


Guidelines for teachers

BE-CHILD Toolkit implementation





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Introduction and purpose



In order to support teachers/educators to implement the BE-CHILD Educational Toolkit the project will also provide guidelines.

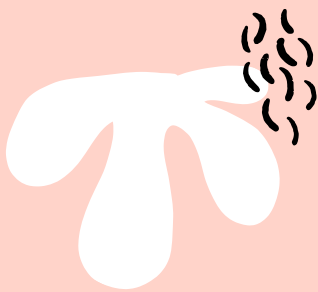
The toolkit will be composed by good practices, tools, learning and playful activities (indoor and outdoor) already adopted by teachers/educators in kindergarten and pre-primary schools in their respective countries, with the specific aim to develop the adequate socio emotional competences - in relation to equality and diversity as well as to meet a smooth transition to primary school - in the two main age range: from 0 to 3 years and from 3 to 6 years old.

The BE-CHILD TOOLKIT has been created through the collection of 24 (4/Partner country: IS-IT-SI-BG-RO-DE) good practices that will be grouped into the following 3 categories:

1. INDIVIDUAL DEVELOPMENT (e.g., personal well-being; self-esteem, self-confidence, self-awareness, emotional intelligence, independence, resilience, patience, etc.)
2. SOCIAL DEVELOPMENT (e.g., empathy, solidarity, sharing attitude, positive and constructive communication, respectful of diversity, negotiation, resolution of conflicts, team work, attitude to respect his/her own turn, learning environment, etc.)
3. DIGITAL DEVELOPMENT about the responsible use of mobile-devices/digital tools of children aged 3-6 years old.

BE-CHILD Toolkit activities had a pilot phase in Kindergarten and Pre-schools will be involved in testing activities to enable teachers to practically apply the knowledge previously acquired directly working with their pupils using new tools, methods and lesson plans at their disposal, and developing activities related to socioemotional competences.





How to use the toolkit

1

WE ADVISE YOU TO PLAY WITH CHILDREN: IMPROVING THEIR SOCIO-EMOTIONAL SKILLS ALSO MEANS IMPROVING THE SOCIO-EMOTIONAL SKILLS OF THE EDUCATOR



2

BEFORE USING THE TOOLKIT'S ACTIVITIES, TO UNDERSTAND THE SOCIO-EMOTIONAL LEVEL OF CHILDREN IN YOUR CLASSROOM

3

IT IS USEFUL TO DEVELOP A PLAN, ACTING AND REFLECTING PART FOR EACH ACTIVITY

4

WE ADVISE YOU TO RECORD ALL THE IMPROVEMENTS YOU OBSERVE IN CHILDREN AFTER YOU HAVE CARRIED OUT ACTIVITIES THROUGH OBSERVATION PROTOCOL, CHECK LIST, ECT.

5

REMEMBER FOR EACH ACTIVITY TO OBSERVE, PLAN, ACT AND REFLECT

6

WE ENCOURAGE YOU TO WRITE DOWN YOUR RESULTS AND OPINIONS ON THE USE OF THE ACTIVITIES OF THE TOOLKIT





Challenges and benefits

1

SUPPORTING CHILDREN TO BETTER EXPRESS THEIR INDIVIDUAL INTERESTS AND COMPETENCIES

2

SUPPORTING CHILDREN IN UNDERSTANDING THEMSELVES IN ORDER TO ACHIEVE INDEPENDENCE, A GOOD SELF-ESTEEM AND A POSITIVE CRITICAL THINKING

3

SUPPORTING CHILDREN IN CREATING MORE EFFECTIVE RELATIONSHIP WITH PEERS

4

GUIDING CHILDREN IN INTERACTING AND SOCIALIZING WITH PEERS FROM DIFFERENT SOCIAL AND CULTURAL BACKGROUND (IN RELATION TO EQUALITY AND DIVERSITY)

5

GUIDING CHILDREN BEING READY FOR TRANSITION BETWEEN DIFFERENT EDUCATIONAL LEVELS (FROM KINDERGARTENS TO PRE-PRIMARY SCHOOL AND/OR FROM PRE-PRIMARY TO PRIMARY SCHOOL)





Challenges and benefits



6

BOOSTING QUALITY OF ECEC EDUCATORS'S PROFESSIONAL PRACTICE

7

TEACHING/LEARNING SOCIO-EMOTIONAL COMPETENCES INTO AN EDUCATIONAL CONTEXT (MAINLY AMONG CHILDREN 0-6 YEARS OLD)

8

CONTRIBUTING TO THE INTERNATIONALIZATION AND STRONGER EUROPEAN DIMENSION OF ECEC

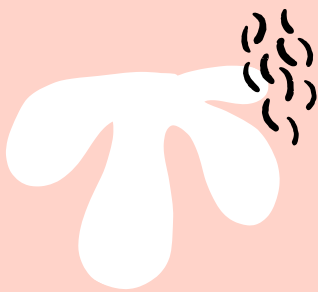
9

HAVING THE OPPORTUNITY TO EXPERIMENT AND EXPLORE DIFFERENT ACTIVITIES EXPERIENCED BY OTHER EDUCATORS FROM OTHER EU COUNTRIES

10

SETTING A STARTING POINT FOR THE CREATION OF OTHER LEARNING ACTIVITIES/PLAYS THAT AIM TO INCREASE THE SOCIO-EMOTIONAL SKILLS OF CHILDREN





Challenges and benefits



11

HELPING EDUCATORS TO DESIGN THEIR WORK WITHOUT EVER FORGETTING THE IMPORTANCE OF CONTRIBUTING TO DEVELOP AND CONSOLIDATE SOCIO-EMOTIONAL SKILLS

12

12. PROVIDING A GENERAL OVERVIEW ABOUT HOW DIFFERENT COUNTRIES OF THE EUROPEAN UNION WORK ON SOCIO-EMOTIONAL SKILLS

13

13. HELPING MAKE EDUCATORS FEEL OF AN EDUCATIONAL COMMUNITY THAT SHARES EDUCATIONAL STRATEGIES AND OBJECTIVES



Recommendations

Benefits for having the opportunity to experiment and explore the different learning activities identified and described by project partners.

1

OBSERVE AND UNDERSTAND THE CONTEXT/CHILDREN

2

BE EMPATHETIC AND TRY TO CONNECT WITH THE CHILD

3

BE OF INSPIRATION FOR CHILDREN

4

CREATING A SUPPORTIVE AND INDEPENDENT-ACTIONED ENVIRONMENT

5

START FROM CHILDREN NEEDS

6

ENCOURAGE CHILDREN TO KNOW THEMSELVES WITHOUT FEAR

7

BE COOPERATIVE: LET'S FIND OUT TOGETHER COLLEAGUES

8

THINK AS A SCIENTIST BY RESEARCHING AND DISCOVERING CONTINUOUSLY

9

BE A REFLECTIVE THINKER

10

BE FOCUSED ON THE IMPORTANCE OF SOCIO-EMOTIONAL COMPETENCIES DEVELOPMENT



[HTTPS://BECHILD.HI.IS/](https://bechild.hi.is/)



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