

Nursery / ELC Name	Muirton Community Nursery, Private Partner Provider, Perth & Kinross Council
Lead & Supporting Practitioners	Debbie Clyde EW Champion, Maria Hughes, ECP

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

The Emotion Works symbols are used regularly during story times.

The children became very excited when they spotted the moon in the sky during the day, and this enthusiasm led to us looking at planets and stars. The children were introduced to the story 'How to Catch a Star'. The story was read several times to them, allowing them to become familiar with the character and the story before introducing any emotion language.

The children were then asked how they thought the little boy in the book felt throughout different parts of the book and a smaller group of children helped to pick out the visuals to add.

Still in smaller groups, the children would add the visuals to the pages as the story was read, where the staff would support them not only to recognise and name the emotion (BEHAVIOURS & EMOTION WORDS) but also the TRIGGERS and THE BODY SENSATIONS.

The progression of the children can be highlighted when they noticed how sad and lonely the main character seemed, and they wanted to send a letter to the boy offering to be his friend (REGULATION / 'FEEL BETTER' STRATEGIES).



Emotion Words
(naming feelings)

Emotion Triggers
(things that happen to make us feel different emotions)



Body Sensations
(noticing our feelings)

Behaviours
(showing our feelings)

Regulation Strategies
(feeling better)

When it's all quiet and dark outside and there is no noise I feel **calm**

If you are **excited** your eyes go very big and you might stomp around



Looking at the planets and stars made us feel **calm** because they are __? and there is nobody there

I would feel very **excited** if I saw a shooting star



We all thought the boy in the story was **sad** and **lonely** so we wrote him a **letter** to make him **happy**, telling him we would be his friend.

The letter would make him **happy** because he will have friends.

SECTION 2. continued WORKING WITH CHILDREN - PRACTICE EVIDENCE

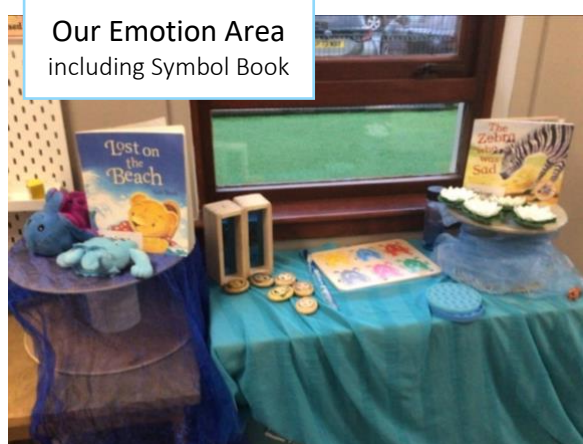
2.2 An area or display you've developed for Emotion Works learning indoors, outdoors, topic, theme or interest related etc.

We have created an EMOTION AREA where the children can go. In this area there is a display table where we focus on an emotion with a range of resources for the children to explore and use. Also included there is a range of books and a SYMBOL BOOK for the children to use by themselves or with a member of staff.

There is also a QUIET LISTENING AREA where the children can listen to their favourite story or music. They have added symbols of their choice which relate to the emotions they feel while in this area and why..

We also have a WALL DISPLAY where we also focus on an emotion. The children help to add the visuals and the words we have been learning along with their own pictures or pictures related to their interests.

"It's lovely to see the progression of the children using the symbols, recognising the emotions and discussing how they are feeling".



Our Emotion Area
including Symbol Book



Quiet Listening Area



Emotion Works Wall Display