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Social Emotional Learning During COVID-19

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Brief Summary

Background: Due to the COVID-19 pandemic people are jailed in their homes. Students are getting their formal education via online. Youths are forbidden to go outside, and they are unable to meet their meets. Perhaps cognitive development could be conduct with internet, but what about the emotional development. Could kids play with their friends with the help of computers. Socialization process occurs first in family then in schools and play gardens. The most negative effect occurred during COVID-19 perhaps the socialization of kids.

The aim of the study: To analyze those children books related with social emotional learning.

Methods: Qualitative research method was used in this study. Related documents were examined. There are 17 children's books that are known in child literature given in terms of writer, name, publication year, total pages, and summary.

Results: In this paper the usefulness of bibliotherapy argued. Some kid books which are highly effective social emotional learning skills for kids are introduced. Those books are selected from Kind Curriculum developed by Healthy Minds Association.

Conclusions: Those introduced books highly recommended for parents can be read aloof to children during COVID-19 in home setting. Those books also as part of social emotional learning curriculum subject it can be useful for pre-garden and early elementary years students' teacher.



Teachers also utilize these books in their face-to-face lessons or online courses.

Keywords:

pre-garden students, early elementary students, social emotional learning, kid books, socialization.

Background:

COVID-19, which started in China and spread all over the world in a short time, like a nightmare, affected all people negatively. Hundreds of people have been dying and thousands of people also have been suffering this illness in most miserable health conditions. More than one-year people are jailed in their homes. Students cannot go to the school, so all instructions conducted via internet.

Basically, socialization is a general term for the many ways and processes by which children come to be able to function as members of their social community. It is in part a process of learning and in part a process of being taught, but modern views of socialization also stress the active role of children in making sense of their social world and constructing their own ways of being part of their social group (The Open University, 2019). Socialization is strongly connected to developmental psychology. Humans need social experiences to learn their culture and to survive (Macionis & Gerber, 2011).

Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set, and achieve positive goals, feel, and show empathy for others, establish, and maintain positive relationships, and make responsible decisions (CASEL, 2021).

SEL is a methodology that helps students of all ages to better comprehend their emotions, to feel those emotions fully, and demonstrate empathy for others. These learned behaviors are then used to help students make positive, responsible decisions; create frameworks to achieve their goals, and build positive relationships with others.

SEL process which children:

- develop awareness and management of their emotions;
- set and achieve important personal and academic goals;
- use social awareness skills and interpersonal skills to establish and maintain positive relationships;
- demonstrate decision-making and responsible behaviors to achieve success in school and life (Parrikakou & Weissberg, 2007, p. 50).

The five social emotional learning competencies:



Self-awareness – To recognize your emotions and how they impact your behavior, acknowledging your strengths and weaknesses to better gain confidence in your abilities (Recognizing our emotions and values and being able to realistically assess our strengths and limitations).

Self-management – To take control and ownership of your thoughts, emotions, and actions in various situations, as well as setting and working toward goals (Being able to set and achieve goals and handling our emotions so that they facilitate rather than interfere with the task at hand).

Social awareness – The ability to put yourself in the shoes of another person who may be from a different background or culture from the one you grew up with. To act with empathy and in an ethical manner within your home, school, and community (Showing understanding and empathy for the thoughts and feelings of others).

Relationship skills – The ability to build and maintain healthy relationships with people from a diverse range of backgrounds. This competency focuses on listening to and being able to communicate with others, peacefully resolving conflict, and knowing when to ask for or offer help (Establishing and maintaining health relationships, working effectively in groups, and dealing constructively with conflict).

Making responsible decisions – Choosing how to act or respond to a situation based on learned behaviors such as ethics, safety, weighing consequences and the well-being of others, as well as yourself (Making ethical, constructive choices about personal and social behavior).

A responsive classroom is an evidence-based method to teaching and training that concentrates on retaining academics, actual community, active administration, and developmental consciousness. Expert construction, books, and supplies help elementary and middle school teachers to design secure, cheery, and pleasant classrooms and school centers where students acquire great social and scholastic abilities, and each student can succeed.

Connor (2020) connected a search on bring SEL to life for young students through picture books. She summarizes the results of this research like this:

Beginning elementary pupils are presently starting to discover the social and emotional skills that will lead them within life and approximately every cooperation can be an occasion to exercise. In extension to presenting specific preparation in social and emotional learning (SEL), scholars can strengthen these teachings within entertainment, interactive projects that approach the five core SEL competencies of collaboration, assertiveness, responsibility, empathy, and self-control (CARES).

Nearly like SEL are communication abilities, which kids at this stage are also quickly expanding. The conversation trades they receive within



communication arts are how they will display their social and emotional learning to society. Essence children's publications can be an excellent way to strengthen SEL within a current communication techniques curriculum (see, for example, Harper, 2016; Moore, 2018; Plucker, 2019).

The aim of the study. To analyze those children books related with social emotional learning. Social emotional learning is very important process which only gain in family and school. These COVID-19 time children must stay at their home. So, there should be immediate cure for how kids could gain emotional capacity.

Methods:

Qualitative research relies on data obtained by the researcher from first-hand observation, interviews, questionnaires, focus groups, participant-observation, recordings made in natural settings, documents, and artifacts. The data are generally nonnumerical. Qualitative methods include ethnography, grounded theory, discourse analysis, and interpretative phenomenological analysis (Creswell & Guetterman, 2021). Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning around an assessment topic (Bowen, 2009).

Results:

17 kid books investigated in this study.

“All of Me! A Book of Thanks”. This book written by Molly Bang and published by Blu Sky in 2009. There are 40 pages in the book. A young child who is thankful for the world around him/her.

“What’s My Job?” This book written by Lyn Calder and illustrated by Paul and Alice Sharp in 2000 and published by Scholastic. The book is 32 pages. The author gives some clues about vocations and asks to kid to find out the job.

“I’m the best”. This book written and illustrated by Lucy Cousins and published by Walker Books Ltd. In 2010. The book is 32 pages. “I win! I’m the best!” Dog boasts. He can run faster than Mole, dig better than Goose, swim faster than Donkey, and he’s much bigger than Ladybug.

“In My World”. This book written by Lois Ehlert and published by HMH Books for Young Readers in 2002. The book is 36 pages. Creeping bugs and wiggling worms, splashing rain and glittering stars – nobody notices the details of the world around them more than children and artists.

“Hey, Little Ant”. This book written by Phillip Hoose and Hannah Hoose and illustrated by Debbie Tilley. The book published by Treyle Press in 1998 and 32 pages. What would you do if the ant you were about to step



on looked up and started talking? Would you stop and listen? What if your friends saw you hesitate?

“Dogger”. This book written by Shirley Huges. It was first published in 1977. In 1993 published by Harper Trophy. The book is containing 32 pages. An enduring classic about how a little boy’s stuffed dog is lost and found again.

“Can You Say Peace?” This book written by Karen Katz. Published by Henry Holt and Co. in 2006. The book is 32 pages. International Peace Day is September 21. On this day and every day throughout the year, children all over the world wish for peace.

“Moody Cow Learns Compassion”. This book written by Kerry Lee Maclean. The book published by Wisdom Publications in 2012. There are 32 pages in the book. This delightful sequel to Moody Cow Meditates reintroduces us to Peter (aka Moody Cow) and meet his mischievous “boys-will-be-boys” friend Bully.

“When Sophie Gets Angry – Really, Really Angry”. This book written by Molly Bang and published by Blue Sky Press in 1999. There are 32 pages in the book. Everybody gets angry sometimes. For children, anger can be very upsetting. Parents, teachers, and children can talk about it.

“Garcias/Thanks”. This book written by Pat Mora and illustrated by John Parra. 32 pages of the book published by Lee & Low Books in 2005. A young multiracial boy celebrates family, friendship, and fun by telling about some of the everyday things for which he is thankful.

“How Kind!” This book written by Mary Murphy. Published by Candlewick Press in 2004. The book is 24 pages. He gives Pig an unexpected present. “How kind!” says Pig. Pig is so touched, in fact, that he decides to do something kind too. So, Pig gives Rabbit a gift. “How kind!” says Rabbit, who does something kind for...

“Sumi’s First Day of School Ever”. This book written by Soyung Pak and illustrated by Joung Un Kim. The book published by Viking Books for Young Readers in 2003 and contains 32 pages. The first day of school can be lonely and scary, especially when you don’t speak the same language as everyone else.

“Down the Road”. This book written by Alice Schertle and illustrated by E. B. Lewis. The book published by HMH Books for Young Readers in 1995 contains 40 pages. Mama and Papa agree that eggs for breakfast would be nice, but they’re too busy to go to the store.

“The Listening Walk”. This book written by Paul Showers and illustrated by Alike. The book first published by Harper Collins in 1961. There are 32 pages in the book. Put on your socks and shoes – and don’t forget your ears! We’re going on a listening walk.



“Somewhere Today: A Book of Peace”. This book written by Shelley Moore Thomas. It published by Albert Whitman Company in 1998. The book is 24 pages long. Somewhere in the world each day, people just like you are acting in kind, peaceful, loving ways.

“Quick as a Cricket”. This book written by Audrey Wood and illustrated by Don Wood. Child’s Play International published in 2001 this book. There are 32 pages in the book. A celebration of a child’s growing self-awareness, and a prime example of how books can contribute to this.

“A Quite Place”. This book written by Douglas Wood and illustrated by Dan Andreasen. The publisher of the book is Simon & Schuster Books for Young Readers and published in 2014. There are 32 pages in the book. A place that’s far away from the hustle and bustle of everyday life. Figure 1 illustrates kids’ books related with social emotional learning.

Figure 1
Kids’ Books Related with Social Emotional Learning



Conclusions:

The introductory article to this special edition of School Psychology International, “Using Children’s Literature to Strengthen Social and Emotional Learning,” describes the need for a broader base of support for



children's mental health needs. Both nationally and internationally, the limited number of mental health professionals demands alternative options for the delivery of mental health services. Schools are recommended as one proposed venue for providing these services to children and youth. From the mental health perspective of both prevention and intervention, bibliotherapy is proposed not just as a professional's therapeutic tool, but also as a layman's resource to address students' basic social emotional needs. We offer resources from a website that includes basic bibliotherapy lesson plans, posters, activities, and video clips – all centered on the five foundational competencies identified by the Collaborative for Academic, Social, and Emotional Learning (CASEL). This website is geared to educators and mental health professionals who work with elementary school children, ages 5–11 (Heath et al., 2017).

For children this means that socialization experiences will be directed at developing different kinds of social knowledge and self-regulation abilities in different social and cultural settings. A challenge for social development researchers is to expand the scope of their studies to examine the array of settings around the world in where children spend their time in which they develop and practice novel social behaviors.

Social emotional learning is very important for kids. Due to the COVID-19 pandemic times students must stay at their home. Parents should be bear in mind that they can teach emotional aspects of social life to their siblings. Like in Connor (2020) study this manuscript offset some kid books for social emotional learning for the use of parents. Those books selected from Center of Health Minds – University of Wisconsin-Madison (2017). There are 17 kid books available for social emotional learning.

Conflicts of interests:

The author declares that there is no conflict of interests.

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