

Social-Emotional Development: Piecing Together the Social-Emotional Development Domain Puzzle

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

Instructional Component(s): In-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 become familiar with the organization and content of the social-emotional development foundations.

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 relationship between early social-emotional development and later outcomes for children and society (applies to “Taking it further”) (*Standard 1*)*

Students will be able to:

- Describe and discuss the foundations for social-emotional development, including strands, substrands, foundations, and examples of foundations (*Standards 1 & 5*)*
- Discuss how social-emotional development impacts later functioning (applies to “Taking it further”) (*Standard 1*)*
- Identify examples of the foundations in social-emotional development (*Standards 1 & 5*)*
- Evaluate and reflect upon priorities for social-emotional development (*Standards 1 & 5*)*
- Think about what areas of social-emotional development teachers can best support (*Standards 1, 4, & 5*)*

*See Appendix A

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Before you start

This activity is designed to help students become familiar with the content and organization of the social-emotional development domain of the foundations. This exercise is useful as a beginning exploration of these foundations or at the end of study as an assessment. It also could be used at any point in the process of familiarization as a self-assessment.

Create puzzles for your students by pulling the foundations apart. One way to make your own puzzle is to make a large card for each strand: *Self*, *Social Interaction*, and *Relationships*. Then make a paper strip for each of the substrands under each strand and then strips for the foundations under the substrands. A template has been created and is available at the end of this activity. It is helpful to put each set into an envelope that can easily be distributed to groups or individual students.

Getting it started

Distribute sets of the foundations that have been assembled in envelopes. You will need as many sets as there will be groups, pairs, or, if they will do this individually, individual students.

Ask your students to reassemble the sets. For each strand, ask students to place appropriate substrands under or next to it. Next ask them to place appropriate foundations under or next to the substrands.

Keeping it going

Instead of having each group limited to one strand, you also could have each group rotate through the three strands. If your exploration of the foundations takes place over several weeks, you could have students explore one strand each week.

Putting it together

Ask students to reflect on their experience by asking the following questions:



Slide 2

- Were some strands easier to put together than others? Why do you think this is so?
- What was most challenging? Most fun?
- Can you think of a way to do this with family members in an evening group meeting?

**Taking it
further**

Slide 3

Students can prioritize the substrands according to which strands they believe are most important for teachers to know about and be able to work on.

- Where do you see the most need for teachers to support development in the children they work with?
- Which substrand do you want to know more about? How could you find out more about that substrand?

Assessment

Putting the puzzle together could be used as an assessment activity. If this is done as an assessment, students' work can be checked and recorded as appropriate to your particular needs and procedures.

For example, if students are doing this early in their work on the social-emotional development domain, you might want to allow students the support of being able to check their work with the *California Preschool Learning Foundations, Volume 1* (PLF, V1). Another form of support is to allow students to check the work of a peer or the work of other groups.

This activity could then be used as a form of assessment without using the publication as a guide.

Self	
At around 48 months of age	At around 60 months of age
<i>Self-Awareness</i>	
Describe their physical characteristics, behavior, and abilities positively.	Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.
<i>Self Regulation</i>	
Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.
<i>Social and Emotional Understanding</i>	
Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.
<i>Empathy and Caring</i>	
Demonstrate concern for the needs of others and people in distress.	Respond to another’s distress and needs with sympathetic caring and are more likely to assist.
<i>Initiative in Learning</i>	
Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.

Social Interaction	
At around 48 months of age	At around 60 months of age
<i>Interactions with Familiar Adults</i>	
Interact with familiar adults comfortably and competently, especially in familiar settings.	Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.
<i>Interactions with Peers</i>	
Interact easily with peers in shared activities that occasionally become cooperative efforts.	More actively and intentionally cooperate with each other.
Participate in simple sequences of pretend play.	Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.
Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.
<i>Group Participation</i>	
Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	Participate positively and cooperatively as group members.
<i>Cooperation and Responsibility</i>	
Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.

Relationships	
At around 48 months of age	At around 60 months of age
<i>Attachments to Parents</i>	
Seek security and support from their primary family attachment figures.	Take greater initiative in seeking support from their primary family attachment figures.
Contribute to maintaining positive relationships with their primary family attachment figures.	Contribute to positive mutual cooperation with their primary family attachment figures.
After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.
<i>Close Relationships with Teachers and Caregivers</i>	
Seek security and support from their primary teachers and caregivers.	Take greater initiative in seeking the support of their primary teachers and caregivers.
Contribute to maintaining positive relationships with their primary teachers and caregivers.	Contribute to positive mutual cooperation with primary teachers and caregivers.
<i>Friendships</i>	
Choose to play with one or two special peers whom they identify as friends.	Friendships are more reciprocal, exclusive, and enduring.