

TRAINING GUIDE

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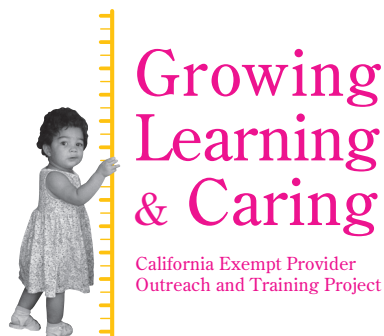
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Growing Learning & Caring

California Exempt Provider
Outreach and Training Project

Module Three
Playing is Learning



TRAINING GUIDE

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Module Three
Playing is Learning

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TRAINING GUIDE OVERVIEW

Welcome to the *California Child Care Resource & Referral Network License Exempt Training Project*. The purpose of this *Training Guide* is to help you organize your training. It is a helpful tool filled with information, resources and suggestions. Please note that the word “provider” will be used throughout the *Training Guide* for the purpose of consistency. However, you may use other words, i.e. grandparents, relatives, caregivers, people who take care of children, etc., depending on your audience. Some license-exempt providers don’t view themselves as providers, so they may not identify with the terminology. The *Training Guide* is organized as follows:

WORKSHOP ONE: Play in the Lives of Children

- Activities
- Worksheets
- Overheads
- Handouts

WORKSHOP TWO: The Environment

- Activities
- Worksheets
- Overheads
- Handouts

WORKSHOP THREE: Playing and Learning

- Activities
- Worksheets
- Overheads
- Handouts

BIBLIOGRAPHY

TRAINING GUIDE OVERVIEW

Take the time to become familiar with all the sections of this *Training Guide* and how they are organized. The workshop sections include a sample agenda with a list of activities that vary depending on the length of the training and the size of the group. The length of an activity depends on the time it takes for participants to engage in the activity, understand the concept, ask questions, add comments, and debrief the experience. Adjust your agenda according to the needs of the group. If time is limited, you may have to make some decisions about which key concepts you would like to discuss and which activities support the learning. Each of the activities builds on others, but can also stand alone.

It is recommended that each workshop open with a registration, a pre-assessment, and a welcome with introductions. The agenda should also include a break, a closing and an evaluation. This guide can be followed as is, or it can be adapted to your personal training style and group. You know yourself and your community best, so plan accordingly.

TRAINER'S PREPARATION

Background

Before embarking on the first training, the trainer must be familiar with the License Exempt Training Project. The trainer should have an understanding of the differences and similarities between licensed family child care providers, license exempt providers, nannies, and babysitters. The trainer should also be familiar with the group and know how many people will be participating.

The trainer should be familiar with the *Training Guide* for *Module Three: Playing is Learning*, each of its sections, and additional resource materials listed.

Materials

The trainer should allow plenty of time to gather training materials for all of the selected activities, collate packets, review any videos, and cue them to the appropriate section.

Space

The trainer should confirm the space ahead of time, get directions to the training location. It's best to arrive at least one hour ahead of the scheduled time to arrange the space to suit the needs of the workshop. This allows time to create an inviting environment that might include: pictures, quotes, tablecloths, quilts, flowers, books, raffles and/or door prizes).

Equipment

Bring or request an easel and easel pads, overhead or power point machine and screen, TV and VCR. Check to make sure that the equipment is working and that an extension cord is available.

TRAINER'S PREPARATION

Thinking About the Adult Learner

Adult learners come with a wide range of experiences and background knowledge. They bring their own expectations, skills, culture, creativity and motivation to the training experience. They also bring their own concerns, fears, pressures and biases. They may have barriers to learning, such as language and literacy skills, health issues, disabilities, or previous negative learning experiences. For these reasons, the facilitator has a responsibility to make the training respectful and relevant to their needs. The trainer should:

- Create a safe and nurturing physical and emotional environment.
- Develop a “Safety Contract” that establishes some groundrules for participation.
- Make the information clear and applicable to their work.
- Allow for mutual, respectful sharing of ideas, knowledge and concerns between participants and you.
- Listen carefully; be completely present.

Thinking About Facilitation

The role of the facilitator is to create a sense of trust, openness and purpose during the training experience. The trainer should plan and prepare the content, schedule, materials, and the physical environment. The trainer should:

- Adhere to the “Safety Contract” developed by the group. Redirect participants if necessary (an example of a safety contract will be included in each workshop).
- Allow for dialogue and exchange of ideas between participants. Keep the dialogue relevant and focused on the subject. For example, *“That’s a good point. It will take more time to discuss it than we have allowed. Let’s wait to discuss that at the end.”*
- Ask open-ended questions to encourage dialogue. (Examples: *“Will you tell me more about...?”*, *“What are some reasons for...?”*, *“What are some examples of...?”*, *“What have you tried and how has it worked for you?”*)
- Expand on the participants’ knowledge by sharing information, resources and materials. (Examples: *“I wonder if you’ve also thought about...”*, *“Another issue to consider might be...”*)
- Make the workshop an interactive, guided learning experience. (There are examples of interactive learning activities throughout the *Training Guide*.)
- Monitor the agenda and adjust accordingly. (There are sample agendas in each workshop.)

MODULE THREE
PLAYING IS LEARNING

Workshop One



Play in the Lives of Children

OVERVIEW

Play in the Lives of Children explores the topic of play beyond the notion of children having fun. It identifies elements that can be observed when children are engaged in play, and emphasizes the importance of play as a way for children to develop skills and acquire knowledge that will help prepare them for school and life. It makes the connection between playing, and the development of physical, social, language and literacy skills; and identifies concepts that children learn while they play. In addition, this workshop discusses strategies that adults can use to optimize children's play and how they can partner with the families to build on the children's needs and interests.

GOAL

To provide an overview of play in the context of child development and learning

OBJECTIVES & MATERIALS

LEARNING OBJECTIVES

Participants will:

- Identify elements that can be observed when children are engaged in play.
- Make the connection between play and child development.
- Gain an understanding of the relationship between play and school readiness.
- Become familiarized with specific strategies that adults can use to optimize children's play.
- Learn specific strategies to partner with the children's families to build on the children's needs and interests.

MATERIALS & EQUIPMENT NEEDED

- TV/VCR
- Overhead projector
- Easel with flip chart paper or white board
- Handouts, worksheets and overhead transparencies
- Sign in sheets and name tags
- Sticky notes
- Markers and pens
- Materials specifically related to each activity

BACKGROUND RESOURCES

The complete information on the background resources listed below can be found in the bibliography at the end of the *Trainer's Guide*.

Books:

- American Institutes for Research, for the California Department of Education, Child Development Division. *Supporting Early Learning: Guidelines for Home Care Settings*. 2004 Draft
- Hirsh-Pasek, Kathy, PhD., Roberta Michnick Golinkoff, PhD., and Diane Eyer, PhD. *Einstein Never Used Flash Cards: How Our Children Really Learn – and Why They Need to Play More and Memorize Less*. 2003
- Miller, Karen. *Ages and Stages*. 2001

Videos:

- *Child's Play: How Having Fun Turns Kids Into Adults*. 2004
- *Play*. 1993

SAMPLE AGENDA

Workshop Length:

2 hours

SUGGESTED TIMELINE

**Registration, Introductions, Pre-Assessment,
Warm-Up and Safety Contract**

35 minutes

- Registration and housekeeping items (Activity 1)
- Introductions and pre-assessment (Activity 2)
- Warm-up activity: When I Think of Play... (Activity 3)
- Safety contract (Activity 4)

Activities: Choose from the following:

35 minutes

- What Is Play? (Activity 5)
- The Importance of Play (Activity 6)
- Play and Physical Skills (Activity 7)
- Play and Emotional Development (Activity 8)
- Play and Social Skills (Activity 9)

Break

5 minutes

Activities: Choose from the following:

35 minutes

- Learning Concepts through Play (Activity 10)
- Play and Oral Language Development (Activity 11)
- Play and Early Literacy (Activity 12)
- The Role of the Provider (Activity 13)
- Partnering with Families (Activity 14)

Summary, Closing, Evaluation (Activity 15)

10 minutes

Note: There may not be time to do all the activities.

ACTIVITIES



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and review policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Pens
- Markers and pens
- Nametags
- Folders for *Workshop 1: Play in the Lives of Children*

As the participants come into the room, greet them, ask them to sign in and, if they wish, make a personalized nametag. Hand them a folder. Once all the participants have come in and settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time for being there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To get acquainted with the participants and their expectations for the workshop

Materials Needed

None

Group Sharing

Have the participants introduce themselves and answer the following questions:

- *What attracted you to this session?*
- *What do you expect to gain from this session?*



WHEN I THINK OF PLAY...

Goal

To introduce the topic of play and bring up the connection between playing and learning

Materials Needed

- Flip chart paper or white board
- Markers and pens

Brainstorm

- Write the word PLAY on a piece of flip chart paper (or on a white board).
- Pose the following question: *What comes to mind when you hear the word play?*
- Ask the participants to share, on a voluntary basis, the first thought that comes to mind.
- Write their responses on the paper or white board and review them out loud.
- Add the word “Learning”, if not mentioned, to get the participants to think of play as an avenue for learning.

Key Talking Points

- Play is often associated with children, toys, activities and having fun.
- Through play, children learn about themselves and their world.
- When children play, they acquire knowledge and develop physical and social skills that they will need as they grow.
- Play is fun; playing is learning.



SAFETY CONTRACT

Goal

To establish some ground rules in order for the participants to feel as comfortable as possible during the discussion

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens
- Overhead: *Module 3, Workshop 1, Activity 4: Safety Contract*

Opening Statement

Mention that one of the goals of the session is for everyone to feel as comfortable as possible during the discussion. A safety contract can help by establishing some ground rules. Display the *Safety Contract* that is already created and ask if it is acceptable to the group. Modify the contract according to their feedback. Emphasize that sharing personal experiences is not mandatory.

Example of contract:

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.



WHAT IS PLAY?

Goal

To identify and discuss elements that can be observed when children are engaged in play

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens

Individual Reflection

Ask the participants to recall a time when they were at a playground in a park or some place where children were playing close by. If they prefer, they may reflect on their own childhood playing experiences. Encourage them to recreate a mental image of that time and think of as many details as possible.

Sharing and Discussion

Invite the participants to share their thoughts with the group. Engage them in a discussion using the following questions as a guide:

- *What were the children doing?*
- *How do you know that they were playing?*
- *In your opinion, what are some elements that are present when children play?*
(e.g., fun, enjoyment, pleasure, spontaneity, children being in charge, fantasy, pretending, active engagement, etc.)

Write the elements on the flip chart or board as they come up. Add those that were not mentioned and conclude the activity by reviewing the *Key Talking Points*.

Key Talking Points

- Play is what children do; it is part of their natural development.
- Play does not have a pre-determined goal.
- Children play because it is fun and they enjoy it.
- When children play, they are in charge; they decide what to do, how to do it and when to do it.
- When children play, they are actively engaged in what they are doing; they follow their own pace and their own rules.
- When children play, they come in contact with their environment, other people, and concrete objects.



THE IMPORTANCE OF PLAY

Goal

To connect playing, learning and development

Materials Needed

- Video: *Child's Play: How Having Fun Turns Kids Into Adults*. 2004
- Overhead: *Module 3, Workshop 1, Activity 6: The Importance of Play*

Video Segment

Watch the introductory segment of the video *Child's Play: How Having Fun Turns Kids Into Adults* (approximately 1 ½ minutes) and ask the participants to listen for ideas or information that stands out for them.

Sharing and Review

Invite the participants to share the ideas or information that stood out for them as they were watching the video segment.

Distribute the handout, *The Importance of Play*. Go over it by asking for volunteers to read aloud each point and allowing some time for comments after each point. Use the *Key Talking Points* as a reference to elaborate on the participants' comments, if necessary.

Key Talking Points

- Play is an avenue for children to learn naturally, without being expressly taught.
- Through play, children develop skills and acquire knowledge that will help prepare them for school and life (reading, writing, math, creativity, reasoning, problem solving).
- Play is an avenue for children to express their feelings and emotions in a non-threatening environment.
- Play allows children to test their knowledge and abilities without negative consequences or criticism.
- Play offers multiple opportunities for children to interact with the world around them and with other people.
- Play expands children's minds by stimulating their creativity.
- When children play, they make discoveries that nurture their eagerness to learn.



PLAY AND PHYSICAL SKILLS

Goal

To make a connection between playing and children's physical development and learning

Materials Needed

- Pages from a magazine
- Handout: *Module 3, Workshop 1, Activity 7: Play and Physical Skills*

Large group activity

- Give each participant a sheet of magazine paper and ask them to make it into a ball.
- Invite the participants to take the ball they made, stand up and walk around. After a moment, invite them to hop on one foot for a few seconds.
- Finally, ask them to return to their seats, throw their ball high up in the air and watch it drop down.

Note: Participation in this activity should be voluntary. The trainer may also want to participate in the activity.

Reflection and Sharing

Write the following questions on the paper or white board and verbally invite participants to reflect on them:

- *What actions took place in this activity?* (e.g., pick up, crumple, squeeze, hold, sit up, walk, hop, bend, release, throw, duck)
- *What parts of your body did you use to carry out the activities?* (e.g., arms, hands, fingers, legs, feet, neck, eyes)
- *What skills did you need to accomplish the tasks?* (e.g., strength, hand-eye coordination, leg coordination, balance)

Ask the participants to think of answers and record the information on the paper or white board. Review the answers with the group before starting a discussion.

Discussion

Engage the participants in a discussion that links the activity to children's play, physical development and learning. The following questions can serve as a guide:

- *In your opinion, what is the connection between the activity we just did and children's play?*
- *How and when did you get your sense of balance? How did you get good at it?*
- *How did you develop the skills to be able to throw a ball up in the air?*
- *What are some actions that take place when children play?*
- *How do you think those actions help children's development and learning?*

Incorporate the *Key Talking Points* as the discussion progresses based on the participants' responses.

Distribute the handout *Play and Physical Skills* and briefly review the main points of this activity with the group.

Key Talking Points

- Physical development is a gradual process.
- When children play, they strengthen their muscles, gain control of their bodies and acquire motor skills.
- Infants and toddlers move when they experience physical sensations (e.g., when they see, hear, taste, smell and touch, or are touched). This is how they start learning and making sense of the world around them.
- As they get older and develop new motor skills, they use their movements to make things happen (e.g., pushing a ball to see it move) and to see what happens (e.g., What happens when I push this button?)
- Children develop, strengthen and gain control of their large muscles when they bend, roll, twist, crawl, walk, run, hop, skip, climb, reach, jump, throw, etc.
- Large muscle strength and control are necessary to achieve balance and coordination.
- Children develop their small muscles when they grasp, pick, cut, button, string, fasten, zip, thread, pour, tie, track objects with their eyes, etc.
- Small muscle strength, control and dexterity are needed to hold pencils and crayons, and to make the movements associated with writing.



PLAY AND EMOTIONAL DEVELOPMENT

Goal

To discuss the connection between play and children's emotional development and learning

Materials Needed

- Video: *Play*
- Handout: *Module 3, Workshop 1, Activity 8: Play and Emotional Development*

Video Segment

Watch the beginning of the video *Play* for approximately two minutes. This segment shows children engaged in outdoor play. Play it without sound, so the participants can focus on what they observe. Ask the participants to pay close attention to what the children are doing, as well as the overall tone of the scene and the individual emotions that they observe.

Comments and Discussion

Invite the participants to share their observations and get a discussion started by bringing up questions such as:

- *What were the children doing?*
- *What or who were they playing with?*
- *How would you describe the interactions you saw?*
- *What emotions did you observe?* (happiness, pride, interest, sense of accomplishment, frustration, being in control, etc.)

Use the participants' responses to illustrate and talk about the *Key Talking Points* for this activity.

Distribute the handout *Play and Emotional Development* and briefly review the main points of this activity with the group.

Key Talking Points

- Children learn about themselves when they play; they discover their interests and preferences, what frustrates them or makes them happy.
- Play allows children to discover what is hard or easy for them, what they are capable of doing.
- Play helps children build confidence and develop positive self-esteem because it allows them to be in control, set and change their goals, and achieve what they set out to do without interference from the adults.
- Through play, children are able to express feelings and emotions, and to deal with fears in a safe environment without external consequences.
- When children play, they form relationships, develop trust and start to understand the feelings of others (empathy).



PLAY AND SOCIAL SKILLS

Goal

To identify social skills that children develop when they play

Materials Needed

- Flip chart paper or white board
- Markers and pens
- Worksheet: *Module 3, Workshop 1, Activity 9: Play and Social Skills*
- Handout: *Module 3, Workshop 1, Activity 9: Play and Social Skills*

Small Group Activity

- Divide the large group into small groups of four or five and give each participant a copy of the worksheet *Play and Social Skills*. Each group will need a recorder and a reporter.
- Read the scenario to the large group and encourage the participants to imagine the situation. Then, ask the small groups to work on the first question of the worksheet: *How are the following social skills represented in this scenario?* (Interacting with others, Cooperating, Negotiating, Following directions, Waiting, Taking turns, Assuming social roles, Practicing social rules)
- Have the reporters share their work with the larger group on a voluntary basis. Focus on identifying one skill at a time and asking the rest of the groups for additional comments, rather than duplicating answers.

Brainstorm

Allow the participants to think about the second question of the worksheet for a few minutes: *Have you ever observed these social skills among children when they are engaged in play? Can you think of specific examples?* Then, encourage them to share their thoughts. Incorporate the *Key Talking Points* into the conversation as the participants illustrate them with their examples.

Distribute the handout *Play and Social Skills* and briefly review the main points of this activity with the group.

Key Talking Points

- Life experiences have an impact on how children play; children's play reflects how children experience life.
- When children play, they develop skills to interact with others, cooperate and negotiate.
- Children learn to follow directions, wait and take turns while engaged in fun play.
- Play provides opportunities for children to act out social roles and practice the rules of the society they live in.
- Play allows children to make their own decisions and take responsibility for their actions.



LEARNING CONCEPTS THROUGH PLAY

Goal

To illustrate math and science concepts that children learn informally when they play

Materials Needed

- Six baskets or containers to hold each set of materials
- Balls (tennis, bouncy, dryer, ping-pong, basketball, etc.)
- Plastic container lids of different colors and shapes
- Blocks (wooden and/or plastic)
- A set of measuring cups and a container with sand.
- Beads and thread
- Puzzle
- Handout: *Module 3, Workshop 1, Activity 10: Learning Concepts through Play*

Walk About Activity

Set the six containers with the materials needed for this activity on a table. Ask six volunteers to take them back to their tables and play with them for a few minutes.

Instruct the rest of the group to walk around and observe what the volunteers are doing with the materials.

Discussion

Once everybody is back in their seats, initiate a conversation and guide a discussion based on the answers given. Call for observations from the participants who were walking around first. Then involve those who were playing with the materials. The following questions may help get the conversation started:

- *What was So and So doing with _____?*
(fill in the blank with the list of materials)
- *What math or science concepts could So and So be experimenting with, or informally learning about when he/she was doing so?*
- *What are other things that children could do with these materials that would help them later on with math or science?*

Weave in the *Key Talking Points* to reinforce and validate the participants' ideas and thoughts. Bring up the *Key Talking Points* not addressed during the course of the conversation.

Distribute the handout *Learning Concepts through Play* and briefly review the main points of this activity with the group.

Key Talking Points

- Through play children experiment with, and learn about:
 - Weight, shape and size.
 - Distance, length and direction.
 - Texture.
 - Measurement and volume.
 - Patterns and colors.
 - Opposites and similarities.
- Games like Peek-a-Boo help babies learn about object permanence.
- By manipulating and exploring, children discover what things are for and how they work; they also develop skills to solve problems in more than one way.



PLAY AND ORAL LANGUAGE DEVELOPMENT

Goal

To make the connection between play and the development of oral language

Materials Needed

- Worksheet: *Module 3, Workshop 1, Activity 11: Play and Oral Language Development*
- Handout: *Module 3, Workshop 1, Activity 11: Play and Oral Language Development*

Opening Statement

Language comes handy in life. People use language for many reasons. Language is used to communicate information, describe things, tell stories, express feelings, establish relationships, talk about the present, past and future, talk about things that are not in front of them, make plans, ask questions, make statements, solve conflicts, negotiate, etc. Learning to talk, though, doesn't happen overnight; it is a process. It starts at birth and requires much practice, as well as exposure to many different experiences, things and interactions with people. Play allows children to have many experiences and opportunities to develop and practice their language skills.

Activity in Pairs: Let's Talk!

- Distribute the worksheet for this activity.
- Ask the participants to find a partner, select a topic from the list and chat about it for a few minutes.

Sharing and Discussion

After the participants have had a chance to chat for a few minutes, get their attention back and ask for a quick raise of hands to see which topics were most popular and which were not so popular. Pose the following questions to start a discussion:

- *Why did you choose that topic over any of the others?*
- *Did you have trouble chatting about it? Why? Why not?*
- *Did your conversation stray from the topic? If yes, why do you think it happened?* (indicate that it is OK if they ended up straying from the original topic they chose)

Distribute the handout *Play and Oral Language Development* and briefly review the main points of this activity with the group.

Key Talking Points

- When children play, they encounter numerous situations, come in contact with many things and interact with different people, both children and adults.
- Talking entails more than saying words. Using the proper sounds and intonation (e.g., stating a fact sounds different than asking a question). Infants play by interacting with adults and imitating sounds; it is through these interactions that they hear intonation and sounds. This starts getting them familiarized with their home language, even though they cannot talk yet.
- Children need to attach words to familiar and new experiences.
- The more experiences children have, the more vocabulary they can learn and the more things they can talk about.
- When children can talk more, their play becomes more complex. The more complex their play becomes, the more talking is needed to sustain it.
- When children engage in pretend play, they act out scenarios and experiences that are familiar to them, and use language to create and direct their play.
- During pretend play, children like to use “big” words and select words that work for their particular scenario.
- When children pretend play, they name things, explain what certain things are meant to be and what they are for.
- Play also allows children to engage in spontaneous conversation.



PLAY AND EARLY LITERACY

Goal

To identify things that children do while they play that promote the development of emergent literacy skills

Materials Needed

- Flip chart paper
- Markers, pens and crayons
- 8 ½ x 11 paper
- Glue sticks or tape
- Scissors
- Magazines
- Handout: *Module 3, Workshop 1, Activity 12: Play and Early Literacy*

Opening Statement

Speaking, listening, reading and writing are activities associated with literacy. Literacy is a gradual and emerging process that requires the development of symbolic thinking skills. As children grow, they engage in play activities that help promote the development of these skills.

Note: This activity is meant to be a brief introduction to the topic of pre-literacy in the context of children's play. This and other topics related to Early Literacy are discussed more extensively in Module 4: Family Literacy.

Activity in Small Groups and Walk About

- Make four big poster boards with flip chart paper sheets. Write one of the following words on each poster: SPEAKING, LISTENING, READING, WRITING. Hang them around the room.
- Divide the large group into small groups of four or five per table (Each table should have a set of the materials listed above).
- Direct the participants' attention to the posters on the wall. Explain that the purpose of the activity is to think of things that children do while they play that relate to speaking, listening, reading and writing. Encourage them to use different ways to reflect their ideas: writing, drawing, pictures, labels, etc.
- As the groups finish, instruct the participants to walk around the room, glue or tape their work on the appropriate posters. Invite them to check the finished posters once all the groups are done.

Mini Lecture

Walk around the room and address the *Key Talking Points* using the information provided by the participants as the stepping stone. Build on comments that the participants may have as you talk.

Distribute the handout *Play and Early Literacy* and briefly review the main points of this activity with the group.

Key Talking Points

- When children play (alone, with adults or in groups), they develop their language skills by listening, imitating sounds, words and phrases, talking, singing, rhyming, telling stories, riddles and limericks, and acting out scenarios that they create.
- In order to be able to speak, and read and write, children need to be able to think symbolically (i.e., spoken words and written symbols stand for something).
- Spoken words are symbols that refer to something (concrete or abstract). When children talk about things, they are making the connection between the symbol and what it means and represents.
- Around the age of three, children start to use symbols when they play (e.g., a wooden block stands for a truck, a box becomes a table).
- Children engage in literacy-related activities when they play (e.g., scribbling, writing grocery lists, taking orders at a restaurant, reading “menus”, pretending to be a teacher reading to children).
- Play settings that include pencils, crayons, different kinds of books, magazines, signs, paper, paint and brushes, pictures, labels, etc. encourage children to engage in, and experiment with, literacy-related activities.



THE ROLE OF THE PROVIDER

Goal

To point out and discuss strategies that adults can use to build on children's play

Materials Needed

- Worksheet: *Module 3, Workshop 1, Activity 13: The Role of the Provider*
- Handout: *Module 3, Workshop 1, Activity 13: The Role of the Provider*

Opening Statement

Children have a natural tendency to play whenever they have a chance and, in the process, they learn about themselves and the world around them. Play occurs naturally, but the environment, the materials and the interactions that children come in contact with when they play, may build on or hinder their play experiences. This, in turn, may have an effect on the children's natural learning experience.

Individual Reflection

Give each participant a copy of the worksheet *The Role of the Provider* and read the instructions to the group. Emphasize that the goal of the activity is for them to reflect on their ideas and opinions about the role of the adults in children's play, and that sharing of their opinions with the group is strictly optional.

Distribute the handout *The Role of the Provider* and briefly review the main points of this activity with the group.

Note: Partnering with Families is discussed in more detail in Workshop One, Activity Fourteen. Also, refer to Workshop Two for additional information and ideas about The Environment and Toys/Materials.

Key Talking Points

The following are strategies that may help providers build on children's play:

- Understand their own cultural values and beliefs (i.e., what children can and cannot do when they play, who they can play with or where, toy selection for boys and girls, cleanliness, noise, etc.) and reflect on how they may impact children's play.
- Value play as a natural learning avenue for children and view children as active learners.
- Observe children in order to understand their needs and capabilities, and discover their interests. Plan activities taking the observations into consideration.
- Spend time thinking about how to set up the environment in terms of space and materials that children will play with in order to encourage curiosity and creativity.
- Stimulate, facilitate and support play, rather than dictate or control it.
- Provide enough time for children to play throughout the day.
- Talk with the child's family and share your observations and the child's progress.



PARTNERING WITH FAMILIES

Goal

To explore how providers can partner with the families of the children in their care to build on the children's needs and interests

Materials Needed

- Worksheet: *Module 3, Workshop 1, Activity 14: Partnering with Families*
- Handout: *Module 3, Workshop 1, Activity 14: Partnering with Families*

Opening Statement

Partnering with families goes beyond greetings and brief reports about what the child(ren) did while in their care. Taking the time to get to know the families and their expectations, sharing knowledge and exchanging ideas are some strategies that help providers develop and strengthen the partnerships with children's families.

Scenarios and Discussion

- Give each participant a copy of the worksheet *Partnering with Families*.
- Go over each scenario and facilitate a discussion that generates strategies to partner with families. Refer to the *Key Talking Points* when guiding and facilitating the discussion.
- Distribute the handout *Partnering with Families* and briefly review the main points of this activity with the group.

Key Talking Points

The following are strategies that may help providers develop strong partnerships with the families of the children in their care to in order to promote and support the children's learning through play:

- Get to know the families' opinions and beliefs about play; assumptions can be erroneous and lead to conflict.
- Discuss their ideas for supporting their childrens' education and learning, and the role that play has in this process.
- Get to know the family's situation and understand the reasons behind their actions, especially when there are differences of opinion (e.g., buying too many toys, excessive TV or video game time, not reading to or with the children, lack of supervision).
- Negotiate differences, rather than judging or trying to change people's minds.
- Talk about the children's interests and capabilities.
- Communicate about the childrens' individual progress and what they are learning, so the play environments are similar and the children can have similar experiences in both settings.



CLOSING AND EVALUATION

Goal

To give the participants a chance to reflect on, and evaluate the presentation

Materials Needed

Handout: *Module 3, Workshop 1, Activity 15: Closing and Evaluation*

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Thank them for attending and ask them to fill out the evaluation form.

MODULE THREE
PLAYING IS LEARNING

Workshop One



Worksheets



Play in the Lives of Children

SCENARIO

Anthony, a four-year-old boy, went out to dinner with his grandparents last night. It was Saturday and they did not have dinner reservations. There were several people gathered around waiting to be seated when they arrived at the restaurant. The host directed them to the waiting area. While they were there, they ran into some friends and they started chatting. After a while...

Grandmother: *I'm going to ask the host how much longer we'll have to wait.*

Grandfather: *Maybe we should go somewhere else...*

Grandmother: *I really like the food here. Let me find out first, and then we can decide. Will you hold my bag, please? I'll be back.*

Grandfather: *OK. We'll be here, waiting.*

Grandmother: *(to the lady in front of her) Excuse me, please. May I get by you? Thank you.*

QUESTIONS

How are the following social skills represented in this scenario?

- Interacting with others
- Cooperating
- Negotiating
- Following directions
- Waiting
- Taking turns
- Assuming social roles
- Practicing social rules

Have you ever observed these social skills among children when they are engaged in play? Can you think of specific examples?

Worksheets (2 of 2)

Module 3, Workshop 1, Activity 9

Play and Social Skills

Select one of these topics and talk about it with your partner for a few minutes:

- Tips for training wild horses
- Learning another language
- Taking care of children
- The latest surgical techniques to remove freckles
- Experiences at the Post Office

Worksheet

Module 3, Workshop 1, Activity 11

Play and Oral Language

Development

Take a few minutes to reflect on the following questions:

Feel free to write down your thoughts, talk about them with another participant or just think quietly. Your choice!

- *In your opinion, what can adults do to try to ensure that children have the best experiences possible when they play and get the most out of these experiences?*
- *In your opinion, what are some things that adults do sometimes that may have a not-so-positive effect on children's play and what they get out of their play experiences?*

Worksheet

Module 3, Workshop 1, Activity 13
The Role of the Provider

SCENARIOS

- Cindy's neighbor takes care of Amelia, Cindy's almost-three-year-old daughter. Cindy brought some flash cards over the other day so her neighbor can teach Amelia about colors and letters. Cindy thinks that Amelia needs to stop playing so much and start concentrating on her learning. After all, she will be going to Kindergarten soon.
- Joanna takes care of Jeremy, her four-year-old nephew. She is frustrated with Jeremy's father because he keeps buying him toys he doesn't need. She believes that Jeremy has an excessive amount of toys, but can't convince her brother to stop. Jeremy's father doesn't think it is a big deal...
- When Molly brought Rachel, her 15-month-old daughter to her mother's house on Monday, she was overjoyed. She explained to her mother that she and Rachel had had a great time the day before playing with a large laundry basket and a ball. Rachel kept throwing the ball and Molly kept catching it with the basket. Molly's mother replied "*I have an empty laundry basket in the closet and I think I know where I can get a ball!*"

Worksheet

Module 3, Workshop 1, Activity 14
Partnering with Families

MODULE THREE
PLAYING IS LEARNING

Workshop One



Overheads



Play in the Lives of Children

SAFETY CONTRACT

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as
fully as we can.

Overhead

Module 3, Workshop 1, Activity 4

Safety Contract

THE IMPORTANCE OF PLAY

- Play is an avenue for children to learn naturally, without being expressly taught.
- Through play, children develop skills and acquire knowledge that will help prepare them for school and life (reading, writing, math, creativity, problem solving).
- Play is an avenue for children to express their feelings and emotions in a non-threatening environment.

Overheads (1 of 2)

Module 3, Workshop 1, Activity 6

The Importance of Play

THE IMPORTANCE OF PLAY (CONT'D.)

- Play allows children to test their knowledge and abilities without negative consequences or criticism.
- Play offers multiple opportunities for children to interact with the world around them and with other people.
- Play expands children's minds by stimulating their creativity.
- When children play, they make discoveries that nurture their eagerness to learn.

Overheads (2 of 2)
Module 3, Workshop 1, Activity 6
The Importance of Play

MODULE THREE
PLAYING IS LEARNING

Workshop One



Handouts



Play in the Lives of Children

PLAY AND PHYSICAL SKILLS

- When children play, they strengthen their muscles, gain control of their bodies and acquire motor skills.
- Infants and toddlers move when they experience physical sensations (e.g., when they see, hear, taste, smell and touch, or are touched).
- Children develop, strengthen and gain control of their large muscles when they bend, roll, twist, crawl, walk, run, hop, skip, climb, reach, jump, throw, etc.
- Children develop their small muscles when they grasp, pick, cut, button, string, fasten, zip, thread, pour, tie, track objects with their eyes, etc.

Handout

Module 3, Workshop 1, Activity 7
Play and Physical Skills

PLAY AND EMOTIONAL DEVELOPMENT

When children play, they:

- Learn about themselves and discover their interests and preferences, what frustrates them or makes them happy.
- Discover what is hard or easy for them; what they are capable of doing.
- Build confidence and develop good self-esteem.
- Set and change their goals, and achieve what they set out to do without interference from the adults.
- Express feelings and emotions, and deal with fears in a safe environment without external consequences.
- Form relationships, develop trust and start to understand the feelings of others (empathy).

Handout

Module 3, Workshop 1, Activity 8
Play and Emotional Development

PLAY AND SOCIAL SKILLS

- When children play, they develop skills to interact with others, cooperate and negotiate.
- Children learn to follow directions, wait and take turns while engaged in fun play.
- Play provides opportunities for children to act out social roles and practice the rules of the society they live in.
- Play allows children to make their own decisions and take responsibility for their actions.

Handout

Module 3, Workshop 1, Activity 9
Play and Social Skills

LEARNING CONCEPTS THROUGH PLAY

- Weight, shape and size
- Distance, length and direction
- Texture
- Measurement and volume
- Patterns and colors
- Opposites and similarities
- How things work and what they are for

Handout

Module 3, Workshop 1, Activity 10

Learning Concepts Through Play

PLAY AND ORAL LANGUAGE DEVELOPMENT

- When babies play with adults, they get to hear the sounds and intonation of their home language.
- Play exposes children to many different experiences, things and people.
- Children need to have familiar and new experiences to attach words to.
- The more experiences children have, the more vocabulary they can learn and the more things they can talk about.
- When children pretend play, they name things, explain what certain things are meant to be and what they are for.
- Play allows children to engage in spontaneous conversation.

Handout

Module 3, Workshop 1, Activity 11
Play and Oral Language Development

PLAY AND EARLY LITERACY

- Literacy is associated with speaking, listening, reading and writing.
- Examples of play activities that help children develop skills that are necessary for speaking, listening, reading and writing include:
 - Imitating sounds, words and phrases
 - Singing and rhyming
 - Telling stories, riddles and limericks
 - Using objects to represent different objects (e.g., a wooden block that stands for a truck)
 - Drawing and painting and scribbling
 - Pretend writing and reading (e.g., grocery lists, orders at a restaurant, reading “menus”, reading to dolls).
 - Manipulating small objects

Handout

Module 3, Workshop 1, Activity 12
Play and Early Literacy

THE ROLE OF THE PROVIDER

- Understand your own cultural values and beliefs and reflect on how they may impact children's play.
- Observe children to understand their needs and capabilities; discover their interests.
- Select toys and materials that reflect the children's needs, capabilities and interests.
- Set up a safe, healthy environment that encourages curiosity and creativity.
- Stimulate, facilitate and support play, rather than dictate it or control it.
- Provide enough time for children to play throughout the day.
- Maintain on-going communication with the child's family and share your observations and the child's progress with them.

Handout

Module 3, Workshop 1, Activity 13

The Role of the Provider

PARTNERING WITH FAMILIES

- Get to know the family's opinions and beliefs about play; assumptions can be erroneous and lead to conflict.
- Discuss their ideas for supporting their children's education and learning, and the role that play has in this process.
- Get to know the family's situation and understand the reasons behind their actions, especially when there are differences of opinion (e.g., buying too many toys, excessive TV or video game time, not reading to or with the children, lack of supervision).
- Negotiate differences.
- Talk about the children's interests and capabilities.
- Communicate about the children's individual progress and what they are learning, so the play environments are similar and the child can have similar experiences in both settings.

Handout

Module 3, Workshop 1, Activity 14
Partnering with Families

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout

Module 3, Workshop 1, Activity 15
Closing and Evaluation

MODULE THREE
PLAYING IS LEARNING

Workshop Two



The Environment

OVERVIEW

The Environment links children's play experiences and learning to the interactions they have with their environment as well as the people who are in it. It identifies strategies that adults can use to set up an on-going play environment at home that provides for the children's basic needs and encourages creativity, curiosity and exploration, both indoors and outdoors. It also discusses criteria for toy/materials selection and the use of technology. In addition, this workshop explores how active supervision and the child/adult interactions influence the children's play experiences.

GOAL

To provide an overview of best practices related to setting up the environment in the context of children's play experiences and learning

OBJECTIVES & MATERIALS

LEARNING OBJECTIVES

Participants will:

- Understand the importance of setting up a play environment that encourages creativity, curiosity and exploration.
- Learn strategies to set up and modify the play environment to meet the basic needs of children as they grow.
- Identify specific strategies to arrange the indoor play environments.
- Make the connection between outdoor play environments and learning.
- Learn strategies to select developmentally appropriate toys, materials and equipment.
- Become familiarized with current information about technology and children's play.
- Become aware of the impact that supervision and adult/child interactions have on children's play experiences.

MATERIALS & EQUIPMENT NEEDED

- TV/VCR
- Overhead projector
- Easel with flip chart paper or white board
- Handouts, worksheets and overhead transparencies
- Sign in sheets and name tags
- Markers and pens
- Materials specifically related to each activity

BACKGROUND RESOURCES

The complete information on the background resources listed below can be found in the bibliography at the end of the *Trainer's Guide*.

Books:

- American Institutes for Research, for the California Department of Education, Child Development Division. *Supporting Early Learning: Guidelines for Home Care Settings*. 2004 Draft

Articles:

- National Association for the Education of Young Children. *Technology and Young Children -- Ages 3 through 8*. 2006
<http://www.naeyc.org/about/positions/PSTECH98.asp>
- Oesterreich, Lesia. *Understanding Children: Toys*. 2001
<http://www.extension.iastate.edu/Publications/PM1529M.pdf>

Videos:

- *Child's Play: How Having Fun Turns Kids Into Adults*. 2004

SAMPLE AGENDA

Workshop Length:

2 hours

SUGGESTED TIMELINE

**Registration, Introductions, Pre-Assessment, Warm-Up
and Safety Contract**

35 minutes

- Registration and housekeeping items (Activity 1)
- Introductions and pre-assessment (Activity 2)
- Warm-up activity: Our Environment (Activity 3)
- Safety contract (Activity 4)

Activities: Choose from the following:

35 minutes

- Encouraging Creativity, Curiosity and Exploration (Activity 5)
- Setting Up the Environment (Activity 6)
- Modifying the Physical Environment as Children Grow (Activity 7)
- Having a Multipurpose Space Indoors (Activity 8)
- Playing Outdoors (Activity 9)

Break

5 minutes

Activities: Choose from the following:

35 minutes

- Educational Toys and Materials (Activity 10)
- Play and Technology (Activity 11)
- Developmentally Appropriate Toys and Materials (Activity 12)
- Active Supervision (Activity 13)

Summary, Closing, Evaluation (Activity 14)

10 minutes

Note: There may not be time to do all the activities.

ACTIVITIES



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and review policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Markers and pens
- Nametags
- Folders for *Workshop Two: The Environment*

As the participants come into the room, greet them, ask them to sign in and, if they wish, make a personalized nametag. Hand them a folder. Once all the participants have come in and settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time for being there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To get acquainted with the participants and their expectations for the workshop

Materials Needed

None

Group Sharing

Have the participants introduce themselves and briefly answer the following questions:

- *What attracted you to this session?*
- *What do you expect to gain from this session?*



MY FAVORITE PLACE

Goal

To introduce the topic of the environment and establish a connection between the environment and behavior

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens

Individual Reflection

Pose the questions *What is your favorite place? Why?* Allow the participants to think about it for a minute or so before sharing their answers. In the meantime, divide the paper or white board into two columns and write PLACE and REASON on the top.

As the participants share their answers, record the information under the appropriate heading. Read the answers back to the group.

Discussion

- Engage participants in a brief discussion about the point of the activity. Use the following questions to get started:
 - *What can you tell about these places?* (e.g., big, small, outdoors, indoors, secluded, crowded, they make people feel good, cozy, energetic, relaxed, at ease, happy, etc.)
 - *What do these places tell you about the people in this room?* (e.g., Different people have different needs, preferences and dislikes.)
 - *What would you do if you were in an environment or place that you did not feel comfortable in, or you did not like?* (e.g., too hot or cold, crowded, too quiet, not stimulating, dirty, cluttered, empty, etc.)
- Move the focus of attention from the participants to children and their environment by addressing the *Key Talking Points*. Refer to the participants' answers when doing so.

Key Talking Points

- The environment affects the way people feel and behave; it has an impact on their motivation and ability to do things.
- Adults can make needed adjustments to their own environment if required; children depend on their caregivers to provide them with an environment that suits and meets their physical, social, intellectual and emotional needs.
- When children are in an environment that meets their needs, they are free to be themselves, express their creativity, exercise their curiosity and explore their surroundings.



SAFETY CONTRACT

Goal

To establish some ground rules in order for the participants to feel as comfortable as possible during the discussion

Materials Needed

- Overhead projector
- Easel
- Flip chart paper or white board
- Marking pens
- Overhead: *Module 3, Workshop 2, Activity 4: Safety Contract*

Opening Statement

Mention that one of the goals of the session is for everyone to feel as comfortable as possible during the discussion and that a safety contract can help by establishing some ground rules. Display the *Safety Contract* that is already created and ask if it is acceptable to the group. Modify the contract according to their feedback. Emphasize that sharing personal experiences is not mandatory.

Example of contract:

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as fully as we can.



ENCOURAGING CREATIVITY, CURIOSITY AND EXPLORATION

Goal

To explore and discuss the importance of setting up a play environment that encourages creativity, curiosity and exploration

Materials Needed

- Worksheet: *Module 3, Workshop 2, Activity 5: Encouraging Creativity, Curiosity and Exploration*
- Handout: *Module 3, Workshop 2, Activity 5: Encouraging Creativity, Curiosity and Exploration*

Opening Statement

Children are curious by nature and, from a very early age, exploring their surroundings is a way for them to satisfy their curiosity, learn about themselves and experience their world. As time goes by and life experiences become more complex, children have to deal with new and unexpected situations. Creativity, then takes center stage, with trying out new ideas, and different ways to solve problems. Even though children like to explore and are naturally curious and creative, it is important that adults nurture these natural tendencies. Children will need to be creative in order to handle the ever-growing complexities of the modern world when they become adults.

Scenario

Give each participant a copy of the worksheet *Encouraging Creativity, Curiosity and Exploration*.

Ask for two volunteers to read or act out the characters' dialogue. Introduce the dialogue by reading or presenting the background information about the characters.

Discussion

Allow the participants to think about the scenario for a brief moment. Then, guide them through a discussion that links the scenario to the importance of encouraging children's curiosity, creativity and exploration. The following questions can help you steer the conversation:

- *What were your thoughts as you were listening to the dialogue between Robert and Taylor?*
- *Have you ever experienced a similar situation or know anybody who has?*
- *In your opinion, what is dampening Taylor's experience at work?* (e.g., lack of interest, boredom, no options, lack of freedom to try out new things, no need to solve problems, no new skills learned, monotony, nothing new to explore, etc.)
- *What do you think would make Taylor's work experience better?* (e.g., a flexible environment with a more responsive boss that allows him to be creative, explore new options, tackle challenges, acquire new skills, etc.)
- *Why would the experience be better?* (e.g., sense of accomplishment, competency, and pride, feeling valued, developed talent, motivation, desire to keep improving, etc.)

Introduce the *Key Talking Points* as the discussion of the scenario progresses.

Distribute the handout *Encouraging Creativity, Curiosity and Exploration* and briefly review the main points of this activity with the group.

Key Talking Points

- When children are able to use their creativity, they develop a sense of uniqueness and individuality.
- Children feel valued when they are encouraged to express their creativity and their uniqueness is successfully recognized.
- Children who are allowed to satisfy their curiosity discover things on their own. Discovering things, in turn, gives them a sense of accomplishment.
- Children who are encouraged to explore, learn about the world and how things work. They develop physical and cognitive skills that will be useful later in life (e.g., balance, coordination, mathematical and science concepts).
- When children feel proud of their accomplishments, their motivation and eagerness to keep improving increases.



SETTING UP THE ENVIRONMENT

Goal

To identify and discuss things that are important to consider when setting up a play environment for children

Materials Needed

- Overhead projector
- Overhead: *Module 3, Workshop 2, Activity 6: Setting Up the Environment*
- Handout: *Module 3, Workshop 2, Activity 6: Setting Up the Environment*

Opening Statement

Setting up an environment with children in mind requires time and a lot of thinking. The goal is to create an environment that meets the needs, interests and capabilities of the children. In order to accomplish this goal, there are some considerations that adults can take into account when planning the environment.

Story and Critique

Read aloud the story from the worksheet *Setting Up the Environment* and have the participants picture it in their minds.

Invite the participants to reflect on the story they heard and critique it. Some questions that can help get the discussion started are:

- *What do you think was happening with Becky, the provider in this story?*
- *Can you put yourself in her shoes?*
- *Can you picture her during the day?* (e.g., frustrated, cleaning frantically, chasing her nephew saying “No!” and “Don’t!” often, going back and forth to the closet to retrieve and put away toys, etc.)
- *What do you think was happening with the children?* (e.g., wandering, being bored, engaged in adult-directed activities vs. self-directed play, not able to access toys to play with, over-controlled, maybe being neglected, etc.)

Brainstorm

Once the participants have critiqued the story, have a brief brainstorming session. Identify what Becky could have done differently to plan her home-care environment to improve it. Use the *Key Talking Points* as a reference as the participants brainstorm their ideas, and mention those that are not raised.

Distribute the handout *Setting Up the Environment* and briefly review the main points of this activity with the group.

Key Talking Points

Some things to consider when setting up a play environment for children are:

- The total number of children who will be sharing the environment at any given time, and the composition of the group, if there is more than one child (i.e., infants, toddlers, preschoolers and/or school-age children).
- The interests, capabilities and personality of each child (e.g., Can the child crawl, walk, run, jump, etc.? Can the child share? Is the child active, easily distracted, shy, etc.? What are the child's preferences?). Talking with the families is a good way to learn about the children.
- The physical space (e.g., Is it safe? Is it comfortable? Can the child move around? Can the child be supervised from anywhere? Is there enough light, and is the temperature comfortable?).
- The things that are in the space and how they are arranged (e.g., What materials does the child like and use based on interests and capabilities? Can the child find them easily and make selections? Can the child retrieve them to play? Can the child use imagination and creativity? Where is the child going to play?).



MODIFYING THE PHYSICAL ENVIRONMENT AS CHILDREN GROW

Goal

To explore how the physical environment can be modified to accommodate the developmental needs of children

Materials Needed

- Worksheet: *Module 3, Workshop 2, Activity 7: Modifying the Physical Environment as Children Grow*
- Handout: *Module 3, Workshop 2, Activity 7: Modifying the Physical Environment as Children Grow*

Opening Statement

The environment where children play must be evaluated and changed on an ongoing basis. It is not enough to set it up once and forget about it. As children grow, their needs change. As they develop new skills and are able to explore and do more things, their world expands. In order for children to thrive when they play, their environment needs to be adapted to meet their changing needs.

Activity in Small Groups

The goal of this activity is for the participants to identify a sequence of different settings illustrating how the physical environment changes as children grow.

- Divide the large group into smaller groups of four or five. Distribute the worksheet *Modifying the Physical Environment as Children Grow*. Assign an age to each group. Have the participants brainstorm and discuss ideas in their small groups for a few minutes and have them record their ideas on the worksheet. Encourage them to use words, pictures, phrases, floor plans, etc.
- Once the groups are finished, post the worksheets on the wall that correspond to the age they were discussing, from younger to older.

Review and Large Discussion

- Read (or present) the information in sequence, without stopping, so the participants can have a mental picture of the progression.
- Go back to the beginning of the sequence and engage the participants in a discussion based on the information presented by each small group, other people's comments and ideas, and the *Key Talking Points*.
- Wrap up the activity by distributing the handout *Modifying the Physical Environment as Children Grow*.

Key Talking Points

- Safety and constant supervision should always be given top priority when setting up and monitoring the environment. Thorough daily inspections and cleaning can detect choking hazards for infants and toddlers. As children become more mobile, latches and locks are instrumental in keeping children away from dangerous objects and substances. Covering electrical outlets and corners, removing sharp and heavy objects, and keeping appliances, such as stoves and irons, turned off, help reduce the risk of accidents.
- Infants do not require a large physical space. Soft colors on the walls, plenty of fresh air, colorful toys that appeal to the senses and responsive adults make a good environment for infants. Beware of over-stimulation!
- Childproofing the environment becomes extremely important as soon as children begin to move around, crawl, cruise and handle everything. The environment should allow children to explore freely and safely within a set area. Having a spacious, multipurpose open area in the middle of a room can help.

Note: Refer to Activity 8, Having a Multipurpose Space Indoors, for more information and ideas on this topic.

- The environment for mobile infants needs to include safe things for them to climb on and places for them to move over, through and under (e.g., mini obstacle courses made out of chairs, boxes, tables, etc.). This applies to indoor and outdoor spaces.
- Playpens, mechanical swings and walkers significantly restrict the child's ability to move freely and explore, and hinder the development of large motor skills.
- The environment for toddlers should allow them to make safe choices. A strategy to set it up is to organize the materials around the room, so children can find them and access them easily.
- As children grow, so do their interests and skills. Having well-defined areas of interest give two-year-olds and preschool-age children a sense of organization, independence and control over their environment. A strategy to modify this environment is to keep the areas the same, but replace the materials to reflect the changing needs of the children. Some areas of interest may include gross motor, things to manipulate, pretend play, art and books.
- Older children need more space to engage in active play and gross motor activities. Adults can meet this need by providing opportunities for children to play in safe and stimulating outdoor spaces.
- School-age children should have their own separate space if younger children are present.



HAVING A MULTIPURPOSE SPACE INDOORS

Goal

To discuss the importance of having a multipurpose space indoors and explore how it can be used

Materials Needed

- Easel
- Flip chart paper or white board
- Marking pens
- Tables, chairs, books, toys, puzzles, etc.
- Handout: *Module 3, Workshop 2, Activity 8: Having a Multipurpose Space Indoors*

Walk About and Observation

- Divide the room space where the group is meeting into two sections and arrange it as follows:

Section One: Tables and chair in rows. Push the chairs in under the tables. Scatter books, puzzles and other things on the floor.

Section Two: Tables and chairs around the perimeter of the space. Organize the rest of the books, toys, puzzles, etc. on the tables, clearly visible and accessible.

- Ask the participants to imagine that the two spaces represent indoor play environments. Invite them to walk around the room, observe the two spaces and reflect on what they observe. While the participants are walking around, draw a floor plan of the two set-ups on the paper or white board, so they can visualize them as a whole.
- After a few minutes, encourage the participants to share their thoughts, even if they are still walking around. Record key words next to the corresponding drawing as they are mentioned (e.g., clutter, not enough space, small, mess, difficult to move around, crowded, confusing, organized, spacious, multipurpose).

Discussion

Once the participants have settled back in their seats, using the key words as a starting point, initiate and facilitate a discussion that focuses on the advantages of having a multipurpose space in the house. You may use the *Key Talking Points* and the following questions to help you guide the discussion:

- *What made Section One be ...* (Refer to the key words associate with it.)
- *What made Section Two be ...* (Refer to the key words associate with it.)
- *Is “spacious” the same as “big”? Why? Why not?*
- *How can you make a small area spacious?*
- *What are some advantages of having a spacious, empty area in a room?*
- *How can having a multipurpose space in a room contribute to the children having a positive play experience?*

Distribute the handout *Having a Multipurpose Space Indoors* and review the main points briefly to conclude this activity.

Key Talking Points

- Spacious does not necessarily mean big. A small area can be spacious if it is well organized and allows for children to move around freely and safely.
- A spacious, empty area in a room can be used for many different types of activities: free play, structured activities, individual play, group play, dancing, tumbling, jumping, and climbing.
- The space can be divided up and arranged differently time after time to adapt to the needs of the children, the number of children using it, their level of movement, and the activities that are going on. It provides flexibility.
- Having a multipurpose space indoors comes in handy if the play space also serves as a home space when the children are not present or when other adults need to use it.
- A multipurpose, empty space allows children to see where toys and materials are located, to go get them and to bring them back to the space to play with.



PLAYING OUTDOORS

Goal

To identify different types of outdoor play environments, discuss learning and development activities that can take place while children play outdoors, and explore how adults can contribute to the enhancement these play experiences

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens
- Worksheet: *Module 3, Workshop 2, Activity 9: Playing Outdoors*
- Handout: *Module 3, Workshop 2, Activity 9: Playing Outdoors*

Brainstorm

Have the participants identify a list of outdoor spaces where children can play. Record their answers on the paper or white board.

Activity in Small Groups

Divide the large group into smaller groups of four or five and assign one of the outdoor spaces from the list per group.

Distribute the worksheet *Playing Outdoors* and have the participants work on the questions listed. They may write down their ideas or just discuss them as a group.

Sharing and Large Group Discussion

Invite all the small groups to join in and continue their discussion as a whole group. Invite them to share their ideas about things that children can do in different outdoor spaces and how children could have the best outdoor play experiences there. Incorporate the *Key Talking Points* into the discussion as they come up, or when they are relevant to the conversation.

Distribute the handout *Playing Outdoors* and review the main points to conclude this activity.

Key Talking Points

- Outdoor play allows children to use their whole body, tackle physical challenges, make noise, use their energy, and release their emotions (e.g., running, jumping, climbing, bending, reaching, throwing).
- Playing outdoors can provide children with many opportunities to explore more quietly and experience nature (e.g., smelling flowers, playing with leaves and dirt, experimenting with shadows, experiencing the weather).
- Outdoor play is a good avenue to seek out peers, engage in pretend play away from the adults, test negotiating skills (e.g., turn-taking, rules, sharing, etc.) and communicate with others.
- Playing with natural elements and things like dirt, water, mud, sand, rocks, pebbles, leaves or sticks enables children to explore and experiment with texture, weight, color, gravity, cause and effect, etc. This type of outdoor play also encourages creativity (e.g., building castles, bridges, roads, forts, etc.) and helps develop hand-eye coordination as well as small muscle skills (e.g., picking up, pouring, dumping, pressing, stacking, scooping, handling).
- Free, meaningful and enjoyable outdoor play may be more likely to occur when children feel safe physically and emotionally, and are supervised by responsive adults.
- Children engaged in outdoor play sometimes do things that adults do not approve of because they think they are dangerous. While safety should always be the number one concern, it is important for adults to assess each situation carefully and to be aware of their own fears (e.g., *What do you do when a child climbs to the top of a structure very fast or swings from a bar upside-down with no hands? Is the child really in danger of getting hurt or is it that you are afraid that the child might get hurt? Do you run to get the child off the structure or are you there to make sure the child doesn't fall?*). Reacting, instead of responding, can compromise the child's safety and may interfere with the child's initiative and motivation.
- Paying attention to clues and following the children's lead may contribute to their emotional safety and having positive outdoor play experiences (e.g., *What do you do when a shy child does not want to join others right away or wants you to come along? Do you try to convince the child? Do you send the child to play anyway? Do you get upset?*).
- Point out that many indoor activities can take place outdoors. Fresh air keeps children alert and energized.



EDUCATIONAL TOYS AND MATERIALS

Goal

To introduce the concept of educational toys and materials in the contexts of play and children's learning

Materials Needed

- 4 or 5 cans of food (different sizes)
- Video: *Child's Play: How Having Fun Turns Kids Into Adults*
- Handout: *Module 3, Workshop 2, Activity 10: Educational Toys and Materials*

Opinion Gathering

- Display the cans of food on a table where everybody can see them and pose the following questions: *Are these cans of food educational toys? Why? Why not?*
- Allow the participants to think for a moment prior to inviting them to voice their opinions.
- Facilitate the opinion gathering for a few minutes to get a sense of the participants' views on the subject of "educational toys".

Video Segment

Watch the segment *Toys and Development* of the video *Child's Play: How Having Fun Turns Kids Into Adults*. Stop the tape when the narrator starts talking about computers.

Ask the participants to watch carefully and listen for ideas or information that stands out for them.

Sharing and Discussion

Transition the participants into a discussion by asking them if they have any of the toys featured in the video segment at home and, if so, which ones. Then, discuss the video segment based on the information that stood out for the participants. Expand the discussion by addressing the information presented in the *Key Talking Points*.

Distribute the handout *Educational Toys and Materials* and briefly go over the main points to conclude this activity.

Key Talking Points

- Children are active learners who develop skills and acquire knowledge from the experiences they have with the materials and toys that the adults provide for them.
- More is not necessarily better. Children may get overwhelmed when they have too many toys and materials to choose from, regardless of the learning opportunities they may provide. A more effective strategy is to offer fewer choices, carefully selected to meet the children's needs, interests and capabilities.
- Children often want certain toys because they are advertised on TV, radio stations or magazines, or because other children have them. However, adults should be selective when choosing toys and materials. "Popular" doesn't always mean "educational".
- The learning experiences that a toy can provide should not be assessed based on the toy's price tag, the level of technology it boasts or the amount of advertising it gets.
- Some popular, complex or high-tech toys may not allow children to be active participants in creating their play experience (e.g., children push buttons and wait to see what happens next; the answers are limited to right or wrong; the programs follow a pre-determined sequence and the child can't go back).
- Effective educational toys and materials allow children to be in charge of their own exploration and discovery; they are multipurpose (i.e., they can be used in many different ways), so children exercise their creativity and decide how to use them.
- Simple toys, everyday objects and art supplies (e.g., blocks, dolls, puppets, puzzles, pots and pans, plastic containers, big wooden utensils, paper, pencils, brushes, paint, etc.) are educational; they facilitate the natural development of skills that children will need when they go to school.
- When children play with simple toys, everyday objects and art supplies, they use their imagination and creativity; they talk about their creations; they use symbols; they learn about math and science; they solve problems, and much more.
- Computers can be educational equipment if they are used selectively and appropriately.

Note: Refer to Activity Eleven, Play and Technology, for more information and ideas on this topic.



PLAY AND TECHNOLOGY

Goal

To highlight current information about the use of technology in early childhood play.

Materials Needed

- Handout: *Module 3, Workshop 2, Activity 11: Play and Technology*

Discussion and Examples

Distribute the handout *Play and Technology*. Go over and discuss each point. You may use the questions given under each point to engage the participants.

- Children three and older can benefit from playing with computers.
 - *Do you agree, disagree? Why?*
- The use of computers should complement and reinforce, not replace, more traditional play materials and activities such as blocks, books, manipulatives, pretend play, gross motor activities, etc.
 - *What do you think this means?*
 - *Can you think of examples that would illustrate this point?*
 - *How can using a computer complement or reinforce pretend play, working with play dough, building things with blocks, etc.?*
- Computers can support the development of social skills such as communication, cooperation and taking turns.
 - *How do you think this happens? Can you think of specific scenarios to illustrate this point?*
- Computers can offer opportunities for children to explore, discover and solve problems.
 - *Are you familiar with specific computer programs that allow children to explore, discover things on their own or solve problems? Which ones?*
 - *Can you describe one or two?*

Mini-lecture

After discussing the information presented in the handout, address the last three *Key Talking Points* regarding adult supervision and choosing the appropriate software. Emphasize that it is important that adults become familiarized with the content of the programs and how they work before selecting them, rather than selecting them blindly because they are advertised as educational materials.

Key Talking Points

- Playing with computers can contribute to enhance children's learning and development, if used appropriately.
- Children three and older can benefit from playing with computers.
- The use of computers should complement and reinforce, not replace, more traditional play materials and activities such as blocks, books, manipulatives, pretend play, etc.
- Computers can support the development of social skills such as communication, cooperation and taking turns.
- Computers can offer opportunities for children to explore, discover and solve problems.
- It is important that adults select developmentally appropriate software that allows children to interact, think, explore and discover, while being actively engaged. Children learn by doing.
- Computer use, including the use of Internet, e-mail and chat-rooms, should be closely monitored and supervised.
- Before making a selection, adults should preview any computer software intended for children. Becoming familiarized with its content (e.g., violence, cultural and gender stereotypes, etc.) and understanding how it works (i.e., What will the child have to do to play with it?) can help the adults determine whether or not the software is appropriate for the children.
- On-going provider/family communication should include discussions about computer use, software selection and supervision. Sharing opinions, information, knowledge, and resources is essential for providers and families to work as a team, especially when they have varying levels of knowledge, expertise and interest in the subject.



DEVELOPMENTALLY APPROPRIATE TOYS AND MATERIALS

Goal

To identify toys, materials and equipment that are developmentally appropriate and promote children's learning

Materials Needed

- Overhead projector
- Easel
- Flip chart paper or white board
- Markers and pens
- Overhead: *Module 3, Workshop 2, Activity 12: Developmentally Appropriate Toys And Materials*
- Handout: *Module 3, Workshop 2, Activity 12: Developmentally Appropriate Toys And Materials* (2 pages)

Discussion

- Project the overhead *Developmentally Appropriate Toys And Materials*.
- Introduce the first two *Key Talking Points* to get participants acquainted with the topic to be discussed.
- Read or present the information about infants. Allow the participants to think about it for moment. Then ask them to brainstorm toy ideas based on the information presented. Record their answers on the paper or white board.
- Repeat the sequence with the other three segments: toddlers, two-year-olds and preschoolers.
- Distribute the handout *Developmentally Appropriate Toys And Materials* and go over the toys and materials listed in each category, comparing them to the list generated by the participants. This information is also stated in *Key Talking Points* three, four, five and six.
- Discuss the last *Key Talking Point* to address the issue of gender-specific toys and materials, stereotypes, gender roles and social roles.

Note: This may be a sensitive topic, for some participants may have strong opinions about it. Remind them that participation in the discussion is optional and facilitate the conversation objectively. This is a good time to acknowledge that individuals are entitled to their opinions and to address cultural values. The goal of this discussion is to get the participants to think and reflect about the issue, not to change their minds. If time is a concern, you may want to schedule another session to discuss this issue more in depth.

- Emphasize that it is never too early to introduce children to books.

Key Talking Points

- Developmentally-appropriate toys should be selected based on the child's abilities, experience and interests, not the child's chronological age.
- The sequence of development is the same for all children, but children develop at different rates (e.g., not all children walk at 12 months). Normal developmental guidelines are based on age ranges.
- Infants (approx. 0-12 months) use their senses to learn about the world around them (see, hear, smell, touch, taste). Then, they explore the properties of objects by mouthing, licking, reaching, grasping, handling and banging.
- Toddlers (approx. 12-24 months) like to manipulate objects and experiment with "cause and effect." They also enjoy rolling, pushing, pulling, carrying and stacking object, as well as pouring, filling, dumping and splashing.
- Two-Year-Olds (approx. 24-36 months) begin to pretend play; they enjoy scribbling and playing with miniature objects, as well as squeezing, rolling, poking and smearing stuff.
- Preschoolers (3 and 4 years old) enjoy pretend play, experimenting with art supplies, building things, stringing, sorting, sequencing, cutting, singing and playing with puppets. They can follow some simple game rules but they often come up with their own rules.
- Adults bring their own values and beliefs when they make decisions about toys and materials for children. In turn, the toys and materials that adults select have an effect on how and what the children learn about social roles, gender roles and stereotypes. It is important that adults reflect on their own values and beliefs, as well as the impact they have on the children's play and learning.



ACTIVE SUPERVISION

Goal

To discuss the concept of Active Supervision and how it relates to children's play experiences

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens
- Handout: *Module 3, Workshop 2, Activity 13: Active Supervision*

Reflection

- Write the word "SUPERVISION" on the flip chart paper or white board and invite the participants to picture the following non-descript scenario: Tim is playing in the living room and Teresa is supervising him. Then pose the question: *What came to mind?*
- Record the answers given and review them with the group.

Discussion

Stemming from the participants' responses, initiate a discussion that elaborates on the topic of supervision beyond the notion of keeping children safe and out of trouble when they play. Use the *Key Talking Points* as reference and, as the discussion progresses, write key words and phrases like "observing", "positive interactions", "paying attention to clues", "following the children's lead", "arranging the environment", etc. to emphasize the connection between supervision, the environment, child/adult interactions, and children's play experiences.

Key Talking Points

- Adults must supervise young children at all times.
- Active supervision can reduce the risk of accidents and help children make the most out of their play experiences.
- Active supervision goes beyond making sure that the children are safe; it entails watching children closely, being constantly aware of the environment and determining when to interact, intervene or respond.
- Watching children closely enables adults to observe how children play, pay attention to clues and be responsive to the children's lead (e.g., looking for help or reassurance, playing independently, seeking interaction, wanting something).
- Being constantly aware of the environment helps adults monitor the physical space for safety. In addition, it allows adults to observe children interacting with the materials and equipment provided (e.g., actively engaged, bored, frustrated, confused). These observations are useful when setting up, modifying and arranging the play environment.
- When the environment is safe and set up to meet the children's needs, the nature of the child/adult interactions tends to be more positive.
- When adults are able to limit the use of "No!" and avoid phrases such as "Don't touch that!", "Get away from there!" or "That's not a toy!", children can be in control of their play and experiment more freely. Adults, then, can focus on following the children's lead, rather than interfering with, or disrupting their play experiences.



CLOSING AND EVALUATION

Goal

To give the participants a chance to reflect on, and evaluate the presentation

Materials Needed

Handout: *Module 3, Workshop 2, Activity 14: Closing and Evaluation*

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Thank them for attending and ask them to fill out the evaluation form.

MODULE THREE
PLAYING IS LEARNING

Workshop Two

Worksheets



The Environment

SCENARIO

Robert ran into his friend Taylor while waiting to pay at the grocery store the other day. They used to work together. Then, after five years, Robert decided to change jobs and went to work for a different company.

Robert: (very enthusiastic) *Well... Hello, Taylor! I haven't seen you for a while! How's life? How's work? Are you still working there? Tell me, tell me!*

Taylor: (happy to see Robert but not very enthusiastic) *Oh... Hello, Robert! Yes, it's been a while, hasn't it? Life is fine, I suppose; work is the same. The same old stuff is still going on. Nothing exciting to talk about. I have the same duties, same bossy boss, same desk, same chair, same old manuals... It is quite boring and frustrating, actually. I have been doing this for so long that I don't even have to think! But, no point in complaining about it. I'm stuck here because I have no other skills. How about you, Robert?*

Worksheet

Module 3, Workshop 2, Activity 5
*Encouraging Creativity, Curiosity
and Exploration*

SMALL GROUPS

Carol takes care of her twin grandchildren, Tommy and Elizabeth, Monday through Friday, in her home. Both children love it there!

Tommy and Elizabeth are:

- ☐ Non-mobile infants
- ☐ Mobile infants
- ☐ Toddlers
- ☐ Two-and-a-half years old
- ☐ Preschoolers

Picture Carol's home with Carol, Tommy and Elizabeth in it. *How is the physical environment set up there?* Use the space below to describe it.

Worksheet

Module 3, Workshop 2, Activity 7
*Modifying the Physical Environment
as Children Grow*

OUTDOOR SPACES: _____ (assigned space)

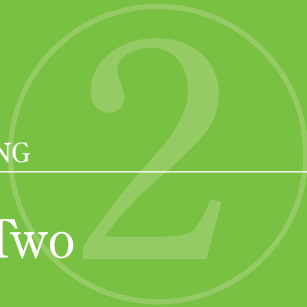
- *What can children do there?*
- *What would ensure that the children have the best outdoor experiences there?*

Worksheet

Module 3, Workshop 2, Activity 9
Playing Outdoors

MODULE THREE
PLAYING IS LEARNING

Workshop Two



Overheads



The Environment

SAFETY CONTRACT

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as
fully as we can.

Overhead

Module 3, Workshop 2, Activity 4

Safety Contract

STORY

Once upon a time there was a lady named Becky. Becky took care of her niece and nephew in her home five days a week. Peter was 27 months; Martina was 8 months. Becky had a beautiful home. Her living room, where they spent most of the day, was a big room filled with very nice things, including a brand new couch with many fluffy pillows, porcelain figurines, a huge glass coffee table with many neatly arranged magazines... A great room! Becky's home was always spotless. She had many toys and books for the children that she kept really tidy and organized in the closet shelves. Becky always had suggestions for Peter and what he could spend his time on. Becky thought she had the perfect loving and nurturing environment for her niece and nephew but, somehow, things were not working out that well. The baby cried a lot and didn't seem interested in the toys that Becky gave her; Peter wandered around, acting bored. Other times, he seemed angry and restless.

Overhead

Module 3, Workshop 2, Activity 6

Setting Up the Environment

DEVELOPMENTALLY APPROPRIATE TOYS AND MATERIALS

- Infants (approx. 0-12 months) use their senses to learn about the world around them (see, hear, smell, touch, taste). Then, they explore the properties of objects by mouthing, licking, reaching, grasping, handling and banging.
- Toddlers (approx. 12-24 months) like to manipulate objects. They also enjoy rolling, pushing, pulling, carrying and stacking objects, as well as pouring, filling, dumping and splashing.

Overheads (1 of 2)

Module 3, Workshop 2, Activity 12

Developmentally Appropriate

Toys and Materials

DEVELOPMENTALLY APPROPRIATE TOYS AND MATERIALS

- Two Year Olds (approx. 24-36 months) begin to pretend play; they enjoy scribbling and playing with miniature objects, as well as squeezing, rolling, poking and smearing stuff.
- Preschoolers (3 and 4 years old) enjoy pretend play, experimenting with art supplies, building things, stringing, sorting, sequencing, cutting, singing, playing with puppets, etc. They can follow some simple game rules.

Overheads (2 of 2)

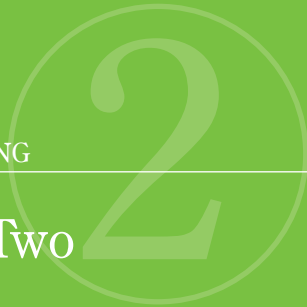
Module 3, Workshop 2, Activity 12

Developmentally Appropriate

Toys and Materials

MODULE THREE
PLAYING IS LEARNING

Workshop Two



Handouts



The Environment

ENCOURAGING CREATIVITY, CURIOSITY AND EXPLORATION

- When children are able to use their creativity, they develop a sense of uniqueness and individuality.
- Children feel valued when they are encouraged to express their creativity and their uniqueness is successfully recognized.
- Children who are allowed to satisfy their curiosity discover things on their own. Discovering things, in turn, makes them proud and gives them a sense of accomplishment.
- Children who are encouraged to explore, learn about the world and how things work; they develop physical and cognitive skills that will be useful later in life (e.g., balance, coordination, mathematical and science concepts).
- When children feel proud of their accomplishments, their motivation and eagerness to keep improving increases.

Handout

Module 3, Workshop 2, Activity 5
*Encouraging Creativity, Curiosity
and Exploration*

SETTING UP THE ENVIRONMENT

- The total number of children and their ages (i.e., infants, toddlers, preschoolers and/or school-age children).
- The interests, capabilities and personality of each child:
 - Can the child crawl, walk, run, jump, etc.?
 - Can the child share?
 - Is the child active, easily distracted, shy, etc.?
 - What are the child's preferences?
- The physical space:
 - Is it safe and comfortable?
 - Can the child move around?
 - Can the child be supervised from anywhere?
 - Light, temperature, etc.
- The things that are in the space and how they are arranged:
 - What toys/materials does the child like and play with? (Based on interests and capabilities)
 - Can the child find them easily and make selections?
 - Can the child retrieve them to play with them?
 - Can the child use his/her imagination and creativity?
 - Where is the child going to play? (table, floor, etc.)

Handout

Module 3, Workshop 2, Activity 6
Setting Up the Environment

MODIFYING THE PHYSICAL ENVIRONMENT AS CHILDREN GROW

- **Infants**

- Soft colors on the walls, plenty of fresh air, colorful toys that appeal to the senses and responsive adults

Beware of over-stimulation!

- **Mobile Infants**

- A set area that allows children to explore freely and safely
- Spacious, multipurpose open area (not necessarily a big area) in the middle of a room
- Safe things for children to climb on and places for them to move over, through and under (e.g., mini obstacle courses made out of chairs, boxes, tables)

- **Toddlers**

- Same as environment for Mobile Infants
- Materials organized around the room, so children can find them and access them easily

- **Older Children**

- Well-defined areas of interest such as gross motor, things to manipulate, pretend play, art and books

Handout

Module 3, Workshop 2, Activity 7

Modifying the Physical

Environment as Children Grow

HAVING A MULTIPURPOSE SPACE INDOORS

- A spacious, empty area in a room can be used for many different types of activities: free play, structured activities, individual play, group play, dancing, tumbling, jumping, climbing, etc.
- The space can be divided up and arranged differently time after time to adapt to the needs of the children, the number of children using it, their level of movement, the activities that are going on, etc. It provides flexibility.
- A multipurpose, empty space allows children to locate toys and materials, to go get them and to bring them back to the space to play with.

Handout

Module 3, Workshop 2, Activity 8

Having a Multipurpose

Space Indoors

PLAYING OUTDOORS

- Allows children to use their whole body, to tackle physical challenges, make noise and let out steam.
- Can provide children with many opportunities to explore more quietly and experience nature.
- Is an avenue to seek out peers, engage in pretend play, test negotiating skills and communicate with others.
- Allows children to play with natural elements and things and enables them to experiment with texture, weight, color, gravity, cause and effect, etc.
- Encourages creativity.
- Helps develop hand-eye coordination as well as small muscle skills (e.g., picking up, pouring, dumping, pressing, stacking, scooping, handling).
- Is free, meaningful and enjoyable when children feel safe physically and emotionally, and are supervised by responsive adults.

Handout

Module 3, Workshop 2, Activity 9
Playing Outdoors

EDUCATIONAL TOYS AND MATERIALS

- Some popular, complex or high-tech toys may not allow children to be active participants in creating their play experience (e.g., children push buttons and wait to see what happens next; the answers are limited to right or wrong; the programs follow a pre-determined sequence and the child can't go back).
- Effective educational toys and materials allow children to be in charge of their own exploration and discovery; they are multipurpose (i.e., they can be used in many different ways), so children exercise their creativity and decide how to use them.
- Simple toys, everyday objects and art supplies (e.g., blocks, dolls, puppets, puzzles, pots and pans, plastic containers, big wooden utensils, paper, pencils, brushes, paint, etc.) are educational; they facilitate the natural development of skills that children will need when they go to school.

Handout

Module 3, Workshop 2, Activity 10
Educational Toys and Materials

PLAY AND TECHNOLOGY

- Children three and older can benefit from playing with computers.
- The use of computers should complement and reinforce, not replace, more traditional play materials and activities such as blocks, books, manipulatives, pretend play, gross motor activities, etc.
- Computers can support the development of social skills such as communication, cooperation and taking turns.
- Computers can offer opportunities for children to explore, discover and solve problems.

Handout

Module 3, Workshop 2, Activity 11
Play and Technology

DEVELOPMENTALLY APPROPRIATE TOYS AND MATERIALS

- **Infants** (approx. 0-12 months) use their senses to learn about the world around them (see, hear, smell, touch, taste). Then, they explore the properties of objects by banging, licking, mouthing, handling, grasping and reaching.

Toys that rattle or squeak
Unbreakable mirror
Soft books
Large plastic balls

Large plastic rings
Mobiles
Washable dolls
Plastic containers

- **Toddlers** (approx. 12-24 months) like to manipulate objects and experiment with “cause and effect.” They also enjoy rolling, pushing, pulling, carrying and stacking objects, as well as pouring, filling, dumping and splashing.

2-6 piece puzzles
Sand and water toys
Pots, pans, dishes, utensils
Cups and other containers
Cardboard boxes

Picture books
Toy real life objects
Pushing/pulling toys
Art supplies
Blocks

Handouts (1 of 2)

Module 3, Workshop 2, Activity 12

Developmentally Appropriate

Toys and Materials

DEVELOPMENTALLY APPROPRIATE TOYS AND MATERIALS

- **Two-Year-Olds** (approx. 24-36 months) begin to pretend play; they enjoy scribbling and playing with miniature objects, as well as squeezing, rolling, poking and smearing stuff.

Play dough, clay
Dress up clothes
Stacking toys
Crayons, chalk
Blocks, large beads
Books

Rolling pins
Blunt scissors, glue
Finger paint, brushes
4-20 piece puzzles
Miniature toys
Sand and water

- **Preschoolers** (3 and 4 years old) enjoy pretend play, experimenting with art supplies, building things, stringing, sorting, sequencing, cutting, singing, playing with puppets, etc. Can follow some simple game rules.

All of the above
More detailed books
Collage materials
Very simple board games

Smaller Beads, thread
Props for pretend play
20+ piece puzzles

Handouts (2 of 2)

Module 3, Workshop 2, Activity 12

Developmentally Appropriate

Toys and Materials

ACTIVE SUPERVISION

- Watching children closely enables adults to:
 - Observe how children play
 - Pay attention to clues
 - Be responsive to the children's lead (e.g., looking for help, playing independently, seeking interaction, wanting something).
- Being aware of the environment helps adults:
 - Monitor the physical space for safety
 - Observe children interacting with the materials and equipment provided (e.g., actively engaged, bored, frustrated, confused).
 - Determine how to set up, modify and arrange the play environment.
- When adults are able to limit the use of “No!” and avoid phrases such as “Don’t touch that!”, “Get away from there!” or “That’s not a toy!”:
 - Children can be in control of their play and experiment more freely
 - Adults can focus on following the children's lead, rather than interfering with, or disrupting their play experiences.

Handout

Module 3, Workshop 2, Activity 13
Active Supervision

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout

Module 3, Workshop 2, Activity 14
Closing and Evaluation

MODULE THREE
PLAYING IS LEARNING

Workshop Three



Playing and Learning

OVERVIEW

Playing and Learning identifies the social stages of play and addresses children's play experiences and learning in the context of connections and interactions. Through concrete, specific examples, this workshop explores and illustrates the value of sensory, active and manipulative play, as well as pretend play (including superhero play). The workshop also discusses the learning benefits of doing arts and crafts and addresses games with rules. In addition, *Playing and Learning* conveys the importance of achieving a balance between free and structured play.

GOAL

To provide an overview of children's play experiences and learning in the context of connections and interactions

OBJECTIVES & MATERIALS

LEARNING OBJECTIVES

Participants will:

- Become familiarized with the social stages of play.
- Understand the importance of sensory experiences.
- Learn how movement is connected to learning and development.
- Make the connection between manipulating things, learning and development.
- Learn strategies to enhance children's pretend play experiences.
- Learn strategies to manage superhero play
- Become aware of the learning and development benefits of art activities.
- Learn to make some toys using everyday materials.
- Learn about the importance of achieving a balance between free play, structured play and other types of activities.

MATERIALS & EQUIPMENT NEEDED

- Overhead projector
- Easel with flip chart paper or white board
- Handouts, worksheets and overhead transparencies
- Sign in sheets and name tags
- Markers and pens
- Sticky notes
- Materials specifically related to each activity

BACKGROUND RESOURCES

Books:

- American Institutes for Research, for the California Department of Education, Child Development Division. *Supporting Early Learning: Guidelines for Home Care Settings*. 2004 Draft
- Mayesky, Mary. *Creative Activities for Young Children, 7th Edition*. Albany, N.Y.: Delmar Thompson Learning, 2002.
- Miller, Karen. *Ages and Stages*. 2001
- Redleaf, Rhoda and Audrey Robertson. *Learn and Play the Recycle Way: Homemade Toys that Teach*. 1999

Videos:

- *Child's Play: How Having Fun Turns Kids Into Adults*. 2004

SAMPLE AGENDA

Workshop Length:

2 hours

SUGGESTED TIMELINE

Registration, Introductions, Pre-Assessment, Warm-Up and Safety Contract

35 minutes

- Registration and housekeeping items (Activity 1)
- Introductions and pre-assessment (Activity 2)
- Warm-up activity: Learning Connections (Activity 3)
- Safety contract (Activity 4)

Activities: Choose from the following:

35 minutes

- Social Stages of Play (Activity 5)
- Using Our Senses (Activity 6)
- Movement (Activity 7)
- Manipulation (Activity 8)

Break

5 minutes

Activities: Choose from the following:

35 minutes

- Pretend Play (Activity 9)
- Superhero Play (Activity 10)
- Art (Activity 11)
- Using Everyday Objects and Materials (Activity 12)
- Daily Activities (Activity 13)

Summary, Closing, Evaluation (Activity 14)

10 minutes

Note: There may not be time to do all the activities.

ACTIVITIES



REGISTRATION AND HOUSEKEEPING ITEMS

Goal

To welcome the participants, introduce the trainer, assess the environment, and go over policies regarding food, cell phones and stretch breaks

Materials Needed

- Sign-in sheets
- Marking pens
- Nametags
- Folders for *Workshop Three: Playing and Learning*

As the participants come into the room, greet them, ask them to sign in and, if they wish, make a personalized nametag. Hand them a folder. Once all the participants have come in and settled, welcome them, introduce yourself and the agency you represent. Thank them for making the time for being there and tell them how to access the restrooms. This is also a good time to assess the temperature of the room and address policies regarding food, cell phones and stretch breaks.



INTRODUCTIONS AND PRE-ASSESSMENT

Goal

To get acquainted with the participants and their expectations for the workshop

Materials Needed

None

Group Sharing

Have the participants introduce themselves and briefly answer the following questions:

- *What attracted you to this session?*
- *What do you expect to gain from this session?*



LEARNING CONNECTIONS

Goal

To introduce the topic of children's play experiences and learning in the context of connections and interactions

Materials Needed

- Easel
- Flip chart paper or white board
- Bright-colored yarn strips (approx. 2 yards long)
- Markers and pens

Large Group Activity

- Divide the large group into smaller groups of five to six, and ask each group to gather in a circle in different sides of the room. Assign each group a letter, A or B. Note: Depending on the number of participants, there may be more than one group A or group B.
- Give each participant five or six strings of yarn (depending on the number of people in each group).
- Instruct the individuals in group A to introduce themselves to all the other members of their group, one by one, by saying their first name and handing them the end of one of their strings of yarn.
- Instruct individuals in group B to introduce themselves to one other member of their group by saying their first name and handing him or her the end of one of their strings of yarn.
- Demonstrate the instructions with a volunteer.
- After the introductions, select a Group A and a Group B at random (if there were more than two groups doing this activity) and write the names of the members of Group A on one side of the board or paper, and the names of the members of Group B on the other side.
- Starting with Group B, ask individuals to indicate who they introduced themselves to. As they proceed, draw connection lines between the names.

Observation and Reflection

Have the participants observe the two drawings and reflect on what they see (Group A should have many connections; Group B should only have a few connections).

Pose the questions, *What do you see? What is the connection between this activity and children's play and learning?*

Sharing and Brief Discussion

Have the participants share their thoughts briefly and weave the *Key Talking Points* into the discussion.

Key Talking Points

- Brain connections are necessary for humans to function physically, emotionally, socially and intellectually. The more positive connections, the better.
- Brain connections develop faster during the first three years of life.
- Brain connections develop, or not, as a result of life experiences.
- Children experience life through play; therefore play experiences have an essential role in their overall development and learning.



SAFETY CONTRACT

Goal

To establish some ground rules in order for the participants to feel as comfortable as possible during the discussion

Materials Needed

- Overhead projector
- Easel
- Flip chart paper or white board
- Markers and pens
- Overhead: *Module 3, Workshop 3, Activity 4: Safety Contract*

Opening Statement

Mention that one of the goals of the session is for everyone to feel as comfortable as possible during the discussion and that a safety contract can help by establishing some ground rules. Display the *Safety Contract* that is already created and ask if it is acceptable to the group. Modify the contract according to their feedback. Emphasize that sharing personal experiences is not mandatory.

Example of contract:

We will respect each other.
We will speak one at a time.
We will listen to each other.
We will participate as fully as we can.



SOCIAL STAGES OF PLAY

Goal

To discuss how children's play changes as they grow, develop and become more social

Materials Needed

- Scissors
- Tape
- Worksheet: *Module 3, Workshop 3, Activity 5: Social Stages of Play*
- Handout: *Module 3, Workshop 3, Activity 5: Social Stages of Play*

Activity in Small Groups

- Divide the group into smaller groups of five.
- Give a copy of the worksheet *Social Stages of Play* and a pair of scissors to one member of each group.
- Instruct those individuals to follow the sequence below when cued to do so:
 - Cut up the worksheet into sixteen pieces (following the dotted lines) in order to make a puzzle for the rest of the members of the group.
 - Scramble the pieces and give four pieces to each of the other members of the group.
 - Instruct the other members of the group to put the puzzle back together, taping the pieces.

Analysis

Once the puzzles have been put together, ask the participants to recall the stages of the process from beginning to end (e.g., talking to the presenter; watching others work with their pieces individually; asking others what pieces they have; collaborating to put the pieces back together).

Review

Make a connection between the activity and the information that is on the worksheet. Indicate that the stages of social play follow a similar pattern as the stages they went through to put the puzzle together.

Distribute the handout *Social Stages of Play* and review each point. Ask for individual volunteers to read each point.

Conclude the activity by addressing the first two *Key Talking Points* as a way to summarize the process in general terms and emphasize the importance of being familiar with it.

Key Talking Points

- Children's social play becomes more complex as they get older, come in contact with more people and their thinking becomes more symbolic.
- Being familiar with the social stages of play can help adults be responsive when they interact with children (e.g., not trying to convince a two-year-old to play with another child who is playing next to him).
- Infants (from birth to approx. 12 months) play with the adults around them.
- Older infants (approx. 12 to 18 months) play alone. They do not play with other children; they are interested in exploring objects.
- Toddlers (approx. 24 to 30 months) enjoy being around and watching other children, but they do not play together.
- Older toddlers (approx. 30 to 36 months) like to play side by side, but they do not combine their play or play together.
- Preschoolers (approx. between 3 and 4 years old) begin to interact and play together with other children; they start developing friendships.
- Older children (from approx. 4 years old) play together sharing goals for their play; they can cooperate to create play themes.
- The stages follow the same sequence of development, but children reach them at their own pace. The chronological age periods just provide a frame of reference.
- Older children engage in multiple types of social play throughout the day (e.g., a child can play alone, watch others play, join in, help determine the rules of the game).



USING OUR SENSES

Goal

To illustrate the importance of providing children with a variety of experiences, objects and interactions that allows them to use, and learn about all five senses

Materials Needed

- Easel
- Flip chart paper or white board
- Markers and pens
- 5 Sticky notes
- Empty gift bags
- Handout: *Module 3, Workshop 3, Activity 6: Using Our Senses*

Activity in Small Groups

- Divide the group into smaller groups of four or five.
- Give each group an empty gift bag. Ask the members to examine it individually and then, as a group, come up with a description of the bag.
- While the groups are working on their description, divide the paper or white board into five columns. Draw one of the following per sticky note: an eye, a hand, a nose, an ear and a mouth (corresponding to the five senses: sight, touch, smell, hearing and taste).

Sharing and Discussion

Invite the participants to share their descriptions with the larger group. As they describe the bags, write check marks in the appropriate columns. For example, “red” or “shiny” would get check marks under the eye (sight); “soft” or “hard” would get check marks under the hand (touch); “smells like perfume” would get a check mark under the nose (smell); and so on.

Explain what the sticky notes mean and have the group reflect on the results for a moment. Then, engage the participants in a discussion based on their descriptions. The following questions and the *Key Talking Points* can help guide the discussion:

- *How many senses did the groups use to describe the bags?*
- *Which sense was used the most?*
- *Why is it important to be aware of what senses tend to be used more frequently in daily life?*
- *How does this activity relate to children’s play and learning?*

Brainstorm

Conclude the activity by asking the participants to brainstorm things that adults can do that can help children develop learning connections using all their senses. Complement their answers with the information provided in the handout *Using Our Senses*.

Note: Distribute the handout after the participants have had a chance to voice their ideas.

Key Talking Points

- Children learn about the world around them exploring through their senses. The brain stores the information it receives and sorts it out. Then, in turn, children use that information to refine their exploration.
 - Images, looks and visual effects are everywhere (e.g., store windows, television programming, commercials, billboards, movies, computer games, art galleries).
 - Learning connections are developed through exposure and exploration. If the learning connections aren't used, they get lost.
 - It is important for adults to be aware of their sensory preferences (i.e., what senses they tend to use the most, both when they do things and when they interact with others).
 - Sensory preferences may influence the design of the play environment and the child/adult interactions. For example, *"Ginny, look at this pretty bear!" "Look, it moves its legs!" "Matt, let's look at the pictures on the wall!" "What color is that apple, Sandra?" "Did you see that?" "Look at that... What a beautiful castle!" "Johnny, don't touch that box!" "Mary, don't put that toy in your mouth!" "Tommy, don't play with your food!" "Pat, don't make so much noise with that drum set!"*
- Adults can encourage the use of all the senses, not necessarily all at once, by providing a diverse selection of toys materials and activities (e.g., different color paints; blocks of various shapes and sizes; listening to music and other sounds like blocks falling, the toy phone ringing or talking dolls; involving children when preparing lunch or snacks; sand and water; seashells with different textures).
 - Adults can help children learn more about the senses by enhancing their hands-on play experiences with interactions that focus on one or more senses (e.g., if the child is playing with play-dough, the adult could talk about its color, shape and size; talk about how it smells or how it feels to the touch: cold, hot, soft, hard, gooey, etc.; talk about what it sounds like when the child pounds on it, roll it or squeeze through his/her fingers).



MOVEMENT

Goal

To make the connection between movement, learning and development, and to provide examples of play activities that involve movement

Materials Needed

- Music player and different types of music (children's, classical, popular, jazz, sounds of nature, etc.)
- Worksheet: *Module 3, Workshop 3, Activity 7: Movement* (2 pages)
- Handout: *Module 3, Workshop 3, Activity 7: Movement*

Opening Statement

When children play, they move. Sometimes they move their whole body; other times just some body parts. Sometimes they move from place to place; other times they stay where they are. Some movements are more noticeable than others; they may have a purpose or they may happen just for fun.

Movement is part of growing up and it benefits the whole child, not just the child's arms and legs. Movement plays a role in children's physical, social-emotional, language and cognitive development.

Large Group Activities

Familiarize yourself with the information presented in the *Key Talking Points* before doing the activities that follow, and include it in your discussions as it becomes relevant.

Identify That Movement!

- Explain that the group will be playing a guessing game. Ask for three or four volunteers to act out the movements on the first page of the worksheet *Movement*, either rotating down the list or representing each movement as a group.
- Have the rest of the group guess and identify the movements.
- Make the connection between this activity and children's development of language skills (e.g., vocabulary). Emphasize the importance of going beyond "*That's great!*" or "*Wow, when did you learn to do that?*"

Simon Says...

- Explain to the participants that this is a made-up version of "*Simon Says...*" with no winners or losers, just individuals having fun.
- Assume the role of Simon and have the participants follow the instructions stated on the second page of the worksheet *Movement*.
- Make the connection between this activity and listening skills, creativity, strategizing, problem solving, identifying, etc.
- Point out that "*Simon Says...*" is often thought of as an activity led by an adult; however, children engage in this type of movements and interactions when they play on their own as well.

Let's Dance!

Pose the following questions and have a brief conversation with the participants:

- *What type(s) of music do you like?*
- *What do you do when you play music that you like?* (e.g., move to the rhythm, sing along, dance, imagine things, etc.)
- *What happens when you hear background music that you like?* (e.g., tap to the rhythm; move your head or your body; follow the rhythm with your foot; hum)

Play different types of music for a few minutes and invite the participants to join you as you start dancing or moving around. Note: Make it clear that participation in this activity is optional.

As a group, reflect on the experience (e.g., the movements, the feelings it generated, etc.). Then, explore how these types of play experiences relate to the motor skills, creativity, individuality and emotional development of children.

Distribute the handout *Movement* and go over the main points briefly before moving on to the next activity.

Key Talking Points

- When children move, they develop physical abilities such as muscle strength, balance, stability, coordination and flexibility. Movement also helps children stay physically fit.
- Children's active play is not silent. Children interact with each other; they use different tones and volume levels, depending on the situation; they listen; they sing; they create stories; they draw attention to their accomplishments; they ask for help and express emotions. In doing so, they learn communication skills and develop a sense of who they are and what they can do.
- Identifying, describing and talking about different types of movements helps the children expand their vocabulary.
- Movement is often combined with counting (e.g., Hide-and-Seek, Tag, Hop-Scotch); identifying (e.g., *Simon Says...* Head, Shoulders, Knees and Toes) and problem solving/strategizing (e.g., how to keep the hula-hoop from falling down; how not to get tagged; how to imitate a certain animal).
- Children's activity levels vary. It is important for adults to understand that being active is part of normal development. Adults should avoid identifying active children as hyperactive just because, in their opinion, they move too much or can't stay still very long. If adults suspect there is something atypical, they should consult with a pediatrician or a health care provider.



MANIPULATION

Goal

To make the connection between manipulating things, learning and development, and to provide examples of play activities that involve manipulation

Materials Needed

- Blocks of different colors and sizes
- Stacking rings
- Cloth books
- Shape sorter
- Beads and thread
- Buttons of different colors, sizes, textures and shapes
- Dominoes
- Interlocking building blocks
- Letter and number puzzles
- Play dough
- Scissors, glue sticks and rolling pins
- Magazines
- Handout: *Module 3, Workshop 3, Activity 8: Manipulating*

Rotating Groups

Set up the materials for this activity in four different areas of the room as follows:

Area #1: Big blocks of different colors and sizes, stacking rings, cloth books and shape sorter(s)

Area #2: Beads and thread, buttons, dominoes and interlocking building blocks

Area #3: Letter and number puzzles

Area #4: Play dough, scissors, glue sticks, rolling pins and magazines

Divide the larger group into four groups and assign an area to each group. Have each group rotate from area to area and play with the materials available. If time is limited, have the participants play in one area only.

Sharing and Discussion

Transition to a discussion by inviting the participants to share their thoughts about the experience (e.g., *Did they have fun? What did they like the most? How did they feel while they were playing?*)

Then, gear the discussion towards children's fun play and learning. Facilitate a conversation focusing on one area at the time. Use the sample topics suggested for each area and the information presented in the *Key Talking Points* as a guide.

Area #1: Good selection for infants and toddlers, basic skills, sorting, sequencing, colors, sizes, shapes, properties of objects (e.g., soft, hard), exposure to books

Area #2: Development of fine motor skills and small muscles, hand-eye coordination, sequencing, sorting, classifying, creativity, exposure to numbers

Area #3: Use of small muscles, problem solving, exposure to letters and numbers

Area #4: Development of fine motor skills and small muscle strength, hand-eye coordination, creativity, language development, characteristics and properties of objects (e.g., sticky, soft, smooth, sharp, round)

Distribute and review the handout *Manipulating* to conclude this activity.

Key Talking Points

- Children are engaged in manipulative play when they use their fingers and hands, put things together and take things apart.
- Manipulating helps children develop fine motor skills, small muscle strength and hand-eye coordination. These skills are needed for picking up things, holding pens and pencils, and guiding writing movements.
- Some things that children do that help develop fine motor skills, small muscle strength and hand-eye coordination include: grabbing, squeezing, poking, handling, picking things up with their fingers, holding and turning objects to examine them, cutting, pasting, pressing, and rolling.
- Manipulating provides children with opportunities to solve problems (e.g., puzzles, stacking rings, shape sorters, nesting cups).
- Some manipulative toys and materials can be used in many different ways, thus promoting creativity (e.g., beads, play-dough, blocks, pegs and pegboards). Others are intended to have specific solutions (e.g., puzzles and shape sorters).
- Children explore and learn about math concepts when they sort, count, or arrange things in sequence. Buttons, seashells, interlocking building blocks, large beads, etc. are often used this way.
- While manipulating, children can learn about volume, weight and the properties of objects (e.g., pouring water, sifting sand, stirring sand and water, pounding or rolling clay, squeezing play dough, handling rocks or other small objects).
- When children interact with other children or adults about what they are doing, they develop communication, language and social skills.
- When children work on putting together a puzzle, creating something with clay, developing colorful patterns, building roads with blocks, etc., they use their physical and mental skills. In the process, they learn about themselves, their preferences and what they can do.
- Children are encouraged and feel good about themselves when they share their accomplishments with responsive adults who focus on the process rather than the finished product. For example: Tessa stacks up several blocks, calls her creation a castle and runs to get her grandmother's attention: "*Nanny! I made a castle!*" Her grandmother, then, follows Tessa's lead and encourages her to show or talk to her about how she did it. She also comments on the colors, the sizes and the number of blocks Tessa used.



PRETEND PLAY

Goal

To identify strategies that can help enhance children's pretend/dramatic play and learning

Materials Needed

Video: *Child's Play: How Having Fun Turns Kids Into Adults*. 2004 (optional)

Worksheet: *Module 3, workshop 3, Activity 9: Pretend Play*

Handout: *Module 3, workshop 3, Activity 9: Pretend Play*

Opening Statement

Children like to pretend when they play; they like to imitate adults and recreate familiar situations. This helps them understand and deal with the world around them. Learning to pretend takes time; it is a developmental process. At first, children imitate adults and use specific, realistic-looking objects; they talk on toy telephones or use hairbrushes to comb their hair. Then, they start using objects as if they were something else; they use blocks as cars or as baby bottles, for example. From this point on, children's pretend play becomes progressively more abstract and complex, involving objects, themselves, others, make-believe situations, roles, etc. (e.g., they pretend to make a cake using sand and water; they say "*Let's be astronauts*" or "*Let's pretend we are going on a picnic*"; they have a make-believe birthday party and assign themselves roles: the birthday person, the guests or the adults). The development of rich pretend play scenarios is directly linked to the experiences children have to draw from.

*Note: You may want to show the segment about pretend play from the video *Child's Play: How Having Fun Turns Kids Into Adults* as another way to illustrate the concept of "abstract thinking".*

Brainstorm

Distribute the handout *Pretend Play* and read through all the strategies presented there.

Go back and discuss each strategy by asking the participants to think of examples that illustrate them. Use the information presented in the *Key Talking Points* to elaborate on the participants' answers (variety of experiences; exposure to, and knowledge about different roles; props; literacy props).

Activity in Small Groups: Scenarios

- Divide the group into smaller groups of four or five.
- Distribute the worksheet *Pretend Play* and assign a scenario to each group.
- Explain that the goal of the activity is to reflect on the previous discussion and think of strategies that can help enrich the specific children's pretend play experiences depicted in the scenarios of the worksheet. Rotate from group to group answering any questions that may come up, or providing examples to get the participants started.
- Go over each scenario as follows: Read the scenario to the group and ask the participants in the small group to share their strategies. Then, invite the rest of the participants to contribute to the discussion.
- Review the strategies presented in the handout *Pretend Play* one last time to conclude the activity.

Key Talking Points

- The more experiences children have with people and situations outside of their own environment, the more things and ideas they can incorporate in their pretend play.
- Familiarizing children with different roles, main and supportive, enhances their learning about the world around them. (e.g., in the grocery store: cashier, customer, bagger, specific department clerks, delivery people or customer service person).
- Adults can familiarize children with different roles while carrying out daily activities such as going to the grocery, appointments with the doctor or the dentist, bus and car rides, picking clothes up from the cleaners, washing clothes at the laundromat, going out to eat, preparing food at home, and so on.
- Field trips become rich experiences to draw from when adults point out and describe specific roles and situations, ask open-ended questions and focus on people rather than things.
- Encouraging children to play different roles allows them to experience situations or scenarios from different perspectives. (e.g., *How does it feel to be the doctor, the patient, the office clerk? What does each of them do? How do they interact with one another?*)
- Children use their imagination and knowledge of the world when they make their own props (e.g., making food with play dough instead of using store-bought plastic food encourages children to recall objects in their minds, think about shapes, colors, classification).
- Children explore literacy concepts when they create and use make-believe props like grocery lists, menus, bills, money, receipts, recipes, signs, etc.
- The use of multipurpose, not very detailed, props promotes more descriptive language use.
- Puppets, puppet theaters and flannel boards enable children to create and act out their own stories and scenarios.



SUPERHERO PLAY

Goal

To explore superhero play as it relates to children's learning and development, and to identify strategies that adults can use to manage this type of play

Materials Needed

- Signs with superhero/super heroine names on them (from the worksheet)
- Sticky notes
- Worksheet: *Module 3, Workshop 3, Activity 10: Superhero Play*
- Handout: *Module 3, Workshop 3, Activity 10: Superhero Play*

Walk About: Superheroes and Super heroines

- Prior to the workshop, make signs with superhero/super heroine names taken from the worksheet *Superhero Play* (or come up with additional names). You may select all of them or just a few. Include some names from the list of “unknown” names. Post the signs around the room and have sticky notes available.
- Ask the participants to walk around the room with some sticky notes and place them on the signs that have names they are familiar with or they have heard of.
- Take some time to observe the results of the activity before starting a discussion.

Opening Statement

Superheroes have been around for a long time; they appear in cartoons, comic books, television shows, movies, videogames, toy and costume stores, etc. Young children enjoy pretend play and by the time they reach the ages of four and five, some of their pretend play involves imitating superheroes. This is considered part of normal development. Superhero play, however, presents some challenges: it often involves some form of violent or aggressive behavior and/or language; it may send mixed messages (e.g., *Is pretending to hurt the “bad guy” good or bad?*); it may confuse children (e.g., fantasy vs. real life). Due to these challenges, some adults choose to discourage children from engaging in superhero play, or they ban it altogether. Other adults, on the other hand, find that managing it closely can be an alternative approach to dealing with this type of play.

Discussion

Engage the participants in a discussion about their experiences and thoughts about superhero play. Weave the *Key Talking Points* into the discussion as topics come up. The following questions and topics can serve as a guide to facilitate the discussion:

Have you ever observed a child or a group of children playing superhero? How old were they?

- Onset of superhero play as part of normal child development
- Connection between pretend play and superhero play

What were they doing?

- Behavior (violent, non-violent, etc.)
- Imitation
- Live play; playing with superhero figurines

Did they seem to be having fun? How do you know?

- Children’s perceptions of superhero play vs. adults’ perceptions

What do you think they were getting out of playing superhero?

- Power
- Sense of control
- Sense of doing something good (e.g., fighting or defeating the bad guy)
- Other developmental benefits of this type of play

What was your response to this type of play?

- Observing, responding, reacting
- Personal views and concerns about this type of play

How did it end? Did it get out of control?

- Managing this type of play

In your opinion, what are some things that adults can do to manage superhero play?

- Strategies to facilitate and manage this type of play

Distribute and review the main points stated in the handout *Superhero Play*.

Note: The participants may have strong opinions about superhero play in either direction. Emphasize that active participation is voluntary and encourage them to be respectful of other people’s opinions. Present the information objectively, so the participants can reflect on it and form their own opinions.

Key Talking Points

- Superhero play is a form of dramatic play and it is more frequently observed among four- and five-year-olds.
- Superhero play empowers children who, otherwise, have their lives planned and guided by adults. It is a chance for them to be in control and feel powerful.
- Pretending to be a superhero can help children face their fears and figure out ways to overcome them.
- When children pretend to be superheroes, they use their imagination and creativity to design their own superhero costumes, and to come up with different situations and props. In turn, they develop problem-solving skills as they examine different ways to get out of those situations.

Note: Be aware that capes or other costumes with strings may be a choking hazard; the strings can get strangled around the children's necks while they play and choke them. Replacing strings with Velcro® can be an option.

- Sometimes, children engage in superhero play using figurines. This can help the development of fine motor skills.
- Superhero play may help children expand their language and social skills (e.g., new words, negotiating roles, taking turns, etc.) as they interact with other children and adults.

- Superhero play often involves active play (i.e., running, jumping, bending, twisting). Active play helps develop muscle strength and promotes the development of balance, coordination and flexibility.
- Adults must closely supervise superhero play in order to minimize the amount of aggression involved.
- Some strategies that can help adults guide and manage superhero play include:
 - Reducing the exposure of children to media violence and aggression
 - Avoiding buying toys that encourage aggression or violence
 - Setting up a suitable space, preferably outdoors
 - Setting limits and defining rules about aggressive behavior
 - Limiting the time that children are engaged in this type of play
 - Talking about people who do great, positive things for others (e.g. firefighters, teachers, doctors, bus drivers, etc.) and encourage children to look up to them as real-life heroes and heroines.



ART

Goal

To explore the connection between art activities and children's learning

Materials Needed

- Music player and music
- Supplies to paint and draw with
- Supplies to paint and draw on
- Scissors and glue sticks
- Play dough
- Yarn, fabric scraps, buttons, feathers, egg cartons, empty fruit baskets, cotton balls, etc.
- Bubbles
- Copier paper
- Poster boards
- Handout: *Module 3, Workshop 3, Activity 11: Art*

Individual Activity: Hands on!

- Display all the materials around the room and play background music.
- Invite the participants to look around, select what they want, take it back to their seats and play with it.
- Observe them from a distance while they are engaged in this activity.
- Notify the participants when they have about one minute left before they have to stop.

Show and Tell

Invite a few participants to display their creations and/or talk about what they did, on a voluntary basis. Ask them how they did it; what materials they used; whom they interact with in the process; did they feel pressured towards the end? *Note: Avoid asking what it is.*

Ask the group for general feedback about the activity.

Discussion

Transition from the activity to a discussion by stating that art activities can be a lot of fun for children, as well as great learning opportunities. Then, turn it over to the participants by posing the following question: *What do children learn when they do art activities?*

Talk about the *Key Talking Points* using the participants' answers to guide the discussion. Add any information not mentioned by the group.

Distribute and review the handout *Art* to end the activity.

Key Talking Points

- Art experiences are not limited to drawing and painting. Cutting and pasting, molding, beading, weaving, playing with bubbles, making puppets, music, cooking, etc. also help children experience and experiment with art.
- Children can discover their preferences and exercise their individuality through art activities. Through art, children learn about themselves.
- Children often express their feelings through art. These feelings can be positive or negative. It is important for adults to let children talk about their creations rather than saying things like “Nice...” “How pretty!” or “Great!” What if the child was angry and the child intended the creation to be ugly or not nice?
- When children are able to talk about their creations, they feel proud. Adults can encourage children to talk about their creations by asking open-ended questions about the process rather than evaluating or judging the product.
- Art materials allow children to experiment with different colors, sizes, shapes, textures and densities. Art materials also provide opportunities for children to explore cause and effect. For example, what happens if I mix blue and yellow paint?
- Besides enhancing creativity, art activities help children develop hand-eye coordination, small muscle strength and problem-solving skills.
- Standing over the children, restricting their choices or pressuring them to finish what they are doing can hinder their creativity and hamper their art experience.



USING EVERYDAY OBJECTS AND MATERIALS

Goal

To identify everyday objects and materials that can be used to make toys, and to make take-home toys

Materials Needed

Refer to each individual project for materials needed

Handout: *Module 3, Workshop 3, Activity 12: Using Everyday Objects And Materials* (2 pages)

Homemade Toys

Decide how many toys each participant will make depending on how much time is allocated to this activity, the number of participants and the materials available.

Puzzle (Toddlers and Preschoolers)

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• A picture of your choice• A color copy of the picture• Cardboard cut to the size of the picture• Scissors• Glue sticks• Clear contact paper to cover the picture• Large envelope	<ol style="list-style-type: none">1. Glue the picture onto the cardboard.2. Cover the picture with contact paper.3. Cut the picture into pieces.4. Glue the color copy onto the envelope.5. Label the envelope according to the picture (e.g., flowers, cats, etc.).6. Store the puzzle pieces in the envelope.

Note: The size of the pieces should reflect the ability of the children who will be using the puzzle.

Rattle (Infants and Toddlers)

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Small plastic bottles with fitting lids• Beans, rice or small pebbles• Funnel	<ol style="list-style-type: none">1. Drop or funnel a handful of beans, pebbles or rice into the bottle.2. Close the lid tightly.3. Tape the lid shut (cellophane tape).

Note: Check often to make sure that the child using the rattle is not able to open the lid. Stop using the rattle once the child is able to do so.

Bag Puppets - people (Preschoolers)

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Paper lunch bags• Crayons, non-toxic markers, color pencils• Yarn• Buttons• Scissors• Glue sticks	<ol style="list-style-type: none">1. Lay the lunch bag flat with the folded bottom flap facing up.2. Draw the upper lip at the bottom of the flap, and the lower lip below it, on the bag.3. Draw or glue the features of the puppet (eyes, nose, hair, etc.)4. Place your hand in the bag and use your fingers to move the flap (i.e., the mouth of the puppet).

Note: Preschool children can make this type of puppets themselves and the decorating possibilities can go as far as the children's imagination. No two puppets will be the same.

Key Talking Points

- Before recycled materials are used, adults should:
 - Make sure they are made of non-toxic materials.
 - Clean them thoroughly.
 - Inspect them carefully for sharp or rough edges.
 - Determine if they are too small or a choking hazard.
- Homemade toys can save money and provide many hours of fun, especially if the children are involved in the process of designing and making them.
- Some household things to collect: milk cartons, plastic containers and lids, coffee cans, wooden utensils, paper plates, empty boxes of different sizes, toilet paper and paper towel tubes, buttons, yarn, fabric remnants, old socks.



DAILY ACTIVITIES

Goal

To discuss the importance of achieving a balance between free play, structured play and other types of activities, and to explore strategies to accomplish that goal

Materials Needed

Handout: *Module 3. Workshop 3, Activity 13: Daily Activities*

Opening Statement

Children seem genuinely happy when they play but sometimes they get cranky, restless or bored. Comments like “*I’m bored...*” “*I don’t know what to do...*” or “*There is nothing to do...*” are not uncommon, even when the environment offers plenty of opportunities for play. A closer look at what happens throughout the day can provide some clues as to why this may be happening. Adults, then, can use these clues to think of strategies that can help minimize this type of situations.

Individual Reflection: A Typical Day

Ask the participants to think of a typical day in their lives and what they do throughout the day (e.g., different types of activities, places they go to, people they come in contact with, breaks, meals).

Sharing and Discussion

Ask for a couple of volunteers to share their stories and encourage the rest of the group to listen carefully.

Based on the information presented, address the following points:

- Routines and basic needs (e.g., *Do they have routines? How well can they concentrate on something when they hungry? When was the last time that they lost interest in something because they were tired?*)
- Different types of activities (e. g., active, sedentary, by themselves, with other people, etc.)
- Places where the activities take place (i.e., indoors or outdoors)
- Decision making situations (e.g., being asked to do things; asking others to do things; choosing to do things on their own)

Draw a connection between the adults' experiences on a typical day and those of children's by identifying similarities and discussing the *Key Talking Points*.

Distribute and go over the handout *Daily Activities*.

Key Talking Points

- Children, like adults, function and learn better when they have their basic needs met. Having daily routines such as meals, snacks and sleeping or resting time is a way to ensure that this happens.
- Throughout the day, children should have opportunities to be active and slow down.
- Children like to be with other children, but they also enjoy their privacy and spending time alone.
- Being indoors all day limits the types of activities and play that children can engage in and can lead to not-so-positive child/adult interactions (e.g., “*No running in the house!*” “*Stop making so much noise!*”). A child's day should include indoor and outdoor playtime. If no outdoor space is available, adults should think of indoor activities that allow children to move their arms, legs and/or whole body (e.g., dancing, moving to music or jumping).
- Children are active, motivated learners. They need to have time to explore and select their own activities, and direct their own play (free play). A well set-up environment with developmentally appropriate toys and materials to choose from, as well as a safe outdoor space and active adult supervision are key elements for this to happen. During the day there has to be a balance between free play and structured play (play that is planned, initiated or led by adults).



CLOSING AND EVALUATION

Goal

To give the participants a chance to reflect on, and evaluate the presentation

Materials Needed

Handout: *Module 3, Workshop 2, Activity 15: Closing and Evaluation*

Closing

Ask the participants to reflect for a few minutes about the session and their thoughts about it. Thank them for attending and ask them to fill out the evaluation form.

MODULE THREE
PLAYING IS LEARNING

Workshop Three

Worksheets



Playing and Learning

SOCIAL STAGES OF PLAY - PUZZLE

Play with the adults around them.

1

2

3

4

Play alone; interested in exploring objects.

Watch other children play; don't play together.

5

6

7

8

Play side by side independently; don't play together.

Begin to interact and play together; start developing friendships.

9

10

11

12

Play together sharing goals; cooperate to create play themes.

13

14

15

16

Worksheet

Module 3, Workshop 3, Activity 5

Social Stages of Play

IDENTIFY THAT MOVEMENT!

- Scooting
- Cruising
- Running
- Hopping
- Kicking
- Throwing
- Bending
- Shaking
- Crawling
- Walking
- Jumping
- Skipping
- Reaching
- Stretching
- Twisting
- Swinging

Worksheet (1 of 2)
Module 3, Workshop 3, Activity 7
Movement

SIMON SAYS...

Touch your nose!

Hop on one foot!

Shake your hands!

Turn around!

Look at the window!

Walk forward!

Bend your knees!

Swing your arms!

Imitate an elephant!

Pretend you are a lion!

Pretend you are the wind!

Act like you are cold!

Worksheet (2 of 2)

Module 3, Workshop 3, Activity 7

Movement

PRETEND PLAY SCENARIOS

- Jake and Jessica are four and a half years old and like to play doctor. Jake always plays the doctor and Jessica plays the patient. Usually, Jessica says “*Doctor, it hurts here*” (as she points to where it hurts). Jake gives her medicine and sends her away.
- Sarah is three and a half. She enjoys playing house with her dolls. She usually feeds them and puts them to bed.
- Christina, Jill and Sonya wanted to play restaurant but they couldn’t find their pretend plastic food, so they moved on to doing something else.
- John and Trina just turned four years old. They like to pretend play but their scenarios are usually limited to playing grocery store or house. Even though they like pretending, they seem to get bored quickly.

Worksheet

Module 3, Workshop 3, Activity 9

Pretend Play

SUPERHEROES AND SUPERHEROINES

FAMOUS	UNKNOWN <i>(fill in a name for the sign, or leave blank)</i>
<ul style="list-style-type: none"> • Atom Ant • Batman & Batgirl • Buzz Lightyear • Catwoman • Elastigirl • Flash Gordon • Frozone • Hong Kong Fooey • Karate Kid • Kim Possible • Mighty Mouse • Mr. Incredible • Powerpuff Girls • Spiderman & Spidegirl • Stitch • Superman & Supergirl • Teenage Mutant Ninja Turtles • The Incredible Hulk • The Mighty Ducks • Underdog • Xena Warrior Princess • Zorro 	<ul style="list-style-type: none"> • ..., the firefighter • ..., the policewoman • ..., the Sheriff • ..., the bus driver • ..., the paramedic • ..., the doctor • ..., the truck driver • ..., the teacher • ..., the bagger • ..., the security guard • ..., etc.

Worksheet

Module 3, Workshop 3, Activity 10

Superhero Play

RATTLE (INFANTS AND TODDLERS)

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Small plastic bottles with fitting lids• Beans, rice or small pebbles• Funnel	<ol style="list-style-type: none">1. Drop or funnel a handful of beans, pebbles or rice into the bottle.2. Close the lid tightly.3. Tape the lid shut (cellophane tape).

Note: Check often to make sure that the child using the rattle is not able to open the lid. Stop using the rattle once the child is able to do so.

PUZZLE (TODDLERS AND PRESCHOOLERS)

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• A picture of your choice• A color copy of the picture• Cardboard cut to the size of the picture• Scissors• Glue sticks• Clear contact paper to cover the picture• Large envelope	<ol style="list-style-type: none">1. Glue the picture onto the cardboard.2. Cover the picture with contact paper.3. Cut the picture into pieces.4. Glue the color copy onto the envelope.5. Label the envelope according to the picture (e.g., flowers, cats, etc.).6. Store the puzzle pieces in the envelope.

Note: The size of the pieces should reflect the ability of the children who will be using the puzzle.

BAG PUPPETS (PRESCHOOLERS)

Materials Needed	Steps to Follow
<ul style="list-style-type: none">• Paper lunch bags• Crayons, non-toxic markers, color pencils• Yarn• Buttons• Scissors• Glue sticks	<ol style="list-style-type: none">1. Lay the lunch bag flat with the folded bottom flap facing up.2. Draw the upper lip at the bottom of the flap, and the lower lip below it, on the bag.3. Draw or glue the features of the puppet (eyes, nose, hair, etc.)4. Place your hand in the bag and use your fingers to move the flap (i.e., the mouth of the puppet).

Note: Preschool children can make this type of puppets themselves and the decorating possibilities can go as far as the children's imagination. No two puppets will be the same.

Worksheet

Module 3, Workshop 3, Activity 12

Using Everyday Objects and Materials

MODULE THREE
PLAYING IS LEARNING

Workshop Three

Overheads



Playing and Learning

SAFETY CONTRACT

We will respect each other.

We will speak one at a time.

We will listen to each other.

We will participate as
fully as we can.

Overhead

Module 3, Workshop 3, Activity 4

Safety Contract

MODULE THREE
PLAYING IS LEARNING

Workshop Three

Handouts



Playing and Learning

SOCIAL STAGES OF PLAY

Play with the adults around them.

Birth – 12 months

Play alone; interested in exploring objects.

12 to 18 months

Watch other children play; don't play together.

24 to 30 months

Play side by side independently;

don't play together.

30 to 36 months

Begin to interact and play together;

start developing friendships.

3 to 4 years old

Play together sharing goals; cooperate

to create play themes.

From 4 years old

Handout

Module 3, Workshop 3, Activity 5

Social Stages of Play

USING OUR SENSES

- Provide a diverse selection of toys materials and activities:
 - Different color paints
 - Blocks of various shapes and sizes
 - Listen to music and other sounds like blocks falling, toy phones ringing or talking dolls
 - Involve children when preparing lunch or snacks
 - Sand and water
 - Seashells with different textures
- Enhance hands-on play experiences with interactions that focus on one or more senses. For example, if a child is playing with play-dough, you may talk about:
 - The color, shape and size.
 - How it smells.
 - How it feels to the touch: cold, hot, soft, hard, gooey, etc.
 - What it sounds like when the child pounds on it, rolls it or squeezes it through his/her fingers.

Handout

Module 3, Workshop 3, Activity 6
Using Our Senses

MOVEMENT

Active play and movement help children develop the following:

- Muscle strength
- Balance and stability
- Coordination
- Flexibility
- Communication skills
- Language skills, including vocabulary
- Problem-solving skills
- Creativity
- Self-concept (i.e., They develop a sense of who they are and what they can do.)
- Self-esteem (e.g., They draw attention to their accomplishments, and feel proud of what they can do.)

Handout

Module 3, Workshop 3, Activity 7

Movement

MANIPULATION

Infants and Toddlers

- Big blocks (different colors and sizes)
- Nesting cups
- Stacking rings
- Cloth books
- Shape sorters
- Bead mazes
- Stuffed animals
- Floor puzzles

Preschoolers

- All of the above
- Art and crafts supplies (e.g., paper, crayons, markers, finger paint, chalk, glue, scissors, beads, thread, play dough, clay, etc.)
- Letter and number puzzles
- Everyday objects (e.g., utensils, dishes, telephones and other small pretend props)
- Small toys (e.g., figurines, cars, trucks, etc.)
- Interlocking building blocks

Handout

Module 3, Workshop 3, Activity 8
Manipulation

ART

Through art experiences, children:

- Discover their preferences, exercise their individuality and learn about themselves.
- Express their feelings, positive and negative (It is important for adults to allow children to talk about their creations and experiences.)
- Experiment with different colors, sizes, shapes, textures and densities.
- Explore cause and effect (e.g., What happens if I mix blue and yellow paint?)
- Develop hand-eye coordination, small muscle strength and problem-solving skills.

BEWARE! Standing over the children, restricting their choices, pressuring them to finish, or focusing on their end-product rather than the process can hinder their creativity and hamper their art experience.

Handout

Module 3, Workshop 3, Activity 11

Art

PRETEND PLAY

Strategies that can help enhance pretend play experiences:

- Expose children to a variety of experiences involving different people and situations outside of their own environment.
- Use daily activities, situations and field trips to familiarize children with different social roles:
 - Describe the specific roles and situations.
 - Ask open-ended questions.
 - Focus on people rather than things.
- Encourage children to play different roles.
- Have materials available so children can make their own props.
- Encourage the use of props that involve letters, numbers, writing and reading.

Handout

Module 3, Workshop 3, Activity 9
Pretend Play

SUPERHERO PLAY

Strategies to guide and manage superhero play:

- Reduce the exposure of children to media violence and aggression.
- Avoid buying toys that encourage aggression or violence.
- Set up a suitable space, preferably outdoors.
- Set limits and define rules about aggressive behavior.
- Limit the time that children are engaged in this type of play.
- Talk about people who do great, positive things for others (e.g. firefighters, teachers, doctors, bus drivers, etc.) and encourage children to look up to them as real-life heroes and heroines.

Handout

Module 3, Workshop 3, Activity 10

Superhero Play

USING EVERYDAY OBJECTS AND MATERIALS

- Before recycled materials are used:
 - Make sure they are made of non-toxic materials.
 - Clean them thoroughly.
 - Inspect them carefully for sharp or rough edges.
 - Determine if they are a choking hazard.
- Some household things to collect:
 - wooden utensils
 - paper towel tubes
 - fabric remnants
 - plastic containers and lids
 - empty boxes of different sizes
 - toilet paper rolls
 - coffee cans
 - old socks
 - milk cartons
 - buttons
 - yarn
 - paper plates

Handout

Module 3, Workshop 3, Activity 12
Using Everyday Objects and Materials

DAILY ACTIVITIES

Children benefit from a day that includes consistent routines and different kinds of play activities:

- Active play
- Quiet time
- Playing alone
- Playing with others
- Child-initiated and child-directed play (free play)
- Adult-guided activities
- Indoor play
- Outdoor play

Handout

Module 3, Workshop 3, Activity 13

Daily Activities

WORKSHOP EVALUATION

Three things I learned ...

1.

2.

3.

One thing I will try...

One thing I want to learn more about...

Handout

Module 3, Workshop 3, Activity 14
Closing and Evaluation

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