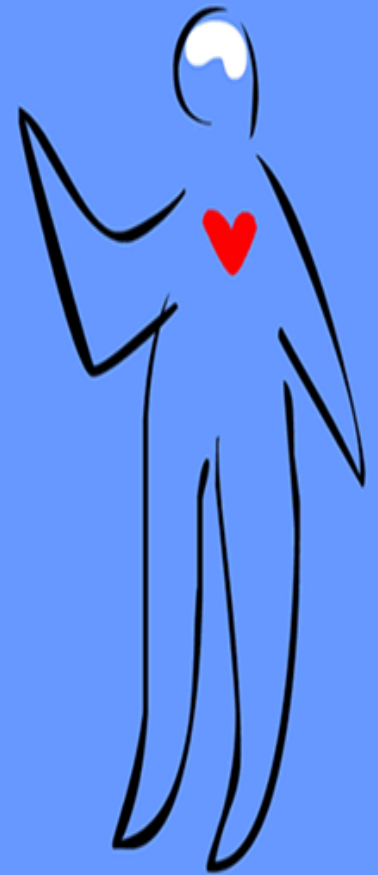


Helping Every Student Develop

The role of socio-emotional skills



Zaragoza, 9-13 May 2022
Formatori: Peter and Tuula
Group number: 28 teachers

two key terms

```
graph TD; A[two key terms] --- B[social & emotional competences]; A --- C[self-regulation];
```

social & emotional
competences

self-regulation

The core **cognitive, affective, and behavioural competences** associated with SEL are:

- self-awareness
- self-management
- social awareness
- relationship skills
- responsible decision-making.

Collaborative for Academic, Social, and Emotional Learning (CASEL), 2013

Self-regulation is 'the ability to manage one's emotions, thoughts, and behaviors and the ability to set and achieve goals' (CASEL, 2013).

Self-control is the ability to:

- manage emotions
- direct and focus attention
- regulate behaviors
- delay gratification [reward]
- control impulses (Lippman et al., 2015).



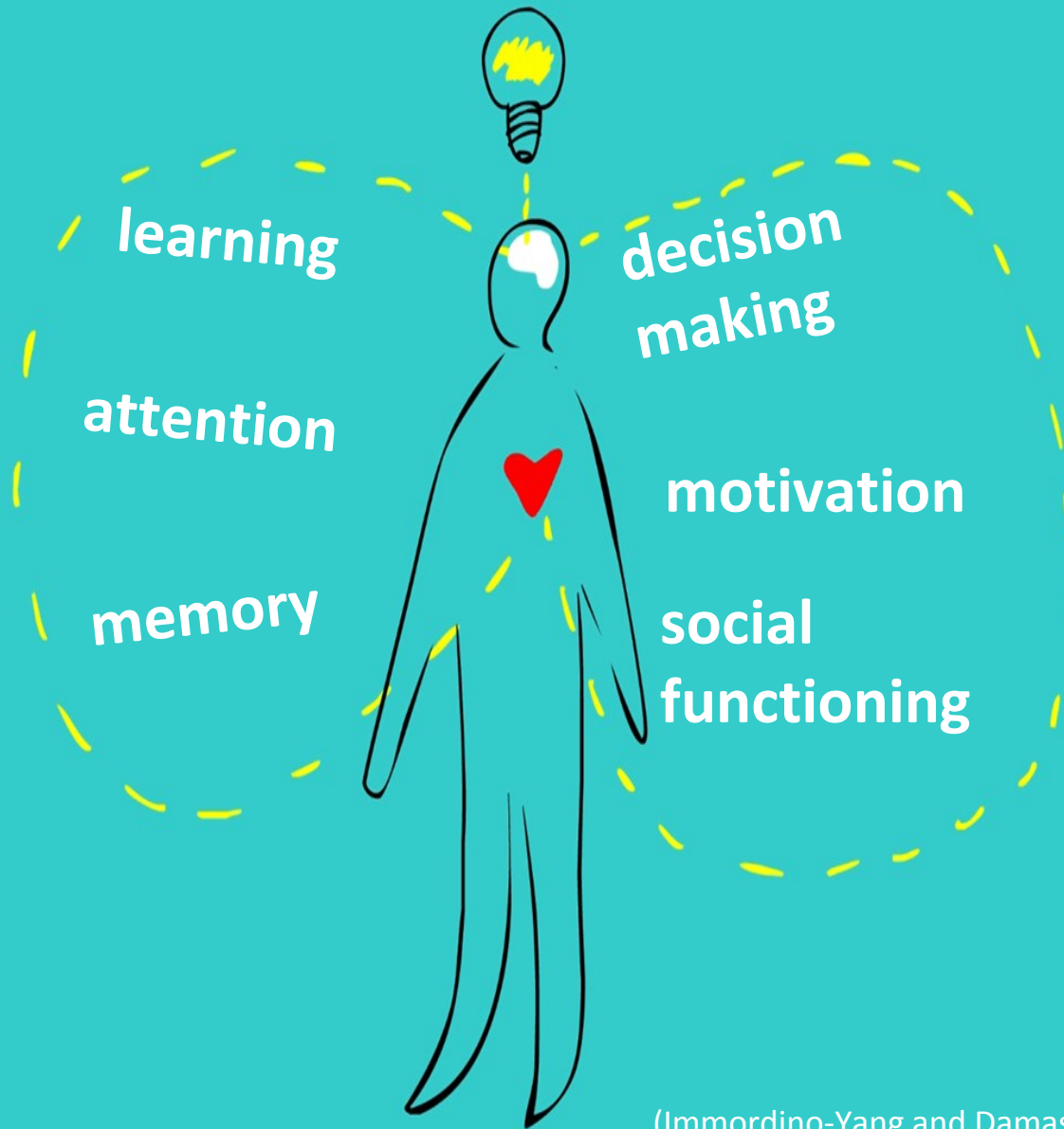
Self-regulation is
the most
important skill
people will need
in 20 years.

YUVAL NOAH HARARI

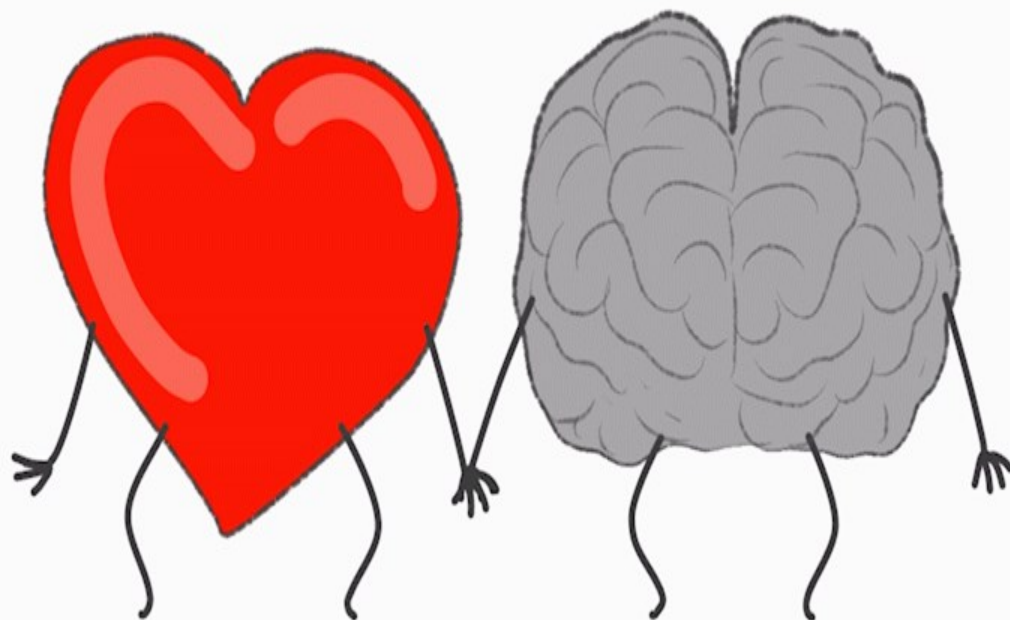
BENEFITS OF SELF-REGULATION

A study of 1,000 people aged 0–32 in New Zealand. Focus on **self-control**. Results applied even after taking into account intelligence & social class.

- improved physical health
- less substance dependence
- better personal finances
- less criminal offending
- improved high school graduation rates



(Immordino-Yang and Damasio, 2007)



BENEFITS OF SOCIO-EMOTIONAL SKILLS

A meta-study involving 270,034 students from kindergarten to high school. Students in SEL programs have.

- improved social-emotional competence
- improved attitudes
- improved prosocial behaviour
- decreased conduct problems and internalised problems



Durlak et al., 2011; see also Sklad, 2012

**HOW ARE SOCIAL AND
EMOTIONAL SKILLS
TAUGHT?**

Supporting students in developing listening skills.

It is also possible for students to use the following two rubrics to evaluate their own listening skills. They self-assess their own listening practices. The total self awarded points in Table B are deducted from the total self-awarded points in Table A.

Table A:

While listening to others:	often +3 points	sometimes +2 points	rarely or never +0 points
I look at the speaker and maintain at least intermittent eye contact			
I restate the key messages I heard			
I ask follow-up questions			
I observe body language and try to take this into account			

Table B:

While listening to others:	often - 3 points	sometimes - 2 points	rarely or never +0 points
I interrupt			
My mind wanders			
I don't ask for clarification as needed			
I don't respond to what is said			

Any score of 9–12 indicates excellent listening skills whilst a score below zero indicates that much work remains to be done.

Mindsets

How do you feel and what do you do:

- when you are faced with a problem or obstacle?
- when you are criticised?
- when you are faced with a challenge?
- when you are asked to expend a lot of effort?
- when you see someone else succeed?

Based on Carol Dweck (2006)
Mindset: The New Psychology of Success
New York: Random House

TEACHING EMOTIONS

AFRAID

fearful
terrified
suspicious
anxious
alarmed
panicked
nervous
scared
worried
frightened
timid

dreadful
guarded
troubled
self-
absorbed
rigid
phobic
intolerant
disturbed
disrupted
intimidated

HURT

crushed
tormented
deprived
pained
tortured
rejected
injured
offended
afflicted
aching
victimized

SAD

tearful
sorrowful
anguished
desolate
unhappy
lonely
grieved
mournful
dismayed
downhearted
oversensitive

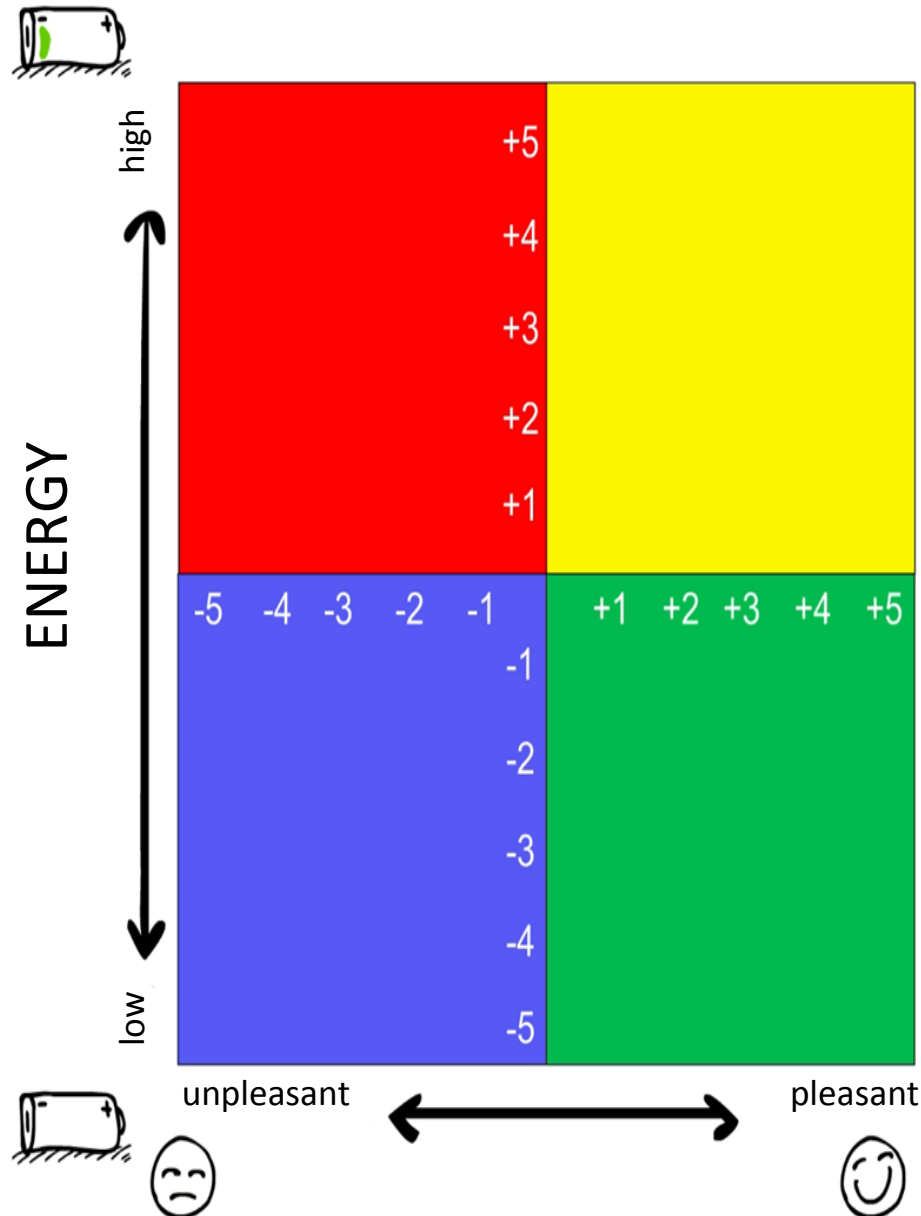
JUDGMENTAL

stony
serious
stern
frowning
recoiling
glaring
disgusted
unfair
attacked
tactless
hurtful

LESS COMMONLY USED REFERENCES POINTS FOR TEACHING CULTURE

abandoned practices	history	proverbs
architecture	humour	public institutions
art (fine, applied, main-stream vs avant garde)	immigration	punishments
attitudes	inclusion	queuing
beliefs	informal ways of governing	religion
common assumptions	insults	repression
concepts of the universe	knowledge	rituals
cuisine	legislation	rites of passage
customs	literature	role of nature
education	material objects and/or artefacts	roles
emigration	media	soap operas
environmental protection	music	social security
events	national budget priorities	social class
exclusion	notions of time	spatial relations
experience	patterns	sports
famous people	personal space	stereotypes
film	perceptions of culture versus race	symbols
friendship	politics	taboos
games	politeness	trends
gender	possessions	values
gestures	practices	ways of giving and receiving feedback
guests (receiving)	prejudices	work
hierarchies		

Yale Mood Meter



Focusses on:

- self-awareness
- self-regulation

Students learn first about:

- facial expressions
- body language
- vocal tones
- physiology.

All emotions are validated.

When appropriate, how to move on.

COLOMBIAN HYPNOSIS

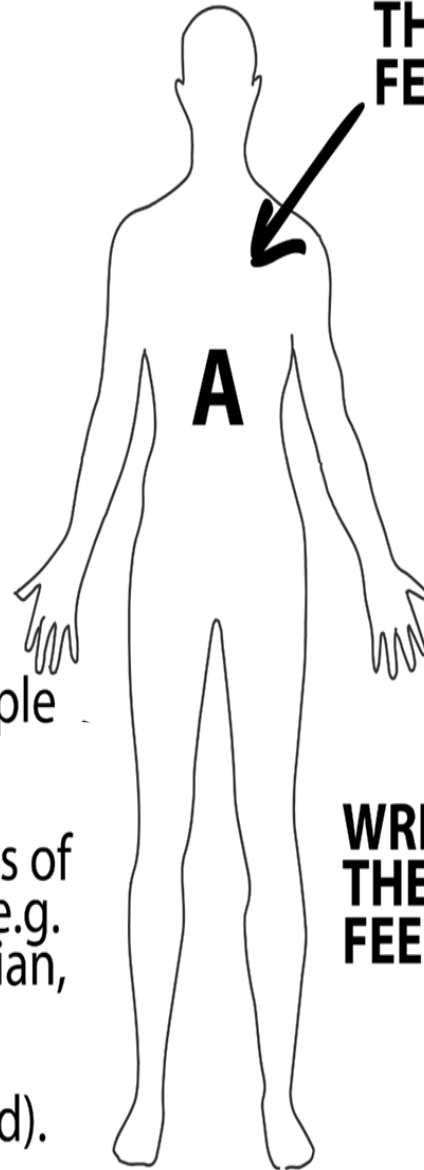




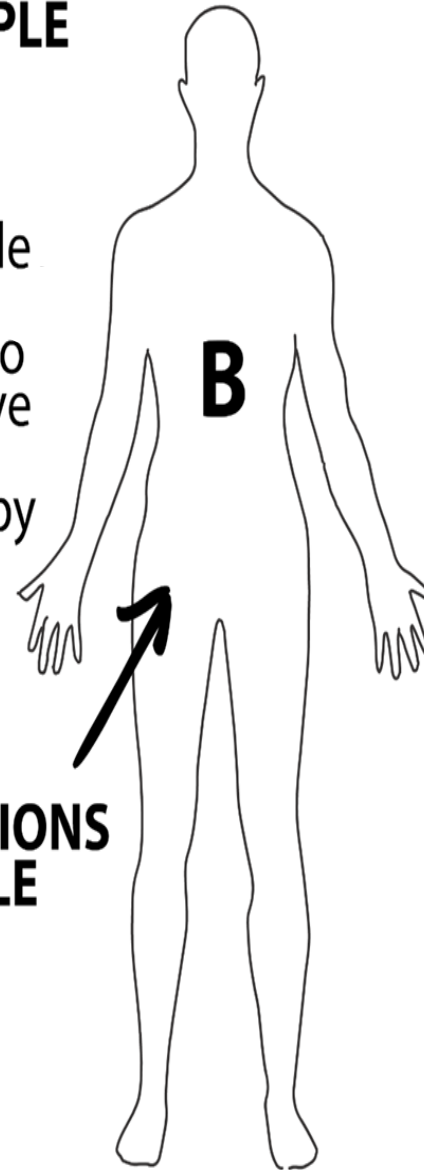
**How did it feel
to be led?**

**How did it feel
to lead?**

**WRITE EMOTIONS
THESE PEOPLE
FEEL.**



List people
(1 per
page) who
could have
been
affected by
person A.



**WRITE EMOTIONS
THESE PEOPLE
FEEL.**



List people
(1 per
page) in
positions of
power (e.g.
a politician,
priest,
parent,
drug lord).



FINAL THOUGHT

[...] we can grow beyond stereotyping when we care about cognitive accuracy, endorse the egalitarian values and social-equality norms, and live free of stereotype threat.

Zhang, Y. (2017). Stereotyping and Communication. In L. Chen (ed.) *Intercultural Communication*. Boston/Berlin: de Gruyter, 529– 562.