

# Foundation Based Education Cycle One

Learning to Do, Learning to Be, Learning to Know, Learning to live Together



## Social Emotional Development

## SOCIAL EMOTIONAL DEVELOPMENT

### Introduction

In today's world, where children have to interact with persons from different cultures it is essential that attention is paid to the social education of our children. A child is a social being and through his or her social life he or she acquires a framework for interpreting experiences. Children are not born with social skills they learn them as they interact with others. The quality of the relationships that a young child has with teachers and other children in the early years of formal schooling determines the level of success in later years. Foundation Based Education (FBE) includes Social Emotional Learning (SEL) as a key component. It is a new area of focus for educators and students that must be integrated throughout the curriculum. The SEL content includes values, self-management, problem solving, decision making, communication and conflict resolution.

Social and emotional competence is the ability to understand, manage and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks. These include learning, personal discovery and acceptance, forming relationships, solving everyday problems and adapting to the demands of growth and development. Through SEL children are helped to develop attitudes and behaviors that will enable them to become good citizens who value and contribute their individual talents and strengths.

Children can learn from their differences. When they collaborate to solve a problem they grow by discussing different perspectives. By working and playing together they learn to share, help, nurture, negotiate and cooperate. As they interact they have the opportunity to feel valued and accepted which leads to a high self-esteem and a positive self-image. Children learn better in environments where they feel able to take risks, explore, experiment and solve problems without the fear of failure.

The social and emotional education of children may be provided through classroom instruction, extracurricular activities, a supportive school climate and involvement in community service. The teacher facilitates this learning by:

- Providing opportunities for self discovery and acceptance, problem solving, decision making and communicating personal opinions.
- Modeling pro-social behaviors such as caring and empathy.

- Informing children about their communal responsibilities.
- Carefully monitoring each child's progress and recording growth in intra and interpersonal skills.

Children learn social skills by interacting with others. We expect that as the teachers use this curriculum they will be motivated to provide 'emotionally safe' classroom environments where children feel free to express feelings, discover and trust themselves and others and become increasingly responsible for their own behavior, emotional well-being and safety.

Values	Skills	Suggested Resources for Choice Centers, Projects or Teacher-directed Experiences
Respect for self, others and property Cooperation Caring Courtesy Responsibility Honesty Helpfulness Purposefulness Patience	<p><i>Communication:</i> Attentive listening, clear and fluent speech, <sup>1</sup>eye contact with speaker</p> <p><i>Social Skills:</i> Encouraging statements, taking turns, quiet voices, staying with the group, sharing materials, participation</p> <p><i>Social Decision Making Skills:</i> Identifying signs of feelings, identifying problems and generating solutions</p> <p><i>Emotional Skills:</i>            Self Awareness            (Recognizing and naming one’s emotions and causes of them)            Self-Regulation of Emotion (Verbalizing and coping with emotions appropriately)            Self-Monitoring and performance (Staying focused on tasks)            Empathy and Perspective Taking (Listening to others, Being sensitive to other's feelings)            Understanding others feelings</p>	<p>For teachers: Cooperative learning Lessons for Little Ones – Lorna Curran</p> <p>Promoting Social and Emotional Learning Guidelines for Educators –ASCD</p> <p>Literature that presents pro-social values and how to deal with emotions such as:</p> <ul style="list-style-type: none"> <li>● Learn the Value of: Consideration, Caring, Friendship, Cooperation, Helping, Sharing, Respect - Elaine V. Goley</li> <li>● Feeling: Afraid, Angry, Friendly, Confident, Jealous, Hurt, Sad – Janine Ames</li> <li>● Let’s Talk About: Being Selfish, Being Destructive, Tattling, Teasing, Lying, Being Messy, - Joy Wilt Berry</li> <li>Kindness, Love – Jane Belk Monaire</li> <li>Respect – Kathryn Kyle</li> <li>● Learning How to be Kind to Others, Appreciating Differences – Susan Kent</li> <li>● I Did It I’m Sorry – Carolyn Buehner &amp; Mark Buehner</li> <li>● Thank you – Janet Riehecky</li> <li>● Related stories found in Aesop’s Fables, The Bible and other books</li> </ul> <p>Clothes and props for role play</p> <p>Puppets and puppet theatre</p>

<sup>1</sup> Take into consideration the cultural background /norms of the students. In some cultures it is considered impolite to look at an elder speaker.

## Domain 1: Social Skills

Standard: The student is equipped and empowered to work in groups

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
<ol style="list-style-type: none"> <li>1. Identifies him/herself as a member of different groups e.g. family, school, class</li> <li>2. Demonstrates behaviors that are caring, considerate and respectful of self and others</li> <li>3. Cooperates with others in group activities</li> <li>4. Demonstrates responsibility for his/her direct surroundings</li> <li>5. Demonstrates non-violent behaviors</li> <li>6. Negotiates roles and tasks when working in groups</li> <li>7. Respects similarities and differences in others</li> </ol>	<p>Pro social behaviors :</p> <ul style="list-style-type: none"> <li>● Use of social courtesies</li> <li>● Sharing materials</li> <li>● Helping others</li> <li>● Attentive Listening</li> <li>● Taking turns</li> <li>● Caring for the property of others</li> <li>● Using appropriate actions and words when expressing needs and wants</li> <li>● How to give and accept compliments</li> </ul> <p><b>Curriculum Links:</b> Social Studies – ‘Caring for Our Environment’, ‘My Family’, ‘My School’</p>	<p><b>Whole Class</b> During Shared Reading or Read Aloud discuss the feelings of the main characters and causes of them. Teacher modeling e.g. how to ask for materials, giving compliments, using polite words e.g. please, thank you Puppet shows demonstrating how to cope with and handle disagreements Class Community Circle Establishing class standards for behavior (rules) Projects that involve the children in making or doing something for others, e.g. secret deeds<sup>2</sup></p> <p><b>Small Group /Centers</b> Cooperative projects Role play e.g. how to make friends with a new student Working with limited materials at centers</p>	<p>Teacher observes and records<sup>3</sup> a child:</p> <ul style="list-style-type: none"> <li>● Using social courtesies.</li> <li>● Sharing material.</li> <li>● Helping others (independently).</li> <li>● Observing set standards for behavior.</li> <li>● Making positive contributions in small group activities.</li> <li>● Taking a leadership role in small group activities.</li> <li>● Being a team player.</li> <li>● Replacing materials after use and cleaning up after completing a task.</li> <li>● Complimenting and encouraging others.</li> </ul>

<sup>2</sup> Children are encouraged to find ways to help their peers or write positive statements to others without signing their name. The child who has been helped or encouraged can tell how they felt when it was done to them and thank the person publicly. This takes place during Whole Class Community Circle.

<sup>3</sup> Records can be made using anecdotal notes, checklists, rating scales or self-report inventories which can be put in the child’s portfolio.

## Domain 2: Self-Regulation

Standard: The student knows how to maintain him or herself mentally, emotionally and physically.

Target Behaviors	Content	Suggested Experiences	Assessment Opportunities
<ol style="list-style-type: none"> <li>1. Accepts responsibility for his/her actions</li> <li>2. Recognizes that his/her actions have consequences</li> <li>3. Shows patience</li> <li>4. Identifies and differentiates between emotions in self and others</li> <li>5. Expresses a variety of emotions appropriately</li> </ol>	<p>Admitting responsibility            Actions have consequences            Taking turns and waiting            Positive emotions e.g. love, happiness, sympathy            Negative emotions e.g. anger, fear, helplessness            Ways of expressing and handling emotions</p>	<p><b>Whole Class</b>            During Shared Reading and Read Aloud share stories related to target behaviors            Let small groups role play different ways of dealing with conflict resolutions and let the other children identify the better way.            Puppet shows            Discuss feelings and actions of story book characters.            Engage the children in projects that make others happy e.g. making cards for old persons in the St. Martin's Home or collecting food and goods for the less fortunate.            Help the children plan good deeds, e.g. cleaning the school yard            Sharing good deeds during Community Circle or News Time</p> <p><b>Small Group / Centers</b>            Self portraits showing different emotions            Role play doing good deeds in the Home Center</p>	<p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> <li>● Apologizing independently.</li> <li>● Saying 'no' to peers when asked to take or participate in inappropriate actions.</li> <li>● Waiting patiently for a turn or outcome.</li> <li>● Showing kindness to another child who is unhappy or hurt.</li> <li>● Exercising self-control.</li> <li>● Expressing emotions appropriately.</li> <li>● Calming down after being upset, losing one's temper or crying.</li> <li>● Pausing and thinking before acting.</li> </ul>

### *Domain 3: Work Attitude*

Standard: The student knows and applies the prerequisites to approach work.

<b>Target Behaviors</b>	<b>Content</b>	<b>Suggested Experiences</b>	<b>Assessment Opportunities</b>
<ol style="list-style-type: none"> <li>1. Recognizes that rules are important</li> <li>2. Identifies different kinds of work</li> <li>3. Demonstrates perseverance</li> <li>4. Identifies scheduled time for routine tasks e.g. snack time</li> <li>5. Identifies simple problems and possible solutions</li> <li>6. Performs class duties responsibly</li> </ol>	<p>Rules help us to keep safe and maintain order.</p> <p>Class schedule / timetable</p> <p>Problem Solving ( Social and cognitive) strategies</p> <p><b>Curriculum Links</b></p> <p>Problem solving in Mathematics</p> <p>Mathematics-‘Time’</p> <p>Social Studies – ‘My Family’, ‘My School’, ‘Our Community’</p> <p>Health and Physical Education – ‘Health’</p>	<p><b>Whole Class</b></p> <p>Shared Reading – Books about rules, work ethics and community helpers</p> <p>Creating class/center rules</p> <p>Projects on Community Helpers</p> <p>Creating a class</p> <p>Career Charades</p> <p><b>Small Group / Individual</b></p> <p>Performing class duties</p> <p>Working at centers</p> <p>Solving problems as they arise when working in centers</p> <p>Role play – ‘At Work’</p>	<p>Teacher observes and records a child:</p> <ul style="list-style-type: none"> <li>● Following rules.</li> <li>● Identifying different types of work e.g. physical labor, office work.</li> <li>● Completing tasks in spite of difficulties.</li> <li>● Associating activities with specific time periods.</li> <li>● Applying problem solving strategies.</li> <li>● Performing assigned class/small group tasks and duties diligently.</li> </ul>

### *Domain 4: Critical Thinking and Forming Opinions*

Standard: The student understands and applies the basic principles of logical thinking and reasoning.

<b>Target Behaviors</b>	<b>Content</b>	<b>Suggested Experiences</b>	<b>Assessment Opportunities</b>
1. Formulates personal opinions 2. Differentiates between fantasy and reality 3. Identifies similarities and differences 4. Recognizes cause and effect relationships 5. Applies cause and effect in problem solving 6. Uses and tests assumptions	Maintaining eye contact with audience when expressing an opinion Showing respect for other people’s opinion Fantasy and reality in stories Cause and effect relationships in stories and Science Strategies for problem solving (social and cognitive) Forming hypotheses in Science  <b>Curriculum Links</b> Language and Communication Mathematics Science and Technology	<i>Critical thinking is an integral part of every lesson. Opportunities for expressing opinions should be given as often as possible.</i> <b>Whole Class:</b> Shared Reading Read Aloud Shared Math Class Meetings / Community Circle <b>Small Group</b> Center activities Guided Reading / Math	Teacher observes and records a child: <ul style="list-style-type: none"> <li>● Expressing his/her opinion during whole class / small group activities.</li> <li>● Identifying fantasy and reality in stories.</li> <li>● Describing similarities and differences.</li> <li>● Identifying cause and effect relationships in stories.</li> <li>● Responding to the question ‘Why did that happen?’</li> <li>● Modifying behavior because of consequences e.g. “I will not hit Johnny because he will get mad and hit me”</li> <li>● Using and testing assumptions in Science e.g. “If I put these two colors together I will make ...”</li> </ul>



## REFERENCES

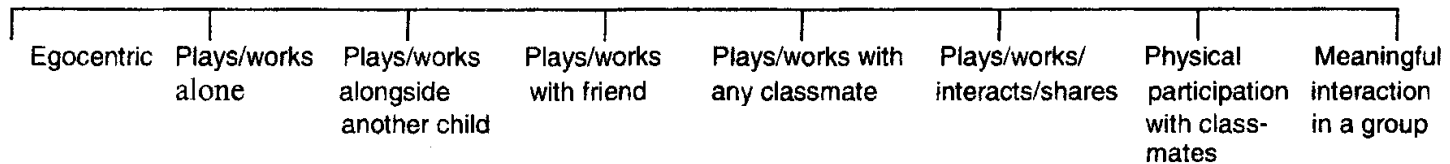
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## APPENDIX

*(Checklists taken from the Netherlands Antilles Curriculum Frameworks)*

# Social-Emotional Development Assessment Tools

## - Primary Assessment (Process)



## **- Focal points for observation**

- \* Preparing activities
  - Getting materials
  - Planning activities
  
- \* Problem Solving
  - Identifying a problem
  - Analyzing a problem
  - Solving a problem
  
- \* Interaction
  - Cooperating with others
  - Discussing
  - Sharing
  - Helping
  - Taking responsibility
  - Showing respect
  - Attitude
  
- \* Research
  - Investigating a topic
  - Collecting data
  - Drawing conclusions
  - Reporting

# Social-Emotional Development Process Checklist

Name: \_\_\_\_\_ Year: \_\_\_\_\_

Development Social-Emotional Skills with regards to:				
1. Self				
2. Fellow students				
3. Teacher				
4. Materials				
5. Assignments				
6. Group environment - Small group - Whole group - School				

**SOCIAL EMOTIONAL DEVELOPMENT CHECKLIST**  
**FOR CYCLE ONE**

*(Adapted from checklist for the Methodist Agogic Center)*

Behaviors	Dates of Observations										Comments	
Place a 'Y' for yes Place a 'N' for No Place a 'I' for inconsistent												
<b>Domain 1</b> <b>Social Skills</b>												
Enjoys working with others												
Prefers to work alone most of the time												
Rarely works or plays with others												
Contributes to the group												
Cooperates with others in the group												
Is helpful, caring and considerate of others												
Respects the rights and property of others												
Accepts the differences and similarities of others												
Takes turns easily												

Negotiates and compromises when problems arise in the group											
Is a 'team player'											
Shares leadership role											
Takes the initiative when working in groups											
Encourages others											
Takes responsibility for getting and putting away material											
Exchanges and requests information appropriately											
Uses social courtesies											
<b>Domain 2 Self Regulation</b>											
Accepts responsibility for his/her actions											
Expresses feelings appropriately											
Exercises patience											
Apologizes independently											
Pauses and thinks before acting											

<b>Domain 3 Work Attitude</b>											
Responds to authority											
Respects rules and regulations											
Complete tasks when difficulties arise (perseveres)											
Shows a willingness to take risks											
Depends on others to complete tasks											
Demonstrates an awareness of work schedules for routine tasks											
Performs given duties diligently											
<b>Domain 4 Critical Thinking and Forming Opinions</b>											
Expresses his / her opinion appropriately											
Differentiates between fantasy and reality											
Identifies similarities and differences											
Recognizes cause and effect relationships and applies them when solving problems											
Modifies behavior to avoid problems											

### **Tips for Fostering Social Skill Development**<sup>4</sup>

- Teach specific social skills as needed, provide opportunities to practice them and give constant feedback.
- Identify and praise specific social skills that the children use e.g. ‘Thank you for sharing your snack with Tom.’.
- Describe the children as being helpful, kind, courteous or encouraging, e.g. ‘You are being helpful by showing Tom how to fold his paper.’.
- Teach social problem-solving strategies, e.g. What to do when you have a disagreement:
  1. Think about the problem
  2. Talk it over with the person
  3. Try to think of a solution together
  4. Ask for help from an adult if you cannot solve the problem
- Plan cooperative rather than competitive activities.
- Establish and enforce firm rules regarding acceptable classroom behavior and be consistent.

### **Tips for Promoting Social Development**

- Expect and encourage behaviors that are essential for long term success.
- Give the children many opportunities to work with one another in pairs or small groups in centers or on projects.

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<sup>4</sup> Adapted from Educational Psychology: Developing Learners (See References)



- When appropriate let the children solve their own interpersonal difficulties.
- Teach and provide practice on how to interact effectively with others.
- Promote social interaction among diverse groups.
- Model acceptance of and respect for diversity.



### **Fostering Self-Regulation**

- Help the children set realistic goals, e.g. Learn 5 of the 10 spelling words by mid-week and all 10 in time for the spelling test on Friday.
- Help the children to observe and record their own behavior, e.g. Let the children record when they suck their thumb in class so that a contract can be made to help the child extinguish the behavior.
- Teach the children instructions that they can give themselves to remind them of what they need to do, e.g. When answering written comprehension questions, read the question twice.
- Encourage self-evaluation by giving tips, e.g. editing tips for the Writing Process.
- Teach the children to reinforce themselves for appropriate behavior, e.g. watch television after completing homework.
- Give the children opportunities to practice learning with little or no help from the teacher.
- Provide strategies that students can use to solve interpersonal problems.

## Activities for Teaching Social Skills

### Social Skill T-Charts<sup>5</sup>:

Discuss with the children the social skill of the week e.g. complimenting. Then create a T-Chart with lists of what it looks like or sounds like.

<b>COMPLIMENTING</b>	
 <b>Sounds Like</b>	 <b>Looks Like</b>
'Great Job! 'You have made a fantastic model! I like the way you...	A pat on the back A smile A High Five A 'thumbs up'

### Social Roles for Group Work: (One role for each person in the group)

- Timekeeper
- Reporter
- Recorder
- Materials Manager
- Task Manager

**Reflection on social skill use:** This can be done with the use of reflection sheets, e.g. children can color the appropriate symbol for complimenting.



All the time   Sometimes   Never

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<sup>5</sup> Kagan Cooperative Learning

## ***SUGGESTED ACTIVITIES***

### ***Domain 1 – Social Skills***

#### **Compliment Circle:**

The children are seated in a circle. The teacher or group leader compliments the person on the left and that person compliments the next person. This continues until everyone in the circle has given and received a compliment.

#### **It's OK to be Different:**

During Community Circle discuss different topics such as how the family:

- Celebrates vacations
- Divides household chores
- Organizes meal times
- Deals with colds or other illnesses

The teacher may also form part of the group. Differences are celebrated. The children will realize that there are many ways of doing the same thing and begin to appreciate diversity.

### ***Domain 2 – Self-Regulation***

#### **Cliques:**

Let the children stand in a circle. Explain that they have to listen for a number in a song or rhyme and form smaller circles made up of that number. The children move around until the teacher stops singing. If children do not become part of a group they stand still until the teacher starts to sing another song. Each time the children must look for persons that they have not formed a group with. After one or two practice rounds children who are out of a group are out of the game. The game continues until a few pairs of children are left.

After the game the following discussion questions can be asked:

- Was it hard to form new groups?
- How did you feel when you were out?
- How did you feel when you knew that you were not going to be out?

- How do you feel when you are not chosen to be part of a group?
- Does everyone want to be part of a group?
- What are the good points about belonging to a group?
- How can we make sure that everyone in the class feels glad to be part of the class?

### ***Domain 3 – Work Attitude***

#### **Guess the Career**

Cut out pictures of persons doing different kinds of work. Let some of the children stand in front of the class facing their classmates. Tape a picture to each child's back and let them turn around so that the audience can see the pictures.

The children face their classmates and ask questions to find out the career picture that is taped to their back? Questions can be:

- Do I work in a bank, hospital, clinic...?
- Do I work outside?
- Do I use a typewriter, stethoscope, trowel...?

#### **Problem Solving –Find the Shoes**

Everyone takes off their shoes and puts them in the middle of the room. Each person then finds a partner and describes their shoes to them. On signal, one person in each pair goes to the pile to find their partner's shoes. They then run to their partner and put them on their partner's feet without help. As soon as the shoes are on, then the partner goes to the pile. Whichever pair is the first to have both pairs of shoes on are the winners.

Discuss the activity with the following questions:

- Was it difficult to find your partner's shoes? Why?
- Did your shoes feel right after your partner put them on?
- How did you know if your partner's shoes were put on right?
- Would you have been able to put on your own shoes faster than your partner did? Why?
- Is it easier to take care of our own problems or those of someone else? Why?