

Greeting poster



AGE	3 – 6 years
VALUE	Self-esteem
MATERIALS	paper, crayons, glue
DURATION	30 minutes
GROUP SIZE	15 children
OBJECTIVES	Encourage sense of belonging among the peers. Uplift self-esteem through everyday habits that emphasis social support.
METHODOLOGY	Group work
AUTHOR	Petit Philosophy



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STEP BY STEP IMPLEMENTATION

This activity is getting more and more popular in schools and kindergartens as it provides social and emotional support, deepens connection between facilitator and children, enhances a positive classroom/group climate and most importantly it reassess children's self-esteem and sense of belonging.

Step 1

The facilitator asks the children to sit in the circle and starts a group discussion with following questions:

How do you greet somebody when you first meet them?

How do you greet your parents?

And your friends?

Do you have a secret or special handshake with your friend?

Maybe a special dance that you and your friend always dance together?

Step 2

Facilitator asks children: "How would you like to be greeted every day?"

Children propose their ideas and together they pick 3 to 5 special greetings.

For example: hug, secret handshake, short dance, fist bump, high ten etc.

Step 3

The facilitator divides children in to smaller groups and lays out the craft materials (collage, crayons, glue...).

Each group needs to come up with a symbol for one greeting. For example: special dance – music notes, hug – two bears hugging, high ten – two spread palms etc.

Depending on children's abilities and skills, facilitator can prepare symbols for the next class and give children to paint and decorate them.

Step 4

When each group is happy with their symbol, they glue them to a common collage called Greeting poster.

The facilitator then tapes the poster outside of the classroom or inside next to the entry doors.



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Step 5

This step should be repeated every day and it should take 5 minutes.

Each day before the class starts, children line up and as they approach the facilitator. One by one, they point with their finger on the poster a greeting they want to get for that day. Facilitator greets each child in the way the child has chosen.

For the first week or two, facilitator can greet all of the children so they get in to a habit of Greeting poster.

After some time, children can take turns in greeting their classmates. Each day, different child greets his/her friends in a way they choose from the poster.

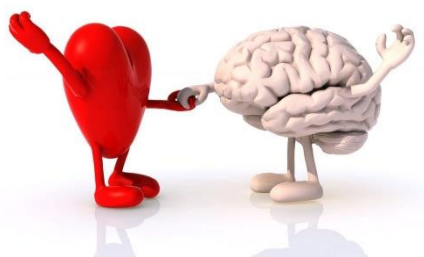


CRITICAL ASSESSMENT

OBSERVED BEHAVIOR	YES	NO	COMENTS
Could children name different types of greetings?			
Did children suggest fun ways of greetings for the poster?			
Did children create a symbol for greeting in their group?			
Did children take up the habit of greeting every day?			
Did the greeting ritual, after some time, boost their self-esteem and sense of belonging in the group?			

You yourself, as much as anybody in the entire universe deserve your love and affection. – Buddha

Self-care Hints for Childcare professionals and teachers:



Self-compassion involves understanding that everyone makes mistakes and that it's part of being human. And it is the ability to speak to yourself the way you would speak to a friend who just failed, warmly and kindly. When we adopt this attitude, research suggests, we are calmer—we have less feelings of stress as well as lower cortisol levels. We're also more resilient: We're less afraid of failure, and more motivated to improve ourselves.