

Early Learning Matters

Workshop for Age 6-12 months

**Theme: Theme: Understanding social interactions
and emotional development**



Essential Questions:

- How can you help your child learn to relate to you and others?
- What can you do to help build a strong emotional core in your child?
- How can you help your child learn to explore new situations?

Objectives:

- Caregivers will become actively engaged in their children's learning
- Caregivers will understand the importance of a strong social background for their children.
- Caregivers will understand the importance of positive emotional development for their children.

Outcomes:

- Caregivers will interact with their children with several social/emotional activities.
- Caregivers will become attuned to child's body language.
- Caregivers will understand the need for side-by-side play.
- Caregivers will help their child learn new tasks and play skills with everyday objects
- Caretakers will learn the importance to talking to and with their child

Materials Needed:

Section 1 – Time with parents

Section 2 – Guided Practice with Parents and Children

Activity 1 – Who Loves Baby

- Baby's First Album
- Pictures of Parent(s)
- Picture of Baby

Activity 2 – Kitchen Instruments

- A variety of non-breakable everyday household items such as pans, spoons, wash clothes. Make sure all items are too large to be swallowed.

Activity 3 – Bubbles

- Bubble solution

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

- Feedback sheet

Take Home:

- Book
- Bubbles
- Bubbles Poem
- Baby Picture album



Workshops Steps & Procedure:

Section 1 – Time with parents

- Brain Research information DVD – First Years Last Forever, Chapter 1, Brain Development
- Importance of reading to / with children (talked about at each workshop)
- Activity introduction
 - ✦ Discussion
 - ✦ Model the three activities (see Section 2 for details)



Section 2 – Guided Practice with Parents and Children

Activity 1 – Who Loves Baby?

Procedure

Parents will each receive a “Who Loves Baby” picture album. A digital picture will be taken of each child and each child’s parent(s). The pictures will be printed before the end of the workshop so they can be put into the album.

Babies love to look at faces, especially of those they love and even of themselves. When parents look at pictures with their child (whether in the album, books or other material) talk to the baby about what they are seeing. They can talk about colors, people, shapes or what is happening in the picture. Even though children of this age are not talking in words yet, they are learning. By talking to their children, parents are starting to build their child’s future vocabulary skills and develop secure and positive relationships.

Parents can change the album to include bright shapes or pictures of animals cut out from magazines.

Parents can tell when their child is tired of looking at pictures, when they begin to squirm or look away from the pictures. Then it's time to close the book and move onto a different activity.

Activity 2 – Kitchen Instruments

Procedure

Babies can be amused by everyday objects. Together with their child, help parents explore using kitchen items to make noise, to sort, to play hide and seek.

Ask parents to sit with their child as they look at several everyday objects (make certain the objects are not small enough to be swallowed, and are non-breakable). Provide objects with different textures, ie: hard spoon, soft sponge, rough washcloth. While parents and child explore the objects encourage the parents to talk to their child about the objects and their colors, texture. Have the parents put small objects into their child's hands and encourage their child to drop the object into a bowl or pan. Ask the parents to play "hide and seek" with one small object placed inside a larger one (ex. measuring spoons inside a pan). The parents and children can also make music together by banging wooden spoons on a metal bowl or pan. Encourage parents to sign a song, such as "Old McDonald Had a Farm" to their child while they make music.

Activity 3 – Bubbles

Procedure

A flock of bubbles will fascinate a child. Watching, catching and popping bubbles can help a child's motor skills, eye and coordination.

Have parents blow bubbles near their child, but not directly at the child's face. Have parents use the word, "bubbles" often so that the child learns to associate that word with the bubbles. Parents may blow bubbles up high and low and use those words when talking to their child about the bubbles. Parents should use positive language to encourage their child to try to catch and pop the bubbles. If the child is walking, they can encourage their child to try to step on the bubbles.

Literacy Connection

- Bubbles Poem

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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 Questionnaire about the workshop***
(Marsha will develop)

- ***Make sure parents take home items***

- ***Let parents know date of next workshop***