

# My DOUGH CREATIONS



The contents of the box can be used to create an assortment of animals by finding new and original ways to combine the coloured modelling dough and cardboard shapes.

The dough figures created can then be used on the puzzle scene, bringing the play-set to life. This material can be an effective tool in helping children to develop their sense of touch, manual dexterity, observation skills, imagination and creative thinking. Moreover, being unstructured, it lends itself easily to multiple interpretations and creative invention.

The shapes can be combined in new and original ways with the dough to create a myriad of fantastic animals and figures.

## Preparation

After you've built the puzzle scene with the children, you can give them the coloured shapes to make fantastic objects with the modelling dough. Before leaving the children to play alone, we recommend parents facilitate their interaction with the materials by assisting them in how they choose to put the materials together, especially the coloured card shapes of either objects or animals. At an early age, children will spontaneously try to organise the world around them, applying logical principles like similarity and uniformity with the result that they instinctively know how to put the contents of the box together.

This said, it can be difficult for a child aged 3-4 to recognize to which animal or object a cut-out piece of card belongs to. So, it could be necessary to remain by their side for this part of the game, helping them to recognize which animal or category a piece belongs to (the colour and shape of the pieces give them a clue.)



To aid them in this task, you can also show them the pictures on the box and encourage them to say the names of and describe the animal characters and objects, and then to look for them in the cut-out shapes provided.

Below you'll find a list of the animals and objects, and the number of pieces they comprise (not including the modelling dough.)

## Eléments du scénario

- 3 houses • 1 fountain • 1 boat • 6 wheels (3 pairs)
- 1 fence • 2 hedges • 4 trees • 4 hoops • 7 triangles

## Animaux

- Ladybird (head, wings) • Bee (head, wings)
- Caterpillar (head, legs, wing) • Fish (head, tail, fin)
- Duck (head, feet, wing) • Piebald horse (head, legs, tail)
- Crocodile (head, legs, tail) • Turtle (head, legs)
- Frog (head, legs) • Giraffe (head, legs)
- Dog (head, legs, tail) • Cat (head, legs, tail)
- Tiger (head, legs, tail) • Lion (head, legs, tail)
- Leopard (head, legs, tail)



## Make an animal

Show the children how to make an animal, a giraffe for instance. Break off some modelling dough in the right colour (yellow) and roll it into an oval-shaped ball.

This is the giraffe's body. Remember to say out loud the names of the parts of the body as you make them. Next, pick out the long neck piece and attach it to one end of the dough body.

Add the legs, two on one side and two on the other.

Lastly, attach the tail. When you're finished, remember to say the animal's name out loud. You can now invite the children to do the same, guiding them in their search for the right parts but never doing it for them.

Encourage them to assemble the scene adding things like houses, trees, and the fountain. In this case, the dough can be rolled into a stand or base to hold up the cardboard structures.

Allow the children the opportunity to create and also to make mistakes. The most important thing is that, after some initial prompts, they are left to explore and play with the materials themselves.

If they engage with and are interested in it, they'll find the right pieces to make the animals and it will turn into a fun and effective exercise.



## Self-directed play builds skills!

Explain to the children that they can use the contents of the box to invent new animals by combining two of the animals provided or even adding in other objects, like wheels for example!

They'll have a lot of fun seeing a frog or camel with wheels!

Let them try out all potential variations by themselves and give them the freedom to explore the objects and materials without being influenced or formally instructed. Every new skill comes from a discovery made or success achieved!

Only if they're given the opportunity to experience this will they be motivated to continue.

It has been widely demonstrated that children who are allowed to direct their own play without any external influence and control are more able to set their own personal goals and find the best way to achieve them.

Their active skills are naturally stimulated!

