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SOCIAL-EMOTIONAL LEARNING COMPETENCIES

BY ANNE FRANK

КОМПЕТЕНЦІЇ СОЦІАЛЬНО-ЕМОЦІЙНОГО НАВЧАННЯ АННИ ФРАНК

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ABSTRACT

Purpose. The aim of this study is to introduce social-emotional learning competencies by analyzing Anne Frank's diaries. Social-emotional learning (SEL) is based on emotional literacy. Anne Frank, who was murdered in the Holocaust, wrote a total of 189 diaries between June 12, 1942, and August 1, 1944. In her diaries, written with maturity unexpected for her age, Frank effectively analyzed and expressed her own feelings, behaviors, the feelings and behaviors of the people around her, and the events that took place during World War II.

In this qualitative study based on document analysis, Anne Frank's diaries were meticulously analyzed by nine experts and evaluated according to social emotional learning skills. Social-emotional learning, is based primarily on emotional literacy.

Methodology. This study was analyzed with the document analysis technique, one of the qualitative research methods.

Meta. Метою дослідження є ознайомлення з компетенціями соціально-емоційного навчання на прикладі аналізу щоденників Анни Франк. Соціально-емоційне навчання базується на емоційній грамотності. Анна Франк, яка була вбита під час Голокосту, написала загалом 189 щоденників у період з 12 червня 1942 року по 1 серпня 1944 року. У своїх щоденниках, написаних з несподіваною для її віку зрілістю, Анна Франк аналізувала і висловлювала власні почуття, поведінку, почуття і поведінку людей, які її оточували, а також події, що відбувалися під час Другої світової війни.

У цьому дослідженні, що ґрунтується на аналізі документів, щоденники Анни Франк були ретельно опрацьовані дев'ятьма експертами та оцінені з огляду на навички соціально-емоційного навчання. Соціально-емоційне навчання передусім базується на емоційній грамотності.

Методологія. Дослідження було здійснено методом аналізу документів – одним із якісних методів дослідження.

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Results. The analysis shows that Anne Frank's diaries reflect one or more of the following SEL skills: self-awareness, self-management, social awareness, relationship skills and responsible decision-making.

Conclusions. Anne Frank's diaries represent strong emotional literacy skills. Each diary was evaluated in the skill category in which it was most frequently included. There is a need for further studies to examine the Anne Frank Diary of a Young Girl in terms of other psycho-educational studies such as assertiveness, self-esteem and feminist skills.

Keywords: Anne Frank, empathy, resilience, social-emotional learning, well-being.

Результати. Аналіз засвідчує, що щоденники Анни Франк відображають одну або кілька таких навичок соціально-емоційного навчання: самосвідомість, самоконтроль, соціальну обізнаність, навички міжособистісної взаємодії та відповідальне прийняття рішень.

Висновки. Щоденники Анни Франк демонструють високий рівень емоційної грамотності. Кожен щоденник оцінювався за тією категорією навичок, до якої найчастіше належав. Існує потреба в подальших дослідженнях, що вивчатимуть «Diary of a Young Girl» Анни Франк з позицій інших психопедагогічних аспектів: самовпевненості, самооцінки та феміністичного підходу.

Ключові слова: Анна Франк, емпатія, стійкість, соціально-емоційне навчання, благополуччя.

INTRODUCTION

Despite Anne Frank's short life and incomplete education, her diaries show how skillful she was in emotional literacy. What she went through before writing her diaries and what she went through while writing her diaries makes it easier for us to understand her.

Anne Frank, a Jewish girl who lived during the Holocaust, wrote diaries that have inspired generations. Her experiences, recorded while in hiding, offer profound insights into human emotions, resilience, and the power of hope (Lee, 2006). Her diary entries allow us to look at social-emotional learning from a different perspective (Whitmore et al., 2018). Despite the historical significance of Anne Frank's diaries, their role in fostering SEL has been underexplored.

This paper **aims** to bridge that gap by analyzing how her reflections align with Social-Emotional Learning competencies such as self-awareness, social awareness, responsible decision-making, self-management, and relationship skills. This study examines how her life and writings contribute to (SEL), helping individuals develop emotional intelligence and empathy. This study underscores the importance of historical narratives in emotional learning. By integrating Anne Frank's experiences into SEL education, educators can help students develop resilience and empathy. Understanding history through a personal lens promotes deeper emotional engagement and ethical awareness. This study is limited to textual analysis of Anne Frank's diaries and selected secondary sources. It does not include empirical research or experimental studies on SEL outcomes in educational settings.

An impassioned monument to the human spirit and a potent reminder of the horrors of war, Anne Frank's diaries were found in the attic where she lived her final years. It has since become a global classic. When the Nazis took over Holland in 1942, 13-year-old Anne and her Jewish family fled to the "secret annex" of an old office building. During their time there, Anne kept a journal in which she documented her experiences. Her story, which is at once reflective, poignant, and humorous, is an intriguing commentary on human bravery as well as a powerful self-portrait of a remarkable young woman whose life was sadly cut short (Frank et al., 1995).

Anne Frank's short life can be summarized as follows: Anne was born on June 12, 1929, in Frankfurt, Germany, the daughter of Otto and Edith Frank. Until the age of five, Anne

lived with her mother, father and older sister Margot in an apartment on the outskirts of Frankfurt. After the Nazis came to power in 1933, the Frank family fled to Amsterdam in the Netherlands. The Germans occupied Amsterdam in May 1940. In July 1942, German authorities and their Dutch collaborators began deporting Jews from the Netherlands to death centers in German-occupied Poland.

During the first half of July 1942, Anne and her family hid with other Jewish families. For two years they lived in what Anne Frank referred to in her diary as the “Back House”, at 263 Prinsengracht Street, in the hidden attic of an apartment behind the office of the family business. Family friends and coworkers provided the Franks with food and clothing at the risk of their own lives.

Anne hid in what she called the back house together with herself, her mother, father and sister; Auguste van Pels, Hermann van Pels, Peter van Pels, and Fritz Pfeffer under their real names. They were helped by Victor Kugler, Johannes Kleiman, Miep Gies and Elisabeth (Bep) Voskuijl.

On August 4, 1944, the Gestapo (German Secret Service Police), acting on a tip from an anonymous Dutchman, discovered the family’s hiding place and arrested the residents. In September 1944, the authorities put the Franks and the four others hiding with them on a train to Auschwitz. Anne and her older sister were sent to the Bergen-Belsen concentration camp in northern Germany in late October 1944, as they were selected for work because they were young. Both sisters died of typhoid fever just weeks before British troops liberated the camp in March 1945. Anne’s mother died in Auschwitz in early January 1945. Her father Otto survived the war.

After the war, *The Diary of Anne Frank* was published in many languages and included in the curricula of thousands of middle and high schools around the world. Anne Frank has become a symbol of the lost future of all children who perished in the Holocaust (Frank & Frank, 2022).

Social-Emotional Learning (SEL) Framework

SEL is an educational approach that fosters emotional intelligence, empathy, and responsible decision-making. Studies suggest that SEL enhances students’ academic and personal development.

The following descriptions of SEL are from CASEL. They address five broad, interrelated areas of competence and provide examples for each: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making (CASEL, 2025).

In her diaries, Anne Frank primarily describes her own world; her feelings, her thoughts about people and events are presented objectively. Relations with her mother, father and sister are another subject of the diaries. Relations with other people living in the back house are also described. In addition, longing for her grandmother and schoolmates is also expressed. Her hopes for the future, the profession she would choose and her feminist views were also included.

Using *The Diary of a Young Girl* by Anne Frank in teacher education programs can enhance preservice teachers’ understanding of emotional intelligence and help them facilitate social emotional learning in students (Kremenitzer, 2014). According to (Colton, 2020), digital literacy tools in a year 9 English classroom can enhance students’ understanding of historical context, literary language, and narrative voice. Anne Frank’ diaries are excellent tools for this aim. In Anne Frank’s novel *The Diary of a Young Girl*,

Anne's personality is more Id than Ego and Superego, and the Secret Annex is a foreign space that affects her maturity growth (Gustiani & Yuli Astuti, 2023).

The Diary of Anne Frank explores the theodicy issue and demonstrates a significant correlation between understanding the problem and recognizing the dominant emotion, highlighting the relevance of discussing universal love despite suffering (Dragun, 2024). Aind (2023) analyzes humanity, love, and family values in *The Diary of Young Girl* using a qualitative method, contributing to literature and understanding social values in society. *The Diary of Anne Frank* provides insight into her traumatic experiences during the Second World War, using Freudian concepts of sublimation, intellectualization, oedipal complex, reaction formation, and dream analysis (Bajaj, 2018).

Social-Emotional Learning is the process of developing self-awareness, self-control, and interpersonal skills that are essential for success in school, work, and life. It helps individuals understand and manage emotions, build positive relationships, make responsible decisions, and handle social situations effectively (Durlak, 2015)

Core Components of SEL (CASEL Framework)

The Collaborative for Academic, Social, and Emotional Learning (CASEL) defines five core competencies of SEL (Cefai & Cooper, 2009):

- self-awareness: recognizing one's own emotions, strengths, and values;
- self-management: regulating emotions, stress, and behavior to achieve goals;
- social awareness: understanding and empathizing with others, including those from diverse backgrounds;
- relationship skills: communicating, cooperating, and resolving conflicts effectively;
- responsible decision-making: making ethical and constructive choices about behavior and social interactions.

Why is SEL Important? It:

- improves academic performance;
- reduces behavioral issues;
- strengthens emotional regulation and resilience;
- enhances social relationships;
- prepares individuals for the workforce and lifelong success (Elias, 2019).

METHODOLOGY

One of the qualitative research techniques, document analysis, was applied in the study, and the data was analyzed using the content analysis approach. The foundation of qualitative research is an interpretive, multidisciplinary, holistic approach to the study problem. One method that has been underutilized in qualitative research is document analysis. This strategy may be beneficial for a number of reasons. This technique enables academics to perform investigations that they normally would not be able to finish when applied to the analysis of pre-existing texts (Creswell & Poth, 2018).

RESULTS

Through her diaries, Anne Frank demonstrates key social-emotional learning (SEL) competencies. These competencies are integral in understanding how she navigated her challenging circumstances, fostering self-awareness, self-management, social

awareness, relationship skills, and responsible decision-making during her time in hiding. The following is a breakdown of Anne Frank's SEL competencies:

self-awareness:

- recognizing emotions: Anne Frank exhibits a deep understanding of her own emotions throughout the diary. She writes about her feelings of fear, isolation, frustration, and sometimes hope, often exploring these emotions with honesty and reflection. This awareness is a crucial SEL skill, as it allows her to process her experiences;
- identifying strengths and weaknesses: Anne is also introspective about her own character, acknowledging her personal struggles, such as her temper and self-doubt, but also recognizing her intelligence and potential. For instance, she writes about her desire to be a better person and her frustration at not meeting her own expectations.

self-management:

- emotional regulation: In the confined and stressful environment of the secret annex, Anne frequently faces intense emotions. She learns how to manage her frustrations, anger, and sadness, sometimes through writing in her diary which acts as an outlet for her emotions. This demonstrates her ability to regulate emotions in a very challenging setting;
- goal-setting and perseverance: Anne reflects on her aspirations, such as her desire to become a writer and her long-term goal of leading a fulfilling life after the war. Even in times of uncertainty, she manages to maintain her sense of purpose and strives toward personal growth.

social awareness:

- empathy and understanding others: Despite the tension in the annex, Anne often shows empathy for those around her. She reflects on the emotions and struggles of her family and the others in hiding, such as her understanding of her mother's emotional distance or her compassion for her father, whom she sees as a source of stability;
- appreciation of diversity: Anne demonstrates social awareness through her recognition of the diverse personalities and backgrounds of those in the annex. She describes the complexities of their relationships and how different individuals cope with the situation. She becomes more aware of how fear, stress, and hardship affect people's behavior.

relationship skills:

- communication: Anne uses her diary as a form of communication, writing openly and honestly about her relationships with others. She describes her complex relationship with her mother, her close bond with her father, and the tensions she experiences with her sister and others in the annex. Her ability to reflect on these relationships shows her awareness of how communication plays a role in maintaining connections with others;
- conflict resolution: In the midst of constant stress and isolation, Anne works through various conflicts with the people she is hiding with. For example, her diary entries often explore her difficult relationship with her mother, as well as her volatile dynamic with her sister Margot and her feelings toward Peter, the young man in the

annex. Through writing, Anne explores how to resolve these conflicts and understand others' perspectives.

responsible decision-making:

- ethical considerations and decision-making: Throughout the diary, Anne faces numerous moral dilemmas, particularly regarding her interactions with others. She reflects on her decisions, questioning whether she is being kind or too harsh, and whether her actions align with her values. She shows great introspection about her choices in handling interpersonal situations;
- adapting to change: Anne's ability to adapt to the changing dynamics in the annex, her growing awareness of the danger they are in, and her evolving perspective on life and the world demonstrate her responsible approach to the uncertainty around her. As she matures, she makes decisions that align with her evolving understanding of the world, including her role as a writer.

In Table 1, Anna Frank's diaries are analyzed according to the five social-emotional learning skills (see Appendix).

Anne Frank's ability to reflect on her emotions and maintain hope demonstrates emotional intelligence. Her interactions with family and those in hiding illustrate relationship skills and conflict resolution. Moreover, her diary helps students understand social justice issues and develop moral reasoning. Integrating her story into SEL curricula can provide students with tools to navigate their own emotions and interpersonal relationships effectively.

DISCUSSION

In 2025, while our world should be a home of peace, tranquility, health and happiness, there are wars in many places and innocent people are losing their lives (Bilotserkovets, Fomenko, Pavlenko, 2024). Children are struggling to survive without food, health and education (Abdo et al, 2024). Although 80 years have passed since Anne Frank's diary was written, humanity unfortunately still cannot learn lessons from the events of the past. Her diary stands out as a poignant demonstration of how social-emotional learning competencies can be authentically applied in real-life situations.

The profound depth of her self-awareness, showcased through introspective reflections on her experiences and emotions, allows readers to witness the evolution of a young girl's understanding of herself and the world around her. Anne's adept self-management skills, evident in her ability to persevere in the face of adversity and maintain a sense of hope and resilience, serve as a model for navigating challenging circumstances with grace and determination (Kremenitzer, 2014).

Furthermore, Anne's keen social awareness, as depicted in her empathetic observations of the dynamics among the inhabitants of the annex, highlights the importance of sensitivity and understanding in fostering harmonious relationships. Her development of relationship skills, seen in her efforts to connect with others and find common ground, exemplifies the significance of effective communication and collaboration in creating supportive and inclusive environments (Brenner, 2010).

In addition, Anne's thoughtful and deliberate decision-making process, as she grapples with moral dilemmas and ethical choices, showcases the critical role of responsible decision-making in shaping one's character and actions. Her resilience, compassion, and courage in the face of unimaginable challenges not only demonstrate the power of

emotional intelligence in individual growth and development, but also offer profound insights into the potential of integrating social-emotional learning into educational practices to cultivate empathy, resilience, and inner strength in students.

CONCLUSIONS

In conclusion, Anne Frank's diaries are very important in terms of social-emotional learning education. With her diaries, Anne Frank offers an introspective look into the questions of what emotion is, what is love, what is human. This unique book is recommended as an auxiliary source in courses such as social studies for young people. For future studies, it is recommended that researchers study Anne Frank's diaries through drama and help the participants to express what they understand.

Educational policy makers can incorporate Anne Frank's diary into SEL and history curricula to enhance emotional intelligence education. Teachers should develop interactive lesson plans that encourage students to relate Anne's experiences to modern social challenges. School programs can promote interdisciplinary approaches that integrate literature, history, and psychology to deepen emotional learning. Finally, teachers should encourage reflective writing assignments to foster self-awareness and empathy among students.

More and more, we need skills such as self-awareness, self-management, social awareness, relationship skills and responsible decision-making, which together constitute social-emotional learning, in short, emotional literacy.

CONFLICT OF INTERESTS

The authors declare no conflict of interests.

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APPENDIX

Table 1

Classification of Anna Frank's diaries according to Social-Emotional Learning Skills

Self-awareness	Self-management	Social awareness	Relationship skills	Responsible decision-making
20, 1942a	June 12, 1942	June 15, 1942	June 14, 1942	July 8, 1942
July 5, 1942	20, 1942b	June 24, 1942	July 1, 1942	July 10, 1942
July 11, 1942	June 21, 1942	July 9, 1942	September 25, 1942	September 21, 1942
July 12, 1942	September 29, 1942	August 14, 1942	October 3, 1942	October 20, 1942

September 27, 1942	October 1, 1942	August 21, 1942	October 14, 1942	October 29, 1942
September 28, 1942	November 2, 1942	September 2, 1942	November 5, 1942	November 10, 1942
October 7, 1942	November 20, 1942	October 9, 1942	November 9, 1942	December 10, 1942
November 7, 1942	January 13, 1943	November 17, 1942	November 12, 1942	December 13, 1942
March 18, 1943	January 30, 1943	December 7, 1942	November 19, 1942	December 22, 1942
May 2, 1943a	March 27, 1943	February 5, 1943	November 25, 1942	March 12, 1943
July 29, 1943	April 2, 1943	February 27, 1943	March 4, 1943	March 19, 1943
August 7, 1943	July 11, 1943	March 10, 1943	March 25, 1943	April 1, 1943
September 10, 1943	July 19, 1943	April 27, 1943	May 1, 1943	July 13, 1943
October 29, 1943	August 3, 1943	May 2, 1943b	June 13, 1943	July 26, 1943
November 8, 1943	October 17, 1943	May 18, 1943	August 10, 1943	August 4, 1943
December 29, 1943	November 3, 1943	June 15, 1943	December 27, 1943	November 11, 1943
January 6, 1944a	November 27, 1943	July 16, 1943	January 6, 1944b	December 30, 1943
January 7, 1944	December 6, 1943	July 23, 1943	January 24, 1944	January 22, 1944
January 15, 1944	December 24, 1943	August 5, 1943	February 14, 1944	February 3, 1944
January 19, 1944	January 2, 1944	August 9, 1943	February 16, 1944	February 17, 1944
January 30, 1944	January 12, 1944	August 23, 1943	March 2, 1944	February 18, 1944
February 12, 1944	January 28, 1944a	September 16, 1943	March 4, 1944	February 20, 1944
February 23, 1944	February 19, 1944	September 29, 1943	March 8, 1944	March 11, 1944
February 28, 1944	March 3, 1944	November 17, 1943	March 17, 1944	March 14, 1944
March 6, 1944	March 7, 1944	January 28, 1944b	March 22, 1944	March 19, 1944
March 16, 1944a	March 12, 1944	February 8, 1944	March 25, 1944	March 20, 1944
March 24, 1944	March 18, 1944	February 15, 1944	March 31, 1944	March 23, 1944
April 5, 1944	March 28, 1944	February 27, 1944	April 18, 1944	April 11, 1944
April 17, 1944	April 1, 1944	March 1, 1944	May 9, 1944	April 16, 1944
April 19, 1944	April 3, 1944	March 10, 1944	May 13, 1944	April 25, 1944
April 28, 1944	April 6, 1944	March 16, 1944b	June 23, 1944	April 27, 1944
May 31, 1944	April 21, 1944	March 27, 1944	July 8, 1944	May 2, 1944
June 6, 1944	May 5, 1944	March 29, 1944		May 16, 1944

July 21, 1944	May 6, 1944	April 14, 1944	May 20, 1944
August 1, 1944	May 7, 1944	April 15, 1944	May 26, 1944
	May 11, 1944b	May 3, 1944	June 13, 1944
	May 19, 1944	May 8, 1944	June 30, 1944
	June 2, 1944	May 10, 1944	July 6, 1944
	July 15, 1944	May 11, 1944a	
		May 22, 1944	
		May 25, 1944	
		June 5, 1944	
		June 9, 1944	
		June 16, 1944	
		June 27, 1944	

ÖZET / ABSTRACT [in Turkish]

ANNE FRANK'IN SOSYAL DUYGUSAL ÖĞRENME YETERLİLİKLERİ

Amaç: Bu çalışmanın amacı Anne Frank'ın günlüklerini inceleyerek onun sosyal duygusal öğrenme yeterliliklerini tanıtmaktır. Sosyal duygusal öğrenme duygusal okur yazarlığa dayanmaktadır. Holokost'ta katledilen Anne Frank'ın 12 Haziran 1942 ile 1 Ağustos 1944 tarihleri arasında yazdığı toplam 189 günlük, dünyanın en önemli kitaplarından biri haline gelmiştir. Frank, yaşından beklenmeyecek bir olgunlukla kaleme aldığı günlüklerinde kendi duygularını, davranışlarını, çevresindeki insanların duygu ve davranışlarını ve İkinci Dünya Savaşı sırasında yaşanan olayları etkili bir şekilde analiz etmiş ve dile getirmiştir. Doküman analizine dayalı bu nitel çalışmada Anne Frank'ın günlükleri dokuz uzman tarafından titizlikle incelenmiş ve sosyal duygusal öğrenme becerilerine göre değerlendirilmiştir. Çağımızın en büyük meta-becerilerini içeren sosyal duygusal öğrenme, temelde duygusal okuryazarlığa dayanmaktadır.

Metod: Bu çalışma nitel araştırma yöntemlerinden biri olan doküman analizi tekniği ile analiz edilmiştir.

Bulgular: Analiz sonucunda Anne Frank'ın günlüğü beş sosyal duygusal öğrenme becerisi arasında yer almaktadır. Günlüğün öz farkındalık, öz yönetim, sosyal farkındalık, ilişki becerileri ve sorumlu karar verme becerilerinden bir ya da daha fazlasına dahil olduğu görülmüştür..

Sonuç: Sonuç olarak Anne Frank güçlü bir duygusal okuryazarlık becerisine sahiptir. Her bir günlük en sık yer aldığı beceri kategorisinde değerlendirilmiştir. Anne Frank'ın Bir Genç Kızın Günlüğü'nü atılganlık, özsaygı ve feminist beceriler gibi diğer psiko-egitimsel çalışmalar açısından inceleyecek çalışmalara ihtiyaç vardır.

Anahtar sözcükler: Anne Frank, Empati, Dayanıklılık, Sosyal Duygusal Öğrenme, İyi Oluş.