



Language “Mixer”

Module: III
Topic: Language Development, Communication and Culture
Type: Mixer/Ice Breaker
Group Size: Pairs
Time: 10 - 15 minutes, needs 20 – 30 minutes for entire activity with larger group

Purpose:

To provide participants an opportunity to reflect on and share some of their early language experiences, as well as provide an introduction to the topic of Language Development, Communication and Culture.

What you will need:

Participant Materials	Trainer Materials	Equipment
<p>The following handouts: :: Language Mixer</p>		

Directions:

1. After distributing the handout, ask participants to take a few minutes and reflect on two or three questions that are asked in the Mixer.
2. Once participants have had a chance to write down some of their responses, invite them to find a person who has responded to the same question and share what they wrote. If time permits, encourage them to find another person and discuss a different question on their sheet.
3. Bring participants back together as a group and suggest that this Mixer is meant to provide an introduction to the topic of “Language Development, Communication and Culture,” and help them to think about their own experiences around learning language and supporting language development in infants and toddlers.
4. Ask participants to keep this sheet near at hand and, as a particular topic is introduced, invite participants to reflect on the related question. For instance, when discussing how language development varies from social-cultural context to social-cultural context, ask for volunteers to share their responses to:
 - As a child, were there words you were not allowed to say?
 - As a child, when was it not okay to talk?
 - As a child, how were you expected to address someone who was older than you?
 - What was your favorite reading material as a young child? In what language was it read to you?
 - How do you encourage children and parents to use their home language?

When pointing out that infants learn language in the context of human relationships and experience with language typically occurs during everyday routines/activities, ask for volunteers to share their responses to:

- What is your favorite nursery rhyme or finger play?
- At what times in the day do you often share nursery rhymes with children?
- What is your favorite song or lullaby? Who first sang it to you?
- Where is your favorite place to read to children?
- When is your favorite time to read to children?
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(Directions continued on next page)

PITC ACTIVITIES

Directions (continued):

When reviewing language development, ask participants:

- What were some of the first words you learned or children that you care for learned?
- When do you most often use self talk or parallel talk?

5. This technique can give participants opportunities to consider how this material relates to their own experiences. It also gives those participants who may need more time before they can respond to a question an opportunity to reflect before sharing.

Variations:

Links to Head Start Program Performance Standards:

:: 1304.21(a)(4)(i), (iii),(iv)

(2) Grantee and delegate agencies must provide for the development of each child's cognitive and language skills by... (iii) promoting interaction and language use among children and between children and adults; and (iv) Supporting emerging literacy and numeracy development through materials and activities according to the developmental level of each child.

:: 1304.21(a)(1)(i)

Grantee and delegate agencies' approach to child development and education must: (i) be developmentally and linguistically appropriate, recognizing that children have individual rates of development as well as individual interests, temperaments, languages, cultural backgrounds and learning styles.

Activity Developed by:

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Source Material:



Language "Mixer"

<p>What is your favorite song or lullaby? Who first sang it to you?</p>	<p>Where is your favorite place to read to children? When is your favorite time to read to children?</p>	<p>As a child, when was it not okay to talk?</p>	<p>When do you most often use self talk or parallel talk?</p>
<p>What was your favorite reading material as a young child? In what language was it read to you?</p>		<p>What were some of the first words you learned or children that you care for learned?</p>	<p>As a child, were there words you were not allowed to say?</p>
<p>Should children be allowed to interrupt adults?</p>	<p>How do you encourage children and parents to use their home language?</p>	<p>As a child, how were you expected to address someone who was older than you?</p>	<p>What is your favorite nursery rhyme or fingerplay? At what times in the day do you often share nursery rhymes with children?</p>