

Boomerang: Metaphors for Reflection on the Development of Socio-Emotional Skills in School

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Abstract

The school's mission is the development and learning of socio-emotional competencies. Educational institutions should incorporate into their curriculum subjects focused on teaching peaceful, fair and harmonious conviviality, while providing a less violent environment for the development of children and young people. This space is a collective and conducive environment for the practices of dialogue, listening, and respect for diversity. A research study conducted to support a doctoral thesis indicated that unpleasant and painful episodes in students' relationships with their peers can be avoided through the development of socio-emotional skills and the improvement of communication processes in schools. Teamwork is one of the strategies that can help students learn ethical and respectful conviviality, and the implementation of a help team can enable the student through a process that has a set of skills encouraging the use of acquired knowledge in problem-solving and live peacefully in school. Numerous situations in schools, especially among adolescents, highlight the urgency of work focused on socio-emotional development. This study elucidates the adolescent phase and describes how teamwork can be effective in teaching peer conviviality, especially in this age group.

Keywords: adolescents, conviviality, peace culture, protagonist, teamwork