

## The materials of Kindergarten plus



The hand-held **puppets Tula & Tim** – a girl and a boy – are regular parts of the program. Their faces “catch attention”, they awake interest and they prepare for talking and sharing of information about certain topics.



Every **Kindergarten plus**-topic is assigned to a song. The ten songs in total are recorded on a **Kid's Songs CD**.



During the modules **image cards** and a **barometer of feelings** are used to design learning games, and to intensify topics.



Every child will get two **finger puppets** to replay little scenes. With the repeater module every child will get an **I-booklet** and a little **courage bag**.



There are other teaching materials, for instance an **anger pillow**, a **wooden frame** in which to mimic and represent faces, a **Kid's book** about emotional knowledge and emotional expression, as well as the **emotion beads** the children will receive at the end of each module.



Every child who takes part in **Kindergarten plus** will receive their own **Kindergarten plus-history** at the end of the last module. This history of learning is based on the observations made during the program. It documents developments and issues of the children.



Kindergarten teachers also can rely on the extensive **Kindergarten plus manual**, the **Module Cards** and the **Song Book** with suggestions for playing and dancing.

## The nine modules for children

The first two modules are about the body and our senses. The next modules deal with emotions and how to handle them. Then there are modules about social issues such as friendship, limits, rules and conflict management. The ninth module is for evaluation and completion of the program.

## The structure of the modules

The repetitive structure of each module include the greeting ritual, the hand-held puppets Tula & Tim, a roundtable with practical exercises, a fruit-snack break, kinetic games, a song about the topic of the module, creative duties and a good-bye ritual.

Senso-motoric competencies	Emotional competencies	Social competencies	Learning and methodical competencies	
<b>Module 1</b> <i>My body and I</i>	<b>Module 3</b> <i>I and my emotions</i>	<b>Module 7</b> <i>You and I</i>	<b>Module 9</b> <i>What to take along</i>	Advanced module <i>Reencounter with Tula und Tim</i>
<b>Module 2</b> <i>My senses and I</i>	<b>Module 4</b> <i>I, my fears and my courage</i>	<b>Module 8</b> <i>I and my space</i>		
	<b>Module 5</b> <i>I, my anger and my delight</i>			
	<b>Module 6</b> <i>I, my sadness and my happiness</i>			



## Sustainable learning

**Kindergarten plus** supports sustainable learning. The topics of the programs will be integrated into the day-to-day routines in the child care centre. A few month after completion, the enhancing module "A re-encounter with Tula & Tim" follows.

## Inclusion and flexibility

**Kindergarten plus** addresses all children. The program is aligned to the objectives of an inclusive education system. To make sure every child will get what he or she needs, the program structure will be adjusted to the needs of the group and of every child who partakes.

## Who developed Kindergarten plus?

**Kindergarten plus** was developed by the *Deutsche Liga für das Kind* (German league for children). The *Deutsche Liga* is one of the leading associations in Germany for the wellbeing and the rights of children. Among the more than 250 members there are academic institutions, networks of paediatricians and psychologists, family and youth associations and many Lions Clubs. The objective of the league is to support the psychological health of children, and to improve their rights and development chances in all aspects of life.

For more information please see [www.liga-kind.de](http://www.liga-kind.de)

## Where can I learn more about the program?

You can find more information about **Kindergarten plus** under [www.kindergartenplus.de](http://www.kindergartenplus.de)

The nation-wide coordination of the program is responsibility of the Berlin office of the *Deutsche Liga für das Kind*.

## Deutsche Liga für das Kind



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## How is Kindergarten plus financed?

The performance of **Kindergarten plus** is financed through sponsors. Many German Lions groups support the program locally. **Kindergarten plus** together with the programs **Class2000** and **Lions-Quest – Growing up** is part of the youth program of the German Lions. Under the motto **Strength for life – promoting life competencies at Kindergarten and school** the Lions Clubs support children and teens from kindergarten to puberty. The three programs are under the patronage of the Anti-Drug Officer of the German government. **Kindergarten plus** is also supported by organisations, communities, companies, accident insurances and health services, supporter clubs and individuals.



Strength for Life  
Programme of the  
German Lions

Kindergarten plus  
Class 2000  
Lions Quest  
Growing up



Die Drogenbeauftragte  
der Bundesregierung  
(Anti-Drug Officer of  
the German government)

# Kindergarten plus

*Dear parents!*

*Over the next months, your child is going to partake in **Kindergarten plus**.*

**Kindergarten plus** is an education program for enhancing the personality of children from four to five years in child care centres.

*The program includes nine topical components (modules). It will be performed in a kid's group specially formed for this purpose over a period of approximately three months.*

*Before the children will transition to school, there will be an advanced module where the children can apply and intensify what they have learnt so far.*





*A certain step of emotional learning has to be finished before a certain step of mental learning can take place.*

## **What are the goals of the program?**

With **Kindergarten plus** children will learn to recognize themselves and others with their characteristics, how to express and name their feelings, how to experience one's own senses, how to solve conflicts without force and how to make a compromise. The goal of the program is to improve the social, emotional and mental educational skills of children, to strengthen their resilience, and to prevent risks, for instance destructiveness or an inclination to all kinds of addictions.

## **Which children take part in the program?**

**Kindergarten plus** is suitable for all children in the development age from four to five years. To make sure every child will get what he or she needs, the size of the **Kindergarten plus**-group is limited to eight to twelve children. The expert team of the kindergarten will select the group in agreement with the management of the child care centre.

## **Who performs Kindergarten plus?**

**Kindergarten plus** is performed by a kindergarten teacher, with the support of a tutor.

## **What is the scientific background?**

The understanding of education on which **Kindergarten plus** is based is aligned to the latest scientific findings from neurobiology and social sciences, and the principle that a certain emotional progress step has to take place before the next mental learning step can follow. Success or failure of learning strongly depends on in how far the child had opportunity to form emotional and social skills.

## **Kindergarten plus is academically evaluated**

An analysis by the University of Lüneburg showed that the children who partook in the program showed a significant increase of emotional competences and pro-social behaviour as compared to a group of children who did not partake.



*Education means to strengthen children emotionally, socially and mentally in the same measures.*

## **How is the program structured?**

*The program takes place at nine mornings or afternoons, normally in intervals of one week. The topics are body, senses, feelings (fear and courage, anger and delight, sadness and happiness, relationships, limits and rules, and conflict management). In games, exercises, conversations, songs and with creative methods, children are stimulated to strengthen their awareness for their bodies, to sharpen their senses, to manage their feelings, and to solve conflicts.*

*Two hand-held puppets accompany the children through the program: a girl and a boy called Tula & Tim.*



*The contents of the modules will be integrated into the day-to-day kindergarten routines. In order to make the program more sustainable, a reencounter with Tula & Tim will take place a few months after the completion of the program. During the repeater module with the **Kindergarten plus**-group the children can apply and intensify what they have learnt.*

## **How can I accompany and support my child?**

*Before the start and at the end of **Kindergarten plus** there will be a parents' roundtable. You will be invited together with all other parents whose children partake in the program. In parallel to the performance of the modules you can also take up the issue of "How to handle your feelings" at home. You will find useful information in the chapter *Suggestions for games and conversations for children and parents*.*

**Kindergarten plus** offers good opportunities for preparing the progress talks with your child's future teachers

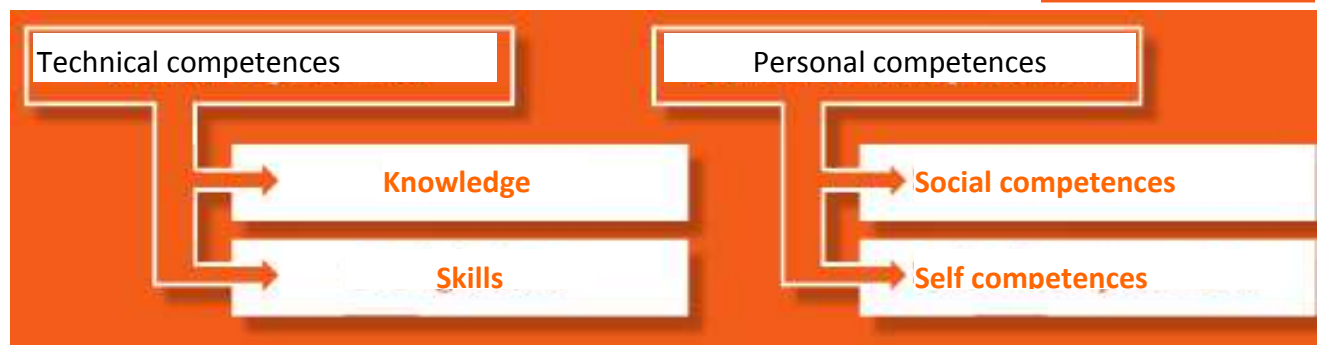
## What is emotional competence?

Emotional competence means the ability to recognize one's own feelings and the feelings of others, to express feelings, and to regulate them appropriate when being together with others.

## Why is emotional competence important for children?

Children with emotional and social competence can use their mental potentials better, and they achieve more at school. Especially extensive emotional knowledge and reasonable emotion regulation have positive effects. Children with low emotional competence are more prone to develop conspicuous behaviors.

Later success at work requires not only the necessary technical skills but also social competence, the so-called soft skills. This is reflected also in the German quality program "Deutscher Qualitätsrahmen (DQR)" for lifelong learning. Social and self competences have the same ranking as technical requirements.



## How does emotional competence develop?

Newborn babies already are able to recognize and express different feelings. In the first year, these feelings are developed to the so-called primary emotions. These include surprise, happiness, anger (scorn), fear and sadness.

From the second year of life, children develop the so-called secondary emotions. These include sensitiveness (empathy), shame, embarrassment, envy, jealousy, pride and guilt. The experience of these complex emotions goes along with the growing awareness of the child of its self, and the learning of socially acknowledged behavioural rules. Between the third and fifth year, children will considerably improve their ability of empathy for other people.

## How can I promote the emotional formation processes of my child?

Parents are the most important role-models of their children. The children follow the model of mom and dad handling their feelings and designing their relationships. Handling feelings appropriately means first of all:

- To create a positive emotional climate
- To talk often about one's feelings
- To respond respectfully to children's feelings
- To support children in handling their feelings

## Which emotional and social skills does my child have?

At Kindergarten children often behave differently from home. Therefore, regular sharing of information with the kindergarten teachers is important. This is even more relevant when questions or problems come up. Answers to the following questions can help you recognize the emotional and social skills of your child in the environment of your family, and to prepare a talk in the child care centre.

### My child ...

...socializes easily with other children (for instance on the playground)

... likes talking to others, and tells things voluntarily (for instance if it found something)

... respects limits and wishes of other people (for instance if another child wants to have its quiet)

... is concerned if he or she broke something, and tries to make it good

... remains reachable even in difficult situations (for instance it is sad or angry)

... is self-reliant and can concentrate on something for a certain time

... is curious and likes learning new things

... dares doing something even if he or she cannot be sure that he or she will succeed (for instance when trying out a new game)

This is (very much) so      partly so      not (at all) so

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