

## NURSERY SOCIAL/EMOTIONAL SKILLS

Social/emotional skills are used to connect with others. These types of skills encourage positive relationship building and start to introduce children to thinking about others and learning about their own and others' emotions.

Concept	Examples
Participates in group activities	Group pinball <a href="https://fitkidshealthykids.ca/node/349">https://fitkidshealthykids.ca/node/349</a>
Asks peers for permission to use/trade toys	Show and tell At the end of show and tell encourage children to trade and share.
Takes turns with other children	Bear crawl relay <a href="https://fitkidshealthykids.ca/node/355">https://fitkidshealthykids.ca/node/355</a>
Invites peers to play/asks to join in play	When sitting down and playing with children, invite others who are close by to join in the play, role modeling that skill for children to see.
Follows trusted adult's requests most of the time	Play Simon Says - Be the leader and say actions like "simon says touch your nose" and then children listen and follow the action. In this version keep everyone in the game and work on listening skills. <a href="https://www.wikihow.com/Play-Simon-Says">https://www.wikihow.com/Play-Simon-Says</a>
Uses courteous language (please, thank you, sorry, etc.) without prompting about half of the time	Have a Tea Party or Teddy Bear Picnic - Plan the activity with the children, encourage children to pass items to one another or their teddy bears. Promote manners by modeling using please and thank you.
Shows empathy (understanding and sharing in feelings of others)	While reading a story pause and ask the children how they think the character is feeling and ask why.
Uses beginning problem solving skills when in conflict, though often asking for adult support	Memory (start with only 2 pairs) Lay out 4 cards and find the matching pair.
	

Recognizes and names basic emotions in images and stories

Emotion Puzzle - Using cardboard, make faces of different emotions and cut them in half. Leave it out for children to explore different emotions. Also could add names of emotions and real life pictures of people's facial expressions.



Communicates feelings and needs to others with increasing propriety (polite asking vs whining)

Read one of the following stories at storytime: "Llama Llama Mad at Mama", "Llama Llama Misses Mama", and "Llama Llama Red Pajama" by Anna Dewdney

Beginning to develop coping strategies for difficult emotions

Have a quiet space set up in the classroom where children can go to settle themselves in case of strong emotions or needing a break. Could include pillows, puppets, puzzles, books, small blocks, and comfortable seating.

Shows connection and healthy attachment to trusted adults and peers

Ask children how they are feeling on a daily basis. When children come to you for support, thank them. Co-regulate with children by remaining calm and asking them to help describe what they are feeling.



## preschool EMOTIONS PLAY DOUGH



## NURSERY SELF-HELP SKILLS

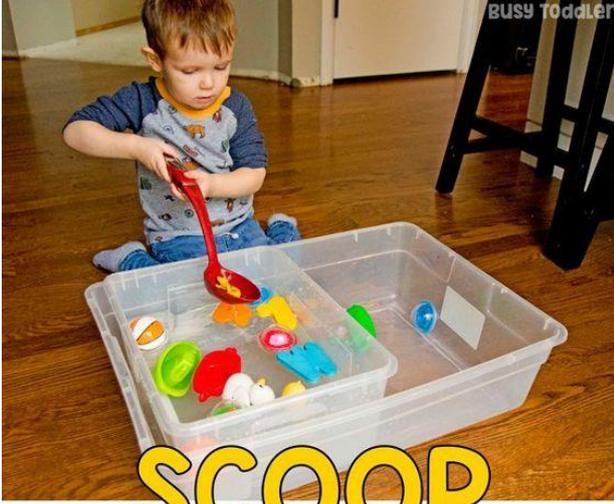
Self-help skills are the basic skills needed for daily life. These types of skills are used in everyday tasks such as feeding, dressing, hygiene and helping with chores. Children are learning independence during their preschool years and often try to do things on their own which is developmentally appropriate.

Concept	Examples
Hangs up own coat and/or bag	Sing the song "This is the Way", could add in lyrics of this is the way we hang up our coat, this is the way we hang up our bag. <a href="https://www.youtube.com/watch?v=4XLQpRIwOQ">https://www.youtube.com/watch?v=4XLQpRIwOQ</a>
Helps to clean up after play	Speed cleaning Say "let's see how fast we can clean up" start a stopwatch and time the class.
Cleans up own dishes after snack and/or meals	Have a bucket in the room where children can put their dirty dishes after snack and lunch. Encourage children to throw out their own garbage in the garbage can and put their lunch bags away.
Uses bathroom independently and without accidents majority of time	Incorporate bathrooming times into the daily schedule (ex. before going outside, before lunch, in the afternoon) to remind children to use the bathroom. Children should be encouraged to go independently throughout the day as well.
Washes hands independently	Sing the "ABC's" while washing hands with soap and water.
Participates in kitchen tasks such as pouring, spreading, mixing	Making playdough - Gather all the ingredients and encourage children to help pour, mix and knead when making playdough. <a href="https://mfnerc.org/2020/03/playing-with-playdough/?fbclid=IwAR1wfc39ZTzSnbGbyOgDiSURzDjb9Rohxebnn_IPDjDHgaMIQOj70nPOf7c">https://mfnerc.org/2020/03/playing-with-playdough/?fbclid=IwAR1wfc39ZTzSnbGbyOgDiSURzDjb9Rohxebnn_IPDjDHgaMIQOj70nPOf7c</a>
Feeds self, using basic utensils appropriately	House dramatic play - have a kitchen set or a shelf with pots, pans, aprons, cooking utensils, plates, and cutlery. Snack time - make it a come and go option where children have the ability to feed themselves.
Dresses self	Dress up clothes - in the dramatic play area, have an assortment of dress up clothes for children to play with (ex. costumes, shoes, dresses, jackets, ties)

Beginning to manipulate fasteners (zippers, buttons, etc.) but may still need assistance

Felt Button Chain - Sew buttons onto pieces of felt. Put into a container for children to explore.

<http://www.acraftyliving.com/felt-button-chain/>



## SCOOP and TRANSFER



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