



**Emotional and social learning;  
Multiculturalism and learners from  
different socioeconomic background**

**Andrea Šíchová, 16. 10. 2018  
a.sichova@gmail.com**

# Use the help



1. Make groups of three
2. Decide who will be blind and tie their eyes
3. The ones who can see, can't touch anything, but can give the blind ones instructions
4. The blind ones can use their hands
5. **Seeing one can help only verbally!!!**

# Use the help

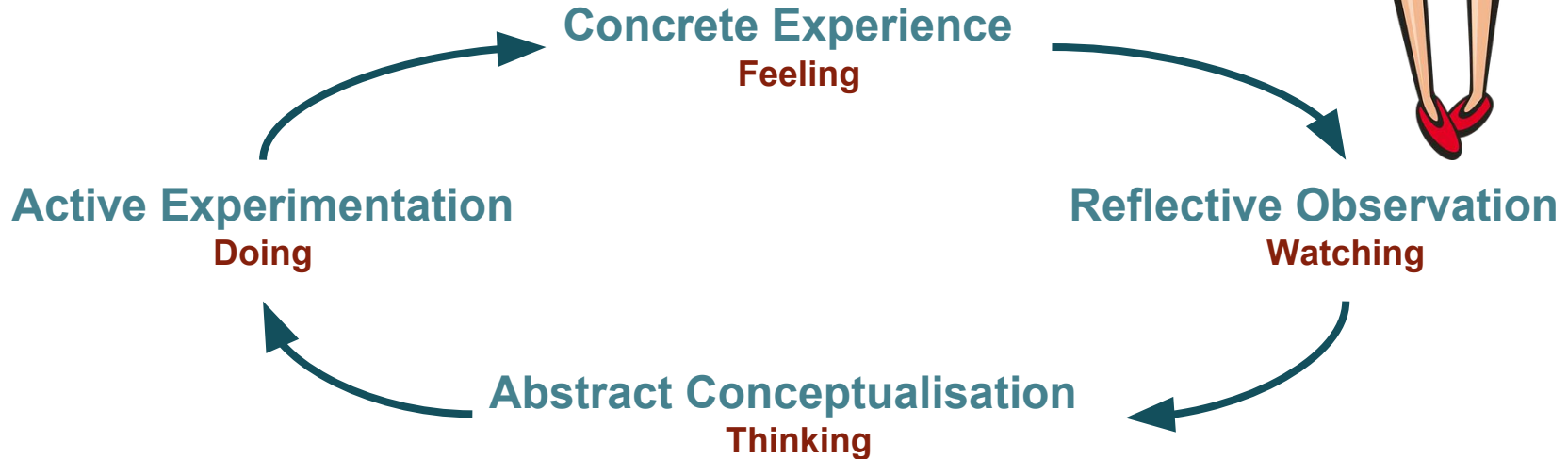
- Task helps to realize how it is to depend on someone's help
- It can lead people to be able to use different strategies
- Creates better understanding for barriers
- Starts discussion about what we need to overcome barriers



# Experiential Learning

- Learning through experience and reflecting the results

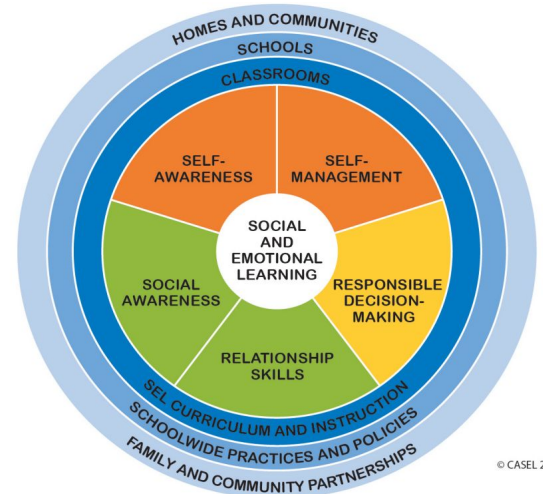
## Kolbs cycle



# Social and Emotional Learning

- process through which children and adults acquire and effectively apply the **knowledge, attitudes, and skills** necessary to understand and manage **emotions**, set and achieve **positive goals**, feel and show **empathy for others**, establish and maintain **positive relationships**, and make **responsible decisions**

<https://www.youtube.com/watch?v=pWZeR1bB038>





## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS



## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY

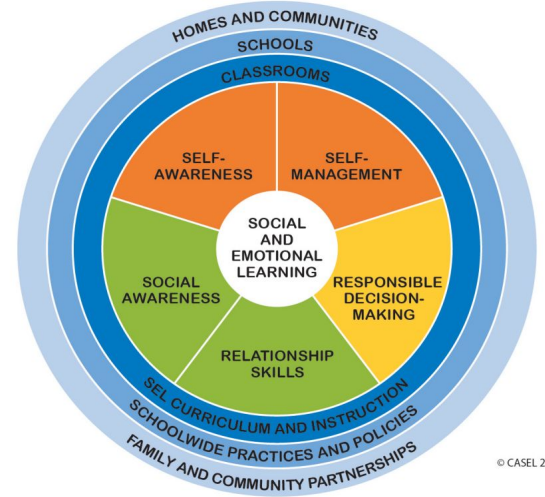
<https://www.jmu.edu/osarp/civiclearning/files/alligator-river-activity.pdf>



**Moral dilemma**

# SEL in the classroom

- morning communities
- verbal expression of emotions
- case studies
- role play
- journaling
- breathing exercises
- counting to 5
- jumping break



- empathy training
- social justice discussions
- project based learning
- constructive feedback

<https://casel.org/>

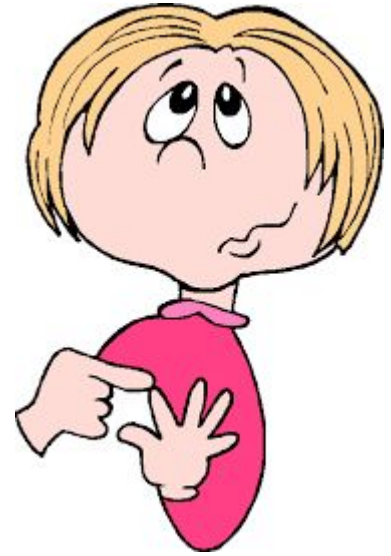


# Count to 21

1. Make a circle
2. Try to focus on everyone in the circle
3. Best way how to do it, is to look in the middle
4. At the moment you want, you can do a step in the circle and say “One”
5. Anyone can do another step and say “Two” until you have 21
6. BUT! If two or more people move at the same time, everyone goes back and the game starts again

# Count to 21

- Training of attention and calming down
- Strengthen the ability of being aware of the others
- Teaches to be “here and now”



!Can be really demanding. It is good to finish with some physical activity like jumping or clapping hands!



# Mind Full, or Mindful?



# Mindfulness

A person is standing in a field of tall, golden-brown grass, looking out over a sunset or sunrise. The sun is low on the horizon, creating a warm, golden glow across the sky and the landscape. The person is silhouetted against the bright light, with their hands on their hips. The overall mood is peaceful and contemplative.

- basic human **ability to be fully present**, aware of where we are and what we're doing, and not overly reactive or overwhelmed by what's going on around us
- patience, acceptance, letting go
- present moment
- five senses

# BALLOON BREATHING

## Step 1: Inhale Fully

Place your hands on your belly. Breath in slowly through your nose to fill your lungs all the way to the top, as you feel your belly, abdomen and chest expanding out like a big balloon...



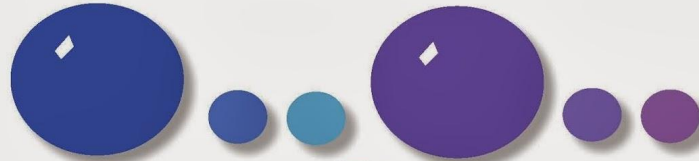
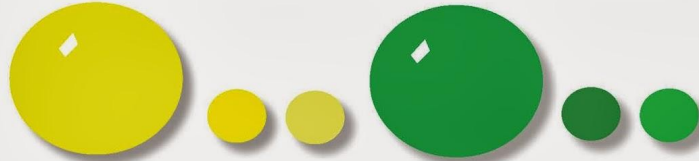
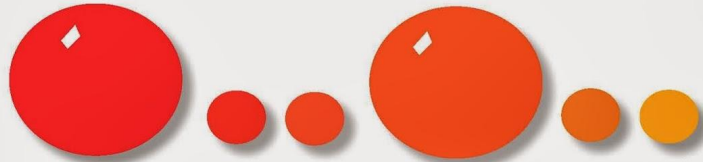
## Step 2: Exhale Fully

Now open your mouth and slowly blow **all** of the air back out of your lungs, letting your belly sink down flat, as if deflating that imaginary balloon. Repeat, but the next time close your mouth and practice breathing in, and out, through your nose, as you feel your belly expanding and shrinking.



# Rainbow Bubble Breathing

Read the bubbles like a story but instead of speaking words give one BIG breath for the BIG bubble and a SMALL regular breath for the SMALL bubble.





<https://www.youtube.com/watch?v=5DqTuWve9t8>

Relaxation



# Multicultural classes

- your  
experience



# Culture







# Culture and multicultural



**Culture** - social behaviors and norms found in human societies, transmitted through learning

**Multiculturalism** - cultural pluralism in which the various ethnic groups collaborate and dialog with one another without having to sacrifice their particular identities

# GOAL



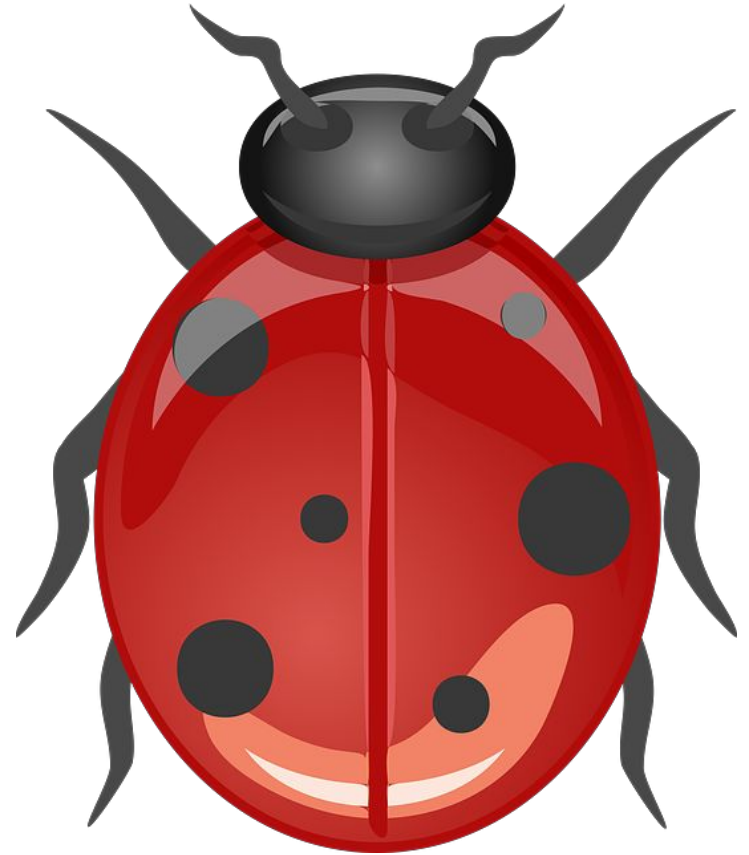
- Educators **UNDERSTAND, RESPECT, AND VALIDATE THE DIVERSE NEEDS** of children entering the early childhood classroom; they hold high expectations for achievement for all students.
- Educators **develop a self-awareness of culture and the role it plays in their beliefs, attitudes, and expectations**. They also seek an understanding of how diverse cultures are expressed through schooling, communication patterns, and child rearing.
- Teachers and others work as a team to design developmentally appropriate curriculum and instruction that not only **meets the needs of individual children but also reflects the diversity of the group...**

# Ladybird

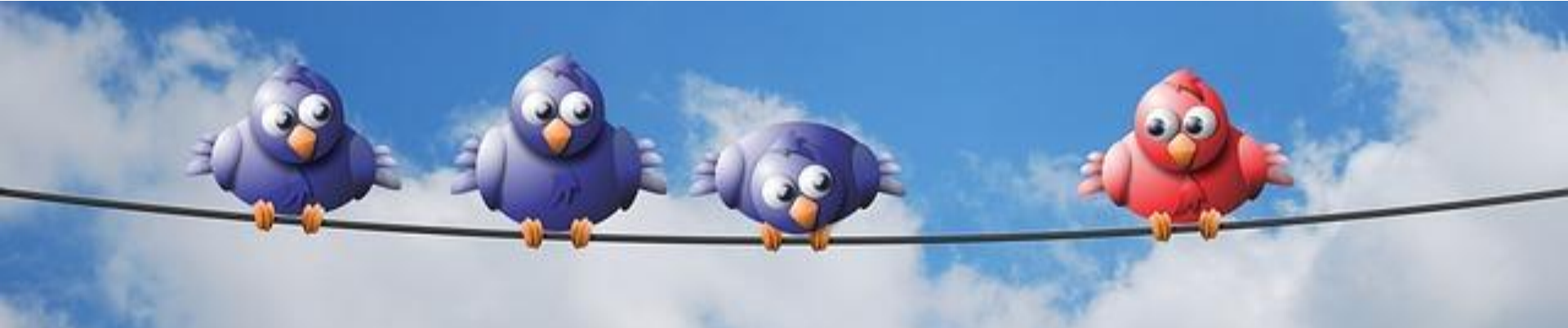
Make a groups of 5.

Draw a ladybird and write one thing you in a group have in common in each dot.

To the legs of the ladybird write what is unique about each of you.



# Ladybird



Teaches pupils to **respect and appreciate** the others.

Helps them to realise that we all are **unique** in some way, but we **have a lot in common**.

<https://www.youtube.com/watch?v=1MJrRvpjB1I>

# The history of your name

Tell us about your name:

- Who gave it to you?
- Why?
- What does that mean?
- Is it a common name in your country of origin?



A topographic map of Europe and its surrounding regions, including parts of North Africa and the Middle East. The map uses a color gradient to represent elevation, with green for lowlands, yellow and orange for midlands, and red and brown for high mountain ranges like the Alps and the Pyrenees. The title 'What is your culture' is centered over the map in a bold, dark red font.

# What is your culture

- What do you think is specific about the culture in your country?
- What do you think you share with the others in Europe?

<http://wilderdom.com/games/MulticulturalExperientialActivities.html>









**Thank you for your attention!**