

Learning at home

Play and learn

Let your children play a lot and also play together. Playing means both processing (stress reduction) and learning, because playing simulates complex situations and interrelationships that can lead to strategies for real action. Playing in the community creates a sense of connection and well-being (arguing is also part of some games, but should be able to be resolved after the game). For any kind of "Learning at home", these games are suitable:

- Games that promote gross and fine motor skills, e.g. *building with Lego or Kappla bricks*
- Communication games, such as *Taboo*
- Games that encourage creativity and imagination, such as *Montagsmaler, or telling stories in figurative terms*
- Games that satisfy the urge to discover and explore,
- Role-playing, such as *Guessing professions and people*
- Strategy and board games, such as "*Mensch, ärgere dich nicht*", *card games, Rummy Cub, checkers, Mühle [Mills, or Nine Men's Morris]*
- Patience and endurance games, such as *puzzles* (the whole family can also take part)
- Knowledge games, such as *City, Country, River*
- Memory games, such as *Memory* (tip: make the memory board game yourself beforehand)

Because playing games stimulates the brain, each of these games supports or prepares the learning at school.

Daily structures

The children need a clear structure of the day, which will also relieve you as parents: The day structure gives everyone in the family security on the one hand and commitment on the other. Security and commitment are important guidelines for everyday life in these unpredictable times.

For this clear structure you can work out a daily or weekly plan with your children. Arrange the daily routines in such a way that neither you nor your children are overwhelmed.

- The learning time should be regularly at fixed times - this can also be in the afternoon. More frequent, shorter breaks should be planned.
- The workplace should be fixed and not be changed.
- The extent to which you can support your child's independent learning is something you can best judge for yourself.
- Let the day end as positive as possible.

Talking about learning

You as **parents** should **accompany and support** the learning of your children, but let the **children work on their own**. The following structure is helpful for this:

1. Give your children time to think:
The children have enough time and space to work independently. They think alone and take notes on the tasks.
2. Talk to your children and give them the opportunity to express their thoughts orally:
After a pre-determined time, the children present their solutions and possible results to you and discuss the tasks with you.

Helpful questions and impulses can be as follows:

- Tell me what you did. What steps did you take? Describe them.
- Explain to me how you arrived at your solution.
- Think out loud.
- Give me an example.
- (*For difficulties on the way to the solution*): Assuming you know the solution/the way, how would you explain it?
- Questions about sensory impressions (What does it smell like? What does it look like? What color is it? ...)
- What does this remind you of? Do you know this from any other context?
- Do you see any patterns?
- What are you wondering about?
- What questions have come up?
- What do you know now that you didn't know before?

NOTE: It is not a question of always having the right solution at hand immediately. Mistakes and detours are important and valuable! This enables real learning. If children discover solutions themselves, they will be remembered for a longer period of time than if the thinking paths of adults are only "followed".

3. Now you should give your children time to rethink what has been discussed together, to revise solutions, results and processes.
4. In the end, the children think about what and how they have learned.

Helpful questions for the children are as follows:

- What did I do well? What (yet) not?
- How did I come to my conclusion? What steps did I take?
- At which points was it easy for me? At which points did I (still) have difficulties?
- What can/will I do differently next time?
- Where do I need assistance? How can I get it?

In order to give the children a routine for this form of reflection on their own actions, it can help if they start with simple and few questions.