



The Creative Skills Podcast

Wee People Big Feelings Recap: Part 2 (Series 4, Ep2)

Featuring Amy Hall-Gibson, Senior Early Years Practitioner,
Carol Ann Low, and Early Years Practitioner Linette Stevenson
from Scots Corner Early Years Centre

Transcript

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[Music plays]

Introduction

00:00:09:09 - 00:01:25:13

Heather Armstrong

Welcome to the Creative Skills Podcast – I'm Heather Armstrong, and you're listening to part 2 of our Wee People, Big Feelings recap episode.

If you've followed Starcatchers work over the past few years, you may be aware of the project Wee People, Big Feelings and the work we've been doing exploring the role creativity and the arts have to play in emotional literacy and wellbeing in the early years.

If you haven't already, please listen to part 1 of this podcast first – it gives you an insight into where the project came from and the impact it's had on Starcatchers work over the past few years.

Over the next few months we'll be sharing more about our new project Wee People, Big Feelings Helensburgh, so if you haven't already please like and subscribe to this podcast in apple podcasts or whichever podcast app your phone has, that means whenever we release a new episode it will appear automatically on your phone.

But for now, let's get back to the original Wee People, Big Feelings project in Scots Corner ELC Centre in Midlothian. In part one we heard from movement artist Skye Reynolds about her yearlong residency in the setting.

Now in part two, Amy chats to the lovely staff from Scots Corner about the impact the Wee People, Big Feelings project has had on their practice.

[Music ends]

00:01:31:20 - 00:01:39:07

Amy Hall-Gibson

Thanks so much for joining me. Can you share your highlights and takeaways from this creative experience?

00:01:39:24 - 00:02:07:06

Carol Ann Low

So, Jamie and I chose, and Janine, to do rough and tumble, I think it's because we're quite active and physical practitioners and I think rough and tumble always gets perceived as their fighting or mucking about. Stop doing that. But when you look further into all the social skills that are behind rough and tumble play and rough and tumble, it's not just your rolling about the floor trying to do that sort of play with each other.

00:02:07:11 - 00:02:34:23

Carol Ann Low

Right? Rough and tumble has a lot of it's chasing and it's tickling and it's any kind of form of physical play, like touch and everything. There was so much more when I was like gobsmacked when I did a lot more research into like rough and tumble play and sort of the skills and, and that the children learn from it. So there was a lot of this sort of like who, there's leadership, there's like the social skills of negotiation, there's conflict.

00:02:35:01 - 00:02:35:24

Linette Stevenson

Self-regulation

00:02:35:24 - 00:03:00:09

Carol Ann Low

Self-Regulation, there's turn taking. And there's obviously the emotional literacy of them having the boundaries to say to each other, following rules to like sort of "stop! I'm hurt now. Erm and then sort of children would be aware of that. And then the differences between sort of the ages of the children when they were doing it and observing the older children sort of three to four-year-olds, they would kind of go when you're sort of gentler, sort of rough and tumble, physical play rolling about. But, the younger two-year-olds have obviously not developed all these skills yet of, erm if I do that, that's really going to hurt them.

00:03:00:20 - 00:03:21:08

Carol Ann Low

They just go in like a bull [makes whooshing noise] charging and they're not aware of sort of we're not trying to hurt each other. That's it is just play!

00:03:21:15 - 00:03:22:03

Linette Stevenson

The boundaries!

00:03:22:03 - 00:03:47:23

Carol Ann Low

Yeah, the boundaries. Yeah they've not quite mastered that yet.

00:03:27:24 - 00:03:59:04

Carol Ann Low

They are just kind of like CHARGE! But still some of them did after they'd got like remember like stop their hurt now and they would do that, they'd say stop I don't want to play anymore or that hurt me or they would take themselves away from the space. Like a lot of the time it wasn't like they were getting hurt and see them sort of like rolling about like on the mat, and it was just even sort of outside when they play, you sort of link rough and tumble then to role play that was in the garden and we had a lot of role play with like cops and robbers and they you'd see that.

00:03:59:04 - 00:03:59:23

Linette Stevenson

Or, superheroes

00:03:59:24 - 00:04:23:04

Carol Ann Low

Yeah, superheroes that is all rough and tumble play. And then sometimes we'd try to include sort of emotions, we'd have mirrors and things round about the garden. Oh, look like I don't want to be in jail. I don't want to be in jail again. Oh, I'm sad and have a mirror and sort of identifying what my face looked like when I was sad, erm like how my mouth was, how my eyes. Erm, and then sort of that feeling, as well

00:04:23:04 - 00:04:26:00

Carol Ann Low

When we're excited and running, and thinking about our heartbeat

00:04:26:00 - 00:04:30:06

Linette Stevenson

What a face looked like when it was all red and sweaty.

00:04:30:09 - 00:04:41:09

Carol Ann Low

Yeah, sort of, erm when someone was sad you could tell like, oh, look, there sad now because look they're crying and just sort of yeah using all that emotional literacy to support in that in the play.

00:04:42:15 - 00:05:14:03

Linette Stevenson

And definitely saw a difference in when they started doing the sessions in the hall then when we did take outside they were actually regulating themselves more. There was a change because we didn't have a lot of proper physical cooling and do you know, being a wee bit more physical than they maybe should have been. And that changed, I feel, to be in pretending that they were doing that, do you know, they would pretend that there were kind of hitting each other and making the actions of it rather than actually doing it.

00:05:14:03 - 00:05:16:14

Linette Stevenson

So that's definitely changed.

00:05:16:17 - 00:05:53:22

Carol Ann Low

Our group of children that we did the project with. They've obviously moved on to School and things now, so not seen as much of that play. We've tried to initiate it again in some of our social groups. So, we're bringing through sort of pull and push games like big bits of lycra, skipping ropes, erm modelling how to make sort of like tunnels and and just sort of sometimes lying on the mat. The children sort of climb over the top you and have that sort of physical contact sort of play erm, because if there's a two-year-old, they just they just need that, they just need space to run and be physical with each other.

00:05:54:07 - 00:06:05:04

Linette Stevenson

Yeah, a new language sometimes is quite limited as well. So, it allows them to express themselves in another way and without having to use their language.

00:06:05:09 - 00:06:23:19

Carol Ann Low

And then my sort of thoughts were we were doing all this at work here at Scots Corner and developing all this play and then they'll go to school, and they'll be in the playground and they'll be rough and tumbling and it'll be stop. You don't do that here because people don't see the benefits of it.

00:06:24:00 - 00:06:45:11

Amy Hall-Gibson

Yeah, they understanding in the area because actually for me as well that kind of yeah. I didn't realise all the benefits that go with it and you know, and there's a whole confidence thing as well. Isn't there as well for the children to be confident to say stop that's hurting but also confident with themselves to be a bit more physical?

00:06:45:13 - 00:07:10:22

Carol Ann Low

Yes, that was actually we noticed that with some of our bigger children how the would play alongside bigger children about their own size too, they would be gentler with the younger children to do the, sort of aware of that sort of spatial awareness and physical. Yeah or I can't be as rough with the smaller child because that would hurt them. Whereas I know that that child will be able to.

00:07:12:15 - 00:07:16:22

Linette Stevenson

Deal with it and be reciprocate aswell, you know because they'll get that other contact

00:07:16:22 - 00:07:33:09

Carol Ann Low

And it gives them confidence as well. You'll see some children that would kind of go in and want to be involved in the place they'd just kind of run up and maybe touch or push somebody in the group and then step away from the play again and then come back in again but not actually want to be in the centre of it but on the outside of the play.

00:07:33:12 - 00:07:56:18

Amy Hall-Gibson

Yeah. Yeah. So I think it's important that we share that because you're right because when they move on, it's then going to be kind of, you know, oppressed a little bit. Like no, no don't do that, and that's quite difficult to go from a space that really empowering and nurturing that, to then somewhere that's like no. And how do they get that outlet?

00:07:56:20 - 00:08:02:22

Amy Hall-Gibson

Because we still need it. There isn't a switch that happens between preschool and primary one.

00:08:02:22 - 00:08:24:01

Linette Stevenson

And it doesn't stop because we see it in the playground. Do you know, obviously we don't see and hear, but having been in previous setting, I saw that physical play in the playground, where they're still being superheroes and they're still chasing each other and, do you know, even playing tig! That physical, that's still a physical contact.

00:08:24:04 - 00:08:25:30

Amy Hall-Gibson

Yeah

00:08:25:30 - 00:08:46:19

Carol Ann Low

I think we're quite good in the centre as well following sort of doing this research and making spaces so you can see the children are like climbing on the seats and jumping off and jumping onto cushions that we have that conversation and risk assessed the area with the space and say right ok where you're doing that is not safe. So let's clear the space and then make it safe.

00:08:46:19 - 00:08:53:09

Carol Ann Low

And then you continue that play. You can bring a couple of mats into the space. The space. We did that a few weeks ago, they were just doing forward rolls and tumbles.

00:08:53:24 - 00:08:58:22

Amy Hall-Gibson

And that's it isn't it, it's not stop the play. It's make the play safe.

00:08:58:22 - 00:09:19:11

Linette Stevenson

Safe yeah. And allowing the children also to self-risk assess, do you know, and it's given them tools to be able to do that as well so that they are looking to find out. It's the same when we were using the bikes out in the garden to make sure that it's safe before you come down, that it's clear. You're not going to run into anybody. You know? So, it's given those tools, it's the same tools that we given them for safety isn't it.

00:09:19:19 - 00:09:38:15

Carol Ann Low

Definitely see the play a lot more outside. We've got the hall erm, and sometimes we just put mats out and put out the equipment so they can have the push and pull and mats for them to sort of roll about on the floor. You can see they were a bit sort of, unsure of sort of what to do here, and the play wasn't as natural as it would be with them just, doing their normal play outdoors.

00:09:38:15 - 00:10:04:17

Amy Hall-Gibson

Yeah. Yeah. It's changing the environment. It just shows you the importance of environment. But also when you were saying about noticing the facial expressions and understanding those boundaries, because I think that's where the, if children aren't being exposed to that kind of play, it's like you're saying with the younger ones, they don't have, they've not got that development of saying, if I do this, it's going to hurt.

00:10:05:15 - 00:10:15:01

Amy Hall-Gibson

So if you stop the rough and tumble play entirely, when do they ever get the chance to develop that awareness and that erm boundary setting.

00:10:15:12 - 00:10:45:09

Carol Ann Low

Also find the sort of, some of our other children who were obviously struggling to self-regulate when they were at the heights of anger. And sometimes you do you try the the calm approach. Let's go find something else. You want to go and do this like some of this would not sort of help them regulate. So if you sometimes do the tickle, the fun, the sort of the rough and tumble, which tickling comes under they would, oh, in a few minutes have that release. I'm ready to play again.

00:10:45:10 - 00:11:06:02

Linette Stevenson

Yes, and obviously, we went through COVID during that time as well. So there was a lot of there had been at home alot. So there was lots of pent up, I think frustration and not being, not understanding why they felt that way, so a good way for them to release their emotions in that, kind of, safe environment.

00:11:06:10 - 00:11:23:19

Carol Ann Low

For some of our children obviously there are parts of the family were on deployment so it's always kind of seen as the dads as the rough and tumble guy. Erm so a lot of dads were on deployment at the time of the the lockdown as well. Yeah. We were trying to sort of mirror or kind of be that person

00:11:24:01 - 00:11:25:17

Linette Stevenson

Emulate

00:11:25:17 - 00:11:40:11

Carol Ann Low

Yeah, they could be the person that could have this type of play with and try to, what's the word I'm looking for, I suppose even for like for parents in that sort of maybe the mum's or I'm not trying to be like gendered.

00:11:42:04 - 00:11:45:00

Linette Stevenson

No. Because we had mums that were deployed too. Yeah.

00:11:45:17- 00:12:24:06

Carol Ann Low

So yeah. But so other times because you know some people don't want to be jumped on and climbed on, that would seem the part some of our team, some members of the team were happy to do the rough and tumble physical play and some weren't and that was absolutely fine. Erm, that's the same with all the children, some children like doing it and some don't, but then given families other resources of ok so you might not want your kid jumping about all over you. You might not be well enough, you might just not enjoy it. So other sort of forms of play that they could do to mirror rough and tumble play like push and pull, forward rolls or anything like that.

00:12:24:06 - 00:12:46:22

Linette Stevenson

Yeah. Yeah. And we did provide lots of things that we gave remotely to parents that we prepared, do you know, erm different thing for different things for numeracy and literacy. There was baking. So we covered lots of things on a weekly basis and sent them home. So they did get all these ideas.

00:12:47:09 - 00:12:52:03

Amy Hall-Gibson

And I bet you all the families really appreciated it because lockdown was hard, wasn't it?

00:12:52:03 - 00:12:53:19

Linette Stevenson

It was hard.

00:12:53:22 - 00:13:03:12

Amy Hall-Gibson

Yeah. Yeah. Trying to meet the needs of your child and balance whatever else needs to happen in the home is quite challenging. And, you know, we're living in this really kind of precarious moment.

00:12:53:22 - 00:13:33:05

Linette Stevenson

Yeah, yeah. For the staff, too. Yeah. And we are still dealing with the, the backlash of that, now, do you know, even with our new two year olds who were born during that time, we are now, you know, haven't, we've got them in and helping them, do you know, cope with those emotions too. Because they've not had that social aspect that other children would have if we went to playgroups and soft play, because that was all taken away, do you know.

00:13:33:05 - 00:14:05:01

Carol Ann Low

Yeah, I think there's just been lots of different parts. Sometimes you're just doing something. The children think, Oh, I remember when I did that with Amy or I did that that with Skye and you just put it into your practice and maybe it's sometimes to, they're upside down on the sofas in the cosy area. And it's like oh so we can do that on there. Let's see if we can do a handstand against the wall err just different things like that for them to express themselves in different forms of movement. And then

sometimes we start a session in the hall and we'll have our emotional masks. Remember? We open them up and yeah.

00:14:05:05 - 00:14:10:14

Linette Stevenson

Yeah. Love that. They were good exercises. I like'd the hoops one, where you jumped into the hoop

00:14:11:00 - 00:14:18:04

Carol Ann Low

We did the hoops one last week. Well, a child kept jumping in and out the hoop and liked the sparkly ones. I was like, well, I wonder where Sophie is in her hoop.

00:14:19:21 - 00:14:22:01

Linette Stevenson

Yeah, they were nice. Yeah, they were nice ones to do.

00:14:22:10 - 00:14:23:18

Carol Ann Low

Let's go through the tunnel into the jungle and...

00:14:23:18 - 00:14:29:16

Linette Stevenson

And where will this lead. It's really, yeah, that was, I like those exercises.

00:14:30:12 - 00:14:32:17

Amy Hall-Gibson

And you used stories as well, is that...

00:14:32:23 - 00:14:59:09

Linette Stevenson

Yeah, so that's what I've done as part of my erm practitioner inquiry. And actually you gave me the inspiration for that when you done your erm your live with us and just to introduce the puppets and really have a look at the expressions of characters in the book. Now, I really enjoy reading stories and doing the stories, but I looked at it in a different way then.

00:14:59:16 - 00:15:13:15

Linette Stevenson

Yeah, I done, you know, always express myself and do different voices and different tones, but I didn't look at it in depth, they way I do now with thanks to your, it was thanks to your live session.

00:15:13:15 - 00:15:23:16

Carol Ann Low

We definitely do. Our storytelling has definitely improved. Absolutely. And we look at books that we are not just reading a story. We look deeper into the book.

00:15:23:16 - 00:15:55:20

Linette Stevenson

And the emotions of the characters. And that leads into discussions with the children and and us bringing out puppets and different, you know, story sequencing and things and which I now, actually connects to our zones of regulation that we're embedding in the setting. So they're kind of supporting what we're doing so the stories lead on and we I certainly make a point of bringing that into my storytelling on a daily basis.

00:15:57:03 - 00:16:23:24

Linette Stevenson

And we often run over when they is storytelling, because we get such good feedback from the children during that time and their understanding is really improving, isn't it? Of their their emotions and how they feel and what you look like erm what and, they've got colour boards for the zones of regulation and their understanding of where they would be on the boards and that they can change them at any point in the session if they feel different.

00:16:24:10 - 00:16:33:03

Linette Stevenson

So that's definitely, what I've learned, I feel as supporting what we are now taken forward in another way. So yeah.

00:16:33:15 - 00:16:36:16

Carol Anne Low

Yeah, you know we had the musician coming

00:16:36:21 - 00:16:39:06

Linette Stevenson

Yes! Children loved that!

00:16:39:12 - 00:16:50:03

Carol Anne Low

He'd come in and play the guitar and following that, did he bring a drum? <Yeah there's drum!> So we then purchased our own African drums, which we have. So that's something else that sort of impacted.

00:16:50:03 - 00:17:25:20

Linette Stevenson

Yeah! Children loved those sessions and we had them in the garden, we had them in the hall, we had them in the playroom, you know the it was great. They really, really enjoyed that. They got excited about it, didn't they, you know, and especially when we had, I like it when we had to, it kind of felt like a campfire out in the garden where they have the big circle and everybody would have a drum and a seat and it was just really nice. And they were able to just pound these drums without, you know, feeling like they were being too noisy. It was just it was absolutely. Yes! It's nice, really nice to see. We liked that.

00:17:26:18 - 00:17:39:17

Amy Hall-Gibson

And there's a bit of self regulation in there as well because of they're all together they're enjoying their own individual thing. But then actually there's a lot of things happening around them that they are able to cope with. And manage that. You know.

00:17:39:20 - 00:18:05:01

Linette Stevenson

And they were following verbal instruction too because Dave obviously was directing them to, you know, what they were doing next or what to stop or go faster, go slow or make the beat, do you know, deeper and higher. So they were able to follow those instructions.

[music plays]

00:18:05:01 - 00:18:13:04

Amy Hall-Gibson

There were lots of family connections throughout this approach, so we chatted more about the impact it had on the families and the setting.

[music ends]

00:18:13:13 - 00:18:39:06

Carol Anne Low

It was just a shame that obviously it did happen just the end of COVID and lockdown because it was so many good, positive things with experience, but it was just things that could have been a bit more consistent if we didn't have it, I suppose, we'd have more of our families in, we weren't allowed to have families in the centre for a while to sort of like deliver sessions.

00:18:39:12 - 00:19:35:10

Linette Stevenson

Yeah, because that would have been nice to be able to share some of those sessions with the parents for to know and they could take those toys home with them, but they didn't get to do that. And that, that's a shame that they missed out and I feel like our practitioners have been really good at sharing their experiences with parents and as I say, we've done lots of stuff, especially during COVID online where we were sharing it with them and we've done the gift pack, the packs for them to do things at home, you know, with the same experiences as the children have been doing here. But it's not quite the same when you're just getting the instructions on a leaflet, you know, then being there face to face and experiencing it yourself, you know, it must be harder doing, trying to interpret what you mean. The instructions on a piece of paper. Do you know? Because you'd be able to do it easier if you could physically be there and see it.

00:19:36:02 - 00:20:21:00

Amy Hall-Gibson

Yeah I think that's erm, that's a really key point for the borrow bags was that when we were going to create them, we wanted to do it with the families. So it's not just someone coming in and saying, right, this is what you're going to do. You know, it

was both with the children and their carers as well. Erm and I, you know, I think that we, I think is I think the bags are brilliant, obviously I'm bias. But I think because of the process that it went through, there's erm, it's really accessible and with and again, like you said, writing it down tried to kind of keep it really open ended and kind of little, there's little kind of bits in there that sort of say, remember, like if you're wee ones not up for it don't worry.

00:20:21:00 - 00:20:21:08

Linette Stevenson

Yeah.

00:20:21:18 - 00:21:24:15

Amy Hall-Gibson

And I think those those little things are really important because you can't think, right, we're going to do this activity and it's going to wah you're not doing it. And then, you know, and then all of a sudden it's not an enjoyable experience. But I think because we listened, kind of both to the adults and the wee ones erm and explored them. I think that that's how these bags are really high quality. And the fact that you guys are able to continue that because that was one thing for me that was really important, was that there was one of you from the setting at all the family sessions because it for me it strengthened that relationship. Erm, I was only visiting once a week and you guys were maybe seeing them more than that.

And it was really, really important for me as the artist to be to know that you were there, to kind of, you know, just have that general chat and, you know, the children in the family so, so well. But I think for the families to know your there as well was really important.

00:21:24:17 - 00:21:32:08

Linette Stevenson

Yes. That they we're not just handing them off to somebody else that we are there., it's, you know, we were there to support it too.

00:21:32:08 - 00:21:39:12

Carol Ann Low

I am so proud of my paper doll . I think I took it to the playroom and the children ripped it and I was like [gasp]

00:21:41:03 - 00:21:45:16

Linette Stevenson

Oh, you could make another one.

00:21:45:16 - 00:22:08:09

Carol Ann Low

I know the families have really enjoyed coming to the sessions on a Friday erm that have ran and we're looking forward to just sort of move these sessions forward because they're really well attended. So obviously we've got the borrow bags coming out and we're looking to we've done lots of family involvement groups and they've maybe haven't gone as well as we would have expected.

00:22:08:09 - 00:22:16:08

Carol Ann Low

So we're hoping to sort of like mirror the sessions that we have provided at Starcatchers and deliver them to our families.

00:22:16:16 - 00:22:55:12

Linette Stevenson

Another thing that I'm really, was really, really proud of was our gingerbread man story that we did at the Christmas. Erm instead of doing the normal Christmas carols and parents coming in for mince pies and do you know, drinks, which is, we we tried to incorporate something different. And the different way you know the families would actually probably appreciate more because of Covid once again. So obviously Ben had done all the editing and stuff for our gingerbread man, which actually was fabulous. But we took that on ourselves this year. Well, at Christmas there erm, and...

00:22:57:04 - 00:23:00:24

Carol Ann Low

We did Stickman. So, I think it's something we'll continue to do every year.

00:23:01:00 - 00:23:30:14

Linette Stevenson

So that I think yeah I think that will become a tradition for us because we all really loved the way that it was things that we're doing in the setting anyway, you know, and the children, it's all about learning and, you know, building relationships and the children are all involved in it and that and it's, you know, these activities are actually child led anyway. And that's the way it'd be just really cleverly edited it and it fits in with the stories. And so we will carry on.

00:23:30:14 - 00:23:32:15

Carol Ann Low

Me telling stories in the whole environment.

00:23:34:00 - 00:23:48:17

Linette Stevenson

Throughout. And so yeah, I love it again. It's really, really fun. It was good fun. And once again, I had to read the story which I really enjoyed.

00:23:41:17 - 00:23:43:40

Carol Ann Low

You tell the best stories

00:23:43:40 - 00:23:48:17

Linette Stevenson

Aw Everybody's got their own skill set.

00:23:49:21 - 00:23:50:01

Carol Ann Low

You've got the right voice!

00:23:50:01 - 00:24:00:00

Amy Hall-Gibson

Oh, definitely.

[Music plays]

00:24:00:00 - 00:24:15:06

Amy Hall-Gibson

Linette and Carol-Ann share how this approach has impacted their practice, their colleagues and has become embedded within Scots corner itself.

[music ends]

00:23:06:20 - 00:23:22:01

Carol Ann Low

I think there's just a lot of little things from the journey with Starcatchers that we've put into practice.

00:24:20:07 - 00:24:53:22

Linette Stevenson

I also think that it's allowed us as practitioners to reflect on our own practice. Do you know, I definitely felt that anyway you know, with what I was doing, that I could like you said take it a wee bit further and go a wee bit more in depth with the storytelling. So I definitely know this had that effect and I have noticed that other practitioners actually have taken on some of that those skills too, do you know when they're doing their storytelling, but it's all about confidence when doing it too.

00:24:53:22 - 00:25:32:07

Linette Stevenson

And as we were a brand-new setting, we were only open six weeks when we went into lockdown happened. So as a staff team, we were when we came back of lockdown, we were still in honeymoon period, you know, and people were still trying to find their own place within the team, you know. And now I feel that people are beginning to really settle in and show where they like their skill sets are, and it's all about confidence then. So yeah, I think maybe yeah, Starcatchers happened, not great time for Covid, but we are, we are reaping the benefits of it. Yeah.

00:25:32:18 - 00:25:59:19

Amy Hall-Gibson

Yeah. I think for Starcatchers that was probably our first online training as well. So it was adapting what we would do in a room of people, which is different. Erm so yeah, that is, you know, amazing that you guys had that training because it was all online and that you've still been able to pull things from that, which was a totally new way of working.

00:25:59:19 - 00:26:09:15

Amy Hall-Gibson

Erm I, I had never delivered online training prior to that. So yeah, the fact that you still were able to pull things out of that was just yeah, incredible.

00:26:10:04 - 00:26:20:09

Carol Ann Low

More of our sessions sounds like erm Lorie did that sort of move to learn sessions with younger children. Which has a lot more focus on childrens wellbeing in these little groups.

00:26:20:09 - 00:26:39:07

Linette Stevenson

And yeah, and I took the Storytelling into the hall with Skye, where we would, I read the story and then we, we let the children express themselves with large drawings you know floor drawings, story maps. Yeah. And that's the way that we took it into the hall. So we weren't just yeah.

00:26:39:07 - 00:26:40:04

Carol Ann Low

There's a light bulb moment

00:26:40:06 - 00:26:58:06

Linette Stevenson

Yeah, we're just in the playroom. We could take it elsewhere. We could take it out into the garden do you know so you could be at home doing it. Which is why, in the gift bags that we had, was rolls of paper and things, so they actually could do these things anywhere. In the woodland walks.

00:26:58:20 - 00:27:08:16

Carol Ann Low

Or you go to the hall and say, oh so what did we see when we were out? And it's amazing capturing the children's voice erm, all the things they saw. Oh yeah. Remember we did see Kelly when we went for a walk or we saw this.

00:27:08:21 - 00:27:15:00

Linette Stevenson

Yeah, or we passed some such, such and suchs house. Lots of nice recall, you know, of the experiences of it to.

00:27:15:02 - 00:27:36:21

Carol Ann Low

Sometimes you do these things and you don't gather the voice of the child going for walks or doing something. And the hall, it's kind of like your general, oh, did you like it here? What would you do again? Just your basics sort of statements and questions. But if you just put a piece of paper down and ask the children to mark make or make the reflections of what we've just done, you get a lot more from them.

00:27:37:06 - 00:27:39:09

Linette Stevenson

Yeah. I mean, sometimes the voice of...

00:27:19:09 - 00:27:20:07

Carol Ann Low

From our question.

00:27:40:09 - 00:28:41:17

Linette Stevenson

And yeah. And sometimes there's not even anything to do with the book that we've just read. They might just want to draw and express themselves, you know, we could, we were reading in the little red hen and then a crocodile was drawn, you know. So yeah, but that's their expression. Do you know, and you can then take that on to a whole different story. So it's totally beneficial for the children and able express themselves, which obviously was the focus on it for their emotional literacy and for me, children sitting drawing and or we laying on tummy's actually doing it in the hall and adults joining in. That was another thing that I felt was really, that we had to do. It was important that we modelled it to, you know, lots of, Oh, I'm going to draw the little red hen and some, as a say, somebody else down the, further down the sheets, drawing a crocodile and oh the crocodiles going to come and eat the little red hen. So, it was just allowing, given them language to be able to do you know. Yeah.

00:28:41:19 - 00:28:44:19

Carol Anne Low

be creative themselves in their storytelling. Yeah.

00:28:44:22 - 00:28:56:08

Amy Hall-Gibson

Yeah. Giving them that freedom isn't, it's almost sometimes we almost do need that permission to be creative because there's that fear of getting it wrong and that I'm not going to draw that in case that's not what.

00:28:56:16 - 00:28:57:20

Linette Stevenson

It's not in the story.

00:28:57:20 - 00:29:20:22

Amy Hall-Gibson

Not in the story. I'll get told off or something. Erm, but actually you create an environment that that's absolutely not the case. Be as creative and free and express yourself as much as you like, you know. And yeah, yeah. And a similar thing happened in one of the family sessions I remember erm, and it was with the hoop and we were going through the hoop and this little one had erm decided that they'd see the Gruffalo.

00:29:20:22 - 00:29:46:21

Amy Hall-Gibson

And so we were off exploring the hall, we're looking for the Gruffalo, where would the Gruffalo be. And then all of a sudden the wee one just turned to me and said erm, that their dad was coming back from deployment, which was entirely unrelated to the Gruffalo. But the environment and the space created the moment where the child wanted to express that.

00:29:46:21 - 00:29:54:01

Amy Hall-Gibson

Yeah. And obviously was able to verbally express it at that point. But yeah. And I was just like, wow, this is, this is amazing that. Yeah. And it's like you said, totally unrelated.

00:29:55:03 - 00:29:55:23

Linette Stevenson

But relevant.

00:29:55:23 - 00:29:57:24

Amy Hall-Gibson

But relevant. Very relevant.

00:29:58:07 - 00:30:06:11

Linette Stevenson

Yeah.

[music plays]

Outro

00:30:06:19 - 00:30:59:06

Amy Hall-Gibson

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[music ends]