



**Title: Asking questions/Making choices/
Saying Yes Saying No/ Early Consent Messages**

Level: **EARLY**

Links to Curriculum for Excellence

Experiences/Outcomes	Benchmarks
I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 0-01a	This Experience/Outcome sits within HWB Responsibility of All which span across all five levels to recognise the nature of development and learning in HWB. There are no Benchmarks for this E/O.

Learning Intentions

- Children develop an understanding of a range of feelings which they can talk about.
- Children are learning about co-operating, sharing and about manners.

Success criteria

- I can express what I like and don't like and why.
- I am beginning to co-operate and share with others.
- I am learning what manners are and why they are important.
- I am learning to listen to others.
- I am learning how to communicate effectively.
- I can take part in discussions.

Connecting with home

Information for parents and carers is provided at each Level on the RSHP site. Books suggested for use in the centre/school could also be for lending.

Key words/vocabulary

Choices
Feelings
Please
Questions
Thank-you

Activities

Learning can be planned or take place in what we might call those spontaneous ‘teachable moments’ when children and educators are playing and chatting, or a particular event happens. Of course, we can create those teachable moments too, and so there are suggestions here about how books, play and other activities can support RSHP learning at Early Level. Learning within this theme connects with **EL When I feel sad or upset**

The suggestions for work on encouraging questions links to Curriculum for Excellence Literacy experiences and outcomes, they are part of this list of suggested activities and approaches because RSHP is concerned with encouraging children to be both curious and autonomous, with confidence in their feelings and able to ask questions and explore the relationships they have. At this Early Level learning to say ‘yes’ and ‘no’ underpins the work that is done throughout RSHP learning on areas like bodily autonomy, consent, understanding and respecting personal boundaries.

Encouraging curiosity

Explain to the children that this is a nursery/classroom that loves questions. When exploring a topic or having a conversation ask the children what questions they have. Children may already ask a lot of questions that start with *why?* So, encourage (and model) questions that start with *who, what, where* and *how?* In short, as a teacher/educator ask: *How might I encourage more questioning in my setting?*

Learning to say ‘yes’ or ‘no’

You can ask 2 types of questions to help children learn to use yes/no. When you do so, you can acknowledge verbal responses and gestures used in responses. Preference based questions ask the child to confirm or reject something being offered. *Do you want...* is a good way to phrase these questions. To start, the best questions would be questions that the child is highly motivated to answer with a strong yes or no – so perhaps asking if they want something you know they really like or really don’t like. Fact based questions ask the child to confirm or reject a statement: *Is this a banana? Are you cold?* These questions can get more complex if you introduce a time element: *Did you eat breakfast this morning?* You can have fun with a yes/no game, asking silly questions to which the child responds yes or no.

Use physical prompts/gestures when you say yes or no – nodding or shaking your head, thumbs up or down, smiling or not.

Help children to learn how others in the group ‘say’ yes or no, especially if they are/often non-verbal signals. Identify if/when a yes or no is not being acknowledged (*e.g. Charlie, Emma is saying she doesn’t want to share the book with you....*)

Making choices	There will be many opportunities in the course of the day to provide choices for children, not so that they are overwhelmed with options but where there is a <i>genuine</i> choice for them to make – and time to make it – about play, food, shared tasks.
Stories and questions	<p>As you read together you might think about different kinds of questions:</p> <ul style="list-style-type: none"> • Literal questions ask about facts in a story. <i>Can you remember what...?</i> • Inference questions ask children to look beyond the text to something that was implied: <i>What do you think might happen next?</i> • Evaluative questions require children to read behind and beyond the lines: <i>Do you think she should have done that?</i> <p>These different kinds of questions help build the child’s understanding of another person’s/character’s point of view and build empathy and understanding.</p>
Ask and encourage open ended questions	<p>What would happen if ...? What would it be like to ...? Why did ...? How do we know that ...? What did you think when....?</p>
Please, thank-you and seeking permission	<p>Where possible model the use of please and thank-you and the behaviours that go with them – using ‘please’ means waiting for and respecting the decision made. Using thank-you can be associated with a smile and extra comments: <i>‘Thank-you that was really kind of you to pick up the books I dropped’</i>.</p> <p>Seeking permission/consent can be modelled or explored with children in discussion: <i>‘Would you like to hold hands or walk beside each other?’</i> <i>‘Did you ask Maria if she wanted a hug?’</i></p>
I like... I am good at.... I don’t like...	<p>When bringing the children together have one child sit beside you and respond to some questions about them – asking them to let others know what they like, are good at, or don’t like. You can ask some questions to help further explore the responses – as can other children. Then you and the other children can tell the child what you think they are good at (and what you like about them).</p>
Recognising, talking about and validating feelings	<p>All RSHP learning builds on and requires the creation of relationships between educator and learner. In a nurturing and respectful setting talking about a range of feelings validates them for children – not focusing on feelings as either good or bad, they are just feelings.</p>
What colour is your day?	<p>The Dr Seuss book listed later can be read with the children and they can begin to use the idea of colours to express how they are feeling, providing opportunities for conversations in a group or with individuals. Days can start or end with ‘what colour are you feeling?’</p>

BOOKS FOR READING TOGETHER OR BORROWING

Please check out the full reading list provided at Early Level. The books listed here provide opportunities to talk about the themes of interest, they could be used with a class or group, reading to pairs or individual children to support and back-up key learning. Parents and carers could be encouraged to read them at home too.

My many coloured days

Dr Seuss (ISBN 0099266598)

'You'd be surprised how many ways I change on different coloured days. Maybe on some days you feel sort of brown, like a bear; you feel slow and low, low down. But then comes a yellow day and wheeeeeeeeee you feel like a busy, buzzy bee'. Dr Seuss takes the reader on a journey through many different moods.

No Means No!

Jayneen Sanders and Cherie Zamazing (ISBN 1925089223)

'No Means No!' is a children's picture book about an empowered little girl who has a very strong and clear voice in all issues, especially those relating to her body and personal boundaries. Teaching personal boundaries, consent.

No No Yes Yes

Leslie Petricelli (ISBN 0763632449)

For younger children, an expressive baby demonstrates different behaviours and their predictable responses.

No David!

David Shannon (ISBN 1338269046)

David does a lot of things he's not supposed to do....

Yes Day

Amy Krause Rosenthal (ISBN 0545256097)

There's one day a year when the response to every question must be YES....

I'm a Girl!

Yasmeen Ismail (ISBN 1408857006)

The girl in this book likes to win, she likes to be spontaneous, fast and strong, and because she also likes to dress in t-shirt and shorts, she is forever getting mistaken for a boy. And when she meets a boy who likes wearing princess dresses and playing dolls, they both quickly discover that they share interests that are wide and varied. *I am a Girl!* is a wonderful celebration of being who we are and not being pigeon-holed or restricted by gender stereotypes.

Clive and his Babies

Jessica Spanyol (ISBN 1846439914)

Meet Clive - and his imagination! Clive loves his dolls. He enjoys playing with them, and sharing them with his friends. A gentle, affectionate book, celebrating diversity and challenging gender stereotypes.

Oliver who was small but mighty

Mara Bergman and Nick Maland (ISBN 0340930551)

Oliver is small, but he wishes he were tall and mighty - especially when he is confronted by a school of whales, a bunch of pirates and a sea monster. This story is about overcoming your fears.

I'm Worried

Brian Moses (ISBN 0750221313)

Young children experience many confusing emotions in their early years. This book examines feeling worried in an amusing but reassuring way. The book contains notes for parents and teachers with suggestions of ways to help children deal with these emotions.