

Social-Emotional Development: Connecting to Our Experiences of Positive Emotional Attachments and Support

Strands:	<i>Self</i>	<i>Social Interaction</i>	<i>Relationships</i>
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GETTING READY

Instructional Component(s): Motivator and/or Connection to Experience; In-Class Activity

Strands: This activity can be used to develop familiarity with and deepen understanding of all strands or the individual strands *Self* and *Relationships*.

Focus: Students explore the nature and importance of strong positive attachments and emotional support in their own lives and are given opportunities to think about how to replicate these feelings in their interactions with young children.

AFTER PARTICIPATING IN THIS ACTIVITY

Students will demonstrate **knowledge** and **skills** that are consistent with an increased understanding and application of the concepts addressed in this activity.

Students will demonstrate an understanding of:

- How their own experiences in close relationships while growing up can affect their relationships with children (*Standards 1, 4, & 6*)*

Students will be able to:

- Reflect on their own relationship(s) with significant others (*Standards 4 & 6*)*
- Consider how their experiences in close relationships while growing up can affect their work with children (*Standards 1, 4 & 6*)*

*See Appendix A

Social-Emotional Development: **Connecting to Our Experiences with Positive Emotional Attachments and Support**

Before you start

This activity asks students to remember a family member or teacher in their own lives who has had a strong positive emotional effect on them. There might be some students who find this difficult. To avoid the possible complexities of student relations with parents or the absence of parents, this activity intentionally asks about adults of influence other than parents.

Sometimes students will first remember an adult or teacher who did not have a positive effect. It will be important to acknowledge this and, at the same time, focus on those relationships that had a strong positive emotional impact on them. The extent to which you further explore these challenging relationships depends on your level of comfort and experience in facilitating this kind of discussion.

Getting it started

Ask students to think of a family member other than their parents who was influential in their childhood or adolescence and whom they knew really cared about them. This could be a grandparent, aunt, uncle, sibling, or cousin.

Putting it together



Slides 2-3

Ask students to respond to the following questions. Remind them that they do not have to label or name the person.

- What do you remember that this person did or said that made you feel accepted?
- Were there certain things you did together?
- Were there certain things that this person said?
- Can you remember a particular time in your life or event in your community that made you know that you were accepted?

Keeping it going

Ask students to take three minutes to write down words that describe the relationship.

After three minutes, these can be shared with the whole group. It might be helpful to record the words and phrases and discuss how they could be used as potential strategies for working with children.

For example, if students list words such as acceptance, humor, or patience, ask them to think about how these characteristics could be useful in working with children.

You could also ask how they think past relationships and experiences affect their relations with children at this point in their lives.

Another way



Slide 4

Ask students if they can think of a teacher that they remember as being supportive and caring.

- What did this teacher do or say that made you feel that way?
- What does this mean for your teaching and work with young children?