Social and emotional learning for students

Participant Workbook

component 2
Acknowledgement

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KidsMatter Primary professional learning

KidsMatter Primary professional learning uses a range of approaches to help schools work through the content of each of the four components. It’s important that the professional learning is delivered by a facilitator who has been trained by KidsMatter Primary. He or she will lead you through activities and discussions specifically designed to get you thinking deeply about the way your school supports student mental health and wellbeing.

This professional learning is supported by a range of informative and engaging videos, which were made in collaboration with dedicated professionals and inspiring KidsMatter Primary schools.

Videos include commentary by mental health and education experts about what approaches work best in a school setting.

They also showcase the stories and experiences of real schools engaging with KidsMatter, and the strategies they have found most effective.
KidsMatter Primary

would like to thank the following experts and schools for their contribution to this professional learning.

**Assoc. Prof. Helen Cahill**
University of Melbourne

**Bob Bellhouse**
Educational Consultant

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Managing Director, Educational Transformations

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**Prof. Stephen Zubrick**
Telethon Institute for Child Health Research

**Prof. Ann Sanson**
University of Melbourne

**Andrew Fuller**
Clinical Psychologist

**Trial schools**
Ss Peter & Paul's Catholic Primary School (Doncaster East, VIC)
St Felix Primary School (Bankstown, NSW)
Huonville Primary School (Huonville, TAS)

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Kim Butler, St Mary’s Primary School (Ararat, VIC)
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Matthew Beechey, Lethbridge Primary School (Lethbridge, VIC)
Jo Adock, Ballan Primary School (Ballan, VIC)
Allison Thorpe, St Columbus Primary School (Ballarat North, VIC)

Wagaman Primary (NT)
Hastings Primary (VIC)
Rocherlea Primary (TAS)
Leighland Christian School (Burnie Campus, TAS)
Cobdogla Primary (SA)
St Mark's Catholic Parish Primary School (VIC)
Self care

You should participate in this professional learning at the level with which you feel comfortable. Your school’s Employee Assistance Program (EAP) is there to help in the event that something arises for you on a personal level.

Here are some other useful contacts:

**Lifeline**
Tel: 13 11 14
www.lifeline.org.au
24-hour telephone counselling

**beyondblue**
Tel: 1300 224 636
www.beyondblue.org.au
Information and referral line

**SANE Australia**
Tel: 1800 187 263
www.sane.org
Information line – 9.00am-5.00pm weekdays
Online helpline, factsheets, resources

**Australian Psychological Society (APS)**
www.psychology.org.au/FindaPsychologist
Find a Psychologist service
Session 1:
Introduction to social and emotional learning
KidsMatter Primary is a flexible, whole-school approach to children’s mental health and wellbeing for primary schools. It works both on its own and as an umbrella under which a school’s existing programs can comfortably fit. KidsMatter Primary provides the proven methods, tools and support to help schools, parents and carers, health services and the wider community nurture happy, balanced kids.

**Guiding Principles**

- The best interests of children are paramount
- Respectful relationships are foundational
- Diversity is respected and valued
- Parents and carers are recognised as the most important people in children’s lives
- Parents and teachers support children best by working together
- Students need to be active participants
- Schools, health and community agencies work together with families

**Core Components**

<table>
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<tr>
<th>Positive school community</th>
<th>Social and emotional learning for students</th>
<th>Working with parents and carers</th>
<th>Helping children with mental health difficulties</th>
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</table>

**Whole-School Approach**

- Planning for whole-school change
- Professional learning, shared understanding and focus for staff
- Partnerships with parents and carers, health and community agencies
- Action within and beyond the classroom
Schools take action across four areas, known as 'components'. Research has identified that these are the areas where schools can make a real difference in supporting their students’ mental health and wellbeing. They make up the core content of KidsMatter Primary.

Dividing KidsMatter Primary into the four components is a way of making the task of improving students’ mental health and wellbeing in schools more manageable. It also allows schools to focus their efforts more effectively, and include all the significant people and contexts in children’s lives that may impact on their mental health.

The four components of KidsMatter Primary are interrelated. Each is important for supporting student mental health and wellbeing.
KidsMatter Primary
The theory

Four key models inform the KidsMatter Primary framework:

1. Model for mental health promotion, prevention and early intervention in schools (World Health Organization, 1994).
2. Risk and protective factors model (Commonwealth Department of Health and Aged Care, 2000; Spence, 1996).

Model for mental health promotion, prevention and early intervention in schools

KidsMatter Primary provides primary schools with a framework for mental health promotion, prevention and early intervention (PPEI). Mental health promotion covers a variety of strategies that increase the chances of more people experiencing better mental health. **Promotion** includes actions that create living conditions and environments that allow people to adopt and maintain healthy lifestyles. Mental health **prevention** is about the actions taken early to try to stop mental health difficulties from developing. Mental health **early intervention** refers to picking up early signs of mental health difficulties and doing something about it to prevent problems worsening.

Who? What does KidsMatter Primary do? How?

Whole-school community, staff, students, parents and carers, health and community agencies

All students (and their parents and carers)

Students experiencing mental health difficulties (20-30% of students) and the 3-12% of students with mental health disorders, and their parents and carers

Promotes an environment to promote positive mental health and wellbeing

Facilitates social and emotional learning (SEL) for students

Supports student engagement and connectedness at school and facilitates help-seeking for mental health difficulties

Works with the whole community and provides support and information to staff, parents and carers

Through the curriculum, creates opportunities to practise skills and engages parents and carers

Supports children in school and develops clear processes and referral pathways (by working with parents and carers and health and community agencies)

(Adapted from World Health Organization, 1994)
Whole-school approach

A whole-school approach considers all the different aspects of the school such as the curriculum; teaching style; classroom climate; school culture and values; participation of all members of the school community; physical environment; partnerships with families and the community; welfare services; and the wellbeing of staff and students.

A whole-school approach involves the entire school community working together to create a vision for the kind of school it aspires to be, and developing the policies and practices to make this vision become the reality. World Health Organization (WHO) research has demonstrated that change is more effective and sustainable when schools work on addressing these various aspects of their core functions.

Getting everyone involved is the best way to help people believe in the change and to follow the steps everyone agrees need to be taken. A whole-school approach helps embed the processes and practices into the fabric of the school.

Research has identified a number of risk and protective factors that impact on the mental health and wellbeing of children. Risk factors are things present in a child’s life that increase the likelihood of them experiencing a mental health difficulty. Protective factors strengthen a child’s mental health and buffer against risk, making them less likely to develop a mental health difficulty.

Every day, schools have opportunities to reduce risk factors and build protective factors with the overall aim of improving students’ mental health and wellbeing. Different factors can impact on a child, and the presence of any particular risk factor does not mean that child will experience mental health difficulties. However, there are some key childhood risk factors that have a particularly strong effect on mental health (eg domestic violence).

The KidsMatter Primary framework can help you to understand the risk and protective factors in your school community, so you can best support your students and their families. This framework has informed the areas of focus for KidsMatter Primary schools (the four components).

Some examples of risk and protective factors associated with children’s mental health can be found on page 13 of this workbook.

“I think it’s important that we get a say because if they did something that you didn’t like, and we had no choice, you wouldn’t feel like you’re welcome here. But if you got your say, then you’d feel like they’re letting you in, and you’d feel like you’re meant to be here.”

Student, Hastings Primary School

“Most people would not remember a lesson taught at school, but they will remember a teacher who sowed something into their lives...”

Phil (teacher), Leighland Christian School

Participant Workbook
The socio-ecological model

The socio-ecological model of human development recognises the many influences on children’s mental health and wellbeing. The child is at the centre of the model, which explains that development occurs within the context of relationships with family, school and community. Children are further influenced by the wider social, economic, cultural, workplace and political forces in which their families, communities and schools exist.

The family is the main context for children’s development as it provides the most powerful and enduring influences on short and long-term health and social adjustment.

After family, school is recognised as the most significant developmental context for primary school-aged children.

A school is a particular kind of learning community which is influenced by, and interacts with, the surrounding community. Students, families and school staff from many different backgrounds come together within this space.

The benefits for children can be maximised when the most significant people and contexts in their lives come together.

(Adapted from Bronfenbrenner, 1977)

“I think that’s part of that ‘community’ thing which is being lost a little these days. People want to be talking to somebody who cares, and I think that’s part of what we all feel about coming here. It’s just a really good feeling.”

Jenny (volunteer), Hastings Primary School
Component 2: Social and emotional learning for students

Social and emotional learning is about developing the ability to care for others, make responsible decisions, establish positive relationships, and handle challenging situations (Collaborative for Academic, Social, and Emotional Learning, 2003).

Five social and emotional skill areas have been identified as being essential for good mental health and wellbeing: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL). KidsMatter Primary has adopted this model due to its sound theoretical and practical basis.

Research shows that children benefit most from social and emotional learning when it is taught in regular school lessons and matched to children’s learning stages. When implemented well, social and emotional learning can achieve significant, positive results, and even improve academic and educational outcomes.

Effective implementation requires the involvement of entire school communities in order to support staff and families to develop children’s social and emotional competence, and to enable children to practise their skills both at and away from school.

All national, state and territory curricula include personal and social development as a major learning area for primary school children. The KidsMatter Primary framework assists schools to examine what social and emotional learning is being taught, and how it is embedded into the curriculum and reinforced throughout the school environment.

Two specific target areas have been identified for Component 2, with goals for each target area that assist schools to provide effective social and emotional learning for students.

**Target areas**

1. **Effective social and emotional learning curriculum for all students**
2. **Opportunities for students to practise and transfer their social and emotional skills**

**Goals**

- **1.** School staff understand the interrelationship between social, emotional and academic learning.
- **2.** Teachers understand the core social and emotional competencies of:
  - self-awareness
  - self-management
  - social awareness
  - relationship skills
  - responsible decision-making.
- **3.** Social and emotional learning curriculum is taught:
  - that covers the core social and emotional competencies
  - that has research evidence of effectiveness or is underpinned by a sound theoretical framework
  - effectively, formally and regularly in a co-ordinated and supported way throughout the school.
- **4.** School staff use their daily interactions with students to support the development of students’ social and emotional learning skills, in and out of the classroom.
- **5.** Students are provided with regular opportunities to practise and adapt their social and emotional skills to new situations in the classroom, school and wider community.
- **6.** School staff provide information to parents about the school’s social and emotional curriculum and work collaboratively with parents to assist students’ development of social and emotional skills.
Risk and protective factors for children’s mental health

Risk factors

- Difficult temperament
- Low self-esteem
- Negative thinking style
- Any form of child abuse, including neglect
- Family disharmony, instability or break up
- Harsh or inconsistent discipline style
- Parent with mental illness or substance abuse
- Peer rejection
- School failure
- Poor connection at school
- Difficult school transition
- Death of a family member
- Emotional trauma
- Discrimination
- Isolation
- Socioeconomic disadvantage
- Lack of access to support services

Protective factors

- Easy temperament
- Good social and emotional skills
- Optimistic coping style
- Family harmony and stability
- Supportive parenting
- Strong family values
- Positive school climate that enhances belonging and connectedness
- Involvement with caring adult
- Support available at critical times
- Involvement with caring adult
- Support available at critical times
- Participating in community networks
- Access to support services
- Economic security
- Strong cultural identity and pride

(Adapted from Commonwealth Department of Health and Aged Care, 2000; Spence, 1996)
Introducing social and emotional learning

Social and emotional learning:

- **Social** – understanding other people, stepping into their shoes, making good decisions, getting along with them in life.
- **Emotional** – knowing yourself, managing your emotions and behaviour, reaching your goals.
- **Learning** – skills can be taught and learnt, just like any other skill.

“…research shows that these sort of non-cognitive skills, these social and emotional skills, ability to control your attention, to control your emotions, to control your behaviour, are at least as important as the cognitive skills like intelligence, thinking skills in predicting how well a child will go academically and in all aspects of their life to become a successful adult.”

Professor Ann Sanson, University of Melbourne

“…society has changed – most children don’t have any other chance to participate in community other than at school and so increasingly children are starved of social interaction in out-of school time and have a greater need for it to be really valuable and useful in their in-school time.”

Associate Professor Helen Cahill, University of Melbourne
# Discussion

Social and emotional learning stocktake

<table>
<thead>
<tr>
<th>How do we currently teach social and emotional learning?</th>
<th>Programs? Teaching practices? In relationships?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>How do we know if it’s working?</th>
<th>Observations? Data? Feedback?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To continue to develop in this area...</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do I need?</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>
Practise and transfer
School staff promote social and emotional learning in day-to-day interactions with students and other adults to provide opportunities for them to practise and transfer their skills in and out of the classroom.

Explicit teaching
An effective curriculum that addresses these competencies is taught formally and regularly in a coordinated and supported way throughout the school.

SEL competencies
School staff understand the core social and emotional competencies for students, and how these relate to academic learning.

Collaboration with families
The school collaborates with parents and carers to further assist the development of students’ social and emotional skills.

Whole-school approach
Session 1 summary

We need to know how social and emotional learning occurs in our school and what needs to be developed.

Social and emotional skills:
- are influenced by many factors
- can be taught and learnt using a whole-school approach.

Things to remember, new ideas to note, actions to take

Social and emotional learning is integral to mental health, wellbeing and educational outcomes.

Social and emotional learning is integral to mental health, wellbeing and educational outcomes.
Session 2:
Teaching social and emotional skills
What are the social and emotional competencies these students and the parent are demonstrating?

What other skills might these students need in order to interact collaboratively and pro-socially, to follow the rules, and to avoid significant disruption or conflict?

<table>
<thead>
<tr>
<th>Notes and observations</th>
<th>Video SEL competencies in action</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the social and emotional competencies these students and the parent are demonstrating?</td>
<td>What other skills might these students need in order to interact collaboratively and pro-socially, to follow the rules, and to avoid significant disruption or conflict?</td>
</tr>
</tbody>
</table>
The five social and emotional competencies

Self-management
-Managing emotions and behaviours to achieve one's goals

Self-awareness
-Recognising one's emotions and values as well as one's strengths and limitations

Social and emotional learning
-Forming positive relationships, working in teams, dealing effectively with conflict

Social awareness
-Showing understanding and empathy for others

Relationship skills
-Making ethical, constructive choices about personal and social behaviour

Responsible decision-making
Recognising one's emotions and values as well as one's strengths and limitations

Notes

(CASEL, 2006)
How friendships develop and change

Friendships require give and take.

Children learn that they can have their social needs met and can meet the needs of others by sharing toys, time, games, experiences and feelings. Since friendships develop through this kind of mutual exchange, close friendships are usually based on well-matched needs.

Children’s friendship needs and skills change as they grow. Similarly, their ideas about friendship change as they develop. This is reflected in the different kinds of activities that children like to share with their friends at different ages. The table below indicates the ways children tend to describe close friends and the kinds of skills that support positive friendships as they develop.

<table>
<thead>
<tr>
<th>Approximate age</th>
<th>A friend is someone who…</th>
<th>Friendship skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 1 yr</td>
<td>• Plays with you</td>
<td>• Looking, smiling, touching, imitating</td>
</tr>
<tr>
<td></td>
<td>• Has good toys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Can do fun things</td>
<td></td>
</tr>
<tr>
<td>1-2 yrs</td>
<td>• Does something that pleases you</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• You know better than other people</td>
<td></td>
</tr>
<tr>
<td>3-5 yrs</td>
<td>• Helps and looks after you</td>
<td>• Playing well in a twosome</td>
</tr>
<tr>
<td></td>
<td>• You help</td>
<td>• Approaching others to join in</td>
</tr>
<tr>
<td>5-7 yrs</td>
<td>• Plays fair – follows the rules</td>
<td>• Taking others’ feelings into account</td>
</tr>
<tr>
<td></td>
<td>• Talks and shares interests</td>
<td>• Seeing others’ viewpoints</td>
</tr>
<tr>
<td>8-10 yrs</td>
<td>• Trusts you and is trustworthy</td>
<td>• Talking and listening to each other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Forming groups with similar interests</td>
</tr>
<tr>
<td>10-12 yrs</td>
<td>• Understands you, and who you understand</td>
<td>• Sharing confidences</td>
</tr>
<tr>
<td></td>
<td>• You can talk to about feelings or problems</td>
<td>• Negotiating</td>
</tr>
<tr>
<td>12-18 yrs</td>
<td></td>
<td>• Respecting one another</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Talking about personal and social issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Supporting one another</td>
</tr>
</tbody>
</table>

Source: KidsMatter Primary Resource – Component 2
## Activity

### Micro-skill sort

Draw a line matching the micro-skill to the competency.

<table>
<thead>
<tr>
<th></th>
<th>Labels their own emotions accurately</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Understands the characteristics of good goals</td>
</tr>
<tr>
<td>3</td>
<td>Understands the characteristics of friendships</td>
</tr>
<tr>
<td>4</td>
<td>Uses appropriate facial expressions and body language when communicating</td>
</tr>
<tr>
<td>5</td>
<td>Differentiates the intensity of different emotions</td>
</tr>
<tr>
<td>6</td>
<td>Expresses him/herself assertively</td>
</tr>
<tr>
<td>7</td>
<td>Perseveres in the face of setback</td>
</tr>
<tr>
<td>8</td>
<td>Respects the rights of others</td>
</tr>
<tr>
<td>9</td>
<td>Empathises with others</td>
</tr>
<tr>
<td>10</td>
<td>Identifies and cultivates their own strengths</td>
</tr>
<tr>
<td>11</td>
<td>Generates a number of solutions to a problem</td>
</tr>
<tr>
<td>12</td>
<td>Takes responsibility for own decisions and actions</td>
</tr>
<tr>
<td>13</td>
<td>Approaches and joins in with others</td>
</tr>
<tr>
<td>14</td>
<td>Identifies the emotions of others</td>
</tr>
<tr>
<td>15</td>
<td>Understands the link between their emotions and behaviour</td>
</tr>
<tr>
<td>16</td>
<td>Accepts and appreciates differences between people</td>
</tr>
</tbody>
</table>

### Competencies

- **Self-awareness**
- **Self-management**
- **Social awareness**
- **Relationship skills**
- **Responsible decision-making**
## Core social and emotional competencies

<table>
<thead>
<tr>
<th>Component</th>
<th>Social Competencies</th>
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</thead>
<tbody>
<tr>
<td><strong>1</strong> Self-awareness</td>
<td>Identifying emotions, Recognising strengths, Monitoring and regulating feelings</td>
</tr>
<tr>
<td><strong>2</strong> Self-management</td>
<td>Managing emotions, Establishing and working toward achieving short and long-term goals</td>
</tr>
<tr>
<td><strong>3</strong> Social awareness</td>
<td>Perspective-taking, Appreciating diversity</td>
</tr>
<tr>
<td><strong>4</strong> Relationship skills</td>
<td>Communication, Building relationships, Negotiation</td>
</tr>
<tr>
<td><strong>5</strong> Responsible decision-making</td>
<td>Analysing situations, Assuming personal responsibility, Respecting others</td>
</tr>
</tbody>
</table>

### Self-awareness
- Identifying emotions: Identifying and labelling one’s emotions
- Recognising strengths: Identifying and cultivating one’s strengths and positive qualities

### Self-management
- Managing emotions: Monitoring and regulating feelings so they aid in the handling of situations
- Goal setting: Establishing and working toward achieving short and long term goals

### Social awareness
- Perspective-taking: Identifying and understanding the thoughts and feelings of others
- Appreciating diversity: Understanding that individual and group differences complement each other

### Relationship skills
- Communication: Using verbal and nonverbal skills to express oneself and promote positive and effective changes with others
- Building relationships: Establishing and maintaining healthy and rewarding connections with individuals and groups
- Negotiation: Achieving mutually satisfactory resolutions to conflict by addressing the needs of all connected

### Responsible decision-making
- Analysing situations: Accurately perceiving when a decision is needed, and assessing factors that may influence one’s decision
- Assuming personal responsibility: Recognising and understanding one’s obligation to engage in ethical, safe and legal behaviours
- Respecting others: Believing that others deserve to be treated with kindness and feeling motivated to contribute to common good
- Problem-solving: Generating, implementing and evaluating positive and informed solutions to problems
SEL teaching strategies

1. Providing information

2. Opportunities for practice and feedback

3. Real life application

“We have to teach it in ways that are experiential, participatory and interactive. So in other words, we don’t just teach the theory of social and emotional learning, we actually teach for the practice of – like any other skill set, it grows through practice.”

Associate Professor Helen Cahill, University of Melbourne

“We have to teach it in ways that are experiential, participatory and interactive. So in other words, we don’t just teach the theory of social and emotional learning, we actually teach for the practice of – like any other skill set, it grows through practice.”

Bob Bellhouse, Educational Consultant

Having a program as a basis or foundation is really important [for] just saving time, making it easy for you but also creating a common language amongst staff.”

Bob Bellhouse, Educational Consultant
### Explicit information

Providing information about the relevance and importance of the skill.

- Brainstorm and compile a poster of different feelings.
- Identify which are pleasant and unpleasant.
- Discuss how feelings can vary in intensity.
- Discuss the body signals of different feelings.
- Discuss why feelings are important.

### Practise and feedback

Providing opportunities to practise the skill in the lesson with feedback to guide learning.

- Feelings charades:
  - Each child acts out an emotion.
  - Audience mirrors the actions and expressions.
  - Audience guesses the emotion.
  - Feedback from teacher to support student learning.
- Feelings meter:
  - Common scenarios are read, class indicates on a scale (1-5) the intensity/strength of the emotion.

### Application

Providing opportunities to generalise the skill beyond the classroom to ‘real life’ situations.

- Feelings Record take-home task:
  - Prepare statements such as “I felt (sad, happy, anxious) in my (stomach, head) when (they laughed, applauded).”
  - Draw about it (eg outline of body with feelings written around it).
- Refer to a commercially produced ‘Feelings’ poster.
- Class stories:
  - Children identify the emotions of characters, explain the cues they noticed, and what other words could also be used to describe the feeling.
Think about the kinds of skills and competencies a student might need in order to join a group. Choose one skill that might be required.

**Age: _________________**

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<tbody>
<tr>
<td>1</td>
<td>How would you provide explicit information about the skill to be learnt?</td>
</tr>
<tr>
<td>2</td>
<td>How would you provide opportunities for practise and feedback?</td>
</tr>
<tr>
<td>3</td>
<td>How would you support the real life application of the skill?</td>
</tr>
</tbody>
</table>

What might you need to consider in modifying your teaching approach for students in the same grade with different needs and abilities?
There are five social and emotional competencies (with relevant micro-skills).

Students benefit most from explicit, embedded teaching of social and emotional learning, in and out of the classroom.

Evidence-based programs are an important part of an effective social and emotional learning curriculum.

Social and emotional learning teaching practices and outcomes should be evaluated.

Things to remember, new ideas to note, actions to take

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Component 2: Social and emotional learning for students

Participant Workbook

27
Session 3:
Embedding social and emotional learning within your school community
Reflection
In and out of tune

‘In tune’ is the ability to engage in coordinated interactions with another. It’s about responding in a way that is a ‘fit’ with a particular person.

‘Out of tune’ is like being out of step with someone; missing each other’s cues and stepping on toes.

When am I ‘in tune’? What helps me be ‘in tune’? How do I know I’m ‘in tune’?

What’s happening when I’m ‘out of tune’? What gets me ‘out of tune’?

What do I already do to ‘tune up’? What else could I do to ‘tune up’?
Taking a whole-school approach to social and emotional learning for students...

Consider how you are doing the following:

<table>
<thead>
<tr>
<th>Question</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching social and emotional learning explicitly, regularly and in a coordinated way throughout the school?</td>
<td></td>
</tr>
<tr>
<td>Effectively implementing a social and emotional learning program that covers the five core competencies?</td>
<td></td>
</tr>
<tr>
<td>Establishing infrastructure and support to sustain your approach to social and emotional learning?</td>
<td></td>
</tr>
<tr>
<td>Evaluating your practices and outcomes for continuous improvement?</td>
<td></td>
</tr>
<tr>
<td>Promoting daily interactions that support social and emotional learning?</td>
<td></td>
</tr>
<tr>
<td>Working with our families and the broader community?</td>
<td></td>
</tr>
<tr>
<td>Meeting ongoing professional learning needs?</td>
<td></td>
</tr>
<tr>
<td>Getting new staff up to speed on the school’s approach to social and emotional learning?</td>
<td></td>
</tr>
</tbody>
</table>
Notes
Think about what you’ve learnt during the professional learning. What do you want to add to your own social and emotional learning practice?

**My goal for Component 2 is...**

Is your goal **SMART**? (Tick next to each of the criteria it meets. Rewrite as necessary)

- **Specific** – Do I know exactly what it is I want to accomplish?
- **Measurable** – Will I know if I have accomplished the goal? Can I measure my progress?
- **Attainable** – Do I see myself able to reach the goal?
- **Realistic** – Am I willing and able to work towards the goal?
- **Timed** – Does the goal have a defined time frame?

Why is it worth it? I’m willing to commit to this goal because...

What might stand in the way of you achieving your goal? How will you work around the obstacles?

<table>
<thead>
<tr>
<th>Obstacles</th>
<th>Ways I’ll work around them</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The people I’ll tell about my commitment to help keep me motivated are...

I’ll review my progress towards my goal on this date:
Planning school-wide action

Think about any ideas you have for what your broader staff group and the entire community could do to enhance your school’s approach to social and emotional learning.

Write your ideas below and tear them off. Your ideas will be provided to the Action Team to help plan school-wide action.
Session 3 summary

Social and emotional learning:
✓ can be taught and learnt using a whole-school approach
✓ covers the five social and emotional competencies
✓ benefits students most when taught explicitly and embedded in daily interactions
✓ involves monitoring teaching practices and outcomes
✓ benefits students’ mental health, wellbeing and educational outcomes.

and, ultimately...

Things to remember, new ideas to note, actions to take
Tell us what you think!

Your feedback is very important and will ensure that the KidsMatter Primary professional learning sessions are effective. Your feedback can also be counted towards our formal recognition as a KidsMatter Primary school.

Every participant, including the facilitator, is invited to provide feedback. Responses are anonymous and are viewed only by the KidsMatter Primary national team for quality assurance purposes.

Please provide your feedback at:
www.kidsmatter.edu.au/primary/componentfeedback