

Lesson 9

Foundations for change

Includes SEL strands: **SelfA SocA SelfM ReIM**Estimated time: **60-90 minutes**

Lesson overview

Introduction, discussion, group work, paired work, reflection, writing, plenary

Learning objectives

Key question

How can we understand the progress we've made?

Students will learn to:

- ▶ Identify what progress looks like
- ▶ Review progress
- ▶ Begin goal setting

Materials and preparation

Leaders will need:

- ▶ Emotional Skills Questionnaire L9R1

Introduction (10 minutes)

Review the purpose of the project. Outline the lesson objectives.

Ask

What are the four areas of social and emotional skills?

- ▶ Share resource L2R1. Ensure they understand: Self Awareness, Social Awareness, Self Management and Relationship Management.
- ▶ Ask the pupils/students to suggest a definition for each quadrant.

Activity One (20-30 minutes) Class discussion

What does progress look like? Where possible, arrange the class in a circle and run this activity as a circle-time style activity (for a detailed list of other possible arrangements, see advice in Making ENABLE work). The aim of this activity is to lead a discussion with the class on the areas below by suggesting "progress" words and keywords, and asking the students to reflect on them together. Elicit discussion about the following areas:

- ▶ Improved knowledge and understanding
- ▶ improved vocabulary to describe own and others' emotions
- ▶ More sophisticated emotional skill strategies
- ▶ More skilled in dealing with social incidents
- ▶ Better social outcomes (less negative incidents?)
- ▶ Improved class climate
- ▶ More appropriate interaction between the group
- ▶ Improved support structures
- ▶ Open and transparent conversation
- ▶ Positive personal emotional health
- ▶ Improved understanding of individuals' rights



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On the board/interactive whiteboard, list improvement words such as:

- improved • better • understand • more • greater • good • changed • altered
- healthier • decreased

Then next to this, record a list of keywords such as:

- emotions • issues • roles • behaviour • friends • classmates • class atmosphere
- bullying • help • talk • listen • rights • happiness • strategies • emotional wellbeing



Then ask the students to provide sentences that use both a keyword and an improvement word. Record a number of agreed statements that define what progress looks like for your students.

Draw out from students the sort of class environment they would like to see, and how their own behaviour contributes to the whole system change.

Activity Two (20 minutes) Paired task

- ▶ Suggest that the students might like to work in pairs
- ▶ Give the students a copy of the questionnaire and explain the scoring system (L9R1)
- ▶ Ask them to:
Choose a statement from each area of the questionnaire that:
 - ▶ Has provided them with good emotional intelligence strategies
 - ▶ They understand more as a result of the learning
 - ▶ Has challenged them most
 - ▶ Is where they have changed the most

Closing (5 minutes) Review the learning

Outline objective for final lesson: setting personal targets to build on the foundations

Take-away task (Optional)

Complete the individual questionnaire where appropriate for your learners

Supporting activities

RESEARCH. Find examples of social and emotional skills questionnaires online and review. Do they provide any additional ideas, guidance or information about fostering improvement? Some examples are *Emotional Intelligence test 1* or *Goleman's EQ Test*. Can we rely on the results from these? Use as a discussion focus. WRITING/MUSIC/ART. Create a list of expectations for classroom environments and present in a creative format, e.g. wordwall, poetry, rap, poster, wordcloud, cartoon (see previous lesson links).

Links

Personal questionnaire and individual feedback