

Social-Emotional Development: **Identifying Examples of the Social-Emotional Development Foundations in Picture Books and Family Stories**

| | | | |
|-----------------|--------------------|----------------------------------|-----------------------------|
| Strands: | <i>Self</i> | <i>Social Interaction</i> | <i>Relationships</i> |
|-----------------|--------------------|----------------------------------|-----------------------------|

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 the social-emotional development strands or of individual strands.

Focus: Students connect themes in picture books and stories from their families to the content of the social-emotional development foundations and explore how these stories relate to young children’s social-emotional growth and development.

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, 4, & 5*)*
- The ways context and culture, including experiences with our communities, language, and family, affect social-emotional development (*Standard 1*)*
- How to use books and stories to support children’s social-emotional development (*Standards 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*)*
- Connect themes in picture books and stories from their families to the content of the social-emotional development foundations (*Standards 1, 4, & 5*)*
- Reflect upon how culture influences social-emotional development (*Standards 1 & 4*)*
- Identify developmentally appropriate books and stories that could be used to support children’s social-emotional development (*Standards 4 & 5*)*
- Generate questions and comments about books and stories that help children explore experiences related to social-emotional development (*Standards 4 & 5*)*

*See Appendix A

Social-Emotional Development: **Identifying Examples of the Social-Emotional Development Foundations in Picture Books and Family Stories**

Before you start

This activity asks students to identify examples of the content of the social-emotional development foundations in picture books and family stories. You might want to use the extensive list of children’s books relating to early social and emotional development at: www.vanderbilt.edu/csefel/documents/booklist.pdf as a resource.

Additionally, students are encouraged to explore how knowing these examples can support the social-emotional development of the young children in their care.

It is important to preview the books you recommend to be sure they are appropriate for your students and will relate to the content of the social-emotional development foundations. Also before you start, consider what would be needed to compile the results of this assignment into an annotated bibliography that could be used as a resource for students.

Getting it started

Ask students to find picture books suitable for preschoolers that address situations or feelings that are related to social-emotional development. The Vanderbilt CSEFEL Web site would be helpful to them if they do not already know of some books.

Putting it together

Ask each student to write a short paragraph addressing the following questions:



Slide 2

- In two or three sentences, describe what happens in this book.
- Which substrand(s) and foundation(s) can be identified from the content of the story?
- When reading this book to preschool children, what are two questions you could ask the children about the story that would promote social-emotional development? For example, if you are reading a story about *Empathy and Caring*, you could ask the children, “What happened when Joey did not what to share his toy? What made him decide that it would be okay to share his toy?”

Before asking students to do this out of class, try a few examples as a group. Read the book aloud to the class or ask a student to do the reading. Then ask what substrand(s) are related to the content. Ask the class to generate some questions that could be asked of young children about the story in the book that would support their growth and development.

Taking it further



Slide 3-5

In addition to or instead of asking students to find books, ask students to document a story that has been told in their family or is part of their culture that reflects social and emotional content. Some of these stories can be quite long and complex and some might be only a paragraph. These can be quite broad ranging and can include stories

- that have been told to children for generations,
- that are part of an oral history of the family,
- that describe the life of someone in the family,
- that tell how the family has formed and continued, or
- that share what the family is proud of in its elders or ancestors.

Remind students that we all have heard rhymes or folktales that address social and/or emotional issues, but we might not recognize them as such.

Again, ask each student to write a short paragraph addressing the following questions:

- In two or three sentences, describe what happens in this story.
- Which substrand(s) and foundation(s) can be identified from the content of the story?
- Could you tell this story to preschoolers? If telling this story to preschool children, what are two questions you could ask the children about the story that would support their social-emotional growth and development?

Sharing these stories by retelling them in class can add to their richness and meaning for all students. In addition, consider combining them into a book or DVD of oral stories.

Another way

This work with picture books and stories can be done in a variety of ways, depending on the experience and maturity of your students and/or your need to assess their understanding of the content of the social-emotional development foundations.

It can be done entirely in class, with students in pairs or small groups and using preselected books. It also could be done partly as an individual assignment, with students finding books and stories, providing written responses to the questions, and then sharing books, stories, and responses in class.

Assessment This activity could be completed out of class and used as an assessment of students' understanding of the concepts in the social-emotional development foundations.