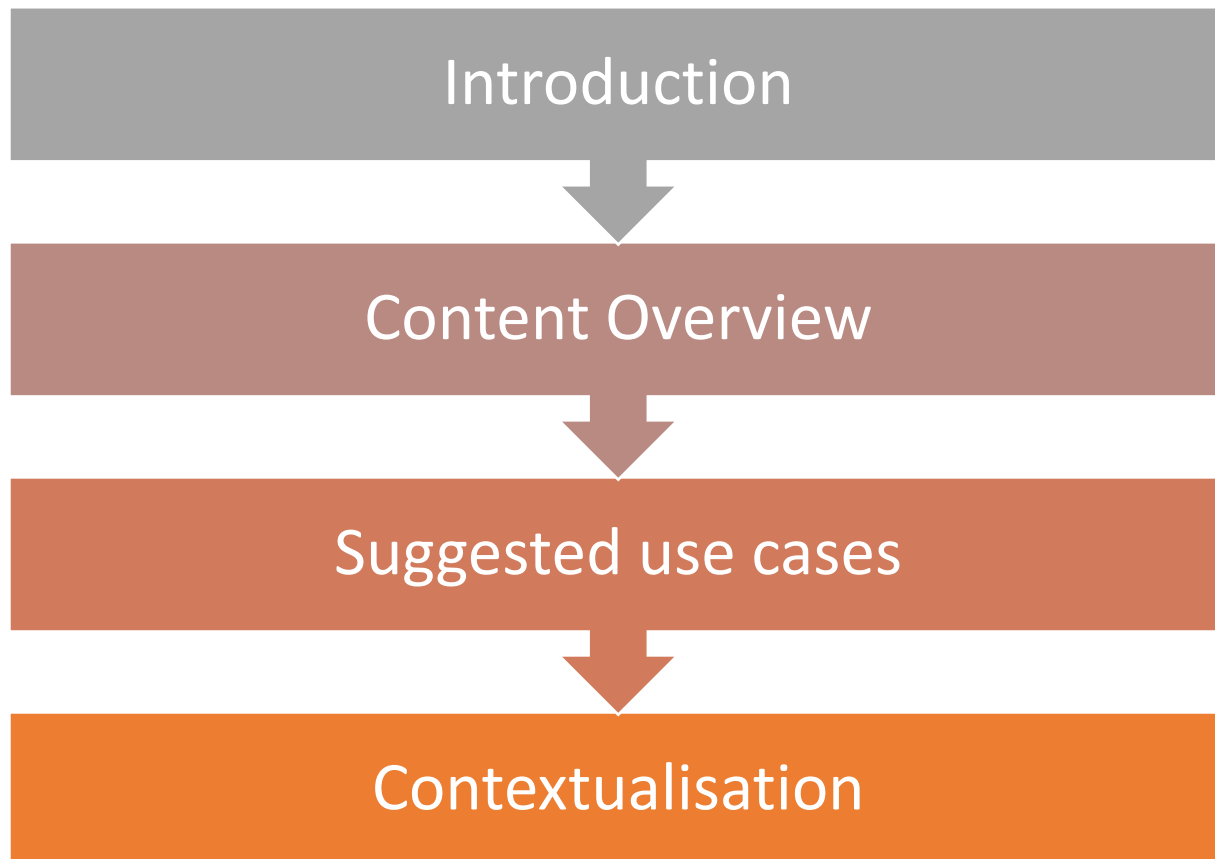




# Social Emotional Learning Distance Learning Activity Pack

The structure of this resource pack is as follows:



## Materials linked to:

- Save the Children (2018) Child Wellbeing - Position Paper ([link](#))
- SCs [global COVID-19 framework and guidance](#)
- [COVID-19: Interactive Radio & Audio Instruction \(IRI\) - Implementation Guidance.](#)
- IRI SEL Script Matrix ([link](#))
- UNESCO (2019) Policy Paper 38, Education as healing: Addressing the trauma of displacement through social and emotional learning ([link](#))
- Collaborative for Academic Social Emotional Learning (CASEL) ([link](#))



## INTRODUCTION

This pack of activities is intended to support distance learning opportunities for children who are currently out of school and have no, or limited, access to quality education. These materials can also be used as a compliment to formal or non-formal education where social emotional learning (SEL) is not adequately covered by the curriculum.

The materials contained are adapted from existing, vetted, Save the Children technical packages and the adaption has focused on ensuring their suitability for distance learning modalities such as radio and audio broadcasts – i.e. scripting for distance learning – rather than technical content. As such, most of the activities contained in the IAI/IRI scripts may be familiar to colleagues and already in use in learning spaces.

The information in this pack is to be used in conjunction with the: [Covid-19: Interactive Radio & Audio Instruction \(IRI\) - Implementation Guidance](#). This guidance has been updated to include greater emphasis on the importance of including SEL activities in radio education programming.

### ***How do we define Social Emotional Learning (SEL)?***

In the field of education, there are various SEL frameworks and definitions used by different stakeholders. As per Save the Children's [Wellbeing Position Paper](#), we have endorsed the [Collaborative for Academic Social Emotional Learning](#) (CASEL) SEL framework, given CASEL's leadership in practice and research over the past 25 years.

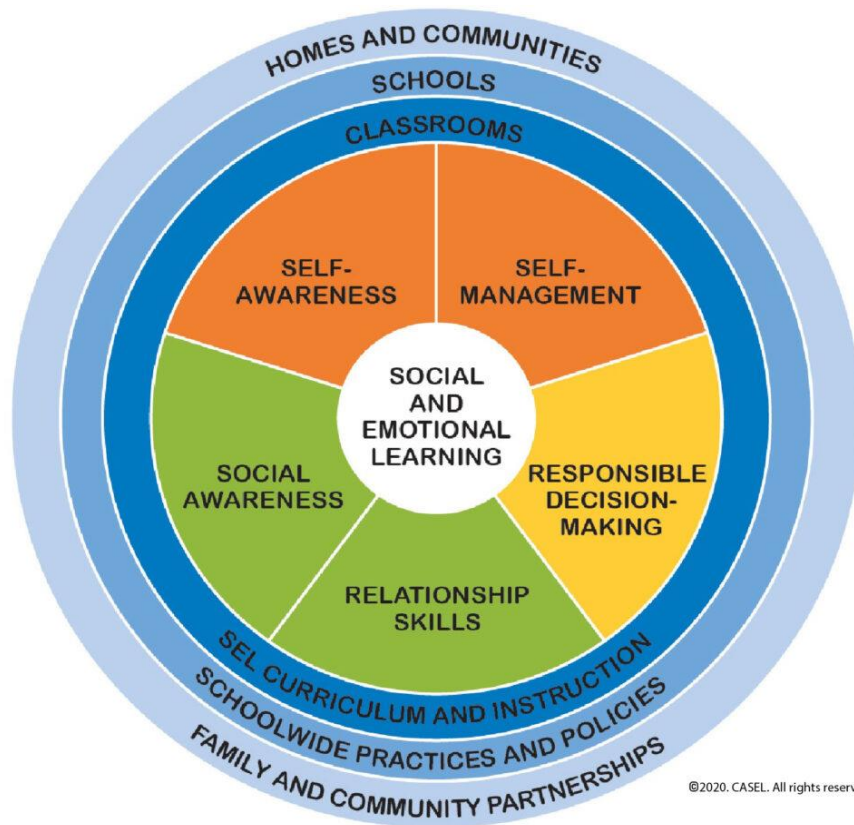
CASEL defines SEL as the process through which children, youth, and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships; and make responsible decisions.

*The process through which children and young people acquire and effectively apply five specific skill areas:*

- I. Self-management of emotions,*
- II. Self-awareness, to set and achieve positive goals,*
- III. Social awareness, to feel and show empathy for others,*
- IV. Relationship skills, to establish and maintain positive relationships,*
- V. Responsible decision-making.*

### **CASEL SEL Framework**

CASEL’s SEL framework also acknowledges the critical importance of a child’s social ecology- from the classroom, to the school and the community- as critically important to support the development of SEL skills.



SEL falls under the broad umbrella of psychosocial support (PSS), and is a key component of holistic and comprehensive education programming focused on improving children’s learning and wellbeing. SEL focuses on developing certain measurable skills and can be delivered in any safe space, such as a classroom, temporary learning space, child friendly space, transit or asylum center etc.

Teaching SEL in no way replaces the need for PSS services and the necessity for children to access targeted or specialized support based on their existing wellbeing needs. Rather, SEL is complimentary by promoting the development of certain skills that help children cope with challenging situations and prevent them from needing additional support.

Specialized MHPSS services, including one-on-one care, specialized referrals, and case management, ensure structured complementarities between SEL and other MHPSS interventions, which is critical to providing a proper continuum of care for children. The below diagram illustrates how SEL can be integrated into programs:



**FIGURE 2.**  
Some psychosocial support interventions involve social and emotional learning  
Mental health and psychosocial support interventions by level of mental health problem severity

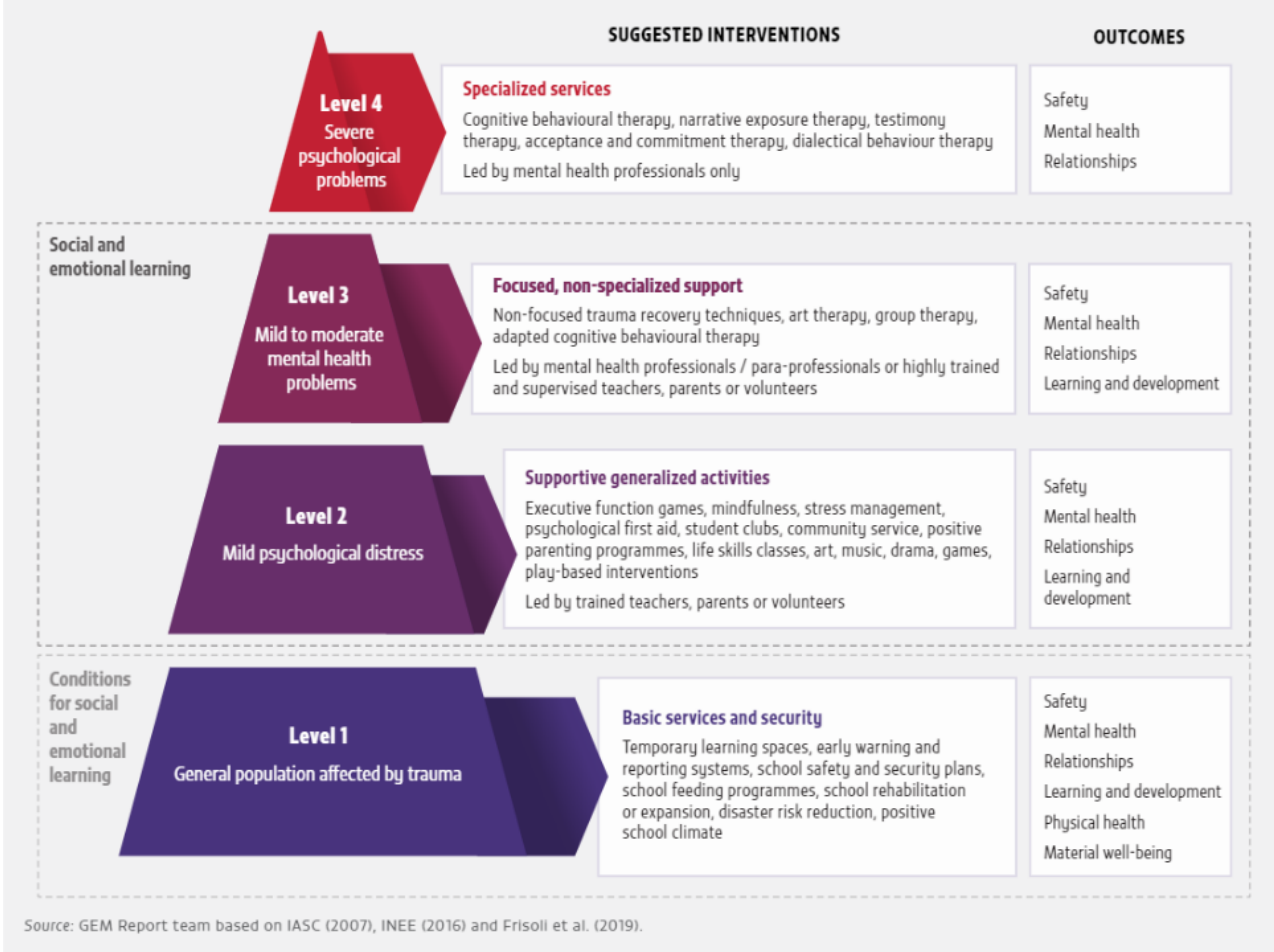


Figure 2 Global Education Monitoring Report, 2019

To begin the development of these resources a comprehensive overview of existing Save the Children education and child protection technical packages was conducted to identify relevant Social Emotional Learning activities. These activities were then mapped to the CASEL framework<sup>1</sup> to provide a balance of activities for each of the five SEL competency areas.

### Activities are split across the following developmental levels:



<sup>1</sup> For further information on Save the Children’s Approach to Social Emotional Learning please consult the Wellbeing Position Paper found in this pack ([link](#)).





## CONTENT OVERVIEW

Content: Interactive audio instruction (IAI) scripted SEL lessons for children	
Activity script levels	Foundational – ages 4-6
	Emergent – ages 7 -11
	Advanced – ages 12-15
Type of Activity	<b>Read Aloud</b> Activities focused on the telling of a story with an SEL message followed by comprehension questions and discussion
	<b>Play Along</b> Activities that guide the listener through a game or an activity that they do while listening along. They do not require any materials to join in.
	<b>Homework</b> Activities which extend the learning by providing children with activities to try after the end of the audio programme.  These activities do require some basic stationary materials such as notebooks and pencils
	<b>Mindfulness</b> Activities that engage key component of mindfulness (these can be used across all levels)
Coding of activities	<b>Developmental level:</b> EM, FND or ADV
	<b>Activity type:</b> read aloud, play along or homework
	<b>SEL competency:</b> self-awareness, self-management, social awareness, relationship skills or responsible decision making
	<b>Activity title:</b> corresponds to activity title in source document (e.g. LWiE, Rtl, SELF etc.)
Content: SEL Workbooks for Children	
Workbook activity levels:	Emergent– ages 4-6
	Foundational – ages 7 -11
	Advanced – ages 12-15
Content:	Each workbook contains two activities that per related skill under each SEL competency
Notes:	<i>The workbooks are designed to stand alone but can also be used in conjunction with the IAI lessons as the materials draw from the same sources.</i>





## Script Matrix

An excel file has been compiled that contains links to all of the scripts, the source material, and is searchable by SEL competency. This can be found by clicking on the following [link](#)

Level	Name & Link		Activity Type				SEL Competency				
	Scripts	Original source material	Real Aloud	Play Along	Homework	Self Aware	Self Mana	Soci Aware	Relati nship	Resp nsible	Mindf ness
Emergent	<a href="#">Money &amp; Fish</a>	<a href="#">Learning and Wellbeing in Emergencies</a>	X					X			
	<a href="#">Someone special</a>	SELF			X			X			
	<a href="#">Making Patterns with our bodies</a>	<a href="#">Learning and Wellbeing in Emergencies + Return to Learning</a>		X			X				
	<a href="#">Giraffes can have stripes too</a>	<a href="#">Return to Learning</a>	X			X					
	<a href="#">A friend for Frank</a>	<a href="#">Return to Learning</a>	X					X			
	<a href="#">If you're happy &amp; you know it</a>	<a href="#">Learning and Wellbeing in Emergencies</a>		X		X					
	<a href="#">Be the Tree</a>	SELF	X				X				
	<a href="#">Creating a Happy Space</a>	<a href="#">Return to Learning+Safe Schools Children's Activities: Living Well Together</a>	X				X				
	<a href="#">Freeze Dance</a>	<a href="#">Learning and Wellbeing in Emergencies</a>	X				X				
	<a href="#">We are all stars</a>	SELF			X			X			
	<a href="#">Fixing problems with our friends</a>	<a href="#">Return to Learning</a>		X					X		
	<a href="#">Feeling Balloon</a>	<a href="#">Learning and Wellbeing in Emergencies</a>		X		X					
	<a href="#">Feelings guess game</a>	<a href="#">Learning+SELF+Learning and Wellbeing in Emergencies</a>		X		X					
	<a href="#">Self portrait</a>	<a href="#">Return to Learning+SELF</a>			X		X				
	<a href="#">Some great things about me</a>	<a href="#">Return to Learning+SELF</a>			X	X					
	<a href="#">My happy book</a>	SELF			X		X				
	<a href="#">Helping our community</a>	<a href="#">Return to Learning</a>			X			X			
	<a href="#">Someone special</a>	SELF			X				X		
	<a href="#">I can get along</a>	SELF			X					X	
	<a href="#">My book of emotions</a>	SELF			X	X					
<a href="#">I can apologize</a>	SELF			X				X			
<a href="#">I can be responsible</a>	SELF	X							X		
Foundational	<a href="#">Creating a Happy place</a>	<a href="#">Return to Learning+Safe Schools Children's Activities: Living Well Together</a>		X			X				
	<a href="#">Freeze Dance</a>	<a href="#">Learning and Wellbeing in Emergencies</a>		X		X	X	X			
	<a href="#">Good &amp; Bad Choices</a>	<a href="#">Learning and Wellbeing in Emergencies</a>		X						X	
	<a href="#">Feelings Game</a>	<a href="#">Safe Schools Children's Activities: Living Well Together</a>		X				X			
	<a href="#">Vote with your hands</a>	<a href="#">Safe Schools Children's Activities: Living Well Together</a>		X		X					
	<a href="#">Writing stories about new friends</a>	<a href="#">Return to Learning</a>		X					X		
	<a href="#">All about me</a>	<a href="#">Return to Learning</a>			X	X					
	<a href="#">All about my friend</a>	<a href="#">Return to Learning</a>			X	X					
	<a href="#">We are all stars</a>	SELF	X			X					
	<a href="#">Hades the hippo + Bosedra the bird</a>	<a href="#">Return to Learning</a>	X			X					
	<a href="#">Sarah wants to talk</a>	<a href="#">Learning and Wellbeing in Emergencies</a>	X			X					
	<a href="#">Zebras new friends</a>	<a href="#">Return to Learning</a>	X			X					
	<a href="#">Sarah's big problem</a>	<a href="#">Learning and Wellbeing in Emergencies</a>	X							X	
	<a href="#">Ahmed is tired</a>	<a href="#">Return to Learning</a>	X				X				
	<a href="#">Seeing &amp; Being seen</a>	<a href="#">Return to Learning</a>	X					X			
	<a href="#">Showing Love</a>	<a href="#">Return to Learning</a>	X					X			
	<a href="#">Journaling</a>	<a href="#">Return to Learning</a>			X			X			
	<a href="#">Seeing from different perspectives</a>	<a href="#">Safe Schools Children's Activities: Living Well Together</a>	X						X		
	<a href="#">The power to make changes</a>	<a href="#">Return to Learning</a>	X							X	
	<a href="#">Sometimes embarrassed</a>	<a href="#">Return to Learning</a>	X			X					
<a href="#">What would you do</a>	<a href="#">Return to Learning+Learning and Wellbeing in Emergencies</a>	X			X						
Advanced	<a href="#">Cause &amp; Effect</a>	<a href="#">Learning and Wellbeing in Emergencies</a>		X		X					
	<a href="#">Fact or Opinion</a>	<a href="#">Learning and Wellbeing in Emergencies</a>		X		X					
	<a href="#">Listening Skills</a>	<a href="#">Learning and Wellbeing in Emergencies</a>		X		X					
	<a href="#">A difficult conversation</a>	<a href="#">Return to Learning</a>		X				X			
	<a href="#">Decisions decisions</a>	<a href="#">Learning and Wellbeing in Emergencies</a>		X						X	
	<a href="#">Risky Behaviour COVID-19</a>	<a href="#">Return to Learning+Learning and Wellbeing in Emergencies+Safe Schools Children's Activities: Living Well Together</a>		X						X	





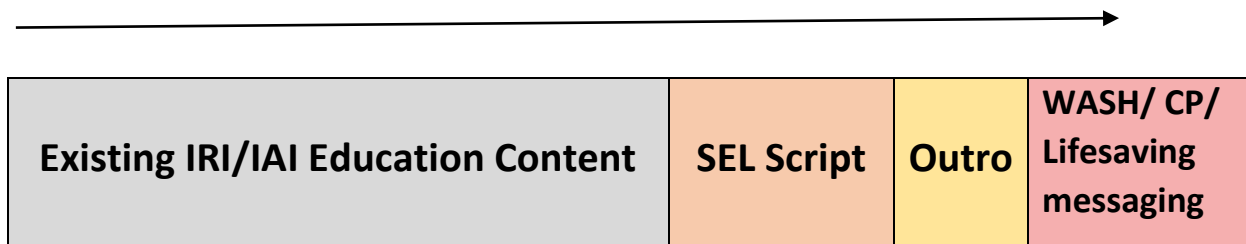
## SUGGESTED USE CASES

The scripts are designed to be modular, there are a considerable number of programmatic opportunities where these activity scripts could be integrated. All the scripts contain an estimation running length, most are under 15 minutes in duration. *As means of an example there are three potential ‘use cases’ outlined below*

### ***With existing IRI/IAI education content:***

If IRI/IAI literacy or numeracy content is already being used or developed these activities could provide an extension activity that could help integrate SEL content into an existing programme. It is highly dependent on the time available, but there is an opportunity to integrate any of the activity types at this point as well as a concluding statement drawn from the scripts.

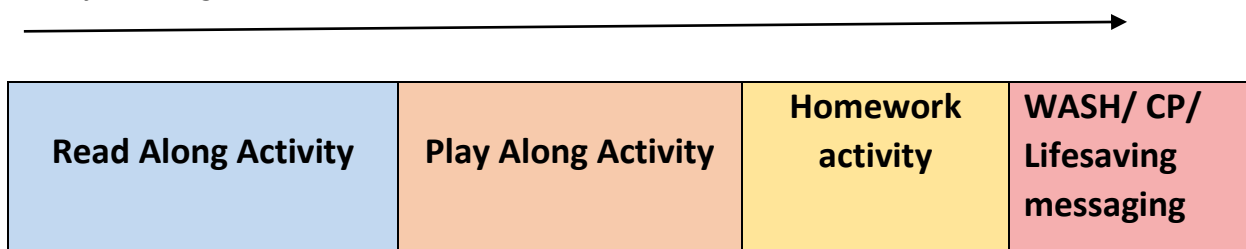
Duration of recording



### ***SEL Specific IAI material/programme/curriculum:***

The content has been designed to allow for easing sequencing of the different activity types, this can then be used to build an overall SEL curriculum.

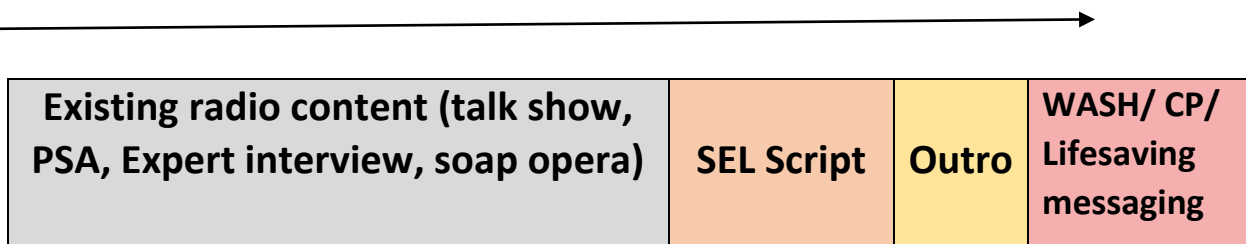
Duration of recording



### ***With existing radio content (not IRI specific content):***

The material could also be added to other radio content such as talk shows, PSAs, expert interviews, soap operas etc. All scripts have an estimated running length.

Duration of recording



**Scheduling example - with existing IRI/IAI education content: with time for one additional 15-minute SEL script per session**

If the IRI content is being broadcast to a specific age group, then simply use SEL scripts from the developmental level that most closely matches that age group. However, if the IRI content is for different age groups across different days then consider the following:

		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Week 1  (one time Slot a day)	Academic content;	IRI Lesson 1A Age 4-7 (numeracy and literacy)	IRI Lesson 1B Age 8-11 (numeracy and literacy)	IRI Lesson 2A Age 4-7 (numeracy and literacy)	IRI Lesson 2B Age 8-11 (numeracy and literacy)	IRI Lesson 3A Age 4-7 (numeracy and literacy)	No programming	IRI Lesson 1C Age 12-16 (numeracy and literacy)
	SEL Content;	Emergent Read Aloud	Foundational Read Aloud	Emergent Play Along	Foundational Homework	Emergent Homework		Advanced Read aloud
Week 2  (one time Slot a day)	Academic content;	IRI Lesson 1A Age 4-7 (numeracy and literacy)	IRI Lesson 1B Age 8-11 (numeracy and literacy)	IRI Lesson 2A Age 4-7 (numeracy and literacy)	IRI Lesson 2B Age 8-11 (numeracy and literacy)	IRI Lesson 3B Age 8-11 (numeracy and literacy)	No programming	IRI Lesson 2C Age 12-16 (numeracy and literacy)
	SEL Content;	Emergent Play Along	Foundational Play Along	Emergent Homework	Foundational Read Aloud	Emergent Homework		Advanced Play Along



## MEASURING LEARNING AND WELLBEING

General monitoring, evaluation, accountability and learning (MEAL) guidance for IRI can be found on the [Covid-19: Interactive Radio & Audio Instruction \(IRI\) - Implementation Guidance](#). This section focuses specifically on how to measure learning and wellbeing related to the SEL Resource Pack.

### Measures:

Caregivers are on the frontline to measure learning and wellbeing in any IRI program. Using the tools described below, caregivers can provide their feedback, observations and data about their children’s engagement with IRI programs, and results of questions they ask their child directly. Most of the scripts include engagement questions for children at home to participate in the IRI lessons. These engagement questions can be contextualized and adapted to measure children’s engagement in SEL activities. Children can record their responses in at home workbooks and shared with project implementers via calls with caregivers. To analyse this data, focus on learner engagement, rather than learning and wellbeing outcomes or change over time.

For implementation teams who are able to evaluate change over time, SEL baseline and endline assessments can be conducted via phone. The measures below are examples of measures that may be useful for program evaluation:

- [Social Competence Scale](#) – Caregiver respondents
- [Child and Youth Resilience Measure](#) – Direct child assessment
- [International Social and Emotional Learning Assessment \(ISELA\)](#)<sup>[1]</sup> – Direct child assessment

### Tools:

The tools below may be combined to evaluate IRI remotely with some example output and outcome measures.

For more information about COVID-19 education and wellbeing indicators, visit the [Education Logframe of Indicators](#).

IVR or SMS	<b>Output measures:</b> <ul style="list-style-type: none"> <li>• # of children/caregivers reached</li> <li>• # of children/caregivers engaged in messaging/IRI engagement activities</li> </ul>
	<b>Outcome measures</b> <ul style="list-style-type: none"> <li>• Caregivers ask children multiple choice/closed questions and enter data to check children’s comprehension, engagement and learning</li> </ul>
WhatsApp	<b>Output measures:</b> <ul style="list-style-type: none"> <li>• # of engagements/messages/responses</li> <li>• # of children/caregivers engaged in messaging/IRI engagement activities</li> <li>• # of children/caregivers reached</li> <li>• Feedback about project content and program delivery</li> </ul>
	<b>Outcome measures:</b> <ul style="list-style-type: none"> <li>• Individual closed questions to caregivers and children (if adequate security, health, and child protection in place)</li> </ul>

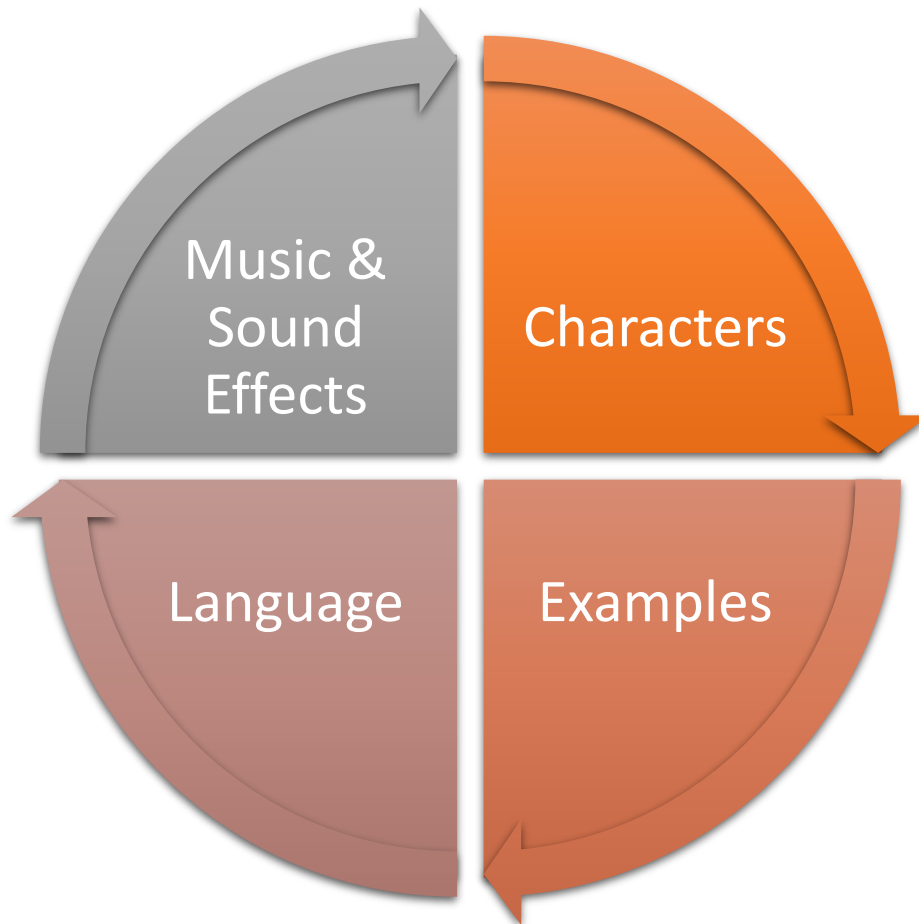


<b>Phone</b>	<b>Outcome measures:</b> <ul style="list-style-type: none"><li>• Qualitative interviews about caregiver/child engagement with IRI learning content (inc SEL)</li><li>• Feedback about respondents' engagement and perspective about the content</li><li>• Caregivers ask children learning questions on the phone with the implementers</li></ul>
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[🔗](#) To use ISELA via phone, adaptation will be required. Contact [learningassessment@savechildren.org](mailto:learningassessment@savechildren.org) if you are interested in using this tool.

## CONTEXTUALISATION

The scripts are designed to provide a foundation from which teams can adapt and contextualise as necessary. What follows are a series of suggestions and tips for contextualising these materials.





## 1. Characters – Areas to consider

- ✓ The main characters in the scripts are a teacher character (named Host as s/he is the host of the segments) and four children (named child A, child B, child C and child D).
- ✓ These names are placeholders to allow country offices to create characters that are contextually relevant.
- ✓ These characters do not necessarily have to follow the teacher/student format.
- ✓ The characters can be puppets or animals or toys (Like we see in Sesame Street, Dora the Explorer, Toy Story etc.).
- ✓ The generic characters also allow for easy insertion of this SEL content into existing academic IRI content or academic IRI content under development.
- ✓ The cast of characters should remain consistent across the full programme, this is true of IRI for education or a purely SEL curriculum. The characters should remain constant voices, for example, if Child A is a girl in one script, she should remain a girl in all the scripts.
- ✓ Supporting characters included in the scripts, such as the characters in the Read Aloud stories and the various animals referenced should also be contextualised.
- ✓ Areas to consider when developing your characters:
  - Gender (50/50)
  - Age (the developmental levels are multi-grade)
  - Ability and inclusion
  - Ethnicity or nationality
  - Refugee, IDP, host community status

## 2. Examples – Areas to consider

- ✓ Ensure that the examples used in the scripts are relevant to the experience of the target population
- ✓ Ensure that any example activities are culturally appropriate to the target population, consider influencing factors such as:
  - Religion
  - Gender norms
  - Cultural sensitivities
  - Colours of objects used in examples need to be consistent throughout the script
- ✓ Consider if there are stories and games that are more suitable to the local context that encourage or promote the same SEL competency. If something in the scripts would not make sense to children where you are, replace it!
- ✓ An example of a local game mapping from South Sudan can be found [here](#).





## 3. Language – Areas to consider

- ✓ The choice of language of instruction for an IRI program is generally influenced by the *language of instruction* in the current curriculum and by the existing language policy.
- ✓ Translations should be done in plain and child friendly language. Ensure that the translator selected has experience translating educational content across the three developmental levels. The tone for the emergent level will differ from the tone for the foundational and advanced levels.
- ✓ Language around SEL, MHPSS and wellbeing can be confusing and inaccessible to many people. Make use of locally developed translations of these concepts. Where these aren't already in use at SC please consult the relevant education authorities within your context.
- ✓ Include linkages to national level messaging on COVID19, distance education and other related areas. Areas to consider:
  - Are there government-led or interagency campaigns you can feed into?
  - Is there standard language that could be included?

## 4. Music/Sounds:

- ✓ Sound effects and music should be adapted for each context.
- ✓ The opening and closing jingles/ theme tunes should be engaging and catchy and should use traditional/ popular instruments.
- ✓ The music pauses to allow children time to think or to gather learning materials should use traditional/ popular instruments.
- ✓ The sound effects should be familiar to listeners.
- ✓ Examples of sound effects used include:
  - animal sounds,
  - clocks ticking,
  - children mumbling and chatting,
  - footsteps,
  - trees rustling
- ✓ These should all be contextualised to support listeners to imagine in their minds thus increasing engagement.

