Target group: Young people

Lesson 1

Who am I?

Social & Emotional Learning lessons aimed at combating bullying in a school environment by developing social and emotional skills of young people aged 11-14

Supported by the Daphne Programme of the European Union
enable empower children, eliminate bullying

SWGfL
Lesson 1

Target group: Young people

Question
What emotions do we have and how do they make us who we are?
Lesson 1

Learning objective

- Understand the fundamentals of the project
- Begin to understand how our emotions influence who we are and how others view us
Introduction

The objective of the programme is to contribute to the well-being of children and young people. Bullying is recognised as something which is really harmful and is a whole school issue.

We want everybody in our school to make a positive contribution to minimising bullying.
Lesson 1

Learning Agreement

Look after yourself and others in the class

→ Treat one another with respect

→ Confidentiality - think about what you are saying. Does it make someone feel uncomfortable. Is what you are talking about confidential?

→ Think carefully when you are discussing race, gender, sexuality, age, disability, culture and religion

→ Active participation - be prepared to work in pairs or groups. You have the right to pass on an individual question if you feel uncomfortable, but the responsibility to participate in discussions

→ If you are upset by anything said in the class, make sure you know what to do and who you can talk to about it

Remember that we are trying to encourage everybody in our school to contribute to minimising bullying

Introduction
Lesson 1

Target group: Young people

Questionnaire

Activity 1
Lesson 1

SEL areas

**Self Aware (SelfA)**
- Knowing your own character, feelings, motives, desires

**Social Awareness (SocA)**
- Being aware of others’ feelings, needs and concerns

**Self Management (SelfM)**
- Taking responsibility for, and controlling, your own behaviour and well-being

**Relationship Management (RelM)**
- Being able to identify and handle conflicts sensibly, fairly and effectively
Lesson 1

Decide in your group which SEL area these statements are from

Put the initials (SelfA, SocA, SelfM, RelM) next to each question.

1. I find it easy to change my behaviour when I need to
2. If I saw someone being bullied I would have to act
3. I think I can do things just as well as other people
4. I can settle arguments
5. I understand that ‘banter’ can be misunderstood and upsetting
6. I like myself
7. When things happen, I talk about how I feel
8. I know how my actions can make other people feel
9. When my friends need me, I am a good listener
10. I can understand how other people are feeling
Lesson 1

Target group: Young people

Feedback
Lesson 1

Closing

➜ What have you learnt today?
➜ Have you enjoyed the session?
➜ Why are emotional skills significant?
➜ How often do you think about how you’re feeling?
### Lesson 1

#### Take-away

<table>
<thead>
<tr>
<th>Icon</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="MoodMeter" /></td>
<td>MoodMeter (fee applies)</td>
</tr>
<tr>
<td><img src="image" alt="MoodLytics" /></td>
<td>MoodLytics</td>
</tr>
<tr>
<td><img src="image" alt="Activity and Mood Diary by Ginsberg" /></td>
<td>Activity and Mood Diary by Ginsberg By The Scottish Government</td>
</tr>
<tr>
<td><img src="image" alt="Mood o Scope" /></td>
<td>Mood o Scope</td>
</tr>
<tr>
<td><img src="image" alt="T2 Mood Tracker" /></td>
<td>T2 Mood Tracker</td>
</tr>
</tbody>
</table>

**Target group:** Young people

© Dreamstime: illustrations