

DEVELOPING SOCIAL EMOTIONAL COMPETENCIES FOR RESILIENCE IN YOUNG LEARNERS

Lisa Horvath
10th ELT Malta Conference

IN THIS PRESENTATION

- What are SE competencies?
- What is the role of SEL in academics?
- Why should we include SEL in English language teaching?
- What does SEL look like in ELT materials and the classroom?
- How does SEL foster resilience?

SOCIAL EMOTIONAL COMPETENCIES



Self-awareness

Self-management

Social awareness

Social skills

Responsible decision making

casel.org

THE ROLE OF SEL IN ACADEMICS

“Social, emotional, and cognitive development are deeply intertwined and together are integral to academic learning and success.”

Jones & Kahn 2017

SEL IN ELT



SELF-AWARENESS

- ☑ Ability to label feelings and relate them to thoughts, behavior, and circumstance
- ☑ Ability to accurately assess one's strengths and weaknesses
- ☑ Ability to recognize that actions have positive and negative consequences
- ☑ Ability to examine prejudices and biases



THE ABILITY TO LABEL FEELINGS AND RELATE THEM TO THOUGHTS, BEHAVIOR, CIRCUMSTANCE



Why?

Mark is happy because...



Sandor has got a test today. He's nervous!

What do you do when you feel nervous? Tick the box.

Then write your own.

- Tap my fingers.
- Walk back and forth.
- Cry
- _____

ABILITY TO ACCURATELY ASSESS ONE'S STRENGTHS AND WEAKNESSES



I can...

talk about meal time.



ask and answer about likes and dislikes.



sing a song about food.



describe Pho.



I need practice...

_____.

ABILITY TO RECOGNIZE THAT ACTIONS HAVE POSITIVE AND NEGATIVE CONSEQUENCES



ABILITY TO EXAMINE PREJUDICES AND BIASES



SELF-MANAGEMENT

- Ability to regulate emotions and manage stress
- Ability to adjust behavior according to situational appropriateness
- Ability to set and achieve realistic goals
- Ability to maintain a sense of responsibility for self



ABILITY TO REGULATE EMOTIONS AND MANAGE STRESS

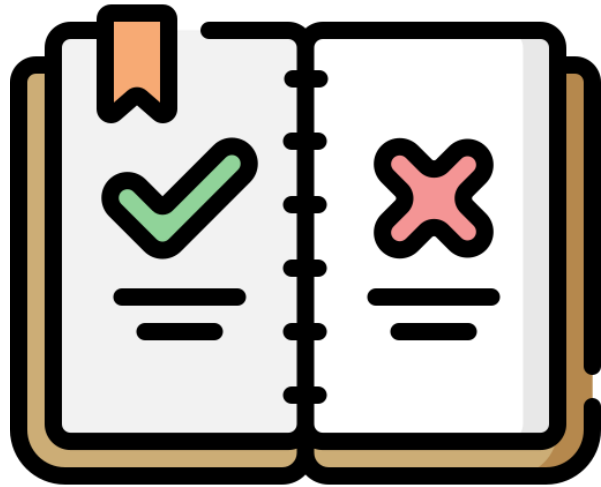


Felix the cat is feeling angry today.

When I feel angry I can...

- count to 10.
- take 5 deep breaths.
- go outside.
- talk to my teacher.
- scribble on paper.

ABILITY TO ADJUST BEHAVIOR ACCORDING TO SITUATIONAL APPROPRIATENESS



ABILITY TO SET AND ACHIEVE REALISTIC GOALS

Date	Goal	Score



ABILITY TO MAINTAIN A SENSE OF RESPONSIBILITY FOR SELF



Accountability checklist

	Week 1	Week 2	Week 3
Attend class			
Listen			
Participate			
Study at home			
Practice with someone			
Read for 10 minutes			

SOCIAL AWARENESS

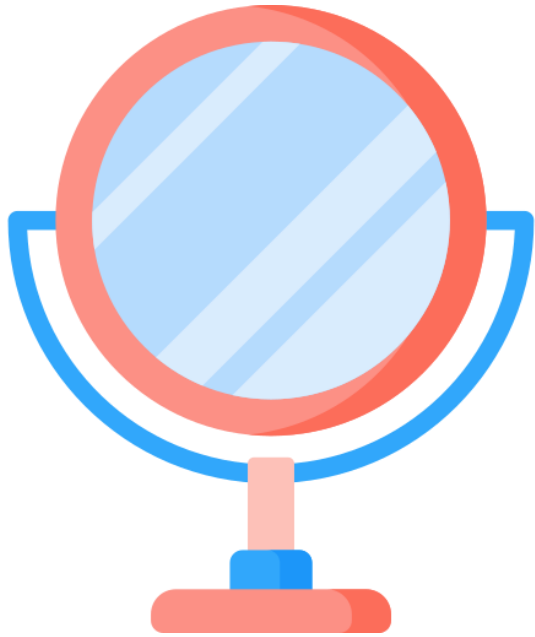
- Ability to recognize a point of view different than their own
- Ability to empathize with others
- Ability to recognize norms of behavior
- Ability to recognize family, school, and community support systems



ABILITY TO RECOGNIZE A POINT OF VIEW DIFFERENT THAN THEIR OWN



ABILITY TO EMPATHIZE WITH OTHERS



ABILITY TO RECOGNIZE NORMS OF BEHAVIOR



ABILITY TO RECOGNIZE FAMILY, SCHOOL, AND COMMUNITY SUPPORT SYSTEMS



SOCIAL SKILLS

- Ability to interact positively with diverse individuals
- Ability to establish and maintain relationships and navigate social situations
- Ability to cooperate with others to achieve a common goal



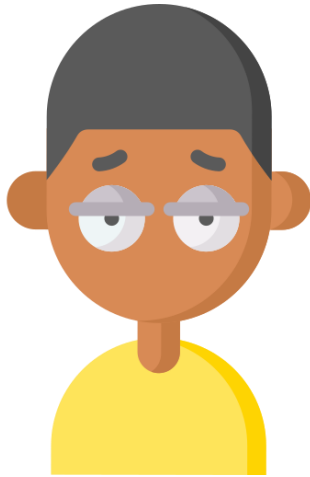
ABILITY TO INTERACT POSITIVELY WITH DIVERSE INDIVIDUALS



Hari Krishna Patcharu



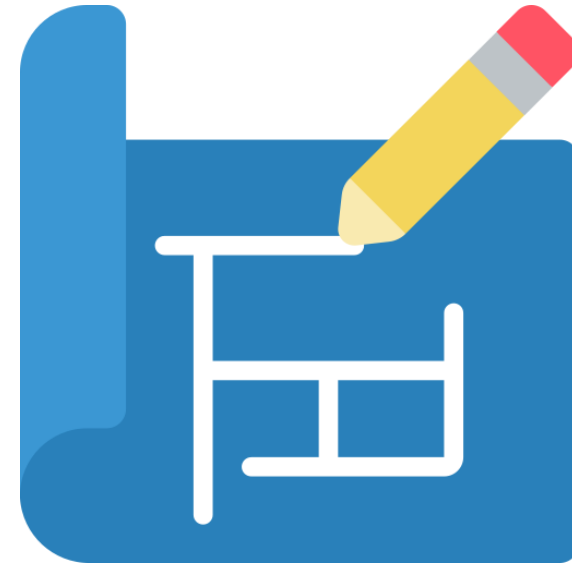
ABILITY TO ESTABLISH AND MAINTAIN RELATIONSHIPS AND NAVIGATE SOCIAL SITUATIONS



Favorite food

Student's name

ABILITY TO COOPERATE WITH OTHERS TO ACHIEVE A COMMON GOAL



RESPONSIBLE DECISION MAKING

- Ability to take into consideration own feelings and their source before making a decision
- Ability to consider perspective, situation of other before making a decision that affects other



SOCIAL EMOTIONAL LEARNING

Values related to oneself

Values related to relationship with others

Values related to relationship with group and society

Values related to relationship with life, nature, and the sublime

SEL AND RESILIENCE

Social emotional competencies
are the building blocks of
resilience.

THANK YOU FOR ATTENDING.
I LOOK FORWARD TO YOUR QUESTIONS.



lisammhorvath@gmail.com

RESOURCES

casel.org

nissem.org

NISSEM Global Briefs: Educating for the social, the emotional and the sustainable

The Aspen Institute

The Evidence Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development

The Practice Base for How We Learn: Supporting Students' Social, Emotional, and Academic Development