

Competencias básicas del aprendizaje socioemocional

Introducción

La sesión de capacitación para profesores está diseñada para generar conciencia entre los participantes sobre las competencias básicas socioemocionales y cómo ayudar a los estudiantes a desarrollarlas.



Durante la sesión, los participantes actualizarán su conocimiento sobre las competencias básicas, reflexionarán sobre las actividades que utilizan para desarrollarlas y elaborarán una lista de actividades propuestas para desarrollar competencias socioemocionales. Al final, seleccionarán algunas actividades para ponerlas en práctica con sus estudiantes.

Referencia de duración del seminario web: 08:45 – 10:10

Duración: De 50 a 60 minutos

Objetivo: Ayudar a los participantes a desarrollar las competencias socioemocionales de sus estudiantes.

Preparation:

- Make copies of the three worksheets from the materials section.

Procedure

- Tell the participants that they are going to explore how they can develop the five social emotional core competencies in their classroom.
- First, ask participants what the five core competencies are and what they relate to.
- Give them some time to discuss and then show them the list from the materials section.

- Put the participants into groups and ask them to brainstorm activities they can do to help develop each of these areas with their students.
- Once they have brainstormed a list, give the participants the list of suggested activities from the materials section and ask them to work together and decide which activities support each of the goals.
- Give them time to work together and discuss, and then give them a copy of the answer sheet to compare with their own list. Note: Be aware that there could be some disagreement about some of the activities, as they could fit into more than one category.
- Ask them to check it and select some activities they already do with their students and some they would like to try with their students.
- Finish the session by asking participants to share and compare the activities they chose and why they chose them.

Materials:

Developing social emotional learning core competencies

- 1st & 2nd goals - To develop self-awareness and self-management - Who am I right now?
- 3rd goal - To develop social awareness - How do I see others?
- 4th goal - To develop relationship skills - How am I with others?
- 5th goal - To develop responsible decision-making – Assessing good choices and bad choices!

Activities for developing social emotional skills

- Allow students thinking time after asking a question and pause before allowing students to respond.
- Ask students to discuss: What does it mean to be responsible? How is responsibility linked to decision-making?
- Ask students to identify the choices and decisions they make every day. Get them to think about how carefully they consider these choices and what alternatives they have for each choice.

- D. Ask students to consider: How can I show kindness towards others? What will I do? And how will I measure my success?
- E. Ask students to find out more about the feelings and perspectives of others.
- F. Ask students to find pictures from magazines or on the Internet that represent friendship, healthy relationships, and effective communication.
- G. Ask students to interview a classmate about how the other students see them.
- H. Ask students to write a learning journal. Review the journals and respond.
- I. Building up a poster on skills learned, presenting it to their classmates.
- J. Encourage students to create a learning portfolio and to update and evaluate what they include in it.
- K. Get students to ask a classmate to tell them something about their relationship skills to give a suggestion for higher engagement.
- L. Give students a relationship skills inventory. Encourage the students to select someone from the class to give them feedback on their development of the skills.
- M. Give students controversial statements and get them to play devil's advocate and argue against their own views.
- N. Give students sets of self-reflection cards to complete at the end of each lesson.
- O. Give students two stars for areas where their work excelled and a wish for an area where there could be some improvement. They can award the stars and wishes to other students.
- P. Pyramid 3-2-1: Ask students to identify 3 things they have learned about their relationship skills, 2 things they are proud of connected to relationship skills, and 1 thing they should develop.

- Q. Use follow-up enquiries that encourage students to probe their reasoning when they answer questions.
- R. Using feedback with an alternative point of view and challenge students to think outside the box in problem-solving.

Answers

1st & 2nd goals - To develop self-awareness and self-management - Who am I right now?

- Encourage students to create a learning portfolio and to update and evaluate what they include in it.
- Ask students to interview a classmate about how the other students see them.
- Give students sets of self-reflection cards to complete at the end of each lesson.

3rd goal - To develop social awareness - How do I see others?

- Ask students to find out more about the feelings and perspectives of others.
- Ask students to consider: How can I show kindness towards others? What will I do? And how will I measure my success?
- Building up a poster on skills learned, presenting it to their classmates.
- Give students two stars for areas where their work excelled and a wish for an area where there could be some improvement. They can award the stars and wishes to other students.

4th goal - To develop relationship skills - How am I with others?

- Ask students to find pictures from magazines or on the Internet that represent friendship, healthy relationships, and effective communication.

- Pyramid 3-2-1: Ask students to identify 3 things they have learned about their relationship skills, 2 things they are proud of connected to relationship skills, and 1 thing they should develop.
- Ask students to write a learning journal. Review the journals and respond. Give students a relationship skills inventory. Encourage the students to select someone from the class to give them feedback on their development of the skills.
- Get students to ask a classmate to tell them something about their relationship skills to give a suggestion for higher engagement.

5th goal - To develop responsible decision-making - Assessing good choices and bad choices!

- Allow students thinking time after asking a question and pause before allowing students to respond.
- Ask students to discuss: What does it mean to be responsible? How is responsibility linked to decision-making?
- Use follow-up enquiries that encourage students to probe their reasoning when they answer questions.
- Ask students to identify the choices and decisions they make every day. Get them to think about how carefully they consider these choices and what alternatives they have for each choice.
- Give students controversial statements and get them to play devil's advocate and argue against their own views.
- Using feedback with an alternative point of view and challenge students to think outside the box in problem-solving.

Additional resources

Emotional Intelligence and ELT

- EQ is one of many concepts and models originating in psychology which are being incorporated into language teaching. Goleman defines EQ as ‘the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.’

<https://www.teachingenglish.org.uk/article/emotional-intelligence-and-elt>

Social and emotional approaches to teaching with technology

- Recorded in January 2014, this webinar by Sylvia Guinan looked at helping teachers to think for themselves about creative applications of technology.

<https://www.teachingenglish.org.uk/article/sylvia-guinan-social-and-emotional-approaches-teaching-technology>

Teacher educator self-awareness: Empathy

- In the introductory article in this series, you looked at Teacher educator self-awareness, what it is and why it is important in our work. You offered a couple of ideas for self-observation, which is a starting point for self-awareness. In this article, you will explore the idea of empathy as a feature of self-awareness.

<https://www.teachingenglish.org.uk/article/teacher-educator-self-awareness-empathy>

What Is the CASEL Framework?

- This framework provides a foundation for communities to use evidence-based SEL strategies in ways that are most meaningful to their local context. It can be applied to many different priorities and aligned with each community’s strengths, needs, and cultures.

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>