

THEME 7: Communicating

Kindergarten

POST FAMILY VISIT

Aims

- ① To help students understand that some people have challenges in speaking and listening.
- ② To help students understand how it might feel to have those challenges.
- ③ To help students learn the importance of making everyone feel included.
- ④ To teach students some British Sign Language.*

Preparation

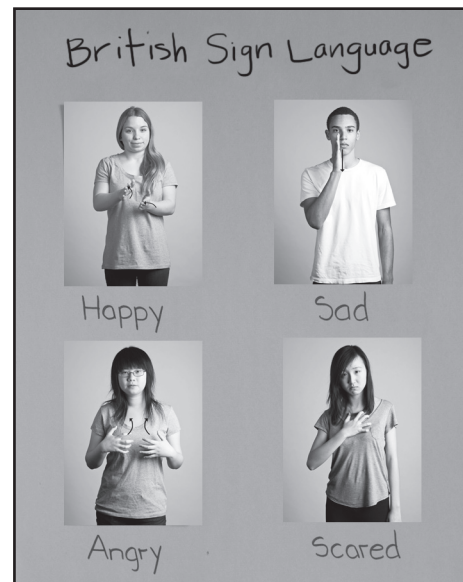


* Remember to pick one photo from the Family Visit to enlarge and add to your *ROE Baby's Big Book* with appropriate text, select a few photos to add to the photo album for the ROE family at the end of the year and some photos to be placed on the ROE Bulletin Board.

For Activities



- Make 1 photocopy of:
 - *British Sign Language Signs* (Appendix 7-C) for the song *The More We Get Together*
 - *British Sign Language Signs for Feelings* (Appendix 7-D).
- Create a *British Sign Language* Poster by gluing the four *British Sign Language Signs for Feelings* onto a large sheet of bristol board and writing the appropriate feeling underneath the photographs.
- Learn the signs from *British Sign Language Signs* that you will be presenting during this lesson.
- Consult the *Kindergarten Songs and Action Rhymes* at the end of the *Kindergarten Preface* and listen to the accompanying CD to become familiar with the songs *The More We Get Together*, and *If You're Happy and You Know It*.



With Classroom Teacher

- Contact the teacher to:
 - Confirm the date and time of the Visit.
 - Share the aims of the Visit and explain the lesson plan.
 - Ask for the *Children's Faces* Poster with the four *Children's Faces* line drawings that you used in Theme 4.
 - Ask if (s)he can find space in the classroom to post the *British Sign Language* Poster after the Visit. It will be used again in Theme 8.

*The signs provided in the appendix are for standard British Sign Language; however, they vary by region.

Materials

- Photocopy of the *British Sign Language Signs* (Appendix 7-C)
- *Children's Faces* Poster from Theme 4
- *British Sign Language* Poster
- Photos for the ROE Bulletin Board
- Page for the *ROE Baby's Big Book*

Activities



Have the students sit in a group on the carpet facing you and start by singing the *ROE Children's Welcome Song*, having students show you how they are feeling with their thumbs.

Introducing the Lesson

Begin by saying that you're going to continue to talk about *Communicating* today. Remind the students about how they watched the way the baby communicated without words.

Miming (Aim ④)

Remind students about how you showed them some ways we communicate without words (showing that you were cold, etc.) Ask them to show you, with a sign or a movement, but not with words, that they would like you to be quiet (the finger to lips sign).

Discussing Feelings (Aims ① ② ③)

Tell students that not everyone can communicate with spoken words because some people can't hear and some people can't talk. Ask, "What might it feel like if you couldn't take part in talking to and playing with family and friends?" Explain that even though not all people can do the same things, it is very important to always make everyone feel welcome and included. Ask, "Do you know how people who can't hear or talk can communicate?"

British Sign Language (Aim ④)

Tell students that they are going to learn some words in a new language today.

Use the *British Sign Language Signs* for the song *The More We Get Together*, as your reference, to help you teach the students the signs for:

- *hello*
- *happy*
- *friend*
- *more*

Have students practice these signs and then ask, "Can you show me the sign for *friend* [for *happy*, for *more*, for *hello*]?"



Singing and Signing (Aims ② ③ ④)

Tell students that they're going to sing *The More We Get Together* and that they'll also use the signs they have learned.

POST FAMILY VISIT

*The more [sign more] we get together, together, together,
 The more [sign more] we get together, the happier [sign happy] we'll be.
 'Cause your friends are my friends and my friends are your friends [sign friends]
 The more [sign more] we get together, the happier [sign happy] we'll be.*

Explain to the students that they now have a way to include any children they meet who don't hear.



Emotion Sign Language (Aim ④)

Have the children sit in a U-shape. Tell them that you are going to teach them a few more signs for different types of feelings/emotions. Show them the *British Sign Language* Poster with the four photographs of the students and teach them the sign for: *happy*, *sad*, *angry/mad* and *scared*. Have students practice these signs and then ask: "Can you show me the sign for feeling happy, sad, angry [mad], and scared." Have the children sing the song *If You're Happy and You Know it*:

*If you're happy and you know it clap your hands
 If you're happy and you know it clap your hands
 If you're happy and you know it and your face is going to show it
 If you're happy and you know it clap your hands*

Repeat the song replacing *If you're happy and you know it clap your hands* with:

- *If you're sad and you know say boo boo.*
- *If you're angry [mad] and you know it breathe in and out [take a deep breath in and out while counting to 3]*
- *If you're scared and you know it, quiver and shake.*

When saying the emotion have the students sign it.

Miming Game (Aim ④)

Then show the children the *Children's Faces* Poster. For each of the drawings point to the face while reading aloud the emotion underneath and have the children repeat it as a group. Tell the students that they are going to play the miming game again just like they did a few months ago. Explain to them that you are looking for some volunteers to come up to the front to mime one of the four emotions and the class will guess which one it is – *happy*, *sad*, *angry/mad*, or *scared*. Tell them that when they come up you will whisper the emotion to them. Then looking at the Poster they can check how a person's face would look (eyes, mouth, brows) before miming the emotion for the class to guess. Once a child has guessed the emotion (for example, *sad*) then say to the class, "(S)he is feeling sad." Then make the sign for *sad* – refer to the *British Sign Language* Poster that you made. Leave both Posters in the classroom.



When picking volunteers, this activity can be done either individually or in small groups. It is important to remember that you are asking for volunteers and not making students feel uncomfortable by singling them out. You might want to let them know in advance that everyone might not be able to get a turn but they can play this game during class time with permission from their teacher (display the *British Sign Language* Poster in the classroom).

Concluding and Reflecting

Encourage students to teach someone at home some of the signs they learned today. Tell them that the next time you visit, you can all say *hello* in sign language, and the next time the baby visits, they can use sign language to say hello and tell the baby how they are feeling – happy, sad, angry/mad or scared. Remind students that it is important that every person should feel included (feeling like they're part of the group) and if a child can't hear or speak, we have to make sure that they still feel part of the group. Say your goodbyes and tell the class you will see them next week when you will talk about *Who Am I?*



Add your page to the *ROE Baby's Big Book* and post the Family Visit photos on the ROE Bulletin Board. Encourage students to look at the photos to remind them of the Visit.

APPENDIX 7-C

British Sign Language Signs

Hands make repeated contact brushing against each other, with pleased expression.



Flat right hand moves back to tap back of left hand twice.



Hands clasp together and shake forward/down several times.



Flat hand with thumb tucked in makes short movement out from near side of head.

APPENDIX 7-D

British Sign Language Signs for Feelings

Happy

Hands make repeated contact brushing against each other, with pleased expression.



Sad

Right palm faces left, flat hand moves down in front of nose. Mouth and shoulders droop.



Angry/Mad

Clawed hands move up body sharply to palm up, cheeks puffed, and brows furrowed.



Frightened/Scared

Tips of clawed hand tap chest twice as body cringes back.

APPENDIX 7-D

British Sign Language Signs for Feelings***Happy***

APPENDIX 7-D

British Sign Language Signs for Feelings***Sad***

APPENDIX 7-D

British Sign Language Signs for Feelings***Angry/Mad***

APPENDIX 7-D

British Sign Language Signs for Feelings

Frightened/Scared



THEME 8: Who Am I?

Kindergarten

FAMILY VISIT



Parent Preparation

You have now had seven Family Visits. In preparation for the next Family Visit for this *Theme 8: Who Am I?* you need to tell the parent what you will be discussing and questions the children may ask.

The goal of this conversation with the parent is to review the last Visit and to prepare the parent for the next Visit, which is *Theme 8: Who Am I?* Explain to the parent that (s)he will be a powerful example of how (s)he relates to his/her baby. Explain to the parent that this Theme helps children recognize the baby's cues and needs and furthers their understanding of temperament (the way we react to different situations). This Visit will highlight who the baby is in relation to her family, culture (e.g., food the family eats), and traditions (e.g., how the parents chose the baby's name).

- Tell the parent that the students have been learning about how everyone is unique. You have discussed how everyone has similarities, but we also have differences. Tell the parent you and the students have discussed what is important about the baby and what is important about themselves.
- Remind the parent that you will be asking the children to notice any changes in the baby, and that you will be asking him/her questions like, "Is the baby waving? Is she pulling herself up by holding onto something or someone?" You will be using the infant roll to demonstrate if the baby is able to do this. Ask the students, "Is she making strange?" Then tell them, "Stranger anxiety starts as early as 6 months. A baby may begin to fear being separated from her parents."
- Ask the parent if (s)he feels comfortable doing the bouncing song, *Little Red Wagon* or any other bouncing song (s)he knows.
- Ask the parent to be prepared to feed the baby two solids (one that the baby likes, and one that is new and the baby may or may not like). Ask him/her to bring in a stroller or car seat to place the baby in for feeding. The idea is to read the baby's cues and to notice the baby's temperament trait of first reaction. Does the baby readily accept new experiences like new food or is the baby's first reaction to reject the new food because it is not familiar. Tell the parent that you will be asking her/him how the baby shows she is full if she doesn't demonstrate this during the Visit.
- Explain to the parent that the children may have questions around feeding the baby and her temperament trait of first reaction as it applies to other new experiences.
- Explain to the parent that (s)he will be asked to share how the baby's name was chosen.
- Thank the parent and confirm the date and time of the next Family Visit.



THEME 8: Who Am I?

Kindergarten

FAMILY VISIT

Aims

- ① To help students see the baby's changes and development, especially related to eating.
- ② To have students hear how their ROE baby's name was chosen.
- ③ To have students recognize the baby's cues around eating (e.g., wants to eat or is full).
- ④ To have students understand safety issues with eating (e.g., never leave a baby alone).
- ⑤ To have students understand how babies learn to become independent eaters.
- ⑥ To have students understand the social aspects of mealtime with the baby.
- ⑦ To help students learn to take the perspective of others – *empathy*.
- ⑧ To help students connect to one another and the baby.
- ⑨ To help students understand how a baby develops and learns – *neuroscience*.

Preparation

For Activities

- Get your Family Visit Kit ready.

With Classroom Teacher

- Contact the teacher to:
 - Confirm the date and time of the Visit.
 - Share the aims of the Visit and explain the lesson plan.
 - Ask if (s)he take photos during the Family Visit.



Materials



- Family Visit Kit (ROE green blanket, infant toys and infant roll)
- Camera
- ROE Baby's Milestones on flip chart from Theme 6 Pre Family Visit
- A high chair or some kind of infant seat in which to feed the baby
- *British Sign Language* Poster with four *British Sign Language Signs* for feelings from Theme 7 Post Family Visit.

Family Visit Reminders

- Remember to use only one toy at a time.
- Before playing, holding, or exercising with the baby, always remember to ask the baby, "Is it okay if I play/hold/do exercises with you?" If the baby is not interested you can say, "Not now, maybe later."
- Each Family Visit should last approximately 30 minutes.
- Have fun!

Activities

It is important that the activities marked with a star ☆ are covered for the students to gain the maximum benefit of the ROE program. The non-starred activities are suggestions of what you

can do during the Family Visit, depending on the responsiveness of the baby, time constraints and the tone of the classroom.

☆ **Introducing the Lesson (Aims ⑧ ⑨)**

Please begin *every* Family Visit in the following way:

1. Roll out the ROE green blanket.
2. Have your bag of ROE infant toys ready.
3. Please make sure that the students have washed their hands before the Family Visit (Some parents are worried about the children having germs).
4. Invite the students to sit around the green blanket in a U-shape.
5. Have the students stand up and sing the *ROE Welcome Song* as the parent walks slowly around with the baby to greet each child. This creates the opportunity for them to connect with the baby, making eye contact and having some form of touch.
6. Ask the students to sit down again and have the parent and baby sit on the floor at one end of the green blanket beside you.



☆ **Infant Development (Aim ①)**

Ask the parent if (s)he has noticed any changes since the last Visit (e.g., Is the baby waving? Making strange? Pulling herself up by holding onto something or someone?)

☆ **Milestones (Aim ① ⑤)**

Using the ROE Baby's Milestones flip chart from the Theme 6 Pre Family Visit, review the things that the baby can do now. Invite the parent to add any other accomplishments, especially new skills and independence around eating. Ask him/her to comment on how they feel about the baby's new milestone(s).

☆ **Using the Infant Roll (Aim ①)**

Place the roll vertically near the baby to see her reaction and ask the children what they notice. If the baby has started to pull herself up, she may use the roll as a support to help her stand. Also you can stand the baby up against the roll for support and put a toy on the top to see what the baby will do.

☆ **Feeding the Baby (Aims ③ ⑤ ⑥ ⑦)**

Place the baby in a high chair, stroller or car seat. Ask the parent to serve well-liked food first and have the children comment on her reaction. Then introduce the new food and explain to the children that the baby has never tasted this before. Have the children observe the baby's first reaction. Was the baby adventurous or cautious when the parent offered her the new food? Have students observe the dance of chatter between parent and baby. Ask the parent how the baby shows she is full, if this is not demonstrated during the Visit.

☆ **Baby Safety Issues (Aim ④)**

Discuss the safety issues of falling or choking if the baby is left alone. Reinforce, "Never leave a baby alone."

☆ **Bouncing Song (Aim ①)**



Placing the baby on your knee, sing a bouncing song such as, *Little Red Wagon* to see the baby's reaction. Ask the parent to do the bouncing song or any other bouncing song (s)he knows with the baby and have the children watch whether the baby reacts differently.

☆ **Eating (Aims ① ⑤)**

Talk about how the baby was not able to eat solid foods when she first visited but she can now sit up, swallow, maybe chew, and hold a spoon or a cup. The baby's progression from eating smooth or blended food to lumpy, chunkier food and to drinking out of a cup is sometimes a big transition. This independence opens up to the children a chance to discuss how *they* have become more independent (some may use chopsticks).

☆ **ROE Baby's Name (Aim ②)**

Ask the parent to explain how the name for the baby was chosen. Then ask students, "Do any of you know why your parents chose your name? Do any of you have a name that has a particular meaning?" Suggest that students ask at home how they were named.

☆ **British Sign Language (Aim ⑨)**



Share with the parent that the children have been learning some words in a new language, *British Sign Language*. Have the children sign *hello* to the baby and invite them to sing their songs *The More We Get Together* and *If You're Happy And You Know It* (use the *British Sign Language* Poster to review the four signs for feelings).

☆ **Who Am I?**

Tell the children that the Theme of this Visit is *Who Am I?* Explain to the children that people are the same in many ways, but there are also many ways in which we are different. It is important to celebrate one's uniqueness and also to enjoy the togetherness of being connected to one other.

Object Permanence (Aim ①)

Show the baby one of the ROE toys in the palm of one of your hands. Then make a fist to cover it up. With the other hand show your palm with nothing in it and make a fist to cover it up and see what happens. Once you have played this game with the baby, invite the parent to try it with her.



Using the Foot Finder (Aims ① ⑨)

Try the foot finder on the baby and ask the children what they notice. Ask them if the baby is more aware of the foot finder being on her foot. Placing the baby on your lap, sing the foot rhyme *Tick Tack Two* while tapping the baby's feet together. First use a slow beat, then a fast one and have the children watch the baby's expression to see if she likes it. Ask the children whether the baby prefers the fast or slow beat.



☆ **Concluding (Aims ⑧ ⑨)**

Please conclude *every* Family Visit as follows:

1. Thank the parent and baby for coming.
2. Invite the children to stand up and sing the *ROE Goodbye Song* as the parent slowly walks around with the baby to say goodbye to each child. This creates the opportunity for them to connect with the baby – making eye contact and having some form of touch.
3. Fold up the ROE green blanket and put it in your bag with the ROE infant toys and infant roll. Explain to the students that it will come out again the next time the baby comes.
4. Have a quick debriefing session with the parent to find out how (s)he felt it went. Use this time to address any questions or concerns that you or the parent may have.