

# STATION 4

## The Community Around Us

### GOAL

Children will have opportunities to communicate and identify different members, locations and services of their community. Activities encourage learning new words, conversational skills, print awareness, and comprehension.



### FLORIDA EARLY LEARNING AND DEVELOPMENTAL STANDARDS BY THE AGE OF 5

- Uses verbal and nonverbal communication and language to express needs and feelings, share experiences and resolve problems
- Uses increased vocabulary to describe objects, actions and events
- Speaks and is understood when speaking
- Counts and identifies the number sequence “1 to 31”
- Develops sense of identity and belonging through exploration and persistence
- Demonstrates awareness of relationship to people and objects (living/non-living) in their environment
- Explores culture of peers and families in the classroom and community

### 1. INTRODUCTIONS (5 minutes)

Introduce yourself and the MDGLR Campaign. Share about the **READY, Set, Go Miami!** initiative and what this particular workshop is about. Invite people to introduce themselves, saying who they are and the ages of kids at home.

### 2. KEY MESSAGES (5 minutes)

Ask parents how they think this connects to early literacy development. Guide them through points such as:

- Vocabulary helps develop language.
- Allowing our children to get involved in daily activities and errands helps them learn about the world around us. Pointing at things around us helps kids learn new words each day. Point and repeat the word to help children make the connection.

### 3. ICE BREAKER (5 minutes)

Use this time to have parents and caregivers warm up to the group by sharing.

- Are there places you frequently visit?
- Does your child like to come along when you run errands?
- Does your child ask a lot of questions about the things he or she sees in the community?
- Do you usually walk, drive, or take public transportation?

## 4. MATERIALS & ACTIVITIES (30 minutes)

Use the guide on the following pages to facilitate “The Community Around Us” activities.

### Optional Materials

- Newspaper, flyer, advertisement or magazine cutouts of different buildings and landmarks with your child to cut out and use during a walk or drive around the neighborhood
- Paper
- Scissors
- Crayons or coloring materials
- Glue
- A basket or container that can be used to place collected objects as described in one of the activities
- Supermarket advertisement

Check out the community helper songs at [prekinders.com/community-helper-songs-kids](http://prekinders.com/community-helper-songs-kids) for birth to 5 years of age:

- The Wheels on the Bus
- Miss Polly Had a Dolly Who Was Sick
- Shopping in the Grocery Store



Watch these videos about the community on YouTube:

- [Sesame Street - “Places in Our Neighborhood”](#)
- [What is a Community? - Community for Kindergarten | Social Studies for Kindergarten | Kids Academy](#)
- [Baby Goes To Market](#)



Use YouTube video titled: [AAC Strategies at Home - How to use communication devices at home](#) to assist to show the families how to use a communication device with an “I see a\_\_\_” recording so your child can activate the message when he or she hears it in the song.



Assistive technology and communication devices can be borrowed for free from the Step Up AT Lending Library at [faast.org/stepup](http://faast.org/stepup)



Use a basket shaped object or real basket for your child to hold while the story is being read. Allow your child to put real life objects in the basket like in the story.



This is a way to engage the sense of touch for any child and children with visual impairments.



Use visual props, such as a red building on a white or black paper, that your child can hold while he or she is participating in the story. Cut out pictures from magazines or advertisements that your child will see at the store or when walking around the neighborhood.



For children who are not yet verbal, emerging verbal, or learning the English language, make sure to point at the object while saying the name so he or she can start making the connections between verbal language and real life objects. For example, point at the post office and say “post office!”

# ACTIVITIES BY AGE

## 0-12 MONTHS

- Take your child for a walk, point out and narrate/label landmarks in the community (school, grocery store, laundry mat, wash house, market, park, community members, and who are the people that work in these places, what are they wearing, etc).
- Use a book or magazine or newspaper and do a picture walk of the community landmarks and community helpers in the book. Use a book at home or visit your nearby library or bookstore.
- Sing the “Wheels on the Bus” or other songs related to community.

## 1-3 YEARS OLD

- All activities for 0-1 year olds are still useful; take your child for a walk, for a drive, or when reading a book and narrate what you see, for example “That is a post office, that is where the mail comes and goes.”
- Take a walk in your neighborhood, park or school. Ask your child questions, such as:
  - What do you see? (postal worker, neighbor)
  - What does the \_\_\_\_\_ do? (list various community members)
  - What do you do at \_\_\_\_\_? (list various locations)



Talk about different cultures, race/ethnicity, roles in the community and languages they hear around them. Provide examples that are age/developmentally appropriate.

When interacting with members of the community, teach your child to say “thank you!” to community members such as the receptionist at the doctor’s office, garbage truck drivers, and the cashier at the store.

Consider exposing your child to conversations, books, or questions that are for children 2 years older than their current age to enhance your child’s growth. You can also pass an item back and forth to accentuate the back and forth role of conversation.



Create a manual communication board using the video on YouTube titled: [AAC Strategies at Home - How to use communication devices at home](#) with pictures of people in the community, such as “doctor,” “postal carrier,” “truck driver,” etc.

## 3-5 YEARS OLD

The prior activities for ages 0-3 are still relevant for this age group.

View the videos about the community. Remember to pause the video and ask questions such as:



- Who do you see in the video?

- What are they doing?



- How do they feel?

- Have you ever met a \_\_\_\_\_?

Read the story or watch the YouTube video titled: [Baby Goes to Market](#) for the read aloud.

- Use an advertisement from supermarkets and try to find the items that baby is given.
- Encourage your child to count the items (bananas, oranges) in the story to start practicing math skills.
- The next time you go to a supermarket, let your child put the items in the basket or shopping cart. Let your child pick produce as well

Have your child(ren) use cutouts from newspapers and magazines to create their own community.



- Encourage them to include different kinds of stores, restaurants, hospitals, and other community landmarks.



- Use a picture of your child(ren), just their face, and let them draw themselves dressed as different community members.

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## 5. DEBRIEF / GOAL SETTING (5 minutes)

Give caregivers an opportunity to reflect on what they learned and what they would like to try at home based on the workshop. Give participants the opportunity to sign up for The Children's Trust Book Club and learn about other resources in Miami-Dade County. The powerpoint for the station will have reflection questions and resources listed.

## 6. SURVEY (5 minutes)

Give caregivers the survey link (in the chat or comments of the online platform or write it on a board or paper if in person). Participants can use their phones to complete it.