

Social-Emotional Development: Exploring Examples of the Social-Emotional Development Foundations

Strands:	Self	Social Interaction	Relationships
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GETTING READY

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

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

Focus: Students observe and record examples of young children demonstrating their development of skills and concepts found in 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*)*
- Preschool children’s social-emotional development, as demonstrated in an early childhood setting (*Standards 1 & 5*)*
- Some examples of the developmental progression of social-emotional development in preschool children (*Standards 1 & 5*)*

Students will be able to:

- Identify and describe examples of how preschool children demonstrate the skills and concepts in the social-emotional foundations within an early childhood setting (*Standards 1 & 5*)*
- Begin to differentiate between the behaviors of children who are “at around 48 months of age” and those who are “at around 60 months of age” (*Standards 1 & 5*)*

*See Appendix A

Social-Emotional Development: **Exploring Examples of the** **Social-Emotional Development Foundations**

Before you start

Become familiar with the examples in the foundations and have some examples of your own ready to start the conversation. Consider using video examples if available.

Getting it started

Spend some time examining the examples provided for each of the social-emotional development foundations. Help students understand that the examples that are provided are a representative selection of examples and are not exhaustive. We expect to see children engaging with these concepts and skills in a variety of ways and with varied materials. As you review the examples in the social-emotional development foundations, ask students for examples that they have seen in young children.

Keeping it going



Slide 2

Then, as an observation activity, ask students to build ongoing example banks for the social-emotional development foundations. Ask students to observe in a preschool classroom.

Provide students with a list of the social-emotional development strands, substrands, and foundations. Because there are twelve substrands in the social-emotional development domain, students will be able to focus their observations if they each have one or two substrands. To provide students with additional opportunities to familiarize themselves with the substrands, you might rotate the students through the substrands during one class period or take an extended look over many weeks.

Ask students to look for examples of children demonstrating observable engagement with the concepts of the foundations. Be sure to remind them that they are looking for children's interactions, statements, or actions. Their examples should just be a sentence or two.

This could be organized with on-site observations of 30 minutes in each of two areas of an ECE setting. For example, one student could choose art and water play and observe each setting for 30 minutes.

You would want to make sure that you have a variety of curricular areas covered.

Remind the students that, when they look for examples in classrooms in which they are working or with children they know, they are not looking for skill levels but just examples of the foundations. They might be reluctant to judge whether what they see is appropriate for “at around 48 months of age” or “at around 60 months of age.” Suggest that they write down what they see, bring it back to class, be ready to talk about it, and pose questions to the group.

Putting it together



Slides 3-4

The focus of this exercise is not to assess children’s development but to explore the foundations and see where and how children demonstrate their development of the skills and concepts.

Ask students to bring their lists of examples to class. Each student can write them on strips of paper or list them on chart paper for the class to review. Alternatively, the examples could be submitted online prior to class and printed out for all students to see. Organize the examples in such a way that they are displayed in relation to the strand and substrand they exemplify.

Give students time to walk around and read each other’s examples. Then ask a set of questions such as these:

- Is there anything you particularly noticed about all the examples?
- Were there some curricular areas or activities where it was difficult to find examples of the social-emotional development foundations?
- Were there some curricular areas where it was easy?
- Were skills and behaviors in some strands or substrands easier to see than others? Which ones? Why?
- What are the implications of these examples for ensuring that attention is paid to social-emotional development in the early childhood curriculum? What does this tell you about child development?

Since the focus here is *not* curriculum, keep responses general, such as the need to be intentional about organizing materials and spaces, providing routines, and also watching for teachable moments.

Be sure that the examples are collected and made available as a resource to students.

Social-Emotional Development Example Bank

Observed Engagement with the Strand or Substrand	Strand or Substrand

HANDOUT:
Exploring Examples of the SED Foundations