

**MODULES 3 AND 4** 



# Working with the Practices within Capable, Confident, and Curious: Nova Scotia's Early Learning Curriculum Framework

#### Introduction

Early years practices vary widely across our province, and yet we all have something in common: A desire to provide the best programme possible for all children.

In module three, we examine six aspects of the Framework: Responsiveness to Children, Intentional Teaching, Relationships with people, materials and the world, Connecting our Image of the Child to what we actually do, Play as a Way of Learning, and the Role of Families, Community and Culture.

All of these aspects can be tied in concrete ways to our everyday work with children, and as leaders, we can use activities and dialogue – including the Reflective Planning Cycle – to assist in making these topics come to life in our classrooms.

In module four, we consider not only the physical environment, but also the 'non-visible' aspects of the spaces we share with children. How does an environment help build relationships with children and families? Include all children and their interests and diversities? Encourage innovative thinking for both children and adults? How does it make our philosophies and values visible?

As a leader, it is crucial to consider 'whole centre' aspects of the environment, how to include families and community, and how to develop an environment that supports a culture of reflection and innovation for staff.

This guide is a pathway to help you engage and support staff as they use and implement the curriculum framework and its accompanying educator's guide. This user's guide is a resource rather than a recipe or checklist, and allows for flexibility in how the framework is implemented and applied.

### **Possibilities for Use**

Depending upon your role and the setting(s) with whom you are working, as well as this particular group of staff and their prior knowledge and experiences, you may choose to do any or all of the following as you move forward with examining your current practices and moving forward on your learning journey:

- Examine curriculum practices, and their connections or lack of to the Framework.
- Hold training sessions to expand knowledge and exploration of particular aspects covered in modules
  three and four (e.g. intentionality, the environment, etc.) where you feel more growth would be beneficial
  or necessary.
- Revisit key concepts as new staff join your team or when you feel that more exploration and learning are needed in order to apply these principles to everyday practices.

# **Contents and Structure of this Package**

Each module has either hard copies or links to articles for you and your staff to read before your meetings. These provide background information about key topics, talking points, and connections to the Framework. Both sets of materials also include:

- **Reflection questions** to help explore each topic. If given out in advance of each meeting, educators will have a chance to reflect upon their own practices and environments, and be better prepared to engage in discussions.
- **Background notes** at the beginning of each module. These are to support the pedagogical leader to engage with groups of varied backgrounds, experiences, and training.
- **Suggested group exercises** to make the Framework authentic and applicable. Staff may choose to bring their own examples to the discussions, such as photos, notes, and documentation.
- Instructions for 'deciding on an action' to provide ways of moving forward. All opinions should be heard and taken into consideration.
- Facilitators are provided with a **PowerPoint** to assist with introducing this session to Directors and Leads.

# **Points to Consider Before Beginning**

- When thinking about discussions around practices and environments, consider how you will have participants acknowledge what they already do or know. Plan carefully, including times for discussion.
- We should always be aware of how our practices and environment affect or include families, cultures and community. Take stock of how this happens in your centre.
- What might be the challenges or concerns? Misunderstandings? We cannot prepare for every eventuality, but can consider common challenges so that they can be discussed openly and participants can engage in problem-solving together.
- When possible, share some information especially reading materials in advance. Links to high-quality blogs and articles can prepare participants for insightful discussions and help them to raise their questions.
- At the beginning of the meeting, reach an agreement about how your time will be used. Time is precious and in short supply.
- Find a balance between talk and action, attempting to find ways to make the Framework come to life in realistic and practical ways.

# **Preparing for Meetings**

- Leaders of meetings or training sessions should be very comfortable with the materials. If there is an aspect with which you are not fully familiar, seek support, talk with others who may be more experienced, read, reach out and ask questions!
- Provide a brief icebreaker to help people leave their work day behind.
- Decide on the method of delivery, taking into account the dynamic and knowledge of this particular group. Are they well-versed in this type of practice, or will this be a complete change for them? This will affect how you proceed.

Offer a way for participants to provide feedback. This information will guide your next steps. Maybe
a particular concept will need more clarification or experiences before moving on. Perhaps a focused
workshop on one aspect of this module's content is needed. Your site coordinator or consultant can help
set up further learning opportunities.

# **Participants should**

- Read the information provided beforehand. This package contains many items that can be shared.
- Come with their questions, opinions, ideas and details of prior experiences. Be prepared to share.
- Bring an open mind and their curiosity!

# **Module 3: Early Learning Practices**

Co-constructing knowledge refers to an educator's decisions and actions that build on existing knowledge and skills to enhance learning; a responsiveness to what children know, what they wonder about, and their working theories about the world around them. When educators engage with, observe, and listen to children; discuss with other educators, children and families the possibilities for further, increasingly complex exploration, they contribute to the process of co-constructing knowledge.

(Ontario Ministry of Education 2014, 15)

This module addresses the following questions, based on practices contained within the Framework:

- How does your Image of the Child become visible in your setting?
- How can we be intentional, while maintaining a flexible & play-based programme? How do we co-construct curriculum with children?
- How do you explain play as a way of learning to families and others?
- How do relationships affect what we do every day?
- How do we welcome, and partner with, families, communities and cultures?
- How does the Reflective Planning Cycle work to support our classroom practices?

# **Background Information**

What do we mean by 'intentional teaching' and how does this co-exist with play based and child-centred practices without becoming rigid or teacher-led?

Intentional teaching is deliberate, purposeful, and thoughtful (Capable, Confident, and Curious, 39). It is also responsive to children, taking into consideration their lived experiences, cultures and ways of knowing, their spoken languages, and their individual needs (38).

Importantly, educators are responsive to what children are actually doing and saying, their ideas and strategies, and the complexity of their play. This gives us an avenue to move forward with decisions about what to do next. Here are some things to think about as we watch and listen to children:

- What questions arise for you as you watch and listen to the children at play? Your own curiosity about what children are doing is an important part of developing responsive programmes.
- Is there a possibility for extending the idea that the child has, without interrupting them whilst engaged?
- Is there a way to respectfully enter their play, or engage in conversation (rather than questioning)? If not, how will you remember what was going on so that you can use this information when reflecting and making decisions?

**The Reflective Planning Cycle** (sometimes referred to as the Cycle of Inquiry) is an important tool for developing intentional and responsive programmes for all age groups. It can be found on page 26 of the Educator's Guide.

You will notice that it includes observing and listening, reflecting with others on what you have noticed, planning responses that support children's ideas, acting upon these plans, continuing to observe, continuing to reflect, and beginning the cycle again with more observation. Sometimes, what we expected to happen is completely different to what actually happens! We must be careful that pre-conceived ideas do not interfere with what the children are actually investigating.

For instance, when observing an infant exploring a large cardboard box over a period of days, it would be easy to say 'she is interested in boxes.' This is a superficial observation that could be taken to a much deeper level. What is it about the box that the infant is exploring? How to open and close it? How to get into and out of it? The box as a container? A place to share with another?

This type of teacher curiosity and these kinds of questions can lead us to think more deeply about what children are doing, and why, and lead us to next steps in terms of planning our programme, room arrangement, change of materials and so on.

In this package, you will find:

- handouts with activities for staff & participants
- articles and links to protocols which will help you move forward with the Reflective Planning Cycle
- information about how and what to observe
- · options to consider in terms of responses
- creating an efficient observation and planning tool and
- how to make your setting's Image of the Child come to life in your daily programme and routines.

#### **Reflective Questions**

What kinds of questions would be the best fit for your staff in terms of promoting growth in the areas of intentionality, observing throughout their day, using these observations, and making their Image of the Child visible? Here are some to consider and choose from:

- How do you presently make decisions about what to do each day? Consider what might happen at meeting times, during play, outside, and so on. How do these things come to pass?
- What are some of the things to consider when making decisions about what to do next in response to children?
- What kind of planning tool do you presently use, if any? How does this reflect your Image of the Child? For instance, if you believe that children are striving for independence and are curious about the world, how does your planning tool reflect this?
- What kinds of observation tools work for you? Notes, sketches, photographs? If you do not have a system for observation, what can you imagine might be manageable at this point?

#### **Possible Activities**

(NOTE: see PowerPoint and handouts for additional activities & discussion points)

The activities and discussions that you select depend upon your staff's contexts. These may differ in each classroom, even within the same setting. Also, take into account prior knowledge, previous experiences and training, and the participants' roles within the setting.

- In small groups, participants discuss how they interpret the Framework in terms of curriculum. How would they 'name' it or describe it? Begin by (silently) writing individual responses on post-it notes (one item per post-it) then place the noes all over the table and compare and contrast the thinking within the group. The goal is not to reach consensus, but to see all the possible interpretations of the Framework.
- How would participants name their own approach? Why? Can they articulate this?
- Have two people play with loose parts (a random selection of a few interesting items that can be assembled beforehand and placed in small boxes or paper lunch bags) for about 5 minutes. Two different people observe. One of the observers is a narrator, who is explaining to the other what is going on, and why this play it is important. This articulation of the importance of play, and of loose parts, is important. For instance, many people tell families that children 'learn through play,' but this phrase does not mean much unless it can be demonstrated in a 'guided observation' and well-articulated by the narrator. Many directors and educators find this exercise surprisingly difficult. It helps to have the facilitator also observe a group, and model his/her own version of the narration.

Remember to always debrief after activities. You may want to ask 'How did that feel?' or 'What were the struggles?'

#### **NEXT STEPS:**

# Putting these practices into action: Starting points

- Begin with where you are. What do you call your approach? Is your philosophy/statement of approach made visible in terms of what happens each day? Identify how this happens, or why it doesn't.
- What is a small step that you can take to begin your journey with the Framework? Some examples:
  - Start with figuring out a way to observe as you work. One or two observations per day will give you something to respond to. What interests you or puzzles you about what the children are doing? What kinds of things to they keep returning to? How will you write these things down with a brief note so that you can remember them?
  - Compare your observations with your team members. How are they the same or different? How can you work with these observations?
  - Begin using the Reflective Planning Cycle. Take your time and don't rush through the reflective piece.
     There is no particular time frame for how long to observe, or how long to think about what to do next.
  - Sometimes, we are unsure of what to do in response to children's actions. This is to be expected. Try a small invitation or two and see what happens. This will help you to know if you are on track in terms of figuring out children's ideas and intentions.

# CONNECTIONS TO THE FRAMEWORK

The framework recognizes that there are no pre-set ways to promote the four areas of early learning. Many factors, including the children's setting, caregivers, language, culture, heritage, religion, temperament and abilities, shape the experiences that support early learning. It is important to note that all areas of early learning are inter-related.

(Educator's Guide, 27)

The Image of the Child, and its effect on daily and long-term programme development, is one of the foundations of the framework. This understanding of our own image of children and how it will affect our daily practices is crucial to meaningful and responsive curriculum. This was explored deeply in an earlier module, and can be revisited many times throughout your learning journey.

The four areas of learning outlined in the framework (well-being, discovery and invention, language and communication, and personal and social responsibility) can all be put into action through a play-based approach in a thoughtfully provisioned environment. Inquiry – the exploration of the world through hands-on investigations – is always present in play.

Observation is key, not only to notice developmental domains, but also to see the underlying thinking and strategies of the child.

# Module 4: The Role of the Environment

This module will examine not only the physical environment (i.e. materials, furniture and space) but also the 'non-visible' aspects of the spaces where we work with children.

This module addresses the following questions:

- How do we form invitations to help to build relationships with materials and each other?
- · How do environments respond to all children and their interests, abilities and diversities?
- · How do we create environments that encourage innovative thinking, for both children and adults?
- How do environments make our philosophies and values visible? What messages do they send?

The role of the environment is made clear in the Framework:

'The learning goals presented in Nova Scotia's early learning curriculum framework are not intended to be discrete skills. It is not the intent of the document to have programs assess whether children have achieved well-being, discovery and invention, language and communication, or personal and social responsibility. Rather, the learning goals are intended to guide the design of learning environments, and inform the development of program activities and experiences for children.'

(Educator's Guide, 27)

(Stacey 2018, 2)

# **Background Information**

What does the world 'environment' mean to you? What image does it conjure up?

At first we may think of environment as a physical space, and of course, it is. Yet it can also be so much more. We can also consider the environment as a place where we respond to provocations, the unusual, and the puzzling. We can think of it as a space that intrigues us to move in new directions and a setting where decisions are made, relationships are formed, and a particular culture – a way of being – might be formed.

What if this culture was one where children's questions are expected, valued by educators and community, and taken seriously enough that their ideas are put into action? Where teachers consider their own questions as well as those that come from the children, even if this causes a change of plan or takes them in an unexpected direction? What difference would this make in our daily practice?

#### How does an environment help to build relationships?

Relationships matter. They contribute to children's well-being, as noted in the Framework, for instance in Strategies for Objective 1: Children feel safe, secure and supported (58).

Ideally, in any early learning setting, we are all in collaboration with one another. Teachers notice what children are doing and saying, and respond. Children make connections with each other when they notice others' play, experiment with materials, and begin to interact.

We are likely to see all of the following in our settings:

- · Children in relationship with each other
- · Children in relationship with adults
- Adults in relationship with each other (including parent/teacher and teacher/teacher)
- Children in relationship with materials
- Children and adults in relationship with the community.

Some of these relationships may seem obvious to you in the way that they play out. However, the idea of children being in relationship with materials is somewhat new in North America, and was inspired by the thinking of educators in Reggio Emilia. How can a child, we may wonder, form a relationship with inanimate objects?

Materials, we must remember, have an effect. They produce a response from the user. We can express ideas with them.

Susan Fraser, in *Authentic Childhood* reminds us that we can 'think carefully about the interconnection between materials and children, and how this relationship deepens the meaning of activities' (Fraser and Gestwicki 2002, 89).

#### Include all children and their interests and diversities?

The word 'interest' is a difficult one to define when it comes to children's actions! It is very broad and subject to interpretation. To help determine what is an 'interest' we might also think about children's curiosities, level of engagement, their strategies, and their ideas.

Children with varied abilities and backgrounds will come with diverse prior knowledge and ways of being in their environment. When forming relationships with children and their families, it is vital to understand their backgrounds, including the role of their culture in their lives.

Our primary source of information about children's lives are their families/caregivers. Our relationship with them sets the foundation for future decision-making in terms of environment, what will happen each day, and how each child's prior experiences are honoured. The Framework uses the term equity to mean that all children have the same opportunities to participate in their early childhood educations program's activities (Educator's Guide, 51).

#### Encouraging innovative thinking, for both children and adults?

An environment that promotes curiosity and questioning – for both children and educators – is one that supports innovative thinking. Curiosity might be described as the desire to learn and to know about anything, and children – as well as many adults – are full of curiosity about how the world works. They are on a mission to find out.

In terms of the environment, it is not only the set-up and materials that promote curiosity in children; it is also the teachers' actions and dispositions. If we hold an image of children as inquirers and use this image to develop our environments and curriculum, the result will be a practice that is collaborative, engaging, thought-provoking, and meaningful.

Having a rich supply of found materials (recycled loose parts, for instance) enables children to be innovative in terms of working out how something works and representing this in their play. How does water get down from the roof and into the drain? How do I get into and out of this enormous cardboard box? Action with interesting materials can help children to figure out the answers to their questions. Watching them in action with materials will no doubt raise many questions for the educator, and these are the basis for next steps.

#### How does the environment make our philosophies and values visible?

If a visitor were to walk into your classroom and simply look around for a few minutes, would they get a sense of how your program plays out? What your philosophy is? What you believe about how young children learn?

All environments 'speak' to us in some way, whether it is promoting a sense of calm or excitement, or perhaps inviting us to explore or to stand back.

If your philosophy states, for instance, that you value independence, then your environment should reflect this. How can children do things for themselves in this environment, in order to feel competent? If your Image of the Child is one of curiosity, then your environment should offer all sorts of opportunities to act upon this curiosity. If your philosophy values inclusivity and equity, then the environment must support this by ensuring that every child has access and opportunities to explore, play, and learn in a way that reflects their abilities, cultures and backgrounds.

An environment is a living, changing system. More than the physical space, it includes the way time is structured and the roles we are expected to play. It conditions how we think, feel, and behave; and it dramatically affects the quality of our lives. The environment may work for us or against us as we conduct our lives.

(Greenman 2007, 1)

### **Reflective Questions**

Which ones are a good fit for your staff? If leading a meeting or training session, which questions will be a good beginning for discussion for this particular group in terms of where they are in their journey?

Questions can be sent out ahead of the meeting, in order to give people time to reflect.

- How do you presently make decisions about your environment? What is your beginning point?
- For instance, what might need to change or remain the same? What additions may be needed or which things may be taken away? Why?
- How does your environment support inquiry by children? How might you find out what effect your environment has on what the children do in terms of play and investigation?
- How does your environment support innovative thinking on the part of educators? What processes are in place to make this an environment where you might 'think outside the box?'
- How are both educator's and children's curiosities supported within this environment?
- How might you make your processes visible to others? For instance, how decisions are made, and how your days play out. Do parents know about this process?

#### **Possible Activities**

(NOTE: see PowerPoint and handouts for additional activities)

The activities that you select from this list depend upon your staff/participants' contexts, such as their previous experiences with different environments, how much thinking and work they have already done re: their environments, their roles within their settings, and comfort levels with change. You may want to:

- Have each person bring a photograph (hard copy, which is easier to share than a small photograph on a device) of just one section of their room (e.g. their easel/art area, a shelf of loose parts, the book area etc.). In groups of three, take turns to talk about one aspect of what this area represents. For instance you might choose one of the following to discuss, as appropriate:
  - o How has this area changed over time? Why?
  - What makes you proud or satisfied about this area?
  - How does this area make your philosophy visible? (e.g, how are children empowered to be independent here, or creative, or begin investigations?)
  - What frustrates you about this part of the environment?
  - What are you curious about in terms of this area/shelf/space? What questions can you raise? Write them down!

- Watch a short video clip of a room in action. This may
  be from your own setting, or someone else's (who has
  given permission to share) or taken from web sources.
  Afterwards, think about how this room or the materials
  were used by the children. What does this tell you about
  the role of the environment? What messages came
  through to you? If this is an unfamiliar setting, what can
  you say about their philosophy from watching this clip?
- Using a variety of photos from various sources (e.g ECE magazines, catalogues, actual photos, etc), and using the Framework as a guide, divide into small groups to think about these environments through the lenses of inclusivity, equity, and diversity. Each group might think about a different aspect and report to the others.
- Examine your outdoor environment. Is it given as much thought and attention as the indoors? How?

# CONNECTIONS TO THE FRAMEWORK

The environment can be considered The Third Teacher, in that just as parents and educators have an effect on how and what children learn, the environment has the power to engage children in inquiry, promote curiosity, and set the stage for learning.

Loose parts and materials found in nature provoke interest, and can contribute to increasingly complex thinking.

Outdoor environments foster hope, wonder and knowledge about the natural world, and can highlight our responsibilities to the environment in an ecological sense.

### **NEXT STEPS:**

# Building an environment that supports inquiry, play, and collaboration

Examine your classroom environment on a regular basis. Reflect on what works and what doesn't; try to see it through fresh eyes as if you have never seen it before. Or, invite another ECE professional to come visit and give first impressions. Alternatively, take photographs of every aspect of your room.

Sometimes, photos can provide a more objective view of what are used to seeing, and we see our environment in a new way. Take photographs of areas and individual shelving to reflect upon.

#### Make your environment work for the children and for you:

- What message does the environment send about your beliefs about children?
- How is independence fostered? Do children have what they need in order to follow their ideas?
   Can they access these materials themselves?
- How are children's ideas made visible?
- · How does access to materials affect children's choices?
- Try switching with a co-worker from another classroom for a morning. See how working in a different environment works for each of you.

#### **Consider routines**

- Do your routines address children's needs, including those from diverse cultures or with differing abilities?
- How flexible are your routines? What role does the clock play? How are your routines arranged?
   Why are your routines arranged in this way?
- "Old scripts" can be in place simply because no one has examined them and thought about why they
  are there.

#### **Include families**

- How does your environment include children and their families' cultures, languages, and traditions? Are all families made visible in your setting?
- How can you invite families into your setting in order to participate, access information, and put forward ideas and questions?
- How do you encourage families to be partners with you in co-constructing curriculum?
  - Ask for opinions about their children's work in the classroom, perhaps by drawing attention to documentation.
  - Ask for a response when sending information home. This can be digitally, verbally, or in ways that suit your community.
  - From time to time, celebrate your community's images of children with a special event, and make time for discussion about children's ideas.
  - o Invite families to an event where you explain how your environment works for the children. Make this hands-on and meaningful by having them create something simple to leave behind for their children to find the next day. Messages re: hopes and dreams for their children, hanging from branches, or perhaps a photo of the child's family working on something within the classroom.

NOTES			

#### **APPFNDIX 1**

# The Reflective Planning Cycle:



You may have seen a similar protocol called The Cycle of Inquiry; this works in the same way as the above graphic, in that educators observe, reflect, raise questions, and respond with further opportunities for the children.

# The Reflective Planning Cycle as a protocol:

A protocol is a system or support to help us move forward with putting ideas or theories into action.

How can we use the graphic on the left – The Reflective Planning Cycle – in our everyday practices?

- 1. If you do not have a system for how to notice and note what children are doing or saying, this can be a place to begin. What will work for you, on a regular basis?
- How will you talk with others about what you have noticed?
   A staff meeting is often a good place, and so are casual conversations throughout the day.
- Think through how you might respond to what children are doing. There are many choices: A change to environment, further observations or conversations with children, invitations with materials.
- Put your ideas into action.
   One small invitation, for instance, will give you another chance to observe.
- This continued observation will guide you in making decisions.
   What are the children really exploring? How can your further support them? The Cycle continues...

#### **APPENDIX 2**

# **Cycle of Inquiry:**

Children's actions, interests, questions and ideas are seriously reflected upon before teachers make a response.



We see in this simple cycle the organic, circular, repetitive process of observing, reflection and response. The cycle unfolds in this way:

- Beginning with careful observations: What are we noticing and hearing? A team effort of recording to 'keep in mind' the possibilities for follow-up.
- Describing the work: Your notes and photographs will lead you into discussion, focusing on what actually happened, and how. What was the children's process? How did these events unfold? A chance to compare notes and gain multiple perspectives from within your team.
- Raising questions. Inevitably, questions and puzzles will arise. What do you wonder about? Do you have some burning questions about what the children are doing and saying? Write these down! Can you speculate about the child's intent, strategies, prior knowledge? We bring our experience, relationships with the children, and education to this puzzle.
- Through dialogue, create possible next steps that will support children's play, ideas, and questions. Possibilities could include changes to the environment, invitations, further conversations with children, further observations, input from parents, taking documentation back to the children, and so on.
- Offer your invitation(s) and stand back to observe again. How did the children respond? What did this response tell you? How will it affect what happens next? The cycle begins again...

#### **APPENDIX 3**

### **Resources:**

Video by Sir Ken Robinson re: creating a culture for valuable learning:

https://www.kqed.org/mindshift/46055/sir-ken-robinson-how-to-create-a-culture-for-valuable-learning?fbclid=IwAR3PAisfxRiAQOdFj6Y50thPvwjr6DxyLrOrwUAMWWw6lVDuhB4eAis\_UK4

CBC series on play, on the Nature of Things. Can be streamed...

https://www.cbc.ca/natureofthings/m\_episodes/the-power-of-play?fbclid=IwAR2mqi7jgAEzupI6VU9FRbhJaRXm-HNhZm-7mP1SoZXd6hqqqwYIRGqxTvq

A video-tour of a British nursery school that makes good use of natural materials and loose parts to promote curiosity:

https://medium.com/@samchaltain/the-most-famous-nursery-schools-in-the-world-and-what-they-can-teach-us-837c3be5034b?fbclid=IwAR1xTvc1PgiLNdDlBIsP1ASMuaZRZnpK-E3DC8Mpy2utLyvzhPrCkbkvU2E

A valuable article about the difference between projects and themes:

http://thespoke.earlychildhoodaustralia.org.au/themes-vs-projects-spot-difference/?fbclid=IwAR238TsYbpDu2 VdBip1nAmk9CoJU7fwzq7cIVCp5TncuwFIm6bYKZywIxkc

Debi Keyte-Hartland is an artist and educator and plays with ideas around creative thinking: <a href="https://debikeytehartland.me/2018/06/20/playing-with-ideas-play-learning-and-progettazione/?fbclid=IwAR3ofthtwDcdoxV8IYM-U6F86iwuMHwZsppN\_sErArHunOy4W2WZkLx9cMM">https://debikeytehartland.me/2018/06/20/playing-with-ideas-play-learning-and-progettazione/?fbclid=IwAR3ofthtwDcdoxV8IYM-U6F86iwuMHwZsppN\_sErArHunOy4W2WZkLx9cMM</a>

A video tour of Clare Warden's famous outdoor preschool: https://www.facebook.com/Mindstretchers/videos/1745417342163194/

A place to begin....Ordinary Moments:

http://www.communityplaythings.com/resources/articles/2018/the-power-of-everyday-moments?fbclid=lwAR 3ydB0BCrDCrbvunhH65Tq1YU3MIMBiCxqzt\_oZgvd0WvgyQ4PnLxUESbg