# Training Title and Description:

**Teaching Social Emotional Skills-How To Teach Beyond Happy and Sad**

This workshop will help you discover new ways to add Social-Emotionally geared activities in your daily schedule. We will explore areas where we are already implementing these skills and we will enhance on areas that might be over looked. This will be an exciting and fun workshop. It will leave you with a new excitement for getting to know and relate to the little people you work with everyday!

# Learning Objectives & Assessment of Objectives

Participants will be able to…

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| Learning Objectives | **How Participant Progress Toward Meeting Objective**  **Will Be Assessed During Training** |
| Participants will become familiar with the developmental stages of children birth to school age. | On the wall there will be a blank developmental chart from birth to school age. During the training there will be an activity where participants will be asked to place post it notes with stages of development that they have learned through the training on the appropriate age on the wall. |
| Participants will commit to implement at least two steps towards social-emotional health in the upcoming month. | Participants will be given a colored index card to list the two steps that they will try to implement in the next month. |

#### Time and Sequence of Agenda

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| Time | Topic | Activity |
| 5-10 min. | Welcome | I will introduce myself and explain my position. I will talk about the Child Care Resource & Referral and our services. I will share with the class the facilities and any rules or expectations that we need to meet for the host location. Ask participants if they have any questions or concerns that I didn’t address this will ensure their needs to be met and they will be comfortable for the next two hours. |
| 5 min. | Overview of the Training | I will show a slide that has an outline of the evening. Explaining goals and objectives. I will also explain that in this training participants are welcome to engage through conversation and that we will be using a power point presentation to help with teaching concepts. |
| 10 min. | Participant Introductions | Participants will share their names and what they do with the other participants. |
| 5 min. | Exploring the definition and meaning behind “Social Emotional Skills” | Group discussion |
| 8 min. | Modeling Behavior | You Tube Video, “Children See..Children Do” by childfriendly.org.au/discussion |
| 16 min. | Normal/Abnormal Social Emotional Development for ages 0-5 | Mini-lecture & Ed Tronick Video clip, which demonstrates parent and child interaction and modeling of emotional regulation. |
| 10 min. | Stanley Greenspan’s 6 Emotional Developmental Milestones | Mini-lecture/slide |
| 8 min. | Review of Developmental Stages | On the wall there will be a blank developmental chart from birth to school age. Participants will be asked to place post it notes with stages of development that they have learned through the training on the appropriate age on the wall. |
| 2 min. | Introduction into learning the 10 Steps to Emotional Health | Mini-lecture/slide |
| 10 min. | 1. Putting relationships 1st. | Lead group in a series of questions to encourage and explore relationships following up with a pair and share:  1.How do you put relationships first? How do you prioritize, which relationships are the “most” important?  -classroom  -family life  -friends  2. Where is the time spent? Divided amongst whom?  3. What activities are you doing? Quality vs. Quantity  4. Are the relationships growing? How do you know?  : |
| 10 min. | 2. Taking care of yourself. | Lead group in a series of questions to encourage and look at your self care plan following up with a pair and share:   1. How do you take care of yourself? 2. How do you know when you are not taking care of yourself? 3. How much of your day is devoted to you? 4. If you were to add 15 minutes to your day…set apart only for you what would you do with that time? 5. How do you think that 15 minutes would help you? |
| 10 min. | 3. Partnering with others. | Lead group in a series of questions to encourage and explore relationships following up with a pair and share:   1. Do you have a person in your life that has your back? 2. Is that person at work? 3. Why is it important to have a “sounding board”? |
| 10 min. | 4. Communicating intentionally | Lead group in a series of questions to encourage and explore your communication skills and patterns following up with a pair and share:   1. When is it easy to talk to someone? 2. When do you find communicating a little more challenging? 3. When you don’t want to make an effort to communicate what..gets you talking? 4. How much time do you spend listening in a conversation? 5. How much time do you spend talking in a conversation? |
| 10 min. | 5. Accepting children where they are: Meet me in Chicago. | Teach concept of “Meet me in Chicago”, which is to be accepting and to be with people where they are. Follow up with introspective questions and pair and share answers.   1. Where is Chicago for you?? 2. Where is Chicago for the children that you work with? |
| 10 min. | 6. Acknowledging your feelings and theirs. | Case Study of child and teachers perspective of a tumultuous greeting period this reading brings awareness to teacher and child’s feelings.-Read to class. |
| 2 min. | 7. Modeling. | Slide-Reflect back to the video that was presented at the beginning of the training. |
| 5 min. | 8. Utilizing time out | Slide-Visual journey of uses of time out from sitting in the corner in a dunce cap to utilizing the “comfy corner.” Group viewing of slide and discussion. |
| 5 min. | 9. Playing | Give toy out to participants as a reminder to add play to the day! Play with toy. |
| 5 min. | Expecting a journey | Slide-picture and closing remarks/questions and encouragement that this is a journey different for everyone. |
| 10 min. | Conclusion | Participants will be given a colored index card to list the two steps that they will try to implement in the next month. |
| 5 min. | Evaluation | Administer training evaluation. |