

<b>DURATION</b>	30 minutes
<b>AGE RECOMMENDATION</b>	0-6; 6-10
<b>KEY WORDS</b>	writing, vocabulary
<b>LANGUAGES OF THE ORIGINAL SOURCE</b>	This activity can be used in any language.
<b>MATERIALS NEEDED</b>	paper, coloured pencils
<b>AIM OF THE ACTIVITY</b>	To practice vocabulary. To connect members of families with specific languages.
<b>PREPARATION FOR THE ACTIVITY</b>	Paper, pencils or markers.
<b>PROCEDURE</b>	<p>Children can choose the relative to which the greeting card should be written or drawn. The children decide what to draw and/or write on the card in the language of the relative.</p> <p><u>For 0-6:</u> The children is drawing and doing the planing of the accompanying text, the parent could do the writing.</p> <p><u>For 6-10:</u> Parents can help to write the text without any mistakes but it is better for the children to make their own mistakes.</p>
<b>SIGNIFICANT BENEFIT OF THE ACTIVITY</b>	Writing, also if only minor text, is always about planing and performing. Doing revision work and/or mistakes is necessary for this process and an important step in developing. Revision work and mistakes produce wonderful and productive ways to build progress (see Pinker).
<b>SOURCE OF THE ACTIVITY</b>	<p><i>Multilingual Families Project</i></p> <p>This activity is inspired by: Pinker S., 1996, <i>The language instinct: how the mind creates language</i>, New York: Harper Perennial.</p>