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Developing social and emotional learning in the classroom



The overview on the following pages is organised into the five key areas of the social and emotional learning model, for students aged four to six. Each key area differentiates the age-appropriate focus for students aged either 4–5 or 5–6 and what each focus will enable students to do.

Each focus is developed into a teaching and learning sequence in sections two and three of this teacher resource book.

Teachers are encouraged to decide on an appropriate starting point based on their students' current social and emotional learning skills and understandings.

Overview of the five key areas for social and emotional learning for early childhood ages 4-6

Key area 1: Self-awareness

Sense of self, emotional awareness

Age	Focus	This focus will enable students to:
Ages 4-5 Section 2 p. 62	1. Special me	<ul style="list-style-type: none"> • promote positive peer relationships by describing themselves to the rest of the class
	2. Feeling happy	<ul style="list-style-type: none"> • describe how it feels to be happy • identify situations that can make them feel happy
	3. Sad feelings	<ul style="list-style-type: none"> • describe types of situations when people might feel sad • demonstrate compassion when others feel sad • list who to talk with if they feel sad
	4. Scary feelings	<ul style="list-style-type: none"> • list other words for feeling scared • describe types of situations when people might feel scared • demonstrate compassion when others feel scared • list who to talk with if they feel scared
	5. Angry feelings	<ul style="list-style-type: none"> • describe types of situations that make some people feel angry • name ways to control their angry feelings • demonstrate ways of keeping safe when someone is angry
Ages 5-6 Section 3 p. 130	1. We are special kids	<ul style="list-style-type: none"> • identify and demonstrate friendly behaviours
	2. Our feelings and emotions	<ul style="list-style-type: none"> • identify and label their emotions • describe how people can feel differently about the same and different situations. • explain why it is important to be able to control our emotions
	3. Feeling grumpy and angry	<ul style="list-style-type: none"> • describe types of situations that make some people feel grumpy and angry • identify ways to control their grumpy and angry feelings • demonstrate ways of keeping safe when someone is angry
	4. Feeling excited	<ul style="list-style-type: none"> • describe the types of situations that make them feel excited • explain how controlling their excitement is important to avoid hurting themselves and others • demonstrate strategies to monitor and regulate their excitement

Key area 4: Relationship skills

Positive relationship skills

Focus 2: Helping each other



Key messages

We help other people to show we care about them.

This focus will enable students to:

- demonstrate ways they could help each other in the classroom and in the playground to show they care about them

Focus 2 activities	Resources needed
Introducing key messages	
Story time and discussion	A text that provides an example of helping others to show we care. (Sample text: <i>The Little Red Hen</i> by Paul Galdone)
Song – <i>This is the way I plant the seed</i>	Lyrics
Offering to help	
Developing key messages	
Fairytale buddies	Fairytales, older students
Games table	Card game memory, paper, seeds, blocks, e.g. <i>Lego</i> [®]
Tug of peace	Hula hoops
Reflecting on key messages	
Journal	Journal, drawing materials

Introducing key messages

Ask students to think of a time when they needed help to do something, such as tying their shoelaces or learning how to ride a bike.

Before reading the chosen text, discuss with students the following questions:

- Can you think of a time when you needed help?
- What did it feel like? For example, *it made me sad that I couldn't do it*
- Who helped you?
- How did it feel when someone helped you?
- How do we help each other?
- What are some ways we can help each other in the classroom or the playground?



Story time and discussion

Choose and read a text that provides an example of helping others show they care. Initiate a class discussion using the following questions:

- What did _____ do to show they cared?
- How did this make _____ feel?
- What else could _____ have done to show they cared?

Example using: *The little red hen* by Paul Galdone

Source a copy of *The Little Red Hen* by Paul Galdone and read to students. Use felt pictures of the story characters, if available, for students to use when retelling the story.

Ask the students to think about the little red hen's decision not to share with her lazy friends.

- Why do you think Little Red Hen decided not to share with her lazy friends?
- How do you think the other animals felt as they watched the Little Red Hen eat the bread all by herself?
- How do you think the other animals felt about not helping Little Red Hen?
- If they had a second chance, what might they do differently?

Other suitable titles

- *The mine-o-saur* by David H. Clark and Sudipta Bardhan-Quallen
- *Why should I help?* (Why Should I Books) by Claire Llewellyn and Mike Gordon
- *When I care about others* by Cornelia Maude Spelman and Kathy Parkinson

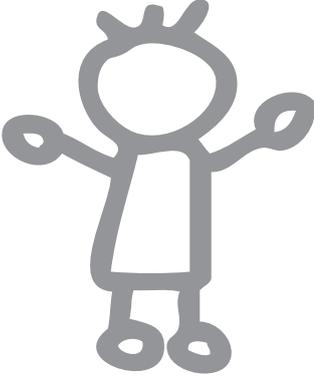
Appendix 1:

Activity sheets: Ages 5-6

FRIENDLY SCHOOLS^{PLUS} Activity sheet - Ages 5-6

Name: _____

 Feelings buddy



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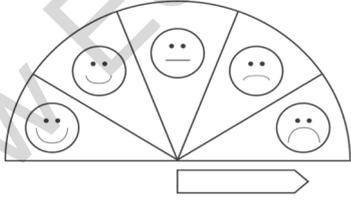
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Feelings buddy

FRIENDLY SCHOOLS^{PLUS} Activity sheet - Ages 5-6

Name: _____

 Feelings meter



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Feelings meter

FRIENDLY SCHOOLS^{PLUS} Activity sheet - Ages 5-6

Name: _____

 Feeling better

"I was feeling grumpy"

then

and I began to feel better."

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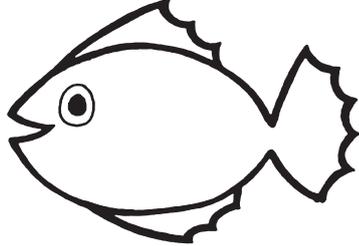
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Feeling better

FRIENDLY SCHOOLS^{PLUS} Activity sheet - Ages 5-6

Name: _____

 The rainbow fish



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The rainbow fish