

Nursery / ELC Name	Busy Bees Nursery , Private Partner Provider, PKC
Applicants	Kayla Kydd, Lead Practitioner & Hannah McDougall, Practitioner

SECTION 1: STAFF DEVELOPMENT & PROGRAMME UNDERSTANDING

1.1 Emotion Works Lead Practitioner/s

Has there been a change to the Lead Emotion Works Practitioner since applying for your Bronze award? **No**

Please confirm that any senior practitioners / people involved in leading and co-ordinating your EW roll-out have engaged in EW Foundations Introductory Training and worked through the Early Learning Practitioner Checklist **Yes**

1.2 Staff knowledge, understanding & planning of Emotion Works Foundation Language

Note – this is about staff development, understanding & planning rather than evidencing practice with children

Please provide a statement to explain how you and your staff are developing an increasing awareness of Emotion Works Foundation Language, and what steps you've taken to incorporate it into planning your activities, environment and interactions with children (Such as training, website engagement, guidance documents, word grid, vocabulary planner, staff meetings)

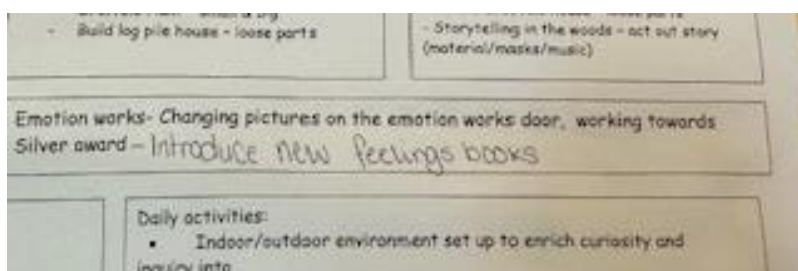
Since achieving our Bronze Award, we have gained more knowledge of the Emotion Works foundation language by developing our emotion areas throughout all areas of the setting and also our communication by always thinking about how to include the language from the different cogs.

At Busy Bees, we began our Emotion Works Journey with an “**Emotions Table**” which has now been expanded to include an “**Emotion Door**”. This is an area that shows the children’s pictures of all different emotions. When the pictures are rotated, we make them into a book that the children have access to look at and revisit how certain topics made them feel. As shown in section 2.2, our use of foundation language to support children to think and talk about their different emotions is expanding as we are becoming more familiar with all the words in the programme.

We’ve also added a **Focus Emotion Book** into our planning which is rotated every couple of weeks so the children have the opportunity to develop a good understanding of each emotion and the different things that may make them feel like that (triggers language), how it feels in their body (sensation language), and how they show it (behaviours). At the end of the book, it gives us advice on how to support the children to deal with that certain emotion so there’s an opportunity to also think about and use regulation language aswell.

To help us plan for and prepare each focus book for Emotion Works learning we look out foundation language symbol cards that could be used on each page to support discussions about the events and characters. The emotion focus and linked language is also shared with families.

More information about our Focus Emotion Book work is included in section 2.1



SECTION 2. WORKING WITH CHILDREN - PRACTICE EVIDENCE

2.1 Using a Book, Story or other Literacy Stimulus demonstrating the learning and teaching of foundation language through symbols, adult-child interactions, environment and activities

As outlined above, we have recently started using a **Focus Emotion Book** of the fortnight for our Emotion Works learning, and to support this we have further developed our **Emotion Shelf** idea that we introduced in our bronze application.

Our Focus Emotion Book sits alongside 'Huggily' who is our emotional support teddy and his friend Ziggy. Huggily sits on a basket of small drawn people showing a variety of emotions and after reading our focus book we pass the basket round for any children who would like to pick out one of the emotions to share with their friends how they are feeling. After the children share their emotions, they pick a number from 1-10 with 10 being the highest to let us know how much they are feeling that emotion. If they are sad the children sometimes share what they would like their friends to do to make them happy.

Our 1-10 rating is still new to the children, so they are still developing their understanding of the size of the emotion they are feeling, however, it is working well, and the children are gaining an understanding of their own and their peer's emotional feelings when visually seeing a number in a row, using the size symbols to help.

The photo below shows a photo of our Emotion Shelf with the Focus Book '*When Lion Feels Shy*'. In the story the lion finds an elephant to become friends with and they go on a bravery hunt and ask all the animals for tips to be brave. So the first focus emotion word is '**shy**'. The children communicate about this by drawing/writing or telling a teacher/friend. After we have found out what makes all the children feel shy, we would then focus on the word '**brave**', and the children could sit with a teacher and come up with ways they could be brave the next time they feel shy in a situation. As you can see, the extra symbols for behaviours, triggers, sensations and regulation strategies also help with the discussions.



SECTION 2. continued WORKING WITH CHILDREN - PRACTICE EVIDENCE

2.2 An area or display you've developed for Emotion Works learning indoors, outdoors, topic, theme or interest related etc.

At Busy Bees, we began our Emotion Works Journey with an “**Emotions Table**” which has now been expanded to include an “**Emotion Door**” that is right beside the table. The door displays and shows the children pictures of different emotions in a rotation. When the pictures are rotated, we make them into a book that the children have access to look at and revisit how certain topics made them feel. These pictures are kept in a little green book (shown in the 4th picture below)

As part of our Emotion Door activities, the children have the opportunity to draw a picture or write about how they are feeling. Children are helped to draw how they are feeling by using the different emotion words, photos or characters on display, or by finding the symbol card and showing their friends, or by looking in the mirror.

By sharing extra symbol prompts the children can also identify how it feels using the body sensations cards and what makes them feel that way using the emotion trigger cards. The children can also express how much they are feeling their emotions with the help of the intensity / size symbols. We have a staff member at the table interacting with the children asking them questions and talking about the emotions they are feeling and also helping when some of the older children ask to write how they are feeling as well as draw it.

This area is very popular. The children often use it to draw a picture based on the emotion our book we are focusing on, or some children do some really exciting things at the weekend that they would like to draw about and show their friends. The children are continuously drawing pictures about how they feel whether it is a picture to go on the Emotion Door or whether they would like to take it home to talk about with their families and friends.

It is also an area that all our children are able to enjoy as there are a variety of emotion symbol cards out for the older children to further develop their understanding and awareness of emotions for triggers, behaviours, sensations etc. For the younger children the staff may ask them how they are feeling, and some may not have the words to tell us or are unsure, so we show them a couple of pictures of the basic emotions such as ‘happy, tired, sad’ and they can point to it then draw that face. So even though they are not able to use the spoken word (or choose not to), they are still communicating and contributing and showing that they are learning and reasoning about their emotions in other ways.



I just sometimes feel sad because of my friends who don't go here anymore, I just miss them.



When I see a crocodile my Mummy and Daddy make me feel brave.

I feel brave when...

SECTION 2. continued WORKING WITH CHILDREN - PRACTICE EVIDENCE

2.3 Another learning activity or experience of your choice eg., Song, Game Outing, Floorbook Discussion etc.

As part of learning about the police, the children were developing an understanding of the different roles of the police officer. One day the children role-played as police officers to find the missing teddy.

They were using their emotion words and an understanding of causes by saying *'The police are brave'* and *'I am going to be happy when we find Ziggy'* to talk about how they were feeling and how they thought Ziggy was feeling after the storm had happened.

We were also talking about developing our awareness of body sensations by one child exclaiming *'Ziggy might have a sore tummy because maybe he hasn't eaten in a long time'*.

The children were talking about the behaviour cog by thinking Ziggy ran away from the Nursery because he was scared of the storm at the weekend.

After we found Ziggy, we were using our regulation strategies by giving him a big cuddle, sharing our lunch with him and letting him have a rest after lunchtime.

Later we talked and thought about the experience in our Floorbook. When the Floorbook was completed, the children looked through all the symbol cards and pulled out some cards that go with the page and the different emotions Ziggy was feeling.

Staff are becoming more used to prompting and supporting children to talk about their emotions by asking questions and commenting such as....

'I wonder how Ziggy is feeling just now' Kayla

Some responses:

'I think he might be scared and that's why he is still hiding' RT

'He might be very hungry because he doesn't want to eat leaves and sticks because they're yucky' RM

'It's okay I will share my lunch with him' CC

