THE ENHANCEMENT OF SOCIAL EMOTIONAL LEARNING AMONG PRIMARY STUDENTS

THROUGH GROUP ACTIVITIES

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THE ENHANCEMENT OF SOCIAL EMOTIONAL LEARNING AMONG PRIMARY STUDENTS THROUGH

GROUP ACTIVITIES

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The purpose of this study is 1) to investigate the SEL of primary school students; 2) to compare the SEL of primary school students before and after participating in group activities; and 3) to compare the SEL of students in the experimental group and the control group after participating in group activities. The study adopts a quantitative quasi-experimental research design, with the control group and the experimental group as the research subjects. Through pre-intervention and post-intervention evaluations, the impact of group activity intervention on the development of students' social and emotional learning is compared. The research sample consists of 200 third-grade primary school students from 4 classes. After screening out 2 classes with low scores and no differences, 50 students were randomly assigned to the experimental group and the control group. The research tool is group activities, aiming to promote the development of students' SEL. The SEL of the students was evaluated using the primary school students' social and emotional learning situation questionnaire. Descriptive analysis was used to provide information on the participants of the intervention group and the control group. Independent t-tests were used to analyze and compare the differences between the intervention group and the control group. The results of data analysis showed that 1) after participating in group activities, the SEL scores of the experimental group were higher. The total SEL score of the experimental group significantly improved after participating in group activities (pre-test: 113.96 ± 23.25 ⟶ post-test: 130.96 ± 18.26), with an average increase of 17 points (t(49) = -6.220, p < 0.001; Cohen's d = -0.88); 2) After participating in group activities, the SEL scores of the experimental group were higher than those of the control group. After the intervention, the total score of the experimental group (130.96 ± 18.26) was significantly higher than that of the control group (117.40 ± 21.35), with a difference of 13.56 points (t(98) = -3.414, p < 0.01; d = -0.683). In summary, the results indicate that through group activities, students' social and emotional learning can be improved.

Keywords: Primary school students,Social-Emotional Learning,group activities

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# CHAPTER **1**

# INTRODUCTION

## 1.1 Background

The psychological health problems of children are mainly characterized by behavioral disorders, anxiety, and emotional disorders(Organization & Fund, **2024**). Additionally, Li et al. (**2022**) found that Chinese teenagers generally face mental health problems such as depression, loneliness, and mobile phone addiction.

These reasons have prompted people to shift their focus from students' academic education to the growth of their comprehensive abilities. In **2004**, Illinois, USA, was the first to formulate and implement social and emotional ability standards from kindergarten to high school, promoting the development of comprehensive SEL education. Australia launched the SEWB project to cultivate students' emotional awareness and regulation abilities (Zubrick et al., **2014**). The UK's SEAL project helps students aged **3** to **16** develop emotional and social skills through courses and activities (Friend, **2011**). The Chinese Ministry of Education and the United Nations Children's Fund jointly launched the "SEL" project, promoting the development of students' self-management, interpersonal relationships, and emotional and moral qualities through a series of measures (Mao, **2018**).

Research on SEL in China is constantly emerging. An empirical study by Zhang et al. (**2023**) shows that social-emotional Learning classes significantly improve behavior management, emotional expression, and peer relationships. Shi (**2022**)pointed out that systematic social-emotional learning intervention can enhance primary school students' self-efficacy, emotional regulation abilities, and psychological resilience. Chen (**2022**) proposed that social-emotional learning helps students improve their self-management skills and positively impacts academic performance. Zeng (**2022**) improved the teaching process to promote social-emotional learning as a key teaching measure for promoting social progress. LI (**2024** ) in his research on the trends of social and emotional learning (SEL) policies and practices, by comparing SEL cases in the United States, New

Zealand, Singapore, South Korea and other countries, pointed out that the development of SEL shows the characteristics of being age-inclusive and involving collaborative practices of multiple types of subjects. However, it also faces the challenge of how to truly integrate into students' daily practices. Students cannot form coherent SEL experiences across different subjects. Although the integration of SEL with school curricula poses challenges, it is highly necessary. Improving the teaching process to promote SEL is a teaching movement that will be a catalyst for social progress.

Although social-emotional learning has made progress, there is still room for improvement. Researchers chose third-grade primary school students (aged 9-10) as the research subjects to explore group activities promoting the development of SEL.

The physical and mental characteristics of third-grade primary school students (9-10 years old). Cognitively, according to Piaget (1972), they are in the late stage of the concrete operational stage, abstract logical thinking begins to emerge, and memory strategies are also changing. In terms of social emotions, (Harter, 1999) indicated that they start to form multi-dimensional self-concepts, but are prone to feeling inferior due to comparisons; (Saarni, 1999) found that their emotional understanding ability improves, but regulation requires external guidance; Eisenberg et al. (2004) pointed out that some children can use cognitive reappraisal strategies but have unstable impulse control; friendships have also changed, they are sensitive to group affiliation.

Children aged 9-10 face many psychological problems during their growth. Academically, there are problems of learning anxiety and stress, attention deficit and hyperactivity tendencies (ADHD) manifest as distraction and impulsiveness (Barkley, 2015). Socially, peer relationship problems include social withdrawal and school bullying (Olweus, 1993). Identity crisis, manifested as inferiority and excessive comparison (Erikson, 1963). In addition, family conflicts causing separation anxiety and internet addiction-induced game addiction also hurt their emotional health (Gao et al., 2018). These problems indicate that improving students' social and emotional learning ability has become an urgent and essential topic to be addressed.

Social-emotional learning (SEL) significantly impacts the mental health of third-grade primary school students. Systematic SEL training can teach students to set goals and plan time (Elias et al., **1997**), helping them adapt to the learning rhythm and reducing anxiety (Mahoney et al., **2021**). Regarding interacting with classmates, the empathy training in SEL can reduce bullying. This is a crucial stage for third-grade students to learn to think from others' perspectives (Espelage et al., **2018**).In terms of emotion management, the mindfulness training in SEL (Lantieri & Goleman, **2008**) can enhance the regulatory ability of the brain's prefrontal lobe (Roeser et al., **2013**), reducing irritability and physical discomfort responses. Facing new problems like internet addiction, the delayed satisfaction training in SEL (Diamond & Lee, **2011**). can enhance self-regulation and mitigate the risk of gaming addiction (Boonen et al., **2024**)

Group activities promote the development of SEL and have a significant positive impact on both students and teachers. For students, Johnson and Johnson (**2009**) empirically demonstrated that group activities significantly enhance students' self-confidence and cross-cultural understanding, promoting students' sense of belonging and social skills. (Slavin, **2020**) Meta-analysis research showed that structured group activities can enhance students' social-emotional skills, especially promoting empathy and group belonging in diverse classes. For teachers, (Hattie, **2012**) meta-analysis pointed out that through group cooperative learning, teachers can significantly improve classroom interaction atmosphere and enhance students' creativity and critical thinking. (Beghetto, **2017**) suggests that teachers using group inquiry-based learning can break the one-way output mode of traditional classrooms and promote students' creative problem-solving abilities.

Group activities have long been verified to have value in promoting social emotional learning (SEL). The research by Johnson and Johnson (**1987**) found that participation in group activities was positively correlated with improved academic performance compared to competitive and independent learning models. Its organized interactive approach helps comprehensively enhance the five core aspects of social and emotional learning. Research has found that students participating in such structured

group activities have seen growth in empathy and collaboration skills  (Durlak et al., 2011).  Research has found that student conflicts are reduced in classrooms where group activities are adopted for learning. Classroom participation is enhanced  (Cohen & Lotan, 2014).

This article examines the integration of group activities into the classroom to foster primary school students' social and emotional development. Research shows that visual art activities such as drawing and collage can help primary school students express emotions that are difficult to describe in words (such as anxiety and anger) (Malchiodi, 2018). Role-playing group games (such as simulating community scenarios) help children understand others' emotions and reduce aggressive behavior (Lillard, 2017). Combining "emotional cards" for brainstorming (such as "What can you do when you feel angry?"), helps children identify and manage emotions (Oxley et al., 1996).

Through previous research, this article presents how group activities promote primary school students' social and emotional development, providing strong theoretical support and guidance for educational practice.

## 1.2 Research question

(1) What is the level of SEL among primary students?

(2) Can group activities enhance the SEL of primary students?

## 1.3 Research objectives

(1) Study the SEL of primary school students

(2) To compare SEL of the Primary students before and after participating in the group activity.

(3) To compare the SEL of the primary students after participating in the group activity between the experimental and control groups.

## 1.4 Research significance

### 1.4.1 Theoretical significance

This research investigates new approaches to promoting social and emotional learning (SEL) in primary school students through group activities.

### 1.4.2 Practical significance

This study intends to construct a group activity intervention framework that integrates various methods, such as art therapy, play therapy, and brainstorming, to provide systematic and practical new ideas for designing and implementing effective group activities that facilitate the development of primary school students' social and emotional abilities.

## 1.5 Research scope

**Population**: This study primarily focuses on third-grade students aged **9** to **10** at Wen Qing Road Primary School in Zhang Gong District, Ganzhou City, Jiangxi Province. There are **621** students in this grade.

**Sample**: The researchers employed a staged sampling method. First, they randomly selected four classes from **12** classes, comprising **200** third-grade students, ensuring that each class had an equal probability of being chosen. Subsequently, a "Survey of Current Status of Social-Emotional Learning in Elementary Schools" was conducted in these **4** sample classes. After collecting the questionnaires, the data were quantitatively analyzed to identify the two courses with the lowest scores. An analysis of these two classes' overall performance confirmed no significant differences in various aspects. Further research on social-emotional learning was conducted with **100** students from these two classes. One class was randomly assigned as the experimental group (**50** students) and the other as the control group (**50** students).

**Variables**:

Dependent variable: Group activities

Independent variable: Social-emotional learning

1.6 Definition of terms

### 1.6.1 Group activities

The group activities referred to in this study are those conducted in the third-grade art class, where students are grouped and various methods (including AI interaction, scenario simulation, role-playing, competitive games, brainstorming, riddle games, and group painting) are employed to foster students' social and emotional learning (SEL). The group activity strategies include game therapy, art therapy, and brainstorming techniques.

### 1.6.2 Social-Emotional Learning (SEL)

In this article, "SEL" refers to students' self-awareness, self-management, social awareness, relationship skills, and responsible decision-making ability. Self-awareness means that students understand and reflect on their inner emotions and psychological states, understanding how their thoughts, feelings, and beliefs shape them. For example, students can notice that they tend to experience anxiety when facing complex tasks. This ability can help students understand their reactions and better evaluate their behavioral motivations and emotional states. Self-Management means that students delay immediate gratification; manage stress, and are motivated to achieve personal and collective goals. For example, when students encounter setbacks in their studies, they can maintain focus and a positive attitude through self-motivation, time management, etc., rather than being controlled by negative emotions. This ability is essential for students to cope with study pressure, complete tasks, and cultivate self-discipline. Social awareness means that students think from the perspective of others, understand the needs and feelings of people from different backgrounds, and consider the impact of their behavior on others. For instance, students can understand the feelings of different classmates in a group discussion and consider that classmates from different cultures and family backgrounds may have different viewpoints and emotional reactions. This helps students get along harmoniously with others in the social environment, respecting and understanding the diversity of others. Relationship skills mean that students communicate clearly, actively listen, collaborate to solve problems, negotiate constructive conflict, resist inappropriate social pressure, seek and provide

help, and adapt to diverse social and cultural environments. For example, in school team projects, students can clearly express their ideas, listen to others' opinions, collaborate with team members to solve problems, and complete tasks together. Good relationship skills help students build a good interpersonal network and lay the foundation for future learning and life. Responsible Decision-Making means that students make caring and constructive behavioral and social interaction decisions based on moral standards and safety considerations in different situations. For example, when faced with the temptation of copying others' homework, students can consider the importance of honesty, the school's discipline requirements, and the long-term impact on their learning and growth, thus making the right choice. This ability cultivates students' sense of responsibility and critical thinking.

### 1.6.3 Primary school students

Primary School Students refers to the third-grade students (aged 9-10) at Wen Qing Road Primary School in Zhang Gong District, Ganzhou City, Jiangxi Province, China. The third grade in primary school represents a critical turning point in students' academic development. During this stage, students encounter increasing challenges across multiple subjects, including reading and writing proficiency in Chinese, logical reasoning in mathematics, and the foundational reinforcement of English language skills. Third-grade students typically exhibit several key learning characteristics: a strong sense of curiosity coupled with a tendency to lose focus easily, a cognitive transition from concrete to abstract thinking, the gradual development of study habits and self-regulation abilities, as well as psychological traits marked by both adaptability and emotional vulnerability (Shang, 2019).

## 1.7 Research framework

The social and emotional learning (SEL) theory adopted in this study is consistent with the core competencies defined by the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2020). It aims to enhance students' emotional and social skills by fostering five core competencies: self-awareness, self-management,

social awareness, relationship skills, and responsible decision-making. Conceptually, these competencies correspond to specific behaviors: self-awareness includes recognizing emotions and building self-confidence; self-management involves emotion regulation and impulse control; social awareness encompasses cultural understanding, empathy, and respect; relationship skills include communication, building relationships, conflict resolution, and cooperation; responsible decision-making includes moral consideration, personal responsibility, and reflective practice.

The group activities integrate three methods: art therapy, game therapy, and brainstorming. Collective painting helps release emotional conflicts and enhance self-awareness and self-management. Situational simulation, role-playing, competitive, and riddle games strengthen relationship skills and social awareness. AI interaction and brainstorming stimulate the collision of ideas and cultivate decision-making abilities.

The diagram below illustrates the conceptual framework of this study.
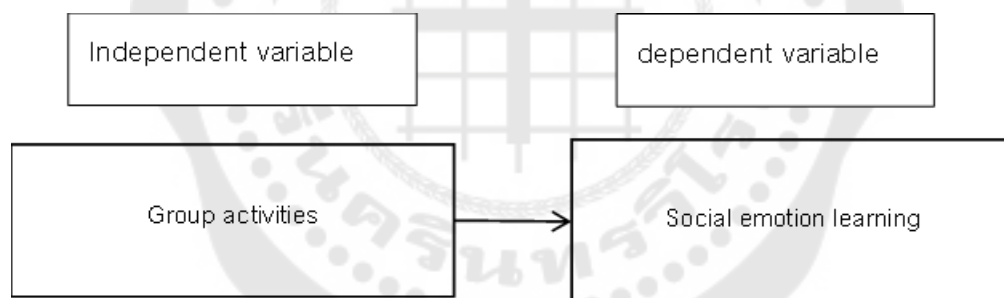


Figure 1 Framework of the Study

## 1.8 Research hypothesis

(1) The experimental group will have a higher SEL score after participating in a group activity.

(2) After participating in the group activity, the experimental group had a higher SEL score than the control group

# CHAPTER 2

# LITERATURE REVIEW

## 2.1. Social-Emotional Learning

Social and emotional learning (SEL) is a process that involves acquiring and applying knowledge, skills, and developing attitudes that help individuals manage emotions, build a healthy sense of identity, achieve personal and collective development, establish and maintain supportive relationships with others, and make responsible decisions. (CASEL, 2020).

SEL programs are designed to develop five interrelated cognitive, emotional, and behavioral skills: self-awareness, self-regulation, social awareness, interpersonal skills, and responsible decision-making (CASEL, 2020).

In the long run, mastering SEL skills will promote individual development, from being driven primarily by external factors to acting more on internalized beliefs and values, showing care for others, making appropriate decisions, and taking responsibility for one's choices and behaviors. (Bear & Watkins, 2006).

SEL is a framework that develops an individual's internal, interpersonal, and task-related abilities through a systematic learning process. SEL is a framework that develops an individual's internal, interpersonal, and task-related abilities through a systematic learning process. Its core goal is to empower individuals to achieve personal and social well-being. Its core goal is to empower individuals to achieve personal and social well-being. The effectiveness of SEL relies on scientific and fair assessment and is dynamically adjusted in multicultural and developmental contexts. The effectiveness of SEL relies on scientific and fair assessment, and it is dynamically adjusted in multicultural and developmental contexts (Burrus et al., 2022).

### 2.1.1 Definition of Children's Social-Emotional Learning

Early on, Greenberg et al. (1995) defined it as a preventive education model that develops emotional understanding and self-regulation through cognitive-behavioral integration training; Elias et al. (1997) emphasized that it is a lifelong learning process that promotes adaptive social functions by identifying emotions, setting goals,

establishing relationships, and solving problems; in the same year, Saarni (1997) proposed that the essence of SEL is to master eight emotional abilities such as awareness of one's own emotions, understanding of emotional causes and effects, etc., based on a structured standard. Zins (2004) further defined it as the cognitive-emotional integration ability of children to understand and manage emotions, establish positive relationships, make responsible decisions, and cope with challenges; Goleman (2006) restructured SEL from a neuroscientific perspective as an educational carrier of social intelligence, relying on neuroplasticity training to synchronize empathy cognition and relationship; Durlak and Weissberg (2007) constructed a serialized skill acquisition framework, proposing the KASAH ability chain from Knowledge to Attitude, Skill, Application, and finally forming a habit. Payton et al. (2000) SEL is a "preventive intervention framework" that integrates emotional management, social awareness, and decision-making abilities, and can systematically reduce the risks of juvenile violence and drug abuse. Brackett et al. (2011) proposed the "Emotional Quadrant Model" (identification, understanding, labeling, regulation), emphasizing that emotional granularity is a key indicator for predicting social adaptability.

Social-emotional learning (SEL) covers five aspects: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Self-awareness is understanding emotions and reflecting on the inner self, recognizing how thoughts and feelings shape oneself; self-management includes delaying gratification, managing stress, and achieving personal and collective goals; social awareness requires understanding the needs and feelings of others from their perspective and considering the impact of one's behavior; interpersonal relationship skills involve effective communication, active listening, cooperative problem-solving, and adapting to diverse environments; responsible decision-making involves making constructive choices under moral and safety guarantees.

SEL should not merely be a training program for teaching students how to manage emotions and build relationships. Instead, it should be a powerful tool for promoting educational equity and social change. Through the implementation of

Transformative SEL, it can more effectively support the development of all students, especially those from marginalized groups, helping them achieve success (Loftus, 2022).

### 2.1.2 Theory and Framework of Children's Social-Emotional Learning

(1) The five core competencies of CASEL

The Collaborative for Academic, Social, and Emotional Learning (CASEL), established in 1994, integrates social and emotional learning (SEL) into educational curricula to enhance students' social and emotional competencies. In 2015, CASEL developed a framework for social and emotional competencies, which was revised in 2020 to form the CASEL Wheel, further clarifying the content and goals of SEL  (CASEL, 2020).  SEL focuses on cultivating fundamental social and emotional skills in children. Its theoretical framework is based on five core competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. (CASEL, 2020).

Self-awareness is the ability to understand and reflect on one's internal emotions and psychological states and how thoughts, feelings, and beliefs influence them. This skill is critical for emotional self-regulation, developing social cognition, building strong interpersonal skills, and making important decisions. By fostering self-awareness, individuals become more attuned to their emotional and cognitive patterns, gain a deeper understanding of their values and interests, and experience a significant increase in their sense of self-control (CASEL, 2020).  The Bandura (2006)SEL standards further categorize self-awareness into three sub-dimensions: emotional expression, self-perception, and self-efficacy. These abilities are the foundation for healthy interactions with others and are critical for children's learning and future careers.  a. Emotional Recognition: The ability to identify and understand one's emotions.  b. Emotional Expression: The capacity to accurately express emotions to others.  c. Self-Efficacy: Confidence in one's abilities and belief in effectively managing emotions and social situations.

Self-Management is one of the core competencies of SEL. It involves effectively managing emotions, thoughts, and behaviors in various situations to achieve goals and aspirations. This includes delaying immediate gratification, managing stress, and maintaining motivation to achieve personal and collective objectives. Specifically, self-management encompasses emotional regulation, identifying and employing stress-management strategies, and maintaining focus and behavior aligned with long-term goals (CASEL, 2020). This competency is deeply connected to self-awareness. When individuals gain deeper insight into their emotions and can accurately assess their abilities, they are better equipped to enhance emotional regulation, responsible behavior, and self-discipline. Emotional management involves recognizing one's emotional states and controlling how one reacts to them. Self-discipline includes the ability to suppress impulsive reactions through thoughtful consideration. Moreover, self-management requires individuals to effectively adjust their attention and behavior to pursue personal values and long-term goals. Research indicates that children who develop stronger self-regulation skills tend to exhibit better social adaptation and physical health, as well as a lower likelihood of experiencing psychological disorders. Further studies suggest that children with stronger self-regulation skills are more likely to achieve higher income levels, actively save for retirement, and face significantly lower risks of legal sanctions later in life compared to peers with weaker self-regulation (Galla, 2016) The development of emotional regulation skills is closely tied to the growth of self-management abilities (Mayer, 1997).

Social Awareness refers to the ability to understand the perspectives and emotions of others, including those from diverse backgrounds, cultures, and contexts, and to demonstrate empathy. It also involves recognizing social resources and behavioral norms, such as ethical, safe, and supportive resources within families, schools, and communities. Additionally, it emphasizes fostering respect for diversity and social equity in interpersonal interactions (CASEL, 2020). According to the CASEL (2020) framework, social awareness is broken down into four key abilities: a. Empathy and Perspective-Taking are the ability to perceive and understand the emotions, needs,

and perspectives of others, especially those from backgrounds, cultures, or experiences different from one's own. b. Respect for Diversity: Actively valuing differences in culture, race, gender, ability, and more, while avoiding bias and discriminatory behaviors.  c. Recognition of Social Resources: The ability to identify and utilize supportive resources within families, schools, and communities, such as teachers, counseling services, and social organizations.  d. Social Responsibility and Equity Awareness**: Understanding social inequality and developing a willingness to promote fairness and justice, such as opposing bullying and advocating for inclusive environments.  These abilities collectively form a core dimension of SEL, helping students understand social complexities and fostering harmony at both individual and group levels.

Relationship Skills to establish and maintain healthy and beneficial relationships in various social contexts; to interact effectively with others through clear communication, active listening, cooperative negotiation, and conflict resolution; to seek or provide help when needed; to resist inappropriate social pressure; and to demonstrate leadership and responsibility in team collaboration (CASEL, 2020). According to the CASEL (2020) framework, Relationship Skills are refined into six core competencies: Firstly, effective communication, which involves expressing one's needs and viewpoints through verbal and non-verbal means (such as body language, empathetic responses), while also actively listening to others; secondly, cooperation and teamwork, emphasizing sharing responsibilities, coordinating actions, and respecting the contributions of different roles (such as group projects, sports activities); thirdly, conflict resolution, requiring the handling of differences in a constructive manner, using strategies such as negotiation, compromise, or third-party mediation (such as resolving peer disputes); fourthly, social support management, manifested as identifying one's and others' needs and actively seeking or providing help (such as reporting problems to teachers, comforting peers with low moods); fifthly, resisting negative pressure, referring to adhering to personal values in the face of peer pressure or group behavior, and refusing to participate in harmful activities (such as avoiding bullying, resisting cheating behavior); finally, leadership and responsibility, emphasizing motivating others,

assigning tasks, and taking responsibility for the group's goals (such as organizing class activities, advocating for public welfare actions). These skills collectively form the practical framework of the relationship dimension in social emotional learning, aiming to promote students' establishment of healthy and mutually beneficial interpersonal relationships and enhance social adaptability. Interpersonal communication skills differ from social skills because they involve assessing and adjusting relationships to ensure health. Research shows that Social-Emotional Learning (SEL) programs can promote the growth of interpersonal communication skills, including conflict mediation, mastering the art of saying no, and improving decision-making abilities. (Durlak et al., 2011).

Responsible Decision-Making caring and constructive choices in different situations, involving considering moral standards and safety issues and evaluating the pros and cons of various actions on the well-being of individuals, society, and the collective. Specifically, it includes demonstrating curiosity, an open mindset, and learning to make reasonable judgments after analyzing information, data, and facts (CASEL, 2020). Responsible Decision-making requires individuals to understand and control their emotions and consider the consequences. Psychological research emphasizes that early childhood education is crucial for developing problem-solving skills and a sense of responsibility. This has unique value for understanding social norms, shaping judgment, and recognizing the importance of privacy. At this time, children first come into contact with fairness and moral principles, which are crucial for shaping their problem-solving skills and making responsible choices (Nucci et al., 2018).

(2) SEL-Related Theories

Erikson (1959) believed that school-aged children (approximately 6-12 years old) must develop a sense of diligence by learning and mastering skills. Success encourages the formation of a sense of diligence, while failure can lead to self-doubt. His theory emphasizes that all stages of development are influenced by social background and interpersonal relationships, and social-emotional abilities are crucial for an individual to cope with developmental tasks.

Piaget (1970) pointed out that children's cognitive development is divided into four stages, and the SEL curriculum is designed based on this to promote emotional understanding and social skills. Children are active learners who construct knowledge through interaction with the environment. Peer interaction is crucial for cognitive development, and the SEL curriculum includes related activities.

Schunk (2013) emphasizes the importance of social interaction in cognitive development, especially the "zone of proximal development" concept, advocating adult and peer guidance. The theory laid the foundation for the SEL curriculum, promoting students' social and emotional growth through communication and emotional expression. At the same time, Vygotsky emphasized the role of language and cultural background in thinking development, promoting the integration of SEL curriculum into multicultural education to cultivate students' cross-cultural understanding ability.

Salovey and Mayer (1990) proposed the emotional intelligence theory, which states that individuals can accurately identify, evaluate, and express their own and others' emotions; adaptively regulate and control their own and others' emotions; and adaptively utilize emotional information to plan and creatively motivate behaviors. The proposal of emotional intelligence emphasizes the role of emotions, feelings, and cognition in intellectual activities and their close synergy with cognition to handle emotional issues. Subsequently, David (1995) popularized the concept of emotional intelligence, proposing that emotional intelligence may be more important for personal success than the intelligence quotient.

### 2.1.3 Importance of Social-Emotional Learning

Build psychological resilience and lifelong capabilities. Masten and Barnes (2018)pointed out that SEL training can enhance the connection between the prefrontal cortex and the limbic system, laying the biological foundation for resilience. Duckworth et al. (2019) found that SEL can enhance students' "perseverance", predicting their academic persistence. Taylor et al. (2017)'s follow-up study showed that participants in elementary school SEL had significant advantages in employment, marital quality, and mental health in adulthood. CASEL (2020)constructed a resilience skills framework from

childhood to career. In China, Chen et al. (2024) highlighted the strategic value of SEL for improving the psychological capital of rural left-behind children. SEL helps children regulate the stress response system through neuroplasticity mechanisms, cultivates perseverance at the cognitive level, builds an anti-adversity buffer zone at the emotional level, and ultimately transforms into social adaptability.

Promote academic achievements. CASEL (2020)pointed out that the impact of the INSIGHTS SEL program on academic performance could be explained by improving classroom emotional support and organization; Jones and Kahn (2017) elevated SEL to an ecosystem perspective, stating that it needs to be realized through a triad of school culture, teaching practice and explicit curriculum. In their systematic review and meta-analysis, Corcoran et al. (2018) found that SEL programs positively impact academic performance.

Forge social adaptability. The Mind UP program (Schonert-Reichl et al., 2015) emphasizes ethical decision-making, community participation, and inclusiveness, which point to social adaptability. Research has confirmed that these dimensions can improve students' empathy test scores, reduce the incidence of aggressive behavior, and highlight the role of SEL in improving social behaviors. Schleicher (2019) PISA study pointed out that "cooperation, trust," and other social-emotional abilities affect students' mental health and life satisfaction, and these abilities can be cultivated, suggesting the need to create a good growth environment to cultivate social adaptability. Merrell et al. (2008)'s Strong Kids program aims to improve students' mental health and social-emotional abilities through SEL, reduce negative emotions, and help individuals better adapt to social situations.

### 2.1.4 Research SEL in children

Research on implementation in classrooms and school support. Lemerise and Arsenio (2000) conducted a study on the SEL curriculum which adopted teaching methods adapted to students' developmental stages and applied learning content to daily life situations, helping children develop the abilities to recognize and regulate emotions, understand others' perspectives, set positive goals, make responsible

choices, and effectively solve interpersonal problems. At the same time, the SEL curriculum strengthened students' connection with the school through caring and attractive classroom and school activities (Osterman, 2000). Learning social and emotional skills is similar to learning other academic skills; their initial mastery strengthens over time to cope with more complex challenges faced by children in academic, social relationships, civic responsibility, and health, thus requiring the cultivation of students' ability to cope with challenges in different environments and at each developmental stage (Weissberg & Greenberg, 1998). Raver (2002) found that in early school education, SEL skills have a causal relationship with academic achievement, especially in emotional and behavioral regulation and attention skills. Schools can provide the teaching resources and professional support needed for SEL. Zins (2004) discussed how schools can effectively integrate SEL through professional development and resource allocation. However, schools face resource scarcity, insufficient administrative support, and inadequate training and guidance in integrating SEL.

Research on psychological and behavioral aspects. The Millennium Cohort Study in the UK used the MHC scale to measure the mental health of children and adolescents, including indicators such as emotions and behaviors. Rougeaux et al. (2020) found that SEL skills were related to MHC indicators, emphasizing advantages such as self-awareness. The study also found that those with a high MHC level at the age of 11 had less risky behavior at the age of 14; those with a low MHC level at the age of 14 were more prone to alcohol abuse and smoking. This shows that cultivating SEL skills in childhood is crucial for adolescents' behavior and long-term mental health. Although the impact on adult MHC was not directly measured, high MHC individuals may have stronger self-regulation and other abilities in adulthood. SEL programs are protective measures for the mental health of children and adolescents. Long-term studies have shown that early SEL intervention is beneficial for psychological and social development, can improve academic performance, reduce the level of mental illness, enhance social and emotional skills, and is most effective for 8-year-old children, reducing symptoms of depression, anxiety, and other mental disorders in adolescents.

Research on early childhood development and intervention. Mondi et al. (2021) pointed out that cognitive, physical, or social development delays during the critical period of children's growth may cause them to fall behind. Playing with peers and establishing a sense of belonging are crucial for social development. Lack of social and emotional skills, such as cooperation and relationship-building, can affect subsequent growth. SEL courses can teach students to regulate emotions and respond to others, essential for young students' academic and social success.

Research on the implementation and effectiveness of SEL courses. The implementation and effectiveness evaluation of SEL programs. Stallard et al. (2022) evaluated the effect of the SEL program FRIENDS on students aged 9 to 10, which was implemented by school nurses and targeted students with severe emotional and behavioral problems. The study found that it could significantly reduce anxiety and enhance self-esteem, with the effects lasting for three months. Its advantages lie in teaching social skills, emotional regulation, and moral reasoning in the classroom and providing a more natural and comfortable group environment, which helps reduce feelings of shame. The research emphasizes the importance of implementing SEL programs in schools to promote students' emotional health and social skills. The PATHS program was initiated by Greenberg et al. (1996) and integrates SEL into regular courses, which can reduce behavioral problems and improve academic performance. The Second Step program was supported by CASEL (2020), and the curriculum was adopted by schools in multiple countries, which can enhance students' SEL abilities. The process design is spiral and continuous, aiming to improve empathy, emotional management, impulse control, and problem-solving skills. These programs highlight the advantages of integrating SEL into school curricula and its crucial role in shaping students' success and development.

2.2 Group activities

2.2.1 Definition of group activities

The three main characteristics of group activities are as follows: First, they are small-scale collaborations where members jointly undertake tasks and teachers allow students to explore independently; second, the tasks require collaboration, and students share teaching roles during interaction; third, the task content is complex, stimulating students to engage in in-depth conversations and creativity (Cohen & Lotan, 2014).

2.2.2 Theories related to group activities

Group dynamics theory, also known as group dynamics, was proposed by American psychologist Lewin. He believed that individual behavior results from the interaction between personality traits and the environment. He emphasized the mutual influence among group members and the characteristics of the entire group. He pointed out that each member in a group has a force of mutual dependence, and the group is a whole, with mutual influence among members (Lewin, 1947).

Bandura (1977) proposed the social cognitive theory, emphasizing the interaction between the environment, people, and behavior (the trinity interaction theory). The core of his social learning theory is observational learning, which includes four stages: attention, memory, action reproduction, and motivation. People learn by observing the behavior and consequences of others. Self-efficacy (belief in one's ability to complete tasks) plays a key role in behavior and learning.

American social psychologist and educator Kolb (2014) proposed the experiential learning theory. This theory holds that learning is a cyclical process, consisting of four stages: a. Concrete experience. b. Reflective observation. c. Abstract conceptualization. d. Active experimentation. It emphasizes learning through experience, and participants reflect on their behavior to gain understanding. It supports the view that group games can enhance learning through active participation

The collective is the basic condition for forming new people, and cultivating collectivists is the primary goal of socialist education. Makarenko established a complete theoretical system for forming personality in the collective, emphasizing the importance of a reasonable collective in having a reasonable influence on individuals (Makarenko,

1951). Dewey (1930) proposed in his educational theory that "education is life" and "education is growth." He emphasized that education should focus on children's instinctive growth and development. He advocated the "new three-centered theory," namely "child-centered (student-centered)," "activity-centered," and "experience-centered." Dewey believed that education should integrate school with children's lives, promote learning by doing, and highlight the central role of children's activities.

These theories provide a rich psychological foundation for promoting personal development, enhancing teamwork, and improving social skills in group activities (Kolb, 2007).

### 2.2.3 Steps for group activities

Tuckman (1965) proposed a model of group development that includes the following four stages and discusses how these stages apply to different group environments.

a. Forming: This is the initial stage of group development, where members come together for the first time, get to know one another, and understand the group's rules and objectives. During this stage, members may exhibit politeness and conservatism, relying on the leader or existing norms to guide their behavior.

b. Storming: In this stage, group members express their opinions and personalities, potentially leading to conflicts and disagreements. Members attempt to find their place within the group and may develop resistance toward the leader or other members.

c. Norming: After conflict and discussion, group members establish mutual understanding and trust. In this stage, the group develops its norms and standards, and members start to adapt to and accept the group's values and behaviors.

d. Performing: At this stage, the group becomes an efficient unit, with members able to coordinate and collaborate to accomplish tasks. The group's structure and roles are well-defined, and members focus on task completion.

2.2.4 Group activities

(1) Art therapy

a. Definition of Art Therapy. Naumburg and Kalkman (1947) were the first to propose art therapy. They incorporated art into psychotherapy, providing people with a way to understand the subconscious. Art therapy emphasizes expressing and guiding inner motivations through artistic creation, helping individuals express themselves and release emotions. Art therapy, as a psychological treatment method, helps students alleviate emotional conflicts, express themselves, and promote the development of their self-identity, thereby improving their mental health through artistic creation and appreciation. Art therapy utilizes artistic media such as painting, music, and dance to express and release personal inner pressure, alleviate emotional conflicts, and further enhance self-awareness and self-expression, improving students' mental health. Art therapy is a treatment and educational tool that can help students regulate their emotions, enhance self-awareness, and promote mental health during artistic creation and appreciation. Through art therapy, students can find new ways to express and communicate their emotions, which benefits their personal growth and emotional health (Holmes & Mathews, 2010). Art therapy applies to various psychological problems and groups, such as emotional disorders, autism, attention deficit hyperactivity disorder, children with cognitive delays, and individuals who have experienced physical or psychological trauma. Through art therapy, individuals can help deal with complex emotions and psychological problems (Schouten & Frasincar, 2015).

b. Art activities. The art activities mentioned in this article are comprehensive educational activities in a third-grade art classroom. Chinese Art Curriculum Standards (2022), learning tasks, and content requirements. Experience the charm of art from both Chinese and foreign perspectives, appreciate the works of famous artists from China and abroad in fields such as painting, sculpture, calligraphy, seal engraving, photography, design, architecture, media, and fine arts, and understand the characteristics of different art categories. Appreciate Chinese folk-art works such as paper-cutting, shadow puppetry, New Year paintings, clay sculpture, embroidery, and

batik, and understand the works' materials, uses, and characteristics. Learn to use methods such as perception, discussion, and comparison, and apply elements of form such as lines, shapes, colors, and textures, as well as principles of symmetry, repetition, contrast, and variation, to appreciate and comment on works of art from both Chinese and foreign perspectives. Learn about color harmony and perspective laws, create different forms of artworks using various tools and materials, including traditional Chinese painting, printmaking, three-dimensional works, and stop-motion animation. Practice decorative design, traditional handicraft production, integrate interdisciplinary learning to create works and display and exchange them, and simultaneously design cultural products based on traditional culture, try programming design, and enhance comprehensive artistic literacy and practical ability (MOE, 2022).

C. Importance of art activities. Analytical psychology theory emphasizes that artistic creation can reveal the emotions and thoughts in an individual's subconscious, allowing people to express their inner world, which is difficult to describe with words through art. This expression helps release emotions and promotes individual self-healing (Jung & Hull, 2023). Art activities significantly affect emotional regulation. Gruber and Oepen (2018) mentioned that artistic creation can enhance positive emotions and positively affect emotional regulation in psychological therapy, with distraction strategies being particularly effective. The framework of Lee and Choi (2023) emphasizes that artistic creation helps regulate and improve emotions and effectively relieves stress. At the social level, art activities play an essential role in promoting social interaction and enhancing social cohesion. Bourdieu's cultural capital theory emphasizes the core position of art and cultural activities in social communication. Participating in art experiences together can promote emotional connections and identification among people (Bourdieu, 2018). Art education has a positive impact on emotional development. The multiple intelligences theory of Gardner and Hatch (1989) suggests that art education can enhance emotional intelligence, promote self-awareness, empathy, and social interaction. Art courses help students understand and manage their own and others' emotions. Through these theoretical perspectives, we can see that artistic

activities play a multifaceted role in promoting an individual's emotional expression, emotional regulation, social relationship construction, and the development of emotional intelligence.

d. Research on how art promotes children's social and emotional learning. Art therapy has a significant effect on emotional expression and development. Emery (2004) pointed out that art and games can positively influence emotional health, allowing children to express themselves naturally and intuitively, overcome language barriers, provide communication methods for non-verbal individuals, such as helping autistic boys develop object permanence sensitivity. Art therapy can also promote language development, such as enabling a certain boy to improve his understanding of subtle differences in language, which may be related to increased self-awareness. The individual's environment also affects their growth outcome. The benefits of art-based intervention. Van Lith et al. (2013)  reviewed 23 studies and identified several key positive results of art in supporting psychological health development. In a randomized controlled study, art-based practice significantly improved the participants' self-image, while the control group showed no significant change. These studies all emphasized the value of art practices focused on therapy. Art promotes emotional regulation. According to Coan (2010), art can evoke strong emotional responses and effectively teach students how to regulate emotions and internal experiences. This method helps students better understand and manage their emotions, promoting emotional health.

(2) Game Therapy

a. Definition of Game Therapy. Game therapy is a psychological treatment method that uses games as a medium. The systematic application of game techniques assists children in expressing their inner experiences, developing social skills, and alleviating emotional distress. The therapist creates a safe environment and uses tools such as toys, sandboxes, and paintings to help children use games, their most natural "language," for self-exploration and healing (Noruzi, 2019).

b. Theories Related to Game Activities. Cognitive Development Theory, the role of games in children's cognitive development stages. According to Jean Piaget's

Theory, games are essential to children's cognitive development. During the sensorimotor stage, games help children explore and learn the permanence of objects. In the preoperational stage, symbolic games or pretend games begin to appear, and children use games to imitate and practice social roles and skills (Piaget, 1966). Smolucha and Smolucha (2022). Social-Cultural Theory emphasizes the social interaction nature of learning. It proposes the concept of the Zone of Proximal Development, suggesting that games can promote children's cognitive, emotional, and social development. Games provide interaction opportunities, help children internalize cultural norms, enhance language and thinking abilities, cultivate self-regulation skills, stimulate creativity, and are a key pathway for children's all-around development. Bruner (1965) discovered the learning theory that advocates student-centeredness and emphasizes the key role of games in children's learning. Games provide children with a safe and free exploration environment, helping them understand the knowledge structure, supporting spiral curriculum design, and promoting reflective thinking and cognitive development. The Theory inspires educators to design game-based teaching, stimulating students' curiosity, creativity, critical thinking, and problem-solving abilities. Gardner (1983) believes games can promote individual intelligence development through storytelling and role-playing, enhance language intelligence, and develop interpersonal intelligence through team games. Gee (2003) emphasizes that games are a practical platform for learning. They can cultivate cognitive and social skills, stimulate intrinsic motivation, promote problem-solving, strategy formulation, and critical thinking, and simultaneously cultivate empathy and metacognitive skills. Cleary and Zimmerman (2004) provided insights on game design principles that can be applied to group activities and educational practices. Game mechanisms can offer rich learning experiences, stimulate learning motivation, concentration, and the development of thinking abilities, and enhance self-efficacy. Game-based learning applies game elements to learning, not limited to educational games, but can combine various game elements with teaching. Teachers can use points and tasks in primary and secondary school classrooms to stimulate interest and promote collaborative learning. When

designing game-based teaching, different learning theories should be combined: behaviorism emphasizes reinforcement, cues, and shaping, while constructivism focuses on active construction of knowledge and interactive environments (Plass et al., 2015).

c. Research on Play Therapy. Brito et al. (2022) emphasized the importance of games for the mental development of young children and their assistance to teenagers. Play therapy is a form of treatment where trained therapists use games to help children overcome difficulties. It is conducted in a child-centered environment and uses selective materials. Children show real-life scenarios through toys, revealing more information. Studies have shown that play therapy can alleviate children's trauma and is an effective form of treatment. It allows for non-verbal communication, helping children overcome challenges, regulate emotions, and promote emotional health. A psychiatrist proposed role-playing therapy. A psychiatrist proposed role-playing therapy, also known as psychodrama. Its purpose is to help people identify problems, understand the root causes of problems through theatrical performances, and then adjust psychological states and solve psychological issues. During this process, people play different roles in experiencing others' emotions and situations while expressing their deep feelings. The theory of role-playing holds that individuals understand social behavioral norms by playing the roles of others, achieving self-socialization. Sociologist Mead introduced the concept of "role" into sociology and developed the theory of role-playing, emphasizing its role in interpreting others' intentions, achieving psychological maturity, and socialization(Orkibi et al., 2023).

d. The Role of Game Activities in Improving Children's SEL. Gray (2017)emphasized the importance of gamification learning for education, believing that games can promote students' social and academic development and reduce the potential mental health and social adaptation problems caused by excessive game time. He pointed out that games help students solve problems and overcome fears, and that limiting games has adverse effects. Qian and Clark (2016) also emphasized integrating games into technology education to create a dynamic learning environment, promoting students' academic growth and life skills development. Whitebread (2017) collected

data through classroom observations and interviews with children and teachers, and found that games can assist young children in developing skills and enhancing their ability to acquire high-level knowledge. Games are an essential condition for children's development and an important component of happiness, promoting exploration, learning, developing key skills such as socialization, problem-solving, and creativity, promoting cognitive, language, and emotional growth, and laying a foundation for future success and long-term happiness. Giroux (2011)believes that education needs to be critically and creatively pieced together in practice. Vygotsky and Cole (1978) call this education in practice and games, revealing the infinite possibilities of human games. Games can cultivate creativity, promoting children's evolution, growth, socialization, and improving communication skills. Game activities are an indispensable part of children's natural development and are usually regarded as an entertainment form; however, studies by Smith (2016). Mehta et al. (2020) show that game activities are closely related to the development of children's creativity. Garaigordobil et al. (2022)'s meta-analysis further confirmed the role of games in promoting social and emotional learning in children with special educational needs, stating that games are an effective learning tool. Through games, children can develop key skills while participating in interactive activities. Pui-Wah (2010) proposed that "game-based learning" is a concept that requires careful consideration. It should balance stimulating learning interest and ensuring the learning content conforms to curriculum standards. Teachers with appropriate skills and knowledge should guide this learning method, setting learning goals based on students' interests and experiences gained from games.  Sutton-Smith (2001)pointed out that games are crucial for children's cognitive development and creative thinking, enhancing flexibility and problem-solving abilities. Through qualitative research, Scott and Cogburn (2023) revealed the differences in game types across different age groups, emphasizing the regularity of games changing with growth. Plass et al. (2015) found that the game-based classroom significantly reduced the proportion of students requiring additional support (6% vs 47%). The study further confirmed the

core role of games in promoting social and emotional skills and early childhood education.

(3) Brainstorming

Brainstorming is a collective creative technique (Kalargiros, 2014). Brainstorming is a form of meeting used to generate ideas and solve problems. It encourages participants to freely generate as many ideas as possible, regardless of whether they are practical or traditional. The core principle of Brainstorming is to postpone criticism to create an unfettered discussion environment where all ideas can be raised and heard (Nijstad & Stroebe, 2006). Brainstorming is widely used in art education as an effective way to stimulate creativity and solve problems. Through the convergence of collective wisdom, brainstorming can help teams quickly generate many ideas and find innovative solutions from them (Ulger, 2016).

2.2.5 The application of research group activities in promoting social and emotional learning among primary school students.

In recent years, numerous scholars have conducted various research projects to explore the promoting effect of group activities on primary school students' social and emotional learning (SEL).

Research indicates that Group activities significantly enhance individual self-awareness. Durlak et al. (2011) conducted a meta-analysis of the effects of SEL programs through the CASEL SEL project, analyzing 213 SEL intervention studies. They found that primary school students who participated in SEL programs such as cooperative learning, role-playing, and group problem-solving activities showed improved social skills, enhanced emotional management abilities, and significantly higher academic performance than the control group. Kyndt et al. (2013) published a meta-analysis titled "A Meta-Analysis of the Effects of Face-to-Face Cooperative Learning: Have Recent Studies Falsified or Confirmed Early Findings?" The aim was to verify, based on new research after 1995, whether the impact of cooperative learning on academic achievement, learning attitudes, and learning perceptions was consistent with earlier studies, and to explore the role of moderating variables such as cooperative learning methods, subject areas, student ages, and cultural backgrounds. The study

included 65 empirical studies published after 1995, covering primary, secondary, and higher education stages. Hedges' g was used to measure the effect of cooperative learning, and homogeneity analysis was conducted to test the moderating variables. The results showed that cooperative learning had a significant positive impact on academic achievement, a weak but significant positive impact on learning attitudes, and no significant impact on learning perceptions. This study confirmed the earlier conclusion that cooperative learning positively impacts academic achievement and attitudes, supporting the research findings of the past 40 years. Yusop et al. (2018) conducted a study titled "Effects of Group Guidance Activities on Students' Self-Concept" to examine whether group guidance activities could significantly enhance the self-concept level of primary school students. The study randomly selected 64 fifth-grade primary school students and divided them into an experimental group (31 students) and a control group (33 students). The experimental group received 7 weeks of group guidance, twice a week for 14 sessions. The activities were designed based on the self-concept module and covered multiple physical, personal, moral, family, and academic dimensions. The control group only participated in regular campus activities. The Tennessee Self-Concept Scale (TSCS:2) was used for pre-test and post-test. The results showed no significant difference in the baseline level of self-concept between the two groups of students. However, the post-test indicated that the self-concept score of the experimental group was significantly higher than that of the control group, and the difference was statistically significant. The study concluded that group guidance activities could effectively enhance the self-concept of primary school students, especially by strengthening students' self-confidence and self-awareness through peer collaboration, cognitive restructuring, and adaptive activities. This study was the first to verify the effect of group guidance on the self-concept of primary school students in Malaysia. It provided an efficient solution for school psychological counseling, as group intervention is both time-saving and practical.

Research on group activities in promoting students' self-management. Hromek and Roffey (2009), in their study "Promoting Social and Emotional Learning With Games:

'It is Fun and We Learn Things', explored the role of games in promoting social and emotional learning (SEL) among children aged 4 to 14 through a theoretical review and practical demonstration. The study compared two game-based SEL intervention models: whole-class "circle time" and small-group "therapeutic board games". The research methods included literature analysis to integrate SEL theories with game-based learning research; practical case studies to implement SEL through circle time games (such as "Class Web" and "Pair Share") in a democratic classroom atmosphere and therapeutic board games (such as those dealing with anger and friendship issues) for students needing to enhance social skills; qualitative data analysis to verify the effects by citing students' and teachers' original words; and the proposal of a "facilitation-review" model emphasizing the role of the teacher. The results indicated that games naturally stimulate fun and motivation, creating a safe "social laboratory" that promotes skills such as emotion regulation, perspective-taking (the foundation of empathy), and conflict resolution. Whole-class interventions enhanced class belonging and reduced bullying; small-group interventions helped high-risk students practice prosocial behaviors through three-layer learning. Key success factors included collaboration over competition, the facilitator's role, and emotional safety management. The resilience development mechanism showed that games cultivated seven resilience factors: self-efficacy, humor, and problem-solving skills. The core conclusion was that games, through interactivity, fun, and situational simulation, serve as an efficient carrier for SEL, and their success depends on collaborative design, facilitator skills, and school-wide cultural support, ultimately promoting empathy and resilience development among children aged 4 to 14. Although the study did not directly quantify "empathy", it emphasized that games foster empathetic behaviors through perspective-taking, emotion recognition, and prosocial scripts. The paper concluded by calling for integrating game-based SEL into the school-wide well-being framework, avoiding focusing only on "problem students". Sapthiang et al. (2019) conducted a study titled "Health School-based Mindfulness Interventions for Improving Mental Health: A Systematic Review and Thematic Synthesis of Qualitative Studies" to explore the impact mechanisms of school-based mindfulness group

interventions (MBIs) on self-awareness and mental health among primary school students. The study systematically reviewed seven qualitative studies (with a total sample size of 251 students aged 7 to 18) and used thematic analysis to extract students' experiences in group interventions. The research findings indicated that group activities significantly enhanced students' self-awareness through multiple mechanisms, including peer observation (students could "notice others' emotional responses"), which helped them better understand their own emotions; collaborative exercises (reducing stress through "group discussions"), enabling students to learn stress management methods in interaction; and social comparison ("learning others' coping strategies"), where students adjusted their behaviors and strategies by observing others' coping methods. These findings suggest that school-based mindfulness group interventions improve students' self-awareness and positively affect their mental health. Işıker and Sözer (2025) "The effect of argumentation-based activities on the development of moral reasoning," which examined the impact of argumentation-based group activities on the moral reasoning abilities of fourth-grade students in primary school. The research employed a mixed-methods approach with a single-group pretest-posttest design. It selected 30 fourth-grade students from a public school in Turkey as the sample and conducted a 9-week intervention, with two sessions per week, totaling 18 sessions. The intervention measures included group debates, argumentation worksheets, and moral dilemma situation analyses. Quantitative data was collected through a moral reasoning situation scale, while qualitative data was obtained through semi-structured interviews. The results showed that students' moral reasoning levels significantly improved, and the types of reasoning also changed. Hedonistic and punishment-avoidant reasoning decreased, while empathy, care, rights, and justice reasoning increased. Qualitative results indicated that students used higher-order moral reasoning, such as empathy and justice, more frequently in argumentation activities, while lower-order reasoning, such as hedonism, decreased. The study concluded that argumentation-based activities can significantly enhance students' moral reasoning abilities and promote their shift from self-centeredness to social concern.

Research on the promotion of students' social awareness through group activities. Taylor et al. (2017) Promoting positive youth development through School-based social and emotional learning interventions: A Meta-analysis of Follow-up effects. Conducted a meta-analysis to explore the positive long-term effects of school-based social and emotional learning (SEL) interventions on elementary school students. The study analyzed 46 long-term follow-up studies involving over 10,000 elementary school students, focusing on the long-term impacts of the interventions on students' social awareness, interpersonal relationships, and academic performance. The results showed that students who participated in SEL interventions demonstrated stronger social awareness and interpersonal skills in the long-term follow-up, and their academic performance also improved. Additionally, the intervention group showed positive effects in reducing anxiety and depression. These findings suggest that school-based SEL interventions enhance students' core social and emotional skills and yield significant long-term benefits in academic and mental health outcomes. Samuels (2018) conducted a study titled "Nurturing Kindness Naturally: A Humane Education Program's Effect on the Prosocial Behavior of First and Second Graders Across China", aiming to examine the intervention effect of the "Caring for Life" (CFL) humane education program on the prosocial behavior of first and second graders in China. The study employed a quasi-experimental design, with a sample of 2,255 students and 159 teachers from 25 public primary schools in five cities in eastern China, spanning three academic years (2015-2017). The CFL curriculum included ten group activities each academic year, focusing on cooperative learning, role-playing, emotional simulation, reflection, and celebration of prosocial behavior, and empathy efficacy training centered around animal and nature themes. Data were analyzed using multilevel linear models, and the results indicated that the CFL program significantly enhanced students' prosocial behavior. Students in the experimental group showed a greater increase in prosocial behavior than the control group, and those with lower initial levels benefited more. Additionally, students who participated in the expanded version of the CFL program, which doubled the number of activities, demonstrated even greater gains in prosocial behavior (0.46 SD, $p = .02$). The

study concluded that group activities centered on animal and nature themes can effectively enhance the prosocial behavior of lower-grade students in China. This approach is also practical in the context of East Asian collectivist culture. McAfee-Scimone (2024) Engaging in Art to Support Social-Emotional Learning (EASSEL): A Classroom-Based Approach", the author aims to develop a set of courses suitable for primary school classrooms that promote Social-Emotional Learning through artistic activities (EASSEL). To achieve this research goal, the author employed a qualitative research method and conducted semi-structured interviews with nine elementary education experts with experience in teaching lower grades or curriculum development, focusing on practical SEL courses, the role of schools, and core SEL skills for first graders. The interview data were analyzed using the thematic analysis method. The research results revealed that experts unanimously agreed that (1) SEL should be integrated into the entire school curriculum and adapted to diverse learning styles, (2) group cooperative art activities (such as collective collage-making, creating emotional symbols) can effectively enhance students' emotional expression, social awareness (understanding others), and relationship skills (cooperation, communication). Based on these findings, the researchers designed the EASSEL six-module course framework, clearly including group art tasks and assessment tools.

Research on the Role of Group Activities in Enhancing Students' Relationship Skills. Johnson and Johnson (2015). The "Theoretical Approaches to Cooperative Learning" research project aims to explore the theoretical basis of cooperative learning and its educational practical applications. Through systematic literature review, theoretical analysis, meta-analysis of 1,200 studies, and case studies, this research deeply analyzed the four core theoretical perspectives of cooperative learning: cognitive development theory (focusing on cognitive conflicts and perspective shifts), social cognitive theory (focusing on social support and shared cognition), behavioral learning theory (focusing on rewards and feedback), and social interdependence theory (focusing on positive interdependent relationships). The study found that compared to competitive or individualized learning, cooperative learning significantly improves

students' academic achievements (effect sizes of 0.67 and 0.64 respectively) and interpersonal relationship quality (effect sizes of 0.67 and 0.60 respectively), and has a positive promoting effect on mental health (such as enhancing self-esteem and reducing anxiety), social skills (such as teamwork, conflict resolution) development, especially for disadvantaged student groups. The research conclusion emphasizes that social interdependence theory, due to its extensive empirical support and the ability to effectively explain the comprehensive benefits of cooperative learning on academic achievements, social relationships, and mental health, becomes the most core theoretical foundation; at the same time, it points out that the effective practice of cooperative learning is based on solid theory and research evidence, and integrating diverse theoretical perspectives and practical methods is crucial for its continuous development and innovation.

Research on the impact of group activities on students' making responsible decisions. Walker and Crogan (1998), in their study titled "Academic performance, prejudice, and the jigsaw classroom: new pieces to the puzzle," explored the impact of the "jigsaw" cooperative learning approach on responsible decision-making (such as fair choice and prejudice avoidance) and cooperative behavior among elementary school students. The research was conducted in American primary and secondary schools over eight weeks, using the jigsaw teaching model and comparing it with traditional classroom teaching. Through student surveys and behavioral observations, the study evaluated students' fairness and cooperative performance in decision-making. The results indicated that students participating in jigsaw groups demonstrated higher considerations of fairness when allocating work and resources, with a significant reduction in prejudice and a greater focus on group interests in the decision-making process. These findings suggest that the jigsaw cooperative learning model can effectively promote responsible decision-making and cooperative abilities among students, providing an effective teaching strategy for elementary education. Bertucci et al. (2012), "Influence of group processing on achievement and perception of social and academic support in elementary inexperienced cooperative learning groups," aimed to

explore the impact of the "group reflection" stage on students' decision-making abilities, academic achievements, and the perception of social and academic support in elementary school cooperative learning groups composed of novices. The study involved forming cooperative groups in elementary school classrooms and introducing regular reflection sessions (such as "What did I do well/badly?") in some groups for several weeks. The results showed that groups with the addition of the group reflection stage significantly improved the clarity of task decision-making and the quality of communication among members, leading to more reasonable team decisions. Additionally, members of these groups experienced an increased sense of social support and academic achievement. This indicates that the group reflection stage can effectively enhance decision-making abilities, academic performance, and the sense of social support among elementary school students in cooperative learning. Berkowitz (2016) investigated the role of peer support in creativity during group improvisational activities. He measured the electroencephalogram (EEG) synchrony, galvanic skin response, and analyzed micro-expressions in videos of 32 groups of improvisational actors. A control group and an intervention group (4-person groups + peer support) were set up, and anxiety was induced through sudden tasks. The results showed that peer support could reduce anxiety physiological indicators by 63% within 0.8 seconds ($p < .001$), enhance the synchrony of frontal lobe alpha waves ($r = .78$), release working memory resources, and increase the generation of creative ideas by 142% ($d = 1.32$). When the group's theta-gamma EEG coupling was greater than 0.65, they entered a "collaborative flow" state, and the creativity score was 2.4 standard deviations higher than that of the control group. The core mechanism is that peer support interrupts anxiety through neural synchrony and redirects cognitive resources towards creative problem-solving.

These studies have demonstrated that structured group activities can systematically enhance the five core competencies of SEL. The core of their design should include clear role division, embedding reflection sessions, and providing conflict resolution support. The compensatory effect on disadvantaged students is significant.

# CHAPTER 3
# METHODOLOGY

## 3.1 Research Design and Principles

This study adopted a quantitative quasi-experimental research design, with the control and experimental groups as the research subjects. Through evaluations before and after the experiment, the impact of group activity intervention on the social and emotional learning (Table 1) development of primary school students

was compared. Due to the voluntary nature of student participation and the limitations of random allocation, the quasi-experimental design is suitable for the current conditions of this study (Cook et al., 1979). The experimental design of this study is as follows.

$$O_1 \quad X \quad O_2 \quad \text{Experimental group}$$
$$O_3 \quad - \quad O_4 \quad \text{Control group}$$

Experimental group and Control group
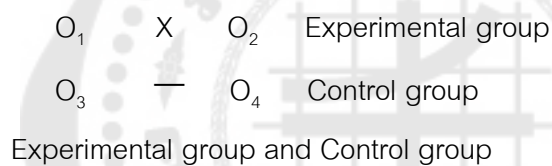
$O_1$ refers to the social-emotional learning of the participants in the experimental group before receiving the group activity intervention.

$O_2$ refers to the social-emotional learning of the participants in the experimental group after receiving the group activity intervention.

$X$ refers to the experimental or group activity program

$O_3$ refers to the level of social-emotional learning of the participants in the control group at the beginning of the study.

$O_4$ refers to the level of social-emotional learning of the control group participants after an 8-week interval without the group activity intervention.

This study tests students' social-emotional learning by comparing pre-test and post-test data. According to the school's curriculum schedule, students attend art classes twice weekly. The experimental curriculum designed for this study consists of eight thematic units, planned to be completed over eight weeks, with one thematic unit covered each week. Each thematic unit is implemented over two sessions, each lasting

40 minutes, requiring two 40-minute sessions (a total of 80 minutes) per week. The course content is designed to be coherent and sequential. For example, the two sessions for the same theme are conducted consecutively on a fixed day each week (e.g., Monday morning). Over the eight weeks, 16 sessions are delivered to ensure the systematic coverage of core social-emotional learning modules (e.g., self-awareness, relationship skills, etc.), while considering students' cognitive load and the feasibility of the school's teaching schedule. Group activities in the art classes include brainstorming, art therapy, play therapy, and drawing, integrated with social and emotional learning to help reduce students' stress levels. Qualitative data for this study were collected through classroom observations, class discussions, and photographs of students' artworks, supplemented by data from the literature review.

Table 1 Social Emotional Learning

| Competency Area (CASEL, n.d.) | Student Abilities |
|---|---|
| Self-Awareness | - Understand and reflect on a person's inner emotions and psychological state.<br>- Understanding how a person's thoughts, feelings, and beliefs shape them is crucial. |
| Self-Management | - Delayed instant gratification<br>- Manage stress and be motivated to achieve personal and collective goals. |

Table 1 (continued)

| Competency Area (CASEL, n.d.) | Student Abilities |
|---|---|
| Social Awareness | - Think about problems from others' perspectives<br>- Understand the needs and feelings of people from different cultural backgrounds<br>- Consider the impact of your actions on others. |
| Relationship Skills | - Clear communication, active listening<br>- Collaborate to solve problems<br>- Constructive conflict negotiation<br>- Resist improper social pressure<br>- Actively seek and offer help, and adapt to the diverse social and cultural environment |
| Responsible Decision-Making | - Based on moral standards and safety considerations, make caring and constructive behavioral and social interaction decisions in different situations. |

## 3.2 Populations and Sample Selection

Population: The study population is the Mei Jiang Road Campus of Wen Qing Road Primary School, a public primary school in Zhang Gong District, Ganzhou City, Jiangxi Province, China. The average age of third-grade students is 8-9. There are 12

classes in the third grade, with 600 students. Students in other grades are not included in this study.

Sample1: The research subjects were 600 students from 12 third-grade classes at the Mei Jiang Road Campus of Wen Qing Road Primary School in Zhang Gong District, Ganzhou City, Jiangxi Province. Four classes with 200 students were randomly selected for a questionnaire survey.

Sample 2: Two classes with lower scores on the Social Emotional Learning Scale were selected, with 50 students in each class, and randomly divided into an experimental group (50 people) and a control group (50 people). In the early stage, the author analyzed theories such as group activities and games, studied the artistic expression forms in art classes, and used the CASEL framework for classroom teaching design. The experimental group received 16 group activities and guidance, while the control group did not receive group activities or guidance and learned social emotional skills according to traditional teaching methods. Finally, after the training was completed and the artworks were created, the experimental and control groups were tested, and the results were analyzed.

## 3.3 Research instruments

### 3.3.1 Social Emotional Competence Questionnaire

The Social and Emotional Competence Questionnaire (SECQ) used in this study was adapted from the original version by Zhou and Ee (2012). The initial SECQ was widely recognized for its comprehensive assessment of social and emotional competencies and was specifically designed for primary school students. It comprises five dimensions and 25 items, covering a wide range of social and emotional learning skills relevant to this age group (Zhou & Ee, 2012). The original questionnaire is copyrighted by Professor Mingming Zhou, Jessie Ee, and their research team.

The current adaptation of the SECQ is based on the Social and Emotional Learning (SEL) framework, which emphasizes five core competencies: self-awareness, social awareness, self-management, relationship skills, and responsible decision-making

(Mahoney et al., 2021). These competencies are crucial for promoting students' social and emotional learning growth and have been identified as key targets for educational interventions. To align with the SEL framework and assess students' proficiency in these core competencies, this study designed 32 questions based on the original SECQ structure. Each core competency is represented by at least two questions that target specific skill goals within the SEL framework.

When designing the adapted questionnaire, we retained the original five dimensions of the SECQ to maintain consistency with the established theoretical foundation. The questions were carefully crafted to reflect the specific skill goals related to the five SEL core competencies while preserving the psychometric properties and reliability of the original tool. To provide a more comprehensive and objective assessment of primary school students' social and emotional learning abilities, the measurement results in this study are classified into five levels:

1.00-1.80 (Very low)

1.81-2.60 (Low)

2.61-3.40 (Medium)

3.41-4.20 (High)

4.21-5.00 (Very high)

Three professors verified the scale's items' objective consistency (IOC). The post-verification IOC values ranged from 0.67 to 1.00, indicating good validity.

This study employed Cronbach's $\alpha$ to test the internal consistency reliability of the scale. The analysis results showed:

1. Valid sample size: 50 (no missing values, 100% effective response rate)

2. Number of items: 32

3. Reliability coefficient: $\alpha = 0.941$. This scale has excellent reliability (Cronbach's $\alpha = 0.941$, with 32 items), higher than the standard of 0.7 (Nunnally, 1978), indicating high internal consistency reliability.

The scale is as follows: see the appendix for details.

Table 2 Social Emotional Competence Questionnaire

| Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|
| [SA1] I can tell how I am feeling most of the time. | | | | | |
| [SM5] I like to work with my friends to finish a project. | | | | | |
| [SA7] I think about how my behavior in class affects my classmates. | | | | | |
| [RS9] I ask my teacher or classmates for help when I have trouble. | | | | | |
| [RDM3] If something is dangerous, I choose not to do it. | | | | | |

### 3.3.2 Group activities

Group activities are an educational tool used in art classes, involving brainstorming, art therapy, and game therapy. Through various methods (including AI interaction, scenario simulation, role-playing, competitive games, brainstorming, riddle games, and group painting), students' social and emotional learning (SEL) is cultivated. The experimental class received group activity guidance 8 times, with each session lasting two classes, totaling 16, each lasting 40 minutes. The teacher introduced the goals of the group activities and distributed task sheets, requiring students to participate in the activities in groups. The teacher should actively guide group members to express

themselves positively. Each creative theme corresponds to different dimensions and goals of social and emotional learning. During the activities, group members promote self-awareness, social awareness, self-management, interpersonal skills, and responsible decision-making through creative expression (as Table 3).

Table 3 Group activities

| Time | Session | Objectives | Activities |
|------|---------|-----------|-----------|
| Week 1<br><br>2classes/week<br>40 min each | 1. Magic colors<br>(Self-Awareness) | 1. able to understand and reflect on one's inner emotions and psychological states<br>2. Being shaped by one's thinking, feelings, and beliefs is vital. | Emotional palette (Brackett,2014)<br>1.AI interaction<br>2. Art Therapy. |
| Week 2<br><br>2classes/week<br>40 min each | 2. Understanding the graphic logo<br>(Self-Management) | 1. Promote students to delay immediate gratification.<br>2. Promote students to manage stress and be motivated to achieve individual and collective goals. | Traffic Light Drivers (Brackett,2014)<br>1. situational simulation |
| Week 3<br><br>2classes/week<br>40 min each | 3. Architecture of the future<br>(Social Awareness) | 1. Students can understand the needs and feelings of people from different backgrounds and cultures. | Architectural Culture Sharing Session (Sparks,2020)<br>1. role-playing |

Table 3 (continued)

| Time | Session | Objectives | Activities |
|------|---------|-----------|-----------|
| Week 4<br><br>2classes/week<br><br>40 min each | 4. Toys that act out a story<br><br>(Social Awareness) | 1. able to think from the point of view of others. | Role Play (Bowman, 2014)<br><br>1. role-playing |
| Week 5<br><br>2classes/week<br><br>40 min each | 5. The symbol of our class<br><br>(Social Awareness) | 1. Able to consider the impact of their behavior on others. | Simulation of a lack of norms (Harcourt, 2017)<br>Competitive<br>1. games<br>2. role-playing |
| Week 6<br><br>2classes/week<br><br>40 min each | 6. Unforgettable friends<br><br>(Relationship Skills) | 1. Able to cultivate students' ability to communicate clearly and listen actively.<br>2. Able to develop students' capacity to participate in and cooperate on problem-solving.<br>3. Students can make caring and constructive behavioral and social choices based on ethical standards and safety considerations in various situations. | Friendship Development: Describing a Friend (Bowman, 2014)<br>1. Interactive game<br>2. Art Therapy |

Table 3 (continued)

| Time | Session | Objectives | Activities |
|------|---------|-----------|-----------|
| Week 7<br><br>2classes/week,<br><br>40 min each | 7. Unforgettable friends<br><br>(Relationship Skills) | 1. Students will be able to develop constructive conflict negotiation skills.<br><br>2. Students will be able to resist unnecessary social pressure. | Open My Fist (Bowman, 2014)<br><br>1. Interactive game<br><br>2. Art Therapy |
| Week 8<br><br>2classes/week,<br><br>40 min each | 8: Protect rare wildlife (Responsible Decision-Making) | 1. Students can make caring and constructive behavioral and social interaction decisions in various situations, based on ethical standards and safety considerations. | Role Playing (Moreno, 1920)<br><br>1. role-playing<br><br>2. group painting |

## 3.4 Data Collection

### 3.4.1 Ethical Considerations

Before the data collection began, the Ethics Committee of Srinagar Institute of Medical Sciences approved this study, with approval number SWUEC6682120. Throughout the research process, the rights of participants, including confidentiality and privacy, were fully respected.

During recruitment, participants were provided detailed information about the study's purpose, duration, procedures, methods, and expected benefits. They signed informed consent forms, ensuring voluntary participation and acknowledging their right to withdraw from the study at any time.

### 3.4.2 Steps for Experimental Data Collection

The experimental data collection process was conducted as follows:

a. Researchers used the questionnaire to assess the social-emotional learning scores of third-grade students.

b. After the intervention for the experimental group, the experimental and control groups were tested again using the Social-Emotional Learning Measurement Questionnaire to evaluate their post-test scores.

### 3.5 Data analysis

In this study, Quantitative data descriptive statistical analysis, including mean and standard deviation, and t-test dependent were used to compare and analyze SEL data before and after participating in group activity, and t-test independent was used to compare and analyze the SEL of the experimental group

# CHAPTER 4
# FINDINGS

This study focuses on the development level of social and emotional abilities among primary school students and systematically explores the development of the five dimensions. It analyzes the effect comparison before and after the intervention. Based on the empirical data of 200 third-grade students from 4 sample classes of Wen Qing Road Primary School in Ganzhou City, using the SPSS statistical analysis platform and descriptive statistics, the two courses with the lowest average scores were selected and randomly divided into the experimental and control groups. At the same time, an independent sample t-test was used to analyze the development gradient of each component of social and emotional learning and the significant differences between the groups.

In data analysis, researchers apply certain symbols to ascertain the average results of their studies.

| n | Replace | Sample Size |
| M | Replace | Mean |
| S D | Replace | Standard Deviation |
| t | Replace | t-test |
| P | Replace | p-value |
| MD | Replace | Mean Difference |
| W | Replace | Shapiro-Wilk Test statistics |

## 4.1 The SEL of primary school students

To gain a comprehensive understanding of students' social-emotional learning situation. Through the mean index, we can observe the differences in students' performance across five dimensions: self-awareness, self-management, social awareness, interpersonal skills, and responsible decision-making. (As shown in Table 4):

Table 4 Descriptive statistics of the overall situation of students' SEL in five dimensions (n = 200)

| Overall description of SEL dimensions | Third Grade of Primary School (n=200) | | |
|---|---|---|---|
| | M | SD | LEVEL |
| Self-Awareness | 3.78 | 0.86 | High |
| Self-Management | 3.78 | 0.86 | High |
| Social Awareness | 3.68 | 0.92 | High |
| Relationship skills | 3.70 | 0.91 | High |
| Responsible Decision-Making | 3.87 | 0.96 | High |
| Overall | 3.75 | 0.77 | High |

Table 4 shows the social and emotional learning (SEL) ability assessment of 200 third-grade primary school students. Overall, the students' SEL level is above average (mean score M = 3.748, standard deviation SD = 0.768, scale range 1 - 5). Among the dimensions, responsible decision-making scores the highest (M = 3.871, SD = 0.961). Self-awareness (M = 3.782, SD = 0.864) and self-management (M = 3.777, SD = 0.856) follow closely, while interpersonal skills (M = 3.701, SD = 0.905) and social awareness (M = 3.682, SD = 0.916) are relatively lower. The standard deviations (0.856 – 0.961) indicate individual differences, with responsible decision-making showing the most significant dispersion.

**4.2 To compare the SEL of the Primary students before and after participating in the group activity.**

The data analysis in this study was conducted using the t-test. Before the analysis, the Shapiro-Wilk normality test was performed. The data of the experimental group (W = 0.981, p-value = 0.606) and the control group (W = 0.966, p-value = 0.155) both met the standard distribution criteria (p-value > 0.05), indicating that there was no significant difference in the future anxiety levels of the experimental group and the control group before the group counseling. This met the prerequisites for the t-test, so this study conducted the data analysis based on this. To evaluate the effect of group activities on the social and emotional learning of the five dimensions of the experimental group, the SEL and five dimensions of the experimental group before and after the intervention were analyzed (Table 5).

Table 5 compares the SEL of primary school students before and after participating in group activities (n = 50)

| Objective | Pre-test (n=50) | | Post-test (n=50) | | MD | t | P-value | Correlation-P |
|---|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | | | | |
| Self-awareness | 3.54 | 0.96 | 4.16 | 0.70 | -0.62 | -4.34** | <0.001 | 0.030* |
| Self-management | 3.75 | 0.73 | 4.06 | 0.68 | -0.31 | -2.66* | 0.011 | 0.019* |
| Social consciousness | 3.38 | 1.06 | 4.05 | 0.68 | -0.67 | -4.74** | <0.001 | 0.003** |
| relationship skills | 3.52 | 0.92 | 4.08 | 0.70 | -0.56 | -4.42** | <0.001 | 0.004** |
| Responsible decision-making | 3.72 | 1.23 | 4.13 | 0.77 | -0.41 | -2.62* | 0.012 | <0.001** |
| SEL | 3.56 | 0.73 | 4.09 | 0.57 | -0.53 | -6.22** | < 0.001 | <0.001** |

* Is significant at the 0.05 level (two-tailed).

** Is significant at the 0.01 level (two-tailed).

Table 5 analyzed the differences in social-emotional learning and the five dimensions before and after the experiment through paired-sample t-tests. The results showed that all dimensions significantly improved after the experiment:

a. Self-awareness, the post-intervention score (M = 20.80, SD = 3.52) was significantly higher than the pre-intervention score (M = 17.72, SD = 4.82), with a mean difference (MD) of -3.08, t (49) = -4.34, and Cohen's d = -0.614 (medium effect). This indicates that the self-awareness ability was substantially enhanced through the intervention.

b. Self-management: The post-intervention score (M = 20.30, SD = 3.41) was significantly higher than the pre-intervention score (M = 18.76, SD = 3.67), with a mean difference (MD) of -1.54, t (49) = -2.66, and Cohen's d = -0.376 (small effect). This shows a statistically significant but limited improvement in self-management ability.

c. Social consciousness, the post-intervention score (M = 28.38, SD = 4.79) was significantly higher than the pre-intervention score (M = 23.68, SD = 7.45), with a mean difference (MD) of -4.70, t (49) = -4.74, and Cohen's d = -0.671 (medium effect). This is the dimension with the largest effect size, indicating that the intervention had a prominent effect on improving understanding of social norms and empathy.

d. Relationship skills, the post-intervention score (M = 40.84, SD = 7.04) was significantly higher than the pre-intervention score (M = 35.20, SD = 9.17), with a mean difference (MD) of -5.64, t (49) = -4.42, and Cohen's d = -0.625 (medium effect). The improvement was the largest (|MD| = 5.64), and the standard deviation significantly decreased(9.17→7.04), reflecting a convergence in group performance.

e. Responsible decision-making, the post-intervention score (M = 20.64, SD = 3.86) was significantly higher than the pre-intervention score (M = 18.60, SD = 6.16), with a mean difference (MD) of -2.04, t (49) = -2.62, and Cohen's d = -0.370 (small effect). It shows a significant but mild improvement in moral decision-making ability.

f. SEL, the total score after the intervention (M = 130.96, SD = 18.26) was significantly higher than the pre-intervention score (M = 113.96, SD = 23.25), with a mean difference (MD) of -17.00, t (49) = -6.22, and Cohen's d = -0.880 (significant

effect). It confirms that the overall SEL ability was significantly enhanced through the intervention (with a large effect size).

The post-intervention means of all dimensions were higher than those before the intervention (p-value < 0.05), and the effect direction was consistent (negative values indicate higher scores after the intervention). Combined with the effect size and confidence interval, social awareness and self-awareness improvements had statistical and practical educational significance (Cohen, 1988). However, self-management and responsible decision-making require further optimization of intervention strategies to enhance effectiveness. Overall, participation in group activities significantly promotes the development of students' social and emotional abilities.

## 4.3 To compare the SEL of the primary students after participating in the group activity between the experimental and control groups.

To evaluate the actual intervention effect of the group activities on the SEL of the students in the experimental group, the researchers used the t-test for independent samples to compare the students' social and emotional learning in the experimental group and the control group. This method applies to non-parametric tests of two independent samples. It can effectively determine whether the differences in social and emotional learning between the two groups after the experimental intervention are statistically significant, thereby scientifically verifying the effectiveness of the group activities (as shown in Table 6)

Table 6 compares the SEL of primary school students in the experimental group and the control group after they participated in group activities (n=50)

| Objective | Experimental group (n=50) | | Control group (n=50) | | MD | t | P-value |
|---|---|---|---|---|---|---|---|
| | M | SD | M | SD | | | |
| Self-awareness | 20.80 | 3.52 | 17.44 | 4.33 | -3.36 | -4.26* | <0.001 |
| Self-management | 20.30 | 3.41 | 17.90 | 4.36 | -2.40 | -3.07* | 0.003 |
| Social awareness | 28.38 | 4.79 | 26.06 | 4.84 | -2.32 | -2.41 | 0.018 |
| relationship skills | 40.84 | 7.04 | 37.00 | 6.84 | -3.84 | -2.77* | 0.007 |
| Responsible Decision-Making | 20.64 | 3.85 | 19.00 | 4.11 | -1.64 | -2.06 | 0.042 |
| SEL | 130.96 | 18.26 | 117.40 | 21.35 | -13.56 | -3.41* | 0.001 |

* Is significant at the 0.05 level (two-tailed).

** Is significant at the 0.01 level (two-tailed).

The data analysis results in Table 6 show that the experimental group significantly outperformed the control group in all SEL dimensions and the overall score (p-value< 0.05). The detailed analysis is as follows:

a. Self-awareness, the experimental group (M = 20.80, SD = 3.52) was significantly higher than the control group (M = 17.44, SD = 4.33), with a mean difference (MD) of -3.36, t (98) = -4.26, significant effect. This indicates that the intervention significantly enhanced self-awareness.

b. Self-management, the experimental group (M = 20.30, SD = 3.41) was significantly higher than the control group (M = 17.90, SD = 4.36), with a mean difference (MD) of -2.40, t (98) = -3.07, medium effect.

c. Social consciousness: The experimental group (M = 28.38, SD = 4.79) was significantly higher than the control group (M = 26.06, SD = 4.84), with a mean difference (MD) of -2.32, t (98) = -2.41, a small effect. Although it reached a significant level, the difference between the groups was relatively minimal.

d. Interpersonal relationship skills, the experimental group (M = 40.84, SD = 7.04) was significantly higher than the control group (M = 37.00, SD = 6.84), with a mean difference (MD) of -3.84, t (98) = -2.77, medium effect.

e. Responsible decision-making, the experimental group (M = 20.64, SD = 3.85) was significantly higher than the control group (M = 19.00, SD = 4.11), with a mean difference (MD) of -1.64, t (98) = -2.06, slight effect. It reached statistical significance but had the lowest effect size.

f. The SEL total score of the experimental group (M = 130.96, SD = 18.26) was significantly higher than that of the control group (M = 117.40, SD = 21.35), with a mean difference (MD) of -13.56, t (98) = -3.41, significant effect. This confirmed that the intervention had a substantial impact on overall SEL ability
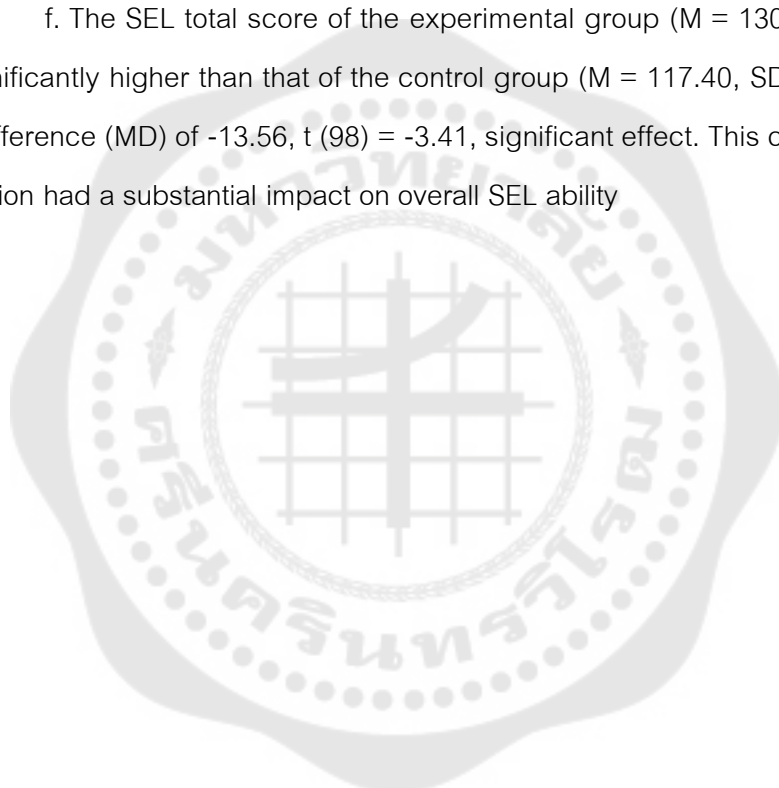
# CHAPTER 5
# CONCLUSION AND DISCUSSION

## 5.1 Conclusion

This study explores the impact of group activities on primary school students' social and emotional development. First, the study measured the social and emotional learning of students in each grade of the third year through the "Survey of Social and Emotional Learning of Primary School Students." Second, it compared the SEL of the experimental group before and after participating in group activities. Finally, the SEL of the experimental and control groups was compared after participating in group activities.

During the research process, firstly, the "Scale of Social and Emotional Learning of Primary School Students" was used to assess the social and emotional learning of 200 students in the target sample. The two classes with the lower scores were selected and randomly divided into the experimental group (50 people) and the control group (50 people). Secondly, the researchers intervened in the experimental group through group activities. Finally, the experimental and control group students were re-evaluated using the scale, and the data before and after the intervention were compared and analyzed to obtain the results.

According to the data analysis results, 1) Primary school students' overall level of social and emotional learning is high. 2) After participating in group activities, the SEL score of the experimental group showed a significant improvement compared to before the activity. 3) After the intervention of group activities, the SEL score of the experimental group significantly exceeded that of the control group. Moreover, the difference reached statistical significance.

At the beginning of this study, two major hypotheses were set regarding this topic: 1) After participating in group activities, the SEL score of the experimental group will be higher. Paired sample t-test showed that the total SEL score of the experimental group significantly increased after participating in group activities (pre-test: 113.96 ± 23.25→ post-test: 130.96 ± 18.26), with an average increase of 17 points (t(49) = -

6.220, p < 0.001). This effect was simultaneously manifested in five sub-dimensions: self-awareness (↑3.08 points, d = -0.614, p < 0.001), self-management (↑1.54 points, d = -0.376, p-value= 0.011), social awareness (↑4.70 points, d = -0.671, p-value< 0.001), interpersonal skills (↑5.64 points, d = -0.625, p-value< 0.001), and responsible decision-making (↑2.04 points, d = -0.370, p-value= 0.012), with all dimensions p-value< 0.05 and all scores increased. Hypothesis 2) After participating in group activities, the SEL score of the experimental group will be higher than that of the control group. Independent sample t-test showed that the total score of the experimental group after intervention (130.96 ± 18.26) was significantly higher than that of the control group (117.40 ± 21.35), with a difference of 13.56 points (t(98) = -3.414, p-value< 0.01; d = -0.683). Baseline equivalence (pre-test: experimental group 113.96 ± 23.26 vs control group 115.54 ± 28.02; t(98) = -0.307, p-value = 0.760) excluded the interference of initial differences and confirmed that the post-test discrepancies between the experimental group and the control group were due to the intervention effect.

In summary, the data results prove that group activities can promote students' social and emotional learning and enhance their abilities in five dimensions.

## 5.2 Discussion of the Results

### 5.2.1 The overall current situation of social and emotional learning among third-grade primary school students

a. The overall social and emotional learning situation of primary school students is relatively good, but there are differences in the development of each dimension. The overall social and emotional learning level among third-grade primary school students is high, with an average score of 3.74, significantly higher than the theoretical median of 3 points. The average scores of all dimensions are also higher than 3.6 points. Among them, the average score of responsible decision-making is the highest, at 3.87, and self-awareness and self-management also perform well, with average scores of 3.78 and 3.77, respectively. The reason for this result is environmental factors. Group activities in the school environment can effectively promote children's and

adolescents' social skills, emotional regulation abilities, self-esteem, and sense of belonging (Rose, 1998). Therefore, it verifies that the environment promotes the development of students' SEL. The family atmosphere affects the SEL level of children. The sample of this study is mostly highly educated families with a higher social status, and accordingly, the educational level of children is relatively higher. Walker (1994) states that the educational environment can promote students' positive behavioral patterns and mental health (Walker, 1995). This also supports the results of this study. However, there are differences in the development of each dimension. The average score of social awareness is the lowest, at 3.682, and relationship skills are the second lowest, at 3.701. The standard deviation shows that although the average score of responsible decision-making is the highest, the standard deviation is the largest (0.961), indicating significant polarization, and the high standard deviation of social awareness and relationship skills also indicates greater individual differences in these weak areas. The cognitive development stage influences the cause of this result. Children aged 8-9 are in the concrete operational stage and are good at specific and clearly defined judgments (Piaget & Cook, 1952). Therefore, they score the highest in "responsible decision-making" such as "abiding by rules" and "submitting homework on time". At the same time, "self-awareness" and "self-management" involve personal behavior, are easy to observe, and perform well. However, social awareness and relationship skills require higher abstract thinking, and lower-grade students are still self-centered, resulting in weaker performance (Elenbaas et al., 2024). Although third-grade students begin to develop empathy, social awareness, and relationship skills, they require stronger perspective-taking abilities, which are more challenging for younger children. Secondly, the development pattern of social skills. Social awareness and relationship skills are high-level social emotional abilities that require long-term cultivation. Lower-grade students often rely on adult guidance and use less autonomy, and their self-assessment scores may be low (Jones & Bouffard, 2012). Suppose the family environment does not discuss emotions or social issues frequently. In that case, it will limit the development of social awareness, and the upbringing style of only one child or excessive protection will

make children lack opportunities to handle interpersonal conflicts, affecting the development of relationship skills (Cameron et al., 2013). In conclusion, third-grade primary school students generally perform well in SEL, but the development of each dimension is not balanced. Paying attention to personalized support for students who lag is necessary. This study innovatively addresses the issue of uneven development of each dimension of SEL: Firstly, the "shortcoming compensation mechanism" of dynamic role rotation, allowing students to improve weak areas through different role experiences; Secondly, the "multi-dimensional coupling effect" of artistic carriers, integrating the contents of each SEL dimension; Thirdly, the "calibration and gain" of emotional feedback, helping students adjust their emotional perception and expression.

b. The situation of the experimental group before and after group activities. After participating in the group activity intervention, the total SEL score of the experimental group significantly increased compared to before the experiment (113.96 $\rightarrow$ 130.96, p-value< 0.001), and all dimensions improved significantly, indicating that the intervention effectively enhanced students' social emotional abilities. The reasons why group activities can enhance students' SEL abilities are as follows: Firstly, the theoretical mechanism. The group dynamics theory states that members are interdependent and interact with each other, which is an important foundation for developing individual social behavior (Lewin, 1947). The social cognition theory proposes that students can enhance their awareness and regulation of their own and others' emotions in this collective environment through observation, imitation, and feedback (Bandura & Walters, 1977).. Secondly, the effect of group activities. A structured social interaction strengthens practice, such as the relationship skills in this study, which increased by 5.64 points. The social cognitive area of students in the group cooperation became stronger, and after repeated training, social skills could achieve automatic responses (Wigelsworth et al., 2023). b Peer feedback promotes self-awareness and accelerates the development of self-awareness and social awareness (Bolis et al., 2018). The results of this study increased by 20.8% and 19.8% respectively, and the results were consistent. c Responsibility sharing enhances decision-making

ability (Cipriano et al., 2023), and the responsible decision-making in this study increased by 10.9%. d Positive emotional support forms a virtuous cycle, and the self-management in this study increased by 8.2%. Non-judgmental feedback activates the brain's reward circuit, reduces anxiety, and makes students more willing to interact in the group, providing a sense of security to support self-management development (Hattie & Timperley, 2007). Integrative learning effect: the total SEL score in this study increased significantly by 14.9%. Group activities synergistically activate multiple dimensions, such as the linkage of social awareness and interpersonal skills, which is more effective than single skill training (Cipriano et al., 2023). This study's innovative integration of multiple theoretical perspectives refines group activity intervention methods.

c. Comparison between the experimental and control groups after the group activities. The independent T-test determined that the initial levels of the experimental and control groups were the same. The scores of each item of SEL in the experimental group were significantly higher than those in the control group, with a total score increase of 13.56 points (p-value 0.001, significant effect). Self-awareness, self-management, and interpersonal skills improved significantly, with medium or above effect sizes; social awareness and responsibility decision-making were significantly improved, but with small effect sizes. The control group did not participate in the intervention activities and merely attended regular classroom teaching. From a theoretical perspective, group activities have advantages. According to Vygotsky's social constructivist theory, individuals can develop cognitive and social abilities more effectively through interaction with others. Group activities provide a socialized learning environment through collaboration and discussion, which is conducive to developing SEL. The results are closely related to the following characteristics of the group activities. They provide real social situations (Johnson & Johnson, 2009) and stimulate emotional regulation and problem-solving abilities (Goleman, 1996). The task context is closer to the SEL development goals (Dermody et al., 2022). Supporting the results of this study. This study is consistent with previous research in terms of its core objective (promoting

the development of the five dimensions of SEL) and methodology (mixed research methods), but further proposes more targeted age-specific insights into the group dynamics of this key development period (9-10 years old) on SEL.

### 5.2.2 Group activities can enhance students' abilities in the five social and emotional learning dimensions.

The experimental data showed that changes in the five core social and emotional learning abilities were observed after the group activities.

The experimental data show that group activities significantly improved students' social-emotional abilities. The self-awareness score increased from 17.72 to 20.80, an increase of 17.4%. Through thematic painting, students' self-awareness became clearer, consistent with the results of Reynolds, F., and Prior, S. in their 2019 study on the group activities of drawing diaries. The self-management score increased from 18.76 to 20.30, an increase of 8.2%, but the individual differences did not significantly decrease. Through situational simulation, judgments can be made in real situations. Consistent with the results of Roger P. Weissberg et al. in their 2003 meta-analysis. The score of social awareness increased from 23.68 to 28.38, an increase of 19.8%, through role-playing activities, thinking from the perspective of others. Students' understanding of social norms became more consistent, consistent with the results of Elias, M.J., and Liew, J. in their 2019 study. The score of relationship skills increased from 35.20 to 40.84, an increase of 16.0%. Through interactive games, the students' interaction ability became more stable, consistent with the findings of Johnson, D.W., and Johnson, R.T. in their 2015 study. The score of responsible decision-making increased from 18.60 to 20.64, an increase of 11.0%. Through collective painting, the students' decision-making behavior became more rational, and the consistency improved, consistent with the results of Schonert-Reichl, K.A. et al. in their 2018 study.

In conclusion, group activities significantly enhanced the five core abilities of students' social and emotional learning. Previous studies have confirmed that group activities can effectively integrate the five core abilities of SEL (self-awareness, self-management, social awareness, interpersonal relationships, and responsible decision-

making) through cooperative creation, joint decision-making, and role division. The innovation of this study lies in cross-technology integration. Through integrating technologies such as AI interaction, situational simulation, and competitive games, as well as reorganizing strategies like art therapy, game therapy, and brainstorming, teamwork has become the core carrier for promoting the development of SEL abilities, thereby strengthening and enhancing social-emotional skills in dynamic collaboration.

### 5.2.3 The design of group activities can promote the development of students' SEL (Social and Emotional Learning) abilities.

Students ' SEL can be systematically enhanced through the interaction of a series of group activities. In the self-awareness dimension, the "emotional color palette" is used to visualize emotional experiences, and through discussions of emotional stories, students are guided to accept emotions and understand the influence of beliefs on emotions; in the self-management section, the "red and green light game" is used to train impulse control within a time limit; in the social awareness dimension, "role-playing" is relied on to catalyze cross-cultural empathy and respectful behavior; in the relationship skills, the dual-path approach is used - microscopically through "feature description pairing" to cultivate observation and expression skills, and macroscopically through the "magical fist" game and conflict negotiation role-playing to strengthen non-violent communication and consensus building; in responsible decision-making, "scenario card drills" are used, such as "rescuing an injured bird" and "persuading to stop feeding monkeys", allowing students to practice moral choices and summarize "respecting life and abiding by rules", achieving the solidification of ethical judgment and responsible behavior.

Data has demonstrated that role-playing and scenario simulation have the most effective intervention effect on SEL. Experimental data shows that the score in the social awareness dimension increased by 4.70 points, an increase of 19.8%; the score in the relationship skills dimension increased by 5.64 points. The significant improvement in these two dimensions is highly correlated with role-playing and scenario simulation intervention methods, as they rely on empathy training and communication drills. The

overall SEL score increased from 113.96 to 130.96, with a pretest-posttest correlation of 0.590, indicating that the intervention did not disrupt the original ability ranking but achieved an overall improvement, which is in line with the characteristics of scenario simulation intervention.

The promotion effect of role-playing and scenario simulation on SEL is significant. According to psychodrama theory, Moreno (1946), the dramatic reproduction of conflicts can enhance empathy, and scenario simulation helps students face emotional conflicts and practice emotional regulation. In empirical research, Elias and Clabby (1992) found that introducing role-playing in SEL courses increased students' interpersonal problem-solving skills by 40%. Lamb et al. (2022) found that adding specific details to scenario simulation enables students to understand the needs of others more accurately. This training has enhanced students' "precise empathy" skills in relationship skills, prompting them to shift from abstract care to practical helping behaviors. Through theoretical, data, and case triple verification, it can be demonstrated that role-playing and scenario simulation are the most effective means to enhance SEL. This study shares commonalities with previous studies in three aspects: the core objective is to promote the development of SEL (Social and Emotional Learning) abilities through art group activities; the research method continues to use quantitative tools (such as the SEL scale for assessment); teaching strategies adopt methods such as role-playing. On this basis, integrating role-playing and scenario simulation is innovated, tailoring scenarios and roles to the five core dimensions of SEL, enabling students to have in-depth experiences and skill training in different dimensions. At the same time, integrating role-playing and scenario simulation organically forms a dual-path complementary intervention innovation, focusing on individual emotional cognition and control, and cultivating empathy and relationship skills in the social dimension, achieving the systematic and comprehensive improvement of SEL.

## 5.3 Recommendations

The group activities designed in this study have enhanced the SEL skills of third-grade primary school students. The experiment has shown that this is an effective intervention method. Utilizing group activities is of great significance in promoting students' SEL. Based on the researcher's experience, some relevant suggestions are proposed.

### 5.3.1 Recommendation for Application

Establishing a peer support mechanism from a psychological perspective can enable students to acquire SEL skills through observation and imitation, as well as interactive communication, in team-building activities and cooperative learning. This will enhance their self-efficacy and meet their need for belonging. Moreover, the emotional support among peers can help students regulate their emotions, strengthen their psychological resilience, and promote the development of their social interaction and teamwork abilities.

### 5.3.2 Recommendations for Future Studies

Future suggestions for exploring the integration of group counseling and social and emotional learning (SEL) include the following points: Firstly, group counseling techniques (such as psychodrama, solution-focused, etc.) can break through the limitations of traditional SEL that only focuses on surface-level learning, effectively deepen the intervention effect through experiential activities, and help students better enhance emotional awareness and internalize social skills. Secondly, there are deficiencies in the emotional experience aspect of current group SEL, and the effect of students' transfer and application of the learned skills is limited. The integration of group counseling is expected to fill this gap. In addition, the unique therapeutic factors i n counseling (such as empathy, immediate feedback, etc.) can optimize the quality of group interaction, activate group dynamics, and provide more targeted intervention paths for high-risk students or those with cultural adaptation difficulties, precisely meeting their special needs.

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APPENDIX

# APPENDIX1

Social Emotional Learning

| Session 1 : Magic Colors – Self-Awareness | |
|---|---|
| Key concept | Understanding and reflecting on one's inner emotions and psychological states, and how they are shaped by one's thinking, feelings, and beliefs, is vital. It is essential for emotional self-regulation, cultivating social cognition, building solid interpersonal interaction skills, and making important decisions. By cultivating self-cognition, individuals can be more sensitive to their emotions and thinking patterns, deepen their understanding of personal values and interests, and significantly increase self-control. (CASEL, 2020). |
| Objectives | 1. able to understand and reflect on one's inner emotions and psychological states<br>2. Being shaped by one's thinking, feelings, and beliefs is a vital ability. |
| Skills and Techniques | Color Emotion Cards, Guided Discussion, Summarization, Real-life Scenarios, Sharing and Feedback, Praise and Encouragement, Q&A, Reflection |
| Evaluation | 1. Evaluate students' ability to identify and reflect on their inner emotions and psychological states.<br>2. Assess students' understanding of how their emotions and psychological states are influenced by their thinking, feelings, and beliefs. |
| Session 2: Understanding the graphic logo - Self-management | |
| Key concept | Self-management is one of the core abilities of social-emotional learning. It involves effectively managing emotions, thoughts, and behaviors in different situations to achieve goals and desires. This |

| | |
|---|---|
| | includes delaying immediate gratification, managing stress, and feeling motivated to achieve personal and collective goals(CASEL, 2020). |
| Objectives | 1. Promote students to delay immediate gratification.<br>2. Promote students to manage stress and be motivated to achieve individual and collective goals. |
| Skills and Techniques | Interactive Discussion, Visual Aids, Group Observation, Classification Activity, Scenario Simulation, Positive Reinforcement, Summarization, and Feedback |
| Evaluation | 1. Evaluate students' ability to delay immediate gratification through self-reported measures and observed behaviors.<br>2. Assess students' stress management skills and motivation to achieve individual and collective goals through surveys and performance in group activity tasks. |
| Session 3: Architecture of the Future—Social Awareness (Multicultural Understanding) | |
| Key concept | Social Awareness refers to an individual's ability to understand and respect other people's perspectives and to show empathy and care. It emphasizes thinking about problems from other people's perspectives, understanding the needs and feelings of people from different backgrounds, and considering the impact of one's behavior on others. The core competencies of social Awareness include: empathy, multicultural understanding, social norms, and system cognition (CASEL, 2020). |
| Objectives | 1. Students can understand the needs and feelings of people from different backgrounds and cultures. |
| Skills and Techniques | Welcoming,Observation,Discussion,Sharing,Reflection,Encouragement, Cultural Exploration,Multicultural Design |

| | |
|---|---|
| Evaluation | 1. Evaluate students' ability to demonstrate understanding and empathy towards people from different backgrounds by participating in discussions, group activities, and reflections. |
| Session 4 : Toys that act out a story - Social awareness (empathy) | |
| Key concept | Social Awareness refers to an individual's ability to understand and respect other people's perspectives and to show empathy and care. It emphasizes thinking about problems from other people's perspectives, understanding the needs and feelings of people from different backgrounds, and considering the impact of one's behavior on others. The core competencies of social awareness include: empathy, multicultural understanding, social norms, and system cognition (CASEL, 2020). This activity aims to encourage students to think about problems from other people's perspectives and consider the impact of their behavior on others. |
| Objectives | Able to think from the point of view of others. |
| Skills and Techniques | Welcoming, Role-Playing, Emotional Expression, Observation, Discussion, Puppet Shows, Shadow Play, Design Challenge |
| Evaluation | Evaluate students' ability to identify and articulate problems from different perspectives through discussion and written reflections. |
| Session 5: The symbol of our class - Social awareness (social norms and systemic cognition) | |
| Key concept | Social Awareness refers to an individual's ability to understand and respect other people's perspectives and to show empathy and care. It emphasizes thinking about problems from other people's perspectives, understanding the needs and feelings of people from different backgrounds, and considering the impact of one's behavior on others. |

| | The core competencies of social Awareness include: empathy, multicultural understanding, social norms, and systemic cognition (CASEL, 2020). This lesson aims to promote students' social norms and systemic cognition. |
|---|---|
| Objectives | 1. Able to consider the impact of their behavior on others. |
| Skills and Techniques | Welcoming, Interactive Game, Visual Aids, Discussion, Summarize, Reflection, Encouragement |
| Evaluation | 1. Evaluate students' awareness and reflection on how their behavior affects others through self-assessment and peer feedback activities. |
| Session 6: Unforgettable Friends - Relationship Skills (foundational skills for building and maintaining healthy relationships) | |
| Key concept | Interpersonal skills refer to an individual's ability to establish and maintain healthy and beneficial interpersonal relationships, covering key skills for effective interaction with individuals or groups from different backgrounds. The core competencies of interpersonal skills include the ability to establish and maintain healthy interpersonal relationships, including key skills such as clear communication, active listening, collaborative problem solving, constructive conflict negotiation, resisting improper social pressure, actively seeking and providing help, and adapting to diverse social and cultural environments (CASEL, 2020). This lesson activity aims to promote key skills such as clear communication and active listening, collaborative problem solving, and adapting to diverse social and cultural environments. |
| Objectives | 1. Able to cultivate students' ability to communicate clearly and listen actively. |

| | |
|---|---|
| | 2. Able to develop students' capacity to participate in and cooperate on problem-solving.<br><br>3. Able to encourage students to seek and provide help proactively, and to adapt to a diverse social and cultural environment. |
| Skills and Techniques | Welcoming, interactive songs, storytelling, group discussions, pair work, feedback, summarizing, cultural |
| Evaluation | 1. Evaluate students' communication ability and demonstrate active listening through group discussions and presentations.<br><br>2. Assess students' effectiveness in collaborative problem-solving activities.<br><br>3. Evaluate students' willingness to seek and provide help, and their ability to adapt in diverse social and cultural contexts. |
| Session 7: Unforgettable Friends - Relationship Skills (Advanced skills for building and maintaining healthy relationships) | |
| Key concept | Interpersonal skills refer to an individual's ability to establish and maintain healthy and beneficial interpersonal relationships, covering key skills for effective interaction with individuals or groups from different backgrounds.<br><br>The core competencies of interpersonal skills include the ability to establish and maintain healthy interpersonal relationships, including key skills such as clear communication, active listening, collaborative problem solving, constructive conflict negotiation, resistance to improper social pressure, proactively seeking and providing help, and adapting to diverse social and cultural environments (CASEL, 2020). This lesson activity aims to promote key skills in students, such as constructive conflict negotiation, resisting undue social pressure, and proactively seeking and offering help. |

| Objectives | 1. Students will be able to develop constructive conflict negotiation skills. 2. Students will be able to resist unnecessary social pressure. |
|---|---|
| Skills and Techniques | Welcome, music introduction, line dance, body movements, discussion, negotiation, individuality, teamwork, adventure map, creative activity |
| Evaluation | 1. Evaluate students' ability to engage in constructive conflict negotiation through role-plays and real-life scenarios. 2. Assess students' capacity to resist undue social pressure through self-reflection and situational exercises. |
| Session 8 : Protect rare wildlife(Responsible decision-making ) | |
| Key concept | Responsible decision-making refers to making caring and constructive behavioral choices and social interaction decisions in different situations based on moral standards, safety considerations, and a comprehensive assessment of personal, social, and collective well-being. |
| Objectives | 1. Students can make caring and constructive behavioral and social interaction decisions in various situations, based on ethical standards and safety considerations. |
| Skills and Techniques | Video Presentation, Guided Discussion, Decision-Making Activity, Group Collaboration, Role-Playing Simulation, Case Study Analysis, Class Convention Formulation, Family Engagement, Safety Education, Reflection, and Sharing. |
| Evaluation | 1. Evaluate students' ability to make caring and constructive choices in various situations, considering ethical standards and safety. |

# APPENDIX2

## Social Emotional Competence Questionnaire

| Construct | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Self-awareness | [SA1] I can tell how I am feeling most of the time. | | | | | |
| | [SA2] I know why I feel happy or sad sometimes. | | | | | |
| | [SA3] I can think about why I like or don't like something. | | | | | |
| | [SA4] When I feel mad or sad, I can calm myself down. | | | | | |
| | [SA5] I know what makes me feel good | | | | | |

| Construct | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| | or bad about myself. | | | | | |
| Self-Management | [SM1] I can wait for something I really want without giving up. | | | | | |
| | [SM2] I can keep trying even if I don't succeed at first. | | | | | |
| | [SM3] I can stay calm even when things don't go my way. | | | | | |
| | [SM4] When I am feeling worried or upset, I can find a way to feel better. | | | | | |
| | [SM5] I like to work with my | | | | | |

| Construct | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
|  | friends to finish a project. |  |  |  |  |  |
| Social Awareness | [SA1] I try to understand how my friends feel when they are upset. |  |  |  |  |  |
|  | [SA2] When my friend is sad, I try to think about why they might feel that way. |  |  |  |  |  |
|  | [SA3] I can tell when someone needs help and try to help them. |  |  |  |  |  |
|  | [SA4] I listen to other people's ideas even if they are |  |  |  |  |  |

| Construct | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| | different from mine. | | | | | |
| | [SA5] I like to learn about different cultures and how people live in other places. | | | | | |
| | [SA6] I think about how my actions might make other people feel. | | | | | |
| | [SA7] I think about how my behavior in class affects my classmates. | | | | | |
| Relationship Skills | [RS1] I can tell my friends what I want, and they | | | | | |

| Construct | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| | understand me. | | | | | |
| | [RS2] I listen carefully when my friends are talking to me. | | | | | |
| | [RS3] If my group is stuck on a problem, I try to think of different ways we can solve it. | | | | | |
| | [RS4] When my friends and I have a problem, we work together to find a solution. | | | | | |
| | [RS5] When my friends and I don't agree, I try to listen to their | | | | | |

| Construct | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| | side of the story. | | | | | |
| | [RS6] If I have a disagreement with someone, I try to stay calm and talk it out. | | | | | |
| | [RS7] When my friends ask me to do something I don't want to do, I can say "no" bravely. | | | | | |
| | [RS8] If someone asks me to do something against the rules, I will choose not to do it, even if they keep | | | | | |

| Construct | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
|  | persuading me. |  |  |  |  |  |
|  | [RS9] When I have trouble, I ask my teacher or classmates for help. |  |  |  |  |  |
|  | [RS10] When I see someone new student in my class, I try to make them feel welcome and included. |  |  |  |  |  |
| Responsible Decision-Making | [RDM1] When I want to do something, I think about whether it is the right thing to do. |  |  |  |  |  |
|  | [RDM2] When I have |  |  |  |  |  |

| Construct | Items | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| | to make a choice, I think about whether it will be good for my friends and family. | | | | | |
| | [RDM3] If something is dangerous, I choose not to do it. | | | | | |
| | [RDM4] I think about whether my choice is good for everyone. | | | | | |
| | [RDM5] When I'm not sure what to do, I ask a teacher or parent for advice. | | | | | |

# APPENDIX3

**Group activities Program for SEL**

Session 1: Magic Colors

(Self-Awareness)

concept

It is vital to understand and reflect on one's inner emotions and psychological states, and how they are shaped by one's thinking, feelings, and beliefs. It is essential for emotional self-regulation, cultivating social cognition, building solid interpersonal interaction skills, and making important decisions. By cultivating self-cognition, individuals can be more sensitive to their emotions and thinking patterns, deepen their understanding of personal values and interests, and significantly increase self-control. (CASEL, 2020).

Objective

1. able to understand and reflect on one's inner emotions and psychological states

2. Being shaped by one's thinking, feelings, and beliefs is a vital ability.

Materials

1. Pencil, liner, marker

2. Paper

3. Emotion card

Group activity

1. Starting stage

1.1 The teacher actively welcomes students and starts the activity.

1.2 The teacher led the class to show their sentiments.

My expression changes

Happy huh

My expression changes

Snort angrily

My expression changes

Depressed!

Think about my face changing, changing, changing, huh?

My expression changes and changes,

Surprised Ah? (Bowman, 2014)

1.3 The teacher informs students of the goal and duration of this activity.

2. Working stage

2.1 The teacher uses color emotion cards to show common emotion types (such as happiness, sadness, anger, anxiety, etc.), and asks, When you see red, what emotions do you associate with? What about yellow? What feelings does blue convey? What emotions do you think of when you think of purple? Discuss why this color can represent this emotion.

2.2 Let students share each emotion's characteristics, manifestations, and possible triggers. The teacher summarizes that red represents anger because red is usually associated with strong emotions. Yellow conveys happiness. Yellow is bright and warm, related to sunshine and happiness, and brings positive and pleasant feelings to people. Blue makes people feel very sad. Blue reminds people of the sea, calm and deep, so that it may trigger melancholy and sad emotions. Purple conveys anxiety. Purple combines the intensity of red and the calmness of blue, which easily reminds people of uncertainty and tension, thus conveying anxiety. Help students establish a basic cognitive framework for emotions.

2.3 Give examples in life and let students discuss what emotions may arise in these situations to deepen their understanding.

2.4 Does the teacher praise all members, affirm their expressions, and ask students to share the elements of emotions?

2.5 The teacher praises students for thinking positively. Emotions include physiological reactions, psychological experiences of emotions, and behavioral manifestations of emotions.

2.6 The teacher guides students to share emotional challenges encountered in life.

2.7 The teacher asks other students to make suggestions.

2.8 Summarize each student's sharing and encourage them. Ask students to discuss whether emotions are good or bad.

2.9 The teacher briefly summarizes the students' sharing. Emotions are not good or bad, and can be summarized into two categories: positive and negative.

2.10 The teacher shares the story of emotional transformation through PPT.

2.11 Encourage students to share their views. Moreover, it summarizes that "different perspectives on the problem will lead to different results."

2.12 The teacher invites students to share: Can they actively change their emotions when encountering difficult emotions? Ask students to discuss their difficulties and challenges in emotional conversion based on their experiences.

2.13 The teacher guides students to think through situational stories. Why do different people react differently to the same event?

2.14 Each group shares the discussion results, and the teacher guides students to summarize how to change from hostile to positive beliefs.

2.15 Students work in groups, use colors to express emotions, and create paintings.

2.16 Ask students to show their evaluations and give encouragement.

2.17 The teacher briefly summarizes each student's sharing and encourages students to give each other suggestions.

2.18 After the exchange, the teacher invites each member to summarize their gains.

      3. Ending stage

3.1 The teacher allows each student to ask questions and ensures that students have no questions about emotional management skills.

3.2 The teacher asks each student whether they will maintain a good relationship after the group activity and encourages them to continue to support each other and grow together.

3.3 The teacher thanks the students for participating and emphasizes their efforts and progress in Self-Awareness.

<div align="center">Evaluation</div>

      1. Evaluate students' ability to identify and reflect on their inner emotions and psychological states.

      2. Assess students' understanding of how their emotions and psychological states are influenced by their thinking, feelings, and beliefs.

Exercise

Self-Awareness

Activity: sing and dance to an expression exercise about emotions(Glew et al., 2021)

Materials: A copy of the song.

My expression changes

Happy Ha

My expression changes

Angry Hum

My expression changes

Frustrated Hey~

Thinking, my expression changes. Hmm?

My expression changes

Surprised Ah?

Exercise

Self-Awareness

activity: Emotional Palette (Brackett et al., 2025)

Materials: none.

Students recall the different emotions they experienced in the past week and write them down.

Choose the corresponding color to paint on the "Emotional Palette".

Each color's size can represent the frequency of the emotion in a week.

Session 2: Understanding the graphic logo (Self-management)

concept

Self-management is one of the core abilities of social-emotional learning. It invol ves effectively managing emotions, thoughts, and behaviors in different situations to achi

eve goals and desires. This includes delaying immediate gratification, managing stress, and feeling motivated to achieve personal and collective goals (CASEL, 2020).

<div align="center">Objectives</div>

1. Promote students to delay immediate gratification.

2. Promote students to manage stress and be motivated to achieve individual and collective goals.

<div align="center">Materials</div>

1. Paper

2. Pencil, liner, marker

<div align="center">Group activity</div>

1. Starting stage

1.1 The teacher actively welcomes the students and starts the activity.

1.2 Activity: Traffic Light Drivers

The teacher holds red and green cardboard and says in a concise tone: "Students, let us play the 'Traffic Light Driver' game. When the light is green, step lightly; when the light is red, stop immediately. I will use the countdown to help you.

Game rules (1 minute)

Green light (20 seconds): The teacher holds the green light, and the students step lightly.

Red light (10 seconds): The teacher simultaneously holds the red light and counts down "10, 9, 8...1". The students stop at the end of the countdown.

Game starts (2 rounds, 1 minute each)

The teacher holds the green and red lights alternately, and the students act according to the signal and countdown. After the countdown is over, the students stop, and the teacher gives a brief comment.

Emotional guidance (1 minute)

The teacher asks: "When the light is red, do you want to keep going? Did the countdown help you stop?"

The teacher concludes: "Countdown can help us control ourselves. Just like when we encounter difficulties in life, giving ourselves some time can help us better control our emotions"(Brackett,2014)!

1.3 The teacher informs students of the goals and duration of this activity.

2. Working stage

2.1 The teacher displays the "traffic light" sign and asks: "If no one looks at the traffic light, what will the road look like? How do you feel?"

2.2 Students share, and the teacher summarizes.

2.3 Show signs such as "Silence" and "Queue", and let students guess their meanings and discuss: "How do these signs help us manage our behavior?"

2.4 The teacher invites students to share and asks other members to express their ideas.

2.5 Observe traffic signs and school signs in groups.

2.6 Invite students to classify signs.

2.7 With students' active participation, the teacher summarizes the classification of signs into "prohibition," "prompt," and "instruction."

2.8 The teacher invites students to discuss, "Why are 'prohibition', 'reminder', and 'instruction' signs usually in what color?"

2.9 Praise students for their active thinking, and the teacher praises everyone's participation.

2.10 What is the relationship between the shape and meaning of these signs?

2.11 Students share, and the teacher summarizes. a. Prohibition signs: usually use red as the background or border, a circle with a slash, the graphic symbol is black, and the background is white. b. Reminder signs (warning signs): usually use yellow as the background, with a black regular triangle border and black graphic symbols. c. Instruction signs: usually use blue as the background color, white graphic symbols, and the shape is circular.

2.12 Scenario simulation: the consequences of not following the signs, students are divided into groups to perform the scenario of "ignoring the signs".

2.13 Other students observe and describe the consequences of the behavior.

2.14 The teacher briefly summarizes each student's sharing and encourages students to give each other suggestions.

2.15 Ask students about their feelings and gains from this meeting, encourage each student, and ask all students to use the gains from the consultation to help and observe each other.

2.16 Teacher summary.

3. Ending stage

3.1 The teacher invites students to summarize their gains and encourages all students.

3.2 The teacher provides students with opportunities to ask questions.

3.3 The teacher informs students of the time and place of the next group activity.

Evaluation

1. Evaluate students' ability to delay immediate gratification through self-reported measures and observed behaviors.

2. Assess students' stress management skills and motivation to achieve individual and collective goals through surveys and performance in group activity tasks.

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Exercise

Self-Management

activity: Traffic Light Drivers (Brackett et al., 2012)

Materials: red, yellow, green cardboard

Game Introduction

The teacher introduces the "Traffic Light Driver" game, using red and green cardboard to simulate traffic lights. The rules are simple: Students step lightly when the

green light (20 seconds) is shown and stop immediately when the red light (10 seconds) is shown, with a countdown from 10 to 1.

<div align="center">Game Process</div>

The game consists of two rounds, each lasting one minute. The teacher alternates between green and red lights, and students follow the signals and countdown. After each round, the teacher briefly comments on the students' performance.

<div align="center">Emotional Guidance</div>

The teacher asks students if they wanted to keep going when the red light was shown and if the countdown helped them stop. The key takeaway is that countdowns can help control behavior and emotions. In life, giving ourselves time can help us better manage our feelings.

Session 3: Architecture of the Future

(Social Awareness: Multicultural Understanding)

Concept

Social Awareness refers to an individual's ability to understand and respect other people's perspectives and to show empathy and care. It emphasizes thinking about problems from other people's perspectives, understanding the needs and feelings of people from different backgrounds, and considering the impact of one's behavior on others.

The core competencies of social Awareness include: empathy, multicultural understanding, social norms, and system cognition (CASEL, 2020).

The goal of this lesson is to promote students' multicultural understanding.

Objectives

1. Students can understand the needs and feelings of people from different backgrounds and cultures.

Materials

1. Paper

2. Pencils, line pens, markers

Group activity

1. Starting stage

1.1 The teacher actively welcomes students and starts the activity.

1.2 Architectural Culture Sharing Session

Role Play: Students draw cards to play the role of "children from a certain country", hold architectural cards, and "shoot" the buildings on their cards with toy cameras.

The teacher guides students to briefly introduce the architecture of their own country (e.g., "I am a child from France. This is the Eiffel Tower; it is an iron tower and the symbol of Paris").

Exchange Experience: Students find a partner, introduce their buildings in one sentence, and exchange cards.

For example, "I am a Japanese child. This is the Kyoto Imperial Palace, an ancient Japanese palace."

After the exchange, each student continues to "shoot" new buildings and try to "record" the characteristics of the buildings with a toy camera.

Group discussion:

Teacher's question: "When we see a building completely different from the one we are familiar with, we may find it strange. However, each architectural style has its own unique story and cultural background. If someone introduces you to an architectural style that you are not familiar with, how will you respond?"

Guide students to answer: "We can answer like this: 'Thank you for your introduction! This building looks very special, and I would like to know more about its story.' Alternatively, 'This architectural style differs from what I have seen before. I am very interested. Can you tell me more about its characteristics?"

Teacher's summary: "Each architectural style represents the history and culture of a country or region. We may not be familiar with them, but they are all meaningful. When we encounter different architectural styles, we should understand them with curiosity and respect instead of directly saying 'I do not like it'. In this way, we can learn more knowledge and respect and appreciate different cultures." (Sparks, 2020).

1.3 The teacher informs students of the goal and duration of this activity.

2. Working stage

2.1 Please observe which buildings in these photos are familiar to you. Can you name them?

2.2 Students observe the pictures and share the buildings they are familiar with.

2.3 Invite students to appreciate the characteristics of the buildings. Which one do you like best? Why do you like it? What are the characteristics of its appearance?

2.4 The teacher encourages students to share and summarize the cultural background of the building actively.

2.5 The teacher invites students to explore cultural diversity: These buildings come from different countries and regions, and their design inspiration comes from the local culture, history, and natural environment. For example, the inspiration for the Egyptian pyramids comes from the religious beliefs of the ancient Egyptians, and the Japanese Mount Fuji

reflects the natural scenery of Japan. Students, do you know the cultural stories behind these buildings?

2.6 The teacher praises the students' active sharing.

2.7 Inspire thinking: Designers express their respect and love for local culture through architecture. If you are a designer, how would you design a building to show your respect for multiculturalism?

2.8 The teacher summarizes that Students share their love for architecture and their understanding of cultural background.

2.9 We went to the future through the time tunnel and brought back some paintings of future buildings. Let's take a look at their characteristics, what they will look like, and where they will be built. If we were to design them, how would we incorporate multicultural elements?

2.10 Students discuss and share their imagination and design ideas for future buildings. The teacher summarizes that the shape is unique, the materials are novel, and the functions are powerful.

2.11 The teacher also wants to design a future building, such as a "future museum" that combines traditional Chinese culture and modern technology.

Question: Students, do you have any different ideas? Discuss in the group to see who can design the most unique future building.

2.12 Group discussion, share ideas.

2.13 Today, we are going to be little architectural designers. Please use a brush to depict the building you imagine. In the creative process, pay attention to respecting and integrating multicultural elements to see whose design is the most unique and best reflects respect for multiculturalism.

2.14 Display evaluation, through self-evaluation and mutual evaluation, teaches students to appreciate and respect the creativity of others and further strengthens their understanding and respect for multiculturalism.

2.15 The teacher concluded that respecting multiculturalism enriches our cognition and cultivates tolerance and understanding. In this way, students can learn to respect

differences and appreciate diversity, enhancing social Awareness and better integrating into a diverse social environment. Thank you for your active participation!

      3. Ending stage

3.1 The teacher invites each student to summarize their gains and encourages all students.

3.2 The teacher provides students with opportunities to ask questions.

3.3 The teacher informs students of the time and place of the next group activity.

<div align="center">Evaluation</div>

      1. Evaluate students' ability to demonstrate understanding and empathy towards people from different backgrounds by participating in discussions, group activities, and reflections.

Exercise

Social Awareness (multicultural understanding)

activity: architectural culture sharing session

(Derman-Sparks et al., 2020)

Materials: photo

1. Role-playing:

Students draw cards to play the role of "children from a certain country", hold building cards, and use toy cameras to "photograph" the buildings on their cards.

The teacher guides students to briefly introduce the architecture of their own country (e.g., "I am a child from France. This is the Eiffel Tower. It is an iron tower and the symbol of Paris").

2. Exchange experience:

Students find a partner, introduce their building in sentences, and exchange cards.

For example: "I am a French kid. The Eiffel Tower has a hollow iron frame, and four inclined iron columns support the tower."

After the exchange, each student continued to "photograph" the new building and tried to "record" its characteristics with a toy camera.

Session 4: Toys that act out a story

(Social Awareness: empathy)

Concept

Social Awareness refers to an individual's ability to understand and respect other people's perspectives and to show empathy and care. It emphasizes thinking about problems from other people's perspectives, understanding the needs and feelings of people from different backgrounds, and considering the impact of one's behavior on others.

The core competencies of social Awareness include: empathy, multicultural understanding, social norms, and system cognition (CASEL, 2020).

This activity aims to encourage students to consider problems from other people's perspectives and the impact of their behavior on others.

Objective

1. Able to think from the point of view of others.

Materials

1. Handmade paper

2. Pencils, line pens, markers

Group activity

1. Starting stage

1.1 The teacher actively welcomes students and starts the activity.

1.2 The teacher said: "Students, today we will play a 'toy mood theatre'! Now, you are all toys, and I will ask you a question, and you will express your mood quickly with movements or expressions." The teacher asks questions in turn, and the students quickly express their emotions with actions or expressions. Question 1: "If you are a dog lying on the floor and wagging your tail when you see someone." How would you feel? Show it with movement or expression." Question 2: "How would you feel if you were a cat left in a corner for a long time?" Question 3: "If you were a turtle and just won the race, how would you feel?" The teacher said, "Wow, every toy has its mood! Today, we will use these feelings to design a toy that can 'act' and see whose toy can best express emotions (Bowman, 2014)!"

1.3 The teacher informs students of the goals and duration of this activity.

2. Working stage

2.1 The teacher shows various puppet shows and shadow play videos, and asks students: "What emotions do these toys remind you of?" Guide students to observe the toys' expressions, movements, and colors and discuss how they express emotions.

2.2 Students share their emotional associations with different toys, and the teacher summarizes: Toys can express emotions through expressions (such as smiling or frowning), movements (such as opening arms or lowering heads), and colors (such as red for enthusiasm and blue for calmness).

2.3 Discuss how to make toys "move". The teacher asks: "Why can these toys move?"

2.4 Students discuss and share ideas, and the teacher summarizes: Toys can be made more flexible by installing activity joints, operating rods, etc.

2.5 How can the movements of toys help them express emotions better?

2.6 Students share. The teacher summarizes that movements are the external manifestation of emotions and can help toys intuitively express their inner emotions. For example, Happy-Toys may express happiness by jumping, waving their arms, or rotating their bodies. These movements convey a positive and active emotional state. Sad - Toys may express sadness by lowering their heads, arms, or moving their bodies slowly. These movements convey a low and heavy emotion. Angry - Toys may wave their fists, stomp, or lean forward to express anger. These actions show a strong emotion and confrontation. Fear - the toy may curl up, tremble, or retreat to express fear. These actions convey a feeling of uneasiness and escape.

2.7 The teacher invites students to take out handmade paper and explore the toy-making method according to the book's display.

2.8 Students share. The teacher summarizes the method of making toys, explains the steps of folding, cutting, pasting, and painting, and emphasizes how to make the joints of the toys move, such as pasting activity knots at the joints.

2.9 Students work in groups and use methods such as folding, cutting, pasting, and painting to design a toy that can "act". The toy must express emotions (such as happiness, sadness, etc.) and design simple performance movements.

2.10 Students try to make toys in groups, and the teacher patrols and guides to help students solve problems encountered during production. Instruct students to pay attention to toys' emotional expression and action design during the production process, and encourage students to be creative.

2.11 Each group discusses and creates a simple toy performance story, and thinks about how to tell the story through the actions and expressions of the toys. What emotional changes do the characters in your story have? How do you express these emotions through the actions and expressions of toys?

2.12 Each group sends a representative to share the toy design and performance story of the group, and the teacher gives affirmation and suggestions. What kind of emotions do you think the toys of other groups express? Are you moved by their stories or performances?

2.13 Students share. Teacher summary: Toys can express emotions through expressions, actions, and colors, emphasizing their diversity and creativity.

2.14 The teacher guides students to think about the details of the performance. The teacher asks, "In the performance, how can we make the emotions of the toys more prominent?" The teacher guides students to think about the details of the performance, such as exaggerated actions, changes in expressions, etc.

2.15 Student groups rehearse the performance according to the designed stories and actions, and the teacher provides necessary help and suggestions.

2.16 The teacher emphasizes the importance of group cooperation and encourages students to cooperate in the performance and complete the performance tasks together.

2.17 Students in each group show their toy performances in turn, and other groups observe and give applause and encouragement.

2.18 Students evaluate the performances of each group. Which group do you think has the most successful emotional expression? What did you learn from their performances? Explain your reasons.

2.19 The teacher summarizes the advantages of each group's performance, praises the students' creativity and cooperation, and encourages them to continue exploring more possibilities for toy performances.

2.20 Students share their gains from this class, including the skills of making toys, the understanding of emotional expression, and the experience of group cooperation. The teacher summarizes and encourages students to continue exploring and creating in life.

3. Ending stage

3.1 The teacher invites each student to summarize their gains and encourages all students.

3.2 The teacher provides students with opportunities to ask questions.

3.3 The teacher informs students of the time and place of the next group activity.

Evaluation

1. Evaluate students' ability to identify and articulate problems from different perspectives through discussion and written reflections.

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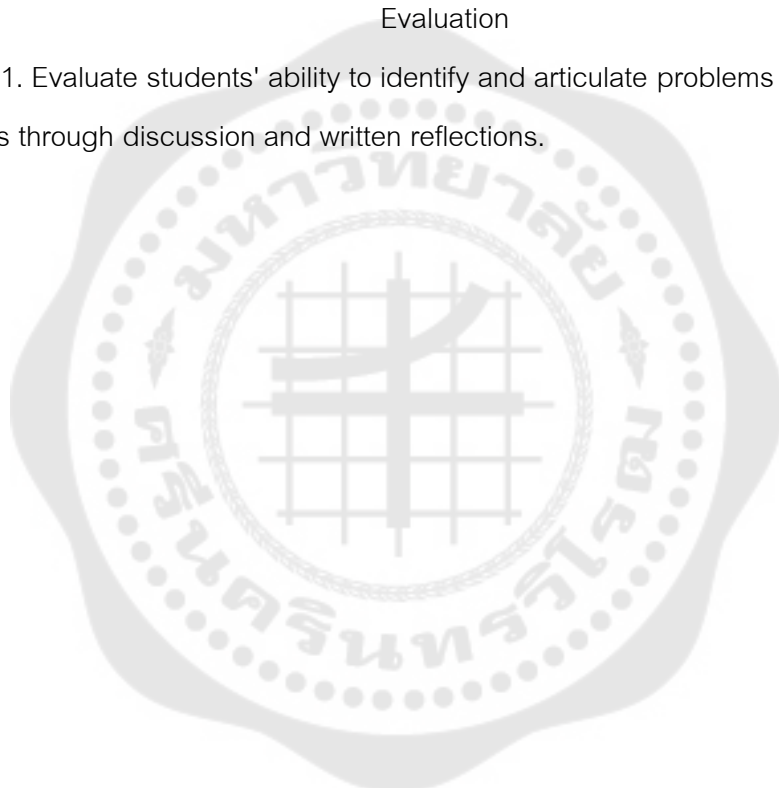
Exercise

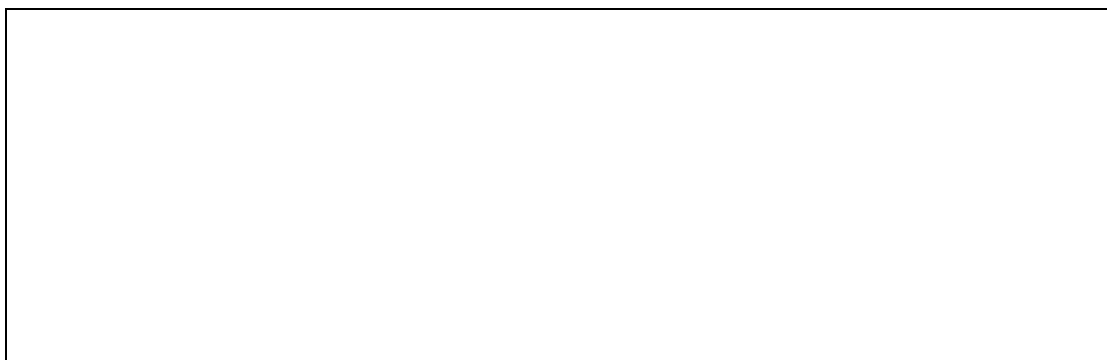Social awareness (empathy)

Activity: Role Play(Lahiya et al., 2022)

Materials: One or more stuffed animals or hand puppets.

Hold the stuffed animal or puppet and have it tell the child about an emotional situation. Then, have him/her guess the feeling.

1. A dog lying on the floor, wagging its tail when it sees you.

2. A cat left in a corner for a long time.

3. A turtle has just won a race.

Session 5: The symbol of our class

(Social Awareness: social norms and systemic cognition)

Concept

Social Awareness refers to an individual's ability to understand and respect other people's perspectives and to show empathy and care. It emphasizes thinking about problems from other people's perspectives, understanding the needs and feelings of people from different backgrounds, and considering the impact of one's behavior on others.

The core competencies of social Awareness include: empathy, multicultural understanding, social norms, and systemic cognition (CASEL, 2020).

This lesson aims to promote students' social norms and systemic cognition.

Objective

1. Able to consider the impact of their behavior on others.

Materials

1. Handmade paper

2. Pencils, liner pens, and markers

Group activity

1. Starting stage

1.1 The teacher actively welcomes students and starts the activity.

1.2 Warm-up exercises

The teacher said, "Students, we will play a 'sign action flash mob' game today! I will show a sign, and you will have to quickly do something with the sign to show what it means. Are you ready?" The teacher quickly said the name of the sign, and the students quickly imitated it with actions. The teacher said, "No climbing!"(Students cross their hands and make the "No" sign while keeping their feet steady, indicating they cannot climb). The teacher said, "Watch out for slipping!"(The student walks carefully with his hands on the ground). The teacher said, "Garbage sorting!" (Students make "separate" gestures with their hands to indicate classification). The teacher said, "Be quiet!"(The student puts his index finger to his lips and makes the "SHH" sign). The teacher said, "Save water!"(The

student clasps his hands together and makes the motion of turning the tap). The imitation time of each sign is controlled at 5-10 seconds, and the teacher can adjust the rhythm appropriately according to the students' reaction speed (Harcourt, 2017).

1.3 The teacher praised everyone's performance. The teacher informs the students of the goal and duration of the activity.

2. Working stage

2.1 Teachers show pictures of various signs

Teachers show pictures of common signs (such as school playground signs, school corridor signs, staircase signs, etc.) and ask students: "What do these signs remind you of?" Then, they discuss their meanings and functions.

2.2 Students share their understanding of different signs, and teachers summarize their specific meanings and functions.

Meaning

Regional division: Clarify the different functional areas of the playground, such as running tracks, basketball courts, football fields, and sand pits.

Facility signs indicate the location of playground facilities such as equipment storage, drinking water points, first aid stations, etc.

Safety warnings: Remind users to pay attention to safety, such as "no climbing," "be careful of slipping," etc.

Functional instructions: mark the functional areas in the corridor, such as classrooms, offices, toilets, book corners, etc.

Cultural propaganda: display the school motto, cultural slogans, student works, etc.

Evacuation instructions: In emergencies, indicate evacuation routes and safe exits.

Campus entrance signs: mark the School name, emblem, school motto, etc., reflecting the school's image.

Safety signs, such as fire signs, no smoking signs, etc., remind teachers and students to pay attention to safety.

Environmental protection signs, such as garbage classification instructions, water-saving signs, etc., advocate environmental protection behavior.

Function

Guidance function: helps students and teachers quickly find the required sports facilities and improves efficiency.

Safety guarantee: Reduce safety hazards in sports through clear warning signs.

Standardized order: guide students to use playground facilities correctly and maintain a good sports environment.

Guidance function: helps teachers, students, and visitors find their destination quickly and reduces the feeling of being lost on campus.

Cultural communication: enhance the sense of belonging and identity of teachers and students by displaying the school's culture and values.

Safety guidance: guide people to evacuate quickly and safely in emergencies such as fire and earthquakes.

Image display: display the unique culture and spirit of the school through signs such as school badges and school mottos.

Safety regulations: remind teachers and students to abide by campus safety rules through safety signs.

Environmental education: Cultivate teachers' and students' environmental awareness and behavioral habits through environmental signs.

Summary

These signs have important guiding and safety functions on campus and enhance teachers' and students' sense of belonging and responsibility through cultural propaganda and standardized behavior. They are an important part of campus culture construction and a tool for cultivating students' Awareness of social norms and systemic cognitive ability.

2.3 Teacher asks: "Why do we need signs in life?"

2.4 Students discuss and share ideas, and the teacher summarizes that signs serve functions such as propaganda, beautification, prompts, warnings, etc.

2.5 Teacher asks: "How can signs help us quickly identify information?"

2.6 Students discuss and share ideas, and the teacher summarizes that signs need to be concise, easy to understand, and beautiful to convey information quickly.

2.7 Teacher asks: "What elements can be used when designing a logo?"

2.8 Students share. Teacher summarizes: Logo design can use graphics, text, and color. For example, the sun represents vitality, green represents hope, and love represents unity.

2.9 The teacher invites students to explore the logo design method based on the book's display. How are the logos in the book designed? What design methods can be used for reference?

2.10 Students share. The teacher summarizes the logo design method and explains the three main points of logo design: concise, easy to understand, and beautiful.

2.11 Group discussion: "Now, please discuss in groups, what are the unique characteristics or spirits of our class? What kind of patterns, colors, or words can be used to express these characteristics?" (Students discuss in groups, teachers patrol and participate in the discussion)

2.12 Students share, and each group sends a representative to share the discussion results. For example, our class is united, represented by a hand-in-hand pattern.

2.13 Teacher summary: "Everyone's ideas are perfect! Through the discussion just now, we have found many elements that can represent the characteristics of our class. Now, let us officially start designing a logo for the class."

2.14 Clarify the design requirements:

"Please design a unique class logo based on the class characteristics just discussed and the three main points of logo design (concise, easy to understand, and beautiful). You can complete this task by painting, clipping, or other methods. Remember, the logo should be able to make people see at a glance that this is the logo of our class."

2.15 Teacher summary: a. Choose the meaning you want to express. b. According to this meaning, choose a suitable shape. c. Add graphic elements that can express meaning and function. d. Colors related to meaning and function in the picture. Emphasis on creativity: "This is just a small example. I hope everyone can use their creativity to design a unique class logo."

2.16 Students try to design logos in groups. Teachers emphasize the significance of class logos and encourage students to incorporate class values and behavioral norms into their designs to create a class culture jointly.

2.17 Students try to design class logos in groups. Teachers patrol and guide students to help them solve problems encountered in the design process. Guide students to pay attention to the simplicity and symbolism of the logo during the design process and encourage students to be creative.

2.18 Each group discusses and creates a logo introduction, thinking about how to tell the class story through the logo's pattern, color, and text. How does your design reflect the characteristics of the class? Can this logo represent your class?

2.19 Each group sends a representative to share the logo design and introduction of the group, and the teacher gives affirmation and suggestions.

2.20 Teacher summary: Logo design can be achieved through graphics, colors, and text, emphasizing its symbolism and systematic nature.The logo is a visual symbol and a reflection of the class spirit.

2.21 The teacher emphasizes the significance of the class logo and encourages students to incorporate class values and behavioral norms into the design to create class culture jointly.

2.22 Students share what they have learned from this lesson, including how to better consider the feelings and needs of others during the design process, enhance class cohesion, and raise Awareness of the impact on others through logo design.

3. Ending stage

3.1 The teacher invites each student to summarize their gains and encourages all students.

3.2 The teacher provides students with opportunities to ask questions.

3.3 The teacher informs students of the time and place of the next group activity.

Evaluation

1. Evaluate students' Awareness and reflection on how their behavior affects others through self-assessment and peer feedback activities.

Exercise

Social awareness (social norms and systemic cognition)

Activity: Simulation of a lack of norms (Brand, 1977)

Materials: None

What would happen if the school had no "No Running" sign in the corridor?

Students are divided into groups to play the roles of "running students", "people who are knocked down", "teachers", etc., and freely perform scenes when there are no rules.

How does chaos arise? What behaviors need to be regulated?

Session 6: Unforgettable Friends

(Relationship Skills: foundational skills for building and maintaining healthy relationships)

Concept

Interpersonal skills refer to an individual's ability to establish and maintain healthy and beneficial interpersonal relationships, covering key skills for effective interaction with individuals or groups from different backgrounds.

The core competencies of interpersonal skills include the ability to establish and maintain healthy interpersonal relationships, including key skills such as clear communication, active listening, collaborative problem solving, constructive conflict negotiation, resisting improper social pressure, actively seeking and providing help, and adapting to diverse social and cultural environments (CASEL, 2020).

This lesson activity promotes key skills such as clear communication and active listening, collaborative problem solving, and adapting to diverse social and cultural environments.

Objectives

1. Able to cultivate students' ability to communicate clearly and listen actively.

2. Able to develop students' capacity to participate in and cooperate on problem-solving.

3. Able to encourage students to seek and provide help proactively, and to adapt to a diverse social and cultural environment.

Materials

1. Paper

2. Pencils, line pens, markers

Group activity

1. Starting stage

1.1 The teacher actively welcomes students.

1.2 The teacher led the class in the "Looking for Friends" clapping song.

Searching and searching for friends,

Find a good friend,

Salute, shake hands,

You are my good friend (Bowman, 2014)

1.3 The teacher informs students of the purpose and duration of this activity.

2. Working stage

2.1 The teacher shows friendship stories from different cultural backgrounds (such as international friendship, cross-cultural friendship, etc.) and asks students, "What is special about the friendship in these stories?" The teacher then guides students to discuss the diversity and cultural differences of friendship.

2.2 In these stories, how do friends help each other? How do they overcome cultural differences to maintain friendship? Are there any friends who encounter difficulties due to different cultural backgrounds, but how do they solve them?

2.3 Share the "Unforgettable Friends" story. Students take turns sharing their stories with "Unforgettable Friends," and the teacher guides other students to listen attentively and give appropriate feedback, such as asking questions, sharing feelings, etc.

What does it mean to be a good friend?

What kind of personality traits are important for friends?

In your story, did friends help you? How did you repay them?

Have you ever encountered difficulties and needed help from your friends? What did you do?

Do your friends have special cultural habits or traditions? How do these habits affect your friendship?

2.4 The teacher summarizes the key points of clear expression and active listening, such as being clear and organized when expressing, and being focused and not interrupting when listening. For example, when you need help, it is important to express your needs clearly. At the same time, when friends need help, we must learn to listen attentively.

2.5 "Students, we have just learned about many unforgettable friends by sharing stories. Now, I ask everyone to observe and describe their friends more carefully. Please work in pairs and take turns to describe each other's appearance, hobbies, or advantages in a few sentences. For example, you can say: "My partner likes to play football and has dimples

when he smiles." This will not only help us express ourselves better, but also allow us to understand each other more deeply. Are you ready? Let us get started!"

2.6 Students work in pairs and take turns to describe each other's appearance, hobbies, or advantages.

2.7 Based on the description, the whole class guesses who the described classmate is.

2.8 Question: "From which details do you feel the uniqueness of your friends?"

2.9 Summary: Observation is not only about appearance, but also about discovering the shining points of friends.

2.10 "Students, we have just discussed how to discover the shining points of friends with our hearts. I want to teach you how to express these observed details with line drawing. Through line drawing, we can depict friends' facial features, face shape, and body shape, and let these characteristics be vividly displayed on the drawing paper. Let us try it together!"The teacher shows several pictures of different face shapes (such as round face, square face, oval face, long face, etc.), and asks students: "What are the differences between these face shapes?"

2.11 Invite students to put forward their ideas and suggestions. The teacher summarizes: "Let us first draw an oval as the face shape, one of the most common face shapes. If your friend has a rounder face, you can draw a circle; if it is more square, you can draw a square. Each face shape has its characteristics, and we should draw it according to the actual situation."The teacher shows several pictures of facial features (such as big eyes, small eyes, high nose bridge, low nose bridge, thick lips, thin lips, etc.).

2.12 Teacher-student interaction and communication

Ask students: "What are the differences between these facial features?" "Who can tell me whether this eye is big or small?"

"What is the difference between a high nose bridge and a low nose bridge?" "What do thick lips and thin lips look different?"

The teacher demonstrates step by step on the blackboard how to draw different facial features:

Eyes: Big eyes can be represented by a larger oval, and a smaller oval or a slender shape can represent small eyes.

Nose: A high nose bridge can be represented by a straighter line, and a shorter line can represent a low nose bridge.

Mouth: Thick lips can be represented by a wider line, and a thinner line can represent thin lips.

2.13 Teacher asks: "How do you convey a friend's personality through lines?"

2.14 Summarize each student's sharing and provide affirmation. Use lines to convey personality, dynamics, expression, and decorative lines (such as the center of gravity of a standing posture or the corners of a smiling mouth).

2.15 Work in groups, students pair up in pairs, and serve as "models" and "painters" to each other. Task requirements: The painter can ask the model, "Have you ever encountered difficulties and needed help from friends?" "Can you share a story like this?" After the model shares the story, consider how to reflect this mutual help situation in the painting.

2.16 Discussion: "How to actively seek help from others during the painting process?" "What changes will your painting have after listening to your friend's story?" What did you learn from your friend's story? Is there anything that touched you? Have you ever considered what you would do in a similar situation? How do you reflect in a multicultural context?

2.17 Students complete line drawings based on observations and interviews.

2.18 Display and evaluate. Each group exchanges paintings and gives feedback using the "3 stars two wishes" method (3 advantages + 2 suggestions). For example, does this

painting reflect the mutual help between friends? If so, how is it reflected? "Which painting best reflects the cultural background of friends? Why?"

2.19 Emotional task: Write a sentence of thanks or praise to friends on the back of the painting (such as "Thank you for always chatting with me during class breaks").

2.20 Students freely exchange ideas and provide suggestions and supplements to each other.

2.21 Praise and affirm students' active participation, and the teacher summarizes.

3. Ending stage

3.1 The teacher invites students to summarize their gains and encourages all students.

3.2 The teacher provides students with opportunities to ask questions.

3.3 The teacher informs students of the time and place of the next group activity.

Evaluation

1. Evaluate students' communication ability and demonstrate active listening through group discussions and presentations.

2. Assess students' effectiveness in collaborative problem-solving activities.

3. Evaluate students' willingness to seek and provide help, and their ability to adapt in diverse social and cultural contexts.

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Exercise

Relationship Skills

Activity: Sing and dance a song about friends (Glew et al., 2021)

Materials: A copy of the song.

Find a friend

Find a friend,

Find a good friend,

Saluting, shaking hands,

You are my good friend.

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Exercise

Relationship Skills

Activity: Friendship Development Describing a Friend (Roopnarine et al., 2015)

Materials: Bulletin board paper and markers

Draw your child's outline on the paper. Together, create a friend on paper by identifying the qualities and characteristics needed to be a good friend and writing those characteristics in the friend outline. Questions to guide the discussion might include:

What does it mean to be a good friend?

What do good friends say and do?

What expressions do good friends have on their faces?

What personality traits are important in friends?

Please have your child compare his/her friendship traits to the traits discussed and written in the outline on the paper. Decide which friendship traits your child wants to develop to become a better friend, and make a specific plan to include these new skills.

Session 7: Unforgettable Friends

(Relationship Skills: Advanced skills for building and maintaining healthy relationships)

Concept

Interpersonal skills refer to an individual's ability to establish and maintain healthy and beneficial interpersonal relationships, covering key skills for effective interaction with individuals or groups from different backgrounds.

The core competencies of interpersonal skills include the ability to establish and maintain healthy interpersonal relationships, including key skills such as clear communication, active listening, collaborative problem solving, constructive conflict negotiation, resistance to improper social pressure, proactively seeking and providing help, and adapting to diverse social and cultural environments (CASEL, 2020).

This lesson activity aims to promote key skills in students, such as constructive conflict negotiation, resisting undue social pressure, and proactively seeking and offering help.

Objectives

1. Students will be able to develop constructive conflict negotiation skills.

2. Students will be able to resist unnecessary social pressure.

Materials

1. Paper

2. Pencils, line pens, markers

Group activity

1. Starting stage

1.1 The teacher actively welcomes students.

1.2 Warm-up exercises

Opening warm-up: "The Magic Fist"

Teacher: "Students, we will play a super fun challenge game today! This game will not only test your wisdom, but also let you learn a fundamental truth. Most importantly, you must work with your team

to complete it! Is everyone ready?"

Teacher: "Now, please take out a hand and make a fist, like this." (Teacher demonstrates fist movement)

"Next, we have to complete a challenge with our tablemates - in 30 seconds, try to make each other's fists open."

Teacher's words: "Now, clench your fists and start the challenge!" Remember, you only have 30 seconds!"

Students start to try, and teachers go around to observe and remind them of the time.

Most students will try to pry away their opponent's fist, but succeeding will be difficult.

Share feelings

Teacher: "Time is up! Everybody Stop. Did you get the other guy to open his fist? Raise your hand and tell me!"

"Would anyone like to share what method you just used?" How does it feel?"

Guide students to share

Reveal the truth

Teacher: "Students, have you found that when we force others to do a thing, it is often difficult to succeed?" Like just now, the harder you try to open your fist, the tighter it gets. The same is true in life!"

Brainstorm and find new ways.

Teacher: "Besides force, is there any other way to let me open this fist?" Let us think about it. Is there a more innovative way?"

"Now, discuss it with your decimate and see if you can think of a better way."

Provide some enlightening hints, such as "it is OK to try a humorous approach," "It is OK to change the subject," and "It is OK to invite the person politely."

Teacher: "OK, now please, each group of students use the new method just discussed, try again." Let us see if it works this time!"

Students try again, teachers observe and encourage.

Regardless of which method students choose, credit them for trying new ways.

Teacher: "Wow, many groups are successful this time!" Would any of the groups like to share their new approach?"

Students share.

The teacher concluded, "See, when we use a gentler, smarter approach, things become much easier!" It turns out that cooperation and communication are more effective than coercion!"

Teacher: "Students, today, through this small game, we learned a very important truth—sometimes, the right method is more important than hard work." We'll use this to learn more about conflict resolution and how to get along with friends(Bowman, 2014).

1.3 The teacher informs students of the purpose and duration of this activity.

2. Working stage

2.1 Activity import: Story sharing

The teacher tells a story about a conflict between friends caused by social pressure or conflict, and guides students to consider how to deal with similar situations.

2.2 Group discussion: Divide students into groups, and each group will discuss      the following questions: a. What conflicts have you experienced with friends? b. Have you ever felt pressure from friends or society? How did you deal with it? Let students share personal experiences.

2.3 Each group chooses a conflict situation to role-play and simulates how to solve the conflict.

2.4 Group sharing: Reflection on role playing

Each group shares the solution in the role play, discussing what worked and what could be improved.

2.5 Teacher's explanation: Constructive conflict negotiation skills

Teachers introduce the basic steps of constructive conflict negotiation, such as calm communication, listening to the other side's point of view, and seeking common ground.

2.6 Group exercise: simulated conflict negotiation

Each group re-simulated the conflict situation according to the content explained by the teacher and tried to use constructive negotiation skills.

2.7 Class sharing: Group practice results

Each group shared the process and outcome of simulated conflict negotiations, and the other groups gave feedback.

2.8 Case study: Resisting social pressure

The teacher provides examples of resisting social pressure and guides the students to analyze the characters' behavior in these cases.

2.9 Group Discussion: Strategies for Resisting Social Pressure

Each group discusses and summarizes effective strategies for resisting social pressure, such as having strong beliefs and seeking support.

2.10 Role play: Resist social pressure situation simulation

Each group chose a situation to resist social pressure and role-played how to deal with it.

2.11 Group sharing: Role-playing reflection

Each group shared coping strategies in the role play, discussing which strategies worked and which could be improved.

2.12 Teacher's explanation: The key points of resisting social pressure

Teachers summarize the key points of resisting social pressure, such as clarifying values and establishing support systems.

2.13 Group exercise: Simulate resistance to social pressure

Each group re-simulated the situation of resisting social pressure according to the content explained by the teacher, and tried to use the skills learned.

2.14 Class sharing: group practice results

Each group shared the process and results of simulated resistance to social pressure, and the other groups gave feedback.

2.15 Group discussion: Combine conflict negotiation with resistance pressure

Each group discusses combining constructive conflict negotiation skills with social pressure resistance skills to deal with complex situations.

2.16 Role-playing: comprehensive situational simulation

Each group chose a comprehensive situation involving conflict and stress to role-play and simulate how to deal with it.

2.17 Group sharing: comprehensive situational reflection

Each group shared the coping methods in the integrated situational simulation and discussed which strategies worked and which could be improved.

2.18 Teacher's Summary: This lesson focuses on a review

The teacher reviews the main content of this lesson, including constructive conflict negotiation skills and resisting social pressure skills.

2.19 Personal reflection: My growth plan

Students work independently on a personal development plan, including how to apply the skills they learn daily.

2.20 Class share: My growth plan

Students volunteered to share their growth plans, and other students gave encouragement and support.

3. Ending stage

3.1 The teacher invites students to summarize their gains and encourages all students.

3.2 The teacher provides students with opportunities to ask questions.

3.3 The teacher informs students of the time and place of the next group activity.

Evaluation

      1. Evaluate students' ability to engage in constructive conflict negotiation through role-plays and real-life scenarios.

      2. Assess students' capacity to resist undue social pressure through self-reflection and situational exercises.

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Exercise

Relationship Skills

    Activity: Open My Fist(Solis et al., 2020)

    Materials: None

      Activity Overview:

Activity: Make a fist and ask your child to open it within 30 seconds. Children will try using force, which is usually ineffective and makes the grip tighter.

Discussion: Explain to your child that force often doesn't work when trying to get someone to do something.

      Brainstorm Alternatives:

  - Ask politely (invitation)

  - Tickle (use humor)

  - Offer a handshake (change the subject)

  - Offer an incentive (reward)

      Practice and Reflect: Have your child choose an alternative method for opening your fist and let them succeed. Discuss how different approaches can be more effective than force in resolving conflicts.

Session 8: Protect rare wildlife

(Responsible Decision-Making)

Concept

Responsible decision-making refers to making caring and constructive behavioral choices and social interaction decisions in different situations based on moral standards, safety considerations, and a comprehensive assessment of personal, social, and collective well-being.

Objectives

1. Students can make caring and constructive behavioral and social interaction decisions in various situations, based on ethical standards and safety considerations.

Materials

1. Paper

2. Pencils, outline pens, markers

3. Colored clay, colored clay tools

4. Video playback equipment

5. Role cards, prop boxes, scene pictures, animal headdresses, environmental protection signs

6. Three-color bracelets (green, yellow, red)

Group activity

1. Starting stage

1.1 The teacher actively welcomes students and starts the activity.

1.2 Situation introduction, understanding wild animals

The teacher plays the sound effect scene of "Forest Morning".

The teacher asks students to guess which wild animals live in the forest.

The students raise their hands to answer, and the teacher supplements and shows the corresponding pictures.

Please briefly introduce the name and characteristics of each animal and the place where it lives in China.

The teacher supplements. (For example: This is a giant panda, China's national treasure, mainly living in Sichuan, Shaanxi, and other places.)

1.3 Explain "moral standards". The teacher briefly introduces the theme and objectives of the activity.

a. Warm-up activities, situation cards

Students are divided into groups to draw situation cards, such as animal rescue and environmental pollution.

Scenario 1: Seeing a wounded bird, laugh or help?

Scenario 2: Mountains of garbage and polluted seawater, how will animals survive in such an environment?

Scenario 3: Capturing wild animals and destroying their homes. What will happen to the animals?

b. Based on the three scenarios, ask students to discuss the moral standards of protecting animals in groups (students are divided into groups of 4-5 people)—teacher's summary.

Remember our ethical standards for protecting animals:

Respect life - every life deserves gentle treatment

Consider the impact - every choice we make will change the world

Follow the rules - protecting animals requires everyone's joint protection."

Teacher: "Today, let us think about what these animals need and what we can do for them. Through Today's activities, I hope everyone can understand the importance of protecting animals and learn to make responsible decisions. "

2. Working stage

2.1 Play a video about the living status of rare animals.

2.2 After watching the video, guide students to discuss: "How do you feel when you see these animals in danger?"

2.3 Students share their feelings, and the teacher summarizes.

2.4 Teacher asks: "What will happen in the future if we do not do something?"

2.5 Students share suggestions and the teacher adds: "Protecting animals is not only the responsibility of adults; each of us can make a difference through small actions!"

2.6 Distribute "scenario cards" and students role-play in groups(J.Moreno, 1920)

combining moral standards.

Game preparation

Role cards:

Injured bird (plastic rope wrapped around wings)

Tourists who litter (holding a beverage bottle)

Forest patrolman (wearing binoculars and a first aid kit)

Wildlife doctor (wearing a white coat and stethoscope)

Students who want to feed snacks

Prop box:

Snack props (snack packaging made of paper)

Animal headdresses (bird/squirrel/rabbit)

Environmental protection sign (no feeding/no damage)

Scenario pictures:

a. Found an injured bird in the tree

b. Saw tourists hitting squirrels with stones

c. Classmates want to feed snacks to the monkeys in the zoo

Game process

Step 1: Role warm-up

a. The teacher demonstrates the action:

Bird: clap hands + hop on one foot

Patrolman: step + look left and right

b. Children wear headdresses and imitate the role actions.

Step 2: Situational level-breaking

Level 1: Rescue the injured bird

The team that draws card A starts the performance.

Roles:

Person A plays the role of an injured bird (chirps softly)

Person B plays the role of rescuer (helps with towels and paper boxes)

Person C plays the role of a bystander (calls a doctor with a toy phone)

Level 2: Discourages throwing stones

a. The team that draws card B starts the performance.

b. Roles:

Person A plays the role of a tourist (throws stones)

Person B plays the role of a patrolman (persuades him with a card)

Person C plays the role of a doctor (tells about the consequences of injury)

Person D plays the role of a small tree (holds up an environmental protection sign to block it)

Level 3: Discourages feeding snacks

a. The team that draws card C starts the performance.

b. Role distribution:

Person A is a student who wants to feed snacks (holding snack props)

Person B is a zookeeper (holding a "No Feeding" sign)

Person C is a monkey (wearing a monkey headdress and making movements of looking forward to eating)

Step 3: Behavioral voting (3 minutes)

a. The audience votes with three-color bracelets:

Green: Well, done!

Yellow: Can be improved.

• Red: Need to be redone.

b. The teacher uses a "magnifying glass" to analyze:

"Why are there the greenest bracelets? What did they do right?"

2.7 Students discuss and share suggestions, and the teacher summarizes.

The teacher reminds students to wear gloves when rescuing injured birds and not to get their hands dirty. Be gentle and do not scare the birds.

When dissuading people from throwing rocks, you can say: "Uncle, the small animals will feel pain; we use telescopes to see them."

The doctor can add: "Throwing garbage will make animals sick."

The administrator who dissuades feeding snacks can say: "No, snacks are not good for monkeys; they have their food." The student can make a "disappointed" expression, but finally "happily" accept the fruit the administrator gave.

Teacher: "Through the performance and voting just now, we have seen which behaviors are worthy of praise and which can be improved. What else do you think we can do to protect animals?"

Students share suggestions, and the teacher records and summarizes.

2.8 The teacher agrees with the students' sharing plan.

Teacher: "Everyone's suggestions are great! These responsible behaviors can help animals and the environment. We can start with small things around us, such as not littering and caring for small animals."

2.9 The teacher shows "successful cases of protection" and asks students, "What responsible behaviors have helped them?" The teacher shows successful animal protection cases, such as volunteers rescuing injured animals and communities protecting wildlife habitats.

2.10 Students share their views, and the teacher summarizes: "In these cases, we have seen, for example, timely rescue of injured animals and promotion of environmental protection knowledge."

2.11 The teacher praises their active speeches and summarizes. Teacher: "Everyone's speeches are very active. These cases show that everyone's efforts can positively impact animal protection. I hope everyone can also practice these behaviors in life."

2.12 Each group chooses a rare animal and uses colored clay to create a group "Animal Kingdom".

Requirements:

Use colored clay to make animals and their homes.

Reflect elements of animal protection in the work, such as clean water sources, safe habitats, etc.

Each group designs a "small story about animal protection" and tells it with the work.

2.13 Group negotiation division of labor (production, storytelling, reporting)

Teacher: "You can divide the work and cooperate. Some students are responsible for making animals, some for making their homes, and some for telling stories."

Encourage each student to make suggestions and respect others' opinions.

2.14 Each group displays their work, focusing on "how our actions help animals." Each group shows its clay works and tells a "small story about protecting animals." Then, other groups can ask questions and make suggestions.

2.15 The whole class jointly formulates the "Animal Protection Class Convention" and signs a commitment. The teacher guides students in discussing and formulating a class convention that includes specific actions and commitments to protect animals. Teacher: "Let us formulate a class convention and promise to protect animals together."

2.16 The teacher summarizes each member's sharing and encourages students to exchange opinions and views. Teacher: "Everyone's sharing is wonderful. I hope everyone can learn from each other and make progress together."

2.17 Ask members about their feelings and gains from this activity, and encourage each student to speak.

2.18 The teacher summarizes the content of this lesson, emphasizes the moral responsibility of protecting animals and their contribution to social welfare, and encourages students to continue to pay attention to and participate in protection actions.

3. Ending stage

3.1 The teacher invites students to summarize their gains and encourages all group members.

3.2 The teacher provides students with opportunities to ask questions.

Evaluation

1. Evaluate students' ability to make caring and constructive choices in various situations, considering ethical standards and safety.

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Exercise

Responsible Decision-Making

Activity: Role-Playing(Lahiya et al., 2022)

Materials:

Role Cards:

- Injured bird (wings wrapped in plastic rope)

- Littering tourist (holding a beverage bottle)

- Forest patrolman (wearing binoculars and a first aid kit)

- Wildlife doctor (wearing a white coat and stethoscope)

- Classmates who want to feed snacks

Prop Box:

- Snack props (paper snack packaging)

- Animal headdresses (bird/squirrel/rabbit)

- Environmental protection signs (no feeding/no damage)

- Scenario Pictures:

1. Found an injured bird in the tree

2. See tourists hitting squirrels with stones

3. Classmates want to feed snacks to the monkeys in the zoo

Game Process:

1. Role Warm-Up:

- Teacher demonstrates actions:

- Bird: Clap hands + hop on one foot

- Patrolman: Step + look left and right

- Children wear headdresses and imitate the

    2. Situational Challenges:

- Level 1: Rescue the Injured Bird

- The team that draws card A starts the performance.

- Roles are assigned:

Role actions.

  - 1 person plays the injured bird (quietly calls for help)

  - 2 people play the rescuers (use towels and paper boxes to assist)

One person plays the bystander (use a toy phone to call a doctor)