

Easy-to-use visual aids

Pictures for cooperation with the parents
and pedagogic activities

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Pakoaisapu
Linkki

Cooperation between the day care centre and the parents

Cooperating with the parents is one of the functions of the day care centre. Starting day care is important for all families. For many families with an immigrant background, the day care centre is the first place where they encounter the Finnish society and learn about it. The brochures and bulletins provided by the day care centre make the cooperation easier and provide information about how the day care centre operates. Visual aids that explain basic everyday activities are collected in this study.

Discussions about the child between the parents and the day care centre staff are a part of the cooperation. They are important tools of cooperation. The official names of these discussions are the early childhood education and care plan discussion and the pre-primary learning plan discussion. A separate plan will be drawn up for each child for their stay at the day care centre. Which of the plans mentioned above is drawn up depends on the age of the child. It is necessary to have shared goals in issues related to the child. The parents must have enough information about how the day care centre works and especially things related to their own child. It is also important that the day care centre receives information about the child from the parents. A shared goal brings people together.

The day care centre strengthens the child's general development and growth, readiness to learn, linguistic skills and identity. In the group, the mother tongue(s) and culture of the child are taken into account in a way that is agreed with the parents. The family has the primary responsibility for maintaining the child's own mother tongue(s) and culture. The employees at the day care centre support the parents and provide them with information about the language development of the child and the importance of the mother tongue.

At the day care centre, the child meets friends of different ages with different levels of skill. The child experiences relationships and being a part of a group. A new social world opens to children with their friends. This world has rules and ways of acting that must be negotiated, such as the rules of a game, how games proceed, and conflicts.

The day care centre employees share observations about the children and their behaviour with their parents. The discussions between the parents and the day care centre employees open up more views about the child's experiences, feelings, strengths and social skills. Plans and ideas for activities related to educating the child are born out of the shared agreements between the parents and the day care centre employees.

Starting early childhood education and care – the visual aid (Appendix 1) presents the introductory period. Normally the children are not left alone on their first days at the day care centre. The parents should reserve time for coming to the day care centre with their child and agree on a suitable schedule with the day care centre. In this picture chart for starting out, the child will be without the parents at the day care centre on the fourth day of the first week. The second week begins with the child spending two hours without the parents at the day care centre. Photos of the parents and the child's own things help the child to feel safe. The introductory period is important, and it should be used for becoming familiar with the day care centre, building cooperation and meeting other parents.

The parents can use the chart with questions about culture and views (Appendix 2) to talk about their own culture and view of life. It is important to talk about these things with the day care centre employees during the initial discussion.

With the chart showing the child's day (Appendix 3), the day care centre employees can tell the parents about the child's day.

Visual aids: What did you do at the day care centre/in pre-primary education (Appendix 4) and at home (Appendix 5) help the children to describe the events of their day both in their own mother tongue as well as in Finnish.

The purpose of the language clock (Appendix 6) is to help the parents to understand the skills of their child in their mother tongue(s) and provide information for educators about the child's skills in their mother tongue(s). The example questions in the language clock (Appendix 7) are intended to support the parents and employees when using the clock.

Group participation skills and the child's friendship skills are practiced through discussion and negotiation in everyday situations with the child. The pictures support the child in these situations (Appendix 8). The parents should discuss the topics shown in these pictures with the child at home in their own mother tongue(s). It is important to talk about feelings with the child and name them in the mother tongue(s). Skills related to identifying emotions are practiced with emotion pictures (Appendix 9).

With the clothing pictures (Appendices 10–14), the day care employees, children and parents can discuss the four seasons in Finland and how to dress appropriately for the weather. Dressing up should be discussed at home and clothes should be named in the child's own mother tongue(s).

The day care centre employees, children and parents can use the food pictures (Appendices 15–18) to discuss cuisine and what a portion of food contains. Food and cuisine should be discussed at home and different types of food should be named in the child's own mother tongue(s).

Everyday life and experiences shared with the parents are important for the child's development. Most of language learning takes place during everyday interactions between the child and an adult. This means that the child has the opportunity to learn new things through play, games and other activities. The game boards (Appendices 19–26) make shared learning experiences possible for the child at the day care centre and at home. At the same time, parents find out more about how the day care centre operates and learn about ideas for games.

Starting early childhood education and care: Introduction Source: H-M Ahvonen 2014 (Appendix 1)

Week 1	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
 OUTDOOR GAMES at							
 INDOOR GAMES at							
 LUNCH at							
 NAP TIME at							
 SNACK at							

Week 2	Day 8	Day 9	Day 10	Day 11	Day 12	Day 13	Day 14
 OUTDOOR GAMES at							
 INDOOR GAMES at							
 LUNCH at							
 NAP TIME at							
 SNACK at							

EXAMPLE QUESTIONS FOR PARENTS ABOUT CULTURE AND VIEWS (Appendix 2)



THE QUESTIONS ARE DISCUSSED IN MORE DETAIL BASED ON THE INDIVIDUAL NEEDS OF THE FAMILIES.

WHAT KIND OF GAMES
DOES THE CHILD PLAY?
WHAT IS THE CHILD'S
FAVOURITE TOY AND

WHAT SONGS DOES THE
CHILD KNOW? WHAT IS THE
CHILD'S FAVOURITE SONG?

WHICH FOODS DOES THE
CHILD LIKE? DOES THE
CHILD HAVE ALLERGIES OR
OTHER RESTRICTIONS?

IS THERE SOMETHING WE
SHOULD KNOW ABOUT
THE CHILD'S CLOTHING?

WISHES REGARDING HYGIENE
(GOING TO THE TOILET)

WHAT KIND OF FESTIVALS
ARE CELEBRATED IN YOUR
FAMILY RELATED TO YOUR
OWN FAMILY AND THE
CALENDAR YEAR?

HAVE YOU DISCUSSED THINGS
RELATED TO CULTURE, RELIGION
OR VIEWS OF LIFE WITH YOUR
CHILD?

WHAT IS THE RELIGION
OF THE FAMILY AND
HOW DOES IT AFFECT
THE CHILD'S LIFE?

HAVE YOU DISCUSSED THE
BASIC QUESTIONS OF LIFE
WITH YOUR CHILD? (BIRTH,
DEATH, FEARS)

DISCUSSING, TELLING ABOUT AND AGREEING UPON THE PRACTICES IN EARLY CHILDHOOD EDUCATION
AND CARE; THE UNIT'S ACTION PLAN
(HOW THE DIVERSE CULTURAL HERITAGES CAN BE SEEN IN EVERYDAY LIFE)



Easy-to-use visual aids (Ansellia & Mökkönen 2019)

_____ day today. (Appendix 3)

Activity:



We played games



We exercised



We made art



We sang/played music



We read a book



We went on a trip

Meal:



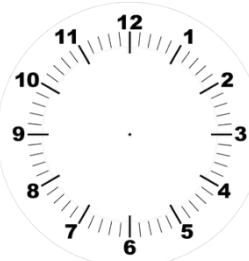
The child ate

- a little a lot

Nap time:



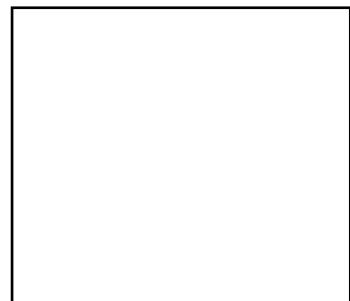
The child slept for _____ hours



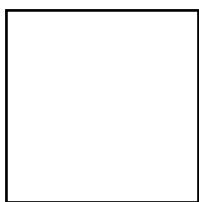
Outdoors:

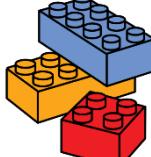
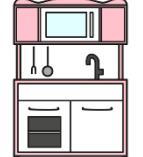
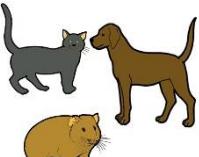
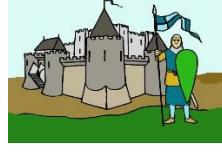
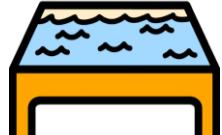
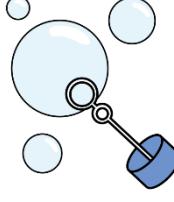


Games:

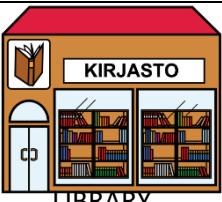
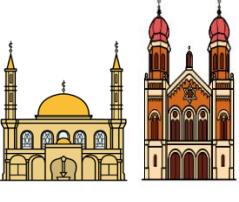
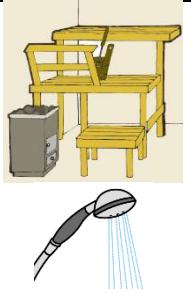
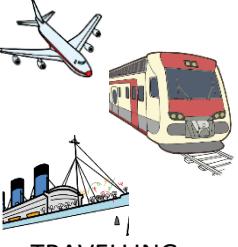
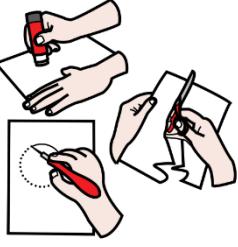


Today, the child was:



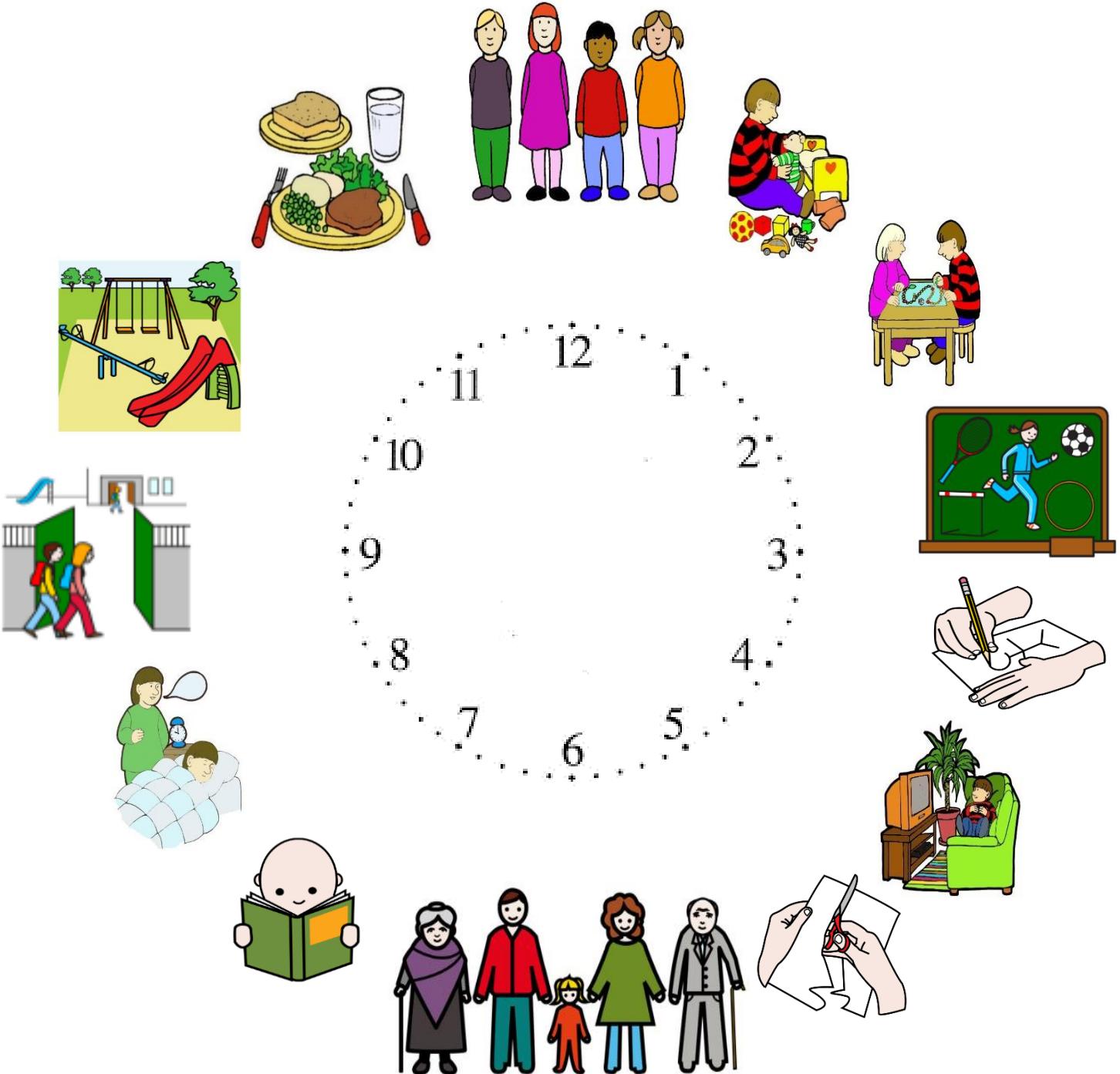
WHAT DID YOU DO TODAY AT THE DAY CARE CENTRE/IN PRE-PRIMARY EDUCATION? (Appendix 4)				
 PLAYING	 LEGO	 PLAYING HOUSE	 PLAYING WITH DOLLS	 HOBBY HORSE
 PLAYING WITH ANIMALS	 MAKING ART	 READING	 PLAYING WITH CARS/TRAINS	 BUILDING THINGS
 DOLL'S HOUSE	 PUZZLE	 PLAYING GAMES	 PLAYING DOCTOR	 PLAYING SHOP
 CASTLE	 PLAYING PRETEND	 PLAYING KNIGHTS	 DIGITAL SKILLS	 SINGING
 PLAYING IN SAND	 OUTDOOR GAMES	 FOOTBALL	 RUNNING	 GOING ON A TRIP
 RIDING A BIKE	 PLAYING WITH WATER	 SOAP BUBBLES	 SLEDGING	 WINTER EXERCISE

WHAT DID YOU DO AT HOME/DURING THE WEEKEND? (Appendix 5)

				
PLAYING	FRIEND	COOKING	GROCERY	READING
				
RIDING A BIKE	GOING ON A TRIP	JOGGING	WALKING THE DOG	PLAYING GAMES
				
PLAYGROUND	PLAYING GAMES	LIBRARY	EXERCISING	CAFÉ
				
DANCING	SWIMMING	SHOW/MOVIE	CLEANING	WATCHING TELEVISION/DIGITAL SKILLS
				
MOSQUE/SYNAGOGUE	CHURCH	BEING SICK	CHILDREN'S PARTY	HAIRDRESSER
				
SAUNA/SHOWER	TRAVELLING	FAMILY CELEBRATION		

LANGUAGE CLOCK (Appendix 6)

Pictures that can be used as examples in a discussion with the parents.
What does the child do, in what language and with whom?



Pietikäinen, Dufva & Mäntylä 2010, Nurminen 2017
Adapted from the above sources, Helaakoski and Mökkönen, 2017 and 2018

QUESTIONS RELATED TO THE LANGUAGE CLOCK (Appendix 7)

The example questions support educators in discussions with the parents.

What does the child do, in what language and with whom?

 <ul style="list-style-type: none"> • What languages do the child's friends speak? • Where and how often does the child meet friends? 	 <ul style="list-style-type: none"> • What language does the child use to play? • What does the child do while playing?
 <ul style="list-style-type: none"> • What kind of games does the child play? • In which language and with whom? 	 <ul style="list-style-type: none"> • What kind of hobbies does the child have? • What languages does the child use for the hobbies?
 <ul style="list-style-type: none"> • Is the child interested in drawing/colouring? 	 <ul style="list-style-type: none"> • What kind of TV shows/DVDs, in what language and how much does the child watch? • With whom?
 <ul style="list-style-type: none"> • Has the child practiced things like using scissors? 	 <ul style="list-style-type: none"> • Which language do you use during meals? • Does the child know words related to meals?
 <ul style="list-style-type: none"> • In which language and how often do you read books or discuss books/pictures? • Do you use library services? 	 <ul style="list-style-type: none"> • Which language do you use to read/tell the child bedtime stories?
 <ul style="list-style-type: none"> • Who comes with the child to the day care centre/family day care? • Which language do you use to talk while on the way there? 	 <ul style="list-style-type: none"> • With whom does the child spend time outdoors? • Which language does the child use, and how well does the child do in playing games with their mother tongue?
 <ul style="list-style-type: none"> • Who are the relatives/friends important to the child? • In which language does the child talk with them? • Do the relatives/friends understand the child? • Does the child understand the relatives/friends? 	

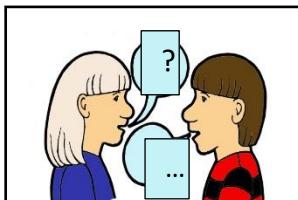
Helaakoski and Mökkönen, 2017 and 2018

FRIENDSHIP SKILLS (Appendix 8)

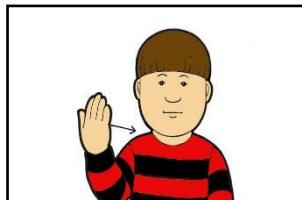
HOW DO I JOIN A GAME/START PLAYING WITH OTHERS?



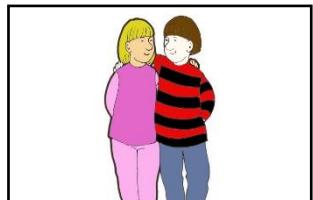
IF YOU WANT TO PLAY WITH YOUR FRIEND/PLAY A GAME...



ASK: CAN I PLAY WITH YOU?



YES, YOU CAN PLAY

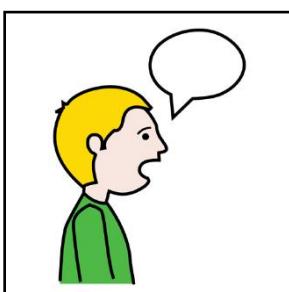


LET'S BE FRIENDS

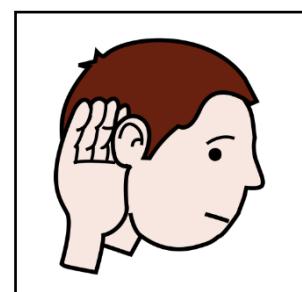
SETTLING ARGUMENTS



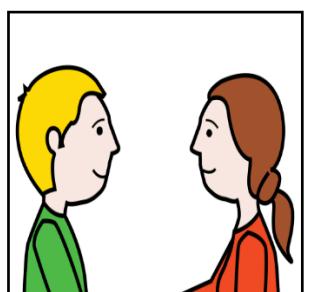
WE ARE HAVING AN ARGUMENT



MY FRIEND IS TALKING ABOUT SOMETHING



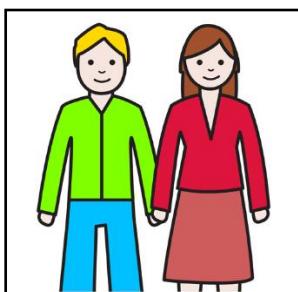
I LISTEN



WE TAKE TURNS TO TALK ABOUT THINGS



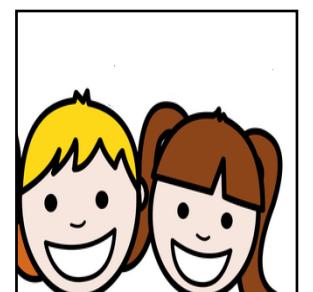
WE MAKE UP AND APOLOGISE



WE ARE FRIENDS AGAIN



WE PLAY TOGETHER



WE ARE HAPPY

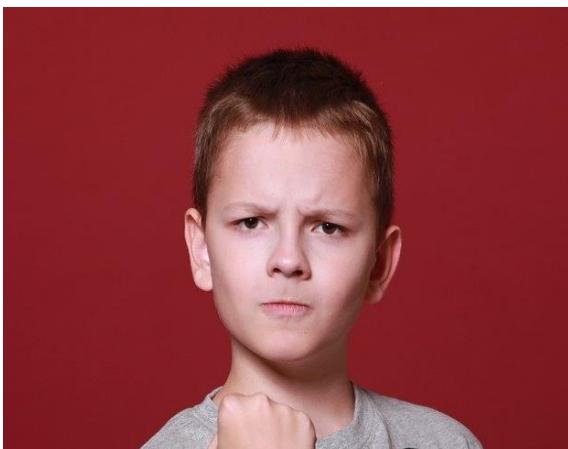
EMOTION PICTURES (Appendix 9)



HAPPY



SAD



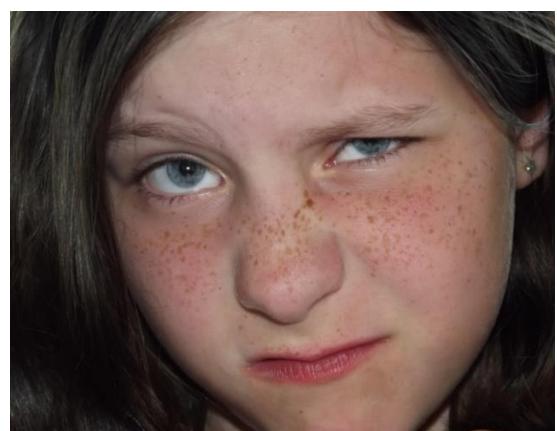
ANGRY



SCARED



SURPRISED



DISGUSTED

INDOOR CLOTHES/SPARE CLOTHES (Appendix 10)



HOODIE



SWEATSHIRT



LONG-SLEEVED SHIRT



SHORT-SLEEVED SHIRT



STOCKINGS



LEGGINGS



SKIRT



TROUSERS



LONG JOHNS



INDOOR SHOES



SOCKS



BOXERS



UNDERPANTS



UNDERSHIRT

OUTDOOR CLOTHES WORN IN THE AUTUMN (Appendix 11)



TROUSERS



SOCKS



SCARF



KNIT CAP



SWEATER



SHOES



GLOVES



OVERALL



COAT

WATERPROOF GLOVES
DUNGAREES

BOOTS



RAINCOAT



WATERPROOF

OUTDOOR CLOTHING WORN IN THE WINTER (Appendix 12)

THERMAL OVERALL



NECK WARMER



WINTER COAT



TROUSERS



WINTER OVERALLS



BALACLAVA



WOOL CAP



WINTER HAT



SCARF



WINTER GLOVES



WINTER MITTENS



WOOL SOCKS



WINTER SHOES

OUTDOOR CLOTHING WORN IN THE SPRING (Appendix 13)

TROUSERS



SOCKS



KNIT CAP



SCARF



SWEATER



SHOES



OVERALLS



GLOVES



COAT



WATERPROOF GLOVES



RAINCOAT



BOOTS



WATERPROOF DUNGAREES

OUTDOOR CLOTHING WORN IN THE SUMMER (Appendix 14)



T-SHIRT



SHIRT



SHORTS



SKIRT



DRESS



TROUSERS



COAT



BELT



PEAKED CAP



SANDALS



SCARF



SHOES

BREAKFAST/SNACK (Appendix 15)



CEREAL



COOK



PORRIDGE



CRISPBREAD



RYE BREAD



ROLL



OAT OR WHEAT BREAD



TOMATO



CUCUMBER



CHEESE



HAM



SALAD



BELL PEPPER



CARROT



SWEDE



PIZZA



YOGHURT



BERRY SOUP



MILK



COCOA

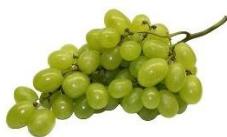


JUICE



WATER

FRUITS AND BERRIES (Appendix 16)



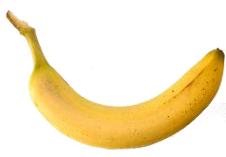
GRAPE



PEAR



ORANGE



BANANA



APPLE



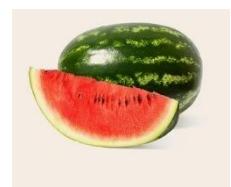
PINEAPPLE



PLUM



PEACH



WATERMELON



STRAWBERRY



BILBERRY



RASPBERRY



CHERRY



LINGONBERRY



BLACKCURRANT



REDCURRANT



CLOUDBERRY

DESSERT (Appendix 17)

PANCAKE



BERRY TART



FRUIT SALAD



ICE CREAM



LAYER CAKE



BISCUITS



BUN



KISSEL

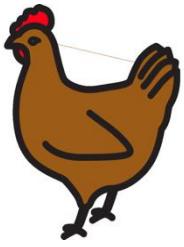
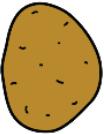
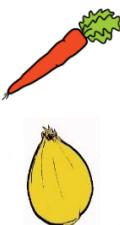
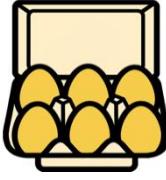
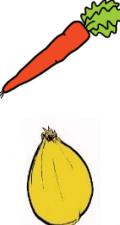
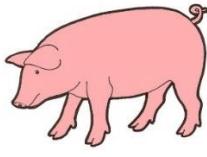
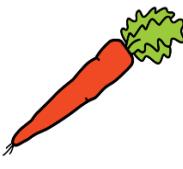
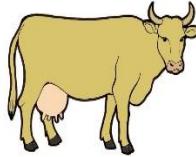
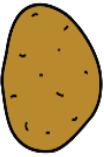
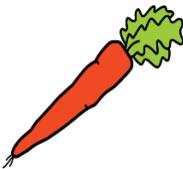


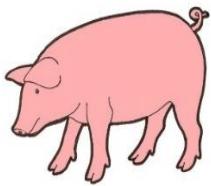
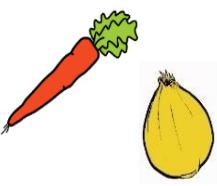
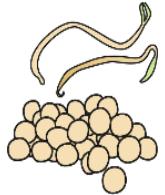
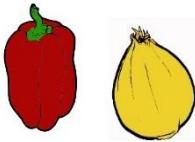
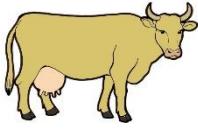
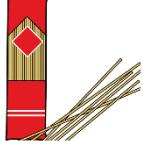
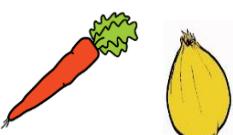
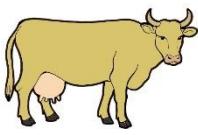
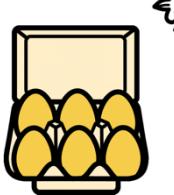
SPICE CAKE

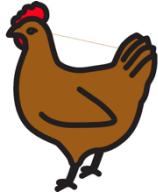
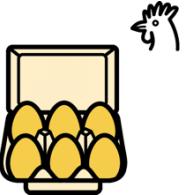
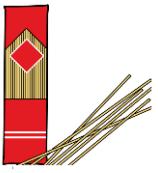
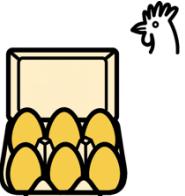
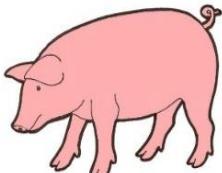
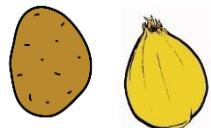
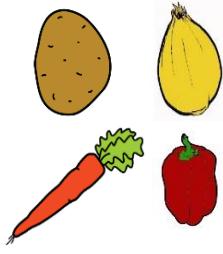
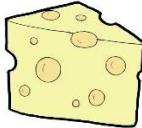
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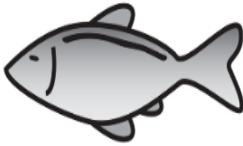
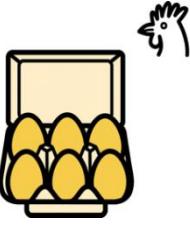
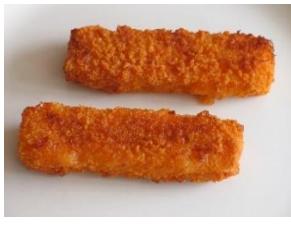
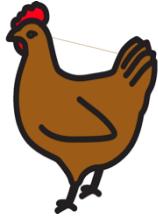
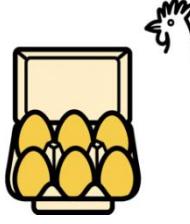
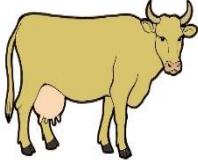
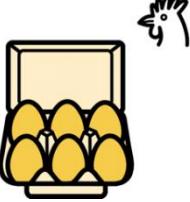
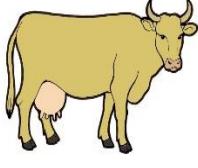
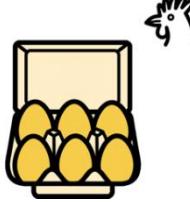
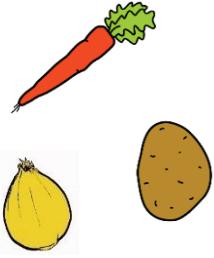
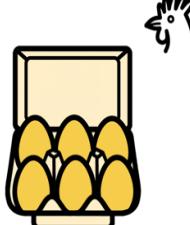
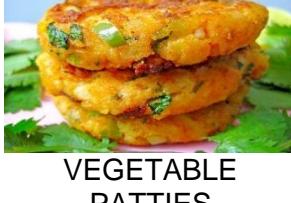


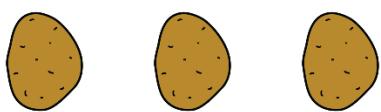
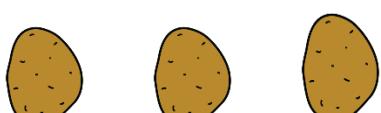
PEA	CARROT	ONION	COOK	VEGETARIAN PEA SOUP
PEA	PORK	ONION	COOK	PEA SOUP
FISH	VEGETABLES	DILL	COOK	FISH SOUP
CARROT	POTATO	ONION	COOK	VEGETABLE PUREE SOUP

				
CHICKEN	POTATO	VEGETABLES	COOK	CHICKEN SOUP
				
SPINACH	MILK	EGG	COOK	SPINACH SOUP
				
BEETROOT	POTATO	VEGETABLES	COOK	BEETROOT PUREE SOUP
				
PORK	POTATO	CARROT	COOK	SAUSAGE SOUP
				
BEEF	POTATO	CARROT	COOK	MEAT SOUP

				
PORK	VEGETABLES	FLOUR	COOK	SAUSAGE SAUCE
				
SOYBEAN	VEGETABLES	FLOUR	COOK	SOY SAUSAGE SAUCE
				
BEEF	SPAGHETTI	TOMATO	COOK	SPAGHETTI AND MINCED MEAT SAUCE
				
VEGETABLES	SPAGHETTI	TOMATO	COOK	VEGETARIAN PASTA
				
BEEF	MACARONI	EGGS	BAKE	MACARONI CASSEROLE

				
CHICKEN	MACARONI	EGGS	BAKE	CHICKEN PASTA
				
SOYBEAN	SPAGHETTI	TOMATO	COOK	SOY BOLOGNESE
				
SPINACH	MILK	EGGS	BAKE	SPINACH PANCAKES
				
PORK	VEGETABLES	CREAM	BAKE	HAM AND POTATO BAKE
				
VEGETABLES	CREAM	CHEESE	BAKE	VEGETARIAN BAKE

				
FISH	FLOUR	EGGS	BAKE	FISH FINGERS
				
CHICKEN	FLOUR	EGGS	BAKE	CHICKEN MEATBALLS
				
BEEF	FLOUR	EGGS	BAKE	MEATBALLS
				
BEEF	FLOUR	EGGS	BAKE	HAMBURGER PATTY
				
VEGETABLES	FLOUR	EGGS	BAKE	VEGETABLE PATTIES
				
				VEGETABLE BALLS

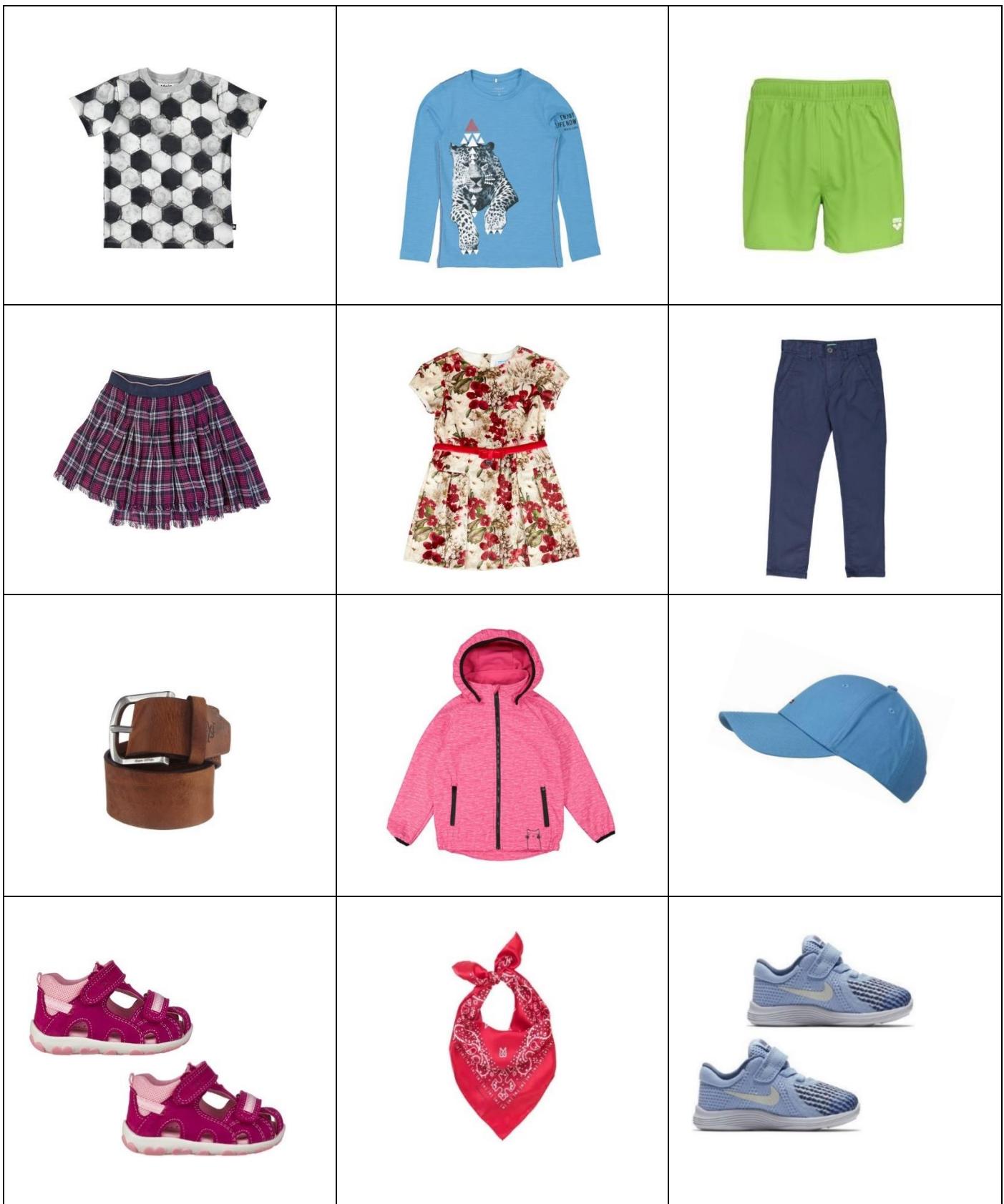
		 MASHED POTATOES
		 POTATO WEDGES
		 BOILED POTATOES
		 COOKED RICE
SALAD CARROT BELL PEPPER CUCUMBER		 SALAD

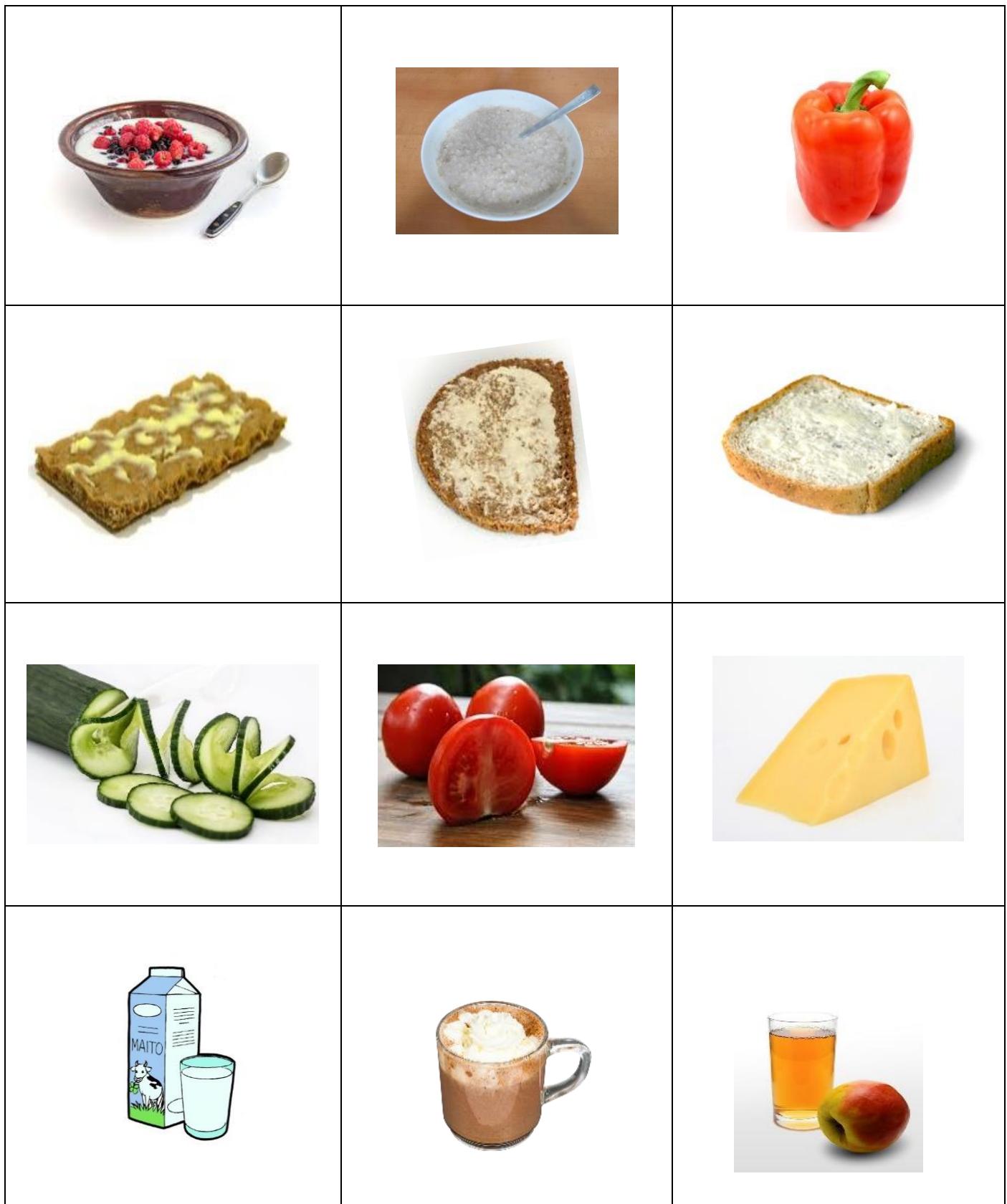
GAME BOARD, INDOOR CLOTHES (Appendix 19)

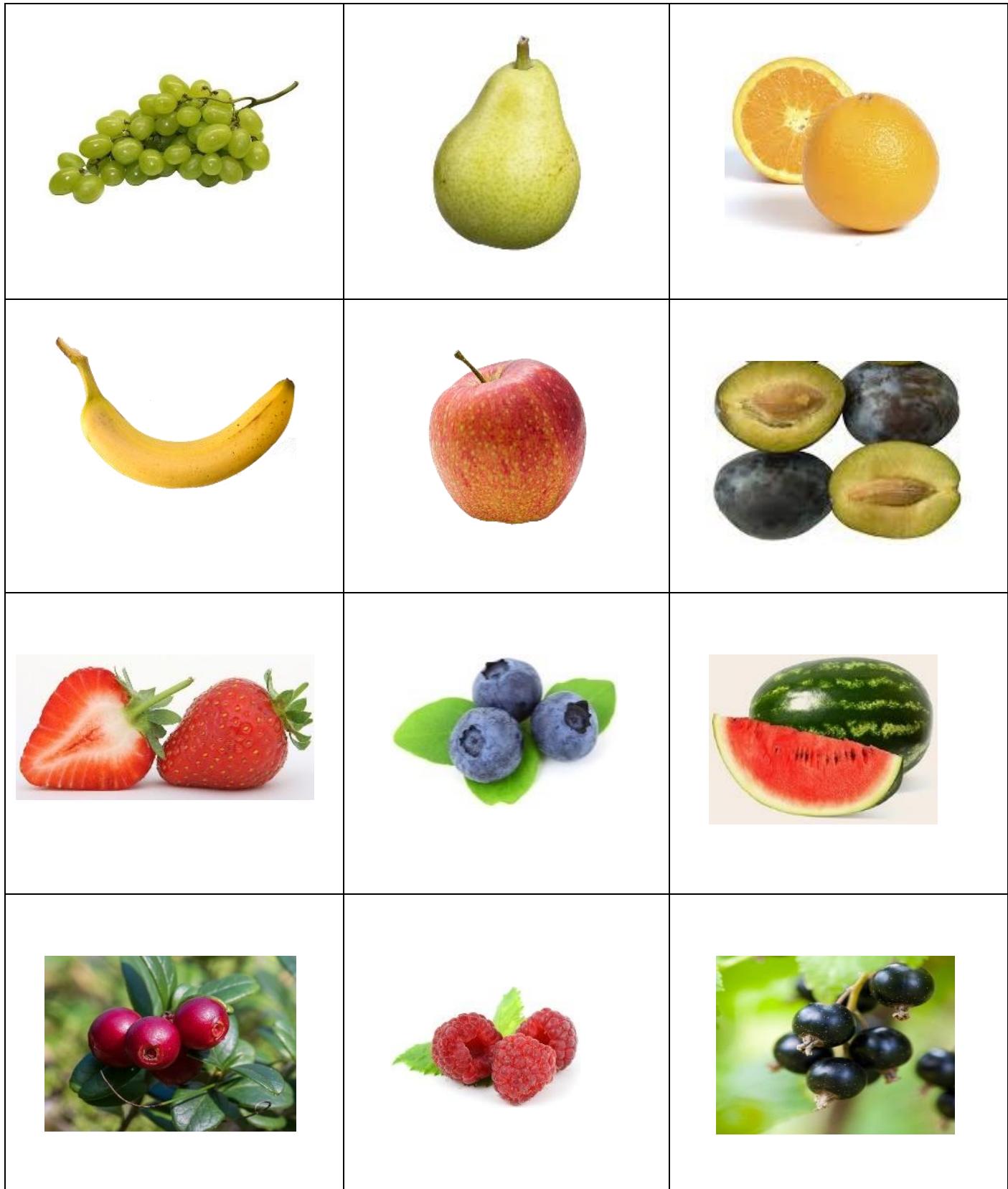
GAME BOARD, OUTDOOR CLOTHES WORN IN THE AUTUMN (Appendix 20)

GAME BOARD, OUTDOOR CLOTHES WORN IN THE WINTER (Appendix 21)

GAME BOARD, OUTDOOR CLOTHES WORN IN THE SPRING (Appendix 22)

GAME BOARD, OUTDOOR CLOTHES WORN IN THE SUMMER (Appendix 23)

GAME BOARD, BREAKFAST (Appendix 24)

GAME BOARD, FRUITS AND BERRIES (Appendix 25)

GAME BOARD, SEASONS AND CLOTHING (Appendix 26)

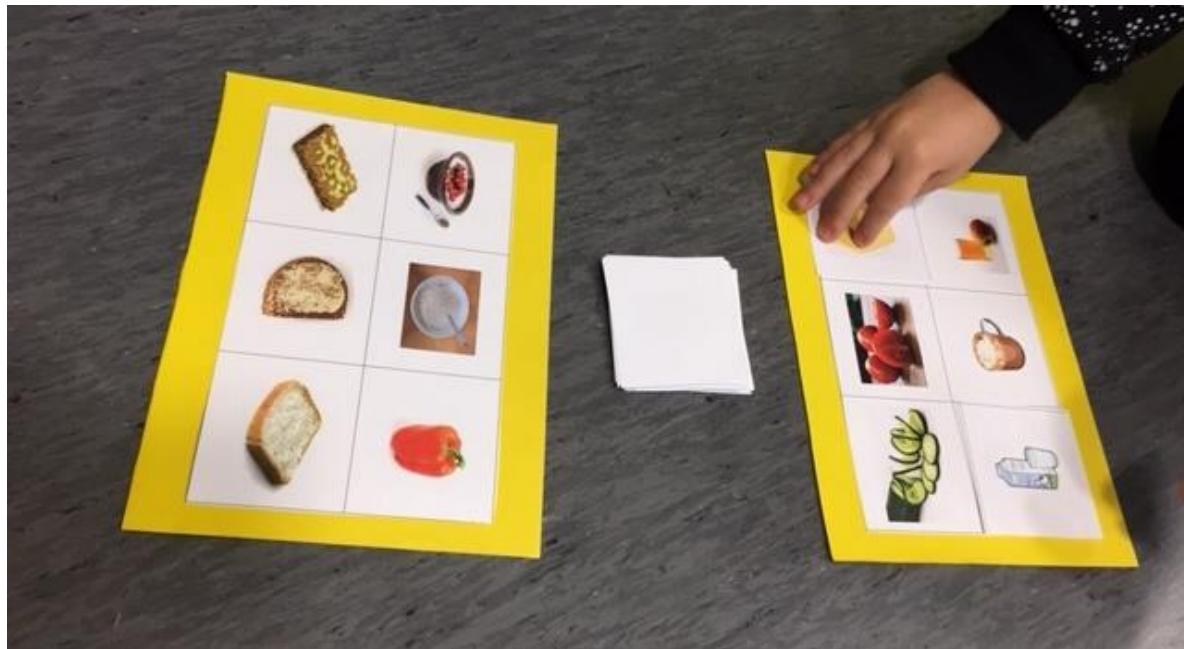
MIKÄ VUODENAIIKA KUVASSA ON JA MITEN PUKEUDUN



EXAMPLES ON HOW TO USE THE GAME BOARDS AND PICTURES

The pictures and game boards can be used for playing lotto or bingo, as shown in the pictures below. The day care centre can also use the actual game boards with the parents. The parents can play the same games with their child at home in their own mother tongue. Children learn language more effectively when they understand the key concepts in all of the languages they use.

Picture lotto



(needed for the game: game boards of the pictures together as well as the same pictures as separate cards)

The picture cards are all stacked together with the picture side down.

Each player picks a card in turn, and the player whose game board has the same picture as the card on it places the card on their game board. The winner is the player whose game board gets filled first.

Another way to play: each player picks a card in turn. If the player does not have the picture on the card on their game board, ask them:

- Who could you help?
- Who has the same picture?
- The players learn to ask questions such as “Can I have a knit cap, please?” and answer “Here you are” and “Thank you”.
- The game is not played to win; instead, the game continues as long as the players can help each other.

For vocabulary practice, the name of the thing shown on the card should always be said out loud.

In the game, you can agree that if you have picked a card that suits you (that is, if you can place it on your game board), you get another turn.

Picture bingo



(needed for the game: game boards with the pictures as well as the same pictures as separate cards in addition to tokens, such as stones or buttons)

Bingo is a game of chance, in which each player has one bingo card with pictures. One of the players is selected as the host, who picks a picture from a bag or basket. The name of the thing in the picture is stated out loud, and the players who find the picture in question on their card can place a token on top of the picture. The game continues until one of the players has placed a vertical or horizontal row full of tokens. The player who is the first to fill up a whole row shouts "Bingo!" out loud and is declared the winner.

Memory game



(needed for the game: picture cards in pairs, such as two identical pictures of a raincoat)

In the memory game, when a picture card is turned over, the name of the thing on the card is always stated out loud. You can talk about each picture. Memory games train children's short-term memory and help with learning new words.

At least two players are required for the memory game. The picture cards are shuffled and laid out with the picture side down. One player turns over two cards, and if both cards have the same picture, the player takes the cards. The player can also continue and turn over two new cards. If the cards have different pictures, the player turns them with the picture side down again. Then the next player gets a turn. As the game continues, the players try to remember where each card is. The player with the most picture pairs wins the game.

Playing house



The lunch cards can be used to support the game while playing house. Children can find the necessary ingredients for the meal chosen based on the picture.

The role of an adult in language-aware play

The support of an adult is important for children with the linguistic skills of a beginner. The adult names things, repeats words, counts out loud and joins the game to support the child linguistically. This ensures that the child can participate in the game (e.g. with pictures) and that discussion is supported and maintained. The goal is for the child to learn vocabulary and a few basic sentences.

With linguistically more skilled children, the adult supports them while playing by teaching more new vocabulary and modelling sentence structures. The adult discusses things, asks questions, wonders about things together with the child, enriches the language used in the game and challenges the child's linguistic skills by subtly adding new words to the game with plot twists, for example. The vocabulary is more in-depth and descriptive, and it contains narration. It is also natural to use rhymes, songs and riddles that suit the topic of the game. This is a good opportunity for the parents to teach traditional songs and rhymes or poems from their own culture to their child.

Lunch cards to support food-related vocabulary



The lunch cards include some of the foods on the menu at the day care centres. The pictures tell what the meal is made of. It may be difficult for a child to figure out what a meal contains. The pictures make it easier to explain the content of meals to children and they also help with practicing food-related words. The cards should be used every day, so that the words are repeated often enough to establish them in the child's vocabulary.

The visual aids can be printed out in A3 size and cut into strips by row. This makes it possible to discuss the food served one day at a time. The visual aids help to support speech, because pictures and speech together make it easier to reach every child.

Clothing pictures support everyday life



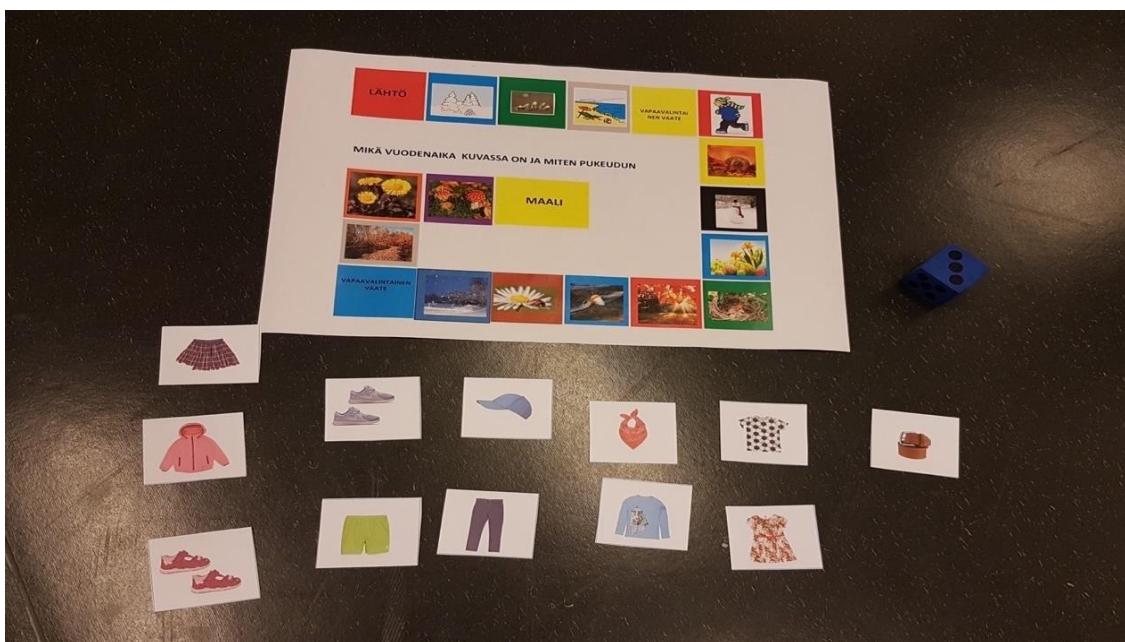
Easy-to-use visual aids (Ansellia & Mökkönen 2019)

The clothing pictures can be used at the day care centre as a poster in A3 size on the wall of the hallway, for example. This creates a natural opportunity to review clothing-related words when dressing up, support discussion and find something to do while waiting, if necessary. For example, you can name clothes and ask: What piece of clothing is this? Do you have this piece of clothing? What colour are your clothes? You can also practice mathematical concepts while dressing up: clothes can be sorted by colour, size, material, or some other feature.

The clothing pictures illustrate what kind of clothes children need indoors at the day care centre and outdoors during the different seasons. The clothing templates can also be used to illustrate suitable clothes to parents.

Board game: what clothes are appropriate in each season

In this game, the children practice the seasons and dressing appropriately for the weather. Board games are an excellent way to learn friendship skills in the form of a game. Children learn to wait for their turn, tolerate disappointment, count and understand numbers on the dice and the game board.



(needed for the game: a game board, game pieces, a dice and clothing pictures)

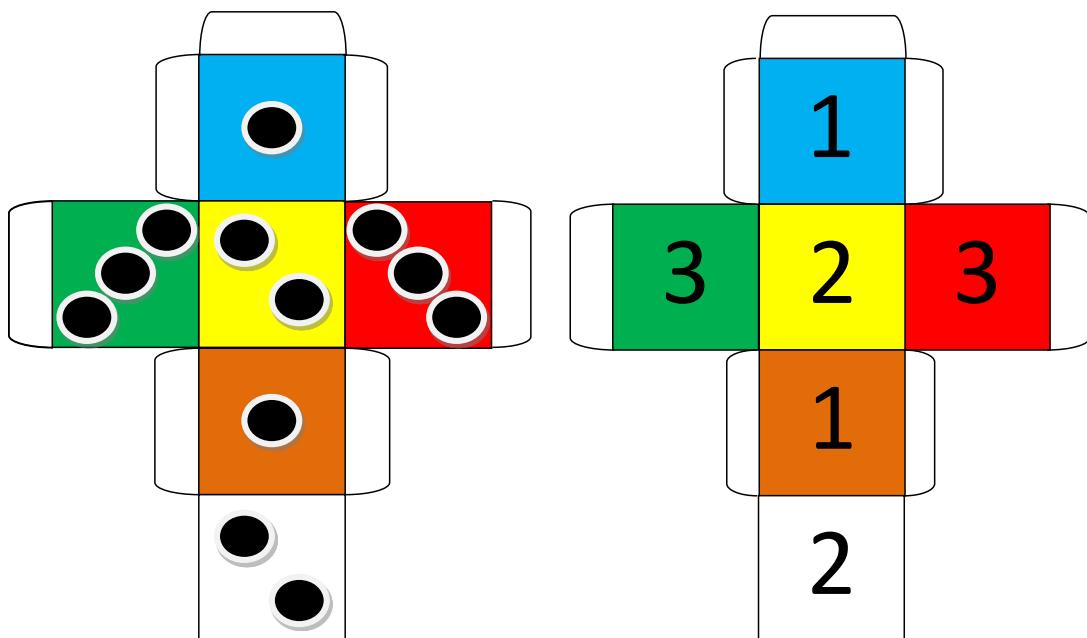
The players take turns to throw the dice and move their piece. They need to identify the season shown in the square. Next, they need to decide which clothing picture suits the season in question. The players that answer correctly to both questions keep the clothing card in question. The player with the most clothing cards at the end of the game wins.



(second version: a game board, game pieces, a dice and 4 paper dolls; one for each season + clothing for different seasons and the season pictures)

In the paper doll version, the game starts with the players choosing a doll for each season. To help with remembering, you can place a season picture above the paper doll. The players take turns to throw the dice and move their piece. Next, they need to identify the season shown in the square and put a suitable piece of clothing on the doll. In this game, the first doll that is fully dressed wins. Instead of the players, the paper dolls compete in the game.

Dice for the board game



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