**Friendly Schools Social and Emotional Competencies K- 6**

**Links to ACARA Personal and Emotional Capabilities**

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| **ACARA Personal and Emotional Capabilities** | **Friendly Schools Social and Emotional Competencies** | **ACARA Personal and Emotional Capabilities** | **Friendly Schools Social and Emotional Competencies** |
| Self-Awareness | Self-Awareness* Identifying and recognising emotions
* Accurate self-perception and self-efficacy
* Recognising personal beliefs and values
 | Social Awareness | Social Awareness* Perspective taking
* Empathy development
* Appreciating diversity
* Respect for others
 |
| Self-Management | Self-Management* Impulse control and stress management
* Self-motivation and discipline
* Goal setting and organisational skills
 | Social Management | Relationship Skills* Communication, social engagement
* Building relationships
* Working cooperatively
* Negotiation, refusal, and conflict management
* Help seeking and providing

Social Decision Making * Problem identification and situation analysis
* Problem solving and decision making
* Personal, moral, and ethical responsibility
* Monitoring and evaluation
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**Social & Emotional Competencies**

* **Self-awareness:** knowing what one feels, accurately assessing one’s interests and strengths, and maintaining a well-grounded sense of self-confidence
* **Self-management**: regulating one’s emotions to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles, setting and monitoring progress toward the achievement of personal and academic goals, and expressing emotions appropriately
* **Social awareness**: being able to take the perspective of and empathise with others, recognizing and appreciating individual and group similarities and differences
* **Relationship skills**: establishing and maintaining healthy and rewarding relationships based on cooperation and resistance to inappropriate social pressure, preventing, managing, and constructively resolving interpersonal conflict, and seeking help when needed
* **Responsible decision-making**: making decisions based on a consideration of all relevant factors, including applicable ethical standards, safety concerns, and social norms, the likely consequences of taking alternative courses of action, and respect for others

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| **Self Awareness –** Students demonstrate this competency by: |
|  | **P - F** | **1 - 2** | **3 - 4** | **5 - 6** |
| Identifying and recognising emotions | * Identifying basic emotions that most people experience (happy, sad, grumpy, angry, scared, excited)
* Knowing using basic terms to label these emotions (happy, sad, grumpy, angry, scared, excited)
* Describing situations that may evoke these emotions Identifying emotions in literature
* Recognising positive and uncomfortable emotions
* Recognising and using basic body cues (i.e. *butterflies in stomach)* to identify changes in feelings
* Identifying who talk to if they are struggling with an emotion
 | * Identifying and describing emotions that most people experience (worried, shy, lonely)
* Describing situations that may evoke these emotions
* Recognise that they and others may have different emotional responses to the same situation
* Recognising positive and uncomfortable emotions
* Recognising and using body cues (i.e. *butterflies in stomach)* to identify changes in feelings
* Describing strategies to help feel better when experienceing uncomfortable emotions
 | * Knowing and using a wider range of terms to identify and label emotions
* Understanding that they may feel hurt both physically and mentally.
* Identify and describe situations that may hurt their feelings
* Identify and label own physical and mental reactions to a variety of emotions.
* Recognising that how they think about a situation affects how they feel
* Recognising unsafe feelings and knowing how to respond in these situations
 | * Identifying and reflecting on their own emotions and the reasons they feel this way
* Understanding how are feeling may be hurt and developing strategies to manage these situations
* Being able to label and describe the intensity of feeling using an appropriate language
* Realising the links between their feelings and what they think and say
* Recognising stressful situations and identifying strategies for coping with them
* Knowing and using synonyms to better describe their emotions (i.e. happy – delighted, glad, amused)
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| Resilience and optimism | * Understanding that we all feel bad sometimes but there are things we can do to feel better
* Identifying the things that they can do that make them feel better when they are feeling bad (sad, upset, angry etc)
 | * Understanding that making mistakes is normal and part of learning
* Demonstrating ways of helping themselves and other to feel better is they feel uncomfortable or hurt
* Understand that the way we think about our feelings will impact on how we respond
* Demonstrate optimistic thinking to help ourselves feel better.
 | * Viewing errors as part of the normal learning process and bouncing back from disappointment or failure.
* Identifying helpful and unhelpful thoughts when things go bad and using helpful thoughts to make us feel better
* Understanding that when bad times happen things will get better.
 | * Understanding that sad or bad times will happen to everyone at some time
* Displaying a sense of optimism and beginning to use positive thinking strategies when they are feeling bad.
* Understanding that you can manage the way you feel by changing your thoughts
* Accepting failure or frustration and continuing effort
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| Accurate self-perception and Self-efficacy | * Displaying a sense of feeling good about themselves
 | * Understanding that we are all different but special in our own way
* Identifying things they can do and things they have become good at.
 | * Identifying their strengths and weaknesses and how we can use this knowledge to improve.
* Expressing positive sense of self and a realistic self image
* Understanding that we all have our own ideas and express ourselves differently.
 | * Developing an understanding of what self-esteem is and how it develops.
* Assessing own strengths and weaknesses to assess those areas in which they can improve.
* Identify influencesthat can influence our attitudes and sense of self
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| Recognising personal beliefs and values | * Identify their likes and dislikes
 | * Describing themselves - their interests and what is important to them
 | * Identifying their values and what is important to them
* Identifying the things and people that influence their beliefs and values
* Identifying social social norms and rules for different situations including online environments.
 | * Understanding basic human needs and how these influence our behaviours
* Identifying and expressing their own values and how they may be similar or different from others
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| **Self Management –** Students demonstrate this competency by: |
|  | **P - F** | **1 - 2** | **3 - 4** | **5 - 6** |
| Impulse control and emotional regulation | * Recognising inappropriate behaviours
* Displaying basic strategies to resist inappropriate behaviour and emotional responses. (impulse control)
* Developing basic skills of self-calming rather than enacting anger frustration and/or sadness
* Developing basic skills of self-calming rather than enacting anger frustration and/or sadness
 | * Understanding that feelings may be hurt
* Recognising situations that make them feel uncomfortable or hurt
* Recognising and resisting inappropriate behaviours (impulse control)
* Understanding that all emotions are normal and need to be managed (i.e. it is okay to feel angry but is not okay to react violently).
 | * Recognising and beginning to manage physical responses to emotions
* Identifying and developing a range of strategies to reduce, manage or change strong and uncomfortable feelings such as anger, anxiety and jealousy.
* Recognising and resisting inappropriate behaviours (impulse control)
* Identifying triggers for emotions
 | * Identifying coping strategies to manage stress (i.e. regulating breathing, prioritising tasks, asking for help).
* Managing and expressing their emotions appropriately in a wide range of situations
* Displaying strategies to cope with intense emotions in particular situations i.e. talking about it, deep breathing)
 |
| Resilience and optimism | * Understanding that we all feel bad sometimes but there are things we can do to feel better
* Identifying the things that they can do that make them feel better when they are feeling bad (sad, upset, angry etc)
 | * Understanding that making mistakes is normal and part of learning
* Understanding that when bad times happen things will get better.
* Demonstrating ways of helping themselves and other to feel better is they feel uncomfortable or hurt
* Understand that the way we think about our feelings will impact on how we respond
 | * Demonstrate positive thoughts and actions to help to feel better when experiencing uncomfortable emotions
* Identifying helpful and unhelpful thoughts when things go bad and using helpful thoughts to make us feel better
* Understanding that when bad times happen things will get better.
* Viewing errors as part of the normal learning process
 | * Understanding that sad or bad times will happen to everyone at some time
* Displaying a sense of optimism and beginning to use positive thinking strategies when they are feeling bad.
* Understanding that you can manage the way you feel by changing your thoughts
* Accepting failure or frustration and continuing effort
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| Self-motivation and organisational skills  | * With support learning basic organisation skills for school activities
 | * Developing basic organisation skills for school activities
* Developing basic skills to complete roles and assignments as directed (listen to instructions, organise own equipment etc
 | * Displaying organisation skills for school activities (equipment ready, homework completed etc)
* Displaying skills to complete roles and assignments independently as directed (listen to instructions, organise materials, ask questions etc)
 | * Developing self management and organisation for learning
* Completing assigned roles or assignments independently as directed (homework, projects,)
* Developing independence and organisation for learning
 |
| Self management of behaviours and actions | * Developing ability to think before acting
* Developing basic skills to complete classroom instructions as directed (listen to instructions, share equipment etc)
 | * Demonstrating ability to think before acting
* Following school rules
 | * Recognising and avoiding negative behaviour
* Demonstrating ability to think through a situation before acting
* Recognising there are consequences as a result of their actions
 | * Taking increased responsibility for own behaviour and actions
* Demonstrating ability to assess a situation and perspectives before acting
* Recognising and accepting consequences for actions
 |
| Goal setting  |  | * Understanding that goals are things that you what to achieve and be successful at.
* Making basic plans with assistance to improve in selected areas
 | * Developing basic goal setting skills and strategies for improvement.
* Understanding and setting short term and long term goals.
 | * Setting and monitoring of progress toward the achievement of personal and academic goals
* Using their experiences, including mistakes and setbacks, to make appropriate changes to plans and behaviour.
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| **Social Awareness –** Students demonstrate this competency by: |
|  | **P - F** | **1 - 2** | **3 - 4** | **5 - 6** |
| Social interaction | * Developing basic social skills (sharing, taking turns, listening)
 | * Demonstrating basic social skills (sharing, taking turns, listening)
* Developing basic understandings about friendship and social relationships
* Demonstrating skills for making friends and meeting people
* Beginning to read and send basic non-verbal cures for positive social interaction
 | * Demonstrating skills for making and maintaining friendships
* Demonstrating understanding of positive social groups
* Responding to verbal and non-verbal cues for positive social interaction
 | * Identifying characteristics of healthy and unhealthy friendship groups
* Identifying positive and negative peer group influence
* Developing strategies to respond to and avoid negative peer group influence
* Demonstrating responsibility for activities and tasks within the class and school environment that lead to a positive social environment
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| Respect for others | * Developing basic social manners and etiquette
* Using courtesy words (please, thank you, excuse me etc)
* Beginning to use appropriate greetings
 | * Demonstrating actions and attitudes that are conducive to a social environment in the school arena (sharing, taking turns, offering help etc.)
* Using appropriate greetings and introductions
 | * Consistently demonstrating basic social manners and etiquette and using courtesy words and actions
* Using thoughtful and considerate behaviours towards others
* Consistently using appropriate greetings and introductions in a variety of situations
 | * Consistently demonstrating social manners and etiquette
* Demonstrating ability to adjust their behaviour to help other to feel comfortable and included.
* Demonstrating more both formal and informal forms of greeting and introductions
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| Appreciating diversity | * Understanding that we are all different but can all join in
* Demonstrating ways to include others
 | * Understanding that we are all different in some way but we can still be friends
* Demonstrating strategies for including others.
 | * Understanding and appreciating that everyone is unique in the way they look, act and feel.
* Describe behaviours that promote fairness and equality in social situations
 | * Recognising and appreciating differences in others
* Demonstrating fairness and inclusive behaviour
 |
| Empathy Development | * Developing empathy through literature
* Developing strategies for supporting and caring for others
 | * Demonstrating strategies for supporting and caring for others
* Developing basic understanding of how others might feel in situations they are familiar with
* Developing empathy through literature
 | * Demonstrating basic understanding of how others might feel in situations they are not necessarily familiar with but can relate to.
* Demonstrating compassion for others by identifying ways they could help them to feel better.
 | * Demonstrating empathy and understanding for others and how they may feel
* Developing strategies for supporting and caring for others
* Investigating ways to further understand the circumstances of others in order to develop empathy
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| Perspective taking | * Identifying and labelling the basic emotions of others
* Understanding that people can all feel emotions
 | * Understanding that different people may express their emotions in many different ways.
* Understanding that people that people do not necessarily respond in the same way to similar situations
* Identify situations where they disagree with someone
* Demonstrate some basic strategies to work through these disagreements
 | * Being aware that there are multiple points of view and that people may feel differently about the same situation
* Reading and responding to verbal and non-verbal cues for positive social interaction
* Recognising that we all see things in different ways according to our own personal experiences and memories
 | * Identifying the feelings of others and communicating that awareness to the other person/people
* Attempting to see situations from other people’s points of view, and take account of their feelings, preferences and beliefs
* Responding to verbal and non-verbal cues for positive social interaction
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| **Relationship Skills –** Students demonstrate this competency by: |
|  | **P - F** | **1 - 2** | **3 - 4** | **5 - 6** |
| Building relationships | * Beginning to use basic skills for friendship
* Recognising friendly and unfriendly behaviours
 | * Generating alternatives for interpersonal interaction (i.e. ideas for play)
* Demonstrating friendly behaviours and describing how to display these behaviours.
* Beginning to demonstrate skills for making friends and joining in to groups
 | * Understanding that as an individual they belong to many different social groups, such as friendship, class, family and community.
* Demonstrating skills for making friends and maintaining friendships
* Developing understanding of healthy and unhealthy friendships
 | * Recognising characteristics necessary to make lasting friendships
* Recognising characteristics of healthy and unhealthy friendships
* Identifying the different relationships they have (friendship group, school mates, family and community)
 |
| Communication and listening  | * Beginning to us basic listening skills
 | * Initiating positive interactions with others (smiling, making eye contact, greeting)
* Listening to others thoughts and opinions
* Verbalising his or her needs and wishes appropriately (i.e. using the ‘I’ message)
 | * Demonstrating basic effective communication skills in relationships
* Admitting mistakes and apologising when appropriate
* Identifying if peers influence choices and consequences of that influence
* Displaying assertiveness through verbal and non verbal communication
 | * Demonstrating effective communication skills in relationships
* Recognising negative peer pressure and using appropriate refusal skills
* Being assertive when appropriate
* Displaying active listening skills
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| Working cooperatively | * Demonstrating basic cooperation skills
 | * Showing the ability to be a member of a group including cooperating, negotiating, being considerate and being helpful
* Developing leadership skills (i.e. encouraging and supporting others groups)
 | * Understanding of the importance of teamwork within the class
* Beginning to assume various roles in a group situation
* Demonstrating negotiation, cooperation and support for others within a group
* Developing leadership skills
 | * Understanding group dynamics and group participation
* Assuming various roles in a group situation
* Identifying strengths that can be useful in teamwork
* Demonstrating leadership skills
 |
| Negotiation, refusal, and conflict management | * Beginning to verbalise needs and wishes appropriately (i.e. using the ‘I’ message)
 | * Recognising unfriendly behaviour
* Developing ability to resolve conflict without fighting
* Constructing an I-message, knowing when to use it
* Communicating rudimentary refusal skills
* Knowing when and how to say sorry
 | * Identifying the behaviours and attitudes that constitute bullying.
* Resolving conflict without fighting
* Developing strategies for dealing with challenging social interactions, such as gossip and teasing
* Using assertiveness skills and communicating refusal skills
 | * Negotiating disputes, de-escalating conflicts
* Being assertive when appropriate
* Demonstrating strategies for negotiating a mutually acceptable outcome with another person
* Demonstrating strategies for dealing with challenging social interactions, such as bullying
 |
| Help seeking and providing | * Recognising situations where help is needed and seeking it
* Identifying a trusted group of people they can talk to or go to for help.
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* Identifying a trusted group of people they can talk to or go to for help.
 | * Identifying social situations in which it is appropriate to seek help and to demonstrating help-seeking skills for themselves and others
 | * Recognising situations where help is needed and seeking it for themselves and others
* Knowing how to help or how to seek help in a bullying situation as a bystander
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| **Decision Making –** Students demonstrate this competency by: |
|  | **P - F** | **1 - 2** | **3 - 4** | **5 - 6** |
| Problem identification and situation analysis | * Identifying and verbalising a problem situation
* Identifying when to get help in a social situation
 | * Identifying and verbalising a problem situation
* Identifying when to try to sort out a problem and when to get help
 | * Identifying and assessing a situation by considering all the elements (i.e. is there a problem? what is the problem? is the situation bothering me?, do I need help?, can I do something myself?
* Recognising that we have to make choices about how to act and what to do every day and some of our choices will be good and some bad
 | * Displaying elements to consider in assessing a situation (i.e. determining if there is a problem or a decision to be made, identifying who is involved, determining how they feel about the situation and deciding if they can deal with it themselves or need help.
 |
| Problem solving and decision making planning | * Identifying steps to make choices
* Demonstrate ways of dealing with problems in social situations
* Identifying when to try to sort out a problem and when to get help
 | * Recognising that we have choices to make about how to act and what to do in any situation.
* Generating some possible options or solutions to a situation
* Identifying the possible outcomes of the options that have been suggested.
* Considering and choosing the best possible option or solutions to a problem
 | * Describing the basic steps in a decision-making model and applying it to a new situation
* Generating several possible choices to solve the problem situation
* Identifying possible negative and positive consequences of these choices
 | * Applying a decision-making model to a new situation
* Demonstrating the ability to analyse various options decision making
* Understanding positive and negative aspects of conflict in decisions
* Beginning to formulate constructive responses to risky situations
* Thinking through problem situations to overcome possible future obstacles
 |
| Personal, moral, and ethical responsibility | * Understanding why we have rules.
* Following classroom rules
* Beginning to understand the impact of their decisions and behaviours on other people
 | * Identifying the rules and expectations that will influence the choices they make in a situation
* Recognising risky behaviour and verbalising when it’s appropriate or not
* Recognising and taking into account the feelings of others in the decision making process
 | * Identifying the rules, rights and responsibilities that are relevant to the situation being considered
* Identifying risky behaviour in decision making
* Understanding that when we make choices we need to think about what will happen as a result of those choices
* Identifying the consequences of one’s decisions on other individuals and groups
 | * Considering the rules, rights and responsibilities that are relevant to the situation being considered
* Considering others who may be affected by this decision making process
* Identifying risky behaviour and health-destructive choices when making decisions
 |
| Monitoring and evaluation | * Beginning to understand that their choices have consequences and outcomes
 | * With help evaluating the outcomes and consequences of the final choice or decision
 | * Evaluating the outcomes and consequences of the final choice or decision and deciding if more action is required
 | * Assessing the outcomes and consequences of the decision to evaluate success towards the desired outcome
 |