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Social Emotional
Learning

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MY BACKGROUND

- BSc Hospitality Business Management
- MSc Human Resource Management
- PGCLTHE
- Children and Young People's mental health Level 2
- Emotional Intelligence Coach with Roche Martin
- Area Consultant for UK – European Council Hospitality Restaurant Institutional Education
- Course Leader for BSc
- Hospitality, academia, people!

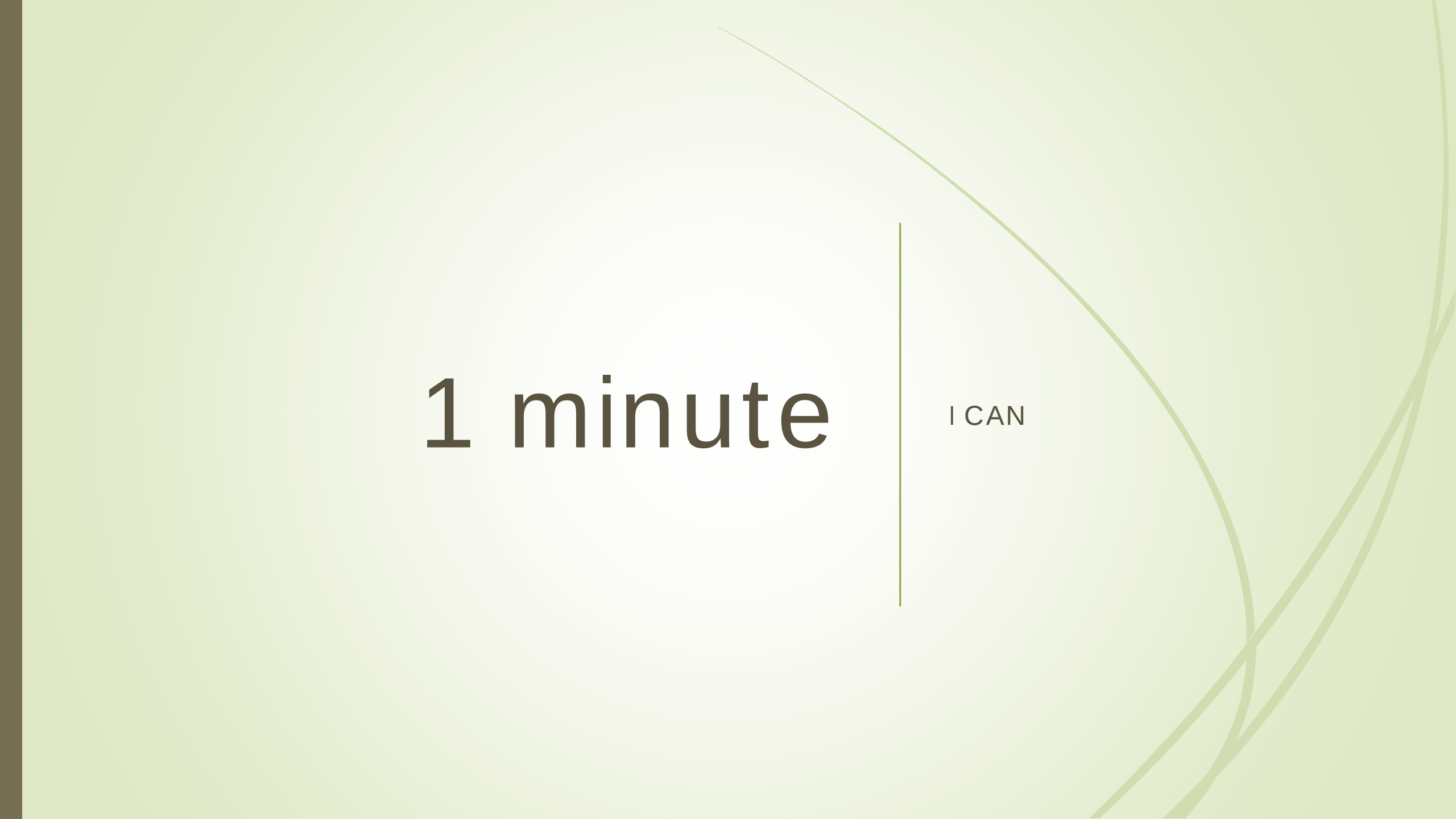
SEL IN THE CLASSROOM

- Introducing **Green learning** in to the classroom
- One example of such:
- <https://youngminds.org.uk/media/3554/how-many-positives-360-activity.pdf>
- Source: Young Minds
- www.youngminds.org.uk



1 minutes

▶ I AM

The background is a solid light green color. It features several thin, dark green curved lines that sweep across the right side of the image, creating a sense of motion or a stylized 'C' shape. A single vertical dark green line is positioned between the text '1 minute' and 'I CAN'.

1 minute

I CAN

1 minute

➡ I HAVE



Is a smartie
only a
smartie?

- Activity
- Five minutes looking at this smartie and then introduce this smartie to the class. They used words which were very compassionate orientated and were reminded that if we were to allow this amount of dedicated time and attention to the next person we met we are truly engaged with them.

This is the SEL model



Source: <https://casel.org/core-competencies>



SO WHAT IS SEL?

- It encapsulates the setting of positive and achievable goals, feeling and showing empathy, establishing and maintaining positive relationships as well as making responsible decisions (Weissberg, Durlak, Domitrovich and Gullotta, 2015).



WHY (SO) IMPORTANT?

SEL has been linked with Salovey and Mayor's (1990) research on *emotional intelligence* though, SEL is distinctive in being more central to learning in an *academic setting*.



Surveys show that more than 90% of teachers and principals **value** SEL and believe it should be a key part of education (Bridgeland, Bruce and Hariharan, 2013).



The classroom setting

- Crockett et al. (2016) contributes that no pupil in the history of education is like today's modern learner - complex, energetic and tech-savvy.
- Positive feelings of happiness, enthusiasm and excitement can facilitate the students learning (Reschly, Huebner, Appleton and Antaramian, 2008).



The Challenge

- Universities are designing their learning spaces to cater for a world which is “increasingly digital, connected, immediate...” (Lomas and Oblinger) these, which at times can encourage isolation, individualism and less of the most ‘natural’ (Kock, 2011 p.11-12) form of communication – face to face interaction.



The Evidence – there is a call!

- Employers of graduates reporting (Associate of Graduate Recruiters survey, 2017) graduates; as lacking in: **team work, problem solving and people skills.**
 - self-management, customer skills, task prioritising and interacting with others, are the foci of current graduate skills gap (Skills Shortages in the UK economy, 2018)
- 



Is it HE responsibility?

- Most HE students enter university with a prerequisite for 'how they live their life through emotion' (Solomon, 2007), and as such the argument for them to express, question, practice and for some completely restructure their emotional disposition and awareness is a professional and ethical responsibility of HE institutions.



Do you think you can use/apply it?

- Questions?
- Is it necessary?
- Do we have the resources?
- **Is it our responsibility?**



Focus group (students' feedback)

- **What does green learning mean to you?**
- 'focusing on positivity and giving your self a confidence boost'
- 'has helped me to be more open minded'
- 'go out instead of staying indoors too much'
- 'being in touch with my emotions'
- **Have you learnt anything about other people, if so what?**
- 'I've learnt that my friends think highly of me'

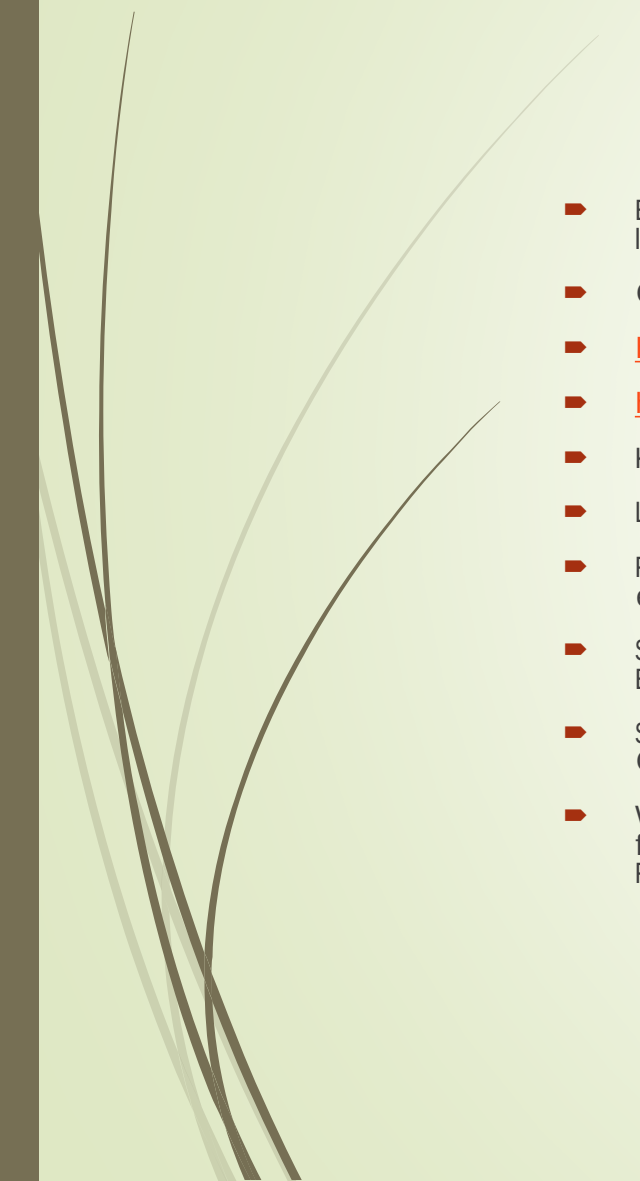


Contd:

- **Have you benefited from this approach?**
- 'Self confidence has increased, I generally feel more positive and as daft as it sounds a lot more confident'
- 'I have begun my day with a positive approach'
- **Have you talked to anybody about green learning (what about)**
- 'Parents, boyfriends, other classmates, 'it is a very different approach to learning'
- **What is it about Green Learning that you would like more of?**
- 'Expressing ourselves', 'building bonds', 'discussions, all of it', 'how to understand myself at a deeper level'
- 'breaking down barriers that limit our learning'
- 'it has made me think a lot more about how I approach and engage with my education and how it can be applied to other areas'



References



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