



PHASE 1: BLACK / WHITE

GENERAL AIM: to discover that objects and their parts may have **opposite features** and to learn how opposite features may be combined.



- FIND OPPOSITE FEATURES;
- DISCOVER DIFFERENT WAYS OF COMBINING OPPOSITE FEATURES;
- DEVELOP A POSITIVE ATTITUDE TO CONTRADICTIONS.

COMMUNICATION RULES:



START SMALL



LET THEM BE SILENT



HIDDEN CORRECTION



PHRASES NOT WORDS



TRANSLATION WITHOUT TRANSLATION

TECHNIQUES FOR THE PARENT:



CARPE MOMENTUM

IT MUST BE HERE



MEDIATOR

OBSERVE

Whilst observing your child playing or watching and reading to your child, think about what kind of **objects** or natural **phenomena** you want to use for the activity. Look for the presence of opposite features. Some suggestions:

- Cartoon (short/long), clothes (clean/dirty), umbrella (wet/dry);
- Egg (hot/cold), milk (hot/cold), bottle (hard/soft);
- Car (fast/slow), buildings (tall/short), toys (cheap/expensive).

ROLES

Think of possible roles in the game with objects / phenomena you have selected.

Some suggestions:



Parent: astronaut, animal, custom's officer, etc.



Child: car, doll, cartoon / book character, animal, food item, etc.



Mediator: car, doll, animal, astronaut, custom's officer, etc.

to

START



and

BUILD



SUMMARISE

Variant 1

(get the child to reflect the experience)

After the task, ask your child what you have done and how you have solved the task. Focus on ways of combining the opposites. Get the child to ask you as well.

Did you like the game?
What did a toy have to say?
How did you find ...?
Remember what we did...
First we... Then ...

Variant 2

(summarising for someone, eg a granny, another child, a toy, etc).

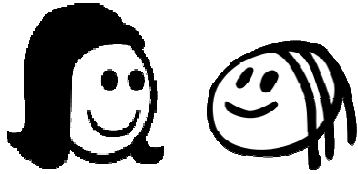
The child can lead the game and play it with a person new to the activity or re-tell the activity to this person as a story.

What did we do?
What did he/she say?
Why did you / he/ it?
First we ... Then ... The task was...
Now you are... you have to ... I am ...



PHASE 1 : BLACK / WHITE

Assess your child's performance by putting one of the marks below next to each skill.
Try to do it on a few occasions over a period of time. Put a date for each assessment.



++
can easily do

+
can do

○
not sure

-
can't do

--
too difficult

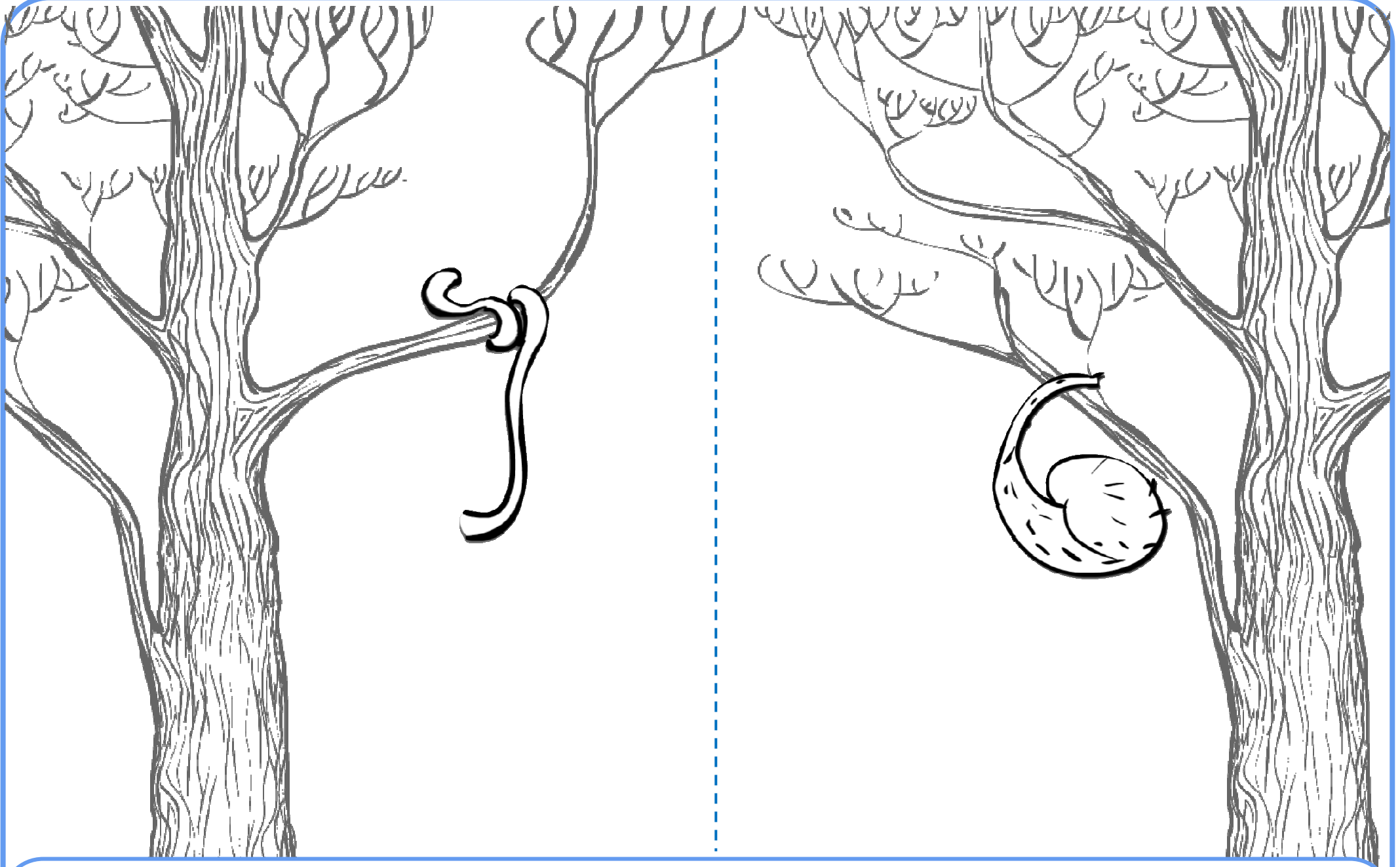
MY CHILD CAN:	date	date	date	date	date	date	date
notice opposite features							
find an opposite feature to a given one							
combine opposite features							

notice opposite features

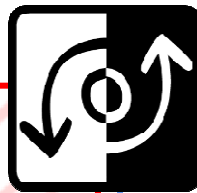
find an opposite feature to a given one

combine opposite features





What two different animals can they be?



START

Choose an object that will be looking for 'friends'. It can be one of the toys whose activities in the game require 'friends', a container whose 'friends' are inside (e.g. a house, a basket) or just any object your child is interested in (e.g. a bakugan, chupa-choops, etc.).

Decide on roles

You are going to play a 'find friends' game with your child. Choose between playing as yourself or adopting the role of one of the objects looking for 'friends'.

Set a task

My friends are those who have two opposite features. Tell me your two opposite features and you can join me (become my army – for general, get into the basket / garage, etc.). Try to find as many 'friends' as you can.



BUILD

Build a dialogue

Demonstrate the expected behaviour to your child through the mediator (e.g. one of the toys around – I am a car. I am sharp – touch my bumper and I am also dull – touch my door). Use the mediator to draw your child's attention to different ways of combining the opposites (in time – a flower is beautiful today and ugly next week, in space – a car is warm in the sun and cold in the fridge, in structure – see the car example above). Don't start teaching instead of playing – do everything as part of the game. Do not reject your child's answers.

If the child is interested:

Get the child to find 'zebra champions' in each category of objects, i.e. objects that have the highest number of opposite features in the kitchen, in the car, on the playground, etc. You can make special pockets and collect 'zebras' putting down opposite features with the child.

Get the child to find champion opposite features, i.e. those that most objects have.

SITUATIONAL

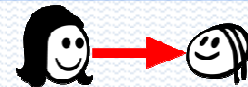
What features does this object have? Can you describe it?
I am your friend as.... Can I be your friend?
They are friends because... Similar because... It is / has .

GENERIC

Can it be opposite? How do you make it opposite?
The opposite is... What is its opposite? Can it also be...
Can it first be... and then be... Can it be ... here but ... here? Can the whole be... but its part be... It is both...

SUPPORT

Hot and cold, young and old; black and white, let's unite!
Come in. That's a good comment. Well done!



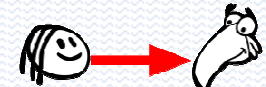
My friends are those who have two opposite features like...
What is its opposite?



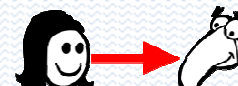
It is... Its opposite is...
I have ... I am... both...
Hello, can I be your friend?



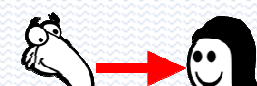
I am looking for a friend.
What is its opposite?
I can be both ... and...



Isn't it the same?
Can you be my friend?
Can you help me?

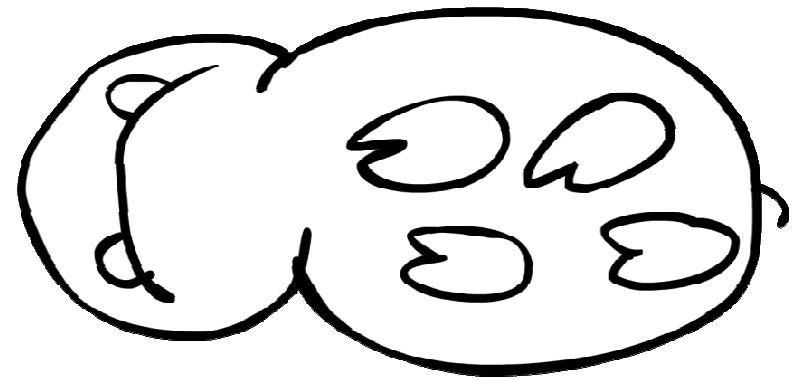
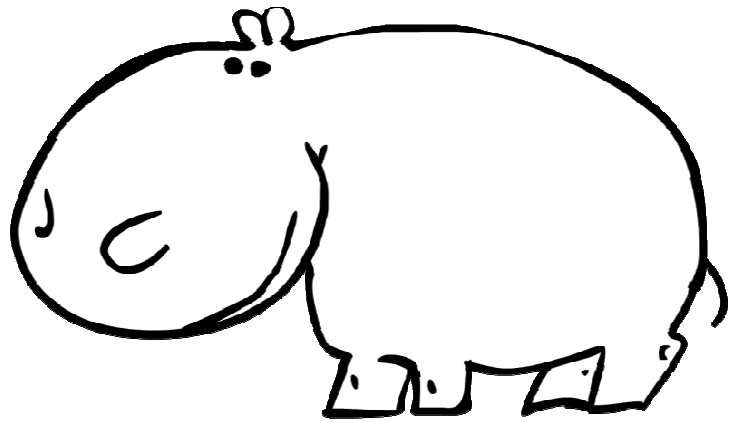


Does it have an opposite?
Can it also be ... ? How?

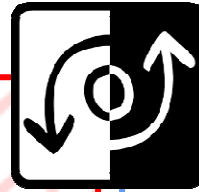


Can I help?
Can I be your friend?





What a different angle! Draw yours.



START

Choose an object that will perform the role of a guard. The guard allows things to cross a certain border(eg that of a basket, a house, a garage).

Decide on roles

You are going to play 'the guard' game. You can become a 'guard' yourself or adopt one of the roles (eg a wolf toy-eater, an officer, a robot, etc). Choose the one most suitable for your situation.

Set a task

The Player's task is to cross the border. To be allowed to pass, they should find two opposite features characteristic of an object they are playing for.

BUILD

Build a dialogue

Demonstrate the expected behaviour to your child through the mediator (eg one of the toys around – I am a teddy. I am soft – touch my belly and I am also hard – touch my paw. Can I come in?). Use the mediator to help your child find different ways of combining the opposites (in time – a flower is beautiful today and ugly next week, in space – a car is warm in the sun and cold in the fridge, in structure – see the car example above). This will help the child find more opposite features. Don't start teaching instead of playing – do everything within the game. Do not reject your child's answers even if they seem improbable at first. Instead, ask them to explain why.

If the child is interested:

Get the child to find objects that can easily pass the guard, i.e. those that have many opposite features.

SITUATIONAL

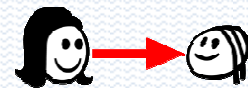
I am the guard. No-one is allowed to pass! Stop. No entry.
Will you let me in? May I pass please? May I come in?
You can only pass if.... You can't come in unless...

GENERIC

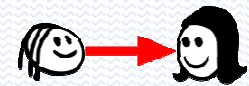
Can it be opposite? How do you make it opposite?
The opposite is... What is its opposite? Can it also be...
Can it first be... and then be... Can it be ... here but ... here? Can the whole be... but its part be... It is both...

SUPPORT

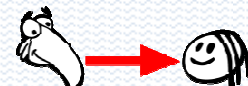
Hot and cold, young and old; black and white, let's unite!
Come in. That's a good comment. Well done!



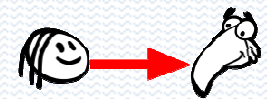
What would be the opposite to?
Can you also?
Can you be ... and also be ...?



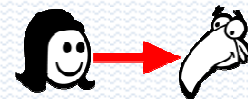
It is... Its opposite is...
Here I am, but there I am...
Now I am ... but later I will be...



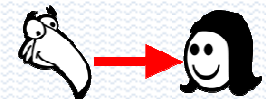
Describe yourself.
What is its opposite?
Can I say that you are...



What is the opposite?
May I come in?
Will you let me in?

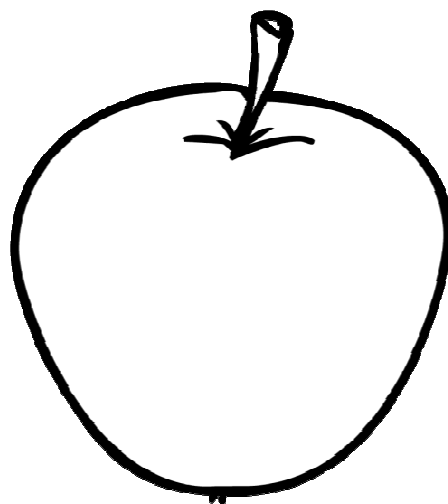


Does it have an opposite?
Show me ...
Can you be both...?

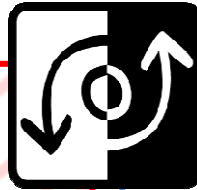


May I help? May I pass?
You won't stop me, will you?





For whom is it big, for whom is it small?



START

Decide on roles

You are going to play a game with your child. Choose between playing as yourselves or adopting roles. You can also combine playing as yourself and one of the objects, eg a toy, language / thinking character, etc.

Choose opposite features /properties that are characteristic of many objects. Play with the properties to ensure that your child understands them. Emphasise your child's experience rather than knowledge (what he/she saw, felt, experimented with).

Set a task

Choose a pair of opposite features, like black and white. The person who can name the most objects with both of the features is the winner. Each person offers an object in turn and explains both features characteristic of it.

BUILD

Build a dialogue

Demonstrate what you expect your child to do (The ice-cream is both cold and warm, the cone is warm but the ice-cream is cold). Help your child to find the opposite feature (Are all its parts hard? Let's touch it; is anything soft?). Use the mediator to help your child with ideas when necessary. Try to work with 3-5 pairs of opposites.

If the child is interested:

Get the child to find 'zebra champions' in each category of objects, ie objects that have the highest number of opposite features in the kitchen, in the car, on the playground, etc.

You can make special pockets (is this supposed to be 'pockets'?) and collect 'zebras', putting down opposite features with the child.

SITUATIONAL

Let's play a game.

We have to find objects with two opposite features. Shall we have a competition? Can you find more than me?

We're the champions! I am going to win!

GENERIC

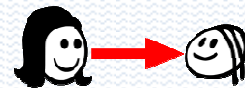
Can it be opposite? How do you make it opposite?

The opposite is... What is its opposite? Can it also be... Can it first be... and then be... Can it be ... here but ... here? Can the whole be... but its part be... It is both...

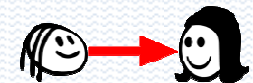
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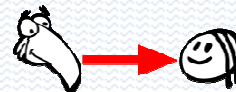
Well done! That's a good comment. Fantastic!



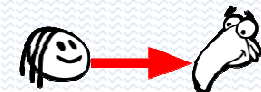
Are you ... and at the same time?
What is its opposite?



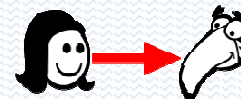
It is... but it is also...
I have It is both...
What is the opposite?



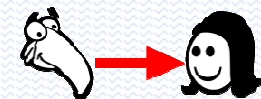
I am looking for a friend.
What is its opposite?
I can be both ... and...



Isn't it the same?
What is...?
And when is it...?



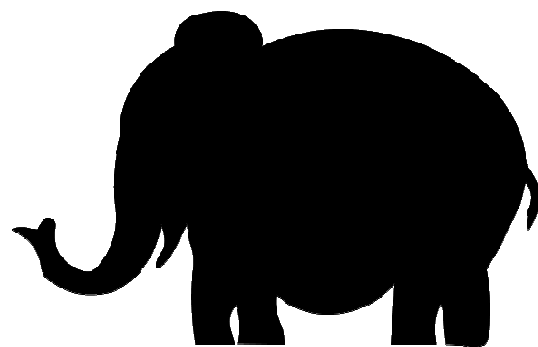
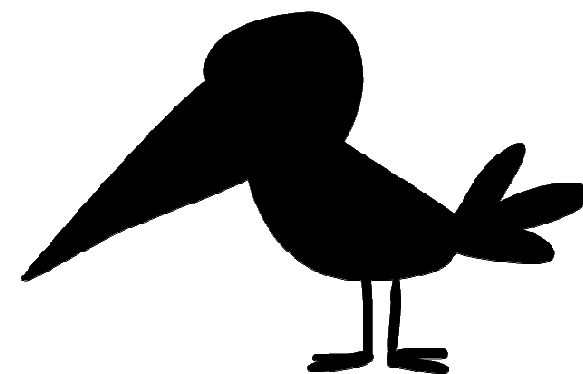
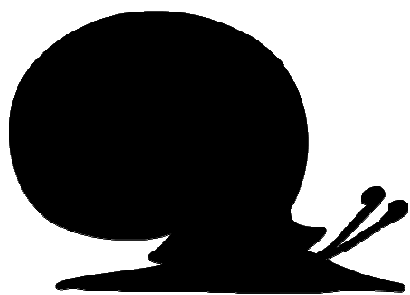
What's your suggestion?
When can it also be...?
How can it be? Tell us please.



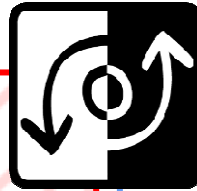
Can I help?
I've got an idea.

to **SUMMARISE**





Whose shade is it?



→ START

Think of an object that has two opposite features. Don't discuss it with your child. Instead ask the your child to guess what the object is.

Decide on the roles

You can play as yourself or 'become' the object you thought of. It may be easier for you if you introduce a mediator into the game (a toy or any object around). The mediator may speak the target language.

Set a task

Ask your child to guess who you are / what you are thinking of through solving the puzzle (use the structure under 'situational' to design the puzzle). Make sure that you refer to the two opposite properties of the object.



● BUILD

Build a dialogue

Use the mediator to guide your child in his/her thinking. If the child comes up with an idea, the mediator can help him/her see what can/can't be possible through checking the idea against what we know about the object.

Remember that the aim is not only to guess but to help your child see different ways of combining the opposites. Try to work with 3-5 objects.

If the child is interested:

Let the child lead the game and make puzzles him/herself. Suggest that your child creates puzzles like this when the situation allows for it (eg going in a car, cooking a meal, etc.)

SITUATIONAL

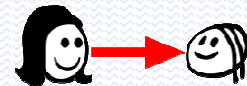
It is, but not It is (opposite), but not
It is, but not ... It is (opposite), but not
What is it?

GENERIC

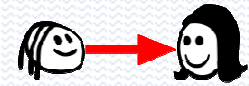
Can it be opposite? How do you make it opposite?
The opposite is... What is its opposite? Can it also be...
Can it first be... and then be... Can it be ... here but ... here? Can the whole be... but its part be...It is both...

SUPPORT

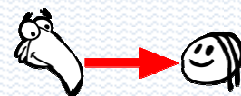
Hot and cold, young and old; black and white, let's unite!
That's a good comment. Well done! Think of something else please.



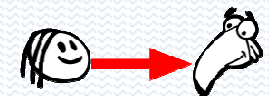
It is ... and ... it is...
How can it be both?
What is its opposite?



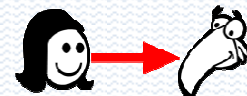
It is... Its opposite is...
I have I think ...
Yes. No. I don't know...



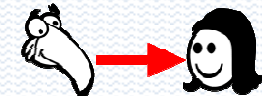
I am looking for a friend.
What is its opposite?
I can be both ... and...



Isn't it the same?
Is it opposite?
Do you know this?



Does it have an opposite?
Can you tell me how it can be both?



May I help?
I can explain it to you,

