



The SEL component in the UPRIGHT programme

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What is Social and Emotional Learning?



children and adults
empathy for others
positive goals
manage emotions
manage emotions process
Social and emotional learning (SEL) acquire and effectively apply
process children and adults empathy for others
responsible decisions Social and emotional learning (SEL)
Social and emotional learning (SEL)
attitudes and skills positive relationships
acquire and effectively apply process
responsible decisions acquire and effectively apply
attitudes and skills children and adults
positive relationships positive goals

SOCIAL AND EMOTIONAL LEARNING

“Educating the mind without education of the heart is no education at all”

(Aristotle)

The component and its skills in UPRIGHT



SOCIAL AND EMOTIONAL LEARNING



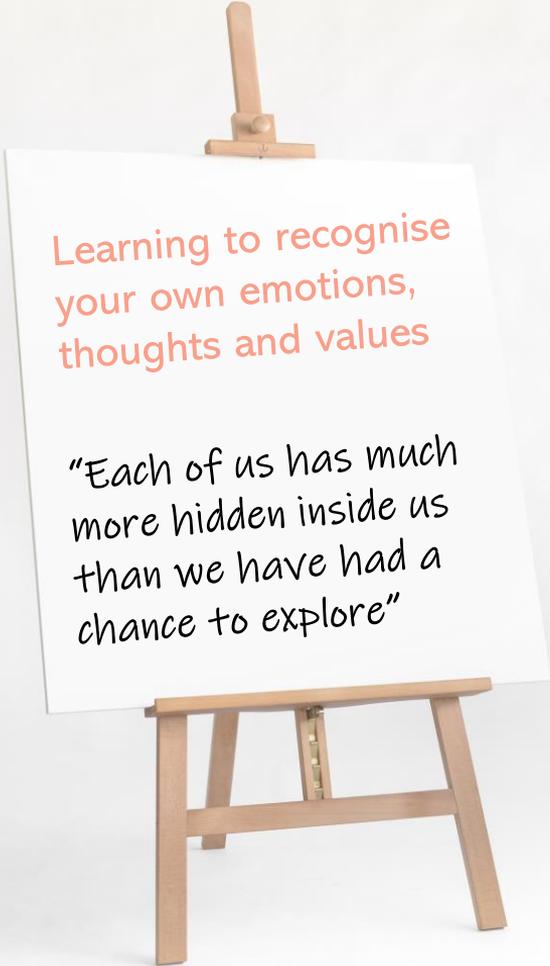
SELF-AWARENESS

SELF-MANAGEMENT

SOCIAL AWARENESS

RELATIONSHIP SKILLS

RESPONSIBLE DECISION MAKING



Learning to recognise
your own emotions,
thoughts and values

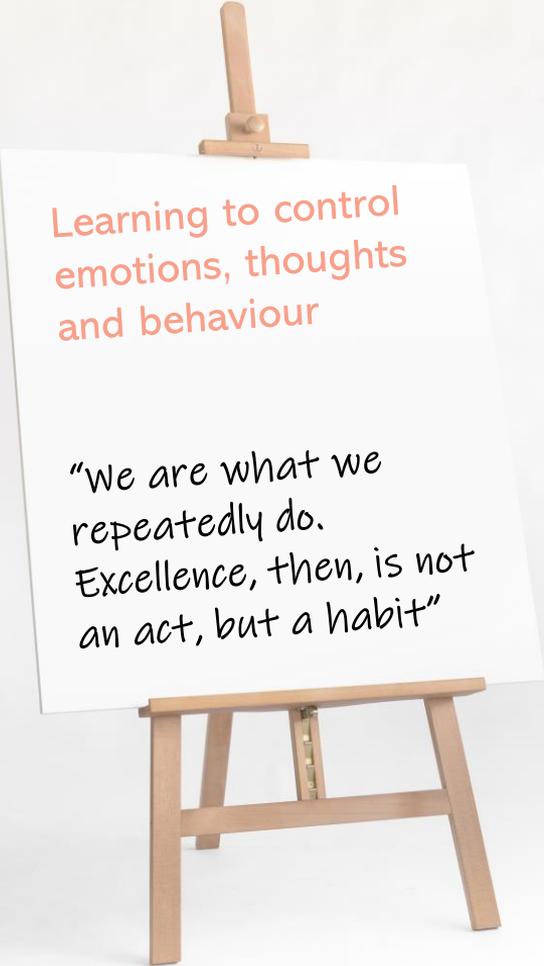
*"Each of us has much
more hidden inside us
than we have had a
chance to explore"*

Self-awareness



The ability to accurately recognise your own emotions, thoughts, values and their effect on behaviour.

High levels of self-awareness require the ability to understand how thoughts, feelings and actions are interconnected.



Learning to control
emotions, thoughts
and behaviour

*"We are what we
repeatedly do.
Excellence, then, is not
an act, but a habit"*

Self - management UPRIGHT



The ability to **successfully regulate our own emotions, thoughts and behaviours in different situations.** This includes the effective stress management, controlling our impulses and motivating ourselves.

Social awareness

Learning to be aware
of others and to
include them

*"Do unto others as you
would have them do
unto you"*

The ability to **take the perspective of the others and empathise with them**, including people from diverse backgrounds and cultures. Being socially aware means being aware of your environment and being able to **interpret accurately the emotions of the people with whom you interact**, and is also considered a part of emotional intelligence.

Relationship skills

Learning to establish
and maintain
friendships and
relationships

"The human mind is
social"

The ability to **establish and maintain healthy and rewarding relationships** with different individuals and groups.

Be able to resist inappropriate social pressures, **negotiate constructively and seek or offer help when needed.**

Human beings need close relationships that include stable interactions over long periods. It is **the quality of relationships**, and not their number, that improves our well-being most strongly.

Responsible decision making

Learning to make
good constructive
choices

*"I make all my own
decisions, and I take
full responsibility"*

The ability to **make autonomous choices and engage in social interactions** based on **ethical standards, safety concerns and social norms**.

To make the best and most constructive choices, the decisions should be defined and alternative solutions generated, anticipating the consequences.

The process should include the evaluation based on previous experiences.

Self evaluation: the rubrics

SOCIAL AND EMOTIONAL LEARNING



COMPETENCE	I HAVE STARTED TO LEARN	I AM LEARNING	I CAN APPLY MY LEARNING	I CAN APPLY & EXPLAIN MY LEARNING
Self-awareness	I can name at least 5 of my strengths. After UPRIGHT-lessons, I can describe at least one strategy to put strengths at play.	I know how to look for strengths in others and myself. After UPRIGHT-lessons, I can describe some strategies to improve the use of strengths.	I am aware of my own strengths and the way to use strengths to improve succeed in assignments. After UPRIGHT-lessons, I understand which strengths-strategies I can use to improve my learning and my well-being.	I understand how the application of strengths affects feelings and actions. I also understand how to improve strengths-application. After UPRIGHT-lessons, I can explain to others what to do to put strengths at play.
My goal				
My result				
Self-management	I am aware of different types of motivation. After UPRIGHT-lessons, I can	I know the different types of motivation and the motivation-continuum. After UPRIGHT-lessons,	I am aware of my own motivation in different situations. After UPRIGHT-lessons,	I understand how motivation works and how to promote intrinsic motivation. After UPRIGHT

What makes a good life?



What really keeps people healthy and happy?

“Good relationships keep us happier and healthier”

Three great lessons:

1. Social connections are really good for us, and loneliness kills.
2. It's the quality of your close relationships that matters.
3. Good relations don't protect our bodies, they protect our brains.

Ok, but, why SEL?



- SEL can be taught using a **variety of approaches** (cooperative learning and project-based learning, ...)
- SEL can be **integrated in the subjects of academic curriculum** such as language arts, math, social studies, or health.

LONG TERM BEHAVIOURAL/ACADEMIC OUTCOMES

- ✓ Positive Social Behavior
- ✓ Fewer Conduct Problems
- ✓ Less Emotional Distress
- ✓ Improved Academic Performance

Let's see together an UPRIGHT activity



Putting your strength at play – a true story

[A true story](#)

Debriefing



Discuss with the class the moral of this story.

Our weaknesses can become our greatest virtues in some situations.

Potential to be highlighted: boosting your strengths to make up for your weaknesses.

Students can provide examples from their own life on how to turn a weakness into a strength.

Room for questions!



*We cannot always build the future for our youth,
but we can build the youth for our future.*

Franklin D. Roosevelt

Thank you!



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