# Appendix

## Recipe for Supporting Interest-Based Child Learning

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### Tool Descriptions

The *Recipe for Supporting Interest-Based Child Learning* is a tool developed for parents or caregivers to use with their child in early learning groups and in the home. The tool promotes parent involvement by identifying the child’s areas of high interest during a group activity that are likely to keep the child engaged. The *Recipe* also prompts the parent or caregiver to use responsive strategies for engaging the child in those activities. This tool allows parents and caregivers to focus their time and energy on the aspects of an activity that are likely to have the most (positive) impact on promoting child development.

### Tool Use

The Supporting My Child page should be printed on the backside of each recipe before distributing to families.

**Step 1:**
Identifying child interests: On the front of the *Recipe*, circle the happy face for the steps that the child can do and that the child enjoys. These are the steps of the activity you will focus on with the child. Circle the unhappy face for the steps or ingredients the child does not enjoy. These are the steps of the activity that you will not focus on with the child, as they will not provide good learning opportunities until the child begins to show some interest.

**Step 2:**
Focus on the interests: Focus your time on the steps that have high interest and minimize or eliminate the child’s participation in the steps that have no interest. After multiple exposures to this activity, it is likely that the child will expand his/her interests and become interested in steps that were previously uninteresting to him/her.

**Step 3:**
Be responsive: When focusing on the steps that have high interest, remember to implement one or more responsive strategies listed on the back of the Recipe. First, check the strategies that you plan to try during this activity. When the activity is over, reflect on the responsive strategies you actually used: 1) compare how closely you met your goal and 2) what effect you think your responsiveness had on the child’s participation in and enjoyment of the activity.

**Step 4:**
Individualize the activity: On the empty lines of the *Recipe*, write some additional steps to this activity that the child is interested in and/or might enjoy. This recipe should reflect your plan to engage the child in highly interesting activities at this time in his/her life. In a few months, your plan for this activity may look different as the child’s interests and abilities may change.

**Step 5:**
Repeat the experience: Learning opportunities are maximized the more a child gets to engage in a highly interesting activity. Try this activity many times at home, altering the plan to meet the child’s current interests and abilities and to ensure that the activity is enjoyable to the child.
1. On the activity card on the next page circle the happy face for the steps that your child can do and enjoys.

Circle the unhappy face for the steps or ingredients your child does not enjoy.

2. Focus your time on the steps that have high interest and minimize or eliminate the parts that have no interest.

3. When focusing on the steps that have high interest remember to try these responsive strategies:

   **Responsive Strategies**
   - Engage my child in what is interesting to him/her
   - Help my child get started in the activity
   - Make sure that people and appropriate toys are available to my child
   - Give the child lots of chances do what he/she can do and likes to do

   **Respond to my child’s behavior**
   - Shift attention to match my child’s interests
   - Let my child change what he/she wants to do
   - Make myself part of my child’s play
   - Give my child a sufficient amount of time to respond
   - Modify interactions to match my child’s attention span
   - Make sure my child is in the best position possible to interact with objects and people
   - Comment on what my child is doing
   - Arrange the play area to encourage the continuation of the activity

   **Encourage my child to elaborate**
   - Use comments, suggestions, and questions to get my child to do new things
   - Offer choices in materials, use gestures to encourage different use of materials, show something new with different materials, etc.
   - Play with and take turns with my child
   - Physically assist my child if necessary (e.g., hold toy)

4. Write other steps you added to this recipe to increase your child’s participation.

5. Take home extra recipe cards and try it out at home.

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To complete this activity you will need the following supplies:
- 3 strawberries, 1 banana, 1 apple (or your favorite fruits)
- 2 tablespoons of cream cheese
- 2 tablespoons of yogurt

Recipe for: Fruit Salad

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

<table>
<thead>
<tr>
<th>Step</th>
<th>Happy Face</th>
<th>Unhappy Face</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wash hands</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Move all the supplies to the table</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Taste the ingredients</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Wash the fruit</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Peel the banana</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Cut the fruit</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Put 2 spoons of cream cheese in the bowl</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Add 2 spoons of yogurt</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Mix</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Eat the fruit salad</td>
<td>🌟</td>
<td>😞</td>
</tr>
<tr>
<td>Wash the dishes</td>
<td>🌟</td>
<td>😞</td>
</tr>
</tbody>
</table>
Recipe for Supporting Interest-Based Learning

Recipe for:

Painting

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

Put on smock

Choose a paint brush

Select paper

Pour paint into paint cups

Paint

Rinse paint brushes

Wash hands

Wash smocks

Hang up painting

Write name on painting

Date: __________________________

Child’s name: __________________________
Recipe for Supporting Interest-Based Learning

Recipe for: Playdough

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

- Wash hands
- Move all the supplies to the table
- Put flour, salt, cream of tarter, oil and water in a bowl
- Mix it all together
- Pour into a pan and cook over low heat while stirring constantly until it comes together like a dough
- Remove from the heat and knead until cooled

- Play
- Wash the dishes

START HERE

CHILD’S NAME: __________________________
DATE: __________________________

GO TO NEXT PAGE

Supplies

To complete this activity you will need the following supplies:
- 1 cup flour
- 1/4 cup oil
- 1 teaspoon cream of tarter
- 1/2 cup salt
- 1 cup water
- Pan

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Recipe for Supporting Interest-Based Learning

Recipe for: Pudding

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

- Wash hands
- Move all the supplies to the table
- Pour pudding powder into the bowl
- Pour 2 cups of milk into the bowl
- Mix
- Put in the refrigerator
- Eat the pudding
- Wash the dishes
- Wash the dishes

To complete this activity you will need the following supplies:
- Bowl of instant pudding
- 2 cups of milk
- Mixing spoon or whisk
- Bowl

Child's Name: __________________________
Date: __________________________

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Recipe for Supporting Interest-Based Learning

Grocery Shopping

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

- Make a list of needed groceries
- Find coupons for the items needed
- Choose a shopping cart
- Push or ride in the shopping cart
- Choose groceries off the shelf
- Bag fruits and vegetables
- Taste free samples
- Put groceries on the counter
- Pay for groceries
- Load groceries into the car
- Talk about what was purchased and what will be made with the items

Optional:
- Canvas bags
- Coupons
- Shopping circular
Recipe for Supporting Interest-Based Learning

Recipe for: Strawberry Shortcake

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

- Wash hands
- Move all the supplies to the table
- Taste the ingredients
- Wash the 5 strawberries
- Cut the strawberries
- Sprinkle sugar on the strawberries
- Cut/tear the cake and put it in a bowl
- Put strawberries in the bowl
- Add 2 spoons of whipped cream
- Eat the strawberry shortcake
- Wash the dishes

Supplies

To complete this activity you will need
the following supplies:
- 5 Strawberries
- Whipped cream
- 2 tablespoons of sugar
- 1 slice of Pound cake
- Cutting board
- Knife
- Mixing spoon
- Bowl
Recipe for Supporting Interest-Based Learning

Supplies
To complete this activity you will need the following supplies:
- 1 potato, 1 carrot, 5 green beans
- Broccoli
- 1 stem of parsley
- Stock (vegetable or chicken)

Recipe for: Vegetable Soup

Which steps can your child do AND would your child like to do? Circle the happy face for the steps your child can do and enjoys. Circle the unhappy face for the steps your child does not enjoy.

- Wash hands
- Move all the supplies to the table
- Taste the ingredients
- Wash the vegetables
- Peel the vegetables
- Cut one tablespoon of each vegetable
- Put vegetables, water and broth in the pot
- Boil the soup
- Pour the soup into bowls and add ice if soup is too hot
- Eat the vegetable soup
- Wash the dishes

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