Learning Outcome 1: Children have a strong sense of identity

### What do I want my child to learn?

* Develops resilience and can make decisions about their learning
* Develops a positive self-identity
* Interacts with others in positive ways, such as developing empathy and respect

### How can I support their progress?

* Provide opportunities for your child to be open to new challenges and discoveries, for example:
  + encourage them to take small but measured risks
  + encourage them to attempt play equipment that is new and challenging
  + explore new ways to use materials, such as sorting, stacking, connecting
  + provide strategies to make informed choices about risks.
* Provide opportunities for your child to co-operate and collaborate with others on a task or project, for example:
  + show delight, encouragement and enthusiasm when they cooperate with others
  + set a challenge for the day and provide interesting materials to achieve it.
* Initiate negotiating and sharing behaviours with your child, for example:
  + support them in completing an undesired task such as tidying up
  + demonstrate effective ways to negotiate. “I’ll pick up the red blocks, and you put them in the tub”.
* Explore different identities and points of view, for example:
  + set up a dramatic play area such as a play kitchen and support your child in play acting different characters
  + read a story and ask how different characters might be feeling, or why they are reacting in certain ways.
* Model explicit communication strategies to support your child in joining play or social experiences, for example:
  + set up a play date and model introductions, sharing of toys, deciding on activities. For example; “I heard Sharon saying she wants to keep making paper aeroplanes, but you want to play outside on the slide. How can we make a decision that’s fair for everyone?”
  + Support your child to express their emotions in positive ways. “ I can see that you’re angry with your brother. It’s ok to be angry, but it’s not ok to hit him. What can we say to him so he understands?”

### How will I know if my child is learning?

* They are becoming more confident and willing to take small but considered risks in their learning, for example:
  + they will have a go at challenging tasks, and ask for help if they need it
  + will experiment with toys/learning equipment in different and creative ways
  + will show confidence (and not fear for doing something wrong) in attempting learning tasks.
* They will show increasing awareness of the needs and rights of others, for example:
  + show empathy when a friend is crying
  + say sorry (independently, or after a suggestion) if they realise they have hurt someone
  + recognise the different roles and perspectives of characters in story books or TV.
* Celebrate and share their contributions and achievements with others, for example:
  + draw your attention to something they have done or made
  + ask to put a painting on the fridge
  + express positive emotions after accomplishing something.
* Express a range of emotions, thoughts and views constructively, for example:
  + be more able to talk about their feelings
  + feel supported when they are feeling strong emotion
  + understand how others might be feeling
  + express ideas about things that are happening
  + tell you about their likes and dislikes.

### Tips for learning at home

* Try to follow your child’s lead as much as possible and allow your child choice about which play experiences and activities, they want to participate in.
* Give you child as much or as little time as they need for each learning experience.
* Provide your child with uninterrupted play time where possible.
* Support your child when they ask or show signs that they need help with their task.
* Offer praise and encouragement for any learning attempts, even if they don’t get it quite right.
* Engage in discussion with your child about their play and what they are learning.
* It doesn’t matter if the suggested experiences don’t go according to plan, allow your child to lead the play and learning.

Developing resilience and decision making

**Having a go**

**Materials**

A selection of different things you might find around the yard or a friends yard such as logs, planks, old tyres, rope, large rocks, a ladder, hoops, large sticks

**What to do**

Ask your child to help you build an obstacle course with the materials. Encourage them to make decisions about how to place the items and how to make sure it isn’t too easy. Celebrate your child’s decision making and successes. Make suggestions about the level of challenge that you think your child is capable of.

**Hula hoop challenge**

**Materials**

3-5 children or family members, and a hula hoop

**What to do**

Have the kids form a circle while holding hands, but before the last pair connect, place a hula-hoop over one arm. Without letting each other’s hands go, the challenge is to get the hula-hoop to move across the circle. Kids will have to work together to move the hoop and support each other so they don’t fall over. At the end, talk about what made it difficult and the ideas they came up with to solve problems.

<https://www.tomsofmaine.com/good-matters/healthy-feeling/building-resilience-in-children-using-fun-games>

Developing a positive self-identity

**My messy room**

**It’s a mess**

A mess or untidy place in the house

**What to do**

Make this a fun and enjoyable task by expressing delight in getting things tidy. Negotiate who will do what, and model positive ways to do this. Make the tidying fun by counting how many things your child can hold in one hand, or collect in their t-shirt. Problem solve together how to make sure things fit on the shelf. Talk about the reasons certain things go together and why other items don’t belong. Time how long it takes and celebrate this by making a sign or note to compare with tomorrows tidying. Take a phot of before and after to share with other family members. Sing a tidy up song as you work. Challenge your child to finish before the song ends.

<https://www.bing.com/videos/search?q=tidy+up+song+youtube&view=detail&mid=8EF47B4DFA5FC38317D28EF47B4DFA5FC38317D2&FORM=VIRE>

Interacting positively with others

**Helping others**

**Materials**

You, your child, and something that needs help

**What to do**

* Find ways to help others and involve your child in the process. Collect canned goods from your pantry and donate them to a needy cause; select toys that another needy child would enjoy and donate them to a charity; share some book at a street library; visit an elderly relative; make a get well card for someone who is sick and send it in the post.
* Talk with your child and try to involve them as much as possible. Encourage them to come up with other ideas for helping and assist them in achieving it.

**My special moments**

**Materials**

A journal or scrap book

**What to do**

* Celebrate special moments in the day with your child by writing them in a journal. Encourage your child to express what was special and write it in the journal for them, using their exact words. Encourage them to add their own writing and illustrations.
* Special moments can be simple things like seeing a rainbow, feeling the soft fur of a kitten or smelling fresh baked cookies.
* Share the journal with others and be enthusiastic about your child’s expression of ideas.

**Ideas to extend the learning**

* Challenge your child by encouraging them to do things that you would normally do for them more independently. Some ideas might include: putting on their own socks, signing their own name, setting the table, buying a snack at the shop.
* When your child is upset, mirror their feelings back to them so they hear the words and descriptions of strong emotion. Wonder about how others are feeling. For example: “I think you are feeling very sad about the lizard getting away. You wanted to keep him. I wonder how the lizard is feeling. I think he might be relieved. What do you think?”
* Start an affirmation poster and write special things on it about your child, adding to it regularly. Over time encourage your child to come up with their own, for example:
  + I am caring
  + I am helpful
  + I am capable.