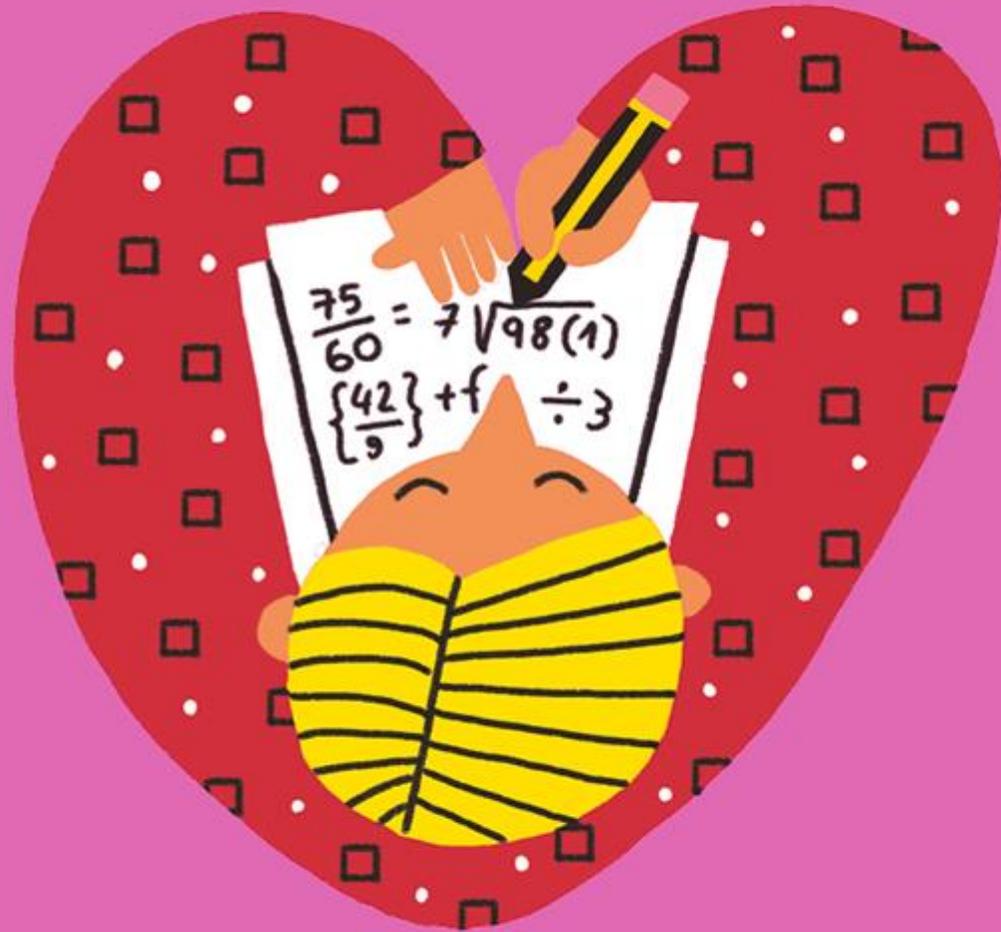


Our

heart is

education



OXFORD

Welcome!



E.E.P.S.G. Décio Ferraz Alvim

Sandra Borges
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Oxford University Press, Brazil

OXFORD
UNIVERSITY PRESS

where to start

Attitudes towards Learning English

Social and Emotional Learning Competencies

Can you guess the number?



Mydailyquizz.com

What do you think?



Photo by [Senjuti Kundu](#) on [Unsplash](#)

- Considering the Cognitive Skills: what happened during the game?
- Considering the Social and Emotional Skills: how did you feel during the game?



- 🎯 Who our students are?
- 🎯 SEL: What is it?
- 🎯 SEL: What about Brazil?
- 🎯 SEL: Why? Benefits?
- 🎯 SEL: How can it be implemented in the classroom?

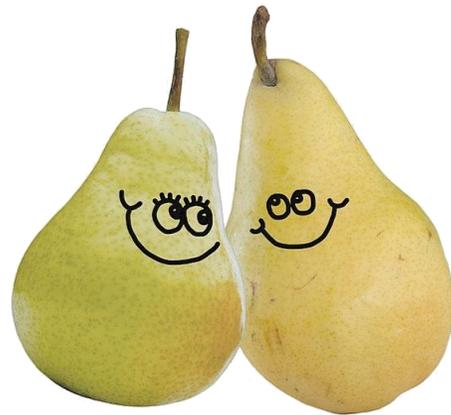
How?



IDEAS



GROUP WORK



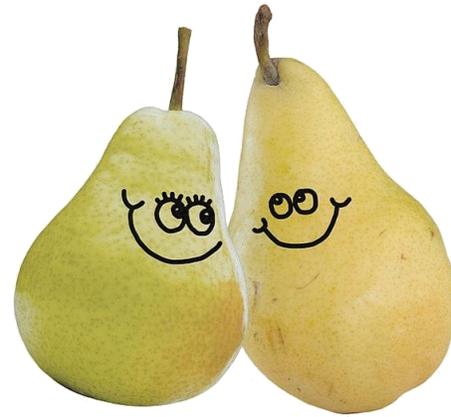
PAIR WORK



HANDOUT

1. OUR STUDENTS:

Who are they?



PAIR WORK



“Learners are people who are learning, but still people with different attitudes, beliefs, passions and anxieties.”

(Pinner, 2018)



Photo by [Ben White](#) on [Unsplash](#)

Opinions

Life experiences

Stories

Fears



Photo by [Robert Collins](#) on [Unsplash](#)

We need to ensure we provide them with the conditions to feel motivated to learn by:

- Exposing them to topics and meaningful contexts they could relate to;
- Equipping them with chunks of language to enable them to express themselves;
- Providing them with a safe and inviting environment where they feel compelled to risk to expose their thoughts without experiencing facing others and getting embarrassed.



They will be able to embrace learning
and have...



... a sense of
Achievement.

2. WHAT IS SEL?

COMPETENCE — VS — COMPETENCY



COMPETENCE

Capability to carry out a defined function effectively.

The ability to do something well.

COMPETENCY

The description of the knowledge, skills, experience and attributes necessary to carry out a defined function effectively.

A skill that is needed.

In short, a competence's focus is on the '*what*' and the competency's focus is on the '*how*'.

What is SEL? Definition According to Organization for Economic Co-operation and Development (OECD)

“Social and emotional skills” refer to the abilities to regulate one’s thoughts, emotions and behavior. These skills differ from cognitive abilities such as literacy or numeracy because they mainly concern how people manage their emotions, perceive themselves and engage with others, rather than indicating their raw ability to process information.”

SOCIAL AND EMOTIONAL SKILLS: Well-being, connectedness and success. França: OECD. Disponível em: <<http://www.oecd.org/education/cei/thestudyonsocialandemotionalskills.htm>>. Acesso em: 18 jul. 2019.



OECD. The Study on Social and Emotional Skills - About the Study. Disponível em:

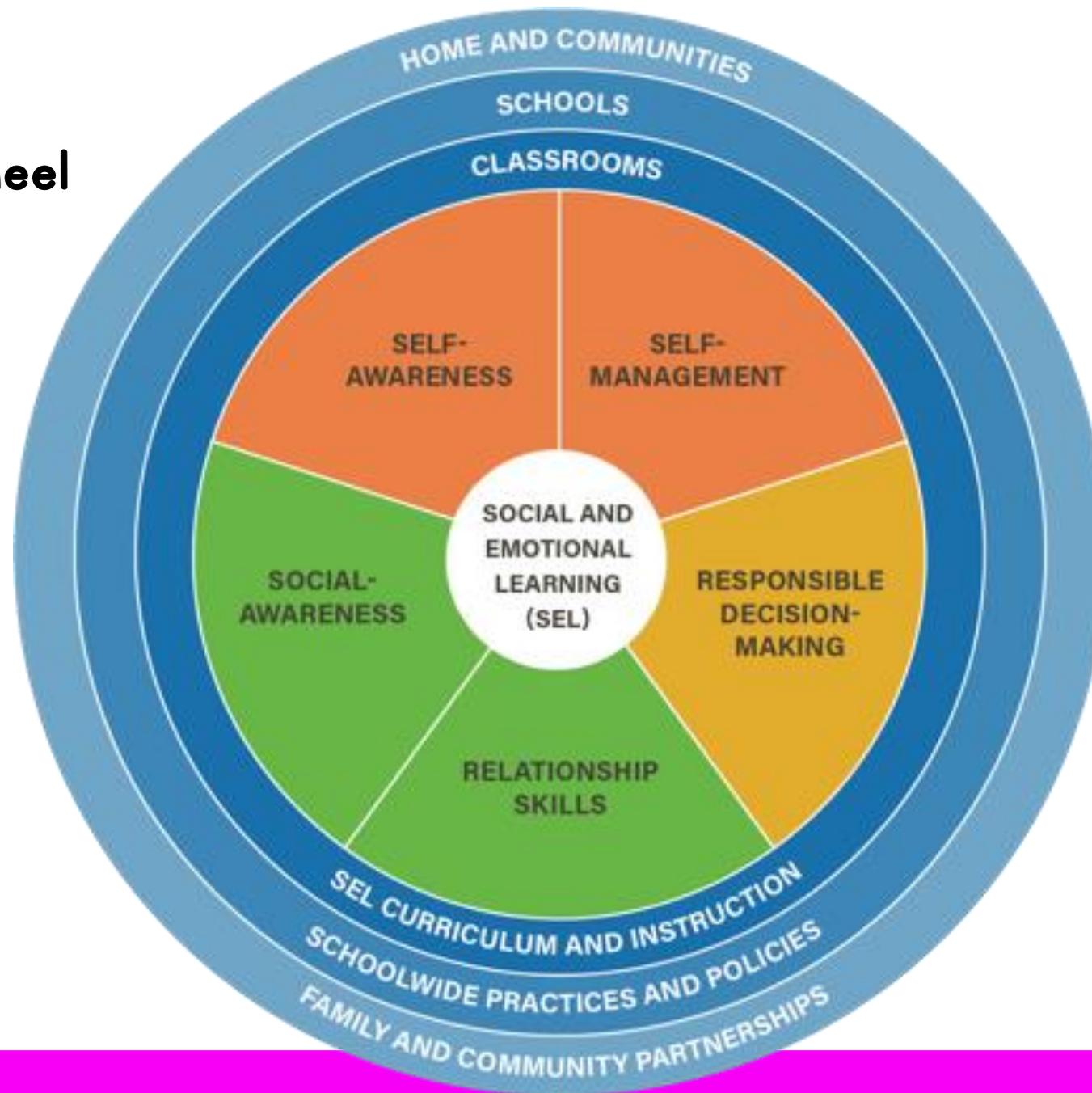
<http://www.oecd.org/education/cei/study-on-social-and-emotional-skills-the-study.htm>. Acesso em: 18 jul. 2019.

What is SEL? Definition According to the Collaborative for Academic, Social and Emotional Learning (CASEL)

“Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

CASEL. What is SEL? Disponível em: <<https://casel.org/what-is-sel/>>. Acesso em: 18 jul. 2019.

CASEL MODEL: Competencies Wheel



CASEL. What is SEL? Disponível em: <<https://casel.org/what-is-sel/>>. Acesso em: 18 jul. 2019.

3. WHAT ABOUT BRAZIL?

What about Brazil?



Especial Socioemoional. Disponível em
<<http://porvir.org/especiais/socioemocionais>>
Acesso em Outubro 2019

Instituto
**Ayrton
Senna**



BNCC: Construindo um currículo de educação integral. Disponível em
<<https://institutoayrtonsenna.org.br/pt-br/BNCC/desenvolvimento.html>>
Acesso em Outubro 2019



EDUCAÇÃO É A BASE

Competências socioemocionais como fator de proteção à saúde mental e ao bullying. Disponível em
<<http://basenacionalcomum.mec.gov.br/implementacao/praticas/caderno-de-praticas/aprofundamentos/195-competencias-socioemocionais-como-fator-de-protecao-a-saude-mental-e-ao-bullying>> Acesso em Outubro 2019

What is SEL? Definition According to Instituto Ayrton Senna

SENNA, Instituto Ayrton. As cinco macrocompetências e as 17 competências socioemocionais. Disponível em: <<https://institutoayrtonsenna.org.br/pt-br/BNCC/desenvolvimento.html>>. Acesso em: 18 jul. 2019.



What BNCC says about SEL?

“Compreender o conceito de competências socioemocionais envolve o estudo das emoções. Ao longo da história, as emoções foram abordadas de diferentes perspectivas: da neuropsicologia, da biologia, dos padrões das espécies, da psicopedagogia, da cultura etc.”

Competências socioemocionais como fator de proteção à saúde mental e ao bullying. Disponível em <http://basenacionalcomum.mec.gov.br/implementacao/praticas/caderno-de-praticas/aprofundamentos/195-competencias-socioemocionais-como-fator-de-protacao-a-saude-mental-e-ao-bullying> Acesso em Outubro 2019

What BNCC says about SEL?



“Dentre todas essas abordagens, aquelas voltadas para as competências socioemocionais no contexto escolar são as de interesse nesse texto por abordarem diretamente as novas diretrizes propostas pela Base Nacional Comum Curricular (BNCC), a proposta de Educação para o século 21 (proposta pela [UNESCO](#)) e o ensino integral.”

Competências socioemocionais como fator de proteção à saúde mental e ao bullying. Disponível em <http://basenacionalcomum.mec.gov.br/implementacao/praticas/caderno-de-praticas/aprofundamentos/195-competencias-socioemocionais-como-fator-de-protecao-a-saude-mental-e-ao-bullying>> Acesso em Outubro 2019

What BNCC says about SEL?



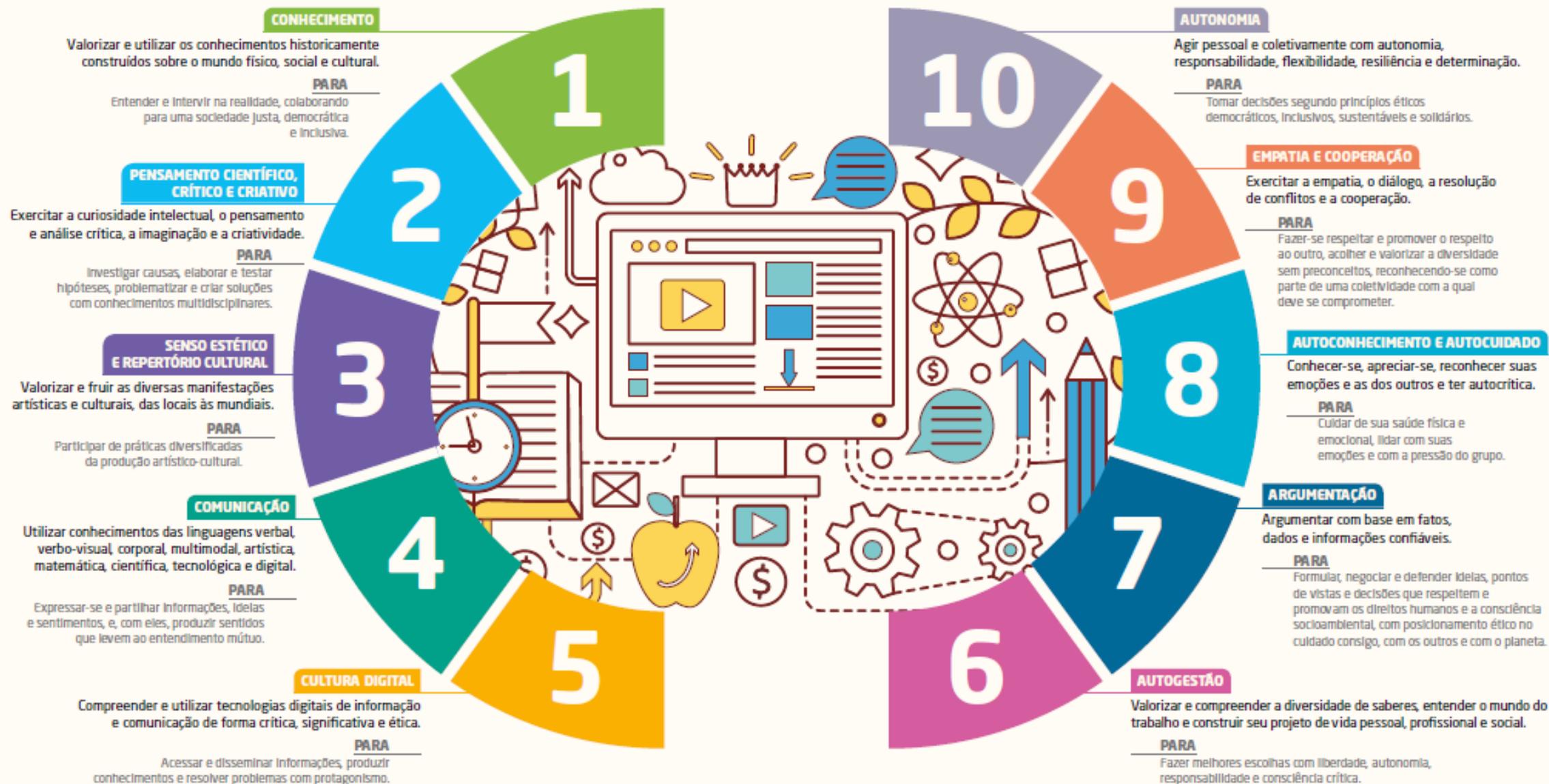
EDUCAÇÃO É A BASE

“Na BNCC, as competências socioemocionais estão presentes em todas as 10 competências gerais. Portanto, no Brasil, até 2020, todas as escolas deverão contemplar as competências socioemocionais em seus currículos. Diante dessa demanda, precisamos conhecer mais sobre a educação socioemocional (Social Emotional Learning - SEL).”

Competências socioemocionais como fator de proteção à saúde mental e ao bullying. Disponível em <http://basenacionalcomum.mec.gov.br/implementacao/praticas/caderno-de-praticas/aprofundamentos/195-competencias-socioemocionais-como-fator-de-protecao-a-saude-mental-e-ao-bullying> Acesso em Outubro 2019

What are the 10 general competencies according to BNCC?

AS COMPETÊNCIAS GERAIS



4. SEL: WHY? BENEFITS?

Why?



“SEL have been shown to influence many important life outcomes, but also to influence the development and use of cognitive skills”
(OECD, 2017).

It is said that SEL enhances students’ capacity to integrate skills, attitudes and behaviours to deal effectively and ethically with daily tasks and challenges.

Benefits?



Better academic performance

Improved attitudes and relationship with peers

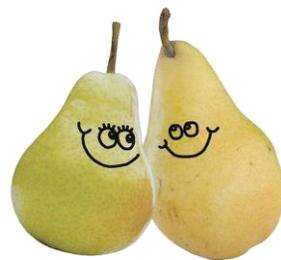
Reduced emotional stress

Improved test scores grades and attendance

5. HOW CAN IT BE
IMPLEMENTED?

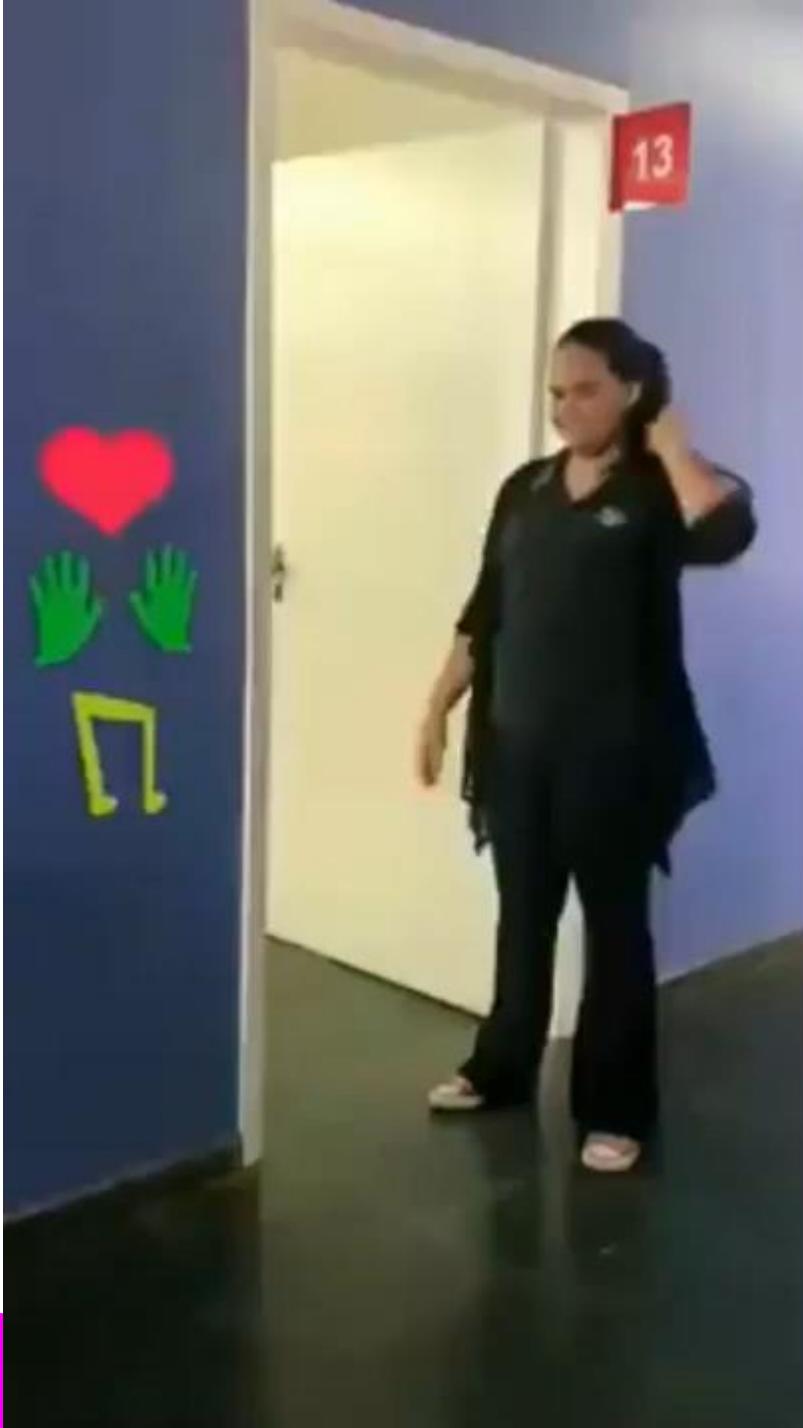


A creative welcome!



PAIR WORK

BNCC: empatia e cooperação



SEL: Self & Social awareness and relationship skills

Game: Hot Seat (vocabulary)



GROUP WORK

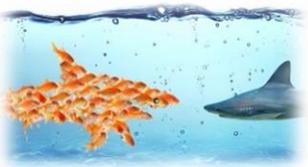
- You will work in groups of 4.
- Each group selects someone to be in the “hot seat”.
- The group will have access to a word or expression related to something we’ve discussed today.
- The person in the hot seat won’t have access to that.
- The others in the team will give the person in the hot seat some clues about the word or expression they have in a piece of paper, to see whether the colleague in the hot seat is able to guess it.
- Members from the group take turns in the hot seat.



Game: Hot Seat (vocabulary)

EMPATHY

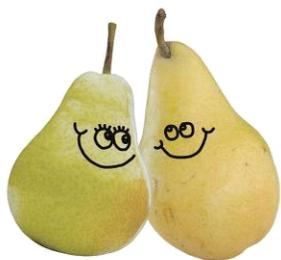
SELF-MANAGEMENT



GROUP WORK



Game: Hot Seat (vocabulary)



PAIR WORK

**BNCC: empatia e cooperação /
autoconhecimento / autonomia**

**SEL: Self & Social awareness, self-
management and relationship skills**



Creating a Periodic Journal

Competências específicas da língua inglesa: Comunicar-se na língua inglesa, por meio do uso variado de linguagens em mídias impressas ou digitais, reconhecendo-a como ferramenta de acesso ao conhecimento, de ampliação das perspectivas e de possibilidades para a compreensão dos valores e interesses de outras culturas e para o exercício do protagonismo social.



Creating a Periodic Journal

Proposal: Students will create a journal in which everybody in the class has to participate on the production somehow. The topics they could include in the articles are: their daily lives, the school universe, relevant topics concerning their community.



Creating a Periodic Journal

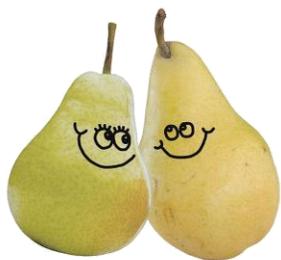
Procedures: Teachers could promote a brainstorming of ideas to verify students' strengths and weaknesses (SEL: Self-awareness), mediate students' participation in the project and assist them on the decisions they will have to make (SEL: Self-management, responsible-decision making, relationship skills).

In this process, the educator can clearly and objectively present the purposes of the journal, the tasks of each student, and the individual/group goals.



Game: Hot Seat (vocabulary)

BNCC: pensamento crítico e criativo/
autoconhecimento / conhecimento /
cultura digital / comunicação



PAIR WORK

SEL: Self & Social awareness, self-
management, relationship skills and
responsible-decision making



Some strategies: Teach them how to work in groups



Source:

<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>

More tips on how to work in groups on:

<https://www.edutopia.org/blog/productive-group-work-andrew-miller>



Some strategies: Give them new words to say



IN OUR CLASSROOM,
WE SAY...

“How can I improve?”	Instead of... “I’m no good at this.”
“Let me try a different way.”	Instead of... “I give up.”
“Mistakes are part of learning.”	Instead of... “I failed.”
“Have I done my best work?”	Instead of... “I’m all done.”
“Learning takes time.”	Instead of... “This is too hard.”
“How can we learn from one another?”	Instead of... “He/she is smarter than me.”
“I like a challenge.”	Instead of... “I’ll stick with what I know.”
“My effort and attitude are everything.”	Instead of... “My abilities determine everything.”

WE ARE TEACHERS

Apperson

Source:

<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>



Some strategies:

Use anchor charts to teach social and emotional skills

Own Your Learning!
Before you say "I'm through," ask yourself:

- Did I do my best?
- Did I include everything that was required? Did I check the success criteria?
- Did I seek, listen to, accept, and use peer/teacher feedback?
- Is there anything I can improve?
- Is there a way for me to go above and beyond?
- Am I satisfied that this is the best I can do?

<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>

[Classroom Management Anchor Charts](#)



Some strategies:

End each day with a check-out



<https://www.weareteachers.com/21-simple-ways-to-integrate-social-emotional-learning-throughout-the-day/>

For reflection moments, in class:

- What are you good at in class and how do you know that you are good at it?

- How do you move toward your goal, especially when you lose focus or are stuck or stressed?

- When you are working in a group, how do you make sure it is fair for everyone?

- What do you do so that your classmates and teachers have heard and understand your ideas?

- When you are working with others, how do you make a decision?

Last, but not least...

Watch the video and think:

- What is this video about?
- What is the link between the video and the topic of our workshop?





- 🎯 Who our students are?
- 🎯 SEL: What is it?
- 🎯 SEL: What about Brazil?
- 🎯 SEL: Why? Benefits?
- 🎯 SEL: How can it be implemented in the classroom?

Handouts for you!

Access the handouts
via the QR code and
download them!



HANDOUT

If learning's
a flame, we're
the spark



I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.

Maya Angelou
Poet and award-winning author

thank you!

Sandra Borges
sandra.borges@oup.com
Educational Services Consultant

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https://institutoayrtonsenna.org.br/content/dam/institutoayrtonsenna/atua%C3%A7%C3%A3o/centros/edulab21/Livro_TomandoNota_Final.pdf. Acesso em 22/06/2019.

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