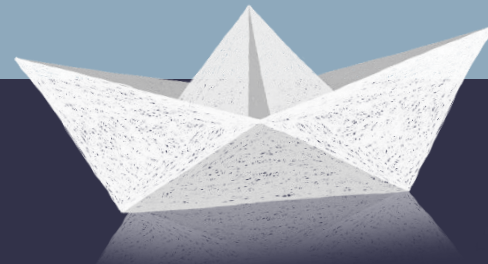


GEB Parents' Resource

TOOLS FOR ENHANCING SE COMPETENCIES

Having strong Social and Emotional (SE) skills helps your child to develop personal effectiveness and well-being, build positive relationships, live out their values and grow their character. In this resource, we share some tools and strategies you can use to model and reinforce the learning of SE skills at home.



These SE skills are taught explicitly during your child's Character and Citizenship (CCE) lessons. You are encouraged to use the tools in this resource and create opportunities for your child to practise SE skills at home.

01.

Mood Meter

Develop ability to understand and manage emotions

02.

Thinking Traps

Build a resilient and optimistic mindset

03.

WOOP

Develop ability to stay motivated and follow through on goals

04.

Gratitude Habits

Cultivate habits of grateful thinking and appreciation for others

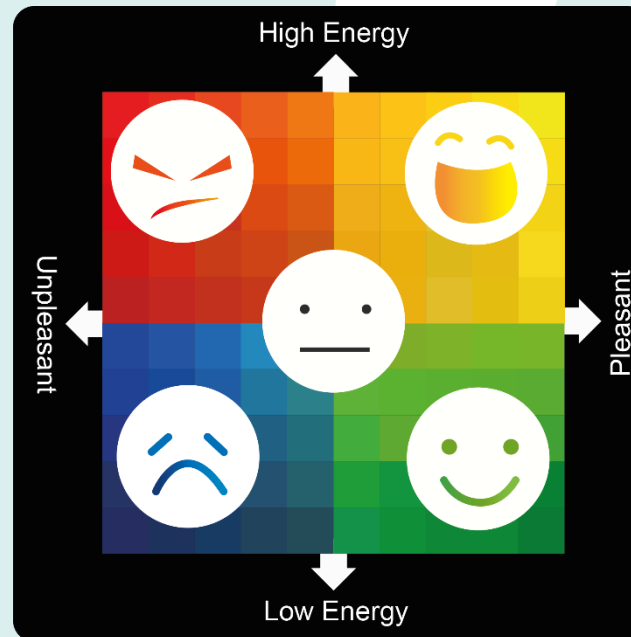


TOOL 1: MOOD METER

Develop ability to understand and manage emotions

WHAT it is

The Mood Meter is part of RULER, an approach to social and emotional learning developed by the Yale Centre for Emotional Intelligence. The Mood Meter is divided into four quadrants — each representing a different set of feelings based on their PLEASANTNESS and ENERGY levels.



WHY it matters

Emotions are important because they teach us about ourselves. They help us figure out what situations make us feel good, what makes us feel bad, what we like and what we don't like. With the Mood Meter, you can help your child to recognise how they feel and find strategies to manage their full range of emotions.

HOW it works

Emotions are **clues** to how we experience and think about things.

Try to put the feeling words where they belong in the Mood Meter.*

Angry
Scared

Happy
Curious

Relaxed
Disappointed

Excited
Calm

Lonely
Sad

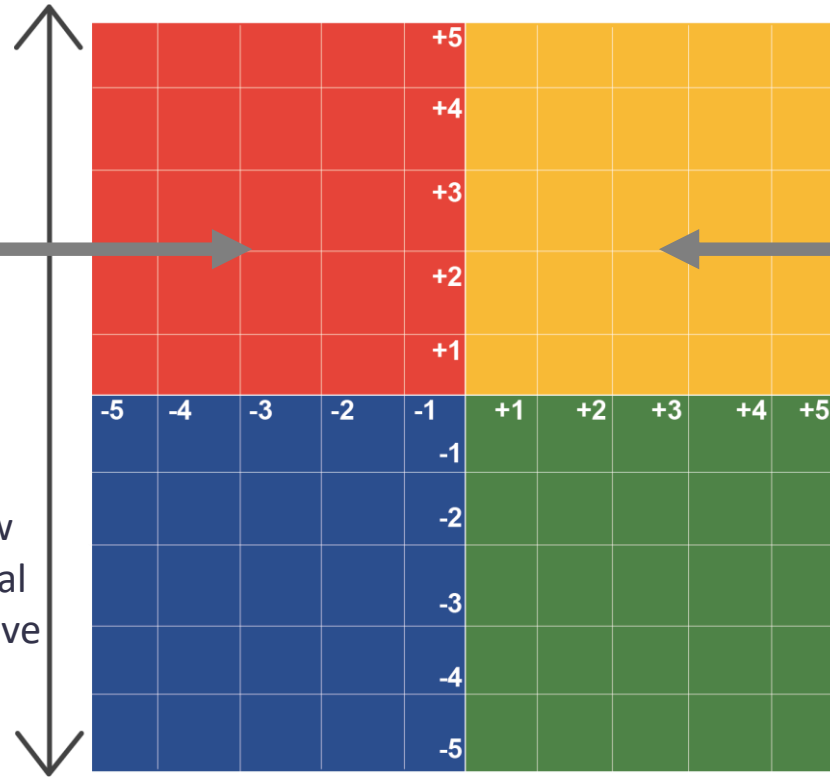
Safe
Frustrated

When someone agitates us, we might feel hot and tense.

Low pleasantness,
high energy



Energy: how much physical energy we have (body)



When we receive good news, we feel like jumping for joy!

High pleasantness,
high energy



Pleasantness: our experience of pleasantness (mind)

*The suggested answers can be found on the next slide.

HOW it works

Mood Meter Check-in

Help your child get into the routine with **RULER**

Your Experience

Recognise

Where are you on the Mood Meter?

Understand

Why are you feeling this way?

Label

What word best describes your feeling?

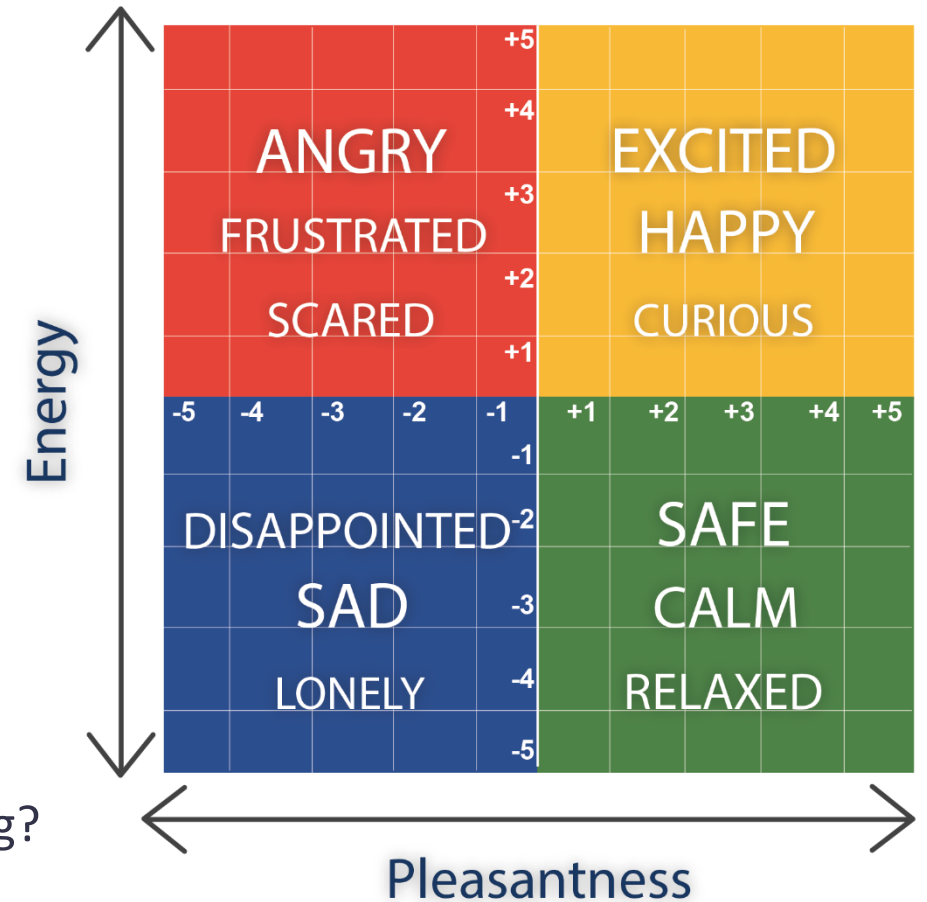
Your Strategy

Express

How are you expressing this feeling?
Are you comfortable expressing?

Regulate

Is this feeling helpful to what you are doing?
What strategy will you use to stay or shift?



HOW it works

Sulin's Story

Sulin loves ballet. She has been taking lessons since she was four, and has participated in many performances. When a recital is coming up, you will find her in the living room practising.



Tonight, dinner is ready but Sulin is not at the table, so her dad has to go remind her. When he walks into the living room, Sulin doesn't even notice him. Her expression is very serious. She misses a step, stops, and repeats it until she is satisfied. Her dad practically has to stand in front of her to get her attention, but when he does, she frowns and tells him to leave her alone.

Explore Strategies

Express

How are you expressing this feeling?
Are you comfortable expressing the feeling?

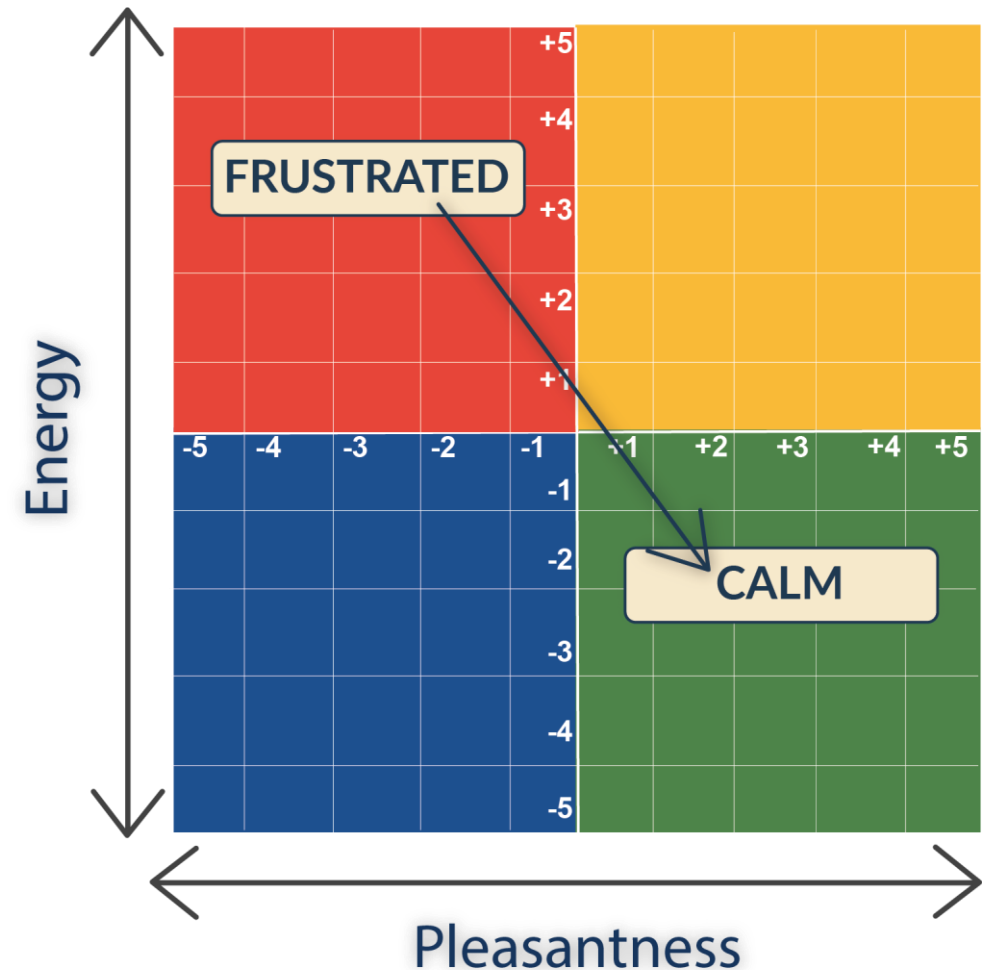
I am not sure. I tried my best not to show my frustration. I didn't want anyone to know. It's my own problem. It's embarrassing. And I want to make it right myself.

Regulate

Is this feeling helpful to what you are doing?
What strategy will you use to stay or shift?

I don't think it helps for me to feel this way. I still cannot perfect the steps. I feel defeated and tired. I feel so alone. I think I need some time off. I need to do something else. Maybe things will be better tomorrow?

At the end of the chat, Sulin felt better. Her Dad offered her some comforting words. And that really made a difference. 😊

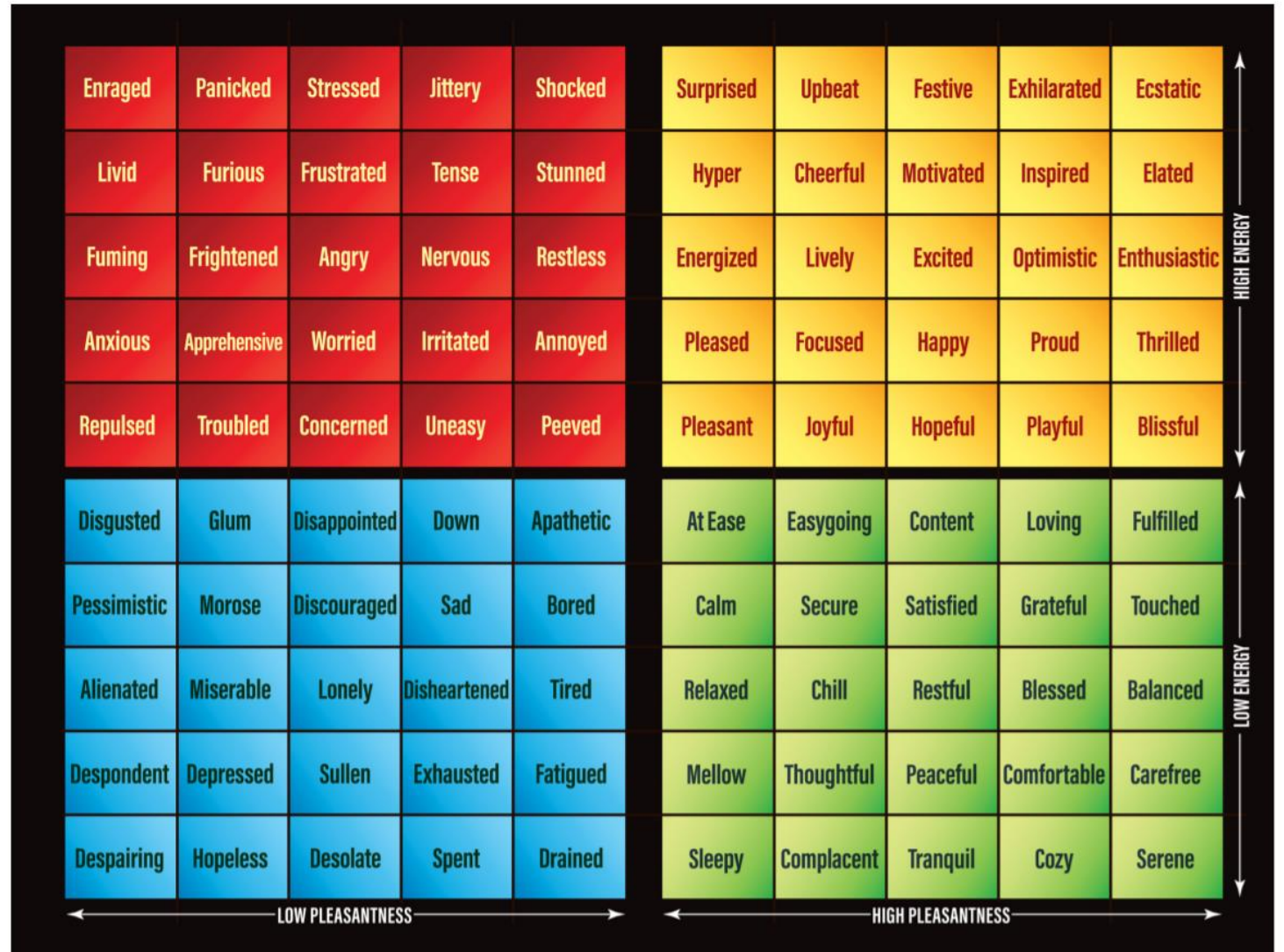


“Sulin, you are not in this alone. Talk to us. We are here for you.”

More Strategies...

Strategies that can effectively regulate emotions include:

- Taking deep breaths
- Engaging in positive self-talk (e.g., “I know I can do this!”)
- Stepping back and taking a rest
- Seeking social support (e.g., talking to a friend or family member)



(Brackett, 2019)

Find out more about the RULER Approach at <https://www.rulerapproach.org/about/what-is-ruler/>



Do a **pulse check** with your child.

How well can I understand and manage emotions?

- ☐ I pay attention to how I am feeling and think about why I feel that way.
- ☐ I can identify and talk about how I feel.
- ☐ I am comfortable expressing my feelings, both pleasant and unpleasant ones.
- ☐ I have different strategies for handling my emotions.



References

Brackett, M. A., Kremenitzer, J. P., Maurer, M., Rivers, S. E., Elberston, N. A., & Carpenter, M. D. (Eds.). (2011). *Creating emotional literate classrooms: An introduction to The RULER Approach to Social and Emotional Learning*. Port Chester, NY: National Professional Resources, Inc.

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Brackett, M. A. (2019). *Permission to feel: Unlocking the power of emotions to help our kids, ourselves, and our society thrive*. New York, NY: Celadon Books.



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