



Recipes for Resiliency

Produced by Child Care Aware of West Central Arkansas

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Special Thanks to Youth Artists

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What is Social Emotional Learning?

Social-Emotional Learning (SEL) is the process you go through in which you learn to understand and then manage your emotions. From that process, skills are gained that help you set and reach positive goals for yourself, learn to feel and show empathy for others, learn to make and keep healthy relationships and identities, and learn to make responsible caring decisions. We can support our children in this process through their communities, families and caregivers, schools, and classrooms.

There are 5 very important areas to Social-Emotional Learning that we can help our children develop and thrive in.

- Self-Awareness – the way they understand their emotions, thoughts, and actions while learning how those things affect them and those around them.
- Self-Management – being able to control their impulses, stresses, and emotions while learning what acceptable behavior is and what isn't.
- Social-Awareness – learning empathy and compassion for others while learning how to share and cooperate.
- Relationship Skills – learning how to communicate, cooperate, and get past differences while discovering who they are and learning how to understand others.
- Responsible Decision Making – being able to recognize if there is problem and how to solve it while learning what will happen from a decision and who it affects.

Art is valuable in the SEL process, allowing for exploration of feelings that can come about from the day to day events, but also from the giant events that children (and adults) may go through. As children absorb all things new, they need a safe outlet to process it and then be able to reflect on it. Since Art is multisensory and multidimensional, it provides so many ways for children to express themselves comfortably (words sometimes are not as comfortable), and become confident as they learn who they really are – emotionally and physically.

While going through the creating process of Art, children find joy when they can express themselves and their feelings. As a result, they relax, focus, and feel successful as they learn self-regulation and self-control all at the same time.

Benefits of Integrating Art and Literacy

As we integrate art with literacy, we are reaching a child's natural desires to actively learn while they are using both their minds and bodies, along with their senses. Children who aren't normally engaged in learning, including those with learning disabilities and reluctant learners, will become excited as they become the active agent of their own learning process. As we tie art and literacy together, children will become motivated and persistent while they learn as they are allowed more than one way to understand and then express that understanding.

Art is one of the very best ways to promote brain development and literacy. When children create art right after a story is read to them (or they read it themselves) their understanding of the story is deeper and their reading comprehension is broader as they are able to reinforce what they are learning in a visual way.

Literacy development (thinking, speaking, and listening), vocabulary expansion, risk taking, and learning it is okay to make mistakes are all valuable lessons learned when you boost learning and integrate art into literacy. The space designed for children to create art is a safe one, where they get instant results through trial and error, proving as a huge benefit. It is here that little learners develop skills such as critical thinking, observation, problem-solving, resilience, self-appreciation, and self-expression.

Real world knowledge is also gained through this partnership of learning areas. When something new is introduced to a child, all its concepts are abstract. But when you can visually show those concepts through art, then the abstract becomes concrete and attainable in their minds.

If you want to integrate art and literacy but just don't know how, start simple. Pick a book of any kind, one that is bright and colorful, where the imagination can wonder while you read. Afterwards, let children create art based on anything from the book, their favorite page, character, or adventure. Then, spend time letting children talk about what they created and why they decided to spend time making it. Don't make this a hard thing for you or your children, make it a fun experience for everyone as you learn together.

From the Social Emotional Art Room

A WHEEL OF EMOTION

Emotion Connection A Variety of Emotions

Supplies

- emotion wheel template (link on resource page)
- colors (crayons, markers, colored pencils)
- stickers or magazine clippings (optional)
- glue (optional)
- scissors (optional)
- mirrors (optional)

Directions

1. Talk to your children about emotions. Read a book about emotions if you have one.

2. Have children write each emotion they want on their wheel, one emotion per section.

Optional - Verbally go over each emotion, allowing children to look in a mirror as you do. As you say the emotion, have them make the face that they think they would if they felt that way.

3. Let children decide what color goes with each emotion, having them decorate each section as they like.

Optional - If you have children that are very young, or developmentally not able to color or draw, allow them to use stickers, printed images, or magazine clippings that show each emotion.

4. Have children cut out their color wheel.

5. Use these in the classroom as needed or allow children to take them home to talk about emotions as a family.

Literacy Connection

The Way I Feel by Janan Cain



From the Social Emotional Art Room

THE WORRY MONSTER

Emotion Connection Worries

Supplies

- thick white paper
- colored paper
- glue
- dark colored marker

Directions

1. Talk to your children about how we all worry from time to time. Read a book about worrying if you have one.
2. Have children pick a couple different colors of paper to tear for their project. Allow them time to sit and tear paper for as long as they need or want to.
3. Let children glue their torn paper onto a thicker sheet of paper however they choose.
4. Once they have their paper collage how they want it, let them draw what their "worry monster" looks like to them. Have them use a dark marker so that it can be seen well.
5. Let children take turns talking about their artwork if they would like, explaining what their monster represents. Brainstorm together about how to make that monster get smaller and smaller (or disappear altogether).

Literacy Connection

Ruby Finds A Worry by Tom Percival



From the Social Emotional Art Room

COLOR MONSTERS

Emotion Connection
Self-Awareness

Supplies

- construction paper
- glue
- collage materials (buttons, beads, sequins, yarn, felt, ribbon, fabric scraps, glitter glue, pom poms, wooden beads, google eyes, paper clips, paint dots, paint chips, magazine clippings, tissue, crepe, or scrap paper, crayon peices, marker lids, mosaic tiles, colored straws, etc.)

Directions

1. Talk to your children about feelings. Read a book about feelings if you have one. Let each child decide on what emotion they are feeling today.
2. Have children decide which color they want to use to show their current feeling.
3. Have children choose that color of construction paper and gather collage materials of that same color.
4. Let children glue their materials on their paper.
Option 1 - Have children put a small dot of glue on each item and then press that item onto the paper until all materials are glued down.
Option 2 - Have children put small dots of glue randomly on their paper, then press materials onto each spot of glue.
5. Lay collage flat to dry overnight.

Literacy Connection

The Color Monster by Anna Llenas



From the Social Emotional Art Room

PLAYDOUGH MAGIC

Emotion Connection A Variety of Emotions

Supplies

- 2 cup flour
- $\frac{1}{2}$ cup salt
- 2 tbsp. cream of tartar
- 1 $\frac{1}{2}$ tbsp. oil
- 1 $\frac{1}{4}$ cup hot water
- mixing bowl
- spoon
- storage bags or container
- food coloring (optional)

Directions

1. Mix all dry ingredients together in a bowl.
2. Combine the rest of the ingredients until mixed well.
Since you are using hot water, make sure you help your children with this part if they are making the playdough
3. Once the mixture is warm but no longer hot to touch, take it out of the bowl and finish mixing it on the table with your hands.
4. Knead the mixture like you would bread or pizza dough until it is soft in texture.
5. If it is not as smooth as you would like, add a couple of drops of oil and continue to knead the mixture.
6. Divide the mixture into 4 balls of playdough.
Optional - Press down into the center of each ball and add a few drops of food colors, continue to roll and knead each ball like before, until the food coloring is fully mixed in.
8. Store in air tight bags or containers while not being used.

Literacy Connection

The Adventure of Beekle: The Unimaginary Friend by Dan Santat



From the Social Emotional Art Room

GRUMPY MONKEY

Emotion Connection
Irritated

Supplies

- picture of artist
- white paper
- colors (crayons, markers, colored pencils, paint)
- scissors
- glue
- pen or writing utensil

Directions

1. Talk to your children about emotions. Read a book that talks about emotions if you have one.
2. Let children decide which emotion they want to create today.
3. Have children create their background, they can color it with materials they choose, or they can paint it.
4. Take a picture of the artist and print it out for them.
5. Have children cut their picture out and glue it onto their background they created.
6. Then have children make a list of things that make them grumpy, or happy, sad, silly, etc. (this will be a list of things based on the emotion that they are creating for this project).
7. If children can write, let them write each thing on a piece of paper, cut them out, and glue them onto their background however they like - make sure they don't cover up the picture of themselves.
8. If children can't write just yet, print the words for them and have them glue as in the step above.

Literacy Connection
Grumpy Monkey by Suzanne Lang



I AM ENOUGH

Emotion Connection Self-Acceptance

Supplies

- white paper
- tape
- light source
- marker or dark pen
- colors (crayons, markers, colored pencils, paint)

Directions

1. Talk to your children about all the things that they can do just by being themselves and that they are here for a reason. Read a book about self-acceptance if you have one.

2. Turn the lights out. Using a light source, cast a shadow of each child on a flat surfaced wall. Trace each child's silhouette on the paper.

Optional - Let children take turns tracing each other's silhouette.

3. Have children section off their silhouette, explaining that each section will represent their strengths, what they want to be when they grow up, and/or things that they can do well.

Optional - If children are having a hard time coming up with their strengths, have them give each other ideas.

4. Give children time to design their artwork how they wish. They can color, draw with pen and ink, or paint their artwork.

Literacy Connection

I Am Enough by Grace Byers



I AM BRAVE

Emotion Connection Fear & Bravery

Supplies

- white construction paper
- pencil
- watercolor paint
- scissors
- marker or dark pen

Directions

1. Talk to your children about what makes them scared and how they can be brave when the scary things come around. Read a book about bravery if you have one.
2. Let children cut their paper into 4 peices (they can fold their paper before they cut if they need to).
3. Have children write, in pencil, something that makes them feel scared. One scary thing per section.
4. Then let children crumple their paper up into a ball. Explain that this symbolizes them being brave when they are scared.
5. Let children watercolor the edges of the crumpled up ball, and then unfold it while it is still wet. Explain that this shows that once they have faced the scary things and crumpled them up, beautiful things can come from it.
6. Lay their painting flat to dry.
7. Once dry, let children write in dark pen or marker (over they scary things) the thing that makes them brave when they are scared.

Literacy Connection

Ish by Peter H. Reynolds



From the Social Emotional Art Room

LET'S RELAX

Emotion Connection Stress

Supplies

- thick white paper
- watercolors
- straws
- water
- pencil
- marker or dark pen
- mirror (optional)

Directions

1. Have children sit down, close their eyes, and breathe in and out until they are relaxed and calm. Read a book that is calming if you have one.

2. Let children draw themselves, or something else, however they wish (this could be a pet, a friend or family member, or a favorite toy).

For younger artists - if your children cannot draw just yet, skip this step and go straight to making puddles of watercolor on their paper.

3. Once they are happy with their drawing, have them make a puddle of watercolor around their drawing.

4. Once they have a good sized puddle, have them use a straw (placing it close to the paper next to the puddle) and gently blow. The watercolor should spread out.

5. Have them do as many puddles as they wish to fill their paper.

6. Lay their painting flat to dry.

Literacy Connection

Calm with The Very Hungry Caterpillar by Eric Carle



From the Social Emotional Art Room

WELCOME EVERYONE

Emotion Connection Empathy

Supplies

- white paper
- pencil
- marker or dark pen
- colors (markers, crayons, colored pencils,)
- finger paint
- hands to trace
- glue (optional)
- watercolors (optional)

Directions

1. Ask your children to look around the room and observe the differences in each of them. Read a book about differences if you have one.
2. Let them have a positive conversation about things that make them different from others - their cultural background, their appearance, their family, and things that they love about being unique.
3. Have children trace around their hand on a piece of paper.
Optional - If you are using watercolors, let children trace over their handprint with glue. Once the glue is dry let them watercolor their art.
4. Have children press their finger tips into the paint and place their fingerprints inside (or outside) their hand on the paper.
5. In the space they did not put their fingerprints, have them visually create, or write, the things that make them unique.
6. Give children time to talk about their portrait and celebrate what makes them different and unique.

Literacy Connection

All Are Welcome by Alexandra Penfold and Suzanne Kaufman



From the Social Emotional Art Room

WILL YOU BE MY FRIEND

Emotion Connection
Kindness

Supplies

- watercolor paper
- watercolors
- liquid glue
- white crayons or white wax pastels
- pencil

Directions

1. Talk to your children about what makes a good friend. Read a book about friendship if you have one.
2. Have children write their name in the center of their paper however they chose.
3. Let them trace over their name in liquid glue. Lay the paper flat to dry.
4. Have children pass their papers around the room. With white crayons or wax pastels, have them write one nice word about the person whose paper they have. Do this until each child has written on everyone's paper.
IMPORTANT - have children write around each name and not on it.
5. Let children watercolor their paper. When they begin to paint, the hidden words of kindness will appear.

Literacy Connection

we don't eat our CLASSMATES by Ryan T. Higgins



Birth - 8 months

Explores textures and other sensory experiences. Shows interest in gazing at pictures, photographs, and bright/contrasting colors

Appropriate Materials include:

Sensory bins, bags, texture boards, discovery bottles, black and white photographs with simple objects, and bright colored shapes

9 months - 18 months

Participates in child-initiated visual art activities. With adult support, experiments with a variety of media and materials.

Appropriate Materials include:

Materials from previous age group and begin to add oversized crayons and watercolor markers

19 months - 36 months

Shows increased range and intentionality in art creations, tells about their work with increased detail, recognizes what they think is beautiful.

Appropriate Materials include:

Materials from previous age groups and begin to add colored pencils, chalk, larger collage materials, paints, play dough, and clay

37 months - 48 months

Engages in child-initiated visual art activities with more independence, intentionality, and knowledge of art materials.

Appropriate Materials include:

Materials from previous age groups and begin to add 3 dimensional art such as carpentry and wood glueing

49 months - 60 months

With adult support, demonstrates fundamentals of art. Communicates with others about their own art and why it was created.

Appropriate Materials include:

Materials from previous age groups and begin to add projects that extend over several days that relate to classroom experiences

Information Provided by

Arkansas Child Development and Early Learning Standards:
Birth through 60 months (CDELS)

Infant/Toddler
Environment Rating Scale (ITERS)

Early Childhood
Environment Rating Scale (ECERS)

RESOURCES

Project Ideas

Buggy and Buddy

<https://buggyandbuddy.com/crumpled-paper-art-for-kids-inspired-by-ish/>

Emotion Wheel Template - for project on pg. 3

<http://www.clipartbest.com/clipart-ycognB6di>

Learn Play Read

<https://www.learnplayread.com/preschool-influencers/>

Lovely Momhood

<https://lovelymomhood.com/homemade-playdough-recipe-safe-and-non-toxic/>

Information

Art, Literacy and Learning

<https://caeyc.org/main/caeyc/proposals-2011/pdfs/AnnaReyner1.pdf>

Hands on Art 4 Everyone

<https://handsonart4everyone.com/about/benefits-of-art-activities/>

International Literacy Association

<https://www.literacyworldwide.org/blog/literacy-now/2018/11/27/weaving-art-into-literacy-instruction>

National Association for the Education of Young Children (NAEYC)

<https://www.naeyc.org/our-work/families/supporting-development-creativity>

<https://www.naeyc.org/resources/pubs/tyc/apr2016/integrating-music-drama-and-dance-helps-children>

Panorama Education

<https://www.panoramaed.com/blog/casel-new-definition-of-sel-what-you-need-to-know>

The Art of Education University

<https://theartofeducation.edu/2020/10/27/50-activities-that-support-social-emotional-learning/>

The Artful Parent

<https://artfulparent.com/the-benefits-of-art-for-kids/>

The Innovative Collaborative

<https://www.innovationcollaborative.org/blog/early-stem-learning-through-the-arts>

The Kennedy Center

<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/articles-and-how-tos/articles/collections/arts-integration-resources/why-arts-integration-relevant-literature/>

Understood

<https://www.understood.org/en/friends-feelings/empowering-your-child/self-awareness/the-importance-of-self-awareness>



OUR MISSION

Child Care Aware is dedicated to establishing strong partnerships with families, child care providers and the community; advocating for children and providing information, education, guidance, and support.



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