



Schedules & Routines – Beginning, Middle and End

Summary

What does Beginning, Middle and End mean, anyway?

- An activity has a logical progression or flow. For example – large group time begins with an opening song, includes several activities and ends with a closing song, ritual, or transition.

What's the Point?

- Supports Trauma-Informed Care by nurturing child's sense of safety and security
- Provides the predictability young children need to feel confident in their learning
- Helps children know what to expect
- Provides information to children on what is happening
- Encourages language development
- Promotes participation and independence in routines

How Do I Do This?

- Decide on activity that needs a clearer flow or progression
- Break the activity down into smaller steps (beginning, middle and end)
- Create a sense of ritual by using children's interests (e.g. favorite songs and activities).
- Consider using visuals or objects to share steps of the activity/routine.
- Be flexible and follow children's interest in the moment using visuals to communicate changes.

How Will the Children Participate in This Practice?

- Get children's input on rituals or favorite activities to include
- Involve children in creating visuals or selecting objects
- Children can help to identify and acknowledge steps completed
- Children remain engaged throughout the activity.

Checklist

Task	Complete?
Educator brainstorms an activity that is unclear or chaotic e.g. large group time, naptime, lunchtime.	
Educator determines the steps of the activity (e.g. what is the beginning, middle, and end?).	
Educator and children decide on favorite rituals, songs or activities to include.	
Materials are gathered for the beginning, middle and end steps (songs, books, puppets, etc.).	
Create visual representation of steps (objects, google images, white board with drawings etc.).	
Visual representation is flexible (objects/images can be moved around).	
Educator has involved team and children in all aspects of creation of beginning, middle and end steps/visuals.	
Educator shares information with families on the importance of clear beginnings, middles, and ends and positive outcomes for children.	

Educators are encouraged to find the flow and flexibility that enhances each child's day.

Makovichuk, Hewes, Lirette & Thomas, 2014, p. 64

Flight: Alberta's early learning and care framework.

Retrieved from www.flightframework.ca

