Exercise walk-through

3.1 Introduction to Social Emotional Learning (SEL)

GAC Study and Communication Skills

Method — Key knowledge: evidence before a claim

These practice labels name actions: **self-awareness** notices your response; **self-management** chooses how to respond; **social awareness** considers another person's needs; **relationship skills** support communication and cooperation; **responsible decision-making** compares options, consequences and constraints.

A reported feeling does not establish that a criticism is true or false. Ask what happened, check relevant evidence and agree a next action. A calmer reply or a finished poster alone does not establish that a service improved.

Method — Source A: task and starting record

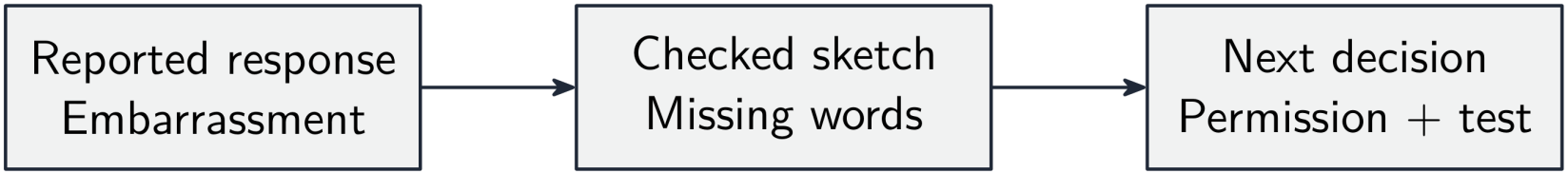
The fictional library project aims to help students find a quiet or discussion area. No change may be installed without the librarian's approval. The team has not yet tested signs with visitors.
Designer Mei brings a colourful poster. Arun says, "I cannot tell which arrow is for discussion." Mei says, "I feel embarrassed and want to defend my drawing." Rui wants more posters; Lin proposes a divider. No price, placement approval or visitor outcome is recorded.

Method — Source B: actions and current evidence

Mei pauses and asks Arun to point to the unclear part. He points to two arrows with no destination words. Mei checks the sketch and confirms that the words are missing. She proposes adding “Quiet study” and “Discussion” beside their arrows.
The group asks the librarian what locations and materials may be used, and invites Rui and Lin to explain their options. The librarian has not answered yet. The group agrees to compare options against user needs, cost and permitted placement before asking new volunteers to try an approved version. No visitor result has been recorded.

Method — Worked example: connect the action to its evidence

Known: Mei reported embarrassment, asked a specific question and confirmed missing words on the sketch. Asking about the part separated a design problem from a judgement about the designer. Adding destination words addresses the recorded ambiguity; it has not yet been tested with visitors.
Keep both options in the decision record. Ask for the missing cost and permission information, then use the same visitor task to check an approved option. Do not claim that a pause, a new label or agreement already improved the library.

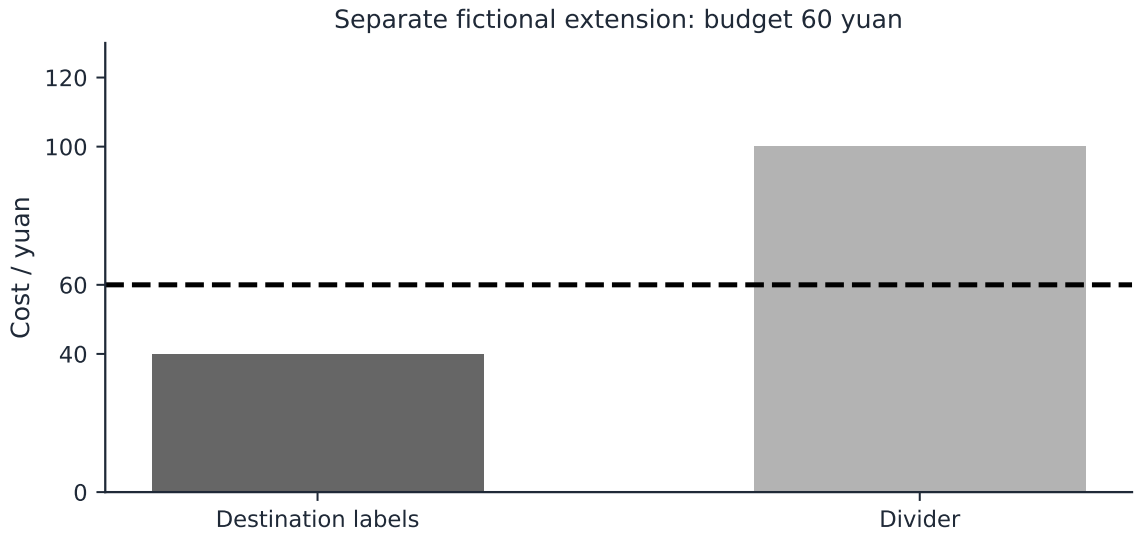


Method — Worked application: A feasible recommendation can still need permission

In a separate fictional planning extension, the team has a 60-yuan budget. Printed destination labels cost 40 yuan; a divider costs 100 yuan. Labels meet the cost constraint and directly address the recorded missing destination words. The divider exceeds budget before any usefulness comparison. A provisional recommendation is therefore to test clear labels, subject to permitted placement and librarian approval. That is a reasoned choice, not evidence that users now find the right area. Record the remaining questions: permission, visibility and performance on the same visitor task. Preserve other members' suggestions for reconsideration if conditions change, rather than treating disagreement as a personal failure.

Method — Worked application: A feasible recommendation can still need permission

That is a reasoned choice, not evidence that users now find the right area.



Original diagram of the separate worked extension

Exercises 2.1·2.3

2.1 Identify Mei's reported feeling and the specific design issue later confirmed. [2]

2.2 Link TWO of Mei's recorded actions to the relevant practice skill labels. [2]

2.3 State THREE pieces of information the group needs before choosing and installing a service change. [3]

Exercises 2.1·2.3

2.1 Identify Mei's reported feeling and the specific design issue later confirmed. [2]

2.1 Mei reports embarrassment; the two arrows lack destination words. Do not infer a feeling from silence alone.

2.2 Link TWO of Mei's recorded actions to the relevant practice skill labels. [2]

2.2 Naming her response shows self-awareness; pausing or choosing to ask shows self-management. Accept a specific supported alternative, such as checking Arun's stated difficulty as social awareness. No credit for labels without the matching action.

2.3 State THREE pieces of information the group needs before choosing and installing a service change. [3]

2.3 Visitor need or task evidence, relevant cost/material information, librarian permission for placement/material. Accept distinct relevant information about the proposed options; do not invent approval.

Exercises 2.4·3.1

2.4 Propose one neutral visitor task, one recorded outcome and one condition that must hold before the trial. [3]

3.1 Evaluate THREE claims: “Embarrassment proves the criticism is wrong”; “The new labels have already improved visitor navigation”; “Choosing the cheapest option is sufficient”. Give a correction and a reason for each. [6]

Exercises 2.4·3.1

2.4 Propose one neutral visitor task, one recorded outcome and one condition that must hold before the trial. [3]

2.4 For example, ask a new volunteer to find a discussion area without naming the route. Record the first route or whether the intended destination is reached under the agreed task. Use librarian-approved placement/material. Participation must follow the project's agreed process.

3.1 Evaluate THREE claims: "Embarrassment proves the criticism is wrong"; "The new labels have already improved visitor navigation"; "Choosing the cheapest option is sufficient". Give a correction and a reason for each. [6]

3.1 Award 2 per claim: correction, evidence-based reason. A feeling does not establish correctness; the sketch check confirms missing words. No visitor trial has occurred, so improvement remains unmeasured. Price alone does not establish usability or permitted placement; compare needs, costs and constraints before testing.

Exercise 3.2

3.2 Write an 80–110 word review in Mei's voice. Include the reported reaction, specific question and checked issue, proposed change, missing evidence and a permitted next test. Keep the visitor outcome open. [8]

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3.2 Local analytic rubric, 8 × B1: reported reaction; question linked to the sketch; checked missing words; relevant proposed labels; untested visitor outcome retained; missing permission/option information; neutral next task and recorded outcome; coherent truthful 80–110 word review. Example: "I felt embarrassed when Arun questioned my poster and wanted to defend it. Instead, I asked him to point to the unclear part. He showed two arrows without destination words, and checking the sketch confirmed that omission. I proposed adding labels for quiet study and discussion. That is a design change, not evidence that visitors can use it. We still need the librarian's placement decision and information about the other options. After approval, I will ask new volunteers to find a discussion area without giving the route, record their choices and use the results to decide whether another change is needed."

Exercise 3.3

3.3 A separate fictional plan has a 50-yuan budget. Large labels cost 30 yuan and a divider costs 80 yuan; placement permission and visitor results are still missing. Recommend a provisional option, justify it with two facts and name one check still needed. [4]

Exercise 3.3

3.3 A separate fictional plan has a 50-yuan budget. Large labels cost 30 yuan and a divider costs 80 yuan; placement permission and visitor results are still missing. Recommend a provisional option, justify it with two facts and name one check still needed. [4]

3.3

Provisionally recommend labels subject to permission; 30 yuan is within the 50-yuan budget while 80 is not; destination labels address the known missing-word issue; check permission or test visitor navigation before claiming an outcome.