



Universidad de
los Andes

TEACHING PRACTICE VI EXAM – APPLIED PAPER

PART 1



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1. Context

Introduction:

It is important to understand the relevance of socioemotional learning and its consequences on the learning development of our students. First of all, we must know what emotions are. They are neutral feelings that make us feel positively or negatively. Each emotion offers a distinctive way to act, and intelligence can come to nothing if we do not understand and recognize our emotions. Each emotion plays a unique role; for example, with anger, our body liberates much adrenaline. Fear puts our body on alert, and with love, we feel relaxed, calm, and happy (Goleman, 2005).

We can understand our brain as if it was divided in two: our rational and our emotional minds. The first one is logical, literal, linguistic, and linear. The second one is holistic and nonverbal, sending and receiving signals that allow us to communicate, such as facial expressions, eye contact, tone of voice, and gestures. Instead of details and orders, our emotional brain cares about the meaning and feel of an experience, especially in images, emotions, and personal memories (Siegel & Bryson n.d). Suppose we want our students to be equilibrated. In this case we must evaluate students to be equilibrated. Which means that we must evaluate if their emotional and rational brains are working together, that way students will be able to be active in the process of learning because their socioemotional knowledge will be balanced and working according to the child's development.

Finally, we must understand the connection we have between emotions, motivation, and learning. It has been discovered that if, for example, a student is not good in the emotional aspect, his learning process will be affected negatively, but if a student is equilibrated, happy, and in peace, the learning process will be successful. Additionally, motivation is a feeling that helps you finish a task, makes you choose and makes you persist in a specific assignment, but to develop motivation it is necessary to be behaviorally engaged with the course, and you must be cognitively engaged (Reynolds & Miller).

Group characteristics:

Santiago College is a school in which families have high socioeconomic levels. It has five classes in each grade, and it goes from preschool to high school. At each level, there are

approximately 135 students. In this project, we will focus on the students at lower school, especially fourth graders.

Analysis of DIA results (2021):

What is the DIA test?

The DIA test is a direct support for the teachers and directors in the context of today. It's a flexible tool that **allows you to obtain** results immediately.

With these results, and in complementation with the inside information of the schools, it is expected that the directive team and the teachers take pedagogical decisions and opportunities to identify where students need support.

What do we consider high and low indicators?

We consider low indicators the ones in which the non-favorable answers are higher than 50% and high indicators the ones in which the favorable answers are higher than the 50%.

Low indicators:

Personal learning:

- Question 2: *“Es fácil para mí decirle a los demás qué emociones estoy sintiendo (por ejemplo, le digo a los demás que estoy sintiendo pena, rabia, alegría, miedo, etc.).”*
- Question 4: *“Puedo mantener la calma cuando me enoja.”*
- Question 9: *“Puedo decir lo que siento tranquilamente.”*

These indicators are related to intrapersonal skills (self-awareness and self-management), and interpersonal skills (social awareness and relationship skills). Self-awareness is understanding one's own emotions, recognizing strengths and limitations. Self-management is to be able to manage one's emotions. Social awareness is understanding the perspectives and empathizing with others and finally, relationship skills are being able to maintain healthy and supportive relationships.

Community learning:

- Question 29: *“En el colegio converso con todos(as), aunque opinen diferente a mí.”*
- Question 30: *“Hago los trabajos en grupo con diferentes compañeros(as), aunque no sean mis amigos(as).”*
- Question 33: *“Es fácil para mí trabajar con distintos compañeros(as).”*

These indicators are predominant in the area of interpersonal skills (social awareness and relationship skills). Social awareness is understanding the perspectives and empathizing with

others and finally, relationship skills are being able to maintain healthy and supportive relationships.

High indicators:

Expectations for the 2021 year:

- Question 55: *“Venir a clases.”*
- Question 57: *“Estar en clases con mis compañeros(as).”*
- Question 62: *“Lograré las metas que me proponga para este año.”*

These indicators are related to interpersonal skills (social awareness and relationship skills), intrapersonal skills (self-awareness and self-management), and executive functions (responsible decision making). Responsible decision-making is creating caring and constructive choices about personal behaviors and social interactions across different situations and considering ethical standards and evaluating the benefits and consequences of different actions.

Analysis of SIMCE results (2018):

What is the SIMCE test:

Since 2012, the SIMCE has become the evaluation system that the Agencia de Calidad de la Educación uses to evaluate the learning results of the different establishments, evaluating the achievements of the contents and abilities of the current curriculum, in different courses and learning areas, through a measuring system that is applied to all the students of the country that are currently on the evaluated classes.

Moreover, besides the tests referred to the curriculum, it also collects information about teachers, students, parents and caretakers through a questionnaire. This information is used to contextualize and analyze the students' results in the different SIMCE tests.

Indicators:

In the SIMCE results we observed that in all the indicators the percentage of the results were higher than 50%, the range of results was in between 70% and 80%, meaning that they have a positive view about these topics.

Also, we analyzed that between 2017 and 2018, all of the indicators, autoestima académica y motivación escolar, clima de convivencia escolar, participación ciudadana and hábitos de vida saludable, had decreased their percentage between 2 or 1 point.

To conclude, the school needs to pay special attention to these indicators so they do not decrease in the following years.

Conversation with the psychologist:

One of the members of the group was able to speak with the 4th grade psychologist and she agreed that the main problem that we were able to analyze in the DIA and SIMCE results (which was that the students were not able to emotionally express what they feel with their classmates) was present in the school and it is a situation that the psychologist has been seeing in the students and the relationship they have with one another. While having this conversation, we were able to see that the psychologist was very happy and excited that our group was analyzing this topic.

2. Identify and justify need

Socioemotional learning need:

We identified that the aspect that needs improvement is in the area of the personal learning of each student, this indicator is: Question 2: *“Es fácil para mí decirle a los demás qué emociones estoy sintiendo (por ejemplo, le digo a los demás que estoy sintiendo pena, rabia, alegría, miedo, etc.).”*

The average of this indicator is 74,91% of all the fourth graders that answered the non-favorable answer. On the other hand, the standard of blank answers was 25,09%. This is a deficient result because it is less than half of the students who answered the survey.

This indicator shows us that students cannot connect with their peers emotionally and feel their classroom is an unsafe environment to express themselves and share what they are experiencing. This may be due to the idea of how their classmates would react, like being judged or not being accepted in the group.

We know that the school has a unique program called DPS that helps students in all the aspects of their personal social development, but with these results and based on our own experience in school we were able to see and conclude that even though the school is approaching the emotional part of students, it teaches it in a very superficial way, not going deeper into the students' feelings, emotions and helping them share what they think and feel with their peers and adults.

Theoretical support for the chosen need:

Communicating what we feel to others is extremely important to develop effective learning skills and feel safe in the learning environment. We must understand that we cannot go through life ignoring what we feel or minimizing it's meaning. All emotions are equally important and give us helpful information to know what is happening inside us (Brackett,2019). The fourth-grade students in Santiago College are having trouble expressing their emotions. This is very harmful to them and their learning because to feel that they are in a safe learning environment, they need to feel confident expressing how they are feeling with their classmates. In simple words, when students cannot communicate what they are feeling, people around them cannot act according to what they are experiencing. And this can result in frustration, sadness, misunderstandings and cause an unsafe learning environment.

If a child is incapable of recognizing their own emotions, they will not learn the skill necessary to regulate them. Recognition does not only apply to our feelings, but we also need to be able to recognize them in other people too. People need to learn how to recognize and communicate their emotions so they can have a safe environment in which they can share their feelings and be understood and helped by others.

We must remember that our behavior sometimes sends the exact opposite message of what we are really feeling. For example, suppose a child feels sad but starts laughing because he/she is nervous and does not want to show sadness. In that case, we as teachers can think that they are happy and do not give them the containment necessary to provide meaningful learning and keep their emotions balanced.

Humans have a problem. We often assume what other people are feeling or experiencing

based on the body signals when sometimes those signals do not show us what they feel. We have to ask and communicate with others to be able to understand their emotions and feelings in a correct way (Brackett, 2019). This is a problem because it causes a lot of communication misunderstandings, and if this happens with small kids the misunderstanding can have devastating consequences, because children do not have the maturity of adults to understand that it was only an incorrect recognition of what they are feeling, and this does not mean that the teacher, or classmate in this case, are bad people that want to make them pass through a bad and harmful moment.

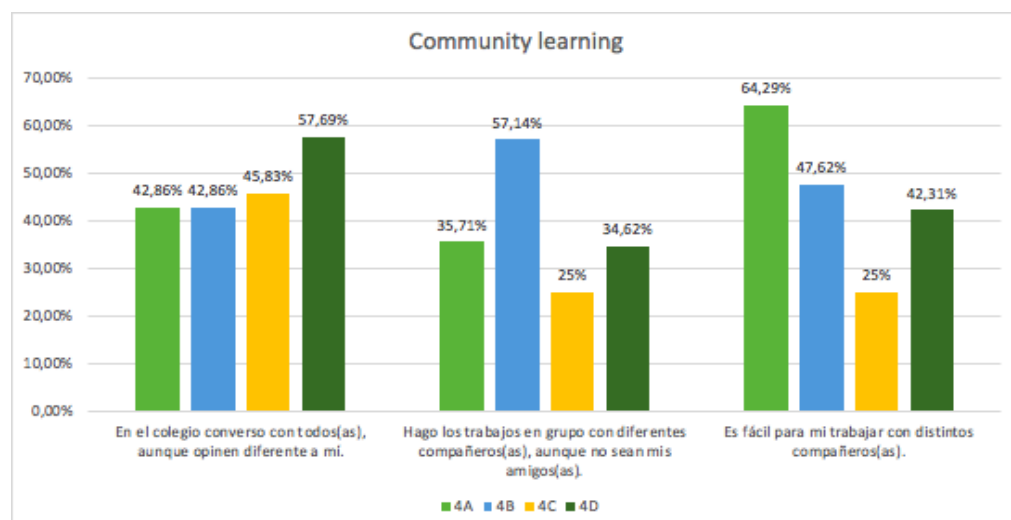
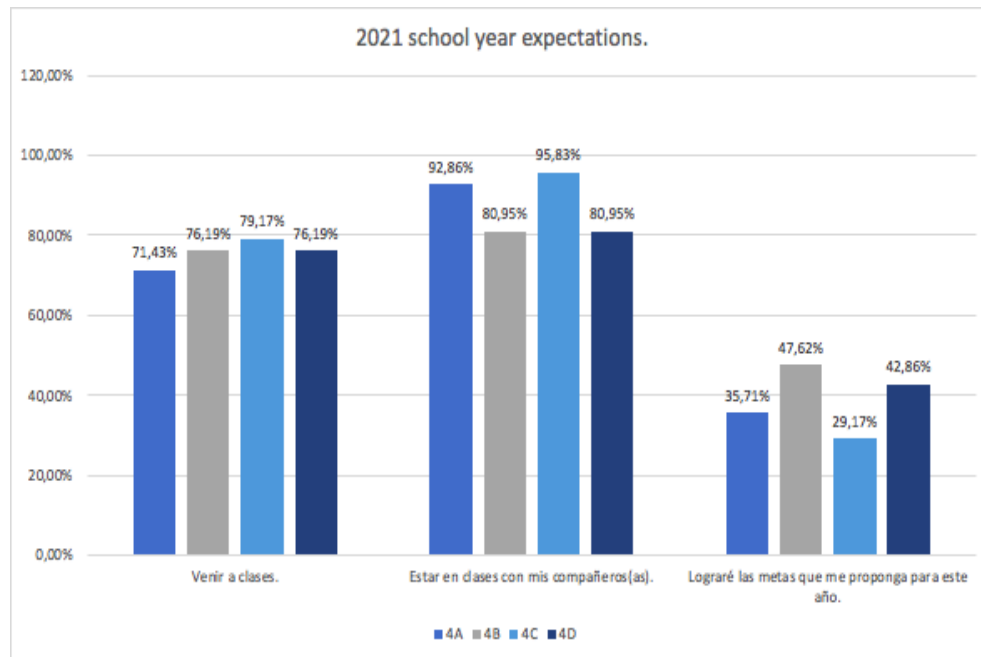
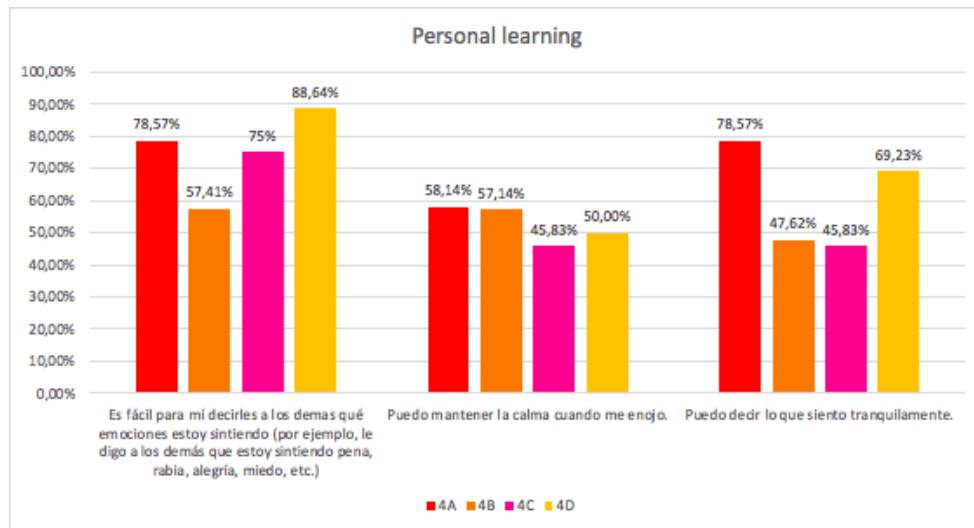
Attachment is also essential for students. It helps them be able to express themselves with others. Attachment is a deep and enduring affectionate bond that connects one person to another across time and space (Ainsworth 1973; Bowlby 1969). It is the foundation of emotional regulation. A secure attachment lets students express themselves, express themselves with others, explore the world, and let them socialize with others. At the same time, all this helps them develop their academic skills (Bergin & Bergin, 2009).

To conclude, it's essential to highlight that we need to provide our students with the tools to help them express themselves with their peers and teachers. To do this, we need to teach students how to communicate their emotions, understand their feelings without minimizing them, and recognize them. To do this, they need a safe environment and attachment, where they feel comfortable expressing how they feel without being judged or criticized. When we develop this in our students, we are helping them to relate with others positively by understanding others' emotions and not only assuming them. All these reasons mentioned before are fundamental in developing significant learning in our students.

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Annex of DIA test:

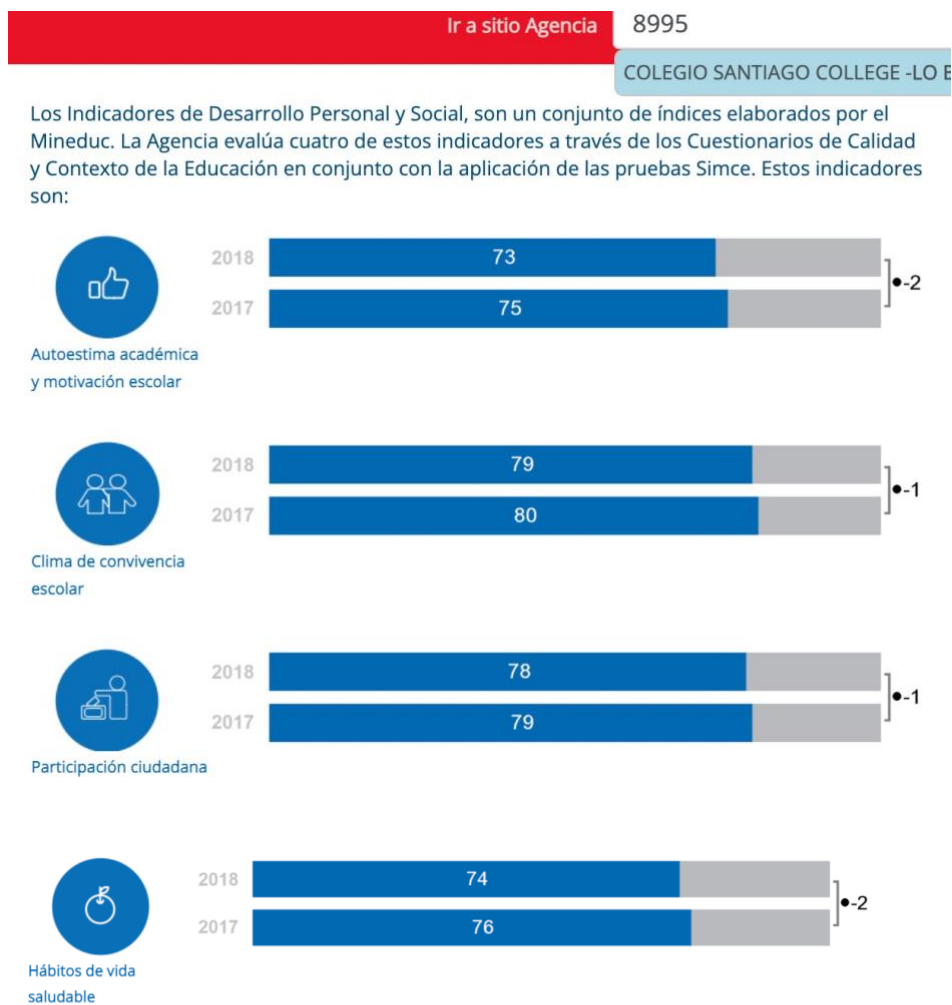


**The school did not provide us with the information of the fifth fourth grade, fourth grade E.*

**The first two bar graphs represent the percentage per class of students that answered with a non-favorable answer (low indicators).*

**The last bar graph represents the percentage of students per class that answered that they strongly agree with the statements (high indicators).*

Annex of SIMCE test:



Presione [aquí](#) , si los resultados presentan símbolos. (↓) significativamente más bajo. (•) similar. (↑) significativamente más alto.

MÁS INFORMACIÓN DE RESULTADOS EDUCATIVOS

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3. Product design.

a. Objective of the product:

Giving students the confidence to express their emotions with others, especially their classmates, regardless of the emotion or feeling they are experiencing.

b. Theoretical support that justifies the planned product. The theoretical support must be based on the bibliography of the course (it is not necessary to look for more):

Emotions are universal; we all experience them. It is an aspect of people that even though it has forever existed, we have not yet normalized it and it has not been explicitly taught. Many of us do not know the wonders that learning to identify emotions brings to us and others. For example, it normalizes them and decreases anxiety, promotes emotional intelligence, self-regulation, reduces unhealthy habits and behaviors, and helps our mental health. The importance of identifying our feelings is so that we can develop emotional awareness. This is a fundamental skill that helps us understand what and why we feel a particular type of emotion, and with that, it can help us communicate what we think with others. This awareness helps us build better relationships.

Communicating emotions can be a crucial aspect for a healthy brain, most of the time, people do not have a safe place to communicate different emotions, or it can be the other way around, where people communicate everything that is happening in their lives. Whichever is the case, emotions can affect your perception about reality, they can create a situation that was small into a bigger one only because of the impact of an emotion, it can be worse, louder, or further from the actual situation. The reason behind this is that people tend to let the emotion roll around the brain for a long period of time and that creates a change in the situation itself. This is the reason why it is important to express and talk about one's emotions.

When you are honest with yourself (for example: I am angry, I was hurt with your actions, I feel sad, etc.) you are identifying and liberating your emotions and that helps you to understand what the specific emotion is. On the other hand, the connection that you have

with the people around you can have a big impact on that liberation of the emotion. When you can honestly tell the people in your life what you are feeling about different situations, you will see that the connection with those people is going to increase, which is why we need to express those emotions to those people and be open about what you are feeling.

Another important aspect for expressing emotions and listening to what someone is feeling is empathy. Empathy is the ability to understand other people's emotions, seeing them from another point of view and being able to put ourselves in their shoes. It is important for children to develop empathy so they can understand others with respect and without judgment. Trying to think objectively and not making assumptions, putting their own feelings aside and seeing the situation from the other person's point of view. This makes you concerned for the well-being and happiness of others. Having empathy helps us to create more meaningful relationships, that is why it is so important to create a positive and trusting environment inside of the classroom and that the students can trust their classmates.

Trusting our classmates is also an important aspect to be able to express our emotions to others. We know that cultural backgrounds, family values, and many other factors can influence how we express emotions. And we have learned throughout our life that we can express our emotions in two different ways. One is directly expressing our feelings to someone and the second one is hiding the emotions and feelings only for us. To be able to learn how to express and share our feelings and emotions with others first we need to be able to identify our emotions and feelings, accept them and know how they are expressed with our body.

For the students to be able to express their emotions to their classmates they must feel that they are in a safe classroom and school environment. As teachers we can develop this by being consistent, attentive, nurturing, and sensitive with each one of our students' needs. Our students cannot feel their school as a place in which he or she is going to be judged or punished by how she or he feels neither by the teacher nor their classmates. Our students must feel heard and that the people around them validate them and give them constructive feedback from which they can learn. In this aspect the role of the teacher is critical, whether it is verbal or non-verbal. Eye contact, the tone of voice, how you approach students are aspects that influence a lot in how you create that safe environment. Students will know that if they are

having a bad time, you will always be there to help them and validate them. Finally, create a space in the classroom where they can go when they are feeling strange or overwhelmed. However, before we even express and trust our classmates with what we are feeling, and create a safe environment in the classroom, we need to get to know ourselves.

Getting to know ourselves brings us many benefits to the relationship with ourselves and others. Knowing ourselves develops in us self-love, with this aspect developed you can accept how you are exactly as you are and accept your different feelings and emotions, and if you love yourself, you can move on to nurturing, to growing, developing, thriving, communicating what we feel and how we are. Another aspect that is developed if you know yourself is independence and this makes you have your own opinion and knowing what is good or bad for you beside what the other people think or advise. Independence is also related with confidence, so confidence will help you express what you feel without having fear of the other people's responses.

d. Description and explanation of the product (maximum 1 page).

I. Product description (video capsule, activity planning with students, with parents, etc.).

1. Friendship teatime: The friendship teatime will take place once per semester. This activity consists of getting together in a house of a classmate, the number of students per class is between 5-6 and hopefully that the students are not close. The groups will be of one sex or mixed, according to the teacher's criteria. The ones that will guide the activity will be the volunteering parents, they will be in charge of moderating and developing the activities with the children.

Each house will receive a box with different activities oriented so the children can learn and reflect how to express their emotions with others and at the same time they will be meeting and getting closer with their classmates that they do not know as much.

The possible days to make the friendship teas are on a Friday after school or on a Saturday afternoon (4pm to 7pm), also if it's possible it would make a great deal that the parents in charge keep changing so everyone can have the opportunity to participate in this activity. Once the friendship teatime is done, the teacher the following week will dedicate an hour of DPS for the children to tell their experience and reflect on what they learned in the friendship teatime.

2. Bracelets of emotions: At the beginning of every day students will identify they're feeling(s) and put the bracelet that corresponds to the way they are feeling.

After that, the teacher will give the chance to the students that want to share why they put on that bracelet and embrace the whole class to help others during the day if they see they are not doing well. Of course, no one will be obligated to share if they do not want to.

If during the day, the feeling or emotion of the kid has changed, the kid will be able to change their bracelet, and at the end of the day students will get to share how their emotions/feelings change and then put the bracelets back in the plastic box.

This will create a safe environment in the classroom for kids to share, make a habit of sharing their emotions and helping others when they need to.

ii. Beneficiaries' identification.

1. Students, parents, and head teacher.

2. Students

iii. Implementation projection (people and responsibilities; resources needed: materials, time).

Product 1:

- **Responsible People:** Parents and teacher
- **Responsibilities:**
 - Parents:** Organize the friendship teatime and being involved in the activities, the parent has to supervise that the activities are working and that all the kids are participating.
 - Teacher:** Select and motivate the parents that will take care of sharing their houses and developing the activities. Also, the teacher has to create a space on the schedule in which students can share their experience and learnings of the friendship teatime.
- **Materials:**
 - Big plastic box to put all the materials needed for the friendship teatime and give it to the parents in charge.
 - Wool to play the game "How I am feeling today":** The idea of this game is to throw the wool over to a colleague in whom you are interested in knowing more and ask him how he feels today. The idea is that the wool reaches all the participants, and the proxy can also participate to model how it is done. At the end of the game a "spider web" will form.

-Watercolours, tempera, markers, white and color cardboard, scissors and hah stick to create the **portrait of who my classmate is feeling**: The idea of this activity is for the children to make a portrait of another classmate. Before starting to do the portrait, they should ask the partner how he or she feels today and how he or she normally expresses that emotion or feeling with his body.

-**Flash cards in a plastic bag with questions to play the game "I am you"**: The goal of this game is to develop empathy with others. The idea is to provide students with a bag with a lot of flashcards with different questions like: Favorite color? Classmates that you like to sit next to at school? favorite food? Hobby? Favorite color? Favorite vacation place? Food that you don't like? favorite game? What animal would I like to be? What makes me happy? What makes me sad? The idea is that the one who is choosing a flash card responds thinking that he or she is the person who is next to him.

-Jars, pencils, and papers to play the game **"The jar of communication"**: Each child has a jar with his or her name and their classmates have to write on little pieces of paper things that that person has done for me, how they have made me feel good, strengths, and whatever kind of positive things they have to say to that classmate. Each child takes his jar home to read the papers with their family and have a beautiful memory of the friendship teatime.

-**Jenga with prompted situations**: In this activity the group of kids will receive a Jenga, each piece of it will have a situation prompted, taking turns the students will take one, read it out loud and then say how they feel or how they will feel if that situation happened to them. (Example: I saw a kid playing alone on recess, I was not invited to a birthday party, my class sang happy birthday to me)

-**Charade of emotions**: In this activity students will receive a deck of cards where emotions are written down in the cards, the game is like a normal charades games, one student will put the card on its forehead and will get to answer questions to the other players to find out what emotion is in the card.

Time: All the afternoon (from 4pm to 7pm) on Friday after school or Saturday.

Product 2:

- **Responsible people**: Teacher and students
- **Responsibilities**:

-**Teacher:** Must model and engage students with the activity of the bracelets.

-**Students:** Must participate actively in the activity.

- **Materials:**

- Plastic box

- Rubber bracelets with different colors (each bracelet must be repeated the times of the number of the total students of the class):

- Red→ Anger
 - Blue→ Sadness
 - Yellow→ Happy
 - Green→ Fear
 - Purple→ Nervous
 - Pink→ Calmed
 - White→ Cannot identify the emotion
 - Orange→ Excited
 - Black→ Frustration

- **Time:** All the days of school (from Monday to Friday)

4. Product and presentation to administrators' team



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