

One, Two, Three, Jump

1. Start with the child standing on a very low box or step.
2. Stand a few feet away with your arms outstretched to catch the child.
3. Say, "One, two, three, jump," with great anticipation.
4. Catch the child in your arms and say, "Whee," while you swing or twirl her around gently.

Doubles

1. Sit on a swing, and seat the child on your lap facing you with his legs straddled around your body.
2. With one arm, hold him around his back.
3. Chant a singsong as you pump and swing together. Either sing a lullaby or make up a singsong, such as "Swing, swing, swinging together. Swing, swing, swinging together."
4. If you are not comfortable having a child on your lap, push the child on the swing from the front instead of behind. Push the child's feet. Sing and chant as above.

One, Two, Three, Whee

1. Sit in a chair and seat the child on your knees facing you.
2. Either hold the child from behind with both hands or hold the child's forearms.
3. Bounce the child on your lap while you chant, "One, two, three."
4. On three, part your legs so the child drops down a foot or two while you still hold onto her safely. Say, "Whee" in an excited tone of voice.

Nurturing Activities

Many children need predictable and structured activities to help them attach to their primary caretakers. Teachers have found the following three activities to be useful tools to help children develop attachment skills.

Follow these general tips for success:

- Present only one activity at a time, the same activity every day for one week. Rotate the three activities, one week at a time, all year long or as long as children are still interested.
- Initially, most children will want to participate. Over time, many children will be "done" with the activity, but a handful of children will still show interest. The interested children need the activity the most. Keep offering it as long as any children still need it.

- Some teachers set up these activities outdoors. The teacher sitting at the table with the child also supervises a section of the play yard.
- Set up a waiting list for children who want to participate. That way they can play someplace else while waiting for their turn.
- Allow children to watch if they wish. But make sure to teach the guideline that the teacher will only be talking to the child at the activity table.
- Boys and girls both love all of these activities.
- Some teachers like to have these activities available for children to use independently or with each other. Remember, though, that when they are being used for attachment, they are teacher-child activities.
- Some children have trouble defining their body boundaries. Use universal precautions and clearly define that you will only put lotion or “nail paint” where you have said you will (lotion goes on hands; nail paint only on nails). Some children will beg for lotion or paint on arms, faces, or other body parts. To help children better define boundaries, make sure you stick to your predefined limit. This is particularly important for children who have been violated or who invade the body space of others.
- Teach families how to do these activities during parent meetings or in newsletters, and explain to families how these activities help children feel safe and secure.

Lotion Table

1. Fill a basket with three or four small plastic bottles of lotion.
2. Invite the child to sit across from you to have lotion rubbed into her hands.
3. Open each bottle in turn, holding it up for the child to smell. Let the child choose the lotion she would like to use.
4. Pour a small portion of lotion onto your own hand, and rub it gently into the child’s hand.
5. Either quietly sing a song to the child or carry on a soft and gentle conversation.

Tips to remember:

1. White lotion can be disturbing for children who have been victims of sexual abuse. Use universal precautions and shake a drop of food coloring into any bottles of white lotion you may have.

2. When rubbing lotion into the child's hands, some teachers find it useful to think to themselves something such as, "This is such a precious baby." This self-talk helps to set a mood where attachment can flourish.
3. Invite family participation by asking families to donate extra bottles of lotion they are not using at home.

Nail Painting

1. Use a regular, inexpensive watercolor paint set with a fine brush and a cup of water.
2. Invite the child to choose a paint color.
3. Engage the child in one-on-one conversation while you paint his nails.

Tips to remember:

1. If you use the term *nail painting* rather than *nail polish*, some boys feel more freedom to participate.
2. When painting children's nails, some teachers find it useful to imagine they are manicurists in a nail salon. This helps them to carry on respectful and interested chat with their "client." Most children, like adults, love the combination of physical grooming and casual, respectful chatting.
3. Some teachers have children wash the nail paint off during the next transition. The paint comes off easily with regular soap and water.

Owie Table

1. Gather a supply of plain, inexpensive adhesive bandages, cotton balls, a washable red marking pen, an eyedropper and a cup of clear water, disposable rubber gloves, and a small plastic container for waste.
2. Invite the child over for you to attend to his pretend owie.
3. Ask the child where on his hand the owie is.
4. Put on the rubber gloves. Dab a small red dot with the washable marker on the "injury." Using the eyedropper with water, drop a bit of water on the marker dot. The ink will dissolve and will look like blood.
5. Use the cotton ball to dab up the red water, and dispose of the cotton in the waste container.
6. Put an adhesive bandage on the "injury."
7. During the care of the owie, say something such as, "Sometimes kids get hurt here at school. Some hurts are on the inside and some are on the outside. When a child gets hurt, he can come to a grown-up for help."

Tips to remember:

1. For children to feel safe and secure at school, they need to know that adults will be in charge and will be responsive to their feelings of hurt, fear, and anxiety. This activity is very helpful for children who have had to take care of themselves and who haven't used adults much as helpers.
2. Some teachers find it useful to limit children to one "owie" session a day. If some children want to repeat the play over and over, teachers can repeat the activity every day until children are done with it.

Discussion/Reflection Questions

1. In twenty years, when a child from your class reflects back, how would you like him to remember you?

2. What is the difference between teaching preschool and teaching twenty unique preschool-age children?

3. Consider a traditional, one-size-fits-all school- or centerwide discipline policy (for example, first offense gets a verbal warning, second offense pulls a card, third offense triggers a note sent to parents, and so on). How do you think this would work for teaching social and emotional skills to young children?
