- *"Assalamualaikum, good day everyone. How are you today? Alhamdulillah…."*
- "We meet again in the SEULANGA Program. In today's meeting, we will discuss social awareness, focusing on individual differences, personal boundaries, and prosocial behavior."
- "We know that everyone has different characteristics and personal boundaries. Additionally, there is also something called prosocial behavior that we should apply in our daily lives. What is it? We will discuss all of this today."
- "Through this learning experience, it is hoped that we can all develop empathy, increase awareness of the social environment, and actively participate in creating a harmonious, positive, and enjoyable learning environment."
- "But first, let's review the previous material…."

Social Awareness
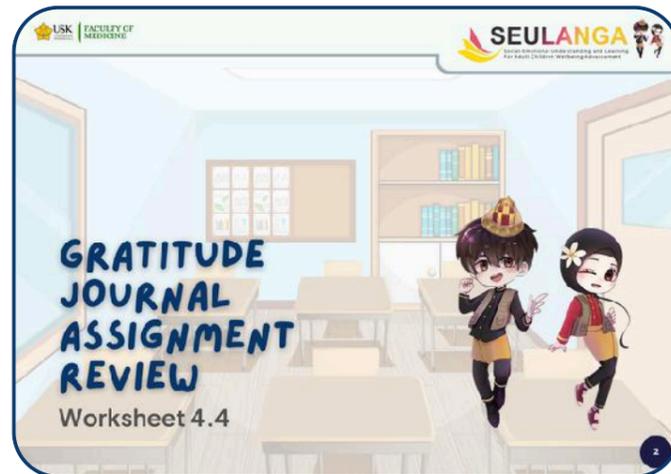
GRATITUDE JOURNAL ASSIGNMENT REVIEW

- "How is the "Gratitude Journal" assignment going?"
- "Have you finished it?"
- "Alhamdulillah… Would anyone like to share?" (Ask 1–2 children to read their journals aloud.)
- "Hopefully, this gratitude journal will help us better understand the blessings we have and be grateful for everything we experience…"

Gratitude Journal Assignment Review

Worksheet 4.4

INDIVIDUAL DIFFERENCES

- "Let's start today's discussion with individual differences…"
- "Have you ever heard of individual differences?"
- "What comes to mind when you hear the words 'individual differences'?" (Give students time to respond and respond to their answers positively.)
- "Great… thank you for your answers. Let's discuss it."
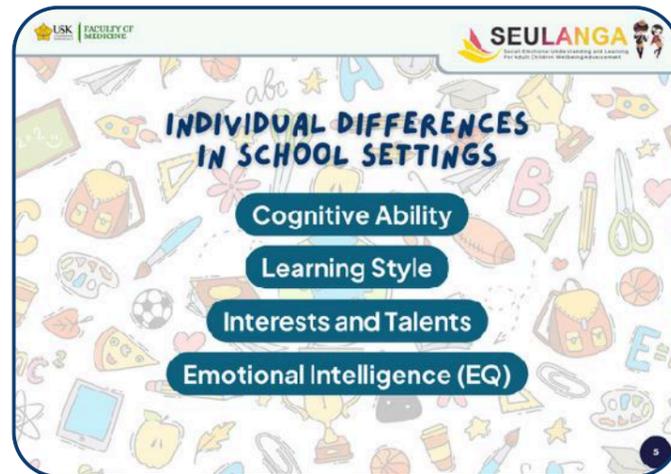
INDIVIDUAL DIFFERENCES

UNDERSTANDING INDIVIDUAL DIFFERENCES

- **Individual differences are all of our unique characteristics that make us who we are as individuals, such as our personalities, experiences, values, and, of course, our cultural backgrounds. These differences add color and richness to our daily interactions.**
- **These differences give each person different characteristics or traits.**
- **There are several factors that cause individual differences, including heredity, environmental factors, social status, parenting styles, and culture. Therefore, different families and cultures can have many other differences. Even families from the same culture can be different from one another.**
- **In the learning process, each student has their own uniqueness and interests in learning. Some students prefer to learn through books and written materials, while others can better understand concepts through practical experience or direct interaction. Therefore, it is important to recognize and respect individual differences in order to create effective and enjoyable education for all students.**

UNDERSTANDING INDIVIDUAL DIFFERENCES

- Individual differences are the unique characteristics that make us who we are, such as personality, experiences, values, and cultural background.
- These differences give each person different characteristics or traits.
- There are several factors that cause individual differences, including heredity, environmental factors, social status, parenting styles, and culture.
- In the learning process, each student has their own uniqueness and interests in learning.

INDIVIDUAL DIFFERENCES IN SCHOOL SETTINGS

In a school setting, there are several things that make each individual different, which are:

- **Cognitive Ability**
- **Learning Style**
- **Interests and Talents**
- **Emotional Intelligence (EQ)**

We will discuss these four differences one by one later on.
How do these things actually affect our understanding of ourselves and others, especially at school?
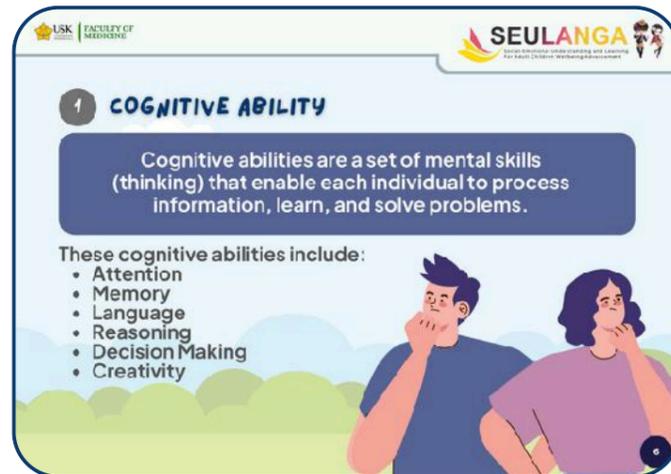
COGNITIVE ABILITY

Cognitive abilities are a set of mental skills (thinking) that enable each individual to process information, learn, and solve problems. Cognitive abilities develop rapidly from an early age and continue to develop into adulthood.

These cognitive abilities include:
- Attention: the ability to focus and concentrate on a task
- Memory: the ability to store and recall information
- Language: the ability to understand and use language to communicate
- Reasoning: the ability to think logically and draw conclusions
- Problem solving: the ability to analyze situations, identify problems, and find solutions
- Decision making: the ability to consider information and make appropriate choices
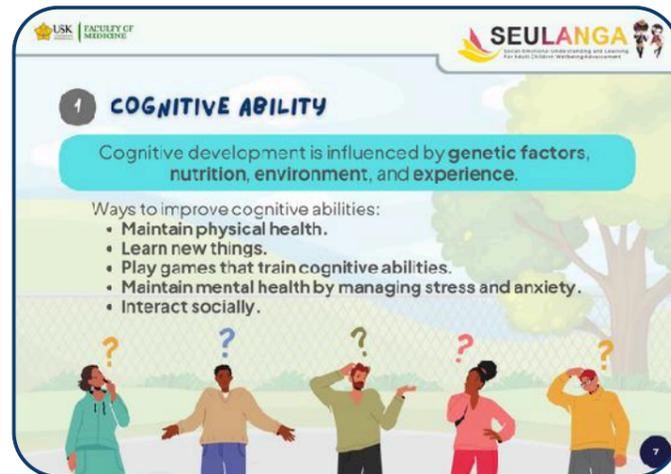- Creativity: the ability to generate new ideas

1 COGNITIVE ABILITY

Cognitive abilities are a set of mental skills (thinking) that enable each individual to process information, learn, and solve problems.

These cognitive abilities include:
- Attention
- Memory
- Language
- Reasoning
- Decision Making
- Creativity

COGNITIVE ABILITY

- **Cognitive development is influenced by genetic factors (inherited genes), nutrition (diet and food), the surrounding environment, and life experiences.**
- **Ways to improve cognitive abilities:**
  - **Maintain physical health by eating healthy foods, exercising regularly, and getting enough sleep.**
  - **Learn new things, like learning a new language, taking courses, and reading books.**
  - **Playing games that train cognitive abilities, such as crossword puzzles, sudoku, or memory games.**
  - **Maintaining mental health by managing stress and anxiety.**
  - **Social interaction can help improve cognitive function and prevent cognitive impairment.**
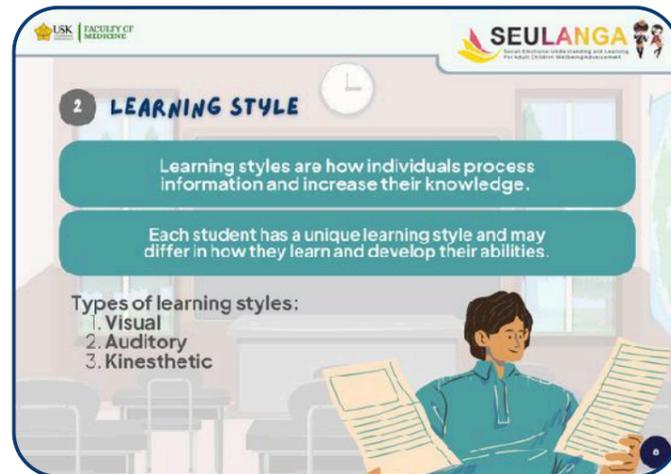
1 COGNITIVE ABILITY

Cognitive development is influenced by **genetic factors**, **nutrition**, **environment**, and **experience**.

Ways to improve cognitive abilities:

- **Maintain physical health.**
- **Learn new things.**
- **Play games that train cognitive abilities.**
- **Maintain mental health by managing stress and anxiety**.
- **Interact socially**.

LEARNING STYLE

- Learning styles are how individuals process information and increase their knowledge.
- Each student has a unique learning style and may differ in how they learn and develop their abilities.
- Types of learning styles:
  - Visual: a learning style that focuses on the use of images, diagrams, and other visuals to understand information. Individuals with this learning style absorb information more easily through their sense of sight, such as looking at pictures, illustrations, diagrams, mind maps, watching educational videos, reading textbooks and neat, colorful notes, and using interesting presentation media.
  - Auditory: a learning style that focuses on the use of sound, music, and conversation to understand information. Individuals with an auditory learning style find it easier to learn through their sense of hearing, such as listening to explanations from teachers/staff, group discussions, using audiobooks, recording lessons, and then listening to them again.
  - Kinesthetic: a learning style that focuses on the use of movement, action, and interaction with the environment to understand information, such as through practical work or direct experimentation.

2 LEARNING STYLE

Learning styles are how individuals process information and increase their knowledge.

Each student has a unique learning style and may differ in how they learn and develop their abilities.

Types of learning styles:
1. Visual
2. Auditory
3. Kinesthetic

PASSION AND TALENT

- **Passion and talents are two important aspects of every student.**
- **Passion**: A strong inclination or attraction to an object or activity. Passion usually arises from a natural sense of enjoyment and curiosity.
- **Talent**: An ability that a person is born with that needs to be honed through practice and proper learning in order to develop optimally.
- Understanding and developing your passion and talents can help them reach their full potential, both academically and non-academically.
- **How to Recognize Your Passion and Talent:**
  - **Self-reflection**: Take time to reflect on the activities that make you feel most excited and happy. Consider the activities you enjoy both inside and outside of school.
  - **Explore various activities**: Try different types of activities, such as sports, art, music, or extracurricular clubs. By trying many things, you can discover what you like best and what you are good at.
  - **Ask yourself**: Make a list of questions for yourself, such as: "What do I like?", "What can I do easily?", and "What do I want to learn more about?". Your answers can be important clues.
  - **Ask other people's opinion**: Ask your friends, teachers, or family what they think your strengths and talents are. Sometimes, other people can see potential that we don't realize ourselves.
  - **Take passion and aptitude tests**: There are many passion and aptitude tests available that are designed to help students recognize their strengths. These tests can provide insight into fields that may be a good fit for you.

3 PASSION AND TALENT

Passion
A strong interest or attraction to an object or activity. Passions usually arise from a natural sense of enjoyment and curiosity.

Talent
Abilities that a person is born with that need to be honed through proper training and learning in order to develop optimally.

Understanding and developing your passions and talents can help you reach your full potential, both academically and non-academically.

Ways to recognize your passion and talents
- Self-reflection
- Explore various activities
- Ask yourself
- Ask other people's opinion
- Take passion and aptitude tests

EMOTIONAL INTELLIGENCE (EQ)

Emotional intelligence is an individual's ability to understand, manage, and express their own emotions and those of others appropriately. This intelligence is important in the learning process, social interactions, and self-development.

Components of emotional intelligence

- **Self-Awareness:** the ability to recognize and understand your own emotions.
- **Emotional Management:** the ability to control and manage emotions appropriately.
- **Self-Motivation:** the ability to motivate yourself to achieve goals.
- **Empathy:** the ability to understand and feel the emotions of others.
- **Social Skills:** the ability to communicate and interact with others effectively.

4 EMOTIONAL INTELLIGENCE (EQ)

Emotional intelligence is an individual's ability to understand, manage, and express their own emotions and those of others appropriately.

Emotional intelligence components:
- **Self-awareness**
- **Emotional management**
- **Self-motivation**
- **Empathy**
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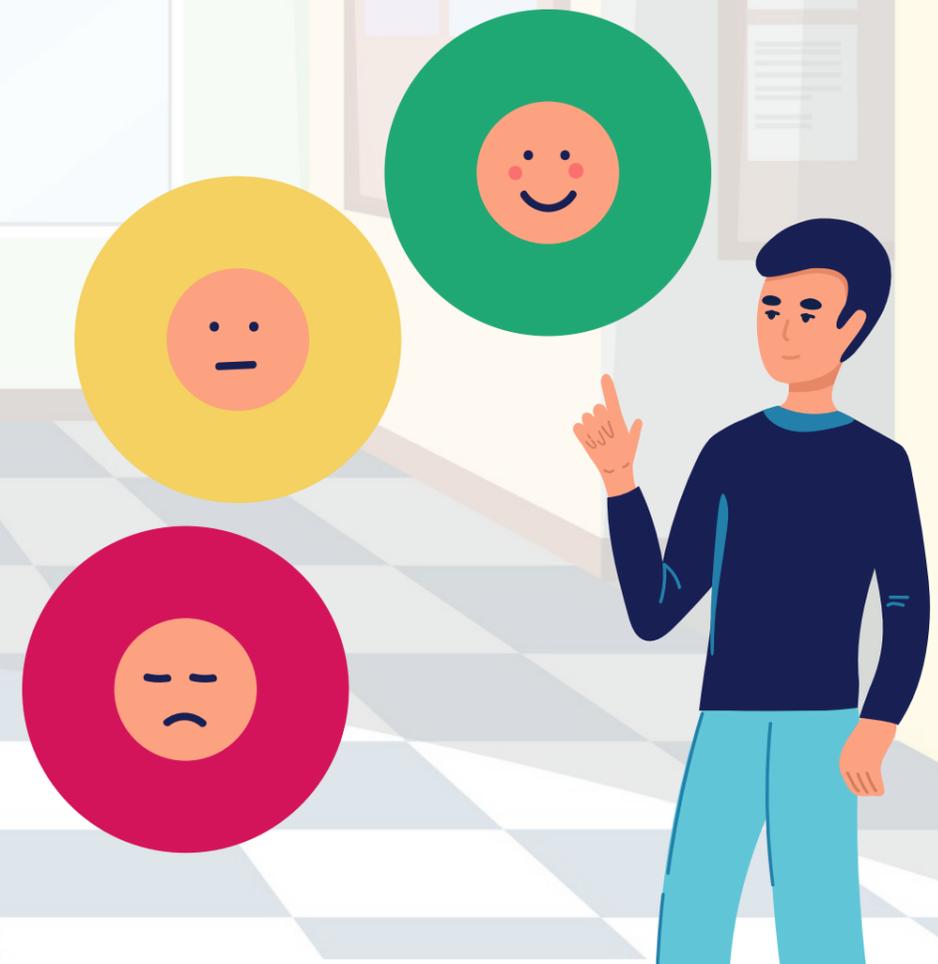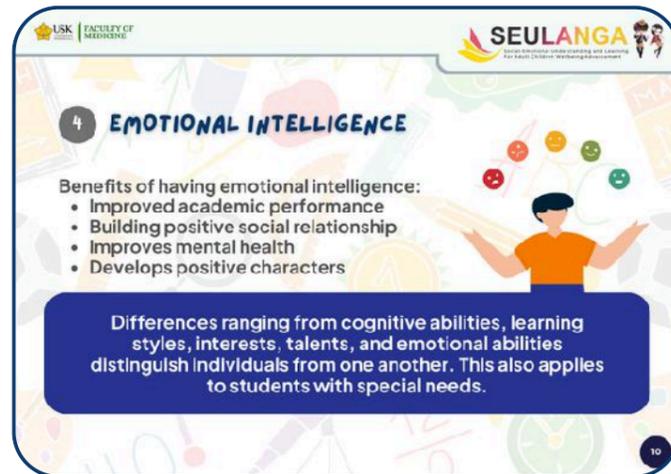
EMOTIONAL INTELLIGENCE (EQ)

Benefits of having emotional intelligence:

- **Improved academic performance:** students with high EQ are more focused, motivated, and able to manage stress well, enabling them to learn more effectively.
- **Building positive social relationships:** students with high EQ find it easier to socialize, communicate, and resolve conflicts with others.
- **Improves mental health:** students with high EQ are less prone to depression, anxiety, and other mental health issues.
- **Develops positive character:** students with high EQ are more responsible, disciplined, and have high self-confidence.

Those differences distinguish individuals from one another, ranging from cognitive abilities, learning styles, interests, talents, and emotional abilities. This also applies to students with special needs. With different and varied dynamics depending on the challenges they face, students with special needs also have different cognitive and emotional abilities, which affect their learning styles, learning strategies (with teaching aids and supportive therapy), and more unique and specific interests and talents that need to be taken into account.

4 EMOTIONAL INTELLIGENCE

Benefits of having emotional intelligence:
- Improved academic performance
- Building positive social relationship
- Improves mental health
- Develops positive characters

Differences ranging from cognitive abilities, learning styles, interests, talents, and emotional abilities distinguish individuals from one another. This also applies to students with special needs.

PERSONAL BOUNDARIES

Furthermore, in addition to individual differences, we need to understand personal boundaries.

- Personal boundaries are physical, emotional, and mental limits that we set and enforce when interacting with others.
- When we set clear personal boundaries, we will also respect ourselves more, understand the extent to which others are allowed to behave towards us, and know how to respond if someone crosses those boundaries.
- Setting personal boundaries can also help us maintain our identity, protect our privacy, and ensure our safety so that we can feel more calm, comfortable, and confident when socializing with others.

How to Set Personal Boundaries:

- **Recognize Your Needs and Desires**: The first step in setting boundaries is to know what you need and want. Think about what makes you feel comfortable and uncomfortable, and what you can tolerate and cannot tolerate.
- **Communicate Your Boundaries**: Once you know your boundaries, it is important to communicate them clearly and openly to others, explaining that setting boundaries does not mean being selfish.
- **Be Firm**: Once you have set your boundaries, it is also important to be firm in enforcing them. If someone tries to violate your boundaries, remind them politely and explain why those boundaries are important to you.
- **Practice Saying "No"**: Saying "no" can be difficult, but it is important to learn to do so if we want to protect our boundaries.
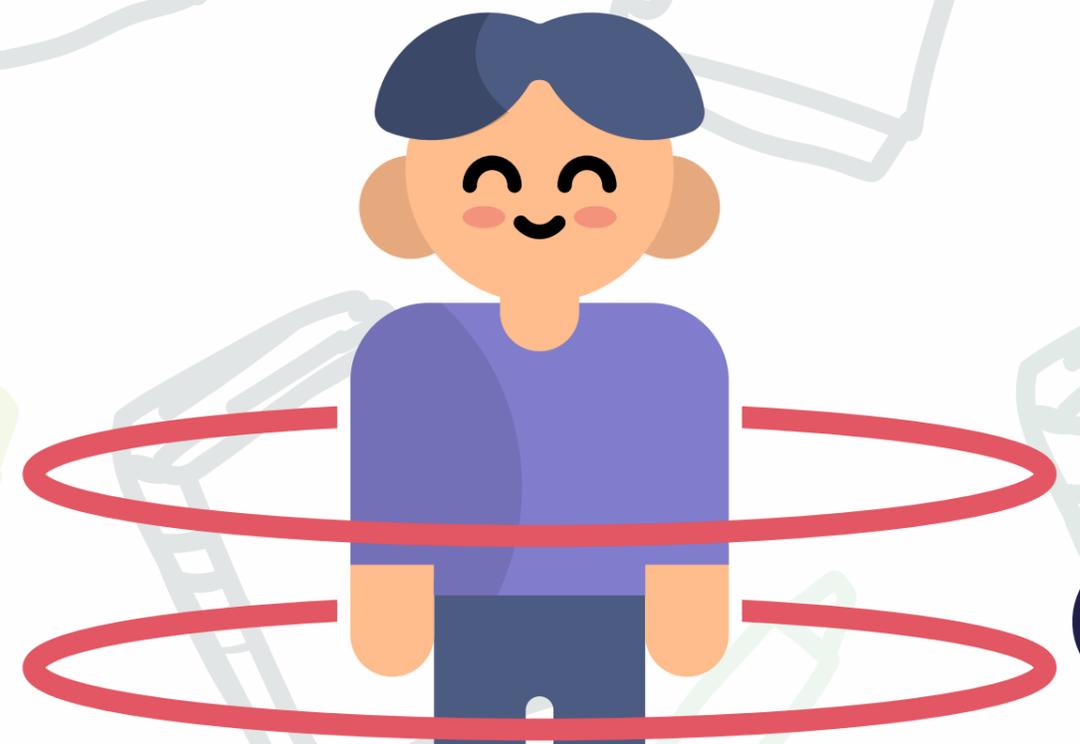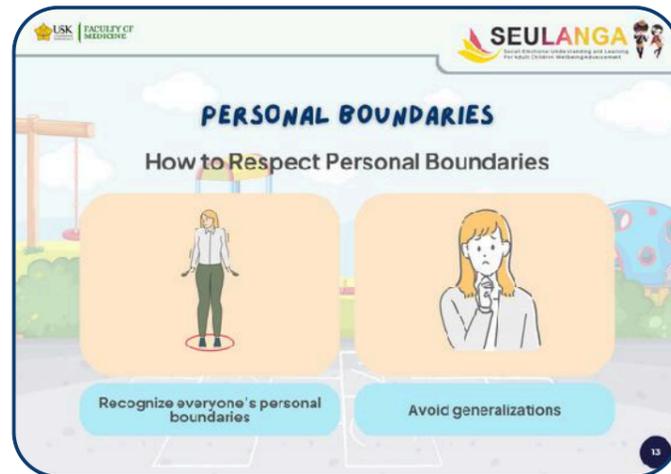
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How to set personal boundaries:
- **Recognize your needs and desires**
- **Communicate about your boundaries**
- **Be firm**
- **Practice saying 'No'**

12

PERSONAL BOUNDARIES

How to Respect Personal Boundaries:
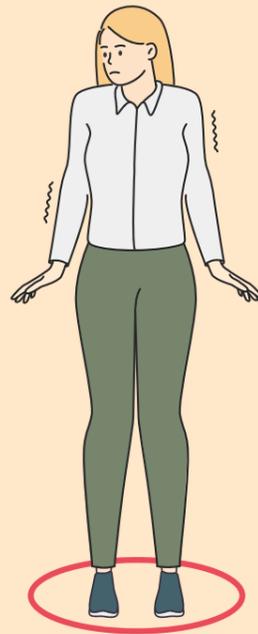
- **Recognize Everyone's Personal Boundaries.**

Take the time to get to know your friends individually, including their boundaries. Pay attention to how your friends react to certain situations and treat them appropriately, such as asking for permission or confirming. For example, when a friend is crying, other friends should ask for permission or confirmation first about what they can do to calm them down. We can ask, "Would you feel comfortable if I hugged or touched you while you are crying?" This is a form of respect for each student's personal boundaries.

- **Avoid Generalizations**

Avoid assuming that all students have the same boundaries. Each individual has unique boundaries that need to be respected. Sometimes something that we consider acceptable may not necessarily be considered the same by others. For example, if a female student does not want to shake hands with a teacher/staff member of the opposite sex, the student needs to communicate this to the teacher/staff member using polite and respectful language.

PERSONAL BOUNDARIES

How to Respect Personal Boundaries

Recognize everyone's personal boundaries

Avoid generalizations

PROSOCIAL BEHAVIOR

- After recognizing individual differences and personal limitations, we need to engage in prosocial behavior to maximize our social abilities. What is prosocial behavior?
- Prosocial behavior is an act of helping others that has an impact on both ourselves and the people we help, such as feelings of satisfaction, happiness, and freedom from guilt, as well as fulfilling the needs of others.
- Prosocial behavior is manifested in three forms of behavior, namely:
  - **Helping**: involves a person's ability to help others in need, such as recognizing a friend's needs and helping in situations that require assistance.
  - **Comforting**: involves a person's ability to make others feel comfortable and calm, such as recognizing a friend's feelings, comforting a friend who is sad, and spending time together without differentiating between people.
  - **Sharing**: involves a person's ability to share objects, turns, and ideas with others, such as sharing borrowed items and sharing ideas in discussions.

PROSOCIAL BEHAVIOR

Prosocial behavior is an act of helping others that has an impact on both ourselves and the people we help, such as feelings of satisfaction, happiness, and freedom from guilt, as well as fulfilling the needs of others.

Prosocial behavior is manifested in three forms of behavior, namely

Helping   **Comforting**   **Sharing**

PROSOCIAL BEHAVIOR AT SCHOOL

Then what about prosocial behavior at school?

- Prosocial behavior in the school environment is a behavior exhibited by students or teachers/staff that is oriented towards the needs of others and has many positive effects on students and the school environment.

Prosocial behavior in schools can be seen in:

- **Empathy**: Students who exhibit prosocial behavior can show the same feelings as others and respond to others' feelings with empathy. Remember what empathy is, from last week's discussion?
- **Generosity**: Students who exhibit prosocial behavior can give something to others, such as sharing food or helping friends in need.
- **Cooperation**: Students who behave prosocially can work together with other friends to achieve common goals, such as in group projects or extracurricular activities.
- **Caring**: Students who behave prosocially can show concern for others, such as giving positive affection or helping friends who are in difficulty.

PROSOCIAL BEHAVIOR AT SCHOOL

Prosocial behavior in the school environment is a behavior exhibited by students or teachers/staff that is oriented towards the needs of others and has many positive effects on students and the school environment.
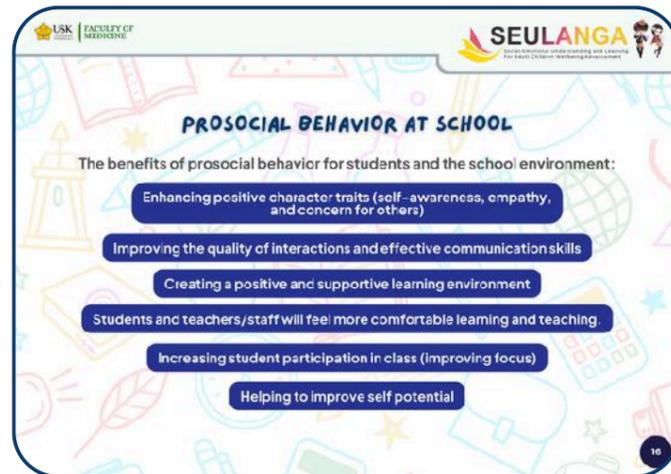
Prosocial behavior in schools can be seen in:

Empathy   Generosity   Cooperation   Caring

PROSOCIAL BEHAVIOR AT SCHOOL

Positive effects of prosocial behavior on students and the school environment:

- Enhances positive character traits, such as self-awareness, empathy, and concern for others.
- Improves the quality of interactions and effective communication skills, both between students and their peers and between students and teachers/staff at school.
- Creating a positive and supportive learning environment.
- When students feel accepted, valued, and supported by their peers and teachers/staff, both students and teachers/staff feel more comfortable learning and teaching.
- Increasing student participation in class (improving focus).
- Helping to improve personal potential.

PROSOCIAL BEHAVIOR AT SCHOOL

The benefits of prosocial behavior for students and the school environment:

Enhancing positive character traits (self-awareness, empathy, and concern for others)

Improving the quality of interactions and effective communication skills

Creating a positive and supportive learning environment

Students and teachers/staff will feel more comfortable learning and teaching.

Increasing student participation in class (improving focus)

Helping to improve self-potential
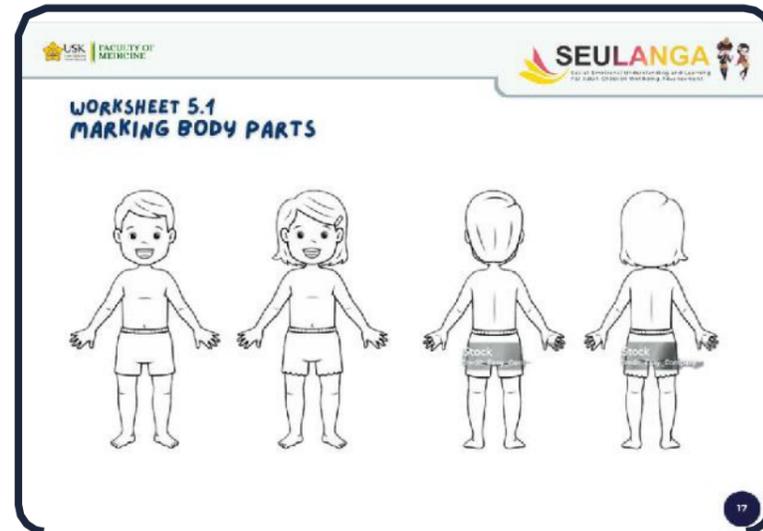
- Okay, now that we have discussed and understood what personal boundaries are, let's identify which parts of our body can and cannot be touched by other people.
- Open Worksheet 5.1 (Marking Body Parts).

Instructions:
- Imagine the drawing as your body.
- Use a red pencil to mark the parts of your body where you feel uncomfortable being touched, and a blue pencil for the parts where you feel comfortable. **(Time allocation: 5 minutes)**
- All done? Let's discuss it:
  - How did you feel or what did you think while doing the activity? **(Ask 2-3 students)**
  - What can you learn from this activity? **(Ask 2-3 students)**
- Now, try to pay attention. Are the parts of the body that can and cannot be touched the same for everyone?
- Marking these body parts can teach us that everyone has different boundaries regarding which parts of their body they feel comfortable being touched and which they do not, so it is necessary to ask each person directly. Do not make assumptions based on your own opinions.

WORKSHEET 5.1
MARKING BODY PARTS
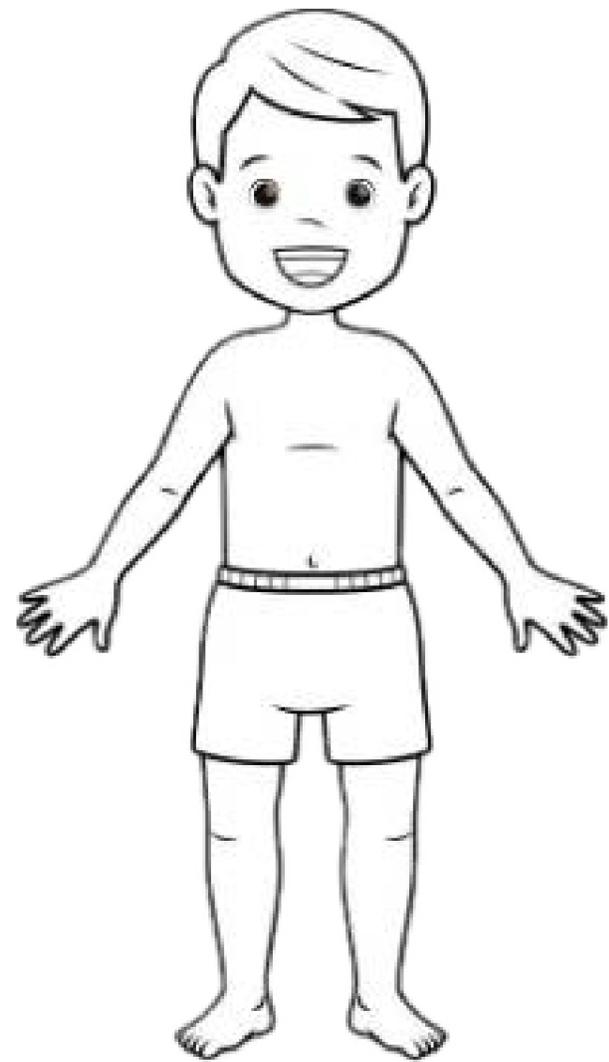
Next, let's have a discussion.

(Ask the following questions one by one. Give students time to answer.)
(Write down the students' answers on the board.)
- What would you do if a friend was hungry and didn't have any money for snacks?
- What would you do if you saw a friend fall down?
- What would you do if you saw an accident on the road? What kinds of things might we do? How do you feel? How do other people feel?

"Wow... those are great answers. We can understand that helping others not only brings happiness to others, but also gives a sense of satisfaction and happiness to the people who help. This is proof that the kindness we show to others will come back to us."

JOINT DISCUSSION

- "Next, there will be a worksheet for you to complete."
- "But don't worry... you can do the assignment after this session is over. The assignment is on worksheet 5.2, where you are asked to identify and list the prosocial behaviors you have done, according to the table on the worksheet. This assignment can be done at home later."
- "On the worksheet, write down the prosocial behaviors you have performed while at home, including the day and date, who you helped, and the impact of your behavior based on your observations. Please refer to the example."

This assignment will help you realize how much kindness you do and how it affects the people around you. Please fill it out at home and we will discuss it at the next meeting.

ASSIGNMENT WORKSHEET 5.2

No	Date	Prosocial Behavior	Who gets helped	Impact of the action
1	Monday, Nov 1st	Helping my brother with their homework	My brother	My brother feels it's easier and happier because he gets help.
2				
3				
4				
5				

LEARNING EVALUATION

- After the activities and discussions we've done, let's review them again. Who can answer these questions? *(Give students time to answer and provide supportive responses.)*
  - What distinguishes one individual from another?
  - Does everyone have the same personal boundaries? Why?
  - What personal boundaries do individuals have?
  - What prosocial behaviors have you ever done?
  - In what situations did you do those prosocial behaviors?
- Alhamdulillah... everyone had a good understanding of today's lesson.
- Are there any questions or topics you'd like to discuss?
- In this material, we can conclude that each individual has their own limitations. Students need to be more sensitive to individual differences and respect everyone's diversity, especially in the learning process. Similarly, each individual has unique limitations that need to be respected. Sometimes what we consider acceptable may not necessarily be considered the same by others.
- The same applies to prosocial behavior. Prosocial behavior is very important in increasing social awareness and empathy, as well as promoting a culture of togetherness and cooperation at school. Prosocial behavior will also create a harmonious, positive, and enjoyable learning environment. Hopefully, this material can help us all develop better social skills and put them into practice in our daily lives. Don't forget to do the assignment that you were given earlier. Thank you for your attention and cooperation...

LEARNING EVALUATION

IMPLEMENTATION NOTES!

- After the activities and discussions we have done today, which lessons can we start applying in our daily lives? (*give students a chance to respond*)
- What can we do to show that we respect others?
- We need to **REMEMBER** that not everyone has the same abilities, ways of doing things, interests, etc. Each person is unique and we need to understand and respect that.
- This includes their limitations. Not everyone likes to be treated the same way we do, so we need to start and always ask others if they are willing for us to hold, approach, and treat them in a certain way.
- After understanding and respecting each person's differences, we **NEED** to **START** helping each other. What is this called? (**Pro-social behavior**)
- How do we do this?
- Start helping others, sharing positive things, collaborating, caring about others, so that we feel comfortable with friends and the environment.
- Can we start doing this? When should we begin? *Bismillah*...

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SEULANGA
Social-Emotional Understanding and Learning For Adult-Children Wellbeing Advancement

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