

TEACHER-FOCUSED SEL SESSION 3

POSITIVE SOCIAL SKILLS

Objectives:

Teachers will be able to...

- Identify personal and professional support system
- Understand how to give and receive compliments

Aim: What support systems do the teachers already have?

Materials: Paper, pen/markers

Time: 20 minutes

STEPS TO FOLLOW:

PREPARE (3 minutes)

1. Every session will begin with a mindfulness activity.
2. Invite participants to sit comfortably.
3. Say the following a slow, calm, gentle voice:
4. *You can choose to close your eyes or keep them open but relaxed.*

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. Through this light, I bring joy and happiness to those around me."

5. Allow the participants to sit quietly for about a minute.
6. 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.*
7. Wait until participants open their eyes and bring their awareness back to the space to continue the session.
8. Ask how participants are feeling.

PRESENT (5 minutes)

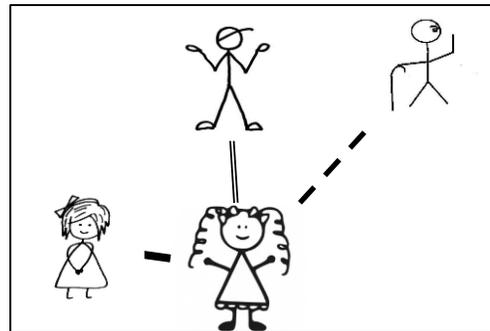
1. Ask participants to think of someone who they can rely on, someone who is there for them when they have been through a hard time.
2. Have them turn and talk to their neighbor about some of the traits of that person who was there for them. Indicate that they don't have to name the person; they should just talk about the traits of that person.
3. Bring the group back together to share the traits of the people who support them.
4. Explain that everyone needs and has a support system. Friends, family, and colleagues can all provide different support

PRACTICE (7 minutes)

Sensitivity Tip

Participants may think about people they have lost which can trigger negative emotions. It is important to monitor their participation and be prepared to support them during or after the session.

1. Pass out a piece of paper and markers to every participant.
2. Explain that each of them should draw a map of their support systems.
3. At the center, they should draw themselves. Then they should draw lines of varying degrees of closeness based on how supportive that person is. They can use different lines to connect the other people to themselves, for example a dotted line for an inconsistent relationship, a bold line for a strong relationship. See example below.
4. Explain that participants should include anyone who supports them.
5. Allow participants a few minutes to draw.
6. After they are finished, give participants the opportunity to share their maps. If they do not want to, do not force them.
7. Highlight for the participants how they already have a support system, and they can rely on these people to support them when they are facing a challenge. They can also use their peer network (of teachers) to help support them.



PRODUCE (5 minutes)

1. Explain that they will now do a compliment circle. Giving and receiving compliments can help to build support.
2. Have participants stand in a circle.
3. Ask for a volunteer to go into the center.
4. Everyone around the outside has to say something positive about the person in the center. After each compliment, the person in the middle should thank the person who complimented them. Everyone should take a turn in the center.
5. Ask why this activity is important for them in life and in their classrooms.
Example answers: They can find something positive about every student in their class so they can relate to and compliment all of their students, even those who give them the most trouble.
6. Conclude the session by asking participants what they learned and how they will use it in their lives.