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**UNIT:** Growth and Development

**LESSON:** Infants--Social/Emotional Development

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**COMPETENCIES:**

1. Discuss the aspects of emotional development in infants. (Options 2, 3, and 4)
  2. Evaluate various strategies for meeting the emotional needs of infants. (Options 3 and 4)
  3. Discuss the aspects of social development in infants. (Options 3, 4, 5, 6, 7, and 8)
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**OVERVIEW/SUMMARY:**

Nurturing is a vital part of being a parent. Infants are hungry for interaction, for love, and for all of the affection and attention they can get. Without emotional nurturing, infants have a difficult time growing in other aspects of their development. A child needs all the love a parent can give.

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**INTRODUCTION:**

**PERSONAL TEMPERAMENT:** Prior to this class, assign the students to talk to their parents/caregivers about the type of temperament they had as infants. Have them share their findings with the class by defining their temperament as an infant in one word. Ask them if they think they still have that same temperament.

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**LESSON OPTIONS/SUPPLIES:**

**OPTION 1**

Book: Owley

**OPTION 2--Competency 1**

**TEXT/STUDY GUIDE:** Have the students read in a textbook concerning an infant's emotional needs. They should then complete the **INFANT'S EMOTIONAL NEEDS STUDY GUIDE**.

**OPTION 3--Competencies 1, 2, and 3--CDA III, 9-Social**

**TEMPERAMENT TYPES:** Use the **TEMPERAMENT TYPES OF CHILDREN** handout to discuss the three basic temperament types with which children are born. Remind the students that each description is the extreme and that many children are a combination of two types. Also note that all temperament types have pros and cons and that children can become a productive adult when parented in a nurturing and loving way that is sensitive to the child's temperament type. Note that some refer to the temperament types using slightly different terminology: easy baby=placid, slow to warm baby=sensitive, and difficult baby=aggressive. Explain to the students that it is important for parents to recognize the personality or basic temperament of their own child when striving to nurture them. Discovering this can enhance the parent/child relationship and make learning, loving, and nurturing much easier and much more rewarding. Have the students complete the **NURTURING INFANTS WITH DIFFERING TEMPERAMENT TYPES WORKSHEET** individually or in small groups. Discuss their conclusions.

**OPTION 4--Competencies 1, 2, and 3--CDA III, 8-Self**

**GREENSPAN STAGES:** Discuss Dr. Stanley Greenspan's four emotional stages that an infant goes through during the first year of life. View the video segment concerning emotional and social development from the ABC News Special, "What's A Parent To Do?" Discuss the stages as a class using the GREENSPAN STAGES handout. After discussing this information, have the students list three activities that can enhance the emotional needs of an infant in each of the four stages.

**OPTION 5--Competency 3--CDA III, 9-Social**

**SOCIAL DEVELOPMENT:** Review the teacher information "Social Development in Infants" with the class.

**OPTION 6--Competency 3--CDA III, 9-Social**

**INFANT PLAY:** Discuss the play seen in infants. It is usually solitary or parallel play. Even though infants do not seem to know how to play, it is important that parents, adults, and other children still play with them. Some infants are more social than others. Much of the socialization of a child is related to his/her temperament type. Ask students to share examples of children they know and how they socialize.

**OPTION 7--Competency 3--CDA III, 9-Social**

**DEBATE:** Begin a class debate by asking the students if they consider our society to be fair and equal in how women and men are treated. Allow them to share their opinions and ideas. Ask them when they think the equality or the inequality begins. If they do not bring the topic of gender stereotyping up during the debate, ask them about it and allow them to share their ideas and feelings. Bring up questions concerning baby girls wearing pink and baby boys wearing blue. Big boys don't cry, but girls can and do. Girls can play with dolls but boys shouldn't. Have them discuss these and other gender stereotypes that begin during the first year of life. Discuss gender stereotypes that occur during infancy and how these can be eliminated. Discuss the pros and cons of sex rules. For example:

**PROS**

Gives a sense of identity  
Differences should be emphasized  
not de-emphasized

**CONS**

Limits child's play  
Programs child into certain beliefs

**OPTION 8--Competency 3--CDA III, 9-Social**

**STEREOTYPING:** Brainstorm with the class a list of ways people gender stereotype today. Discuss with the class how they plan to raise their children to avoid these types of limiting stereotypes.