



EDUCATIONAL TOOLKIT

for early childhood
education educators

BE-CHILD EDUCATIONAL TOOLKIT

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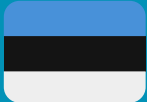
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BE-CHILD EDUCATIONAL TOOLKIT

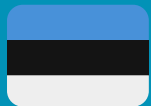
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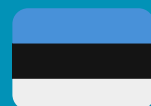
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OUR CLASS FOREST

SEC COVERED

- ☐ self-esteem
- ☐ self-confidence
- ☐ self-awareness
- ☐ emotional intelligence
- ☐ solidarity
- ☐ respectful of diversity
- ☐ team work

TARGET GROUP ADDRESSED

**PRE-PRIMARY SCHOOL
PRIMARY SCHOOL**

EDUCATORS INVOLVED

1

CHILDREN INVOLVED

15-20

LOCATION

INDOOR

DURATION

40 MINUTES

ACTIVITY N. 6 INDIVIDUAL AND SOCIAL DEVELOPMENT

CONTACTS

COUNTRY: Sofia, BULGARIA

PARTNER: Regional Centre for the Support of
the Process of Inclusive Education

EMAIL: narubg@abv.bg

WEBSITE: <https://rcsf.bg>

MATERIALS REQUIRED

We need to print out one sheet of paper with a tree on it for each student and provide a pen or a pencil. We have to give a black and white copy of the worksheet, if we are going to ask students to color the tree, or we can use the pre-colored version of the worksheet.

Small cards with pictures or words with personal qualities that can be stuck up on the tree.

SYNTHESIS OF THE ACTIVITY

First stage – individual development

Children prepare their own strength trees writing words or sticking strength cards on the tree.

Second stage – social development

Children stick their trees to the wall to create a "forest in the classroom". Afterwards, as a group, children "walk" through the forest and look at the individual trees. After a few minutes, get the children back to their seats. Finally, ask them to share what they have learned about their classmates' strengths. It's good to discuss how all these individual differences (strengths) create a much stronger group (and a more beautiful forest); how bigger trees protect and help smaller ones grow (the story of conceited pine tree - <https://www.az-deteto.bg/gordelivoto-bortche/11483/view.html>, example in Bulgarian).



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ACTIVITY N. 6 OUR CLASS FOREST

RELEVANCE AND BENEFITS

The aim of the activity is to recognize one's strengths and create self-awareness. Children will create a personal strength tree that highlights their individual strengths. Children need to be able to recognize their own physical and personal characteristics, to be aware of what they are good at. The activity will help them develop and focus on a number of skills such as self-esteem, emotional awareness, self-efficacy and more.

And, in the second stage (optional) this tree will be added to the student's strengths forest, demonstrating the power and diversity of their group. Objectives: By creating a personal strength tree, students will:

- reflect on their individual strengths
- think about a time when they have used their strengths
- consider what positive effects have occurred when using their strong skills and collective abilities of the entire class.

CHALLENGES ENCOUNTERED

Teachers have to be careful not to encourage comparisons, as this can make children laugh at others or avoid others based on their characteristics. The recognition of differences should take place without conviction, in a respectful environment.

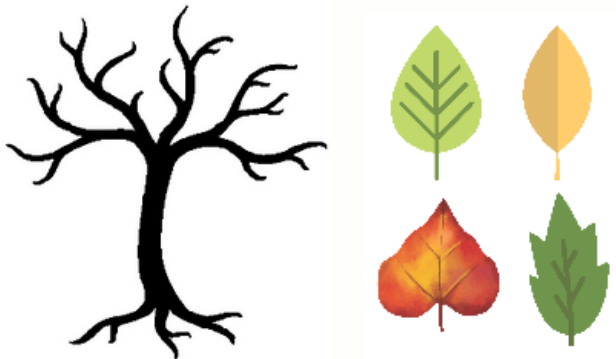
EXPECTED IMPACT

Children will be able to:

- reflect on their individual strengths;
- understand that everyone has their own strengths and differences;
- understand how a strong community is formed;
- seek help and support;
- share.

SUGGESTIONS AND RECOMMENDATIONS

The session can be combined with an in-depth discussion about one's strengths in general and the support they receive from their parents, teachers and friends.



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ACTIVITY N. 7 INDIVIDUAL DEVELOPMENT

CONTACTS

COUNTRY: Italy, Rome

Opera Nazionale Montessori

Complesso Cardinal Ragonesi Montessori
School - Viterbo

Contact: segreteria@montessori.it

Website: www.montessori.it

BAREFOOT SENSORY PATH

SEC COVERED

- ☐ personal wellbeing
- ☐ self-esteem
- ☐ self-confidence
- ☐ self-awareness
- ☐ emotional intelligence
- ☐ attitude to respect his/herself
- ☐ empathy

TARGET GROUP ADDRESSED PRE-PRIMARY SCHOOL

EDUCATORS INVOLVED

1

CHILDREN INVOLVED

6

LOCATION OUTDOOR

DURATION 20 MINUTES

MATERIALS REQUIRED

- ☐ Wood
- ☐ Sand
- ☐ Smooth stones
- ☐ Grass
- ☐ Hay
- ☐ Water
- ☐ Wood barks
- ☐ Comfortable clothes

SYNTHESIS OF THE ACTIVITY

The very important thing is the preparation of the sensory path which must be well organized according to the external environment that is available.

The succession of sensory materials must also be well thought out: do you want to create a path from the smoothest to the rougher materials? From the wettest materials to the driest ones? Or does he want to give a succession based on the contrasts of the various materials?

As a preparatory activity for the sensory path, it is good for children to work a lot on their very stable walk on an oval-shaped wire on the ground (see the old picture).

Children begin to walk slowly, placing their entire foot on the line and taking natural steps. Gradually the children shorten their steps, until finally they walk by touching the heel of the foot with the toe of the other. The foot should always be directly on the line, the back straight and the head held high.



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ACTIVITY N. 7 BAREFOOT SENSORY PATH



SUGGESTIONS AND RECOMMENDATIONS

❑ If you do not have a large outdoor space or want to do the barefoot sensory path in very rainy and cold periods of the year, with a revisitation it is also possible to do it internally, inserting the different sensory materials inside wooden trays.

Then the child could carry things in his hand while walking (for example a bell) on the rhythm of different music. Later, the children could walk on a row of bricks that mark a garden or on the edge of a carpet.

The barefoot sensory path activity can be extended by discussing with children about the different sensory textures and materials they walk on. Later the discussion can be extended by talking about sensory characteristics like hot, cold, soft, sharp, rough, smooth, viscous, humid materials, etc.

RELEVANCE AND BENEFITS

- ❑ Going barefoot is good for sensory integration, foot strength, arch development. The feet are the most nerve-rich part of the human body, which means they contribute to the connection of neurological pathways in the brain.
- ❑ Barefoot sensory walks help children to develop motor skills, balance, hand-eye coordination and spatial awareness.
- ❑ Barefoot sensory walks allow you to use your senses to connect with your surroundings in a deeper way by increasing your attention to things and the concentration of activity processes.

CHALLENGES ENCOUNTERED

Sometimes children would like to continue the experience indefinitely thanks to the beautiful physical and mental sensations that the sensory path releases.

EXPECTED IMPACT

A community space where children can develop new skills through beneficial and peaceful sensory activities at the basis of the cognitive and emotional concentration process.



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TREE OF FEELINGS

SEC COVERED

- ☐ personal wellbeing
- ☐ self-esteem
- ☐ emotional intelligence
- ☐ independence
- ☐ resilience

TARGET GROUP ADDRESSED
PRE-PRIMARY SCHOOL

EDUCATORS INVOLVED
1-2

CHILDREN INVOLVED
14-20

LOCATION
INDOOR

DURATION
15-20 MINUTES

ACTIVITY N. 9 INDIVIDUAL DEVELOPMENT

CONTACTS

COUNTRY: Prague, CZECH REPUBLIC

PARTNER: Schola Empirica

EMAIL: info@scholaempirica.org

WEBSITE: www.scholaempirica.org

SOURCES:

Havrdová E., Vyjnanoková K. eds, Good Start: Evidence Based Strategies for Pre-School Teachers, Prague: Schola Empirica, 2016, ISBN: 978-80-905748-4-7

Egle Havrdova, Ph.D. and co-authors, Good Practice Guide to Inclusive Pre-School Education in the Czech Republic, England, Slovakia and Wales, Prague: Schola Empirica, 2015, ISBN 978-80-905748-2-3

MATERIALS REQUIRED

- ☐ A pin board with a tree on it and childrens` photos/symbols
- ☐ Smiley faces (cards).

SYNTHESIS OF THE ACTIVITY

A "tree of feelings" will be set up in the classroom and every morning children attach a smiley face to their picture/symbol/sign on the tree (visually the tree can have "apples" and signs that represent each child). The range of smileys can be a traditional green, yellow, and red, but can also include moods such as sadness, anger, etc. Teacher welcomes children in the morning, helps them find their photo/symbol and talks with children why they feel this way at the moment. During the day, children can independently come up to the tree and change their smiley if their mood has changed. Teacher can again discuss with children, what made them change the smiley and why they feel different.

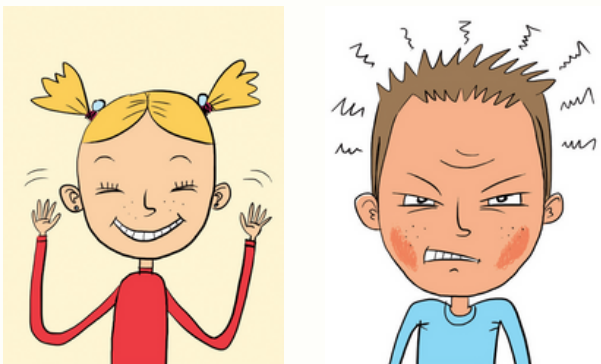


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ACTIVITY N. 9

TREE OF FEELINGS



SUGGESTIONS AND RECOMMENDATIONS

The important condition is to discuss the moods and feelings with children to help them understand, what evokes these feelings and why they react this way in different situations. Throughout this process children learn to recognise and deal with their own feelings and feelings of others.

RELEVANCE AND BENEFITS

Children learn what feelings are, learn to describe them and describe the situations related to these feelings. Young children often do not express their feelings, but it is very important to acknowledge that they are heavily affected by what is happening in their life outside of preschool. Peers, but more importantly teachers, need to be aware of the moods and problems that children bring to the preschool from home in order to help them to cope with negative feelings.

CHALLENGES ENCOUNTERED

In the beginning teachers did not believe small children will be able to recognise and talk about emotions. Usually, the feelings/emotions/moods were not included as a topic of curriculum in Czech pre-schools. Teachers had to learn to approach children with this topic and also had to learn to recognise children's emotions, as well talk with children about their own feelings.

EXPECTED IMPACT

Children learn to recognise different emotions and experience how feelings may affect their life. They also learn, how to deal with emotions while describing the situations, which evoke them. Thus children develop emotional competences, which are key for their academic success in the future.



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CARING STONES

ACTIVITY N. 13 INDIVIDUAL DEVELOPMENT

CONTACTS

COUNTRY: Iceland, Krókur

PARTNER: Heilsuleikskólinn Krókur

EMAIL: krokur@skolar.is

SOURCES:

<https://www.upledger.com/>

[https://www.youtube.com/watch?](https://www.youtube.com/watch?v=oUDr2CRsMYy)

[v=oUDr2CRsMYy](https://www.youtube.com/watch?v=oUDr2CRsMYy)

MATERIALS REQUIRED

☐ Stones that fit in a child palm

One child takes its own time with the stone (usually not more than 5-15 minutes)

SYNTHESIS OF THE ACTIVITY

A variety of stones (that fit in a child's palm) are kept in a bowl or a bag. In the beginning the stones are introduced to the children in group time. The teacher tells the children that they can select a stone to put in their palm if they are feeling sad, angry, scared (or other feeling that make them feel bad). They can sit somewhere quiet with the stone while they are processing their feelings. They put the stone in the palm of their hand, put their other hand over and close their eyes and think of something beautiful, then they feel better. If they are irritated or angry, it is good to get a stone in the palm of their hand, sit down and breathe in joy and breathe out the irritability and capture beautiful thoughts. The teacher also teaches the children that when they sit with a stone they can say beautiful things to themselves, something like: I love myself, I'm great, I'm a good friend, I use my hands and feet to do good things, I am helpful.

SEC COVERED

- ☐ personal wellbeing
- ☐ self-esteem
- ☐ self-awareness
- ☐ emotional intelligence
- ☐ independence
- ☐ resilience

TARGET GROUP ADDRESSED
PRE-PRIMARY SCHOOL
(0 TO 6 Y.O)

EDUCATORS INVOLVED
1

CHILDREN INVOLVED
1-10

LOCATION
INDOOR

DURATION
30-40 MINUTES



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ACTIVITY N. 13

CARING STONES



SUGGESTIONS AND RECOMMENDATIONS

We have been using Caring stones for many years in our school. The older children (age 4-6) have access to stones in their department and can get a stone whenever they want to. When the children graduate from our school they get their own stone as a present and we know that one girl used it when she started going to elementary school. She had it in her pocket and could reach for it and have it in her palm whenever she felt anxious.

The aim is for children to gain control over their emotions and get/gain more self-empowerment. The stones can be used to process emotions, achieve calm and warmth. They can also help children to take control, think positive thoughts and boost their self-confidence. The children get more independent and self-aware when they understand their own feelings and have tools to help them work on these feelings.

RELEVANCE AND BENEFITS

Benefits are that by having a tool like caring stones children get control over their emotions and learn that they don't have to rely on someone else to help them when they get emotional. Children develop resilience, they gain psychological strength to deal with stress and difficulties; they gain emotional intelligence. They realise they can be independent when they have tools that they can use when ever they feel like it.

CHALLENGES ENCOUNTERED

The teacher has to teach the children in the beginning that the stones are not toys to play with. So if the children choose to sit somewhere quiet with the stone while they are processing their feelings they have to give the stone back when they want to go and play.

EXPECTED IMPACT

The expectation is that the children gain longterm tool to build and maintain independence, self-awareness and personal wellbeing.



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OUR JOINT SHELTER

ACTIVITY N. 15 SOCIAL DEVELOPMENT

CONTACTS

COUNTRY: Tallin, Estonia

PARTNER: Tallinna Lasteaed Pallipõnn

EMAIL: palliponn@la.tln.edu.ee

MATERIALS REQUIRED

- ☐ Big blocks
- ☐ Blankets
- ☐ Pillows
- ☐ Boxes

SEC COVERED

- ☐ positive and constructive communication
- ☐ solidarity
- ☐ sharing attitude
- ☐ negotiation
- ☐ resolution of conflicts
- ☐ team work

TARGET GROUP ADDRESSED
PRE-PRIMARY SCHOOL

EDUCATORS INVOLVED
1

CHILDREN INVOLVED
4-12 (GROUPS OF 4)

LOCATION
INDOOR

DURATION
30 MINUTES

SYNTHESIS OF THE ACTIVITY

At the beginning of the game, children sit in a circle with elements given to them for the shelter.

With the help of the teacher children discuss what is a shelter, what it is used for. Also what elements have to be in a shelter and for what reason (e.g. roof, walls, windows).

Children then are given a background story – 4 hikers were walking in the forest with their own equipment. They are now the hikers. Night came, it started raining and they need a shelter for the night.

The shelter has to have a door, 2 windows a roof and they all have to fit in it.

As a group task the children have to solve it, work together with their equipment and make sure their shelter fits the requirements.

The activity ends with a discussion, where children share their experiences. The teacher asks guiding questions “What difficulties did you encounter?”, “What frustrated you?” , “What went well?” etc



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ACTIVITY N. 15 OUR JOINT SHELTER



RELEVANCE AND BENEFITS

Teamwork – children have to divide roles by themselves, solve tasks and cooperate.

Negotiation skills – they have to listen to each other and find best solutions to upcoming problems.

Solidarity – they have to notice their team-mates, respect their wishes

CHALLENGES ENCOUNTERED

Depending on the types of personalities that are in a group it might be difficult for the group to start communicating with each other.

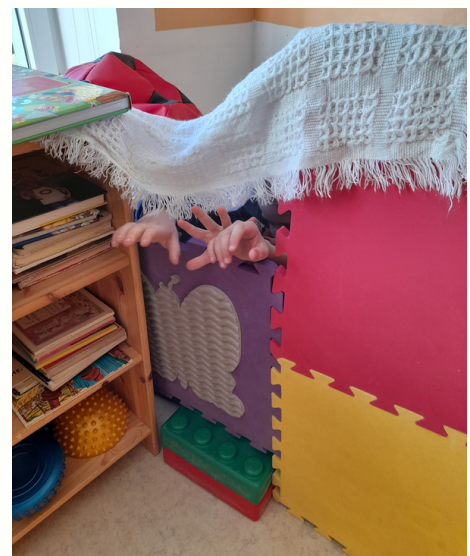
Some children might expect too much for the teacher to solve their problems and tell how to build the shelter.

EXPECTED IMPACT

Children start discovering teamwork skills, talk to each other, solve conflicts and come to a good result.

SUGGESTIONS AND RECOMMENDATIONS

We suggest when dividing roles the teacher takes into account the different personalities of the children and makes groups so that they all children get moderate social challenges.



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ACTIVITY N. 18

SOCIAL DEVELOPMENT

CONTACTS

COUNTRY: Iasi, ROMANIA

PARTNER: KINDERGARTEN P.P.. n. 25

EMAIL: emma.rotundu@yahoo

MATERIALS REQUIRED

- ☐ The narrator's apron
- ☐ Pillows
- ☐ Story books
- ☐ Colored pencils
- ☐ White sheets

SYNTHESIS OF THE ACTIVITY

The teacher will place the children in a semicircle, on fluffy and comfortable pillows. To get their attention, the teacher will use a story with characters that they most love: the animals.

5 aspects of children's socio-emotional development will be pursued: confidence, perseverance, organization, understanding and resilience.

It will be explained to the children what it means to be persevering like: the brown bear; confident as: bird; organized as: cat; understanding as: the dog; resistant as: horse.

Using the storyteller's apron, the teacher will have free discussions with the children in which absolutely everyone is encouraged to participate.

5 butterflies with the 5 measures are attached to the apron. The children will draw one butterfly at a time, and then they will be taught a few elements about what it means: understanding (waiting their turn as a condition to get what they want without arguing, behaving nicely with others, respecting regularity of the group, play well), organization (how can children succeed and do things as well as possible), endurance (children will remember the events that made them sad and happy), perseverance (to pack things you played even if you didn't want to, keep working on a puzzle, put on your shoes and take off your shoes on your own), confidence (sit with your back straight, look into the eyes of those you're talking to, try to do things hard without asking the teacher for help, trying new things without fear of failure).

SEC COVERED

- ☐ empathy
- ☐ solidarity
- ☐ sharing attitude
- ☐ positive and constructive communication
- ☐ respectful of diversity
- ☐ resolution of conflicts

TARGET GROUP ADDRESSED

PRE-PRIMARY SCHOOL

EDUCATORS INVOLVED

1

CHILDREN INVOLVED

21

LOCATION

INDOOR

DURATION

25 MINUTES



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ACTIVITY N. 18 THE STORYTELLER'S APRON



SUGGESTIONS AND RECOMMENDATIONS

It is important to mention that this activity was a great success, however many children presented essential difficulties, which results in a poor experience - the lack of moral acquisitions.

To enrich this experience we recommend the use of various means: reading works of art, demonstrating illustrations, introducing into the game sets of toys with emotional content;

If necessary, read the story again.

Children are encouraged to describe their reactions (what they feel, what they do). The positive and negative aspects of the reactions will be identified with the children by also identifying the possible consequences. For inappropriate reactions, children will be encouraged to find as many suitable alternatives as possible. Then, the children are invited to take on the role of the teacher and, using the storyteller's apron, to initiate discussions with other children; real life situations will be exemplified in which children identify with one of the 5 measures presented above.

At the end of the activity, the children will be asked which of the above animals they want to be like and why. The children will also try to draw their self-portrait.

RELEVANCE AND BENEFITS

1. Enriching the ability to recognize friends' emotions
 2. Stimulating positive feelings, educating the spirit of friendship;
- Strengthening the skills of correct and logical expression in simple and developed sentences

CHALLENGES ENCOUNTERED

Slight conflict between children: the order in which they were involved in the activity - how another child saw another, heard him and responded to his proposals.

EXPECTED IMPACT

- ☐ Neutralization of the child's negative emotions, by: forming positive qualities and tendencies, new motives and needs
- ☐ Enriching emotional experiences
- ☐ Acquiring the prerequisites necessary to be aware of personal emotional feelings
- ☐ Acquiring appropriate strategies for emotional regulation and subsequently optimal relationship with others



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NOTE: This document is an excerpt from
"Be-CHILD Educational Toolkit for early
childhood education educators"

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



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