

GAC031 Social Emotional Learning through Project Based Learning

GAC Study and Communication Skills

What this module is, and how it is marked

GAC031 teaches **social and emotional learning** through a project that improves something about your own school. Five units run from the competencies themselves to a finished, shared piece of work.

Assessment is the **project** 项目 — planned, built, revised, presented — plus **reflection** 反思 on the strategies you used, and coursework.

- The reflection is not decoration. You are marked on analysing where you grew and where you still need practice, which requires naming a weakness honestly.
- △ The project must actually be **for someone**. A project with no user is an essay with slides.

Introduction to social emotional learning

- **Social and emotional learning (SEL)** 社会情感学习 is the set of skills for managing yourself and working with others.
- The five competencies: **self-awareness** 自我认知, **self-management** 自我管理, **social awareness** 社会意识, **relationship skills** 人际技能, and **responsible decision-making** 负责任的决策.
- These are trainable, which is the module's premise. They are not personality.
- Each shows up in the other modules: self-management is the GAC003 planner, relationship skills are the GAC006 team.

Project planning

- **Project based learning (PBL)** 项目式学习 starts from a **driving question** 驱动性问题 that cannot be answered by looking it up.
- The question must be **answerable by making something**: a guide, an event, a system, a redesign.
- Identify the **user** 用户 and ask them what they need before designing anything for them.
- Plan backwards from the sharing date, as in GAC003.

Worked example. Two driving questions for a school project.

Weak: “What is recycling?” — a search engine answers it, and there is nothing to build.

Strong: “How can our year group cut the waste left in the canteen at lunch?” — it needs observation, a design, and someone to use it.

The second is a driving question because the answer is a thing you make, and the making is what the module assesses.

Design and develop

- Build a **prototype** 原型 early and badly. A rough version you can show beats a perfect plan nobody has seen.
- **Collaboration** 协作 here is assessed by contribution, so record who did what as you go.
- Use **self-management** deliberately: the project runs across weeks, and the weeks are where it is lost.
- Expect the first version to be wrong in a way you could not have predicted. That is the point of building it.

Revise and update

- **Feedback** 反馈 from the actual user is the module’s engine. Ask what did not work, not whether they liked it.
- **Iteration** 迭代 means changing one thing and testing again, so you learn which change helped.
- **Perseverance** 坚持 is a named competency, and this unit is where it is demonstrated — a project that failed once and was revised scores above one that never met a user.

Share, present and reflect

- Present to the people the project was for, not only to the teacher.
- **Reflect** on the SEL strategies you used: which competency you leaned on, which you avoided, what you would do differently.
- △ A reflection that reports only success reports nothing. Naming a strategy that did not work, and why, is the highest-scoring move available in this module.