



Playing to Learn and Learning to Play

Parent Workshop on Social and Emotional Learning and
Approaches to Play and Learning

Facilitator's Manual

A manual to guide a facilitator to conduct this Parent
Workshop on Social and Emotional Learning and
Approaches to Play and Learning

This project is funded by a Race-to-the-Top-Early Learning Challenge Grant and developed in collaboration with: The Massachusetts Department of Early Education and Care, The Massachusetts Department of Elementary and Secondary Education, and The Collaborative for Educational Services

Thank you for showing your commitment to social emotional development in young children by planning a parent workshop to support parents and caregivers in scaffolding their children's social and emotional learning and learning through play at home. We hope that you are able to support a variety of parents and caregivers to understand the importance of play and social emotional learning, and that these parent workshop materials based on the new MA Preschool and Kindergarten Social and Emotional Learning, and Approaches to Play and Learning Standards (available on the EEC website and at www.collaborative.org/sel-apl-standards) will be useful to you in your family engagement practice. When intentionally integrated into your practice, these activities that introduce parents and caregivers to social emotional learning and learning through play will strengthen their ability to have fun playing with their children and to understand the importance of their role in helping young children learn through play. As a result, parent-child relationships will be improved and children will be more successful in educational settings and in their adult lives.

In addition to the PowerPoint presentation, there is a booklet, "Parent and Caregiver Guide," which contains handouts designed to be used in this parent workshop. This Guide can also be found at www.collaborative.org/sel-apl-standards. The Guide can be provided as a booklet, or selected individual handouts can be copied and provided to participants.

History of the Massachusetts Standards

This parent workshop is based on research about the critical importance of social and emotional learning that is in the forefront of early education nationwide. Bringing a new set of Standards to early education professionals in Massachusetts was a three-year process beginning in 2012, when The Massachusetts Department of Early Education and Care (EEC) partnered with Sharon Lynn Kagan, Ed.D., Catherine Scott-Little, Ph.D., Jeanne L. Reid, M.P.P. and their teams at Teachers College, Columbia University and the University of North Carolina at Greensboro, to conduct an 18-month analysis of the content and alignment of Massachusetts early learning Standards. The study concluded in October 2013. The results affirm that Massachusetts has a solid set of early learning Standards for infants, toddlers, and preschool-aged children, but could strengthen and improve its alignment by being more attentive to the domains of Social and Emotional Learning, and Approaches to Play and Learning. It was recommended that the Preschool and Kindergarten Standards be revised to reflect the integrated and multi-domain nature of early learning.

In August 2014, EEC contracted with the University of Massachusetts, Boston (UMB) to develop learning standards in the domains of social and emotional learning and approaches to play and learning for preschool and kindergarten. The new Preschool

and Kindergarten Social and Emotional Learning and Approaches to Play and Learning Standards were approved by the Board of Early Education and Care in April 2015. In May 2015, the Department of Elementary and Secondary Education (ESE) approved the Standards for voluntary use by districts and schools.

In July 2015, the Collaborative for Educational Services (CES) was awarded the contract to work with EEC and ESE to develop statewide professional development based on the approved Preschool and Kindergarten Social and Emotional Learning and Approaches to Play and Learning Standards (SEL/APL Standards).

Understanding that parents are their children's first and most important teachers, EEC and ESE envisioned the benefits of developing and disseminating family engagement materials based on the new SEL/APL Standards for professionals working with children birth through Kindergarten and their families. CES provided a forum for Family Engagement professionals in June 2016. If you were not able to attend, the slide presentation and an additional Resources booklet provide an overview of the Standards and information about best practice for strengths-based and culturally competent family engagement. You are encouraged to consult the SEL/APL Standards and all of the additional family engagement resources at www.collaborative.org/sel-apl-standards before offering this parent workshop.

You will notice that there are narrative notes provided on most slides in the PowerPoint presentation, and some notes call for you to reflect on possible adaptations to the slide or implications for your practice. Please use the notes as intended: to provide additional guidance on selected slides, or to provide you with the background needed to answer parent and caregiver questions. They are not intended to be read verbatim. Our hope is that you will bring your own voice and style to this parent workshop, and that you will adapt it as needed to meet the cultural and linguistic needs of the families with whom you work. Translations of this workshop and accompanying Parent and Caregiver Guide into Spanish, Chinese, Brazilian Portuguese and Haitian Creole will be available on the EEC website sometime after June 30, 2016.

Thank you for bringing this workshop to parents and caregivers of young children in Massachusetts.

Workshop Development

This parent workshop was developed by a team at the Collaborative for Educational Services (CES), in collaboration with Massachusetts Department of Early Education and Care (EEC) and Massachusetts Department of Elementary and Secondary Education (ESE) through a grant from the federal Race-to-the-Top Early Learning Challenge Grant.

The Collaborative for Educational Services is a non-profit educational service agency, committed to reaching and educating learners of all ages, and experienced in working with educators to help all students learn and succeed.

CES SEL/APL Team

Desiree Lalbeharie-Josias, Ed.D. is the Director of the Early Childhood Department at the Collaborative for Educational Services (CES). Dr. Lalbeharie-Josias provides leadership and management of CES's early childhood programs including the EEC funded Coordinated Family and Community Engagement, Early Childhood Mental Health Consultation, and the Assessment for Responsive Teaching RTT Projects, as well as the Children's Bureau of the Administration for Children and Families programs serving children in DCF supportive slots, and Professional Development for Early Educators. Dr. Lalbeharie-Josias's 26 year career has been dedicated to the field of early childhood development and education in the context of family, education, social justice, and public health issues.

Corky Klimczak, M.S.W., has nearly 40 years of successful experience administering early education and social service programs that have strengthened and provided support to families of young children. These programs have included three different home visiting programs serving at-risk populations, two federal grant projects, and a MA Family Network program that coordinated the activities of eight family centers in Hampshire County. She has coordinated projects for the Early Childhood Department at the Collaborative for Educational Services since 2003.

Kay Lisseck, M.S., is a former Executive Director of the Pioneer Valley Educational Readiness Center facilitating regional networks and supporting educators in the early education, K-12, and higher education sectors to improve teaching quality. She has contributed to the MA Early Learning Standards and the recently approved document, "Building the Foundation of Future Success for Children from Birth through Grade 3." She currently serves on the Birth Through Grade 3 Advisory Group as well as the QRIS Advisory Group participating in the standards revisions process.

Sarah Lusardi, LicSW, has over fifteen years of professional experience working with young children and their families, ten of those years as a Master's level social worker with

a clinical specialty in early childhood. She is the Clinical Supervisor and Training Coordinator at the Collaborative for Educational Services Early Childhood Department. She has developed and supported multiple courses for professionals and families regarding supporting social and emotional development in young children.

Marcela Simpson, M.Ed., has been offering her expertise in the field of early childhood education for the past three decades. Marcela is frequently in the role of coach, mentor and observer in early education settings. Marcela coauthored the Early Learning Standards for Infants and Toddler for the state of Massachusetts. She is engaged in different initiatives throughout the state to help support educators in their classrooms and those in family child care programs. As the Director of Innovative Foundations for Early Childhood Educators, she designs, delivers, and coordinates professional development both in English and Spanish, meeting the needs of a diverse workforce in a wide range of early childhood settings (public schools, special education, an private home-based child care).

EEC and ESE Project Leads:

Carol Nolan, Associate Commissioner of Programs and Grants, MA Department of Early Education and Care

Chau Ly, Project Director, Statewide and Community Supports, MA Department of Early Education and Care

Jane Haltiwanger, Early Learning Specialist, Office of Learning Supports and Early Learning, MA Department of Elementary and Secondary Education

Donna Traynham, Early Learning Team Lead, Office of Learning Supports and Early Learning, MA Department of Elementary and Secondary Education

A special thanks to our National Experts for their wise counsel, diligence, and commitment to supporting educators in prioritizing the social and emotional development of young children.

***National Experts:* Betty Bardige, Linda Dusenbury, Sharon Lynn Kagan,**

Greg Nelson, Catherine Scott-Little

Very special thanks go to the members of the Franklin-Hampshire Early Childhood Mental Health Roundtable who generously contributed their expertise to a focus group that informed the development of this parent workshop.

And finally, a huge thank you to the CES Director of Publications, Lucia Foley.

Overview

Educators, parents and policymakers who recognize that the core SEL competencies are necessary for effective life functioning also know these skills can be taught, and that parents and caregivers have a crucial and central role in supporting SEL skill development in young children. This parent workshop is designed to be provided in one-and-a-half-hours and consists of thirty slides that define and explain the importance of social and emotional learning and approaches to play and learning in family-friendly language and provide suggested parent-child activities that build social emotional learning and play skills. The slides contain research-based information targeted for parents and caregivers and also parent-child activities that support social emotional development and approaches to play and learning at home. At the conclusion of the workshop, participants will understand the importance of SEL/APL skill development and their key role in supporting this development through playing with their children. They also will have been introduced to and practiced specific play activities and strategies that build the skills described in many of SEL/APL Standards.

The Playing to Learn and Learning to Play workshop is designed to be offered to a group of eight to fifteen parents and caregivers of children from birth to Kindergarten age, and may need to be adapted for larger or smaller groups. The term “parents” is explained as referring to all types of primary caregivers, and a similarly inclusive definition of families is also used to help all participants feel welcomed and included. Adapting the examples, activities and materials to match the linguistic and cultural backgrounds of participants is strongly encouraged.

Topics Addressed	Suggested Delivery
Icebreaker and Introductory Activities Family-friendly Definitions of SEL & APL Why SEL & APL are Important How and What Children Learn through Play Play and its Impact on Brain Development Importance of Feelings and Feeling Words Techniques to Extend Learning through Play Practice through Role Play: Following the Child’s Lead, Asking Open-Ended Questions, and Expanding the Play Family-friendly versions of the MA SEL and APL Standards	One 90 - minute session, with a ten minute break mid-session If possible and if funding allows, provide snacks or a meal, transportation, and child care to eliminate barriers to participation. Adapt materials and activities to match the linguistic and cultural backgrounds of participants. Be sure to use inclusive language so that families that include an adult or child with linguistic differences, learning challenges or a disability will feel included and welcomed.

Important Note: Accessing Materials

The PowerPoint presentation and the Parent and Caregiver Guide handout booklet can be downloaded from www.collaborative.org/sel-apl-standards. For technical reasons related to the collaborative.org website, the PowerPoint presentation is in the form of a video. ***When you play the video, you will need to use the Pause button to stop and show each slide.***

Also because of technology limitations, the notes and timing recommendations for each slide are only available in this Facilitator’s Manual. We recommend that you review the entire manual in detail prior to the workshop, then print it and have the slide-by-slide notes available to refer to during the workshop.

A PDF of the PowerPoint slides can also be found by following the link above. Print the PDF if you want to provide copies of the slides for your participants.

Facilitator Information

Materials needed:

- ✓ Projector and Screen
- ✓ Computer with PowerPoint video queued up.
- ✓ Sign in sheets for participants
- ✓ Copy of the Parent and Caregiver Guide Booklet or selected handouts for each participant
- ✓ Copy of the PowerPoint Slides for each participant - Optional
- ✓ Facilitator's Manual
- ✓ Evaluations for each person
- ✓ Chart paper and markers
- ✓ Materials for signage, if needed
- ✓ Name tags and post-it notes
- ✓ Pens
- ✓ Optional: fidget toys, snacks
- ✓ Optional: open-ended play materials like cars and trucks, blocks, dolls, stuffed animals, balls, and blocks for use in role play

General Facilitator Tips*

- Space should be large enough for participants to sit in a circle or semi-circle and also work in pairs doing activities that involve interaction and movement. If possible, visit the space in advance to evaluate its suitability.
- Have large easel paper and markers available to use for jotting down responses from participants and key discussion points that come up or during interactive activities or later discussions. (e.g., parking lot)
- Provide participant name tags.
- Some facilitators find it beneficial to provide items to keep participants' hands busy such as small toys, play dough or self-adhesive square pads and pens.
- Be sure that the room temperature is comfortable for participants.
- At the beginning of the workshop, be sure to address logistics such as breaks, restroom facilities, and cell phone/computer usage.
- Be ready with the PowerPoint video and all materials and handouts before participants begin to arrive.
- Making copies of handouts and the evaluation in different colors will speed up identification of individual pages, if not providing the Parent and Caregiver Guide as a booklet in its entirety.
- Greet participants as they arrive and encourage everyone to participate.

- Evaluate the group's "temperature" throughout the training. How are they responding? Do you need to slow down or speed up? Address any recurring concerns? Adapt activities based on participants' comfort levels?
- Arrive early and be present during all of the workshop time, even when participants are working independently.
- Selectively and with attention to appropriate boundaries, share personal and professional experiences to bring content to life for participants and to demonstrate cultural sensitivity.
- Limit facilitator presentation and use participatory activities as often as possible. The most effective training uses all the senses to impact learning and meets the needs of different learning styles. Participants appreciate breaks and opportunities to get up and move.
- Facilitator notes are provided for most of the slides and are listed for each slide in this manual. It is recommended that you print the notes and consult them before and during the workshop. Use your judgment about which activities to include, adapt or omit, and what information from the notes you will share. Keep an eye on the time and adjust accordingly.
- Limit large group discussion to 10-15 minutes maximum per topic; provide post-its and a parking lot to give participants a place to record any additional thoughts and questions. The parking lot may be divided into sections for different themes or topic areas.
- Involve participants. For example, encourage participants to share their experiences with the training topic. Many participants will have valuable knowledge and experiences to contribute. All participants will benefit from hearing about others' parenting experiences. Hearing different voices also keeps sessions varied and interesting. Most of the workshop should be interactive. Encourage everyone to share, but also let participants know that it is always OK to pass. If a participant passes, remember to ask them if they have anything to add before moving on.

- Be sure to use inclusive language so that families that include an adult or child with learning challenges or a disability will feel included and welcomed.
- Familiarize yourself with the Family Friendly Versions of the SEL/APL Standards on pp. 4 – 8 of the Parent and Caregiver Guide and incorporate the language and examples into workshop activities whenever possible. You should also be familiar with the official SEL/APL Standards booklet, available at www.collaborative.org/sel-apl-standards.
- If you are not already knowledgeable in this area, familiarize yourself with the principles and techniques of adult learning. Helpful websites include:

<http://www.facultyfocus.com/articles/teaching-and-learning/nine-strategies-to-spark-adult-students-intrinsic-motivation>

<http://www.facultyfocus.com/articles/effective-teaching-strategies/tips-for-teaching-adult-students/>
- Make learning fun; use humor and interesting examples from practice.
- If you plan to allow time for a 10-minute participant break, you will need to shorten or omit some of the activities. Because the interactive nature of this workshop involves a lot of movement, participants may not need a formal break.
- Be sure to start and stop the workshop on time.

*Adapted from the Business Expertise for Early Education Trainer's Manual



Playing to Learn and Learning to Play Parent Workshop

1.5 hours

At the beginning of the workshop, facilitators will need to review logistics (i.e. location of restroom facilities, that cell phones should be turned off or silenced, child care logistics, break time, end time, meeting expectations and norms, etc.) Facilitators should also coordinate with the administrators of the building where the workshop is offered to ensure that the room provides an adequate space, and confirm times the building will be open, the way the room is set up, and how the building should be left. It is also important to ask whether other groups will also be meeting that day in nearby spaces, so that participants may be provided with directions that prevent them going into the wrong room. If signage is needed, come prepared to post signs, but first check with building administrators on acceptable ways and places to post signage.

Learning Goals

Through participating in this parent workshop, participants will learn:

1. Why playing with their children - also singing, reading and talking together every day - is so important to their growth and learning
2. How to focus on feelings to help children learn important skills
3. Ways to build children's learning through play
4. How to follow the child's lead in play and expand the play to create a richer learning experience
5. Play activities that will help parents connect with their child and support his or her social and emotional learning.

Detailed Outline

<p>Title Slide: Playing to Learn and Learning to Play</p> <p>Slide 3</p> <p>Timing: 3 min.</p> <p>*Note: Slide titles describe the purpose of most slides</p>	<ul style="list-style-type: none"> • Provide an introduction of yourself and some history of your training experiences. If you are a parent and you are comfortable sharing this information, share something about your parenting experience. • Address the logistics, such as restroom locations, parking, any space constraints etc. • Explain to parents that the ability and desire to learn relate to skills grouped under the categories of Social and Emotional Learning and Approaches to Play and Learning, which we'll be explaining and exploring throughout this workshop.
<p>Ground Rules</p> <p>Slide 4</p> <p>Timing: 2 min.</p>	<ul style="list-style-type: none"> • Ask for agreement to these ground rules by a show of hands after adding any additions from the group.
<p>What we Mean by "Parents" and "Family"</p> <p>Slide 5</p> <p>Timing: 2 min.</p>	<ul style="list-style-type: none"> • Ask if these definitions include everyone in the workshop. If not, broaden the definition until it does. • Be specific about including all types of caregivers who are present, and sensitive about linguistic or other cultural differences, disabilities or learning challenges. • Family definition comes from the Standards, p. 31.
<p>What You will Learn in this Workshop</p> <p>Slide 6</p> <p>Timing: 2 min.</p>	<p>Reflection: Do these seem like topics that would be relevant and helpful to helping the parents in your program support the development of SEL and APL at home? Are there other topics you would have included if you had designed the workshop? If you have materials that address other related topics that that you'd like to include, you should feel free to adapt the workshop to meet the needs of your families.</p>
<p>Let's Get to Know One Another</p> <p>Slide 7</p> <p>Timing: 4 min, 2 min. per partner</p>	<ul style="list-style-type: none"> • 2 minutes per partner. Ask participants to listen attentively, using body language to communicate that they're listening, and to try not to interrupt their partner. • After the activity: Ask if it was hard not to interrupt and make the connection to the importance of listening to children. Explain to participants that "Peach and Pit" can be a fun game to play in their families. At bedtime, at the dinner table, during bath time, in the car, etc. adults and children share their "Peach" and "Pit" about the day. The Peach is the best thing that happened that day. The Pit is something that could have been better. <p>Reflection: How do you think this warm up would work for the families in your program? Would you want to make any changes based on the culture or characteristics of the families you serve?</p>

<p>Partner Sharing about Play Experiences</p> <p>Slide 8</p> <p>Timing: 2 min. per partner, 1 min. for follow-up</p>	<ul style="list-style-type: none"> • 2 minutes for each partner. After the activity, ask: Did any of the answers to the questions surprise you or make you think about playing in a different way? Any ideas about why the question about decision-making is included? • Explain that as parents we sometimes make a lot of decisions for our children (that's part of our job, after all), but that during play children will learn more if we encourage them to make most of the decisions themselves. Practicing in play will develop the child's skills to make good real-life decisions. <p>Reflection: It's important to remember that not all parents enjoy and feel comfortable with play or have had experience being playful. Be thinking about cultural and individual differences, and ways to make it safe for all parents to share and participate.</p>
<p>Imagine your Child Thirty Years from Now</p> <p>Slide 9</p> <p>Timing: 4 minutes for Part One. 3 minutes for Part Two.</p>	<ul style="list-style-type: none"> • Use newsprint to list Part One. Ask the group what they notice about the list. Hopefully, they will include adjectives like kind, caring, responsible, etc. that will help with the transition into SEL and APL. • Then ask Part Two and list separately. Note the similarities in the lists. • Make any connections you can to SEL and APL based on the list. Refer the group to the handout, Strategies for Raising Caring Kids on p.1 in the Parent and Caregiver Guide.
<p>What is SEL for Young Children?</p> <p>Slide: 10</p> <p>Timing: 4 min.</p>	<ul style="list-style-type: none"> • Ask participants to volunteer to take turns reading each block. Be sensitive to any literacy issues your participants may have. • Explain that these are some of the most important things that children learn and practice through playing. All children, including those learning a new language and those with disabilities, (adults, too) are in the process of mastering these skills. • Make connections between this list and the list of characteristics parents want to see in their adult children. <p>Reflection: If the vocabulary on this slide or the reading level is too complex, there are simpler versions on pp. 4-8 in the Parent and Caregiver Guide booklet. You can substitute that language on this slide as needed.</p>

<p>What are Approaches to Play and Learning?</p> <p>Slide 11</p> <p>Timing: 3 min.</p>	<ul style="list-style-type: none"> • Ask participants to give examples of the ways of approaching learning that participants recognize in themselves or their children. What behaviors do they notice that shows that their child(ren) approach learning in one or more of these ways? • If they have difficulty, you can ask more specific questions like, “Do you know anyone who has a fantastic memory? Do you know someone who is always asking questions? Do you know someone who is so focused when they are doing something that they don’t hear you when you speak to them? Someone who is a good team member?” • Ask if parents are aware of any cultural influences on their or their child’s approaches to play and learning, and explain that this is an area that can be strongly influenced by a family’s culture.
<p>Activity</p> <p>Slide 12</p> <p>Timing: 6 min.</p>	<ul style="list-style-type: none"> • Encourage everyone to share, but also let participants know that it is always OK to pass. • On newsprint, list “favorite play activity” in one vertical column and “what child is learning” on the other. Fill in the play activity column first as the participants share. After the first list is complete, ask the group for suggestions about what children could be learning from each activity. Stress the many ways children are learning through play. <p>Reflection: How easy will it be for your parents to think of the things that children are learning when they play? Add in your own ideas as needed, or revisit this topic later in the workshop.</p>
<p>Some Things Children Learn by Playing</p> <p>Slide 13</p> <p>Timing: 2 min.</p>	<ul style="list-style-type: none"> • Ask the group to suggest other things children learn through play. • If appropriate for the group, ask for their ideas about which of these are “social and emotional skills” and which are “approaches to play and learning.” • Explain that they are all interrelated and that children often learn and practice more than one of them in a single play activity.
<p>Did you know that playing with you is your young child’s most important learning activity?</p> <p>Slide 14</p> <p>Timing: 2 min.</p>	<ul style="list-style-type: none"> • A noted child development researcher, Jack Shonkoff of Harvard University, says, “There is no development without relationships.” • You are your child’s first and most important teacher AND your child’s very first and favorite playmate – one of the most important people in their life.

<p>Why playing with you is your young child's most important learning activity</p> <p>Slide 15</p> <p>Timing: 1 min.</p>	<ul style="list-style-type: none"> You teach best by playing often with your child. It's just as important as practicing the alphabet or counting or colors. Many early childhood experts would say it's more important. It's not either-or though, because research says that your child will learn everything better if you make learning fun through playing. The last bullet means that when you spend time and focus on playing, reading and helping your child to learn at home, it will have a big impact on their success in school, more than other parent activities like attending PTO meetings or volunteering at the school, for example. Every time you and your child play, you are building his or her brain. In our next activity, we'll see how that works.
<p>Build a Brain Yarn Activity</p> <p>Slide 16</p> <p>Timing: 7 min.</p>	<ul style="list-style-type: none"> All parents should be invited to join the circle, but also give permission for anyone who prefers to observe. After the ball of yarn has made its way all around the circle, appreciate the many fun activities participants are doing with children. Explain that each person represents a brain cell, or neuron. The yarn represents pathways in the brain (called synapses). Doing fun activities and playing with our children literally helps to build strong brains with many pathways. Ask for a description of the pathways after the repetition. They are getting thicker and stronger. Mention how the connections could weaken if brain-building activity slows down. End with a strong web by tossing the yarn ball around with more suggestions of brain-building activities parents can do with their children. <p>Reflection: How do you think the parents in your program would respond to this activity? Would you change it in any way?</p>
<p>Brain Research and Play</p> <p>Slide 17</p> <p>Timing: 1 min.</p>	<ul style="list-style-type: none"> Explain that brain research has taught us a lot about how and why play is one of the very best ways for young children to learn.
<p>How Does it Feel? Mirror, Mirror Part One</p> <p>Slide 18</p> <p>Timing: 5 min. total, 2 min. per partner (1 for each feeling) 1 min. for follow-up discussion</p>	<p>2 minutes per partner – 1 for each feeling</p> <p>Follow up questions:</p> <ul style="list-style-type: none"> What was this like for you? Was it hard to keep your body out of it? Most of communication is non-verbal and our bodies really want to get into the act, don't they? The next exercise gives them the chance.

<p>Mirror, Mirror, Part Two</p> <p>Slide 19</p> <p>Timing: 4 min., 1 min per partner, 3 for feeling word handout</p>	<p>1 minute per partner.</p> <ul style="list-style-type: none"> • Ask if it was hard to come up with other feeling words. Explain that research has found that children benefit in many ways from having a large vocabulary of feeling words. • Refer to CSEFEL Handout in the Parent and Caregiver Guide Booklet, p. 2 (Feeling Words). Look at the list and ask parents to think about ways to play the Mirror, Mirror game or other ways to teach more of these words to their child(ren).
<p>Other Games that Teach about Feelings</p> <p>Slide 20</p> <p>Timing: 5 min. to play both versions, 1 min. to describe the games</p>	<ul style="list-style-type: none"> • Depending on time and the group, you can play these games or just describe them. • Another variation is follow-the-leader with feelings in a group situation. The leader acts out a feeling in the center of a circle and everyone else acts out the same feeling. Then the group tries to name the feeling. The person who names the feeling first then becomes the new leader. Repeat until everyone has had a turn as leader.
<p>Fun with Feelings: Singing</p> <p>Slide 21</p> <p>Timing: 4 min.</p>	<ul style="list-style-type: none"> • If some of your participants don't know the song, ask for a few volunteers who do to sing it with you. Invite others to join in as they learn it. • You call out the feeling words and have them decide on the actions that go with the feelings. • Ask participants to suggest some of the feelings from the Feeling List. Parents can let the child decide on both the feelings and the actions when they play with their child. • If you are offering this workshop for non-English speakers, this activity may not work, but maybe there is a song in that language that could substitute. If not, skip this slide and move on to the next. Or you might see if translating the song and singing it to the original tune could work.
<p>Did You Know?</p> <p>Slide 22</p> <p>Timing: 1 min.</p>	<ul style="list-style-type: none"> • Ask if it surprises the participants that just the simple activity of helping toddlers learn about feelings can have such a big impact on their later lives and behavior. It's not too late if a child is older. This is still a skill that will help him or her in many ways as he or she grows up as we'll see on the next slide.
<p>More Reasons to Play and Sing about Feelings</p> <p>Slide 23</p> <p>Timing: 1 min.</p>	<ul style="list-style-type: none"> • Ask for a volunteer or volunteers to read the bubbles. • Share that this research found that it's really true that just knowing about lots of different feelings can make a huge difference in a young child's life. • As we've seen, playing and talking about feelings can be fun for children and parents, too. It will also benefit the child in many very important ways.

<p>Social Skills Lead to Learning Success</p> <p>Slide 24</p> <p>Timing: 1 min.</p>	<ul style="list-style-type: none"> When Kindergarten teachers are surveyed, they most often wish that children would enter Kindergarten with better social and emotional skills, like the ability to sit and listen to a story, share, take turns, wait their turn, etc. They realize that children who have these skills as a solid foundation will be more ready to learn in content areas like reading, writing, math, science and social studies.
<p>Listening Well and Validating Children’s Feelings</p> <p>Slide 25</p> <p>Timing: 4 min.</p>	<ul style="list-style-type: none"> Explain that: Expressing acceptance, understanding, and concern for feelings is also called “validation.” Ask: How do you feel when someone tells you they understand how you feel and that you have every right to feel that way? How do you feel when someone tells you that you shouldn’t be feeling the way you’re feeling? Refer participants to the Raising Caring Kids Handout on p. 1 in the Parent and Caregiver Guide. Ask if there are strategies participants haven’t tried yet that they would like to try soon.
<p>Examples of Validating Children’s Feelings</p> <p>Slide 26</p> <p>Timing: 4 min.</p>	<ul style="list-style-type: none"> Ask for a volunteer to read each example. These examples combine validating children’s feelings with encouraging them to find their own solutions to a problem. Children learn more if adults don’t jump in too quickly to solve problems for them. If you think participants need extra help understanding the concept of validating children’s feelings, you could give some examples and ask for suggestions. For example: Chantal is sad because her father left on a trip and won’t be back until the weekend. Jorge got frustrated when Alex kept knocking down his block tower. Samantha is disappointed that her friend, Sasha, can’t come to her birthday party.
<p>Talk, Talk, Talk While Playing</p> <p>Slide 27</p> <p>Timing: 5 min.</p>	<ul style="list-style-type: none"> Open-ended questions often start with “wh”: what, where, why, who, but also how. Open-ended questions encourage children to think through their answer. They learn more from open-ended questions than by being “quizzed” for the right answer. Go over the handout on p. 3 of the Parent and Caregiver Guide, “Making Learning Fun through Play,” which covers most of the topics on the next few slides. Give a few more examples of closed questions and ask participants to suggest an alternative open-ended question.

<p>Reflective Questions</p> <p>Slide 28</p> <p>Timing: 3 min.</p>	<ul style="list-style-type: none"> • Part of following the child’s lead is accepting their answers to the questions you ask. If they’re not realistic, that’s OK. • Besides having fun, the goal of play is to stimulate your child’s learning, and part of that is learning for himself that his ideas may not always work in the real world. • In play, it’s important to join children in their world, which is a world of imagination and many possibilities. A horse can be blue, purple or polka dot. Zoo animals might live with people in a house. A princess might not want to act like a princess is supposed to act.
<p>Expanding Your Child’s Play</p> <p>Slide 29</p> <p>Timing: 2 min, 6 min. (3 per partner) if you provide practice materials for parents</p>	<ul style="list-style-type: none"> • During play, your child should be in the driver’s seat and you should be a passenger. The child learns more by directing the play – kind of like being the director of a movie - than she does when an adult makes the play decisions. Don’t be a back seat driver – trust your child to take the play in any direction he wants to. Just going along for the ride - and the fun - is one of the best ways to help your child learn. • If you have blocks and/or cars and trucks available, you might consider pairing parents up to play with them. One parent is the child, the other the parent, then reverse roles. Encourage them to practice expanding the play, but also trying to follow the child’s lead as much as possible. • Refer to the “Making Learning Fun” handout on p. 3 of the Parent and Caregiver Guide for the list of materials that provide open-ended play opportunities.
<p>Play Activity</p> <p>Slide 30</p> <p>Timing: 6 min., 3 min. per partner</p>	<p>3 minutes per partner.</p> <ul style="list-style-type: none"> • Work in pairs. • Note: Some parents may not be comfortable with pretend play role playing. This might be a cultural or personal preference. If you can provide open-ended materials for the other suggested types of play, it will help these parents be able to participate more comfortably. • Directions: Choose one of the four scenarios or use one from a recent play interaction with your child. One person is the child playing. One person is the parent whose goal is to follow the child’s lead and have a rich conversation about the play while helping the child expand the play through asking open-ended questions and reflective questions that make her think more deeply. Look for opportunities to identify and talk about feelings, too. Then switch roles. • Refer participants to the Handout, “Making Learning Fun,” on p. 3 in the Parent and Caregiver Guide for more tips.

<p>Discussion Questions after Practice Play</p> <p>Slide 31</p> <p>Timing: 4 min.</p>	<ul style="list-style-type: none"> • Discuss in the whole group, or if you think it will work better for your group, have the partners discuss the questions in pairs, then share highlights with the whole group.
<p>Having Fun!</p> <p>Slide 32</p> <p>Timing: 2 min.</p>	<ul style="list-style-type: none"> • Encourage participants to look at the handouts, Social-emotional Learning Guide for Families and Approaches to Play and Learning Guide for Families on pp. 4-8 of the Parent and Caregiver Guide for more ideas about how to support their children’s learning and growth. • You could also supplement the workshop by sharing the Family Friendly SEL and APL Standards one-at-a-time in a parent newsletter, or by posting them on a bulletin board accompanied by engaging photos of parents playing with children.
<p>Thank you!</p> <p>Slide 33</p> <p>Timing: 1 min.</p>	<ul style="list-style-type: none"> • Thank participants for their participation, and acknowledge that some of the activities may have stretched some people a bit beyond their comfort level. Encourage them to play with their children as often as possible, and remind them that children will provide a very appreciative and cooperative audience when their parents and caregivers are able to play, sing, and act silly. • Remind them to fill out and hand in their evaluations.

Additional Resources

Center on the Social and Emotional Foundations for Early Learning
Formerly CSEFEL, now Positive Solutions for Families
Parent Resources

<http://csefel.vanderbilt.edu/resources/family.html>

Websites for Parents and Caregivers

CDC Essentials for Parenting

www.cdc.gov/parents/essentials

Head Start

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/for-families>

Mind in the Making

www.mindinthemaking.org

NAEYC for Families

families.naeyc.org

NBC Parent Toolkit

www.parenttoolkit.com

PBS.org

www.pbs.org/parents

Raising a Reader

www.raisingareader.org

Resources for Early Learning

www.resourcesforearlylearning.org

Vroom

www.joinvroom.org

Zero to Three

www.zerotothree.org

Two Books to Help you Learn about a Variety of Cultures

**Understanding Your International Students: An Educational, Cultural and Linguistic Guide*, Jeffra Flaitz, ed., 2003, University of Michigan Press

**Understanding Your Refugee and Immigrant Students*, Jeffra Flaitz, 2006, University of Michigan Press

* These books cover a wide age range and are not exclusively specific to early childhood.

Additional Resource Suggestions for Culturally Responsive Practice

Derman-Sparks, L., LeeKeenan, D., & Nimmo, J. (2015). *Leading anti-bias early childhood programs: A guide for change*. New York, NY: Teachers College Press.

Derman-Sparks, L., & Edwards, J. (2010). *Anti-bias education for young children and ourselves*. Washington, DC: National Association for the Education of Young Children.

Gillanders, C., Iruka, I., Bagwell, C., Morgan, J., & Garcia, S. (2014). Home and school partnerships: Raising children together. In S. Ritchie & L. Gutmann (Eds.), *First school: Transforming Pre-K–3rd grade for African American, Latino and low-income children* (pp. 125–148). New York, NY: Teachers College Press.

Weinstein, C., Curran, M., & Tomlinson-Clarke, S. (2003). Culturally responsive classroom management: Awareness into action. *Theory into Practice*, 42(4), 269–276.

Souto-Manning, M. (2013). *Multicultural teaching in the early childhood classroom: Approaches, strategies and tools preschool–2nd grade*. New York, NY: Teachers College Press.

Warren, M., Hong, S., Rubin, C., & Uy, P. (2009). Beyond the bake sale: A community-based relational approach to parent engagement in schools. *Teachers College Record*, 111, 2209–2254.

Ramsey, P., Williams, L. R., & Vold, E. (2000). *Multicultural education: A sourcebook* (2nd.Ed.). New York: Routledge Falmer.