

# **Early Learning Matters**

Workshop for Age 4 years

**Theme: Exploring social and emotional development**



## **Essential Questions:**

- How can you help your child interact with family and other people?
- How can you help expand your child's vocabulary?
- How can you help your child learn about the community?

## **Objectives:**

- Parents will become actively engaged in their children's learning

## **Outcomes:**

- Caregivers will interact with their children with several social/emotional activities.
- Caregivers will teach their child how to take turns while playing a card game.
- Caregivers will help their child learn new tasks and ways of understanding the differences and similarities in people.

## **Materials Needed:**

### **Section 1 – Time with parents**

- Brain Video – 10 Things Every Child Needs, #9 Music

### **Section 2 – Guided Practice with Parents and Children**

#### *Activity 1 – Community Members Card Game*

- Community Members Game Cards

#### *Activity 2 – Counting Chip Survey*

- Survey example
- Recycled cardboard from cereal boxes (and other boxes)
- Counting chips in a zip-lock bag or other container

#### *Activity 3 – Our Book By Us*

- Our Book By Us
- Crayons, markers or colored pencils

### **Section 3 – Review with Parents, Evaluation with Parents, Closing**

- Feedback form

**Take Home:** (ex: book, products from activities, activity sheets)

- Community Members cards
- Counting Chips & cardboard
- Our Book by Us
- Crayons, markers or colored pencils
- Reading Book

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## **Workshops Steps & Procedure:**

### **Section 1 – Time with parents**

- Have all the handouts ready for parents' notebooks.
- Brain Video – 10 Things Every Child Needs, #9 Music
- Importance of reading to / with children (talked about at each workshop)
- Activity introduction
  - ◆ Discussion
  - ◆ Model the three activities (see Section 2 for details)

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### **Section 2 – Guided Practice with Parents and Children**

#### **Activity 1 – Community Members Card Game**

##### **MT Guidelines**

- Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.
- Young people begin to understand the basic principles of community function, including work roles and the importance of money for purchasing. They see how their family interacts with the community to receive needed goods and services.
- Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competences and confidence into their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.
- Children learn to identify and express their feelings in non-hurtful ways, recognizing the impact their behavior has on others, and practice self-control.
- Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences.
- Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.

- Children learn when they talk out loud. Children use words to help adults and others to understand their needs, ask questions, express feelings and solve problems.
- Children begin to follow rules and set personal boundaries for their behavior, as well as understand why rules are created. When presented with a set of alternatives, children are able to make choices for their own lives.

### **Milestones**

- Understands and makes choices
- Persists through problems & distractions
- Asks and answers, who what, when, where, why questions
- Recognizes increased detail in pictures
- Demonstrates cooperation and team work
- Focuses on a task for at least 10 - 15 minutes
- Asks and answers who, what, where, when questions
- Follows multi-step directions
- Counts to 12
- Understands the concepts of same, different, equal

### **Procedure**

*This is a concentration-type game, where matches are made. Each person who makes a match removes the two cards from the game. This matching game is different than some; the matches are not identical, but match a person with a picture that represents their job. For example; the teacher card matches the crayon card. Note that each matching set has matching border color that is different from each other set. Give each parent/child a set of the game cards. Talk to the parents about how the game works. If children have not played this type of game before, it would be a good idea to start with fewer cards, making sure you have matching sets. The cards are placed face down on a table or the floor in a grid pattern (4 x 4, 3 x 4, 2 x 3, etc.) Each person takes one turn turning over two cards. If the cards match, that person removes the cards and keeps them. Each player takes a turn in rotation. At the end of the game, each person counts their cards. The person with the most cards wins. Use this game to build turn-taking skills, counting skills and building vocabulary about what people in the community do to help one another.*

## **Activity 2 – Counting Chip Survey**

### **MT Guidelines**

- Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.
- Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competences and confidence into their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and sill, and applying their emerging esteem alone and in groups.
- Children learn to identify and express their feelings in non-hurtful ways, recognizing the impact their behavior has on others, and practice self-control.
- Children develop the ability to think and work with numbers easily, to understand their uses, and describe their relationships. Children learn the meaning of numbers in their everyday experiences.
- Children apply mathematical skills through counting, sorting, and comparing objects. Children describe their thinking and observations in everyday situations.
- Children begin to use measurement instruments to explore and discover measurement relationships. They apply the characteristics of length, quantity, volume, distance weight, area and time to real life situations in order to construct concepts of measurement.

### **Milestones**

- Self Confident and Cooperative
- Understands concepts of same, different, equal
- Follows multi-step directions
- Focuses on a task for at least 10 - 15 minutes
- Asks and answers who, what, where, when questions
- Counts to 12

### **Procedure**

*Using multicolored counting chips, children will do a survey of people's favorite color (using the colors of the chips)*

*Then they will make a chart with the chips to see which color got the most votes. Talk about other survey's a child might take and record. (ex: Favorite fruit, how many brothers and sisters, how many veggies each person in the family eats, color of hair, eyes, etc.)*

### **Activity 3 – Our Book By Us**

#### **MT Guidelines**

- Young children begin to notice and react to similarities and differences (such as appearance, gender, and behavior) between themselves and others. With appropriate guidance, they are able to experience empathy for other people.
- Children begin to identify who they are as a person (such as likes, dislikes, interests, strengths) and develop competences and confidence into their own unique abilities. They grow into themselves, differentiating themselves from parents and others, developing and beginning to recognize their areas of strength and skill, and applying their emerging esteem alone and in groups.

#### **Milestones**

- Understands and makes choices
- Persists through problems & distractions
- Asks and answers, who what, when, where, why questions
- Recognizes increased detail in pictures
- Draws squares & triangles
- Demonstrates understanding positional words: above, below, between, next to, far, near, in front of
- Tells a story including beginning, middle & end
- Draws their own name and familiar words

#### **Procedure**

*Talk to parents about the importance of engaging their children in conversations. Let the parents and children have a few moments to explore the book together. Let them know that they (parent and child) will create their own book by creating the pictures / stories in the blank pages. Use these pictures as a jump-off to tell children stories about relatives, parents when they were young, or other stories from the parent's, family's or child's life. Telling stories and encouraging children to tell stories (either real or imaginary) is a good way to build vocabulary and verbal skills.*

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### **Section 3 – Review with Parents, Evaluation with Parents, Closing**

#### *Follow up group discussion*

- *What did your child enjoy*
- *What didn't your child enjoy*
- *What else could you do at home to help ....(address essential question)*
  - *Write down all ideas that parents share*
  - *If possible print the ideas and copy for each parent to take home when they leave*
- *Time for parents to fill out the Parent Feedback Form about the workshop*
- *Make sure parents take home items*
- *Let parents know date of next workshop*