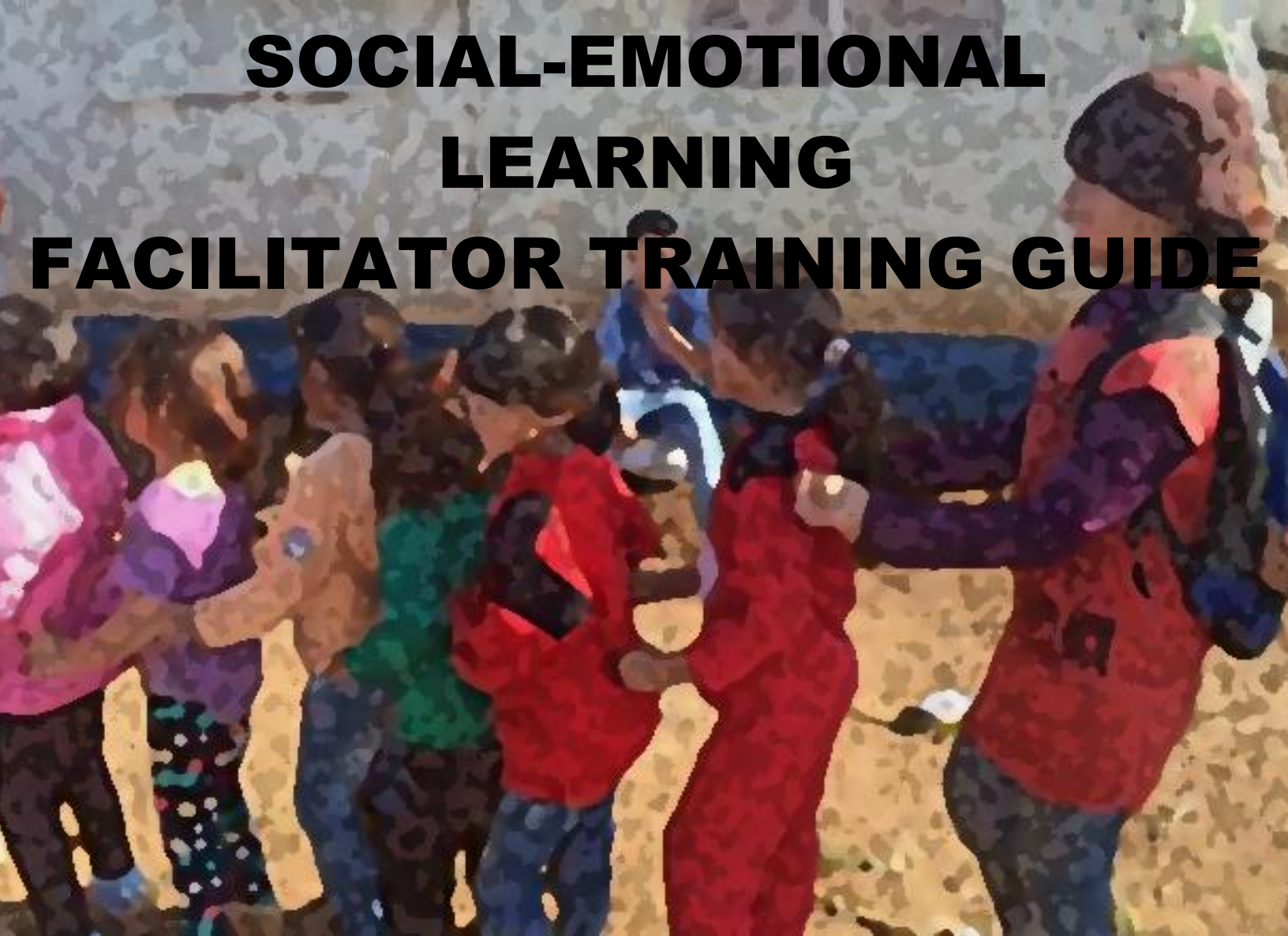




INTERNATIONAL  
**RESCUE**  
COMMITTEE

**LEBANON**

**SOCIAL-EMOTIONAL  
LEARNING  
FACILITATOR TRAINING GUIDE**



## TABLE OF CONTENTS

INTRODUCTION TO SOCIAL EMOTIONAL LEARNING.....	pg. 4
WHY LEARN SEL? .....	pg. 4
WHAT ARE THE SEL COMPETENCIES?.....	pg. 5
SOCIAL EMOTIONAL LEARNING FACILITATOR TRAINING.....	pg. 6
TRAINING OBJECTIVES.....	pg. 6
TRAINING SCHEDULE.....	pg. 6
TRAINING SESSIONS OUTLINE.....	pg. 7
SESSION 1: INTRODUCE PARTICIPANTS AND PRE-TEST .....	pg. 10
PARACHUTE INTRODUCTION.....	pg. 12
SESSION 2: UNDERSTANDING TOXIC STRESS AND WHY WE DO SEL.....	pg. 13
SAMPLE SEL ACTIVITY: BRAIN BUILDING.....	pg. 16
SESSION 3: CORE COMPETENCIES OF SEL.....	pg. 17
SESSION 4: SEL ACTIVITIES AND GAMES.....	pg. 21
SAMPLE SEL ACTIVITY: EMOTION REGULATION.....	pg. 23
SESSION 5: SEL SKILLS AND SCOPE & SEQUENCE.....	pg. 24
PARACHUTE CLOSING.....	pg. 26
PARACHUTE INTRODUCTION.....	pg. 27
SAMPLE SEL ACTIVITY: POSITIVE SOCIAL SKILLS.....	pg. 28
SESSION 6: MODELLING SEL FOR LEARNERS.....	pg. 29
SESSION 7: CONFLICT MEDIATION.....	pg. 33
SESSION 8: SENSITIVITY TO LEARNERS' NEEDS IN SEL.....	pg. 35
SAMPLE SEL ACTIVITY: CONFLICT RESOLUTION.....	pg. 38
SESSION 9: HOW TO USE A LESSON PLAN.....	pg. 39
SESSION 10: MINDFULNESS.....	pg. 41

PARACHUTE CLOSING.....	pg. 43
PARACHUTE INTRODUCTION.....	pg. 44
SAMPLE SEL ACTIVITY: PERSEVERANCE.....	pg. 45
SESSION 11: SEL LESSON PLAN PREPARATION & PRESENTATION.....	pg. 46
SESSION 12: SEL FOR TEACHERS.....	pg. 50
SESSION 13: POST-TEST AND CONCLUDING DISCUSSION.....	pg. 56
PARACHUTE CLOSING.....	pg. 57
APPENDICES.....	pg. 58
APPENDIX 1: PRE-TEST.....	pg. 58
APPENDIX 2: SEL / 5 COMPETENCIES DEFINITIONS & PICTURES.....	pg. 61
APPENDIX 3: COMPETENCY PUZZLE.....	pg. 63
APPENDIX 4: SEL SKILLS.....	pg. 64
APPENDIX 5: SEL SCOPE & SEQUENCE .....	pg. 65
APPENDIX 6: SEL SCOPE & SEQUENCE SCAVENGER HUNT .....	pg. 70
APPENDIX 7: GROUP DISCUSSION QUESTIONS .....	pg. 71
APPENDIX 8: CONFLICT MEDIATION STEPS .....	pg. 72
APPENDIX 9: SENSITIVITY APPROACHES .....	pg. 73
APPENDIX 10: LESSON PLAN TREASURE HUNT .....	pg. 75
APPENDIX 11: MINDFULNESS ACTIVITIES .....	pg. 76
APPENDIX 12: GOAL ACHIEVEMENT PLAN .....	pg. 85
APPENDIX 13: PRESENTATION RATING SHEET.....	pg. 86
APPENDIX 14: INSTRUCTIONS FOR FIVE CORNERS .....	pg. 87
APPENDIX 15: SAMPLE TRAINING EVALUATION.....	pg. 89
APPENDIX 16: PRE AND POST TEST ANSWER KEY .....	pg. 91

# INTRODUCTION TO SOCIAL EMOTIONAL LEARNING

## WHY LEARN SEL?

SEL provides children and adults with the tools to be well and succeed in life. SEL is particularly important for children who have faced severe adversity, including poverty, displacement, and violence. Experiencing adversity can affect children's wellbeing and development. SEL has been shown to mitigate the effects of adversity, by providing children with the tools to focus, regulate their emotional responses, interact with others and cope with stress and challenges.<sup>1</sup>

Toxic stress is the body's physiological response to frequent, prolonged, and severe adversities or threats such as exposure to violence, displacement, and extreme poverty. Toxic stress can lead to changes in brain structure and function, disturbing normal development.<sup>2</sup> These changes can have significant negative effects on cognitive functions such as long-term and working memory, spatial ability, and inhibition, all skills required for learning physical and mental health, behavior, and relationships. Long term effects lead to long term health, economic, education deficiencies.<sup>3</sup>

However, Social Emotional Learning can mitigate these effects and rebuild or build for the first time health brain structure and neurological connections.

### Benefits of SEL include:

- 1) Improved academic performance;
- 2) Improved pro-social skills;
- 3) Improved positive self-image;
- 4) Decreased aggression;
- 5) Decreased emotional distress;
- 6) Decreases in conduct problems

Social Emotional Learning is most effective when taught in the following ways:

- 1) Direct instruction of SEL
- 2) Building safe, caring learning environments
- 3) Reinforcement through SEL games
- 4) Community / Parental involvement

---

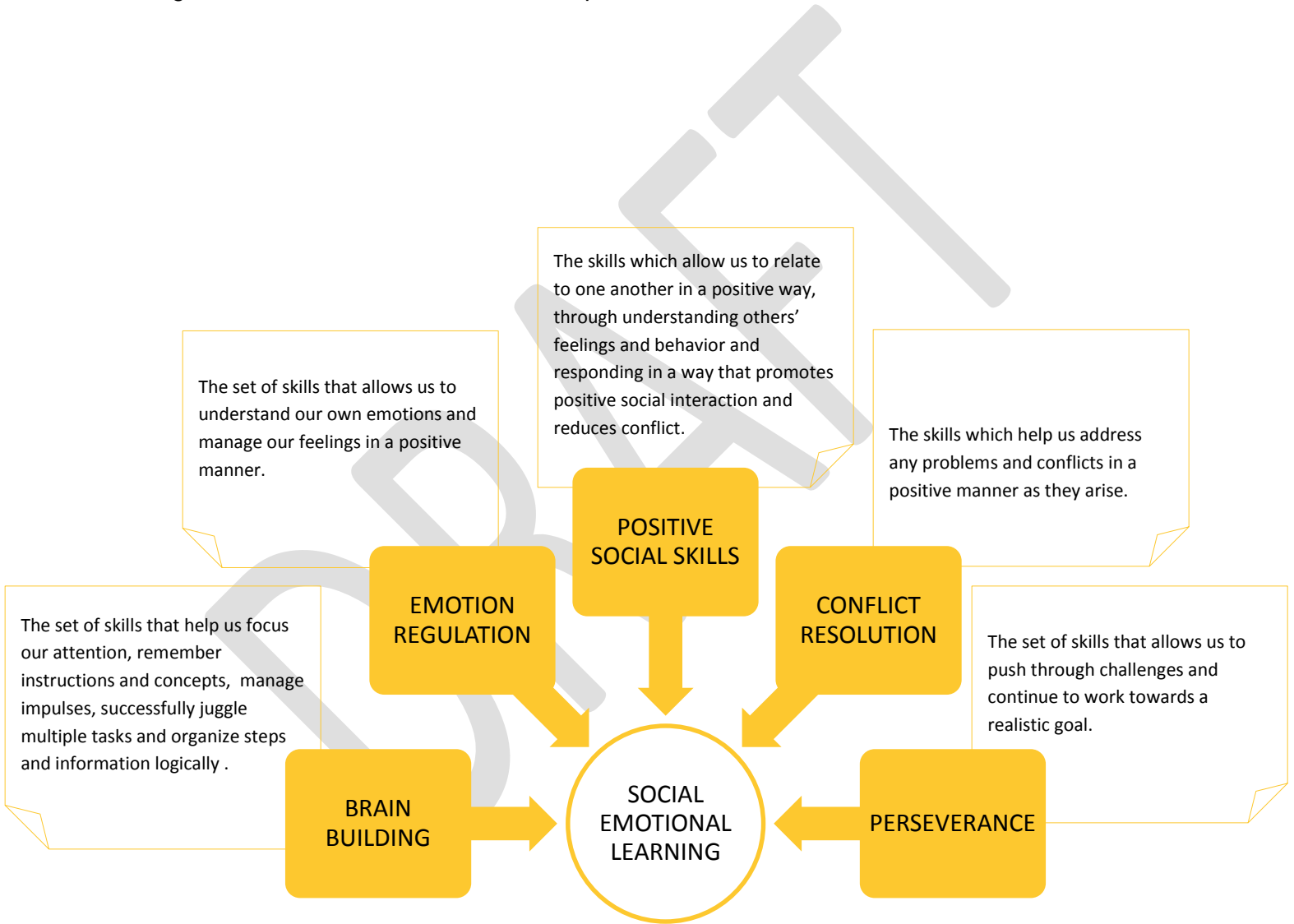
<sup>1</sup> Cohen, J. (2006). Social, Emotional, Ethical, and Academic Education: Creating a Climate for Learning, Participation in Democracy, and Well-Being. *Harvard Educational Review*, 76(2), 201-237.

<sup>2</sup> Compas B (2006). Psychobiological processes of stress and coping: Implications for resilience in childhood and adolescence. *Annals NY Acad Sciences.*;1094:226-23;

<sup>3</sup> Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405-432. doi:10.1111/j.1467-8624.2010.01564.x

## WHAT ARE THE SEL COMPETENCIES?

Competencies are 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. The social emotional learning component of the Safe Healing and Learning toolkit is composed of five competencies that form the necessary social and emotional skills: Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution; and Perseverance. The diagram below describes each of the competencies.



# SOCIAL EMOTIONAL LEARNING FACILITATOR TRAINING

## TRAINING OBJECTIVES

Upon completing the facilitator training, facilitators will be able to:

- 1) Understand the importance of social emotional learning for children affected by crisis
- 2) Use the social emotional learning tools effectively.
- 3) Design active and fun learning activities for students to build their social and emotional skills.
- 4) Develop social and emotional skills in children through active-learning strategies, modeling social and emotional skills, and responding to their students' needs,
- 5) Demonstrate effective use of the SEL weekly lesson plan format.

## TRAINING SCHEDULE

The proposed SEL training schedule is for 3 days with 6.5 hours of content each day totaling 19.5 hours of training. The schedule can accommodate 1.5 hours for lunch and tea breaks for a total of 8 hours per day.



## TRAINING SESSIONS OUTLINE

<b>DAY ONE</b>			
<b>Session Title</b>	<b>Duration</b>	<b>Session Objectives</b>	<b>Activities</b>
Session 1: Introduce Participants and Pre-Test	1 hour	<ul style="list-style-type: none"> <li>➔ Name the other participants</li> <li>➔ Implement an SEL-infused introductory activity in their centers</li> </ul>	<ul style="list-style-type: none"> <li>➔ Introductions</li> <li>➔ Draw a picture that represents you and share</li> <li>➔ Take the pre-test</li> </ul>
Parachute Introduction	15 minutes	<ul style="list-style-type: none"> <li>➔ Implement the Parachute Opening Ritual</li> <li>➔ Understand the purpose of the Parachute Activity</li> </ul>	<ul style="list-style-type: none"> <li>➔ Parachute Opening</li> </ul>
Session 2: Understanding Toxic Stress and why we do SEL	30 minutes	<ul style="list-style-type: none"> <li>➔ Understand the impact of toxic stress on the brain</li> <li>➔ Understand how SEL can mitigate the negative impact of traumatic events on social, emotional, cognitive and physical development.</li> </ul>	<ul style="list-style-type: none"> <li>➔ SEL evidence</li> <li>➔ Toxic Stress video</li> </ul>
<b>SEL ACTIVITY (BB)</b>	15 minutes		
Session 3: Core Competencies of SEL	2 hours	<ul style="list-style-type: none"> <li>➔ Understand the concept of social emotional learning and the five core competencies.</li> <li>➔ Understand the IRC approach to develop SEL through explicit instruction.</li> <li>➔ Define Social Emotional Learning</li> <li>➔ Define the five (5) competencies of Social Emotional Learning</li> <li>➔ Create definition charts for each of the five (5) competencies of Social Emotional Learning</li> <li>➔ Name specific Social and Emotional Skills under each competency</li> </ul>	<ul style="list-style-type: none"> <li>➔ Agree / Disagree</li> <li>➔ Define SEL and 5 competencies</li> <li>➔ Create SEL Competencies Puzzle</li> <li>➔ Create SEL charts and puzzle</li> </ul>
Session 4: SEL Activities and Games	1.5 hours	<ul style="list-style-type: none"> <li>➔ Select which games and activities are appropriate for an SEL outcome</li> <li>➔ Name ten (10) games / activities that can teach social and emotional skills – two (2) per competency</li> <li>➔ Demonstrate effective instruction of games / activities for SEL</li> </ul>	<ul style="list-style-type: none"> <li>➔ Play SEL game</li> <li>➔ Brainstorm SEL game</li> <li>➔ Teach SEL games</li> </ul>
<b>SEL ACTIVITY (ER)</b>	15 minutes		
Session 5: SEL Skills and S&S	30 minutes	<ul style="list-style-type: none"> <li>➔ Use the SEL Scope and Sequence</li> <li>➔ Understand the purpose and structure of a scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>➔ Review SEL Skills</li> <li>➔ Review SEL S&amp;S</li> <li>➔ S&amp;S Scavenger Hunt</li> </ul>
Parachute Closing	15 minutes	<ul style="list-style-type: none"> <li>➔ Implement the Parachute Closing Ritual</li> <li>➔ Understand the purpose of the Parachute Activity</li> </ul>	<ul style="list-style-type: none"> <li>➔ Parachute Closing</li> </ul>

DAY TWO			
Session Title	Duration	Session Objectives	Activities
Parachute Introduction	15 minutes	<ul style="list-style-type: none"> <li>➔ Implement the Parachute Opening Ritual</li> <li>➔ Understand the purpose of the Parachute Activity</li> </ul>	<ul style="list-style-type: none"> <li>➔ Parachute Opening</li> </ul>
<b>SEL ACTIVITY (PSS)</b>	15 minutes		
Session 6: Modeling SES for Learners	2 hours	<ul style="list-style-type: none"> <li>➔ Understand the importance of modeling social and emotional skills in their teaching</li> <li>➔ List phrases and language that participants will use in facilitating their classroom management and lesson plans</li> <li>➔ Model social and emotional skills in their teaching</li> </ul>	<ul style="list-style-type: none"> <li>➔ Discuss what it means to be a role model</li> <li>➔ Brainstorm SEL language</li> <li>➔ Roleplays</li> </ul>
Session 7: Conflict Mediation	30 minutes	<ul style="list-style-type: none"> <li>➔ Understand the process for mediating conflict among students</li> <li>➔ Demonstrate conflict mediation skills</li> </ul>	<ul style="list-style-type: none"> <li>➔ Order the steps of conflict mediation</li> <li>➔ Conflict mediation practice</li> </ul>
Session 8: Sensitivity to Learners' Needs in SEL	1.5 hours	<ul style="list-style-type: none"> <li>➔ Understand the importance of understanding learners' different lived experiences</li> <li>➔ Demonstrate appropriate responses to learners</li> </ul>	<ul style="list-style-type: none"> <li>➔ Learn different sensitivity concerns</li> <li>➔ Scenarios reflecting sensitivity</li> </ul>
<b>SEL ACTIVITY (CR)</b>	15 minutes		
Session 9: How to Use a Lesson Plan	30 minutes	<ul style="list-style-type: none"> <li>➔ Understand how to use the SEL lesson plans</li> <li>➔ Demonstrate understanding of the structure of the SEL weekly lessons.</li> </ul>	<ul style="list-style-type: none"> <li>➔ Learn elements of a lesson plan</li> <li>➔ Explore sample lesson plans</li> </ul>
Session 10: Mindfulness and day conclusion	1 hour	<ul style="list-style-type: none"> <li>➔ Understand the purpose of mindfulness activities as it relates to SEL</li> <li>➔ Define mindfulness</li> <li>➔ Lead a mindfulness activity</li> </ul>	<ul style="list-style-type: none"> <li>➔ Define Mindfulness</li> <li>➔ Mindfulness Activity</li> <li>➔ Small group Mindfulness practice</li> </ul>
Parachute Closing	15 minutes	<ul style="list-style-type: none"> <li>➔ Implement the Parachute Closing Ritual</li> <li>➔ Understand the purpose of the Parachute Activity</li> </ul>	<ul style="list-style-type: none"> <li>➔ Parachute Closing</li> </ul>



DAY THREE			
Session Title	Duration	Session Objectives	Activities
Parachute Introduction	15 minutes	<ul style="list-style-type: none"> <li>→ Implement the Parachute Opening Ritual</li> <li>→ Understand the purpose of the Parachute Activity</li> </ul>	→ Parachute Opening
<b>SEL ACTIVITY (P)</b>	15 minutes		
Session 11: SEL Lesson Plan Preparation & Presentation	3 hours	<ul style="list-style-type: none"> <li>→ Understand the components and methodologies in a successful SEL lesson</li> <li>→ Prepare a SEL lesson plan according to the correct structure</li> <li>→ Demonstrate effective facilitation of a SEL lesson</li> </ul>	→ Create and present SEL lessons
Session 12: SEL for Teachers	1 hour 45 minutes	<ul style="list-style-type: none"> <li>→ Understand the importance of their own Social and Emotional skill development</li> <li>→ Demonstrate ability to participate in a mindfulness activity</li> <li>→ Demonstrate skills practiced in two of the five competencies</li> </ul>	<ul style="list-style-type: none"> <li>→ Discuss Teacher Well-being</li> <li>→ Brainstorm teacher SEL skills</li> <li>→ Mindfulness Activity</li> <li>→ Practice SEL skills in 2 competencies</li> </ul>
Session 13: Post-Test / Conclusion	1 hour	<ul style="list-style-type: none"> <li>→ Understand the IRC approach to SEL</li> <li>→ Instruct their students on SEL</li> </ul>	<ul style="list-style-type: none"> <li>→ Post-Test</li> <li>→ Training Evaluation</li> <li>→ Concluding Discussion</li> </ul>
Parachute Closing	15 minutes	<ul style="list-style-type: none"> <li>→ Implement the Parachute Closing Ritual</li> <li>→ Understand the purpose of the Parachute Activity</li> </ul>	→ Parachute Closing

# DAY ONE:

## Social Emotional Learning Facilitator Training

### SESSION 1: INTRODUCE PARTICIPANTS AND PRE-TEST

**Objectives:**

*Teachers will be able to...*

- Name the other participants
- Implement an SEL-infused introductory activity in their centers

**Materials:** Paper; Markers; Tape; Pre-tests [Appendix 1]

**Time:** 60 minutes

#### **STEPS TO FOLLOW:**

##### **PREPARE (15 minutes)**

1. Introduce yourself, where you are from and where you work.
2. Explain why the participants are here for this training, to learn how to teach social emotional learning (SEL). Tell them that by the end of this training, they will be confident in facilitating social emotional learning lessons.
3. Explain that SEL will build off of the PSS activities they have been doing for the past few months.
4. Before breaking in to the activity, have the full group do a quick introduction, having everyone share their name, where they come from and what they do.
5. Pass around paper and colored markers / pencils for all participants.
6. Explain that it is important in any learning environment to know ones' peers, which will also be important for their students. Instruct them to draw themselves, one thing that they are good at, and a goal they have for this training.
7. Give the participants a few minutes to draw. Walk around and make sure they understand the instructions and are on task.

##### **PRESENT (15 minutes)**

1. When you see that they are finished drawing, call everyone's attention.
2. Divide the participants into groups based on your favorite color.
3. Instruct them to share their drawing in their small groups by sharing their names, about what they are good at and their goals for the training.
4. Give the groups 5 – 10 minutes to share.
5. After 5 – 10 min, bring all of the groups back together and facilitate a full group discussion. After each question, pause and ask for responses from participants.

6. Lead your discussion based on the following questions
7. How did it feel to share your drawing?
8. How did it feel to talk about something you are good at?
9. How did it feel to talk about your goals?
10. How did the group dynamic change as you shared more about yourselves?
11. Wrap up the activity by explaining how this relates to what they will be doing throughout the training.
12. Explain that this is an introductory activity that they can do with their students. Explain that this activity gives learners an opportunity to introduce themselves and learn about one another. It sets the tone for discussing emotions and understanding one another. It reinforces that the center is safe space.
13. Be sure to tape the drawings on the wall or ask 2 participants to tape the drawings on the wall at the end of the activity.

### **PRACTICE (15 minutes)**

1. Distribute the Pre-Tests for SEL [Appendix 1].
2. Allow the participants 15 minutes to complete the pre-test. Collect all pre-tests as they are finished.

### **PRODUCE (15 minutes)**

1. Post a flipchart paper in the front of the room.
2. After time is finished for the Pre-Test, call everyone's attention to the flipchart.
3. Explain that over the next few days they will be spending a lot of time together, getting to know one another very well and learning about sensitive topics. In order to get the most out of the training, the training space needs to be a "safe space."
4. Ask participants what they think a "safe space" means. Explain that it is a place where all students are welcome to come and be comfortable to express themselves, without fear of judgment, harassment or violence.
5. Explain that to create a safe space, they must create a set of rules to follow in the group.
6. Participants should share rules that they want to be included. The rules should include: confidentiality; respecting each other's opinions and experiences; checking any biases at the door; listen to one another; participate fully.
7. Have all participants agree to the set of rules.

## PARACHUTE INTRODUCTION

### Objectives:

*Teachers will be able to...*

- Implement the Parachute Opening Ritual
- Understand the purpose of the Parachute Activity

**Materials:** None

**Time:** 15 minutes

### ***STEPS TO FOLLOW:***

1. Have all participants stand in a circle. Introduce the parachute activity as an activity that all social emotional learning sessions should start and finish with. Ask who remembers what they do at the beginning and end of the PSS sessions.
2. Explain that in the middle of the circle there is an imaginary folded parachute. Ask if they know what a parachute is, if not explain it through a drawing. If it is too difficult for the children to visualize it, you can explain that it is like a big umbrella.
3. Explain that the parachute is the group's safe space. Say:
  - *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 can be safe to feel and participate.*
4. Explain that since the parachute is folded, the group needs to open it. Instruct them to come together to the center very close and all grab one corner, then open it wide in a circle.
5. Each person will pretend to have a different triangle with a different color. Explain:
  - *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.*
6. Share your color first, then go around and make sure everyone shares their color.
7. Explain that the parachute is always present in the training room, or the classroom. Remind them that the parachute is a safe space, where everything is confidential and everyone is safe to participate. At the end of the day, it will be closed.

## SESSION 2: UNDERSTANDING TOXIC STRESS AND WHY WE DO SEL

### Objectives:

Teachers will be able to...

- Understand the impact of toxic stress on the brain
- Understand how SEL can mitigate the negative impact of traumatic events on social, emotional, cognitive and physical development.

**Materials:** Paper; Markers; Tape; internet & video projector (optional)

**Time:** 30 minutes

### STEPS TO FOLLOW:

#### PREPARE (5 minutes)

1. Ask participants if they remember about Toxic Stress and why they do PSS.
2. Based on what they remember, adapt the next section to not reiterate what they already remember.

#### PRESENT (15 minutes)

1. Draw on a flipchart the first box of the flowchart “Severe Adversity”
2. Explain that in settings of conflict and disaster, children and youth may face multiple forms of hardships. This can include:

- a. Exposure to violence – community, domestic
- b. Experience of direct violence, neglect, exploitation.
- c. Physical injury, poor health.
- d. Weak and limited access to social services.
- e. Loss of or separation from parents.
- f. Forced migration.
- g. Poverty.
- h. Exploitation.
- i. Poor health.
- j. Psychosocial distress
- k. Changes in the family structure
- l. Issues at home

Severe Adversity: violence, displacement, extreme poverty

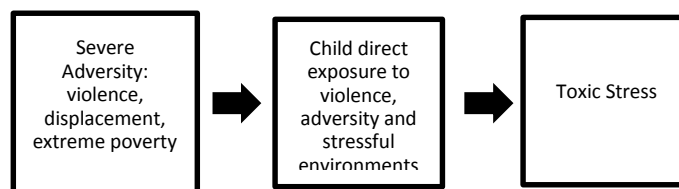
Severe Adversity: violence, displacement, extreme poverty

Child direct exposure to violence, adversity and stressful environments

#### Sensitivity Tip

When describing these forms of adversity, be aware that the participants may often come from the communities that experience conflict and disaster.

3. Draw on the flipchart the second box of the flowchart “Child direct exposure to violence, adversity and stressful environments”
4. Draw on the flipchart the third box of the flowchart, “Toxic Stress.”
5. Explain that toxic stress is the body’s physical response to frequent, prolonged (continued over a long time), and severe adversities or threats such as occur during and after conflict (you can cite the American Academy of Pediatrics, 2012).



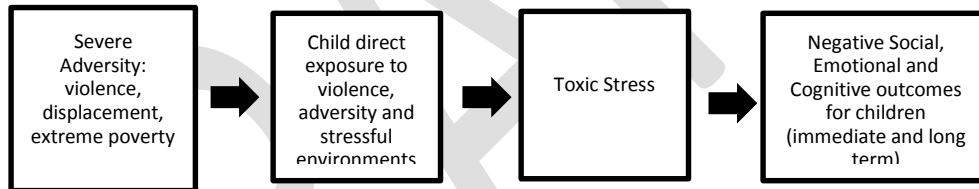
**Sensitivity Tip**

It is important that the participants, who might have experienced toxic stress, do not infer that you are suggesting they have damaged brains.

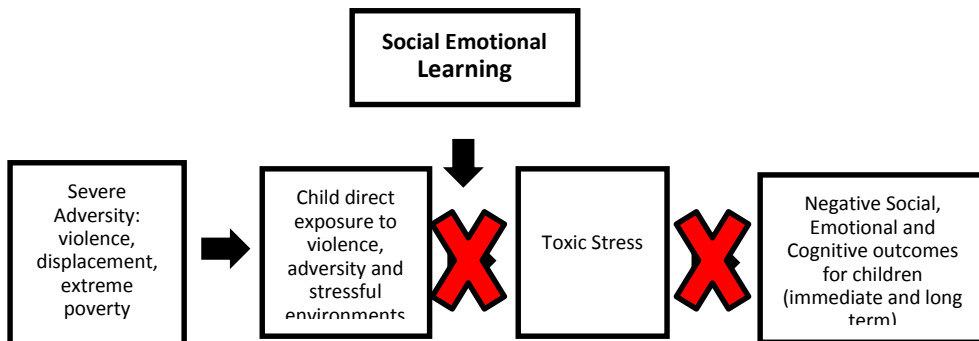
**Sensitivity Tip**

Provide enough time for reflection, and do not let participants use this as an opportunity to speak negatively about a community member.

6. Toxic stress can lead to permanent changes in the brain’s structure and function, where individuals experience problems. (For example, toxic stress can cause someone to have trouble concentrating and controlling impulses.).
7. Explain that many children who are exposed to severe adversity and therefore experience toxic stress can develop negative behaviors, in both the short and long term. For example, children might:
  - a. Be distracted, and unable to learn and focus
  - b. Act and be disruptive in class
  - c. Become angry or sad
  - d. Be unable to make friends or interact with other children
  - e. Their brains may stop developing normally
  - f. Get into lots of fights with their peers
  - g. Give up hope for the future.
8. Ask them if they have seen any of these negative behaviors in the community and to share what they have seen.
9. Explain that these children develop negative behaviors that can lead to negative long term outcomes, including:
  - a. Drug abuse
  - b. Violence
  - c. Joining gangs or armed forces
  - d. Health issues, including heart disease and diabetes
  - e. Ending education early, which leads to decreased livelihood opportunities



10. Draw on the flipchart the fourth box of the flowchart “Negative Social, Emotional and Cognitive outcomes for children (immediate and long term)”
11. Explain that there is strong evidence that shows these effects can be reduced or even reversed. Children, even those who have faced danger and difficulty, can still thrive when exposed to a combination of stable, supportive parents and caregivers, good health and nutrition, and quality learning experiences.
12. Explain that research found that to avoid repeated cycles of violence, social and emotional skills help to prevent aggressive and conflict causing behavior at later ages, and are critical to healthy and positive child development (can cite Aber, Brown and Jones, 2003).
13. Social Emotional Learning lessens the effects of adversity, by providing children with the tools to focus, control their feelings and responses, interact with others and cope with stress and challenges.



14. Draw on the flipchart the final box of the flowchart and the X through the second and third arrows “Social Emotional Learning.”
15. If available, play the toxic stress video and translate as necessary: [<https://www.youtube.com/watch?v=rVwFkcOZHJw>].

### **PRACTICE (5 minutes)**

1. Ask participants to brainstorm, as a full group, ideas of different activities and methodologies of how to teach children social and emotional skills to help them succeed.
2. Have a volunteer write up these ideas on a flipchart and put aside for use later in the training.
3. Explain that these methods can be useful when they learn more about how to teach SEL.

### **PRODUCE (5 minutes)**

1. Explain that there are many ways to teach social and emotional skills. Research shows that it is most effective when skills are taught through:
  - a. Explicit or direct SEL lesson plans
  - b. Infusing social and emotional skills into other academic areas, like literacy and numeracy
  - c. Practicing SEL skills in recreational activities
  - d. Reinforcing the skills through community and parent involvement.
2. Ask participants to think to themselves about how they can reinforce SEL through all four of these methods in their communities, and then share with a partner.
3. Bring the group back together and have them share how they can reinforce SEL skills through the four channels presented above.

## SAMPLE SEL ACTIVITY: BRAIN BUILDING

### Objectives:

*Teachers will be able to...*

- Understand the importance of belly-breathing
- Demonstrate belly-breathing
- Understand how to teach belly-breathing

**Aim:** Why is belly-breathing important and how do we do it?

**Materials:** None

**Time:** 15 minutes

### STEPS TO FOLLOW:

#### PREPARE (3 minutes):

1. Explain that during this session, they are going to learn a brain building strategy. Brain Building helps us to focus attention
2. At work, there are many things that can stress us out. When we are stressed, things can happen to our body and our mind.
3. ASK: *What happens when you feel stressed?*  
Example Answers: heart rate increases, feel sweaty, feel angry and anxious.
4. Explain that it is not good for us to feel this way. We have a lot of things that can take our attention away and stress us out. We can help ourselves to calm down and to focus by learning different tricks. One of those tricks is do breathe into our bellies.

#### PRESENT (5 minutes):

1. SAY: *I'm going to demonstrate how to breath with your belly:*
2. *Sit up tall, and put one hand on your belly.*
3. *Slowly breathe in like you are smelling a flower, for four (4) seconds.*
4. *Then hold that smell in your nose for two (2) seconds.*
5. *Finally, breathe out of your mouth for four (4) seconds like you are blowing out a candle. Do you feel as your belly rises?*
6. Demonstrate, with your hand on your belly, counting in for four, holding for two, and exhaling for four.

#### PRACTICE (3 minutes):

1. SAY: *We are going to practice together. To simulate the activity, we are going to get our heart rate up...as if we are really stressed! Let's do jumping jacks for 30 seconds. After I say STOP, I want you to then practice your belly breathing and notice what happens to your heart rate and to how you feel all over!*
2. Instruct the participants to do jumping jacks for 30 seconds.
3. After 30 seconds, instruct them to stop and belly-breathe for 30 seconds.

#### PRODUCE (4 minutes):

1. Ask participants how they felt when jumping compared to after belly-breathing.
2. Ask if they think they will use belly-breathing in life. How can they use it? How will it help them? How will it help their students?



## SESSION 3: CORE COMPETENCIES OF SEL

### Objectives:

*Teachers will be able to...*

- Understand the concept of social emotional learning and the five core competencies.
- Understand the IRC approach to develop SEL.
- Define Social Emotional Learning
- Define the five (5) competencies of Social Emotional Learning
- Create definition charts for each of the five (5) competencies of Social Emotional Learning
- Name specific Social and Emotional Skills under each competency

**Materials:** Signs that say “AGREE” and “DISAGREE” and “SOMETIMES”; Charts with definitions of Social Emotional Learning and five (5) competencies, including relevant pictures: Brain Building, Emotional Regulation, Positive Social Skills, Conflict Resolution Skills, Perseverance [Appendix 2]; Paper; Pens; Flip charts (enough for all participants); Markers; Tape; Puzzle with the 5 competencies (divided into the number of pieces that there are participants) – [Appendix 3]; Scissors; Large pieces of cardboard (1 per participant, to make puzzles)

**Time:** 120 minutes

### STEPS TO FOLLOW:

#### PREPARE (15 minutes)

1. Hang the AGREE sign on one side of the room and DISAGREE on the other side of the room and SOMETIMES in the middle before starting this session.
2. Explain that in this session, they will learn to understand “Social Emotional Learning” and the IRC approach, as well as specific social and emotional skills that this curriculum will cover. They will have materials to use for teaching Social Emotional Learning in your classroom.
3. Explain the instructions:
  - a. You will read a statement.
  - b. If they agree with the statement, they walk to the “AGREE” side.
  - c. If they disagree, walk over to the “DISAGREE” side.
  - d. If they agree sometimes, but not always, they can stand in the middle near “SOMETIMES.”
4. Read the following statements. After each statement ask one person on each side to give an explanation for why they selected “AGREE,” “DISAGREE,” or “SOMETIMES.”
5. SAY: *Students learn best when they are able to sit still and listen.*  
Example Answer: Sometimes: key messages to address: ability to focus is a key skill that individuals need to develop in order to learn, but sometimes they need to move to learn best.
6. SAY: *The best way to resolve a conflict is by ignoring it.*

#### Sensitivity Tip

Understand that in some contexts, participants will say AGREE to this prompt. Example how learning is also done with others and actions, with often has movement and is loud.

Example Answer: Disagree: key messages to address: when a conflict is ignored, it will resurface. If it is productively addressed it can be resolved and lead to positive outcomes for all parties involved.

7. SAY: *When one feels angry, it is best to find a way to reduce the anger and control behavior.*

Example Answer: Agree: key messages to address: controlling your emotions allows you to engage with other people and move forward on any task you must complete.

8. SAY: *We can learn a lot from people who come from different cultural and ethnic groups, so it is important to accept our differences and work together.*

Example Answer: Agree: key messages to address: various diverse groups can learn from one another. It is important to be able to work with different groups, particularly in a diverse nation.

9. SAY: *When you face challenges in achieving goals, you should give up.*

Example Answer: Disagree: key messages to address: in order to achieve goals, you must persist and find ways to overcome challenges.

10. Invite the participants to sit back down. Explain that all of the statements they just addressed relate to necessary social and emotional skills that help an individual to succeed in life, and the curriculum will address.

### PRESENT (60 minutes)

1. Ask participants what they think is the definition of “social emotional learning.”
2. Write up on a flipchart any key words that are part of the SEL definition.
3. After brainstorming is finished, put up the prepared flipchart with the definition of Social Emotional Learning:

*“Social Emotional Learning involves 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.”*

4. Have a volunteer read the definition. Ask the participants what the definition means to them, and to share in their own words what SEL means.
5. Remind them that SEL can mitigate the effects of severe adversity, like that which the children have been through. SEL can also help children to learn better.
6. Ask them how they think that SEL can help children to overcome what they have been through

Example Answer: help them to understand their emotions, resolve conflicts, etc.

7. After the short discussion, explain that IRC’s approach to SEL has five core competencies:

- Brain Building
- Emotional Regulation
- Positive Social Skills
- Conflict Resolution Skills
- Perseverance

8. Explain that you will go through each competency. For each competency, beginning with Brain Building and going down, ask what the participants think it means.
9. Write up on a flipchart any key words that are part of the Brain Building definition.
10. After brainstorming is finished, put up the prepared flipchart with the definition and have a participant read the definition. You should also explain the definition in clear, simple terms in the local language.

#### Sensitivity Tip

If in environments where there is a current ethnic or religious conflict this prompt may not be appropriate.

#### Sensitivity Tip

It is important that SEL is not framed as a cure-all however, as there are many other issues (poverty, hunger, existing conflict, etc.), that SEL cannot immediately address.

11. Then, ask if they can think of any examples of skills.
12. Answer any remaining questions they have about that competency, and then move on to the next competency. Use the definitions below to prepare flipcharts with the correct definition. [Appendix 2]

### **Brain Building**

**Definition:** **Brain Building** is the set of skills that help us focus our attention, remember instructions and concepts, control our inhibitions, successfully juggle multiple tasks and plan for the short and long term futures.

**Example Skills:** listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner

### **Emotion Regulation**

**Definition:** **Emotion Regulation** is the set of skills that allows us to understand our own emotions and manage our feelings in a positive manner.

**Example Skills:** identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing, counting.

### **Positive Social Skills**

**Definition:** **Positive Social Skills** are the set of 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 avoids conflict

**Example Skills:** recognizing and accepting feelings of others, developing empathy - the ability to understand and relate to other people's feelings, understanding group dynamic, making friends, maintaining friendships.

### **Conflict Resolution**

**Definition:** **Conflict Resolution** is the set of skills which help us address problems and conflicts between individuals in a positive manner as they arise

**Example Skills:** identifying problems, generating solutions to conflicts, implementing conflict resolution strategies, responding to bullying.

### **Perseverance**

**Definition:** **Perseverance** is the set of skills that allows us to push through challenges and continue to work towards a realistic goal

**Example Skills:** applying decision-making skills, developing goal-setting behavior, problem-solving, developing a positive self-identity, optimism.

#### **Sensitivity Tip**

If working in an existing/on-going conflict, this might need to be framed as conflict resolution amongst individuals and small communities.

13. Explain that later they will have the opportunity to make charts, like the flipcharts I have here, to bring back to your schools.
14. Each participant should take 6 sheets of flipchart paper to make charts for "Social Emotional Learning;" "Brain Building;" "Emotion Regulation;" "Positive Social Skills;" "Conflict Resolution;" and "Perseverance."

## **PRACTICE (20 minutes)**

1. Give each participant one piece of the jigsaw puzzle [Appendix 3].
2. Give the participants instructions:
  - ➔ *We are going to work together to build a single jigsaw puzzle using the pieces that each of you have.*

- *Without any more instruction, I would like you all to get up and find a way to build the jigsaw puzzle.*
- 3. Allow the participants ten to fifteen minutes to complete the puzzle. Observe as they work together. Note any conflicts that arise and how they are handled. Note the different roles that different individuals take.
- 4. After 15 minutes, stop the group, regardless of where they are in completing the jigsaw puzzle.
- 5. Ask participants if they understand what the puzzle says.
- 6. Explain that the five competencies build on one another.
  - *You first need Brain Building to be able to focus and achieve any tasks*
  - *Then, your Emotional Regulation allows you to enjoy the activity and not be overwhelmed by anxiety.*
  - *Your Positive Social Skills allow you to work as a team.*
  - *If any conflict arises, Conflict Resolution Skills help you to mediate.*
  - *Finally, your perseverance allows you to keep trying until you succeed.*
- 7. Explain that although the competencies build on one another, skills within all competencies are needed to complete a task. Give the example of the puzzle activity; cite the skills that they had to use from each competency in order to succeed.
- 8. Ask them what Brain Building skills they used? Emotional Regulation? Positive Social Skills? Conflict Resolution Skills? Perseverance?
 

Example answers, in order by competency: Impulse control and focus; controlling frustration; speaking with our peers; taking a step back and talking when issues arose; continuing to try despite challenges.
- 9. Review:
  - Even though the five competencies build on one another, all five are needed to succeed in life, as was seen in finishing the puzzle.
  - Throughout the SEL curriculum all five competencies are addressed throughout the curriculum.
  - The structure of the curriculum begins with more Brain Building and concludes with more Perseverance.
  - All competencies are taught throughout the entire SEL curriculum.
  - Tape the puzzle together and hang it in the training room.

### PRODUCE (25 minutes)

1. Pass out large paper and markers.
2. Explain that they will now have the opportunity to make some classroom materials.
3. Ask them to share characteristics of good classroom materials.
 

Example Answer: They are clear, colorful, useful,
4. Instruct them to write the definition of one term on each flipchart: “Social Emotional Learning;” “Brain Building;” “Emotion Regulation;” “Positive Social Skills;” “Conflict Resolution;” and “Perseverance.”
5. Write the definition in simple words so their students to understand.
6. Encourage them to include any pictures that reinforce the definition. For example, a picture of children holding hands or succeeding in school, etc.
7. As they finish, have all participants store their materials in a safe place where they can bring them back to their center / school at the end of the training.

## SESSION 4: SEL ACTIVITIES AND GAMES

### Objectives:

*Teachers will be able to...*

- Select which games and activities are appropriate for a SEL outcome
- Name ten (10) games / activities that can teach social and emotional skills – two (2) per competency
- Demonstrate effective instruction of games / activities for SEL

**Materials:** Flipchart; Marker; Deck of playing cards; Ball; Paper; Pens; Tape

**Time:** 90 minutes

### STEPS TO FOLLOW:

#### PREPARE (10 minutes)

1. Set up obstacles through the training room for a trust walk.
2. Have participants stand in two lines facing one.
3. Explain that they will all need to listen closely to directions and participate. This activity only works if everyone works together.
4. Assign one line as the guider and the other as the “walker”. The aim is for the guider to give verbal instructions to the walker, whose eyes are closed or blindfolded, to cross from one side of the room to the other, without touching one another.
5. If blindfolds (small pieces of cloth) are available and appropriate, give the “walkers” blindfolds. Otherwise ask participants to close their eyes.
6. The guider gives the walking partner directions to navigate obstacles and reach the other side of the room.
7. Once they get to the other side, the partners should switch roles.
8. When both partners have gone, they should open their eyes and have a discussion.
9. Participants can sit down or stay standing, depending on how you prefer to lead a discussion.
10. Lead a discussion based on the following points:
  - a. Ask the volunteer in the middle how it felt to not be able to see and to instead be guided by their peers’ instructions.
  - b. Ask the group how it felt to be giving him/her instructions.
  - c. Ask if they had to change how they approached giving or receiving instructions to be successful.
  - d. What skills they had to use in order to succeed.  
 Example Answers: Perseverance, communication skills, trust, respecting others opinions / voice, patience,
11. Explain that this is an example of an activity or game that has participants actively involved and reinforces social and emotional skills. In the explicit social and emotional learning curriculum, they can use local games and activities to teach the skills.

#### Sensitivity Tip

Be aware of gender sensitivities and it might not be appropriate for men and women to be paired together.

#### PRESENT (25 minutes)

1. Explain that they will brainstorm local games that can be used in their social emotional learning lessons.
2. Ask for examples of traditional games that can teach social and emotional skills.

Example Answers: Puzzles / Building a House (PSS) – organization, perseverance, team work; – following directions, cognitive flexibility, motor skills; Card games – working memory, cognitive flexibility

3. Explain that each of five groups will brainstorm games that correspond to a specific SEL competency for about 15 minutes. Then they will mix with other groups to practice teaching one of these games.
4. Break the group into five groups. Give each group a flipchart, marker and tell them which competency they have: Brain Building, Emotional Regulation, Positive Social Skills, Conflict Resolution, and Perseverance.
5. Instruct them to select one game that they will teach the rest of the group. Discuss how to teach the game. They should pretend that they will be teaching it to their students.
6. Before breaking into groups remind the participants that they should be aware of the different experiences of their students, and they do not want to design a game that might make some students feel uncomfortable because of the background and experiences.
7. The groups will break into new groups and mix with other groups, so there is one person from each competency group. Each will have the time to teach the game they brainstormed.
8. When they are finished discussing how to teach the game, count them off so that there is only one person from each competency group in each new group. If there is an odd number, partner two people from one of the competency groups to be in a new group together.

### **PRACTICE (30 minutes)**

1. Explain that in these new groups, each person will have 5 minutes to teach their activity or game. Remind them to use relevant SEL language as they explain the game.
2. Keep time, and announce every five (5) minutes that it is time to learn a new game. You can be creative in the way you announce your five minutes are up – consider a song, dance, clap, or signal.
3. Walk around while each of the groups are presenting and observe. Ask yourself if they are using appropriate SEL language, if they are being clear and concise. Are they making the other participants feel safe and involved?

### **PRODUCE (15 minutes)**

1. Bring the group back together and seated.
2. Facilitate a discussion (based on the questions below) reviewing the activity and answering any questions participants still have regarding choosing and implementing SEL games and activities.
  - a. How did it feel to explain the game to the group?
  - b. What did you find most challenging?
  - c. Did you find it difficult to use language that related to the social and emotional outcomes?
  - d. As a participant, was there anything you noticed that made the game explanations particularly effective for teaching social and emotional skills? Particularly ineffective?
  - e. How will you incorporate these games into your explicit SEL lessons?

## SAMPLE SEL ACTIVITY: EMOTION REGULATION

### Objectives:

*Teachers will be able to...*

- Demonstrate how 6 basic feelings look.
- Understand how to teach an Emotion Regulation activity

**Materials:** Flash cards with six basic emotions in large print

**Time:** 15 minutes

### ***STEPS TO FOLLOW:***

#### **PREPARE (1 minutes)**

1. Explain that during this session, they are going to learn about Emotion Regulation.
2. Ask if they remember what Emotion Regulation means.

#### **PRESENT (4 minutes)**

1. Explain that for the activity, you will hold up a card, and they will demonstrate what that feeling looks like.
2. Hold up one of the feeling cards (happy, sad, scared, excited, angry, proud) and read it out loud or have a volunteer read it.
3. The group must demonstrate what that feeling looks like.
4. Go through happy, sad, scared, excited, angry, and proud at least once.

#### **PRACTICE (6 minutes)**

4. For the second round, have participants come up and select a feeling card to demonstrate, then have the rest of the class guess what he or she is feeling. Go through all feelings at least once and allow everyone who wants to come up.
5. After each emotion, ask in what situations participants feel that feeling.
6. Summarize any similarities between the situations. For example, we feel sad when we have a loss or something bad happens to something important to us.
7. Explain that we have different feelings in different situations.

#### **PRODUCE (4 minutes)**

1. Facilitate a discussion on why we have different feelings in different situations and how we can predict what we feel based on the questions below.
  - a. What kinds of situations make you feel comfortable feelings? Uncomfortable?
  - b. How can you use this information about yourself to predict your feelings?
  - c. Why could it be helpful to predict your feelings in a situation?  
Example answer: Helps us to know when to control our feelings.

## SESSION 5: SEL SKILLS AND SCOPE & SEQUENCE

### **Objectives:**

*Teachers will be able to...*

- Use the SEL Scope and Sequence
- Understand the purpose and structure of a scope and sequence

**Materials:** Copies of SEL Skills for all participants [Appendix 4]; Copies of SEL Scope and Sequence (or facilitators guides) for all participants; [Appendix 5]; Copies of Scope and Sequence Scavenger Hunt [Appendix 6]

**Time:** 30 minutes

### **STEPS TO FOLLOW:**

#### **PREPARE (5minutes)**

1. Remind participants about the five competencies of SEL they learned earlier. Ask for volunteers to remember the competencies.
  - a. Brain Building
  - b. Emotion Regulation
  - c. Positive Social Skills
  - d. Conflict Resolution
  - e. Perseverance
2. Explain that these are five categories of skills. Ask participants if they remember some of the skills they brainstormed in the session on the Core Competencies.
3. Handout the SEL Skills [Appendix 4] and explain that these are the skills that are covered in the SEL curriculum. Highlight the skills that match the skills they brainstormed in the Core Competencies session.

#### **PRESENT (10 minutes)**

1. Distribute copies of the Scope and Sequence [Appendix 5].
2. Describe a “Scope and Sequence”. It summarizes the topics that will be taught and the sequence, or order, in which they are taught.
3. The SEL Scope and Sequence is the guiding documents for what they will be teaching, how, and when.
4. Reference the puzzle activity, which showed that all competencies were necessary simultaneously, but the competencies built on one another, beginning with Brain Building and working towards Perseverance. Though there is a focus on Brain Building in the early sessions working to Perseverance in the later sessions, all of the competencies are addressed throughout the curriculum.
5. Explain how to read the scope and sequence. Explain:
  - a. There are seven Modules, each with a different theme working on different skills.
  - b. The far left column “week” denotes the order of topics. Each week has a different topic.
  - c. Next is the column for “topic.” Ask participants what they think this is for.
  - d. Next is “competencies.” Ask if participants remember the five core competencies.
  - e. Second to the right is “Student learning outcomes.” Ask participants what they think this is. It is the set of objectives for what students should be able to do by the end of the week.



- f. Finally, the “Example Activities.” Explain that these are different activities that teachers can do to teach that week.
4. For practical purposes, after explaining the S&S, explain that there are 5 classes per week: one – 90 minute session and four – 10 minute refresher sessions which will be discussed in more detail later.
5. The SEL lessons follow the order of the scope and sequence.

**PRACTICE (10 minutes)**

1. Give each participant the Scope and Sequence Scavenger Hunt [Appendix 6].
2. Explain that they have to answer the scavenger hunt questions

**PRODUCE (5 minutes)**

1. After all participants have finished answering the scavenger hunt, review the answers. Have participants grade their own scavenger hunt.
2. Answer any remaining questions participants have about the Scope and Sequence.

DRAFT

## PARACHUTE CLOSING

### Objectives:

*Teachers will be able to...*

- Implement the Parachute Closing Ritual
- Understand the purpose of the Parachute Activity

**Materials:** None

**Time:** 15 minutes

### ***STEPS TO FOLLOW:***

1. Have all participants stand in a circle with the parachute in the middle. Remind participants that the parachute activity is an activity that all social emotional learning full 90 minute lessons should start and finish with.
2. Explain that before closing the parachute, we need to clean off all the bad feelings.
3. Say:
  - *Let's all shake our bodies, shaking off all of the bad feelings onto the parachute and only keeping the good feelings.*
4. Demonstrate shaking your body, miming the bad things falling off onto the parachute.
5. Explain that now the parachute is very heavy with all of the bad feelings. To get the bad feelings off, it needs to be lifted up. Each time it is lifted up, all of the bad feelings are thrown away. As the bad feelings go into the air, they disappear forever and only the good things are left behind.
6. Pull the parachute up and down, ten times, counting all together loudly.
7. Each person has a different triangle with a different color. Explain:
  - *This color represents how you feel now.*
  - *Take a moment to think about what color you have now.*
  - *Then, we will go around and share our color.*
8. Share your color first, then go around and make sure everyone shares their color.
9. Have everyone stand on the border of the parachute, on their triangle. Instruct them to imagine they are taking the good feelings and color from everyone's triangles, like taking a shower with it so it covers their full body.
10. Invite the participants to all roll the parachute all the way into the center to fold it back together, meeting in the center of the circle.
11. Explain that in their classrooms, they should find a fixed spot for the parachute to be kept safely and direct everyone to place it there.

# DAY TWO:

## Social Emotional Learning Facilitator Training

### PARACHUTE INTRODUCTION

**Objectives:**

*Teachers will be able to...*

- Implement the Parachute Opening Ritual
- Understand the purpose of the Parachute Activity

**Materials:** None

**Time:** 15 minutes

**STEPS TO FOLLOW:**

1. On days 2 and 3 of the training, allow participants to lead the Parachute Opening and Closing Activities and practice their facilitation skills.
2. Remind the group that the parachute is the group's safe space.
3. The group needs to open the folded parachute together.
4. Each person will have a different triangle with a different color that represents how they feel.
5. Everyone shares their color.
6. Remind them that the parachute is a safe space, where everything is confidential and everyone is safe to participate. At the end of the day, it will be closed.

## SAMPLE SEL ACTIVITY: POSITIVE SOCIAL SKILLS

**Objectives:**

*Teachers will be able to...*

- Understand the importance of teaching friendship.
- Teach friendship skills.

**Materials:** Flipchart, Markers

**Time:** 15 minutes

### STEPS TO FOLLOW:

#### PREPARE (1 minutes)

1. Explain that during this session, they are going to learn about Positive Social Skills.
2. Ask if they remember what Positive Social Skills means.

#### PRESENT (5 minutes)

1. Explain that during this activity, they will (in groups) create a “recipe for friendship.”
2. Ask participants to brainstorm what “ingredients” are needed to maintain a friendship. For example, trust, listening, enjoying each other’s company, loyalty, generosity, etc.

Recipe	
Ingredients	Steps
-	1.
-	2.
-	3.

3. Write or draw them like an ingredient’s list of a recipe on a large piece of paper.

#### PRACTICE (6 minutes)

1. In small groups, have participants decide how to combine the ingredients, like a recipe, to make (or “bake”) good friendship. Give them an example: stir together love and kindness, add a pinch of laughter.
2. Provide each group with a flipchart or large piece of paper so they can draw out their recipe together.

#### PRODUCE (3 minutes)

1. Bring the groups back together and have each group share their recipe so they can share a friendship feast.
2. Ask participants to share why it is important to follow this recipe for friendship and include all ingredients.

## SESSION 6: MODELLING SES FOR LEARNERS

### Objectives:

*Teachers will be able to...*

- Understand the importance of modeling social and emotional skills in their teaching
- List phrases and language that participants will use in facilitating their classroom management and lesson plans
- Model social and emotional skills in their teaching

**Materials:** Markers; Paper; Pens; Flipchart or PowerPoint and projector with the group discussion questions [Appendix 7]

**Time:** 120 minutes

### STEPS TO FOLLOW:

#### PREPARE (15 minutes)

1. Explain why it is important to model for learners what it looks like to use social and emotional skills in everyday life. Ask participants why they think it is important to model SEL skills.
2. Explain that there is certain language and actions which reinforce SEL.
3. Lead a discussion based on the following questions:
  - a. What does it mean to be a “role model”?  
Example answer: to show the students a good example through demonstrating the morals and skills that you are teaching.
  - b. What do you think it means to “model” social and emotional skills?  
Example answer: demonstrating the skills we are teaching our students through our interpersonal interactions. We pay attention to students, we control frustration with students, help solve conflicts, show the ability to persevere and interact with others.
  - c. How do we model other skills in the classroom?  
Example answer: we model clapping phonemes; we model counting to 10; we model following classroom rules.
4. Ask participants to think about how they can model SEL skills across all five (5) competencies.

Example Answers:

**Brain Building:** multitasking and giving clear instructions, listening to students

**Emotion Regulation:** regulating our emotional responses, not allowing ourselves to get frustrated or angry

**Positive Social Skills:** being kind and patient, listening to others and trying to understand their feelings

**Conflict Resolution:** resolving/mediating conflicts between students, preventing conflict between yourself and others

**Perseverance:** overcoming challenges, like working with limited resources

**PRESENT (15 minutes)**

1. Pull up a blank flipchart and ask a volunteer to write on the flipchart. Title the chart “SEL Language.” Divide it into 5 columns – one for each competency “Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution; Perseverance”
2. Explain that they are going to brainstorm language and words to use in the classroom that will reinforce social and emotional learning.
3. Ask participants to think of some words that can be used in the classroom that address each of the competencies.

**Brain Building** Example Answers: focus, listen, stay still, control, plan, remember, organize, logic, goal, achieve

**Emotional Regulation** Example Answers: “I feel,” happy, sad, frustrated, excited, “how does that make you feel?”, emotion, hurt, express

**Positive Social Skills** Example Answers: empathy, accept, similarity, difference, negative peer pressure, communicate, tolerance, share

**Conflict Resolution** Example Answers: consequences, apologize, mediate, assertive, cause, resolve, strategies, “stop, think, act”, admit, problem-solving steps

**Perseverance** Example Answers: goal, push through, overcome, confidence, improvement, decision, accomplish, future, hope, optimism

4. Pull up a blank flipchart and ask a volunteer to write on the flipchart. Title the chart “Modeling SEL Behaviors.” Divide it into 5 columns – one for each competency “Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution; Perseverance”
5. Brainstorm classroom behaviors that participants should model to reinforce social and emotional learning.

**Brain Building** Example Answers: Multitasking, listening to students, organizing lessons in a logical manner

**Emotional Regulation** Example Answers: Controlling your frustration and anger, overcoming disappointment, only showing moderate amount of joy

**Positive Social Skills** Example Answers: Asking students how they are feeling, trying to get to know each student personally

**Conflict Resolution** Example Answers: Mediating conflicts between students, staying calm to prevent conflicts with students, parents or other teachers

**Perseverance** Example Answers: Continuing to teach in harsh circumstances, setting goals that you share with the class and breaking them down by steps

7. Review all of the answers by asking a participant to read both “SEL Language” and “Modeling SEL Behaviors” before moving on to the next activity.

**PRACTICE (20 minutes)**

1. Step Display the instructions and questions for the group activity. [Appendix 7]

**STORY and ROLEPLAY INSTRUCTIONS**

1. Create a role-play modelling the competency your group was assigned.
2. Consider the following in your role-play:
  - a. How can the facilitator model good SEL skills?
  - b. What will happen if the facilitator does not model SEL skills?
3. Prepare to present the role-play back to the whole group.

2. Split into five groups. Explain that each group will receive a competency that they will have to model, based on the strategies they brainstormed before.
3. Allow the trainees to spend 15 minutes in their groups preparing their role-play.
4. Walk around and check in periodically with each group.
5. Ask them follow up questions, leading them to understand how the facilitators in each scenario could improve their skills.
6. What will the outcome be if the facilitator does not model the competency?
7. How could the outcome improve if the facilitator models the competency?
8. Allow the participants to spend 25 minutes in their groups reviewing and revising the stories.
9. Walk around and check in periodically with each group.
10. Ask them follow up questions, leading them to understand how the facilitators in each scenario could improve their skills.
  - a. What will the outcome be if the scenario stays as it is?
  - b. How could the outcome improve for the students?
  - c. What competency does this scenario address?

### PRODUCE (60 minutes)

1. Have one group volunteer to present first.
2. Explain that each group should begin by reading the story they were given, then acting out their improved version.
3. The other four (4) groups that are not acting should be watching to provide feedback to the actors. They will discuss what elements showed modeling social and emotional skills and which could have been improved.
4. After each group has presents their drama, facilitate the discussion based on the questions below.
  - a. Which component was this facilitator modeling?
  - b. What aspect of the facilitator's response modeled Social and Emotional Skills?
  - c. Where could the facilitator have improved his/her modeling of Social and Emotional Skills?
  - d. What would be the best way for a facilitator to model his or her Social and Emotional Skills in a similar scenario?
  - e. How should the facilitator respond differently, to account for gender? Context? Conflict sensitivity?
5. Ask the group that presented:
  - a. What did you change?
  - b. Why?
  - c. What competency did you address?
6. After all of the groups have finished presenting, facilitate a group conversation on how it felt to model social and emotional skills and how they can do this best in their classrooms based on the questions below.
  - a. How did it feel to portray a facilitator who was modeling social and emotional skills?
  - b. Was it challenging to identify ways to model SEL skills?
  - c. What are some words and phrases that we can use in the classroom to reinforce SEL?
  - d. What skills that we learned today will you bring back to your classrooms next week?

#### Sensitivity Tip

Participants may find obstacles to modeling SEL skills including, but not limited to, their own stress, work load, various levels of poverty, lived experiences in conflict and/or crisis, etc. It is important to allow them space to express these feelings. Do not discount them, but be positive about how SEL skills might be able to support their role as teachers. It is early on in the training, and check-in with them periodically to see how they feel about SEL in general and the obstacles previously expressed.

7. Explain that they will have more opportunities to practice throughout the rest of the training.

DRAFT



## SESSION 7: CONFLICT MEDIATION

**Objectives:**

*Teachers will be able to...*

- Understand the process for mediating conflict among students
- Demonstrate conflict mediation skills

**Materials:** Slips of paper with the conflict mediation steps [Appendix 8]

**Time:** 30 minutes

### STEPS TO FOLLOW:

<u>Mediation Steps</u>	
<b>Pre-Mediation</b>	<ol style="list-style-type: none"> <li>1. Individually meet with each side of the conflict to understand their side of the story</li> <li>2. Bring the sides together and introduce the steps for the mediation</li> </ol>
<b>Mediation</b>	<ol style="list-style-type: none"> <li>3. Allow each side to tell their story and how they feeling using the formula "I feel ___ When ___"</li> <li>4. Clarify issues and problems.</li> <li>5. Generate win-win solutions.</li> <li>6. Assess and select solution.</li> <li>7. Affirm solution.</li> <li>8. Apologize and close with kind words.</li> </ol>

### PREPARE (2 minutes)

1. Explain that you will read statements. The participants should stand up if this statement relates to them, or sit down if it does not.
2. Statements to read:
  - a. *Sometimes, students in my classes get into disagreements.*
  - b. *When my students get into disagreements or fights, they are not always able to solve them alone.*
  - c. *I sometimes need to mediate conflicts between my students.*
  - d. *I wish that I knew the best way to resolve conflicts between other people.*
3. Explain that if they answered yes to any of these questions, this session is designed to help them. Sometimes, in SEL lessons, conflicts may arise between students.

### PRESENT (8 minutes)

1. Break the participants into groups of eight.
2. Hand out slips of paper with each step of the mediation process. Make sure there are enough copies for everyone to have one.
3. Explain that they will need to put the steps in order.
4. Once they have all finished, ask participants to read their step and explain what they think it means. Below is more information for you to confirm what they are saying or guide them to the correct answer:

*Pre-Mediation Steps*

**Pre-Mediation**

1. Individually meet with each side of the conflict to understand their side of the story
2. Bring the sides together and introduce the steps for the mediation

**Mediation**

3. Allow each side to tell their story and how they feeling using the formula "I feel \_\_\_ When \_\_\_"
4. Clarify issues and problems.
5. Generate win-win solutions.
6. Assess and select solution.
7. Affirm solution.
8. Apologize and close with kind words.

- 1) Individually meet with each side of the conflict to understand their side of the story.
  - a) The teacher should meet with student and ask their perspective on what happened.
- 2) Bring the sides together and introduce the steps for the mediation
  - a) Explain the following steps to the students and ask for their input. Adjust the process so that both sides agree.

*Mediation Steps*

- 3) Allow each side to tell their story and how they feeling using the formula “I feel \_\_\_ When \_\_\_”
    - a) Both students need the opportunity to explain how they feel and why they feel that way.
  - 4) Clarify issues and problems
    - a) Restate back to the students what you understand as each of their problems.
  - 5) Generate win-win solutions
    - a) Allow the students to brainstorm different solutions. Particularly focus on solutions that are acceptable to both sides.
  - 6) Assess and select solution
    - a) Review the solutions they brainstormed and note which ones have win-win solutions. Select one as a group that will make both parties happy.
  - 7) Affirm solution.
    - a) Both sides should agree to the solution.
  - 8) Apologize and close with kind words
    - a) Both sides should apologize to one another and say something nice about each other. For example, “I understand where you were coming from. I am sorry for what I said. I look forward to playing together tomorrow; we have so much fun together.”
5. Answer any questions the participants have about the mediation process.

**PRACTICE (16 minutes)**

1. Divide participants into groups of four.
2. In the groups of four, they will practice mediating conflicts. They will select a common conflict that they observe between their students to mediate. Each group member will have a role: one will play the teacher/mediator; two will play students on opposite sides of the conflict; and the fourth will observe the mediation and provide feedback.
3. Let the participants know to rotate between scenarios every 4 minutes so that each group member has the opportunity to play each role.

**PRODUCE (4 minutes)**

1. Bring the whole group together to have a review and concluding discussion.
2. Ask participants what was challenging about mediating a conflict for them.
3. Ask participants what they observed as the observer – what did their peers do well or need to improve on.
4. Answer any remaining questions they have about conflict mediation

## SESSION 8: SENSITIVITY TO LEARNERS' NEEDS IN SEL

### Objectives:

*Teachers will be able to...*

- Understand the importance of understanding learners' different lived experiences
- Demonstrate appropriate responses to learners

**Materials:** Handouts of Sensitivity Approaches [Appendix 9]; Flip chart; Markers

**Time:** 90 minutes

### STEPS TO FOLLOW:

#### PREPARE (10 minutes)

1. Have the participants to stand up and make a circle.
2. Ask if any of the participants know the song "If you're happy and you know it". If they do, have one of them volunteer to teach the song and movements that go along. If not, you should teach the song and dance.
3. Say: *Repeat after me. "If you're happy and you know it clap your hands"* and then clap your hands two times.
4. Explain that is repeated twice and then sing "*If you're happy and you know it and you really want to show it, if you're happy and you know it clap your hands*" then clap twice again.
5. Explain that a different action can be used in place of "clap your hands." For example, "If you're happy and you know it stomp your feet..."
6. Continue singing the song for a few minutes, including different feelings and emotions. For example:
  - ➔ If you're sad and you know it, say boo hoo.
  - ➔ If you're angry and you know it, shout and yell.
  - ➔ If you're scared and you know it, raise both hands.

#### PRESENT (10 minutes)

1. Explain that addressing the needs of the students is one of the most important elements of quality social emotional learning instruction. This involves constantly paying attention and observing learners.
2. Put up a flipchart and write the answers to the following questions in bold on a flipchart.
  - a. **What does it mean to observe your learners?**  
Example answers: To watch and understand what is happening with your learners; to notice any changes in their behavior or any abnormal behaviors as well as understanding how different groups are responding (e.g. girls / boys, younger / older, etc.).
  - b. **How can you observe and respond to your learners' needs?**  
Example Answers: Constantly watch and check in with them; Notice changes in behavior; Give learners responsibility when they are acting out; Ask learners why they are acting the way they are acting.

3. Explain that some activities in social emotional learning can bring up certain feelings or address weaknesses of students. Although teachers are not expected to be counselors, this session will provide them with the tools and resources to address some of the most common issues that may arise.
4. In particular, note that participants should be looking out for:
  - Classroom management related issues – how are students acting and responding
  - Emotional distress related response – how are students displaying signs of emotions and when is it necessary to refer students to other services
  - Observing different types of students and how their responses may be different.
5. Reference the introductory activity, singing “If you’re happy and you know it.” Someone may have been acting out and disruptive. A good tactic to engage a disruptive child is to give them responsibility, so the disruptive participant could have been invited to lead the next phrase of the song.
6. Explain that if more extreme cases arise, they should be able to address the child’s needs by bringing the issue to the community leaders, the nearest hospital, or managing NGO.
7. Explain that SEL activities may address sensitive issues or bring up negative responses from children. It is their job, as facilitators to protect the children from physical and emotional harm and promote their well-being.
8. Write one of the following each on three flipcharts:
  - Identity
  - Ability
  - Experiences
9. Explain that these are the three types of sensitivity they should be looking out for. Ask participants how they think identities could cause issues in their SEL classes? Abilities? The students’ experiences?
  - **Identity** - Students have many different identities that other students and communities use to describe them including: gender, ethnicity, race, leader, religion, mother tongue, nationality, refugee, IDP, caregiver of younger siblings, etc. Students’ feelings about these can be positive or negative, and can change over time. Students’ peers, family, and community may judge the student based on these identities.
  - **Ability** - Students have different physical, cognitive, social and daily living abilities which can affect how they can participate. Some students excel at certain skills, and have difficulty with others. Sometimes a student has no skills within one of the four categories above, but they have other skills and can still participate in class.
  - **Experiences** - Students have different experiences that make them who they are today. Some of these experiences can be very challenging for anyone to handle, which can include conflict and disasters.

#### Sensitivity Tip

It is of utmost importance that you provide enough time to define the existing and functioning referral pathways. So much of the SEL content involves students reflecting on their own emotions and if teachers are not appropriately prepared to respond it can cause harm.

### PRACTICE (20 minutes)

1. Break the participants into three groups.
2. Give each group one of the flipchart sheets and the handouts you prepared with each of the types of sensitivities [Appendix 9].
3. Ask the groups to brainstorm teacher practices that would address the type of sensitivity to learners’ needs on their flipchart.
4. After they have brainstormed, explain that they should prepare a role-play where the teacher will demonstrate one of the practices that they brainstormed.

5. Use the suggested teacher practices below as a reference point for practices they should include.

### PRODUCE (50 minutes)

1. Bring the whole group back together.
2. Allow for one group to volunteer to present their role-play that demonstrates sensitivity to learners' needs first.
6. Ask for a group to volunteer to go first. After each scenario ask the following questions to the group members who were watching:
  - a. What sensitivity among the students did the teacher address?
  - b. What did the teacher do well?
  - c. What could s/he have improved upon?
  - d. Was the teacher sensitive and responsive to the needs of the student(s)?
7. After all of the groups have presented, facilitate a discussion around addressing the needs of the learners in the roleplays. Use the following questions as a guideline for your conversation.
  - e. How did it feel to create your own scenarios?
  - f. How did you feel as the teacher who had to respond to students' behaviors and needs?
  - g. Did you find it difficult to address the needs of the learners?
  - h. What are some of the challenges you face in observing and responding to learners in your own classes? What methods do you use in addressing their needs?
  - i. What additional questions do you have remaining about observing and responding to your students' needs in Social Emotional Learning?
8. Explain that they also practiced one way of facilitating roleplays with their learners. Roleplays are a great way to encourage learners to practice SEL skills.

## SAMPLE SEL ACTIVITY: CONFLICT RESOLUTION

### Objectives:

*Teachers will be able to...*

- Demonstrate STOP-THINK-ACT
- Understand how to teach the conflict resolution strategy to students

**Materials:** Dance music and music player (optional)

**Time:** 15 minutes

### **STEPS TO FOLLOW:**

#### **PREPARE (1 minutes)**

1. Explain that during this session, they are going to learn about Conflict Resolution.
2. Ask if they remember what Conflict Resolution means.

#### **PRESENT (5 minutes)**

1. Teach the participants the motions to each word.
  - a. STOP: put your hand in front of you with your palm facing out like you are telling someone to stop.
  - b. THINK: put your finger to your forehead like you are thinking.
  - c. ACT: march in place like you are walking with a purpose.
2. Demonstrate the actions for the class. Have them repeat the words and actions a number of times until they are comfortable with them.
3. Ask what they think the first step, "STOP" means. An example answer could be: you should remove yourself from the conflict, calm yourself down, and state the conflict without blaming anyone.
4. Ask what they think the second step "THINK" means. An example answer could be: think of solutions and their consequences, and select the most appropriate one.
5. Ask what they think the final step "ACT" means. An example answer could be: act on the solution you decided on to solve the conflict.

#### **PRACTICE (5 minutes)**

1. Have participants dance and sing until you call out STOP.
2. Have students sing a song they all know. If students are shy, and music is available, play music.
3. Call out STOP (stop music) – and all participants must freeze.

#### **PRODUCE (4 minutes)**

1. Repeat the motions for STOP – THINK – ACT as a group.
2. Ask participants why they need to STOP before THINKing and then ACTing.
3. Ask participants how they think this will help their students.

## SESSION 9: HOW TO USE A LESSON PLAN

### Objectives:

*Teachers will be able to...*

- Understand how to use the SEL lesson plans
- Demonstrate understanding of the structure of the SEL weekly lessons.

**Materials:** Lesson Plan “Treasure Hunt” [Appendix 10]; Flip chart; Markers

**Time:** 30 minutes

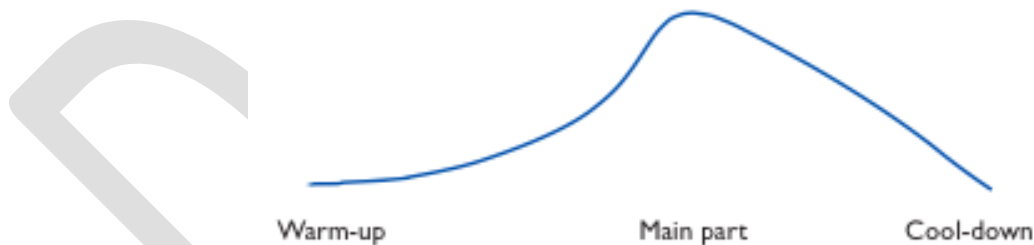
### **STEPS TO FOLLOW:**

#### **PREPARE (10 minutes)**

1. Tell participants to turn to Week 8 in their Facilitator Guide.
2. Pass out the lesson plan “treasure hunt” [Appendix 10].
3. Explain that all participants must find the elements of the lessons that are included in the treasure hunt.

#### **PRESENT (5 minutes)**

1. Ask participants to name the different parts of the SEL lesson plan that they see:
  - a. Five different days of instruction – one 90 minute plan and four 10 minute plans (see below)
  - b. Objectives, Aim, Materials, Time,
  - c. 4 P’s: Prepare, Present, Practice, Produce - Remind participants of the activity flow from PSS. Explain that this is the same flow. You can draw this on a flipchart or board if available.



- i. Prepare – mindfulness activity (warm up)
  - ii. Present – explain topic and introduce material (main part)
  - iii. Practice – students engaged in practicing skills and strategies (main part)
  - iv. Produce – students present back what they have learned (recap / calm down)
  - d. Sensitivity tips – discussed Sensitivity, these are important to note and make sure students are all able to participate and it is appropriate for context, and some activities may be “triggering”
  - e. Age Adaptation – places where teacher may have to adapt activity for different age groups.
  - f. Also note: Italics mean that is scripted.
2. Write the following on a flipchart or board to review the different days of SEL instruction:

- a. Day One: 90 minute SEL lesson plan – Parachute opening and closing (from the PSS curriculum); mindfulness activity, explicit brain-building activity, and instruction on the primary topic for the week
  - b. Day Two: 10 minute mindfulness activity
  - c. Day Three: 10 minute review session (on the primary topic for the week)
  - d. Day Four: 10 minute review session (on the primary topic for the week)
  - e. Day Five: 10 minute assessment session (assessing learning objectives)
3. Explain that though these are the only five sessions per week, the skills and strategies in SEL should be reinforced throughout the week.

### **PRACTICE (10 minutes)**

1. Explain that in pairs, participants will have the opportunity to go through one of the weekly lesson plans in depth and find all of the elements of the lesson plan and the different days of the lessons.
2. Explain that at the end of the training, they will have the opportunity to present part of this lesson back to the whole group.
3. Allow pairs to select the week that they want to present, but make sure that only one pair has each week.
4. Handout weekly plans to pairs.
5. Encourage pairs to come up with a list of questions to bring back to the class.

### **PRODUCE (5 minutes)**

1. Bring the whole group back together.
2. Allow participants to ask any questions they had about the lesson plans as they went through them.
3. Ask participants what they saw in the lessons and what they expect to be challenging and effective with their students.



## SESSION 10: MINDFULNESS

### Objectives:

*Teachers will be able to...*

- Understand the purpose of mindfulness activities as it relates to SEL
- Define mindfulness
- Lead a mindfulness activity

**Materials:** Mindfulness handout [Appendix 11]

**Time:** 60 minutes

### STEPS TO FOLLOW:

#### PREPARE (10 minutes)

##### Sensitivity Tip

Depending on the cultural context, mindfulness practices may exist. Be aware of this and do not discount existing practices.

1. Explain that *mindfulness “safaa zehni” is the intentional state of being aware and focused on the present moment and accepting reality.* This is most commonly achieved through calming strategies that aid in focusing the mind and body. Mindfulness activities can help everyone, not just students and not just those affected by crisis.
2. Ask participants if they are familiar with the concept of mindfulness. What do they think it means to be mindful? Write down any notes on a flipchart that are relevant to the definition of mindfulness.
3. Explain that each SEL lesson plan includes a mindfulness activity. Mindfulness, or “safaa zehni”, helps children to develop concentration and self-awareness. These skills will help them to learn and be aware of what is going on and “focus” themselves.

#### PRESENT (10 minutes)

1. Explain that they will now practice a mindfulness activity
2. Say, slowly and calmly:  
*Grow your back longer and taller, reaching your head to the sky. If it is comfortable, you can close your eyes. 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, and 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.*
3. Let the teachers sit silently for one minute, or as long as they are comfortable.
4. Say, slowly and calmly:  
*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.*
5. Once participants are back together, have them first silently reflect on what they experienced, how they felt and how they think this sort of activity could be useful.

6. Then, lead a discussion about what they experienced, how they felt and how they think this sort of activity could be useful.
7. If available, use a projector and let participants know that they will be viewing a video that shows the impact of mindfulness on the brain.
8. The video can be found at: <https://www.youtube.com/watch?v=Aw71zanwMnY>.

### **PRACTICE (30 minutes)**

1. Explain that in small groups they will practice teaching mindfulness activities, like the one they just did.
2. Distribute the mindfulness hand-out [Appendix 11] and break the participants into small groups. Explain the different activities that groups will be working on.
3. Write the following questions on a flipchart or board to guide feedback for those who are demonstrating leading a mindfulness activity.
  - What was good about the mindfulness activity?
  - What would you change about the mindfulness activity?
  - What was good about the way the activity was presented?
  - What would you change about the way the activity was presented?

### **PRODUCE (10 minutes)**

1. After everyone has practiced teaching mindfulness in small groups bring them back together as a large group
2. Ask their perceptions of mindfulness how they think it is useful and applicable to the students they teach.
3. Answer any last questions the participants have about mindfulness.

## PARACHUTE CLOSING

**Objectives:**

*Teachers will be able to...*

- Implement the Parachute Closing Ritual
- Understand the purpose of the Parachute Activity

**Materials:** None

**Time:** 15 minutes

### ***STEPS TO FOLLOW:***

1. On days 2 and 3 of the training, allow participants to lead the Parachute Opening and Closing Activities and practice their facilitation skills.
2. Remind participants that before closing the parachute, we need to shake off all the bad feelings.
3. Pull the parachute up and down, ten times, to remove the bad feelings.
4. Each person will have a different triangle with a different color that represents how they feel.
5. Everyone shares their color.
6. Share your color first, then go around and make sure everyone shares their color.
7. Take a shower in the good feelings and color from everyone's triangles.
8. Roll the parachute all the way into the center to fold it back together, meeting in the center of the circle.

# DAY THREE:

## Social-Emotional Learning Facilitator Training

### PARACHUTE INTRODUCTION

**Objectives:**

*Teachers will be able to...*

- Implement the Parachute Opening Ritual
- Understand the purpose of the Parachute Activity

**Materials:** None

**Time:** 15 minutes

### ***STEPS TO FOLLOW:***

1. On days 2 and 3 of the training, allow participants to lead the Parachute Opening and Closing Activities and practice their facilitation skills.
2. Remind the group that the parachute is the group's safe space.
3. The group needs to open the folded parachute together.
4. Each person will have a different triangle with a different color that represents how they feel.
5. Everyone shares their color.
6. Remind them that the parachute is a safe space, where everything is confidential and everyone is safe to participate. At the end of the day, it will be closed.

## SAMPLE SEL ACTIVITY: PERSEVERANCE

### Objectives:

*Teachers will be able to...*

- Fill out a Goal Achievement Plan
- Understand the importance of setting and achieving goals
- Understand one way to teach goal-setting to their students.

**Materials:** Goal Achievement Plans [Appendix 12] printed out for all participants

**Time:** 15 minutes

### ***STEPS TO FOLLOW:***

#### **PREPARE (1 minutes)**

1. Explain that during this session, they are going to learn about Perseverance.
2. Ask if they remember what Perseverance means.

#### **PRESENT (3 minutes)**

1. Explain that the group will in pairs set goals to achieve their wildest dreams.
2. Before they begin to set goals, they need to think of the steps needed to achieve a goal.
3. Ask them to brainstorm the steps they need to take to achieve a goal. They should end up with something similar to this:
  - a. The first step is setting a detailed goal
  - b. Setting a plan (5 steps)
  - c. Ask for advice from someone they trust
  - d. Revise the plan according to the advice
  - e. They should find a peer to support them throughout the process
  - f. Ongoing revision is necessary to achieve a goal.

#### **PRACTICE (8 minutes)**

1. Pass out the "Goal Achievement Plan" [Appendix 12] and invite participants to create a short plan that they will share with a partner to achieve their wildest dreams.
2. Once they have created their plan, they can turn to a neighbor and share the plan.

#### **PRODUCE (3 minutes)**

1. Conclude the activity by bringing the whole group back together and asking the following questions:
  - a. How did it feel to create a Goal Achievement Plan?
  - b. How did it feel to share your GAP?
  - c. Did sharing your GAP change your approach to achieving that goal? How?
2. Conclude the activity by inviting participants to use the GAP as they strive to achieve their goals.

## SESSION 11: SEL LESSON PLAN PREPARATION & PRESENTATION

### Objectives:

*Teachers will be able to...*

- Understand the components and methodologies in a successful SEL lesson
- Prepare a SEL lesson plan according to the correct structure
- Demonstrate effective facilitation of a SEL lesson

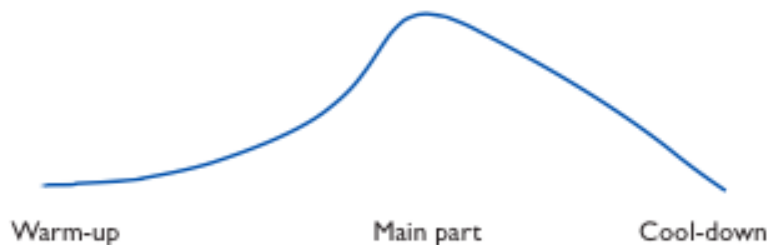
**Materials:** Flip chart; Markers; Paper; Pens; Tape; Presentation rating sheet [see Appendix 13]; Timer; PowerPoint slide or flipchart with discussion questions

**Time:** 180 minutes

### STEPS TO FOLLOW:

#### PREPARE (20 minutes)

4. Explain to the group that they will be practicing social emotional learning lessons.
5. Explain that they will, in pairs, have the opportunity to teach short social emotional learning lessons to one another. Explain that you have been demonstrating SEL lessons throughout the training. Review the skills they have gained in:
  - a. Understanding all of the social emotional learning competencies
  - b. Modeling social and emotional skills for learners
  - c. Observing and responding to students' needs and adapting scripted lessons
  - d. Various methods for teaching social emotional learning
6. Tell participants to open up to Week 2 Lessons in their Facilitator Guide.
7. Ask participants to name the different parts of the SEL lesson plan that they see:
  - a. Five different days of instruction – one 90 minute plan and four 10 minute plans (see below)
  - b. Objectives, Aim, Materials, Time,
  - c. 4 P's: Prepare, Present, Practice, Produce - Remind participants of the activity flow from PSS. Explain that this is the same flow. You can draw this on a flipchart or board if available.



- i. Prepare – mindfulness activity (warm up)
- ii. Present – explain topic and introduce material (main part)
- iii. Practice – students engaged in practicing skills and strategies (main part)
- iv. Produce – students present back what they have learned (recap / calm down)

- d. Sensitivity tips – discussed Sensitivity, these are important to note and make sure students are all able to participate and it is appropriate for context, and some activities may be “triggering”
  - e. Age Adaptation – places where teacher may have to adapt activity for different age groups.
  - f. Also note: Italics mean that is scripted.
8. Write the following on a flipchart or board to review the different days of SEL instruction:
    - a. Day One: 90 minute SEL lesson plan – Parachute opening and closing (from the PSS curriculum); mindfulness activity, explicit brain-building activity, and instruction on the primary topic for the week
    - b. Day Two: 10 minute mindfulness activity
    - c. Day Three: 10 minute review session (on the primary topic for the week)
    - d. Day Four: 10 minute review session (on the primary topic for the week)
    - e. Day Five: 10 minute assessment session (assessing learning objectives)
    - f. Explain that though these are the only five sessions per week, the skills and strategies in SEL should be reinforced throughout the week.
  9. Give the following instructions: Each pair will have 5 to 10 minutes to teach a social emotional learning activity. Make sure to include the introduction, activity and conclusion. After ten (10) minutes, the presenter will be cut off, regardless of where they are in the lesson plan. In a real class, when the time is up they would be cut off.
  10. Explain that after each presentation, the rest of the participants will rate the presenter on the following. Write these on a flipchart.
    - a. Structure of the presentation (introduction / activity / conclusion)
    - b. Modeling social and emotional skills
    - c. Responding to and observing students
    - d. Accurate instruction on the topic
    - e. Child-friendliness of the activities.
    - f. Sensitivity to students’ backgrounds and experiences
  11. Inform them that these will be shared with the presenter for their reflection and self-improvement – a social emotional skill!
  12. Explain to participants that it is important to be able to accept feedback. The only way to improve is to respond positively to feedback. Explain that it is also necessary to give constructive feedback – in other words to give the person they are giving feedback to a possible solution.
  13. Allow participants to select a partner to co-facilitate the lesson plan. Depending on the level of understanding of the participants, and if they are all at the same level or not, consider putting them into pairs for their co-facilitation.
  14. Each presenter / pair will sign up for a lesson plan of their choosing. One group can teach on each topic.
  15. Pass around the prepared sign- up sheet, which has the weeks of the Scope & Sequence, for the groups to select which week they will present. Pass around a sign-up sheet.

### **PRESENT (15 minutes)**

1. Count off into 3 groups – each group represents an age group (6 – 8 years old; 9 – 11 years old; 12 – 15 years old).
2. Have all of the participants close their eyes and imagine they are a child at the age they were assigned. Have them think of what they were like – what they liked to do, how they learned.

3. Give an example from your own life, for example: “I remember when I was 8 years old I was very restless. I used to get bored very easily and wanted to jump from one activity to another.”
4. Give participants one minute to remember and think about what they were like at the age they were assigned.
5. After they have brainstormed, have the groups by age come together and share their stories. Have them discuss the characteristics of themselves at that age.
6. Bring all of the groups back together. Have each age group present back what they discussed.
7. Lead a discussion about the differences between the different age groups and how they need to adjust the activities accordingly.
  - a. Give examples, such as changing the complexity of the answers, the number of instructions, more active for younger children / more discussion and explanation for older children.
8. Review what they discussed and explain that they should consider these different needs for different age groups in their presentations, as well as in their classrooms.

### **PRACTICE (120 minutes)**

1. Allow participants 15 – 20 minutes to meet with their co-facilitator and prepare for the presentation.
2. Distribute presentation rating sheets while they are preparing [Appendix 13].
3. Bring the whole group back together and begin the presentations.
4. Make sure that you have a timer. Set an alert to go off after exactly 10 minutes.
5. Explain that you will start the timer when they begin and an alert will go off after 10 minutes, at which point they have to stop immediately. Everyone else will participate as a student. After the presentation, the rest of the group will have 2 minutes to finish the presentation rating sheet and pass them in.
6. Have a pair volunteer to go first.
7. After each presentation, invite the group to clap for the presenter(s). Collect the presentation rating sheet and be sure to label them to give to the presenter(s).
8. Make sure that you allocate enough time so that all of the pairs have sufficient time to present.

### **PRODUCE (25 minutes)**

1. Thank all of the groups for their presentations. Put up the PowerPoint slide or flipchart with the questions.
2. Give instructions first, then break them into give groups.
3. Explain that in small groups, they will discuss what they learned today. Then everyone will come back together as a full group and share a summary of the small group reflections.
4. Explain that they will have 15 minutes to discuss the following questions:
  - a. How did it feel to present to the group?
  - b. How did it feel to be a student in the other participants' lessons?
  - c. Overall, what were some things that presenters did well?
  - d. What were some things that could have been improved?
  - e. What did you learn from your peers through their modeled lesson plans?
  - f. What are your major takeaways from today's activity demonstrating social emotional learning lessons?
5. Help participants to count off by fives and separate into their respective groups.
6. Allow each group one to two minutes to present back a summary of their reflections.



7. Make sure that every group presents their summary.
8. After all of the groups have presented, summarize their reflections as a final wrap-up.
9. Allow them to go back into their presentation pairs and debrief how they think it went.  
Write the following questions for them to discuss on a flipchart:
  - a. Discuss and rate your own presentation on the five scales:
    - i. Structure of the presentation (introduction / activity / conclusion)
    - ii. Modeling social and emotional skills
    - iii. Responding to and observing students
    - iv. Accurate instruction on the topic
    - v. Child-friendliness of the activities.
    - vi. Sensitivity to students' backgrounds and experiences
  - b. What went well in the presentation?
  - c. What could have been improved in the presentation?
  - d. What would you have changed in the preparation?
10. Pass out to each their presentation rating sheets while they debrief.
11. If you are able to provide one-on-one feedback, take this time to speak to some of the participants. It is best to give that feedback face-to-face, but if there is not enough time, provide it in writing.

## SESSION 12: SEL FOR TEACHERS

**Objectives:**

*Teachers will be able to...*

- Understand the importance of their own Social and Emotional skill development
- Demonstrate ability to participate in a mindfulness activity
- Demonstrate skills practiced in two of the five competencies

**Materials:** Printed out GAPs [Appendix 12]; Instructions for the five corners written or printed out [Appendix 14]

**Time:** 105 minutes

### **STEPS TO FOLLOW:**

#### **PREPARE (15 minutes)**

1. Transition into the teachers' own social emotional learning by doing this short introductory activity.
2. Remind the teachers that this is a safe space, where they can talk about their strengths and weaknesses – since the parachute is open.
3. Ask participants what a teacher needs in order to be a good teacher?
4. Explain that when teachers do not have all of these things, their well-being could be low. It can be very stressful and challenging to be a teacher, particularly in a crisis-affected setting, working with children who are displaced.
5. Ask participants how they think teachers' well-being can be improved.
6. If available, play Healing Classrooms video 1.2 and lead the discussion on page 41 of the Healing Classrooms MTTR.
7. If participants focus on their salary, guide the conversation to talk about how well-being can be influenced by peer support, professional development, improving their attitude, stress management skills, conflict management strategies and a good support system.
8. Invite participants to think about what makes them feel well, how they act when they are feeling well, how other people can affect their well-being and how this affects their teaching and interactions with their students.
9. Participants should turn to a neighbor and discuss what they thought about (above).
10. Then bring the conversation back to the whole group. "Well" teachers:
  - a. Are better able to focus in class and multitask (Brain Building).
  - b. Control their emotions and are therefore less likely to explode at a student (Emotion Regulation).
  - c. Collaborate well with their fellow teachers, and are able to respond well to the needs of their students because they can understand and empathize with their feelings (Positive Social Skills).
  - d. Take the time to reflect before acting, and know how to resolve a conflict with others or among others (Conflict Resolution).
  - e. Are confident in their abilities and are able to set goals and understand and implement the steps it takes to achieve them (Perseverance).

**PRESENT (20 minutes)**

1. Give instructions for participants to stand up if they AGREE with a statement. If they DISAGREE, they should keep sitting. Between statements, they will sit back down.
2. Read the following statements. After each statement, tell participants to look around (hopefully they will notice that they are not alone in not having perfect SEL skills)
  - 1) *Sometimes I struggle with paying attention.*  
You can explain that this is a Brain Building skill that adults often need to work on.
  - 2) *When I have too many tasks to do, I wish I had some strategies to help me switch between the tasks.*  
You can explain that this is a Brain Building skill they can work on.
  - 3) *I am always aware and able to manage my emotions, especially when I am angry or sad.*  
You can explain that this is an Emotion Regulation skill. No one has perfect control of their emotions. Through SEL they can improve their ER.
  - 4) *I wish I knew how to better understand other people's feelings so I can respond better, both as a teacher and in my personal life.*  
You can explain that this is a Positive Social Skill they can work on.
  - 5) *Sometimes when a problem arises, I do not know how to make it better and instead it gets worse.*  
You can explain that this is a Conflict Resolution skill they can work on.
  - 6) *I sometimes have trouble achieving goals that I set.*  
You can explain that this is a Perseverance skill they can work on.
3. Explain that all of these skills are things we should continue to work on. Teachers can continue to work on developing these skills through their TLCs and through five sessions that will be formal sessions to help teachers to manage their own stress and wellbeing. This can also improve their teaching and modeling of social and emotional skills for the students.
4. Invite participants to think to themselves of some skills they have and some skills they would like to improve on for each competency.
5. Draw an example chart, "Skills they have" and "Skills they want to improve."
6. They should rank the skills they want to improve.
7. After they have brainstormed, bring the group back together and allow participants to share as they choose which skills they would like to improve.

Competency	
Skills I Have	Skills to Improve
	1.
	2.
	3.

**PRACTICE (10 minutes)**

1. Ask participants what SEL strategies they have already learned in the training.
  - a. Answers: belly-breathing; identifying their own feelings; creating a recipe for friendship; STOP-THINK-ACT; Goal Achievement Plans; mindfulness strategies
2. Explain that they will now have the opportunity to learn another mindfulness technique and practice some of the skills they learned throughout the training.
3. Begin the mindfulness activity.
4. Say the following in a slow, calm, gentle voice:  
*Take a few deep steady breaths. If it is comfortable, close your eyes. Continue to breathe normally, but calmly. Bring up a picture of the place where you feel secure,*

**Sensitivity Tip**

Teachers may not be comfortable admitting their weaknesses. In particular, they might not admit that they ever get angry or respond inappropriately to conflict. Make these more accessible for teachers by admitting your own faults.

*calm and happy. Imagine that you are standing or sitting there. Can you see yourself there? In your imagination, take a look around. What do you see? What can you see close to you? Look at the details of it and see what it is made of. See the different colors. Imagine reaching out and touching it. How does it feel? Now take a look further away. What can you see around you? See what is in the distance. Try to see the different colors and shapes and shadows. This is your special place and you can imagine whatever you want to be there. When you are there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? Walk around slowly, trying to notice the things there. Try to see what they look like and how they feel. What can you hear? Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? What can you smell? Maybe it is the sea air, or flowers, or your favorite food cooking? In your special place, you can see the things you want; and imagine touching and smelling them, and hearing pleasant sounds. You feel calm and happy.*

*Now imagine that someone special is with you in your place. [With younger groups especially, this might be a fantasy figure or a cartoon superhero] This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they will look after you. Imagine walking around and exploring your special place slowly with them. You feel happy to be with them. This person is your helper and they are good at sorting out problems.*

*Just look around in your imagination once more. Have a good look. Remember that this is your special place. It will always be there. You can always imagine being here when you want to feel calm and secure and happy. Your helpers will always be there whenever you want them to be. Now get ready to open your eyes and leave your special place for now. You can come back when you want. As you open your eyes, you feel more calm and happy.*

5. As participants open their eyes and seem to be conscious in the room, begin the conversation again.
6. Ask participants how they feel after that activity. How can it help them in their lives?
7. Explain that they can use their “Safe Place” as a way to calm down when they are stressed out or unhappy. It can also be a way to focus their attention. If their minds are distracted by something going on, they can focus on their safe place as a way to focus attention.

### **PRODUCE (60 minutes)**

1. Explain that now they have an hour to learn and practice strategies in two of the five competencies. They will have 10 minutes in each station.
2. Explain the instructions for each of the five stations (see below).
3. Allow participants to select a first station and after 10 minutes tell them to switch.
4. Set up five stations around the training room

- a. **Brain Building:** Working Memory – Set out 20 playing cards in rows. Make sure that there are two cards with the same number to make a pair. Write instructions in this corner:

Play a game of “memory.” The goal is to collect the most matching pairs. Turn over one card, and then a second to see if they are a pair. If they are a pair, take them. If not, turn them back over. Then the next player goes, and does the same. If the first card matches one of the cards the first player turned over, they should try to remember where that card was and flip it over so they get a pair. Continue playing until all cards have been collected.

**Why this can help:** When you are teaching, often a student will interrupt and you will lose your train of thought. By practicing your working memory, you will be able to pick up where you left off once you have answered the student. How else can this help you?

- b. **Emotion Regulation:** Controlling your feelings – Practice and discuss strategies for controlling feelings – Belly-breathing and Counting to 10. Write instructions in this corner:

Practice these emotion regulation strategies and discuss with the group when you would use them:

1. Belly-breathing – Practice breathing into your belly, like we did earlier.
2. Counting to 10 – Slowly count to 10, taking a breath between each number. This allows us to take a few seconds away from what is making us have strong feelings, it forces us to breathe, gives us perspective on what is happening to cause us the strong feelings.

**Why this can help:** When you are teaching, sometimes a student may do something that is frustrating and causes you to get angry. By practicing your emotion regulation, you will be able to control your own response in order to understand what is really happening with the student. How else can this help you?

- c. **Positive Social Skills:** Identifying others’ feelings and brainstorming how to respond when they are feeling unhappy.

Think of one person who you care deeply about – a friend, partner, student, or child. Think about what they look like when they are happy. What about when they are unhappy?

*Write down three key words for how you know they are happy and three key words for how you know they are unhappy.*

Think of what makes them feel well. Is it a random act of kindness? A hug? Speaking about what is challenging them? A sweet? Playing a game?

*Write down 5 ways that you can make that person feel better when they are unhappy.*

As a group, discuss the ways that you can make your “person” feel better. Discuss how these can be the same or different, depending on the needs of the person?

**Why this can help:** When you are teaching, it is important to know how to help your students when they are not feeling well. By practicing your positive social skills, you will be able to relate to and respond to all of your students. How else can this help you?

- d. **Conflict Resolution:** STOP-THINK-ACT – Write down steps that they should have taken to resolve a conflict better. Write instructions in this corner:

Think of a time that you did not handle a conflict with a friend or family member well. Fill out the chart provided for how you would have solved it better to resolve the conflict.

**Reflect:**

1. Describe the conflict.	2. How did you respond?
---------------------------	-------------------------

**Action Plan:**

STOP
THINK
ACT

**Why this can help:** When you are teaching, students might get into a fight. By practicing your conflict resolution, you will be able to give them a good alternative to fighting. How else can this help you?

- e. **Perseverance:** Display copies of the Goal Achievement Plan. Participants should think of a personal or professional goal and then fill out a GAP to achieve it. Write instructions in this corner:

Think of a personal or professional goal you would like to achieve in the next 3 months. Use the Goal Achievement Plan to set steps that you will need to take to achieve that goal in the next three months.

**Why this can help:** When you are teaching, it is easy to get caught up in just going through the lesson plans without working on improving your own skills and achieving goals. By practicing your perseverance, you will be able to improve your teaching skills and better teach your students. How else can this help you?

5. When participants are finished going to all the stations, bring them back together for a final discussion about developing their own social and emotional skills.
6. Ask participants what they learned during this session and how they will use it in their lives.
7. Remind them that they can use the Mindfulness Activities Handout [Appendix 13] for their own personal use as well.

## SESSION 13: POST-TEST AND CONCLUDING DISCUSSION

### Objectives:

*Teachers will be able to...*

- Understand the IRC approach to SEL
- Instruct their students on SEL

**Materials:** Post-test for all participants [Appendix 1]; Training evaluation for all participants, if desired [sample: Appendix 15]; Pens; Use Answer Key [Appendix 16] to grade post tests

**Time:** 60 minutes

### STEPS TO FOLLOW:

#### PREPARE (5 minutes)

1. Explain that you will distribute post-tests. Participants will have 30 minutes to complete them to the best of their ability.
2. As participants finish the post-test, they should turn in their test and take a training evaluation and fill it out.
3. Answer any questions.
4. Distribute the post-tests [Appendix 1]

#### PRESENT (30 minutes)

1. Participants have 30 minutes to complete the post-test.
2. As they finish, they should turn in the test and fill out a training evaluation [Appendix 15].
3. At 30 minutes, collect the post-tests that have not yet been turned in.

#### PRACTICE (10 minutes)

1. Allow participants 10 minutes to fill out their training evaluations.

#### PRODUCE (15 minutes)

1. Collect all of the training evaluations.
2. Facilitate a discussion with the participants concluding the training. Some examples of topics / questions include:
  - a. Any remaining questions from the participants
  - b. Thanking them for being great participants
  - c. Details for any follow up training / site visits you will be conducting



## PARACHUTE CLOSING

**Objectives:**

*Teachers will be able to...*

- Implement the Parachute Closing Ritual
- Understand the purpose of the Parachute Activity

**Materials:** None

**Time:** 15 minutes

### ***STEPS TO FOLLOW:***

1. On days 2 and 3 of the training, allow participants to lead the Parachute Opening and Closing Activities and practice their facilitation skills.
2. Remind participants that before closing the parachute, we need to shake off all the bad feelings.
3. Pull the parachute up and down, ten times, to remove the bad feelings.
4. Each person will have a different triangle with a different color that represents how they feel.
5. Everyone shares their color.
6. Share your color first, then go around and make sure everyone shares their color.
7. Take a shower in the good feelings and color from everyone's triangles.
8. Roll the parachute all the way into the center to fold it back together, meeting in the center of the circle.

## APPENDICES

### APPENDIX 1: PRE-TEST *(from Session 1 and Session 13)*

Name:

Affiliation:

Position / Job Title:

#### Social Emotional Learning Training Pre- and Post-Test

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

<b>Define social emotional learning as defined in training</b> (3 points)	
<b>Match each competency of social emotional learning with the correct example skill.</b> (5 points)	
<i>Competency</i>	<i>Example Skills</i>
1. Brain Building	<i>a. Recognizing and accepting feelings of others, developing empathy, understanding group dynamics</i>
2. Emotion Regulation	<i>b. Applying decision-making skills, developing goal-setting behavior, developing a positive self-identity</i>
3. Positive Social Skills	<i>c. Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner, and use our working memory</i>
4. Conflict Resolution	<i>d. Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies</i>
5. Perseverance	<i>e. Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing and counting</i>
<b>Match the skill below on the left to an appropriate activity on the right</b> (5 points)	
Develop listening skills	<i>a. Do as I say, not as I do / Simon Says; Paired Listening</i>
Manage their own emotions	<i>b. Develop action plan for achieving goals broken down by steps</i>
Create positive peer relationships in class	<i>c. Draw "stop, think, act" cartoons</i>
Prevent or solve conflicts in class	<i>d. Identifying other people's feelings in stories; Drawing friends' characteristics</i>
Set and attain class goals	<i>e. Matching emotions to faces; Scenarios practicing emotion regulation tactics</i>

**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 students continues to stand up and walk around the room. You ask the student to sit down, but instead the student keeps walking around. The student takes a marker from another table where other students are drawing.*

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

Answer True or False to the following statements. In the row below the statement, explain why you selected “true” or “false.” (9 points total)	True	False
Social emotional learning is only taught in the classroom (1 point)		
<i>Reason (1/2 point):</i>		
To be most effective, a teacher should model social and emotional skills (1 point)		
<i>Reason (1/2 point):</i>		
During a social emotional learning lesson, the teacher should stick to their lesson plan regardless of what is happening with the students (1 point)		
<i>Reason (1/2 point):</i>		
Students must completely master one competency before moving on to the next (1 point)		
<i>Reason (1/2 point):</i>		





Social emotional learning should be taught in an active, child-friendly and learner-centered manner (1 point)		
<i>Reason (1/2 point):</i>		
Social emotional learning is only for students (1 point)		
<i>Reason (1/2 point):</i>		

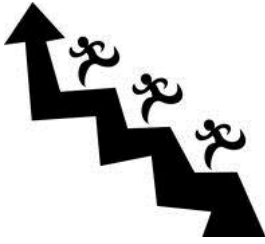
DRAFT

## APPENDIX 2: SEL / 5 COMPETENCIES DEFINITIONS & PICTURES

(from Session 3)

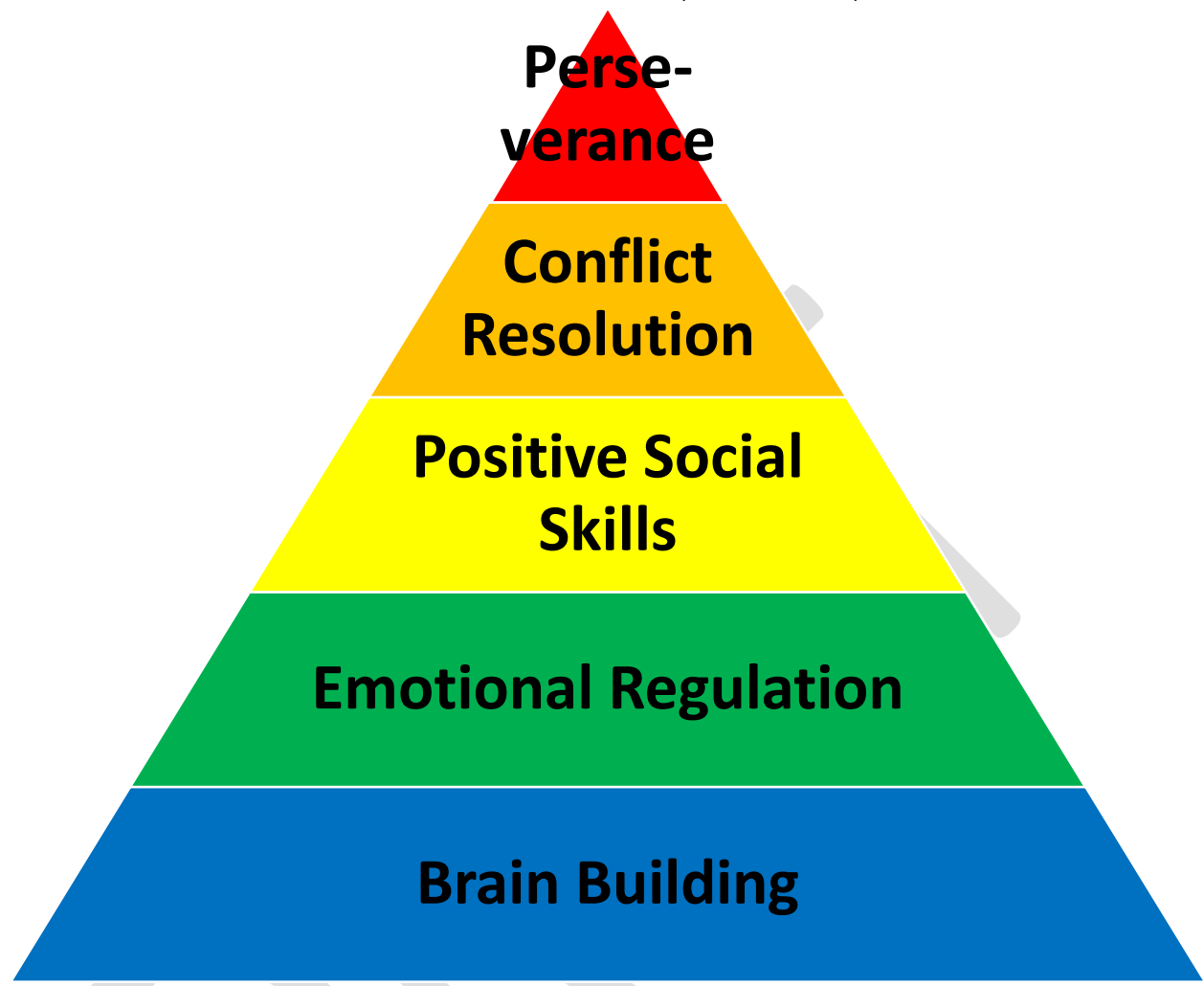
**Social Emotional Learning** - the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships,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

Component	Definition	Example Skills
<p><b>Brain Building</b></p>  <p>Image from: <a href="http://www.nih.gov">www.nih.gov</a></p>	<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>
<p><b>Emotional Regulation</b></p>  <p>Image from: <a href="http://www.funmozar.com">www.funmozar.com</a></p>	<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>
<p><b>Positive Social Skills</b></p>  <p>Image from: <a href="http://www.clker.com">www.clker.com</a></p>	<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>
<p><b>Conflict Resolution</b></p>  <p>Image from: <a href="http://www.pixgood.com">www.pixgood.com</a></p>	<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>

<p><b>Perseverance</b></p> 	<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>
--	--	---

DRAFT

**APPENDIX 3: COMPETENCY PUZZLE** *(from Session 3)*



## APPENDIX 4: SEL SKILLS *(from Session 4)*

### Brain Building

1. Using Memory for Action
2. Self-control
3. Learning to Listen
4. Focusing attention
5. Following directions
6. Organize steps in a logical manner
7. Task switching / multitasking

### Emotion Regulation

1. Identify emotions
2. Awareness and acceptance of your own emotions
3. Awareness of how your emotions affect others
4. Awareness of how others' emotions affect you
5. Demonstrate and practice ways of managing emotions
  - a. Coping with the here and now
  - b. Managing prolonged feelings

### Positive Social Skills

1. Recognize personal qualities and external support
2. Recognize and appreciate individual and group similarities and differences
3. Use communication and social skills to effectively interact with others
4. Use culturally sensitive strategies for boys and girls to interact with each other
5. Recognize, accept and respond to the feelings and perspectives of others (empathy)
6. Demonstrate forgiveness
7. Develop and maintain positive relationships
8. Demonstrate cooperation and teamwork

### Conflict Resolution

1. Avoid negative peer relationships and influence
2. Identify the problem clearly
3. Develop strategies for avoiding negative interactions
4. Address conflict among groups
5. Knowledge and ability to implement conflict resolution behaviors
6. Negotiation around chosen solution
  - a. Respect for disagreement
  - b. Compromise
  - c. Tolerance
7. Generate and implement solutions

### Perseverance

1. Self-reflection and improvement
2. Develop positive self-concept and identity and confidence
3. Apply decision making skills to deal with daily academic and social emotional situations
4. Develop a sense of control
5. Demonstrate skills related to achieve personal and academic goals
6. Develop a sense of hope for the future
7. Develop patience



**APPENDIX 5: SEL SCOPE & SEQUENCE** (from Session 4)

<b>SOCIAL EMOTIONAL LEARNING SCOPE &amp; SEQUENCE - LEBANON</b>				
<b>LEVEL ONE: 6 – 13 years</b>				
<i>BB: Brain Building</i>	<i>ER: Emotion Regulation</i>	<i>PSS: Positive Social Skills</i>	<i>CR: Conflict Resolution</i>	<i>P: Perseverance</i>
<p><b>Mindfulness is addressed in every lesson throughout the SEL Scope and Sequence. Mindfulness student learning outcomes are:</b></p> <p><i>Students should be able to...</i></p> <ul style="list-style-type: none"> <li>- Understand the benefits and use of mindfulness in their lives (BB)</li> <li>- Demonstrate mindfulness strategies, such as slow breathing, silent sitting, and visualization (BB)</li> </ul>				
<b>Week</b>	<b>Topic</b>	<b>Competencies</b>	<b>Objectives/Student Learning Outcomes</b> <i>Students should be able to...</i>	<b>Example Activities</b>
<b>Module 1: How to Learn</b>				
1	Focusing for Success	Brain Building Emotion Regulation	<ul style="list-style-type: none"> <li>- Name and demonstrate the rules for listening in a group, including taking turns speaking, being respectful</li> <li>- Demonstrate listening-with-attention skills</li> <li>- Understand how listening affects learning</li> <li>- Demonstrate raising hand and waiting to be called on before speaking</li> <li>- Identify strategies for focusing attention</li> <li>- Identify classroom distractions</li> <li>- Demonstrate attention skills</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>- Guided partner listening and sharing back</li> <li>- Agree/Disagree about the value of listening</li> <li>- Listening and drawing</li> <li>- Simon Says</li> <li>- Practice Belly-breathing, Self-Talk, Contained Fidgeting</li> <li>- Draw using focus attention strategies</li> <li>- Use focus attention strategies in physical activity</li> </ul>
2	Brain Flexibility	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</li> <li>- Demonstrate ability to hold information in ones' short-term memory for use</li> <li>- Understand timeline / progression of events</li> <li>- Demonstrate ability to order events</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>- Putting pictures of a story the teacher read aloud in order</li> </ul>

Module 2: My Feelings				
3	Understanding my feelings	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</li> <li>- Name a variety of feelings: happy, angry, sad, proud, afraid, excited</li> <li>- Identify feelings that feel comfortable and uncomfortable</li> <li>- Name basic feelings when presented with environmental, situational and/or physical clues</li> <li>- Describe how situations make you feel</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>- Roleplays with comfortable / uncomfortable emotions</li> <li>- Thumbs up / Thumbs down with comfort of feelings</li> <li>- Scenarios with emotional responses / emotion regulation</li> <li>- Drawing pictures of “when I feel…”</li> <li>- Roleplays of different feelings</li> </ul>
4	Managing my feelings	Brain Building Emotion Regulation	<ul style="list-style-type: none"> <li>- Identify situations that require the use of emotion-management strategies</li> <li>- Understand that emotions are linked to behavior</li> <li>- Identify a grown-up and/or peer to talk to when experiencing strong feelings</li> <li>- Identify appropriate ways to express a range of feelings</li> <li>- Identify and demonstrate belly-breathing as a calming down technique</li> <li>- Identify and demonstrate “stop” and name your feeling as a calming down technique</li> </ul>	<ul style="list-style-type: none"> <li>- Practice reframing negative thought patterns</li> <li>- Learn and practice strategies: belly- breathing; counting to 10; contained fidgeting; calming-down object; humming</li> <li>- Create calming feelings toolkit</li> <li>- Discussing importance of controlling impulses</li> <li>- Scenarios when impulses need to be controlled</li> <li>- Discuss and practice strategies</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>
Module 3: Other People’s Feelings				
5	Understanding other people’s feelings	Positive Social Skills	<ul style="list-style-type: none"> <li>- Name and acknowledge feelings of others</li> <li>- Use physical, verbal and situational clues to determine what others are feelings</li> <li>- Understand the importance of understanding other people’s feelings</li> <li>- Demonstrate that people can have different feelings about the same situation</li> <li>- Predict how others might feel as a result of their or another’s actions</li> </ul>	<ul style="list-style-type: none"> <li>- Learn situation – body – word clues for understanding others’ feelings</li> <li>- Feelings charades</li> <li>- Roleplays / case studies of identifying others’ emotions and their emotional responses</li> <li>- Story-time identifying character emotions</li> <li>- Matching faces to feelings</li> <li>- Scenarios to find someone with a different emotional response</li> <li>- Identifying different feelings and why in stories</li> <li>- Role-play emotional responses</li> <li>- Circle ball toss with emotional responses</li> </ul>

6	Responding to other people's Feelings	Positive Social Skills	<ul style="list-style-type: none"> <li>- Respond to feelings and perspectives of others</li> <li>- Demonstrate the ability to take someone else's perspective</li> <li>- Determine respectful responses to scenarios</li> <li>- Demonstrate respect for others' property</li> <li>- Understand that others need to respect their property</li> <li>- Respecting everyone equally, particularly girls</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>- Roleplays / case studies of identifying others' emotions and their emotional responses</li> <li>- Define and practice perspective taking</li> </ul>
<b>Module 4: Peer Relationships</b>				
7	Friendships	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</li> <li>- Identify diverse traits that make one a friend</li> <li>- Identify one's friends</li> <li>- Demonstrate welcoming and inviting behavior</li> <li>- Demonstrate how to invite someone to play</li> <li>- Establish and maintain friendships</li> <li>- Describe positive qualities in others</li> <li>- Identify and demonstrate ways to show compassion and empathy for others including listening, helping and saying kind words</li> </ul>	<ul style="list-style-type: none"> <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> <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>- Create a friendship recipe</li> <li>- Circle ball toss giving a compliment</li> </ul>
8	Cooperation and Teamwork	Positive Social Skills	<ul style="list-style-type: none"> <li>- Begin to enter play appropriately</li> <li>- Engage in play with others</li> <li>- Demonstrate ability to work with others</li> <li>- Understand the different roles of a group</li> <li>- Demonstrate ways to negotiate and compromise</li> <li>- Demonstrate ability to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>- Small groups practice joining a game</li> <li>- Keep the ball in the air</li> <li>- Human knot</li> <li>- Group practice/discussion with different assigned roles</li> <li>- Paired roleplays or practice on negotiating and compromise</li> <li>- Practice caring, sharing, forgiving, cooperating behaviors</li> </ul>
9	Bullying	Conflict Resolution	<ul style="list-style-type: none"> <li>- Develop and demonstrate skills to recognize and handle bullies</li> <li>- Identify how others influence your behaviors and decisions</li> <li>- Demonstrate ability to respond in a non-aggressive manner</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>
<b>Module 5: Resolving Problems With Other People</b>				

10	Identifying Problems	Conflict Resolution	<ul style="list-style-type: none"> <li>- Identify problems and conflicts commonly experienced by peers</li> <li>- Use words to describe problems presented in scenarios</li> <li>- State a problem without blaming anyone</li> <li>- Understanding that they do not need to take on their parents' conflicts</li> </ul>	<ul style="list-style-type: none"> <li>- Tell a story about a problem</li> <li>- Scenarios where students 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>
11	Generating Solutions and Implementing Conflict Resolution Behaviors	Conflict Resolution	<ul style="list-style-type: none"> <li>- Identify approaches to resolving conflicts constructively (three step approach: stop, think, act)</li> <li>- Generate solutions to problems presented in scenarios</li> <li>- Identify skills that are used in conflict resolution</li> <li>- Apologize and offer to make amends</li> <li>- Apply the problem-solving steps to conflicts among peers</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> <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 Roleplays</li> <li>- Practice looking and listening</li> <li>- Practice "I" statements</li> </ul>
<b>Module 6: Building a Community</b>				
12	What I say and do affects others	Brain Building Emotion Regulation Positive Social Skills	<ul style="list-style-type: none"> <li>- Understand that actions have reactions</li> <li>- Identify possible positive or negative consequences of behaviors and actions on self and others</li> <li>- Identify possible positive or negative affect of words on others</li> <li>- Understand how their actions affect caregivers</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 of reactions to scenarios</li> </ul>
13	Responding to accidents	Positive Social Skills	<ul style="list-style-type: none"> <li>- Identify what to say when they do something by accident</li> <li>- Demonstrate apologizing and admitting accidents</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 roleplays responding to an accident</li> <li>- Practicing apologies and admitting accidents</li> </ul>
14	Building a positive school community	Positive Social Skills Perseverance	<ul style="list-style-type: none"> <li>- Identify family, peer, school, community strengths</li> <li>- Explain how family members, peers, school personnel and community members can support school success and responsible behavior</li> <li>- Demonstrate respectful behavior towards teachers</li> <li>- Demonstrate the ability to respect the rights of self and others</li> <li>- Identify and perform roles and behaviors that</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>- Roleplays with different community members</li> <li>- Define and classify rights and responsibilities</li> </ul>

			contribute to personal and classroom well-being	
<b>Module 7: The Future</b>				
15	Setting and Attaining Goals	Brain Building Perseverance	<ul style="list-style-type: none"> <li>- Describe why learning is important in helping students achieve personal goals</li> <li>- Set personal and academic goals</li> <li>- Identify strategies to reach goals</li> <li>- Follow steps to meet personal and academic goals</li> <li>- Celebrating small goals, adjusting goals</li> <li>- Reflect on strategies used to achieve goals</li> <li>- Demonstrate persistence as a learner</li> <li>- Develop a plan for achieving long-term goals</li> <li>- Understand the value of being independent / able to care for yourself - self-efficacy</li> <li>- Demonstrate understanding of what to do if you do not achieve goals</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> <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> <li>- Set a long-term goal</li> </ul>
16	Positive Self-Identity	<i>Brain Building</i> <i>Emotion Regulation</i> <i>Positive Social Skills</i> <i>Conflict Resolution</i> <i>Perseverance</i>	<ul style="list-style-type: none"> <li>- Develop a sense of belonging</li> <li>- Describe oneself using several basic characteristics</li> <li>- Show excitement and curiosity as a learner</li> <li>- Define one's self as a learner</li> <li>- Demonstrate optimism and a positive sense of self</li> <li>- Discuss hopes for the future</li> </ul>	<ul style="list-style-type: none"> <li>- Play toss the compliment</li> <li>- Agree / Disagree with learners' traits</li> <li>- Brainstorm and match strengths and weaknesses</li> <li>- Draw self and compare with older drawings and discuss as a class</li> <li>- Compliment circle</li> <li>- Wishes and thank you's</li> </ul>

## APPENDIX 6: SEL SCOPE & SEQUENCE SCAVENGER HUNT *(from Session 4)*

3. How many modules are there in the curriculum? \_\_\_\_\_
4. How many weeks are in Module 4? \_\_\_\_\_
5. In how many weeks do students learn about Positive Social Skills? \_\_\_\_\_
6. What competencies are covered in week 13? \_\_\_\_\_  
\_\_\_\_\_
7. What is a student learning outcome in the first week of Module 5? \_\_\_\_\_  
\_\_\_\_\_
8. What activity could you do to teach students in week 8? \_\_\_\_\_  
\_\_\_\_\_
9. What is the topic of the second week of Module 6? \_\_\_\_\_  
\_\_\_\_\_
10. In what week do students learn how to identify problems and conflicts commonly experienced by peers? \_\_\_\_\_  
\_\_\_\_\_
11. What week and competency align with setting individual academic goals? \_\_\_\_\_  
\_\_\_\_\_

## APPENDIX 7: GROUP DISCUSSION QUESTIONS *(from Session 6)*

### **STORY and ROLEPLAY INSTRUCTIONS**

4. Create a role-play modelling the competency your group was assigned.
5. Consider the following in your role-play:
  - a. How can the facilitator model good SEL skills?
  - b. What will happen if the facilitator does not model SEL skills?
6. Prepare to present the role-play back to the whole group.

DRAFT

## APPENDIX 8: CONFLICT MEDIATION STEPS *(from Session 7)*

1. Individually meet with each side of the conflict to understand their side of the story
2. Bring the sides together and introduce the steps for the mediation
3. Allow each side to tell their story and how they feeling using the formula “I feel \_\_\_\_ When \_\_\_\_”
4. Clarify issues and problems.
5. Generate win-win solutions.
6. Assess and select solution.
7. Affirm solution.
8. Apologize and close with kind words.



## APPENDIX 9: SENSITIVITY APPROACHES *(from Session 8)*

### IDENTITY

#### *Suggested Teacher Practices*

- Be aware of facilitating activities for **mixed groups** - students from different backgrounds are in one class including (but not limited to): refugee, clans, races, ethnic groups, religions, mother tongue, etc. Suggested teaching practices include:
  - > Be aware if students from certain backgrounds are marginalized, and prevent discrimination from occurring inside the classroom by promoting an equal environment.
  - > Do not tolerate teasing or bullying among students because of differences.
  - > Do not favor one group over others; there may be existing conflicts between mixed groups.
  - > Use your best judgment - do not put students from different groups in pairs early on. Later it should be easier as students get to know each other.
  
- Be sensitive to cultural practices based on students' **gender**. Some activities may not be appropriate for boys and girls to do together. Suggested teaching practices:
  - > Adjust the activity so there is no physical contact.
  - > Split the class by boys and girls for an activity.
  - > Sometimes girls (or boys) may not be comfortable talking about how their bodies feel after a mindfulness activity, either separate the class by gender or change the activity to only discussing what the feelings mean.

In conclusion, it is important to know the backgrounds of your students so you can plan and facilitate activities sensitively.

### ABILITIES

#### *Suggested Teacher Practices*

- It is important to be inclusive of all students no matter their abilities. Suggested teaching practices include:
  - > Encourage an **accepting environment** where all students feel they have a **safe space**, and **stop discrimination** against students with disabilities immediately.
  - > Adjust activities so all students, regardless of disability, can participate.
  - > If a student is unable to draw or write due to a physical disability, have them use the buddy system and pair them with another student who can draw with them.
  - > Seat visually impaired children in a position that most suits their needs - often at the front, near the blackboard, and near a window so there is good lighting.
  - > Seat hearing or speech impaired children where they can best see the teacher's lips moving and can be heard easily by the teacher.
  - > Simplify your instructions to ensure students with learning disabilities understand the activities and participate.

In conclusion, it is important to be **inclusive** of all students no matter their abilities.

## EXPERIENCES

### Suggested Teacher Practices

- Students may become emotionally ‘triggered’ by a lesson topic, or series of unrelated events that happen in class, and become distressed. Some activities might make students remember traumatic events, which can also cause students to become upset. Suggested teaching practices include:
  - > **Prevent** this by learning more about your students and adjusting the activity so it does not reference a negative event that students might have experienced like losing their home.
  - > Do not put additional pressure on these students to answer questions.
  - > If a student gets upset, while the other students are occupied or during a quiet time, go over to the student and ask if s/he is okay. Ask why they are upset.
  - > If it is not serious, calm them down and provide support.
  - > If appropriate, encourage them to take up belly breathing techniques and other techniques they learn in the SEL activities to help them calm down.
  - > If it is more serious, know the relevant next steps in your school to get the student support they need. This may include an appropriate and functioning referral pathway for students to access another existing form of focused support inside or outside the school.
  - > Be aware of how other students will perceive the students that are upset and do not allow them to judge the upset student and stigmatize them.

In conclusion, SEL is important because it helps students cope with these experiences, get along with others, and succeed in life.

## APPENDIX 10: LESSON PLAN TREASURE HUNT *(from Session 9)*

1. What are the 4 Ps? \_\_\_\_\_
2. What part of the lesson is the “memory card game”? \_\_\_\_\_
3. What activity comes first in the “Practice” section? \_\_\_\_\_
4. What mindfulness activity is done during the second day of week 8?  
\_\_\_\_\_
5. How is SEL assessed in week 8? \_\_\_\_\_
6. List the learning objectives of the week 8 in SEL.  
\_\_\_\_\_  
\_\_\_\_\_
7. What is the assessment scale for the fifth day of the SEL weekly plan?  
\_\_\_\_\_
8. Describe the “group photograph” activity in your own words.  
\_\_\_\_\_  
\_\_\_\_\_
9. How many minutes of SEL instruction are there for week 8? How is it broken down?  
\_\_\_\_\_  
\_\_\_\_\_
10. How many times is the parachute opened and closed in week 8? \_\_\_\_\_
11. What strategies do students brainstorm in the “present” section of day 1 of week 8?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. What pages can you find “sensitivity tips”? \_\_\_\_\_
13. What competency is taught in week 8? \_\_\_\_\_
14. During what day of the week do students work together to draw a picture? \_\_\_\_\_

## APPENDIX 11: MINDFULNESS ACTIVITIES *(from Session 10)*

### 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 a few minutes to sit silently and visualize. If you are comfortable, feel free to close your eyes.

Read the following very slowly, calmly and gently. Pause between sentences.

*Begin by focusing on your breath. Put one hand on your belly and one hand on your chest. Breathe into your belly, like we did earlier this week. Smell the flower (Inhale) – 2 – 3 – 4. Blow out the candle (exhale) – 2 – 3 – 4. Continue to breathe slowly and fully feeling as your hand on your belly rises with the inhale, and falls with the exhale. Smell the flower (Inhale) – 2 – 3 – 4. Blow out the candle (exhale) – 2 – 3 – 4.*

*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 love and 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."*

Allow students to have up to one minute of silence, as they are comfortable.

*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.*

Wait a few seconds until students all open their eyes and seem ready to talk.

Ask students how they feel. Ask if they feel any different than before the activity.

### 3. Sensory Awareness

@: If there is space and children are comfortable, invite all of the students 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 students 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 of your
- 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 students 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 the following a slow, calm, gentle voice:

*You can choose to close your eyes or keep them open but relaxed. We are going to breath out all the bad feelings in our bodies together and replace them with warm, happy feelings that make us feel good.*

*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. Slowly feel your belly expand as you breathe deeply into your bellies. As you exhale, feel your bellies deflate.*

*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 breathe 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.*

*Inhale deeply feeling your body swell up with warmth, happy feelings washing over your belly, chest, neck, and head. Feel the warm, happy feelings expand out through your shoulders, arms and finger tips. Feel the warm, happy feelings go down through your legs, feet, and toes. Feel as your entire body is engulfed in warm, happy feelings.*

*Allow yourself to feel the warmth and continue to breathe more and more happiness into your bodies.*

Pause for a minute, allowing the participants to breath.

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 and bring your consciousness back into the room.*

Do: Pause for a few seconds, allowing the students to take 2-3 breaths.

Say: Now bring your awareness back into your body.

#### 5. 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 students 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 students to shake their legs.

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

Do: Demonstrate shaking your entire body and encourage all of the students 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.

@: If there are no trees in your context, change the analogy to one the students 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.

## 6. Safe Place

*Take a few deep steady breaths. If it is comfortable, close your eyes and continue to breathe normally. Bring up a picture of the place where you feel secure, calm and happy. Imagine that you are standing or sitting there. Can you see yourself there? In your imagination, take a look around. What do you see? What can you see close to you? Look at the details of it and see what it is made of. See the different colors. Imagine reaching out and touching it. How does it feel? Now take a look further away. What can you see around you? See what is in the distance. Try to see the different colors and shapes and shadows. This is your special place and you can imagine whatever you want to be there. When you are there, you feel calm and peaceful. Imagine your bare feet on the ground. What does the ground feel like? Walk around slowly, trying to notice the things there. Try to see what they look like and how they feel. What can you hear? Maybe the gentle sounds of the wind, or birds, or the sea. Can you feel the warm sun on your face? What can you smell? May be it is the sea air, or flowers, or your favorite food cooking? In your special place, you can see the things you want; and imagine touching and smelling them, and hearing pleasant sounds. You feel calm and happy.*

*Now imagine that someone special is with you in your place. [With younger groups especially, this might be a fantasy figure or a cartoon superhero] This is someone who is there to be a good friend and to help you, someone strong and kind. They are there just to help you and they will look after you. Imagine walking around and exploring your special place slowly with them. You feel happy to be with them. This person is your helper and they are good at sorting out problems.*

*Just look around in your imagination once more. Have a good look. Remember that this is your special place. It will always be there. You can always imagine being here when you want to feel calm and secure and happy. Your helpers will always be there whenever you*

*want them to be. Now get ready to open your eyes and leave your special place for now. You can come back when you want. As you open your eyes, you feel more calm and happy.*

7. **Trying on Shapes** [Adapted from: A Path with Heart: The Inner Journey to Teaching Mastery, by Pete Reilly. © Irimi Horizons Publishing, 2015. Retrieved from: <http://www.mindfulteachers.org/2015/07/trying-on-different-shapes.html>]

*When we are happy and sad, our body takes on different shapes. If we can be mindful of the shape of our body, can we change our mood, emotions, and ability to act?*

*Start by standing with your feet apart, arms at your sides, with your palms facing in toward your thighs. Take as long as you need to center yourself. Take a 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. Slowly feel your belly expand as you breathe deeply into your bellies. As you exhale, feel your bellies deflate.*

*Become aware of your hands. As you continue being aware of your hands, slowly raise them in front of you, and turn your palms up toward the sky. Take a few breaths here. Think to yourself - how does your mood change as you raise your hands?*

*Return your hands to your sides. Take a deep breath in and out, settling yourself.*

*Round your shoulders forward and drop your chin to your chest. Take a few breaths here. Think to yourself - how does your mood feel in this position?*

*Roll your shoulders back and bring your head back to center. Take a deep breath in and out, settling yourself.*

*Lift your chin toward the sky, allowing your head to fall backwards. Make sure to keep your shoulders down. Take a few breaths here. Think to yourself - how do you feel in this position?*

*Return your head to center. Take a deep breath in and out, settling yourself.*

*Now try something a little bit more subtle. Try tightening all of the muscles around your eyes. Stare very hard at something. Think to yourself - how does this make you feel?*

*Now soften your eyes, maybe even close them lightly. Take a few breaths here. Think to yourself - how does this make you feel?*

*As we've experienced, the shape of our bodies can change how we feel. In our lives, we can be mindful of the shapes we make with our bodies and how that influences our feelings and actions.*

8. **Giant Strides** [Adapted from The Qigong Workbook for Anxiety by Master Kam Chuen Lam. © New Harbinger Publications, 2014. Retrieved from: <http://www.mindfulteachers.org/2015/03/giant-strides-seated-walking-practice.html>]



*It is important to be mindful when we sit. Sometimes we sit for a long time in school, and it can make us tired and unhappy. Instead, by being aware of how you are sitting and knowing how to increase your energy, you can make sure you are alert, happy and able to learn.*

*Grow your back longer and taller, reaching your head to the sky. Breathe in through your nose, feeling your breath relax your body.*

*Continue to stretch your back long, growing yourself tall like a giant. Now slowly lift your leg up off the ground, like a giant stomping through the forest. As you raise your foot, stretch your toes towards you. Breathe in. Slowly lower your foot back down and breathe out. Repeat this on the other side – raising your foot and breathing in slowly, lowering your foot and breathing out. Continue to lift your feet ten times.*

*Now, take a few moments to sit still, growing your back tall. Breathe in and out slowly.*

*Start again - raise your foot, flex your foot towards you, and breathe in slowly, lower your foot and breathe out. Continue to lift your feet ten times, walking like a giant climbing over big mountains. Imagine you are a giant, walking slowly and steadily over a long, long distance.*

*Again, take a few moments to sit still, growing your back tall. Breathe in and out slowly.*

*Sit still now, reach your head tall, lengthening your back. This time, breathe out and raise the heel of one of your feet, pressing the ball of your foot deeper into the ground. Breathe in and lower your heel, releasing the pressure. On your next exhale, raise the heel of your other foot, pressing the ball of that foot deeper into the ground. Breathe in and lower your heel. Lift your heel and exhale, lower your heel and inhale. Repeat on both sides for ten times.*

*Now, relax your feet and take a few moments to sit still, growing your back tall. Breathe in and out slowly.*

*Repeat. Lift your heel and exhale, lower your heel and inhale. Repeat on both sides for ten times. Imagine you are walking, being aware of every small movement and step. Continuing to breathe with each step.*

*Relax after 10 repetitions – checking in with how you are feeling, with your breath, and with your body.*

9. **Body Scan** [Adapted from The Mindful Teen by Dzung X. Vo, MD. © New Harbinger Publications, 2015. Retrieved from: <http://www.mindfulteachers.org/2015/10/body-scan.html>]

*Begin by focusing on your breath. Grow your back longer and taller, reaching your head to the sky. Place your feet firmly into the ground, and relax your arms. Breathe in through your nose, feeling your breath relax your body.*

*Bring your awareness to your left foot. Notice how it feels. Breathe in, imagining that you are breathing into your left foot. Breathe out, imagining it is releasing from your left foot. Notice how it feels now.*

*Bring your awareness up to your left ankle. Notice how it feels. Breathe in, imagining that you are breathing into your left ankle. Breathe out, imagining it is releasing from your left ankle. Notice how it feels now.*

Go through the same process, breathing into and out of the:

- Left leg
- Right foot
- Right ankle
- Right leg
- Abdomen & belly
- Upper body, chest, & shoulders
- Back
- Hands
- Arms
- Neck
- Jaw
- Head & face

*Bring your awareness to your whole body. How does it feel? Does it feel different or the same as when you started the body scan?*

*Doing a body scan can help you to become aware of how your body is feeling, and to release any unnecessary tension.*

10. **Touch and Tell** [Adapted from: <http://www.mindbodygreen.com/0-18136/7-fun-ways-to-teach-your-kids-mindfulness.html>]

Before this activity, invite children to bring in one of their favorite items from home – explain that it can be a rock, a ball, a stuffed animal, anything. If they do not bring objects in, you can use objects in the classroom like markers, toys, etc.

Explain that for their mindfulness activity today, they will become more in tune with the senses they don't use as frequently. Often we use our sense of sight and forget about touch and smell.

Ask students to find a partner, but not to show that partner their object. Have one partner close his or her eyes and hold the object. As s/he touches the object, s/he should describe what the object feels like to his or her partner. After one minute, allow that partner to open his or her eyes and see the object. Then they should trade places, and the second partner should close his or her eyes, and describe the object.

11. **Breathing Buddies**

In advance of this class, invite students to bring in a stuffed animal or a small toy that they can balance on their bellies. If they do not, you can pass out small objects to each child. The children can also make a fun shape out of a piece of paper to balance on their bellies.

Explain that today they will practice their belly-breathing with a breathing buddy.

If there is enough space in the room, have all of the students lie down on the floor and place their stuffed animals or small toys on their bellies. Say:

*Focus on your breath. Place your Breathing Buddy on your belly. Look at your Breathing Buddy. Breathe into your belly, like you smell a flower (Inhale) – 2 – 3 – 4. Blow out the candle (exhale) – 2 – 3 – 4. Continue to breathe slowly and fully seeing your Breathing Buddy rise with the inhale, and fall with the exhale. Continue to notice how your Breathing Buddy moves up and down.*

*As thoughts come into your mind, imagine that they float away in a bubble. Breathing in deeply, and letting any thoughts float away in a bubble.*

*Continue to breath and watch your Breathing Buddy for another minute.*

*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 and bring your consciousness back into the room*

12. **Super-hero Sense** [Adapted from: <http://kidsrelaxation.com/uncategorized/spider-man-practicing-mindfulness-and-increasing-focus/>]

Explain that today they are going to pretend to be superheroes. Say:

*Close your eyes and imagine that you are a superhero. You can be any superhero that you want to be. One of your superhero powers is your super senses. As a superhero, when you pay very close attention to tiny noises, you can hear them better, and calm your mind and let go of the noises in your head that can distract you. Like a superhero, as your practice your supersenses, you can improve them and get more relaxed and focused in any time and place.*

*Now, activate your supersense of hearing. Close your eyes and relax your body. Start listening to the sounds around you. Become aware of any sounds. Listen to the sounds, the silence, anything you hear. If you focus in, you may be able to hear new sounds that you haven't heard before. Continue to listen, and activate your supersense of hearing.*

If you have objects that the students can touch, smell, and/or taste, have them go through the same exercise activating their supersenses of touch, smell and/or test.

After the activity, remind them that they have now activated all of their superhero supersenses. Say:

*You can activate your supersenses whenever you want now. You just need to practice to be able to activate your superhero supersenses and be able to quiet your mind, and focus away from the busy thoughts in your mind.*

### 13. Loving Kindness

*Today we will focus on loving ourselves and loving those around us.*

*Close your eyes and begin to calm your breathing. We are going to calm our minds and our bodies. Begin to relax your entire body. Breathe in and out deeply and slowly, slowing down your breath. Grow your back longer and taller, reaching your head to the sky. Breathe calmly.*

*Feel as your entire body relaxes. Think to yourself "I love myself. I am kind to myself. I respect myself." Repeat this over and over to yourself. "I love myself. I am kind to myself. I respect myself." Continue to breathe deeply. Bring your attention to your heart. You can even place a hand on your heart if you would like. Feel your heart expand as you repeat, "I love myself. I am kind to myself. I respect myself."*

*Think of someone you love. Think to yourself "May you be loved. May you benefit from kindness. May you be respected." Repeat to yourself, "May you be loved. May you benefit from kindness. May you be respected." Feel your heart expand as you send love to the person you are thinking of.*

*Now think of someone who needs extra love right now. Send your love and your kindness to that person. "May you be loved. May you benefit from kindness. May you be respected." Feel your heart sending love to that person. "May you be loved. May you benefit from kindness. May you be respected."*

## APPENDIX 12: GOAL ACHIEVEMENT PLAN

(From Perseverance Sample SEL Activity)

### Goal Achievement Plan (GAP)



<http://www.timdavisonline.com/3-big-questions-to-ask-yourself-about-reaching-your-goals/>



<http://claremont.sd63.bc.ca/mod/page/view.php?id=12589>

1. Set a Detailed Goal
2. Define 5-Steps to Achieve that Goal
  - 1)
  - 2)
  - 3)
  - 4)
  - 5)
3. Get advice from someone you trust
4. Revise your 5- Step plan
5. Tell a friend your goal and how you will achieve it, ask them for support
6. Check off your 5 Steps as you achieve them
7. Revise your 5- Step plan
8. Continue to implement your 5 Step plan
9. Believe in yourself
10. Achieve your goal!



<http://heatherbond.me/2015/06/01/making-your-goals-easier/>

## APPENDIX 13: PRESENTATION RATING SHEET *(from Session 11)*

Name of Presenter:

Lesson Topic:

Date:

*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:*

2. Modeling social and emotional skills
- 1                      2                      3                      4                      5**

*Comments:*

3. Responding to and observing students
- 1                      2                      3                      4                      5**

*Comments:*

4. Accurate instruction on the topic
- 1                      2                      3                      4                      5**

*Comments:*

5. Child-friendliness of the activities
- 1                      2                      3                      4                      5**

*Comments:*

6. Sensitivity to students' backgrounds and experiences
- 1                      2                      3                      4                      5**

*Comments:*

7. Other Comments:

## APPENDIX 14: INSTRUCTIONS FOR FIVE CORNERS *(from Session 12)*

Play a game of “memory.” The goal is to collect the most matching pairs. Turn over one card, and then a second to see if they are a pair. If they are a pair, take them. If not, turn them back over. Then the next player goes, and does the same. If the first card matches one of the cards the first player turned over, they should try to remember where that card was and flip it over so they get a pair. Continue playing until all cards have been collected.

**Why this can help:** When you are teaching, often a student will interrupt and you will lose your train of thought. By practicing your working memory, you will be able to pick up where you left off once you have answered the student. How else can this help you?

Practice these emotion regulation strategies and discuss with the group when you would use them:

1. Belly-breathing – Practice breathing into your belly, like we did earlier.
2. Counting to 10 – Slowly count to 10, taking a breath between each number. This allows us to take a few seconds away from what is making us have strong feelings, it forces us to breathe, gives us perspective on what is happening to cause us the strong feelings.

**Why this can help:** When you are teaching, sometimes a student may do something that is frustrating and causes you to get angry. By practicing your emotion regulation, you will be able to control your own response in order to understand what is really happening with the student. How else can this help you?

Think of one person who you care deeply about – a friend, partner, student, or child. Think about what they look like when they are happy. What about when they are unhappy?

*Write down three key words for how you know they are happy and three key words for how you know they are unhappy.*

Think of what makes them feel well. Is it a random act of kindness? A hug? Speaking about what is challenging them? A sweet? Playing a game?

*Write down 5 ways that you can make that person feel better when they are unhappy.*

As a group, discuss the ways that you can make your “person” feel better. Discuss how these can be the same or different, depending on the needs of the person?

**Why this can help:** When you are teaching, it is important to know how to help your students when they are not feeling well. By practicing your positive social skills, you will be able to relate to and respond to all of your students. How else can this help you?

Think of a time that you did not handle a conflict with a friend or family member well. Fill out the chart provided for how you would have solved it better to resolve the conflict.

**Reflect:**

1. Describe the conflict.	2. How did you respond?
---------------------------	-------------------------

**Action Plan:**

STOP
THINK
ACT

**Why this can help:** When you are teaching, students might get into a fight. By practicing your conflict resolution, you will be able to give them a good alternative to fighting. How else can this help you?

Think of a personal or professional goal you would like to achieve in the next 3 months. Use the Goal Achievement Plan to set steps that you will need to take to achieve that goal in the next three months.

**Why this can help:** When you are teaching, it is easy to get caught up in just going through the lesson plans without working on improving your own skills and achieving goals. By practicing your perseverance, you will be able to improve your teaching skills and better teach your students. How else can this help you?



**APPENDIX 15: SAMPLE TRAINING EVALUATION** *(from Session 13)*

**SEL Training Evaluation**

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

<b>How well did you feel the training prepared you to teach SEL, on a scale of 1 – 5?</b> <i>(1 = not at all; 2 = very little; 3 = somewhat; 4 = well; 5 = very well)</i>				
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<i>Why or why not?</i>				
<b>What was your favorite part of the training? Why?</b>				
<b>What was your LEAST favorite part of the training? Why?</b>				
<b>What did you learn that will help you implement SEL the most?</b>				
<b>What do you still feel that you still need to learn to implement SEL?</b>				

**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)*

**What did you like about the facilitation strategies? Why?**

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

**What other comments do you have regarding the training?**

## APPENDIX 16: PRE AND POST TEST ANSWER KEY *(from Session 13)*

Name:

Affiliation:

Position / Job Title:

### **[ANSWER KEY] Social Emotional Learning Training Pre- and Post-Test**

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

**Define social emotional learning as defined in training**

(3 points)

**The interpersonal, emotional, and cognitive skills that help an individual succeed in life.**

**Match each competency of social emotional learning with the correct example skill.**

(5 points)

<b>Competency</b>	<b>Example Skill</b>
1. Executive Function (c)	a. Recognizing and accepting feelings of others, developing empathy, understanding group dynamics
2. Emotion Regulation (e)	b. Applying decision-making skills, developing goal-setting behavior, developing a positive self-identity
3. Positive Social Skills (a)	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)	d. Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies
5. Perseverance (b)	e. Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing and counting

**Match the skill below on the left to an appropriate activity on the right**

(5 points)

Develop listening skills (a)	a. Do as I say, not as I do / Simon Says; Paired Listening
Manage their own emotions (e)	b. Develop action plan for achieving goals broken down by steps
Create positive peer relationships in class (d)	c. Draw "stop, think, act" cartoons;
Prevent or solve conflicts in class (c)	d. Identifying other people's feelings in stories; Drawing friends' characteristics

Set and attain class goals (b)	e. <i>Matching emotions to faces; Scenarios practicing emotion regulation tactics</i>
--------------------------------	---

**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 students continues to stand up and walk around the room. You ask the student to sit down, but instead the student keeps walking around. The student takes a marker from another table where other students are drawing.*

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

<b>Answer True or False to the following statements. In the row below the statement, explain why you selected "true" or "false."</b> (9 points total)	<b>True</b>	<b>False</b>
Social emotional learning is only taught in the classroom (1 point)		X
<i>Reason (1/2 point):</i> <b>SEL should be reinforced on the playground, at home and in everyday level and all interactions.</b>		
To be most effective, a teacher should model social and emotional skills (1 point)	X	
<i>Reason (1/2 point):</i> <b>SEL is most effective when students have a role model and are able to see and understand what certain skills look like.</b>		
During a social emotional learning lesson, the teacher should stick to their lesson plan regardless of what is happening with the students (1 point)		X
<i>Reason (1/2 point):</i> <b>It is important that the teacher is always observing her/his students and adapting the lessons according to their responses and needs.</b>		
Students must completely master one competency before moving on to the next (1 point)		X
<i>Reason (1/2 point):</i> <b>All competencies are developed simultaneously. Though they build on one another, none are</b>		

<p>ever fully mastered so they must be taught and developed simultaneously. They are not mutually exclusive.</p>		
<p>Social emotional learning should be taught in an active, child-friendly and learner-centered manner (1 point)</p>	X	
<p><i>Reason (1/2 point):</i> Children learn best when actively involved. Active, learner-centered pedagogy is particularly central to SEL because the skills they are learning need to be actively practiced.</p>		
<p>Social emotional learning is only for students (1 point)</p>		X
<p><i>Reason (1/2 point):</i> Teachers, parents and community members also benefit from SEL. Everyone should be developing their SEL.</p>		

DRAFT