SEEVAL

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1. Activity title	Social and emotional learning
2. Target group	4th grade
3. Duration	1 lesson - 40 minutes
4. Learning Environment	Classroom, chairs seated in a circle
5. Learning outcomes	• Easier to experience and understand the power of words • To develop sensitivity to words • To understand the emotional impact of words.
6. Subjects and topics covered	Emotional intelligence and social connection
7. SEL competences	**PERSONAL** ☑ Identifying and expressing emotions ☑ Self-regulation ☐ Identifying strengths/self efficacy ☑ Growth mindset ☐ Wellbeing ☑ Dealing with negative emotions ☐ Flexibility/resilience/problem solving **SOCIAL** ☑ Empathy ☑ Appreciating diversity ☑ Relationship building ☑ Collaboration ☐ Conflict resolution ☑ Ethical and responsible behavior and decisions ☑ Dealing with negative relationship such as bullying
8. Method / Didactic techniques	work in small and large groups, discussion, sharing with the group
9. Tools / Materials / Resources	Sticky notes, pens, pencils, paper tape, a rope, flipchart sheet
10. Detailed description of the step-by-step description of the activity / sequences of the units	We give each student sticky notes and a pen. We ask everyone to write offensive, rude comments or nick-names heard about other students (without mentioning names). QUESTIONS FOR REFLECTION AND DISCUSSION 1. Did you see some words in more than one place on the graph? 2. Why do you think some of you find a word less offensive and others find it demeaning or hurtful?

	3. Does how or by whom the words are used change anything? 4. Why do people use similar words? 5. Is causing pain to others by using such words a form of bullying or is it something else? Why? 6. Ask everyone if they can see similarities between the words on the notes. For example, are there words related to physical appearance, mental ability, ethnicity, gender, etc.? 7. Are there words used only for girls and other words used only for boys? 8. In which point are the most offensive words placed? 9. At which point are the most sticky notes placed? How can you explain this? Finally, it is important to explain that not only the words should be taken into account, but also the way they are spoken, the intention with which a word is uttered, the tone with which it is said, the expression on the face - it all depends whether a word will be perceived as positive or negative (good or bad). After the discussion, we move on to the second part of the topic - Creating rules The aim is to involve students in discussing and agreeing common rules of behavior in the class to be respected by all. Together, create an environment of safety and cooperation to prevent unwanted and humiliating behavior at school. We explain how the rules are useful, for example, they allow everyone to feel respected, listened to and feel free to share thoughts and ideas, especially when it comes to sensitive topics such as bullying and school violence. We ask the students: What rules do you think we can come up with to get along and feel safe? The condition is that we all comply with them. We write their ideas on the flip chart. After each rule suggestion, we turn to the whole class and ask if everyone agrees with that rule before adding it to the group list. Finally, we put the list of class rules in a visible place. If necessary, we indicate and recall them.
11. Extension / Take home activity	Optional homework - students have to write a letter to a person in the class with whom they once behaved offensively and rudely, the purpose of which is to explain their behaviour and find words to apologise. In the next activity, anyone who wants to stand in front of the person to whom they addressed the letter and read it to them.

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12. Feedback & assessment	At the request and interest of the students, other similar lessons on various topics were held. They felt free and good in this kind of activity other than school - to express opinions and emotions as well as needs and desires. This helped them to ask for advice and help in times of need and not knowing how to behave or react in a given situation.
13. Intellectual property rights (IPR)[1] / Origin of the activity	Veneta Peikova - school psychologist at "Ivan Vazov" Secondary School, Stara Zagora

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[1] **Intellectual property rights**

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