

Social-Emotional Development: **Understanding the Relatedness of the** **Social-Emotional Development Domain** **to Other Domains**

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

Instructional Component(s): In-Class Activity; Out-of-Class Activity; Assessment

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

Focus: Students explore the relatedness of social-emotional development foundations to other foundations in the *California Preschool Learning Foundations, Volume 1* (PLF, V1) by finding examples that link the social-emotional development foundations to foundations in other domains.

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:

- The foundations for social-emotional development, including strands, substrands, foundations, and examples of foundations (*Standards 1 & 5*)*
- The PLF, V1, including mathematics, language and literacy, English-language development (introductory understanding) (*applies to "Putting it together"*) (*Standards 1 & 5*)*
- The interrelatedness of growth across domains of development (*Standard 1*)*
- How and when in the early childhood setting social-emotional development impacts or is influenced by other domains of development (*Standards 1, 4, & 5*)*

Students will be able to:

- Discuss and reflect upon the concepts and content in the foundations for social-emotional development, including strands, substrands, foundations, and examples of foundations (*Standards 1, 4, & 5*)*
- Describe the interconnectedness of social-emotional development with other domains of development (*Standards 1 & 5*)*
- Generate and discuss examples of how and when, in an early childhood setting, early social-emotional development impacts or is influenced by other domains of development (*Standards 1, 4, & 5*)*

*See Appendix A

Social-Emotional Development: **Understanding the Relatedness of the Social-Emotional Development Domain to Other Domains**

Before you start

This activity asks students to explore the relatedness of the social-emotional development foundations to other foundations in the *California Preschool Learning Foundations, Volume 1* (PLF, V1). If you have not explored other domains with your students, you might find it helpful to review them before you begin this activity.

Since each domain is organized differently, this activity targets the level of the foundations themselves, which offers some consistency across domains.

Getting it started



Slides 2-3

Divide students into pairs or small groups. Assign each pair or group to a strand of the social-emotional development foundations. Also assign them to another domain from the PLF, V1. More than one pair or group will be assigned to each strand or domain, so you might want to mix them as much as possible. For example, if you have three pairs working on the same strand, you could give each pair a different domain.

Give students the handout provided at the end of this activity or large chart paper divided into three columns. Ask students to write the foundations from one of the other domains, such as mathematics or language and literacy, in the first column of the chart.

Then ask students to review the foundations in the assigned social-emotional development strand. As they do this, ask them to consider which of the social-emotional development foundations from the strand they are working with might be related to the foundations from the other domain listed in the first column.

Ask students to think of which foundations might be related or developing concurrently. Ask them to list the appropriate social-emotional development foundations next to those in the first column to which they relate. There will be overlap, so encourage them to have clear examples to illustrate the strong connections between domains.

Then ask students to list in the third column examples of ways in which they might observe this in a preschool setting, either with individual children or with groups of children. For example, putting a puzzle together (Mathematics, *Geometry* 1.2) is often accompanied by taking greater initiative in making new discoveries (Social-Emotional, *Self* 5.0 [Initiative in Learning]).

Putting it together



Slide 4

Because students might need some support in finding these connections, it might be helpful to complete a few examples in the whole group before dividing into smaller groups.

To support students in reflecting on the importance of social-emotional development to other domains, you might ask:

- Overall, what do you notice about the relationship of social-emotional development to other domains?
- Was any one strand of the social-emotional development foundations more relevant to other domains?
- How does social-emotional development support development in other domains?
- How does growth and development in other domains support social-emotional development?

Another way

Because students are being asked to compare rather large pieces of text, it might be easier to assign pairs of strands or clusters of strands in the other domains rather than whole domains. You may suggest that students use the appendix in PLF, V1 as a summary list for easier accessibility.

Taking it out of class

This activity could also be done individually as an out of class assignment. In this mode, it would probably be best to limit the student's work to an individual strand of social-emotional development and a pair of strands from a different domain.

Assessment

After the class discussion, ask students to describe three key points and reflect on what this means for their work with young children.

<p>California Preschool Learning Foundations, Vol. 1 Domains: Mathematics Language and Literacy English-Language Development</p>	<p>Social-Emotional Development Domain Strands: Self Social Interaction Relationships</p>	<p>Examples of children’s interactions in a preschool setting</p>
<p><i>Foundations:</i></p>	<p><i>Foundations:</i></p>	<p><i>Examples:</i></p>

HANDOUT:
Understanding the Relatedness of the SED