

3.1 Social-emotional learning in a service decision

Name: _____ Class: _____ Date: _____

Total: 24 marks

KEY WORDS self-awareness 自我认知 • self-management 自我管理 • social awareness 社会意识
• relationship skills 人际技能 • responsible decision-making 负责任的决策

Objective

Social-emotional learning in a service decision. This is original GAC031-aligned practice, not an official assessment. All people, instructions and records are fictional.

1 Key knowledge and worked examples

■ Key knowledge: evidence before a claim

These practice labels name actions: **self-awareness** 自我认知 notices your response; **self-management** 自我管理 chooses how to respond; **social awareness** 社会意识 considers another person's needs; **relationship skills** 人际技能 support communication and cooperation; **responsible decision-making** 负责任的决策 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.

■ 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.

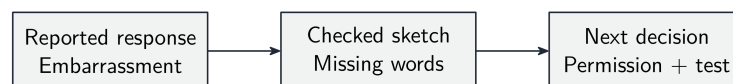
Designer Mei brings a colourful poster. Arun says, "I cannot tell which arrow is for discussion." Mei says, "I feel embarrassed and want to defend my drawing." Rui wants more posters; Lin proposes a divider. No price, placement approval or visitor outcome is recorded.

■ 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.

■ 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.

2 Practice

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]

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

3 Exam-style questions

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]

Solutions

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

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 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.

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 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.

3.2 Local analytic rubric, $8 \times B1$: 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."