

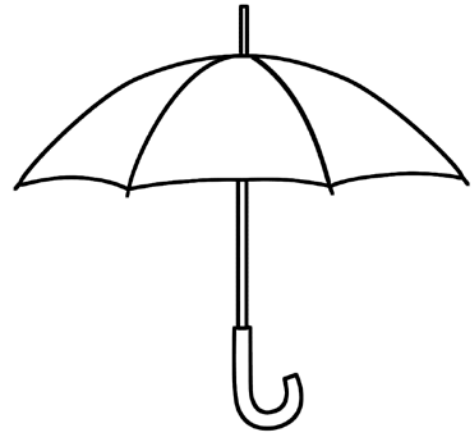
Socially Strong, Emotionally Secure

Activities to Promote Resilience in Young Children

1 Hour Webinar

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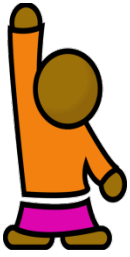
Understanding Risk Factors:



Understanding Protective Factors:

NOTES:

Defining Resilience:



Initiative

The child's ability to use independent thought and action to meet his or her needs.

DECA-P2 Initiative Items

- Choose to do a task that was hard for him/her
- Try different ways to solve a problem
- Try or ask to try new things or activities
- Show confidence in his/her ability
- Show an interest in learning new things
- Keep trying when unsuccessful
- Make decisions for himself/herself
- Remember important information
- Start or organize play with others



Self-Regulation



The child's ability to express emotions and manage behaviors in healthy ways.

DECA-P2 Self-Regulation Items

- Handle frustration well
- Control his/her anger
- Show patience
- Accept another choice when his/her first choice is not available
- Cooperate with others
- Share with other children
- Listen to or respect others
- Calm himself/herself down
- Play well with others

Attachment/ Relationships



The child's ability to promote and maintain mutual, positive connections with other children and significant adults

DECA-P2 Attachment/Relationships Items

- Show affection for familiar adults
- Seem happy or excited to see his/her parent or guardian
- Ask adults to play with or read to him/her
- Act in a way that makes adults smile or show interest in him/her
- Look forward to activities at home or school
- Trust familiar adults and believe what they say
- Appear happy when playing with others
- Show a preference for a certain adult
- Seek help from children/adults when necessary

Bright Beginnings, Happy Endings

Encourages children to talk about school events and events at home, as both environments help shape their worlds.

What Children Will Learn

These open-ended questions require more than one-word answers and provide a starting point for good conversations. Feel free to make up your own questions to add to the lists, but remember to use questions that will allow for more than one-word answers. You want the children to know that you are interested in hearing about the experiences that took place in their day. Children enjoy talking to adults about events that happened in their lives. Letting them know that you are interested helps to build trust, and opens up communication.

Social and Emotional Skills Supported

Attachment, Initiative, and Self-Control

Materials Needed

“Bright Beginning” and “Happy Ending” Questions

What to Do

- ▶ Begin each day by asking the children one or more of the “Bright Beginning” questions below.
- ▶ End each day by asking the children one or more of the “Happy Ending” questions on the next page.
- ▶ Listen attentively as children reflect. Ask questions to help the children elaborate on the various happenings at home and school.

“Bright Beginning” Questions

- ▶ Who do you plan to play with today?
- ▶ What do you plan to play with today?
- ▶ What great things are you hoping will happen today?
- ▶ Is there anything that could happen today that would make you really, really happy?
- ▶ Is there anything that could happen today that would make you really, really sad?
- ▶ What types of things do you do at school all by yourself?
- ▶ What do you like most about school?
- ▶ What do you like least about school?
- ▶ If you get upset or angry during the day at school, what do you do to feel better?



Social & Emotional Lenses

It's not easy to ask "open-ended" questions, but think about how much more you learn about the children when you do!

- ▶ Tell me (show me) what you do when you want a friend to play with you.
- ▶ What do you do when you have a problem in school and need help?
- ▶ Describe for me what you plan to do at school.
- ▶ What are you looking forward to doing in school?
- ▶ What are your favorite storybooks to read at school? Why are those your favorites?
- ▶ What are the names of your best friends at school? (ask only when working one-on-one with a child)

"Happy Ending" Questions

- ▶ Who was happy at school today? Who was sad?
- ▶ What did you dream about during nap today?
- ▶ Tell me a funny story about something that happened at school today.
- ▶ I had a _____ day. What kind of day did you have? Tell me about it.
- ▶ Describe all the fun things you did today.
- ▶ What was the best part of your day today?
- ▶ I could not wait to see you today! What happened today that you want to tell me about?
- ▶ What was the most fantastic thing that happened at school today?
- ▶ Tell me about the interesting things you did at school today.
- ▶ Show me (tell me about) what you did today.
- ▶ Show me (tell me about) where you played today.
- ▶ Show me (tell me about) what you learned today.
- ▶ Talk about something that surprised you.
- ▶ Talk about something that upset you or made you angry.
- ▶ What was the friendliest thing you did for someone today?
- ▶ What was the friendliest thing someone did for you today?
- ▶ What was the kindest thing you did for someone today?
- ▶ What was the kindest thing someone did for you today?
- ▶ What did you like most about being at school today?

President for a Day!

Involves children in setting a few positively stated rules and guidelines.

What Children Will Learn

Rules help keep us safe and help us have fun while exploring and playing. When children have the chance to be a part of making the rules, they will feel more empowered and eager to follow them! When children take care of themselves, their friends, and the environment around them, they are helping foster the best opportunities for everyone to develop social and emotional skills.

Social and Emotional Skills Supported

Initiative, Self-Control

Materials Needed

crayons, markers, pencils, paper
pictures of the White House
other items related to the presidency

What to Do

- ▶ Talk with the children about the role of the President of the United States, and the role we play as citizens of this country. Help the children learn how to make “big decisions” and decide what rules they would make if they were President for a Day!
- ▶ Show pictures as you talk about the President. Encourage the children to tell you what they know about presidents.
- ▶ Explain to the children that one of the big responsibilities a president has is to help make rules (also called laws).
- ▶ Ask the children what new rules and laws they would make if they were elected. Guide the children to come up with rules that fall under these three main categories:
 - ◀ take care of ourselves
 - ◀ take care of our friends
 - ◀ take care of the place we live and learn
- ▶ Write their individual responses on paper under the caption, “If I Were President for a Day!”



Social & Emotional Lenses
Revisit your classroom rules. Could anything be adjusted to help the rules work better for you and the children?

Special Note: When forming rules for your classroom, some important guidelines include:

- ▶ Involving the children in deciding on the rules needed to keep everyone safe;
- ▶ Focusing on the main categories of safe and fun learning spaces: taking care of ourselves, taking care of each other, and taking care of our classroom and materials;
- ▶ Limiting the number of rules to 3-5 because children will be overwhelmed if there are too many rules; and
- ▶ Writing the rules in positive language, stating what the children *should* do—for example, saying, “We are kind to each other” tells the child what the expectations are versus saying, “Don’t be mean.”

Positive Postcards

Helps children and adults brighten each other's days.

What the Child Will Learn

It only takes a minute of your time to let another person know you care. When carrying out this activity and involving children in the process, we set an excellent example of care, concern, and empathy. When we share positive postcards with children, it gives them a warm feeling in their hearts—where it matters the most.

Social and Emotional Skills Supported

Attachment, Initiative, and Self-Control

Materials Needed

5" x 7" index cards, or construction paper and scissors
pens and pencils

What to Do

- ▶ Use blank index cards in colors of your choice, or, cut up construction paper into card-sized portions.
- ▶ As a regular part of your week, take some time to write and send a special note to someone who has done something positive, needs an encouraging word, or whom you wish to thank.
- ▶ In addition to sending the notes to the children and the family members of the children in your class, you might also include colleagues, family members, and friends.
- ▶ Tell the children about what you do to help brighten other people's days. Then, invite them to participate.
- ▶ Let the children choose who to "write" to and the materials they would like to use to decorate their cards. Help them write what they would like to say, or, write their words for them.

