





"It's time to rethink education from a social and interactive perspective, where everybody is understood, recognized, and appreciated."

(Louis Cozolino, 2013)

SOCIAL	EMOTIONAL
<ul style="list-style-type: none"> • Our brain is a social organ • The main objective of the brain is to keep us alive • That's why we create bonds! (attachment) • We need others to survive • We need to belong to a group to survive 	<ul style="list-style-type: none"> • All that we learn comes in the brain colored by an emotion: positive or negative • Negative emotions + learning = rejection • Positive emotions + learning = acceptance 
<p>When we feel safe, seen, accepted, and loved with the people that is around us, we feel relaxed and motivated to learn!</p> <p>So, we learn better and thrive at school and through our lives!</p>	



children will develop them little by little!



children will need to practice them over and over again! Not just in one class!



children will make a lot of mistakes until they get them!



- ✓ Tell them how
 - ✓ Model them how
 - ✓ Remind them how
- all the time!*



1. Self-Awareness



What is the name of the emotion that I'm feeling?

Where am I feeling that emotion in my body?

Emotions come out automatically!

We cannot control them.

They are our body's reactions towards something happening inside or outside of us!



Feelings are the *names* we give to our emotions to recognize them.

happy

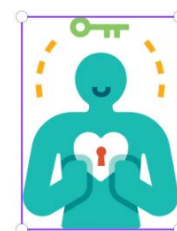
angry

sad

disgust

To develop self-awareness...

We need to connect with our bodies first, so then we can manage the feelings we are feeling!



What can you do to develop self-awareness in the classroom?

1. Create an environment in your class where your children feel...

SAFE
LOVED
SEEN
ACCEPTED!



So, they want to SHARE how they feel!

2. Include songs about feelings.



3. After singing the song, ask your children how they feel and where they are feeling that feeling in their bodies.



Ideas to help your children share!

Puppet

Write

TPR



Show a
card

Toss a ball

Play hot
potato

Mime

If you see a child struggling with a big feeling...

Take the time to speak one on one to them while the others are quietly working or working individually.

Use L1



2. Self-Management



What can I do to manage the emotions that I'm feeling?

*"I need to calm my body first
so then...
I'm able to calm my mind."*



What can you do to develop self-management in the classroom?

Include mindful moments in your class.

- ✓ Teach your brain to calm down so that when it needs to calm down, it does it automatically. So, practice, practice, practice!
- ✓ Mindful moments help reduce stress and anxiety and improve concentration, memory, and creativity, which are essential skills to learn.
- ✓ You can include mindful moments at the beginning, middle, and end of the class.

Ideas you can use as mindful moments in your class!

Breathe in
and out.
stretch

Observe a
thing for a
minute.

Breathe in and
out. Release
tension.

Diary of
Emotions

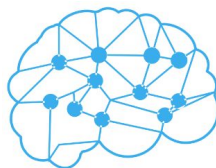
1. What are you thinking?
2. How do you feel about that?
3. What are you doing?
4. What do you think you should do?



If you see a child is overwhelmed with a BIG feeling and comes to you crying, shouting, talking too fast, etc.

Model them how to calm down, so they can calm down, too.

Remember, children see, children do.

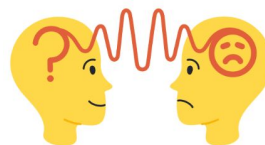


- ✓ Children *plug* their nervous system into the nervous system of the adults who care for them.
- ✓ If the adult knows how to self-regulate the children will also learn how to self-regulate.
- ✓ If the adult doesn't know how to self-regulate...children will not learn how to self-regulate either!

So be careful!



**Teaching self-management
will help you have better
control of the class!**



3. Social Awareness



Why do others feel, think, and act differently than me?

**How can I put myself in others' shoes to understand
why others feel, think, and act differently than me?**



To develop social awareness...

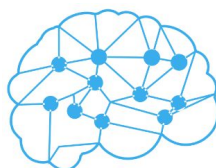
**We need to be able to "read" others' body
language!**

**That's why it's so important to understand
first how we feel and how our body reacts
so we can recognize how others feel too!**



**Reading helps us develop social awareness
as it helps us build empathy too!**

**Reading *transforms* us
as it helps us connect with other people.**



- ✓ Several studies by Dr. Mar from York University show that when we read about an action that a character is doing, the areas that are required to carry out those actions also activate in our brains.
- ✓ In other words, *we experience reading a story as if we were the actual characters!*
- ✓ This is because of the mirror neurons, which make us imitate what others do since we are born!

Mar, Raymond & Oatley, Keith & Peterson, Jordan. (2009). Exploring the link between reading fiction and empathy: Ruling out individual differences and examining outcomes. Communications. 34. 407-428. 10.1515/COMM.2009.025.

What can you do to develop social awareness in the classroom?

1. Have children read stories!

While reading the story:

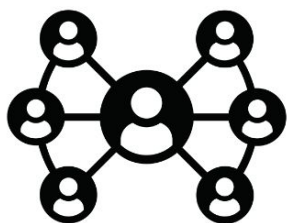
1. Have children predict how characters feel
2. Stop the reading to ask questions:

- ✓ What would you do if you were the character in the story?
- ✓ How would you feel and think?
- ✓ Would you feel, think, and act the same way the character did in the story? Why?



After reading the story:

- ✓ Have children discuss in small groups what they think happened to the character that made them feel that way and act that way.
- ✓ Role-play the story.



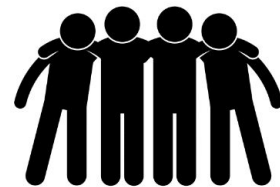
4. Relationship Skills

How can I be part of a group and be accepted?

How can I create healthy relationships with others?

How can I be a good team member when I work with others in a group?

How can I be a good friend?

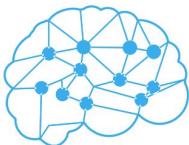


Relationship skills are as necessary as eating and drinking water because...we need others to survive.

- ✓ We need to be part of a group.
- ✓ If we feel rejected → flight, fight, freeze response → anxious, stress, depressed.
- ✓ If we feel accepted → secure attachment → positive emotions

Make your children feel they ALL BELONG to the class.

Creating a *secure attachment* with your children is *essential* to become successful teachers and help your children become successful *learners*.



What can you do to develop relationship skills in the classroom?

1. Make your group feel you are all a big family!
2. SEE those who feel UNSEEN: *recognize their strengths!*
3. Promote equality and fairness when playing games and doing activities.
4. Set rules and be firm. That makes them feel safe.
5. Trust in your children by letting them develop independence.

6. Promote teamwork. Give roles: Captain, helper, secretary, timekeeper.

7. Give children strategies to communicate effectively:

Red and green light strategy	Ear and mouth strategy
 	 

8. Ask your children to listen attentively to others: The power of making eye contact.

9. Ask children to have different responsibilities in the classroom.

You are a model for your children to build healthy relationship skills too!

- ✓ When they see how you develop relationship skills with them, creating an environment where you promote respect, tolerance, kindness, and love.
- ✓ When they see how you work well with other teachers at school.
- ✓ When they see how you treat others.



Children see what we do all the time and learn from us!
So be careful!



5. Responsible Decision-Making

How can I control my impulses to first think before choosing?



How can I know that what I'm choosing is right for me?

We choose all the time!

Some of the decisions that we make are small; others are big!

All of them affect how we *act, think, and feel*.

Sometimes it's hard to decide because we don't know what the outcome will be.

That can make us feel stressed and anxious.

*Making a wrong decision can put us in danger
whereas making a good decision can keep us safe.*



To make good decisions...

We have to learn to *control our impulses!*



STOP



ANALYZE

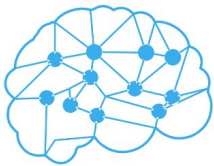


CHOOSE



ACCEPT
CONSEQUENCES

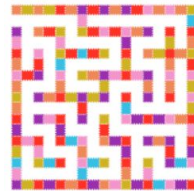
- ✓ As we grow, our brain learns to inhibit impulses so we can follow the rules of the community we live in.
- ✓ Following the rules helps us belong and survive.
- ✓ Learning to control our impulses also helps us self-regulate so we can learn to wait, take turns, and reflect before acting.



What can you do to develop responsible decision-making in the classroom?

1. Include activities that help children control their impulses:

- Mazes
- Memory games
- Put events in order (with cards – scrambled story)
- Play Simon Says
- Play "Stroop"



Block 1	Block 2	Block 3
red	red	red
yellow	yellow	yellow
green	green	green
red	red	red
blue	blue	blue
green	green	green
yellow	yellow	yellow
blue	blue	blue
green	green	green
red	red	red
blue	blue	blue
yellow	yellow	yellow

<https://www.sciencedirect.com/topics/neuroscience/stroop-effect>

2. Offer children, different moments where they can analyze real-life situations or situations they read in stories.

- ✓ What is the problem?
- ✓ What are the possible decisions we can make?
- ✓ What are the pros and cons of each decision?
- ✓ What do we finally decide?
- ✓ Why?

3. If a student gets into trouble have them fill out a "Reflection Paper."

What happened?	What could I have done differently?
What decision did I make?	What can I do next time?
Was that a good or a wrong decision?	What are the consequences of my decision?
How do I know?	

By developing SEL competencies in the classroom we're helping our children...

- ✓ Learn how to be aware of what they are feeling
- ✓ Learn how to manage what they're feeling
- ✓ Understand how others feel
- ✓ Learn how to work well with others
- ✓ Learn how to take good decisions



So, we're doing our part to help the world be a better place to live!

Where we all learn to respect each other

Tolerate each other

Accept each other

And feel loved and SEEN!



REMEMBER

The best of life is in your hands, and that's your children!

*thank
you!*

