

Activity 1.3.3 An inventory of skills

Focus

Raising awareness

Purpose

- To help participants reflect on their own social and emotional skills.
- To help clarify some of the individual skills involved.
- To help construct and use inventories of social and emotional skills more effectively.

Resources

Resource sheet: An inventory of my own social and emotional skills.

Process

Ask participants to the following:

- Work alone to complete the inventory of skills. Emphasise that there are no right or wrong answers and that you will not be asked to share your responses with anyone.
- When you have completed the inventory you should reflect upon what you have learnt from your responses.
- Work with someone else and discuss whether you thought the inventory gave a good picture of who you are. Is there anything else that could be changed or added? It will be important to emphasise that this activity is to allow participants to consider the value of the inventory rather than focus on outcomes for an individual.

This could be an individual reflective activity. You might then share your thoughts about the process with a trusted colleague.

Applying learning

- You could make a start at identifying what social and emotional skills you wish to develop in your school, in consultation with staff, pupils, parents/carers, employers. Outside agencies might support and advise you on work in this area, for example educational psychology and Child and Adolescent Mental Health Services (CAMHS).
- You could use the inventory or other rating scales to find out more about the social and emotional skills of the pupils. Look at the Booklet of tools for profiling, monitoring and evaluation.
- SEAL leaders could take feedback from staff using this activity as to the usefulness of this tool as a way of identifying the skills to be developed in the whole school.

Resource sheet

1.3.3 Resource An inventory of my own social and emotional skills

Activity					
1. Fill in this short inventory. 2. Then, working on your own, reflect on what it may tell you about your own skills. What aspects are you happy with? What aspects might you like to develop? You don't need to share this information. 3. Working with someone else, consider whether the inventory gives a good picture of who you are as a person and in particular your own social and emotional skills. What statements would you add to give a fuller picture?					
Key: V = very true/always; T = true /often; P = partially true/sometimes; N = not true/never					
Social and emotional aspect of learning	Social and emotional skills	V	T	P	N
Self-awareness	I always know what I am feeling.				
	I find it easy to talk about my feelings.				
	I am aware of my own strengths and limitations.				
	On the whole I am pretty content with who I am.				
	I am aware of my own prejudices and intolerances.				
Managing feelings	I have good strategies to help cope when I get angry.				
	When I lose or fail on the whole I remain pretty calm.				
	I tend to think before I act.				
	I do not have many 'bad days'.				
Motivation	I tend to finish what I start.				
	When I am faced with a difficult challenge I generally rise to it.				
	On the whole I do things when they need to be done.				
	I tend to know why I am doing what I am doing.				
Empathy	I usually know when people are unhappy even when they say nothing.				
	I am interested in why people do what they do.				
	I care what happens to people.				
	I do not often find myself feeling critical of people.				
Social Skills	On the whole I find it easy to get along with people.				
	I am a good listener.				
	I have several good friends.				
	I prefer to sort out problems with other people rather than argue.				
	When I am in a new situation I rapidly find ways to join in.				
	I will stand up for something I believe is right even if others I care about disagree.				