Social and Emotional Learning through a School Project

GAC031-aligned project support; current centre criteria govern assessed work.

Social and Emotional Learning through Project Based Learning

- Learn the five competencies of **social and emotional learning (SEL)** .
- Plan a project from a **driving question** for a real **user** .
- Build a **prototype** , test it and improve it by **iteration** .

Social and Emotional Learning through Project Based Learning (2)

- Show **collaboration** and **perseverance**, and record the evidence.
- Present the result and write an honest **reflection**.

Introduction to social emotional learning

- **Self-awareness** : recognising your feelings, strengths and limits.
- **Self-management** : controlling impulses, managing stress and keeping to plans.
- **Social awareness** : understanding other people's views, including people from different backgrounds.

Introduction to social emotional learning (2)

- **Relationship skills** : communicating, cooperating and resolving conflict.
- **Responsible decision-making** : making choices that consider consequences for yourself and others.

Project planning

- **Project based learning (PBL)** starts from a driving question that cannot be answered by looking it up.
- The answer must be something you make: a guide, an event, a system, a redesign.
- Identify your **user**, and ask them what they need before you design anything.
- Plan backwards from the date you will share the result, as in GAC003.

Design and develop

- Build a rough **prototype** early. A simple version that people can try teaches you more than a perfect plan.
- Measure something before you change anything, so you can tell later whether your change worked.
- Record who did what as you go: **collaboration** is assessed by each person's contribution.
- Expect the first version to fail in a way you did not predict. Finding that out is the reason for building it.

Revise and update

- Feedback from the real **user** drives the project. Ask what did not work and why, not just whether they liked it.
- **Iteration** means changing one thing at a time and testing again, so you know which change helped.
- **Perseverance** shows in how you respond to a failed trial: keep the evidence of the problem, the change and the next test.

Share, present and reflect

- Present to the people the project was for, not only to the teacher.
- Reflect on the competencies you used: which one you relied on, which you avoided, and what you would do differently.
- A reflection that reports only success tells the reader nothing. Name a real difficulty, the evidence for it, and what you changed.

Worked example: measuring a change

- Baseline: they weigh the food left on plates for five lunches: 60 kg, or 12 kg per day.
- Version 1: posters asking students not to waste food. The next five days average 11.5 kg: almost no change. Students said they had not noticed the posters.
- Version 2: one change only, a "small portion" option at the counter. The next five days average 9 kg.
- Result: $\frac{12-9}{12} = 25\%$ less waste per day than the baseline. Since only one thing changed between versions, the portion option is the likely reason, though other changes in the same weeks (weather, menu) should be checked.

Worked example: an honest reflection

- The strong version names two competencies, gives evidence for each and states a specific change.
- It admits a weakness, which is exactly what the reflection is marked on.

Common errors

- A driving question that can be answered by a search.
- A project with no real **user**.
- Changing several things at once, so you cannot tell what worked.

Common errors (2)

- Asking users "Did you like it?" instead of "What did not work?"
- A reflection that lists only successes.

Key terms

- **social and emotional learning (SEL)**: Learning the skills to manage yourself and work with others.
- **driving question**: An open question that a project answers by making something.
- **prototype**: An early, simple version of a product, made to be tested.
- **iteration**: Repeating a cycle of testing and changing one thing at a time.

Check yourself

- Is "What causes stress?" a good driving question? Rewrite it.
- Why should you change only one thing between versions?
- Which SEL competency do you use when you keep to a plan despite distractions?