

We respectfully acknowledge that the land on which we gather is the unceded, traditional, and ancestral territory of the Coast Salish Peoples, including the territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and Sáilwataʔ/Selilwitulh (Tseil-Waututh) Nations.

Pathway of Inquiry

Communication and Literacies

Section of Inquiry

My Ways of Communicating

Prompt

Let's Celebrate the Ways We Connect

Let's Play Experiences

Learning Games; Inquiry; Collaborative

Communication and Literacies: (ELF p.80)

- Children use **multiple modes of expressive languages to communicate** ideas, participate in relationships, and make meaning in their homes and communities.
- From birth, children communicate through sounds, gestures, movements, and eye contact.
- As children grow, they explore symbolic systems to think with and make meaning of the world.
- They explore expressive languages such as movement, dance, constructing, drama, play, art, math, science, music, and story telling.
- Go outdoors and explore nature, talk about how you feel with the different seasons and what they bring for us to see, smell, feel, and hear. Lie down and look at the sky; feel the earth around you.



Create the Environment (Play Today Guide for Families)

Using Learning Games; Inquiry; & Collaborative Play

Children benefit and learn from many kinds of approaches to PLAY:

1. **Learning Games** - include instruction and are adult guided; some have rules that guide and instruct focused activities for skills
2. **Inquiry** - starts with children's explorations of things that interest them and this imagining shows connections between objects, ideas, and meaning.
3. **Collaborative** - children are directing their own free play and adults see an opportunity to enter and extend learning opportunities by incorporating skill practice.

Multiple Modes of Communication:

Accept and honour all children's (babies, toddlers, children with **diverse abilities**) expressions of fear, joy, happiness, sadness, disgust etc.

Diverse abilities: 'Diverse' means variety and 'abilities' means skills and qualities.

Diverse abilities mean that people's abilities are varied and the different abilities all have value.

Inclusion: Inclusion means that everyone is included in all parts of life: community, work, education, communication with government, and enjoying social relationships.

Culture, Family, Traditions, and Knowledge

- Used in stories, poems, rhythms, chants, and songs and connect children to their **culture**.
- Provide opportunities to hear stories, poems, rhythms, chants, oral story telling, and songs from all cultures.
- Cultures of sharing knowledge through writing and recipes, songs and celebration, and especially through eating traditional foods, is so important for understanding where our food comes from, how it's grown or produced, and how we have eaten it for sustenance, medicine and celebration.
- <https://www.appetitetoplay.com/healthy-eating/tips-ideas/learning-about-food-elders>



Elders and grandparents are a wealth of traditional knowledge that needs to be passed on to future generations. Encourage them to share this knowledge and experience with children.

Not only will it benefit the children, but also show our elders the respect we have for their wisdom and life experiences and help them feel appreciated and included. (Appetite for Play)

Language and Communications are meaningful and reciprocal.

- Provide opportunities for one to one interaction both with adults and other children.
- Extend and deepen conversations by singing songs while doing routines such as **hand washing** or **preparing snacks**
- Explore different ways to express a single idea.
- e.g., This is a fun song to sing to encourage children to wash their hands before eating or cooking with a caregiver:

(Sung to the tune of "*If You're Happy and You Know It*")

Oh, before I eat my meals, I wash my hands, (scrub, scrub)

Oh, before I eat my meals, I wash my hands, (scrub, scrub)

Oh, it's very smart I think, sends those germs right down the sink.

Oh, before I eat my meals, I wash my hands. (scrub, scrub)

Vocabulary, Symbols and Written Language:

- Children have opportunities to engage with verbal, symbolic, and written languages that are meaningful to them and their community.
- Children are interested in rhythm, dancing, or moving to music.
- Supports an interest in music through drumming

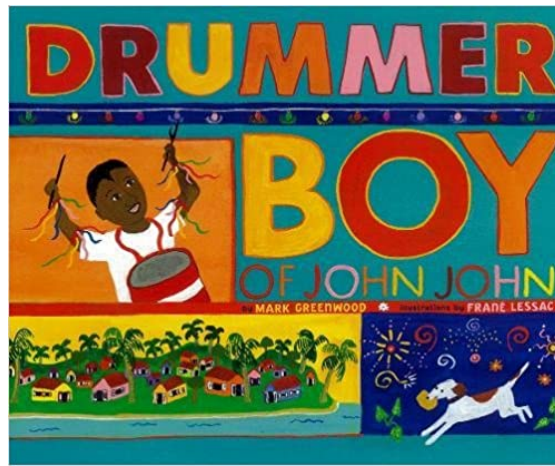
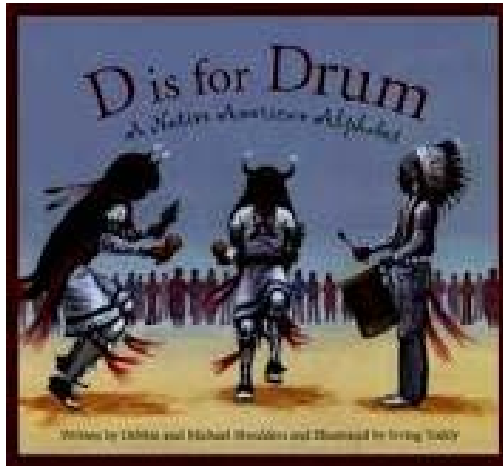
Sound and Word Play:

- Recognize the sounds children make as forms of communication and provide opportunities for children to explore and play with sounds and words.
- Squeals, growls, grunts, babbling; recognize and value sounds non-verbal children make as oral communication.
- Change your voice; loud, soft, high pitched, low pitched (papa bear; mama bear; baby bear sounds).
- Recognize delight and enjoyment in their favourite rhymes, poems, chants, songs and dances.
- Remember to sing songs in your own language from your culture and ones that are new.
- Explore a sense of rhythm and melody through listening, singing, and dancing in a variety of musical styles.

Technology:

- Gives children chances to experiment with images, print, gestures, sound, and video that contributes to multiple modes of literacies and communication.
- Limit time used with screens.

Books to read about drumming:



Song to sing with your child:
MOTHER EARTH HAS A FOREST:
(Let's Play Activities for Families, page 25)

Tune: Old MacDonald Had a Farm

Mother Earth has a forest-- Hey yah hey yah hey!
And in that forest, she has a Bear--Hey ya hey yah hey!
With a Grrr....grrr..here, and a grrr... grrr...there.
Here a grrr...there a grrr, everywhere a grrr...grrr...
Mother Earth has a forest--Hey yah hey yah hey!

Repeat with other forest animal sounds such as:
Wolf (Awhooo); Snake (Ssssss); Frog (Ribbet); Robin (Tweet)



Activity: Drumming

- Encourage drumming using pots/pans of different sizes, bowls, containers, wooden or metal spoons.
- Explore freely and have fun! Play loudly, softly, quickly, slowly.
- Talk about the beat of your HEART with your child; fast or slow? Notice how it changes as you do different activities.
- Some Indigenous People refer to the drum as the heartbeat of Mother Earth (Appetite to Play - Join the Band - <https://www.appetitetoplay.com/physical-activity/games-activities-3-5-yrs/join-band>)

References

Early Learning Framework (ELF):

<https://www2.gov.bc.ca/gov/content/education-training/early-learning/teach/early-learning-framework>

Let's Play A Guide for Families:

https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/play_today_family_guide.pdf

Let's Play Activities for Families

<https://www2.gov.bc.ca/assets/gov/education/early-learning/teach/earlylearning/lets-play-well-being.pdf>

Appetite for Play

<https://www.appetitetoplay.com/physical-activity/games-activities-3-5-yrs/join-band>