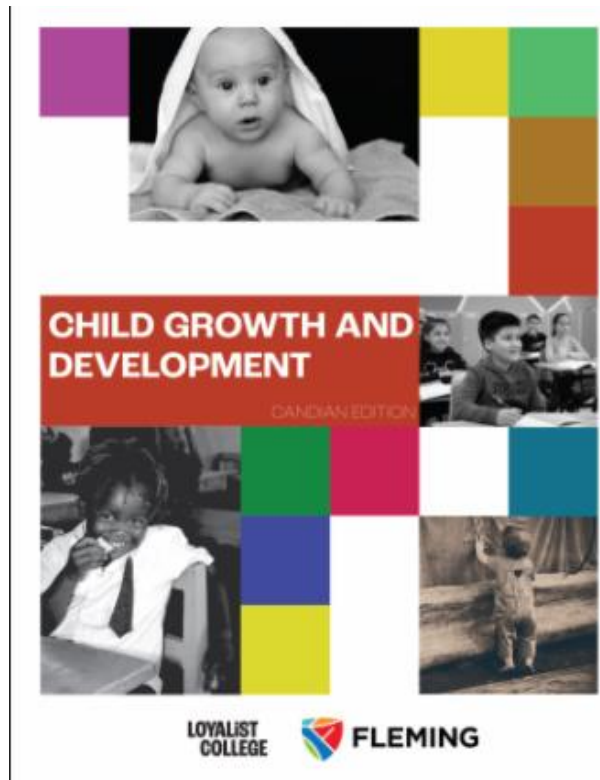


# Child Growth and Development Canadian Ed Instructor Resources



The following document was prepared to support an instructor/facilitator teaching Child Development. It includes a variety of learning activities to supplement each chapter of the textbook.

Each activity includes the activity type, delivery options, purpose, materials and instructions for implementing the activity.

# Chapter 1 Ancillary Activities

## Activities



- Thinking with paper (thinking about human development)
- The many ways to consider an apple. (exploring perspectives)
- Big Sarah's Little Boots (Bourgeois, 1992) The scientific method in a picture book
- Theorist Scavenger Hunt (critical thinking)
- Using the Medicine Wheel to Look at Developmental Stages (Indigenous)

## Activity 1: 'Thinking with Paper'

Adapted from: [Journeys: Reconceptualizing Early Childhood Practices through Pedagogical Narration](#)

Paperback – Illustrated, Oct. 27 2014

by Veronica Pacini-Ketchabaw (Author), Fikile Nxumalo (Author), Laurie Kocher (Author), Enid Elliot (Author), & 1 more

Delivery Options	Activity Type
 Remote Face to face	 Group

### Purpose:

- An instructional hook to begin the lesson.
- Illustrate to students their informal knowledge of child development.

### Materials:

- Piece of paper, approx 8.5" x 11" (scrap is fine)

## Part A: Instructions

**Step 1:** Close your eyes and imagine what you could do with this piece of paper just with your hands.

**Step 2:** Open your eyes and, just using your hands, carry out your idea with the paper. Tune in to how you are feeling right now and use your imagination!

**Step 3:** Now think critically about what you created and your informal knowledge of how human beings develop. Ask yourself these questions...

## Questions:

Making connections to developmentally appropriate practice and interests.

1. Would a newborn infant be able to make this? If not, why not?
2. What might occur if we were to expect them to?

Working your way through the following ages, ask the same questions above.

- Infant under 12 months, toddler (18 months to 30 months)
- Preschooler (30 months to 6 years of age)
- School aged child (6 to 12 years of age)
- Adolescent
- Adult




3. Could all adults create what you did? Are special skills required?
4. How might this creation be used to support engagement between people?
5. How might emotions influence what an individual may do with a piece of paper?
6. What did you discover about human development?

## Part B: Instructions

Have students form a continuum of development in the classroom by first asking which students did something with the paper that they believe an infant could do.

- then a toddler
- then a preschool, school aged child
- then an adolescent
- then an adult (or perhaps only adults with a certain skill set)

## Activity 2: The Many Ways to Consider an Apple

Delivery Options	Activity Type
  Remote    Face to face	 Group

### Purpose:

- An instructional hook or to teach and reinforce
- Teaching theoretical perspectives and research approaches

## Materials:

- 1 apple

## Instructions:

The instructor holds up an apple for the students to see.

Ask the students to consider the many lenses through which this apple can be viewed. The instructor can pose questions as examples. The lenses reflect the interests of the person viewing the apple.





**Example.** ‘How would an artist view the apple?’ ‘How would a dietician view the apple?’ The students should identify the role of the person and their possible view.

## Possible Answers:

- farmer: a crop, a source of revenue e.g. apple festivals
- shopkeeper: product to sell
- dietician/nutritionist: a source of nutrition
- chef: an ingredient
- food manufacturing: an ingredient for food and drink products
- artist: an object to represent or to create with
- writer/poet: an object to write about
- scientist: how to improve the apple, nutrients, source of energy
- historian: apples in art, in writing, in religion
- cultural studies: the apple in culture ‘An apple a day keeps the doctor away’
- marketing: an object to use in marketing e.g. Macintosh/Apple computers

**Discussion take-away message:** Just as there are many ways to view an apple, there are many lenses through which to view children’s development.

## Activity 3: Big Sarah’s Little Boots (Bourgeois)- The Scientific Method in a Picture Book

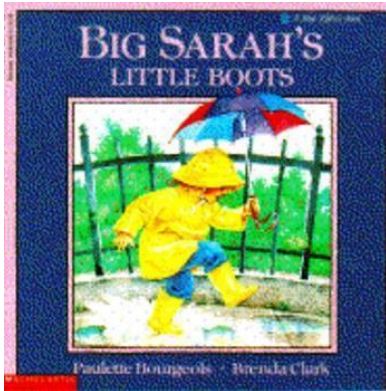
Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

## Purpose:

- Teaching and reinforcing theory and the scientific method.
- An example of children as researchers/scientists developing and testing theories to make meaning of their experiences in the world (Piaget).

## Materials:

A copy of 'Big Sarah's Little Boots' by Paulette Bourgeois Illustrated by Brenda Clark (1992)






(Image: ThriftBooks)

## Questions:

1. What was Sarah's hypothesis or theory as to why her boots did not fit her?
2. What methods did you use to test her hypothesis?
3. What were the results?
4. What was her mother's hypothesis as to why her boots did not fit? (This happens frequently in science!)
5. How was this hypothesis tested?
6. What were the results?
7. What was the conclusion of the experiments?

## Activity 4: Theorist Scavenger Hunt

Delivery Options	Activity Type
 Remote Face to face	 Individual
	 Group

## Purpose:

- Teaching critical thinking about dominant discourses or used as an Assessment.

## Materials: N/A

## Instructions:



Ask students to search through the images of the theorists featured in this chapter and answer the following questions.

## Questions:

1. Find a few words to describe each featured theorist
2. Now describe your impression. Who is not represented in this group of theorists?
3. What might be reasons for this omission?
4. Do some inquiry and find examples of research conducted by those not represented in this chapter. This may include: female, Indigenous peoples, Black researchers.
5. Briefly describe the researcher, the topic and date of research.

# Indigenous Activities

## Activity 1: Using the Medicine Wheel to Look at Developmental Stages

<p><b>Delivery Options</b></p>  <p>Remote Face to face</p>	<p><b>Activity Type</b></p>  <p>Individual</p>
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## Purpose:

- To learn how the Medicine Wheel, a traditional teaching tool, can be used to see all of the stages and parts of life as interconnected.
- To teach the First Nation perspective of seeing the child/individual as a whole person (wholistically).
- To test the student's formal knowledge of child development.
- To learn the First Nation people's perspective of the spiritual domain.

## Materials:

- [Provide a copy of the blank Medicine Wheel](#)
- [Provide a copy of \*Using the Medicine Wheel\* reading](#)

## Instructions:

### Part A

**Step 1:** Read *Using the Medicine Wheel to Look at Developmental Stages* (PDF)

**Step 2:** From the reading, write one of the domains outside each one of the quadrants around the blank Medicine Wheel from a First Nation perspective (mental, physical, social and spiritual). For example, put the social domain in the upper right corner, the mental domain in the bottom right corner, and so on. It is not important where the domains are on the Medicine Wheel.

**Step 3:** Choose one of the age groups: infant, toddler, preschool, middle school.

**Step 4:** In each quadrant, describe and place four (4) specific characteristics learned in class for the age group chosen in each of the domains. For example, four physical characteristics: height, weight, motor skills of an infant...Four cognitive/mental characteristics: learning, thinking, language, etc of an infant...and so on.

**Note:** Regarding the spiritual domain, write down four aspects from the reading.

### Part B:

Using another blank Medicine Wheel, follow step 2 from Part A. In each quadrant, write two ways an educator can support a child's developmental domain. Students can choose another age group.




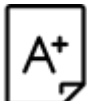
## Chapter 2 Ancillary Activities

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### Activities

- Pregnancy and child birth experiences
- Pregnancy and birth social media
- Hats for babies (Indigenous)
- Understanding Nature versus Nurture theme and educator practice
- Understanding the nature versus nurture continuum
- What do families hope and dream for their child?
- A First Nation Traditional perspective on pregnancy

## Activity 1: Pregnancy and Childbirth, Individual and Societal

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

- To increase awareness individual, historical and socio-cultural influences on the experience of pregnancy and childbirth

### Materials: N/A

### Instructions:

Ask students to find 2 or 3 individuals to interview informally about their experiences with pregnancy and childbirth. Encourage them to find individuals from different generations such as a grandmother and mother and people from differing communities.

### Questions:

1. Describe your prenatal and postnatal care.
2. What were your primary sources of information about pregnancy and childbirth?
3. Describe the delivery...where was it? Who was present?
4. How did you share the news of your pregnancy and the birth of your child?
5. Using some of the themes in the list below, analyze the data collected.




### Themes

- Research based practices
- Technological advances
- Medicalization of pregnancy and childbirth
- The rights of mothers, families, children
- Supports for pregnancy (Information, monitoring of pregnancy)
- Approaches to preparing for childbirth and the birth itself
- Birth places (home, birthing place, hospital)
- Who is present at the birth
- Post -partum care



- How news of pregnancy and birth are shared.

## Activity 2: Pregnancy and Birth Social Media

Delivery Options	Activity Type
  <p>Remote Face to face</p>	 <p>Individual</p>

### Purpose:

- To increase awareness of pregnancy, childbirth and postpartum information on social media

**Materials: N/A**




### Instructions:

Explore social media platforms and online sources such as YouTube to answer the questions below.

### Questions:

1. What are some ways that a pregnancy is announced?
2. What are some ways that a pregnancy is followed? Ultrasounds 3D, 4D etc.
3. What are some ways that a birth is announced?
4. What are some ways that a birth is celebrated?
5. What are some types of postpartum supports that are available on social media?

## Activity 3: Hats for Babies

Delivery Options	Activity Type
  <p>Remote Face to face</p>	 <p>Individual</p>

### Purpose:

- to increase awareness of Indigenous experiences and perspectives

**Materials: N/A**

## **Instructions:**




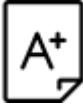
Read the following article, “Hats for Babies” and answer the associated questions.

[Hats for Babies, CBC News](#)

### **Questions:**

1. Describe what stood out for you the most in this article.
2. Describe how reading this article has influenced your understanding of pregnancy and childbirth in Ontario.
3. How will this influence your practice as an RECE in Ontario? Make connections to the [Code of Ethics and Standards of Practice, 2017](#).

## **Activity 4: Nature versus Nurture**

<b>Delivery Options</b>	<b>Activity Type</b>
 Remote	 Individual
 Face to face	 Assessment

### **Purpose:**



- Knowledge that supports practice
- When educators understand that the environment plays a significant role in a child’s development, they are more intentional in their practice knowing that they can make a difference in a child’s life. They don’t just throw up their hands and say, “There’s nothing we can do!”

**Materials: N/A**

## **Instructions:**

1. Explain how understanding the role that nature and nurture play in a child's development and outcomes could influence an educator's practice?
2. Provide examples with reference to a component of development.
3. Make connections to HDLH (2014): [How Does Learning Happen](#)
4. [Code of Ethics and Standards of Practice \(2017\)](#).

## Activity 5: Nature versus Nurture Continuum

Delivery Options	Activity Type
 <p>Remote Face to face</p>	 <p>Group</p>

### Purpose:

- to reinforce student understanding of the nature versus theme in child development research and theory

### Materials: N/A

### Instructions:

**Face to face:** In the classroom or a hallway mark a line long enough for students to stand on. The line can be created through signage (e.g. signs, chairs, walls etc.) or with an easily removed tape.

**Remote:** This activity could also be carried out on a platform such as Kahoot, MentiMeter or Slido(WebEx).

- Label one end of the line as 100% nature (genetics) and the other end 100% nurture (environment).
- The midpoint on the line indicates that genetics and the environment play an equal part in this trait.
- From the list below ask students to stand at a point on the line that represents their belief about the influence of nature and nurture on this trait.




100% nature ↔ equally both ↔ 100% nurture

❖ skin colour

- ❖ accent or what language you speak
- ❖ intelligence
- ❖ temper/aggressive behaviour
- ❖ body size
- ❖ schizophrenia
- ❖ down syndrome
- ❖ language acquisition
- ❖ artistic or musical ability
- ❖ Alzheimer's disease
- ❖ Cancer
- ❖ Alcoholism
- ❖ Religiousness
- ❖ Political opinions

## Indigenous Activities

### Activity 1: A First Nation Traditional Perspective on Pregnancy

<b>Delivery Options</b>	<b>Activity Type</b>
<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="margin-top: 5px;">Remote    Face to face</p>	<div style="display: flex; align-items: center;">  <div style="margin-left: 10px;">Individual</div> </div>

**Purpose:**

- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)

**Materials: N/A**

## **Instructions:**

[A Child Becomes Strong](#) . Read pages 17- 19 up to Traditional Midwives and Their Role in Helping Mothers, read Common Challenges for First Nations at this stage (p.20) and answer the following questions.

### **Questions:**

1. What does this reading say about this stage of a child's development? What are your thoughts about what you read?
2. What is expected of others when they are around pregnant mothers?
3. What would be your role as a RECE with a First Nation pregnant woman?
4. Name four (4) traditional teachings that stand out to you?

### **Critical Thinking:**

1. Describe what stood out for you the most in this reading.
2. Describe how reading this information has influenced your understanding of the Indigenous Traditional views of pregnancy.
3. How will this influence your practice as an RECE working with Indigenous people?
4. Do you think that all Indigenous people are aware of their Traditions or culture? Why? Why not?
5. Why do you think it would be important for a First Nation, pregnant couple to know these teachings?
6. Name two (2) common challenges for First Nations at this stage?




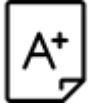
**Note:** Traditions is spelled with a capital "T" because it is seen as sacred. It is meant in the Traditions of the Indigenous people.

## **Chapter 3 Ancillary Activities**

### **Activities**

- Pregnancy and childbirth experiences
- Pregnancy and birth and social media
- Hats for babies (Indigenous)
- What do families hope and dream for their newborn? (connections to practice including How Does Learning Happen?, 2014)
- A babies welcoming ceremony (Indigenous)

## Activity 1: Pregnancy and Childbirth Experiences

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

- To increase awareness individual, historical and socio-cultural influences on the experience of pregnancy and childbirth

### Materials: N/A

### Instructions:

Ask students to find 2 or 3 individuals to interview informally about their experiences with pregnancy and childbirth. Encourage them to find individuals from different generations such as a grandmother and mother and people from differing communities.




### Questions:

1. Describe your prenatal and postnatal care.
2. What were your primary sources of information about pregnancy and childbirth?
3. Describe the delivery...where was it? Who was present?
4. How did you share the news of your pregnancy and the birth of your child?
5. Using some of the themes in the list below, analyze the data collected.

### Themes

- Research based practices
- Technological advances
- Medicalization of pregnancy and childbirth
- The rights of mothers, families, children
- Supports for pregnancy (Information, monitoring of pregnancy)
- Approaches to preparing for childbirth and the birth itself
- Birth places (home, birthing place, hospital)
- Who is present at the birth
- Post-partum care
- How news of pregnancy and birth are shared.

## Activity 2: Pregnancy and Birth Social Media

<b>Delivery Options</b>  Remote	 Face to face	<b>Activity Type</b>  Individual
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### Purpose:

- to increase awareness of pregnancy, child birth and postpartum information on social media

### Materials: N/A




### Instructions:

Explore social media platforms and online sources such as YouTube to answer the questions below.

### Questions:

1. What are some ways that a pregnancy is announced?
  2. What are some ways that a pregnancy is followed? Ultrasounds 3D, 4D etc.
  3. What are some ways that a birth is announced?
  4. What are some ways that a birth is celebrated?
  5. What are some types of post-partum supports that are available on social media?
- 

## Activity 3: Hats for Babies

<b>Delivery Options</b>  Remote	 Face to face	<b>Activity Type</b>  Individual
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### Purpose:

- to increase awareness of Indigenous experiences and perspectives

**Materials: N/A**





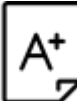
## **Instructions:**

Read the following article, [Hats for Babies, CBC News](#) and answer the associated question.

### **Questions:**

1. How does a mother's experience of pregnancy and childbirth differ from what we tend to think of as a typical pregnancy and childbirth?

## **Activity 4: What do Families Hope and Dream for Their Newborn?**

<b>Delivery Options</b>	<b>Activity Type</b>
 Remote	 Individual
 Face to face	 Group
	 Assessment

### **Purpose:**

- to reinforce child development theories, to support working with families as partners in supporting best outcomes for children, to increase educator efficacy, living into the aspirations of [HDLH \(2014\)](#) and the [Code of Ethics and Standards of Practice \(2017\)](#).

**Materials: N/A**

## **Instructions:**

**Note to instructors:** Age of child can be changed, or a number of ages studied at the same time to look for common themes.

Ask students to reflect on this question: *What do families hope and dream for their newborn?*






Have students make connections between the list of hopes and dreams and the four foundations of [HDLH \(2014\)](#).

**Example:** They want their child to be happy and healthy aligns with the foundation of well-being.

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## Indigenous Activities

### Activity 1: A Baby's Welcoming Ceremony

Delivery Options	Activity Type	
 Remote	 Face to face	 Individual

#### Purpose:

- to learn the First Nation people's perspective of the spiritual domain
- to teach a First Nation's perspective
- to invoke critical thinking about colonization
- to increase awareness about First Nation people
- to deepen/broaden understanding of the loss of culture and its impact on Indigenous people and the cultural genocide that Indigenous peoples have experienced through colonization.
- to provide shared learning experiences that move participants toward an enhanced understanding of their own practice and their professional community

**Materials: N/A**

#### Instructions:

**Read the following Case Study and answer the associated questions.**

Judith is a Cree woman who just gave birth at a Health Sciences Centre. She is the mother of one of the toddlers in a daycare in Ottawa. She is desperate because her baby is in the ICU. The priest has given the little baby boy his last rites.

The health centre called Elder Sakoieta' Widric who was often called when there were babies who were going to die. They told her it was a Cree baby. She asked her friend Achachak, a Cree Elder, to come with her.

When they were looking at the baby, she asked John, "What are you feeling?" He said, "This baby doesn't want to go." She replied, "This is the same thing I am feeling here." They asked the family if anyone had done a Welcoming Ceremony for the baby. Judith said they didn't know what they were talking about because they are Christians.

Sakoieta' told Achachak to do the ceremony in Cree because it was a Cree baby. The family thought that they did an end-of-life ceremony in the Cree language. Sakoieta' gave the mother her number and said, "If you need anything more, call me at any time." And they left.

About three months later Sakoieta' got a call from a woman. She asked if she could come see her baby and pray over him. When she heard the voice on the phone, she thought, "Boy her voice sure sounds familiar". Sakoieta' decided to go right away, before she got called out to another hospital. As soon as she walked into the hospital room, one look at the little baby boy gave her the feeling that she knew this baby from somewhere! When the mother walked in, it was then that realized who she was.

Judith said, "Can I ask you something?" Sakoieta' said, "Yeah, go ahead." She said, "What did you guys do that day you and that blind man came to see my baby?" "Why?" Sakoieta' asked. "Well, look at him, as soon as you left that baby flipped. Instead of passing away like the nurses said, he got better," responded the mother.

She decided to give her a demonstration. Sakoieta' told her she would knock on the door of the baby's hospital room, but she was not to answer the first time. Judith was only to motion for her to come in the second time and welcome her inside. She left the room, knocked on the door then turned around, and walked away. A few moments later, she came back for a second time and was welcomed in. Sakoieta' opened the door, and walked in the room.

"That's exactly what was wrong with your baby. When your baby came here, nobody welcomed him, nobody told him this is a good place to live, so your baby is looking around and saw all the negativity of the earth and he wanted to go back home. You see how you welcomed me? What did I do? I came in. That's exactly what we did. We told him we were sorry that nobody welcomed him the way he should have and then we left." Sakoieta' explained further, " We welcome the baby and invite the baby to stay with us, let the baby know there are a lot of people waiting for it to come and we are happy the baby is here and we are committed to giving it a good life when the baby is here on earth."

They both sat there in tears. That's why traditional First Nation people believe in doing the Welcoming Ceremony for babies. It is said that it would be the same if someone came to your house and wants to talk to you. You see them but you don't answer the door. Eventually, that person will leave.

This case scenario was adapted from a story shared by Mohawk Elder Sakoieta' Widrick in Supporting the Sacred Journey. SupportingtheSacredJourney.pdf

**Questions:**





1. What are the key facts in this case?
2. What preconceived ideas do you or did you have about First Nation, Inuit and Métis people?
3. What can an educator do to avoid misconceptions about an Indigenous family?
4. Based on this story, why is it important to have a Welcoming Ceremony?
5. In your practice, do you see the value in having a welcoming environment? Explain.
6. What can you do to promote a sense of belonging for the Indigenous children and their families in your care?
7. How does this case reflect the effects of colonization?
8. Did you learn anything valuable that will assist you in your practice? Explain.

## Chapter 4 Ancillary Activities

**Activities:**

- supporting breastfeeding
- infant toddler nutrition
- playing outdoors
- supporting risky play
- supporting gross motor development
- supporting fine motor development
- childhood vaccination and the anti-vaccine movement

### Activity 1: Supporting Breastfeeding

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

**Purpose:**

- to increase awareness of the roles and responsibilities of RECEs in supporting physical development (nutrition)
- to increase awareness of working with families as partners
- to increase awareness of RECE scope of practice

**Materials: N/A**

**Instructions:**

**Background**

At some point you may work in an infant room in an early learning program. Many of the mothers of the infants and some toddlers are nursing their children. Some mothers may nurse their infant/toddler before leaving their child with you and nurse again upon arrival to pick up their child. Others, in the case of a work place child care program, may have opportunities to drop by during the day.




**Questions:**

Some say a nursing mother requires as much support as they did for pregnancy and childbirth.

- 1) What kinds of things could you do at a policy level, in the physical environment and in everyday practice to support the mothers with this?
  - 2) Create two examples of each of the topics below, with 2 connections to the Code of Ethics and Standards of Practice (2017) and two connections HDLH. (2014)
- Policy
  - Environment
  - Practice

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**Activity 2: Available Breastfeeding Support (Community)**

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- to increase awareness of the roles and responsibilities of RECEs in supporting physical development.
- to increase awareness of working with families as partners
- to increase awareness of RECE scope of practice

### Instructions:





#### Background

While it is not within the scope of practice to advise families on such matters as breastfeeding and nutrition, RECEs are certainly expected to be knowledgeable about the available supports and resources in the communities in which they work, to work with families as partners. Spend some time researching the community in which you live. Today most agencies have a strong online presence which includes a web page and often links to social media platforms.

#### Questions:

1. What supports are offered in the community to support nursing mothers? Be sure to check the local health unit and local EarlyON Centres.
  2. What supports are offered in the community around nutrition and healthy eating in general and for infants and toddlers specifically?
  3. What supports are offered in the community for families experiencing food insecurity? Examples: food banks, community kitchens and community gardens.
  4. **Create** a one-page infographic summarizing your research that could be shared with families.
- 

## Activity 3: Research Policy and Practices in Supporting Nutrition

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- to support physical development and well-being for infants and toddlers

- to increase awareness of legislation (CCEYA, 2014) and professional roles and responsibilities
- working with families as partners





## Instructions:

### Questions:

1. Explore the CCEYA (2014) standards around infant and toddler nutrition.
2. Search online for 3 program statements for licensed child care programs or home child care agencies in the province.
3. Describe three things that stood out to you as far as requirements to support physical health and nutrition. What will these look like in your practice?
4. Make connections to the Code of Ethics and Standards of Practice (2017) as far as roles and responsibilities.

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## Activity 4: Supporting Positive Interactions with Children

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 <p>Individual</p>  <p>Group</p>

### Purpose:





- to increase awareness of RECE roles and responsibilities as far as supporting healthy physical development. To think critically about practice.
- to increase student awareness of resources developed by the College of Early Childhood Educators to support practice.

## Instructions:

- Read the Scenario, [Snack Time](#) on page 13 and answer the associated questions.
- Identify at least one professional insight from this task.

## Activity 5: Get Outdoors!

This practice aligns with Indigenous perspectives.

Delivery Options	Activity Type
  <p data-bbox="217 401 480 428">Remote Face to face</p>	 <p data-bbox="623 344 748 371">Individual</p>  <p data-bbox="634 485 711 512">Group</p>

**Purpose:**

- to use resources developed in Ontario to plan environments and opportunities both indoors and outdoors.
- to explore the benefits, both physical and mental, of being outdoors for people of all ages





**Instructions:**

- Find three activities for infants and toddlers that you would implement in your practice.
- What might environmental stewardship look like with infants and toddlers?

**Examples:**

- [Pathway Project](#)
- [Unstructured Outdoor Nature Play](#)
- [Pathway to Stewardship & Kinship](#)

**Activity 6: Supporting Risk in Infant & Toddler Play**

Delivery Options	Activity Type
  <p data-bbox="217 1476 480 1503">Remote Face to face</p>	 <p data-bbox="623 1419 748 1446">Individual</p>  <p data-bbox="634 1560 711 1587">Group</p>

**Purpose:**

- Increase educator awareness of the benefits of risky play for children of all ages
- Increasing educator efficacy in creating outdoor environment and supporting children to take reasonable risk in their play
- Working with families as partners

## Instructions:

### Background

In 2007 Ellen Sandseter identified six categories of risk that children frequently take in their play and that taking these risks supported their overall development with lifelong benefits (Sandseter, 2007) . Her research has sparked a global interest in the benefits of risky play. These risks will look different depending on the age, interests and interests and skills of the child.





### Questions:

1. Select three elements of risky play and describe what these would look like with infants and toddlers and your role as an RECE in working with families to support this play.

### Resources

- [Categorizing risky play - How can we identify risk-taking in children's play?](#)
- [Risky Play and Children's Well-Being, Involvement and Physical Activity - Child Indicators Research](#)

## Activity 7: Creating Outdoor Learning Environments

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- increase educator efficacy in creating outdoor learning environments
- use loose parts to support fine and gross motor development



## Instructions:

### Background





In 1971 architect Simon Nicholson developed and published a paper on creativity and the Theory of Loose parts. [Read his original paper here.](#)

Recently his theory about open ended and unstructured materials has captured the attention of educators around the world and educators through publications, websites, blogs and social media, educators are sharing the benefits of using loose parts in both indoor and outdoor environments. Of course the outdoors is full of loose parts! It did not take long for educational equipment manufacturers to get on board and commercially produced loose parts can be found in many supply catalogues.

### Questions:

1. Search on web-based platforms to find examples of materials and practice that educators are sharing about loose parts in the outdoor environment.
2. Describe your top three favourite ideas and describe how they support infant and toddlers' gross and fine motor skills (as described in the continuum of development, 2007).

## Activity 8: Creating Strong Hands (Fine Motor Development)

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- to increase educator knowledge and understanding of contemporary issues around children's development and how to support holistic and healthy development through play-based opportunities.

## Instructions:





### Background

Research e.g. Carroll, (2017) and Hanscomb (2016) shows that increased time spent on screens and decreased outdoor play may explain the increase in the number of children requiring occupational therapy because of weak hands causing difficulty in performing tasks which involve fine motor skills (writing, using scissors, dressing etc.).

### Questions:

1. Research and create a virtual tool kit of activities that support fine motor development.

## Activity 9: Childhood Vaccinations and the Anti-Vaccine Movement

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- research contemporary issues influencing children's physical health and development
- working with families as partners
- ethical and professional practice

### Instructions:





#### Questions:

1. What vaccines do children typically receive and what is the vaccine schedule?
2. Do children have to be vaccinated in Ontario?
3. Can unvaccinated children attend an early years program or a school in Ontario?  
Describes policies and procedures which must be followed. (Check Public Health and the Child Care and Early Years Act, 2014)
4. What are the concerns expressed in the anti-vaccine movement?
5. Who is concerned?
6. How are concerns communicated?
7. **Reflection on Professional Practice:** As an RECE it is your professional role and responsibility to work with families as partners. Describe how you will approach families who have chosen not to have their child(ren) vaccinated? Make connections to the Code of Ethics and Standards of Practice (2017).

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## Indigenous Activities

### Activity 1: The Story of a Mother- A Case Study

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

#### Purpose:

- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking
- to increase awareness about First Nation people
- to deepen/broaden understanding of SIDS
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)
- to embrace the professional practice of working with families as partners

**Materials:** link to video (5:05)

#### Instructions:

**Step 1:** Carefully read the Case Study below.

Mahingun's is a toddler in a daycare in a northern Ontario town. His family is from the Cree nation of James Bay. Mahingun's mother is pregnant for her second child. She talks a lot about her fear of losing her baby from SIDS. She is open to learning about her culture and the Traditional ways of her people; but, she doesn't know where to start.

Kara has been a caregiver at the daycare for ten years. She knows members of a nearby Cree community. Kara has been taught some of the teachings from a Cree elder called Angela. She





also has been given a few resources to share with Mahingun’s mother. Kara decides to make an appointment with his mother to try to support her.

**Step 2:** Watch the first video, *Reducing the Risk in the Circle of Life, Aboriginal Communities – Baby's Breath Canada (babysbreathcanada.ca)* and answer the following questions to demonstrate your understanding of mainstream and Indigenous Traditional SIDS prevention strategies.

**Questions:**

1. What teaching was shared about conception and birth?
2. What are the parents’ responsibilities to the child?
3. What are some of the factors that can be attributed to SIDS?
4. What are the statistics regarding SIDS in Indigenous the population of Canada?
5. What is meant by the statement: “We’ve had a bit of confusion in terms of Traditional and non-Traditional uses of tobacco.”?
6. Research the Traditional use of tobacco. Why would it be important for Indigenous people to know that?
7. What are some of the teachings surrounding children that were mentioned in the video? Who could help support a woman in some Indigenous communities?
8. List some of the risk factors and the strategies that were suggested to help reduce the risk of SIDS.
9. What are the benefits of showing this video to Mahingun’s mother? List 2 (one of the answers is that it was created by an Indigenous organization for Indigenous parents) How can breastfeeding help parents? Explain.

**Activity 2: Healthy Infant Development – An Indigenous Perspective**

Delivery Options	Activity Type
 Remote  Face to face	 Individual   Group

## Purpose:

- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking and enrich practice
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)
- to embrace the professional practice of working with families as partners

## Materials: (found at the end of the document)

- The Moss Bag (Reading)
- The Tikinagan (Reading)
- Teachings on Breastfeeding (Reading)
- [Teachings on the Moss bag & Swing](#): (First Video, Run time 5:06)
- [Blank Medicine Wheel](#)
- Using the Medicine Wheel (Reading)

## Instructions:

### Part A

**Step 1:** Read The Moss Bag, The Tikinagan and Teachings on Breastfeeding and answer the following questions.

### Questions:

1. Why would it be important for a caregiver to know the teachings of the moss bag and the Tikinagan?
2. How can understanding an Indigenous worldview help a caregiver in their practice?
3. In what ways does the Moss bag enhance the development of a child. Consider which domain of the Medicine Wheel you would correlate each one with.
4. In what ways does the Tikinagan (Algonquin) enhance the development of a child? Consider which domain of the Medicine Wheel you would correlate each one with.
5. In what ways does breastfeeding enhance the development of a child? Consider which domain of the Medicine Wheel you would correlate each one with.

**Step 2:** Baby Massage Teaching by Roberta Oshkawbewisens

A long time ago, she remembers her grandmother teaching her mother how to massage her babies. She told her that when a baby comes out of the Tiginaagan (Ojibwe dialect), you have to massage the legs. It is also good for bonding with the baby.

Baby massage is an ancient practice that has been practiced by Indigenous people all over the world.

**Questions:**

1. Learners will research the benefits of baby massage. Name at least five (5).

**Step 3:** Complete the Medicine Wheel of Support for an infant. Learners will read Using the Medicine Wheel (PDF), and then write two to four (2-4) ways they can support an infant in each of the Medicine Wheel quadrants.

**Part B**

Learners will read Teachings on Breastfeeding (PDF) and use the table below to write their findings on breastfeeding in the appropriate side.

**Indigenous and the Western Worldview**

Indigenous Worldview	Western Worldview

**References**

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## Chapter 5 Ancillary Activities

### Infant and Toddler Cognition

#### Activities

- TED Talk- How every child can thrive by five-Molly Wright (length: 7:42 minutes)
- Video- Brain development video-From Neurons to Networks (length: 10:46 minutes)
- Video- Testing theories about how things work (length: 1:25 minutes)
- Building Brain Development Dr. Jean Clinton
- Infantile amnesia ...what is your earliest memory?
- Loose parts (indoors and outdoors), schemas and cognitive development
- Working with families as partners to support children's mathematical explorations and development
- Supporting cognitive development through mathematizing early learning environments

## Activity 1: TED Talk, Molly Wright- How Every Child can Thrive by Five

Delivery Options	Activity Type
 Remote	 Group

### Purpose:

- to reinforce learning about the importance of relationships and quality attachment
- to reinforce understanding of the role of sensitive and responsive the care giving to support healthy and holistic development
- to observe the effects of simple games and approaches (e.g. Peek a Boo) on children's holistic development

### Materials: N/A

### Instructions:

For many reasons this is a powerful TED Talk to share with the class.

The presenter, Molly Wright, is 8 years old. It is a 'call to action' from a young person to all caregivers about supporting children's healthy and holistic development




[Molly Wright: How every child can thrive by five | TED](#) (length: 7:42 minutes)

### Questions:

1. What stood out for you?
2. Describe something you did not know or had not considered before.
3. Describe how the examples Molly shares relate to what you have been studying about overall development. **Example.** secure attachment, supporting communication, language and literacy.
4. Describe one thing from this video that you will take into your practice.



## Activity 2: Brain Development Video, From Neurons to Networks

Delivery Options	Activity Type
  Remote Face to face	 Group

### Purpose:

- to reinforce the complexity of the human brain and early development
- to reinforce learning about the importance of relationships and quality attachment
- to reinforce understanding of the role of sensitive and responsive caregiving to support healthy and holistic development

### Materials: N/A



### Instructions:

This is an excellent video to show in class as a hook to begin a discussion thinking infant toddler cognition. [BRAIN POWER: From Neurons to Networks](#) (length: 10:46 minutes)

### Questions:

1. What stood out for you?
2. Describe something you did not know or had not considered before.
3. In the video families share ways that they connect with the children in their lives (reading to them, singing to them, play music with them as examples). Ask the class to describe how the examples shown in the video relate to what they have been studying about overall development. For example secure attachment, supporting communication, language and literacy.
4. Describe one thing from this video that you will take into your practice.

## Activity 3: Testing Theories About How Things Work

Delivery Options	Activity Type
 Remote	 Group

### Purpose:

- to use as an instructional hook to encourage thinking about how children learn through constant interaction with the environment and how they create, test and revise theories (informal) about how the world works
- to use as an example of Piaget's theory of cognitive development

### Materials: N/A

### Instructions:




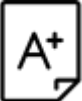
A resource to support the delivery of content. Can be used as a hook to begin a discussion around infant toddler cognition and even the use of screens.

[A Magazine Is an iPad That Does Not Work.m4v](#) (length: 1:25 minutes)

### Questions:

1. What do you believe this child already knows?
2. What theories do you believe they have about how things work?
3. How do you believe they tested these theories? (Note: in the video the child actually presses her forefinger into her thigh to test how her finger is working.)
4. How would Piaget describe this child's cognitive development and why (evidence)? Identify which substage of sensorimotor development the child exhibits.

## Activity 4: Building Brain Development Dr. Jean Clinton

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

- to introduce students to Dr. Clinton's work as an Ontario based international leader in early learning and care
- to reinforce the importance of quality relationships in children's holistic and healthy development
- to reinforce the professional practice of working with families as partners

### Materials: N/A

### Instructions:





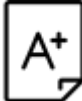
#### Step 1: Watch videos 23 to 25

[Think, Feel, Act Series - YouTube](#)

**Step 2: Read** The Power of Adult Child Relationship: Connection is the Key- Dr. Jean Clinton. The article begins on page 5) [Think, Feel, Act: Lessons from research about young children](#)

**Step 3:** Describe **three** things that Dr. Clinton says about relationships and brain development that stand out for you and explain why.

## Activity 5: Infantile Amnesia ...What is Your Earliest Memory?

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to reinforce the theory of infantile amnesia through personal reflection

### Materials: N/A

### Instructions:

Poll the class as a way to introduce infantile amnesia. An online platform such as [Mentimeter](#) or [Slido](#) could be used for the poll.

**Step 1:** Give students a few moments to think about a childhood memory and then ask volunteers to share their memory.

Stress to the class, that the memory should be about an event that they believe they actually remember and not something they know about themselves because others have told them.





**Step 2:** Ask students to share their approximate age when this event occurred. As students share their memories, see if any themes emerge. For example, for many individuals their first memory is related to the birth of a sibling. The birth of a sibling represents a dramatic event for a young child and is related to the spacing of children in a family.

**Discussion:** In a family children may be spaced three years apart. At three years of age a child has the capacity to remember. The ability to remember an event is related to self-awareness (I am a separate person from others...this happened to me and not someone else) having the language to be able to describe the event to one's self and culture. North America is considered a culture where value is placed on independence and individuality. In cultures that can be described as more collective, people tend to have fewer memories from their childhood.

**Note:** Research shows that, for various reasons, including culture, some individuals may not be able to remember much from their childhood. Trauma experienced as a young child will impact

the ability to remember and for some it may be painful to think about their childhood. For these reasons, stress to the students that it is ok if they do not have memories to share or would prefer not to share them. An option could be for them to think about what they may know about children's ability to remember from children in their lives.

## Activity 6: Loose Parts and Cognitive Development Workshop

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- to explore the potential of loose parts and unstructured materials in supporting children's cognitive development
- to reinforce student understanding of schemas in children's play

### Materials:

**Face to face class.** This could be presented as a workshop where materials which would be considered loose parts for infants and toddlers are available for the students to explore. Include **natural materials** such as stones, sticks, shells, leaves etc. as well as **recycled and found** materials such as lids from baby food and nutrition pouches, caps from water cooler canisters, cardboard tubes as examples. **Commercial loose parts:** ball, tubes, boxes,

**Be sure to check sizes as far as choking prevention.**

**For the remote option, see below.**

### Instructions:

**Step 1:** Provide students with the handout below (paper or digital)

[Michelle Thornhill Loose Parts and Intelligent Playthings](#)

**Step 2:** Share copies of any books on loose parts or schemas or links to them

[Loose Parts: Inspiring Play in Young Children Paperback](#)

**Step 3:** Provide time for the students to explore the materials and answer the questions below.

## Questions:

1. Think carefully about how an infant or toddler might engage with the materials.
2. Think about what they might already know about the materials. For example, a stone might remind them of a ball that they can roll or 'If I drop it it will fall to the ground.' (gravity)
3. What theories might they have about the materials? For example, 'I can put these lids (found materials) inside of this box or basket and carry them or dump them out.'
4. Select a material and describe how the material supports cognitive development. Make connections to schemas that might be explored with the materials and to the skills described in the continuum of development
5. Have students compile a list of materials considered loose parts for toddlers.

**Groups can share their findings with the class**

## Remote Delivery

**Step 1:** Divide the class into small groups. Assign a material considered a loose part to each group. Share images if possible.

### Example of loose parts

- **Natural:** stones, sticks, shells, leaves
- **Found/recycled:** lids from babyhood and nutrition pouches, caps from water cooler canisters, cardboard tubes, empty boxes, fabric swatches, tires as examples
- **Commercial loose parts:** ball, tubes, boxes

**Step 2:** Provide students with the handout below (paper or digital)




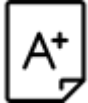
[Michelle Thornhill Loose Parts and Intelligent Playthings](#)

**Step 3:** Share copies of any books on loose parts of schemas or links to them

[Loose Parts: Inspiring Play in Young Children Paperback](#)

**Step 4:** Complete questions from face to face option above.

## Activity 7: Working with Families as Partners to Support Children’s Mathematical Explorations and Development

Delivery Options	Activity Type
 Remote	 Face to face
	 Individual
	 Assessment

### Purpose:

- to increase educator confidence in working with families to support children's cognitive development

### Materials: N/A

### Background and Instructions:

Research shows that in 50% of their free play, children explore mathematical concepts. (Ginsburg, Herbert & Seo, Kyoung-Hye, 2004) Mathematics is much more than numbers. Mathematics is about sorting, classifying, making predictions, problem solving, recognizing patterns, understanding shapes, spatial reasoning and so much more. (See activities for Chapter 10 for information about the five strands of mathematics and a scavenger hunt).

When we think about it there are elements of mathematics that are quite concrete. For example, let’s think about a cube, a common shape for blocks that a toddler may play with. A cube, is a cube, is a cube...it is a three dimensional solid with 6 faces, 12 edges and 8 vertices. It does not matter how small or how large a solid with those dimensions is, it can be described mathematically as a cube. These properties mean that cubes can be stacked using any one of the faces to do so. The properties of a sphere, a cylinder or a square based pyramid, as examples, mean that they cannot be stacked or can be stacked in a particular way. When a toddler is playing with blocks they are exploring and engaging in mathematics!

In North America families and caregivers pay attention to and are generally comfortable supporting children’s communication, language, and literacy development through conversation, answering questions and reading to them. For many families reading to their child or children is something they enjoy. For many reasons, this is often not the case with supporting mathematical development.

Below is a list of some of the reasons why:

- a lack of awareness of what is considered mathematics ( more than numbers)
- negative experiences with mathematics in school, math anxiety or math phobia
- may think mathematics is something children will learn in school
- they do not want to confuse the child (e.g. providing explanations or using terms that may be different from those used in school)
- a family may be very knowledgeable about mathematics but unsure of how to support a young child's mathematical development

Research shows that one way to support children's mathematical development is to make informal mathematics in everyday life (e.g. counting, predicting, estimation, crossing the road, cooking, building, crafts, hobbies) visible to children of all ages. Talk about what you are doing and make it fun! Using mathematically correct language. For example a cube is not a square, although its faces are.

There are hundreds of online resources describing strategies and approaches families and caregivers can use to support children's mathematical dispositions, explorations, development and learning. Below are just a few links to excellent resources for families and caregivers.

## Resources

- [Doing Mathematics with Your Child, Kindergarten to Grade 6, A Parent Guide](#)
- [Parent Engagement Math](#)
- [Zero to Three](#)
- Canadian Child Care Federation: [Topics for Families and Parenting | Canadian Child Care](#)
- [Making Math a Family Thing | Harvard Graduate School of Education](#)
- National Association for the Education of Young Children NAEYC: [Articles for Families on Math | NAEYC](#)
- [LittleCounters® | Laurier Child Language and Math Lab](#)
- Research for Families: [Math at Home – Young Mathematicians](#)
- [Math Games to Inspire Young Minds](#)




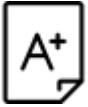
### Questions:

1. Find an on-line resource (see list posted) about supporting children's cognitive development, particularly in mathematics, that you would share with families.
2. Describe the resource and explain the reason for your selection.

**Note:** Ideas could be compiled into a class professional resource



## Activity 8: Picture Books for Infants and Toddlers about STEM

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

STEM is an mnemonic acronym that stands for science (physical and natural), technology, engineering and mathematics. Over the past few years STEM subjects have garnered the attention of researchers, educators and many caregivers. Today there are many books written for infants and toddlers about STEM, including books on coding.

This activity will increase educator awareness of STEM and books that support these subjects.

**Materials:** N/A

### Instructions:

**Step 1:** There are many books written for infants and toddlers about STEM, including books on coding.

#### Questions:

1. Spend some time researching online for examples of picture books about STEM particularly for infants and toddlers. Find **three that** stand out to you and describe them.
2. Think critically about them. What is their focus? If possible, describe what is included and what is not?
3. From what you know about child development would you consider the book to be developmentally appropriate?
4. Summarize strengths of the book and areas of weakness.

**Step 2:** Read this article about coding, [Teaching kids to code: I'm a developer and I think it doesn't actually teach important skills.](#)





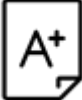
## Questions:

1. Did this article change how you think about coding and young children?
2. Did you notice any questions between how the author describes coding and the way children explore their world through play? Explain what you noticed. (Make 3 connections)
3. The author describes the importance of supporting certain dispositions in children. What are they and how does this relate to what you are learning in the Course? (Make at least 2 connections)
4. Describe what this would look like in your practice ? (Describe at least two ways you would support these dispositions)

**Note:** ideas could be compiled into a class professional resource




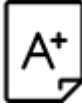
## Activity 9: Supporting Cognitive Development through Mathematizing Early Learning Environments

See Chapter 10, Activity 6: Cognition in the Preschool Years.

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

**Indigenous Activities**

## Activity 1: Visual-Spatial Learners

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

- to explore Indigenous Experiences and Perspectives on child development
- to engage in critical thinking
- to increase awareness about First Nation people
- to embrace the professional practice of working with families as partners

### Materials: N/A

### Instructions:

**Step 1:** Learners will carefully read the following passage and answer the associated questions.

“Cradle board (Tikanagan). We place our babies in a cradle board (also called a Tikanagan in the Algonquin language) after they’ve been wrapped in a moss bag. We place the baby inside the moss bag and then attach and secure the bag to the cradle board. The board secures the baby and creates a feeling of safety, like being in the womb. It relaxes the baby, allowing them to sleep or to watch quietly what is going on around them.

A cradle board is a bonding tool that keeps babies close to their mothers. The board allows the baby to develop in a healthy way. They have a chance to use their eyes more. They use other senses to explore the environment around them when they are snuggled and wrapped securely and are unable to use their hands. Their sense of sight and hearing sharpen early. Also by looking around, the baby has to use his/her brain to try to figure out what they are seeing. Children brought up on a cradle board tend to wait and look over situations before reacting. Babies do not spend all of their time on a cradle board, and most parents see when their babies are ready to get out of the cradle board.

Cradle boards are decorated with designs and special items so that the child's spirit will be happy and protected. Great care goes into creating a board. This reflects the great care for the baby."

(Source: A Child Becomes Strong: Journeying Through Each Stage Of The Life Cycle, p.22)

**Questions:**

1. From this reading, what tells us that a baby is developing cognitively?
2. What other domains are enhanced by being in a cradleboard?
3. What other ethnic group in the world carry their babies near them? (i.e. Inuit)

**Step 2:** Learners will carefully read the following passage and answer the associated questions.

"Appropriate teaching methods based on First Nations learning styles Rasmussen, Baydala, and Sherman (2004) did an extensive literature review to determine whether Aboriginal learners had particular learning preferences. They found Aboriginal people tend to prefer more visual-spatial learning as opposed to the verbal learning style most common in Canadian classrooms. For example, many teachers are accustomed to giving oral instructions in the classroom which is appropriate for children who demonstrate strong auditory sequential processing. However, for a child who is a visual-spatial learner, oral instructions take extra time to process and result in a gap in understanding the information and instructions.

The authors also found that Aboriginal people seem to prefer holistic, observational, and experiential learning techniques. Toulouse (2008) identifies four learning strategies that honour Aboriginal learning styles: holistic, visual, reflective, and collaborative. In general, it was found that children who demonstrate a strong visual-spatial learning style prefer using images, pictures, colours, and maps to organize information and communicate with others. They love to draw, scribble, doodle, and work with their hands. For these children, it is recommended that the teacher demonstrate to students what and how to do something."

(Source: Founded In Culture: Strategies To Promote Early Learning Among First Nations Children In Ontario, p. 15)

**Questions:**

1. Can there be a correlation between being in the cradleboard and developing visual-spatial abilities? Explain.
2. Why would oral instructions not work for a visual-spatial learner? Explain.
3. How can a caregiver support an Indigenous infant or toddler's cognitive development?

**Step 3:** Based on what they have learned in the two readings, learners will create an activity to support an infant or toddler's cognitive development who are visual-spatial learners

Other resources that support this activity: [Learning Patterns and Education of Aboriginal Children](#). See Learning and Cognitive Patterns, p. 318 and p. 327 to 333

## References

Ontario Ministry of Education. (2014). Excerpts from ELECT: Foundational knowledge from the 2007 publication of "Early learning for every child today: A framework for Ontario early childhood settings". Toronto: Author.

Ginsburg, Herbert & Seo, Kyoung-Hye. (2004). What is developmentally appropriate in early childhood mathematics education? Lessons from New Research.




# Chapter 6 Ancillary Activities

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## Activities:

- Positive self-concept (self to practice)
- Professional identity and practice (self to practice)
- The elements of social competency and HDLH? (2014)
- The Grandfather Teachings (Indigenous) self and professional practice
- The Grandfather Teachings (Indigenous) demonstrated by children
- Environments that support social competency (Think Feel Act, 2014)
- Attachment style: a case study
- Resiliency: studying the work of Dr. Thomas Boyce

## Activity 1: Positive Self-Concept

Delivery Options	Activity Type
  Remote Face to face	 Group

## Purpose:

- to increase awareness of the importance of a positive self-concept and what influences this.

## Materials:

- Variety of markers and one piece of 8.5 x 11 paper (paper can be recycled as long as one side is blank)

## Instructions:

### Part 1:

Ask learners to trace both hands on their paper. On each finger on the first tracing, have them write five positive words (one per digit) that they use to describe themselves to themselves and others and how others may describe them. **Example:** I'm creative, I'm a leader, I'm kind as examples.

### Part 2:

Ask the learners to look carefully at each of the words they wrote and transfer to the other hand any of the words which they feel would be an asset to their professional practice as an RECE.

- What do they notice?
- Have the learners make specific connections to the Code of Ethics and Standards of Practice (2017)

### Part 3:

Ask the learners to reflect on how they came to understand these things about themselves.

- What role did opportunities play?
- What role did the feedback and validations from others play?

**Now have them consider their role as educators supporting children's self-concept development.**

What does practice that supports the development of positive self-concepts in children look like?

**Example.** Relationships, creating, environments, and strategies they might use)




- Where do they see connections to HDLH? (2014)

## Option 2: Virtual

Create an activity on a platform such as Mentimeter™ to Jam Board™ and pose the questions:

1. List five positive traits you believe you possess.
  2. Which of these traits do you think will be an asset in your practice as an RECE?
-

## Activity 2: Professional Values and Beliefs (Positive Professional Identity)

Delivery Options	Activity Type
  Remote Face to face	 Group

### Purpose:

- to increase educator awareness of their professional values, beliefs and identity and professional practice.

### Materials:

- 2 envelopes for each student
- One piece of 8.5 x 11 paper cut in half for each student

### Instructions:

#### Part A

- Ask learners to write **Rita's Practice** on the front of the envelope. and on one piece of paper write **Rita's values, beliefs and professional identity**.
- Play the TEDTalk, "[Every Kid Needs a Champion](#)" by master educator, Rita Pierson

\*Note: This TEDTalk has been viewed over 5 million times. Rita passed away in 2013 having inspired millions)

- Anywhere on the envelope they are to write examples of Rita's practice. This is what others see on the **outside**.
- On the piece of paper they are to write examples of Rita's professional values, beliefs and her professional identity. This is what is on the **inside**.

After the video, provide a few moments for learners to add any additional words. Then ask the learners to carefully examine the words they wrote on the envelope and the words they wrote on the paper.

### Questions:

1. Do the words align?
2. Does Rita's practice align with what she says she believes about children?
3. Is she a champion for children and why?

4. How does her practice impact the self-concepts of the children in her class?
5. Did you ever have a teacher or a special person who was your champion?





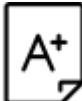
## Part B

- Ask learners to take the second envelope and repeat the activity on themselves.
- On the first envelope write **My Practice**. On the envelope they will write examples of their practice (what others actually see). T
- hen learners will write on the paper **My values, beliefs and professional identity**. Learners will record examples of their values, beliefs and professional identity.
- Finally learners will carefully study the words on the envelope and the words on the paper to see how they align. Does my practice reflect what I say I believe?

The learners' work can be kept as an artefact to be used in the writing of a professional philosophy statement or included in a professional portfolio for example.

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## Activity 3: The Elements of Social Competency

Delivery Options	Activity Type
  Remote    Face to face	 Individual   Group   Assessment

### Purpose:

- to increase educator awareness of the elements of social competency and how these can be supported through intentional professional practice.

### Instructions:

### Background

Social competency is important. People who are socially competent are generally happier, healthier, have better relationships and have fewer encounters with the law. For these reasons alone, as educators, it is worth nurturing and supporting children's developing social competencies.

Below is a list of the elements of social competency:





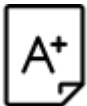
- Positive self-identity
- Interpersonal skills
- Self-regulation
- Planning and Decision Making
- Cultural Competence
- Emotional Intelligence
- Social Values

(Kostelnik, Soderman, Whiren & Ruper, 2018)

**Questions:**

1. Go to HDLH (2014) and make reference to at least two elements of social competency describe how living into the aspirations of this document (e.g. the four foundations) can support these competencies.

**Activity 4: Attachment style- A Case Study**

<p><b>Delivery Options</b></p>  <p>Remote Face to face</p>	<p><b>Activity Type</b></p>  <p>Individual</p>  <p>Assessment</p>
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**Purpose:**

- to increase educator awareness of the importance of secure infant/caregiver attachment
- to increase understanding of the critical importance of relationship in supporting emotional development
- to apply knowledge to practice

**Instructions:**

**Part A: Carefully read the Case Study below.**

George is a physically healthy 15-month-old. His mother is returning to work soon and has enrolled him full time in a local licensed, centre-based program. He will be in the toddler room where there are 15 toddlers and 3 educators.

To help support the transition to the program he has visited the centre several times with his mother. During the last two visits, the educators have encouraged his mother to leave the room





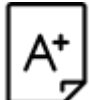
for a brief period of time to help him gradually become used to being at the program without her. The educators have noticed the following: George does not seem to be at all upset when his mother leaves and upon her return appears to ignore her and at times actually looks away from her.

The educators do not know a lot about the family; however, they have been told George's mother has had ongoing health issues and was hospitalized on two occasions during George's first year of life.

**Part B: Answer the following questions to demonstrate your understanding of infant/toddler attachment.**

1. From the above scenario identify which style of attachment George appears to be exhibiting. Would this style of attachment be considered secure or insecure? Explain your answer. What is George's mental representation or his internal working model of his mother?
2. What might have influenced the quality of attachment between George and his mother and why?
3. What is the long-term impact of this style of attachment? Provide an example.
4. What can the educators do to further support George's transition to child care and ongoing social/emotional development? In your answer, make a connection to the four foundations of How Does Learning Happen? (2014)
5. Identify 2 researchers (provide their names) who have contributed to our understanding of the importance of early attachment and briefly describe their research.
6. Identify and briefly describe the other 3 styles of attachment described in the textbook.
7. Researching practice: find two practical examples of how early learning programs and agencies support healthy child/family relationships, and children's social emotional development, including secure attachment.

**Activity 5: The Grandfather Teaching (Indigenous)**

Delivery Options	Activity Type
  Remote Face to face	 Individual
	 Group
	 Assessment

## Purpose:

- to honour traditional teachings, to offer alternative perspectives to support diversity
- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)
- to embrace the professional practice of working with families as partners

## Instructions:

### Background

Supporting Social Competency through the Grandfather Teachings. Below is a list of the seven Grandfather Teachings.

- Love
- Respect
- Bravery
- Humility
- Honesty
- Truth
- Wisdom

Have the learners research these teachings to prepare for the following activity.

### Questions:






1. Select one of the teachings and describe a time when you demonstrated this in your professional practice.
2. Make a connection to the Code of Ethics and Standards of Practice (2017).

### Resources:

- [Founded in Culture: Resources to Promote Early Learning Among First Nations Children in Ontario](#)
- [A Child Becomes Strong: Journeying Through Each Stage of the Life Cycle](#)

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## Activity 6: The Grandfather Teachings and Children (Indigenous)

Delivery Options	Activity Type
  <p>Remote Face to face</p>	 <p>Individual</p>
	 <p>Group</p>
	 <p>Assessment</p>

### Purpose:

- honour traditional teachings to offer alternative perspectives to support diversity.
- honour the traditional teachings and family engagement
- honour the traditional teachings to support relationships
- honour the traditional teachings to support social competency

### Instructions:

#### Background

Supporting through the Grandfather Teachings. Below is a list of the seven Grandfather Teachings.

- Love
- Respect
- Bravery
- Humility
- Honesty
- Truth
- Wisdom

Learners select one of the Grandfather Teachings and then consider how infants and toddlers might demonstrate this teaching. **Example.** Consider how infants and toddlers demonstrate love or bravery.

#### Questions:





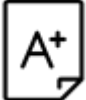
1. What does this look like?

This could be a small research project which engages families and the community and is made visible through pedagogical documentation.

### Resources:

- [Founded in Culture: Resources to Promote Early Learning Among First Nations Children in Ontario](#)
- [A Child Becomes Strong: Journeying Through Each Stage of the Life Cycle](#)

## Activity 7: Environments and Practice that Support Social Competency

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to increase educator awareness of how environments and intentional and reflective practice can support children's social competence





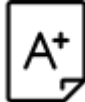
### Instructions:

- Read the article [Article: Think Feel Act](#) (2013) by Karyn Callaghan
- Watch the accompanying [Videos 5-10](#).

### Questions:

1. How do the practices Callaghan describes support social competency?
  2. In your response consider such things as the image of the child, relationships and the environment.
-

## Activity 8: Resiliency Dr: Boyce's model of the Dandelion, Tulip and Orchid

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to explore a model to describe resiliency to increase understanding of how children face challenges

### Instructions:

#### Background

Spend some time researching Dr. Boyce's work on resiliency.

In your research you should find:

- Book (2019): *The Orchid and the Dandelion: Why sensitive children face challenges and how all can thrive* or [TEDTalk: The Orchid and the Dandelion](#)

### Questions:




1. From this research how would you describe yourself? As an orchid, a dandelion or somewhere in-between; a tulip? There are also inventories online which you can complete (see resources below)
2. Do you consider yourself to be a dandelion in all situations, for example, or are there situations where you would describe yourself more as an orchid? Explain why.
3. How in their practice can RECEs support families with a child who struggles?

### Resources

- [Is your child an orchid, dandelion or tulip? New study examines kids' behavior](#)
  - [Are You an Orchid or a Dandelion? — Happy Brain Life](#)
-

## Indigenous Activities

### Activity 1: Introduction to the Seven Grandfather Teachings

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	

#### Purpose:

- to honour traditional teachings, to offer alternative perspectives to support diversity
- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)
- to embrace the professional practice of working with families as partners

**Materials:** N/A

#### Instructions:

**Step 1:** Read the story of [how the Seven Grandfather Teachings came to be.](#)

**Step 2:** Answer the following questions to demonstrate your understanding of an Indigenous perspective on teaching values to Infant and Toddlers. Learners will read the following paragraph and answer the associated questions:

“We must go back to the knowledge that the Seven Grandfathers taught the first Elder. We must teach our children when they are young to value the teachings of their grandmothers and grandfathers. These teachings provide direction and root them in the cultural values needed to grow up strong and resilient.”

(Source: A Child Becomes Strong: Journeying Through Each Stage of the Life Cycle, p. 12)

## Questions:

1. Why is it important to teach children values at a young age?
2. How do we know that infants and Toddlers can learn what we model? (answer is that they imitate others at this stage of life)
3. Based on the reading from the website, how can a caregiver model each of the Seven Grandfather Teachings in their care? Give 2 examples for each Teaching.
4. Learners will explain how the Seven Grandfather Teachings support children's social competencies (all ages) with connections to [four foundations of HDLH?](#) (2014).
5. Learners will explain how the Seven Grandfather Teachings support children's competencies in connection with the four frames of the [Kindergarten Program document](#) (2016).

## References

Boyce, T. (2019) *The Orchid and the Dandelion: Why sensitive children face challenges and how all can thrive*. New York: Vintage.

Kostelnik, M., Soderman A., Whiren, A., Rupiper, M. (2018). *Guiding children's social development and learning* (9th ed.). Belmont, CA: Nelson Education Ltd.

Ontario Ministry of Education. (2014). *Think Feel Act. Lessons from research about young children*. Toronto: Author.

# Chapter 7 Ancillary Activities

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## Activities:

- Professional roles and responsibilities in supporting children's abilities to be self-regulated: a scavenger hunt of professional resources
- A story of stress and self-regulation: self to practice
- Connect is the key: Dr Jean Clinton's C:D:C ratio: studying scenarios and practice
- The potential of songs, fingerplays and interactive games to support emotional development
- Using picture books to support understanding of emotions and how to express them
- Reflecting on emotional development: Uri Bronfenbrenner
- Environments that support infant toddler emotional development (Callaghan, 2013)
- Traditional Knowledge and emotional development: The Grandfather Teachings and Children
- Exploring and evaluating programs to support emotional development
- Exploring resources developed by the College of Early Childhood Educators



- Exploring resources to support interactions with children

## Activity 1: Supporting Self-Regulation Scavenger Hunt

<p><b>Delivery Options</b></p>  <p>Remote Face to face</p>	<p><b>Activity Type</b></p>  <p>Group</p>
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### Purpose:

- to increase awareness of the educator role and responsibility in supporting children’s ability to self-regulate.

### Instructions:



1. Ask learners to identify places where **self-regulation** and the **educator role in supporting children’s ability to self-regulate** as mentioned in the resources below.

This can be done in teams and timed for some friendly competition.

### Resources:

- [The Code of Ethics and Standards of Practice \(2017\)](#)
- [How Does Learning Happen? \(2014\)](#)
- [The Kindergarten document \(2016\)](#)

## Activity 2: Telling a Story of Stress

<p><b>Delivery Options</b></p>  <p>Remote Face to face</p>	<p><b>Activity Type</b></p>  <p>Individual</p>
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### Purpose:

- to increase awareness of the educator role and responsibility in supporting children’s ability to self-regulate.

- to increase awareness of standing self-regulation (self to practice)
- to identify the 5 domains of self-regulation (Dr. Stuart Shanker)

## Instructions:

- Instruct learners to describe (on a timeline) a story of when they felt they were challenged to manage the stressors they were experiencing. **Example.** Perhaps they want to speak about experiences they have had starting placement.

### Questions:

1. Describe the situation
2. Identify the domains in which you were experiencing stress and anything that happened to increase or decrease the stress and helped to return to a state of homeostasis.




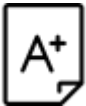
**Example.** Identify hunger (biological domain) and have a snack or a feeling of overwhelm with assignments (cognitive domain) and ask their instructor for an extension.

**Encourage the learners to move up and down on the stress arousal continuum as they tell their story.**

Learners can share their story with a partner or in a small group.

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## Activity 3: Dr. Jean Clinton: Connection is the Key

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 <p>Group</p>  <p>Assessment</p>

- to study Dr. Jean Clinton’s work on building relationships with children. The C:D:C ratio (connect, direct, correct)

## Instructions:

### Background

In preparation, have learners read Dr. Clinton’s article in [Think Feel Act Article \(Pages 5-10\)](#) (2013) and watch the related [Videos \(1-4\)](#).

### Scenario 1

Gemma, 18 months old, is pouring water from the water table onto the floor. She appears to be fascinated by the splashing sound it makes and how the floor changes colour. A large puddle is forming near a carpeted area of the room.

#### Questions:

1. Explain how you would connect with Gemma before correcting and directing.





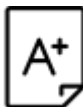
### Scenario 2

Noah and Charlie are playing on the carpet with a wooden train track and various accessories. The blue engine is very popular among the children in the group and Noah repeatedly looks over at the engine and appears to be wanting a turn. Charlie lets go of the engine for a moment while he reaches for a wooden character who is waiting on the platform. Noah quickly reaches over and grabs the engine. Charlie turns around and yells, 'Mine!' leans over and tries to grab it from Noah's hand. Noah, clutching the engine, pulls back. Charlie pulls even harder. The train slips from Noah's hand and he falls backwards, hitting his head on the ground. He begins to cry.

#### Questions:

1. Explain how you would handle this situation paying attention to your C:D:C ratio.

## Activity 4: The Potential of Songs, Fingerplays and Interactive Games to Support Emotional Development

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

#### Purpose:

- to expose learners to the effectiveness of sharing songs and fingerplays with infants and toddlers to support understanding of emotions and how to express them

- to reinforce that songs are very effective in calming infants and engaging with them and they do not have to be what we think of as infant songs. **Example.** Some infants are soothed by more upbeat songs that we would not necessarily consider lullabies.

## Instructions:






This is a particularly rich activity when there is cultural diversity among the students.

- Ask each learner to come to class prepared to share a nursery rhyme, interactive finger play or song which either they remember from their childhood or they have used or seen used in practice to engage with an infant or toddler.
- Acknowledge that some individuals for a variety of reasons including trauma, may not have memories of their childhood experiences in which case they can provide an example they have observed children enjoy.
- Learners can present their examples in small groups either through a demonstration or sharing an example of their song, nursery rhyme or interactive fingerplay they found online. They could share the example using their cell phone, tablet or laptop computer.

## Remote delivery ideas:

- Students can record post their example on a platform such as Flipgrid TM prior to class or students could share in small breakout groups as in face to face delivery.

## Activity 4: Using Picture Books to Support Understanding of Emotions and how to Express them

Delivery Options	Activity Type
  <p data-bbox="217 1367 477 1394">Remote Face to face</p>	 <p data-bbox="623 1310 743 1339">Individual</p>  <p data-bbox="623 1451 711 1478">Group</p>  <p data-bbox="623 1604 769 1625">Assessment</p>

## Purpose:





- to increase educator skill in selecting and evaluating picture books to support infant and toddler emotional development.

## Instructions:

- Learners bring an example of a picture book which they believe supports children’s emotional development and describe the reason for their selection. This can be an actual book, a description of the book, or an online reading of the book.
- Learners should be able to describe the intent of the book i.e. does it simply describe and label emotions or does it tell a story where characters experience different emotions.

Violet’s beautiful display of empathy. [This short video](#) captures a toddler reading the book Grumpy Bird by Jeremy Tankard (2007)

## Activity 5: Self-Reflection on Emotional Development

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- to reflect on emotional development and lived experience (Self to practice)

## Instructions

Child development theorist Uri Bronfenbrenner said, **“Every child needs at least one person who is crazy about them.”**





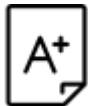
### Questions:

1. Take some time to think about this quote. For you as a child who was that person? What did they do to make you feel this way?
2. Now consider that at some point in your practice you may be that person for a child. Describe what your professional practice will look like.

**Note:** It is important to be sensitive to the fact some learners may have experienced trauma and may not have memories of their childhood or may not have had such a person in their life.

---

## Activity 6: Environments that Support Infant Toddler Emotional Development

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to develop knowledge and skills around planning intentional play based environments that support infant and toddlers emotional development.

### Instructions:

In preparation read the following article by Karyn Callaghan in Think Feel Act (2013) and watch the accompanying videos (Videos # 5 to #10).

#### Article

[Think, Feel, Act: Lessons from research about young children](#)

#### Videos




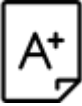
[Think, Feel, Act Series](#)

### Questions:

1. How do the practices Callaghan describe support emotions including children's ability to self-regulate?
2. In your response consider such things as the image of the child, relationships and the environment.

---

## Activity 7: Traditional Knowledge and Emotional Development: The Grandfather Teachings and Children

Delivery Options	Activity Type
  <p>Remote Face to face</p>	 Individual   Assessment

### Purpose:

- honour traditional teachings, to offer alternative perspectives to support diversity.
- honour the traditional teachings and family engagement
- honour the traditional teachings to support relationships
- honour traditional teachings to support emotional development

### Instructions:

Below is a list of the seven Grandfather Teachings.

- Love
- Respect
- Bravery
- Humility
- Honesty
- Truth
- Wisdom





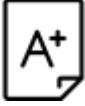
### Questions:

1. Discuss how these teachings can support children's emotional development.

### Resources:

- [FOUNDED IN CULTURE: Strategies To Promote Early Learning Among First Nations Children In Ontario](#)
- [A CHILD BECOMES STRONG: Journeying Through Each Stage Of The Life Cycle](#)

## Activity 8: Exploring Intentional Approaches to Supporting Children's Emotional Development

Delivery Options	Activity Type
  Remote    Face to face	 Individual
	 Group
	 Assessment

**Purpose:**

- to increase knowledge of intentional approaches to support emotional development
- to focus on working with families as partners

**Instructions:**

Ask learners to explore some formalized approaches to supporting children’s emotional development. These might be ones used by behavioural consultants and offered in parenting courses.

**Questions:**

1. Evaluate the approaches explored. Consider how they align with expectations for practice and foundational documents.
2. Summarize findings in the table below.

Name of Approach	Summary of the approach: key ideas, intended use	Image of the child	Nurturing Relationships	What I like about the approach	What I do not like about the approach	Does the approach align with legislation, foundation resources etc.?





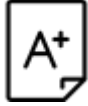
**Resources**

- [The ABC Approach to Behaviour Support](#)



- [FLIP IT | Addressing Challenging Behavior](#)
  - [Conscious Discipline - Social and Emotional Learning](#)
- 

## Activity 9: Exploring Professional Resources that Support Emotional Development

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 Individual  Group  Assessment

### Purpose:

- to increase awareness of professional resources intended to support practice that aligns with the Code of Ethics and Standards of Practice (2017)

### Instructions:




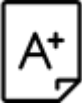
- The College of Early Childhood Educators develops and publishes resources intended to support Member practice. Below is the link to their resource about supporting positive interactions with children

Resource: [Practice Guideline](#)

### Questions:

1. Study the above resources and identify two approaches that stand out for you.
2. Describe what they will look like in your practice.

## Activity 10: Connecting with Children

Delivery Options	Activity Type
  <p>Remote Face to face</p>	 <p>Individual</p>  <p>Assessment</p>

**Purpose:**

- to increase awareness of professional resources intended to support practice that aligns with the Code of Ethics and Standards of Practice (2017)

**Instructions:**





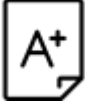
- Take some time to explore this excellent book on connecting with children and the related Facebook page.
- [Powerful Interactions: How to Connect with Children to Extend Their Learning, Second Edition](#)
- [Powerful Interactions](#) (Facebook Community)

**Questions:**

1. Make note of at least two approaches that stand out for you that you plan to embed in your practice.

**Indigenous Activities**

**Activity 1: An Indigenous Perspective on Healthy Toddler Development: A Case Study**

Delivery Options	Activity Type
  <p data-bbox="217 365 480 394">Remote Face to face</p>	 Individual  Group  Assessment

### Purpose:

- to learn the First Nation people's perspective on the spiritual domain
- to honour traditional ways of supporting physical, emotional, mental and spiritual competency
- to increase educator awareness of the importance of secure infant/caregiver attachment
- to increase understanding of the critical importance of relationship in supporting emotional, mental, physical and spiritual development of Indigenous children
- to use higher order of thinking to apply knowledge to practice
- to provide shared learning experiences that move participants toward an enhanced understanding of their own practice and their professional community

**Materials: N/A**

### Instructions:

#### Part A

**Step 1:** Read excerpts from [A Child Becomes Strong.pdf](#)

- page 6 and top of page 7 (The Medicine Wheel)
- page 25 (Healthy Toddler Development)
- page 26 (Traditional tools to promote toddler wellness)
- [Blank Medicine Wheel](#)
- [Using the Medicine Wheel \(Reading\)](#)

**Step 2:** Carefully read the Case Study below.

Meegwan is a 13 month old Indigenous boy who comes from a family that practices their traditions and their culture. He has picked up a stick, hitting it loudly on different surfaces,

which causes a lot of noise. Meegwan often sings and dances. He is nodding his head up and down and appears to be singing, but the words are not English. Some of the children are holding their hands up to their ears. He then starts dancing around.

**Step 3:** Answer the following questions to demonstrate your understanding of infants/toddlers in all developmental domains of the Medicine Wheel.

### Questions:

1. From the above scenario, explain how an educator/caregiver should approach Meegwan? What can they do to foster every toddler's well-being?
2. Based on this story and the readings, why is it important to encourage Meegwan to drum and sing?
3. According to the Continuum of Learning, how is Meegwan showing cognitive development?
4. All domains are interrelated and no one domain is more important than another. From the reading, explain how a caregiver/educator can support Meegwan's emotional, mental, social and spiritual development?
5. From the reading, toddlers learn through observing, how did Meegwan learn to drum and dance?

### Part B

Ask students to choose from one of the following options.

**Option 1:** Ask learners to create an activity that will support each of the four (4) domains of the Medicine Wheel for a toddler from an Indigenous perspective. Learners will explain how their activity and educator practice lives into the four foundations of the HDLH.

**Option 2:** Indigenous children learn through social interactions (peers, family, extended family) and actively discovering the world around them (connection to the land/nature).

- 1) Ask learners to explain how the Indigenous perspective about a child's growth and development can be tied with the theories of Bandura, Vygotsky and Piaget. For example, Bandura's social learning theory, etc.

**Option 3:** Provide learners with the blank Medicine Wheel document

- 1) write each of the four (4) domains (physical, mental, emotional, spiritual) outside one of the quadrants around the blank Medicine Wheel
- 2) in each of the quadrants, ask learners to write four (4) ways they can support an Indigenous toddler for each domain in the Medicine Wheel.

**Note:** These should be different from the examples given in the reading on page 27.

## Chapter 8 Ancillary Activities




# Communication Language and Literacy

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### Activities

- 'Snork' fast mapping activity
- Observing and reflecting on toddler verbal and non-verbal communication
- 'Aim for 5' serve and return
- Selecting quality picture books for infants and toddler that support communication, language and literacy development
- Supporting communication, language and literacy development through songs, fingerplays and nursery rhymes
- Using picture books to promote diversity and address social justice
- Distracted parenting

### Activity 1: 'Snork' Fast Mapping

Delivery Options	Activity Type
 Remote	 Group
 Face to face	

#### Purpose:

- to increase understanding of, and appreciation, for fast mapping a strategy used by infants and toddlers in building vocabulary.

**Materials:** N/A





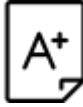
#### Instructions:

**Face to face:** Give each student a copy of the attached handout. It is important to stress that the terms are fictitious: they are **not** real words in the English language. This is of particular

importance if there are English language learners in the class. Have the students answer the questions on the handout. When completed the students could discuss the activity with a partner or simply return to the whole group to take up the exercise. In either scenario, discuss the strategies used to make meaning of the words/labels.

**Remote:** Ask the students to have a piece of paper and a writing instrument with them. On the computer screen share an image of the 'snork' and provide students time between asking each question to record their answer. When completed, discuss the strategies they used to make meaning of the words/labels.

## Activity 2: Infant Toddler Verbal and Non-Verbal Communication

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- observing infant toddler verbal and non-verbal communication.
- working with families as partners
- making connections to HDLH? (2014)

### Materials: N/A

### Instructions:

When posted on social media in 2019 this video immediately went viral and was picked up by news stations such as CNN and ABC. Harvard University's Centre for the Developing Child hailed it as an excellent example of a conversation between a toddler and a parent. Many have commented on the wonderful and positive relationship that exists between this father and his son.





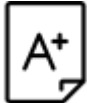
## Watch the following videos:

- [Adorable moment of father and toddler having conversation | ABC News](#)
- [Dad from viral babbling baby video explains where idea came from](#)

### Questions:

1. What does the child already understand about conversation and communication?
2. Identify channels of nonverbal communication used by both participants.
3. How does the father support and extend the conversation?
4. In working with families as partners what might you say to the father if you witnessed this conversation?
5. Make connections to How Does Learning Happen? (2014) including the four foundations.

## Activity 3: Serve and Return

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- increase awareness of the importance of conversation with young children
- working with families as partners

### Materials: N/A

### Instructions:

Research shows that when caregivers are truly 'present' (emotionally, socially, cognitively) and engage in authentic conversations with young children it is a significant investment in children's overall development.





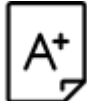
## Resources:

- [5 Steps for Brain-Building Serve and Return - Center on the Developing Child at Harvard University](#)
- [The Hanen Centre – Contact Us](#)

## Questions:

1. Explore the websites and study the 'serve and return' approach.
2. Find **three** resources that you would share with families about supporting communication language and literacy.
3. For each resource explain the reason(s) for your selection.

## Activity 4: What Influences communication? Working with Families as Partners

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

## Purpose:

- increase educator awareness of what influences communication between caregivers and children.
- developing skills in working with families as partners to support communication, language and literacy development.

## Materials: N/A

## Instructions:





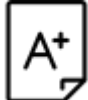
Explore the following resources.

- [The Dangers of Distracted Parenting](#)



- [Papa, Don't Text: The Perils of Distracted Parenting - The Atlantic](#)

## Activity 5: Supporting Communication, Language and Literacy through Nursery Rhymes, Songs, and Interactive Finger Plays

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 Individual  Group  Assessment

### Purpose:

- to build skills in practices that support communication, language and literacy development
- making between caregiver lived experiences and practice.

### Materials: N/A

### Instructions:





Ask each student to come to class prepared to share a nursery rhyme, interactive finger play or song which either they remember from their childhood or they have used or seen used in practice. Acknowledge that some individuals for a variety of reasons including trauma, may not have memories of their childhood experiences in which case they can provide an example they have observed children enjoy.

**Face to face:** Students can present their examples in small groups either through a demonstration or sharing an example of their song, nursery rhyme or interactive fingerplay they found online. They could share the example using their cell phone, tablet or laptop computer.

**Remote delivery:** Students can record and post their example on a platform such as [Flipgrid](#) prior to class or students could share in small breakout groups as in face to face delivery.

**This is a particularly rich activity when there is cultural diversity among the students.**

## Activity 6: Songs to Enrich your Practice

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

- to build skills in practices that support communication, language and literacy development
- to build a repertoire of resources to use practice

**Materials: N/A**






### Instructions:

Sharing nursery rhymes, interactive finger plays and singing with children are all excellent ways to support communication, language and literacy development and nurture relationships. These practices build vocabulary and knowledge. They support communication conventions such as turn taking, paying attention and staying on topic. In addition, many nursery rhymes, songs and fingerplays support cognition through references to numeracy, recognizing patterns, making predictions, memory, and executive functioning just to name a few benefits. Many nursery rhymes, interactive fingerplays and songs can be used to support social competence and emotional development such as exploring and labelling feelings.

### Questions:

1. Explore this excellent blog posting by Dianne Kashin.
  - [Singing with Children During Difficult Times | Technology Rich Inquiry Based Research](#)
2. Select a minimum of **three** songs to learn and explain why you feel would enrich your practice.

## Activity 7: Selecting Quality Picture Books to Support Communication, Language and Literacy

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:






- to reinforce content taught (referential and expressive style of language)
- expose educators to picture books both classic and contemporary
- increase awareness of the value of picture books in supporting infant and toddlers' communication, language and literacy development.
- develop skill in evaluating picture books in terms of supporting infant and toddlers' communication, language and literacy development.

### Materials: N/A

### Instructions:

1. Research picture books for infants and toddlers. This can be done by visiting a library, a bookstore or exploring the many recordings of readings of picture books posted online.
2. Select three that you believe contain excellent examples of referential and expressive language styles.
3. Provide at least 3 examples of each style from each of the books.

## Activity 8: Communication, Language, Literacy and Social Justice

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- increase educator ability to think critically about books available to the children

### Materials: N/A

### Instructions:




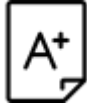
Recall in Chapter 1 we discussed dominant discourses and thinking critically about how these are perpetuated within public institutions including schools and early learning. Suggestions on ways to examine the materials present in the environment were provided. The [Elementary Teachers' Federation of Ontario \(ETFO\) has compiled an excellent list of books](#), including picture books, that address issues of social justice.

### Questions:

1. Take time to explore this great resource and identify **three** books that grabbed your attention and explain why and how you would include them in your practice.
2. Search online to see if there are any recent publications that you feel should be added to the list.
3. Add at least one recent publication to your list and provide the reason for your selection.
4. Based on your selection, make connections to the Code of Ethics and Standards of Practice (2017) as far as supporting diversity.
5. How do these books connect to HDLH (2014)?

# Indigenous Activities

## Activity 1: Teaching Traditional Languages

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

- to explore Indigenous Experiences and Perspectives
- To enrich professional practice
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)
- to embrace the professional practice of working with families as partners

**Materials:** N/A

### Instructions:

**Step 1:** A lot of Indigenous children are visual-spatial learners. Teaching the language by showing pictures has been strongly suggested by linguists. Learners will carefully read the following handbook and answer the associated questions.

[Revised Handbook of Best Practices in Aboriginal Early Childhood Programs](#): Chapters 2 & 3

### Questions:

1. What stands out the most about this reading?
2. Name two ways to support children's language development.
3. What kind of strategies would a caregiver use for an infant? A toddler?
4. What would be the first step in determining what strategies to use?

**Step 2:** Learners will write a step-by-step instruction on how they would implement a language program in their place of work.

**Step 3:** Learners will create an activity for either an infant or toddler using the language of the community nearest to them.

## Chapter 9 Ancillary Activities

# Physical Development Preschool

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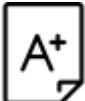
During the preschool years children continue to grow physically. They lose body fat and their bodies become more proportioned resulting in a more adult-like appearance. Children require less sleep than toddlers and by this age have given up a midday nap. They begin to lose their primary teeth. Their gross and fine motor skills continue to develop and they demonstrate the physical abilities of running, jumping, hopping, galloping, throwing and pedaling and steering riding toys. Children now have more control over their own movements and can express moods in their movements and co-ordinate moves with others. In Canada, many children begin to participate in organized sports such as soccer, hockey, lacrosse, swimming, and T ball, as examples. Their handedness will be established during this period of development. Fine motor skills allow the use of tools such as scissors. They make marks, draw representations of people and objects and make letters and numbers. The improved motor skills mean children are now able to engage in more self-care such as toileting and dressing.

-(Information from the continuum of development in Excerpts from the ELECT, Ontario Ministry of Education, 2014)

### Activities

- 'Snork' fast mapping activity
- Physical literacy
- Physical literacy (Indigenous)
- Get outdoors!
- Supporting risky play
- Supporting fine motor development
- Handedness
- Losing teeth
- FDK self- reg and well-being Dr. Shanker

## Activity 1: Physical and Health Literacy

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to expose students to the subject of physical and health literacy
- to share resources on physical literacy with students

### Materials: N/A

### Instructions:

What is physical literacy and health literacy? Canada has taken a leadership role internationally in defining and promoting physical literacy. Let's do some research...

### Resources

#### Physical Literacy

- Canada's Physical Literacy Consensus Statement: [Consensus Statement - Physical Literacy](#)
- Physical Health Education Canada: [Physical Literacy | PHE Canada](#)
- Physical Literacy Canada: [Physical Literacy](#)
- [Physical literacy - Sport for Life](#)
- Passport for Life- Physical Literacy explained: [Physical Literacy Explained | Passport for Life](#)
- [Canadian Assessment of Physical Literacy](#)
- Participaction-Physical Literacy: [Physical Literacy | ParticipACTION](#)

#### Health Literacy




- ABC Life Literacy Canada - Health Literacy: [What is Health Literacy? | abclifeliteracy.ca](#)
- The Centre for Disease Control - Health Literacy: [Understanding Health Literacy](#)
- Health Literacy in Canada (2008): [Health literacy in Canada: A healthy Understanding](#)

## Questions:

1. From researching the websites above and others, explain what is meant by physical literacy and health literacy and why they are important as far as children's development and overall well-being.
2. Identify two barriers to physical and/or healthy literacy that a child may be facing.
3. Design and describe an opportunity that could be implemented in an early learning environment or full day kindergarten program. The opportunity must promote physical and/or health literacy that addresses these barriers and is accessible to **all** children. In your response explain how the barriers have been addressed.
4. Provide enough details for any educator to implement this opportunity.
5. How could this opportunity be shared with families and the community?

**Note:** The opportunities designed by the class could be compiled to create a class professional resource on physical and health literacy.

## Activity 2: Getting Outdoors!

<b>Delivery Options</b>  Remote	 Face to face	<b>Activity Type</b>  Assessment
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### Purpose:

- to expose students to Ontario resources available to support children's outdoor play

### Materials: N/A

### Instructions:

Explore the following resource, designed to support children being outdoors.

[Ontario Children's Outdoor Charter](#)

Camp Kawartha is an outdoor education centre located in Central Ontario. The organization has developed a resource which describes opportunities for children of all ages to foster environmental stewardship and a sense of belonging in the natural world. The opportunities are listed by age group. [Pathway to Stewardship Guide](#)

- Read the document and then explore the opportunities listed for the following age group : 4-5 years





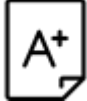


## Questions:

1. From your research, describe **one** activity that particularly appeals to you and carry it out yourself.
2. As you engage in the activity, consider how a preschooler might respond, what they might notice, what questions and theories they might have?
3. Write a reflection describing how you felt as you engaged in this activity. Pay particular attention to your senses. What did you see, smell, hear, touch as examples?
4. Plan an extension to this activity suitable for preschoolers. Explain the reason for your activity.
5. Describe what you learned from this, any connections you made and how this experience will include your practice.

**Note:** Students' individual activities could be compiled into a class professional resource.

## Activity 3: Understanding and Supporting Risky Play

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

## Purpose:

### Understanding Risky Play

- what is it? what is it not?
- what does it look like in the preschool years?
- explaining risky play to families.

**Materials:** N/A

## Instructions:

In their outdoor play children naturally explore and take risks. In 2009 researcher Ellen Sandseter analyzed hundreds of hours of children's outdoor play and identified six categories of risk in which children engage.

These categories are:

- rapid speeds,
- great height,
- disappearing or getting lost,
- dangerous elements,
- rough and tumble play,
- dangerous tools

Sandseter's work research has sparked a global conversation about children's play and what influences the way children play and the ways in which play has changed over time.

We can consider risky play as a 'hot topic' in early years, and in school and extra-curricular settings. Risky play continues to be a research focus in a number of disciplines. In Canada, Dr. Maria Brussoni from the University of British Columbia is a Canadian expert on the topic. Many articles and books have been written about play. Resources have been created to support educator practice to address questions and concerns from families.

**In practice individual educators should be able to:**

- Describe children's play in general (types of play, stages of play)
- Describe what is meant by risky play
- Describe what risky play is not
- Understanding taking risks in play varies from age group to age group and from child to child.
- Understand where supporting children to take reasonable risk in their play aligns with professional documents (e.g. How Does Learning Happen? 2014), and expectations ( e.g. The Code of Ethics and Standards of Practice, 2017)
- Reflect on their own comfort level supporting each category of risky play and develop professional goals. These could relate to increasing comfort levels or taking on a leadership role to promote risky play.
- Describe risky play to families

## Research

Below are just a few links to websites and resources about risky play. There are many more.

- [Ellen Sandseter's 6 Categories Of Risky Play](#)
- [Ellen Beate Hansen Sandseter](#)
- [Outdoor risky play | Education in the Digital Age : Healthy and Happy Children | OECD iLibrary](#)
- [The Importance of Risky Play](#)
- [Risky play for children: Why we should let kids go outside and then get out of the way | Nature of Things](#)
- [How to Facilitate Risky Play in the Classroom](#)
- [Is Your Risky Play Risky Enough](#)
- [The Preschool Podcast: Natural playscapes and the benefits of risky play](#)

## Individual Assignment Option 1

### Questions:

1. Think back to when you were a child or think about children who you know well. What risks did you take in your play as a child? or what risks do you see children taking in their play?
2. Which categories of risk did you explore in your play and why? Which ones did you not explore?
3. What role did the environment play as far as the risks you took or did not take?
4. What role did others ( playmates/siblings, adults e.g. family, educators, coaches, counsellors) play as far as the risks you took or did not take in your play?
5. Now consider your practice as an early childhood educator. Think about the categories of risky play that you feel comfortable and confident in supporting in your practice. Take time to think about how this level of comfort changes with regards to age groups.
6. Is your level of comfort with this category of risky play the same for infants as it is with school agers? Explain why or why not.
7. What could you do in your practice to address this?
8. Now consider the categories of risky play that you do not feel as comfortable supporting and explain why.
9. What could you do in your practice to address this?

### Professional goals for practice

From the reflection above, develop a professional goal related to supporting children of all ages with comfort and confidence to take reasonable risks in their play.

Make the goal specific with a plan, including resources, to action the goal.

If you are already comfortable and confident in supporting children to take reasonable risks in their play, your goal could be related to taking a leadership role in supporting risky play.

## Individual Assignment Option 2: Interview family members

### How play has changed over time.

Ask 2 or 3 family members to share either experiences of play as a child. Try to seek family members of different generations e.g. a parent, an aunt or uncle, a grandparent or even a great grandparent. Ask each of them to describe how they played, where they played, any rules they were expected to follow, and who was with them as examples. Write about what you learned from this task.

## Group Assignment

From your research on risky play, develop a resource for families which describes risky play. The resource should describe:

- the categories of risky play,
- define what risky play is and what it is not,


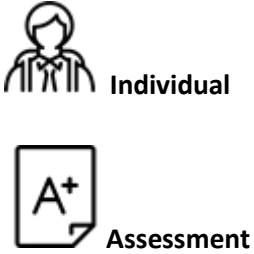
- provide examples of risky play for different age group.
- list resources for families to learn more about risky play.

The resource could be a brochure, a poster, an infographic, a PowerPoint, blog, podcast, TikTok video as examples. Consider ways to engage families and how these resources could be shared on social media.

**Further suggestions:**

- Students could be given the links to websites and resources to explore prior to class and come prepared to discuss risky play in small groups during class.
- Groups could be tasked with developing a poster, brochure, infographic, video (TikTok as an example) or presentation about risky play and its benefits designed to share with families.

**Activity 4: Supporting Fine Motor Development**

<p><b>Delivery Options</b></p>  <p>Remote Face to face</p>	<p><b>Activity Type</b></p>  <p>Individual Assessment</p>
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**Purpose:**

- to support fine motor development and building strong hands in play based early learning environments
- to research and develop opportunities

**Materials: N/A**

**Instructions:**

There is growing interest in how increases in the amount of time children spend engaged with screens and the decreased amount of time spent in unstructured play outdoors is influencing children’s overall development. There is evidence that many children are exhibiting weak fine motor skills. This aspect of development can be supported through intentional planning to include materials, tools and opportunities for children to develop manual dexterity and strong hands and fingers. Remember RECEs are supporting human development. Strong hands and fingers allow people to engage fully in everyday life, hobbies and professions. Think of all the ways humans use their hands!

**Note:** If you are concerned about a child’s fine motor skills, it may be appropriate to recommend that a family seek an assessment from a physician.

There are many online resources addressing fine motor skills.





Here is just one example: [Hand Strength: 35 Fun Activities for Kids - The Inspired Treehouse](#)

### Questions:

1. Do some research and describe **three** specific ways to support children’s fine motor development in early learning environments. The opportunities must be play based. Think critically as you research ideas. Not all of the ideas are play-based.
2. Explain how these ideas could be embedded in the environment.
3. Make connections to Overall Expectations (OE) and Specific Expectations (SE) in the Kindergarten document: [The Kindergarten Program](#)

**Note:** Student ideas could be compiled into class professional resources.

## Activity 5: Spotlight on Left-handedness

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- to increase awareness of this aspect of physical development in order to support every child’s holistic development.

### Materials:

- Paper & writing instrument

### Instructions:

**Prior to class:** Have the students do some informal research on left-handedness in preparation for a class discussion. Students who are left handed can reflect on their experiences of handedness to share with the class. Students who have a close family member(s) who is/are left handed could interview them to discover any challenges and/or joys of being left handed?

Students should come to class prepared to share what they have learned.

### **Background**

Given that approximately 10% of the population is left handed students will work with children in their practice who are left handed. [Handedness - Wikipedia](#)

During the preschool stage of development handedness will be established. In their practice, educators will encounter children who are left handed. Historically and for many complex reasons there has been a stigma against left handedness. This stigma is reflected in languages around the world and has been traced to religion, warfare, personal care and social conformity as examples. Individuals may know of a person who, in school, was forced to become right-handed. While today we understand more about handedness, it is clear that the world in which we live has a bias to right handedness. Perhaps this is not surprising as 90% of the world's population is right handed. We can see evidence of this bias in the architecture and design of buildings, traffic systems, consumer products and objects used in everyday living, for example scissors and can openers. This bias, often out of necessity, may result in many left handed individuals being more ambidextrous than individuals who are right handed.




It is noted that throughout history many highly creative people have been left handed. There is a lot of information available online. August 13<sup>th</sup> has been declared International Lefthanders Day!

**Note:** Be aware that left handed individuals are often left hand and left leg dominant but because of the way we read in Western culture (from left to right) most left handed individuals are right eye dominant. This mix of left and right dominance can influence hand eye coordination and make it challenging to hit a target for example. This can result in the appearance of being uncoordinated or 'clumsy'. Educators can support left handed children to become aware of how to position their bodies to compensate for the mixed dominances. Many left handed individuals may enjoy sports that do not involve a target.

### **Class Discussion**

1. Survey the class to determine if there are any students who are left handed or ambidextrous. Ask them if they are comfortable in sharing their experiences of being left handed with the class. In a class of 30 students it is likely that there will be at least one student who is left handed. If this is not the case or the student(s) is not comfortable sharing with the class, ask the class if they have close family members or a friend who is left-handed and what they know from them about their experiences of being left-handed.
2. Open the discussion to the whole class asking what they know about left-handedness.
3. Ask students to write their name a number of times with their non-dominant hand. Have them pay close attention to how this feels mentally and physically. They can switch back and forth between their dominant and non-dominant hand.
4. At the end of the discussion students will identify **three** things they have learned about left handedness.

## Activity 6: Losing Teeth

Delivery Options	Activity Type
 Remote	 Individual  Group

### Purpose:

- to increase student understanding of this aspect of physical development
- to increase awareness of how to approach this aspect of physical development in professional practice
- To explore resources to support sensitive and responsive practice that fosters healthy and holistic development

### Materials: N/A

### Instructions:

During the preschool years children begin to lose their primary teeth. This can happen anywhere and in their career most educators will experience supporting a child with a loose tooth or actually losing a tooth while in care. This can be both exciting and frightening for the child. The age at which teeth are cut and lost varies. A child who has a friend with a loose tooth may pretend that their tooth is 'wiggly' too when in fact it is still firmly in place! If a child loses a tooth in a program they may bleed a little which can be concerning for them and/or those present.

It is not surprising therefore, that teeth can be a topic of interest in an early learning program or kindergarten classroom. This can result in an interesting inquiry.

Picture books are one place to begin to explore this aspect of physical development. There are a number of picture books on this topic (see below).

### Questions:



1. Ask students to design students an inquiry about teeth and losing teeth and make connections to Overall and Specific Expectations in each of the four frames of the [Kindergarten document](#) and identify and describe extensions.
2. The opportunities must be child led and play based. Be as detailed as possible so the opportunities are easily implemented and assessment is addressed.

## Resources

- [Andrew's Loose Tooth | The Official Website of Robert Munsch](#)
- [Franklin and the Tooth Fairy | Kids Can Press](#)
- [Little Parachutes](#)
- [The Kindergarten Program](#)

**Note:** Assignments could be compiled as class professional resources.

## Activity 7: Self-Regulation and Well-Being in Kindergarten

<b>Delivery Options</b>  Remote Face to face	<b>Activity Type</b>  Assessment
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### Purpose:

- to increase understanding of self-regulation with a focus on the work of Dr. Stuart Shanker
- to increase understanding of the role and responsibility of educators to support children's ability to self-regulate
- to increase understanding of the Kindergarten Program (2016)

### Materials: N/A

### Instructions:

One of the four frames of the Kindergarten Program is Self-regulation and Well-being. In recent years we have come to understand a great deal about the importance of self-regulation as it relates to overall well-being. Canadian researcher, Dr. Stuart Shanker is an international leader researching self-regulation. He has written and published three books on self-regulation and authored hundreds of articles and resources.

### To learn about Dr Shanker's work, begin here:

- Dr. Shanker's website: [Self-reg.ca](http://Self-reg.ca)
- [The MEHRIT Centre](#)
- Dr. Shanker's article in Think feel Act found on page 21: [Think, Feel, Act: Lessons from research about young children](#)



- ['No such thing as a bad kid', says self reg expert - The Spoke – Early Childhood Australia's Blog](#)
- Watch videos 26, 27 and 28: [Think, Feel, Act Series - YouTube](#)

### Questions: Activity Option 1

1. Explain the 5 domains of self-regulation.
2. What is the difference between self-regulation and self-control?
3. What is the difference between misbehaviour and a stress response?
4. What do we mean by reframing behaviour?
5. According to Dr. Shanker, what are the steps we can take to support children's ability to self-regulate?
6. What are the zones of self-regulation? (research this)
7. What is your role as an educator in supporting children's ability to self-regulate and to work with families as partners? Identify 3 areas of practice ( e.g. creating environments that support children's ability to self-regulate, nurturing positive relationships, observing, thinking critically about practice as examples) and make connections to professional documents.




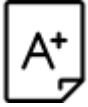
### Questions: Activity Option 2

1. Explore the Self-regulation and Well-being frame of the [Kindergarten document](#).
2. Examine the Overall Expectations (OE) and Specific Expectations (SE).
3. Explore the professional resources posted on the Edugains site: [Self Regulation - Kindergarten](#)
4. Develop and describe a play based, child led opportunity for children to practice their ability to self-regulate and make connections to the OEs and SEs for the Self-regulation and Well-being frame.
5. Make connections to at least one other frame in the Kindergarten document making connections to OEs and SEs.
6. Provide as much detail as possible so another educator could implement this opportunity.

**Note:** Student activities could be compiled to create a professional resource for the class.

## Indigenous Activities

## Activity 1: Teaching Traditional Languages

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

- to explore Indigenous Experiences and Perspectives
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)
- to embrace the professional practice of working with families as partners
- to enrich pedagogical practice

**Materials:** N/A

### Instructions:

**Step 1:** A lot of Indigenous children are visual-spatial learners. Teaching the language by showing pictures has been strongly suggested by linguists. Learners will carefully read the following handbook and answer the associated questions.

[Revised Handbook of Best Practices in Aboriginal Early Childhood Programs](#): Chapters 2 & 3

### Questions:

1. What stands out the most about this reading?
2. Name two ways to support children's language development.
3. What kind of strategies would a caregiver use for an infant? A toddler?
4. What would be the first step in determining what strategies to use?

**Step 2:** Learners will write a step-by-step instruction on how they would implement a language program in their place of work.

**Step 3:** Learners will create an activity for either an infant or toddler using the language of the community nearest to them.

## Chapter 10 Ancillary Activities

### Cognitive Development Preschool

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#### Background

During the preschool years the contexts in which children develop continues to expand from their immediate family. Many children spend their days in early learning environments that provide care, others will visit child and family drop in programs offered in Ontario's EarlyON programs with their family or care provider, and many will begin to participate in recreational sports and activities. In Ontario, full day kindergarten is offered to children as young as 3.8 years of aged children. In kindergarten the educator team observes and assesses children's development and learning against the Overall and Specific Expectations described in the document. Overall learning and next steps are shared with families.

No matter what the setting, children continue to observe their world, ask questions, and develop and test their theories about how things work. They master new ways of describing and making meaning of their experiences. At this stage their reasoning is more logical. They solve problems by collecting and organizing information, reflecting on it, drawing conclusions and communicating their findings with others. This may include the skills of classifying and seriating. Increased verbal abilities allow them to use spatial terms and positional words such as behind, inside, in front of, between. They can follow directions, creating and using maps.

Preschoolers' exploration of mathematics continues to grow with an increasing understanding of number which includes counting in meaningful ways to determine quantity, comparing quantities, and completing simple number operations using number symbols. They explore ways to represent number such as tally marks. They demonstrate a growing ability to describe attributes of 2 dimensional figures and 3 dimensional solids, to identify patterns and show an interest measurement, particularly linear measurement. They become more skilled at understanding time and how it is measured.

The ability to represent is demonstrated through using materials to express ideas which may be in the form of 2D and 3D creations. In socio dramatic play preschoolers can take on a role pretending to be someone else, sustaining the play, and using props to tell a story.





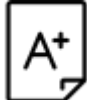
-(Information from Chapter 10 in the textbook and the continuum of development found in Excerpts from the ELECT, Ontario Ministry of Education, 2014)

## Activities

- Understanding and supporting cognitive development in the preschool years
- What has changed?
- Supporting Cognitive Development- Getting Outdoors. Spotlight on Angela Hanscombe author and founder of Timbernook
- Playing with Nature: Supporting Preschoolers' Creativity in Natural Outdoor Classrooms with loose parts
- Exploring the five strands of mathematics- a scavenger hunt.
- Reflecting on mathematical dispositions (self to practice)
- Supporting cognitive development through mathematizing early learning environments
- Working with families as partners to support children's mathematical explorations and development

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### Activity 1: Understanding and Supporting Cognitive Development in the Preschool Years

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

#### Purpose:

- to bridge understanding of toddler and preschool development through considering growth that has occurred during this period

#### Materials: N/A

#### Instructions:

What do the theorists say about cognitive development in the preschool years and how can families and educators support this development? In this stage of development many changes take place which families and educators seek to understand. The Full Day Kindergarten program offered in Ontario means that children are eligible to begin school as young as 3.8 years of age.

This means that children’s development is now taking place in a context where development and learning is formally assessed and reported on.

It is helpful to explore how child development theorists have described cognition in the preschool years. For example, Piaget identified specific stages of cognitive development that children move through as they interact with and make meaning of the world and their lived experiences. How else can we consider this important stage of human development? Ex. Indigenous perspectives.

**Questions:**

**Examples of Theorists and Perspectives**

**\*A theorist or perspective could be assigned to each group**





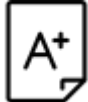
- Erik Erickson (Psychosocial theory: Industry versus Inferiority)
- Uri Bronfenbrenner’s (Ecological Systems model of child development)
- Bandura (Social Learning Theory)
- Vygotsky (Contextual Perspective)
- Piaget (Cognitive Development Perspective)
- Indigenous perspectives (The Good Life- Birth to Age 7)
- [A CHILD BECOMES STRONG: - Journeying Through Each Stage of the Life Cycle](#)

1. Complete the following chart using key aspects of cognitive development that occur during the preschool stage of development. Maintain a high image of the child throughout.

Theorist	Aspect of cognitive development	Changes since toddler stage

2. Select three aspects from the chart you developed and describe how you would support this aspect of social development in your practice.

## Activity 2: Supporting Cognitive Development- Getting Outdoors

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to explore the benefits of unstructured time outside on children's cognitive development and overall development and well being

### Materials: N/A

### Instructions:

Research in many disciplines clearly demonstrates the many positive benefits of being outdoors. Over the past few years, around the world, interest in supporting children (and families) to spend more time outdoors engaged in unstructured play has increased dramatically. Many books on the topic have been written for example, Richard Louv's Last Child in the Woods, Saving our children from nature deficit disorder, and Wild Child: A journey through nature by naturalist, 2021, Dara McAnulty as examples. This focus has resulted in a shift in delivery and practice as early learning programs and educators explore ways to offer more opportunities to play and learn outdoors. In Canada and around the world there are hundreds of examples of forest kindergartens and outdoor nature schools.

### Questions:

- Explore the list of resources below and write about three things you have learned related to children's cognitive development and spending unstructured time outdoors.
- Consider how being outdoors can support children's cognitive development.
- Are you aware of any outdoor nature programs for children offered in your area?

### Resources

- [Child Nature Alliance of Canada – Forest School Canada](#)

## Spotlight on Angela Hanscombe, author and founder of Timbernook

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- Hanscombe wrote the book [Balanced and Barefoot: How Unrestricted Outdoor Play Makes for Strong, Confident, and Capable Children](#) published in 2016.
- Hanscombe also founded Timbernook, an outdoor approach and hosts the blog, [TimberNook](#).





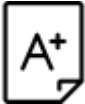
## Spotlight on Canadian researchers Dr. Beverlie Dietze and Dr. Dianne Kashin

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Dr. Dietze is a leader in promoting outdoor play and education. She has published numerous articles, textbooks and more recently, launched a magazine, Play Outdoors, dedicated to this important topic. Take some time to learn about Dr. Dietze and Dr. Kashin and their contributions.

- [Outdoor Play Canada | Resources](#)
- [Play Outdoors Magazine - Dr. Beverlie Dietze](#)
- [Outdoor and Nature Play in Early Childhood Education Paperback](#)
- DietzeB., & KashinD. (2019). [Perceptions That Early Learning Teachers Have About Outdoor Play and Nature](#). LEARNing Landscapes, 12(1), 91-105.

## Activity 3: Playing with Nature: Supporting Preschoolers' Creativity in Natural Outdoor Classrooms with Loose Parts

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to explore the benefits of access to loose parts and unstructured materials outdoors on children's cognitive development and overall development
- to expose students to contemporary child development research including research design and methodology.

**Materials: N/A**

## Pre-Class Assigned Reading:

Kiewra, C. & Veselak, E. (2016) Playing with Nature: [Supporting Preschoolers' Creativity in Natural Outdoor Classrooms](#) *The International Journal of Early Childhood Environmental Education*, 4(1), p. 71

## Instructions:

Kiewra & Veselak's article describes how access to loose parts outdoors can support children's creativity and imagination.

**Nature Notes** were developed to capture observations of children's outdoor play. In the article the authors focus on 4 episodes:

- The motorcycle (page 80)
- The door (page 81)
- Gravity with gutters (page 83)
- The dinosaur (page 84)
- Ramps and balls (page 85)
- Corn pies (page 86)
- Planting children (page 87)

In the above episodes themes related to the **role of the environment**, the **role of the educator**, **space**, **time** and **open ended materials** were discussed.

## Questions (Group Discussion)





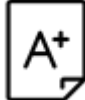
1. As a group, discuss the Nature Notes used in the research.
2. Identify 3 insights that each group member gained from the article and how these insights will inform practice.
3. Each group will choose 3 insights with the whole class.

## Possible extension:

- Connections between the play episodes and the Overall and Specific Expectations of the [Kindergarten Program](#) could be made.



## Activity 4: Exploring the Five Strands of Mathematics- A Scavenger Hunt

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- increase students awareness of all five strands of mathematics in the curriculum
- increase student knowledge of the Kindergarten Program document (2016)
- increase student understanding of mathematical language used in the Kindergarten Program (2016)
- increase efficacy in supporting children's mathematical development
- increase efficacy in 'noticing, naming' and assessing mathematical behaviors in kindergarten

### Materials:

- [Link to the Kindergarten Program document](#)
- [Link to Growing Success Kindergarten](#)

### Instructions:

The full day Kindergarten Program in Ontario is delivered by an educator team consisting of a teacher registered with the Ontario College of Teachers (OCT) and a Registered Early Childhood Educator (RECE) registered with the College of Early Childhood Educators (CECE). The model for full day kindergarten is play based. The educator team is expected to provide opportunities for children to demonstrate the Overall and Specific Expectations described in the Kindergarten Program Document. Through observation the educator team assesses and reports on children's learning against these expectations. The five strands of mathematics: number sense and numeracy, patterning and algebra, measurement, data management and probability and geometry and spatial reasoning are embedded in the four frames of the Kindergarten program.

Educators are expected to know mathematical concepts, definitions and terms in order to ‘notice and name’ the mathematical explorations children demonstrate in their everyday play and to plan extensions to support further learning.

This scavenger hunt is intended to increase students’ awareness of the mathematics which surrounds us on a daily basis, the mathematics we use in everyday life, and to expose students to definitions and vocabulary associated with each of the five strands of mathematics.

**Mathematical Concepts and Terms used in the Kindergarten Program:**

<b>Strand</b>	<b>Concept and terms</b>	<b>Notes</b>
Number sense	Subitize Cardinality	5 and 10 frames are often used to support number sense.
Patterning and algebra	Identify and describe a pattern in mathematical terms e.g. AB AB AB	Educators can support understanding of patterns by making connections to everyday experiences
Measurement	Objects have attributes that can be measured Standard and non-standard units The inversion principle	Educators can support understanding of measurement by making connections to everyday experiences
Data management and probability	Sorting and classifying Taking surveys and analyzing data The language of probability (certain, impossible, likely)	Picture books are an excellent way to explore the language of probability. Educators can make this visible in their practice through making connections to every day experiences, books etc.
Geometry and spatial reasoning	Naming 2D figures and 3D solids Positional language for example: under, over, between, behind, in front of etc.	Educators can support understanding of geometry by making connections to everyday experiences

## Mathematics Scavenger Hunt

### Number Sense

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- Identify **three** places in your immediate environment where you can see numbers. How are they represented?

	Describe what you see
1	
2	
3	

### Patterning

---

- Identify **two** patterns in your immediate environment. Take an image, sketch them or describe them.
- Why is it a pattern?
- How could this be expressed mathematically?
- Identify another example of this type of pattern.

Example 1
Example 2

### Measurement

---

- Select an object in your immediate environment whose linear attributes can be measured (length, width, height). Select a **non-standard unit** to measure this attribute. Predict the number of units and then actually measure using the unit you selected. Describe what you noticed.

### Data Management and Probability

---

- Take a moment to think of a survey question that would be of interest to preschool aged children. Write down the question as you would present it.
- Write down an example of the language of probability.

## Geometry

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- In your immediate environment find an example of the following and complete the table below with descriptions or images of the objects you selected.





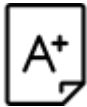
Shape	Description	Image
2D shape		
Three dimensional (3D) solid		
Organic 2D shape		
Item that combines two 3D solids		

## References

Ontario Ministry of Education. (2014). Excerpts from ELECT: Foundational knowledge from the 2007 publication of "Early learning for every child today: A framework for Ontario early childhood settings". Toronto: Author.

Ginsburg, Herbert & Seo, Kyoung-Hye. (2004). What is developmentally appropriate in early childhood mathematics education? Lessons from New Research.

## Activity 5: Increasing Awareness of Mathematical Dispositions

Delivery Options	Activity Type
  Remote    Face to face	 Individual  Group  Assessment

### Purpose:

- to increase awareness of how educator practice influences children's holistic development
- to promote the practice of critical self-reflection on professional practice

Human behaviour, including professional behaviour is complex. We have unique personalities, temperaments, preferences and our lived experiences shape who we are and how we live in the world. Our experiences often result in biases of which we may be unaware. Preferences, attitudes and biases are visible in many aspects of life including professional practice. As regulated professionals RECEs have a role and responsibility to think critically about their practice and engage in continuous professional learning. It is expected that engaging in this process will result in intentional and responsive practice that aligns with the expectations described in the Code of Ethics and Standards of Practice (2017).

For many reasons, in North America it is not uncommon for students to report feeling anxious about mathematics. Educators may describe having 'math anxiety' or 'math phobia'. Have you ever heard someone say that 'they don't do math'? This is an area of mathematics and education that has been heavily researched. Professional learning opportunities and resources are developed to increase teacher efficacy around mathematics. In early learning environments children and families will notice. Research shows that in 50% of their free play children explore mathematical concepts (Seo & Ginsberg, 2004).

**Materials: N/A**

## **Instructions:**

This activity could be introduced before or after the scavenger hunt (Activity 3)

**Suggestion:** The instructor could design a poll related to mathematics on an online platform. Word clouds could be generated with answers such questions as:

*'Mathematics is...'*

*'I engage in mathematics when I....'*

This is an effective way to begin a conversation about mathematics and mathematical dispositions.

## **Questions:**

### **Option 1: Independent Reflection**

1. Take some to reflect on your relationship to mathematics.
2. What do you remember about mathematics as a student at school?
3. How did you feel about mathematics? Describe your experience with mathematics at school. Who or what fostered your love of mathematics or who or what shut down mathematics for you?
4. How do you engage in mathematics today?
5. In your practice as an RECE what might children come to know about you as a 'mathematician'?

### Option 2: Sharing with Others





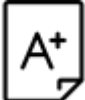
1. Now share your thinking with a partner or in a small group. Make note of any common areas or any experiences that differ to bring back to the whole class.

### Option 3: Professional Statement of Commitment (Independent)

Develop a statement of your commitment to supporting all children's mathematical explorations in your care.

1. In the first part of the statement describe your position about mathematics.
2. In the second part of the statement describe your practice in this area, including what the environment will look like.

## Activity 6: Supporting Cognitive Development Through Mathematizing Early Learning Environments

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- increase efficacy in supporting children's mathematical development in all early learning environments
- increase students awareness of all five strands of mathematics in the curriculum
- increase student knowledge of the Kindergarten Program document (2016)
- increase student understanding of mathematical language used in the Kindergarten Program (2016)
- increase efficacy in supporting children's mathematical development through the intentional design of the play based early learning environments
- promote the professional practice of working with families as partners

### Materials: N/A

### Instructions:

What is meant by 'Mathematization'?

This refers to educators intentionally supporting children's mathematical explorations, dispositions, questions and understanding through the provision of opportunities and materials that support further exploration and learning. Mathematization also refers to educator practice as far as mathematical dispositions, modelling and making visible mathematical thinking, using mathematically correct language and terms.

In this activity you will describe ways to mathematize one aspect of an early learning environment. This could be for a child and family drop in program (EarlyON), a nursery school, a child care program environment or a full day kindergarten classroom.

Below is a list of areas/materials typically found in an early learning environment.

### **List of everyday materials:**

- Playdough
- Blocks
- Sensory (water, sand etc.)
- Coloured beads, loose parts
- Natural materials such as stones, leaves, sticks etc.
- Opportunities in dramatic play

### **Questions:**

**Step 1:** Select an everyday material or area from the list above as your focus. From what you know from the Course and other sources, what mathematical concepts might children explore this material or area? Make reference to at least two strands of mathematics and identify the strand by name.

**Step 2:** Mathematizing the area or with the material. Describe **2** things you might add to the area to support children's mathematical thinking and explorations...in other words, to 'mathematize' it. Be specific as far as the materials you would include and how you expect children would use them in their explorations.

#### **Example 1:**

Describe how you might set up the environment. What might you put with playdoh to support mathematical explorations? **Identify at least 2 things.** What might encourage such things as one to one correspondence, counting, measurement?

#### **Example 2:**

If you decided to mathematize the dramatic play area what might you include? Begin by deciding on the focus of the centre...let's say a restaurant. Think about what kinds of mathematics you encounter in a restaurant. How could these be incorporated in a dramatic play centre? **Identify at least 2 things.**

**Step 3:** Mathematizing practice in the area or with the material. Describe **two** aspects of your practice related to this everyday material that you believe will support children's explorations

and development. This could be about your approach to the area or with the material, connections you could make, questions you would ask, vocabulary you would use.

**Step 4:** Making connections to the continuum of development. Make **2** connections to the Cognitive Domain (preschool) in the Continuum of Development. Identify a skill and an indicator of the skill that your material may provide an opportunity to explore. For each connection describe how you might further support understanding, the development of the skills or extend the play.





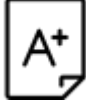
**Example:**

This might be something as simple as just modelling accurate counting to a child. “I need to count how many cups we need for lunch. We have 8 children so I will need 8 cups altogether, one of each child.”

**Step 5:** Making connections to the Kindergarten Program document. The Kindergarten Program document (2016) identifies four learning frames to support planning and assessment. One of the frames is Demonstrating Literacy and Mathematics Behaviours.

- Explore this frame and identify one **Specific Expectation** that the children may be able to demonstrate when exploring the materials you have described in Steps 2 and 3.
- Make a connection to the **Ways in Which Children Might Demonstrate their Learning** column for an example of what a child might say, do or represent as they explore the materials.

## Activity 7: Working with Families as Partners to Support Children’s Mathematical Explorations and Development

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

**Purpose:**

- promote the professional practice of working with families as partners in children’s healthy and holistic development



**Materials: N/A**

## **Instructions:**

In North America families and caregivers pay attention to and are generally comfortable supporting children's communication, language, and literacy development through conversation, answering questions and reading to them.

For many families reading to their child or children is something they enjoy. For many reasons, this is often not the case with supporting mathematical development. Below is a list of some of the reasons why:

- a lack of awareness of what is considered mathematics ( more than numbers)
- negative experiences with mathematics in school, math anxiety or math phobia
- may think mathematics is something children will learn in school
- they do not want to confuse the child (e.g. providing explanations or using terms that may be different from those used in school)
- a family may be very knowledgeable about mathematics but unsure of how to support a young child's mathematical development

Research shows that one way to support children's mathematical development and success in school is to make connections between the more informal mathematics in everyday life (e.g. cooking, building, crafts, hobbies) and the more formal and academic mathematics in the school curriculum. This involves talking about mathematics and making it visible in everyday conversations and life.

## **Questions:**

1. Find an online resource (see list posted below) about supporting children's cognitive development, particularly in mathematics, that you would share with families.
2. Describe the resource and explain the reason for your selection.

There are hundreds of online resources describing strategies and approaches families and caregivers can use to support children's mathematical dispositions, explorations, development and learning. Below are just a few links to excellent resources for families and caregivers.




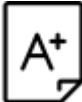
## **Resources**

- Ontario Ministry of Education: [Doing Mathematics with Your Child, Kindergarten to Grade 6, A Parent Guide](#)
- <http://www.parentengagementmatters.ca/parent-engagement-math>
- [Zero to Three](#)
- Canadian Child Care Federation: [Topics for Families and Parenting | Canadian Child Care](#)
- Harvard Centre for Child Development: [Making Math a Family Thing | Harvard Graduate School of Education](#)

- National Association for the Education of Young Children NAEYC: [Articles for Families on Math | NAEYC](#)
- Little Counters: [LittleCounters® | Laurier Child Language and Math Lab](#)
- Research for Families: [Math at Home – Young Mathematicians](#)
- Math Games: [https://www.edc.org/5-math-games-inspire-young-minds?gclid=CjwKCAiAzrWOBhBjEiwAq85QZ3b192QzyP1-He\\_8NulevJScDwGoxfdaKbmnCEcLhSyaQ64zq026nRoCI0IQAvD\\_BwE](https://www.edc.org/5-math-games-inspire-young-minds?gclid=CjwKCAiAzrWOBhBjEiwAq85QZ3b192QzyP1-He_8NulevJScDwGoxfdaKbmnCEcLhSyaQ64zq026nRoCI0IQAvD_BwE)

## Indigenous Activities

### Activity 1: Storytelling and Role Playing

Delivery Options	Activity Type
  <p>Remote Face to face</p>	 <p>Group</p>  <p>Assessment</p>

**Purpose:**

- to explore Indigenous Experiences and Perspectives
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)
- to embrace the professional practice of working with families as partners
- to enrich pedagogical practice by learning ways to support children to tell stories and take on roles to support healthy and holistic development

**Materials:**

- [Storytelling \(Reading\)](#)
- [A Native Perspective on Learning \(Reading\)](#)

# Instructions:

## Part A

**Step 1:** Learners will read the attached PDF to get a better understanding about Storytelling and how children learned morals and how to conduct themselves.

**Step 2:** Learners will read the following Legend: [How the Beaver got his tail - An Ojibwa Legend \(firstpeople.us\)](http://www.firstpeople.us)

**Step 3:** Answer the following questions.

### Questions:

1. What part of the PDF reading can be related to the legend?
2. What is the moral of the legend?
3. What do you think children will learn from the legend? Explain.
4. Can the legend be tied to any of the Seven Grandfather Teaching? Which one? (love, wisdom, respect, truth, humility, courage, honesty)

**Step 4:** Learners will work as a group to decide which animal they would like to represent in the story.

**Step 5:** Learners will make props of their character for a shadow play.

**Note:** There can be more than one of the animals for inclusion purposes. If not possible, learners can do a puppet play.

“Shadow play, also known as shadow puppetry, is an ancient form of storytelling and entertainment which uses flat articulated cut-out figures (shadow puppets) which are held between a source of light and a translucent screen or scrim. The cut-out shapes of the puppets sometimes include translucent color or other types of detailing. Various effects can be achieved by moving both the puppets and the light source. A talented puppeteer can make the figures appear to walk, dance, fight, nod and laugh.”

(Source: [Shadow play - WikiMili, The Best Wikipedia Reader](http://www.wikiMili.com))

## Part B

**Step 1:** Learners will adapt the story for toddlers.

# Chapter 11 Ancillary Activities

## Social Development Preschool

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### Background

#### Understanding social development in the preschool years

The continuum of development set out in *Early Learning for Every Child Today: A framework for Ontario early childhood settings (2007)* identifies several root emotional skills that are emerging in children between 2.5 and 6 years of age. In Ontario, full day kindergarten is offered to children as young as 3.8 years of age children. Most children in Ontario attend full day kindergarten experiencing a dramatic expansion of their social world. They find themselves in classrooms with peers and adults who are responsible for providing and assessing play based opportunities to support their developing social skills.

During this stage of development preschoolers make friends, are able to sustain play with others, exchanging ideas, materials and points of view. They take part in setting and following rules in play. They have improved ability to recognize and express their emotions appropriately and identify solutions to conflict. They recognize and accept that the ideas of others and the emotions of others may be different than their own and adapt their behaviour accordingly.

They are beginning to identify with others, see the world from another person's perspective and show respect for other children's belongings and work. They are becoming more aware of stereotypes found in books and are beginning to develop ideas of and to practice co-operation, fairness and justice.

They approach adults as sources of security and support and engage with them in positive ways seeing them as resourceful in supporting explorations and problem solving.

They can identify consequences, and make decisions and choices and accept consequences in doing so.

A typically developing preschooler is capable of regulating their attention, emotions and behavior. These emerging competencies help them persevere when faced with challenges and cope when unsuccessful at a task. The preschooler is starting to solidify their self-concept, identity and self-esteem

(Information from Chapter 11 of textbook and the continuum of development found in Excerpts from the ELECT, 2014)





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### Activities

- Rules/parenting
- How the Grandfather Teachings support social competency
- Diversity and Culture (Indigenous)
- Creating inclusive environments- Dr. Kathryn Underwood

- The genius of play and the vital benefits of play time’ from The Kids Should See This website
- The environment is a teacher-Dr. Karen Callaghan
- Play based learning- College of Early Childhood Educators
- Styles of play: dramatist or patterner?
- Promoting play based environments and learning
- Designing outdoor environments- a scavenger hunt using foundational professional documents
- Educator Practices that Support a Positive Self- identify and Healthy Self -esteem
- Connecting Directing Correcting Ratio ...what’s your ratio? Dr. Jean Clinton
- Full Day Kindergarten- The Belonging and Contributing frame

## Activity 1: Rules & Parenting

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 <p>Individual</p>  <p>Group</p>

### Purpose:

- to explore the family rules the students grew up with as children.
- to identify how lived experience influences practice.

### Materials:

- Sticky notes (two colours)
- Markers

### Instructions:

As educators it is important to recognize that lived experience influences practice. For example, the style of parenting with which an individual was raised may impact their relationships with the children in their care. The focus of this activity is on the family rules the students grew up with as children.

**Step 1: Hand out sticky notes of one colour to students. Depending on the size of the sticky note they will probably need two notes each.**

Ask the students to think about a rule that they had growing up that made sense to them and explain why. Was the rule about safety, property or rights? What was the consequence of not following the rule? Has their feeling about this rule changed in any way as they have aged?

**Step 2: Hand out sticky notes of the second colour. Again depending on the size of the sticky note they will probably need two notes each.**

Ask the students to think about a rule that they had growing up that **did not** make sense to them and explain why. Was the rule about safety, property or rights? What was the consequence of not following the rule? Has their feeling about this rule changed in any way as they have aged?

**Important:** It is not uncommon for individuals who suffered childhood trauma to not be able to recall childhood memories, or it is too painful to try. Please reassure the class that they can write about any observations related to children in their lives, from children's books, books, films etc.

**Step 3: Identify one wall as the 'Rules that made sense' and another wall as 'Rules that did not make sense'. Have the students post their sticky notes on the appropriate wall. Give the students time to read the notes posted by the class.**





**Step 4:** Have students form small groups to discuss the exercise.

What did they notice? Did anything surprise them? Did they notice any difference in the rules based on gender or culture for example? Do these rules apply to children today? Explain any changes to the rules over time.

## **Virtual Adaptation**

- Provide time for students to write down a rule that they had growing up that made sense to them and one that did not.
- Form virtual groups (3 to 4 per group) to discuss the exercise. The questions in step 4 above can be used to guide the discussion.
- Return to the whole class and have students share points from the discussion.

## Activity 2: Diversity and Culture (Indigenous)

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- to think critically about practice in creating positive and culturally respectful environments
- to explore Indigenous Experiences and Perspectives
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)
- to embrace the professional practice of working with families as partners

Materials: N/A




### Instructions:

Individually read the Scenario on Page 35 in the College of Early Childhood Educators Diversity and [Practice Guideline: Diversity and Culture](#) and answer the reflective questions.

### Questions:

1. Describe what you will transfer to your practice from studying this scenario?
2. These questions could be used for small group or whole class discussion.

## Activity 3: Creating Inclusive Environments

Delivery Options	Activity Type
 Remote	 Face to face
	 Individual

### Purpose:

- to think critically about professional roles and responsibilities in creating positive and inclusive environments
- to explore practice that lives into the four foundations of How Does Learning Happen? (2014)

**Materials: N/A**

### Instructions:

#### Part 1: Everyone is Welcome

Read Dr. Kathryn Underwood's article, [Think, Feel, Act: Lessons from research about young children](#). The article begins on page 31 of the document.

#### Questions:

1. From your experiences of early learning environments, answer the Reflection questions at the end of the document.

#### Part 2: Individualized Support Plans and Inclusive Programs

Early learning programs in Ontario licensed through the Ontario Ministry of Education are required to meet the standards described in the Child care and Early Years Act, 2014. Sub-section 6.11 beginning on page 110 of the document describes Individualized Support Plans and Inclusive Programs.

#### Questions:

1. Explore this section of the manual and describe **three** features of this licensing requirement.



### Part 3: Inclusivity in schools-what does this look like?




School boards around the province are required to develop and post policies around supporting diversity and inclusion in their schools.

#### Questions:

1. Go to the websites of your local school board(s) and explore the policies and resources posted. Describe **three** things you learned.

[Ministry of Education | Ontario.ca](#)

### Activity 4: 'The Genius of Play and the Vital Benefits of Play Time' from the kids should see this website

Delivery Options	Activity Type
  Remote Face to face	 Group

#### Purpose:

- These videos can be used as an instructional hook to spark a conversation about the benefits of play





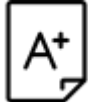
Materials: N/A

#### Instructions:

These videos can be used to inspire a conversation about play.

- [The Genius of Play – Vital benefits of playtime in 9 animations | The Kid Should See This](#)
- [The Kid Should See This](#)

## Activity 5: The Environment is a Teacher- Dr. Karen Callaghan

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to expose students to Dr. Callaghan's work as a leader in the early learning sector in Ontario and beyond.
- to deepen understanding of the influence of the environment on children's holistic development and overall health and well being
- to reflect children as citizens
- to think critically about environments
- to deepen understanding of the professional practice of working with families as partners

### Materials: N/A

### Instructions:

Play takes place in environments both indoors and outdoors. The focus of this activity will be on indoor environments. The manner in which these environments are designed, the materials offered significantly influence the play and explorations which take place in that environment. The influence of the environment is so powerful that many consider it to be a third teacher. For this activity read Karen Callaghan's article from Think Feel Act (2013)

Read the following article and watch the related videos:




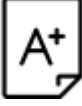
- [Think, feel, act: lessons from research about young children | ontario.ca](#) (Karyn Callaghan page 11~15)
- Watch videos 7 -11: [Think, Feel, Act Series - YouTube](#)

### Questions:

1. Answer the reflective questions posed at the end of the article.

- From this study of Callaghan’s work, describe **three** professional insights around early learning environments that you will embed in your practice as an RECE.

## Activity 6: Play Based Learning- College of Early Childhood Educators

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 Individual   Assessment

### Purpose:

- to increase awareness of the professional roles and responsibilities of RECEs.
- to increase awareness of professional resources developed by the College of Early Childhood Educators
- to promote and advocate for play based learning

### Materials: N/A

### Instructions:

This activity offers an opportunity to explore a resource developed by the College of Early Childhood Educators, Ontario.

#### [Practice Note - Play-Based Learning](#)

It is mentioned in this practice note that a role and a responsibility of RECEs is to be able to explain that play is critical to children’s development and well-being.

Below are two scenarios. Have the student take turns to role play the parent and the educator in these scenarios making connections to the Practice Note and resources included in the Note.

### Scenario One

*You are an RECE in a Kindergarten classroom. One day a parent raises a concern that their child is now in school and worries that they are not learning. They expect their child to sit at a desk and complete work rather than just ‘play’ all day. They make a sweeping gesture around the room at the various centres in the room, towards the dramatic play area which, based on the*

children's interests, is set up as a restaurant. They also mention the fact that the children seem to spend a lot of time outdoors.

**Questions:**

1. How will you respond to the parent?
2. In your response to the parent, make three connections with professional knowledge about play. Connections could also be made to the Kindergarten Program document.

**Kindergarten Program Document**





**Scenario Two**

*You are an RECE in a preschool room in an early learning environment. A parent requests to meet with you at the end of the day. In the meeting the parent shares with you that their older child is struggling at school and they want to make sure that their child who attends your program is prepared for school. They will be entering Kindergarten in a few months. The parent asks that you begin 'teaching' their child letters and numbers and have them complete daily worksheets to be sent home as evidence of their learning. They wonder if the child could work on this instead of going outdoors.*

**Questions:**

1. How will you respond to this parent's request? In your response to the parent, make three connections with professional knowledge about play.
2. Connections could also be made to [How Does Learning Happen? \(2014\)](#) and the continuum of development (2007, 2014).

**Activity 7: Styles of Play, Dramatist or Patterner?**

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

**Purpose:**

- to broaden understanding to styles of play
- to deepen understanding of children's play through reflection (self to practice)

**Materials: N/A**

## **Instructions:**

Two styles of play that children may demonstrate have been identified. These are Dramatist and Patterner. (Kostelnik, Soderman, Whiren, Rupiper, 2018).





It is helpful for educators to understand these two styles of play. Essentially children who engage with objects in their play to tell a story are considered to be adopting a dramatist style of play and children who are more interested in the property of objects and what they can create with them, such as patterns are said to be exhibiting a patterner style in their play.

These two styles of play influence such things as a child's ability to follow expectations such as tidying up or sharing materials. We can consider dramatist play as perhaps more fluid. Children engaging in this style of play are creating a story or narrative with the materials (remember play at times can be similar to improv theatre moving spontaneously in different directions) and it is possible to be imaginative and create a story around sharing materials and tidying up materials which they may embrace. However, children who are using materials to create a pattern or design may have a specific plan and may not welcome unanticipated changes to their plan such as the expectation to share the materials or to tidy them up before the plan has been executed.

### **Questions:**

1. Reflect back to your childhood or think about a child in your life you know well. How did you or how do they engage with objects in play?
2. Was a dramatist style or patterner style more predominant in your (or their) play? Why do you think this? Do you see any evidence of this style in your life today?
3. When you engage with objects around you, are you more interested in stories or patterns? Explain how your awareness of these two styles will inform your ability to support children's development in play based environments?

## **Activity 9: Promoting Play Based Environments and Learning**

<b>Delivery Options</b>	<b>Activity Type</b>
 Remote	 Individual
 Face to face	 Group

**Purpose:**

- RECEs work in early learning environments and are part of the educator team in full day kindergarten programs. It is mentioned in this practice note that a role and a responsibility of all RECEs is to be able to explain that play is critical to children’s development and well-being.

**Materials: N/A**





**Instructions:**

This activity offers an opportunity to explore a resource developed by the College of Early Childhood Educators, Ontario: [Practice Note - Play-Based Learning](#).

**Questions:**

1. Read the following: [Practice Note - Play-Based Learning](#).
2. Now go to the Ministry of Education website and explore the [Full-Day Kindergarten](#) page.
3. Find and read the statement developed by the Council of Ministers of Education (CMEC) on Play based learning, The link is embedded within the [Full-Day Kindergarten](#) website.
4. Take time to explore the expectations for play-based in kindergarten classrooms. What is meant by “notice and name the learning?”

**Activity 10: Designing Outdoor Environments- A Scavenger Hunt using Foundational Professional Documents**

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

**Purpose:**

- explore the role and responsibility of RECEs is to provide environments both indoors and outdoors

**Materials: N/A**

## **Instructions:**

A role and a responsibility of RECEs is to provide environments both indoors and outdoors.

### **Questions:**





1. Spend a few minutes searching through the Code of Ethics and Standards of Practice (2017) [CECE Code of Ethics and Standards of Practice for RECEs in Ontario](#) and How does Learning Happen? (2014) [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#)
2. Identify (from both documents) as many places where outdoor environments are mentioned. \*This could be set up as a challenge with a time limit.
3. Now explore the following resources designed to support children being outdoors. [Ontario Children's Outdoor Charter](#)

Camp Kawartha is an outdoor education centre located in Central Ontario. The organization has developed a resource which describes opportunities for children of all ages to foster environmental stewardship and a sense of belonging in the natural world.

### **Questions:**

1. Read the [Pathway to Stewardship Guide](#) document and then explore the opportunities listed for the following age group : 4-5 years. The opportunities are listed by age group.
2. From your research, describe **three** important aspects of outdoor environments that support children's ability to play and learn.

## **Activity 11: Educator Practices that Support a Positive Self-identify and Healthy Self –Esteem**

<b>Delivery Options</b>	<b>Activity Type</b>
 Remote	 Individual
 Face to face	 Group

### **Purpose:**

- introduce a practice that supports children's social and emotional development

- introduce a practice that promotes positive caregiver- child relationships

**Materials: N/A**

## **Instructions:**

### **Behaviour Reflections**

Behaviour Reflections are non judgmental statements to children about some aspect of their behaviour or person. The statement does not express opinion or evaluation, but are exactly what the adult sees in the child's actions (Tu & Hsiao, 2008 in Kostelnik, Soderman, Whiren, & Rupiper, 2018)

#### **The value of behaviour reflections:**

- They show an interest in the child ('you are important') and narrate their experiences. They can be used for one child or more than one at a time.
- The child feels accepted and sees the adult as wanting to understand them better. They build autobiographical memories ( 'I can build tall towers with blocks' )
- The adult can consider the child's perspective (seeing it through the child's eyes...adult may be more empathetic)
- The child learns that their everyday actions are enough to be noticed and that extreme behaviour is not required to gain attention ( you do not have to be the best, get all the A's etc.)
- Increases receptive language e.g. verb tenses
- Children hear more words in their world.
- Creates an opening for a child to respond to the adult. (Kostelnik, et al, 2018)

#### **When to Use:**

- Try not to interrupt the play
- Use with care and intention with school agers...they may feel self -conscious.
- Compare how you might react as an adult if someone was continuously commenting on what you were doing!

#### **Questions:**

1. Ms. Andrews is observing the water play of three 4-year-old children and using behavior reflections. Share behavior reflections that might be appropriate for her to use. Tell why each is appropriate.
2. Now brainstorm situations, imaginary or ones observed in practice or in videos and develop behaviour reflections appropriate for each situation.



## Affective Reflections

These are similar to behaviour reflections, however, they focus on the emotion a child is exhibiting, rather than something about a child or their behaviour. In the moment the educator determines whether the emotion or the behaviour is the most critical aspect to which to speak.

An affective reflection acknowledges and defines the child(ren's) emotions. The adult's words and voice tone matches the emotion being described.




There are many benefits to using affective reflections:

- They are a way to demonstrate an adult cares about the way a child is feeling.
- Includes making abstract and internal states more tangible (we cannot see an emotion). Children learn about their emotions and others' emotions and come to realize, their feelings may not be so different.
- Labelling supports expressive language development and provides a vocabulary a child can access to more accurately describe how they are feeling.

### Questions:

1. Consider the difference between "annoyed", "disgusted" and "enraged". Verbal labels help us recall past events to better understand what is happening in the moment and develop a strategy or a response. (Kostelnik, et al, 2018). Brainstorm situations, imaginary or ones observed in practice or in videos and develop affective reflections appropriate for each situation.

## Activity 12: Connecting Directing Correcting Ratio ...What's your Ratio?

Delivery Options	Activity Type
  Remote Face to face	 Assessment

### Purpose:

- to study Dr. Jean Clinton's work as an Ontario based international leader on early child development.
- to introduce a practice that supports children's social and emotional development
- to introduce a practice that promotes positive caregiver- child relationships
- to promote critical reflection on professional practice.

Materials: N/A

## Instructions:

**Step 1:** Read Dr. Jean Clinton’s article in [Think, Feel, Act: Lessons from research about young children](#), 2021.

**Step 2:** Watch videos 22-25 [Think, Feel, Act Series - YouTube](#)

Dr. Jean Clinton speaks about the C:D:C ratio (connect, direct, correct) and challenges educators and families to make connections with children wherever and whenever possible. Making connections is foundational to establishing positive relationships and should far outweigh correcting and directing. While of course there are times when adults do need to direct children or correct a behaviour...Dr. Clinton challenges us to do this while still making connections with the child. Complete the following table describing how you would connect with the child while directing or correcting a behaviour. Think about affective (Kostelnik et al, 2018) and behavioural reflections (Kostelnik et al, 2018).

Making connections is foundational to establishing positive relationships and should far outweigh correcting and directing. While of course there are times when adults do need to direct children or correct a behaviour...Dr. Clinton challenges us to do this while still making connections with the child.




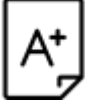
### Questions:

1. Complete the following table describing how you would connect with the child while directing or correcting a behaviour. Think about affective (Kostelnik et al, 2018) and behavioural reflections (Kostelnik et al, 2018).

Scenario	Your response
Shaelin, aged 3 years, has been very engaged with the fresh playdough this morning. She has been busy rolling small balls from the playdough and placing one ball in each section of an ice cube tray which is on the table. It is time for lunch.	
Cameron aged 4 years, is getting ready to go outside. He is trying to put on his snow suit jacket, but one arm will not go through. (It is still partly turned inside out for when he took it off earlier) You can see that he is becoming frustrated. ‘I can’t do this!’ he yells.	
Gemma, aged 18 months, is playing at the water table. She scoops a cup full of water	

from the water table and proceeds to pour it on the floor beside her. She appears fascinated by the splash it makes as it hits the floor and watches a puddle form beside her.

## Activity 13: Full Day Kindergarten- The Belonging and Contributing Frame

Delivery Options	Activity Type
 Remote	 Face to face
	 Individual
	 Assessment

### Purpose:

- increase student knowledge of the Kindergarten Program document (2016)
- promote networking and continuous professional learning through social media and online platforms

### Materials: N/A

### Instructions:

In 2010 Ontario rolled out the Full Day Kindergarten Program and published the Kindergarten curriculum in 2016. The program centres around four frames which align with the four foundations How Does Learning Happen? (2014).

One of the four frames of the Kindergarten Program is Belonging and Contributing. Explore this frame carefully and design a play based opportunity for children to demonstrate the Overall and Specific Expectations aligned with this Frame.

Many kindergarten teachers around the province have a presence on social media (Facebook, Instagram, TikTok, blogs as examples) where they share their experiences and ideas with others. Take some time to search social media platforms (below are a couple of examples) and identify **three** practices shared that you believe support a sense of belonging and the ability to contribute in a kindergarten classroom.




[Kindergarten Teachers To Follow on Instagram - Simply Kinder](#)

[Little Miss Kindergarten - Home | Facebook](#)

[7 Tips for Creating a More Gender-Inclusive Classroom - WeAreTeachers](#)

## Indigenous Activities

### Activity 1: Learning Values Through Storytelling

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	

#### Purpose:

- learn the First Nation people's perspective on social development
- honour traditional ways of supporting child development and parenting.
- be consistent with the continuum of development 'Communication, Language, and Literacy
- learn how to transfer cultural knowledge, traditional teachings and values.
- use higher order thinking to apply knowledge to practice
- provide shared learning experiences that move participants toward an enhanced understanding of their own practice and their professional community

**Materials: N/A**

#### Instructions:

**Step 1:** Read page 29 (Storytelling) from [A Child Becomes Strong.pdf](#)

**Step 2:** Read [Seven Grandfather Teachings](#)

**Step 3:** Choose an Indigenous legend that is appropriate for a preschooler from: [Native American Legends - Index page. \(firstpeople.us\)](#)

**Note:** the learner should consider using a legend of the Indigenous people closer to them. i.e. Mohawks of the Bay of Quinte First Nation is near Belleville, ON)

**Step 4:** Relate the story to one of the Seven Grandfather Teachings. (i.e. the character showed humility by....)

### **Questions:**

1. What value(s) is the preschooler going to learn from this story?
2. Does the value(s) relate to one of the Seven Grandfather Teachings? Which one(s)?
3. Is the legend/story appropriate for a preschooler? If not, can I adapt it to make it appropriate for that age group?
4. What is the value(s) learned in the legend/story that I can relate to?
5. What have I learned from this activity and what will this look like in my practice?

### **References**

Kostelnik, M., Soderman A., Whiren, A., Rupiper, M. (2018). Guiding children's social development and learning (9th ed.). Belmont, CA: Nelson Education Ltd.

## **Chapter 12 Ancillary Activities**

### **Emotional Development Preschool**

### **Background**

#### **Understanding emotional development in the preschool years**

The continuum of development set out in Early Learning for Every Child Today: A framework for Ontario early childhood settings (2007) identifies several root social skills that are emerging in children between 2.5 and 6 years of age.

In Ontario, full day kindergarten is offered to children as young as 3.8 years of aged children. Most children in Ontario attend full day kindergarten experiencing a dramatic expansion of their social world. They find themselves in classrooms with peers and adults who are responsible for providing and assessing play based opportunities to support their developing social skills.





Seeking out and making friends gains importance during the preschool years. This is facilitated by improved skills in conflict resolution, social problem-solving skills, peer group entry skills and co-operation. Preschoolers have an increased understanding of their own emotions, can express more complex emotions and are more competent at identifying emotions in others, taking another person’s point of view, empathizing and offering help. These emerging competencies improve the preschooler’s ability to interact with others positively and respectfully. Preschoolers often seek out adult attention and approval and have developed the social skills to do so in a positive manner.

Understanding emotions takes time and practice and through responsive and intentional practice educators can guide and support this aspect of children’s development. (Information from textbook Chapter 12)

**Topics**

- Using books and songs to explore emotions
- Understanding resilience (self to practice)
- Risk factors protective factors-theory to practice
- Supporting Positive Interactions with Children- CECE Practice Guideline
- The Connection, Correction, Direction Ratio- Dr. Jean Clinton
- Self-regulation and Well-being in Kindergarten

**Activity 1: Using Books and Songs to Explore Emotions**

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 <p>Individual</p>  <p>Group</p>

**Purpose:**

- to reinforce content taught
- to increase understanding of the potential of books and songs to support children to name emotions, to understand emotions and how to express them appropriately (social competency)
- to increase understanding the potential of books and songs to support children's ability to understand emotions in others (social competency)
- to increase understanding of cultural diversity in books and songs (social competency)

**Materials: N/A**

## **Instructions:**

### **Prior to class:**





- Have students identify a book or a song they believe supports children's ability to understand emotions and to express them in acceptable ways.
- The book or song could be one a student remembers from their childhood or they have seen used in practice. Encourage students to celebrate diversity as they consider their selection.
- Using a platform such as Flipgrid or TikTok have the students create a short video as a way to share the song or book. In the video the students should describe how the book or song supports children's social competencies. The students should provide information to access the book or song.
- Then students will describe an opportunity that would extend the exploration of emotions explored in the book or song they selected.
- These videos can be compiled to create a professional resource for students.

### **In class:**

- Students will share their song or book with a partner and then share their book or song in small groups.
- In the group discussion students should reflect on the songs and books selected. What do the books and songs have in common? Are there any cultural differences? Is there evidence of stereotypes in the books?

**Note:** The videos can be compiled into a class professional resources (e.g. a mixed tape on Flipgrid).

## Activity 2: Understanding Resilience (Self to Practice)

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

- to increase educator efficacy in supporting resiliency in children through understanding and reflecting on their own resiliency (self to practice)
- to increase understanding of educator resiliency in practice

**Materials: N/A**

### Instructions:

#### Independent Research and Reflection

In 2019 Dr. W. Thomas Boyce published a book titled *The Orchid and the Dandelion: Why Sensitive People Struggle and How All Can Thrive*.

Learn more about Dr. Boyce's work:

- [The Orchid and the Dandelion: Why Some Children Struggle and How All Can Thrive by W. Thomas Boyce](#)
- [The Orchid and the Dandelion | Thomas Boyce | TEDxPaloAlto](#)
- [The Orchid and The Dandelion: Why Some Children Struggle... | Tom Boyce | Talks at Google](#)

### Questions (Self to Practice)

Online inventory related to the dandelion and orchid model.






[Are You an Orchid or a Dandelion? — Happy Brain Life](#)

1. Complete the inventory or simply reflect on how you describe yourself using this model.
2. Are you a dandelion, an orchid or a combination of both, a tulip?
3. Are there times when you might display characteristics of a different flower? Explain.
4. Students can share reflections with a partner or in a small group.



**Note to instructor:** This may be a challenging activity for some students. Offer students the opportunity to speak about someone they know or an example from the news, history, film, literature etc.

### Activity 3: Risk Factors Protective Factors - Theory to Practice

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

#### Purpose:

- to reinforce content taught
- to explore child development theories and make connections to best practice
- to increase knowledge of resources and approaches that support practice

**Materials: N/A**

#### Instructions:

##### Part 1

Review Uri Bronfenbrenner's ecological model of child development and the systems described.

#### Questions:

1. Thinking about children's resilience, identify risk factors and protective factors. Use Uri Bronfenbrenner's ecological model of child development to identify risk and protective factors in each system described in his model.
2. How can early learning programs including EarlyON Child and Family centres, child care programs and full day kindergarten serve to support resiliency, as far as offering protective factors and mitigating risk factors?

## Part 2

Many EarlyON programs have social media sites where they share programming and resources with children and families.

### EarlyON locations

[Find an EarlyON child and family centre | Ontario.ca](#)

Here are a couple of examples to get you started.

[Family and Children's Programs-Guelph Community Health Centre - Home | Facebook](#)

[LAMP Early On Child and Family Centre - Home | Facebook](#)

### Questions:

1. Take some time to see what you can find online. Is there an EarlyON program where you live? Check to see if they have a Facebook page.
2. Find **three** examples of how the programs you explored support children and families' resiliency.
3. In what ways can educator practice serve as a protective factor?
4. In what ways can educator practice mitigate risk factors for children?
5. Make connections to expectations for practice described in the [CECE Code of Ethics and Standards of Practice for RECEs in Ontario](#), 2017.
6. How does practice that lives into the four foundations of [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) support children's resiliency?

## Part 3

[Devereux Center for Resilient Children](#) Take some time to explore the resources posted on the site, including Tuesday's Tips.





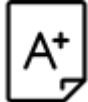
### Questions:

1. Select **three** tips that stand out for you that you would use in your practice.

[Devereux Center Tuesday's Tips](#)

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## Activity 4: The Connection, Correction, Direction Ratio- Dr. Jean Clinton

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:


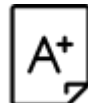

- study Dr. Jean Clinton's work as an Ontario based international leader on early child development.
- introduce a practice that supports children's social and emotional development
- introduce a practice that promotes positive caregiver- child relationships
- promote critical reflection on professional practice.

**Materials: N/A**

### Instructions:

See **Chapter 11: Activity 13** for Social Development in the Preschool Years activity.

## Activity 6: Self-regulation and Well-being in Kindergarten

Delivery Options	Activity Type
 Remote	 Assessment
 Face to face	

### Purpose:

- to increase understanding of self-regulation with a focus on the work of Dr. Stuart Shanker
- to increase understanding of the role and responsibility of educators to support children's ability to self-regulate

- to increase understanding of the Kindergarten Program (2016)

**Materials: N/A**

## **Instructions:**

In 2010 Ontario rolled out the Full Day Kindergarten Program and published the Kindergarten curriculum in 2016. The program focuses on four frames which align with the four foundations in *How Does Learning Happen?* (2014).

One of the four frames of the Kindergarten Program is Self-regulation and Well-being.

In recent years we have come to understand a great deal about the importance of self-regulation as it relates to overall well-being. Canadian researcher, Dr. Stuart Shanker is an international leader researching self-regulation. He has written and published three books on self-regulation and authored hundreds of articles and resources.

**To learn about Dr Shanker's work, begin here:**

- Dr. Shanker's website: [Self-reg.ca](http://Self-reg.ca)
- [The MEHRIT Centre](#)
- Dr. Shanker's article in Think feel Act found on page 21: [Think, Feel, Act: Lessons from research about young children](#)
- ['No such thing as a bad kid', says self reg expert - The Spoke – Early Childhood Australia's Blog](#)
- Watch videos 26, 27 and 28: [Think, Feel, Act Series - YouTube](#)

### **Questions: Activity Option 1**

1. Explain the 5 domains of self-regulation.
2. What is the difference between self-regulation and self-control?
3. What is the difference between misbehaviour and a stress response?
4. What do we mean by reframing behaviour?
5. According to Dr. Shanker, what are the steps we can take to support children's ability to self-regulate?
6. What are the zones of self-regulation? (research this)
7. What is your role as an educator in supporting children's ability to self-regulate and to work with families as partners?
8. Identify 3 areas of practice (e.g. creating environments that support children's ability to self-regulate, nurturing positive relationships, observing, thinking critically about practice as examples) and make connections to professional documents.




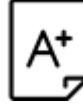
### **Questions: Activity Option 2**

1. Explore the Self-regulation and Well-being frame of the [Kindergarten document](#).
2. Examine the Overall Expectations (OE) and Specific Expectations (SE).

3. Explore the professional resources posted on the Edugains site: [Self Regulation - Kindergarten](#)
4. Develop and describe a play based, child led opportunity for children to practice their ability to self-regulate and make connections to the OEs and SEs for the Self-regulation and Well-being frame.
5. Make connections to at least one other frame in the Kindergarten document making connections to OEs and SEs.
6. Provide as much detail as possible so another educator could implement this opportunity.

## Indigenous Activities

### Activity 1: The Dreamcatcher

Delivery Options	Activity Type
<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="margin-top: 5px;">Remote    Face to face</p>	<div style="display: flex; justify-content: space-around; align-items: center;">  <span>Individual</span> </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">  <span>Assessment</span> </div>

#### Purpose:

- This activity is to enhance the social and emotional development of the participant. Can be used as an introduction where learners say something about themselves or as an assignment.

#### Materials:

- A ball of thick white yarn
- A group of 10 or 12 students. (can be done with a few more people)

#### Instructions:

**Step 1:** Teacher will research a Legend of the Dreamcatcher from their area.

Note: if one cannot be found one can be used that is closest to their area.

**Step 2:** The teacher will think of something that will enhance the social/emotional development of their students for the game. For example: “I like that Diane is always polite.”

**Step 3:** Dreamcatcher game:



- a. Have the students sit in a large circle.
- b. Read the legend to the students.
- c. Tell students you will now spin a web as a group

**For children:** Ask children if they think the group can spin a web & suggest that they should try to spin a web as a group.

- d. Show them the yarn. Explain that you will begin spinning the web by holding the end of the yarn ball tightly in your hand and then you will pick a student to toss the remaining ball.
- e. The teacher will then say: "I pick Carol to help spin our web", then throw the ball of yarn to Carol.
- f. When she catches it, the teacher will then say what they picked to enhance the emotional development of the student.
- g. Ask Carol to hold the yarn string tight in their hand, as she tosses the ball to the person she picked. Carol would then say something about the person she picked.
- h. The game ends when the ball has reached all the participants in the circle. Try seeing if the group can stand up without getting it tangled.

**Adaptation:** This activity can be used to enhance other domains. i.e. language, math, science, etc. Learners might have to adapt the legend if it is too lengthy when they use this for children. This activity can also be done with preschoolers, middle school children and teens.

## Activity 2 – Using the Medicine Wheel to Look at Developmental Stages

<p><b>Delivery Options</b></p>  <p>Remote    Face to face</p>	<p><b>Activity Type</b></p>  <p>Individual</p>
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**Purpose:**

- to learn how the Medicine Wheel, a traditional teaching tool, can be used to see all of the stages and parts of life as interconnected.
- to teach the First Nation perspective of seeing the child/individual as a whole person (wholistically).
- to test the student’s formal knowledge of child development.
- to learn the First Nation people’s perspective of the spiritual domain.

## Materials:

- Provide a [copy of the blank Medicine Wheel](#).
- Provide a copy of [Using the Medicine Wheel \(Reading\)](#)

## Instructions:

### Part A

**Step 1:** Read [Using the Medicine Wheel to Look at Developmental Stages \(PDF\)](#)

**Step 2:** From the reading, write one of the domains outside each one of the quadrants around the blank Medicine Wheel from a First Nation perspective (mental, physical, social and spiritual). For example, put the social domain in the upper right corner, the mental domain in the bottom right corner, and so on. It is not important where the domains are.

**Step 3:** In each quadrant, describe and place four (4) specific characteristics learned in class for an Indigenous preschooler in each of the domains. For example, four physical characteristics: height, weight, motor skills of an Indigenous preschooler...Four cognitive/mental characteristics: learning, thinking, language, etc of an infant...and so on.

**Note:** regarding the spiritual domain, write down four aspects from the reading.

### Part B

Using another blank Medicine Wheel, follow step 2 from Part A. In each quadrant, write two ways an educator can support a child's developmental domain. Students can choose another age group.

## References

Ontario Ministry of Education. (2014b). Excerpts from ELECT: Foundational knowledge from the 2007 publication of "Early learning for every child today: A framework for Ontario early childhood settings". Toronto: Author.

# Chapter 13 Ancillary Activities

## Communication, Language and Literacy

### Preschool

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## Activities

- Socio dramatic play supports communication language and literacy

- Socio dramatic play and communication language and literacy (play based learning)
- Supporting Vocabulary development
- Communicating with others: Conversation Conventions
- Communicating with others: Conversation starters
- Mark Making Matters
- Kindergarten Program Demonstrating Literacy and Numeracy Behaviours
- Picture books and Social justice 3x3




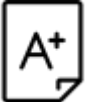
### Understanding Communication Language and Literacy in the preschool years

The continuum of development (Ontario Ministry of Education, 2014) describes the communication, language and literacy development which takes place during the preschool/kindergarten stage of development.

The skills demonstrated by infants and toddlers continue to develop as children become skilled communicators using verbal and non-verbal styles of communication to converse with peers and adults. Their expanding vocabulary supports them in describing and making meaning of their experiences and the world around them.

The notice environmental print, engage in literacy and become increasingly aware of its power as a human activity. Their phonological awareness increases as they manipulate words, recognize letters and begin to write them (Information from Chapter 13 and the continuum of development found in Excerpts from the ELECT, Ontario Ministry of Education, 2014).

### Activity 1: Socio Dramatic play Supports Communication Language and Literacy

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 <p>Group</p>  <p>Assessment</p>

#### Purpose:

- to reinforce content taught
- to practice creating environments that support communication, language and literacy development
- to increase confidence in promoting play based learning environment



**Materials: N/A**

## **Instructions:**

As a class, brainstorm popular or common socio dramatic play interests observed in this age group. Educators often support these interests by providing materials or supporting children to make props that will extend the interest and learning.

Below is a list of possible, popular/common interests:

### **Dining**

- Restaurant
- Pizza store
- Ice cream store or truck
- Drive through

### **Retail**

- Bake shop
- Market
- Grocery store
- Thrift store with interesting artifacts

### **Services**

- Doctor's office
- Veterinarian
- Transportation: bus , train, plane
- Airport
- Travel agent

### **Hotel**

- Museum with interesting artifacts (could include a collection of rocks and fossils, bones etc.)
- Art gallery with art by students
- Theatre with a stage and props





**Step 1:** Have each group select one of the topics from the list below or one they come up with that might be observed in the socio dramatic play area. The group will identify the following:

1. **The roles** the children may take on e.g. customer, server, bus driver, passenger
2. **Opportunities for mark making/writing** e.g. designing a menu, signage, name tags, taking orders
3. **Environmental print** e.g. grocery store flyers, menus, schedules, packaging
4. **Building vocabulary** examples of vocabulary specific to each setting e.g. appointment, schedule, receipt, receptionist, names of food (consider diversity)

5. **Opportunities to support mathematical development** e.g. one to one correspondence in setting a table, counting, numbers on clocks, menus, schedules, creating patterns, exploring shape, fractions (cutting pizza, cake)

**Step 2:** Have students share their ideas with the class.

## Activity 2: Socio Dramatic Play and Communication Language and Literacy (play based learning)

Delivery Options	Activity Type
  <p>Remote Face to face</p>	 <p>Group</p>  <p>Assessment</p>

### Purpose:

- to reinforce content taught
- to practice creating environments that support communication, language and literacy development
- to practice ‘noticing and naming’ learning
- to increase confidence in promoting play based learning environment

**Materials:** N/A

### Instructions:

#### Scenario

You are an RECE in a Kindergarten classroom. A parent raises a concern that the children are not learning because all they do is ‘play’. She makes a gesture towards the dramatic play area which, based on the children’s interests, is set up as a restaurant.





#### Questions:

1. In your response to the parent you identify **3** different areas of preschool communication, language and literacy development that are supported by dramatic play. List them here.
2. Make connections to specific skills described in the continuum of development (Ontario Ministry of Education, 2007, 2014)

3. Make connections to the Overall and Specific Expectations described in the Demonstrating Literacy and mathematics Behaviours frame (Page 181) in [The Kindergarten Program](#) document (Ministry of Education, 2016).

Area	How does dramatic play support this development?
	<i>Example: Dramatic play provides opportunities for children to retell stories. This could be retelling a story about something that happened to them such as going to the doctor or going to a restaurant or retelling and acting out a favourite story. This is Skill 3.9 in the Communication, Language and Literacy Domain (Ontario, 2014, p 44)</i>
1	
2	
3	

### Activity 3: Supporting Vocabulary Development

Delivery Options	Activity Type
  Remote Face to face	 Individual   Group

#### Purpose:

- This is an engaging activity to reinforce content
- The activity illustrates the potential of reading to children support the acquisition of vocabulary (books can expose children to vocabulary not used in everyday conversation)

#### Materials:

- paint chips with at least 4 sections per card, one per student OR
- paper and a writing device with them or use template below

#### Instructions:

Read the information and apply the activity found on the Hanen Centre website, below.

[Shoot for the SSTaRS: A Strategy for Teaching Vocabulary to Promote Emergent Literacy](#) (Hanen Centre, 2016)

Step	Word 'wet'



<b>Step 1</b>	Wet (every day)
<b>Step 2</b>	Soaked ( words often used in books more so than everyday speech)
<b>Step 3</b>	Saturated (more academic and often related to science)

**Extension:**

- Ask students to bring a variety of pictures to class or have students access recordings of children’s books online.
- Identify 3 words used in one of the books that would be considered a Step 1 word and replace it with a Step two or Step 3 word.

**Example.** Share the [Fancy Nancy](#) books written by Jane O’Connor and illustrated by Robin Preiss Glasser series with the students as an example of books which intentionally embed rich vocabulary. Ask the students if they are aware of similar books which draw attention to the vocabulary used.

**Activity 4: Exploring Components of an Effective Conversation**

<p><b>Delivery Options</b></p>  <p>Remote Face to face</p>	<p><b>Activity Type</b></p>  <p>Group</p>
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**Purpose:**

- to reinforce content taught
- to increase awareness of the components of an effective conversation
- to support educator practice to model and coach children to be effective communicators

**Materials: N/A**

**Instructions:**

**Step 1:** Have students form pairs and identify as Student A and Student B

**Step 2:** Learning to communicate with others takes time and practice. Remind students of the components of an effective conversation



- Staying on topic
- Turn taking

- Paying attention

**Step 3:** Have the students engage in a conversation but Student A, without telling Student B, will select one of the 3 components of an effective conversation and suddenly do the opposite.

**Example.** They will either quickly change the topic, not let Student B have a turn or become distracted, and not pay attention. Both students will discuss how each felt in this conversation. Then Student B will do the same as Student A did. Again they will discuss how they felt in this conversation.

## Activity 5: Communicating With Others- Conversation Starters

<p><b>Delivery Options</b></p> <p>Remote Face to face</p> 	<p><b>Activity Type</b></p>  <p>Group</p>
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### Purpose:

- to reinforce content around effective conversations
- to reinforce knowledge of children's development through the analysis of the suggested topics by age group

**Materials: N/A**




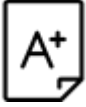
### Instructions:

Give the students time to explore on line the many examples of conversation starters for children. There are many! Supporting effective communication at all ages is a huge industry! Have them explore conversation starters for toddlers, for preschooler and for middle childhood. Have them identify suggested topics for each age group.

### Questions:

1. What are the suggested topics for each age group and why?
2. What are the key differences in the topics for each age group? Making connections to child development theories explain the reasons for these differences.
3. As a person knowledgeable about child development, did you find topics that you did not feel would be effective and if so, explain the reasons why. Make connections to child development theories to support your answer(s).

## Activity 6: Kindergarten Program- Demonstrating Literacy and Mathematics Behaviours

Delivery Options	Activity Type		
 Remote	 Face to face	 Individual	 Assessment

### Purpose:

- to increase knowledge of the Kindergarten document
- to increase confidence in planning play based learning opportunities related to the Demonstrating Literacy and Mathematics Behaviours

### Materials: N/A

### Instructions:

In Ontario, full day kindergarten is offered to children as young as 3.8 years of age. Most children in Ontario attend full day kindergarten experiencing a dramatic expansion of their social world. They find themselves in classrooms with peers and adults who are responsible for providing and assessing play based opportunities to support their developing skills in all domains of development. Attending kindergarten provides children with many opportunities to communicate with others, peers and adults. They are exposed to environmental print, books, digital materials and opportunities to write. The Kindergarten document describes Overall Expectations (OE) and Specific Expectations (SE) in the four frames of the Kindergarten Programs. One of the frames is Demonstrating Literacy and Mathematical Behaviors. Spend some time exploring the [Kindergarten Program document](#).




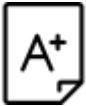
### Questions:

1. Develop an opportunity for children to demonstrate literacy behaviours. The opportunity must be play-based and not teacher led or directed. Make connections to OEs and SEs.
2. Describe how the opportunity could be scaffolded for various abilities.
3. Describe how the opportunity could be extended.
4. Describe how the opportunity connects to at least one other frame of the document with reference to OEs and SEs from that frame.

5. Research how to support English Language Learners in the Kindergarten/primary classroom. Provide details about how you will support English Language Learners with this opportunity. In your response provide the link to at least one resource from your research.

**Note:** the opportunities the students design could be compiled into a class professional resource.

## Activity 7: Mark Making Matters

Delivery Options	Activity Type		
 Remote	 Face to face	 Individual	 Assessment

### Purpose:

- to reinforce content taught
- to increase awareness of children begin to represent their world through making marks and exploring written communication

**Materials:** N/A

### Instructions:

During this stage of development children become aware of print in their world. They understand that marks they make can mean something. They become more intentional about the marks they make on paper, moving making marks as a way to move and explore their sense to making marks as a form of representation. This is the beginning of written communication and can be as significant as the shift in oral communication from babbling to forming actual words.




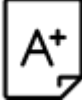
#### Task:

Explore this excellent resource from the United Kingdom about making and how to support it. [Mark Making Matters: Young children making meaning in all areas of learning and development](#)

Describe three aspects about children's writing that stood out for you. How will you support and celebrate children's mark making in your practice?

**Note:** the opportunities the students design could be compiled into a class professional resource.

## Activity 8: Picture Books and Social Justice 3x3

<p><b>Delivery Options</b></p>   <p>Remote   Face to face</p>	<p><b>Activity Type</b></p>  <p>Individual</p>  <p>Assessment</p>
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### Purpose:

- to consider the potential of picture books in addressing issues of social justice
- to foster critical thinking skills
- to model critical thinking to children through questions

**Materials:** N/A

### Instructions:

**Research and reflection.**

**Step 1:** Take some time to research online and identify **three** books or series of books which are identified as popular among preschool aged children (3 to 5 years) or recommended for this age group. Complete your selections in the table below.

In your selection try to include a variety e.g. fiction and nonfiction, books targeted at boys and books targeted at girls. There are many recordings of readings of children’s books posted online. Some recordings feature the author reading the book. This is a great way to learn about children’s books.

**Example.** See link to Christian Robertson reading [You Matter | Read Along with Christian Robinson! | PBS KIDS.](#)

Picture books examples	Compare to books for infant and toddlers	Books about social justice
1		



2		
3		

**Step 2:** From what you know and understand about children’s development in all domains and the theories about this development answer the following questions:

**Questions:**

1. Examine your selection and describe **three** ways that this selection of books differ from books targeted at infants and toddler. What is the same? What is different and why (make connections to children’s development)?
2. Why do these books appeal to this age group?
3. Are there books specifically targeted at boys and books specifically targeted at girls? Identify any stereotypes these books may challenge or reinforce.
4. **Social Justice:** Who is represented in these books? Who is not represented? Who is telling the story?

**Step 3:** Find at least **3 examples** of picture books for this age group that specifically deal with issues of social justice for example, inclusion and diversity, Indigenous knowledge and perspectives, racism, stereotypes as examples.

**Questions:**

1. Can you identify and describe any themes in your overall selection?
2. In engaging in this task did you become aware of any personal preferences or biases which may influence your practice as far as supporting communication language and literacy in the middle years?
3. What might be the reason for this bias? If so, develop a professional goal around how to plan to address this bias in your practice.




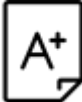
**Connection to placement:** The questions above could guide an examination of the books available to the children in a program. Biases could be identified and described.

**Task-Sharing with others**

In small groups members will share their research and knowledge about what children are reading in the middle years and ways to support communication, language and literacy.

**Indigenous Activities**

## Activity 1 – Learning a Language by Scaffolding

Delivery Options	Activity Type
 Remote	 Face to face
	 Individual
	 Assessment

### Purpose:

- Students will use the Ojibwe terms for parts of the body in the traditional "Head, Shoulders, Knees, and Toes."

### Materials:

Ojibwe Head, Shoulders, Knees, and Toes. Grade Level(s): K, 1-2 By: Claudette Paul

**Note:** using a capital “L” for the word Language is to show respect for the Language. It is sacred for Indigenous people; it has Spirit.

### Instructions:

**Step 1:** Learners will learn the words before introducing it to children. There are many apps and sounding dictionaries online that will help with pronunciation. Learners can also invite an elder from a nearby community. If the nearby community speaks another Language, learners can change the words and learn/demonstrate it in that Language.

### Ojibwe Words:

- shtigwaan = head (double “a” is pronounce like the “a” in dawn)
- dinmaangan = shoulders
- nigid = knees
- nizid = toes
- shkiinzhig = eyes (double “i” is pronounced like the sound in the word bean)
- togwan = ears
- doon = mouth (double “o” is pronounced like the sound in the word dune)
- zh-angwan = nose (“zh” is pronounced like the soft “j” sound in the word mirage)
- 



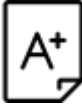
**Step 2:** Learners will plan the following activity with preschoolers.

1. Do the English version of Head, Shoulders, Knees, and Toes several times so students become familiar with the tune and order.
2. Next, introduce the Ojibwe terms for the body parts one part at a time. It is important to make sure that participants are comfortable using the terms before teaching them the next one. Consider using visual cues.
3. Now slowly use the Ojibwe terms with the tune making sure that everyone is touching the right part at the right time.
4. Once students become good at it, challenge them by going faster each time.

**Comments:**

This activity supports physical, speech, language, and cognitive development. It also introduces or enhances words learned in the Ojibwe Language. Six year old children learn as many as five to ten new words each day, enjoy the challenge of games and enjoy vigorous physical activity. Seven and eight year old children exhibit significant improvement in agility, balance, speed and strength.

## Activity 2: Fostering Communication Through Song

<p><b>Delivery Options</b></p>  <p>Remote    Face to face</p>	<p><b>Activity Type</b></p>  Individual  Assessment
---	---

**Purpose:**

- explore Indigenous Experiences and Perspectives
- reinforce content taught
- Engage in critical thinking
- Increase awareness about First Nation people

**Materials: N/A**

### Instructions:

**Step 1:** Learners will listen to the following song: [Spirit Bear & Friends - "A LOVE WE KNOW" // Official Music Video - YouTube](#)

**Step 2:** Learners will answer the following questions.

## Questions:

1. How does this song help children with communication? Explain.
2. What other domains are fostered through this song? (i.e. identity, self-esteem, etc)
3. How does it promote a positive image for Indigenous children? Explain.
4. Did this video give an Indigenous worldview? How? (connection to the land, Traditional drumming, etc)
5. What did the learner notice about what the children were doing in the video?
6. Which one of the Seven Grandfather Teachings is mainly represented in this song? (love)
7. Which other Seven Grandfather Teaching is represented in the song? Explain.(wisdom, humility, truth, honesty, bravery and respect)

**Step 3:** Learners will create a plan for a video that will promote diversity for all children in the classroom.

## References

Ontario Ministry of Education. (2014b). Excerpts from ELECT: Foundational knowledge from the 2007 publication of "Early learning for every child today: A framework for Ontario early childhood settings". Toronto: Author.

# Chapter 14 Ancillary Activities

## Physical Development Middle Years

### Activities

- Physical and Health Literacy
- The Joy of Movement: Kelly Mc Donagal
- Getting Outdoors!
- Supporting Healthy Eating and Nutrition

### Background:

Physical development includes physical growth and development of physical skills; gross and fine motor.

**Growth and Physical Change:** During this period of development, all parts of children's bodies are growing with growth being relatively constant and stable during the early middle years. Physical changes associated with puberty begin to occur. Males become stronger. Some females may have begun to menstruate.

Endurance and strength are improving.

**Movement Skills and Knowledge:** Fundamental movement skills are improving. Children are better able to understand their bodies and assess their physical abilities. Their self-identify around physical movement continues to develop. They can describe their skills and preferences as far as movement. In Canada many children are engaged in extracurricular activities that may or may not involve being on a team.






**Health Knowledge and Behaviour:** Children increasingly take responsibility for their own health and physical well-being. They have a growing awareness of body image and the prevalence of social comparisons.

Those concerned about children’s physical development examine what influences it both in positive and negative ways. Educators have a professional role and responsibility to support children’s physical development and to work with families as partners. (Information from On my Way, Ontario Ministry of Child and Youth Services, 2017)

Below are some excellent resources developed and published by the Government of Ontario that can be accessed for the following tasks:

- [On My Way: A guide to Support Middle Years Child Development](#)
- [Stepping Stones](#)
- [Gearing Up - A Strategic Framework to Help Ontario Middle Years Children Thrive](#)

## Activity 1: Physical and Health Literacy

Delivery Options	Activity Type
  Remote Face to face	 Individual
	 Group
	 Assessment

### Purpose:

- to expose students to the subject of physical and health literacy
- to share resources on physical literacy with students

**Materials: N/A**

## **Instructions:**

What is physical literacy and health literacy? This is a short video (2 minutes) that could be shown in class. It was produced in Australia.

[What is Physical Literacy?](#)

### **Questions:**

1. Explain what is meant by physical literacy and health literacy.
2. Why is it important?
3. From researching the websites above, identify two barriers to physical and/or healthy literacy that a child may be facing.
4. Design and describe an opportunity that promotes physical and/or health literacy that addresses these barriers and is accessible to **all** children. In your response explain how the barriers have been addressed.
5. How could this opportunity be shared with families and the community. Provide enough details for any educator to implement this opportunity.

### **Resources**

Canada has taken a leadership role internationally in defining and promoting physical literacy. Let's do some research...

#### **Physical Literacy**





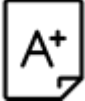
- Canada's Physical Literacy Consensus Statement: [Consensus Statement - Physical Literacy](#)
- Physical Health Education Canada: [Physical Literacy | PHE Canada](#)
- [Physical Literacy Canada](#)
- [Physical literacy - Sport for Life](#)
- [Physical Literacy Explained | Passport for Life](#)
- [Canadian Assessment of Physical Literacy](#)
- [Physical Literacy | ParticipACTION](#)
- [Ontario Physical Activity Safety Standards in Education](#)

#### **Health Literacy**

- [What is Health Literacy? | abclifeliteracy.ca](#)
- The Centre for Disease Control: [Understanding Health Literacy](#)
- [Health literacy in Canada: A healthy Understanding](#)

**Note:** The opportunities designed by the class could be compiled to create a class professional resource on physical and health literacy.

## Activity 2: The Joy of Movement Kelly McDonagal

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to increase student awareness of the importance of physical movement to human physical and mental welling being

### Materials: N/A

### Instructions:

Dr. Kelly McDonagal has written about the powerful benefits of physical movement, particularly movement that takes place outdoors, to human health and well- being.

Using the links below find out more about her work:

- [The Joy of Movement: How exercise helps us find happiness, hope, connection, and courage eBook : McGonigal, Kelly: Amazon.ca: Kindle Store](#)
- [Kelly McGonigal Podcast](#) Also other excellent podcast on well being
- [Stanford Psychologist Reveals How Movement Can Transform Your Life | Kelly McGonigal](#) (12 minute interview with Dr. Kelly McDonigal)
- [The Joy of Movement with Kelly McGonigal and Luke Iorio](#) (41 minute interview with Dr. Kelly McDonigal)

### Questions: Individual Reflection

1. Dr. McDonagal writes and talks about engaging fully in life through movement. In this reflection describe what this means to you. Describe how you engage in life through movement.

2. In your reflection describe what has supported your ability to move and any barriers you have faced or continue to face.
3. Think back to when you were between the ages of 7 and 12 years of age. What did movement mean to you?
4. How did you experience physical movement in school?
5. Did you participate in extracurricular activities that involved movement?
6. Describe how you believe these experiences have influenced your ability to engage in life through movement today.
7. How might your lived experiences of physical movement influence your ability to support children to engage in life through movement?
8. What might children and families notice about how you engage in life through movement?

### Sharing in Small Group




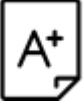
Share your reflection with your group members. As a group identify any themes that emerge around physical movement.

**Take action:** Describe strategies that address these themes and enable educators to support children’s ability to engage in life through physical movement.

### Independent Task: Commitment statements and setting goals

1. Develop a personal goal around physical movement and well-being that supports you as a professional. If you already engage in a lot of physical movement and pay attention to your well-being (physical and mental), consider making the goal about leadership and supporting others with this.
2. Write a statement of commitment to supporting children to move and to their overall well-being. Develop a professional goal related to this aspect of your professional practice. Make the goal specific and actionable.

## Activity 3: Getting Outdoors!

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 Individual   Assessment



**Purpose:**

- to introduce students to resources developed in Ontario to support outdoor play.

**Materials: N/A****Instructions:**

**Step 1:** Explore the following resources designed to support children being outdoors.

[Ontario Children's Outdoor Charter](#)

**Step 2:** Camp Kawartha is an outdoor education centre located in Central Ontario. The organization has developed a resource which describes opportunities for children of all ages to foster environmental stewardship and a sense of belonging in the natural world. The opportunities are listed by age group.





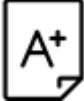
Read the [Pathway to Stewardship Guide](#) and then explore the opportunities listed for the following age groups : ages 6-7, ages 8-10 and ages 11-13.

**Questions:**

1. From your research, describe **one** activity that particularly appeals to you and carry it out yourself. Identify the age group for which this activity is planned.
2. As you engage in the activity consider how a child might respond, what they might notice, what questions and theories they might have?
3. Write a reflection describing how you felt as you engaged in this activity. Pay particular attention to your senses. What did you see, smell, hear, touch as examples?
4. Then plan an extension to this activity suitable for children aged from 6 to 12. Explain the reason for your activity.
5. Describe what you learned from this, any connections you made and how this experience will include your practice.

**Note:** Students' individual activities could be compiled into a class professional resource.

## Activity 4: Supporting Healthy Eating and Nutrition

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to provide resources to support professional practice

Materials: N/A

### Instructions:

Educators have a professional role and responsibility to promote healthy eating and nutrition in their practice. This includes being informed and modelling attitudes that support children's ability to make choices that will support their overall wellbeing.

**Step 1:** Watch the [Healthy Eating & Nutrition for Children Ages 6-12](#) video Healthy Eating and Nutrition for Children aged 6 to 12 produced by the Middle Years Matter Coalition, Toronto

**Additional Resource:** [Canada's Food Guide](#)

In this stage of development children experience growth and physical changes to their bodies. They become increasingly aware of body image and social comparison. The media and social media have a powerful influence on children's perception of their body. It is not uncommon for body image issues to surface during this period of development and for some children to begin to 'diet'.

**Step 2:** Do some research about healthy eating and nutrition, including body image. Check resources posted by health units and school boards for example.

Below is an example of a resource for teachers published by Porcupine Health Unit and a link to the Peterborough Public Health Unit.

- [A Tool for Every Teacher \(Grades K-8\)](#)

- [Healthy Eating: Peterborough Public Health Unit](#)

**Questions:**




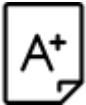
1. As an educator how would you promote healthy eating and a positive body image to create a positive space for all children? Think critically about practice.
2. What might the children notice about the educators?
3. In your response refer to at least **three** resources that you explored to speak to at least **three** aspects of practice. For example the environment, including the verbal and non-verbal communication, relationships, the role of the educator as examples.
4. Make connections to the foundation in [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#).

\*If you are concerned that a child may have an unhealthy body image or a potential eating disorder, recommend the family seek support.

**Note:** Student research could be shared to create a class professional resource

## Indigenous Activities

### Activity 1: An Indigenous Perspective to Teaching Youth to Respect their Body

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**Purpose:**

- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)

## Materials: N/A

### Note:

- For the purpose of the readings, the word Rights of Passage is used intermittently with the word rite of passage. This is to show that it is the child's right as a spiritual being to be shown their responsibilities, where they fit in the community (a sense of belonging) and how to take care of their mind, body and Spirit.
- The Seven Grandfather Teaching are: Love, Humility, Bravery, Courage, Honesty, Truth and Wisdom.
- It is very important for learners and teachers to understand that they should reach out to the community in which the child/youth or parent belongs to. Teachings will defer from one nation to the next.

## Instructions:

### Part A – The Good Life

**Step 1:** Learners will read the following passage and answer the associated questions. (Infants and Toddlers)

“Children begin to learn about healthy personal boundaries in the womb. When they are young, begin teaching them in a good way about their bodies. Change their diapers in a private place, not out in the open, this teaches them about respecting their bodies.” ~Terrellyn Fearn (Source: A Child Becomes Strong: Journeying Through Each Stage Of The Life Cycle, p. 20)

“One teaching that stuck with me is something I learned from Plains Cree Elder Pauline Shirt. She told me that we should never throw our baby's clothes on the floor, because that is their dodem (their lodge). We don't know what was on the floor, so let's be careful to keep their lodges clean and with good energy. I like this teaching because it helps parents teach their children about the importance of taking care of their things and tidying up! ~Melanie Ferris, Anishnawbe mother (Source: A Child Becomes Strong: Journeying Through Each Stage Of The Life Cycle, p. 26)

### Questions:

1. In each of these statements, how would it teach a child to respect their body?
2. What other ways can a caregiver show them to respect their body? Explain.
3. Learners will write their thoughts about this Indigenous perspective.
4. Which one of the Seven Grandfather Teachings can be related to this reading?

**Step 2:** Learners will read the following passage and answer the associated questions. (Up until the age of 7)

“The first seven years are the most important. By the time they are seven years old, children are put out on their first day fast to make them realize that these are all their relations that they walk with. The child goes out to fast for a day, for a night, with all the support people. It is important to note that families would have begun to prepare their children prior to their first fast. From time to time, they may have marked their child’s forehead with ash to signify that they are being prepared. Upon seeing this marking, others would know that this child is not to be fed, that they are missing a meal, to prepare them for their first fast.”

(Source: A Child Becomes Strong: Journeying Through Each Stage Of The Life Cycle, p. 10)

### **Questions:**

1. Sometimes food was scarce; especially in the winter. How can this prepare a child to go without? Explain.
2. Learners will write other rites of passage in which other denominations may have that are similar to prepare children for the next step. (i.e. in the Catholic church, and other denominations, the baby is baptised at birth and has a First Communion at the age of seven, etc) [Maybe learners can research this.]
3. What other denominations would use ash?
4. What part in this reading shows a sense of community? Explain.
5. Which virtue can this reading be related to? (patience)

### **Part B – The Fast Life**

Children are considered to be connected to the Spirit World up until the age of seven.

Step 1: Learners will read the following passage and answer the associated questions. (Middle School)

“The fast life is from 7 to 14 years. This is when the child is being prepared for their 4-day vision quest at the time of puberty. It is a time of celebrating the transition into adulthood. The men look after the boys during their vision quest and the women look after the girls during their berry fast. These rites of passage ceremonies help to nurture confidence and build healthy self-esteem. As young people learn about the changes that are happening within, they also learn about their roles and responsibilities as men and women. After each of their respective fasts, boys are re-introduced to the circle as young men and girls, as young women.”

(Source: A Child Becomes Strong: Journeying Through Each Stage Of The Life Cycle, p. 10)

Rights of Passage: p.13 & 15: SupportingtheSacredJourney.pdf

### **For Boys:**

In certain Indigenous nations, boys would be taught the teachings of the Buffalo Dance in which they would learn how to treat all of creation; especially the person they chose to have a family with. They also go through a Vision Quest which is part of Fasting. These teachings are sacred

and are only passed down orally. Two-spirit people had and still have their own teachings. They were taught by a male and female Elder.

**About the Vision Quest and The Hunt:** [A Child Becomes Strong.pdf](#) p.33

**For Girls:**

**About Moontime:** [Moontime – Indigenous Website \(northernc.on.ca\)](#)

**About Fasting, Berry Fast and One Year Berry Fast:** [A Child Becomes Strong.pdf](#) p. 32

**Questions:**

1. Learners will share their thoughts on how these teachings will enhance the physical development of youth? Explain.
2. Are there any other domains that are tied to the readings/teachings? What are they and explain each.
3. How do these teachings connect the child/youth to the land? Explain.
4. Are there any other nations in the world that may have similar teachings? Which ones? Explain.
5. Which one of the Seven Grandfather Teachings can be learned in these readings? Explain.




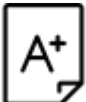
**Part C – Two-Eyed Seeing**

Learners will answer the following questions.

**Questions:**

1. What is scaffolding?
2. How can this activity be tied to scaffolding? Explain.
3. Which theorist is scaffolding associated with?

**Activity 2: Physical Literacy**

Delivery Options	Activity Type
 Remote  Face to face	 Individual  Assessment

**Purpose:**

- to expose students to the Canadian developed resources developed to support Indigenous physical literacy

**Materials: N/A****Instructions:**

Step 1: Learners will review the following document on physical literacy, starting on pg 3. (Indigenous): [Indigenous Communities: Active for Life](#)

Step 2: Learners will research Indigenous games and will use one of the strategies they have learned to make a Lesson plan to teach children the game. The Lesson Plan will include the name of the game, where it came from, a history on the game and why it was played, and strategies to implement it.

**References**

Ontario Ministry of Child and Youth Services. 2017. On My Way. A Guide to Support Middle Years Child Development. Toronto:Author

## Chapter 15 Ancillary Activities

### Cognitive Development Middle Years

#### Understanding Cognitive Development in the Middle Years

During middle and late childhood, children continue to explore their world with purpose. Cognitive skills continue to develop with an increasing ability to make inquiries, problem solve, classify information and data and make representations that support children to make sense of, and describe, the world and their experiences. Piaget theorized that children in the middle years (ages 7 to 11) enter a third and distinct stage of cognitive development that he identified as Concrete Operational and is characterized by the development of organized and rational thinking.

In this period of development, they begin to ‘think about thinking’ referred to as metacognition and evaluate what they already know and what they still have to learn. This understanding informs their self-identity as a learner. For example, ‘I am someone who enjoys and is good at mathematics.’ ‘I learn best when there are images and I can try something for myself (visual/hands-on).




Thought processes become more logical and organized when dealing with concrete and increasingly more abstract information. Children at this age understand concepts such as past, present, and future, giving them the ability to plan and work toward goals. Additionally, they can process complex ideas such as addition and subtraction and cause-and-effect relationships.

Children’s development now takes place in contexts outside of the immediate family as children become fully immersed in school and perhaps extra-curricular activities. These contexts influence all aspects of development in positive and negative ways. In school the Overall and Specific expectations described in the Ontario curriculum documents are assessed and reported on. (Information from Chapter 15 and the continuum of development found in Excerpts from ELECT, Ontario Ministry of Education, 2014)

Some excellent resources from the Ontario Ministry of Education that can be accessed for the tasks below.

- [On My Way: A guide to Support Middle Years Child Development](#)
- [Stepping Stones](#)
- [Gearing Up - A Strategic Framework to Help Ontario Middle Years Children Thrive](#)

## Activity 1: Understanding and Supporting Cognitive Development in the Middle Years. What’s Changed?

<p><b>Delivery Options</b></p> <p>Remote Face to face</p> 	<p><b>Activity Type</b></p> <p> Individual</p> <p> Assessment</p>
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### Purpose:

- to create a bridge between the preschool and middle years as far as understanding development

### Materials: N/A

### Instructions:

What do the theorists say about cognitive development in the middle years and how can families and educators support cognitive development? In this stage of development many changes take place which families and educators seek to understand. Children’s development



now takes place in contexts outside of the immediate family as children become fully immersed in school and perhaps extra-curricular activities.

These contexts influence all aspects of development in positive and negative ways. In school the Overall and Specific expectations described in the Ontario curriculum documents are assessed and reported on. In grade 3 this assessment includes participating in Education Quality and Accountability Office (EQAO) standardized testing.

It is helpful to explore how child development theorists have described cognitive development. (Refer back to the textbook).

How else can we consider this important stage of human development? **Example.** Indigenous perspective: the Fast Years.

### Examples of theorists and perspectives

\*a theorist or perspective can be assigned to each group

- Erik Erickson (Psychosocial theory: Industry versus Inferiority)
- Uri Bronfenbrenner's (Ecological Systems model of child development)
- Bandura (Social Learning Theory)
- Vygotsky (Contextual Perspective)
- Piaget (Cognitive Development Perspective)
- Indigenous perspectives (The Fast Years)






### Questions:

1. Create a list of key aspects of social development that occur during middle childhood. Maintain a high image of the child throughout.

Theorist	Aspect	Changes since preschool

2. Select three aspects from the chart you developed and describe how you would support this aspect of social development in your practice.

## Activity 2: Western and Indigenous Approaches to Teaching and Learning

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- contextualized versus decontextualized
- 2 eyed seeing
- experiential learning/nature based education
- learning from the land
- supporting connections ‘all my relations’
- inquiry based learning

### Materials: N/A

### Instructions:

#### Inquiry based learning

Contextualized and decontextualized learning. Western approaches to education typically compartmentalize learning into curriculum subjects e.g. mathematics, language arts, social studies as examples. The knowledge and learning is removed from a real life context and assigned to specific curriculum areas. Pedagogical approaches such as inquiry based learning and the integrated arts approach take a more holistic approach to learning and reflect the complexity and conditions of and for human learning. For example when I cook I am accessing all development domains, subject areas and the four foundations of HDLH? (2014). I believe that there are strong connections to Indigenous knowledge and teachings here. I hope I have explained my thinking here. Would you be able to provide an example of contextualized learning that honours Indigenous teachings? It could be a teaching or a story and the activity would be to identify the learnings and development embedded. The Medicine Wheel teachings could be addressed.

[Beyond 94 teacher guide](#)

**Questions:**

1. Think of a hobby or an interest of yours. Identify the domains of development used when you engage in this activity.

**Ex.**

- sports, dance
- gardening
- cooking or baking
- art and crafts
- music
- gaming




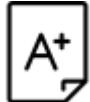
Remember that one of the four themes in child development research acknowledges that all the domains of development are interconnected. This is well illustrated in the example below.

**Cooking or baking an example of contextualized learning.**

<b>Developmental Domain</b>	<b>Task</b>
<b>Communication, language and literacy</b>	Reading and sharing recipes (could be on social media), writing shopping lists, understanding cooking terms, talking to others about cooking, researching recipes and techniques
<b>Cognitive</b>	<b>May include:</b> Thinking critically about food choices, ingredients as far as environmental sustainability. You may even grow some of the ingredients! Perhaps you create your own recipes! Understanding numbers and measurement, estimation, problem solving, understanding the scientific principles of cooking (heat), spatial reasoning and geometry (selecting pots, pans, dishes of the correct size, arranging food for serving (symmetry)).
<b>Emotional</b>	Understanding the feelings you experience when selecting recipes or ingredients, perhaps you even grow some of the ingredients you use. How you feel about

	gardening, cooking, and sharing food with others (enjoyable, prosocial, empathy). You may feel proud of your accomplishments, new learning, and taking risks. You may feel a sense of satisfaction.
<b>Physical and well being</b>	Honing fine motor skills (cutting, peeling, grating, measuring, pouring, rolling), and gross motor skills (kneading bread dough, lifting heavy pots and pans) Well-being: Eating healthy food, exercise, getting outdoors if gardening. Mental health: feeling positive about self and abilities.
<b>Social</b>	Self-esteem, self-identity as a cook. A sense of belonging to a group of others who love to cook. A sense of belonging to the natural world if you grow your own good. Resiliency (dealing with stress and overcoming challenges). Sharing food with others, supporting family and social networks. Could include following others on social media.

### Activity 3: Observing and Reflecting on Cognitive Development

<p><b>Delivery Options</b></p>   <p>Remote    Face to face</p>	<p><b>Activity Type</b></p>  <p>Group</p>  <p>Assessment</p>
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**Purpose:**

- These videos can be used to discuss the stages of cognitive development with a focus on preschool and middle childhood.

**Materials: N/A**

## **Instructions:**

Below are two excellent videos to show in class for discussion purposes or as an assessment related to observation and developmental domains.

What does cognition look like in the middle years? During this stage of development children continue to engage in the world, creating and testing theories to further learning and understanding.

The videos capture a rich example of how this looks for one child as Audri is engaging in his world.

- Watch the video [Audri's Rube Goldberg Monster Trap](#) and describe what Audri understands and what his theories are.

### **Questions:**




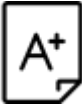
1. Identify elements of social competency. As an educator how could you support Audri's interests?

Now watch this video which captures an earlier model.

### **Questions:**

1. Identify any evidence of change in Audri's approach and understanding.  
[Audri's first Rube Goldberg machine](#)

## **Activity 4: Environments that Support Engagement and Expression**

<b>Delivery Options</b>	<b>Activity Type</b>
 Remote	 Individual
 Face to face	 Assessment

**Purpose:**

- to expose students to resources developed in Ontario to support healthy and holistic development




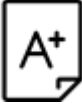
**Materials: N/A**

**Instructions:**

Read the article, *Environments that Support Engagement and Expression (pg 4)*, written by Dr. Carol Anne Wien and published in the Ontario Ministry of Education’s resource, [Think, Feel, Act: Empowering Children in the Middle Years](#) (2018), and answer the reflective questions at the end of the article.

This article provides examples of children’s cognitive development and how it can be supported.

**Activity 5: Math in the Middle Years**

Delivery Options	Activity Type		
 Remote	 Face to face	 Individual	 Assessment

**Purpose:**

- increase awareness of the Ontario curriculum for those who may work with school agers
- increase confidence in creating environment that support learning and well being
- increase awareness of what children are learning in school to deepen understanding and foster positive relationships

**Materials: N/A**

**Instructions:**

The mathematics curriculum reflects children’s growing ability to understand the language of mathematics including abstract ideas. In 2020, the Ontario Ministry of education published a new mathematics curriculum for Grades 1 to 6. The document emphasizes the importance of

fostering an appreciation of the beauty of mathematics and nurturing mathematical dispositions.

**Step 1:** Spend some time exploring the curriculum including the approach to mathematics.  
[Mathematics \(2020\)](#)

**Step 2:** Explore this resource developed by the Ontario Ministry of Education for families.  
[Doing Mathematics with Your Child, Kindergarten to Grade 6, A Parent Guide](#)

**Step 3:** Watch this video from The Middle Years Matter Coalition in Toronto  
[Videos | Middle Childhood Matters Coalition Toronto](#)

### Resources

[OAME](#) 

[OntarioMath.Support](#)

[National Council of Teachers of Mathematics](#)

[Games and Interactives](#)






### Questions:

1. From the resources you have explored, develop an opportunity that embraces inquiry based learning to support children's mathematical development in the middle years. Provide details so that another educator could easily offer this opportunity.
2. What is meant by 'Mathematization'?

**Answer:** This refers to educators intentionally supporting children's mathematical explorations, dispositions, questions and understanding through the provision of opportunities and materials that support further exploration and learning. Mathematization also refers to educator practice as far as mathematical dispositions, modelling and making visible mathematical thinking, using mathematically correct language and terms.

3. Describe 3 ways you mathematize the environment, particularly in a school age program. Be specific as far as the materials you would include and how you expect children would use them in their explorations. Provide specific examples about practice and how they support children's mathematical development. Make connections to the resources you explored.
4. **Critical Reflection:** What might children and families notice about how you engage with mathematics in your practice?

## Activity 6: Fostering Curiosity, Exploring a Resource

Delivery Options	Activity Type
  <p>Remote   Face to face</p>	 <p>Individual</p>
	 <p>Group</p>
	 <p>Assessment</p>

### Purpose:

- to share resources to support educator practice
- to expose students to a resource that they can use with children in their care

### Materials: N/A

### Instructions:

[The Kid Should See This](#) is a wonderful resource to share.

To begin, select one video from the site to share with the class as a way to introduce the resource and spark curiosity.

Children are curious about the world and have lots of questions. Sometimes educators do not have the answers to these questions. This is just fine! In practice it is important to model curiosity, lifelong learning and be a co learner with the children. Let them know if you do not have an answer to the question and think with them about how together you could find the answer to their question.

### Three by three video annotation

#### Questions:

1. From the site, select **3** videos with a topic you are curious about. List them in the chart below.
2. Provide a brief description of the topic for each video and describe **3** key new ideas that you learned about the topic from the video.

Topic	New learning about the topic







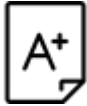
<b>Video 1</b> Name of the video and a brief description	1. 2. 3.
<b>Video 2</b> Name of the video and a brief description	1. 2. 3.
<b>Video 3</b> Name of the video and a brief description	1. 2. 3.

**Small group:**

- Now select the video that you believe taught you the most. Group members will share the video they selected and describe the 3 things they learned from the video.

**Note:** A class resource could be created which includes the videos and annotations.

## Activity 7: Importance of Self-Regulation as it Relates to Overall Well-Being

<p><b>Delivery Options</b></p>   <p>Remote    Face to face</p>	<p><b>Activity Type</b></p>  Individual  Group  Assessment
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**Purpose:**

- to explore the work of Dr. Stuart Shanker, an international leader and expert on self-regulation.

**Materials: N/A**

## **Instructions:**

In recent years we have come to understand a great deal about the importance of self-regulation as it relates to overall well-being. The brain plays a significant role in the ability to self-regulate. No one can learn when they are not self-regulated.

Canadian researcher, Dr. Stuart Shanker is an international leader researching self-regulation. He has written and published three books on self-regulation and authored hundreds of articles and resources. His first book *Calm Alert and Learning* published in 2012 has been embraced by educators around the province and across Canada to support children's ability to self-regulate and learn. Professional learning opportunities have been developed and delivered to support using Shanker's book and strategies in practice.

**Below are two articles related to the book and Dr. Shanker's work:**

- [Self-Regulation: Calm, Alert, and Learning | EdCan Network](#)
- [EdCan Article: Self Regulation](#)

## **Further Resources:**

- Dr. Shanker's website  
[Self-reg.ca](#)  
[The MEHRIT Centre](#)
- Read Dr. Shanker's article in *Think feel Act* found on page 21  
[Think, Feel, Act: Lessons from research about young children](#)
- An interview with Dr. Shanker  
['No such thing as a bad kid', says self reg expert](#)
- Watch videos 26, 27 and 28.  
[Think, Feel, Act Series - YouTube](#)

## **Questions:**




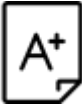
1. Explain the 5 domains of self-regulation.
2. What might cognitive dysregulation look like in the middle years? Think hypo-aroused and hyper aroused.
3. Consider how learning disabilities and cognitive variations (e.g. ADHD, Autism) may influence a child's ability to self-regulate and what supports they may require.
4. What is the difference between self-regulation and self-control?

5. What is the difference between misbehaviour and a stress response?
6. What do we mean by reframing behaviour?
7. According to Dr. Shanker, what are the steps we can take to support children's ability to self-regulate?
8. What are the zones of self-regulation? (Research this)
9. What is your role as an educator in supporting children's ability to self-regulate and to work with families as partners? Identify 3 areas of practice (e.g. creating environments that support children's ability to self-regulate, nurturing positive relationships, observing, thinking critically about practice as examples) and make connections to professional documents.
10. Explain why it is important for all educators to critically reflect on their practice?

**Note to instructor:** Students are encouraged to consider the expectation solely on the student to self-regulate without the educator reflecting on their practice. For example a student may be biologically dysregulated because of noise in the classroom. Is it fair to expect them to try to self-regulate without the educator considering the environment and their practice?

## Indigenous Activities

### Activity 1: Children With Gifts and Strengths

Delivery Options	Activity Type
  Remote    Face to face	 Individual   Assessment

**Purpose:**

- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)

**Materials: N/A**

## **Instructions:**

Aboriginal people believe that children do not belong to us but are gifts sent from the Creator. It is our job to nurture and guide children throughout their childhood so they will grow to fulfill their purpose while on this earth. Because children are so sacred it is everyone's responsibility to nurture them and keep them safe, to provide them with unconditional love and attention so they will know they are wanted and hold a special place in the circle. Every child regardless of age, or disability has gifts and teaches us lessons. They are all unique and should be respected. (Source: [A sense of Belonging aboriginal manual rev4.pdf](#) page 19)



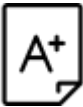
**Step 1:** Learners will carefully read the following: [our-words-our-ways.pdf](#) p.123-125

**Step 2:** Answer the following questions.

### **Questions:**

1. What is the Indigenous perspective on children with exceptionalities?
2. What part do communities have in respect to the child? Why?
3. Explain the "wholistic" framework of Aboriginal education.
4. What is the take-away of the Teacher Story on page 124?
5. Name all the challenges listed on page 124.
6. Develop one strategy for each of those challenges.
7. Explain the printed word challenge.

## **Activity 2: Connection to the Land**

<p><b>Delivery Options</b></p>  <p>Remote Face to face</p>	<p><b>Activity Type</b></p>  <p>Individual</p>  <p>Assessment</p>
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### **Purpose:**

- to reinforce content taught
- to introduce approaches that support educator practice including the aspirations described in How Does Learning Happen? (2014)
- to promote the benefits of being outdoors for all

**Materials: N/A**

## **Instructions:**

**Step 1:** Learners will look at the following presentation PDF (used with permission) attached with activity.

**Step 2:** Learners will answer the following questions.

### **Questions:**

1. How does this presentation give a sense of connection to the land? Explain.
2. What age group can this activity be used for?
3. Can this activity be adapted to another age group? How?

**Step 3:** Learners will create one for a season of their choice. Each slide must be represented or used in a similar way.

## **References**

Ontario Ministry of Child and Youth Services. 2017. On My Way. A Guide to Support Middle Years Child Development. Toronto

Ontario Ministry of Education. (2014). Excerpts from ELECT: Foundational knowledge from the 2007 publication of "Early learning for every child today: A framework for Ontario early childhood settings". Toronto: Author.

# **Chapter 16 Ancillary Activities**

## **Social Development in the Middle Years**

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### **Activities:**

- Understanding and supporting social development in the middle years.
- Environments that support engagement and expression
- Supporting children's sense of belonging to the natural world
- Belonging to a culture-Francophone
- Supporting social networks and online safety, bullying and cyberbullying

### **Resources**

Some excellent resources from the Ontario Government that can be accessed for the tasks below.

- [On My Way: A guide to Support Middle Years Child Development](#)
- [Stepping Stones](#)

- [Gearing Up - A Strategic Framework to Help Ontario Middle Years Children Thrive](#)

### Understanding and supporting social development in the middle years

In the middle years children’s self-identity continues to develop as they consider who they are, who they are not and where they fit in. This relates to the foundation of belonging in How Does Learning Happen? (2014). During this stage of development children gain more autonomy and independence and along with this comes new responsibilities and expectations. They develop social networks and many become more connected with their communities through school and extracurricular activities. Relationship with peers become increasingly important. Prosocial behaviour including empathy continues to develop and children in stage of development become more aware of and perhaps engaged in broader social issues. The activities below can enrich educator practice to live into the aspirations described HDLH? (2014) and meet professional expectations in supporting children’s social competencies in this stage of their development.





-On my Way, Ontario Ministry of Child and Youth Services, 2017 and the continuum of development found in Excerpts from ELECT,2014)

#### Elements of Social Competency

- Positive self-identity
- Interpersonal skills
- Self-regulation
- Planning and decision making
- Cultural competence
- Emotional intelligence
- Social values

-Kostelnik, M., Soderman A., Whiren, A., Rupiper, M. (2018). Guiding children's social development and learning (9th ed.). Belmont, CA: Nelson Education Ltd.

## Activity 1: Understanding and Supporting Social Development in the Middle Years

Delivery Options	Activity Type
  <p>Remote Face to face</p>	 Individual   Assessment

**Purpose:**

- to reinforce content taught
- to encourage higher order thinking (Bloom,1956)
- to reflect on children's holistic development

**Materials: N/A**

**Instructions:**

What do the theorists say about social development in the middle years and how can families and educators support social development?

In this stage of development many changes take place which families and educators seek to understand. Children’s development now takes place in contexts outside of the immediate family as children become fully immersed in school and perhaps extra-curricular activities. They form social networks including on-line networks through social media platforms and gaming as examples. These contexts influence all aspects of development in positive and negative ways. It is helpful to explore how child development theorists have described this. (Refer back to Chapter 1 of the textbook).How else can we consider this important stage of human development? Indigenous perspective : the Fast Years.

**Examples of theorists and perspectives**

\*a theorist or perspective could be assigned to each group

- Erik Erickson (Psychosocial theory: Industry versus Inferiority)
- Uri Bronfenbrenner’s (Ecological Systems model of child development)
- Bandura (Social Learning Theory)
- Vygotsky (Contextual Perspective)
- Piaget (Cognitive Development Perspective)
- Indigenous perspectives (The Fast Years)

**Questions:**

1. Create a list of key aspects of social development that occur during middle childhood. Maintain a high image of the child throughout.




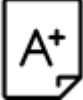
Theorist	Aspect	Changes since preschool

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2. Select three aspects from the chart you developed and describe how you would support this aspect of social development in your practice.

[Bloom, B. S.](#); Engelhart, M. D.; Furst, E. J.; Hill, W. H.; [Krathwohl, D. R.](#) (1956). *Taxonomy of educational objectives: The classification of educational goals*. Vol. Handbook I: Cognitive domain. New York: David McKay Company.

## Activity 2: Environments that Support Engagement and Expression

Delivery Options	Activity Type
  Remote    Face to face	 Individual   Assessment

### Purpose:

- reinforce content taught
- expose students to work of leaders in the early sector
- expose students to Ontario based resources designed support practice

### Materials: N/A

### Instructions:

Environments that support engagement and expression, an article written by Dr. Carol Anne Wien and published in the Ontario Ministry of Education’s resource, [Think, Feel, Act: Empowering Children in the Middle Years](#) (2018).




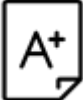
### Questions:

1. The article provides examples of children’s social development and how it can be supported.

Read the article and answer the reflective questions at the end of the article.



## Activity 3: Supporting Children’s Sense of Belonging to the Natural World

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

- to reinforce content taught
- to introduce approaches that support educator practice including the aspirations described in *How Does Learning Happen?* (2014)
- to promote the benefits of being outdoors for all

**Materials: N/A**

### Instructions:

\*Please note this is also Activity 3 for Chapter 9 Physical Development-Preschool and Activity 4 for Chapter 14- Physical Development in the Middle Years

### Research, Act and Reflect

**Step 1:** Explore the following resources designed to support children being outdoors.

[Ontario Children's Outdoor Charter](#)

**Step 2:** Camp Kawartha is an outdoor education centre located in Central Ontario. The organization has developed a resource which describes opportunities for children of all ages to foster environmental stewardship and a sense of belonging in the natural world.

The opportunities are listed by age group. Read the document and then explore the opportunities listed for the following age groups : ages 6-7, ages 8-10 and ages 11-13

[Pathway to Stewardship Guide](#)





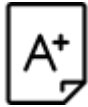
### Questions:

1. From your research, describe **one** activity that particularly appeals to you and carry it out yourself. Identify the age group for which this activity is planned.

2. As you engage in the activity consider how a child might respond, what they might notice, what questions and theories they might have?
3. Write a reflection describing how you felt as you engaged in this activity.
4. Pay particular attention to your senses. What did you see, smell, hear, touch as examples?
5. Then plan an extension to this activity suitable for children aged from 6 to 12. Explain the reason for your activity.
6. Describe what you learned from this, any connections you made and how this experience will include your practice.

**Note:** Students' individual activities could be compiled into a class professional resource.

## Activity 4: Supporting Children's Sense of Belonging to the Natural World

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 Individual   Group   Assessment

### Purpose:

- to reinforce content taught
- to introduce approaches that support educator practice including the aspirations described in How Does Learning Happen? (2014)
- to make connections to the frame of Belonging and Contributing in the Kindergarten document (2016)
- to promote the benefits of being outdoors for all

**Materials:** N/A

### Instructions:






What are Sit spots? Read the article below.

[Sit Spots & Noticing the Details Writing - Childhood By Nature](#)

## Questions:

1. Describe how you believe this approach can support children's sense of belonging in the natural world.

## Activity 5: Belonging to a Francophone Culture

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

## Purpose:

- As per the Program Standards (Ontario Ministry for Training, Colleges and Universities, 2018) for Early Childhood Education graduates must demonstrate awareness of Francophone culture
- to expose students to Ontario based resources to support practice
- to reinforce critical reflection on practice

## Materials: N/A

## Instructions:

### Belonging to a culture-Francophone

According to 2016 census data, 622,415 Ontarians identify as Francophone. Culture is a significant part of identity. Humans have a psychological, social and emotional need to feel a sense of belonging and an understanding of their culture including the history, social norms and rituals. Language is the main conveyor of culture.

**Step 1:** In the Code of Ethics and Standards of Practice (2017) review expectations for RECEs to support inclusiveness and diversity. Provide two examples from the document.

**Step 2:** Read the Practice Guideline developed by the College of ECE.

[Practice Guideline: Diversity and Culture](#)

**Step 3:** Read the article by Empowering Children in the Middle Years Cultivating a Francophone Identity in French-Language Before- and After-School Programs written by Paulette Rozon, PhD

published in the Ontario Ministry of Education resource Think Feel Act Empowering Children in the Middle Years (2018). The article begins on page 58.





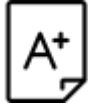
[Think, feel, act: empowering children in the middle years | ontario.ca](#). Answer the reflective questions at the end of the article and include connections to the four foundations of How Does Learning Happen? 2014.

**Step 4:** Describe at least three professional insights you have gained from exploring these resources. Explain these to inform your practice around supporting children’s social development.

#### References

- [Infographic: The French Presence in Ontario | Le Commissariat aux langues officielles - Office of the Commissioner of Official Languages](#)
- [Profile of the Francophone population in Ontario – 2016](#)

## Activity 6: Supporting Social Networks and Online Safety, Bullying and Cyberbullying

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

#### Purpose:

- to content taught
- to prepare educators to support children's holistic and healthy development

#### Materials: N/A

#### Instructions:

We can agree that human beings are complex and relationships are a fascinating aspect of the human condition. Relationships inspire literacy, music, and art. Studying and supporting human relationships (ex. romantic, family, friends, workplace) is a vibrant field of research and a multibillion dollar industry!

Investing in and successfully managing relationships in all aspects of life takes time, practice and social skill.

Relationships evolve and change over time as we move through the continuum of human development. In recent years most individuals are now learning how to navigate and manage online relationships including their relationship with social media and their online presence and identity. It is therefore not surprising that children (and families) throughout the middle years need ongoing support with their social development. Most of the time children develop social networks and healthy friendships, however, sometimes things do not always go smoothly.

## Resources

- Watch the video, [Online safety and technology for children aged 6 to 12](#) developed by The Middle Years matter Coalition Toronto.
- **Cyberbullying.** Explore the posts on this website [Blog - Cyberbullying Research Center](#).
- **Rethinking Pink Shirt Day.** Many of you will be familiar with Pink Shirt Day acknowledged in schools across the country. The article, [Rethinking pink day | The Monitor](#) shares some important perspectives.
- An excellent book about Bullying: Wonder by R.J. Palacio (2012). This book features students in Grade 5. The book has been made into a film [Wonder \(Wonder, #1\) by RJ Palacio](#)
- Trailer to the film: [Wonder \(2017 Movie\) Official Trailer – #ChooseKind – Julia Roberts, Owen Wilson](#)

## Questions:

1. After exploring the resources, find three more resources about bullying and cyberbullying.
2. Students form groups of three or four. In their group each member selects a perspective from the list below from which to view the issue of bullying.

### Perspectives for which to consider the impact of bullying:

- the victim's perspective
  - the family's perspective
  - a teacher's perspective
  - a counsellor's perspective
  - a physician's perspective
  - a school policy maker's perspective
  - a police officer's perspective
  - other
3. Groups or individuals should share their understanding of the impact of bullying from their research through either:




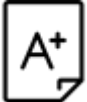
- a written submission or development of a resource (brochure or infographic as examples),
- a digital resource posted on social media (podcast, video posted on YouTube, Tik Tok videos, Instagram reels as examples)
- a performance such as dance or a play
- visual art,
- creative writing and or poetry
- role playing,
- other

Each of the perspectives studied must be visible in the finished work and a plan as to how the work will be shared with others is articulated.

**Note:** Groups could develop a resource to share with families.

## Indigenous Activities

### Activity 1: An Indigenous Perspective on How to Deal with Bullying: A Case Study

Delivery Options	Activity Type
  Remote    Face to face	 Individual   Assessment

#### **Purpose:**

- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking about practice
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)

**Materials: N/A**

## **Instructions:**

### **Part A**

**Step 1:** Carefully read the case study below.

Nangohnz (Little Star) is an Indigenous 9 year old boy whose family follows their Traditions. He has been missing school a lot lately. Miss Farah, the teacher, reaches out to the family. When she speaks to his mother, Roberta, she can't help but think how shy she is. Miss Farah asks Roberta why Nangohnz has not been at school to which she replies that he has not been feeling well. Miss Farah suspects that the mother is not being fully transparent with her. Miss Farah lets her know that they have been missing him in class and hopes that he returns soon.

Two days later, Nangohnz comes to school. Miss Farah welcomes him with a big smile on her face. She hears David say: "Ohh Nangohnz, you look like a girl with that long braid!" All the children laughed at him. Miss Farah is shocked to hear this comment. She says: "I will not tolerate any bullying in my class. Please get back to work." When she looks at Nangohnz, she now realizes why he had not been coming to school. Miss Farah sends David to the office and Nangohnz asks to go home.

**Step 2:** Learners will research "Why do Indigenous men and boys wear braids?" and answer the following questions.

### **Questions:**

1. Name 4 reasons why they wear braids
2. What can an educator do if someone teased an Indigenous boy in their program?
3. What approach can the educator take to teach children about respecting someone's culture?

### **Part B**

**Step 1:** Learners will read from the following link to gain a better understanding about dealing with conflicts from an Indigenous perspective. [Sharing Circles – Pass The Feather](#)

**Step 2:** Learners will answer the following questions

## Questions:

1. What does this exercise teach children or individuals?
2. Can this exercise be used for something other than conflict resolution? List 3 ways an educator can use this exercise.
3. How can Miss Farah use this exercise to help deal with the bullying in her classroom? With the parents?

**Note:** Before doing a conflict resolution circle, it would be wise to do a few circles that are more for getting comfortable with each other. (i.e. Ask students to say three things about themselves, how was your evening last night?, what did you do this weekend, name three things you like, etc)

### Attitudes towards conflict

In some cultures, conflict is seen as a positive opportunity to work out differences, while in others it is something to be avoided because it is demeaning or embarrassing. Survival in small traditional Indigenous communities depended, in part, on the ability of their members to work together. In many Indigenous cultures, direct confrontation was avoided in order to maintain cooperative relations. Instead, a more indirect approach was often taken, for example, by telling an individual a story with a lesson.

Similarly, individuals and families may not be comfortable with conflict or addressing issues that will focus attention on them. Indigenous people may avoid conflict by quietly staying away from the person, the organization or sometimes even leaving the community for a time. (Source: Anishinabek Educational Institute by Naugon Associates (1997) Sociology of Community Life Manual )

### Resource:

[Why Indigenous boys and men choose to wear braids | CBC News](#)

### References

Kostelnik, M., Soderman A., Whiren, A., Rupiper, M. (2018). Guiding children's social development and learning (9th ed.). Belmont, CA: Nelson Education Ltd.

Ontario Ministry of Child and Youth Services. 2017. On My Way. A Guide to Support Middle Years Child Development. Toronto

Ontario Ministry of Education. (2014). Excerpts from ELECT: Foundational knowledge from the 2007 publication of "Early learning for every child today: A framework for Ontario early childhood settings". Toronto: Author.



# Chapter 17 Ancillary Activities

## Emotional Development in the Middle Years

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### Understanding Emotional Development in the Middle Years

During these years, children are solidifying their self-concept, identity and self-esteem. They begin to see themselves with greater complexity and have a growing sense of themselves as a unique and independent individual. They start to define themselves by comparing themselves to others and are becoming more aware of stereotypes. They are better able to recognize and understand their emotions and those of others. They understand that two people could react with completely different emotions to the same situation. They are gaining an understanding of mixed emotions and complex emotions such as gratitude, jealousy and anxiety. They now have a variety of strategies for managing their emotions, such as self-talk, empathy and perspective-taking. They often take great pride in their work and their new-found abilities to persevere and solve problems.

Between the ages of 9 and 12, improving metacognitive skills (the awareness of their own thought processes) enable children to understand their emotional selves. They are also better at anticipating future outcomes which allows them to be better prepared for managing emotional situations. However, tweens can still struggle to manage their emotions if they feel overwhelmed by strong emotions such as frustration or by the demands of the situation.

*-Chapter 17 of the textbook, On My Way, 2017 resource and the continuum of development found in Excerpts from ELECT, 2014*





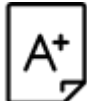
### Activities

- Supporting resilience and mental health.
- Educator Practices that Support a Positive Self-identify and Healthy Self-esteem in the middle years.
- Strengthening Children's Resilience and Mental Health ~Affection Correction Direction
- Understanding perspectives and values and beliefs about children that inform practice (a film)
- Aggression in the middle years
- Belonging to a culture-Francophone

Some excellent resources from the Ontario Ministry of Education that can be accessed for the tasks below.

- [On My Way: A guide to Support Middle Years Child Development](#)
- [Stepping Stones](#)
- [Gearing Up - A Strategic Framework to Help Ontario Middle Years Children Thrive](#)

## Activity 1: Supporting Resilience and Mental Health

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- reinforce content taught
- introduce educator practices that intended to support children's holistic development
- nurture critical reflection on practice
- introduce Ontario-based resources to support practice
- support the professional practice of working with families as partners

**Materials: N/A**

### Instructions:

RECEs have a professional responsibility to support children's development in all areas and to work with families as partners. When educators are aware of how they are resilient and how they nurture their own mental health (self to practice) they are better able to meet professional expectations and make a difference for children and families.

**Step 1:** Read the article Strengthening Children's Resilience and Mental by Laura Lynn Armstrong PhD in [Think, Feel, Act: Empowering Children in the Middle Years](#) (2018). The article begins on page 25 of the document.

**Step 2:** In the article, Armstrong identifies seven strategies to support children's resilience and mental health. Select one of the strategies in which to engage. This may be about healthy thinking (strategy 1), developing a healthy behavioural tool, (strategy 2) about gratitude (strategy 7).

### Questions:

1. Explain the reason for your selection and what this looks like in your life.
2. Describe what this strategy will look like in your practice.





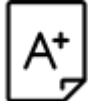
**Small group:** In your group, share the strategy that you developed. Identify any similarities or differences as far as how group members approached this task.

### Extension

Read the article, Pedagogies for Times of Climate Change: Closing the Gap Between Nature and Culture written by Veronica Pacini-Ketchabaw, PhD, and Randa Khattar, PhD in [Think, Feel, Act: Empowering Children in the Middle Years](#) (2018). The article begins on page 47 of the document.

In the article the authors speak about responsible citizenship. Describe how empowering children to be responsible citizens supports resiliency. Provide an example of what this might look like in your practice.

## Activity 2: Strengthening Children’s Resilience and Mental Health Affection Correction Direction

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 Individual  Group  Assessment

### Purpose:

- reinforce content taught
- introduce educator practices that intended to support children's holistic development
- nurture critical reflection on practice
- introduce Ontario-based resources to support practice

**Materials: N/A**

## Instructions:

**Note:** Readings should be assigned prior to class.

### Strengthening Children’s Resilience and Mental Health Affection Correction Direction

**Step 1:** Read the article Strengthening Children’s Resilience and Mental Health by Laura Lynn Armstrong PhD in [Think, Feel, Act: Empowering Children in the Middle Years](#) (2018). The article begins on page 25 of the document.

**Step 2:** In the article, Armstrong describes the Affection Correction Connection approach. This is similar to Dr. Jean Clinton’s Connection, Correction and Direction ratio described in her article The power of Positive Adult Child Relationship: Connection is [Think, Feel, Act: Lessons from research about young children](#) (2013). The article begins on page 5 of the document.

In the middle years peers become increasingly important in children’s lives, however, the quality of the relationships with the adults are of critical importance.

### Scenario 1

You are an RECE in an afterschool program in a school. The children enrolled in the program typically walk from their respective classrooms to the room from which the program operates. The children hang up their belongings on hooks outside the door, stand in a line while the educators take attendance. Then they enter the classroom. You notice that Amrinder appears to be upset. He is scowling and his body language is tense. As he enters the classroom he kicks the recycling bin that is inside the door and says, ‘I hate this place!’

### Questions:

1. Using the Affection, Correction and Direction approach complete the table below describing what you would say to Amrinder. Include behavioural and affective reflections. (You may develop a reason as to why he is upset). Make the elements of WAGER visible in your response.

Affection	Correction	Direction

## Scenario 2

You are working in a summer camp program. A small group of children are gathered on a large blanket under a tree. There is a variety of open ended materials in a basket along with animal figurines. The children are creating homes for the animals with small blocks, sticks and pieces of fabric. You observe them from a few feet away. Saskia appears to be working alone creating a home for the animal she has selected on one corner of the blanket. Emma, Pria and Dakota are working in the centre of the blanket. Emma and Pria are talking to Dakota.

As you watch you notice their communication with Dakota becomes more intense and their attention to the materials diminishes. They are both leaning in towards Dakota with serious facial expressions. Suddenly Dakota gets up from the blanket. She is crying. She runs over to a picnic table, sits down with the head in her arms. You go over to her to find out what is wrong. You discover that Emma and Pria have told Dakota that her best friend, Lilly, who has not yet arrived for the day, has shared with them that she thinks Dakota is 'fat' and doesn't want to be her friend any more.

### Questions:

1. Using the Affection, Correction and Direction approach complete the table below describing what you would say to Emma and Pria. Include behavioural and affective reflections. Make elements of WAGER visible in your response.

Affection	Correction	Direction

## Scenario 3

It is early spring and you are outdoors with a group of school aged children. The snow and ice have recently melted and eight boys are playing road hockey on the asphalt. They have created two teams and named them the 'Flyers' and the 'Aces' The nets are placed on either side of the playground. One of the boys, Liam, on the Aces team is a particularly skilled player and has scored several goals for his team. An educator reminds the teams that it will soon be time to head inside. Liam whips the puck at the net and scores another goal. He raises his stick and shouts, 'Go Aces!!!' Reid, who is on the Flyers team scowls and walks away. As he passes a group of younger children playing with vehicles in the sand box he slaps one of them across the back with force. The child begins to cry.

**Questions:**

1. Using the Affection, Correction and Direction approach complete the table below describing what you would say to Reid. Include behavioural and affective reflections. Make elements of WAGER visible in your response. What might you say to Liam?

Affection	Correction	Direction

**Scenario 4**





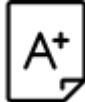
It is snack time in the afterschool program. It has rained all afternoon and the children have been playing in the gym. The educators have let the children know that they are serving snack and that they do not have to tidy up, but are welcome to come over for snacks. Hunter and William have been building structures with Lego on a mat. They both look over to the snack tables. They see Cameron, a mutual friend, already sitting at the table. Giuliana is sitting to his left leaving a chair free beside him. Hunter and William both stand up, look at each other and begin to run towards the table. They both rush towards the empty chair beside Cameron. Hunter is determined to get their first and lunges towards the chair. He loses his balance and knocks the chair over as he falls to the floor. William has arrived at the scene and says, 'Loser!'. Cameron begins to rub his arm and looks as if he might cry. It appears that Hunter bumped into him as he fell.

**Questions:**

1. What will you say to the children involved?

Affection	Correction	Direction

## Activity 3: Educator Practices that Support a Positive Self-Identity and Healthy Self Esteem

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

In the middle years peers become increasingly important in children's lives, however, the quality of the relationships with the adults remain critically important.

### Materials: N/A

### Instructions:

#### WAGER

WAGER is an acronym which stands for Warmth, Acceptance, Genuineness, Empathy and Respect (Kostelnik, M., Soderman A., Whiren, A., Rupiper, M. (2018).

These elements are found in any positive relationship. RECEs have a professional role and responsibility to nurture positive relationships with the children in their care. Ensuring that the elements of WAGER are embedded in their practice is an effective approach in meeting this expectation.

#### Behavioural Reflections Definition

Another strategy that can support children's development in all domains. They are defined as: non-judgmental statements to children about some aspect of their behaviour or person. The statement does not express opinion or evaluation, but are exactly what the adult sees in the child's actions. (Tu & Hsiao, 2008 in Kostelnik et al, 2018 p 105)

#### Their value:

- They show an interest in the child ( 'you are important' ) and narrate their experiences. They can be used by one child or more than one at a time.

- The child feels accepted and sees the adult as wanting to understand them better. They build autobiographical memories ( 'I can build complex objects with Lego)' 'I am a kind person and care about others')
- The adult can consider the child's perspective (seeing it through the child's eyes...adult may be more empathetic)
- The child learns that their everyday actions are enough to be noticed and that extreme behaviour is not required to gain attention ( you do not have to be the best, get all the A's etc.)
- Increases receptive language e.g. verb tenses
- Children hear more words in their world.
- Creates an opening for a child to respond to the adult..

#### **When to use:**

- Try not to interrupt the play
- Use with care and intention with school agers...they may feel self- conscious. Compare how you might react as an adult if someone was continuously commenting on what you were doing!

#### **Affective Reflections**

These are similar to behaviour reflections, however, they focus on the emotion a child is exhibiting, rather than something about a child or their behaviour. In the moment the educator determines whether the emotion or the behaviour is the most critical aspect to which to speak. So an affective reflection acknowledges and defines the child(ren's) emotions. The adult's words and voice tone matches the emotion being described. There are many benefits to using effective reflections. They are a way to demonstrate an adult cares about the way a child is feeling. This includes making abstract and internal states more tangible (we cannot see an emotion).

Children learn about their emotions and others' emotions and come to realize, their feelings may not be so different. Labelling supports expressive language development and provides a vocabulary a child can access to more accurately describe how they are feeling. Consider the difference between "annoyed", "disgusted" and "enraged". Verbal labels help us recall past events to better understand what is happening in the moment and develop a strategy or a response.

Use the scenarios from Activity 3 (above) to consider best practices and the role of the educator in supporting social competence and guiding the children in the scenarios.

#### **Questions:**

1. Describe in detail how you approach the children in each scenario.






2. Identify where elements of WAGER could be demonstrated by the educator and develop behavioural and affective reflections that could be used by educators in these scenarios.
3. Consider all aspects of the scenarios. Think about what the children are doing and when you might use a behavioural reflection and when you would use an affective reflection.

Remember it is important to accept how a child is feeling, but it does not mean that the behaviour they are exhibiting may not be acceptable.

Scenario	Elements of WAGER	Behavioural reflection	Affective reflection
1			
2			
3			
4			

## Activity 4: Understanding Perspectives, Values and Beliefs about Children that Inform Practice

Delivery Options	Activity Type
  Remote Face to face	 Group

### Purpose:

- to deepen understanding of human communication
- to deepen understanding of the importance of relationships to children's holistic development and overall well-being
- to reflect on effective caregiver practices that support holistic development for all children

### Materials: N/A

### Instructions:

Show the Oscar winning 2017, short film **The Silent Child** to the class.





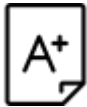
[The Silent Child — Oscar® Winning Short Film](#)

Ask students to share their thoughts and feelings about the characters.  
An online poll could be used to create a word cloud for example.

**Questions:**

1. What 3 emotions did you feel when watching this film?
2. What emotions are exhibited by the characters in the film (character and emotion)
3. Identify aspects of WAGER demonstrated by the social worker, Jo-anne. How does she communicate (non-verbal and verbal) with Libby?
4. How does she nurture a relationship with her?
5. How will this film influence your practice?

## Activity 5: Understanding Aggression in the Middle Years

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

**Purpose:**

- to reinforce the content taught through the use of scenarios
- to reinforce critical thinking skills

**Materials: N/A**

**Instructions:**

Children in the middle years can exhibit the following types of aggression:



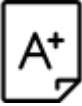
- **Instrumental:** This type of aggression refers to a child inadvertently hurting another child when defending an object, territory or right.
- **Hostile:** This refers to the deliberate infliction of pain on another. This could be **physical** or the threat of physical injury or relational when another person’s status or self-esteem is damaged through gossip, lies or other forms of social manipulation.

- **Reactive:** This refers to a child demonstrating aggression in reaction to another child's behaviour. The aggression could be directed towards a third party or property. (Kostelnik et al, 2018)

**Questions:**

1. Use the Scenarios from Activity 3 and identify the type of aggression displayed in each scenario and explain the reason for your answers.

## Activity 6: Belonging to a Francophone Culture

<p><b>Delivery Options</b></p>  <p>Remote Face to face</p>	<p><b>Activity Type</b></p>  <p>Individual</p>  <p>Assessment</p>
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**Purpose:**

- As per the Program Standards (Ontario Ministry for Training, Colleges and Universities, 2018) for Early Childhood Education graduates must demonstrate awareness of Francophone culture
- To expose students to Ontario based resources to support practice
- to reinforce critical reflection on practice

**Materials: N/A**

**Instructions:**

\*Note: this activity is the same Activity 6 for Chapter 16 Social Development in the Middle Years Individual assessment

**Belonging to a Culture-Francophone**

According to 2016 census data, 622,415 Ontarians identify as Francophone. Culture is a significant part of identity. Humans have a psychological, social and emotional need to feel a sense of belonging and an understanding of their culture including the history, social norms and rituals. Language is the main conveyor of culture.

**Step 1:** In the Code of Ethics and Standards of Practice (2017) review expectations for RECEs to support inclusiveness and diversity. Provide two examples from the document.

**Step 2:** Read the Practice Guideline developed by the College of ECE.

[Practice Guideline: Diversity and Culture](#)

**Step 3:** Read the article by Empowering Children in the Middle Years Cultivating a Francophone Identity in French-Language Before- and After-School Programs written by Paulette Rozon, PhD published in the Ontario Ministry of Education resource Think Feel Act Empowering Children in the Middle Years (2018). The article begins on page 58.

[Think, feel, act: empowering children in the middle years | ontario.ca](#)

Answer the reflective questions at the end of the article and include connections to the four foundations of How Does Learning Happen? 2014.





**Step 4:** Describe at least three professional insights you have gained from exploring these resources. Explain these to inform your practice around supporting children’s social development.

### Further Resources

- [Infographic: The French Presence in Ontario | Le Commissariat aux langues officielles - Office of the Commissioner of Official Languages](#)
- [Profile of the Francophone population in Ontario – 2016](#)

## Indigenous Activities

### Activity 1: Introduction to Teaching Young Children about Indigenous Genocide

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Assessment

### Purpose:

- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking
- to increase awareness about First Nation people

- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)

## **Materials: N/A**

### **Affective Reflections:**

“Just as Piaget believed that children’s cognitive development follows specific patterns, Kohlberg (1984) argued that we learn our moral values through active thinking and reasoning, and that moral development follows a series of stages. Kohlberg’s six stages are generally organized into three levels of moral reasons. To study moral development, Kohlberg looked at how children (and adults) respond to moral dilemmas.” From the textbook

This a good age to introduce the Indigenous issues surrounding the Residential School legacy, the Sixties Scoop, the broken promises and many more inequities that the Indigenous people have been enduring for over a hundred years. There are ways to present these in an appropriate way with children.

Introduce the Truth and Reconciliation Commission of Canada (TRC). It was created through a legal settlement between Residential Schools Survivors, the Assembly of First Nations, Inuit representatives and the parties responsible for creation and operation of the schools: the federal government and the church bodies.

## **Instructions:**

### **Part A: Easing into risky subjects.**

Part of Truth and Reconciliation is to raise awareness about the many facets of Indigenous communities to show children and other individuals that they are “real” people: to stop the stigmas associated with Indigenous people; to talk about the inequities; to end the stereotyping.

### **Game – Scavenger Hunt**

Learners will research the following:

1. Learn the land acknowledgment in your region or develop one of your own in consultation with local Indigenous communities;
2. Research the name of local First Nations, Métis and/or Inuit communities in the learner's area. Find out what contributions they have made to the learner's community and/or surrounding communities.
3. Find out if there was a residential school in your area or where the closest one is located by using the [CBC Beyond94 Residential School Map](#).
4. Language and Culture: Identify community resources,

5. Explore the place name. How did the place get its name? What is the translation of the name (if it is in the Indigenous Language)?
6. Research what is restorative justice? Explain.
7. Land Acknowledgment: Tkaronto: [Missisakis : On The Indigenous History Of The Tkaronto Islands](#)

## **Part B: 94 Calls to Action**

Learners will familiarize themselves with the 94 Calls to Action. This exercise aims at putting things into perspective regarding the 94 Calls to action that the commission presented to the government.

### **Step 1: Learning**

Learners will read the following resource where they will find short video documentaries that tell stories about some communities behind the Calls to Action. [Beyond 94 Teacher Guide](#).

#### **Questions:**

1. What are the learners thoughts about the Calls to Action?
2. Can the learner identify ways in which they can become an ally?
3. Learner will pick four (4) Calls to Action that they can put into action to bring Truth and Reconciliation.

### **Step 2: Putting into Action**

Learners will look through the following link: [Indigenous ReconciliACTIONS - The Gord Downie & Chanie Wenjack Fund](#) and answer the following questions:

#### **Questions:**

1. What was the takeaway for the learner?
2. Did the learner see something new? Was the link helpful? Why? Why not?
3. What part of the ReconciliActions can the learner put into practice?

### **Step 3: Delivering the Message**





Learners will follow the following link which helps young children understand some of the Calls to Action through Spirit Bear (FN Caring Society) [Spirit Bear's Guide to the Truth and Reconciliation Commission of Canada Calls to Action](#) and answer the following questions:

### Questions:

1. Was this resource helpful? How?
2. Is this resource appropriate for children? What age group would it be appropriate for?
3. Would a caregiver be able to use the information and make it appropriate for a younger age group?

**Note: \*\*\*** It is very important to make sure that any participants understand that these exercises are not meant to make them feel shame and blame. It is about Truth and Reconciliation; becoming an ally.

## Activity 2 – Using the Medicine Wheel to Look at Developmental Stages

Delivery Options	Activity Type		
 Remote	 Face to face	 Individual	 Group

### Purpose:

- to learn how the Medicine Wheel, a traditional teaching tool, can be used to see all of the stages and parts of life as interconnected.
- to teach the First Nation perspective of seeing the child/individual as a whole person (wholistically).
- to test the student's formal knowledge of child development.
- to learn the First Nation people's perspective of the spiritual domain.

### Materials:

- [Copy of the blank Medicine Wheel](#)
- [Copy of Using the Medicine Wheel \(Reading\)](#)

# Instructions:

## Part A

**Step 1:** Read *Using the Medicine Wheel* (Reading)

**Step 2:** From the reading, write one of the domains outside each one of the quadrants around the blank Medicine Wheel from a First Nation perspective (mental, physical, social and spiritual). For example, put the social domain in the upper right corner, the mental domain in the bottom right corner, and so on. It is not important where the domains are.




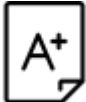
**Step 3:** In each quadrant, describe and place four (4) specific characteristics learned in class for an Indigenous child in middle school for each of the domains. For example, four physical characteristics: height, weight, motor skills of an Indigenous child in middle school...Four cognitive/mental characteristics: learning, thinking, language, etc of an infant...and so on.

**Note:** regarding the spiritual domain, write down four aspects from the reading.

## Part B

Using another blank Medicine Wheel, follow step 2 from Part A. In each quadrant, write two ways an educator can support a child's developmental domain. Students can choose another age group.

## Activity 3 – Treaty Talk For A Better Understanding

Delivery Options	Activity Type
  Remote Face to face	 Individual  Assessment



## Purpose:

- to explore Indigenous Experiences and Perspectives
- to engage in critical thinking
- to increase awareness about First Nation people
- to deepen/broaden understanding of the impact of colonization had/has on Indigenous Peoples, including the loss of culture (cultural genocide)

## Materials: N/A

The Truth and Reconciliation Commission has recommended that all people living or coming to Canada should acknowledge the First Nations, Metis or Inuit people of their area. It shows they recognize that the Indigenous people were here, on this land, at pre-contact. That they are human.

Before any instructors or teachers talk about treaties which are part of the 94 Calls to Action, it is important to know which Treaty Lands and Territories they live and work in.

## Instructions:

### Part A

**Step 1:** Learners will listen to the following videos and answer the associated questions:

[TRC Mini Documentary - Senator Murray Sinclair on Reconciliation - YouTube](#) (2:55)

### Questions:

1. What is important to note in this video regarding Indigenous people?
2. How were Indigenous people treated?

[Land acknowledgements uncover an oral history of Tkaronto \(locallove.ca\)](#) (3:42)

### Questions:

1. How does the learner feel about this worldview?
2. Has the learner ever looked at the importance of knowing where they are? Of what was there? Why not?
3. How does this video capture how Indigenous people see the world around them?

4. Why is it important to acknowledge the land that we walk on?

[Missisakis : On The Indigenous History Of The Tkaronto Islands - YouTube](#) (9:21)

### Questions:

1. What was said about surrendering the land? Explain.
2. What were they drawing in the sand? Learner will research it.
3. What was the challenge that the Indigenous man talk about? Explain.
4. What interesting fact did the Anishinabe woman talk about regarding the land and the treaty? What are the responsibilities of the Indigenous people? Explain.





### Part B

**Step 1:** Learners will create a PowerPoint presentation that will include the following:

- teach about treaties,
- reflect the treaty (ies) in their area
- talk about the First Nation, Metis or Inuit people that live in their area

**Step 2:** Learners will present their PowerPoint to the class.

### Part C

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Materials:

- colouring pencils
- [Wampum Belt \(Worksheet\)](#)

### Wampum Belt:

- 1” ring (for keychain)
- 36 pony beads (colors learners chose)
- 40 inches of string

**Step 1:** Instructor will present the attached PowerPoint presentation called Treaties in Canada and ask questions in the document:

**Step 2:** Lesson: Can be presented in addition to the Power Point presentation.  
Watch the following video in class: [Heritage Minutes: Naskumituwin \(Treaty\)](#)

Ask learners if they have any questions about the video.

Instructor will ask: Why do you think the person in the video says that Indigenous peoples have to fight to have the treaty promises respected?

**Step 3:** As a group, learners will discuss what they want their classroom treaty will be about.  
i.e. respect for each other, equality, equity, etc.

**Step 4:** Learners will write and fill out the attached word document called Wampum Belt Design

**Step 5:** Each learner will make a Wampum Belt keychain using the design they made in the Word Document: Follow the instructions in the video: [Pony Bead Keychains - Pencil, Watermelon & Lizard | Part 1 - Bing video](#)

**Note:** Every time the learner will see their keychain, they will be reminded of their classroom treaty. This exercise was done with grades 6, 7 & 8. Can also be done with younger children depending on classroom size and how many adults are there to help.

**The following resource can be another way to teach Treaties to children:**

- Treaty Talk with Young Children: We Are All Treaty People  
Full book reading: [We Are All Treaty People](#)

## References

Kostelnik, M., Soderman A., Whiren, A., Rupiper, M. (2018). Guiding children's social development and learning (9th ed.). Belmont, CA: Nelson Education Ltd.

Ontario Ministry of Child and Youth Services. 2017. On My Way. A Guide to Support Middle Years Child Development. Toronto: Author

Ontario Ministry of Education. (2014). Excerpts from ELECT: Foundational knowledge from the 2007 publication of "Early learning for every child today: A framework for Ontario early childhood settings". Toronto: Author.

# Chapter 18 Ancillary Activities

## Communication, Language and Literacy in the Middle Years

### Activities:

- What was your reading story? (reflection)
- What are they reading? (thinking critically about books to inform practice)
- Think about stories (TED Talks)
- Supporting writing
- Communicating with others (addresses bullying and cyberbullying)
- Communicating with others...a short film
- Selecting and sharing resources for families





Some excellent resources from the Ontario Ministry of Education that can be accessed for the tasks below.

- [On My Way: A guide to Support Middle Years Child Development](#)
- [Stepping Stones](#)
- [Gearing Up - A Strategic Framework to Help Ontario Middle Years Children Thrive](#)

### Understanding Communication Language and Literacy in the Middle Years

In the middle years communication, language and literacy skills continue to develop. Children become skilled communicators, using both verbal and non-verbal communication. They use fluent and grammatically correct speech including correct verb tenses, word order and sentence structure. Their vocabulary continues to expand to include subject specific terminology, synonyms and local slang. They increase the length of recalled stories, tell jokes and adapt their communication to meet the needs of their listeners and communication partners. During this period of development phonological awareness supports their ability to read and write. Most children successfully adopt a variety of strategies to support them to read fluently and for meaning. As readers, they read for pleasure, to seek information and for other purposes and can think critically about the content they are reading. Equally during this period of development children are writing with increasing complexity, and writing in different forms, adapting their writing to suit the audience. However, as academic expectations to read and write independently increase, it is often during this period of development that learning disabilities and factors affecting this ability surface. A lack of appropriate support can lead to low self-esteem, poor academic performance and a dislike of reading and writing. (Information from the continuum of development in Excerpts from the ELECT, Ontario Ministry of Education, 2014)

## Activity 1: What Was Your Reading Story?

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group

### Purpose:

Human behaviour, including professional behaviour, is complex. We have unique personalities, temperaments, preferences and our lived experiences shape who we are and how we live in the world. Our experiences often result in biases of which we may be unaware. Preferences, attitudes and biases are visible in many aspects of life including professional practice. As regulated professionals RECEs have a role and responsibility to think critically about their practice and engage in continuous professional learning. It is expected that engaging in this process will result in intentional and responsive practice that aligns with the expectations described in the Code of Ethics and Standards of Practice (2017).

### Materials: N/A

### Instructions:

What do biases and preferences look like in practice? Let's look at two examples of educators who demonstrate a preference for a particular aspect of the program and their practice.

#### Scenario 1

*Raini loves art. His family are artists and he was exposed to various forms of artistic expression from a very young age. In his practice he always makes sure that there are interesting materials available to the children in the art area. He spends time making the area engaging and visually appealing. When the children are in the program Raini can often be found in the art area supporting children with their explorations of the materials. He consistently assists the children find ways to display their work around the room to share it with others. He took the initiative to organize an art show featuring the children's work and invite families.*

#### Scenario 2

*Hanah looks forward to the time she spends with the group in more physical activity in a gym or outdoors. She worked as a camp counsellor for several years before completing her studies to become an early childhood educator. She is very skilled and comfortable with managing more*

*active behaviour and effectively supports children to take safe risks in their play. Children frequently seek her out to join in their play or to take her to show her an interesting discovery they have found. Hanah took a leadership role in the redesign of the program's outdoor spaces including seeking input from the children and families.*

Children and families will notice these preferences in practice. As the above examples illustrate educators' lived experiences and what they value can make a positive difference in the lives of children and families. These contributions should be embraced, made visible and celebrated. On the other hand these preferences may limit the ability to engage fully in practice that supports children and families. Through critical reflection on their practice and sharing perspectives with others, RECEs can consider how their biases, preferences and lived experiences are influencing all areas of their practice. They can set professional goals that invest in strengthening and growing professional practice. In the activity below you will focus on practice around supporting children's development in communication language and literacy.

### **Task- Independent Reflection**

Take some to reflect on what you remember about reading in your childhood, particularly in the middle years (aged 7-10) . Make some notes.

How did you feel about reading during this period? Was reading something you enjoyed or something you only did because you 'had' to i.e. for school? Who or what fostered your love of reading or shut down reading for you? If you did read what did you read and where did you read? As a reader did you prefer reading fiction or non-fiction or both? Are children still reading these books today? How do feel about or engage in reading today? What do you read (genres), when and where do you read? As a reader do you prefer reading fiction or non-fiction or both?

In your practice as an RECE what might children come to know about you as a 'reader'?

### **Questions:**

#### **Task- Sharing with others**

1. Share your thinking with a partner or in a small group. Make note of any common areas or any experiences that differ to bring back to the whole class.

#### **Task-Professional Statement of Commitment (Independent)**

1. Develop a statement of your commitment to supporting literacy for all children in your care. In the first part of the statement describe your position about reading. In the second part of the statement describe your practice in this area, including what the environment will look like.

#### **Example 1:**

*I have always loved to read! It is a very important part of my life. There is nothing I like better than to get lost in a good book! I try to read every. In my practice I am committed to supporting*





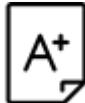
*all children to experience the love of reading! In my future early learning environment you will see books in every area of the room...just like in my home! There will be a wide variety of books which support a range of reading abilities and interests including fiction books and non-fiction about similar topics. To embrace diversity of all kinds, I will ensure that all children see themselves in the books and text present in the room and can readily make connections between the books and their lived experiences. I will read to the children individually and as a group, selecting books with rich vocabulary and diverse perspectives. We will discuss the books and what they helped us to understand. I will share resources with families on supporting their child with reading.*

**Example 2:**

*I have always struggled with reading. I have a learning disability which was not identified until I was in Grade 4. My parents read to me a lot as a young and I loved books and being read to. However, from when I began school I came to dread the expectation to read. From a young age I came to believe that this was something I was not good at. In the classroom I was placed in a group of others who were also experiencing challenges with reading. I was often taken out of the classroom to work one on one with a teacher. One teacher used to make us read in front of the class which used to make me feel ill and afraid. Today I read for school and access supports but reading is not something I enjoy. I listen to audiobooks and podcasts all the time. I have family members and friends who love to read and I want the children in my care to not go through what I experienced. In my early learning environment you will see many books for many interests. There will be graphic novels and audio books so children can engage in the story without having to read words.*

*I will share resources with families and answer their questions. I will encourage them to seek support if their child is struggling to read.*

**Activity 2: What Are They Reading?**

Delivery Options	Activity Type
  <p>Remote    Face to face</p>	 Individual  Group  Assessment

## Purpose:

- to think critically about influences children's communication, language and literacy development
- to increase awareness of how to support development in intentional and responsive ways
- to think critically about practice

## Materials: N/A

## Instructions:

### Task-research

Take some time to research online and identify three books or series of books which are identified as popular among children aged 7 to 10 years or recommended for this age group. In your selection try to include a variety e.g. fiction and nonfiction, books targeted at boys and books targeted at girls. Take a look at award winning books for this age group.

From what you know and understand about children's development in all domains and the theories about this development answer the following questions:

### Questions:

1. Examine your selection and describe **three** ways that this selection of books differ from books targeted at preschoolers. What is the same? What is different and why (make connections to children's development)?
2. Why do these books appeal to this age group?
3. Are there books specifically targeted at boys and books specifically targeted at girls? Identify any stereotypes these books may challenge or reinforce.
4. Who is represented in these books? Who is not represented? Who is telling the story?
5. Can you identify and describe any themes in your selection?
6. In engaging in this task did you become aware of any personal preferences or biases which may influence your practice as far as supporting communication language and literacy in the middle years?
7. What might be the reason for this bias? If so, develop a professional goal around how to plan to address this bias in your practice.



**Connection to placement:** The questions above could guide an examination of the books available to the children in a program. Biases could be identified and described.



## Task-Sharing with Others

In small groups members will share their research and knowledge about what children are reading in the middle years and ways to support communication, language and literacy.

### Activity 3: Reading Literacy

Delivery Options	Activity Type
 Remote Face to face	 Group

#### Purpose:

- The films below offer a variety of perspectives on human communication through writing and reading
- The films can be used to initiate discussion and to reinforce content .





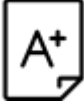
**Materials: N/A**

#### Instructions:

Below are links to a powerful short film, The Silent Child as well as some TED Talks about reading and literacy that can be used to inspire discussion and the sharing of perspective.

- [The Silent Child — Oscar® Winning Short Film](#)
- [Chimamanda Ngozi Adichie: The danger of a single story | TED Talk](#)
- [The Next Generation- Digital Book](#)
- [Ann Morgan: My year reading a book from every country in the world | TED Talk](#)
- [Etuaptomuk: Two-Eyed Seeing | Rebecca Thomas | TEDxNSCCWaterfront](#)

## Activity 4: Supporting Writing

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

Quality learning environments empower children to engage in opportunities for meaningful writing. This supports them to understand the purpose and potential of written communication. Children may be interested in many aspects of literacy.

- to explore the history of reading and books
- to consider how are books created?
- To consider who is involved in the creation of a book...author, illustrators, editors, publishers, promoters etc.





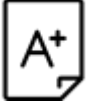
**Materials: N/A**

### Instructions:

#### Questions:

1. In a school age environment consider if there are opportunities for the children to be writers, illustrators, publishers and promoters? How might it be possible for the group to write, illustrate, publish and promote a book about something that is of interest to them?
2. Could they share the book with others through a promotional 'tour'?
3. Explain at least three ways that this aligns with the four foundations of How Does Learning Happen? (2014)

## Activity 5: Communicating with Others

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

- to deepen understanding of human communication
- to deepen understanding of the importance of relationships to children's holistic development
- to reflect on effective caregiver practices that support holistic development for all children

**Materials:** N/A

### Instructions:






Show the Oscar winning 2017, short film **The Silent Child** to the class.

[The Silent Child — Oscar® Winning Short Film](#)

### Questions:

1. Ask students to describe how communication is portrayed in this film. How do the characters communicate with one another?
2. Provide examples of verbal and non verbal communication.
3. How does the social worker, Jo-anne nurture a relationship with Libby?
4. How will this film influence your practice?

## Activity 6: Supporting Social Networks and Online Safety, Bullying and Cyberbullying

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

We can agree that human beings are complex and relationships are a fascinating aspect of the human condition. Relationships inspire literacy, music, and art. Studying and supporting human relationships (ex. romantic, family, friends, workplace) is a vibrant field of research and a multibillion dollar industry! Investing in and successfully managing relationships in all aspects of life takes time, practice and social skill.

### Materials: N/A

### Instructions:

Relationships evolve and change over time as we move through the continuum of human development. In recent years most individuals are now learning how to navigate and manage online relationships including their relationship with social media and their online presence and identity. It is therefore not surprising that children (and families) throughout the middle years need ongoing support with their social development. Most of the time children develop social networks and healthy friendships, however, sometimes things do not always go smoothly.

### Resources

- Watch the video, [Online safety and technology for children aged 6 to 12](#) developed by The Middle Years matter Coalition Toronto.
- **Cyberbullying.** Explore the posts on this website [Blog - Cyberbullying Research Center](#).
- **Rethinking Pink Shirt Day.** Many of you will be familiar with Pink Shirt Day acknowledged in schools across the country. The article, [Rethinking pink day | The Monitor](#) shares some important perspectives.

- An excellent book about Bullying: Wonder by R.J. Palacio (2012). This book features students in Grade 5. The book has been made into a film [Wonder \(Wonder, #1\) by RJ Palacio](#)
- Trailer to the film: [Wonder \(2017 Movie\) Official Trailer – #ChooseKind – Julia Roberts, Owen Wilson](#)

### Questions:

1. After exploring the resources, find three more resources about bullying and cyberbullying.
2. Students form groups of three or four. In their group each member selects a perspective from the list below from which to view the issue of bullying.





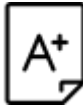
#### Perspectives for which to consider the impact of bullying:

- the victim's perspective
  - the family's perspective
  - a teacher's perspective
  - a counsellor's perspective
  - a physician's perspective
  - a school policy maker's perspective
  - a police officer's perspective
  - other
3. Groups or individuals should share their understanding of the impact of bullying from their research through either:
    - a written submission or development of a resource (brochure or infographic as examples),
    - a digital resource posted on social media (podcast, video posted on YouTube, Tik Tok videos, Instagram reels as examples)
    - a performance such as dance or a play
    - visual art,
    - creative writing and or poetry
    - role playing,
    - other

Each of the perspectives studied must be visible in the finished work and a plan as to how the work will be shared with others is articulated.

**Note:** Groups could develop a resource to share with families.

## Activity 7: Selecting and Sharing Resources about Reading and Writing for Families

Delivery Options	Activity Type
 Remote	 Individual
 Face to face	 Group
	 Assessment

### Purpose:

RECEs are expected to work with families as partners to support healthy and holistic development. Families may seek advice related to communication language and literacy. They may observe similarities and differences about how their child engages in reading for example in a school age program compared to school. While an RECE would not be able to speak to a child's experience at school, they should support families. For example a family may observe that while their child appears to be struggling with reading in school, they appear to engage with reading in the afterschool program. They may make note of how reading is supported in the environment and the books available. Similarly they or a child may offer suggestions for certain books to be made available in the program.

### Materials: N/A

### Instructions:

Below are links to three organizations that offer resources and information to support children's communication, language and literacy development.

### Questions:

1. Explore these websites and others and identify a resource that you would share with families and provide the reason for the selection.




### Resources

- Raising a Reader: [A Parent Guide to Reading for Ages 8-10 | Scholastic](#)
- [Reading Rockets](#)
- [The Hanen Centre](#)

- The Middle years Matter Coalition, Toronto: [Reading with Children Ages 6-12](#)

## Indigenous Activities

### Activity 1: Fostering Literacy for Indigenous Middle School Children - Research Paper

<p style="text-align: center; color: blue; font-weight: bold;">Delivery Options</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p style="text-align: center;">Remote    Face to face</p>	<p style="text-align: center; color: blue; font-weight: bold;">Activity Type</p> <div style="display: flex; align-items: center; justify-content: center;">  <div style="margin-left: 10px;">Individual</div> </div>
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**Purpose:**

- to expose students to Canadian educational research on Indigenous issues
- to foster critical thinking skills critical thinking
- to enrich pedagogical practice

**Materials:** N/A

**Instructions:**

**Note:** In this paper, the author uses the word acronym FNMI which refers to First Nations, Metis and Inuit. It is equally acceptable to use the word Indigenous. However, if one is talking or writing about First Nations people, then that is the word to use. This applies to Metis and Inuit people as well. i.e. The Metis and First Nations people are well-known for the Red River jigging.

**Step 1:** Learners read the following research monograph: [Fostering Literacy Success for First Nations, Métis and Inuit Students - Research Monograph # 45 \(copian.ca\)](#)

**Questions:**

1. What stands out the most in this research monograph?
2. Who is Dr. Pamela Rose Toulouse?
3. Why would it be inappropriate to view Indigenous learners as English as a Second Language (ESL)? Explain.

4. What thoughts come to mind when reading the dark grey box on the first page?
5. According to Sharla Peltier, what are ESL programs intended for? Explain. Why are these programs not a good fit for Indigenous learners?
6. Describe code switching?
7. Explain why it is “critical that both languages are identified as important and valued”?

## **Step 2: Putting into Practice**

### **Questions:**

1. What strategies can a caregiver use in their practice to foster literacy for Indigenous middle school children?
2. What kind of real-life connections, strategies and culturally affirming programs can be used to engage and motivate Indigenous children? Name two.
3. What are some of the Indigenous organizations in or around the area where they live?
4. What is the first thing a caregiver can do to connect with a member of that organization?
5. Research the availability of FNMI literacy resources in a school, school board and community nearest their area. Where can the learner get training to implement these kinds of programs? Find two. [Canadian-born English Language Learners.pdf](#)

### **References**

Ontario Ministry of Education. (2014). Excerpts from ELECT: Foundational knowledge from the 2007 publication of "Early learning for every child today: A framework for Ontario early childhood settings". Toronto: Author.

## **Worksheets (Below)**

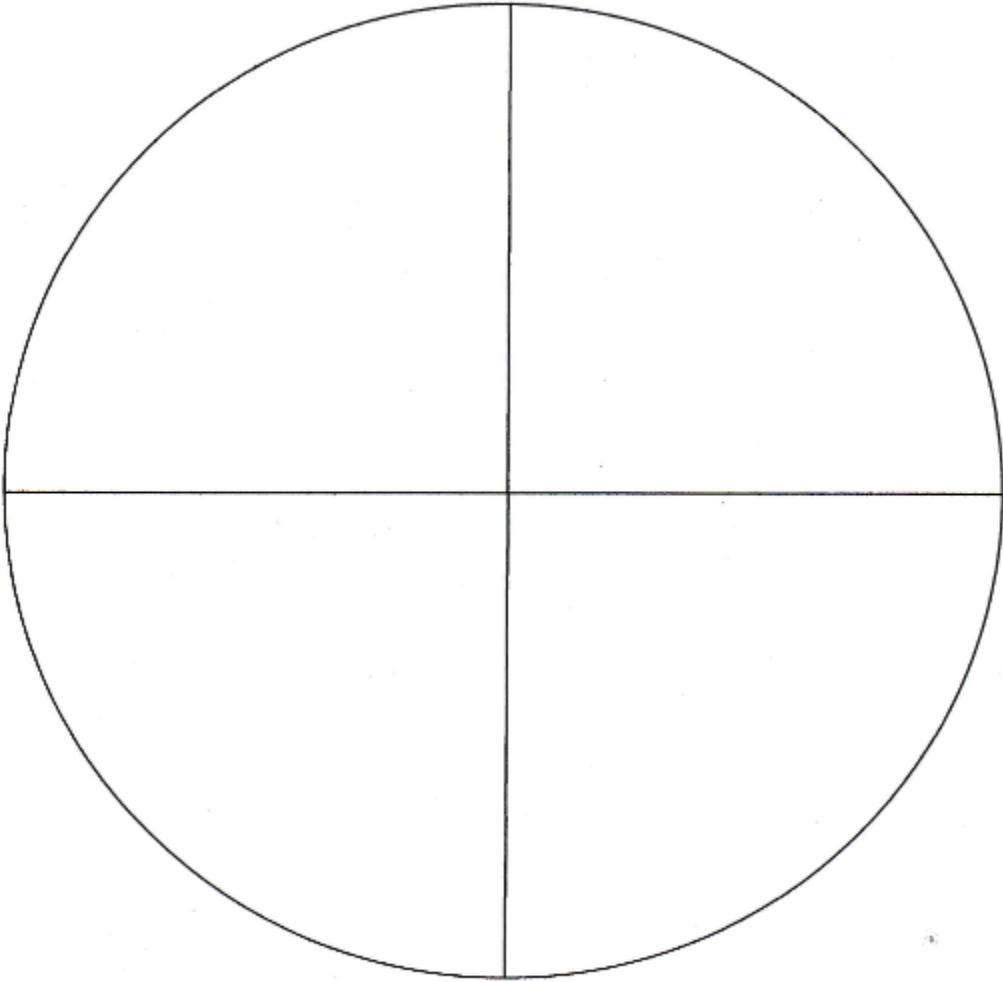
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Associated worksheets for selected activities.



# Blank Medicine Wheel

My Medicine Wheel



## Using the Medicine Wheel Reading

The medicine wheel is a traditional teaching tool which allows us to see all of the stages and parts of life as interconnected. There is no wrong way to use this tool; it differs from one person to the next. That is what makes it a great tool.

We will look at the four domains of development on the wheel: the emotional, the physical, the mental and the spiritual. Each area is interconnected, making a whole person.

From a western perspective, studies of childhood development discuss three main areas of development. Also referred to as developmental domains, they include the physical, the cognitive (mental) and the psychosocial (social-emotional) developments.

From a First Nation's perspective, the medicine wheel has four domains: physical, mental, emotional and spiritual. The fourth is usually left out by western society, The domain is often talked about in ceremonies and teachings.

The physical development deals with all of the physical changes that occur: height, weight, bone development, organ and internal changes as well as fine and gross motor skills. The mental/cognitive development deals with mental processes, thinking, memory, problem solving, and language. The social/emotional (psychosocial) development deals with self-image, self-esteem and peer family and cultural influences.

The spiritual development is not as easily identified or measured as the other three domains. Many people think that the spiritual aspect is only about religion and beliefs. From a First Nation perspective, it is also about what raises the spirit of the child/individual. It is about the importance of family, extended family, community, nation, clan, colours, ceremonies, teachings, culture, traditions, raising self-esteem, connection to the land, feeling of belonging, spirit name, the gifts given at birth, the gifts they bring to people around them, powwow dancing, values/virtues and morals.

The spiritual domain is taught or learned through stories, teachings and legends, It also includes learning their language and everything about self (family, friends, culture, and community).

Much as educators are responsible for enhancing a child's development through curriculum, they are also responsible for transferring a feeling of belonging and for encouraging a good feeling about the community, Thus enhancing their spiritual growth.

Through each age group in the lifespan of a child we can examine each of the four domains. We can also attach some theorists to some developmental domains, such as Piaget's cognitive theory and Erickson's psychosocial development theory, Although we can't attach the spiritual

domain as easily, we can still make connections between certain aspects of the child as this domain.

There are two reasons for using this kind of analysis. One is that by learning the four developmental areas we can shed some light on the differences related to stages, The second is that by gaining specific knowledge of each age and each developmental domain, an ECE can better understand and meet the needs of the “whole” child. In other words, instead of “teaching”, address the child’s individuality.

The early childhood worker must have an understanding of the stages of growth and development over the lifespan. There are, however, some stages which are especially important. These are from infancy to pre-adolescence. It will also give the worker clues as to how to promote child development through programming as well as an awareness of developmental problems which must be addressed with specific children.

## The Moss Bag



The moss bag has many uses. It helps in the healthy development of First Nations children. The pregnant woman usually creates a moss bag while the baby is growing in the womb. While she is making the moss bag she is thinking positive thoughts about her baby and putting all her good wishes for the baby into the creation of the moss bag. The moss bag not only symbolizes but also emulates the feeling of security felt in the womb.

Creating the moss bag strengthens the bond between the mother and the unborn child. It puts positive energy into the bag. This protects and nurtures the baby while they are snuggled inside.

When the baby is born the baby is placed inside the moss bag. The moss bag gets its name from just that, a bag with moss in it. Before the days of cloth and disposable diapers. First Nations people used moss bags made out of animal hide with moss lined at the bottom. The moss was placed between the baby’s legs and all around the bottom. When the baby pees, the moss would absorb the urine and not cause irritation to the skin. The baby was taken out and fresh moss was then placed in the bag again. Today, we place our baby in the moss bag with their diaper on. There is no need for moss, but placing the baby in the bag is still beneficial. When a baby is wrapped in a moss bag they become calm. By securing

their arms, legs and full body, they are comforted. When the baby is wrapped snug in the moss bag we then can place the baby into a cradleboard for further development. (Source: A Child Becomes Strong: Journeying Through Each Stage of the Life Cycle.p. 22)

## The Tikanagan



We place our babies in a cradle board (also called a Tikanagan in the Algonquin & Ojibwe language) after they've been wrapped in a moss bag. We place the baby inside the moss bag and then attach and secure the bag to the cradle board. The board secures the baby and creates a feeling of safety, like being in the womb. It relaxes the baby, allowing them to sleep or to watch quietly what is going on around them. A cradle board is a bonding tool that keeps babies close to their mothers. The board allows the baby to develop in a healthy way. They have a chance to use their eyes more. They use other senses to explore the environment around them when they are snuggled and wrapped securely and are unable to use their hands. Their sense of sight and hearing sharpen early. Also by looking around, the baby has to use his/her brain to try to figure out what they are seeing. Children brought up on a cradle board tend to wait and look over situations before reacting. Babies do not spend all of their time in a cradle board, and most parents see when their babies are ready to get out of the cradle board. Cradle boards are decorated with designs and special items so that the child's spirit will be happy and protected. Great care goes into creating a board. This reflects the great care for the baby.

(Source: A Child Becomes Strong: Journeying Through Each Stage of the Life Cycle. p. 22)

# Teachings on breastfeeding



The teachings of the Medicine Wheel speak of the four races of people on Earth. With each race comes a responsibility. The responsibility of First Nations people is to care for Mother Earth. In caring for Mother Earth we must also care for the water on earth. Water is referred to as the lifeblood of Mother Earth. It is her nourishment to her children. Without it, we'd never survive. Women are a direct reflection of the earth. We carry the responsibility of looking after the water. Water is life and women are the life givers and carriers of water.

There are four waters:

- the waters that flow from the heavens to nourish and cleanse the earth;
- the waters that flow through the trees and provide us with medicine;
- the lakes, rivers and streams that form the lifeblood of Mother Earth, and
- the waters that flow within us and protect and nurture our babies.

Parents need to understand the traditional benefits of breastfeeding while the spirit is growing in the womb. When the spirit enters the physical world, parents will already be prepared to ensure that breastfeeding is encouraged and supported by the family.

Breast milk is part of the waters that flow within us. This nourishes the newborn with goodness and protection. It is important that babies be nourished by their mother's milk. It supports their connection with Mother Earth and all that is. It allows for the baby to bond with mother and with all that she represents.

By breastfeeding, the baby is connecting to all of creation, further developing their emotions and spirit and enhancing their sense of belonging and identity. The nutritional value of breast milk provides a good foundation for the healthy body and mind of baby.

(Source: A Child Becomes Strong: Journeying Through Each Stage of the Life Cycle. p. 17-18)




What does your wampum belt represent?

Why is your symbol important to the classroom Treaty?