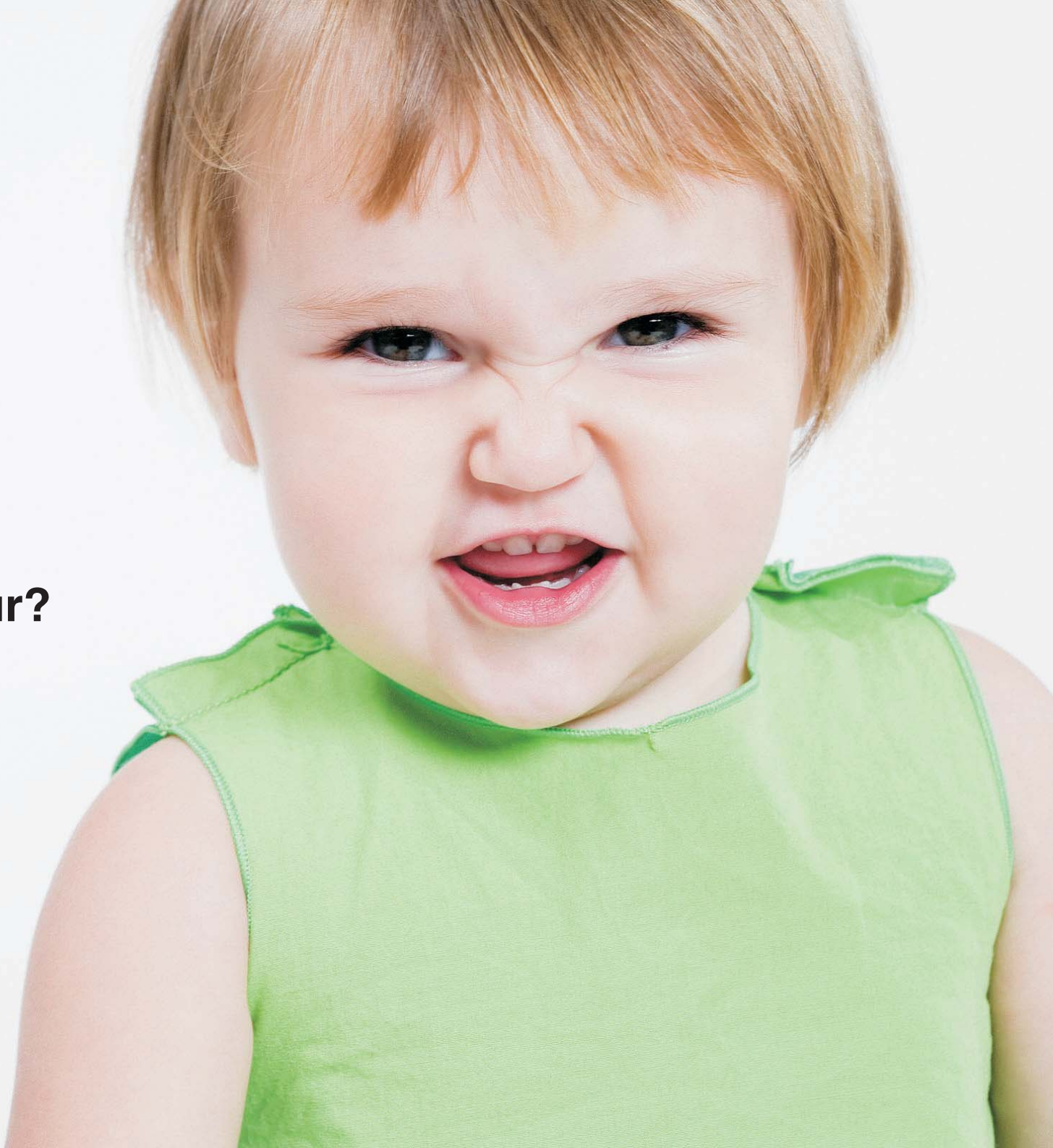


**Try and seek positive
contact and show
patience with children
whose behavior
you find challenging.**



**What do children
subtly tell you
through their behaviour?**



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Element 5.1.1
EYLF LO: 1



Children love to laugh. Let's encourage more of it.



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Element 5.1.1
EYLF LO: 1

A photograph of a cardboard box, partially open, with a prominent label. The label is divided into two horizontal sections: a black top section with the word 'FRAGILE' in large, bold, red capital letters, and a red bottom section with the words 'handle with care' in bold, black lowercase letters. The box is set against a solid light blue background. In the upper right corner of the box, there is a white triangular warning label with the text 'IF THIS CONTAINS' visible.

FRAGILE

**handle
with care**

Label the behaviour, not the child.



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Element 5.1.1
EYLF LO: 3

How do you engage children in interesting conversations at mealtimes?





**Every child is unique due to temperament, cultural background and competencies.
We need to respond differently to each child.**



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Element 5.1.1
EYLF LO: 3



Expressing and exploring ideas is a magnificent way for children to learn.





**We are sensitive
to how children feel
during the day
and change our
approach as needed.**






**The more actively engaged children are,
the stronger the learning bond.**



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Element 5.1.1
EYLF LO: 4



**I'm still learning to
communicate
my needs and feelings,
can you help me?**



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Element 5.1.1
EYLF LO: 5

No anger

No physical force

No isolation

No humiliation

No threat

No shouting


Just positive guidance.





Give attention to each child. Help children to become happily involved in groups or by themselves.





**When I explore
I sometimes
leave a mess.
And that's okay,
I'm just learning.**



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Element 5.1.1
EYLF LO: 4



Cooperation - that's how we do it best.



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Element 5.1.1
EYLF LO: 4



We all work best when we set the rules together.



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Element 5.1.1
EYLF LO: 2



**Are you
modelling
positive
behaviours
with peers?**

We learn by watching adults.



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Element 4.2.3
EYLF LO: 5



**Learning to
manage feelings
starts when
adults help us to
recognise and
label them.**



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Element 5.1.1
EYLF LO: 1



**It's okay for
children to
prefer
one staff
member over
another.**



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Element 5.1.1
EYLF LO: 1



Sometimes disputes can start if there isn't enough material.



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Element 5.1.1
EYLF LO: 3



How would that feel for somebody else?



Do you
acknowledge
good
behaviour?





To avoid frustration you may need to assist children when necessary.



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Element 5.1.1
EYLF LO: 3





Appreciate the pleasure they
derive from independence and competence.





Children need to learn many techniques for dealing with conflict. Try a role play and show appropriate behaviour.





Don't forget about your work colleagues. They may need a little support too.



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Element 4.2.3



**Families may need guidance strategies.
How could you delicately raise this with them?
What support material can you provide?**





**Encourage empathy among children.
Develop problem solving skills
which assist in conflict resolution.**



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Element 5.1.1
EYLF LO: 4



Remember to be:

Sensitive and supportive.

Aware and caring.

Perceptive and encouraging.

Responsive and helpful.

Receptive and kind.



**Speak positively in front of children.
Convey patience, genuine interest and respect.**



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Element 5.1.1
EYLF LO: 5

Did you know ...

“Words are only 7% of your communication.
38% is voice tone. 55% is body language”.

Professor Albert Mehrabian

Emotions are linked to your body language.

If you feel good you'll smile.

If you force yourself to smile you'll feel good.





Eye contact.

**If there are several children you are talking to,
show them some eye contact to create
a better connection and see if they are listening.**



Nod when children are talking. Nod once in a while to signal that you are listening.



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Element 5.1.1
EYLF LO: 5



Will that behavior cause harm?
If so, encourage another more appropriate behaviour.



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Element 5.1.1
EYLF LO: 2

**If you want to
show that you are
interested in
what children are
saying, lean towards
the child talking.**



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Element 5.1.1
EYLF LO: 5



**Smile and laugh, lighten up,
don't take yourself too seriously.**

**Smile and laugh when children
say something funny.**

**Children will be more inclined
to listen to you if you are a
positive person.**





**Encourage children to listen to each other.
Encourage children to communicate their own ideas.**



Extend children's conversations. This creates a language scaffold that can assist with learning and communicating.



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Element 5.1.1
EYLF LO: 5



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Element 5.1.1
EYLF LO: 1

**Work with families to create communication continuity.
Try learning key words in their language.**




We like learning in a relaxed atmosphere that's not too loud.



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Element 5.1.1
EYLF LO: 2



Show patience with fussy or slow eaters at mealtimes. Sitting and interacting with children at meal times opens a wonderful environment for conversation.





Brothers and sisters like to see each other during the day.



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Element 5.1.1
EYLF LO: 2

**Children who are learning to communicate need support and assistance.
How do you help children when they are having difficulties?**



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Element 5.1.1
EYLF LO: 5

A tiger with orange fur and black stripes is walking on a large, weathered log in a forest. The tiger is looking towards the camera. The background is a lush green forest.

**What is too loud?
What are unsafe activities?**

Do you have positive strategies to modify children's behavior?



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Element 5.2.2
EYLF LO: 3