

Early Learning Matters

Workshop for Age 12-18 Months

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



Essential Questions:

- How can you help your child learn to relate to others?
- What can you do to help build a strong emotional core in your child?
- How can you help your child learn to react to 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 teach their child how to take turns while building with blocks.
- Caregivers will understand the need for side-by-side play.
- Caregivers will help their child learn new tasks and play skills with dolls or teddy bears.
- Caretakers will understand the importance of routines in their child's life.
- Caretakers will learn a transition to use before and after bed time/nap time.

Materials Needed:

Section 1 – Time with parents

- DVD – SOAR, Reading to Your Baby

Section 2 – Guided Practice with Parents and Children

Activity 1 – (Block Building)

- *Building blocks*

Activity 2 – (Pretend Play)

- Teddy bear or doll
- Play phone, cup, etc.

Activity 3 – (Good Morning House)

- “Goodnight Moon” books

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

- Caregiver Feedback Sheet

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

- Blocks
- “Goodnight Moon” book



Workshops Steps & Procedure:

Section 1 – Time with parents

- DVD – SOAR, Reading to Your Baby
- 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 – (Block Building)

MT Guidelines

- Infants and toddlers develop strategies for solving problems through focus, persistence, reasoning, and creativity.
- Infants and toddlers interact and communicate with others in appropriate ways for themselves, their families, and the communities.
- Infants and toddlers respond to others feelings and recognize the effects of their own behavior on others.

Milestones

- Imitate Play
- Eye/hand coordination
- Explores new textures, shapes, and materials within the environment

Procedure

Each caregiver/child will have a set of blocks. Show the parents how to sit either face to face or side by side. The parents will interact with their child while building with the blocks. Explain how block building is a great way to teach

taking turns. Have the parents try building a tower or other structure by taking turns (caregiver puts down a block, baby does, repeat). Demonstrate how playing with blocks can also help learn colors and shapes. They can also learn descriptive and positional words. “That is a tall (big, huge, gigantic) tower.” “Can you put the yellow block on top of the blue one?” etc.

Activity 2 – (Pretend Play)

MT Guidelines

- Infants and toddlers express a range of feelings through facial expressions, gestures, and sounds.
- Infants and toddlers recognize similarities and differences between self and others.

Milestones

- Imitate adults (routine behaviors)
- Awareness of other children’s feelings
- Engage in pretend play

Procedure

Explain to parents how they can encourage pretend play with various materials (pretending a block is a cup and “drinking” from it, “talking” on the phone which is really a remote, etc).

Show parents how using a teddy bear or doll can help their child learn play skills.

Sample Dialogue:

“Billy, would you like to eat some soup?” Give the child some pretend soup.

“Teddy, would you like to eat some soup?” Pretend to give teddy some soup.

Direct the children to do things with their doll/bear:

- Give your doll a kiss
- Hug your baby
- Rock your baby
- Give your doll some milk
- Can you give your baby a bath?

Activity 3 – (Good Morning, House)

MT Guidelines

- Infants and toddlers show trust, a sense of security, and an emotional bond in relationships with familiar adults who consistently meet their needs.
- Infants and toddlers manage internal states, feelings, and behavior, and develop the ability to adapt to diverse situations and environments.

Milestones

- Security with familiar adults
- Looks at self in mirror

Procedure

Read the book “Goodnight Moon.”

Explain this transition activity for waking up and falling asleep:

When baby wakes up in the morning (or after a nap), hold him close as you slowly walk from room to room saying, “Good morning (or good afternoon) bedroom, good morning hallway,” and so on throughout the house. When you get to the bathroom make sure you look in the mirror and say, “Good morning, (baby’s name).” Do the same thing in reverse order before bed.

Twist:

Right after lights are out, sit together and shine a flashlight on different objects in the room, saying “Goodnight, mobile; good night clock, good night animals,” and so on. Tape up photos of close family and friends to say goodnight to each night.

Literacy Connection (ex: Book, nursery rhymes, songs, finger plays)

- “Goodnight Moon” by Margaret Wise Brown

.....

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***
- ***Make sure parents take home items***
- ***Let parents know date of next workshop***