
UNIT: Growth and Development

LESSON: Toddlers--Social/Emotional

COMPETENCIES:

1. Identify characteristics of emotional development in toddlers. (Options 2, 3, 4, 5, 6, 7, and 8)
 2. Describe indicators of social development in toddlers. (Options 3, 4, 5, 6, 7, and 8)
 3. Develop age-appropriate activities for social/emotional development in toddlers. (Options 4 and 6)
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OVERVIEW/SUMMARY:

Toddlers are at a very curious stage. They wonder about many things and have many fears. They deal with these fears in unique ways. Imaginary friends, security objects, temper tantrums, and separation anxiety are some of their concerns.

MOTIVATOR:

EMPATHY: Have the students complete one of the activities listed on the "TODDLER EMPATHY ACTIVITY" sheet. After the students have completed the activity, discuss how they felt. Stress the importance that parents and caregivers need to understand life from the view of a toddler. Adults are often heard telling children to "Hold still," "Don't spill," "Hurry," and "Can't you do a better job than that?" Discuss that when adults recognize how the world is to the toddler, we become much more patient and understanding with the toddler. **TEACHER NOTE:** You may feel that this experience is meaningful enough to complete all of the stations. All worksheets and thought questions are included if you wish to complete the entire activity.

LESSON OPTIONS/SUPPLIES:

OPTION 1

BOOK: There's A Monster in my Closet, You're the Scardy-Cat, Ira Sleeps Over, Where the Wild Things Are, I Was so Mad, Geraldine's Blanket.

OPTION 2--Competency 1--CDA III, 8-Self

SELF-AWARENESS: Discuss the teacher information "Self-Awareness."

OPTION 3--Competencies 1 and 2--CDA VIII, ECD

READING: Have the students use a text to complete the "STUDY GUIDE--TODDLERS" or discuss the information as a class.

OPTION 4--Competencies 1, 2, and 3--CDA III, 10-Guidance

NEGATIVISM AND TEMPER TANTRUMS: Discuss the teacher information "Negativism and Temper Tantrums." Review the transparency "HELPING TODDLERS WITH SELF-CONTROL."

OPTION 5--Competencies 1 and 2

SECURITY OBJECTS: Discuss the role of security objects during the toddler years. Have the students give their ideas and comments concerning their own security objects. Discuss positive ways in helping an older toddler "give up" his/her security object. Also discuss the role of imaginary friends during late toddlerhood. Research suggests that imaginary friends are normal. They offer the child social comfort and emotional release from fear, aggression, or even love and affection. Research also suggests that imaginary friends are typically seen in bright children and usually only the oldest child.

OPTION 6--Competencies 1, 2, and 3--CDA VIII

VIDEO: Show the 15-minute video segment "What's a Parent to Do?" concerning the "terrible twos" from the ABC News special and discuss the information.

OPTION 7--Competencies 1 and 2 --CDA III, 10-Guidance

SEPARATION ANXIETY: Use the teacher information "Separation Anxiety" to discuss this information with the class.

OPTION 8--Competencies 1 and 2--CDA VII, Observation

DON'T LEAVE ME!: Have students complete the observation "Don't Leave Me!" Share the results with the class.

RESOURCES:

There's A Monster in my Closet

You're the Scardy-Cat

Ira Sleeps Over

Where the Wild Things Are

I Was so Mad

The Grouchy Lady Bug

VIDEO: Show the 15-minute video segment concerning the "terrible twos" from the ABC News special and discuss the information.

Sesame Street--I Can Do It Myself