

WHY SOCIAL-EMOTIONAL LEARNING MATTERS

by:

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People with good social and emotional abilities are better able to manage daily obstacles, create healthy connections, and make informed judgments. Students and adults benefit from social-emotional learning (SEL) in school and in real life, and the skills may be taught and developed from preschool through maturity. People are not born knowing how to control their emotions, handle issues, and get along with others. These abilities must be cultivated, and schools can assist pupils in acquiring them. In addition, it is essential to recognize that some kids may require specific supports to properly benefit from SEL.

As defined by Committee for Children (2022), social-emotional learning is the process of acquiring the self-awareness, self-management, and interpersonal skills necessary for academic, occupational, and personal success. Extensive research indicates a link between the skills taught in SEL programs and academic success, positive conduct, and better life decisions. By cultivating these characteristics in the classroom, children may become better, more productive, self-aware, and socially-aware citizens in the years to come.

Moreover, SEL enables children to more effectively manage emotional stress, solve issues, and resist peer temptation to participate in risky behaviors. Students who are ready to handle personal issues are thus better able to navigate the challenges of adulthood. When educators are able to determine which kids do not have a firm grip on the foundations of SEL, they may work with these students more effectively at a young age to help them acquire more self-control, empathy, and other good traits. These kids

can acquire the "soft skills" necessary for many vocations, such as teamwork, the capacity to comprehend others, and problem-solving, by learning good behaviors that transcend beyond academic performance.

Aside from these benefits, CASEL (2022) posited that SEL promotes educational fairness and success via effective school-family-community partnerships that build learning settings and experiences characterized by trustworthy and collaborative relationships, rigorous and relevant curriculum and teaching, and continual assessment. SEL may enable youth and adults to co-create flourishing schools and contribute to the creation of safe, healthy, and fair communities.

Clark (2022) also stated that to support struggling students, the teacher must make it apparent that everyone has unique areas of weakness. This can help children recognize that they are not the only ones with difficulties. They may also try SEL exercises including yoga or other forms of movement. This can help children calm down and consider, particularly those who struggle with impulse control or self-control. It is necessary to give all students equal opportunity to achieve. Offer many means for children to receive SEL content and demonstrate their understanding.

As education continues to improve, it is evident that SEL is a crucial component of a successful learning environment in which children may develop emotional abilities. Each school will experience immediate benefits in school atmosphere, student conduct, and academic success upon introducing SEL in the classroom. This cycle will eventually harm the families and communities of pupils. As educators, we must provide every student with the supporting atmosphere they deserve.

References:

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