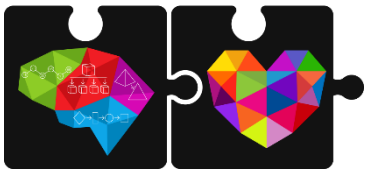
COMPUSEL



ACTIVITY BOOK

Integrating Social and Emotional Learning with Computational Thinking

Prepared by MELLIS KNOWLEDGE TO PRACTICE

Computational Thinking in Enhancing Primary Students' Social-Emotional Learning Skills

ACTIVITY BOOK

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INTRODUCTION

Welcome to the COMPUSEL Activity Book! This book introduces 20 engaging activities designed to integrate Computational Thinking (CT) dimensions – decomposition, abstraction, pattern recognition, and algorithmic thinking – into Social and Emotional Learning (SEL) skills.

We invite all interested primary school teachers to use our book in supporting primary school students' cognitive and social-emotional development and exploring how these activities could bridge the gap between problem-solving and emotional intelligence in social interactions.

Defining the Process

Before embarking on the activities, let's understand the process of integrating CT and SEL:

Existence and Identification of a Problem:
- Recognizing social and emotional issues.

Decomposition of the Problem:
- Breaking down the elements and processes.

Abstraction of the Focused Element:
- Identifying key aspects of a problem

Discovering Patterns:
- Recognizing emotional patterns and behaviours

Algorithmic Thinking:
- Creating step-by-step solutions.

Implementation and Evaluation:
- Putting solutions into action and assessing results.

Generalization or Restructuring:
- Adapting steps based on outcomes.

THE STRUCTURE OF LEARNING ACTIVITIES

Activity Identification

- Activity Number
- Targetted SEL skill

Engagement

- Problem Situation
- Storification of the Problem Situation
- Reexploration of the problem

Problem Solving Process through CT

- Decomposition
- Abstraction
- Pattern Recognition
- Algorithmic Thinking

Learning Technique

- The Most Efficient Technique/s Proposed
- Suggestions to Teachers

Evaluation

- Students' Future Experiences
- Evaluation of Results

Activity 1 Self-Awareness

Engagement

Problem Situation: A student struggles to understand her behavior's impact on others, affecting her relationships negatively.

Story: In a bustling school community, Maya, a vibrant student always surrounded by friends, noticed an unsettling trend—her once tight-knit group of friends seemed distant, and conversations turned stilted. Maya felt perplexed and slightly isolated.

Reexploration of the Problem: Maya finds it challenging to comprehend how her behavior is impacting her relationships negatively.

Problem-Solving Process through CT

Decomposition: Identify specific behaviors causing issues.

Abstraction: Analyze situations triggering these behaviors.

Pattern Recognition: Recognize recurring patterns in behavior.

Algorithmic Thinking: Create a plan to change negative behaviors.

Learning Process

Proposed Learning Technique/s: Emotion Cards: Students identify and discuss emotions related to behavior changes, promoting self-awareness and recognizing emotional triggers.

Suggestions to Teachers: Encourage students to visualize their emotions using Emotion Cards to better understand the link between their behavior and emotional responses.

Evaluation

Students' Future Experiences: Students are encouraged to reflect on future interactions, utilizing Emotion Cards to assess their emotional responses and adjust behavior accordingly.

Evaluation of Results: Observing improved self-awareness and better-managed behaviors in subsequent social interactions.

Activity 2 Self-Awareness

Engagement

Problem Situation: A student struggles with managing emotions during challenging situations.

Story: Sarah, a diligent student, often finds herself overwhelmed when faced with demanding situations. She experiences difficulty in regulating her emotions, especially when dealing with stress, leading to outbursts or withdrawal in her interactions. For instance, during a recent group project, when confronted with conflicting ideas, Sarah became visibly upset and struggled to express her viewpoints calmly, affecting the team's collaboration.

Reexploration of the Problem: This emotiaonl struggle affects her personal experiences and interactions within group settings, hindering her from maintaining healthy relationships in challenging situations.

Problem-Solving Process through CT

Decomposition: Identify triggers causing emotional distress.

Abstraction: Analyze emotional responses and their impact.

Pattern Recognition: Recognize patterns in emotional reactions.

Algorithmic Thinking: Develop strategies to manage emotions effectively.

Learning Process

Proposed Learning Technique/s: Mindfulness Practices: Engage students in mindfulness practices to regulate emotions and improve self-awareness.

Suggestions to Teachers: Do mindfulness exercises to help students manage emotions and enhance self-awareness in challenging situations.

Evaluation

Students' Future Experiences: Students reflect on the impact of mindfulness exercises on their emotional regulation.

Evaluation of Results: Improved self-awareness demonstrated through better-managed emotions and enhanced interactions.

Activity 3 Self-Awareness

Engagement

Problem Situation: Students struggle to recognize their strengths and weaknesses, impacting their self-perception and awareness.

Story: During a group discussion on personal strengths and weaknesses, many students found it challenging to identify and articulate their own qualities. This lack of self-awareness affected their confidence levels.

Tom, for instance, had difficulty recognizing his leadership abilities and was unsure about his strengths compared to his peers.

Reexploration of the Problem: Students face difficulties in acknowledging their personal strengths and weaknesses, affecting their self-awareness.

Problem-Solving Process through CT

Decomposition: Identify specific instances where self-awareness was lacking and its impact on confidence.

Abstraction: Analyze factors contributing to the recognition of personal qualities.

Pattern Recognition: Recognize patterns in successful self-awareness exercises.

Algorithmic Thinking: Develop strategies to enhance self-awareness.

Learning Process

Proposed Learning Technique/s: Apply self-assessment tools to aid students in recognizing their personal qualities and areas for improvement, fostering self-awareness. (Annex 1)

Suggestions to Teachers: Apply strengths and weaknesses assessments to encourage students' self-awareness of their personal attributes. (Annex 2)

Evaluation

Students' Future Experiences: Students reflect on their strengths and weaknesses and how this self-awareness impacts their confidence.

Evaluation of Results: Improved self-awareness demonstrated through increased recognition of personal strengths and weaknesses.

Activity 4 Self-Awareness

Engagement

Problem Situation: Students need to recognize and appreciate their personal accomplishments and their impact on their growth.

Story: James has achieved several milestones, but sometimes he forgets to acknowledge these accomplishments. He wants to understand how his achievements contribute to his personal growth.

Reexploration of the Problem: How can we reflect on our achievements to better understand our personal growth and develop self-awareness?

Problem-Solving Process through CT

Decomposition: Break down personal achievements into smaller milestones.

Abstraction: Analyze how each achievement positively contributed to personal growth.

Pattern Recognition: Recognize recurring patterns in achievements

Algorithmic Thinking: Create a plan to celebrate achievements and leverage them for future growth.

Learning Process

Proposed Learning Technique/s: Students create a visual timeline of their achievements, big or small, and reflect on the effort invested and the impact each had on their growth. They can maintain a journal to write reflections on how each achievement made them feel, what they learned, and how it contributed to their personal development.

Evaluation

Students' Future Experiences: Students reflect on how acknowledging and understanding personal achievements influenced their perception of personal growth

Evaluation of Results: Assess how effectively students were able to recognize and appreciate their accomplishments and how this understanding impacted their self-awareness and mindset towards growth.

Activity 5 Social Awareness

Engagement

Problem Situation: A student struggles to empathize with peers facing personal challenges.

Story: David noticed Lily's distress in the class. He struggled to grasp her emotions. He inquired if everything was alright, but her uncertain response left him feeling helpless, unable to bridge the gap between their emotions. Throughout the day, he pondered his inability to empathize with Lily, realizing the depth of understanding to connect with someone's feelings, especially when unspoken.

Reexploration of the Problem: David faces difficulty in comprehending with Lily's feelings and challenges.

Problem-Solving Process through CT

Decomposition: Identify individual challenges faced by peers.

Abstraction: Analyze **the impact** of challenges on peer interactions.

Pattern Recognition: Recognize patterns in successful empathetic interactions

Algorithmic Thinking: Develop strategies for improving empathy offering support.

Learning Process

Proposed LearningTechnique/s: Conduct interviews among students to understand and empathize with different personal challenges, fostering social awareness and empathy.

Suggestions to Teachers: Support students to reflect on their previous similar experiences to understand others' feelings and reactions against certain situations.

Evaluation

Students' Future Experiences: Students reflect on their previous experiences and gauge their ability to empathize with others, considering diverse situations.

Evaluation of Results: Improved social awareness and enhanced ability to empathize with peers in various scenarios.

Activity 6 Social Awareness

Engagement

Problem Situation: Students struggle to comprehend the perspectives of their peers from different cultural backgrounds.

Story: In a classroom, there was Emma, who loved to share stories about her family's traditions of singing during celebrations. On the other side, there was Alex, who enjoyed drawing pictures of his family's special meals. One day, during a group project about cultures, Emma sang a happy song loudly, while Alex drew a big picture, and they both didn't understand each other's actions. This made them feel a little confused and left out.

Reexploration of the Problem: Students face difficulty appreciating and acknowledging diverse cultural perspectives.

Problem-Solving Process through CT

Decomposition: Identify specific cultural differences causing misunderstandings.

Abstraction: Analyze the impact of cultural diversity on perceptions and interactions.

Pattern Recognition: Find commonalities/differences in cultural perspectives.

Algorithmic Thinking: Develop strategies to appreciate diverse cultural backgrounds.

Learning Process

Proposed Learning Technique/s: Snowball: Students start in pairs or small groups to discuss and share their cultural experiences, traditions, or practices. Then, they form larger groups by merging with other pairs or groups, expanding the conversation and sharing their findings with more classmates.

Evaluation

Students' Future Experiences: Students reflect on their experiences from cultural exchange sessions and their perceptions of cultural diversity.

Evaluation of Results: Improved social awareness demonstrated through better understanding and appreciation of diverse cultural perspectives.

Activity 7 Social Awareness

Engagement

Problem Situation: In the classroom, students notice some peers facing challenges due to disabilities, economic status, etc. These differences sometimes lead to misunderstandings and discomfort among classmates.

Story Meet Lily, who uses a wheelchair and loves art. However, during an art project, some of her classmates weren't sure how to include her because of her mobility differences. This made Lily feel a bit left out, and the other students felt uneasy about not knowing how to interact comfortably.

Reexploration of the Problem: Students share their feelings and thoughts about these instances, acknowledging the need for understanding and inclusivity.

Problem-Solving Process through CT

Decomposition: Identify specific instances or situations where differences created discomfort or misunderstandings

Abstraction: Analyze the reasons behind these discomforts, exploring how lack of understanding or familiarity might have contributed to these feelings

Pattern Recognition: Recognize recurring patterns in these instances, understanding that misunderstandings often stem from a lack of exposure or knowledge about diverse backgrounds.

Algorithmic Thinking: Create a plan to promote tolerance and inclusivity,

Learning Process

Proposed Learning Technique/s: Role Playing: Encourage students to participate in role-playing scenarios where they experience situations involving differences. This helps them empathize the feelings of others in diverse circumstances.

Evaluation

Students' Future Experiences: Students reflect on their experiences after engaging in discussions and activities centered around embracing differences.

Evaluation of Results: Observe interactions and changes in students' attitudes, and evaluate how well they integrate inclusive behaviors in everyday interactions.

Activity 8 Social Awareness

Engagement

Problem Situation: Within the classroom, there's a lack of awareness and understanding about the rules of civility, leading to occasional instances of disrespect among students.

Story Meet James and Maya, two classmates who unintentionally disrupted the learning environment by speaking loudly during group work. This behavior made it challenging for others to concentrate, leading to frustration among classmates.

Reexploration of the Problem: Students discuss similar situations they've witnessed or been part of, where lack of awareness about rules of civility caused discomfort or disruptions.

Problem-Solving Process through CT

Decomposition: Identify instances where behaviors harmed the rules of civility.

Abstraction: Analyze the reasons behind these behaviors, exploring how ignorance about civility norms contributed to these situations.

Pattern Recognition: Recognize recurring patterns in these instances, understanding that a lack of awareness often leads to conflicts or discomfort

Algorithmic Thinking: Create a plan to promote awareness and practice of civility rules, suggesting ways to educate, remind, and practice respectful behaviors

Learning Process

Proposed Learning Technique/s: Encourage students to participate in role-play scenarios illustrating civility in action. This helps them understand and embody respectful behaviors.

Evaluation

Students' Future Experiences: Students reflect on their experiences after engaging in discussions and activities centered around civility, sharing how their understanding and application of respectful behaviors have evolved.

Evaluation of Results: Observe interactions and changes in students' attitudes.

Activity 9 Self Management

Engagement

Problem Situation: A student struggles with disorganization and prioritization of academic tasks.

Story: Sophia, a cheerful and creative girl, loved drawing, playing with her friends, and learning new things. But lately, she felt a bit overwhelmed. You see, she had so many exciting assignments to finish, like drawing her favorite animals, reading fascinating stories, and practicing her math. However, she found it tricky to do them all and felt a little puzzled about where to start.

Reexploration of the Problem: Sophia faces difficulty organizing her academic tasks, leading to stress and inefficiency.

Problem-Solving Process through CT

Decomposition: Break down academic tasks causing disorganization.

Abstraction: Analyze priorities and deadlines.

Pattern Recognition: Recognize patterns in successful task organization.

Algorithmic Thinking: Develop personalized task organization strategies.

Learning Process

Proposed Learning Technique/s: Kanban Boards: Use visual boards to prioritize tasks and manage time effectively, fostering self-management skills.

Suggestions to Teachers: Encourage students to adopt Kanban Boards for task organization, helping them visualize priorities and deadlines.

Evaluation

Students' Future Experiences: Students reflect on the effectiveness of Kanban Boards in organizing tasks and managing time.

Evaluation of Results: Improved self-management skills demonstrated through better-organized academic tasks.

Activity 10 Self Management

Engagement

Problem Situation: Students struggle to cope with stress and time management during exam preparation.

Story: Meet Tom, a bright and enthusiastic student who loves learning new things at school. But during exam times, things got a bit tough for him. He had lots of exciting things to study, like spelling words, numbers, and fun science experiments. However, trying to remember everything for his exams made Tom feel a bit puzzled and tired. Sometimes, he didn't sleep well, and his brain felt too full of information. This made him feel a little worried and tired during his tests.

Problem-Solving Process through CT

Decomposition: Identify stress triggers and time management issues for exam preparation processes

Abstraction: Analyze effective study schedules and stress management techniques.

Pattern Recognition: Recognize patterns in successful time management and stress reduction strategies.

Algorithmic Thinking: Develop strategies to create an efficient study schedule

Learning Process

Proposed Learning Technique/s: Think-Pair-Share: Students individually analyze the steps needed for effective time management and mindfulness practices. Paired with a classmate, they discuss various strategies. Lastly, they share their insights and jointly propose a structured plan or steps for incorporating these practices into their daily routines.

Evaluation

Students' Future Experiences: Students reflect on their use of mindfulness and time management techniques in future exam preparation.

Evaluation of Results: Improved self-management skills demonstrated through reduced stress and effective time utilization during exams.

Activity 11 Self Management

Engagement

Problem Situation: Many students may not understand the importance of healthy eating and how it contributes to their overall well-being.

Story: Emily enjoys having candies and chocolates as snacks every day. She often feels lethargic and finds it hard to concentrate in class. She doesn't understand why she feels this way, and her friends notice her low energy levels.

Reexploration of the Problem: The students discuss scenarios where they've felt unwell or lacking energy, emphasizing the connection between food choices and overall health.

Problem-Solving Process through CT

Decomposition: Identify different types of foods and their impact on the body. Discuss specific instances when unhealthy eating habits affect physical health.
Abstraction: Analyze how specific nutrients (found in healthy food) contribute to energy, growth, and well-being.
Pattern Recognition: Recognize patterns in their own eating habits and their impact on energy levels.
Algorithmic Thinking: Create a plan for healthier snacking. Outline a simple meal plan together for a day.

Learning Process

Proposed Learning Technique/s: Think-Pair-Share: Students analyze different food choices, then discuss in pairs, and finally, as a larger group to understand the impacts and brainstorm healthy alternatives.

Suggestions to Teachers: Encourage students to bring in examples of healthy snacks they enjoy, explaining why these are good choices.

Evaluation

Students' Future Experiences: Students can maintain a food diary for a week

Evaluation of Results: Discuss any observed changes in mood, energy, or focus after altering their snacking habits. Review the meal plan they created.

Activity 12 Self Management

Engagement

Problem Situation: Adaptability challenges against quick changes

Story: Consider a character, let's name him Max. Max has been preparing for a school event for weeks. However, due to unexpected weather conditions, the event has to be rescheduled indoors at short notice.

Max spent weeks preparing an outdoor sports day for his classmates. However, a sudden rainstorm forced the event indoors. Max feels upset and confused about how to handle this change.

Reexploration of the Problem: Discuss times when the students' plans changed unexpectedly. Emphasize the feelings associated with changes and their impact.

Problem-Solving Process through CT

Decomposition: Identify different scenarios where plans changed unexpectedly. Discuss specific emotions felt during these moments.
Abstraction: Analyze the reasons behind sudden changes. Explore how being adaptable might help handle these situations better.
Pattern Recognition: Recognize patterns in how people react to unexpected changes. Highlight examples where adaptability has led to positive outcomes.
Algorithmic Thinking: Create a plan for handling unexpected changes positively.

Learning Process

Proposed Learning Technique/s: Snowball Technique - Start with individual experiences, discuss in pairs, and then as a group to understand the impact of adaptability.

Suggestions to Teachers: Encourage students to create a 'Flexibility Chart' where they note down times when they had to adjust their plans and how they managed the change.

Evaluation

Evaluation of Results: Discuss any newfound confidence in handling changes and whether they could apply adaptability in other situations.

Activity 13 Relationship Skills

Engagement

Problem Situation: Two students encounter disagreements while collaborating on a project, hindering their teamwork.

Story: Tom and Emily are working on the same art project. Each has different perspectives on how to execute their project and persist on using different colours to paint their drawing, leading to disagreements and stalled progress.

Reexploration of the Problem: Discuss why Tom and Emily struggle to navigate their differences and collaborate effectively.

Problem-Solving Process through CT

Decomposition: Identify the reasons of disagreement and their impact on collaboration.

Abstraction: Analyze efficient individual approaches and communication styles.

Pattern Recognition: Recognize patterns in successful collaborative efforts.

Algorithmic Thinking: Develop strategies for effective communication and conflict resolution.

Learning Process

Proposed Learning Technique/s: Role-playing Scenarios: Engage students in role-playing exercises to practice different communication styles and conflict resolution, fostering relationship skills.

Suggestions to Teachers: Encourage students to create a 'Flexibility Chart' where they note down times when they had to adjust their plans and how they managed the change.

Evaluation

Students' Future Experiences: Students reflect on their experiences in role-playing scenarios and evaluate their enhanced communication skills.

Evaluation of Results: Discuss any newfound confidence in handling changes and whether they could apply adaptability in other situations.

Activity 14 Relationship Skills

Engagement

Problem Situation: In a classroom, two friends, Amy and Ben, have a misunderstanding due to miscommunication. They both felt ignored during a conversation, leading to hurt feelings.

Story: Amy was sharing an exciting story about her weekend, but Ben seemed distracted and didn't respond. Amy felt upset, assuming Ben wasn't interested. Ben, on the other hand, was preoccupied but didn't communicate this, leaving Amy feeling ignored.

Reexploration of the Problem: Discuss times when students felt misunderstood or ignored in conversations. Emphasize the importance of listening and respect in communication.

Problem-Solving Process through CT

Decomposition: Identify different instances when miscommunication or misunderstandings occurred, causing hurt feelings.
Abstraction: Analyze the reasons behind misunderstandings in communication.
Pattern Recognition: Recognize patterns in miscommunication scenarios.
Algorithmic Thinking: Create a communication guideline - rules that ensure active listening, trying to understand others, and showing respect in conversations.

Learning Process

Proposed Learning Technique/s: Four Corners - Discuss various scenarios where effective communication would have resolved misunderstandings.

Suggestions to Teachers: Encourage students to pair up and share a story where they felt listened to and respected in a conversation.

Evaluation

Students' Future Experiences: Students practice active listening and respectful communication in everyday interactions and journal about their experiences.

Evaluation of Results: Discuss any improvements noticed in their conversations and friendships due to applying effective communication skills.

Activity 15 Relationship Skills

Engagement

Problem Situation: In a school setting, two friends, Emily and Mark, face bullying from a group of students for not participating in teasing another classmate.

Story: Emily and Mark were firm friends with Jake. One day, the classmates began teasing Jake, but Emily and Mark refused to join in. This led to the bullying turning on them.

Reexploration of the Problem: Discuss scenarios where students felt pressured to act against their values due to peer pressure. Emphasize the importance of standing up against negative social influences.

Problem-Solving Process through CT

Decomposition: Identify instances when students faced negative social pressure, leading to discomfort or bullying.

Abstraction: Analyze why peer pressure exists and the consequences of giving in to negative social influences.

Pattern Recognition: Recognize common scenarios where negative social pressure occurs. Discuss strategies to resist such pressures.

Algorithmic Thinking: Create a "Resisting Bullying" action plan - steps to follow when confronted with bullying or negative social pressure.

Learning Process

Proposed Learning Technique/s: 6-Hat Thinking: Divide students into groups, assigning each group a hat color. Each group discusses their allocated aspect of the scenario:

- The White Hat group focuses on the factual aspects of the situation.
- The Red Hat group explores the emotions involved.
- The Black Hat group identifies potential risks.
- The Yellow Hat group discusses the positive outcomes of resisting.
- The Green Hat group brainstorms creative solutions.
- The Blue Hat group oversees the discussion process.

Rotation and Discussion: Rotate the groups, allowing each to share their thoughts with the others, offering different perspectives on the same scenario.

Consolidation and Strategies: Gather all perspectives and ideas discussed and encourage students to consolidate them into a comprehensive strategy for resisting negative social pressure.

Reflection: Conclude with a reflection session, asking students to think about how they could apply these strategies in their own lives.

Suggestions to Teachers: Encourage students to pair up and share a situation where they successfully resisted negative social pressure. Discuss the outcomes and feelings associated with these experiences.

Evaluation

Students' Future Experiences: Assign reflection tasks where students write about instances when they stood up against negative social pressure and how it impacted their relationships and self-esteem.

Evaluation of Results: Discuss any changes noticed in the classroom dynamics or individual attitudes towards peer pressure after implementing the strategies learned.

Activity 16 Relationship Skills

Engagement

Problem Situation: In a primary school, Sarah notices her friend Jake is being excluded from group activities because he can't run fast due to a medical condition, making Jake feel isolated and upset.

Story: Sarah finds Jake sitting alone during recess, looking dejected while some classmates mock his inability to run fast. She approaches him, learning about the hurtful comments and exclusion he faces.

Reexploration of the Problem: Sarah feels empathy towards Jake's situation, recognizing the importance of standing up for his rights. She understands that everyone deserves respect, fostering a supportive environment. Discuss the importance of standing up for others' rigths.

Problem-Solving Process through CT

Decomposition: Identify the aspects of mistreatment like exclusion, to understand the problem's components

Abstraction: Abstract the key idea in the story

Pattern Recognition: Identify similarities in mistreatment scenarios and discuss how they can be addressed.

Algorithmic Thinking: Create a plan on how to stand up for Jake and others facing similar situations.

Learning Process

Proposed Learning Technique/s: Students create art or stories highlighting the importance of respecting everyone's rights.

Suggestions to Teachers: Encourage students to design algorithms in the form of storyboards or comic strips, showcasing how to address mistreatment scenarios.

Evaluation

Evaluation of Results: Observe instances where students apply the developed algorithms in addressing mistreatment, fostering a culture of empathy and support in the classroom.

Activity 17

Responsible Decision-Making

Engagement

Problem Situation: A student grapples with making impulsive decisions leading to unintended consequences.

Story: Jake often makes hasty choices without considering the outcomes, which often results in unintended consequences and regret.

Reexploration of the Problem: Jake struggles with thinking through his decisions, often leading to unfavorable outcomes. Discuss the importance of thinking through?

Problem-Solving Process through CT

Decomposition: Identify instances of impulsive decision-making and their consequences.

Abstraction: Analyze the most efficient factors influencing decision-making.

Pattern Recognition: Recognize patterns in successful decision-making processes.

Algorithmic Thinking: Develop strategies for thoughtful decision-making.

Learning Process

Proposed Learning Technique/s: Decision Trees: Implement decision tree diagrams to visually represent choices and their potential outcomes, fostering responsible decision-making.

Suggestions to Teachers: Encourage students to visualize decision outcomes and make thoughtful choices.

Evaluation

Students' Future Experiences: Students reflect on their decision-making processes using decision trees in future scenarios.

Evaluation of Results: Improved responsible decision-making skills demonstrated through thoughtful consideration of choices and their potential outcomes.

Activity 18

Responsible Decision-Making

Engagement

Problem Situation: Students struggle to consider long-term consequences when making choices about their free time activities.

Story: Mia loved adventures and often made quick decisions without thinking about their consequences, which sometimes put her friends in tough spots. One sunny day, Mia decided they should go camping without checking the weather or preparing properly. But as they set off, the weather changed, and it started pouring rain. Mia and her friends were stuck in the woods without proper gear, facing unexpected challenges during their adventure.

Problem-Solving Process through CT

Decomposition: Identify instances where impulsive decisions led to unfavorable outcomes.

Abstraction: Analyze factors influencing decision-making in leisure activities.

Pattern Recognition: Recognize patterns in responsible vs. impulsive decision-making.

Algorithmic Thinking: Develop strategies to weigh short-term enjoyment against potential long-term consequences.

Learning Process

Proposed Learning Technique/s:

Decision-Making Reflection Journals: Encourage students to maintain journals reflecting on their decisions and their consequences, fostering responsible decision-making.

Aquarium Technique: Students gather in two circles, one inside the other. Those in the inner circle share entries from their decision-making journals, discussing the choices they made and their outcomes. They talk about how they reflected on their decisions, considered consequences, and aimed for responsible choices. Meanwhile, students in the outer circle listen attentively, asking questions to

better understand the decision-making process. This allows students to share their experiences, fostering responsible decision-making skills and awareness of the consequences of their actions.

Suggestions to Teachers: Implement reflection journals to promote critical thinking about the consequences of choices in leisure activities.

Evaluation

Students' Future Experiences: Students reflect on their journal entries and assess the impact of their decision-making in future leisure activities.

Evaluation of Results: Improved responsible decision-making skills demonstrated through thoughtful consideration of choices and their potential outcomes.

Activity 19

Responsible Decision-Making

Engagement

Problem Situation: Students face challenges in understanding the consequences of their digital footprint on their reputation.

Story: Many students share content online without considering the long-term impact on their reputation. Mia posted a comment on an SMS group, which led to misunderstandings and affected her relationships with peers. Mia thought she was being funny online, but her words made others upset. Her classmates didn't understand her joke, and it made them feel sad and uncomfortable. This caused some problems in their group and made things a bit tricky between them.

Reexploration of the Problem: Discuss why students struggle to comprehend the impact of their online actions on their relationships.

Problem-Solving Process through CT

Decomposition: Identify instances where online actions negatively impacted relationships.

Abstraction: Analyze the consequences of digital actions on personal reputation and social relationships.

Pattern Recognition: Recognize patterns in responsible vs. irresponsible digital behavior.

Algorithmic Thinking: Develop strategies to make responsible decisions in online interactions.

Learning Process

Proposed Learning Technique/s: Speech Tickets:

Preparation: The teacher prepares discussion topics related to responsible digital behavior, like sharing personal information online, cyberbullying, or verifying online information.

Distribution of Speech Tickets: Each student is given a limited number of speech tickets, say two or three, with each ticket allowing them a specific time (like one or two minutes) to speak during the discussion.

Discussion Session: During the discussion on responsible digital behavior, students raise their hands and give their speech tickets to the teacher when they want to contribute to the conversation. This ensures everyone gets a chance to share their thoughts within the allocated time.

Encouraging Effective Communication: Students need to manage their time effectively by thinking about what they want to say before using their speech ticket. It also encourages them to listen actively and respect others' opinions as they wait for their turn to contribute.

Summarization and Reflection: After the discussion, the teacher can summarize key points and encourage students to reflect on what they've learned about responsible digital behavior and the importance of making thoughtful decisions online.

Suggestions to Teachers: Initiate discussions focusing on digital citizenship to raise awareness about responsible online actions and their impact.

Evaluation

Students' Future Experiences: Students reflect on their digital interactions and the impact on their reputation and relationships.

Evaluation of Results: Improved responsible decision-making skills demonstrated through responsible and thoughtful online interactions.

Activity 20

Responsible Decision-Making

Engagement

Problem Situation: In a classroom, two friends have a misunderstanding over a shared project. They stop talking to each other, affecting the entire class's atmosphere negatively.

Story: Sarah and Maya were best friends. They planned a presentation together but disagreed on how to proceed. Sarah wanted to talk first but Maya rejected. Instead of talking it out, they stopped speaking to each other, causing tension in the class.

Reexploration of the Problem: Discuss why students struggle to comprehend the impact of their online actions on their relationships.

Problem-Solving Process through CT

Decomposition: Observe, and identify the problem and its components. Identify specific issues in their disagreement. What caused the misunderstanding?
Abstraction: Think, and analyze the situation. Analyze why their disagreement affected the entire class.
Pattern Recognition: Recognize similar situations in school that affect everyone when friends stop talking.
Algorithmic Thinking: Create a plan to resolve the conflict and restore the positive atmosphere.

Learning Process

Proposed Learning Technique/s:

Snowball Technique:

- Students individually read the story and identify key points causing the conflict (decomposition).
- In pairs, they discuss possible solutions to resolve the conflict (abstraction).

- In groups, students analyze how conflicts between friends affect the class (pattern recognition).
- Whole-class discussion to propose solutions and steps to restore harmony (algorithmic thinking).

Emotion Cards Technique:

- Students individually read the story and identify/estimate emotions felt by Sarah and Maya (decomposition).
- In pairs, they discuss how these emotions influenced the situation (abstraction).
- In groups, students analyze how emotions can affect the classroom environment (pattern recognition).
- Whole-class discussion to propose solutions and steps to address emotions and resolve the conflict (algorithmic thinking).

Suggestions to Teachers: Focus on the ressponsible decision-making processes when resolving a conflict between peers.

Evaluation

Students' Future Experiences: Students reflect on future scenarios involving conflicts and evaluate proposed solutions.

Evaluation of Results: Role-play scenarios to demonstrate responsible decision-making in resolving conflicts and observe students' decisions.

Annexe 1 - Self-Awareness Assessment Tool

Instructions: Choose the smiley face that shows how you feel about each statement.

😞 Strongly disagree
😟 Somehow disagree
😐 Neither agree nor disagree
🙂 Agree
😀 Strongly Agree

Personal Qualities:

1. I am good at some things.
   - 😞 😟 😐 🙂 😀
2. I like trying new activities.
   - 😞 😟 😐 🙂 😀
3. I sometimes need help with my schoolwork.
   - 😞 😟 😐 🙂 😀
4. I can share my toys and things with others.
   - 😞 😟 😐 🙂 😀
5. I enjoy learning new things at school.
   - 😞 😟 😐 🙂 😀

Emotions and Feelings:

6. I know when I am happy.
   - 😞 😟 😐 🙂 😀
7. Sometimes I feel upset, and I know why.
   - 😞 😟 😐 🙂 😀
8. I can talk about how I feel with others.
   - 😞 😟 😐 🙂 😀
9. I can calm down when I'm feeling angry/upset.
   - 😞 😟 😐 🙂 😀
10. I enjoy spending time with my friends and family.
    - 😞 😟 😐 🙂 😀

Thinking about My Actions:

11. I try to think about what I do and why I do it.
    - 😞 😟 😐 🙂 😀
12. I learn from the mistakes I make.
    - 😞 😟 😐 🙂 😀
13. I make plans to do things better next time.
    - 😞 😟 😐 🙂 😀
14. I ask questions when I don't understand something.
    - 😞 😟 😐 🙂 😀

Helping Others:

15. I like helping my friends when they need me.
    - 😞 😟 😐 🙂 😀
16. I share and take turns when playing with others.
    - 😞 😟 😐 🙂 😀
17. I listen when others are talking.
    - 😞 😟 😐 🙂 😀
18. I follow the classroom rules and listen to my teacher.
    - 😞 😟 😐 🙂 😀

Responsibility:

19. I take care of my belongings and keep them tidy.
    - 😞 😟 😐 🙂 😀
20. I try my best to finish my homework and school tasks.
    - 😞 😟 😐 🙂 😀

Annexe 2 - Strengths and Weaknesses

Instructions:

Choose the smiley face that shows how you feel about each statement.

Strengths:

1. I am good at some subjects in school.
   - 😞 😟 😐 🙂 😀
2. I like helping my friends when they need me.
   - 😞 😟 😐 🙂 😀
3. I can share my toys and things with others.
   - 😞 😟 😐 🙂 😀
4. I enjoy learning new things at school.
   - 😞 😟 😐 🙂 😀
5. I listen when others are talking.
   - 😞 😟 😐 🙂 😀

Areas I Want to Improve:

6. Sometimes I find it hard to understand certain school subjects.
   - 😞 😟 😐 🙂 😀
7. I can get upset easily and have trouble calming down.
   - 😞 😟 😐 🙂 😀
8. I forget to follow classroom rules at times.
   - 😞 😟 😐 🙂 😀
9. I need to practice sharing and taking turns more often.
   - 😞 😟 😐 🙂 😀
10. I want to get better at finishing my school tasks on time.
    - 😞 😟 😐 🙂 😀

Things I Enjoy Doing:

11. I like drawing, painting, or doing crafts.
    - 😞 😟 😐 🙂 😀
12. I enjoy reading books or stories.
    - 😞 😟 😐 🙂 😀
13. I love playing with my friends outdoors.
    - 😞 😟 😐 🙂 😀
14. I am good at playing certain sports or games.
    - 😞 😟 😐 🙂 😀

My Interactions:

15. I feel happy when I can help someone.
    - 😞 😟 😐 🙂 😀
16. Sometimes I get shy when meeting new people.
    - 😞 😟 😐 🙂 😀
17. I enjoy spending time with my family.
    - 😞 😟 😐 🙂 😀
18. I try my best to make friends and be kind to everyone.
    - 😞 😟 😐 🙂 😀

Reflecting on My Learning:

19. I want to learn more about different things in the world.
    - 😞 😟 😐 🙂 😀
20. I know that making mistakes helps me learn new things.
    - 😞 😟 😐 🙂 😀

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To explore the process of Social and Emotional Learning and uncover new ways to understand yourself and others, making every interaction a learning opportunity;

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