

## Theme: Moving On-I Can Do It

### Social Emotional and History-Social Science Domains

#### ***Giving specific feedback to children about their efforts supports building self confidence in children.***

This shows that adults notice and appreciate their hard work, cooperation, and successful problem solving. Describing specific observations also helps children remember the positive roles they played in an event and will help them repeat similar actions in the future: “You noticed that I was having trouble understanding what Lucia needed, so you asked her about it in Spanish and then told me that she needed more yellow paint. Thank you— you helped both Lucia and me.” “You noticed your friend needed help carrying the box, you then went to him and helped him carry it to the table. That was very kind and responsible of you.” (*CA Preschool Curriculum Framework Volume 1, Social Emotional Development: Self-Awareness. Page 47*)

***Creating community rules with children’s input teaches children that their ideas are important, building a child’s self-confidence.*** Converse with children about the purpose of rules and their impact on our day-to-day lives—“What rules should we create? What do you have currently at school or home?” “What would happen if we didn’t follow rules?” Invite children to share ideas for caring for their environment and one another. Summarize and post these rules at the children’s eye level. ***Model the behaviors you expect.*** Children imitate the behavior of others, especially that of the trustworthy adults important to them. For this reason, adults must make sure to follow all community rules and expectations; having adults not adhering to group standards confuses children. Be consistent. Communicate the purpose of your actions—“I am helping Owen put away these train tracks so our other friends have more room to play.” ***Help children remember and meet community generated rules and expectations by providing both visual and auditory cues and prompts.*** Display rules with pictures illustrating steps for positive action throughout the environment. ***Assign tasks for community care, such as watering plants, feeding pets, or helping to prepare snack, to help children practice responsibility.*** Rotate jobs and make developmentally appropriate adaptations to include children’s active participation. This teaches responsibility and builds confidence within. (*CA Preschool Curriculum Framework Volume 3, History-Social Science: Responsible Conduct. Pages 75-76*)

#### **Activity:**

**1)** With your children, create rules for your environment. Choose a space to post them so all can view. Give gentle reminders, if needed.

**2)** Together, create a job responsibility list to assist in care for self and the environment. (example: putting toys away, watering plants, putting clothes away, getting mail, feeding pet, energy checks (ensure lights are off when not in use), etc.

*(modify for individual abilities)*