

## Lesson 1

## Who am I?



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

### Lesson overview

Introduction, questionnaire, group discussion, group activity and feedback

### Learning objectives

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

Students will be able to:

- ▶ Understand the fundamentals of the programme
- ▶ Begin to understand how our emotions influence who we are and how we are viewed by others

### Materials and preparation

#### Leaders will need:

- ▶ Access to the Emotional Intelligence Questionnaire
- ▶ Learning agreement L1R1
- ▶ Resource sheet L1R2
- ▶ Resource sheet L1R3 - a copy of slide 6 from the presentation
- ▶ Large sheets of paper to record group discussion
- ▶ A space suitable for group work
- ▶ Access to a mood app and ability to share it (Interactive whiteboard (IWB) or on screen)

### Introduction (10 minutes)

Introduce the programme and explain its objectives.

Share the learning agreement (L1R1) with the group and ensure that all understand and agree to abide by it. (You might like to look at the link below for more support in creating learning agreements.)

Share and explain ground rules for active participation.

Give examples of confidentiality scenarios.

Ensure students understand how to seek help or support if appropriate.

### Ask

What are feelings or emotions?

Is it important to understand our own feelings and those of others?

Why?

### Activity One (20 minutes) Questionnaire (optional)

- ▶ Introduce questionnaire (on IWB/Screen, where possible)
- ▶ Ensure students know that the questionnaire is anonymised and that the leader is unable to see individual responses
- ▶ Demonstrate how the questions should be answered. Highlight that the purpose is not for students to score a 5, but to be honest about their understanding
- ▶ Ask if everyone understands the questions and offer support with reading for those that need it
- ▶ Inform students as to how questionnaire will be 'marked'; please see assessment section in the Making Enable work
- ▶ Ask students to complete the questionnaire

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### Activity One A (20/30 minutes) Discuss questionnaire

- ▶ Divide students into pairs
- ▶ Provide students with a copy of the questionnaire
- ▶ Allow pairs to read and discuss questionnaire
- ▶ Encourage pairs to consider responding to each question
- ▶ Ask for student feedback about questionnaire

Or - if you are not giving each student a questionnaire, please use Activity One A as below.

### Activity Two (20 minutes) Group task

#### Introduce concept of social and emotional literacy (SEL)

- ▶ Introduce students to 4 areas of SEL – self-awareness, social awareness, self-management and relationship management
- ▶ Divide group into 4s. Each group is given poster paper and a selection of 10 questions from questionnaire L1R2 and resource sheet L1R3. Group must decide which area each question belongs in
- ▶ Ask for feedback from one member of each group

### Closing (5 minutes) Review the learning

What have you learnt today?  
Have you enjoyed the session?  
Why are social and emotional skills significant?  
How often do you think about how you're feeling?



### Progression

Where next? Explain that personal emotions influence our well-being. Introduce next lesson - Understanding our emotions

### Take-away task

Share with students the range of Mood Apps available in the mobile stores. Invite students to explore one of the apps before the next session. Please note, some apps are not free.

### Supporting activities

TECHNOLOGY. Use video from apps or on mobile devices to capture feedback from class. Edit 5-10 second clips into soundbites that capture key points and publish. Edit key points into 140 character statements and publish to wider group using apps like *Twitter*.

MEDIA Re-present the learning agreement into a form that can be used over the course of the project through various media posters, images, presentation technologies (eg *Videoscribe*, *PowToon*, *HaikuDeck*).

### Links

Learning Agreements. A really useful resource from the National Children's Bureau. Good ideas for stimulating classroom discussion. [http://www.ncb.org.uk/media/444059/posa\\_final.pdf](http://www.ncb.org.uk/media/444059/posa_final.pdf)

Apps: see table in national implementation toolkit