

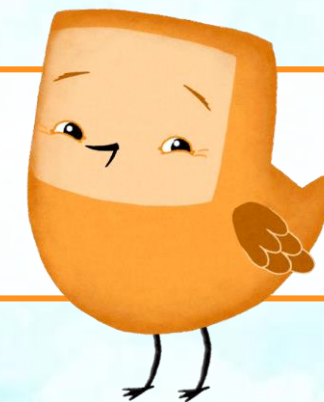


# Emotional skills FOR TODDLERS



INTRODUCTION TO  
PIKKULI PEDAGOGY





### CONTENT

- What is Pikkuli?
- Why Pikkuli?
- Introduction to how to use Pikkuli pedagogical materials
- Practical small group work
- Pikkuli – stories and emotion themes
- Social-emotional learning & emotional skills
- Initiation to the lessons
- Lesson plan card
- Positive pedagogy
- Pikkuli materials
- Instructions for independent work and keeping a learning diary

### SCHEDULE

### LECTURER

Jennifer Loiske  
Sanna Mattila

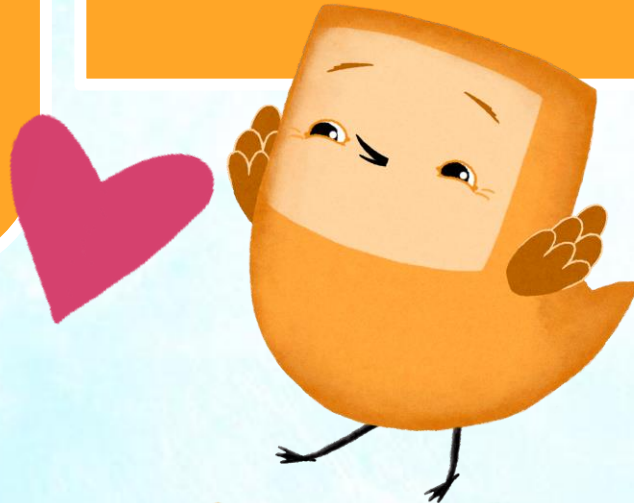


## Seen on Finnish TV

- Pikkuli is a creation of Metsämarja Aittokoski and first appeared in her book Fly Pikkuli, Fly!!
- Strong emotions and expressions
- Pikkuli stories have been created through years of work in producing children's various media content and in early childhood education!



- Active & playful
- Explores & experiments
- Strong personality
- Peculiar, unique and not perfect characters



Metsämarja Aittokoski, script writer, director and a Pikkuli's founder.

Antti Aittokoski, director, composer, graphic designer. Has worked 7 years in a kindergarten.



# Pikkuli –stories based on real childhood experiences and observations of their own family and children.



- Metsämarja started to develop first Pikkuli – story back in 2007, when their third child was born.
- Story is influenced by the second son of Metsämarja – his unique way of learning and the way he compares himself to his big brother.
- Fly Pikkuli, Fly! -story: different way of learning and finding your own strength. Everyone is important in their uniqueness!
- TY –series in Finnish National TV since 2016
- Feedback from a reader (Kirjastolehti):
- *"I read Fly Pikkuli, Fly! - book for my 5-year old daughter who was learning to ride a bike. My daughter requested to read the book many times for those two weeks and she kept saying to herself "I will learn, I will learn!"*

Source: Family of Aittokoski in "Lapsen maailma" –magazine.



# PIKKULI<sup>®</sup> TV –series and stories

DESIGN<sup>®</sup>  
FROM  
FINLAND



Characters are interacting through speech bubbles.



Calm pace helps children to focus.



A tool for encountering different personalities.

# PIKKULI<sup>®</sup>

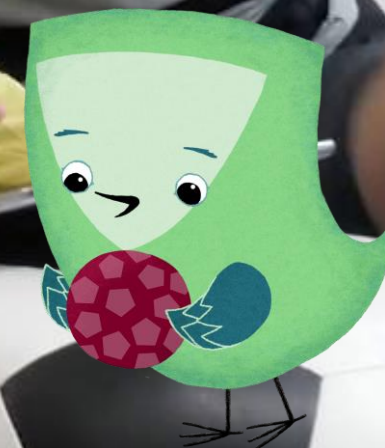
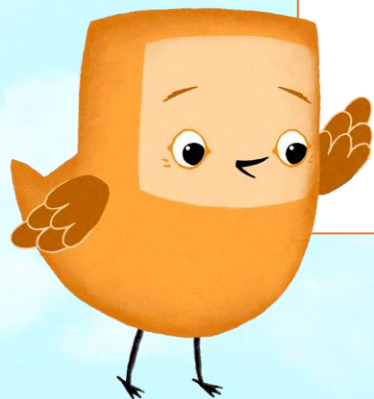
Multimedia tool



Let's watch the video:

Pikkuli-pedagogy in practice

<https://youtu.be/6BdLNSFn4Bg>



# PIKKULI<sup>®</sup>

## Multimedia tool



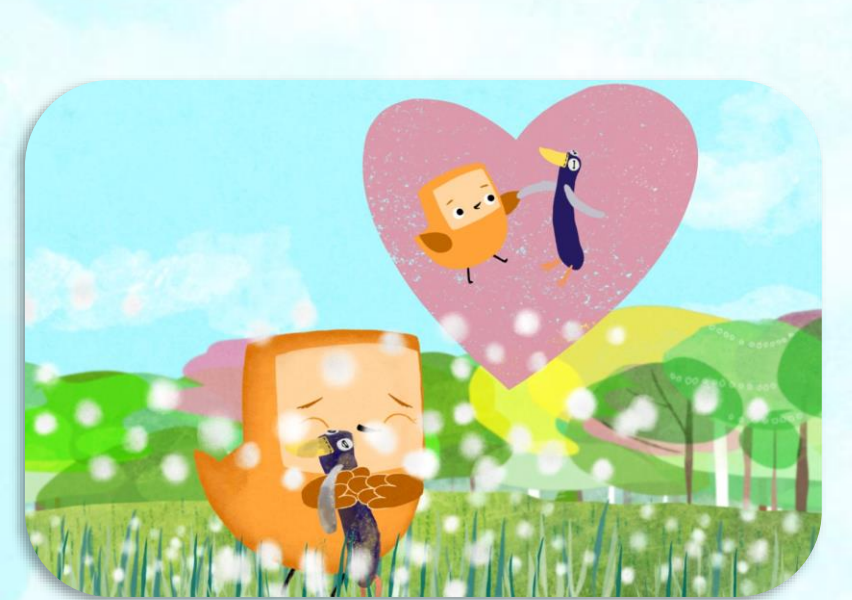
TV-series 26 x 5 min

Books

Apps

Emotion cards

Music



Introduction to a learning theme via story.

Deepen with different Pikkuli materials.

Using the new, learned things in everyday life and everyday encounters.

# Why PIKKULI®

- Multiliteracy and multifunctional tool
- Each story
  - features a range of emotions (joy, excitement, shame, jealousy, pride)
  - learning themes, such as cooperation skills, apologizing and controlling feelings of sadness or anger
  - Story helps to recognize or identify a feeling



## FEEDBACK FROM THE USERS:

Pikkuli has supported children's self-expression and helped them to focus better.

"I haven't seen children behaving so calm as they were when we watched Pikkuli – series", said a Finnish as a second language kindergarten teacher.



# THE NEED FOR TRAINING AND METHODS

"The key needs of early childhood educators for education are the development of children's emotional skills and art education. According to the evaluation, the shortcomings were particularly pronounced in the groups of children under 3 years of age."

Source: Training needs of personnel based on FINEEC's assessments Harri Peltoniemi (FINEEC)  
Press conference 17.12.2020

"The everyday life of early childhood education reflects the need for professionals for research-based information and concrete methods based on it."

Finnish National Agency for Education (OPH) report:  
Supporting children's social-emotional skills in early childhood education and care (2017)



**PHOTO: GUIDANCE ON USING THE PIKKULI'S EMOTIONAL SKILLS APPLICATION IN ESPOO.**

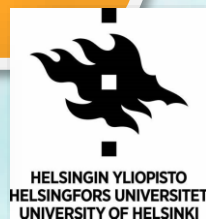
# PIKKULI PEDAGOGY CREATED BY EARLY CHILDHOOD EDUCATORS

## Researched and tested

Pikkuli TV-series 26 x 5 min and pedagogy researched and tested in cooperation with University of Espoo & Helsinki and city of Espoo.

- Supports the learning of social-emotional skills

- In 2020 network of early childhood educators across Finland was formed
- Pikkuli pedagogic network develops Pikkuli pedagogy and its content
- Educators specialities are ia. emotion, expression art, digital and special needs pedagogy - mostly MA or PhD



# PIKKULI<sup>®</sup> SMALL GROUP WORK



- **Take your time to browse the emotional themes of Pikkuli's stories and tell us which of the stories would best suit your current group of children and why?**



# PIKKULI® EPISODES 1-5

Also as a book!  
Episodes 1, 2, 3, 4 are based on Fly  
Pikkuli, Fly! –book.

Lesson plan cards:  
episodes 1-4

N:O	NAME OF THE EPISODE	STORY IN BRIEF	LEARNING THEMES OF THE EPISODE/STORY
1	<b>Come Out, Pikkuli!</b>	Mommy and Daddy Byrd's kids Sister and Brother hatch swiftly and easily, but their youngest, Pikkuli, needs some encouragement. Eventually Pikkuli does break the eggshell, but he's scared of everything new. Will he ever step outside the nest?	<b>Emotion theme:</b> Doubt, fear of new things, anger, being different, happiness <b>Transversal competence:</b> Community (family), fascination
2	<b>Why Don't You Fly, Pikkuli?</b>	Daddy teaches the fledglings to fly. Sister and Brother learn quickly, but Pikkuli is too scared to try. Disappointed, he hops through the forest towards a pond. Who will he meet there? Can birds learn to swim – even when they can't fly?	<b>Emotion theme:</b> Fear of new things, feelings of non-belonging, acceptance, self-confidence <b>Transversal competence:</b> Community
3	<b>Pikkuli Finds A New Friend</b>	Pikkuli wants a playmate, but everyone else is busy. At the pond, Pikkuli meets the wobbly shorebird, Honkkeli. Honkkeli is close to drowning – can Pikkuli help him?	<b>Emotion theme:</b> Rejection, courage, thankfulness, belonging, happiness <b>Transversal competence:</b> Helpfulness, friendship
4	<b>Fly Pikkuli, Fly!</b>	Pikkuli hops like a chicken and swims like a penguin, but doesn't want to fly, even if everyone tries to encourage him. Instead of flying, Pikkuli teaches the silly Honkkeli to fish properly – and may learn something himself!	<b>Emotion theme:</b> Irritation, pride, safety, the feeling of success; <b>Transversal competence:</b> Helpfulness, friendship, finding one's own strengths, community (family)
5	<b>Fear not, Pikkuli!</b>	At bedtime Pikkuli is afraid of the dark and can't sleep. Next day he falls through a hole in the ground and meets a new friend, who teaches Pikkuli that there's nothing to be frightened about in the dark!	<b>Emotion theme:</b> Feeling unsafe, fear, imagination, the need for intimacy, humour. <b>Transversal competence:</b> Making observations, realisation, exploration, community

5 also as  
a book!

Blind Bird's Bluff also as a mobile game!

Lesson plan cards:  
episode 6



N:O	NAME OF THE EPISODE	STORY IN BRIEF	LEARNING THEMES OF THE EPISODE/STORY
6	<b>Pikkuli Says NO!</b>	Pikkuli doesn't want to do anything today! Daddy tries with all his might to get Pikkuli excited about eating, reading or fishing, but Pikkuli says NO to all of it.	<b>Emotion theme:</b> Disagreements, cheering someone else up, sadness, anger, laughter, apologising <b>Transversal competence:</b> Cooperation skills, making food
★ 7	<b>Be Quiet, Pikkuli!</b>	Sunnyvale Woods sleeps. Pikkuli wakes up before the others and just can't keep quiet. He wants to drum and whistle! Pikkuli meets Woodpecker in the woods and they drum together. Perhaps Pikkuli gets a little too excited about drumming...?	<b>Emotion theme:</b> Taking other people feeling into account <b>Transversal competence:</b> Music, community, problem-solving
8	<b>Pikkuli's Big Cry</b>	Pikkuli has a favourite beaker. One day, the beaker drops from the table and shatters into little pieces. Pikkuli is very sad indeed and would like to cry, but at the same time he wants to hide his grief from his friends and siblings.	<b>Emotion theme:</b> The joy of giving, satisfaction, anger, crying, suppression of feelings, processing of feelings <b>Transversal competence:</b> Culture, problem-solving
★ 9	<b>That's Mine, Pikkuli!</b>	Usually Pikkuli, Sister and Brother get along very well and can share everything. Sometimes, though, your own toys just feel the duller of all and that's when you feel like spoiling everyone else's fun, too. A game played together and a laugh shared by all just might mend matters, though!	<b>Emotion theme:</b> Personal property, sibling relations, family and friends, personal space, apologising <b>Transversal competence:</b> creativity, fairness, equality, rules, right and wrong, cooperation
10	<b>Pikkuli Gets A New Pet</b>	Pikkuli and Honkkeli find a caterpillar. They gave it a name: Toto, and Toto becomes Pikkuli's new pet. But taking care of a pet isn't all that easy...	<b>Emotion theme:</b> Nurturing, affection, longing, grief, joy, letting go <b>Transversal competence:</b> exploration of one's surroundings, responsibility, taking care of the environment, culture

6 also as a book!

★ 7. Woodpecker's car rattle as a drum in a mobile game!  
★ 9. The end of the story (coloring) can continue in Pikkuli's coloring book app or with coloring pages (pikkuli.fi)

Lesson plan cards:  
episodes 13 & 14



N:O	NAME OF THE EPISODE	STORY IN BRIEF	LEARNING THEMES OF THE EPISODE/STORY
11	Pikkuli Saves The Day	Pikkuli wants to help others, but it's not easy. He tries to lend a hand to his family, Owl and Mole, but never gets it quite right. Meanwhile, one of the Grouse chicks has disappeared – could Pikkuli help, this time?	<b>Emotion theme:</b> Cheering someone else up, empathy, comforting someone else, sadness <b>Transversal competence:</b> Helpfulness, tidiness, community, circus
12	Pikkuli, The Ugly Duckling	When Pikkuli lays eyes upon the Swan family, his own family starts looking very dull and ordinary. Pikkuli follows the swans around and tries to be just like them, but the Swans won't give him credit. Pikkuli's own family might still be able to surprise him, however...	<b>Emotion theme:</b> Belonging, identity, discrimination, identifying <b>Transversal competence:</b> Family/community, problem-solving
13	Pikkuli Builds A Hut	Pikkuli wants to build a fort. His friends rush to his aid, and his fort turns out very fine indeed. But Pikkuli wants the fort all to himself and drives his friends away. Maybe it would be more fun to play together, after all?	<b>Emotion theme:</b> Personal space, failure, anger, forgiving, loneliness, sharing, apologising <b>Transversal competence:</b> Parties, cooperation,
★ 14	Pikkuli's Birthday	Pikkuli's birthday is just around the corner. He dreams about fancy gifts, but goes too far when he assigns all his friends a gift to get him. When the big day comes, Pikkuli will be in for a surprise... and the party will be fun for everybody!	<b>Emotion theme:</b> Dreams, hopes, greed, sadness, comforting someone else <b>Transversal competence:</b> Culture, values, family, friends
15	Pikkuli In The Day Care	Mommy and Daddy must go to work, and Pikkuli must spend the day with the Hazel Hen family. Pikkuli doesn't know how to line up like the Hazel Hen chicks, and the rules of the family are foreign to him. What's worse, he's homesick. Could it get any worse? Or does it get better, instead?	<b>Emotion theme:</b> Longing, adjusting, tenderness and caring, prejudices <b>Transversal competence:</b> routine, imagination, family

11 also as a book!

13 & 14 also as a book!

★ 14. The book is also available in the app store as an app (android) and as part of the Pikkuli's Emotional Skills app!

Lesson plan cards:  
episode 17



N:O	NAME OF THE EPISODE	STORY IN BRIEF	LEARNING THEMES OF THE EPISODE/STORY
★ 16	Where Are The Chicks?	Pikkuli and Daddy stop their boisterous play when they hear the Hazel Hen chicks' beautiful choir singing. If the chicks could choose for themselves, they would sing something else, but Mrs. Hazel Hen won't allow it. Could Pikkuli help?	<b>Emotion theme:</b> Self-will, fear of change, concern, sadness, compassion, reconciliation, joy, enthusiasm <b>Transversal competence:</b> Helpfulness, community, music, dancing
17	Keep The Forest Clean, Pikkuli	The forest dwellers are about to arrange a party, but during preparations Honkkeli hurts his leg on a broken bottle. The animals notice that the forest is littered with garbage! Pikkuli rallies everyone to clean up the forest together.	<b>Emotion theme:</b> Processing feelings, patience, frustration, enthusiasm, empathy <b>Transversal competence:</b> Taking care of the nature, organising events, cooperation, assigning duties, community, making an impact, dance, music, recycling
18	Pikkuli's Funny Flu	The Byrd family is going to the beach, but Daddy falls ill. Pikkuli wants to stay home and take care of Daddy just like Owl takes care of the ill Spider. But then the flu starts spreading...	<b>Emotion theme:</b> Humour, caring and helping, nurturing <b>Transversal competence:</b> Taking care of self and others
19	Pikkuli And The Sleepy Duck	Pikkuli carries his Sleepy Duck everywhere. Sister doesn't like the dirty, smelly Sleepy Duck, and wants to wash it clean. Finally, Sister succeeds in her plan and believes Pikkuli will no longer want to carry Sleepy Duck. How will Pikkuli respond?	<b>Emotion theme:</b> Understanding, sentimental value of a toy, sadness, nurturing, appreciation of others' property <b>Transversal competence:</b> Routine, taking care of oneself, problem-solving
★ 20	Pikkuli Says Sorry	Mole tends to his garden. Pikkuli accidentally destroys Mole's cultivations and Mole feels angry and disappointed. Pikkuli doesn't understand Mole's anger, but as Mole cries Pikkuli begins to feel sad, too. How could he comfort Mole?	<b>Emotion theme:</b> Apologising, conscience, regret <b>Transversal competence:</b> Taking care of plants, cautiousness/recklessness, problem-solving

★ 16. Partridge chicks choir in Pikkuli's music app! ★ 20. Growing Plants: Mole Garden App!

N:O	NAME OF THE EPISODE	STORY IN BRIEF	LEARNING THEMES OF THE EPISODE/STORY
21	Pikkuli, The Little Cupid	Pikkuli compares his parents' relationship to that of the smoochy Mr. and Mrs. Long-Tail's. He's worried to see his parents argue all the time. Pikkuli and his siblings decide to make a move, and their parents are in for the surprise of a lifetime!	<b>Emotion theme:</b> Irritation, fatigue, arguments, processing emotions, expressing emotion, concern, apologising <b>Transversal competence:</b> Taking care of others, cooperation, family, love
22	Pikkuli Wants A Vacation	Mr. and Mrs. Long-Tail Tit tell about their holiday trip to Pikkuli and his family. Pikkuli begins to dream about a journeys to faraway lands, too. However, his travel plans come to nothing. Or perhaps he'll find something worth enjoying a little bit closer to home, after all?	<b>Emotion theme:</b> Admiration, dreaming, disappointment, facing disappointment, happiness <b>Transversal competence:</b> culture, countries, being a consumer, money, travelling, music, dancing, problem solving
23	You Are Cute Too, Pikkuli	Pikkuli is used to being the smallest in the family and getting his way, along with all the attention. But then the tiny and sweet Nestling, the Long-Tailed Tit couple's baby, comes to spend the day in Pikkuli's parents' care, and Pikkuli is left in a whole new position in the family.	<b>Emotion theme:</b> Jealousy, anxiety, sharing, sulking, the need for attention <b>Transversal competence:</b> The role of the youngest child, roles in a family, caretaking
24	Pikkuli is Foolish	Pikkuli, Frog and Woodpecker are target practising with blowpipes and berries. Mrs. Hazel Hen and the Hazel Hen chicks arrive to the pond to do laundry. The group of friends aims its blowpipes to Mrs. Hazel Hen's freshly washed bedclothes – and she won't like that!	<b>Emotion theme:</b> Peer pressure, listening to one's conscience, social rules, recognizing right from wrong, being fair, punishment, truth, honesty <b>Transversal competence:</b> Air pressure, making chores
25	You Will Learn Too, Honkkeli	Pikkuli and Honkkeli hear Woodpecker drum an old car wreck. Pikkuli wants to drum, too, but Honkkeli thinks he's too clumsy to stay on rhythm. How could Honkkeli take part in Pikkuli and Woodpecker's music?	<b>Emotion theme:</b> Success, fear of failure, encouraging others, empathy <b>Transversal competence:</b> Practise, directing others, finding one's own strengths, making instrument from anything, joy of music and playing instrument, support and teaching
26	Pikkuli's Best Hiding Place	Pikkuli, Honkkeli and the Hazel Hen chicks are playing hide-and-seek. The Hazel Hen chicks keep following Pikkuli around, and Honkkeli finds the lot every time. Pikkuli wants to find a hiding place where no-one will find him!	<b>Emotion theme:</b> Selfishness, sharing, playing together, own space <b>Transversal competence:</b> community, play, spatiality, trips to nature, foods found in the forest (mushroom, berries), making a bonfire, cooking food with fire.

WHY

# PIKKULI<sup>®</sup> - JOY, POSITIVITY, HUMOUR



## Pikkuli supports positive self-image

Pikkuli-pedagogy: Positive learning environment, in which every child is appreciated as an unique individual.

## Laughter and humour included!

- Stories contain lot of joyful moments and humour which according to the studies promote learning.
- Laughter is a key to human's emotions and laughing together creates a possibility to continue learning together.



*Sambrani et al. The Effect of Humour... 2014*

# WHAT ARE THE SOCIAL AND EMOTIONAL SKILLS?

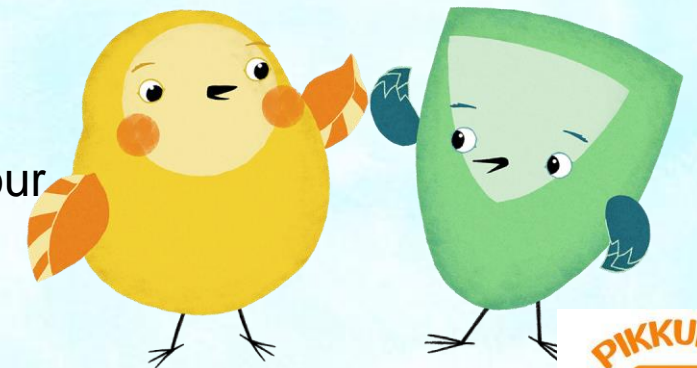


## Developmental tasks of the socio-emotional sphere of the child

1. Self-knowledge and self-awareness: the ability to recognize one's own emotions and evaluate one's own behavior
2. Self-regulation: the ability to regulate one's own emotions and behavior
3. Ability to recognize and understand other people's emotions and put themselves in others' shoes – empathy
4. Interpersonal skills: the ability to establish and maintain social relationships
5. Conflict resolution

## Other social skills include:

- Ability to adapt to different social situations
- Taking responsibility / understanding one's own behavior
- Problem-solving skills (ability to ask for help)
- Ability to wait
- Sense of humour



Children's days include all kinds of emotions. There are shouts of joy and laughter, but also crying, screaming and anger.

In toddlers, emotional fluctuations are normal and an example of how a child's emotional regulation skills are still developing.



## Researched!

The prefrontal cortex, where the parts responsible for self-regulation and emotional regulation are located, develops until the age of 25-30.

In other words, young children are only at the first step of training.

# THE IMPORTANCE OF EARLY CHILDHOOD EDUCATION

## Practicing social- and emotional skills

- Should be started as early as possible
  - > require time to develop and are connected to the development of identity and positive self-image
- Early childhood education creates the foundation for skills that promote holistic well-being and learning
- When a child receives positive emotional experiences from learning, they remember better what has been learned



- A peer group is a natural place for children to learn to regulate their emotions and show their will
- In Early Childhood Education, children learn skills such as taking others into account, expressing their own thoughts, resolving disputes and working in a group

### A child will never intentionally behave badly!

Always check the child's basic needs and the root causes of the child's behaviour first.

Emotions and needs always play a role in the child's behavior, and understanding them more deeply requires "diving beneath the surface" of the behavior.

Remember also your own attitude accessibility:

"A child can behave well if he wants to."



**Emotional outbursts are part of toddlers' communication and a way to vent difficult emotions.**

When a toddler bites and hits, it can mean, it can be difficult for them to make themselves understood.

Due to the lack of verbal communication, it can feel difficult to know what the child wants or how he feels. Strengthening language skills usually makes situations easier.



## Hint!

When you put emotions and situations into words, children's language skills will strengthen and emotional outbursts can get easier.

For example, the feeling of anger is alleviated when you say out loud that you are angry.



# EMOTIONAL LEARNING

- Emotions are based on child's personal experience.
- All the emotions are accepted!
- We all have similar emotions, but everyone has their own way to express them.

To feel empathy is one of the essential goals of emotion education.



The purpose of social-emotional learning is:

1. to learn to recognize and name one's own feeling
2. ...so that we can understand other's feelings

That's how we learn to be compassionate – support and help others if needed.

Viedään arkeen  
jokapäiväisiin kohti

# EMOTIONAL LEARNING



## Basic emotions

Happiness, sadness, fear, anger, and disgust

– These emotions can already be observed in babies.

## Social emotions

Shame, guilt, embarrassment, jealousy, and pride

– These are learned through interaction with other people and developed beginning at the age of four.

Through Pikkuli –lessons children will learn to identify both basic and social emotions.

Identifying may be difficult for some of the children, but it will get easier by practicing it in various situations.



# EMOTIONAL LEARNING IN THE NATIONAL CORE CURRICULUM OF ECEC

In a safe atmosphere, showing different emotions is allowed, and the educators will help children express emotions and self-regulate.

Children's emotional skills are strengthened when they learn to perceive, be aware of and name emotions.

Pikkuli pedagogy also provides tools on how to recognize the connection between emotions and the body - where the emotion is felt and facilitates the processing of emotions by giving them a color or melody.

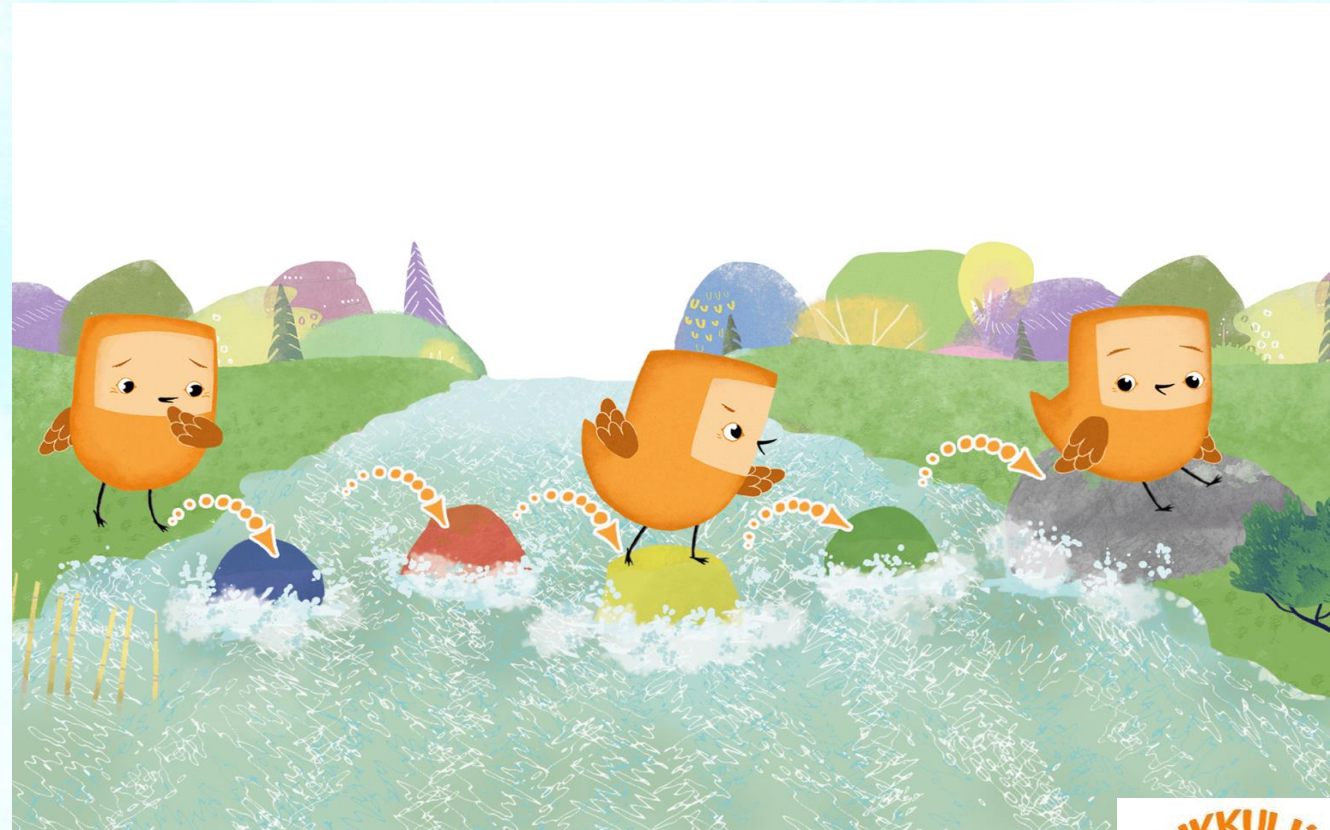
Learning emotional and social skills is based on the development of self-regulation.

# EMOTIONAL SKILLS



## Good emotional skills

- I perceive and recognize the emotions that arise in myself and others.
- I can accept different emotions.
- I understand the reasons behind emotions.
- I can regulate the intensity of the emotion if necessary.
- I learn new ways to react to emotions.
- I can express emotions in a constructive way that takes the situation and the environment into account.



# PIKKULI CONTENT SUPPORTS COMPASSION SKILLS

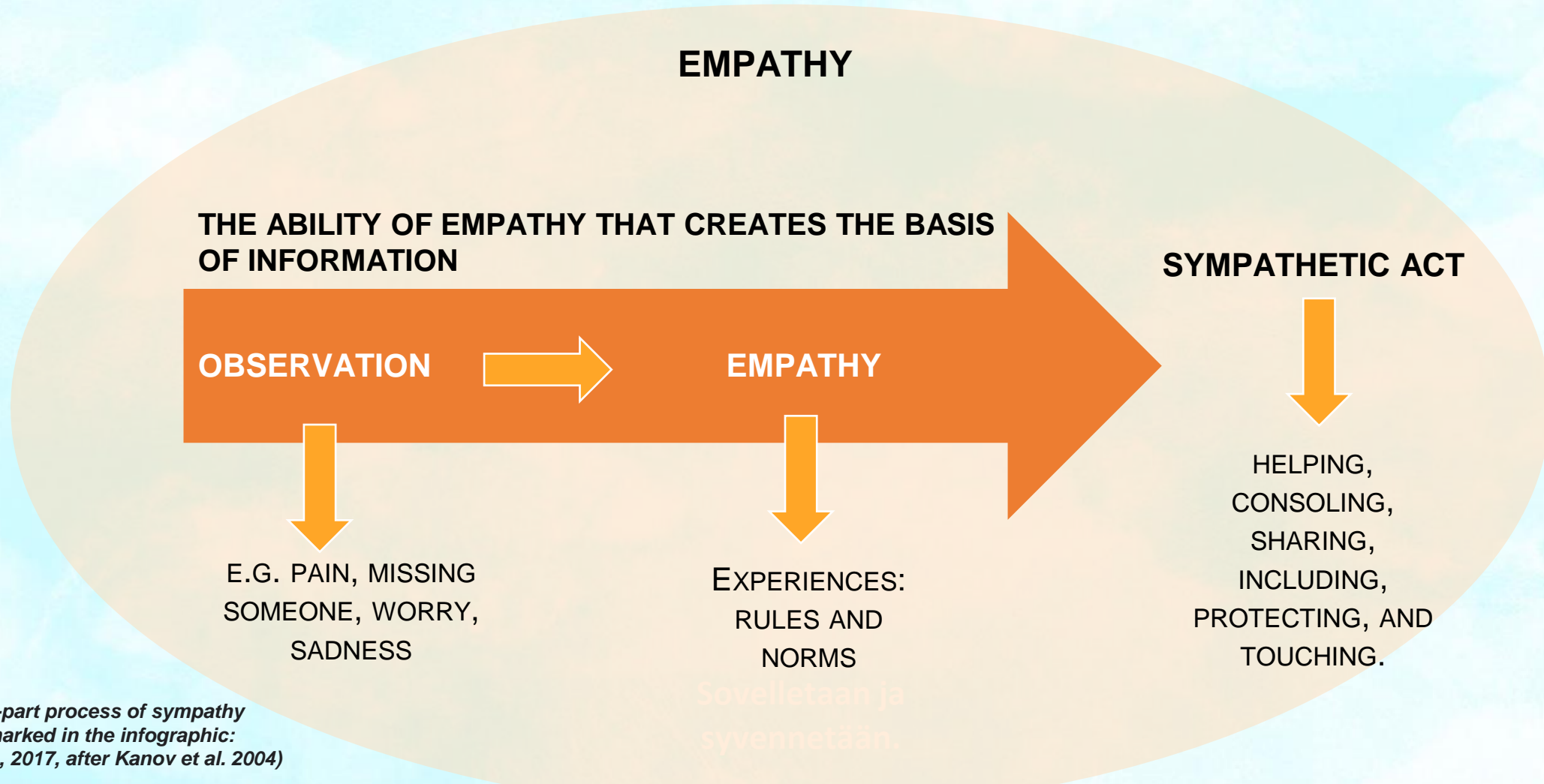
- When a child is able to recognize different emotions that they are experiencing, they also begin to understand the feelings of the other child, because they know what the other person is feeling.
- In this case, the child empathizes with the other child because they know how the emotion they are experiencing feels.
- For example, if a child decides to comfort another child, it's about showing compassion.
- There is compassion in all of us - and it develops through actions.



- Acts of compassion include helping, comforting, sharing, alonging, protecting, and touching.



# PIKKULI PEDAGOGY PROMOTES EMPATHY SKILLS LEARNING



*The three-part process of sympathy  
(Source marked in the infographic:  
Nurhonen, 2017, after Kanov et al. 2004)*

# PIKKULI PEDAGOGY PROMOTES EMPATHY SKILLS LEARNING

- The identification of the emotions of others and the possible awakening of empathy as a result, i.e. sympathetic actions, are an essential part of Pikkuli pedagogy.
- The illustration of the *Pikkuli wants a Hut* book includes an illustrative example of the three-part process of sympathy:



1. Observation of the sadness of another →

2. empathy →

3. sympathetic act = helping

# PIKKULI PEDAGOGY PROMOTES EMPATHY SKILLS LEARNING

## Why do we need to practice empathy skills?

### Empathy

- is an important part of a well-functioning democratic community, where people look out for each other and the surrounding environment.
- increases the human capacity to recover from stress and setbacks
- expressed by an adult will promote the learning of a child.

- develops happiness, self-esteem, and optimism, and promotes the sense of inclusion and ownership, also promotes engagement and agency.
- prevents bullying and exclusion



# POSITIVE PEDAGOGY



- The pedagogy of positive education plays a crucial role in early childhood education, as the way the educator encounters children is also a key factor for children's well-being.
- However, the essence of positive education lies in consciously noting, verbalizing and reinforcing the good.
- Positive education focuses especially on successes and strengths. Children and adults alike!
- Genuine positive attention and encouraging feedback strengthen the child's sense of competence and that he or she is important. Positive upbringing takes into account emotional skills, compassion and presence – all the things that build cohesive growth as a person. (Viivi Pentikäinen)



# 21st CENTURY SKILLS

Positive pedagogy essentially supports the development of future skills.

Future skills (21st century skills) refer to the broad-based skills that today's children and young people will need as they grow into future citizenship. These future skills include:

- Creativity and innovation
- critical thinking
- problem solving
- communication
- Collaboration and teamwork



- Pikkuli pedagogy develops versatile and wide-ranging thinking skills, cooperation skills, creativity and innovation.

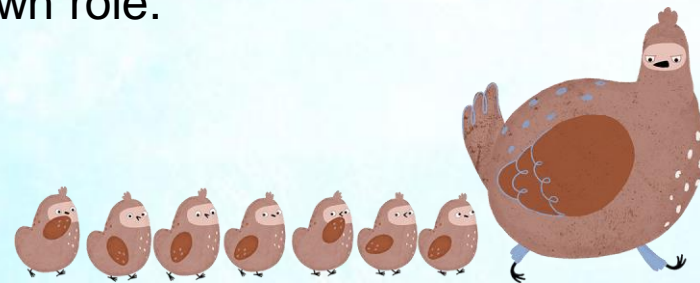
# THE IMPORTANCE OF POSITIVE PEDAGOGY FOR EDUCATORS

- Positive pedagogy facilitates learning because children are motivated to learn and are able to concentrate better.
- The key function of the learning environment is to strengthen a positive atmosphere.
- Creating a supportive learning environment also increases the well-being of educators and frees up the time needed to plan alternative ways to motivate children to learn.
- In such an environment, children can help each other in many challenging situations, whether it is a problem-solving exercise or conflict between other peers.



# THE IMPORTANCE OF POSITIVE PEDAGOGY FOR EDUCATORS

- The educator's own attitude towards changes and challenging situations is of great importance.
- The way educators respond to challenges during the day is a direct example of self-regulation skills for children.
- As educators, we all teach by example, so it is very important that each of us is aware of the importance of our own role.
- Have you ever wondered how you react to last-minute changes or cancellations?
- Are you the role model you think you are?
- Getting to know your own strengths helps you see the good in others more easily.





PIKKULI

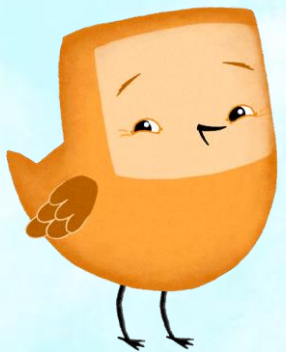
SOCIAL-EMOTIONAL  
LEARNING

EXPRESSIVE ARTS TO SUPPORT THE EMOTIONAL EDUCATION OF  
TODDLERS

# National Core Curriculum of ECEC - Arts and crafts

**Different forms of expression offer children ways to perceive the world in a way that inspires them.**

"Artistic experience and expression stimulate children's learning conditions, social skills and positive self-image."



Art education enables the development of creativity and problem-solving skills, i.e. thinking skills.

They provide **an opportunity to experience** different emotions and practice emotional skills that are linked to aesthetic experience and decision-making.

**Artistic expression offers motivating means for children to make their observations, emotions and creative thinking visible.**

# Art education and pedagogy for children under 3 years

- Can a child under 3 be interested in art?
- Is it too difficult to make art for young children when there are not yet so many technical and motor abilities?



Toddlers also practice hand-eye coordination and fine motor skills in their everyday lives: eating independently, dressing, turning the page of a book...



## Tip!

The fine motor skills needed in practice can be practiced by means of art, for example by

- Finger painting
- Crumpling
- Molding
- Painting
- Drawing

# Art and children's self-image

## Tip!



Among the forms of art and expression, there are also various tools for emotional expression.

For example: Let's make angry music together!

Include Pikkuli's emotion cards when going through the work of arts with children.

Let's turn paper mâché/ molding dough/ soft dough into tantrum gobs or beanies of joy.

PIKKULI © Pikkuli Group Ltd

"Artistic experience and expression stimulates children's learning conditions, social skills and positive self-image."



**That's why it's especially important to find different ways to express your emotions!**



# Art education provides comprehensive support for growing as a person



Art with young children means holistic exploration, play and getting to know things. The child learns by experimenting, testing various materials, techniques and ways of doing.

Like art, emotions are multidimensional and complex. They are beyond good and bad or right and wrong.

The intrinsic value of art is precisely to create opportunities and provide means to experience and express emotions.

In artistic work the whole process matters.

The work should give space for the child's own artistic expression, so that it brings the child the joy of success.

It is therefore important to get in the arts without representation of the outcome.



## Tip!

**'Let's paint joy' music painting**

- **Giving the child time**
- **The child chooses the colors and equipment himself... If the child's joy is dark, let's rejoice together how nicely dark joy dances on a paper**
- **The painting really doesn't even need to be named**
- **Let's rejoice together with the child that the child has created something wonderful on paper.**



# NATIONAL CORE CURRICULUM OF ECEC - ART EDUCATION



Children should be encouraged to express themselves verbally and bodily through drama, dance and play, for example.

The aim is that the exercises and games offer children the opportunity for diverse linguistic and bodily experiences, expression and communication.

"Children should be encouraged to express themselves, their thoughts and feelings."



## Tip!

**How to get children who do not yet have a language engaged in expressing their emotions?**

These children also get to express their emotions when the expression is visual or takes place by moving and dancing to the music.

The expression can also be put into words by an adult and thus support the child's linguistic development.



# Art education provides comprehensive support growing as a person

Emotions are often difficult to verbalize and are not unambiguous. The range of emotions is huge, and not all emotions may even have a name.

Art and artistic work act as mediators in expressing and processing emotions. Art does not give direct and unambiguous answers, but it allows children to express, process and share their experiences and feelings.

"Children's expression is characterised by comprehensiveness and creative combinations of different forms of expression. The different forms of expression are explored in a multisensory way." Basics of the early childhood education plan 2022



**For this reason, emotional education should make extensive use of musical, visual, verbal and bodily expression.**

# Toddlers and art

## Tip!



**Sensory art can be implemented with toddlers, for example, as follows:**

- Painting with blueberries
- Use of natural materials
- Mixing colors
- Ice painting

For toddlers, creativity comes very naturally – they are not yet limited by rules or the pressure of the outcome.

The important thing is to give toddlers time to try different art techniques safely.

Art with different senses interests toddlers and is the most age-developing activity.

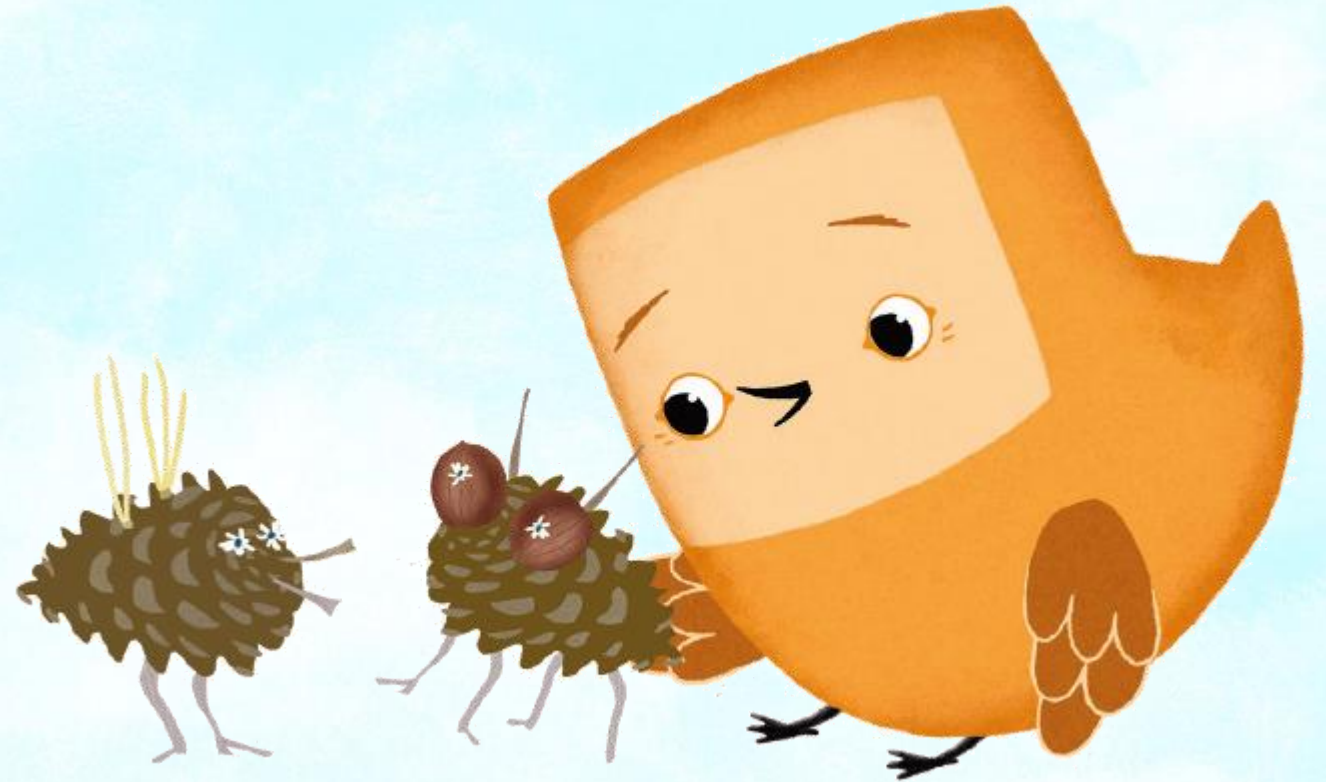


# Toddlers and art

The task of early childhood education is to create a good relationship with art and creative activities already at an early age. Let's inspire people to make art without the pressure of the end result!

A culture that values and experiments with children's art nurtures creativity.

Adults are required to be permissive in ensuring that the toddler does not necessarily achieve the outcome that the adult had in mind – but were the learning goals set for the activity still achieved?



# The significance of music

## MUSIC IS ESPECIALLY IMPORTANT IN EARLY CHILDHOOD EDUCATION FOR 1-3-YEAR-OLDS

- Music and singing have clear and important links to children's well-being.
- Children whose groups emphasized music/singing expressed more positive emotions and were more engaged.
- In addition, these children were more often socially adaptive and had more participatory interaction with adults.

**In other words, music was linked to strong, sustainable and creative interaction.**



Ruokonen, I., Tervaniemi, M. & Reunamo, J. (2021). The significance of music in early childhood education and care of toddlers in Finland: An extensive observational study.

# The significance of music



The research results highlight the importance of music for the well-being of young children.

In older children, the same effect was not observed.

On the other hand, it has become apparent that the integration of music into pedagogical activities is very limited in groups of older children.

## REFLECTION:

Is music better integrated into everyday pedagogical use with toddlers?

Is a smaller child more receptive to rhythms, melodies and other non-verbal communication than a child who is already talking? Or do we forget the possibilities of music with the bigger ones?

Ruokonen, I., Tervaniemi, M. & Reunamo, J. (2021). The significance of music in early childhood education and care of toddlers in Finland: An extensive observational study.



**In many ways, music is associated with high-quality pedagogy.**

# CHALLENGING SITUATIONS AND MUSIC

## Music and transitions

At its best, integrating music with everyday pedagogy brings a new perspective and enthusiasm to both adults and children in situations that are often seen only as part of everyday life, obligatory and sometimes even difficult moments.



## Tip!

**Music is suitable for almost any situation:**

- Transitions
- Free play
- Basic care situation
- A nap time

# Toddler making music

- Music should be used as much as possible and it's best if you give enough time for making music so that even the slowest of the bunch can get involved
- Even if the child does not participate in making music or singing, they can be seen to concentrate on listening and being involved
- The bigger the gestures or the more functional the music, the better
- Key word signing to help you concentrate

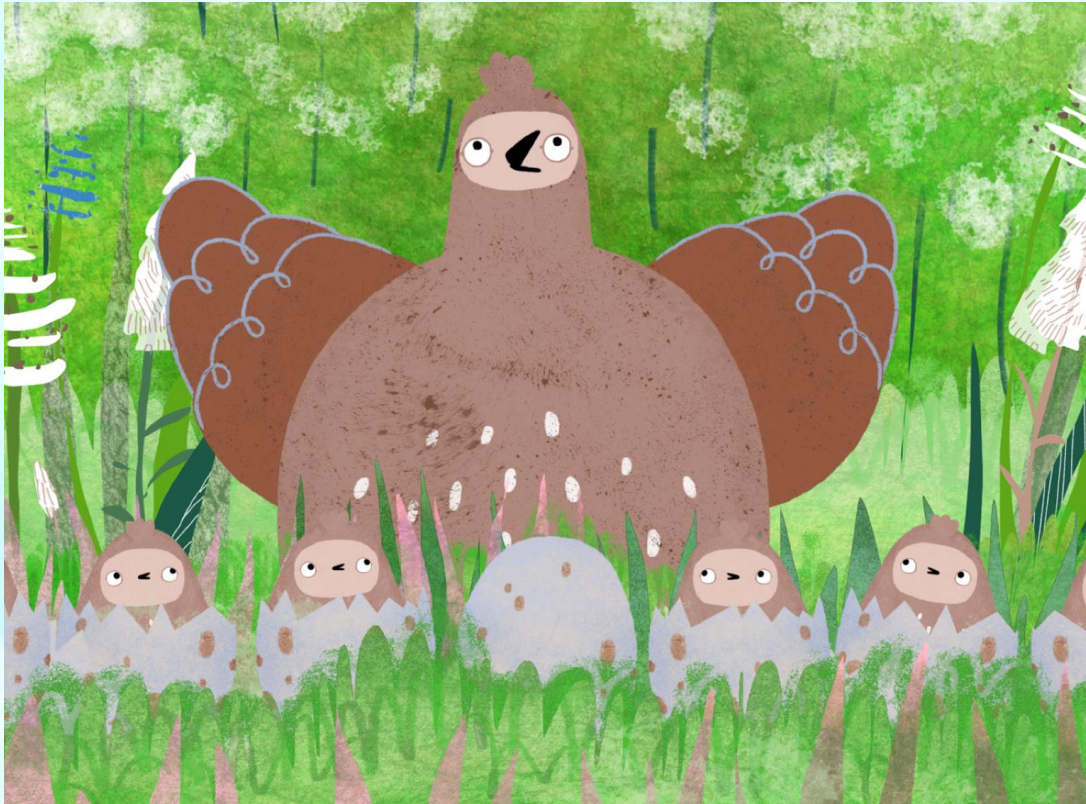


# Toddler making music



- Singing familiar songs daily in certain situations increases the predictability of everyday life = the feeling of security.
- Music makes it easier for children to understand that something begins and ends – which is linked to the development of self-control.
- The child's participation can be increased by asking which song is being sung, for example. in a transitional situation.

# Toddler making music



- Music helps children calm down, energize and concentrate.
- Music is a great way to maintain a positive atmosphere. It can also help a child direct their thoughts towards positive things if something starts to bother them.
- Studies show that playing music together with a child also calms a stressed adult.

# The benefits of music

## With music:

- The child learns listening skills, expression and empathy.
- Social, emotional and motor development can be supported.
- The child gets the joy of working together, which supports the development of interaction skills and increases well-being.
- Learning to read can also be supported, as music supports the development of language and memory.
- Music has also been found to reduce fears and aggression and increase sociability.

"Music supports learning in general."



## Tip!



**Woodpecker's Car Rattle game made a non-talkable and unlaughable child laugh out loud!**

# Dance supports people's well-being already in toddler age

Even babies under six months old recognize unexpected changes in rhythm in music and movement. They know how to embody music, which means that people already have a sense of dance at this early age.

The studies show that the more babies bounce along with the music, the more they smile.

Our brain is constantly anticipating what will happen next. A regular rhythm brings satisfaction because it makes it easy to predict the future. Whenever we're right, the brain releases the hormone dopamine, which provides a sense of reward.



University of York. "Babies are born to dance, new research shows."  
ScienceDaily. ScienceDaily, 16 March 2010.



# Music & dance help with grouping up

A study of 14-month-old children found that they were more likely to help strangers pick up dropped objects when they had experienced a moment of dancing to the same rhythm as adults. This helpfulness was not observed without dancing or when the dancing was out of sync.

Even dancing alone seems to make people happier, according to studies. When dancing with others, joy is combined with social engagement.

The result is a state of intimacy, a desire to share things with others and help others. The phenomenon is explained by the activity of mirror neurons in the brain. With them, we literally mirror the movements of others.



A. Pawlowsk (2014)

# What is drama with under 3 years old children?

- The routines of the drama moment are the same: Beginning – action – end
- Performing drama – teacher-led
- Gestures and facial expressions to support speech.
- An adult is a storyteller and a model of how to empathize with a story. "It's wonderful to go on holiday! The best thing about the holiday is swimming – but how do you swim? Can anyone show? Phew after this bathing comes hunger. What would we eat now?"



- The adult makes sure that the theme is kept to the topic while the children participate in the drama play. E.g. Shop play: "Santeri, what do you want to buy?"
- Getting children to participate and picking up ideas from them, takes place mainly by observing children.
- Repeating the same topic more than once.

# Drama helps with experiencing emotions

The idea of drama education is that adults and children create together imaginary environments and explore what happens in them.

Focus on finding different perspectives and situations.

Drama helps to delve into emotions more strongly – to relive a situation that may have left you wondering

The smaller the child, the more they have to go through situations to better control their emotions.

The drama is all about being funny and playful, which makes it easier to go through even the most difficult emotions.

" Play is a key working method in early childhood education. In pedagogical activities, the development of the plot of play and the construction of play worlds can be combined with, for example, drama, improvisation or fairy tales." (Early childhood education plan 2022)



# An imaginary world gives you an opportunity of experimenting with social skills

## Social skills:

- Social situations can be practiced so that the child will first think about how to behave in them.
- Child get to know others better
- When children reflect on how they use their voice and body, their self-awareness increases
- The child improves conversational skills and expressing one's own views

"Children observe, experiment and learn community rules through play. By playing in a group, children learn to regulate their emotions and needs and to take other people's perspectives into account. A sense of community grows through play and strengthens positive emotional expression." ( Early childhood education plan 2022)

## Other skills you develop by empathizing with stories:

- Memory
- Problem solving
- Vocabulary and speech development



# Making drama in practice

In Pikkuli lessons, drama is used either to recap a story or to discuss the topic

**1. A short warm-up** (energy release play) at the beginning makes it easier to concentrate and release any tension

**2. The transition to the world of drama** is done physically by changing rooms / going through a tunnel or by a drama character, which can be bringing a hand puppet into the space / dressing an adult as required for the drama / drama briefcase filled with drama making supplies



**3. Orientation to the story**

**4. Drama work.**

- Puppet theatre (adult performs, children perform)
- Drama play (organized environment for shop play, etc.)
- Process drama (take an imaginary excursion into the world)
- Making sound with musical instruments
- Empathizing with a fairy tale (solving/comforting the problem of the hand puppet)
- Pantomime (guess what emotion I'm presenting?)

**5. Giving up a role** is done by shaking the role away / moving to another space / going through a tunnel / saying goodbye to the character in the drama.

# Harnessing strengths through drama

Drama topics are best when they come from or following children.

Drama rehearsals are a safe way to bring up even sensitive issues, such as experiencing great emotions: Disappointment, anger, enthusiasm, apologizing and accident.

It is easier and more fruitful to go through events that evoke great emotions through another character, such as Pikkuli. Then you can distance yourself from what happened and understand how the other person must have felt.

Drama is made for children in accordance with the conditions – implementation is free because: there is no finished manuscript, only your imagination is the limit.



## Tip!

- E.g. There is a child in the group who has trouble concentrating, but when he gets hold of Pikkuli plush toy, he is able to concentrate better.
- E.g. There is a child in the group using key word signing – we dive into a world of drama where everyone only talks with their hands.



# Plush toy as tools for toddler drama



For toddlers, a stuffed animal can initially be just a plush, colorful object, which may be confusing at times, but by looking, feeling, and processing it several times, the child will eventually combine all these sensations and experiences of the object into a concrete concept.

Children believe that these objects exist, even if they are not in their sight. Piaget called this sensation the object permanence, and it is a great achievement in sensorimotor development. It is a good way to identify and distinguish developmental differences between older (24 months) and younger (6 months) children.

# Plush toys as part of narrative play



## Tip!

**Children experience the world and learn basic skills through objects and events.**

- **Teddy Bear Hospital**
- **Home play**
- **Plushs in action**
- **Plush birthdays**
- **Hide and seek with plushs**



# PIKKULI<sup>®</sup>

Have a happy time with Pikkuli Pedagogy!

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Thank  
you!



[www.pikkuli.fi](http://www.pikkuli.fi)

[edu@pikkuli.fi](mailto:edu@pikkuli.fi)