Bringing Social Emotional Learning (SEL) Techniques into Your Agile Learning Ecosystem

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Agile 2019
• At each table, every one writes an exaggerated event on an index card

• Examples –
  • You are confronted by a bear
  • You just won the lottery
  • Your (incompetent) boss just fired you
  • You just fell in love
  • He just proposed
  • Winning touchdown…

• At each table, select the ‘Actors’ and a random card

• When I say ‘Go’, actors react to event using exaggerated gestures, facial expressions, and voices

• ‘Guessers’ guess event – 1 pt per table / correct guess

• Move to next card
Agenda

- Introduction
- What is Social Emotional Learning (SEL)?
- The Brain & Emotion
- SEL Competencies
- Techniques to Take Back
My Journey

High Performing Agile Teams

Children’s Agile Team??
Why Are We Here?

• Over the last two decades, SEL techniques have been implemented in schools around the world to educate the 'whole child' ensuring that each child is healthy, safe, engaged, supported, and challenged.

• What lessons can we borrow from Education?
What is SEL?
CASEL

The Collaborative for Academic, Social, and Emotional Learning (CASEL) is a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL). CASEL supports educators and policy leaders and enhances the experiences and outcomes for all PreK-12 students.

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What is SEL?

Social Emotional Learning (SEL) encompasses a number of techniques that help individuals

• understand and manage emotions
• set goals
• establish positive relationships
• make good decisions
Statistically Significant Associations
(Kindergarten and Young Adult Outcomes)

• Kindergartners who were stronger in SEL competence were more likely to:
  • graduate from high school
  • complete a college degree
  • obtain stable employment in young adulthood

• And less likely to be:
  • living in public housing
  • receiving public assistance
  • involved with police
  • in a detention facility

SEL Works!

- Follow up studies have demonstrated that SEL works - not only are students experiencing dramatic academic achievement but behaviors and dropout rates also continue to be favorable. [Video](#)
Why SEL at an Agile Conference?

......Let’s go back to the Agile Manifesto......

*Individuals and Interactions Over Processes and Tools*
Employers Value SEL

92% of surveyed executives say skills such as problem-solving and communicating clearly are equally or more important than technical skills (National Bureau of Economic Research, 2015)

The Top 10 skills identified by the World Economic Forum all involve social and emotional competence. (Source: Future of Jobs Report, World Economic Forum)

1. Complex problem solving
2. Critical thinking
3. Creativity
4. People management
5. Coordinating with others
6. Emotional intelligence
7. Judgment and decision-making
8. Service orientation
9. Negotiation
10. Cognitive flexibility
Noise Isolation

Mindfulness
The Brain and Emotions
The Brain

- Command center for human nervous system
- Over 100 billion nerves that communicate in trillions of connections called synapses
- Contains 100,000 miles of blood vessels
Brain Facts

- Made up of water and fat
- Weighs 2% of body mass
- Uses 20% of body’s energy
- Made up of 3 key areas:
  - Neocortex
  - Mammalian / Emotional
  - Reptilian / Primitive
The Key to the Heart

• “We Have Your Mind. We Want Your Heart”

• The key lies in the limbic system of the brain, also known as the ‘emotional brain’
The Limbic System, aka “The Emotional Brain”

• The limbic system is responsible for our behavioral and emotional responses
• The limbic system is buried underneath the cerebral cortex and above the brainstem
**Emotions**

- Basic emotions date back to the Book of Rites (1st century)
- Paul Ekman identified 6 basic emotions
- Robert Plutchik identified 8 and grouped into 4 pairs of polar opposites (including basic and derivative emotions) - 1980
- Source: Wikicommmons
Emotions & Emojis
Emotion – Why It Is Important

• Emotion = Thought + Feeling + Action

• Emotion drives Attention - Attention drives Learning

• Emotion vs Reason

• We can regulate emotional systems if we understand them and the triggers
Empathy – Fear in a Bag

• At each table, each person writes a personal fear on an index card
• Fold and place cards in the Fear Bag
• Circulate bag - each person selects a card and reads the fear and then explains how the author may feel
• Rotate until everyone has a chance
• Shareback
How Well Do You Know Yourself?
Logical Levels of Change

- Your surroundings are (stupid/ugly/exceptional/beautiful).
- The way you behaved in that particular situation was (stupid/ugly/exceptional/beautiful).
- You really have the capability to be (stupid/ugly/exceptional/beautiful).
- What you believe and value is (stupid/ugly/exceptional/beautiful).
- You are (stupid/ugly/exceptional/beautiful).

DILTS Model

Identities
- Who?

Values & Beliefs
- Why?

Skills & Capabilities
- How?

Behaviors
- What?

Environment
- Where?

http://www.nlpu.com/Articles/LevelsSummary.htm
JOHARI WINDOW

- A technique that helps people better understand their relationship with themselves and others
- Created by psychologists Joseph Luft and Harrington Ingham

The Johari Window Model
Our Values and Beliefs

- Qualities, or ideas about which we feel strongly.
- Standards to guide actions, judgments, and attitudes.
- Our values affect our decisions, goals and behavior
Tribes
Self & Society

- Sociology = human beings are shaped by association with others
- Associations:
  - Small, intimate (family)
  - Vast impersonal (large city)
- Group norms shape individual behavior
- Group size and cohesion also shape individual behavior
- Groups interact with other groups
Group / Collective Identity

- Tribes
- Shared sense of belonging to a particular group
- “Belongingness”
- Connections
- Shared purpose
People Bingo - Building Connections

- Select a scribe
- Introduce yourselves to members at the table
- Use People Bingo sheet
- Shareback
Psychological Safety and Trust

- Psychological Safety is about the Group – is environment safe for interpersonal risk-taking?
- Trust is about the Person – belief in reliability, truth, ability, or strength in someone / somethings
Brain Break

Conversation Inflator
Flow - Mihaly Csikszentmihalyi

- Is engaged in a doable task
- Is able to focus
- Has a clear goal
- Receives immediate feedback
- Moves without worrying
- Has a sense of control
- Has suspended the sense of self
- Has temporarily lost a sense of time.

http://i.i.cbsi.com/cnw.k1d/tim2/2014/02/13/Flow.png
SEL Competencies
SEL Competencies

- Self-Awareness
- Self-Management
- Responsible Decision Making
- Relationship Skills
- Social Awareness
SEL: Self Awareness

- Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”
  - Identify Emotions – the importance of “check-ins”
  - Self-Perception/Identity – the importance of “belonging”
  - Recognize Strengths – both individual and as part of a team
  - Self-Confidence
  - Independence
SEL: Self Management

- Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.
  - Impulse Control
  - Stress Management
  - Self-Discipline
  - Self-Motivation
  - Perseverance
  - Goal-Setting
  - Organizational Skills
SEL: Decision Making

• Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.
  - Identify and Raise Issues
  - Analyze Situations
  - Solve Creatively
  - Reflect Regularly
  - Ethical Responsibility
SEL: Relationship Skills

- Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
  - Communicate
  - Engage Socially
  - Build Relationships
  - Work Cooperatively
  - Resolve Conflicts
  - Help and Seek Help
SEL: Social Awareness

• Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.
  • Perspective-Taking
  • Empathy
  • Appreciate Diversity
  • Respect for Others
The Process of Learning
How We Learn

- System: People, Processes, Tools
- Traditional Systems: Conformity
- Observe / Associate
- “Hijack the Brain”
- Cognitive Conflict
- Motivation
- Active Learning
- Self-Reflection
Learning Pyramid

How we retain what we learn

Adapted from the NTL Institute of Applied Behavioral Science Learning Pyramid
### Table Activity & Share Back

- Review SEL activities and as a table select one
  - Brainstorm as a team – 5 minutes

- Identify one team member to share back to room
  - Share back – 5 minutes
  - What did you select?
  - Any A-Has?
Key Takeaways
How Do We Bring SEL to our Learning Ecosystem? “Safety”
How Do We Bring SEL to our Learning Ecosystem? “Connections”
Questions?

• Find me on Popi Makris

• Email me at TheAgileGardener@gmail.com
Resources

- The Impact of Enhancing Students’ Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions
- Digital Citizenship & Social and Emotional Learning
- How the Brain Processes Emotion
- A Brief History of Logical Levels
- Social and Emotional Parent Toolkit
- You Are Beautiful