

The cookie dilemma



Objectives -- performance

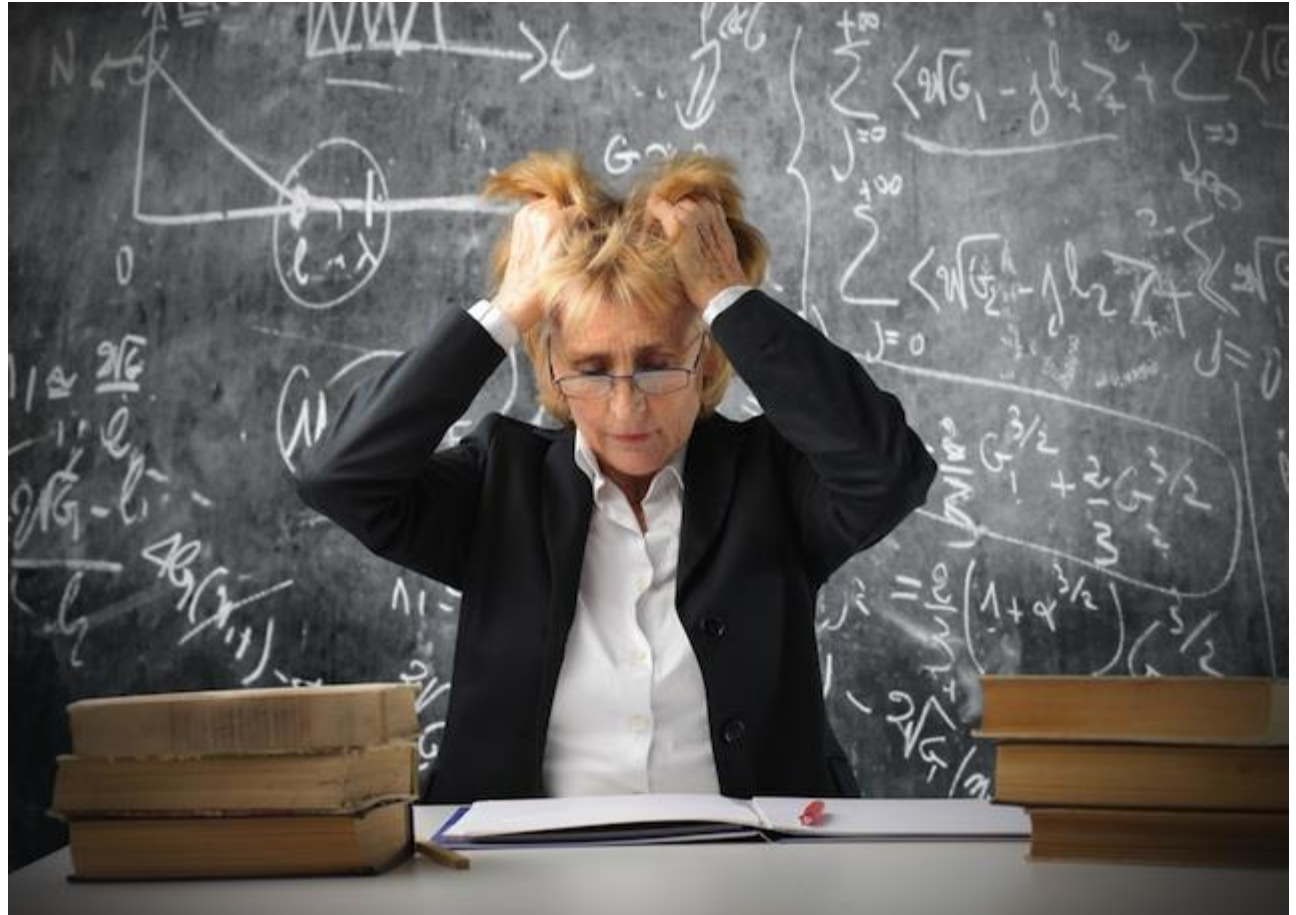
Performance Objective #4: **Evaluate** three age-appropriate activities for infants and explain how each activity stimulates the infant's development (physical, social, emotional, cognitive).

Performance Objective #5: **Evaluate** three age-appropriate activities for toddlers and explain how each activity stimulates the toddler's development (physical, social, emotional, cognitive).

Performance Objective #6: **Evaluate** three age-appropriate activities for preschoolers and explain how each activity stimulates the preschooler's development (physical, social, emotional, cognitive).

Why I chose this to share--

1. Not all activities for children are equal!
2. Helping students evaluate the activities they developed
3. Giving them a criteria they can continue to use.



“Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.” - Fred Rogers



Seven Skills

IN HER BOOK, “[MIND IN THE MAKING](#),” ELLEN GALINSKY DISCUSSES THE SEVEN ESSENTIAL LIFE SKILLS ALL CHILDREN NEED TO BE WELL-ROUNDED AND [READY FOR SCHOOL](#) AND LIFE.

Focus and Self Control

- Paying attention
- Remembering the rules
- Thinking flexibly
- Exercising self control



Ways to Promote FOCUS

- Games – Red light Green Light, musical chairs
- Reading – Fill in the last line , guess what will happen next
memorize favorite lines of a poem
- Computer games – promote focus –matching games
thinking games
- Television –Limit it and use it for launching a discussion
Play is disrupted when TV is a background noise



Other aspects of this skill

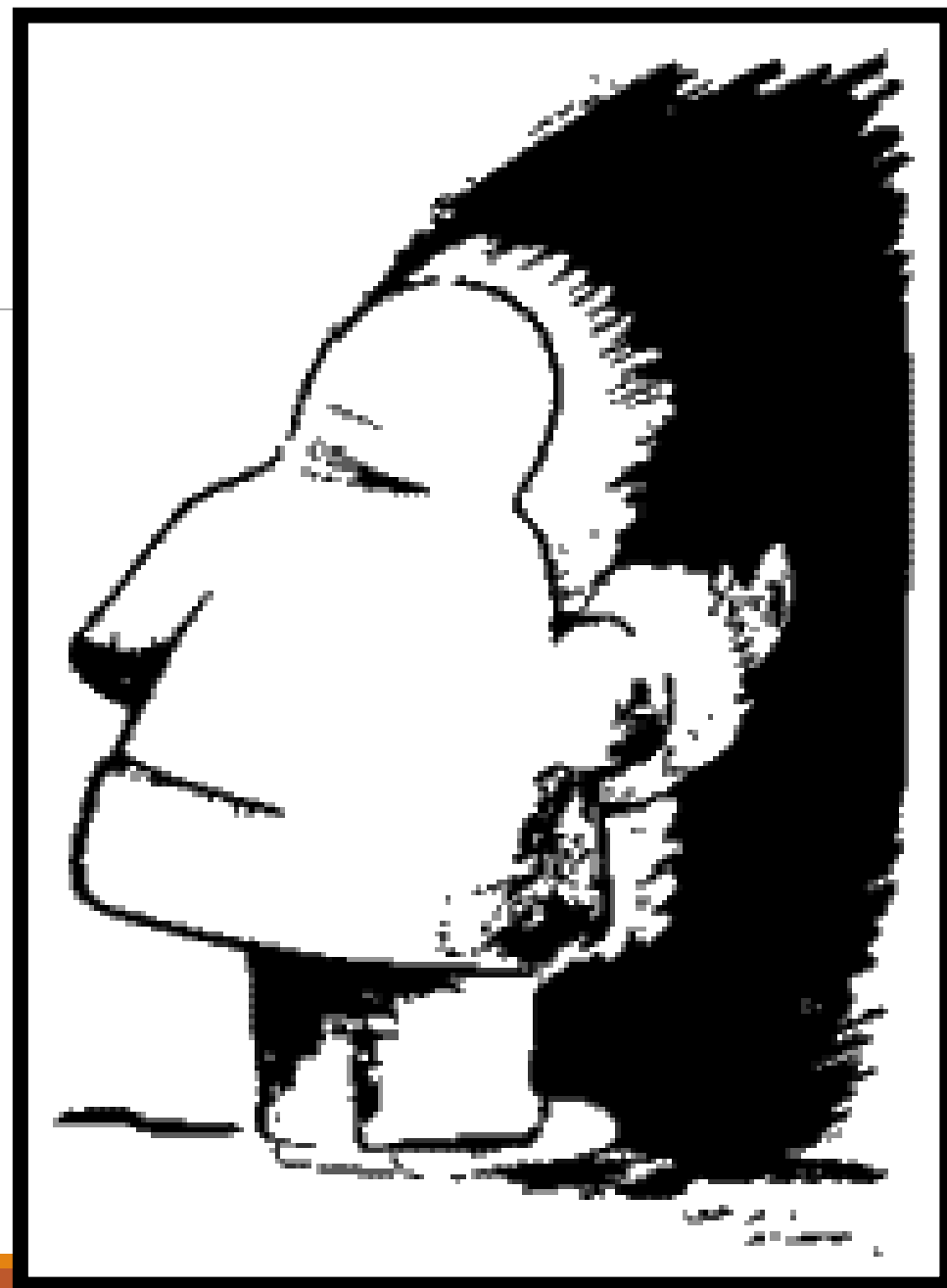


- Cognitive Flexibility
- Promote working memory
- Promote inhibitory control
- Learn self control and focus yourself

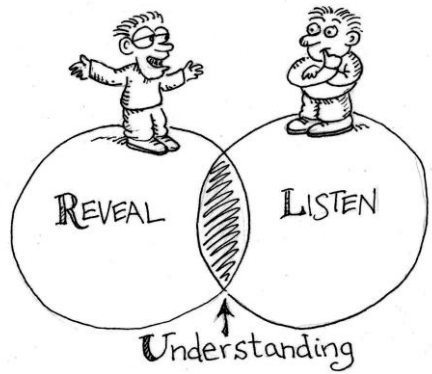
Perspective Taking

- Involves figuring out what others think and feel





Ways to promote perspective



- Read and discuss
- Pretend
- Role Play
- Talk about feelings

Communicating

- Speak, read, and write
- Also determining what one wants to communicate and how the communication will be understood



“Children are born Primed to Communicate”

- Create an environment at home where words, reading and listening are important
- Narrate your children's experiences
- Talk that goes beyond the Here and Now.
- Tell stories about your life and have your children tell stories about theirs.
- READ, READ, and READ some more with your child
- Play with word sounds
- Encourage your children to write



Making Connections

- See in connections between various things and experiences
- Core of creativity



Newton's connection



Suggestions for promoting Connections

- Find Fun and playful way to see connections.

Give Children many opportunities to explore and time for pretend play.

What is alike—What is different



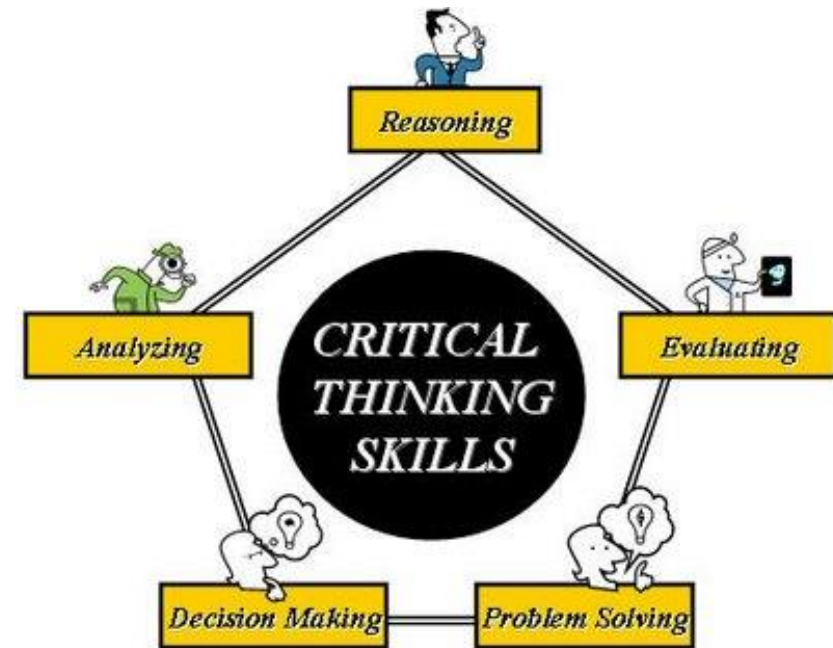
Critical Thinking

- It involves developing, testing, and refining theories about what causes what



Promoting critical thinking in children

- Promote your child's curiosity
- Help the child develop theories and then try them out
- Help your child find a love for knowledge
- Help your child find reliable sources of information



Taking on Challenges

- Pushing yourself to try something hard and sticking with it to the finish



Promote taking on challenges

- “Praise their effort and strategies not his or her personality”
- “cultivate a growth mindset in your children”
teach them how the brain works
- Promote your child’s passion
- Introduce change slowly



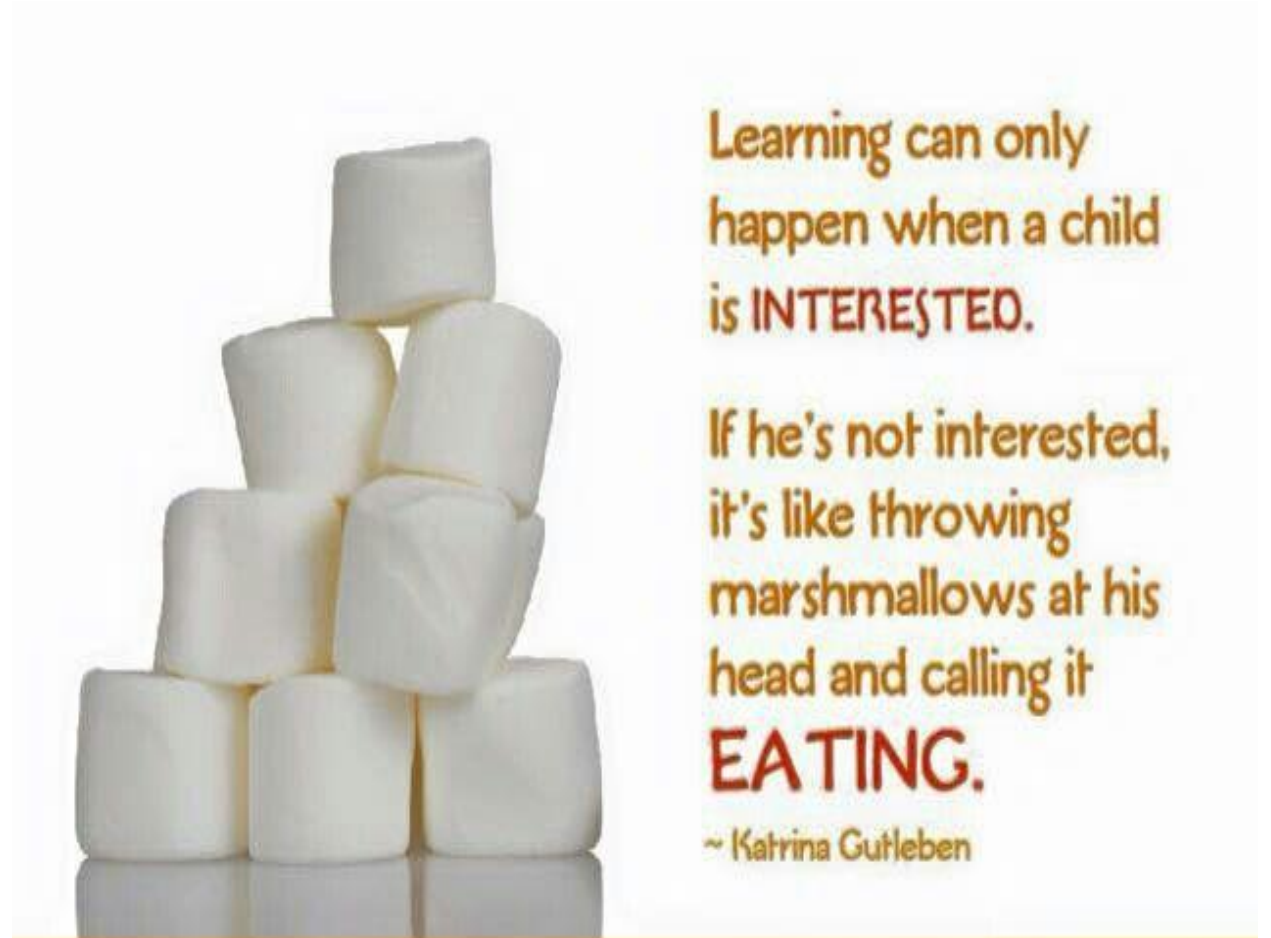
Self Directed, Engaged Learning

- Realize the potential to learn and seek to learn about many things

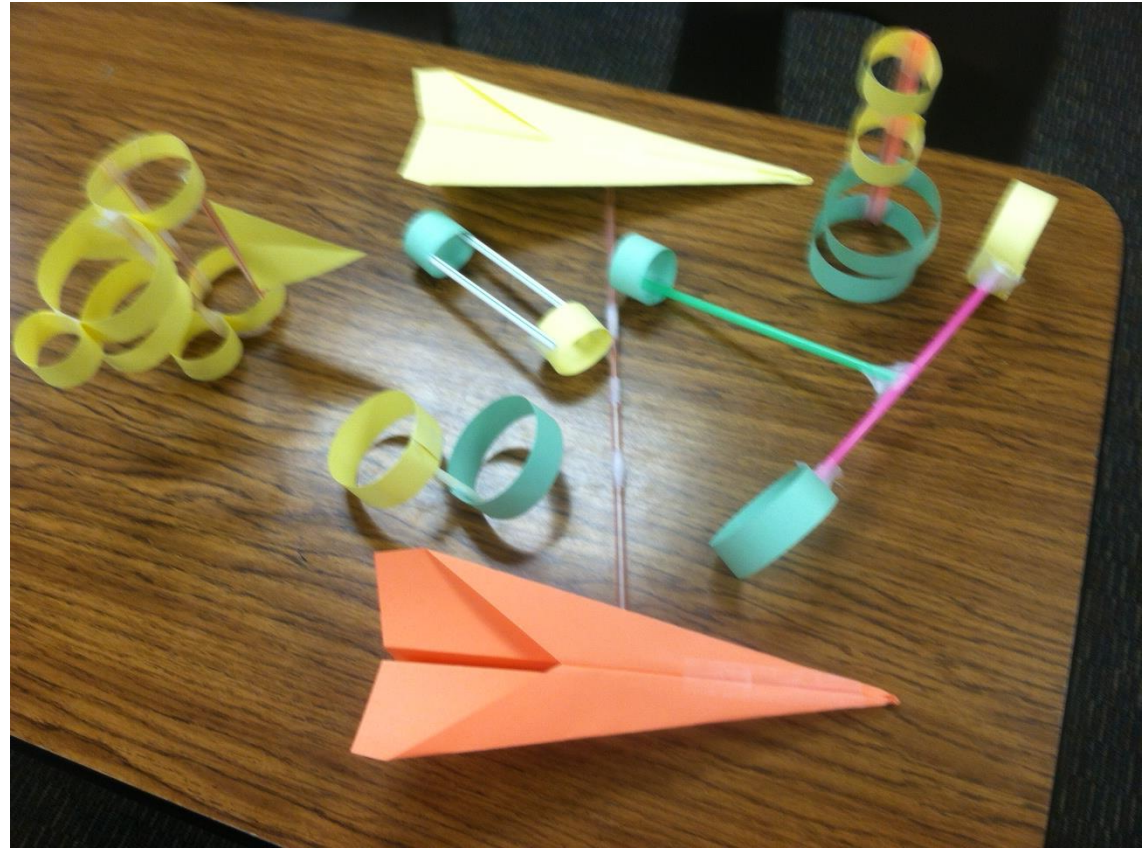


Helping a child be self directed and an engaged learner

- Principle 1 – establish trust with your child (Eriksen)
makes them feel secure and safe
- Principle 2 – “Help children set and work toward their own goals”
- Principle 3 – Teach the whole child (social, emotional, and intellectual)



Zapper Challenge



Why the Skills?



Name: _____ Class Period: _____

Age of Child:

Circle areas of development: Physical Social Cognitive (mental) Emotional

Activity Description:

Focus and Self Control	Yes or No	How?
Perspective Taking	Yes or no	How?
Communicating	Yes or no	How?
Making Connections	Yes or no	How?
Critical Thinking	Yes or no	How?

How can you make this more challenging?

How can this activity help a child become more self-directed? (parts you leave for the child to do by themselves)