SOCIAL-EMOTIONAL LEARNING – RELATIONSHIP

A) Erikson: Stages of Individual Development (P. 67-68)

Erik Erikson offers a framework for understanding the impacts of social experience on individual growth across the lifespan. His theory of psychosocial development suggests that every individual will face a developmental crisis in each stage which will influence their personal self-image and perceptions of society. Between an individual's elementary and high school years, they will pass through *industry versus inferiority* (fourth stage) and *identify versus role confusion* (fifth stage):

	Industry versus Inferiority	**Identify vs. Role Confusion**
Approximate Age	6-12 years	Adolescence
Important Event	School	Peer Relationships
Description	Children begin to develop a sense of self-satisfaction for their accomplishments. They will have to cope with the demands of learning a skill, or risk a sense of inferiority.	Teenagers begin to explore and construct a sense of self. Those who accomplish identity achievement will have a strong self of sense and feeling of independence. Those who remain unsure of their direction will experience identify diffusion and role confusion.

B) Bronfenfrenner: Social Context for Development

Urie Brofenbrenner discusses about the bioecological model that incorporates family and peers as mesosystems and mass media as an exosystem:

1. Family (P. 71)
According to Statistics Canada, the rate of divorce in 2003 was 38% that children may live with a blended family, guardian, or an adopted family. The first two years after divorce are the most difficult transition for children, because they may have to move, may have less contact with a parent, or may have to deal with new siblings or step-parents if one parent remarries. They may also have problems in school, gain or lose weight, have sleeping difficulties, behavioral problems, or become more sexually active.

COMMUNICATION STRATEGIES:
I) With students, don't use phrases such as "your parents" or "your mom and dad."
II) Let students know you are available to talk, consider establishing a discussion group for these students, make sure students understand assignments and can handle the work, and be a good listener.

2. Media (P. 75)
Researchers have found that exposure to violence between ages 6 and 10 years old is related to aggressive behaviour 15 years later. TV violence is a critical concern as 82% of broadcasting shows have at least some violence, while 70% of violent acts go unpunished. Particularly on children's programs, there is an average of 32 violent acts per hour.

PROACTIVE STRATEGIES:
I) Reality check – violent acts on TV are not real that people do not always act aggressively
II) Demonstration of better ways to solve conflicts that most people use.

3. Peers (P. 76-78)
Peer aggression is prominent in the present peer cultures, known as the 'in-or-out' group principle. Within classrooms, if the general level of aggression is high, being aggressive is more accepting which avoids peer rejection. Many aggressive and withdrawn students lack social skills, as well as the inattentive-hyperactive ones who often misread social cues or have trouble controlling impulses. Cyberbullying is also more common in the virtual reality that preventative strategies are necessary to incorporate in a new form of media. For the manifestation of peer aggression, we identify the following types of hostile aggression of bullies versus victims:
   - *Instrumental*: intended to gain an object or privilege
   - *Relational*: harm in social relationships; social aggression
   - *Overt*: involve physical harm or attacks

Teachers engage in conversation that demonstrates:
   - *Academic caring*: Set high expectations that are realistically achievable
   - *Personal caring*: Be patient, respectful, humorous, willing to listen, and interested in
                     students' issues and personal problems

PREVENTATIVE STRATEGIES:
I)   Teaching of pro-social behaviours like sharing, cooperating, and friendly interactions are
     associated with peer acceptance, no matter what the classroom context is
II) Non-aggressive modeling
III) Adequate space and appropriate materials in the classroom for every student
IV) Zero-tolerance of aggressive behaviour
V) Direct instruction of positive social behaviour
VI) Opportunities for learning tolerance and cooperation

C) Kohlberg: Social and Emotional Development (P. 98)

As teachers, we should integrate moral beliefs and values into our total self as we shape and guide the self-concept of students.

PROACTIVE STRATEGIES:
I)   Examine the kinds of dilemmas with students are facing and will face in the near future
II)   See the perspective of others and facilitate listening amongst students
III) Make connections between expressed values and actions
IV) Teach the class to reflect upon concerns for moral issues/ values as much as possible

Source: Woolfolk, A.E. et al. (2009). *Educational Psychology (*Fourth Canadian ed.). Toronto, Canada: Pearson Canada.