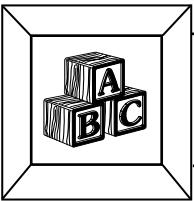


Playing Is Learning



INQUIRY QUESTIONS

- Why is play a good thing?
- Why is exploration important?
- What is the feeling of mastery?
When do you feel it?
- How can a parent help make play lead to learning?



Conceptual Overview

PLAY
TOPIC 1

1. **Play is a natural pathway for learning.** Throughout the world children learn through play. Everything a child touches, hears, smells, or sees triggers a new brain connection. When these experiences are pleasurable and fun, learning will be memorable. Playing is engaging in an activity for interest and pleasure.

Play makes learning easy because fun motivates us to remain in an activity for a longer time. As adults, when we are playing, we share happy emotions. We seem open and collaborative. Patterns and rules are followed; decisions seem to be made easily. Fun leads us to try new skills or to practice what we know. Sharing fun often leads to meeting new friends who challenge our skill level and who share our joy in learning. These friendships are often deep, fulfilling relationships that started with having fun together.

2. **Children begin learning at birth.** Their eyes start searching their new world immediately, learning to focus and to understand what they are seeing. By 1 month of age, children begin to smile when they see a human face. There is recognition, which brings pleasure. There is also recognition of learning, or mastering a skill. It is like an inner voice saying, “I can do this. ... This is fun. ... I want to do more.”

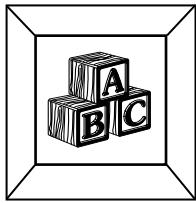
Much of a child’s brain structure develops after birth. With each experience a nerve connection is made, and with each reoccurrence the connections become stronger and more permanent within the child’s nervous system. These connections between the neurons are like a rope: each experience is a strand of learning that makes the rope stronger. Through play, parents can make repeating experiences interesting and enjoyable.

3. **Curiosity triggers learning.** It is curiosity that leads to exploration and begins the learning process. Curiosity is another internal voice pushing us to explore new things. This is one reason why humans keep learning and growing mentally throughout a lifetime. By exploring, children discover new things, meet new people, and learn new skills. It is important that children be given time to explore. The 1-year-old moves quickly from object to object, hardly stopping to focus on any toy or task. “W’zhat?” is often a first word. By joining this exploration, parents can share and expand their child’s learning. Sharing interest in a flower, a bug, or a book opens wonderful worlds in a child’s mind. Exploration leads to discovery. But, the drive to explore can also lead a child toward danger. Parents need to plan ahead for what those dangers might be.

Play turns discovery into practice. Through play, children practice what they have discovered. When they discover something interesting, they try it over and over in many different ways until they understand it and are good at it. This practice helps them feel competent in their new knowledge.

PLAY TOPIC 1

4. **Practice turns to mastery.** When children feel confident in a new skill, they feel in control, they now own the skill, they know that they are competent. For example, a new walker may take one or two wobbly steps, arms outstretched, face furrowed with concentration. “How do I lift one foot and stay upright?” As adults, we rarely think about “how to walk.” We are confident of our skill; it is unconscious; we own it. When children master a skill, they will show it off. Then, they will begin to explore the next new challenge.
5. **Mastery leads to pride.** Mastery is a feeling of being in control of yourself or your environment. Mastery is also an internal voice of motivation for most adults as well as children because it is a feeling of power. Mastery allows us to feel that we can influence the world around us and that we can meet the challenges in our lives. This feeling of mastery brings feelings of pride.
6. **Parents can structure successful and safe learning experiences for children.** Parents can create opportunities to play and find places that invite safe, successful exploration. Parents can find interesting tasks and find time to teach them. Parents also regulate behavior through play. Playing sets a structure for parents to teach patterns and define rules and limits. Playfulness, surprise, and interest are good tools for diverting a child and changing behavior. Parents who share their child’s interest and their child’s play will strengthen their relationships and awaken a love of learning.



Tools for Presentation

PLAY
TOPIC 1

Terms to Understand

- **Competent**
good at; capable
- **Confident**
sure of oneself
- **Curiosity**
desire to learn or know
- **Exploration**
close examination; moving around looking for something new
- **Independent**
self-sufficient, not requiring the direction or help of others; free to be oneself; free from control or restriction
- **Mastery**
the process of acquiring a skill; becoming good at something
- **Motivation**
a voice inside urging a person on; inner drive
- **Playing**
engaging in an activity for interest and pleasure
- **Practice**
repeat; perform frequently
- **Regulation**
adjustment, balance, fine tuning; a way to help balance or keep operations in good order

Suggested Activities

- *PIPE Activity Cards:*
4, 13, 32, 36, 39, 50, 104, 119

Other Materials & Supplies

- A notebook for each parent's portfolio
- Objects or gadgets for Option #2 "W'zhat?" Curiosity Game [see pg. 372]
- Art supplies and magazines or catalogs for "Play Time!" worksheet
- For each parent, a small empty box and craft supplies for "I Can" box

**PLAY
TOPIC 1**

Master Pages in *Parent Handouts Notebook*

#185 • Topic Animal Artwork

#186 • Inquiry Questions
[also see page 361]

#187 • What Is Play?

#188 • Play Is a Pathway for Learning

#189 • The Mastery Cycle

#190 • Mastery Matters!
[also see page 373]

#191 • From Curiosity to Feelings of Pride
[also see page 374]

#192 • A Good Place for Play Time
[also see pages 375-376]

#193 • Play Time!

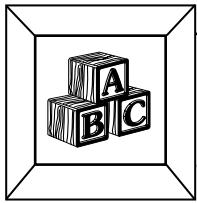
#194 • Blocks of Pride: Learning by Doing Is the Best Way to Learn

#195 • “I Can” Help My Child Learn Through Play

#196 • What I Learned

#197 • “DOOZYS”: Curiosity and Mastery





Instructional Plan

PLAY
TOPIC 1

Outcomes

- Parents will understand why play is important to children.
- Parents will comprehend how mastery motivates a child to learn.
- Parents will recognize how to structure safe and successful play for children.
- Parents will learn and practice how to regulate behavior through play.

FOUR-STEP INSTRUCTIONAL PROCESS



PRESENTATION OF CONCEPTS

INTRODUCTION OF TOPIC

■ Play is a natural pathway for learning.

- When we are having fun, we try new things and make new friends.
- Every new experience is a learning activity [see *Conceptual Overview #1*].
 - Use the animal artwork to open discussion about play experiences (e.g., play can be fun, challenging, exciting, and scary, and can lead to feelings of mastery and pride). Help parents remember their own experiences with play. Some of their play experiences may have been negative instead of positive, so you may need to help some parents discover the positive aspects of play.
 - Using the handout, brainstorm ideas: “What Is Play?”

KEY CONCEPTS

■ Learning begins at birth — through new experiences and new relationships [see *Conceptual Overview #2*].

- Ask parents:
 - What is a newborn learning?
 - How does this happen?
 - Is this fun?

■ Children learn through play.

- Children develop feelings of mastery and pride [see *Conceptual Overview #3, #4, & #5*].
 - Illustrate the concept of learning by playing, using a “W’zhat?” game [see options, pg. 372].

PLAY TOPIC 1

Discuss how curiosity triggers learning.

Share “Play Is a Pathway for Learning.”

Review: “The Mastery Cycle.”

Using “Mastery Matters!” and/or “From Curiosity to Feelings of Pride,” discuss the mastery cycle with parents [see pg. 373 & pg. 374].

■ Parents can structure successful learning and safe play for children.

■ It is important for a parent to make time to play with his child [see *Conceptual Overview #6*].

Discuss times and activities that can invite play.

■ Play environments should be safe and invite exploration.

Discuss “A Good Place for Play Time” with parents [see pgs. 375 - 376].

Each parent depicts a safe play area or room for his own child to explore, using the “Play Time!” worksheet.

Touring the area where the parent and child will play is a good way to begin this exercise.

You could also help the parents find magazine pictures to illustrate the play area.

■ Blocks of Pride is a technique to help children learn and make play successful. Children develop feelings of mastery and pride through successful play experiences.

Hand out “Blocks of Pride: Learning by Doing Is the Best Way to Learn.”

Discuss how the technique helps a child feel mastery and pride.

■ Parents can regulate behavior through play.

■ Play can divert or redirect the child.

■ Play can expand and refocus the child.

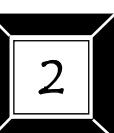
■ Play can introduce rules, for example expected patterns or turn taking.

Brainstorm:

- ways to divert a child through play (with surprise, interest, or excitement).

- ways to change what a child is learning during play.

- ways to set limits through play.



DEMONSTRATION

Demonstrate a play activity that sparks the child’s curiosity and shows how play leads to discovery. Show how the child’s practice leads to mastery, which leads to feelings of pride. Use the Blocks of Pride technique as you demonstrate whatever

play activity you have selected. You may choose one of the topic's *PIPE Activity Cards* for the play activity or any other appropriate play activity.

3

SUPERVISED PARENT-CHILD INTERACTION

WHAT?

- Parent plays spontaneously with his child, using a new toy, activity, or this topic's suggested activity cards.

WHY?

- The goal of this activity is to help the parent become aware of the way play leads to mastery ... to pride ... and to learning.

How?

- After you have introduced the parent to the Blocks of Pride concept, encourage him to use the technique in every play interaction he has with his child.
- Parent introduces a new toy or activity by showing his child one way to play, and then lets his child play while he observes. When the child signals disinterest, overstimulation, or distress, the parent changes the activity or ends the interactive session.

4

EVALUATION

EVALUATING THE PARENT-CHILD INTERACTION

- Discuss the interactive experience:
 - How did the child show curiosity?
 - Did the child need to practice to master this new activity?
 - What did the child learn?
 - Did the child show pride?
 - How did the child show she was finished?

TOPIC EVALUATION AND CLOSURE

- Parent completes "I Can" statements using " 'I Can' Help My Child Learn Through Play."

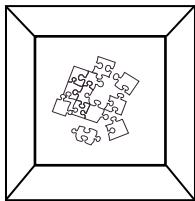
OR

- Parent creates an "I Can" Box —

Parent selects six statements from the "'I Can'" handout and decorates each side of a small box to illustrate six different ways to provide a successful play experience for his child. Create ways to play using the box (for example, make a mobile, put items in and take them out, make the box into a "home" for a stuffed toy). What does he think his child enjoyed?

PLAY TOPIC 1

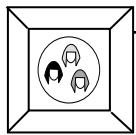
- Parent completes “What I Learned.”
OR
- Parent keeps a log of times he plays with his child.
Parent identifies the activity and the things his child learned and analyzes his child’s play in terms of the “Mastery Cycle” [see pg. 373].



Topic Enhancers & Instructional Aids

Topic Enhancers

The ideas below are optional topic extenders. Parents may like to try them (as time and interest in a concept allow), or the parenting educator may use selected activities to help a parent explore a specific concept in greater depth.



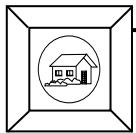
For a parent group:

- Play Portfolio or Parent's Log — This is a three-ring or theme notebook that includes selected activities, informational handouts, and worksheets which the parent will need for each topic. This portfolio helps organize the topics within the unit.

Parents could also add their personal logs to this portfolio. For this topic each parent might write in the log about experiences he has with his child or about feelings he experiences as a parent.

Suggestions for the parent educator:

- Develop a bulletin board: Use photos of the parents and children playing in the nursery.
- Parent educators model the Blocks of Pride technique in the nursery.
- Display "Blocks of Pride: Learning by Doing Is the Best Way to Learn" in the nursery.
- Using "DOOZYS: Curiosity and Mastery," discuss with the parents ways to manage these behaviors. [Answer Key: 3, 1, 6, 5, 4, 2]



For parents at home:

- Parent's Log — (see above, Play Portfolio)
- Parent introduces a new game, toy, or play activity to his child using the Blocks of Pride technique.
- Make a safe place in the home where the parent or caregiver and the child can play.

Suggestions for the home visitor:

- Using "DOOZYS: Curiosity and Mastery," discuss with the parent ways to manage these behaviors. [Answer Key: 3, 1, 6, 5, 4, 2]

"W'zhat?"

Curiosity Games

Activity #1 — suitable for use with one parent or a group of parents

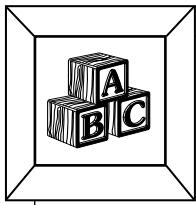
This activity is a guessing game. It is designed to build curiosity. The parenting educator thinks of an object that has to do with infants or toddlers (e.g. toy, cradle, stacking toy, tippie cup). The educator first tells the parent(s) that the object is *animal*, *vegetable*, or *mineral*. Parent(s) may only ask 20 questions — which may simply be answered by *yes* or *no*. The educator may only tell whether it is *smaller* or *bigger* than some familiar item in a nursery or home.

- Example: the object is a baby bottle.
The parenting educator tells the parent(s) the object is *smaller* than a crib and is in the category *mineral*. Now the parent(s) may ask 20 questions to figure out what the object is.
- When finished, ask parent(s) what made it interesting. This can lead to discussions about curiosity.
- Explore how this guessing game encouraged learning. (It allowed the parent(s) to *explore* and *ask questions*.)

OR

Activity #2 — suitable for use with a parent group

- The parenting educator displays one or more objects that the parents probably have not seen before. Use objects that will elicit curiosity: for example, an antique item, a kitchen gadget, a sewing gadget, or a carpenter's tool.
- "W'zhat?" the educator asks, pretending to be a toddler. Then she asks parents to examine the objects or gadgets and try to figure out what they are for.
- This activity can be set up in teams and also may be structured as a timed competition. As each team examines and discusses the object given to them, the rest of the group watches and reflects on the following questions:
 1. What questions did the parents ask?
 2. Did they try to use the gadget in different ways?
 3. Were they curious?
 4. Did they learn anything?
- The educator then tells the parents about the mysterious gadgets. How did the parents feel after the items were identified?



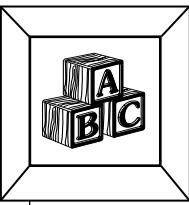
Mastery Matters!

Mastery is feeling in control of yourself or your environment. Mastery involves learning a new skill, training a muscle, expanding a brain connection. It is about becoming good at something. Once we master a task, we own it. It belongs to us; we can use it at will.

Mastery gives us a sense of power and confidence. This feeling urges us forward to find something new to learn and to master. We look for the next challenge in order to have that powerful, pride-filled feeling again.

Mastery is an inborn motivator. This means that it is like a voice inside our heads that urges us on for a lifetime of learning, of meeting challenges, and feeling pride.





From Curiosity to Feelings of Pride

Curiosity begins the mastery cycle. Children are naturally curious. Their eyes are exploring from the minute they are born, wondering “What’s out there? Where am I?” The urge to explore is so strong for toddlers that they forget all else. They wander away, walk off stairs, forget about rules, refuse food — just to satisfy their curiosity. *Curiosity is a gateway to learning.*

Curiosity leads to exploration. As children explore, they discover new things. “What did I find? How does it work?” *Exploration is what triggers learning.*

Exploration leads to discovery. Discovery is exciting. For humans, new things seem challenging. “Can I do this? Can I have that? Can I understand what this is about?” This challenge to try something new pushes us ... to climb mountains, to like using the computer, or even to go to the moon. *Discovery starts the challenge of learning.*

Learning happens with experimentation. When babies discover something, they will try it many different ways: They look it over, they shake it, they taste it, they pound it, they throw it. If they learn that it tastes good, it is something to eat. *If they cannot figure out how to understand their discovery, they will ask for your help.*

Learning happens through relationships with other people. Asking questions, asking for help, watching, and modeling are key ways we all learn about something new. Other people are often the best resource to help us because they can demonstrate and explain. Adults also read for information or instruction in order to understand what they are curious about.

Practice strengthens learning. Learning excites a child; then the child repeats the action, and learning is strengthened. Most toddlers will practice a newly learned skill until they feel in charge of it. The new walker wants to do nothing but practice walking. For adults, walking does not take thought because the mental pathways are so strong. We have practiced it well. *Practice leads to competence.*

Mastery leads to a feeling of competence. When beginning walkers feel safe walking with hands outstretched, they try walking while carrying something. They practice and fall; they practice some more until they are good at it. *They feel a sense of control which is the feeling of competence.*

Confidence is that feeling of mastery. When we feel competent or good at something, we own the new skill. It becomes part of us, and we can use this knowledge selectively when we want or need it. We do not have to practice; we know we can walk when we want to. When a child feels confident in her ability to walk, she quits practicing walking and starts trying to climb or run instead.

Pride comes from mastery. This is what leads to self-esteem. When children know that they can explore, take the challenge, ask questions, practice a new skill, and become competent, they become strong from within. When you master a skill, you have become a new person.



A Good Place for Play Time

Play is important to a child's growth and development. Children will play wherever they are. Infants and toddlers are motivated to explore all interesting spaces, climb, jump, open doors and drawers, touch, taste, and test! A parent's first concern should be safety.

- **SAFETY** — Children need a safe environment to explore. Remember, children's curiosity is so strong that saying "no, no" will not always keep them safe. They will crawl off the step, eat the cleaning soap, or pound with the glass knickknack. You can make play time safe. Create a safe play space, or be there to provide safety.

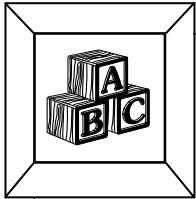
THINK ABOUT:

- The physical space (storing toys, furniture, cleanliness, stairs, doors, windows, plugs, cords, etc.).
- The child's developmental abilities (mouthing, grabbing, crawling, climbing, pounding, jumping, etc.).

- **EXPLORATION** — Play areas that have a variety of objects to look at and use give children chances to learn. Children may move quickly from toy to toy before choosing one. You can make play time exciting and interesting.

THINK ABOUT:

- Having a variety of age-appropriate toys.
Have a variety of toys that are developmentally appropriate so children can choose. For example, have books, stuffed animals, balls, banging toys, pretend and problem-solving toys.
- Keeping toys within the child's reach.
Arrange play areas so that toys are within the child's reach, on shelves, or in boxes. Mirrors and pictures should be at the child's eye level.



- **Changing toys often.**

Have only a few toys out at one time. Every few days change some of the toys on the toy shelf. This way the selection is always new and interesting to explore, and the child continues to learn from new experiences.

- **Keeping some old favorites out along with newer toys.**

Children often love to see an old familiar toy. A toy that is below a child's developmental level is comfortable to return to and play with again. Often, as children develop, they learn to play with an old toy in a new way. This broadens their experiences.

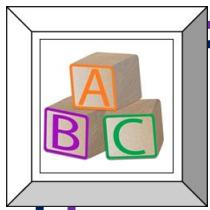
- **Keeping special toys in special places.**

Children quickly develop patterns of play. They expect certain things to happen in certain places. Bath toys should be kept with the bathtub. Music box means getting ready for sleep, and goodnight books are read only at bedtime. Have car toys for the car seat and changing table toys for diaper changes. This helps these special toys stay appealing and interesting. It also cues the child that appropriate behaviors are expected for these activities.

- **Joining in the play.**

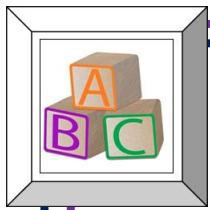
Human sharing, especially with parents, is often more interesting than toys. When a parent joins in his child's game, when he imitates his child, when he becomes part of turn taking, the parent expands learning.





Playing Is Learning





Topic 1: Playing Is Learning

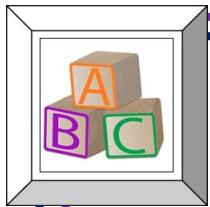
INQUIRY QUESTIONS

ABC Why is play a good thing?

ABC Why is exploration important?

ABC What is the feeling of mastery? When do you feel it?

ABC How can a parent help make play lead to learning?



What Is Play?

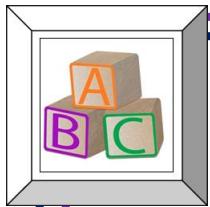
ABC How do you feel when you are playing?

ABC What game or activity makes you feel this way?

ABC Have you learned or improved while playing it?

ABC Have you made friends or enjoyed your family through a fun activity?





Play Is a Pathway for Learning

Play is a natural way for babies to learn.

Throughout the world babies play. Play is a spontaneous activity that begins in infancy. It is the natural way humans learn social and survival skills.

Play makes learning easy.

Children enjoy pleasurable experiences. They continue doing what makes them happy. They also have fun exploring and trying new things. It is the happy emotions that push or motivate children to try new things and practice others.

Play leads to many different experiences.

At first, everything a baby touches, hears, smells, or sees triggers new brain connections. With each pleasurable experience, learning moves forward because children are challenged by their success. They want to know more and become competent.

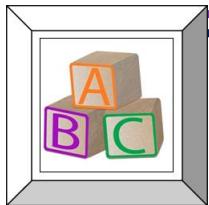
Play is a time when people cooperate and collaborate.

During a game or a happy time together, people share easily. Communication flows, rules are followed, decisions are made easily. Sharing fun often leads to meeting new friends who challenge us and increase our learning. Play is not just for children. When children share fun with parents, their world expands. They learn to communicate and cooperate. They learn to make friends.

Play makes learning exciting.

When children continue to learn through play, they often develop a love for learning. Because it is fun, they are motivated to expand their learning. Mastery becomes exciting. Play starts the pathway to knowledge, skill, confidence, and social acceptance.





The Mastery Cycle

... an internal feeling of control and confidence
... a motivation which drives learning

CURIOSITY – EXPLORATION

“What's in there?” “What is it?” “How does it work?”

DISCOVERY – CHALLENGE

“Let's see if I can do it.”

LEARNING

“I'll find help ... a model ... a coach.”

PRACTICE

“Over and over and over again.”

COMPETENCE/MASTERY

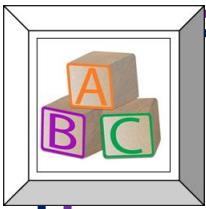
“I've got it!” “I'm in control.” “I'm good at it.”

CONFIDENCE

“I can join the team, get the job.”

PRIDE

“I'm OK.” “I like me.” “I can do it.”

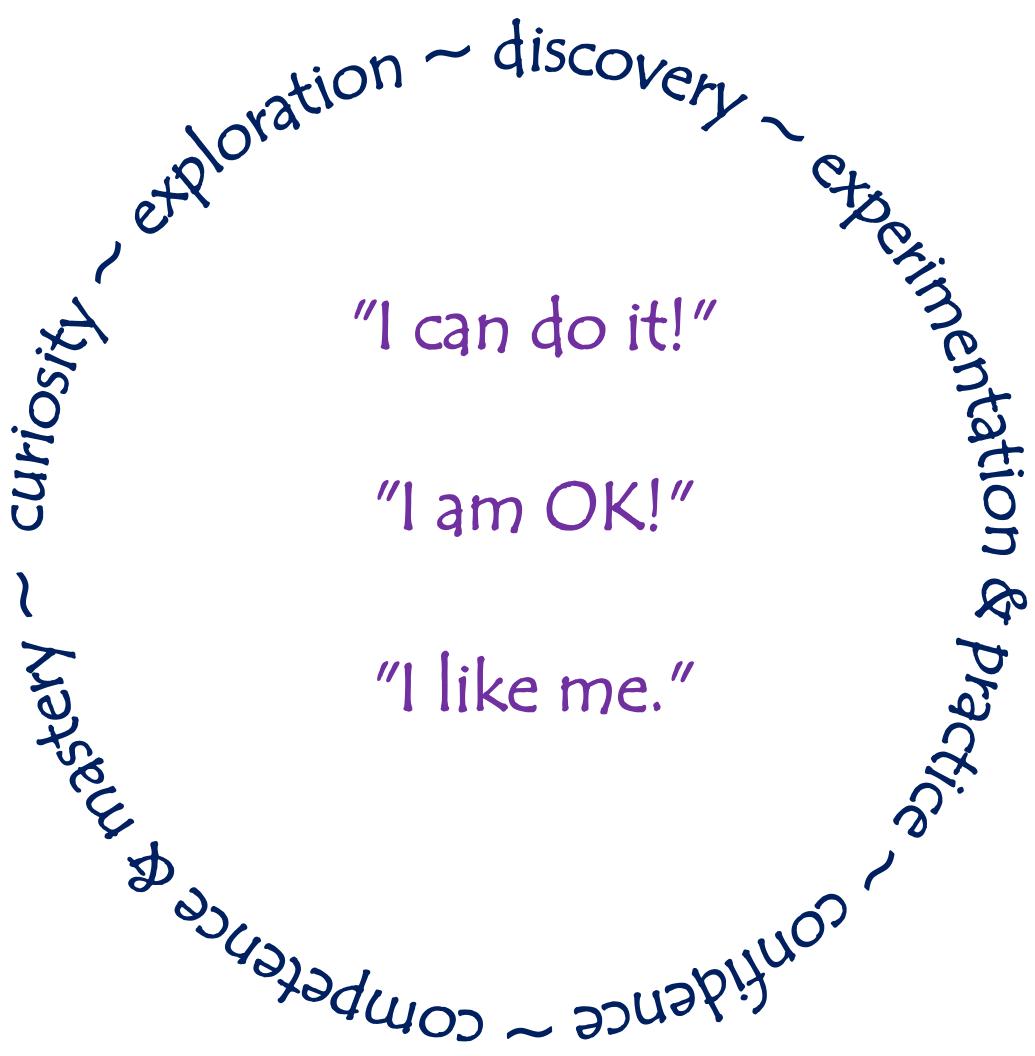


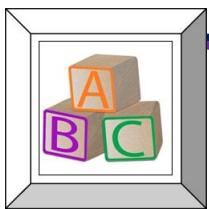
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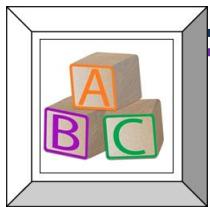
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Practice strengthens learning. Learning excites a child; then the child repeats the action, and learning is strengthened. Most toddlers will practice a newly learned skill until they feel in charge of it. The new walker wants to do nothing but practice walking. For adults, walking does not take thought because the mental pathways are so strong. We have practiced it well. *Practice leads to competence.*

Mastery leads to a feeling of competence. When beginning walkers feel safe walking with hands outstretched, they try walking while carrying something. They practice and fall; they practice some more until they are good at it. *They feel a sense of control which is the feeling of competence.*

Confidence is that feeling of mastery. When we feel competent or good at something, we own the new skill. It becomes part of us, and we can use this knowledge selectively when we want or need it. We do not have to practice; we know we can walk when we want to. When a child feels confident in her ability to walk, she quits practicing walking and starts trying to climb or run instead.

Pride comes from mastery. This is what leads to self-esteem. When children know that they can explore, take the challenge, ask questions, practice a new skill, and become competent, they become strong from within. When you master a skill, you have become a new person.



A Good Place for Play Time

Play is important to a child's growth and development. Children will play wherever they are. Infants and toddlers are motivated to explore all interesting spaces, climb, jump, open doors and drawers, touch, taste, and test! As a parent, your first concern should be safety.

 **Safety** - Children need a safe environment to explore. Remember, children's curiosity is so strong that saying "no, no" will not always keep them safe. They will crawl off the step, eat the cleaning soap, or pound with the glass knickknack. You can make play time safe. Create a safe play space, or be there to provide safety.

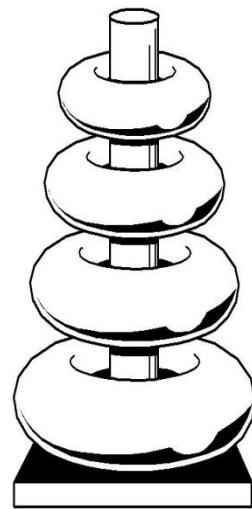
Think about:

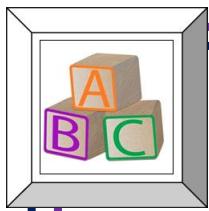
- A safe physical space (toy storage, cleanliness, furniture, stairs, doors, windows, plugs, cords, etc.).
- Your child's developmental learning stage (mouthing, grabbing, crawling, climbing, pounding, jumping, etc.).

 **Exploration** - Play areas that have a space to explore and a variety of objects to look at and use give children chances to learn. Children may move quickly from toy to toy. You can make play time exciting and interesting.

Think about:

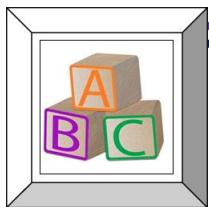
- Having a variety of age-appropriate toys.
- Keeping toys within your child's reach.
- Changing the toys often.
- Keeping some old favorites out along with newer toys.
- Keeping special toys in special places.
- Joining in the play.





Play Time!

Using pictures show how you can make a good place for your child to play. Find pictures in magazines or make simple drawings to show that you thought about your child's age, toys or activities, and safety concerns.



BLOCKS OF PRIDE

Learning by Doing Is the Best Way to Learn



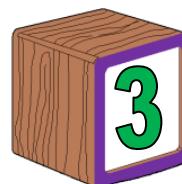
Approach

Assess the child's mood and attention span. Select appropriate toys or activities



Get the child's attention.

Move close to the child. Establish eye contact. Introduce toys or activity.
Start or model play.



Follow the child's lead.

Let the child respond to toys his or her own way. Follow the child's lead.
Continue what the child seems to enjoy. Share interest, excitement, and joy.



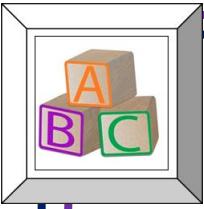
Extend and expand the play.

Take turns; imitate the child. Let the child problem solve. Help when frustrated or stuck. Encourage the child with each step of the task. Change the play slightly or add something new. Ignore mistakes.



Wait for the child to show pride.

Let the child bring the activity to a close. If the child masters a task, wait for the child to look at you. Congratulate the child's action with joy and love. Let the child choose a new activity or repeat this one. Stop if the child is tired, hungry, or no longer interested.

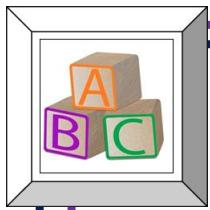


"I Can" Help My Child Learn Through Play

Answer the following "I Can" questions:

1. I can foster my child's curiosity by ...
2. I can help my child communicate during play by ...
3. I can create a safe play environment for my child by ...
4. I can make time to play with my child when ...
5. I can help my child develop independence during play by ...
6. I can help my child socially during play by ...
7. I can help my child feel a sense of mastery and pride during play by ...

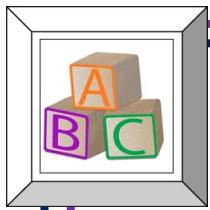




Jugar Es Aprender



¡LO LOGRASTE!



Tema 1: Jugar Es Aprender

PREGUNTAS DE INVESTIGACIÓN

¿Por qué es bueno el juego?

¿Por qué es importante la exploración?

¿Qué es la sensación de dominio?
¿Cuándo la siente usted?

¿Cómo puede la madre o el padre ayudar
a hacer que el juego conduzca al aprendizaje?



¿Qué Es Jugar?

ABC ¿Cómo se siente usted cuando está jugando?

ABC ¿Qué juego o actividad le hace a usted sentirse de esa manera?

ABC ¿Ha usted aprendido o mejorado al estar jugandolo?

ABC ¿Ha usted hecho amigos o disfrutado de su familia por medio de una actividad divertida?





El Juego Es un Camino para Aprender



El juego es la forma natural para que los bebés aprendan.

En todo el mundo los bebés juegan. El juego es una actividad espontánea que se inicia en la infancia. Es la forma natural en que los seres humanos aprenden aptitudes sociales y de supervivencia.



El juego hace que el aprendizaje sea fácil.

Los niños disfrutan las experiencias agradables. Continúan haciendo lo que los hace felices. También se divierten explorando y probando cosas nuevas. Son las emociones agradables lo que impulsan o motivan a los niños a probar cosas nuevas y a practicar otras.



El juego lleva a muchas experiencias diferentes.

Al principio, todo lo que toca un bebé, lo que escucha, huele o ve provoca conexiones nuevas en el cerebro. Con cada experiencia agradable, el aprendizaje se mueve hacia adelante porque su éxito desafía a los niños. Quieren saber más y ser más competentes.



El juego es un tiempo en que las personas cooperan y colaboran.

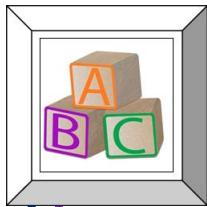
Durante un juego o una ocasión feliz juntos, las personas comparten fácilmente. La comunicación fluye, se siguen las reglas, se toman fácilmente las decisiones. El compartir la diversión con frecuencia conduce a conocer nuevas amistades que nos desafían e incrementan nuestro aprendizaje. El juego no es sólo para los niños. Cuando los niños comparten la diversión con los padres, su mundo se expande. Aprenden a comunicarse y a cooperar. Aprenden a hacer amigos.



El juego hace que el aprendizaje sea emocionante.

Cuando los niños continúan aprendiendo a través del juego, con frecuencia desarrollan un amor por el aprendizaje. Puesto que es divertido, se motivan para ampliar su aprendizaje. El dominio se vuelve emocionante. El juego inicia el camino al conocimiento, a la aptitud, a la confianza y a la aceptación social.





EL CICLO DEL DOMINIO

Una sensación interior de control y de confianza
... una motivación que impulsa al aprendizaje

CURIOSIDAD — EXPLORACIÓN

“¿Qué hay allí?” “¿Qué es?” “¿Cómo funciona?”

DESCUBRIMIENTO — DESAFÍO

“Veamos si lo puedo hacer.”

APRENDIZAJE

“Encontraré ayuda ... un modelo ... un entrenador.”

PRÁCTICA

“Una y otra, y otra vez nuevamente.”

COMPETENCIA/DOMINIO

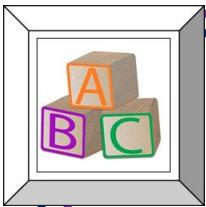
“¡Ya lo tengo!” “Estoy en control.” “Soy bueno para eso.”

CONFIANZA

“Puedo unirme al equipo, hacer el trabajo.”

ORGULLO

“Estoy bien.” “Me gusta como soy.” “Lo puedo hacer.”



¡Es Importante el Dominio!

El dominio es sentirse en control de uno mismo o de su medio ambiente. El dominio implica aprender una aptitud nueva, ejercitar un músculo, ampliar alguna conexión en el cerebro. Es volverse bueno para algo. Una vez que dominamos alguna tarea, somos los dueños de ella. Nos pertenece; la podemos usar a voluntad.

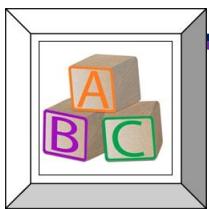
El dominio nos da una sensación de poder y confianza. Esta sensación nos impulsa hacia adelante para encontrar algo nuevo que aprender y dominar. Esperamos con interés el siguiente desafío, para sentir nuevamente la sensación de orgullo.

El dominio es un motivador innato. Esto significa que es como una voz dentro de nuestra cabeza que nos urge a tener un aprendizaje perpetuo, de ir al encuentro de desafíos y de sentirse orgulloso.

"¡Lo puedo hacer!"

"Estoy bien."

"Me gusta como soy."



Desde la Curiosidad Hasta la Sensación de Orgullo

La curiosidad inicia el ciclo del dominio. Los niños son curiosos por naturaleza. Sus ojos están explorando desde el momento de su nacimiento. Ellos se preguntan: “¿Qué hay allá afuera? ¿En dónde estoy?” La urgencia por explorar es tan fuerte para los pequeños que empiezan a caminar, que se olvidan de todo lo demás. Curiosean sin rumbo, suben la escalera, se olvidan de las reglas, rechazan la comida — sola-mente por satisfacer su curiosidad. *La curiosidad es una puerta de entrada para el aprendizaje.*

La curiosidad lleva a la exploración. Al explorar, los niños descubren cosas nuevas. “¿Qué es lo que me encontré? ¿Cómo funciona?” *La exploración es lo que pone en movimiento el aprendizaje.*

La curiosidad lleva al descubrimiento. El descubrimiento es emocionante. Para los seres humanos, las cosas nuevas parecen ser un desafío. “¿Puedo yo hacer esto? ¿Puedo tener eso? ¿Puedo entender de qué se trata esto?” Este desafío por probar algo nuevo, nos empuja … para escalar montañas, para que nos guste usar la computadora, o hasta para ir a la luna. *El descubrimiento empieza el desafío por aprender.*

El aprendizaje se lleva a cabo con la experimentación. Cuando los bebés descubren algo, lo prueban de muchas formas diferentes: lo examinan muy bien todo, lo sacuden, lo saborean, lo golpean, lo tiran. Si se dan cuenta de que sabe bien, es algo para comer. *Si no pueden descifrar la forma de entender su descubrimiento, le pedirán su ayuda a usted.*

El aprendizaje se efectúa a través de relaciones con otras personas. Haciendo preguntas, pidiendo ayuda, observando y modelando, son formas clave para que aprendamos sobre algo nuevo. Con frecuencia otras personas son el mejor recurso para ayudarnos porque pueden demostrar y explicar. Los adultos leén también para obtener información o instrucciones para poder *entender lo que les causa curiosidad.*

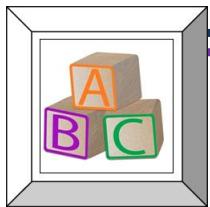
La práctica refuerza el aprendizaje. El aprendizaje emociona al niño; después el niño repite la acción y se refuerza lo aprendido. La mayor parte de los niños pequeños practicarán una aptitud que acaban de aprender hasta que sienten que la controlan. El niño que empieza a caminar no quiere hacer otra cosa que practicar el caminar. Los adultos no tienen que pensar para caminar porque las vías mentales son muy fuertes. *Lo hemos practicado bien. La práctica lleva a ser competente.*

El dominio da una sensación de ser capaz. Cuando los niños que empiezan a caminar se sienten seguros caminando con las manos extendidas, tratan de caminar mientras llevan algo. Practican y se caen; practican un poco hasta que son capaces. *Sienten una sensación de control. Es la sensación de ser competente.*

La confianza es esa sensación de tener dominio. Cuando nos sentimos competentes o buenos para algo, somos dueños de la aptitud nueva. Se convierte en parte de nosotros y podemos usar estos conocimientos cuando queremos o lo necesitamos. No tenemos que practicar; sabemos que podemos caminar cuando queramos. Cuando un niño siente confianza en su habilidad para caminar, deja de practicar el caminar y en vez de eso empieza a subir o a correr.

El orgullo deriva de tener dominio.

Esto es lo que nos lleva a la autoestima. Cuando los niños saben que pueden explorar, aceptan el reto, hacen preguntas, practican una habilidad nueva y se vuelven competentes, se fortalecen desde adentro. Cuando uno domina una habilidad, uno se vuelve una persona nueva.



Un Buen Lugar para la Hora de Jugar

La hora del juego es importante para el crecimiento y para el desarrollo del niño. Los niños van a jugar en donde quiera que estén. ¡Los niños pequeños y los que están aprendiendo a caminar están motivados para explorar todos los espacios interesantes, para brincar, abrir puertas y cajones, tocar, saborear y probar! Como madre/padre su primera preocupación debe ser la seguridad.

SEGURIDAD

Los niños necesitan un medio ambiente seguro para explorar. Recuerde, la curiosidad de los niños es tan fuerte que decir "no, no" no siempre los mantendrá fuera de peligro. Van a gatear para bajar el escalón, se comerán el jabón, o golpearán con cualquier cosa de vidrio. Usted puede hacer que la hora de juego sea segura. Cree un espacio que no tenga peligros, o esté presente ahí para dar seguridad.

PIENSE EN:

Un espacio físico seguro (caja de juguetes, de limpieza, muebles, escaleras, puertas, ventanas, enchufes eléctricos, cordones, etc.)

La etapa de desarrollo para el aprendizaje de su hijo (etapa oral, de tomar todo, de subir, de golpear, de brincar, etc.)

EXPLORACIÓN

Áreas de juego que tengan suficiente espacio para explorar y una variedad de objetos para mirar y usar, que le den al niño la oportunidad de aprender. Los niños quizás se muevan rápidamente de juguete en juguete. Usted puede hacer que la hora de juego sea estimulante e interesante.

PIENSE EN:

Tener una variedad de juguetes apropiados para la edad de su hijo.

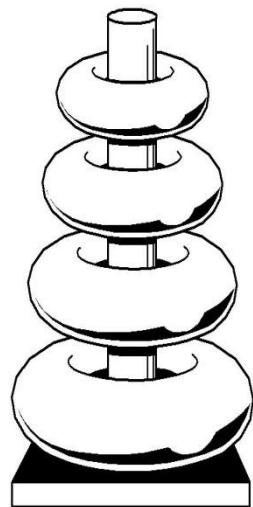
Mantener los juguetes al alcance de su hijo.

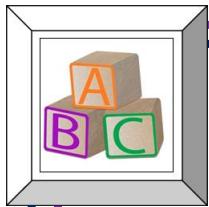
Cambiar con frecuencia de juguetes.

Mantener fuera algunos de los viejos juguetes favoritos junto con juguetes más nuevos.

Mantener los juguetes especiales en lugares especiales.

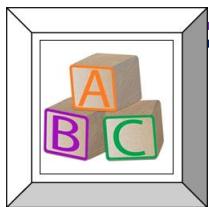
Unirse al juego.





¡Hora de Jugar!

Usando ilustraciones, muestre cómo puede usted hacer un buen lugar para que juegue su hijo. Busque ilustraciones en revistas, o haga dibujos sencillos para mostrar que usted tomó en consideración la edad, los juguetes, seguridad o las actividades de su hijo.



BLOQUES DE ORGULLO

Haciéndolo Es la Mejor Forma de Aprender



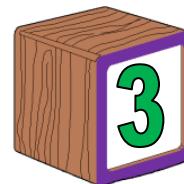
Acérquese.

Evalué el estado de ánimo y el grado de atención de su hijo. Seleccione los juguetes o las actividades apropiadas.



Capte la atención del niño.

Acérquese mas al niño. Haga contacto con los ojos. Introduzca juguetes o actividades. Inicie o ponga el ejemplo en el juego.



Siga la iniciativa del niño.

Deje que el niño responda a los juguetes en su manera. Siga la iniciativa del niño. Continúe con lo que parezca que el niño disfruta. Comparta el interés, la emoción y la alegría.



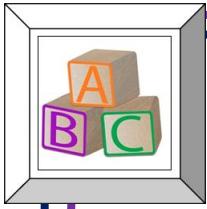
Extienda y amplíe el juego.

Que cada uno tenga su turno; imite al niño. Deje que el niño resuelva problemas. Ayude cuando esté frustrado o se atore. Anima al niño en cada etapa de la tarea. Cambie ligeramente el juego o añada algo nuevo. No corrija ni regañe; ignore los errores.



Espere a que el niño muestre su orgullo.

Deje que el niño dé por terminada la actividad. Si el niño desarrolla dominio de alguna tarea, espere a que el niño le mire a usted para su aprobación. Felicite su acción con amor y alegría. Deje que el niño escoja una actividad nueva o que repita ésta misma. Pare si el niño está cansado, tiene hambre o si ha perdido interés.



"Yo Puedo" Ayudar a Mi Hijo a Aprender por Medio del Juego

Conteste las siguientes preguntas de "Yo Puedo":

1. *Yo puedo fomentar la curiosidad de mi hijo haciendo ...*
2. *Yo puedo ayudar a mi hijo a comunicarse durante el juego haciendo ...*
3. *Yo puedo crear un ambiente seguro de juego para mi hijo, mediante ...*
4. *Yo puedo dedicar tiempo para jugar con mi hijo cuando ...*
5. *Yo puedo ayudar para que mi hijo desarrolle su independencia durante el juego, mediante...*
6. *Yo puedo ayudar a mi hijo a socializar durante el juego, mediante ...*
7. *Yo puedo ayudar a que mi hijo tenga una sensación de dominio y orgullo durante el juego, haciendo*





Lo Que Aprendí

1. ¿Qué es el juego?

2. ¿En qué forma el juego proporciona aprendizaje para mi hijo?

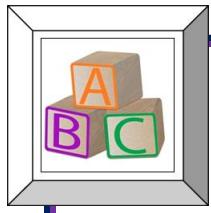
3. ¿En qué forma el dominio motiva a mi hijo para que aprenda?

4. Jugar con mi hijo es importante para mí porque ...

5. Estas son clases de actividades o de juegos que me gusta hacer con mi hijo:

6. Estas son las formas en que puedo proveer áreas de juego seguras y exitosas:





"¡AH, QUÉ COSAS!"

Tema 1

¿Qué Es lo que Hacen los Bebés para Trastornar a Sus Padres?

Curiosidad y Dominio

La inclinación natural de los niños para explorar y tener dominio sobre las cosas nuevas, los lleva a hacer cosas que podrían no ser del agrado de sus padres. Discutan juntos las formas para manejar éstos y otros comportamientos.

¿Qué hacen los niños?

Mi hijo hace ruidos desagradables:
escupe, have gárgaras y chillidos.

Mi hijo va de una cosa a la otra y
nunca se concentra en una tarea o en
un juguete.

Mi hijo quiere registrar mi bolsa o la
bolsa de pañales.

Mi hijo tira todo desde su sillita alta.
Yo lo levanto y ¡ahí va de nuevo para
abajo!

Mi hijo tira todo desde su sillita alta.
y cajones y metiéndose con cosas
peligrosas.

Mi hija quiere comer sola, pero hace
demasiado tiradero.

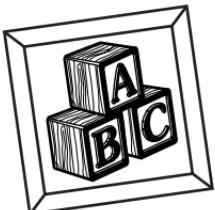
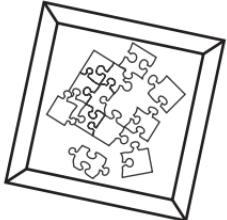
Cuando mi hijo hace _____,

¿Qué deben hacer los padres?

1. Su niño aprende explorando. Haga que la casa esté a prueba de niños por breve tiempo y deje que su hijo explore.
2. Alimentarse solo es una experiencia de aprendizaje. Déle una cuchara y ¡déjelo hacerlo! Usted puede utilizar un paño en el suelo o usar un babero grande. Comience con comidas con las que haga menos tiradero.
3. Está explorando lo que puede hacer con su voz o quiere ver la reacción de usted. Ignore lo malo, imite lo bueno.
4. Déle a su hijo una alacena para que explore sin peligro. No está permitido en las otras alacenas. Cierre con llave todos los lugares que no sean seguros.
5. Está aprendiendo qué pasa después. Esto está bien. Usted puede decidir unírsele o ignorarlo.
6. Déle a su hijo una bolsa o una mochila que sea para él. Póngale cosas interesantes que no presenten peligro para que explore. Cambie algunos artículos de vez en cuando para mantener el interés de su hijo.

lo quo yo hago es: _____

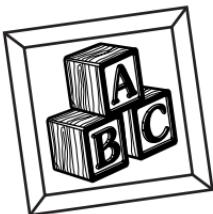
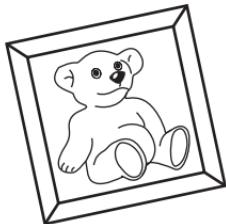
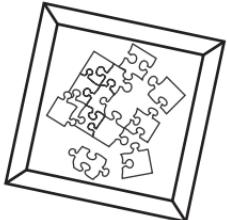
BALLS AND BOXES



Materials: Assorted sizes of balls and boxes

Directions: Sit on the floor with baby/toddler, balls, and boxes and follow your child's lead. Talk about what is happening – for example, how the ball is rolling around or the boxes are all in a row. Build on your child's ideas – for example, the boxes in a row could be a road for the ball to travel on. Wait to see how your child responds and follow his/her lead.

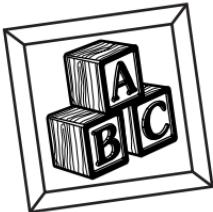
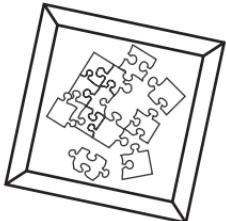
CRUMPLED PAPER BALLS



Material: Colorful sheets of paper (white paper will also work)

Directions: Sit with baby/toddler and wad up a sheet of paper into a ball. Let baby/toddler hear the paper crumble. Show the paper ball to the baby/toddler and let him/her explore the ball. Move the ball around in the air and let the baby track it. Older babies and toddlers will enjoy wadding up their own balls of paper and throwing them in the air. Toddlers will enjoy using their paper balls in a game of catch. Gently throw the ball back and forth or roll it on the floor.

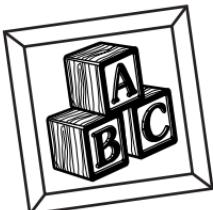
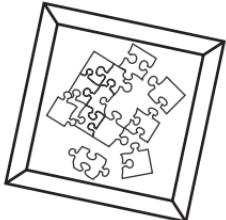
POURING POWER



Materials: Dishpan full of sand or rice and a few small plastic cups

Directions: Sit with baby on the floor and play with the dishpan of sand or rice. Pour sand out of the cups into the pan. Encourage baby to fill one cup from another. Then empty it. Encourage baby to pour and fill cups. Talk about what you are doing and how it feels.

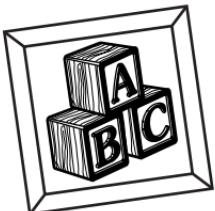
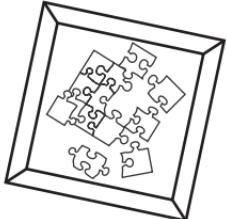
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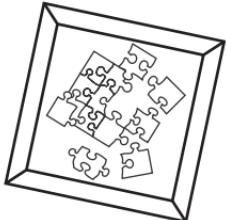
RATTLES



Materials: Assorted Rattles

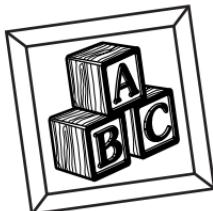
Directions: Put a rattle in baby's hand or let baby take the rattle from you. Let baby explore it. Shake yours and see if baby will look for the sound. Shake baby's hand, and see if baby will look for the sound. When baby shakes rattle, you shake yours. Follow baby's lead. Take turns.

RATTLES

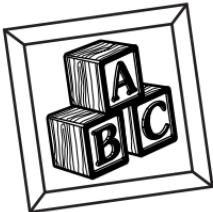
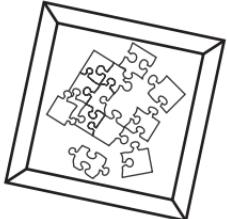


Materials: Assorted Rattles

Directions: Give Toddler a choice of rattles. Play some fun music and follow toddlers lead as he/she shakes and rattles.



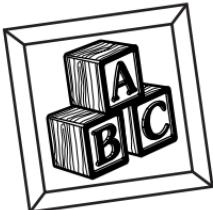
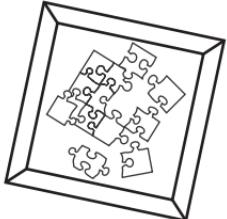
ROLLING ALONG



Materials: A board long enough to lean on a chair and 3 or 4 inches wide, toy cars and truck (make sure they are not a choking hazard)

Directions: Prop one end of the board on a chair, low table or a shelf. Sit down with baby/toddler and let baby/toddler explore the cars and trucks. Put a car or truck on the board and let it roll down. Catch it at the bottom and do it again. Older babies can put the cars or trucks on the ramp for you to catch at the bottom. Toddlers can try to catch the car or truck at the bottom.

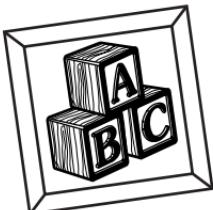
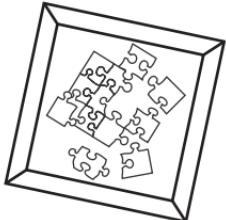
TEXTURE FUN



Materials: Pieces of fabric with a variety of textures

Directions: Sit with baby on your lap and explore the feel of different pieces of fabric. Toddlers can sit on the floor facing you. Which pieces do you like? Why? Which does your baby/toddler like? Why? Use the pieces of fabric to gently touch your baby's/toddler's face, hands, and feet. Where does your baby/toddler like to be touched?

TWO LITTLE BLACKBIRDS



Directions: Sit facing baby/toddler. Remember to let baby/toddler see your smiling face.

Two little blackbirds sitting on a hill.

(hold up one finger from each hand)

One named Jack and one named Jill.

(wave one finger, then the other)

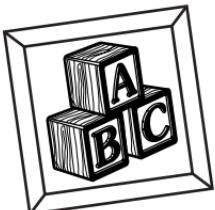
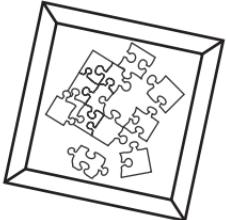
Fly away Jack, fly away Jill.

(put fingers behind your back)

Come back Jack, come back Jill.

(bring fingers back).

FINDING AN EGG



Directions: Count on the fingers for each “Este”. Look for water with the fingers, first at elbow, then at shoulder. End with a tickle under the arm.

This little boy found an egg:

This one cooked it;

This one peeled it;

This one salted it;

This fat little one ate it.

He became thirsty,

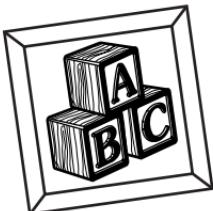
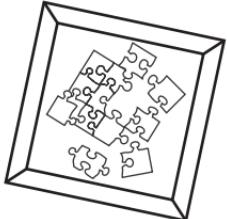
And he went to look for water...

He looked and looked...

And here he found it!

And drank and drank and drank...

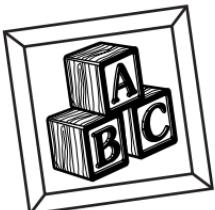
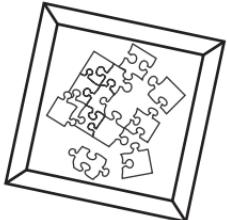
PELOTAS Y CAJAS



Materiales: Pelotas y cajas de diferentes tamaños

Instrucciones: Siéntese en el piso con su bebé o niño, con las pelotas y cajas y deje que el niño haga lo que él desea. Hable con él/ella de lo que sucede – por ejemplo, la pelota está rodando, las cajas están en una fila. Desarrolle las ideas de su niño – por ejemplo, las cajas en fila pueden ser el camino por donde rueda la pelota. Espere a ver cómo reacciona su niño y siga su ejemplo.

BOLAS DE PAPEL ARRUGADO

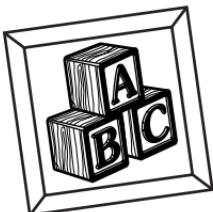
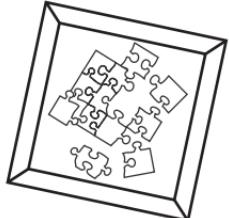


Materiales: Hojas de papel de color (u hojas blancas)

Instrucciones: Siéntese con su bebé o niño y apriete entre las manos una hoja de papel para formar una bola. Deje que el bebé o niño oiga el sonido que hace el papel al apretarlo. Enséñele la bola a su bebé o niño y déjelo examinarla. Mueva la bola por el aire para que su bebé la siga con los ojos. Un bebé más grande y los niños se divertirán haciendo ellos mismos las bolas de papel y aventándolas al aire. Los niños gozarán tirándose las bolas entre ellos.

Aviéntele suavemente la bola al niño o hágala rodar por el piso.

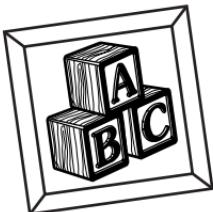
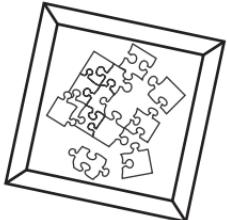
LLENAR Y VACIAR



Materiales: Una bandeja llena de arena o arroz y unas tazas pequeñas de plástico

Instrucciones: Siéntese con su bebé en el piso y juegue con la arena o el arroz en la bandeja. Vacíe arena de las tazas en la bandeja. Anime al bebé para que llene una taza con otra. Luego vacíela. Anime al bebé a vaciar y llenar las tazas. Hágole de lo que están haciendo y cómo se siente.

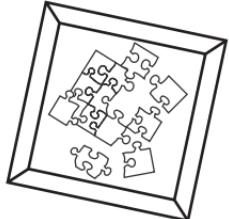
SONAJAS



Materiales: Varias sonajas

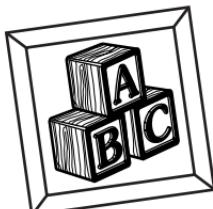
Instrucciones: Ponga una sonaja en la mano de su bebé o permita que él/ella se la quite a usted. Deje que su bebé explore la sonaja. Suene su sonaja para ver si el bebé busca el sonido. Sacuda la mano del bebé y vea si busca el sonido. Cuando el bebé suene la sonaja, suene usted la suya. Haga usted lo que él hace. Tomen turnos.

SONAJAS

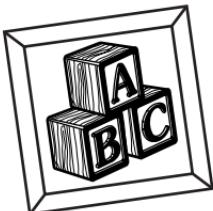
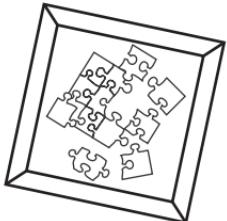


Materiales: Varias sonajas

Instrucciones: Deje que su niño escoja una sonaja.
Toque música divertida y haga lo que hace el niño con su sonaja.



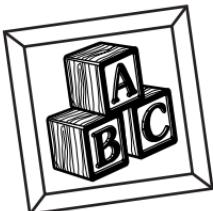
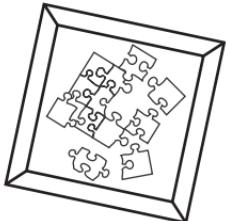
RAMPAS Y CARRITOS



Materiales: Una tabla de 3 a 4 pulgadas de ancho y suficientemente larga para apoyarla en una silla, carritos y camiones de juguete (que no vayan a asfixiar a un niño)

Instrucciones: Apoye un lado de la tabla sobre una silla, mesa o estante bajo. Siéntese con su bebé o niño y déjelo explorar los carritos. Coloque un carrito en la tabla y déjelo bajar rodando. Tómelo al llegar abajo y vuelva a dejarlo rodar. Si su bebé es más grande puede poner los carritos en la rampa para que usted los recoja abajo. Un niño puede tratar de agarrar el carrito cuando llegue abajo.

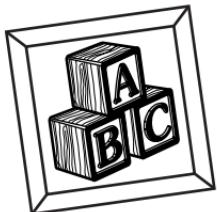
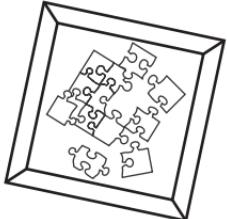
DIVERSIÓN CON TEXTURAS



Materiales: Trozos de tela de una variedad de texturas

Instrucciones: Siéntese con su bebé en las piernas y explore la sensación de las diferentes telas. El niño puede sentarse en el piso en frente de usted. ¿Cuáles telas le gustan a usted? ¿Por qué? ¿Cuáles le gustan a su niño o bebé? ¿Por qué? Con las telas toque suavemente la cara, manos y pies de su bebé o niño. ¿En dónde le gusta ser tocado a su bebé o niño?

CU, CU



Instrucciones: Se coloca al niño sobre la rodilla y sé mueve la pierna de arriba abajo.

Cu, cu, cu, cu

Cu, cu, cu, cu,

Cu, cu, cantaba la rana

Cu, cu, debajo del agua,

Cu, cu, pasó un caballero

Cu, cu, con capa y sombrero

Cu, cu, pasó una señora

Cu, cu, con traje de cola.

Cu, cu, pasó un marinero

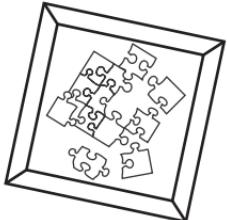
Cu, cu, vendiendo romero.

Cu, cu, le pidió un ramito

Cu, cu, no le quiso dar

Cu, cu, se puso a llorar.

HALLANDO UN HUEVO



Instrucciones: Cuente con los dedos para cada este. Busque agua primero en el codo, despues al hombro. Termine haciendo cosquillas en la axila.

Este nino hallo un huevo;
Este lo cosió;
Este lo peló;
Este le hecho la sal;
Este gordo chaparrito se lo comio.



Le dio sed,
Y se fue a buscar agua...
Busco y busco...
Y aqui hallo!
Y tomo y tomo y tomo...

