



Islamic Republic of Afghanistan
Ministry of Education
Teacher Education Directorate
Primary Education Department
Pre-service Program



Social Emotional Learning Skills
for
Early Grade Students

Student's Book

Pilot version

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Gender Equality in Education

(Resource: Guidance note Gender, INEE 2019)

Advancing gender equality in education requires addressing the different needs of girls, boys, women, and men and ensuring their enrolment, participation, and achievement in education and for lifelong learning. It involves shifting the culture, policies, and practices that discriminate against certain groups of students and developing education systems that meet the different needs and capacities of all learners, empowering them equally in and through education. Education systems can play a key part in achieving wider gender equality by promoting positive norms, beliefs, and attitudes, and by avoiding the reproduction or reinforcement of social inequalities.

Gender-responsive Instruction and Learning

Gender-responsive instruction and learning processes aim to meet the needs of girls, boys, women, and men, and can enable better quality education in practice. These approaches seek to break down inequalities in the classroom, including gender-based discrimination, and can reduce the use of violent discipline.

Teachers can use a variety of strategies to make the learning experience more gender-responsive, participatory, and inclusive:

- Modify teaching strategies to give girls and boys equal space to contribute to discussions and activities. Teachers can observe whether girls or boys dominate in the classroom and take action to encourage equal contributions. Where culturally appropriate, changing the seating arrangements so that larger groups of girls or boys are not sitting together can prevent them from dominating other learners. Single-sex learning spaces may be helpful in some contexts.
- Be aware of the number of questions asked and answered by male and female learners and the amount of attention given to different students in class. In addition, the types of questions asked are important. In certain contexts, teachers may ask boys questions that require more complex answers and girls more simplistic ones. This can impact learning as well as learners' self-belief and reinforce low expectations of girls.
- Note gender stereotypes in textbooks and learning materials and turn them into a learning opportunity by questioning the materials and encouraging students to think critically about gender issues.
- Use girls' and boys' different life experiences as a starting point for designing activities and teaching new things. For example, to prompt discussions on why life experiences become gendered and how girls and boys can notice when difference becomes discrimination.
- Employ teaching approaches and methods that build students' self-confidence and self-esteem. Self-confidence is built over time with consistent support and reinforcement. Students can be engaged in simple games and projects to develop self-confidence and voice, and sports can be used to break traditional roles and increase self-esteem. It is often more effective to start with single-sex group work to allow girls and boys to explore non-traditional roles, creating a safe space for engagement. Activities should be age-appropriate and recognize how gendered patterns are exacerbated in adolescence.
- Learn and adapt teaching practices to accommodate the developmental differences of boys and girls.

- Use gender-responsive, non-violent, and non-abusive language, avoiding jokes and terms that degrade or belittle either sex.
- Ensure that domestic, leadership, volunteer, and community roles are shared equally between girls and boys. This might include tasks like cleaning communal areas, helping younger children, and serving on the school council or as class monitors.

The module that is before you, has incorporate these genders responsive teaching and learning strategies. However, this is only going to work if you will employ these strategies deliberately in your own classes as well.

Session 1A Orientation to Social and Emotional Learning

Objectives

At the end of this session students will be able to:

- Assess their own knowledge of SEL by engaging in a pre-test.
- Understand the expectations of the SEL module by knowing the syllabus.
- Establish norms for classwork.

Overview

A: Introduction	5 minutes
B: Introduction to session <i>Social and Emotional Learning</i>	5 minutes
C: Lesson content Part 1: Pre-test Part 2: Syllabus for Social and Emotional Learning module Part 3: Establishing norms for classwork.	35 minutes
D: Reflection and summary	5 minutes

Key concepts

- Social and Emotional Learning

Materials

- Students' Resources
 - Student's manual
 - Syllabus for module Social and Emotional Learning

Part A Introduction to Module

Introductions led by the teacher.

Part B Introduction to Session

The objectives of this session are

- Assess their own knowledge of SEL by engaging in a pre-test.
- Understand the expectations of the SEL module by knowing the syllabus.
- Establish norms for classwork.

What do you already know?

1. What is SEL please define it?
2. Why do you think Social and Emotional Learning is important for students?

Part C Lesson Content

Task 1 Pretest

The teacher will give you a pre-test. A pre-test is meant to see what you already know about the subject. At the end of the module, you will do the post-test and then both you and the teacher can measure your SEL knowledge. The pre-test is a formative assessment.

Task 2 Introduction to Module

The teacher will introduce the module to you.

Task 3 Establishing Norms

Together with the teacher you are going to establish norms for working together on Social and Emotional Learning.

The next 16 sessions, you will be working together to learn about Social and Emotional Learning. There will be opportunities to share personal experiences and it is important to create a safe space where everyone is comfortable to express him/herself without judgement or embarrassment.

Work in small groups of 3 or 4 and write down some norms to follow for the class.

The teacher will ask your group to share their norms and write them on a flip chart. Part D Reflection and Summary

Part D Reflection and Summary

Step 1 Reflection Questions for Students

The teacher will discuss the following questions with you to reflect on the lecture session:

1. What were the objectives of this session?
2. What did we learn?
3. What questions do you still have?

Step 2 Summary of Content

The teacher will provide a summary of the lesson

Session 1B Portfolio Orientation to Social and Emotional Learning

Objective portfolio assignment

By the end of the session students will be able to:

- Provide a definition of SEL
- Explain the five competences of Social and Emotional Learning based on CASEL's Framework.

Overview

- A Review of session 1a- 5 minutes
- B Overview of portfolio assignment- 5 minutes
- C Portfolio assignment - 35 minutes
- D Reflection - 5 minutes

Materials

- Annex 1 Social and Emotional Learning

Part A Review of Session

The teacher will discuss the following question with you:

1. What were the objectives of the lecture session?
2. What norms did we establish to work together?
3. What questions do you still have?

Part B Overview Portfolio Assignment

Your portfolio assignment is to write a definition of SEL as well as present the five SEL competencies based upon the work of CASEL.

Part C Portfolio Assignment

Step 1 Overview

The teacher provides an overview of the session and provides the definition of SEL.

Task 1 Individual Reading

By yourself, read Annex 1.

Task 2 Define SEL

The teacher will divide you into 5 groups. Each group has to present a definition of SEL using their own words. You will also present one of the five SEL competencies. When you present the SEL competency, you have to:

Define the competency using their own words.

Provide two or three examples of how the competency would show themselves in young students in Afghanistan.

The presentation should not be longer than 3 minutes. The division of competencies is as follows:

Group 1 – Self awareness

Group 2 – Self management

Group 3 – Social awareness

Group 4 – Relationship skills

Task 3 Share Group Work

The teacher will ask you to share your presentation.

Task 4 Finalize Presentation

Finalize your portfolio assignment and put a copy in your portfolio.

Part D Reflection

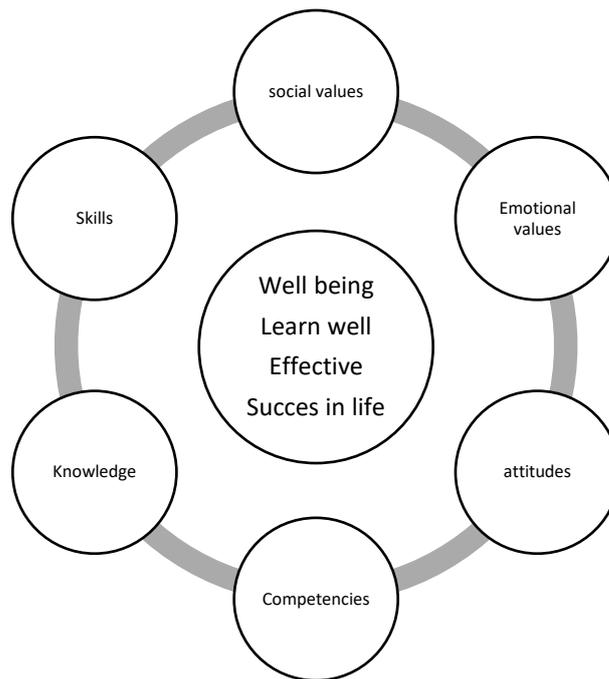
The teacher will discuss the following questions with you to reflect on the portfolio session:

1. What was the objective of this assignment?
2. What did you learn?
3. What questions do you still have?

Annex I Social Emotional Learning

Resources (*International Network for Education in Emergencies, 2016*)

Social and emotional learning, or “SEL”, has been defined as the process of acquiring core competencies to recognize and manage emotions, set and achieve goals, appreciate the perspectives of others, establish and maintain positive relationships, make responsible decisions, and handle interpersonal situations constructively. Social and emotional learning is about learning social and emotional values, attitudes, competencies, knowledge and skills that very important for a person’s well-being. Not only that, they also help a person to learn better, be more effective and have success in life. The picture below shows what is helping a person to do well in life and what contributes to social emotional learning.



Social emotional learning looks at five interrelated competencies:

1. **Self-awareness** –when a person is able to recognize one’s emotions and thoughts and see how they influence their behavior. For example, someone knows that when they are angry with someone, they might start to say bad things and that will only cause a conflict. Self-awareness also includes a person knowing his or her strengths and limitations.
2. **Self-management** –being able to regulate one’s emotions, thoughts and behaviors in different situations. For example, when a person is angry, s/he might want to shout, but s/he manages his/her anger and does not shout. Self-management also includes managing stress, controlling impulses, being self-motivated, setting personal and academic goals and work on achieving those goals.
3. **Social Awareness** –being able to empathize with others, understand other people’s feelings. A person who is socially aware is also able to see things from another person’s perspective. For example, Mariam, a grade 3 student, sees that a new student has arrived at school. She also sees that no one plays or talks with the new student. She starts to imagine how the new student must feel; she must feel scared and lonely. She may feel unhappy, also. Mariam is able to empathize with the new student. She walks to the student and starts to talk with her. Social awareness includes more than empathy. It also includes being able to understand social behavior and ethical norms that influence behavior.

4. **Relationship Skills** –being able to establish and maintain good relationships with different kinds of people. It includes being able to communicate clearly, listen actively, cooperate with others, and resisting inappropriate social pressure. Not only that, it also includes being able to work through a conflict in a good way and seeking and offering help when needed.
5. **Responsible Decision Making** –being able to make constructive choices; choices that really help the situation or someone. Also, it means being able to make respectful choices. The choice making is informed by ethical standards, safety concerns, social norms, realistic evaluation of consequences of various action and the wellbeing of one’s self and of others.

To develop all the competencies takes time. It is a process. These competencies help students (and all people, in fact) to adjust better to life, do better in academics and develop positive social behaviors in all places of life.

Session 2A Social and Emotional Wellbeing for Students and Mindfulness

Objectives:

At the end of this session students will be able to:

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

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session	5 minutes
<i>Social and emotional wellbeing for students and Mindfulness</i>	
C: Lesson Content	35 minutes
Part 1: The impact of toxic stress on the brain	
Part 2: How SEL can reduce the negative impact of traumatic events on emotions, mental and physical development	
D: Reflection and Summary	5 minutes

Key concepts

- Toxic Stress
- Adversity
- Mindfulness
- Stress Management

Materials

- Annex I Toxic stress and behavior

Part A Review of Session

The teacher will review the previous session with you by asking the following questions:

1. What was our previous lesson about?
2. What is the definition of Social and Emotional Learning?
3. What are the five SEL competencies?
4. What questions do you still have about the previous session?

Part B Introduction to Session

The objectives of this session are:

- Explain the impact of toxic stress on the brain
- Explain how SEL can reduce the negative impact of traumatic events on social, emotional, mental and physical development.

What do you already know?

1. What do you think toxic stress is?

2. How do you think traumatic events influence the development of children?

Part C Lesson Content

Step 1 Introduction

The teacher provides an overview of the session.

Task 1 Individual Reading

By yourself read Annex 1, section 1 *Severe Adversity* and answer the following questions in pairs:

1. What does severe adversity mean?
2. What settings of conflict and hardship might children in Afghanistan experience?
3. What would be an example of exploitation that might happen in Afghanistan?
4. What would be an example of violence that children might be exposed to in Afghanistan?

Task 2 Discuss Answers

The teacher will ask you to share your answers.

Task 3 Individual Reading

Individually read Annex 1, section 2 *Toxic stress* and answer the following questions in pairs:

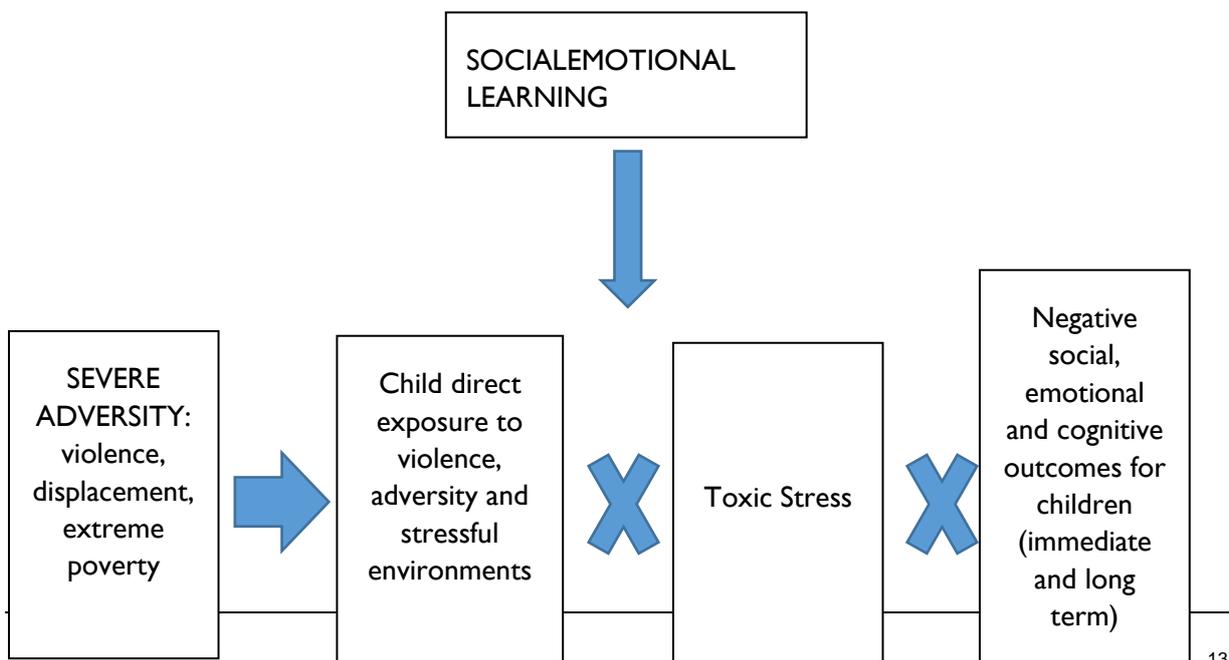
1. What is toxic stress?
2. What could be the result of toxic stress on someone's life?
3. What negative behavior might children develop when they are exposed to toxic stress over a long period of time?
4. What negative long-term outcomes might toxic stress have on children's behavior?
5. What kind of negative behaviors in children have you seen in Afghanistan that could be caused by toxic stress?

Task 4 Discuss Answers

The teacher will ask you to share your answers.

Task 5 Individual Reading

By yourself, read Annex 1, section 3 *Social Emotional Learning and Toxic Stress*, and section 4 *Teaching Social Emotional Learning*. In pairs, prepare to explain the following flowchart:



Task 6 Explain Flow Chart

The teacher will ask you explain the flow chart.

Video link about toxic stress:

<https://www.youtube.com/watch?v=rVwFkcOZHJw&t=41s>

Part D Reflection and Summary

Step 1 Reflection Questions for Students

The teacher will discuss the following questions with you to reflect on the lecture session:

1. What were the objectives of this session?
2. How does severe adversity impact learning?
3. How does SEL mitigate the impact of adversity?
4. What questions do you still have?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 2B Portfolio Social and Emotional Wellbeing for Students and Mindfulness

Objective portfolio assignment

By the end of the session students will be able to:

- Define mindfulness.
- Explain mindfulness demonstrations
- Practice all six mindfulness activities

Overview

A: Review of previous session – *Social and emotional wellbeing for students and Mindfulness* 5 minutes

B: Introduction of the session topic: *Mindfulness* 5 minutes

C: Lesson content - 35 minutes

Part 1: Define mindfulness, List mindfulness practices prevalent in your community

Part 2: Practice a mindfulness activity

Part 3: Journal entry: Articulate how mindfulness may be useful for and applicable to the children they teach.

D: Reflection and summary 5 minutes

Materials

- Annex 2 Mindfulness activities

Part A Review of Session

The teacher will discuss the following question with you:

1. What were the objectives of the lecture session?
2. How toxic stress affects a student's wellbeing?
3. What are some of the signs of toxic stress?
4. What questions do the students still have about the previous session?

Part B Overview Portfolio Assignment

In this session you will learn about mindfulness and practice a mindfulness activity and evaluate the effectiveness of a mindfulness activity. Your portfolio assignment is your reflection on the mindfulness activity.

Part C Portfolio Assignment

In the last session we looked at toxic stress and its effect on the brain. One set of activities that is quite helpful to reduce the influence of toxic stress on the brain is called mindfulness.

Mindfulness is the intentional state of being aware and focused on the present moment and accepting reality. This is most commonly achieved through calming strategies that help in focusing the mind and

body. Mindfulness activities can help everyone, not just children and just those affected by adverse situations.

1. Mindfulness and SEL are different but reinforcing processes.
2. Mindfulness can be thought of as the internal process of a person. For example, when we pray or meditate, we develop our internal ability to calm ourselves.
3. SEL offers skills that can be taught from external influences (Teachers, parents).
4. When both mindfulness and social emotional learning skills are strengthened, we are able to better able to remain calm, focus and complete tasks.
5. Brain building, an SEL competency you will hear about next week, practices both: developing our internal sense of calm and learning skills to focus and pay attention to tasks.

Your portfolio assignment is your reflection on the mindfulness activity.

Task 1 Mindfulness

Work in small groups and discuss the following questions together:

- What do you think it means to be mindful?
- What kind of practices do you do to calm yourselves down or to feel peaceful?

Are there any techniques that are common in the Afghan culture or practiced in your community?

Task 2 Discuss Answers

The teacher will ask you to share your answers.

Task 3 Practice Mindfulness Activities

There are several mindfulness activities that can be practiced. Annex 3 has several examples of them. The teacher will divide you into 4 groups. Each group will practice one of the mindfulness activities.

- Group 1 – Activity 1 Tense and Release –
- Group 2 – Activity 3 – Sensory Awareness
- Group 3 – Activity 5: Sitting silently
- Group 4 – Activity 6: Shake Everything Off

Task 4 Journal Reflections

Reflect on the activity you have done and write in your journals what you experienced, how you felt and how you think this activity could be useful – not just for your own Early Grade students, but for also for yourself.

You can use the following questions as a guideline.

- What mindfulness activity did you do?
- What did you experience?
- How did you feel?
- How do you think this sort of activity could be useful, for you or for your students?

Put a copy of your reflection in your portfolio.

Part D Reflection

The teacher will discuss the following questions with you to reflect on the portfolio session:

1. What was the objective of this assignment?
2. What is the connection between toxic stress and mindfulness?
3. What did you learn?
4. What questions do you still have?

Annex I Toxic Stress and Behavior

Resources: (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; International Rescue Committee, 2016)

1. Adversity

SEL has been very helpful in situations where children are exposed to very difficult situations. These situations include including poverty, displacement and violence. Crisis and conflict have direct and profound effects on children's physical safety, well-being and ability to learn. Neuroscience has shown that children who experience a lot of difficult situations (or adversity), which are common in crisis settings such as in Afghanistan, develop something that is called 'toxic stress'. These periods of stress change their brain development. When the brain changes so does one's physical and mental health, cognition, behavior and relationships.

In settings of conflict and disaster, children and youth may face multiple forms of hardships. This can include:

- Exposure to violence-community, domestic
- Experience of direct violence, neglect
- Physical injury
- Weak and limited access to social services
- Loss of or separation from parents
- Poverty
- Exploitation
- Poor health
- Psychological distress
- Changes in the family structure
- Issues at home

2. Toxic Stress

The body's physical response to frequent, prolonged (continued over a long time), and severe adversities or threats such as occur during and after conflict. Toxic stress can lead to permanent changes in the brain's structure and function which result in individuals experiencing problems. For example, toxic stress can cause someone to have trouble concentrating and controlling impulses. Many children who are exposed to severe adversity and therefore experience toxic stress can develop negative behaviors, in both the short and long term. For example, children might:

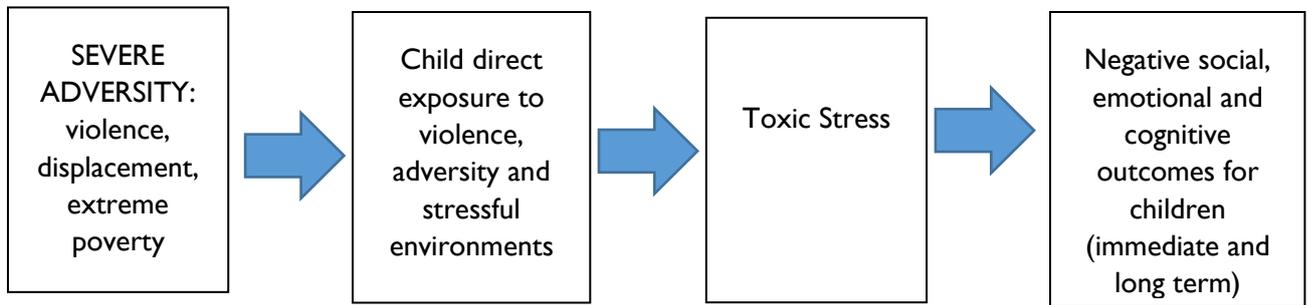
- Be distracted and unable to learn and focus
- Act and be disruptive in class
- Become angry or sad
- Be unable to make friends or interact with other children
- Their brains may stop developing normally
- Get into lots of fights with their peers
- Give up hope for the future

These children develop negative behaviors that can lead to negative long-term outcomes including:

- Drug Abuse
- Violence
- Joining gangs or armed forces
- Health issues, including heart disease, diabetes

- Ending education early, which leads to decreased livelihood opportunities

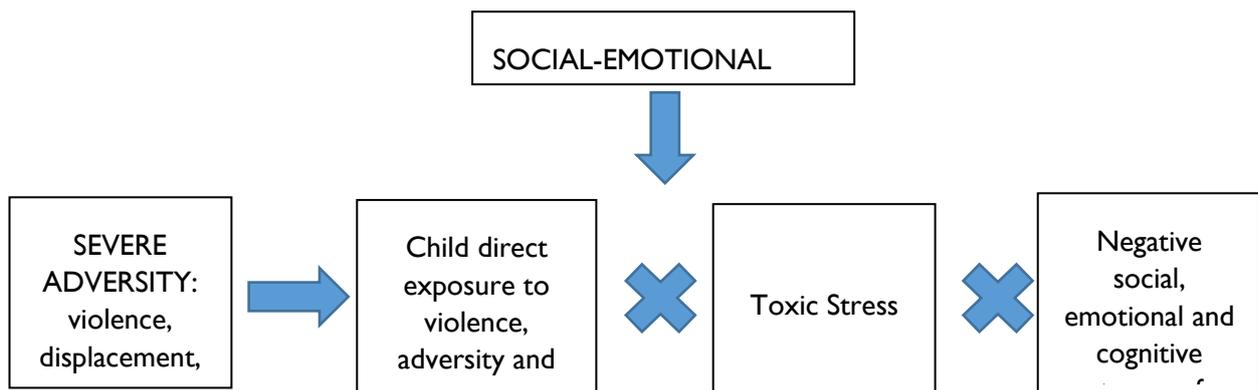
The flowchart below shows this process of Negative Social, Emotional and Cognitive outcomes for children (immediate and long term) who are exposed to traumatic events.



3. SEL reduces effects of toxic stress

There is also strong evidence that shows these effects can be reduced or even reversed. Children, even those who have faced danger and difficulty, can still thrive when exposed to a combination of stable, supportive caregivers, good health and nutrition, and quality learning experiences. Research has found that social and emotional skills can prevent aggressive and conflict-causing behavior at later ages, and therefore help to avoid repeated cycles of violence. SEL also reduces the effects of adversity by providing children with the tools to: focus, control their feelings and responses, interact with others and cope with stress and challenges. These skills are critical for healthy and positive child development.

The flowchart below shows how social emotional learning can play a part in making sure that toxic stress is not affecting the child too much. In fact SEL has been found to rebuild or build, for the first time, healthy brain structure and neurological connections (Cohen, 2006). Long-term benefits of SEL include improved academic performance, pro-social skills, positive self-image, and decreased aggression, emotional distress and conduct problems (Durlak et al., 2011).



4. Teaching SEL

There are many ways to teach social and emotional skills. Research shows that it is most effective when skills are taught through:

- Explicit or direct SEL instruction.
- Practicing SEL skills in through games.
- Infusing social and emotional skills into other academic areas, like reading and math.
- Reinforcing the skills through community and parent involvement.

Annex 2 Mindfulness Activities

1. Tense and Release – Heat

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

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

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

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

5. Sitting Silently

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

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

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

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

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

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

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

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

6. Shake Everything Off

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

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

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

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

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

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

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

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

Session 3A SEL Research

Objectives

At the end of this session students will be able to:

- Analyze current SEL research and identify the links between SEL and learning outcomes/cognitive development.
- Explain how current SEL research is helping to use SEL in Afghanistan.

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>SEL Research</i>	5 minutes
C: Lesson Content	35 minutes
Part 1: Summarize and examine evidence of SEL impact in other countries	
Part 2: Highlight practices which have proven successful in conflict-affected contexts	
Part 3: Discuss research implications for the Afghan context	
D: Reflection and Summary	5 minutes

Key concepts

- Evidence-based
- Safe-learning
- Social competency
- Social Competency Instruction

Materials

- Annex I SEL Research

Part A Review of Session

The teacher will discuss the following question with you:

1. How does toxic stress affect a student's wellbeing?
2. What are some signs of toxic stress?
3. What is the connection between toxic stress and mindfulness?
4. What questions do the students still have about the previous session?

Part B Introduction to Session

The objectives of this session are

- Analyze current SEL research and identify the links between SEL and learning outcomes/cognitive development.
- Explain how current SEL research is helping to use SEL in Afghanistan.

What do you already know?

1. Why do you think is very important to integrate SEL in schools?

2. What do you think is a 'safe learning environment'?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 SEL Research

By yourself, read Annex 1 and answer the following questions in pairs:

1. What improved outcomes have been seen when the five SEL competencies are part of the school curriculum?
2. What are two components that lead to improved SEL and learning outcomes?
3. In your own words, explain what a safe learning environment is.
4. In your own words, explain what it means to provide social competency instruction.

Task 2 Discuss Answers

The teacher will ask you to share your answers.

Task 3 Policy Recommendations

The teacher will divide you into four groups. Each group will look at one of the policy recommendations in annex 1.

- Group 1 will look at recommendation 1
- Group 2 will look at recommendation 2
- Group 3 will look at recommendation 3
- Group 4 will look at recommendation 4.

In your group, discuss together if this recommendation would also apply to the context of schooling in Afghanistan.

Prepare to explain your reasons and share those with the group.

Task 4 Discuss Policy Recommendations

The teacher will ask you to share your thoughts about the recommendation.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

The teacher will discuss the following questions with you to reflect on the portfolio session:

1. What were the objectives of this session?
2. What is one interesting fact you learned today about SEL research and Afghanistan?
3. What questions do you still have?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 3B Portfolio SEL Research

Objective portfolio assignment

By the end of the session students will be able to:

- explain the two frameworks used in SEL.

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 2 Two Frameworks of SEL

Part A Review of Session

The teacher will discuss the following question with you:

1. What are two components that lead to improved SEL and learning outcomes?
2. In your own words, explain what a safe learning environment is.
3. In your own words, explain what it means to provide social competency instruction.
4. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will become familiar with two SEL frameworks and develop a presentation explaining one of the five competencies of the IRC SEL framework.

Part C Portfolio Assignment

Task 1 Introduction

There are many SEL frameworks, but this module is going to focus on two of them. One, the CASEL framework, was developed in high-income countries, while the other one, the IRC framework, was developed for countries that experience unrest.

Read annex 2 individually and make some notes for yourself.

Task 2 SEL Competencies

The teacher will divide you into five groups. Each group will be assigned to work on one of the IRC SEL competencies.

Each group is going to prepare a presentation about one of the five competencies of the IRC SEL framework using the following guideline:

1. Name the competency.
2. Tell if a similar competency is present in the CASEL SEL framework.
3. Explain in their own words what this competency is.

Provide one sample activity that could be done with grade 1-3 students in Afghanistan (it should be another activity than mentioned in the annex).

Task 3 Present Group Work

The teacher will ask each group to briefly present their competency.

Task 4 Finalize Presentations

Put a copy of your presentation in your portfolio.

Part D Reflection

Write down three things they learned today. Also, write down how you think knowing more about these competencies will help you when you have your own classroom.

Annex I SEL Research

Resources (Dean, 2014)

Research from other countries show that the development of the five SEL competencies can be effectively promoted and supported through learning environments such as schools. Recent studies demonstrate improved outcomes in the following areas: Better academic performance; Improved attitudes and behaviors; Fewer negative behaviors; and Reduced emotional distress. The studies shows that interventions that have most impact have the following:

- Integration SEL classroom instruction
- Emphasize teaching skills and teacher education
- Promote student engagement in positive activities in and out of the classroom.
- Include parents and community in planning, implementing and evaluation of SEL activities.

Schools are very well placed to integrate academic and SEL strategies. They also link naturally with the families of the students and the community. Research shows that classroom interventions must be coordinated, systematic, whole-child oriented and they need a school wide approach in order to be effective and sustainable.

SEL programs that have been proven effective through evidence, or rigorous study all have two components that can lead to improved outcomes:

- a. creating safe learning environments and
- b. providing social competency instruction.

A safe learning environment ensures protection, provides routines and a sense of normalcy for the students. Social competency instruction includes explicit SEL instruction as a designated time slot or infused in course curriculum, and where students are given opportunities to practice SEL competencies.

When SEL programming is done effectively, by having these two related components, then learning, attitudes and behaviors, and emotional well-being improve for students and teachers. These components have a particularly important role for students in conflict affected environments.

Research gives the following policy recommendations

Recommendation 1: Recognize the importance of SEL for learning outcomes: this means that the education system should state what SEL competencies students should be able to demonstrate at the end of school year.

Recommendation 2: Ensure that SEL programs are part of conflict sensitive education: this means that a safe learning environment needs to be created. In other words, a learning environment that is inclusive, equal and provides quality and safe access to education; it has a positive and caring classroom climate.

Recommendation 3: Adapt evidence based SEL programs into contextually appropriate and culturally grounded mediums and practices. This means that the SEL program must be culturally appropriate. Teachers, students and parents should help reinforce activities that are being emphasized.

Recommendation 4: Integrate SEL within education system structures and functions. This includes continuous professional development for school leadership and teachers. SEL also needs to be monitored and evaluated to see if the SEL competences are acquired by the students and the safe learning environment is created for all students.

Annex 2 Two Frameworks for SEL

Resources: (Collaborative State Initiative, 2017; International Rescue Committee, 2016)

There are two frameworks used to explain SEL. In session one, you learned about the following five SEL competencies:

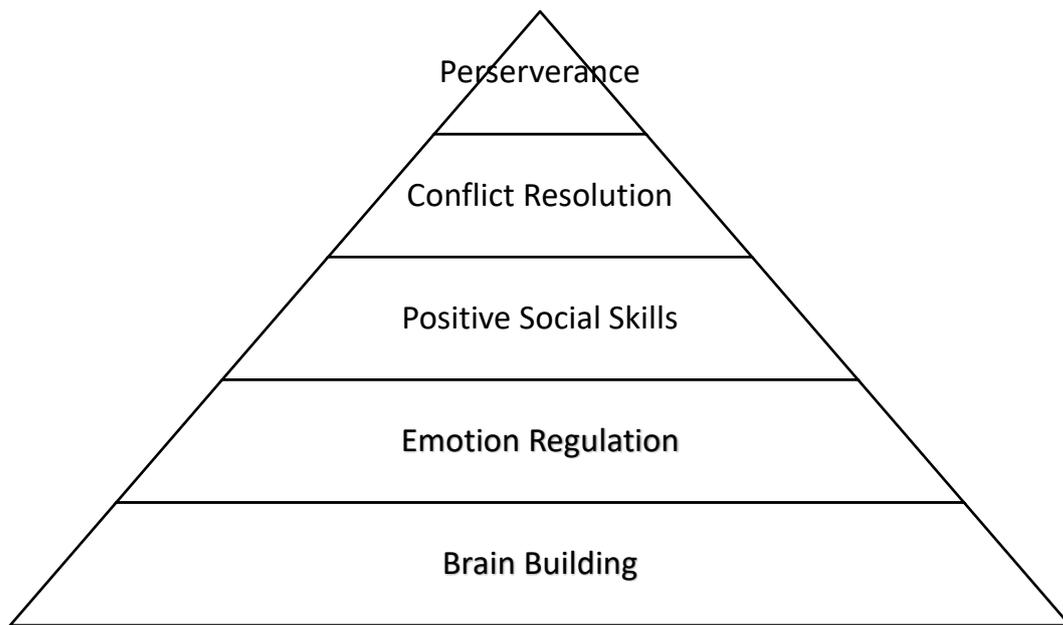


These competences were developed by an organization called Collaborative for Academic, Social, and Emotional Learning (CASEL). CASEL grew out of research and work in high income countries which recognized the need to address the social and emotional side of development, not just cognition or the act of gaining knowledge.

Another organization, International Rescue Committee (IRC) has adapted the CASEL framework for contexts of emergency and crisis. The IRC SEL framework has been integrated in the new Early Grade Reading materials for Grades 1, 2 and 3. For the purposes of this course, and over the next several sessions during which we will be looking closely at each competency, we will be using the IRC framework for SEL.

IRC defines SEL as follow: *Social-emotional learning involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.*

They also recognize five skills but have labelled them differently. IRC also used a pyramid to demonstrate how the competencies build on each other.



The SEL competencies build upon one another in the following manner and as illustrated in the pyramid above.

- You first need Brain Building to be able to focus and achieve any tasks
- Then, your Emotional Regulation allows you to enjoy the activity and not be overwhelmed by anxiety.
- Your Positive Social Skills allow you to work as a team.
- If conflict arises, Conflict Resolution Skills help you to mediate.
- Finally, your perseverance allows you to keep trying until you succeed.

The table below shows the definitions of the five competencies and some example activities.

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

Session 4A Brain building

Objectives

At the end of this session students will be able to:

- Explain different activities that strengthen brain building skills
- Understand the application of brain building skills in literacy and numeracy

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session	5 minutes
<i>Brain Building</i>	
C: Lesson Content	35 minutes
Part 1: Introduction	
Part 2: Understanding challenges in early grade reading Education in Afghanistan	
D: Reflection and Summary	5 minutes

Key concepts

- Brain building is an SEL competency
- Brain building is linked to executive functioning
- Executive functioning

Materials

- Annex 1 IRC SEL pyramid
- Annex 2 Brain building

Part A Review of Session

The teacher will discuss the following question with you:

1. What are two components that lead to improved SEL and learning outcomes?
2. In your own words, explain what a safe learning environment is.
3. In your own words, explain what it means to provide social competency instruction.
4. What questions do you still have?

Part B Introduction to Session

The objectives of this session are

- Explain different activities that strengthen brain building skills
- Understand the application of brain building skills in literacy and numeracy

What do you already know?

1. What do you think brain building is?
2. What do you think might be activities that help with brain building?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Brain Building

Individually read Annex 2 and answer the following questions in pairs:

1. Why are brain building skills necessary?
2. Where in the brain are the executive functions controlled?
3. What are executive functions?
4. What do you think does 'focus attention' mean?
5. What do you think does it mean to 'manage impulses'?
6. How does building executive functions help children to build effective social skills?
7. What would happen to an early grade student who cannot listen to others and not play effectively with others?

Task 2 Discuss Answers

The teacher will ask you to share your answers.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

The teacher will discuss the following questions with you to reflect on the lecture session:

1. What were the objectives of this session?
2. What is one interesting fact you learned today about brain building and executive functions?
3. What questions do you still have?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 4B Portfolio Brain building

Objective portfolio assignment

By the end of the session students will be able to:

- Organize activities with a class that are relevant to the SEL competency: Brain Building.
- Reflect on the implementation of SEL games in the classroom.

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 3: Instructions for group teaching activities
- Annex 4: Brain Building Activities

Part A Review of Session

The teacher will discuss the following question with you:

1. What were the objectives of the lecture session?
2. What is the definition of Brain Building?
3. What skills are associated with this competency?
4. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will practice a Brain Building activity and reflect on how this activity supports the competency Brain Building and its applicability in an early grade classroom.

Part C Portfolio Assignment

Task 1 Brain Building Activities

For several of the SEL sessions there are SEL games that you will practice. As future teachers it is important that you implement these activities as this will support your students learning and wellbeing. As you practice these activities with your peers, you will become more comfortable using them when you are teachers.

The teacher will divide you in groups of 3 or 4.

Read annex 4 and discuss with each other how to organize the two brain building activities for use in an early grade classroom. Read the instructions for doing a group activity (annex 3)..

Task 2 Role Play

You are now going to do a role play. The teacher will divide you into groups of 8-10 students. One student of that group leads the group through the activity one of the activities. The other students are pretending to be grade 3 students.

Task 3 Reflect on Role Play

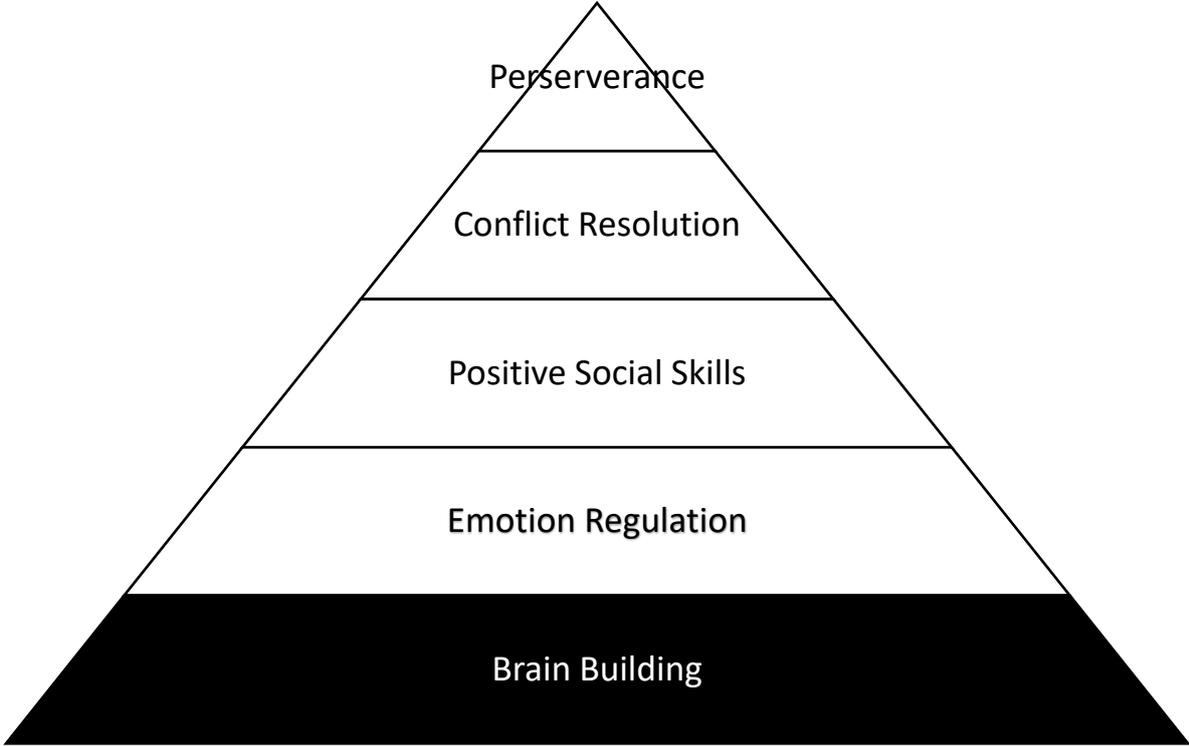
Reflect together (in your group) on the activity using the following questions.

1. What went well?
2. How was it to lead an activity with a larger group of students?
3. What did they learn about implementing activities with students?
4. What would they do different next time?
5. How did this activity help students with brain building?

Part D Reflection

Use the five questions above, to write a critical reflection on this brain building activity and SEL skills and put that in your portfolio.

Annex I IRC's SEL Pyramid

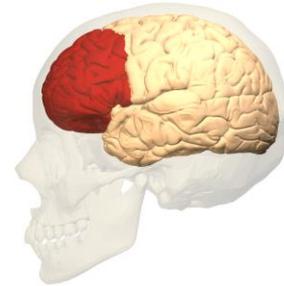


Annex 2 Brain Building

Resources: (International Rescue Committee, 2016; Understood, n.d.).

Brain building is as the set of skills that help one to focus attention, remember instructions and concepts, manage impulses, successfully juggle multiple tasks and organize steps and information logically. Brain building means that learners are able to focus their attention, meaning that they are not distracted when completing tasks. They are able to think flexibly, switching between two different tasks. They can remember instructions and repeat a list. Brain building skills are necessary to learn and process information.

When we think about Brain Building, we are referring to the part of the brain that controls Executive Functions, which are a set of skills that allow us to set goals, plan and get things done. Executive functions are controlled by the frontal lobes of the brain (the highlighted part of the brain in the picture). The frontal lobes are connected to other areas of the brain and coordinate the activities of these other areas. They can be thought of as a conductor of the brain's overall activities like a police officer conducting traffic.



Frontal lobe of the brain!

There is no set definition, but many agree that *Executive Function* encompasses three skills that allow children to manage their thoughts, actions and emotions in order to get things done. They also help children to plan, manage time and organize; they focus on memory, flexible thinking and self-control. Children are not born with these skills; they are born with the potential to develop them. Executive function is responsible for the skills defined in Brain Building:

- Focus our attention
- Remember instructions and concepts
- Manage impulses
- Successfully juggle multiple tasks
- Organize steps and information logically.

Having knowledge and practice of executive functions and brain building will help teachers to guide students to:

- Learn new skills or tasks such as show a math solution in a variety of ways (i.e. words, pictures and numbers)
- Better able to keep their school materials neat and organized
- More flexible with new ideas
- Better able to grasp the main idea of a reading passage or an activity

Also, building executive functioning skills help students to build effective social skills by helping students to:

- Controlling impulses to avoid saying something offensive or inappropriate.
- Helping children control their emotions when they are frustrated
- Helping children to listen to one another and play effectively together and cooperatively
- Able to participate in new experiences

Annex 3 Instructions for Group Teaching Activity

Resources: (International Rescue Committee, 2016)

In several of the session there are SEL group work. In this annex you find instructions on how to organize the group work as teacher students.

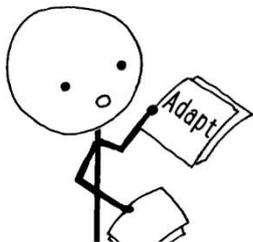
1. How to get ready for the SEL games

1. Get together with your teaching 'team'
2. Select a game from the annex related to the competency you will be teaching.
3. Read through the game and decide who will teach through each part of it. Each member should have an opportunity to teach part of the game.
4. Gather and/or create the materials needed for the game.
5. When the game is over, the teaching 'team' will present what they did to adapt the game for the Afghanistan context and debrief their ideas on the teaching experience.
6. Ask the class 1 – 2 questions related to playing the game such as: What did it feel like to be a participant? What did you learn? How do you think you could use this game in an Afghan classroom?

2. How to implement SEL games

Preparation:

Step 1: Read the finalized SEL games carefully.



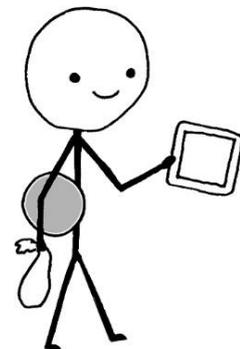
Step 2: Adapt the SEL games to the age group, context and the number of children in the SHLS, as required. Tips for adaptation are provided.

Step 3: Carefully read the message of the game provided at the end of the "How to play" section and adapt the language to ensure that the children in your class will understand it.



Step 4: Collect resources, set up the space and prepare for the activity.

Step 5: Read rules once again so that you can facilitate the game without reading word-for-word. Look out for tips to help you facilitate better.



3. General Facilitation Guidelines:

- Clearly define the boundaries of the game and explicitly tell children that for their safety they must not go outside the designated boundary.
- Reinforce the importance of playing fairly and honestly.
- If the game is competitive talk to children about the spirit of “healthy competition”. They must all play to the best of their ability. If they win, they must be humble about it and not make fun of the children who lost. If they lose, they must acknowledge that someone else played better and clap for them. Reinforce that regardless of whether someone wins or loses, everyone strengthens their SEL skills.
- Some games may bring out negative feeling or traumatic thoughts in children. Sensitivity tips are provided to help you ensure that this does not happen. However, if such reactions do come up unexpectedly, refer the child to the appropriate person.
- Several games require making groups. While reading the game decide the best way to group children by age and/or gender.

Annex 4 Brain Building Activities

I. What's in my bag? OR What's on my tray?

Age group: 6-11 years

SEL Competency: Brain Building

Aim of the game: Memorize and recall all the things in the bag

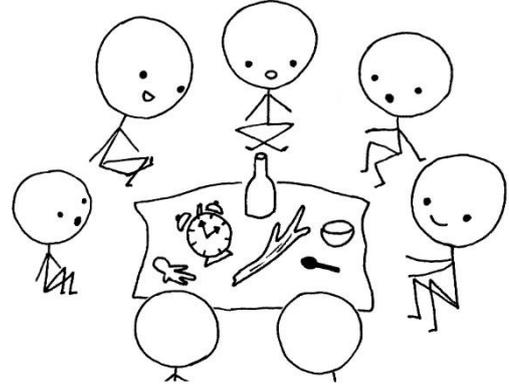
Time: 30 minutes

Group-size: 30 children

Space: Space for children to form one big circle

Resources: A large piece of cloth or tray with 15 medium to large things from around you, a big cloth to cover the things, one paper and pencil per child, timer, a list of the things in the tray.

Preparation: Collect 15 things and put them on a big cloth or big tray; make a list of things in the bag

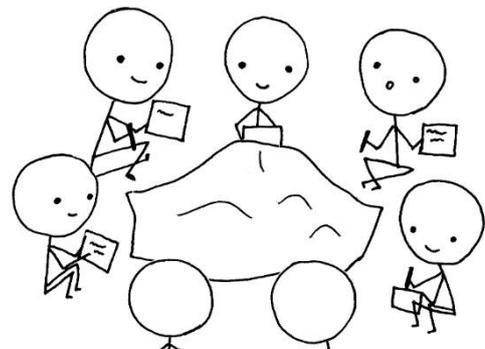


Have all children sit in one big circle. Place the bag in the middle where everyone can see it.

Note: If you feel that girls and boys may be uncomfortable sitting close to each other, put all the boys together in one part of the circle and girls in the other part. You can also play the game in two separate groups.

How to play:

1. Place the cloth/tray with all the things in the middle of the circle.
2. Give children 5 minutes to look into it and try to memorize everything inside it.
3. Children can sit or stand in their places to look at the items in the bag but cannot come forward or push anyone else.
! Make sure that every child in the circle can see the cloth/tray– if not, you can play the game in 2-3 small groups.
4. After 5 minutes, cover the things with the big cloth.
5. Give children 5 minutes to draw all the things.
! If children are able to write, they can write the list instead of drawing.
6. Everyone has to make this list alone. They cannot ask anyone else for help.
7. After 5 minutes, make children exchange their list with the person next to them.
8. Have them check their partner's answers as you read from the list of things prepared in advance.
9. Ask children to clap for themselves for playing the game well.
10. Share the message of the game - "In this game, you practiced how to focus our attention on the things and remember them in your heads. These skills sharpen your brains and help you learn better."



Notes:

- *Adapt for younger children reduce the number of items to 8.*
 - *If you feel that children will be unable to remember the things alone, you can have them work in pairs to prepare one common list.*
 - *Adapt for larger groups of children by playing in two groups.*
-

2. Ahmed Says

Age group: 6-11 years

SEL Competency: Brain Building

Aim of the game: Listen carefully and do only the actions that begin with the phrase “Ahmed says...”

Time: 30 minutes (flexible)

Group-size: 30 children

Space: Space for children to form one big circle

Resources: None

Preparation: None

Have children form one big circle. You also stand in the circle, where everyone can see you.

How to play:

1. The facilitator is Ahmed.
2. When Ahmed says, “Ahmed says...” (E.g. “Ahmed says tap your head”), all the children have to do what he/she says.
3. If Ahmed does not start the command with ‘Ahmed says...’ (E.g. “Tap your head”) and players do the action, they are out of the game and must sit down.
! Start slowly and then increase the speed of the commands.
4. Play until there are 5 children left. Have everyone else clap for them.
5. Share the message of the game – “In this game you had to use your brain to focus on what Ahmed was saying and do only the actions which began with “Ahmed says...” Practicing listening carefully and focusing your attention is really good for the brain and makes you a better learner.”

Notes

- *Change the name ‘Ahmed’ to any other name as is appropriate. You can also alternate between a boy’s and girl’s name.*
 - *Adapt for older children by letting children become Ahmed for one round or a part of a round*
-

Session 5A Emotion Regulation

Objectives

At the end of this session students will be able to:

- define Emotion Regulation
- explain how Emotion Regulation works
- mention teaching practices to promote emotion regulation

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>Emotion Regulation</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: Emotion Regulation	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- Emotion regulation
- Physical reactions
- Emotion regulation and academic success
- Talking about emotions
- Labelling emotions
- Coping strategies

Materials

- Annex 1 SEL pyramid
- Annex 2 Emotion Regulation

Part A Review of Session

The teacher will discuss the following question with you:

1. What is brain building in the context of SEL?
2. How does brain building support students' learning?
3. What questions do you still have about the previous session?

Part B Introduction to Session

The objectives of this session are

- define Emotion Regulation
- explain how Emotion Regulation works
- mention teaching practices to promote emotion regulation

What do you already know?

1. What do you think emotion regulation means?
2. What kind of activities do you think a teacher can do with students to practice emotion regulation?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Define Emotion Regulation

The definition of Emotion Regulation is as follows:

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

Work with the person next to you and use your own words to define Emotion Regulation.

The teacher will ask several of you to share the definition using your own words.

Task 2 Emotion Regulation

By yourself, read Annex 2 and answer the following questions in pairs:

1. What are examples of Emotion Regulation Skills?
2. What could be a physical reaction to threat?
3. Why do you think a non-threatening experience might give a physical reaction as if the child was under threat?
4. How can teachers support the development of emotion regulation?
5. What are coping strategies?
6. Why do teachers need to know that Emotion regulation can affect students social and academic performance?
7. What approaches can teachers use in the classroom to help students with emotion regulation?

Task 3 Discuss Answers

The teacher will ask you to share your answers.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. Reflect on an adult you knew when you were young who helped you to feel safe when you were scared.
2. What did s/he say or do to help you?
3. How did s/he respond to your fear?
4. Did s/he do some of the things we spoke about today? If so, explain.

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 5B Portfolio Emotion Regulation

Objective portfolio assignment

By the end of the session students will be able to:

- Use an activity to help children to do Emotion Regulation

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 3 Emotion Regulation Activities.

Part A Review of Session

The teacher will discuss the following question with you:

1. What were the objectives of the lecture session?
2. What is the definition of Emotion Regulation?
3. What skills are associated with this competency?
4. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will practice an Emotion Regulation activity and reflect on how this activity supports the competency Emotion Regulation and its applicability in an early grade classroom.

Part C Portfolio Assignment

Task 1 Emotion Regulation Activities

The teacher will divide you into groups of 3 or 4. Read annex 3 and discuss with each other how to organize the two emotion regulation activities in a grade 1 classroom. Remember the instructions to do a group activity (see Session 4, annex 3).

Task 2 Role Play

You are going to do a role play now. The teacher will divide you into groups of 8-10 students. Ask one student of that group to lead the group through the activity one of the activities. The other students are pretending to be grade 1 students.

After about 10-15 minutes, the groups will switch activity and let someone else lead the group through one of the activities.

Task 3 Reflect on Role Play

Stop the activity and reflect together (in your group) on the activity using the following questions.

1. What went well?
2. How was it to lead an activity with a larger group of students?
3. What did they learn about implementing activities with students?

4. What would they do different next time?
5. How did this activity help students with brain building?

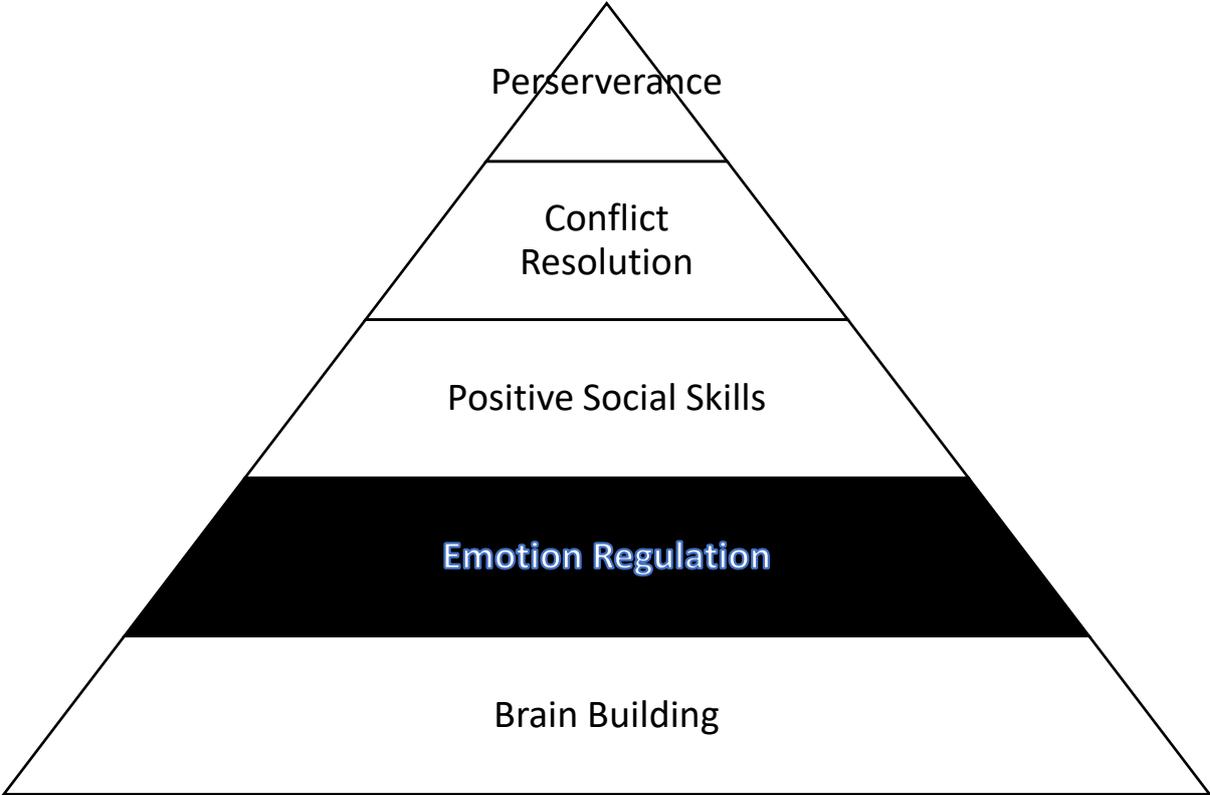
Part D Reflection

Reflect on this session by writing some of your thoughts in the journal using the following questions:

1. Would you use this activity in your classroom? Explain?
2. How might you have to adapt it for a very large number of students?
3. How might you address emotion regulation if you were not able to do an activity of this sort?

Put your reflection in your portfolio.

Annex I IRC's SEL Pyramid



Annex 2 Emotion Regulation

Resources (International Rescue Committee, 2016; Lipsett, 2011)

Emotion Regulation is the next level of the pyramid. Emotion regulation is defined as the set of skills that allows us to understand our own emotions and manage our feelings in a positive manner.

Examples of Emotion Regulation skills are:

- Identify concept and types of emotions
- Identify one's own emotions
- Identify actions for controlling emotions within local norms
- Manage and control emotions

There are three regions of the brain which play a role in how we process emotion. When a child is under threat, the brain causes physical reactions such as increased heartbeat, raised blood pressure, uneven breathing such as gasping or breathing fast. Children respond to experiences which may trigger the memory of a threat or respond to an experience because they have been taught that it is a threat. For example, a child coming from a war zone may become anxious when a class is taking a test because it is too quiet and in his/her experience quiet forebodes danger.

Despite this, children can be taught to override their reactions to danger or perceived danger because the brain is flexible and can create new memories. Research shows that the earlier a child practices emotion regulation the likelier they are to have social and academic competence. This is particularly true in times of school transitions such as from primary to secondary school.

Primary teachers can support the development of emotion regulation by simply talking about emotions, labelling them, that is saying what the emotions are, and modelling coping strategies. Coping strategies are techniques that people can use to help them to handle difficult emotions, decrease stress, and establish or maintain a sense of internal order. For example, when a child gets really angry, it might help them to take a deep breath, do a mindfulness exercise or count to 10. Parents and teachers are the most critical people for modelling these strategies because children spend the most time with them.

Teachers need to know about this because it affects their students social *and* academic competence. Studying more or harder doesn't necessarily result in academic success if a child is in need of emotion regulation.

Teachers of young children need to establish a trusting and personal bond with their students. Research has shown that children who have a trusting relationship with their teachers in the early years are more likely to engage freely in exploration, which gives them an appropriate base for learning academic and cognitive skills. Here are some promising approaches for teachers to use in their classrooms:

- Labeling emotions (through stories or books)
- Discussing how to react to emotional outbursts
- Practicing the coping strategies
- Distinguishing between emotion (e.g.: anger) and action (e.g.: hitting someone)
- Reacting in a non-judgement, productive approach (don't mirror the child's emotions, present calm and understanding)

This gives the children the ability to override the part of the brain that triggers the automatic fearful response thus resulting in decreased reaction time to stress.

Annex 3 Emotion Regulation Activities

Resources: (International Rescue Committee, 2016)

Game 1: Storytelling

Age group: 6-11 years

SEL Competency: Emotion Regulation

Aim of the game: Build a story together using emotion cards.

Time: 30 minutes

Group-size: 30 children

Space: Enough space for children to sit in one big circle.

Resources: Six big cards with drawings of emotions, a flipchart

Preparation: Prepare six big cards (A4 size) with different emotions (suggested emotions - happy, scared, angry, sad, surprised, strong, afraid, shy, worried, tired, love), put up flipchart where everyone can see it. Have children sit down in one big circle.

How to play:

- Keep all the cards hidden with you.
- Tell children that they will be creating a story together. Remind them to be sensitive to their friends in the class and not say anything in the story that could upset someone else.
- Ask the group the following questions and draw the suggestions on the flipchart:
 - Where will this story take place?
 - Who will be the main characters in the story?
 - What else will be part of our story?
 - Note: Allow children to state up to 10-12 random things they want in the story (for example, dogs, moon, bathroom etc.)
 - Note: Draw the suggestions on the flipchart to include the children who cannot read.
- Ask one child to volunteer to start.
- Pick out a random card and hold it up for everyone to see.
- The child will say the emotion depicted on the card and start the story using on the information on the flipchart. The story can go in any direction, as long as it uses the emotion on the card.
- After 1-2 lines of the story, hold up another emotion card.
- The next child will continue the story using the new emotion card and the story elements on the flipchart. This continues till everyone has had a turn and all the story elements are used.
- Share the message of the game – “Through this game we all learned more about different emotions and how people can express their emotions.”

Note: Jumble up the emotion cards a few times throughout the game

Game 2: Feelings Charades

Age group: 6-11 years

SEL Competency: Emotion Regulation

Aim of the game: Guess the feeling acted out

Time: 30 minutes

Group-size: 30 children

Resources: 20 pieces of paper with different emotions

Preparation: Prepare the pieces of paper with 20 emotions (suggested emotions: happy, lonely, scared, bored, angry, sad, upset, surprised, strong, proud, afraid, glad, shy, worried, tired, love); prepare a scorecard on the board to keep scores in the game.

Divide the children into 5 teams, and name them Teams A, Team B and so on.

How to play:

- One player from Team A will come, pick up a piece of paper and act out the emotion. The other team members in Team A will have 3 guesses to name the emotion.
 - Note: If children are too young to read the emotion from the paper, the facilitator can read it and quietly tell them the emotion they have to act out.
- If Team A cannot answer correctly, the other teams will get one guess each to name the emotion.
- Repeat this with each team.
- Each team will get 10 points for every correct guess.
- At the end of the game, count the points for each team and declare the winner. Have everyone clap for the winning team.
- Share the message of the game – “The purpose of this game was to help you practice naming emotions and also understanding how different people express emotions.”

Note: Adapt for younger children by using only basic emotions – happy, scared, angry, sad, surprised, strong, afraid, shy, worried, tired, love. Children can repeat the emotions.

Note: You can increase the number emotion papers and have children add more emotions.

Session 6A Positive Social Skills

Objectives

At the end of this session students will be able to:

- Define Positive Social Skills
- Explain the skills needed to master Positive Social Skills.
- Mention teaching practices to promote Positive Social Skills

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>Positive Social Skills</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: Positive Social Skills	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- Empathy
- Empathic Listening

Materials

- Annex 1 SEL pyramid
- Annex 2 Positive Social Skills

Part A Review of Session

The teacher will discuss the following question with you:

1. What is the definition of Emotion Regulation?
2. What approaches can teachers use in the classroom to help students with emotion regulation?
3. What questions do you still have about the previous session?

Part B Introduction to Session

The objectives of this session are

- define Positive Social Skills
- explain the skills needed to master Positive social skills.
- mention teaching practices to promote Positive Social Skills

What do you already know?

1. What do you think Positive social skills means?
2. What kind of activities do you think a teacher can do with students to practice Positive social skills?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Define Positive Social Skills

The definition of Positive Social Skills is:

Positive Social Skills is a set of skills that allows us to relate to one another in a positive way by understanding other's feelings and behavior and responding in a way that reduces conflict and promotes positive social interaction.

Work with the person next to you to use their own words to define Positive Social Skills.

The teacher will ask you to share your definition.

Task 2 Positive Social Skills

Individually read Annex I and answer the following questions in pairs:

1. What are examples of skills of Positive Social Skills?
2. Explain why empathy is as the heart of all those skills.
3. Why is developing empathy important for children?
4. Why is empathy important for adults?

Task 3 Discuss Answers

The teacher will ask you to share your answers.

Task 4 Emphatic Listening

You will now do an activity that is called: Emphatic Listening, you work in pairs.

Student A shares with Student B something which happened during the week which s/he found frustrating.

Student B listens, but cannot interrupt Student A. As a listener, you will practice listening with empathy. Listen for underlying feelings, underlying needs or values, remain present when you are listening to your partner.

When Student A is finished, Student B can respond by only asking questions to better understand Student A's experience. Student B cannot provide advice or judgement on Student A or his/her experience.

Then students change places. Student B shares his/her frustration with Student A.

Use the following questions to reflect on this activity in pairs:

1. When you were a listener how did you feel to refrain from offering advice or judgement? How did you demonstrate to your partner that you were listening?
2. Were you able to listen without thinking about yourself? Did that help you to listen better?
3. When you were sharing, did you feel your partner was understanding you and your experience?

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. Why is it important for you to develop the skill of empathy?
2. In your family and community how do you show understanding and empathy?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 6B Portfolio Positive Social Skills

Objective portfolio assignment

By the end of the session students will be able to:

- Use an activity that helps children to practice Positive Social Skills

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 3 Positive Social Skills Activities.

Part A Review of Session

The teacher will discuss the following question with you:

1. What were the objectives of the lecture session?
2. What is the definition of Positive Social Skills?
3. What skills are associated with this competency?
4. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will practice a Positive Social Skills activity and reflect on how this activity support the competency Positive Social Skills and its applicability in an early grade classroom.

Part C Portfolio Assignment

Task 1 Positive Social Skills Activities

The teacher will divide you in group of 3 or 4.

Read annex 3 and discuss with each other how to organize the Positive Social skill activity in a grade 2 classroom. Remember the instructions to do a group activity (see Session 4, annex 3).

Task 2 Role Play

You are going to do a role play now. The teacher will divide you into groups of 8-10 students. Ask one student of that group to lead the group through the activity one of the activities. The other students are pretending to be grade 3 students.

Task 3 Reflect on Role Play

Reflect together (in your group) on the activity using the following questions:

1. What went well?
2. How was it to lead an activity with a larger group of students?
3. What did they learn about implementing activities with students?
4. What would they do different next time?

5. How did this activity help students with Positive Social Skills?

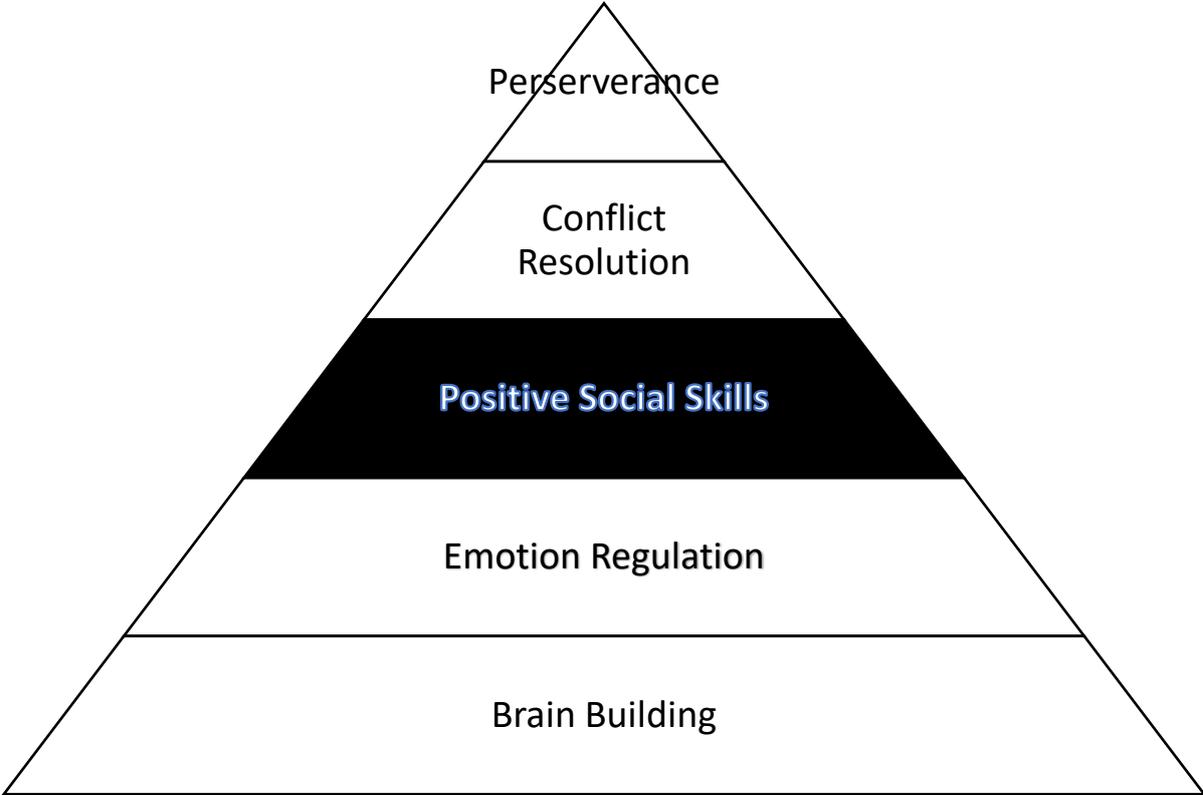
Part D Reflection

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. What did they learn about implementing activities with students?
2. What would they do differently next time?
3. How did this activity help students with Positive Social Skills?
4. As a classroom teacher, what is your role in supporting children's development of positive social skills?
5. What is the family's role in supporting children's development of positive skills?

Put your reflection in your portfolio.

Annex I IRC's SEL Pyramid



Annex 2 Positive Social Skills

Resources (Elias & Arnold, 2006; International Rescue Committee, 2016)

The next competency on the SEL pyramid is positive social skills. As students become versed in emotion regulation, they can move into the next level on the pyramid which are Positive Social Skills. The definition of Positive Social Skills is a set of skills that allows us to relate to one another in a positive way by understanding other's feelings and behavior and responding in a way that reduces conflict and promotes positive social interaction. Examples of positive social skills are:

- Recognize, accept and respond to feelings and perspectives of other's emotions within local norms (empathy)
- Identify the impact of one's actions on others
- Identify external and community strengths and supports
- Recognize and appreciate individual and group similarities and differences
- Apply effective and positive communication skills
- Cooperate and work effectively with others through teamwork
- Develop and maintain positive relationships

One of the skills that is very important is 'empathy.' Empathy is at the heart of the skills that are mentioned above. Empathy is defined as 'the ability to put yourself in the shoes of someone else and understand what they are feeling or experiencing'.

When children are very young, they are naturally only able to think about themselves. As part of their development and maturity, they begin to see themselves in relation to the people around them. Building empathy in children early on helps them to develop healthy relationships from a young age, which will carry them through to adulthood.

Annex 3 Positive Social Skills Activity

Resources: (International Rescue Committee, 2016)

My Favorite

Age group: 6-11 years

SEL Competency: Positive Social Skills

Aim of the game: Understanding similarities and difference in the group.

Time: 30 minutes

Group-size: 30 children

Space: Space for everyone to sit in one big circle.

No resources or preparation required

Have children form one big circle. You should join the circle.

How to play:

- Introduce the game as a fun way to get to know each other and understand how we are similar to and different from each other. Explain that we will celebrate both differences and similarities in this game.
- Start by walking to the center of the group and telling everyone your favorite 'something', like favorite food, favorite movie, favorite person.
- Everyone who has the same favorite thing will join the person in the middle and everyone else will clap for them.
- If no one has the same favorite thing, everyone in the circle will clap for the person in the middle.
- Everyone in the circle will take turns to come to the center and share their favorite thing.
- Share the message of the game- "Through this game, you learned that you are different from your friends in many ways, and you are like your friends in many other ways. You can be friends with people who are different from you and people who are like you."

Session 7A Conflict Resolution

Objectives

At the end of this session students will be able to:

- define Conflict Resolution
- explain the skills needed to master Conflict Resolution
- mention teaching practices to promote Conflict Resolution

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>Conflict Resolution</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: Conflict Resolution	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- Conflict
- Conflict Resolution
- Self-esteem

Materials

- Annex 1 SEL pyramid
- Annex 2 Conflict Resolution

Part A Review of Session

The teacher will discuss the following question with you:

1. What is a definition of Positive Social skills?
2. How does supporting the skills around Positive Social skills support student learning?
3. What questions do you still have about the previous session?

Part B Introduction to Session

The objectives of this session are

- define Conflict Resolution
- explain the skills needed to master Conflict Resolution
- mention teaching practices to promote Conflict Resolution

What do you already know?

3. How would you define a conflict?
4. What do you think Conflict regulation means?

5. What kind of activities do you think a teacher can do with students to practice Conflict Regulation skills?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Conflict Resolution

Individually read Annex 2 and answer the following questions in pairs:

1. What are common ways through which children solve conflict?
2. Explain how a poorly managed conflict has a negative influence on a child?
3. How does being able to solve a problem peacefully relates to emotion regulation?
4. What is your role as teacher in helping students to resolve conflict when they arise in the classroom?
5. What are some things a teacher can do to help students de-escalate and address conflict?
6. Which of the above things mentioned are most effective for young children in Afghanistan? Why?

Task 2 Discuss Answers

The teacher will ask you to share your answers.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. How does having conflict resolution skills help children?
2. What is your role in helping your early grade students resolve conflict?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 7B Portfolio Conflict Resolution

Objective portfolio assignment

By the end of the session students will be able to:

- Use an activity to help young students to practice Conflict Resolution

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 3 Conflict Resolution Activities

Part A Review of Session

The teacher will discuss the following question with you:

1. What were the objectives of the lecture session?
2. What is the definition of Conflict Regulation?
3. What skills are associated with this competency?
4. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will practice a Conflict Resolution Activities and reflect on how these activities support the competency Conflict Resolution and its applicability in an early grade classroom.

Part C Portfolio Assignment

Task 1 Conflict Resolution Activities

The teacher will divide you into groups of 3 or 4.

Read annex 3 and discuss with each other how to organize the Conflict Resolution Activities in a grade 2 classroom. Remember the instructions to do a group activity (see Session 4, annex 3).

Task 2 Role Play

You are now going to do a role play. The teacher will divide you into groups of 8-10 students. Ask one student of that group to lead the group through the activity one of the activities. The other students are pretending to be grade 2 students.

Task 3 Reflect on Role Play

Reflect together (in your group) on the activity using the following questions:

1. What went well?
2. How was it to lead an activity with a larger group of students?
3. What did they learn about implementing activities with students?
4. What would they do different next time?

5. How did this activity help students with Conflict Regulation?

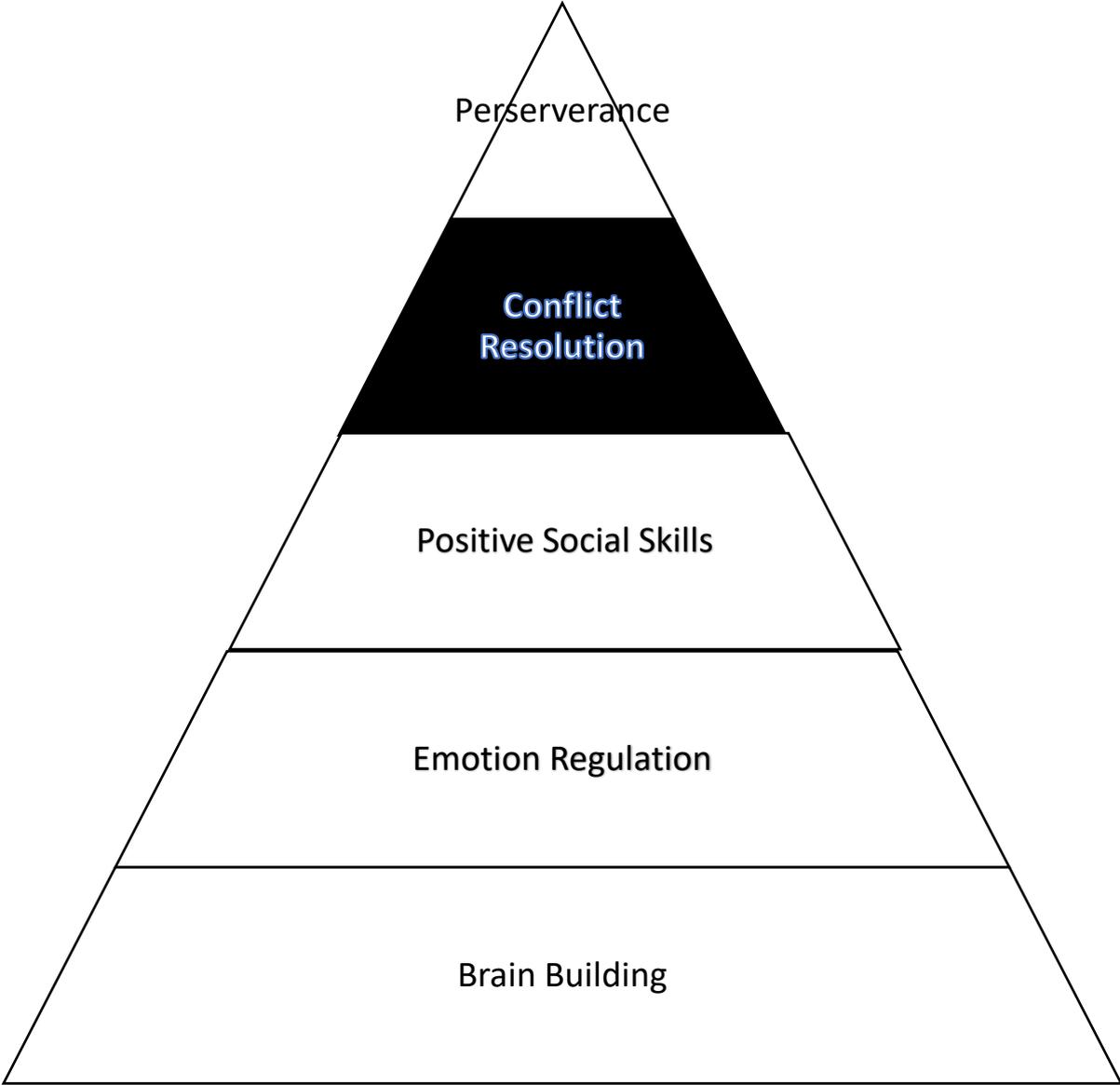
Part D Reflection

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. What did they learn about implementing activities with students?
2. What would they do different next time?
3. How did this activity help students with Conflict Regulation? As a classroom teacher, what is your role in managing conflicts?
4. How do you think the activity you did today will help you in managing conflicts in the class?

Put your reflection in your portfolio.

Annex I IRC's SEL Pyramid



Annex 2 Conflict Resolution

Resources (Crowe, 2009; International Rescue Committee, 2016)

The next competency on the SEL pyramid is Conflict Resolution. As students become versed in Positive Social Skills, they can move into the next level on the pyramid which is Conflict Resolution. Conflict Resolution is defined as a set of skills which help us address any problems and conflicts in a positive manner as they arise. These skills minimize the impact of conflict on the people involved, leading to a positive outcome. It is for teachers very important to help young children to develop Positive Social Skills.

Conflict is a part of children's lives and it is normal. Having different needs or wants or wanting the same thing but only one is available can easily lead children into conflict with one another. Common ways that children respond to conflict is through argument, fighting or isolation/avoidance. When conflict is not managed well, it can escalate into bigger problems. Poorly managed conflict can also negatively impact a child's self-esteem, relationships and learning.

When you teach conflict management and resolution skills, children can get along better with others and are happier. Conflict resolution is the set of skills which helps us address interpersonal problems and conflicts in a positive manner as they arise. Different skills that can be used in conflict resolution are:

- Identifying problems
- Generating solutions to conflicts
- Implementing conflict resolution strategies
- Responding to bullying

Peaceful conflict resolution begins with a strong understanding of self and one's emotions and requires both the ability to cool down when emotions escalate and to communicate our feelings calmly and clearly with others (emotion regulation). However, managing and expressing our own emotions is only half the equation. To resolve a conflict with others, we must also be able to listen actively, understand another's perspective, and work collaboratively to find solutions that will work for everyone involved. (brain building, positive social skills, empathy).

A teacher's role is important in helping students resolve conflicts when they arise in the classroom. The teacher can:

- Model skills of effective coping, anger management, active listening and compromise
- Coach students in some strategies to de-escalate conflict
- Empower students to solve their day-to-day conflicts on their own

The teacher also needs to help students de-escalate and address conflict. This can be done by:

- Talking it through with students
- Clearly naming the student's feelings. (It looks like you are feeling ____ right now.)
- Acknowledging that conflict is a normal part of friendship. (He's mad at you. That happens sometimes.)
- Asking questions to prompt empathetic thinking. (It sounds like Rabia is pretty sad. Why do you think she might be feeling that way?)
- Giving students the language for resolving conflicts on their own. (Tell Muhammed how you are feeling. Start with I feel.....)

- Prompting students to think about what they plan to do to fix the problem. (It's frustrating when that happens. Do you want to talk to him about it or do you want to let it go?)
- Helping them find their words. Clear communication is important to diffuse a conflict. Students, especially younger ones, need assistance to find appropriate ways to express their feelings and needs.
- Resolving it quickly. It is important for students to decide for themselves how they will resolve a conflict or problem. However, sometimes small or minor conflicts are best resolved with a quick resolution. Here are some techniques:
- Doing a coin toss. Have students define what each sign of coin means. One student flips the coin, while the other reads the coin. Students work together to come to a neutral decision.
- Cooling off. Before you talk things out, take a few moments to calm down. Walk away and play another game or participate in another activity.

Annex 3 Conflict Resolution Activities

Resources (*International Rescue Committee, 2016*)

Conflict Resolution Activities

Feelings Ball-Toss

Find a soft ball, a Nerf ball works great. Have the participants stand in a circle. Begin by completing the sentence, "I feel (angry, happy, sad...) when ...". Pick a participant to restate the sentence, filling in his/her own feeling. Toss that child the ball. After that participant restates the sentence, he/she then tosses the ball to someone else, who restates the sentence with their own feeling. Move through the group in this fashion.

How Am I With Conflict?

Have participants form a circle. The leader of the group moves into the center of the circle and says, "I represent conflict. How do you react when you experience a conflict?" Have the participants position themselves, in relation to the leader, according to how they experience conflict. Explain that they can demonstrate this through their body positions, directions they are facing, and the distance from the leader (conflict). Once the participants have positioned themselves, ask each to explain why they have chose their particular stance.

The Color Of Conflict

Cut up a large quantity of 4x4 construction-paper squares in a wide variety of colors. Be sure to have plenty of red, black, brown, and gray. Ask each participant to choose a color or group of colors that represents conflict. Either in the large group or in smaller groups of five or six, have participants share the colors they chose and why they chose them. (If you split up into smaller groups, come back together at the end and have volunteers share with the whole group which colors they chose and why.)

Discussion Topics

Have students answer questions on a range of topics. Use large group or small group discussion. Some topics are:

Describe one time you stood up for yourself

What would you do if you saw two people starting to fight? (two people you know, two people you don't know)

What do you do when you get into a conflict with another person?

What would you do if you saw one person being bullied by another person?

Session 8A Perseverance

Objectives

At the end of this session students will be able to:

- Define Perseverance
- Explain the skills needed to master Perseverance.
- Mention teaching practices to promote Perseverance

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>Perseverance</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: Perseverance	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- Perseverance
- Goal Setting
- Physical, mental and emotional challenges

Materials

- Annex 1 SEL pyramid
- Annex 2 Perseverance

Part A Review of Session

The teacher will discuss the following question with you:

1. What is the definition of Conflict Resolution?
2. How does supporting the skills around Conflict Resolution support student learning?
3. What questions do you still have about the previous session?

Part B Introduction to Session

The objectives of this session are

- Define Perseverance
- Explain the skills needed to master Perseverance.
- Mention teaching practices to promote Perseverance

What do you already know?

1. What do you think Perseverance means?
2. What kind of activities do you think a teacher can do with students to practice Perseverance skills?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Perseverance

Individually read Annex 2 and answer the following questions in pairs:

- 1- How would you describe 'a realistic goal'?
- 2- What are skills that demonstrate perseverance?
- 3- Why would rewarding intelligence rather than hard work restrict children in embracing new challenges?
- 4- What kind of physical challenges are there in children's lives in Afghanistan?
- 5- What kind of mental challenges are there in children's lives in Afghanistan?
- 6- What kind of emotional challenges are there in children's lives in Afghanistan?
- 7- What are some ways you can teach and model perseverance for your students?

Task 2 Discuss Answers

The teacher will ask you to share your answers.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. How can you as a teacher model some of the perseverance skills for the best outcomes for your students?
2. What skills that you learned today might you bring into your classrooms?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 8B Portfolio Perseverance

Objective portfolio assignment

By the end of the session students will be able to:

- Use an activity that helps children to practice Perseverance

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 3 Perseverance Activities

Part A Review of Session

The teacher will discuss the following question with you:

1. What were the objectives of the lecture session?
2. What is the definition of Perseverance?
3. What skills are associated with this competency?
4. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will practice a Perseverance Activity and reflect on how this activity support the competency Perseverance and its applicability in an early grade classroom.

Part C Portfolio Assignment

Task 1 Perseverance Activities

The teacher will divide you into groups of 3 or 4.

Read annex 3 and discuss with each other how to organize the Perseverance Activity in a grade 3 classroom. Remember the instructions to do a group activity (see Session 4, annex 3).

Task 2 Role Play

You are going to do a role play now. The teacher will divide you into groups of 8-10 students. Ask one student of that group to lead the group through the activity one of the activities. The other students are pretending to be grade 2 students.

Task 3 Reflect on Role Play

Reflect together (in your group) on the activity using the following questions:

1. What went well?
2. How was it to lead an activity with a larger group of students?
3. What did they learn about implementing activities with students?
4. What would they do different next time?

5. How did this activity help students with Perseverance?

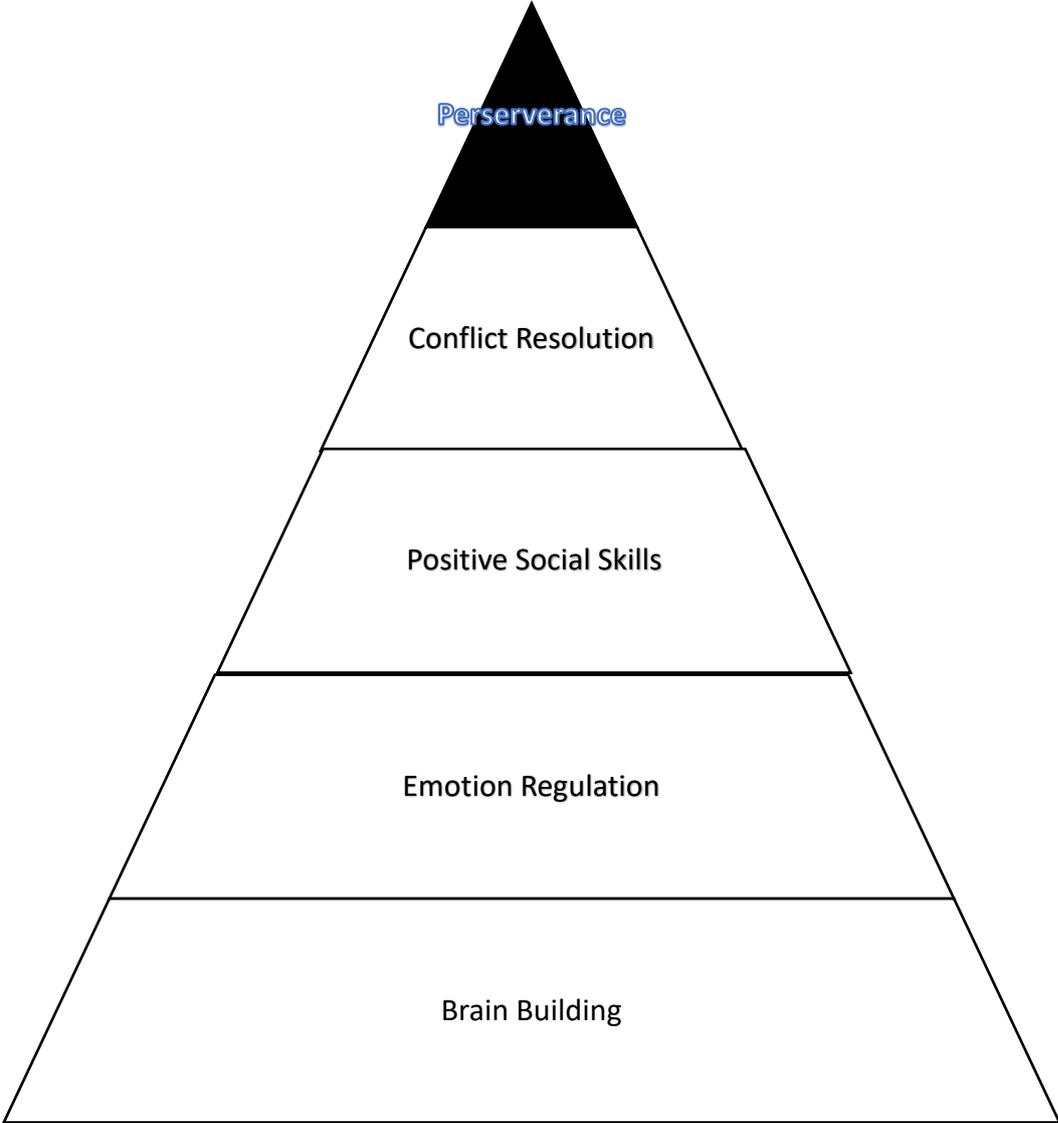
Part D Reflection

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. Would you use this activity in your classroom? Explain?
2. How might you have to adapt it for a very large number of students?
3. How might you address Perseverance if you were not able to do an activity of this sort?

Put your reflection in your portfolio

Annex I IRC's SEL Pyramid



Annex 2 Perseverance

Resources (International Rescue Committee, 2016; Tough, 2012)

So far, you have learned about and practiced activities that reinforce our knowledge of brain building, emotion regulation, positive social skills and conflict resolution. The next competency on the SEL pyramid is Perseverance. It is at the top of the SEL pyramid. Perseverance is defined as the set of skills that allows us to push through challenges and continue to work towards a realistic goal. Perseverance is about doing your best toward a goal, even if it's a big challenge. It is not “don't give up no matter what” or “never quit”. Sometimes you will do your best, but it will still be time to move onto another goal.

There are several skills that demonstrate perseverance:

- Develop a sense of control
- Organize steps and information in a logical manner
- Set and achieve personal and academic goals
- Apply decision-making skills to deal responsibly with daily academic, social and emotional situations
- Develop positive self-concept, identity and confidence
- Demonstrate self-reflection and improvement
- Develop a sense of hope for the future
- Use patience strategies

Perseverance is important to develop in children because life is filled with challenges. One way to think about different types of challenges people encounter is to categorize them in three ways:

1. Physical challenges like running a race,
2. Mental challenges like solving a difficult math problem or
3. Emotional challenges like a friend moving away.

Perseverance is the drive that helps you get through a challenge and it keeps pushing you through to your goal. Perseverance, along with performance skills mentioned in other competencies (like managing time, ability to plan, listening effectively) is important for future success.

Let's think about it what it means in the classroom. For example: If a child does well on a test, what might be your response? Simply telling a child that he or she is smart is less effective than saying “You worked hard to earn that grade.” In fact, rewarding intelligence instead of hard work may restrict children and keep them from trying new challenges if they fear being seen as ‘not smart.’

Teaching children the skills to persevere gives them the skills to take on hard work as an adult; an adult who is responsive and resilient. Some ways you can teach and model perseverance for your students are:

- Teach students that it is never too late to learn; the brain is flexible and can absorb new information – even if the information is complex; learning is achieved through focus and sustained effort.
- Teach positive self-talk; give students self-motivating phrases to help them through a difficult situation, such as:
 - I know I can do it if I stick with it,
 - If I am really stuck, I can ask for help
- Practice makes permanent, repeating activities around perseverance helps to build stamina to face difficult situations repeatedly

- Teach goal setting and continue to help children reach the goal, as well.
- Use language carefully to distinguish between hard work and success.

All the SEL competencies build upon one another as we have seen in the pyramid. However, skills within all of the competencies are usually needed to complete any task.

Annex 3 Perseverance Activities

Resources (International Rescue Committee, 2016)

Easy or Hard

Age group: 6-11 years

SEL Competency: Perseverance

Aim of the game: Identify your strengths and weaknesses.

Time: 30 Minutes (flexible)

Group size: 30 children

Space: Space for children to sit comfortably in five groups to share art supplies

Resources: Drawing paper (one per child), colors/crayons, pencils, other art supplies

Preparation: Divide the art supplies into five sets for children to share in groups.

Divide the group into five groups to share art supplies but work individually

How to play:

- Have students take five minutes to think about three things that are easy for them to do and three things that are hard for them to do.
- Have them divide their drawing sheet into two columns length-wise and draw three things that are easy for them to do on one side and three things that are hard for them to do on the other side. If they can write, they can also explain their drawing in a few words
- Give them 15 minutes to complete this list.
- Have them turn to a partner and share their list with them. After talking about each thing, they find hard to do, they must discuss with their partner how they plan to make it easy (for example, by practice, by planning, by breaking it up into smaller pieces etc.)
- Share the message of game – “In this game we saw that we all find some things easy and some things hard. This is because we are strong in some ways and need to work on some other things. We should help each other and learn from each other to make ourselves better!

Session 9A Modeling and Integrating SEL Across the Curriculum

Objectives

At the end of this session students will be able to:

- Identify best practices for teaching SEL skills
- Recognize the importance of modeling skills for students in teaching, lesson planning and classroom management
- Explore some ways to integrate SEL in everyday teaching practices and across the curriculum

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>Modeling and Integrating SEL Across the Curriculum</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: Modeling and Integrating SEL Across the Curriculum	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- Best Practices
- Modeling
- Age appropriate

Materials

- Annex I Modeling and Integrating SEL Across the Curriculum

Part A Review of Session

The teacher will discuss the following question with you:

1. Ask students to define Perseverance.
2. How does supporting the skills around Perseverance support student learning?
3. What questions do you still have about the previous session?

Part B Introduction to Session

The objectives of this session are

- Identify best practices for teaching SEL skills
- Recognize the importance of modelling skills for students in teaching, lesson planning and classroom management
- Explore some ways to integrate SEL in everyday teaching practices and across the curriculum

What do you already know?

1. What are some examples of best practices teachers can use when teaching?
2. How do you think SEL can be integrated in everyday teaching practices?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Modeling and Integrating SEL Across the Curriculum

Individually read Annex I and answer the following questions in pairs:

- 1- What are some practices teachers should use when teaching SEL?
- 2- What are three of the most important needs of children between the ages of 6-8 for the teacher to take into account? Explain your answer.
- 3- What do you think it means to be a role model?
- 4- What do you think it means to model social emotional skills to your students?
- 5- How does it affect others if you do not model SEL skills?

Task 2 Discuss Answers

The teacher will ask you to share your answers.

Task 3 Model SEL Competencies

Think about and share with everyone how you would model the five SEL competencies in their classrooms.

The teacher will divide you into five groups and assign each student a competency.

- Group 1 – Brain building
- Group 2 – Emotion Regulation
- Group 3 – Positive Social Skills
- Group 4 – Conflict Resolution
- Group 5 – Perseverance

Think about and share with everyone how you would model the five SEL competencies in their classrooms.

The teacher will divide you into five groups and assign each student a competency.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following question:

1. What did you learn today that you might bring into your classrooms?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 9B Portfolio Modeling and Integrating SEL Across the Curriculum

Objective portfolio assignment

By the end of the session students will be able to:

- Demonstrate how they model an SEL competency

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 2 SEL teacher activities and language

Part A Review of Session

The teacher will discuss the following question with you:

1. What were the objectives of the lecture session?
2. What is the definition of Perseverance?
3. What skills are associated with this competency?
4. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will prepare a role play in which they demonstrate how they model an SEL competency in an early grade classroom.

Part C Portfolio Assignment

Task 1 Model an SEL Competency in an Early Grade Classroom

The teacher will divide class into three groups. Each group will be assigned a competency. The other groups will not know who has which competency. Each group will get a scenario: Examples below.

Scenario 1: You are a math teacher in a third-grade classroom. There are 60 children in your class. You are teaching multiplication.

Scenario 2: You are a first grade reading teacher. There are 25 children in your outdoor classroom. It's cold outside and you are teaching the alphabet.

Scenario 3: You are a second-grade religion teacher in a rural school. You have 15 children in your classroom, and you are teaching the five pillars of Islam.

Each group has 10 minutes to come up with a role play which highlights how they will model the assigned competency to their students.

Each group first has to choose a competency they would like to focus on. Then can choose any of the five competencies but have to keep it secret for the other groups.

Refer to annex 2 to see what students' abilities should be for this competence and what actions teachers could do to help students to build the competency. For each competency, there is also specific vocabulary indicated that teachers can use to help students to develop the competency.

Develop a role play for your scenario that helps the students to develop the competency and shows the teacher modeling the competency in behavior and words.

Task 2 Role Play

Each group will have 3-5 minutes to share their role play. You need to introduce the role play by sharing your scenario.

After each role play, see if the other students can guess the competency being modeled.

- a. What other competencies did they see?
- b. What kind of language reinforced the competency?
- c. What behaviors reinforced the competency?
- d. Did the role play demonstrate special considerations for how a teacher models the competency?
- e. What skills within the competency were being built?

Part D Reflection

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. What competencies did you use?
2. What kind of language reinforced the competency?
3. What behaviors reinforced the competency?
4. Did the role play demonstrate special considerations for how a teacher models the competency?
5. What skills within the competency were being built?

Annex I Modeling and Integrating SEL Across the Curriculum

Resources (Collaborative State Initiative, 2017; International Rescue Committee, 2016)

Children of different ages have different characteristics and needs. The work you do with students in SEL needs to be adapted for their ages and developmental needs. For the purposes of this class, we are focusing on children ages 6-8, but it's important to know that SEL can be taught through adulthood.

Characteristics of children between the age of 6-8 are important to understand so that you can match your activities to their characteristics. Here are some of their characteristics:

- High energy
- Low muscular strength
- High flexibility in the joints
- Low body awareness
- Often refuse to obey
- Restlessness
- Mischievousness
- Minimal difference between boys and girls

This age group also has specific needs:

- Lots of movement
- Structured space and time
- Possibility to learn freely without too many rules or constraints
- Varied, short activities
- Praise and encouragement to enhance self-esteem
- Relationships with others while playing
- Imitation of adults

Some practices teachers should use when teaching SEL are:

- Promote classroom discussion- students learn to listen attentively to others, develop critical thinking skills, learn to agree and disagree respectfully
- Using encouraging language- encourage students to monitor and regulate their own behavior while providing warmth and support. Teachers act as role models, so modeling empathy and positive methods of conflict resolution helps students learn how to develop these skills themselves
- Student-centered learning- actively engaging students
- Reflecting on work
- Small group discussions and activities to promote peer engagement
- Positive praise
- Connecting to students on a personal level
- Responding to student's feedback
- Paying attention to the classroom climate
- Help students have a sense of belonging
- Modeling

Modeling is very important. It shows the students a good example through demonstrating the values and skills being taught. To model social emotional skills to your student's means that you are demonstrating the skills we are teaching our children through our interpersonal interactions. We pay

attention to children, control frustration and help children solve conflicts and show the ability to persevere.

When you do not model SEL skills or positive behaviors, children think it is okay to behave this way. You may reinforce bad habits among the children rather than teaching and modelling good SEL habits.

Annex 2 SEL Teacher Activities and Language

Resources (Collaborative State Initiative, 2017)

In this annex you find examples of how you can model the different SEL competencies. For each of the 5 competencies there are descriptions of what the students will be able to do. There are also descriptions of what the teacher can do in the lesson.

You will notice that the competencies are listed by the CASEL categories and the IRC SEL Pyramid categories.

Self-Awareness: Accurately Recognizing one's Own Feelings and Thoughts and Their Influence on Their Behaviors (CASEL)

Emotion Regulation (IRC)

Students will be able to:

- Correctly label their own emotions.
- Recognize that emotions are temporary and can and will change.
- Recognize that emotions can affect their behavior.
- Recognize that behavior can affect emotions.
- Recognize that emotions have physical effects.
- Use a book to discuss a character's feelings and how those feelings affected others and the outcome of the story.

What teachers can do in lessons and instruction:

- Provide age-appropriate vocabulary words (e.g. happy, sad, hurt, mad).
- Have students make age-appropriate face to depict feeling/emotion.
- Discuss physical and emotional cues of a certain feeling/emotion (i.e. the physical cues that help them know when they are feeling angry).
- Ask students to brainstorm things they can do to improve the way they feel (e.g. "ask mom for a hug", "talk to a friend").

What teachers can do through ongoing teaching practices:

- Listen deeply to what students say and reflect what you heard about their feelings, "It sounds like you are feeling very frustrated right now..."
- Routinely ask questions when students are experiencing different feelings to help them identify and express those feelings.
- Role play the feelings of characters (from books, dramas) or their own feelings and talk about the way they look and feel.

Language the teacher can use: "I feel...happy, sad frustrated, excited"; "How does that make you feel?"

Behaviors the teacher can model: Controlling your frustration and anger, overcoming disappointment, only showing moderate amount of joy

Self-Management: Regulating one's Own Emotions, Cognitions and Behaviors (CASEL)

Brain Building (IRC)

Students will be able to:

- Monitor and regulate emotions effectively

- Use awareness of emotions as a guide to decision-making
- Motivate oneself
- Cope well with stress and anxiety
- Exercise self-control and delay gratification
- Express emotions appropriately

What teachers can do in lessons and instruction:

- Have students brainstorm ways to motivate themselves
- Lead discussions about positive ways we can express our feelings (e.g. put our feelings into words, draw a picture, show our feelings through dance)
- Teach effective self-management techniques (belly breathing, counting to 10, relaxation exercises)

What teachers can do through ongoing teaching practices:

- Routinely practice self-management techniques (start class with breathing exercise).
- Establish a space in classroom space to “cool down” for individual self-management.

Language the teacher can use focus, listen, stay still, control, plan, remember, organize, logic, goal, achieve

Behaviors the teacher can model: Multitasking, listening to children, organizing lessons in a logical manner

Social Awareness: Taking the Perspective of and Empathizing with Others (CASEL)

Positive Social Skills (IRC)

Students will be able to:

- Put themselves in another’s shoes, see the other person’s point of view and understand other person’s thoughts and feeling and why they might feel that way.

What teachers can do in lessons and instruction?

- Show a picture and/or having students make facial expressions and identifying how others feel.
- Examine a book and think about how a character feels and things.

What teachers can do in lessons and instruction?

- Routinely talk about how others feel in different situations.
- Examine books and consider how different characters think, feel.

Language the teacher can use empathy, accept, similarity, difference, communicate, tolerance, share

Behaviors the teacher can model: Asking children how they are feeling, trying to get to know each child personally

Relationship Skills: Establishing and Maintaining Healthy and Rewarding Relationships (CASEL)

Conflict Resolution: IRC

Students will be able to:

- Begin connecting with others
- Share one’s thoughts and feelings (in a positive way)

- Express appreciation
- Give and receive advice/help
- Contribute to group goals
- Recognize and respect boundaries
- Take turns, show fairness
- Show forgiveness to others

What teachers can do in lessons and instruction:

- Teach lessons to develop social skills (how do you begin a conversation)
- Teach lessons on social boundaries
- Teach lessons how to give and receive help
- Teach lesson how to say thank you

What teachers can do through ongoing teaching practices:

- Give students real praise when they show respect for boundaries (“Thank you for waiting so ~~well~~ patiently while I was talking to another student”)
- Praise students for resolving conflicts peacefully
- Support students as needed when they are working to resolve a conflict
- Give students positive feedback for giving and receiving help well
- Give students opportunities to practice social skills in small groups and project- based learning

Language the teacher can use consequences apologize, mediate, assertive, cause, resolve, strategies, ‘stop, think, act,’ admit, problem-solving steps

Behaviors the teacher can model: Mediating conflicts between children, staying calm to prevent conflicts with children, parents or other teachers.

Responsible Decision-Making (CASEL)

Perseverance (IRC)

Students will be able to:

- Recognize and understand their obligation to engage in safe and ethical behaviors
- Identify and develop one’s own values to promote honesty, reliability and accountability
- Share belief of treating others as you would want to be treated to decision-making

What teachers can do in lessons and instruction?

- Teach students a way to make a good decision (e.g. stop, calm down, think about the problem and decide how to solve it)
- Define responsibility and related terms (safe, values, honesty, ethical)

What teachers can do through ongoing teaching practices?

- Model good decision-making
- Support students through the steps for making a good decision whenever they face a choice.
- Develop and enforce class rules and agreed behaviors, discuss these routinely

Language the teacher can use goal, push through, overcome, confidence, improvement, decision, accomplish, future, hope

Behaviors the teacher can model: Continuing to teach in harsh circumstances, setting goals that you share with the class and breaking them down by steps.

Session 10A Sensitivity to Learner’s Needs in SEL

Objectives

At the end of this session students will be able to:

- explain how to make a school and classroom safe physically, socially/emotionally and cognitively.
- understand how positive discipline supports a safe and protective classroom

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>Sensitivity to Learner’s Needs in SEL</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: Sensitivity to Learner’s Needs in SEL	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- Child Protection
- Positive Discipline
- Inclusion
- Sexual and gender-based violence

Materials

- Annex I Sensitivity to Learner’s needs in SEL

Part A Review of Session

The teacher will discuss the following question with you:

1. What are characters and needs of students of the ages from 6-8?
2. Why is it important for a teacher to model SEL all the time?
3. What questions do you still have about the previous session?

Part B Introduction to Session

The objectives of this session are

- explain how to make a school and classroom safe physically, socially/emotionally and cognitively.
- understand how positive discipline supports a safe and protective classroom

What do you already know?

1. What do you think are some ways to make classrooms emotionally safe?

2. How do you think positive discipline supports a safe and protective classroom?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Children's Rights

“Child rights are about how we interact with and show respect to children. Rights are created to protect the needs of ALL children. Child rights are the things that are believed to be fair for every child in the world to have or to be able to do. Child rights are universal; rights of the child apply to **ALL children (up to the age of 18) regardless of gender, ethnicity, ability, or religion.**”

Reflect on the above statement in pairs and how it relates to children in Afghanistan.

The teacher will ask you to share your thoughts.

Task 2 Sensitivity to Learner's Needs in SEL

Individually read Annex 1 and answer the following questions in pairs:

- 1- What does it mean that rights also carry responsibilities?
- 2- What are the tasks of the duty bearers in protecting the children's rights?
- 3- What makes children feel safe at school?
- 4- Which of the aspects that makes a school safe are in place at an average school in Afghanistan?
- 5- What is meant by 'inclusion'?
- 6- In our classroom, who might need extra help to be included?
- 7- What are issues of gender in the Afghan society for young students? Do boys and girls have the same issues?
- 8- Why do you think a safe and protective classroom environment is necessary for when you implement SEL?
- 9- What is positive discipline?
- 10- How does letting children participate in setting rules provide a safe and supportive class?

Task 3 Discuss Answers

The teacher will ask you to share your answers.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. What is your role as a duty bearer in your classroom?
2. Why does inclusion matter?
3. What is the connection between positive discipline and inclusion?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 10B Portfolio Sensitivity to Learner’s Needs in SEL

Objective portfolio assignment

By the end of the session students will be able to:

- provide potential solutions to the obstacles some students might face

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 2 Inclusion scenarios

Part A Review of Session

The teacher will discuss the following question with you:

1. What is positive discipline?
2. What makes a school a safe place for children?
3. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will provide potential solutions to the obstacles some students might face in coming to school.

Part C Portfolio Assignment

Task 1 Inclusion Scenarios

The teacher will divide the class into four groups and give each group one of the scenarios presented in annex 2.

One person in your group has a slip of paper that describes a student from a vulnerable population that you may have in your classroom. I would like the person who has the slip of paper to read it to the rest of the group. After you have heard the scenario you will individually write a brief story about a day in the life of the student. In your story you should write about the obstacles the student may face in a day at school, how that may hinder their inclusion and how that makes them feel. You will have 10 minutes to write your stories.

Task 2 Identify Obstacles

Now I would like each member of the group to read their stories to the rest of their group. As each person reads their story, I would like the group to compile a list of potential obstacles on (the handout table or the top half of the chart paper.)

Task 3 Solutions to Obstacles

Now that you have compiled a list of obstacles, I would like you to discuss in your groups possible solutions that would lessen these obstacles and make this child feel more included in your classroom. Take 5 minutes to discuss possible solutions and write them on the bottom half of the flipchart paper or on the handout table.

Task 4 Group Work Presentation

Ask a member of each group to present the obstacles and solutions to the whole group.

Put your presentation of obstacles and solutions in your portfolio.

Part D Reflection

Reflect on this session by writing some of your thoughts in the journal about how you think today's exercise will help them to become a teacher.

Annex I Sensitivity to Learner's Needs in SEL

Resources (Save the Children, 2012; Teachers in Crisis Contexts Working Group, 2016)

Afghanistan signed the convention on the Rights of the Child in 1994 and reached its truly historic milestone by submitting its implementation report in 2009. Child rights are about how we interact with and show respect to children. Rights are created to protect the needs of all children. Child rights are the things that are believed to be fair for every child in the world to have or to be able to do. Child rights are universal; rights of the child apply to all children (up to the age of 18) regardless of gender, ethnicity, ability, or religion.

Rights also carry responsibilities; parents, teachers, and the community have a responsibility to protect child rights. In the next activity, we are going to explore the responsibilities of teachers as duty-bearers. Duty bearers are person(s) or institution(s) which have obligations and responsibilities in the protection of rights. Duty bearers are every adult in a child's life including:

- Teachers
- Principals
- Parents
- Caregivers
- Community leaders
- Religious leaders

When you begin teaching, your principal should share a plan for what to do if you have a student who you believe his/her rights are being violated. As teachers, your role is not only to observe but to ensure the protection of your students' rights and their wellbeing.

Children feel safe at school when the following is in place:

- The school is free from physical and emotional harm
- The school is free from fear of getting hit (physical)
- The school is free from fear of bullying and teasing (emotional)
- The school is supported by caring adults (protection)
- The school meets the needs of the students (bathrooms, water, food, clothing, shelter)
- The school provides a feeling of belonging/being included

Inclusion is the full acceptance of all people to create a sense of belonging; to include is to make someone a part of the group. An inclusive classroom is where all students feel supported to learn and participate. Gender is an important aspect of inclusion. In classrooms there might be extra help needed for some students to make sure that they are included. These students are:

- Speakers of other languages
- Students with physical disabilities (including hearing loss and vision loss)
- Students with learning challenges

A safe and protective classroom environment is necessary to implement SEL. Children who are experiencing stress (physical or emotional) are unable to learn. Children experiencing toxic stress are unable to focus on learning.

One way to create a safe and protective classroom environment is through Positive Discipline. The goal of discipline is for children to understand their own behavior, to be responsible for their choices, and respect themselves and others. Discipline is different from punishment. Punishment is

meant to control a child's behavior, but discipline is meant to develop a child's behavior. Discipline teaches children how and why to follow rules. Positive discipline is not just about correcting misbehavior, it is also about encouraging and modelling good behavior.

When a child is misbehaving ask yourself the following questions before you take action:

1. Is the student doing something truly wrong? Is there a real problem here, or are you just tired and out of patience? If there is no real problem, release your stress away from the student and class. If there is a problem, go to the next question.
2. Think for a moment. Is your student really capable of doing what you expect here? If you are not being fair, re-evaluate your expectations. If your expectations are fair, go to the next question.
3. Did your student know at the time that he or she was doing something wrong?
 - a. If your student did not realize she (or he) was doing something wrong, help her understand what you expect, why, and how she can do that. Offer to help her.
 - b. If your student knew what she was doing was wrong, and she deliberately disregarded a reasonable expectation, your student misbehaved.
 - c. If the behavior was an accident, it was not misbehavior.
 - d. If the behavior was not an accident, ask your student to tell you the reasons she has for doing what she did. Listen carefully and assess before you respond.

Here are some examples of positive discipline:

1. **Point out the positive.** Whenever a student does something helpful, caring, cooperative, or shows improvement, let them know you've noticed and give words of appreciation. For example, "Abdul, I was impressed with the way you solved your homework problem."
2. **Interact respectfully with students.** Treat them as you would like to be treated. Help them to do better.
3. **Be a guide, not a boss.** Be the type of teacher you remember fondly from your school days.
4. **Communicate your expectations to your students clearly and respectfully.** Remind them of your expectations frequently, before the situation and during the situation.
5. **Use humor or distraction.** Not every misbehavior that a student commits needs disciplining. Children, like adults, get tired, frustrated, or bored. Disciplining may not work in such situations. Try using humor during your lesson to keep everyone interested, not bored.
6. **Allow for natural consequences, but safe ones.** If a child repeatedly comes to class late, don't become upset. It is the child's responsibility to come to class on time. Tell him/her that if his/her tardiness continues, then you will have to send a note home to his parents. If s/he continues to be late, send the note home and let him face the consequences. He learns that he is responsible for his behavior and its consequences.
7. **Don't take a student's disobedience personally.** Children need to express disobedience, and they need to test limits as part of their development. Don't feel that this is a threat to your authority. React in a calm fashion, applying discipline that will enhance self-control.
8. **Recognize effort, not correctness.** If a student is giving you his or her best, you should be happy. Trying is the first step in learning even if the child does not get it right immediately. Let them know that you have faith in their ability.

When children participate in setting rules, when they understand the consequences for not obeying the rules, then they know what to expect and the class is safe and supportive.

Annex 2 Inclusion Scenarios

Scenario 1

Female Student: A 10-year old girl completes her morning chores for her family. She walks one kilometer to school alone after a small breakfast. When she gets to school, she is tired and a bit hungry. She is shy and quiet with a few friends spread around the room. The class is mainly boys and her teacher is male. The class also includes some boys that are older than the typical age for this standard. Write a narrative about this student and some possible obstacles she may face during her school day.

Scenario 2

Student with a physical disability: A 6-year old boy struggles to walk. He has two crutches and he has challenges moving over long distances. In the class students make fun of him and he often sits in the back of room and does not like to participate. He does not have any friends in the class. Write a narrative about this student and some possible obstacles he may face during the school day.

Scenario 3

Student who does not speak the language of instruction: An 8-year old girl just arrived at the community a few weeks ago. She does not speak the language of instruction well. She knows a few words but cannot recognize letters or written words in the language of instruction. The teacher does not speak the student's mother tongue, however there are some students that do. Write a narrative about this student and some possible obstacles he may face during the school day.

Scenario 4

Student who does not see or hear well: A 7-year old boy struggles to see, and his hearing is poor. His sisters help walk him to and from school every day. He can read if the words on the page are in large font but struggles to see the board at the front of the room. Students generally treat him well, but do not often include him in conversation or activities. Write a narrative about this student and some possible obstacles he may face during the school day.

Session 1 | A Teacher Wellbeing and SEL programs

Objectives

At the end of this session students will be able to:

- Explain the importance of teacher wellbeing
- Understand how teacher wellness is critical to SEL programs including positive outcomes for students and teachers
- Identify methods for teachers to support their own wellbeing

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>Teacher Wellbeing and SEL programs</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: Teacher Wellbeing and SEL programs	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- Teacher wellbeing
- Teacher-Student relationship
- Stress management techniques
- Peer support

Materials

- Annex 1 Teacher Wellbeing and SEL programs
- Annex 2 Stress test

Part A Review of Session

The teacher will discuss the following question with you:

1. What makes children feel safe at school?
2. What is meant by 'inclusive classroom'?
3. What are some examples of positive discipline?
4. What questions do you still have about the previous lesson?

Part B Introduction to Session

The objectives of this session are

- Explain the importance of teacher wellbeing
- Understand how teacher wellness is critical to SEL programs including positive outcomes for students and teachers

- Identify methods for teachers to support their own wellbeing

What do you already know?

What do you think wellbeing of teacher refers to?

What do you think will happen to teach and learning when a teacher is uncomfortable in her/his job?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Wellbeing

Wellbeing is a condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social and cognitive health.

Reflect on this statement in pairs and how it relates to teachers in Afghanistan. What does a teacher need in order to be a good teacher?

The teacher will ask you to share your thoughts.

Task 2 Teacher Wellbeing and SEL Programs

Individually read Annex 1 and answer the following questions in pairs:

1. What is an example of wellbeing for a teacher?
2. What teacher needs to be a good teacher?
3. Which of the positive factors to a teacher's wellbeing are important for teachers in Afghanistan? Explain your answer
4. Which of the negative factors to a teacher's wellbeing are important for teachers in Afghanistan? Explain your answer.
5. What are some examples of stresses that a teacher might experiences that are outside the teacher's control?
6. Why is it important for a teacher to have strong SEL competencies?

Task 3 Discuss Answers

The teacher will ask you to share your answers.

Task 4 Stress Test

In annex 2 there is a stress test. The stress test will help you to evaluate your present stress level. It is good to take the time to fill it out every three months in order to compare the scores. Rate each of the following items in terms of how much the symptom was true of you in the last month.

You have a few minutes now to fill out the test for yourself.

After 5 minutes the teacher will ask you some questions.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. Why is teacher well-being as important and student well-being?
2. How did the stress test line up with what you learned in lecture about teacher well-being?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session I I B Portfolio Teacher Wellbeing and SEL programs

Objective portfolio assignment

By the end of the session students will be able to:

- Explain the importance of teacher wellbeing
- Understand how teacher wellness is critical to SEL programs including positive outcomes for students and teachers
- Identify methods for teachers to support their own wellbeing

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 3 Wellbeing activities
- Annex 4 Mindfulness activities for Teachers
- Annex 5 Getting Mindful About Breathing

Part A Review of Session

The teacher will discuss the following question with you:

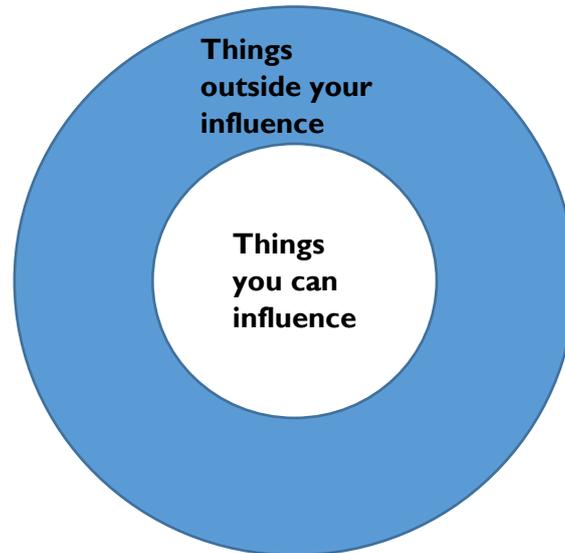
1. What were the objectives of the lecture session?
2. Why is wellbeing of teacher important?
3. What are some positive and negative factors that influence teacher's wellbeing?
4. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will learn to recognize the things that you can and cannot control as a way to enhance your wellbeing. You can also practice several wellbeing activities.

Part C Portfolio Assignment

Task 1 Influence Wellbeing



There are things you can influence and things which are outside your influence. Think back to the lecture where we discussed the positive and negative influences on well-being.

Draw two circles like on the board.

Work alone or in pairs and think about the positive and negative influences for well-being and put them in the circles where they believe they belong. Add anything they believe is missing.

Task 2 Class Discussion

Discuss the following questions together:

1. Do you think it is important to be aware of what you can and cannot influence? Why or why not?
2. What are ways you can expand your circle of influence?
3. How can you use your strengths as a teacher to expand your circle of influence?
4. How can other teachers help you expand your circle of influence?
5. What resources, people, or agencies in your community can help you with the things you cannot influence?

Put your circles with things you can and cannot influence in your portfolio.

Task 3 Wellbeing Activities

Turn to Annex 3, 4 and 5. Write down activities you can do under each category to enhance their wellbeing.

Put the list with activities you can do to enhance your wellbeing in your portfolio.

Part D Reflection

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. What are things we can do to take control of our wellbeing?
2. Why is wellbeing important?
3. How does gender impact wellbeing?
4. How you think today's exercise will help them to become a teacher?

Annex I Teacher Wellbeing and SEL Programs

Resources (Jones, Buofford, & Weissbard, 2013; Teachers in Crisis Contexts Working Group, 2016)

In the early weeks of the module you have already focused on students' wellbeing and how SEL is an important approach for improving student wellbeing including their psychological and social or psychosocial support. This session will focus on teacher wellbeing. Wellbeing is a condition of holistic health and the process of achieving this condition. It refers to physical, emotional, social and cognitive health. It includes what is good for a person. Examples may include participating in a meaningful social role, feeling happy and hopeful; having positive relationships and so on.

There are several things a teacher needs to be a good teacher. For example, the teacher needs: compensation, basic needs, respect, support, continuous professional development, initial training, safety, learning materials, facilities, sense of humor and so on. When teachers do not have each of these things, their wellbeing is low, but it can be improved in part, with the right attitude, stress management skills, conflict management strategies and a good support system.

There are many factors that affect teacher wellbeing. Below you see some positive factors and the negative factor.

Positive factors

- Good relationships at home, at school and in the community
- Positive feedback from supervisor, colleagues, students and parents
- Good health
- Restful sleep
- Able to meet financial obligations without worry
- Interesting professional development opportunities
- Potential for job growth
- Students show up to school happy and ready to learn
-

Negative Factors

- Argument with family member or colleagues
- Ill health
- Poor sleep (nightmares, not enough sleep)
- Financial worries
- Too large a class – difficult to manage
- Not enough classroom materials
- No indoor classroom – classroom outside
- Students show up to school unhappy with many problems

Some of these things are in control of a teacher, but others are not. It is important to focus on the things which are inside your control. For example, spending time worrying about things which are outside of your control increases your stress level.

Research shows that teachers with strong SEL competencies (which includes positive wellbeing) have stronger relationships with their students and manage their classrooms better than teachers who do not.

Annex 2 Stress Test

Resources (IFRCC, 2009)

This short questionnaire will help you to evaluate your present stress level. Take the time to fill it out every three months in order to compare the scores. Rate each of the following items in terms of how much the symptom was true of you in the last month.

	Never (Score 1)	Once a month (Score 2)	Often / once a week (Score 3)	Always (Score 4)
1. I feel tense and nervous				
2. I have physical aches and pain				
3. I am always tired, physically and mentally				
4. I cannot tolerate noises				
5. My work no longer interests me				
6. I act impulsively				
7. I can't get distressing events out of my mind				
8. I am sad and feel like crying				
9. I am less efficient than I used to be				
10. I have trouble planning and thinking clearly				
11. I have difficulty sleeping				
12. Doing even routine things is an effort				
13. I am cynical or very critical				
14. I have bad dreams or nightmares				
15. I am irritable, minor inconveniences or demands annoy me a lot				
16. I am spending more time at work than initially				
Total				

Add up your total score:

- Under 20: Your stress is normal, given the working conditions.
- From 21-35: You may be suffering from stress and should take it easy. Try to find ways of coping and reducing your stress.
- Above 36: You may be under severe stress. Ask for help from someone close to you. If possible, talk with your supervisor, a doctor or counsellor.

Annex 3 Wellbeing Activities

Resources: (McCarthy, 2018)

Instructions: Read through the list. For each of the five areas write down two examples of what you will do to support your well-being. For example, for 'Take a break', you might write "I will play football with my friends every Sunday".

Relax

Take a deep breath

Belly breathing

Stretch

Express Yourself

Don't hold everything in.

Talk about how you feel with other teachers, family, friends

Find a hobby, such as music, exercise, cooking, journaling or drawing

Express your worries in prayer

Think Positively

Don't blame yourself if things don't work out perfectly

Your best is good enough

Take a Break

Pause and reflect

Enjoy the moment

Enjoy your friends and family

Count to 10

Get Organized

Make a schedule

Set goals

Remember, don't be afraid to ask for help.

Annex 4 Mindfulness Activities for Teachers

Resources (Teachers in Crisis Contexts Working Group, 2016)

Contract and Release- Heat

Take one minute to sit silently.

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. Contract 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.

Sit silently for 30 seconds, or as long as they are comfortable.

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.

Sitting Silently

Before you begin this activity, you will need to identify a daily intention. This can be a short saying that you repeat to yourself throughout the day for encouragement or motivation. Example: I am going to be joyful today. OR breathe in the peace, breathe out the stress.

Sit tall in your seats and stretch your neck out above you. State your daily intention. Repeat the daily intention one or two more times. Ask yourself, “What does today’s “Daily Intention” mean to you?”

Now take one minute to sit silently.

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.

Annex 5 Getting Mindful About Breathing

Resources (McCarthy, 2018)

Taking a moment to focus on your breathing can help you manage stress, listen more deeply, and defuse tense classroom situations.

Teachers have a huge responsibility. Often there are stressful situations. The way we breathe is one small way to manage the potential effects of stress.

Practicing deep mindful breathing can help us deal with stressful situations. Studies show that mindful breathing can help us maintain the calm needed for clear thinking.

Develop Your Breathing Muscles

Noticing your breathing can help you maintain calm in stressful situations, but success takes ongoing practice. You can practice for five minutes three to seven times a week.

Diaphragmatic breathing—inhaling deeply to fill the lungs with air—causes the lungs to press down on the diaphragm, which pushes the belly out. After inhaling, exhale slowly, releasing the breath. Notice how the belly flattens and the air rises and expels from your nose or mouth. Diaphragmatic breathing has positive health benefits.

Practice Listening Through Breathing

You can set a rule or norm for discussions in classrooms: Each person must take a breath before speaking after someone else has said something. Taking a breath creates a pause in the conversation. It gives everyone a moment to digest what was just said. It signals to the last speaker that her ideas are being considered. Practice this breathing norm with students.

Take a Breath Before Acting

When a student disrupts a class by expressing anger or frustration, our instinct is to act immediately, before the situation gets worse. Instead, take one or two breaths, using the time to survey the situation and the environment. Those precious seconds could provide critical information. What emotion is the student showing? What is being said? Are the people around him showing shock, fear, or humor? What is the person's history?

You can process much of this information in the space of two breaths, and that moment can help you maintain your calm to determine the best courses of action for that individual and that situation.

Breath: The Gift That Keeps Giving

Teaching and leading can be stressful. Many people—students, their parents, and other stakeholders—demand the educator's attention. The stress can wear down anyone and lead to outbursts of anger or frustration that can make issues worse, by escalating something minor into actions that cannot be taken back.

Pause a moment and take one or two diaphragmatic breaths. This simple action is a gift to yourself and to the people you're supporting.

Session 12A SEL from the Afghanistan Perspective

Objectives

At the end of this session students will be able to:

- Define relationship between SEL competencies with the cultures and values of Afghan society, including Islam
- Identify SEL skills valued in society

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>SEL from the Afghanistan Perspective</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: SEL from the Afghanistan Perspective	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- SEL skills and Afghan values
- SEL and Islamic teaching
- Influence of SEL on Afghan children

Materials

- Annex I Cultural Understanding Works Wonders

Part A Review of Session

The teacher will discuss the following question with you:

1. What is wellbeing?
2. What are activities you can do / actions you can take to enhance your wellbeing?
3. What questions do you still have about the previous session?

Part B Introduction to Session

The objectives of this session are

- Define relationship between SEL competencies with the cultures and values of Afghan society, including Islam
- Identify SEL skills valued in society

What do you already know?

1. How would you define cultural values?
2. To what extent do you think SEL principles reflect Afghan values? Explain your answer.

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Cultural Understanding Works Wonders

Read Annex 1 individually and then work in pairs to go through each example and collectively decide where Afghanistan fits on the table.

The teacher will ask some of you to share your thoughts.

Task 2 Class Discussion

Think about these competencies in the context of Afghanistan.

1. What are some cultural values in Afghanistan?
2. Which SEL competencies help students develop these skills?

Task 3 Islamic Values and SEL Competencies

Think in pairs about how these Islamic values connect to SEL competencies.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following question:

1. Which competencies do you believe are aligned with the Afghan culture and Islamic values?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 12B Portfolio Sensitivity to Learner’s Needs in SEL From the Afghanistan Perspective

Objective portfolio assignment

By the end of the session students will be able to:

- Students will practice qualitative inquiry around the qualities they believe their students will need to develop in life
- Students will analyze if these qualities align with what they know about the SEL competencies.

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Whiteboard, marker, flipcharts

Part A Review of Session

The teacher will discuss the following question with you:

1. What SEL competencies are embedded with Afghan culture?
2. What can a school increase Islamic value in teaching SEL?
3. What questions do you still have about the previous session?

Part B Overview Portfolio Assignment

In this session you will do some research and identify student qualities which are seen as of most importance within the class. You will link those qualities to the CASEL and IRC SEL frameworks.

Part C Portfolio Assignment

Task I Conduct SEL Research

You will investigate what you think are the student qualities that are important for their future students to acquire. This links to seeing if your own beliefs as Afghans align with what they have learned about SEL in the past 11 sessions.

- Work in pairs.
- Within your pair, question each other by asking the following question: What are the qualities that you would like your students to develop in life?
- Identify who starts first. The person who starts first has 7 minutes to interview the other person and take notes during the interview.

- After 7 minutes, switch places to ask and respond to the same question.

Task 2 Share Pair Work

The teacher will ask different pairs to share their responses.

Task 3 Reflection on Pair Work

Reflect on the responses using the following questions:

1. What qualities have the highest value?
2. Can we group them according to either CASEL or IRC's SEL competency frameworks (see session 3)?

Put your notes and the SEL competencies linked to the responses of the class in your portfolio.

Part D Reflection

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. What did you learn from today's activity?
2. Were any of your classmates' responses a surprise to you? Which ones?
3. What SEL competencies are culturally appropriate for Afghanistan?

Annex I Cultural Understanding Works Wonders

Resources (SELI/APL Professional Development Project, n.d.)

Each person is a unique blend of cultural influences and will differ from others from the same cultural background. We need to be “cultural detectives” with each child and family to understand their unique culture.

Here is one example of a common difference between two cultural values and some way this difference might affect SEL. Remember, neither culture is superior or inferior. They are just different.

Individualism is highly valued	Collectivism is highly valued
1. Prioritizes self-awareness and self-management	1. Prioritizes social awareness, relationships skills, empathy, and cooperation.
2. Encourages emotional expression	2. Discourages emotional expression (might disturb others)
3. Eye contact a sign of self-confidence	3. Eye contact may be considered rude
4. Encourages independence (such as initiative, self-direction) and equality	4. Encourages respect and obedience to authority
5. Happiness comes from self-confidence and personal achievement	5. Happiness comes from a sense of belonging and others' happiness
6. Motivated to pursue individual success	6. Motivated to avoid shame, especially for the family
7. Belief that the individual has control over personal outcomes	7. Belief in destiny and/or family as responsible for personal outcomes
8. Respect is communicated directly	8. Respect is communicated indirectly; may involve face-saving strategies for others
9. Children encouraged to make own decisions	9. Parents make decisions for children
10. Children learn to work well independently	10. Children learn to work well in groups

Session 13A SEL and the Whole School Approach

Objectives

At the end of this session students will be able to:

- Define what is meant by healthy schools and school climate in the context of SEL
- Gain an understanding of how school climate and SEL mutually reinforce each other
- Identify current principles to promote SEL and school climate
- Name some teaching practices that promote SEL

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>SEL and the whole school approach</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: SEL and the whole school approach	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- Healthy Schools
- School climate
- Engagement
- Whole school

Materials

- Annex 1 Healthy schools and school climate
- Annex 2 Instructional Teacher Practices

Part A Review of Session

The teacher will discuss the following question with you:

1. What SEL competencies are embedded in the Afghan culture?
2. How can a school increase Islamic value in teaching SEL?
3. What questions do you still have about the previous session?

Part B Introduction to Session

The objectives of this session are

- Explain the healthy school approach
- Understand the definition of school climate
- Understand the relationship of SEL and school climate
- Understand the social teaching practices

What do you already know?

1. What do you think healthy school refers to?
2. How do you think SEL and school climate are related?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Healthy Schools and School Climate

Individually read Annex 1 and answer the following questions in pairs:

1. What is meant by a healthy school?
2. What is the definition of 'school climate'?
3. How are school climate and SEL related?
4. What is the overlap between school climate and SEL?
5. Give an example how school staff play a role in promoting school climate SEL.
6. Give an example of how parents and family play a significant role in supporting their children with SEL.

Task 2 Discuss Answers

The teacher will ask you to share your answers.

Task 3 Instructional Teacher Practices

Individually read Annex 2. After some minutes the teacher will discuss the following questions with you:

1. What are instructional teaching practices to promote SEL?
2. What are the basic elements of cooperative learning?
3. Which of these teaching practices will you find easy to apply in lower grades?

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. What is a healthy school?
2. What do we mean by a whole school approach for SEL?
3. Why do you think a whole school approach is critical to successful SEL implementation?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 13B Portfolio SEL and the Whole School Approach

Objective portfolio assignment

By the end of the session students will be able to:

- Appreciate and represent the perspective of different key constituency groups.

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 1 Healthy schools and school climate
- Annex 2 Instructional Teacher Practices

Part A Review of Session

The teacher will discuss the following question with you:

1. What is a “healthy school”?
2. What is school climate?
3. What are some teaching practices that reinforce SEL?
4. What questions do you still have?

Part B Overview Portfolio Assignment

In this session you have group work to respond to questions via the perspective of different constituency groups.

Part C Portfolio Assignment

Task 1 Group Work

The teacher will divide class into five groups representing constituency of schools.

1. Teachers
2. Parents and/ or caregivers and community
3. School Administrators (Principal, Head Teachers)
4. Other support personnel: custodians, nurses
5. Ministry of Education (District, Provincial and Central personnel)

In your groups you will answer the following questions from the point of view of the constituency. Afterwards you will present your responses to the class and answer questions from your class mates.

1. What can you do to reinforce SEL competencies for students and adults?
2. What challenges exist for your constituency?

3. How do you overcome these challenges?
4. What do you need in order to support your efforts to reinforce SEL within the school community?

Make sure you all have a copy of the presentation as that is your portfolio assignment.

Task 2 Discuss Answers

Each group briefly presents their answers.

Put a copy of your presentation in your portfolio.

Part D Reflection

Write a reflection on the exercise in your journal. You can take a perspective other than your own.

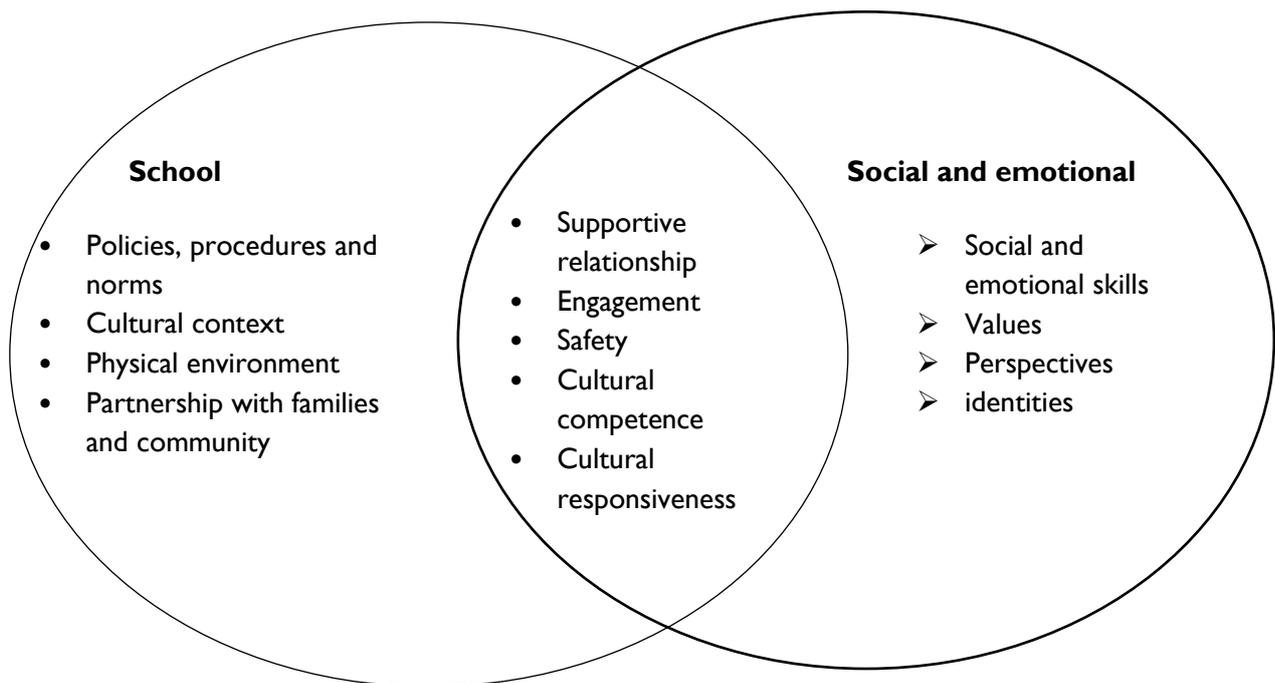
Annex I Healthy Schools and School Climate

Resources (Osher & Berg, 2018)

There are two important words when discussing SEL at school level. The words are: healthy schools, school climate. Healthy schools are schools that have a positive atmosphere or “climate”. Healthy schools support the social and emotional development of all children. School climate refers to the physical, academic, social and disciplinary environment of a school.

Past research (though US based) saw school climate and SEL as different areas of study, now it is understood that they mutually reinforce each other. Certain areas of school climate and SEL overlap. See figure 1 below.

Figure 1: A model of the distinct and overlapping elements of school climate and social and emotional competence with illustrative competence:



The following areas are important:

- **Supportive relationships:**
A supportive relationship is a relationship which brings mutual benefits to both parties (teacher and students) helping them to cope with the tough times and maximize the good times. A supportive relationship enables you to achieve more than you ever could on your own.
- **Engagement**
When students experience engagement and feel a sense of belonging and connection with adults and peers at school, they can build social capital and more actively use adults as social models, accept feedback and negative and persevere through challenges.

- **Safety**
When students and staff feel safe, they are more willing to focus on learning from and with others and take academic risks.
- **Cultural competence**
Cultural competence is a set of behaviors, attitudes and policies that enables schools' agencies and teachers to work more effectively in bicultural and multicultural settings and interaction.
- **Cultural responsiveness**
Culturally competent teachers can use their knowledge of students to be more instructionally responsive culturally responsive instructional approaches are engaging, participatory, and use divers' instructional models to scaffold learning by using students own cultural knowledge.
- **Challenge and high expectations**
Students are more personally motivated to succeed more actively engaged in learning and work better with others when their peers and adults have high expectations for achievement that are experienced as relevant to them when they are surrounded by peers who have academic aspirations.

School climate and SEL affect each other (bi-directional) and by promoting one, you may promote the other. Promoting SEL and school climate occurs at every level in the school. That is, both can be enhanced in the classroom, outside the classroom in the school, and in the community. All school staff including principals any other adult working at school have a role to play in promoting school climate SEL. Parents and family have a significant role to play in supporting SEL. Parents and family strengthen their children's and their own social emotional skills by practicing social emotional skills at home. For example, parents who use positive disciplinary practices instead of harsh punishment model the value of finding alternatives to violence in situations of conflict.

Annex 2 Instructional Teacher Practices

Instruction Teacher practices are important for SEL at school level. Instructional Teaching Practices are:

1. **Cooperative Learning:**

Cooperative learning refers to a specific instructional task in which teachers have students work together toward a collective goal. Teachers ask students to do more than group work; students are actively working with their peers around content in a meaningful way. To implement cooperative learning effectively, teachers include five basic elements:

- (1) positive interdependence
- (2) individual accountability
- (3) promoting one another's successes
- (4) applying interpersonal and social skills
- (5) group processing (the group discusses progress toward achieving a goal).

2. **Classroom Discussions:**

Classroom discussions refer to conversations students and teachers have around content. During classroom discussions, teachers ask more open-ended questions and ask students to elaborate on their own thinking and on the thinking of their peers. When classroom discussions are done well, students and teachers are constantly building upon each other's thoughts, and most of the dialogue is student driven

3. **Self-Reflection and Self-Assessment**

Self-reflection and self-assessment are instructional tasks whereby teachers ask students to actively think about their own work. In order for students to self-reflect on their work, teachers should ask them to assess their own work. This does not mean that teachers simply provide the answers and students look to see if they got the answer right or wrong. Students need to learn how to assess more rigorous work against performance standards that have either been provided by the teacher or co-created in the classroom.

4. **Balanced Instruction**

Balanced instruction refers to teachers using an appropriate balance between active instruction and direct instruction, as well as the appropriate balance between individual and collaborative learning. Through balanced instruction, teachers provide students opportunities to directly learn about the material as well as engage with the material.

5. **Academic Press and Expectations**

Academic press refers to a teacher's implementation of meaningful and challenging work, and academic expectations focus on the teacher's belief that all students can and will succeed. Students should sense that academics are extremely important, that the teacher wants them to succeed, and that they have to exert effort in challenging work in order to succeed.

6. **Competence Building**

Competence building occurs when teachers help develop social and emotional competencies systematically through the typical instructional cycle: goals/objectives of the lesson and introduction to new material.

7. **Modeling**

Teachers can model a range of processes, for example, how to use a particular piece of equipment appropriately and accurately; how to record data; how to evaluate an investigation; how to plan a more complex investigation; how to draw a particular graph or representation.

8. Practicing and coaching

Each part of the instructional cycle helps reinforce particular social and emotional competencies as long as the teacher integrates them into the lesson. Throughout the lesson, the teacher should model pro-social behavior (i.e., positive relationship skills) to the students. When students are participating in group work, the teacher is encouraging positive social behaviors and coaching students on how to use positive social behavior when they practice their prosocial skills in a group setting.

9. Feedback

The teacher also provides feedback to students on how they are interacting with their peers and how they are learning content. If problems arise between students in guided practice or if problems arise with content, the teacher guides the students through problem solving and conflict resolution strategies.

Session 14A Assessing and Measuring SEL Within a Classroom

Objectives

At the end of this session students will be able to:

- Understand that formative assessment is an appropriate way to measure SEL skill acquisition
- Analyze methods and strategies of assessing SEL
- Connect social and emotional learning and formative assessment

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session <i>Assessing and measuring SEL</i>	5 minutes
C: Lesson Content Part 1: Introduction Part 2: Assessing and measuring SEL	35 minutes
D: Reflection and Summary	5 minutes

Key concepts

- Formative Assessment
- Summative Assessment
- Methods of Assessing

Materials

- Annex 1 Formative Assessment and Social Emotional Skills

Part A Review of Session

The teacher will discuss the following question with you:

1. What is a healthy school?
2. What is the school climate?
3. What is the overlap between school climate and SEL?
4. What questions do you still have about the previous lesson?

Part B Introduction to Session

The objectives of this session are

- Understand that formative assessment is an appropriate way to measure SEL skill acquisition
- Analyze methods and strategies of assessing SEL
- Connect social and emotional learning and formative assessment

What do you already know?

1. Why do you think it would be important to assess SEL?

2. How do you think formative assessment would work in SEL?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Formative Assessment and Social Emotional Skills

Individually read annex A and answer the following questions in pairs:

1. Why is formative assessment for the development of SEL very important?
2. In your own words explain what formative assessment is?
3. What does it mean that students become more 'self-directed learners'?
4. Explain on your own words how each of the five SEL competencies outlined by CASEL links to formative assessment.
5. Explain in your own words how maintain a focus on formative SEL feedback encourages teachers to promote a positive culture and advance equity.

Task 2 Discuss Answers

The teacher will ask you to share your answers.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. How do you think Formative Assessments and SEL go hand in hand?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 14B Portfolio Assessing and Measuring SEL

Objective portfolio assignment

By the end of the session students will be able to:

- Explain three tools that can be used to do formative assessment for SEL
- Analyze formative SEL assessment and make recommendation for a teacher on how to help students to progress in SEL.

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex 2 Proposed Measurement Approach for SEL
- Annex 3 Example of SEL assessment

Part A Review of Session

The teacher will discuss the following question with you:

1. What is the purpose of assessment?
2. Why is formative assessment for the development of SEL very important?
3. What does it mean that students become more 'self-directed learners'?
4. What questions do you still have?

Part B Overview Portfolio Assignment

Use the SEL assessment tools and provide suggestions on how to help a teacher guide an Early Grade student to see how they could progress in the SEL competencies.

Part C Portfolio Assignment

Task 1 Proposed Measurement Approach for SEL

In Annex 2 there are three tools that could be used for SEL assessment. The purpose of talking about measuring SEL, is so you will have the ability to help students see their progress with skills and competencies as they move through their classroom.

Read annex 2 in pairs, look at the tools and make sure you understand how they should be used.

Task 2 Example of SEL Assessment

Annex 3 has an assessment filled in by a teacher and student. Work in small groups of 2-3 students and write a recommendation on how you would help this student to progress in SEL.

Use the following questions as a guide:

1. Which aspects of student's behavior (SEL competencies) need attention according to the teacher?
2. Which aspects of student's behavior (SEL competencies) need attention according to the student?
3. What should the teacher work on with the student in the coming few lessons?
4. What activities could the teacher use to work with the student on these issues?

Task 3 Discuss Group Work

The teacher will ask several of you to share your observations and recommendations.

Put a copy of your observations and recommendations in your portfolio.

Part D Reflection

Reflect on this session by writing some of your thoughts in the journal about the following questions:

1. What did you learn about formative assessment for SEL?
2. How do you think today's exercise will help you to come a better teacher?

Annex I Formative Assessment of Social and Emotional Skills

Resources: (Vander Ark & Ryerse, 2018)

One of the unique things about social and emotional learning (SEL) is that skills are acquired through specific instruction and integrated application. The skills can be specifically described, practiced, developed and assessed. At the same time, those skills are best integrated and applied into everything we do and ought to be part of an ongoing development process. Formative feedback specific to SEL skills is very important for students to develop the SEL competencies. When students are involved in giving and receiving feedback, they come more aware of issues and it requires social awareness, self-management, and relationship skills. Formative assessment is needed for learning SEL skills so that students can improve their SEL skills and their learning. This adds up to a virtuous cycle for SEL and formative. They need and feed each other.

What is Formative Assessment?

Before further outlining the connections between SEL and formative, it is important to define formative assessment. The Council of Chief State School Officers adopted the following definition of formative assessment:

Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes, and support students to become more self-directed learners.

This updated definition increases the emphasis on the role of the students themselves, which aligns with emphasis on self-awareness and self-management in SEL.

Formative assessments, particularly of social and emotional skills, can be highly context specific (i.e., collaboration might be stronger in basketball than algebra). Skill progressions are influenced by learning experiences, culture, groupings, assessments, and tools.

Connecting Social and Emotional Learning & Formative Assessment

SEL and formative assessment go hand-in-hand. This becomes even more evident as one looks at the alignment between the five SEL competencies outlined by CASEL.

- Self-awareness: CASEL describes this as “the ability to accurately assess one’s strengths and limitations,” which is certainly aligned with the “Student Self-Assessment” dimension of formative.
- Self-management: Goal setting, self-motivation and organization are included in this SEL competency, and they feed the formative assessment dimension of “Identifying Learning Goals.”
- Social awareness: This competency, which includes showing respect for others, is critical for the formative dimension of “Student Peer Feedback.”
- Relationship skills: Communication and teamwork are at the heart of this SEL competency and are important for formative dimensions of developing “Questioning Strategies” and a “Collaborative Culture of Learning.”
- Responsible decision-making: With students having a role in the path forward and “Using Evidence to Inform Ongoing Teaching and Learning.”

There is a strong and active role for students in formative assessment, and the role is largely dependent on well-developed SEL skills.

Why Keep Formative at the Forefront for SEL Measurement?

Formative assessment is a daily process, not an event. The process is designed to move learning forward. Ultimately, we are even more concerned with helping students grow than we are with knowing where they are on a continuum.

Maintaining a focus on formative SEL feedback encourages teachers to promote a positive culture and advance equity. Teachers recognize their role.

- **Teachers get it.** Recently Heather Schwartz shared, “I’m not an expert in assessment, but... it dawned on me: as a teacher, I know about assessment. I know a lot about it. It’s what we teachers do day in and day out. It is the act of leaning-in to our students to listen and observe..., this is what SEL assessment should be all about.”
- **Teachers create a learning culture** that establishes trust and advances equity.
- **Formative assessment drives a system culture that promotes wise feedback.** Lisa Goodnow, Director of Academics and SEL in Austin ISD says, “A prerequisite for formative (assessment) is classroom culture of trust and respect. Building on the work of David Yeager from (UT), in Austin, we are intent on ensuring that our teachers provide ‘wise feedback’ to students that is delivered with love and with belief the student’s performance will improve.”

The Path Forward for Formative Assessment and SEL

Effective practice surrounding formative assessment – and the integration of SEL – require strong leadership. It will continue to be important to identify frameworks for SEL and identify quality measurement instruments that are both summative and formative assessment. Formative assessment and SEL feed each other and need each other.

Annex 2 Proposed Measurement Approach for SEL

Adapted from (Child Trends, 2014)

The tools below help the teacher and student in assess SEL competencies. There are three tools:

1. A teacher survey for kindergarten-fifth grade teachers to rate students across the SEL skills;
2. A student survey for students in grade 3, 4 and 5 to fill in themselves about some of the SEL competencies.
3. Teacher practices where you evaluate yourself on how you implement the SEL competencies in the class.

I. Teacher Survey

What is this survey measuring?

This survey is designed to measure four skills that research suggests contribute to student success in school and beyond: (1) self-control, (2) persistence.

Self-control/Self-management is defined as a student having the ability to: a) control emotions and behavior, b) inhibit negative behavior, c) sustain attention or concentrate on a given task, and d) wait for his or her turn or for what he or she wants.

Persistence/Perseverance is defined as a student choosing to continue toward a goal in spite of obstacles, difficulties, or discouragement. For persistence to be present, a student's actions must be voluntary and indicate an underlying determination to continue at a task or goal despite challenges of failure that may occur along the way.

Please answer the following questions for each of your students.

Please think about the student's behavior in the last quarter or since the last reporting period. If this is the first report of the year/program, think about the student's behavior since she or he has been in your class.

On a scale from 1 to 4, how well does each of the statements describe the student's behavior? Would you say (1-none of the time, 2-a little of the time, 3-most of the time, or 4-all of the time)?

Name of the student: _____ Class: _____ Date: _____

		none of the time	a little of the time	most of the time	all of the time
1	<i>Worked on tasks until they were finished.</i>	1	2	3	4
2	<i>Kept working on an activity that was difficult.</i>	1	2	3	4
3	<i>Waited in line patiently.</i>	1	2	3	4
4	<i>Sat still when s/he was supposed to.</i>	1	2	3	4
5	<i>Waited for what s/he wanted.</i>	1	2	3	4
6	<i>Focused on tasks until they were finished.</i>	1	2	3	4

2. Student Survey

Thank you for taking the time to answer these questions. This is **not a test**. There are no rights or wrong answers. Please be honest when answering the questions. Your honest answers will help your school or program do a better job to help you learn!

Please write your name and birthday in the space below.

First Name: _____ **Last Name:** _____

Date of Birth: Month: _____ **Day:** _____ **Year:** _____

These questions are about different ways students may behave in school. Please mark the box that best describes you.

		Not at all like me	A little like me	Somewhat like me	A lot like me
1	I can wait in line patiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I sit still when I'm supposed to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I can wait for my turn to talk in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	I can easily calm down when excited.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I calm down quickly when I get upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

These next questions are about how well you feel you can do your schoolwork. Mark the box that best describes you.

		Not at all like me	A little like me	Somewhat like me	A lot like me
6	I can do even the hardest homework if I try.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I can learn the things taught in school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I can figure out difficult homework.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Teaching Practices.

Think about how often you implement a variety of practices that influence students' social, emotional, and academic skills. Think about how often you implement teaching practices that focus on positive social interactions. Using a scale of 1 to 5, rate how often and how well you use these practices.

1—I do not implement this practice well **4—I generally implement this practice well**

2—I struggle to implement this practice extremely well **5—I implement this practice extremely well**

3—I implement this practice reasonably well

1. Student-Centered Discipline		
SEL Practices	Self-Rating	Comments
a. I have discussions with my students about how and why classroom procedures are implemented.		
b. I implement consequences that are logical to the rule that is broken.		
c. I am consistent in implementing classroom rules and consequences.		
d. I respond to misbehavior by considering pupil-specific social, affective, cognitive, and/or environmental factors that is associated with occurrence of the behavior.		
e. I hold class discussions with my students so we can solve class problems.		
f. I ask my students to reflect and redirect their behavior when they misbehave.		
g. I teach students strategies to handle the emotions that affect their learning (e.g., stress, frustration).		
h. I model strategies that will help students to monitor and regulate their behavior.		

2. Teacher Language		
SEL Instructional Practices	Self-Rating	Comments
a. I promote positive behaviors by encouraging my students when they display good social skills (e.g., acknowledge positive actions or steps to improve).		
b. I promote positive behaviors by encouraging my students when they display good work habits (e.g., acknowledge positive actions or steps to improve).		
c. I let my students know how their effort leads to positive results with specific affirmation.		

Annex 3 Example of SEL assessment

I. Teacher Survey

On a scale from 1 to 4, how well does each of the statements describe the student's behavior? Would you say (1-none of the time, 2-a little of the time, 3-most of the time, or 4-all of the time)?

Name of the student: _Ahmed Kohestani_ Class: 3_

Period reporting about: Sept- Dec 2018_ Date of filling in report: 12 December 2018

		none of the time	a little of the time	most of the time	all of the time
1	<i>Worked on tasks until they were finished.</i>	1	2	3	4
2	<i>Kept working on an activity that was difficult.</i>	1	2	3	4
3	<i>Waited in line patiently.</i>	1	2	3	4
4	<i>Sat still when s/he was supposed to.</i>	1	2	3	4
5	<i>Waited for what s/he wanted.</i>	1	2	3	4
6	<i>Focused on tasks until they were finished.</i>	1	2	3	4

2. Student Survey

Thank you for taking the time to answer these questions. This is **not a test**. There are no rights or wrong answers. Please be honest when answering the questions. Your honest answers will help your school or program do a better job to help you learn!

Please write your name and birthday in the space below.

First Name: Ahmed Last Name: Kohestani

Date of Birth: Month: 2 Day: May Year: 2010

These questions are about different ways students may behave in school. Please mark the box that best describes you.

		Not at all like me	A little like me	Somewhat like me	A lot like me
1	I can wait in line patiently.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
2	I sit still when I'm supposed to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
3	I can wait for my turn to talk in class.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
4	I can easily calm down when excited.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
5	I calm down quickly when I get upset.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x

These next questions are about how well you feel you can do your schoolwork. Mark the box that best describes you.

		Not at all like me	A little like me	Somewhat like me	A lot like me
6	I can do even the hardest homework if I try.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x
7	I can learn the things taught in school.	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>
8	I can figure out difficult homework.	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>

Session 15A Final Project

Objective

By the end of the two session (15 and 16) students will be able to:

- Plan for a SEL lesson for literacy or math for Early Grade students.

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session	5 minutes
<i>Final Project</i>	
C: Lesson Content	35 minutes
Part 1: Introduction	
Part 2: Develop a plan for a SEL lesson	
D: Reflection and Summary	5 minutes

Key concepts

- Final project
- Math and reading
- SEL competencies

Materials

- Students' Resources

Part A Review of Session

The teacher will discuss the following question with you:

1. Why is formative assessment for the development of SEL very important?
2. What does it mean that students become more 'self-directed learners'?
3. Explain in your own words how maintain a focus on formative SEL feedback encourages teachers to promote a positive culture and advance equity.
4. What questions do you still have about the previous lesson?

Part B Introduction to Session

What do you already know?

1. Why do you think a SEL lesson for literacy or math would like?

Part C Lesson Content

Step 1 Overview

The teacher provides an overview of the session.

Task 1 Preparations for Final Assignment

You are going to prepare for the development and delivery of a 15 minute lesson that includes at least two SEL competences.

The content of the lesson will be either literacy or mathematics.

Within the lesson you include working on at least two skills from at least two of the IRC Framework's five competencies – Brain Building, Emotion Regulation, Positive Social Skills, Conflict Resolution and Perseverance.

The skills must be explicitly taught along with the reading or math content skills.

The SEL skills should not distract from the teaching of the content but enhance the lesson.

The first step is to plan their lesson. You can start with that by answering the following questions:

1. For which grade will you develop your lesson?
2. What type of classroom? Boys, girls, mixed?
3. Where will your class be based? urban, rural,
4. What will be the size of your class? large class, small class...
5. What subject will you prepare the lesson for?
6. What SEL competences do you want to include in the lesson?
7. What skills within the competency will you building?
8. What activities do you think will be good to practice these skills? How do they match the subject?
9. What instructional materials will you use?
10. What materials do already exist and what materials will you need to create?
11. What SEL teaching practices will you model? (Refer to Annex A2, Wk 9)
12. How will you assess or know that the students learned the skills?

Prepare a five-minute presentation describing your lesson using the questions above.

Task 2 Present Lesson

The teacher will ask you to share your lesson description.

Part D Reflection and Summary

Step 1 Reflection Questions for Students

The teacher will discuss the following questions with you to reflect on the lecture session:

1. What did you learn in this session about preparing for a SEL integrated lesson?
2. What questions do you still have?

Step 2 Summary of Content

The teacher will provide a summary of this lesson.

Session 15B Portfolio Final Assignment

Objective portfolio assignment

By the end of the session students will be able to:

- Develop a SEL lesson for literacy or math for Early Grade students.

Overview

A: Review of the Previous Session	5 minutes
B: Overview of the Portfolio Session	5 minutes
C: Portfolio Assignment	35 minutes
D: Reflection	5 minutes

Materials

- Annex I Teaching procedure

Part A Review of Session

The teacher will discuss the following question with you:

- 1- What steps did you use to plan your SEL integrated lesson?
- 2- How did you experience preparing for a 'normal' lesson and integrate SEL?
- 3- What questions do you still have?

Part B Overview Portfolio Assignment

In this session you will develop SEL lesson for literacy or math for Early Grade students based on the lesson plan they develop during the lecture session.

Part C Portfolio Assignment

Task 1 Post-Test

At the beginning this module you started with a pre-test. You will now do the test again (post-test) and then you and the teacher can see what you have learned.

You will receive both tests back (during the next session), so you can see their own growth. This is a good assessment technique to use with your own students when you become teachers.

Task 2 Develop SEL Lesson for Literacy or Math

Work in pairs and develop the SEL lesson for literacy or math for Early Grade students based on the plan they developed during the lecture session.

You have to

- Fill out the teaching procedure in Annex I.
- Prepare all the materials needed to teach for the teacher and the students.

Finalize your lesson plan and materials for your lessons and put a copy in your portfolio.

Part D Reflection

The teacher will discuss the following questions with you to reflect on the portfolio session:

1. What was the objective of this assignment?
2. What did you learn?
3. What questions do you still have?

Annex I Teaching procedure

Teaching procedures			
Teaching procedure for session			
Objective of the teaching procedure:			
Time:			
Activity:			
Time	Step	Teacher's Activity	Learners' Activity
	I.		
	II.		
	III.		
	IV.		
	V.		
	VI.		
	VII.		
	VIII.		

Session 16A Final Project

Objective

By the end of the two session students will be able to:

- Deliver SEL lesson for literacy or math for Early Grade students.

Overview

A: Review of Previous Session	5 minutes
B: Introduction to Session	5 minutes
<i>Final Project</i>	
C: Lesson Content	35 minutes
Part 1: Introduction	
Part 2: Delivering a SEL lesson	
D: Reflection and Summary	5 minutes

Key concepts

- Formative and Summative Assessments

Materials

- Students' Resources

Part A and B Review of session and introduction of session

The teacher briefly reviews the previous session with you and introduces the current session.

Part C Lesson Content

Task 1 Present SEL Lesson

You are going to deliver their lesson to a small group of other students. The teacher will divide you into small groups of three people. In each small group all students should deliver their lesson. In this session 2 students will deliver their lessons. In the next session the third student will deliver his/her lesson.

Providing useful and effective feedback is a foundational SEL skill, which requires positive social awareness and relationship skills. You need to be considerate of the efforts your colleagues have made to put together their plan and respond with feedback that is helpful, truthful and at the same time kind. This is a kind of formative assessment.

The other students can evaluate their lesson using the following questions:

1. What SEL competences were included in the lesson?
2. Were the activities appropriate for practicing the SEL skills?
3. Where the instruction materials appropriate for the lesson?
4. Did the teacher check whether the students had learned the SEL skills?
5. What SEL teaching practices did the teacher model?
6. Did the lesson help students to learn the academic content as well as the SEL skills?

The teacher will provide a sign to start the evaluation questions and for the next student to start their sample lesson.

Part D Reflection and Summary

The teacher will discuss the following questions with you to reflect on the session:

1. What did you learn from this project?
2. Do you think you will be able to use your lesson and those of your classmates in your future classrooms? Why or why not?
3. How would you summarize this lesson?

Session 16B Portfolio Final Assignment

Objective portfolio assignment

By the end of the session students will be able to:

- Deliver a SEL lesson for literacy or math for Early Grade students.

Overview

- A Review of session 16a - 5 minutes
- B Overview of portfolio assignment- 5 minutes
- C Portfolio assignment - 35 minutes
- D Reflection - 5 minutes

Materials

- Students' Workbook

Part A and B Review of session and overview of the portfolio session

The teacher briefly reviews the previous session with you and introduces the current session.

Part C Portfolio Assignment

Task 1 Present SEL Lesson

Go back into your small groups. In each small group all students should deliver their lesson. The groups should probably not include more than three students.

The other students can evaluate their lesson using the following questions:

1. What SEL competences were included in the lesson?
2. Where the activities appropriate good to practice the SEL skills?
3. Where the instruction materials appropriate for the lesson?
4. Did the teacher check whether the students had learned the SEL skills?
5. What SEL teaching practices did the teacher model?
6. Did the lesson help students to learn the academic content as well as the SEL skills?

The teacher will provide signs to start the evaluation questions and for the next student to start their sample lesson.

Task 2 Reflection

Reflect individually on two or three of the 5 questions below and down notes as feedback to the teacher.

1. How did you think the test went?
2. Did you feel good about their ability to answer the questions?
3. Were there questions that seemed especially easy or difficult?
4. Were the directions for the test clear and understandable to you? If not, what was the problem?
5. Did you feel if the experience was easier/went better than the pretest time?

Task 3 Discuss Post-Test

You will receive back the post test. The teacher will discuss the questions and answers with you..

Part D Reflection

The teacher will discuss the following questions with you to reflect on the portfolio session:

1. What did you learn from this module?
2. How will this help you in your teaching job?

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