



## Discussion questions

- When it comes to creative movement and touch, how do you approach your own comfort zones, while also supporting those of the wee ones in your setting?
- Do you incorporate loose parts play with full body movement? What happens when you do?
- How do you use your space as a non-verbal signal? What objects or furniture could you use to support emotional literacy or creative movement (or both!)?

## Creative challenge

Develop a creative movement-based game (for example, try animal journeys, character races, or tummy tumblers) and repeat it several times within your setting. How does the movement develop? How do your wee ones bring different emotions to their play each time?

### Key quotes

*"[we asked] can they show us how they felt? And they all started doing kind of like leaps and tumbles and, and so they understood how to show with their bodies but they didn't really have the words yet."* **00:19:05:23**

*"Being part of their landscape, I would say, was a way to connect and build trust and some relationships."* **00:13:06:21**

*"I really welcome these extra ideas to make the environment different and bigger for me, as well as for the children, because then we're creating the world together."* **00:30:02:04**

### Listen back

Working with Early Years practitioners: **00:09:48:03**

Children's feedback and creating spaces: **00:16:16:21**

Storytelling using objects: **00:29:13:19**

Physical touch: **00:32:58:14**

## Further Reading

- [Wee Inspirations: Creative Movement ideas](#)
- [Wee People Big Feelings](#)
- [Creative Skills Online: How do I... support emotional literacy and wellbeing in early years children?](#)
- [Wee People Big Feelings Practical Guide](#) (pg 19 for more about boundaries and Pg 22 about Where and When).