



ALPHASHOWS

Social & Emotional Learning Guide

**[Photocopy / print / email this document
and give to all teachers BEFORE the show day]**

Suggested External Resources:

CASEL:
<https://casel.org/>



Beyond Blue Be You:
<https://beyou.edu.au/>



About Social & Emotional Learning (SEL)

SEL advances educational equity and excellence through authentic school–family–community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co–create thriving schools and contribute to safe, healthy, and just communities.

Think of a young person in your life. What skills will they need to achieve their hopes and dreams?

Chances are, you just named social and emotional skills – like staying motivated, communicating effectively, practicing curiosity, and working with others to solve problems.

Social and emotional learning, or SEL, helps develop the skills we need for life.

Here are 3 things to know about social and emotional learning:

1. Social and emotional learning is a foundation for many of our most pressing priorities: SEL helps young people – and adults – learn and practice skills that set them up for academic success, fulfilling careers, healthy relationships, and responsible civic engagement.
2. The research is clear: Social and emotional learning in schools leads to positive outcomes, including better academic performance, and decreases in stress and anxiety.
3. There's no one–size–fits–all approach: Social and emotional learning brings families, schools, and communities together to make sure every child has caring relationships and what they need to learn, grow, and thrive.

SEL SIGNATURE PRACTICES:

<https://signaturepractices.casel.org/>

INCLUSIVE WELCOME:

An inclusive welcome is culturally and linguistically respectful, builds community, and connects to the work ahead. When planning and facilitating activities, educators are always thinking, “What’s my purpose?” The inclusive welcome is an opportunity to bring that purpose to life. What to a casual observer might appear to be an icebreaker or time-filler can be an intentional, effective educational strategy.

Examples:

<https://signaturepractices.casel.org/welcome/>

ENGAGING STRATEGIES:

Engaging strategies offer opportunities for participants to more fully grasp content and to connect learning to their own contexts. Build in a balance of interactive and reflective experiences that vary in complexity and style to meet the needs of all participants and your intended outcomes for the time together.

Examples:

<https://signaturepractices.casel.org/engaging/>

INTENTIONAL CLOSE:

An intentional close highlights an individual and shared understanding of the content and purpose of the engagement, illuminates the intellectual and emotional experience just shared, can provide a sense of accomplishment, and supports forward-thinking. The closing activity may be reflective of the process or the content, help identify next steps, make connections to one’s own work, or show appreciation for one another.

Examples:

<https://signaturepractices.casel.org/closing/>

Social and Emotional Learning Builds Life Skills

Five types of skills that help us lead fulfilling lives



Self-awareness to develop a healthy sense of who you are, and better understand your thoughts and feelings



Self-management to manage your thoughts, feelings, and actions toward goals



Social awareness to better understand different views and have empathy for others



Relationship skills to communicate and connect, problem solve together, and stand up for others



Responsible decision-making to make constructive choices, analyze our actions, and find solutions

From "What is the CASEL Framework?" on casel.org

Activities

FIST TO FIVE – Inclusive Welcome

DESCRIPTION

Participants use their fingers to indicate how they are feeling or thinking in response to a prompt. Five fingers indicate the highest level of positive response and a fist (zero fingers) the lowest. The facilitator describes in general terms any patterns and/or differences that they see and shares with participants any shifts in facilitation they will make, if needed, to better meet the expressed needs of participants. The facilitator invites the group to observe the variations in responses, to help inform their own participation today.

When and Why

This activity is a fast way for a facilitator to read the room, for participants to express their opinions, and for both the facilitator and the group to acknowledge how this information can help them make responsible decisions going forward. It immediately sets the expectation that everyone belongs no matter their level of readiness to participate. Useful when the facilitator anticipates some dissonance or a lack of engagement by normalizing a range of readiness or opinions.

How to Facilitate

1. Reflect on the current contexts, demographics of participants, and the purpose of this engagement.
2. Carefully select the prompt to match the group and anticipated level of engagement. For example:
 - How ready are you to be here today?
 - How is your day going so far?
 - How are you feeling today?
 - What is your level of understanding about ____ (topic)?
3. Preview how the activity works, sharing that you are going to ask them a question and that they will have time to think before you ask them to silently show their response with fingers on a raised hand (MODEL) with five being the highest level of agreement and a fist being the lowest. (MODEL)
4. Ask the prompting question, invite participants to think silently for a moment about their response, and request that they respond in unison upon your invitation to “1, 2, 3, SHOW.”
5. Invite participants to look around when all hands are in the air and note the range of responses. Reflect aloud how you will use this information to inform your facilitation. This might include shifting the pace to match the energy in the room or checking for understanding more frequently. Invite participants to reflect silently on how their contributions can support others based on the responses they see.

Modification

“Show it Low.” Follow the same directions and process, except ask the group to “Show it Low,” modeling holding their hand at chest level in front of them. Verbalize appreciation for their sharing and general insights that may inform your facilitation. This variation is especially useful when the facilitator wants the valuable input without participant responses being visible to everyone. For example:

- Present two options for how to use the next block of time, then ask for a “Show it Low” to indicate their preference.
- Ask how confident they would feel explaining the material/idea to a visitor.
- In a virtual environment, this activity can be done in gallery view with the whole group.

How does Fist to Five support SEL?

Social Awareness/Belonging: Participants are encouraged to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, & contexts. Facilitators create an experience of acceptance, respect, and inclusion within a group or community.

Relationships/Collaborative Problem Solving:

Participants have the opportunity to establish and maintain healthy and supportive relationships within the group and to effectively navigate settings with diverse individuals and groups. Facilitators create an activity where participants can build a shared understanding and work together to come to solutions by pooling knowledge, skills, and efforts.

Reference:

<https://signaturepractices.casel.org/fist-to-five/>

GO GO MO (Give One Get One Move ON)– Engaging strategy

DESCRIPTION

Participants reflect, and share new ideas while building community in a high energy protocol.

When and Why

Can be used to introduce a topic where the facilitator anticipates that there will be different levels of knowledge and/or divergent opinions in the group. Everyone gets a chance to think, talk about the topic and listen to what others are thinking. This protocol encourages equity of voice and the importance of active listening. Can also be a great opportunity as a pause midway during an engagement and have participants reflect on what they are learning and what questions are emerging. Encourages curiosity while maintaining a sense of community.

How to Facilitate

1. Reflect on the current context, the demographics of participants, and the purpose of this engagement.
2. Ask participants to write down 3 to 5 key learnings or important ideas about the topic at hand. Each idea or key learning should be written down on a separate index card or sticky note.
3. Explain the activity, reinforce your attention signal, and then invite the group to get up and mingle until you let them know it's time to pair up and exchange their ideas. Play music to create more energy.
4. After 30 seconds, bring the room to silence with your attention signal.
5. Instruct participants to form pairs and each “gives” (hands) one of their key learnings or important ideas about the topic to their partner while explaining what they wrote. The first speaker then listens so that each person “gives one” and “gets one” that they take with them to their next partner.
6. Keep time for the pairs and when time is up, signal for attention and when the room is quiet instruct the partners to thank one another mingle again.
7. Repeat the sharing process. This time, participants can share their own card or the new idea they received from a previous partner.
8. Debrief: Invite a few participants to share a valuable new learning that was shared with them. Ask the group to reflect on the process of giving one of their ideas to someone else to share. Ask how it felt to share someone else's idea.

Modification

- Instead of random mingling, have people gather in clusters, such as by birth month, by designated categories of shared interests, by role, etc.
- Facilitator can give participants a prompt on a slip of paper to respond to and participants write on the prompt. Each person shares and exchanges their response during the first cycle. With their next partner, participants are sharing their first partner's ideas with their second partner. This is a powerful practice to create awareness of being part of a community with differing ideas about a topic.
- In a virtual environment, use breakout rooms with random partners or small affinity groups.

Example

A facilitator offered the prompt "What does being in Alignment mean to you?" Participants wrote one sentence responses and exchanged responses with others during three rounds. Everyone had read aloud two other people's responses and heard two more responses read to them. The group reflected on common themes and divergent thinking.

How does Give One, Get One, Move On (Go, Go, Mo) support SEL?

Self-Awareness/Identity:

Participants have an opportunity to understand their own emotions, thoughts, and values and how they influence behavior across contexts. Facilitators consider their own and participants' identities in the design of the practice.

Social Awareness/Belonging:

Participants are encouraged to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts. Facilitators create an experience of acceptance, respect, and inclusion within a group or community.

Reference: <https://signaturepractices.casel.org/give-one-get-one-move-on-go-go-mo/>

FUTURE ME – Intentional close

DESCRIPTION

Write a letter to your “future self” about what you learned from the day’s session and what you’d like to take away.” It may be appropriate to encourage participants to offer “sage advice and heartfelt appreciations” to remind themselves of the goals and aspirations of today. The letter is then mailed or emailed to participants at a later date.

When and Why

This is a great exercise for the start or end of the school year or the beginning or end of a professional learning. You can mail the letters at a designated time in the future or have participants use the website www.futureme.org and email themselves their letter, choosing when they would like their message sent to them through the website. Since it is completely open-ended with an audience of one, the emphasis is on self-awareness/identity and how the learning experience went for them, what they learned, and how they will use that knowledge. It also relies on self-management/agency for choosing what topics they will prioritize and how the letter will be received in the future.

How to Facilitate

1. Reflect on the current contexts, the demographics of participants, and the purpose of this engagement.
2. Hand out paper, pens, and stamped envelopes and ask participants to self-address the envelope. Be sure they also add their address as the return address to ensure delivery. Be mindful of alternatives for those who may not have a permanent address, like using the school as their address.
3. Read/post prompts that connect to the session; for example, “What have you learned that you plan to apply in the year ahead?” “What do you want to remember from today’s session?” “What message of courage do you want to send yourself?” “What reminders about how you’re feeling right now do you want to capture in writing and send to your future self?”
4. Collect letters in their sealed envelopes and inform participants that you will mail the letters to them at a later date.
5. Debrief with the whole group, asking them how was that experience? What did they learn while writing the letter? What are they curious about when they receive the letter?

Modification

- Provide a postcard to each participant instead of paper and an envelope, reminding participants that this “letter to self” will be public since their writing will be visible during the delivery process.
- In a virtual environment, use the “Future Me” option, with prompts and emails scheduled for future delivery.

How does Future Me support SEL?

Self–Awareness/Identity: Participants have an opportunity to understand their own emotions, thoughts, and values and how they influence behavior across contexts. Facilitators consider their own and participants’ identities in the design of the practice.

Responsible Decision–Making/Curiosity: Participants have an opportunity to make caring and constructive choices about personal behavior and social interactions across diverse situations. Facilitators design an activity that leads to the pursuit of knowledge and different perspectives and contributes to attention, engagement, and learning.

Reference:

<https://signaturepractices.casel.org/future-me/>

Understanding and Addressing Emotions

Grade Level: Upper Primary (Grades 4–6)

Duration: 1–2 hours

Objectives:

1. To help students identify and express their emotions.
2. To understand the importance of dealing with emotional issues early.
3. To develop strategies for coping with difficult emotions.
4. To foster a supportive classroom environment.

Materials:

- Emotion cards (with different facial expressions)
- Journals or notebooks
- Art supplies (markers, crayons, paper)
- A comfortable seating arrangement (e.g., a circle of chairs or mats)
- A large poster board and markers
- Storybook about emotions (suggested: “The Color Monster” by Anna Llenas)
- Stress balls or other small, squeezable objects

Activity Steps:

- 1. Introduction to Emotions (15 minutes):**
 - Begin with a brief discussion on emotions. Explain that everyone experiences a wide range of emotions and that it’s normal to feel different things at different times.
 - Show the emotion cards and ask students to identify each emotion. Discuss what might cause someone to feel each emotion.
- 2. Story Time (15 minutes):**
 - Read a story about emotions, such as “The Color Monster” by Anna Llenas.
 - After reading, discuss the story. Ask questions like:
 - How did the Color Monster feel?
 - What helped the Color Monster understand his feelings?
 - How can we understand our feelings better?
- 3. Emotion Journaling (20 minutes):**
 - Give each student a journal or notebook. Explain that this is their personal space to write or draw about their feelings.
 - Prompt them with questions to get started:
 - What emotions have you felt today?
 - Can you remember a time when you felt very happy/sad/angry/scared?
 - What did you do when you felt that way?
 - Allow them 10–15 minutes to write or draw.
- 4. Art Activity: My Emotion Mask (30 minutes):**
 - Provide each student with a blank mask template and art supplies.

- Ask them to create an “Emotion Mask” that represents how they feel right now or a strong emotion they have felt recently.
 - Once they finish, have a show-and-tell session where they explain their mask and the emotions it represents.
5. **Group Discussion: Dealing with Difficult Emotions (20 minutes):**
- Sit in a circle and discuss why it’s important to deal with emotions now rather than ignoring them.
 - Use questions to guide the discussion:
 - What happens when we bottle up our feelings?
 - How can talking about our feelings help us?
 - What are some healthy ways to express and cope with emotions?
6. **Creating a Classroom Support System (15 minutes):**
- On a large poster board, create a “Classroom Support System” chart.
 - Ask students to brainstorm ways they can support each other when someone is feeling down.
 - Examples might include: listening to each other, offering kind words, playing together, etc.
 - Write these ideas on the poster and hang it in the classroom as a reminder.
7. **Stress Relief Techniques (15 minutes):**
- Introduce stress balls or other small, squeezable objects.
 - Teach students a few stress relief techniques, such as deep breathing, counting to ten, or squeezing a stress ball.
 - Practice these techniques together as a class.
8. **Reflection and Closing (10 minutes):**
- Ask students to reflect on what they learned today.
 - Encourage them to share one thing they will do to manage their emotions better.
 - Remind them that it’s okay to ask for help and that the classroom is a safe space to express their feelings.

Assessment:

- Observe student participation and engagement during activities and discussions.
- Review their journal entries (if they feel comfortable sharing) to gauge their understanding and expression of emotions.
- Evaluate the effectiveness of the “Classroom Support System” through student interactions and feedback.

Follow-Up:

- Repeat similar activities regularly to reinforce the importance of emotional health.
- Introduce new books, stories, or videos that deal with emotions and coping strategies.
- Keep communication open and encourage students to talk about their feelings.

Empowering Positive Change

Grade Level: Upper Primary (Grades 4–6)

Duration: 1–2 hours

Objectives:

1. To help students recognize their personal power and potential.
2. To understand the importance of a positive mindset and taking responsibility.
3. To develop strategies for setting and achieving goals.
4. To foster a supportive and empowering classroom environment.

Materials:

- Goal-setting worksheets
- Journals or notebooks
- Vision board supplies (magazines, scissors, glue, poster boards)
- A comfortable seating arrangement (e.g., a circle of chairs or mats)
- Inspirational quotes posters
- Stress balls or other small, squeezable objects

Activity Steps:

- 1. Introduction to Personal Empowerment (10 minutes):**
 - Begin with a discussion on personal power and the impact of a positive mindset. Explain that everyone has the ability to shape their future through their thoughts and actions.
 - Share some inspirational quotes from Tony Robbins, such as:
 - “The only limit to your impact is your imagination and commitment.”
 - “It’s not what happens to you, but how you react to it that matters.”
- 2. Empowerment Story Sharing (10 minutes):**
 - Share a story or anecdote about someone (real or fictional) who overcame challenges by adopting a positive mindset and taking responsibility for their actions.
 - Discuss the story with the class. Ask questions like:
 - How did the character’s mindset affect their actions?
 - What can we learn from their story?
- 3. Goal Setting and Visualization (20 minutes):**
 - Provide each student with a goal-setting worksheet. Explain that setting goals is a powerful way to take control of their future.
 - Guide them through the process of setting a SMART goal (Specific, Measurable, Achievable, Relevant, Time-bound).
 - Once they have set their goals, ask them to close their eyes and visualize achieving their goal. Encourage them to think about how it will feel and what steps they need to take to get there.

- Allow students to share their goals and visualizations with the class if they feel comfortable.
4. **Creating Vision Boards (30 minutes):**
- Provide each student with a poster board and art supplies.
 - Ask them to create a vision board that represents their goals and dreams. They can cut out pictures and words from magazines, draw, or write.
 - Once they finish, have a show-and-tell session where they explain their vision board and the goals it represents.
5. **Positive Affirmations Exercise (15 minutes):**
- Teach students about positive affirmations and how they can influence their mindset.
 - Have students come up with their own positive affirmations and write them down. Examples might include:
 - “I am capable of achieving my goals.”
 - “I believe in myself and my abilities.”
 - “I am strong and resilient.”
 - Encourage them to read their affirmations aloud to the class if they feel comfortable.
6. **Group Discussion: The Power of Responsibility (15 minutes):**
- Sit in a circle and discuss why it’s important to take responsibility for our actions and emotions.
 - Use questions to guide the discussion:
 - What does it mean to take responsibility?
 - How can taking responsibility for our actions help us achieve our goals?
 - Can you think of a time when taking responsibility helped you?
7. **Creating a Classroom Empowerment Board (15 minutes):**
- On a large poster board, create a “Classroom Empowerment Board.”
 - Ask students to write or draw one way they can support each other in achieving their goals and staying positive.
 - Examples might include: offering encouragement, sharing ideas, helping with tasks, etc.
 - Write these ideas on the board and hang it in the classroom as a reminder.
8. **Stress Relief Techniques (10 minutes):**
- Introduce stress balls or other small, squeezable objects.
 - Teach students a few stress relief techniques, such as deep breathing, counting to ten, or squeezing a stress ball.
 - Practice these techniques together as a class.
9. **Reflection and Closing (10 minutes):**
- Ask students to reflect on what they learned today.
 - Encourage them to share one thing they will do to stay positive and work towards their goals.
 - Remind them that they have the power to choose their actions and that the classroom is a supportive space for their growth.

Assessment:

- Observe student participation and engagement during activities and discussions.

- Review their goal-setting worksheets and vision boards (if they feel comfortable sharing) to gauge their understanding of personal empowerment and goal setting.
- Evaluate the effectiveness of the “Classroom Empowerment Board” through student interactions and feedback.

Follow-Up:

- Repeat similar activities regularly to reinforce the importance of a positive mindset and goal setting.
- Introduce new quotes, stories, or videos that promote personal empowerment and responsibility.
- Keep communication open and encourage students to talk about their goals and challenges.

Testing for 'alignment'

Most children are conditioned to not be in alignment and not be in truth. Being out of alignment is of a very low 'energy'. The low energy actually weakens the body. But the good part about learning this is that we can therefore USE the body to test for this. The body is connected to what is generally termed 'consciousness', that universal 'database' of all that has ever occurred, and that we can access through the body. The same source of our 'gut' feelings or instincts, consciousness can be the doorway to ultimate truth.

Bottom line – you must be truthful about not only ordinary day to day things, but the most important thing to be truthful about is how you truly FEEL. If you feel sad but lie about that even to yourself, you are damaging your soul condition and condemning yourself to a life of sadness and depression (depression is really just the complete suppression of all emotion due to not wanting to feel bad – not knowing that just feeling bad completely would release those feelings in 10 minutes or so).

Muscle testing is a tool (from the science 'Applied Kinesiology'), whilst taking a bit of practice to master, and realising it's a bit of an art as well, is a great way to introduce this concept to children, and then also has further positive ramifications in being a powerful way to calibrate truth/positive energy of anything/any topic etc.

[See next page for the muscle testing procedure](#)



MUSCLE TESTING PROCEDURE

Muscle-testing is a very simple way of discovering our bodies' instant reactions to truth and subtle energies, especially as it relates to being in alignment and flowing in the natural flow of life. It's our own consciousness talking to ourselves. (Our selves/plural – we are multidimensional beings!) Our bodies are the tools we may have been looking for 'out there', hoping a scientist will one day devise something that can show us the subtle energies we can feel and experience but not explain. We already have one! Our own body – an incredibly sensitive instrument to detect subtle energies and express our consciousness.

In his book *Power vs Force*, Dr Hawkins explains that he discovered the human body responds to the draining or charging effects of truthful or untruthful statements, and used that to test consciousness itself. He found that we react physically to everything, instantly, by either going weak or strong. (I highly recommend you read this book!) A weakening response can happen hundreds of times during any average television programme, without us consciously registering the fact! But though we may not be aware of it, our bodies are, and react instantly to the reduction in Power (Life Force) – Politicians, beware! I look forward to the time there are muscle-testers visible during party political conferences and broadcasts...

Anyway, the method for muscle-testing is very simple. You need a willing partner. Ask them to hold their arm out at a right-angle to the body (the weakest one, so left arm if they're right-handed.) Then ask them to “resist” while you push down firmly but gently. It should not fatigue the muscle at all. This is their 'neutral' or base-line level of strength. You need something against which to measure the effects of true or false statements etc. Then, you can start to test whatever it is you're interested in. I would suggest that you first test the true/false response to statements.

Ask your partner to say something that is blatantly not true, and test the response. Before you push down say RESIST, every time. (I went very weak when I was tested for the statement 'I was born on Mars!') Then ask them to say something that is true, (e.g. I was born on Earth) and compare the two responses. (This might be a good way to find out if people were really abducted by aliens! The body cannot lie.) That gives you your basic true/false, or yes/no responses. (Some things make us go stronger/weaker, so it's not totally black and white.). You can say the statement or they can, it makes no difference. If you are testing a series of questions, it actually helps you to say them on your own and have the person kind of ‘tune out’ and just resist when you say “RESIST”.

To test thoughts – ask your partner to think of someone/thing they love – then try an angry or hateful thought – you may both be surprised how much stronger and weaker they go in response! ('Power vs Force' has a complete Map of Consciousness, and grades attitudes, emotions and world-views on a scale of 1 – 1000. Anything above 200 strengthens us.)

Natural love principles and ‘truth’ calibrate up to 1000. Divine love principles calibrate over 1000 and are even more powerful. Anything that calibrates over 1000 will help you greatly to have humility and feel your feelings and strengthen your desires.

So the basic principle on which muscle-testing works is that we are conscious of everything that's meaningful to us, and that everything has a measurable effect on our Power, or Life Force. It either increases it, or decreases it, and we respond by physically going strong or weak. Truth has a strengthening effect, and untruth/lies have a weakening effect. Simple! It confirms that everything we say, think or do has either a beneficial or detrimental effect on us. A valuable lesson in the necessity for being consciously in control of our thoughts and emotions – otherwise, we're losing our Power!) That's why it's important to have the one being tested make a statement, such as 'This food (that they're holding) is good for me to eat'. (If you don't have any to hold, they would say the name of the food while thinking about the last time they ate some.) That way, you're testing for the level of truth of that statement, and it's very clear whether what you're testing is beneficial or detrimental to that person.

For example, I have tried getting someone to simply hold different foods, to test for allergy etc, but we found she could override the weakening effect of the diet drink she was holding by thinking 'Strong!' By getting the tester to make the statement "This (name of drink/food) is good for me to drink/eat" you make sure they can't cheat! (Artificial sweetener is extremely detrimental to most bodies, by the way. Sorry, but it's true!) What's interesting about that, though, is that our thoughts are stronger than physical substances – so perhaps if we remember to bless our food and drink, or think 'Strong' while eating/drinking, we can change the effects on our bodies of even the worst things! I'm not recommending that approach, though. Not yet, anyway!

However, the bottom line is that ANYTHING CAN BE TESTED. But the important thing is that the INTENTION behind the test must be integrous, it must calibrate highly itself. You cannot use this technique for personal gain. For instance, we tried to use it to see if we could discover where to 'dig' in the competition on the internet called "Prize Rush". Before you test you should ask permission, "It is ok for us to ask this". We got a no response so therefore it wasn't ok. Results would therefore be skewed, as the reason for inquiry is not integrous. However, if your only intention is to seek truth, then you can test anything.

Try this with students, and see if they can get it working. It's really fun to play with, a good physical exercise and something that will give them a real experiential connection to truth on a real fundamental, physical level.

YOU CAN TEST FOR ALIGNMENT! It's basically just 'truth'. If you're in the vortex and flowing and going 'downstream' with your thoughts and feelings, you'll test 'strong'. So have the person say the thing about what they want, and test for it. If they go weak, you know they're not in alignment. Easy way to test! Keep testing different phrases until you get to one that makes you go super strong and stay strong no matter what!