Developing Children Social Skills

Comportamento Positivo / Positive Behaviour

Reforçar atitudes positivas/ Reinforcing positive attitudes

Estar disponível para o outro/ Being available to help the other

Elogiar o esforço/ Praising effort

Elogiar o bom comportamento/ Praising good behaviour

Mostrar modelos adequados de comportamento/ Teaching good behaviour patterns

Elogiar o outro/ Praising the other

Premiar o esforço/ Rewarding effort

Incentivar o esforço/ Encouraging effort

Ensinar a importância de se colocar no lugar do outro/ Teaching the importance of putting one self in someone else's place

Social Skills in Children

The biological birth of the human being is followed by its psychological birth. In the first of live, which are recognized as decisive for the formation of multiple aspects of the personality, much of the child's learning takes place on the level of social and affective development such as learning to interact with others and forming affective and personal bonds. Development and socialization are processes that, from the beginning of life, depend on one another and do not occur separately. Much of our life is spent in the company of others, thinking about them and interacting with them.

Social skills, among many other concepts, involve: self-esteem, self-concept, self-knowledge, respect for others and foroneself,cooperation, good manners and rules. All of these are the basisof social competence.

It is through interaction in a social environment, in a group and with peers that the whole process of socializationis consolidated.

Socialization is a process that, within a give social group under the influence of various socializing agentes (family, school, peer group...) aims to learn and internalize cultural patterns, skills and knowledge that facilitate their social integration. At This stage, each child has access to several social models, and those that are more significant will be the basis of the behavior to adopt. Learning is, according to many psychology theorists, a complex process of imitation of models to which children have access throughout their primary socialization process. The school, as na agente of fundamental their primary socialization process. The school, as an agente of fundamental socialization in childhood, provides a condicive climate for the development of all these skills. In learning patterns of behavior, however, each child has the difficult task of dealing with diferente emotions sich as shyness, depression, distress, sadness, joy, anger, fear in order to become socially skilled. We can characterize emotion as a mental and physiological state linked to a great diversity of feelings, thoughts, desires, behaviors and situations. It is a subjective experience characterized by a complex response to external stimuli and also to internal stimuli that translates into physiological, behavioral, cognitive, affective, sentimental reactions and facial and vocal expressions.

Emotions play an importante adaptive role. They are, to a large extent, signs that we send to others about what is happening in and to us. Therefore, they are a form of communication.

An important feature of emotions is that they allow us to comunicate our intentions and feelings more expressively than simple words.

Each child should also have the capacity to deal with the most varied social situations; they express the ability to express what they think and feel in a coherent way and, above all, respect their peers and accept their diferences.

Emotions

Alegria
Happiness

Raiva
Anger

Vergonha
Embrassed

Bondade
Kindness

Tristeza
Sadness

Medo
Fear

Inveja
Envy

Sorridente
Smiling

This assignment seeks to promote the social competence of children, so that they develop positive interpersonal relationships with all their peers.

➢ Knows how to express and control emotions and feelings in a socially acceeptable and expected way.

➢ Acting assertively, defending their rights and fullfilling their obligations(learning to say no, reporting a problema, defending an opinion, etc...)

Reflecting on my emotions

WHEN I'M HAPPY I …

WHEN I'M SAD I …

WHEN I'M ANGRY I …

Classroom assembly

This way of working enables children to develop values of group coexistence, habits of dialogue and listening to others, the ability to solve problems, clarify doubts and make decisions, through attitudes of initiative and autonomy.

In this assembly the educator must take on the role of mediator and stimulate the children to social success.

Obrigado / Thank you!