

Friendly School Plus

Social and emotional learning skills by development level.

Early childhood

From ages 4 to 8 children increasingly begin to use reason to understand the world, consider the needs of others and take responsibility for their actions. Developing confidence in their abilities and establishing healthy relationships is also important during this stage.^{17, 18}

Table 1: Early childhood social and emotional skills¹⁹

Self-awareness	Self-management	Social awareness	Relationship skills	Social decision-making
Can identify personal: <ul style="list-style-type: none">• likes and dislikes• needs and wants• strengths and challenges	Can identify personal: <ul style="list-style-type: none">• emotions• appropriate classroom behaviour Can control impulsive behaviour	Can use listening skills to identify feelings of others Can describe: <ul style="list-style-type: none">• ways people are similar and different• positive qualities in others• different ways people may experience situations	Can identify: <ul style="list-style-type: none">• ways to work and play well with others• common problems and conflicts of peers• approaches to positively deal with conflicts Can demonstrate appropriate social and class behaviour	Can explain why aggression towards others is wrong Can identify: <ul style="list-style-type: none">• safe social behaviours• range of decisions to make at school• roles in classroom and contribute to these Can make positive decisions with peers

Middle childhood

From ages 8 to 11 children become increasingly independent but also more aware of social situations and relationships. Feeling part of a group and receiving social acceptance is particularly important at this time.^{20, 21}

Table 2: Middle childhood social and emotional skills²²

Self-awareness	Self-management	Social awareness	Relationship skills	Social decision-making
<p>Can describe:</p> <ul style="list-style-type: none"> • personal skills and interests they wish to develop • how family members and others can support positive behaviour 	<p>Can describe:</p> <ul style="list-style-type: none"> • range of emotions and situations that cause them • and demonstrate ways to express emotions in socially acceptable manner <p>Can take steps towards and monitor goal achievement</p>	<p>Can recognise social cues that indicate how others may feel</p> <p>Can describe feelings and views expressed by others</p> <p>Can identify:</p> <ul style="list-style-type: none"> • differences and similarities between groups • contributions of different groups and how to work with these groups 	<p>Can describe:</p> <ul style="list-style-type: none"> • how to make and keep friends • how to work effectively in groups • causes and consequence of conflicts <p>Can apply constructive approaches to resolving conflicts</p>	<p>Can demonstrate:</p> <ul style="list-style-type: none"> • ability to respect rights of self and others • knowledge of how social norms affect decision-making and behaviour <p>Can apply the steps of decision-making and identify and evaluate consequences</p> <p>Can identify and contribute to roles to help in community</p>

Early adolescence

From ages 11 to 13 young adolescents have improved self-control and self-reliance. They often have strong concerns about fitting in and physical appearance. Social and emotional skills have become more advanced, with young adolescents better able to analyse consequences and negotiate conflicts and interpersonal problems. Young people are also very concerned about making and keeping friends, including opposite-sex friendships. They also have a greater need for independence from adults, often resisting the influence of parent and teachers and using peers to determine behavioural norms.^{23, 24}

Table 3: Early adolescence social and emotional skills²⁵

Self-awareness	Self-management	Social awareness	Relationship skills	Social decision-making
Can analyse how <ul style="list-style-type: none"> personal qualities influence choices and success using available supports can improve success 	Can analyse factors to enhance or inhibit performance Can apply strategies to manage stress and improve performance Can set short-term goal and plan to achieve it and analyse success or otherwise	Can predict others' feelings and perspectives Can analyse how personal behaviour may affect others Can explain how cultural differences can increase vulnerability to bullying and identify ways to reduce this. Can analyse the effects of taking action to oppose bullying	Can analyse ways to build positive relationships with others Can demonstrate cooperation and teamwork to improve group processes Can evaluate strategies for preventing and resolving relationship problems Can identify negative peer influence and determine ways to respond to it	Can evaluate how values such as honesty and respect help to take into account the needs of others when making decisions Can explain the reasons for rules Can evaluate strategies to respond to negative peer influence Can evaluate their contribution to addressing needs in school and in the community