



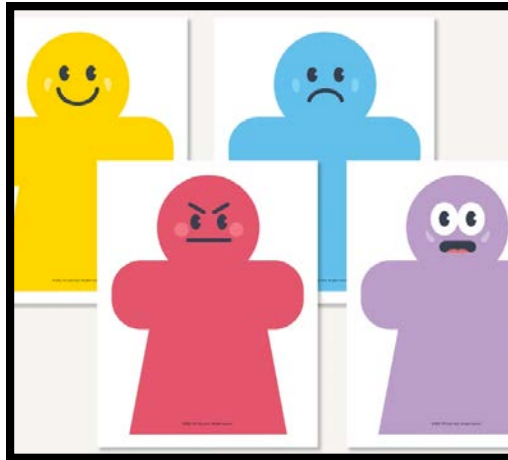
Umbrella Program Excellence Team

Newsletter

Issue 6

2024

UMBRELLA CHRONICLES



Tools for Life - 9 Concepts



1

SETTING UP THE ENVIRONMENT

RELATIONSHIPS

CONCEPT 1: BUILDING A CULTURE OF BELONGING

- Family Photo Wall
- Opportunities for Play and Relationship Building
- Use EDIB books to build a sense of belonging
- Art Materials should be reflective of the children in the classroom.
- Connect before direct/correct

- Time and attention
- Words and gestures of caring and affection at the level of the child's comfort.
- acceptance and respect for who the child is
- Listen to conversations
- Approach children, offer to be with the child.

Ways to show we care – smile, hug, comfort, share, morning greeting and family pictures.



SUPPORT AND INCLUDE ALL CHILDREN

- Have opportunities for children to engage in song, movement and small group interactions
- Build on childrens' interest, identify their strengths, motivations and needs
- Assign children classroom jobs
- Encourage children to lead conversations
- Invite families to share, have conversations about what is important to them
- Greeting Baskets



CONCEPT 2: HOW TO CALM DOWN

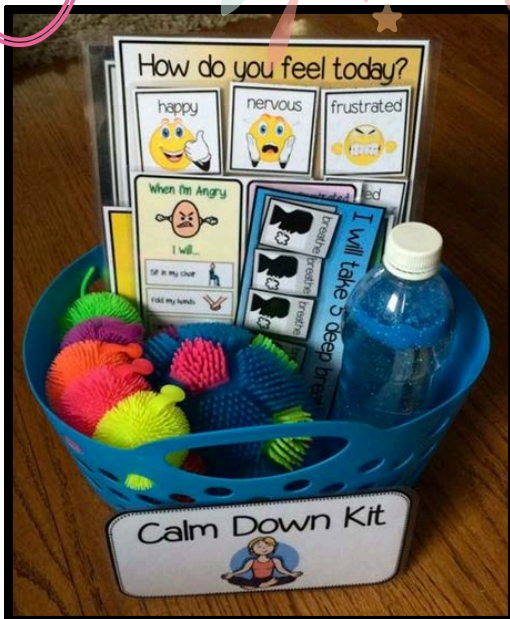
2 SETTING UP THE ENVIRONMENT

RELATIONSHIPS

Calm Down and Cozy Corners:

- Comfy cushions
- Squishy toys
- Comfort items or items they can cuddle
- Calm down cards/breathing techniques
- Puppets, playdough, rain stick, glitter bottles
- Mirrors and feeling books
- Headphone and music

- Work alongside the children to teach them how to manage their actions and feelings.
- Co-regulation is defined as warm and responsive interactions that provide the support, coaching and modelling for children – Educators give children guidance.



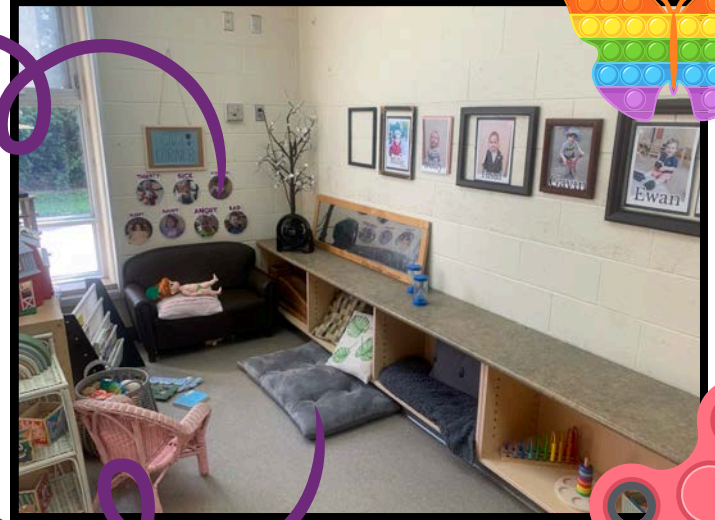
Defining the Five Domains of Self-regulation

1. Biological – Children begin to feel good inside
2. Emotional – Children are happy when they are playing and having fun with other children
3. Cognitive- Children build self-esteem and have positive thoughts
4. Social – Children develop positive relationships and enjoy being with other children
5. Pro-Social – Children are welcomed by a caring community and learn when to feel safe with others.

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CONCEPT 2: HOW TO CALM DOWN

RAY LEWIS - TODDLER



TEMPLEMEAD - PRESCHOOL 1

KEEP CALM



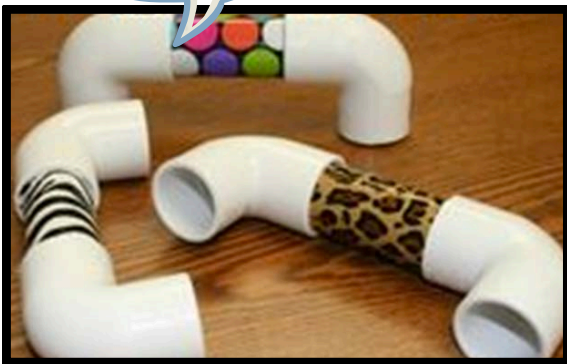
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CONCEPT 3: COMMUNICATION BUILD CONNECTION

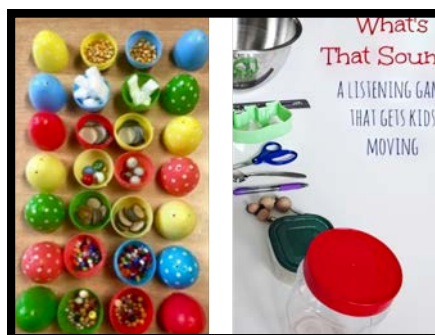
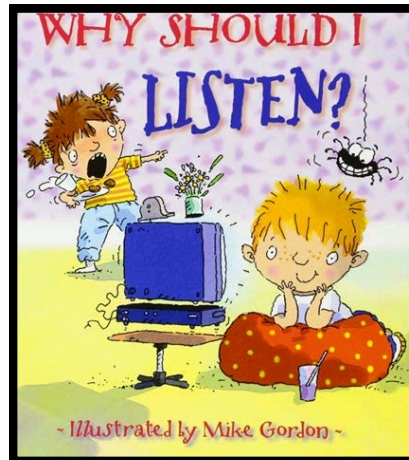
SETTING UP THE ENVIRONMENT

RELATIONSHIPS

- Intentional Materials – Phones, or the plastic plumbing elbows for self talk or communication with others
- Create opportunities for conversations – such as open snack time, free play.
- Set-up furniture and activities - to promote face-to-face interactions or side-by-side - this can be done in a quiet area, set up cushions or tables with some chairs to promote these conversations between children.
- By waiting, you give children time to develop their own ideas and build their confidence and independence.
- Waiting also helps you understand their needs.
- Successful communication is a two way street
- Communication is served several ways, tone of voice, eye contact, facial expressions and our words.
- Listening to childrens' opinions, summarizing what the children are saying, paying attention to their interests, language, and social skills.



Be accessible where children are gathered or playing. Make two-way conversations a priority.



Activity ideas:

- Sounds in our neighborhood
- Telephone
- Sound bingo
- Name that tune

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CONCEPT 4: SELF-ESTEEM

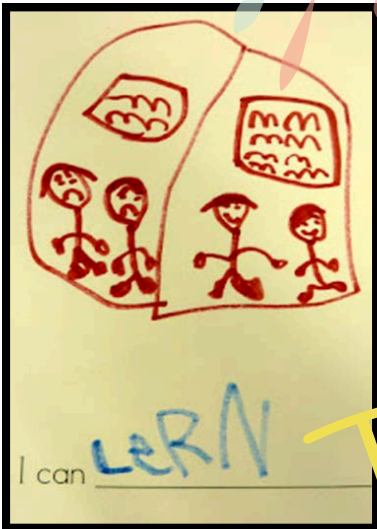
SETTING UP THE ENVIRONMENT

- Collecting photos that celebrate each child, adding some personal touches and interests about the child
- Group photo albums
- Mirrors and materials for drawing, making self portraits with other open ended materials/loose parts
- Providing song that build self esteem
- Daily affirmations

RELATIONSHIPS

For children self-esteem comes from:

- Knowing that children are loved and that they belong and feel connected
- Being encouraged to try new things, finding things they're good at
- Being praised for things that are important to them



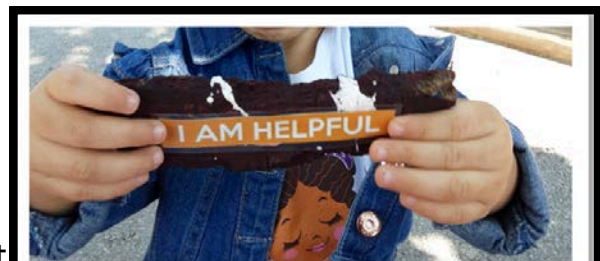
Children hear adults and peers labelling them and talking about them. If they hear something about themselves repeated over and over again, they are going to believe that to be true about themselves. Let's make sure children are spoken about in a positive way.

I matter

What kinds of communication supports self-esteem?

- Following the childrens' lead, which makes them confident in their choices
- Acknowledging and describing children's efforts and achievements
- Supporting children to make their own decisions, especially in play

I am brave



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CONCEPT 5: ALL FEELINGS ARE OKAY!

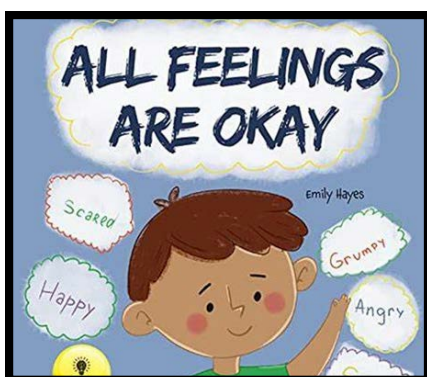
SETTING UP THE ENVIRONMENT

- Puppets, figures, dolls, doll care props, blankets, bottles, spoons and dishes
- Picture cards of various feelings
- Photos of children's faces in card format
- Books about feelings
- Mirrors at multiple learning centres
- Materials at creative art, water colours
- Multicoloured markers and crayons

it's okay to
feel your
feelings

RELATIONSHIPS

- Important to check in
- When children don't come to you at all, then check in, when facial expressions or body language from children alert you that they are not happily engaged. Then check in with them
- Attend to the emotion with empathy,
- Name the emotion
- Validate the emotion
- Meet the need of the emotion



Naming emotions accurately helps children be clearer about what is going on inside.

5

CONCEPT 5: ALL FEELINGS ARE OKAY!

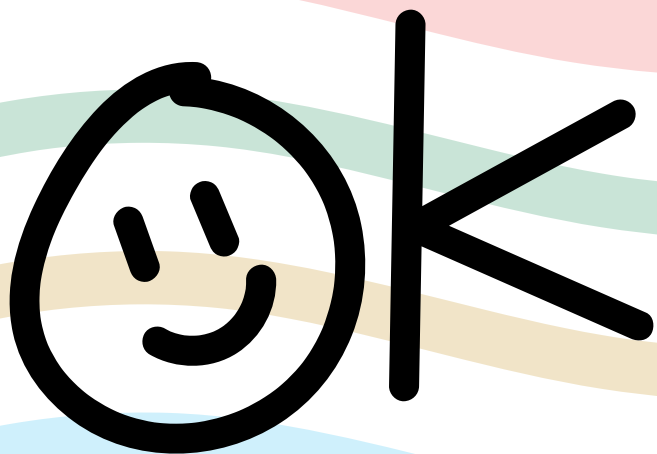
TEMPLEMEAD - PRESCHOOL 1



it's okay to feel



your feelings



GREENSVILLE- PRESCHOOL



6

CONCEPT 6: BODY CUES

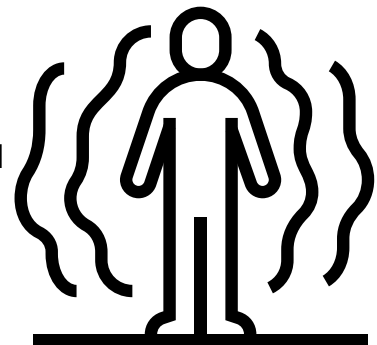
SETTING UP THE ENVIRONMENT

RELATIONSHIPS

- Set up unbreakable mirrors and post different I feel faces around the mirror to encourage children to look at themselves when they are showing different feeling.
- Feeling faces created by children.
- Playdough centre, making feeling faces
- Loose Parts table where children can create faces using materials like sticks, stones, shells, yarn, buttons and pipe cleaners.
- Pointing out the children's body clues will allow the children to make sense of their body and the messages they are trying to show us.
- For example: Can you tell me how your body feels when you are happy? This is when an educator can point out clues that indicate happy faces and bodies:
 - Your mouth is smiling
 - Your eyes are open and sparkling
 - Hands clapping
 - Maybe jumping and moving around



feeling
ALL THE FEELS



6

CONCEPT 6: BODY CUES



MOOD

Take care
of your body



take a deep
breath



CONCEPT 7: IDENTIFYING FEELINGS OF OTHERS

SETTING UP THE ENVIRONMENT

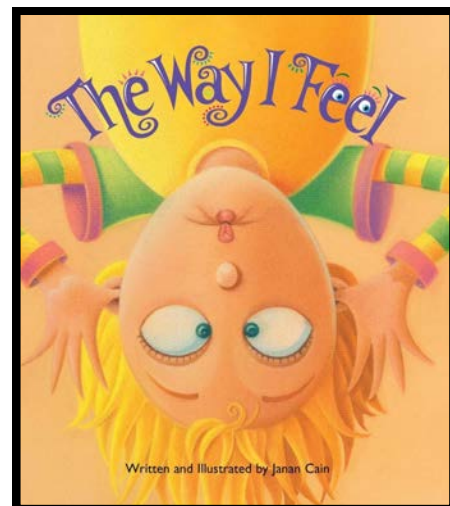
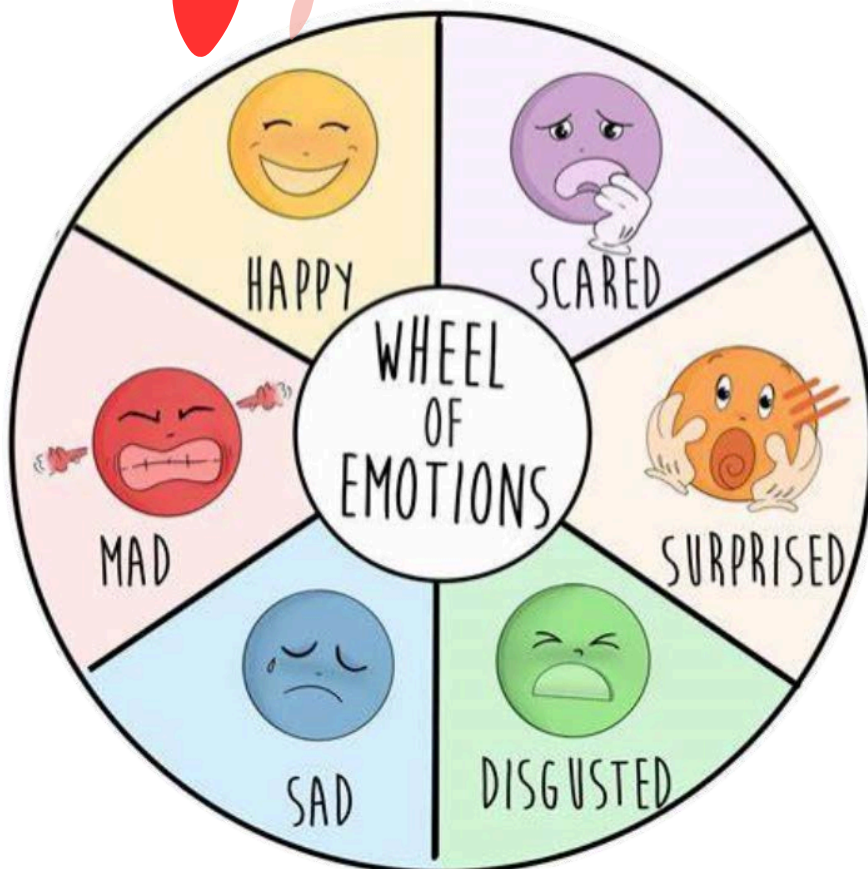
Setting up the environment with intentional materials

- Feelings wheel
- Puppets with expressed emotions
- Mirrors in all area of the learning centres
- Books about feelings
- The feelings song - You tube
- Jack Hartman songs about emotions



RELATIONSHIPS

- Children are more likely to develop emotional empathy if they experience it from others and if they see educators model empathy in their interactions with other children.



8

CONCEPT 8: FRIENDLY WORDS!

SETTING UP THE ENVIRONMENT

RELATIONSHIPS

- Consider putting up ideas and supporting children in expressing how they feel
- Role model, name and notice when children are kind to one another
- Choose books and stories to highlight how and if friendly words were used

WONDERFUL

- Modelling friendly words creates a supportive and inclusive social environment that encourages positive communication and interactions with friends
- As children acquire more self-esteem and confidence and engage in meaningful conversations with peers and adults to understand how they use friendly words can build a positive relationship with others



YES YOU CAN!!!

you've
GOT THIS

Friendly words such as:

You can do this!
Way to go!
I like the way you...
You really tried...



As children engage in various forms of social play and are supported to recognize the varied capabilities and characteristics of other children, they learn to get along with others, to negotiate, collaborate, communicate and to care for each other.

9

CONCEPT 9: THE PROBLEM-SOLVING LIGHT AND TOOLS

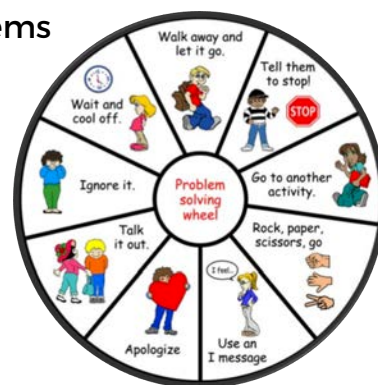
SETTING UP THE ENVIRONMENT

- Puppets, dolls, figurines
- Problem solving cards
- Calm Down Cards
- Materials to make a class size stoplight



RELATIONSHIPS

- Supporting the understanding that there are many ways to solve problems
- Understanding that problems can have many solutions, strengthens childrens' ability to solve problems with independence
- The traffic light presents a visual aid that encourages children to begin to self-monitor their behaviour and begin to practice how to solve problems

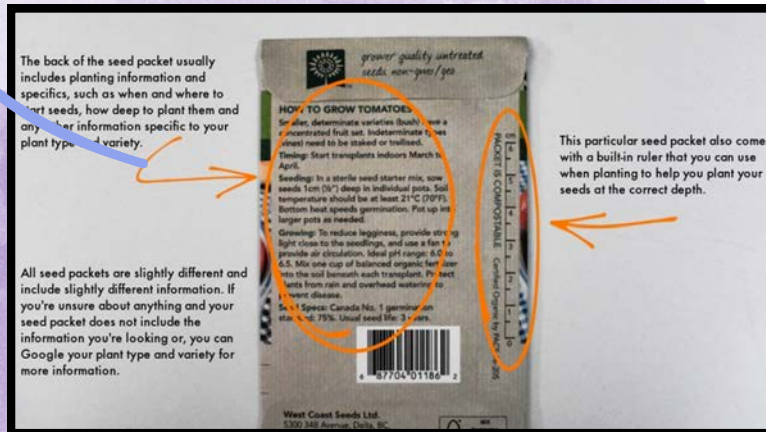


Red - Stop and Calm Down!
(together, chose a way to calm down, talk about how they are feeling)

Yellow - Think! (think about the tools, ways to solve your problem and who can help them)

Green - Decide! (Decide on the best tools to solve your problem and give it a try)

CONCEPT 9: SEED PACKET -SHELLEY MOORE



Seed Packets as Individualized Planning:

- Imagine a seed packet. Each seed represents a unique student with their own strengths, needs, and potential.
- Just as a gardener selects specific seeds for different conditions (sunlight, soil, climate), educators tailor their teaching strategies to meet individual student requirements.
- Inclusive education involves recognizing and celebrating this diversity, ensuring that every student has the opportunity to grow and thrive.

- Children usually give clues regarding their interests through their choices in play.
- By simply observing them, you can find out a lot of information about their individual preferences and interests.
- A child portfolio is a tool for us educators and for other children to get to know a person, their likes and dislikes, favourite food, sports and their interest.
- This will allow us to know more about the children especially when it comes to times of self-regulation and strategies to use when coping.

A detailed illustration of a wooden toolbox, likely made of pine, with a handle on the left side. The toolbox is open, revealing a variety of tools stored inside. Visible tools include two hammers (one with a wooden head, one with a metal head), several wrenches (some open, some closed), and several screwdrivers with different colored handles (orange, green, and silver). The tools are arranged in a somewhat haphazard manner, suggesting a well-used workshop. The background is a solid dark purple.

WE ALL HAVE WAYS OF COPING

Think about where you like to do when you get wound up?

Observe where the children gravitate to, Is it sensory play items such as sand, water, playdough?
or do the express this in a more physical way?

[illegible]

PROGRAM EXCELLANCE TEAM

UPDATES

**Communities of Practice -
Jenny Redmond**



Community of Practice

**Wednesday, October 30th, 2024
6:30-8:00 pm**

Empowering Minds: A Community of Practice for Classroom Literacy



**Interested staff can register through the zoom link that
will be sent out as part of our training invite.**

Certificate Available

We look forward to connecting with you!