

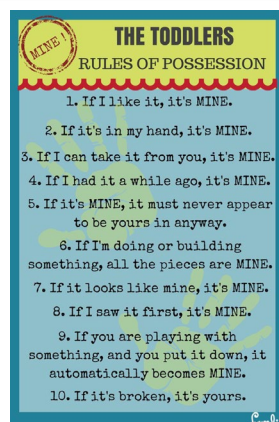
“To be in your children’s memories tomorrow, you have to be in their lives today.”

Barbara Johnson

Spotlight on Development

Parents should be reassured the “mine” stage occurs in most two-year olds. The definition of turn-taking and sharing is included in the spotlight. Have home visitors highlight these words.

Sharing means willingly give up something you have with no expectation that you will get it back. Many children have a definite expectation of “getting their toy back”. Some children have an expectation of about 60 seconds and others a few minutes and some even longer.



What might my child do or say?

Ask parents to share an example of how they have seen or see this “mine” stage exhibited in **their** child.

What can I do to help my child develop?

Discuss the following strategies with Home Visitors:

1. Set kids up for success. Prepare them ahead of time. Practice at home asking for toys and waiting for turns.
2. Reassure kids they will get their toys back. Acknowledge their feelings. "It is hard to take turns with your toys. Susie is playing with your doll, but you can have a turn when she is done. Do you want to play with the puzzle while we wait?"

3. Don't engage in a power struggle – **you will not win**. If they constantly walk around the house saying “mine”, do not react to the words. They are just beginning to understand ownership. Model the language you want them to use and praise them when they aren't constantly saying mine. Praise the positive behavior, not the “mine” behavior.

4. Give kids some power and ownership. If there is a certain toy that is special to your child, put it away when other children come to play. Let the child be involved and finding the special place for the toy while having a playdate.

Equipping Home Visitors to be prepared to answer a variety of questions is key to meeting the individual needs of a family.

Activity 1: Language and Literacy – Families

What your child will learn from this activity

It is important for a child to feel like they are a part of a family. It is also important for the family to remember how important they are in the child's life. Family members are the first people that a child interacts with. This interaction is a child's first opportunity in socialization. It is because of these connections a child begins to have a better understanding of themselves and of people around them. **Key statement: The way a child is loved, cared and nurtured at home provides the opportunities for a child to thrive better in his life. A family's impact on child development is like a foundation, which may help in shaping up the future of a child.**

What to do

3 – 6. The child will focus in on the pictures and how people/animal are taking care of their babies. The seeing the picture from the story should help the child answer, but if needed the parent could ask the child to show the “turtle giving her baby a ride.” Then repeat the questions and allow the child to respond verbally.

7 –16. The book becomes a song book as you follow the pictures and sing the phrase related to each page. The song allows the child to be active and sing their comprehension about what is happening in each picture. The child will enjoy adding motions for each action.

Example: Kisses, pretend laughing, etc.

Activity 2: Language and Literacy – Families

What to do

2. The **animal** family (not people) is the choice. (turtle, bear, giraffe. etc.) Allow the child time to tell you what they like about their choice.

3. The **people** family is the choice.

4. For this activity, the activity focuses on the people who **live** in the child's house. Parent will list the names of their family on a piece of paper (sites may provide). Save this list of people as we will use later in the week.

Important Note: You are writing the **name** of the person, not the relationship, on your list. Example: Mom and Dad have names. You will write their **names** and talk about that person's **relationship**.

5. The chairs are arranged side by side, like a pretend car. (A front seat and a back seat.) The child will be the driver and the parent will be the passenger. The other members of the family (written on your sheet) will be represented by stuffed animals selected by the child.

The paper plate is representing the steering wheel of a car.

Depending on where the child is pretending to go, but all pretend play can be increased and be more engaging by adding props. As Home Visitors roleplay this with the parent, have a few possible props to go along with the "trip".

Remind Parents to have fun!

6 – 9. Your trip will include driving a sibling to school, going to the store, and one place chosen by the child.

Note: 8. We emphasize how nobody should stay in the car by themselves, but **ALL** get out of the car.

THINK

Children need to know their parent's real names, not just Mom and Dad. It is an important safety prevention tip. If a child becomes separated from their family, there are many "mommies" and "daddies".

Activity 3: Think and Explore – Math, Sharing

What your child will learn from this activity

One to one correspondence is matching one object to another. After role playing Activity 3, have each home visitor identify where in the lesson this skill is located:

- One to one correspondence, problem solving, eye-hand coordination, fine motor and social emotional.

You will need

Home visitors should talk with the parents about what they might choose for the 20 pieces of snack food. What do they have in the home?

What to do

3 – 7. One of the “What can I do to help my child develop” tips was to practice sharing/modeling. *The activity models sharing, first with the child’s toys and then a snack.*

Note: The curriculum is mindful of the Age 2 developmental “mine” stage. There is always **one for the child** and one for the adult.

Activity 4: Think and Explore – Math, Setting the Table

What to do

1. This allows the child to look through the book and “picture read”.

2. This activity, setting the table, can be in preparation for a meal when the family is all together.

Example: Breakfast or the evening meal. Some families may not normally sit down to eat as a family. Encourage the parent to use this activity to prepare for a “sit down” family meal wherever they take their meals. One suggestion might be to have an inside picnic and set up an area for the special meal.

5 – 8. As you place the items around the table, be sure and reinforce who they are for. Example: One for Mommy, one for Daddy, one for Joey, and one for me.

Note: Modeling manners is important for the child. This modeling is how they learn.

THINK

Which activity can the parent incorporate into their daily life? What will they use? Home visitors should help the parent by guiding them to use specific items.

Activity 5: Motor – Fine Motor and Creativity

What your child will learn from this activity

We are almost at the halfway point in the Age 2 Curriculum. Assessing and helping parents understand developmentally where the child is and what is expected is important. It can be as simple as why am I doing this? Noticing the skills their child is building?

What to do

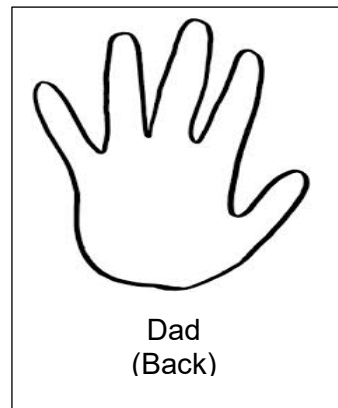
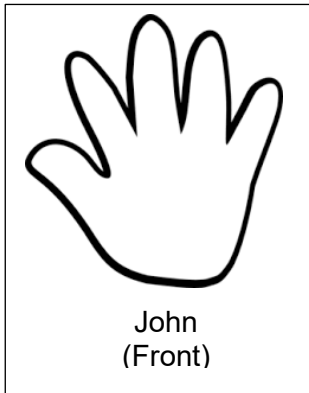
1. The other family members (list from Activity 2) will join in HIPPY by allowing their hand to be traced. Remind the parent to write each family member's name (not their relationship) on each handprint. The handprints will be cut out in a circle, not in detail.

Note: The HIPPY parent and HIPPY child will trace their hands during the activity.

4 – 5. Using the prepared handprints.

6. Any and all marks are acceptable. Allow the child to have fun and use their creativity.

Write the family member's name on the front of the hand. The relationship of each person will be written on the back of the hand.



8. Encourage parents to repeat setting the table again later in the week and use these handprints for name place cards. Place by each family member's plate.

THINK

The nameplate handprints can be made and used at extended family gatherings. Use the opportunity to extend the lesson to include grandparents, aunts, cousins, etc.

Family Feedback

This feedback will be reviewed when the lesson is picked up and should be reviewed each week to help parents know what to look for as they complete the activities throughout the week. It is important to have the home visitors review the questions during staff development.

What has your child learned about your family from the book *Families and activities*?

Allow home visitors to answer.

What types of marks does your child make with crayons?

Allow home visitors to answer.

When do you see your child wanting or not wanting to share?

Allow home visitors to answer.