

SEL Theme 1: Self-Awareness

The 5 Competencies of Social Emotional Learning (SEL)

This blog series will look at each of the 5 core competencies of Social Emotional Learning as outlined on the CASEL model below and explore ideas on how to promote and teach these skills at home.



What is Self-Awareness?

Self-Awareness is the ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence, optimism and a "growth mindset."

It includes:

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

This article has been developed to support schools in their implementation of Social and Emotional Learning (SEL) through the use of *The PATHS® Programme for Schools (UK Version)*; and to extend SEL beyond the classroom - reaching out to their whole school, homes and community. In this article we want to explore how you could celebrate Self-Awareness through cross curricular activities using SEL.

The importance of teaching about feelings

At this challenging time more than ever it's important we talk about how we are feeling. Staying at home unable to see loved ones or engage in our regular activities will inevitably give rise to many uncomfortable feelings for us as adults and for our children. Discussing how we are feeling, engaging with activities to keep ourselves feeling comfortable and reflecting using emotional literacy skills can all be very useful at this challenging time.

Key messages to reinforce with your children:

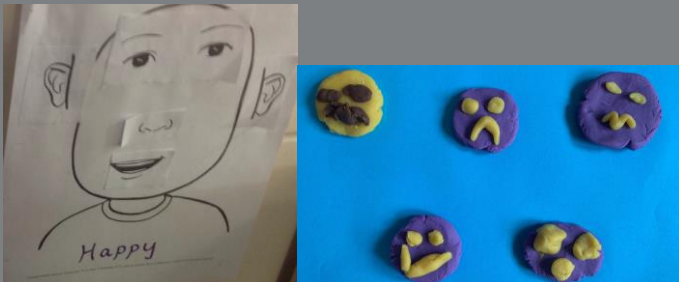


- *We all have feelings*
- *ALL feelings are OK*
- *Feelings are either Comfortable or Uncomfortable*
- *Feelings change throughout the day*
- *We don't all feel the same way about the same things*

Feelings Expression Activities

Create a Feelings Face Art & Design

A key aspect of emotional understanding is knowing that our faces and bodies change when we feel a certain way. This can be a great independent activity using cutting/sticking skills, drawing/painting skills or playdough.



ACTIVITY IDEA: Build/Draw/Make A Face

Suitable for ALL AGES: Ages 4-7 may focus on making expressions in mirrors, drawing or using playdough. Older children may also be able to draw the body language associated with a feeling or cut/stick from magazines.

Step 1: Draw the outline of a face

Step 2: Practice making the feelings of Happy, Sad, Angry, Scared and Calm on your face using mirrors and copying – take pictures if you like!

Step 3: Make your own version of these feelings faces using play dough, pencils, paint, cutting up magazine images or any other creative ways you can think of!

Step 3 Alt: For Older Children 8-12yrs: Research Pablo Picasso and Paint a Half/Half portrait of two feelings (one comfortable and one uncomfortable) like the example top right:



Feelings Expression Game

ACTIVITY IDEA: Guess The Feeling

Suitable for ALL AGES: Include the feelings your children are confident with identifying

Step 1: Write a selection of feelings on strips of paper (or cut pictures out of different facial expressions) and put into a bag

Step 2: Pull one from the bag and act out that feeling with your face and body (or travel in this way as a PE activity).

Step 3: Others playing the game should guess which feeling you are showing.

A Feelings Song (Music)

ACTIVITY IDEA: If you're happy and you know it

Suitable for 4-7yrs (support with ideas)

Step 1: Pick 3 different feelings and discuss what your face/body might do if you feel this way (eg. Frown, stomp feet, smile, wave arms etc.)

Step 2: To the tune of 'If you're happy and you know it' write a new verse eg. If you're angry and you know it stomp your feet.

Step 3: Sing along with a backing track from Youtube

Feeling Scenario Activities

Feelings Scenarios (Sentence Writing/Art)

Once a child is aware of how a feeling feels inside and looks like in their face and body it is important to then link this with their experiences why they might result in these feelings. As we adapt to new ways of living at home this can help children (and adults) identify triggers and problem solve around why we might feel uncomfortable where possible.

Feelings Drawing/Writing

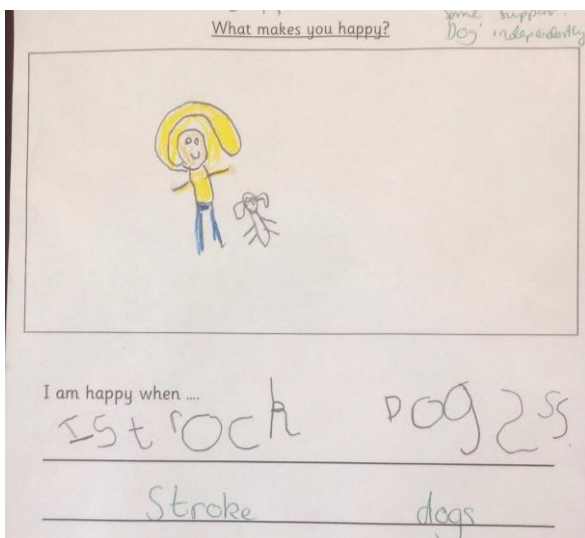
ACTIVITY IDEA: What makes me feel...

Suitable for: Ages 4-7 or poster version ALL Ages

Step 1: Pick a feeling from the list attached to this blog.

Step 2: Either complete Template 3 or create your own version to draw a picture of a time you felt this feeling and write a sentence to accompany underneath.

Step 3: Share and compare with someone in your house.



Emotions Poetry or Art work

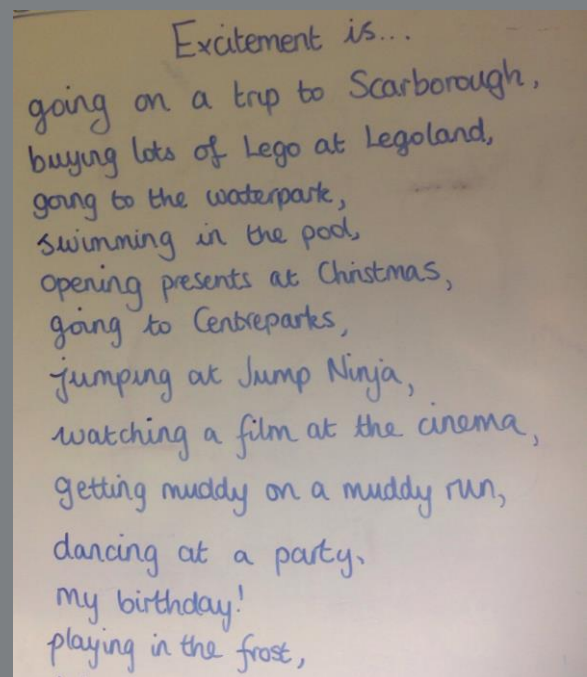
ACTIVITY IDEA: Happiness/Excitement/
etc. is... poem

Suitable for: 8-12yrs

Step 1: Pick a feeling

Step 2: Think of 10 different scenarios when you felt this way.

Step 3: Write your scenarios as a poem or create a piece of art like the examples below



Feelings Vocabulary and Scaling Activities

Feelings Vocabulary and Scaling

Older children may start to develop an awareness of how they feel but may be feeling these emotions much stronger than usual given the different scenarios they find themselves in. Developing a range of emotional vocabulary can help them identify specifically what they feel and how this may compare to other examples of feeling this way. Eg. Do I feel angry, frustrated or furious?

Feelings Search (Reading skills)

ACTIVITY IDEA: Find the feelings words

Suitable for 8-12yrs (or supported reading for 4-7yrs)

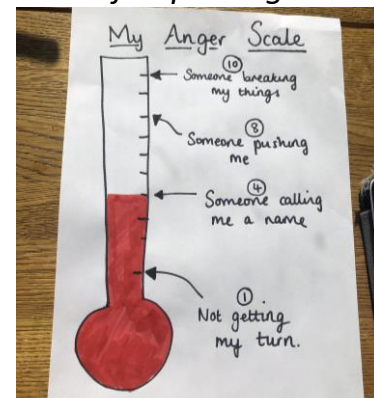
- Step 1:** Pick your favourite book
- Step 2:** Open it on Page 10 (for example)
- Step 3:** Read until you find a word of how a character is feeling.
- Step 4:** Use the text to work out what happened to make the character feel that way and what they did?

ACTIVITY IDEA: How strong is the feeling

Suitable for 8-12yrs

- Step 1:** Pick a scenario eg. Someone won't let you watch tv
- Step 2:** Decide on a feeling you might feel
- Step 3:** Scale that feeling if 0 is not at all and 10 is very very strongly.
- Step 4:** Identify other scenarios that would make them feel this way at different strengths and create a feeling thermometer (see below).

Why not make a giant outdoor thermometer to jump along outside?



*We certainly hope that these ideas will be both inspiring and helpful in exploring the theme of **Self-Awareness***

Please do get in touch with us via our Social Media if you have used any of these and remember to follow us on our Facebook and Twitter accounts for many more ideas from participating schools.



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Special thanks to our coach Pippa and Dilara and the team, and to our schools for their contributions to this