

Social-Emotional Learning Intervention

TRAINER'S MANUAL

FOR MANAGERS TO TRAIN SHLS
LEADERS AND FACILITATORS

SAFE HEALING AND
LEARNING SPACES TOOLKIT



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DISCLAIMER

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

Contents

Introduction	7
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Part 1: Information for the Trainer	8
Background Information	9
What is Social-Emotional Learning (SEL)?	9
Why is SEL Important for Children in a Safe Healing and Learning Space (SHLS)?	11
Understanding the Tools	13
The SEL Intervention	13
SEL Trainer's Manual	13
SEL Lesson Plan Bank	15
SEL Games Bank	26
Delivering the SEL Training	27
SEL Sensitivity Guidance	27
Preparation for the SEL Training	28

Part 2: SEL Training Sessions	34
Day 1	35
SEL Training Session 1: Opening the Training	36
SEL Training Session 2: Why we do SEL	41
SEL Training Session 3: Core Competencies of SEL	49
SEL Training Session 4: Scope and Sequence and SEL competencies	57



SEL Training Session 5: Mindfulness	61
Day 1 Conclusion	66
Day 2	67
SEL Training Opening Activity: Parachute Opening	68
SEL Training Session 6: Using Guided Lesson Plans	70
SEL Training Session 7: Modeling SEL	77
SEL Training Session 8: SEL Lesson Plan Preparation and Presentation	87
SEL Training Closing Activity: Parachute Closing	93
Day 3	95
SEL Training Opening Activity: Parachute Opening	96
SEL Training Session 9: SEL Game Demonstration	98
SEL Training Session 10: SEL Games Preparation and Demonstrations	102
SEL Training Session 11: Using SEL Weekly Plan	109
SEL Training Session 12: Post-test and Concluding Discussion	113
Closing the Training	115
SEL Training Closing Activity: Parachute Closing	116
Optional Sessions	118
SEL Training Session 13: Brainstorming SEL Activities and Games (Optional)	119
SEL Training Session 14: Age-appropriate SEL Needs (Optional)	123



Part 3: Training Resources	127
Resource 1: Proposed Training Agenda	128
Resource 2: List of Materials for SEL Training	132
Resource 3: SEL Pre- and Post-Test – Answer Key	133
Resource 4: Definitions – SEL and 5 Competencies	136
Resource 5: SEL Competency Puzzle	137
Resource 6: Scope and Sequence Scavenger Hunt – Answer Key	138
Resource 7: SEL Presentation Rating Sheet	139
Resource 8: SEL Lesson Presentation Signup Sheet	140
Resource 9: Mistakes in SEL Session Plan – Answer Key	141
Part 4: Handouts	147
Handout 1: SEL Training Pre-test	148
Handout 2: Definitions – SEL and 5 Competencies	151
Handout 3: SEL Competencies	152
Handout 4: SEL Scope and Sequence	153
Handout 5: Scope and Sequence Scavenger Hunt	162
Handout 6: Mindfulness Activities	163
Handout 7: Mistakes in SEL Session Plan	166



Handout 8: Characteristics and Needs of Age Groups	172
Handout 9: SEL Presentation Rating Sheet	174
Handout 10: SEL Training Post-test	175
Handout 11: SEL Training Evaluation	178
Handout 12: SEL Glossary	179



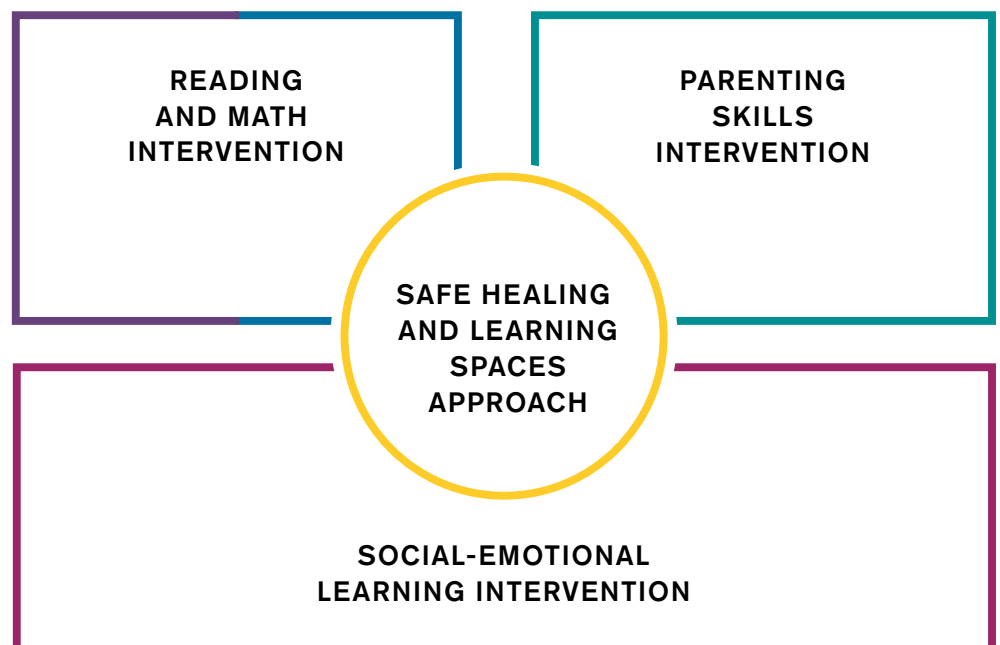
Introduction

Welcome to the *Safe Healing and Learning Spaces* Social-Emotional Learning Trainer's Manual! This resource is to be used by a trainer to train Social-Emotional Learning (SEL) Facilitators to deliver the SEL Intervention in a Safe Healing and Learning Space (SHLS).

This manual contains 4 parts:

- Part 1: Information for the trainer to understand the content and prepare for the training
- Part 2: Scripted SEL Training sessions
- Part 3: SEL Training resources
- Part 4: SEL Training handouts

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



PART 1

Information for the Trainer

The first part of the SEL Trainer's Manual provides you, the trainer, with information to understand the social-emotional learning content and to train SEL Facilitators on how to deliver it. It is divided into 3 sections:

- 1 Background Information** – This section provides information about the concept of SEL and why it is important to achieve the outcomes of the SHLS Toolkit.
- 2 Understanding the Tools** – This section provides information about the structure and content of SEL training and instructional tools.
- 3 Delivering the SEL Training** – This section provides guidance on how to prepare for and deliver the training with fidelity.



1

Background Information

What is Social-Emotional Learning (SEL)?



Social-emotional learning (SEL) provides children and adults with the tools to be well and to succeed in life. SEL 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.



The approach to SEL in the SHLS Toolkit is adapted from the International Rescue Committee's (IRC) ongoing work to integrate SEL in education and protection programs. The IRC's approach to SEL comprises 5 specific competencies:¹



1. Brain Building – The set of skills that helps us focus our attention, remember instructions and concepts, manage impulses, successfully juggle multiple tasks, and organize steps and information logically.



2. Emotion Regulation – The set of skills that allows us to understand our own emotions and manage our feelings in a positive manner.



3. Positive Social Skills – The set of skills that allows us to relate to one another in a positive way by understanding others' feelings and behavior, and responding in a way that reduces conflict and promotes positive social interaction.

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

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

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



In addition to the 5 competencies, **‘mindfulness’** is integrated throughout the curriculum and is part of every SEL Lesson. Mindfulness is the intentional state of being aware and focused on the present moment and accepting reality. Mindfulness can teach concentration, self-awareness and emotion regulation. By the end of the SEL Intervention, children should understand the benefits of mindfulness for reducing feelings of anxiety and stress, focusing their attention, and learning to persevere through hardship.

SEL COMPETENCIES

Competency	Skills
Brain Building	Listen actively
	Follow directions
	Focus attention
	Practice cognitive flexibility (ability to switch between or think about multiple concepts simultaneously)
	Control impulses and inhibit inappropriate behaviors and responses (ability to resist a temptation or urge)
	Cultivate working memory (ability to hold and use new and recently stored information)
Emotion Regulation	Identify concept and types of emotions
	Identify one's own emotions
	Identify actions for controlling emotions within local norms
	Manage and control emotions
Positive Social Skills	Recognize, accept and respond to feelings and perspectives of others (empathy)
	Identify the impact of one's actions on others
	Identify external and community strengths and supports
	Recognize 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
Conflict Resolution	Identify problems
	Avoid negative interactions and peer influence, including bullying
	Generate win-win solutions
	Implement conflict resolution behaviors and strategies
	Effectively address conflict among groups



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

Why is SEL Important for Children in a Safe Healing and Learning Space (SHLS)?

The focus on SEL in an SHLS is based on evidence that strongly suggests its importance for children who have faced severe adversity, 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 the types of adversity common in crisis settings can have a physiological 'toxic stress' response that inhibits their brain development, affecting their physical and mental health, cognition, behavior and relationships.²

However, this can be reversed. Children are remarkably resilient. SEL has been shown to mitigate the effects of adversity, by providing children with the tools to focus, regulate their emotional responses, interact with others, and cope with stress and challenges.³ It has also been found to rebuild or build for the first time healthy brain structure and neurological connections. Long-term benefits of SEL include improved academic performance, pro-social skills, positive self-image, and decreased aggression, emotional distress and conduct problems.⁴

2. See, for example, Compas, B. (2006). Psychobiological processes of stress and coping: Implications for resilience in childhood and adolescence. *Annals of the New York Academy of Sciences*, 1094, 226–234.
3. Cohen, J. (2006). Social, emotional, ethical, and academic education: Creating a climate for learning, participation in democracy, and well-being. *Harvard Educational Review*, 76(2), 201–237.
4. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., and Schellinger, K. B. (2011). The impact of enhancing children' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.



Research suggests that social and emotional learning is most effective when it is taught through direct instruction in a safe and caring learning environment. Providing opportunities for children to practice the SEL skills through recreational games, and reinforcing these competencies through caregiver involvement has also proven effective.⁵ Drawing from this evidence, children in the SHLS participate in direct SEL instruction and play SEL Games to reinforce the SEL competencies in a safe and predictable environment.

⁵. Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., and Schellinger, K. B. (2011). The impact of enhancing children' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405–432.



2

Understanding the Tools

The SEL Intervention

SEL in an SHLS is designed to develop and strengthen the 5 SEL competencies in **children aged between 6 and 11 years**. The Toolkit provides content for a **9-month intervention cycle**. It is recommended that children attend **2-hour SEL Sessions 3 times a week**.⁶

All SEL Sessions must follow the same structure. Every SEL Session will start with the same 15-minute Opening and Closing Activities, which will help establish a ritual and routine for children. Children will participate in 30 minutes of explicit SEL instruction in the SEL Lesson, followed by 60 minutes of SEL Games where they will practice the same SEL competencies.



SEL Trainer's Manual

The SHLS SEL Trainer's Manual provides scripted guidance to deliver the 3-day SEL training to SEL Facilitators. It is essential for you to **study the training sessions and resources in advance** and **follow the script** in the SEL Trainer's Manual to ensure that the content is delivered accurately and in the allocated time.

Resources and handouts are provided at the end of the Trainer's Manual. Trainees will receive the **SEL Trainee's Handbook**, which is a compilation of handouts to be used by trainees during the training, and as a reference tool for when they start delivering the content.

⁶ The SEL Trainer's Manual, the SEL Lesson Plan Bank and the SEL Games Bank are designed for 2-hour SEL sessions 3 times a week. This delivery schedule should be contextualized as required.



The SEL training consists of **12 sessions**. The proposed training schedule comprises 20 hours of training, to be delivered in **3 days before the start of the SEL Intervention**. There are also 2 optional training sessions, which can be added to this training if time and resources permit. They can also be delivered during the implementation cycle.

Each training session is divided into 2 parts:

- 1. Training Session Summary** – The 'Training Session Summary' at the beginning of each training session provides a quick reference for key information about the training session, including – training session objectives, key messages, duration, resources required, preparation required and the training session overview.
- 2. Steps to follow** – The 'Steps to follow' section (after the Session Summary) provides the script you must follow to deliver the training session. All the training sessions, except the first and last session, follow the same 4-part structure:
 - i. **Warm-up** – Trainees participate in an activity that prepares them to learn the objective of the day. This activity can be a review of a previous session or one that is fun and enjoyable, to set the tone of the session.
 - ii. **Present** – Trainer introduces the training session objectives and relevant content.
 - iii. **Practice** – Trainees practice the skill either individually, in pairs, or in small groups.
 - iv. **Apply** – Trainees present their work, individually answer a question, or solve a problem to demonstrate what they have learned during the training session.



SEL Lesson Plan Bank

The SEL Lesson Plan Bank contains all the instructional content for SEL Facilitators to deliver SEL Lessons to children in the SHLS. It has 3 sections – Core resources, daily lesson plans and weekly lesson plans.

1. Core resources – Scope and Sequence and SEL Competencies

The **Scope and Sequence** is a detailed plan of what to teach, how to teach it and in what order, in the nine-month SEL Intervention. It is important to teach SEL skills in the explicit and sequenced manner outlined here, because the SEL skills build on one another.

The **SEL Competencies** resource outlines specific skills that develop a competency. SEL skills are assessed at the end of a time period, such as at the end of a lesson, at the end of the week, or end of the 36 weeks of the SEL Intervention.

The Scope and Sequence and SEL Competencies are defined for ages 6–11 years, and are provided on the following pages as well as on pPage 153 in this SEL Trainer's Manual.



SEL Scope and Sequence

(Handout 4: SEL Scope and Sequence)

MINDFULNESS

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

Objectives:

Using mindfulness, children should be able to...

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

MODULE 1: INTRODUCTION

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
1	Getting to know one another and the classroom	Brain Building; Positive Social Skills	▪ Name their classmates (PSS) ▪ Describe the ways that people are similar and different (PSS) ▪ Describe themselves using several basic characteristics, abilities and accomplishments (P) ▪ Name and execute classroom processes (e.g. how to ask to go to the bathroom, transitioning between activities, etc.) (BB) ▪ Demonstrate raising hand and waiting to be called on before speaking (BB)	▪ Name games – 'Name charade', 'Pass the ball' ▪ Sharing objects that are important to each student (show and tell) ▪ Drawing and sharing pictures of self, likes, achievements ▪ Pair and Share introductions ▪ Finding classmates with similarities / differences ▪ Drawing hands
2	Classroom norms	Brain Building; Positive Social Skills	▪ Listen respectfully (culturally and age appropriate eye contact, nodding, asking clarifying questions) to the thinking of others and share your own thoughts (PSS) ▪ Demonstrate ability to remember classroom norms (BB) ▪ Understand safety requirements in classroom (BB) ▪ Discuss and create classroom and school rules (BB) ▪ Follow classroom and school rules (BB) ▪ Describe the consequences of breaking school or classroom rules (BB) ▪ Understand and demonstrate organization capabilities (BB)	▪ Play 'I spy' with objects in the classroom ▪ Discussion around what rules are and why they are important ▪ Co-creating classroom rules on paper stars ▪ Scenarios creating consequences for breaking rules ▪ Sharing 'classroom norms' ▪ Creating a 'planner'



MODULE 2: HOW TO LEARN

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
3	Learning to listen	Brain Building	- Name and demonstrate the rules for listening in a group, including taking turns speaking and being respectful, (BB; PSS) - Demonstrate listening-with-attention skills (BB) - Understand how listening affects learning (BB)	- Discuss rules for listening - Demonstration of the value of listening through all talking at once - Tell a story about the value of listening - Guided partner listening and sharing back to the group - Agree/disagree about the value of listening - Listening and drawing 'Simon says'
4	Keep your focus	Brain Building	- Identify strategies for focusing attention (BB) - Identify classroom distractions (BB) - Demonstrate attention skills (BB)	- Singing in groups simultaneously and using focusing attention strategies - Practice belly-breathing, self-talk, contained fidgeting - Draw using focusing attention strategies - Do physical activities using focusing attention strategies 'Mirror game' to follow a partner's movements
5	Controlling yourself	Brain Building; Emotion Regulation	- Demonstrate raising hand and waiting to be called on before speaking (BB) - Demonstrate ability to sit and stand still (BB, ER) - Demonstrate ability to form a line and a circle without making noise as part of a group (BB; PSS)	- Discussing importance of controlling impulses - Scenarios when impulses need to be controlled - Discuss and practice strategies - Practice and discussion on when/how to form a line and a circle - Freeze Dance
6	Brain Building	Brain Building	- Demonstrate ability to switch between activities that are related - Demonstrate attention, memory, and impulse control skills (BB) - Demonstrate ability to hold information in their short-term memory for use (BB) - Understand timeline and progression of events (BB) - Demonstrate ability to organize events in order (BB)	- Handshake dance buddies - Teacher-led memory activity with multi-step activity - Memory games (with cards, etc.) - Group sharing of remembering what they learned - Put pictures of a story the teacher reads aloud in order
7	Assessment week	Brain Building; Emotion Regulation	Master all learning objectives from Weeks 3, 4, 5, 6	- Active listening rules - Drawing with listening - Write down focusing attention strategies - Draw an arrow up/down for when to control impulses - Lining up - Freeze dance - Acting out activities - Handshake buddies



MODULE 3: MY FEELINGS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
8	What are my feelings?	Emotion Regulation	- Identify physical clues in their bodies that help them identify and name their feelings, including worry (ER) - Name a variety of feelings: happy, lonely, scared, bored, angry, sad, upset, surprised, strong, proud, afraid, glad, shy, worried, tired, love (ER) - Identify feelings that feel comfortable and uncomfortable (ER)	- Matching emotions to faces - Practice “I feel...” statements (go around a circle) - Drawing your feeling - Role-plays with comfortable/uncomfortable emotions - Thumbs up/Thumbs down with comfort of feelings
9	Predicting my feelings	Emotion Regulation	- Name basic feelings when presented with environmental, situational and/or physical clues (ER) - Describe how various situations make you feel (ER) - Identify situations that require the use of emotion-management strategies (ER; CR; PSS)	- Matching emotions to flashcards - Scenarios with emotional responses/emotion regulation - Drawing pictures of “when I feel...” - Role-plays of different feelings - Feelings thermometer - Discussion and practice reframing negative thought patterns
10	Managing my feelings	Emotion Regulation	- Understand that emotions are linked to behavior (ER) - Identify a grown-up and/or peer to talk to when experiencing strong feelings (ER; PSS) - Identify appropriate ways to express a range of feelings (ER) - Identify and demonstrate belly-breathing as a calming down technique (ER) - Identify and demonstrate ‘stop and name your feeling’ as a calming down technique (ER)	- Learn and practice strategies: belly-breathing; counting to 10; contained fidgeting; calming-down object; humming - Create calming feelings toolkit - Do jumping jacks and use calming feelings strategies to calm down - Emotion regulation scenarios and role-plays - Match strategies with scenarios
11	Cumulative review and assessment week	Brain Building; Emotion Regulation	Master all learning objectives from Weeks 8, 9, 10	- Feelings flashcards - Pass the feeling - Drawing my feeling - Feeling scenarios - Reframing negative thought patterns - Review calming feelings strategies - Match strategies and scenarios



MODULE 4: OTHER PEOPLE'S FEELINGS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
12	Identifying other people's feelings	Positive Social Skills	- Name and acknowledge feelings of others (PSS) - Use physical, verbal and situational clues to determine what others are feeling (PSS)	- Learn situation–body–word clues for understanding others' feelings - Feelings charades - Role-plays or case studies of identifying others' emotions and their emotional responses - Story-time identifying character emotions
13	Understanding other people's feelings	Positive Social Skills	- Understand the importance of understanding other people's feelings (PSS) - Demonstrate that people can have different feelings about the same situation (PSS) - Predict how others might feel as a result of their or another's actions (PSS)	- Matching faces to feelings - Scenarios to find someone with a different emotional response - Identifying different feelings and why they are being experienced in stories - Role-play emotional responses - Circle ball toss with emotional responses
14	Responding to other people's feelings	Positive Social Skills	- Respond to the feelings and perspectives of others based on facial expressions and gestures (PSS) - Demonstrate the ability to take someone else's perspective (PSS) - Determine respectful responses to scenarios (PSS) - Demonstrate respect for the property of others (PSS)	- Learn 4 senses of empathy - Draw or write a scenario where you would use empathy - Role-plays or case studies of identifying others' emotions and their emotional responses - Define and practice perspective taking
15	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills	Master all learning objectives from Weeks 12, 13, 14	- Feeling charades - Feelings bingo - Feelings role-play - Pass the feeling - Draw the 4 senses of empathy - Story about disagreement and perspective taking



MODULE 5: HOW MY ACTIONS AFFECT OTHERS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
16	What I say and do affects others	Brain Building; Emotion Regulation; Positive Social Skills	- Understand that every action has a reaction (BB; ER; PSS) - Identify possible positive or negative consequences of behaviors and actions on self and others (BB; ER; PSS) - Identify possible positive or negative affect of words on others (BB; ER; PSS) - Understand how their actions affect their caregivers (BB; PSS)	- Zip, zap, zop - Who am I? Action–reaction - Role-play of scenarios as caregivers - Draw a network of caregivers - Agree/disagree with reactions to scenarios
17	Responding to accidents	Positive Social Skills	- Identify what to say when they do something by accident (PSS; ER) - Demonstrate apologizing and admitting an accident (PSS)	- Discussing the definition of an accident - Story about an accident and the outcomes - Scenarios and role-plays responding to an accident - Practicing apologies and admitting accidents
18	Building a positive school community	Positive Social Skills; Perseverance	- Identify family, peer, school and community strengths (PSS) - Explain how family members, peers, school personnel and community members can support school success and responsible behavior (PSS; P) - Demonstrate the ability to respect the rights of self and others (PSS) - Identify and perform roles and behaviors that contribute to personal and classroom well-being (PSS)	- Make a community strengths quilt - Drawing a community 'ecosystem' - Mapping support services available - Trust walk - Role-plays with different community members - Define and classify rights and responsibilities
19	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills	Master all learning objectives from Weeks 16, 17, 18	- Action–reaction - Positive or negative reactions - Accident responses - Accident scenarios - Compliment circle - Traits of the trusted



MODULE 6: MAKING FRIENDS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
20	Who is a friend?	Positive Social Skills	- Understand the importance of friendships and how they create a sense of belonging and support (PSS) - Identify a variety of traits that make one a friend (PSS) - Identify one's friends (PSS)	- Draw friends - Selecting friend characteristics out of a pool of characteristics - Draw friendship map - Create friendship flowers - Tell a story about unlikely friends
21	Starting friendships	Positive Social Skills	- Demonstrate welcoming and inviting behavior (which can change someone's behavior) (PSS) - Demonstrate how to invite someone to play in response to scenarios (PSS) - Begin to enter play appropriately (PSS) - Engage in play with others (PSS) - Establish and maintain friendships (PSS)	- Discussion on understanding how all humans have the same needs, so we treat everyone as we want to be treated - Role-play of making friends with a new student - Practice conversation skills - Small groups practice joining a game
22	Maintaining friendships	Positive Social Skills	- Describe positive qualities in others (PSS) - Identify and demonstrate ways to show compassion and empathy for others including listening, helping and saying kind words (PSS; ER)	- Create a friendship recipe - Circle ball toss giving a compliment - Practice caring, sharing, forgiving, cooperating behaviors - Pair work identifying each other's needs
23	Cooperation and teamwork	Positive Social Skills	- Demonstrate ability to work with others (PSS) - Understand the different roles of a group (PSS) - Demonstrate ways to negotiate and compromise (PSS)	- Keep the ball in the air - Human knot - Group practice/discussion with different assigned roles - Paired role-plays or practice on negotiating and compromise
24	Bullying	Conflict Resolution	- Develop and demonstrate skills to recognize and deal with bullies (CR) - Identify how others influence your behaviors and decisions (CR; PSS)	- Practicing strategies for saying "no" - Read aloud stories about bullying - Draw how to address negative peer pressure - Create an 'anti-bully checklist'
25	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills	Master all learning objectives from Weeks 20, 21, 22, 23, 24	- Drawing your friend - What are friends' traits - Friendship flowers - The 3 Cs - Compliment circle - Unexpected friends - Drawing together - Bullying behaviors - Influence cartoons



MODULE 7: RESOLVING PROBLEMS WITH OTHER PEOPLE

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
26	Identifying problems	Conflict Resolution	- Identify problems and conflicts commonly experienced by peers (CR) - Use words to describe problems presented in scenarios (CR) - State a problem without blaming anyone (CR; PSS)	- Tell a story about a problem - Scenarios where children identify problems - Practicing stating a problem without blame - Matching causes and effects in conflict settings - Determining if various scenarios could lead to conflict
27	Generating solutions	Conflict Resolution	- Identify approaches to resolving conflicts constructively (3-step approach: stop, think, act) (CR) - Generate solutions to problems presented in scenarios (CR; P)	- Draw Stop–Think–Act cartoons - Self-stop when dancing - Brainstorming alternatives to conflict - Developing problem action plans
28	Implementing conflict resolution behaviors	Conflict Resolution	- Identify skills that are used in conflict resolution (CR) - Apologize and offer to make amends (CR; PSS) - Apply the problem-solving steps to conflicts among peers (CR; P) - Define and differentiate sharing, trading and taking turns as fair solutions when two children want to play with the same thing (CR; PSS)	- Think–Pair–Share win-win solutions - Out of a hat – define problems and select alternatives - Practicing Stop–Think–Act in Role-plays - Practice looking and listening - Practice 'I' statements
29	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution	Master all learning objectives from Weeks 26, 27, 28	5 Ws - Blame game - Stop–Think–Act - Conflict scenarios - Look and listen - Conflict resolution role-play



MODULE 8: ACHIEVING GOALS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
30	Positive self-identity	Emotion Regulation; Perseverance	- Develop a sense of belonging (ER) - Describe oneself using several basic characteristics (P) - Show excitement and curiosity as a learner (P) - Define one's self as a learner (P) - Demonstrate optimism and a positive sense of self (P)	- Drawing a picture of self with characteristics - Play toss the compliment - Agree/disagree with learners' traits - Brainstorm and match strengths and weaknesses
31	Setting personal and academic goals	Perseverance	- Describe why learning is important in helping children achieve personal goals (P) - Set personal and academic goals (P)	- Tell a story about goal setting - Act out what you want to be - Setting individual academic goals 'Freeze drama' of steps to achieve goals - Drawing pictures of achieving goals
32	Attaining your goals and self-reflection	Perseverance	- Identify strategies to reach goals (P) - Divide goals into manageable steps (P) - Follow steps to meet personal and academic goals (P) - Reflect on strategies used to achieve goals (P) - Demonstrate persistence as a learner (P)	- Filling out a Goal Achievement Plan - Create 'Recipe for Success' - Developing plans for achieving goals - Activities around 'what you want to be when you grow up' - Think-Pair-Share about achieving a goal
33	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	Master all learning objectives from Weeks 30, 31, 32	- Who am I? - Strengths and weaknesses - Goal setting - Future freeze drama - Goal recipe - GAP



MODULE 9: LOOKING BACK AND MOVING FORWARD

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
34	Review	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	Master all learning objectives from Modules 2, 3, 4, 5	- Paired practice – Active listening - Scenarios and selecting focusing attention strategies - Feelings flashcards - Calming Feelings Toolkit review and scenarios - Play 'Pass the feeling' - Review and practice the 4 senses of empathy
35	Review	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	Master all learning objectives from Modules 6, 7, 8	- Think–Pair–Share about how actions affect others - Accident scenarios - Review community strengths quilt - Friendship agree/disagree statements - Paired conversation practice - Draw ways to handle bullying - Review Stop–Think–Act - Conflict resolution role-play
36	Setting long-term goals	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	- Discuss hopes for the future (P; ER) - Develop a plan for achieving long-term goals (P)	- Set a long-term goal - Create GAP for goal - Draw self and compare with older drawings and discuss as a class - Compliment circle - Wishes and thank yous



- 2. Daily lesson plans** – The daily lesson plans in the SEL Lesson Plan Bank provide an outline of the 2-hour SEL Session Plan and prescriptive guidance for the 30-minute lesson. The learning objectives of the lesson plans are drawn from the Scope and Sequence for each level, which outlines the content to be taught each week.

Daily lesson plans are provided for the first 12 weeks. These structured lessons incorporate teaching strategies and activities that engage children in a fun and exploratory way in order to develop their SEL skills. Games, songs, art activities, role-playing, working in small groups or in pairs and the use of teaching aids are encouraged to create an inclusive, safe and enjoyable learning experience.

Each SEL daily lesson plan is divided into 3 parts:

- i. **SEL Session Plan** – The ‘SEL Session Plan’ on the first page of the daily lesson plans provides the structure of the 2-hour SEL Session and suggestions for SEL Games for the day. The SEL Session Plan follows the same format for all daily lesson plans.
- ii. **Lesson Summary** – The ‘Lesson Summary’ provides a quick reference for key information about the lesson, including – competency being taught, level of children, topic, week number, lesson number, duration, learning objectives, resources required, preparation required, sensitivity notes and the lesson overview.
- iii. **Steps to follow** – The ‘Steps to follow’ section under the Lesson Summary provides the script that the SEL Facilitator must follow to deliver the daily lesson plan. Please note that the daily lesson plans follow the same 4-part structure as the training sessions in the SEL Trainer’s Manual. They are divided into 4 sections – Warm-up, Present, Practice, Apply.

Warm-up – Children participate in an activity that prepares them to learn the objective of the day. This activity can be a review of a previously learned skill or one that is fun and enjoyable to set the tone of the lesson, such as a song or a story.

Present – Facilitator introduces the learning objective of the lesson and relevant content.



Practice – Children practice the skill either individually, in pairs, or in small groups.

Apply – Children present their work, individually answer a question, or solve a problem to demonstrate what they have learned during the lesson.

- 3. Weekly lesson plans** – Weekly lesson plans in the SEL Lesson Plan Bank are **provided for weeks 13–36**. The SEL Facilitator must use them to deliver daily lessons in the same format as the daily lesson plans delivered in the first 12 weeks. For each of the 3 lessons for the week, it identifies a specific learning objective and provides ideas for activities for the 4 sections in the lesson plan – Warm-up, Present, Practice and Apply.

SEL Games Bank

The SEL Games Bank contains 52 games to be played in the 60-minute SEL Games period after the 30-minute SEL Lesson. The games are designed to reinforce the five SEL competencies – Brain Building, Emotion Regulation, Positive Social Skills, Conflict Resolution, and Perseverance.

These games are designed for children between 6 and 11 years of age, but can be modified for older children. They are adaptable to different cultural and gender contexts and usable in low-resource environments. The SEL Games are categorized according to the 5 SEL competencies, though most activities develop multiple competencies.



3

Delivering the SEL Training

SEL Sensitivity Guidance

In order to demonstrate the importance of sensitivity in delivering SEL content to children, trainers and facilitators must consider the types of sensitivity that need to specifically be addressed in SEL and modeled in training sessions. The 'Sensitivity Tips' provided in the training and in the lesson plans are based on this Sensitivity Note.

SEL is important because it helps children cope with traumatic experiences, get along with others, and succeed in life. However, certain SEL themes can unintentionally trigger emotional responses, at which time it is essential to communicate effectively and appropriately with the child and refer him or her to the appropriate services, if needed.

The SEL Facilitator should be sensitive to the **identity, abilities and experiences** of the children in the SHLS. Suggested facilitator practices for each of these aspects are provided below:

1. Identity

- Be aware if children from certain backgrounds are marginalized, and prevent discrimination from occurring inside the classroom by promoting an equal environment.
- Do not tolerate teasing or bullying among children because of differences.
- Do not favor one group over others.
- Use your best judgment – do not put children from different groups in pairs early on in the intervention. Later it should be easier as the children get to know each other.
- Adjust activities to address gender dynamics, like making sure there is no physical contact; split the class by boys and girls or adapt any discussion that involve parts of the body, etc.



2. Abilities

- Encourage an **accepting environment** where all children feel they have a **safe space**.
- **Stop discrimination** immediately.
- Adjust activities so all children, regardless of disability, can participate.
- It is important to be **inclusive** of all children no matter their abilities.

3. Experiences

- Learn about your children and their experiences, particularly any major events.
- Do not put additional pressure on children to answer questions.
- If a child gets upset while the other children are occupied or during a quiet time, go over to the child and ask if they are okay. If it is not serious, calm them down and provide support.
- If a child experiences severe emotional distress, refer him or her to the appropriate services. Refer back to the **Psychological First Aid Training** and **Foundational Training** for more information.
- Be aware of how children will perceive other children who are expressing distress. Do not allow them to judge the distressed child or to stigmatize them.

Preparation for the SEL Training

1. **Get to know the trainees** – Prior the SHLS SEL training, gather relevant information to understand the trainees. The SHLS Manager or the person who designed the SHLS Program should be able to provide you with background information about the trainees to ensure that the content is aligned with their context and culture, and sensitive to their identities, abilities and experiences.
2. **Study and contextualize the SHLS SEL Trainer's Manual** – In order to deliver a high quality training, study the SHLS SEL Trainer's Manual thoroughly and familiarize yourself with the content of the sessions. While studying the resource, use what you have learned about the trainees to contextualize the content and delivery to the profile of the trainees and the local context. Look out for specific guidance on adaptation in the training sessions.



- 3. Select an appropriate venue** – Select a venue where the training can take place undisturbed. It should have space for all the trainees to sit and perform the whole-group and small-group activities comfortably.
- 4. Gather materials required** – Gather all necessary materials for all 3 days of training in advance. Use '[Resource 2: List of Materials for SEL Training](#)' for this purpose. You may need to adapt some of the materials to the context or substitute them with local alternatives that are more easily available or more appropriate for the activity.
- 5. Study and adapt the proposed SEL Training Agenda** – Study the proposed agenda provided below and adapt the timings as needed. It is strongly recommended that SEL Facilitators receive all 12 training sessions before they begin facilitating SEL Sessions.



Proposed Agenda for the SEL Training

DAY 1

Session	Duration	Session Objectives <i>By the end of this session, trainees will be able to:</i>
SEL TRAINING SESSION 1: OPENING THE TRAINING	1 hour	▪ Address other trainees by name. ▪ Articulate their goals for the training. ▪ Talk about emotions and feelings related to sharing information about themselves. ▪ Articulate the rules of the training space, required to make it a 'safe space.' ▪ Implement an SEL-infused introductory activity in their SHLS.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 2: WHY WE DO SEL	1 hour	▪ Describe the structure of the SEL Session and purpose of the various SEL tools. ▪ List the benefits of SEL for someone who has experienced a traumatic event. ▪ Explain a reason for why SEL is taught in the SHLS.
<i>Lunch break</i>	<i>1 hour</i>	
SEL TRAINING SESSION 3: CORE COMPETENCIES OF SEL	2 hours	▪ Define social-emotional learning (SEL). ▪ Define the 5 competencies of SEL and name social-emotional skills under each competency. ▪ Articulate that all SEL competencies are necessary to succeed in life. ▪ Create SEL and SEL competencies charts for children.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 4: SEL COMPETENCIES AND SCOPE AND SEQUENCE	1 hour	▪ Name the SEL competencies. ▪ List the SEL skills under each SEL Competency ▪ Demonstrate understanding of the SEL Scope and Sequence.
SEL TRAINING SESSION 5: MINDFULNESS	1 hour, 15 minutes	▪ Define mindfulness. ▪ List mindfulness practices prevalent in their community. ▪ Facilitate a mindfulness activity. ▪ Participate in and evaluate a mindfulness activity. ▪ Articulate how mindfulness may be useful for and applicable to the children they teach.
DAY 1 CONCLUSION	15 minutes	Trainees will discuss what they learned today and demonstrate a 'ball-toss' activity.



DAY 2

Session	Duration	Session Objectives <i>By the end of this session, trainees will be able to:</i>
PARACHUTE OPENING	15 minutes	- Follow instructions and participate in the Parachute Opening activity. - Find the instructions to the Parachute Opening activity in the SEL Lesson Plan Bank.
SEL TRAINING SESSION 6: USING GUIDED LESSON PLANS	1 hour, 15 minutes	- Articulate the similarities and differences between the usage, content and structure of a daily lesson plan and a weekly lesson plan. - Facilitate a segment of a daily lesson plan. - Reflect upon and discuss their experience using a lesson plan. - Explain how to use lesson plans to deliver SEL content.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 7: MODELING SOCIAL- EMOTIONAL LEARNING	1 hour, 45 minutes	- Define a role model, and what it means to model SEL skills. - List strategies of modeling SEL competencies. - List language that reinforces SEL. - Demonstrate a role-play that correctly models an SEL competency. - Evaluate effective ways of modeling SEL competencies.
<i>Lunch break</i>	<i>1 hour</i>	
SEL TRAINING SESSION 8: SEL LESSON PLAN PREPARATION AND PRESENTATION	1 hour, 30 minutes	- Facilitate an SEL Lesson using a daily lesson plan. - Critically evaluate SEL Lesson plan presentations, demonstrating an understanding of the necessary elements of a lesson plan.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 8 (CONTINUED)	2 hours	
PARACHUTE CLOSING	15 minutes	- Follow instructions and participate in the Parachute Closing activity. - Find instructions for the Parachute Closing activity in the SEL Lesson Plan Bank.



DAY 3

Session	Duration	Session Objectives <i>By the end of this session, trainees will be able to:</i>
PARACHUTE OPENING	15 minutes	- Follow instructions and participate in the Parachute Opening activity. - Articulate the purpose of the Parachute Opening activity in the SEL Session.
SEL TRAINING SESSION 9: SEL GAME DEMONSTRATION	30 minutes	- Play the 'Water and ice' SEL Game. - List ways to adapt a game to their context.
SEL TRAINING SESSION 10: SEL GAMES PLAN PREPARATION AND DEMONSTRATION	1 hour	- Select appropriate SEL Games for a week in the Scope and Sequence. - Adapt an SEL Game to their context. - Facilitate an SEL Game.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 10: (CONTINUED)	1 hour	
<i>Lunch break</i>	<i>1 hour</i>	
SEL TRAINING SESSION 11: PREPARE AND PRESENT SEL SESSION PLANS	1 hour, 30 minutes	- Identify mistakes in an incorrect SEL Session Plan. - Create an SEL Session Plan and lesson plan using a weekly lesson plan and the SEL Games Bank. - Articulate how to use the lesson plans and how to create SEL Session Plans.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 12: POST-TEST AND CONCLUDING DISCUSSION	1 hour	- Demonstrate their learning from the SEL Training in the SHLS SEL Post-test. - Provide feedback on the SEL Training in the SHLS SEL Training Evaluation form.
PARACHUTE CLOSING	15 minutes	- Follow instructions and participate in the Parachute Closing activity. - Find instructions for the Parachute Closing activity in the SEL Lesson Plan Bank.



OPTIONAL SESSIONS

Session	Duration	Session Objectives <i>By the end of this session, trainees will be able to:</i>
SEL TRAINING SESSION 13: SEL ACTIVITIES AND GAMES	1 hour, 30 minutes	▪ Reflect on their experience of playing the 'Human knots' SEL Game. ▪ Brainstorm local, community games that can teach a particular SEL competency or specific skills. ▪ Teach a local, community game as an SEL game using relevant SEL language. ▪ Reflect and discuss effective ways of teaching an SEL Game and incorporate it into their SHLS.
SEL TRAINING SESSION 14: AGE-APPROPRIATE SEL NEEDS	1 hour	▪ Discuss the characteristics and needs of different age groups using their own experience and using the handout provided. ▪ Adapt the SEL game, 'Water and ice' for a different age group and reflect on the process.



PART 2

SEL Training Sessions

Upon completing the SEL Training, Facilitators will be able to:

- 1** Understand the importance of SEL for children affected by crisis.
- 2** Use the social-emotional learning tools in the SHLS toolkit effectively.
- 3** Design active and fun learning activities for children to build their social and emotional skills.
- 4** Develop social and emotional skills in children through active-learning strategies, modeling SEL skills, and responding to the children's needs.



Day 1

Session	Duration	Session Objectives
<i>By the end of this session, trainees will be able to:</i>		
SEL TRAINING SESSION 1: OPENING THE TRAINING	1 hour	▪ Address other trainees by name. ▪ Articulate their goals for the training. ▪ Talk about emotions and feelings related to sharing information about themselves. ▪ Articulate the rules of the training space, required to make it a 'safe space.' ▪ Implement an SEL-infused introductory activity in their SHLS.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 2: WHY WE DO SEL	1 hour	▪ Describe the structure of the SEL Session and purpose of the various SEL tools. ▪ List the benefits of SEL for someone who has experienced a traumatic event. ▪ Explain a reason for why SEL is taught in the SHLS.
<i>Lunch break</i>	<i>1 hour</i>	
SEL TRAINING SESSION 3: CORE COMPETENCIES OF SEL	2 hours	▪ Define social-emotional learning (SEL). ▪ Define the 5 competencies of SEL and name social-emotional skills under each competency. ▪ Articulate that all SEL competencies are necessary to succeed in life. ▪ Create SEL and SEL competencies charts for children.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 4: SEL COMPETENCIES AND SCOPE AND SEQUENCE	1 hour	▪ Name the SEL competencies. ▪ List the SEL skills under each SEL Competency ▪ Demonstrate understanding of the SEL Scope and Sequence.
SEL TRAINING SESSION 5: MINDFULNESS	1 hour, 15 minutes	▪ Define mindfulness. ▪ List mindfulness practices prevalent in their community. ▪ Facilitate a mindfulness activity. ▪ Participate in and evaluate a mindfulness activity. ▪ Articulate how mindfulness may be useful for and applicable to the children they teach.
DAY 1 CONCLUSION	15 minutes	Trainees will discuss what they learned today and demonstrate a 'ball-toss' activity.



SEL Training Session 1: Opening the Training

Training session summary | Duration: 1 hour

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Address other trainees by name.
- Articulate their goals for the training.
- Talk about emotions and feelings related to sharing information about themselves.
- Articulate the rules of the training space, required to make it a 'safe space.'
- Implement an SEL-infused introductory activity in their SHLS.

KEY MESSAGES

Trainees get to know one another, participate in a relevant SEL introductory activity and gauge their SEL knowledge.

RESOURCES REQUIRED

- [Resource 1: Proposed Training Agenda](#)
- SEL Trainee's Handbook:
 - [Handout 1: SEL Training Pre-test](#)
- Flipcharts and markers
- Writing paper and pens
- Pencils and colors
- Sticky tape

PREPARATION REQUIRED

- Use [Resource 1: Proposed Training Agenda](#) to add the time and develop the final Training Agenda.
- Print out final Training Agenda for all trainees.
- Print out copies of the SEL Trainee's Handbook for all trainees
- Write "Notice Board" on the top of a flipchart paper and post it on the wall in a place accessible by all trainees.⁷
- Post a flipchart paper in the front of the room.

TRAINING SESSION OVERVIEW

The trainer and trainees introduce themselves. Trainees create a self-portrait and share it with others in small groups. They then debrief in the whole group. The trainer distributes the Training Agenda and reviews it with the trainees. Trainees co-create rules and complete the SHLS SEL Pre-test.

7. Use of a Notice Board - It is likely that trainees will ask important questions or bring up new topics that need time for discussion. If the particular exercise does not pertain to the topic raised or if there is not enough time to discuss it at that moment, write the question/ topic on the Notice Board to save for later. The Facilitator should review the list on the Notice Board regularly and try to address those points at appropriate times. This method allows the training to progress as planned, while not neglecting new issues of importance.



Steps to follow

Introduction of trainees

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

1. Welcome the trainees to the SEL training. Introduce yourself, where you are from and where you work.



2. **SAY >** *You are all here for this training to learn how to teach social-emotional learning to children in the SHLS. By the end of this training, you will be confident in facilitating social-emotional learning, or SEL, Lessons and games.*

3. Have trainees share their names, where they come from and something about themselves they would like the group to know.

4. Point to the Notice Board flipchart paper posted on the wall.



5. **SAY >**
 - *When we are learning together, questions or concerns may come up that we don't have time to discuss immediately. That's why we have a 'Notice Board'. The Notice Board is the paper posted on the wall there.*
 - *At any point during our training, you can state a question or concern that I might put in the Notice Board. That way, we can stay on task during our session and will be sure to review what we have written at the end of the day or later in the training.*

Introductions and goals

Activity: Self-portrait and debrief | **Time:** 20 minutes

Arrangement: Individual; Small group; Whole group

1. Distribute papers, markers and pencils to all trainees for the **Self-portrait** activity.



2. **SAY >** *It is important in any learning environment to know one's peers. This will also be important for children in the SHLS.*

3. Give trainees instructions for the Self-portrait activity.





4. **SAY >**

- *On the given paper draw yourself, one thing you are good at and a goal you have for this training.*
- *You have 10 minutes to complete this task.*

5. Walk around and make sure they understand the instructions and are on task.

6. After 10 minutes, when you see that they have finished drawing, call everyone's attention.

7. Divide the trainees into groups based on their favorite color. If a group has more than 6 trainees, divide that group into smaller groups.



8. **SAY >** *Share your drawings with your group, and tell them your name, what you are good at, and your goal for the training.*

9. After 5–10 minutes, bring all of the groups back together and facilitate a whole group discussion. After each question, pause and ask for responses from trainees.



10. **ASK >**

- *How did it feel to share your drawing?*
- *How did it feel to talk about something you are good at?*
- *How did it feel to talk about your goals?*
- *How did the group dynamic change as you shared more about yourselves?*

11. Wrap up the activity.



12. **SAY >** *This is an introductory activity that you can do with children in the SHLS. This activity gives children an opportunity to introduce themselves and learn about their peers. It sets the tone for discussing emotions and understanding each another, and reinforces that the SHLS is safe space.*

13. Tape the drawings on the wall at the end of the activity.

14. Distribute the Training Agenda and give trainees a 1–2 line summary about each training session.

15. Ask trainees if they have any questions. Address questions or note them on the Notice Board to address later.



Pre-test

Activity: Pre-test | **Time:** 20 minutes | **Arrangement:** Individual



1. **SAY >** *You will be given a pre-test that should be filled out **individually**.*
2. Distribute the SEL Trainee's Handbook.
3. Have trainees turn to pPage 1485 in the Handbook and complete the Handout 1: SEL Training Pre-test.
4. Allow the trainees 15 minutes to complete the pre-test. Collect all pre-tests as they are finished.

Co-creating rules

Activity: Co-creating rules | **Time:** 15 minutes | **Arrangement:** Whole group



1. Explain that over the next few days we will be spending a lot of time together, getting to know one another very well and learning about sensitive topics. In order to get the most out of the training, the training space needs to be a **'safe space'**.



2. **ASK >** *What do you think a 'safe space' means?*
3. **SAY >** *A 'safe space' is a place where all trainees are welcome to come and express themselves comfortably, without fear of judgment, exclusion, harassment or violence. To ensure that this is a safe space, we must create a set of rules which all of us should follow.*
4. Share an example of how one rule could be confidentiality, where we agree to not share anything discussed in this safe space with anyone outside the group – not even close family and friends.
5. Have trainees share rules that they want included as the rules for the training. Have a trainee write them on the flipchart.



6. The following rules are important to include, so if they are not mentioned by trainees elicit them through questions or share them as more examples:
 - Respect each other's opinions and experiences.
 - Leave all biases outside the safe space.
 - Listen to one another.
 - Participate fully.
7. Have all trainees agree to the set of rules.



SEL Training Session 2:

Why we do SEL

Training session summary | Duration: 1 hour

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Describe the structure of the SEL Session and purpose of the various SEL tools.
- List the benefits of SEL for someone who has experienced a traumatic event.
- Explain a reason for why SEL is taught in the SHLS.

KEY MESSAGES

Trainees understand that SEL can mitigate the impact of toxic stress on the brain. SEL strengthens children's ability to learn, helps them focus their attention, increases their emotional wellness, helps them nurture healthy relationships, gives them skills to resolve conflicts and encourages them to make responsible decisions.

RESOURCES REQUIRED

- SEL Trainee's Handbook (from previous session)
- SEL Lesson Plan Bank
- SEL Games Bank
- Flipchart
- Writing paper and pens
- Markers
- Sticky tape

PREPARATION REQUIRED

- Print out the SEL Lesson Plan Bank and SEL Games Bank for all trainees.
- Post a flipchart in the front of the room.

TRAINING SESSION OVERVIEW

The trainer presents the SEL Tools to the trainees. The trainer explains what SEL is, how it will be taught in SHLS and why it is important. Next, trainees share stories about where SEL practices would have been useful for them and how these skills might benefit children in the SHLS. Finally, the group reviews what they learned about SEL.



Steps to follow

Warm-up

Activity: Presentation of SEL tools | **Time:** 15 minutes | **Arrangement:** Whole group

1. Distribute the SEL Trainee's Handbook to all the trainees.
2. Explain that the SEL Trainee's Handbook contains key messages, important information and handouts from the trainings. You will use this resource throughout the training and you can also refer back to it as needed, once you start implementing the SEL Lessons and Games.
3. Distribute the SEL Lesson Plan Bank and SEL Games Bank to all the trainees.
4. **SAY >** *You will use these 2 tools to implement the SEL Intervention. You will implement **2-hour SEL Sessions 3 times a week.***
5. On the flipchart make the following diagram:



6. Explain the break-up of the 2-hour session to the trainees using the diagram.

7. **SAY >**
 - *Every SEL Session will begin with 15 minutes of an opening activity, followed by a 30-minute SEL Lesson, 60 minutes of SEL Games and 15 minutes of a closing activity. Following this structure creates a predictability for the children, which helps them learn and feel secure.*
 - *In this training, you will learn how to use the SEL Lesson Plan Bank to deliver the 30-minute SEL Lesson and use the SEL Games Bank to deliver SEL Games. You will also practice the opening and closing activities on Day 2 and Day 3 of the training.*



8. Check whether trainees have understood the structure of the SEL Session and the tools.



9. ASK >

- *What is the first thing we do in the SEL Session?*
- *Where can you find guidance to deliver the 30-minute SEL lesson?*
- *Where can I find the games to reinforce SEL skills in children?*
- *How do we end all SEL sessions?*
- *How long is an SEL Session?*
- *Why should SEL Sessions always follow the same format?*

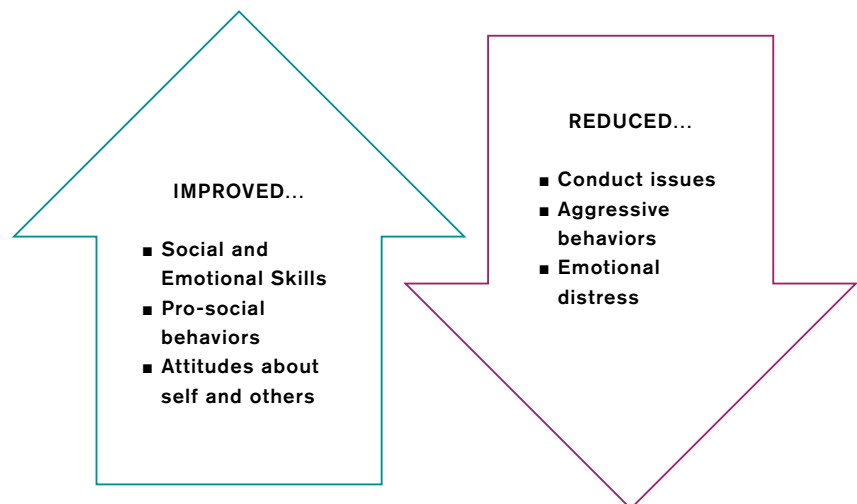
Present

Activity: Why we do SEL | **Time:** 20 minutes | **Arrangement:** Whole group

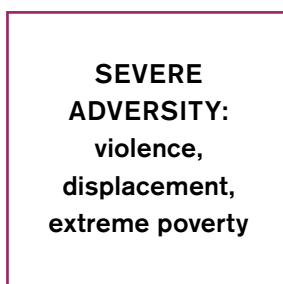
1. Introduce this session as one where trainees will learn about the concept of SEL and reasons that we do SEL.
2. Begin by explaining the positive effects of SEL.



3. **SAY >** *SEL has been shown to improve social, emotional and cognitive skills, pro-social behaviors, and attitudes about self and others. SEL has been found to reduce conduct issues, aggressive behaviors and emotional distress.*
4. On the flipchart draw an up and down arrow to show the impacts of SEL, as shown below:



5. Draw the first box of a flowchart, “Severe adversity” on the flipchart as shown below:



6. **SAY >** *In settings of conflict and disaster, children and youth may face multiple forms of adversity. These can include:*

- *Exposure to violence – community, domestic*
- *Experience of direct violence, neglect, exploitation*
- *Physical injury, poor health*
- *Weak and limited access to social services*
- *Loss of or separation from parents*
- *Forced migration*
- *Poverty*
- *Exploitation*
- *Poor health*
- *Psychosocial distress*

SENSITIVITY TIP >

When describing these forms of adversity, do not ask them to describe their own adverse experiences as that might trigger distressing emotional responses.

7. Draw the second box of the flowchart “Child direct exposure to violence, adversity and stressful environments” on the flipchart, as shown below:



8. Draw the third box of the flowchart, “Toxic Stress” on the flipchart, as shown below:



9. Explain the concept of toxic stress:

- Toxic stress is the body's physical response to frequent, prolonged (continued over a long time), and severe adversities or threats such as occur during and after conflict.
- By damaging the brain, toxic stress can lead to permanent changes in the brain's structure and function, leading to 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 may be distracted, and unable to learn and focus; they may become angry or sad; they may be unable to make friends or interact with other children, and get into lots of fights with their peers; or they may give up hope for the future.

SENSITIVITY TIP >

Provide enough time for reflection, and remind trainees of the rules they created to be respectful and to not name any individual community members.

10. Ask trainees if they have seen any of these negative behaviors in the community and to share what they have seen.

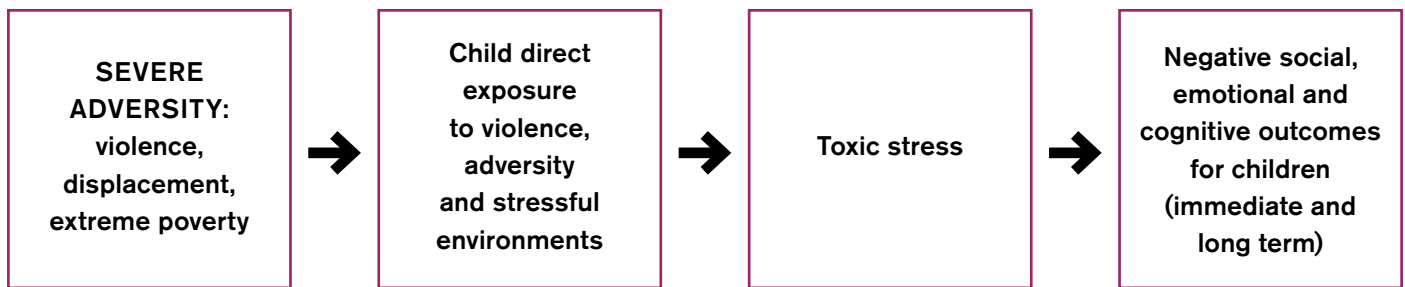
SENSITIVITY TIP >

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

11. Explain that children experiencing toxic stress develop negative behaviors that can lead to negative long-term outcomes like – drug abuse, violence, joining gangs or armed forces, health issues (including heart disease and diabetes), and ending education early which leads to decreased livelihood opportunities.



- 12.** Draw the fourth box of the flowchart “Negative Social, Emotional and Cognitive outcomes for children (immediate and long term)” on the flipchart as shown below:

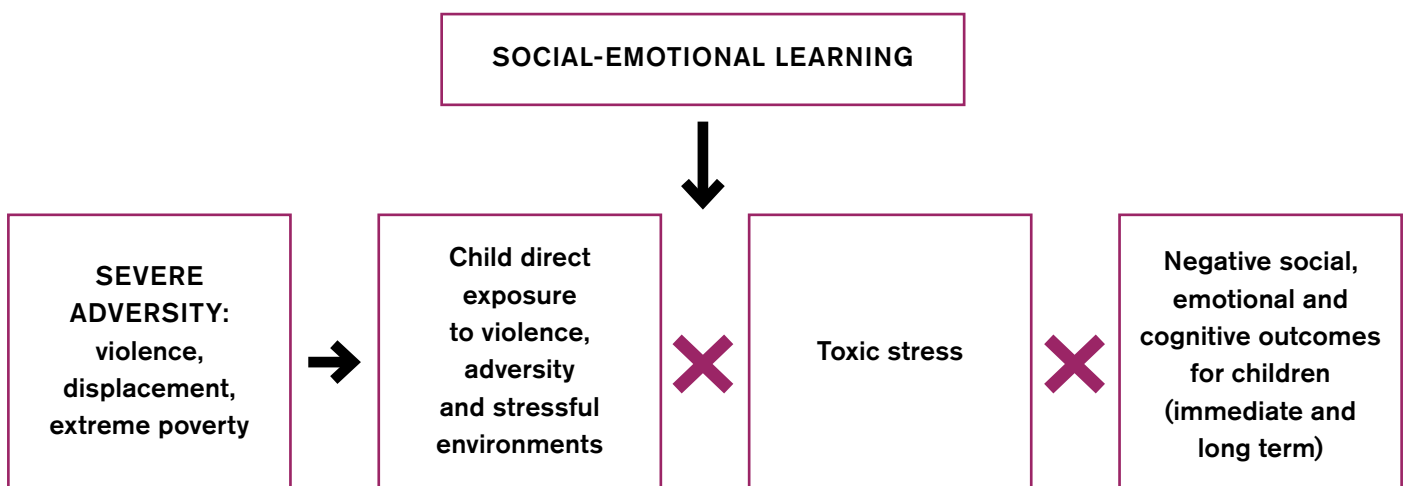


- 13.** Explain that there is strong evidence that shows that these effects can be reduced or even reversed. Children, even those who have faced danger and difficulty, can still thrive when exposed to a combination of stable, supportive caregivers, good health and nutrition, and quality learning experiences.



- 14. SAY >** *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.⁸ 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.*

- 15.** Draw the final box of the flowchart, the X through the second and third arrows and “Social-Emotional Learning” pointed to the X on the flipchart as shown below:



⁸ Aber, J. L., Brown, J. L., and Jones, S. M. (2003). Developmental trajectories toward violence in middle childhood: Course, demographic differences, and response to school-based intervention. *Developmental Psychology*, 39(2), 324.



16. Ask trainees for ideas on how to teach children social and emotional skills to help them succeed.
17. Explain that 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.
18. Explain that this evidence has been used to build SEL through all the interventions in the SHLS. All Facilitators get basic training in understanding child protection issues, using child-centered facilitation techniques and communicating with children who are experiencing distress. This ensures that children learn in a safe, predictable and nurturing space.
19. Explain that the SEL intervention provides 30 minutes direct SEL instruction and opportunities to practice these skills through 60 minutes of SEL Games. The Reading and Math Interventions use teaching strategies that further SEL. The Parenting Skills Intervention empowers caregivers to support the well-being of their children.

TIP > Do not talk about any interventions which are not being implemented in your SHLS Program.

Practice

Activity: Sharing stories | **Time:** 15 minutes | **Arrangement:** Individual; Pairs

1. Give trainees instructions for the **Sharing stories** activity.



2. **SAY >**

- *Quietly think of someone who has experienced a traumatic event and the signs they are showing.*
- *For 2 minutes think about how that person could benefit from SEL.*
- *Turn to the person next to you and share your story. Remember the rule of confidentiality – you must not share any names, only what symptoms they are showing and how they could benefit from SEL Lessons.*



SENSITIVITY TIP >

In some cases, trainees and/or their loved ones might have experienced adverse events in the recent past. In such a scenario, change the activity to: "As a whole group, brainstorm the signs that people show after experiencing adverse events. With a partner, share how they think SEL could mitigate these signs."



3. Bring the whole group back together. Allow for some trainees to share their stories. Lead a discussion using the following questions:
 - How can SEL benefit those who have been through traumatic events?
 - What do you think the impact will be if we do SEL with these individuals?

Apply

Activity: 'Why SEL?' Ball toss | **Time:** 10 minutes | **Arrangement:** Whole group

1. Give trainees instructions for the **Ball toss** activity.



2. SAY >

- *Stand in a circle for the Ball toss.*
- *Toss the ball from one to another. As you throw the ball, say one reason why SEL is taught in the SHLS.*

3. Ask trainees if they have any questions. Address questions or note them on the Notice Board to address later.



4. **SAY >** *Within the SHLS there are multiple opportunities to help children build their social-emotional skills – through the SEL Lesson Plans, SEL Games, and Reading and Math Lessons.*

5. Ask trainees if they have any questions. Address questions or note them on the Notice Board to address later.

TIP > If the Foundational Reading and Math Intervention is not being implemented in the SHLS, do not talk about it.



SEL Training Session 3:

Core Competencies of SEL

Training session summary | Duration: 2 hours

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Define social-emotional learning (SEL).
- Define the 5 competencies of SEL and name social-emotional skills under each competency.
- Articulate that all SEL competencies are necessary to succeed in life.
- Create SEL and SEL competencies charts for children.

KEY MESSAGES

Trainees are introduced to the concept of SEL, the 5 SEL competencies and how SEL is developed through SEL Lessons and SEL Games.

RESOURCES REQUIRED

- Resource 4: Definitions – SEL and 5 Competencies
- Resource 5: SEL Competency Puzzle
- Large pieces of cardboard, one per trainee
- Charts/large pieces of paper, pens, colors
- Flipcharts (enough for all trainees), markers
- Sticky tape
- Scissors

PREPARATION REQUIRED

- Use Resource 5: SEL Competency Puzzle to create the puzzle, dividing it into as many pieces as there are trainees.
- Use Resource 4: Definitions – SEL and 5 Competencies to prepare charts with definitions of SEL and the 5 SEL competencies.
- Make 'Agree' and 'Disagree' and 'Sometimes' signs. Hang the 'Agree' sign on one side of the room, 'Disagree' on the other side of the room and 'Sometimes' in the middle.

TRAINING SESSION OVERVIEW

The trainer and trainees discuss SEL and define the 5 SEL competencies. As a group, trainees assemble the SEL Competencies Puzzle and discuss the puzzle in the group. Finally, trainees make their own SEL competency chart and puzzle.



Steps to follow

Warm-up

Activity: Agree; disagree | **Time:** 15 minutes | **Arrangement:** Whole group

1. Tell trainees that in this session, they will learn about 'Social-Emotional Learning' or 'SEL' and the SHLS Approach to building specific SEL skills in children. They will also learn how to use the SEL Lesson Plan Bank and the Games Bank to teach SEL in the SHLS.

2. Give trainees instructions for the **Agree/disagree** activity.



3. **SAY >**

- *I will read a statement.*
- *If you agree with the statement, walk to the 'Agree' sign.*
- *If you disagree, walk over to the 'Disagree' sign.*
- *If you agree sometimes, but not always, you can stand in the middle near the 'Sometimes' sign.*

4. Read the following statements. After each statement, ask one person on each side to give an explanation for why they selected 'Agree', 'Disagree', or 'Sometimes.' Make sure that trainees understand the key message for each statement.



5. **SAY >** *Children learn best when they are able to sit still and listen.*

Example answer: Sometimes

Key messages to address: Ability to focus is a key skill that individuals need to develop in order to learn.



6. **SAY >** *The best way to resolve a conflict is by ignoring it.*

Example answer: Disagree

Key messages to address: When a conflict is ignored, it will resurface. If it is productively addressed it can be resolved and lead to positive outcomes for all parties involved.

TIP > If trainees agree with this statement, question further to understand why. If they have a traditional way of thinking about learning, explain that some learning activities require moving around, but children must also focus in such activities.





7. **SAY** > *Anger management is a skill that children are either born with or without, and is not something they can be taught.*

Example answer: Disagree

Key messages to address: One can learn strategies to control anger; controlling your emotions allows you to engage with other people and move forward on any task you must complete.



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

Example answer: Agree

Key messages to address: Various diverse groups can learn from one another. It is important to be able to work with different groups, particularly in a diverse nation.

TIP > If you feel that this prompt could instigate emotional outbursts or negative views, exclude it from this activity.



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

Example answer: Disagree

Key messages to address: In order to achieve goals, you must persist and find ways to overcome challenges.

10. Have the trainees sit down again.



11. **SAY** > *All of these statements we just discussed relate to necessary social and emotional skills that help an individual to succeed in life. These are the skills that you will teach children in the SHLS.*

Present

Activity: Definitions of SEL and SEL competencies | **Time:** 1 hour

Arrangement: Whole group



1. **ASK** > *What do you think is the definition of 'social-emotional learning'?*

2. As trainees respond, add any key words that are part of the SEL definition on a flipchart.



3. Put up the prepared flipchart with the definition of SEL:

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

4. Have a volunteer read the definition.



5. Ask the trainees what the definition means to them. Ask them to share the meaning of SEL in their own words.

6. Remind them that severe adversity can negatively affect children's ability to learn and have healthy relationships. SEL can reduce these negative effects.



7. **SAY >** *In the SHLS, SEL has 5 core competencies – Brain Building, Emotion Regulation, Positive Social Skills, Conflict Resolution and Perseverance.*

8. Explain that you will go through each competency. For each competency, beginning with Brain Building, ask what the trainees think it means.

9. As trainees respond, write any key words that are part of the Brain Building definition.

10. Put up the prepared flipchart with the definition of Brain Building and have a trainee read it.

11. Explain the definition in clear, simple terms, in the local language.

12. Ask if they can think of any examples of skills.

13. Answer any remaining questions they have about that competency.

14. Repeat this process with the remaining 4 competencies – Emotion Regulation, Positive Social Skills, Conflict Resolution and Perseverance.

SENSITIVITY TIP > *If you notice that trainees are over-estimating the potential positive impact of SEL on the child, clarify that SEL can only reduce some effects of adversity on the social, cognitive and emotional aspects of the child, but cannot address larger developmental issues arising out of adversities like hunger or poverty.*



BRAIN BUILDING

- **Definition: Brain Building** is the set of skills that helps us focus our attention, remember instructions and concepts, manage impulses, successfully juggle multiple tasks and organize steps and information logically.
- **Example skills:** Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner.

EMOTION REGULATION

- **Definition: Emotion Regulation** is the set of skills that allows us to understand our own emotions and manage our feelings in a positive manner.
- **Example skills:** Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing, counting.

POSITIVE SOCIAL SKILLS

- **Definition: Positive Social Skills** are the set of skills which allows us to relate to one another in a positive way, through understanding others' feelings and behavior and responding in a way that promotes positive social interaction and avoids conflict.
- **Example skills:** Recognizing and accepting feelings of others, developing empathy – the ability to understand and relate to other people's feelings, understanding group dynamics, making friends, maintaining friendships.

CONFLICT RESOLUTION

- **Definition: Conflict Resolution** is the set of skills which helps us address interpersonal problems and conflicts in a positive manner as they arise.
- **Example skills:** Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies, responding to bullying.

PERSEVERANCE

- **Definition: Perseverance** is the set of skills that allows us to push through challenges and continue to work towards a realistic goal.
- **Example skills:** Applying decision-making skills, developing goal-setting behavior, planning for the short- and long-term futures, problem-solving, developing a positive self-identity.



Practice

Activity: Jigsaw puzzle | **Time:** 20 minutes | **Arrangement:** Whole group

1. Give each trainee one piece of the jigsaw puzzle (Resource 5: SEL Competency Puzzle).

2. Give trainees instructions for the **Jigsaw puzzle** activity.



3. **SAY >**

- *We are going to work together to build a single jigsaw puzzle using the pieces that each of you have.*
- *Without any more instructions, I would like you all to get up and find a way to build the jigsaw puzzle.*
- *You will have 15 minutes to complete the puzzle.*

4. Observe as they work together. Note any conflicts that arise and how they are handled. Note the different roles that different individuals take.

5. After 15 minutes, stop the group, regardless of where they are in completing the jigsaw puzzle.

6. Ask trainees if they understand what the puzzle says.



7. **SAY >**

- *The five competencies build on one another. You first need 'Brain Building' to be able to focus and achieve any tasks. Then, your 'Emotion Regulation' allows you to enjoy the activity and not be overwhelmed by anxiety.*
- *Your 'Positive Social Skills' allow you to work as a team. If any conflict arises, 'Conflict Resolution' helps you to mediate. Finally, your 'Perseverance' allows you to keep trying until you succeed.*

8. Explain that although the competencies build on one another, skills within all competencies are needed to complete a task. For example in this puzzle activity, they used skills from all competences in order to succeed.



9. **ASK >** *What Brain Building skills did you use?*

Example answer: Impulse control and focus.



10. **ASK >** *What Emotion Regulation skills did you use?*

Example answer: Controlling frustration.



 → **11. ASK >** *What Positive Social Skills did you use?*

Example answer: Speaking with our peers.

 → **12. ASK >** *What Conflict Resolution Skills did you use?*

Example answer: Taking a step back and talking when issues arose.

 → **13. ASK >** *What Perseverance Skills did you use?*

Example answer: Continuing to try despite challenges.

14. Review the learning from the session.

 → **15. SAY >**

- *Even though the 5 competencies build on one another, all 5 are needed to succeed in life, as was seen in finishing the puzzle.*
- *All five competencies are addressed throughout the curriculum.*
- *The structure of the curriculum begins with more Brain Building and concludes with more Perseverance.*

16. Tape the puzzle together and hang it in the training room.

Apply

Activity: Create your own SEL chart | **Time:** 25 minutes | **Arrangement:** Individual

 → **1. SAY >** *You will now have the opportunity to make charts, like the flipcharts I used earlier, to bring back to your SHLS.*

 → **2. ASK >** *What are some characteristics of good teaching materials?*

Example answer: They are clear, colorful and useful.

3. Give trainees instructions for the **SEL charts** activity.

 → **4. SAY >**

- *Refer to page 8 Handout 2: Definitions – SEL and 5 Competencies in the SEL Trainee's Handbook.*
- *Write the definition of one term on each flipchart: 'Social-Emotional Learning', 'Brain Building', 'Emotion Regulation', 'Positive Social Skills', 'Conflict Resolution' and 'Perseverance.'*



- *Write the definition in simple words so their children can understand them.*
 - *Include any pictures that reinforce the definition. For example, a picture of children holding hands or succeeding in school, etc.*
5. Each trainee should take 6 sheets of flipchart paper and markers to make definition charts for 'Social-Emotional Learning', 'Brain Building', 'Emotion Regulation', 'Positive Social Skills', 'Conflict Resolution' and 'Perseverance'.
 6. As they finish, have all trainees store their materials in a safe place where they can bring them back to their SHLS at the end of the training.
 7. Ask trainees if they have any questions. Address questions or note them on the Notice Board to address later.



SEL Training Session 4:

Scope and Sequence and SEL competencies

Training session summary | Duration: 1 hour

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Name the SEL competencies.
- List the SEL skills under each SEL Competency
- Demonstrate understanding of the SEL Scope and Sequence.

KEY MESSAGES

Trainees understand that the SEL Scope and Sequence is a detailed plan of what to teach, how to teach it and in what order.

RESOURCES REQUIRED

- SHLS SEL Trainee's Handbook –
 - [Handout 3: SEL Competencies](#)
 - [Handout 4: SEL Scope and Sequence](#)
 - [Handout 5: Scope and Sequence Scavenger Hunt](#)

PREPARATION REQUIRED

None

TRAINING SESSION OVERVIEW

The trainer explains the SEL skills under each competency and the Scope and Sequence to the trainees. Trainees do a Scope and Sequence Scavenger Hunt and debrief about the Scope and Sequence and SEL competencies resources.



Steps to follow

Warm-up

Activity: Introduction to SEL Skills and Scope and Sequence | **Time:** 5 minutes

Arrangement: Whole group

1. Ask for volunteers to list which SEL competencies they remember.

Answers:

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

 → **2. ASK >** *These are 5 categories of skills. Can you remember some of the skills we brainstormed in the session on the SEL competencies?*

 → **3. SAY >** *A Scope and Sequence is a detailed plan of what to teach, how to teach it and in what order. The SEL Skills and the SEL Scope and Sequence are the guiding documents for what you will be teaching, and how, and when you will be teaching it.*

Present

Activity: SEL Skills | **Time:** 15 minutes | **Arrangement:** Small groups

1. Have trainees turn to page 9 in the SHLS SEL Trainee's Handbook and look at SEL Skills in Handout 3: SEL Competencies.

 → **2. SAY >** *Each competency you learned earlier today covers a wide range of skills. You have 10 minutes to read the list of skills in small groups and come up with questions about the skills to bring back to the larger group.*

3. Give trainees 10 minutes to review the list of skills.
4. Walk around and see if you can help the groups understand the skills.



5. Bring the whole group back together.
6. Lead a discussion by answering any questions that remain about the skills.

Practice

Activity: Scope and Sequence | **Time:** 15 minutes | **Arrangement:** Whole group

1. Have trainees turn to page 9 in the SHLS SEL Trainee's Handbook and look at Handout 4: SEL Scope and Sequence.

 → **2. SAY >** *This Scope and Sequence is the layout of the curriculum used to teach SEL. It is a detailed plan of what to teach, how to teach it and in what order.*

 → **3. SAY >**

- *Think about the puzzle activity where you learned that all competencies are necessary simultaneously, but the competencies built on one another, beginning with Brain Building and working towards Perseverance.*
- *Though there is a focus on Brain Building in the early sessions, and on Perseverance in the later sessions, all of the competencies are taught throughout the curriculum.*

 → **4. SAY >**

- *Let us understand the Scope and Sequence.*
- *There are 9 'Modules', each with a different theme, working on different skills.*
- *The far left column 'Week' denotes the order of topics. Each week has a different topic.*
- *Next is the column for 'Topic.' What do you think this is for?*
- *It is to know the general idea of what is being taught that week.*
- *Next is 'Competencies.' Can you list out the 5 competencies?*
- *Brain Building, Emotion Regulation, Positive Social Skills, Conflict Resolution, Perseverance*
- *Second to the right is 'SEL Skills.' What do you think these are?*
- *It is the set of objectives for what children should be able to do by the end of the week.*
- *Finally, the 'Example Activities' are different activities that Facilitators can use in their teaching that week.*





5. **SAY >** *You will teach 3 classes of 2 hours each, every week, in order to fully cover the various topics.*

6. Go back to the following flipchart from Session 2 and revise the breakdown of the SEL Session:



- 15 minute – Opening Activity
- 30 minutes – SEL Lessons, to develop children's SEL competencies
- 60 minutes – SEL Games to reinforce the SEL competencies
- 15 minutes – Closing activity

7. Explain that both the SEL Lesson and the SEL Games follow the order of the Scope and Sequence.

Apply

Activity: Scope and Sequence Scavenger Hunt | **Time:** 25 minutes

Arrangement: Whole group

1. Have trainees turn to page 18 in the SHLS SEL Trainee's Handbook and look at Handout 5: Scope and Sequence Scavenger Hunt.
2. Explain that they have to answer the Scavenger Hunt questions.
3. After all trainees have finished answering the Scavenger Hunt, review the answers. Have trainees grade their own Scavenger Hunt.
4. Answer any remaining questions trainees have about the Scope and Sequence.



SEL Training Session 5:

Mindfulness

Training session summary | Duration: 1 hour, 15 minutes

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Define mindfulness.
- List mindfulness practices prevalent in their community.
- Facilitate a mindfulness activity.
- Participate in and evaluate a mindfulness activity.
- Articulate how mindfulness may be useful for and applicable to the children they teach.

KEY MESSAGES

Trainees understand that mindfulness is the intentional state of being aware and focused on the present moment and accepting reality; it can teach concentration, self-awareness and emotion regulation.

RESOURCES REQUIRED

- SHLS SEL Trainee's Handbook
 - Handout 6: Mindfulness Activities
- Ball
- Flipchart and markers

PREPARATION REQUIRED

- Put up a flipchart in the front of the room.
- Check the Notice Board for any questions you would like to address before closing the training.

TRAINING SESSION OVERVIEW

The trainer defines mindfulness. Trainees brainstorm and conduct an activity on mindfulness. In small groups, trainees practice leading scripted mindfulness activities and then discuss and ask questions on mindfulness in SEL.



Steps to follow

Warm-up

Activity: Introducing mindfulness | **Time:** 10 minutes | **Arrangement:** Whole group



1. **SAY >** *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 not just those affected by adverse situations.*



2. **ASK >**
- Are you familiar with the concept of mindfulness?
 - 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 your culture or practiced widely in your community?

3. Write down any notes that are relevant to the definition of mindfulness, on a flipchart.



4. **SAY >** *SEL Lesson plans include mindfulness activities. Mindfulness helps children develop concentration and self-awareness, as well as cope with stress and anxiety. These skills will help children to learn and persevere in life.*

SENSITIVITY TIP > Use the information from trainees, on the mindfulness practices in their culture, to make the discussion more relevant to them. For example, if they understand mindfulness in terms of a practice to find peace then use that language to explain the concept. If they use mindfulness to calm themselves down, then frame the discussion in those terms.



Present

Activity: Mindfulness demonstration | **Time:** 15 minutes | **Arrangement:** Individual



1. Calmly, **SAY >** *You will now practice a mindfulness activity.*
2. Slowly and calmly give trainees instructions for the '**Mindfulness demonstration**' activity:
 - 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, and then relax your shoulders down your back, feeling the heat come out.
 - Tense up your arms, then relax them and let the heat come out of your fingertips.
 - Feel the heat come up your neck and wrap around your head.
 - Feel your whole body warm and relaxed.
3. Let the trainees sit silently for one minute, or as long as they are comfortable.



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



5. Once trainees are back together, have them first silently reflect on what they experienced, how they felt and how they think this sort of activity could be useful.
6. Then, lead a discussion about the activity using questions like:
 - What did you experience?
 - How did you feel?
 - How do you think this sort of activity could be useful, for you or for the children?

Practice

Activity: Practicing teaching mindfulness | **Time:** 40 minutes | **Arrangement:** Small groups

1. Explain that in small groups they will practice teaching mindfulness activities, like the one they just did.
2. Break the trainees into small groups.
3. Have trainees turn to page 19 in the SHLS SEL Trainee's Handbook and look at Handout 6: Mindfulness Activities.
4. Give a brief overview of all of the mindfulness activities in the handout. Trainees can select which activity they want to practice in their small groups.
5. Write the following questions on a flipchart to guide feedback for those who are demonstrating how to lead a mindfulness activity.
 - What was good about the mindfulness activity?
 - What would you change about the mindfulness activity?
 - What was good about the way the activity was presented?
 - What would you change about the way the activity was presented?



Apply

Activity: Discussion on mindfulness | **Time:** 10 minutes | **Arrangement:** Whole group

1. After everyone has practiced teaching mindfulness in small groups bring them back together as a whole group.
2. Ask their perceptions of mindfulness and how they think it is useful and applicable to the children they teach.
3. Ask trainees if they have any questions about mindfulness. Address questions or note them on the Notice Board to address later.



Day 1 Conclusion

Activity: What we learned | **Time:** 15 minutes | **Arrangement:** Whole group

1. Conclude the day by reviewing what trainees learned today.
2. Have all trainees stand in a circle.
3. Give trainees instructions for the **Ball toss** activity.



4. **SAY >**

- *Start with the ball, and share one thing that you learned today and then toss the ball to another person in the circle, who will share what he or she learned.*
- *The ball will continue being tossed until everyone has shared what they learned today.*



Day 2

Session	Duration	Session Objectives <i>By the end of this session, trainees will be able to:</i>
PARACHUTE OPENING	15 minutes	- Follow instructions and participate in the Parachute Opening activity. - Find the instructions to the Parachute Opening activity in the SEL Lesson Plan Bank.
SEL TRAINING SESSION 6: USING GUIDED LESSON PLANS	1 hour, 15 minutes	- Articulate the similarities and differences between the usage, content and structure of a daily lesson plan and a weekly lesson plan. - Facilitate a segment of a daily lesson plan. - Reflect upon and discuss their experience using a lesson plan. - Explain how to use lesson plans to deliver SEL content.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 7: MODELING SOCIAL- EMOTIONAL LEARNING	1 hour, 45 minutes	- Define a role model, and what it means to model SEL skills. - List strategies of modeling SEL competencies. - List language that reinforces SEL. - Demonstrate a role-play that correctly models an SEL competency. - Evaluate effective ways of modeling SEL competencies.
<i>Lunch break</i>	<i>1 hour</i>	
SEL TRAINING SESSION 8: SEL LESSON PLAN PREPARATION AND PRESENTATION	1 hour, 30 minutes	- Facilitate an SEL Lesson using a daily lesson plan. - Critically evaluate SEL Lesson plan presentations, demonstrating an understanding of the necessary elements of a lesson plan.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 8 (CONTINUED)	2 hours	
PARACHUTE CLOSING	15 minutes	- Follow instructions and participate in the Parachute Closing activity. - Find instructions for the Parachute Closing activity in the SEL Lesson Plan Bank.



SEL Training Opening Activity: Parachute Opening

Opening session summary

OPENING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Follow instructions and participate in the Parachute Opening activity.
- Find the instructions to the Parachute Opening activity in the SEL Lesson Plan Bank.

KEY MESSAGES

Trainer demonstrates the Parachute Opening activity to the trainees, and explains its purpose in the SHLS as a way to establish a routine to foster a safe, predictable and nurturing environment in the SHLS.

Steps to follow

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

1. Have all trainees stand in a circle.



2. **SAY >** *Now we will do the Parachute Opening activity, which you all will do at the beginning of every SEL Session. We will open today and tomorrow's SEL training with the Parachute Opening activity and understand its purpose as part of SEL.*

3. Give trainees instructions for the **Parachute Opening** activity.



4. **SAY >**

- *In the middle of the circle there is an imaginary folded parachute.*
- *Do you know what a parachute is?*
- *The parachute is our 'safe space.' Whatever happens when the parachute is open is confidential. That means that it stays in our safe space. We do not judge or make fun of anyone in our safe space. This is a place where everyone is safe to feel and participate.*
- *Since the parachute is folded, we need to open it.*

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



- *Come together to the center, stand close.*
- *Everyone should grab one corner, then open it wide in a circle.*
- *Each person will pretend to have a different triangle with a different color.*
- *This color represents how you feel today.*
- *Take a moment to think about what color you have today.*
- *Now, we will go around and share our color.*

5. Share your color first, then go around and make sure everyone shares his or her color.



6. **SAY >** *The parachute is always present in the training room. Remember that the parachute is a safe space, where everything is confidential and everyone is safe to feel and participate. At the end of the day, it will be closed.*

7. Inform trainees that they can find the instructions to the Parachute activities on pages 17–18 in the SEL Lesson Plan Bank. Tell them that the first two weeks of the daily lesson plans also contain the Parachute activities.



SEL Training Session 6:

Using Guided Lesson Plans

Training session summary | Duration: 1 hour, 15 minutes

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Articulate the similarities and differences between the usage, content and structure of a daily lesson plan and a weekly lesson plan.
- Facilitate a segment of a daily lesson plan.
- Reflect upon and discuss their experience using a lesson plan.
- Explain how to use lesson plans to deliver SEL content.

KEY MESSAGES

Trainees understand how to use the SEL Lesson plans provided for the 30-minute SEL Lesson in the 2-hour SEL Session.

RESOURCES REQUIRED

- SHLS SEL Lessons Plan Bank
- SHLS SEL Trainee's Handbook
 - Handout 4: SEL Scope and Sequence
- Flipchart and marker

PREPARATION REQUIRED

- Read the Notice Board to see if there are any questions/comments that can be addressed in today's sessions. Gather any information in advance, if needed. If you do not know how to address certain issues talk to the SHLS Leader for guidance.
- Place a flipchart in the front of the room.

TRAINING SESSION OVERVIEW

The trainer explains the purpose of a lesson plan and goes over the 4 sections – Warm-up, Present, Practice and Apply. The trainer then reviews the structure of the 2-hour SEL Session. In small groups, trainees practice using a lesson plan and then reflect on the activity.



Steps to follow

Warm-up

Activity: Think–Pair–Share | **Time:** 5 minutes | **Arrangement:** Pairs

1. Give trainees instructions for the **Think–Pair–Share** activity.



2. **SAY >**

- *Individually, think about the question, “What is the purpose of a lesson plan?”*
- *Share what you thought about with a partner.*
- *Share what you discussed in your pair back to the full group.*

Present

Activity: Lesson Plan structure | **Time:** 20 minutes | **Arrangement:** Teams

1. Review the structure of the 2-hour SEL Session with trainees by asking the following questions, and having volunteers answer.
 - What is the duration of an SEL Session?
Answer: 2 hours.
 - What is the first thing children will do in the SEL Session?
Answer: Parachute Opening activity.
 - How long can you take to do the Parachute Opening activity?
Answer: 15 minutes.
 - What is the second thing children will do in the SEL Session and for how long?
Answer: 30-minute SEL Lesson.
 - Which resource will you use to teach the 30-minute SEL Lesson?
Answer: The SHLS SEL Lesson Plan Bank.
 - How will SEL competencies be reinforced in children?
Answer: Through SEL Games.



- Where can you find the SEL Games?
Answer: The SEL Games Bank.
- What is the last thing children will do before leaving the SHLS?
Answer: Parachute Closing activity.
- What is a 'safe space'?
Answer: A safe space is a place where everyone is safe to feel and participate. Everything said in a safe space is confidential, and we do not judge or make fun of anyone in a safe space.
- What are the 5 SEL competencies?
Answer: Brain Building, Emotion Regulation, Positive Social Skills, Conflict Resolution and Perseverance.

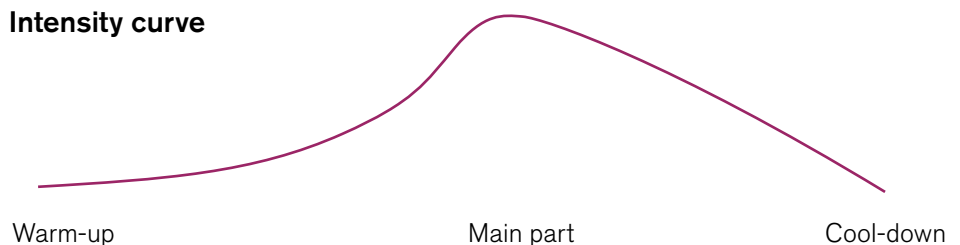
TIP > Trainees do not have to use the exact wording of the answer, they can explain the meaning of the safe space in their own words.

2. Review the SHLS SEL structure using the following flipchart from Session 2:



3. Introduce the idea of the intensity curve. Draw the intensity curve on a flipchart.

Intensity curve



4. SAY > Let us review the structure of the SEL Session using the intensity curve. The line of the curve represents the physical and mental activity level of the children during the time.

5. Explain in detail the structure of the SEL Session using the intensity curve, pointing to the relevant parts of the curve as you explain.





6. SAY >

- **The 15-minute Parachute Opening activity** helps children 'warm-up' for the 2-hour session. Children come in very excited. This activity helps them prepare their minds and bodies for the session.
 - The same opening activity we did today, will be done before every SEL Session in the SHLS. The repeated opening and closing activities help create a safe, predictable and nurturing environment in the SHLS.
 - **The 30-minute SEL Lesson** helps strengthen children's SEL skills in an intentional way. This is the 'instructional' time and comes under the 'Main Part' of the intensity curve
 - **The 60-minute SEL Games** reinforce the SEL skills children learned during the SEL Lesson, through play and informal instruction. This also comes under the 'main part' of the intensity curve.
 - **The 15-minute Parachute Closing activity** is the 'cool-down' part of the intensity curve. In the end, the cool-down helps children feel calm and relaxed before they leave the SHLS. Establishing rituals and routines helps create a safe, predictable and nurturing environment in the SHLS.
7. Recap the trainees' responses about the purpose of a lesson plan from the previous discussion.
 8. Explain that lesson plans provide guidance on activities to be completed during a lesson. Each SEL Lesson has 4 sections. It follows the same structure and format throughout the intervention.
 9. Write the 4 parts of a plan on a flipchart and explain their purpose.



10. SAY >

- Warm-up – Children participate in an activity that prepares them to learn the objective of the day. This activity can be a review of a previous lesson or one that is fun and enjoyable to set the tone of the lesson.
- Present – SEL Facilitator introduces the SEL Lesson objectives and relevant content.
- Practice – Children practice the skill either individually, in pairs, or in small groups.
- Apply – Children present their work, individually answer a question, or solve a problem to demonstrate what they have learned during the SEL Lesson.



11. Have trainees turn to page 9 in the SHLS SEL Trainee's Handbook and look at the Handout 4: SEL Scope and Sequence.
12. Using a learning objective from the Scope and Sequence, ask trainees to brainstorm an activity that could be used in each section of the lesson.
13. Share the following example from the Learning Objectives with the whole group to familiarize them with the different parts of the lesson plans –
 - Learning Objective from Week 6: Demonstrate ability to hold information in ones' short-term memory for use.
 - Warm-up – Do a mindfulness activity on remembering and repeating a phrase and create a handshake with one other person.
 - Present – Children brainstorm the importance of using their short-term memory.
 - Practice – Play the card game 'Memory'.
 - Apply – Remember and find your partner to do your secret handshake with, and share with that 'buddy' what they learned today.
14. Tell them that the Scope and Sequence is also on page 8 in the SHLS SEL Lesson Plan Bank.

Practice

Activity: Using a lesson plan | **Time:** 45 minutes | **Arrangement:** Small group

-  1. **SAY >** *The SHLS SEL Lesson Plan Bank is divided into daily and weekly lesson plans. The daily plans provide more detail for each day of instruction, while the weekly plans provide an activity outline for a full week. The order for all of these lessons is based on the Scope and Sequence.*
2. Have trainees turn to page 19 in the SEL Lesson Plan Bank and look at the section on the Daily Lesson Plans.
-  3. **SAY >** *These are the daily lesson plans which you will use during the first 12 weeks. They contain detailed instructions for you to follow to deliver the 30-minute lesson.*
4. Have trainees turn to page 260 in the SHLS SEL Lesson Plan Bank and look at the section on the Weekly Lesson Plans.





5. **SAY >** *These are the weekly lesson plans which you will use from the 13th week onwards. Each weekly lesson plan contains brief instructions for 3 days of 30-minute SEL Lessons per week. Once you have used the daily lesson plans for 12 weeks, you will be able to deliver 3 daily lessons using the activities outlined in the weekly plans.*

6. Give trainees 2 minutes to review a daily lesson plan and a weekly lesson plan from the SEL Lesson Plan Bank in pairs. They should identify 2 similarities and 2 differences between the 2 lesson plan formats.

7. Have trainees volunteer to share the similarities and differences they identified. If other trainees found the same similarity/difference as the one shared with the group, they should raise their hand.

8. Give trainees instructions for the **Using a lesson plan** activity.



9. **SAY >**

- *Break into small groups of 4–5 trainees each.*
- *Each group must select one lesson plan from the SHLS SEL Lesson Plan Bank.*
- *In your groups, take turns implementing 5-minute segments of the lesson plan.*
- *When you hear an alert from me, it means that 5 minutes are over and the trainee leading the lesson should change.*

10. Depending on the size of the groups and the amount of time allocated, allow each group one minute to prepare and then give alerts every 5 minutes to note when the group lead should switch.



Apply

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

1. Have trainees reflect on their experience of using the lesson plans based on the following questions, and share their responses with the whole group.
 - How did the lesson plan affect your ability to lead the activity?
 - What did you like about using the lesson plan?
 - What did you dislike about using the lesson plan?
 - What was the difference between the daily and weekly lesson plan? Which was more comfortable for you? Why?
 - How will you use lesson plans to teach SEL to children in the SHLS?
2. Ask trainees if they have any questions. Address questions or note them on the Notice Board to address later.



SEL Training Session 7:

Modeling SEL

Training session summary | Duration: 1 hour, 45 minutes

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Define a role model, and what it means to model SEL skills.
- List strategies of modeling SEL competencies.
- List language that reinforces SEL.
- Demonstrate a role-play that correctly models an SEL competency.
- Evaluate effective ways of modeling SEL competencies.

KEY MESSAGES

Trainees understand that it is necessary to model social and emotional skills in order to effectively teach them to children in the SHLS.

RESOURCES REQUIRED

- Flipcharts and markers
- Writing paper and pens

PREPARATION REQUIRED

- Create a flipchart with the role-play instructions and group discussion questions, using text provided below on Page 84.
- Create a flipchart with the title 'SEL Language and Behaviors'; divide it into 5 columns – one for each competency: Brain Building, Emotion Regulation, Positive Social Skills, Conflict Resolution, Perseverance.

TRAINING SESSION OVERVIEW

The trainer explains what a role model is and why it is necessary for a role model to practice all five SEL competencies. Trainees brainstorm words that they can use in their SHLS for all 5 competencies. In groups, trainees present pre-prepared role-plays. Everyone reflects on the role-plays and the 5 competencies.



Steps to follow

Warm-up

Activity: What is modeling? | **Time:** 10 minutes | **Arrangement:** Whole group

1. Ask trainees why they think it is important to model social-emotional skills.



2. **SAY >** *It is important for us to model social-emotional learning skills for learners so that we reinforce the skills they are learning. If we do not model SEL skills, the learners will not understand the value of SEL.*



3. **SAY >** *There is certain language and there are certain actions which reinforce the explicit SEL instruction.*

4. Lead a discussion based on the following questions:

- What does it mean to be a 'role model'?
Example answer: To show the children a good example through demonstrating the values and skills that are being taught.
- What do you think it means to 'model' social and emotional skills?
Example answer: Demonstrating the skills we are teaching our children through our interpersonal interactions. We pay attention to children, control frustration with children, help solve conflicts, show the ability to persevere, and interact with others.
- How does it affect others when you do not model SEL skills?
Example answer: When you do not model SEL skills, the children think it is okay to act that way. You may reinforce or teach bad habits among the children, rather than teaching and modeling good SEL habits and skills.



5. **SAY >** *I would now like you to think about and share with everyone, how you would model the 5 SEL competencies in your SHLS.*

6. Go over each SEL competency one-by-one and have trainees share their answer.



Example answers:

- *Brain Building: multitasking, giving clear instructions, listening to children*
- *Emotion Regulation: regulating our emotional responses, not allowing ourselves to get frustrated or angry*
- *Positive Social Skills: being kind and patient, listening to others and trying to understand their feelings*
- *Conflict Resolution: resolving conflicts between children, preventing conflict between yourself and others*
- *Perseverance: overcoming challenges, like working with limited resources*

Present

Activity: Strategies to model SEL | **Time:** 25 minutes | **Arrangement:** Whole group

-  **1. SAY >** *We will now discuss strategies to model SEL in each of the competencies, beginning with **Brain Building**.*
-  **2. SAY >** *Think of how the Parachute Opening activity is modeling Brain Building, and think of one way that having the Parachute Opening activity before every SEL Lesson can help children to focus.*
- 3.** Have 1 or 2 volunteers share their responses.
-  **4. SAY >** *Establishing routines, like the Parachute Opening, helps children to focus their attention before starting the lesson. By providing the time and place for children to focus themselves when they come into the SHLS, you will be modeling Brain Building and teaching children how to focus their attention on their own.*
- 5.** If you have a video and projector available, watch Healing Classrooms video 2.1: Establishing Routines, online here: www.youtube.com/watch?v=GRgocAQWSO0 and discuss the questions below. If you do not have the required equipment, go directly to the discussion below.
- 6.** Lead a short discussion based on the following questions:
 - How do you think using the techniques we discussed would benefit children in the SHLS?



- How do you think their Brain Building will improve if you use this strategy to model Brain Building?
- How can you include these techniques in your classroom? What are some challenges you might face, and how could you overcome them?

EMOTION REGULATION:



7. **SAY >** *Next, I would like you to think about **Emotion Regulation**. How do you think setting class rules and having consistent consequences can help to model Emotion Regulation?*

8. Have 1 or 2 volunteers share their responses.



9. **SAY >**

- *By having consistent consequences, your own emotions will be minimized in the response. It will not allow for an extreme emotional response to a child misbehaving.*
- *You can also use some of the strategies you will be teaching children, such as belly-breathing and counting to 10, to further model Emotion Regulation in the SHLS.*
- *The best way to manage bad behavior is to prevent it, which can be accomplished through co-creating rules with children.*

10. If you have a video and projector available, watch Healing Classrooms video 2.2: Co-Creating Class Rules, online here: www.youtube.com/watch?v=9qPkin2DO_Y and discuss the questions below. If you do not have the required equipment, go directly to the discussion below.

11. Lead a short discussion based on the following questions:

- How do you think using the techniques we discussed would benefit children in the SHLS?
- How do you think their Emotion Regulation will improve if you use this strategy to model Emotion Regulation?
- How can you include these techniques in your classroom? What are some challenges you might face, and how could you overcome them?



12. **SAY >** *Next, I would like you to think about **Positive Social Skills**. How do you think connecting to the children's lived experiences and saying their names can help to model Positive Social Skills?*

13. Have 1 or 2 volunteers share their responses.





14. **SAY** > *By connecting with the children, you will be allowing them to create a positive social bond with you and feel safer and more comfortable in the SHLS. By showing children how to connect activities and conversation to someone else's lived experiences, you will be demonstrating how they can learn more about one another and create positive relationships.*

15. If you have a video and projector available, watch Healing Classrooms video 5.2: Connecting to Child's Lived Experiences, online here: www.youtube.com/watch?v=gTqtmziYcQ and discuss the questions below. If you do not have the required equipment, go directly to the discussion below.

16. Lead a short discussion based on the following questions:

- How do you think using the techniques we discussed would benefit children in the SHLS?
- How do you think their Positive Social Skills will improve if you use this strategy to model Positive Social Skills?
- How can you include these techniques in your classroom? What are some challenges you might face, and how could you overcome them?



17. **SAY** > *Next, I would like you to think about **Conflict Resolution**. How do you think staying calm and mediating when a conflict arises can help to model Conflict Resolution Skills?*

18. Have 1 or 2 volunteers share their responses.



19. **SAY** > *When children are acting out or getting into conflicts, there is often something else going on with them – maybe they need special attention because they are not getting enough attention at home or maybe they are bored. By assigning meaningful classroom tasks, you will be showing them that there is an alternative to conflict. Appropriate, meaningful classroom tasks can also be used as positive discipline for acting out.*

20. If you have a video and projector available, watch Healing Classrooms video 3.2: Creating and Assigning Meaningful Classroom Tasks, online here: www.youtube.com/watch?v=4v1dDLRXvCQ and discuss the questions below. If you do not have the required equipment, go directly to the discussion below.



21. Lead a short discussion based on the following questions:

- How do you think using the techniques we discussed would benefit children in the SHLS?
- How do you think their Conflict Resolution will improve if you use this strategy to model Conflict Resolution?
- How can you include these techniques in your classroom? What are some challenges you might face, and how could you overcome them?



22. SAY > *Next, I would like you to think about **Perseverance**. How do you think encouraging goal-setting can help to model Perseverance?*

23. Have 1 or 2 volunteers share their responses.



24. SAY > *By encouraging goal-setting, you will be showing children the importance of setting achievable goals for the short and long term. You can also set your own goals and show the children how to break down goals into achievable steps, as well as how to adjust goals when something goes wrong.*

25. If you have a video and projector available, watch Healing Classrooms video 4.2: Encouraging Goal Setting, online here: www.youtube.com/watch?v=KulB4Wogin8 and discuss the questions below. If you do not have the required equipment, go directly to the discussion below.

26. Lead a short discussion based on the following questions:

- How do you think using the techniques we discussed would benefit children in the SHLS?
- How do you think their Perseverance will improve if you use this strategy to model Perseverance?
- How can you include these techniques in your classroom? What are some challenges you might face, and how could you overcome them?



Practice

Activity: Brainstorming additional SEL language and behaviors | **Time:** 20 minutes

Arrangement: Whole group

1. Pull up the flipchart titled 'SEL Language and Behaviors'



2. **SAY >** *We are going to brainstorm language and words to use in the SHLS that will reinforce social and emotional learning. What are some words and phrases that we can use in the classroom to reinforce social and emotional learning?*

3. Have a volunteer write their responses on the flipchart.

Example answers:

Brain Building

- *Language: focus, listen, stay still, control, plan, remember, organize, logic, goal, achieve*
- *Behaviors: Multitasking, listening to children, organizing lessons in a logical manner*

Emotion Regulation

- *Language: "I feel," happy, sad, frustrated, excited, "How does that make you feel?," emotion, hurt, express*
- *Behaviors: Controlling your frustration and anger, overcoming disappointment, only showing moderate amount of joy*

Positive Social Skills

- *Language: empathy, accept, similarity, difference, negative peer pressure, communicate, tolerance, share*
- *Behaviors: Asking children how they are feeling, trying to get to know each child personally*

Conflict Resolution

- *Language: consequences, apologize, mediate, assertive, cause, resolve, strategies, 'stop, think, act', admit, problem-solving steps*
- *Behavior: Mediating conflicts between children, staying calm to prevent conflicts with children, parents or other SHLS Facilitators*



Perseverance

- *Language: goal, push through, overcome, confidence, improvement, decision, accomplish, future, hope*
- *Behavior: Continuing to teach in harsh circumstances, setting goals that you share with the class and breaking them down by steps*

4. Review all the answers by asking a trainee to read the SEL language and behaviors from the flipchart.
5. Explain that they will have more opportunities to practice throughout the rest of the training.

Apply

Activity: Role-play preparation and presentation | **Time:** 50 minutes

Arrangement: Small groups

1. Divide trainees into 5 groups.
2. Display the instructions and questions for the group activity (as shown below).

ROLE-PLAY ACTIVITY INSTRUCTIONS AND QUESTIONS

1. Create a role-play modelling the competency your group was assigned.
 - Brain Building – Establishing routines to focus attention.
 - Emotion Regulation – Co-creating classroom rules to minimize emotional responses to children misbehaving.
 - Positive Social Skills – Connecting with children's experiences.
 - Conflict Resolution – Creating meaningful tasks and discipline.
 - Perseverance – Encouraging goal setting.
2. Consider the following in your role-play play:
 - How can the Facilitator model good SEL skills?
 - What will happen if the Facilitator does not model SEL skills?
3. Prepare to present the role-play back to the whole group.



3. Give trainees instructions for the **Role-play** activity.



4. **SAY >**

- Each group will receive a competency that you will have to model, based on the strategies you learned before.
- In your role-play stories consider 2 questions:
 - How can an SEL Facilitator model SEL skills?
 - What will happen if the SEL Facilitator does not model SEL skills?
- Once you are done preparing, you will present your role-play to everyone.

5. Allow the trainees to spend 15 minutes in their groups preparing their role-play.

6. Walk around and check-in periodically with each group.

7. Help them by asking them follow-up questions, leading them to understand how the SEL Facilitators in each scenario could improve their skills. Some examples of follow-up questions are:

- What will the outcome be if the SEL Facilitator does not model the competency?
- How could the outcome improve if the SEL Facilitator models the competency?



8. After 15 minutes, **SAY >** *Now every group will have 5 minutes to present their role-plays. After each role-play the group will talk about what would have happened if the SEL Facilitator did not model the competency. The groups which are not acting must watch carefully to provide feedback in the discussion.*

9. Have each group come one-by-one to present their role-play, and then talk about what would have happened if the SEL Facilitator did not model the competency.

10. After each group has presented their role-play, facilitate the discussion based on the questions below:

- Which component was this SEL Facilitator modeling?
- What aspect of the SEL Facilitator's response modeled SEL skills?
- Where could the SEL Facilitator have improved their modeling of SEL skills?

SENSITIVITY TIP >

Trainees may find obstacles to modeling SEL skills which may include their own stress, workload, poverty, lived experiences in crisis, etc. It is important to allow them space to express these feelings. Do not discount them, but be positive about how SEL skills might be able to support their role as SEL Facilitators. It is early in the training, and check-in with them periodically to see how they feel about SEL in general and the obstacles previously expressed.



- How can the SEL Facilitator model SEL skills for the best outcome in a similar scenario?
- How could the SEL Facilitator have responded differently, to account for gender? Context? Conflict sensitivity?
- How did it feel to portray an SEL Facilitator who was modeling SEL skills?
- Was it challenging to identify ways to model SEL skills?
- What skills that you learned today will you bring back to SHLS?



SEL Training Session 8:

SEL Lesson Plan

Preparation and Presentation

Training session summary | Duration: 3.5 to 4 hours (adjust as required)

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Facilitate an SEL Lesson using a daily lesson plan.
- Critically evaluate SEL Lesson plan presentations, demonstrating an understanding of the necessary elements of a lesson plan.

KEY MESSAGES

Trainees effectively prepare and present an SEL Lesson plan.

RESOURCES REQUIRED

- Resource 7: SEL Presentation Rating Sheet
- Resource 8: SEL Lesson Presentation Signup Sheet
- Flipcharts and markers
- Paper and pens
- Sticky tape
- Timer

PREPARATION REQUIRED

Print copies of Resource 7: SEL Presentation Rating Sheet (10 per trainee)

TRAINING SESSION OVERVIEW

Trainees prepare and present SEL Lesson plans in pairs. They fill out presentation rating sheets for all other presentations. The trainer leads a discussion on the presentations and trainees receive their feedback from their peers.



Steps to follow

Warm-up

Activity: SEL Lesson preparation explanation | **Time:** 5 minutes | **Arrangement:** Whole group

1. Review everything trainees have learned which will be useful for this activity, related to:
 - Understanding all of the SEL competencies
 - Modeling social and emotional skills for learners
 - Various methods for teaching SEL
2. Give trainees instructions for the **SEL Lesson preparation** activity.



3. **SAY >**

- *You will work in pairs to teach short SEL Lessons based on one of the daily lesson plans in your Lesson Plan Bank.*
- *Each pair will have to adapt their SEL Lesson plan to teach it in 20 minutes.*
- *When you present your lesson plan, you will not have to present the mindfulness activity.*
- *Make sure to include an introduction, activity and conclusion.*
- *You will be cut-off after 20 minutes regardless of where you are in the lesson plan, just like you would be cut off in a real class.*
- *In order to keep it to 20 minutes, you can accelerate the activities. For example, if children are allowed 10 minutes to draw a picture, you can allow only 5 minutes for the purposes of your presentation to this group.*
- *Remember to use the 4 sections in the lesson plan – Warm-up, Present, Practice, Apply. If you are not including one of these sections in your presentation, briefly tell us what would have happened in that activity so we understand the lesson plan flow.*



TIP > If you do not have enough copies of the presentation rating sheets, trainees can turn to page 31 in the SEL Trainee's Handbook and use Handout 9: SEL Presentation Rating Sheet to rate the presentations.

- *After each presentation, the other trainees will rate you on the following criteria:*
 - *Structure of the presentation (introduction/activity/conclusion)*
 - *Modeling social and emotional skills*
 - *Responding to and observing children*
 - *Accurate instruction on the topic*
 - *Child-friendliness of the activities*
 - *Sensitivity to children's backgrounds and experiences*

4. Distribute copies of Resource 7: SEL Presentation Rating Sheet to all the trainees.



5. **SAY >** *Everyone will rate each other's presentations using these rating sheets and they will be shared with you for your reflection and self-improvement – a social-emotional skill!*

Present

Activity: SEL Lesson preparation | **Time:** 20 minutes | **Arrangement:** Pairs

1. Depending on the level of understanding of the trainees and the number of Facilitators to be staffed for one SEL Session, either allow trainees to select a partner to co-facilitate the lesson plan or allow them to work individually.
2. Pass around Resource 8: SEL Lesson Presentation Signup Sheet, which has the weeks of the Scope and Sequence, for the presenter/pair to select which week they will present.
3. Answer the trainees' questions about the demonstration lessons.
4. Walk around and answer any questions they have while preparing.



Practice

Activity: Demonstrating SEL Lessons

Time: 2 hours, 45 minutes (increase or decrease depending on the number of participants)

Arrangement: Individual or pairs; Whole group

1. Bring the whole group back together.
2. Explain that half the pairs/individuals will be presenting in one part of the room and the other half in another section. Presentations will happen simultaneously, with one group presenting in their section and the second group in the other part of the section.

TIP > Make sure that both groups can present simultaneously without disturbing each other.

3. There should be one trainer observing each of the presentations.

4. Divide the pairs/individuals and assign them the order in which they will present.

5. Review the presentation rating sheets.



6. **SAY >**

- *Pairs/individuals will come up and present one-by-one in their respective parts of the room. I will start the timer when you begin and an alert will go off after 20 minutes, at which point both groups have to stop immediately.*
- *All the other trainees will participate as children. After the presentation, all the trainees playing 'children' will have 2 minutes to finish the Presentation Rating Sheet and pass them to me.*

7. Set the timer to go off after exactly 20 minutes.

8. Walk around and observe parts of every presentation.

9. Have presenters come up one-by-one to make their presentations in their sections.

TIP > If the number of trainees is more than 16, you can have the presentations simultaneously in 3–4 sections, or add more time to this session if possible.

10. After each presentation, invite the group to clap for the presenter(s). Collect the presentation rating sheet and be sure to label them to give to the presenter(s).



Apply

Activity: Reflections | **Time:** 20 minutes | **Arrangement:** Small group; Whole group

1. Thank all of the groups for their presentations.
2. Put up the flipchart with the discussion questions.
3. Give trainees instructions for the **Reflections** activity.



4. **SAY >**

- *In small groups, you will have 10 minutes to discuss the questions on the flipchart:*

- *How did it feel to present to the group?*
- *How did it feel to be a child in the other trainees' lessons?*
- *Overall, what were some things that presenters did well?*
- *What were some things that could have been improved?*
- *What did you learn from your peers through their modeled lesson plans?*
- *What are your major takeaways from today's activity demonstrating SEL Lessons?*

- *Then everyone will come back together as a full group and share a summary of their small group reflections.*
5. Have trainees count off by fives and separate into small groups.
 6. Start the timer and tell the groups to start the discussion.
 7. After 10 minutes, give each group one to two minutes to present back a summary of their reflections.
 8. After all of the groups have presented, summarize their reflections as a final wrap-up.
 9. Have trainees go back into their presentation pairs or work individually to debrief in their presentations.



10. Write the following questions on a flipchart:

- Discuss and rate your own presentation on the 5 scales:
 - Structure of the presentation (introduction /activity /conclusion)
 - Modeling social and emotional skills
 - Responding to and observing children
 - Accurate instruction on the topic
 - Child-friendliness of the activities
 - Sensitivity to the children's backgrounds and experiences
- What went well in the presentation?
- What could have been improved in the presentation?
- What would you have changed in the preparation?

11. Pass out the presentation rating sheets to the respective pairs/individuals while they debrief.

12. If you are able to provide one-on-one feedback, take this time to speak to some of the trainees. It is best to give that feedback face-to-face, but if there is not enough time, provide it in writing.



SEL Training Closing Activity: Parachute Closing

Closing session summary

CLOSING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Follow instructions and participate in the Parachute Closing activity.
- Find instructions for the Parachute Closing activity in the SEL Lesson Plan Bank.

KEY MESSAGE

Trainer demonstrates the Parachute Closing activity to the trainees, and explains its purpose in the SHLS as a way to establish a routine to foster a safe, predictable and nurturing environment in the SHLS.

Steps to follow

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

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



2. **SAY >** *Now we will do the Parachute Closing activity, which you all will do at the end of every SEL Session. For the rest of the training days, we will end with the Parachute Closing activity to understand its purpose as part of SEL.*

3. Give trainees instructions for the **Parachute Closing** activity.



4. **SAY >**

- *Before closing the parachute, we need to clean off all the bad feelings.*
- *Let's all shake our bodies, shaking off all of the bad feelings on to the parachute and only keeping the good feelings.*
- *Now the parachute is very heavy with all of the bad feelings. To get the bad feelings off, it needs to be lifted up. Each time it is lifted up, all of the bad feelings are thrown away. As the bad feelings go into the air, they disappear forever and only the good feelings are left behind.*
- *Pull the imaginary parachute up and down, 10 times, counting all together loudly.*

TIP > Demonstrate shaking your body.



- *Everyone has a different triangle with a different color in the parachute. This color represents how you feel now. Take a moment to think about what color you have now. Now, we will go around and share our colors.*

5. Share your color first, then go around and make sure everyone shares their color.

6. Continue the Parachute Closing activity.



7. **SAY >**

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



8. **SAY >** *When you close the parachute in the SHLS, find a fixed spot for the parachute to be kept safely and direct everyone to place it there every day.*

9. Remind trainees that they can find the instructions to the Parachute activities on pages 17–18 in the SEL Lesson Plan Bank. Tell them that the first 2 weeks of the daily lesson plans also contain the Parachute activities.



Day 3

Session	Duration	Session Objectives <i>By the end of this session, trainees will be able to:</i>
PARACHUTE OPENING	15 minutes	- Follow instructions and participate in the Parachute Opening activity. - Articulate the purpose of the Parachute Opening activity in the SEL Session.
SEL TRAINING SESSION 9: SEL GAME DEMONSTRATION	30 minutes	- Play the 'Water and ice' SEL Game. - List ways to adapt a game to their context.
SEL TRAINING SESSION 10: SEL GAMES PLAN PREPARATION AND DEMONSTRATION	1 hour	- Select appropriate SEL Games for a week in the Scope and Sequence. - Adapt an SEL Game to their context. - Facilitate an SEL Game.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 10: (CONTINUED)	1 hour	
<i>Lunch break</i>	<i>1 hour</i>	
SEL TRAINING SESSION 11: PREPARE AND PRESENT SEL SESSION PLANS	1 hour, 30 minutes	- Identify mistakes in an incorrect SEL Session Plan. - Create an SEL Session Plan and lesson plan using a weekly lesson plan and the SEL Games Bank. - Articulate how to use the lesson plans and how to create SEL Session Plans.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 12: POST-TEST AND CONCLUDING DISCUSSION	1 hour	- Demonstrate their learning from the SEL Training in the SHLS SEL Post-test. - Provide feedback on the SEL Training in the SHLS SEL Training Evaluation form.
PARACHUTE CLOSING	15 minutes	- Follow instructions and participate in the Parachute Closing activity. - Find instructions for the Parachute Closing activity in the SEL Lesson Plan Bank.



SEL Training Opening Activity: Parachute Opening

Opening session summary

OPENING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Follow instructions and participate in the Parachute Opening activity.
- Articulate the purpose of the Parachute Opening activity in the SEL Session.

KEY MESSAGES

Trainer demonstrates the Parachute Opening activity to the trainees, and explains its purpose in the SHLS as a way to establish a routine to foster a safe, predictable and nurturing environment in the SHLS.

Steps to follow

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

1. Have all trainees stand in a circle.
2. **SAY >** *Now we will do the Parachute Opening activity, which you all will do at the beginning of every SEL Session.*
3. Give trainees instructions for the **Parachute Opening** activity.
4. **SAY >**
 - *In the middle of the circle there is an imaginary folded parachute.*
 - *Do you know what a parachute is?*
 - *The parachute is our 'safe space.' Whatever happens when the parachute is open is confidential. That means that it stays in our safe space. We do not judge or make fun of anyone in our safe space. This is a place where everyone is safe to feel and participate.*
 - *Since the parachute is folded, we need to open it.*
 - *Come together to the center, stand close.*
 - *Everyone should grab one corner, then open it wide in a circle.*



TIP > You can also have a trainee facilitate the activity.

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



- *Each person will pretend to have a different triangle with a different color.*
- *This color represents how you feel today.*
- *Take a moment to think about what color you have today.*
- *Now, we will go around and share our color.*

5. Share your color first, then go around and make sure everyone shares their color.



→ 6. **SAY >** *The parachute is always present in the training room. Remember that the parachute is a safe space, where everything is confidential and everyone is safe to feel and participate. At the end of the day, it will be closed.*

7. Facilitate a discussion about the importance of the Parachute Opening activity.



→ 8. **ASK >**

- *How did it feel to do the Parachute Opening Activity yesterday and today?*
- *Why do you think it is important to begin every SEL Session with this activity?*



SEL Training Session 9:

SEL Game Demonstration

Training session summary | Duration: 30 minutes

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Play the 'Water and ice' SEL Game
- List ways to adapt a game to their context.

KEY MESSAGES

Trainees understand why SEL Games are part of the SEL Session.

RESOURCES REQUIRED

None

PREPARATION REQUIRED

None

TRAINING SESSION OVERVIEW

Trainees play a game called 'Water and ice' to reinforce SEL competencies. The trainer facilitates a discussion after everyone has played the game.



Steps to follow

Warm-up

Activity: Why we are playing | **Time:** 5 minutes | **Arrangement:** Whole group

1. Review the structure of the 2-hour SEL Session:
 - 15-minute Parachute Opening activity
 - 30-minute explicit SEL Lesson
 - 60-minute SEL Games
 - 15-minute Parachute Closing activity
2. Have trainees take out their copies of the SEL Games Bank.



→ **3. SAY >**

- *An SEL Game is any activity that reinforces the SEL skills that are taught that week. The SEL Games Bank has several games you can play with children. You will get detailed guidance on how to select and implement an SEL Game later in the training.*
- *We will now play a game that can be played with the children in the SHLS. This game is one of the many games in the SEL Games Bank.*

Present

Activity: Water and ice instructions | **Time:** 5 minutes | **Arrangement:** Whole group

1. Have everyone stand up and surround you. Define the boundaries within which the game will be played.



→ **2. SAY >** *It is important for you to define the boundary when you play games where children are running around, so that they do not go outside the secure area of the SHLS.*

3. Ask trainees the qualities of both 'water' and 'ice.'

Answer: Ice is colder, and solid, cannot move; Water is warmer, a liquid, and moves easily.

4. Ask for 10 volunteers to be 'ice' and the rest of the group will be 'water.'



5. Give trainees instructions for the **Water and ice** activity.



6. **SAY >**

- *The 'Ice' group will wait in the corner, and the 'Water' group will have 5 seconds to spread out.*
- *When I say "Go!" the 'Ice' team will try to tag and freeze trainees in the 'Water' group, who have to try and escape the 'Ice' group.*
- *If an 'Ice' tags a 'Water' the 'Water' freezes and has to stand still.*
- *The 'Water' group has to try to melt their frozen teammates by tapping them on the shoulder without getting frozen themselves. Once they are melted they can move again.*
- *There is no running and no speaking during the game, everything takes place in silence.*
- *After every 5 minutes, we will change the teams so that everyone has a chance to be both 'Ice' and 'Water.'*

SENSITIVITY TIP > *If it is not appropriate for trainees to touch each other, give everyone long strips of paper with which to tap each other.*

Practice

Activity: Playing Water and ice | **Time:** 15 minutes | **Arrangement:** Whole group

1. Allow trainees to play for 15 minutes, or until the game is naturally over.
2. Observe the game and note when they demonstrate SEL skills that could be discussed.



3. **SAY >**

- *After playing every SEL Game with children you should end with a simple explanation of the SEL competency they practiced in the game.*
 - *In Water and ice, we practiced several Brain Building skills like listening to and following instructions and also practiced Self-regulation by not running and not talking while playing the game. We also developed our Positive Social Skills by playing in teams and working together to win the game.*
4. Have trainees open the SEL Games Bank to any game, and show them that at the end of the instructions for every game there is a **'message of the game'** that they must read out to children to help them understand the SEL skills they practiced in the game.



Apply

Activity: Discussion on the game | **Time:** 5 minutes | **Arrangement:** Whole group

1. Have trainees sit back down.
2. Lead a discussion about the game based on the following questions:
 - What did you like about this game?
 - How will this activity help children practice their SEL skills?
Example answer: They will practice their attention-focusing skills.
 - Is there something you would change to improve the game?
Example answer: Increase the number of children in the 'Ice' team so that the game can move faster.
 - Is there something you would do to adapt the game better to the needs and background of the children in your context?
Example answer: Change the name of the activity to 'Fire and sand' because children have never seen ice.
 - What SEL competencies were we aiming to develop through this activity?
Example answer: Brain Building.



SEL Training Session 10:

SEL Games Preparation and Demonstrations

Training session summary | Duration: 2 hours

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Select appropriate SEL Games for a week in the Scope and Sequence.
- Adapt an SEL Game to their context.
- Facilitate an SEL Game.

KEY MESSAGES

Trainees select and then practice implementing an SEL Game according to the SEL Scope and Sequence.

RESOURCES REQUIRED

- SEL Games Bank
- Flipcharts and markers
- Paper and pens
- Art supplies – drawing paper and colors
- A ball
- Timer
- Scissors
- Sticky tape
- Ropes

PREPARATION REQUIRED

Prepare flipchart with the 'Principles underlying SEL Games' using the information on page 101–103 (only the principle titles, not the details).

TRAINING SESSION OVERVIEW

The trainer presents how to use the SEL Games Bank and trainees select SEL Games to match each SEL competency. Trainees adapt the game they choose and demonstrate their SEL Game in their groups. The group discusses and gives feedback on the presentation of the games.



Warm-up

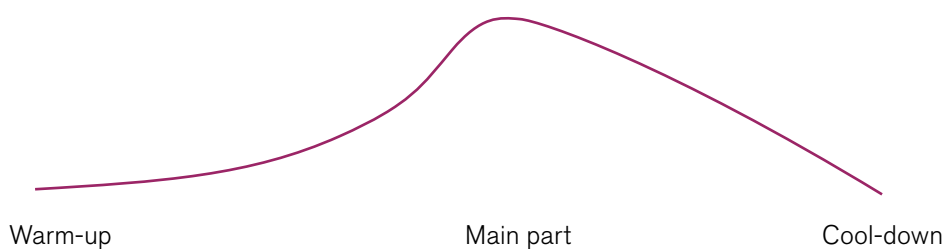
Activity: Principles underlying SEL Games | **Time:** 15 minutes | **Arrangement:** Whole group



- 1. SAY >** *The SEL Games in the SHLS are based on principles of child development and good facilitation, to develop SEL competencies. Following these principles differentiates the SEL Games from children just playing games randomly.*
- 2.** Put up the flipchart with the 'Principles for developing SEL Games.'
- 3.** Go over the following principles on each flipchart.



- #### 4. SAY >
- ***SEL Games are opportunities to reinforce SEL competencies.***
 - *The SEL Games are focused on the same SEL competency as the SEL Lesson of the day.*
 - *The SEL Facilitator should end the SEL Games by reading out the message of the game so that children are aware of how they are practicing the SEL competencies.*
 - ***Follow a ritual and routine***
 - *The 2-hour SEL session follows the same format every day, establishing rituals and routines for children.*
 - *This helps create a safe, caring and nurturing environment in the SHLS.*
 - *It also reduces the risk of children becoming disruptive or having fearful reactions to the group activities*
 - ***Follow the Intensity Curve***



- **Warm-up** – the Parachute Opening activity helps children prepare their minds and bodies for the SEL session.
 - **Main part** – there is maximum activity during the SEL Lesson and SEL Games period.
 - **Cool-down** – the Parachute Closing activity helps children calm down and relax before they leave the SHLS.
- **Play fairly and cooperate**
 - The values of fair play and cooperation must be instilled by the SEL Facilitator in the delivery of the SEL Games.
 - Children must be accountable to themselves and others to respect the rules of the game.
 - Children must cooperate with their teams, help each other, resolve conflicts peacefully and trust each other while playing.
 - Competition should be healthy and not aggressive.
 - **Communicate openly**
 - All communication between the SEL Facilitator and children, and amongst the children should be open.
 - Verbally, remember to listen and speak openly and respectfully.
 - Our body language also communicates whether we are closed or open.

ADAPTATION > Adapt this list to your context.

Open body language	Closed body language
Smiling	Showing negative emotions
Making eye contact	No eye contact
Nodding while listening	Rolling eyes
Arms by your side	Crossing arms
Body directed towards the person	Body directed away from the person

- **Be creative and innovative**
 - Be creative to adapt games for different age groups and different contexts.
 - Be imaginative and create stories around the games.
 - If you feel children are getting bored with an activity, change it to make it more fun.



▪ **SEL Games are linked to child protection**

- Children often express their emotions and feelings through play. Look out for them but don't point them out to children. It could make them self-conscious and less expressive.
- Be supportive of children if they express their emotions, and respond appropriately.
- Look out for 'alarm signals' which may indicate a deeper problem. For example, being too aggressive, touching other children sexually, being very reserved, having unexplained bruises or injuries. Refer such children to the appropriate services. If you witness a child experiencing severe emotional distress, refer the child to the appropriate services.

Present

Activity: Using the SEL Games Bank | **Time:** 15 minutes | **Arrangement:** Individual

1. Introduce the SEL Games Bank.



→ **2. SAY >**

- For the first 3 months of SEL sessions, you will use the daily lesson plans which already have suggestions for SEL Games. However, if you do not have the resources for the suggested game, or feel that it is not appropriate for your group of children, you can select a different game from the SEL Games Bank.
- Open up any daily lesson plan in the SEL Lesson Plan Bank and see the suggested SEL Games in the SEL Session Plan on the first page.
- In the remaining 6 months of the intervention, you will select appropriate SEL Games from the SEL Games Bank.
- Therefore, it is important for you to understand how the SEL Games bank is designed and how you should select SEL Games from it.



→ **3. SAY >** Listen to my instructions and follow along in your SEL Games Bank. There are 5 simple steps to selecting an SEL Game:

- Turn to the Table of Contents page (page 3) and identify the section which corresponds with the SEL competency of the week in the Scope and Sequence.



- Under the name of each SEL Game in the table of contents you will find the list of 'Corresponding weeks' which states which weeks you should play that game.
- Below the 'Corresponding weeks' you will find that the amount of time required for each activity is stated. Some SEL Games are flexible and can be extended or shortened as required. The SEL Games are supposed to last for 60 minutes. From the games which correspond to your week, select games which together add up to approximately 60 minutes.
- Turn to the page number of your selected SEL Game. You will see an activity summary in the beginning of every activity. Read the 'Space' and 'Resource' requirements for the selected game. You will have to ensure that you have the space and resources to implement each activity you select for the SHLS.
- If you find that you do not have the space or resources for any of the SEL Games suggested for your corresponding week, go back to the Table of Contents and select another SEL Game which reinforces the SEL competency of the week.

4. Explain how to implement the selected SEL Games.



5. SAY >

- Once you have selected the SEL Games, read the instructions carefully.
- Adapt the selected SEL Games according to the age group of the children, the number of children in the SHLS and the cultural and gender context. Tips for adaptation are provided. Tips for sensitivity are provided as well to help ensure that these games do no harm to the children.
- Collect the resources, set up the space, and prepare for the activity.
- Read the instructions once again so that you can facilitate them without reading, as far as possible. Look out for facilitation tips in the description of the games.

6. You can refer to page 12 in the SEL Games Bank if you need to, for information on how to select and implement activities.



Practice

Activity: Prepare SEL Games for demonstration | **Time:** 30 minutes

Arrangement: Small groups

1. Have trainees break off into groups of 5–6.
2. Assign each group a different week from the Scope and Sequence.
3. Give trainees instructions for the **SEL Games Demonstration** activity.



→ 4. **SAY >**

- *Imagine that you are selecting and preparing SEL games for the 60-minute SEL Games section for your assigned week.*
 - *You have 10 minutes to select 2 activities and adapt one activity.*
 - *You will be demonstrating the game you adapt to the whole group in the next session.*
 - *Remember, to select the game you must consider:*
 - *The corresponding week*
 - *The time (select two games which add up to 60 minutes)*
 - *The space and resources required for the selected SEL Game*
 - *You should have some art supplies, timer and ball available to use for the games.*
 - *Remember the steps you need to take to adapt the games to your audience. You can refer to the instructions page (page 10) in the SEL Games Bank if needed.*
5. Walk around and listen to how groups are working together to develop the activity. Offer support if you see someone is having trouble.
 6. After 10 minutes, call on each group to share:
 - Which week and SEL competency they were assigned.
 - How they selected the SEL Games.
 - How they adapted one SEL Game.



Apply

Activity: Demonstrate an SEL Game | **Time:** 60 minutes | **Arrangement:** Small groups

ADAPTATION >

If there are 2 or more trainers, split the group into 2 for simultaneous demonstrations.

1. Ask each group to demonstrate the SEL Game they chose and adapted.
2. Have each group nominate 1 or 2 trainees to demonstrate their SEL Game to the rest of the group.
3. Give each group 10 minutes, or calculate timing depending on the available time and number of groups, to play the game with the rest of the trainees, who will play as children.
4. Set the timer to go off after exactly 10 minutes, at which point they have to stop immediately.
5. After each demonstration, invite the group to clap for the presenter(s).
6. During each presentation, take notes on:
 - Whether the presenters followed the instructions in the SEL Game.
 - Whether they modeled SEL.
 - Whether they were observing the other trainees while making them play the game.
 - Whether they adapted the games appropriately.
7. After all demonstrations, facilitate a discussion about the challenges and successes in selecting and implementing SEL Games based on the following questions:
 - What did you find challenging about preparing an SEL Games plan?
 - What did you find easy about preparing an SEL Games plan?
 - How did it feel to facilitate the game with the group?
 - Overall, what were some things that demonstrators did well?
 - What were some things that could have been improved?
 - What did you learn from your peers through their demonstrations?
 - What are your major takeaways from today's activity demonstrating SEL Games?



SEL Training Session 11:

Using SEL Weekly Plan

Training session summary | Duration: 1 hour, 30 minutes

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Identify mistakes in an incorrect SEL Session Plan.
- Create an SEL Session Plan and lesson plan using a weekly lesson plan and the SEL Games Bank.
- Articulate how to use the lesson plans and how to create SEL Session Plans.

KEY MESSAGES

Trainees understand the components of a 2-hour SEL Session for SHLS.

RESOURCES REQUIRED

- SHLS SEL Trainee's Handbook –
 - [Handout 7: Mistakes in SEL Session Plan](#)
- [Resource 9: Mistakes in SEL Session Plan – Answer Key](#)
- Writing paper and pens
- Flipcharts and markers
- *Post-it* notes or sticky notes

PREPARATION REQUIRED

None

TRAINING SESSION OVERVIEW

Trainees work in pairs to review a 2-hour SEL session and find the 10 mistakes. The trainer reviews the components of the 2-hour SEL session, the 4 parts of the lesson plan and how to use the SEL Games Bank. In pairs, trainees create their own 2-hour SEL session plan and do a gallery-walk to comment and give feedback on each other's work.



Steps to follow

Warm-up

Activity: What is missing? | **Time:** 20 minutes | **Arrangement:** Pairs

1. Have trainees turn to page 23 Handout 7: Mistakes in SEL Session Plan in the SEL Trainee's Handbook.

2. Give trainees instructions for the **What is missing?** activity.



3. **SAY >**

- *This SEL Session Plan has some mistakes.*
- *In your pairs, find as many mistakes as you can in the SEL Session Plan.*
- *Mark the mistakes in both your handouts.*
- *You have 10 minutes.*

4. After 10 minutes, bring the whole group back together.

5. Go around and have each pair share a mistake in the plan. Everyone who found the same mistake should raise their hands.

6. Write each mistake on a flipchart.

7. Review the mistakes that they found and add in any others that they missed, using Resource 9: Mistakes in SEL Session Plan – Answer Key

Present

Activity: Reviewing SEL Session Plans | **Time:** 10 minutes | **Arrangement:** Whole group

1. Ask a volunteer to write the components of a 2-hour SEL Session Plan on the flipchart

- 15-minute Parachute Opening activity
- 30-minute SEL Lesson
- 60-minutes SEL Games
- 15-minute Parachute Closing activity



2. Ask trainees to remember the structure of an SEL Lesson plan

- Warm-up
- Present
- Practice
- Apply

3. Ask trainees the following review questions:

- Where can you find instructions to the Parachute activities?
Answer: In the SEL Lesson Plan Bank and in the daily lesson plans for Week 1 and Week 2.
- How many types of lesson plans are there in the SEL Lesson Plan Bank?
Answer: Two types – daily lesson plans and weekly lesson plans.
- What is the Scope and Sequence?
Answer: A detailed plan of what to teach, how to teach it and in what order.

Practice

Activity: Creating 2-hour SEL Session plans | **Time:** 20 minutes | **Arrangement:** Individual

- 1.** Have trainees select any weekly lesson plan from the SEL Lesson Plan Bank, and read it carefully.
- 2.** Have them use the SEL Games Bank to select 2 appropriate games for one day from the selected weekly plan.
- 3.** Trainees should use the weekly plan and the selected games to write a Session Plan and a daily lesson plan for the selected day in the weekly plan.
- 4.** They can use the daily lesson plans in the SEL Lesson Plan Bank for guidance, but only need to include as much detail as they need to deliver the lesson.

TIP > Assure trainees that this might seem tough now but after using 12 weeks of daily lesson plans, it will get much easier!



Apply

Activity: Gallery-walk of SEL Session plans and Discussion | **Time:** 40 minutes

Arrangement: Individual ; Whole group

1. Explain the instructions, and then have everyone tape their SEL Session plans and lesson plans on the wall.
2. Everyone will walk around and see if the others selected appropriate SEL games, included all necessary sections of the SEL Session correctly and wrote it out to clearly demonstrate the whole 2-hour session.
3. Give everyone enough post-it notes so that they can put one or more comments on every plan.
4. Instruct the trainees to write feedback or comments about each SEL Session plan on a post-it note. They should put at least one post-it on each plan.
5. You should also walk around to see the activities. You should put post-its on every plan as well.
6. When everyone has finished walking around, bring the group back together.
7. Lead a discussion about what the trainees saw among the SEL Session plans based on the following questions. Make sure to highlight any common errors that you saw among the plans.
 - What trends did you see among the plans?
 - What lessons have you learned across the 3 phases of preparation – using a daily lesson plan, using a weekly lesson plan and creating an SEL Session plan – that has improved the lessons?
 - What questions still remain about creating and implementing these plans?
8. After the discussion, allow each pair to take back their plan with the post-it notes. Let them review it for a few minutes. While they are reviewing, walk around and give any remaining individual feedback based on what you saw in the plans.



SEL Training Session 12:

Post-test and Concluding Discussion

Training session summary | Duration: 1 hour

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Demonstrate their learning from the SEL Training in the SHLS SEL Post-test.
- Provide feedback on the SEL Training in the SHLS SEL Training Evaluation form.

KEY MESSAGES

Trainees complete the training and feel prepared to teach SEL in their SHLS.

RESOURCES REQUIRED

- SEL Trainee's Handbook
 - [Handout 10: SEL Training Post-test](#)
 - [Handout 11: SEL Training Evaluation](#)
- Pens

PREPARATION REQUIRED

Read the Notice Board to see if there are any questions or comments that need to be addressed before the end of the training. Gather any information in advance if needed. If you do not know how to address certain issues talk to the SHLS Leader or SHLS Manager for guidance.

TRAINING SESSION OVERVIEW

The trainer explains and distributes the SEL Training Post-test and all the trainees fill it out. Then trainees fill out the SEL Training Evaluation. The trainer facilitates a closing conversation.



Steps to follow

Explain Post-test and Evaluation

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

1. Give trainees instructions for the **SEL Training Post-test** and **SEL Training Evaluation**.



2. **SAY >**

- *Turn to page 32 in the SEL Trainee's Handbook, to Handout 10: SEL Training Post-Test. You will have 30 minutes to complete it to the best of your ability.*
- *After you turn in the Post-test, you will turn to Handout 11: SEL Training Evaluation on page 35 of the SEL Trainee's Handbook.*

3. Answer any questions.

Post-Test

Activity: Taking the Post-test | **Time:** 30 minutes | **Arrangement:** Individual

1. Give trainees 30 minutes to complete the SEL Training Post-tests and hand them over to you.

Evaluations

Activity: Writing Training Evaluations | **Time:** 10 minutes | **Arrangement:** Individual

1. Give trainees 10 minutes to fill out their SEL Training Evaluation.
2. Collect them after 10 minutes, regardless of whether people are finished.



Closing the Training

Activity: Concluding conversation | **Time:** 15 minutes | **Arrangement:** Whole group

1. Facilitate a discussion with the trainees to conclude the training.
Some examples of topics /questions include:
 - Any remaining questions from the trainees
 - Thanking them for being great trainees
 - Details for any follow up training /site visits you will be conducting
2. Conclude the training by leading the Parachute closing.



SEL Training Closing Activity: Parachute Closing

Closing session summary

CLOSING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Follow instructions and participate in the Parachute Closing activity.
- Find instructions for the Parachute Closing activity in the SEL Lesson Plan Bank.

KEY MESSAGE

Trainer demonstrates the Parachute Closing activity to the trainees, and explains its purpose in the SHLS as a way to establish a routine to foster a safe, predictable and nurturing environment in the SHLS.

Steps to follow

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

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



2. **SAY >** *Now we will do the Parachute Closing activity, which you all will do at the end of every SEL Session. For the rest of the training days, we will end with the Parachute Closing activity to understand its purpose as part of SEL.*

3. Give trainees instructions for the **Parachute Closing** activity.



4. **SAY >**

- *Before closing the parachute, we need to clean off all the bad feelings.*
- *Let's all shake our bodies, shaking off all of the bad feelings on to the parachute and only keeping the good feelings.*
- *Now the parachute is very heavy with all of the bad feelings. To get the bad feelings off, it needs to be lifted up. Each time it is lifted up, all of the bad feelings are thrown away. As the bad feelings go into the air, they disappear forever and only the good feelings are left behind.*
- *Pull the imaginary parachute up and down, 10 times, counting all together loudly.*

TIP > Demonstrate shaking your body.



- *Everyone has a different triangle with a different color in the parachute. This color represents how you feel now. Take a moment to think about what color you have now. Now, we will go around and share our colors.*

5. Share your color first, then go around and make sure everyone shares their color.

6. Continue the Parachute Closing activity.



7. **SAY >**

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



8. **SAY >** *When you close the parachute in the SHLS, find a fixed spot for the parachute to be kept safely and direct everyone to place it there every day.*

9. Facilitate a discussion about the importance of the Parachute Closing activity.



10. **ASK >**

- *How did it feel to do the Parachute Closing Activity yesterday and today?*
- *Why do you think it is important to end every SEL Session with this activity?*



Optional Sessions

Session	Duration	Session Overview
SEL TRAINING SESSION 13: SEL ACTIVITIES AND GAMES	1 hour, 30 minutes	In this session, trainees will learn how to select appropriate SEL Games for an SEL outcome and practice effective implementation through a demonstration activity.
SEL TRAINING SESSION 14: AGE-APPROPRIATE SEL NEEDS	1 hour	In this session, trainees will understand how to adapt SEL Lessons and SEL Games according to the characteristics and needs of different age groups.



SEL Training Session 13:

Brainstorming SEL Activities and Games (Optional)

Training session summary | Duration: 1 hour, 30 minutes

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Reflect on their experience of playing the 'Human knots' SEL Game.
- Brainstorm local, community games that can teach a particular SEL competency or specific skills.
- Teach a local, community game as an SEL game using relevant SEL language.
- Reflect and discuss effective ways of teaching an SEL Game and incorporate it into their SHLS.

KEY MESSAGES

Trainees brainstorm appropriate local games to help teach SEL and will understand how to use them in their lessons.

RESOURCES REQUIRED

- Blindfold or bandana
- Flipcharts and markers
- Writing paper and pens
- Deck of playing cards
- Ball
- Sticky tape

PREPARATION REQUIRED

None

TRAINING SESSION OVERVIEW

Trainees play a game to reinforce an SEL competency and then brainstorm games that can be used for each of the other 5 competencies. In small groups, trainees practice teaching SEL Games for each of the competencies. The trainer leads a discussion on the games and the competencies.



Steps to follow

Warm-up

Activity: Human knots | **Time:** 10 minutes | **Arrangement:** Whole group

1. Divide trainees into groups of 10.
2. Give trainees instructions for the **Human knots** activity.



3. **SAY >**

- *Stand in a circle, facing inward.*
- *Each trainee should hold the hands of 2 different trainees. This will make the whole group into a 'human knot.'*
- *The objective is to be the fastest to untangle their knot without letting go of each other's hands. The knot is untangled when no arms are crossed.*

SENSITIVITY TIP > *If it is inappropriate for males and females to be in one group, form different groups for boys and girls.*

4. Lead a discussion based on the following questions:

- How did it feel to be caught in the 'human knot' together?
- How did you work together to untangle the human knot?
- Did you have to change your strategy in the middle?
- What skills did you use in order to succeed?

Example Answers: Perseverance, communication skills, trust, respecting others opinions, patience, conflict resolution skills.

5. Remind trainees that they when they facilitate an SEL Game they must share the message of the game at the end.



6. **SAY >** *This game was an example of a conflict, where different trainees wanted to do different things to untangle the knot. While everyone had the same goal, to do well in this game you had to look and listen to understand the problem. Then, if you stopped to think of a solution and then acted, you would have found it easier to win the game.*



7. **SAY >** *This was one of the many games in the SEL Games Bank which you can use to reinforce social and emotional skills in children. You can also convert games children play in your communities to SEL Games, and use them to practice SEL skills.*



Present

Activity: Brainstorming games | **Time:** 25 minutes | **Arrangement:** Small groups



1. **SAY >** *You will brainstorm local games that can be used in SEL Lessons. Can you think of some examples of traditional games that can teach social and emotional skills?*

Example answers: Ten ten – organization, perseverance, team work; Do-what-I-do – following directions, cognitive flexibility, motor skills; Fire on the mountain – focus, team work, goal-setting; Card games – working memory, cognitive flexibility.

2. Give trainees instructions for the **SEL Games brainstorming** activity.



3. **SAY >**
- *You will have 5 minutes to work in small groups to brainstorm local games or games that children in your community play, that can teach a particular SEL competency.*
 - *Then each group will have to select one game from the games you have brainstormed, to teach other groups.*
 - *While selecting a game, keep in mind the adverse experiences that children may have recently undergone.*
4. Divide trainees into 5 groups.
5. After trainees finish discussing how to teach the game, count them off so that there is only one person from each competency group in each new group. If there is an odd number, partner 2 people from one of the competency groups to be in a new group together.



Practice

Activity: Teaching games | **Time:** 30 minutes | **Arrangement:** Small groups

TIP > Be creative in the way you announce that 5 minutes are up – use a song or a clap.

1. Give each group 5 minutes to teach their game in their respective groups.
2. Remind them to use relevant SEL language as they explain the game.
3. Keep time, and announce every 5 minutes that it is time to learn a new game.
4. Walk around while each of the groups are presenting and observe. Give feedback to the groups on using appropriate SEL language and being clear and concise. Also, remind them to make the other trainees feel safe and involved.

Apply

Activity: Discussion and game compilation | **Time:** 15 minutes | **Arrangement:** Whole group

1. Bring the group back together.
2. Facilitate a discussion based on the following questions:
 - How did it feel to explain the game to the group?
 - What did you find most challenging?
 - Did you find it difficult to use SEL language?
 - Was there anything you noticed that made the game explanations particularly effective for teaching social and emotional skills?
 - What made the explanations particularly ineffective?
 - How can you incorporate these games into your SEL Sessions?



SEL Training Session 14:

Age-appropriate SEL Needs (Optional)

Training session summary | Duration: 1 hour

TRAINING SESSION OBJECTIVES

By the end of the session, trainees will be able to:

- Discuss the characteristics and needs of different age groups using their own experience and using the handout provided.
- Adapt the SEL game, 'Water and ice' for a different age group and reflect on the process.

KEY MESSAGES

Trainees understand that different age groups have different needs, and therefore the programming and instruction for them should be adapted appropriately.

RESOURCES REQUIRED

- SEL Trainee's Handbook –
 - Handout 8: Characteristics and Needs of Age Groups
- SEL Games Bank

PREPARATION REQUIRED

None

TRAINING SESSION OVERVIEW

Trainees understand the characteristics and needs of children at different ages through group activities. Then, they revise and teach the SEL Game 'Water and ice' for the appropriate age. The trainer leads a discussion on the similarities, differences and places for improvement, of the different versions of the game.



Steps to follow

Warm-up

Activity: Remembering your childhood | **Time:** 15 minutes

Arrangement: Individual; Small group; Whole group

1. Divide trainees into 3 groups, and have each group represent an age group (6–8 years old; 9–11 years old; 12–15 years old).

2. Give trainees instructions for the **Remembering your childhood** activity.



3. **SAY >**

- *Close your eyes and imagine you are a child at the age you were assigned.*
- *Think about what you were like – what you liked to do, how you learned, what you thought or how you felt.*
- *For example, I remember when I was 8 years old I was very restless. I used to get bored very easily and wanted to jump from one activity to another.*
- *After thinking about it for a few minutes, have the groups share their stories and brainstorm the characteristics of their assigned age group.*

4. Bring all of the groups back together. Have each age group present back what they discussed.

5. Lead a discussion about the differences between the different age groups.

Present

Activity: Developmental stages | **Time:** 10 minutes

Arrangement: Small group; Whole group

1. Have trainees turn to page 29 Handout 8: Characteristics and Needs of Age Groups in the SEL Trainee's Handbook.

2. Ask them to read the characteristics and needs of children of the age group they were assigned, and think about the following questions:



- What are similarities and differences between what they see listed and what they discussed before?
 - Do they agree with the characteristics listed under that age group?
3. After all groups have discussed, bring them back together to share the characteristics that stood out as most prominent for the different age groups.

Practice

Activity: Adapt SEL Games | **Time:** 15 minutes | **Arrangement:** Small group

1. Give trainees instructions for the **Adapt SEL Games** activity.



2. **SAY >**

- *Do you remember the 'Water and ice' game we played?*
- *In your small groups, adapt the activity 'Water and ice', for children of 6–8, 9–11 and 12–15 years respectively.*
- *Then you will come back and one representative from each group will teach the whole group the adapted game.*
- *You will have 10 minutes to adapt the activity to your given age group.*
- *Remember to study the characteristics and needs of the age group and think about:*
 - *Can you change the rules or the aim of the game?*
 - *Do you also need to adapt for the different gender dynamics between children of different age groups?*
 - *Can you add tips to this plan to make it more suitable for your age group?*

3. Have trainees refer to the game 'Water and ice' on page 43 in the SEL Games Bank and Handout 8: Characteristics and Needs of Age Groups in the SHLS SEL Trainee's Handbook for this activity.



Apply

Activity: Teaching 'Water and ice' to different age groups | **Time:** 20 minutes

Arrangement: Whole group

1. Bring everyone back together.
2. Each age group will teach the rest of the group their adapted 'Water and Ice' game.
3. After each group teaches their version of the game, ask a few questions about why/how they changed it, based on the questions below:
 - What aspects of the game did you change?
Example answer: The duration.
 - Why did you change those aspects?
Example answer: Younger children would get distracted.
 - What traits of your age group did you particularly need to consider when changing this game?
Example answer: Attention spans of younger children are lower.
4. After all groups have had their turn, summarize the different needs of the various age groups.
5. Explain that although certain ages are expected to attend the SHLS, different groups of children may be present and they will need to adapt activities accordingly.



PART 3

Training Resources



1 Resource 1: Proposed Training Agenda

DAY 1

Session	Duration	Session Objectives <i>By the end of this session, trainees will be able to:</i>
SEL TRAINING SESSION 1: OPENING THE TRAINING	1 hour	▪ Address other trainees by name. ▪ Articulate their goals for the training. ▪ Talk about emotions and feelings related to sharing information about themselves. ▪ Articulate the rules of the training space, required to make it a 'safe space.' ▪ Implement an SEL-infused introductory activity in their SHLS.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 2: WHY WE DO SEL	1 hour	▪ Describe the structure of the SEL Session and purpose of the various SEL tools. ▪ List the benefits of SEL for someone who has experienced a traumatic event. ▪ Explain a reason for why SEL is taught in the SHLS.
<i>Lunch break</i>	<i>1 hour</i>	
SEL TRAINING SESSION 3: CORE COMPETENCIES OF SEL	2 hours	▪ Define social-emotional learning (SEL). ▪ Define the 5 competencies of SEL and name social-emotional skills under each competency. ▪ Articulate that all SEL competencies are necessary to succeed in life. ▪ Create SEL and SEL competencies charts for children.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 4: SEL COMPETENCIES AND SCOPE AND SEQUENCE	1 hour	▪ Name the SEL competencies. ▪ List the SEL skills under each SEL Competency ▪ Demonstrate understanding of the SEL Scope and Sequence.
SEL TRAINING SESSION 5: MINDFULNESS	1 hour, 15 minutes	▪ Define mindfulness. ▪ List mindfulness practices prevalent in their community. ▪ Facilitate a mindfulness activity. ▪ Participate in and evaluate a mindfulness activity. ▪ Articulate how mindfulness may be useful for and applicable to the children they teach.
DAY 1 CONCLUSION	15 minutes	Trainees will discuss what they learned today and demonstrate a 'ball-toss' activity.



DAY 2

Session	Duration	Session Objectives <i>By the end of this session, trainees will be able to:</i>
PARACHUTE OPENING	15 minutes	- Follow instructions and participate in the Parachute Opening activity. - Find the instructions to the Parachute Opening activity in the SEL Lesson Plan Bank.
SEL TRAINING SESSION 6: USING GUIDED LESSON PLANS	1 hour, 15 minutes	- Articulate the similarities and differences between the usage, content and structure of a daily lesson plan and a weekly lesson plan. - Facilitate a segment of a daily lesson plan. - Reflect upon and discuss their experience using a lesson plan. - Explain how to use lesson plans to deliver SEL content.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 7: MODELING SOCIAL- EMOTIONAL LEARNING	1 hour, 45 minutes	- Define a role model, and what it means to model SEL skills. - List strategies of modeling SEL competencies. - List language that reinforces SEL. - Demonstrate a role-play that correctly models an SEL competency. - Evaluate effective ways of modeling SEL competencies.
<i>Lunch break</i>	<i>1 hour</i>	
SEL TRAINING SESSION 8: SEL LESSON PLAN PREPARATION AND PRESENTATION	1 hour, 30 minutes	- Facilitate an SEL Lesson using a daily lesson plan. - Critically evaluate SEL Lesson plan presentations, demonstrating an understanding of the necessary elements of a lesson plan.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 8 (CONTINUED)	2 hours	
PARACHUTE CLOSING	15 minutes	- Follow instructions and participate in the Parachute Closing activity. - Find instructions for the Parachute Closing activity in the SEL Lesson Plan Bank.



DAY 3

Session	Duration	Session Objectives <i>By the end of this session, trainees will be able to:</i>
PARACHUTE OPENING	15 minutes	- Follow instructions and participate in the Parachute Opening activity. - Articulate the purpose of the Parachute Opening activity in the SEL Session.
SEL TRAINING SESSION 9: SEL GAME DEMONSTRATION	30 minutes	- Play the 'Water and ice' SEL Game. - List ways to adapt a game to their context.
SEL TRAINING SESSION 10: SEL GAMES PLAN PREPARATION AND DEMONSTRATION	1 hour	- Select appropriate SEL Games for a week in the Scope and Sequence. - Adapt an SEL Game to their context. - Facilitate an SEL Game.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 10: (CONTINUED)	1 hour	
<i>Lunch break</i>	<i>1 hour</i>	
SEL TRAINING SESSION 11: PREPARE AND PRESENT SEL SESSION PLANS	1 hour, 30 minutes	- Identify mistakes in an incorrect SEL Session Plan. - Create an SEL Session Plan and lesson plan using a weekly lesson plan and the SEL Games Bank. - Articulate how to use the lesson plans and how to create SEL Session Plans.
<i>Tea break</i>	<i>15 minutes</i>	
SEL TRAINING SESSION 12: POST-TEST AND CONCLUDING DISCUSSION	1 hour	- Demonstrate their learning from the SEL Training in the SHLS SEL Post-test. - Provide feedback on the SEL Training in the SHLS SEL Training Evaluation form.
PARACHUTE CLOSING	15 minutes	- Follow instructions and participate in the Parachute Closing activity. - Find instructions for the Parachute Closing activity in the SEL Lesson Plan Bank.



OPTIONAL SESSIONS

Session	Duration	Session Objectives
		<i>By the end of this session, trainees will be able to:</i>
SEL TRAINING SESSION 13: SEL ACTIVITIES AND GAMES	1 hour, 30 minutes	▪ Reflect on their experience of playing the 'Human knots' SEL Game. ▪ Brainstorm local, community games that can teach a particular SEL competency or specific skills. ▪ Teach a local, community game as an SEL game using relevant SEL language. ▪ Reflect and discuss effective ways of teaching an SEL Game and incorporate it into their SHLS.
SEL TRAINING SESSION 14: AGE-APPROPRIATE SEL NEEDS	1 hour	▪ Discuss the characteristics and needs of different age groups using their own experience and using the handout provided. ▪ Adapt the SEL game, 'Water and ice' for a different age group and reflect on the process.



2

Resource 2: List of Materials for SEL Training

The following materials are required for the SEL Training:

- Training Resources – documents at the end of the SEL Trainer's Manual
- SEL Trainee's Handbook (one for each trainee)
- SEL Lesson Plan Bank (one for each trainee)
- SEL Games Bank (one for each trainee)
- Flipcharts and markers
- Writing paper
- Charts
- Pens
- Pencils
- Color pencils/crayons
- Tape
- Large pieces of cardboard, one per trainee
- Scissors
- Ball
- Timer
- Ball
- Ropes
- Post-it notes
- Blindfold or bandana – for optional session
- Deck of playing cards – for optional session



3 Resource 3: SEL Pre- and Post-Test – Answer Key

Name:

Affiliation:

Position /Job Title:

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

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

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

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

Competency	Example skills
1. Brain Building (c)	a. Recognizing and accepting feelings of others, developing empathy, understanding group dynamics
2. Emotion Regulation (e)	b. Applying decision-making skills, developing goal-setting behavior, developing a positive self-identity
3. Positive Social Skills (a)	c. Listening skills, ability to focus attention and follow directions, organize steps and information in a logical manner, and use our working memory
4. Conflict Resolution (d)	d. Identifying problems, generating solutions to conflicts, implementing conflict resolution strategies
5. Perseverance (b)	e. Identifying feelings, predicting feelings, practicing emotion management strategies such as belly-breathing and counting



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

Skill

Activity

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

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

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

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



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

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

TRUE

FALSE

X

Reason (1/2 points):

SEL should be reinforced on the playground, at home and in all everyday interactions.

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

TRUE

FALSE

X

Reason (1/2 points):

SEL is most effective when children have a role model and are able to see and understand what certain skills look like.

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

TRUE

FALSE

X

Reason (1/2 points):

It is important that the facilitator is always observing the children and adapting the lessons according to their responses and needs.

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

TRUE

FALSE

X

Reason (1/2 points):

All competencies are developed simultaneously. Though they build on one another, none are ever fully mastered so they must be taught and developed simultaneously. They are not mutually exclusive.

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

TRUE

FALSE

X

Reason (1/2 points):

Children learn best when actively involved. Active, learner-centered pedagogy is particularly central to SEL because the skills they are learning need to be actively practiced.

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

TRUE

FALSE

X

Reason (1/2 points):

Facilitators, parents and community members also benefit from SEL. Everyone should be developing their SEL.



4

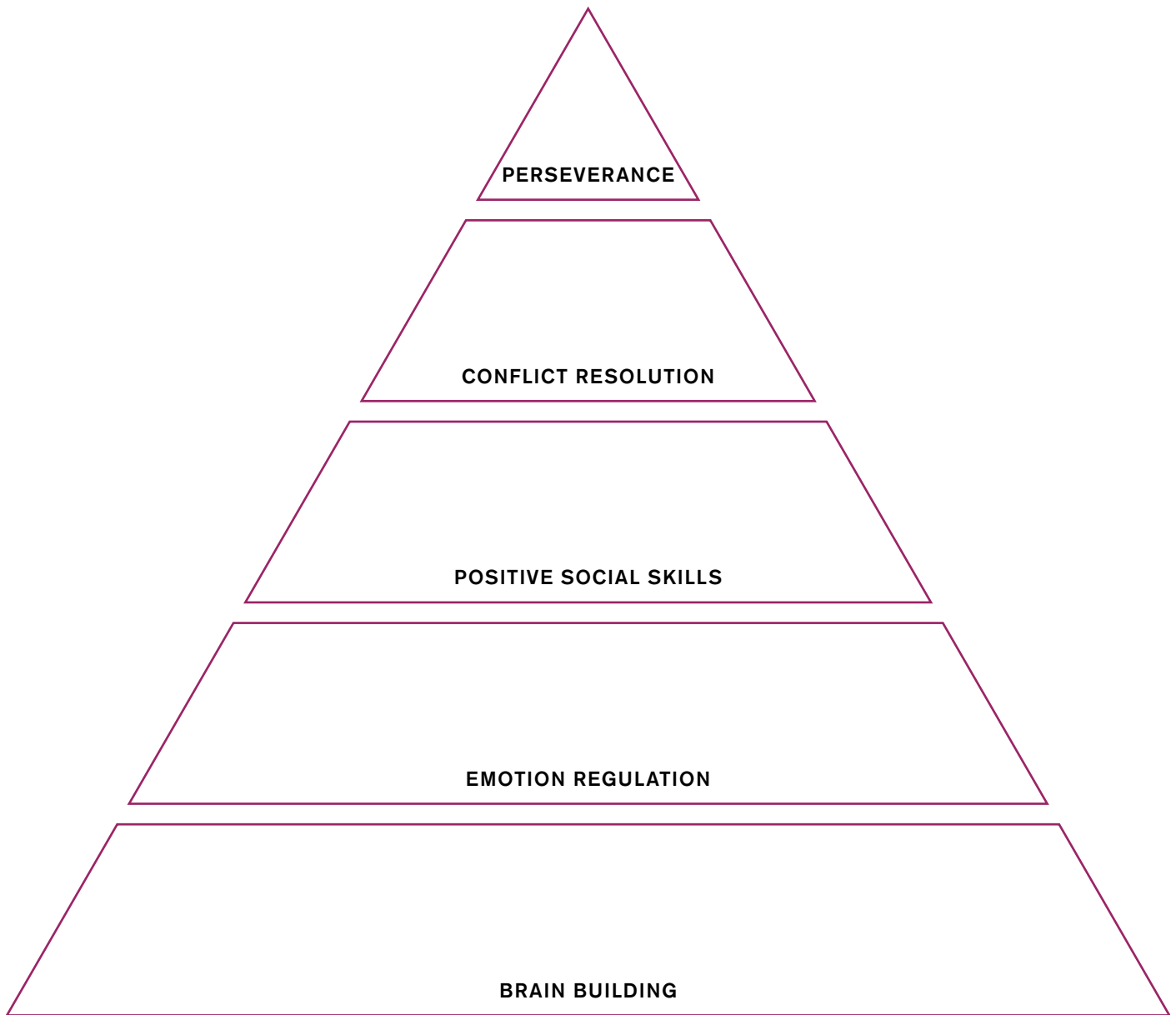
Resource 4: Definitions – SEL and 5 Competencies

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

Component		Definition	Example Skills
Brain Building		The set of skills that helps 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.
Emotion Regulation		The set of skills that allows us to understand our own emotions and manage our feelings in 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 feelings of others, developing empathy, understanding group dynamics.
Conflict Resolution		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.



5 Resource 5: SEL Competency Puzzle



6

Resource 6: Scope and Sequence Scavenger Hunt – Answer Key

1. How many modules are there in the curriculum?

9

2. How many weeks are in Module 4?

4

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

20 (or more)

4. What competencies are covered in week 30?

Emotion Regulation; Perseverance

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

Possible answers:

- **Understand that every action has a reaction (BB; ER; PSS)**
- **Identify possible positive or negative consequences of behaviors and actions on self and others (BB; ER; PSS)**
- **Identify possible positive or negative affect of words on others (BB; ER; PSS)**
- **Understand how their actions affect their caregivers (BB; PSS)**

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

Possible answers:

- **Matching emotions to faces**
- **Practice “I feel...” statements (go around a circle)**
- **Drawing your feeling**
- **Role-plays with comfortable/uncomfortable emotions**
- **Thumbs up/Thumbs down with comfort of feelings**

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

Starting Friendships

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

Week 26

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

Week 31; Perseverance

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

Weeks 34 and 35

BB – Brain Building; ER – Emotion Regulation; PSS – Positive Social Skills; CR – Conflict Resolution; P – Perseverance





Resource 7: SEL Presentation Rating Sheet

Name:

Affiliation:

Position /Job Title:

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

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

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

1 2 3 4 5

Comments:

.....
.....

4. Accurate instruction on the topic

1 2 3 4 5

Comments:

.....
.....

2. Modeling social and emotional skills

1 2 3 4 5

Comments:

.....
.....

5. Child-friendliness of the activities

1 2 3 4 5

Comments:

.....
.....

3. Responding to and observing children

1 2 3 4 5

Comments:

.....
.....

6. Sensitivity to children's backgrounds and
experiences

1 2 3 4 5

Comments:

.....
.....

7. Other comments:

.....



8

Resource 8: SEL Lesson Presentation Signup Sheet

Week	Topic	Competencies	Signup
1	Getting to know one another and the classroom	Brain Building Positive Social Skills	
2	Classroom Norms	Brain Building Positive Social Skills	
3	Learning to Listen	Brain Building	
4	Keep your focus	Brain Building	
5	Controlling yourself	Brain Building Emotion Regulation	
6	Brain Building	Brain Building	
8	What are my feelings?	Emotion Regulation	
9	Predicting my feelings	Emotion Regulation	
10	Managing my feelings	Emotion Regulation	
12	Identifying other people's feelings	Positive Social Skills	



Week 5, Lesson 2

Controlling ourselves

Competency: Conflict Resolution

Topic: Controlling impulses

1 > Wrong Competency
(should be Brain Building)

3 > SEL Lesson comes before SEL Games

SEL Session Plan: 2 hours		
1 Parachute Opening	5 minutes	Pg. 141
2 <u>SEL Games</u>	30 minutes	Simon says (15 minutes) pg. 21 in SEL Games Bank Say something nice (15 minutes) pg. 83 in SEL Games Bank
3. <u>SEL Lesson</u>	60 minutes	Controlling ourselves
<u>Missing Parachute Closing</u>		
7 > Parachute Closing is missing 4 > SEL Games = 60 min 5 > Say something nice is a Positive Social Skills game, not Brain Building 6 > SEL Lesson = 30 min		



Parachute Opening

OBJECTIVES

By the end of the this activity, children will:

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

KEY MESSAGE

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

Steps to follow

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

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



3. SAY >

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

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



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

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



SEL Games

8 > Same as #3; #4; #5

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

SEL Lesson: Controlling ourselves

Lesson summary

9 > Same as #1

10 > Lesson is for 6–11 year olds

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

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

LEARNING OBJECTIVES

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

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

RESOURCES REQUIRED

None

PREPARATION REQUIRED

Determine a prize for the Line-up competition winner, depending on what is available, and is contextually, gender, and age-appropriate.

SENSITIVITY NOTE

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

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

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

LESSON OVERVIEW

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



Steps to follow

11 > Warmup comes
before Present

Present

12 > This discussion will only
take 5 minutes

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

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

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

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

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

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

5. Ask children when lines are made in class.

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

6. Ask children when circles are made in class.

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

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

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



Warm-up

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

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



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

3. Repeat the daily intention slowly.



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



5. **SAY >**

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

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

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

Practice

13 > Timing is missing

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

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

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



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

14 > Apply Section
is missing

Apply section is missing



PART 4

Handouts





Handout 1: SEL Training Pre-test

Name:

Affiliation:

Position /Job Title:

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

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

.....

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

Competency

Example skills

1. Brain Building

.....

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

2. Emotion Regulation

.....

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

3. Positive Social Skills

.....

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

4. Conflict Resolution

.....

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

5. Perseverance

.....

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



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

Skill

Activity

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

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

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

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



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

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....



2

Handout 2: Definitions – SEL and 5 Competencies

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

Component		Definition	Example Skills
Brain Building		The set of skills that helps 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.
Emotion Regulation		The set of skills that allows us to understand our own emotions and manage our feelings in 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 feelings of others, developing empathy, understanding group dynamics.
Conflict Resolution		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.



3

Handout 3: SEL Competencies

Competency	Skills
Brain Building	Listen actively
	Follow directions
	Focus attention
	Practice cognitive flexibility (ability to switch between or think about multiple concepts simultaneously)
	Control impulses and inhibit inappropriate behaviors and responses (ability to resist a temptation or urge)
	Cultivate working memory (ability to hold and use new and recently stored information)
Emotion Regulation	Identify concept and types of emotions
	Identify one's own emotions
	Identify actions for controlling emotions within local norms
	Manage and control emotions
Positive Social Skills	Recognize, accept and respond to feelings and perspectives of others (empathy)
	Identify the impact of one's actions on others
	Identify external and community strengths and supports
	Recognize 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
Conflict Resolution	Identify problems
	Avoid negative interactions and peer influence, including bullying
	Generate win-win solutions
	Implement conflict resolution behaviors and strategies
	Effectively address conflict among groups
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



4

Handout 4: SEL Scope and Sequence

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

MINDFULNESS

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

Objectives:

Using mindfulness, children should be able to...

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

MODULE 1: INTRODUCTION

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
1	Getting to know one another and the classroom	Brain Building; Positive Social Skills	▪ Name their classmates (PSS) ▪ Describe the ways that people are similar and different (PSS) ▪ Describe themselves using several basic characteristics, abilities and accomplishments (P) ▪ Name and execute classroom processes (e.g. how to ask to go to the bathroom, transitioning between activities, etc.) (BB) ▪ Demonstrate raising hand and waiting to be called on before speaking (BB)	▪ Name games – 'Name charade', 'Pass the ball' ▪ Sharing objects that are important to each student (show and tell) ▪ Drawing and sharing pictures of self, likes, achievements ▪ Pair and Share introductions ▪ Finding classmates with similarities / differences ▪ Drawing hands
2	Classroom norms	Brain Building; Positive Social Skills	▪ Listen respectfully (culturally and age appropriate eye contact, nodding, asking clarifying questions) to the thinking of others and share your own thoughts (PSS) ▪ Demonstrate ability to remember classroom norms (BB) ▪ Understand safety requirements in classroom (BB) ▪ Discuss and create classroom and school rules (BB) ▪ Follow classroom and school rules (BB) ▪ Describe the consequences of breaking school or classroom rules (BB) ▪ Understand and demonstrate organization capabilities (BB)	▪ Play 'I spy' with objects in the classroom ▪ Discussion around what rules are and why they are important ▪ Co-creating classroom rules on paper stars ▪ Scenarios creating consequences for breaking rules ▪ Sharing 'classroom norms' ▪ Creating a 'planner'



MODULE 2: HOW TO LEARN

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
3	Learning to listen	Brain Building	- Name and demonstrate the rules for listening in a group, including taking turns speaking and being respectful, (BB; PSS) - Demonstrate listening-with-attention skills (BB) - Understand how listening affects learning (BB)	- Discuss rules for listening - Demonstration of the value of listening through all talking at once - Tell a story about the value of listening - Guided partner listening and sharing back to the group - Agree/disagree about the value of listening - Listening and drawing 'Simon says'
4	Keep your focus	Brain Building	- Identify strategies for focusing attention (BB) - Identify classroom distractions (BB) - Demonstrate attention skills (BB)	- Singing in groups simultaneously and using focusing attention strategies - Practice belly-breathing, self-talk, contained fidgeting - Draw using focusing attention strategies - Do physical activities using focusing attention strategies 'Mirror game' to follow a partner's movements
5	Controlling yourself	Brain Building; Emotion Regulation	- Demonstrate raising hand and waiting to be called on before speaking (BB) - Demonstrate ability to sit and stand still (BB, ER) - Demonstrate ability to form a line and a circle without making noise as part of a group (BB; PSS)	- Discussing importance of controlling impulses - Scenarios when impulses need to be controlled - Discuss and practice strategies - Practice and discussion on when/how to form a line and a circle - Freeze Dance
6	Brain Building	Brain Building	- Demonstrate ability to switch between activities that are related - Demonstrate attention, memory, and impulse control skills (BB) - Demonstrate ability to hold information in their short-term memory for use (BB) - Understand timeline and progression of events (BB) - Demonstrate ability to organize events in order (BB)	- Handshake dance buddies - Teacher-led memory activity with multi-step activity - Memory games (with cards, etc.) - Group sharing of remembering what they learned - Put pictures of a story the teacher reads aloud in order
7	Assessment week	Brain Building; Emotion Regulation	Master all learning objectives from Weeks 3, 4, 5, 6	- Active listening rules - Drawing with listening - Write down focusing attention strategies - Draw an arrow up/down for when to control impulses - Lining up - Freeze dance - Acting out activities - Handshake buddies



MODULE 3: MY FEELINGS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
8	What are my feelings?	Emotion Regulation	- Identify physical clues in their bodies that help them identify and name their feelings, including worry (ER) - Name a variety of feelings: happy, lonely, scared, bored, angry, sad, upset, surprised, strong, proud, afraid, glad, shy, worried, tired, love (ER) - Identify feelings that feel comfortable and uncomfortable (ER)	- Matching emotions to faces - Practice "I feel..." statements (go around a circle) - Drawing your feeling - Role-plays with comfortable/uncomfortable emotions - Thumbs up/Thumbs down with comfort of feelings
9	Predicting my feelings	Emotion Regulation	- Name basic feelings when presented with environmental, situational and/or physical clues (ER) - Describe how various situations make you feel (ER) - Identify situations that require the use of emotion-management strategies (ER; CR; PSS)	- Matching emotions to flashcards - Scenarios with emotional responses/emotion regulation - Drawing pictures of "when I feel..." - Role-plays of different feelings - Feelings thermometer - Discussion and practice reframing negative thought patterns
10	Managing my feelings	Emotion Regulation	- Understand that emotions are linked to behavior (ER) - Identify a grown-up and/or peer to talk to when experiencing strong feelings (ER; PSS) - Identify appropriate ways to express a range of feelings (ER) - Identify and demonstrate belly-breathing as a calming down technique (ER) - Identify and demonstrate 'stop and name your feeling' as a calming down technique (ER)	- Learn and practice strategies: belly-breathing; counting to 10; contained fidgeting; calming-down object; humming - Create calming feelings toolkit - Do jumping jacks and use calming feelings strategies to calm down - Emotion regulation scenarios and role-plays - Match strategies with scenarios
11	Cumulative review and assessment week	Brain Building; Emotion Regulation	Master all learning objectives from Weeks 8, 9, 10	- Feelings flashcards - Pass the feeling - Drawing my feeling - Feeling scenarios - Reframing negative thought patterns - Review calming feelings strategies - Match strategies and scenarios



MODULE 4: OTHER PEOPLE'S FEELINGS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
12	Identifying other people's feelings	Positive Social Skills	- Name and acknowledge feelings of others (PSS) - Use physical, verbal and situational clues to determine what others are feeling (PSS)	- Learn situation–body–word clues for understanding others' feelings - Feelings charades - Role-plays or case studies of identifying others' emotions and their emotional responses - Story-time identifying character emotions
13	Understanding other people's feelings	Positive Social Skills	- Understand the importance of understanding other people's feelings (PSS) - Demonstrate that people can have different feelings about the same situation (PSS) - Predict how others might feel as a result of their or another's actions (PSS)	- Matching faces to feelings - Scenarios to find someone with a different emotional response - Identifying different feelings and why they are being experienced in stories - Role-play emotional responses - Circle ball toss with emotional responses
14	Responding to other people's feelings	Positive Social Skills	- Respond to the feelings and perspectives of others based on facial expressions and gestures (PSS) - Demonstrate the ability to take someone else's perspective (PSS) - Determine respectful responses to scenarios (PSS) - Demonstrate respect for the property of others (PSS)	- Learn 4 senses of empathy - Draw or write a scenario where you would use empathy - Role-plays or case studies of identifying others' emotions and their emotional responses - Define and practice perspective taking
15	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills	Master all learning objectives from Weeks 12, 13, 14	- Feeling charades - Feelings bingo - Feelings role-play - Pass the feeling - Draw the 4 senses of empathy - Story about disagreement and perspective taking



MODULE 5: HOW MY ACTIONS AFFECT OTHERS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
16	What I say and do affects others	Brain Building; Emotion Regulation; Positive Social Skills	- Understand that every action has a reaction (BB; ER; PSS) - Identify possible positive or negative consequences of behaviors and actions on self and others (BB; ER; PSS) - Identify possible positive or negative affect of words on others (BB; ER; PSS) - Understand how their actions affect their caregivers (BB; PSS)	- Zip, zap, zop - Who am I? Action–reaction - Role-play of scenarios as caregivers - Draw a network of caregivers - Agree/disagree with reactions to scenarios
17	Responding to accidents	Positive Social Skills	- Identify what to say when they do something by accident (PSS; ER) - Demonstrate apologizing and admitting an accident (PSS)	- Discussing the definition of an accident - Story about an accident and the outcomes - Scenarios and role-plays responding to an accident - Practicing apologies and admitting accidents
18	Building a positive school community	Positive Social Skills; Perseverance	- Identify family, peer, school and community strengths (PSS) - Explain how family members, peers, school personnel and community members can support school success and responsible behavior (PSS; P) - Demonstrate the ability to respect the rights of self and others (PSS) - Identify and perform roles and behaviors that contribute to personal and classroom well-being (PSS)	- Make a community strengths quilt - Drawing a community 'ecosystem' - Mapping support services available - Trust walk - Role-plays with different community members - Define and classify rights and responsibilities
19	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills	Master all learning objectives from Weeks 16, 17, 18	- Action–reaction - Positive or negative reactions - Accident responses - Accident scenarios - Compliment circle - Traits of the trusted



MODULE 6: MAKING FRIENDS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
20	Who is a friend?	Positive Social Skills	- Understand the importance of friendships and how they create a sense of belonging and support (PSS) - Identify a variety of traits that make one a friend (PSS) - Identify one's friends (PSS)	- Draw friends - Selecting friend characteristics out of a pool of characteristics - Draw friendship map - Create friendship flowers - Tell a story about unlikely friends
21	Starting friendships	Positive Social Skills	- Demonstrate welcoming and inviting behavior (which can change someone's behavior) (PSS) - Demonstrate how to invite someone to play in response to scenarios (PSS) - Begin to enter play appropriately (PSS) - Engage in play with others (PSS) - Establish and maintain friendships (PSS)	- Discussion on understanding how all humans have the same needs, so we treat everyone as we want to be treated - Role-play of making friends with a new student - Practice conversation skills - Small groups practice joining a game
22	Maintaining friendships	Positive Social Skills	- Describe positive qualities in others (PSS) - Identify and demonstrate ways to show compassion and empathy for others including listening, helping and saying kind words (PSS; ER)	- Create a friendship recipe - Circle ball toss giving a compliment - Practice caring, sharing, forgiving, cooperating behaviors - Pair work identifying each other's needs
23	Cooperation and teamwork	Positive Social Skills	- Demonstrate ability to work with others (PSS) - Understand the different roles of a group (PSS) - Demonstrate ways to negotiate and compromise (PSS)	- Keep the ball in the air - Human knot - Group practice/discussion with different assigned roles - Paired role-plays or practice on negotiating and compromise
24	Bullying	Conflict Resolution	- Develop and demonstrate skills to recognize and deal with bullies (CR) - Identify how others influence your behaviors and decisions (CR; PSS)	- Practicing strategies for saying "no" - Read aloud stories about bullying - Draw how to address negative peer pressure - Create an 'anti-bully checklist'
25	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills	Master all learning objectives from Weeks 20, 21, 22, 23, 24	- Drawing your friend - What are friends' traits - Friendship flowers - The 3 Cs - Compliment circle - Unexpected friends - Drawing together - Bullying behaviors - Influence cartoons



MODULE 7: RESOLVING PROBLEMS WITH OTHER PEOPLE

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
26	Identifying problems	Conflict Resolution	- Identify problems and conflicts commonly experienced by peers (CR) - Use words to describe problems presented in scenarios (CR) - State a problem without blaming anyone (CR; PSS)	- Tell a story about a problem - Scenarios where children identify problems - Practicing stating a problem without blame - Matching causes and effects in conflict settings - Determining if various scenarios could lead to conflict
27	Generating solutions	Conflict Resolution	- Identify approaches to resolving conflicts constructively (3-step approach: stop, think, act) (CR) - Generate solutions to problems presented in scenarios (CR; P)	- Draw Stop–Think–Act cartoons - Self-stop when dancing - Brainstorming alternatives to conflict - Developing problem action plans
28	Implementing conflict resolution behaviors	Conflict Resolution	- Identify skills that are used in conflict resolution (CR) - Apologize and offer to make amends (CR; PSS) - Apply the problem-solving steps to conflicts among peers (CR; P) - Define and differentiate sharing, trading and taking turns as fair solutions when two children want to play with the same thing (CR; PSS)	- Think–Pair–Share win-win solutions - Out of a hat – define problems and select alternatives - Practicing Stop–Think–Act in role-plays - Practice looking and listening - Practice 'I' statements
29	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution	Master all learning objectives from Weeks 26, 27, 28	5 Ws - Blame game - Stop–Think–Act - Conflict scenarios - Look and listen - Conflict resolution role-play



MODULE 8: ACHIEVING GOALS

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
30	Positive self-identity	Emotion Regulation; Perseverance	- Develop a sense of belonging (ER) - Describe oneself using several basic characteristics (P) - Show excitement and curiosity as a learner (P) - Define one's self as a learner (P) - Demonstrate optimism and a positive sense of self (P)	- Drawing a picture of self with characteristics - Play toss the compliment - Agree/disagree with learners' traits - Brainstorm and match strengths and weaknesses
31	Setting personal and academic goals	Perseverance	- Describe why learning is important in helping children achieve personal goals (P) - Set personal and academic goals (P)	- Tell a story about goal setting - Act out what you want to be - Setting individual academic goals 'Freeze drama' of steps to achieve goals - Drawing pictures of achieving goals
32	Attaining your goals and self-reflection	Perseverance	- Identify strategies to reach goals (P) - Divide goals into manageable steps (P) - Follow steps to meet personal and academic goals (P) - Reflect on strategies used to achieve goals (P) - Demonstrate persistence as a learner (P)	- Filling out a Goal Achievement Plan - Create 'Recipe for Success' - Developing plans for achieving goals - Activities around 'what you want to be when you grow up' - Think-Pair-Share about achieving a goal
33	Cumulative review and assessment week	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	Master all learning objectives from Weeks 30, 31, 32	- Who am I? - Strengths and weaknesses - Goal setting - Future freeze drama - Goal recipe - GAP



MODULE 9: LOOKING BACK AND MOVING FORWARD

Week	Topic	Competencies	Objectives: Children should be able to...	Example activities
34	Review	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	Master all learning objectives from Modules 2, 3, 4, 5	- Paired practice – Active listening - Scenarios and selecting focusing attention strategies - Feelings flashcards - Calming Feelings Toolkit review and scenarios - Play 'Pass the feeling' - Review and practice the 4 senses of empathy
35	Review	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	Master all learning objectives from Modules 6, 7, 8	- Think–Pair–Share about how actions affect others - Accident scenarios - Review community strengths quilt - Friendship agree/disagree statements - Paired conversation practice - Draw ways to handle bullying - Review Stop–Think–Act - Conflict resolution role-play
36	Setting long-term goals	Brain Building; Emotion Regulation; Positive Social Skills; Conflict Resolution Perseverance	- Discuss hopes for the future (P; ER) - Develop a plan for achieving long-term goals (P)	- Set a long-term goal - Create GAP for goal - Draw self and compare with older drawings and discuss as a class - Compliment circle - Wishes and thank yous



5 Handout 5: Scope and Sequence Scavenger Hunt

1. How many modules are there in the curriculum?

.....

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

.....

2. How many weeks are in Module 4?

.....

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

.....

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

.....

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

.....

4. What competencies are covered in week 30?

.....

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

.....

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

.....

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

.....



6

Handout 6:

Mindfulness Activities

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

1. Tense and Release – Heat

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

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

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

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

2. Focus on the Light

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

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

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

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



3. Sensory Awareness

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

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

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

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

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

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

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

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

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

4. Breathing out Badness

SAY > *You can choose to close your eyes or keep them open but relaxed. We are going to breathe out all the badness in our bodies together. Take one deep, slow breath in through your nose like you are smelling a flower and want the smell to last as long as possible. Exhale deeply and slowly out of your mouth. On our next inhale feel all the bad things come together out of your fingertips, arms, feet, legs, head and neck and meet together in your belly – swelling it up with the breath. Exhale forcefully, so you can hear the sigh as you breath out. Feel the bad things come up out of your belly and exit your body. Two more breaths like this, breathing in to gather all of the bad things together, and exhaling out all of the bad things. Inhale slowly, counting and feeling as the last of the bad things are caught by your breath. Then exhale, so you can hear the sigh as all of the bad things leave your body. Now take 2 slow, deep breaths in and out, feeling the difference in your body now that only the good things are left.*

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

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



5. Sitting Silently

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

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

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

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

DO > *Call on 2 or 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 reach for the sun. Stand a little bit taller.*

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



7 Handout 7: Mistakes in SEL Session Plan

Week 5, Lesson 2 Controlling ourselves

Competency: Conflict Resolution

Topic: Controlling impulses

SEL Session Plan: 2 hours

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



Parachute Opening

OBJECTIVES

By the end of the this activity, children will:

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

KEY MESSAGE

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

Steps to follow

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

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



3. SAY >

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

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

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



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



SEL Games

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

SEL Lesson: Controlling ourselves

Lesson summary

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

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

LEARNING OBJECTIVES

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

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

RESOURCES REQUIRED

None

PREPARATION REQUIRED

Determine a prize for the Line-up competition winner, depending on what is available, and is contextually, gender, and age-appropriate.

SENSITIVITY NOTE

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

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

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

LESSON OVERVIEW

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



Steps to follow

Present

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

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

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

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

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

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

6. Ask children when circles are made in class.

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

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



Warm-up

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

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



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

3. Repeat the daily intention slowly.



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



5. **SAY >**

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

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

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

Practice

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

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

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



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



8 Handout 8: Characteristics and Needs of Age Groups

	6–8 years	9–11 years	12–15 years
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	▪ Quick physical growth ▪ Increase in weight ▪ Lesser energy ▪ New movements are easily learned ▪ Greater precision in movement ▪ Better balance ▪ Better body image ▪ Beginning of logical thinking ▪ Seek fairness ▪ Discover and learn rules ▪ Beginning of a competitive spirit ▪ Beginning of boy–girl discrimination	▪ Transformation of the body; appearance of primary and secondary sexual characteristics, with possible embarrassment regarding these new attributes or anything affecting the body ▪ Significant hormonal changes leading to abrupt changes of mood, sometimes incomprehensible for the people around ▪ Adjustments to the body image, with greater instability and impulsiveness; this could sometimes bring bad coordination ▪ Physical differences between boys, who are more muscular, stronger and have better motor skills, and the girls, whose bodies change in a more obvious way and have a tendency to become less agile ▪ Personality becomes stronger ▪ The critical mind develops, improved ability to analyze, tendency towards not wanting to be wrong or laughed at, mocking others out of embarrassment ▪ Confrontation, opposition to the adult world (family, school, other authorities) ▪ Fluctuating moods, going from enthusiasm to depression; exaggeration of the emotions; varying moods, touchiness, even aggressiveness ▪ Development of social ideals ▪ Greater psychological maturity of girls, but less motivation to move, partly out of embarrassment with a transforming body



	6–8 years	9–11 years	12–15 years
Needs	▪ Lots of movement and little sitting ▪ 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	▪ Play and work in homogenous groups ▪ Respect for the rules ▪ Fairness and sportsmanship in games ▪ High-quality games with movements and variations, but not too technical	▪ Recognition by peers and the adult world ▪ Belonging to a group of friends; searching for guides and potential role models ▪ Trust from adults and being given responsibilities that lead to more autonomy ▪ Importance of community life, culture, sports and activities. ▪ Search for meaning and goals in their lives ▪ Doing sports for the overall and harmonious development of a changing body ▪ Particularly boys: motivated by challenges and competition, healthy confrontation with others ▪ Particularly girls: gentle motivation, do not feel like moving much, possibly embarrassed about their bodies

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





Handout 9: SEL Presentation Rating Sheet

Name:

Affiliation:

Position /Job Title:

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

1 = *Very Poor*; 2 = *Poor*; 3 = *Fair*; 4 = *Good*; 5 = *Very Good*

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

1 2 3 4 5

Comments:

.....
.....

4. Accurate instruction on the topic

1 2 3 4 5

Comments:

.....
.....

2. Modeling social and emotional skills

1 2 3 4 5

Comments:

.....
.....

5. Child-friendliness of the activities

1 2 3 4 5

Comments:

.....
.....

3. Responding to and observing children

1 2 3 4 5

Comments:

.....
.....

6. Sensitivity to children's backgrounds and
experiences

1 2 3 4 5

Comments:

.....
.....

7. Other comments:

.....



Handout 10: SEL Training Post-test

Name:

Affiliation:

Position /Job Title:

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

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

.....

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

Competency

Example skills

1. Brain Building

.....

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

2. Emotion Regulation

.....

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

3. Positive Social Skills

.....

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

4. Conflict Resolution

.....

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

5. Perseverance

.....

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



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

Skill

Activity

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

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

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

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



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

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....

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

TRUE

FALSE

Reason (1/2 points):

.....

.....



11 Handout 11: SEL Training Evaluation

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

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

1 2 3 4 5

2. Why or why not?

.....
.....

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

.....
.....

4. What was your **least** favorite part of the training? Why?

.....
.....

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

.....
.....

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

.....
.....

7. What additional kind of support on social-emotional learning would be helpful for you? *For example, more ore training at the beginning, in-service training, peer-support learning groups*

.....
.....

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

.....
.....

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

.....
.....

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

.....
.....



12 Handout 12: SEL Glossary

COMPETENCIES

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

OBJECTIVE

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

SCOPE AND SEQUENCE

The Scope and Sequence is a detailed plan of what to teach, how to teach it and in what order in the 9 months of the SEL intervention.

SEL COMPETENCIES

The SEL intervention seeks to strengthen 5 SEL competencies:

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

- 4. Conflict Resolution** – The set of skills that helps us address any problems and conflicts in a positive manner, as they arise.
- 5. Perseverance** – The set of skills that allows us to push through challenges and continue to work towards a realistic goal.

SOCIAL-EMOTIONAL LEARNING (SEL)

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

SEL SKILLS

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

TOXIC STRESS

Toxic stress response can occur when a child experiences strong, frequent, and/or prolonged adversity – such as physical or emotional abuse, chronic neglect, caregiver substance abuse or mental illness, exposure to violence, or the accumulated burdens of family economic hardship – without adequate adult support. This kind of prolonged activation of the stress response systems can disrupt the development of brain architecture and other organ systems, and increase the risk for stress-related disease and cognitive impairment, well into the adult years.⁸

8. Toxic Stress. (n.d.), from <http://developingchild.harvard.edu/science/key-concepts/toxic-stress/>

