

Griffbereit

Familien entdecken gemeinsam
Spiel und Sprache



Resources for parents¹

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(now: Kommunale Integrationszentren; local integration centres)

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¹ The illustrations should under no circumstances reproduce or strengthen stereotypes. The objective is to represent the diverse society as far as possible.

² With the law for the promotion of social participation and integration in North Rhine-Westphalia of February 2012 the federal state NRW set new accents in integration and education policies. § 7 regulates the promotion of the local integration centres in districts and cities.

The federal state supports the local integration centres through the federal coordination centre (LaKI) which is constituted by the former RAA central office NRW and parts of the competence centre for integration affairs at the Arnsberg district government.

Table of Contents

Resources for parents	2
Foreword to parents	6
Foreword to GRIFFBEREIT parent coaches.....	7
1 Pointing	9
2 Clap your hands.....	10
3 Rocking	11
4 Hiding things	12
5 Looking at books	13
6 Oops!	14
7 Drawing.....	15
8 Looking at animals	16
9 Drumming	17
10 Opening and closing.....	18
11 Dancing.....	19
12 Round and round the garden	20
13 Stickle bricks	21
14 Tea time	22
15 In and out.....	23
16 Imitating each other	24
17 Books	25
18 The feeling game	26
19 Painting	27
20 Rowing a boat	28
21 Playing with balloons.....	29
22 A ring pyramid	30
23 A song about our bodies	31

24	Playing with dolls, teddies and cuddly toys.....	32
25	Going for a walk	33
26	Eyes, ears, nose and mouth.....	34
27	Playing with paper	35
28	Playing with a workbench	36
29	Making noises	37
30	Playing with bricks	38
31	Talking about animals	39
32	Fly away Peter, fly away Paul	40
33a	Taking a puzzle apart.....	41
33b	Putting a puzzle together	42
34	Walking on someone else's feet	43
35	Gluing things	44
36	Blow football	45
37	Playing shops.....	46
38	Tidying up toys together.....	47
39	This is the way the ladies ride	48
40	Playing with plasticine	49
41	Playing trains.....	50
42	Threading beads.....	51
43	Doing a forward roll	52
44	A finger play	53
45	Books with pictures.....	54
46	Painting with watercolours	55
47	Picture lotto	56
48	Touching and feeling things.....	57
49	The dressing-up game	58

50	Stacking cups	59
51	Helping at home	60
52	I Spy	61
53	Playing 'Concentration'	62
54	Playing outside with sand	63
55	Rolling and aiming a ball	64
56	Looking and listening carefully	65
57	Learning to get dressed	66
58	A home-made puzzle	67
59	Telling a story using a book	68
60	Telling a story using a flannel mitt or a sock	69
61	What goes together?	70
62	Playing with Lego or Duplo	71
63	Parts of the body	72
64	My family	73

Foreword to parents

This pack for the GRIFFBEREIT* playgroup can be used to collect sheets with ideas for play. These sheets explain how games and activities can be fun for your child while also helping them learn.

These resources are meant to be consulted at home, too: they'll help you do these activities at home with your child after playgroup.

Show this pack to other members of the family; sharing these ideas will encourage them to play with your child too.

If you have any comments or questions about these materials, just ask the playgroup leader.

We hope you and your child have a lot of fun playing!

Foreword to GRIFFBEREIT parent coaches

We've put together a collection of 64 play ideas for you and the parents you're coaching in the GRIFFBEREIT parent-child playgroup. Mums or Dads can do these activities with their children. We recommend that you demonstrate them at the weekly sessions with parents. They're meant to be fun while also stimulating learning for children.

Some of the play activities are more suitable for younger children, while others are better for older children. With the parents, choose ideas for play that are right for their children. The sequence of activities is geared to the children's ages and interests. All of them can be done with both girls and boys.

Please bear in mind that parents differ in their familiarity with children's play and games, and in their previous experience. Start by explaining to the parents how a particular game or activity will help their child's development, and what developmental aims can be achieved by playing it (in activity no. 4, 'Hiding things', for example, the child trains their memory and learns new words).

The main thing is that the parents play with their child; 'sticking to the programme' is less of a priority. Parents can contribute their own ideas for activities. It's particularly important that parents talk with their children about what they're doing together at any given time. For children, it's easier to learn the language if they can talk about everything they're doing. And the better your child's spoken-language skills, the easier it will be for them to bond and interact with other children.

Please make especially sure that parents appreciate the following points:

- The parents should make suggestions to the children during a play activity, and allow them to decide for themselves what they want to do. For instance, in activity no. 4, 'Hiding things': "Should I hide several things under the tea-towel or just one?" It's important for the child to be able to express their desires and how they feel.
- The parents need to be able to understand why they're doing a particular play activity with the child.
- They should praise their child when he or she has succeeded in doing something. The parents' sheets end with specific suggestions for what to say when giving positive feedback.
- Parents should encourage children to try again when they don't succeed at something first time round.

When you meet the parents again at the next morning session, talk with them about what they experienced when doing the suggested play activities at home with their child. Praise their efforts and encourage them to continue with these activities.

Also use the playgroup sessions to introduce new play materials, picture books, art and craft materials, etc. Thank you!

Detailed instructions on running playgroups using the GRIFFBEREIT approach are given in the 'Handbook for GRIFFBEREIT Parent Coaches'. This in-depth resource contains all you need to know about this approach. And the following materials are available as online files for downloading:

- Handbook for GRIFFBEREIT parent coaches
- 64 programme modules in German
- 64 programme modules in Turkish
- 64 programme modules in Russian
- 64 supplementary plans to expand on the original programme
- Songs in German
- Songs in Turkish
- Songs in Russian

We wish you the best of success in applying the GRIFFBEREIT approach to your parent-child groups!

1 Pointing



What will your child learn?

- To look carefully in a particular direction
- To understand words
- (Later) To repeat words they hear

What will you need?

- Your own familiar surroundings (at home or in the neighbourhood, for example)

WHAT YOU CAN DO

- Hold your child in your arms or on your lap.
- Look in the direction your child is looking.
- Point to whatever they're looking at and say what this object is called.
- Point to the sofa, the lamp, a chair, etc., and say what these things are called.
- Ask your child: "Where's the lamp? Where's the chair?"

Give your child positive feedback:

- "Yes, it's a chair, well done, that's right!"

2 Clap your hands



What will your child learn?

- Words
- To copy other people's movements
- Rhythm

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Sit opposite each other and sing this song while doing the actions:

If you're happy and you know it, clap your hands
 If you're happy and you know it, clap your hands
 If you're happy and you know it, and you really want to show it
 If you're happy and you know it, clap your hands!

(Repeat with other words/actions: "stamp your feet", "pat your head", "go like this", ...)

- Choose another song or nursery rhyme that you know. Sing it to your child and do the actions with them.

Give your child positive feedback:

- "You can lift your hands really high, can't you!"
- "Hey, you're singing along with me, that's great!"

3 Rocking



What will your child learn?

- To do a shared activity

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Sit your child on the floor in front of you.
- Stand behind your child and bend down.
- From below, wrap your hands around your child's lower legs.
- Clasp your hands firmly around your child's knees.
- Tell your child you're now going to rock them – then cradle the child gently back and forth and side to side.
- While doing this you can sing, "Rockabye, rockabye, rockabye."

Give your child positive feedback:

- Talk with your child and praise them.

4 Hiding things



What will your child learn?

- To train their own memory
- New words

What will you need?

- A tea-towel
- Objects that can be hidden under it

WHAT YOU CAN DO

- Let your child touch, feel and look at the tea-towel and the various objects; they may want to put it them in their mouth.
- Hide an object – a cup, say – under the tea-towel.
- Ask your child: “Where’s the cup?”
- You or your child pull the tea-towel away. “THERE’s the cup!”
- Repeat the game by hiding another object.
- Hide your face behind the tea-towel and then pull the cloth away, calling “Peekaboo!”

Give your child positive feedback:

- “Well done, you remembered that the cup’s under the tea-towel!”

5 Looking at books



What will your child learn?

- To recognise words
- To recognise pictures
- To familiarise themselves with books

What will you need?

- Books made of board, plastic or cloth, with one or more pictures on each page

WHAT YOU CAN DO

- Your child can open the book and look at it.
- Point to the pictures one by one and say something about them.
- Ask questions about the pictures, such as: "Where are the shoes? Have you got shoes on too?"
- For young children, it may be enough to look at just one picture.

Give your child positive feedback:

- "It's such fun looking at picture books with you!"

6 Oops!



What will your child learn?

- To do a shared activity
- To keep their balance

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Hold your child on your lap facing you.
- Hold your child's upper body firmly with your hands.
- Use the following 'knee-jogging' nursery rhyme:

One, two, three,
Baby's on my knee
One, two, three, four,
Oops! Baby's on the floor!

- Try bouncing your child first on one knee, then on the other.
- When you say "Oops", let your child slip between your knees.
- You could bounce your child especially high at the word 'three' or 'knee'.

Give your child positive feedback:

- "It's such fun bouncing with you!"

7 Drawing



What will your child learn?

- To hold a wax crayon or coloured pencil
- To draw lines, dots and (later on) circles
- To do a creative activity

What will you need?

- Thick, short coloured pencils, wax crayons or pavement chalk
- A large piece of paper or card (old card is also fine) or the pavement

WHAT YOU CAN DO

- Sit at the table with the drawing materials.
- Give the child the paper and a crayon or pencil, and see what they do with them.
- Show your child how to draw: draw a few lines and dots.
- As long as your child is enjoying it (which will usually be for a few minutes), keep drawing together.
- Afterwards, look at the picture together: say what you can see.
- Hang the picture up or put it in a prominent place.

Give your child positive feedback:

- "That's a lovely blue line."
- "See, you can make dots, well done!"

8 Looking at animals



What will your child learn?

- To recognise animals in the local area: what do they look like? What do they do? What noises do they make? How does it feel when you touch them?
- The names of animals and the different parts of their bodies

What will you need?

- One or more animals that you have access to (by going to the zoo, for instance)

WHAT YOU CAN DO

- You can go and see an animal (or several animals) together, and stroke them if they're tame.
- Tell your child what the animals are called.
- Imitate the sounds the animals make and encourage your child to try this too.
- You can sing the song 'Old MacDonald had a farm' with your child.
- Point to the animals' heads, paws, tails and bodies and describe what they can do with them (eat, stand, wag, swish away flies, etc.).
- Be aware of what has particularly caught your child's attention and tell them more about these things.

Give your child positive feedback:

- "Oh yes, that's nice and soft! The doggie likes you stroking him, doesn't he!"
- "You're very good at making goat noises: baa, baa!"

9 Drumming



What will your child learn?

- To make various noises using a stick or wooden spoon
- To tell different sounds apart (which is an important skill in language-learning)

What will you need?

- A tin firmly sealed with a lid (perhaps filled with dried peas or rice), or a drum
- A stick or a wooden spoon

WHAT YOU CAN DO

- Fill the tin with rice or peas and seal the lid.
- Your child can play with it this 'drum' by beating it, shaking it, making it roll around, etc.
- You can demonstrate how to beat the drum loudly or softly.
- Say the words 'loud' and 'soft'.
- You can show your child how to make drumming noises by banging on other things like the floor or the table.
- Your child can imitate the noises they hear.
- You can stamp your feet on the floor together (but caution is advised if you have people living below you!).

Give your child positive feedback:

- "Yes, that's great, you're really good at this, aren't you!"
- "Well done – you can bang on the floor loudly AND softly!"

10 Opening and closing



What will your child learn?

- To make deliberate movements with their fingers and hands
- Different ways of opening and closing things
- To reason for themselves
- The words/concepts 'open' and 'closed'

What will you need?

- Things that can be opened and closed in different ways, like a matchbox, a box with a lid, a biscuit tin, and a container with an attached lid

WHAT YOU CAN DO

- Give your child the tin, box, etc., so that they can have a good look at them.
- Show your child how the various things are opened and closed.
- Each time, say 'open' and 'closed' very clearly.
- Take your child's hands in yours, and open and close them together.
- When your child has learned to do this, they'll want to do it again and again.

Give your child positive feedback:

- "Yes, good, that's how to open the tin!"
- "Well done, you can close the door!"

11 Dancing



What will your child learn?

- To listen
- Rhythm
- To move to music

What will you need?

- Music

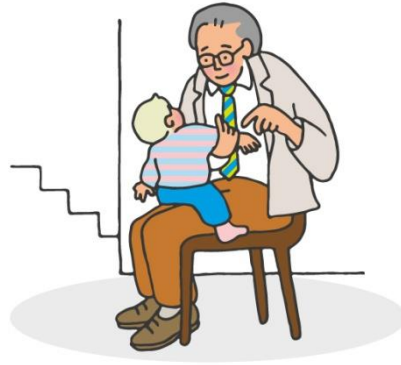
WHAT YOU CAN DO

- Put on some music or make music yourself.
- Take your child by the arm or hold them in both hands.
- Dance with your child.

Give your child positive feedback:

- "It's such fun dancing with you!"

12 Round and round the garden



What will your child learn?

- To do a shared activity

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Hold your child in your lap, with their face towards you.
- Run two fingers along your child's arm up to their neck and say:

Round and round the garden	<i>(trace a circle in the palm of the child's hand)</i>
Like a teddy bear	
One step, two steps	<i>(slowly walk two fingers up the child's arm)</i>
Then tickle you under THERE!	<i>(tickle them under the armpits)</i>

Give your child positive feedback:

- "It's such fun doing this with you!"
- "You've got such a beautiful smile!"
- "I love it when you give me that gorgeous laugh!"

13 Stickle bricks



What will your child learn?

- To make movements with their arms and hands
- Construction skills; different ways of putting things together
- Hand-eye coordination

What will you need?

- Stickle bricks

WHAT YOU CAN DO

- First, let your child enjoy some free play, touching and feeling the bricks. Give them plenty of attention.
- Show your child how the individual pieces can be put together.
- Make a pile of bricks so that the child can see how they stick together.
- Do this again; maybe your child will imitate you.
- Pull the stuck-together bricks apart, making sure your child can clearly see what you're doing.
- See whether your child wants to do the same.

Give your child positive feedback:

- "Yes, that's it, pull hard and the bricks will come apart!"
- "You're really good at building things!"

14 Tea time



What will your child learn?

- To pretend and invent
- To play and talk with others

What will you need?

- Cups or mugs
- Teaspoons
- A small teapot

WHAT YOU CAN DO

- With your child, look at the cups, teaspoons and the teapot and talk about them.
- Pretend to pour and drink a cup of tea.
- Pretend to pour another cup, and give it to your child: "Look, a cup of tea. Would you like a cup of tea as well?"
- Ask your child to pour you another cup of tea and pretend to drink it.

Give your child positive feedback:

- "What a delicious cup of tea you gave me! I'd love to have another cup."
- "You're really good at pouring it into the cup. Who are you going to give this cup to?"

15 In and out



What will your child learn?

- To develop their own powers of reason
- To use the words/concepts 'in' and 'out'

What will you need?

- A cardboard box with cups, spoons, and empty boxes and tins

WHAT YOU CAN DO

- With your child, look at all the objects and let your child play with them for as long as they want.
- Now put the spoons in a cup and the cup in an empty tin.
- While doing so, say clearly to your child: "Look, I'm putting the spoons **IN** the cup and I'm putting the cup **IN** the tin!"
- Ask your child to put one of the smaller boxes **IN** the cardboard box. Help them if necessary.
- Now take all the things **OUT** of the box, saying clearly: "Now I'm taking everything **OUT** of the box."
- Alternate with your child. You put something **IN** the box, and your child takes it **OUT**; then swap.

Give your child positive feedback:

- "Good, you're holding on to the cup nice and tight, now please put it **IN** the box. And now please take the spoon **OUT** of the cup. Well done!"

16 Imitating each other



What will your child learn?

- To observe closely
- To imitate someone

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Wave at your child and ask them: "Can you do this too? Wave back at me!"
- After waving, perform a different movement and ask your child to imitate this too.
- Observe your child and then imitate one of their movements.
- Sing an action song that involves imitating, such as:

Everybody do this*, do this, do this
Everybody do this, just like me!

**Alternate actions: clap hands, wave hands from side to side, stamp feet,*

...

Alternatively, substitute your child's name: "Katie, will you do this..."

Give your child positive feedback:

- "Aren't you're good at copying!"
- "You're brilliant at waving/clapping/stamping your feet!"

17 Books



What will your child learn?

- To look at pictures and books
- To listen to a simple story
- Language skills

What will you need?

- A book about clothes

WHAT YOU CAN DO

- Take your child on your lap or have them sit next to you on the sofa.
- Have your child look at the pictures in the book.
- Say what the pictures show. Make up a whole story rather than just naming the individual items of clothing.
- Point out the different clothes in the book and ask your child: "Where's your shirt?"
- Have your child turn the pages themselves.
- If your child mispronounces a word, repeat the word in a whole sentence. For example, if they say 'trousers' (for 'trousers'), then say: "Yes, that's a pair of trousers!"

Give your child positive feedback:

- "You like looking at the book, don't you!"
- "Well done, you can turn the pages all alone!"

18 The feeling game



What will your child learn?

- To feel things using their hands

What will you need?

- Objects made of different materials, such as wool, plastic, wood, (thick) glass and metal

WHAT YOU CAN DO

- Put out the objects you want to use. Ideas: a scarf or a soft toy, a plastic container, a teaspoon, a milk bottle, a spoon,
- With your child, touch and feel the objects with your hands and against your cheeks.
- Talk with your child about what these things are and how they feel: hard or soft; rough or smooth; warm or cold; nice or not nice.

Give your child positive feedback:

- "You're feeling it with your nose – that's a good idea!"
- "Yes, you're right, that IS cold!"

19 Painting



What will your child learn?

- To make controlled hand movements
- Hand-eye coordination
- To express themselves creatively and to use their own imagination

What will you need?

- A plastic sheet to cover your work surface (a bin-bag, for example)
- A sheet of newspaper or another piece of paper for painting on
- A wide, short-handled brush
- Water-soluble paint mixed with water in a shallow pot
- A plastic bin-bag and a pair of scissors

WHAT YOU CAN DO

- Put the plastic sheet on the table and tell your child what the two of you are going to do.
- Cut three holes in the bin-bag (for head and arms) to make an apron for your child to put on.
- Put out the newspaper, paint and brush.
- Dip the brush in the paint and paint a big blob or line on the paper.
- Give the brush to your child. If necessary, help them with dipping it in the paint and with painting. But make sure you also give your child a chance to try painting unaided.

Give your child positive feedback:

- "That's lovely red blob, isn't it!"

20 Rowing a boat



What will your child learn?

- Words
- To play together

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Sit on the floor facing your child.
- Take hold of each other's hands.
- Pretend to be sitting in a boat and rowing: pull both of your child's hands towards you and lean back. Now push them away while bending forwards.
- Now and again, change your speed or 'row' on one side only.
- Talk or sing together during the activity.

Give your child positive feedback:

- "You're a very good rower, aren't you!"

21 Playing with balloons



What will your child learn?

- They'll discover different ways of playing with an object
- They'll learn to move better

What will you need?

- One or more balloons
- (Optional) A piece of ribbon

WHAT YOU CAN DO

- Blow up the balloon and let the air out so it makes a funny noise.
- Blow up the balloon and then let it go so it flies around the room.
- Blow up the balloon (not too much, so it doesn't burst) and tie it.
- Let your child touch and feel the balloon, smell it, hit it and pinch it, catch it and hide it. Always provide a running commentary on what your child is doing.
- You can now play with the balloon together by batting it back and forth.

Give your child positive feedback:

- "You can throw the balloon really high, can't you!"
- "You're really good at catching the balloon!"

22 A ring pyramid



What will your child learn?

- To control their own hand movements
- To tell different sizes and colours apart
- Hand-eye coordination; the 'doing and seeing' approach

What will you need?

- A pyramid of rings on a rod

WHAT YOU CAN DO

- Give your child the pyramid and allow them to play with it as long as they want to.
- Show your child how to stack the rings on the rod (at this stage, it doesn't matter what order they go in).
- With your child, try putting the rings in piles or just rolling them around the room.
- Commentate on what you're doing.

Give your child positive feedback:

- "Yes, you can put the ring on your head if you want to."
- "You've made a lovely pyramid there."
- "You're very good at rolling the rings, aren't you!"

23 A song about our bodies



What will your child learn?

- The names of the various parts of the body
- To move to music

What will you need?

- A song

WHAT YOU CAN DO

- Sit facing each other.
- Sing a suitable song together, such as 'Head and shoulders, knees and toes' or recite a poem or nursery rhyme and move to it.

Head and shoulders, knees and toes
 Knees and toes
 Head and shoulders, knees and toes
 Knees and toes
 And eyes and ears and mouth and nose
 Head and shoulders, knees and toes
 Knees and toes!
Touch the parts of the body that are mentioned as you sing the song.

Give your child positive feedback:

- "You've got a lovely voice! Yes, move in time to the music!"
- "You really know the parts of the body, don't you!"

24 Playing with dolls, teddies and cuddly toys



What will your child learn?

- To imaginatively recreate events of their own experience
- To role-play and try out acting in different ways through play
- To use language (i.e. form words and sentences)
- Note: Playing this way is important not just for girls, but also for boys

What will you need?

- Various dolls (male and female), cuddly toys and teddies
- Everyday household objects such as a small plate and a teaspoon
- A cloth, a towel and a flannel mitt

WHAT YOU CAN DO

- You can start by letting your child enjoy some free play with the doll or the cuddly toy.
- Don't interfere when your child is playing with the doll all by themselves.
- If your child is unable or unwilling to take the initiative, give them some ideas. For example, say: "Isn't your dolly hungry?" You can then take the plate and the spoon and pretend to feed the doll yourself.
- Show your child how to dress and undress the doll or put its nappy on.
- When you're playing together, provide a commentary on what you're doing.

Give your child positive feedback:

- "So you're giving your dolly something nice to eat, are you?"
- "You really love your dolly, don't you!"
- "Have you given your dolly a name?"
- "That's a really lovely name."

25 Going for a walk



What will your child learn?

- To maintain direction when walking
- Words and phrases about things that they see

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Go for a walk together outside or in the house.
- Be aware of what your child is looking at and tell them something about these things:

"That's outside. Shall we have a look outside? What can you see there, a tree and a doggie? Look, the doggie's running, isn't he! The doggie's got a tail, can you see it? The doggie's wagging his tail. What can you hear, a car? Look, what a big car!"

- If you provide the child with a lot of spoken input in the language you speak best, they'll help them successfully learn to speak themselves.

Give your child positive feedback:

- "Well done, you can walk a really long way, can't you!"
- "Talking to you is fun, you can say so much!"

26 Eyes, ears, nose and mouth



What will your child learn?

- The names for the various parts of the face
- Note: Exposure to books will help children become familiar with them and be aware that the things they see in books also exist in reality

What will you need?

- It's not strictly necessary, but you can also use a book or pictures of faces (or perhaps dolls)

WHAT YOU CAN DO

- Start by pointing to the parts of the face that your child may already be familiar with and say what you can do with them: "What can I do with my mouth? I can talk and I can eat."
- Point to your ears and say: "These are my ears. I've got two ears, look! You've got two ears as well." Then point to one of your child's ears and say: "That's your ear, you can hear with it."
- Do this again and ask your child to point to one of their ears. Maybe your child will try to say the word 'ear'.
- Point to the eyes, nose and mouth and (if your child shows interest), your cheeks and chin as well.
- You can also show them parts of the face using pictures or a doll.

Give your child positive feedback:

- "Yes, that's right, it's an ear." (Even if your child can't say the word properly yet, remember they hear it pronounced correctly every time you say it.)

27 Playing with paper



What will your child learn?

- They'll discover how paper feels and what we can do with it
- They'll learn to use their hands for a specific purpose
- They'll learn to tell the difference between different sounds (which is important in language-learning)
- Shapes, sizes, ...

What will you need?

- For example: an empty paper bag, a used envelope, advertising materials or an old newspaper, a white sheet of paper

WHAT YOU CAN DO

- Give your child the paper so that they can have a good look at it and try and find out what it can be used for.
- Commentate on what your child is doing with the paper.
- Show your child what else we can do with paper: we can roll it up and use it as a tube for speaking through or letting something slide down; we can rustle it, tear it up, fold it, paint with it,
- Screw up the paper and roll it.

Give your child positive feedback:

- "Go on, try it again!"
- "You can make lots of noises with the paper, can't you!"
- "Good thinking, well done – see, it works!"

28 Playing with a workbench



What will your child learn?

- They'll make deliberate movements with their arms, hands and fingers
- The interplay of eyes and hands, seeing and doing
- They'll add to and expand their vocabulary
- They'll learn about new objects
- Note: Girls can enjoy some 'equal opportunities' learning!

What will you need?

- A workbench

WHAT YOU CAN DO

- Give your child the workbench with the tools and accessories (introduce the tools one at a time as appropriate) so that the child can play with them.
- Make sure that you show how the various tools and materials (like hammer and nails/pegs) go together.
- Show your child how the tools and the materials are used; for example, use the hammer to bang in the pegs.

Give your child positive feedback:

- "You're very good at hitting the pegs!"
- "Hit it hard: BANG! Now hit it softly: tap, tap! Well done!"
- "You're really good at this, aren't you!"

29 Making noises



What will your child learn?

- To make movements using their mouth (which is important in learning to speak)
- To listen to sounds and words (which is also important in learning to speak)
- To pay attention and to imitate someone else
- Your child's perception will be trained

What will you need?

- No special materials are needed

WHAT YOU CAN DO

- Sit facing your child.
- Smack your lips and blow – look to see whether your child does the same.
- Name an animal your child knows. Imitate the noises it makes.
- Point to various objects, such as a car, a clock or a whistling kettle, and imitate these sounds. Your child is bound to try and imitate you in turn.
- From some distance away, call out to your child through some rolled-up paper used as a megaphone.

Give your child positive feedback:

- "Hey, you can make the sound of a car!"
- "'Ssssss'", yes, that's right, that's the noise a snake makes."

30 Playing with bricks



What will your child learn?

- To make deliberate movements of their arms and hands
- Early 'construction awareness' (building and stacking things)
- To develop their imagination
- Hand-eye coordination
- The names of different colours

What will you need?

- Building bricks or boxes

WHAT YOU CAN DO

- Give your child some building bricks or boxes and allow them to play with them for as long as they want.
- Watch your child at play and talk about what they're doing.
- Show your child how bricks or boxes can be piled up to make a tower.
- With your child, knock down the tower and build it again.
- Use the bricks to make a train by lining them up one behind the other. Your child can 'drive the train' by pushing the bricks.
- Arrange the bricks by colour: side by side or one behind another.

Give your child positive feedback:

- "What a lovely tall tower you've made!"
- "You've chosen a nice colour for your train, haven't you!"

31 Talking about animals



What will your child learn?

- Familiarity with different animals
- To listen carefully
- To look at pictures
- Familiarity with books

What will you need?

- A book with pictures of animals
- Cuddly toys

WHAT YOU CAN DO

- Your child can hold a book and look at it.
- You can point to an animal and say what's special about it.
- Ask your child: "Where's the cow? Show me. Well done – and now the horse."
- You can imitate animal sounds and ask your child: "How does a cow go? How does a horse go?"
- If your child is already two or three years old, you can say something about what the animals are like: "A donkey is strong and is good at carrying things. A kitten is small and has soft fur."
- If your child mispronounces a word, you can use this word again in a complete sentence. If they say "Wabbit", for instance, you can reply: "Yes, it's a little brown rabbit, isn't it," rather than making an overt correction.

Give your child positive feedback:

- Yes, that's a dog, well done!"
- "You can make some lovely animal noises, can't you!"

32 Fly away Peter, fly away Paul



What will your child learn?

- Language: words, sound and rhythm
- To look for something that's disappeared: good for improving orientation skills

What will you need?

- A felt-tip pen or a coloured pencil with a moistened tip

WHAT YOU CAN DO

- Draw a (bird's?) face on one of your fingernails on each hand.
- Show your child the faces and tell them that these characters/birds are called Peter and Paul and that they can fly. "Listen, I'll tell you about them!"

Two little dicky birds sitting on a wall

One named Peter, one named Paul *(Hold up first one index finger, then the other)*

Fly away Peter, fly away Paul *(First Peter, then Paul 'flies away' and hides behind your back)*

Come back Peter, come back Paul! *(Hold up your fingers again)*

- Repeat the verse. When you hide them, ask your child, "Where's Peter? Where's Paul?"

Give your child positive feedback:

- "Well spotted! That's right, Peter and Paul are behind my back!"

33a Taking a puzzle apart



What will your child learn?

- To grasp an object precisely between thumb and forefinger
- Hand-eye coordination
- To control their own hand movements
- To look at pictures more closely

What will you need?

- A peg puzzle

WHAT YOU CAN DO

- Start by letting your child play with the puzzle as they wish.
- After a while you can point to the individual pieces of the puzzle and say something about them.
- You can ask your child to show you the separate pieces.
- Show your child how to take a piece out of the puzzle.
- Children will normally spontaneously imitate this action; if yours doesn't, ask them to.
- You can also turn this into a 'noise game' by knocking the pieces against each other.

Give your child positive feedback:

- "Yes, that's right. You can also turn the puzzle over, then the pieces will fall out.
- "Well done, you're really good at taking the pieces out!"

33b Putting a puzzle together



What will your child learn?

- To look for shapes that belong together (this is good for developing reasoning skills)
- To make deliberate movements of their hands and fingers
- To coordinate movements with their thumb and forefinger
- To look more closely at different shapes, colours and pictures

What will you need?

- If your child is one year old: a peg puzzle
- If your child is older: a normal puzzle (four pieces is big enough to start with)

WHAT YOU CAN DO

- Talk with your child about what can be seen on the puzzle pieces.
- Take out two of the pieces.
- Show your child how to put two pieces together; look to see where each piece belongs in the puzzle, and twist and turn the pieces until they fit.
- Ask your child to add a piece to the puzzle (if they can't manage it, help them until they succeed).
- Help your child with hands and words: "Turn the piece; that's it! Turn it a bit more – back a bit – there you are!"
- If your child doesn't succeed and gets frustrated, reassure them and give them an easier piece to put in.

Give your child positive feedback:

- "You put the piece in in just the right place, well done!"

34 Walking on someone else's feet



What will your child learn?

- To cooperate
- To keep their balance

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Stand your child on your feet and walk around like this together.
- Sometimes slow down and sometimes speed up, saying "slow" and "fast".
- Alternate between big and little steps and commentate appropriately.
- Walk like different animals: waddle like a duck, plod like an elephant, ...
- For a change, have your child walking on your feet facing outwards.
- You can use this action song:

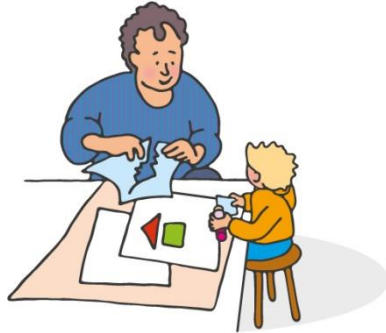
I went to school one morning and I walked like this*
 I went to school one morning and I walked like this
 I went to school one morning and I walked like this
 All on my way to school!

(*Variations: waddle, plod, jog, crawl, big steps, little steps, ...)

Give your child positive feedback:

- "You can make nice big steps, can't you! Hey, you can take really fast steps, too! And you can even walk backwards – well done!"

35 Gluing things



What will your child learn?

- Skills in moving their hands (these will be developed)
- Hand-eye coordination
- How to use a glue stick
- Sense of touch (this will be developed)

What will you need?

- An old newspaper to cover the work surface
- Paper that can be torn up
- A piece of strong paper
- A glue stick

WHAT YOU CAN DO

- Show your child the various things and say what they're called.
- Show your child how to tear paper into little pieces.
- Ask your child to tear up the paper.
- Show your child how to use the glue stick.
- Ask your child to spread glue on the bits of paper.
- Together, stick the glue-smeared bits of paper onto the sheet of strong paper and commentate on what you're doing.

Give your child positive feedback:

- "You're good at tearing up the paper, aren't you!"
- "You can press really hard!"
- "You've glued that nice and firmly."

36 Blow football



What will your child learn?

- To be aware of their breathing
- To use their breathing in a different way
- To train the muscles in and around their mouth, which will help them to articulate speech
- To consciously move their lips and tongues
- To do a shared activity; to play with others

What will you need?

- A table tennis ball or ball of cotton wool
- (Optional) Two straws
- (Optional) A mirror

WHAT YOU CAN DO

- Give your child the ball so that they can become familiar with it, see it, touch it and feel it.
- Tell your child what you're going to do with the ball.
- Blow the ball along the table towards your child.
- Ask your child to blow it away again.
- If that works, you can blow the ball back and forth to each other.
- You can also blow the ball to each other using the straws.
- Look at yourselves in the mirror while blowing.

Give your child positive feedback:

- "Hey, you can blow really hard, well done!"
- "You can blow the ball a long way, can't you!"

37 Playing shops



What will your child learn?

- To re-enact familiar situations
- To play with others
- Many new words and phrases

What will you need?

- A bag of some kind
- Empty milk cartons, plastic cups, boxes
- An old purse
- Buttons, plastic coins or euro cents can be used as money

WHAT YOU CAN DO

- One at a time, give your child the 'goods' for the shop.
- Take the bag and the money yourself and invite your child to play: "Good morning, I'd like to buy something from you. Could I have a litre of milk, please?"
- If necessary, help your child in their role as shopkeeper: "Now give me the milk and say: 'One euro, please.'"
- You can also buy other things, put them in the bag and pay for them.
- Be a chatty customer and say something about the various things you've bought.
- Switch roles: maybe your child would like to play the customer.

Give your child positive feedback:

- "You like shopping, don't you!"
- "You're a really good shopkeeper!"
- "You've bought a lot of things, haven't you!"

38 Tidying up toys together



What will your child learn?

- To be involved in a shared, cooperative activity
- Hand-eye coordination
- To keep their surroundings tidy

What will you need?

- Several toy storage boxes
- Toys that need tidying away!

WHAT YOU CAN DO

- Give your child the boxes and see what they do with them.
- Tell your child what these boxes are and that you're now going to tidy up all the toys together.
- Give your child toys of the same kind (such as Lego or Duplo bricks). Ask your child to tidy them away into one of the boxes.
- Children under the age of six will usually need help with tidying up.
- Use a different box for each different kind of toy (cars, building bricks, etc.).

Give your child positive feedback:

- "Which box are we putting the toys in? That's a good idea, we'll do it like that!"
- "You're doing a good job!"
- "Well done for tidying away your toys!"

39 This is the way the ladies ride



What will your child learn?

- To play a game together
- The sound and rhythm of speech and words

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Put your child on your lap and jog them up and down on your knees: "Do you want to go riding?"
- Hold your child firmly under the arms.
- Jiggling both your knees, ride at varying speeds according to the words of the song 'This is the way the ladies ride'.
- When you sing the last line, open your knees to let your child fall through a little – for a surprise ending!

This is the way the ladies ride – trit trot, trit trot, trit trot
 This is the way the gentlemen ride – gallop, gallop, gallop
 This is the way the old man rides – hobble-dee, hobble-dee
 And down in a ditch!

Give your child positive feedback:

- "You can hold on really tight, can't you!"
- "What a good rider you are!"

40 Playing with plasticine



What will your child learn?

- They'll have a new kind of 'touching and feeling' experience
- They'll make deliberate movements with their fingers
- They'll discover a new material that they can form into different shapes

What will you need?

- Modelling clay ('plasticine') of one colour – later on, you can add different colours
- A surface to work on (some card or a plastic breakfast tray, for example)

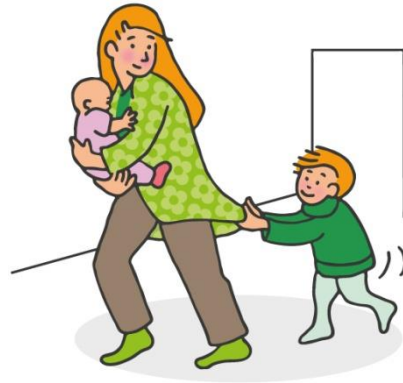
WHAT YOU CAN DO

- Give your child the plasticine so that they can familiarise themselves with this material.
- Take some plasticine for yourself and mould it into shapes like flat cakes, long snakes, spaghetti or balls.
- Be aware of what your child is doing and commentate on it: "You're taking little pieces, now you're putting them together, well done!"
- Show your child how you can make holes in the plasticine using your finger.
- Show your child how you can make a striped pattern in the plasticine using a spoon handle or your fingernails.

Give your child positive feedback:

- "You like playing with plasticine, don't you!"
- "That's a lovely ball/snake/... you've made there!"

41 Playing trains



What will your child learn?

- To do a shared activity (this is important in practising cooperation skills)
- To pretend (this encourages the imagination and free exploration of the child's own capabilities)

What will you need?

- Enough space to walk around in

WHAT YOU CAN DO

- Take your baby in your arms / Stand your 2- or 3-year-old child behind you and ask them to hold on tight.
- Start moving and say that you're going to play trains: "Listen: choo-choo-choo-choo,"
- Continually get faster, like a train that starts slowly and then gains speed.
- Make the whistling noise of a steam engine: "Toot, toooooooooot!"
- Switch roles: let your child be the engine (i.e. walk at the front, go round a bend and whistle, etc.).
- You could also sing a train-themed nursery rhyme:

Engine, engine number nine
Running on the London line
If the train comes off the track
Do you want your money back?

- You could also line up some chairs for playing trains.

Give your child positive feedback:

- "You're really good at being a train, aren't you!"

42 Threading beads



What will your child learn?

- To precisely control their hand movements
- Hand-eye coordination

What will you need?

- Large beads and a piece of string or cord (or a shoelace)

WHAT YOU CAN DO

- Let your child play with the beads and the string.
- Thread the first bead onto the string and tie it.
- Show your child how to thread the string through a bead.
- Hold the string up so that the bead slips down.
- Hold the string and ask your child to thread a bead.
- Now ask your child to hold the string themselves and to thread a bead onto it.

Give your child positive feedback:

- "That's right, that's the way to hold the string!"
- "You're so good at threading beads, well done!"

43 Doing a forward roll



What will your child learn?

- To control their body
- To make deliberate movements

What will you need?

- A soft surface

WHAT YOU CAN DO

- If you want to and you're supple enough, you can demonstrate a forward roll yourself.
- Have your child squat with their hands resting on the floor for support.
- Help your child place their head on the floor between their hands, and support the back of their neck with one hand.
- With the other hand, help them to raise their bottom and then roll back to upright.
- Let your child try it themselves with minimal help from you.
- If your child wants to, you could play a simpler game: you sing something, and at the end both of you fall to the floor and spin around.

Give your child positive feedback:

- "You're really good at rolling, aren't you!"
- "Hey, you can do a forward roll, well done!"

44 A finger play



What will your child learn?

- To concentrate and watch carefully
- The rhythm and sound of speech and words (this is good preparation for learning to speak)

What will you need?

- (Optional) A felt-tip pen or a coloured pencil moistened at the tip

WHAT YOU CAN DO

- You can paint faces on your fingertips or fingernails.
- Let your child play with your fingers while you recite or sing the following nursery rhyme as a finger play:

Tommy Thumb, Tommy Thumb, where are you?
 Here I am, here I am (*waggle thumb*), how do you do?
 Peter Pointer, Peter Pointer, where are you?
 Here I am, here I am (*waggle index finger*), how do you do?
 Toby Tall, Toby Tall, where are you?
 Here I am, here I am (*waggle tallest finger*), how do you do?
 Ruby Ring, Ruby Ring, where are you?
 Here I am, here I am (*waggle ring finger*), how do you do?
 Baby Small, Baby Small, where are you?
 Here I am, here I am (*waggle smallest finger*), how do you do?
 Fingers all, fingers all, where are you?
 Here we are, here we are (*waggle all the fingers*), how do you do?
 (Other rhymes with simple words are 'Five little ducks went swimming one day' and 'Five currant buns in a baker's shop'.)

- If your child is 1 or 2 years old, you can hold all their fingers in turn while you sing or recite the nursery rhyme.

Give your child positive feedback:

- "Yes, that's right, that's your thumb!"

45 Books with pictures



What will your child learn?

- To look at pictures
- To listen to a story being told (this is important in learning language)
- Familiarity with pictures

What will you need?

- A book with illustrations

WHAT YOU CAN DO

- Give your child the book, see what they do with it and commentate.
- Describe (in your native language) the pictures in the book, pointing at the pictures as you do so. Let your child turn the pages themselves.
- If your child mispronounces a word, repeat the word correctly in a complete sentence. For example, if your child says “oggie” instead of “doggie”, then say: “Yes, that’s a doggie!”

Give your child positive feedback:

- “It’s fun looking at pictures with you!”
- “You can say so much about the pictures, well done!”

46 Painting with watercolours



What will your child learn?

- To make deliberate movements with their hands
- Hand-eye coordination; this is important for learning to write later on
- To express themselves

What will you need?

- A wide, flat brush and absorbent paper (large sheets, rolls of wallpaper or some scrap wallpaper)
- Paint (one or two colours) in shallow pots that are not easy to knock over
- A moistened sponge
- A waxed tablecloth or a cut-up bin-bag to protect the work surface, a large plastic bag, and an old shirt or blouse as an apron

WHAT YOU CAN DO

- Tie on your child's 'apron' and explain that you're now both going to do some painting (say what colours you're going to use).
- Place the paper on the waxed tablecloth and wet it thoroughly with the sponge.
- Give your child the brush and show them the paint-pot ("You can paint with this colour to start with").
- To start off, your child can dip their finger or hand in the paint and make a fingerprint or handprint.
- Show your child how to dip the brush in the paint pot.
- Demonstrate how to paint dots or lines on the paper.
- With your child, watch how the paint spreads.
- Do some painting yourself and encourage your child to do the same.
- You could use a second colour (say what this colour is).

Give your child positive feedback:

- "What a beautiful picture, aren't you clever!"

47 Picture lotto



What will your child learn?

- To play a game with rules (as a shared activity)
- New words and concepts
- To spot where pictures are different and where they match

What will you need?

- A picture lotto game

WHAT YOU CAN DO

- With your child, look at the pictures together and say what they show.
- Find out which pictures belong together and why.
- You and your child can take one picture board each.
- Take a picture card and place it on the correct picture on the board. If you can't find a match, place the card to one side.
- Place all the cards with the picture side face down.
- Take turns to pick up a picture card and put it in the right place on the picture-board.

Give your child positive feedback:

- "That's right – the chair belongs on your board, doesn't it!"

48 Touching and feeling things



What will your child learn?

- To explore their sense of touch using their hands
- To be aware of the experience of feeling things

What will you need?

- A number of objects the child is familiar with:
cold/warm things, soft/hard things, liquid/solid things

WHAT YOU CAN DO

- First of all, let your child touch, feel and look at all the objects.
- Talk about the materials: do they feel soft or hard, rough or smooth, warm or cold? Are they heavy or light?
- Both of you now put your hands under the table.
- Under the table, place something in your child's hands.
- Ask your child to say how this object feels.
- Now your child can pass you an object under the table, and you can say how it feels.
- Continue, taking turns.

Give your child positive feedback:

- "You like investigating all these different things, don't you!"
- "Yes, that's right, the stone's cold!"
- "Yes, the jumper's soft, isn't it!"

49 The dressing-up game



What will your child learn?

- To pretend to be someone else
- To develop their imagination

What will you need?

- A headscarf or similar piece of soft cloth

WHAT YOU CAN DO

- Let your child play with the scarf however they want to.
- Ask your child how the material feels and what colour the scarf is.
- Give your child free rein; don't demonstrate anything to them! It's best if your child first explores for themselves how the scarf can be used.
- Show your child how it can be used as an apron, headscarf, cap, bandage or blanket.
- Help your child to tie and knot the scarf.
- Let your child look at themselves in the mirror.
- If your child wears the scarf as an apron, you can pretend they're a cook and ask them what's for dinner!

Give your child positive feedback:

- "That's a good idea – now it's a blanket!"

50 Stacking cups



What will your child learn?

- To make deliberate movements with their arms and legs
- Hand-eye coordination
- Spatial concepts: on, in, next to, behind, in front of
- To recognise and name colours

What will you need?

- Stacking cups / a set of Russian nesting dolls

WHAT YOU CAN DO

- Watch how your child plays with the cups and commentate on what they're doing.
- With your child, stack the cups ON top of each other. Stress the word ON.
- Now ask your child to put the cups ON top of each other; if they don't do this, demonstrate what you mean again.
- If your child shows interest and has managed this so far, you can do the same with the cups and the words/concepts: IN, UNDER, NEXT TO and BEHIND.
- If your child would rather play alone with the cups, let them. But always commentate on what they're doing: "Look, now you've put the red cup IN the yellow one."
- Always say what the colours are, so that your child can learn them.

Give your child positive feedback:

- "You're really good at stacking the cups on top of each other, aren't you? Well done! Now put them next to each other – can you do that too?"

51 Helping at home



What will your child learn?

- Self-confidence
- Independence
- They'll develop the sense of being able to do something

What will you need?

- Examples: clothes pegs and wet laundry; shopping that needs to be put away; potatoes that need to be peeled; plastic cups that need to be washed up

WHAT YOU CAN DO

- Think about what activities you can involve your child in.
- Think of a situation in which your child can help you, like taking shopping out of a bag and putting it away, passing you clothes pegs when you're hanging up the washing, putting peeled potatoes in a pot, or stirring something in a bowl.
- You can ask your child: "Would you like to help me?" "Can you pass me the clothes peg?"
- Lay the table with your child.
- Talk with your child about the activities you're doing: "What are we doing with the shopping?", "Why are we hanging out the washing on the line?"

Give your child positive feedback:

- "You've been a really big help, thank you!"

52 I Spy



What will your child learn?

- To look carefully
- Differences between colours
- New words, such as the names for colours and objects
- To play a game with rules (as a shared activity)

What will you need?

- No materials are needed

WHAT YOU CAN DO

- Ask your child to show me all the objects in a room that are a particular colour: this will show you which colours your child already recognises.
- Think of a RED object in the room and say to your child: "I spy with my little eye something that is ...RED!"
- Now let your child guess what you were thinking of. Say "Hot" when your child names an object that's very close to the one you have in mind. Say "Cold" if it's a long way away from the thing you were thinking of.
- Now your child can choose an object of a particular colour that you have to guess.
- Now choose an object made of a particular material such as wood or glass: "I spy with my little eye something made of ...wood."
- Your child can now show you or tell you what they were thinking of.

Give your child positive feedback:

- "Getting warm! You've almost guessed it!"
- "Well done, you got it right!"

53 Playing 'Concentration'



What will your child learn?

- New words and concepts
- To recognise differences and similarities
- To remember things
- To play a game with rules (as a shared activity)

What will you need?

- Cards for the 'Concentration' memory-matching game: start with four pairs, and gradually add more

WHAT YOU CAN DO

- With your child, look at the cards together and ask them what they can see on these cards.
- Place the cards with the picture side face down and look for the pairs that go together.
- If your child has got the hang of it, you can look at what else goes together and why (for example, apples and plums go together because they're both fruit; the table and chair go together because they're both furniture).
- Now lay out the cards with the picture face down.
- Help your child to 'muddle up' the cards.
- Alternating with your child, turn over two cards at a time. If the cards are different, turn them back over; if they're the same, put them to one side.
- If someone finds two matching cards, they can keep them and turn over another two cards.

Give your child positive feedback:

- "Yes, that's right, these two cards go together!"

54 Playing outside with sand



What will your child learn?

- What sand feels like and what we can do with it
- To make something out of sand
- To express their own imagination

What will you need?

- A sandpit in the neighbourhood
- Some white sand near your home or on the balcony
- A small bucket of water

WHAT YOU CAN DO

- Dress your child in clothes that are allowed to get dirty.
- Let your child play as they wish with the sand and water (many children like pouring the water into the sand, or vice versa).
- Show your child that you're interested by giving an encouraging nod or smile.
- Speak with your child about how the sand feels (wet, dry, grainy, fine, soft, ...).
- Build something with your child (such as a sandcastle, a high hill with a tunnel, ...).
- Finally, tidy up with your child. For example, scoop the scattered sand back into the sandpit.

Give your child positive feedback:

- "That's a lovely sandcastle you've made there!"

55 Rolling and aiming a ball



What will your child learn?

- To control the movements of their arms, hands and fingers
- The interplay of eyes, arms and hands
- Different ways of playing with a ball
- Playing together

What will you need?

- A soft, light ball

WHAT YOU CAN DO

- Show your child the ball and talk about its shape, its softness and weight.
- Let your child try out the ball for themselves: what can they do with it?
- You can throw, roll, hit or push the ball back and forth to each other.
- To start with, choose a big target such as a door. Later you can select a smaller target to aim for (between the legs of a chair, for instance).
- If this works well, you can aim for a table leg or a light, non-breakable object like a plastic cup.

Give your child positive feedback:

- “You can roll and aim the ball really well!”

56 Looking and listening carefully



What will your child learn?

- To listen carefully

What will you need?

- A quiet room (with no radio or TV on)
- A ticking kitchen timer or something else that makes a noise

WHAT YOU CAN DO

- Imitate the noise made by the timer and recite a nursery rhyme about this with your child.

Great big clocks go "Tick – tock"
 Middle-sized clocks go "Tick – tock, tick – tock"
 And baby clocks go "Tick – a – tock – a, tick – a – tock – a!"

- Ask your child to keep their eyes closed while you hide the timer somewhere.
- Ask your child to look for the timer by walking about and listening carefully.
- If your child wants to, they can now hide the timer themselves and you can look for it.

Give your child positive feedback:

- "You listened really carefully and found the timer, well done!"

57 Learning to get dressed



What will your child learn?

- They'll learn to do something by themselves and to become more self-reliant
- They'll feel more grown-up and develop confidence in their own abilities

What will you need?

- Various items of clothing

WHAT YOU CAN DO

- Practise getting dressed: try putting on various items of clothing (after bath-time, for example: vest / shirt / pullover / socks / ...).
- Practise buttoning and unbuttoning things, and opening and closing Velcro fastenings.
- Place the opened coat on the floor with the neck opening towards you and the fastening face up.
- Help your child get into the coat (including the sleeves).
- Pull the coat down from behind, so that your child is properly dressed.
- Practise this for as long as your child wants to.
- Then place the coat over a low table.
- Now, slowly and carefully, show your child how to open the coat and do it up again.
- Keep encouraging your child when their own attempts don't yet quite succeed. Help out a little and keep encouraging them: "Try it again!"

Give your child positive feedback:

- "You did that really well!"

58 A home-made puzzle



What will your child learn?

- To use the muscles in their hands and fingers for a specific purpose
- Hand-eye coordination
- To think about shapes
- To put parts of a picture together to form a whole

What will you need?

- A picture, thin card and glue or a postcard
- A pair of children's scissors

WHAT YOU CAN DO

- Choose a picture that your child likes and talk with them about the picture: "What can you see here? What pictures do you like?"
- Then put some glue on one corner of the card and press the picture firmly onto the card until the glue holds.
- Tell your child that, together, you're going to make the picture into a puzzle by cutting it up into pieces.
- Have your child cut the stuck-on picture into two halves themselves. If necessary, help your child by guiding their hands.
- Now have your child put the pieces together.
- If they manage this, your child can cut each piece in half once more and put all four pieces together.
- Help your child if they still have difficulty putting the pieces together: you can put the right pieces next to each other or turn them round, for instance.

Give your child positive feedback:

- "Well done, you put the pieces together just right!"

59 Telling a story using a book



What will your child learn?

- New words
- To form sentences from words
- To listen carefully
- To become familiar with books

What will you need?

- A children's book with a picture story

WHAT YOU CAN DO

- Look at the pictures together and talk about them.
- Read (or tell a story based on) short sections of the book and point out in the pictures what you're referring to.
- Get your child thinking about the story by asking them: "What do you think ... will do now?", "Where do you think ... will go now?", "What's happening now?"
- Explain the meaning of new words and, if possible, demonstrate them as well.
- Read or tell the story using different voices. For example, put on a deep growly voice for a bear, saying: "Mmmm, that honey looks delicious! I want some of that!"
- Tell the story and ask your child to retell it. You can help by asking questions: "What did ... do there?" "What's happened here?"

Give your child positive feedback:

- "You're really good at telling stories! Yes, you're right, that's what ... did!"

60 Telling a story using a flannel mitt or a sock



What will your child learn?

- To develop their own imagination
- To form understandable sentences
- To solve problems
- With others, to reflect on a problem together

What will you need?

- A flannel mitt or a sock

WHAT YOU CAN DO

- Pull the sock or flannel mitt over your hand (or use a real doll).
- Make a mouth using your thumb and fingers. Make the mouth talk or 'bite' by opening and closing the thumb and finger.
- Pretend that this glove puppet wants to bite your child in the nose or the arm: "I want to gobble you up ... CHOMP!" (If your child likes this, you can do it again.)
- The glove puppet can tell your child about a problem, such as "I've lost my cap, where should I look for it? ... But it's not there. What should I do now?"
- The art here consists in getting your child thoroughly absorbed by this conversation, resulting in a proper dialogue about a situation that your child is familiar with.
- The game is even more fun if you move the glove puppet and make it speak in a different voice to your normal one.
- Have your child play with the mitt or sock themselves, and talk with them about the doll.

Give your child positive feedback:

- "See, now you've found your cap!"
- "You like talking to your dolly, don't you!"

61 What goes together?



What will your child learn?

- To look carefully and to compare things
- To train their own memory
- New words/concepts and collective names

What will you need?

- A number of household objects of the same kind, such as different spoons, coloured clothes pegs, different kinds of yarn or thread, buttons, ...

WHAT YOU CAN DO

- Put together objects made of the same materials.
- Encourage your child to speak by asking questions: "What do we use these for ...?"
- Show your child the right way to use the objects and say what they're called.
- Ask your child to put together the things that go together:
 - the clothes pegs by size: red to red; yellow to yellow; green to green;
 - the cutlery by size (big and small);
 - spoons together and forks together;
 - spoons by material (i.e. put wooden and metal ones separately).
- Say what the collective names for these things are:
 - "We eat with cutlery."
 - "Red and yellow are colours."
 - "Wood, plastic and metal are materials that things are made of."

Give your child positive feedback:

- "Yes, that's a red clothes peg – that belongs there!"
- "You're very good at putting the things into groups, aren't you!"

62 Playing with Lego or Duplo



What will your child learn?

- To build things using Lego or Duplo
- To give expression to their own imagination
- Hand-eye coordination

What will you need?

- Lego or Duplo bricks

WHAT YOU CAN DO

- Let your child play with the bricks however they wish.
- Encourage your child by showing interest in what they're doing.
- Show your child how you can take the bricks apart and build something new. Only if they don't manage to separate the bricks should you guide their hands a little.
- Play with what your child has built.
- Talk with your child and ask questions: "Is that a house? Oh, I see, it's a boat! Who's the captain? Is there a sailor too?"

Give your child positive feedback:

- "You're very good at putting the bricks together, aren't you!"
- "Isn't that a big tower you've built!"

63 Parts of the body



What will your child learn?

- How their body works
- The phrase 'parts of the body' and what some of them are called

What will you need?

- A mirror
- A picture or a photo of a child
- A book about the body

WHAT YOU CAN DO

- Look at the pictures/photos with your child and tell them that you now want to talk about the parts of the body.
- Be aware of what your child is looking at, as that's what your child is particularly interested in. Tell your child what these parts of the body are called.
- Ask questions about the parts of the body. For example: "What's this part of the body called? Show me yours! Have you got a ... too? What do you do with your ...?"
- If necessary, help your child with prompts: tell them the first letters of the word, or whisper the beginning of the word to them.

Give your child positive feedback:

- "Yes, that's right, that's a leg. And where are your legs?"

64 My family



What will your child learn?

- They'll learn the words used to refer to different members of their family
- New words/concepts related to the family
- They'll learn about their extended family unit

What will you need?

- A number of photos showing members of the family
- Drawing paper and coloured pencils

WHAT YOU CAN DO

- Show your child the photos and ask them to guess who the people in them are. Your child can point to family members they know.
- Now you can draw the family members too. Of course, they don't have to look exactly like the genuine article! But you'll have a drawing you can then use to talk about the family.
- Have your child draw too; stick-people made up of circles and lines are perfectly adequate.
- Using photos or the drawings, say something about the members of your family: who they are, where and how they live, and about their experiences with you or your child,
- Use the right words to describe how everyone is related: "Grandma is my mother, Uncle John is Dad's brother. ..."
- Ask your child to show you all the children, then all the women, then all the men,

Give your child positive feedback:

- "Yes, that's right, Grandpa is my Dad."
- "Well done, you recognised him in the picture!"