

Social and Emotional Learning through a School Project

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

A school project needs someone to use it

- Improve something about your own school.
- Plan, build, revise and present a project for an actual user.
- Reflection and coursework retain evidence of your strategies.
- Use your centre's brief for criteria; no ranking is guaranteed.

Five SEL competencies

- Social and emotional learning (SEL): managing yourself and working with others.
- Self-awareness and self-management.
- Social awareness and relationship skills.
- Responsible decision-making.

Make a driving question answerable by making something

- Project based learning (PBL) begins with a driving question.
- A search alone should not settle it.
- The response may be a guide, event, system or redesign.
- Identify the user and ask about needs before designing.

From a lookup question to a school-waste project

- Weak: What is recycling?
- Stronger: How can our year group cut canteen waste at lunch?
- Observe, design something for users and check what happens.
- Plan backwards from the sharing date.

Prototype early and record contributions

- Prototype: a rough version users can try.
- Collaboration: record who did what as the work happens.
- Self-management: schedule work across the available weeks.
- A first version may reveal an unpredicted problem.

Ask users what failed and test a revision

- Feedback: ask what did not work, not only whether users liked it.
- Iteration: change a feature and test again.
- Record what changed and the evidence of its effect.
- Several simultaneous changes make the cause harder to identify.

Perseverance is evidence of responding to difficulty

- Perseverance: continue useful work when a trial reveals a problem.
- Retain the first result, revision and later check.
- Use the actual assessment criteria; a failure alone earns no promised mark.

Share with the people the project was for

- Present the product and its evidence to the intended users.
- Explain a competency you used and one you avoided.
- Describe a strategy that did not work, its limits and a next action.

Check yourself

- Who is the user, and what need have you actually checked?
- Which trial will distinguish liking the project from using it successfully?
- Which competency, action and evidence will your reflection connect?