



SOCIAL-EMOTIONAL SKILLS

PRODIGATIC PROJECT

We have the opportunity to build a better future now.

The theme chosen for the year is social-emotional skills. We will address the emotional aspects, our goal being to help young people deal with adversity and environmental responsibility.

Seeking to contribute, along with schools, in the elaboration of transversal themes related to the development of citizenship, CCAA created this material. It is a complete class composed of audiovisual content and group activities for you to use in the classroom with your class.

You will have the opportunity to use new didactic approaches and develop work related to values such as friendship, respect, ecology, honesty, and diversity, among others.

This material makes it possible for a teacher to adopt a playful teaching method, thereby making the subjects more interesting to the students and creating a real sense of what is learned according to each student's perspective. This makes the work of the pedagogical team more effective.

Now let's get to work, OK?

SOCIAL-EMOTIONAL SKILLS

Social-emotional skills are necessary for a person to have conscious control of his or her own emotions. In other words, they are skills that the individual develops to become a more complete human being and relate to others.

Developing social-emotional skills is a matter of learning and can be stimulated and improved throughout life. They influence the way a person thinks, feels, decides, and acts in each situation and directly affect mental health and social life.

In this sense, it is essential to know the main social-emotional skills.

There are five social-emotional skills*:

Self-Awareness

Self-awareness involves each person knowing him- or herself, as well as his or her strengths and limitations, always maintaining an optimistic and growth-oriented attitude.

Self-Management

Self-management relates to the efficient management of stress, the control of impulses, and the definition of goals.

Social Consciousness

For social consciousness, a person needs empathy—, to be able to put oneself “in the other person's shoes,” and respect for diversity.

Social skills

These relate to the skills of empathetic listening, speaking clearly and objectively, cooperating with others, resisting inappropriate social pressure (bullying, for example), resolving conflicts in a constructive and respectful way, as well as helping others when necessary.

Responsible Decision Making

Responsible decision-making advocates personal choices and social interactions in accordance with norms and attention to the ethical standards of a society.



SOCIAL-EMOTIONAL SKILLS

PRODIGATIC PROJECT

SOCIAL-EMOTIONAL SKILLS TO DEAL WITH THE ENVIRONMENT

Social-emotional learning teaches us to reflect on environmental issues and to make responsible decisions considering the impacts of our choices on society, the environment, and the community.

A responsible decision is one that is good for both the subject and other people, that is, for society, both in the short and long term. Understanding how the choices of the present directly affect the future of the planet is essential.

To work on these two themes—social-emotional skills and the environment, we prepared two dynamics

Teacher Orientation

To talk about social-emotional intelligence, some care will be necessary. It is very important that you position yourself in a cordial and kind way with everyone. If any student makes ironic comments, respond only seriously. It is essential that students can sense confidence and security in your manner.

Beginning Activities

To start the work, start talking about the lack of emotional control and the damage caused by this lack of control. Share with the class a situation in which you were dominated by your emotions. Ideally, the situation presented will engage students.

Explain how you resolved the case or how you dealt with the damage this outburst of feelings brought. Use an example from everyday life.

Rhetorically ask students if they have ever felt angry or out of control of their emotions because of some person or of a situation that happened.

After encouraging students' reflection, play the video at <https://www.ccaa.com.br/social-emotional-skills/>.

After watching the video, stimulate the discussion by asking students to:

- Cite examples from their daily lives when they were dominated by their emotions.
- Say what they felt when this happened: frustration, tiredness, sadness, helplessness, etc.
- Indicate what is the best course of action to take in an argument.
- Give examples of things that are best not said to people in an argument so that one doesn't regret it afterwards.

To close this first part, review with the students the concepts dealt with in the video:





SOCIAL-EMOTIONAL SKILLS

PRODIGATIC PROJECT

- **Realize what you are feeling in difficult situations.**

Self-knowledge is the first step for us to manage our actions because, through this realization of “I’m sad,” “I’m angry,” “I’m frustrated,” we can better reflect on the difficult events we are experiencing.

- **Understand that you can’t give what you don’t have.**

Sometimes we want people to act and think like us. Recognizing that people are different makes us more tolerant. The obvious should always be said, because what is obvious to you is not necessarily obvious to someone else.

- **Think before you react.**

When we are at the height of tension, our ability to hear and think is compromised, that is, the probability of being hypersensitive, overestimating the facts, and acting in a way that we regret later is enormous! When we are in tune with our feelings, what matters is listening to understand, being able to think about what the other person wanted to say as well as what the other person feels and needs, so that you can connect with what you feel and need yourself.

- **Understand that it is not necessary to diminish the other.**

When we understand that many people who often make distasteful or offensive jokes may not be okay with themselves, we reduce the negative impact of these actions on our lives. If you are affectionate, helpful, attentive to the needs of your friends, continue to be, but do it selflessly, without creating expectations about the behavior of others.

- **Be yourself with no expectation of return.**

We hear from older people that we need to be good, fair, nice, friendly, polite and kind to others. As a result, we tend to give too much of ourselves. If this donation is not genuine, it ends up generating conflicting feelings between what you do for others and what others do for you. The feeling that we are wronged is more linked to what is expected from the other, whether with attitudes, words, esteem, etc., than really our attitudes being a true expression of who we are and what we believe. It is a social-emotional skill to stay true to what you believe in, without expecting anything in return, without expecting validation and without turning this need for validation into fuel for our attitudes.

- **Being able to forgive**

Forgiving is an act of intelligence. This process takes place when you already have this social-emotional skill put into practice. Anyone can hurt our feelings, but that doesn't mean they do it on purpose.

DYNAMICS 1 - DRAMATIZING

Organize students into groups to enable role playing. Some groups will act out a situation that shows a lack of social-emotional skills, and other groups will do the same scene, but showing how it could have happened if people had self-awareness and had developed social-emotional skills.

These dramatizations will show what the students have learned so far about developing social-emotional skills.

Propose that the groups choose an item from the video:

- Realizing what you are feeling in difficult situations.
- Thinking before reacting.
- Understanding that it is not necessary to diminish others.
- Understanding that no one can give what they don't have.
- Being yourself with no expectation of return.
- Being able to forgive.

Determine the average time for them to prepare scenes and lines.

If students have trouble thinking of scenes, suggest a few:



SOCIAL-EMOTIONAL SKILLS

PRODIGATIC PROJECT

- When your parents don't comply with something that was already agreed upon.
- When your parents ask you to do something you were already doing or going to do.
- When you have a crush on someone, and that person dumps you.
- When someone teases you and threatens to harm you.
- When your best friend starts to be jealous of you and won't let you talk to someone you like very much.
- When someone insults you.

At the end of the scenes, have a brief discussion with the students addressing the following questions:

What emotions appeared the most in the dramatizations?

Point out the ones you notice. Anger, sadness, and frustration usually appear at the first moment and reception, understanding, attention in the second moment.

What are the main differences in the outcomes of the dramatizations?

Here it is necessary to be careful to point out the differences between the scenes, but it is important to stress to the students that being passive is different from being peaceful. It is an emotional skill to know how to stand for what you believe in but without insults, humiliation, or physical aggression.

How do you usually act daily? Does it depend on who you are talking to? Do you have difficulty doing this?

Tell students the importance of practicing the items they have learned, as only practice will transform behavior, strengthening our emotions in a healthy way. Finish by sharing with students how important it is to know how to recognize the value of people in our lives, to praise them, to want to preserve our relationships in a healthy way. Point out the importance of wanting to expand these to a need to make the world better is an act of generosity. Explore with students how we feel when we do good for someone and how we feel when we receive good from someone—a simple gesture of someone bringing us water when we are thirsty, perceiving affection, friendship, gratitude, peace, and tranquility. . . It is essential that students realize that respect needs to be transversal in our lives. Use this hook to talk about how our individual responsibility influences the collective: if we do our part with the environment and encourage others to be generous, we can contribute to the beauty and care of nature.

DYNAMICS 2 - SHARED RESPONSIBILITY

This dynamic is for us to encourage reflection for the collective.

- Material: Balloons (party balls) and pieces of paper and pens.
- A big area for students to move around in.

The goal is to make sure the students don't let the balloons fall to the ground as a group. What you need to do to guide them is the following:

- Have students write down on pieces of paper their attitudes that are considered generous with nature or something related to what was discussed during the class. The papers need to be placed inside the balloons and then each student must blow up the balloon and hold it.
- Instruct them to throw their balloons in the air, but no one can let any balloon touch the ground. As soon as you notice that the students are getting tired, tell them to grab any balloon and to position themselves in a circle. With everyone positioned, ask them to pop the balloon they have and take out



the piece of paper that was inside. Then ask them if they to have the one that they wrote.

- They will most likely not have the one they wrote, so their roles will be switched. Now you'll need to lead the conversation by showing that if each of them just focused on their own balloon, the game would have probably ended faster. Praise them for their teamwork keeping the balloons in the air and not letting any fall to the ground.
- Finish up by asking everyone to read the paper they have in their hands and encourage them to always think about their own attitudes responsibly, that is, knowing that there will be consequences.

Now do an activity consisting of reflecting on what was discussed and done in the class to end the activity.

Studying the environment in which we live is important for us to further develop our social-emotional skills. Having empathy with the environment in which we operate and with all forms of life present in the environment is the best way to exercise social and emotional responsibility.

At the end, have a brief debate with the students about what habits they have today that help reduce environmental problems and prevent more serious problems from occurring!

We can list ten attitudes that can save the planet:

1. Saving water.
2. Saving energy.
3. Disposing of waste properly.
4. Reducing plastic consumption.
5. Preserving vegetation.
6. Adopting carpooling.
7. Avoiding consumerism.
8. Opting for organic foods.
9. Using eco-friendly products.
10. Informing others of these points.