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ART BASED
**SOCIAL & EMOTIONAL
LEARNING CURRICULUM**

FOR CHILDREN WITH DISABILITIES

Module 3: Relationship Skills

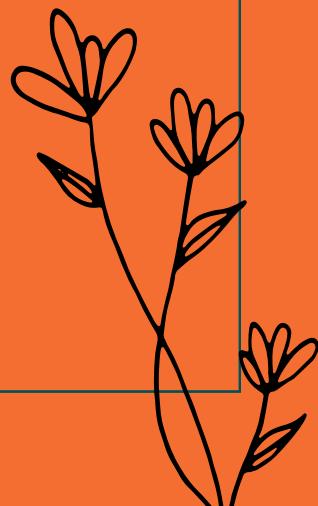




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WHAT ARE RELATIONSHIP SKILLS?

The third component of Social & Emotional Learning

"Relationship skills" encompass the ability to establish positive connections, particularly with diverse individuals and groups, utilizing various techniques such as active listening, effective communication, and conflict resolution. These skills also entail resisting social pressure and seeking or offering assistance when necessary.

Relationship skills include:

1. Initiating contact with others and fostering friendships.
2. Expressing thoughts and emotions appropriately.
3. Communicating effectively.
4. Cultivating positive relationships.
5. Demonstrating cultural humility.
6. Engaging in teamwork and collaborative problem-solving.
7. Resolving conflicts constructively.
8. Approaching relationships with positive attitudes.
9. Resisting negative social influences and stereotypes.
10. Advocating for the rights of others.
11. Exercising leadership within groups.
12. Seeking or offering support and assistance as needed.

Within the relationship skills module, students will focus on developing several key skills, including:

1. Empathic Listening - Listening attentively with the aim of fully understanding others and their needs.
2. Skillful Communication - Compassionately communicating in a manner that empowers oneself and others.
3. Helping Others / Being a Good Friend - Providing assistance to others based on their needs and one's capabilities. Valuing kindness and compassion, while also supporting classmates in need.
4. Conflict Resolution - Responding constructively to conflicts and facilitating collaboration, reconciliation, and peaceful relationships.

Developing relationship skills is crucial for children, especially from a young age. This is particularly vital for children with disabilities, as forging connections with peers aids in their social-emotional, communication, and physical development. Play and friendship contribute significantly to their sense of inclusion, support, and well-being, enhancing their self-esteem. Children with disabilities may utilize various communication methods, such as speech, signing, gestures, or communication devices. Interacting with other children allows them to learn and practice different modes of communication, fostering growth and engagement. Moreover, it enables their peers to understand and interact with them more effectively.

By the conclusion of the module, it will be evident that social awareness and relationship skills in SEL are deeply interconnected. For instance, when students navigate conflicts (relationship skills), their ability to empathize and self-regulate (social awareness) facilitates the resolution process, leading to more positive outcomes.

#1 COMMUNICATION STATION

Learning effective communication

Objective

The objective of the Communication Station activity is to enhance effective communication among students in the classroom, while also fostering the development of social skills and friendships. By engaging in this activity, students have the opportunity to learn more about their peers, thus strengthening bonds and creating a more inclusive classroom environment.

Materials Required

- Chart paper
- Sticky notes
- Pens

Core Word Communication Station

Core Words are the building blocks of language. They are words used everywhere and at all ages.

HOW TO USE THE CORE WORD BOARD

- 1 Point to the symbols while you talk.
- 2 Stick to the key words. For example, you can say "Do you want to go on the swing?", while pointing to the "you", "want", "go" and "swing".



Instructions

1. The teacher prepares the activity by gathering the materials and coming up with a series of "Wh" questions, such as "What is your favorite color?" or "What is your favorite thing to eat?"
2. The teacher sets up a designated area in the classroom as the Communication Station. They place the chart paper and pens at this station, along with the stack of sticky notes.
3. Students are invited to visit the Communication Station one at a time or in small groups. They select a sticky note and write their response to one of the "Wh" questions provided by the teacher. It's important that students refrain from including their names on the sticky notes.
4. Once all students have contributed their responses, the teacher gathers the sticky notes and arranges them on the chart paper without revealing who wrote each response. The teacher then reads aloud the responses one by one, and the rest of the students in the classroom attempt to guess who might have written each response.
5. After all the responses have been read and guessed, the class engages in a discussion about the activity. Students can reflect on what they learned about their peers, any surprises they encountered, and how the activity helped them to better understand and connect with their classmates.
6. Finally, the teacher encourages students to continue fostering connections with their peers outside of the activity. They may suggest activities or initiatives that promote friendship and inclusivity within the classroom.

#2 TURN TAKING

Learning how to share

Objective

The objective of the Turn Taking activity is to support children with Autism or other disabilities in understanding and practicing the concept of sharing, particularly in social situations such as playing with others. By engaging in this activity, children have the opportunity to develop the skill of taking turns, foster friendships, and learn the importance of cooperation and collaboration.

Materials Required

- Ball



Instructions

1. The teacher gathers the materials needed for the activity, specifically a ball, and arranges the classroom in a circle formation to facilitate participation.
2. Students are invited to stand in a circle formation in the classroom. The teacher positions themselves within the circle, ready to initiate the activity.
3. The teacher begins the activity by kicking or throwing the ball to one of the students in the circle and saying, "Your turn!" The chosen student catches the ball and then kicks or throws it back to the teacher, while saying, "My turn!"
4. The activity continues as the teacher alternates kicking or throwing the ball to different students in the circle, each time prompting them to take their turn and then acknowledging the exchange by stating, "My turn!" This repetition allows children to practice the concept of turn-taking in a structured and supportive environment.
5. Throughout the activity, the teacher offers verbal praise and positive reinforcement to the students for their participation and efforts in taking turns. After the activity concludes, the teacher leads a brief discussion with the class, emphasizing the importance of sharing and taking turns in social interactions.
6. The teacher encourages students to apply the concept of turn-taking in other instances within the classroom and beyond. They may suggest incorporating turn-taking into various games, activities, and group interactions to reinforce the skill of sharing and cooperation.

Through the Turn Taking activity, children with Autism or other disabilities gain valuable experience and confidence in sharing and taking turns. This foundational skill supports their social development and enhances their ability to engage positively with peers in various social settings.

CIRCLE TIME

RIGHT!



#3 SHARING CIRCLE

Fostering social skills

Objective

The objective of the Sharing Circle activity is to create a supportive and inclusive environment where students feel comfortable opening up and sharing with their classmates. This activity aims to foster social skills, promote active listening, and encourage students to express themselves more openly, particularly if they are shy or hesitant.

Materials Required

- None

Instructions

1. The teacher introduces the concept of the Sharing Circle to the class, explaining its purpose and emphasizing the importance of active listening and respectful communication.
2. The teacher designates a specific time and space within the classroom for the Sharing Circle activity to take place. Students gather in a circle formation, ensuring that everyone has a clear view of each other.
3. The teacher initiates the activity by sharing something of interest or relevance to set an example for the students. This serves to model active listening and encourages participation from the students.
4. Each student in the circle is given the opportunity to share something about themselves or their experiences. The teacher may set a time limit for each sharing session, depending on the size of the group and the available time. Students are encouraged to speak openly and honestly, discussing topics such as recent events, personal interests, or thoughts and feelings.
5. As students take turns sharing, their peers are encouraged to practice active listening by giving their full attention and showing respect for the speaker. After each sharing session, classmates may offer feedback or ask questions to further engage with the topic.
6. The Sharing Circle concludes with a brief reflection period where students can discuss their experiences and insights gained from the activity. The teacher may facilitate a discussion about the importance of sharing and listening in building positive relationships and fostering a sense of community.

Through the Sharing Circle activity, students develop valuable social skills, including effective communication, active listening, and empathy. By creating a space for open and respectful sharing, this activity promotes a supportive classroom environment where students feel valued, heard, and connected with their peers.

#4 EMPATHETIC LISTENING

Empathy with self respect

Objective

The objective of the Empathetic Listening activity is to teach children how to listen empathetically to their peers, fostering a sense of care, respect, and understanding. By engaging in this activity, students not only develop their listening skills but also build connections with their classmates and learn to appreciate diverse experiences and perspectives.

Materials Required

- Bell
- Papers
- Newspapers
- Marker
- Colors
- A piece of paper with the following questions written on it:
 - How old are you?
 - What happened?
 - How did you feel?



Instructions

1. Arrange the students into pairs, preferably pairing students who may not know each other well. Ensure that the classroom is divided in a manner that facilitates interaction between pairs.
2. Provide each pair with a newspaper featuring symbols drawn on it, representing active listening:
 - EARS - LISTEN
 - EYES - EYE CONTACT
 - MOUTH - ASK QUESTIONS
 - NECK - NOD
3. Distribute another sheet of paper with questions written on it, such as those listed in the instructions. These questions will guide the sharing between pairs.
4. Instruct pairs to take turns sharing stories based on the provided prompts while adhering to the symbols on the newspaper. Encourage students to actively listen, ask questions, maintain eye contact, and nod to demonstrate engagement.
5. Ring the bell to signal the start of the activity. After a designated time, ring the bell again to prompt students to ask questions about their partner's story. Repeat this process with additional bells for partner rotation and further question rounds.
6. Circulate around the classroom to provide assistance and support to students as needed. Offer guidance on active listening techniques and encourage respectful communication between pairs.
7. As a concluding activity, gather the students together as a whole group to reflect on the activity and share their learnings and experiences. Encourage students to discuss the importance of empathetic listening and its impact on building relationships.

Through the Empathetic Listening activity, students develop essential communication skills and deepen their understanding of their peers. By actively engaging in empathetic listening, students cultivate empathy, respect, and compassion, laying the foundation for positive and supportive relationships within the classroom community.

#5 DIVERSITY PRESENTATION

Appreciating & recognizing diversity

Objective

The objective of the Diversity Presentations activity is to foster better relations among students and encourage appreciation for diversity. By exploring what makes each individual unique, students learn to celebrate differences and build a sense of inclusivity within the classroom community.

Materials Required

- Paper
- Pens
- Colors



Instructions

1. Begin by providing each student with a sheet of paper featuring an outline of an upper body. This outline serves as a template for students to create their fact file.
2. Instruct students to use the back of the sheet to create a fact file about themselves. They should include details such as their hair colour, facial features, hobbies, and interests.
3. Using the information from their fact file, students are then asked to draw on the front of the handout what makes them unique. Encourage them to include specific details about themselves, such as unique physical features or special talents. Additionally, they should mention a fun fact about themselves, such as "I like to sing" or "I enjoy dancing."
4. After completing their drawings, students participate in a sharing session. The teacher facilitates this by asking each student to share one unique/fun fact about themselves with the class. As each student shares, their peers practise empathetic listening by attentively listening to and acknowledging each other's contributions.
5. As an extension to the activity, the teacher can lead a discussion about the similarities and differences among the students. They can ask the class to recall which unique/fun fact they all shared and encourage students to reflect on what they learned about their peers. This further develops their empathetic listening skills and reinforces the importance of celebrating diversity.

Through the Diversity Presentations activity, students not only learn more about themselves and their classmates but also develop empathy, respect, and acceptance for diversity. By celebrating each other's uniqueness, students contribute to a positive and inclusive classroom environment where everyone feels valued and appreciated.

#6 I'M SORRY

Learning to apologize

Objective

The objective of the "I'm Sorry" approach is to help children understand the meaning and empathetic use of the phrase "I'm sorry." By fostering empathy and consideration for others' feelings, children learn to use the phrase in a meaningful way, even if they may not be directly responsible for an action.

Materials Required

- None



Instructions

1. Explain to the children the importance of understanding and empathizing with others' feelings. Emphasize that saying "I'm sorry" is not just about taking responsibility for actions but also about acknowledging and validating someone else's emotions.
2. Provide examples of situations where someone might feel upset or hurt, such as witnessing a friend crying. Guide the children to observe and identify the emotions and physical reactions of the person who is upset. Encourage them to focus on the other person's feelings rather than solely on the action that caused the upset.
3. Help the children make connections between actions and reactions by discussing the consequences of certain behaviors. For example, if a child pushes another child and they fall down, discuss how the other child might feel sad or hurt as a result. Encourage the children to reflect on the impact of their actions on others' emotions.
4. Facilitate a group discussion where children can share their thoughts and feelings about the importance of empathy and saying "I'm sorry" in situations where someone is upset. Encourage them to express why they believe empathy is essential in building positive relationships.
5. Engage the children in role-playing scenarios where they practice using empathetic language and expressing concern for others' feelings. Encourage them to role-play situations where they might need to apologize or offer comfort to a friend who is upset.
6. Conclude the activity by inviting children to share their experiences and insights gained from the discussion and role-playing exercises. Provide positive feedback and reinforcement for their efforts to understand and empathize with others' emotions.

Through the "I'm Sorry" approach, children learn to use the phrase in a meaningful and empathetic way, promoting understanding and consideration for others' feelings. By focusing on the connection between actions and reactions, children develop empathy and social awareness, contributing to a more compassionate and inclusive classroom environment.

#7 TEAM PUZZLE

Teamwork through puzzles

Objective

The objective of this activity is to promote collaboration and teamwork among students by engaging them in a collective problem-solving task. By working together to solve a puzzle, students learn to communicate effectively, share ideas, and support one another in achieving a common goal.

Materials Required

- Puzzle Boxes



Instructions

1. Mix all the puzzle pieces together without informing the students. Divide the mixed pieces into groups, ensuring that each group has access to a puzzle box.
2. Distribute the puzzle boxes to the groups of students and instruct them to begin solving the puzzle individually. Emphasize the importance of working together to complete the puzzle, but allow the students to initially attempt to solve it on their own. Set a time limit for this phase of the activity.
3. After the initial individual solving phase, inform the students that the puzzle pieces have been mixed together. Encourage them to work together as a group to solve the puzzle within the set time limit. Emphasize the importance of communication, cooperation, and sharing ideas to overcome the challenge.
4. As the groups work together, circulate around the classroom to observe their collaboration and offer guidance or support as needed. Encourage students to discuss their strategies, share insights, and assist one another in finding solutions to the puzzle.
5. Conclude the activity with a group discussion where students reflect on their collaborative efforts and share their experiences. Prompt them to discuss what they learned about working together as a team and how they overcame challenges during the puzzle-solving process.

Through the Puzzle Solving activity, students develop essential collaboration skills, such as communication, teamwork, and problem-solving. By working together towards a common goal, students learn to appreciate the value of cooperation and collective effort in achieving success.

#8 HARMONY DAY

Celebrating Harmony in the classroom

Objective

The objective of the Harmony Day video presentation is to educate students about the importance of diversity and harmony, fostering an appreciation for different cultures and promoting inclusivity within the classroom and school community.

Materials Required

- None



Instructions

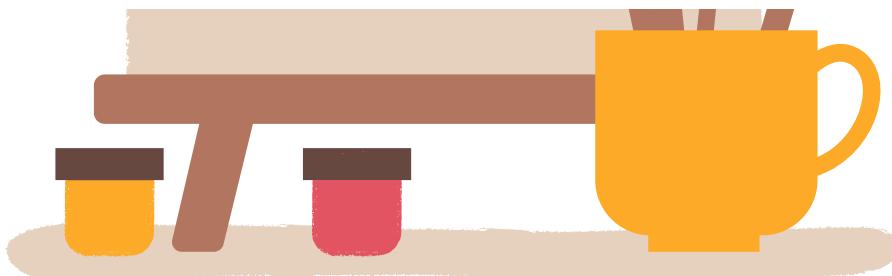
1. Begin by introducing the concept of Harmony Day and its significance in celebrating diversity and promoting inclusiveness. Emphasize the importance of respecting and valuing people from different cultures and backgrounds.
2. Share the provided video link with the students, starting from the specified timestamp (1:48 sec). Encourage the students to watch attentively as the video presents a story that illustrates the meaning of harmony and celebrates diversity.
<https://youtu.be/11l5jzU3lCo?si=XilWopTu6E4cH3rA>
3. After watching the video, facilitate a group discussion to explore key themes and messages conveyed in the story. Encourage students to share their thoughts, reflections, and any personal connections they may have to the concept of harmony and diversity.
4. Introduce the idea of celebrating Harmony Day within the classroom and school community on the 21st of March each year. Discuss the objectives of Harmony Day, including fostering inclusiveness, respect, and the recognition of the contributions of people from diverse cultures.
5. Explain that activities from various modules, including those focused on social and emotional learning (SEL), can be incorporated into Harmony Day celebrations. Encourage students to explore additional resources from the curriculum's resource repository for more ideas and activities.
6. Conclude the session with a brief reflection on the importance of celebrating diversity and promoting harmony within the classroom and beyond. Encourage students to consider ways they can contribute to creating a more inclusive and harmonious environment in their school and community.

Through the Harmony Day video presentation and related activities, students gain a deeper understanding of the importance of diversity, inclusivity, and harmony. By celebrating differences and fostering respect for all individuals, students contribute to building a more cohesive and supportive learning environment.



END OF MODULE 3

Sources, Links & Information



Sources for Images & Additional Information

- Communication Station: <https://www.autismparentingmagazine.com/five-social-skills-activities/>
- Turn Taking: <https://www.autismparentingmagazine.com/five-social-skills-activities/>
- Sharing Circle: <https://www.specialstrong.com/top-10-autism-social-skill-activities-for-sensory-issues-in-children/>
- Empathetic Listening: <https://www.uua.org/re/tapestry/children/tales/session4/alternate-activity4#:~:text=On%20newsprint%2C%20write%20%22Good%20Listening,tell%20your%20story%20until%20the>
- Diversity Presentations: <https://www.twinkl.co.in/blog/5-diversity-games-and-activities>
- I'm Sorry: <https://www.zerotothree.org/resource/how-to-help-your-child-develop-empathy/>
- Harmony Day: <https://www.twinkl.co.in/blog/5-diversity-games-and-activities>
- Team Puzzle: <https://www.donorschoose.org/project/puzzles-for-social-emotional-learning/7011765/>

