




<i>Let's build!</i>	
AGE RANGE	0/2 y.o.
Activity for...	Single child
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DURATION / TIMING:	Time is <u>not limited</u> for a child or the group of children to finish the task.
REQUIRED MATERIALS:	<p>Building blocks coming in different colours.</p> 
PREPARATION OF THE ENVIRONMENT:	<p>A set of wooden blocks</p> <p>One teacher is ready to build a structure of 5-6 blocks.</p> <p>One child is repeating the actions of the teacher.</p>
DETAILED DESCRIPTION: How the activity is implemented?	<p><u>The task:</u> to copy the structure built by the teacher.</p> <p><u>Skills to be developed:</u> attention, fine motor skills, visual perception.</p> <p><u>Activities:</u></p> <p>The teacher explains to the child what s/he is going to build. The teacher takes wooden blocks of different colours and creates the structure of 5-6 blocks slowly. At first, the teacher shows how to stack two blocks while they develop the fine motor precision and refined grasp to place blocks and releasing their hand without knocking over the blocks. The final structure is a stack of coloured blocks. After building it, the teacher asks the child to</p>



copy and develop his/her structure next to the built one. A teacher observes the child and gives some encouragement to finish the task if needed (e.g. by making one more stack of blocks.). After the child completes the activity, the teacher praises his/her efforts and achievement.

For the challenge: 1) Use Blocks to Make Patterns (different levels of difficulty is possible).

The teacher shows how to build a structure of wooden blocks with specific colours and asks the child them to copy his/her block form (e.g. the middle row is only of red blocks (on the left) or all rows are of different the same colour (on the right)).



2) Use different sizes, shapes, and even patterns of blocks to make patterns.



**ROLES of the
CHILDREN**

Learner how to copy, observer, experimenter.

Watching and copying friends or waiting for adult encouragement.

When acting, they express their emotions with sounds, words, gestures, facial expressions.



<p>ROLE of the TEACHER:</p>	<p>Teacher-initiator, observer, helper.</p> <p>Teacher-initiator: Sets the example of the stack of wooden blocks, offers the child to copy a stack. Comments on the child's actions, encourages him to express himself. Talk to the child about the impressions, experiences at the end of the activity.</p> <p>The teacher is an observer: the child acts independently, discovering his ways of acting.</p> <p>Teacher - helper encourages and provides help if necessary and sets an extra example.</p>
<p>EXTRA RESOURCES</p>	<p>-</p>
<p>Other remarks / Hints for the implementation</p>	<p>Research (Ellis-Rech et al., 2020) tells us that early experiences with blocks stimulate the development of spatial, language, cognitive, and problem-solving skills. All of these are the literal building blocks for higher-level tasks like reading, writing, executive functioning, math, and communication skills. By building with blocks, kids are establishing concepts of cause and effect (that tower falls if I build it too high), reasoning (I need to place the blocks flat on each other, so they don't topple over), and creativity, self-esteem, STEAM concepts, early math, language, and motor planning.</p> <p><i>Criteria might be involved in the assessment tool:</i></p> <ol style="list-style-type: none"> 1. <i>Time spent on each activity by a single child and the group of children.</i> 2. <i>A set of emotions: Mimicry, gestures, voice, other actions to express the feelings experienced.</i> 3. <i>The number of words or other linguistic expressions announced</i> 4. <i>The conformity of the stack built by children to the one built by the teachers (Learning to learn: try to repeat successfully)</i>



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References, if any	Ellis-Rech, D. R., Lee, E., Wood, N., & Gregg, S. (2020). Interactive STEAM Education for Children: Ball Wall IQP. <i>Interactive Qualifying Projects (All Years)</i> . https://digitalcommons.wpi.edu/iqp-all/5706