



MANUAL
DEXTERITY

“Linking professions”

Ref. 52312



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CONTENT:

The game is made up of 24 very thick and high quality figures printed on two faces that represent different professions and its related elements.

DESCRIPTION OF THE GAME:

- 8 wooden characters that represent the different professions.
- 16 elements that includes transports and related objects of each profession.
- The figures are reversible and are printed on both sides.
- They remain upright and allow the child to play with the characters.
- It includes 8 different coloured laces so that the child can link the figures together.

RECOMMENDED AGE AND INSTRUCTIONS:

From 3 to 6 years.

The thickness of the figures means the smallest children can pick up the figures easily and handle them. Their good stability makes it possible for the child to play with the characters. Although the game is aimed at children of 3 to 6 years, it can be played with older children or those with special needs who need work on their eye-hand coordination, manual dexterity or fine motor skills.

Inspired by the Montessori Methodology.

EDUCATIONAL OBJECTIVES:

- o To develop fine motor skills and manual dexterity.
- o To encourage symbolic play.
- o To work on the diversity of today's professions.
- o To develop and broaden basic vocabulary related to the professions.

METHOD OF PLAY AND ACTIVITIES:

1. We ask the child to select the characters.
2. Next, we ask him or her to identify the profession of each character and select, from all the elements, the two figures that he thinks correspond to that profession. If the child is very young we can guide the game.
3. We choose a lace for each profession and we link the character and the elements of the same profession with each other. We do the same with all professions.



Other activities are proposed below:

1. **Who is who?** With this activity, we work on recognising the professions. First ask the child to identify each one of the professions. If the child is very young, we can help with questions: Which one is the policeman? Where is the fireman? And the teacher? Once the child has recognised each profession, ask him or her about the actions related to them: Who fishes for fish? Who collects the letters from the postbox? Who puts out the fires? etc.
2. **What is it for...**Place the figures on the table and ask the child to point out the figures that the adult is describing: "Which vehicle does the fireman use?" Which objects are part of the police uniform?" "What is the bag for that the doctor is carrying?" "Where do you put the letters?" As the child recognises them, he or she should name and describe them.
3. **Classify by...**We ask the child to classify the figures according to whether they are characters, transport means or objects. Once the child has the figures grouped together in these three categories, they can play by looking at the differences between the items that make up each group. For example, in the professions group, we can talk about the diversity of sexes and races of the characters, see the differences between the various uniforms or identify the function that each professional performs in society. In the transport group, we can study the vehicles one by one and name them, describe them and associate them with a profession. We can also identify which are the quickest, in what places they are used and why they are suitable for that profession. As regards the objects, we can examine, together with the child, what they are, what they are used for and how are they used.
4. **What happens if...**We can work with the imagination and the creativity of the children by making different associations with the items and the professions. For example, we can ask them: "What would happen if we gave a boat to the fireman?", "And a planet to the farmer?", "And if the fisherman travelled on the motorbike?"
5. **The quickest:** Several children can play this game. Place all the figures on the table. The adult gives instructions as to which figure they should pick up and the children have to pay attention and be quick to get the right figure. They can be asked "I need you to choose the items used by the farmer". The children have to identify them quickly. Or "Find the vehicles that have a siren". If a child picks up the wrong figure, explain to him or her where the error is.

