
Welcome
Part 2
Tools for Life Early Years
—

KEY CONCEPTS

TOOLS FOR LIFE —

EARLY YEARS EDITION

The nine concepts introduced present opportunities for children to develop awareness and beginning competence in social interactions.

- ✓ Concept 1: Building a Culture of Belonging
- ✓ Concept 2: How to Calm Down
- ✓ Concept 3: Communication Build Connection
- ✓ Concept 4: Self-esteem
- ✓ Concept 5: All Feelings are Okay!
- ✓ Concept 6: Body Cues
- ✓ Concept 7: Identifying Feelings of Others
- ✓ Concept 8: Friendly Words!
- ✓ Concept 9: The Problem-Solving Light and Tools

CONCEPT 1: Building a Culture of Belonging

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



Children need to know that they are accepted for who they are. They should know that what they do can make a difference and that they can explore and try out new activities.

INFORMED PRACTICE

Educators can know more about the complexity of each child and can deepen children's learning and experiences when they look at and listen to children from multiple perspectives, asking, for example:

- ✓ What are the unique strengths and needs, approaches, attitudes, and dispositions of each child?



RELATIONSHIPS

The role of the educator is paramount in setting the climate for a caring community!


- ✓ Building a Relationship
- ✓ Welcoming Practices
- ✓ Separation Times







Every Child Needs a Champion


TedTalk by the late, great Rita Pierson


★  James Comer: "No significant learning can occur without a significant relationship."

★ Kids don't learn from people they don't like 



★ Teacher: "You were chosen to be in my class!" 

★  Student: "You made me feel like I was somebody"

★ Teaching and learning should bring joy 



★ Every child deserves an adult who will never give up on them



YOU CAN DO IT!!

★ This job is tough but we can do it. We're educators and we were born to make a difference. 

@sylvia duckworth

SETTING UP THE ENVIRONMENT

- ✓ Create Environments
- ✓ Family Photo Wall
- ✓ Opportunities for Play and Relationship Building
- ✓ Use EDIB books to build a sense of belonging
- ✓ Art Materials should be reflective to the children in the classroom.



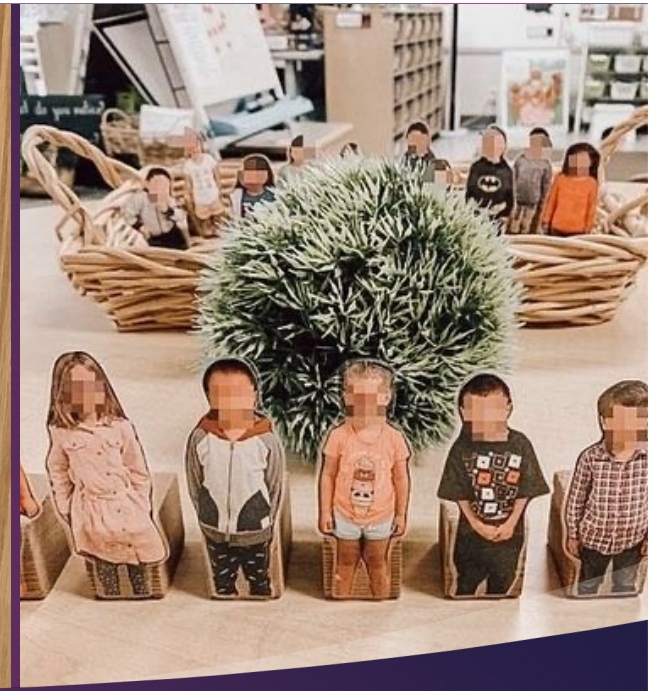
ALL DAY...EVERY DAY – INTENTIONAL PRACTICES

To create an atmosphere of safety and belonging, the educator's prime role is to be

- ✓ engaged in the play and social scenarios of the children.

*The best advice is to follow the
children's lead.*





WE FEEL HAPPY WHEN WE ARE INCLUDED

CONCEPT 2: HOW TO CALM DOWN

When children are calmly focused and alert, they are best able to modulate their emotions; pay attention; ignore distractions; inhibit their impulses; assess the consequences of an action; understand what others are thinking and feeling, and the effects of their own behaviours; or feel empathy for others.

Dr. Stuart Shanker, Calm, Alert and Happy 2013



INFORMED PRACTICE

Learning how to become calm has life-long benefits.

- ✓ Self-Regulation

Defining the Five Domains of Self-Regulation

- ✓ Biological
- ✓ Emotional
- ✓ Cognitive
- ✓ Social
- ✓ Pro-Social



RELATIONSHIPS

- ✓ Educators support children's self-regulation skills by co-regulation with the children they care for.
- ✓ Co-regulation is defined as warm and responsive interactions that provide the support, coaching and modelling for children.
- ✓ Tips for Educators

Relationships matter because, for children, calming begins with co-regulating



NO SIGNIFICANT
LEARNING CAN OCCUR
WITHOUT A SIGNIFICANT
RELATIONSHIP.

SETTING UP THE ENVIRONMENT

Calm Down and Cozy Corners:

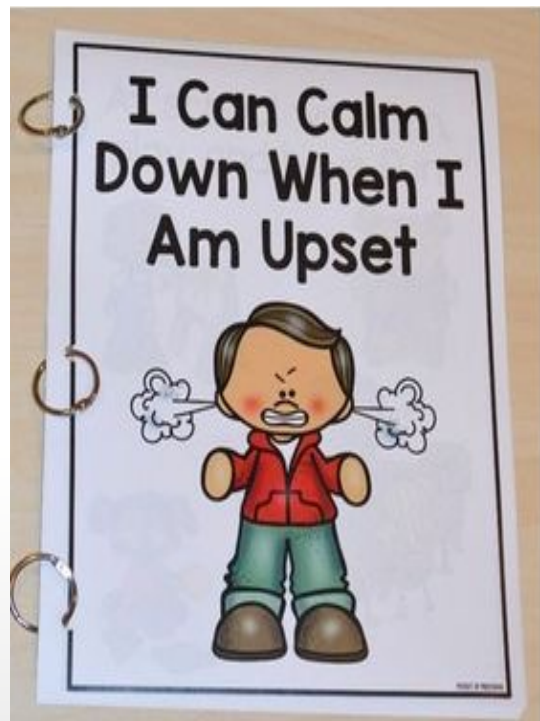
- ✓ Comfy cushions
- ✓ Squishy toys
- ✓ Comfort items or items they can cuddle
- ✓ Calm down cards/breathing techniques
- ✓ Puppets, playdough, rain stick, glitter bottles
- ✓ Mirrors and feeling books
- ✓ Headphone and music



ALL DAY...EVERY DAY – INTENTIONAL PRACTICES

- ✓ TIME-IN.
- ✓ Educators goes down to the children's level
- ✓ Listen attentively
- ✓ Educators monitors the child for a period until they feel calm and ready to join the group
- ✓ Work together to brainstorm possible scenarios.



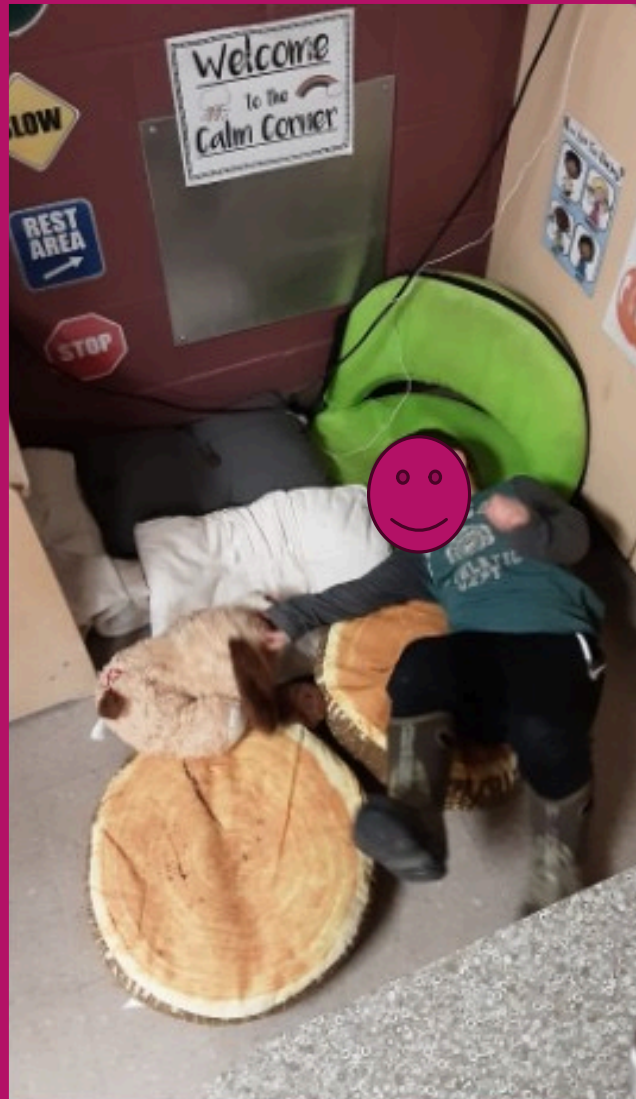


Bubble Breathing

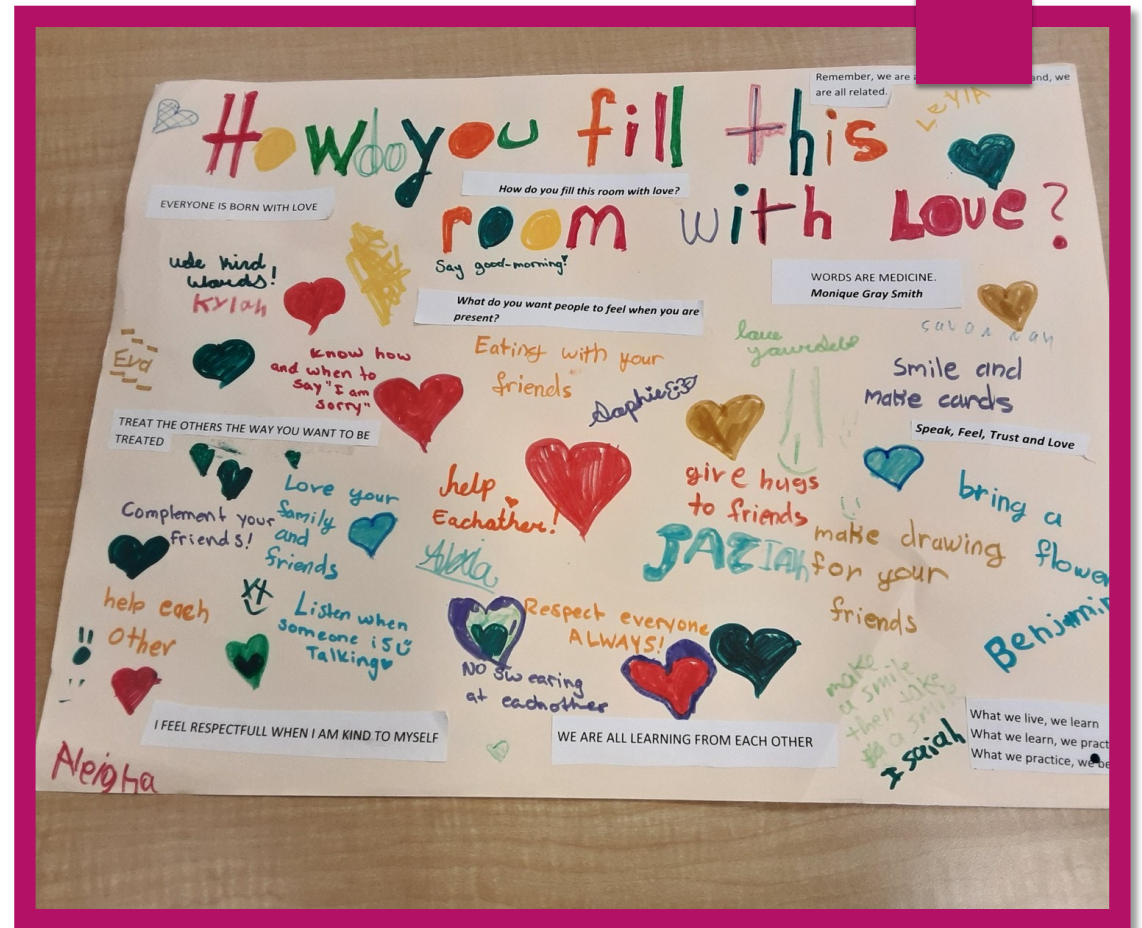


1. Imagine you have a wand to blow bubbles.
2. Take a deep breath in through your nose.
3. Slowly breathe out through your mouth as if you are blowing a bubble through a wand.
4. Repeat as many times as necessary.

THE ENCOURAGING
CLASSROOM



- ✓ Serve and Return Interactions
- ✓ Communication



RELATIONSHIPS

By waiting, you give children time to develop their own ideas and build their confidence and independence.

Waiting also helps you understand their needs.

- ✓ Conversations
- ✓ Good Listening



SETTING UP THE ENVIRONMENT

- ✓ Intentional Materials
- ✓ Create opportunities for conversations
- ✓ Set-up furniture and activities



ALL DAY...EVERY DAY – INTENTIONAL PRACTICES

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

- ✓ During Play
- ✓ During Routines
- ✓ Guidance Interventions
- ✓ Noticing and Naming
- ✓ Ongoing Experiences

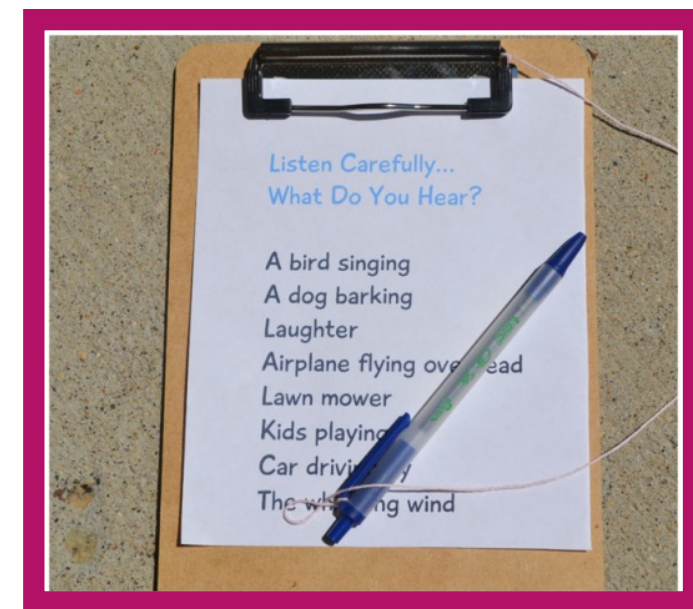
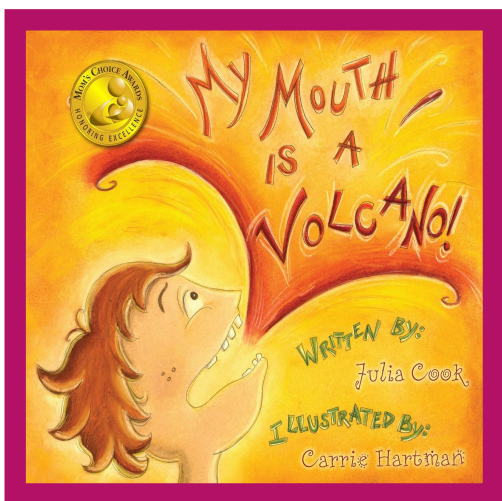
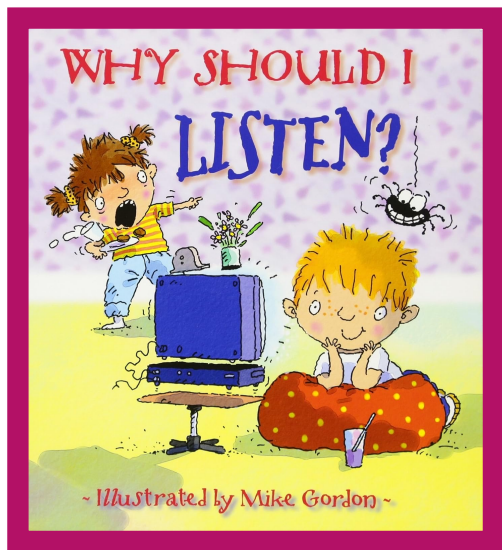




What's
That Sound
A LISTENING GAME
THAT GETS KIDS
MOVING

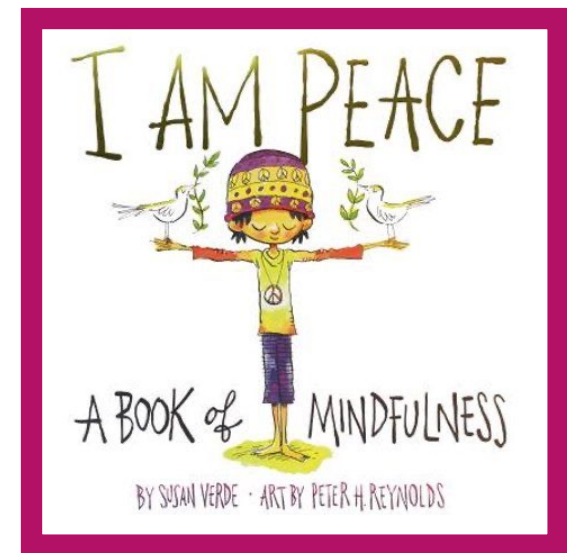


ACTIVITIES



CONCEPT 4 – SELF-ESTEEM

- ✓ I Like Myself
- ✓ Friendly words I can say to myself that makes me feel good



INFORMED PRACTICES

- ✓ Secure Relationships
- ✓ Well-being
- ✓ Educators can support children



RELATIONSHIPS

*Self-esteem is influenced much more through daily interactions and conversations than through group discussions.
Coming to value oneself occurs in many situations during the day.*

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.

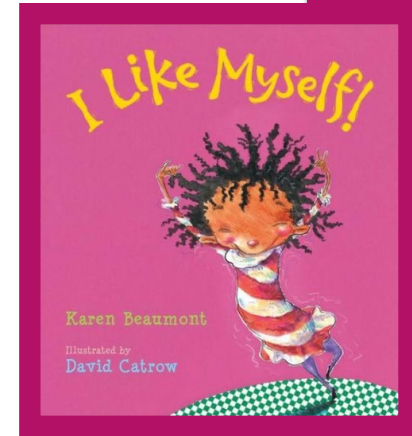
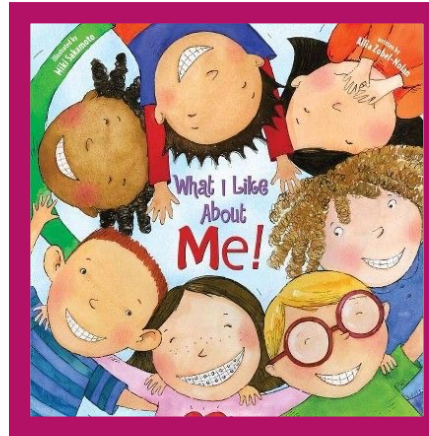
SPONTANEOUS EXPERIENC AND INTERACTIONS

- ✓ What kinds of communication supports self-esteem?
- ✓ What kinds of guidance supports self-esteem?



SETTING UP THE ENVIRONMENT

- ✓ Ensure Personal Space
- ✓ Adding Books To Your Learning Centres
- ✓ Intentional Materials



Showcase each child as a unique and special individual

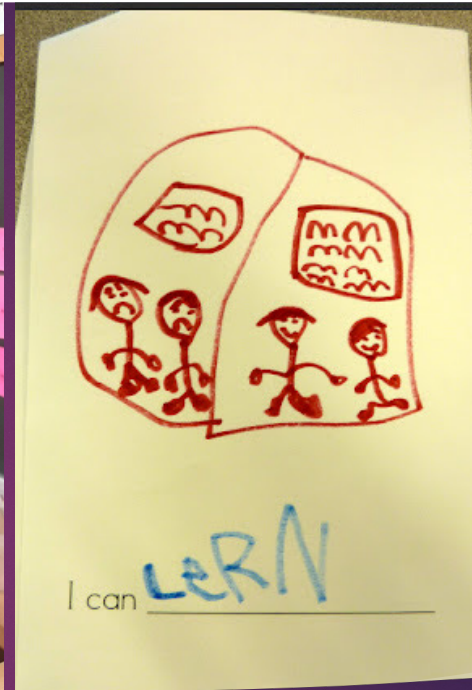
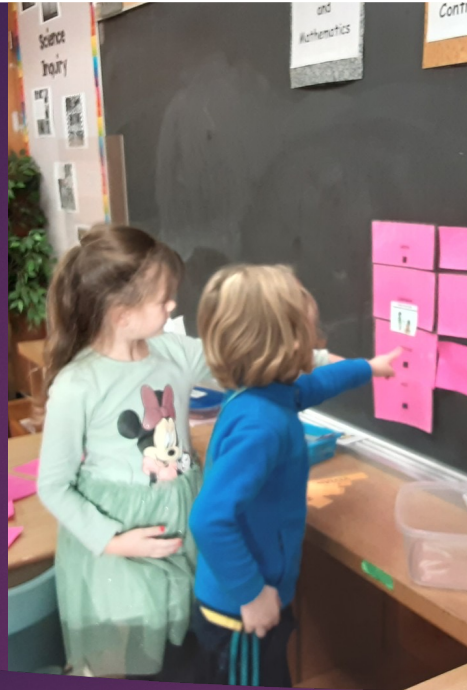


ALL DAY – EVERYDAY – INTENTIONAL PRACTICES

- ✓ Model your Acceptance
- ✓ Observe and Verbalize
- ✓ Plan and Engage

*Celebrate each child as a valued
play partner and group member*





**“
Kids deserve
the right to think
that they can
change the world.”**

LOIS LOWRY

I CAN...

Mentimeter

- ▶ Take a minute to read the quote together. Choose the following.
- ▶ A phrase that moved, engaged, provoked or was meaningful to you?
- ▶ A word that captured your attention or struck you as powerful.

Just like children,
emotions heal when they
are heard and validated

Jill Bolte Taylor

PICTUREQUOTES.COM

CONCEPT 5: ALL FEELINGS ARE OK!

Naming emotions accurately helps children be clearer about what is going on inside – essential both to making clear head decisions and to managing throughout life.



ACTIVITY – EMOTION CHANNEL CHANGERS

- ✓ Activity
- ✓ Discussion Questions
- ✓ Related Skills



INFORMED PRACTICES

Self-awareness is a prerequisite for understanding the feelings of others.

- ✓ A child's first steps in developing a sense of self-control is being able to recognize different feelings, in self and in others, and being able to express those feelings appropriately.
- ✓ Using Books to support emotional literacy

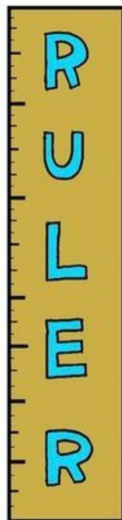


PERMISSION TO FEEL
by Marc Brackett

UNLOCKING THE POWER OF EMOTIONS TO HELP OUR KIDS, OURSELVES, AND OUR SOCIETY THRIVE

Your **FEELINGS** impact your life in **5** important areas:

- LEARNING
- DECISION-MAKING
- RELATIONSHIPS
- HEALTH-PHYSICAL & MENTAL
- CREATIVITY



Recognize You need to pause throughout the day and check in with your mind and body.

AT THIS EXACT MOMENT, WHAT IS MY EMOTIONAL STATE?

Understand Be an "emotion scientist." Why are you feeling this way? What's causing it?

WHAT COULD HAVE TRIGGERED THIS FEELING?

Label Put your feelings into words. Be specific. Broaden your emotional vocabulary.

ARE YOU SAD? MELANCHOLY? UNFULFILLED?

Express Converting emotions into words improves your health. Talk about your problems or write them down.

FIND PEOPLE WITH WHOM YOU FEEL SAFE BEING VULNERABLE.

Regulate Experts recommend three strategies for regulating emotions:

- 1 Perform positive self-talk in the *third person*.
- 2 Reframe your feelings in a *positive* way.
- 3 When you feel a negative emotion, ask: "What would my *best self* do?"

WHAT WOULD YOUR BEST SELF DO?

John Curtis

How do you make **RULER** easier?

- Spend time with family and friends.
- Pursue passions and pastimes.
- Get in touch with your spiritual side.
- Immerse yourself in nature.
- Read a good book.
- Watch a funny movie.

PERMISSION TO FEEL BY MARC BRACKETT



Understanding Children's Emotions in Extraordinary Times + How that Makes You Essential

A conversation with
Dr. Jean Clinton

RELATIONSHIPS

When a child comes to you with a problem, always respond. Educators need to encourage children to seek assistance when they are upset or anxious.

- ✓ Worth the fuss
- ✓ Important to check in





SETTING UP THE ENVIRONMENT

INTENTIONAL MATERIALS

ALL DAY – EVERYDAY –

INTENTIONAL PRACTICES

EMOTION COACHING

Attend to the emotion
acknowledge somethings wrong

01

SAY

"Whoa! I can tell something's up right now"

Name the emotion
Put the emotion your child's experiencing into words

02

SAY

"You look really mad " or "you seem disappointed"

Validate the emotion

Remember – all emotions are valid, even if the behavior accompanying them is inappropriate.

03

SAY

"It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]"

Meet the Need of the Emotion
Help your child get through the emotion until it passes

04

SADNESS needs comfort
FEAR need safety & security
ANGER needs patience & boundaries

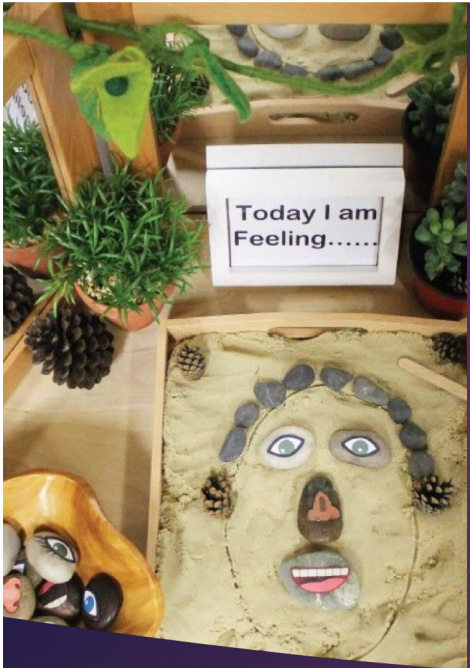


Activities

CONCEPT 6: BODY CUES

One of the reasons that recognition of body clues is so important is that it creates the opportunity for children to enhance their innate empathy, from the initial level of responding to another's feelings, to understand why the other person is upset, and most importantly, to become motivated to help the other person to feel better.

- ✓ Emotional
- ✓ Cognitive
- ✓ Compassionate



THIRSTY



SETTING UP THE ENVIRONMENT

INTENTIONAL MATERIALS

RELATIONSHIPS

Remember, body clues are cues outwardly expressing what is going on inside a person.

One of our roles as educators and co-regulator is to be the narrator and the interpreter of the body clues that tells us how children and others are feeling.

- ✓ Approaching a child





ACTIVITIES

CHECK IN!

HOW DO YOU FEEL?



I FEEL AWESOME!



I'M DOING WELL.



NOT GOOD, NOT BAD, I'M FINE.



I FEEL SAD.



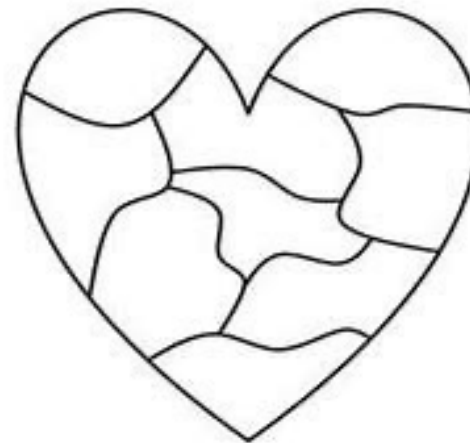
I AM ANGRY!



I FEEL WORRIED OR ANXIOUS

What's in Your Heart?

Name: _____



☐ Happy



☐ Sad



☐ Mad



☐ Afraid



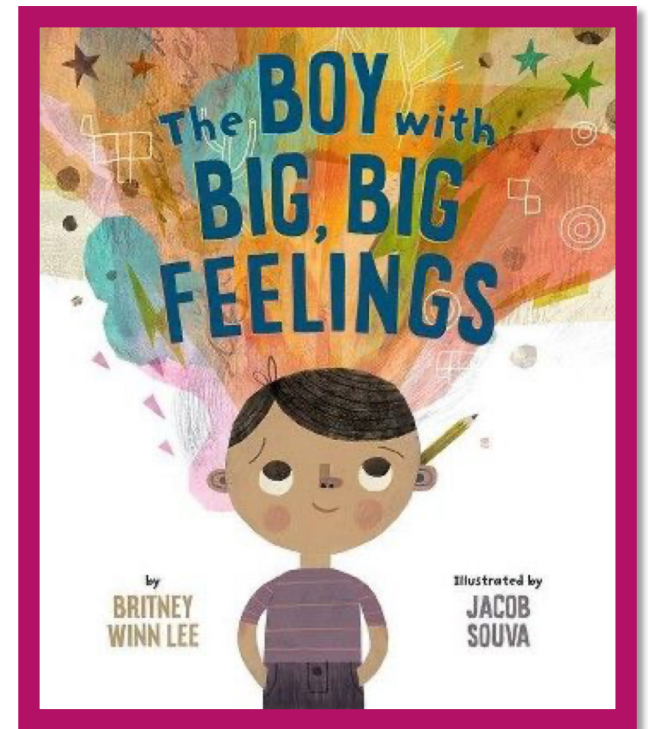
☐ Silly



CONCEPT 7: IDENTIFYING FEELINGS OF OTHERS

Establishing relationships with other children is one of the major developmental tasks of early childhood.

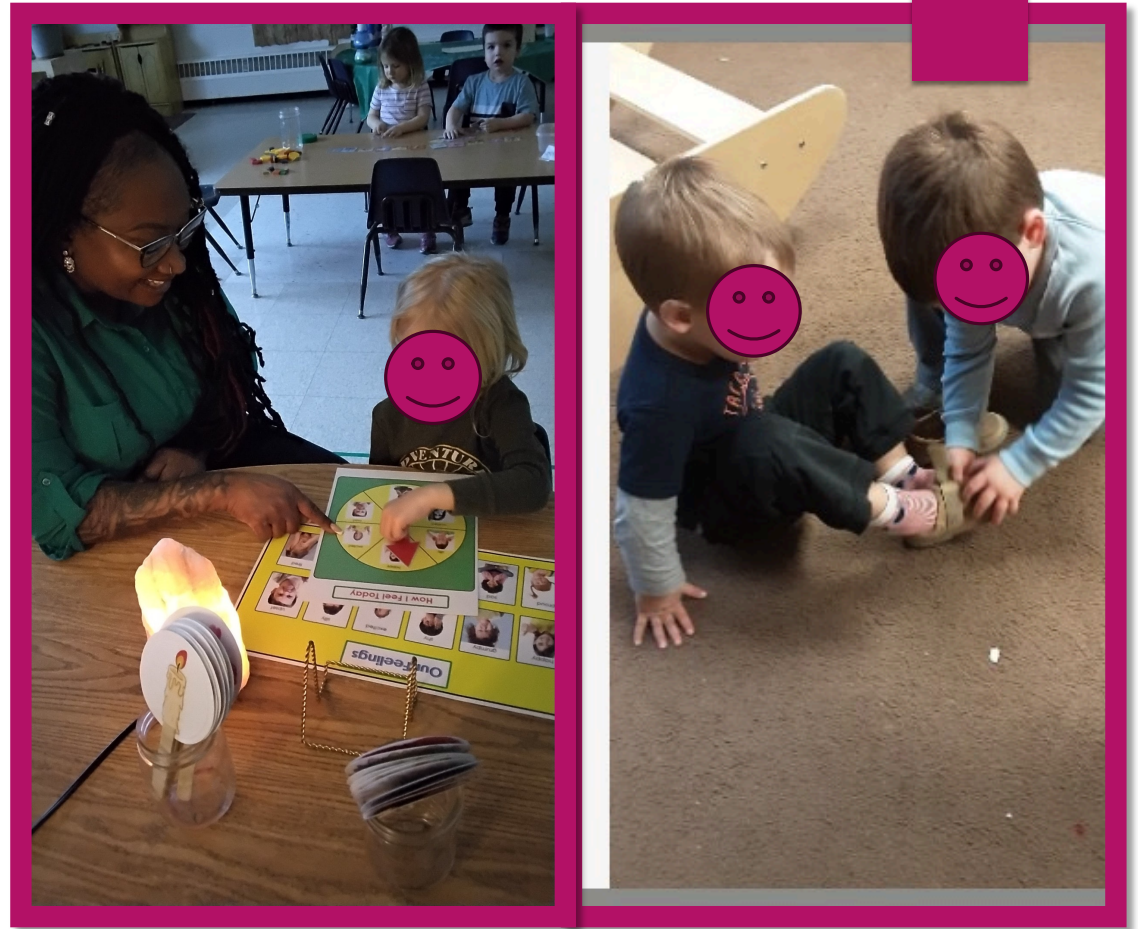
- ✓ I feel...
- ✓ Feelings of Others

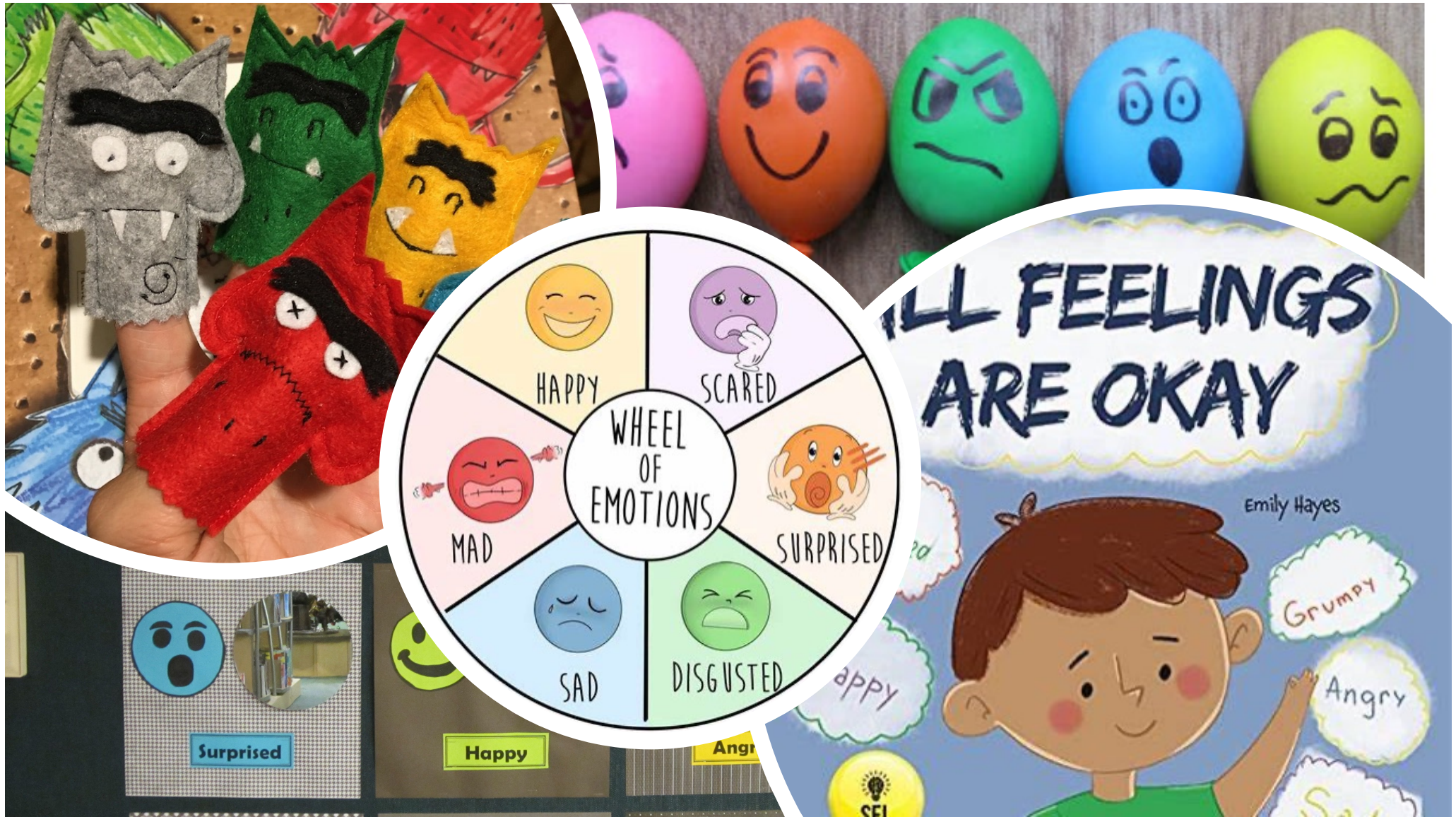


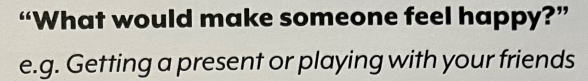
THE BEST FEELING OF
HAPPINESS IS WHEN
YOU'RE HAPPY BECAUSE
YOU'VE MADE SOMEBODY
ELSE HAPPY.

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.







“How do you look?”

“What would make someone feel sad?”
e.g. *My friend moved away. My Mom isn't feeling well*

“How do you look?”

“What would make someone feel scared?”
e.g. Someone yelling or dropping something and it breaks

“How do you look?”

“What would make someone feel angry?”
e.g. If someone pushes you, or destroys your sand castle

“How do you look?”

Use mirrors

CONCEPT 8: FRIENDLY WORDS FOR OTHERS

- ✓ Friendly Words To Say To Make Others Feel Good

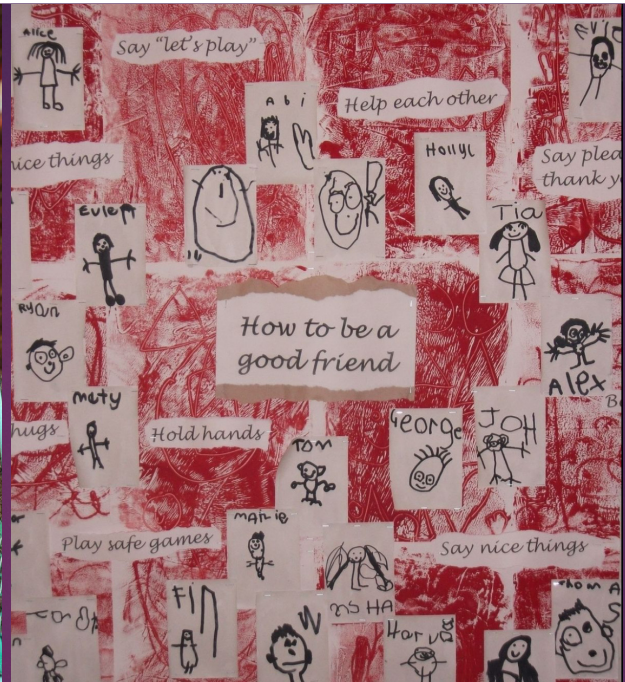


RELATIONSHIPS



SETTING UP THE ENVIRONMENT





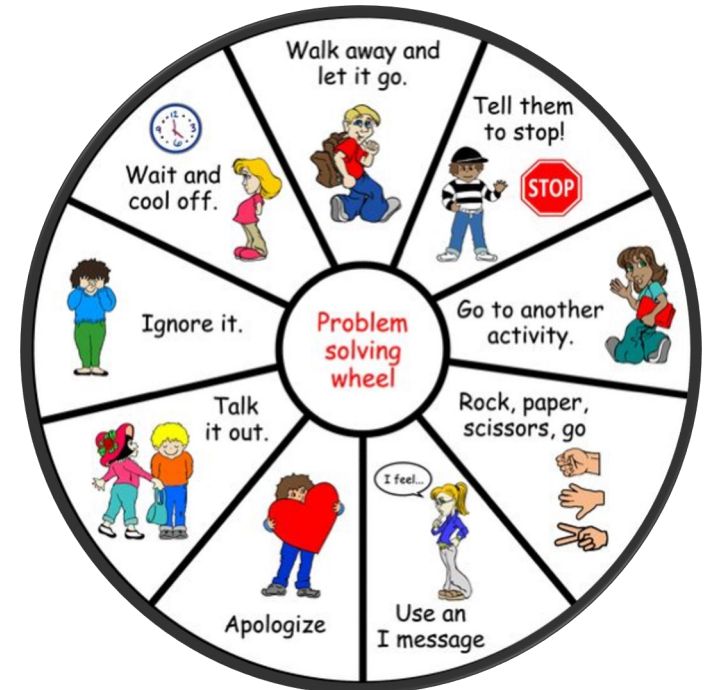
ACTIVITIES

CONCEPT 9: THE PROBLEM-SOLVING LIGHT AND TOOLS

- ✓ Developing and Supporting
- ✓ Traffic Light
- ✓ Three Step-Process

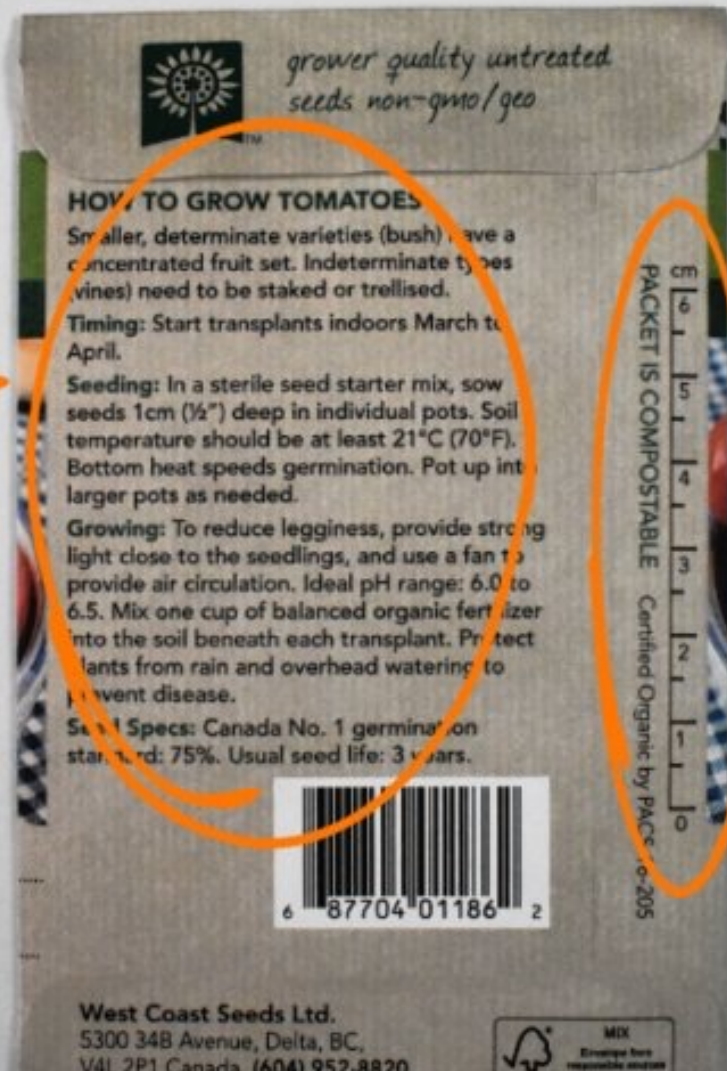


SETTING UP THE ENVIRONMENT



The back of the seed packet usually includes planting information and specifics, such as when and where to start seeds, how deep to plant them and any other information specific to your plant type and variety.

All seed packets are slightly different and include slightly different information. If you're unsure about anything and your seed packet does not include the information you're looking for, you can Google your plant type and variety for more information.



This particular seed packet also comes with a built-in ruler that you can use when planting to help you plant your seeds at the correct depth.

Growth Year 2022/2023

Name: **Isabel** Age: **8**

I am...

- happy
- kind
- a friend
- funny
- an athlete
- Ukrainian
- smart

I really like and/or what to learn more about:

- reading
- whales
- sharks
- Star Wars
- maths
- BC Icons
- performing
- art
- drawing

I am really good at and/or could teach others:

- Star Wars
- drawing
- being a friend
- acting
- asking for help

I want to grow in these areas:

- making art
- playing football
- learning
- making friends

I need support to grow:

- emotional regulation
- social skills
- confidence
- skills
- choices

Supports I need in my garden to grow:

- confidence
- my goals
- a plan
- results
- my laptop

Barriers: This is what makes it hard for me to grow:

- being rushed
- no one asks me
- no time
- no results
- ground

Thank You for helping me GROW!

March 2023

Growth Year 2021

Name: **Shelley Moore** Age: **44**

I am...

- Curious, learning to speak Dutch
- Queen, She's her princess
- Queen, Wonder, Arianne
- Soccer
- Teacher, Researcher
- Mothers, Wife, Sister
- Daughter, Friend

I really like and/or what to learn more about:

- Gardening, BBQ-ing, travelling, cooking, creativity
- personal design for learning, mobility, social, inclusive practices, curriculum design
- How to connect a 2-year-old and gently helping
- Watching movies, help, editing anything with code
- The 1000-hour class, going to a baseball game, playoff game, the Olympics

I am really good at and/or could teach others:

- Storyboarding, making complex ideas accessible
- the pros and cons to having an Irish foster
- Renovations and design
- Deep drawing and engineering
- Towel drawing
- Being impulsive and spontaneous
- Understanding the rules to board games and sports
- Social media & technology

I want to grow in these areas:

- Increase my physical activity
- Balance my work and family life
- BBQ the perfect steak

I need support in these areas to grow:

- Security & expression
- Managing frustration and anger
- Memory
- Communicating through writing

I need this in my garden to grow:

- Purpose, time to be creative, rest, inclusion, routine
- Positive encouragement
- Collaboration problem solving
- Representation
- Connection, relationship, community
- Advocates of new, name tags, technology

This is what makes it hard for me to grow:

- The pace of change
- Minutiae toward Queen and Chained identities
- Misunderstanding about inclusion
- Physical demands, with experience & the perfectly
- Assessment models
- Standardized curriculum

Thank You for helping me GROW!

My Seed Packet

Charlotte

Grade 2 2013/2014



I am a smart, funny, curious 8-year-old who loves to read. You will often find me with my nose in a book. I have one brother, 3 dogs, and a bunch of cats. I play piano and love to sing. If you want to see my face light up show me a new book that you think I would love.

Ask me about...







CONCLUSION

There are no scripts. The children can be successful with the use of the concepts in any order.

Transitional periods may take additional attempts, consistency over time is very important, implementation is important, and connection is key.

Tools for life offers flexibility and a scaffolding that supports educators and children with their implementation and learning.



THANK YOU

- ✓ Certificate of Completion
- ✓ Giveaway Winner

JENNIFER REDMOND
PEDAGOGY AND PROGRAM SPECIALIST
UMBRELLA FAMILY
PROGSPECIALIST2@UMBRELLAFAMILY.COM