

# Friendly Schools

Where Every Child...Every Day...Feels Safe.



## Prevent bullying in your school!

- ▶ Cyber Bullying Prevention
- ▶ Empowering Bystanders
- ▶ Student Wellbeing
- ▶ Creating a Safe Environment
- ▶ Social and Emotional Learning
- ▶ Whole-School Approach

Meets all  
nine elements  
of the **National  
Safe Schools  
Framework**



- Erin Erceg - Session 2 Social and Emotional Learning to reduce and prevent bullying

# Most students don't bully



**Why do most students NOT  
bully others?**



# Why do most children not bully others?



- They have good social skills so they can make friends and have healthy relationships without bullying.
- They think bullying is wrong and think their parents would be really upset with them if they bullied.
- They feel good about themselves and don't feel the need to have power over other people.

Key Message



# Why do most children not bully others?



- They wouldn't like someone to treat them that way so wouldn't bully someone for fear it might happen to them one day
- They are too busy to think about it. They are involved in activities, so they don't have time and are usually not interested in bullying.

**Key Message**





“All the research we have been involved in clearly shows that it is not just about safety, but about the development of social and emotional skills that ensure that children and young people make ethical and constructive choices about their future wellbeing.”

**When babies are  
born they are quite  
helpless.**





**They begin to develop  
their social skills  
almost immediately in  
order to get their  
needs met to survive**





**I want my nappy  
changed right now!**

**endly  
Schools  
PLUS**



**Right.  
You asked for it!**



**Acts of physical aggression peaks in toddlerhood, even if the harm caused is minimal.**



**Over childhood, many children learn to regulate aggression and disruptiveness**



**Some have great difficulty regulated their emotions and their behaviours; remain at elevated risk**





**The proportion of children who use **physical aggression declines** with development;**

**however**

**The proportion of children who use **verbal and indirect forms of aggression increases** during childhood and early adolescence.**



# Let's take a closer look





## Social and Emotional Learning Skills

## Personal and Social Capability – Australian Curriculum







## Social and Emotional Competencies

**Reflection:** Reflect on the needs of your students in each social and emotional competency

Self awareness	Needs
Students need to: <ul style="list-style-type: none"> <li>Recognise, identify and express emotions appropriately</li> <li>Understand how emotions can affect the way we think and behave</li> <li>Recognise personal interests, strengths and limitations</li> </ul>	
Self management	Needs
Students need to: <ul style="list-style-type: none"> <li>Express emotions appropriately</li> <li>Regulate emotions to handle stress and control impulses</li> <li>Learn to manage own behaviours and decisions</li> <li>Develop and maintain a well-grounded sense optimism and resilience</li> </ul>	
Social awareness	Needs
Students need to: <ul style="list-style-type: none"> <li>Recognise and appreciate individual and group similarities and differences</li> <li>Be open to the perspective of others</li> <li>Be able to empathise with others and show compassion for others</li> </ul>	
Relationship skills	Needs
Students need to: <ul style="list-style-type: none"> <li>Learn to form and maintain positive relationships</li> <li>Understand the difference between healthy and unhealthy relationships</li> <li>Develop skills for negotiation, refusal, and conflict management</li> <li>Recognise, avoid and deal effectively with bullying behaviour</li> <li>Work effectively and cooperatively with others in pairs and groups</li> <li>Be able to seek and provide help when needed</li> </ul>	
Social decision-making	Needs
Students need to: <ul style="list-style-type: none"> <li>Learn to form and maintain positive relationships</li> <li>Understand the difference between healthy and unhealthy relationships</li> <li>Develop skills for negotiation, refusal, and conflict management</li> <li>Recognise, avoid and deal effectively with bullying behaviour</li> <li>Work effectively and cooperatively with others in pairs and groups</li> <li>Be able to seek and provide help when needed</li> </ul>	

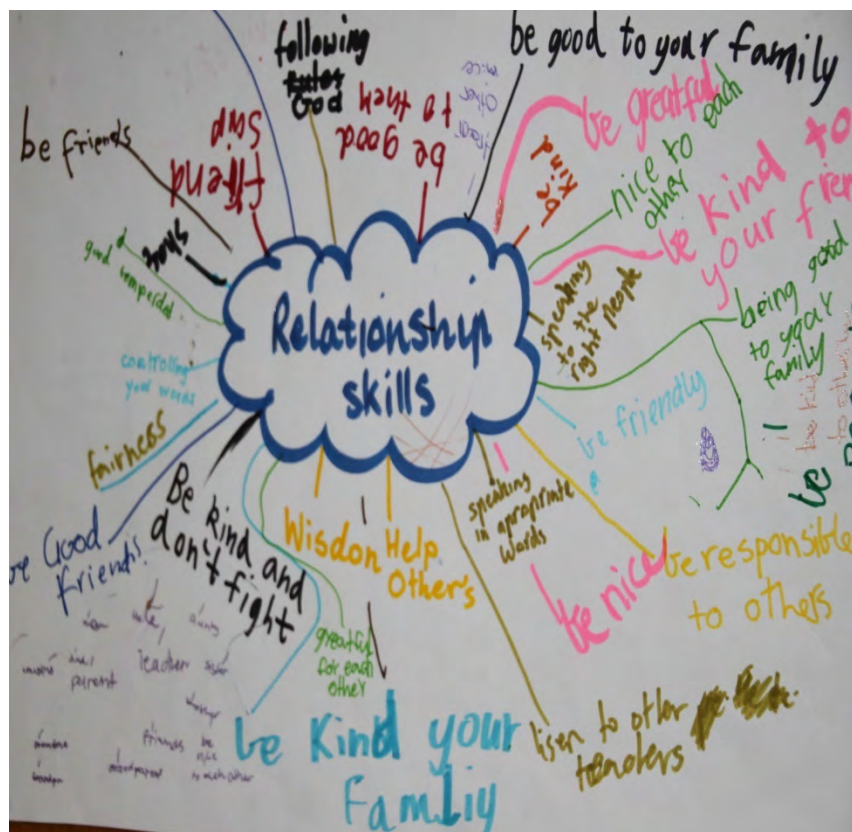
# Five Social and Emotional Learning Areas (SEL) (adapted from CASEL)



- **Self-Awareness**
- **Self-Management**
- **Social Awareness**
- **Relationship Skills**
- **Social Decision-Making**







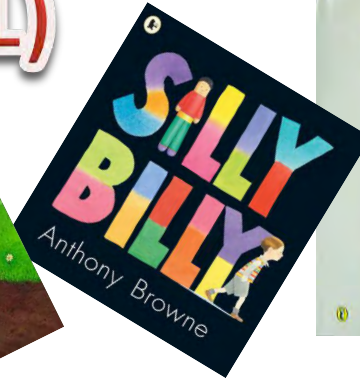
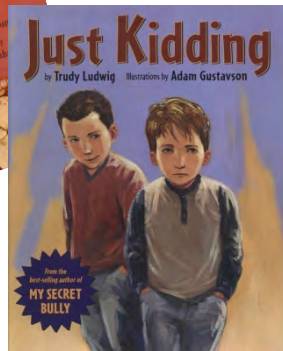
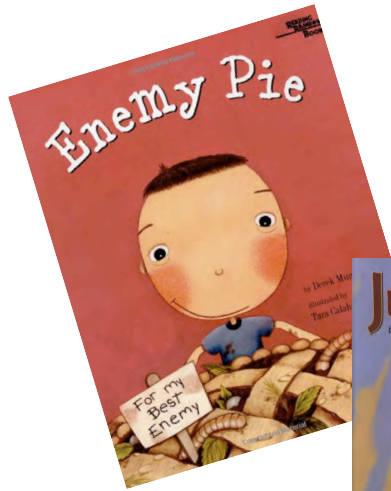




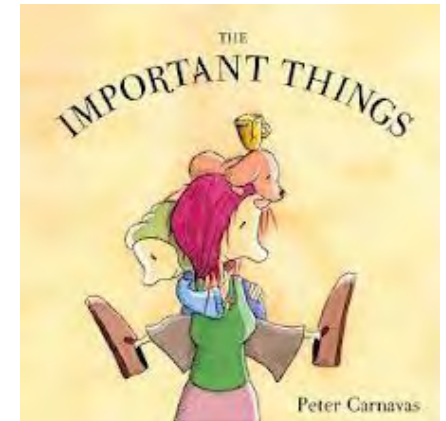
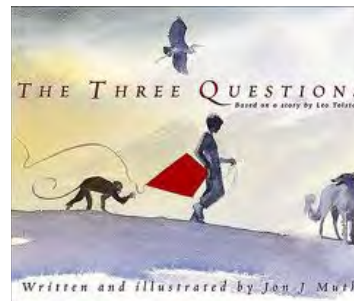
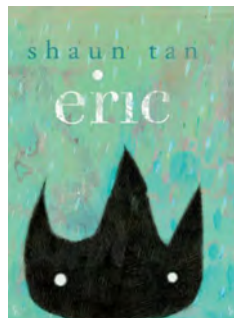




# Social and Emotional Learning (SEL)



Developing an understanding of the SEL competencies through Picture books





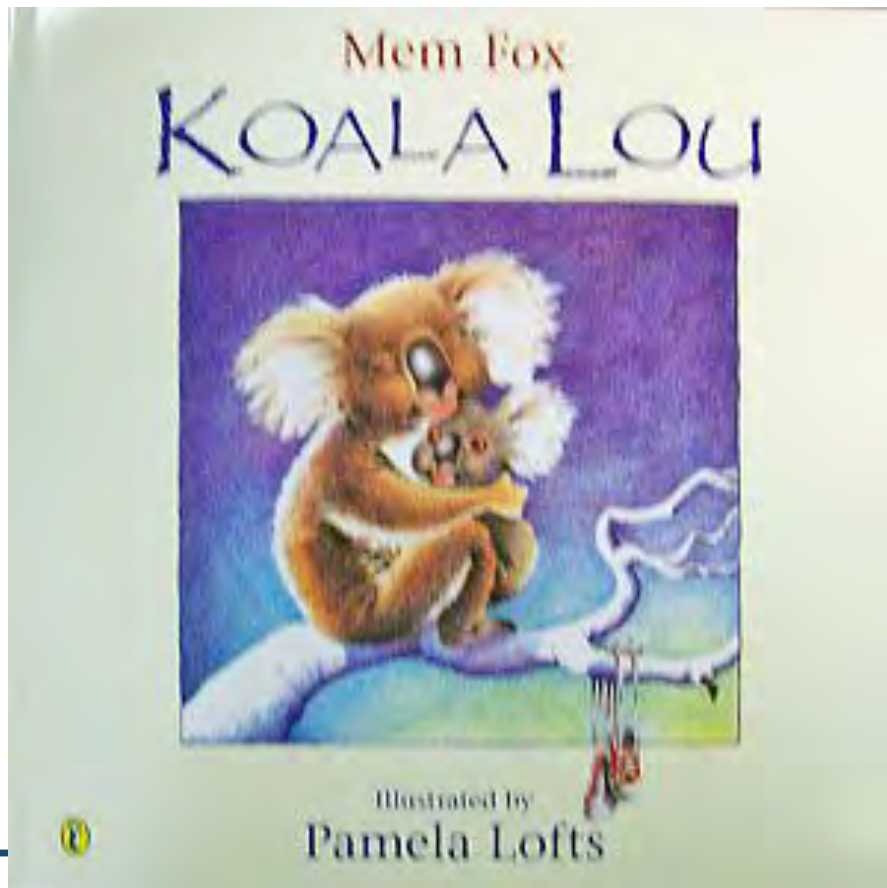
## SEL BOOKS – Competency Links

BOOK	Self Awareness	Self Management	Decision Making	Social Awareness	Relationship Management
Brand New kid....	😊		😊	😊	😊
Go Away Mr Worry....	😊	😊	😊		😊
Grouches	😊	😊			



# Koala Lou by Mem Fox

## Prepared by Jenny Natoli



### Social and Emotional Learning (SEL)

Name of the book     **KOALA LOU**

Author                **MEM FOX**

#### Summary of the story

Koala Lou is a story about how coming second is more than ok.

Koala Lou is used to much attention and frequent "I love you"s from her adoring mother. As more little koalas come along Koala Lou feels a little bereft and decides to recapture her mother's attention by entering the Bush Olympics.

Despite her best efforts and plenty of training Koala Lou is unable to beat the gum-tree-climbing champion - Koala Klaws. In a heart warming moment mother and daughter re kindle their relationship in the tender final scene.

Which competency is reflected through this story?

#### Social Awareness

**Identifying the thoughts and feelings of others.**

**Showing empathy for the needs, feelings and interests of others.**

**Being a good loser and a good winner.**

How could you use this book with your class?

- **Read story and discuss winning and losing**
- **Make a class Ychart to describe what being a good loser and good winner looks like, sounds like, feels like**
- **Interpret feelings/ read faces of people in pictures and photos- label them**
- **Make paper plate faces depicting different feelings**
- **Draw how their friend's face looked when they pleased them.**



# Let's take a closer look



Key Messages



# I don't get involved in bullying because:



**I know myself**

**I am comfortable with who I am**

**I feel good about myself**

**I understand that I have emotions  
and they can affect the way I feel**

**I have strategies to help me cope when I  
am feeling things are difficult**



# We all need to recognise and express our emotions







As a writer, this has proven to be a truly valuable chart.

riendly  
Schools  
PLUS

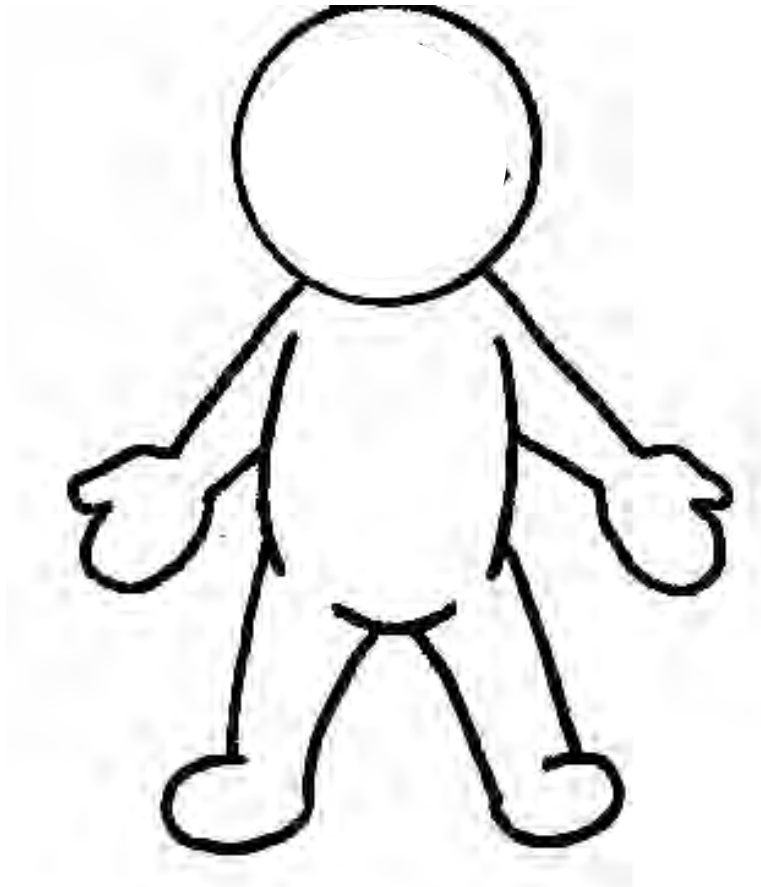




# Self Awareness



Activity – How do you feel?





# Coping with stress and pressure










## Pressure gauge

	Impossible to resist	10
		9
		8
		7
		6
	Hard, but I can still do my own thing	5
		4
		3
		2
	Doesn't bother me. I will do my own thing	1





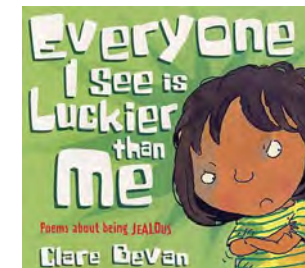
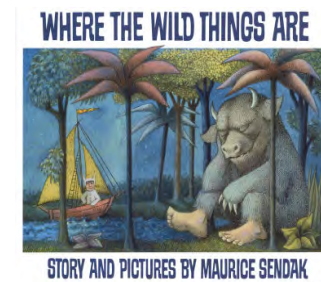
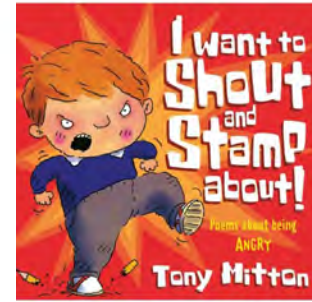
						



# Expressing feelings



- Feeling Blue - Sad
- Red Alert - When I feel really angry
- Feeling Frustrated – Purple
- I'm feeling green - Jealousy



# Expressing feelings



**What is your colour?**

- On \_\_\_\_\_ days

**How does your colour make you feel?**

- I feel \_\_\_\_\_

**What does your colour remind you off?**

- Like \_\_\_\_\_

# Let's take a closer look



Key Messages





# **I don't get involved in bullying because:**



**I can express my emotions appropriately**

**I can manage difficult emotions  
without impacting on others**

**I can manage my own behaviour and decisions**

**I know that sometimes I might make  
behavioural mistakes, but I know to say  
sorry and work to improve my behaviour**



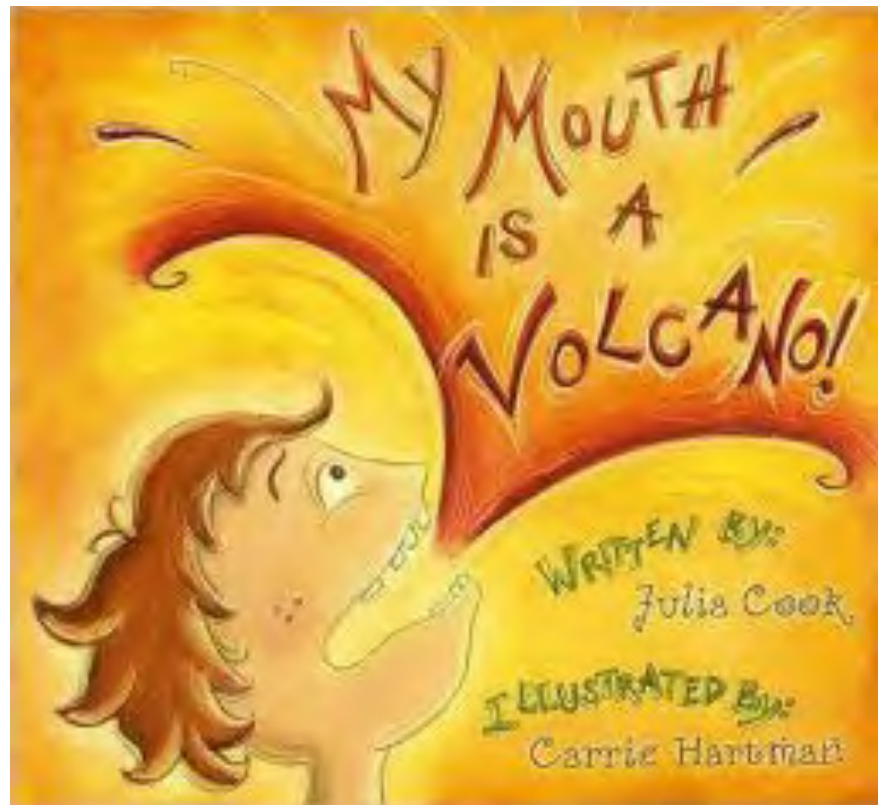
# We need to learn to understand and control difficult emotions

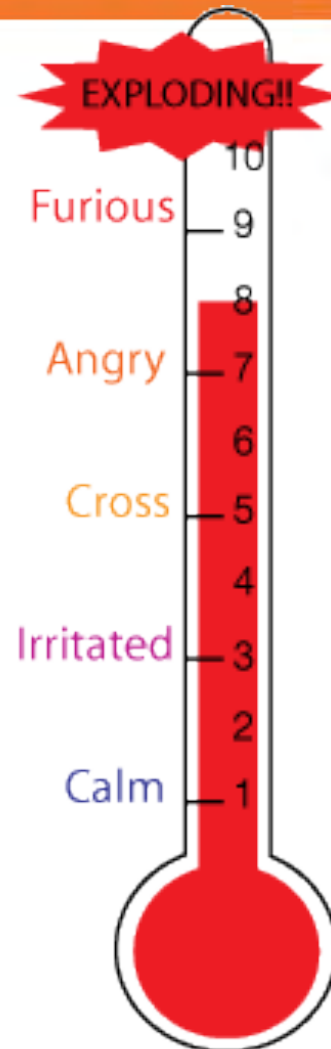


**We need to learn how to stop and think before responding to our feelings**









The Anger Thermometer

# Behavioural mistakes



- Treat behavioural mistakes in the same way that we treat other learning errors...
- **Behavioural 'mistakes'** will be inevitable, and offer an opportunity for us to teach children and young people skills and understandings.







## Internal moral compass



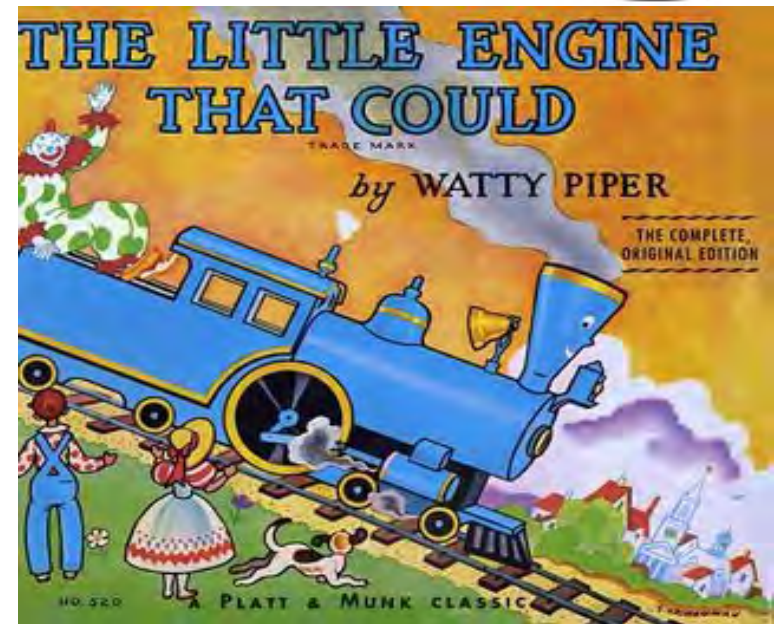
All children/young people need support to **develop their moral compass** to identify what is right and wrong so they can make **responsible and healthy decisions**

# Optimistic thinking



- Looking on the bright side
- Bring a little sunshine into our day
- Light up my life
- Add a splash of colour to your day
- Colours of my life
- Brighten up your day

# Perseverance and resilience





# Let's take a closer look



Key Messages



## Social Awareness



# **I don't get involved in bullying because:**



**I understand and appreciate that everyone is different**

**I am open to the perspectives of others**

**I try to empathise with other people**

**I realise that I have a social responsibility to care about and support others**





**We need to know how to care  
about others and the way they feel**





# Empathy



Being **empathetic** about means being able to identify with, understand and care about how another person feels in a certain situation.





# Social awareness

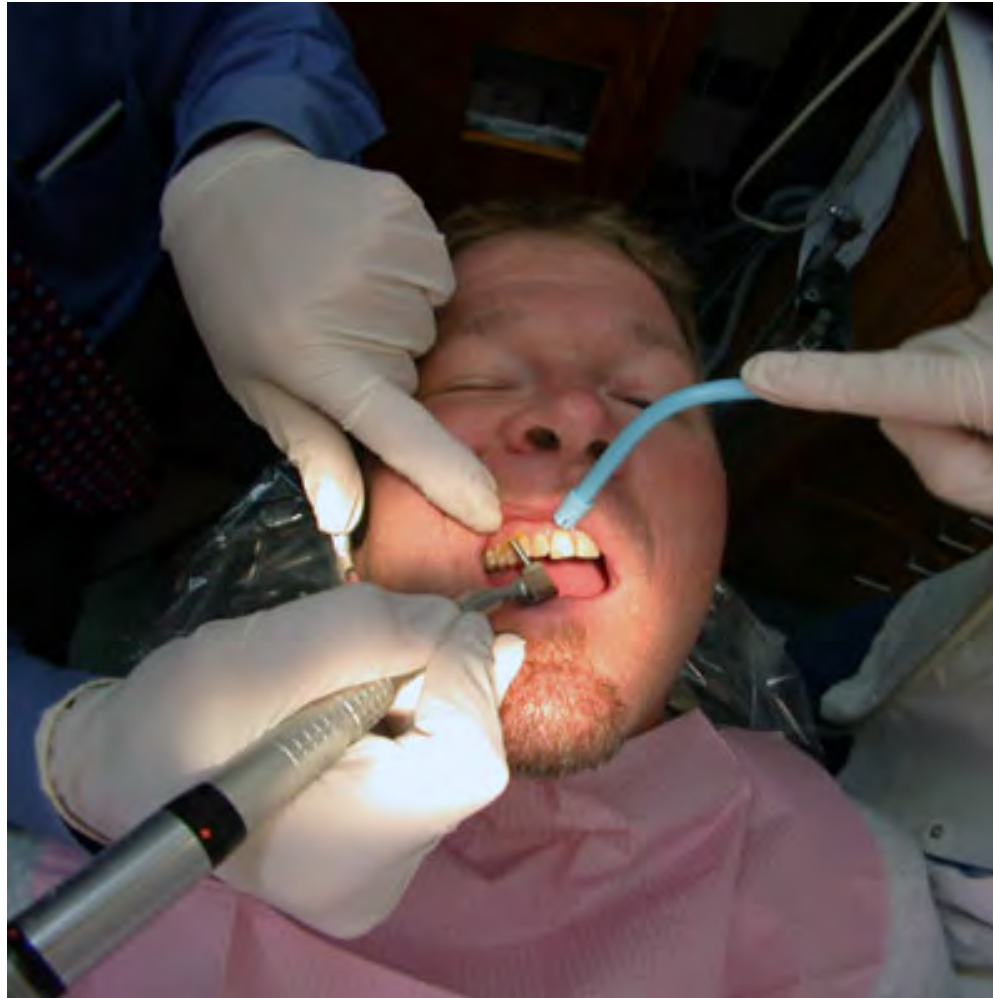


**Empathy** begins with recognising another person's feelings about a certain situation.

If you have never felt a certain feeling then it will be difficult for you to understand how another person might feel in this same situation.



# Empathy



# Empathy



# Social awareness



**Perspective taking** is the ability to see things from a point of view other than one's own.



By Frits Ahlefeldt



# Perspective taking



The ability to take another's perspective is crucial for successful social interaction.



# Let's take a closer look



## Key Messages



# **I don't get involved in bullying because:**



**I can recognise healthy and unhealthy relationships**

**I have good relationships that I appreciate and maintain**

**I know how to try to resolve conflicts and say “no” when I need to**

**I know how to ask for help and seek help for others who need it.**

**I can work and play in teams and groups**





**We need to learn how to make friends  
and get along with other people**



# Relationships

## Healthy and unhealthy relationships



# Key messages for learning



- **Most young people agree they don't like bullying and don't want it in their school.**
- What is bullying?
- What do I do if I am bullied?
- How do I get help if I am bullied?
- What do I do if I am a bystander to bullying?
- How do I make sure I don't get involved in bullying others



# Let's take a closer look



## Key Messages



# **I don't get involved in bullying because:**



**I can make ethical and responsible decisions**

**I know how to use problem solving and decision making strategies**

**I can take responsibility for my decisions and their consequences**

**I am aware that my decisions have consequences**



# We need to know how to make good choices and responsible decisions

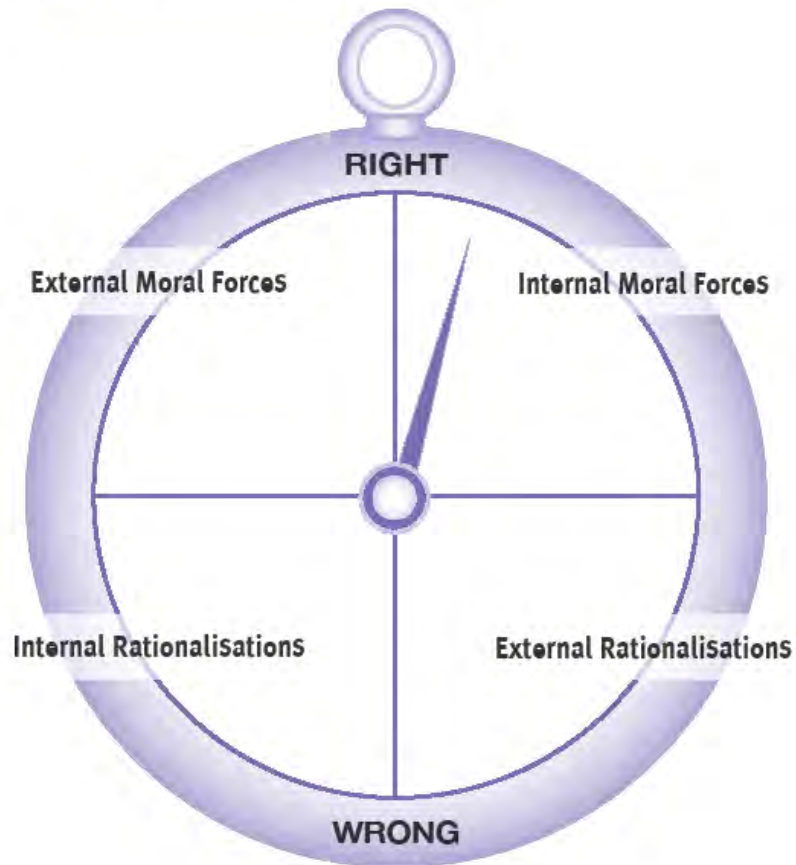




Name: \_\_\_\_\_



The Moral Compass



# The Moral Compass



- **Scenario**
- You are online and a website pops up that you know you shouldn't enter, but you are in your room alone and no one will know.
- **Check with your moral compass**
- **What are the factors you think about in this particular case?**
- **How do these factors influence your decision?**
- **What is your ultimate decision? What would you do?**

# Making choices



## Think

Think about what  
is going on

## Feel

Say how you feel

## Talk

Talk about what  
you want

## Choose

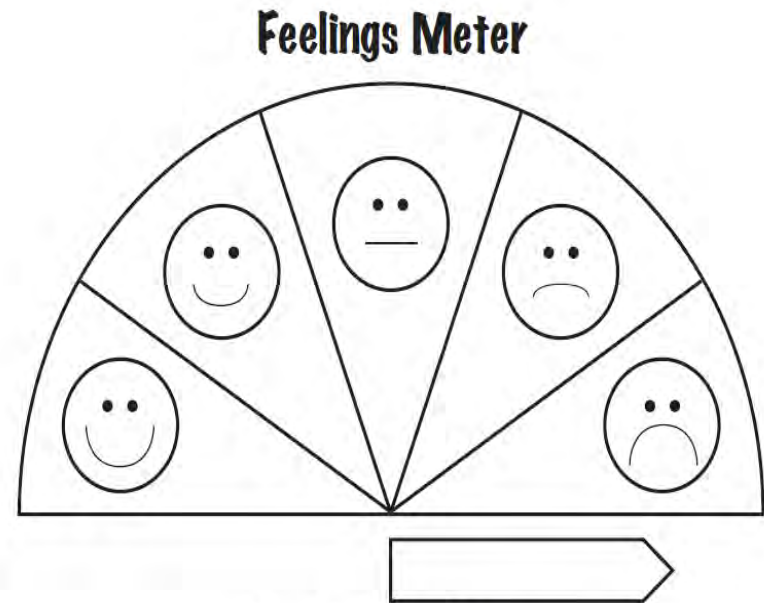
Choose what to  
do



# How do I feel?



- Think about how you feel.
- Are you upset?
- Are you angry?
- Is this bothering you?



# Saying what I feel



I Feel...

- say how you feel

When you...

- say what the other person is doing

Because...

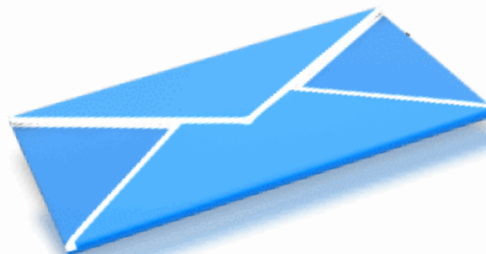
- say how this effects you

And what I  
want is...

- say what would make the situation better for you







# Areas of need identified

What did we decide to work on?

## Teaching and Learning

Implementing Social and emotional learning in the curriculum



- All staff were also concerned about the students' behaviour relating to friendship issues.
- Particularly their reactions to disappointments and their inability to articulate their thoughts.
- Plus the amount of parent involvement in student issues and the need for children to develop resilience.

# Action / major activities

## What did we do?

- Conducted 2 staff meetings introducing teachers to the terminology and core components of SEL and examining the evidence based practice behind FSP.
- Staff came to a common understanding of the SEL framework
- Staff looked at the English curriculum and specialists at their areas to see how SEL fits with these areas
- Mapped the SEL framework along side the developmental levels of students to show that students need experiences in all 5 SEL components in order to become socially literate and emotionally competent people.



- Examined “Friendly Schools Plus” program and began implementing SEL sessions on a weekly basis.
- Put together information folders for teachers to trial in Terms 3 and 4 and the librarian ordered and collected all the Picture book resources needed.
- Staff began implementing the FSP activities in Term 3 Week 3.
- Started an intervention program with a small cohort of Year 2/3 students who had been identified as needing assistance to develop appropriate language to express their feelings.

# Achievements so far

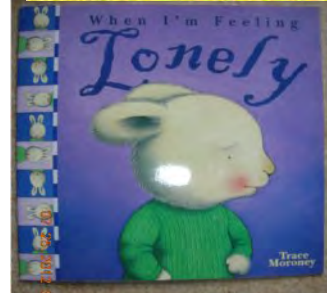
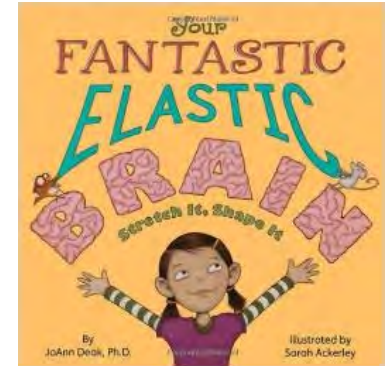
## What did we achieve?

- Staff have begun using the FSP resources and are happy with it so far
- Staff have had time to examine the FSP resources whilst SWL took a SEL lesson
- Students are enjoying the activities - so much so that the Year 2/3 classes didn't want to post their docket in the piggy banks or prise them open so we had to use envelopes!!!!

# Achievements so far

## What did we achieve?

The picture book resources have all been ordered so this will make it even easier to access the resources in 2015





# Next time / advice for others

## What would we suggest to others about the process?

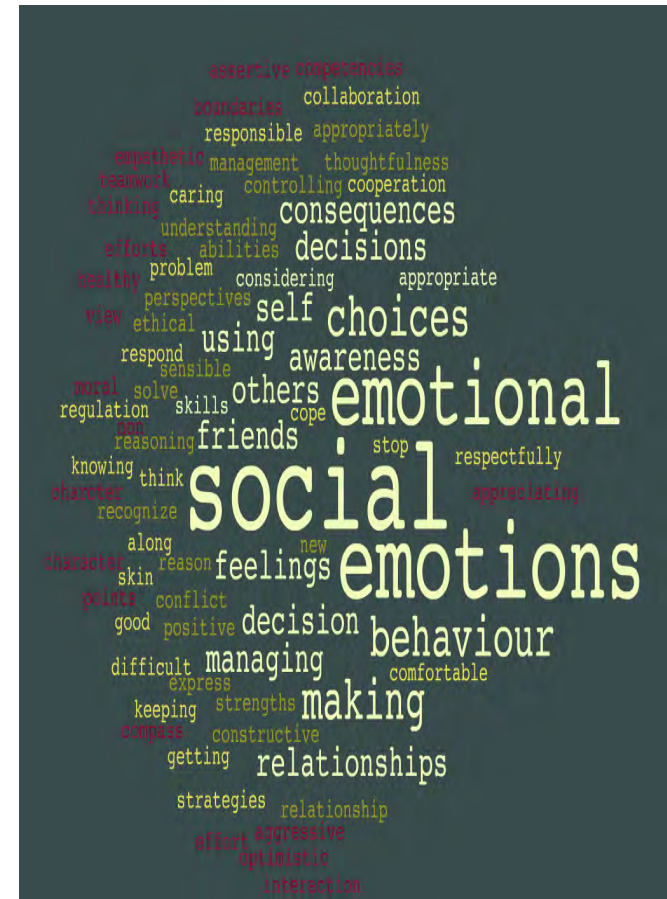
- Make sure you introduce the whole staff to the journey at the beginning so that there is broad support from the start.
- Drip feed staff so that they are not overwhelmed with information
- Take advantage of the resources available eg: Website and training days
- Listen to ideas from other schools as there is always at least one little gem that starts you thinking about things differently.



# What next?

## What needs to be done now?

- We need to sustain the progress and provide more PD for staff so they remain committed.
- Maybe review the core team and invite interested staff to continue the work on the SEL program with more class teacher support.

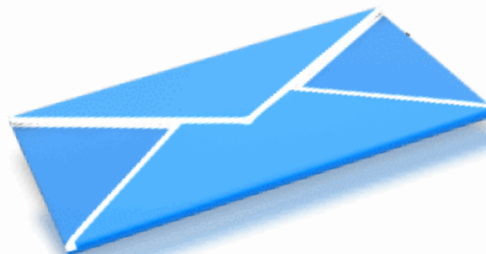


# What next?

## What needs to be done now?

- Follow up on actionable activities from Map The Gap.
- Inform parents of the SEL teaching program and the core components through on-line resources, information and transition days.
- Advertise the learning activities children have been involved with through SEL on the Students and Parents sites so that parents and students are exposed to the language and encouraged to use the language and strategies that develop their resilience.

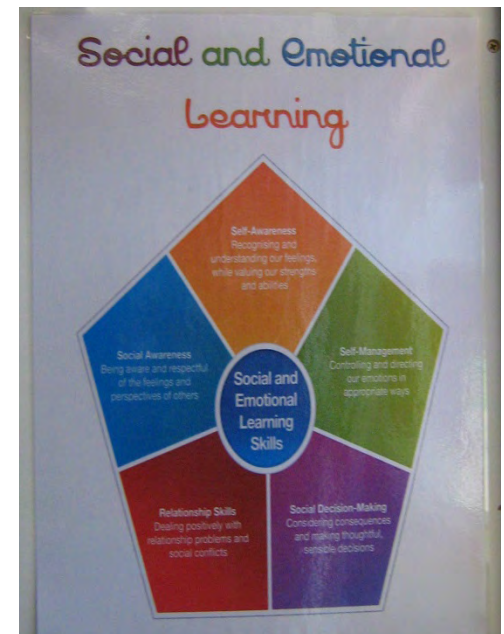
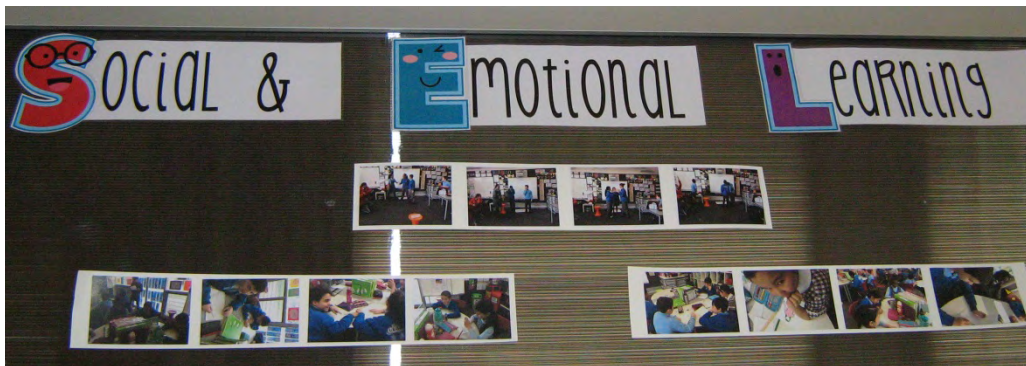




# Areas of need identified

What did we decide to work on?

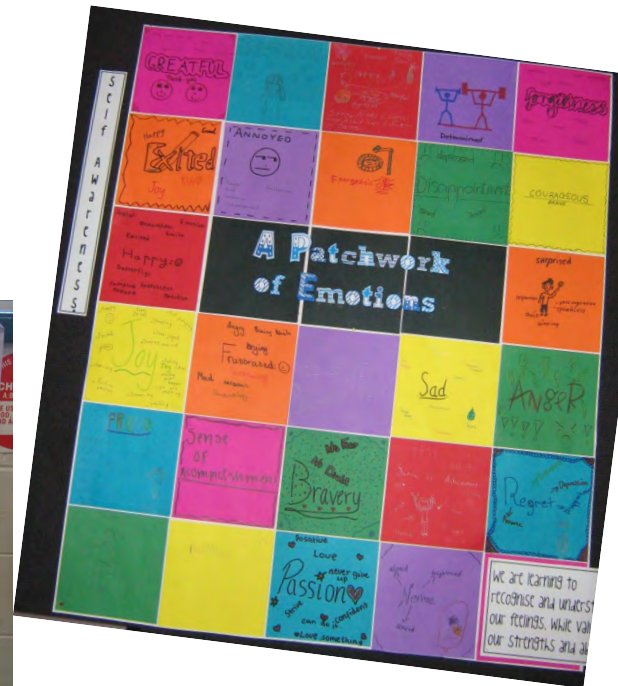
We felt that in order to embed SEL consistently across the school, our staff needed to consolidate their understanding of the SEL competencies.



# Action / major activities

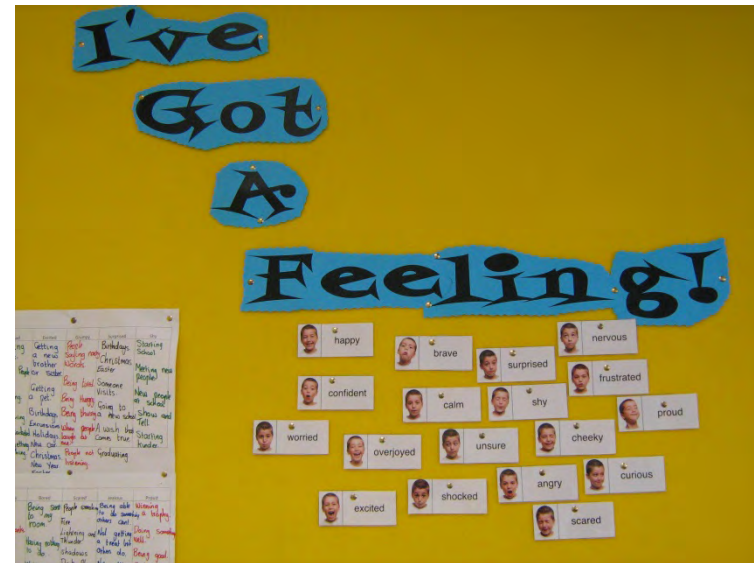
## What did we do?

- Presented the individual competencies within PLT meetings.
- Social and Emotional Learning Time was designated for teaching the lessons.





- # DECISIONS CAN MAKE OR BREAK US



# Achievements so far

## What did we achieve?

- Clear understanding of all competencies
- Consistent use of SEL language amongst staff
- Greater awareness of available resources
- Teachers felt confident to present SEL according to their personal styles
- Students were given opportunities to build new relationships with peers and teachers during SEL Time due to the new class groupings
- SEL language is developing amongst the students
- Students emotional vocabulary has developed noticeably

# Opportunities/barriers

What difficulties did we encounter?

- Teachers felt that each of the competencies needed to be explicitly taught to the students in a lesson format before embedding it in their classes.
- The time allocated for SEL Time needed to be adjusted according to the different year levels.
- Teachers needed to trust that their peers were teaching the lessons accurately



# What next?

## What needs to be done now?

- The use of resources (e.g. picture story books) needs to be modeled to staff to emphasis their potential use.
- A consistent understanding of the use of Circle Time needs to be established with professional reading and modeling.
- The competencies are to be integrated in other curriculum areas and this is to be recorded in planners.