

Social-Emotional Development:

Exploring the Substrands of the Social-Emotional Development Domain

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; Assessment

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

Focus: Students review the content of the social-emotional development substrands and explore the impact of culture on their own social-emotional development in these substrands. Through this exploration, students consider the importance of growth and development in these strands for later life.

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 ways context and culture, including experiences with our communities, language, and family, affect social-emotional development (*Standard 1*)*
- The relationship between early social-emotional development and later outcomes for children and society (*Standards 1 & 5*)*

Students will be able to:

- Connect the substrands of the social-emotional development domain to their own social-emotional experiences (*Standards 1, 4, & 5*)*
- Reflect upon how culture influences social-emotional development (*Standards 1, 4, & 5*)*
- Discuss how social-emotional development impacts later functioning (*Standards 1 & 5*)*
- Discuss how individuals' behaviors related to social-emotional development affect society as a whole (*Standards 1 & 5*)*

*See Appendix A

Social-Emotional Development: **Exploring the Substrands of the Social-Emotional Development Domain**

Before you start

This activity is designed to help students become familiar with the content of all twelve substrands of the social-emotional development domain. Students will be connecting these substrands to their own social-emotional experiences. It is possible that this could evoke some strong emotions, but the questions are designed to elicit fairly objective responses. However, the extent to which you further explore the strong emotions that surface depends on your level of comfort and experience in facilitating this kind of discussion.

Getting it started

Organize students into pairs. This activity will work best in pairs because it will give each student an opportunity to speak about each substrand. Ask students, in their pairs, to respond to the questions listed below. Be sure students understand that each person in the group is to respond to the questions. Students are not expected to come up with an agreed-upon answer but rather are encouraged to explore the ways in which their responses might be different from one another.

These questions are also organized in a worksheet at the end of the activity. It will take 20-30 minutes for students to respond to each of the substrands. Remind students that the responses do not need to be lengthy.

Self-Awareness

- Describe briefly your strengths and challenges in relationships with others, including children.

Self-Regulation

- Describe a time when you wanted to interrupt a conversation or task that someone else was doing to correct their conversation or work and stopped yourself from doing so.

Social and Emotional Understanding

- Discuss how you have learned the value of understanding that people will sometimes act differently than you do. Are there some sayings that you have heard in your families relating to this?

Empathy and Caring

- Describe ways in which you know that someone else understands how you feel about something and /or cares about you.

Initiative in Learning

- What are some things that you love to learn about?
- What skills have you enjoyed improving?
- What motivates you to learn about new topics or improve yourself?

Interactions with Familiar Adults

- How do you interact differently with adults you know and those you do not know well or are meeting for the first time?
- How do you greet them?
- What topics do you talk about?

Interactions with Peers

- How is your interaction with peers in your classes like the interaction with peers that we see in young children?
- Are there times for negotiation, collaboration, planning?

Group Participation

- When you participate in a group activity in class, what rules or social expectations do you follow?

Cooperation and Responsibility

- Which of the other social-emotional development substrands must be emerging in an age-appropriate way in order for children to develop cooperation and responsibility? Why?

Attachments to Parents

- What keeps you from being anxious when you are separated from loved ones?

Close Relationships with Teachers and Caregivers

- What makes you know that you can seek support from a teacher, a mentor, or other adults? How does that affect your work?

Friendships

- How do you usually treat close friends?
- How are friendships different from other relationships?

**Putting it
together**

Slides 2-3

When reconvened in a whole group, ask students to describe any differences they found in their pairs relating to the substrands. As they do this, ask them to consider the impact of cultural differences and values on their responses.

You might want to ask these questions:

- Did any pairs discover differences in their responses that were the result of cultural variation? Can you describe these?
- What are some ways that cultural variation could influence the ways in which we see children's development relating to these substrands?
- How could language development in English for a child whose home language is not English influence that child's development relating to these substrands?

Keeping it going



Slide 4

Next ask students to reflect on their response to this activity by responding to the following questions. This set of questions could be challenging for beginning students, but they might be worth considering as a way to introduce students to thinking critically about social-emotional development. Students could also work on these questions in pairs.

- Did you think about things that you had not thought about before?
- How would development of each of these substrands help children in later life?
- How would these substrands be related to later academic success?
- How would these substrands be related to later success in their personal lives?
- What is the value to society of having children develop these foundations?

Assessment The last set of questions could be used as a basis for a reflection paper rather than a class discussion.

Questions for Consideration- The Social Emotional Development Substrands

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