

Red set resource sheet: Early Foundation Stage Helping Estelle

One day Estelle was very excited because it was her first day at nursery.
'Come on, Mum. Let's go,' she said.
As she walked through the nursery door she was in such a hurry to get inside that she pushed her way past Angus and knocked him over. He began to cry. Estelle didn't notice, but carried on pushing people out of the way.

Stop the story here and discuss. Ask the children what they think Estelle should have done. What does she need to learn that you already know?

Take this opportunity to talk about things being 'on purpose' or 'by accident' and what difference this makes to people's actions.

Estelle saw a lovely big floppy hat and she wanted to wear it. It was on Anna's head! Estelle snatched it off Anna's head.

Stop here and ask:

- What do you think Anna is feeling?
- What might her face look like?
- Can you show me the face she might have?
- What might she have said to Estelle?
- What do you think Estelle should have done?
- What does she need to learn that you already know?

Let's find out what happened next!

Anna's face went very red; she stamped her foot and shouted in Estelle's face, 'I was using that hat!' She snatched it back.

Stop the story here and ask if that was the best thing to do. Does anyone know what else she could have done? Discuss and acknowledge ideas and possible outcomes of the ideas.

Another child called James came over to Estelle, who was now looking very sad and had tears running down her face. 'Would you like to play with me? I have got a hat you can use.'

Estelle nodded and went to play with James. They used the bricks to build a car. Each time James put a brick somewhere on the car Estelle took it off and put it somewhere else!

Stop the story here and ask: How do you think James is feeling? What might he be feeling inside? I wonder how he should sort this problem out. Any ideas?
Let's find out what James did.

He thought to himself, 'I don't like what she is doing. It's making me feel cross! I had better calm down or I might do something unkind. I will take two big breaths of air. That's better.'

Now the problem is I don't want her to move all the bricks. I could snatch them back, or tell a grown-up, or I could ask her nicely not to do it and tell her why. I'll try that, I think.'

James said, 'Estelle, I'm trying to make a car for us to play in but you keep moving all the bricks so I can't do it.'

Estelle said, 'Oh, are you? Where does this one go?'

James thought to himself, 'It worked! That was a good thing to say and I managed to calm myself down by taking two big breaths of air!' James felt pleased and rather proud of himself.

Stop here and ask: What do you think about James' way of sorting his problem out? Do you remember what he did first?

Briefly recap on steps he took: being aware of his own feelings, calming himself down, thinking about the problem, deciding what he wanted, and doing it in a kind way.

Estelle and James carried on playing with the bricks for a long time and had great fun together.

At the end of nursery Estelle told her mum, 'I've got a friend. He's called James.'