



PHASE 1: GOOD / BAD



- SEE EFFECTS OF ACTIONS
- DISCOVER PLUSES & MINUSES
- LEARN TO BUILD ARGUMENTS.

GENERAL AIM: to see that one and the same action always leads to both positive and negative consequences.

COMMUNICATION RULES:



START SMALL



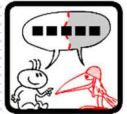
LET THEM BE SILENT



HIDDEN CORRECTION



PHRASES NOT WORDS



TRANSLATION WITHOUT TRANSLATION

TECHNIQUES FOR THE PARENT:



CARPE MOMENTUM

IT MUST BE HERE



MEDIATOR

OBSERVE

These activities are centered around seeing both good and bad sides of various actions. You can use any action so long as it is clear to your child and he /she can recognise it from daily activities. Some ideas:

- Cartoon/book character undergoing a transformation (becomes tall/short, powerful/weak, etc.)
- Buying a toy that is cheap, expensive, runs on a battery, etc.
- Adding a certain ingredient (salt, sugar, olive oil, etc.) into a meal

ROLES

Think of possible roles in the game with objects / phenomena you've selected. Some suggestions:



Parent: ship's captain, pharaoh, custom's officer, toy, food item, etc.



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



Mediator: soft toy, doll, soldier, 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 finding both pluses and minuses of one and the same action. Get the child to ask you as well.

Did you like the game?
 What was good/bad about?
 If we..., will it be good or bad?
 First we... Then ...

Variant 2

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

The child may 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 : GOOD /BAD



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
see consequences of an action							
define both pluses & minuses of an action							
explain why an action is necessary							

see consequences of an action

define both pluses & minuses of an action

explain why an action is necessary

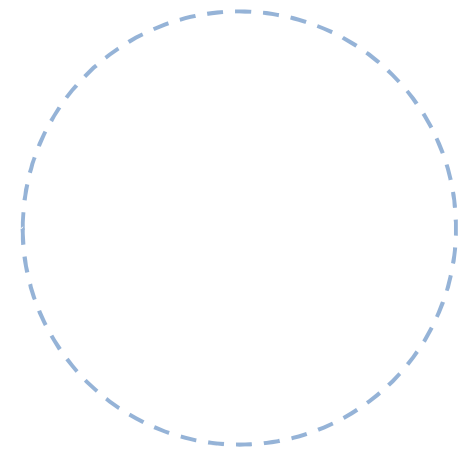
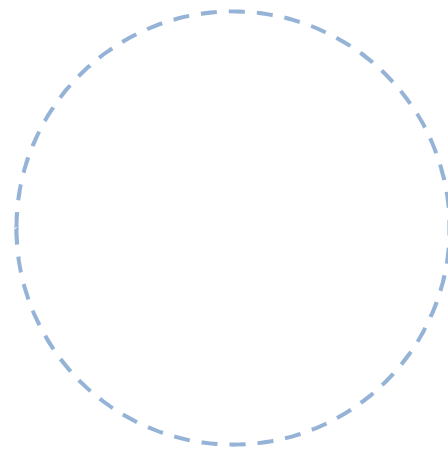
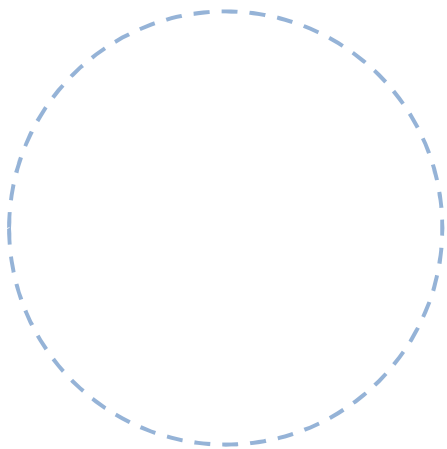
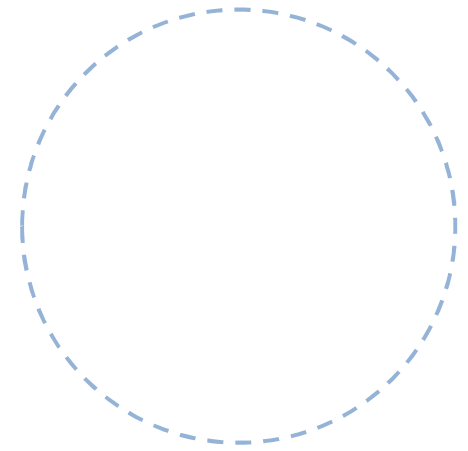
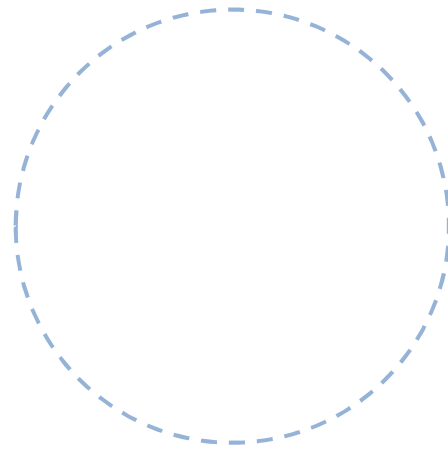
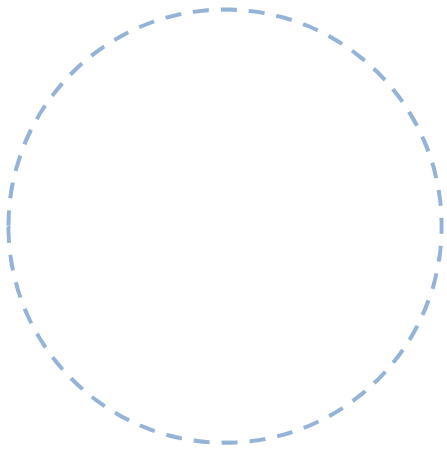


Education and Culture DG

Lifelong Learning Programme

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What can it be?



CARD A: FIND SIMILAR

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 any object that 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 yourselves or adopting the role of one of the objects above that looks for 'friends'.

Set a task

The task is to become a friend of the chosen object. For this, you should select a property or a 'job' of the object who wants to befriend somebody and demonstrate both its 'good' and 'bad' sides. You should also give reasons for both 'good' and 'bad'. If they are accepted, you become a friend. The task is to find more friends for the chosen object than other players.

BUILD

Build a dialogue

Demonstrate the expected behaviour to your child through the mediator (I am a ball. I can make a child happy in the game – it's good but I can also hit him/her – it's bad). Guide your child in finding the flip side (Is it always good/bad? Do you remember when...?). Use the mediator to help your child with ideas when necessary.

If the child is interested:

Get the child to collect the bank of the most contradictory objects (those that have most properties that are both 'good' and 'bad').

Get the child to find 'a friend champion' (e.g. an object that has most friends with the same set of opposite features). You can either look for a champion overall or in specific contexts (e.g. kitchen, playground, etc.)

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... It's Similar because... It is / has.

GENERIC

It's good/bad, because... Doing something is good/bad, because...
It's good because... but it's also bad because..

SUPPORT

Discover you should - if it's bad or good
That's a good comment. You are right. Nice group!
Well done!



(Doing something) is good, because...
Can you find something which is also good?
Would you like to become my friend?



I think it is good, because...
It is ... Being ... is ...
I think it is bad, because...
Can I be your friend?



Can you prove it?
Anything else?
Why would it be good?



Is it good? Why?
I want a friend.
They are friends because...



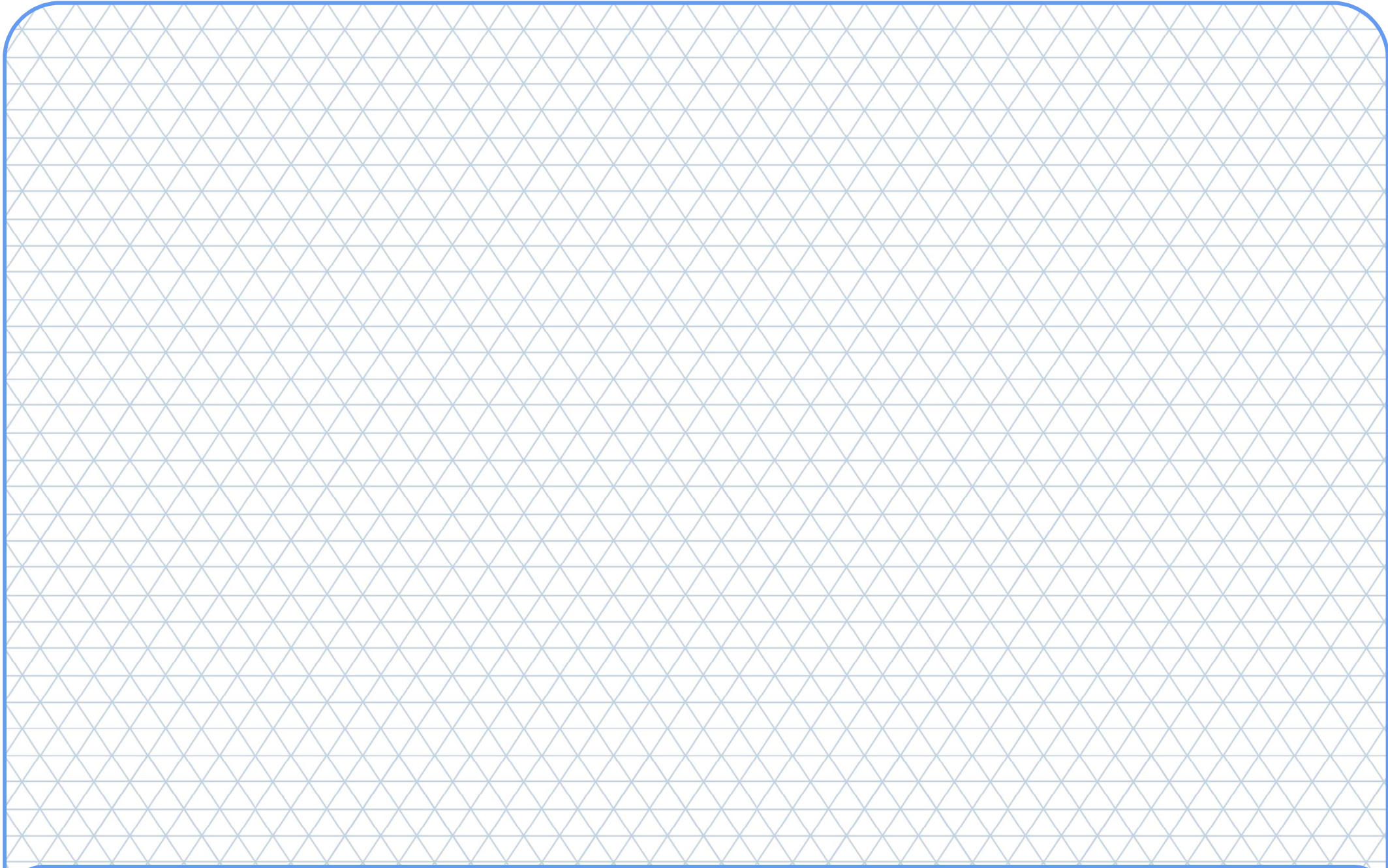
Can it be bad? I know...
Why is it good to... ?



Can I help?
And if we... , would that be good or bad? Why?

to **SUMMARISE**





 **Make some triangles black to make a picture of an object.**



CARD B: EXCLUDE

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

A player's task is to cross the border. To be allowed to do this, you should select a property or a 'job' of the object who wants to cross and demonstrate both its 'good' and 'bad' sides. You should also give reasons for both 'good' and 'bad'. If they are accepted by the 'guard', you can cross.

BUILD

Build a dialogue

Demonstrate the expected behaviour to your child through the mediator (eg a car says: I am made from metal. This is good as I am more long lasting than plastic cars but it's also bad as I may hit a child when I fall on his/her foot). Guide your child in finding the flip side (Is it always good/bad? Do you remember when...?). Use the mediator to help your child with ideas when necessary. Remember that it's as important to make an argument (ie why something is 'good' or 'bad') as 'good' and 'bad' sides themselves.

If the child is interested:

Encourage the child to make hypotheses about objects that may have the highest number of contradictory aspects of certain properties or 'jobs'.

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... It's similar because... It is / has.

GENERIC

It's good/bad, because... Doing something is good/bad, because...
It's good because... but it's also bad because..

SUPPORT

Discover you should - if it's bad or good
That's a good comment. You're right. Nice group! Well done!



(Doing something) is good, because...
Can you find something which is also good?



Can you prove it?
Anything else?
Why would it be good?



Can it be bad? I know...
Why is it good to... ?



I think it is good, because...
It is ... Being ... is ...
I think it is bad, because...
Can I be your friend?



Is it good? Why?
I want a friend.
They are friends because...



Can I help?
And if we... , would that be good or bad? Why?

to **SUMMARISE**





Colour the parts which make a whole.



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

A player's task is to cross the border. To be allowed to do this, you should select a property or a 'job' of the object who wants to cross and demonstrate both its 'good' and 'bad' sides. You should also give reasons for both 'good' and 'bad'. If they are accepted by the 'guard', you can cross.



BUILD

Build a dialogue

Demonstrate the expected behaviour to your child through the mediator (eg *a car says: I am made from metal. This is good as I am more long lasting than plastic cars but it's also bad as I may hit a child when I fall on his/her foot*). Guide your child in finding the flip side (*Is it always good/bad? Do you remember when...?*). Use the mediator to help your child with ideas when necessary. Remember that it's as important to make an argument (ie why something is 'good' or 'bad') as the 'good' and 'bad' sides themselves.

If the child is interested:

Encourage the child to make hypotheses about objects that may have the highest number of contradictory aspects of certain properties or 'jobs'.

SITUATIONAL

I am the guard. Nobody is allowed to pass! Stop. No entry.
Will you let me in? May I pass please? May I come in?
You may only pass if.... You can't come in unless...

GENERIC



This is good/bad, because... Doing something is good/bad, because...
This is good because... but it's also bad because..

SUPPORT

Discover you should - if it's bad or good.
That's a good comment. You're right. Well done!



(Doing something) is good, because...
(Doing something) is bad, because...

 → 
I think it is good, because...
It is ... Being ... is ...
I think it's bad, because...



How can you get there?
See, if somebody finds it different...



Is it bad? Why?
May I come in?
How can it be good?



Can it be bad? I know...
Can we make it be both? How?



May I help?
Let me try. I've got an idea.





How can these be together?



→ START

Choose an object. Think of its property or an action it performs. Choose a property / action where both positive and negative consequences are fairly obvious.

Decide on the roles

You can play as yourself or 'become' the object you thought of. It can be easier for you if you introduce a mediator into the game (*a toy or any object*). 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 make the puzzle).

●●● 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 both good and bad aspects to an action.

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

Doing this / Having this is good, because
Doing this / Having this is bad, because
What is it?.

GENERIC

It's good/bad, because... Doing something is good/bad, because...
It's good because... but it's also bad because...

SUPPORT

Discover you should - if it's bad or good
That's a good comment. You're right. Well done!



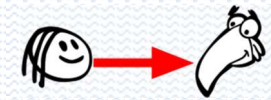
No, it isn't. Try again.
What else can it be?
Look here. If I ... what happens?



It was not a ...
Will you repeat?
What is...?



Can you remember what was good?
Can you name what was bad?
Shall I help you a little?



Is it good?
Let's see... I think...
Do you know?



Will you help me?
Am I right?



May I help?
I think it can be ... because

