

Conversation | Listening

While learning to eat Raising world shapers

What

Being a good listener & conversationalist

Becoming a good conversationalist requires to **listen carefully, reflect** on what is said, **express ideas clearly, sustain attention, ask insightful questions, debate respectfully,** and **develop comprehension** of the information taken in. These key listening and conversation skills need to be **taught** and **practiced** and will help your child have **successful conversations**.

TALKING TO YOUR CHILD FROM PREGNANCY, ALWAYS INCLUDING HER IN WHAT IS HAPPENING AROUND HER, WILL LAY THE FOUNDATIONS TO START THINKING ON HER OWN.

ARE LISTENING & CONVERSATION SKILLS IMPORTANT FOR YOUR CHILD?

It will develop your child's **self-esteem** and **empathy** as well as boost her **collaboration skills**, while allowing her develop **interest in situations**, and become a **lifelong learner**.

Why



How

HELP YOUR CHILD IMPROVE LISTENING & CONVERSATION SKILLS

- Teach your child to be **empathic** and **respectful** to others' **perspectives** and **feelings**.
- **Listen** to your child, even if you don't understand what she is saying, try to find kind ways to **connect** with her feelings.
- She will most likely imitate your **body language** when having a conversation —**set a good example!**
- Offer your child opportunities to **express herself** in a **verbal** and **non-verbal** way (e.g., dancing, singing, drawing)—this will support her **confidence** to express her feelings.

Conversation | Listening Support Sheet



USE AS A SUPPORT FOR THE
CONSUMPTION ACTIVITY

YOU ALSO CAN USE IT IN OTHER
SITUATIONS

Activity:

Indoor picnic

This is just an example of an activity that can be run to encourage your child to develop these skills.

Time to socialize learnings

After completing the whole experience, it's now time to support your child's listening and conversation skills acquisition.

For this she will need to be able to:

- Take in information
- Respond to instructions
- Share ideas, thoughts, feelings and opinions

1 - Simon says

When setting up everything for the picnic, write down a **list with all the activities that need to be completed** (e.g., putting up decorations, carrying food from the kitchen to the picnic site, etc.). Then, call out instructions by saying, "**Simon says** —e.g., one item of the list." When you give an example that doesn't begin with "Simon says," your child must not do it.

2 - Flash cards

Create a set of **flash cards** with some of the **challenges** and the **achievements** you and your child experienced throughout the the whole journey.

Ask your child to **select them randomly, talk about learnings** and draw a **smiley with her feelings** on it after discussing ideas, thoughts and opinions.

Note: For smaller children this activity might be more challenging, so try to simplify by reducing the steps or doing it together with her until she can do it on her own.

Connections

Raising world shapers while learning to eat

What

Making connections

It is just another way to describe learning how **things are related to each other** and how the **physical world works**. Your child can expand her thinking by making connections—it has to do with the ability to **connect prior knowledge to new knowledge and experiences**.

YOUR CHILD CAN BENEFIT FROM IMPROVING HER CAPACITY TO MAKE USUAL AND UNUSUAL CONNECTIONS —A CORE COMPONENT OF CREATIVITY

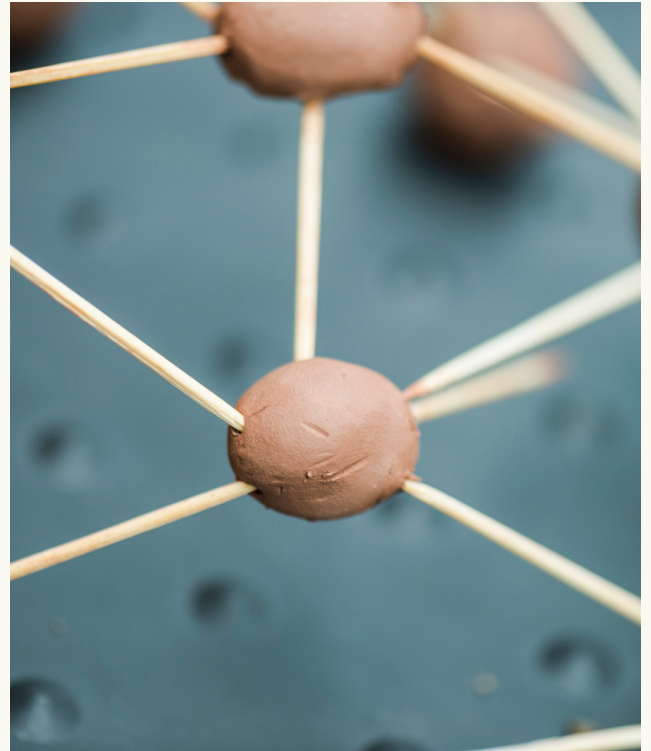
It involves **other skills** such as:

- Relying on previous knowledge (**working memory**)
- Figuring out similarities and differences (**cognitive flexibility**)
- Categorizing things (**inhibitory control**)

IS MAKING CONNECTIONS IMPORTANT FOR YOUR CHILD?

It will allow your child understand the **value** of **knowledge** and **experiences** for learning and finding **solutions** to **everyday challenges**.

Why



How

HELP YOUR CHILD IMPROVE HER CONNECTION SKILLS

- **Everyday routines:** If you involved your child in the whole eating learning journey, mealtime is a great setting to make connections. She has already accumulated enough experiences to determine, for example, who will be there, how many plates are needed, etc.
- **Playful learning activities:** Remember that playfulness is part of children's perspective, be part of their game.
- **Learning strategies:** Reflect on challenges and learnings.

Connections Support Sheet



USE AS A SUPPORT FOR THE CONSUMPTION ACTIVITY

YOU ALSO CAN USE IT IN OTHER SITUATIONS

Activity:

Indoor picnic after completing the whole eating learning journey

Make connections together with your child about what you **previously knew** and what you have **learned, celebrate** after realizing learnings!

What I knew

I knew I could grow herbs on the balcony

I knew that I could buy strawberries at the supermarket

I knew how to stir things with a spoon

I knew how to help my mom set the table (or picnic).

I knew the importance of empathy

What I learned



I didn't know I could plant wild herbs on the balcony

I didn't know it was better to check where strawberries come from

I didn't know how to cut things with a knife safely.

I didn't know I could have an indoor picnic

I didn't know that I could brainstorm with my child

-  **Challenging:** determine together which situations where more challenging for both, you and your child.
-  **Easy:** Determine together which situations were less challenging.

In this activity you can include **knowledge** and **learnings** from both **skills learned** and **situations** related to the **eating learning journey**.