

Adjusted LifeComp Framework for Preschool Education*: Learning Goals and Outcomes for the Three LifeComp Areas



AREA COMP. DESCRIPTORS		LEARNING GOALS (With the support of an adult, the child will)	LEARNING OUTCOMES (With the support of an adult, the child will)
PERSONAL	P1 SELF-REGULATION	P1.1 AWARENESS OF MYSELF - Recognise and respond to their own name. - Identify and name body parts. - Understand the functions of body parts.	- Respond to their name verbally or by turning. - Identify and name body parts by pointing or verbally. - Describe basic functions and locations of body parts. - Relate body parts to everyday activities.
		P1.2 AWARENESS OF MY SENSES - Recognize their senses inside and outside of the body. - Recognise and describe their senses and related feelings. - Identify sensory experiences they like or dislike.	- Name the sense organs and senses. - Explain the link between sense organs and senses. - Identify and describe the senses they perceive. - Express which sensory experiences they like or dislike.
		P1.3 AWARENESS OF EMOTIONS - Recognise and name emotions. - Express emotions verbally and non-verbally. - Connect emotions with bodily sensations.	- Recognise and describe emotions through facial expressions, tone and body language. - Express feelings verbally and non-verbally. - Compare emotions and describe their similarities and differences. - Identify situations that trigger particular emotions. - Express emotions creatively in different situations.
		P1.4 REGULATION OF EMOTIONS - Learn and practise strategies for regulating emotions and behaviour. - Develop independent use of these strategies.	- Name and explain strategies for emotional and behavioural regulation. - Build and use a personal toolkit of regulation strategies. - Apply appropriate strategies in real or simulated situations.
	P2 FLEXIBILITY	P2.1 AWARENESS OF CHANGES - Recognise and describe changes in the environment. - Recognise emotions and needs during challenging situations.	- Observe and comment on changes in the immediate environment. - Describe differences between previous and current situations. - Recognise changes in familiar stories or events. - Identify and share feelings and needs in challenging situations. - Reflect on strategies used and their effectiveness.
		P2.2 ADJUSTMENT IN/DURING CHANGES - Use adaptive strategies in challenging situations. - Participate in creating and following group rules. - Adapt behaviour to others' emotions and needs.	- Identify emotions and needs during challenging situations. - Choose and use appropriate coping strategies. - Contribute ideas to group rules and explain new rules in their own words. - Follow new rules in daily activities. - Recognise others' emotions and respond empathetically. - Adapt behaviour to others' needs in group activities.
	P3 WELLBEING	P3.1 HOW TO BE WELL (AWARENESS OF BIOLOGICAL AND PSYCHOLOGICAL NEEDS) - Recognise and express biological and psychological needs. - Understand that others have similar needs. - Use strategies to meet and regulate needs. - Know when and how to ask for help. - Recognise factors affecting health and wellbeing.	- Name and identify basic biological and psychological needs. - Explain their importance for wellbeing and how they are met. - Plan daily routines including food, drink, rest, care and play. - Show how they care for their needs through stories or drawings. - Distinguish pleasurable activities from those that support health. - Explain factors that contribute to wellbeing.
		P3.2 RESPECT FOR THE ENVIRONMENT - Develop awareness of other living beings and their needs. - Learn ways to care for and respect the environment.	- Identify and name animals, plants and people. - Explain basic needs of living things, such as food, water, light and space. - Show how to care for living beings and recognise when they need help. - Compare the needs and responses of different living beings. - Create a story, picture, game or plan about caring for living beings.
SOCIAL	S1 EMPATHY	- Recognise basic emotions in themselves and others. - Learn to understand and respond appropriately to others' feelings. - Practise taking another person's perspective.	- Recognise others' emotions through facial expressions, body language and behaviour. - Respond to others with appropriate concern or empathy. - Explain how another person or character might feel, think or what they might need. - Compare their own feelings and behaviour with those of others.
	S2 COMMUNICATION	S2.1 COMMUNICATION STRATEGIES - Understand what communication is and why it is used. - Learn about verbal, non-verbal and different communication tools.	- Communicate using words, tone, facial expressions and body language. - Use simple communication tools such as picture cards and storyboards. - Communicate through speaking, drawing, gestures and simple technology.
		S2.2 CONVERSATION SKILLS - Share thoughts, feelings, needs and ideas. - Develop questioning skills and social-emotional vocabulary.	- Respectfully share ideas, feelings and needs. - Ask closed and open questions. - Explain and use social-emotional vocabulary in context.
		S2.3 LISTENING SKILLS - Develop attentive and active listening. - Respond appropriately and practise turn-taking.	- Focus attention on the speaker. - Follow simple and multi-step verbal instructions. - Answer questions about stories or conversations. - Listen without interrupting and wait for their turn to speak.
	S3 COLLABORATION	- Develop group identity and awareness of diversity. - Include and respect others during play and social interaction. - Participate in group activities and solve shared problems.	- Describe when they feel comfortable in a group. - Include peers with different ideas and perspectives. - Balance their needs and preferences with those of others. - Identify challenges and suggest possible solutions. - Select, use and evaluate effective solutions. - Resolve conflicts using appropriate strategies.
LEARNING TO LEARN	L1 GROWTH MINDSET	- Develop and recognise personal and others' strengths. - Understand improvement through practice and learning.	- Identify personal strengths and areas for development. - Recognise and give positive feedback on peers' strengths.
	L3 MANAGING LEARNING	- View mistakes as opportunities for growth. - Participate in collective achievement.	- Persist in activities requiring practice and improvement. - Reflect on mistakes and learn from them. - Support peers in viewing mistakes as learning opportunities. - Participate in group projects and value individual contributions to shared success.
	L2 CRITICAL THINKING	- Develop collaborative problem-solving and emotional reflection. - Ask questions and identify everyday problems. - Observe details and distinguish facts from opinions. - Compare objects and ideas.	- Define a problem, challenge or goal. - Plan and explain possible solutions and required resources. - Apply different problem-solving strategies and follow planned steps. - Evaluate and compare solutions and express their views about them. - Set a new goal based on learning from the experience.

*a condensed version of the LifeComp-based table on EduSkills+ SEL website.

