



Professional Development and Training Institute

# بناء المرونة والتعاطف من خلال التعلم الاجتماعي والعاطفي

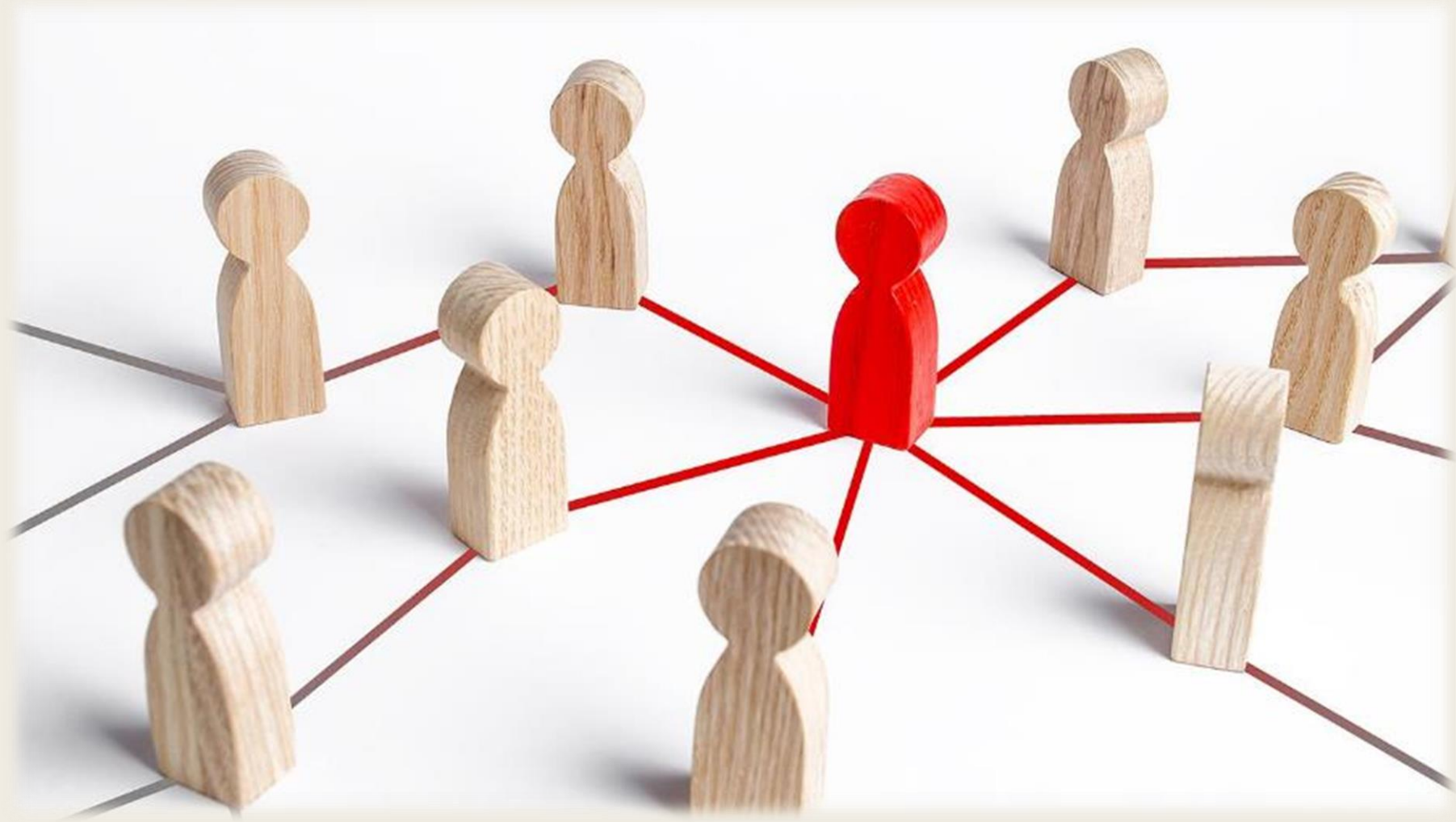
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**“You are a person first and a teacher second!”**



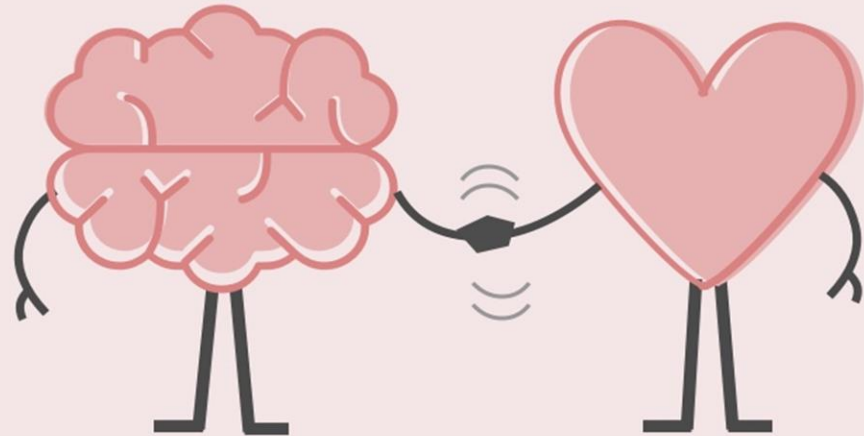
## النقاط الرئيسية للجلسة

- العناصر الخمسة للتعلم الاجتماعي والعاطفي (SEL)
- أهمية دمج العناصر الخمسة للتعلم الاجتماعي والعاطفي بالمناهج الدراسية
- عرض بعض الأمثلة للدمج وأثرها على أداء الطالب الأكاديمي والعاطفي والاجتماعي
- عناصر خطة تدريس مبنية على التعلم الاجتماعي والعاطفي

# What is

## Social Emotional Learning (SEL) ?

التعلم الاجتماعي العاطفي



## Social and emotional Learning ?

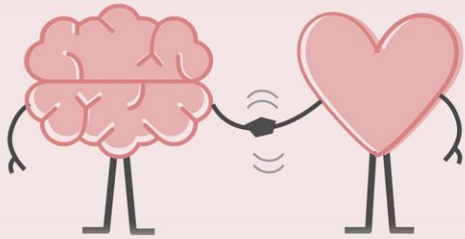
**Albert Bandura (1925-2021) proposed that learning occurs through observation and imitation and is influenced by factors such as attention, motivation, attitudes, and emotions.**

**This theory proposes that behaviors are learnt. Both teachers and parents recognize how important it is to model appropriate behaviors.**

**Other classroom strategies such as encouraging children and building positive emotions are also rooted in social learning.**

**Showing and teaching empathy, being kind to one another, self-regulation and solve problem peacefully. Teaching them to be human beings.**





## When should we start teaching SEL?

75% of child's brain development takes place between the age 3 to 7.

Their personality, world values, and value system is being formed.

In a longitudinal study supported by the US department of Education, researchers created a 5 point Likert scale tool to test their social competency.

They followed children from KG for 20 years, and found out that for every 1 point increase in their social competency that child was twice likely to get university degree, 50% more likely to finish school, and 46% more likely to find a job by the time he is 25.

<https://search.usa.gov/search?affiliate=ed.gov&query=Social+competency+longitudinal+study&commit=Search>

## E-motion = Energy in Motion

- The Latin derivative for the word emotion, 'emotere', → **energy in motion.**
- Emotions are fluid, moving resources. They are meant to be felt and released **vs.** suppressed and ignored.
- The nature of chronic stress often results in a buildup of energy that gets **suppressed in the body.**



**Stress Hormone → Cortisol**

# E-motion = Energy in Motion

Repressing emotions...

الكبت العاطفي



WEIGHT GAIN



IMMUNITY



INSOMNIA



GUT HEALTH



ACHES & PAIN



HEART HEALTH



MEMORY



DIABETES



# 50% of mental health problems start by age

- 20
- 14
- 30
- 25

ⓘ Start presenting to display the poll results on this slide.

In the Middle East, more than \_\_\_\_\_ of people with mental issues don't seek treatment

- 30%
- 50%
- 75%

ⓘ Start presenting to display the poll results on this slide.

## Jordan context

In 2019, 1 in every 8 people, or **970 million** people around the world were living with a mental disorder, with *anxiety and depressive disorders* being the most common

World Health Organization

**In Jordan, about 1.75 million people** suffer from mental illnesses, which is equivalent to about 20% of the population.

(H. Dmour et al., 2020)

In total, there are only two psychiatrists, 0.27 psychologists and 0.04 nurses for every 100,000 inhabitants in Jordan

(Karnouk, C et al, 2019)

Study done on 800 students (aged 12-18 years) from 10 public schools in Amman show a **42.1% rates** of **anxiety** and **73.8% rates** of **depression**

(Malak M. & Khalifeh A., 2018)



# During COVID-19 Pandemic

In the first year of COVID-19 pandemic, global prevalence of anxiety and depression increased by a massive **25%**. **Young people and women worst hit** (World Health Organization, 2021)

[COVID-19 pandemic triggers 25% increase in prevalence of anxiety and depression worldwide \(who.int\)](#)

- In Lebanon, data collected by the World Bank from 3400 individuals showed that the participants identified mental health services as the most pressing need (World [Bank, 2020a](#)). A nationally representative sample of Lebanese young persons showed that 11.5% had suicidal ideation.
- In New Zealand, a 35-year longitudinal study of a birth cohort found that after being exposed to a disaster was associated with an increased risk of major depression, PTSD, anxiety disorders, and nicotine dependence two years after the incident ([Fergusson, Horwood, Boden, & Mulder, 2014](#)).
- Exposure to a disaster in childhood increases adult risks of developing mood disorders (28.3%), anxiety disorders (27.4%), substance use disorders (41.2%), and any type of disorder (61.2%) ([Maclean, Popovici, & French, 2016](#)).

## أهمية تنمية مستوى المرونة

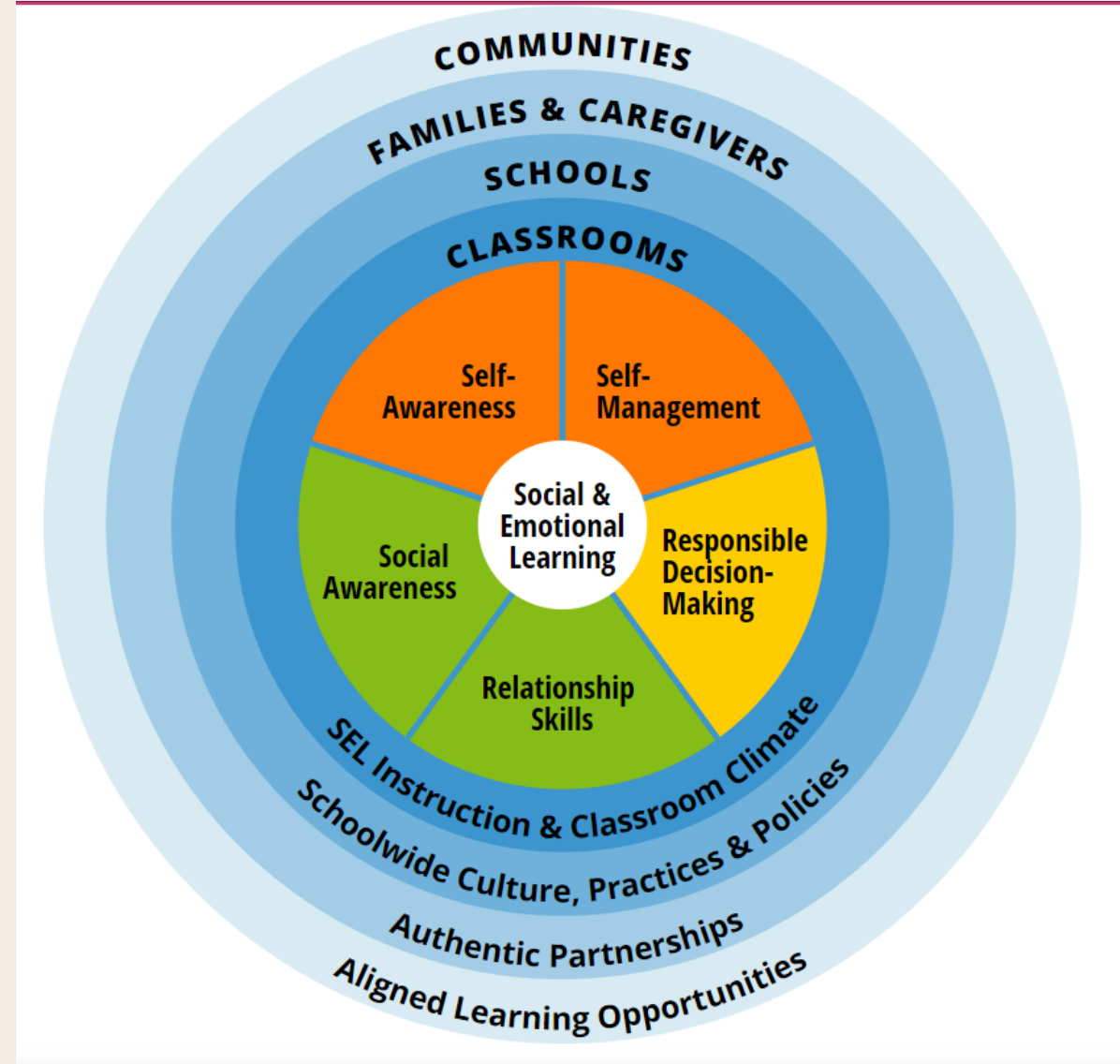
- المرونة هي القدرة على الارتداد من التحديات والنكسات والشدائد.
- الأفراد المرنين يمتلكون المهارات والعقلية للتغلب على الصعوبات والحفاظ على صحتهم العاطفية.
- المرونة مهمة في مساعدة الطلاب على التغلب على العقبات وتطوير استراتيجيات المواجهة والمثابرة في مواجهة التحديات.
- تؤثر المرونة بشكل إيجابي على الأداء الأكاديمي للطلاب والرفاهية العامة.
- أن الطلاب المرنين مجهزون بشكل أفضل للتعامل مع التوتر وإدارة العواطف والحفاظ على التركيز على تعلمهم.
- ترتبط المرونة بتحسين مهارات حل المشكلات والقدرة على التكيف ونتائج الصحة العقلية الإيجابية: مثلا أجريت دراسة في تركيا حول 325 طالبا أثبتت علاقة قوية بين مرونة الطالب وقدرته لحل المشكلات. كلما زاد مستوى مرونة الطلاب كلما يتحسن تصورهم حول مهاراتهم في حل المشكلات, Coşkun, (Garipağaoğlu, & Tosun, 2014)

How do you nurture problem solving skills in students? ■

# العناصر الخمسة للتعلم الاجتماعي والعاطفي

التعلم الاجتماعي والعاطفي هو العملية التي يكتسب من خلالها جميع الشباب والبالغين المعرفة والمواقف تجاه:

- الوعي الذاتي
- الوعي الاجتماعي
- بناء العلاقات والتعامل مع الآخرين
- الإدارة الذاتية
- مسؤولية اتخاذ القرارات



## أهمية دمج العناصر الخمسة للتعلم الاجتماعي والعاطفي بالمناهج الدراسية

A review of Meta-analyses (2022) reviewed 12 meta-analyses of universal, school-based SEL programs for children from early childhood education through high school. These studies were from 1980 – 2018. Collectively, the meta-analyses were rated to be high quality and included 523 unique reports conducted in many countries and involving an estimated **1 million students**.

**Mean effects were consistently statistically significant** across reviews on a range of outcomes including increased SEL skills, attitudes, prosocial behaviors, **and academic achievement, and decreased conduct problems and emotional distress** .

**Training and developing school staff competencies** prior to SEL program implementation is important for effectiveness.

Research has yet to clarify which **individual (sociodemographic) and contextual** variables promote or hinder the development of different SEL skills for diverse school-aged children and youth.

# مهارات التعلم الاجتماعي والعاطفي

Emotional  
Regulation

التنظيم العاطفي

- كيف تدير مشاعرك الصعبة؟
- هل هناك أي استراتيجيات محددة تتبعها؟

Task Performance

أداء المهام

- هل تنتهي من عملك في الوقت المحدد؟
- هل تعرف كيفية تحديد الأهداف؟
- هل أنت منشد الكمال؟

Collaboration

التعاون

- هل تحب العمل في مجموعة؟
- لماذا ولماذا لا؟

Open-mindedness

الانفتاح

Growth mindset-change from  
me to we. Who am I? self-  
reflect

- هل تعتبر نفسك منفتحاً؟
- ما رأيك في مصطلح "التنوع"؟
- كيف ترد على النقد؟

Engaging with  
others

التعامل مع الآخرين

- كيف تتعامل مع الأشخاص الذين لديهم معتقدات وخلفيات وثقافات مختلفة؟



# Emotional regulation per subject

Subject	Example of <b>emotional regulation</b> integration in the lesson
Languages	Use <b>Emotional Wheel</b> when discussing characters in a story, <b>journaling</b> activities to express their emotions, <b>role play</b> using new vocab words related to emotions.
Mathematics	Create word problems related to <b>emotional expression</b> . Teach that time management, perseverance, planning organization are all math skills that are social-emotional skills as well.
Science	Teach the <b>science of emotions</b> and brain structures related to emotional regulation ( <i>Amygdala, Hippocampus, Pre-frontal cortex</i> ).
Physical Education	Integrate <b>breathing techniques</b> and teach science of emotions.
Visual Arts	Assign projects related to <b>emotional expression</b> through arts.
Social Studies	Analyze <b>historical characters'</b> behaviors & link to their emotions.
Islamic Education	Teach the <b>virtue</b> of emotional awareness and how it's the base of emotional regulation & emotional intelligence.
Computer Science	Assign projects on different <b>digital platforms</b> related to emotional awareness & expression.

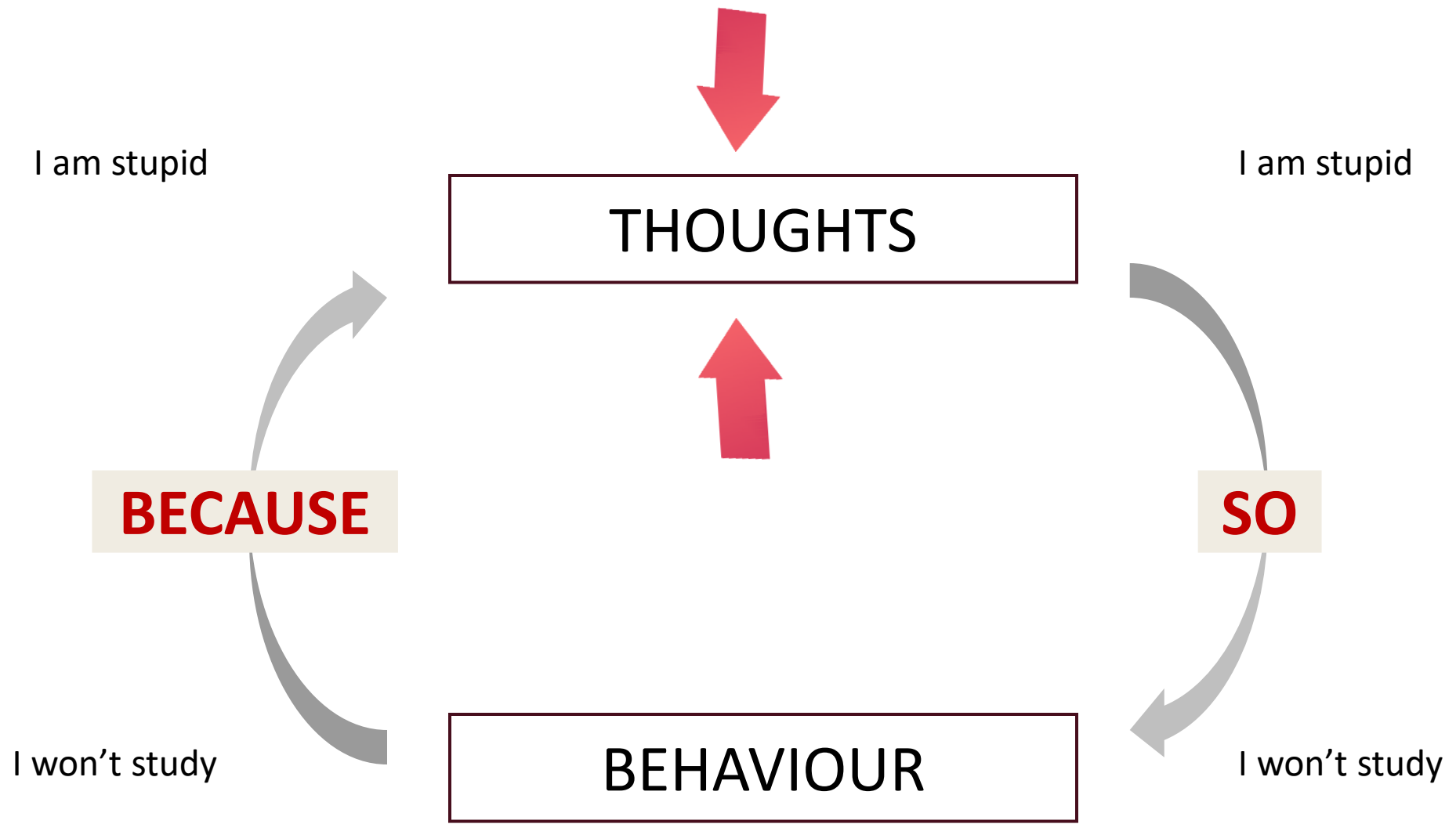




# Transforming **NEGATIVE** self-talk

- My friends think I'm awesome because...
- My classmates say I'm great at...
- I feel very happy when I...
- Something that I'm really proud of is...
- I make my family happy when I...
- One unique thing about me is...
- Others reckon I'm a great...
- I think I'm a pretty good...
- Something I really enjoy is...
- I like who I am because...
- I'm super at...
- I feel good about my...
- My friends think I have an awesome...
- Somewhere I feel happy is...
- I mean a lot to...





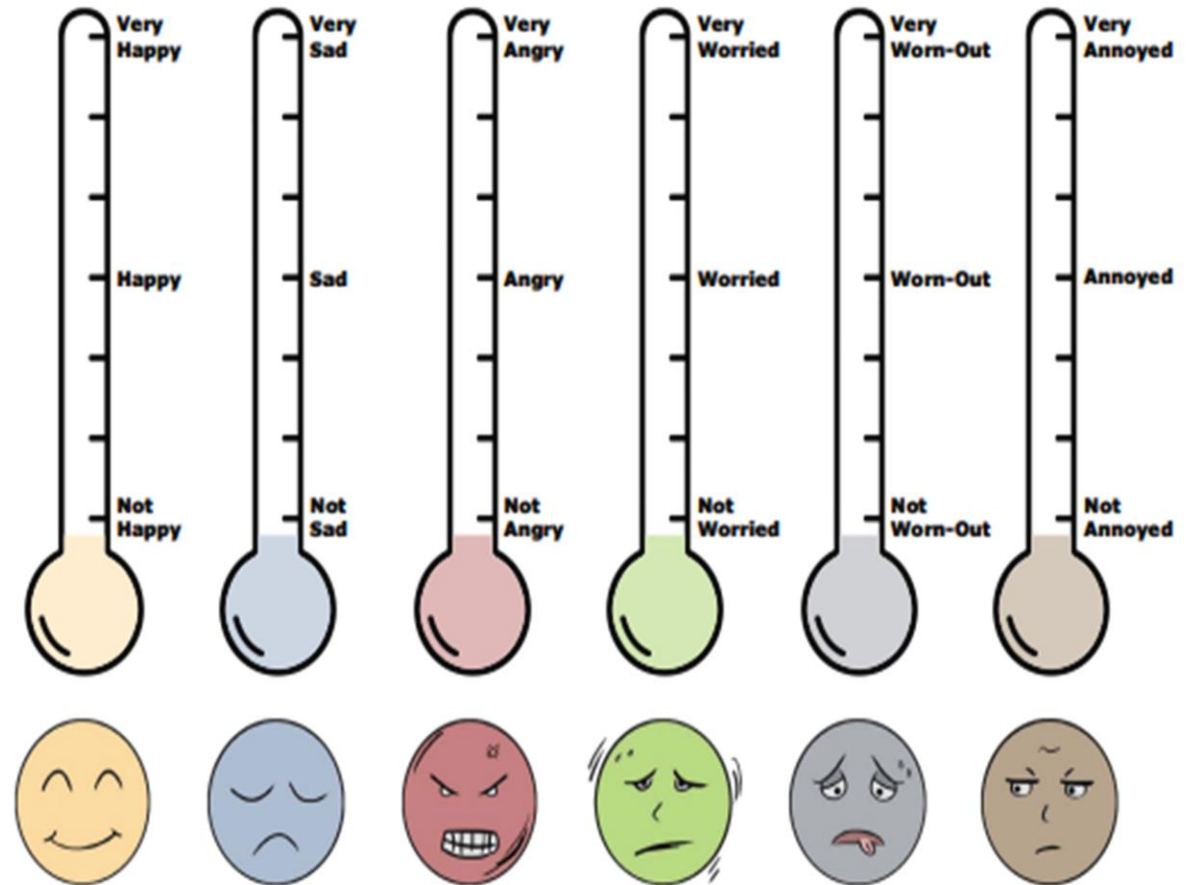
# The Emotional Thermometer (میزان عجز العواطف)



## Feelings Thermometer



©8 Angora 2016





## شجع الطلاب لاستخدام نقاط القوة الخاصة بهم

- خذ وقتًا في الفصل لجعل طلابك يحددون نقاط قوتهم الشخصية، مثل الأمل والتواضع والصدق والتعاطف والمثابرة.
- بعد أن يتعرفوا على بعض نقاط قوتهم الرئيسية ، اطلب منهم اختيار قوة واحدة للتركيز عليها كل يوم لمدة أسبوع.
- اطلب منهم وصف القوة في الكتابة واقتراح عدة طرق مختلفة لاستخدامها كل يوم .
- على سبيل المثال ، يكتب الطالب ملاحظة شكر لمعلم، أو يتطوع لرعاية الحيوانات المهجورة في ملجأ محلي فوق عطلة نهاية الاسبوع.
- يخبرنا البحث أن هذا النشاط يمكن أن يحسن الصحة النفسية ويزيد من الوعي الذاتي ويقلل من أعراض الاكتئاب.

## شجع الطلاب لاستكشاف هدفهم (الادراك والوعي الذاتي)

أجب على هذه الأسئلة: "تخيل أنك حصلت على عصا سحرية ، ويمكنك تغيير أي شيء تريده في العالم. ماذا تريد أن تكون مختلفا ، ولماذا؟ هل هناك أي شيء يمكنك القيام به للمساعدة في تقريب العالم من هذا المثل الأعلى؟ إذا كان الأمر كذلك، كيف؟"

استخدام الندوات السقراطية لبناء كفاءات تعلم اجتماعية وعاطفية  
(الوعي الذاتي والانفتاح والتعاطف )

G9-12

يقرؤون موضوعًا مثيرًا للجدل قبل يوم واحد من الفصل وعليهم البحث عن أدلة  
يجلس الطلاب في دائرة في فريقين ثم يتناقشون لدعم او لمعارضة فكرة باستخدام أدلة قوية - الطلاب سيكون منفتحًا  
على هذه الفكرة (بعقلية متفتحة)



# عناصر خطة تدريس مبنية على التعلم الاجتماعي والعاطفي



## Cooperative learning tasks

### أفكار تعاونية

- Work in pairs or groups to accomplish a collective goal.
- Teach and explicitly practice the skills needed for working effectively as a team.

Design tasks that foster:  
**Communication & Collaboration:**  
games, art/research projects,  
class presentations

**Interdependence** by requiring youth to both individually contribute and negotiate agreements in order to complete the task.



# عناصر خطة تدريس مبنية على التعلم الاجتماعي والعاطفي

## Choice خيار

Make choices (e.g., problems/ activities from a list of options, writing topics, methods of presentation).

## Reflection تأمل

Close lessons with a short period of reflection, discussing 1-2 questions with a focus on both academic and social-emotional skills learned.

- What is one thing you know now that you didn't know before?
- What is one thing you want to keep thinking about?
- What was [easy/challenging] for you today?
- What did you do to be a good partner? How did that help your work?
- What problems did you have working together? How did that problem affect your work?
- What is one thing you appreciate about working with your partner today?

# عناصر خطة تدريس مبنية على التعلم الاجتماعي والعاطفي



## Cultural responsiveness الاستجابة الثقافية

Link content to youths' experiences and ability to understand cultural differences, recognize potential biases, and look beyond differences to work productively

## Ask open-ended questions

### طرح أسئلة مفتوحة



- What do you notice about \_\_\_\_\_?
- What are some examples of \_\_\_\_\_?
- How is this [similar to/different from] something we've seen before?
- What do you know, or think you know, about \_\_\_\_\_?
- What do you want to know about \_\_\_\_\_?
- Why does it make sense that \_\_\_\_\_?
- What do you think the author is trying to do here, and why?
- How did you solve this problem? How do you know?

“ Students who are loved at home come to school to learn, and students who aren’t, come to school to be loved. ” Nicholas A. Ferroni

**Many students aren’t...**

## 3-2-1- strategy for critical thinking

***Three** things you have learned*

***Two** questions you still have*

***One** thing that is most interesting to you*

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THANK YOU