

Social and Emotional Foundations for Learning

Strategies for Teaching Social and Emotional Skills



PARTICIPANT'S WORKBOOK



Funded by the Missouri Department of Social Services, Children's Division,
Early Childhood and Prevention Services Section.

2019

Learning Session 5: Strategies for Teaching Social and Emotional Skills

The challenging part of implementing strategies for teaching children social and emotional skills is that what may work one day with one child may not work the next day and what is effective for Miguel is not effective for Daisy. One size does not fit all. This training will provide calming strategies as well as strategies for teaching children about emotions, empathy and building friendships.

Learning Objectives:

1. Describe the importance of resilience.
 2. Define the difference between empathy and sympathy.
 3. List three strategies to teach social and emotional skills.
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Agenda

Strategies for Teaching Social and Emotional Skills

Welcome.....	10 minutes
<ul style="list-style-type: none">• Shared Agreements• Review Objectives• The Big Question	
Teaching Calming Strategies.....	20 minutes
<ul style="list-style-type: none">• Cozy Corner• Breathing	
Teaching Children about Emotions.....	20 minutes
<ul style="list-style-type: none">• Emotion Charts	
Break.....	10 minutes
<ul style="list-style-type: none">• <i>Show Me Child Care Resources</i>	
Teaching Empathy and Kindness.....	20 minutes
<ul style="list-style-type: none">• <i>What is the difference between Sympathy and Empathy?</i>• Teaching Friendship Skills	
Wrap Up	10 minutes
<ul style="list-style-type: none">• The Big Question• Review Objectives• Action Steps• Exit Assessment• Session Satisfaction Surveys• MOPD Systems Key Functions• CDA Scholarship Project• T.E.A.C.H. MISSOURI Scholarship• Online On Demand Training—MO Workshop Calendar• <i>Show Me Child Care Resources</i>	

the **BIG** **QUESTION**

How do we support healthy social and emotional development?

Why is resilience important?

What is the difference between empathy and sympathy?

What are three strategies that you can use to teach social and emotional skills?

1.

2.

3.



"One of the greatest dignities of humankind is that each successive generation is invested in the welfare of each new generation."

*-Fred Rogers
(Mister Rogers' Neighborhood)*

Write two ideas you would like implement when you return to your classroom.

#1—Idea to implement:

Strategies to use for success:

1. _____
2. _____
3. _____

#2—Idea to implement:

Strategies to use for success:

1. _____
2. _____
3. _____

Video: Resilience

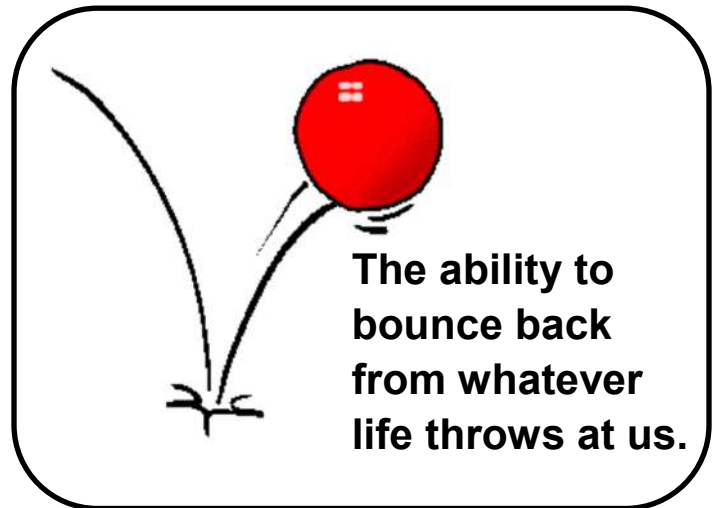


Everyone needs resilience because everyone deals with change.



Resilience prevent us from:

- Turning to unhealthy alternatives to cope with change.
- Giving up during difficult times.
- Starting fights with other people.



The ability to bounce back from whatever life throws at us.

NOTES:

A glowing lightbulb with a green plant growing inside it. The plant has several leaves and a small stem. The lightbulb is white with a grey base. The entire scene is enclosed in a rectangular frame.

Children need safe, loving relationships to build resilience.

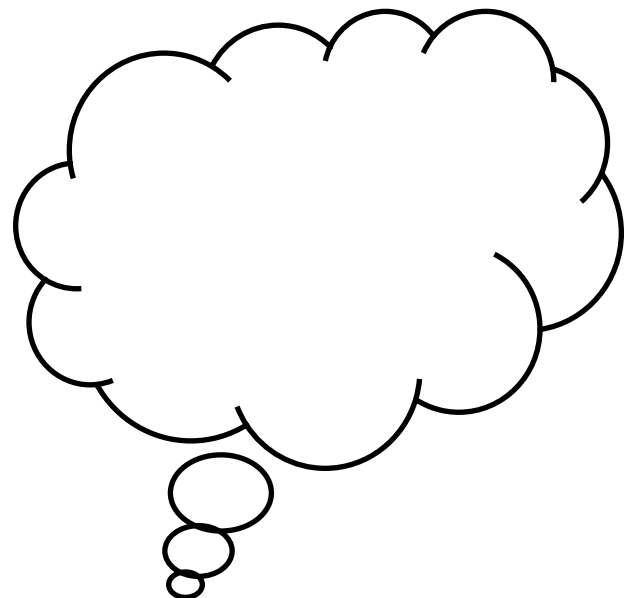
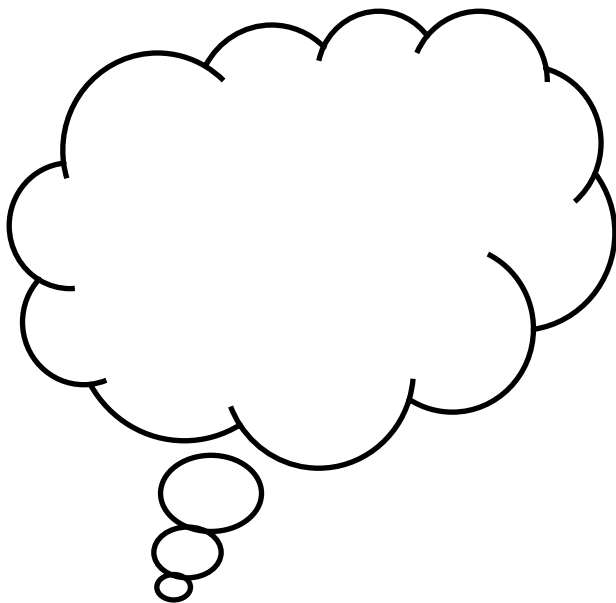
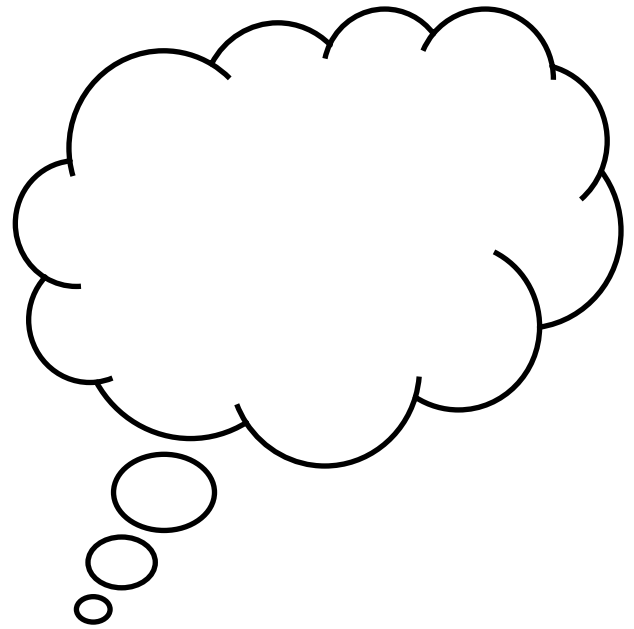
Find small ways to connect and bond with children:

- Special handshake or greeting in the morning
- Take time to really listen to children
- Build their confidence. Let them try to do things for themselves.
- Encourage them to be problem solvers. It's okay if they are a little uncomfortable while processing solutions

**What are you pouring
into the children?**



Use the thought bubbles to write any reflective thoughts or ideas.



Strategies for Teaching Social and Emotional Skills in My Classroom



Strategies I want to implement within my classroom

Specific Strategies for Child 1

Specific Strategies for Child 2

Steps to Learning



I don't know what I don't know.

I know about it, but I am not very good at it.

I know how, but I need to think about what I have to do.

I know and I can do it effortlessly.

A master at work.

NOTES:



How to Teach About Emotions

- Modeling
- Use teachable moments
- Create an environment that is safe and supportive
- Be intentional



Self-Regulation

- The ability to control and navigate one's feelings, impulses and behaviors
- Self-regulated children are able to:
 - Stop and start activity
 - Delay gratification
 - Control impulses

NOTES:

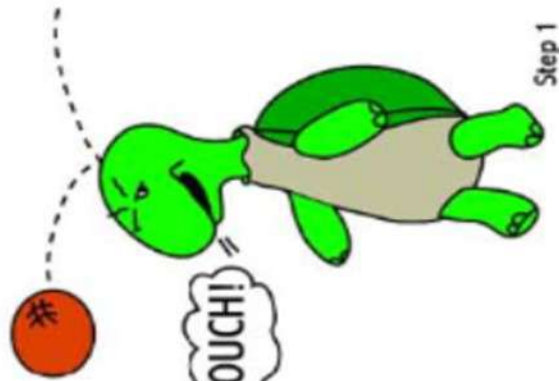


Cozy Corner



- *What are the common elements of each Cozy Corner?*
- *How could this area be used in your classroom?*
- *What would be the challenges? What solutions could you implement to overcome the challenge?*

Turtle Technique

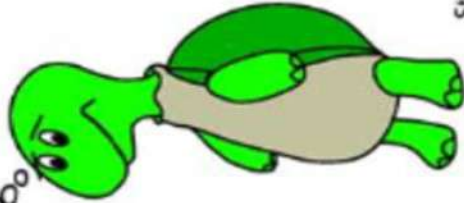


**Recognize
that you
feel angry.**

Step 1



**“Think”
Stop.**



Step 2

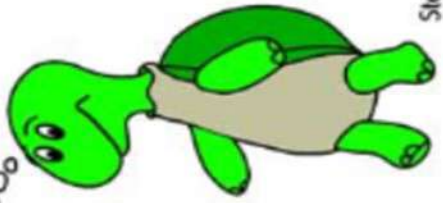


**Go into shell.
Take 3
deep
breathes.
And think
calm,
coping
thoughts.**

Step 3



**Come out of
shell
when
calm and
thinking
of a
solution.**



Step 4



In challenging situations, taking slow, deep breaths can help children calm down and solve problems

Breathe, Think, Do!

Resilience Age 0 to 6 1-4 Min

Frustration is a normal part of life, but it can overwhelm kids and bring up a lot of big feelings. You can help them to use the “Breathe, Think, Do” strategy to calm down, identify their feelings, and work to solve their problem.

Breathe

First, help kids calm down.

- Encourage them to put their hands on their bellies and slowly take three deep breaths, in through the nose and out through the mouth.
- Ask them to whisper “calm down” (or another encouraging phrase) to themselves.

Think

Next, help children understand their problem and think about a plan to solve it.

- Encourage little ones to tell you how they are feeling and why. You can help them find the words by telling them what you notice (“It seems like you feel frustrated because you’re having trouble putting on your sweater.”).
- Help come up with a few different plans for solving the problem (such as unbuttoning the top button).

Do

Encourage kids to choose a plan and try it out.

- Ask, “Which plan is best? Let’s try it!”
- If the plan doesn’t work, ask, “How else could you do this?,” and then try the next plan.
- Remind kids that learning new things takes practice. It’s not that they can’t do it; it’s that they can’t do it yet.



Sesame Street®



Four Breathing Techniques

1. Hissing Breath: This a good one to start with. Technique requires children to make a sound with their breath and to slow it way down, which is an effective way to develop awareness and control of their breathing.



- Breathe in the nose, taking a long, deep inhale and then out the mouth on a small hissing– like a balloon slowly losing air.
- Go super slow and try to make the exhale last 10-15 seconds or more.
- Invite children to slow their inner speed as they hiss.
- Repeat several times so kids can feel how they can use their breath to slow themselves down, mentally and

Conscious Discipline

2. Humming Breath: Good to use on a regular basis or before, especially when starting a new activity. Works well when children are feeling frustrated, overwhelmed or irritable.

- Place one hand on your belly button
- Place the other hand on your sternum in the middle of your chest.
- Take a deep breath and hummmmm while breathing out.
- Feel the vibration of the sound as you hum and let it ground your body and calm your mind.



Move With Me

3. Fish Breath: A fun, silly technique because you make a bloop sound on the exhale, like a fish. When you inhale deeply, you pull in lots of oxygen needed by you brain and body to stay relaxed and alert.

- Take a deep breath through your nose,
- Expand up your cheeks and push it all out through your mouth saying bloop, bloop, bloop, bloop, blooooooop.
- And again, deep breath in your nose, expanding your cheeks. Exhale out your mouth saying bloop, bloop, bloop, bloop, blooooooop.



Move With Me

4. Ocean Breath: Has the same hand positions as Humming Breath, but instead of humming, you have children move just their eyes (head remains still) slowly and together from right to left on the exhale. The movement facilitates improved eye teaming skills and cross-motor coordination. It's a good tool for bolstering confidence and shifting to calm if children are feeling anxious, fearful, or confused.



- Place one hand on your belly button, place the other in the middle of your chest.
- Press your thumb and forefinger into the soft tissue points beneath your collar bones on either side of your sternum.
- Inhale fully through your nose and then, as you exhale slowly, move just your eyes from right to left.

Move With Me

Books for Developing Social and Emotional Skills

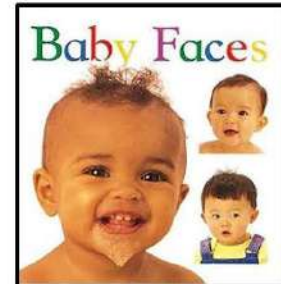
Exploring Feelings

For All Ages:

- *I Am Happy: A Touch and Feel Book of Feelings* by Steve Light
- *My Many Colored Days* by Dr. Suess
- *The Feelings Book* by Todd Parr

For Infants:

- *Baby Faces* by Margaret Miller
- *Oh, David!: A Diaper David Book* by David Shannon
- *Oops!: A Diaper David Book* by David Shannon
- *If You're Happy and You Know It: My First Taggies Book* by Ken Geist.



For Toddlers:

- *Lots of Feelings* by Shelly Rotner
- *Grumpy Bird* by Jeremy Tankard
- *When I Am/Cuando Estoy* by Gladys Rosa-Mendoza
- *Tough Guys Have Feelings Too* by Keith Negley

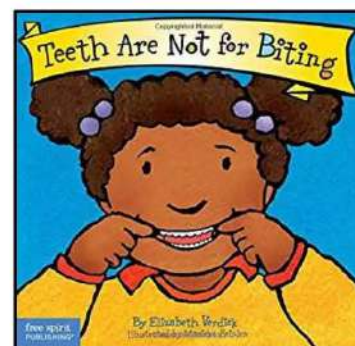
For Older Toddlers and Preschoolers:

- *Taking a Bath with the Dog and Other Things that Make Me Happy* by Scott Menchin
- *The Way I Feel* by Janan Cain
- *Today I Feel Silly: And Other Moods That Make My Day* by Jamie Lee Curtis
- *How Are You Peeling? Foods with Moods* by Saxton Freymann
- *Feelings* by Aiki
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst
- *I Like Myself* by Karen Beaumont
- *I'm Gonna Like Me: Letting Off a Little Self-Esteem* by Jamie Lee Curtis

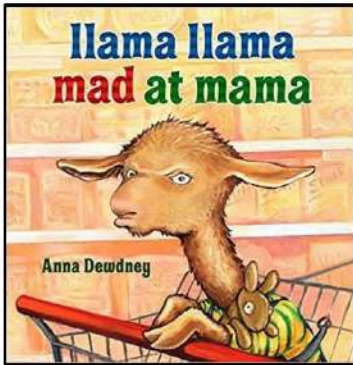
Coping with Anger

For Toddlers:

- *Words Are Not for Hurting* by Elizabeth Verdickem
- *Hands Are Not for Hitting* by Martine Agassi
- *Teeth Are Not for Biting* by Elizabeth Verdickem



For Older Toddlers and Preschoolers:

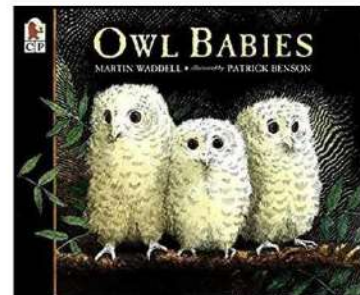


- *No Matter What* by Debi Gliori
- *Finn Throws a Fit* by David Elliott
- *Mouse Was Mad* by Linda Urban
- *Llama Llama Mad at Mama* by Anna Dewdney
- *When I Feel Angry* by Cornelia Maude Spelman
- *Alicia Has a Bad Day* by Lisa Jahn-Clough
- *Chocolate-Covered-Cookie Tantrum* by Deborah Blumenthal
- *Mean Soup* by Betsey Everitt
- *When Sophie Gets Angry - Really, Really Angry* by Molly Bang
- *Sometimes I'm Bombaloo* by Rachel Vail

Fear of Separation

For Infants and Toddlers:

- *Owl Babies* by Martin Waddell



For Older Toddlers and Preschoolers:

- *Have You Seen My Duckling?* Nancy Tafuri
- *When Mama Comes Home Tonight* by Eileen Spinelli
- *I Love You All Day Long* by Francesca Rusackas
- *Are You My Mother?* by P.D. Eastman
- *Oh My Baby, Little One* by Kathi Appelt
- *Whose Mouse Are You?* by Robert Kraus
- *Don't Go!* by Jane Breskin Yolen
- *The Kissing Hand* by Audrey Penn

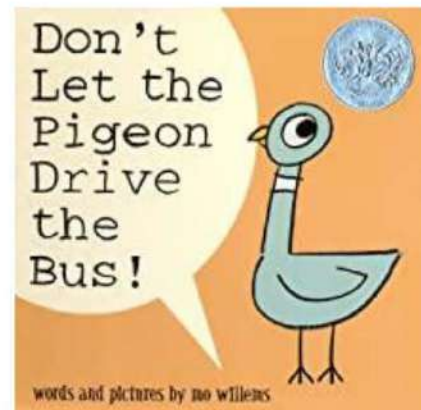
Self-Control

For Infants and Toddlers:

- *No No Yes Yes* by Linda Patricellei
- *Quiet Loud* by Linda Patricellei

For Older Toddlers and Preschoolers:

- *No, David!* by David Shannon
- *Don't Let the Pigeon Drive the Bus* by Mo Willems
- *Please, Baby, Please* by Spike Lee and Tonya Lewis Lee



For Preschoolers

- *It's Hard to be Five: Learning How to Work My Control Panel* by Jamie Lee Curtis

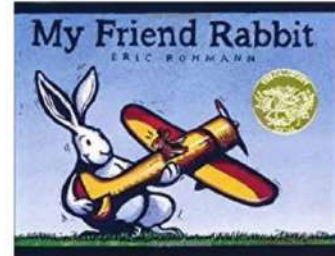
Friendship

For Infants:

- *My Friend Rabbit* by Eric Rohmann

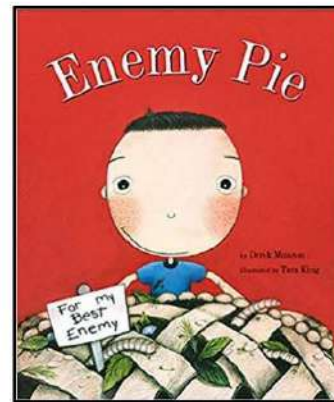
For Toddlers:

- *Gossie and Gertie* by Olivier Dunrea
- *Sheila Rae's Peppermint Stick* by Kevin Henkes



For Older Toddlers and Preschoolers:

- *My Friend and I* by Lisa Jahn-Clough
- *Being Friends* by Karen Beaumont
- *Chrysanthemum* by Kevin Henkes
- *Chester's Way* by Kevin Henkes
- *Big Al* by Andrew Clements
- *Stand Tall, Molly Lou Melon* by Patty Lovell
- *Wemberly Worried* by Kevin Henkes
- *Shark Vs. Train* by Chris Barton
- *William's Doll* by Charlotte Zolotow
- *Delores Meets Her Match*
- *Enemy Pie* by Derek Munson

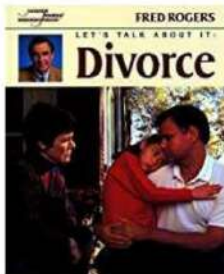


Grief and Loss

Books About Losing a Comfort Object

For Toddlers and Preschoolers:

- *Dogger* by Shirley Hughes



Divorce

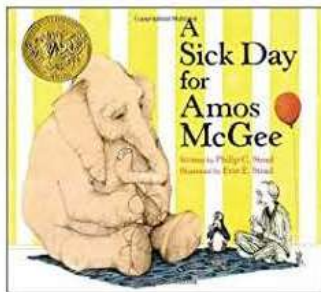
For Toddlers and Preschoolers:

- *Let's Talk About It: Divorce* by Fred Rogers
- *Mama and Daddy Bear's Divorce* by Cornelia Maude Spelman
- *Two Homes* by Claire Masurel

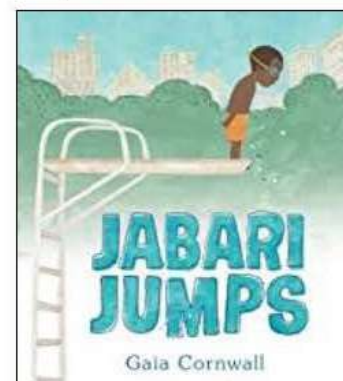
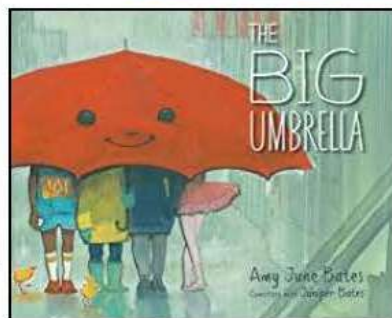
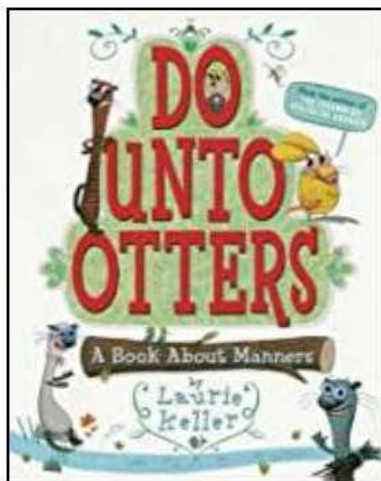
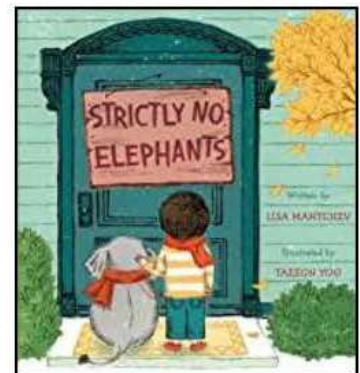
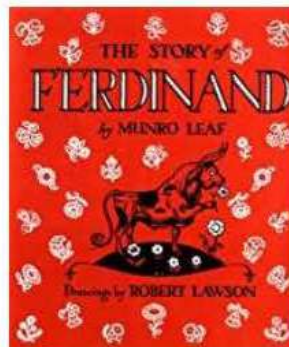
- *Was It the Chocolate Pudding: A Story for Little Kids About Divorce* by Bryan Langdo
- *Standing on My Own Two Feet: A Child's Affirmation of Love in the Midst of Divorce* by Tamara Schmitz
- *Dinosaurs Divorce* by Marc Brown
- *It's Not Your Fault, Koko Bear* by Vicki Lansky
- *My Family's Changing: A First Look at Family Break-Up* by Pat Thomas
- *I Have Two Homes* by Marian DeSmet
- *Where Am I Sleeping Tonight? A Story of Divorce* by Carol Gordon Ekster

(Source: Zero to Three)

Other Books Teaching Social and Emotional Skills



- *A Sick Day for Amos McGee* by Philip C. Stead
- *Strictly No Elephants* by Lisa Mantchev
- *Do Unto Otters: A Book about Manners* by Laurie Keller
- *My Mouth Is A Volcano* by Julia Cook
- *Personal Space Camp* by Julia Cook
- *Clark the Shark* by Bruce Hale
- *Interrupting Chicken* by David Ezra Stein
- *Be Kind* by Pat Zietlow Miller
- *The Big Umbrella* by Amy June Bates
- *Jabari Jumps* by Gaia Cornwall
- *One* by Kathryn Otoshi
- *The Story of Ferdinand* by Munro Leaf
- *The Dot* by Peter H. Reynolds
- *Ish* by Peter H. Reynolds



Day One: Call-and-Response

Word Garden (15 minutes)

Children will learn words as they chant and move.

Supplies

- Word Cards printable
- Safety scissors
- Tape

Setup

- Cut out the cards for **happy**, **thrilled**, and **ecstatic**. Think of examples of times you felt **happy**, **thrilled**, and **ecstatic**.

Goal

- Learn the words: **happy**, **thrilled**, **ecstatic**

Activity

1. Explain that you are going to plant a Word Garden. Start by planting words about feelings. "Today you are going to plant **happy** words." Show each word flower and share its definition and pose.
2. Give examples of feeling **happy**, **thrilled**, and **ecstatic**. Then ask, "When is a time that something good happened and you felt **happy**? When is a time something great happened and you were really **happy**—you felt **thrilled**? When is a time you were so super **happy** that you felt **ECSTATIC**?"
3. Have children take turns taping the cards to "plant" the words of the week.
4. Now lead children in the call-and-response. Say each line and do the feeling pose. Encourage the children to repeat the action after you. Hold up the large pose pictures during the activity.

CALL-AND-RESPONSE:

I feel good about something, yay!
I am feeling **happy** today.
I am feeling really **happy**, yay!
That means I'm feeling **thrilled** today.
I am feeling super **happy**, yay!
That means I'm feeling **ecstatic** today.

Find books that address the feelings in this lesson. Use them to further explore and discuss the feelings.

Capture the moment! You can use a camera to take pictures of the children doing each pose. Show each picture next to the corresponding Word Card in your Word Garden.



Sympathy and Empathy

SYMPATHY

- Developmentally comes before empathy.
- It means to care for another person's problems and feelings.

Example:

Lily was having a bad day. Daisy expressed her sympathy by saying, "I'm sorry you are having a bad day."



EMPATHY

- Begins to develop around three years of age.
- It is the ability to understand and share another person's feelings, experiences and respond in a caring manner.

Example:

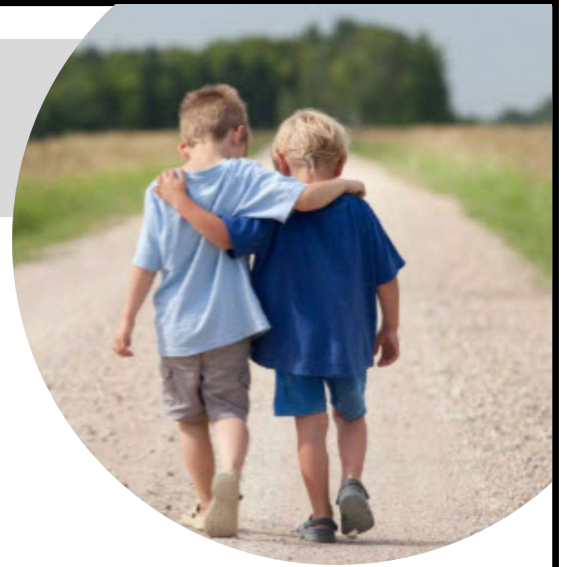
Katherine grew up with little money, so she has great empathy toward the poor.



NOTES:



Supporting Empathy in Children



Nurturing Empathy in Toddlers

- Empathize with the child
- Talk about other's feelings
- Suggest how children can show empathy
- Be a role model
- Use pretend play
- Think through use of "I'm sorry."
- Be patient

Developing Empathy in Preschoolers

- Label the emotion and related feeling
- Praise the child's empathetic behavior
- Point out other people's empathetic behavior
- Teach basic manners
- Don't use anger to manage behavior
- Give children small jobs
- Set an example



Creating Classroom Rules

“Children feel safer when they know what the rules are.”

-Fred Rogers



- **Keep it simple**

- Use simple sentences: “We clean up.”
- Have no more than 5-6 rules. **See samples on page 24.**

- **Involve children in the process**

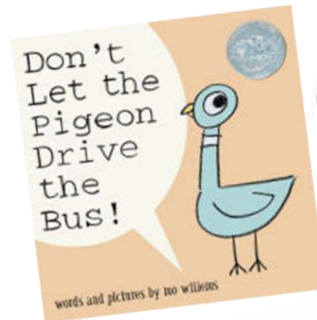
- Define the rule during large group discussions or individual interactions.
- Ask open questions.

When would be good times to clean up?

What happens if we don't clean up?

- **Use diverse methods to teach children about the rules**

- Discussions - Books
- Role-plays - Songs
- Puppets - Technology



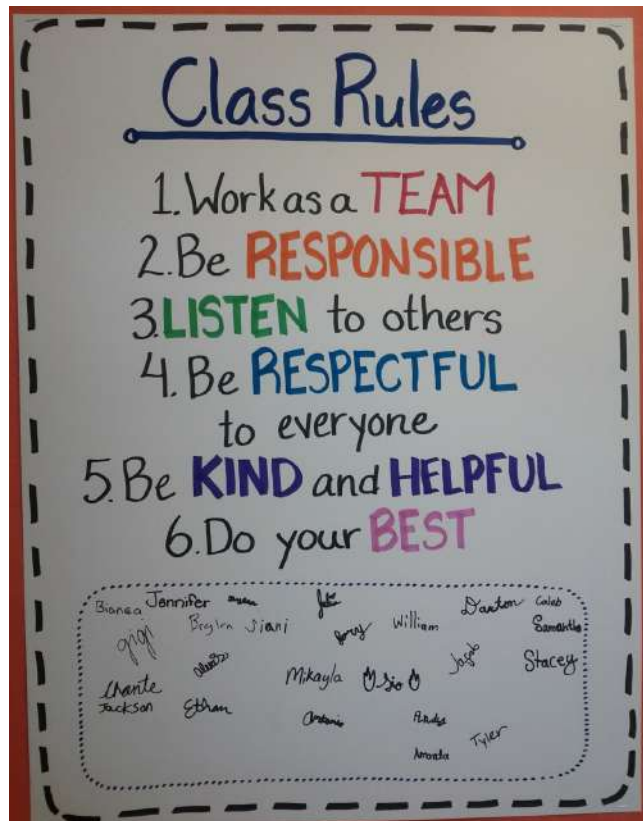
- **Provide individual support, as needed**

- Gently and respectfully remind children about the rules.

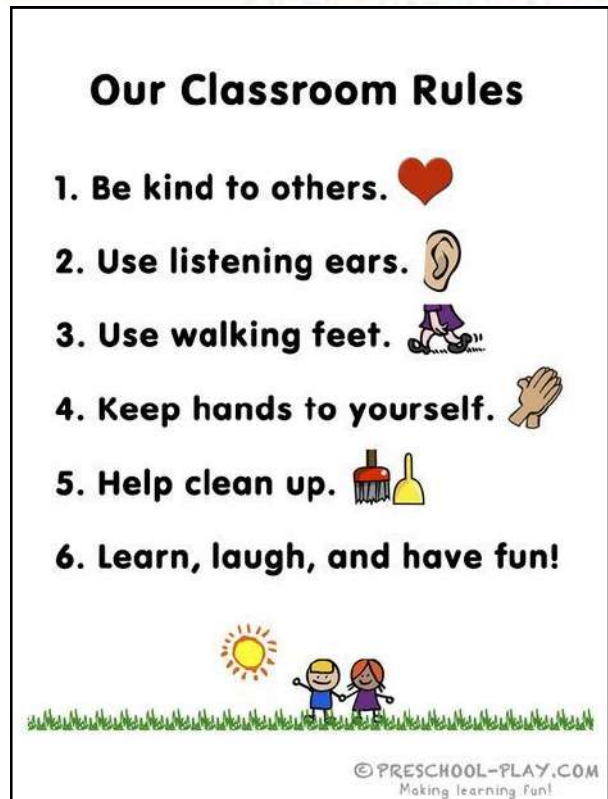


- **Display in the classroom**

Samples of Class Rules



<https://teachpreschool.org/2010/08/31/rules/>



Toddler Creed

If I want it, it's mine.

If I give it to you and change my mind later, it's mine.

If I can take it away from you, it's mine.

If I had it a little while ago, it's mine.

If it's mine it will never belong to anyone else no matter what.

If we are building something together, all the pieces are mine.

If it looks like mine, it's mine.

Author: Unknown

NOTES:



Steps to Learning: Application

Steps to Learning



I don't know what I don't know.

I know about it, but I am not very good at it.

I know how, but I need to think about what I have to do.

I know and I can do it effortlessly.

A master at work.

Using the Steps to Learning, putting the below learning regarding sharing and taking turns scenario in the correct order.

- ___ I am wearing the tutu! Meg wants her turn. Reluctantly, I agree to Miss Bea setting the timer for me to have it for 5 more minutes and then it is Meg's turn.
- ___ I am looking at a book. Akeem wants to look at the book. I invite him to sit with me to look at it together.
- ___ What do you mean share? It all belongs to me.
- ___ Miss Bea sat next to me and shared the block as she talked to me about taking turns. I then gave the block to Miguel.
- ___ I feel like a princess in the tutu! Meg wants to feel like a princess too. I take it off so she can wear it.



Resources & Links



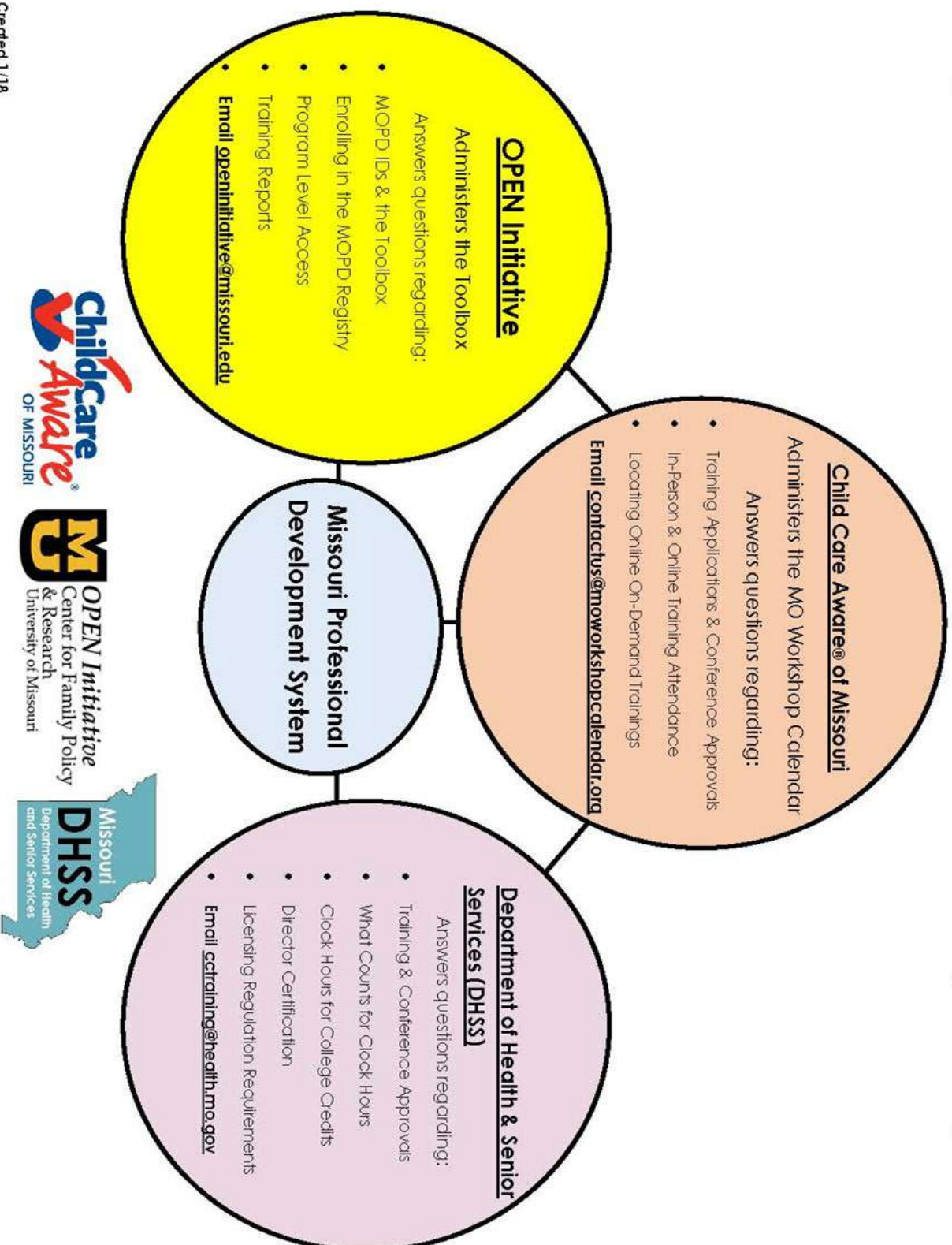
<https://www.sesamestreet.org/toolkits/challenges>



<https://centerhealthyminds.org/join-the-movement/lessons-from-creating-a-kindness-curriculum>

Resources

Key Functions of the Missouri Professional Development System



Credited 1/18



Questions?

Dori Martin, Resource Specialist
 Child Care Aware® of Missouri
dori@mo.childcareaware.org
 or 314-535-1458 x611

The screenshot shows the homepage of Child Care Aware of Missouri. At the top, there is a navigation bar with the site's logo, a search bar, and a user profile for 'Lauri'. Below the navigation bar is a main banner for 'Routine Vision Coverage & More' featuring an image of a doctor examining a child. Below the banner are four featured articles: 'New and Noteworthy' (listing dental insurance, curriculum, and executive function resources), 'Everyday Savings' (offering educator discounts), 'Flu Season' (promoting health and flu prevention), and a 'Show Me Jobs' section for finding and posting jobs. The footer contains links for 'About Us', 'Contact Us', and 'Privacy Policy & Terms of Service', along with a note that the site is powered by CCA For Social Good.

Resources

T.E.A.C.H. MISSOURI Scholarship

Want to continue your education?



- Support college credits towards early childhood AA/AAS or BA/BS
- Statewide scholarship available to directors, teachers and assistants in *licensed* child care programs
- Partnership between the scholarship recipient, sponsoring employer and T.E.A.C.H. MISSOURI with each paying a portion of tuition and books
- Applications accepted year round
- Visit our website www.teach-missouri.org to learn more and access an application



1-866-892-3228

mo.childcareaware.org

- Our referral service uses a database containing Missouri child care programs.
- Families are able to access the database and search for programs near them or contact a resource specialist to assist them in their search.
- All information in the database is self-reported by programs.
- We encourage families to ask questions about the child care programs in order to find a program that best suits the needs of their children.
- Update your Program Information Form (PIF) at least



CDA SCHOLARSHIP
PROJECT

GET YOUR CDA CREDENTIAL!

Get Paid \$380 | No Assessment Fee | Advance Your Career



Do you work in a licensed or
license-exempt child care program?



Do you work in a child care program
that accepts DSS subsidy?



Do you work a minimum of
20 hours per week?



Have you worked in the same child
care program for at least 3 months?

If you answered **YES** to these questions, enroll in the CDA Scholarship Project at www.cdascholarshipmo.org. Space is limited.

Don't delay...sign up **TODAY!**

Funded by the State of Missouri - Children's Division

SEFL: Strategies for Teaching Social and Emotional Skills (2019)

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