Socio Emotional Skills Approach

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Preamble

Enhanced Program for School Improvement (EPSI) is currently being implemented in schools throughout the country for decentralizing powers by entrusting the schools with powers to take decisions relevant to the school with the objective of empowering the school. It means that the issues related to the school are solved within the school itself by taking maximum contribution of all partners related to the school while managing the school.

What is expected from the curriculum presently operative in school is not only giving education for the students, but to create citizens full of competencies to the country by improving their attitudes and skills. However, due to the prevailing competitive education, the intention of the students is still focused mostly on the improvement of their knowledge and passing the examinations.

Miscellaneous experiences gained by the student in school, classroom and the environment out of the classroom are highly supportive for the development of his/her socio emotional skills. Consequently, it is important that all persons engaged in the education field gain knowledge and understanding on socio emotions, and act accordingly.

In respect of those who step in the society from the school, it has presently become a timely requirement to bestow them to the society as persons with a balanced personality enriched in knowledge and moral values. Therefore, this handbook titled "Socio Emotional Skills Approach" has been compiled with the objective of providing a support to the teacher; who is the guide in learning-teaching process of the school, for giving virtuous socio skills required by the students.

In each chapter of this book, clear descriptions on varied purviews such as socio emotional learning, the factors that need to be considered by the teacher in socio emotional skills development and the way the teacher should act therein have been given.

It is expected that the teachers who are the forerunners of the education field, the officers engaged in diverse planning tasks in education field and the educators can enhance their awareness on socio emotional skills as well as to improve the attitudes of the school children.

Socio Emotional Skills Development is a major index among the Disbursement Linked Indicators (DLI) of the General Education Modernization (GEM) project. This is to be assessed in the classroom by the teacher and the process of the Ministry of Education, Provincial Departments of Education, Zonal Education Offices and Schools will be assessed by a third party.

It is essential to plan diverse activities related to socio emotional skills in learning-teaching process and to deploy the students in practical activities accordingly. Consequently, an activity book more supportive for learning-teaching process and effectively usable for that purpose is to be published by the School Activities Branch.

P.W.Amaradivakara
Director of Education
School Activities Branch
Ministry of Education
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Monitoring and Supervision

L.M.D.Dharmasena   Additional Secretary (School Activities)
Ministry of Education

Direction

N.W.E.J.M.D. Fernando   Deputy Director of Education
Ministry of Education

G.D.H. Kosala   Deputy Director of Education
Ministry of Education

Consultancy

Prof.B.M.S.Bandara   Faculty of Humanities and
Social Sciences
Rajarata University of Sri Lanka

P.W.Amaradivakara   Director of Education
Ministry of Education

Panel of Authors

Prof.B.M.S.Bandara   Faculty of Humanities and
Social Sciences
Rajarata University of Sri Lanka

Dr.S.P.W. Wakishta   Teacher Advisor
Zonal Education Office, Galle

P.W.Amaradivakara   Director of Education
Ministry of Education

L.R.S.Jayawardhana   Director of Education (Retd)
Provincial Department of Education
Western Province

W.K.H de Silva   Zonal Director of Education
Zonal Education Office, Piliyandala

A.D.Balapatabandige	Director of Education State Ministry of Women and Child Development, Pre-School & Primary Education, School Infrastructure & Education Services
Sithari Thilakarathne	Lecturer University of Colombo
Udeshini Perera	Lecturer University of Colombo
S.LalithaThambigei	Deputy Director of Education, State Ministry of Women and Child Development, Pre-School & Primary Education, School Infrastructure & Education Services
N.W.E.J.M.D. Fernando	Deputy Director of Education Ministry of Education
G.D.H. Kosala	Deputy Director of Education Ministry of Education
K.D.H.P. Siriwardhana	Assistant Director of Education Ministry of Education

Illustrations

Amitha Indirani	Assistant Director of Education Zonal Director of Education Kelaniya

Computer Letter Typing

Isuri Madhushani	Educational Publications Department

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01
Introduction

In terms of Education, at present, sri lanka has become a leading country in the world with a high literacy level of above 90%. Similarly, high level of achievements in all aspects of education could be observed. The Sri Lankan academics of all parts of the country, are engaged in various areas of services in all over the world. However, when considering of present day society, it seems that the development of human qualities together with education is at a meager level.This context has influenced on realizing the objectives of moulding a citizen with a balanced personality. This has been caused by various reasons and the education is a strong factor in that connection.

Although the concept of personality has been deliberated in the educational process which is stretching over centuries, there is a greater need of giving much attention at present than ever before. There in, the attention is given on principles of teaching and learning strategies, such as motivation, changes in teacher's role, equal educational opportunities and the personality development of children through many other spheres areas. The educational process includes a number of concepts such as learning, memory, intelligence, motivation, perception, cognition, learning shift, ideation, and personality. when realizing thougt these concepts, it is expected to maintain a quality learning-teaching process resulting a socialised child with a skillfull balanced personality.

Although a speedy development is seen in the present day society linked with modern technology, and industrialization, the development of human qualities in parallel to that aspect is lagging behind due to various factors. Amidst its causal factors, non-promotion of Socio Emotional Skills is a major reason. Consequently, the concept of Socio Emotional Skills is found with paramount importance.

The broad objectives of this guidance manual are;

» To provide a basic awareness on Socio Emotional Skills to all stakeholders in the field of education.

» To introduce the way of conducting socio emotional learning through the school curriculum.

» To educate teachers on how to use the teaching process enabling the development of socio emotional skills.

» To explain the necessity of planning the practices related to the development of socio emotional skills, to implement within the school and the class room.

» To present some examples which will help/guide to prepare activities to improve develop the socio emotional skills.

» To ensure that the socio-emotional learning process is functional in the family, environment and community.

» To emphasize the importance of conducting assessment in relation to the socio-emotional learning process.

By using this book the teachers who are involved in the teaching learning process at the school level are expected to execute the activities for the improvement of socio emotional skills of the students in the implementation of their subject related and co-curricular activities. The principals are expected to keep constant supervision on those activities while providing support services wherein the Zonal and Provincial authorities are expected to assure required monitoring on those activities

02

Socio Emotional Skills
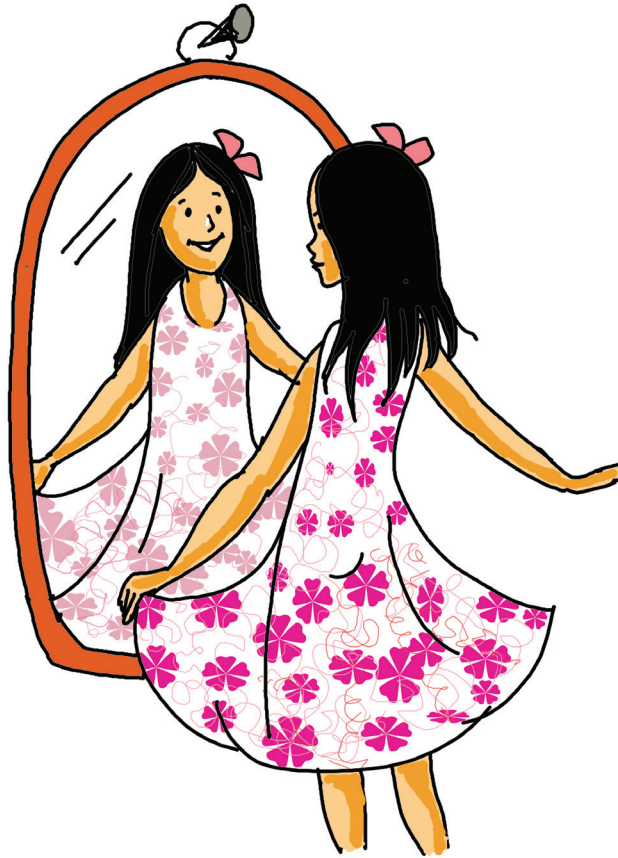
Socio Emotional Skills are defined as the ability of individuals to recognize and manage their own emotions and to recognize the feelings of others. In the task of socio emotional development, the people are required to provide an understanding on knowledge, attitudes and skills required to identify and manage their emotions and behaviors.

Socio Emotional Skills can be defined as "a set of skills that systematizes our thoughts, feelings, and behaviors." (OECD. org, p.4)

Socio Emotional Skills are an overall concept used to describe psychological concepts such as personality traits, motivations, and values. (Danner, 2021, p.4)

According to Greenberg and others (pp. 276-277, 2003), deliberation on socio-emotional skills can be made through following 05 areas.

(01)   Self - Awareness
(02)   Self - Management
(03)   Social Awareness
(04)   Relationship Skills / Interpersonal Relationship
(05)   Responsible Decision Making

Socio-emotional skills are merely a set of skills that a child is required to develop for building good social relationships. These skills can be improved step by step from the early stage of the child, resulting in laying a good foundation for the individual and the society.

03

The need for socio emotional skills for the education system
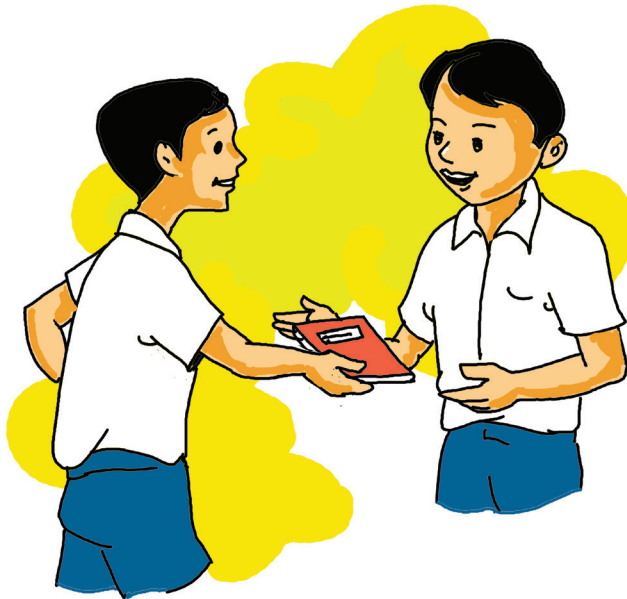
A vital role in building a better society can be played by the educational system. Transforming the younger generation into a productive global citizen with a Sri Lankan identity is a massive role played by the educational system. Therefore, introduction and implementing of socio emotional skills for the educational system has been a timely need.

A highly competitive atmosphere for education has been formed within the current education system. Whole learning process has been converted to an examination-oriented process wherein an examination-oriented teaching system. Altogether, the education system has been firmly complex and competitive because of limited opportunities for higher education, highly competitive entrance for universities, and limited employment opportunities.

The use of examination based teaching methods has been emerged to a serious crisis at present instead of creating good citizens. It has been witnessed by numerous studies that the current student commiunity has been embedded with the attributes of extreme selfishness, lack of empathy, anti-social behavioral patterns, lack of due respect for human dignity, mental disorders, lack of collaboration, and poor social relationships. The Universal Declarations of Education and numerous local documents related to formulate educational policies has been emphasised the requirement of including socio emotional skills in the educational process in sri lanka.

In the report titled "Learning to be" published in 1972 by UNESCO chaired by Edgar Faure, eight principles and 21 recommendations have been outlined. Amidst these, clear recommendations are given in a way to develop socio emotional skills when designing the educational system of a country.

The report 1996 of Delors Commission, chaired by Jacques Delors complied of 6 principles and it has also been proved the requirement of socio emotional skills.

According to Jacques Delors report, education must be built on four (04) major pillars in order to overcome the challenges of the 21st century. As denoted by this report, the education is based on the major pillars called Learning to know, Learning to do, Learning to be, and Learning to live together. Accordingly, promotion of socio emotional skills is highly significant for learning to live together.

The requirements of developing the socio emotional skills and its significance have been emphasized by all National Educational Commission Reports of Sri Lanka 1992, 2003 and 2006, while instructing the way of integrating it to the educational system.

Within the 08 Millennium Development Goals (MDGs) which provided the basis for the 2000-2015 World Development Agenda, the importance of socio emotional skills has been emphasized under the approach of Primary Education for All.

The fourth objective of the proposed 17 Sustainable Development Goals in 2015-2030 is, to ensure an equitable and quality education. The importance of an educational system with socio emotional skills has also been highlighted in the recommendations made therefor.

The Education Sector Development Plan of 2018-2025 published by the Ministry of Education of Sri Lanka, has underlined the importance of developing socio emotional skills in students through qualitative development of educational system under the objective no.05 of its 02 key areas.

The proposed new educational reforms of 2024 is principally expected to mould the younger generation to citizens, who actively contribute to the national development, productive and efficient employees and new jobs, citizens who love the country, a virtuous person and a happy family. In achieving these basic goals, the emphasis is given to the need of including socio emotional skills into the educational system and executing those with greater importance.

04

Identifying the nature of socio emotional skills

The intention of each and every parent and teacher of every school student is to socialize the child with a good personality uplifting their dreams. As the school education gives only knowledge aiming at passing through the examinations is a mean of orientating the society towards only one direction.

Because of that, it is important to develop socio emotional skills in the child such as self-awareness, self-management, social understanding, interpersonal relationships and responsible decision making. Let's discuss further on those skills.

4.1 Self - awareness

Self-awareness can be taken as the ability to accurately identify one's feelings, thoughts and values and their effects on behavior. Further, the ability to precisely assess one's strengths and limitations with a well-founded belief, an optimistic feeling and a growth mindset is deemed as self-awareness.

According to Laburova (2020), the concept of self-awareness includes the following.

> » Identifying emotions
> » Accurate self-perception
> » Recognizing strengths
> » Self-confidence
> » Self-efficacy
> > (Laburova, 2020)

It should herein be understood that feelings, wishes and values also influence on the change of behavioral patterns. In order to improve the self-awareness, it is required to develop the strength

within oneself, to identify and minimize the weaknesses, to identify the chances of self-progression and develop one's self-confidence.

It is the responsibility of all including parents, teachers and elders to train the children (from their early stages.)to identify correctly their emotions such as happiness, fear, anger, jealousy, wrath, hatred, sadness, disgust … etc, and to tolerate all these feelings with a neutral mindset through religious perspectives

The self-awareness can be gained by having the ability to understand correctly the things that a person sees and hears as well as all the phenomena from the early stage, understanding the truth, having right vision, identifying one's strengths and using those to direct one's life in the right direction. This includes the use of one's self-confidence to achieve his/her own goals, understanding that nothing is impossible without self-confidence, and realizing that self-confidence is necessary in order to face whichever the problem.

It is important to practice self-efficiency from the early ages. Waking up daily in the early morning, cleaning the body, having breakfast, attending the school every day, and engaging in their studies diligently are necessary, to fulfill that purpose.

4.2 Self Management

In consideration of the socio emotional skills, Self-Management can be explained through following aspects.

> » Impulse control
> » Stress management

» Self-discipline
» Self-motivation
» Goal-setting
» Organizational skills

<div align="center">(Laburova, 2020 p.276-277)</div>

This means identifying the way of occurring each other's feelings, thoughts and behavioral patterns at different circumstances, avoiding stress and tension in one's mind, and setting their own goals by controlling the impulses in the mind effectively.

It will be easy to manage emotions by being temperate at required occasions.

Having self-discipline is highly important in self-management. Walking to wards the school morning assembly in a line, waiting patiently until their turn, respecting elders and teachers, and understanding how to behave at different situations in the society will be helpful for a child to develop his/her personality.

Self-motivation to accomplish one's own work is an essential aspect to live. If somebody is engaged in doing something through self-motivation rather than being motivated by mother, father, teachers and elders, it will lead moulding a person of self-confidence.

A child could be trained to have a good personality by letting him to read the biographies of great religious leaders and heros at the early stages of his/her life.

Training children to set goals at certain milestones in their lives will help them to focus their thoughts positively. The parents and teachers can help and guide the children to set the goals in their life on the first day they go to school or on the day of their birth

day celebration or on the day of the dawn of a new year or on the day they go to a new class.

Improvement of organizational skills will be significant to develop a person with a good personality in the future. From the early stage, the children should be given the opportunity to organize certain activities at home, at school and outside. The children will gain those skills by assigning them with some responsibilities of organizing activities in respect of the events such as going on an educational trip, a family picnic, an event of alms giving, morning assembly of the school, meetings of clubs and associations, and the religious events such as observing Sil. It surely will lead to create a citizen with good morals and attitudes.

4.3 Social Awareness

The social awareness is termed as the ability to have the viewpoints and empathy on others of varied backgrounds and cultures, to understand the social and ethical norms of the behavior, and to identify family, school, and community resources and support.

When the social awareness is considered under the socio emotional skills, deliberations can be made through the following points.

> » Perspective-taking
> » Empathy
> » Appreciating diversity
> » Respect for others

(Laburova, 2020 p.276-277)

The child who steps into the society should be a citizen with a friendly heart who understands the society and does not get lost amidst its complexity. That is why the children need education. Consequently, it is required to have the awareness about the society and adapt to the society from the early age. From his/her early age,the child should have the ability to understand the social norms, social value systems among different cultures. How nice would it be the society, if people are in the state of understanding the way they can maintain fruitful relationships with their family, School and community?

Although everyday events in the present society are being reported variedly through electronic, print and social media platforms, a person must have the skill to understand those accurately. Empathy is one's ability to feel others' feelings such as sadness, happiness, fear and pain. when concerning of the way most of the people are behaving in the present day society, it shows that they are lacking of empathy, withing themselves.

4.4 Relationship Skill

It means the ability to form and maintain healthy and pleasing relationships with diverse individuals and groups. The ability to communicate clearly, to listen well, to work with others cooperatively, to resist unhealthy social pressure, to negotiate on conflicts effectively, as well as to seek and get assistance when necessary are expected through interpersonal relationships.

Accordingly, interpersonal relationships, in terms of socio emotional skills, can be stated as follows

> » Communication
> » Social engagement
> » Relationship-building
> » Teamwork
>   (Laburova, 2020 p.276-277)

None of us can live alone. Others' assistance is needed from birth to death. Therefore, children must learn to maintain a courteous relationship with others from the early stage. The social relationships should be built individually and in groups. In this context, formal communication skills, the ability to listen, tolerating the pressures that may occur in dealing with others, strengthening the relationships by discussing, helping each other are constructive for good social relationships.

4.5 Responsible Decision - Making

It refers to the ability of making effective choices on personal behaviors and social interactions on the basis of ethics, norms, safety requirements and social norms, as well as the realistic assessment on the results of different actions and consideration about the well-being of oneself and others.

This describes how to make responsible decisions under socio emotional skills.

> » Identifying problems
> » Analysing situations
> » Solving problems

» Evaluating
» Reflecting
» Ethical responsibility

                    (Laburova, 2020 p.276-277)

The ability of taking strong decision; while respecting values, norms and rules of the society without discarding those attributes, is also a vital skill that needs to be inculcated in the individuals. The ability of identifying the existing situation, and the problem finding suitable answers to problems and solving them is a skill that every person should have. Since the individuals are lack of such a skill, problematic situations of decision making are mostly seen from top to bottom and from bottom to top in the society. (Social hiarachy). This situation has been caused because of the reluctance of taking responsible decisions. Similarly, there is no opportunity to study the nature or the root of the problem or its background. What appears on the surface is studied and its invisible depth is not studied. It is a big impediment for the progress of society.

At the end of each day, before going to sleep, re think about the day's work, the obstacles you faced and the way you overcame those, the sucess of your work as well as the failures and they will guide you to face the next day's work more confidenthly and efficiently. This is a task that children can be trained in since the early age. It will be helpful for children to achieve the goals of their lives and to do their activities effectively and efficiently in a better way. Also, they will be tempted not to do the small mistakes that may happen due to their behavior. The skill of expressingclearly what they speak, clearly grasping what someone else tells, and listening actively should definitely be developed among children.

By making arrangements to assure the participation of children in diverse situations in the society, the child can understand how to behave in those situations, types of relationships required to be built and the relationships appropriate for them to be built and improved The child can also understand about the parent-child relationships. An accurate understanding about parent-child relationships, student-teacher relationships, child-adult relationships and so on should be instilled into children's mind. It will result in minimizing the dissimilar relationships in the society and simultaneously minimize its negative consequences. For that purpose, giving real understanding for children about the social relationships is important.

We have to interact with groups at various occasions in our life. It's an astounding skill. The one who moves away from the feeling of team spirit becomes isolated. Loneliness is hard to be tolerated. If the mutual understanding and basic skills have been developed within the child, working with a team will not be difficult. Team spirit is an essential factor for an interesting life. The child should be trained to avoid or solve the trouble they face without blaming the other. Sometimes, owing to immense love and care given by adults and parents to their children, the ability of children to do their work independently with their own strengths has been limited. It has curtailed the opportunities of improving child's mind and abilities. The adults and teachers should understand the said matter and more opportunities should be made available for children.

It is hard to take care of children and to accomplish their all work in the present busy society. Consequently, it is highly significant that they acquire skills such as self-defense, safe being, and finding precise solution to the problem.

The socio-emotional skills deliberated above can be effectively imparted to children through school education by implementing socio-emotional learning,

05

Socio Emotional Learning -SEL

Socio-emotional learning is the process of acquiring and positively applying knowledge, attitudes and skills by children and adults to understand, and manage emotions, setting and achieving positive goals, being empathetic towards others, building and maintaining positive personal relationships, and taking responsible decisions. (CASEL, 2015)

The instances wherein socio emotional learning takes place are given below.

1. Classroom
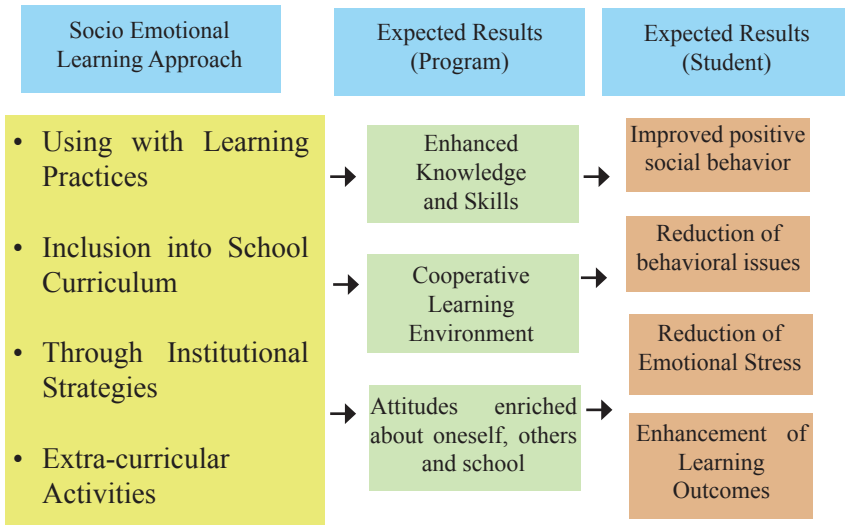2. School
3. Family and caregivers
4. Community

(CASEL 2021)

Figure 5.1 CASEL Framework of implementing Socio Emotional Skills

Objectives of Socio Emotional Learning

When concerning of socio-emotional goals, following two broad objectives have been introduced by Durlak et al. (2011).

1. Promoting students' skills such as self-awareness, self-management, social awareness, personal relationships, responsible decision making

2. Improving students' attitudes and beliefs about themselves, others and the school

Socio-emotional learning can be implemented in the school system through four main approaches. Accordingly, the expected results of the program and the behavioral changes that can be seen in the student after implementing the program are described in the following format.

Socio Emotional Learning Approach	Expected Results (Program)	Expected Results (Student)
• Using with Learning Practices	Enhanced Knowledge and Skills	Improved positive social behavior
• Inclusion into School Curriculum	Cooperative Learning Environment	Reduction of behavioral issues
• Through Institutional Strategies		Reduction of Emotional Stress
• Extra-curricular Activities	Attitudes enriched about oneself, others and school	Enhancement of Learning Outcomes

Socio-Emotional Learning Process
2015 CASEL Guide: Effective Social and Emotional Learning Programs-
Middle and High School Edition

Things to be considered in socio-emotional learning-teaching process

»   Proceeding with the focus on students and teachers.

»   Identifying the ways of executing socio emotional learning through school curriculum.

»   Giving a proper training on 'Developing socio emotional skills" to teachers.

»   Designing specific activities to implement special practices related to the development of socio emotional skills in the classroom and the school.

»   Ensuring that the socio-emotional learning process is taking place in the family, environment and community.

»   The teaching learning process of developing socio emotional skills, should have a proper monitoring with following up the process and consultation when necessary.

How the teacher should act in order to ensure socio emotional learning in the learning-teaching process

»   The teacher should get a complete understanding on the socio emotional learning.

»   Creatively identifying the subject contents that can be applied to socio emotional learning in the school curriculum

» Motivating students by the teacher to ensure socio emotional learning

» Maintaining good and effective interactions with the students.

» Inspiring the students to involve in collaborative learning

» Orienting students towards positive goals

» Improving the classroom management

06

Implementation of SEL in school level

At present, the formal curriculum is functioning in the school system. In addition, co-curricular and hidden curriculums are also in process.

Developing a vision relating socio emotional learning in the school system has been a timely requirement. participation and contribution of all stakeholders in the school is important for this purpose.

The emphasis is given on the educational progress of all students in the school through the socio-emotional learning programmes. In addition, a mental and a social development of the students are expected herein.

During the implementation of socio emotional programs in the school, the students' progress can be seen through following areas.

1. Making educational progress of the school and the students. (Better Academic performance)

2. Improving the attitudes and behavioral patterns of the students. (Improve attitudes & behavior)

•   Develop positive attitudes among students about themselves, others and the school.
•   Helping students maintaing supportive relationships
•   Giving support to identify the feelings of others.
•   Creating empathy
•   Improving communication skills
•   Solving problems effectively
•   Taking responsible decisions

3.	Reducing abnormal behavioral patterns among the students (Fewer negative behaviors)

•	Minimizing impulsive nature
•	Reduction of disobedient activities
•	Preventing from abusive / unlawful practices.
•	Prevent from making unnecessary complaints about others.

When implementating socio-emotional learning programmes in the school, the contribution of principal and the teachers, the management committee, parents and the school community is required.

The annual plan implemented in the school should include the activities planned under socio emotional learning. These activities may vary from school to school. The nature of the school (1AB, 1C, 2 or 3) and the school background are prominently influential for the socio-emotional learning process.

The success of a socio-emotional learning programme prepared for the school depends on its effective implementation in the school. In this case, the administrators of the school should provide the necessary resources and create an appropriate learning environment. Teachers should also be given formal trainings on how to implement socio-emotional learning opportunities in the classroom as well as the outside. The school authorities should monitor the activities carried out in the school with the participation of the teacher while identifying the weaknesses and strengths of the school and formulating the plans accordingly.

Specific activities that can be used within the classroom in terms of Socio Emotional Learning

1.   Self-awareness

- Maintaining a Notice Board in the classroom in order to make the students aware about the day-to-day activities.Prior notification of the programmes will help the students to get ready to participate for the events with a sense of confidence.

- Giving each student an opportunity to talk for about two minutes each morning about themselves and their life experience.

- Contemplating on what students have learned previously and asking from them about which method is the most appropriate one for learning.

- Giving opportunity to meditate for about two minutes before starting class work in order to calm the mind.

- Asking about their experiences relating to the lesson

- Asking the details about the students who have joined recently to the classroom. Being close with them and letting other students in the class to know about them.

- Explaining the students about the importance of having an inner motivation for their learning

- Asking from the students about their future goals and inducing them to think about how they should work to achieve those goals

- Conducting SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis with the students.

2.   Self-Management

- Formulating rules and regulations to be maintained in the classroom together with students. Herein, the students are subjected to brainstorming and their opinions are obtained as well as the most appropriate action is taken in this connection.

- Preparing a timetable to study work of the students including dates of examination and other related details Formation of self-management in students through this endeavor.

- Giving a certain period of time in the classroom to start homework after the end of classroom teaching.

- Explaining the students that they can get a suitable job in the future if they work hard enthusiastically in the school.

- Emphasising the students that they can learn better through studying and being the engaged in the practical work.

- Dividing students into small groups and giving them opportunities to share their ideas.

- Preparing students to evade stressful feelings that occur prior to the examination and to avoid the irritating mentality caused by the post-exam uncertainty about results.

- Giving opportunities for students to find solutions to their problems. Discussing with students about the best solution among the various means of finding solutions

3. Social Awareness

- Maintain a book,'Good Deeds'
- Team activities
- Provide opportunities to students to participate in various religious and cultural events
- Directing students for entertainment programmes

4. Relationship Skill

- Providing opportunities to get to know each other. (Talents, weaknesses, abilities - desires)
- Providing opportunities to be aware of participating in various instances emerging in the society. (Floods, Emergencies)
- Team activities.
- Conducting class meetings.
- Celebrating the diversity. (Spending time to discuss and learn about people from different cultures, backgrounds and capabilities).

5. Responsible Decision Making

- Understanding about the problems encountered by oneself under the current situation
- Being enthusiastic on identifing problems prevalent at home, the society and the problems that may arise in the future
- Getting used to analyze the current situation
- Finding appropriate methods to solve problems
- Getting accustomed to appreciate the good deeds done by him/her and others

07

Activity based examples for socio emotional skills

Activities can be planned at different occasions to develop the social and emotional skills of children. These opportunities can be made available for children at school, home and during social activities. Some examples of activities that can be planned within the classroom, outside the classroom, during the extracurricular activities as well as some of the activities that can be planned for teachers and parents are deliberated in this Chapter.

01.   Recognizing Facial Expressions
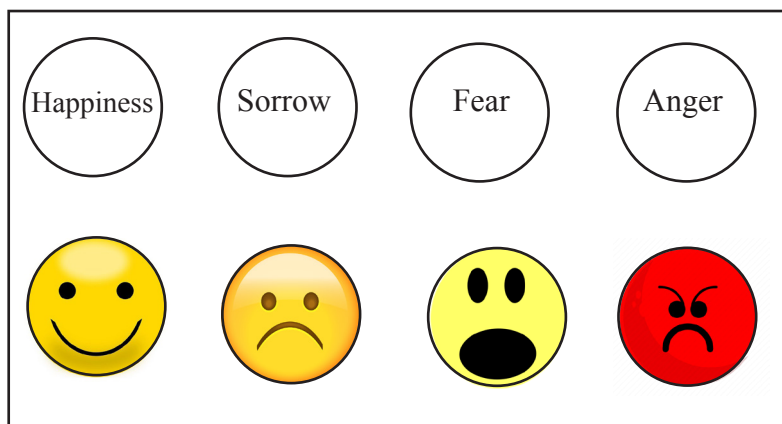
Inquiring about the feelings reflected by those facial expressions - Identifying the expressive postures of students according to the facilities (By Videos, Pictures) available in the school. (Holding friendly discussions with students about what is best among those postures)

Letting the students to see their own face in the mirror when they become angry like others. (Explaining the students that being happy is important).

02. Reflection of Emotions (This can be used for teachers and parents as well)

» Recall an occasion where you became very angry/ remorseful (Give 02 minutes)
» What do you feel now about the way you behaved at the time of that incident?
» Think that, the way you behaved was very bad.
» What could you have done at that time, to face that incident sucessfully? What do you think?

◀◀ The facts / message to be raised at the discussion. At what time this activity should be done by him/her?

- At a time of being angry
- At the end of the incident
- When you are in a clear mind

I. Ask what he/she felt
II. Emotions can be managed through training
III. A self-understanding can be gained by that.

03. Simply understanding who you are.

(Explaining the students how did you dream to become a teacher, your best friend, favorite food, favorite place to visit and the things you can do as well. asking such details friendly from the students)

> **Precise identification of oneself**
>
> Likes and dislikes, targets, beliefs about oneself, how the others are seen by another … etc. (these particulars can be emphasized in subjects such as Environment, Religion)

For Secondary Section

	Favorite Book	Favorite Person	Objective
You			
Right			
Left			

(Left – Person on his left hand side, Right - Person on his right hand side)

04. Introduction of activities to show what impulses are

E.g –Act out a suitable role play.

The teacher draws a picture and then scribbles over it.
Introducing the methods of tranquilizing the mind at such occasions.

05. Let them comfortably sit on a chair and instruct them to get a small target (About 02 minutes)

- First, advice them to close the eyes for 1-10 minutes.
- Then let them listen to sounds in the environment
- Next Let them only one sound to be heard (about 02 minutes)
- Finally Discuss the experience they gained from this activity.

(Those facts should be developed within the curriculum and by the co-curricular activities)

06. Activities suitable to Self-Management

Explanation of role plays through pictures and videos

- Building disciplines in oneself, family and society
- Use of toilets
- Way of being adjusted to every place (Not due to law, but for one's existence)
- The way of continuing the behavior without disturbing others

  » Identifying one's roles and responsibilities
  » How am I at the school?
  » How am I in the society?
  » Waiting till one's chance arrives (Building patience)

Eg- Waiting patiently to show the book till their turn arrives

07. After watching a video, discussing about what is created therein (For students)

- How was it able to do so?
- What are the strategies used?
- The target of the main character.
- Human qualities highlighted

08. Playing a classical song to be enjoyed

- Discussing about it and creating a vision for life

09. Directing towards the activities that create empathy

- caring of elders

  » Selecting elders living nearby the school (One per a class)
  » Fix a day for that
  » Accompany them to the school
  » Welcoming (By giving a sheaves of beetles / flower bouquets)
  » Having an attitude building discussion with them (Using stories and songs)
  » Organizing a program to assist them according to their needs (Giving foods and clothes)

- A Shramadana campaign at a place such as a religious place, hospital (For secondary students)

  » Selecting a suitable grade from Grades 6,7 and 8.
  » Discussing with the students and select a suitable place for a Shramadana campaign in their area.

- » Planning the Shramadana campaigns (Discussing with relevant institutes and obtaining permission)
- » Getting ready with required food, equipment and other related things.
- » Appointing leaders for teams and sharing work.
- » Conducting the Shramadana campaign
- » Preparing a simple project report.

10. When a problem arises, discussing about solutions, alternatives and different aspects

- Finding solutions with students for a problem in the class (suitable for students' mentality)
- Finding solutions for a problem, related to the subject / project (For classes above Grade 06)
- The decisions that should be taken by the student when the parents are not nearby
- At the circumstances wherein the target cannot be reached

11. Ascribed Story

Telling stories about the characters alike Mahathma Gandhi, Nelson Mandela, Dr. C.W.W. Kannangara and giving opportunities for students to study those biographies and to speak similarly to those characters.

12. Appreciating oneself by appreciating the other

Take a piece of paper. Write the names of all students in the class.Ask each student to find one quality they notice on other students, and write before each student's name.

- Collect all those papers and note down the qualities of each student in a paper. (one paper for each)
- Giving each student the paper noted with his/her qualities
- Using this activity convince each student that he/she is an owner of having, numerous qualities. Having such qualities, they all can lead a meaningful life.

13. Not comparing the children with other children

Giving a flower to each student and asking them to change that flower and make a separate flower – Emphasise on the fact that it is an impossible task and the children are also impossible to be converted to another child (For parents)

14. Skills Development Programme on Parenthood

Playing a song for parents - Discussing about the parenthood in association with the song (MawayiPiyayi, SandaTharu Mal …)

08

Challenges and issues encountered in the implementation of SEL

It is a known fact to all of us that Sri Lanka has embarked on a Competency Based Teaching System to provide quality education to students in government schools. The syllabus, textbooks and teachers guides have been prepared for this purpose. The levels of competency and proficiency that need to be achieved by students in relation to each subject and each lesson have been identified. However, the problem is that a meaningful exposing learning-teaching process required for that purpose is not in progress properly.

In fact, if such a system is available in the classroom and in the school, incorporating socio emotional learning into the school system will be an easy task. However, the main challenge we face is that the exam-centric education system is still in operation irrespective of the implementation of numerous education reforms. This has been the main measuring tool for all those involved in education. Specially, even parents have a reluctance to get rid of it. In this context, there are some major challenges encountered during the implementation of socio emotional learning in schools.

1.   Training the students to practice socio emotional learning within the existing learning-teaching process
2.   Directing parents and adults towards socio emotional learning in the current competitive society
3.   Managing time amidst the prevailing circumstances

Together with these major challenges, a number of main difficulties also arise.

1.   Making teachers aware about socio emotional learning and its implementation
2.   Carrying out socio emotional learning objectives in both formal and informal ways.
3.   Requiring a long time to see the impact
4.   Difficulty in measuring quantitatively
5.   Requirement of building a broader discourse in the society in order to succeed this.
6.   Making it a sustainable program
7.   Realising this task within the same time frame of learning- teaching process in the classroom

Challenges

1.   Giving trainings for students in socio emotional learning practices within the learning-teaching process

What is prevalent in the present school is a system of training students to complete the subjects on time and to get higher marks in the examinations. Herein, the opportunities for students to have access to socio emotional learning are limited. On this ground, all stakeholders in the school need to be aware of socio emotional learning.

2. Directing Parents and Adults towards socio emotional learning

The citizens of the country should be directed to look at the Life Vision and Life Style from a new point of view. Life should be understood at first, according to one's accepted religious philosophy. For that purpose, the parents should direct their children to socio emotional learning from the early age.

3. Managing Time

A process linked to the syllabus, textbooks, time, marks of the exams, results of the exams and so on is functioning in the classroom. In this process, the teacher has a limited time to focus on the students' socio emotional learning. The teachers are interested in developing good qualities of the students. However, due to the aforesaid circumstances, their attention on this matter is lessened.

In the complex society, the educational process has also become highly competitive. Higher results from the examinations have become the general expectation of the present society. Consequently, the teacher engages in a learning-teaching process that aims at knowledge development. As a result, the possibilities of using limited available time for development of attitudes and skills are limited.

Issues

1. Making teachers aware of socio emotional skills and its im plementation

The classroom is the platform to implement the concepts related to education. It is the teacher who implements it in the classroom. Therefore, in order to develop socio emotional skills among children, the teacher must first be well informed on this matter of concern.

Having the participation of teachers for awareness programs and allocating time for that task are a major issue. Not only teachers, the principals and deputy principals should also be informed. Inconveniences occurred therein these parties are busily connected with their school work.

2. Implementation of socio emotional learning objectively.

The activities related to socio emotional learning cannot be implemented as a separate subject. As it is a process that provides a basis for the behavioral change of the students,

it should be progressed through all the subjects being taught in the classroom and through co-curricular activities. The emphasis has been given on the development of 21st century skills by the present educational reforms as well. Socio emotional learning is important in this context.

3. Inability to measure quantitatively

Whether socio emotional skills have been developed, it is difficult to be measured quantitatively. This leads to a qualitative evaluation process. Therefore, it is required to develop a unique evaluation process for this. The chapter on "Assessment" describes this further.

4. Lack of a broad discourse about socio emotional learning in the society

Creation of socio emotional learning in children is a task that needs to be done together by school, classroom and home. Subsequently, everyone living in the society should have a discourse on the questions such as what are the socio emotional skills? Why should we develop those skills? Has this affected the present state of our society? Therefore, what should we do? What should be our responsibility as a citizen and as a child? For this purpose, all media such as written media, electronic media and social media should work collectively. Everyone must move along the same pathway. It is an easy factor to be understood that what is demanded by all those who raise their voices about society through current social phenomena is also a community who have developed socio emotional skills. Therefore, they all should be brought together to build a broader discourse in the society.

09

Assessment of Socio Emotional Learning

Socio Emotional Learning results in the development of the achievement levels, behavior and school culture as well as the performance of the students. It is important to evaluate both the socio emotional learning **process** and its **outcomes** to develop socio emotional skills of all students.

Major reason for the assessment of Socio Emotional Learning should be;

1. To identify the development of socio emotional skills among the students.

2. To develop the activities and programs conducted in relation to the Socio Emotional Learning.

Accordingly, the assessment is done with two methods.

1. Process

The assessment of activities and practices executed in schools and classroom related to the socio emotional learning helps to understand and identify what happens therein.

2. Outcomes

In the assessment of outcomes, the expected objectives are considered. The reports related to self-reports, teachers' reports, reports related to performing tasks and monitoring should be taken into consideration. Further, this assessment can be done by using reports and data currently being maintained in the school in relation to the students.

A model that can be used for the competency assessment related to socio emotional skills development of students that needs to be done by the teachers has been provided below. The teacher can use it to observe the students' behavior and take decisions on the improvement of socio emotional skills by assessing the students once in a school term.

Student stage	Skill	Competency	Very Good ✓	Good ✓	To be improved ✓
First Main Stage (5-6 Years) The children between 5-6 years show a higher ability of self-control. For an instance, most of the children in first main stage can sit silently in the school and follow the instructions. However-er, if something does not happen as per their expectation, an emotional uneasiness can in-termittently be seen from them.	Self-Manage-ment	• Use words to express feelings • Have the ability to wait and think before acting • Wait patiently till their turn comes			
	Self-Understanding	• Understand the difference between one self and others • Identify the gender difference and act accordingly • Understand what means about being embarrassed			
	Social Understanding	• Show sensitivity about the empathy • Display understanding about the social challenges (Eg- Poverty)			
	Responsible Decision Mak-ing	• Select from two or more choices • Understand the consequences of their works and express/tell			
	Correlations	• Accept theirs advices • Work with friends happily • Imitate friends' behaviors • Play with others prestigiously • Work by solving the conflicts arisen with friends • Wish to associate with their friends			

Student stage	Skill	Competency	✓ Very Good	✓ Good	✓ To be improved
Second Main Stage (7-8 Years) The children between 7-8 years prefer to have friends and they imitate their friends' behaviors and customs. The children in this stage often try to solve the crises. However, at some occasions they get the support from elders to solve the crises with their peers.	Self-Management	• Express their feelings in words • Express feelings as appropriate to the occasion • When unhappy, show/display how to face it successfully • Adjust to the changing situations			
	Self-Understanding	• Identify their needs • Think about themselves, their abilities and express their feeling about those • Show a nature of self-criticism • Describe him/herself based on external and behavioral features (Eg – I have a dog, I can swim)			
	Social Understanding	• Show an interest in separate concepts (Eg – Justice) • Feel sorry for the persons experiencing social hardships • Depend on elders for safety			

Student stage	Skill	Competency	Very Good	Good	To be improved
	Responsible Decision Mak- ing	• Tell/give ideas about the advantages and disadvantages of mutually different alternatives • Tell about the repercussions of the actions			
	Correlations	• Share ideas with peer groups • Solve the crises that may arise with friends • Engage in games competitively • Build friendship with those of opposite gender • Imitate their friends			

Student stage	Skill	Competency	Very Good	Good	To be improved
Grade 6-8 (11-13 Years) Within the period from 11 to 13 years, we see considerable changes in social and emotional development that can lead to the start of adolescence of the children. also they show a higher requirement to ensure their independence.	Self-Management	• The responsibility about themselves is borne within themselves (Eg –The homework assigned to them is done alone) • Control the feelings such as fear, rejection • Set objectives personally			
	Self-Understanding	• Act sensitively about what others think about them • Struggle with the feeling about him/her and act suitably • Explore about personal values and ethics • Define him/her through the concepts like culture, environment, music, friends and clothes			
	Social Understanding	• Accept others' points of views and appreciate those			
	Responsible Decision Making	• Seek supports at required occasions • Understand that there are repercussions for their actions			
	Correlations	• Admire friends' opinions and express ideas • Develop closed relations with friends • Discuss with peer groups and solve the problems. Seek advices of the friends			

Student stage	Skill	Competency	√ Very Good	√ Good	√ To be improved
Third Main Stage (9-11 Years) The children in the age of 9 and 10 years show an emotional maturity. They have the ability to handle feelings of frustration and conflicts by themselves.	Self-Management	• Express their feelings appropriately • Often control their anger • Appear on behalf of himself/herself • Show a better supportiveness			
	Self-Understanding	• Think of the things they like and dislike • Act with a firm feeling about justice			
	Social Understanding	• Work sensitively about others' feelings • Show an interest about timely happenings • Show an interest about social issues (Eg – Poverty, Homelessness, Unemployment, Economic Problems)			
	Responsible Decision Making	• Select the best solution for a problem • Inquire whether the decisions are correctly implemented			
	Correlations	• Respond appropriately for the pressure from peer groups • Seek the assistance of friends • Spend time with few close friends • Talk with friends always • Act curiously about the relationship between boys and girls			

Student stage	Skill	Competency	Very Good	Good	To be improved
Grade 9-11 (14-16 Years)	Self-Management	• Fulfill their needs by themselves • Develop organizational skills • Express their feelings in words more precisely			
The children between the age of 14 -16 years start showing a high emotional maturity and pay attention to their	Self-Understanding	• Exhibit personal values and ethical values • Compare himself/herself with others • Become attentive about his/her outer appearance • Act more rationally • Become inspective about himself/herself			
social life rather than spending time with their family members	Social Understanding	• Ask questions about family values and authority • Believe in justice and equality are the most important concepts • Investigate about the world			
	Responsible Decision Making	• Understand and tell the difference between rights and wrongs • Provide imaginative solutions to the problems			
	Correlations	• Give importance to have friends (Eg – Have a desire to become a popular character) • Show a firm wish to have a best friend • Work honestly with peer groups • Seek acceptance and trust peers			

Student stage	Skill	Competency	Very Good ✓	Good ✓	To be improved ✓
Grade 12-13 (16-18 Years) The children between the ages of 16-18 years are with an ability to have self-control. Their relations with their friends are more meaningful and they like to be themselves.	Self-Management	• Well exhibit emotional stability • Show higher independence • Bear responsibilities regarding their actions			
	Self-Understanding	• Work with an understanding about their strengths and weaknesses • Have a desire to get new experiences • Clearly exhibit self-confidence			
	Social Understanding	• Exhibit sensitivity towards others' feelings • Show emotional distance with their families • Appreciate others' ideas • Work more curiously about political and social problems			
	Responsible Decision Making	• Reach more productive presumption based on causal inference • Understand that their actions can have effects on their future			
	Correlations	• Have an interest in those of opposite gender • Give a firm inclination towards the concepts such as protection and sharing • Well exhibit the feelings like closeness and love			

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