# Projects for learning - Resilience, autonomy and interdependence

This template has been designed for use during a preschool or early intervention class closure or extended absence. It is a resource that teachers can use to plan for children’s continuity of learning in the home environment while they are unable to access formal early childhood education. It has been designed to help teachers work with families to continue their child’s learning through planned experiences.

Links to the Early Years Learning Framework (EYLF) and the teaching and learning planning cycle are included throughout this template.

## Planned learning

### **Observations of learning and current interests of children**

**Include observations from home and preschool.**

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### **Intended learning outcomes**

**Consider key components of the five learning outcomes.**

**The child/ren will:**

* **demonstrate an awareness of their own needs as well as the needs and rights of others**
* **be open to engaging in new experiences and persist when faced with challenges**
* **develop the ability to work co-operatively and collaboratively with children and adults**
* **take considered risk in their decision-making** and develop the skills needed to overcome disappointment or challenging situations and move forward
* **celebrate their individual achievements and the achievements of others**
* **demonstrate the capacity to self-regulate when things don’t go their way and develop the ability to negotiate, co-operate and coordinate with others.**

### **Intentional teaching strategies**

**Consider how the learning outcomes will be promoted through your actions, conversation and questions. Draw on strategies from each of the five learning outcomes.**

* Ensure children have a sense of belonging, connectedness and wellbeing. Help children to know that there are consequences to their actions and provide opportunities for them to negotiate roles and responsibilities. This helps them understand that that they can’t always have what they want.
* Discuss options for communicating feelings and/ or how we can try different methods for meeting our needs.
* Provide opportunities for children to take **considered risk** in their play. **Allow them** the risk of making mistakes or losing in a shared game.
* Talk about their feelings and how other children might be feeling if they win.
* Encourage children to try things on their own, while providing safe boundaries and being there if they need you. **Show encouragement and** enthusiasm for children’s attempts**.**
* Provide opportunities for children to develop confidence to explore and engage in certain experiences. Support them to complete tasks independently and to act and think for themselves and know that they have control over themselves and the choices that they make.
* Provide open ended learning experiences that children can work on independently and at their own pace, revisiting experiences at their leisure. Allow children the opportunity to make choices in their play and decisions which affect them such as meal times, sleep and rest time, indoor or outdoor play. Encouraging autonomy leads to self-determination and independence.
* Resist the urge to s**tep in and help children too soon. M**aintain high expectations of each child’s capabilities**. Observe what is happening,** pause and listen to them and then ask them what they think, or how they could fix the problem b**efore providing a solution or response.**
* Repeat learning experiences, or vary them slightly, to allow children to become familiar with tasks. Gradually extend children’s ideas or skills.
* Ask children for help completing tasks such as setting up and packing away equipment or reading a favourite book for you to listen to. Respond to children’s questions and requests for help and encourage them to help each other when possible.

### Holistic approaches to learning

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| Concepts to be developed  (Draw on the outcomes of the Early Years Learning Framework and consider how these provoke higher order thinking) | Experiences and resources for various learning environments  (Think about learning which may occur in various spaces across the day – indoors, outdoors, small and large group times and during routine times) |
| People care for each other and make connections  Everyone has rights and needs  Taking turns and sharing  Rules help us know how to behave and cooperate  Negotiation - solving things together  Cooperation is working together to achieve something  Emotional literacy - all people have feelings that we can recognise and name  Empathy – recognising feelings in self and others  Self-regulation – understanding feelings and reactions to feelings  Persistence with new challenges and trying again  Mistakes are ok – everyone makes mistakes, especially when learning something new. | **Build children’s sense of belonging, security and connectedness:**   * **Demonstrate the connectedness between the family and the preschool by engaging openly with the family about how the staff at preschool will care for the child until the parents are back.** * **Create an environment that demonstrate recognition of the child’s connection to the family such as books at school with family photos or a belonging board with photos of family and staff.** * **Play a range of games which provide opportunities for children to take the lead and opportunities to experience winning or losing a game. This may include a range of experiences such as: board games; card games; duck, duck goose; musical chairs or musical statues.** * Set up experiences and talk about the rules of different games. Draw their attention to the need to take turns, share materials and express emotions in appropriate ways. * Talk about winning and losing and how this might make you feel. Use the language of feelings and role play them before you play. Allow children to lose as this builds their capacity to bounce back from tricky situations and self-regulate. * Ask open ended questions to help children think about their emotions and articulate their feelings such as: ‘What’s the best thing that happened today?”, “What was the toughest thing about today?’ * Use role-play at different times during the day and have practice discussions about how to handle difficult situations. * Offer praise and encouragement for example: ‘You were great at waiting for your turn’, ‘I liked the way that you congratulated Jack when he won’ or ‘I saw that you were a bit sad when you didn’t come first but I also saw that you could handle that feeling, well done.’ * Model self-regulation and resilience for example: ‘Wow Jack, you rolled a six on the dice and that will put you in first place”. Acknowledge children’s feelings: “It’s ok to feel sad”   Promote small group interactions and experiences which require collaboration and communication:   * Provide wait time for children as they engage in tasks independently. Respond to them when they need you and encourage them to offer their help to others around them. * Ensure children experience pride and confidence in their independent achievements and celebrate their achievements with families and with their peers. * Set up opportunities for children have ownership of important roles and responsibilities. * Allow children to allocate themselves to different tasks/chores which need to be completed daily. Consider using a chart with visuals to facilitate the allocation to tasks. Support children to communicate clearly, negotiate roles, and cooperate with each other to work as a team. * Having ownership of tasks/chores helps children learn about what they need to do to care for themselves and for others around them. These may include: setting up or packing away a learning experiences; wiping down tables; setting up for meal time; watering the garden; turning off lights when not in use. * Complete tasks with children until they are ready to do them on their own. * Show an interest in how children complete their task and talk about why it’s great that a particular job has been done. * When tasks are not completed, encourage children to talk to the ‘team leader’ who is assigned to that task about why they think it is important for the task to be completed and how it impacts on them.   Work together to create something like a group collage or make moon sand or playdough:  Moon Sand recipe:   * 4 cups of plain flour * ½ cup of vegetable or canola or baby oil * Optional – a few drops of essential oil * Food colour or crushed coloured chalk * Mix all ingredients together using a wooden spoon then massage together with hands until the sand becomes mouldable.   Playdough recipe: [playdoughrecipe.com/cream-of-tartar-playdough-recipe/](http://www.playdoughrecipe.com/cream-of-tartar-playdough-recipe/)   * Support children to negotiate with each other to determine what role they would like to take when making something together. They can also vote on whether or not they will colour the sand or dough, and if so what colour? * Decide on the rules for using the sand or dough with the children. Write up the rules using visuals to support children to follow them independently. Decide together if you will use moon sand indoors and outdoors or both. * Support children to determine the consequence for not following the rules. Ask questions like: “what should happen if someone doesn’t follow the rules?” ‘How will it make you feel if you are asked to leave the sand play because you are not following the rules?’ How do you think your friends will feel if we have to put it away because someone isn’t following the rules? * Ensure the experience remains available as a free choice for children throughout the day. Offer praise and encouragement for children following the rules, for example: ‘I can see that you are trying hard to keeping that moon sand in the tray’ or ‘It’s great to see you sharing that with Jack’. |
| We are all i**nterdependent on each other**  **Making choices and decisions**  **Responsibility is about taking action and being proud**  Actions impact on others  Autonomy is about the confidence to do things independently  Resilience is about being able to cope when things don’t go well  Autonomy, responsibility and independence play an important role in building resilience. | Provide opportunities for children to engage independently and support them to succeed:   * Allow children to make choices wherever possible as this encourages autonomy. You might set up an environment where many choices are available or allow children to eat at various intervals throughout the day. * Let children decide which activity they want to participate in, how long they will engage in the activity and whether they want to do it with a group or play independently. * Offer a range of experiences like cooking, gardening, rearranging play spaces and contributing to the learning program. * Allow them to make choices and take on responsibility. Teach, then step back and allow them to explore, make mistakes, and learn from their mistakes. Encourage them find the answer their own questions. * Use backward chaining to support independent task completion. * Support children to persist with a task and celebrate when the task is completed. * Backward chaining reverses the order of instruction so that the child completes the last step in the chain first. * An example is when a child loves a particular puzzle but may not yet have the skill to complete it independently. Start by presenting the puzzle with many of the pieces already in place and have the child put in the last few pieces independently. Celebrate the achievement. Repeat next time with more pieces removed, increasing the challenge. Continue the strategy until the child is able to complete the puzzle independently. * This strategy can be applied to mastering a wide range of skills and tasks such as writing own name, arranging objects in order of size or matching a pile of socks, just to name a few.   Stories, songs and play situations that focus on emotions and demonstrate persistence and resilience:   * Help children to use language to name emotions and to project into the emotions of others. * Watch Just Breathe by Julie Bayer Salzman and Josh Salzman and discuss with the children. Discuss feelings and what they look like. Use breathing in and out to help be calm.   [youtube.com/watch?v=RVA2N6tX2cg](https://www.youtube.com/watch?v=RVA2N6tX2cg)   * Read The Little Engine that Could, The Most Magnificent Thing, Koala Lou or other stories that tell of persistence, success and dealing with disappointment. * Make up a story with a social dilemma and talk it though with the children. What are their ideas? What would they do? * Tell the children stories about when you made a mistake. Let them know that mistakes are ok and you can’t learn without making mistakes. Read books about making mistakes like The Girl Who Never Made Mistakes by Mark Pet and Gary Rubinstein. |

### Evaluating the learning experiences

#### Observations of learning

(Reflect on the learning intentions as you consider these prompts)

How did the child respond – what did they do, what did they say?

What did the child enjoy?

What was a challenge?

What other things were of interest?

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#### Reflection on teaching

**Reflect on the learning intentions as you consider these prompts. Consider ways you could gather feedback to demonstrate the child’s learning, for example recording children’s words or a conversation with an adult, photos, describe what the child did, work samples.**

Were the planned teaching strategies appropriate?

What strategies worked well?

What didn’t?

Where to next?

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### Critically reflecting on the learning

#### Discussions between educators, families and children

**Reflections of learning – consider how the principles, practices and outcomes of the EYLF have contributed to the child’s learning.**

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#### Where to next?

**What might you do to follow up or extend on the learning based on this experience?**

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