**Learning Plan**

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| **Name**: Leanne Spromberg | **Age of Children**: 0-3 | **Date**: 6/7/2025 |
| **Title**: Scanning our body | | |

***Learning Standards and Outcomes***

***Learning Standard:*** *Be specific (begin with the State/Agency Early Learning Standards or the State K-3 Content Standards)*

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| Head start goals associated with responsive and attachment bonded support that lead to meaningful relationship building. Eye contact and skin to skin for newborns and infants are significant elements to building SEL skills. |

***Child Outcome:*** *List understandings, skills, and/or dispositions. Use the format, “The student will be able to ….”*

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| Self-regulation skills are focused independent skills that evolve in greater independence over time. Can name emotions and make a request for more space, Builds self-efficacy and determination by supporting persistence with the underpinning of encouragement and care. Develops empathy and compassion as well as shaped how to be a contributor to the world in a positive and meaningful way. |

***Learning Experience***

***Describe the Learning Activity/Opportunity*** *(specifically address how this learning opportunity will utilize everyday items and materials that could easily be found or located in a family’s home or surrounding outdoor environment:*

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| Social Emotional Learning (SEL) are valuable intentional moments that are continuous throughout the day spent with a child. Having visuals of other children or the children that reflect the learning space is crucial to supporting the naming of an emotion. I have 3-5 visual cards prepared with different emotions written on them with a facial expression that matched the text. When I see a child who is happy or frustrated I create space to connect with them in that moment offer them the card and name what I see. Then I support efforts and energy to build offer tools to pause, scan, and regulate with them. |

***Resources Needed*** *(e.g., materials, etc.):*

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| ***Bubbles, emotion flash cards to identify emotions, puppets, books, bubbled, cold packs or wet wash clothe in freeze, music, glitter jar, Library books*** |

***Procedures:***

1. ***ENGAGE*** *(How will you set a purpose for the learning opportunity, focus children's thinking on the learning outcomes, connect and engage children’s interests and prior learning or build interest.. what is your hook?!)*

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| Curate a provocation each day that builds on the previous. Set out two to three flash cards and the have two puppets available for the child and you to role play with. Place a book Diane Alber Little spot of emotions series, Gorilla Tapping or Little Sea star are all available at the library. Then the next day modify the puppets to art supplies and invite the child to paint what they feel each emotion looks like. This can be colors and fingerpainted or faces have different loose parts to incorporate into their artwork. |

1. ***EXPLORE*** *(Describe how you can actively encourage children in building their own understandings of learning outcomes)*

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| These activities support connection to the nervous system and over time shape self-regulation. This is a muscle that requires patience, time, and adaptation. Children need help to understand their cues before becoming overtired or upset. These skills are best learned when a child is in a well aligned state. Placing emotions cards throughout the class and invite them to have a set at home and put up in the mirror is a great way to build support with other primary caregivers too. |

1. ***MAKE SENSE*** *(Describe how you will support students in communicating what they have learned and support them in figuring out what it means through further practice)*

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| Children in time will begin to mimic the skills and tools the see and begin to act out in role-playing the different parts of emotion. They will role-play at home, in school with peers and often elevate what we think they understand through play. Children will then take the step to begin naming how they feel in the moment and ask people around them (mainly responsive care givers to start with) how they are feeling. |

1. ***CLOSE*** *(Describe how you can bring closure, determine learning attained and provide synthesis)*

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| ***Closing these activities is always fun to do with a book or a puppet show. Each of these activities should be about the process of interactive learning to really draw meaning for students. I read books and often pause and invite participation for story sharing or for someone to help with showing how to tap or box breath. The kids all enjoy participating in their own way, and creating a closure that meets comfort for all is crucial.*** |

1. ***FOLLOW UP*** *(Describe how you can build on the lesson in the future to reinforce concepts taught, as well as how you can build from student interest by following their lead)*

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| ***Keep adding more language with emotions and descriptions of how our mind and body react to different experiences and environments. Support practice throughout each day and build the concepts of collaboration and attunement to oneself and others. It is critical to have adults also continue their learning and practice in self regulation too.*** |

***List a minimum of 3 new vocabulary words that children will develop as part of this learning plan:***

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| 1. Happy |
| 1. Frustrated |
| 1. Nervous |

***List a minimum of 3 open-ended question for each lesson phase that you can ask children as part of this learning plan:***

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| 1. How are you feeling? |
| 1. What colors are you seeing? |
| 1. What do you need? |

***Describe why this activity is developmentally appropriate for this group of children. Be sure to clearly address each of the three components of developmentally appropriate practice (DAP)***

1. ***age appropriate***
2. ***individually appropriate***
3. ***culturally appropriate***

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| SEL takes patience, time, and persistence with regular practice while individuals are in an optimal state. Learning skills and developing these habits early will lead to helpful rhythms and self-regulation. |

***Describe how in this activity you promote the following (please utilize specific examples and avoid overly vague generalizations or connections:***

1. ***Promoting Analysis and Reasoning:*** *(List specific examples of questions and/or open-ended prompts that address the following indicators of analysis and reasoning:* why and/or how questions, problem solving, prediction/experimentation and/or classification/comparison) \*these are pre-planned opportunities

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| How do you respond when you are angry or sad? Have you ever had a friend or parent who was mad or sad? When was a time you were frustrated? What brings you happiness? How does being happy shape your experience? |

1. ***Promoting Opportunities for Creating:*** *(List specific examples of how your lesson plan provides opportunities for each of the following indicators:* brainstorming, planning and/or authentic production)

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| Observing what is of interest and providing additional methods to explore that interest is crucial. Many time kids are interested in learning about anger and can laugh at the images of grumpy monkeys because no only can they relate to the experience of being overwhelmed with emotions they also are excited to see another action with validates and connects to their expression. Over time kids then realize they have options and can build a more helpful response to their emotions in time with patience and practice. |

1. ***Promoting Opportunities for Integration:*** *(List specific examples of questions and/or open-ended prompts that address the following indicators of integration:* connecting concepts, and/or integrating previous knowledge) \*these are pre-planned opportunities

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| ***How does your body feel before finding your breath and how does it feel after? How about before and after tapping how do you feel? How do you feel after processed art and outdoor time?*** |

1. ***Promoting Opportunities for Connections to the Real World:*** *(List specific examples of questions and/or open-ended prompts that address the following indicators of analysis and reasoning:* real-world applications, and/or related to students' lives) \*these are pre-planned opportunities

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| Scan your body and point on your body or draw on the picture where the feeling is. Invite colors to be names with emotions. |

***I certify that the lesson I am submitting does not utilize a worksheet or rote learning experience. My lesson is focusing on promoting concept development through high quality interactions and everyday materials easily obtained in a family’s home or surrounding outdoor environment. The outcome of my lesson is not a “cookie cutter” product.***

***\_\_X\_\_ Yes***

***\_\_\_\_ No***