

# Play Together Learn Together

*Fun & Free*

DIGITAL VERSION



**Genine Clements**

*with the teams from*

**Broadmeadows Women's Community House  
& St Luke's Innovative Resources**

Welcome to the  
Digital Version of

# Play Together Learn Together

— Fun & Free —

St Luke's Innovative Resources is delighted to bring you the interactive, versatile, digital version of this conversation-building resource, first published as a hard copy card set packaged in a polypropylene box.

You can:

- swipe through the digital cards, one at a time
- swipe through a row of thumbnail images at the bottom of the screen
- bookmark/tag images
- write, scribble or draw on the digital cards—you may want to circle a relevant statement or scribble notes as a card is discussed
- add and drag notes anywhere on the images
- highlight, draw and write in multiple colours
- take a screen shot and access the image in your photo gallery
- send the image to the person you are working with so they have a copy
- print the image and mail it to the person so they have a hard copy
- save the image in your files as a record of your conversation.

## How can I use this digital tool remotely with groups or individuals?

If you are running groups or meetings using Skype, Zoom or other similar video conferencing tools, you can use our digital cards and tools in a number of different ways.

A good place to start is to give the group or person some time to get to know the cards:

- The facilitator can share their screen, and scroll through the images so everyone can see.
- Point out the different features of the card set including the types of images, the format of the words (if any), the suits (if relevant) and any other unique features.
- Show them some of the features such as the scribble and text tools.

## Deliberate Selection

- As you scroll through the cards, invite the person or group to pick cards that jump out at them for any reason. Perhaps it is the image that catches their attention. Perhaps it is a word or a question, or some other quality of the card. It may be a card they are curious about, or would find most helpful to focus on, or think is very important, or it may be a card that matches something they are thinking about or experiencing at the moment, or even a card that expresses something they have never thought about before.
- As the facilitator, you may wish to choose one or two cards to prompt an activity or discussion.

## Random Selection

An alternate way of getting activities started is to select images randomly, for example:

- Ask each person to close their eyes and randomly say, 'Stop!' as the facilitator swipes through the images.
- Or ask each person to choose a number between 1 and X (X being the number of cards in the set). This is the number of their randomly selected card.
- Or use the timer on your phone set to a chosen interval—5 seconds, 10 seconds, etc. Stop on the image that is on screen when the timer dings.

Many videoconferencing tools allow you to put people into groups using 'breakout' rooms. So you may want to invite two or more people to discuss what a particular card means to them, and then come back to the whole group.



## Some questions for reflection and conversation

Whether you use a deliberate or random selection method, you can then build the conversation by inviting each person to read or comment on their card, if they wish.

Facilitators can then ask individuals or groups questions like:

- What does this card mean to you?
- Have you thought about the topic on the card before?
- On a scale of 1-10 how important is this to you?
- Can you think of a time when this card was particularly relevant? What happened?
- When this is happening, what is the effect?
- When this is not happening, what is the effect?
- Do you know anyone who is really good at this?
- What do they do?
- What is one simple thing you could do today or tomorrow that would make a difference?
- How will you notice the effects? (Some people ask for feedback, and others prefer to notice carefully how it feels inside themselves and what the effect is on others.)

In the booklet written especially for the card set you have chosen, you will find a lot more information. It includes the purpose of this card set, its origins and practice base, things you should take into consideration before using the cards, and many creative ideas for using the cards. Please adapt the suggestions to the digital environment.

**Don't hesitate to call us for support in using this digital resource.**



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ISBN: 978-1-925657-03-6

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## Acknowledgements

The ideas within this resource were developed over the course of 2016 with families who attended supported playgroups at Anglicare Broadmeadows Women's Community House, Melbourne, Australia.

This resource was produced by the staff at the Women's House along with the team at St Luke's Innovative Resources, the publishing arm of Anglicare Victoria.

We gratefully acknowledge the contribution of Hume City Council Innovations Grant in assisting with the funding of the original booklet for this resource.

Many thanks to the supportive staff from Hume City Council and the Broadmeadows Women's Community House, especially Kerry Wise, the team leader at time of first publication. A special thank you to Bella Odicho for her co-facilitation of the group work leading directly to this resource and to Hanan Elzanaty and Keklik Aydin for their contribution to the Arabic and Turkish translation. Thanks also to Innovative Resources, especially managing editor Karen Bedford, for her patient and supportive assistance with development and publication.

Very special thanks to the mums, grandmothers and children who participated in the supported playgroups that instigated this resource.

**Thank you all.**

*Genine Clements*

# For you

To the wonderful mothers, grandmothers and children who joined us in the *Fun & Free Learn Together, Play Together* supported playgroups in 2016:

Thanks for coming on the journey with us.

Thanks for joining in with your children.

Thanks for all your ideas.

Thanks for your laughter.

To parents, carers and children everywhere: We hope you have fun with these ideas!

*Genine Clements and Bella Odicho*

*Playgroup facilitators*

*Broadmeadows Women's Community House*



# Contents

Acknowledgements .....	2
For you .....	3
Contents.....	3
The background story.....	4
Components of <i>Play Together Learn Together</i> .....	10
The five suits.....	10
The twenty cards.....	10
On the front of each card .....	10
On the back of each card .....	10
The foundational suit.....	11
Let's move suit .....	12
Let's be close suit .....	14
Let's follow suit .....	16
Let's explore suit .....	18
Let's talk and listen suit .....	20
Ideas for using <i>Play Together Learn Together</i> .....	22
Adults can choose a card.....	22
Children can choose a card too! .....	23
Making everyday activities fun .....	24
Being playful within a single activity.....	24
Being playful within a variety of settings .....	24
In professional training and development .....	25
For children to colour.....	26

# The background story

The story of how this resource came about begins in 2015 with an idea for a supported playgroup in the City of Hume, Melbourne, Australia.

## Supported playgroup for asylum seekers

A group of asylum seekers were invited to a new supported playgroup for mothers and their children in the suburb of Broadmeadows. A variety of toys were laid out in the playgroup space for the children to play with—as is common in playgroups all over Australia, and indeed, all over the world. It's universally accepted that toys and play go together; a child reaches for an object, moves it, looks at it, listens to see if it makes a noise, works out what they can do with it and, often without thinking, just 'does something' with it.

The children in this particular playgroup reacted as if they had never seen so many toys in one place before. The group was chaotic and difficult to manage. After some discussion and reflection, the facilitators realised that because this group of asylum seeker mothers and their children had been living in survival mode for so long, they may have experienced little, if any, opportunity to play with toys in a safe place.

So the idea for a new kind of supported playgroup was proposed for 2016 to address the lack of access to

affordable toys and to encourage play in the home for those families who could most benefit from this. A new group of mothers and children were brought together. They were a mixture of migrants, refugees and asylum seekers. Some mothers were first generation migrants whilst others were recent arrivals to this country. Some had experienced stable family lives and others had had difficult times with their families in the past and currently. Some families benefited from employment and some were managing on low incomes.

## Families share their attitudes to toys and play

We chatted to the mothers in the group about toys and play. Overwhelmingly, they told us that their children had enough toys to play with. Many said they could afford to buy toys or some had extended family who bought their children toys. One family remarked they felt their children had too many toys! Some told us that if a family can't afford to buy toys, toys can be easily sourced from welfare agencies, and some of the families had received the benefits of this in the past. It is common for members of the public or retail stores to donate toys to charities and organisations that help vulnerable children and families. Everybody loves to see the joy of a child playing with a new toy and it is this image that makes an adult—whether a parent, family member, friend or stranger—only too

happy to give a child a toy. If a child is happy, we are happy. And if a child is playing with a toy, they are occupied.

We chatted to the mothers about play. Most said they knew that play was helpful to their child's learning. Most acknowledged they saw play as valuable to their child's development but identified that they valued education more than play. They come to playgroup to give their children a time to play with others and to socialise, but perhaps most importantly, to do this away from the daily chores of their own home.

Whilst some said they played with their children on a daily basis, most admitted they had little time for playing. Mothers indicated they were 'time-poor' with busy lives spent looking after multiple children's needs, running a home, focussing on food preparation and cooking, cleaning, washing, shopping. Always something to do! Many identified that they were the only adult in the home who looked after the children and completed the necessary household duties. The mothers all took pride in maintaining a clean and tidy house with good food on the table each day. They identified that this was important to their standing in their family and community.

At home their children played with each other or a toy, and the mothers often made use of technology to occupy

their children while they completed tasks. Playing with their children was not necessarily a priority in the home. Interactions with their children tended to be governed by household duties and it became clear that the mums had little time to focus on the quality of their mother/child relationships.

The mothers told us that when they were growing up, they rarely, if ever, played with their parents or other adults. Most of them remembered that play happened outside and away from the adults whereas now as parents they preferred their children to be close to them in the home for safety reasons. A few had memories of an adult relative being playful with them at times but rarely their mothers. This was a similar experience for those who were first generation Australians as well as recent arrivals. Generally speaking, the consensus was that play was for children.



### Summary of what the mum's shared with us

- The playgroup families had adequate access to toys as they are relatively easy to access if you are an asylum seeker, refugee or vulnerable family.
- The mothers want the best for their children. They know that play is beneficial to their child's learning but they are too busy to focus on play with their children at home.
- Parents playing with children was not necessarily part of the mother's own childhood experience.
- Playgroup provides an enjoyable social outing and respite away from their home life and a play opportunity for their children.

### The focus for the new supported playgroup emerges

This led us to ask: Should the playgroup just be about toys and play in the home? Or is it more about the mum's relationship with her child? That is, encouraging the mothers to deepen their awareness of what their child is doing by asking such questions as: Where are they doing it? How are they doing it? Can I do it too? How can they join in with me as I do this? Can I be playful with them? If I do it like this what will it teach/show them? Will it help them? Might I learn something from them?

This, then, became the focus for the playgroup: to encourage the mums to 'notice' how they were engaging with their children and 'play' with the quality of those interactions. To foster a mother's awareness of how they interact with their children each day in different activities, within the busyness of their family life.

### Learning to play with your child—some key understandings that guided us

*'In the early years, your child's main way of learning and developing is through play.'*

Raising Children Network, the Australian parenting website, 2016.

It is widely understood from decades of research and academia that a child learns through play. Play is essentially about discovering how life works, exploring the environment, people, places and things. When a child plays, they become more informed about the world; organising their actions and thoughts in ways that lead to a better understanding of themselves in relation to others and the world around them.

A playgroup can be helpful in the journey of a child's overall learning and development, and in the life of a family. For this reason playgroups have become popular events for families to attend in their children's pre-school years. They provide non-threatening, social and fun

environments for both carers and their children. They also provide an opportunity for parents to observe their children and interact with them away from the pressures of home routines and schedules. It is these parent/child interactions that are the primary focus of this discussion.

A child moves in order to grow, to learn, to develop. The baby sucks and blows and tightens and releases its body to eat and to evacuate. The baby is aware of others in their environment, moving in response to faces, sounds, touch and movements. They reach for the rattle they can see, hear or feel—and grasp it, pull it to their mouth to taste, to bite. It feels hard and cold. They move it and notice the noise it makes. Then they release it and to their surprise it falls to the floor. When they are a little older and with more awareness they pull themselves up and run to get to where it landed on the floor and this time they throw it again and again—for the sheer pleasure of making it move and the enjoyment of doing it repetitively. When they are a little older they throw the object with more intention, deciding the direction they want it to go; into the bucket nearby. And they do it again. And again. Until they can be sure they can make it go into the bucket each time. They ask their friend if they want to play the throwing game with them. Together they play it and chat about the game, creating a name for it, agreeing on rules and making up words and numbers to go with it. They play it inside and outside. They change it and

rearrange it to suit the environment. They negotiate with more friends to join in and play ... on and on. And then they drop the game and do something different.

It is this sequence of moving, growing, learning, developing, repeating and practising in order to refine a skill, a sensation, a thought, a feeling, a relationship which lays the foundation for a child to continue to adapt to new experiences in their lives.

*‘Children’s relationships shape the way they see the world and affect all areas of their development.’*

Raising Children Network, the Australian parenting website, 2016.

Fundamental to the early years in a child’s life is the child’s relationship with a significant adult who, in the case of these supported playgroups, was the mother. Thus, focussing on the mother’s interaction with her child and, in particular, encouraging her participation in her child’s world, became a primary purpose for this group. Exploring with the mother their awareness of how, where, what, and when her child is doing something invites the parent to be actively involved in her child’s world. It enhances the mother’s awareness of her intention when engaging with her child and highlights the importance of playful moments to the parent/child relationship.

This mindful engagement helps us, as parents, learn to modify our interactions with our children. It is foundational in building a positive relationship with them. It also supports the child's sense of self and creates opportunities for the child to learn. A great start to their future!

### **So let's play!**

As the playgroups progressed over the course of the year the mothers and children responded positively to the content. We invited the mums to participate and encouraged them to join in with the playful activities. They told us they enjoyed playing with their children at playgroup and, most importantly, that they were being more playful with their children at home.

Together, we moved and pretended and discovered and explored. We were loud and active and quiet and gentle. We used words and songs, household objects and furniture, stillness and movement, touch and sensations, indoors and outdoors.

We learnt how a kitchen spatula can pretend to paint a wall like my daddy paints the house. We learnt we can shout our names loudly and noisily together and that's not only okay, but fun! We learnt that clothes pegs can be pegged in groups of colours and patterns or used to fill up all the plates and bowls – and that for a young child this takes time and a sense of purpose. We learnt how we can guide our children

and that it's okay to take our lead from them. We learnt how our children are best able to be quiet and restful when we practise being quiet and restful with them. We learnt how our children get more out of an activity when we notice them or join in with them. We learnt how much we enjoy ourselves and our children when we do things with them. And we all began to learn how to be more playful and in the moment.

So the playgroup was not about playing with toys nor just about how a household object can be a toy. The focus became encouraging the mothers to notice what their children were doing when they played, to join in with them without taking over, and ultimately to value the quality of their everyday interactions with their children as fundamental to their child's development and their relationship with them.

### **Play Together Learn Together is born**

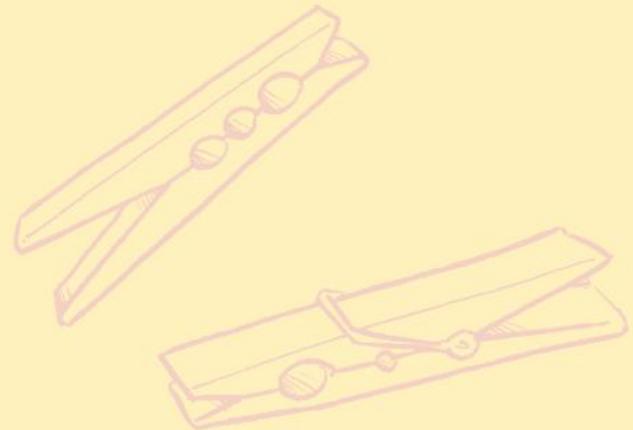
An initial booklet was developed, printed and given to the families who participated in the 'Fun and Free' playgroup. Called *Fun and Free: Play Together, Learn Together at home*, the aim of this prototype booklet was to support what was going on in the playgroups and act as a tangible reminder for the families of what had taken place over the course of the year. Developing the booklet helped to refine the design of the Fun and Free supported playgroups.

While this approach was originally developed in response to the needs of a particular group of families, in sharing the booklet with colleagues working directly with other families from a broad range of cultural backgrounds, it quickly became clear how enthusiastically the approach was received and how universally applicable the themes were. In this way, this resource emerged as a potential tool for other playgroups—a versatile resource that is simple, informative and open-ended in its use depending on the context, purpose and interest of those involved. For example, it can be used by a parent and a child at home and equally by professionals to help generate playful ideas with children in other settings.

At this point it's salient to acknowledge that there are many models in the early childhood area designed to help parents play with their infant children to support their wellbeing and overall development. *Smalltalk*, *Mother Goose* and *Play, Learn, Grow* to name but a few. *Play Together Learn Together* is aligned with these practices to promote parents' awareness of links between children's development, play and learning. Because of its simplicity this approach can be used as a foundational framework that supports these and other playgroup models and resources.

The themes of *Play Together Learn Together* are creative and playful in tone, using plain language to explore core

concepts that support the parent/child relationship. It encourages sensory, motor, social and cognitive experiences. It invites and expects the user to participate with the child. It focusses on the experiential and relational underpinnings of a child's development.



# Components of *Play Together Learn Together*

There are five key themes or 'suits' in *Play Together Learn Together*. They are colour-coded so they can be easily identified.

## The five suits

- Let's move (rose pink)
- Let's be close (purple)
- Let's follow (yellow)
- Let's explore (green)
- Let's talk and listen (blue)

## The twenty cards

Within each suit are four separate cards, giving a total of twenty cards. The front and back of each card are presented in this PDF resource book on separate facing pages (double-page spreads). If you wish, you can print out the front and back of each card as two separate pages or as a single double-sided page for each card.

## On the front of each card

The main element on the front of each card is a key suggestion that helps the user to explore the suit in a particular way. This suggestion may take the form of a question (such as, 'Can we cuddle together?') or it may be a statement (such as, 'We can share stories together') or it may be a pair of words (such as, 'Fast—Slow').

On the front of the card you will also find a small number of Arabic and Turkish words that relate to the card. These words reflect the cultural groups of the original *Fun and Free: Play Together Learn Together* supported playgroups. These words and their English translations can be found in the next section of this book where all the cards are featured. Readers are encouraged to engage with the families in their playgroups to find words that are appropriate to their cultural backgrounds.

## On the back of each card

On the back of each card you will find a range of sample activities that took place in the Fun and Free supported playgroups. These are not intended to be prescriptive of what activities 'should' be done; rather, we hope they will spark lots of your own ideas for building play activities around each card.

On the back of the card you will also find a simple line illustration. While these illustrations relate directly to the activities that took place in the original Fun and Free supported playgroups, we hope they will be easily recognisable to most people. Once again, readers may wish to invite the children and adults in their playgroups to create illustrations that can act as reminders or 'tell the story' of their particular activities.

## The foundational suit

Combinations of cards, no matter which suit they come from, can be endless (on page 62, you will find lots of suggestions for using the cards.) However, the first suit, 'Let's move', is worthy of particular attention because of its foundational role. This suit focusses on the importance of 'doing', an essential part of life for the growing child. Movement includes changing or shifting our physical position and/or our internal perspective. Moving is fundamental to play, development, learning and relationships. Movement is one of the key ways we make connections to the world. We move to link ourselves to our environment and those around us. We move to make sense of what is going on and to get what we need. When we move we can involve all our capacities—physical, social and emotional, our senses and our cognition. Therefore, the 'Let's move' suit underpins the other suits since it is integral to the quality of our interactions.

The four cards in the 'Let's move' suit ('Stop — Go', 'Fast — Slow', 'Big — Small', 'Loud — Quiet') are the actors that describe the dimensions of when, how and what kind of movement we make. They suggest polarities or opposites inviting us to engage in the possibilities and extremes they represent. Each of these opposites relates to the contrasting qualities of how we can move and respond. These qualities allow us to explore the timing, the direction, the shape and

the volume of our responses as we play. They invite us to practise how freely we can move or how controlled we can be, and they help us to practise our ability to manage the range between each polarity.

The 'Let's move' suit can be used on its own or in conjunction with the other themes to build and combine playful interactions and responses. So, if you like, the 'Let's move' suit is the foundation for being close, following and leading, exploring, and talking and listening. For example, 'We can give a BIG cuddle', or 'We can do it again FASTER', or 'Can we creep QUIETLY up to the sleeping teddy bears?' Or 'Can we STOP to watch and listen to each other?'

In the 'Let's move' suit, the phrase meaning 'Let's stop and go' is reduced to simply 'Stop — Go', and so on with the other cards in this suit. This is deliberate. First and foremost this is to emphasise the action or 'doing' of the 'Let's move' suit. Also, by keeping the language simple the contrasting nature of the words and actions is highlighted. As mentioned earlier, these words ('Stop — Go', 'Fast — Slow', 'Big — Small', 'Loud — Quiet') describe qualities of movement and action that impact on all interactions, including those of the other suits.

In the following section you will find the full set of cards that make up the *Play Together Learn Together* resource.

# Let's move

To move is ultimately to 'do' something. This suit helps us explore how, where, what and when you will do something. The 'something' is up to the parent, the child, the teacher.

Remember, each of the cards in the 'Let's Move' suit can be applied to the other suits such as: 'I can be really quiet when I am being close with you' or, 'Can you do it as fast when you follow me?' These are action words requiring a physical response from us—to start and then continue on or to find stillness and sustain it; to move with speed or with carefulness; to take up lots of space with my body or my voice or to use very little.



**Let's move**  
When we move together ...  
we are playing and learning together

**Stop - Go.**

دَوَّ	اَتَهَبْ	اَتَنْظُرْ	اَتَيْتَبْ
dox	yisá	bekle	darqan
stop	go	wait	still

**Let's move**  
When we move together ...  
we are playing and learning together

**Fast - Slow.**

اَسْرِعْ	اَسْلُقْ	اَرُكِبْ	اَسْلَمْ
hesh	súrúma	kas	yavaz
fast	creep	run	slow

**Let's move**  
When we move together ...  
we are playing and learning together

**Big - Small.**

كَبِيرْ	صَغِيرْ	اَتَفْ	اَتَهَبْ
büyük	küçük	dot	yisá
big	small	stop	go

**Let's move**  
When we move together ...  
we are playing and learning together

**Loud - Quiet.**

صَوْرٌ عَظِيمٌ	صَوْرٌ صَغِيرٌ	اَسْرِعْ	اَسْلَمْ
hage	frut	garabá	zikkatli
loud	whisper	noise	careful

### Arabic words in this suit:

Card 1. اِثْبِتْ اِنْتَظِرْ اِذْهَبْ قَفْ

Card 2. بِيْطِءْ اُرْكُضْ تَسْلُقْ اَسْرِعْ

Card 3. اِذْهَبْ قَفْ صَغِيْرٌ كَبِيْرٌ

Card 4. تَحْرِكْ يَتَانِيْ ضَجِيْجٌ بَصُوْتٌ مِّنْخَفِضٌ بَصُوْتٌ عَالِيْ

### Turkish words in this suit:

Card 1. **dur, yürü, bekle, durgun**

Card 2. **hızlı, sürünme, koş, yavaş**

Card 3. **büyük, küçük, dur, yürü**

Card 4. **bağır, fısıltı, gürültü, dikkatli**

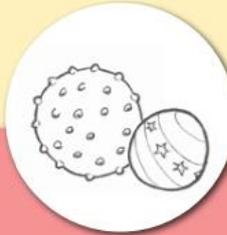
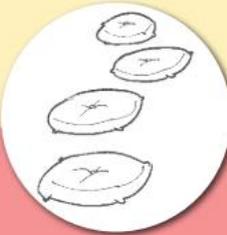
### English words in this suit:

Card 1. **stop, go, wait, still**

Card 2. **fast, creep, run, slow**

Card 3. **big, small, stop, go**

Card 4. **yell, whisper, noise, careful**



# Let's be close

This suit is relational at its core. To choose to be close with another means we are engaging with the space between us. This suit challenges us to be mindful of how we touch each other, how we can find stillness with each other and the qualities that best support close interactions and intimacy. It is sensory-based which is primal to relationships, inviting us to be aware of the degree of pressure we use when we make contact as well as the quality of those tactile connections with others. It focusses on practising interactions that involve calmness, lowered levels of energy and being quiet and/or still.



*Let's be close*  
When we are close ...  
we are playing and learning together

**Can we be gentle together?**

ياطبت	استرح	ناعم
uzakce	diyalomsa	yamuzjak
gently	rest	soft

*Let's be close*  
When we are close ...  
we are playing and learning together

**Can we cuddle together?**

يتلف	احضني	أرجح
ezika	karaklamuk	sallamuk
gently	cuddle	rocking

*Let's be close*  
When we are close ...  
we are playing and learning together

**Can we hold hands together?**

معا	أمسك بيدي
blak	al tatumak
together	holding hands

*Let's be close*  
When we are close ...  
we are playing and learning together

**Can we be quiet and rest together?**

براز	استرح	ناعم	احضني
uzakce	diyalomsa	yamuzjak	karaklamuk
gently	rest	soft	cuddle

### Arabic words in this suit:

Card 1. ناعم استرح بلطف

Card 2. تمرّج احضنى بلطف

Card 3. امسك يدى معا

Card 4. احضنى ناعم استرح برفق

### Turkish words in this suit:

Card 1. nazikçe, dinlenme, yumuşak

Card 2. nazikçe, kucaklamak, sallanmak

Card 3. birlik, el tutmak

Card 4. nazikçe, dinlenme, yumuşak, kucaklamak

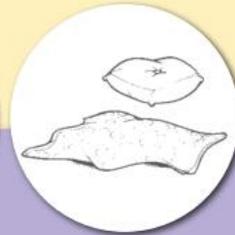
### English words in this suit:

Card 1. gently, rest, soft

Card 2. gently, cuddle, rocking

Card 3. together, holding hands

Card 4. gently, rest, soft, cuddle





### Arabic words in this suit:

Card 1. معا انتبه علي كون القاء خذ دورك

Card 2. معا انظر لي انتبه علي ابتسم لي

Card 3. معا انتبه علي انظر لي على افراد

Card 4. أعد ابتسم لي معا

### Turkish words in this suit:

Card 1. **sırayla, öncülük etmek, beni fark et, birlik**

Card 2. **bana gülümse, beni fark et, beni izle, birlik**

Card 3. **kendi başıma, beni izle, beni fark et, birlik**

Card 4. **birlik, bana gülümse, tekrar et**

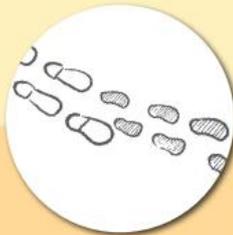
### English words in this suit:

Card 1. **taking turns, lead, notice me, together**

Card 2. **smile at me, notice me, watch me, together**

Card 3. **on my own, watch me, notice me, together**

Card 4. **together, smile at me, do it again**



# Let's explore

This suit focusses on the notion that the world is your oyster. You can be or do whatever you want. This is an opportunity to be creative and open to suggestion. Whether it is with people, objects, places or nature. It invites us to see and do things differently with our children in the everyday-ness of our lives. Different environments or places are the focus here—real or imagined—and whatever you choose to do in them. This suit acknowledges the value of noticing what our children notice and paying attention to the meanings they attribute to their world. Most of all, it is about finding the playful moments in time with them.



Let's explore  
When we explore together ...  
we are playing and learning together.

**Let's play  
inside together.**

بازی کردن	کشف کردن	پیدا کردن	داخل
beazetmek	bulmak	kayfetmek	keride
pretend	discover	explore	inside

Let's explore  
When we explore together ...  
we are playing and learning together.

**Let's play outside  
together.**

بازی کردن	کشف کردن	پیدا کردن	بیرون
beazetmek	bulmak	kayfetmek	disari
pretend	discover	explore	outside

Let's explore  
When we explore together ...  
we are playing and learning together.

**Let's pretend together.**

بازی کردن	کشف کردن	پیدا کردن	تسلیم
beazetmek	bulmak	kayfetmek	aglamak
pretend	discover	explore	fun

Let's explore  
When we explore together ...  
we are playing and learning together.

**Let's discover together.**

بازی کردن	کشف کردن	پیدا کردن	تسلیم
beazetmek	bulmak	kayfetmek	aglamak
pretend	discover	explore	fun

### Arabic words in this suit:

Card 1. اكتشف    اكتشف    اكتشف    الداخلي

Card 2. اكتشف    اكتشف    اكتشف    الخارج

Card 3. اكتشف    اكتشف    اكتشف    مرح

Card 4. اكتشف    اكتشف    اكتشف    مرح

### Turkish words in this suit:

Card 1. **benzetmek, bulmak, keşfetmek, içeride**

Card 2. **benzetmek, bulmak, keşfetmek, dışarı**

Card 3. **benzetmek, bulmak, keşfetmek, eğlenmek**

Card 4. **benzetmek, bulmak, keşfetmek, eğlenmek**

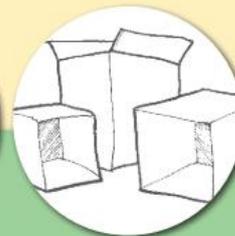
### English words in this suit:

Card 1. **pretend, discover, explore, inside**

Card 2. **pretend, discover, explore, outside**

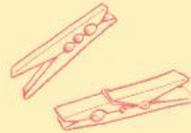
Card 3. **pretend, discover, explore, fun**

Card 4.. **pretend, discover, explore, fun**



# Let's talk and listen

This suit is about communication; articulation, expression and responsiveness. Say it, sing it, tell it, do it. In these ways we value the importance of sharing our thoughts and feelings out loud, of naming and describing what we are doing so others can understand. We use words and sounds together that connect us as a group, and we listen to how you create a story and give meaning to your world.



*Let's talk and listen*  
When we talk and listen to each other ...  
we are playing and learning together

**We can share stories together.**

شارك	كلمات	أخبرني
paylas	kelimeler	bona söyle
share	words	tell me

*Let's talk and listen*  
When we talk and listen to each other ...  
we are playing and learning together

**We can share songs together.**

شارك	كلمات	أغني
paylas	kelimeler	sarku söyle
share	words	sing

*Let's talk and listen*  
When we talk and listen to each other ...  
we are playing and learning together

**We can ask questions together.**

شارك	كلمات	أخبرني
paylas	kelimeler	bona söyle
share	words	tell me

*Let's talk and listen*  
When we talk and listen to each other ...  
we are playing and learning together

**We can laugh together.**

شارك	أضحك
paylas	oglenmek
share	fun

**Arabic words** in this suit:

Card 1. حدثنى كلمات شارك

Card 2. غنى كلمات شارك

Card 3. حدثنى كلمات شارك

Card 4. مرح شارك

**Turkish words** in this suit:

Card 1. paylaş, kelimeler, bana söyle

Card 2. paylaş, kelimeler, şarkı söyle

Card 3. paylaş, kelimeler, bana söyle

Card 4. paylaş, eğlenmek

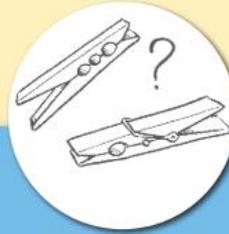
**English words** in this suit:

Card 1. share, words, tell me

Card 2. share, words, sing

Card 3. share, words, tell me

Card 4. share, fun



# Ideas for Using Play Together Learn Together

*Play Together Learn Together* can be adapted to suit the environment and need wherever an adult and child are together. This tool can be used to devise a plan for activities within a group or to support a parent who wants to be more mindful of how they can interact with their child at home.

*Play Together Learn Together* is a tool to guide you to find the playful moments in life with children. It is not about prescribing a set of activities for you to do nor is it instructional. It's suggestive. It does not tell you what to do; it's not meant to. That is the creative part for the user—you find an activity, an event, a moment in time with your child or children and use one of the suits to focus on whilst doing the activity. Here are some possible ideas to spark your imagination:

## Adults can choose a card

Adults can look at all 20 cards and choose one according to such questions as:

- Is there a card that reminds you of something you liked doing as a child?
- Is there a card that reminds you of something your child (or playgroup, class, etc) particularly likes doing?
- Is there a card that describes something you and your

child or group have never tried doing together and you would like to give it a try?

- Is there a card you think that your child or group would really benefit from focussing on at this time in particular? 'Can we be gentle together?' may be particularly appropriate if there has been an upsetting event or your child has high energy and is struggling to settle.
- Is there a card that relates very well to a particular focus you have in your home or classroom at the moment? For example, if you are planting a garden at home or doing nature studies at kindergarten, the 'Let's discover together' or 'Let's pretend together' cards may inspire fun ways to involve children and adults in these activities together.
- Is there a card that can help with an issue or concern you might have regarding your child? For example, if you have a child who is struggling to share with others, or perhaps lacks confidence, then you could play with the 'Let's follow' suit to explore taking turns and taking the lead with them. Or you could practise a new skill with them or a favourite activity of theirs again and again. It is very helpful to notice and acknowledge how well they are doing during their day with you.

### Children can choose a card too!

Or you can let your child (or a child from your group or class) be the one to choose a card. It may be useful to choose a few cards first and read the main words on each one to the child and then they can pick the card they like best. Or you can let them choose from the whole set based on the illustration they like the best.

Another fun way to involve children in choosing cards is to print out all the cards on a sheet of paper and place them in a bag to create a lucky dip. The child reaches in and randomly chooses the card. If children are in a class or group, they can take turns to choose a card of the day or week.



### Card of the day or week

Once a card has been chosen it can become the 'card of the day' or 'card of the week'. You may wish to find ways to display the card. For example, at home the card can be placed on the fridge or stuck on a mirror or window. In kindergartens and playgroups it can be pinned on a noticeboard or placed on the ledge of a whiteboard or blackboard.

Whether you are at home or in an early childhood setting, experiment with how this card can be a main focus that day or week by creating activities and play sessions around it, for example:

- If the card is 'Let's pretend together', an activity could be: 'Let's pretend this room is the park and we are playing with the teddies in the jungle.'
- If the card is 'We can share songs together' you may want to go to the library and borrow CDs or download songs to sing together.
- Or invite a friend or family member over and ask them to share one of their favourite songs.

## Making everyday activities fun

You can also incorporate the chosen card into regular activities to build play, learning and relationships:

- If the chosen card is 'Loud—Quiet', this continuum can be applied to almost every activity together in fun and useful ways. For example, you can tell stories loudly or quietly, walk quietly or loudly, sing loudly or quietly.
- Hanging out the washing, can you make up a fun song with your child? (Spontaneous, creative, imagination).
- While in the garden, can we find the dinosaur footprints together? (Playful, discovery, pretending).
- While mixing the cake can you do it fast and slow? (Practising skills of control and abandon).
- Can we tidy up by taking the toys for a ride to the toy box in a towel? (Practising co-operation and organisation).

## Being playful within a single activity

You can build lots of ways of playing and learning together—even while doing a single activity, for example:

- Imagine your chosen card is 'We can share songs together' and you are driving in the car. In a very natural and playful way you can mix in some of the ideas from other cards. For example, 'Driving in the car, can we SING in a whisper?' 'Driving in the car, can you choose the song

and SING some of it while I listen?' 'Now, can you listen while I SING it?' 'Driving in the car, can you SING to me all the songs you can sing and I will tell you how wonderful you are!' Same activity, different focus and intention.

## Being playful within a variety of settings

You can also practise bringing a single quality to a range of settings and activities, for example:

- Imagine your card is 'Can we be gentle together?' For example, 'How can we be GENTLE TOGETHER when patting the cat?' 'When having a bath?' 'When looking at a book?' 'When carefully mixing the cake?' Different activities, same focus and intention. Simple really.

## Time of day

You may want to choose cards to focus on at particular times of the day, for example:

- Making up and singing gentle, sleepy songs before bedtime or nap time.
- Exploring inside and outside activities, mixing them up throughout the day or play session.
- Participating in quiet and loud, slow and fast activities at different times of day, as appropriate for energising or quietening.

## In professional training and development

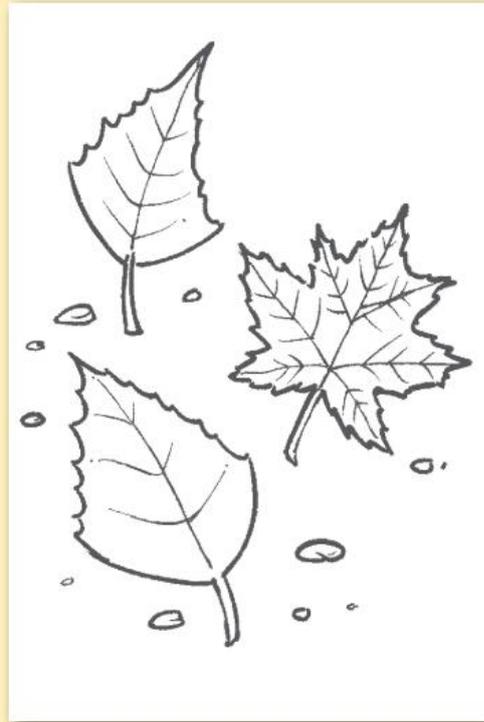
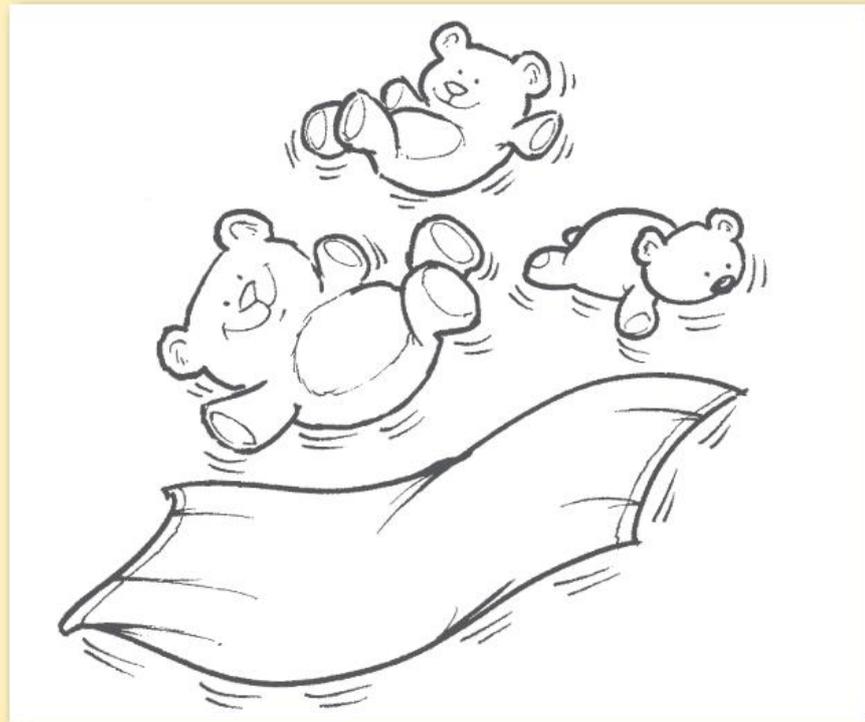
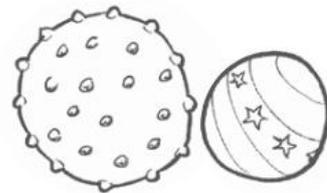
All of the ideas above can be applied in the home or in early childhood settings such as playgroups and kindergartens. In addition, this resource may be a rich source of reflective learning for students of early childhood learning professions and trainee facilitators of playgroups. This is because the cards name key aspects of childhood bonding, learning and development. These cards also describe key ways that people learn, grow and relate at any age. Here are some ideas for using this resource in training or professional development:

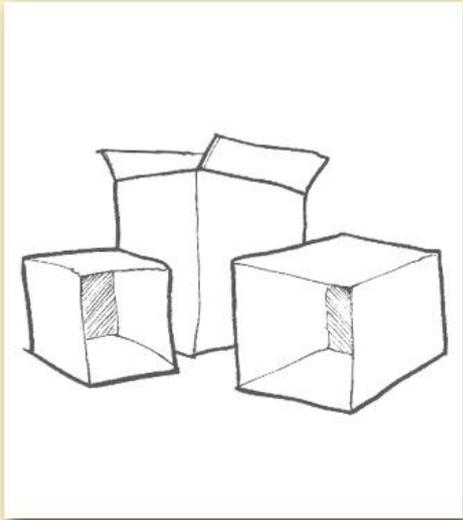
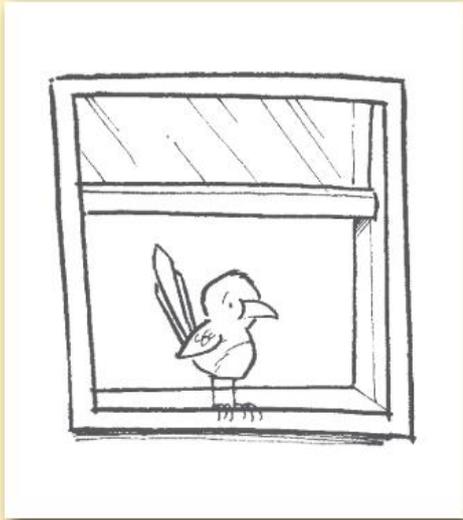
- Choose cards and share with your colleagues about how you played as a child.
- Is there a card that represents something you loved to do as a child but no longer do?
- Is there a card that represents something you would like to do more often now as an adult?
- Think of something you learnt recently as an adult. It could be how to make something, use a computer program or play a game. Can you choose a card that relates in some way to how you learnt that skill? For example, the card 'Let's do it again. We did it before' can be used to talk about the role of mirroring someone and repetition in learning.



- Think of something you learnt as a child. Perhaps how to ride a bike, or some facts about something. Which cards best describe how you achieved that learning? For example, did you learn by repetition, through encouragement, by following someone or by doing it with others or on your own? Was it because it involved movement or words?
- Choose one or more cards (it could be one from each suit) to focus on for a period of time, such as a week. Keep a journal for the week about how you practised each card in everyday activities, and what you noticed along the way.
- Which cards encourage imagination and which cards explore relationships? Which cards support changes in energy levels and which cards develop physical or cognitive skills?

# *For children to colour*







*'In the early years, your child's main way of learning and developing is through play.'*

*Raising Children Network,  
Australian parenting website (raisingchildren.net.au)*

Here is a simple, accessible and delightful resource for building learning and relationships with babies and toddlers through play— at home and in playgroups and kindergartens.

This resource was created when mothers and children joined in the 'Fun and Free' supported playgroups at Broadmeadows Women's Community House in Melbourne, Australia. Using objects found in any home, together the mums and children created cushion mountains, bounced teddies on blankets, experienced the soft touch of paint brushes and scarves on their skin, and explored dinosaur footprints in the garden.

**This soulful, playful resource is far more than a set of ideas for activities. It is about laying the foundations for life-long learning and bonding with children.**

### **This digitally-interactive resource includes:**

- The background story
- 20 double-sided cards arranged in 5 colour-coded suits (Let's move, Let's be close, Let's follow, Let's explore, Let's talk and listen)
- Lots of ideas for using this resource at home, in playgroups and in kindergartens
- Illustrations and colouring-in for children featuring everyday objects for play at home
- Turkish and Arabic words on each card, reflecting the cultures of the original supported playgroups.