



3 Requirements for Bronze Accreditation

- ✓ Any senior practitioners / people involved in planning your EW roll-out have worked through the different sections of the Early Learning Practitioner Checklist and checked off / made notes on the sheet
- ✓ A photograph (or 2) that captures how Emotion Works is beginning to be used in your Early Learning setting
 - Children looking at and talking about the Feelings & Emotions Poster or slide
 - A group or an individual learner engaging with other Emotion Works resources or in an Emotion Works activity
 - A completed display or floor book page capturing an Emotion Works discussion
 - A staff / child interaction using symbols or symbol book
 - A symbol story board, or symbols being used in a literacy activity
 - A symbol song prompt / singing activity
 - Staff engaging in an Emotion Works training session or activity
 - Staff using an Emotion Works discussion or Planning Tool, or a photo of a completed Staff Tool that proved useful
 - Your staff display / reference point for Emotion Works resources
 - Another idea of your own
- ✓ A short description (around 200 words) about what's happening in the photo or what impact Emotion Works has had so far in your setting



Part of what we're driving forward in the nursery is targeting the SEBD need and bridging the gap. Emotion Works is the main tool utilised. We work from a planning in the moment approach but have identified a huge need for more targeted work around social and emotional wellbeing.

The first photo shows a planning sheet developed for Emotion Works activities with our targeted groups which helps us think about the emotional learning and language we can bring into our interactions.

The second photo shows the children holding up a sheet we used to capture our discussions about feeling 'excited'.

Shared by Claire Challinor,
Senior EYP

17.2.23 . Excited . (Body Signals)

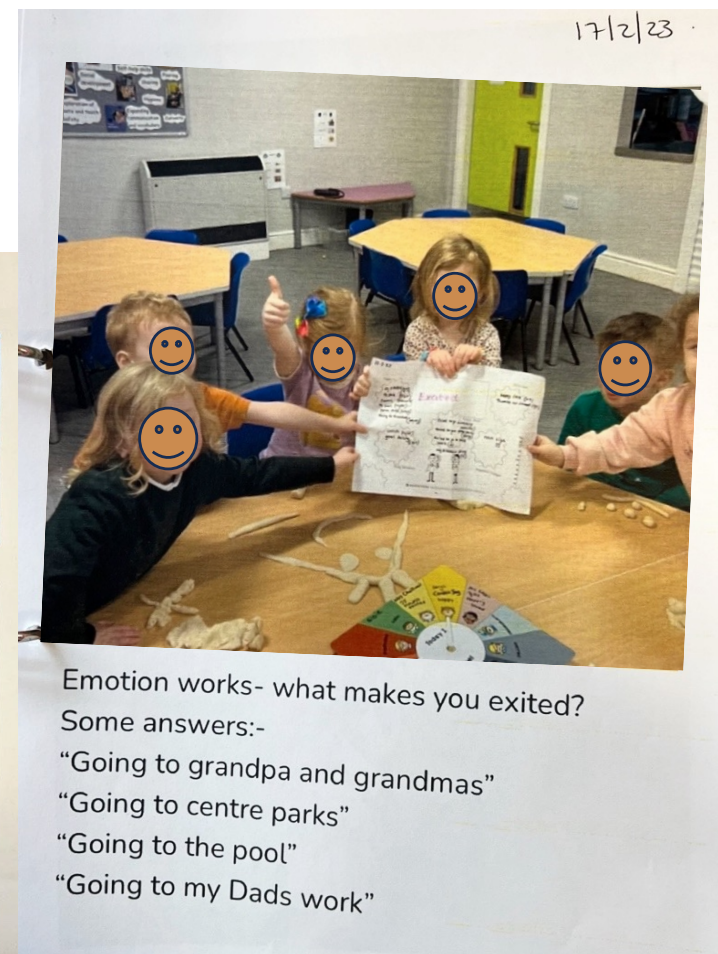
| COGS | Child led |
|------------------------------|-----------|
| Body Sensations (Red) | |
| Behaviours (Green) | |
| Emotion words (orange) | |
| Triggers (yellow) | |
| Regulation strategies (blue) | |

Adult Initiated
Emotion works
Playdough faces.

What you did? Used emotion works resource sheet for word "Excited" - children had lots of experiences of feeling excited. We then used playdough faces to **What's next/plan?** describe how we feel.

Plans: - Emotion word "Sad"
- Start emotion stories indoors.

Practitioner Evaluation
This emotion word was fun for the children. They could recall lots of events or things that made them excited. They could speak about body signals "my heart goes boom boom when I'm excited". Small groups of 7 worked well as all children participated.





Methven Nursery, PKC



emotion works
BRONZE

Our **Regulation Station** has been set up so that any child can go to this space if they feel they need time to regulate their own emotions, if they need space from others, if they just want some quiet time or if they want to have time with another child or an adult to help them explore ways to recognise, express or regulate their feelings and emotions. It's also used by staff when they feel a child needs regulation time and support, for example in instances where a child has been hurting another child or is unable to keep themselves and others safe.

The Regulation Station is a multi-purpose space used by children and staff which has shown a huge impact on our children's behaviour and how they now express their emotions.

Our parents are also coming into the setting and commenting on how they feel this space is making a positive impact on their child at home. One parent has made a regulation station at home for her older child *and another parent told us recently that after her son witnessed her with 'road rage', he told her she needed to go to the Regulation Station to "calm down"!*

Shared by Kirsteen Blackhall, Senior ECP & Janice Gardiner, ECP





Luncarty Primary School Nursery, PKC



emotion works
BRONZE

This is our check in wall. When we began with Emotion Works, we focussed on *The Colour Monster* book and found it an excellent avenue into thinking and talking about our feelings. So, our daily check in combines the feelings of the different monsters. The children can place their photos on the display to share how they are feeling. This has prompted discussion, concern and compassion from peers.

Alongside, on the colour monster cards, we've added words taken from Emotion Works vocabulary progression to help expand feelings/word choice. We have also added the Boardmaker symbol cards to visually reinforce word use and learning.

Children can move their photo as often as they choose, and we regularly support the children to understand that all feelings are accepted.

Initially we only had emotion words and cards, but we have added the body parts pictures. Our children have become familiar with these from playing a type of Simon Says game at together time. This has allowed us to talk about where our feelings are in our bodies and what changes happen to some body parts.

Shared by Pam Campbell, ECP



The first wall display, based on the story *Stickman* shows drawings that the children have created detailing how Stickman was feeling. The children chose their favourite part linking their work to an Emotion Word. As you can see, we have an area where the EW resources are accessible to everyone and are used by staff and children in a variety of contexts.

The second photo shows a display on friendships and feelings focussing on 2 stories, the main one being *The Invisible String*. Again, the children can freely access the EW resources often discussing which EW 'character' that they are today.

Both areas enable children and staff to develop emotional literacy and allow staff to support children as they learn to share their emotions.

Shared by Carolann Brophy, EYP





Stanley School ELC, PKC



emotion works
BRONZE

We have created an emotion check in for our children to complete in the morning and re-visit throughout the day. The check in enables the children to communicate their feelings using visuals, allowing all ages to take part including the strong starts.

When children are feeling emotions such as frustration it can be difficult for them to find the language to express themselves but using the emotion check has proven to be effective in our nursery as these staff comments show:

"It is beneficial for the children to see visuals"

"Our children know almost all the orange emotion cards"

"The children have shown they are able to now express how they feel"

"Children embrace emotions excellently"

"It is having a positive impact on our children and our parents"

Shared by Chloe Taylor, EYP





Here at Foulford Nursery we use a lot of emotional literacy throughout the areas of our setting. We encourage our children to express how they feel and why they might be feeling that way - whether this is verbalised or shown through their behaviours.

However, we realised that we didn't have evidence to show how children were benefitting from this in our daily practice.

After attending a few training sessions for Emotion Works, we worked as a team to begin capturing emotional language and

understanding by encouraging our children to draw their feelings, tell us what might make them feel this way and how we can change the way we feel by doing something else.





Muirton Community Nursery, PKC



emotion works
BRONZE

The children at Muirton Community Nursery have been exploring their emotions through the Colour Monster book. As the children are familiar with this book we have been using it alongside Emotion Works visuals.

At our morning group times each day we do an emotions check-in, where we find out how we are all feeling. The children will tell us and take their picture and place it on the colour monster representing the emotion they feel.

In our quiet room we have more colour monster visuals alongside Emotion Works behaviours and emotion visuals. We have a set of drawers representing the happy, sad and angry emotions which are the emotions we are working on at present.

On the front of the drawer there is a visual showing the corresponding colour monster and Emotion Works visuals. Inside the drawers there are sensory objects with the emotion colour, an emotion book and emotion triggers which the children selected themselves. These are fully accessible to the children.

Shared by Kaitlin McPhee, ECP





Our Lady's ELC, PKC



emotion works
BRONZE

Emotion Works is becoming well embedded within our nursery day and routines with the children using the language and symbols in many different ways.

The symbols are being used by the children to self-register in the morning as well by the staff team to support the emotional wellbeing and regulation of individual children as well as a universal aid.

We recently hosted a Stay and Play session with families to experience a range of simple activities exploring different emotions. Information was shared with families on how they can further support their children's emotions at home through simple activities.

Our setting focuses on an emotion each fortnight and ideas and stories linked to the emotion are shared with home to further build children's understanding of the language along with the emotional cogs.

Shared by Vharie Hall, Senior ECP

We have seen a great increase in our tracking data with 86% of our pre-schoolers meeting their Social and Emotional milestones.





Busy Bees ELCC, Muthill, PKC



emotion works
BRONZE

This is our quiet area where the children have the option to come and look at a story all about emotions and can talk to our emotion bear 'Huggily'.

They have the option to ask one of their friends or one of their teachers to come with them so they could tell someone else how they feel, or they have the option to go on their own and just tell Huggily and show him (we have the symbols and little characters printed out so they can look and identify the different emotions).

Children also get the opportunity to draw how they feel in the floorbook and what made them feel that way so we can always look back and see what used to make them feel happy, sad, silly, etc.





Blair Atholl Primary School Nursery, PKC



emotion works
BRONZE

Our **Emotions Corner** was set up to promote the learning and awareness of emotions. It's a space created for the children to access whenever they feel like they want to learn more or relate to the pictures they're seeing. They can read stories, explore the symbol cards and other resources and revisit previous discussions at their leisure.

Every Tuesday is our **Emotions Day** where we have a group discussion about our emotions. We explore a book using the symbol cards alongside other familiar resources such as the *Colour Monster* book & Mood Bears.

We plan and link with *Word Aware* or our 'focus of the moment', so it gives the children a wider scope for ways to embed the vocabulary into their learning. One of our parents donated the Mood Bears which have been a hit with the children too. For the symbol cards we focus on the Emotion Words, the Body Sensations and the Triggers.

Shared by Elly Boyd, EYP & PSA



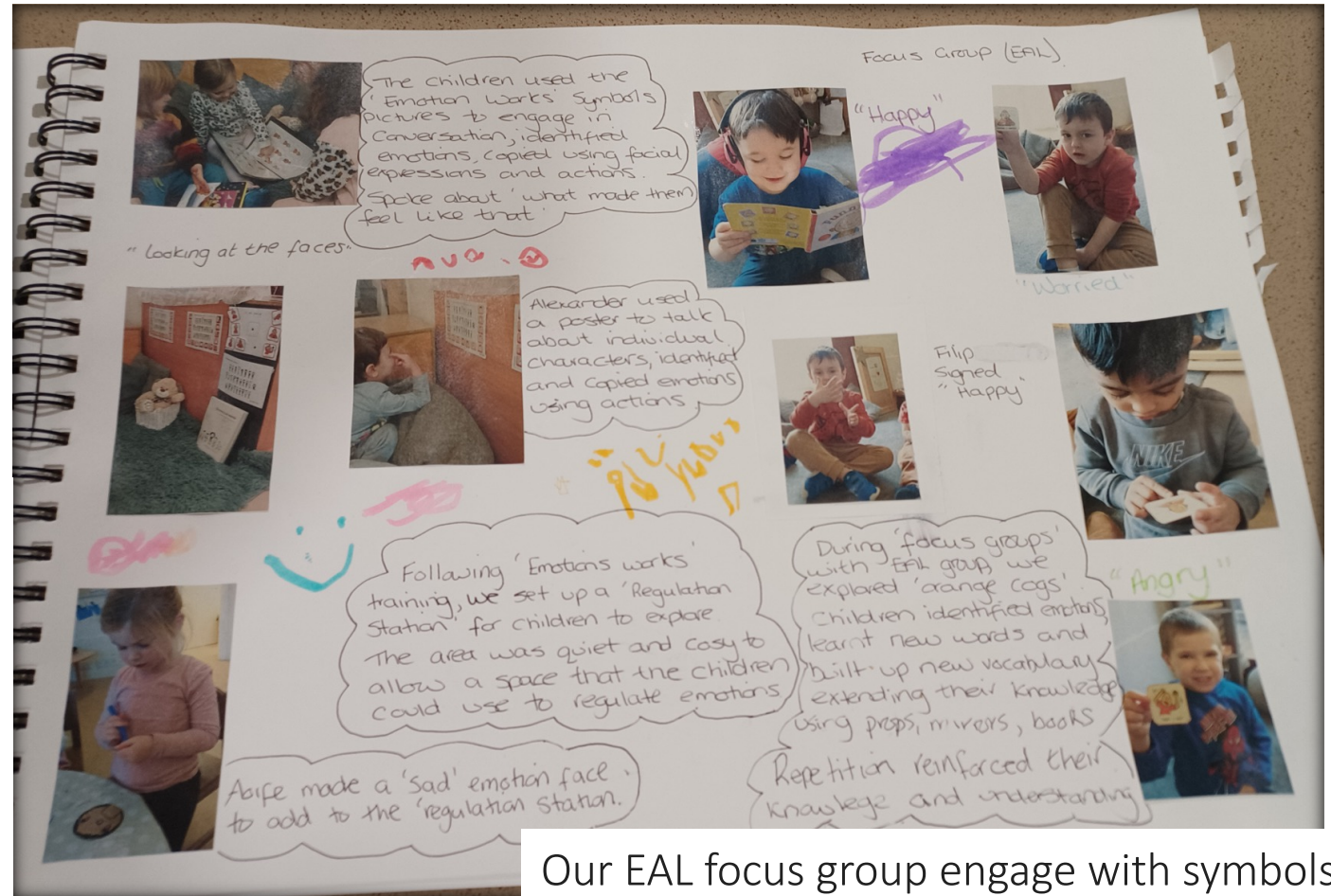


The children use the symbols and character posters to engage in conversations – to identify emotions, copy facial expressions and actions and talk about 'what made them feel like that'.

Following Emotion Works training we set up a 'Regulation Station' for children to explore. The area was quiet and cosy to allow the children a space to regulate emotions.

Staff and children incorporate emotion activities into different areas and enjoy sharing these with others.

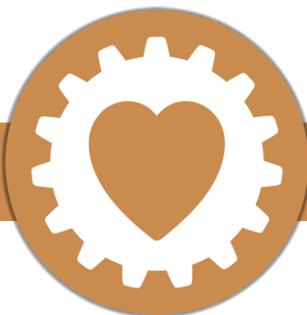
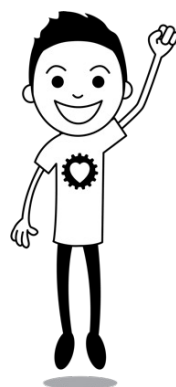
Shared by Nikki Jakeman, EYP



Our EAL focus group engage with symbols for learning and using emotion words. They built up new vocabulary using props, mirrors and books. Repetition reinforced their knowledge and understanding.



EARLY LEARNING AWARD



BRONZE

Your Setting Name here

Awarded date here