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In this webinar you will learn:

- Why age-old fairytales continue to resonate so strongly with children, in spite of adult concerns over the years.
- How fairytales from around the world align with the evidence-based protective factors for the "ordinary magic" of resilience, including relationships, initiative, executive functions, self-regulation and cultural affirmation.
- Ways to use fairytales to plan engaging learning experiences, centers, routines, and transitions that nurture children's social, emotional, cognitive and physical development while providing many opportunities for emergent literacy.
- How using this "ordinary magic" lens of fairy tale curriculum planning can support teachers' understanding of specific strategies that nurture children experiencing adversity.

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Fractured fairy tales—How children's classics can reinforce harmful stereotypes

Why Are Old Women Often The Face Of Evil In Fairy Tales And Folklore?

October 28, 2015 - 4:34 AM ET
Heard on Morning Edition

FIVE REASONS TO STOP READING YOUR CHILDREN FAIRYTALES NOW

Disney princesses Kristen Bell and Keira Knightly concern over fairy tales and consent

Lindsay Bever - 12:19, Oct 19 2018

Are fairytales damaging to children?
Richard Dawkins has denied claims that he said fairytales are harmful to children, do they encourage superstition or scepticism? Or are they simply entertaining stories?



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And YET...

- Children's play is infused with fairytale imagery and magic
- Children's told stories often contain references to stock characters and the triumph of good over evil
- Many children choose fairytales over more modern children's books when given the choice
- WHY IS THIS????
(Hint: it's about development, as well as fairytales!)



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Fairytales 101

- “Tales of Magic” or “Tales of Wonder “
(#ThanksPiaget!)(Imagination!)
- From the oral tradition
(“Tongue-polished”)
- Told in every culture on earth
(Universal themes and concerns, with culturally-authentic differences)
- Distinctive plot structure and characters
(Hello, LITERACY!)
- RESILIENCE is how characters get to their Happily Ever After
(Stay tuned!)



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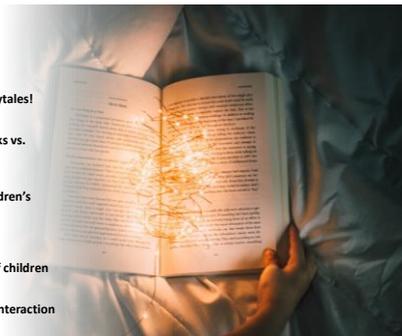


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some things to consider

Disney didn't write the fairytales!

- Told stories vs. picture books vs. anthologies
- 398.2 and the magic of children's librarians
- Folk vs. fairytales and the age/developmental level of children
- Storytelling=relationship= interaction



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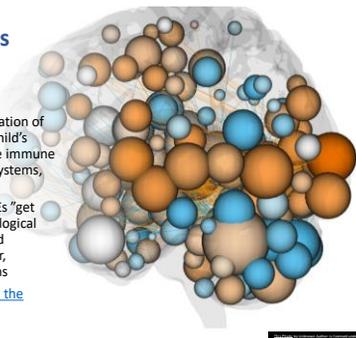
ACES:
The Deep Dark
Woods where the
Trauma Dragon
Lives

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FACT: Toxic Stress Changes Brain Architecture

- The effects of excessive activation of stress response systems on a child's developing brain, as well as the immune system, metabolic regulatory systems, and cardiovascular system.
- Toxic stress explains how ACEs "get under the skin" and trigger biological reactions that lead to identified symptoms in the cardiovascular, metabolic, and immune systems

• [National Scientific Council on the Developing Child](#)



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Vulnerabilities in Children Impacted by Trauma:

- **Challenges with self-regulation and executive functions:**
 - Attention challenges
 - Emotional reactivity
 - Conduct problems
 - Social problem-solving challenges
- **Which lead to...**
 - Low self-esteem
 - Lower academic achievement
 - Anxiety or depression

Between four and ten times more likely to develop substance use disorders than peers, because of the interaction of genes and the environment!

These basic characteristics have been identified throughout the literature (e.g. Webster-Stratton & Taylor, 2001; Soto et al. 2012)



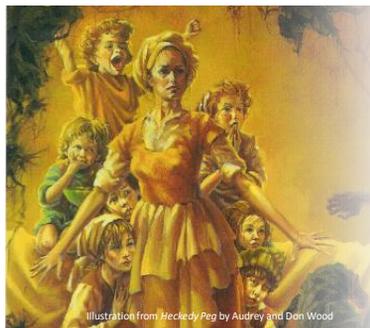
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How Can We Protect Children from Trauma and Toxic Stress?

- We can't stop trauma... ☹
- Dr. Ann Masten and the "Ordinary Magic" of resilience
- [Center on the Developing Child at Harvard University: Ordinary Magic + Neuroscience](#)
- Definition of resilience from Merriam-Webster:

"The ability to recover from or adjust easily to misfortune or change"

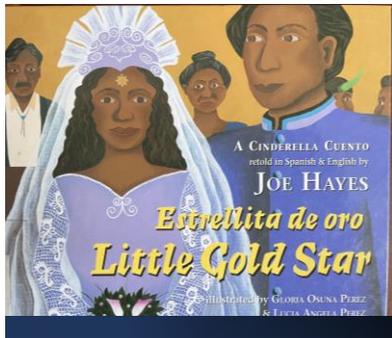
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The Magic Beans: Ordinary Magic of Resilience

- Attachment/Relationships
- Initiative
- Self-regulation
- Cultural Affirmation



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and Resilience: An Example

- My big fat resilient dissertation
- Cinderella's 1000 sisters (and brothers)
- Why Little Gold Star?

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Attachment and Relationships (Caring Magic)

- With caregivers
- With other competent adults
- With siblings and peers



Illustration is photograph from Little Gold Star, retold by Joe Hayes, illustrated by Gloria Osuna Perez and Lucia Angela Perez

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Initiative (Doing Magic: Playing Magic)

- "I CAN DO IT!!!!!"
- The child's ability to use independent thought and action to meet her or his needs.
- Includes problem-solving, self-efficacy, motivation to succeed
- Risk
- PLAY!

Illustration is photograph from Little Gold Star, retold by Joe Hayes, illustrated by Gloria Osuna Perez and Lucia Angela Perez

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Functions (Doing Magic: Making Magic)

- Brain's "Air Traffic Controller"
- Prefrontal Cortex
- Working memory
- Cognitive Flexibility
- Inhibitory Control

Illustration is photograph from Little Gold Star, retold by Joe Hayes, illustrated by Gloria Osuna Perez and Lucia Angela Perez

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Self-Regulation (Superpower Magic)

- The child's ability to control their bodies, manage powerful emotions, and maintain focus and attention
- #1 most important factor in school success
- Impacted by temperament
- Impacted by stress
- Connected to executive function skills
- Source of many of the challenging behaviors we see

Illustrations are photographs from Little Gold Star, Joe Hayes; The Dragon Prince, Laurence Yep; Cinderella, Susan Jeffers

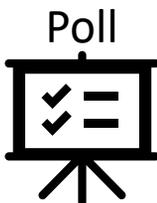
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Cultural Affirmation

- Being part of something "bigger"
- Home, community, faith community and classroom cultures
- Food, music, clothing, language, STORIES...



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Making Resilience Magic During Centers and P

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The Story Center

- The "forgotten literacy"
- Story Center vs. Writing Center
- How the Story Center connects with pretend play
- How the Story Center connects with storytelling/storyacting
- How to engage children in the Story Center

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Classroom Routines and Transitions

- Even your routines and transitions can nurture:
- Relationships: Caring Magic
 - Initiative: Doing/Playing Magic
 - Executive Functions: Doing/Making Magic
 - Self-regulation: Superpower Magic
 - Cultural affirmation



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Don't Forget Pretend Play: Resilience Powerhouse

Research has shown that it promotes:

- Relationships
- Initiative
- Executive functions
- Self-regulation
- Cultural affirmation (but we already knew that!)

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Introducing: The DAP Fairy!

- Developmentally appropriate practices include...
 - Responsive relationships with teachers and other children
 - Child-initiated AND teacher-guided experiences
 - PLAY of all kinds, especially pretend, or make believe
 - Routines, transitions and rituals
 - Family relationships

In other words: The Protective Factors for Resilience!

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A tale as old as time...

- **STANDARDS!**
 - Language and Literacy Development
 - Approaches to Learning Through Play
 - Social and Emotional Development
 - Creative Thinking and Expression
 - ...and all the rest, too!

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From Once Upon a Fairytale to Happily Ever Resilient Classrooms and Children...

- Rediscovering the magic of childhood
- Both/And thinking
- Rich curriculum for all
- Resilience for all
- Rediscovering the ordinary magic in ALL we do with young children!



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Happily Ever Resilient
Using Fairy Tales to Nurture Children Through Adversity
STEPHANIE GLITTERWAY

Want to learn more?

Free online chapter of Beauty and the Beast!

www.ImaginationOnTheMove.com

Happily Ever Resilient Page

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