



Social and

Emotional

Development

Resources (Activity Ideas)





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Supporting Children's Social and Emotional Development Through Stories



Building on the Social and Emotional Development Resources (Storybooks) that introduces educators to a list of selected storybook titles, this supplementary resource provides examples of activity plans to bring some of those stories to life in meaningful ways to develop children's social and emotional competencies.



Why Social and Emotional Learning Matters

The early years represents a critical window for social and emotional development, when children's brains are most receptive to learning these foundational skills. Both the Early Years Development Framework (EYDF) 2023 and the Nurturing Early Learners (NEL) Framework 2022 recognise this developmental opportunity by emphasising social and emotional competencies.

Neuroscience reveals that emotional development precedes cognition – regulation, empathy, and social connection wire the brain for later learning. Through these competencies, children learn effective communication, relationship building, respect for others and self-regulation.

About This Resource



Each activity plan is based on a specific storybook or story cards from the Social and Emotional Development Resources (Storybooks). Drawing from the "Identify – Plan and Provide – Evaluate" approach outlined in Chapter 2 of the EYDF Educators' Guide Volume 2: Role of Educators in the Early Years Settings, these plans include learning objectives, step-by-step activities and discussion prompts to support children in achieving the social and emotional goals outlined in both frameworks.

How to Use This Resource



The activity plans are organised by age group and the five social and emotional competencies, as presented in the frameworks:



Self-Awareness



Self-Management



Social Awareness



Relationship Management



Responsible Decision-making

Each plan can be adapted to suit your context and children's needs. You are encouraged to refer to the NEL Educators' Guide for Values, Social and Emotional Competencies and Learning Dispositions, as well as the EYDF Educators' Guide, Volume 3: Supporting Children in their Areas of Development, when implementing these activity plans. The suggested ideas and strategies are non-exhaustive and serve to enrich your current curriculum and teaching practices. Through intentional planning of meaningful learning experiences and responsive interactions with the children, you lay a strong foundation for their social and emotional development.

Ideas and Strategies to Enhance Children's Social and Emotional Learning



Recognising that children learn and develop in diverse ways, educators can thoughtfully plan and provide children with varied experiences and learning contexts. The following ideas and strategies are drawn from *the EYDF Educators' Guide Volume 3, Pages 15-17, NEL VSLD Educators' Guide, Pages 82-93, and NEL Framework, Pages 86-91.*

PHYSICAL ENVIRONMENT



0-3 Years Old

SAFE, PURPOSEFUL PHYSICAL ENVIRONMENT

- Create outdoor and indoor play spaces that are furnished with developmentally appropriate equipment and open-ended resources that are easily accessible to children to encourage play and exploration. Where possible, these resources should be available for an extended period (e.g., 2 – 4 weeks) to encourage deeper engagement in exploration, enable practice and refinement of skills, and reinforce learning and development before they are rotated / replaced.
- Design a print-rich environment that includes environment print, signs, labels, song charts, visual schedules, picture and word cards and books in English and Mother Tongue languages. Display an array of books ranging from board books, touch-and-feel books, picture books, rhyme or song books. Include books reflecting children's daily experiences and interests to capture their attention and help them make sense of their own experiences.
- Offer resources for creative expressions by providing mark-making tools and materials (e.g., chalk, markers, crayons, colour pencils, brushes, butcher paper, paint, and other craft materials) for children to create, express, and communicate their ideas in multiple ways.

PREDICTABLE TEMPORAL ENVIRONMENT

- Use caregiving, routines, and transitions to foster the values of care, honesty, respect, and responsibility to promote meaningful conversations and facilitate acquisition of knowledge and skills (e.g., model care and respect during diaper changing time by speaking softly, maintaining eye contact, and narrating educators' actions; during mealtimes, encourage children to practise responsibility by helping to set up the table or clean up after eating).
- Set clear and appropriate expectations for behaviours to help children feel secure and self-regulate in anticipation of change.
- Use visuals to encourage children to identify and understand the sequence of events, routines, rules etc.



4-6 Years Old

SETTING UP A PURPOSEFUL PHYSICAL ENVIRONMENT

- Display children's works to affirm their efforts and promote positive self-concept, as well as provide opportunities for children to respond to their friends' work and foster the learning disposition of 'appreciation'.
- Set up the learning environment for children's easy access to resources and materials, which encourages their choice and autonomy.
- Include soft furnishings and calming colour tones within the classroom to provide a safe space for children to manage and regulate their emotions.
- Design a variety of indoor and outdoor play spaces by using furniture and resources flexibly and creatively to encourage play in large and small groups.
- Use visual reminders of shared values and expectations to reinforce and promote appropriate behaviours in children.
- Provide a space to store incomplete projects for children to return to another day, to give them a sense of continuity and ownership of their learning.



PLANNING MEANINGFUL TEMPORAL ENVIRONMENTS

- Use routine activities such as arrival, snack, clean up and dismissal time for children to practise and apply new skills and knowledge.
- Capitalise on unplanned learning opportunities that may arise during transitions occurring throughout the day.

EXPLORATION AND PLAY



0-3 Years Old

INTERACTIVE ACTIVITIES

- Mirror play
- Peek-a-boo, hide-and-seek
- Reading books with flaps, textures, or simple pull tabs
- "I spy with my little eye..."

MANIPULATIVE PLAY AND MOVEMENT EXPERIENCES

- Finger plays and rhymes
- Match and sort, push and pull, stack and build, threading activities, ball games
- Obstacle courses and games that help children to develop their locomotor skills
- Puzzle play
- Music and movement

PRETEND / ROLE PLAY

- At a toy store
- Managing a bakery
- Preparing for a tea party
- Visit to an animal clinic / pet shop



SENSORY PLAY THAT APPEALS TO CHILDREN'S SENSES

- Dough play using a variety of tools for children to squish, mould, pat, cut etc.
- Food preparation experiences
- Listening activities – sing along to a variety of songs and nursery rhymes, explore sounds and rhythms using musical instruments, listening to stories
- Water play, sand play, loose parts play, outdoor nature walks



4-6 Years Old

SAFE (SEQUENCED, ACTIVE, FOCUSED, EXPLICIT) PRACTICES

Sequenced

- Are the activities sequenced in a coordinated and connected way to promote the development of the social and emotional competencies?
- How do the activities build on the competencies that the children have acquired?

Active

- Do the activities provide children with hands-on experiences in learning the social and emotional competencies?
- Do the experiences enable children to practise and master the social and emotional competencies?

Focused

- Are opportunities for the development of social and emotional competencies planned for in the curriculum?
- Is there time and space dedicated to the development of social and emotional competencies?

Explicit

- Are specific knowledge and skills targeted in the activities?
- Are there explicit definitions provided for the social and emotional competencies?

USING STIMULI

- Resources that can be used as stimuli may include picture books, rhymes, songs, videos, audio clips, artwork, dances or even features in the natural and manmade environment.
- Use children's responses to the provided stimuli as a springboard for further discussion and explicit teaching.

USING DRAMATISATION AND ROLE-PLAY

- Materials in the dramatic play centre may include puppets, soft toys, storybooks, mirrors, costume accessories, everyday props, open-ended materials such as cloth, pebbles, twigs, blocks and cardboard boxes.

USING COLLABORATIVE LEARNING STRATEGIES

- Begin with paired activities before moving on to larger group sizes to help children learn how to work and play with others.
- Examples of paired activities: Think-Pair-Share, Pairs Check, Peer-assisted Learning.
- Examples of small group activities: Round Robin, Numbered Heads Together, Peer-assisted Learning.

USING GAMES

- Games may range from movement and outdoor activities to simple board games and role-play scenarios.
- Engage children in reflecting on their experiences in the game and draw explicit links to the targeted value, social and emotional competency or learning disposition.





POSITIVE INTERACTIONAL ENVIRONMENT



Acknowledge and Affirm

- Display children's work to convey that their efforts are valued and create a sense of belonging.
- Nod, smile, and make eye contact with children to acknowledge and support them while they are exploring and playing.
- Respect children's preferences and interests, for example, "I see you have chosen the green car."
- Recognise children's efforts, for example, "I see that you're trying to feed yourself. It may be a little messy but it's okay, you're still learning!"
- Validate children's interests, feelings, and ideas, for example, "I know you are upset now. Would you like to tell me what happened?", "I notice you are looking at this toy. Would you like to play with it now?"

Model and Demonstrate

- Narrate educators' and children's actions using appropriate words and gestures during caregiving, routines, and play.
- Role-model respect by giving children sufficient time to respond to educators' prompts.
- Demonstrate how to take turns in conversations and listen attentively to the ideas of others (or when someone else is talking).

Ask Open-Ended Questions

- Encourage children to express their feelings about an event that happened or a character after reading a story.
- Elicit responses from them to create awareness of the importance of personal hygiene, safety, and following of basic rules during play and other learning experiences.
- Prompt them to articulate their thoughts and ideas after they have completed simple projects, artworks, an observation / activity.



Observe and Adapt According to Children's Needs

- Adjust and modify language and approach to scaffold children's learning and development.
- Add variations where needed to sustain children's interest and participation.
- Adjust routines and transitions in response to children's needs.

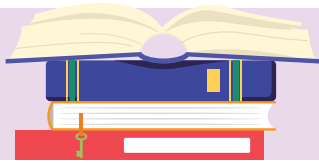
Respond to Immediate Needs

- Approach children promptly and calmly to offer comfort, provide reassurance, and help them find a solution or coping strategy.
- Monitor their energy level and offer a safe space for them to cuddle, rest, or recharge if they appear to be tired or restless.
- Tap on children's preferred resources / toys as options for redirection when needed.
- Pause or stop an activity / learning experience and carry it out at a more suitable time if needed.

Use Teachable Moments

- Turn everyday caregiving and routines into opportunities for learning such as fostering self-help skills during mealtimes and when getting them ready for outdoor walks / play.
- Seize day-to-day opportunities to build trust and positive relationships with children by talking about how they feel and what they like.





USE OF THINKING ROUTINES

- Use thinking routines to guide classroom interactions using targeted questions or steps to enhance instructional support and engage children in learning.
- Examples of thinking routines: See-Think-Wonder, Imagine if..., Think-Puzzle-Explore, Same and Different.

BUILDING A POSITIVE INTERACTIONAL ENVIRONMENT

- Organise children in different group settings to promote social and instructional interactions.
- Create and maintain a caring and respectful environment that encourages children to participate and express their thoughts and ideas spontaneously.
- Model and encourage appropriate behaviour, as well as use respectful language when interacting with children and other educators and adults.
- Acknowledge children's emotions and provide appropriate comfort and support to them, when necessary.
- Support children in managing conflicts by developing their self-regulation and social and emotional competencies.

SEIZE TEACHABLE MOMENTS THROUGHOUT THE DAY

- Affirm the child who has positively demonstrated the value, social and emotional competency or learning disposition.
- Involve the children to pre-emptively consider how to approach a situation.
- Guide the children to practise the skills that they have previously learnt through appropriate contexts that arise.
- Work with the children to resolve an issue or conflict.
- Coach the children through difficult situations.



Self-Awareness

Social and Emotional Competency 1

0-3 Years Old

IDENTIFY

DG 1.1

Show awareness of personal identity (own abilities and personal qualities)

OBJECTIVE

To provide opportunities for toddlers to recognise different parts of their bodies and recognise what they can do with them

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- **I Love Me** by Sally Morgan, from SED Resource (Storybooks) [NLB Catalogue: [I Love Me, Morgan, Sally, 1957- | National Library Board Singapore](#), eBook Link: <https://nlb.overdrive.com/media/4915663>]
- Indoor or outdoor play area with ample space
- Paper and paint

EXPLORATION AND PLAY



- Tell the story using the book, **I Love Me**, and have children point to different parts of their bodies mentioned in the book.
- Retell the story and invite children to jump, twirl, and pretend to splash water with their feet.
- Encourage children to create artwork by dipping their toes or feet into paint and freely painting on the paper provided.

INTERACTIONS AND RESPONSES



- Tell the story by modulating the pitch, volume, and tone of the voice. Ask questions about the pictures in the book to arouse children's interest and encourage them to identify/point to different parts of their bodies mentioned in the book.
- **Ask open-ended questions** to stimulate their thinking. For example:
 - “What can you do with your hands?”
 - “Besides walking, what else can we do with our legs?”
- **(Modelling and demonstrating)** Retell the story, demonstrate and invite children to jump, twirl, and pretend to splash water with their feet as mentioned in the book.
- **(Gradual Release of Responsibility)** Scaffold children's exploration through art. For example:
 - **(I Do)** Demonstrate how to paint with your toes/feet
 - **(We Do)** Invite children to create different artwork, such as different shapes, flowers, trees, etc. (choice of artwork can be adjusted based on children's competency level)
 - **(You Do)** Prompt and encourage them to experiment and create their own paintings
- **(Powerful Interactions)** Keep an open mind and allow children to express their own ideas when guiding them to create the art piece. For example:
 - “Wow! I see that you have painted a lovely tree!”
 - “Shall we add some flowers? I am sure your toes can paint a few beautiful flowers.”

EVALUATE

- Could the children identify the different parts of their bodies and facial features (e.g., eyes, nose, ears, hair, hands, arms, feet, toes, etc)?
- How did the children communicate/demonstrate what they can do with different parts of their bodies (e.g., jump with their legs, paint with their toes, splash with their feet, sing with their mouth)?





IDENTIFY

KSD 1.2

Develop a positive self-concept (i.e., feel good about their own competence and characteristics)

OBJECTIVE

To provide opportunities for children to develop resilience and a positive attitude

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- **The Thing Lou Couldn't Do** by Ashley Spires, from SED Resource (Storybooks) [NLB Catalogue: [The Thing Lou Couldn't Do, Spires, Ashley | National Library Board Singapore](#), eBook Link: [The Thing Lou Couldn't Do - NLB - OverDrive](#)]
- Set up an obstacle course in an indoor or outdoor area, using outdoor play equipment, or recycled materials such as cardboard boxes, old tyres, plastic bottles, pipes, egg crates, etc.

EXPLORATION AND PLAY



- Tell the story using the book, **The Thing Lou Couldn't Do**.
- Invite children to navigate an obstacle course with a varying range of difficulty levels, from simple to challenging. Some obstacles should present a meaningful level of difficulty.
- Share with children that resilience is the ability to bounce back from challenging situations, much like a bouncy ball. It includes learning from mistakes and persevering to complete tasks, as well as being willing to explore different ways of solving problems even when the outcome is uncertain.

Suggested extension activities:

- Invite children to identify their challenges and fears, then brainstorm solutions together. This helps them learn to make good choices when facing difficulties.
- Invite children to share something they cannot do yet and think of steps to achieve it. Display these goals in the classroom so children can support each other and celebrate progress.

INTERACTIONS AND RESPONSES



- **Ask open-ended questions** for children to express themselves and share their perspectives. For example:

During the storytelling

- (At pg. 8 of the book) *“How do you think Lou feels when her friends suggest climbing the tree but she has never done it before? What would you do if you were Lou?”*
- (At pg. 15 of the book) *“Lou thought of many reasons to not climb the tree. What do you think is her main reason for not trying?”*
- (At pg. 24 of the book) *“Lou’s friends need help. Do you think Lou will climb the tree to save her friends? Why?”*
- (At pg. 29 of the book) *“Lou tried to climb the tree! Yay! But she failed. Should she try again? What would do?”*
(Facilitate discussion about trying again and not giving up.)

After the obstacle course

- *“How did you feel doing the obstacle course?”*
- *“What was hard or scary? What did you do about it?”*
- *“If you were to do it again, what would you do differently?”*
- **Affirm** children for their courage in sharing their challenges or fears.
- **Acknowledge** children’s efforts in persevering if they have demonstrated the learning disposition, even though they did not succeed in completing the obstacle course. Encourage them to try again the next time.
- **(Modelling and demonstrating)** Demonstrate how children could navigate the obstacle course and remind them of the safety guidelines. Model resilience by sharing initial inability to complete some of the more challenging obstacles but refusing to give up and attempting the obstacle two or three times before finally clearing it.

EVALUATE

- Did the children show resilience and a positive attitude when discussing challenges faced by the story character and when encountering difficulties during the obstacle course?
- What evidence did I observe of children developing or expressing a positive self-concept about their own abilities and characteristics? (e.g., positive self-talk and expressions, body language and behaviour, responses to setbacks, self-recognition of growth, and social confidence.)





Self-Management

Social and Emotional Competency 2

0-3 Years Old

IDENTIFY

DG 2.2

Communicate about their emotions

OBJECTIVE

To provide opportunities for children to identify and talk about emotions of characters in a story book

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- **The Colour Monster** by Anna Llenas, from SED Resource (Storybooks) [NLB Catalogue: [The Colour Monster | National Library Board Singapore](#)]
- A mystery bag of finger puppets (7 different colours of the Colour Monsters depicted in the book). (Alternatively, a mystery bag of socks / beanbags in the seven corresponding colours)



EXPLORATION AND PLAY



- Tell the story, using the book, **The Colour Monster**.
- Invite children to pick a finger puppet from the mystery bag and identify the different emotions each represents. Encourage them to mimic the expression they see on the puppet.
- Invite children to share how they express each emotion. For example, a child may dance when feeling happy while another may cry when feeling sad.
- Incorporate their ideas into familiar tunes to create songs or rhymes about emotions, encouraging them to move or show facial expressions based on what they have shared. For example:

Sung to the tune of "If You're Happy and You Know It."

*When I'm happy and I know it, I will dance (dance around) 2X
When I'm happy and I know it, and I really want to show it
When I'm happy and I know it, I will dance (dance around)*

*When I'm sad and I know it, I will cry (show a sad, crying face) 2X
When I'm sad and I know it, and I really want to show it
When I'm sad and I know it, I will cry (show a sad, crying face)*

**Substitute words with different emotions and corresponding actions in subsequent verses*



INTERACTIONS AND RESPONSES



- During the storytelling, describe (modulating the pitch, volume, and tone of the voice) and ask **open-ended questions** about the pictures in the book to arouse interest. For example:
 - “Can you point to the [colour] monster?”
 - “How do you think this monster feels?”
 - “Why do you think so?”
- Facilitate children’s learning using the 3N strategy during the mystery bag activity. For example:
 - **(Notice)** Observe the child’s actions and verbalise what you see to show that their efforts are recognised and valued.
 - “I see you have chosen the yellow monster, Madelyn.”
 - **(Nudge)** Encourage the child to share their thoughts and responses, offering gentle prompts to support exploration.
 - “Look at your monster’s face. How is your monster feeling? Can you show us that feeling?”
 - **(Narrate)** Guide the child to notice her own responses while fostering other children’s understanding of how emotions can be expressed.
 - “Oh, that’s a happy face! Madelyn is showing us how her yellow monster dances and hops around with joy when it feels happy!”
- During the song and rhyme activity, encourage each child to lead their own creative expressions of emotions. For example: “What do you like to do when you are happy? Let’s sing about it – ‘When I’m happy and I know it, I will ___(jump).’”

EVALUATE

- Were the children able to identify and describe the of the different characters in the story?
- In what ways did they demonstrate their ability to communicate about emotions (e.g., smiled to express happiness, stomped their feet to express anger)?





IDENTIFY

KSD 2.1

Identify emotions in themselves and others

OBJECTIVE

To provide opportunities for children to recognise expressions of anger and learn how they can calm themselves down

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- **The Wondrous Balloon 神奇的气球** by 冼毓婷, from SED Resources (Storybooks) [e-Book available: [The Wondrous Balloon | ECDA Mother Tongue Language Resources](#)]
- Indoor reading area
- A red balloon
- Visual charts with detachable picture cards depicting calming down strategies

EXPLORATION AND PLAY



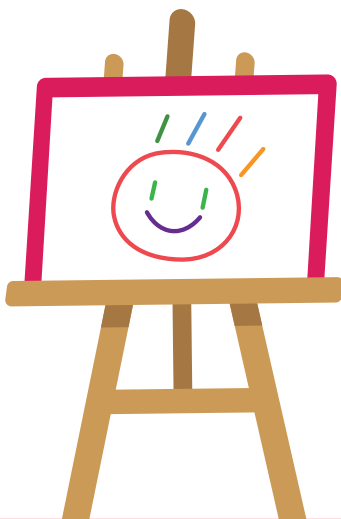
- Tell the story, using the book, **The Wondrous Balloon 神奇的气球**, pausing at appropriate junctures to discuss the ways the character expresses and manages anger.
- Invite children to talk about their own personal experiences when getting angry, such as what makes them angry and how they express anger.
- Discuss how our body feels when we are angry, using a red balloon.
- Use the detachable picture cards from the visual charts to share some calming down strategies (e.g., deep breathing, counting to ten, finding a quiet space, talking to an adult).
- Demonstrate how to do deep breathing and invite children to practise and discuss how the strategy helps them feel better.



INTERACTIONS AND RESPONSES



- **Ask open-ended questions** during the storytelling to encourage children to share how the character might be feeling. For example:
 - “How do you think she feels when...?”
 - “What made her face turn red?”
 - “What did she do when she felt angry?”
 - “Why do you think she cried when she saw her mother again at the end of the story?”
- Provide **appropriate prompts**, when needed, to guide children in talking about their own personal experiences when getting angry. For example:
 - “When was a time you felt angry?”
 - “What made you angry?”
 - “How does your body feel when you are angry?”
- Using a **visual prop** (i.e. inflating a red balloon), guide children to notice how anger feels in their body. For example:
 - “Our heart beats faster.”
 - “It may feel like there is a warm balloon getting bigger and bigger in our tummies.”
 - “Our face might feel hot.”
- **(Gradual Release of Responsibility)** Scaffold children to practise the ‘deep breathing’ strategy. For example:
 - **(I Do)** Demonstrate how you can take a long deep breath (e.g. placing hands on belly, breathing in through nose slowly, holding breath and releasing breath slowly through mouth)
 - **(We Do)** Invite children to join you - put their hands on their bellies, count as they breathe in, hold their breath and release slowly
 - **(You Do)** Prompt and encourage children to practise the strategy independently



- Using the **visual prop** (i.e. deflating a red balloon), discuss how the calming strategies regulate our emotions. For example:
 - *"We can let out our angry feelings safely by talking to an adult."*
 - *"We can practise deep breathing, and this will make our anger smaller."*
 - *"The warm balloon inside of us will slowly deflate."*

EVALUATE

- Were the children able to identify and name anger in the story character and themselves?
- What were some words or expressions of anger that the children shared?
- Did the children show understanding of how to calm themselves down when feeling angry?





Social Awareness

Social and Emotional Competency 3

0-3 Years Old

IDENTIFY

DG 3.1

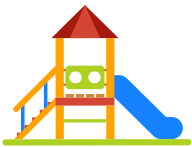
Develop a sense of belonging

OBJECTIVE

To provide children with opportunities to develop belonging through shared sensory art experiences

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- Display wall to exhibit large painting
- Indoor or outdoor play area for children to paint
- Paper, paint and a variety of tools (e.g., large brushes and sponges)
- **We Share This School: A Community Book** by Dan Saks & Brooke Smart, from SED Resource (Storybooks) [NLB Catalogue: [We Share This School: A Community Book, Saks, Dan | National Library Board Singapore](#), eBook Link: [We Share This School - NLB - OverDrive](#)]

EXPLORATION AND PLAY



- Tell the story using the book, **We Share This School: A Community Book**.
- Set up large sheets of paper on the floor and invite children to create a shared painting together just as the characters did in the story.
- Encourage children to use the provided tools and engage in hand and foot painting for sensory exploration.
- Hang the painting on a display wall at children's eye level where they can point to and touch their creations throughout the week.

- During daily routines, point to the painting and say simple phrases like “[child’s name] painted this blue circle!” and “We made this together!”

INTERACTIONS AND RESPONSES



- While telling the story, use simple language and point to the pictures on the different pages. For example:
 - “Look, children painting together.”
 - “See how they share the big paper.”
 - “The children are happy painting together!” “Making art as friends!”
- **(Modelling and demonstrating)** Sit at children’s level and paint alongside them to model participation:
 - “I’m finished with the red paint. Who would like it next?”
 - “I’m painting near [child’s name] blue circle. I’ll be careful not to cover it.”
 - “This is fun! I love painting with my friends!”
- **(3Ns strategy)** Scaffold children’s sensory art exploration. For example:
 - **(Notice)** Share simple observations: “I see blue on [child’s name] hands. You are painting a blue circle with your hands.”
 - **(Nudge)** Offer gentle suggestions: “I wonder what you could do with brushes?” “Touch the paint.”
 - **(Narrate)** Describe their actions simply: “You are painting. [Child’s name] is painting too. We are all painting together!”
- Support children’s **awareness of their social surroundings**. For example:
 - “We are sharing a space with our friends. We paint on our own area. This is your area, this is [child’s name] area.”
 - “Thank you for sharing the paint/brushes/sponges with [another friend] when you are not using them!”

EVALUATE

- How did children respond to being in the same space with their peers during the shared activity? (e.g., eye contact with peers, smiling, verbal/ physical interactions with peers)
- How did children react when their individual contributions (to the large painting) were acknowledged within the group context?



IDENTIFY

KSD 3.1

Develop an awareness that everyone is unique in terms of their backgrounds, abilities, needs and/or opinions

OBJECTIVE

To provide children with opportunities to recognise that everyone is unique through sharing and singing their names

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- Musical instruments, e.g., claves, sand blocks, jingle bells
- Indoor or outdoor play area with space for children to sit in a circle
- **Your Name Is A Song** by Jamilah Thompkins-Bigelow, from SED Resource (Storybooks) [NLB Catalogue: [Your Name Is A Song, Thompkins-Bigelow, Jamilah | National Library Board Singapore](#), eBook Link: [Your Name Is A Song - NLB - OverDrive](#)]

EXPLORATION AND PLAY



- Read the book, **Your Name Is A Song**, and narrate it in a sing-song voice whenever applicable in the story. Make tones, fluctuations and pitch obvious.
- Ask children: “*What would it sound like if your name was a song?*” Possible responses from children:
 - “My name song is fast because I can run very fast.”
 - “My name song is deep and low because it sounds like my favourite animal- the bear.”
- Role model this with your name as a song first before inviting the children to try with their names.



- Invite children to sing their name as a song with accompanying instruments: “My name is [name] and I like [xxx]” and/or “I am [name] and I am good at [xxx]”

Suggested extension activities:

- The book talks about how different names have different meanings. Invite children to ask their parents about the meanings of their names before returning to class the following day to share with their peers.

INTERACTIONS AND RESPONSES



- **Ask open-ended questions** for children to share their perspectives:
 - “How are our names and songs different from one another?”
 - “What would it feel like if all our names and songs were the same as each other’s?”
- Discuss the story by writing their names on cards and arrange them by length or use simple drawings to represent fast versus slow name songs.
 - [Page 8-9] “Why was the girl upset during the first day of school?”
 - [Page 32-33] “What do you think their names [Benjamin, Olivia, Bob (page 38)] sound like as a song?”
 - [Page 41] “Everyone sang her name.” “Why is it important to try and respect each other’s differences?”
- Remind children that names are important to us, and their songs could sound the same or different from others.

EVALUATE

- Were children able to identify and verbalise how similar/different their songs were from others?
- Do children show interest in listening to others’ name songs?
- Can children articulate what makes their name special or unique?





Relationship Management

Social and Emotional Competency 4

0-3 Years Old



IDENTIFY

DG 4.2

Develop positive relationships with others

OBJECTIVE

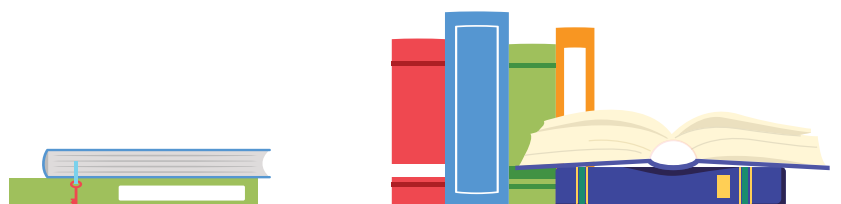
To provide opportunities for children to participate in simple activities with educators and peers, and experience joy when interacting with them

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- **Hand in Hand**, by Alyssa Satin Capucilli, from SED Resource (Storybooks) [NLB Catalogue: [Hand in Hand, Capucilli, Alyssa Satin | National Library Board Singapore](#), eBook Link: [Hand in Hand - NLB - OverDrive](#)]
- Safe outdoor area for storytelling and nature walk activities
- Picnic mat
- Small bags/baskets for each pair of children
- Contact paper



EXPLORATION AND PLAY



- Read the book, **Hand in Hand**, on the picnic mat, acting out the actions mentioned in the story with children, while reciting the rhyme:

You (point to child)

Me (point to self)

We, two (clap twice)

Hand in hand (hold hands)

Through and through (swing joined hands up and down gently)

- Take children on a nature walk with them holding hands with a friend. Provide each pair with a small bag/basket, and encourage them to collect interesting natural materials, such as leaves, flowers and twigs.
- Return to the mat, lay out the materials collected and invite children to explore the materials using their senses (observing, smelling, touching).
- Create a nature collage in pairs or small groups by placing the natural materials on the sticky surface of the contact paper.
- Display the collages in the classroom and revisit the experience and rhyme with the toddlers.

INTERACTIONS AND RESPONSES



- At various parts of the story, interact and **model positive interactions** with children when the actions are mentioned in the story, such as smile, hug, tickle and hold. Wait for children to respond and engage in back-and-forth interactions with them.
- **Offer positive reinforcement and praise** children for their efforts and participation. For example:
 - “Thank you for holding [another child’s name] hand gently during our walk!”
 - “I noticed how carefully you picked up that leaf to share with [another child’s name].”
 - “Look how you and [another child’s name] are working together on your collage!”



- If children display extreme discomfort with peer interactions, **observe and adapt to their needs**. Respect boundaries, offer familiar adults, and allow extra time and space. Adjust future groupings and activities accordingly. For example:
 - If a child refuses to hold hands, offer “Would you like to walk beside your friend instead?”
 - If overwhelmed, provide a quiet space with a familiar educator “I can see you need some quiet time. Let’s sit here together and watch our friends.” “Would you like to take some deep breaths with me?” “We can join back when you’re ready.” “Look, you can still see your friends from here.”
 - Pair hesitant children with gentle peers “Look how patiently [another child’s name] is waiting for you to choose a flower.” “I noticed how kind [another child’s name] was when he shared his basket with you.”



EVALUATE

- How willingly do children participate in activities with educators and peers?
- What do children's facial expressions and body language reveal about their comfort level? How do they respond to educator-initiated interactions such as smiling, hugging, tickling and holding hands?
- To what extent do children engage positively with peers and educators during collaborative activities?





IDENTIFY

KSD 4.2

Develop an awareness of and use appropriate strategies to establish and maintain friendships and positive relationships with others

OBJECTIVE

To provide opportunities for children to identify and practise acts of care to establish and maintain friendships and positive relationships with others

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- **Elephants Live Upstairs!** by Melissa Ong and Javon Chan, from SED Resource (Storybooks) [NLB Catalogue: [Elephants Live Upstairs!, Ong, Melissa | National Library Board Singapore](#), eBook Link: [Elephants Live Upstairs! - NLB - OverDrive](#)]
- Puppets or stuffed animals in the dramatic learning centre
- Scenario cards of caring and uncaring behaviours (may use pictures instead of words for the younger children)

EXPLORATION AND PLAY



- Tell the story using the book, **Elephants Live Upstairs!**, and facilitate a discussion.
- Help children relate that caring means choosing kind words and actions, thinking about other people's feelings and wanting them to be happy, as well as trying to help others when they need help.
- Invite children to dramatise the story by taking on different roles and encourage them to see from others' perspectives, which helps them develop empathy.



- Extend the dramatisation by providing different scenarios that exhibit caring and uncaring neighbour behaviours for children to role-play, and have them try out different responses to both caring and uncaring neighbours:
 - Neighbour helps to water your plants.
 - Neighbour offers to carry grandmother's groceries up the stairs when the lift breaks down.
 - Neighbour ignores you when you say "Hello" at the lift lobby.
 - Neighbour leaves sweet wrappers on the playground slide.
 - Neighbour makes loud noises and runs along the corridor.
- Invite children to share practical ways in which they can practise caring in the preschool/home/neighbourhood as a strategy to establish and maintain friendships and positive relationships with others.

Suggested extension activity:

- Involve children in planning a class party, which may include exercises, games, songs and food. Invite them to suggest ways to care for one another.
- Help children form small groups with specific roles (e.g. game leaders, menu planners). Facilitate discussions to highlight how they were caring or ways that they can practise caring for others.
- Gather children to share and reflect on their experiences throughout the planning and implementation of the class party.

INTERACTIONS AND RESPONSES



- Encourage children's participation during the storytelling. For example:
 - *"What do you notice about how the characters are feeling in this picture?"*
 - *"Can you show me with your face how the elephants might be feeling right now?"*
 - *"What sounds do you think the family downstairs could hear?"*



- **Ask open-ended questions** to explore caring behaviours after the storytelling. For example:
 - “What would you do if you were Mum? Would you have approached the elephants differently? What would you say or do?”
 - “How do you think the elephants felt when Mum shared homemade kueh kueh and told them that they had been disturbing the family for the past month?”
 - “What would you want someone to do if you were the elephants?”
 - “How do you feel when someone is kind to you?”
- Provide prompts and guide children in sharing practical ways to practise caring in preschool/home/ neighbourhood. For example:
 - “What are some ways we show care to our friends in our class?”
 - “What could you do if you wanted to play with someone who seems shy or left out?”
 - “If your neighbour or family member was feeling sad, what are three different ways you could help them feel better?”

EVALUATE

- How were the children interacting with one another?
- What caring behaviours have the children suggested as a strategy to establish and maintain friendships and positive relationships with others?
- How well have the children implemented these caring behaviours in their daily interactions with others?





Responsible Decision-making

Social and Emotional Competency 5

0-3 Years Old



IDENTIFY

DG 5.2

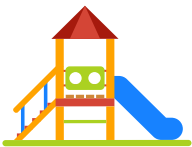
Show a sense of responsibility in performing simple tasks

OBJECTIVE

To provide opportunities for children to participate in transition activities (e.g., cleaning up, getting ready for the next activity) willingly

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- **Wake Up, Little Chicks** by Sabina Gibson, from SED Resource (Storybooks) [NLB Catalogue: [Wake Up, Little Chicks, Gibson, Sabina | National Library Board Singapore](#), eBook Link: [Wake Up, Little Chicks! \(Little Loves\) - NLB - OverDrive](#)]
- Outdoor area for storytelling and simple exercises
- Picnic mat and water bottles

(Conduct an environment scan prior to the activity to ensure safety in the outdoor area and set space boundaries using a picnic mat.)

EXPLORATION AND PLAY



- Tell the story using the book, **Wake Up, Little Chicks**.
- Invite children to participate in the actions mentioned in the story, such as watching the sun, stretching their bodies, reaching up high, taking deep breaths, doing simple exercises, etc.

- Guide children through the transition process by having them take responsibility for cleaning up their space, picking up and folding the picnic mat together, tidying their clothes and hair, and collecting their water bottles in preparation for the neighbourhood walk.
- Lead the children on a walk around the neighbourhood area, encouraging them to listen and identify the various sounds they hear from their surroundings, connecting this experience back to the story's themes of awakening and awareness.

INTERACTIONS AND RESPONSES



- Engage children in **3R interactions**. For example:
 - **(Respect)** Use a warm and encouraging tone when introducing transitions:

"The little chicks in the story are getting ready for their day! Let's help each other get ready for our walk too."

Give clear instructions: "Look how you are helping with the mat. Shall we fold it together?"

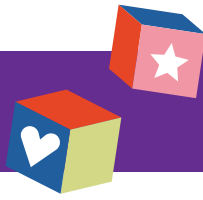
Acknowledge their efforts: "I see you helping to tidy up. Thank you for being such a good helper!"
 - **(Respond)** Observe and respond to children's emotional and physical cues:

"You looked worried. I am right here with you. We will walk together."
 - **(Reciprocate)** Acknowledge their participation and encourage ongoing interactions:

"I notice you are smiling and enjoying our walk. That's great! Can you hear the birds chirping?"

EVALUATE

- How did the children respond to the transition from story time to the walk?
- What actions showed that children were developing responsibility in helping with simple tasks (e.g., carrying their water bottles, helping to fold the mat, following clean-up routines)?
- What other ways did they demonstrate responsibility?



4-6 Years Old

IDENTIFY

KSD 5.2

Learn to take ownership and be responsible for their actions

OBJECTIVE

To provide opportunities for children to develop independence in making responsible decisions for their own and others' wellbeing

PLAN AND PROVIDE

PHYSICAL ENVIRONMENT



- Story Card Series (in 3 Mother Tongue Languages), **நான் செய்வேனே! 我都做得到! Saya Boleh! (I can do it!)** from SED Resource (Storybooks) [e-Book available: [I Can Do It! நான் செய்வேனே! 我都做得到! Saya Boleh! | ECDA Mother Tongue Language Resources](#)].
- Materials for creating a chart: large chart paper/board, individual smaller drawing paper for each child, drawing materials (crayons/colour pencils/markers), glue sticks and scissors, instant photo print/polaroid, stickers or stamps

EXPLORATION AND PLAY



- Engage children in a picture talk using the Story Card Series.
- Record their responses on a white board and categorise them accordingly. Draw appropriate visuals to support their understanding. Categories might include:
 - Self-care (washing hands, brushing teeth, showering, dressing up)
 - Making healthy choices (choosing healthy snacks, going to bed on time, brushing teeth before sleeping)
 - Be responsible for own actions (picking up clothes/toys and storing them in appropriate places, cleaning up after self, acknowledging own mistakes)



- Invite children to talk about their own personal experiences in taking responsibility to make choices for their own wellbeing.
- Create a “I Can Do It!” class chart by featuring children’s individual representations of responsible choices. Let each child choose how to express their ideas. (e.g., drawing, taking a photo, creating a visual with stickers, stamps or magazine cut-outs)
- Display the chart to remind children of the possible good choices that they can make in their daily routines.

INTERACTIONS AND RESPONSES



- Ask open-ended questions during the picture talk. For example:
 - “What do you think she is doing?”
 - “How do you think she felt when she managed to tie her shoelaces by herself?”
 - “What might her mother have said when she made the responsible choice to put her shoes in the cabinet after returning home?”
 - “Where do you think this is taking place?”
 - “Looking at her facial expression, how do you think she feels when [specific scenario, e.g., she’s showering/ she notices that her buttons are misaligned]?”
- Provide appropriate prompts to guide children in sharing their personal experiences in making responsible choices. For example:
 - “What are things you can do by yourself?”
 - “What do you do to get ready for meals?”
 - “How do you feel when you wake up the next morning after going to bed on time?”
 - “Can you share with us how you can keep yourself safe outdoors?”
 - “What can you do when your bedroom is messy?”
 - “How do you feel when you see toys scattered around everywhere?”
 - “Can you tell us about a time you made a mistake and what you did about it?”



EVALUATE

- How well did children identify responsible actions and choices during the picture talk discussions?
- What examples did children share about making responsible choices for their wellbeing?
- How did children show they could make responsible choices during daily routines and transitions?

