

Pre Activity: Belonging and Connecting - Harold's Thankful Heart

Age Group
3-5yrs

Lesson Overview

This pre school centre staff resource explains how to conduct an in-centre activity to prepare for the Life Education visit. It explores feelings of Belonging and Connecting encountered by young children. During the pre-visit activity children will discuss and engage in thought provoking experiences through activities promoting Belonging and Connecting.

Aims and Objectives

To create "Feeling Flags" in the form of bunting created from paper. This experience fosters the concept of exploring feelings and learning to name and describe them appropriately. Through reading and discussion of ethical questions, children will encounter the language.

- To foster children's understanding of emotions in their everyday lives, through the concepts of gratitude and thankfulness.
- To promote higher order thinking through engaging experiences and discussions on topic.

Early Years Learning Framework Outcomes

Outcome 1

Children have a strong sense of identity

Outcome 2

Children are connected with and contribute to their world

Outcome 3

Children have a strong sense of wellbeing

Early Years Learning Framework Codes

1.3 - Children develop knowledgeable and confident self-identities

1.4 - Children learn to interact in relation to others with care, empathy and respect

2.1 - Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

3.1 - Children become strong in their social and emotional wellbeing

Early Years Learning Framework Content

When Children:

- Feel recognised and respected for who they are
- Share aspects of their culture with the other children and educators
- Celebrate and share their contributions and achievements with others
- Show interest in other children and being part of a group
- Express a wide range of emotions, thoughts and views constructively
- Display awareness of and respect for others perspectives
- Begin to recognise that they have a right to belong to many communities
- Build on their own social experiences to explore other ways of being
- Participate in reciprocal relationships



- Show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others
- Increasingly cooperate and work collaboratively with others

When Educators:

- Promote in all children a strong sense of who they are and their connectedness to others
- Listen to and learn about children’s sense of identity
- Model care, empathy and respect for children, staff and families
- Promote children’s sense of belonging, connectedness and wellbeing
- Talk with children about their emotions and responses supporting their understandings of emotional regulation and self control
- Acknowledge and affirm children’s emotions and response
- Promote a sense of community within the Early Childhood setting

National Quality Framework Content

Quality Area 1:
Educational program and practice

Quality Area 3:
Physical environment

Quality Area 5:
Relationships with children

National Quality Standards Content

Standard 1.1: Element 1.1.2, 1.1.5, 1.1.6.

Standard 1.2: Element 1.2.2.

Standard 3.2: Element 3.2.1.

Standard 5.1: Elements 5.1.1, 5.1.2, 5.1.3.

Standard 5.2: Element 5.2.1, 5.2.2, 5.2.3.

Standard 6.2: Element 6.2.1, 6.2.2.

Standard 6.3: Element 6.3.1, 6.3.2.

Developmental Areas

Social/Emotional Language, Numeracy, Literacy and Communication skills

Resources/Materials

When I’m Feeling... book series by Tracey Maloney or another story that discusses feelings.

Varieties of plain, coloured or patterned paper to create bunting flag.

“Feeling Flags” in the form of bunting created from paper. The connecting and displaying of these flags as a link of feelings is symbolic of Belonging and Connecting as part of the group.

Drawing and writing media- textas, pencils, crayons, water colour pencils, graphite pencils.



Language/Vocabulary

Feelings, happy, sad, excited, jealous, love, lonely, gratitude, kindness, thankful, helpful, proud.

Higher Order Thinking Skills or Inquiry Model

Higher order Thinking:

Howard Gardner - Theory of Multiple intelligence's: “Visual/spacial Intelligence”

Visual cues and communication to foster learning

Constructivism:

Lev Vygotsky - communication to foster learning

Social development, child actively engaging and connecting with others

Lesson Introduction

Begin by introducing the idea to small groups of children (maximum 10 in each group) in a group time situation, to ensure that all children have an opportunity to participate and engage in the follow up activity.

Explain that soon the children will be having a very special visitor to the centre, Life Education and Healthy Harold.

Generate anticipation and excitement by watching the animated video as a centre activity and displaying the posters for both children and parents to see.

Life Education and Healthy Harold will be coming to teach the students about ‘Belonging and Connecting’ and how they can become more aware of their own feelings. As a practice today, the children will be learning about the different types of feelings they may experience so they can prepare for Healthy Harold’s visit.

Sit in a circle on the floor to foster unity and inclusion.

Read a book from the ‘When I’m Feeling...’ series to inspire ideas to enhance activity.

Main Body of Teaching

Children can create their own flag using the template provided to add to the bunting expressing their emotional understanding using drawing/writing or dictating of words - fostering each individual child’s different types of feelings they may experience. As it is an open ended and adaptable experience children can participate at their own level.

“I feel happy when....”

“I feel sad when....”

“I feel angry when...”

“I feel excited when...”

“I feel loved when ...”

Through intentional teaching, educators encourage children to think of a range of ‘feelings and emotions’ to add to their emotional intelligence and current knowledge. Children of this age often have an awareness of common feelings (happy, sad), and throughout this module will encounter deeper understanding and emotions, fostering their emotional intelligence and deeper understanding of empathy, respect, care, kindness and gratitude.



Conclusion

Lesson concludes as children complete their first flag. Revisit language used in relation to children’s feelings by continuing to read the ‘When I’m feeling’... books, fostering ongoing discussion within the centre about emotions and feelings.

For the Educator

The content given to Early Childhood educators will be sufficient enough for them to be highly capable of adapting the content to teach into their individual setting, taking into account their individual children and their centre culture.

Assessment (in centre)

Preschool educators assess the children’s learning as they engage in the experience and in their play after the experience, fostering their sense of agency, revisiting experiences when they choose to.

Additional Comments/Notes

Possible Extension

Photos of children in the preschool group expressing a variety of emotions through facial expressions.

Sources

- DWEER, (2009). ‘Belonging, Being & Becoming’, The Early Years Learning Framework for Australia.
- Australian Children’s Education & Care Quality Authority, (2011). National Quality Framework, National Quality Standards, www.acecqa.gov.au
- Vygotsky, L. (2013), Theories of Childhood, Second Ed: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky, Redleaf Professional Library.
- Gardner, H. http://www.niu.edu/facdev/resources/guide/learning/howard_gardner_theory_multiple_intelligences.pdf

