


Chapter 6

Building Resilience and Emotional Well- Being Through Social and Emotional Learning in Marginalized Communities

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ABSTRACT

In marginalized communities, where students often face systemic barriers such as poverty, discrimination, and trauma, the need to foster resilience and emotional well-being is critical for their academic and personal success. Social and Emotional Learning (SEL) offers a promising framework for equipping students with the skills necessary to manage stress, navigate challenges, and thrive in both school and life. This chapter explores the role of SEL in building resilience and promoting emotional well-being among students from marginalized backgrounds, highlighting innovative strategies and best practices that can be implemented in schools. For marginalized students, who may face more adversity than their peers, these skills are particularly valuable in helping them persevere through difficult circumstances.

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INTRODUCTION

Poor communities, racial or ethnic abuse, and limited access to good healthcare and education resources are some of the things that make marginalised communities face specific problems that get worse over time. These problems make inequality worse and hurt students' ability to learn, feel good about them, and be strong. Students are more likely to have long-term stress, trauma, and few support systems in these kinds of situations, which makes them even more likely to have mental and behavioural problems. Marginalised populations, particularly those impacted by economic hardships, racism, relocating people, and disabilities, often endure prolonged stress, trauma, and have limited access to psychological support (Jagers et al., 2019). According to García Coll et al. (1996), marginalisation is a consequence of structural injustices that restrict individuals' participation in opportunities for learning, health insurance, and financial opportunities. People of colour, refugees, individuals with poor incomes, and those who are LGBTQ+ youngsters often experience the discrimination and violence (Williams et al., 2018), chronic stress and depressions, educational disparities (Gregory et al., 2016) and psychological barriers (APA, 2017). These variables lead to psychological trauma; however, excluded communities' exhibit strong adaptability through peer support and social assets (Masten, 2014). To deal with these problems, Social and Emotional Learning (SEL) offers a complete plan that can make a huge difference in these students' lives.

Social and Emotional Learning is the process by which people, especially students, learn and use the skills they need to understand and control their feelings, make and keep good relationships, and make responsible, caring choices. Self-awareness, self-management, social awareness, relationship skills, and making responsible decisions are the five skills that are taught in SEL initiatives (CASEL, 2020). These skills are especially important for students in underprivileged areas, where they often have to deal with problems that test their mental strength and ability to handle pressures from outside sources. When SEL is properly incorporated into school programs, it can give students from disadvantaged areas the tools they need to become more resilient by teaching them important emotional and social skills. They learn how to deal with problems better in their everyday lives, both inside and outside of school. Students who get SEL training are more likely to do better in school, be able to control their emotions better, and have better relationships with other people (Kour & Bhatia, 2025). SEL also teaches them how to deal with stress, trauma, and encourage a growth attitude, which are all important skills for doing well in places where there are systemic injustices. When it comes to perseverance, SEL has a huge effect. Being resilient means being able to bounce back from problems, adjust to change, and keep going even when things get hard. Students from disadvantaged groups need to be resilient to get past the social, economic, and mental obstacles they face

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