

PEDAGOGICAL INPUT

for the adventure of family life



79_The child's world outside the family

The older a child gets, the more important encounters and interactions with peers become. These encounters can happen in many places: pedagogical structures, playgrounds, public facilities or meeting places. In being together, children can experience themselves and acquire important social skills. "In addition, although it is wonderful for small children to have parents who can fully engage with them and their needs, it really boosts their development when they also meet people who treat them very differently." (Imlau, 2018, S.77)¹

Learning together

Working together can have numerous positive effects. Values such as friendship, equality, appreciation, integrity and many more can be conveyed and experienced in everyday life. Togetherness is cultivated, prejudices are reduced and diversity is integrated. "A large-scale overview study shows that contact with other groups not only works against xenophobia, but also against all other forms of 'us against them'." (Schmidt, 2019, p.245, quoted from Pettigrew and Tropp)² The common experience can thus serve as a valuable bridge between people.

Learning in the family as a basis for social behaviour

Meeting other children can therefore have many positive effects on the development of a child's social behaviour, but one fundamental factor should always be taken into account:

"Whether children get along well with others, regulate their emotions or resolve conflicts depends primarily on how the family treats one another, i.e. how well the parents respond to the child, regulate themselves and help it resolve conflicts." (Schmidt, 2019, p.194)³

Text: Corinna Bertagnolli

Recommended literature:

¹Nora Imlau, (2018), So viel Freude, so viel Wut. Gefühlsstarke Kinder verstehen und begleiten (So Much Joy, So Much Anger. Understand and Accompany Emotionally Strong Children), Kösel-Verlag, in the Random House GmbH publishing group, 5th edition, Munich

²T.F. Pettigrew and L.R. Tropp, (2006)>>A Meta-analytic Test of Intergroup Contact Theory <<, Journal of Personality and Social Psychology 90 (5), pp. 751-783.

³Nicola Schmidt, Educating without Scolding. Alltagsstrategien für eine artgerechte Erziehung, (Everyday Strategies for Ethical Upbringing), 2019 Gräfe und Unzer Verlag GmbH, Munich