Social-Emotional Development:
Teaching Peers about the Substrands of the Social-Emotional Development Domain

Strands:	*Self*	*Social Interaction*	*Relationships*

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 explore the content of the substrands of the social-emotional development domain by creatively presenting the content of the strands to their peers.

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)**

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 & 5)**
- Consider the interconnectedness of social-emotional development with other domains of development (*Standards 1 & 5)**

**See Appendix A

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Before you start
This activity suggests assigning all the substrands to pairs or small groups of students. Because there are twelve substrands in the social-emotional development domain, you might want to consider doing this activity over two classes or dividing the substrands into two groups of six and doing this assignment twice in one class period.

Getting it started	Divide the class and put two to four students in each group, depending on class size. Assign each group to one of the twelve foundation substrands, such as *Interaction with Peers* or *Empathy and Caring*.
	Ask each group to think of an active way to teach their fellow students the content of this substrand. Students might choose to teach through a skit, a song, a game, a puzzle, or by creating a visual image. Activities might involve other students, as with a game or puzzle. Give students about 15-20 minutes to develop their ideas.
Keeping it going	Remind students that it will be hard to develop any of these activities in a way that deals exclusively with their assigned substrand, but that they will need to focus on the particular one that they are assigned. For example, it would be hard to develop a game about *Friendship* without thinking about *Cooperation and Responsibility* or *Social and Emotional Understanding*.
	While there may be multiple substrands at work, the focus for this activity should be in demonstrating what a friendship looks like and how those other substrands relate to this focus substrand. This will be true for most of the substrands.
Putting it together	Provide an opportunity for each group to present to the entire class. After each group presents its activity, ask the class to review that substrand in the *California Preschool Learning Foundations, Volume 1* (PLF, V1).

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The following questions could be used for discussion and reflection:

- What are some key elements of this substrand?
- What other social-emotional substrands are related to the development of this substrand or are developing concurrently?
- What other domains in the PLF, V1 (mathematics, language and literacy, English-language development) are related to or are developing concurrently with this substrand of social-emotional development?

Assessment   Ask students to write a memo to you, a friend, a colleague, or a future student sharing their most pivotal learning highlights from exploring the social-emotional development foundations. You might want to ask students to specifically reference formal learning, such as domain names, strands, substrands, and supporting research.

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