



ease through art

ART BASED
**SOCIAL & EMOTIONAL
LEARNING CURRICULUM**

FOR CHILDREN WITH DISABILITIES

Module 2: Self Management

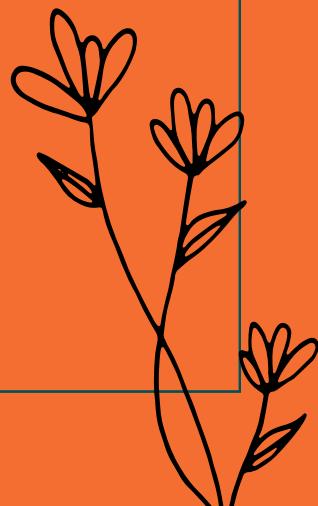




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WHAT IS SELF MANAGEMENT?

The second component of Social & Emotional Learning

Self Management is another essential component of SEL which refers to the ability to navigate and manage one's feelings and emotions in order to take decisions and regulate the thoughts and behaviors as the need and situations arise. The important aspect of the self management component is doing so in a healthy way and with the ability to set and work towards goals without deviation.

Self-management skills include the following:

1. Regulating and expressing one's emotions thoughtfully - The skill of impulse control and distracting oneself from different emotions and desires to delay that action for a period of time.
2. Demonstrating perseverance and resilience to overcome obstacles - Intrinsic motivation is an essential skill along with the courage to take initiative and work towards a goal in order to be resilient towards it.
3. Sustaining healthy boundaries - Setting boundaries is an important skill in both personal and professional lives. This refers to the ability to say "No", communicate clearly and respect your as well as the other person's needs and wants.
4. Identifying and using stress management strategies - Stress Management is a skill that includes practicing stress mitigation and coping mechanisms when experiencing intense emotions.
5. Setting personal and collective goals - Individual and group goal setting helps individuals and students in particular be more productive and successful. The goals need to be 'SMART' in nature (Specific, Measurable, Attainable, Realistic, Timely).
6. Using planning and organizational skills - A better planned and organized space and life can help one be on track. Being uncluttered in a neat and organized manner helps in improving productivity.
7. Demonstrating personal and collective agency - Personal and collective agency is also referred to as self discipline, where one controls their feelings and emotions to focus upon the goal in hand.
8. Maintaining attention - Completing a task without losing focus and the ability to not be distracted while completing a task is a crucial part of self-regulation.
9. Using feedback constructively - Feedback if used and accepted in a healthy manner helps one develop and move forward in life, improving outcomes.
10. Practicing self-compassion - Self Compassion is a crucial component of SEL and is a skill based on practicing kindness, humanity and mindfulness towards oneself.

For example: In a situation where one is feeling stressed or anxious about something that they can foresee, they can change how they are feeling about it by thinking about it differently and viewing it as an opportunity or a new experience that will help them grow.

Self Management is an essential component of SEL. When students or individuals with disabilities learn to self-manage and regulate themselves, they are more likely to make decisions by themselves, empower themselves and reduce the need for others to assist them in managing or controlling their behavior.

#1 THREE STARS & A WISH

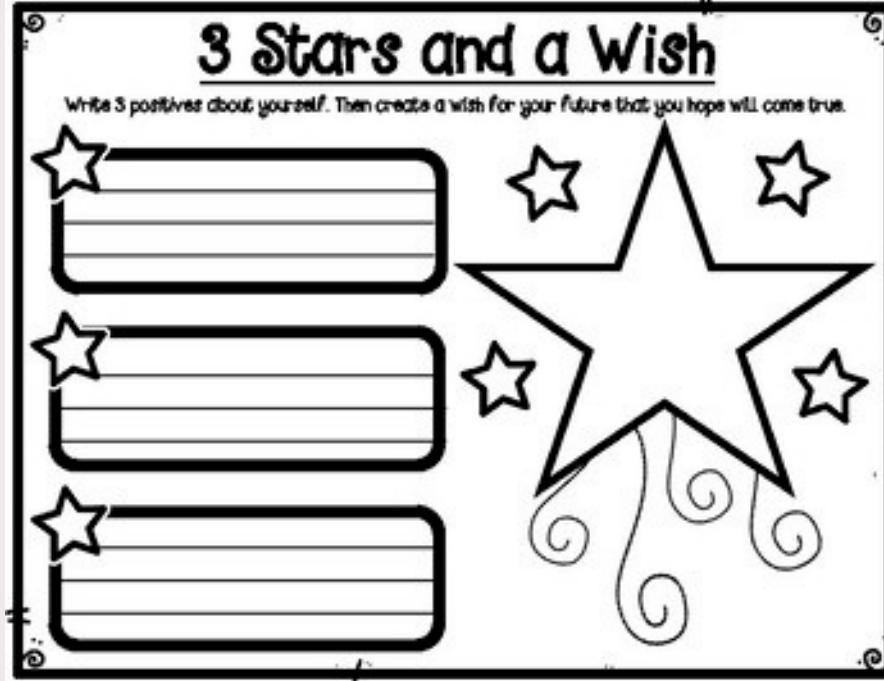
Setting goals for yourself

Objective

The objective of this activity is to introduce goal setting within the classroom. This can be a starting point for the creation of SMART Goals (Activity 5). This activity helps with positive affirmation, organisation and goal fulfilment.

Materials Required

- Paper Sheets, Pencils
(alternatively templates can be made beforehand by the instructor)
- Coloured Markers
- Crayons



Instructions

1. Begin the activity by asking each student to draw three stars on a piece of paper. Alternatively, instructors can use pre-prepared templates such as the one in the image.
2. Ask the students to write down three things that they do well, with an emphasis on positivity. This can be anything, small or big! It is important to emphasize that small wins are still wins.
3. Initiate a classroom discussion. How did they become good at these things? Were there any specific steps that they took to achieve these things?
4. Next, ask each student to come up with One Wish. This should be something that the child wants to work upon and achieve in the future. Allow the children to think big, without setting limitations based on practicality.
5. Facilitate a discussion. *What can they do to achieve this wish?* Focus on concrete and actionable steps. It is important for the students to come up with these steps independently.

#2 CALM CORNER

Managing intense emotions

Objective

This activity helps calm a child/adult down in case of any stressful situations within the classroom or at home. Self regulation is a crucial component of managing one's emotions.

Materials Required

- Games, books,
- Colours/Art Supplies (this can be tailored as per the interests of the children)



Instructions

1. Create a designated corner in the classrooms, focused on providing a quiet and safe space for the child to calm down. Using a sign to separate this area from the rest of the classroom.
2. Incorporate elements such as games, soft toys, books, art supplies, etc along with a chair. Instructors should allow themselves to be creative and incorporate a wide range of soothing elements, which can include rugs, drawings, and more. The purpose of this corner is to provide a space that allows the child to escape overstimulation, take a moment to breathe and reground themselves.
3. Have a conversation with the children about the corner. Let them know that they are free to use the corner at any point of the day when they experience emotional distress. Additionally, instructors can set up 10 minute slots for the children to utilize the corner each day.
4. Facilitate a discussion with the students. How do they feel after taking a couple of minutes for themselves? How does the Calm Corner make them feel? What are some ways they can practice this, outside of a classroom setting?

Note: A potential idea for the corner is to write down a list of calming activities on a poster that the students can choose from when they are feeling overstimulated or stressed. This can include taking deep breaths, painting on a piece of paper, playing with a puzzle or more. This is illustrated in the sample image.

#3 FLOWER & CANDLE

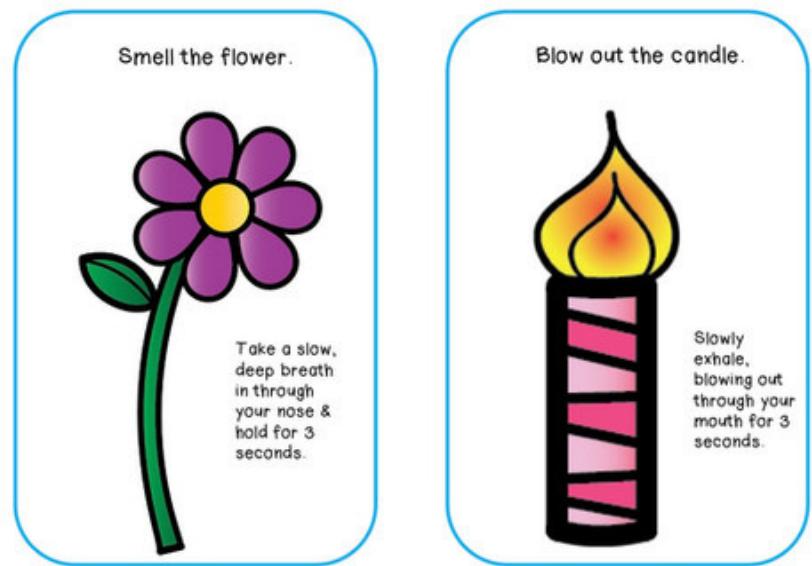
How can we use the breath to reduce overstimulation?

Objective

The objective is to teach children mindful breathing techniques as a means to manage and cope with intense emotions such as frustration, anger, hurt, or disappointment. By incorporating breath work into their daily routine, children can develop essential social-emotional and executive function skills, enabling them to handle challenging situations more effectively and maintain focus in class while fostering positive relationships.

Materials Required

None



Repeat 3 times.

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Instructions

1. Explore different breathing techniques with the children. Teaching these techniques during calm moments allows children to familiarize themselves with the exercises in a relaxed setting. By introducing them proactively, children can develop a range of coping strategies they can use when faced with challenging emotions or situations.
- The Flower Breath: Children engage in this exercise by imagining they are inhaling the scent of a flower through their nose and exhaling slowly through their mouth. This activity encourages a gentle, controlled breathing rhythm while providing a soothing sensory experience.
- Blow Out the Candle: Kids envision blowing out a birthday candle as they breathe in deeply through the nose and exhale through the mouth to simulate extinguishing the candle. This activity combines deep breathing with visualization, providing a tangible goal for breath control.
3. Incorporating breathing exercises into playtime activities helps children associate breath work with fun and positive experiences. This integration reinforces the idea that breath work is not only helpful for managing difficult emotions but also a playful and accessible tool they can use independently.
4. When children experience intense emotions, guiding them through their preferred breathing exercise provides a structured way to manage their feelings. By offering support, acknowledging their emotions, and creating a calm environment, caregivers help children navigate their emotions effectively and develop self-regulation skills over time.

#4 STAIR GOALS

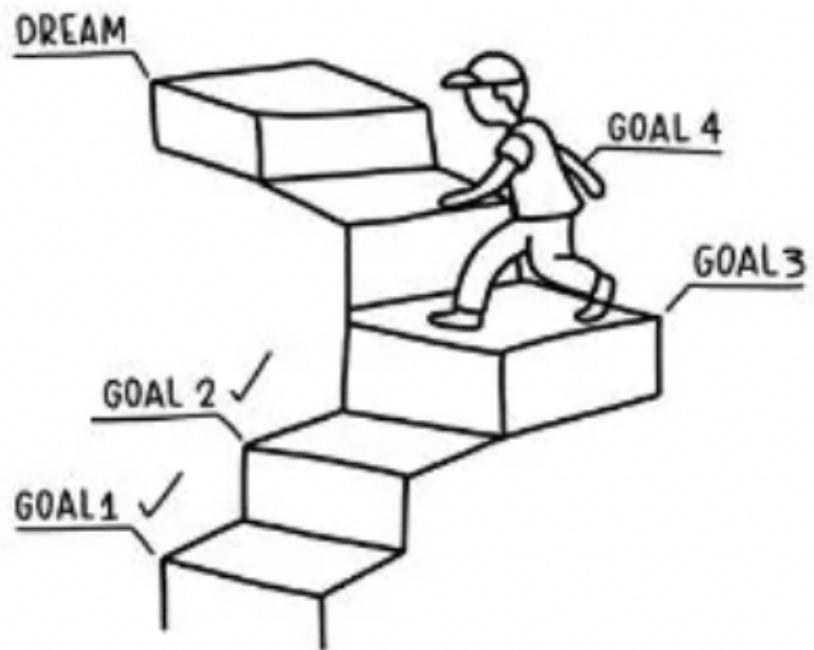
Determining actionable steps to achieve goals

Objective

The objective of this activity is to help students break down their larger goals into smaller, more achievable goals and doable steps. By determining actionable steps, goals become more achievable and less overwhelming.

Materials Required

- Paper, Pencils
- Crayons



Instructions

1. Ask the students to draw a staircase or ladder, on a piece of paper. Alternatively, premade templates can be used for this activity.
2. Ask the students to write down their goal at the top of a staircase. The instructor can choose to focus on one goal for all the students for younger students. Older students should be allowed to personalize their goals.
3. Have a discussion with the students: How can you break down this goal into smaller steps? Make sure that these steps are realistic, precise and can be achieved in a feasible amount of time.

Write the first goal which can be achieved in a feasible amount of time at the bottom of the staircase, as the first action.

4. Similarly, for all the steps/ladders, help the students create actions towards the goal, as they continue to 'climb up' the ladder. Ask the students to also mention dates, drawings, motivating factors, things that inspire them to the sheet.



#5 SMART GOALS

Specific, Measurable, Actionable, Realistic & Timely

Objective

The objective of this activity is to teach children how to set SMART goals (Specific, Measurable, Achievable, Relevant, Time-bound) as a way to develop their social-emotional learning (SEL) skills, including self-awareness, self-management, and goal-setting abilities.

Materials Required

- Papers
- Pens

MAKE YOUR GOALS SMART

S M A R T

Setting goals can be a great way to challenge yourself to make healthy lifestyle changes. Set yourself up for success by making your goals SMART!

SPECIFIC What is your goal?	MEASURABLE How will you keep track of your progress?	ATTAINABLE How will you achieve your goal? Make a plan!	RELEVANT How will this goal help you?	TIMELY When will you achieve this goal?
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S My goal is: _____
e.g. To drink more water! I will aim for 6 cups per day

M I will track my progress by: _____
e.g. I will track my progress by logging how many glasses I drink each day in my phone or planner

A I will achieve this goal by doing the following: _____
e.g. 1. Keep a clear bottle with me so I can tell how much I've had
2. Set an alarm to remind myself to drink every 2 hours

R This goal helps me because: _____
e.g. This goal will help me to be healthier, have more energy, and help my skin

T I will complete this goal by (date): _____
e.g. I will achieve my goal by February 15th



Instructions

SMART Goals stands for:

- S for specific. A goal should be linked to one activity, thought, or idea.
- M for measurable. A goal should be something you can track and measure progress toward.
- A for actionable. There should be clear tasks or actions you can take to make progress toward a goal.
- R for realistic. A goal should be possible to achieve.
- T for timely. A goal should fall within a specific time period.

1. Begin with a brief discussion. Encourage the children to brainstorm potential goals they would like to achieve. Guide them to think about different areas of their lives such as academic, personal, or extracurricular activities. Encourage creativity and diversity in their goals.

2. Once the children have brainstormed their ideas, have them choose one goal they would like to work on. Encourage them to make their goal SMART by asking guiding questions: What exactly do you want to achieve? How will you measure your progress towards this goal? Do you have the resources and abilities to accomplish it? Is your goal relevant to your interests or values? When do you want to achieve this goal by?

3. After setting their SMART goal, have the children identify specific action steps they need to take to achieve it. Encourage them to break down their goal into smaller, manageable tasks. Emphasize the importance of taking consistent action towards their goal.

4. Allow each child to share their SMART goal and action steps with the group if they feel comfortable. Encourage peer feedback and support. Ask the children to reflect on how setting a SMART goal makes them feel and discuss any challenges they anticipate in achieving their goal.

5. Encourage the children to regularly review and track their progress towards their SMART goal. Offer support and guidance as needed, and celebrate their achievements along the way.

#6 LETTER TO SELF

Reflecting on the self, and discussing the future

Objective

The objective of this activity is to promote self-reflection and self-awareness in children by writing a letter to their future selves. This SEL activity encourages children to explore their emotions, goals, and aspirations, fostering a deeper understanding of themselves and their personal growth journey.

Materials Required

- Paper (Templates can be used - refer to image)
- Pencils or markers



Instructions

1. Begin by explaining the purpose of the activity: writing a letter to their future selves. Discuss the importance of self-reflection and how it can help them better understand their thoughts, feelings, and goals.
2. Lead the children through a guided reflection to help them brainstorm what they want to include in their letter. Prompt them with questions such as: What are some things you are proud of accomplishing? What challenges have you overcome? What are your hopes and dreams for the future? Are there any words of encouragement or advice you would like to give your future self?
3. Encourage the children to begin writing their letters to their future selves. Remind them to be honest, reflective, and compassionate in their writing. They can include personal anecdotes, reflections on their emotions, and aspirations for the future.
4. After completing their letters, facilitate a group discussion where children can share their thoughts and feelings about the experience. Encourage them to reflect on what they learned about themselves through the process of writing the letter.
5. Encourage children to revisit their letters periodically to reflect on their personal growth and goals. Provide ongoing support and guidance as they navigate their journey of self-discovery and self-awareness.

#7 GRATITUDE WALL

Practicing gratitude & self-positivity

Objective

The objective of this activity is to cultivate a sense of gratitude and appreciation in children by creating a gratitude wall. This SEL activity encourages children to reflect on the positive aspects of their lives, fostering a mindset of gratitude and positivity.

Materials Required

- Large poster paper or bulletin board
- Sticky notes or index cards
- Markers or pens



Instructions

1. Begin by explaining the concept of gratitude and its importance in fostering happiness and well-being. Discuss how focusing on the positive aspects of life can help cultivate a sense of appreciation and resilience.
2. Lead a discussion where children can reflect on things they are grateful for. Prompt them with questions such as: What are some people or relationships you appreciate? What experiences or activities bring you joy? What are some everyday things you are thankful for?
3. Set up the poster paper or bulletin board in a designated area. Invite children to write down their thoughts of gratitude on sticky notes or index cards using markers or pens. Encourage them to be specific and detailed in their expressions of gratitude.
4. Allow the children to decorate their gratitude notes with drawings, stickers, or other creative elements. Once decorated, help them organise the notes on the gratitude wall, arranging them in a visually appealing manner.
5. After completing the gratitude wall, facilitate a group discussion where children can share their reflections on the experience. Encourage them to discuss how expressing gratitude made them feel and any insights gained from the activity.
6. Encourage children to continue adding to the gratitude wall on a regular basis. Set aside time each day or week for children to reflect on new things they are grateful for and add them to the wall. This promotes a habit of gratitude and reinforces positive thinking.

Periodically, take time to celebrate the contributions to the gratitude wall as a group. Acknowledge the collective gratitude expressed and discuss the positive impact it has on the classroom or community environment.

#8 PYRAMID OF SELF ESTEEM

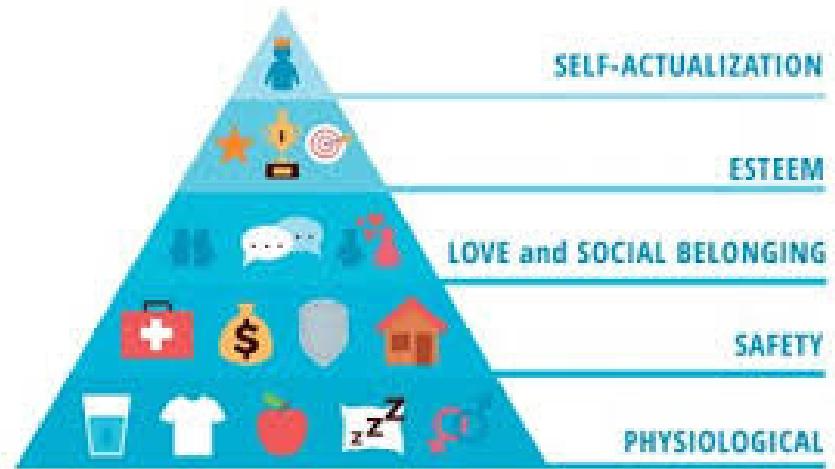
Exploring self esteem

Objective

The objective of this activity is to explore and enhance self-esteem in children by creating a "Pyramid of Self-Esteem." This SEL activity encourages children to reflect on their strengths, accomplishments, and positive qualities, fostering a sense of self-worth and confidence.

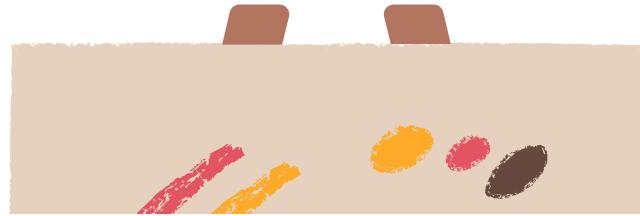
Materials Required

- Pens
- Crayons/Paints
- Paper



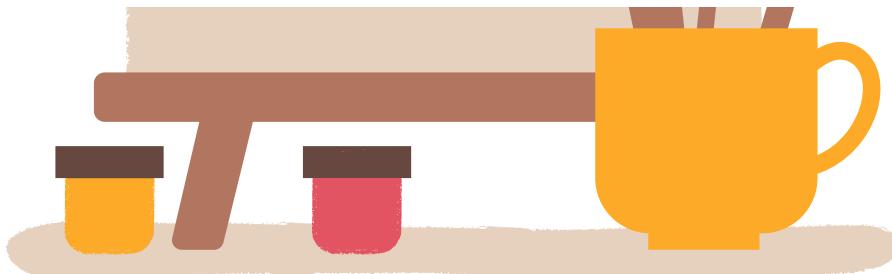
Instructions

1. Begin by explaining the concept of self-esteem and its importance in building confidence and resilience. Discuss how acknowledging and appreciating one's strengths and accomplishments contributes to a healthy self-esteem.
2. Lead a self-reflection session where children can think about their own positive qualities and achievements. Prompt them with questions such as: What are some things you like about yourself? What are some accomplishments you are proud of? What positive feedback have you received from others?
3. Set up the poster paper or cardboard in a pyramid shape, with the widest part at the bottom and the narrowest part at the top. Invite children to write down their positive qualities, strengths, and accomplishments on sticky notes or index cards using markers or pens. Each note represents a building block of their self-esteem.
4. As children complete their notes, help them arrange them on the pyramid, starting with the broader, foundational qualities at the base and gradually building up to the narrower, more specific qualities at the top. Encourage them to think about how each quality contributes to their overall sense of self-worth.
5. Allow the children to decorate their pyramid with drawings, symbols, or affirmations that reflect their self-esteem journey. Encourage them to be creative and expressive in making their pyramid unique to them.
6. After completing their pyramids, facilitate a group discussion where children can share their reflections on the activity. Encourage them to discuss how identifying and acknowledging their positive qualities made them feel and any insights gained from the experience.



END OF MODULE 2

Sources, Links & Information



Sources for Images & Additional Information

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- <https://www.weareteachers.com/calm-down-corner/>
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- Stair Goals: https://biglifejournal.com/blogs/blog/goal-setting-for-kids?utm_source=pinterest&utm_medium=social
- <https://biglifejournal.com/blogs/blog/5-fun-goal-setting-activities-children>
- SMART Goals Worksheet: <https://meant2prevent.ca/downloadable-smart-goal-planning-worksheet/>
- Letter to Future Self:
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- <https://www.teacherspayteachers.com/Product/Time-Capsule-Letter-Letter-to-Future-Self-Time-Capsule-Letter-to-Future-Me-2792288>
- Gratitude Wall:
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- Self Esteem Pyramid: https://www.youtube.com/watch?v=O4ithG_07Q&ab_channel=Sprouts
- <https://www.magonlinelibrary.com/journal/eyed>

