

SOCIAL-EMOTIONAL LEARNING AMONG FILIPINO LEARNERS

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The sentence “The classroom is a marketplace of ideas” is a statement of truth and power. The sentence has been used in conversations revolving around educational pedagogy. It means that the classroom is filled with people who are capable of creating novel and engaging ideas. It also entails that classrooms are places where students with different personalities thrive. As such, it is equally important for teachers to cultivate social-emotional learning among the students.

In the application of social-emotional learning in education, students have the opportunity to comprehend their emotions. They can feel those fully and demonstrate kindness to others. These learned behaviors will be impactful in the teaching and learning process and the development of the students.

The Collaborative for Academic, Social, and Emotional Learning (CASEL) which is an organization that is devoted to students and educators enumerates the five core competencies involved in Social Emotional Learning (SEL). These five core competencies are self-awareness, self-management, social awareness, making responsible decisions, and relationship skills.

Self-awareness entails recognizing one’s emotions and how such feelings impact the behavior. It means that students should be able to acknowledge their strengths and weaknesses to better gain confidence in their abilities. Self-management, on the other hand, means that learners can take control and ownership of their thoughts, actions, and emotions in varying situations. It also includes the capability to set and work towards their personal goals. Social awareness means that students can put themselves in the

shoes of another person who may be from a different culture or background. It means the ability to act with sympathy and in an ethical manner within their homes, schools, and communities. Relationship skills are the skills that will help learners to build and maintain healthy relationships with people from all walks of life. This competence gives focus on the ability to communicate with others and to peacefully resolve conflicts. In SEL, students should be able to make responsible decisions. They should choose how to act or respond to a particular situation. Learners should consider ethics, consequences, the well-being of others, and personal biases in creating ethical and morally sound decisions.

SEL can be integrated through the creation of SEL-related lessons into various subjects like history, math, or reading. In reading, teachers can assign a group project where students can delegate themselves the roles to work together, or to role-play as historical figures to understand the logic behind one's actions. Moreover, teachers can designate specific time devoted to SEL. Teachers can ask students to write in their journals and/or can create a buddy classroom where students can partner themselves with others.

Indeed, SEL can be both helpful to schools and students. The more the students are self-aware, the more the school has a chance of fostering a positive learning environment. Here, learners will grow up with positive and impactful qualities which are aimed at self-actualization and societal development. Learning should not be confined to enhancing one's cognitive skills. Quality education should target holistic development through nourishing the hearts, minds, and souls of students.

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