

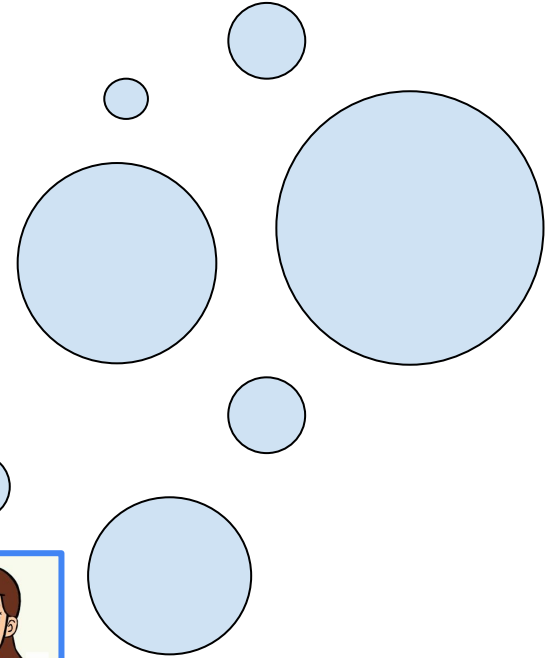
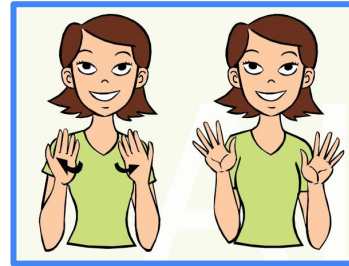
# Bubbles

Miss F's Morning Bubbles

## Back Story..

Last week I had brought out the bubbles outside to blow for the children. I noticed that F was engaged and seemed to be enjoying it.

We played for a while, and ultimately I cannot physically blow bubbles for an hour, so they were put away. When I put them away and said, "all done," she got quite frustrated and upset about it.



# WHAT?

This morning F came in with her mom, and when mom left she found comfort in the form of a hug, from Erin. After, she came and sat on my lap and I bounced my legs to help her regulate. Another educator came over and placed her headphones over her ears. We sat like this for a while before F decided she was ready to explore the room on her own.

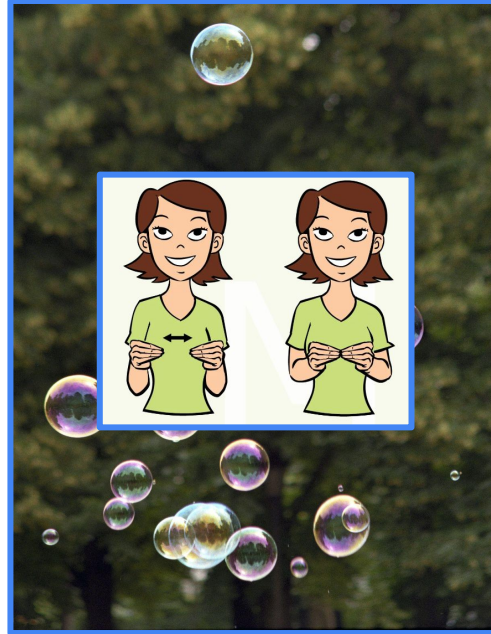


While sitting on my lap however, I noticed she was hitting her headphones with a small wooden spoon. She hit her hand one time, and I rubbed it saying, "ow-ee." Then she sit it again and very clearly said, "ow."



**"OW."**

I observed as she went over to where there are tubes of bubbles on the windowsill. She reached for them a few times, so I walked over and helped. We walked over to the carpet and I blew bubbles as she signed "more."





At one point she grabbed the bubbles from me and took them over to a parent in the room, giving them to the adult without using words, the adult understood what she wanted. Soon F was sitting on the parents lap, while the child of the adult got upset about sharing their mom. I guided F away from the parent by blowing the bubbles on the other side of the carpet again.

Soon F was distracted playing with another child and I was able to put the bubbles away without any tears.



# Language Development

BC ELF, page 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, mathematics, science, music, and storytelling(BC ELF, p80).”

She is learning how to communicate effectively in her own unique way, using signs, sounds and eye contact.

There are multiple ways for a child to communicate. “Educators (must) listen to and honour the incredible range of expressive languages children use to communicate(BCELF, p81).”

“Children have opportunities to engage with verbal, symbolic and written languages that are meaningful to them and their community(BCELF, p81).”



# Other's, Material, and the World

BC ELF, page 75

Children construct meaning as they engage with materials, other children and adults, the environment, the community, and the world. Objects, space, place, rhythms, rituals, gestures, sound, children and adults – these are all interconnected and participate in the interactions and inquiries that emerge in early care and learning spaces(BCELF, p75).”

She is building confidence by interacting with her peers, the adults in the room, and her environment.

“Educators reflect on the concept of knowledge and respect the knowledges and theories children hold(BCELF, p75).”

“Within a pedagogy of listening (Rinaldi, 2001, p. 80) educators create environments in which both adults and children can reflect, investigate, and be provoked to deepen understandings(BCELF p75).”

# Where Next?

My own personal reflection in building my philosophies and working to be a more inclusive individual.

By learning sign language myself, I will help to remove the language barrier that happens when children cannot, or choose not to speak.

This skill will help me evolve not only as an educator, but as a person in general.

I look forward to continuing to observe F's interactions with adults and peers.