



SAMPLE

**SOCIAL
EMOTIONAL
AND ETHICAL
CURRICULUM**





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The Riverside School, 2021

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Thanks to all the faculty who have been part of these courses and enriched the curriculum with their perspectives and practices.

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INTRODUCTION

Children are now growing up in a world with a diminishing capacity to listen to perspectives that differ from their own. Children grow up into adults who are increasingly impatient, given to instant gratification and find difficulty negotiating differences. As a result, the world needs education system and teachers who can help our children become self-directed learners who understand the importance of tolerance, acceptance and compassion. More than anything, our children need to experience a nurturing and loving school culture first-hand, if they are to graduate with the desire to make our society more empathetic and equitable.

The Riverside School was founded in 2001 as an experiment to create a child-centric learning culture that values the development of character as much as building skills and knowledge. Our foundational belief is that Design Thinking, through its problem-solving framework of Feel- Imagine-Do-Share (FIDS), is key to involving children (our end-users) to take charge of their own education and learning.

We have seen that when children view themselves as playing a key role in the design of their own learning journey, there is a remarkable increase in their ownership, and engagement with their education. Moreover, this approach has dramatically increased children's capabilities to apply the skills and knowledge they learn in school by creating the space to foster higher order skills like creativity, innovation and problem-solving. Throughout this design process, teachers and children also engage with and draw inspiration from philosophies and pedagogical frameworks from across the globe, including Dr. Howard Gardner, Project Zero, the Reggio Emilia schools, IDEO, and perhaps most importantly, Mahatma Gandhi.

While our experiments in Design Thinking have led to spin-offs that have impacted millions of children and communities around the world (see: Design For Change*,

aProCh** and RLC***), we believe our most significant impact has been on our primary stakeholders and their families – through the creation of the HumanE Curriculum that shifts us from Being Human by Chance to Being HumanE by Choice.

This curriculum develops a value system characterized by 5 E's (Empathy, Ethics, Excellence, Elevation and Evolution), by ensuring a time-tabled, structured, and reflective approach to building socio-emotional competencies among children. For the ease of teachers, the interventions are shared in the form of lesson plans. The Riverside School has tried, tested and refined them over the years. These sessions are backed by extensive research along with the ideas presented through Emory and Dalai Lama's Social Emotional and Ethical Learning.

Making Social Emotional and Ethical Curriculum (SEEC) is an integral aspect of education that can help create emotionally safe learning environments. SEEC curriculum is the process through which children and adults can develop the knowledge, attitudes and skills required to identify and manage their emotions, feel and demonstrate empathy toward others, form meaningful relationships, and make responsible choices.

Following the guiding principles of Design Thinking, you may choose to customize and contextualise them to suit the socio-emotional needs of your children.

* www.dfcworld.org

** www.aProCh.org

*** www.riversidelearningcenter.in

SECTION I

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**UNDERSTANDING
SOCIAL EMOTIONAL
AND ETHICAL
CURRICULUM**

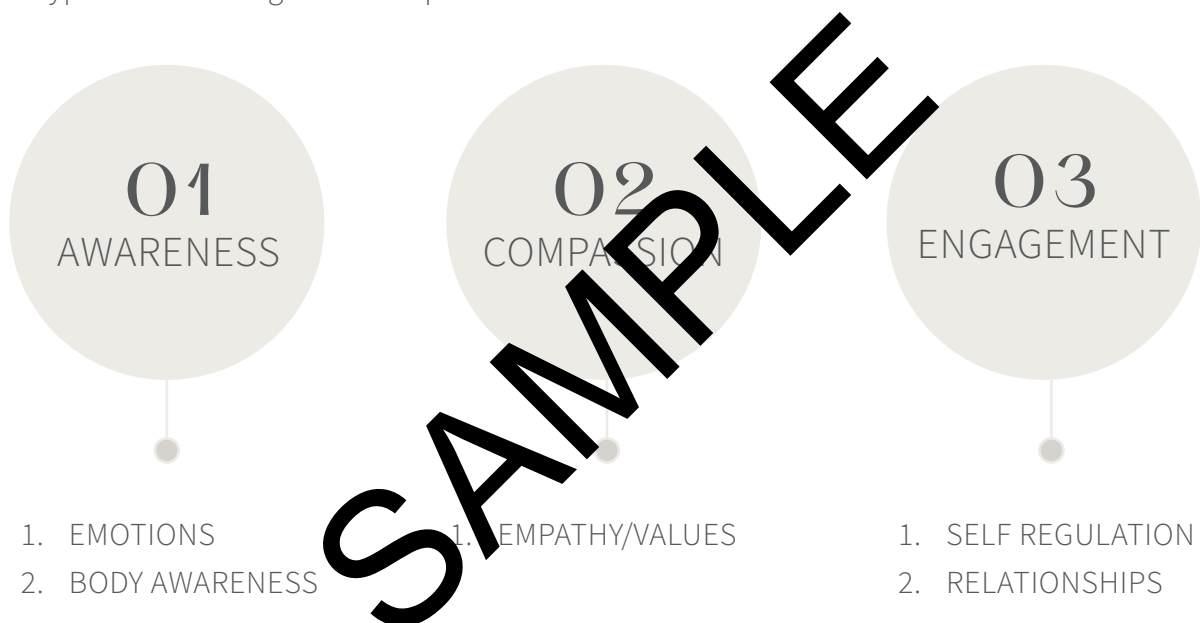
Educating The Heart and The Mind

UNDERSTANDING THE FRAMEWORK OF SEE CURRICULUM

To see the materials of SEE Learning, please check: <https://seelearning.emory.edu/>

What is Social Emotional and Ethical Curriculum?

According to the Social Emotional Curriculum framework given by The Dalai Lama, SEE Learning is most fundamentally based around three dimensions, which broadly encompass the types of knowledge and competencies it seeks to foster in children:



This framework therefore builds on the evidence-based work of SEL (Socio-Emotional Learning), and parallels the model suggested by Goleman and Senge.

The Triple Focus:

- A focus on self
- A focus on others
- A focus on interdependence and systems.

**The three dimensions of SEE Learning
— Awareness, Compassion and Engagement —
relate intimately to each other.**

SECTION II

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THEMES

THEME 01 – AWARENESS

- Of one's emotions
- Relationship between behaviour, habits, and emotions

THEME 02 – BODY AWARENESS

- Becoming aware of one's body
- Awareness of body-leading to acceptance of one's body

THEME 03 – COMPASSION

- Understanding and experiencing empathy for self and others
- Learning to appreciate and acknowledge others' emotions

THEME 04 – ENGAGEMENT

- Self Regulation & building relationship
- Changing and inculcating behaviours for self and others

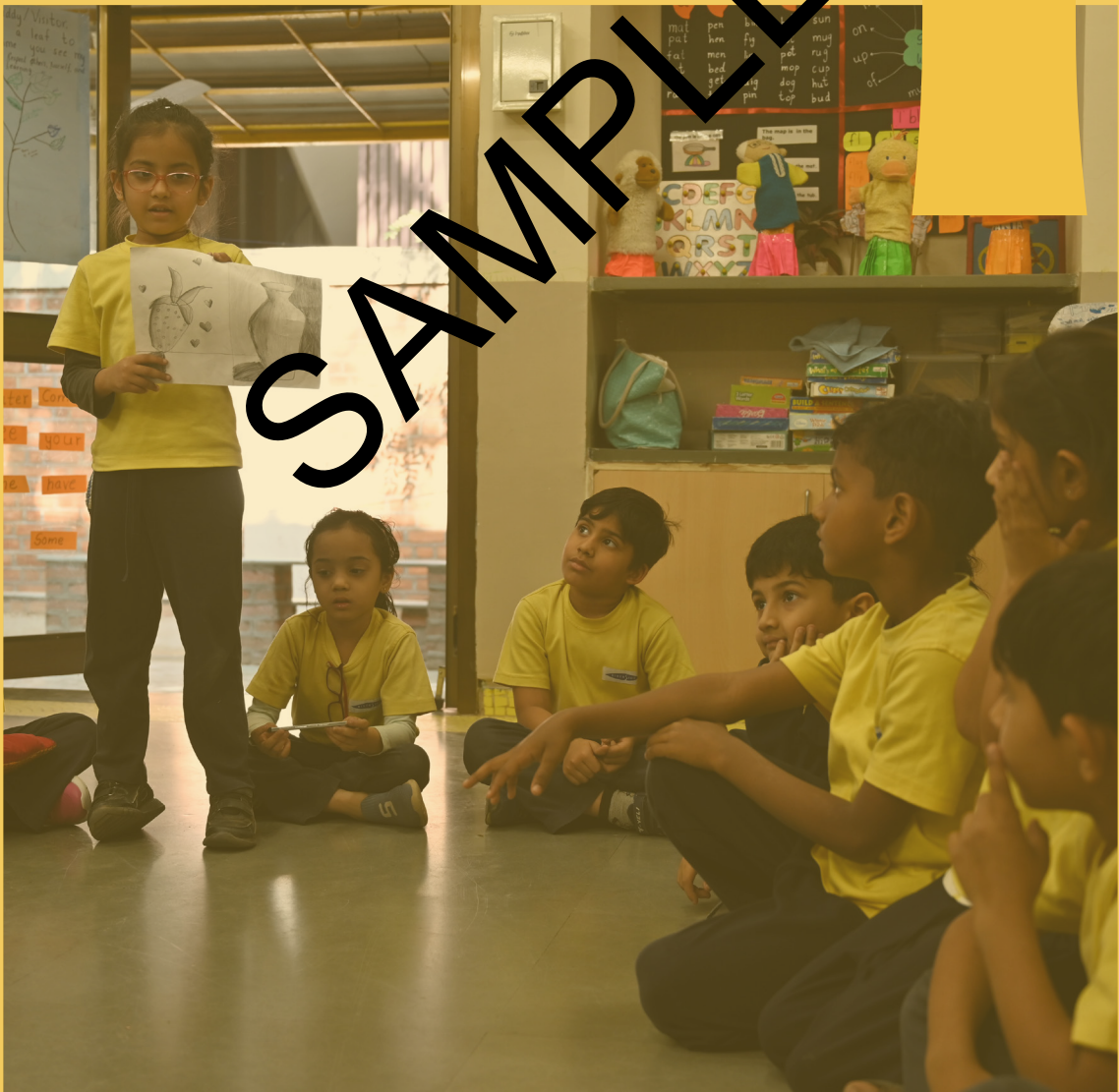


GOAL

To build emotional awareness about self

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AWARENESS



THEME 1 | AWARENESS

EMOTIONS

What are Emotions?

In order to truly understand emotions, it is important to understand the three critical components of an emotion.

There are three aspects comprising any emotion:

- A subjective component (how you experience an emotion)
- A physiological component (how your bodies react to the emotion)
- An expressive component (how you behave in response to the emotion)

These different elements can play a role in the function and purpose of your emotional responses.

What is the purpose behind learning about Emotions?

- Emotions can play an important role in how we think and behave
- Emotions can motivate to take action
- Emotions help survive, thrive and avoid danger
- Emotions can help make decisions
- Emotions allow other people to understand ourselves
- Emotions allow us to understand ourselves



SESSIONS

AT A GLANCE

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- Session 1** Identifying their emotions
- Session 2** Building their vocabulary on emotions
- Session 3** Expressing themselves using the right emotion
- Session 4** Identifying the situations which build emotions with healthy behaviour
- Session 5** Pause point-recap and reflection of sessions conducted
- Session 6** Calming and Venting strategies
- Session 7** Expressing themselves using the right emotion in an appropriate manner
- Session 8** Learning appropriate social emotional behaviour
- Session 9** Pause point-recap and reflection of sessions conducted

GUIDELINES FOR EMOTIONAL AWARENESS TEACHER'S GUIDE

Guide for the facilitator before beginning the topic:

Before you begin with the curriculum, share your curriculum context with the faculty of the school and how these principles are aligned to the school's values, context, pedagogical approaches and needs.

- Establish the relevance of building social emotional skills within children and as to how the curriculum over a period of time will be impacting the children and help them build better relationship with self, others and community.
- Also, have a brief dialogue about emotions and establish that children and adults experience emotions on a spectrum. E.g. on a scale of 0-10, one can experience anger at the level of 4 on a day and 9 on the other day when the level of anger keep remaining high for a prolonged period there is a possibility for it to converting to rage which could be harmful/unhealthy for the individual and even in their environment.
- It is fine and okay to experience all kinds of emotions but when the frequency levels remain high or even too low, e.g. happiness, it can deter the way an individual behaves which might be harmful/unhealthy for the individual and even in their environment.
- Engage in answering the questions they might have with regards to the importance, relevance and need of what is being offered.

Vocabulary:

- **Emotions** are the expression of what you feel to describe your physical state.
- **Feelings** are the mental display of what is going on in your body physically when you experience an emotion.
- **Behaviour** is how you react to a particular situation.
- **Expression** is a reaction to a situation which is expressed in a verbal or non-verbal way.
- **Trigger points** are situations that can cause and escalate any of the above.

*** Prepare external support contact list (a list of people able to provide medical and/or psycho-social support to participants).*

Session 1: Week 1**Time: 40 min****Age: 5-8 years****Date:****Facilitators:**





OBJECTIVE : To build emotional awareness about self		
PURPOSE : Identifying the various emotions (increasing their vocabulary) and understanding how to recognize the emotions they feel		
LANGUAGES OF LEARNING : Game, Discussion and Sharing		
TIME	SESSION	RESOURCES
5 MINS	INTRODUCTION <ul style="list-style-type: none"> Begin with showing pictures of “happy face”, “sad face” and “angry face” and ask if they know what the images mean. Then ask them to share what makes them happy, sad or angry. 	Feelings Chart
25 MINS	ACTIVITY <ul style="list-style-type: none"> Divide the children into 2 groups namely Group 1 and 2. Give each child of group 1 a chit with a Written Emotion. Give each child of group 2 a chit with a Face Emotion. Make Group 2 stand in a line showing their Face Emotion Chits with one hand and the other hand on their waist. Instruct Group 1 to read their written emotion, run around and find the related Face Emotion partner from Group 2 and loop their hand with their partners. After the above activity is done ask all the children to sit with their partners in a circle. Ask them to again check and match the appropriate Written Emotion with the appropriate Face Emotion (from the chart given). This will help the children see if they have mismatched any emotion. Explain the meaning of each emotion and after each explanation encourage children to recall and share incidents when they felt that emotion Children can be instructed to do an enjoyable physical energizer in between the circle discussion to help them to gain their listening attention. 	Feeling Word Chits and Emoticon Chits: <ul style="list-style-type: none"> Happy Sad Angry Silly Scared Excited Worried Frustrated Surprised
10 MINS	CLOSING THE LOOP <p>Question prompts</p> <ul style="list-style-type: none"> How did recalling incidents to share your emotions help you? What are the new emotions that you learnt about today? <p>Dialogue</p> <ul style="list-style-type: none"> Recall the emotions that they learn about. Relate to emotions they are familiar with while simultaneously attempting to learn more about emotions they are unfamiliar with. 	

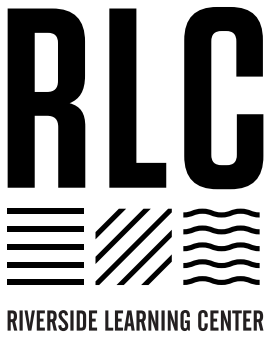
<p>Sample Reflection by teacher after the session :</p>	<p>REFLECTION (Example of what a teacher-reflection could be)</p> <ul style="list-style-type: none">• Initially they could relate to the common ones and didn't feel the difference at all.• Gradually, the children were able to know the meanings of the emotions and also were able to come up with incidents when they had felt the various emotions.
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FEELINGS CHART

 <p>SCARED</p>	 <p>HAPPY</p>	 <p>SAD</p>
 <p>ANGRY</p>	 <p>EXCITED</p>	 <p>WORRIED</p>
 <p>SURPRISED</p>	 <p>SILLY</p>	 <p>FRUSTRATED</p>



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