

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

SEL competency	An action in the canteen-waste project
Self-awareness	Notice that you avoid asking users about a weak first design.
Self-management	Schedule an early trial and a later revision before the sharing date.
Social awareness	Ask canteen users what makes sorting difficult.
Relationship skills	Listen to feedback and agree clear individual contributions.
Responsible decision-making	Choose a safe, feasible response to the observed need.

Make a driving question answerable by making something

Identify the actual school user and ask about a need before selecting a product.



Frame a question that needs observation, a design and a trial rather than a search-only answer.



Choose an achievable guide, event, system or redesign that the user can try.



Plan backwards: sharing date → revision → user trial → rough prototype → needs check.

From a lookup question to a school-waste project

Search-only question

“What is recycling?” can be answered by looking up information.

It does not identify a school user, a practical change or something to build and test.

Driving question

“How can our year group cut the waste left in the canteen at lunch?”

Observe the problem, ask users, build a response and check what happens. A tidy poster may fail if the real difficulty is missing bins.

Prototype early and record contributions

Project record	Useful evidence
Prototype	Keep the rough version users actually tried, not only the polished final version.
Contribution	Record who made, tested or revised each part while work happens.
Self-management	Show the scheduled trial, revision and sharing dates; note what slipped and the response.

Use the evidence

Early trials reveal problems that a perfect-looking plan may conceal.

Your turn: design a useful feedback check

Your turn

Users say a recycling sign looks attractive. Does this establish that they can use it successfully? Write a specific trial and identify one feature to revise if it fails.

Attempt the complete task before advancing. Show the method and interpret the result.

Ask users what failed and test a revision

- 1 **Illustrative trial** For practice, imagine users like a waste-sorting sign but cannot decide where a mixed-material item belongs.
- 2 **Feedback question** Ask which item was difficult and what wording caused uncertainty, rather than only “Did you like it?”
- 3 **Revision** Change the unclear label while keeping the other features stable.
- 4 **Retest / limit** Ask users to try again and record the result. Changing labels and bin positions together makes the cause harder to identify.

Perseverance is evidence of responding to difficulty

A difficulty becomes evidence only through the response

Illustrative case: the first sign looks clear to its makers, but a user cannot place one item correctly. Keep that result rather than hiding it.

Revise the unclear label, retain the new version and record the later user check. If the difficulty remains, identify the next change to test.

This is evidence of responding constructively. A failed trial or a revision by itself guarantees no assessment ranking. Use the current centre criteria.

Your turn: connect reflection to evidence

Your turn

For a school project you know, name one SEL competency, the action showing it, the evidence of its result and a specific next change. Avoid unsupported claims about success or marks.

Attempt the complete task before advancing. Show the method and interpret the result.

Share with the people the project was for

Model reflection on the illustrative trial

"I used relationship skills by asking the canteen user to show the confusing item. I had first asked only whether the sign looked good, which gave little useful feedback."

"We changed the label and tested it again. I kept both versions and the user's response. That gives evidence about the revision; it does not establish that waste fell across the whole school."

"Next time I will schedule a practical trial earlier and record whether people can use the design, as well as whether they like it."

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?