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Sample module-themed coursework with  
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### Social-Emotional development

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### **Module: Social-Emotional Development**

#### **Overview & Rationale:**

In this module, students will consider the importance of fostering social and emotional skills (e.g., emotion regulation, how to positively initiate and maintain interactions with others) in early childhood and beyond. Students will discuss strategies used to teach social and emotional skills which can be used by parents, teachers, or other child development professionals. Students will specifically reflect on the potential value and impact of focusing on social and emotional skills in child-targeted media, such as Sesame Street.

**Potential Courses:** Early Social and Emotional Development, Lifespan Development, Child Development, Early Childhood Education, Introductory Psychology

**Potential Format/Modality:** This module can be used or modified for use in online, hybrid, or face-to-face courses.

#### Topical Readings

Truglio, R. T., & Thomas, P. (2019). Celebrate you, celebrate me. In *Ready for school!: A parent's guide to playful learning for children ages 2 to 5* (pp. 177–209). Running Press.

- Chapter 6- Celebrate You, Celebrate Me- discusses milestones and strategies for understanding, expressing, and managing emotions, as well as building social relationships in the preschool years

Berti, S., & Cigala, A. (2022). Mindfulness for preschoolers: Effects on prosocial behavior, self-regulation and perspective taking. *Early Education and Development*, 33(1), 38-57.  
<https://doi.org/10.1080/10409289.2020.1857990>

Denham, S. A. (2018). Keeping SEL developmental: The importance of a developmental lens for fostering and assessing SEL competencies. *Measuring SEL*. Retrieved November, 20, 2018.  
<https://casel.s3.us-east-2.amazonaws.com/CASEL-Resources-Keeping-SEL-Developmental.pdf>

#### Video clips

CASEL: Social and Emotional Learning 101 (04:50):

[https://youtu.be/ouXhi\\_CfBVg](https://youtu.be/ouXhi_CfBVg)

This (non-Sesame Street video) discusses the 5 broad categories of social and emotional learning (SEL) that we strive to teach individuals starting from a young age. These are self-awareness, self-management, social awareness, responsible decision-making, and relationship skills.

Providing Opportunities to Practice Prosocial Skills (01:05):

<https://www.youtube.com/watch?v=7vklxomobMI>

In this video clip, a teacher discusses specific strategies a team of teachers uses in the classroom to allow children to have positive interactions with one another

Sesame Street- Mark Ruffalo: Empathy (02:28):

[https://www.youtube.com/watch?v=9\\_1Rt1R4xbM](https://www.youtube.com/watch?v=9_1Rt1R4xbM)

In this clip, Mark Ruffalo explains what empathy is to Murray

Sesame Street: Sharing Song! (01:31):  
<https://www.youtube.com/watch?v=ewhwY5-EP38>  
This is an animation with a song about sharing

Helping Kids Resolve Conflicts (03:48):  
[https://www.youtube.com/watch?v=tw\\_nQ4x19Eo](https://www.youtube.com/watch?v=tw_nQ4x19Eo)  
In this clip, Elmo wants to join in a game with others as an action hero and a teacher offers him strategies, which he tries to implement in order to join the interaction successfully.

Me Want It, But Me Wait (03:10):  
<https://youtu.be/9PnbKL3wuH4>  
This clip is a parody of Icona Pop's "I Love It" by Cookie Monster who wants to eat some cookies but is actively practicing self-control in order to not eat the cookies.

### Supplemental Activities and Additional Resources

1. **Discussion post prompt for online class or written face-to-face assignment:** *Social and emotional skills are not just for kids! We use these same skills that we teach preschoolers in our everyday adult lives. Provide at least 2 examples of situations in which you use social and emotional skills or strategies to be a successful college student.*

*See the example below.*

**Situation:** Sometimes I have negative feelings about an upcoming exam (like anxiety) and I don't want to think about the exam. However, I need to get good grades in college.

**Strategy/Skills Used:** In order to think about and study for the exam, I have to deal with those negative feelings. I regulate my negative emotions by telling myself that if I study well for the exam, I don't need to feel so anxious. Then I ask a friend who is in the same class if they want to start a study group and review material together before the exam.

2. **Planned face-to-face or online synchronous in-class discussion:** Prior to the discussion day, ask students to each send you a clip from Sesame Street (no longer than 5 minutes or they can provide time stamps of a portion of a particular SS episode) that include or focus on teaching children social and emotional skills (e.g., sharing, regulating emotions, being kind, empathy, identifying others' emotions). This will allow students to practice identifying social and emotional skills on their own. Choose a few of these clips to show in class and facilitate a discussion among students. You could put them into small groups before opening it up to a class-wide discussion. Alternatively, you could assign groups a particular clip and have them informally present their ideas to the rest of the class.

#### **Possible discussion questions:**

*Does this clip primarily focus on teaching social and emotional skills or is that just one component of the clip? For example, a clip about word learning or the alphabet may also have instances of modeling prosocial behavior.*

*Identify some of the strategies used in this clip to teach social and emotional skills. (If students are having difficulty with this, the instructor could provide some examples, such as "modeling prosocial behavior" or "emotion talk/coaching")*

*Are there different strategies Sesame Street uses to teach academic concepts, such as numbers or opposites, and the way they teach about social and emotional skills?*

Collaborative for Academic, Social, and Emotional Learning (CASEL) Website- this particular page discusses the CASEL framework, including the CASEL wheel, which includes the 5 components of SEL (shortened version of information in video clip above)-

<https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/#responsible>

Sesame Street in Communities Activity- this webpage includes a video and printable for making a “mood monster” to help children (ages 2-6) discuss their feelings-

<https://sesamestreetincommunities.org/topics/caring-for-kids/?activity=craft-connect-make-a-mood-monster>

Interactive Feeling Faces Activity- this Sesame Street in Communities activity involves clicking on different images of children’s faces to have the emotion labeled and described by Sesame Street characters Abby, Elmo, and Grouch-

<https://sesamestreetincommunities.org/topics/emotions/?activity=feeling-faces>

See Additional Topics

Executive Function

Autism Spectrum Disorders (ASD)

Theory of Mind