

# Development of learning session teaching guide for De La Salle University Integrated School teachers and coaches

Servo, Edelmar

*De La Salle University Integrated School, Philippines* ([edelmar.servo@dlsu.edu.ph](mailto:edelmar.servo@dlsu.edu.ph))

Servo, Princess Gissel ✉

*De La Salle University Integrated School, Philippines* ([princess.servo@dlsu.edu.ph](mailto:princess.servo@dlsu.edu.ph))

Esleta, Leonell

*De La Salle University Integrated School, Philippines* ([leonell.esleta@dlsu.edu.ph](mailto:leonell.esleta@dlsu.edu.ph))

Padua, Perlita

*De La Salle University Integrated School, Philippines* ([perlita.padua@dlsu.edu.ph](mailto:perlita.padua@dlsu.edu.ph))

Ramos, Gil

*De La Salle University Integrated School, Philippines* ([gil.ramos@dlsu.edu.ph](mailto:gil.ramos@dlsu.edu.ph))



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## ***Abstract***

This study focuses on developing a teaching guide for De La Salle University Integrated School teachers and coaches incorporating Socio-Emotional Learning (SEL) theory and aligning with the Expected Lasallian Graduate Attributes (ELGA). The study used a descriptive developmental method involving needs assessments, literature reviews, and feedback from teachers and coaches, building on the socio-emotional competencies and values identified by previous research to tailor the guide to meet the diverse needs of students and athletes. The resulting guide is structured around three major themes: Building Strong Character, Building Strong Community, and Building Personal and Professional Success. Each theme incorporates specific values aligned with SEL competencies and ELGA. The guide's elements include lesson titles, objectives, engagement activities (introductory and core), and self-reflection exercises, designed to be implemented over an academic year in weekly one-hour sessions. The guide provides comprehensive materials for engaging and interactive activities to impart socio-emotional competencies and values to the students and athletes. It supports teachers in creating dynamic educational environments that can improve student engagement, motivation, and overall well-being. By aligning with the CASEL framework and ELGA 2.0, the guide aims to produce globally competitive learners with essential values and life skills. The study's findings underscore the importance of integrating SEL into educational practices that empower teachers to facilitate value-laden learning sessions conducive to academic and personal success. This research-based teaching guide provides a practical resource for educators to prepare well-rounded individuals capable of addressing 21st-century challenges in the context of Industrial Revolution 4.0.

**Keywords:** internal stakeholders, external stakeholders, education quality, private health institutes, health profession

## **Development of learning session teaching guide for De La Salle University Integrated School teachers and coaches**

### **1. Introduction**

To prepare well-rounded individuals in today's constantly developing educational landscape, teachers need access to valuable instructional materials that may enhance the students' learning experiences. In the current age of globalization, the issue surrounding the fourth industrial revolution (Industrial Revolution 4.0) requires significant attention to tackle the related challenges effectively. Research studies, especially during the shift to the 4.0 era, focused on the essential element for achieving success. One of the essential elements is the existence of skilled resources; therefore, it is imperative to focus on improving human resources. One alternative approach to addressing the challenges encountered in education during the era of Industrial Revolution 4.0 involves enhancing the skills and nurturing the moral qualities of students (Reflianto & Syamsuar, 2018). What skills do students need to address these challenges of the 21st century? The significance of socio-emotional learning in establishing a favorable learning environment and promoting positive social connections among individuals engaged in the academe holds great importance. Highlighting the fundamental aspects of socio-emotional learning is crucial, such as emotional intelligence, self-awareness, self-control, social awareness, social skills, and ethical decision-making (Sahrudin & Sappaile, 2023).

Social and emotional learning (SEL) is the “process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (Collaborative for Academic, Social, and Emotional Learning (CASEL) Framework, 2020; Niemi, 2020).” Research has shown that developing socio-emotional skills in students improves their academic performance and equips them with good mindsets, skills, and feelings. Studies indicate considerable consistency and comprehensive data regarding the various advantages of universal, school-based social and emotional learning initiatives. It is imperative to gain insights into the circumstances and processes that contribute to the optimal effectiveness of these programs (Durlak et al., 2022). School-based SEL initiatives have immense potential for promoting and alleviating issues in students' behavioral and emotional well-being.

The socio-emotional competencies and values identified in the study *Identifying Learning Competencies in the Development of Learning Sessions Teaching Guide for DLSU Integrated School Teachers and Coaches* (Servo et al., 2024) to improve student's skills and capabilities for achieving success were adopted by the researchers in developing the learning sessions teaching guide in the present study. The purpose of creating a teaching guide for learning sessions is to assist De La Salle University Integrated School teachers and coaches in creating and promoting a supportive learning environment centered on values or skills that are aligned with Social and Emotional Learning (SEL) competencies and the Expected Lasallian Graduate Attributes.

The teaching guide will provide teachers with a comprehensive tool for planning and implementing engaging and interactive activities that will address the diverse needs of students and athletes. Student and athlete involvement in learning sessions facilitates acquiring and applying knowledge, competencies, and dispositions to foster positive self-concepts, emotional regulation, and attaining individual and communal objectives while demonstrating compassion towards others, establishing and maintaining nurturing relationships and making wise and compassionate decisions.

A teacher's guide is a written material that helps teachers direct the utilization of educational resources for teaching and learning (Nordin et al., 2013). Benjamin, Yasmin, Jessica, and Kelly (2018) found that a teacher's guide is crucial in advancing learning outcomes. Teachers modify their classroom teaching methods based on these guides, suggesting that well-structured guides do not impede teachers' professional expertise. The research

concludes that organized teacher's guides improve learning results, underscoring the significance of guiding without excessively dictating the lessons. The teacher's guide integrates social and emotional learning abilities to achieve relevant, situation-specific concepts tailored to the unique needs of both students and athletes. Social and emotional learning competencies are suggested to play a crucial role in academic advancement, as illustrated by programs intentionally developed to reinforce academic learning (Mahoney, Durlak, and Weissberg, 2018).

Additionally, this approach can aid teachers in establishing a dynamic educational environment conducive to academic progress and success by incorporating varied pedagogical strategies, materials, and assessments. The lessons focus on the competencies and values of Building Strong Character, Building Strong Community, and Building Personal and Professional Success. These values are aligned with the SEL competencies from the CASEL SEL framework and the Expected Lasallian Graduate Attributes (ELGA) 2.0 of the De La Salle University Integrated School (DLSU-IS) that will help enhance student engagement, motivation, and overall well-being, vital to fulfilling the school's mission and vision to produce globally competitive 21st-century learners.

### *1.1 Statement of the Problem*

The main problem pursued by this paper is: "How can a learning session teaching guide be developed incorporating the socio-emotional learning theory? To achieve the goal, the main problem was broken down into the following sub-problems:

- What topics are needed in the teaching guide aligned with the Socio-Emotional Learning Theory and the Expected Lasallian Graduate Attributes?
- What are the activities/assessments needed in the development of the learning session teaching guide?
- How can the developed teaching guide meet the needs of the Lasallian students?

### *1.2 Significance of the Study*

The present study helps primarily the following entities:

- **Teachers.** This teaching guide will significantly assist the teachers and coaches throughout the learning session. It acts as a manual highlighting real-life experiences, integrating Socio-Emotional Learning and ELGAS to support the students' effective learning.
- **Coaches.** The learning session teaching guide will be a research-based reference material for conducting values formation activities. It will give teachers and coaches insights on planning and carrying out values lessons anchored on the socio-emotional learning theory.
- **Student and Athletes.** The students and athletes will benefit from this study since it will expose them to learning experiences that will equip them with essential values and life skills they need to grow into better individuals.

## **2. Methodology**

This study focused on integrating socio-emotional learning and Expected Lasallian Graduate Attributes 2.0 in developing a learning session teaching guide for DLSU IS teachers and coaches. The researchers used the descriptive developmental method to reach the objectives above. Gay (1976) defined descriptive research as the method involving data collection to test the hypothesis or answer questions concerning the current subject status of the study.

As mentioned above, this is the continuation of a research study initiated with the first paper titled "Identifying Learning Competencies in the Development of Learning Sessions: Teaching Guide for DLSU Integrated School

Teachers and Coaches." In this new phase of the study, the researchers are expanding upon the groundwork laid by Torres (2005), who introduced a method for developing a manual to identify learning competencies within the Learning Session Teaching Guide. The focus of this paper is primarily on the development phase, to customize the learning resources to better meet the needs of both students and athletes in their day-to-day routines.

**Development Phase** - The researchers designed the learning sessions teaching guide based on the needs assessment results. The researchers also formulated a learning plan that will serve as a guide for both the teachers and the coaches. Furthermore, the present study assured the parallelism of the teaching guide contents towards the Expected Lasallian Graduate Attributes 2.0 and the five core competencies of Socio-emotional learning. Researchers formulated the content outline based on the needs assessment survey results. Likewise, the current study used teacher and coach feedback and examined the related literature and other printed materials to guide its content. The researchers divided the lessons into three parts, namely, Building Strong Character (self-awareness and self-management, reflective life-long learner, and competent self-nurturer), Building Strong Community (social awareness and relationship skills, culturally sensitive, critical and creative thinker, effective communicator, and engaged and service-driven citizen); and Building Personal and Professional Success (responsible decision-maker, and virtue guided decision maker).

- **Building Strong Character.** Understanding one's inner life enables people to navigate and analyze their thoughts, emotions, and behavior to make wise decisions and accomplish their goals. It also helps people comprehend their feelings, behaviors, ideas, virtues, experiences, and goals.
- **Building Strong Community.** Understanding and demonstrating empathy for others, accepting the perspectives of people in a variety of situations, and cultivating good relationships with a wide range of individuals and groups to promote smooth and effective communication and collaboration, free from bias and preconceptions, to establish and maintain mutually beneficial relationships for the betterment of all members of society.
- **Building Personal and Professional Success.** The capacity to make morally sound decisions about one's conduct and social relationships in light of societal norms, safety considerations, and ethical standards. Both athletes and students need to learn how to evaluate the situation, consider their options, and consider how each option can affect them and other people.

### 3. Review of Related Literature

This study aimed to create a needs-based teaching guide. The teaching guide relates to a learning module created for teachers and coaches to help students improve their attitudes and skills so they can better handle obstacles in the real world. To equip teachers and coaches with the knowledge and abilities necessary to mold students into well-rounded people capable of handling obstacles in the real world, the training manual was created. Numerous research studies have demonstrated the importance of developing educational resources when it comes to coaching and teaching proficiency. Tarpinian (1996) designed his Essential Swimmer guidebook for the coaches, fitness swimmers, and swimming competitors to achieve a successful swimming program. The author highlights the step-by-step illustrations with skills and various drills that help and guide the coaches to understand the lesson better. Baker and Cole (1989) developed a manual to help coaches in the organization of their training in all aspects of the game. The manual presented the drills through illustrations and diagrams for a better understanding. The cited authors claimed the importance of the exercises for the coaches to demonstrate since they are the ones who teach the fundamentals of the game (Baker & Cole, 1989). Stockton (1984) wrote Coaching Baseball Skills and Drills, which greatly influenced the present study. Stockton guided baseball coaches in their training. Because of the book's greatness, the Houston Texas Baseball Coaches Associations used it. The results revealed that players, whose coaches used the book as a coaching aid, produced the highest scores in a skill test. The findings showed the importance of a book and similar materials as a guide in achieving a higher coaching competency.

Many studies in the country focused on instructional material development. All these are found to be very

useful and feasible in the field of education as supplemental for teachers in improving the teaching and learning processes. Balbio (2008) designed instructional material for teachers in basic swimming that was used in P.E. classes. The researcher designed the content based on the researcher’s personal experience, inputs from swimming coaches and instructors, and his review of related literature. Balbio developed the manual using four stages that follow: (1) the design stage; (2) the development stage; (3) try out stage; and, (4) the validation stage (2008). The study was validated by selected PE teachers, local and national coaches, and swimming trainers. Soro (2006) designed the development and validation of the Sepak Takraw Manual for the use of coaches, PE teachers, and sports enthusiasts. The researcher employed a descriptive survey-type method that served similarly to other studies reviewed by the present researcher. Soro likewise used illustrations to present several lessons for better understanding (2006). Selected teachers and some international referees validated the developed manual. It also made use of it. Torres (2005) developed a manual of supplementary activities for physical fitness, which highlighted various activities or exercises that developed or improved different components of fitness. The study also used a descriptive survey type of research following three stages (design, development, and validation) in the entire process. Forty (40) students participated in Torres’ developed pre and post-tests. Five (5) P.E. Professors at the Philippine Normal University in Manila validated the test questionnaires. Fifteen (15) Graduate students took part in the final stage that revealed the presented activities in the manual are all valid and reliable.

All cited relevant studies, focusing on material development, have greatly influenced the present study. It should be noted that the current study employed processes that have been proven effective by the earlier studies. Such processes included the procedure for data collection, the research methods used, the steps in instrument development, and the stages undertaken in the development of the material. More interestingly, the findings of the cited research served as the basis for the development of content in this present study. Many studies reviewed have developed instructional materials that served as content-driven and leaned towards using direct instruction methods. Through this fact, the present study becomes more relevant since it remains the only one yet to employ the Socio-Emotional Learning aligned to the Expected Lasallian Graduate Attributes in the context of a teaching guide. Therefore, the researcher’s desire to incorporate Socio-Emotional learning into the teaching guide persists as the focus of this study.

### 3.1 Conceptual Framework

The entire study will be built upon the conceptual framework given below:

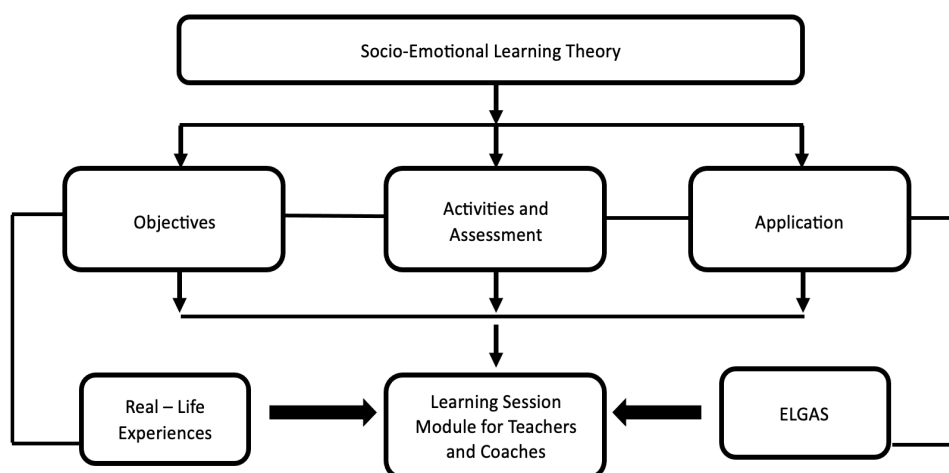


Figure 1. Conceptual Framework

Using three of Wilkins ' methodological ideas, a teaching guide designed to help instructors and coaches facilitate the learning session will be created. Establishing a clear objective is the initial method where the

objective must be appropriate for the class environment in which the teacher works. The following method is to design an activity and assessment to address the objective. Lastly, applying concepts to real-life situations, as Wilkins famously said, “We learn what we do,” implies that we can only acquire knowledge through experience. The teaching guide, which is the output of the study, is anchored on socio-emotional learning, which current researchers believe will help students develop a positive attitude and promote their well-being. In addition, the researchers aligned the teaching guide’s content to the Expected Lasallian Graduate Attributes or ELGA to strengthen the students' Lasallian identity. ELGA centers on the knowledge, abilities, and traits that characterize a Lasallian student, as reflected in the Mission and Vision of De La Salle University.

Incorporating socio-emotional learning in the classroom benefits students (Gutierrez-Taylor, 2023). Rajawat’s (2018) study reveals that improvement in SEL also leads to physical, language, and cognitive development, showing their interrelatedness, as Wisniewski (2023) confirms that SEL positively impacts students' academic achievement. Castro (2018) finds that promoting socio-emotional learning and achieving academic goals is feasible through developing programs in schools incorporating SEL competencies. According to Williams (2023), teachers understand the importance of developing SEL competencies among learners. Thus, training is needed so teachers may have the capacity to implement them in the classroom.

The Collaborative for Academic, Social, and Emotional Learning (CASEL), an organization that promotes “social and emotional learning” (SEL) in US public education, defines SEL as:

*“the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.”*

The 5 SEL competencies, according to CASEL, are self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (What Is the CASEL Framework? - CASEL, 2023). Self-awareness is the ability to recognize one’s emotions, thoughts, values, and experiences and how they affect one’s behavior. Developing one’s self-awareness can help identify one’s capabilities and limitations that may be a consideration in one’s choices in life. Self-management is effectively managing one’s identified emotions, thoughts, values, and behavior in various situations. This is the ability to apply strategies to avoid being overcome by stressful situations to reach one’s goals and aspirations. Social awareness is the ability to sympathize with and comprehend the viewpoints of people, especially those from various conditions, ethnicities, and backgrounds. This is the ability to recognize the differences that make up the community and understand the dynamics of individuals. Promoting positive relationships with others of diverse backgrounds is an ability of the relationship skills, the fourth SEL competency. This includes communicating effectively, resolving conflicts, and working collaboratively. The 5th SEL competency is responsible decision-making. This is the ability to make attentive and constructive choices in different situations. This includes identifying the possible outcomes and consequences of every decision and considering the impact on self and others, such as family, community, and the environment.

#### **4. Results and Discussion**

The present study focused on the development of a learning session teaching guide for students and athletes incorporating Socio-emotional learning theory. Through the needs assessment results, the values that need to be developed that may be included in the learning sessions teaching guide were identified. They are consequently aligned with the Socio-emotional Learning Competencies and the Expected Lasallian Graduate Attributes categorized into three major themes that show character development progression, beginning with personal development (Building a Strong Character), then community relationship development (Building a Strong Community) toward professional success (Building Personal and Professional Success). Learners need to acquire values that may contribute to their personal development to function in challenging communities and grow to

become potential leaders and invaluable members. The set of values and competencies served as the basis for topics for discussions as they are recognized to be essential components of cultivating, strengthening, and shaping students and athletes to become admirable Lasallian graduates who function productively in the community and in a global society. The values that need to be developed under the major themes with their aligned Socio-emotional Competencies and the Expected Lasallian Graduate Attributes (ELGA 2.0) are presented in Table 1.

**Table 1**  
*Socio-emotional Competencies and the Expected Lasallian Graduate Attributes (ELGA 2.0)*

Values to be developed	SEL Competencies	Expected Lasallian Graduate Attributes
<b>Building Strong Character</b>		
faith	self-awareness	reflective lifelong learner and competent self-nurturer
perseverance	self-management	culturally sensitive critical and creative thinker
kindness	social awareness	virtue-guided decision maker
gratitude (gratefulness)	self-management	engaged and service-driven citizens
honesty	self-awareness	Competent self-nurturer
<b>Building Strong Community</b>		
love	Social-awareness	Culturally Sensitive Critical and Creative Thinker
empathy	Social-awareness/ Relationship skills	Reflective Lifelong Learner and Competent Self-nurturer
compassion	Social-awareness	Engaged and Self-driven Citizens
teamwork	Relationship Skills	Effective Communicator
respect	Relationship Skills	Virtue- Guided Decision Maker
<b>Building Personal and Professional Success</b>		
hard work	self-awareness	responsible decision making
effective communication	self-management	virtue-guided decision-maker
responsibility(accountability)	social-awareness	virtue-guided decision-maker
leadership	relationship skills	responsible decision making
integrity	responsible decision making	virtue-guided decision maker

Table 1 shows the possible topics for developing a learning session teaching guide. This systematically connects specific values to socio-emotional learning (SEL) competencies and aligns them with the attributes expected of Lasallian graduates emphasizing character building, community engagement, and personal and professional success. Each value is associated with one or more SEL competencies, which in turn are linked to specific graduate attributes, ensuring a holistic educational experience. The values of faith, perseverance, kindness, gratitude, and honesty under the theme of building a strong character are aligned with the SEL competencies of self-awareness and self-management. These values equip learners to become reflective lifelong learners and competent self-nurturers, culturally sensitive critical and creative thinkers, virtue-guided

decision-makers, and engaged and service-driven citizens. The values under the theme of building a strong community are love, empathy, compassion, teamwork, and respect which are aligned with the SEL competencies of social awareness and relationship skills that will lead to becoming culturally sensitive, critical, and creative thinkers, reflective lifelong learners, competent self-nurturers, engaged and self-driven citizens, effective communicators, and virtue-guided decision makers.

Finally, the values under the theme of building professional and personal success are hard work, effective communication, responsibility or accountability, leadership, and integrity, which are aligned with the SEL competencies of self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. These are then contributors to equipping learners to become responsible and virtue-guided decision-makers. Sorbet and Notar (2022) assert that the incorporation of Socio-Emotional Learning into classroom discussions and other educational practices can effectively tackle a range of concerns, including student achievement, absenteeism, higher-order thinking, problem-solving, and mental health. This, in turn, can create a more favorable learning environment for all parties involved. These potential topics promote learners' total development personally and professionally in the community and on a larger scale.

In order to support students' overall well-being and academic achievement, teachers play a critical role in cultivating socio-emotional learning in their classrooms (Elksnin and Elksnin, 2003) by providing appropriate instructions, activities, and assessments that will encourage the development of the values presented in this section. In the development of the learning session teaching guide, such considerations were applied.

Casel.org (2022) presented four elements when implementing SEL in classrooms. Activities must be **Sequenced, Active, Focused, and Explicit (SAFE)**. This means that teachers must provide students with engaging activities that are connected to each building upon each other, ensuring their active participation and concentrating on specific concepts and skills set with clear objectives for what skills students should learn in a given time period. Additionally, Falco (2023) explains that when fostering Social-Emotional Learning, the key is making students understand the importance of competencies and how SEL can effectively promote better relationships and improved academic achievement by creating practice skills and providing feedback and time for reflection. Setting a time for reflection is supported in the study conducted by Arieny, Kartika & Tibrani (2023), claiming as one of the three stages of activities when SEL is implemented in the classroom. Students reflect on their learning at this point, which may also include group discussions, results presentations, and their comprehension of the material they have learned. Before the reflection activities, the two other stages: Introductory activities and Core activities, need to be endowed. Introductory activities may include providing a brief background, stimulating their interest, and activating prior knowledge of the topics in focus, while Core activities may constitute thinking critically, solving real-world problems, and exploring concepts through accomplishing related tasks or case studies. The elements of the teaching guide for the learning session for students and athletes are presented in Table 2.

**Table 2**  
*Elements of the Learning Session Teaching Guide for Students and Athletes*

Theme	Highlighted Value	SEL	ELGAS
Lesson Title			
Objectives			
Engagement Activities	Introductory and Core Activities		
Self-Reflection Activities	Reflection Activities		

Table 2 shows the elements contained in the present study's development of the learning session teaching guide for students and athletes. Building the structure, this guide conforms with DLSU's academic calendar year with eleven to thirteen weeks each in three terms. Learning session is conducted once a week in a one-hour period. The template follows Casel.org's (2022) elements having a focused lesson for a given time period assigned with a Lesson title. The three major themes are divided into three terms, while highlighted values, SEL competencies, and Lasallian attributes may be posited in one to two meetings with clear objectives aiming to realize all the identified target concepts presented in Table 1 within the academic year. The engagement activities



should ensure students' participation in the provided introductory and core activities. They must be focused on target concepts and built on each other. Establishing their background knowledge, having them think critically, and accomplishing tasks are essential to achieving optimum learning. The concluding part of the learning session always involves self-reflection activities.

It is important to remember that introductory exercises must inspire students, draw on their existing knowledge, introduce vital concepts, and lay the groundwork for further in-depth learning. The core exercises should stimulate critical thinking, comprehension and empathy, concept exploration, teamwork, and reflection. As the learning session's concluding exercise, self-reflection helps students accomplish the expected Lasallian Graduate Attributes and the SEL competencies by fostering social skills development, personal growth, and goal-setting, thereby fulfilling the needs of the Lasallian students to become invaluable members of the community and global society.

## 5. Conclusion

Based on the discussion of the development of a learning session teaching guide for DLSU Integrated School teachers and coaches, the following conclusions around the following themes are made:

- **On Integration of Socio-Emotional Learning (SEL):** Integrating socio-emotional learning (SEL) into education is crucial for preparing students to thrive in the modern world. SEL addresses the complex demands of the 21st century and the challenges posed by the Fourth Industrial Revolution. The teaching guide suggests that the SEL-enriched curricula can lead to significant improvements in students' academic performance, overall well-being, and social competencies. It creates a learning environment that equips students and athletes with the necessary skills to maximize their personal and professional lives successfully.
- **On Alignment with Expected Lasallian Graduate Attributes (ELGA):** The alignment of the guide with the Expected Lasallian Graduate Attributes (ELGA) guarantees that the values and competencies being taught are consistent with the mission and vision of De La Salle University. This alignment means that the educational programs are designed to cultivate graduates who are not only academically proficient but also embody the ethical, social, and personal values central to Lasallian education.
- **On Comprehensive and Structured Approach:** The guide, systematically organized into three main themes (Building Strong Character, Building Strong Community, and Building Personal and Professional Success), implies a holistic education experience for students and athletes. By linking each theme to specific social-emotional learning (SEL) competencies and Lasallian graduate attributes, the guide ensures that students and athletes develop a well-rounded set of skills and values which facilitate their holistic development.
- **On Focus on Real-Life Application:** With the emphasis on the application of concepts to real-life situations, the teaching guide confirms that knowledge is best acquired through experience. It implies that education extends beyond theoretical knowledge to practical, experiential learning. By emphasizing real-life scenarios, the guide guarantees that students can directly relate and apply their learning to everyday situations. This makes the learning process more relevant and impactful for students and athletes.
- **On Evidence-Based Development:** The guide is developed based on needs assessment results, feedback from teachers and coaches, and a review of related literature. This evidence-based process implies that the guide is relevant, effective, and tailored to the unique needs of Lasallian students and athletes. This approach in material development ensures the guide's relevance and effectiveness, making it a reliable resource for fostering student growth. The empirical data and practical insights

incorporated into the guide enriches students' and athletes' educational and developmental experiences.

- **On Support for Teachers and Coaches:** Recognized as a valuable resource for teachers and coaches, the guide significantly enhances their ability to deliver socio-emotional learning and values education. The structured activities, assessments, and instructional strategies in the guide equip the educators with the necessary tools to effectively implement these components in their sessions. This support leads to more consistent and impactful teaching practices, ultimately resulting in improved student outcomes.

**Ethical Considerations** - By appropriate research ethics, each interviewee signed an informed permission form before answering the questionnaire. As a result, the researchers published collected data supporting their work.

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Appendix

**Prototype Learning Plan**

Encountering God in Every Moment of One's Life																	
Theme	Highlighted Value	SEL	ELGAS														
Building a Strong Character	FAITH	Self-Awareness	Reflective Lifelong Learner, Competent Self-Nurturer														
Objectives At the end of the lesson, the students are expected to:	Explain the Lasallian core value of faith as the abounding God's presence in one's life; Recall happy moments and sad moments in one's life through a timeline activity; and Show gratitude to God and people who have stayed by their side during the lowest points in their lives.																
Engagement Activities	<u>Activity 1</u> : Story Analysis, The Mountain Climber, <a href="https://tinyurl.com/48kuu242">https://tinyurl.com/48kuu242</a>	Facilitate analyzing the story using the given guide questions: · Cite one prayer request that God has not answered yet. How does this affect your faith in Him? · What personal prayer request has God answered already? How does this blessing strengthen your faith in Him? · Have you become blind to God's generosity? When does a man become blind to God's love?															
	<u>Activity 2</u> : Song Analysis, Footprints in the Sand, <a href="https://www.youtube.com/watch?v=jKn_b21pwESI">https://www.youtube.com/watch?v=jKn_b21pwESI</a>	Lead in analyzing the song with the given questions below: · What does the story suggest about faith and trust during difficult times? · How has God worked on your life during struggling moments? · How do these moments strengthen your faith in God?															
	<u>Activity 3</u> : My Lifeline Activity	· Ask students to recall the high points and low points in their life. · Ask them to trace back to these moments in their childhood until their current life. · Task them to identify at least three high points and another three low points in their life. · Tell them to state the month and year when it happened. · Instruct them to arrange these events using the timeline maker at <a href="https://timepath.co/">https://timepath.co/</a> .															
	<u>Activity 4</u> : Small Group Sharing	Divide the class into small groups. Task them to share with their group mates their output on the <i>My Lifeline activity</i> . Students can use the following questions as their guide for sharing: · What was your life's highest point? Its lowest point? · What have you learned from these experiences and from the people who were with you during those times?															
	<u>Activity 5</u> : Class Reflection	Call 2-3 students to share their low points and high points with the entire class. Then, lead them to a deeper reflection using the following guide question: · Who was with you during your lowest point in life? · How did their presence lighten the load you bore? · Was God with you during those moments?															
	<u>Activity 6</u> : Making Conclusions	Ask the students to share with the class what they have learned from the session. Lead them to realize the salient points of the session: · Life is a mixture of happy moments and sad moments. · Each moment in our life is a learning opportunity. · During one's lowest points, there will be people who will support him. · Our value of faith reminds us that God will always be by our side even during the saddest point in our life.															
	<i>Self-Reflection Activities</i>	<u>Activity 1</u> : Loving God in My Many Roles  In a certain person are the various roles he is expected to play. Reflect on your different roles as a student, a son or a daughter, a brother or sister, a friend, and a member of your Church. In what concrete ways is God inviting you to love Him as you fulfill each role?	<table border="1"> <thead> <tr> <th>Roles</th> <th>Ways of Loving God</th> </tr> </thead> <tbody> <tr> <td>Son or Daughter</td> <td></td> </tr> <tr> <td>Brother or Sister</td> <td></td> </tr> <tr> <td>Friend</td> <td></td> </tr> <tr> <td>Student</td> <td></td> </tr> <tr> <td>Church's Member</td> <td></td> </tr> <tr> <td>Citizen</td> <td></td> </tr> </tbody> </table>		Roles	Ways of Loving God	Son or Daughter		Brother or Sister		Friend		Student		Church's Member		Citizen
Roles	Ways of Loving God																
Son or Daughter																	
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Development of learning session teaching guide for De La Salle University Integrated teachers and coaches

	<p><u>Activity 2:</u> Case Analysis Justin is very vocal telling his friends that he does not believe in God anymore. He said that even if he stops attending Church worship, loses his interest in reading religious and inspirational publications, and intentionally removes praying to God from his schedule, he is confident to say that his life is still fine. There was a time before that he said that God is not necessary to enjoy life. Justin was not like this a couple of years back. He was a good influence on his circle of friends, constantly reminding them to make themselves available during Sunday Mass. He started to act like an atheist when a series of unfortunate events dawned on their family. Their family business became bankrupt because of mismanagement. This complicated the relationship of his parents which led to their separation. Because his mother could not accept what happened to their life, she was discovered lifeless one day due to a drug overdose.</p>	<p>Analyze the case using the given questions:</p> <ul style="list-style-type: none"> <li>· Does Justin have a valid reason why he has stopped believing in God?</li> <li>· What weakens your faith in God? How can you overcome it?</li> <li>· What strengthens your faith in God? How can you sustain it?</li> </ul> <p>Write your reflections in your journal.</p>
	<p><u>Activity 3:</u> A Note to God (Prayer Composition)</p>	<p>A Note to God is a song that expresses the yearning of a believer. Its opening lines are all-powerful:</p> <p><i>If I wrote a note to God, I would speak what's in my soul. I'd ask for all the hate to be swept away for love to overflow.</i></p> <p>If you were going to write your own note to God, what would you tell Him?</p> <p>Use your journal to write your love letter to God.</p>

