



Social-Emotional Learning Intervention

LESSON PLAN BANK

36 DAILY AND 24 WEEKLY LESSONS PLANS
TO DELIVER EXPLICIT SEL INSTRUCTION

SAFE HEALING AND
LEARNING SPACES TOOLKIT



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For more information about the Safe Healing and Learning Spaces

Toolkit, please contact the IRC at children@rescue.org. To download the resources in the SHLS Toolkit, please go to SHLS.rescue.org.

DISCLAIMER

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

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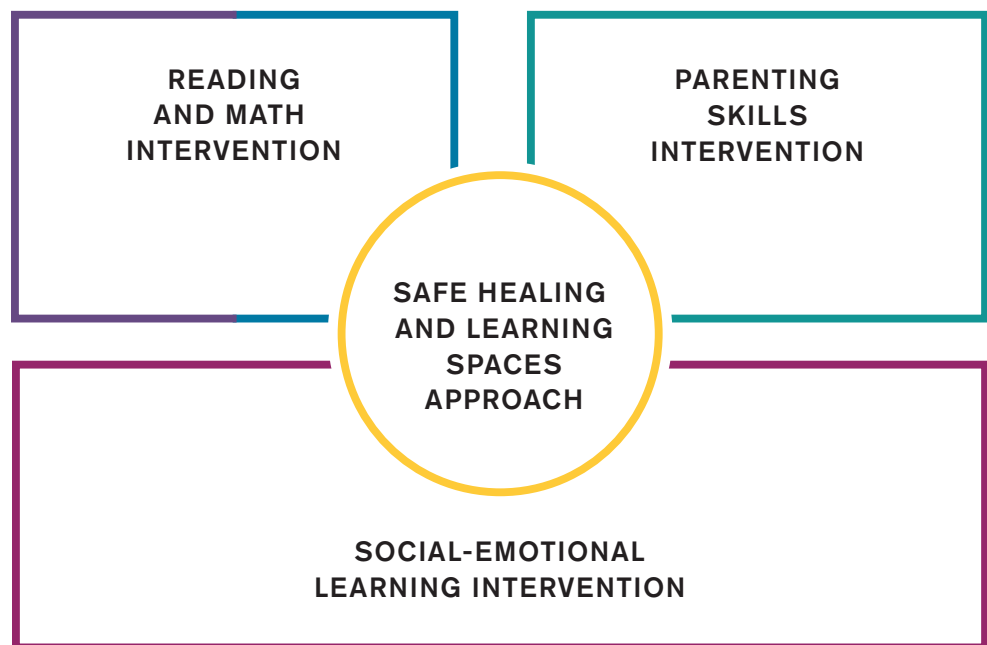
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Introduction

Welcome to the *Safe Healing and Learning Spaces* Social-Emotional Learning Lesson Plan Bank! This resource contains the daily and weekly lesson plans to be used by Facilitators to deliver the 30-minute explicit SEL lessons in a Safe Healing and Learning Space (SHLS). It also contains key documents needed for content delivery, including the SEL Scope and Sequence and instructions for the opening and closing activities for the SEL sessions.

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



SEL Scope and Sequence

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

MINDFULNESS

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

Objectives:

Using mindfulness, children should be able to...

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

MODULE 1: INTRODUCTION

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



MODULE 2: HOW TO LEARN

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



MODULE 3: MY FEELINGS

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



MODULE 4: OTHER PEOPLE'S FEELINGS

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



MODULE 5: HOW MY ACTIONS AFFECT OTHERS

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



MODULE 6: MAKING FRIENDS

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



MODULE 7: RESOLVING PROBLEMS WITH OTHER PEOPLE

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



MODULE 8: ACHIEVING GOALS

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



MODULE 9: LOOKING BACK AND MOVING FORWARD

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



Parachute Opening

OBJECTIVES

By the end of the this activity, children will:

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

KEY MESSAGE

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

Steps to follow

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

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

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



Parachute Closing

OBJECTIVES

By the end of the this activity, children will:

- Feel calm and positive.
- Understand the routine of closing the parachute at the end of every SEL Session.

KEY MESSAGE

Closing every SEL Session with the Parachute Closing establishes a routine to foster a safe, predictable and nurturing environment for children. It helps to calm all emotions and ends the session on a positive note.

Steps to follow

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

1. Have all the children stand in a circle with the parachute in the middle.



2. SAY >

- *Before closing the parachute, we need to clean off all the bad feelings. Let's shake our bodies, shaking off all of the bad feelings onto the parachute and only keeping the good feelings.*
- *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. Pull the imaginary parachute up and down, 10 times, counting all together loudly.*
- *Everyone has a different triangle with a different color in the parachute. 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 colors.*

TIP > Demonstrate shaking your body.

3. Share your color first, then have everyone share their color.



4. SAY >

- *Everyone stand on the border of the parachute, on your triangles. Imagine you are taking the good feelings and color from everyone's triangles, like taking a shower with it so it covers your full body.*
- *Roll the parachute into the center to fold it away, meeting in the center of the circle. Let us put the parachute here.*

TIP > Find a fixed space to put the imaginary parachute every day.



5. **SAY >** *This parachute will remain safe here and we will re-open it in our next SEL Session.*



DAILY PLANS

Week 1

Competency: Brain Building; Positive Social Skills



Week 1, Lesson 1

Meeting my classmates

Competency: Brain Building; Positive Social Skills

Topic: Getting to know one another

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 21
2 SEL Lesson	30 minutes	Meeting my classmates
3 SEL Games	1 hour	Me to you (30 minutes) pg. 74 in SEL Games Bank Circle of friendship (30 minutes) pg. 72 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 26



Parachute Opening

OBJECTIVES

By the end of the this activity, children will:

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

KEY MESSAGE

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

Steps to follow

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

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

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



SEL Lesson: Meeting my classmates

Lesson summary

Competency: Brain Building; Positive Social Skills | **Topic:** Getting to know one another | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 1 | **Week:** 1 | **Lesson:** 1

LEARNING OBJECTIVES

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

- Name their classmates.
- Describe themselves using several basic characteristics, abilities and accomplishments.
- Understand why they are in class.

RESOURCES REQUIRED

- Paper
- Markers or pencils
- Prepared drawing (see 'Preparation required')

PREPARATION REQUIRED

Draw a picture of yourself and 3 things you would like to share with the class.

SENSITIVITY NOTES

- Children may be shy or uncomfortable sharing about themselves as a result of what they have been through. Be kind and approachable always, but especially during this first week when they do not know you.
- Depending on your context, boys and girls may not be able to work together. Consider this as you partner children.

- If your group is mixed, with children from different backgrounds, you may need to pair children appropriately. As it is the first exercise, they may feel more comfortable with another child from their background; however, eventually the point is for everyone to feel comfortable enough to be paired with anyone in the group.
- Girls may not feel comfortable speaking up and talking about themselves in the presence of boys. Encourage them to speak up and participate.

LESSON OVERVIEW

The Facilitator opens the lesson with an introduction to social-emotional learning (SEL) and how it will help them to succeed. The Facilitator continues by leading the children in the game 'Name and movement' where children introduce themselves. Children then draw themselves adding 3 things they want to share about themselves. The Facilitator introduces the different kinds of group work they will do in the class before pairing children to share their drawings. Partners then introduce their pairs to the class.



Steps to follow

Warm-up

Activity: Introductions | **Time:** 2 minutes | **Arrangement:** Whole group

1. Welcome the children to the class and introduce yourself.
2. Explain that today you will get to know one another and talk about why you are all here.
3. Explain that in this class they will learn about social-emotional learning (SEL).
4. Explain that SEL will help the children understand their brains, their feelings, and how to interact with one another positively. This knowledge and SEL skills will help them to succeed in life.

Present

Activity: Name and movement | **Time:** 10 minutes | **Arrangement:** Whole group

1. Arrange the class so they are all standing (or gathered) in a circle. Be sure to keep the energy level high.
2. **SAY >** *We are going to introduce ourselves to one another in a fun way. We will go around in a circle and all share our name and one thing we like to do, which we will pair with an action. For example, "My name is... and I like to jump."*
3. Jump in the air when you say "jump."

SENSITIVITY TIP > *If there is a child with a disability in your group, you should adjust this exercise. For example, if a child is immobile change the movement to a sound.*



4. Tell them that each person in the class will say what he or she likes, and do an action.
5. Then the rest of the class will repeat and say "This is... she/he likes to jump" and all jump together.
6. Go around the circle until all children have introduced themselves.
7. Tell the children it is very nice to meet them and you are very excited about the rest of the classes you will be spending together.
8. Have children go back to their seats.

Practice

Activity: Draw yourself | **Time:** 8 minutes | **Arrangement:** Individual

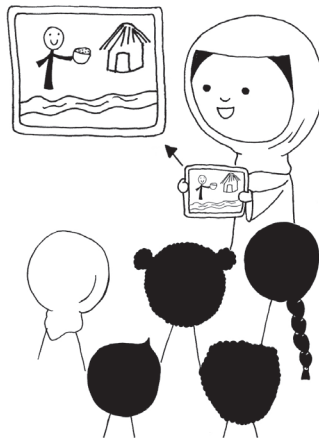
SENSITIVITY TIP >

Children may be very shy because of their experiences. If children find this difficult, or have trouble coming up with things, adjust the instructions to '3 things you did today that made you happy'. If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child that can draw with them.

ADAPTATION > If materials are not available, instead of drawing have children think to themselves about their characteristics and then go into the 'pair and share' below.

1. Explain that to get to know one another even better, every child will draw a picture of him or herself with 3 things that they want their classmate to know about them.
2. Show the children an example that you prepared in advance.

For example, say, "I drew myself, my favorite food, a river that is near where I live and the color green, because it is my favorite color."



3. Pass out one sheet of paper and pencils or markers to each child. Allow children enough time to draw. Walk around and check in to be sure they are comfortable drawing.



Apply

Activity: Pair and share introductions | **Time:** 12 minutes

Arrangement: Pairs; Whole group

1. Bring the class back together. Explain that sometimes in class we work in different groups – sometimes in pairs, sometimes in small groups, as a whole class or individually. Explain that when moving between different groups, children should move quietly, as quickly as they can, and listen to the Facilitator.
2. Explain that they will now share their drawings and compare the similarities and differences with a partner. After sharing with each other, they will introduce their partners to the whole class.
3. Pair children with another child they have never met before. Walk around and encourage them to find similarities in their characteristics, abilities and accomplishments.
4. After a few minutes, bring the class back together. Tell them that you heard a lot of very interesting conversations happening. Have all of the pairs introduce their partners back to the class.
5. Put up the drawings around the classroom.
6. Conclude the class by showing how excited you are to be spending time with them in class. Tell the children what they have to look forward to in the class – learning ideas and skills that will help them succeed in life.

SEL Games

1. Me to you (30 minutes) pg. 74 in SEL Games Bank
2. Circle of friendship (30 minutes) pg. 72 in SEL Games Bank



Parachute Closing

OBJECTIVES

By the end of the this activity, children will:

- Feel calm and positive.
- Understand the routine of closing the parachute at the end of every SEL Session.

KEY MESSAGE

Closing every SEL Session with the Parachute Closing establishes a routine to foster a safe, predictable and nurturing environment for children. It helps to calm all emotions and ends the session on a positive note.

Steps to follow

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

1. Have all the children stand in a circle with the parachute in the middle.



2. SAY >

- *Before closing the parachute, we need to clean off all the bad feelings. Let's shake our bodies, shaking off all of the bad feelings onto the parachute and only keeping the good feelings.*
- *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. Pull the imaginary parachute up and down, 10 times, counting all together loudly.*
- *Everyone has a different triangle with a different color in the parachute. 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 colors.*

TIP > Demonstrate shaking your body.

3. Share your color first, then have everyone share their color.



4. SAY >

- *Everyone stand on the border of the parachute, on your triangles. Imagine you are taking the good feelings and color from everyone's triangles, like taking a shower with it so it covers your full body.*
- *Roll the parachute into the center to fold it away, meeting in the center of the circle. Let us put the parachute here.*

TIP > Find a fixed space to put the imaginary parachute every day.



5. **SAY >** *This parachute will remain safe here and we will re-open it in our next SEL Session.*



Week 1, Lesson 2

Learning about our class

Competency: Brain Building; Positive Social Skills

Topic: Getting to know one another; Class process

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 28
2 SEL Lesson	30 minutes	Learning about our class
3 SEL Games	1 hour	My favorite (30 minutes) pg. 70 in SEL Games Bank Line up! (30 minutes) pg. 29 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 34



Parachute Opening

OBJECTIVES

By the end of the this activity, children will:

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

KEY MESSAGE

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

Steps to follow

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

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

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



SEL Lesson: Learning about our class

Lesson summary

Competency: Brain Building; Positive Social Skills | **Topic:** Getting to know one another; Class process | **Level:** 6–11 years

Duration: 30 minutes | **Module:** 1 | **Week:** 1 | **Lesson:** 2

LEARNING OBJECTIVES

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

- Understand and accept differences between individuals.
- Describe the ways that people are similar and different.
- Recognize and accept the difference of other cultures/ethnicities.
- Demonstrate how to work effectively with those who are different from oneself.

RESOURCES REQUIRED

- Paper
- Markers or pens
- Chalkboard and chalk

PREPARATION REQUIRED

None

SENSITIVITY NOTES

- The concept of differences within communities may be the root of social divides. It is important to select examples of difference that are not connected to children's negative feelings. Further, if the mixed group has trouble understanding how differences can be good, it is important to have personal and

fun examples ready to illustrate how differences make a community great (for example, what if there was only one color of paint? What if all music only had one tone? How boring would life be?)

- If children start using differences to make fun of or tease their peers, it is important to stop this immediately and provide an example of how differences make a community great. If it continues, draw on your classroom management techniques.

LESSON OVERVIEW

Children begin by talking and introducing themselves to the person next to them. The Facilitator then leads an activity to demonstrate differences and similarities among different children in the class. The Facilitator explains how everyone has similarities and differences and how this is a good thing. Children then draw different things about their culture. The Facilitator leads the class through an activity, using their drawing to show how the class has similarities and differences. The Facilitator ends the class with a discussion on the importance of working with people who are both similar and different, and a review of what they learned.



Steps to follow

Warm-up

SENSITIVITY TIP > There

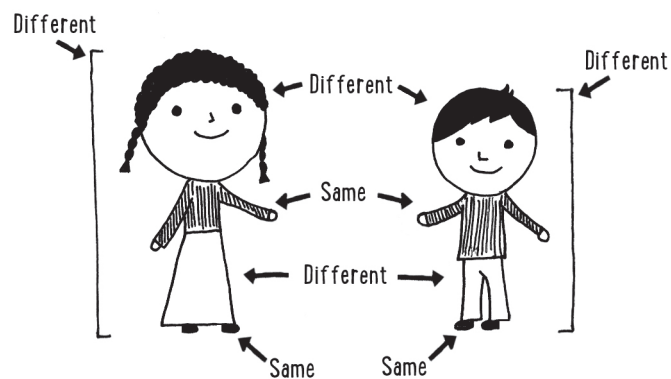
are many differences that inform existing social divides, and should not be used. For example, skin color and complexion (light/dark), gender, and so on. It is important to identify and list differences that are not related to these social divides.

SENSITIVITY TIP >

If children start using differences to make fun of or tease their fellow children, it is important to stop this immediately and provide an example of how differences make a community great. If it continues, draw on your classroom management techniques.

Activity: Child differences | **Time:** 5 minutes | **Arrangement:** Pairs; Whole group

1. Welcome all of the children back to class.
2. Begin the class by inviting the children to 'turn and talk' to the person next to them. Tell them to reintroduce themselves and have them share what they remember from the first class. Only give this activity 1–2 minutes.
3. Select 4 or 5 children with different characteristics (e.g. height, eye color, hair color or length, color of clothing), to stand in front of the class.
4. Ask the class to identify the differences as well as the things they have in common. Explain to children that they should mention similarities and differences without making judgements. For example, children should not say, "Her shirt is pretty, but his shirt is ugly." Instead, children can say, "Her shirt is blue, but his shirt is red."



5. Explain that people can be the same as well as different in how they look, how they act and what they like. Give examples, like waking up early or late, preferring different foods, liking to be by themselves or with others, and so on.
6. Tell the class that you are excited about the differences and similarities in the class and the community.



Present

Activity: Differences discussion | **Time:** 7 minutes | **Arrangement:** Whole group

1. Explain that in the community, there are lots of different groups that are each very important in making up the larger community.
2. Ask the class to brainstorm some of these different groups in the community.
3. Write answers on the chalkboard as children brainstorm.
4. Explain to the class that without all of these differences, the community would not be as full and good as it is now. Each different group brings something special to the community.
5. Explain that just as all of the different groups make up the larger community, there are a lot of differences right in the classroom. It is important to value fellow children as friends. We can learn lots of new things from our classmates who come from different backgrounds.

Practice

Activity: Finding similarities and differences | **Time:** 12 minutes | **Arrangement:** Individual

SENSITIVITY TIP > If a child is unable to draw or write due to a disability, have them use the 'buddy system', and pair them with another child that can draw or write with them.

1. Pass out paper and markers.
2. Instruct the children to each draw or write 5 things that are part of their culture and things they like to do. Culture includes the characteristics you share with the people in your community or social group. Give some examples, such as foods they like, sports, activities, types of clothes, or anything that is part of their identity.
3. After children have a few minutes to create lists or draw, instruct them to find another child that has some of the same characteristics as them.
4. Once all children are in pairs, instruct the pairs to find another pair that has drawn or listed some things that are different to theirs.



5. In their groups of 4, instruct the children to share their similarities and differences. One pair should first share their similarity, then the second pair shares their similarity. Then they can each individually share their characteristics.
6. After a few minutes, bring the class back together. Invite one child from each group of 4 to present back their similarities and differences.
7. After all groups have presented, review what was said and say how exciting it was to hear the similarities and differences in the class. This is a great example of how the children can work with someone who is different. Each group has found some things that are the same and some things that are different.

Apply

Activity: Working together | **Time:** 6 minutes | **Arrangement:** Whole group

1. Ask the children about the importance of recognizing and accepting similarities and differences between other people's cultures. Give them some examples – by accepting others' cultures, we are working towards creating a safe space; we all have cultures so if we respect someone else's, they are more likely to respect ours; this is better for working and playing together, etc.
2. Ask the children what they think accepting others' differences has to do with working together in the class. If the concept of accepting others' differences is difficult, provide a personal example to help the children come up with their own answers.
3. **SAY >** *Even though we have some differences, we also have a lot of similarities. Many of our differences are exciting and we can learn from one another.*
4. Explain that they just demonstrated working together with people with differences. Ask them what skills help them to work with different people. Give examples, like sharing, listening to what they need, trying to relate to what they are thinking and feeling, being patient and understanding and so on.
5. Conclude the lesson by reviewing what the class learned.





6. SAY >

- *We described how people are different and similar.*
- *We discussed how differences are a good thing, and we can learn from people who are different from us.*
- *It is important for us to work effectively with other people.*

SEL Games

1. My favorite (30 minutes) pg. 70 in SEL Games Bank
2. Line up! (30 minutes) pg. 29 in SEL Games Bank



Parachute Closing

OBJECTIVES

By the end of this activity, children will:

- Feel calm and positive.
- Understand the routine of closing the parachute at the end of every SEL Session.

KEY MESSAGE

Closing every SEL Session with the Parachute Closing establishes a routine to foster a safe, predictable and nurturing environment for children. It helps them calm all emotions and end the session on a positive note.

Steps to follow

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

1. Have all the children stand in a circle with the parachute in the middle.



TIP > Demonstrate shaking your body.

2. **SAY >**

- *Before closing the parachute, we need to clean off all the bad feelings. Let's shake our bodies, shaking off all of the bad feelings onto the parachute and only keeping the good feelings.*
- *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. Pull the imaginary parachute up and down, 10 times, counting all together loudly.*
- *Everyone has a different triangle with a different color in the parachute. 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 colors.*

3. Share your color first, then have everyone share their color.



TIP > Find a fixed space to put the imaginary parachute everyday.

4. **SAY >**

- *Everyone stand on the border of the parachute, on your triangles. Imagine you are taking the good feelings and color from everyone's triangles, like taking a shower with it so it covers your full body.*
- *Roll the parachute into the center to fold it back, meeting in the center of the circle. Let us put the parachute here.*



5. **SAY >** *This parachute will remain safe here and we will re-open it in our next SEL Session.*



Week 1, Lesson 3

Building a unified class

Competency: Brain Building; Positive Social Skills

Topic: Building positive rapport

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 36
2 SEL Lesson	30 minutes	Building a unified class
3 SEL Games	1 hour	The wind blows... (30 minutes) pg. 76 in SEL Games Bank Paper dolls (30 minutes) pg. 77 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 42



Parachute Opening

OBJECTIVES

By the end of the this activity, children will:

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

KEY MESSAGE

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

Steps to follow

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

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

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



SEL Lesson: Building a unified class

Lesson summary

Competency: Brain Building; Positive Social Skills | **Topic:** Building positive rapport | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 1 | **Week:** 1 | **Lesson:** 3

LEARNING OBJECTIVES

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

- Understand that despite differences, the whole class and community can work together.
- Recognize and appreciate individual and group similarities.

RESOURCES REQUIRED

- Paper
- Markers or pens
- Tape
- Ball
- Scissors (if available)

PREPARATION REQUIRED

None

SENSITIVITY NOTES

- When activities require mobility (drawing and tracing hands), it is important to understand the limitations of your students and adapt the activity so that all children can participate.
- You should always embrace and celebrate differences to establish a safe space in these activities where all feel welcome.

LESSON OVERVIEW

The Facilitator begins the class with a review of the past two lessons and children discuss similarities and differences in pairs. Children then make and decorate paper hands and then share them with the class. The Facilitator leads a discussion on the similarities, differences and benefits of having multiple kinds of hands. Children review what they learned about themselves this week by playing a ball-toss game. The Facilitator ends the lesson by getting children excited for the SEL sessions and making sure each child feels included in the classroom.



Steps to follow

Warm-up

Activity: Review | **Time:** 4 minutes | **Arrangement:** Pairs; Whole group

1. Begin the class by asking children what they remember learning from the past 2 classes. They should have learned that people have similarities and differences. People with differences and from different cultures can work together harmoniously.
2. Ask children to turn to the person next to them and discuss what kinds of positive similarities and differences can exist.

Present

Activity: Drawing hands | **Time:** 10 minutes | **Arrangement:** Individual

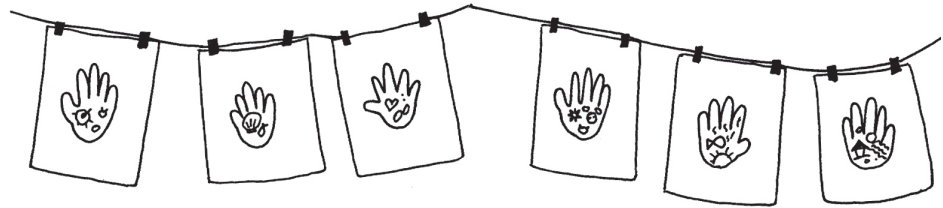
SENSITIVITY TIP > If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child that can draw with them.

If there is one child who does not have a hand(s) or has limited mobility in their hands, change the activity entirely. For example, have the class trace another appropriate body part (foot), or have them get into pairs and draw each other's eyes (if you do not have a child with a visual disability).

1. Explain that today, as a class you are going to show how everyone is different, but together the class can make something beautiful. Each child will draw his or her hand on a piece of paper. Each person will take one piece of paper and a marker. Partners will trace the outline of each other's hand on the paper. Then each person can decorate inside the outline of his or her hand with the markers to represent him or herself.
2. Pass around pieces of paper. Walk around as the children are tracing each other's hands and make sure they are doing it correctly. Each child should end up with an outline of their hand.



3. Once children finish, they can cut out the traced outline of their hand if scissors are available. Tape the hand prints on a larger piece of paper that you hang on the wall, or directly on the wall.



ADAPTATION >

If the previous activity was adjusted or changed, you should also adjust or change this activity accordingly.

SENSITIVITY TIP >

Some children's hands may be smaller than others. It is important for children to understand that just because a hand is smaller it does not mean it is less important. People come in all sizes and shapes.

Practice

Activity: Discussing hands | **Time:** 7 minutes | **Arrangement:** Whole group

1. Have all children sit down in a circle. Help them to make the circle. Some of them may never have been to school before and making a circle may be new to them.
2. Invite each child to walk up to the display of hands and show theirs. Depending on their developmental abilities, ask the children to explain what they drew on their hand.
3. Ask what is the same about all of the hands.

Example answers: they are small, they have 5 fingers, they are about the same shape, and so on.

4. Ask what is different about each of the hands.

Example answers: they are slightly different sizes, shapes, colors.



5. **ASK >** *When all of the hands are put together, is it the same as just one hand? How is it different?"*

Example answers: No, it is bigger, more colorful, more interesting, and prettier; generally, when more hands work together they are more productive.

6. Explain that this is why it is important to work with people who are different. The outcome is usually greater when there are multiple minds.

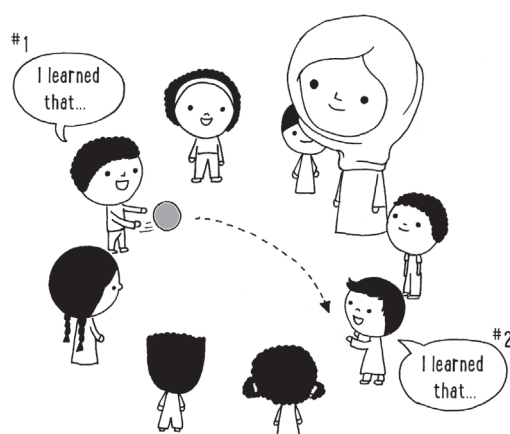


Apply

Activity: What I learned | **Time:** 9 minutes | **Arrangement:** Whole group

1. Explain the instructions for the game:

- Each child will share what they learned about themselves this week.
The person who starts with the ball says what he or she learned, and then passes the ball to another child, saying that child's name. The class will continue until everyone has shared what they learned about themselves.
- After the first round, the ball will be thrown in the opposite direction, so each child will throw to the person that threw to them. Each child will share what he or she learned about the class and the other people in the class.



2. Have the children stand in the circle.

3. Start with the ball and give an example of something you learned about yourself. For example, "I learned that I get excited to meet new people." Then pass the ball to a child who you have noticed is shy, or has not yet made any friends and say his or her name.

SENSITIVITY TIP > When choosing a child that is shy, it is important to give them space and time to answer the question. If they struggle, ask them an easy and direct question to encourage them to participate.

- 4.** Make sure that all children receive the ball and share what they learned about themselves. Once all children have shared what they learned, collect the ball and start the second round.
- 5.** Start with the ball and give an example. For example, "I learned that we have a very diverse class who can all get along and work together." Then pass the ball to the last child who spoke in the first round. He or she will then say what they learned about the class, and pass the ball **to whoever passed it to them in the first round**. The round finishes when the ball is back with the child to whom you first passed the ball in round 1.



6. Conclude the class by reviewing what they learned this week.
7. Explain that today when everyone traced their hands, each hand had similarities and differences. When we put all of the hands together, it become something better and more beautiful.
8. Tell the children that it has been very exciting to get to know our new friends. Let them know that you are very excited to see each and every one of them for the rest of the SEL sessions.
9. Explain that just as, if one of the hands came off the wall, it would not be as pretty and there would be a hole, the same is true in the class. It is important that the whole class is here to learn the most from each other. Explain that together you make an exciting, diverse, unique community. Tell them that you look forward to spending this time with all of them.
10. Prepare them for next week, by telling them that they will spend more time learning about what will happen in the classroom.

SEL Games

1. The wind blows... (30 minutes) pg. 76 in SEL Games Bank
2. Paper dolls (30 minutes) pg. 77 in SEL Games Bank



Parachute Closing

OBJECTIVES

By the end of the this activity, children will:

- Feel calm and positive.
- Understand the routine of closing the parachute at the end of every SEL Session.

KEY MESSAGE

Closing every SEL Session with the Parachute Closing establishes a routine to foster a safe, predictable and nurturing environment for children. It helps them calm all emotions and end the session on a positive note.

Steps to follow

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

1. Have all the children stand in a circle with the parachute in the middle.



2. SAY >

- *Before closing the parachute, we need to clean off all the bad feelings. Let's shake our bodies, shaking off all of the bad feelings onto the parachute and only keeping the good feelings.*
- *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. Pull the imaginary parachute up and down, 10 times , counting all together loudly.*
- *Everyone has a different triangle with a different color in the parachute. 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 colors.*

TIP > Demonstrate shaking your body.

3. Share your color first, then have everyone share their color.



4. SAY >

- *Everyone stand on the border of the parachute, on your triangles. Imagine you are taking the good feelings and color from everyone's triangles, like taking a shower with it so it covers your full body.*
- *Roll the parachute into the center to fold it back, meeting in the center of the circle. Let us put the parachute here.*

TIP > Find a fixed space to put the imaginary parachute everyday.



5. **SAY >** *This parachute will remain safe here and we will re-open it in our next SEL Session.*



DAILY PLANS

Week 2

Competency: Brain Building; Positive Social Skills



Week 2, Lesson 1

Classroom norms

Competency: Brain Building; Positive Social Skills

Topic: Learning classroom norms

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 45
2 SEL Lesson	30 minutes	Classroom norms
3 SEL Games	1 hour	Caught peeking (30 minutes) pg. 71 in SEL Games Bank Sky ball and Water ball (30 minutes) pg. 22 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 52



Parachute Opening

OBJECTIVES

By the end of the this activity, children will:

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

KEY MESSAGE

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

Steps to follow

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

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

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



SEL Lesson: Classroom norms

Lesson summary

Competency: Brain Building; Positive Social Skills | **Topic:** Learning classroom norms | **Level:** 6–11 years | **Duration:** 30 minutes
Module: 1 | **Week:** 2 | **Lesson:** 1

LEARNING OBJECTIVES

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

- Demonstrate ability to remember classroom norms.
- Understand safety requirements in classroom.

RESOURCES REQUIRED

Chalkboard and chalk, or flipchart and marker

PREPARATION REQUIRED

None

SENSITIVITY NOTES

- In the 'Our class, our home' activity, the home may not be a safe, comfortable place for some of these children. If children are not responding well to the comparison of the school and home, do not use the comparison. Focus instead on what we do in school – use that to brainstorm.

- Homes might be a sensitive issue, especially if you have children who have lost their homes to conflict or disasters. In this case, the reference to homes should not be used.

LESSON OVERVIEW

Children will play an introductory game to get to know other children. The Facilitator will then begin to explain what 'mindfulness' is and then instruct children in one method for practicing mindfulness. Children will play the game 'I spy' before thinking of the similarities and differences between their home and their classroom. The lesson ends with a reflection on the 'daily intention' and a review of the ideas learned today.



Steps to follow

Warm-up

Activity: Remember each other | **Time:** 5 minutes

Arrangement: Whole group; Small groups; Pairs; Individual

1. Welcome the children back. Remind them that last week they learned about one another.

SENSITIVITY TIP >

If access to food and hunger is an existing challenge for some children, change the question to 'favorite game to play'.

2. Invite the children to 'turn and talk' to the person next to them. Both should share their name and favorite food. Then they will introduce their partner to the whole class.

3. Divide children into pairs. Walk around the room and make sure that the children are talking about their names and favorite foods. Give them 1–2 minutes as necessary.

4. Bring the children back together.

ADAPTATION > change the name to one which is familiar in your context.

5. Begin by sharing an example introduction to your partner.

For example, "My partner is Sarah. Sarah's favorite food is rice."

6. Go around the class and make sure everyone has been introduced.

7. Conclude the introductions by telling the children how important it is to know one another.

Present

Activity: Introducing mindfulness and daily intentions | **Time:** 6 minutes

Arrangement: Whole group

1. Explain the purpose of mindfulness in the classroom.



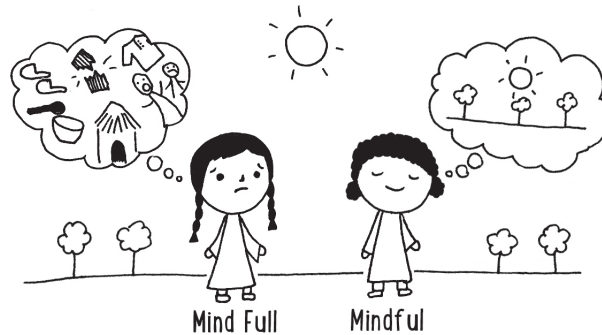
2. **SAY >**

▪ *Every day, we will start the session by thinking about what we want to learn and focus on for the day. We will set a 'daily intention', which describes what we want to learn and focus on for the day. It is a time for us to shake*



off everything going on outside of the classroom and decide what we will do while we are here together.

- By setting an intention, we are learning what is called '**mindfulness**'. Mindfulness helps us forget everything else and be involved and aware of what is happening right now.



SENSITIVITY TIP >

In some cultures, it may not be appropriate for a girl (or a boy) to shake her arms, legs, body. If this is the case, change this mindfulness activity to feeling the energy in all of your body.

3. Explain that the class will learn one way to practice mindfulness today.
4. Make sure that every child is standing. Demonstrate each of the actions to show the children what to do.

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

6. Shake your arms and encourage all of the children to shake their arms.

- “ 7. **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.

8. Shake your legs and encourage all of the children to shake their legs.

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

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

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



SENSITIVITY
TIP > If there are issues related to children having lost their homes, change this and all the following activities.



12. SAY > Today's daily intention is: **Our class is our home.**

13. Repeat the daily intention slowly.



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

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



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

17. Calmly and quietly bring the children's attention back to focus. Congratulate the children on learning how to be mindful.

Practice

Activity: I spy | **Time:** 7 minutes | **Arrangement:** Whole group

SENSITIVITY
TIP > If one of your children has a visual impairment, the activity can be adjusted to what children hear in a silent space of 10 seconds.

- 1.** Explain the instructions for the game 'I spy'.
 - One person will think of an object in the room. That person will say "I spy with my little eye, something that is used for..." and everyone else will have to guess what it is.
 - The rest of the class can only ask 'yes or no' questions to learn more about the object. Whoever guesses the object will then choose the next object for the class to guess.
- 2.** Demonstrate the first round. Select the first object in the classroom.

For example, "I spy with my little eye, something we write on so everyone can see," referring to the chalkboard.
- 3.** Call on children to ask 'yes or no' questions about the object, and answer their questions. The child that guesses the object correctly will select the next object.



4. Make sure that the children continue to play according to the rules – starting with “I spy with my little eye...” and only asking ‘yes or no’ questions. Only call on children who raise their hands.
5. Continue playing, allowing children to lead.

Apply

Activity: Our class, our home | **Time:** 12 minutes | **Arrangement:** Pairs; Whole group

1. Explain that the children will now think about how the classroom is similar to their homes.
2. Write the following questions on a chalkboard or flipchart. Read the questions out loud.
 - *What similarities do you see between your home and our classroom?*
 - *What differences do you see between your home and our classroom?*
3. Give some examples of similarities:
 - *There are rules and regulations at home and in the classroom.*
 - *Adults or other caregivers protect and provide for the young in both the classroom and at home.*
 - *Children have the responsibility to listen to adults or other caregivers at home and in the classroom.*
 - *Adults or other caregivers have the responsibility to listen to children to understand their needs at home and in the classroom.*
 - *Sometimes children do basic chores to help the home/class run smoothly.*
 - *We listen to each other in these places and respect one another.*
4. Give some examples of differences:
 - *The class has a chalkboard.*
 - *The class sitting arrangement.*
 - *There is different furniture.*
 - *Most of the people in the class are children.*
 - *In class, our time is very structured.*
5. Ask the children to first think independently about the questions and then turn to the child next to them to discuss in pairs.



6. After children have had time to discuss in their pairs, ask each of the questions to the group and ask children to share the outcomes of their pair discussions.
7. After the discussion, ask the children if they remember the daily intention.

*Answer: **Our class is our home.***

8. Conclude the class by reviewing what they learned today – the classroom is similar to the home; it is a safe place to learn together; there are certain rules in school that may not exist at home. Explain that they will learn more about those rules later this week.

SEL Games

1. Caught peeking (30 minutes) pg. 71 in SEL Games Bank
2. Sky ball and Water ball (30 minutes) pg. 22 in SEL Games Bank



Parachute Closing

OBJECTIVES

By the end of the this activity, children will:

- Feel calm and positive.
- Understand the routine of closing the parachute at the end of every SEL Session.

KEY MESSAGE

Closing every SEL Session with the Parachute Closing establishes a routine to foster a safe, predictable and nurturing environment for children. It helps them calm all emotions and end the session on a positive note.

Steps to follow

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

1. Have all the children stand in a circle with the parachute in the middle.



TIP > Demonstrate shaking your body.

2. **SAY >**

- *Before closing the parachute, we need to clean off all the bad feelings. Let's shake our bodies, shaking off all of the bad feelings onto the parachute and only keeping the good feelings.*
- *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. Pull the imaginary parachute up and down, 10 times , counting all together loudly.*
- *Everyone has a different triangle with a different color in the parachute. 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 colors.*

3. Share your color first, then have everyone share their color.



TIP > Find a fixed space to put the imaginary parachute everyday.

4. **SAY >**

- *Everyone stand on the border of the parachute, on your triangles. Imagine you are taking the good feelings and color from everyone's triangles, like taking a shower with it so it covers your full body.*
- *Roll the parachute into the center to fold it back, meeting in the center of the circle. Let us put the parachute here.*



5. **SAY >** *This parachute will remain safe here and we will re-open it in our next SEL Session.*



Week 2, Lesson 2

Creating SHLS rules

Competency: Brain Building; Positive Social Skills

Topic: Following directions

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 54
2 SEL Lesson	30 minutes	Creating SHLS rules
3 SEL Games	1 hour	Listen and follow (30 minutes) pg. 41 in SEL Games Bank Ming – Mang – Mong (30 minutes) pg. 18 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 59



Parachute Opening

OBJECTIVES

By the end of the this activity, children will:

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

KEY MESSAGE

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

Steps to follow

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

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

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



SEL Lesson: Creating SHLS Rules

Lesson summary

Competency: Brain Building; Positive Social Skills | **Topic:** Following directions | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 1 | **Week:** 2 | **Lesson:** 2

LEARNING OBJECTIVES

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

- Understand the importance of following rules.
- Discuss and create classroom/school rules.
- Follow classroom/school rules.

RESOURCES REQUIRED

- Chalk and chalkboard
- Paper
- Scissors
- Markers
- Large paper with the title 'SHLS Rules'
- Tape

PREPARATION REQUIRED

Cut out paper stars for each child.

SENSITIVITY NOTE

Some children might have negative experience with rules. Adults can set rules that result in unnecessary abuse of children if broken, or the rule itself might be to protect a harmful adult's action such as when an adult sexually abuses a child and creates a rule for them 'not to tell anyone'. Because of this, rules should always be described as helpful to the group and the child.

LESSON OVERVIEW

The Facilitator will begin by leading the children in a mindfulness activity and revealing the daily intention. The Facilitator will then lead children in a brainstorm on what rules are already there in their lives. Children will then make their own school rules together and individually identify one as their favorite.



Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 3 minutes | **Arrangement:** Individual

1. **SAY** > *Today's daily intention is: **We make the rules in our school.***
2. Repeat the daily intention slowly.
3. **ASK** > *What does today's daily intention mean to you?*
4. Allow the children to sit silently for 30 seconds to a minute, depending on their ability to sit still.
5. **SAY** > *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If you are comfortable, you can close your eyes and think about the daily intention – **we make the rules in our school.***
6. Calmly and quietly bring the children's attention back to focus.

Present

Activity: What are rules? | **Time:** 7 minutes | **Arrangement:** Whole group

1. Tell the children that today you will all have the opportunity to be leaders and make rules for the SHLS as a whole group.
2. Ask if they know any example SHLS rules. You can give them some examples, like – being respectful of people and their opinions; having class monitors/prefects; taking turns before speaking; asking for permission before going out and coming in.
3. Explain what 'rules' are to the children. You can use the example that some homes have rules, things that you have to do or things you cannot do. Give examples, like – "In my home it is a rule that we do not use any bad words."
4. Ask children to share rules that they have in their homes. Take note of any rules that would be applicable to the SHLS.

SENSITIVITY TIP > Homes might be a sensitive issue, especially if children have lost their homes to conflict or disasters. In this case, the reference to homes should not be used, and a current appropriate reference should be selected.

SENSITIVITY TIP > With the prevalence of sexual abuse in the home around the world, 'rules' in the home might not be the most appropriate reference.



5. Ask children why they think that rules exist. You can give them sample answers, like – to make our home/school a better place; so everyone knows how to interact with each other; to prevent fights or people getting hurt.

Practice

SENSITIVITY TIP > If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.

Activity: Creating rules on stars | **Time:** 15 minutes | **Arrangement:** Individual; Whole group

1. Explain that now we will have the opportunity to make SHLS rules.
2. Pass out a small paper star and markers to each child.
3. Instruct the children to draw a picture of a rule that they would like to include as one of the SHLS rules.
4. Allow the children just a couple of minutes to draw their rule.
5. Bring everyone back together. Explain that each person will share their star rule. Write down each rule on the large paper titled 'SHLS Rules'. Tape the star next to the appropriate rule.
6. After all children have added their rules ask if there are any other rules that they want to include for the SHLS?
7. You can also suggest some rules. The following are rules that should be included. Do not state them directly, but ask children questions that will lead to these rules. Be sure to include others that you think are necessary for your context and SHLS.
 - Raise your hand before you speak
 - Respect others' opinions and property
 - Follow directions
 - Be, say and do nice things for others

TIP > The rules should be positive and encourage good behaviour rather than telling children what not to do. Rephrase negative language into positive. For instance, "Do not speak out of turn" would become "Speak only when it is your turn."





Positive Rules	Negative Rules
<ul style="list-style-type: none"> ▪ Speak only when it is your turn ▪ Walk in the SHLS ▪ Take turns speaking ▪ Be respectful 	<ul style="list-style-type: none"> ▪ Do not speak out of turn ▪ Do not run in the SHLS ▪ Do not interrupt the speaker ▪ Don't be rude

8. Read out the final list of SHLS rules.

Apply

Activity: Sharing your favorite rule | **Time:** 5 minutes | **Arrangement:** Whole group

1. Go around and have every child say their favorite SHLS rule. Each child should be able to name one of the SHLS rules.



2. **ASK >** *Who remembers the daily intention?*

*Answer: **We make the rules in our school.***

3. Conclude by saying that they have developed a full list of rules. These rules will make the SHLS a better place.

SEL Games

1. Listen and follow (30 minutes) pg. 41 in SEL Games Bank
2. Ming – Mang – Mong (30 minutes) pg. 18 in SEL Games Bank



Parachute Closing

OBJECTIVES

By the end of the this activity, children will:

- Feel calm and positive.
- Understand the routine of closing the parachute at the end of every SEL Session.

KEY MESSAGE

Closing every SEL Session with the Parachute Closing establishes a routine to foster a safe, predictable and nurturing environment for children. It helps them calm all emotions and end the session on a positive note.

Steps to follow

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

1. Have all the children stand in a circle with the parachute in the middle.



TIP > Demonstrate shaking your body.

2. **SAY >**

- *Before closing the parachute, we need to clean off all the bad feelings. Let's shake our bodies, shaking off all of the bad feelings onto the parachute and only keeping the good feelings.*
- *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. Pull the imaginary parachute up and down, 10 times , counting all together loudly.*
- *Everyone has a different triangle with a different color in the parachute. 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 colors.*

3. Share your color first, then have everyone share their color.



TIP > Find a fixed space to put the imaginary parachute everyday.

4. **SAY >**

- *Everyone stand on the border of the parachute, on your triangles. Imagine you are taking the good feelings and color from everyone's triangles, like taking a shower with it so it covers your full body.*
- *Roll the parachute into the center to fold it back, meeting in the center of the circle. Let us put the parachute here.*



5. **SAY >** *This parachute will remain safe here and we will re-open it in our next SEL Session.*



Week 2, Lesson 3

Setting consequences

Competency: Brain Building; Positive Social Skills

Topic: Following directions

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 61
2 SEL Lesson	30 minutes	Setting Consequences
3 SEL Games	1 hour	Simon says (30 minutes) pg. 21 in SEL Games Bank Red light, green light (30 minutes) pg. 34 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 67



Parachute Opening

OBJECTIVES

By the end of the this activity, children will:

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

KEY MESSAGE

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

Steps to follow

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

1. Have all the children stand in a circle.
2. Give children instructions for the **Parachute Opening** activity.



3. SAY >

- *In the middle of the circle there is an imaginary folded parachute. Do you know what a parachute is?*
- *The parachute is our 'safe space.' Whatever happens when the parachute is open, is confidential. That means that it stays in our safe space. We do not judge or make fun of anyone in our safe space. This is a place where everyone is safe to feel and participate.*
- *Since the parachute is folded, we need to open it. Come together to the center, stand close. Everyone should grab one corner, then open it wide in a circle.*
- *Each of us will pretend to have a different triangle with a different color. This color represents how you feel today. Take a moment to think about what color you have today. Then we will go around and share our color.*

4. Share your color first, then have everyone share their color.



5. **SAY >** *The parachute is always present in our SHLS. Remember that the parachute is a safe space, where everything is confidential and everyone is safe to feel and participate. At the end of the SEL Session, it will be closed.*

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



SEL Lesson: Setting Consequences

Lesson summary

Competency: Brain Building; Positive Social Skills | **Topic:** Following directions | **Level:** 6–11 years | **Duration:** 30 minutes
Module: 1 | **Week:** 2 | **Lesson:** 3

LEARNING OBJECTIVES

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

- Understand the reasons for following rules.
- Understand appropriate consequences for breaking rules.
- Demonstrate taking turns speaking.
- Demonstrate following classroom rules.
- Develop appropriate consequences for breaking classroom rules.

RESOURCES REQUIRED

- Classroom rules chart
- Large paper with the title 'Consequences for Breaking Classroom Rules'
- Markers
- Ball

PREPARATION REQUIRED

None

SENSITIVITY NOTE

The rule makers in children's lives often define their consequences. In some contexts, these rules target marginalized groups. When explaining the consequences of rules it is important to make sure that children understand that consequences should foster positive relationships. Also, children should feel they have a say in determining the rules and their consequences.

LESSON OVERVIEW

The Facilitator leads the children in a mindfulness activity and shares the daily intention. The class reviews the rules they made together. The Facilitator explains what an appropriate consequence is and children brainstorm a few appropriate consequences for their class rules. Children create role-plays that act out the appropriate consequences for a rule, collectively decide if it is an appropriate consequence and add it to their rules.



Steps to follow

Warm-up

Activity: Mindfulness and rule review | **Time:** 5 minutes

Arrangement: Individual; Whole group

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

“ 2. **SAY** > *Today's daily intention is: **Every consequence should be appropriate.***

3. Repeat the daily intention slowly

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

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

“ 6. **SAY** > *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for 1 minute. If you are comfortable, you can close your eyes and think about the daily intention: **Every consequence should be appropriate.***

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

8. Review the class rules. If children are able to read, invite a child to read each rule. Otherwise, read all of the class rules slowly and clearly.

9. Explain that today's lesson will focus on practicing the rules for the classroom and demonstrating appropriate consequences for breaking them.



Present

Activity: Determining appropriate consequences | **Time:** 5 minutes

Arrangement: Whole group

SENSITIVITY TIP >

Depending on their lived experiences, children may have received consequences to breaking rules that are negative and extreme. You should ensure that the children are able to understand that in the classroom, consequences should foster positive relationships.

1. Define 'appropriate consequence' for the children. Say that an appropriate consequence is something that the child has to do after breaking the rule that fits the mistake they made. Appropriate consequences help us to remember why we set that rule, and learn how to do it better next time. The 'appropriate consequence' should match the rule that was broken and be related, and should foster positive relationships.
2. Give an example of an appropriate consequence for one of the class rules. An example could be *"If I knock my friend's book and pencils on the ground by mistake, then I have to pick up her book and pencils, as well as apologize to her."*
3. Ask the children to tell you a few of the class rules and give an example of an appropriate consequence for those rules.

SENSITIVITY TIP >

If gender divides are strong, children may select a 'Facilitator' for the role-play according to which adults they usually see in a facilitator position – whether male or female. You might consider assigning or suggesting the alternative to what is 'usual'.

Practice

Activity: Consequence scenarios | **Time:** 15 minutes | **Arrangement:** Small groups

SENSITIVITY TIP > *If there are children from marginalized groups in the class, they might never have had a say in the rules in their own lives. Be sensitive to these existing unfair relationships to ensure they are not reproduced in this simple exercise.*

1. Give instructions:
 - In small groups, the children will act out a role-play of what happens when someone breaks a class rule. Each group will be assigned one rule.
 - In each group, one person will play the Facilitator, one will play the child breaking the rule, and the other group members will play classmates.
 - Each group must decide what the appropriate consequence for breaking the rule will be. If your children are younger, assign them a consequence to act out.
 - The class will then decide if that is an appropriate consequence for breaking that rule.
2. Break the class up into the number of groups that there are rules. Give them a few minutes to select roles and plan the role-play, or assign each child a role and each group a consequence.



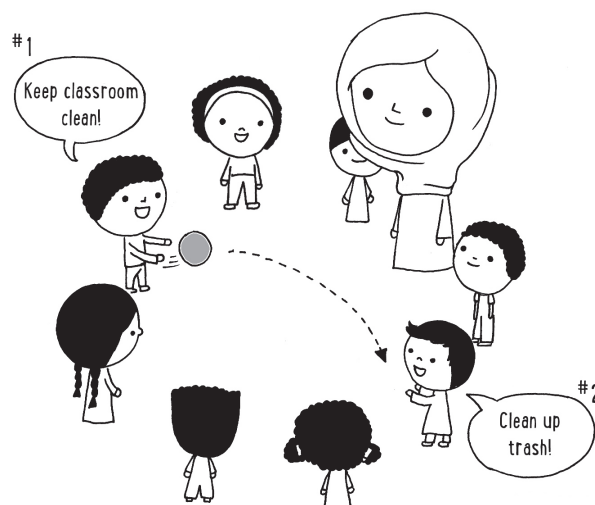
3. Bring the class back together to present the role-plays.
4. Invite each group to present their role-play. Each group should have 1–2 minutes to present. After each presentation clap for the actors.
5. After each role-play, ask the rest of the class if the consequence that this group demonstrated is an appropriate consequence for their rule.
6. If the consequence is appropriate, write it on the 'Consequences for Breaking Classroom Rules' sheet. Otherwise, ask the children for a better example of an appropriate consequence and write that on the sheet.
7. Go through this process for all of the rules until the class has decided on consequences for each rule.
8. Read through all of the rules and consequences, or have the children read if they are able to do so.

Apply

Activity: Consequences ball toss | **Time:** 5 minutes | **Arrangement:** Whole group

SENSITIVITY TIP > If a child is unable to play the game due to a disability, adjust it accordingly. For example, if there is a physical disability, children can call on each other verbally.

1. Explain that to review the rules and consequences, the class will play a fun game. One child will start with the ball and say a class rule. She or he will toss the ball to another child, who will say the consequence for breaking that rule. That child will then say another class rule, and toss the ball to a third child who will say the consequence for breaking the second rule. It is fine for some rules to be repeated, to ensure all children have a turn. The person who started with the ball should end with the ball, saying the consequence for the last rule.



2. Have the children stand in a circle.
3. Supervise the ball toss to make sure that the children are saying the correct rules and consequences, and that all children are involved.
4. When all of the rules have been reviewed, ask the children who remembers the daily intention?

Every consequence should be appropriate.

5. Conclude the class by reminding the children that together they have come up with a set of appropriate consequences for the classroom rules together. Emphasize that they have all, together, agreed to follow these rules, and these consequences. Remind them that consequences will allow for positive relationships.

SEL Games

1. Simon says (30 minutes)... pg. 21 in SEL Games Bank
2. Red light, green light (30 minutes)... pg. 34 in SEL Games Bank



Parachute Closing

OBJECTIVES

By the end of the this activity, children will:

- Feel calm and positive.
- Understand the routine of closing the parachute at the end of every SEL Session.

KEY MESSAGE

Closing every SEL Session with the Parachute Closing establishes a routine to foster a safe, predictable and nurturing environment for children. It helps them calm all emotions and end the session on a positive note.

Steps to follow

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

1. Have all the children stand in a circle with the parachute in the middle.



TIP > Demonstrate shaking your body.

2. **SAY >**

- *Before closing the parachute, we need to clean off all the bad feelings. Let's shake our bodies, shaking off all of the bad feelings onto the parachute and only keeping the good feelings.*
- *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. Pull the imaginary parachute up and down, 10 times , counting all together loudly.*
- *Everyone has a different triangle with a different color in the parachute. 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 colors.*

3. Share your color first, then have everyone share their color.



TIP > Find a fixed space to put the imaginary parachute everyday.

4. **SAY >**

- *Everyone stand on the border of the parachute, on your triangles. Imagine you are taking the good feelings and color from everyone's triangles, like taking a shower with it so it covers your full body.*
- *Roll the parachute into the center to fold it back, meeting in the center of the circle. Let us put the parachute here.*



5. **SAY >** *This parachute will remain safe here and we will re-open it in our next SEL Session.*



DAILY PLANS

Week 3

Competency: Brain Building



Week 3, Lesson 1

Why we listen

Competency: Brain Building

Topic: Learning to listen

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Why we listen
3 SEL Games	1 hour	Counting to 10 (30 minutes) pg. 35 in SEL Games Bank Song Mix! (30 minutes) pg. 37 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Why we listen

Lesson summary

Competency: Brain Building | **Topic:** Learning to listen | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 1 | **Week:** 3 | **Lesson:** 1

LEARNING OBJECTIVES

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

- Understand why it is important for us to listen to one another.
- Name and demonstrate the basic rules for listening in a group.
- Listen respectfully to the thinking of others and share their own thinking.

RESOURCES REQUIRED

- Large paper
- Markers
- Paper and colors to make the storybook, 'Listening to Sarah'.
- Flipchart paper with the title 'Listening Rules'.

PREPARATION REQUIRED

OPTIONAL: Draw a storybook for the story 'Listening to Sarah' in the Practice section.

ADAPTATION > Adapt this name to one which is familiar to your context. Do not use a name of a child in your SHLS.

SENSITIVITY NOTE

Who gets respect, and who feels they are owed more respect may depend their background. For example, boys may feel like they deserve more respect than girls. Certain religious or ethnic groups that make up the majority may feel like they deserve more respect than others. While this session cannot change these existing relationships, it is important for you to try to create a safe space in the classroom where everyone respects each other equally, no matter their background.

LESSON OVERVIEW

The Facilitator begins the lesson with the daily intention and has children reflect on the meaning before beginning an active listening game. In small groups children reflect on what it means to them to be listened to. The Facilitator then reads a short story to the class that demonstrates how not listening to others can be hurtful and leads the children in a discussion about the story. The class then creates their own listening rules and reflects on the daily intention.



Steps to follow

Warm-up

Activity: Mindfulness and talk at once | **Time:** 5 minutes | **Arrangement:** Individual

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

“ 2. **SAY** > *Today's daily intention is: **Listening is the sincerest form of respect.***

3. Repeat the daily intention slowly.

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

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

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

SENSITIVITY TIP > *If there is a child with a disability in your group, you should adjust this exercise. For example, if a child is immobile change the movement to a sound.*

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

8. Tell the children that you will ask a question and give them a few seconds to think of an answer. When you say “Go” they will all answer at once and jump up, then sit back down in their seats.

“ 9. **ASK** > *What is your favorite color?*

10. Wait 10 seconds in silence. Then say “Go!”

11. All children should jump up and say their favorite color, then sit back down.

12. Have children raise their hand if they heard everyone's favorite color.

13. If anyone raises their hand, ask how they know everyone else's favorite color. Most likely no one will know everyone's favorite color.

14. Explain that when everyone talks at once, it is hard to listen and learn anything. Instead, when someone else is talking, it is better to listen with attention, trying to remember what the person speaking is saying.



15. Go around the class so that each person says their favorite color one at a time.
16. After everyone has shared their favorite color, get into groups by favorite color. If some groups are significantly larger than others, break them into smaller groups so that all groups are approximately 5 or fewer children.

Present

Activity: Group discussion on listening | **Time:** 10 minutes | **Arrangement:** Small groups

1. Once small groups are formed, explain that it is important to listen when others talk. There are basic rules that guide talking and listening in a group.
2. Instruct the children to think about the following 2 questions by themselves:
 - What would you want others to do when you are talking?
 - What would you do when others talk so that you can hear what they are saying?
3. Allow the children one minute to silently think on their own, then tell them to discuss in their small groups. After 2 minutes in their groups, bring the whole class back together.
4. Have each small group share what they discussed – about what they want others to do while they are talking, and what they do to hear what others are saying – with the whole group.
5. Remind the children to practice their listening while the other small groups are sharing.
6. Summarize what they said.

SENSITIVITY TIP >

Use this activity to learn if there are any patterns to some children not listening to others. For example, are boys not listening to girls?

Are certain ethnic groups not listening to others? If this occurs, be sensitive to these unbalanced relationships now and in the future.

For example, “To learn from one another, we need to take turns when speaking. We do not want to say things that hurt others. We need to pay attention when others speak. We do not want to disturb others when someone speaks.”



Practice

Activity: Story time | **Time:** 10 minutes | **Arrangement:** Whole group

1. Make sure all children are sitting quietly and attentively. Explain that you are going to read a story, and they should use their listening skills.



ADAPTATION > Adapt this name to a name which is familiar to your context. Do not use a name of a child in your SHLS.

READ ALOUD > *Sarah is coming to the classroom for the first time today. She is very excited to learn. The teacher has invited all of the students to draw pictures of their families and then share back with the class. Sarah raises her hand to share her pictures. The teacher calls on Sarah and she stands to answer. As she begins to answer, the students next to her begin whispering. Sarah sits down and begins to cry.*

2. Ask the learners the following questions to determine if they were listening. Ask children to share their own thoughts and listen respectfully to the thinking of others.



ASK > *How do you think Sarah is feeling?*

Example answers: Sad, hurt, lonely



ASK > *Why do you think she is feeling sad?*

Example answers: Because her peers were disrespectful, they did not listen to her.



ASK > *What could the other students have done instead of whispering to make Sarah feel welcome in the school?*

Example answers: They should have actively listened and responded to Sarah's presentation of her drawing.

3. Follow children's responses with further questions, such as 'Why?', to encourage them to share their thoughts. Make sure they understand that the children should have listened respectfully instead of whispering. By whispering, they made Sarah feel bad.



Apply

Activity: Creating listening rules | **Time:** 5 minutes | **Arrangement:** Whole group

1. Ask the children to remember what they discussed in their small groups.

*Example answer: What we want others to do while we are talking;
what we would do when others are talking to listen to what they say.*

2. Lead the children to understand that they should listen to others the same way they would want others to listen to them.



3. **ASK >** *What should we always do in our class to make sure everyone feels respected when they are talking?*

4. Write down all of the responses to keep as 'Listening Rules' for your class.

5. Read the 'Listening Rules' to the class, or have them read it aloud if they can read. Explain that these rules can be used at home, too. Everyone deserves to be listened to at all times, not just in class.



6. **ASK >** *Who can remember the daily intention?*

*Answer: **Listening is the sincerest form of respect.***

7. Review that the class has learned that it is important to listen to others when they are speaking, to not interrupt, and to focus on what the person speaking is saying. Tell the children they will learn more ways to listen respectfully throughout the week.

SEL Games

1. Counting to 10 (30 minutes) pg. 35 in SEL Games Bank
2. Song mix! (30 minutes) pg. 37 in SEL Games Bank



Week 3, Lesson 2

Why we listen

Competency: Brain Building

Topic: Learning to listen

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Why we listen
3 SEL Games	1 hour	Water and ice (30 minutes) pg. 43 in SEL Games Bank Head, shoulders, knees, toes (30 minutes) pg. 25 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Why we listen

Lesson summary

Competency: Brain Building | **Topic:** Learning to listen | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 3 | **Lesson:** 2

LEARNING OBJECTIVES

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

- Understand why it is important for us to listen to one another.
- Understand how to listen actively.
- Name and demonstrate the basic rules for listening in a group.
- Demonstrate 'listening-with-attention' skills.

RESOURCES REQUIRED

- Large paper and markers for the 'Active Listening' chart

WHAT DOES ACTIVE LISTENING...

...Look Like?

- **Facing** the person speaking
- Making **eye contact**
- **Nodding** your head when appropriate
- **Staying** still

...Sound Like?

- **Affirming** understanding
- Asking **clarifying** questions
- **Restating** what was said

- 'Smile' and 'Frown' signs
- Chalk and chalkboard (optional)

PREPARATION REQUIRED

Create 'Active Listening' chart (see table above) – adapt using rules that are appropriate for your context (each point should be drawn and written, for children who cannot read.)

SENSITIVITY NOTES

- This Lesson uses a pair activity to allow children to experience 'active listening'. It is important to pay attention to the relationships between child groups such as boy/girls, religion, ethnicity, race, refugee/displacement status. Do not pair children across groups if you do not feel they are ready to listen to each other. Later on, once the children feel very comfortable with each other and the classroom is a safe space, it is then appropriate to separate child groups in activities to allow for understanding of each other.
- Identify what existing cultural cues of active listening might 'look like' and 'sound like', and use that to inform active listening in this exercise. Adapt the rules to be appropriate for your context.

LESSON OVERVIEW

The Facilitator will begin by sharing the daily intention and asking children to reflect on the meaning of it before they begin a mindfulness activity. The class will play a game of 'Telephone' and the Facilitator will follow the game with a discussion on active listening. Children will practice active listening with their peers, in pairs. The Facilitator will then lead the children in an activity to determine how much the children liked active listening and discuss why they liked or disliked active listening.



Steps to follow

SENSITIVITY TIP >

If children are not comfortable sitting on the floor, either because it may be disrespectful, or they have physical disabilities, have them sit in chairs.

Warm-up

Activity: Mindfulness and 'Telephone' | **Time:** 10 minutes

Arrangement: Individual; Whole group

1. As the children walk in, instruct them to sit in a circle on the floor.
2. Have the children sit up still and tall and prepare for the mindfulness activity.



3. **SAY >** *Today's daily intention is: **Listen actively to learn.***

4. Repeat the daily intention slowly.



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



6. **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.*

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

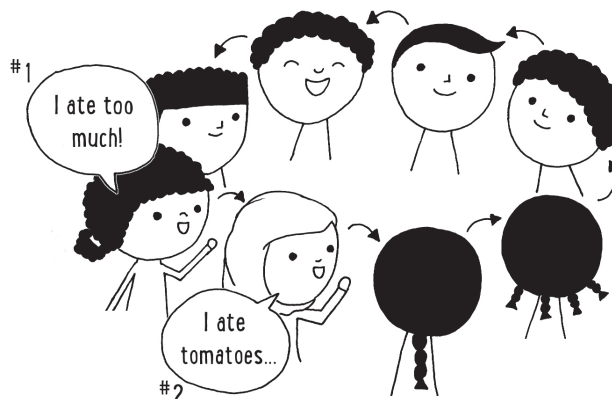


8. **SAY >** *Now bring your attention back to the class. Wiggle your fingers and your toes. Make small circles with your wrists. Stretch your arms up to the sky and then shake them out. If your eyes are closed, slowly, gently open them.*



SENSITIVITY TIP > *If it is not appropriate for children to whisper in each other's ears, you can split the group into 2, by gender. If the game is still uncomfortable for children, even when divided by gender, then remove this activity.*

9. Give instructions for the game 'Telephone'. The first person will whisper a phrase into the next person's ear. Then, the group will pass the message along – like a human telephone. Everyone else has to be very quiet so everyone can hear each other. The last person will say what she or he heard.



10. Demonstrate a telephone chain by whispering a sentence into the first child's ear. The phrase can be something like "I like to learn", "Listening is important" or another positive message. Make sure the children are going around and whispering the phrase.
11. When the last person gets the message, ask her or him to say what he or she heard, out loud to the class. If it is the same as what you said, congratulate the class on being superb listeners and give themselves a round of applause. If not, have some children say what they heard and said. This will likely demonstrate that more than one person did not hear correctly.
12. Play 2 or 3 more rounds, allowing different children to start the chain.

Present

Activity: What is active listening? | **Time:** 7 minutes | **Arrangement:** Whole group

1. Explain how the Telephone game showed us that sometimes misunderstandings occur as a result of bad listening. With a game like Telephone, misunderstandings can be funny. But when trying to learn, or to listen to friends it can be a big problem.
2. Ask children why they think it is important to listen.
3. Summarize what they said. For example say, "Yes, it is important to listen because that is how we communicate with our friends and family."



4. Ask the children what they think 'active listening' means.

5. Define 'active listening'.



6. **SAY >** *Active listening is a way to listen that is more than just hearing the words someone says. It involves making meaning out of the words and therefore understanding what was said. Active listening means that you are paying full attention to the person you are listening to – looking at them, focusing on them, and not doing other things.*

7. Ask children what they do to show that they are actively listening. Write their answers on the chalkboard.

8. Put up the chart you prepared on 'Active Listening'. Explain that the chart shows what active listening looks like and sounds like.

ADAPTATION >

If children are able to read, ask one child to read each of the bullet points.

9. Read each point. After each point, ask the children what they think it means. Ask a child to demonstrate what they think it looks like or sounds like.

10. Explain that this is how to actively listen, and the children should now be able to try it out.

Practice

Activity: Paired listening | **Time:** 6 minutes | **Arrangement:** Pairs

1. Ask for 2 volunteers to come to the center of the circle to demonstrate active listening.

2. Assign one child to speak and the other to be an active listener.

3. Explain that the child who is speaking will speak for one whole minute about how the mindfulness activity made them feel. The child who is listening should demonstrate active listening. The listener can reference the 'Active Listening' chart.

4. Invite children to raise their hands to remind the listener what active listening looks like, using the rules that are appropriate for your context. Example answers:

Active listening looks like – facing the person speaking; making eye contact; nodding your head when appropriate; and staying still.



Active listening sounds like – affirming your understanding; asking clarifying questions; and restating what was said.

5. Time the speaker for one minute, then stop them.
6. Ask the class what elements of active listening they saw, and what they did not see.
7. Break the class into pairs to practice. Explain that you will time the activity so that each partner has one minute to speak, while the other person practices their active listening. After both partners have had a turn, they should discuss how it felt to actively listen, and how it felt to have someone actively listen to them.
8. Time the conversations for one minute, then tell the partners to switch and time for another minute.
9. After both partners have spoken and listened, tell the children to discuss how it felt to actively listen and how it felt to have someone actively listen to them. Consider asking the follow up questions:
 - Was it better than someone not listening?
 - Was it worse?
 - How did it make you feel?
10. Walk around and listen to the children's responses.
11. While you are walking around, put up the 'Smile' sign on one side of the room and the 'Frown' sign on the other side of the room.

SENSITIVITY TIP >

If there are issues with children treating others unfairly because they are different, you should choose pairs that will not cause tension and distract from the activity. Once the children get to know each other, and they gain SEL skills, you can mix different children with more confidence they will stay on task.

SENSITIVITY TIP > If a child is unable to participate due to a disability, adjust the game. For example, if a child has a physical disability, they can do something to indicate they agree or disagree while the others are walking.

Apply

Activity: Agree/disagree | **Time:** 7 minutes | **Arrangement:** Whole group

1. Bring the class back together.
2. Explain the instructions for 'Agree/Disagree'. You will say a sentence. If the child agrees with the sentence, go to the side of the room with the 'Smile' sign. If the child disagrees with the sentence, go to the 'Frown' sign on the other side of the room.



3. **SAY >** I liked when someone was actively listening to me better than when they were not listening. Now, if you agree, go to the 'Smile' sign, if you



disagree go to the 'Frown' sign. The statement is: *I liked when someone was actively listening to me better than when someone was not listening.*

4. Ask one child from each side to explain why they agree or disagree with the statement.



5. **SAY >** *Second statement: It was easy for me to actively listen. If you agree, go to the 'Smile' sign, if you disagree go to the 'Frown' sign. The statement is: It was easy for me to actively listen.*

6. Ask one child from each side to explain why they agree or disagree with the statement.



7. **SAY >** *Third statement: I understood more of what my partner was saying when I was actively listening. If you agree, go to the 'Smile' sign, if you disagree go to the 'Frown' sign. The statement is: I understood more of what my partner was saying when I was actively listening.*

8. Ask one child from each side to explain why they agree or disagree with the statement.

9. Summarize the responses. If the class primarily responds positively about active listening, explain that most of the class found it useful. If there are mixed responses, say that active listening can be difficult and people have different responses to it and it takes time to master it. If the class is primarily negative about active listening, ask more probing questions to understand what they did not like about it.



10. **ASK >** *Who was listening and remembers the daily intention?*

Answer: **Listen actively to learn.**

11. Explain that they learned what active listening looks like and sounds like, and why it is important. They practiced active listening in pairs and discussed how it was beneficial.

SEL Games

1. Water and ice (30 minutes) pg. 43 in SEL Games Bank
2. Head, shoulders, knees, toes (30 minutes) pg. 25 in SEL Games Bank



Week 3, Lesson 3

Listening for instructions

Competency: Brain Building

Topic: Learning to listen

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Listening for instructions
3 SEL Games	1 hour	Our class cat (30 minutes) pg. 27 in SEL Games Bank Picture recipe book (30 minutes) pg. 38 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Listening for instructions

Lesson summary

Competency: Brain Building | **Topic:** Learning to listen | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 3 | **Lesson:** 3

LEARNING OBJECTIVES

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

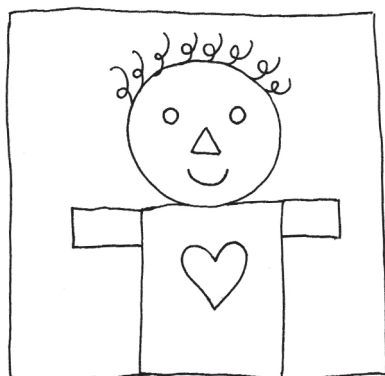
- Understand the necessity of listening in order to learn.
- Demonstrate active listening with attention skills.

RESOURCES REQUIRED

- Paper (enough for each child to have one sheet)
- Markers (enough for each child to have one sheet)

PREPARATION REQUIRED

Create your own 'Listen and Draw' picture



SENSITIVITY NOTE

This activity requires children to do something that may be completely new to them, drawing a picture just by listening to instructions. Some of their drawings will not be correct. It is important to recognize that all children tried, and congratulate them for their efforts, even if their drawing is not correct.

LESSON OVERVIEW

The Facilitator will begin the class in a mindfulness activity. The Facilitator will then lead a discussion on why we listen in class, followed by a listening game of 'Simon says'. The Facilitator then leads the children through a drawing activity that involves active listening. At the end of the class the Facilitator reminds the children of all the active listening activities they have done, and how each child is now an expert active listener.



Steps to Follow

Warm-up

Activity: Visualization | **Time:** 5 minutes | **Arrangement:** Individual

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



2. **SAY >** *Today's daily intention is: **Listening leads to learning.***

3. Repeat the daily intention slowly.



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



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

SENSITIVITY
TIP > *If the light visualization could be viewed as religious, change to "The light is shining" or something that would not be associated with religion.*



6. **SAY >**

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

7. Allow the children a few seconds of silence.



8. **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, slowly allow your eyes to open if you closed them.*



Present

Activity: Why we listen in class | **Time:** 5 minutes | **Arrangement:** Whole group

1. Bring the children's attention to the daily intention: **Listening leads to learning.**
2. Ask the children why they think listening leads to learning.

Example answers: you can learn information that someone else says; you can observe how someone acts in a certain situation; you follow directions to do activities.



3. **SAY >** *We listen in class so that we can learn and respect each other. Earlier this week, we learned about why it is important to listen and then we practiced our active listening. Today we will practice listening to follow directions.*

Practice

Activity: Simon says | **Time:** 10 minutes | **Arrangement:** Whole group

1. Explain the instructions for 'Simon says.'



2. **SAY >**

- *It is very important to listen in this game. The person in front of the group, will be called 'Simon'. Simon tells players what they must do.*
- *However, the players must only obey commands that begin with the words "Simon Says." If I am Simon and I say, "Simon says touch your nose," then you must touch your nose.*
- *But, if I say, "jump," without first saying "Simon says," you must not jump. Those that do jump are out. When children are out, they can either watch quietly or draw a picture of a time they followed directions.*
- *The winner of the first round will be Simon in the second round, if we have time for one.*

SENSITIVITY TIP > Give instructions which everyone will be comfortable doing, including girls and children with disabilities.

3. Play 'Simon says', giving instructions like 'stand up', 'sit down', 'hop on one foot', etc. The winner of the first round should be Simon in the second round.

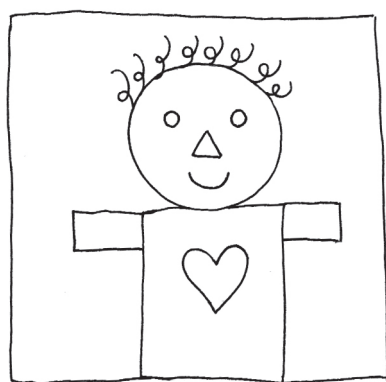


SENSITIVITY TIP > If a child is unable to draw due to a disability, have them use the 'buddy system' and pair them with another child who can draw with them.

Apply

Activity: Listen and draw | **Time:** 10 minutes | **Arrangement:** Whole group; Individual

1. Pass around paper and markers. Each child should take one piece of paper and one marker.
2. Explain that you will give instructions telling children what to draw. As you give instructions, children will actively listen and draw.
3. Give the instructions slowly, and repeat any instructions if needed.
4. **SAY >** Turn the paper so the long side is at the top and bottom.



ADAPTATION > For younger children, only give 3–5 steps. For older children, give the full 7 steps.

- Draw a medium-sized circle in the middle of your paper.
 - Draw a medium-sized square under the circle, so that it touches the bottom of the paper.
 - On each side of the square, draw a smaller, long and thin rectangle so they are long across the top and bottom and short down the two sides.
 - The tops of these rectangles should line up with the top of the square. In the middle of the medium-sized circle, draw a small triangle.
 - Draw two small circles above the small triangle, equally spaced from the center of the medium-sized circle.
 - Below the small triangle, draw a half-circle which curves up.
 - On top of the medium sized circle, make lots of small curly lines. In the middle of the medium-sized square, draw your favorite shape.
5. Show the class the picture you created and then invite them all to show their pictures.



6. Ask if the children found it difficult to follow the instructions. What made it more difficult or easier? Encourage a discussion about active listening to do a task.

7. Ask who was actively listening and remembers the daily intention.

*Answer: **Listening leads to learning.***

8. Remind them that they learned about why listening is important and what active listening is. They practiced active listening in a conversation and in doing a task, with 'Simon says' and drawing. Now they are all expert listeners. Listening is a skill that is used in order to learn.

SEL Games

1. Our class cat (30 minutes) pg. 27 in SEL Games Bank
2. Picture recipe book (30 minutes) pg. 38 in SEL Games Bank



DAILY PLANS

Week 4

Competency: Brain Building



Week 4, Lesson 1

Focusing attention

Competency: Brain Building

Topic: Focusing attention

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Focusing attention
3 SEL Games	1 hour	See what I did there? (30 minutes) pg. 15 in SEL Games Bank Me to you (30 minutes) pg. 74 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Focusing attention

Lesson summary

Competency: Brain Building | **Topic:** Focusing attention | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 4 | **Lesson:** 1

LEARNING OBJECTIVES

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

- Understand how focusing attention helps learning.
- Identify classroom distractions.
- Identify belly-breathing as a strategy for focusing attention.
- Use belly-breathing to stay focused and on task.

RESOURCES REQUIRED

- Chalkboard and chalk
- Timer
- Flowers – enough for half of the children (optional)
- Unlit candles – enough for half of the children (optional)

PREPARATION REQUIRED

Collect necessary materials

SENSITIVITY NOTE

Sensitive topics may come up as children brainstorm classroom distractions. Children may mention being distracted by memories of traumatic events, feelings of loss, hunger, and so on. In particular, note girls' responses. Speak to those children during or after

class, depending on the type of response by children. Be prepared with referral information and to address their needs with minimal disruption to the class. You may also want to talk to the SHLS Manager before class to let her or him know the potential for needing support and providing care to learners.

LESSON OVERVIEW

The Facilitator begins the class by sharing the daily intention and asks the children to reflect on it, before beginning a mindfulness activity. The Facilitator divides the class into 2 groups to practice a Brain Building singing activity that ends with children brainstorming different classroom distractions. The Facilitator then teaches a belly-breathing technique to help children to focus. The class then splits into 2 groups to practice using their new focus tool when there are distractions going on. The Facilitator ends the class with a discussion on the effectiveness of belly-breathing and reviews what they learned this lesson.



Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 3 minutes | **Arrangement:** Individual

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



2. **SAY >** *Today's daily intention is: **Focus attention to achieve great things.***

3. Repeat the daily intention slowly.



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



5. **SAY >**

- *You can choose to close your eyes or keep them open but relaxed. If you feel comfortable, you can close your eyes and think about the daily intention.*
- *We are going to breathe out all the badness in our bodies together. Take one deep, slow breath in through your nose like you are smelling a flower and want the smell to last as long as possible.*
- *Exhale deeply and slowly out of your mouth. On our next inhale feel all the bad things come together out of your fingertips, arms, feet, legs, head and neck and meet together in your belly – swelling it up with the breath.*
- *Exhale forcefully, so you can 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 2 slow, deep breaths in and out, feeling the difference in your body now that only the good things are left.*

6. Calmly and quietly bring the children's attention back to focus.



SENSITIVITY

TIP > If children come from very diverse backgrounds, select 2 songs and assign the groups to prevent one group feeling marginalized.

SENSITIVITY

TIP > If a child is unable to stand due to a physical disability, they can raise another part of their body, like their hands (if they are able).



Present

Activity: Group singing and brainstorm | **Time:** 12 minutes | **Arrangement:** Small groups

1. Give the children instructions.
2. **SAY >**
 - We will break into 2 groups. Each group will choose a song to sing. You will sing that song as a group while standing up until I raise my hand.
 - When I raise my hand, stop singing and sit back down quietly in your groups.
3. Practice getting children's attention by raising your hand. Have children talk and then raise your hand. Wait until all children are silent. Practice 2 or 3 times until children get silent quickly.
4. Ask if the children have questions. If not, divide them into 2 groups.
5. Walk around and assist the groups in selecting a song if they are having trouble. Once both groups have begun singing, let them all sing for up to 2 minutes and then raise your hand. Wait for all children to be quiet and in their seats.
6. Lead a discussion on what they did, using the following questions as guidance.
 - Was it was difficult to pay attention while the other groups were also singing?
 - Why do you think it can be bad if we get distracted?
 - Why is it important to focus and pay attention?

Encourage children to answer with personal examples. For example, "it is important to focus, because it helps me listen and understand what is happening."
7. Explain that today they will learn how to pay attention in class.
8. Have 5 children volunteer to come to the front of the class to demonstrate what it looks like to be distracted by friends while trying to do their chores. Two children are assigned to do a chore, for example washing dishes. The other 3 children should sing and dance loudly.



9. Lead a short discussion about whether the children trying to do their chores felt they couldn't concentrate/communicate, and why.

SENSITIVITY TIP >

What distracts children may be very sensitive. Be sure to respond to what comes up and refer children that need further assistance.

10. Conclude the discussion by saying that we all face distractions at home and in the SHLS. It might not all be loud singing, it could be another child whispering, not having school materials or thinking about what you will do after school. Explain that in the next activity we will learn ways to keep our attention focused and avoid distractions.

Practice

Activity: Belly-breathing | **Time:** 6 minutes | **Arrangement:** Pairs



2. SAY >

- Sit up tall, and put one hand on your belly. Slowly breathe in like you are smelling a flower, for 4 seconds.
- Then hold that smell in your nose for 2 seconds. Finally, breathe out of your mouth for 4 seconds like you are blowing out a candle. Do you feel your belly rising?

ADAPTATION > If your children can count to four, have them count the breaths in their head. Otherwise, count out loud for them.

3. Demonstrate belly-breathing with your hand on your belly, counting in for 4 seconds, holding for 2, and exhaling for 4.

4. Have the children practice breathing all together as a class.

5. Break the children into pairs and instruct them to practice together for a few minutes.

6. If available, give each pair a flower and a candle to practice with, but do not light the candle.



7. **SAY >** Take turns smelling the flower, holding the flower's smell, and blowing out the candle. Check if your partner is doing it right.

SENSITIVITY TIP >

Depending on the dynamic between boys and girls in the group, it might be helpful to put children into pairs with the same gender.



Apply

Activity: Drawing using belly-breathing | **Time:** 9 minutes | **Arrangement:** Whole group

1. Pass out paper and markers to all children. Explain the instructions that the first half of the class will try to draw, following the instructions, while the second half of the class is singing. After 2 minutes, switch so the second half of the class will draw while the first half is singing.



2. **SAY >** *While you are trying to draw, use your belly-breathing as a way to help yourself focus on your drawing and block out the distraction, which is the singing.*

3. Divide the class into the same 2 groups from the previous activity. Help both groups select a song to sing.

4. Tell one group to start singing, while you give instructions to the other group on what to draw. Remind the drawing group to use belly-breathing to help them focus.

SENSITIVITY TIP > *If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.*

5. Give children some guidance on what to draw, for example have them draw scenery or what they like to do. After 2 minutes, switch the group which is singing with the group which is drawing.

6. Lead a full-class discussion, reflecting on how focusing felt and why it is important, using the following questions:

- *Were you able to focus better when you had a strategy to help you?*
- *What happened because you were focused?*
- *Why is it important to focus in class and in life?*

7. Conclude the class by reminding them of the daily intention.



8. **SAY >** *Today, our daily intention was: **Focus attention to achieve great things.***

9. Remind children what they learned today – what can distract them; how to overcome these distractions by using belly-breathing to stay focused and pay attention in class; and why it is important to stay focused. Later this week, we will learn other ways that we can help ourselves stay focused.



SEL Games

1. See what I did there? (30 minutes) pg. 15 in SEL Games Bank
2. Me to you (30 minutes) pg. 74 in SEL Games Bank



Week 4, Lesson 2

Self-talk for success

Competency: Brain Building

Topic: Focusing attention

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Self-talk for success
3 SEL Games	1 hour	Counting to 10 (30 minutes) pg. 35 in SEL Games Bank Paper Ball Relay (30 minutes) pg. 31 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Self-talk for success

Lesson Summary

Competency: Brain Building | **Topic:** Focusing attention | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 4 | **Lesson:** 2

LEARNING OBJECTIVES

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

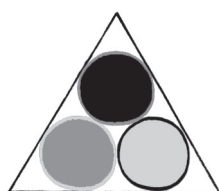
- Understand the importance of focusing attention.
- Know when to use certain strategies for focusing attention.
- Identify strategies, including self-talk, for focusing attention.
- Demonstrate attention-focusing skills.

RESOURCES REQUIRED

- Paper (enough for one sheet per child)
- Markers (various colors, enough for each child to have one)
- Chalkboard and chalk

PREPARATION REQUIRED

For 'Drawing with self-talk', draw 3 circles, with 2 at the bottom and 1 above them, (in a 'pyramid' formation). The circles should all be touching. Make each of them a different color, and their outlines a different color again. Then – in any color – draw a triangle around the group of circles, so that it touches the outline of each. See sample below for guidance.



SENSITIVITY NOTE

Individuals talking to themselves quietly might have a negative association in some contexts, with forms of mental illness. It might help by calling it something else, like 'repeating instructions for remembering' or pep -talking, and explain to children that everyone does this when they want to remember something easily.

LESSON OVERVIEW

The Facilitator begins the class by sharing the daily intention and having children reflect on it before beginning a mindfulness activity. The Facilitator then introduces 'self-talk' as another tool for staying focused. Children practice using self-talk, reflect individually and share with a partner on how it felt to use self-talk. Children then practice using self-talk by following direction in a drawing activity while the Facilitator goes around to see who has difficulty with self-talk. The class ends with a short discussion on self-talk and reflecting on the daily intention.



Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 3 minutes | **Arrangement:** Individual

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

“ — 2. **SAY >** *Today's daily intention is: **Self-talk for success.***

3. Repeat the daily intention slowly.

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

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

“ — 6. **SAY >**

- *If you feel comfortable, you can close your eyes. 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.*

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



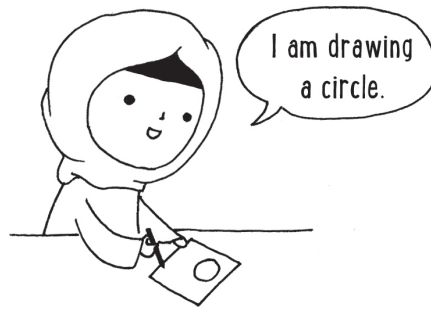
Present

Activity: What is self-talk? | **Time:** 10 minutes | **Arrangement:** Whole group

1. Explain to the class that in today's lesson you will continue to work on ways to focus attention.
2. Ask who remembers what belly-breathing is and when it can be used.
3. Remind children that belly-breathing is a calming way to breathe into your belly and that it can be used to help pay attention better.
4. Introduce another tool to pay attention, self-talk.



5. **SAY >** *Self-talk means talking to yourself in a very quiet voice or in your head.*



6. Ask the children if they have ever used self-talk.
7. Explain that self-talk is used to focus on a task. To use self-talk you tell yourself what to do out loud so that you stay on task and ignore distractions. Say that everyone has used self-talk before to remember something they needed to recall like directions to a new friend's home, but **we** are going to use self-talk to help us remember instructions in class.
8. Reference the previous class, where they brainstormed classroom distractions and give a few common examples. Explain that self-talk helps to ignore those distractions.
9. Give an example of your own:

SENSITIVITY TIP > *Make sure that children understand that everyone uses self-talk, it just might be in different ways. It is completely natural and normal for people to self-talk.*



SAY > *"Self-talk helps me to focus a lot. I am going to demonstrate self-talk for you now. If I need to draw a face on the chalkboard, but I am getting distracted, I could use self-talk."*



10. Walk to the chalkboard with chalk in your hand and say very quietly, “Draw a face, draw a face, draw a face.” Draw a face on the chalkboard.

11. Explain that you were able to focus and draw a face on the chalkboard because you used self-talk to stay focused.

12. Ask children when they would use self-talk. Give some examples – to help you focus when a lot of things are going on all around you; to help you do something when you are feeling a certain way.

13. Explain to children that they will participate in an activity to practice using self-talk to complete a series of actions. Explain that you will give a set of instructions. Children will have to focus as you say the instructions, repeat the instructions together, and then complete the actions listed in the instructions.

SENSITIVITY TIP > Adapt the instructions in the self-talk activity to include children with disabilities.

14. Model the activity for children.

“ 15. **SAY** > For example, I will say, “Stand up, jump up, sit down” You will repeat the instructions as a group. Then, you will stand up, jump up, and sit down.

“ 16. **SAY** > Repeat after me: Stand up, jump up, clap 2 times, sit down.

17. Repeat with the children.

18. Tell them to now do the actions. Observe the children. See who uses self-talk and who does not. See who does the 3 actions correctly and who does not.

19. Remind the children to use self-talk to remember all of the actions. Do one more round.

“ 20. **SAY** > Repeat after me: Stand up, clap twice, pat your head once, jump up, sit down.

21. Repeat with the children.

22. Tell them to now do the actions. Observe the children. See who uses self-talk and who does not. See who does the 5 actions correctly and who does not.

23. Explain that self-talk becomes more important as the actions get more complicated.



Practice

Activity: Think–Pair–Share | **Time:** 7 minutes | **Arrangement:** Pairs; Whole group

1. Give instructions for a 'Think–Pair–Share.' Each child should think about and answer the question quietly to themselves. Then, they will talk about their answers with a partner, in a pair. Then as a whole class each pair will share their answers.
2. Ask these 2 questions for the Think–Pair–Share, and have the children repeat them, practicing self-talk.
 - How did it feel to use self-talk?
 - When do you think self-talk will be most useful for you?
3. Tell children how it makes you feel to use self-talk and when you use it for yourself, to give them an example answer.
4. Allow the children to think alone for one minute, divide them into pairs and have them share their thoughts with their partner for two minutes.
5. During the 'pairs' activity, walk around and place paper and markers on the desks for the next activity. You should also listen to the conversations and make sure that the pairs are discussing the questions.
6. Bring the class back together. Call on a pair to share important points from their discussion. Make sure that all pairs are able to answer.

Apply

Activity: Drawing with self-talk | **Time:** 10 minutes | **Arrangement:** Individual

1. Have each child take one paper and one marker. Tell children they will share their marker with their classmates.
2. Remind them how they have used self-talk today: mindfulness at the beginning of class; demonstration by the Facilitator – drawing a face on the chalkboard; remembering instructions when they stood up and jumped, clapped, and patted their heads; questions in the 'Think–Pair–Share.'
3. Explain that self-talk can be used to focus on instructions and draw.



SENSITIVITY TIP > If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.

“ 4. **SAY >** *I will give you instructions which we will repeat all together as a class. Then, you can use self-talk to speak to yourself quietly or in your head to draw the picture.*

“ 5. **SAY >** *For the first picture, draw one circle in one color. Swap markers with your partner and draw a second circle in the other color.*

6. Have the children share their picture with the child sitting next to them. Ask if their pictures look almost the same, and have those who have similar drawings raise their hands.

7. Check in with children that do not have their hands raised. If they are not able to use self-talk to follow instructions, provide them with additional instructions while you are walking around.

“ 8. **SAY >** *For the next round, you will draw a line connecting the 2 circles in the color marker you have.*

“ 9. **SAY >** *Switch markers with a new partner and draw a third circle with that marker. Color in your first circle with that new marker.*

10. Have the children share their picture with the child sitting next to them. Ask if their pictures look almost the same, and have those who have similar drawings raise their hands.

11. Check in with children that do not have their hands raised. If they are not able to use self-talk to follow instructions, provide them additional instructions while you are walking around.

“ 12. **SAY >**

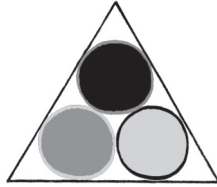
- *For this final round, draw lines from the last circle you drew to each of the first two circles.*
- *Switch markers and color one of the remaining circles in a different color.*
- *Switch markers again and color the last remaining circle in a different color.*

13. Have the children share their picture with the child sitting next to them. Ask if their pictures look almost the same, and have those who have similar drawings raise their hands.

14. Look around and take note of which children do not raise their hands. These children may be struggling with self-talk.



15. Show the children the example you prepared in advance – 3 different colored circles with outlines in 3 different colors, 3 lines all in the same color connecting each of circles to make a big triangle.
16. Explain that by using self-talk, they will eventually be able to draw the diagram and color it correctly. However, it takes a lot of practice to master self-talk and other attention-focusing strategies.



17. Ask who remembers the daily intention.

Answer: **Self-talk for success.**

18. Ask children to remember what self-talk means and what the class did to practice self-talk.

Example answers:

- Self-talk means talking to yourself in a very quiet voice or in your head, to stay focused.
- Children should mention the actions (jumping, clapping, patting their heads), Think–Pair–Share and drawing.

SEL Games

1. Counting to 10 (30 minutes) pg. 35 in SEL Games Bank
2. Paper ball relay (30 minutes) pg. 31 in SEL Games Bank



Week 4, Lesson 3

Focus attention strategies

Competency: Brain Building

Topic: Focusing attention

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Focus attention strategies
3 SEL Games	1 hour	Ming – Mang – Mong (30 minutes) pg. 18 in SEL Games Bank Head, shoulders, knees, toes (30 minutes) pg. 25 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Focus attention strategies

Lesson Summary

Competency: Brain Building | **Topic:** Focusing attention | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 4 | **Lesson:** 3

LEARNING OBJECTIVES

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

- Identify strategies for focusing attention, including belly-breathing, self-talk and contained fidgeting.
- Demonstrate mastery of focusing attention strategies, including belly-breathing, self-talk and contained fidgeting.
- Analyze and select focusing attention strategies based on the situation.

RESOURCES REQUIRED

Paper and markers (optional)

PREPARATION REQUIRED

None

SENSITIVITY NOTE

Fidgeting can be a symptom of distress. During the ‘contained fidgeting’ activity, talking about fidgeting may cause children who express their distress through fidgeting to reflect on their own distress. You should be careful not to point out children who fidget often, and be sensitive during this discussion. Make a mental note if a child seems more withdrawn after the activity and speak to them after the session.

LESSON OVERVIEW

The Facilitator begins by sharing the daily intention and children reflect on what it means to them. The Facilitator demonstrates and explains contained fidgeting, how it can be useful to focus attention and when it is appropriate to use. Children then play the ‘Mirror game’, where they practice their attention focusing skills. The Facilitator ends the class by reviewing the attention focusing skills they learned this week and asks children to rethink what the daily intention means.



Steps to follow

Warm-up

Activity: Mindfulness | Time: 3 minutes | Arrangement: Individual

- “ — 1. **SAY** > *Today's daily intention is: **Use tricks to focus attention.***
2. Repeat the daily intention slowly
- ? — 3. **ASK** > *What does today's daily intention mean to you?*
- “ — 4. **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 your 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.*
5. Let the children sit silently for 30 seconds, or as long as they are comfortable.
- “ — 6. **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.*



Present

Activity: Contained fidgeting | **Time:** 8 minutes | **Arrangement:** Whole group; Individual

1. Explain that sometimes, when we need to pay attention, it is okay to move.



2. **SAY >** *Contained fidgeting is doing some sort of small movement that helps you to focus. Some people need to do a small movement, like tapping their foot, to pay attention.*

3. Ask children if they have ever felt they need to move to help them focus – for example doodling, tapping their foot, squeezing a ball, and so on.

4. Explain that fidgeting is normal, as long as it does not distract others around from learning, so it is important to contain it.

5. Demonstrate examples of fidgeting and ask children to decide if the fidgeting is distracting or not.

6. Have children visualize (or draw, if you have the resources) a time when they needed to focus their attention and it was appropriate to fidget. Encourage them to fidget if they think it will help them to focus.

7. After 1–2 minutes, bring the class back together.

8. Invite a few children to share what they visualized/drew. Have them explain how contained fidgeting would have been appropriate in that setting.

SENSITIVITY TIP > *If a child is known to fidget be careful not to point them out in front of the class. Also be sensitive to the fact that fidgeting may be a symptom of distress and it is not appropriate to discuss why some people fidget in front of all the children. If you notice that the discussion about fidgeting may trigger a reflection on distress, it may be important to check in with the child after the session in a non-stigmatizing way.*

Practice

Activity: Mirror game | **Time:** 10 minutes | **Arrangement:** Pairs

1. Explain that you are going to play a game that draws on all of the different focusing attention strategies they have learned. In real life, they will have to choose which strategy to use. In this activity, they can use whichever strategy will best help them keep focus.

2. In each round one partner will be the Leader and the other will be the Mirror. It is the Mirror's job to mimic or imitate everything the Leader does.



SENSITIVITY TIP > If there are issues with children treating others unfairly because they are different, you should choose pairs that will not cause tension – distracting from the activity.

3. Demonstrate this with a volunteer. Explain that you are the Leader and your partner is the Mirror. Change your facial expression from sad to happy, raise and lower your arms, or clap your hands. Your Mirror should do everything you do.
4. Divide players into pairs and tell each pair to choose a Leader and a Mirror for the first round.
5. Allow the children to play for one minute, then tell them to switch roles within their pairs and play again.
6. If there is time, have the children switch partners and play again.
7. Explain to players that now they will reflect on how they experienced the game. Bring the whole group back together and facilitate a discussion about their experience:
 - What happened during the game?
 - What was your experience as the Leader? The Mirror?
 - How did you use your focusing attention skills?
 - Which strategies did you use?
 - How did the strategies help you to pay attention better?

Apply

Activity: Reviewing focusing attention strategies | **Time:** 9 minutes | **Arrangement:** Whole group

1. Ask children if they remember the strategies they learned this week, to help focus their attention.

Answers: Belly-breathing, self-talk, contained fidgeting

2. Have children volunteer to teach the class each of these strategies. Have the full class practice each strategy.
3. Lead a discussion about the various different strategies, based on the following questions:
 - Did you enjoy learning about different strategies for paying attention?
 - Are there other strategies and tricks you can think of?
 - When would you use each of the different strategies?



- Which of the tricks for paying attention in class will you try in the next class?



4. **ASK** > *Do you remember the daily intention?*

*Answer: **Use tricks to focus attention***

5. Ask them what the daily intention means to them now.

SEL Games

1. Ming – Mang – Mong (30 minutes) pg. 18 in SEL Games Bank
2. Head, shoulders, knees, toes (30 minutes) pg. 25 SEL Games Bank



DAILY PLANS

Week 5

Competency: Brain Building



Week 5, Lesson 1

Understanding impulses

Competency: Brain Building

Topic: Impulse control

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Understanding impulses
3 SEL Games	1 hour	Red light, green light (30 minutes) pg. 34 in SEL Games Bank Sky Ball and Water Ball (30 minutes) pg. 22 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL lesson: Understanding impulses

Lesson summary

Competency: Brain Building | **Topic:** Impulse control | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 5 | **Lesson:** 1

LEARNING OBJECTIVES

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

- Understand the importance of controlling their impulses.
- Demonstrate the ability to sit and stand still.

RESOURCES REQUIRED

Paper and pens/markers

PREPARATION REQUIRED

None

SENSITIVITY NOTE

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

other techniques to help them calm down. You may need to work with them after class, and be prepared to refer them to other help if necessary.

LESSON OVERVIEW

The lesson begins with a mindfulness activity called 'Shaking everything off.' The Facilitator then shares the daily intention and children reflect on what it means for them. The Facilitator explains impulse control and children discuss in pairs, their experience with impulse control. Children review and draw the focus attention strategies they have learned. The Facilitator explains how these can be used for impulse control. The Facilitator reads different scenarios and the children determine if they would need to control their impulses or not, and why.



Steps to follow

Warm-up

SENSITIVITY TIP >

If there is a child with a disability in your group, you should swap this exercise with another mindfulness exercise that does not require physical mobility.

Activity: Mindfulness – shaking everything off | **Time:** 3 minutes | **Arrangement:** Whole group

1. Have all children stand in a circle as they come in.
2. Explain that today they are going to talk about controlling their impulses. To do so, they will begin by getting out the 'jitters'.
3. Shake each part of your body as you name it, and encourage children to do the same.



4. 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.*
- *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.*
- *Now let's put it all together and shake everything out. Shake your arms, your legs, your head, your hips. Shake your entire body to let go of anything. Now stand completely still. Stand tall like a tree. Keep your body entirely still. Reach the top of your head upwards, like leaves for the sun. Stand a little bit taller.*

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



5. SAY > *Today's daily intention is: **I am in control of my impulses.***

6. Repeat the daily intention slowly.



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

8. Allow all children to sit back down.



Present

Activity: Discussion on controlling impulses | **Time:** 8 minutes | **Arrangement:** Whole group

1. Explain to the children that today's topic is impulse control. Explain that impulse control is the ability to stop yourself from doing something. Give an example, like the ability to control yourself from hitting someone when you are angry.
2. Ask children to think to themselves about when they have had to control their impulses in their own lives.
3. Invite children to turn and talk to the person sitting next to them and share the time they had to control their impulses.
4. After everyone has shared in their pairs, invite a few children to share back to the class.
5. Summarize similarities between the different scenarios. For example, controlling impulses often involves another person; the outcomes are better when we control impulses instead of acting on them.
6. Explain that impulse control helps in the following ways:
 - Making friends (you do what is best for them too)
 - Learning (you can focus on what you are doing, not just whatever your impulses are)
 - Making decisions – you can think about what you really want rather than just acting on what you see first.
7. It takes a lot of practice to improve impulse control, so explain that they will do some fun activities and play some games to practice their impulse control. They can do these at home, too.

FUN FACT! Impulse control has more of a direct correlation with school success than intelligence!

SENSITIVITY TIP >
Children's impulse control varies depending on their lived experiences of conflict and crises. When presenting impulse control, do not judge children that have less of it harshly, and encourage them to use belly-breathing when they feel a strong impulse coming on. If the child is struggling, you should find ways to work with them after class on these techniques, and be prepared to refer them to other help if necessary.



Practice

Activity: Review focusing attention strategies | **Time:** 9 minutes

Arrangement: Individual; Whole group

SENSITIVITY TIP > If a child is unable to draw due to a disability, have them use the 'buddy system' and pair them with another child who can draw with them.

1. Pass out paper and pens or markers.
2. Ask children to write down or draw one strategy they learned last week for focusing their attention. Allow them up to 5 minutes.
3. After all children have finished drawing, bring the whole class together and have everyone share what they drew.
4. The focusing attention strategies the children drew should reflect those which you taught last week: belly-breathing; self-talk, contained fidgeting and any others.
5. Explain that these same strategies can be used to help them control their impulses.
6. Ask children to think how they could use these strategies to control their impulses.

Apply

Activity: Stand up/sit down scenarios | **Time:** 10 minutes | **Arrangement:** Whole group

SENSITIVITY TIP > If there is a child with a disability in your group, you should adjust this exercise. For example, if a child is immobile change standing up to raising a hand.

1. Explain that you will describe scenarios. After each scenario, you will give children 2 options – to stand up if they need to control their impulses in this situation, or to sit down if they do not need to control their impulses.
2. After you say each scenario, ask one child who chose to sit, why they would not need to control their impulses. Then ask one child who chose to stand why they would need to control their impulses and how.
3. Here are some example scenarios. Add more that might cause children in your context to impulsively respond and need them to control themselves.
 - Someone has just taken your favorite toy from you.
Example Answer: Reason for controlling impulses – you may become angry and want to hit them.



- You are alone and see some sweets where you can reach them. No one will notice if you take a few.

Example Answer: Reason for controlling impulses – the sweets do not belong to you and you should not take them.

- Someone has just called you a mean name that hurt your feelings – now they are laughing at you.

Example Answer: Reason for controlling impulses – you may say something you do not mean because you are angry.

4. After you have gone through the scenarios, have all children sit down.

5. Ask if children remember the daily intention.

Answer: I am in control of my impulses.

6. Ask if the daily intention means something different to them now than at the beginning of the day.

7. Assign homework – by the end of the week (Lesson 3) they should use one of these impulse control strategies and be ready to talk about it.

SEL Games

1. Red light, green light (30 minutes) pg. 34 in SEL Games Bank
2. Sky Ball and Water Ball (30 minutes) pg. 33 in SEL Games Bank



Week 5, Lesson 2

Controlling ourselves

Competency: Brain Building

Topic: Controlling impulses

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Controlling ourselves
3 SEL Games	1 hour	Simon says (30 minutes) pg. 21 in SEL Games Bank Listen and follow (30 minutes) pg. 41 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Controlling ourselves

Lesson summary

Competency: Brain Building | **Topic:** Controlling impulses | **Level:** 6–11 years | **Duration:** 30 minutes

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

LEARNING OBJECTIVES

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

- Understand when impulses should be controlled.
- Demonstrate ability to form a line and a circle without making noise as part of a group.
- It may not be appropriate for boys and girls to line up together. If that is the case, separate the groups by gender.
- If lines and circles are not classroom formations used in your society, replace with another classroom configuration that is appropriate.

RESOURCES REQUIRED

None

PREPARATION REQUIRED

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

SENSITIVITY NOTES

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

LESSON OVERVIEW

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



Steps to follow

Warm-up

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

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



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

3. Repeat the daily intention slowly.



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



5. **SAY >**

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

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

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

Present

Activity: Discussion on lines and circles | **Time:** 5 minutes

Arrangement: Whole group; Small groups; Pairs; Individual

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

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

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



3. After all of the answers, repeat the correct answers.
4. Explain that these different configurations/formations are used at different times during class.
5. Ask children when lines are made in class.

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

6. Ask children when circles are made in class.

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

7. Make the connection to the last session where children learned about controlling their impulses. Explain that they will learn to make a line and a circle as a group today.
8. Explain that standing still in a line or a circle is part of controlling impulses and ourselves, because we have to control any impulses to jump out of the line or do anything else.

Practice

Activity: Line up competition | **Time:** 15 minutes | **Arrangement:** Small groups

1. Explain the rules for the competition. Each group will have the task of lining up in order, by height. To win, the group must all be quiet and still, and all members of the group must raise their hands. This first round is a practice round.
2. Have a volunteer show the class what it looks like to stand quiet and still.
3. Divide the class into 3 groups.
4. Start the practice round by instructing them to line up by height in their groups. Say "Go!" to start the activity, or use a fun, culturally appropriate way to start.
5. Check to make sure the groups that finish are actually in height order.
6. In the next round children will work in the same groups to line up by birthday, or hair length, or shoe size – depending on what is appropriate. Tell them that this time they cannot speak or run as they get in line, so they have to

SENSITIVITY TIP > As forming the lines could result in body contact among the children – which may be culturally inappropriate – you may prefer to separate the groups by gender. Also make sure that the Line up competition is inclusive of physical abilities, and adjust if necessary.



find an alternative way to communicate. The winning group of this round will be given a prize. Determine this prize by what is available, and is contextually, gender, and age appropriate.

7. Ask children to share ideas about how to communicate without speaking. They could include hand gestures, facial expressions, and so on.
8. Start this round by saying "Go!", or use a fun, culturally appropriate way to start.
9. Ask the group to go down the line and say their birthdays, or measure their hair or feet, to make sure they are in the correct order.
10. If there is extra time, mix up the groups and have them compete to quietly get into a line or circle.

Apply

Activity: Getting in line | **Time:** 5 minutes | **Arrangement:** Whole group

1. To conclude, have the full group form one line by another fun characteristic that you select.
2. Start this round by saying "Go!", or use a fun, culturally appropriate way to start.
3. Once they are lined up, make sure they are in correct order.



4. **ASK >** *Who remembers today's daily intention?*

*Answer: **Control for classroom participation.***

5. Remind the children that lining up and forming circles are 2 formations that are made in class so that everyone can learn better.

SEL Games

1. Simon says (30 minutes) pg. 21 in SEL Games Bank
2. Listen and follow (30 minutes) pg. 41 in SEL Games Bank



Week 5, Lesson 3

Using impulse control

Competency: Brain Building

Topic: Impulse control

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Using impulse control
3 SEL Games	1 hour	Paper ball relay (30 minutes) pg. 31 in SEL Games Bank Counting to 10 (30 minutes) pg. 35 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Using impulse control

Lesson summary

Competency: Brain Building | **Topic:** Controlling impulses | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 5 | **Lesson:** 3

LEARNING OBJECTIVES

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

- Understand the importance of controlling their impulses.
- Demonstrate ability to control impulses appropriately.

RESOURCES REQUIRED

Device to play music, or an instrument.

PREPARATION REQUIRED

None

SENSITIVITY NOTES

- During and after a crisis, children have a particularly difficult time controlling their impulses. Be aware of which children struggle to stay still and work with them after school hours or while children are doing individual work in other classes. Encourage these children to take up belly-breathing techniques and other techniques to help them calm down. You may need to work with them after class, and be prepared to refer them to other help if necessary.

- During the 'Freeze dance' game be aware of possible cultural issues around music. You should select music that is inclusive of all groups that are present – not showing favouritism to any one group. Also, in some cultures, it may be inappropriate for boys and girls to dance in the same group, or in the same space. If this is the case, it would be helpful to change the activity slightly.

LESSON OVERVIEW

The lesson begins with a sensory awareness mindfulness activity. The Facilitator shares the daily intention and children reflect on what it means for them. The class reviews the impulse control strategies they learned and in pairs children share a time in the week they have used one of the strategies. The class then play 'Freeze dance', followed by a discussion on how the game tested their impulse controls. The Facilitator ends the class with a discussion on impulse control in their lives and reviews the daily intention and if the meaning has changed for them.



Steps to follow

SENSITIVITY TIP > It may be culturally inappropriate to lie down, or the floor may be dirty. Change the activity to sitting in a chair, if needed.

Warm-up

Activity: Sensory awareness mindfulness | **Time:** 5 minutes | **Arrangement:** Individual

1. If there is space and children are comfortable, invite all of the children to lie down on their backs with their full bodies relaxed.
2. Explain that today's mindfulness activity will focus on their senses.
3. **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.*
4. Instruct the children to calm their breathing through slow belly-breathing.
5. Very SLOWLY and with pauses,
SAY >
 - *Notice the feelings in your body, the sounds you hear, the scents you smell, the taste in your mouth, the colors you see as your eyes are closed.*
 - *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.*
6. Allow the children a minute of silence to observe their senses.
7. **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.*
8. Ask children what they felt while they were quiet and their eyes were closed? What did they hear? Smell? Taste? See?
9. **SAY** > *Today's daily intention is: **Impulse control leads to success.***
10. Repeat the daily intention slowly.
11. **ASK** > *What does today's daily intention mean to you?*



Present

Activity: Using control strategies | **Time:** 5 minutes | **Arrangement:** Pairs

1. Ask children if they remember the homework from the first class of the week. It was to use one of the impulse control strategies (belly-breathing, self-talk, contained fidgeting and any others) and be ready to talk about it. Remember that some of these are the same as the focusing attention strategies.
2. Have children find a partner and share a time in the past week when they used an impulse control strategy.
3. Instruct them to discuss whether or not the outcome was better as a result of controlling their impulses.
4. While children are speaking, walk around and listen, to make sure that most of them had better outcomes. Make sure to monitor their discussions, and if any children practiced impulse control because of stress, make mental note of it and address the child individually outside of class if appropriate.

SENSITIVITY TIP >

If working with a mixed group of children with different backgrounds make sure to mix up the music from the various backgrounds so all are included, or choose music that is not connected with a particular group.

SENSITIVITY TIP > *It may be inappropriate for girls and boys to dance in the same room. If so, change it to a 'Freeze walk/run' game applying the same fast/slow rules.*

Practice

Activity: Freeze dance | **Time:** 10 minutes | **Arrangement:** Whole group

1. Make sure that you have a large enough open space for this activity. Have all children stand up.
2. Tell children that you will play a game called 'Freeze dance'.
3. Explain that there are 2 rules: When they hear music, they should dance; when the music stops – they have to freeze. If children do not freeze, they will be out.
4. Once they understand the rules, do a practice round. Play music and dance too. Stop the music when they are not expecting it. Ask the children to identify themselves if they did not stop dancing.
5. Play a few rounds like this.
6. Once they are comfortable with this version, add more rules. If the music is loud, they dance faster; if it is quiet they dance slower. If you are




playing music, you can modify the tempo you play – if you play faster, they dance faster; if you play slower, they dance slower.

7. Continue playing either until everyone is out or until you have run out of time.

Apply

Activity: Debrief and review | **Time:** 10 minutes | **Arrangement:** Whole group

1. Facilitate a discussion with children about how 'Freeze dance' relates to real life based on the following questions:
 - How did you have to control your impulses in 'Freeze dance'?
 - What was the outcome of controlling or not controlling yourself?
 - What was difficult about the game?
 - Have you faced similar challenges in other situations? In your life?
 - What skills did we use to play this game and how can we use them outside of the game?

-  2. **ASK >** *Do you remember the daily intention?*

*Answer: **Impulse control leads to success.***

3. Ask if the daily intention means something different to them now, as compared to at the beginning of the week.
4. Ask them how they will use impulse control in their lives.

SEL Games

1. Paper ball relay (30 minutes) pg. 31 in SEL Games Bank
2. Counting to 10 (30 minutes) pg. 35 in SEL Games Bank



DAILY PLANS

Week 6

Competency: Brain Building



Week 6, Lesson 1

Remember what you did

Competency: Brain Building

Topic: Working memory

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Remember what you did
3 SEL Games	1 hour	Song mix! (30 minutes) pg. 37 in SEL Games Bank See what I did there? (30 minutes) pg. 15 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Remember what you did

Lesson Summary

Competency: Brain Building | **Topic:** Working memory | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 6 | **Lesson:** 1

LEARNING OBJECTIVES

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

- Understand the importance of their working memories.
- Apply attention, memory and impulse control skills.
- Demonstrate ability to hold information in their short-term memory and utilize it in an activity.
- Demonstrate ability to quickly switch between activities.

RESOURCES REQUIRED

None

PREPARATION REQUIRED

- Come up with a multi-step handshake dance for demonstration.
- Create pairs of children for the handshake dance. Try to pair children that are not friends with one another.

SENSITIVITY NOTES

- It may be inappropriate for girls and boys to touch one another. If that is the case, make handshake dance pairs by gender.
- While it is not the purpose of the Memories Discussion, be prepared that children may talk about traumatic memories as they are discussing memory. This may also make them distressed, and you should be prepared to respond appropriately.

LESSON OVERVIEW

The Facilitator shares the daily intention and children reflect on what it means to them before the mindfulness activity. Children then play a Brain Building game by making a handshake dance with a partner. Children discuss in their pairs, what working memory is and the Facilitator leads a discussion on why working memory is important in education. Children then play a game to help practice working memory. In their pairs, children end the Session by sharing what they have remembered from the day.



Steps to follow

Warm-up

Activity: Handshake dance | **Time:** 6 minutes | **Arrangement:** Pairs

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

“ 2. **SAY** > *Today's daily intention is: **Using our memories helps us to learn.***

3. Repeat the daily intention slowly.

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

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

“ 6. **SAY** > *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If you feel comfortable, you can close your eyes and think about the daily intention. **Using our memories helps us to learn.***

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

8. Explain that they will work with a partner to create a handshake dance. Tell them that whenever you say “handshake dance buddy” they have to go to their partner and do their secret handshake dances.

9. Ask a volunteer to demonstrate a secret handshake dance with you. Demonstrate the multi-step handshake dance that you prepared in advance for the class.

SENSITIVITY TIP > *It may be inappropriate for girls and boys to shake hands. If so, pair by gender*

10. Put the children in the pairs you prepared before class and give them a few minutes to prepare and practice their secret handshake dances.

11. Tell them that they must remember their secret handshake dance for the rest of the week. It will be used again.



Present

Activity: Memories discussion | **Time:** 9 minutes | **Arrangement:** Whole group

1. Explain that today's class will focus on using our memories in order to learn.
2. Invite children to Think–Pair–Share one thing that they remember learning in last week's SEL lessons. Children will think of what they learned. Then they will tell their handshake dance partner what they remember. Then come together as a whole class and each pair will share their answers.
3. Ask the children what they think 'working memory' means. Explain that working memory is holding on to things that you learn so that you can repeat them or use them. Connect the idea of memory to the Think–Pair–Share they just did – that they remembered what they learned last week and can use it this week.
4. Lead a discussion on why they think memory is important for learning.

SENSITIVITY TIP > Do

not talk about memories generally, but stay focused on using memory for learning. Be alert to children talking about painful memories or becoming distressed, and respond appropriately.

Example answers: Without memory we cannot use what we learned in the future. Our memories allow us to use information and learn more. It allows us to build our knowledge and skills.

Practice

Activity: Acting out activities | **Time:** 12 minutes | **Arrangement:** Whole group

1. Explain that we are going to play a game that uses our memories. Tell the children to stand up and make a circle. Wait to give instructions until they are in a circle, or lines if there is not enough space. As you are saying the instructions, write them in simple language, or draw pictures of the instructions on the board.



2. SAY >

- This game will include 4 rounds. During the first 3 rounds you will act out 5 activities without speaking. In the fourth round, you will have to name all 5 activities
- In the first round, I will call out each of the 5 activities and then we will all act out each of them together one-by-one.



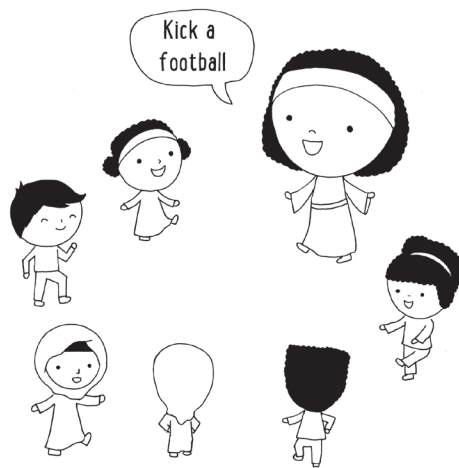
- In the second round, I will call out all 5 activities, and then you will do all 5 in a row. Do all activities in sequence.
- In the third round, you will have to remember all 5 activities to act out. Do all activities using your memory.
- In the fourth round, and you will have to name all of the 5 activities as I said them. You will say all of the activities using your memory.



TIP > Demonstrate what each activity looks like and wait 20 seconds for children to do the activity.

3. SAY > Round 1. When I call out an activity, we will all act out the activities together.

- Kick a football.
- Cook a stew.
- Dance.
- Greet a friend.
- Hold a baby.



4. SAY > Round 2. I will call out all 5 activities and then you will do all of them in a row. Ready? Kick a football, cook a stew, dance, greet a friend, hold a baby – Go!



5. SAY > Round 3. Act out the 5 in a row! Go!



6. SAY > Now all together as a class, in round 4 we will call out all of the 5 activities as I said them. Go!



- 7.** Explain that you will now repeat the activity, because repetition helps you to remember.
- 8.** Repeat the activity. If the children remember the activities easily in the practice round, use new activities that are relevant in your culture.



Apply

Activity: Review daily intention | **Time:** 3 minutes | **Arrangement:** Whole group

1. When the activity is finished, call out, “Handshake dance buddies!” for children to find their handshake dance buddy and perform their handshake. If some children do not remember, remind them by giving instructions again.



2. **ASK >** *Who remembers the daily intention?*

Answer: Using our memories helps us to learn.

3. Have the children turn and talk to their handshake buddy about how they used working memory in class today.

SEL Games

1. Song mix! (30 minutes) pg. 37 in SEL Games Bank
2. See what I did there? (30 minutes) pg. 15 in SEL Games Bank



Week 6, Lesson 2

Using what you remember

Competency: Brain Building

Topic: Working memory, cognitive flexibility

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Using what you remember
3 SEL Games	1 hour	What's in my bag? (30 minutes) pg. 19 in SEL Games Bank Our class cat (30 minutes) pg. 27 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Using what you remember

Lesson summary

Competency: Brain Building | **Topic:** Working memory; cognitive flexibility | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 6 | **Lesson:** 2

LEARNING OBJECTIVES

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

- Apply attention, memory and impulse control skills.
- Demonstrate ability to hold information in their short-term memory and utilize it.

RESOURCES REQUIRED

Decks of playing cards – enough for all groups of 4–5 children to each have one deck.

PREPARATION REQUIRED

- Collect enough decks of playing cards.
- If playing cards are not used in your context, you can make your own. Use heavy paper, cut 40 cards of around 6 cm x 9 cm. Label one side with a number 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Make another 3 sets of 1–10. Each group will receive 2 sets mixed up.

SENSITIVITY NOTE

- If the playing cards are not available or culturally relevant, you can make your own cards.
- As this is the first time handshake buddies are being used across sessions, if the children forget their handshakes, be supportive and ask them to try to remember the handshake. It is not worth the children getting upset over. If they cannot remember, allow them to create a new one, but remind them that they might need it for the next session.

LESSON OVERVIEW

The lesson begins with the daily intention and mindfulness activity. After receiving instructions, children play the memory game. Children perform their handshake in pairs. The Facilitator ends the lesson with a discussion on memory, and children share with their handshake buddy how they used working memory in class.



Steps to follow

Warm-up

Activity: Mindfulness and handshake buddy | **Time:** 5 minutes

Arrangement: Individual; Pairs

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

“ 2. **SAY** > *Today's daily intention is: **Use your working memory to find answers.***

3. Repeat the daily intention slowly.

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

5. Explain that they will sit silently for one minute.

“ 6. **SAY**, in a calm voice:

- *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 your 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.*

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

“ 8. **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.*



9. When the activity is finished, call out, “Handshake dance buddies!” for children to find their handshake dance buddy and perform their handshake
10. If some children do not remember who their buddy is, remind them and give the instructions again. If the buddies do not remember their handshake, have them create another one, but remind them that they need to practice it a few times to make sure they remember the game.

Present

Activity: Memory card game instructions | **Time:** 5 minutes | **Arrangement:** Whole group

1. Explain that they going to play a game in small groups.



2. **SAY >** *Each group will have a deck of cards. To set up for the game, place all of the cards face down in equal rows.*

Demonstrate laying out playing cards in equal rows.



3. **SAY >**

- *To play the game, the first player will choose 2 cards to turn over. If the 2 cards are a matching pair (for example 2 Jacks) then they take the 2 cards and start a stack. The player is awarded another turn for making a match and goes again. If the cards are not a match they are turned back over in the same spots. It is the end of the player’s turn when she or he is no longer able to make a matching pair.*
- *The next player then chooses 2 cards to turn over. If the first is a match for one of the cards the previous player turned over, they try to remember where it was to make a match. If they are successful at making a match they place the cards in their stack and choose another card.*
- *This continues until all the cards are collected by players. The winner is the one with the most matching pairs at the end of the game.*

4. Allow children to ask any questions about the instructions.



Practice


Activity: Memory card game | **Time:** 12 minutes | **Arrangement:** Small groups

1. Break the children into groups of 4–5 and give each group a deck of cards. Assist them in laying out the cards if they need.
2. Give the groups 10 minutes to play. Let them know around 9 minutes to begin wrapping up.
3. After 9 minutes alert the children and after 10 minutes call out “Handshake dance buddy!”
4. Children should all go find their handshake buddy and perform their handshake dance.

Apply

Activity: Review | **Time:** 8 minutes | **Arrangement:** Small groups; Whole group

1. Have the buddy pairs join another set of buddies to make groups of 4.
2. Explain that in these small groups of 4, each child will share what he or she learned about memory from the lesson.
3. Bring the whole group back together in a circle.
4. Have each child say one sentence about something he or she learned today. Give an example, “I learned that if I focus enough I can remember which cards are where.”
5. After all the children have shared their sentence, explain that these games help children build memory skills that they can use to learn and to play games. They need to keep practicing their working memory in order to make it strong.

-  **6. ASK >** *Who remembers the daily intention?*

Answer: Use your working memory to find answers.

7. Have the children turn and talk to their handshake buddy about how they used working memory in class today.



SEL Games

1. What's in my bag? (30 minutes) pg. 19 in SEL Games Bank
2. Our class cat (30 minutes) pg. 27 in SEL Games Bank



Week 6, Lesson 3

Using memory in storytelling

Competency: Brain Building

Topic: Working memory, cognitive flexibility

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Using memory in storytelling
3 SEL Games	1 hour	Head, shoulders, knees, toes (30 minutes) pg. 25 in SEL Games Bank Ming – Mang – Mong (30 minutes) pg. 18 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Using memory in storytelling

Lesson summary

Competency: Brain Building | **Topic:** Working memory; cognitive flexibility | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 2 | **Week:** 6 | **Lesson:** 3

LEARNING OBJECTIVES

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

- Demonstrate ability to hold information in their short-term memory for use.
- Understand timeline and progression of events.
- Demonstrate ability to organize events in order.

RESOURCES REQUIRED

- Story tiles (see [Appendix on page 148](#))
- Tape

PREPARATION REQUIRED

Print out and prepare the story tiles

SENSITIVITY NOTE

During the group activity where children collaborate on a story, be aware of any conflict that may arise between the groups of children who are deciding a new order of the story.

LESSON OVERVIEW

The lesson begins with the daily intention and mindfulness activity, followed by the handshake dance in pairs. The Facilitator then reads a story to the children called 'The Goat Who Wanted to Dress in a Coat' and asks follow up questions. Children work together to put the story in order using Story tiles. The Facilitator leads a discussion about how difficult the task was and why it can be difficult to remember things. The class ends with a review of the daily intention.



Steps to follow

Warm-up

Activity: Mindfulness and handshake | **Time:** 5 minutes | **Arrangement:** Individual; Pairs

SENSITIVITY TIP >

Adapt the activity to include children with physical disabilities, if required.

1. Have all children stand in a circle as they come in.
2. Explain that the mindfulness activity they will do today is active. As you say each of the parts that you shake, do it and encourage children to do the same.



3. SAY >

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

- *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.*
- *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.*
- *Now let's put it all together and shake everything out. Shake your arms, your legs, your head, your hips. Shake your entire body to let go of anything.*
- *Now stand completely still. Stand tall like a tree. Keep your body entirely still. Reach the top of your head upwards, like leaves for the sun. Stand a little bit taller.*



4. SAY > *Today's daily intention is: **Put things in order to make sense.***

5. Repeat the daily intention



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

7. After the discussion, call out, "Handshake dance buddy!"
8. Children should find their handshake buddy and practice their handshake.



Present

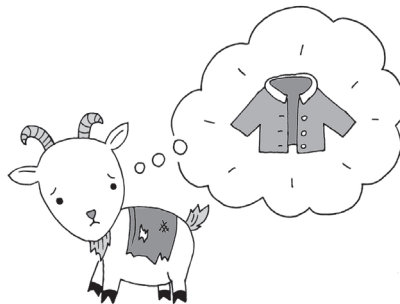
Activity: Story time | **Time:** 10 minutes | **Arrangement:** Whole group

1. Have children sit in a circle near you so they can hear the story.
2. Read the story below to the children. Stop at appropriate times and ask questions to check if they are following, for example “Who did the goat go to visit?”
 - *There once was a little goat who wanted to dress in a coat. But he had nothing but a piece of cloth, eaten by a moth. He visited his friend who could sew.*
 - *The friend who could sew turned it into a bow. The little goat wore a bow from moth-eaten cloth made by his friend who could sew. But the little goat wanted to dress in a coat.*
 - *He visited his cousin, who had a shop. In the shop, he exchanged his bow for a top. The little goat wore his top that he bought from his cousin who owned a shop for a bow from moth-eaten cloth made by his friend who could sew.*
 - *But the little goat wanted to dress in a coat. He visited his classmate who wanted to get rid of her coat. The classmate who owned a coat decided to trade her coat.*
 - *The little goat finally wore his coat that he traded with his classmate who owned a coat for his top that he bought from his cousin who owned a shop for a bow from moth-eaten cloth made by his friend who could sew.*
 - *In the end, everyone was glad for what they had. The little goat had his coat, his friend had his moth-eaten cloth, his cousin had the bow that his friend did sew and his classmate had a top from his cousin's shop.*
3. Follow up with questions about the story:



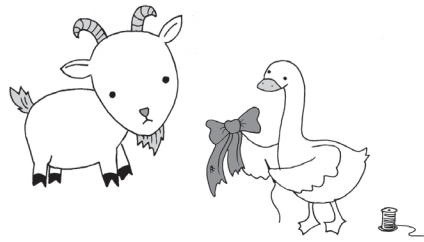
4. ASK >

- *What did the goat want to wear?*
Answer: A coat.



- Who did the goat go to first?

Answer: His friend who knew how to sew.



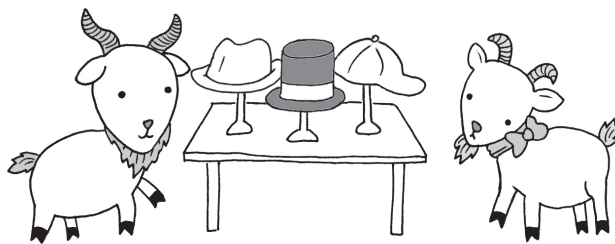
- What did he get from his friend?

Answer: A bow.



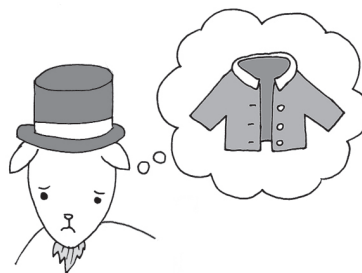
- Who did he go to next?

Answer: His cousin who owned a shop.



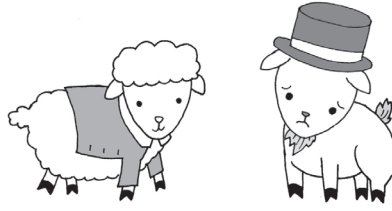
- What did he get from his cousin?

Answer: A top.



- *Who did he go to next?*

Answer: His classmate who owned a coat.



- *What did he get from his classmate?*

Answer: A coat.



- *What happened at the end?*

Answer: Everyone was glad.



Practice

Activity: Ordering the story tiles | **Time:** 10 minutes | **Arrangement:** Small groups

TIP > For younger children,
use 3 tiles.

1. SAY >

- *Each group will receive 7 story tiles. As a group, you will organize the tiles into the order of the story, 'The Goat Who Wanted to Dress in a Coat'.*
- *After we are all finished, one representative from each group will explain how the group has arranged the tiles.*

2. Divide the class into small groups and distribute the story tiles (see Appendix below).



3. While the groups are brainstorming their story, walk around and listen to what they are saying to make sure they understand.
4. Bring the group back together and have each group share their order of the story tiles.

Apply

Activity: Review | **Time:** 5 minutes | **Arrangement:** Whole group

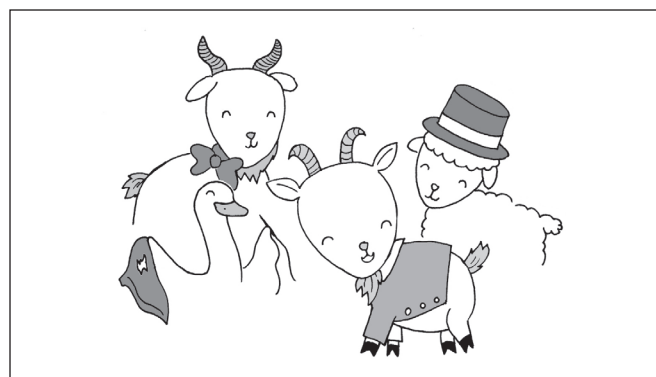
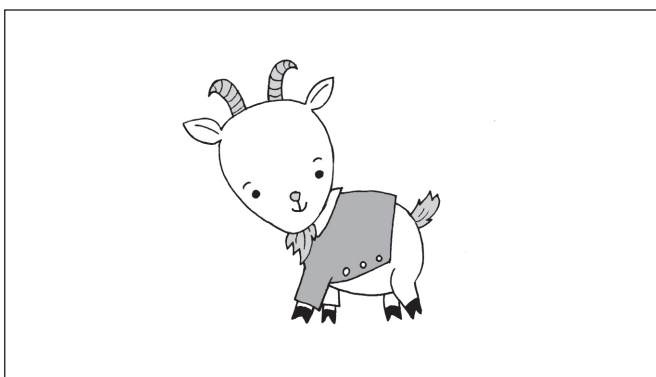
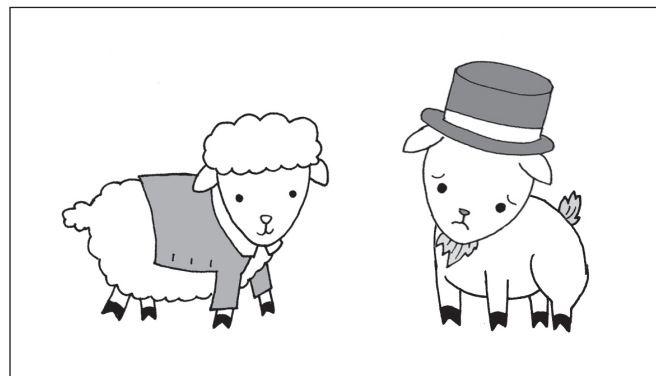
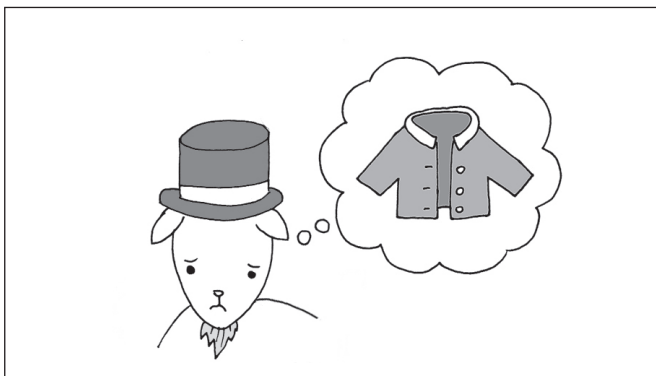
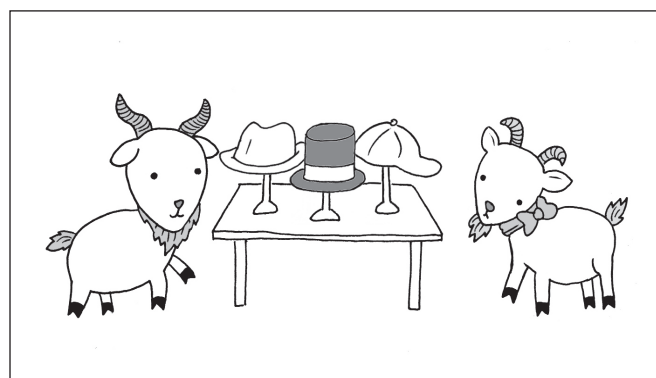
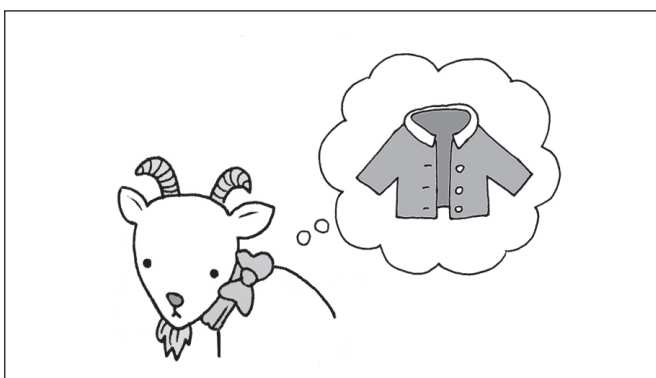
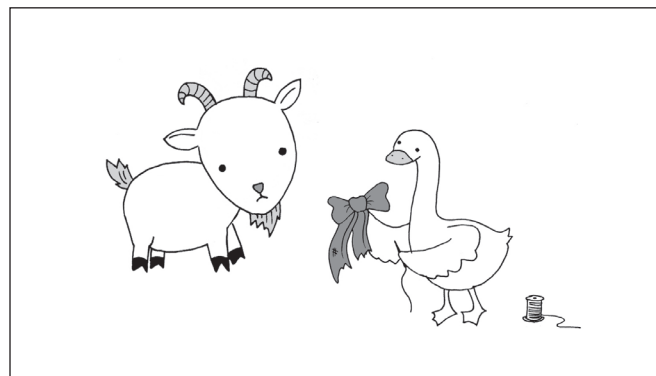
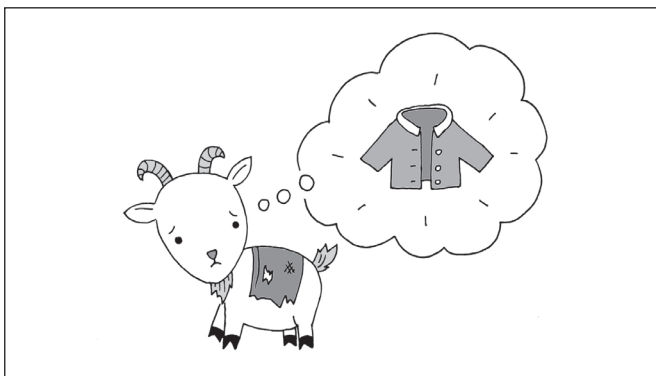
1. After every group has shared the order of the tiles, lead a group discussion reviewing what challenges they had in putting the story in order.
 - What was challenging about putting the story in order?
 - Why do you think you remembered some parts of the story and not others?
2. Explain that we, as people, generally remember what is important to us. This can be different for different people. It is important to be able to remember information and then put it in order.
3. Ask children when they would need to remember information and then put it in order in their lives.
4. Conclude by asking children to remember the daily intention – ***Put things in order to make sense.***

SEL Games

1. Head, shoulders, knees, toes (30 minutes) pg. 25 in SEL Games Bank
2. Ming – Mang – Mong (30 minutes) pg. 18 in SEL Games Bank



Appendix: Story tiles



REVIEW AND ASSESSMENT

Week 7

Competency: Brain Building



Assessment Summary

Competency: Brain Building | **Level:** 6–11 years | **Module:** 2 | **Week:** 7

All lessons should begin with a mindfulness activity that has been done in Module 2 (weeks 3, 4, 5, or 6)

Assessment weeks are different to instruction weeks. Facilitators should select from the various review and assessment activities below. Each review /assessment activity has a specific duration and an intended learning outcome.

Create and keep a tracking sheet (see sample on [Page 162](#)) for each child. For each assessment activity, score the child's performance on a scale of 1 to 5.

1. Unsatisfactory
2. Needs improvement
3. Meets expectations
4. Exceeds expectations
5. Exceptional

LEARNING OBJECTIVES

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

- Name and demonstrate the rules for listening in a group, including taking turns speaking, being respectful.
- Demonstrate listening-with-attention skills.
- Understand how listening affects learning.
- Identify strategies for focusing attention.
- Identify classroom distractions.
- Demonstrate attention skills.
- Demonstrate raising their hands and waiting to be called on before speaking.
- Demonstrate ability to sit and stand still.
- Demonstrate ability to form a line and a circle without making noise as part of a group.
- Demonstrate ability to switch between activities that are related.
- Demonstrate attention, memory and impulse control skills.
- Demonstrate ability to hold information in their short-term memory for use.
- Understand timeline and progression of events.
- Demonstrate ability to organize events in order.



Week 7, Lesson 1 **Assessments**

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Select assessment activities from below
3 SEL Games	1 hour	Paper ball relay (30 minutes) pg. 31 in SEL Games Bank Counting to 10 (30 minutes) pg. 35 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18

Week 7, Lesson 2 **Assessments**

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Select assessment activities from below
3 SEL Games	1 hour	Ming – Mang – Mong (30 minutes) pg. 18 in SEL Games Bank Head, shoulders, knees, toes (30 minutes) pg. 25 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



Week 7, Lesson 3 **Assessments**

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Select assessment activities from below
3 SEL Games	1 hour	Simon says (30 minutes) pg. 21 in SEL Games Bank Red light, green light (30 minutes) pg. 34 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



Assessment activities

‘Telephone’ and active listening rules

SCORING

1 = Unsatisfactory Wrote/drew none or 1 of the points on the chart.

2 = Needs improvement

Wrote/drew 2 points listed in the chart.

3 = Meets expectations

Wrote/drew 3 or 4 points listed in the chart.

4 = Exceeds expectations

Wrote/drew 5 or 6 points listed in the chart.

5 = Exceptional Wrote/drew

all 7 points listed in the chart.

Assess: Listening | **Preparation required:** None | **Preparation required:** None

Time: 15 minutes | **Arrangement:** Whole group

WHAT DOES ACTIVE LISTENING...

...Look Like?

- **Facing** the person speaking
- Making **eye contact**
- **Nodding** your head when appropriate
- **Staying** still

...Sound Like?

- **Affirming** understanding
- Asking **clarifying** questions
- **Restating** what was said

1. Review what ‘active listening’ looks like and sounds like, as adapted using rules that are appropriate for your context.
2. Give instructions for the game ‘Telephone’. The first person will whisper a phrase into the next person’s ear. Then, the group will pass the message along – like a human telephone. Everyone else has to be very quiet so everyone can hear each other. The last person will say what she or he heard.
3. Demonstrate a telephone chain by whispering a sentence into the first child’s ear. The phrase can be something like “I like to learn,” “Listening is important” or another positive message. Make sure the children are going around and whispering the phrase.
4. As each child hears the message and then passes it along, have them write it on a piece of paper.
5. When the last person gets the message, ask her or him to say what they heard, out loud to the class. If it is the same as what you said, congratulate the class on being superb listeners and ask them to give themselves a round of applause. If not, have each child say out loud what they heard and said. This will likely demonstrate that more than one person did not hear correctly, and who those people were.
6. Play 2–3 more rounds, allowing children to start the chain as a reward.
7. After playing Telephone ask children what strategies they used.



8. Children write or draw all of the rules for what active listening should look and sound like, based on the chart from Week 3, Lesson 2.
9. Collect the active listening drawings for assessment.

What does active listening look and sound like?

SCORING

1 = Unsatisfactory Wrote/drew none or 1 of the points on the chart.

2 = Needs improvement Wrote/drew 2 points listed in the chart.

3 = Meets expectations Wrote/drew 3 or 4 points listed in the chart.

4 = Exceeds expectations Wrote/drew 5 or 6 points listed in the chart.

5 = Exceptional Wrote/drew all 7 points listed in the chart.

Assesses: Listening | **Preparation required:** Paper and markers; Active listening chart

Preparation required: Active listening chart (from Week 3, Lesson 2) | **Time:** 15 minutes

Arrangement: Pairs

WHAT DOES ACTIVE LISTENING...

...Look Like?

- **Facing** the person speaking
- Making **eye contact**
- **Nodding** your head when appropriate
- **Staying** still

...Sound Like?

- **Affirming** understanding
- Asking **clarifying** questions
- **Restating** what was said

1. Break the class into pairs to practice active listening. Explain that you will time them so that each partner has one minute to speak, while the other person practices their active listening. After both partners have gone, they should discuss how it felt to actively listen, and how it felt to have someone actively listen to them.
2. Ask them to write/draw what elements of active listening they saw, and what they did not see, based on what they know active listening looks and sounds like.
3. Explain that they should include all of the elements of active listening that were part of the active listening chart (above, from Week 3, Lesson 2).
4. Time them for one minute, then tell the partners to switch and time them for another minute.
5. Have all participants hand you what they wrote or drew, which should be all of the points of what active listening looks/sounds like.



Drawing with listening

SCORING

1 = Unsatisfactory Drawing does not reflect the sample drawing at all.

2 = Needs improvement Drawing has 3 or 4 mistakes.

3 = Meets expectations Drawing has 2 mistakes.

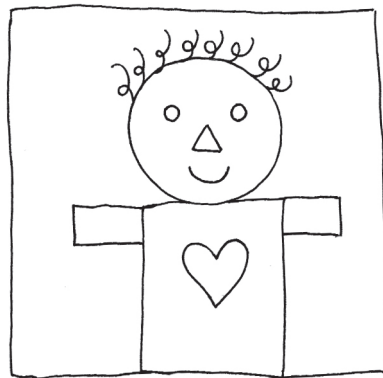
4 = Exceeds expectations Drawing only has 1 mistake.

5 = Exceptional Drawing matches the sample drawing (flexibility in the shape on the shirt).

Assesses: Listening | **Preparation required:** Paper and pen/marker

Preparation required: Draw a sample drawing | **Time:** 15 minutes | **Arrangement:** Individual

1. Pass around paper and markers. Each child should take one piece of paper and one marker.
2. Explain that you will give instructions for them to draw, while they listen actively. Then, they will begin to draw as you give instructions.
3. Give the instructions slowly, and repeat any instructions if needed.



“ 4. SAY >

- Turn the paper so the long side is at the top and bottom. Draw a medium-sized circle in the middle of your paper. Draw a medium-sized square under the circle, so that it touches the bottom of the paper.
 - On each side of the square, draw a smaller, long and thin rectangle so they are long across the top and bottom and short across the two sides.
 - The tops of these rectangles should line up with the top of the square. In the middle of the medium-sized circle, draw a small triangle. Draw two small circles above the small triangle, equally spaced from the center of the medium-sized circle.
 - Below the small triangle, draw a half-circle which curves up. On top of the medium sized circle, make lots of small curly lines. In the middle of the medium-sized square, draw your favorite shape.
5. Collect drawings from the children for assessment.



Think–Pair–Share on focusing attention strategies

SCORING

1 = Unsatisfactory Did not share an example of using strategy/did not list any of the 3 strategies.

2 = Needs improvement Shared an example, but it did not use a strategy they learned in week 4/only listed one strategy.

3 = Meets expectations Shared an example, but did use of the strategy completely correctly/only listed 1 or 2 strategies.

4 = Exceeds expectations Shared a correct example, did not fully explain why the strategy was useful/listed 2 or 3 strategies.

5 = Exceptional Shared a correct example and fully explained why the strategy was useful/listed 3 strategies (belly-breathing; self-talk; contained fidgeting).

Assesses: Ability to use focusing attention strategies

Preparation required: None | **Preparation required:** None | **Time:** 20 minutes

Arrangement: Individual; Pairs; Whole group

1. Give instructions for a 'Think–Pair–Share.' Each child should think about and answer the question quietly to themselves. Then, they will talk about their answers with a partner, in a pair. Then as a whole class each pair will share their answers.
2. Say these two questions for the Think–Pair–Share, and have the children repeat them, practicing self-talk.
3. Can you list three focusing-attention strategies?
4. When have you used a focusing attention strategy and how did it help you?
5. Allow the children to think for one minute, divide them into pairs and discuss the questions for 2 minutes.
6. Instruct each pair to write down or draw the 3 focusing attention strategies they come up with.
7. During the 'pairs' activity, walk around and listen to the conversations and make sure that the pairs are discussing the questions.
8. Bring the class back together. Call on a pair to start the discussion. Make sure that all pairs are able to answer.
9. Collect the lists of strategies.



Teaching attention focusing strategies

SCORING

1 = Unsatisfactory Did not address any aspect of the strategy they were teaching/peer assessment average was below 2.

2 = Needs improvement Addressed only one aspect of the strategy they were teaching/peer assessment average was below 3.

3 = Meets expectations Addressed most of the aspects of the strategy they were teaching/peer assessment average was below 4.

4 = Exceeds expectations Addressed all aspects of the strategy they were teaching/peer assessment average was below 5.

5 = Exceptional Addressed all the aspects of the strategy they were teaching and taught it in a way that was understandable/peer assessment average was 5.

Assesses: Understanding of focusing attention strategies | **Preparation required:** None

Preparation required: None | **Time:** 30 minutes | **Arrangement:** Individual; Whole group

1. Explain that each child will have the opportunity to teach a focusing attention strategy.
2. Have children volunteer to teach a small group 1 of the 3 strategies – belly-breathing, self-talk, contained fidgeting.
3. Allow children 5 minutes to prepare.
4. Break children into small groups, ideally placing a Facilitator in each group to observe and assess the children.
5. Each child is given 3–5 minutes (depending on the amount of time you have) to teach their focusing attention strategy to their peers.
6. If children are able to peer-rate, they should rate how well the strategy was taught – based on the 5 point scale.
7. Collect the peer ratings.



Thumbs up for impulse control

SCORING

1 = Unsatisfactory Did not correctly draw arrow up for any scenarios.

2 = Needs improvement Correctly drew arrow up for one scenario.

3 = Meets expectations Correctly drew arrow up for 2 scenarios.

4 = Exceeds expectations Correctly drew arrow up for 3 scenarios.

5 = Exceptional Correctly drew arrow up for all 4 scenarios.

Assesses: Understanding of when impulse control is necessary

Resources required: Paper and markers/pens | **Preparation required:** None

Time: 15 minutes | **Arrangement:** Whole group

1. Explain that children will all put their heads down. You will describe scenarios. After each scenario, you will give children 2 options – to draw an arrow up if they need to control their impulses in this situation, or to draw an arrow down if they do not need to control their impulses.
2. Here are some example scenarios. Add more scenarios that might cause children in your context to impulsively respond and feel the need to control themselves, and change the assessment criteria to reflect the number of scenarios you say.
 - Someone has just taken your favorite toy from you and you are very angry and want to hit them.
*Answer: Arrow **up**. Yes, control impulses*
 - You are hungry and have been offered food by your mother.
*Answer: Arrow **down**. No, do not control impulses*
 - You are alone and see some sweets that do not belong to you. No one will notice if you take a few, so you might take them.
*Answer: Arrow **up**. Yes, control impulses*
 - Someone has just called you a mean name that hurt your feelings – now they are laughing at you. You want to yell at them.
*Answer: Arrow **up**. Yes, control impulses*
 - You just did something bad. You want to tell your parents to fix the mistake you made.
*Answer: Arrow **down**. No, do not control impulses*
3. After each scenario, mark down which children correctly answer and which do not.



Lining up

SCORING

Meets expectations

Constructively participated in the activity and lined up correctly by birthday.

Needs improvement Did not constructively participate and did not appropriately line up.

Assesses: Ability to line up correctly and control impulses | **Preparation required:** None

Preparation required: None | **Time:** 15 minutes | **Arrangement:** Whole group

1. Explain that the group must line up in order by birthday. Point to one end of the room and tell them that side is January. Point to the other side and tell them that side is December. They must all be quiet and cannot speak at all. When they are in order, they must stand still and all raise their hands.
2. Ask if they have ideas for how to communicate without speaking. They could include hand gestures, facial expressions, etc.
3. Start this round by instructing them to line up by birthday and saying "Go!" or using a fun, culturally appropriate way to start.
4. Ask them to go down the line and say their birthdays, to make sure they are truly in birthday order.

Freeze dance

SCORING

Unsatisfactory Could not name any impulse control strategies.

Meets expectations

Could name some impulse control strategies.

Exceptional Lists all impulse control strategies.

Assesses: Ability to control impulses | **Preparation required:** Way to play music

Preparation required: None | **Time:** 15 minutes | **Arrangement:** Whole group

1. Review impulse control strategies – belly-breathing, self-talk, contained fidgeting and any others that you included as culturally relevant.
2. Make sure that you have a large enough open space for this activity. Have all children stand up.
3. Tell children that you will play a game called 'Freeze dance'.
4. Explain that there are 2 rules – when they hear music, they should dance; when the music stops, they have to freeze. If children do not freeze, they will be out.
5. Once they understand the rules, do a practice round. Play music and dance too. Stop the music when they are not expecting it. Ask the class if anyone did not stop dancing, so they can self-identify if they should be out.
6. Play a few rounds like this.



7. Once they are comfortable with this version, add more rules. If the music is loud, they dance faster; if it is quiet they dance slower. If you are playing music, you can modify the tempo you play – if you play faster, they dance faster; if you play slower they dance slower.
8. Continue playing either until everyone is out or when you have run out of time.
9. After the game is over, have children write down or come up and individually tell you what impulse control strategies they used. Ask them to also list the remaining impulse control strategies.

Acting out activities

SCORING

1 = Unsatisfactory Made

5 or more mistakes in acting out/saying the activity, was disruptive to the class.

2 = Needs improvement Made

5 or more mistakes in acting out/saying the activity, but is trying to focus.

3 = Meets expectations

Made 3 or 4 mistakes in acting out/saying the activity.

4 = Exceeds expectations

Made 1 or 2 mistakes in acting out/saying the activity.

5 = Exceptional Correctly

acted out or said every activity.

Assesses: Ability to use working memory and control impulses | **Preparation required:** None

Preparation required: None | **Time:** 15 minutes | **Arrangement:** Whole group

1. Explain that you are going to play a game that uses our memories. Tell the children to stand up and make a circle, or lines if there is not enough space. Wait to give instructions until they are in a circle.
2. Explain that you will call out an activity and then they will do the movement in a circle. Tell them to remember each of the activities. There will be 4 rounds and they will need to remember the activities. Tell them there are 3 rounds of acting and 1 round of saying. When acting, there is no noise. As you are saying the instructions, write them in simple language or draw pictures of the instructions on the board.
3. **SAY >**
 - *In the first round, I will call out each of the 5 activities and then we will all act out each of them together one-by-one.*
 - *In the second round, I will call out all 5 activities, and then you will do all 5 in a row. You do all 5 in sequence.*
 - *In the third round, you will have to remember all 5 activities to act out. You do all of them using your memory.*
 - *In the fourth round, and you will have to name all of the 5 activities as I said them. You will say all of the activities using your memory*
4. Do the first time through the 4 rounds all together, with the teacher acting out the activities for the children. Repeat all rounds

ADAPTATION > Change the activities below if they are inappropriate for your context, or if the children are bored of them from

Lesson 6.1



(do all one-by-one, do all at once, do all by memory, say all by memory)
without teacher assistance.

TIP > Demonstrate what each activity looks like and wait 20 seconds for children to do the activity.

- “ 5. **SAY >** *Round 1. When I call out an activity, we will all act out the activities together.*
- Throw a ball
 - Hug yourself
 - Put on shoes
 - Fold a blanket
 - Write a letter

- “ 6. **SAY >** *Round 2. I will call out all 5 activities and then you will do all of them in a row. Ready? Throw a ball, Hug yourself, Put on shoes, Fold a blanket, Write a letter – Go!*

- “ 7. **SAY >** *Round 3. Act out the 5 activities in a row! Go!*

- “ 8. **SAY >** *Now all together as a class, in round 4 we will call out all of the 5 activities as I said them. Go!*

9. Explain that you will now repeat the activity, because repetition helps to remember.
10. Repeat the activity, but with only the children acting out the movements and no assistance. Say each activity before the movement in round 1, and all of the activities before they begin acting in round 2. If the children all remember the activities easily in the practice round, use new activities that are relevant in your context.

Handshake Buddies

SCORING

- 1 = Unsatisfactory** Does not remember buddy or handshake.
- 2 = Meets expectations** Remembers buddy but not handshake.
- 3 = Exceptional** Remembers buddy and all of handshake.

Assesses: Working memory | **Preparation required:** None | **Preparation required:** None
Time: 5 minutes | **Arrangement:** Pairs

1. Assign a fun activity for all children to do, like drawing.
2. Call on pairs to show you their handshake dance.
3. Children should find their handshake buddy from Week 6 and come up to you to show their handshake dance.
4. Take note of whether children remember who their buddy was and/or the handshake dance.



10. *Journal of the American Medical Association*, 2000; 283: 2689-2696.

	Social-Emotional Learning <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> LESSON PLAN BANK	SHLS TOOLKIT <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> Module 2, Week 7	162
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DAILY PLANS

Week 8

Competency: Emotion Regulation



Week 8, Lesson 1

Expressing how I feel

Competency: Emotion Regulation

Topic: Understanding your emotions

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Expressing how I feel
3 SEL Games	1 hour	What am I feeling today? (40 minutes) pg. 50 in SEL Games Bank Calm emotions – Head-to-toe (20 minutes) pg. 52 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Expressing how I feel

Lesson summary

Competency: Emotion Regulation | **Topic:** Understanding your emotions | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 3 | **Week:** 8 | **Lesson:** 1

LEARNING OBJECTIVES

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

- Understand physical clues in their bodies that help them identify and name their feelings.
- Identify comfortable and uncomfortable feelings.
- Name a variety of feelings: happy, sad, scared, surprised, angry, proud. **Adapt these feeling words to 6 simple and relevant feelings in your context.**
- Recognize own emotions and communicate them in a range of contexts.

RESOURCES REQUIRED

- Chalk or stick
- Chalkboard (optional)
- Flash cards with feeling words and faces (for example: happy, sad, scared, surprised, angry, proud). **Feelings should be adapted to six simple and relevant feelings in your context.** See [page 168](#) for samples.
- Tape or tack
- Paper
- Markers, colored pencils or crayons

PREPARATION REQUIRED

- Prepare flash cards with words and sketches describing different feelings and emotions, **adapted to your context** (for example: happy, sad, scared, surprised, angry, proud,) and take the cards to the class for the lesson.

SENSITIVITY NOTES

- Talking about feelings is very sensitive, and children's experiences related to violence, displacement and other traumatic events may come up. Be aware of which children struggle to stay still and work with them after school hours or while they are doing individual work in other classes. Encourage these children to take up belly-breathing techniques and other techniques to help them calm down. You may need to work with them after class, and be prepared to refer them to appropriate services if necessary.
- Be aware and mindful of children's distress levels before calling on them to act out a feeling in front of the group. It is important to not call on them to talk about these feelings in front of others if they are not ready.



LESSON OVERVIEW

The lesson begins with the daily intention and a mindfulness activity. As a group, the class discusses feelings, and participates in an activity to show feeling expressions and body language. The class then play a game to share what makes them feel various emotions.

In pairs children will play a game to demonstrate their knowledge of what each of the feelings looks like on their face and in their body language. The Facilitator then gives the children their homework for the next session and reflects on the day.

Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 3 minutes | **Arrangement:** Individual

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



2. **SAY >** *Today's daily intention is: **I know how my feelings feel.***

3. Repeat the daily intention slowly



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

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



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

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



Present

Activity: Feelings flash cards | **Time:** 10 minutes | **Arrangement:** Whole group

SENSITIVITY TIP > The things children have felt in the past might be related to the conflict or displacement. Look out for children who may have severe emotional reactions to this activity, and refer to the appropriate service if necessary.

1. Explain that today's lesson is about feelings. Ask children what feelings they have had before. Ask what their bodies felt like in different relevant scenarios. For example, when someone cooks your favorite food; someone takes your favorite food; your Facilitator compliments your drawing in class.
2. Stick feelings flash cards (happy, sad, scared, surprised, angry, proud, or 6 simple and culturally appropriate feelings) on the chalkboard. If you did not make the flash cards before the lesson, simply write the words and draw the faces on the chalkboard.
3. If children are able to read, have them read the name of a feeling card, or ask them how they think the faces in the pictures are feeling.
4. Model the feeling for the children.

Example answers:

- Happy – smile, arms open and stand tall
- Surprised – eyes wide, gasp, and might move backwards
- Sad – tears, trembling lip, frowning
- Scared – open eyes, heart racing, arms close to your chest/muscles tightening
- Angry – heart racing, clenched jaw/muscles, eyebrows furrowed
- Proud – stand tall, smile

?

5. ASK >













- What does this feeling mean?
- Have you ever felt this feeling before?
- What does it feel like in our bodies?
- How does it look when we have that feeling?

SENSITIVITY TIP > In some societies, girls (or boys) may not be comfortable talking about how a feeling feels in their bodies. Either separate the class by gender or change to only discussing what the feelings mean.

6. Repeat the same sequence with every feeling card – have children read the feeling, model the feeling for them, ask the discussion questions.





Emotion	Facial Expression	Body Language
Happy		
Surprised		
Sad		
Scared		
Angry		
Proud		



SENSITIVITY TIP > If you have a child demonstrate a feeling in front of the entire class, select them carefully so as not to trigger an uncontrollable emotional response as you may now know who may be distressed.

7. After reviewing the feelings, hold up a feeling flash card and have all of the children demonstrate the feeling together **OR** have one child come up and demonstrate a feeling, then have the rest of the class guess what he or she is feeling.
8. Go through each of the feelings until the children seem to understand all 6 feelings.

Practice

Activity: Showing our feelings | **Time:** 12 minutes | **Arrangement:** Whole group; Pairs

SENSITIVITY TIP > It is important to be aware if some children are sad or scared in their lives due to recent life events, and not use these feelings when they have the piece of chalk in their hand.

1. Have all children stand up in a circle, or in lines facing each other if there is not enough space, before giving instructions.
2. Once children are ready, explain the game. Tell them that children will describe how different situations make them feel. The class will pass a piece of chalk around the circle while everyone is clapping to a beat. When you say “stop,” whoever is holding the chalk will repeat what you say and complete the sentence. You will say “I feel” and then a feeling. For example, you might say “I feel sad when...” The person holding the chalk would then say “I feel sad when people make fun of me.”
3. Begin passing the chalk around the circle and clap a beat. Say “stop” at different children and use one of the following:
 - I feel happy when...
 - I feel sad when...
 - I feel scared when...
 - I feel surprised when...
 - I feel angry when...
 - I feel proud when...
4. After all of the children have participated, stop the game.
5. Have children pair off with the person next to them and sit on the floor facing each other.
6. Tell them to put their heads down. When you say a feeling, the children will put their heads up and show what that feeling looks like on their faces. Explain that they should try to remember what those feelings feel like,

SENSITIVITY TIP > It might not be culturally appropriate for children to sit on the floor, and/or it may be too dirty. Adjust if needed.



and show that in their bodies. They should also look at their partners and see what they are showing.

7. Call out the six feelings – Happy, sad, scared, surprised, angry, proud.

SENSITIVITY TIP > If children are distressed it may be inappropriate to have them use 'sad' or 'scared' without a reflective process. Avoid if necessary.

8. Between each round, allow the children 15–30 seconds to look at one another's faces expressing the feelings.

Apply

Activity: Homework | **Time:** 5 minutes | **Arrangement:** Individual

1. **ASK >** Who remembers the daily intention?

Answer: I know how my feelings feel.

2. Assign the children homework for the next class. They should notice when they have one of the 6 feelings they learned today and how it feels in their body. They will use this memory for an activity in the next lesson.

SEL Games

1. What am I feeling today? (40 minutes) pg. 50 in SEL Games Bank
2. Calm emotions – Head-to-toe (20 minutes) pg. 52 in SEL Games Bank



ADAPTATION > Adapt these faces to look like children in your context.

SAMPLE 'FEELINGS' FLASH CARDS

Happy



Surprised



Scared



Sad



Proud



Angry



Week 8, Lesson 2

When I feel what

Competency: Emotion Regulation

Topic: Identifying your emotions

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	When I feel what
3 SEL Games	1 hour	Thumbprint feelings book (40 minutes) pg. 56 in SEL Games Bank Tiger, tiger, panther (20 minutes) pg. 62 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: When I feel what

Lesson summary

Competency: Emotion Regulation | **Topic:** Understanding your emotions | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 3 | **Week:** 8 | **Lesson:** 2

LEARNING OBJECTIVES

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

- Identify physical clues in their bodies that help them identify and name their feelings.
- Identify situations in which they feel certain feelings.

RESOURCES REQUIRED

- Paper
- Markers/Crayons
- Flipchart or chalkboard and chalk

PREPARATION REQUIRED

None

SENSITIVITY NOTES

- Some of the feelings that children remember might be related to a crisis, or bad things at home. In the 'Produce' activity, make sure you are walking around while they are in pairs. If anything sensitive comes up, respond by speaking individually to that child and moving their partner to another group.

- When you provide an opportunity for children to talk about their feelings, it may be important to remind the entire class of the rules they created to ensure that the SHLS is a safe space, so they all remember these rules when listening to their classmates.

LESSON OVERVIEW

Children begin the lesson by identifying and sharing their current feeling. The Facilitator then shares the daily intention and leads the mindfulness activity. Children review again how they are feeling and note if it is different than the before. They then identify how they know how they are feeling. Children review their homework and draw the feeling they had. Children discuss their drawings in pairs and then share with the group. The Facilitator ends the class with a discussion on how to identify feelings and reviews the daily intention.



Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 7 minutes | **Arrangement:** Individual

1. Have all children sit in a circle as they come into class.
2. Before the mindfulness activity, have each child say how they are feeling to practice identifying their feelings. Tell them to remember how they are feeling. Tell them how you are feeling first – for example, “I am feeling nervous to start class on time.”
3. Have the children sit up still and tall, and prepare for the mindfulness activity.

“ — 4. **SAY >** *Today's daily intention is: **I can identify my feelings.***

5. Repeat the daily intention slowly.

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

“ — 7. **SAY >**

- *Today we will focus our mindfulness on heat. 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 your 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.*

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





9. **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.*

Present

Activity: How are you feeling today? | **Time:** 10 minutes | **Arrangement:** Whole group



1. **SAY >** *I want you to think about how you are feeling today. Are you feeling the same or different from how you felt at the beginning of class?*

2. Give children one minute to think about how they are feeling before they share with the class.

3. Demonstrate sharing.



4. **SAY >** *Today, I am feeling happy. It is different from before. Before I was feeling nervous to start class on time. How are you feeling?*

5. Go around to every child and have them share. Write down their feelings on a flipchart or the chalkboard.

6. Ask the children how they knew what they were feeling right now. Only call on a few children.



7. Give them an example, **SAY >** *I know how I am feeling because of how it feels in my body. I can feel myself smile, my body is calm and I feel light.*

8. Explain that we know what we are feeling because of physical clues in our bodies.

9. Write the 6 feelings, adapted to your context, on the board or flipchart – happy, sad, scared, surprised, angry, proud.

10. Ask children what it feels like to be happy. Write the answers they come up with on a flipchart or the board.

11. Go through this same process for all feelings on the flipchart or board, asking “What does it feel like to be...?”, writing it on the board or flipchart.

Example answers:

- Sad – tears, trembling lip, tired, frowning, feels like heart drops
- Scared – sweating, heart racing, tight muscles, moving backwards or desire to retreat



- Surprised – heart racing, lost breath, open eyes/mouth
- Angry – heart racing, clenched jaw/muscles, heat goes to head
- Proud – feels like heart is swelling, calm, standing tall)

12. Review what the children brainstormed for each feeling.

Practice

Activity: Draw what you felt | **Time:** 5 minutes | **Arrangement:** Individual

SENSITIVITY TIP > If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.

1. Ask children if they remembered their homework (to think of a time that they have one of the feelings and how it felt in their body).
2. Explain that now we will have a few minutes to draw what it felt like when we had one of these feelings in the past week.
3. Give each child paper and some markers, crayons or colored pencils.

Apply

Activity: Think–Pair–Share your feelings | **Time:** 8 minutes

Arrangement: Pairs; Whole group

SENSITIVITY TIP > It is important to assure the children that this is a safe space. It might be helpful to go over any class rules related to a safe space before beginning this activity.

1. As children finish drawing, pair them up to share their drawings. Tell them to talk about what they were feeling and how it felt.
2. After all children have spoken in pairs for a few minutes, bring the class back together.
3. Guide a discussion with the children about how different feelings felt. Use the following questions as guidelines:
 - How did the different feelings feel?
 - Which feeling felt comfortable? Uncomfortable?
 - What similarities and differences did you see between the different feelings?
 - Did what happened affect which feeling you felt?



4. Review the conversation. Highlight that they felt different feelings depending on what was happening around them. Also note that some feelings felt comfortable while others were uncomfortable. Let them know that you will discuss this more in the next class.



5. **ASK >** *Who remembers the daily intention?*

Answer: I can identify my feelings.

6. Invite the children to notice what feelings they have before the next class. Suggest that they notice when they have some feelings and when they have others.

SEL Games

1. Thumbprint feelings book (40 minutes) pg. 56 in SEL Games Bank
2. Tiger, tiger, panther (20 minutes) pg. 62 in SEL Games Bank



Week 8, Lesson 3

Comfortable and uncomfortable feelings

Competency: Emotion Regulation

Topic: Identifying your feelings

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Comfortable and uncomfortable feelings
3 SEL Games	1 hour	Degrees of emotion (30 minutes) pg. 65 in SEL Games Bank Let the farmer sleep! (30 minutes) pg. 46 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Comfortable and uncomfortable feelings

Lesson summary

Competency: Emotion Regulation | **Topic:** Understanding your emotions | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 3 | **Week:** 8 | **Lesson:** 3

LEARNING OBJECTIVE

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

- Identify physical clues in their bodies that help them identify and name their feelings, including worry.
- Name a variety of feelings: happy, sad, scared, surprised, angry, proud.
- Identify feelings that feel good and not so good.

RESOURCES REQUIRED

None

PREPARATION REQUIRED

None

SENSITIVITY NOTE

While none of the activities directly trigger an uncontrollable emotional response, you will discuss comfortable and uncomfortable feelings. This might make children think of other uncomfortable feelings and associated memories of traumatic events, feelings of loss, hunger, and so on. If this happens, speak

to those children during or after class, depending on the type of response children display. Be prepared to address their needs with minimal disruption to the class, and make sure you know the appropriate referral pathways in advance. You may also want to talk to the SHLS Leader before class to let her or him know the potential for needing support and providing care to learners.

LESSON OVERVIEW

The lesson begins with the daily intention and a mindfulness activity. The Facilitator then leads a discussion on comfortable and uncomfortable feelings. In small groups, children prepare scenarios with either comfortable or uncomfortable feelings while their classmates guess which one it is. The Facilitator then reads different scenarios and the children put their hands up if they believe it is a comfortable feeling. The Facilitator ends the lesson by reminding the children of the 3 daily intentions of this week.



Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 4 minutes | **Arrangement:** Individual

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

“ 2. **SAY >** *Today's daily intention is: **Feelings can be comfortable or uncomfortable.***

3. Repeat the daily intention slowly.

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

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

“ 6. **SAY >**

- *Today will focus our mindfulness on letting go of the badness. You can choose to close your eyes or keep them open but relaxed. We are going to breathe out all the badness in our bodies together.*
- *Take one deep, slow breath in through your nose like you smell a flower and want the smell to last as long as possible. Exhale deeply and slowly out of your mouth.*
- *On our next inhale feel all the bad things come together out of your fingertips, arms, feet, legs, head and neck and meet together in your belly – swelling it up with the breath. Exhale forcefully, so you can 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 2 slow, deep breaths in and out, feeling the difference in your body now that all of the bad things are gone.*



7. Pause for a few seconds, allowing the children to take 2–3 breaths.
8. Allow the children to sit silently for 30 seconds to a minute, depending on their ability to sit still.



9. **SAY >** *Now bring your awareness back into your body. Notice how your body feels.*

SENSITIVITY TIP >

It is important to assure the children that this is a safe space. It might be helpful to go over any class rules related to a safe space before beginning this activity.

Present

Activity: Comfortable/uncomfortable | **Time:** 6 minutes | **Arrangement:** Whole group

1. Ask children to remember and share with the class what has been discussed in the past 2 classes.
2. Explain that sometimes, feelings can be comfortable and sometimes they can be uncomfortable.
3. Ask children to explain what it feels like in their bodies when they are sitting comfortably compared to uncomfortably.
4. Explain that the same is true for feelings. Give an example, that when they get to play with a friend and are happy, it is comfortable. However, if that friend breaks the toy, they might become angry, which might be uncomfortable.
5. Ask children to share how the 2 feelings feel, and why they are comfortable or uncomfortable.

Practice

Activity: Feeling scenarios | **Time:** 15 minutes | **Arrangement:** Small groups

1. Explain the instructions for the scenario. Tell them that you will divide the class into 4 groups and each group will create a scenario where they feel either comfortable or uncomfortable feelings.
2. Divide the class into 4 groups. Assign 2 groups a scenario with a comfortable feeling and 2 groups a scenario with an uncomfortable



feeling. Each group will prepare a scenario that shows when and how that feeling happens.

3. Allow the groups 5–7 minutes to create their scenario, and then call the whole class together.
4. Allow each group 2 minutes to present their scenario.
5. After each presentation, take a vote of the class – was the feeling comfortable or uncomfortable? Then have volunteers guess the feeling in the scenario. Have the group that presented say whether class was correct or not.

Apply

Activity: Thumbs up/thumbs down | **Time:** 5 minutes

Arrangement: Whole group; Small groups; Pairs; Individual

1. Explain that the class is going to play a game and give instructions. Everyone will put down their head and close their eyes. You will say a situation and a corresponding feeling. If they think the feeling would be comfortable in that situation, they should raise their hands. If it would be uncomfortable, children should keep their hands down.
2. Ask a child to repeat the instructions.
3. Have all children put their heads down.
4. Count the number of hands that go up for each feeling and situation and write it down. After each round, have the children put their hands down.
5. Go through these situations and feelings:
 - Anger when someone breaks your toy.
 - Pride when you do well on a test.
 - Sadness when there is not a jump rope for you to play with at playtime.
 - Surprise when someone throws a party for you.
 - Scared when you see a big animal on your way to school.
 - Happiness when your favorite food is served for dinner.



6. Congratulate them for learning a lot in the past week. Remind them that in the last 3 classes, they learned what their feelings are, how they feel them in their bodies, and finally they learned how to tell a comfortable feeling from one that is uncomfortable.
7. Ask the children if they can remember the daily intentions from all 3 classes.
 - *I know how my feelings feel.*
 - *I can identify my feelings.*
 - *Feelings can be comfortable or uncomfortable.*

SEL Games

1. Degrees of emotion (30 minutes) pg. 65 in SEL Games Bank
2. Let the farmer sleep! (30 minutes) pg. 46 in SEL Games Bank



DAILY PLANS

Week 9

Competency: Emotion Regulation



Week 9, Lesson 1

When I Feel What

Competency: Emotion Regulation

Topic: Predicting my feelings

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	When I Feel What
3 SEL Games	1 hour	The dog went into the forest... (30 minutes) pg. 48 in SEL Games Bank Mirror image (30 minutes) pg. 59 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: When I feel what

Lesson summary

Competency: Emotion Regulation | **Topic:** Predicting my feelings | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 3 | **Week:** 9 | **Lesson:** 1

LEARNING OBJECTIVES

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

- Understand that different situations make them feel differently.
- Describe how various situations make them feel.

RESOURCES REQUIRED

- Feelings flash cards showing faces and words (happy, sad, scared, surprised, angry, proud) from Week 8, Lesson 1
- Tape

PREPARATION REQUIRED

None

SENSITIVITY NOTE

Talking about feelings is very sensitive, and children's experiences related to violence, displacement and other traumatic events may come up. Be aware of which children struggle to stay still and work with them after school hours or while children are doing individual work in other classes. Encourage these children to take up belly-breathing techniques and other techniques to help them calm down. You may need to work with them after class, and be prepared to refer them to appropriate services if necessary.

LESSON OVERVIEW

The lesson begins with the daily intention and a mindfulness activity. The class reviews the feelings from Week 8, Lesson 1 and uses them to determine how they will feel in different situations. The Facilitator then reads different scenarios and children respond with how that would make them feel. The class reviews what they learned that day and the Facilitator gives homework for next lesson.



Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 5 minutes | **Arrangement:** Individual

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



2. **SAY >** *Today's daily intention is: **When do I feel different feelings?***

3. Read the following slowly and calmly:

- *Take a few deep steady breaths. Close your eyes and carry on breathing 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's 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.*
- *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'll 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.*

TIP > With younger groups especially, this might be a fantasy figure or a cartoon superhero.



- *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 helper 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.*

Present

Activity: Review feelings | **Time:** 10 minutes | **Arrangement:** Whole group

1. Explain that today they will learn about predicting their feelings. First, they will review the feelings they learned last week.
2. First round, hold up one of the feeling cards (happy, sad, scared, surprised, angry, proud – or the culturally adapted feelings that you selected in Lesson 8.1) and the class must demonstrate what that feeling looks like. Go through happy, sad, scared, surprised, angry and proud at least once.
3. For the second round, have children 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.
4. After each emotion, ask in what situations children feel that feeling.
5. 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.
6. Explain that we have different feelings in different situations.

SENSITIVITY TIP >

If children are in environments where they are distressed, it might be helpful to focus only on situations in the SHLS, and not discuss anything happening outside of the SHLS.

7. Lead a discussion on why we have different feelings in different situations, and how we can predict what we feel based on the questions below.
 - What kinds of situations make you feel comfortable feelings (in the SHLS)? Uncomfortable (in the SHLS)?
 - How can you use this information about yourself to predict your feelings?
 - Why could it be helpful to predict your feelings in a situation?

If there are no ideas, share the answer: "It helps us to know when we should control our feelings to make the situation better."



Practice

Activity: Feelings scenarios | **Time:** 10 minutes | **Arrangement:** Whole group

SENSITIVITY TIP > Any acting out or strong emotional responses could be a sign that a child needs additional support or a possible referral.

TIP > You can also draw pictures of each scenario on the board or on picture cards to show the children.

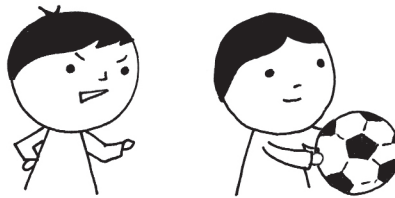
1. Tape the feeling cards (happy, sad, scared, surprised, angry, proud) around the room.
2. Explain to the children that you will read different scenarios. After you read the scenario, the children will think about how they would feel, then go to the feeling they predict they would feel in that situation.
3. After you read each scenario, call on a few children to share why they would feel that way. Make sure you are calling on different children.

4. Read the following scenarios.

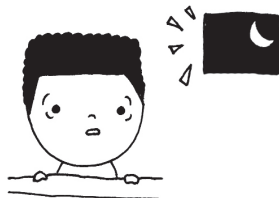
- Your favorite food is served for dinner.



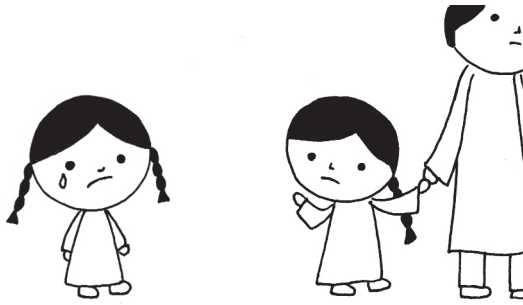
- Your friend takes your favorite toy.



- You hear noises outside while you are sleeping.



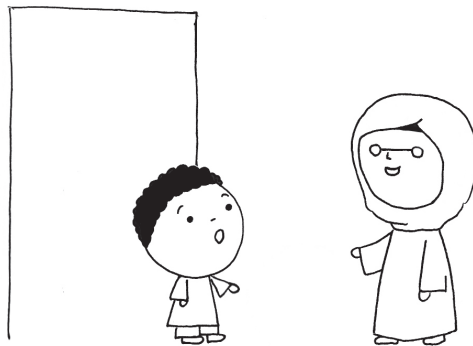
- Your best friend moves to another place, so you will no longer go to school and play together.



- You get a very good score on a test.



- Someone you have not seen in a long time is at your home when you get home from school.



- Your mother (or caregiver) gives you a big hug when you see them after school.



5. Have all children sit down again. Remind them that each person feels differently in any situation, but they can predict (like they just did) what they are likely to feel in some situations.

SENSITIVITY TIP > *Homes might be a sensitive issue, especially if you have children who have lost their homes to conflict or disasters. In this case, the reference to homes should not be used.*

6. While they cannot always predict their feelings, it is good to know when they can predict their feelings.

Apply

Activity: Review and homework | **Time:** 5 minutes | **Arrangement:** Whole group

1. Ask children what they learned today and why they think it is helpful to be able to predict their own emotions.



2. **ASK** > *Do you remember the daily intention?*

*Answer: **When do I feel different feelings?***

3. Assign the homework. Children should notice a situation before the next class, in which they felt 1 of the 6 feelings. They should remember (write down or draw) what caused them to feel this way.

SEL Games

1. The dog went into the forest... (30 minutes) pg. 48 in SEL Games Bank
2. Mirror image (30 minutes) pg. 59 in SEL Games Bank



Week 9, Lesson 2

How I feel when...

Competency: Emotion Regulation

Topic: Predicting my feelings

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	How I feel when...
3 SEL Games	1 hour	Storytelling (30 minutes) pg. 54 in SEL Games Bank Change my shape, change my feeling (30 minutes) pg. 67 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: How I feel when...

Lesson summary

Competency: Emotion Regulation | **Topic:** Predicting my feelings | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 3 | **Week:** 9 | **Lesson:** 2

LEARNING OBJECTIVES

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

- Describe how various situations make them feel.
- Identify situations that require the use of emotion-management strategies.

RESOURCES REQUIRED

None

PREPARATION REQUIRED

None

SENSITIVITY NOTE

Talking about feelings is very sensitive, and children's experiences related to violence, displacement and other traumatic events may come up. Be aware of which children struggle to stay still and work with them after school hours or while children are doing individual work in other classes. Encourage these

children to take up belly-breathing techniques and other techniques to help them calm down. You may need to work with them after class, and be prepared to refer them to appropriate services if necessary.

LESSON OVERVIEW

The lesson begins with the daily intention and a mindfulness activity. The class goes over the homework and discusses what situations caused different feelings and how they can predict having a feeling in the future. Children get into 6 groups and each group creates a role-play demonstrating a feeling. Each group will perform in front of the class and the other children guess which feeling it was. The Facilitator ends the lesson with a discussion on predicting feelings in certain situations and the class reviews the daily intention.



ADAPTATION >

If there is space and children are comfortable, invite all of the children to lie down on their backs with their full bodies relaxed.

ADAPTATION >

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

SENSITIVITY TIP >

It might not be culturally appropriate for children to lie down the floor, and/or it may be too dirty. Adjust if needed.

Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 3 minutes | **Arrangement:** Individual



1. Calmly and quietly, **SAY >** *Please sit tall in your seats, like you are a giraffe stretching your neck for the leaves. Today's daily intention is: **I can predict my feelings.***

2. Ask what the daily intention means to them.



3. **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.*

4. Instruct the children to calm their breathing through slow belly-breathing.



5. Very slowly, and with pauses, **SAY >**

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

6. Allow the children a minute of silence to observe their senses.



7. **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.*

8. Ask children what they felt while they were quiet and their eyes were closed? What did they hear? Smell? Taste? See?



Present

Activity: Discussion on experiences | **Time:** 5 minutes | **Arrangement:** Whole group

1. Ask children if they remember the homework from the previous class.
2. The homework was that children should notice a situation in which they felt 1 of the 6 feelings. They should remember (write down or draw) what caused them to feel this way.
3. Ask a few children to share what they wrote or drew that caused them to have certain feelings.
4. Lead a short discussion for children to discuss what they experienced that would help them to predict their feelings in the future. Use the following questions as guidance:
 - Based on what happened that caused you to feel that emotion, how could you predict what you will feel in a similar situation in the future?
 - What about that situation caused you to feel that way?
 - What kinds of other situations make you feel that way?
 - How can this help you to predict your feelings in the future?

SENSITIVITY TIP > If a child is unable to draw due to a disability and you changed the activity, reference the activity they did in place of drawing or writing.

Practice

Activity: Drama preparation | **Time:** 10 minutes | **Arrangement:** Small groups

1. Explain to the children that they will now have the opportunity to create role-plays/dramas.
2. Break children into 6 groups and assign each group a feeling about which they will create a role-play. Their drama should have a role for each group member, and include scenes with one or more characters feeling their assigned feeling.
3. If children are younger or are unable to come up with ideas, be prepared with a culturally relevant scenario that is familiar to the children for each feeling.
4. Allow groups 10 minutes to create their dramas. As the groups are working, walk around and check in with each group. If any groups are struggling to come up with an idea, give them a suggestion.

ADAPTATION > Decide if the children should self-select into the groups, perhaps based on the feelings they referenced in their homework, or if you should put them into groups, depending on the class dynamic.




Apply

Activity: Drama presentations and discussion | **Time:** 12 minutes

Arrangement: Whole group

1. After the groups have created their dramas, bring the whole class back together.
2. Invite a group to volunteer to present their drama first.
3. After each presentation, clap for the group and then ask the class the following questions:
 - What feeling was being shown?
 - Why do you think he or she would feel that in this situation?
4. After all of the groups have presented, lead a concluding discussion to guide children to understand that there are certain things that happen in situations that can help them to predict how they will feel. For example, if someone takes something of theirs, they will likely become upset, which could lead them to be angry or sad. Use the following questions as guidelines:
 - How can you predict how you will feel in different situations?
 - How can you predict if the feeling will be comfortable or uncomfortable?
 - What kinds of situations make you feel happy? Sad? Angry? Surprised? Scared? Proud?

 **5. ASK >** *Do you remember the daily intention?*

Answer: I can predict my feelings.

SEL Games

1. Storytelling (30 minutes) pg. 54 in SEL Games Bank
2. Change my shape, change my feeling (30 minutes) pg. 67 in SEL Games Bank



Week 9, Lesson 3

Negative thought patterns

Competency: Emotion Regulation

Topic: Predicting my feelings

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Negative thought patterns
3 SEL Games	1 hour	Feelings charades (30 minutes) pg. 51 in SEL Games Bank Let's make a song! (30 minutes) pg. 61 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Negative thought patterns

Lesson summary

Competency: Emotion Regulation | **Topic:** Predicting my feelings | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 3 | **Week:** 9 | **Lesson:** 3

LEARNING OBJECTIVES

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

- Describe how various situations make them feel.
- Identify situations that require the use of emotion-management strategies.
- Identify negative thought patterns that lead to negative feelings.

RESOURCES REQUIRED

- 'Feelings thermometer' poster (see [pg. 202](#))
- Flipchart paper
- Markers or pens

PREPARATION REQUIRED

Prepare 'Feelings thermometer' poster

SENSITIVITY NOTE

This entire lesson focuses on negative emotions. It is important to talk about them so that they can be adjusted/reframed. Should one child show signs of distress it is important to listen to them and attempt to calm them down so they feel that they are in a safe space.

LESSON OVERVIEW

The lesson begins with the daily intention and a mindfulness activity. The Facilitator then leads the children in a 'Feelings thermometer' activity, where children identify how strong/negative a feeling they had was. The Facilitator explains the different forms of negative thinking and ways to adjust a negative thought to a more positive thought. Children share stories of when they reacted through negative thinking and brainstorm ways they could have reacted differently. In small groups children practice identifying the different forms of negative thinking and how to reframe negative thought patterns. Groups share their work with the class and everyone discusses the topic of the day.



Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 3 minutes | **Arrangement:** Individual

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

“ 2. **SAY** > *Today's daily intention is: **Change thoughts to be happy.***

3. Repeat the daily intention slowly.

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

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

“ 6. **SAY** > *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If you feel comfortable, you can close your eyes and think about the daily intention – **Change thoughts to be happy.***

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

Present

Activity: Feelings thermometer | **Time:** 12 minutes | **Arrangement:** Whole group

1. Put up the 'Feelings thermometer' poster.

2. Explain that over the past week, they have learned that it is sometimes possible to predict feelings in certain scenarios. These feelings sometimes need to be addressed, particularly when they are strong feelings – those that are high on the thermometer.

3. Explain that good feelings go low down, at the bottom of the thermometer. Feelings get progressively stronger and higher towards the top of the thermometer.

4. If children are not familiar with the concept of a thermometer, explain that it is generally used to take temperature. They can associate



strong/uncomfortable feelings with 'hot tempered' like the hot end of the thermometer. They can associate calm/comfortable feelings with a cool breeze on a nice day.

5. Give an example of a feeling and situation, and where you felt on the feeling thermometer. For example, "I was angry because I got in trouble when my brother did something bad. My feeling was near the top, 'high' on the feeling thermometer."
6. Ask for a few children to share situations and where they were on the feeling thermometer.
7. If children can write their names, allow them to write their names on a small piece of paper and tape their name to the spot on the thermometer on the thermometer where they think their feeling should go.
8. Explain that sometimes, we feel 'high temperature' feelings because of our thoughts, not because of what actually happened in the situation.
9. When we have negative thoughts that lead to negative feelings, this is often because we make a mistake in our thoughts.
10. Explain that this is negative thinking.
11. Write on a flipchart or board the 4 types of negative thought patterns:
 - Taking it Personally
 - Blame Game
 - Negative Overload
 - Black and White
12. Ask children what they think each means. Below are the correct answers. Encourage children until they get the correct answer:
 - Taking it Personally – blaming yourself or taking someone else's comments as a personal attack.
 - Blame Game – blaming someone else for your actions/mistakes.
 - Negative Overload – only seeing the negative side of things.
 - Black and White – exaggerating a situation to only see the good or bad.
13. Give a personal story about when you experienced one of these and how you reframed it. For example, say "I felt the Blame Game when I forgot the keys to the school. I blamed my daughter because she had been playing with



them the night before. Instead, I changed my thinking to admit that I forgot the keys and found a solution.”

SENSITIVITY TIP > If a personal story causes the child to feel distressed be sure to pay attention to these feelings and calm them down if necessary.

14. Ask children to share personal stories where they experienced one of these negative thought patterns.
15. After each personal story, ask the child, and then the class, how they could “change our thinking” so they did not experience a negative feeling.
16. Explain that they can change the negative thought into a more realistic thought, as if they are viewing it as an outsider.
17. Tell the class this is “changing our thinking.”
18. There are 4 steps to overcoming negative thought patterns:
 - Identify that you are having a negative thought.
 - Determine what type of negative thought pattern it is.
 - View it as an outsider, getting a realistic perspective.
 - Reframe the thought in a more positive manner.

Practice

Activity: Reframing negative thought patterns | **Time:** 10 minutes | **Arrangement:** Small groups

ADAPTATION > Create new ‘thought’ explanations that may be more relevant for your class.

1. Break children into 4 groups.
2. Each group will receive ‘thoughts’ that correspond to one of the 4 negative thought patterns.
3. Read or distribute (if the children are able to read) the following ‘thought’ explanations, markers and flipchart paper. Do not share the answer, which is provided underneath.
 - I hear my mother crying one evening. It is all my fault because I did not do my chores the day before.
Answer: Taking it Personally
 - I failed my test in school. It was my sister’s fault because she made me late for school so I had 5 minutes less to complete the test.
Answer: Blame Game



SENSITIVITY TIP > These examples are about negative situations. Be aware that children might become distressed. Pay attention to these feelings and calm them down if necessary.

- My Facilitator told me to practice my writing at home. I am so bad at school.

Answer: Negative Overload

- I missed the ball when we were playing sports. I am always the worst at everything we do.

Answer: Black and White

4. In their groups children should answer the following 3 questions on their flipchart paper or chalkboard:

- What type of negative thought pattern do you have?

Answers: Taking it Personally, Blame Game, Negative Overload, Black and White

- Why is it that type of negative thought pattern?
- How can you reframe the thought to lead to positive outcomes.

Apply

Activity: Group Discussion | **Time:** 5 minutes | **Arrangement:** Whole group

1. Bring the whole class back together.
2. Allow each group to present their flipcharts and answers to the rest of the class.
 - Share the negative thought.
 - Explain which type of negative thought pattern it fits into.
 - Explain why it was that type of negative thought pattern.
 - Share how to reframe the thought in a positive way.
3. Lead a discussion about how to predict and manage feelings based on understanding of negative thought patterns. Use the following questions as guidelines:
 - How do negative thought patterns affect our lives and feelings?
 - What can we do to avoid negative thought patterns, and have positive thoughts?

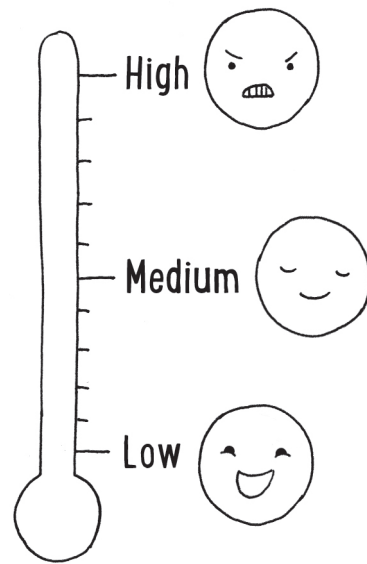


4. ASK > Do you remember the daily intention?

Answer: Change thoughts to be happy.



Feelings thermometer



SEL Games

1. Feelings charades (30 minutes) pg. 51 in SEL Games Bank
2. Let's make a song! (30 minutes) pg. 61 in SEL Games Bank



DAILY PLANS

Week 10

Competency: Emotion Regulation



Week 10, Lesson 1

Why we manage our feelings

Competency: Emotion Regulation

Topic: Managing your emotions

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Why we manage our feelings
3 SEL Games	1 hour	Tiger, tiger, panther (30 minutes) pg. 62 in SEL Games Bank Let the farmer sleep! (30 minutes) pg. 46 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Why we manage our feelings

Lesson summary

Competency: Emotion Regulation | **Topic:** Managing your emotions | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 3 | **Week:** 10 | **Lesson:** 1

LEARNING OBJECTIVE

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

- State the advantages of calming emotions (calming down strong feelings).
- State the advantages of calming impulsive behavior (stopping and thinking about your behavior before acting).
- Identify ways of calming emotions.

RESOURCES REQUIRED

- Flipchart and marker
- Paper
- Pictures of the different ‘tools’ – belly-breathing, self-talk, counting to 10, calming object, humming a song, etc.

PREPARATION REQUIRED

Prepare pictures of the different ‘tools’ – belly-breathing, self-talk, counting to 5, calming object, humming a song, etc. See samples provided on page 211.

SENSITIVITY NOTE

The lesson has children think about times when they had strong feelings and they may remember traumatic events, feelings of loss, hunger, and so on, when they could not calm their feelings. Be supportive, and if necessary, speak to those children during or after class, depending on the type of responses you see.

LESSON OVERVIEW

The Facilitator shares the daily intention, leads a mindfulness activity and a feelings song (‘Happy and you know it’). Children review the feelings and actions from the song and decide if the action was an appropriate response. The Facilitator discusses the need to calm feelings at times, and children reflect on if this would be helpful and when they would need to calm their feelings. The Facilitator introduces the Calming Feelings Toolkit and reviews the tools they have already learned and children create their own toolkit. In pairs, children brainstorm different ways they calm themselves and then share with the class.



Steps to follow

Warm-up

Activity: Mindfulness and song | **Time:** 10 minutes | **Arrangement:** Individual; Whole group

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

“ — 2. **SAY** > *Today's daily intention is: **Calming feelings for my wellbeing.***

3. Repeat the daily intention slowly.

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

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

“ — 6. **SAY** > *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If you feel comfortable, you can close your eyes and think about the daily intention. **Calming feelings for my well-being.***

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

8. Instruct the children to stand in a big circle.

9. Ask if the children know the song 'If you're happy and you know it clap your hands?' or if there is a local song that also talks about responses to different feelings.

10. If not, sing it once for them and then have them join in. If they do, sing it all together:

*If you're happy and you know it clap your hands (clap, clap)
If you're happy and you know it clap your hands (clap, clap)
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 (clap, clap)*

11. For the second verse use a new feeling:

If you're angry and you know it stamp your feet (stamp, stamp)



- 12.** Ask the children to think of another feeling to sing. Encourage children to create their own verses with the feelings they learned the previous week.

Example answers:

- *If you're sad and you know it cry it out (boo-hoo, boo-hoo)*
- *If you're proud and you know it stand up tall (put your hands on your hips and puff up your chest, and turn side-to-side)*
- *If you're surprised and you know it jump back (jump, jump)*

Present

Activity: Appropriate responses | **Time:** 10 minutes | **Arrangement:** Whole group

- 1.** Explain that sometimes people need to calm their strong feelings.
- 2.** Ask children to show you what action they did in the song if they are happy.

Answer: to clap.

- 3.** Do the action with the class.
- 4.** Ask if clapping is an appropriate way to show they are happy.
- 5.** Go through steps 2 through 4 for the other feelings the class went through in the song. Make sure to ask if it is an appropriate way to show that feeling.
- 6.** Explain that sometimes people have to calm their feelings. Sometimes even good feelings need to be calmed. Appropriate ways to show feelings are those which make the situation and the feeling better for you and others around you. It lets others know how you are feeling without harming them in any way.
- 7.** Explain that calming their feelings can help make things better for them. Sometimes when one has very strong feelings, it can be difficult for them to move forward. By calming their feelings, it can help you to feel better.
- 8.** Ask children to think of a time when calming their feeling would help them to feel better. They do not have to share, just have them think about the scenario in their heads for one minute.



9. Ask children to think of some things that are not okay to do, to show that one is feeling very happy.

Example answers: Hit someone, jump up and down in a quiet place, scream for joy in the classroom.

10. Ask children when they think they need to calm their feelings.

Example answers: When they will hurt someone else, when it is too strong, when it is bad.

SENSITIVITY TIP > Do not threaten disciplinary actions if the children do not calm their feelings. This exercise is to allow them to reflect on when it is and is not okay to show feelings.

11. Conclude this discussion by asking children to share some examples of when they need to calm feelings and how they do so.

Practice

Activity: Calming feelings toolkit | **Time:** 5 minutes | **Arrangement:** Individual

1. Explain that over the next week, they will be learning different ways to calm their feelings. By the end of the week, they will each have their own Calming Feelings Toolkit

2. Write "Calming Feelings Toolkit" on a flipchart.

3. Explain that they will have the opportunity to create their own Calming Feelings Toolkit using the tools they learn in class and some they come up with on their own.

4. Show the children the pictures of the different tools you created – belly-breathing, self-talk, counting to 10, calming object, humming a song, etc. Explain that they will learn all of these are different strategies later in the week.

5. Ask children if they have any other strategies that they use to calm their feelings. Write these on the board.

6. Pass around paper and markers to the children.

7. Have each of the children decorate their own Calming Feelings Toolkit on their paper. Explain that as they learn new strategies this week, they will add them to the toolkit.

SENSITIVITY TIP > Change the names and description of any of these tools if they are culturally inappropriate, particularly with self-talk as it might be associated with mental illness.

SENSITIVITY TIP > If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.



Apply

Activity: Brainstorming strategies | **Time:** 5 minutes | **Arrangement:** Pairs; Whole group

1. After children have finished drawing their toolkits, invite them to 'turn and talk' to their neighbor about different techniques they use to calm down their feelings.
2. After the 'turn and talk' have children share different ideas for calming down feelings. Write these ideas on the board.
3. After children have finished sharing their ideas, conclude the class by reminding children of the daily intention – ***Calming feelings for my well-being.***
4. Explain that they have just briefly discussed strategies for calming emotions, and over the course of the week they will learn and practice these various strategies.
5. If possible, keep the toolkits in the classroom so they do not get lost or destroyed.

SEL Games

1. Tiger, tiger, panther (30 minutes) pg. 62 in SEL Games Bank
2. Let the farmer sleep! (30 minutes) pg. 46 in SEL Games Bank



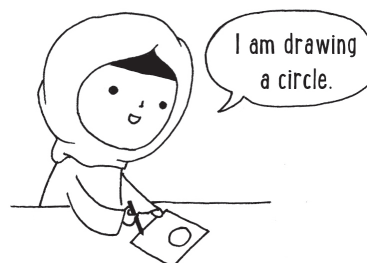
ADAPTATION > Adapt these images to look like children in your context.

SAMPLE 'CALMING FEELINGS' TOOLS

Belly-breathing



Self-talk



Counting to 5



Calming object



Humming song



Week 10, Lesson 2

Calming strategies

Competency: Emotion Regulation

Topic: Managing your emotions

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Calming strategies
3 SEL Games	1 hour	Emotion drama (40 minutes) pg. 64 in SEL Games Bank Calm emotions – Head-to-toe (40 minutes) pg. 52 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: Calming strategies

Lesson summary

Competency: Emotion Regulation | **Topic:** Managing your emotions | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 3 | **Week:** 10 | **Lesson:** 2

LEARNING OBJECTIVES

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

- Identify ways of calming emotions.
- Demonstrate the various ways of calming impulsive behavior.
- Identify and demonstrate belly-breathing as a calming down technique.

RESOURCES REQUIRED

- Paper
- Markers/crayons
- Flipchart with the title 'Calming Feelings Toolkit'
- Pictures of the different 'tools'– belly-breathing, self-talk, counting to 10, calming object, humming a song, etc. (from Week 10, Lesson 1)
- Children's Calming Feelings Toolkits (from Week 10, Lesson 1)
- Tape

PREPARATION REQUIRED

Prepare pictures of the different tools – belly-breathing, self-talk, counting to 10, calming object, humming a song.

SENSITIVITY NOTE

This mindfulness activity may trigger memories of traumatic events, feelings of loss, etc. Speak to those children during or after class, depending on the type of responses you see. Be prepared to address their needs with minimal disruption to the class, and make sure you know the appropriate referral pathways in advance. You may also want to talk to the SHLS Leader before class to let them know the potential for needing support and providing care to learners.

LESSON OVERVIEW

The Facilitator shares the daily intention and children reflect on what it means to them before the mindfulness activity. The Facilitator then leads and demonstrates to the class belly-breathing and counting to five as a technique for calming oneself down. Children then practice getting their heart rates up and calming themselves down. They add 2 new techniques to their Toolkits and the Facilitator assigns homework for the next lesson.



Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 5 minutes | **Arrangement:** Individual; Whole group

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



2. **SAY >** *Today's daily intention is: **Simple tools can calm me down.***

3. Repeat the daily intention slowly



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



5. **SAY >** *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If you feel comfortable, you can close your eyes and think about the daily intention – **Simple tools can calm me down.***

SENSITIVITY TIP >

When children think about badness in their lives, be aware that they might become distressed. Pay attention to this reaction, and use belly-breathing to calm them down if necessary. Refer them to appropriate services if necessary.



6. **SAY >**

- Today we will focus our mindfulness on letting go of the badness. You can choose to close your eyes or keep them open but relaxed. We are going to breathe out all the badness in our bodies together.
- Take one deep, slow breath in through your nose like you are smelling a flower and want the smell to last as long as possible. Exhale deeply and slowly out of your mouth.
- On your next inhale feel all the bad things come together out of your fingertips, arms, feet, legs, head and neck and meet together in your belly – swelling it up with the breath.
- Exhale forcefully, so you can 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 2 slow, deep breaths in and out, feeling the difference in your body now that all of the bad things are gone.

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



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

“ 9. **SAY >** *Now bring your awareness back into your body. Notice how your body feels.*

10. Ask children if they remember what they learned in the last class.

Example answers: Why it is important to calm feelings; there are ways we can calm our feelings.

Present

Activity: Calming feelings strategies | **Time:** 10 minutes | **Arrangement:** Whole group

1. Show children the picture of belly-breathing. Ask children if they remember when they learned belly-breathing before (in Module 2, for focusing attention).



2. Explain that they will review how to belly-breathe and practice as a class.

“ 3. **SAY >**

- *Sit up tall, and put one hand on your belly and put the other hand out in front of you. Stretch your fingers apart so your hand looks like a star. Each of your fingers will be like a candle.*
- *Slowly breathe in like you are smelling a flower, for 4 seconds. Then hold that smell in your nose for 2 seconds.*
- *Breathe out of your mouth for 4 seconds like you are blowing out a candle. When you have used up all of your air, put down one finger. You have blown out the first candle.*

ADAPTATION > If there are no flowers in your context, change the reference to something that is culturally relevant.

4. Ask the children if they feel their bellies rise into their hands as they breathe in.
5. Demonstrate for the learners, with your hand on your belly.



6. Practice belly-breathing with the learners for 5 breaths, so they are 'blowing out all of the candles' (which are their fingers).
7. Explain that belly-breathing is only one of the strategies they can use.
8. Ask if any of the children can demonstrate how to count to 5. After they demonstrate, lead the class in slowly counting to 5, taking a breath between each number.
9. Ask children why they think counting to 5 can help to calm feelings.

Example Answers: It 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.



10. Review children's answers.



11. **SAY >** *It allows you to remove yourself from whatever is making you feel a strong feeling. It also gives you time to breathe, and think about if it is really worth getting so worked up about.*

12. Ask if they can think of a time when they would use 'counting to 5'.

Practice

Activity: Simulating strong feelings | **Time:** 10 minutes | **Arrangement:** Whole group

1. Explain that as a class you will pretend to create a very strong feeling, by getting their heart rate up. Then they will practice belly-breathing.
2. Explain the activity to the class. They will jump up and down on the spot, or do another physical activity like running in their place, for one minute. When you say, "Stop!" they will practice belly-breathing until they blow out all of the candles and put all 5 fingers down.

SENSITIVITY TIP > *Adjust this exercise, if required so that children with disabilities can participate.*



3. Have the children jump up and down for one minute. Then say, "Stop!" Then tell them to belly-breathe.
4. Ask children how they felt right when they stopped jumping (or doing another physical activity), and how they feel now that they have belly-breathed.
5. Repeat the jumping activity (or other physical activity), but this time have children try counting to 5 to calm down.
6. Again, ask children how they felt right when they stopped jumping (or doing another physical activity), and how they feel now that they have counted to 5.

Apply

Activity: Adding to the toolkit | **Time:** 5 minutes | **Arrangement:** Individual

1. Ask children to remember what strategies they learned today (belly-breathing; counting to 5).
2. Have a volunteer find the pictures of each strategy and add them to the class Calming Feelings Toolkit.
3. Pass out children's own Calming Feelings Toolkits and markers.
4. Instruct children to add belly-breathing and counting to 5 to their toolkits.
5. Assign homework for the children to do before next class. Children should use one of the strategies they learned in class today in real life, and come prepared to talk about it.
6. After children have finished drawing, conclude the class by asking if they remember the daily intention: ***Simple tools can calm me down.***

SEL Games

1. Emotion drama (40 minutes) pg. 64 in SEL Games Bank
2. Calm emotions – Head-to-toe (40 minutes) pg. 52 in SEL Games Bank



Week 10, Lesson 3

Calming our feelings

Competency: Emotion Regulation

Topic: Managing your emotions

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Calming our feelings
3 SEL Games	1 hour	Degrees of emotion (30 minutes) pg. 65 in SEL Games Bank Change my shape, change my feeling (30 minutes) pg. 67 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL lesson: Calming our feelings

Lesson summary

Competency: Emotion Regulation | **Topic:** Managing your emotions | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 3 | **Week:** 10 | **Lesson:** 3

LEARNING OBJECTIVES

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

- Identify ways of calming emotions.
- Demonstrate the various ways of calming impulsive behavior.
- Identify and demonstrate belly-breathing, counting to 5, self-talk, humming and a calming object as calming down techniques.
- Differentiate which calming down technique is appropriate in a situation.

RESOURCES REQUIRED

- Paper
- Markers or crayons
- Flipchart with the title 'Calming Feelings Toolkit'
- Pictures of the different 'tools' – belly-breathing, self-talk, counting to 5, calming object, humming a song, etc. (from Week 10, Lesson 1)
- Children's Calming Feelings Toolkits (from Week 10, Lesson 1)
- Pictures of 4 scenarios
- Tape

PREPARATION REQUIRED

Create pictures of 4 scenarios on flipchart paper (fighting with your siblings; having a lot of homework; feeling lonely; seeing something scary, or other scenarios that are appropriate for your children)

SENSITIVITY NOTE

Children's personal experiences may be sensitive and related to the crisis. Children may mention strong feelings related to traumatic events, feelings of loss, hunger, and so on. Speak to those children after class. Be prepared to address their needs with minimal disruption to the class, and make sure you know the appropriate referral pathways in advance. You may also want to talk to the SHLS manager before class to let them know the potential for needing support and providing care to learners.

LESSON OVERVIEW

The Facilitator shares the daily intention and children reflect on what it means before doing a mindfulness activity. Children then share their homework in pairs. The Facilitator explains 2 new calming strategies with children (calming object and humming) and children practice their new techniques before adding them to the Toolkit. Children then draw the 4 calming strategies they have learned. The Facilitator puts 4 stressful scenarios on the walls and children walk around and decide which calming strategy they will use for each of the scenarios. The class ends with reviewing the daily intention and the Toolkit.



Steps to follow

Warm-up

Activity: Mindfulness and share experiences | **Time:** 5 minutes

Arrangement: Individual; Pairs

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

“ — 2. **SAY >** *Today's daily intention is: **Use calming strategies to improve your life.***

3. Repeat the daily intention slowly.

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

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

“ — 6. **SAY >** *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If you feel comfortable, you can close your eyes and think about the daily intention – **Use calming strategies to improve your life.***

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

8. Have children turn and talk to the person next to them and share their homework. Remind children that the assignment was to use one of the strategies they learned in class in real life and come prepared to talk about it.

Present

Activity: Calming feelings strategies | **Time:** 10 minutes | **Arrangement:** Whole group

1. Explain that today the children will learn more tools to calm their feelings.

2. Explain that when you have strong feelings you can use an object in the room to help to calm down your feelings. Give a personal example. This example should be changed to be appropriate in your context:



*For example, when I begin to feel anxious, I will hold onto a cold pen.
The smoothness helps me to feel calm.*

ADAPTATION > If there is enough space, invite children to walk calmly to their object. If your class is too large to do this, have them sit and think about their object and then share with a partner.

3. Ask children to quietly think of an object in the classroom that can help them to be calm. Have them look around the room to see what they go to or touch.



4. Tell children to remember which object in the classroom is their calming object so that when they start having strong feelings they can go to it.
5. Have children go to their seats, and have one volunteer add 'calming object' to the Calming Feelings Toolkit.
6. Explain that sometimes strong feelings happen when we are alone. When this happens you can use the 'humming' strategy. Say that when you are alone and will not distract other people, quietly singing or humming a song can be a way to calm down.



7. Ask children to think of songs that can help keep them calm.
8. Have a few children share the song they would sing or hum to keep calm. If the class knows it, hum/sing along as a class.
9. Have one volunteer add 'humming a tune' to the Calming Feelings Toolkit.



Practice

Activity: Drawing strategies | **Time:** 8 minutes | **Arrangement:** Individual

1. Tear up pieces of paper into 4 smaller pieces. Give each child 4 small pieces of paper and a marker or crayon.
2. Have children draw one of the calming feelings strategies on each of the 4 pieces of paper (belly-breathing; counting to 5; calming object; self-talk or humming quietly). Take 5 minutes to draw a picture of each of the calming strategies.

SENSITIVITY TIP > If a child is unable to draw due to a disability, have them use the buddy system and pair them with another child who can draw with them.

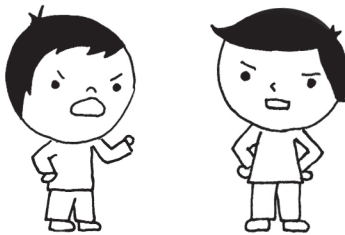
Apply

Activity: Matching strategies and scenarios | **Time:** 7 minutes | **Arrangement:** Individual

SENSITIVITY TIP > When coming up with the scenarios, it is important to be aware of the experiences of the children and not provide an example that might trigger negative emotions. For example, if you know a child that has lost their sibling, it may not be appropriate to use the example of 'fighting with siblings'.

1. Put up 4 pictures of different scenarios. These scenarios can be based on stressful, day-to-day circumstances that your children might experience. Choose from these examples or create scenarios that are relevant for your children:

- Fighting with siblings or friends.



- Having a lot of homework.



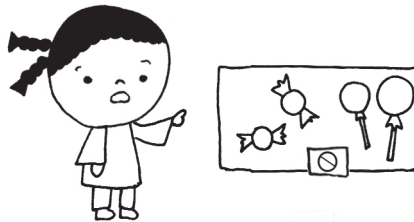
- Feeling lonely.



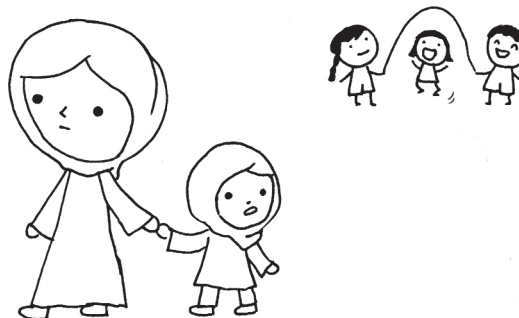
- Seeing something scary.



- Not getting what you want.



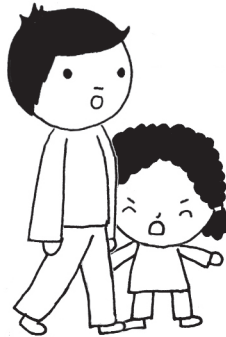
- Missing something fun.



- Your favorite toy breaks.



- Someone steps on your foot.



2. Explain that you have put up 4 different scenarios where children might need to use their calming feeling strategies. Tell them the 4 scenarios (for example: fighting with siblings; having a lot of homework; feeling lonely; seeing something scary). Have children walk around to each of the scenarios and stick which feeling calming feeling they would use in that situation.
3. After children have placed their strategies, have them sit back down.
4. Review the strategies children have learned by using the Calming Feelings Toolkit. Ask children to share why they would use different strategies in different scenarios.
5. Review the daily intention: ***Use calming strategies to improve your life.***

SEL Games

1. Degrees of emotion (30 minutes) pg. 65 in SEL Games Bank
2. Change my shape, change my feeling (30 minutes) pg. 67 in SEL Games Bank



REVIEW AND ASSESSMENT

Week 11

Competency: Emotion Regulation; Brain Building



Assessment Summary

Competency: Emotion Regulation, Brain Building | **Level:** 6–11 years | **Module:** 3 | **Week:** 11

All lessons should begin with a mindfulness activity that has previously been done (weeks 2–11)

Assessment weeks are different to instruction weeks. Facilitators should select from the various review and assessment activities below, or review activities from previous modules for which children are still struggling with the learning objectives. Each review/assessment activity has a specific time/duration and an intended learning outcome.

Create and keep a tracking sheet (see sample on page 162) for each child. For each assessment activity, score the child's performance on a scale of 1 to 5.

1. Unsatisfactory
2. Needs improvement
3. Meets expectations
4. Exceeds expectations
5. Exceptional

LEARNING OBJECTIVES

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

- Identify physical clues in their bodies that help them identify and name their feelings, including worry.
- Name a variety of feelings: happy, lonely, scared, bored, angry, sad, upset, surprised, strong, proud, afraid, glad, shy, worried, tired, love.
- Identify feelings that feel good and not so good.
- Name feelings when presented with environmental, situational and/or physical clues.
- Describe how various situations make them feel.
- Identify situations that require the use of emotion-management strategies.
- Recognize how emotions are linked to behavior.
- Identify a grown-up and/or peer to talk to when experiencing strong feelings.
- Identify appropriate ways to express a range of feelings.
- Identify and demonstrate belly-breathing as a calming down technique.
- Identify and demonstrate 'stop and name your feeling' as a calming down technique.



Week 11, Lesson 1 **Assessments**

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Select assessment activities from below
3 SEL Games	1 hour	What am I feeling today? (40 minutes) pg. 50 in SEL Games Bank Tiger, tiger, panther (20 minutes) pg. 62 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18

Week 11, Lesson 2 **Assessments**

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Select assessment activities from below
3 SEL Games	1 hour	Storytelling (30 minutes) pg. 54 in SEL Games Bank Let the farmer sleep! (30 minutes) pg. 46 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



Week 11, Lesson 3 **Assessments**

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	Select assessment activities from below
3 SEL Games	1 hour	Degrees of emotion (30 minutes) pg. 65 in SEL Games Bank Mirror image (30 minutes) pg. 59 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



Assessment activities

Feelings flash cards

SCORING

Unsatisfactory Was unable to guess feelings based on appropriate depictions.

Meets expectations Was able to guess half of feelings based on appropriate partner depictions.

Exceeds expectations Was able to guess all feelings based on appropriate partner depictions.

Assesses: Understand and identify emotions

Resources required: Feeling flash cards from Week 8, Lesson 1 (happy, sad, scared, surprised, angry, proud) | **Preparation required:** Prepare flash cards (from Week 8, Lesson 1)

Time: 15+ minutes | **Arrangement:** Whole group

1. As a class, review the feelings flash cards. Hold up one of the feeling cards (happy, sad, scared, surprised, angry, proud) and the class must demonstrate what that feeling looks like. Go through happy, sad, scared, surprised, angry and proud at least once.
2. Have children get into pairs and discuss how each feeling feels.
3. Call children in pairs. One child should demonstrate the feelings, while the other should guess what they are feeling. They have one minute to guess as many feelings as they can before it switches.
4. Keep track of how many feelings they guess in one minute.
5. This can be repeated as many times as you want, with children finding new partners to play with.



Pass the feeling

SCORING

1 = Unsatisfactory Child cannot come up with a scenario for their feeling.

2 = Needs improvement Child states an inappropriate scenario for their feeling.

3 = Meets expectations Child states an scenario for their feeling that could be inappropriate.

4 = Exceeds expectations Child states an appropriate scenario for their feeling

5 = Exceptional Child quickly states an appropriate scenario for their feeling.

Assesses: Understanding feelings and when they occur

Resources required: Chalk or stick | **Preparation required:** None | **Time:** 10 minutes

Arrangement: Whole group

1. Break class into 3 groups. While other groups are being assessed, have the rest of class do an individual activity, such as drawing a picture of a time when they felt happy.
2. For the children being assessed, have them stand in a circle.
3. Tell them that children will describe how different situations make them feel. The class will pass a piece of chalk around the circle while everyone is clapping to a beat. When you say "Stop!" whoever is holding the chalk will repeat what you say and complete the sentence. You will say "I feel" and then a feeling. For example, you might say "I feel sad when..." The person holding the chalk would then say "I feel sad when people make fun of me."
4. Begin passing the chalk around the circle and clap a beat. Say "Stop!" at different children and use one of the following:
 - I feel happy when...
 - I feel sad when...
 - I feel scared when...
 - I feel surprised when...
 - I feel angry when...
 - I feel proud when...
5. Track which children state appropriate scenarios for their feelings.



Drawing my feelings

SCORING

Needs improvement Child did not draw or drew an irrelevant picture without explanation.

Meets expectations Child drew a picture that accurately depicts physical expressions of a feeling.

Assesses: Understanding feelings | **Resources required:** Paper, markers/pens

Preparation required: None | **Time:** 20 minutes | **Arrangement:** Individual; Pairs; Whole group

1. Allow children a few minutes to draw what it felt like when they had one of the 6 major feelings in the past week.
2. Give each child paper and some markers, crayons or colored pencils.
3. As children finish drawing, pair them up to share their drawings. Tell them to talk about what they were feeling and how it felt.
4. After all children have spoken in pairs for a few minutes, bring the class back together. Guide a discussion with the children about how different feelings felt. Use the following questions as guidelines:
 - How did the different feelings feel?
 - Were some of the feelings good, and others not so good?
 - Did what happened affect which feeling you felt?
 - What similarities and differences did you see between the different feelings?
5. Review the conversation. Highlight that they felt different feelings depending on what was happening around them. Also note that they had some good and some not-so-good feelings. Let them know that you will discuss this more in the next class.



Feeling scenarios

SCORING

1 = Unsatisfactory Child does not actively participate in activity.

2 = Needs improvement Child selects mostly inappropriate feelings and does not provide rationale for why she or he went to that feeling.

3 = Meets expectations Child mostly selects appropriate feelings and provides some rationale for why she or he went to that feeling.

4 = Exceeds expectations Child selects appropriate feelings and provides some rationale for why she or he went to that feeling.

5 = Exceptional Child selects appropriate feelings and provides clear and logical rationale for why she or he went to that feeling.

Assesses: Predicting feelings | **Resources Required:** Feeling cards, tape

Preparation Required: Creating feeling cards (from Week 8, Lesson 1) | **Time:** 15 minutes

Arrangement: Whole group

1. Tape the feeling cards (happy, sad, scared, surprised, angry, proud) around the room.
2. Explain to the children that you will read different scenarios. After you read the scenario, they should think about and predict how they would feel, then stand under the matching feeling card.
3. After you read each scenario, call on a few children to share why they would feel that way. Make sure you are calling on different children each time.
4. Notice if any child begins to act out, or have a strong emotional response. This could be a sign that they need additional assistance.
5. Read the following scenarios:
 - Your favorite food is served for dinner.
 - Your friend takes your favorite toy.
 - You hear noises outside while you are sleeping.
 - Your best friend moves to another place, so you will no longer go to school and play together.
 - You get a very good score on a test.
 - Someone you have not seen in a long time is at your home when you get home from school.
 - Your mother gives you a big hug when you get home.
6. Have all children sit down again. Remind them that each person feels differently in any situation, but they can predict (like they just did) what they are likely to feel in some situations.
7. While they cannot always predict their feelings, it is good to know when they can predict their feelings.



Reframing negative thought patterns

SCORING

Younger children:

Meets expectations

Accurately identified the negative thought patterns.

Needs improvement Did not accurately identify the negative thought patterns.

Older children:

1 = Unsatisfactory Did not correctly identify the negative thought pattern, why it was that thought pattern, nor reframe it appropriately.

2 = Needs improvement Maybe correctly identified the thought pattern, tried to explain why it was that thought pattern, but was incorrect, did not reframe it appropriately.

3 = Meets expectations Correctly identified the thought pattern, tried to explain why it was that thought pattern, but was not fully correct, tried to reframe it.

4 = Exceeds expectations Correctly identified the thought pattern, explained why it was that thought pattern, tried to reframe it.

5 = Exceptional Correctly identified the thought pattern, explained why it was that thought pattern, successfully reframed it for a positive outcome.

Assesses: Ability to understand how negative thought patterns affect and can predict feelings

Resources required: Flipchart, paper and pen | **Preparation required:** (optional) write

"Thought explanations" on pieces of paper for each group. | **Time:** 15 minutes

Arrangement: Individual

1. Explain the instructions, and then break children into 4 groups (or they can do this activity individually if you want to assess them individually).
2. Each group will receive 'thoughts' that correspond to 1 of the 4 negative thought patterns.
3. In their groups they should do the following 3 things. Write this on a flipchart or chalkboard:
 - Determine which type of negative thought pattern it is (Taking it Personally; Blame Game; Negative Nancy; Black and White).
 - Explain why it is that type of negative thought pattern.
 - Discuss and decide as a group how to **reframe** the thought to lead to positive outcomes.
4. Read or distribute (if the children are able to read) the following 'thought explanations'.

TIP > Do not share the answer before the children answer. Create new 'thought explanations' that may be more relevant for your class.

- My sister is angry about what we are having for dinner. It must be my fault because I helped mother prepare it.

Answer: Taking it Personally

- My classmate did not do his half of the project, so we did not get a good grade.

Answer: Blame Game

- I missed the goal in yesterday's football game, I am so bad at football.

Answer: Negative Overload



- I missed the ball when we were playing sports. I am always the worst at everything we do.

Answer: Black and White

5. Pass out paper and markers/pens to each child to write or draw answers to the following:

- Determine which type of negative thought pattern it is (Taking it Personally; Blame Game; Negative Nancy; Black and White).
- Explain why it is that type of negative thought pattern.
- Discuss and decide as a group how to 'reframe' the thought to lead to positive outcomes.

6. Bring the whole class back together.

7. Facilitate a discussion about how to predict and manage feelings based on understanding of negative thought patterns. Use the following questions as guidelines:

- How do negative thought patterns affect our lives and feelings?
- What can we do to avoid negative thought patterns, and have positive thoughts?

Reviewing calming down strategies

SCORING

1 = Unsatisfactory Could not name a calming down strategy.

2 = Needs improvement Could name one calming down strategy.

3 = Meets expectations Could name 2 calming down strategies.

4 = Exceeds expectations Could name 3 calming down strategies.

5 = Exceptional Could name all 4 calming down strategies.

Assesses: Recognizing the calming down strategies

Resources required: Paper, Markers, Controlling Feelings Toolkit (from Week 10, Lesson 1), Pictures of the different tools (from Week 10, Lesson 1) | **Preparation required:** Prepare Controlling Feelings Toolkit and pictures of the different tools (from Week 10, Lesson 1) | **Time:** 25 minutes | **Arrangement:** Individual; Whole group

1. Ask children to write down or draw the 4 calming-down strategies they learned, that are in their Calming Feelings Toolkit.
2. Collect these drawings to assess whether children could name/draw the calming down strategies.



BELLY-BREATHING

1. Show children the picture of belly-breathing. Ask children if they remember when they learned belly-breathing before (in Module 2, for focusing attention).
2. Explain that they will review how to belly-breathe and practice as a class.



3. SAY >

- *Sit up tall, put one hand on your belly and put the other hand out in front of you. Stretch your fingers apart so your hand looks like a star. Each of your fingers will be like a candle.*
 - *Slowly breathe in like you are smelling a flower, for 4 seconds. Then hold that smell in your nose for 2 seconds.*
 - *Breathe out of your mouth for 4 seconds like you are blowing out a candle. When you have used up all of your air, put down one finger. You have blown out the first candle.*
4. Ask the children if they feel their bellies rise into their hands as they breathe in.
 5. Demonstrate with your hand on your belly.
 6. Practice belly-breathing with the children for 5 breaths, so they are 'blowing out all of the candles' (which are their fingers).
 7. Explain that belly-breathing is only one of the strategies they can use.

COUNTING TO 5

1. Ask if any of the children can demonstrate how to count to 5. After they demonstrate, lead the class in slowly counting to 5, taking a breath between each number.
2. Ask children why they think counting to 5 can help to control feelings.
3. Example Answers: It 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.
4. Review children's answers – it allows you to remove yourself from whatever is making you feel a strong feeling. It also gives you time to breath, and think about if it is really worth getting so worked-up about.
5. Ask if they can think of a time when they would use counting to 5.



CALMING OBJECT

1. Explain that when one has strong feelings in a contained place, there might be an object in the room that we know can help to calm down the feelings. Give a personal example – “For example, when I begin to feel anxious, I will hold onto a cold pen. The smoothness helps me to feel calm.”
2. Ask children to quietly think of an object in the classroom that can help them to be calm. Have them look around the room to see what they go to or touch to help calm down.
3. If there is enough space, invite children to walk calmly to their object. If your class is too large to do this, have them sit and think about their object and then share with a partner. Tell children to remember which object in the classroom is their ‘calming object’ so that when they start to have strong feelings they can go there.

HUMMING A TUNE

1. Explain that sometimes strong feelings happen when we are alone. In this situation they can use another strategy. Say that when one is alone and will not distract other people, quietly singing or humming a song can be a way to calm down.
2. Ask children to think of songs that can help keep them calm.
3. Have a few children share the song they would sing or hum to keep calm. If the class knows it, hum/sing along as a class.



Matching strategies and scenarios

SCORING

1 = Unsatisfactory

Did not place any strategies appropriately.

2 = Needs

improvement Placed one strategy appropriately.

3 = Meets expectations

Placed 2 strategies appropriately.

4 = Exceeds

expectations Placed 3 strategies appropriately.

5 = Exceptional

Placed all 4 strategies appropriately.

Assesses: Identify and analyze which strategy is appropriate when

Resources required: Paper, markers/crayons, Pictures of four scenarios, tape

Preparation required: Prepare the four pictures of different scenarios (from Week 10, Lesson 3) | **Time:** 15 minutes | **Arrangement:** Individual; Whole group

1. Tear up pieces of paper into 4 smaller pieces. Give each child 4 small pieces of paper and a marker or crayon.
2. Have children draw 1 of the emotion calming strategies on each of the 4 pieces of paper (belly-breathing; counting to 5; calming object; self-talk or humming quietly). Take 5 minutes to draw a picture of each of the calming strategies. Have them write their name on the back of the strategy drawings.
3. Put up 4 pictures of different scenarios. These scenarios can be based on stressful, day-to-day circumstances that your children might experience. Some examples are, fighting with siblings, having a lot of homework, feeling lonely, seeing something scary.
4. Explain that you have put up 4 different scenarios where children might need to use their feeling control strategies. Tell them the 4 scenarios (for example, fighting with siblings, having a lot of homework, feeling lonely, seeing something scary). Have children walk around to each of the scenarios and stick which feeling control strategy they would use in that situation.
5. After children have placed their strategies, have them sit back down.
6. Review the strategies children have learned by using the Controlling Feelings Toolkit. Ask children to share why they would use different strategies in different scenarios.



DAILY PLANS

Week 12

Competency: Positive Social Skills



Week 12, Lesson 1

What are they feeling?

Competency: Positive Social Skills

Topic: Identifying other people's feelings

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	What are they feeling?
3 SEL Games	1 hour	Degrees of emotion (30 minutes) pg. 65 in SEL Games Bank Make the statue laugh (30 minutes) pg. 81 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL lesson: What are they feeling?

Lesson summary

Competency: Positive Social Skills | **Topic:** Identifying other people's feelings | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 4 | **Week:** 12 | **Lesson:** 1

LEARNING OBJECTIVES

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

- Name and acknowledge feelings of others.
- Use physical, verbal and situation clues to determine what others are feeling.

RESOURCES REQUIRED

None

PREPARATION REQUIRED

None

SENSITIVITY NOTE

Because children are playing a game (Feelings charades), they will have a lot of fun. It is important to monitor if children inappropriately match another child or group of children to an emotion. For example, ethnic minorities, girls, or select children who are often upset may be made fun of and associated with a 'weak'

emotion. If this happens, it is important to put a stop to this immediately and remind the entire class the rules they created to ensure a 'safe space'. It is also important to understand that everyone 'feels' all the emotions at different times.

LESSON OVERVIEW

The lesson begins with the daily intention and a mindfulness activity. Children share how different feelings make them feel ('Feelings' from [Lesson 8.1](#)). The Facilitator leads the children in an activity to recognize feelings in others and different strategies to do so. The class practices these strategies by playing Feelings charades. The Facilitator leads a closing discussion on the difficulty and benefits of reading others' emotions.



Steps to follow

Warm-up

Activity: Mindfulness and review | **Time:** 5 minutes | **Arrangement:** Individual; Whole group

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

“ 2. **SAY** > *Today's daily intention is: **I can identify others' feelings.***

3. Repeat the daily intention slowly.

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

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

“ 6. **SAY** > *Grow your back longer and taller, reaching your head to the sky. Breathe calmly. Continue to breathe slowly for one minute. If you feel comfortable, you can close your eyes and think about the daily intention – **I can identify others' feelings.***

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

TIP > Use these or the culturally adapted feelings that you selected in lesson 8.1.

8. Ask the children how they feel when they are happy? Sad? Scared? Surprised? Angry? Proud?

Example answers:

- *Happy – feel light, smiling, open to others.*
- *Sad – tears, trembling lip, tired, frowning, feels like heart drops.*
- *Scared – sweating, heart racing, tight muscles, moving backwards or desire to retreat.*
- *Surprised – heart racing, lost breath, open eyes/mouth.*
- *Angry – heart racing, clenched jaw/muscles, heat goes to head.*
- *Proud – feels like heart is swelling, calm, standing tall.*

9. Explain that the way they feel when they have a certain feeling can help them understand how other people are feeling.



Present

Activity: Finding feelings in others | **Time:** 5 minutes | **Arrangement:** Whole group

1. Ask children to understand and discuss as a whole group how we can tell what someone else is feeling, if we already know how it feels and looks when we feel different feelings.

Example Answer: They might have the same physical responses; we can look for clues in their bodies, faces, tone of their voice and language.

2. Explain that everyone feels things a little bit differently, but there are some things to look out for. They can look for clues in bodies, faces, tone of their voice and language.
3. Have a volunteer come up and show the class a feeling. Then, as a class, guess what the volunteer is feeling. Repeat with a few volunteers.

Practice

Activity: Situation, body and word clues | **Time:** 8 minutes | **Arrangement:** Whole group

1. Explain that there are 3 different clues used to understand what someone else is feeling.
2. Explain that there are clues in the situation. Tell children (and write on the board) that they should ask themselves – “What is happening and how could it make the person feel?”
3. Explain that there are clues in the person’s body positioning and facial expressions. Tell children (and write on the board) that they should ask themselves – “What does their body positioning represent? Are they smiling? Frowning?”
4. Explain that there are clues in what the person is saying and how they are saying it. Tell children (and write on the board) that they should ask themselves – “What tone are they using? What about the words?”
5. Review with the class the 3 clues that can be used to understand someone else’s feelings. They should remember: situation, body, words.



6. Act out 3 actions for the 3 clues:

- Situation – Act out looking around from left to right and back.
- Body – Act out looking a person up and down.
- Words – Act out listening with your hand to your ear.

7. Review the 3 clues for identifying someone else's feelings and act them out with the whole class multiple times.

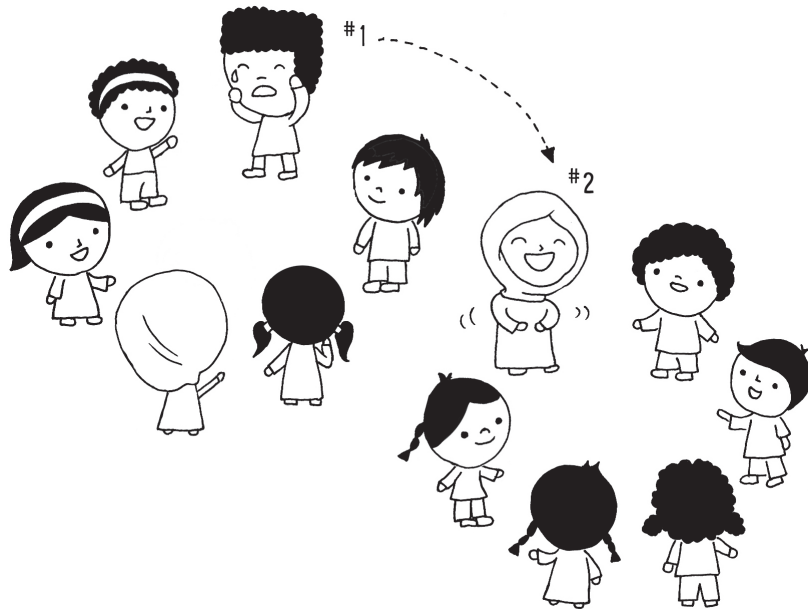
Apply

Activity: Feelings charades | **Time:** 12 minutes | **Arrangement:** Small groups

1. Explain the rules of the game. You will divide the class into 2 teams. Each member of each team will have 30 seconds to act out as many feelings as he or she can think of. His or her teammates must guess what feeling is being acted out. The teams will go back and forth, so one person from each team will get to go one after another.

SENSITIVITY TIP > Walk around and make sure that children are not using this to make fun of others, associating an emotion negatively with one child or a group of children. If this happens, put a stop to it immediately and explain how everyone feels all of these emotions.

SENSITIVITY TIP > In some cultures, it may not be appropriate to have groups of mixed gender, so divide groups by gender if necessary.



2. Divide the class into 2 teams. Give instructions again as needed, and answer questions. Play the game for as long as you can.
3. Finish the game by asking the children how it felt to try and guess their classmates' feelings. Ask if it was challenging, and if so why.



4. Explain that it can be difficult to guess feelings, but the more we observe the situation, body and words around the other person's feelings, the better our guess will be.
5. Review the motions and act them out as a class for observing the situation, body and words, to identify someone else's feelings.
 - Situation – Act out looking around from left to right and back.
 - Body – Act out looking a person up and down.
 - Words – Act out listening with your hand to your ear.
6. Conclude the class by reviewing the daily intention and what they learned today.

Use situation, body and word clues to identify how someone is feeling.

SEL Games

1. Degrees of emotion (30 minutes) pg. 65 in SEL Games Bank
2. Make the statue laugh (30 minutes) pg. 81 in SEL Games Bank



Week 12, Lesson 2

What are they feeling?

Competency: Positive Social Skills

Topic: Identifying other people's feelings

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	What are they feeling?
3 SEL Games	1 hour	Say something nice (30 minutes) pg. 83 in SEL Games Bank Chain-chain (30 minutes) pg. 92 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: What are they feeling?

Lesson summary

Competency: Positive Social Skills | **Topic:** Identifying other people's feelings | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 4 | **Week:** 12 | **Lesson:** 2

LEARNING OBJECTIVES

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

- Name and acknowledge feelings of others.
- Use physical, verbal and situation clues to determine what others are feeling.
- Identify feelings of characters in a story based on the situation and their response.

RESOURCES REQUIRED

- Storybook for 'Mona the Monkey'
- Paper and markers

PREPARATION REQUIRED

Create a storybook for Mona the Monkey (optional)



SENSITIVITY NOTE

The story of Mona the Monkey is about relationships between family members, and the children might think of their own families. Some children may have good relationships with their family members, while others may not. There may be some children that have lost a family member. Be aware of this and respond to children's needs if they become upset.

LESSON OVERVIEW

The Facilitator shares the daily intention and then leads a mindfulness activity. The Facilitator then reads the story Mona the Monkey and asks questions about different feelings the characters have throughout the story. Children draw different feeling scenes from the story and share their drawings with a partner. The Facilitator gives the group homework and reviews the daily intention



Steps to follow

Warm-up

Activity: Shake everything out | **Time:** 3 minutes | **Arrangement:** Individual

SENSITIVITY TIP > If there is a child with a movement disability in your group, you should adjust this exercise.

1. As children walk into the room, have them stand in a circle in the middle of the room.
2. Tell the children that the daily intention will be: ***I can identify other people's feelings.***
3. Explain that you will shake off anything they are thinking about or that is weighing them down. As you give instructions to shake out different body parts, do the motions and encourage all the children to do the same.



4. 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.*
- *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.*
- *Now let's put it all together and shake everything out. Shake your arms, your legs, your head, your hips. Shake your entire body to let go of anything.*
- *Now stand completely still. Stand tall like a tree. Keep your body entirely still. Reach the top of your head upwards, like leaves for the sun. Stand a little bit taller.*

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

5. Have all children sit down in the middle of the class for story time.

Present

Activity: Story time – Mona the Monkey | **Time:** 17 Minutes | **Arrangement:** Whole group

1. Have all children sit in a circle for story time. Act out the story as you are telling it.
2. Begin the story. Explain that you are going to tell them a story about Mona the Monkey:



Mona the Monkey woke up one morning to a loud thump. She jumped out of her bed, her heart racing. Her eyes were wide.

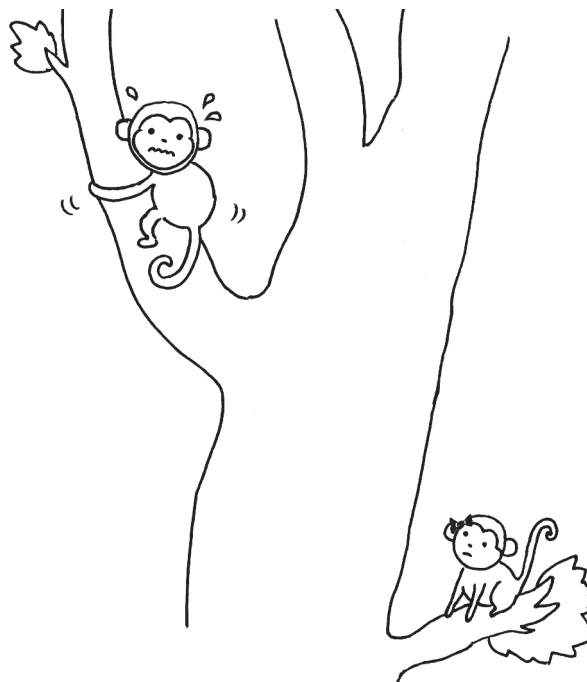


3. Ask children how they think Mona is feeling.

Answer: Surprised

4. Invite children to show what it looks like to be surprised.
5. Continue the story:

Mona was surprised. She was not expecting the loud thump. She looked around and around. Her mama and papa monkey were not around. Mona only saw her little baby brother, Babu, shaking on his favorite branch. Mona could tell that Babu was sweating and his teeth were rattling. He was backing away from the sound.



6. Ask children how they think Babu is feeling.

Answer: Scared

7. Invite children to show what it looks like to be scared.

8. Continue the story:

Babu was scared. He heard rustling from the top of the tree. Mona called to him to come down. He refused because he was so scared. Mona knew what she had to do. She quickly climbed up the tree, gave Babu a big hug and made sure he was okay. Then she put him on her back and carried him down to safety. Mona felt very mature and strong. She smiled and felt like she grew taller.



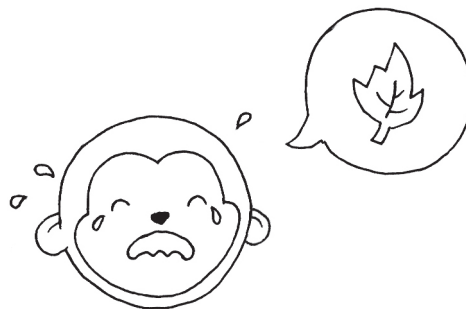
9. Ask children how they think Mona is feeling.

Answer: Proud.

10. Invite children to show what it looks like to be proud.

11. Continue the story:

Mona began to walk quickly away from their tree, with Babu on her back, when she heard Babu begin to cry. He told Mona he forgot his favorite leaf. His lip was trembling and his sobbing increased.



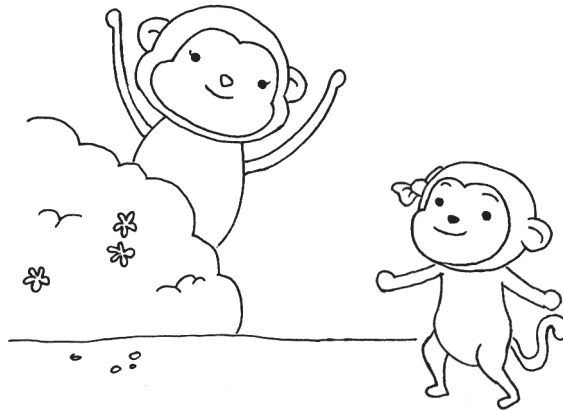
12. Ask children how they think Babu is feeling.

Answer: Sad

13. Invite children to show what it looks like to be sad.

14. Continue the story:

Babu was sad. However, things started to turn around very quickly for Babu and Mona. As Mona ran quicker and quicker away from the home, they heard rustling in the bushes. Mama popped out from the bush. She smiled, her heart rose, she felt light as air and she opened up her arms.



15. Ask children how they think Mama is feeling.

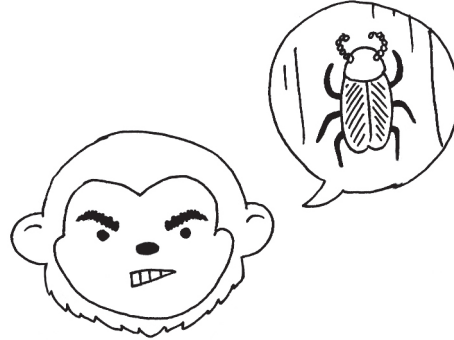
Answer: Happy.

16. Invite children to show what it looks like to be happy.



17. Continue the story:

Mama was so happy to see her children. They came together and had a happy hug. Babu and Mona were happy too. Papa came out of the bushes, with his jaw clenched and his face becoming very hot. He felt like his blood was boiling. He told the family that there were big bugs growing in their favorite tree.



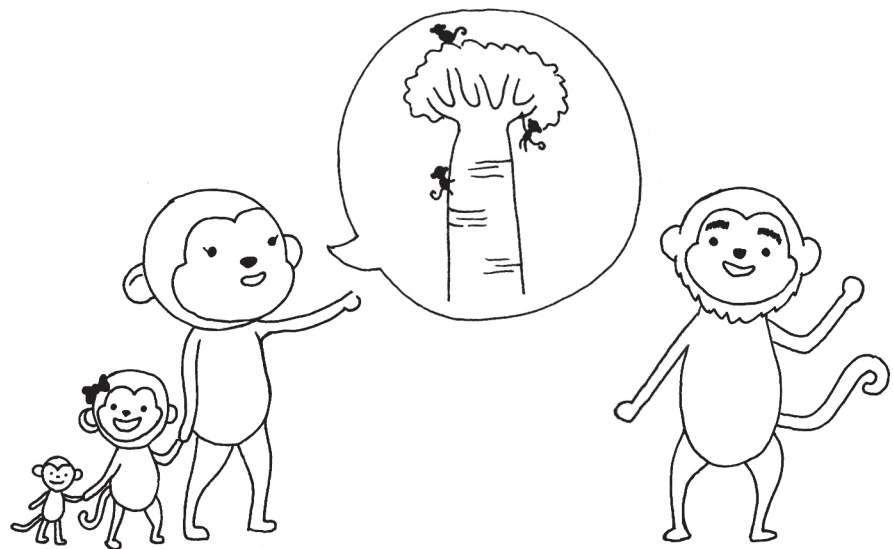
18. Ask children how they think Papa is feeling.

Answer: Angry

19. Invite children to show what it looks like to be angry.

20. Continue the story:

Papa was angry. There were big bugs in the tree his family liked. However, Mama reminded Papa that they had another tree they liked nearby. This tree had lots of leaves and other monkeys nearby for Mona and Babu to play with. Papa agreed that they should go there. They were all happy.



Practice

Activity: Drawing others' feelings | **Time:** 7 minutes | **Arrangement:** Individual

1. Pass out paper and markers.
2. Invite each child to draw one of the scenarios from the story, when one of the characters had a feeling. Ask children to list the names of characters, what they felt, and why they felt it/how they showed it. Write all of their answers on the board or a flipchart.

- Surprise – Mona – she woke up to a loud sound/had wide eyes.
- Scared – Babu – he heard a loud sound/was sweating and pushed up against the tree.
- Proud – Mona – she saved Babu from the tree/she smiled, felt tall and mature.
- Sad – Babu – he lost his favorite leaf/he cried.
- Happy – Mama – she saw her children/she smiled, heart swelled, arms open.
- Angry – Papa – there were big bugs in the tree they liked/jaw clenched and his face was hot.
- Happy – everyone – they found another tree to play in.

SENSITIVITY TIP > If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.

3. When children have finished drawing, ask them to share with a partner.

Apply

Activity: Assign homework and conclude | **Time:** 3 minutes | **Arrangement:** Whole group

1. Assign homework for each child to notice someone else's feelings in a situation. They should come prepared in the next class to talk about how those feelings were the same or different than their feeling in the same situation.
2. Review the daily intention – ***I can identify other people's feelings.***



SEL Games

1. Say something nice (30 minutes) pg. 83 in SEL Games Bank
2. Chain-chain (30 minutes) pg. 92 in SEL Games Bank



Week 12, Lesson 3

What are they feeling?

Competency: Positive Social Skills

Topic: Identifying other people's feelings

SEL Session Plan: 2 hours

1 Parachute Opening	15 minutes	Pg. 17
2 SEL Lesson	30 minutes	What are they feeling?
3 SEL Games	1 hour	Nature art (40 minutes) pg. 85 in SEL Games Bank Balloon tap (20 minutes) pg. 79 in SEL Games Bank
4 Parachute Closing	15 minutes	Pg. 18



SEL Lesson: What are they feeling?

Lesson Summary

Competency: Positive Social Skills | **Topic:** Identifying other people's feelings | **Level:** 6–11 years | **Duration:** 30 minutes

Module: 4 | **Week:** 12 | **Lesson:** 3

LEARNING OBJECTIVES

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

- Name and identify others' feelings.
- Use physical, verbal and situation clues to determine what others are feeling.
- Understand that people can have different feelings about the same situation.

RESOURCES REQUIRED

- Pen/markers
- 'Feelings bingo' cards for all children

PREPARATION REQUIRED

Create 'Feelings bingo' handout for all children (can include faces or just words depending on the children's abilities)

'Feelings bingo'

Happy	Surprised
Sad	Angry
Scared	Proud

SENSITIVITY NOTE

- Because children are playing a game ('Feelings bingo'), they will have a lot of fun. It is important to monitor that children are not making fun of other children, if they have a different feelings about the same scenario.
- Some of the scenarios from the 'Feelings bingo' activity may trigger memories of traumatic events, feelings of loss, and so on. Speak to those children during or after class, depending on the type of response. Be prepared to address their needs with minimal disruption to the class, and make sure you know the appropriate referral pathways in advance. You may also want to talk to the SHLS Leader before class to let them know the potential for needing support and providing care to learners.

LESSON OVERVIEW

The lesson begins with the daily intention and a mindfulness activity. Children review clues to predict others' feelings. Children then play 'Feelings bingo', where children will respond to different scenarios and find a friend who has a different response than them. The Facilitator ends the class with a discussion on the similar and different reactions children had in the game, and reviews the daily intention.



Steps to follow

Warm-up

Activity: Mindfulness | **Time:** 3 minutes | **Arrangement:** Individual

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



2. **SAY** > *Today's daily intention is: **We all have different feelings.***

3. Repeat the daily intention slowly.



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

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



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

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

Present

Activity: Review clues to predict others feelings | **Time:** 5 minutes

Arrangement: Pairs; Whole group

1. Ask children if they remember their homework. It was to notice someone else's feelings in a situation. They should be prepared to talk about how those feelings were the same or different to what they felt in the same situation.

2. Have children turn and talk to the person sitting next to them about the situation, when they had a different feeling. Allow each partner one minute to share his or her situation and the different feelings.

3. After about 2 minutes, bring the whole class back together and invite a few children to share their situation and the different feelings.



4. Conclude this discussion by reviewing that in lots of situations, there can be more than one response and feeling.

Practice

Activity: 'Feelings bingo' | **Time:** 15 minutes | **Arrangement:** Whole group; Pairs

SENSITIVITY TIP >

Remind the class about the safe space, and that children may feel differently about the same scenario. It is important to accept others' feelings about the same scenario.

ADAPTATION >

Adapt these scenarios to fit the community you are working with. In selecting, be aware of your children's lived experiences and do not include a scenario in the games or activities if it is too similar to something that has happened to them.

SENSITIVITY TIP >

In all of the scenarios, it is important to be aware of the experiences of the children and not provide an example that might trigger negative emotions. For example, if you know a child has a brother who is doing illegal business in the market, do not use Scenario 2.

1. Explain that they are going to play 'Feelings bingo'. Each child will get a 'Feelings bingo' card to fill out.
2. Give instructions before handing out the bingo cards.
3. You will read a number of examples of situations that might happen to the children in real life. The children will have 30 seconds to think of how they would feel in each situation. Then they need to find someone who has a different feeling response to their own in the situation.
 - Review the class rules here, and remind them that everyone's feelings are valid. The fun in this game comes in finding that everyone has a different feeling, so they can learn from each other.
4. That person will write their name, or draw their picture, on the 'Feelings bingo' card under the feeling that they would have in that situation.
5. After writing their name on the card, each person will explain to the other why they felt that way. The goal is to try and understand why they would feel differently in the situation. The first person to fill out their entire bingo card wins. When someone fills out their entire card, they should say "Bingo!" so everyone can hear.
6. Pass out 'Feelings bingo' cards to children and a pen/marker.
7. Present the scenarios one-by-one. After each scenario, ask children to think about how they feel and then find someone that feels differently to them, and note their name on the 'Feelings bingo' sheet.



SCENARIO 1

You are late for school one morning, and the teacher says that you cannot attend today and you must go back home.

SCENARIO 2

Your big brother works in the market during the day instead of going to school. One day he comes home with a lot of money, but he will not tell you how he got it.

SCENARIO 3

You and your best friend go out to play one day and find a really interesting object you have never seen before.

SCENARIO 4

It is dark and you have to walk alone from the market back to your home.

SCENARIO 5

You have just come top of your class in a test.

SCENARIO 6

When you get home from school, your mother has prepared your favorite food for you.

SCENARIO 7

On your way to the market, you are running and skipping and playing. And then you see a big snake in your path.

SCENARIO 8

You get to spend all day playing with your friends and your brothers and sisters.

8. Once someone has won, check his or her card. Invite the entire class to clap themselves for playing the game and sit back in their seats.

Apply

Activity: Discussion and review | **Time:** 8 minutes | **Arrangement:** Whole group

1. Lead a discussion based on the following questions:
 - Were you surprised to learn that different people had different feelings in response to the same scenario?
 - How did you understand how the other person felt?
 - Was it difficult for you to relate to the other person's feelings?
2. Ask children if they remember the 3 clues used to identify others' feelings with the class:

Answer: Situation, Body, Words.



3. As they remember each clue, act out the actions as a class:
 - Situation – Act out looking around from left to right and back.
 - Body – Act out looking a person up and down.
 - Words – Act out listening with your hand to your ear.
4. Explain to children that even when using these clues, not everyone has the same emotional response to the same situation. Explain that they can use those clues, but there can be multiple responses to one situation.
5. Review the daily intention – **We all have different feelings** – and anything else they learned this week.

SEL Games

1. Nature art (40 minutes) pg. 85 in SEL Games Bank
2. Balloon tap (20 minutes) pg. 79 in SEL Games Bank



WEEKLY PLANS

Week 13

Competency: Positive Social Skills



Lesson 1

Competency: Positive Social Skills | **Topic:** Understand other people's feelings | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the importance of understanding other people's feelings.
- Demonstrate that people can have different feelings about the same situation.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose mindfulness activity and set a daily intention about being aware of other people's feelings.

PRESENT (10 MINUTES)

- Introduce and discuss the concept of understanding others' feelings. Now that they have learned how to identify others' feelings (Week 12) they can begin to understand the importance of understanding why the person feels the way they do.

- Hold up feelings flash cards (from Week 8) that show expressions, or demonstrate different feelings with your own face and body. Have children guess the feeling, and then give an idea of why someone might feel that way.

PRACTICE (15 MINUTES)

Tell a story or read a book. Every time a character shows a sign of having a feeling, ask the children what that character is feeling and why they might be feeling that way.

APPLY (2 MINUTES)

Review what children have learned and the daily intention.



Lesson 2

Competency: Positive Social Skills | **Topic:** Understand other people's feelings | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the importance of understanding other people's feelings.
- Understand that people can have different feelings about the same situation.
- Demonstrate ability to ask about and understand a peer's feelings.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about accepting different feelings.

PRESENT (10 MINUTES)

- Say situations that are common to your children.
- Have children think to themselves what they would feel in that situation.

SENSITIVITY TIP > When saying the scenarios, it is important to be aware of the experiences of the children and not provide an example that might trigger negative emotions.

- Then have them find someone who has a different feeling to them.

SENSITIVITY TIP > Remind children that they are in a safe space and it is normal for others to feel differently. Be aware of how mixed groups of boys/girls treat each other.

- Have children practice asking and trying to understand, “How do you feel?” “Why do you feel that way?”
- After each round, have the whole class come together.
- Each partner should share their partner's feelings and why they were feeling them.
- Continue for as long as children are interested or until you run out of time.

PRACTICE (15 MINUTES)

- In small groups, children should develop and then perform a role-play based on a single emotion.
- After each presentation, ask children to think how they would feel if they were in that situation. Ask how they would want others to respond.

SENSITIVITY TIP > Support children's examples and ensure that children treat each other with respect.

APPLY (2 MINUTES)

Review what children have learned and the daily intention.



Lesson 3

Competency: Positive Social Skills | **Topic:** Understand other people's feelings | **Level:** 6–11 years

LEARNING OBJECTIVES

- Demonstrate ability to ask about and understand a peer's feelings.
- Demonstrate an understanding of the impact of their own actions on others' feelings.
- Predict how others might feel as a result of their actions, or the actions of someone else.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about how their actions can impact others' feelings.

PRESENT (10 MINUTES)

- Lead a discussion with the children about how their actions affect others, and how what they do can affect how someone else feels.
- Have children think about something that happened that week when someone else's actions made them have an emotional response. Then have the children pair-off and practice asking questions to understand how their partner felt, and also to understand how that person's actions affected their feelings.

SENSITIVITY TIP > *You may need to select pairs for children if there are issues of inequalities among mixed groups or genders. Be prepared to respond if children recall an event that makes them very upset in class.*

PRACTICE (14 MINUTES)

- **Pass the Feeling:** Have the children stand in a circle with a ball. One child will say "When I..." and finish the statement, and then pass the ball to another child who will say "I feel..." and finish the statement. For example, you said "When I take your toy" and the next person says "I feel angry."

SENSITIVITY TIP > *If a child is unable to play the game due to a disability, adjust it accordingly. For example, if there is a physical disability, children can call on each other verbally.*

- Continue around the circle with the ball until all of the children have said a cause and a feeling.

APPLY (3 MINUTES)

- Facilitate a review discussion about how each of their actions in the game can affect others' feelings.
- Review and summarize what children have learned in Week 13.



WEEKLY PLANS

Week 14

Competency: Positive Social Skills



Lesson 1

Competency: Positive Social Skills | **Topic:** Responding to other people's feelings | **Level:** 6–11 years

LEARNING OBJECTIVES

- Respond to the feelings and perspectives of others based on facial expressions and gestures.
- Understand the concept of empathy.
- Demonstrate appropriate empathetic behavior.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about empathy

PRESENT (10 MINUTES)

- Ask children if they are familiar with 'empathy' and then define it – the ability to understand and relate to other people's feelings.
- Present the 4 senses of empathy and include motions for each:
 - Eyes/Sight – Seeing how they are physically responding.
 - Ears/Hearing – Listening to what they are saying.
 - Hands/Touch – When appropriate, hugging or patting someone on the back.
 - Mouth/Speak – Saying kind and encouraging words.

SENSITIVITY TIP > *If there is a child with a disability in your group, you do not need to adjust the activity. You do need to recognize that not all children have all 4 senses, but we do not need all senses to show empathy.*

- Ask children to share how they can use each of the senses to be empathetic.

PRACTICE (12 MINUTES)

- Have children draw or write a situation and how they would use each of the 4 senses of empathy in that situation.
- For example: If someone is sad because they broke their favorite toy, I could **look** – the person is crying; **listen** – the person is saying they do not want to do anything but sit alone; **touch** – give them a hug; **speak** – say I am sorry for their loss and suggest we play with something else they like.

SENSITIVITY TIP > *If a child is unable to draw due to a disability, have them use the 'buddy system' and pair them with another child who can draw with them.*

- In pairs or small groups, children share how they would use the 4 senses of empathy.

APPLY (5 MINUTES)

- As a whole class, repeat the motions for the 4 senses of empathy.
- Review what children have learned and the daily intention.



Lesson 2

Competency: Positive Social Skills | **Topic:** Responding to other people's feelings | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand that different people have different perspectives.
- Demonstrate the ability to take someone else's perspective.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose mindfulness activity and set a daily intention about taking someone else's perspective.

PRESENT (10 MINUTES)

- Define 'perspective taking' – understanding other people's point of view based on their thoughts and feelings.
- Children turn and talk to their neighbor about something that happened to them in the past week that caused a strong feeling, either comfortable or uncomfortable. Partners should practice taking the perspective of their partner who is talking, and use the 4 senses of empathy.

SENSITIVITY TIP > *You may need to select pairs for children if there are issues of inequality among mixed groups or genders. Be prepared to respond if children recall an event that makes them very upset in class.*

PRACTICE (15 MINUTES)

- Tell a story about a common situation between 2 characters, where the characters disagree but both think they are in the right. For example:

Fred the Frog and Betty the Bunny were playing in the woods. Fred the Frog was hopping when Betty the Bunny told him to stop right where he was. He was standing on top of a big gold rock. They were right next to Mrs. Leonora the Lioness's house. Fred the Frog thought Mrs. Leonora the Lioness did not have any gold, so this must have been something magical in nature. Betty the Bunny thought this gold rock must belong to Mrs. Leonora the Lioness, because she had seen her with a similar rock just last week.

- Have the children discuss, in pairs, what they should do. Have one child take the role of Fred the Frog and the other take the role of Betty the Bunny. Then have them switch roles and have the same discussion.
- Bring the class back together and have pairs share their experiences and the decision they came to.
- Lead a discussion about how it felt to take the 2 different roles – taking perspectives.

APPLY (2 MINUTES)

Review what children have learned and the daily intention.



Lesson 3

Competency: Positive Social Skills | **Topic:** Responding to other people's feelings | **Level:** 6–11 years

LEARNING OBJECTIVES

- Determine respectful responses to scenarios.
- Demonstrate respect for the property of others.

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about empathy.

PRESENT (5 MINUTES)

- Class discussion on what it means to respect someone else and their property. Link this discussion to empathy.
- Respect – seeing the value in another person and their thoughts and property, including understanding what belongs to them and how they want that to be treated.
- Children give examples of when someone did not respond to them respectfully or did not respect their property and how it felt.

SENSITIVITY TIP > *There may be issues where children do not feel respected in the community because of their race, ethnic background, gender, or status (displaced persons, refugee). This can be complicated with a mixed group in the SHLS, as it is likely there will be children present from all groups. If this is the case, narrow the activity to just showing respect to others at the SHLS. Here you have more control over how children treat each other.*

PRACTICE (17 MINUTES)

- In small groups, children create and then present small role-plays where one character has one of the uncomfortable feelings (scared, sad, angry) and another character has to respond respectfully to make the situation the best it can be and respect the other child and their property.
- After each scenario, the class gives feedback to the group about how well they demonstrated respectful responses. Ensure that the children phrase their feedback in ways that don't hurt the feelings of others.

APPLY (5 MINUTES)

Review what children have learned throughout the week and the daily intention.



REVIEW AND ASSESSMENT

Week 15

Competency: Emotion Regulation; Brain Building;
Positive Social Skills



Assessment Summary

Competency: Emotion Regulation; Brain Building; Positive Social Skills | **Level:** 6–11 years | **Module:** 4

All lessons should begin with a mindfulness activity that has previously been done (in weeks 2–14)

Assessment weeks are different to instruction weeks. Facilitators should select from the various review and assessment activities below, or review activities from previous modules for which children are still struggling with the learning objectives.

Create and keep a tracking sheet (see sample on page 162) for each child. For each assessment activity, score the child's performance on the scale provided. Example scales include:

- Scale of 1 to 5:
 - 1 = Unsatisfactory
 - 2 = Needs improvement
 - 3 = Meets expectations
 - 4 = Exceeds expectations
 - 5 = Exceptional
- Meets expectations/Needs improvement
- Other scale, as defined in the activity

LEARNING OBJECTIVES

- Name and acknowledge feelings of others.
- Use physical, verbal and situation clues to determine what others are feeling.
- Identify feelings of characters in a story based on the situation and their response.
- Use physical, verbal and situation clues to determine what others are feeling.
- Understand that people can have different feelings about the same situation.
- Demonstrate that people can have different feelings about the same situation.
- Understand the importance of understanding other people's feelings.
- Demonstrate ability to ask about and understand a peer's feelings.
- Demonstrate an understanding of the impact of their own actions on others' feelings.
- Predict how others might feel as a result of their actions, or the actions of someone else.



Assessment activities

Feelings charades

SCORING

1 = Unsatisfactory Named 0

feelings correctly.

2 = Needs improvement

Named 1 feeling.

3 = Meets expectations

Named half of the

feelings correctly.

4 = Exceeds expectations

Named most of the

feelings correctly.

5 = Exceptional Quickly

named all of the feelings

they observed.

Assess: Determining the feelings of others | **Time:** 15 minutes

1. Have each member of each team act out as many feelings as he or she can think of. Team mates must guess what feeling is being acted out.
2. Finish the game by asking the children how it felt to try and guess their classmates' feelings. Ask if it was challenging, and if so why.
3. Review the motions and act them out as a class to observe the Situation, Body and Words to identify someone else's feelings.
 - Situation – Act out looking around from left to right and back.
 - Body – Act out looking a person up and down.
 - Words – Act out listening with your hand to your ear.

Feelings bingo

SCORING

Meets expectations Was able

to identify others' feelings.

Needs improvement

Was unable to identify

others' feelings.

Assess: Identifying different feelings | **Time:** 20 minutes

1. Say situations that might happen to the children in real life and trigger different feelings (happy, sad, angry, scared, surprised, proud; or the appropriate feelings you decided on).
2. Children think of how they would feel in that situation, and express that feeling (for example, smiling if they are happy).
3. Children must find someone who has a different feeling response than them and identify what they are feeling. Children will find their partner's feeling on the 'Feelings bingo' card and fill in that box.
4. The first person to fill out their entire Bingo card wins. When someone fills out their entire card, they should say "Bingo!" so everyone can hear.
5. After someone has won, lead a class discussion about what they learned and how it felt to relate to someone else's feelings.



Feelings role-plays

SCORING

Less Advanced:

Meets expectations

Participated in the role-play and appropriately expressed the feeling.

Needs improvement Did not participate in the role-play or inappropriately expressed the feeling.

Advanced:

1 = Unsatisfactory Did not actively participate in creating and discussing the role-play.

2 = Needs improvement Participated in creating a role-play, but missed key aspects of the feeling and how to respond.

3 = Meets expectations Participated in creating a role-play, but missed some aspects of the feeling and how to respond.

4 = Exceeds expectations Participated in creating a role-play, understood key aspects of the feeling and how to respond.

5 = Exceptional Took a leadership role in creating a role-play that addressed all key aspects of the feeling and how to respond.

Assess: Ability to understand others' feelings. | **Time:** 15 minutes

1. In small groups, children should develop and then perform a role-play based on a single emotion.
2. For more advanced/older children, only give them the emotion (happy, sad, angry, scared, surprised, proud; or the appropriate feelings you decided on).
3. For less advanced/younger children provide them with an emotion and a scenario that would be common and familiar to them.
4. After each presentation, ask children to think how they would feel if they were in that situation. Ask how they would want others to respond.



Pass the feeling

SCORING

1 = Unsatisfactory Did not respond with a feeling.

2 = Needs improvement Responded with an inappropriate feeling.

3 = Meets expectations Responded with a feeling that was related.

4 = Exceeds expectations Responded with an appropriate feeling.

5 = Exceptional Responded quickly with an appropriate feeling.

Assess: Predict how actions impact others' feelings. | **Time:** 15 minutes

1. Have the children stand in a circle. One child will say "When I..." and finish the statement with an action that would cause an emotional response. Then pass the ball to another child who will say "I feel..." and finish the statement. For example, you said "When I take your toy" and the next person says "I feel angry."
2. Continue around the circle with the ball until all of the children have said a cause and a feeling.

Drawing the 4 senses of empathy

SCORING

1 = Unsatisfactory Did not remember the four senses of empathy.

2 = Needs improvement Remembered some of the senses of empathy.

3 = Meets expectations Remembered all of the senses of empathy.

4 = Exceeds expectations Remembered all four senses of empathy and could apply some to real life situations.

5 = Exceptional Remembered all four senses of empathy and could apply all to real life situations.

Assess: Empathy | **Time:** 15 minutes

1. Ask children if they remember the 4 senses of empathy.
 - Eyes/Sight – Seeing how they are physically responding.
 - Ears/Hearing – Listening to what they are saying.
 - Hands/Touch – When appropriate, hugging or patting someone on the back.
 - Mouth/Taste – Saying kind and encouraging words.
2. As a whole class, repeat the motions for the 4 senses of empathy.
3. Have children draw or write a situation and how they would use each of the 4 senses of empathy in that situation.
4. In pairs or small groups, children share how they would use the 4 senses of empathy.



Storytime

SCORING

1 = Unsatisfactory

Did not try to take a character's perspective.

2 = Needs improvement

Tried to take perspective, but still has difficulty in understanding that different perspectives exist.

3 = Meets expectations

Able to understand that different perspectives exist, able to sometimes take perspectives.

4 = Exceeds expectations

Able to adequately take perspectives.

5 = Exceptional

Able to take perspectives and respond empathetically.

Assess: Perspective-taking | **Time:** 15 minutes

1. Tell a story about a common situation between 2 characters, where the characters disagree but both think they are in the right.
2. Have the children discuss, in pairs, what they should do. Have each child take the role of one of the characters. Then have them switch roles and have the same discussion.
3. Bring the class back together and have pairs share their experiences and the decision they came to.
4. Lead a discussion about how it felt to take the 2 different roles and how it felt to take different perspectives.



WEEKLY PLANS

Week 16

Competency: Brain Building, Emotion Regulation,
Positive Social Skills



Lesson 1

Competency: Brain Building, Emotion Regulation, Positive Social Skills | **Topic:** What I say and do affects others | **Level:** 6–11 years

LEARNING OBJECTIVES

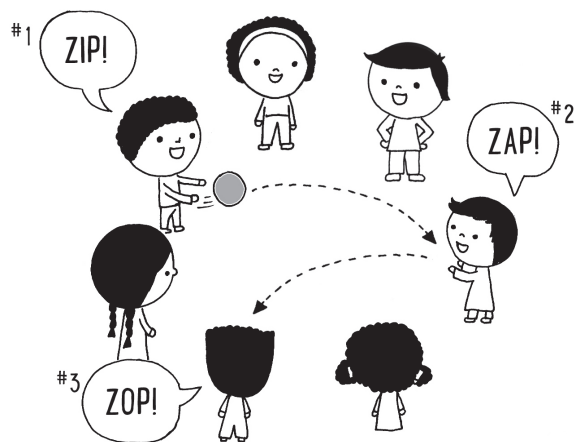
- Understand that every action has a reaction.
- Identify possible positive or negative consequences of behaviors and actions on self and others.

WARM-UP (3 MINUTES)

- Mindfulness activity – Choose a mindfulness activity and set a daily intention about actions and reactions.

PRESENT (10 MINUTES)

- Explain and play “zip-zap-zop”



- One person starts with the ball of energy and passes it to someone else by holding both hands together and pointing in their direction and saying “zip”. That person then points to a third person and says “zap”. The third person says “zop” when they point to a fourth person. Continue passing the ball of energy by passing the “zip” “zap” and “zop” in that order to a new person in the circle each time. When someone makes a mistake, they say “I’m sorry, I made a mistake” and sit down. Suggest to those

that made a mistake that everyone makes mistakes, and it is ok. Sitting down is just part of the game.

- Class discussion on what they do (actions) that cause responses (reactions) in their lives.

SENSITIVITY TIP > When children think about actions and reactions that exist, they may think of negative experiences at home, at school, or in their community. If this happens, be prepared to respond in a supportive manner.

PRACTICE (12 MINUTES)

- Create pairs of ‘actions’ and ‘reactions’ that are common for children.
- Post an action on one child’s forehead (or have them hold the action above their head without looking at it), and the reaction on the other. They ask ‘yes or no’ questions to the rest of the class to guess their action-reaction pair. Continue with the entire class.
- Examples of action/reaction pairs that should be contextualized for your culture:
 - Giving a hug > Feeling loved
 - Hitting > Feeling hurt
 - Saying “I’m sorry” > Forgiveness
 - Sharing your toys > Friendship
 - Going to school > Job as an adult
 - Giving a present to your friend > Friend is happy
 - Listening to a friend > Closer friendship

APPLY (5 MINUTES)

- Think–Pair–Share on how they think their actions affect others and how they can adjust their actions to get better reactions.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Brain Building, Emotion Regulation, Positive Social Skills | **Topic:** What I say and do affects others | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand that every action has a reaction.
- Identify possible positive or negative effects of words on others.

WARM-UP (3 MINUTES)

- Mindfulness activity – Choose a mindfulness activity and set a daily intention about the impact of your words.

PRESENT (7 MINUTES)

- Think–Pair–Share about the impact of words – how different words can cause different reactions.
- Children share back to the class how they think their words affect others.

SENSITIVITY TIP > *Be aware of how words are used to negatively describe others because of race, ethnic background, religion, disability, gender, or status (displaced persons, refugees). Make sure that all children understand how these words are not kind and should not be used.*

PRACTICE (10 MINUTES)

- Provide different common scenarios between two people where one character has the option of saying something that would lead to either a good or bad reaction in the other character.
- Have children come up with different responses to the scenario.

- The whole class can choose to go to a smiley face (😊) or a frowny face (☹️) for how they think the other person in the scenario should respond.

APPLY (10 MINUTES)

- Class discussion on how words can cause different reactions and how children can try to have more positive reactions.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Brain Building, Emotion Regulation, Positive Social Skills | **Topic:** What I say and do affects others | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify possible positive or negative effects of words on others.
- Understand how their actions affect their caregivers.

WARM-UP (3 MINUTES)

- Mindfulness activity – Choose a mindfulness activity and set a daily intention about actions and reactions with caregivers.

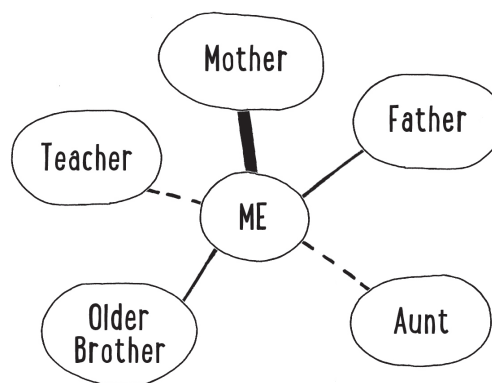
PRESENT (15 MINUTES)

- Describe who might be a caregiver (adult who provides daily care: parent, aunt/uncle, grandparent, older sibling).

SENSITIVITY TIP > Some children may have lost a caregiver, and this exercise may cause them to get upset. If that is the case, do not have children compare their drawings with one another.

Be prepared to handle these feelings with support, and you may need to speak to those children during or after class. Be prepared with referral pathways and to address their needs with minimal disruption to the class

- Children draw their network of caregivers – a circle in the middle that represents the child with circles around that represent caregivers. They should draw lines that represent the type of relationship they have with that caregiver (thick line for a strong relationship, dotted for inconsistent, etc.).



- In pairs, have children share their caregiver maps for similarities and differences.

SENSITIVITY TIP > If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.

PRACTICE (10 MINUTES)

- Have children select one primary caregiver to model.
- State scenarios of different 'actions' the children could have done (for example, forget to do a chore, bring home a nice present for their caregiver, do what the caregiver asks, yell at the caregiver, etc.).
- After each scenario, invite children to walk around and 'react' or act out a motion as the caregiver would respond.
- After completing all scenarios, allow children to share the motions they did. Lead a discussion about the challenges of being their caregiver and how their actions can make it easier for their caregivers.

APPLY (2 MINUTES)

- Review the daily intention and what they have learned this week.



WEEKLY PLANS

Week 17

Competency: Positive Social Skills



Lesson 1

Competency: Positive Social Skills | **Topic:** Responding to accidents | **Level:** 6–11 years

LEARNING OBJECTIVES

- Define an accident.
- Identify what to say when they do something by accident.

WARM-UP (3 MINUTES)

- Mindfulness activity – Choose a mindfulness activity and set a daily intention about what is an accident

PRESENT (10 MINUTES)

- Ask children what they remember learning last week.
- Review what they shared, particularly mentioning that everything we do (actions) has an impact on the people around us (reactions).
- Explain accidents: An accident is something that we do when we do not mean to. Sometimes it is okay and sometimes it has a very big effect on the people around us.
- Give an example that children can relate to. For example, if I am talking to something while I walk, I might accidentally bump into someone else. This might cause them to drop something.
- Explain that an accident can have a different effect on different people. Remind them of the lessons from Week 16, and how their actions have an impact on other people.
- Childs Think–Pair–Share about how one could handle that accident and what the different outcomes would be.

- Have children vote on which is the best outcome and how they got there.

SENSITIVITY TIP > *If a conflict arises between children deciding which is the best outcome, you should be the deciding factor, and you should explain your decision.*

- Highlight that to get the best outcome, the person who made the accident should apologize and accept responsibility for their mistake.

PRACTICE (12 MINUTES)

- All the children sit in a circle for story time.
- Tell a story about a time that someone did something by accident. Have 2 different endings ready – based on how the other person responds to the accident.
- You can tell a story of Leo the Lion and Murray the Mouse, which will be used again in Week 20. Example story:

One night, Leo the Lion became very tired on his journey and fell asleep in a cave that was not his normal cave. During the dark of night, Murray the Mouse went out in search of food. He scampered over Leo the Lion's back and woke him up.

- Pause the story and ask the children who did something by accident. What could the consequences be for Leo the Lion? What could the consequences be for Murray the Mouse?



- Write on the board or a flipchart: "1. Identifying an accident"

Leo the Lion grabbed Murray the Mouse and was ready to hurt him.

- Ask the children what they thought the outcome would be for both Leo and Murray. Ask them how they think Murray the Mouse should respond.
- Explain that Murray the Mouse should apologize to Leo, and explain that it was an accident.

Murray the Mouse said, "I am very sorry. I scampered on your back by accident. Please do not hurt me. I am just a tiny creature and will not disturb you again."

- Ask children how they think Leo the Lion should respond.
- Write on the board: "2. Apologizing and taking responsibility for an accident"

Leo agreed, and for the next 2 days Leo and Murray stayed in the same cave and became friends.

- Ask children what they think of this outcome.
- Write on the board: "3. Accepting an apology for an accident"
- Lead a discussion on the following questions:
 - Why was the outcome so good for Leo and Murray?
 - Who's responsibility was it to make the accident okay?

APPLY (5 MINUTES)

- Review the 3 steps that you wrote on the board. Explain that these are the steps to resolving an accident with the best outcome.
 - Identifying an accident.
 - Apologizing and taking responsibility for an accident.
 - Accepting an apology for an accident.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Positive Social Skills | **Topic:** Responding to accidents | **Level:** 6–11 years

LEARNING OBJECTIVES

- Demonstrate apologizing and admitting an accident.

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about apologizing.

PRESENT (12 MINUTES)

- Ask children if they remember what they learned yesterday. They should remember that when you cause or create an accident, you should apologize and accept responsibility. When someone else does something by accident, you should accept their apology and understand it was not intentional.
- Children brainstorm different ways to identify and apologize for an accident. Examples: I am sorry for... You didn't deserve... I did not mean to... Please forgive me...
- Children turn and talk to the person next to them and practice finishing one of these sentences.
- Place signs in 4 corners of the room that say 'Identify an Accident'; 'Apologize and Accept Responsibility for an Accident'; 'Accept Apology for an Accident'; and 'No Accident' and have corresponding pictures.
- Read out a number of scenarios and have children go to the different corners based on what they think needs to happen next. A person from each group should volunteer to say what needs to be said next.
- Adapt the example scenarios and names below to be relevant for your children:

- Stephen was looking at something in the sky when he bumped into Jamila on the street and she dropped her phone.
- Mary got very angry at her sister and took her favorite dress.
- John and Samuel were playing with a ball. Samuel threw harder than he meant to and the ball went far away.
- While walking to class, Benjamin stepped on Sarah's foot and she screamed in pain. He said, "Sarah, I am sorry, I did not mean to step on your foot. Are you okay?"

PRACTICE (10 MINUTES)

- Pass out small pieces of paper and markers/pens to every child.
- Allow children to write or draw an apology for an accident they caused that affected someone else in the class. Explain that who it is for and who it is from will be anonymous – they do not need to put any names.

SENSITIVITY TIP > If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.

- After the children have all finished writing or drawing, put them up in a corner of the room together. You can call this the Accident Apology Wall.

APPLY (5 MINUTES)

- Conclude by reviewing the daily intention.
- As children walk out, give them a few minutes to look at the Accident Apology Wall.



Lesson 3

Competency: Positive Social Skills | **Topic:** Responding to accidents | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand when something is an accident and how to respond.
- Demonstrate ability to respond to someone else's accident.

WARM-UP (3 MINUTES)

- Mindfulness activity – Choose a mindfulness activity and set a daily intention about responding appropriately to accidents.

PRESENT (7 MINUTES)

- Review what was learned in Lessons 1 and 2.
 - The steps to resolving an accident with the best outcome.
 - Identifying an accident.
 - Apologizing and taking responsibility for an accident.
 - Accepting an apology for an accident.
 - Ways to identify and apologize for an accident (Examples: I am sorry for... You didn't deserve... I did not mean to... Please forgive me...)
- As a class, brainstorm scenarios where accidents occur.

PRACTICE (15 MINUTES)

- In small groups, children prepare their scenarios about responding to an accident, based on the scenarios brainstormed in the step above. They need to include the 3 steps and a productive way to identify and apologize for an accident.
- All groups present their role-plays to the rest of the class.

APPLY (5 MINUTES)

- Lead a discussion about the scenario role-plays based on the questions below:
 - How did it feel to apologize for an accident?
 - How did it feel to accept an apology for an accident?
 - What was easy about the scenario?
 - What was difficult about the scenario?
 - Did you come to the best outcome? How could you have made it better?
- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 18

Competency: Positive Social Skills; Perseverance



Lesson 1

Competency: Positive Social Skills; Perseverance | **Topic:** Building a positive school community | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify family, peer, school and community strengths.
- Understand how people work together to make a strong community.

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about how everyone's individual strengths make a community strong.

PRESENT (7 MINUTES)

- Explain that a community is a group of people that is banded together by where they live or how they interact.
- Introduce the activity by explaining that everyone has different strengths that they contribute to the community.

SENSITIVITY TIP > *In a mixed group of children with different backgrounds, it is important to talk about a larger community and not communities that might have tension or conflict. If conflict does exist, refer to a school community.*

- Children turn and talk to a neighbor, thanking them for one strength that they have that helps them. Provide an example for the class, like saying "Thank you, Sarah, for your helpfulness. It helps me to keep the classroom clean."

PRACTICE (15 MINUTES)

- Explain that today they will make a 'community strengths quilt'. Each child will first draw a picture of one of their strengths that contributes to the classroom or the larger community. They should be able to discuss with peers to get ideas.
- Define the larger community as their families and friends beyond just the school.

ADAPTATION > If fabric is available instead of paper for drawing on, it can be more valuable and durable to have children create a quilt out of fabric.

SENSITIVITY TIP > *If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.*

- After children have finished drawing their personal strengths, they should come together and tape, glue or staple all of their pictures together to show that with all of their strengths, they make the core of the 'community quilt'.
- Children think of someone/something else that is a strength in their community and draw that.

ADAPTATION > If there is not enough time, this second drawing can be done on another day.

- After children have finished drawing their community's strengths, they should come together and tape, glue or staple all of those pictures around the outside of their strengths, to complete the community quilt.



APPLY (5 MINUTES)

- Lead a discussion with children about how all of the community's individual strengths come together.
- Explain that each strength is beautiful on its own, but look how much more beautiful the strengths are when they are all together and how they make something even greater.
- Have the class work together to hang the quilt on the wall.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Positive Social Skills; Perseverance | **Topic:** Building a positive school community | **Level:** 6–11 years

LEARNING OBJECTIVES

- Explain how family members, peers, school personnel and community members can support school success and responsible behavior.
- Identify peer and family supports.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about creating support systems.

PRESENT (12 MINUTES)

- Set up obstacles through the classroom for the trust walk activity.
- Children stand in two lines facing one another to prepare for a trust walk.
- Explain that they will all need to listen closely to directions and participate. This activity only works if everyone works together.

SENSITIVITY TIP > *Children may not be comfortable closing their eyes because of their experiences. Be sensitive to this, and adjust the activity to a trust fall, or something similar.*

It may be culturally inappropriate for boys and girls to work closely together to guide one another. If this is the case, pair children by gender.

- Assign one line as the 'guide' and the other as the 'walker'. The aim is for the guide 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.
- If blindfolds (small pieces of cloth) are available and appropriate, give the 'walkers' blindfolds.
- The guide gives the walker directions to navigate obstacles and reach the other side of the room.
- Once they get to the other side, the partners should switch roles.
- When both partners have played both roles, children open their eyes.
- Lead a discussion on how it felt to trust each other with their eyes closed.
 - Did they trust their partners?
 - How were they able to succeed?
- Explain that it takes trust, and sometimes relying on each other's support, to succeed in school and in life.



PRACTICE (10 MINUTES)

- Children Think–Pair–Share based on the following prompts:
 - *Who is someone in your life that you can trust who will help you to do well in school and life?*
 - *Why will this person help you?*

SENSITIVITY TIP > *If a child feels that they have no one in their life, work with them to think of someone. They should know that you, their Facilitator, are there to support them as well.*

Some children may have lost a caregiver, and this question may cause distress because they think of and miss this family member. You should be prepared to respond appropriately.

- When children share back who will help them and why, ask them to remember similarities among the people whom they trust.
- After all children share, ask children “What do many of the people whom you look to for support have in common?”
- Create a list – if possible written on a flipchart or chalkboard – of the “Traits of the Trusted.”

APPLY (5 MINUTES)

- Children turn and talk about how they can become a ‘Person of Trust’.
- When children share back to the class, they discuss how they can be a Person of Trust for each other.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Positive Social Skills; Perseverance | **Topic:** Building a positive school community | **Level:** 6–11 years

LEARNING OBJECTIVES

- Demonstrate the ability to respect the rights of self and others.
- Identify and perform roles and behaviors that contribute to personal and classroom well-being.

WARM-UP (3 MINUTES)

- Mindfulness activity – Choose a mindfulness activity and set a daily intention about roles and rights in the class.

PRESENT (10 MINUTES)

- Begin by asking if children know what their 'rights' are.
- Explain that rights are the things that everyone should be able to do in order to survive and grow to their fullest – like breathe, eat and sleep.
- As a whole class, brainstorm a list of rights.

SENSITIVITY TIP > *Some children might not have access to the same rights as others because of their background; be careful this activity does not create conflicts.*

PRACTICE (12 MINUTES)

- Divide the group into pairs, and give each pair a 'right' that the class brainstormed.
- Create 2 circles on the ground, using whatever materials are available. Label one 'needs' and one 'wants'.

- Explain that 'needs' are things that are necessary to life; 'wants' are things that are nice to have.
- In their pairs, they should define the 'right' as either a 'need' or a 'want'.
- Then, they should discuss what has to happen for them to gain that 'right'.
- Each pair should present back their 'right' to the whole class and place it in the 'needs' or 'wants' circle.
- Explain that we have some responsibility in making sure that we, and the others around us, are able to achieve these rights.

SENSITIVITY TIP > *This may be uncomfortable or disheartening to children if some have more rights than others. If this is so, you should at least make sure that all children feel they have the same rights in the classroom.*

- Divide the class into small groups and give each group a few 'rights'. The groups should discuss their responsibilities in regard to these rights.

APPLY (5 MINUTES)

- Children review their small group discussions to the whole class.
- Review that we have basic rights, but it is our responsibility to make sure that these are met for us and the larger community.
- Conclude by reviewing the daily intention.



REVIEW AND ASSESSMENT

Week 19

Competency: Emotion Regulation; Brain Building;
Positive Social Skills



Assessment Summary

Competency: Brain Building | **Level:** 6–11 years | **Module:** 5 | **Week:** 19

All lessons should begin with a mindfulness activity that has previously been done (in weeks 2–18)

Assessment weeks are different to instruction weeks. Facilitators should select from the various review and assessment activities below, or review activities from previous modules for which children are still struggling with the learning objectives.

Create and keep a tracking sheet (see sample on page 162) for each child. For each assessment activity, score the child's performance on the scale provided. Example scales include:

- Scale of 1 to 5:
 - 1 = Unsatisfactory
 - 2 = Needs improvement
 - 3 = Meets expectations
 - 4 = Exceeds expectations
 - 5 = Exceptional
- Meets expectations/Needs improvement
- Other scale, as defined in the activity

LEARNING OBJECTIVES

- Understand that every action has a reaction.
- Identify possible positive or negative consequences of behaviors and actions on self and others.
- Identify possible positive or negative affect of words on others.
- Understand how their actions affect their caregivers.
- Identify what to say when they do something by accident.
- Demonstrate apologizing and admitting an accident.
- Identify family, peer, school and community strengths.
- Explain how family members, peers, school personnel and community members can support school success and responsible behavior.
- Demonstrate the ability to respect the rights of self and others.
- Identify and perform roles and behaviors that contribute to personal and classroom well-being.



Assessment activities

Action–reaction

SCORING

Meets expectations

Child is able to guess their action–reaction pair.

Needs improvement

Child is unable to guess their action–reaction pair.

Assess: Ability to understand that every action has a reaction | **Time:** 15 minutes

1. Create pairs of 'actions' and 'reactions' that are familiar to children.
2. Post an action on one child's forehead and the reaction on the other. They ask 'yes or no' questions to the rest of the class to guess their action–reaction pair. Continue with the entire class.

Positive or negative reactions

SCORING

Unsatisfactory Child/pair

is not able to respond to a scenario.

Satisfactory Child/pair demonstrates an appropriate scenario and response.

Exceptional Child/pair demonstrates an appropriate scenario and response that would realistically lead to a positive outcome.

Assess: Understanding positive or negative effects of words on others | **Time:** 15 minutes

1. Provide different common scenarios involving 2 people, in which 1 character could say different things in response to the scenario. The things this character says would have either a good or bad reaction.
2. Have children come up with different responses to the scenario.
3. The whole class can choose to go to a smiley face (😊) or a frowny face (☹️) for how they think the other person in the scenario should respond.
4. Have children, in pairs, come up to the teacher and present a scenario that has a positive response.



Accident responses

SCORING

1 = Unsatisfactory No

scenario responses are correct.

2 = Needs improvement

One scenario response are correct, the rest incorrect.

3 = Meets expectations

Two scenario responses are correct, two are incorrect.

4 = Exceeds expectations

Three scenario responses are correct, one is incorrect.

5 = Exceptional All scenario responses are correct.

Assess: Identify what to say when something happens by accident | **Time:** 10 minutes

1. Place signs in four corners of the room that say 'Identify an Accident'; 'Apologize and Accept Responsibility for an Accident'; 'Accept Apology for an Accident'; and 'No Accident'.
2. Read out a number of scenarios and have children write down "Identify an Accident"; "Apologize and Accept Responsibility for an Accident"; "Accept Apology for an Accident"; or "No Accident" based on what needs to happen next.
3. If children cannot read, place drawings labeled 'Identify an Accident'; 'Apologize and Accept Responsibility for an Accident'; 'Accept Apology for an Accident' and 'No Accident' in the 4 corners of the room. Read these out to the children. They will go to one of the corners based on what they think needs to happen next. One person from each group should volunteer to say what needs to be said next.
4. Adapt the example scenarios and names below to be relevant for your children:
 - Stephen was looking at something in the sky when he bumped into Jamila on the street and she dropped her phone.
 - Mary got very angry at her sister and took her favorite dress.
 - John and Samuel were playing ball. Samuel threw harder than he meant to and the ball went far away.
 - While walking to class, Benjamin stepped on Sarah's foot and she screamed in pain. He said, "Sarah, I am sorry, I did not mean to step on your foot. Are you okay?"
5. Collect the children's responses, or track where they stand for grading.



Accident scenarios

SCORING

1 = Unsatisfactory Scenario does not include the three steps to resolve an accident.

2 = Needs improvement Scenario does identify the accident, but does no more of the steps.

3 = Meets expectations Scenario identifies accident and character takes responsibility, but step three and solution are not shown.

4 = Exceeds expectations Scenario shows all three steps, but no resolution.

5 = Exceptional Scenario shows all three steps and they end with a productive solution.

Assess: Ability to respond to accidents | **Time:** 25 minutes

1. Review the steps to resolving an accident with the best outcome.
 - Identifying an accident
 - Apologizing and taking responsibility for an accident
 - Accepting an apology for an accident
2. Review ways to identify and apologize for an accident

Examples: I am sorry for... You didn't deserve... I did not mean to... Please forgive me...
3. In small groups, children prepare their scenarios about responding to an accident, coming up with scenarios on their own. They need to include the 3 steps and a productive way to identify and apologize for an accident.
4. All groups present their role-plays to the rest of the class.
5. Lead a discussion about the scenario role-plays based on the questions below:
 - How did it feel to apologize for an accident?
 - How did it feel to accept an apology for an accident?
 - What was easy about the scenario?
 - What was difficult about the scenario?
 - Did you come to the best outcome? How could you have made it better?



Compliment circle

SCORING

Meets expectations Child is able to thank a peer for his or her strength that they contribute to the community.

Needs improvement Child is unable to thank a peer for his or her strength.

Assess: Identify family, peer, school and community strengths | **Time:** 10 minutes

1. Introduce the activity by explaining that everyone has different strengths that they contribute to the community.
2. Children turn and talk to a neighbor, thanking them for one strength that they have that helps them. Provide an example for the class, like saying “Thank you, Sarah, for your helpfulness. It helps me to keep the classroom clean.”
3. Children then write down one of their own strengths (or, if they cannot write, they can come up and say it to the teacher) that they are thankful for in the class.

Traits of the trusted

SCORING

1 = Unsatisfactory Responds to all traits incorrectly.

2 = Needs improvement Makes 3 or more mistakes in identifying trusting traits.

3 = Meets expectations Makes 2 mistakes in identifying trusting traits.

4 = Exceeds expectations Makes 1 mistake in identifying trusting traits.

5 = Exceptional Responds to all traits correctly.

Assess: Identify peer and family supports | **Time:** 15 minutes

1. Children Think–Pair–Share based on the following prompts: Who is someone in your life that you can trust, who will help you to do well in school and life? Why will this person help you?
2. When children share back who will help them and why, ask them to remember similarities among the people whom they trust.
3. After all children share, ask “What do many of the people who you look to for support have in common?”
4. Create a list – if possible written on a flipchart or chalkboard – of the ‘Traits of the Trusted’.
5. Using the list of the ‘Traits of the Trusted’, do a ‘Thumbs up’ exercise.
6. All children should put their heads down, but have one hand out.
7. Read out several traits, some that are listed on the ‘Traits of the Trusted’ and others that are not included. For example, include some negative traits like, ‘tells secrets’ or ‘hits his or her friends’.
8. Have children put their thumbs up, if they should trust that trait, or thumbs down if they should not. If children have pens and paper, have them write a check mark on a paper to log their responses.
9. Collect the children’s responses for grading.



WEEKLY PLANS

Week 20

Competency: Positive Social Skills



Lesson 1

Competency: Positive Social Skills | **Topic:** Who is a friend? | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the importance of friendships.
- Identify one's friends.
- Identify traits that make one a friend.

PREPARE (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about the importance of friendship.

PRESENT (12 MINUTES)

- Have children stand up or sit down if they agree or disagree with a statement about qualities of a friend. For example: I am a good friend; I care about my friends; I help my friends. I am nice to new people; I want to feel welcome when I am in a new situation; I respect my friends; I listen to my friends.

SENSITIVITY TIP > *If a child is relatively new to the SHLS, or part of a minority group, this activity might cause them to get upset. Make sure to recognize these children and pair them with other children that are welcoming.*

- Children do a Think–Pair–Share about why friends are important.

PRACTICE (8 MINUTES)

Children draw someone who is their friend; including drawing what it is they like about them.

SENSITIVITY TIP > *If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.*

APPLY (7 MINUTES)

- Based on their drawings, each child completes the sentence "A friend is..."
- Summarize children's responses and create a definition of 'friend'.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Positive Social Skills | **Topic:** Who is a friend? | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify traits that make one a friend.
- Identify one's friends.
- Understand the importance of friendships and how they create a sense of belonging and support.
- Understand the web of friendship that supports one.

PREPARE (3 MINUTES)

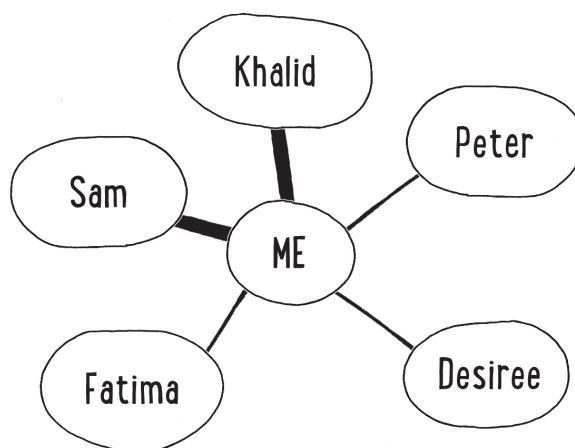
Mindfulness Activity – Choose mindfulness activity & set a daily intention about peer networks.

PRESENT (5 MINUTES)

- Lead a class discussion on how some relationships are good, some are bad and some are complicated.
- Children share different examples of good relationships in their lives.

PRACTICE (12 MINUTES)

- Children draw a friendship map, with a circle for themselves in the center surrounded by various peer relationships of varying degrees of closeness.
- 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.



APPLY (10 MINUTES)

- Allow children to share their social maps in pairs using the following questions as guidance:
 - How did it feel to make your social map?
 - What did you discover about your relationships?
 - How can you work to improve the relationships that are not strong and positive?
- Pairs come back together and share what they found in their social maps.

SENSITIVITY TIP > Some children may feel like they have no friends, and this activity may make them think about caregivers and others they have lost, which can trigger negative emotions. Also, this activity could be viewed by some children as a competition, 'I have more friends than you.' It is important to monitor their participation closely, be supportive and prepared to speak with children during or after class if necessary.

- Conclude by reviewing the daily intention.



Lesson 3

Competency: Positive Social Skills | **Topic:** Who is a friend? | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the importance of friendships and how they create a sense of belonging and support.
- Understand that friendships need to be maintained.

PREPARE (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about what makes a friend.

PRESENT (10 MINUTES)

- Tell or read a story about a friendship. Adapt this to your context.
- Ask children if they remember the story of Leo the Lion and Murray the Mouse.
- Example story:

One day, Leo the Lion was sleeping. Murray the Mouse accidentally scampered over his back and woke him. Leo the Lion grabbed him and was ready to kill him, when Murray the Mouse said, "Please do not hurt me, I am just a tiny creature and will not disturb you again." Leo agreed, and for the next 2 days Leo and Murray stayed in the same cave and became friends. One day, Leo was walking around and got a thorn in his foot. Luckily, when he roared, Murray the Mouse heard him and came to his rescue to pull out the thorn using his tiny paws. Leo the Lion was very thankful and glad that he had decided to make Murray his friend instead of hurt him.

- Discuss the importance of friendship. Ask children to explain how friends, even those who are unexpected, can make a big impact on your life.

PRACTICE (10 MINUTES)

- Create flowers with multiple petals out of paper, or have children create flowers (or another shape that has multiple sides) out of paper.
- In groups, have children decide on traits of friendship and write them on the petals.

SENSITIVITY TIP > *If a child is unable to participate due to a disability, use the 'buddy system' and pair them with another child who can make flowers with them.*

APPLY (7 MINUTES)

- With the full class, explain that friendships are like flowers, and they need water, sunlight and attention.
- Children brainstorm ways that they can make their friendship flowers grow bigger.
- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 21

Competency: Positive Social Skills



Lesson 1

Competency: Positive Social Skills | **Topic:** Making friends | **Level:** 6–11 years

LEARNING OBJECTIVES

- Demonstrate welcoming and inviting behavior (which can change someone's behavior).
- Demonstrate how to invite someone to play in response to scenarios.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about making new friends.

PRESENT (7 MINUTES)

- Discuss how everyone has the same needs, so we treat everyone as we want to be treated. Link it back to the moral of the story with Leo the Lion and Murray the Mouse (Week 20, lesson 3).
- Discuss how sometimes it can be difficult to make friends with someone new.
- Ask children for ideas on how they can invite a new person to play.

PRACTICE (15 MINUTES)

- Act out role-plays in groups.
- One child will play a new class member. The other group members will play existing members of the class.
- The new class member will try to make new friends with the other members. The rest of the group will be very friendly and welcoming of the new class member.

APPLY (5 MINUTES)

- As a full class, lead a discussion:
 - How did it feel to be the new child?
 - How did it feel to be nice to the new child?
 - How would it have been different if they had been unfriendly to the new child?
- Conclude that if they were unfriendly, they would have missed the opportunity to be friends with the new children because they were not friendly. Being mean makes everyone feel bad.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Positive Social Skills | **Topic:** Making friends | **Level:** 6–11 years

LEARNING OBJECTIVES

- Begin to enter play and conversation appropriately.
- Understand why it is important to invite others to play.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about friendly conversation.

PRESENT (10 MINUTES)

- Teach the 3 Cs for friendly conversation and play:
 - Commence
 - Continue
 - Conclude
- Commence: find a friendly way to start the conversation, choose something you like about the other person to comment on or ask them a friendly question, like “How are you?”

ADAPTATION > Change this to a greeting that is appropriate in your context.

- Continue: Listen carefully, ask follow up questions, be respectful of thoughts and opinions.

- Conclude: Wait for a time when the conversation has come to a lull. End the conversation politely on a positive note. For example, “It was great to play with you, but I unfortunately have to go. See you tomorrow!”

ADAPTATION > Change this phrase to an appropriate way of ending a conversation in your context.

- Ask children to share examples of each step.

PRACTICE (12 MINUTES)

- Allow children a few minutes to brainstorm questions they could ask a new person. If they can write, have them write their responses down, otherwise allow them to draw anything that reminds them of the questions.
- Break the class into pairs. Allow each child to ‘guide’ the conversation with the questions they brainstormed for 3 minutes, and then switch.
- Bring the whole class back together to share what they learned about each other.
- Discuss how it felt to listen and ask questions following the 3 Cs conversation.

APPLY (5 MINUTES)

- Assign homework for children to try using the 3 Cs (Commencing, Continuing and Concluding) in a real-life conversation.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Positive Social Skills | **Topic:** Making friends | **Level:** 6–11 years

LEARNING OBJECTIVES

- Begin to enter play appropriately.
- Engage in play with others.
- Establish and maintain friendships.

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about playing with others.

PRESENT (10 MINUTES)

- Children do a Think–Pair–Share about what they learned when they used the 3 Cs in real life.
- Ask children to share appropriate ways for them to join others in playing.

Examples answers: Ask nicely to join, ask when they will be done with that toy, ask if another person could be part of the game, say that they would like to join.

- Ask children to share appropriate ways for them to invite others to play with them.

Example answers: Ask if they want to join, say that it would be fun if they joined, say there is still space for another player. If there is not space for another player, make a plan for how the child can participate.

PRACTICE (12 MINUTES)

- Break the class into small groups, and then divide those groups in half.
- Half of the group will select a game to play. The other half will ask to join.
- After 5 minutes of playing the game, switch which group is playing and which group has to join play.

APPLY (5 MINUTES)

- As a whole class, discuss how it felt to include others who were not initially part of the game.
- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 22

Competency: Positive Social Skills



Lesson 1

Competency: Positive Social Skills | **Topic:** Maintaining friendships | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand what is needed to maintain a friendship.
- Demonstrate the ability to thank another person.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about what it takes to maintain friendships.

PRESENT (10 MINUTES)

- Create a recipe for friendship by brainstorming as a class what ‘ingredients’ are needed to maintain a friendship. For example, trust, listening, enjoying each other’s company, loyalty, generosity, and so on.



RECIPE

Ingredients	Steps
-	1.
-	2.
-	3.

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

PRACTICE (12 MINUTES)

- In small groups, have children decide how to combine the ingredients, like a recipe, to make (or ‘bake’) good friendship. For example: stir together love and kindness, add a pinch of laughter.
- Provide each group with a flipchart or large piece of paper so they can draw out their recipe together.

SENSITIVITY TIP > If a child is unable to draw due to a disability, use the ‘buddy system’ and pair them with another child who can draw with them.

- Bring the groups back together and have each group share their recipe so they can share a friendship feast.

APPLY (5 MINUTES)

- Children turn to their neighbor and thank them for one of the ingredients or steps of the friendship recipe.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Positive Social Skills | **Topic:** Maintaining friendships | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify and demonstrate ways to show compassion and empathy for others, including listening, helping and saying kind words.
- Describe positive qualities in others.

WARM-UP (3 MINUTES)

- As children walk into class say something nice to each one of them. Make sure not to miss anyone.
- Mindfulness activity – Choose a mindfulness activity and set a daily intention about saying positive things about others to maintain friendships.

PRESENT (12 MINUTES)

- Review the recipes for friendship from Lesson 1.
- Ask children how it feels when people say nice things about them.
- Ask children how it feels to say nice things about other people.
- Discuss why it is important to be able to say nice things about their friends.

SENSITIVITY TIP > *This discussion may upset some children who are new or do not have many friends. Be aware of these children and facilitate the discussion in a supportive manner – not singling any of these children out.*

PRACTICE (10 MINUTES)

- Children stand (or sit) in a circle for the 'compliment circle'.
- The first person will toss a ball to someone else in the circle and give them a compliment. Continue until everyone has received the ball and a compliment.
- After one round, reverse the direction of the ball, and the direction of the compliments.

SENSITIVITY TIP > *If a child is unable to play the game due to a disability, adjust it accordingly. For example, if there is a physical disability, children can call on each other verbally.*

ADAPTATION > Pass the ball in the circle and when it is dropped, the 2 children who dropped the ball come to the center, compliment one another and then are out.

APPLY (5 MINUTES)

- Discuss how it felt to give and receive compliments in the activity.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Positive Social Skills | **Topic:** Maintaining friendships | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify and demonstrate ways to show compassion and empathy for others including listening, helping and saying kind words.
- Understand the importance of responding to their friends' needs.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about responding to the needs of friends.

PRESENT (5 MINUTES)

- Review the recipes for friendship from Lesson 1.
- Discuss the importance of responding to your friends' needs and supporting one another.

PRACTICE (17 MINUTES)

- Each child says their favorite animal. All children act out being that animal.
- Then in small groups, they have to create a role-play where their favorite animals are friends, making sure they include responding to each other's needs and supporting one another.
- All groups present back their role-plays to the class.

APPLY (5 MINUTES)

- Discuss each role-play, based on the following questions:
 - How were animals able to be friends?
 - What did they have to do to maintain their friendship?
 - How did you make sure to respond to each other's needs and support one another?
- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 23

Competency: Positive Social Skills



Lesson 1

Competency: Positive Social Skills | **Topic:** Cooperation and teamwork | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the importance of cooperation and teamwork.
- Demonstrate ability to work with others.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about the importance of cooperating.

PRESENT (15 MINUTES)

- Children tap a large soft ball up towards the sky. The aim of the game is to keep the ball in the air. This activity can be done as a whole group or in small groups.
- Children count together the number of taps they can get before the ball drops. No child is allowed to hit the ball again until every player has hit the ball once.
- After children have played for a few minutes, lead a discussion about how they got the most points (answer: by working together). Notice if they used any strategies and address them in the conversation.
- Conclude the discussion by creating a list of ways to cooperate.

SENSITIVITY TIP > *This activity may result in slight physical contact between children. If it is inappropriate for girls and boys to have such contact, divide the class or groups by gender and play 2 games, one after another.*

Children may get frustrated with each other if a child messes up a record-breaking score. Monitor this communication and make sure that children are being supportive and working together.

If there is a child with a physical disability in your group, you should adjust this exercise appropriately.

PRACTICE (7 MINUTES)

- Break the class into groups and give each group large papers/flipcharts and markers.
- Assign different scenes of any kind (or let them choose, based on the maturity of the children) that they have to draw as a group. Some examples of scenes could include a home, a playground, and so on.

SENSITIVITY TIP > *If a child is unable to draw due to a disability, have them use the buddy system and pair them with another child who can draw with them.*

APPLY (5 MINUTES)

- Discuss how it felt to work as a group to draw a picture, based on the following questions:
 - What did you like about drawing as a group?
 - What was challenging about drawing as a group?
 - What skills did you need to use to create a drawing?
 - Which ways of cooperating did you use?
 - How will this relate to your life outside of this activity?
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Positive Social Skills | **Topic:** Cooperation and teamwork | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the different roles of a group
- Demonstrate the ability to work with others

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about different roles to accomplish a task.

PRESENT (10 MINUTES)

- Explain that to accomplish a task as a group, people fill different roles. For example, a leader, a time keeper, a conflict mediator.
- In small groups, select a task that can only be achieved by a group. Brainstorm different roles to achieve that task.
- Each group presents back their list of roles to achieve a task.

PRACTICE (12 MINUTES)

- Create 'human knots'.
- In small groups, each child holds the hands of 2 different children. This will make the whole group into a human knot. The objective is to be the fastest group to untangle their knot so no arms are crossed without letting go of hands.
- If there is time for a second round, do not allow the groups to speak, but go through the full human knot again.

SENSITIVITY TIP > *If it is inappropriate to have mixed groups of boys and girls, separate the groups by gender.*

APPLY (5 MINUTES)

- As a whole class, lead a discussion based on the following questions:
 - What roles came up in your groups?
 - Which time was more challenging, when you could speak or when you could not? Why?
 - How do these roles and challenges relate to your life outside of this activity?
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Positive Social Skills | **Topic:** Cooperation and teamwork | **Level:** 6–11 years

LEARNING OBJECTIVES

Demonstrate ways to negotiate and compromise.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about the power of compromising.

PRESENT (15 MINUTES)

- Tell the class that as a whole group, they have to decide what game to play among themselves. Some example games are: jump rope, ball-toss, hand dances, hide and seek.
- Allow the group a few minutes to discuss and select a game, then play that game for 1–2 minutes.
- After playing the game, ask the class how they decided which game to play.
- Explain that sometimes, they have to compromise to get the best outcome.
- Ask children if they have heard of compromise. Define it for them as when 2 people want different things, they accept something less than what they wanted.
- Ask children for an example of a common situation where they have to compromise.
- Brainstorm ways to negotiate a compromise in that situation.

PRACTICE (7 MINUTES)

- In pairs, children practice their negotiation skills to achieve a task in which each has a different goal. For example: Assign one partner to 'want to go to the left side of the room', walking on all fours' (hands and knees) or sideways. The other partner is assigned 'wanting to walk backwards to the front of the class'.
- Allow the pairs a few minutes to negotiate and see where they end up.

SENSITIVITY TIP > *Monitor the pairs and make sure that they are communicating and negotiating respectfully. If they are not, remind them that it is still important to be nice during a compromise.*

- Stop them where they end up to have a class discussion.

APPLY (5 MINUTES)

- Ask children how it felt to have to compromise when they had different needs/wants.
- Ask what strategies they used to compromise, what the outcome was, and whether both parties were satisfied?
- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 24

Competency: Positive Social Skills; Conflict Resolution



Lesson 1

Competency: Positive Social Skills; Conflict Resolution | **Topic:** Bullying | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify bullies and bullying behavior.
- Understand and demonstrate steps to take to handle bullies.
- Demonstrate steps to prevent oneself from unintentionally bullying others.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about the challenges of bullying.

PRESENT (15 MINUTES)

- Tell a short story about a child who is bullied by another child. For example, the plot could be that every day a bigger boy comes and pushes a smaller boy on the playground.

SENSITIVITY TIP > *Make sure that the story is not similar to an experience of one of your children as this could inappropriately single them out and cause tension and distress.*

ADAPT > Adapt the story so it is appropriate for your local context.

- Ask children how they think the bullied child felt. How do they think the bully felt? Why do they think bullying was happening?
- Define 'bullying' for the class – it is being mean to someone for no real reason.
- Note that bullying can happen on purpose or by accident. Provide an example of each.

- In small groups, brainstorm different types of bullying. For example, pulling hair, stealing something that person needs, calling names, pushing, and so on.
- Come back as a full class to share the different types of bullying.
- Write this somewhere so that it can be used later in the week.

SENSITIVITY TIP > *Some children may be currently bullied their classmates or others outside of class. It is important to assure the children that this is a safe space. It might be helpful to go over any class rules related to a safe space before beginning this activity.*

PRACTICE (7 MINUTES)

- Ask children to think of how they can determine if they are bullying.
- Brainstorm a list of questions, their 'anti-bully checklist' to ask themselves to check if they are bullying. For example, the list could include questions like "Are my actions hurting anyone else?", "Would I want someone to do this to me?", "Am I trying to control someone?"
- In pairs, have children brainstorm asking themselves the 'anti-bully checklist' questions to make sure they are not bullying.

APPLY (5 MINUTES)

- Have children switch partners and discuss with their partner how it felt to ask themselves the anti-bully checklist questions.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Positive Social Skills; Conflict Resolution | **Topic:** Bullying | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify bullies and bullying behavior.
- Develop and demonstrate skills to recognize and handle bullies.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about standing up for what is right.

PRESENT (7 MINUTES)

- Review what was learned in Lesson 1 about bullying.
- Present the idea of different ways to prevent and address bullying that protects the person who is being bullied. For example, asking for an adult's help.
- In small groups, brainstorm different ways to address bullying. Contextualize these examples to be appropriate for your children's community like asking for an adult's help, avoiding the bully, standing up to the bully and saying 'no'.
- Come back as a full class to share the different ways to address bullying.
- Write this somewhere that it can be used later in the class.

PRACTICE (15 MINUTES)

- In small groups, children prepare role-plays using one of the bullying scenarios that they brainstormed in Lesson 1 and one of the ways of addressing bullying that they brainstormed earlier in this session.
- Small groups present their role-plays to the class.

SENSITIVITY TIP > *Make sure that children do not use this as an opportunity to tease others. It is important to stop this immediately and remind children that this is a safe space. It might be helpful to go over any class rules related to a safe space before beginning this activity.*

APPLY (5 MINUTES)

- Children discuss how it felt to role-play the ways to address bullying. Use the following questions for guidance:
 - What was the outcome when different ways of addressing bullying were used?
 - Which were most effective?
 - Why do you think these were effective?
 - How can you use these strategies in your life?
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Positive Social Skills; Conflict Resolution | **Topic:** Bullying | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify how others influence your behaviors and decisions.
- Recognize situations and strategies for avoiding negative peer influence.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about standing true to your morals, despite peer influence.

PRESENT (10 MINUTES)

- Have children stand in a circle, say their own name and a positive trait about themselves that starts with the same letter as their name. For example, “Smart Samer.” Everyone else says “Hi Smart Samer.” Continue through the whole circle.
- Explain that it is good to think good things about yourself, but peers can make you act differently. Link it back to the activity they just played – have children think to themselves how the word they added before their name would change if someone was telling them to do something else. Explain that this influence of your peers can make you do mean things, like bullying.
- Brainstorm as a whole class ways to avoid the negative peer influence. Define ‘negative peer influence’ as the impact that your friends and siblings have to make you do things you would not want to do. For example, saying ‘no’, asking for an adult’s help, suggesting an alternative.

PRACTICE (12 MINUTES)

- Have each child think silently to themselves about a time when they acted differently (in a bad way) because of someone else’s influence.
- Pass out paper and markers to all children.
- Have them draw 2 cartoons – one representing the way it happened, and the other the way they should have acted to avoid the negative peer influence.

SENSITIVITY TIP > *Some children may remember a time that a fellow child had a negative influence on their behavior. It is important to ensure the children that this is a safe space. If any children begin to fight or say mean things to one another, end the activity immediately.*

SENSITIVITY TIP > *If a child is unable to draw due to a disability, use the ‘buddy system’ and pair them with another child who can draw with them.*

APPLY (5 MINUTES)

- Have children share their drawing with a partner and then share back to the whole class how they would have avoided the negative peer influence.
- Conclude by reviewing the daily intention.



REVIEW AND ASSESSMENT

Week 25

Competency: Emotion Regulation; Brain Building;
Positive Social Skills



Assessment Summary

Competency: Emotion Regulation; Brain Building; Positive Social Skills | **Level:** 6–11 years | **Module:** 6

All lessons should begin with a mindfulness activity that has previously been done (weeks 2–24)

Assessment weeks are different to instruction weeks. Facilitators should select from the various review and assessment activities below, or review activities for learning objectives from previous modules for which children are still struggling with. Each review/assessment activity has a specific duration/time and an intended learning outcome.

Create and keep a tracking sheet (see sample on [Page 162](#)) for each child. For each assessment activity, score the child's performance on the scale provided. Example scales include:

- Scale of 1 to 5:
 - 1 = Unsatisfactory
 - 2 = Needs improvement
 - 3 = Meets expectations
 - 4 = Exceeds expectations
 - 5 = Exceptional
- Meets expectations/Needs improvement
- Other scale, as defined in the activity

LEARNING OBJECTIVES

- Understand the importance of friendships and how they create a sense of belonging and support.
- Identify traits that make one a friend.
- Identify one's friends.
- Demonstrate welcoming and inviting behavior (which can change someone's behavior).
- Demonstrate how to invite someone to play in response to scenarios.
- Begin to enter play appropriately.
- Engage in play with others.
- Establish and maintain friendships.
- Describe positive qualities in others.
- Identify and demonstrate ways to show compassion and empathy for others including listening, helping and saying kind words.
- Demonstrate ability to work with others.
- Understand the different roles of a group.
- Demonstrate ways to negotiate and compromise.
- Develop and demonstrate skills to recognize and handle bullies.
- Identify how others influence your behaviors and decisions.



Assessment activities

Drawing your friend

SCORING

1 = Unsatisfactory Does not draw a positive image of a friend.

2 = Needs improvement Draws a picture, but cannot articulate what is a friend.

3 = Meets expectations Draws a friend, and says that they like their friend.

4 = Exceeds expectations Draws a friend demonstrating positive traits and articulates what they like.

5 = Exceptional Draws a friend demonstrating positive traits and articulates what they like and how it makes them a good friend.

Assess: Understand the importance of friendships | **Time:** 15 minutes

1. Children draw someone who is their friend; including drawing what it is they like about them.
2. Based on their drawings, each child completes the sentence “A friend is...”

SENSITIVITY TIP > Be aware that children may draw some inappropriate traits of a friend. If this happens, address this with the child after class or while the rest of the students are busy with an activity.

What are a friend's traits?

SCORING

1 = Unsatisfactory Answers 0 or 1 correctly.

2 = Needs improvement Answers 2 correctly.

3 = Meets expectations Answers 3 correctly.

4 = Exceeds expectations Answers 4 correctly.

5 = Exceptional Answers all correctly.

Assess: Identify traits of a friend | **Time:** 15 minutes

1. Have children put their thumbs up or thumbs down (or write on a piece of paper – this will be easier to grade) if they agree or disagree with a statement about qualities of a friend. For example:
 - Friends care about each other.
 - Friends help each other.
 - Friends are nice to each other.
 - Friends respect each other.
 - Friends listen to each other.
2. Have a child from each side (agree/disagree) explain why they agree or disagree.



Friendship flowers

SCORING

1 = Unsatisfactory Creates a flower with inappropriate traits or does not participate.

2 = Needs improvement Creates a flower with mostly inappropriate traits.

3 = Meets expectations Creates a flower with mostly appropriate traits.

4 = Exceeds expectations Creates a flower with appropriate traits.

5 = Exceptional Creates a flower with all appropriate traits.

Assess: Understand that friendships need to be maintained | **Time:** 15 minutes

1. Create flowers with multiple petals out of paper, or have older children create their own flowers out of paper.
2. Children individually decide on traits of friendship and write them on the petals.
3. With the full class, explain that friendships are like flowers, and they need water, sunlight and attention.
4. Children brainstorm ways that they can make their friendship flowers grow bigger.



The three C's

SCORING

1 = Unsatisfactory Cannot hold a conversation using the 3 Cs.

2 = Needs improvement Uses only 1 of the 3 Cs.

3 = Meets expectations Uses only 2 of the 3 Cs (e.g. could not conclude the conversation).

4 = Exceeds expectations Mostly guides a conversation using 3 Cs.

5 = Exceptional Correctly guides a conversation using all 3 Cs.

Assess: Ability to enter play and conversation appropriately | **Time:** 25 minutes

1. Review the 3 Cs for friendly conversation and play:
 - Commencing
 - Continuing
 - Concluding
2. Commence: find a friendly way to start the conversation, choose something you like about the other person to comment on or ask them a friendly question, like "How are you?"
3. Continue: Listen carefully, ask follow up questions, and be respectful of thoughts and opinions.
4. Conclude: Wait for a time when the conversation has come to a lull. End the conversation politely on a positive note, give an excuse for leaving and hint that you will see the person again soon. Give an example, "It was great to talk with you, but I unfortunately have to go. See you tomorrow!"
5. Allow children a few minutes to brainstorm questions they could ask a new person. If they can, they should write them down. Otherwise allow them to draw anything that reminds them of the questions.
6. Break the class into pairs. Allow each child to guide the conversation with the questions they brainstormed for 3 minutes, using and then switch.
7. Pairs will individually come up to the teacher and demonstrate their guided conversation, for assessment.
8. Bring the whole class back together to share what they learned about each other.
9. Discuss how it felt to listen and ask questions following the 3 Cs conversation.



Compliment circle

SCORING

1 = Unsatisfactory Chooses not to participate.

2 = Needs improvement Shows some discomfort in giving compliment.

3 = Meets expectations Gives a compliment.

4 = Exceeds expectations Gives an accurate compliment.

5 = Exceptional Gives an honest and deep compliment.

Assess: Ability to describe positive qualities in others | **Time:** 15 minutes

1. Children stand in a circle for the compliment circle.
2. The first person will toss a ball to someone else in the circle and give them a compliment. Continue until everyone has received the ball and a compliment.
3. After one round, reverse the compliments and direction of the ball.

Unexpected friends

SCORING

1 = Unsatisfactory Child does not display friendship traits at all.

2 = Needs improvement Child only shows 1 or 2 friendly traits.

3 = Meets expectations Child tries to engage in the role-play as an inviting friend.

4 = Exceeds expectations Child engages in primarily a friendly manner.

5 = Exceptional Child invites and continues role-play in a friendly manner as learned in Module 6.

Assess: Importance of responding to friends' needs | **Time:** 25 minutes

1. Review their recipes for friendship from Week 22, Lesson 1.
2. Each child thinks of an animal. All children act out being that animal.
3. Then in small groups, they have to create a role-play where their favorite animals become friends.
4. All groups present back their role-plays to the class.
5. Discuss each role-play, based on the following questions:
 - How were animals able to be friends?
 - What did they have to do to maintain their friendship?



Drawing together

SCORING

Meets expectations Child is able to work in a group.

Needs improvement Child is disruptive and unable to work in a group.

Assess: Understand the different roles in a group and how to work together

Time: 15 minutes

1. In small groups, brainstorm different roles in a group.
2. Decide on a picture to draw as a group.
3. Give each group large papers/flipcharts and markers.
4. Children draw the picture as a group.
5. Discuss how it felt to work as a group to draw a picture based on the following questions:
 - Which roles were filled? By whom?
 - What did you like about drawing as a group?
 - What was challenging about drawing as a group?
 - What skills did you need to use to create a drawing?
 - Which ways of cooperating did you use?
 - How will this relate to your life outside of this activity?



Bullying behaviors

SCORING

Meets expectations

Group is able to effectively address bullying.

Needs improvement

Group (or individual) models inappropriate method to deal with bullying and/or disrupts role-play.

Assess: Identifying bullying behaviors and demonstrating skills for handling bullies

Time: 15 minutes

1. Ask children to write down or draw one type of bullying and one way to address bullying.
2. Children have to find everyone else who wrote or drew the same type of bullying.
3. These groups create a role-play about their type of bullying, where the person being bullied addresses the bullying.
4. Groups present their role-plays.
5. Have a whole class discussion on the bullying role-plays:
 - What was the outcome when different ways of addressing bullying were used?
 - Which were most effective?
 - Why do you think these were effective?
 - How can you use these strategies in your life?



Influence cartoons

SCORING

1 = Unsatisfactory Scenarios drawn do not relate to peer influence.

2 = Needs improvement Scenarios drawn do not reflect improved avoidance of negative peer influence.

3 = Meets expectations Draws 2 cartoons, 1 where the main character does act differently to try and avoid peer influence, but it is a weak method.

4 = Exceeds expectations Draws 2 cartoons, the second where the main character does avoid peer influence.

5 = Exceptional Draws 2 cartoons, the second where the main character does avoid peer influence and chooses to do something productive instead.

Assess: Identify how others influence your behaviors | **Time:** 15 minutes

1. Review the importance of avoiding negative peer influence.
2. Have each child think silently to themselves about a time when they acted differently (in a bad way) because of someone else's influence.
3. Pass out paper and markers.
4. Have them draw 2 cartoons – one the way it happened, and the other the way they should have acted to avoid the negative peer influence.



WEEKLY PLANS

Week 26

Competency: Emotion Regulation; Positive Social Skills; Conflict Resolution



Lesson 1

Competency: Emotion Regulation; Positive Social Skills; Conflict Resolution | **Topic:** Identifying problems | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify problems in a scenario.
- Use words to describe problems presented in scenarios.
- Understand causes of conflict.

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about knowing when there is a problem.

PRESENT (15 MINUTES)

- Place a number of objects on one side of the room.
- Assign groups of children different tasks, but make sure the groups do not know each other's tasks.

ADAPTATION > Based on the children's maturity and age, vary the number of different tasks.

- Tasks can include:
 - Move the objects to the other side of the room.
 - Place the objects in a circle.
 - Place the objects in a line.
 - Observe what is happening.

SENSITIVITY TIP > If there is a child with a disability in your group, you should adjust this exercise.

- Allow participants a few minutes to complete their tasks, then bring the group back together.

SENSITIVITY TIP > Monitor the activity. Let small conflicts arise, but do not allow conflicts to escalate.

- Lead a discussion based on the following questions:
 - What did you see happen?
 - What did you experience?
 - What was the problem?
 - How did everyone try to solve the problem?
 - What happened as a result?
- Explain that the children had different tasks, different wants and needs, so an issue arose. This happens in real life too, and we call it a conflict.
- Ask children what they think a conflict is and how it happens.

PRACTICE (5 MINUTES)

- Tell the children a story about an interpersonal conflict. You can select a contextually appropriate children's book, or use the story below for guidance:

Mona the Monkey and Fatima the Frog are best friends. Both of them love to skip rope. Usually there are two ropes and they skip rope and sing songs together, but today one of the ropes is missing. There is only one rope. Fatima gets to the rope first and begins skipping. As Mona comes up, she notices that there are no ropes. She tells Fatima it is her turn to jump rope. Fatima says no, and keeps jumping. Mona yells at her and runs away.



APPLY (7 MINUTES)

- Ask children questions about the story:
 - What is the conflict in the story?
 - What caused the conflict?
 - How can Mona and Fatima resolve their conflict?
- Conclude the discussion by explaining that if Mona and Fatima had compromised, they could have avoided a conflict. Provide the children with possible alternative solutions, for example “Mona can ask Fatima to jump rope in 5 minutes”.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Emotion Regulation; Positive Social Skills; Conflict Resolution | **Topic:** Identifying problems | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify problems and conflicts commonly experienced by peers.
- Understand causes of conflict.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about identifying a conflict.

PRESENT (10 MINUTES)

- Review what children learned about identifying a conflict in Lesson 1.
- Write or draw in a fun and friendly way the 5 Ws that children should ask themselves about conflict:
 - **Who** is involved?
 - **What** happened?
 - **Where** did it happen?
 - **When** did it happen?
 - **Why** did it happen?

SENSITIVITY TIP > *If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.*

- Review these questions. Have children turn and talk to a partner about a conflict they had and ask the 5 Ws.

PRACTICE (15 MINUTES)

- Brainstorm with children common conflicts that arise in their lives. Write them down for use in Lesson 3 and Week 27, Lesson 3.

- As they brainstorm each type of conflict, have the child who shared the conflict demonstrate with their bodies and faces what they feel when that situation happens.

SENSITIVITY TIP > *If children have recently experienced serious conflicts, you should change the prompt to 'common conflicts that arise in school' or another controlled environment where children can separate themselves from the conflict for discussion. Use your best judgment, as the activity is a discussion about conflicts, but not addressing severe conflicts in children's lives.*

- In small groups, have children present scenarios from the list of common conflicts, recapping the scenario after with the 5 Ws.
- While they present you can 'pause' the scenario at the point when the conflict arises and ask the class what is happening. Otherwise, continue with the role-play and at the end ask the 5 Ws.
- Lead a discussion based on the following:
 - How could this conflict have been avoided?
 - What would you do in real life?

SENSITIVITY TIP > *If a child suggests an inappropriate action, do not dismiss it or scold the child. Call on other children if that have any different ideas, and make sure all children understand what are better ways to avoid conflict.*

APPLY (2 MINUTES)

- Conclude by reviewing the daily intention.



Lesson 3

Competency: Emotion Regulation; Positive Social Skills; Conflict Resolution | **Topic:** Identifying problems | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand how blame creates a conflict.
- State a problem without blaming anyone.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about not blaming.

PRESENT (12 MINUTES)

- Review Lessons 1 and 2.
- Ask children if they know what it means to blame someone.
- Define blame as 'when you say that the conflict or problem is someone's fault'.
- Discuss some blaming statements. For example, 'It's your fault', 'He made me do it', 'She did it first.'
- Discuss why blame can cause a conflict.
- Review some of the scenarios from Lesson 2 and discuss how they would be different if there was a blaming statement or not.

PRACTICE (10 MINUTES)

- Read/say multiple statements that are either blaming or not blaming.
- Play 'stand up/sit down' where children stand when they think the statements are blaming.
- When children stand, ask them to rephrase the statement so it is a non-blaming statement.

- Use the following statements, or adapt them to be appropriate for your context. Add more statements as needed:

- *You never share the jump rope.*

Answer: Blaming – stand up

Non-blaming version: We need to share the jump rope.

- *We lost the football game.*

Answer: Not blaming – stay seated.

- *You took my seat.*

Answer: Blaming – stand up

Non-blaming version: We want to sit in the same seat.

- *It's her fault we were late.*

Answer: Blaming – stand up

Non-blaming: We were late.

- *We bumped into each other.*

Answer: Not blaming – stay seated

- *He spilled my drink.*

Answer: Blaming – stand up

Non-blaming version: My drink spilled.

- *They were not sharing the ball.*

Answer: Blaming – stand up

Non-blaming version: We should all share the ball.

SENSITIVITY TIP > If a child is unable to play the game due to a physical disability, adjust it accordingly. For example, have children raise their hands instead of standing up.



APPLY (5 MINUTES)

- Review what children have learned this week and answer any remaining questions.
- Ask each child to share one way that they will change their behavior when presented with a problem.
- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 27

Competency: Conflict Resolution



Lesson 1

Competency: Conflict Resolution | **Topic:** Generating solutions | **Level:** 6–11 years

LEARNING OBJECTIVES

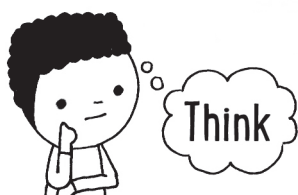
- Identify approaches to resolving conflicts constructively (3-step approach – Stop-Think-Act)
- Understand how to stop when a conflict is starting.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about Stop-Think-Act.

PRESENT (12 MINUTES)

- Review what a conflict is and what can cause it.
- Display the 3 posters and demonstrate the 3 motions for the conflict resolution steps: Stop-Think-Act.



- Teach the children the motions to each step. For 'Stop', put your hand in front of you with your palm

facing out like you are telling someone to stop. For 'Think', put your finger to your forehead like you are thinking. For 'Act', march in place like you are acting.

- Lead a discussion on what each step means.

SENSITIVITY TIP > *If there are other hand signals that are better and relevant within your local context, use them instead.*

PRACTICE (10 MINUTES)

- Focus on 'Stop'.
- Explain that the children will practice how to stop themselves, and belly-breath.
- For the first round have children dance and sing until you call out "Stop!", then have them stop and be quiet and prepare to 'Think'.
- For the second round, have the children dance and sing until the room gets too noisy and have them stop themselves, and belly-breathe.
- Explain to children that as their energy and feelings amplify in response to a conflict, they can use the calming down strategies (like belly-breathing) to 'Stop', before 'Think'ing and 'Act'ing.

SENSITIVITY TIP > *If there is a child with a physical disability in your group, you should adjust this exercise.*

APPLY (5 MINUTES)

- Repeat the motions for Stop-Think-Act as a class.
- Have the children discuss a time they could have used Stop-Think-Act in pairs.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Conflict Resolution | **Topic:** Generating solutions | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand alternative solutions to conflicts.
- Generate solutions to problems presented in scenarios.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about generating solutions to problems.

PRESENT (12 MINUTES)

- Review what was learned in Lesson 1 and do the motions for Stop-Think-Act as a class.
- Explain that today's focus is 'Think.'
- Ask children what alternatives they can think of to avoid conflict. Use an example that is relevant to the children, like "Two children are playing together but they want to play different games."
- Example alternatives to conflict:
 - Agree to disagree – play separately.
 - Compromise – play one game for half the time and the other for the other half.
 - Agreement – play one of the games.
 - Adult help – ask a caregiver/teacher what to do.
 - Make a deal – play one game today, and the other tomorrow.

- Discuss when you would use each of these alternatives and why they serve different purposes.

SENSITIVITY TIP > *Be aware that children do not always have these options outside of the SHLS. Make sure the SHLS is a safe place for them to practice this strategy.*

SENSITIVITY TIP > *It is important to observe children using these alternatives to conflict, and if one or a group of children usually makes the decisions. If so, provide opportunities for other children during your lessons to take leadership.*

PRACTICE (10 MINUTES)

- Have children select one of the alternatives to conflict and draw a picture/cartoon of when they would use it.
- After they draw their pictures, have children find someone who chose a different alternative to conflict and share their picture.

SENSITIVITY TIP > *If a child is unable to draw due to a disability, use the 'buddy system' and pair them with another child who can draw with them.*

APPLY (5 MINUTES)

- All pairs report back their conversations.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Conflict Resolution | **Topic:** Generating solutions | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify approaches to resolving conflicts constructively (3-step approach: Stop-Think-Act).
- Generate solutions to problems presented in scenarios.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about choosing the right alternative.

PRESENT (7 MINUTES)

- Review what was learned in Lessons 1 and 2 and do the motions for Stop-Think-Act as a class.
- Discuss in small groups why you would use different alternatives to resolve different conflicts.

PRACTICE (15 MINUTES)

- Post signs with the alternatives to conflict that children brainstormed in Lesson 2, in different corners of the room. At the least, include the following – Agree to disagree; Compromise; Agreement; Adult help; Make a deal.
- Read conflict scenarios brainstormed in Week 26, Lesson 2 out loud, and have children go to stand under the sign for the alternative they would choose in that scenario.
- Ask children from each alternative to explain why they would use that alternative.
- Wrap up the activity by explaining how different alternatives work for different people in each conflict situation.

APPLY (5 MINUTES)

- Review what children have learned this week and answer any remaining questions.
- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 28

Competency: Conflict Resolution



Lesson 1

Competency: Conflict Resolution | **Topic:** Implementing conflict resolution behaviors | **Level:** 6–11 years

LEARNING OBJECTIVES

- Demonstrate selecting appropriate conflict resolution strategies.
- Understand win-win solutions.
- Define and differentiate sharing, trading and taking turns as fair solutions when 2 children want to play with the same thing.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about creating win-win solutions.

PRESENT (12 MINUTES)

- Ask children to recall what they learned in the past 2 weeks.
- Repeat the motions for Stop-Think-Act as a class.
- Review the alternatives to conflict (from Week 27, Lesson 2).
- Explain that sometimes, despite wanting to select alternatives to conflict, the conflict happens and it needs to be solved.
- Ask children what they want the outcome to be when they get into a disagreement. Guide children to say that they want to win.
- Explain a win-win solution, where both people win, but both people make some sort of compromise.

SENSITIVITY TIP > When explaining this exercise, be aware of children from marginalized groups. They may never have an opportunity to solve disagreements outside the SHLS. Be sensitive to these existing unfair relationships to ensure they are not reproduced in class.

- Explain that there are steps in Stop-Think-Act that help us come up with the best win-win outcome.
 - STOP
 - Pause
 - THINK
 - Define the problem
 - Brainstorm win-win solutions
 - Select the best solution
 - ACT
 - Do the solution
- Ask children to Think–Pair–Share about win-win ways to solve a conflict once it has begun – this is the **brainstorm** solutions step.
- When children share back to the whole group, write down all answers on a chalkboard or flipchart. Make sure to include sharing, trading and taking turns.

PRACTICE (10 MINUTES)

- Have each child write or draw a conflict scenario on a small piece of paper.

SENSITIVITY TIP > If a child is unable to draw due to a disability, have them use the buddy system and pair them with another child who can draw with them.



- Collect the conflict scenarios and put them in a hat.
- Each child should select a scenario out of the hat or container; **define** what they think the problem is, to the class (or a small group, depending on time and children's preferences).
- Explain that they will now **select** which way to solve that conflict in their scenario referencing the solutions list created in 'Present'.
- After all children have had a turn, read out each way to solve a conflict and the list of conflict scenarios that that would solve.

APPLY (5 MINUTES)

- Lead a discussion about why children selected different ways to solve a conflict.
- Explain that different conflicts have different appropriate solutions.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Conflict Resolution | **Topic:** Implementing conflict resolution behaviors | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify skills that are used in conflict resolution.
- Apologize and offer to make amends.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about skills for resolving problems.

PRESENT (10 MINUTES)

- Review what children learned in Lesson 1.
 - STOP
 - **Pause**
 - THINK
 - **Define** the problem
 - **Brainstorm** win-win solutions
 - **Select** the best solution
 - ACT
 - **Do** the solution
- Have children think for 1–2 minutes of a time they solved a conflict and the skills they used to do so.
- Quickly go around to all children and have them share one skill they used.

SENSITIVITY TIP > *Children may feel like they never have to opportunity to solve a conflict in their lives, and the conflicts in the community may be much bigger than they can help solve presently. If children struggle have them think about small conflicts they have solved in class.*

PRACTICE (12 MINUTES)

- Summarize the skills that the children listed and explain that all of these and more, are skills that are used in solving conflicts.
- Explain that in order to use these skills to solve the conflict, they need to start by **looking** at and **listening** to the situation and the other person involved in the conflict.
- Explain that after looking and listening, part of resolving a conflict is recognizing your mistake and apologizing.

SENSITIVITY TIP > *There may be unfair relationships between children because of their personalities, or children may have different backgrounds. Make sure that both children in each pair practice apologizing.*

- Demonstrate for the class by saying, “I am sorry for...”
- Two children should volunteer to come forward for a demonstration. Tell both children that they should pretend that they both want to play with the same toy. One is playing with it, the other would also like to play. They should demonstrate looking, and listening to each other. Then they should take turns apologizing.
- Thank the volunteers and ask the class when they saw the volunteers ‘look’ and ‘listen’ and apologize.
- After the 2 volunteer children demonstrate the activity, the rest of the class should break into pairs and practice looking and listening.



APPLY (5 MINUTES)

- Have children share back how it felt to look, listen, and apologize.
- Assign homework for children to try using 'look and listen' and Stop-Think-Act in a problem that arises. They will talk about this homework in Lesson 3.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Conflict Resolution | **Topic:** Implementing conflict resolution behaviors | **Level:** 6–11 years

LEARNING OBJECTIVES

- Apply the problem-solving steps to conflicts among peers.
- Demonstrate conflict resolution.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about steps to solving problems.

PRESENT (7 MINUTES)

- Review the full conflict resolution process and skills from Lessons 1 and 2.
- Explain that when speaking in a conflict situation, it is more effective to use 'I' statements instead of 'you' statements. Remind them of the impact of blaming statements, from Week 26, Lesson 3.
- Demonstrate an example of using an 'I' statement in a conflict. For example, "If my friend and I, both want to play with the same toy, and she has it and will not share with me, I could say, 'I would like to play with that toy too. I feel sad that I cannot play with the toy today.'"
- Ask children why they think 'I' statements would be more effective.
- Have children turn to a partner and practice using an 'I' statement.

PRACTICE (18 MINUTES)

- In small groups, children decide on one common conflict scenario in their lives.

- While they are thinking, write on the board or a flipchart or draw locally relevant symbols/pictures for each of these steps.

- STOP

- Pause

- THINK

- Define the problem

- Brainstorm win-win solutions

- Select the best solution

- ACT

- Do the solution

- Look and Listen

- Use 'I' statements that do not place blame

- Win-win solutions

- Apologize

- Explain to the groups that they should use the guidelines that they learned this week, which are now written on the board, to create a role-play about resolving a conflict.
- Allow groups a few minutes to prepare their role-plays.
- Each group presents back their role-plays.
- After each role-play, ask the class the following questions:
 - How did the group resolve the conflict?
 - Did they follow the guidelines we discussed this week?
 - What was the result?

APPLY (2 MINUTES)

Conclude by reviewing the daily intention.



REVIEW AND ASSESSMENT

Week 29

Competency: Emotion Regulation; Brain Building;
Positive Social Skills



Assessment Summary

Competency: Emotion Regulation; Brain Building; Positive Social Skills | **Level:** 6–11 years | **Module:** 7

All lessons should begin with a mindfulness activity that has previously been done (in weeks 2–28)

Assessment weeks are different to instruction weeks. Facilitators should select from the various review and assessment activities below, or review activities for learning objectives from previous modules for which children are still struggling with. Each review / assessment activity has a specific duration/time and an intended learning outcome.

Create and keep a tracking sheet (see sample on [Page 162](#)) for each child. For each assessment activity, score the child's performance on the scale provided. Example scales include:

- Scale of 1 to 5:
 - 1 = Unsatisfactory
 - 2 = Needs improvement
 - 3 = Meets expectations
 - 4 = Exceeds expectations
 - 5 = Exceptional
- Meets expectations / Needs improvement
- Other scale, as defined in the activity

LEARNING OBJECTIVES

- Identify problems and conflicts commonly experienced by peers.
- Use words to describe problems presented in scenarios.
- State a problem without blaming anyone.
- Identify approaches to resolving conflicts constructively (3-step approach: Stop-Think-Act)
- Generate solutions to problems presented in scenarios.
- Identify skills that are used in conflict resolution.
- Apologize and offer to make amends.
- Apply the problem-solving steps to conflicts among peers.
- Define and differentiate sharing, trading and taking turns as fair solutions when 2 children want to play with the same thing.



Assessment activities

5 Ws for conflict resolution

SCORING

1 = Unsatisfactory

Wrote down none of the 5 Ws correctly.

2 = Needs improvement

Wrote down 1 of the 5 Ws correctly.

3 = Meets expectations

Wrote down 2 or 3 of the 5 Ws correctly.

4 = Exceeds expectations

Wrote down 4 of the 5 Ws correctly.

5 = Exceptional Wrote down all 5 Ws correctly.

Assess: List the 5 Ws as causes of conflict. | **Time:** 20 minutes

1. Brainstorm with children common conflicts that arise in their lives, or use the conflicts brainstormed in Week 26, Lesson 2.
2. Children should write down the 5 Ws to ask themselves about conflict. If children cannot write, call them up one at a time to tell you the 5 Ws while the others are writing.
3. Collect these for grading.
4. Write them down on the board or a flipchart:
 - **Who** is involved?
 - **What** happened?
 - **Where** did it happen?
 - **When** did it happen?
 - **Why** did it happen?
5. Review these questions. Have children turn and talk to a partner about a conflict they had, and ask the 5 Ws about that situation.
6. In small groups, have children present scenarios from the list of common conflicts, recapping the scenario with the whole class afterwards, using the 5 Ws.
7. While they present you can 'pause' the scenario at the point when the conflict arises and ask the class what is happening. Otherwise, continue with the role-play and at the end ask the 5 Ws.
8. Lead a discussion based on the following:
 - How could this conflict have been avoided?
 - What would you do in real life?



Blame game

SCORING

1 = Unsatisfactory

None correct.

2 = Needs improvement

Got half correct blaming/not blaming; did not rewrite any non-blaming statements.

3 = Meets expectations

Got all blaming/not blaming correct and rewrote 1 or 2 non-blaming statements.

4 = Exceeds expectations

Got all blaming/not blaming correct and rewrote most non-blaming statements.

5 = Exceptional Got all blaming/not blaming correct and rewrite all non-blaming statements correctly.

Assess: State a problem without blaming anyone. | **Time:** 10 minutes

1. Read/say multiple statements that are either blaming or not blaming.
2. Have children write down when they think the statements are blaming or non-blaming. Have them rephrase the statement so it is a non-blaming statement.
3. If children cannot write, have them mark the paper if they thought it was a blaming statement. Then call them up one-by-one to tell the Facilitator how to rephrase it to be non-blaming.
4. Use the following statements, or adapt them to be appropriate for your context. Add more statements as needed:
 - *You never share the jump rope.*
Answer: blaming
Non-blaming version: We need to share the jump rope.
 - *We lost the football game.*
Answer: not blaming – stay seated
 - *You took my seat.*
Answer: blaming
Non-blaming version: We want to sit in the same seat.
 - *It's her fault we were late.*
Answer: blaming
Non-blaming version: We were late.
 - *We bumped into each other.*
Answer: not blaming – stay seated
 - *He spilled my drink.*
Answer: blaming
Non-blaming version: My drink spilled.
 - *They were hogging the ball.*
Answer: blaming
Non-blaming version: We should all share the ball.



Stop-think-act

SCORING

1 = Unsatisfactory

Does not draw a conflict resolution cartoon.

2 = Needs improvement

Draws a cartoon that tries, but does not correctly depict Stop-Think-Act.

3 = Meets expectations

Draws a cartoon that depicts Stop-Think-Act.

4 = Exceeds expectations

Draws a cartoon that correctly depicts Stop-Think-Act but not the perfect alternative to conflict.

5 = Exceptional Draws a cartoon that correctly depicts Stop-Think-Act and an alternative to conflict.

Assess: Identify approaches to resolving conflicts constructively 3-step approach: Stop-Think-Act

Time: 20 minutes

1. Review the motions to each step. For Stop, put your hand in front of you with your palm facing out like you are telling someone to stop. For Think, put your finger to your forehead like you are thinking. For Act, march in place like you are acting.
2. Review the alternatives to conflict that they brainstormed in Week 27, Lesson 2.
3. Children draw a picture/cartoon of when they would use Stop-Think-Act and an alternative to conflict.
4. After they draw their pictures, have children find someone who chose a different alternative to conflict and share their picture.
5. Pairs can report back what they discussed to the whole class.

Conflict scenarios

SCORING

Meets expectations

Children choose alternatives that are appropriate to the conflict scenario.

Needs improvement Children choose alternatives that are not appropriate to the conflict scenario.

Assess: Generate solutions to problems presented in scenarios. | **Time:** 15 minutes

1. Post signs with the alternatives to conflict that children brainstormed in Lesson 2 in different corners of the room. At the least, include – Agree to disagree; Compromise; Agreement; Adult help; Make a deal.
2. Read conflict scenarios brainstormed in Week 26, Lesson 2. out loud, and have children go to stand under the sign for the alternative they would choose in that scenario.
3. Ask children from each alternative to explain why they would use that alternative.
4. Wrap up the activity by explaining how different alternatives work for different people in each conflict situation.



Look and listen

SCORING

Meets expectations

Children demonstrate looking and listening.

Needs improvement Children are not able to look and listen in their demonstration.

Assess: Apologize and make amends | **Time:** 15 minutes

1. Review the skills needed to solve conflict, including starting by 'looking' and 'listening' at the situation and the other person involved in the conflict, and recognizing your mistake and apologizing.
2. In pairs, children practice using the skills.
3. They should brainstorm a scenario where they would need to use their skills.
4. They should demonstrate looking and listening to each other. Then they should take turns apologizing.
5. In their pairs, the children should come up to demonstrate their scenario to the teacher
6. Have children share back how it felt to look and listen and apologize.



Conflict resolution role-play

SCORING

1 = Unsatisfactory Role-plays demonstrate using fewer than 2 of the 9 strategies and steps outlined on the board or flipchart.

2 = Needs improvement Role-plays demonstrate using 2 or more of the 9 strategies and steps outlined on the board or flipchart.

3 = Meets expectations Role-plays demonstrate using 5 or 6 of the 9 strategies and steps outlined on the board or flipchart.

4 = Exceeds expectations Role-plays demonstrate using 7 or 8 of the 9 strategies and steps outlined on the board or flipchart.

5 = Exceptional Role-plays demonstrate using all 9 strategies and steps outlined on the board or flipchart.

Assess: Apply the problem-solving steps to conflicts among peers. | **Time:** 20 minutes

1. In small groups, children decide on one common conflict scenario in their lives.
2. While they are thinking, write on the board or a flipchart:
 - STOP
 - **Pause** (1)
 - THINK
 - **Define** the problem (2)
 - **Brainstorm** win-win solutions (3)
 - **Select** the best solution (4)
 - ACT
 - **Do** the solution (5)
 - Look and Listen (6)
 - Use 'I' statements that do not place blame (7)
 - Win-Win solutions (8)
 - Apologize (9)
3. Explain to the groups that they should use the guidelines that they learned this week, which are now written on the board, to create a role-play about resolving a conflict.
4. Allow groups a few minutes to prepare their role-plays.
5. Each group presents back their role-plays.
6. After each role-play, ask the class the following questions:
 - How did the group resolve the conflict?
 - Did they follow the guidelines we discussed this week?
 - What was the result?



WEEKLY PLANS

Week 30

Competency: Perseverance



Lesson 1

Competency: Perseverance | **Topic:** Positive self-identity | **Level:** 6–11 years

LEARNING OBJECTIVES

- Develop a sense of belonging.
- Describe oneself using several basic characteristics.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about being proud of who you are.

PRESENT (12 MINUTES)

- Begin by saying that we all have things that we are good at and things we should be proud of.
- Ask for a few children to share what they are proud of.

SENSITIVITY TIP > *Children may struggle sharing something they are proud of, especially if they are shy or upset. If this happens, you should name something about that child that makes you proud of them.*

- All children draw a picture of themselves, including:
 - Something they like.
 - Something they are proud of.
 - Something they would like to improve at.
 - Something they hope for in the future.

SENSITIVITY TIP > *If a child is unable to draw due to a disability, have him or her use the 'buddy system' and pair them with another child who can draw with them.*

PRACTICE (10 MINUTES)

- Have children share their picture, explaining each of the 4 items and describing 'Who am I?' using 5 or more descriptive words.
- Give an example before children split into pairs. For example:
 - "In my drawing, I drew that I like watching the sunset; I am proud of getting an education; I would like to be better at a game; in the future I hope to go to university."
 - "Who am I? I am a teacher, I am kind, I am a friend, I am trustworthy, I am smart."

APPLY (5 MINUTES)

- Have the children stand in a circle.
- They are going to play 'Toss the compliment'. When they throw the ball, they should say something positive about themselves. When they catch, they should say something positive about the person that threw to them.
- Continue until all children have given themselves and someone else a compliment.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Perseverance | **Topic:** Positive self-identity | **Level:** 6–11 years

LEARNING OBJECTIVES

- Show excitement and curiosity as a learner.
- Define one's self as a learner.

WARM-UP (3 MINUTES)

- Mindfulness activity – Choose a mindfulness activity and set a daily intention about being a learner.

PRESENT (7 MINUTES)

- Ask children to answer 'Who is a learner?'
- Write "Who is a learner?" on a chalkboard or flipchart and then add their answers as they brainstorm.
- Summarize all of their answers.

SENSITIVITY TIP > *If children cannot read, make an illustration of a learner on the board.*

PRACTICE (12 MINUTES)

- Put up 'Agree' and 'Disagree' signs on opposite sides of the room to play 'Agree/Disagree'.
- Children stand up and walk to the Agree sign if they agree with the statement, or the Disagree sign if they disagree with the statement.
- Use these as example statements, but add more based on your context and children:
 - It is important to learn.
 - Being a learner is a good thing in my community.
 - I want to learn.
 - Anyone can be a learner, regardless of age, gender, religion, ethnicity or nationality.
 - I am a learner.
- After each statement, ask a child under the 'Agree' sign and one under the 'Disagree' sign to share why they selected that answer.

APPLY (8 MINUTES)

- Have children find a partner and do a Think–Pair–Share discussing a time in which they felt like a learner and one thing they look forward to as a learner.
- After pairs have discussed, have them share back to the class.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Perseverance | **Topic:** Positive self-identity | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand one's own strengths and weaknesses.
- Demonstrate optimism and a positive sense of self.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about strengths and overcoming difficulties.

PRESENT (10 MINUTES)

- Put a plus (+) and a minus (–) up on two flipcharts/chalkboard.

SENSITIVITY TIP > *These symbols may have different meanings in your context. If so, replace them with more appropriate symbols.*

- Ask children what they think these mean.
- Explain that everyone has things they are good at (pluses) and things want to improve (minuses).
- Give a personal example. For example, “I am good at listening to my friends, but I get frustrated when people do not listen to me.”
- Ask children for a few examples of their pluses and minuses.
- In small groups, have children brainstorm a list of ‘pluses’ and their ‘minuses.’ If they are able, they can write them down or draw small pictures of them.

- If they are able to, ask them to rip or cut each “minus” and each “plus” into its own piece.

SENSITIVITY TIP > *Children may struggle with defining what they are good at and what they are not as good at. You may need to help them with prompting questions, like “What are you proud of? What would you like to improve?”*

If children start using other children's minus (–) examples to make fun of or tease their fellow children, it is important to stop this immediately and remind children that we all have minuses (–). If it continues, draw on your classroom management techniques.

PRACTICE (12 MINUTES)

- As a whole class, review the pluses and minuses.
- Read each of the minuses aloud and have children stand if they think this describes them. Then do the same for pluses.
- Explain that sometimes our strengths, our pluses, can overcome our weaknesses, our minuses.
- Read each of the minuses.
- Ask children which of the pluses could counteract that minus. If none of the pluses can counteract that minus, ask them to brainstorm a plus that could.
- By the end of the activity, each of the minuses should have a plus that can offset it.



APPLY (5 MINUTES)

- Have children either discuss with a partner or draw, depending on the preference of children, how their strengths (pluses) are greater than their weaknesses (minuses).

SENSITIVITY TIP > *If a child is unable to play the game due to a disability, adjust it accordingly. For example, if there is a physical disability, children can call on each other verbally.*

- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 31

Competency: Perseverance



Lesson 1

Competency: Perseverance | **Topic:** Setting personal and academic goals | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the importance of setting goals.
- Describe why learning is important in helping children achieve personal goals.
- Understand that it takes action to achieve a goal.

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about taking actions to achieve a goal.

PRESENT (17 MINUTES)

- Ask learners to mention 2 reasons why learning can help them achieve their personal goals.
- Tell or read a story about a child setting a goal. For example, you can adapt and use the following story:

Lydia was in Primary 4. She loved going to school, but she had trouble learning math. Even though she paid attention in class and did her homework, she never did well on her math test. She set the goal of getting a better score on her next math test so she could go on to the next level of math.

Lydia continued to pay attention in class and do her homework, but she knew she needed to add more steps in order to achieve her goal of getting a high score on her next math test.

- Ask children to brainstorm what other steps Lydia could take to help her achieve her goal.

- Conclude the story about how Lydia achieved her goal. For example,

Lydia knew that she had to do more than pay attention and do her homework. She had to make a plan. So, Lydia sat down with her teacher and created a plan to help her succeed in achieving a perfect score on her next math test. Every day Lydia and her teacher would meet for 5 minutes after class to make sure she was following her plan. First, she started to take notes during class. She asked questions in class when she did not understand. Her older sister had an old textbook that she used to do 20 minutes of additional math problems every evening. Lydia even asked her mother to time her so she could practice under the pressure of taking a test. She took a practice test once a week. By the time the next math test came around 4 weeks later, Lydia felt very ready and very confident in her knowledge of the topics. She took the test and finished very quickly. Then she took the remaining time to go through the test and check her answers. When Lydia turned in her test, she knew it was good. The next day, Lydia received her grade – 93 percent! She had achieved her goal.

PRACTICE (5 MINUTES)

- Have each child think of a goal they would like to achieve related to learning/school. Explain that their goals should be specific, achievable and time-bound (within a certain time frame). If it translates, use the acronym 'S.A.T.'



- Allow children a minute to think quietly.
- Children should find a partner who set a similar goal. Give them an example of what is similar. For example, "If I set a goal to be able to focus and do all of my homework without getting distracted, I could find a partner who also had a focusing goal – like actively listening and understanding instructions in class."
- Partners share their goals with each other.

APPLY (5 MINUTES)

- Bring the class back together.
- Each child should share their partner's goal.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Perseverance | **Topic:** Setting personal and academic goals | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the importance of setting goals.
- Describe their future dreams and aspirations.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about thinking big when it comes to goal setting.

PRESENT (12 MINUTES)

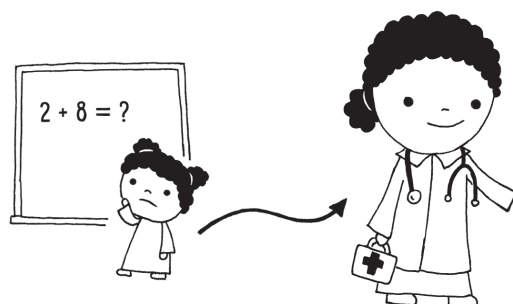
- Introduce the idea of hopes and dreams for the future. Consider telling a personal story, or a story that is familiar to the children about someone who set a dream. For example, you can adapt and use the following story – *When I was a child, I really enjoyed learning. I knew that all I wanted to do with my life was teach. So, I made sure I finished my education so I could grow up to be a teacher. I studied to be a teacher and worked very hard in school so I could make my dream a reality.*
- Have children stand in a circle.
- Ask children to silently think of what they want to do when they grow up and not tell anyone.
- Each child will act out what they want to be when they grow up, and the rest of the class will have to guess what it is.

SENSITIVITY TIP > *Children who are distressed because of the past and present might struggle with dreaming of the future. And some goals might relate to these experiences. For example, “I just want to leave the refugee camp and go back*

home,” which may cause more distress. Be aware of this, and if the children are distressed perhaps provide some more examples, “Who wants to be a _____ when they grow up?” If thinking about the future causes distress, be prepared to respond appropriately.

PRACTICE (10 MINUTES)

- Children will individually draw pictures of who they are now, and what they want to be when they grow up, with connections showing the changes between the two.
- For example, they could draw a short child who has trouble with math now, and a tall adult who is a doctor in the future. The arrow between the two would show that they got taller and that they studied a lot.



SENSITIVITY TIP > *If a child is unable to draw due to a disability, use the ‘buddy system’ and pair her or him with another child who help.*

APPLY (5 MINUTES)

- After children have finished drawing, have all children share their final pictures with the class.
- Collect these drawings for the next class.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Perseverance | **Topic:** Setting personal and academic goals | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the importance of setting goals.
- Demonstrate the steps it takes to achieve goals.
- Set personal and academic goals.

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about setting goals.

PRESENT (5 MINUTES)

- Introduce the topic – that the children will be learning how to achieve their dreams today.
- Have children do a Think–Pair–Share about what skills they need to achieve their dreams.
- Have all pairs share back to the whole class.

PRACTICE (17 MINUTES)

- Explain that they will play 'Freeze drama'. One group will act out steps needed to achieve their dream. Each member of the group will have an opportunity to direct the others in their group in one of the steps. When the next child is ready to direct, she or he will say "Freeze!" and the other children will have to stop moving. That child then takes over directing the others in the group.
- The other groups that are not acting will have to guess what the acting group's theme is.

ADAPTATION > Depending on the maturity level of your children, either pre-set groups based on the similarity of their dreams from Lesson 2, or allow them to break into groups of 4–5 based on similar dreams.

SENSITIVITY TIP > *If it is inappropriate to mix boys and girls in a group, separate the groups by gender for this activity.*

SENSITIVITY TIP > *If there is a child with a disability in your group, you adjust the exercise so all can participate.*

- Instruct each group to identify a theme in their dreams.
- Play 'Freeze drama', making sure that all groups get to present and all children get to be the 'director'.

ADAPTATION > Children can either move their bodies into the correct positions, or tell them verbal cues without touching, depending on what is appropriate in your context.

APPLY (5 MINUTES)

- Discuss as a class how it felt to act out achieving their dreams.
 - What did they like?
 - What was challenging?
 - How can they start using what they learned this week to achieve goals and dreams now?
- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 32

Competency: Perseverance



Lesson 1

Competency: Perseverance | **Topic:** Attaining your goals, and self-reflection | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify strategies to reach goals.
- Determine appropriate strategies for different types of goals.

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about finding strategies to reach goals.

PRESENT (10 MINUTES)

- Ask children to remember the dream/life goal they set the previous week. If they do not remember, give them hints and remind them. Share your own, for example, “When I was a child, I wanted to be a teacher.”
- Explain that they can also set smaller goals that can be achieved in the short term. Reference the story from Week 31, Lesson 1, where Lydia wanted to achieve a goal of doing well on a test. She was able to make that happen in just a few weeks.
- Explain that today they are going to create a ‘recipe for success’, like the recipe they made for friendship in Week 22, for achieving a goal.
- On the board or a flipchart, write “Ingredients” on one side and “Steps” on the other, or just say the steps if children cannot read. Explain that ‘ingredients’ are skills or supports that are needed; ‘steps’ are the actions one has to take to achieve a goal.

RECIPE

Ingredients	Steps
-	1.
-	2.
-	3.

- Go through an example with the children, asking for their input. For example, for the goal of becoming a teacher:
 - Ingredients: perseverance (determination); studying; liking children; patience; and a friend who was willing to watch your children while you studied.

ADAPTATION > Adapt these example steps to what it would take in your community to achieve that goal: For example, study hard; go to school every day; go to university and be in the ‘teacher training track; apply to jobs; excel in job as teacher.

SENSITIVITY TIP > *Children may feel overwhelmed by all the steps needed to achieve a long-term goal, especially if they do not have the same opportunities others have. This opportunity gap can exist for the entire class or just some children that are part of a minority group. Be aware of this, and encourage them all to dream, stating in a positive way, that even you do not know what the future holds.*



PRACTICE (15 MINUTES)

- Break children into small groups and provide them with flipchart paper and markers.

ADAPTATION > Based on children's literacy levels, have children either write or draw their recipe on the flipchart.

- First, the group must come to agreement about what short-term goal they are trying to achieve. Allow groups 2–3 minutes for this.
- Then, allow groups 5 minutes to come up with a list of ingredients.
- Use the remaining time to instruct children to write out the steps it will take to achieve their group goal.

APPLY (7 MINUTES)

- Each group presents back their 'recipe for success' as if they are presenting a dish at a feast.
- After each presentation, ask the class to analyze the recipe based on the following questions:
 - Is the recipe realistic? Why, or why not?
 - What ingredients do you think are most important? Why?
 - Were any important ingredients missing?
 - What steps are most important? Why?
 - Were any important steps missing?
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Perseverance | **Topic:** Attaining your goals, and self-reflection | **Level:** 6–11 years

LEARNING OBJECTIVES

- Divide goals into manageable steps.
- Follow steps to meet personal and academic goals.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about dividing goals into manageable steps.

PRESENT (12 MINUTES)

- Review what they did in the previous class.
- Explain that there is a way to set goals which makes them easier to achieve – breaking them down into smaller, more manageable and achievable steps.
- Ask children what they think is the first step of achieving a goal:
- Answer: Setting a detailed, specific goal
- Ask children what they do next, when they have set a goal.
- Answer: Setting a detailed, specific plan
- Ask children to Think–Pair–Share a time when they set a goal and were able to achieve it. What made it possible for them to achieve their goal?
- Write these answers on a flipchart or the board.

SENSITIVITY TIP > *If children have difficulty recalling a time when they set a goal, remind them that everyone has set goals and achieved them – sometimes without realizing it. Provide some relevant examples of small goals from your life, but do not give them answers from their lives.*

PRACTICE (10 MINUTES)

- Hand out the Goal Achievement Plan (GAP) handouts ([Appendix on page 362](#)). Adapt the handout to be only 5 steps if your children are particularly young. If children are unable to read and write, explain the steps and have the children draw out the steps.
- Explain that children will now have the opportunity to begin to create a GAP using what they discussed today and in the previous class.
- Review the GAP as a class.
- The first step (and the only one they will do in Lesson 2) is for them to set a realistic, specific and detailed goal that they would like to achieve in the next year.
- Allow children 5 minutes to individually set their goals and write or draw them on the GAP.

APPLY (5 MINUTES)

- Allow children to share their specific, detailed and realistic goals in small groups.
- Collect all GAPs for use in Lesson 3.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Perseverance | **Topic:** Attaining your goals, and self-reflection | **Level:** 6–11 years

LEARNING OBJECTIVES

- Reflect on strategies used to achieve goals.
- Demonstrate persistence as a learner.

WARM-UP (3 MINUTES)

Mindfulness Activity – Choose mindfulness activity & set a daily intention about persistence.

PRESENT (7 MINUTES)

- Explain that they will pick up from the end of the previous Lesson.
- Ask children to remember what they did in the previous Lesson.
- Review the 10 Steps to a GAP (or 5 Steps, if your children are younger):
 1. Set a 'Detailed Goal.'
 2. Define '5 steps to Achieve that Goal.'
 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. Act on the '5-step plan.'
 7. Revise your '5-step plan.'
 8. Check off your 5 steps as you achieve them.
 9. Believe in yourself.
 10. Achieve your goal!

PRACTICE (15 MINUTES)

- Pass out the children's GAPs from the previous day.
- Instruct children to define the steps that they will need to take to achieve their goal. Allow them 5 minutes to write down or draw these steps.
- Invite children to look at #3 on the GAP – 'Get advice from someone you trust.'
- They should pair up and get advice from their peer about their GAP. Allow 2–3 minutes for this.
- Based on their peer feedback, children should revise their '5-step plan'.
- Advise children to identify an adult that they trust to review their '5-step plan' (#3) and a friend that they will ask to support them in achieving their goal (#5).
- Allow children one minute to note this on their GAP before coming back together as a class.

SENSITIVITY TIP > *Children may not have an adult that they trust, or the adult that they trust may not be around to review their '5-step plan'. If this is the case, you or your fellow Facilitators might need to provide this individual feedback.*

APPLY (5 MINUTES)

- Explain that children can go through this process to achieve any kind of goal – personal, academic, or other.
- Allow for children to ask any questions or share any thoughts they have about the GAP process.
- Conclude by reviewing the daily intention.



Appendix:

Goal Achievement Plan (GAP)

- 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.

1.

2.

3.

4.

5.

- 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.

1.

2.

3.

4.

5.

- 7.** Revise your 5-step plan.

1.

2.

3.

4.

5.

- 8.** Continue to implement your 5-step plan.

- 9.** Believe in yourself.

- 10.** Achieve your goal!



REVIEW AND ASSESSMENT

Week 33

Competency: Emotion Regulation; Brain Building;
Positive Social Skills



Assessment Summary

Competency: Emotion Regulation; Brain Building; Positive Social Skills | **Level:** 6–11 years | **Module:** 8

All lessons should begin with a mindfulness activity that has previously been done (in weeks 2–33)

Assessment weeks are different to instruction weeks. Facilitators should select from the various review and assessment activities below. Each review/assessment activity has a specific duration and an intended learning outcome.

Create and keep a tracking sheet (see sample on Page 162) for each child. For each assessment activity, score the child's performance on the scale provided. Example scales include:

- Scale of 1 to 5:
 - 1 = Unsatisfactory
 - 2 = Needs improvement
 - 3 = Meets expectations
 - 4 = Exceeds expectations
 - 5 = Exceptional
- Meets expectations/Needs improvement
- Other scale, as defined in the activity

LEARNING OBJECTIVES

- Develop a sense of belonging.
- Describe oneself using several basic characteristics.
- Show excitement and curiosity as a learner.
- Define one's self as a learner.
- Demonstrate optimism and a positive sense of self.
- Describe why learning is important in helping children achieve personal goals.
- Set personal and academic goals.
- Identify strategies to reach goals.
- Divide goals into manageable steps.
- Follow steps to meet personal and academic goals.
- Reflect on strategies used to achieve goals.
- Demonstrate persistence as a learner.
- Use words to describe problems presented in scenarios.



Assessment activities

Who am I?

SCORING

1 = Unsatisfactory Cannot describe themselves.

2 = Needs improvement Describes themselves only using 1 description.

3 = Meets expectations Describes themselves using 3 descriptive words.

4 = Exceeds expectations Describes themselves using 4 mostly accurate descriptive words.

5 = Exceptional Describes themselves using 5 accurate descriptive words.

Assess: Describe oneself using several basic characteristics | **Time:** 15 minutes

1. All children draw a picture of themselves, demonstrating how they view themselves.
2. Have children share their picture, explaining each of the 4 items and describing "Who am I?" using 5 or more descriptive words.

Strengths and weaknesses

SCORING

1 = Unsatisfactory Child did not write a list of strengths and weaknesses.

2 = Needs improvement Child wrote a list of strengths and weaknesses that are only partially accurate.

3 = Meets expectations Child wrote an accurate list of strengths and weaknesses but cannot align them.

4 = Exceeds expectations Child wrote an accurate list of strengths and weaknesses and can align some of them.

5 = Exceptional Child correctly aligns all weakness to strengths.

Assess: Understand one's own strengths and weaknesses | **Time:** 15 minutes

1. Individually, children brainstorm a list of their 'pluses' and their 'minuses'. If they are able, they can write them down or draw small pictures of them.
2. After they create each list, they should draw arrows to show which pluses can counteract their minuses.
3. Children can discuss in pairs how their strengths (pluses) are greater than their weaknesses (minuses).



Goal setting

SCORING

Meets expectations Child wrote an appropriate goal.

Needs improvement Child did not write an appropriate goal.

Assess: Understand the importance of setting goals | **Time:** 10 minutes

1. Have each child think of a goal related to learning/school and write it down or draw it.
2. Children should find a partner who set a similar goal.
3. Give them an example of what is 'similar'. For example, "If I set a goal to be able to focus and do all of my homework without getting distracted, I could find a partner who also had a focusing goal – like actively listening and understanding instructions in class".
4. Partners share their goals with each other.
5. Collect the goals for grading.

Future 'Freeze drama'

SCORING

Meets expectations Child demonstrated an appropriate step to achieving the group's goal while they were directing 'Freeze drama'.

Needs improvement Child did not demonstrate an appropriate step to achieving the group's goal while they were directing 'Freeze drama'.

Assess: Demonstrate the steps it takes to achieve goals | **Time:** 20 minutes

1. Explain that they will play 'Freeze drama'. Each group will act out steps needed to achieve their dream. Each member of the group will have an opportunity to direct the others in their group.
2. The other groups that are not acting will have to guess the theme of the acting group.

ADAPTATION > Depending on the maturity level of your children, either pre-set groups based on the similarity of their dreams from Lesson 2, or allow them to break into groups of 4–5 based on similar dreams.

SENSITIVITY TIP > *Boys and girls may need to be separated for this activity, based either on the dreams they have or the gender norms about physical contact between them.*

3. Instruct each group to identify a theme in their dreams.



4. Play 'Freeze drama', making sure that all groups get to present and all children get to be the director.

ADAPTATION > They can either move their bodies into the correct positions, or tell them verbal cues without touching, depending on what is appropriate in your context.

5. Discuss as a class how it felt to act out achieving their dreams.
 - What did they like?
 - What was challenging?
 - How can they start using what they learned this week to achieve goals and dreams now?

Goal recipe

SCORING

Meets expectations Recipe is realistic to achieve goal.

Needs improvement Recipe is not realistic to achieve goal.

Assess: Determine appropriate strategies for different types of goals. | **Time:** 15 minutes

1. Review the recipes that children created in Week 32, Lesson 1.
2. In small groups, children determine a goal they want to achieve.
3. Each group selects the 'recipe' that fits most closely with their goal.
4. Groups adapt their recipe to fit the new goal.
5. Groups present back the updated recipe based on the new goal.



Goal Achievement Plan (GAP)

SCORING

1 = Unsatisfactory Child does not complete GAP and it is unrealistic.

2 = Needs improvement Child creates most of a GAP, but it is not realistic.

3 = Meets expectations Child completes all steps of a GAP.

4 = Exceeds expectations Child sets a realistic GAP.

5 = Exceptional Child sets a GAP that is specific, achievable and time-bound (SAT).

Assess: Divide goals into manageable steps | **Time:** 15 minutes

- 1.** Review the Ten Steps to a GAP:
 1. Set a 'Detailed Goal'.
 2. Define '5 steps to Achieve that Goal.'
 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. Act on the '5-step plan.'
 7. Revise your '5-step plan.'
 8. Check off your 5 steps as you achieve them.
 9. Believe in yourself.
 10. Achieve your goal!
- 2.** Hand out the GAP handouts ([Appendix in Week 32 Lesson Plan, page 362](#))
- 3.** Explain that children will now have the opportunity to begin to create a GAP using what they discussed today and the last class.
- 4.** Review the GAP as a class.
- 5.** The first step is for them to set a realistic, specific and detailed goal that they would like to achieve before the end of the school year.
- 6.** Allow children 5 minute to individually set their goals and write or draw them on the GAP.



WEEKLY PLANS

Week 34

Competency: Brain Building; Emotion Regulation;
Positive Social Skills



Lesson 1

Competency: Brain Building; Emotion Regulation; Positive Social Skills | **Topic:** Review Modules 2, 3, 4 | **Level:** 6–11 years

LEARNING OBJECTIVES

- Name and demonstrate the rules for listening in a group, including taking turns speaking and being respectful.
- Demonstrate listening-with-attention skills.
- Understand how listening affects learning.
- Identify strategies for focusing attention.
- Identify classroom distractions.
- Demonstrate attention skills.
- Demonstrate raising hand and waiting to be called on before speaking.
- Demonstrate ability to sit and stand still.
- Demonstrate ability to form a line and a circle without making noise as part of a group.
- Demonstrate ability to switch between activities that are related.
- Demonstrate attention, memory and impulse control skills.
- Demonstrate ability to hold information in one's short-term memory for use.
- Understand timeline and progression of events.
- Demonstrate ability to organize events in order.

WARM-UP (3 MINUTES)

- Mindfulness activity (tense and release OR focus on an object) – set a daily intention about reviewing skills they have used that teach them to build their brains.
- Explain that this week they will be reviewing everything they learned in Modules 2, 3 and 4.

ACTIVITY 1 (7 MINUTES)

- Review the Active Listening rules from Week 3, adapted using rules that are appropriate for your context (see chart below). Ask children what they remember about what active listening looks and sounds like. Fill in anything that they forgot to address.

WHAT DOES ACTIVE LISTENING...

...Look Like?

- **Facing** the person speaking
- Making **eye contact**
- **Nodding** your head when appropriate
- **Staying** still

...Sound Like?

- **Affirming** understanding
- Asking **clarifying** questions
- **Restating** what was said

- Have children practice active listening in pairs, each speaking for one minute.
- After each partner goes, have them respectfully share with each other what they liked about each other's active listening and some tips on how to do it better (from their perspective).

ACTIVITY 2 (10 MINUTES)

- Ask children if they remember the strategies to focus their attention and control impulses.
 - Belly-breathing
 - Self-talk
 - Contained fidgeting
- As each strategy is listed, have a child remind the class what it looks like and everyone practice for 30 seconds.



- Place signs that show or say 'belly-breathing' 'Self-talk' 'contained fidgeting' and 'other' in the 4 corners of the room.
- Ask children to share a scenario where they would have to either focus attention or control impulses.
 - First, they identify if they need to focus attention or control impulses.
 - Then, all children go to whichever strategy they would use in that situation.
 - Have one child from each corner share why they would use that strategy.

ACTIVITY 3 (5 MINUTES)

- Ask children if they remember their handshake dance buddies. If so, they should find them and do their handshake.
- In pairs, have children discuss for 2 minutes how their short-term memory has helped them over the past year.

SENSITIVITY TIP > *Remember: handshake buddies might be separated by gender.*

APPLY (5 MINUTES)

- Children all come back together and share what they discussed and how they have used their listening, focusing attention, impulse control, working memory and organization skills over the past year.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Brain Building; Emotion Regulation; Positive Social Skills | **Topic:** Review Modules 2, 3, 4 | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify physical clues in their bodies that help them identify and name their feelings, including worry.
- Name a variety of feelings: happy, lonely, scared, bored, angry, sad, upset, surprised, strong, proud, afraid, glad, shy, worried, tired, love.
- Identify feelings that feel good and not so good.
- Name feelings when presented with environmental, situational and/or physical clues.
- Describe how various situations make you feel.
- Identify situations that require the use of emotion-management strategies.
- Recognize how emotions are linked to behavior.
- Identify a grown-up and/or peer to talk to when experiencing strong feelings.
- Identify appropriate ways to express a range of feelings.
- Identify and demonstrate belly-breathing as a calming down technique.
- Identify and demonstrate 'Stop' and name your feeling as a calming down technique.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about understanding and managing our own feelings.

ACTIVITY 1 (7 MINUTES)

- Ask children if they remember the main feelings they learned to identify (happy, sad, scared, surprised, angry, proud, or the culturally adapted feelings that you selected in Week 8, Lesson 1).
- Have the class demonstrate how each feeling looks, together.
- Use the feeling cards from Week 8 and have one child come up and select a feeling card. They must then demonstrate that feeling,
- The rest of the class guesses what he or she is showing.

ADAPTATION > This can be done in small groups or as a full class.

- Continue until all children have demonstrated a feeling.

ACTIVITY 2 (5 MINUTES)

- Have children bring in their Calming Feelings Toolkit from Week 10.
- In small groups, have children share their calming strategies: belly-breathing; counting to 5; calming object; self-talk; humming quietly.
- As a small group, have them come up with a scenario with different feelings when they would use each strategy.

SENSITIVITY TIP > Sensitive topics may come up as children brainstorm scenarios based upon their own experiences. Recalling memories of traumatic events, feelings of loss, hunger, and so on, might be emotionally triggering. Be prepared to support children appropriately should this happen.



ACTIVITY 3 (10 MINUTES)

- Assign each group a strategy to create a drama about (using the scenario they brainstormed in Activity 2).
- Each group presents their 1–2 minute drama which demonstrates how to use the controlling feelings strategy.

APPLY (5 MINUTES)

- As a full class, discuss what scenarios cause which feelings and how they can manage their own feelings.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Brain Building; Emotion Regulation; Positive Social Skills | **Topic:** Review Modules 2, 3, 4 | **Level:** 6–11 years

LEARNING OBJECTIVES

- Name and acknowledge feelings of others.
- Use physical, verbal and situation clues to determine what others are feeling.
- Identify feelings of characters in a story based on the situation and their response.
- Use physical, verbal and situation clues to determine what others are feeling.
- Understand that people can have different feelings about the same situation.
- Demonstrate that people can have different feelings about the same situation.
- Understand the importance of understanding other people's feelings.
- Demonstrate ability to ask about and understand a peer's feelings.
- Demonstrate an understanding of the impact of their own actions on others' feelings.
- Predict how others might feel as a result of their or another's actions.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about and understanding others' feelings.

ACTIVITY 1 (5 MINUTES)

- Ask children if they remember the 3 clues they can use to tell what someone else is feeling
- Act out the 3 actions
 - Situation – Act out looking around from left to right and back.
 - Body – Act out looking a person up and down.
 - Words – Act out listening with your hand to your ear.
- Review the 3 clues for identifying someone else's feelings and act them out with the whole class multiple times.

ACTIVITY 2 (10 MINUTES)

- Play 'Pass the feeling'. Have the children stand in a circle with a ball. One child will say "When I..." and finish the statement, and then pass the ball to another child who will act that feeling. They then pass the ball to a third person who says "You feel..." and fill in the blank. For example, you say "When I take your toy" and the next person shows anger. The third person says "You feel angry." Continue around the circle with the ball until all of the children have said a cause, shown a feeling, and named someone else's feeling.
- Lead a review discussion about how each of their actions in the game can affect others' feelings and how people can have different feelings.



ACTIVITY 3 (10 MINUTES)

- Ask children if they remember the 4 senses of empathy. Review:
 - Eyes/Sight – Seeing how they are physically responding.
 - Ears/Hearing – Listening to what they are saying.
 - Hands/Touch – When appropriate, hugging or patting someone on the back.
 - Mouth/Speak – Saying kind and encouraging words.

- Have children draw or write a situation and how they would use each of the 4 senses of empathy in a situation.
- In pairs or small groups, children share how they would use the 4 senses of empathy.

APPLY (2 MINUTES)

- Review the importance of understanding and empathetically responding to others' feelings.
- Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 35

Competency: Positive Social Skills; Conflict Resolution; Perseverance



Lesson 1

Competency: Positive Social Skills; Conflict Resolution; Perseverance | **Topic:** Review Modules 5, 6, 7 | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand that every action has a reaction.
- Identify possible positive or negative consequences of behaviors and actions on self and others.
- Identify possible positive or negative affect of words on others.
- Understand how their actions affect their caregivers.
- Identify what to say when they do something by accident.
- Demonstrate apologizing and admitting an accident.
- Identify family, peer, school and community strengths.
- Explain how family members, peers, school personnel and community members can support school success and responsible behavior.
- Demonstrate the ability to respect the rights of self and others.
- Identify and perform roles and behaviors that contribute to personal and classroom well-being.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about actions and reactions

ACTIVITY 1 (7 MINUTES)

- Think–Pair–Share on how they think their actions affect others and how they can adjust their actions to get better reactions.
- When they share back, discuss how their actions can affect their caregivers.

ACTIVITY 2 (10 MINUTES)

- Place signs in 4 corners of the room that say 'Identify an Accident'; 'Apologize and Accept Responsibility for an Accident'; 'Accept Apology for an Accident'; and 'No Accident' and have corresponding pictures.
- Read out a number of scenarios and have children go to the different corners based on what they think needs to happen next. One person from each group should volunteer to say what needs to be said next.
- Adapt the example scenarios and names below to be relevant to your children:
 - Stephen was looking at something in the sky when he bumped into Jamila on the street and she dropped her phone.
 - Mary got very angry at her sister and took her favorite dress.
 - John and Samuel were playing ball. Samuel threw harder than he meant to and the ball went far away.
 - While walking to class, Benjamin stepped on Sarah's foot and she screamed in pain. He said, "Sarah, I am sorry, I did not mean to step on your foot. Are you okay?"



APPLY (10 MINUTES)

- Review the community strengths quilt from Week 18, Lesson 1.
- Ask children if there are any community strengths they would like to add to the quilt, since it has been many weeks since they first made it.
- Allow a few minutes to draw (individually or in groups) additional community strengths to add to the quilt.
- Lead a discussion with children about how all of the community's individual strengths come together.

- Explain that each strength is beautiful on its own, but look how much more beautiful the strengths are when they are all together and make something even greater.

SENSITIVITY TIP > *With a mixed group of with different backgrounds, it is important to talk about a larger community and not communities that might have tension or conflict. If conflict does exist within the groups, refer to a school community.*

- Conclude by reviewing the daily intention.



Lesson 2

Competency: Positive Social Skills; Conflict Resolution; Perseverance | **Topic:** Review Modules 5, 6, 7 | **Level:** 6–11 years

LEARNING OBJECTIVES

- Understand the importance of friendships and how they create a sense of belonging and support.
- Identify traits that make one a friend.
- Identify one's friends.
- Demonstrate welcoming and inviting behavior (which can change someone's behavior).
- Demonstrate how to invite someone to play in response to scenarios.
- Begin to enter play appropriately.
- Engage in play with others.
- Establish and maintain friendships.
- Describe positive qualities in others.
- Identify and demonstrate ways to show compassion and empathy for others, including listening, helping and saying kind words.
- Demonstrate ability to work with others.
- Understand the different roles of a group.
- Demonstrate ways to negotiate and compromise.
- Develop and demonstrate skills to recognize and handle bullies.
- Identify how others influence your behaviors and decisions.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about the importance of friends and peer influence.

ACTIVITY 1 (7 MINUTES)

- Have children turn and talk to their neighbor and share why they think friends are important.
- Have children stand up or sit down if they agree or disagree with a statement about qualities of a friend. For example:
 - Friends care about each other.
 - Friends help each other.
 - Friends are nice to each other.
 - Friends respect each other.
 - Friends listen to each other.
- Have a child from each side (Agree/Disagree) explain why they agree or disagree.

SENSITIVITY TIP > *This discussion may upset some children who are new or feel they do not have many friends. Be aware of these children and facilitate the discussion in a supportive manner – not singling any of these children out.*

- Review the friendship recipes children created in Week 22, Lesson 1.

ACTIVITY 2 (10 MINUTES)

- Ask children if they remember the 3 Cs for friendly Conversation and play. Quickly review:
 - Commence – find a friendly way to start the conversation, choose something you like about the other person to comment on or ask them a friendly question, like “How are you?”



- Continue – Listen carefully, ask follow up questions, and be respectful of thoughts and opinions.
- Conclude – Wait for a time when the conversation has come to a lull. End the conversation politely on a positive note, give an excuse for leaving and hint that you will see the person again soon.

ADAPTATION > Adapt to teach contextually appropriate ways of entering and concluding a conversation.

- In pairs, allow each child to guide the conversation for 1–2 minutes, using the questions they brainstormed, and then switch.
- Bring the whole class back together to discuss how it felt to listen and ask questions following the 3 Cs conversation.

ACTIVITY 3 (9 MINUTES)

- Children each write down or draw one type of bullying and one way to address bullying.
- Children find classmates who wrote down the same type of bullying.
- In those groups, they discuss:
 - What could the outcome be when different ways of addressing bullying are used?
 - Which are most effective?
 - Why do you think these would be most effective?
 - How can you use these strategies in your life?

SENSITIVITY TIP > *Be aware that some of the children might be experiencing bullying. Make mental note if a child seems more withdrawn or becomes upset during or after the activity, and speak to them after the session when appropriate, but do not do it in front of others.*

APPLY (1 MINUTE)

Conclude by reviewing the daily intention.



Lesson 3

Competency: Positive Social Skills; Conflict Resolution; Perseverance | **Topic:** Review Modules 5, 6, 7 | **Level:** 6–11 years

LEARNING OBJECTIVES

- Identify problems and conflicts commonly experienced by peers.
- Use words to describe problems presented in scenarios.
- State a problem without blaming anyone.
- Identify approaches to resolving conflicts constructively (3-step approach: Stop–Think–Act).
- Generate solutions to problems presented in scenarios.
- Identify skills that are used in conflict resolution.
- Apologize and offer to make amends.
- Apply the problem-solving steps to conflicts among peers.
- Define and differentiate sharing, trading and taking turns as fair solutions when 2 children want to play with the same thing.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about resolving conflicts.

ACTIVITY 1 (7 MINUTES)

- Review the 5 Ws that children should ask themselves about conflict, from Week 26, Lesson 2:
 - Who is involved?
 - What happened?
 - Where did it happen?
 - When did it happen?
 - Why did it happen?

- In pairs, have children brainstorm a conflict scenario and answer the 5 Ws.

SENSITIVITY TIP > *If there is a current serious conflict that the children are dealing with, have them think of a conflict scenario in school.*

ACTIVITY 2 (3 MINUTES)

- Ask children what are the steps to conflict resolution.
- Review the motions, adapted to be locally appropriate, for Stop–Think–Act:
 - Stop – put your hand in front of you with your palm facing out like you are telling someone to stop.
 - Think – put your finger to your forehead like you are thinking.
 - Act – march in place like you are acting.

ACTIVITY 3 (15 MINUTES)

- Ask children if they remember the ways that they can get the best outcome from conflict resolution.
- As they brainstorm the following, write it on the board:
 - STOP
 - Pause
 - THINK
 - Define the problem
 - Brainstorm win-win solutions
 - Select the best solution



- ACT

- Do the solution
- Look and listen
- Use 'I' statements that do not place blame
- Win-win solutions
- Apologize

- Explain to the groups that they should use the guidelines (above) to prepare a role-play about resolving a conflict.
- Allow groups a few minutes to prepare their role-plays.
- Each group presents back their role-plays.

- After each role-play, ask the class the following questions:

- How did the group resolve the conflict?
- Did they follow the guidelines we discussed this week?
- What was the result?

APPLY (3 MINUTES)

Conclude by reviewing the daily intention.



WEEKLY PLANS

Week 36

Competency: Brain Building; Emotion Regulation;
Positive Social Skills; Conflict Resolution; Perseverance



Lesson 1

Competency: Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution; Perseverance

Topic: Conclusions and setting long-term goals | **Level:** 6–11 years

LEARNING OBJECTIVES

- Discuss hopes for the future.
- Develop a plan for achieving long-term goals.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about setting and achieving long term goals.

PRESENT (7 MINUTES)

- Have children sit and silently think of a realistic, long-term goal they would like to achieve in the next 5 years. For example, learn to read. Explain that their goals should be specific, achievable and time-bound (within a certain time-frame). If it translates, use the acronym 'S.A.T.'
- Tell children to remember the goal they have set.
- In pairs, have the children brainstorm review the 10 Steps to a GAP (see below). Adapt the handout to be only 5 steps if your children are particularly young. If children are unable to read and write, explain the steps and have the children draw out the steps:
 1. Set a 'Detailed Goal.'
 2. Define '5 steps to Achieve that Goal.'
 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. Act on the '5-step plan'.

7. Revise your '5-step plan.'
8. Check off your 5 steps as you achieve them.
9. Believe in yourself.
10. Achieve your goal!

PRACTICE (10 MINUTES)

- Distribute the GAP handouts ([Appendix in Week 32 Lesson Plan, page 362](#))
- Explain that children will now have the opportunity to begin to create a Goal Achievement Plan for a long-term goal.
- Allow children a few minutes to write or draw their goals and the steps on the GAP.
- They should also identify an adult that they trust to review their 5-step step plan (#3) and a friend that they will ask to support them in achieving their goal (#5).

SENSITIVITY TIP > *Children may not have an adult that they trust, or the adult that they trust may not be around to review their 5-step plan. If this is the case, you or your fellow teachers might need to provide this individual feedback.*

APPLY (10 MINUTES)

- In pairs, children should share their GAP and give peer feedback on the steps.
- Bring the class back together and have each child share their long-term goal.
- Conclude by reviewing the daily intention.



Lesson 2

Competency: Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution; Perseverance

Topic: Conclusions and setting long-term goals | **Level:** 6–11 years

LEARNING OBJECTIVES

- Describe oneself using several basic characteristics, abilities and accomplishments.
- Understand changes and accomplishments over the 9 months.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about how they have changed and grown over the past year.

PRESENT (10 MINUTES)

- Each child will draw a picture of him or herself with 3 things that they want new people they meet now, to know about them.
- Show the children an example that you prepared in advance. For example, “I drew myself, my favorite food, a river that is near where I live because I like to go there and think and the color green, because it is my favorite color”.

SENSITIVITY TIP > *If a child is unable to draw due to a disability, use the ‘buddy system’ to pair him or her up with another child who can draw with them.*

PRACTICE (12 MINUTES)

- Children sit in a circle.
- Pass out children's pictures from Week 1, Lesson 1 and Week 30, Lesson 1 if possible. If not, ask children to try and remember what they drew.
- Give children one minute to look at the 3 drawings, and then pass them to the right. If they do not have their drawings, have them turn to a partner and explain the 3 drawings.
- Each child should look at or think about the 3 drawings and try to understand how that child has changed or grown over the year.
- Going around, all children should share how their classmate has changed or grown over the year. Make sure that all comments are positive.
- Give an example to start, “Mary has changed because at the beginning, she wanted people to know that she liked to be alone. Now Mary likes to be with people”.

APPLY (5 MINUTES)

- Children Think–Pair–Share one thing they have learned this year in SEL.
- Conclude by reviewing the daily intention.



Lesson 3

Competency: Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution; Perseverance

Topic: Conclusions and setting long-term goals | **Level:** 6–11 years

LEARNING OBJECTIVES

- Wish for good things to come to other people.
- Set hopes and dreams for the future.

WARM-UP (3 MINUTES)

Mindfulness activity – Choose a mindfulness activity and set a daily intention about wishing the best for each other.

PRESENT (7 MINUTES)

- Children stand in a circle for the compliment circle.
- The first person will toss a ball to someone else in the circle and give them a compliment about something they have improved at over the year. Continue all the way until everyone has received the ball and a compliment.
- After one round, reverse the compliments and the direction in which the ball is passed.

SENSITIVITY TIP > *If there is a child with a disability in your group, adjust the exercise so all can participate.*

PRACTICE (15 MINUTES)

- Children individually write down on separate slips of paper: one thing they wish for personally, one thing they wish for everyone in the class, and one thing they are thankful for from this class. If children cannot write have them say it aloud as they choose.
- Place the slips of paper into 3 separate buckets or hats.
- Pass the buckets around, and each child should pick out one slip of paper from each bucket.
- They should go around in a circle and read all 3 out loud.

APPLY (5 MINUTES)

- Say the things that you wished for personally, for everyone in the class, and one thing you are thankful for from the class.
- Thank children for a great year and say kind words about each of them and how they have grown.
- Conclude the final class by reviewing the daily intention.

