HANDBOOK of GOOD PRACTICES

in home care for ante-preschool children

Intellectual output of Erasmus+ project: *„Nonformal and informal strategies and methods for improve the competencies of home caregivers*

for ante preschool children"

Period :2015-2017

PARTNER INSTITUTIONS:

EU-RO-IN ASOCIATION, ROMANIA - coordinator

AYUNTAMIENTO DE ALZIRA, SPAIN

AILE VE SOSYAL POLITIKALAR ANKARA IL MÜDÜRLÜGÜ, TURKEY

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INTRODUCTION

Author : Elena Anghel,Asociatia EU-RO-IN,Romania

   The HANDBOOK OF GOOD PRACTICES is a result of collaboration between 6 European institutions: EU-RO-IN ASOCIATION, ROMANIA – coordinator; AYUNTAMIENTO DE ALZIRA, SPAIN; AILE VE SOSYAL POLITIKALAR ANKARA IL MÜDÜRLÜGÜ, TURKEY; AHI EVRAN UNIVERSITESI,TURKEY; POLARIS S.R.L.S., ITALY and SYNTEA SPOLKA AKCYJNA, POLAND.All this institutions are partners in the PARENTS SCHOOL project and they achieved through collaboration an European handbook of good practices on education / training of informal home carers for ante-preschool children.

   The aim of this handbook was to achieve the proposed objective in the project, that of create materials/documents that could be used for teaching some based elements in education of the home carers for ante-preschool children, to publish them and that could be used at the European level by all of the interested those (parents, grandparents, trainers, institutions of adult education, centres of social work, etc.)The handbook also include examples of good practice gained during the project and determined by the activity in the project and materials that can be used in education / training the home carers of pre-preschool age children to improve their skills and determine them to acquire a quality training. To realize it, all partners in the project participated and all of them presented innovative materials used during pilot training courses developed within locally level, but also during training activities at European level and both the positive experiences achieved in the project, and the good practices that exist in their countries in the area covered by the project.

   As result of a fruitful European collaboration, the handbook   of good practices will be available to the interested public as open educational resource, both on the project website, as well as in libraries of the partner institutions and of local communities.

   Coordinator of the project,
      Ph.D.Elena Anghel-president of EU-RO-IN Association,Iasi,Romania

   6 May 2017,Iasi.

Institution: EU-RO-IN ASOCIATION IASI

Country: ROMANIA

SPECIFIC PARTICULARITIES OF ANTEPRESCHOOL CHILDREN SPEECH INTO PHONETIC ASPECT

Author: Daniela PLESCA, & Anghel Florin, Asociatia EU-RO-IN,Romania

Translated into English: PhD Prof. Doina BALAN

Currently, language is defined as an "instrument" of inter-human communication, and speech can be likened to a "tool" that has given to human being the ability to accumulate and store knowledge.

Each man gradually acquires the language of the people in whose midst he lives, the language spoken by the people around him, and uses this language in his relationships with other people, respecting certain rules (phonetic, lexical, morphological and syntactic) which are the language of their own.

As is well known, speech is a communicative activity that is gradually acquired, learned and systematized through countless exercises, experiences that double and extend themselves throughout all long their lives.

Until the pre-school age, the child learns the language after an "*own program*" - it is the stage of the primary constitution of language with difficulty in pronouncing, when the child uses onomatopoeic words, uses syncretic or holophrastic speech, then forms his situational language, rich in „concrete" words, with gestures, exclamations and elliptical verbal forms.

Gradually, contextual language appears (speaking in sentences); the child can enter into verbal communication and mutual understanding with speakers outside of the immediate environment.

Pre-school stage is an intense period of life, of psychological development, of seeking adaptability, of acquiring various forms of conduct by understanding what is or not allowed, what is real or imaginary, in developing their verbal fantasy and invention by deduction.

Adaptation is more difficult if the preschool does not know how to express himself or does not understand exactly what is told to him. Language is not a natural gift, nor is it transmitted hereditary; it is acquired and, with its help, expresses its own knowledge, its own feelings.

Due to the particularities of the phonator, of the verbomotor analyser and the hearing aid analyser, the pronunciation of the little pre-school is not perfect, so when children come to

kindergarten, they have a number of detentions and deficiencies in their verbal participation in daily activities here. Referring to this aspect, Ursula Schiopu said: *„Difficulties and mistakes of pronunciation come from the still insufficient development of the verbal analyser, including the phonator one. Daily verbal exercises, listening to the correct pronunciation of the adult contribute to the proper development of the child".*

Thus, at the age of 3, many children still do not distinguish well the liquid consonants (r and l), constrictive consonants (s, z, sh and j) and semioclusive (ce, ci, ts). In children's speech, often arise phenomena from:

a) omission:

- r – l (*iaţă – raţă, iampă - lampă*);

b) substitution (replacement)

- the sounds sh and j replaced with s and z (*şase |six| – sase, joc |play| – zoc*);

c) inversion - in which the natural order of the phonemes in the word is changed (*daeh -head, lagss - glass, tafs – fast/ pac - cap, stlică – sticlă, petere – repede*).

At the pre-school middle age, the number of incorrectly pronounced sounds decreases, in reaching to 6-7 years old that almost all children are pronouncing correctly even the most difficult sounds. At the end of the preschool age, under normal conditions of instruction and education, the child becomes auditory to distinguish all phonemes of the native language, does not confuse them with each other and master their pronouncements.

Assimilation of the sound composition of words is an important moment in the development of language at pre-school age, which allows the child to deal with the complex relationships of the grammatical forms.

Research on the lexicon used in the literary works of the most prominent writers, poets of mankind, attests the fact that, although they expressed their deepest thoughts and feelings, in a language that often reached the level of perfection they used in their creations between seven and ten thousand words.

A child aged from 3 to 5 gains about 50 words a month, from 6 to 7 years old - in the beginning of school - has about 3,500-4,000 words (of which 1500-1600 in the active vocabulary), and at 14 years old he can master over 9,000 words. Then it is understood that the seven to ten thousand words used by poets and writers in a whole opera means a rather narrow functional vocabulary.

By the ability to receive, encode and transmit messages, the vocabulary is passive and active.

The active background of each person distinguishes, from the functional point of view, i.e., from the relationship between the reproductive type and the mixed-creative type, two stocks of lexical elements:

- *an active reproductive fund* and
- *an active productive fund.*

Both educators and teachers have to pursue the extent to which children have developed their lexical reproductive fund and which is the stage of acquision, by exercising, the active productive vocabulary, and in depending on the level of each individual they have to organize special activities for language development.

Into this active reproductive fund enter those words and expressions that the speaker has appropriated as models and uses them simply by reproducing, in identical structures, when life situations fit.

In the active productive fund enter those words and expressions that the speaker uses creatively, in joints and personal combinations, he is a constructor of statements, in manifesting his independence and suppleness of thinking, the ability to activate and valuate his knowledge and the associative verbal potential, in proving also the creative spirit, the ability to widen and mobilize the knowledge base.

The active productive lexical fund of children grows on the basis of the lexical active reproductive fund that gives them confidence in their own forces and develops their creativity.

In order to use the children's vocabulary activation exercises, teachers should take into account the real vocabulary development that is related not only to the memorization of the word complex, but also to the meaning of the word.

Deciphering the meaning of the word is dependent on the formation of cognitive interests, the increase of the knowledge, the enhancement of the child's life experience.

Forming the meaning of the word goes through three stages:

- the child firstly acquires the word - a name with reduced, approximate, vague significance;

- then the word emerges - an empirical notion of broad meaning, common into the current speech, and later when acquisitions are rich, based on clear representations;

- fix the word - scientific notion.

Without cognitive support, so without a clear representation of the fundamental-rational meaning of the word it can not speak of the development of the active vocabulary, the more with the active-productive one.

For the development of language and the qualitative increase of the vocabulary it is not so much the number of new words learned from any language layer, but rather the number of words with high frequency in the current speech and, above all, of the words from the main lexical fund of the language.

It is wrong to compel children to learn words that occasionally appear in a lesson (archaic terms, strictly specialized technical terms, regional words rarely used), terms that children will not use under any life circumstances.

With the assimilation of the lexical background, the child acquires the meaning of the words, that is, the roles which change, are enriched and gradually defined as the accumulation of experience and the improvement of the thinking operations.

The vocabulary is only the "building material" of the language; language can only be a means of communication and knowledge of reality when words are associated in sentences and phrases, changing their form according to certain rules of grammar.

In the development of the language of the child, the acquisition of the grammatical structure of the native language is a matter of the greatest importance.

Observations and psychological research show that, in proper living and education, the basic grammatical forms of the native language use them correctly in their speech. This has a great importance on the development of contextual language.

The pre-school child does not "learn" the grammar rules, knows no definitions, does not know what the noun is, the verb, the declination, etc., but he respects these rules in his speech, because he has the model of speech and is trained to know them through games and exercises, is corrected when wrong.

In this sense, *The Curriculum of instructional-educational Activities* in the kindergarten provides for special speech activities, which aim at the formation of correct verbal skills from all points of view: phonetic, lexical, grammatical.

The accumulation of verbal experience gradually leads to the formation of empirical linguistic generalizations in the development of the so-called "*sense of the language*", where children get to use the grammatical forms more accurately and even intervene when they notice a mistake in other children's speech or creation is formed the independent words creation, new words - which do not exist in the language, are "*invented*" by children by adding to the roots of some known words of various suffixes, prefixes and terminations: dog (dog + gy), bread (bread + is), etc., a stage called "*the stage of the making of words*" - which prepares the next stage - schooling - in which the children will organize their grammatical rules and the entire semantic and stylistic richness of the native language.

But with all the charm of infant words, both educators and parents need to calmly and systematically correct these "*mistakes*" made by children (especially the pronunciation errors), to avoid fixing an incorrect, defective speech.

The lexical-semantic and grammatical aspect is sometimes deficient, especially due to insufficient communication with adults, as well as a weak educational influence in the family.

Thus, there are some children with poor and sometimes inappropriate lexical, or others who misinterpret grammatically ("*to be eat with us*" instead of "*to eat with us*" or "*to be sleep*" instead of "*to sleep*").

In addition to the particularities of spoken children's speech, a small number of children continue to experience dull speech in so-called stammering, especially at children who are too emotional and who have been subjected to strong psychic trauma.

There are children who may experience "*blockages*" in speech, when the child can not communicate with strangers, most are transient, however, speech therapist intervention, in conjunction with other educational factors, is necessary.

If this process is well organized, taking into account the peculiarities of pre-school language, psychologically speaking, the prerequisites of reading-writing learning are already formed in children aged 6 to 7 years.

„Native language is the most valuable of our goods; knowing the native language is a capital that no one can kidnap, but which everyone enjoys after the labour he has given to enrich him, that is to know it better by reading and studying."(Robert Dotrens, *Educating and training*)

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FRIENDLY CLOWN

Author:Preda Daniela, Asociatia EU-RO-IN, Romania
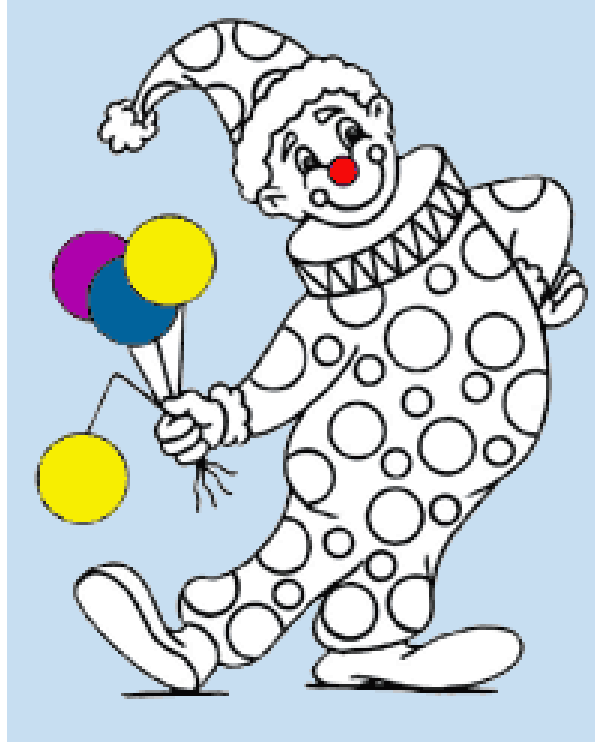
GOAL :

    • Consolidation of knowledge about spatial position (almost/away, in front/back).

    • Development of practical skills and abilities through the winding material - handling, gluing.

    • Acquiring knowledge on clothing accessories of clowns.

✓ **Objectives:**
- to recognize the spatial position of objects placed by teachers;
- to sit spatial objects in different positions indicated by teachers;
- to recognize the object of their work, calling them each one;
- spooling using the correct technique to work;
- to appreciate personal work and / or those of colleagues using at least one criterion.

I. CHOSEN GAMES AND ACTIVITIES

FOLLOWED BEHAVIOURS

LIBRARY – "Apron chips with clowns"
- To choose chips with clowns;
- Describe how they are dressed;

ART – "The friendly clown"
- Use the right utensils work;
- To color the picture given in desired colors;
- To manifest stability and perseverance in activity.

CONSTRUCTIONS/BUILDINGS – "Circus Arena"
- Combining overlapping and joining wood cubes, creating three-dimensional construction (as pot).

USED MATERIALS

Library: chips with different images. Art: worksheets, colored crayons. Construction: Buildings in different games.

II. ACTIVITIES ON EXPERENTIAL FIELDS

DS – „ Where was hidden clown?" - Didactic game
DOS – '"Clown little bow tie" - winding, soldering

DIDACTIC PROCEEDS AND METHODS:
explanation, conversation, observation, play games;

USED DIDACTIC MATERIAL:
clown-toy, bow cardboard, different colored thread;

BIBLIOGRAPHY:
- *Curriculum for ante preschool education*
- *Interactive group methods* by Silvia Breban, Elena Gonca, Georgeta Ruiu, Mihaela Fulga, Publisher: *Arves*
- *Theoretical and practical approach to project method early ages*, Publisher: *Şcoala gălăţeană* 2007

SCENARIO OF THE DAY

Choosing the theme "Friendly Clown" started from an event that happened one morning in the classroom: a child came to the nursery and told us that he was at the circus with his parents, saw many animals that made many things that he had fun, but the most he liked the clown who was dressed very funny, had a very big nose, green hair and a huge helmet.

His colleagues were very interested in this subject, of course, that every child had something to add to the description of clowns and animals.

I had a conversation with them about that and I decided to talk more about clowns and also to play with them.

Upon entering the group of ante preschool children, children discover teaching materials that will be used in various sectors, but also those that will use them to work on areas of experiential, but above all they will do the morning meeting that consists of: greetings, presence, nature' calendar. Somebody will knock on the door and the door will find a clown with balloons in hand and a letter. I'll read the letter in which it will be written all these materials were sent to us by a clown from the circus to play us a little, but at the same time we'll work. Also, it is added that at the end he prepared a big surprise for us which is nicely packaged in a box. It will be intuited materials used in the first part of the day at activities sectors, recalling what tasks we perform today.

At the library we guided the children to choose the chips they are depicted clowns and describe how they are dressed. Example: "I found a clown with orange hair, with big red nose, is dressed in a coat with many polka dots per color and has a green hat on his head".

At the art sector, children will have on their tables some chips on that are drawn clowns that will be them colorful about their liking.

The construction sector will put children to build circus area as they remember it was or how would they look like a circus arena.

After all children have passed each sector of activity, I'll announce them that the clown just whispered to me in the mood he is here for a little play and wants us to play with him. I'll tell to children to sit rug shaped skirt and explain rules of the game (to beat palms, they will close their eyes while the clown will hide; the second clap, will open their eyes and will tell me where hid the clown). Complicate the game consists in changing, introducing the "cube" method with which we will continue the game (on each face of the cube will be drawn lots of toys. I will hide lots of toys, and then we roll the cube to a child. This child will have to guess where I hid crowd the toys indicated by the cube).

The transition to the next activity will be done by the game of moving "If you are happy"; we'll sing and we'll make the moves suggested by the text then we will sit at tables to make art a clown bow tie within the colored sector. Prior to start this work we will play the game named "Playing fingers" to stay warm muscles of the little hands then we'll pass to the activity itself. Children will receive a bow tie in cardboard that will spool thread then they will stick on colored sheets at the art sector.

After completing this work, we will remember the box with surprises sent us by clown. We will open and we will find inside helmets and clown noses that will be distributed to the children. Each will put himself a nose and a helmet and we'll play together the clowns.

I conclude by touring the gallery where we'll see all the work, and the children will receive a sad and joyful bowline, one that will sit on sheets depending on the achievement sheet, the fair will receive cheerful polka dots, polka dots and the other will receive sad bowline.

I'll make assessments on how they responded and behaved children and reward them with one candy received from the clown.

ACTIVITY DEVELOPMENT

Didactic event	Scientific content	Didactic Strategies	Evaluation indicators
Organizing moment	Organizing children' class, preparing the optimum conditions for good development of the activity.		Direct observation

Catching the attention	This will be done through the clown toy entrance within the children group, and he is holding colorful balloons, a letter and a box beautiful wrappers.	Conversation	I follow children behavior.
Announcing the theme and objectives	After we complete nature's calendar, jars of the year and take attendance, children sit in a circle are paying attention to what I will announce. Today, children, clown we prepared materials for each sector: -Library: "Sort chips with clowns" -Art: "Friendly Clown" -Constructions: "Circus Arena" Within mathematic activity, we have the didactic game "Where was hidden the clown?"; and we'll continue with practice activity where we'll realize "Clown's little bow tie" by reeling. In conclusion we will have fun activities using materials sent by the clown in the box with surprises.	Conversation Explication	
Directing learning	Children will be seated on the mat forming a semicircle. -I'll present to the children adjust game: "at a clap close your eyes, clown will hide and the second clap your eyes open, and one of you guess where it was hidden the clown". For complicate the game, we will introduce the "cube" method. We have a cube of whose faces will be sets of objects, for example bunny crowd, the crowd little dolls, the crowd teddy etc. We roll the cube to a child, and he will have to guess where it is placed spatial position indicated by cube crowd." Switching to other job we do by playing motion "If you are happy." During practice activity, they will realize "Clown's little bow tie" on which they will reel thread. I'll demonstrate to the children the work method, and I'll help and guide during all the activity.	Observation Explication Conversation Conversation Independent work	I stimulate children's answers.
Obtain performances	After the children have finished the work, they will be placed on tables, and each child will receive a sticky dot cheerful and a sad one. They will appreciate the work and pay cheerful polka dots if they are satisfied with the work	Observation Conversation Tour gallery	

	performed or sad splat if they are not satisfied.		
Finish activities	General and individual assessments are made on how the children responded and behaved. We will open gift sent by the clown where we find helmets clown, clown nose and one candy per child. Each child will put his nose and helmet and we will make a party of clowns.	Interpret obtained results	Oral Appreciations Distribute falls

DIDACTIC   PROJECT ABOUT WORLD STORIES

Author: Anghel Florin, Asociatia EU-RO-IN, Romania

Target group: ante preschool children from 2 to 3 years
TITLE: „World stories!"
FORM OF DEVELOPMENT: Integrated activity
ACTIVITIES ON EXPERIENTIAL SECTORS:
DLC- Language Education: Recognize the story – Didactic game

DOS- Practice Activity:
TYPE   OF   ACTIVITY: consolidation,   Organic bag-paste
verifying

  GOAL OF ACTIVITY: Develop the intellectual and retrieval capacities of children
                    - Ecological education of ante preschool children
                    - Develop oral expression, fair in simple sentences
                    - Growing speech addressee, dialogue communication
                     - Education of positive willingness and character
                     - Strengthening practical skills acquired
                     - Consolidation of knowledge of children's known stories, based
                    on the representation of an illustrated episode
  OPERATIONAL OBJECTIVES:
  • O1: Recognize stories represented in images;
  • O2: To tell, using the teachers' help, moments of action suggested by images;
  • O3: Express the relatively correct grammatically;
  • O4: To use the speech dialogue;
  • O5: To select images that are parts of the same story;
  • O6: Participate with interest in activities;
  • O6: To manufacture a bag ecological solder (recyclable materials)

  DIDACTIC TASK:
  Name recognition and stories after pictures shown;
Reproduction moments with the support of the teacher suggested by action images;
Selecting images that are part of the same story;
    GAME RULE: At a command the children will close their eyes once, and the teacher
will display the magnetic board a picture of a story; the signal and eyes will be opened
and the child touched with magic wand image will look, will name the story he
will tell, with teacher's support, time for action suggested by the picture. It applauds the
correct answers.
  GAME ELEMENTS: close and open the eyes; applauses;
recompenses;
  METHODES: Conversation, explanation, demonstration, exercise, exposition,
pyramid's method

MEANS OF EDUCATION: Images of stories highlights of the action proposed wand rewards; **BIBLIOGRAPHY**:

- *Didactic games for speech development*, by Victoria Vladu, Maria Haraga, Publisher: Măiastria, Targu Jiu, 2006;
- *The curriculum of educational activities for ante preschool children ante*
DURATION: 35 Minutes

DIDACTIC EVENT	SCIENTIFIC CONTENT	DIDACTIC STRATEGIES	EVALUATION
Catching the attention	It will be achieved through a story. It tells children that "their friend the Good Fairy" has brought a magic wand with which they will play.	Rod Exposure Frontal	Stimulate the interest for the activity
Enunciation purpose and objectives	Next it will make children know that they should remember learned stories ("Recognize the story!") and tell/story them; then that should be expressed correctly in sentences. Then it will tell children that will develop and implement an ecological bag after characters from the stories will give them some green tips.	Explanation Front Activity	Observe the kids
Update knowledge	The teacher will ask children some questions with the aim of remember the learned stories. – What stories do you know? What is the story you like the most?	Conversation Frontal activity	Appreciate the answers and correct them
Explain the game	Explain and demonstrate the game during the game developed for prove. When children clap their hands and	Explanation Demonstration - Magnetic board	Appreciate the answers and correct them

	will close their eyes the teacher will sit on the board a picture of the story of "Little Red Riding Hood". At the next signal of the teacher, the children open their eyes and the touched child with the magic wand will recognize the story, will tell the time suggested by action picture using specific words and phrases, reproducing dialogue. Correct answers will be applauded. If they will story correctly, the teacher will offer them recompenses sent by Fairy Godmother.	-Images from tales (made in paper, plastic, cartoon, etc.) - Rod Exposition Exercise Frontal Individual	Findings of expression, of the story of the time suggested by the image. Applauses
Obtain performance	It will signal the start of the game. It will tell stories known images of "Bag with two pennies," "Little Red Riding Hood," "Little House on the pot". It is intended to permanently clear and accurate expression in sentences, correct playback of dialogue between characters. Those who have difficulties in playback will be helped further by asking questions.	Exercise Exposition Conversation Rod Frontal Individual	Appreciate correct answers Appreciate correct express Applauses for correct answers.
Ensuring retention and transfer	In the second part of the game, children must choose on the table all the chips representing the story "Bag with two pennies" and place them at the bottom (3), then all the chips illustrating the story of "Little House on the pot"(2) and place them to the next level of the pyramid, and the image of the story "Little Red Riding Hood" will be placed on top. Will help place them in chronological order of the action. To go to work practice, children read a few lines from a sketch with ecological fairy tale ("Why complain stories?"). This motivates choosing the theme of practical activity "ecological bag".	- Pyramid and diamond -Chips with images from tales - Pyramid panel -Poems on environmental issues with fairy tale characters - Flowers Leather - Large Envelopes - Colorful Sponges - Crepe paper, glue - Strap, colored paper	Findings solving given task correctly. Applauses

	We pass then to explaining and demonstrating how to achieve green bags, after which the children supervised by teachers will accomplish this task.		
Finish activities	It makes assessments on how they behaved during the lesson and about how they done their works, and what is made by children will form an exhibition that will be visited by the Fairy Godmother, who has prepared a surprise for them.		Appreciations Recompenses

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1. READ BEFORE READING

**Authors: Carmen Herrero Pardo, director of Idea
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Infantiles Municipales de Alzira.**

"Llegir abans de llegir" (in english "Read before reading") is a Project that appears from a parents and teachers' association of the *Escoletas Infantiles Municipales de Alzira* (EIMA) whose purpose is to promote and foster the taste for reading in parents and children. To this effect, other international projects being carried out have been taken as a reference:

- Reach Out and Read (EUA) – http://www.reachoutandread.org

  Program promoted and conducted by Boston City Hospital pediatricians who, take reading as one of the assessable standards that also measure children's health, combines different strategies to develop the promotion.

- Born to Read (EUA) http://www.ala.org/ala/alsc/alscresources/borntoread

  Promoted by the American Library Association (ALA), it is a project that is carried out differently in American public libraries by providing advice and developing actions for adults to share reading with the younger ones.

- Bookstart (UK) - http://www.bookstart.co.uk

  Program promoted by the non-profit Booktrust, which aims to encourage readers of all ages and cultures and their parents to discover and enjoy the world of reading.

- Nati Per Leggere (Italian) - http://www.aib.it/aib/npl/npl.html

  An international project that was put into operation in 1999 under the initiative of the presidents of *Associazione Culturale Pediatri*, the *Associazione Italiana Biblioteche* and the *Center for the Salute del Bambino* and that, under different accessions and forming a network of work under which a coordinating team has the mission to develop the importance of reading in children with adults and parents in general.

- Läsglädje för livet (Sweden)

  The name of this project, "The Jewel of Reading Throughout Life", is already significant by itself. The relationship between the child, the family and the library is established from the child's birth and it is the godmother, in this case, who gives the child a book with the readings that will accompany him in the different stages of his growth and who gives the family details to the library for a first reception.

- Leyendo espero (Salamanca [Spain]) - http://www.fundaciongsr.es

   This project is the result of the collaboration between the *Germán Sánchez Ruipérez* Foundation and the Health of *Castilla y León*. The program comes in response to concerns of the foundation to introduce the children's book in other spaces in order to encourage reading in other areas.

- Nascuts per llegir (Catalunya [Spain]) – http:// www.nascutsperllegir.org

   It is an initiative that emerged in the year 2000 and its first stage was carried out between 2005 and 2007 in several municipalities, within the working group of children and youth libraries of *the Col·legi Oficial de Bibliotecaris-Documentalistes de Catalunya* (COBDC www.cobdg.org).

In the process of learning of children, influence, among other factors, affectivity, interest, concentration and a balanced emotional state. There is an emotional quotient in addition to a quotient of intelligence, and this implies thinking, but also having desire, decision and motives to do so (motivation). The motivation is transferred to what we call self-stimulation of the child and this is formed in a stimulating sensory environment that arouses their curiosity in general, and linguistics in particular, if you instill the interest to learn in a fun and enjoyable way. In addition, the group that put forward this proposal is identified with theories that believe that affectivity has an impact on thinking and that the communication that is established with children is the key not only for their safety, but also to exercise the ability to listen, concentrate, express and, ultimately, learn.

In addition, the development of this proposal will contribute to facilitate the task for those responsible of child care; made by which the children's awareness of the proposal, aims at the pre-school (0-3 years).

The objectives of the "*Llegir abans de llegir*" proposal are:

- ✓ Involve the community in charge of children's education from 0 to 3 years in the mission to promote the taste for reading from the first year of life and create an affective bond between parents and children on the basis of the book.
- ✓ Act on family habits and encourage the motivation to read aloud and make the book a communicative tool between parents and children.
- ✓ Help establish an affective bond between adults and children (0 to 3 years old)

   through reading.

- ✓ Mobilizing and raising awareness in the child care community so that it doesn't only protect children from illness and other negative situations, but also promotes proper development at the affective and cognitive levels of children.
- ✓ To promote the taste for reading from the first year of life, requesting the collaboration of other institutions, both public and private and other actors in the world of reading and the child.

- ✓ Involve and train the family in reading activities in order to use the resources available to them to foster the relationship established when parents read stories to their children.
- ✓ Involve the institutions that work with children to support the project and be involved in the development of strategies that allow a measurable and serious growth of the reading habit in children, from the first year of life.
- ✓ Encourage interdisciplinary work among professionals in the field of small children who can combine their realities with a project to which institutions and entities can adhere under common guidelines.
- ✓ Create new strategies of approaches to reading that identify our social reality, its different problems and that allow us to share experiences and adapt them.
- ✓ Incorporate new experiences that develop links between communities, family-school and reading.
- ✓ To develop an integrative work that contemplates in the early childhood of all the families of Alzira, including especially those most unprotected, those from other cultures, those who need more social insertion and especially the collective of mothers and fathers of students of municipal nursery schools.

The guidelines to follow to be able to implement this educational practice on our day to day are:

1. Choose a story based on the age or interests of the child: thematic areas are diverse, from a story or short story that explains everyday facts or actions to situations that we can help them overcome (fear, sphincter control, habits acquisition...). An illustrated book with cardboard lids is preferable, hard and sturdy so children can manipulate and explore.
2. The images should be clear and the text should reflect the argument illustrated.

3. Perform a reading aloud:

   - Modifying the voice and emphasizing will contribute to enrich the story.
   - Create expectation when changing pages.

   - Read at a speed that harmonizes with the rhythm of the text and its content.
   - The warmth and affection transmitted will infuse the child with a sense of security, tranquility and pleasure.
4. Involve the child through reading and foster their commitment through questions.

2. THE STORY AS AN EDUCATIONAL TOOL

Reading is one of the keys to the optimal mental development of children. Some parents think it is not worth reading stories to babies until they reach 2 years of age. However, some experts recommend beginning to read stories to children from the age of six months.

Children's literature is widespread in our society and diverse writers who have dedicated and dedicate to it giving it a value in itself. The many benefits that children's literature brings to children are proven:
- It promotes and enhances intellectual development.
- Provides the values needed to perform in the environment.
- It enriches the language, also favoring the development of expression and comprehension both at the oral and at the written level.
- Contributes to the development of imagination and fantasy.
- Facilitate the temporal structuring in the child mind.
- Help the development of social skills.

An article in the guiainfantil.com web page recollects 10 storytelling ideas for kids in a fun and dynamic form. In the article named as "10 storytelling ideas for kids: Home tips on how to tell stories to children." (https://www.guiainfantil.com/articulos/ocio/cuentos-infantiles/10-ideas-para-contar-cuentos-a-los-ninos/) we find the following ideas:

1. Find a suitable story
2. Dress up
3. Decorate the atmosphere
4. Surprise the child
5. Act/Interpret
6. Invite the child to participate in the story
7. Make the kid laugh
8. Make the kid sing and dance
9. Educate in values
10. Enjoy the occasion

Our mission as responsible adults and child caregivers is to bring them closer to the story as a pleasurable fun tool. When choosing the story, certain characteristics must be taken into account to be appropriate according to the age of the recipient. For children between the ages of 0 and 3:

- The cover should be attractive.
- The binding should be flexible and washable.
- Story with big pictures and little text.

Other alternative options to the traditional stories are:

- Kamishibai: means "Paper theatre" and it's a way to tell stories from oral tradition, origined in the budist temples in Japan around the XII century. The Kamishibai consists on a wooden briefcase that, when you open the door, it illustrates the story

that the narrator is telling.

Kamishibai example

- Ideas Jar: also called "Story Jar". Is a glass jar which contains a lot of pieces with images that represents spaces, objects or characters in order to create a story as the piece is extracted from the jar. It's a fun way to create stories and interact during your storytelling.

- Storybird: is an online tool to create our own stories and display them on any digital media (tablet, smartphone or computer). It is a very intuitive web and simple to use. To begin we have to register as users with our email and click on the "Create" option. Link: https://storybird.com/
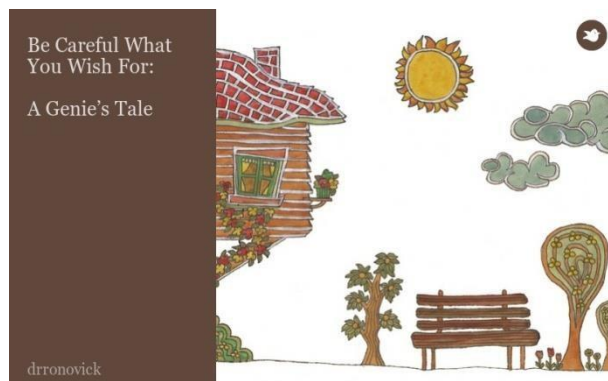
3. SENSORY STIMULATION

Sensory stimulation concerns all the senses and the exploration of the environment through movement (acting and experiencing), producing a process of assimilation and accommodation that allows us to build learning and understand the world around us. This process occurs naturally in all children right from birth. Through consistent multisensory experiences, children gain benefits for a healthy development.

The sensorial stimulation arises with the Italian pedagogue Maria Montessori (1870-1952) who conceived a new educational method based on stimulation and respect. The aim of this method is to help the child achieve maximum development in all areas of life. It focuses on two main premises:

1. The need for freedom within limits.

2. A carefully prepared environment that guarantees exposure to materials and experiences.

In the *Escoletas Infantiles Municipales de Alzira (EIMA)* the teachers hold workshops where they can work the senses with children aged 0 to 3 years old. For the implementation of the sensory workshops, the classroom is organized in corners, specifically five, in which children could enjoy:

1. Texture bags: Different colors that can be grasped and manipulated.

2. Magic paint bags: Fluorescent paints to mix and create new colors.

3. Sensory bottles / jars of calm: with balls, stars, glitter ...

   How to create sensory bottles: https://www.youtube.com/watch?v=GUP301Zo0_c

   https://www.youtube.com/watch?v=ahvsfXqtk5Y
   https://www.youtube.com/watch?v=Sz_zJxY716U
   https://www.youtube.com/watch?v=76MTGCgFt5E

4. Treasure Barrel: You must find different objects hidden in barrels filled with hydrogel balls.

5. Light slate: with translucent geometric shapes and animal images. The aim is to distinguish figures over the background.

The implementation of this workshop was very motivating and fun for the children. To work with sensory stimulation with children from 0 to 3 years old we can use the methods seen above or create other alternative materials:

- Quiet book: Is a set of web pages containing multisensory and manipulative activities created from different materials (fabrics, plastics, cords, buttons, wooden beads...). With the quiet books, the fine psychomotricity is stimulated. Some examples on quiet books:

  https://www.youtube.com/watch?v=8LcW6gU86C0&feature=youtu.be https://www.youtube.com/watch?v=-ZdzG-kXS4g

https://www.youtube.com/watch?v=-sa3yAaEecA

- Sensory panel: consists of a panel that contains manipulative activities that invite the child to explore the senses. Some examples:

  https://www.youtube.com/watch?v=CNe64qMwMnk
  https://www.youtube.com/watch?v=PeJ_c4hVwaQ

4. ENVIRONMENTAL EDUCATION

The environmental education is necessary in the actual world; the transmission and the inculcation of values, respect for other living beings and elements that make up the environment takes on considerable importance. During the first years of the child's life, that sets the foundation for their social and personal development. As an adult, we shouldn't miss the opportunity to accompany them in their growth by providing them with the necessary mechanisms to discover their environment and acquire feelings of emotion and affection towards it.

To educate children in this environmental area, the *Escoletas Infantiles Municipales from Alzira* (EIMA), accomplish many activities:

- Tree day: is conceived as a day of collaboration between the main socializing factors of children from 0 to 3 years, the family and the school. Each child carries a plant, seed or bulb that will be planted in the school garden with the help of their parents.

- Workshop of aromatic plants: Parents who own a greenhouse proposed this workshop.

    In this workshop, the children could touch, smell and taste certain aromatic spices and plants (like sage, rosemary, thyme, mint tea, lemon balm and mint). After that, they planted the plants in the school garden.

- We take care about our vegetable garden: this initiative is that the children, with the help of the teachers, take care and water plants and little farming (like tomatoes, beans, lettuces...) in the school garden.

As caregivers and caregivers of pre-school children (0 to 3 years), we can implement these types of activities in a simple way in our task. To do this, we can start by planting seeds of any type of plant or crop in a pot to monitor the process of growth of the same without forgetting their care.

Institution: AILE VE SOSYAL POLITIKALAR ANKARA IL MÜDÜRLÜGÜ, ANKARA,

Country: TURKEY

1. METHODS IN BASIC CHILD REARING PRINCIPLES

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Raising children who are happy, healthy, successful, knowing their responsibilities, comprehending the rules and being able to adapt life are the targets of parents, then teachers and careers.

In this approach, there are basic principles that will ensure that the child is an adult who respects oneself and others, knows one's responsibilities, is healthy, communicative, produces appropriate solutions to problems, copes with difficulties, and well adopted after traumas.

It isn't possible for an adult who does not communicate well with the child, cannot empathize with the child, cannot show love, and discipline; to cope with child behavior problems using only some practices.

In fact, these practices caused more reactions and anger of the children and can increase the problems even more. For this reason, the mother- father, teacher or career must have knowledge of basic child-rearing principles.

1.1.1 Empathy

Empathy is, at its simplest, awareness of the feelings and emotions of child. To see the child's feelings and thoughts, to see and appreciate his point of view. Empathy shows the child that the adult (mother-father-teacher-career) hears and understands him/her. This strengthens their relationship. It allows the child to feel safe.

Being empathic is perceived by some adults as having the same idea with the child in every way. However, recognizing and valuing the child's feelings and thoughts does not mean that it will make him/her happy. For example, you know that if the child is vaccinated, it will hurt her/him, but you do not give up on it because of health. These are non- empathic responses to the child who is afraid of being vaccinated "nothing to fear.", "Look, the other kids are never afraid.", "You are brave" etc.

"You are afraid of being vaccinated, I know it. You are right but you should be vaccinated for your health." This response shows to him/her, you understand him/her but you don't think the same.

Adults says "you need to make an effort" to child who does not seem to be successful in school, though many in the field seem to be smart. If the cause of failure is the attention problem, adults should give a support. If adults don't support the child and wait for him/her more effort without help that make the child feel alone and angry. "If you pay attention, you'll be successful" response is an example for it.

Many adults believe in that they are empathetic to children. Adults cannot empathize if they feel their selves angry, anxious, sad, and disappointed because of child's problem behavior. In this circumstances to achieve being empathized depend on control adult's feelings.

1.1.2   Effective Communication

Effective communication is, trying to understand child, appreciate him/her, avoid power struggle with child, listen to him/her effectively, don't sit in judgment on child and don't underestimate.

When the children share their problem with an adult, many adults make common mistakes that are given an advice, make a speech, offer a suggestion. Children don't listen to adult when they feel anxious, nervous and especially having a difficulty. Under this circumstance the child needs from an adult listen him/her only with interest. An important point is that, when an adult makes a recommendation to the child, he or she takes responsibility for the problem. This approach restricts the child's problem solving skills. An adult give subliminal message to the child as "You cannot solve your problem without my help."

When a child tells a problem, what the adult will do first is to listen to him/her effectively. Effective listening, trying to figure out what the child is trying to say and mirroring to the child what he/she says. When mirroring, the adult does not convey his own solution, judgment and appraisal. After effective listening, an adult go one step further and says "let's think together, let's see how we can find solutions" it can go through the problem-solving phase.

If the child says, "I am stupid, I will never be successful", the adult may respond to him/her as "do you think you are not smart enough? And for this reason you think that you could never been successful." If the child answers "yes," the adult helps to remind what he/she achieved before.

If the child answers "yes", the adult can help the child to remember the areas where he is successful.

Benefits of effective listening:

- Through active listening, the adult correctly understands the child's message, and it tests whether understanding the message correctly. So the misunderstanding is extinguished.
- Adults by active listening help the child fully open his feelings.
- Adults who complain that the child does not listen to them are actually adults who are not good models for listening to their children.
- Effective listening helps the child to think for himself and find his own solution to the problem; it saves the child from being dependent on adults. The adult also ensures that the child has the ability to solve problems and trust him.

Adults who do not constantly try to solve the child's problems do not reach the point of tension and exhaustion. It may keep a calm relationship with the child.

Precautions to active listening::

- Effective listening works when the child is in intense emotion. It should be used casually and not frequently.

- Effective listening does not work when the problem is the adult's problem and the child does not change his unacceptable behavior. For example, a child's mother who wants to go out with a thin outfit cannot change her mind through active listening.
- Effective listening is a tool used to help the child find his own solution to his own problem, not to subjugate him to the choice of the adult.

1.1.3. Speaking in I format

Teachers / parents / caregivers warn their children in case of dislikes, disapproval, and behavior that offends them or others.

"You should not do that."

"Why are you acting like this?"

"You're naughty."

"You act like a baby."

"Are you doing these things to attract attention?"

The common point of these warnings is that they must have been made using the "you" speaking format. With this type of communication, the child feels threatened, opposes, accuses, lowers self-esteem, thinks he is not loved, and learns to communicate in the same way; and giving responses to adults in the form of "very nervous, you are being told constantly", "you are not satisfied with anything."

In warnings made using the "I" speaking format, the adult communicates how he feels in the face of inappropriate behavior of the child. Such warnings do not cause the above-mentioned negative effects. "It made me angry that you immediately dispersed the new batch." "I worry that the neighbors will be uncomfortable with too much noise at home." "I feel uncomfortable leaving your shoes in front of your door, because I get stuck every time and I'm going to fall."

"I" speaking format has three main sections:

1. Definition of unacceptable behavior,
2. The feeling caused by this behavior in the adult,
3. The concrete effect of this behavior on the adult.

Adults' the most voiced emotions expressed in the face of children's behavior are anger, irritability and furiousness. Adult expresses his anger when the child disobeys, stumbles, takes one's things without permission, hurts his friend, and speaks inappropriate. In fact, each of these situations has different emotions. In the home environment, the adult says to the child, "I'm nervous about making noises," the basic emotion is actually fatigue. The real feeling of mother in the statement "I am angry at dangerous movements in the park" is a concern that the child will suffer a loss. Although the phrases in these examples are expressed using the "I" speaking format, they are inconvenient because they do not contain truth. The

reason for the more use of anger expression may be that adults cannot well express their feelings. Another reason is that anger is believed to be more effective on the child. However, children become insensitive to adults who express their anger in every petty event.

In the third part of the "I" speaking format, the concrete effect that child behavior creates or will create on the adult is explained. Thus, it is stated why the behavior is not accepted. This will be particularly instructive for children who cannot predict the outcome of their behavior and who cannot establish a causal link. If you do not have a reason when telling your child "Do not do it", it is difficult to stop that behavior. In case of cautioning for a behavior and you cannot find any concrete effect, perhaps you should give up the warning. So you will not always warn the child for everything he does.

I Speaking Format Scheme

Definition of Behavior	Emotion of Adults	Concrete Impact of Behavior
When he does……	I feel ….	Because ... it's happening
When you leave your pack in front of the door,	I'm annoyed,	Because I'm stumbling and maybe falling.

The "I" speaking format is the most appropriate way of reporting how the person in front of the child's behavior is feeling. The child gets a warning to stop a behavior that he is doing. After this warning, the child is less likely to continue that behavior. But it does not guarantee that your child will stop that behavior immediately. If the behavior is still ongoing, what will be the appropriate approaches will be given in the gradual discipline section.

1.1.4. Showing Love

Children feel special and valuable when they feel loved and accepted by adults. Children who are constantly criticized for their behavior and who receive warning in their surroundings need more unconditional and uninterrupted love.

Ways to Show Love:

1. It is important that adults spend enjoyable time with their children. During this time he must enjoy the opportunity to spend time with him without criticizing, without trying to teach or direct, and the child should feel this.
2. There are adults who cannot express their sympathetic feelings due to their personality structures and cannot show their love. If love cannot be expressed in words, it can be manifested in behavior. Most of the children like adults to show love by touching, hugging, sitting close, and kissing them.
3. Adults by giving positive messages to the child, help him to feel special and valuable. Adults can count how many times they have criticized and how many times they have praised him during a day to gauge the child's positive or negative message. In the light of praise / criticism, it is reasonable to have a criticism against all four praise.

Supporting the child with love or trying to fix it critically can be explained in analogy to the art of sculpture. In the construction of sculpture, chipping or overlaying methods can be used. The method of chipping is to cut and shape a large marble. Some adults with non-constructive, negative messages, constantly criticizing, what not to do, showing the wrong structures to the child, chips the pieces they do not like. While child rearing, fewer and more constructive critiques are needed and the child who is raised only by the method of chipping, is not aware of his positive qualities. In the overlay method, a sculpture is made from a material such as clay by making joints on a small piece. Adult with love and positive messages, can create a much more robust structure by supporting and overlaying the pieces that he wants to stay in place.

2. METHOD FOR MONITORING IN THE ACCEPTANCE POLICY

By being accepted as he is in his family and school, and not being judged while raising, the child recognizes himself in every direction and accepts himself. Accepted child feels safe, does not hesitate to try new things, sees his mistakes and looks at life more optimistic. Accepting the child as he is does not mean that he will never change, but the adult must determine the speed and the destination of the change according to the child.

Accepting the child as he is, doesn't mean there is no limit and he can do what he wants. Children who feel loved, supported and accepted, admit borders more easily.

2.1.1. Four steps for adults to accept the child

1. The first step in accepting a child is to admit that each child is unique. Teachers / child caregivers / grandparents who look after their grandchildren or parents may impose adjectives if they do not intend to discriminate between children. For example, "like your brother / friend be good-humored, do not worry, then people like you more" Warnings like this will further reduce the child's self-confidence.
2. The second step in accepting the child is to look over adults' expectations.
3. The third step in accepting the child is to recreate the expectations according to the child. Failing to set realistic goals is like putting a lap at a height that not able to jump in front of the child and waiting for him to jump out of it. The bar should be raised to a height that the child can skip and gradually raised when the child is able to do so.
4. It is the fourth step to create appropriate goals and expectations for the child and to cooperate with them in achieving these goals. A plan should be made by talking to the child about changing shyness feature instead of warning by saying "Be comfortable, be sociable."

2.1.2. Helping His Success Feeling

Achieving a business is one of the most important motivations that enables one to realize his or her own power. If the child is enjoying something and he finds himself well enough at doing it, he feels a sense of accomplishment. In order to feel this feeling, it is not enough to see itself enough also the adult must be able to convey the message that the child is enough.

A child who believes that he cannot succeed in any subject, quickly gives up in face of obstacles; he never starts to a hard job; is reluctant to try new things. Because he has stopped struggling in hard times, he has many failures in many subjects. Increasingly, the belief that no job can be accomplished is intense and a vicious circle forms.

The situation of children failing in many areas for various reasons can be likened to swimming in an "ocean of inadequacies". The child is reluctant to try new areas because he does not feel safe in this ocean. Parents / caregivers and teachers should also try to find areas where the child is good and support it in this area. The area where the child feels successful is like an island to be taken for him. This "willingness to success" helps to build self-confidence. A child who has a success island will be more willing and courageous to open up to the ocean to explore other islands. Children who feel self-sufficient in any given context and receive support from their surroundings will do more to succeed in other matters.

Approaches that will help the child to feel his sense of accomplishment:

1. In the process of growth, children are matured by overcoming many obstacles. Steps like starting to walk, learning to ride a bicycle, dressing on his own, being alone at home, learning to cook are small steps that help your child to feel a sense of success. The adult awareness of these steps and the joyful celebration strengthen the child's sense of accomplishment. However, it is important not to be overdone, and not to raise expectations. Instead of saying "my son will be more famous than Picasso" in the face of a beautiful picture made by the child, it is enough to hang the picture at a suitable place in the house.
2. Seeing their share in the successes achieved increases the confidence of the person. An adult can help with this by creating opportunities for the child to do a job and expressing his contribution clearly.
3. Identifying areas where the child is successful and competent and supporting them helps the child to live a sense of success. Adults should focus on their successes, not their failure.
4. The adult should be a model for the child not to rush to achieve success and continue to labor hard patiently and should continue to support him. For example, the child may not want to take responsibility for collecting his toys, he may get bored after collecting a couple of times, and he may no longer want to fulfill this responsibility. At this point, the adult should not undertake this responsibility, continue to try hard, and talk about the importance of the responsibility of the child.

2.1.3. Helping to Identify Errors as a Learning Opportunity

One of the symptoms that show the feeling of self-esteem and feeling enough is the reactions given against mistakes. Children with low self-esteem connect their failures or mistakes with causes they cannot control, they hold others accountable or make false statements. For example; a child with independent stepping, or with a double foot jumping is forced to step out from a high step, this is a developmental condition, but he can say "the stairs are too high". A child doing a school activity knows how to paint, hold the pencil and paint the limited space, but when painted over a given circle he can interpret as "this activity is very boring, the teacher gives hard". Likewise, a child in school age can make comments such as "I do not understand mathematics, questions were very difficult, teacher is strict in giving notes"

after he received a low grade from the exam. The common point of these interpretations is that it is out of control of the child and that it is difficult to change. This creates feelings of helplessness. Children who see themselves as valuable and sufficient can see mistakes as an opportunity to learn. They do not hesitate to get help from others about what can be done to avoid the recurrence of the mistake made.

Some of the innate inherent features of children can cause them to be unable to accept mistakes and overreact to failure. For example, when a child combines a toy model, he cannot control his feelings of anger and feelings that he feels, but he can give up trying and even break the model. As a result, he loses his chance of seeing where he made mistakes and fixing it. In such a case, the adult can also be angry and blame the child. "When you cannot succeed, you get angry and give up. That's why you do not accomplish anything. "An interpretation of this kind causes the child to become angrier. If the adult can wait for the child's first anger to settle down before making any comments, it can be said to them when they calm down that both sides will not be able to learn without making mistakes.

If the adult focuses on the mistakes of the child than successes, he will give the child the message that the mistakes are unacceptable. Negative messages given in the face of failures create the same effect. In the practice to understand the reaction of adults to the mistakes of their children, they are asked to think about a mistake done by the child and to write on the paper the answer they will give to it. Later on, they are asked to think if their reaction made child to learn from this mistake or at least make sure that they do not make the same mistake again. When a child accidentally pours the milk in his hand and told "You're too clumsy, you walk without looking ahead." will it make him to walk by looking ahead?

2.1.4. Things that can be done to Help Children Seeing Mistakes as Learning Opportunities

1. Children learn by watching adults. The adult's reaction to his own mistakes becomes a model for children. For example, if the attitude of the mother against a cake that does not swell is to blame someone else, the child will behave similarly for a bad homework. If mother says "I did not do well, but I also learned what I did wrong. After that, I will preheat the oven while making the cake, "shows that she can learn something from mistakes. Perfectionist adults who believe that everything needs to be done at best, develop fear of making mistakes in children; it can cause the child to refuse everything he believes he cannot do well.
2. Adults should be able to tell their children that making mistakes is part of their lives. For example, when a mother teaches her child to cook, giving him continues lead and meddles in every step, he will not be able to learn and only cook the meal. If the goal is to ensure that the child really learns, the mother should withdraw after telling what he should do. While doing this, "the first time it may not be good, you will learn better as you do it more. It does not matter if it's bad. "If she gives this message, the child is not afraid of making mistakes. After all, it can be said that even if the food is bad, it is a natural process that cannot be learned without making mistakes.

2.1.5. Ensuring the Development of Responsibility and Charity

Children are eager to help when they are young. It is an activity that will make a child of three years old happy to help carry a stuff. The reason why children are so willing to help others is

that they try to learn new things, acquire new skills, and become like adults. The easily observed enthusiasm for helping in small children will disappear gradually as they grow up.

The emotions of helping others and the responsibility grow parallel to each other. The most effective way to develop responsibility in children is to give them opportunities to help others. In the early years, the innate motive for help is gradually diminished if not appropriately supported by the adult.

One of the most frequently cited concerns of parents / teachers or caregivers is that children are "irresponsible". The list of complaints that begin in the form of "not picking up the toys, not finishing the activity, not packing of clothes, not doing anything without telling" is gradually getting longer.

The list of complaints that begins in the form of "I do what you want, I get what you want, I do my own responsibilities, you do not." It depends on the child's age and what they do." Is getting longer depending on the age of the child and what he does.

When children are young, they cannot question the responsibility that adults give them. They cannot separate them as necessary or unnecessary. Every given job gives a sense of new skill acquisition, competence and discovery. But over time, most of the things that are expected to do seems unnecessarily to them. Adults accuse them of being irresponsible, but they do not accept it.

2.1.6. Approaches to Support Responsibility Development

1. Children learn by observing adult's behavior, not what have been told. As with many other issues, firstly adults should be a model for the child to be a responsible individual. Children are very careful observers.
2. Adults should begin to give the child some job at the earliest possible age, which may be appropriate for the child's structure and skills. Having the pleasure of helping adults in various jobs is the first step towards responsibility for the child.
3. It is difficult for adults to ask for help when a child is young. It takes time and effort to teach the child how to collect the bed and then leave it to him. Some mothers do not like how the child does it, and straighten it afterwards. The child who realizes this will not be willing to do the same job again. Many adults do everything themselves for reasons such as not being patient enough or time constrained. The child is able to dress and undress by himself at kindergarten, but the parents dress him at home. Some parents say their children are too young and it may be difficult for him. "No matter when school starts, there will be a lot of responsibility, let's not get him bored already." No help is expected from him until the child begins to school. Until the age of six, the child who has not taken the slightest responsibility at home will have difficulty taking responsibilities when the school starts. The later the responsibility is initiated, the more difficult it is for the child to take responsibility.
4. Rather than focusing on the things that the child does not do, it is important to look at it from a wider perspective and to see areas where he helps. Regardless of what help is being done, talking about it with the child will entice him. Some children, who are praised by in front of others, go very well and continue to do the praised work.

In order for the child to fully take responsibility for a matter, he must see that it is indeed left to him. Repeated reminders for things that are not done, grumbling, delivering a speech or

doing it instead, show that responsibility continues to carry out by the adult. The child does not undertake this responsibility as long as the adult continues to do it. Instead of constantly reminding, grumbling; the decision on what should be done in case of nonworking at the family meeting must be implemented. Children can test an adult's commitment for a while. At this point, it can be achieved by maintaining a determined and consistent attitude without raging. Family gathers back one week later and talks about whether the decisions taken are being applied or not. If the agreed measures are not sufficient, new decisions are taken.

If the responsibility is compared to a bag that needs to be handled, and the adult continues to hold on to the handle of the bag, it means that he does not completely release responsibility. To be able to completely release responsibility, is like not touching the bag at all. The child will not assume responsibility immediately and perhaps the bag will remain on the ground for a while. The greatest fear of adults is that the child never assumes the responsibility and the negative consequences that make out. In the event that liability is neglected, one of the things to do in order not to encounter serious consequences is not to wait too long to transfer responsibility.

3. PROBLEM SOLVING AND DEVELOPMENT METHODS OF DECISION MAKING

Children face many situations where they need to make decisions or create solutions throughout their lives. Being able to choose from different options, to be able to decide and to find solutions against the obstacles is an important skill for success in life. A person with poor problem-solving skills can be likened to a stray boat that has not a compass. Regardless of indicators goes from side to side. In terms of problem-solving and decision-making skills, children show different improvements. Some kids are frozen in the face of problems, they cannot think of anything. Some without considering the consequences in an impulsive way rather apply the first solution. There are also children who are always seeking help from adult as it is difficult to decide between options.

If adults provide ready solutions for children in the face of problems, children become dependent on adults. They cannot improve problem solving skills. When they confront new problems, they wait for solutions from adults.

Sometimes the children transfer some specific problems to adults, and what they really want is to share, not the solution proposal. The most effective way of helping is to leave the responsibility of finding a solution to the child. However, when doing this, the child should not be left without help. The adult should be a model for the child to produce different solutions and the child should not be left alone with the problem in situations where he cannot find a solution.

The most important reason why problem-solving and decision-making skills are not well developed in the children is that adults are not given enough opportunity for them to solve or decide on a problem. Children begin to solve their problems at a much earlier age than adults' estimation. Most adults, however, are not aware of the child's problem-solving skills. If any problems are encountered, they will be immediately interfere. They offer the best possible solution, and the child only apply it.

Things can be done to develop problem solving and decision making skills:

1. While children look on adults that are calmly debating on a problem, produce alternative solutions, and thinking about them, naturally imitate these behaviors. If the adult getting into panic in the face of the problems, defending, feeling suffocated or reacting to a problem , the child will show similar behavior.
2. Beginning to offer options to children at an early age will improve their decision-making skills. "Would you like to wear yellow or blue sweater?", "Would you like to play a game or read a book on your private time?" If the child declares that he does not want any of these options, adult can say steadfastly that only these are possible and he should choose from these options.

Being able to identify a problem correctly, to be able to think about possible solutions, to be able to decide the most appropriate one, and to be able to apply the taken decision are the skills required in all phases of life. All the problems the child experiences during the day, and the conflicts with adults will be solved with the approaches suggested here, and the children will improve the ability to solve problems and make decisions. The child will not hesitate to face difficulties, he will think that every problem has a solution and he will trust himself. This approach will also teach him to take responsibility and take on the problem.

3.1.1. Discipline

One of the situations that parents / teachers or adults who take care of a child cannot cope with most often is their child's compliance and behavior problems. Some of these behaviors are not to do what is said, to oppose, to not abide by the rules prescribed by the society (shouting, swearing, wandering in class, stealing, damaging the property etc.). Some children refrain from doing certain tasks that they have always needed to do (such as tiding up the room, doing homework), and ignore them.

Adults try wide variety of ways such as long explanations, bribe, yell, threaten, enforce prohibitions, etc., in order for children to take these behaviors away and to give them responsibility. They do not know what kind of attitude they will face in such problems, and often go between free and authoritative parental methods, but they cannot achieve success.

One of the reasons for children's compliance and behavior problems is not setting appropriate limits for the child by the adult in charge. " He is a child, don't undertake; he is a child, can do it" with this considerations unlimited rights are granted to children. When the child does something unwanted, the adult gives a soft "not do it" message, over and over repeating the same message, then there are convincing reasons and explanations. Meanwhile, the child continues to do what he wants.

On the contrary, in the strict approach, the child is under constant control. The smallest mistakes and mischief of the child do not be overlooked, just emphasis on and correct it. The adult intervenes constantly, supervises the child. Limits are too high to allow experimentation and exploration. Whatever the circumstances and conditions, it is expected that the child will submit to the adult. Excessive restraining attitudes are also involved in the rigid approach. Such an approach obstructs a healthy development and responsibility for the child, and bellows opposition and rebellion.

In some houses there is discipline, but when and where it is practiced is uncertain. The attitude of the adult goes between extreme tolerance and severe punishment. A behavior that is not normally allowed is to be ignored when the parent / caregiver / grandmother has no

time to deal with it or when they are in good mood. The child does not know where to stop. He adjusts his behavior according to the question "When will I be saved from punishment?"

It is not always possible to be consistent in any house. The inconsistency mentioned here is ongoing inconsistency. If a behavior ignored one day and the same behavior is punished severely the other day, and if an adult disrupts what others do, the inconsistency really exists. The inconsistent approach encompasses all the drawbacks of loose and stiff attitudes. It prevents children from taking responsibility and encourages them to over trying and rebel.

One of the ways that adults often resort to in inconsistent approach is playing for sympathy. By stating like "You really make me sad", "I am sick because of you", "Do not do it if you love me a little." There are adults who try to make their children listen to their wishes. In this way the child is worried but does not listen to it or even behave more aggressively.

There are adults who are shouting, reprimanding, grumbling all day. For example, the child learned to adjust his behavior to his mother's voice tone. The child does not listen to his mother without her shouting in the loudest tone. To complain to the father, to scare him with his father's anger is another example of inconsistent approach.

Another method that is often objectionable but is often resorted to by adults is being vexed with the child. By sentences like "Don't speak to me, I'm not your mother.", "Go find another mother." trying to discipline the child and maintaining this for a long time teaches the child to vexation. The child becomes anxious and insistently makes everything to reconcile with his mother. In the end, the mother has on her conscious and reconciles with him as if nothing had happened.

Discipline should not be intertwined with concepts such as fear, embarrassment, and abasement when considered as an educational tool. Discipline has two main purposes. The first is to provide a safe environment with clear, precise and effective boundaries for the child. This environment is necessary for the healthy development of the child. The second goal of the discipline is the child's self-management ability, that is, self-regulation. The child should be able to apply what he learns while he is not under supervision, and be able to keep up with the rules. A child who complies with the rules when he is with the adult but get out of control after the audit is over, does not have the ability to self-regulation.

Some adults see the discipline as practices that will be applied in times of trouble. "What should I do when my child does not listen to me?", "Can I hit him when he hits me?", "Not any punishment is useful, and we are confused at what we should do." expressions like these define this point of view. For these adults, discipline is an alarm button that must be touched in an emergency. Such a sense of discipline is punitive, not educational. There is no preparation beforehand, it is reactive at the time of incident. Discipline should be seen as a part of life in order not to come to this situation and we must answer the question "What do we have to do to prevent the problems in advance?"

One reason why adults cannot set effective and precise limits is the fear of losing their children's love. Children feel this fear of the elders and threaten not to love them when they meet with the boundaries. "You are bad, I hate you." with sentences like this, they succeed in stepping back the adult. No child will accept the boundaries willingly. An adult with love and support is needed, with consistent rules and boundaries in the place for children. Adult must set his limit, and should apply it even if the child is not satisfied.

3.1.2.   Important Principles for Discipline

1. Consistency is one of the most important principles for discipline. If the adult says "yes" after several times of saying "no" to an inappropriate request of the child, he will learn that insisting works. Accepting that negative responses really mean "no", and on first "no" they understand that their insistence will never work.

2. Adults' concurrence and cooperation are necessary for discipline. If one adult says to the child "Tidy up your toys before going out.", and the other one says "Let him go, he will do it later", the child will apply the rule he wants. It is natural that each person's personality traits and forms of trainees are different. However, it is a good idea to talk about this way of approaching the child / children and expectations in a way that minimizes this difference.

3. Adults should not forget that their behavior is a model to the child. Discipline is a teaching process and the adult must expose exemplary behaviors in the rules they are trying to teach.

4. AFFIRMATIVE COMMUNICATING METHODS

4.1.1. Changing Non-Working Approaches

Adults can maintain the same approach for months or even years without getting tired of some behavior of children. They don't want to change their approach even if they see that it didn't work. A mother who complains about her child's not tidying up the room and grumbling constantly, endures for a while and then tidy it up herself. Approaches that are ineffective, that is, do not cause a change in the behavior and reactions of the child are actually harmful. It causes the adult who is dealing with the child to become angry and exhausted. The child becomes more resistant and reduces the effectiveness of other approaches to be implemented. To constantly warn, to say "come on", to grumble constantly, to make a speech, to lengthen the arguments, to make unplanned suggestions are non-working attitudes.

4.1.2.   Dealing Correctly and Effectively with Children

A correct and effective interest is to motivate the child to develop or to enhance their positive behavior. Of course only a positive attitude will not solve all the problems of the child. But right, a positive interest is very important. It must be achieved as a first step. Especially children with behavioral problems often receive negative feedback from their parents, teachers and caregivers. (Sentences like: you are lazy; you do not try hard enough; you can behave better if you want; you make me tired.") These children also have positive behaviors, but little or no mention of them are made. Problems prevent us from seeing positive behavior.

4.1.3.   Practices That Provide Correct And Effective Care For Children

Special time application: that is the parent or the person responsible for taking care of the child is playing with the child for 20 to 30 minutes or doing an activity. It is important for adults responsible for looking after more than one child to set a quantifiable amount of time

that can equally allocate to each child and to fix it. The purpose of activity done with the child: To show a positive interest in the child during this period, to bring the relationship between the adult and the child closer together, to increase the child's self-esteem. This practice alone is not a way to get rid of the child's unwanted behavior. But it is the first step in dealing with behavior problems. When applied together with the methods to be taught later, behavioral problems in children will be significantly reduced.

Application:

1. A specific hour is set every day for special time. This hour should be the best time for an adult to be alone with a child.

2. Special time should be applied to at least 5 days in the beginning week and in case with adults for twenty minutes each. Then, the application should be continued 3-4 days a week.

3. During the application, the mother or father should be alone with the child, other children, siblings should not participate.

4. When it is the predetermined time, it is said to the child, "Now is the special time, what do you want to do today?" If the time is not set in advance, the child will be offered to play with him at a time when he plays by himself. The choice of the game must be on the child.

5. The time for this application should be a time when the adult is not extremely tired, stressed and actually has no other jobs. Adult cannot fully participate in the application even if he is next to the child while he has other jobs on his mind.

6. The adult must watch the game carefully and convey what he sees to the child. For example, "How fast is your car going, is there a place you want to reach?", "You put on your baby, is it cold?" etc. This will show the child what he's doing is interesting. It's like a radio interviewer telling a basketball match. The narrator must be excited, but child's every action mustn't be voiced.

7. During the game, the child should not be asked more questions. Questions such as "Why did you do this, why do you hit your baby?" Or questions about testing the child's knowledge spoil the game and disturb the child. This can be asked if what the child wants not being understood.

8. During the game, the child should not be taught anything and the game should not be directed by the adult. During this time the child does not have to play according to a rule. He can cheat if he wants.

9. Things that the child is doing should not be criticized or attempted to be corrected. "Do not play with it like that, you should not do it."

10. During the game, the adult indicates the child what he likes with gestures, mimicry and words. It is important to be honest and do not overdo it. "I like it so much to play with you like this, it's our special time." The praise sentences should address why the adult is pleased with what the child is doing. For example; Instead of "What a beautiful house you built." use "I like your house very much."

11. If the child starts to show negative behavior during the game, it should be ignored. If it continues, the child will be explained and the application will be terminated.

Regardless of the child's age, the goal in special time practice is to have fun together without criticizing, directing or controlling the child.

The special time application may be seen as an easy application at first. Most adults, however, have problems at the outset, such as making too many comments, asking a lot of questions, not participating actively enough. They will decrease as you continue to practice. More importantly, people do not go on after they have not been able to find time for this practice and have never been able to get started or applied it a few times in the beginning. However, this method can only be effective if it is maintained in a consistent and stable manner.

4.1.4. Promoting Positive Behavior of the Child

The repetition of a particular behavior and the more it is supported, the greater the likelihood of consolidation. From this basic principle, these behaviors are reinforced to increase the child's harmonious behavior, but it is first necessary to ensure that the child has such harmonious behavior. This is called an approach to improving compliance.

Application:

- This study is an activity that takes 3-5 minutes, which can be applied at different times during the day.
- Something that the child can do easily is requested (such as "Will you bring me the newspaper?", "Let's remove dust together", "Would you bring the salt from the kitchen?")
- This job is requested when the child is free. The child should not be dealing with something he does not want to leave. For example, this method should not be applied while watching his favorite cartoon.
- If the child does what is said immediately, it is stated how pleased they are with the words and mimics. "I am very pleased that you do what I said immediately.", "I thank you for doing what I want.", "You are growing now, you are helping me."
- Similar applications are repeated at different times during the day. Praise and encouragement should not be forgotten, even if things are simple.
- If the child does a spontaneous home job or offers help it can be praised a little more exaggeratedly.

Questions- Answers:

Question: What should I do if my child does not do what I want him?

Answer:

a. For now, ignore this.

b. Try to find tasks that the child can do more easily or willingly. What is important is not what the task is, but whether or not the child does it.

Question: What should I do if praise does not increase my child's positive behavior?

Answer:

a. It is very important how you praise and by using which sentences. Instead of expressions such as "Thank you, you're great," just use words that are specific to the job and include your feelings. Like, "when I want you to do something, you're doing it immediately."
b. It is necessary to apply this method regularly to be useful and wait for a certain period of time to pass.

Question: How should I say what I want the child to do?

Answer: It depends on how you say what you want to be done. If you say it overly polite, begging, asking questions like: ("Don't you want to tidy up your toys; could you please tidy up your toys?"), it is unlikely to be done. You should say it in a short, clear and decisive manner.

4.1.5. ANALYZE OF BEHAVIORS

In the course of defining behaviors, exactly what the child did, the duration, frequency and severity of this behavior is questioned. You need to make a good monitoring to be able to answer these questions. The correct definition of behaviors gives a clue as to which approach to deal with.

Unwanted behaviors can be examined in four groups according to underlying causes of behavior:

- Attitudes to attract attention
- Behavior due to power struggle
- Behavior with anger and revenge
- Behavior due to inadequacy

Causes	Child's Emotion	Child's Behavior	Child's Real Message	Appropriate Approach
Catch The Attention	Get bored, Need for attention	He does it by looking into the adult's eyes	"Notice me.", "Care about me."	Ignorance, to warn with "I speaking format", to enrich the setting, to care about when he shows appropriate behaviors
Power Struggle	Feeling constantly controlled, threatened	When warned, he starts to do it more	"It will be my wish"	Do not enter in the power struggle, use the practices that will reduce resistance, offer options
Revenge	Considering being hurt,	Violence, telling offensive words	"I can hurt you too"	Do not retaliate, do not respond

				in the same way, calm down first, then solve the problem together
Inadequacy	feeling inadequacy, insecurity	Do not want to do what is said, resist	"I cannot do anything good", "Do not force me"	To create opportunities for the child to feel adequate, to appreciate small achievements, not to do instead of the child

LET' S ROLE PLAYİNG
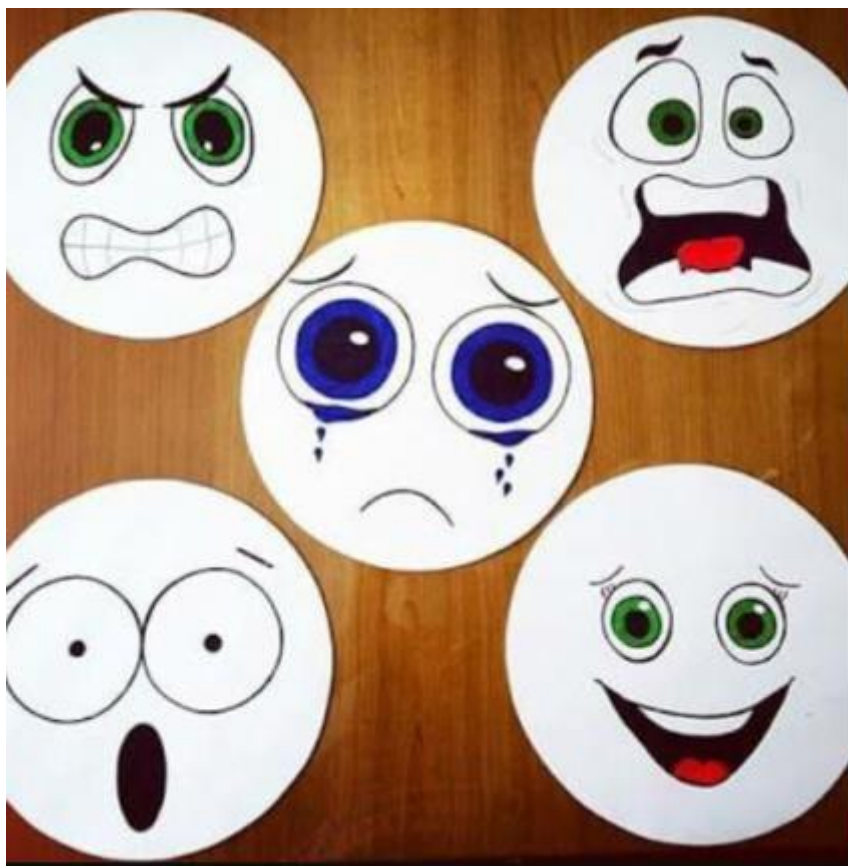
1. TARGET GROUP

This game is for preschool kids.

2. MATERIALS

2.1 The materials used during the first section

Cartons which are different color (up to the number of children), CD player, CD (Preferably from the mother tongues of different countries)

2.2 The materials used during the second section

Box, emotion cards (up to the number of children) (happy friend, sad policeman, angry shopkeeper, surprised child, scared girl, worried mother, shy person, jealous brother etc.)

3. OBJECTİVES

- Expressing oneself positive/negative emotions about any situation or state (to improve language development)

- To improve psychomotor abilities

- Role playing and develop empathy (to improve social- emotional development)

- To improve problem solving abilities

- To improve teamwork skills

4. METHODS

Question and answer teaching method, collaboration method, role playing, observation, evaluation, explanation

5. GAME RULES

5.1 First Part of the Game Rules

Firstly leader tells the game and this part begins music. Children make bodily movement and eurhythmics on the floor. When the music stops children jump on the round carton. According to leader's instruction the child who cannot jump a round carton take a place in to the middle of children and he/she choose one of children and share about that child's feeling.

5.2 Second Part of the Game Rules

- Each child chooses an emotion card.

- When a child plays a role, others watch him/her carefully

6. TIME

The game takes about 45-50 minutes in total.

6.1 The First Section of the Game

The team leader starts the game with music. The first section takes 15-20 minutes.

6.2 The Second Section of The Game

The team leader puts the box where the emotion cards are. İnvite children to choose an emotion card one by one and indicate about role playing. This section takes 25 minutes.

7. BIBLIOGRAPHY

The Book of "An İntroduction to Child Development"

8. SCENARIO OF THE GAME

The team leader says "spread out the colorful cartons different point on the area which are I have distributed. When I turn on music, dance and move as you like. When the music stops, everybody needs to set a foot on color carton. One of you will be exposed."

The leader gives instruction time by time, turn on the music and " All right, everybody walk around, as you like, jump, dance, move like an animal, crab walk, bear walk, snake crawl". The leader turn off music, children try to cross empty colorful emotion cartons. The leader goes to the kid who cannot find en empty carton. They located in middle of the others. The leader asks the children in turn "which color carton are you on? Which emotion carton have you stepped? What do you think about that carton emotion sad/ shy..?

After everyone explains by him/herself the leader says the child who could not step the emotion carton "Choose one of your friends and say to him/her something that makes it feel good. If your friend feels good, hug him/her or shake him/her hand to share emotions.

The leader turns on the music again. The game continues in the same way, the leader takes one carton each time from the area. The outer child who willing to play and did not participate fellowship, play the same game. The last child is applauded by everyone.

The leader puts the emotion cards superimpose. Brings the box which has a character card. (sad policeman, happy child, angry shopkeeper, scared girl, surprised child, worried mother, shy person, jealous brother..)

The leader says, "The people face with some situations in their daily life, they can be affected positive or negative. There are some character cards in the box. Choose a card without looking into the box. After that imagine the character; you are such as an angry shopkeeper. What makes you angry? Play to us such as you are an angry shopkeeper.

All the children play their role in turn. After each one plays the role leader asks to him/her "How did you feel when you play your role? With whom did you would like to share your feeling? Why did you feel happy/ sad/shy..? How it felt to share us your feeling? The leader asks the other children who are watched, "how did you feel yourself when you were watching? What did you do to calm the angry shopkeeper?/… maybe someone went to the

sad policeman, said something to him, after this conversation the policeman looked fine. What do you think the friend of policeman said to him?

In this way, the game provide awareness, express oneself, teaching children to understand feelings, put oneself in someone's place, cooperate with each other.

9. EVALUATION OF THE GAME

9.1 Evaluation of the First Part of the Game

In the first part of the game, the leader use colorful circle that the children learnt before. Use this circles which has emotion faces and prepare children for play. Asks children what color are her/him circle so that children

The concept of color is reinforced by saying the colors of the circles. (to improve cognitive development) Children's vocabulary set will develop due to recognizing, describing and expressing emotions. (To improve language development)

Dancing in rhythm, making physical movements (to improve psychomotor development)

The leader encourages the children to move in different parts of the area.

9.2 Evaluation of the Second Part of the Game

The second part of the game; children learn both empathy and expressing oneself. Learning positive and negative feelings learn to deal with negative emotions, express oneself well.
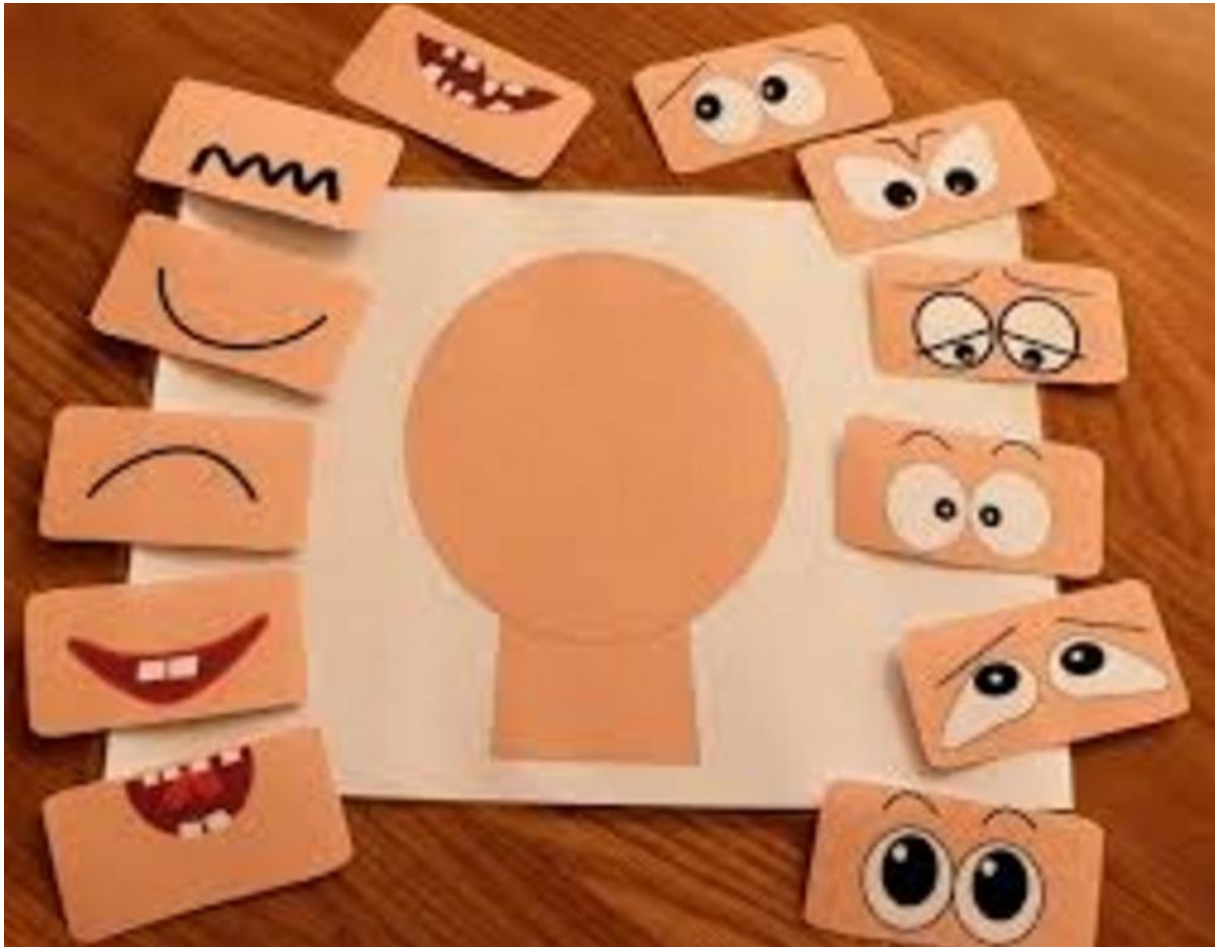
ON THE ICE

1. TARGET GROUP

This game is for preschool children.

2. MATERIALS

Styrofoam, Styrofoam box, blue bin bag/ blue large-sized nylon, tall rope, carton, stick/ glue, photos (about global warming)

3. OBJECTIVES

- To improve correlate and problem solving skills

- To improve psychomotor skills

- To develop teamwork skills

- Recognition geometric shapes and tell the right answer when asked (to improve cognitive development)

4. METHODS

Questions- answer method, role playing, evaluation, correlate method

5. GAME RULES

Follow the instructions of the team leader

6. TIME

The game takes 45 minutes in total.

7. BIBLIOGRAHY

Journal for Kids "How children care the Earth?"

8. THE SCENARIO OF THE GAME

The children sit in the shape of 'u'. Team leader sits in front of them.

The team leader says, "There is an air around us, we cannot see it. We can feel it when we shake off our hands. This air is starting to warm up. With the warming of the air, the earth is starting to warm up. When we got sick and fever we feel bad ourselves. We try to get rid of microbes that cause our illness. The earth needs to get rid of the causes global warming. It needs to feel get better. The leader asks, "Do we care if Earth is getting warmer?, What will happen if global warming continues?

According to the children's responses the leader can give some information about global warming. Team leader says, "even a small rise in Earth's global temperature means melting ice at the North and South Poles. It means rising seas. It means flooding in some places and drought in others. It means that some plants and animals thrive while others starve. It can mean big changes for humans too. He/ she shows the pictures of polar bear, penguins, ıceberg, melting glaciers. The leader begins to tell the little story after talking. "There's a little polar bear at the North Pole. It likes to lying on the ice, swimming in the coldest water. Once a day, the little bear is very tired of swimming. The little bear looked around, say something to oneself"

Team leader asks, "What the little bear said to oneself?" gets answers from children and continues the story. "The little bear needed to have some rest so it had looked for ice floe but there was not ice floe around. All ice floe and iceberg melted. The leader asks, "Why that ice floe melted?, What if these ice floe continues to melting? How we can prevent earth from global warming?" The leader listens and gives information to the children. "We have issues to prevent global warming. We will not make the mistakes we made without thinking until now. Though, it isnot wrong to use electricity, water and driving. But we should be more careful with their use. The leader says, "I can give you a few examples as a solution and you can contribute to us by saying what you think. For example, let's not throw our trash on the streets. Do not use electricity and water unnecessarily. Shut off the taps when you are brushing your teeth, soaping your hands in the sink, washing dishes in the sink, and when you're lathering up in the shower. Also, use less hot water when you are showering or washing dishes, as it takes a lot of energy to heat water. When you leave a room and there's nobody else in the room, turn off the lights. This goes for shutting off electronics too, such as the television, radio, computer, and other devices. Share one's knowledge about these points with your friends and family. We will go planting trees with you one day."

After the children sharing their knowledge, the leader says, "We are going to play a game. I will tell you how to put the materials around." Each child has own game set but there is only one house which is prepare with Styrofoam box.

Team leader tells that, "the air temperature had risen and icebergs were nearly melted. The polar bears have a difficulty to arrive their home which is far away from here. We need to help polar bears. İmagine, you are a polar bear and you would like to go your ice home. There are shapes, ropes, blue plastic bags on the floor." All children are in a character a polar bear. Team leader gives instructions, "Oohh! There is an ice mass (Styrofoam on the white cardboard) how we can pass over this mass?" the children pass over as they would like to move/act/dance. Team leader says "dear little polar bears an ice mass is melted. We are surrounded by water, let's go ahead. You can ricochet, swimming, jumping double foot - move as you wish. (From the blue plastic bag) We are on ice surface which is slippery ground so pick your way (on the rope)"

When children reach the geometric shapes team leader asks "which shapes are there?" and listens to them carefully. If he/she needs to correct them he/she indicates. The game will finish when the children arrive their ice home. (Styrofoam box)

9. EVALUATION OF THE GAME

As giving information about global warming to children, it is important that not make them frighten. Team leader should make children think. Making a sensation, imagining, thinking, trying to find a solution is a cognitive process.

Practice problem solving is the one of the important skill for child development. When our children are having difficulty with a task, our tendency is to help them out with a solution. if we help the child to problem solve a different strategy, then they learn the task much better. The next time your child isn't successful with a skill ask them how they think they could practice.

We use question- answer method, conversation with children; show some visuals in this game. Collaboration and team working improves their social- emotional development.

Firstly, team leader gives information, shows some pictures (melted iceberg, igloo, picture of North Poles and global warming). Then, team leader organize the class for the game, demonstrate the materials how they will use and put on the floor. After giving information, children will be motivated to play the game. Team leader starts the game by saying children to help polar bear by a stretch of imagination. He/she wants children to find solution related to problems.

At the end of the game they will sit a shape of ' u' and team leader will sit in front of them. Team leader asks "How the polar bears feel while going home? Which geometric shapes were in the game? What are the triangular, circles, square-like objects in your home and at your school?"

BAŞLANGIÇ

BİTİŞ
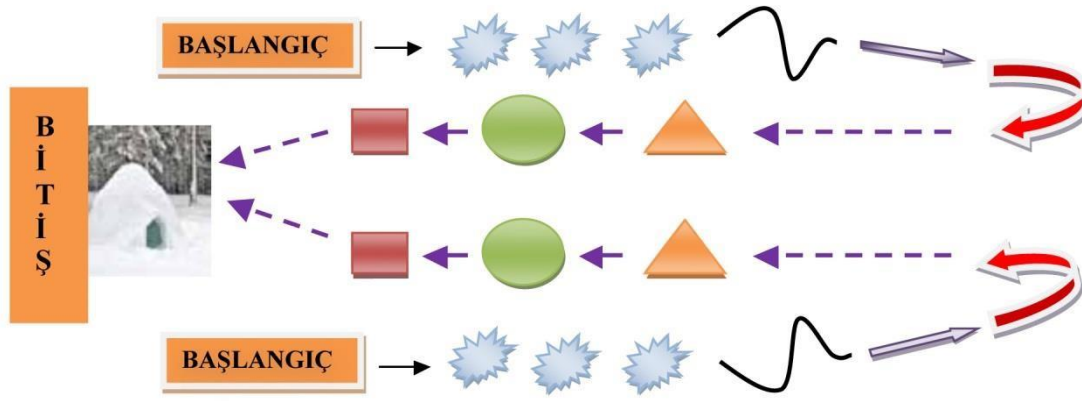
DECIDUOUS LEAF

1. TARGET GROUP
This game is for preschool children.

2. MATERIALS
2.1 The Materials Used In The First Part Of The Game
Story Book

2.2 The Materials Used in The Second Part Of The Game

Potty putty, spaghetti, or straw (pipet), penne pasta, gouache or watercolorpaint brush,animal toys

3. OBJECTIVES
- Make a sentence according to syntax rules (to improve language development)
- To develop fine motor skills
- To develop self- expression skills in a creative way
- To support children about toilet training
- To improve the coordination of large muscle groups in the body

4. METHODS
Demonstration, question- answer method, evaluation, conversation, acting

5. GAME RULES
Follow the instructions of the team leader. Listen to each other.

6. TIME
The game takes 35 minutes in total.

6.1 The First Part of the Game Rules
This section, which starts with reading the story, takes a maximum of 10 minutes.

6.2 The Second Part of the Game
In this section, children sit at the table. This part lasts 15 minutes.

6.3 Last Part of the Game

On the leader's guidance, children mimic animal movements in the class. This part takes 10 minutes.

7. BIBLIOGRAPHY
The Book of Social Story

8. SCENARIO
The team leader says, "Have you ever heard story of a tree with its leaves? I am going to tell this story."

"Once upon a time there was a small tree that was in a hurry to grow up. The leaves of the little tree begins to grow up in the springs and it has a lot of leaves on ıts. It thought that looked so beautiful with a lot of leaves on its. The little tree saw that the beautiful leaves of the large trees around its turned yellow and brown then came down. The little tree was so scared when it saw the leaves come fall down at that it even regrets taking the wind and rain leaves.

The little tree says oneself, "What do I do without my leaves? The large trees can do anything. People can rest in shade of tree; there is a big trunk that could be a home for birds and squirrels. I cannot do any of these, the only thing i have is my leaves. Yes, I will not leave my leaves." When the wind blows, the little tree try not to let its leaves come fall down, not allowed. But the little tree gets tired.

One day, a nappy kitty was coming to the little tree. The nappy kitty says to the little tree "hello, you look so tired". The little tree answered "yes, I try not to let my leaves come fall down but I really tired". The nappy kitty begins to giggle then laugh loudly and double up with laughter so it pissed off the little tree. It asks, "why are you laughing at?" Nappy kitty answered, "Because, if you do not let your leaves come fall down a little more you'll look very bad" the little tree asks, "Why?"The nappy kitty is going to giggle and says, "Because you will have more leaves in the spring, where will you put them?   There will be no space on you. You will have new leaves in the spring, they will grow and turn green in summer too. After summer they will turn color and come fall down. Go into hibernation to make new leaves in the spring. Wow! Tree says, "no one told me that before" Then suddenly small brown leaves have begun to spill. The little tree said "what a relief!" The little tree and nappy kitty smile.

The team leader asks, "If you were a nappy kitty in this story, what did you say to little tree?" After the gets answer from children who willing to participate express themselves, team leader says, "we will play a game".

Team leader puts the toy animals in the middle of the children and says "these animals would like to go to forest, they bored here, let's help them and make a forest. What would you like to

see in this forest?" Team leader listens to children carefully and give instruction them to sit the table. He/she puts potty putty (play dough), spagetthi, penne pasta, gouche or watercolor paint in front of each child. The team leader has to be rol model.

Team leader says, "We need trees in the forest. Use play dough, squeeze, roll and take shape your play dough this will be our ground for trees. Take spaghetti and strike into play dough straightly then reeve the penne pasta to spagetthi. These penne pastas are our tree trunk. Now paint tree trunk and they will get dry.

He/she distribute the green carton which looks infundibular (which was pre-prepared by team leader.) He/she says, "This will be leaves of our tree, stick this green card to penne pasta. Allright we have lots of different trees in the forest. Put your animals in the forest which were too hungry. They can feed on easily in this forest. What would animals see while they are walking around in the forest? Dear children, varios animals in the forest. Do not scare them so we can move like an animal such as walking like a bear, rolling like a cat, crawl like an alligator and more. For example "monkeys; Spread your arms, bend your knees, hunch your back and move like a monkey, ooo! Look, there are bananas in the tree, let's leap and pluck the bananas. Heyy! Did you see that? There is a fox over there. I think it is looking for something. Hush! Slow down, do not make a noise, walk like a cat and roll to the tree. I think it saw us, let's open our wings ad fly". All children move according to the leader instruction. The leader asks to children which animal do you see? And they move like their answers.

9. EVALUATION OF THE GAME
9.1 Evaluation of the First Part of the Game

In some cases a child may resist toilet training efforts from the parents/caregiver/teacher, some going so far as to resist sitting on the potty or even holding back bowel movements. Toilet training resistance may be the result of a parent over-admonishing the child when accidents are made or the child does not use the potty when directed. In some cases the child is simply not ready for toilet learning. that toilet training should only be initiated when a child exhibits certain signs of readiness.

In this first part of the game, the subliminal message is given to the children, who resist toliet training, with the story. This message inculedes, there is not bad, worrying, frightened thing when making a toliet. Toilet training is the one of importatnt thing in this years. If you manage this process with stories, songs it will be more easier for parents/caregivers/ preschool teachers. İn this way, social- emotional development is also encouraged during the game.

9.2 Evaluation of the Second Part of the Game

This game, which provides the story, will be interesting for children. Firstly children paint penne pasta because we need time to drying them.

In this part, children use the dough for preparing the tree's ground. Spaghetti sticks in to the dough vertically. These sphagettis will be tree. Poking in objects and pulling them out of play dough strengthens hand muscles and co-ordination. Squeezing, rolling, flatting, chopping, cuting, puncturing and shredding… Each one of these different actions aids fine motor development in a different way. Children use painted penne pasta for making tree's trunk. You can use green card which shape is infundibular for leaves or you can use real leaves, clay, grass etc. By providing objects from nature with a wide range of textures, colours and shapes, children can have multi-sensory experiences and engage with the world around them in a whole new way. As soon as you introduce open ended play items to add to the mix, play dough becomes the perfect medium for numerous types of imaginative play and can represent so many things in a child's eyes. This kind of materials provide and improve children's imagine world and creativity. Add natural materials such as twigs, straw, pebbles. Every child puts their animal toys in this forest Encourage the children to create small environments for their aminal toys (dinosaurs, farm animals, wild animals or small characters)

9.3 Evaluation of the Last Part of the Game

In this last part, the leader gives instruction. He/she call the children empty space and says " moves like an animal" These instructions include "rolling, single and double foot jumping, fast and slow walking, crawling,

Gross Motor Skills are one of most essential parts of a child's development. The coordination of our body's major muscle groups requires an intricate neurological dance involving sensory discrimination, motor planning, balance, strength and endurance. So than this game has these skills too.

The kids learn easily their tasks, situations about life or solving problems from songs, animals stories. This wil be more enjoyful.

BEWILDERED MUSICIAN

1. TARGET GROUP
This game is for preschool children.

2. MATERIALS
Cardboard box, plastic basin, steel cooker, steel spoon (each child has got two), clay, wood bread board, cotton, black tea, felt cloth, woolen cloth, marble,sticks and natural objects

3. OBJECTIVES
- To develop hand- eye coordination
- To learn focus on something
- To sensitize them towards art and esthetics
- To improve fine and gross motor development
- To cognize the size and dimension of shapes
- To be sensitive to the environment and to live in a harmony
- To improve rhythm awareness and auditory perception
- To improve attention skills by following instructions
- To improve social skills
- Improvisation and creative thinking

4. METHODS

Demonstration, mimic, question-answer method, observation, evaluation, conversation, playing game.

5. GAME RULES

Follow the leader's instruction.

6. TIME

The game takes 20 minutes in total

6.1 The First Part of the Game

This part begins with the leader telling the story which takes 10 minutes.

6.2 The Second Part Of the Game

This part begins with the children sitting on the table. This section takes about 10 minutes but it depends on children's attention span.

7. BIBLIOGRHAY

The Book of "An İntroduction to Child Development"

8. SCENARIO OF THE GAME

The children sit in the circle in front of the teacher. The leader says, "Have you ever heard the bewildered musician? Once upon a time it was a beliwered musician. He likes listen to music and play drum. Once a day, he organizes a concert for children in his village. When he played drum and sang all children was shocking and disturbing the noise. Children close ears with their hands and run away from the concert area. The bewilered musician was upset when nobody listened to him. He decided to go to music school. He did not give up and went to this school. He learned to play the instrument; he feels better and trusts himself. He returned to his village and organizes a concert. For the first time he felt excited and anxious but when he began to play the instrument everyone was very impressed. At the end of the concert, all people stand up and clap their hands."

The leader asks, "What this story tells us? Did the bewildered musician give up? Would you like to know what the bewildered musician learn this music school? Do we also put together a band?"

After listening to children, he/she gives to the children plastic basin, steel cooker, carton, cardboard box. The leader gives some time to children for observation the materials. He/she says, "I give you spoons, you use it like a drumstick. I am going to tell you how I played and thumped out. Play after me as I did. Now, drum to plastic basin two times and to steel cooker once. Drum to plastic basin once, drum to cardbox once, drum to wood bread board once, and now drum to steel cooker and cardbox two times. The leader gives an instruction after each one. The leader can give various version of drumming.

The leader says, "I have a surprise. I am going to screen off these materials so you cannot see which i am going to drum, but you are going to hear its sound." The leader drum each of them in order and asks, "What do you think which material I have beaten?" he/she gets answers than says, "Beat to the same materials with a spoon in your right hand three times and beat to the same materials with a spoon in your left hand three times. The leader counts and beat to another material, the leader asks children to guess, he/she asks to them beat a few

times to the material. After this rhytm training the leader tells the children to put their materials where he/she specifys the place.

The leader says"We have a lot of natural objects around us, some of them have own sound like a cracle, rustle, whisper, jingle. I have some natural things in this box. I am going to distribute these boxes everyone which is same witj my box."

After disturbing boxes, firstly the leader take one of material out of the box. Shows it to children and asks the material's name, gets answers, corrects mistakes if it is wrong and says, "Find this material in your box, touch/ rub/ rap it. How is like its sound?" (It is nylon, do you hear its one's sound, when you rub it/ İt is a black tea, it smells nice, rub it. As if it is rustling/ These are marbles, hit each other, its sound different from the others...) Take out sticks from the box. Hit on the floor them, this sound different from marbles. Tap the sticks together (or on the floor if using one stick) and since to the tune of "Glory, Glory Hallelujah" (also the tune of Little Peter Rabbit")

All the sticks are going tappy- tapy-tap. All the sticks are going tappy- tapy-tap. All the sticks are going tappy- tapy-tap. That's what they like to do!

All the little sticks are going rolly-rolly- roll..(roll the sticks together on the floor, all the little sticks are going slidey-slidey-slide..(slide the sticks on the floor in a vacuuming motion) All the little sticks are going wiggly-wiggly-wiggle.. (hold the sticks leaning on the floor and wiggle the. The leader asks the children to contribute their own ideas for additional stick motions and finish the game.

9. EVALUATION OF THE GAME

9.1 Evaluation of the First Part of the Game

In the first part, the leader begins the game with the little story about a bewillerd musıcıan. Encouraging to children one of important thing because they can feel shy and not motivated yourself to play a game or play an instrument. This little story points out being motivated about something.

In this game; through music, children take an inner experience and move it into a shared creative experience. Group music-making releases energy which can be channeled in creative, productive directions. Children learn about themselves and others by playing music together and by listening to each other — tapping into hidden courage that can be played out by singing together or discovering the inner resources to listen quietly to another child's playing."

Music engages the brain while stimulating neural pathways associated with such higher forms of intelligence as abstract thinking, empathy, and mathematics. Rhythm training provide exercise for the brain and help develop memory.

Some children can pay attention for considerably longer than others but in early childhood they have short attention span generally. Thus time of game depends on group performance.

9.2 Evaluation of the Second Part of the Game

It is an important point in the second part of the game; do not put to box that small and dangerous materials be particularly careful if the children are at an age where they are likely to put the natural resources in their mouths.

You can use various natural objects in the games. Natural objects encourage children to observe closely and use all their senses, you can also put in the box rocks of different colours, shapes, sizes; pebbles and small smooth stones of different colours and shapes; samples of sand in varied colours and graininess.

Children refine their ideas through exploring their environment actively so in this game using natural things as an instrument will be interesting rather than real music instrument.

ZOO
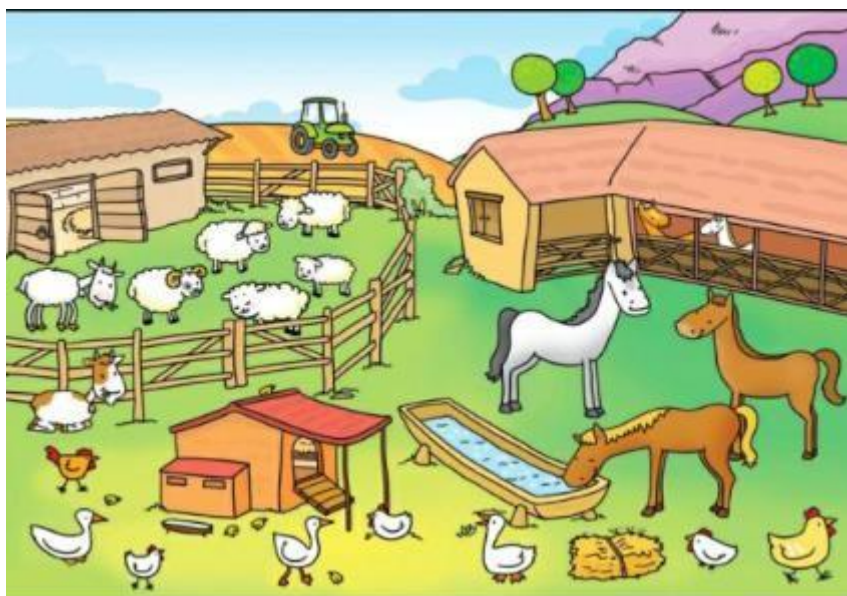
1. TARGET GROUP
This game is for preschool kids.

2. MATERIALS
CD Player, cd (Old Mc Donald' s -child music or My Donkey Friend)

3. OBJECTIVES
- To improve self confidence
- To develop empathy skills
- To improve problem solving ability
- To improve effective use of language, to improve self- expression skills
- Cure and find oneself with social stories (to improve social- emotional development)
- To improve balance and coordination skills, to learn double foot jump (to improve motor development)

4. METHADOLOGIES
Storytelling, conversation

5. GAME RULES
Follow the instructions of the team leader

6. TIME
The game takes 30 minutes in total.

6.1 The First Part of the Game
The team leader starts storytelling. This section lasts 15 minutes.

6.2 The Second Part of the Game
Children choose an animal character from the box and act like this animal with music. It takes 15 minutes.

7. BIBLIOGRAPHY
Healer Story Book for kids

8. SCENARIO OF THE GAME
"The Zoo" story is read by the team leader.

"Once upon a time there was a bigger zoo. İn this zoo, there are Hippopotamus, giraffes, elephants, monkeys, squirrels, zebras and rabbits. These animals come from different places.
The people who come to the zoo tell people about the beauty of these animals.
There is an area where is most interested of children. In this zone, there are lots of baby rabbits, big rabbits which have fluffy and lily-white feather.
One day, two little brown rabbits come to the zoo. Zookeeper took these little ebrown rabbit to the rabbit zone. All white rabbits looked at these two brown rabbits in astonishment. White-fethered rabbits freeze out these brown rabbits. They say scoffingly, "you are strange, you have got brown feather, and we have never seen brown rabbit before. Look, our feather looks so beautiful, fluffy and lily-white. You are different from us."

Brown featherd rabbits feel sad oneself and say "we are different. Monkeys, zebras elephants and other animals in the zoo look like their familia, their color same as each one. These rabbits look like each one, their feather all white, only we are different from our rabbit family.

Other animals in the zoo have also found odd this difference. After a while, all animals started to mock brown rabbits. They say "you have got a trouble, you look different, and this is so strange. You are discoloured." Brown-haired rabbits did not like being rejected. Something very strange happened. Brown-haired rabbits began to believe the bad- negative things other rabbits said. They begin to repeat themselves like the others said "we are terrible, we are not as good as other rabbits, we are not beautiful, our color different from their." Brown- feathered rabbits who think they are different and ugly need to hide from people who visit the zoo.

After a while, one teacher brings their students to the zoo for their scine and nature lesson. The teacher says "everyone will find out different animal and call us to show an animal.

By the way, brown-ferathered rabbits realize children and try to hiding They take a turn for the worse and tremble with fear.

It's just like they were scared, one of student call his teacher and friends loudly "hey look! Look what I found. These are brown-feathered rabbits; they are unique, so beautiful and rare animals.Their feather sleek. All students gathering in front of this zone for see these brown rabbits. One of them says "ooh' they are so beautiful" the other one says "they are unique rabbits, I am so happy o see them"

One of brown rabbit asks to other brown rabbit "what did they say about us?" ıt answered, "they talked about that our feather has black fuzz which are so beautiful, sleek and they took our photograph"

One of white featherd rabbit says "no you misheared. You are wrong." But these brown rabbits's have very good hearing ears. After a while brown rabbits feel self-confidence, see oneself different. When they feel happy, their feathered began to shine and prolong. After visiting the zoo, the visitors began to talk among themselves about how special the brown- haired rabbits are. These rabbits are no longer hidding. One day one of Brown rabbit said to other one, "I thought we were worthless and ugly because we were different from the other animals there, that's very interesting, is not it?"

After people visit the zoo, the brown-featherd rabbits began to think and feel good things about themselves, regardless of what other animals said.

In time, there came a parrot which has different kind of colors feathers, among the other parrots. The brown-featherd rabbits tried to tell this parrot "being different from others does not make you worthless, we thought that every organism has their own identity and beauty. Being different is what is really beautiful. If all organisms were all the same, it would be boring."

Team leader finishes the story and asks to children, "if you were a brown featherd rabbit, what did you tell to persifleur white-featherd rabbit?" Team leader encourage children to join the conversation. After conversation team leader says," now every one choose an animal to acting. We will play a "hello" game.

Each child choose an animal that willing to acting, moving like its. Each one tells to group his/her animal on the back of who come across while walking in the class they greetings each other by say hello. While children walking around, they act like the choosen animal.

9. EVALUATION OF THE GAME
9.1 Evaluation of the First Part of the Game
Self-esteem is a major key to success in life. The development of a positive self-concept or healthy self-esteem is extremely important to the happiness and success of children. When kids feel accepted and understood by a parent or someone close, they are likely to accept themselves, too. Their good feelings about themselves multiply as parents praise good behaviors, help when needed, and give encouragement and support.

You can rehabilitation children and recover some feelings/ideas of them with social story method. Some problems in children's subconscious resolvable in this way.

Some aggressive children who take on high status or leadership roles may use bullying as a way to enhance their social power and protect their prestige with peers.
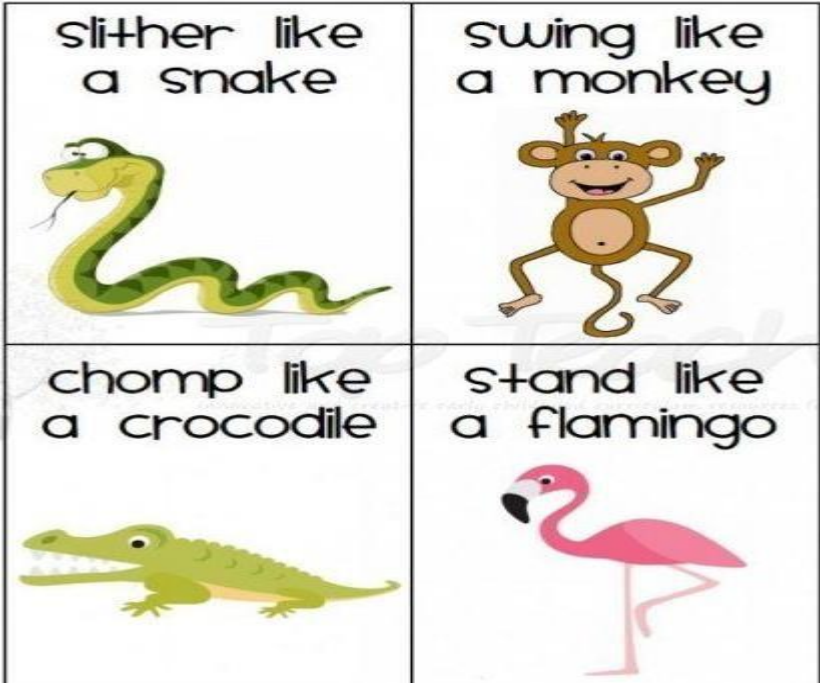
Team leader should caution about children's sharing who think about themselves weak or feel rejected. Leader speaks with the group inspiritingly. If one of them does not want to share hım/her feelings, team leader does not force hım/her.

9.2 Evaluation of the Second Part of the Game

This part of the game shows to children individual differences among animals. This game indicates that people should not be judged because of their appearance, culture, individual differences etc.

Even tough each child acts different animal imititaion they can understand each other by smiling, shaking hands, use common language. To make the game more funnier, team leader helps them how to moves like an elephant, how children use their body. (For example he/she can says "use your arm like it was an elephant's trunk, being a dog imitaition saying hello "woof woof", for a stork "lak lak lak", for a duck "vak vak vak", for a snake- "tısss tıss tıss" or just saying hello. etc.)

At the end of the game team leader asks, "You have met and greeted with a different animal from you. How did you feel? If you walked without looking at each other and without greeting how did you feel yourself? Did it make you feel bad/lonely/ boring? Than to imrpev children empathy skilss.

Sting like a bee	Flutter like a butterfly	Muck like a pig
Soar like a dragonfly	Spin like a spider	Creep like a caterpillar

WADDLE like a **PENGUIN**	**JUMP** like a **SEA HORSE**
CRAWL like a **CRAB**	**BARK** like a **SEAL**
TWIRL like a **DOLPHIN**	**ROLL** like a **SEA URCHIN**
SWIM like a **FISH**	**CHOMP** like a **SHARK**
BODY SURF like a **MANATEE**	**POKE YOUR HEAD** like a **TURTLE**

70

GOOD MORNING
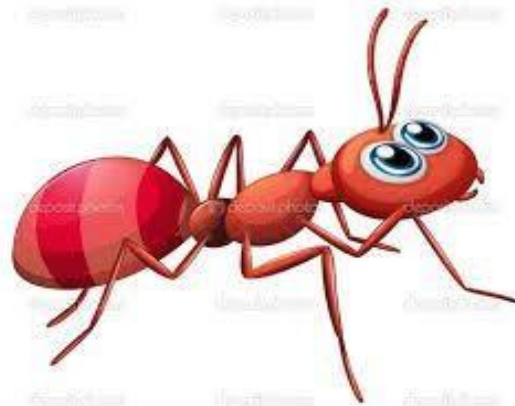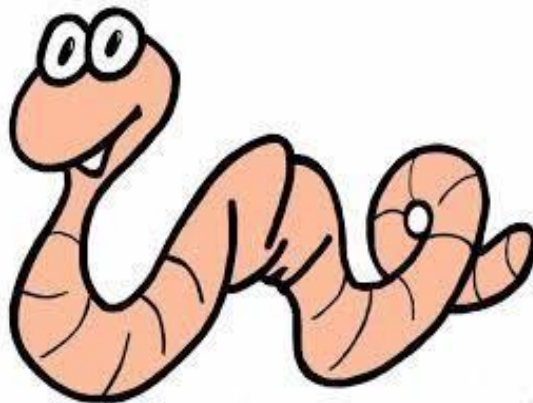
1.TARGET GROUP

This game is for three –year- old children. However, children at 48 months can play this game, readily.

2. MATERIALS

2.1 The materials used in the first part of the game

Finger pupets related to four animals (ant, worm, mole, caterpillar)

2.2 The materials used in the second part of the game

Different animal pictures in the box

2.3 The materials used in the last part of the game

Pictures of different animals

3. OBJECTIVES

- To improve attention skills of children

- To encourage children to use their voices appropriately

- To develop imagination of children and encourage their creative thinking

- To develop motor skills of children

- To support children to understand emotions of other people and express their own and others' feelings

- To develop speech and language skills (After listening the story carefully, children are encouraged to tell the story)

4. METHODOLOGIES

Informing, explanation, pupet play, conversation, observation, mimicking, evaluation, playing game

5. GAME RULES

5.1 First Part of the Game Rules

- Observation of the team leader

5.2 Second Part of the Game Rules

- Every child select the animal pictures from the box

- Team leader attach the different animal pictures selected by children on back of children

- Children view the animal pictures which are back of their friends

- All children are weltering on the floor

- When the team leader touch the children, he/she wake up and get in line behind the team leader. The team leader imitates animals and children copies everything an the team leader does. The last child waken is it in the game.

5.3 The Last Part of the Game Rules

- Follow the instructions of the team leader and answer the questions

6. TIME

The game takes 50 minutes in total.

6.1 First Part of the Game

Team leader starts the game with puppet play. This section lasts 15 minutes.

6.2 Second Part of the Game

This part lasts 20 minutes.

6.3 Last Part of the Game

In this part, the team leader ask some questions about the feelings and thoughts of animals living in the farm. Children talk with their friends and try to find answers of the questions from the team leader. This section takes 15 minutes.

7. BIBLIOGRAPHY

-The Ministry of Education, The Handbook for children between the ages of 0-36 months, 2012.

8. SCENORIO OF THE GAME

The Finger Puppet Play of "Soil Home" is played with children.

Soil Home

Who are in the Soil Home (Looking around, waving hands at the back)
A worm gets out from here (Showing puppet on the right thumb)
A caterpillar gets out from here (Showing puppet on the left little finger)
An ant say " Here I come too" (Displaying puppet on the right index finger)
All of them stretch suddenly (Making stretch motion)
They say "Good morning" to each other (Moving fingers)

A mole that wakes up late says "I am in too, i am in too" (Displaying puppet on the left thumb)

- Children take one for each of A4 size papers that various animal pictures such as ant, worm, caterpillar and mole are from the small box
- Teacher pastes animal pictures, that children select, over children. Children examine animal pictures that are at back of their friends. After these pictures are viewed, children lie face down on the floor as if they sleep
- In the first day, teacher becomes it, touches slightly at back of children that lie on the floor, and whisper as "Good morning caterpillar" (children are waken up with the name of animal whatever at the back of children)
- During wakening, it sometimes crawls as worm, sometimes walks fast as ant, sometimes progresses slowly. At the same time, it wakens animals by saying "good morning" sometimes loudly, sometimes snappily, sometimes logily. Children who wake, imitate movements of it.
- Each child who is waken, line up behind it. The game continue until only child remains.

- The child who is waken last becomes it and the game continues in accordance with desire of the class.
- Animal pictures are laid together. Teacher say "These animals live in the farm. All animals apart from an ant said "good morning" when they wake up in the morning. However, the ant did not say "good morning" to anyone."
- Children talks about why the ant did not say "good morning", how other animals feel when the ant did not say "good morning", why they feel as such, what the ant and other animals do in order to say "good morning".

9. EVALUATION OF THE GAME

9.1 Evaluation of the First Part of the Game

In the first part of the game, the team leader use finger pupets to introduce the animals and prepare children for play. Finger puppets provide a wide range of benefits for children. They support the development of language skills in children. The child will imitate words and language patterns he/she has heard, so she will be working on her annunciation and sentence structures. Talking with other kids helps increase her vocabulary and even encourages a shy child to open up. Social-emotional development is also encouraged during puppet play. When a team leader plays puppets with a child, he/she must learn to share, take turns, be patient and share space. Children can recognize his/her feelings and the feelings of others through finger pupets. This play also has a positive effect on cognitive development of children. It helps foster their creativity, imagination, abstract thinking and sequencing.

9.2 Evaluation of the Second Part of the Game

Children have an opportunity to examine different animal pictures. Then, children copies the team leader in accordance with the direction of the team leader. This improves children's mimicking ability and motor skills. In this section, it is so important for children to learn to be patient during the game.

9.3 Evaluation of the Last Part of the Game

The team leader tell a story related to the animals living in the farm. In this part, children listen to the team leader carefully and try to answer of questions about the story. These questions may be: "What does the animals feel?", Why do these animals feel like this?" "What can be done for these animals to be happy". In this way, children try to understand and express their own and others' feelings and thoughts. Consequently, this part of the game helps children develop emphaty.

AMUSING JOURNEY

1.TARGET GROUP

This game is for three –year- old children. When the content is upgraded, other children in different age groups can play this game, easily.

2. MATERIALS

2.1 The materials used in the informing and preparation section

Different pictures related to the game

2.2 The materials used during the game

Small handbag, ticket (prepared with different colorful corton), several drinks (milk or fruit juice), chair

2.3 The materials used during the evaluation

Crayon, drawing paper, CD (classical music) and cd player.

3. OBJECTIVES

- To improve problem-solving skills

- To enhance imagination of the children

- To develop the sense of unity and solidarity among children

- To improve teamwork skills

- To improve communication skills

- To develop fine motor skills

4. METHODOLOGIES

Informing, explanation, conversation, observation, evaluation, playing games, drawing a picture

5. GAME RULES

- Follow the instructions of the team leader

6. TIME

The game takes 40 minutes in total.

6.1 Information and Preperation Section

Before the game, the team leader explains the game rules to the children and they are wanted to arrange chairs as a bus. This section lasts **10 minutes.**

6.2 Period of Play

Children start the game by packing their small bag for a journey in a forrest. This part lasts **15 minutes.**

6.3 Evaluation

In this part, the team leader ask some questions about the journey of children and she/he wants them to draw a picture. This section takes **15 minutes.**

7. BIBLIOGRAPHY

-The Ministry of Education, The Handbook for children between the ages of 0-36 months, 2012.

8. SCENORIO OF THE GAME

Team leader says "We will go on a journey. Let's pack our bags." and bags are prepared for journey. In addition, leader says "let's lock the door."
Team leader draws children's attention as a ticket seller and brings children in line. Then after s/he asks that where you will go, s/he gives their tickets and says them to take the bus. After all passengers get on the bus, leader comes as an attendant, checks tickets, distributes cameras, asks what you would like as a drink and distributes drinks according to their wishes. After taking the road leader says "Now we go through the forest. There are various animals in the environment and you can take photos of animals that you see". After a while, leader says "Dear passengers, A big tree was fell over the road, so we can not continue. Let's get off the bus and look at what happened." All of them get off the bus and leaders ask them "How we can remove this from here." All passengers make suggestions and impement them. After the problem is solved they get on the bus and go on the road. After some time, the team leader tell children that there is a deer in the middle of the road and it cannot move by no means. He/she asks children how we will pull off the deer from the road. Children make suggestions about this issue and they will talk each other. The game will finish when the leader sets down the passengers wherever they want.

9. EVALUATION OF THE GAME

Firstly, team leader explain the rules of the game and use some colorful pictures to tell the game to children, clearly and arouse attention of children to participate in the game. Then, team leader directs children to organize the class for the game and arrange chairs like a bus together. After giving information, children will be motivated to play the game. Team leader starts the game by saying children to prepare their handbag by a stretch of imagination. He/she wants children to find a solution related to problems faced during the journey. It is so important to improve problem-solving skills in children. After the children have finished the journey, they will sit as a circle and team leader will sit in the middle of the children. Team leader asks some questions to children about what they see during the journey, how they feel and how they solve the problems along travelling. Team leader will support children to improve their imanigation. Every child will tell their dream in order. After the conversation, team leader wants children to draw a picture what they see in the forrest during journey. Children draw a picture on the paper related to their imanigation about the journey and they will explain what they draw. Finally, all pictures are put on the Wall.

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PROBLEM SOLVING WITH THE CHILD AT HOME

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Parents and those interested in caring for the child try to protect the children from a stress on a daily basis. They try not to show negative behaviours when they are with the children. They try to upskill the children's social skills and prepare them for the life with the help of various games and activities. No one interested in child care wants the child to struggle with major uncontrollable problems. Because, it is important for children to earn their sense of trust in their early life in terms of mental health. However, a completely trouble-free childhood does not prepare the child for the problems he or she may encounter in life. For this reason, when dealing with the child's care, solutions to the problems s/he may encounter are needed to be established.

When children meet a problem, usually adults think they are doing well to the child by solving the problem themselves. However, these can have negative consequences for children. When adults try to solve the problems they encounter;

- Perceptions that are useful for children to identify problems themselves and to identify the problem do not develop.
- Creativity potentials that suppress children to find new solutions to problems are suppressed.
- The suppression of negative emotions becomes a habit.
- Ignoring the problem, putting off solving the problem will eventually lead to a bigger crisis. It is more difficult to overcome this crisis than to solve the problem.
- Children feel afraid when encountering problems in the future.
- Since children do not solve problems themselves, they do not take part in the problem-solving process hence it takes time for the children to gain feeling of confidence.

Photo 1: Children face many problems in Daily life.

Problem Solving Process

In the problem solving process, challenges are overcame when achieving a goal. Problem solving is a skill that children need to learn and gain. Problem solving skills should be developed continuously. For this reason, every problem situation in the home is a good opportunity to develop this skill.

Children enjoy solving problems. While children determine how to solve a problem; they make efforts, generate new ideas, form a strategy, test the solution and evaluate their ideas. It is both entertaining and instructive for children to overcome difficulties.

First, the problem is identified and the problem is understood. In the second phase, a solution is planned. In the third phase, the plan is applied. In the last stage, the result is evaluated

| Identifying the Problem | Creating Solution Options | Deciding | Evaluation |

Figure 1: Problem Solving Process Steps

Identification of Problem

In order to solve a problem, the problem must first be identified. Especially young children experience complex feelings such as fear and excitement when they encounter a problem. For this reason they need an adult help to solve the problem. Because, in order to identify the problem, it is necessary to observe the knowledge, skill and problematic situation. A well-defined problem is easier to solve.

Creating Options

After the problem is identified, options are set up to resolve the problem. A large number of options can speed up the solution of the problem. For this reason, adults can help solve the problem by suggesting different options to the child. While helping the child;

- Avoid evaluating the child's options (e.g. "it is not a good solution , have tried this before but it did not work").
- Be patient when creating options (do not tell the child: " make quick decisions, quit etc.)
- Provide the child with ideas to improve his/her options

If the child has difficulty creating options, the problem is repeated with the child. The problem is examined as if you are redefining the problem. It is aimed to talk about the obstacles to solve the problem and remove them.

Deciding

At this stage, one of the options is selected. It is the most important phase of the problem-solving process. Deciding which option is better requires some skills. Accurate assessment of the probabilities and comparing the options are important for solving the problem. The child reaches the end by using the chosen option. You can also use different options to compare them. The goal in this phase is to find a solution. Different options can be tried until you reach the solution.

During decision-making, adults should provide and support children's choices. You can talk about which option is better with the child. The good and the bad aspects of the options for the child can be discussed together.

Evaluation

When children find the solution to the problem, they reassess the process to make sure if the solution is appropriate. It is very important to evaluate the outcome after all phases have been implemented.

Successful results give children confidence. The child is happy because he is involved in the problem-solving process. At the same time, his/her confidence to the adult who is with him/her during the problem-solving process increases.

Children can sometimes be the source of the problem. When the child takes part in the problem solving process, it is easier to reach the solution as he will examine the problem he has created. In addition, since the child will be aware of the behaviours that cause the problem, the possibility of encountering the same problem again will decrease.

Approaching to Problematic Children

Involving children in the decision-making process about their own problems, respecting them, encouraging them make the problem-solving process more effective on them. Many adults need to cooperate with children to solve problems such as nutrition, sister/brotherhood arguments, sleeping time, going out, and dressing. Participation of children in the problem- solving process leads to more effective results than a solution that the adult alone finds.

There are some considerations that need to be taken into account when solving a problem in cooperation with children. These are;

- An appropriate time should be chosen to talk about the problem. In sudden problems, the problem must be overcame after the child is calmed down,
- The child should be allowed to be able to identify the problem. At the same time, the adult should try to identify the problem by talking with the child without adding their own feelings.
- When the child is talking, the adult should listen to him/her and the child should be allowed to tell the problem about himself.
- All possible solutions should be discussed with the child. This phase is a good opportunity for the child to express himself, to communicate.

- The adult should not decide which solution to apply. The child's view must be decided together in the light of the idea.
- The secret of success in the problem-solving process is to work with children, to cooperate, to achieve the result.
- For problem solving, the adult should be flexible and open to the child's suggestions.

Finding a Solution to The Child's Problem

When children encounter a problem, they want to overcome it as soon as possible. However, each problem is different from one another. In some cases, children may be able to solve the problem on their own; sometimes they may need one or even more adult help.

The child can solve some problems on their own or with the help of adults. Children should be given the opportunity to think about themselves and discover themselves. A suitable environment should be prepared for solving simple problems encountered. For example, children's solutions in sharing toys with their siblings should not be unexpectedly called "First play your brother, and then play you". Instead, children should be able to solve their own problems. Self-confidence of the child who finds a solution also develops.

If children cannot reach solution on their own despite all efforts, an adult help is needed. If the problem cannot be solved, the child feels disturbed. The adult reaches out to a common solution by creating options for solution in cooperation with the child.

Children want to follow and monitor the implementation process after finding a solution to a problem. The child who cannot wear the dirty clothes follows the process of cleaning it. He

wants to see the dress clean as soon as possible. In this waiting period, the child watching that the dress is cleaned learns that s/he should wait to reach the result.

The problems that the child faces should be resolved on their own or with the help of adults. Any unresolved problem makes the child aggressive and new problems may arise. If the problem cannot be solved, the child moves for an indefinite purpose, wasting most of his energy.

SCIENCE EDUCATION ACTIVITIES for CHILDREN at HOME

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The science education gain more importance in time with the increase attention to science in modern world. Because the science improves life quality and play important role in the technological development and global economic competition. Therefore, the science education, students' science learning, and achievement are a common interest in education improvement efforts and many country have called for reform for high-quality science education and provide to support its basic role in the developing process. One of the effective ways to improve students' science achievement is to focus early childhood education, given that early childhood education leads long-term academic and developmental outcomes for children. Moreover, the early years is especially significant period to shaped children's attitudes about science concepts and science learning which are best predictors of later science interest and science opportunities difficult to change when they grew. Young children have a developmental capacity for observe, explore, and discover to the world around them and they have curiosity by asking question, seeking out new experiences The one most effective ways to nurturing children's these inherent ability is to focus on science education in early years. The early science education help children to get internalize and make sense of concepts scientifically which children encounter in the outside world and it provide also problem-solving, scientific thinking, and process skills including observe, explore, discover. The studies revealed that the first-hand, developmentally appropriate, integrated, and inquiry based science practices are effective method to achieve these aims. Thus, researchers suggest that science education should begin in early years with effective strategies.

Important Principles for Caregivers in the Care Process

- Care givers engage in many one-to-one, face-to-face interactions with infants. Caregiver talk in pleasant, calm voice, using simple language and long frequent eye contact while being responsive to child's cue.
- An adult initiating a conversation with a toddler gives childe ample time to respond. Caregivers also listen attentively for children' verbal initiations and respond to these. Adult label or name objects, describe events and reflect feelings to help children learn new words. Caregivers simplify their language for toddlers who just beginning to talk "let's wash our hands, Snack time" instead of it is tie to wash our hands and have a snack." Then as children acquire their own words, caregivers expand on the toddler's language.
- To develop child's self-confidence and positive feelings toward learning, adults provide opportunities for child to accomplish meaningful tasks and to participate in learning experiences in which he/she succeed most of time (for 3-5 years).
- Caregivers facilitate the development of social skills, self-control and self-regulation in child by using positive guidance techniques, such as modeling and encouraging expected behavior. Caregivers are patient, realizing that not every minor interaction warrants a response (for 3-5 years).

Easy activities for home # 1: Mysterious Fruits
Materials: Apple, orange, and banana (you can choose fruits by sessions and you can choose

more fruits than tree).

Aims:
1. To observe the object (fruit)
2. To use senses

Activity flowing: First caregivers bring some journal for kids which is include some photograph about fruits. They talk about such fruits (for ex: what are their color, which one you like more and etc.) then caregivers bring real fruits for firsthand experience (apple, orange, banana or your choosing) and talk about them without give information at first step. In order for child construct the information about such fruits on his/her self, caregiver give opportunities child to touch, smell, take a hand them (the aim is to child be more active in the learning process). Care giver may ask some question about real fruits like; what are their color, smell, and shape? Can you take their smell right now and etc? After that, caregiver may ask children *"do you think what have inside of apple (or under shell)."* Caregiver need to patient and provide time to talk about that. Caregiver may give opportunity to peel or cut the fruits together with appropriate fruit knife is not sharp and pointed (you can use some plastic knife). The aim in here is to improve child's fine motor skills and eye-hand coordination. When the fruits is be cut, caregivers can use mimics and voice like that; *wow, did you see inside of apple, orange and etc. ?*

The important considerations about activity adaptions for child's age:
- You may emphasize fruits' color to teach main color (red apple, yellow lemon, and etc.) for 1-2 years and fruits' taste to improve their sense of taste (sour, sweet)
- Caregiver may provide time to draw the fruits or to taste them (for ex: let's draw a picture about sourness or sweet apple or let's draw a picture about peeled apple or orange and paint it). But caregiver should be careful to give opportunity in order to children taste such fruits. After she/he complete tasting task, caregiver should talk her/him about fruits' taste, shell, and seed). It may be done that caregiver help child to understand differences between fruits by emphasizing fruits' color, taste, and sell (you may make sorting tasks by color and taste). Caregiver emphasize fruits' seed and ask how does this seed become an apple? And you sow this seed and child observe the growing process). This is for children who are 4-6 years.
- **Don't forget that; firsthand experience and active learning by children is important core strategies to teaching in home.**

Easy activities for home # 2: Swimming and sinking
Materials: marble, key (sinking materials, you can increase these materials), sponge, ping pong ball (swimming materials). Caregiver should be careful when he/she need to choose a small number of material for 2-3 years for ex; one sinking and one swimming.

Aims:
1. To observe the object
2. To make estimation
3. To understand causal relationship

Activity flowing: To attract to child's attention, caregiver may play a water or sea sound which can find in the youtube by entering phrase of *short water sound* and then she/he can ask child what is this sound? After this process, caregiver bring a container with water to child play with water. Because children love to play with water (If your child is small 2-3 years, we can ask some question when she/he play. For ex, is it wet or dry and etc. so child can learn new words). Adult throw a material which is not material list mentioned above to water container in order to showing "sinking and swimming". When Adult throw material to container, she/he says; look this (sinking) is bottom of water and other is above of water (swimming). Then adult call above and bottom as sinking and swimming. The aim is that firstly say name of conditions as bottom and above and to correlate these status to scientific name as sinking and swimming. We ensure to child make connections between simple conditions and

scientific conditions. Adult prepare materials mentioned above and ask look them and touch and estimate which one is swimming and sinking. You can prepare check-list for sinking and swimming material to mark material as swimming and sinking. After child mark them, you give opportunity to throw material to container and make observation about they are swimming and sinking. When child experience this process, you can give new check- list and child remark them as sink and swim. In the new conditions, you can ask child to make comparison between previous and new check-list and ask to are there any changings in your previous check-list, are there material you think it is swimming or sinking previous list and is it change after your experience whether it swimming or sinking. We expect that child can explain the reasons of this new conditions with a sentence that beginning with "because". This is important for 4-6 age in the causal relationship. Adult may explain why some materials sinking and others swimming by emphasizing to *water force* and they can play together simple force playing. They separately lift some material they can, other materials they can't lift.

GUIDELINES for STIMULATING THE SENSES of CHILDREN

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In everyday life, most of the senses must be used for every action. Vision, hearing, touch, smell and taste are the most important tools for children to gather information about the world. To be able to collect information from the outside world, that is, to fulfill the learning of children, it is necessary to fulfill the tasks of all these sense organs. New born babies are using their senses to recognize the environment. Hence, sensory education is an education that starts from when the child was born, and the senses should be stimulated from the first years of life. Sensory education has an important place in Montessori approach. The education of the senses begins at the age of zero to six. It is provided using materials to acquire knowledge, skills and concepts.

Children should be encouraged to recognize the environment through their senses, to distinguish differences, to find similarities, and to understand the relationships between objects. For this reason, it is necessary for the caregivers to support their development with the activities and games that can stimulate the children's five senses.

Children have many opportunities to use their hearing in the home environment. It is important that such intense sensory opportunities encountered by children are transformed into learning for them and experiencing development. Every environment and every object in the child can be used in sensory education. For this reason, caregivers can perform hearings during play, feeding, sleeping, bathing or sightseeing. It is also possible to perform each activity in an attribute which can sometimes be addressed to one or two or even three senses.

Contribution of Sense Education to Child's Development

Sense education anables the children;

- To recognize their own bodies,
- To recognize the features that distinguish themselves from other individuals, from living things and objects,
- To recognize and distinguish sensory organs functions,
- Develop their ability to consciously use their sense organs to achieve a purpose,
- Focus their attention at one point and gain attentive work habits,
- The development of the ability to recognize, examine and evaluate events, objects, relationships, situations, positions in all aspects,
- Recognize and discover their environment,
- Children should be aware of similarities and differences in the environment,
- Let children experience different experiences by expanding their imagination world,
- Protect themselves from dangerous situations,
- Learn new words and concepts for the senses.

In order to stimulate the sense of sight;

The weakest sensation when babies are born is the sense of seeing. Vision as clear as adults, occurs only at the age of four to five. In the newborn period, the caregiver should hold the baby close to him/herself so that the baby can see his face clearly and should show the baby some objects with bright colorurs. Especially contrasting colored, moving and audible mobiles should be hung on the bed and the baby's attention should be taken.

The colorful visual objects that can be hanged on the child's height level stimulate the sense of sight. For example, various pictures or photos placed in plastic bag files can be hung on the wall side by side. Care should be taken to change these objects at regular intervals, such as once a week or ten days a week.

You can glues the pictures shapes or patterns. of apples, bananas, leeks, onions, squares, circles, triangles, etc. on small boxes or pet bottle caps which you prepare in pairs. You can reverse this cover or boxes and play a match-finding game.

In order to stimulate sense of hearing;

In babies, hearing starts developing from the mother's womb. Talking to babies from the prenatal period, making them listening to music and having them play with post-natal toys; are very important in terms of supporting their sense of hearing. In this way, the baby's learning to talk will be supported.

Caregivers can tell the child a variety of lullabies, songs or rhymes. Different music can be played in fast or slow rhythms. By playing games with sound-producing toys, auditory attention, perception, and discrimination-oriented games can be realized. To make the baby listen or awaken its interest, objects such as ball-shaped bells, wooden beads can be placed on a flat tire, and these vocal cords can be attached to the baby's hands and ankles.

An alarm clokc which can easily be found at home, a sounding toy, a music box, etc., can be hidden under a cover and the object finding game can be played by making the child to give attention to the source of the sound.

Dry pulses, pasta, nuts, seeds and such materials can be put in storage containers or pet bottles in or der to prepare a maraca/rumba shaker.

Children can play games by playing with metal or wooden spoons, pot covers, storage containers. For example, by putting various objects into the paper towel rollers such as walnut, stone, bell, sugar, coins, etc., the rollers can be covered with various fabrics closing the two ends of the roller. These audio paper towel rolls can be shaked and the child can be made to listen to this sound.. Rollers can be rolled on the floor or different games can be played in order to make the child to give attention to the sound.

It is very important to provide a securte environment while playing such games with the child. Care should be taken when using objects such as small pieces that can cause the child to suffocate and rope that can be worn around the neck. Care should be taken not to leave him alone with this type of object.

In order to stimulate sense of touch;

Babies are sensitive to touch when they are born; They may feel pain. In the newborn period, touch feeling is very important for emotional satisfaction. The sense of touch is crucial for brain development as much as for the relationship between caregiver and infant.

The child can be made to play with soft, hard, slippery, rough, hairy, hot, cold, etc. objects or objects with different tactile properties, such as water, finger painting, etc. For example, to prepare a tissue finger print, one can add two teaspoons of starch and a food coloring to the desired color and boil. After it gets cold, it is possible to add materials such as rice, lentils, sand, corn grains, and paint and stain on newspapers with children.

A variety of toys can be put in a bag and the child can be asked to find the defined object from the bag with closed eyes only by touching the toys.

Moreover, a touching basket can be made from objects existing at home. This basket can be filled with soft bristled brushes, wooden, metal and plastic spoons, sponges, cotton swabs, wrapping paper, pompositions, rollers, boxes. You can ask the child to define them soft, hard, slippery, rough, cold, warm etc. by touching. It may be desirable to identify the tissues by expressing their properties. However, objects in the touching basket need to be replaced with new ones after the child touches and recognizes all of them.

It is also important not to limit children's touch using only their hands while developing the sense of touch. It is also necessary to provide opportunities for the child to use various parts of his / her feet, knees, elbows, backs, etc. for tactile purposes. As an example, a path can be made in various tissues such as bags, paper, bubble nylon, sandpaper, velvet, satin, etamin, woolen cloth, etc., and the child can be walked on this path as lean feet. A touch pad or touch blanket can also be made from different fabrics, such as velvet, satin, plush, wool, plush,

During the bath, children can be washed with fiber, sponge or different fabrics, or massaged into the body. It can also be stimulated by touching various parts of the child's cheek, nape, back, belly, footpath, with objects such as cotton, a soft brush, a cheerleader.

In order to Stimulate the sense of Smell;

When the babies are born, the sense of smell has also developed. They may distinguish pleasant and unpleasant smells like adults. Babies can smile to their favorite smells and react to the smells they do not like by turning their faces.

Games for smelling spices, aromas or odorous substances on the periphery or in various foods can be played. Different odorants can be used in bath. After bathing, you can massage with different fragrance lotions and creams. Talking about the smells can make it possible for the child to notice different smells. While you are cooking in the kitchen, you may maket he child notice the smell of the food. Different scents can be created by adding various spices such as black pepper, cinnamon, caraway, thyme, coconut.

Scents such as cinnamon, coconut, peppermint, thyme, lemon, vanilla, lavender, chamomile, sage in the house can be prepared with scents or scent tubes. It may be desirable to want the child to pair these scents or two of their tubes to match the same scent.

In order to Stimulate the Sense of Taste;

Babies can distinguish different tastes such as sweet, salty, bitter or sour. Sweet foods prefer more than bitter and sour foods. It is known that babies react when they meet with different tastes. This feature should be taken into consideration by the adult when switching to supplementary food.

As children grow up, it is necessary to give them food in different tastes and give them the opportunity to taste them. Beginning with a single taste and giving the child this taste can be supported by perception. For the development of taste, it is important to give without

tasting the flavors and not to insist on forcibly tasting or feeding the foods that you do not like.

You may close the eyes of the child and ask him/her to tell what the taste of the food given to his mouth is like (sweet, sour, bitter, etc.) or what the food is.

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TECHNIQUES OF READING AND TELLING STORIES FOR PRE-SCHOOL CHILDREN: PRACTICAL INFORMATION AND SAMPLE MATERIALS FOR FAMILIES

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Introduction

Stories are one of the strong ways of conveying cultural values, moral norms and human relations to future generations. While children are listening to stories their families tell, they not only learn about cultural values and moral norms, they also improve many other skills in different areas like listening, reading comprehension, remembering, memory, ordering story line, telling, asking, vocabulary knowledge, writing awareness, love for reading books and imagination (Altun, 2016; Bracken & Fischel, 2008; Karras & Braungart-Rieker, 2005; Lever & Sénéchal, 2011; Sénéchal, Pagan, Lever & Quellete, 2008). Children are not passive listeners of stories, they are active leaners via stories. (Beaty & Pratt, 2003). Studies show that children who are read books and told stories at their homes in pre-school terms, are much more successful at schools in terms of verbal language and reading skills (Bus, Van Ijzendoorn, & Pellegrini, 1995). For that reason, introducing children to books and reading books to them regularly are easy and enjoyable activities to support their development. There are various techniques and practical information to make story reading and other activities more effective and enjoyable as explained below.

Kinds of Books and Selecting Right Books for Children (In Accordance with The Ages)

Books for preschool children have suitable contents and designs for this age group developmental features. For children at the age of 0-3, colourful books that take their attention, books with more images, familiar objects, easy and light to hold books, books with different fabrics that help sensitive development should be prepared. Untearable and enduring books like cloth and bath books may also take children's interests (Ural, 2017). Nowadays, there are also some electronic books that contain voices like songs and conservation, lights and buttons on which children can press. Toy books introduce children to books via plays.

In parallel with their language, physical and mental development, you can make a transfer from toy and cloth books to illustrated story books. Short colourful simple books with less texts take children's attention. Children like pointing pictures on the books, turning pages while reading, pretending as if they were reading looking at the pictures. So books which are easy to understand, contain familiar subjects that children can understand and include images suitable with the content should be selected. Children interests should be taken into consideration and books with subjects or animals/things (like cats, dogs, planes) that correspond to their interest should be selected. Moreover, to overcome some fears (darkness, leaving from mother, school, new-born siblings etc.) of children, books dealing with these fears and containing characters facing the same situation and overcoming these fears can be selected (Yükselen, 2017).

Techniques of Telling Stories and Sample Materials That Can Be Prepared with Children at Home

One of the most enjoyable and easiest activities that can be done with children at any time in any places is reading books. Sometimes adults can tell stories without books. While telling stories, it is important to make intonation, stress to animate characters. It is essential to make eye-contact in order to understand their interest and understanding levels.

Adults can also use books and printed materials to tell stories to their children. Children like being read books in the arms of caregivers like mother, father, grandmother etc, so that they can see the pages of books comfortably and they like being interacted with the adults in terms of emotional relations.

Puppets

With the help of easy and cheap materials, reading books can be much more enjoyable and interesting. Puppets of the characters of books can be made with materials like socks, fabrics, papers and sticks. While reading books, puppets can be used to animate dialogues. After reading process, puppets can be motivating to tell the stories by children. They are tangible materials to be used by changing voices while animating dialogues.

Image 1. Different puppets which can be used while story telling

Story Sticks

Another material that take children's attention and can be used easily in story telling process is story sticks. Characters or places of the books can be made and glued onto sticks. Also, felt or fabrics can be drawn. Story sticks are easy to handle and manipulate. Using these sticks, you can also do shadow puppetry (gallanty show).

Image 2. Story Sticks

Story Cards

In the process of storytelling and making up stories based on images, story cards can be used. Children can make order of places in the story using story cards. These cards can be useful to understand children's level of reading comprehension and storytelling. Also, children can make up their own stories using images. They are materials that support children's vocabulary knowledge, productive language skills and storytelling skills.

Image 3. Story Cards

Story Masks

Depending on language development of children, mask can be used to animate stories. Masks are motivating and supporting materials that prepare children to play out. Different materials such as paper bag, cardboard and waste rops can be used to make a mask. Children can use shirts, hats, scarps that can be easily found at home while they and caregivers act together. In that process, children are supported both to understand the story and to tell it and to play dramatic games in which they use their imagination.

Image 4. Story masks

Evaluating Reading and Telling Story Activities: What Did We Learn? How Much Did We Learn?

In reading story activity, it is a must to evaluate children's interests, reading comprehension and following levels using storytelling and different materials. At the end of story reading and telling activities, children's emotional reactions and comprehension levels can be checked by asking. Children's questions and the parts they cannot understand, whether they like the story or not, the reasons why they like or do not like should be learned and taken into considerations while selecting books. For children to learn by enjoying and to like books, they need story reading experiences in a regular and enjoyable way. Using simple materials that can be found at home with your creativity and love, you can organize enjoyable and interactive story reading activities which will be great memories for your children in the future. It is in your hands.

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CHILDCARE TECHNIQUES

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1.   EDUCATIONAL CARE

1.2.   The rules

Normally, children's day is marked by well identifiable moments: routines, recurring and predictable activities that characterize their social life: the time of hygiene and care, play, lunch, and sleep.

Through repeating the same events, children who are not yet able to elaborate the difficult concept of "spending time" learn to know and differentiate the moments of the day and develop the ability to anticipate and organize themselves: the rituality and regularity of the experiences allows them to understand the temporal succession of the events that affect them. Having the perception of the regular success of the actions helps the child to orient himself in times of the day and strengthens self-confidence and ability to relate to others and social events.

Repeated behaviors have great educational value because they allow the child to anticipate and reconstruct what is going to happen, to master it to self-regulate by creating his own social behavioral rules. Routines are not just strategies to learn "how to do": they are the context in which emotional, cognitive and social experiences occur.

Being able to count on their routines becomes an indispensable tool for the child in order to manage the stress of detachment from parenting reference figures.

The child's routines also become a starting point for those who take care of children to build a relationship of trust between him / her and the child to take care of.

1.3.   The play

The free play is for the child a self-motivating activity. During his day, the child must also have the opportunity to play as he wishes and with the objects he prefers: in this case, the adult's task of homecare-giver is to encourage him to know spontaneously the materials and the colors. Structured gaming activities should be carried out in appropriate spaces, taking into account the level of cognitive and affective development of each child in order to promote socialization and stimulate the potential for the fields of experience enhanced in structured activities. This gaming activity allows the child to experiment freely with everything that is made available in accordance with his own capabilities and skills.

1.4.   The personal care

This is a privileged relationship between adult and child, made up of cuddles, individual gestures, and everyday practices: through the active involvement of the child, it promotes and supports its growth process towards autonomy. The time of change and personal hygiene is often repeated in the day both at certain times, such as washing hands before lunch and after lunch, both individually depending on the needs of individual children (nappy change). Care moments must also become events of relationship between the adult and the child in whom interactions and strong ties are established. Intense physical and emotional contact occurs during the nappy change. It is therefore important for this routine to be an occasional exchange of verbal communication between the adult and the child, a pleasant moment of knowledge of one's body through physical contact with the other and a moment of confidence by the child who entrusts his intimacy to an adult other than the family. The diversity of time spent by children to control their

own physiological needs, a becoming capacity within the age of 0/3 years, implies respect for each child's rhythms and times. To foster the achievement of this autonomy, it is necessary to collaborate between the homecare-giver and the family to support and understand with common sensitivity this delicate passage that the child matures to achieve full autonomy. The experience of changing and caring for personal hygiene must be a child's favorite activity and gradually proposed by the adult, soliciting his attempts to autonomy, confirming success without emphasizing failures.

It is important to urge the child to take more care of himself without the help of the adult: washing his hands, combing, dressing, undressing, removing his shoes, putting his stuff in the same place before going to rest afternoon.

1.5. The food and the lunch

Nutrition, in addition to representing a nutritional moment, includes in itself a series of emotional and psychological sensory interventions that form the basis of the first relational interactions of child. For the baby, the food is an object of knowledge, a source of pleasure, sociality and well-being, a relational moment rich in symbolic valor that carry feelings of

love, acceptance and intimacy. Nutrition is also made of highly ritualized moments that define the scanning of the day; here's an example:

8:00 am - breakfast, 10:00 am - snack, 11:30 am - lunch: the lunch time is a situation of

strong social aggregation where, in addition to sharing the pleasure of feeding, it is shared the pleasure of being together with others adults. The child must be helped to enjoy this community moment with an adult other than parenting. Lunch is a real learning situation: gradually the child learns to feed on his own, first with his hands and then with the use of cutlery and learns social behavioral rules related to his culture of belonging. During lunch, the homecare giver must strive to give calm and serenity to the baby and to respect his food rhythms, especially with the smallest ones that still need to be fed; at the same time, he should encourage the children's independence attempts in their attempts to autonomy in touching the food and bring it to the mouth with their hands and stimulate them to experience with new foods, new flavors and different consistencies. At 3.30 pm - snack: after afternoon doze, afternoon snack is a time when the baby finds again the homecare giver and gives a nice start to the last part of the day: reunion with parents.

1.6. The sleep

Like all routine moments, sleep time is an emotionally significant moment: abandoning to leep in a serene way presupposes a strong relationship of trust between the child and the adult who cares for him at this delicate moment of transition from reality to sleep, with all the unconscious emotions and fears that this can arouse in the baby. When you fall asleep, you lose consciousness and you suffer a disruption of affective activity with the people referring to him: you may have attitudes of refusing to go to sleep and even fall asleep because of the fear of being detached from people and the environment. The regularity of sleep time and the calm of the adult in living this moment with the baby help him to fall asleep serenely and gradually falling asleep alone. The stage ahead of sleep and the sleep one are very delicate phases that need to be prepared by offering the baby quiet activities in a reassuring climate where are recognized the needs of safety of everyone and the respect of the rituals and emotional supports that every child has worked to promote his relaxation and his search for safety: always listen to the same lullaby or story, to attach to a particular object: pacifier, plush, cloth handkerchiefs, etc.

2. ANIMATION TECHNIQUES: GAMES AND CONSTRUCTION OF LUDIC MATERIALS

Gaming is an important experience to grow, is the main mode of child expression and relationship between children and represents for the child the filter to know the world and thus the greatest source of learning during the early years of life.

Playing with other children is one of the most significant experiences for cognitive and emotional development, useful for acquiring skills and also for structuring your own identity. Playing together means dealing with problems and conflicts, experimenting with approach strategies, developing social intelligence. In gambling between the adult and the child, a relationship of confidence and affection is created and the feeling of dependence of the smallest to the greatest is lost, even if it is the adult who predisposes the various situations and possibilities of play.

In addition, the game allows the child to "be able" to do something and to stop and restart as often as he or she wants: in this way he can experience his abilities and attitudes without frustration.

Below are a series of games divided by age ranges, starting from 12/18 months up to adolescence.

2.1.   Games for children between 12 and 36 months

Treasure Chest It's a game for children aged 6 to 10 months who have won the sitting position. It consists of a basket of wicker or other natural material of about 35 cm in diameter and 12 cm in height containing many different objects that have the characteristic of not being "structured": they are very simple objects made <u>exclusively</u> with natural materials such as wooden ladles, wool balls, leather or metal objects, etc. Plastic objects or other synthetic materials are excluded because of their little sensory stimulation, while natural materials stimulate the five senses in a different way: they can be soft, hard, opaque, transparent ... Children seated in front of the trash have maximum freedom to explore the objects they prefer, grasping and touching the objects and bringing them to the mouth. The role of the adult is that of the observer and his presence is intended to ensure safety and serenity for children engaged in sensory exploration.

Handling Handling is one of the most important expression activities for knowledge of materials and body, linked to the child's curiosity and control of motor skills. In addition to promoting the perceptual knowledge of materials, their manipulation stimulates fine mobility and hand-eye coordination. The offered materials, pasta, boiled vegetables, yogurt, finger colors, etc. allow the child to touch, compress, deform, trace, invent "objects" with the use of accessories.

Heuristic play Conquering the ability to walk encourages the child to explore the world around him, to experience how objects behave in space, to find out what happens if, what noise it does, etc. The curiosity of experimenting, assembling, decanting, testing and finding different solutions using various types of objects responds to these children's needs. The heuristic game, from the Greek "eurisco = discover" is a free exploration game and is offered in a large carpet on which objects of various kinds are placed, divided by categories. The baby will combine various types of natural and recycled materials such as wooden or metal curtain rings, metal chains, corks, rubber tubes, colored ribbons, curlers, bottles, etc. By doing, the child acquires the concepts of in-out, full-empty, and seriation.

At the end of the game, it is possible to involve the children in rearranging the items again by type and content, for example, in cloth bags.

Water Game Water is a natural element and is always present in everyday life: drinking, washing... Water contact is a pleasant contact for the baby that arouses emotions and personal experiences. Kids like to bathe dolls with tactile materials such as soft sponges, soap, shampoo, wash animals, clean items and tools after activities, etc. Older children may already appreciate the physical manifestations of this element through the experience of scientific play: the transformation of ice into liquid and vice versa, the discovery of the sensations that the different

state of the element arouses in children is a highly appreciated event and creates a lot of curiosity and wonder during the activity.

Decanting The proposal is to offer children natural materials such as seeds, flours, pasta or various materials and containers of different sizes, bottles, funnels, spoons, etc. Children use the material with the utmost freedom of expression: with fingers to manipulate it and dropping it or using tools to pass it on. This activity favors the ocular-manual coordination and the development of fine mobility.

Graphic-pictorial activities They are activities that allow the child to trace himself by experimenting with different techniques and materials to express himself. The use of pencils, waxes, markers as well as making "scribbles" increasingly recognizable and communicative with respect to the language of the image of reality and interiority fosters the development of manuality and motor coordination. The pictorial activity with finger colors used with hands and sponges offers the opportunity to experience the tactile sensations of color; the use of the brush favors the coordination of micro / macro motions.

Narration and reading Narration in its many aspects is located in an entertainment area of childhood and, at the same time, is socializing and cultural activity. The habit of reading is created in the early childhood, from the first months of life, accustoming child to listen to and to explore reality through the words of the adult and the manipulation of the book object: cloth books, sensory books, books with age-appropriate images.

 Illustrating images of a book, reading short texts, telling simple stories even with the use of puppets, promotes listening skills, language development, and understanding of moods and feelings. The adult is the link between the child and the pleasure of the book. The choice of books to offer to children takes into account the ability of children in paying attention and in understanding.

A fairy tale, a story, a nursery can involve the child if the adult who tells or reads or is paying attention to the emotions of children: reading is a sharing practice, an opportunity to solicit creativity and imagination, to experience emotions and feelings. Stories can also be talked about using simple handmade and fingertip puppets also made with recycled material to be tested directly to children.

In addition, with the older children, it is also possible to experiment with mime play: when reading a fairy tale, one may ask the child to mimic objects or some of the characters of the fairytale (animals, rain, wind, etc.).

Motion games and psychomotor Psychomotricity is an activity through which the child comes in contact with his body, discovers it, knows it and learns to relate to the surrounding environment, learning and using his motor skills related to cognitive and affective skills for fostering his global development.

Through sensory games, motor games and structured games, the child knows his body and the physical and social environment that surrounds him and expresses himself.

The psychomotor game proposition is made in space designed for this activity: a "soft" room with foam macrostructures, carpets, pillows where you can be massaged to know your body and feelings of well-being connected to contact with the other; rolling on the ground, climbing, slipping on sloping planes, jumping on soft objects, diving, walking without shoes, stimulating the child's overall motility. The available materials are various: circles, balls, cloths, paper of various types. The garden is the outdoor space that, more than others, helps to carry out these activities both for the natural space features and for the possibility of using tricycles, swings, slides that allow complex mobility experiences to share with other children as well.

Games of "fake", disguises and symbolic play The play of "fake" is a way to exercise and test your own self both by attributing roles to others and imagining to be something different than yourself, experiencing different possibilities of being: pretending to be a prince, a horse, prepare a coffee, iron, etc. Is an abstraction process that the child performs consciously staring from 18 months age. The child's spontaneous use of clothes, shoes and accessories at his disposal promotes socialization, mimic-gestural language, dramatization. In the game the child can project pleasurable and unpleasant situations on other people or objects, find alternative and compensatory solutions, identify himself with the adult by imitating their behavior, living and experiencing feelings and emotions by imitating imagination as "in the shoes of" another.

Aquaticity In addition to simple water games, they offer, with graduation, aquatic experiences that involve the child in a more totalizing way. Experience can also be started during the bath time. Experience can be repeated during the summer with the help of a small outdoor swimming pool (where possible). The micro-pool must have a shape and height of water,
from 30 to 60 centimeters, to make it completely child-friendly and allow to run the activity in a comfortable environment. The height of the water allows the children to directly manage the type of involvement with the water element without the adult deciding for them and this favors the sense of autonomy and awareness of their possibilities, discoveries, achievements and approach type: gradual, immediate, refused.

2.2. Games for children between 3 and 6 years

The mime play In turn, you mimic an animal or a character and others have to guess who or what it is. To make the classic game more appealing and interesting, you can use clothes or accessories to mimic the characters of favorite children tales. Fun is guaranteed!

Motion games Between three and ten years, children are really full of energy. Motion games are a great way to keep them entertained fun and at the same time channel the energies. Two classic games, but always pleasing to children are One, Two, Three ... Star! and Full Bag - Empty Bag.

3. THE NARRATION

Narration has a major impact on human behaviour, especially on children. But why is language so important? Everyone knows how well it is to be consoled by someone through words as well as with physical proximity. We human beings cannot ignore the use of verbal language and language is the foundation and the main tool for the development of the human mind.
The narration starts a research process that tends to improve the story. Through the narration, it is possible to put into action what is called double-learning: learning to learn, the ability to put its initial context within other contexts that guide choices, i.e. the creation of processes that create a world from other worlds. In other words, no one will ever tell the same fairy tale in the same way.

Narration, in addition to being a pedagogical-educational tool, is also a tool used in the

psychological field. According to Jerome Bruner, narrative is one of the most important psychological mechanisms, especially during childhood. Narrative text begins to attract the attention of psychology around the 1970s and will then be used in cultural, clinical, educational, etc. All perspectives emphasize the centrality of narrative thinking for children, not only for cognitive aspects but also for the value of social exchange as narration has cognitive and emotional value.

The narration is the art of narrating, but it is not only a pleasant pastime, but it is one of the fundamental psychological mechanisms for the individual and for the social and cultural groups. The narrative grammar describes the structure of these texts that are characterized by a strong emotional impact and the transmission of values and cultural ideals, especially through the traditional fairy tale. On the traditional fairy we will return later.

Before going into the great theme of telling fairy tales for children and to children, it is useful and interesting to briefly dwell on the concept and meaning of narrative itself.

The origins of narrative immediately lead us to the dimension of the oral narrative, in the stories full of symbolic meanings that the "old wise" told the whole village to share ideas, thoughts, fears, and hope.

From this point of view, we can consider the tale as exchange, communication, catharsis, rite, collective memory.

3.1.   The importance of the traditional fairy

The traditional fairy tale (Cinderella, Hansel and Gretel, etc.) is a much-used tale of educators and teachers, as it creates with children a shared narration and listening space. The traditional fairy tale has constant structural elements:

a) The three-phase scheme:
- Beginning ("Once Upon a Time" introduction of narrative characters and stories)
- Central phase - crisis (development of the narrative core with the presentation of evidence and obstacles that the protagonist must overcome)
- Final (with troubleshooting and the conclusion "And they lived happy ever after")

b) The mix of reality and the fantastic element

c) The presence of indefinite times and places (Once upon a time …; so long ago ...; in

a kingdom ...; In a small village ...)

d) Reduction of characters in categories (king, father, princess, etc.)

e)   The three elements scheme: protagonist, antagonist, magical ally

These narrative features allow the child to venture into the fairy tale without being directly called into question. He recognized in the hero without being fully identified. Yet, through the tale, the child processes and reports to him the same themes of narrative. The traditional fairy tale presents the child with the difficulties that may arise in growth (fear of abandonment, detachment, jealousy, etc.), indicating a way out through the resolution of the problem.

In this sense, traditional fairy tales represent a lifelong training gym.

3.2.   The structure of narrative text

Considerations on the narration of scholars of various fields have led to search for a (universal) grammar of narrative text. According to some, it is possible to identify in each history the basic propositional structures that fulfill specific information functions. For example, the environment category is at the beginning of each narration and helps contextualize the event that is narrated at space-time level.

Within the narration there are several episodes, that is, the events that happen to the protagonist.

The story as a whole includes a sequence of events:

- an initial event that describes a change in the initial situation, starting to run;
- attempts, that is, the set of efforts and actions aimed at pursuing the ultimate goal;
- the consequences of such actions;
- the reaction that closes the story with a positive outcome.

This is an ideal structure that however affects the structure of memories and the process of understanding.

But how does one tell a story to children? Telling a fairy tale to children means creating a magic circle of active listening where to consider these basic aspects:

- The narrator's / educator's narrative voice
- The narrator / educator's narrative body
- The look as a conjunction ring between the narrator / educator and the child. The teacher's voice and body are actively involved in the narrative process.
- The educator and the teacher will be able to rely on a very warm and reassuring voice tone to create immediately a fantastic atmosphere stimulating the baby's attention.
- It will be interesting to know the main features of the vocal instrument so as to experience increasingly rich and fascinating narratives for children.
- Playing with the vocal elements of color, rhythm, tone, volume the educator / teacher can make the narration vibrant and stimulating for children.
- Always emphasize narrative times through vocal rhythm and pauses makes the story more attractive by facilitating listening and attention. Especially small children are more intrigued by voice tuning than by the word itself.
- It is important to speed or slow the pace of a narrative pass, create a short pause, change the voice color when a character speaks personally. It is about applying simple narrative and animated reading techniques.

The similarity between the actor of narrative theater and the narrator / educator is very interesting: in both cases it is about creating a fantastic atmosphere and giving life to the art of narrating, that is, the ability to use body and voice to make the narration of a story vital and vibrant.

The narrative theater is born for adults but relies on the same expressive tools that the teacher uses to tell a story to children: body and voice, also called narrative bodies.

In the magic circle of narrative, telling a fairy tale means creating a precious moment of sharing and exchanging; that's why it is so important visual contact, physical closeness between educator and children. With the children of the nursery and the child's school ones, the illustrated book can be a

great source of enrichment and learning. Browsing a book with children from the nursery can be considered as a first form of cultural transmission: the book object is a source of pleasure, curiosity, interest, emotions.

3.3. Interactive fairy tale: narrative, play, theater as a teaching tool

Interactive fairy tale is a fairy tale that, in the story, involves active participation of children. Listening to fairy tales is an active, listening and learning process. In the interactive fairy tale, the child, as well as participating in listening, intervenes directly in the story as an actor, protagonist. The interactive fairy tale is an animated fairy tale, which feeds on game and discovery, experimentation, and creativity.

Through the symbolic and dramatic game offered by the fairy tale (imitating the sound of the wind, interpreting the character of a chattering hand, pretending to be the caterpillar crawling on the ground ...) the child contacts, explores and experiences new expressive resources.

It plays with the vocal instrument, with the body, with emotions. And, as always, you learn playing.

In recent years, we have witnessed a growing interest in theater play with children. Theater as a pedagogy: use theatrical language to create creative processing spaces, emotional literacy, body consciousness awareness. When doing theater with children, we return to the narrative space. Doing theater with children between the ages of 2 and 5 means telling them a great fairy tale to be animated and developed in expressive and theatrical games. With children nothing is explained and everything is done. Doing theater will not mean "now we recite this scene ..." but we will tell a story by elaborating specific expressive paths. It will mean creating a ritual of opening and closing the activity to give a precise identity to our space within which we always insert a theme to be developed through fairy tale and game. In this way we will stimulate the child to become the protagonist of the creative process, leaving him free to experiment, to try and to err, to look, to intervene, or simply to observe. Often in these paths the acquisition of new expressive resources and new modes of communication occurs through imitation of the teacher.

In proposing a creative theater activity, the teacher will be the first player, ductile, ready to play, in a lively atmosphere of confidence and exchange.

3.4. Narration and emotions

The narrative genre is characterized by the emotional involvement of the reader / listener. This is because, in narrative, actions are always accompanied by a description of the characters' lives, with which one can identify. The description of internal states is even more important as the protagonist is always at the center of unusual facts that can cause problems and strong reactions. The emotional coloring of narrative text is also at the basis of the pleasure that it draws. Reading or listening to fairy tales gives fun to children for a variety of reasons: recognition of family situations or facilities, the enjoyment of reassuring situations rather than fantastic and adventurous, empathic identification, acquiring knowledge and the pleasure of repetition or reading.

The development of narrative competence from 2 to 5 years: telling stories helps to grow strong

Since we are little, we begin to tell who we are and what we are doing. Telling a story is

never easy, telling your story becomes more and more complicated. Research tells us that children and girls start this adventure around the age of two: it is a complex journey that also witnesses their discovery of a communication made of emotions, experiences, and relationships. Initially, in fact, children mostly ask, ask and give orders, but the repertoire of language actions is not yet complete around seven years. By storytelling stories, what kids discover is that we can use language to share past events with people who were not present, telling emotions, and building friendship relationships.

In the years preceding the school, storytelling becomes an increasingly important tool for knowing oneself and others. In the school years, narration is the basis of many study and verification activities.

Activities to support this ability can be very important and also fun. Children and girls between two and five years may be able to perform three types of narrative tasks:

The story of personal experiences, such as a trip or a morning at school;

The summary of the stories of their children's books; The creation of invented stories.

It is important that there is the presence, even alternating, of three elements:

4. the narrative of events and actions, without reference to the feelings of the protagonists;
5. reflection on the internal states of the protagonists, that is, the reference to their intentions and desires;
6. narrative of personal facts that the child has experienced.

What are the criteria for identifying children's progress or difficulties? A narration can be defined as good if it does not need visual suggestions or aids from the adult, if the various protagonists are cited, and the background structure of the story is referred, which usually revolves around a problem and its resolution. The story must contain only relevant information and be organized so that it can be understandable even to those who do not know it already. Obviously there are many ways of reporting the same story and the next step can be useful to build a path of improvement.

What other skills can you sustain? History can be richer from a syntactical point of view if you use verbal forms to the past and pronouns. Fluency in narrative can be conquered by repeatedly repeating the same task; the vocabulary becomes enriched by looking for the definition of new words and using them in other phrases; the adult, if he thinks fit, can ask questions to stimulate children to enrich the story or add details.

These tasks can be very complex for children with intellectual disabilities or autism: support measures have been designed for them that are demonstrated to be effective in improving narrative abilities and therefore the social interactions that they anticipate.

The development of narrative competence must be recognized as a key growth factor in maturation processes, as it ensures adequate control of complex cognitive functions and for its possible protective role in situations where the existential continuity of the Self is under threat, as happens as a result of catastrophic, traumatic or abusive events (abuse and maltreatment, discrimination).

4. PROBLEMS

4.1. Fears, aggression

Anger is typical of pre-school children. When they get angry, kids can behave as if they were really going to burst: they scream, throw themselves to the ground, scumbag. Generally, adults react by worrying that the child does not get hurt.

Psychotherapist Asha Phillips in his book, "No Help Growth," defines anger as "a loss of a sense of self-coherence that creates a sense of fragmentation in the person"

Anger raids can be scary for both those who live and for those who are there. An adult, normally, can count up to ten before acting, but a child does not. For the baby the emotion is transformed into action immediately and the more intense the emotion (in this case negative) the more intense the anger will be.

To relieve the baby, the adult should not, in turn, give up on the embarrassment that generates the loss of self-control by the child. The adult should look for a visual contact with the baby, stay calm and talk to the child with a quiet voice, and if the baby is still small, the adult can also use physical restraint (what is more reassuring than a hug?)

Very often, limits generate anger in children. We adults very often, when we are angry, associate ourselves with guilty feelings. In reality, anger is a natural feeling that we must be able to handle. If a child sees their parents face their limits and their negative emotions by finding solutions, the child will learn how to manage and overcome his emotions including anger.

In some cases, children cannot do this and dispel their anger with aggression.

Very often aggression, especially in children, is the other face of fear. One way not to be scared is to look like those who make us afraid, that is to become the aggressor.

In these cases, it is critical the help of an adult who helps the child to strike a space between feeling (negative) and action. Specifically, the adult has the task of talking to the child calmly and patiently about all the emotions the kid is "hostage" of to learn together to overcome these frustration moments more constructively (finding solutions to the limits) and not in a destructive way (anger and aggression).

4.2. Children, TV and video games

The most comfortable way to use TV from many parents, but fortunately not all, is a "technologic baby sitter". Especially when it comes to dealing with smaller children, it is better to avoid the use of television, and especially the children DO NOT HAVE to be alone in front of any kind of show. The task of the adult is to help the child to understand what he sees and to work out the emotions he experiences in front of a particular television program. Needless to say, TV programs MUST ALWAYS BE FILTERED on the basis of the child's age we are looking after.

A separate talk is definitely needed for older children and adolescents. For school children, the use of television and computer is to be meant as a study and learning tool: useful during this stage of growth are documentaries on animals or populations as a source of news to deepen History, Geography and Science knowledge.

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GOOD PRACTICES IN TEACHING AND UPBRINGING CHILDREN IN PRE-SCHOOL AGE

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„Not important is what to play in, but how and what do you think and feel about it. You can reasonably play with a doll, but silly and childish play chess. You can interestingly and with fantasy play in the guard, train, hunt, the Indians, but thoughtlessly read the book."

Janusz Korczak – Entertainment, Choice of scripts T. IV p. 49

1. Manual and sensual play with sand or flour. Sandbox in the house.

Kid in a sandbox feels like in paradise- builds and destroys constructions from sand, digs up and buries the tunnels, pours the sand. Play in sandbox can take long hours. It is time spend not only pleasantly, but also profitably, because sandbox for kids is also a perfect way to explore the world and develop coordination, creativity and imagination. Besides, during these games children are making their first contact with their peers.

However, when the weather is not conducive, we can safely move sandboxes to home. We don't have to use the sand at home to organize a sandbox- we can use materials that we already have in our kitchen cabinets. Sandbox in house is a play, which we can arrange in different ways.

1.1 How to create kinetic sand and what will be needed to make sandbox at Home.

When the weather doesn't allow us to play outdoors help comes with kinetic sand, which we can easily do at home. It is dry in touch, but the builds that we can make by it are durable, as they were made of sand with water. The recipe is simple, and play with this "sand" gives a lot of fun not only to children but also to carers. In addition, it is a play, which perfectly improves the motorics of kid in pre-school age, what will facilitate learning to write in school. Setting up a sandstone building develops the spatial orientation that will certainly benefit everyone.

Recipe for kinetic sand:
- 4 cups of wheat or corn flour
- 0,5 cup of cooking oil or baby olives.

In addition you can use food dye to color the sand

Picture 1 Preparation

Picture 2 Sand without food dye

Picture 3 Sand with food dye

Picture 6 Mixing colors

Picture 4 Play

Picture 5 Accessories to play with sand

As you can see on the picture bellow, without sand we will need accessories:

- different sized bowls
- forms
- plastic cutlery
- protective film, or large cardboard
- stoppers, plastic bottles

The creature hasn't turned into Real sand, which is a kind of rock containing mostly quartz (SiO_2). Kinetic sand even if it is similar to sand is an organic compound. Fun with that kind of sand is healthy, it can even affect the skin of our hands, because in the oil or olives are dissolved vitamins A, D, E and K. Sand is a medicine to feel pleasant, slightly moist and well formed.

After the game is over, sand i poured into a sealed container that will allow you to play the game repeatedly, and the tightness of the container will not allow any bacteria or fungus to get in the sand.

1.2. Ideas for plays with sand.

Making Cookies.

Sand easily formes in different shapes, which is why you can entourage your child to improvise "baking cookies". Children are very eager to roll, make rolls, muffins, cut cookies and decorate them.

Squeezing the shapes.

Various objects are leasing different shapes on the sand. In the case of younger children, pressing hands and also objects (spoons, molds, caps of different sizes) is fun. On the other hand, older children are very willing to engage in guessing. The keeper puts an object in the sand or draws it in the sand, and the child should guess what it is.

Learning to write on the sand

Children, who are learning how to write more likely than in the traditional way are making their first steps in this skill. The letters written on the sand can be quickly corrected and blur to give them another form. Writing letters can be done with the palm of your hand, finger or stick to make fun.

Making a snowman

From kinetic sand you can easily form balls, then set the balls on top of each other and create a showman. The sand is quite heavy, which is why the snowman can slowly Lose his form and make us feel as he is melting.

Learning to use cutlery under the supervision of the keeper

We make different sized rollers from the sand before giving to children plastic knives and forks. Children have the task of properly cutting the rollers. Such activity gives them a lot of fun, at the same time, they learn to use cutlery in the right way without wasting food.

Treasure hunters

Keeper hides some minor things in the sand (match, chestnut, crayon, sharpener). Kids are supposed to find these objects and name them.

Sculpturing

Sand is very plastic, so it can be easily formed with precise shapes such as self-portrait, animal shapes, fruit shapes, leaf shapes, etc. You can also introduce some mysterious element:

- Keeper carries fruit in the sand and kid must guess what the fruit is,
- Keeper shows the fruit, and kid must map its shape in the sand.

Picture 7 Play in guessing

Picture 8 Play with formes

The article presents Sandplay therapy, which is one of the psychotherapeutic methods used in analytical psychology sinse 1960. Sandplay Therapy is a well-known therapeutic technique used mainly by Jungan analysts. The creators- Margaret Lowenfeld and Dora Kalff- recognized spontaneous play in safe and protected therapeutic space, both for children and carers. The authors suggest using the Polish translation "therapy in sandbox" which is not accurate, but gives a better sense of how this method is used in the sandbox. Sandplay Therapy consists of multiple sessions, In most cases, during a verbal analysis, the child is simply encouraged to play with small figurines of all kinds in a small sandbox.

2. Kids math. Plays with colours and own body.

Kids mathematics is a concept of supporting the mental development of pre-school children along with the education of the math to ensure their success in learning. The essence of such development aid is the wise organization of the learning process of children. The most important are the personal experiences that make up the concepts and skills.

2.1. Spatial orientation

Spatial orientation is an organization of games, which allow your child to be well-versed in space and talk freely about what's going on around him.

1. Understanding space
2. Shaping the schema of own body
3. Developing the ability to adopt one's own point of view

behind	in	under
under	next to	behind

2.1.1. Understanding space

Knowing space begins with the consciousness of own body.

Kid firstly notes:

- This is me
- This is how I look
- I have my name
- I know how my body parts are called

Such awareness of body gives the perception of the world in his or her view, for example something is in front of him/her, over, above or below.

Progress in spatial orientation is important because it allows the child to better understand his or her surroundings and function more efficiently. Keep in mind that kid learns space through his or her own motion and by observing it and calling it its own experiences.

2.1.2. Shaping the schema of own body

Plays are focused to shape the body diagram:

Where is your head?

Kid can show and know how to make faces.

Where are your hands?

Kid can show his hands and know how to express his gestures.

Where are your legs?

Kid can show his legs and know what they are doing (walking, dancing, etc.)

Puzzles – pantomime (on the card baby has drawn animals and imitates them with his body – He must know how many legs they have)

Drawing puzzle:

- On a piece of paper we draw a figure, and the child can guess whether it is a mom, dad, dog, cat, child,
- On the piece of paper we draw different types and sizes of shoes, the child can match the shoes to a person such as pins are mama shoes or indicate the smallest and lar gest shoes.

2.1.3. Developing the ability to adept one's own point of view

This kind of games consists in introducing directions in space from own body and further shaping own body

- Space- fun with a piece of paper. We put a large sheet of paper on the floor, kid is standing on it to feel at this place should put his hands on his head lightly press and say *"Here you are!". Then say: lift your hands up..., take the ball and throw it up..., look how it falls down. There is a bottom, I stand behind you, I stand before you... etc.*
- Fun in the order – continuation of the previous play, keeper stands next to the child and says: two steps to the right, three steps forward, two backwards.
- Play with your favourite toy – keeper tells you where the baby is to put the toy, in front of you, behind you...

2.2.   Rhythms

Rhythms to develop ability to solve problems for longer periods of times.
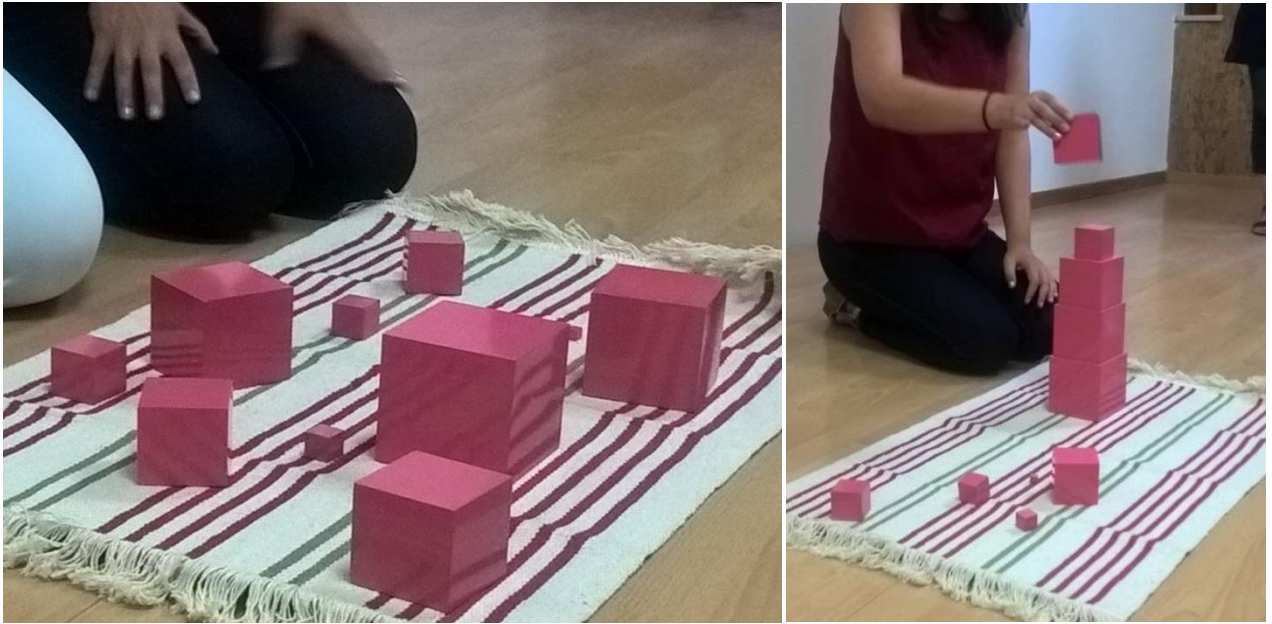
Rhythmic games that helps with recognizing regularity:

- Laying simple rhythms (circle, line, circle, line)
- Reading and continuing the rhythms (two red sticks, one blue stick, three green stick), kid is supposed to notice the rhytm and continue with it so the next one should lay two red sticks.
- Listening and perceiving regularity in heard rhytms (two clapping in hands, two strokes in leg – we can suggest to kid to recreate)

The more attractive form of arranging the rhythm, the greater the involvement of kid. Below are the examples of what form can plays have about the arrangement of the rhythm.
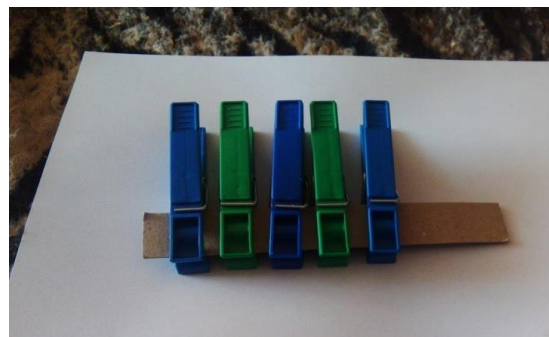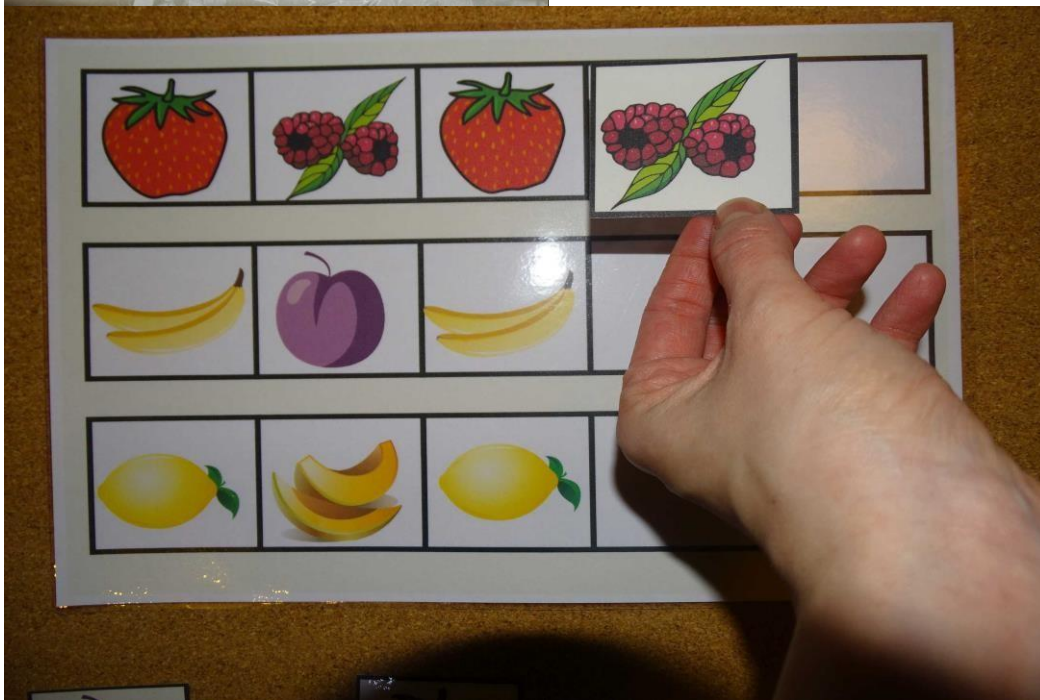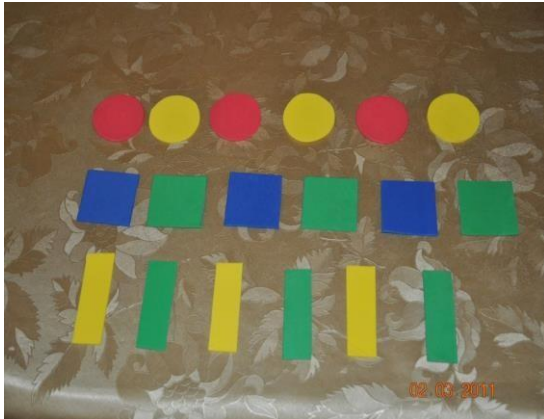
2.3.   Measuring lenght

Before kid learns the units of measure (1cm, 1m, 1km) should know the definition of it. This is another part of development. Keeper must take attention that kid in pre-school age has different logic than adults and that words will be not enough. Kid should be able to experience practically what the measure measures. The main task for keepers is to create many situations, forcing a kid to analyze them.

For measuring exercises we can use blocks, sticks, twine, foot walk by foot or steps.

2.4. Counting

Counting comes from the rhythm and the gesture of indication. The child first distinguishes or gestures what he wants to amount. Then he touches or points the objects and determines them with the appropriate words – numerals. At the beginning of such games, counted object must be arranged in a row or in series as it helps to capture the counting rhythm and respect the rule one by one. As becoming more acquainted, you can group objects to be counted.

The numerator listed at the end of counting has a double meaning: it refers to the last item counted and determines how many it is.

2.4.1. How can kids be helped in counting

- To develop the counting skills, a keeper can gather a lot of small items such as: chestnuts, nuts, beans, sticks,
- Mathematical activity does not have to concern the subject, even the preparation of meals can shape the ability to count, for example: *Give two apples and one banana, how many fruits you gave?*

Schematic picture that will help you to learn counting:

CONCRETE   **PICTURE**   **SYMBOL**
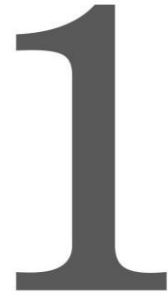
Tips according to which we should organize situations that help to shape counting skills:

- Indicate by gesture, look, and words of the objects to be counted,
- Encourage kid to count in daily activities,
- Display of correct counting,

2.5.   Classification

Classification is the ability to logically group objects according to characteristics and properties.

How can we develop activities to support the development of classification:

- Viewing and comparing objects and seeing their similarities and differences,
- Gradual introduction to grouping objects and verbal reasoning why they fit together,
- Grouping as a splitting different objects according to different criteria, such as affiliation or where they are located, what they serve,
- Implementing kids to understand the meaning of clearing- objects are supposed to be in the right place,
- Classifying various objects and verbally defining the created collections.

Examples of play: complete several kitchen things: spoon, fork, plate, mug, bowl and attach an item that is not related to kitchen theme (for example, put a socks). Kid has a task to indicate which of the items doesn't fit to the rest of them. Alternatively, complete a collection of small clothing: gloves, socks, T-shirt, cap, scarf and add a piece that doesn't fit. For example, the child should indicate an item that doesn't fit the collection. Play can be done according to your kid's interests.

2.6. Shaping the notion of number

Two shape the notion are important two concepts:

1. Kid is able to create pairs of objects and is able to count elements in the collection.
2. Kid determines the place of the selected number in a series of numbers, and then kid can indicate the next and previous numbers (figure below)
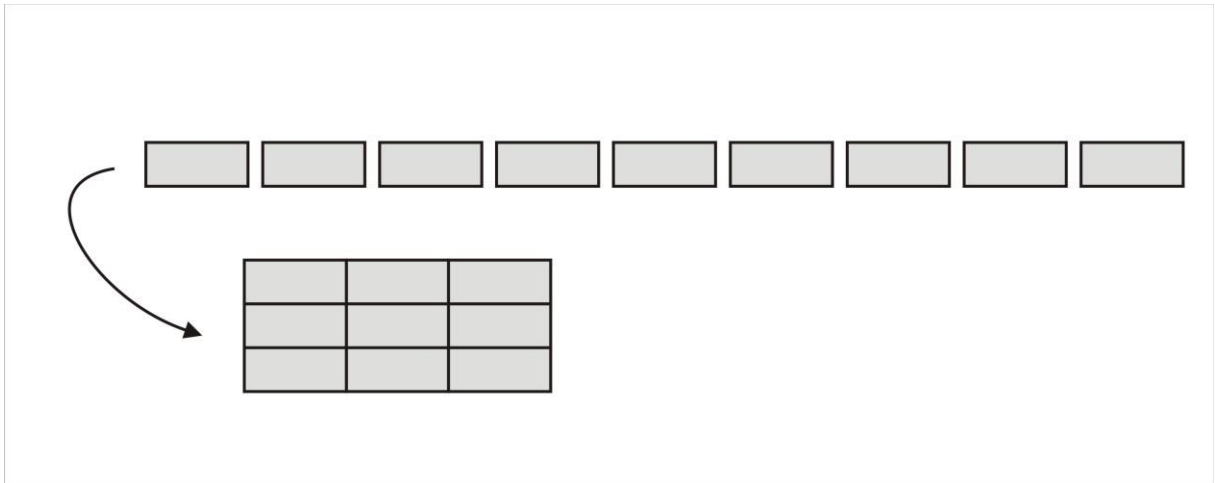

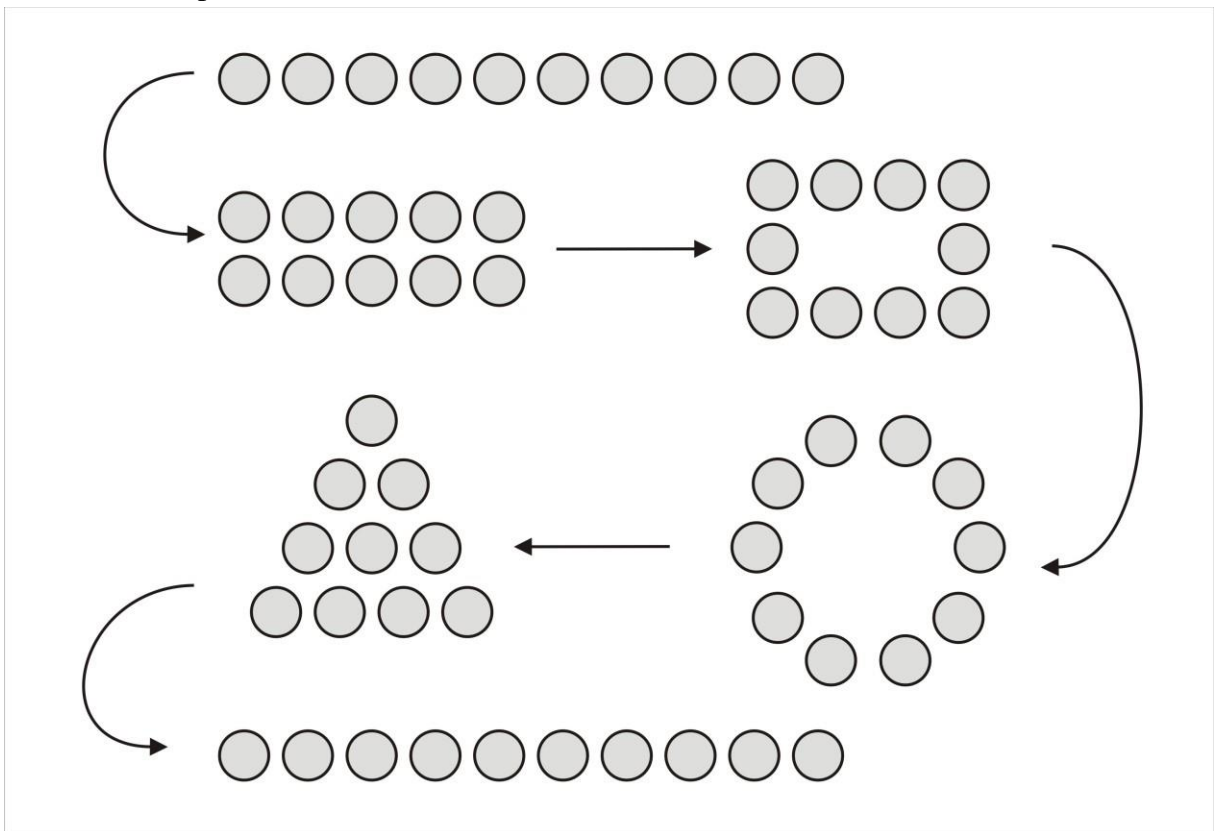Plays to assist in determining the constancy of the number of elements:

- Triangular puzzle:
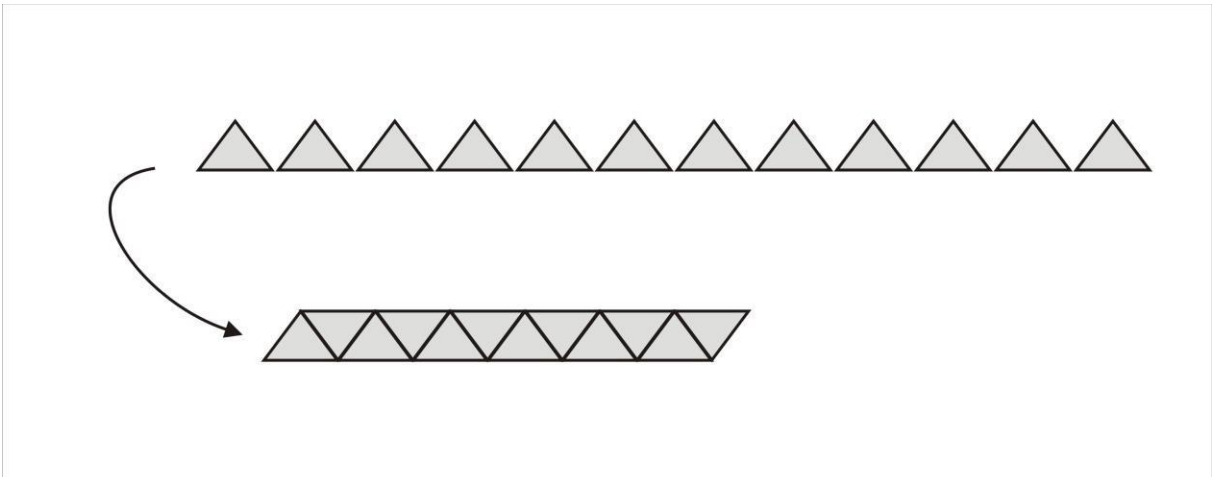
Rectangles puzzles:

Circles puzzle

2.7.   The other mathematical observations

Doing a construction of games by kids hardens emotional resistance and improves mental retardation. It is also a further exercise of children's accounting skills.

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Kids accepts geometric shapes only as a features of existing and known things. For example, a circle emerges in the mind of a child from observing and manipulating various circles, plates, coins, and while drawing a ball or sun.

From these experiences the child slowly brings out the common feature of these objects, similarly when it comes to the square or the triangle.

Familiarize your kid with the weight and sense of weighting. It also covers shaping of important mental activities needed to solve tasks.

Measurement of fluids is a fun way to help kid with understanding that, for example, water is the same, even though it seems there is more or less of it. These experiences makes it easier for kid to understand the meaning of measuring and solving tasks.

What is important to be successful in math:

- The ability to focus for a certain time- fun is more attractive the shorter the fun is ,
- Solving tasks is a pleasure for kids- the creativity and inventiveness of the tutor is extremely important in directing such games,
- Shaping emotional resistance.

There are no kids, who understands wrong. They understand the categories, which are
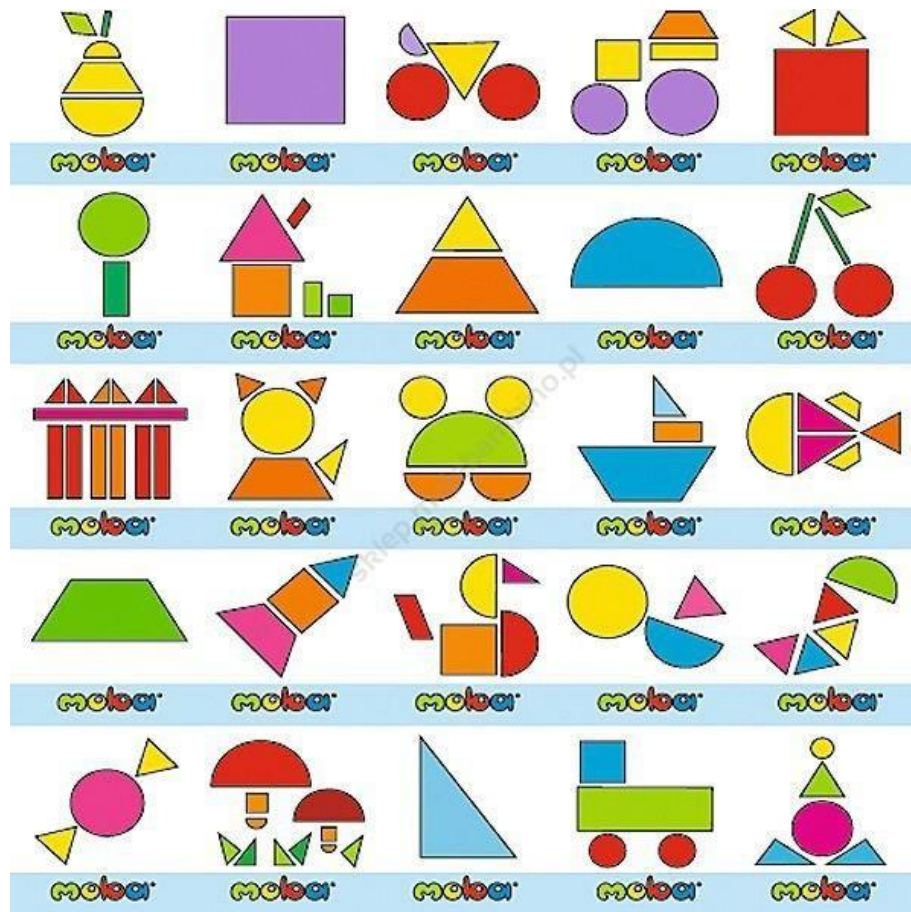
available at their level of development. Every kid needs to create a lot of mathematical experience and adjust the pace of their work to his or her skills.

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