



SOCIO-EMOTIONAL LEARNING

SEL

MODULES

SOCIO-EMOTIONAL LEARNING (SEL) Modules

KEY STAGE 1

This set comprises **six modules** prepared for Key Stage 1 learners, Grades 1 to 3, ages 5 to 8 years old. Each module focuses on socio-emotional learning (SEL) aligned with the **ExSELEnT Framework** and the **Immediate SEL Response** to support learners' well-being and socio-emotional skills.

Each module is structured for a 30-minute engagement with learners and follows a developmentally appropriate progression: learners first recognize their own feelings, then practice calming and help-seeking, build positive peer relationships, include others, make safe decisions, and persist through challenges. This sequence supports movement from self-awareness to self-management, social connection, and responsible decision-making.



MODULE OVERVIEW

Component	Details
Grade Level	Key Stage 1: Grades 1-3, ages 5-8 years old
Time Allotment	30 Minutes per Module
Language	Multilingual: Mother Tongue, Filipino
Class Size	Whole Class, small group, or targeted
Learning Materials	Modules are designed to be implemented with minimal materials. Teachers may use the blackboard, chalk, paper, pencils, or any available classroom objects. Printed cards, pictures, and other visual aids are optional and may be replaced by drawings, gestures, or teacher modeling.

Module	Immediate SEL Area	ExSELEnT Competency	Key Stage 1 Focus
1. <i>Kumusta Ako?</i>	Self-awareness	<i>Pagkilala sa Sarili</i>	Name basic emotions and describe simple body signals.
2. <i>Kaya Kong Huminga at Humingi ng Tulong</i>	Self-management	<i>Pamamahala sa Sarili</i>	Use simple calming strategies and ask a trusted adult for help.
3. <i>Mabuting Kaibigan Ako</i>	Concern for Others	<i>Pagmamalasakit</i>	Listen, take turns, use kind words, and resolve simple disagreements.
4. <i>Kabilang Ka sa Klase</i>	Solidarity through Diversity	<i>Pakikiisa</i>	Respect differences, include classmates, and show empathy.
5. <i>Ligtas at Mabuting Pasya</i>	Think and Act Responsibly	<i>Pagiging Responsable</i>	Recognize safe and unsafe situations, consider consequences, and report concerns.
6. <i>Susubok Ako Muli</i>	Effort and Persistence	<i>Pagsisikap</i>	Persist through simple challenges, follow steps, and learn from mistakes.

Module 1:

KUMUSTA AKO?

This module provides learners with opportunities to recognize and name common emotions. Learners will understand that all feelings are valid and acceptable, but actions and responses must always be safe and respectful.

SEL Area	Self-awareness / <i>Pagkilala sa Sarili</i>
Learning Focus	Learners recognize and name common emotions and understand that all feelings are acceptable, but actions must be safe and respectful
Learner Outcomes	Name at least three basic emotions; Match an emotion with a facial expression, gesture, or simple body signal; Use the sentence, "Nararamdaman ko ang _____."
Materials	Optional: Mirror, Feelings/Emotions chart or cards; crayons; paper



I. CHECK-IN: KUMUSTA METER (5 minutes)

Objective: Identify own emotions

- ☐ Post feelings/emotions cards across the board: *Masaya* 😊, *Malungkot* 😞, *Galit* 😡, *Takot* 😱, *Gulat* 😡
- ☐ Say: "Ituro o sabihin ang nararamdaman mo ngayon. Pwedeng hindi magsalita, pwedeng ituro lang ang card."
- ☐ Modeling: "Ako ay masaya dahil kasama ko kayo." Ituro ang "Masaya. 😊"



Note:
Learners are not required to explain why they feel a certain way.



II. ACTIVITY: MIRROR GAME (15 minutes)

Objective: Connect emotions with facial expressions and gestures

- ☐ Demonstrate each emotion through facial expressions and/or gestures. Allow learners to copy your facial expression or gesture.
- ☐ Ask: "Ano kaya ang nararamdaman ko base sa mukha ko?"
- ☐ Ask volunteers to do the same with other emotions.



III. PRACTICE: FEELINGS IN STORIES (5 minutes)

Objective: Apply emotion words to simple situations

- ☐ Read or tell one short story at a time. After each story, ask learners to choose one feeling card, point to a drawing, use a gesture, or say a feeling word.

"Nawala ang lapis ni Ana."

Isang umaga, hinanap ni Ana ang paborito niyang lapis. Nalungkot si Ana.

Lumapit siya kay Teacher at sinabi, "Teacher, malungkot po ako. Nawala po ang lapis ko. Pwede po ba akong humingi ng tulong?"

Ngumiti si Teacher. Tinulungan siya nitong hanapin. Nakita nila ang lapis sa ilalim ng upuan. Masaya si Ana.

"Tinulungan si Ben ng kaibigan."

Nagpapatayo si Ben ng tower gamit ang mga blocks. Pero aksidente itong natumba. Gumuho lahat! Nagulat at nalungkot si Ben.

Nakita ito ni Lia, ang kaibigan niya. Lumapit si Lia at mahinahong sinabi, "Okay ka lang, Ben? Tulungan kita." Sabay nilang pinulot ang mga blocks.

Sa tulong ni Lia, nakagawa ulit si Ben ng mas matangkad na tower. Nagpasalamat si Ben. "Salamat, Lia. Mabuting kaibigan ka."

- ☐ Learners choose the feeling card that may match the situation.
- ☐ Ask: "May iba pa bang pwedeng maramdaman? Bakit?" Emphasize that people may feel differently.



IV. CLOSURE: ONE FEELING TODAY (5 minutes)

Objective: End with a simple reflection

- ☐ Ask learners to draw or color one face showing how they feel after the activity. Sentence frame: "Ang nararamdaman ko ngayon ay _____."
- ☐ Say: "Wonderful work, class! Today we learned to recognize our feelings and respect the feelings of others. Remember, all feelings are okay, but our actions should always be safe and respectful."



Quick Check:

- ☐ Can the learners identify at least three feeling words through speech, pointing, drawing, or gesture?
- ☐ Can the learners identify a feeling in a simple situation?
- ☐ Can the learners accept that different people may feel differently?

Module 2:

KAYA KONG HUMINGA AT HUMINGI NG TULONG

This module provides engaging activities that enable learners to practice simple calming strategies to manage big emotions. Learners will also identify trusted adults they can approach when they feel overwhelmed or when they need help.

SEL Area	Self-management / <i>Pamamahala sa Sarili</i>
Learning Focus	Learners practice simple calming strategies and identify trusted adults they can approach when they feel big emotions or need help
Learner Outcomes	Name big feelings that may need calming; Practice at least one calming strategy; Identify at least one trusted adult in school.
Materials	Crayons; paper; Optional: Mirror, Feelings/Emotions chart or cards



I. CHECK-IN: BODY SIGNAL (5 minutes)

Objective: Notice early signals of big feelings

- ☐ Ask: “Kapag galit, takot, o kabado ka, saan mo ito nararamdaman sa katawan?”
- ☐ Learners may point to the head, chest, stomach, hands, or other parts of the body.
- ☐ Say: “Mahalagang napapansin natin ang ating nararamdaman at ang mga epekto nito sa ating katawan.”



II. ACTIVITY: PAUSE-BREATHE-ASK (10 minutes)

Objective: Teach a concrete self-management routine

- ☐ Introduce three steps:

Hinto muna.

Huminga nang dahan-dahan.

Humingi ng tulong kung kailangan.

Palm out

Hand on chest

Raised hand

- ☐ Practice slow breathing three times: breathe in, count “1, 2, 3,” then breathe out slowly. Learners may place one hand on the chest or stomach while breathing.



III. PRACTICE: WHAT CAN I DO? (10 minutes)

Objective: Apply calming techniques in various situations

- ☐ Give simple situations: *"May nang-agaw ng laruan."* *"Hindi mo matapos ang gawain."* *"May nakita kang sitwasyon na hindi ka sigurado kung ligtas."*
 - **"May nang-agaw ng laruan."** Nalungkot at nagalit si Ana nang inagaw ang laruan niya. Ano ang maaari niyang gawin bago kumilos o magsalita?
 - **"Hindi matapos ang gawain."** Nahihirapan si Mika sa kanyang gawain at gusto na niya sumuko. Ano ang maaari niyang gawin upang kumalma at humingi ng tulong?
 - **"May nakita kang sitwasyon na hindi ka sigurado kung ligtas."** May nakita si Kiko na putol na alambre sa daan. Kanino siya dapat humingi ng tulong at lumapit upang manatiling ligtas?"
- ☐ For every situation, ask learners how they would feel if they were in the character's shoes.
- ☐ Emphasize **PAUSE-BREATHE-ASK**.



IV. CLOSURE: MY HELP HAND (5 minutes)

Objective: Identify trusted adults

- ☐ Ask learners to name five trusted adults. Examples: teacher, adviser, guidance personnel, school head, parent/guardian, guard. For each named adult, ask the learners to complete the sentence: *"Pwede akong humingi ng tulong kay _____."*
- ☐ Say: "Great job, everyone! Today, we learned important skills for our heart and mind. We practiced calming strategies to help us when we feel big emotions, and we remembered the trusted adults we can go to for help."



Remember:

It's okay to feel, and it's okay to ask. When we take care of ourselves and help each other, our classroom becomes a safe and peaceful place. You are important, and you are cared for.



Quick Check:

- ☐ Can the learner demonstrate a calming strategy?
- ☐ Can the learner name a trusted adult?

Module 3:

MABUTING KAIBIGAN AKO

This module enables learners to practice social skills that build positive relationships. They learn to listen actively, take turns, use kind words, and ask for help to resolve simple disagreements peacefully. Learners are given opportunities to apply these skills through role-play and group activities that promote empathy, respect, and cooperation.

SEL Area	Concern for Others / <i>Pagmamalasakit</i>
Learning Focus	Learners practice listening, taking turns, using kind words, and asking for help to resolve simple disagreements
Learner Outcomes	Use at least one kind phrase; Practice taking turns and listening; Identify one peaceful response to a disagreement.
Materials	Optional: Kind words cards; ball or any soft object for turn-taking, scenario cards



I. CHECK-IN: KIND WORD GREETING (5 minutes)

Objective: Set a respectful tone

- ☐ Greet learners by name and model: “*Magandang umaga, _____.* Masaya akong makita ka.”
- ☐ Ask learners to greet a seatmate using one kind word, a smile, a wave, a thumbs-up, or another respectful gesture they are comfortable using.



II. ACTIVITY: LISTEN AND PASS (10 minutes)

Objective: Teach listening, turn-taking, and respectful sharing

- ☐ Tell learners that they may share about a favorite show, game, story, food, animal, or activity. They may also pass if they are not ready to speak.
- ☐ Learners share one at a time and may speak only when holding the ball or any available classroom object.
- ☐ Instruct the learners to say:
 - “*Ang paborito kong palabas/laro/kuwento/pagkain/hayop/gawain ay _____. Paborito ko ito dahil “_____.”* Learners may also point, draw, or ask a partner or teacher to help them say their answer.
- ☐ After each speaker, instruct the class to say: “*Salamat sa pagbabahagi.*”



III. PRACTICE: DISAGREEMENT ROLE-PLAY (10 minutes)

Objective: Practice simple conflict resolution

- ☐ Provide a scenario: two learners want the same crayon or toy.
- ☐ Ask the learners what they would do if they were in the given situation.
- ☐ Teach the following phrases that students can use when they face disagreements with classmates or friends:
 - ***"Pwede ko bang hiramín pagkatapos mo?"*** Emphasizes waiting for one's turn and asking politely shows respect.
 - ***"Magpalitan tayo."*** Highlights sharing and taking turns so everyone can participate.
 - ***"Tawagin natin si Teacher kung kailangan."*** Reminds learners that asking a trusted adult for help is appropriate when they cannot resolve the problem safely.
- ☐ Ask learners to role-play the scenario in pairs and practice saying the phrases that can help them resolve the disagreement.



IV. CLOSURE: KINDNESS PROMISE (5 minutes)

Objective: Commit to practice a skill that builds good friendships

- ☐ Ask learners to complete the following through words or drawing: *"Bilang kaibigan, ako ay _____."*
 - Examples: *makikinig, maghihintay, magsasabi ng salamat, tutulong*
- ☐ Say: "Very good, class! Today we practiced important values."

We learned to wait for our turn, to speak kindly, and to solve problems peacefully.

Always keep in mind that kind words and fair actions make our classroom a happy and peaceful place.

Let's continue to respect each other, take turns, and choose peace every day. Because in our class, everyone is heard, everyone is respected, and *"kabilang ang bawat isa."*



Quick Check:

- ☐ Can the learner wait for their turn during the activity?
- ☐ Can the learner use or repeat a kind phrase?
- ☐ Can the learner identify a peaceful way to handle a simple disagreement?

Module 4:

KABILANG KA SA KLASSE

This module helps learners understand and celebrate that every person is unique. Learners explore how classmates may look alike or different, like fruits that are the same kind but come in different sizes and colors. They practice empathy by recognizing and respecting how others feel, and inclusion by making sure everyone is part of games and activities.

SEL Area	Solidarity through Diversity
Learning Focus	Learners recognize that classmates may be similar or different, and practice inclusion, empathy, and simple helping actions
Learner Outcomes	Recognize ways people can be similar or different; Show respect for a classmate's feeling; Offer a simple helping or inclusion action.
Materials	Paper and crayons Optional: Pictures of objects that are same but different (e.g., mangoes in different shapes, sizes, colors etc.); Pictures of different scenarios



I. CHECK-IN: SAME AND DIFFERENT (5 minutes)

Objective: Normalize diversity in simple terms

- ☐ Say: "Mahilig ba kayo sa mangga? Tignan natin ang mga manggang ipapakita ko."
 - Show photos or draw mangoes on a board with different shapes, sizes, and colors.
 - Ask: "Ano ang napapansin ninyo sa mga mangga?" Lead the students to notice the differences among the mangoes.
- ☐ Say: "Magkakaiba ang mga manggang ito, pero pare-pareho silang mga mangga. Kagaya natin sa klaseng ito, tayo ay may pagkakaiba, pero ang bawat isa ay kabilang sa klase."



II. ACTIVITY: HOW OTHERS MAY FEEL (10 minutes)

Objective: Learn empathy through stories



Note:

Do not use real learners as examples. Use neutral objects, drawings, animals, fruits, or fictional characters.

- ☐ Show a picture or describe a fictional scenario: a child sitting alone, a child with no partner, or a child who made a mistake. Do not use real learners in the class as examples.
- ☐ Ask: “Ano kaya ang nararamdaman niya?”
- ☐ Ask: “Ano kaya ang pwede nating sabihin o gawin para sa kanya?”



III. PRACTICE: INCLUSIVE OR NOT INCLUSIVE? (10 minutes)

Objective: Identify inclusive actions

- ☐ Read out the following actions and explain how each would make another feel or not feel included:
 - Every day, we do different things with our family, friends, and classmates. Let us think about these actions together. How do they make us feel? How do they help make our day happy, kind, and peaceful?
 - *Ayain ang kaklaseng nag-iisa na sumali sa laro. Hindi sumasama sa grupo ang kaklaseng nahihirapan sa gawain.*
 - *“Pahiram ng lapis ang kaklaseng walang dalang lapis.”*
 - *“Huwag isali sa laro ang isang kaklase.”*
- ☐ For every action, ask learners to hold up or point to written words on the board: “Nakakatulong” or “Hindi Nakakatulong.”
- ☐ Ask: “Anu-ano pa ang pwede nating gawin para maramdaman ng ating mga kaibigan o kaklase na kabilang sila?”
 - *Tulungan ang kaibigan.*
 - *Sabihin na, “kaya mo yan” kapag ang kaibigan ay napanghihinaan ng loob.*
 - *Maglaan ng pwesto para sa kaklase.*
 - *Sabihin kay teacher kung walang kagrupo ang kaklase.*



IV. CLOSURE: WAYS TO INCLUDE (5 minutes)

Objective: Commit to practice inclusive actions

- ☐ Ask learners to share one way they make sure to include their classmates or friends. Examples: invite them to play, share class materials with them, listen to them, help them, sit beside them.
- ☐ Ask class to recite: “Kabilang ang bawat isa.”

KABILANG ANG BAWAT ISA

<i>I. Sa klase, sa laro, at sa gawain.</i>	<i>II. Kapag may nahihirapan, aalalayan.</i>
<i>Walang maiiwan, walang itataboy.</i>	<i>Kapag may nalulungkot, aayain.</i>
<i>Tutulungan, yayain, at papahalagahan.</i>	<i>Sa ating silid, lahat ay mahalaga.</i>
	<i>Kabilang ang bawat isa!</i>

- ☐ Say: “Today we learned that being a good friend and a good classmate means including others. We learned to understand how others feel, to choose kind actions over hurtful ones, and to do one simple thing to help someone feel they belong.

**Remember:**

When we help, when we invite, and when we care, our classroom becomes a happier and safer place for all of us.

**Quick Check:**

- ☐ Can the learner identify how someone might feel in a situation?
- ☐ Can the learner choose an inclusive action over an excluding action?
- ☐ Can the learner name or show one way to make a classmate feel they belong?

Module 5:

LIGTAS AT MABUTING PASYA

This module helps learners become responsible decision-makers. They learn that not all situations are safe, and that it is important to pause, breathe, and act in ways that protect themselves and others.

SEL Area	Think and Act Responsibly / <i>Pagiging Responsable</i>
Learning Focus	Learners distinguish safe and unsafe situations, think about consequences, and report safety concerns to trusted adults
Learner Outcomes	Identify whether a simple situation is safe, unsafe, or needs adult help; Choose one action that protects self and others; Practice reporting a concern to a trusted adult.
Materials	Paper; Optional: Safe/unsafe/ask help cards; scenario cards
General Reminders	Discuss unsafe situations calmly. Do not dramatize, ask learners to share personal experiences, or conduct fear-based role-play. When in doubt, remind learners to ask a trusted adult.

**I. CHECK-IN:**

SAFE BODY, SAFE CLASS (5 minutes)

Objective: Identify safety practices

- ☐ Ask: “Ano ang isang tuntunin sa klase na nakatutulong para maging ligtas tayo?”
 - Examples: walk, listen, keep hands to self, tell teacher, *laging magpaalam sa guro.*



II. ACTIVITY: SAFE, UNSAFE, ASK FOR HELP (10 minutes)

Objective: Practice risk recognition

- ☐ Ipakita ang 3 card: *Ligtas, Hindi Ligtas, at Humingi ng Tulong.*
- ☐ Basahin ang simpleng scenario: *"May basa sa sahig." "May kaklaseng umiiyak." "Inaya ka ng kaibigan na maglaro sa labas, pero hindi ka nakapagpaalam sa magulang, guardian, o guro."*
- ☐ Learners point to the card that fits. Clarify that unsafe or confusing situations should be reported.



III. PRACTICE: REPORT WITH RESPECT (10 minutes)

Objective: Practice help-seeking language

- ☐ Teach help-seeking phrases: *"Teacher, kailangan ko po ng tulong." "Hindi ko po alam ang gagawin." "May kailangan po ng tulong."*
- ☐ Practice reporting through teacher modeling, choral response, or partner practice with neutral scenarios only. Learners may use the phrases: *"Teacher, kailangan ko po ng tulong." "Hindi ko po alam kung ano ang gagawin." "May kailangan po ng tulong."*
- ☐ Reassure learners: *"Hindi mali ang paglapit sa teacher o nakatatanda para maging ligtas."*



IV. CLOSURE: MY SAFE CHOICE (5 minutes)

Objective: Commit to safety practices

- ☐ Remind learners of the following safety practices:
 1. *Huwag lalayo. Mas ligtas kapag kasama ang grupo at Teacher.*
 2. *Ask the teacher. Magtanong o humingi ng tulong kay Teacher. Lumapit agad kay Teacher kapag may problema o hindi sigurado.*
 3. *Report. Iulat ang pangyayari. Sabihin kay Teacher, magulang, guardian, o nakatatandang kapatid kung may nakitang hindi tama o delikado.*
 4. *Help a friend or find an adult to help.*
 5. *Follow school rules.*
- ☐ Class repeats: *"Kapag hindi ligtas, hihingi ako ng tulong."*
- ☐ Say: *"Great job, class! Today we learned how to stay safe and how to help keep others safe too."*
- ☐ We learned to recognize safe and unsafe situations, to speak up using our reporting words, and to remember the trusted adults we can talk to.



Remember:

Your safety matters. Your voice matters. And when we look out for each other, *kabilang ang bawat isa*. Keep practicing these safety skills every day here in school, at home, and any place you will be with.



Quick Check:

- ☐ Can the learner classify situations as safe/unsafe/needs adult help?
- ☐ Can the learner use help-seeking language?
- ☐ Can the learner identify a trusted adult they can rely on for safety concerns?

Module 6:

SUSUBOK AKO MULI

This module teaches learners the value of “*pagsisikap*” or effort. Learners explore the idea that being good at something does not happen right away. It comes from practice, patience, and trying again.

SEL Area	Effort and Persistence / <i>Pagsisikap</i>
Learning Focus	Learners practice trying again, following steps, asking for help, and learning from mistakes without shame.
Learner Outcomes	Recognize that mistakes are part of learning; Follow simple steps to complete a task; Try again or ask for help when a task is difficult
Materials	Simple puzzle, tracing sheet, counting task, drawing task, or other age-appropriate challenge; “Try Again” cards



I. CHECK-IN: HARD AND EASY (5 minutes)

Objective: View challenges positively

- ☐ Ask: “Anong gawain sa school ang madali para sa iyo? Anong gawain naman ang mahirap?”
- ☐ Say: “Kapag mahirap, hindi ibig sabihin na hindi na kaya. Subukan muna, at kung magkamali, puwedeng sumubok muli.”



II. ACTIVITY: TRY-ASK-CHECK (10 minutes)

Objective: Learn a persistence routine

- ☐ Introduce three steps: **1) Subukan. 2) Humingi ng tulong. 3) Suriin o ayusin.**

- ☐ Share an experience of making a mistake on something that you've done for the first time and how you calmly fixed it.
- ☐ Use positive/growth language: *"Hindi ko PA kaya, pero kaya kong matutunan."*



III. PRACTICE: SMALL CHALLENGE TASK (10 minutes)

Objective: Practice persistence

- ☐ Give learners a short task that may require effort. Examples: tracing a line or shape, sorting objects, completing a simple puzzle, copying a pattern, counting objects, or drawing something with two or three steps. Choose the task based on the learners' grade level and readiness.
- ☐ When learners struggle, prompt: *"Anong parte ng gawain ang mahirap para sa iyo? Nasubukan mo na ba? Kailangan mo bang humingi ng tulong? Kanino ka pwedeng magtanong?"*
- ☐ Praise effort, focus, and persistence.



IV. CLOSURE: I TRIED (5 minutes)

Objective: Reflect on effort

- ☐ Ask learners to complete the following statements through words:
 - *"Ngayong araw, sinubukan kong _____."*
 - *"Humingi ako ng tulong kay _____."*
- ☐ Emphasize: *"Normal lang na mahirapan at magkamali. Ang mahalaga ay patuloy tayong sumusubok upang tayo ay matuto. Maaaring humingi ng tulong kapag kailangan."*
- ☐ Ask class to recite: ***"Hindi nakakahiyang magkamali."***
 - *Hindi nakakahiyang magkamali. Ang importante, natututo tayo.*
- ☐ Say: *"Magaling! Ngayon ay natutuhan nating magsikap, sumubok muli, at humingi ng tulong kapag kinakailangan. Tandaan, bawat pagsubok ay pagkakataong matuto at umunlad."*



Quick Check:

- ☐ Can the learner stay with a task for a developmentally appropriate period?
- ☐ Can the learner ask for help instead of giving up immediately?
- ☐ Can the learner identify one thing to fix or try again?

