**Here is some information to help you on your way**

**PlayTale competition:**

***Step by step guide to writing a story-***

Step 1: Think of an idea

A good place to start is by reading a book together. Stop and ask your child to make predictions about how the story might end. Your child's alternative ending may become great material for a new and original story. You can also write stories based on real‑life experiences, such as your child's first day of school, an adventure in the park or losing their first tooth.

Step 2: Create a character and a setting

Ask your child to create a character and a setting. Will their main character be a child, an adult or an animal? Will the story be set in the local park, a different country or outer space? Let your child's imagination run wild!

Step 3: The Beginning

All good children's stories have a beginning, middle and an end. Ask your child to expand on their original story idea and set the opening scene. What's special or different about their main character? Maybe it's a cat who enjoys taking baths, a superhero who can't fly or a princess who lives in a cave!

Step 4: The Conflict

A story with no conflict can be rather dull. Help your child understand the concept of conflict in a story by revisiting some of their favourite books. Explain to them when a conflict arises and encourage them to create one for their own story. They can even introduce a new character to shake things up!

Step 5: The Turning Point

The turning point is usually in the middle of the story and helps to make a story more interesting. It can be a eureka moment, a time where a character discovers a hidden superpower or a surprise that throws the whole story into a spin. Ask your child to think of something that the reader would least expect. It doesn't always have to make sense – this is your child's time to unleash their imagination!

Step 6: The Resolution

A good story doesn't finish without a final resolution. Ask your child how the conflict in their story pans out. Challenge them to link the conflict with the turning point to create a meaningful resolution.

Step 7: The End

A satisfying ending is the perfect way to finish a story. What happened to the characters once their conflict became resolved? Were they able to finally achieve something, or did they learn an important lesson as a result?

**PlayArt competition:**

***Assisting 15 month to four years of age to draw -***

1. Make art part of the routine. Incorporate art-making into playtime. Make an art-zone if you want to isolate the mess. Tape down paper for them to draw on and spill on, and make a smock out of old clothes. Taping paper on a table can help a small child focus on the motion of drawing, without having to hold down and adjust the drawing paper. Buy chunky crayons and washable markers that are easy to grip.
2. Don't teach. Children develop basic motor skills with every scribble. They also develop creativity, invention, and self-expression. A child this young needs no instructions, only appreciation. Sit with children when they draw, talk with them about their art, but do not attempt to teach.
3. Make observations. Rather than praising or correcting a child's art, observe it. Comment on the process, not the product. While the child draws, say "look at all the circles you are making! Some small circles are inside the big circles" or "I see you are using orange and green crayons now." Say what you like about a drawing: "that big sun makes me think of a day at the beach!" or "I like how all the trees have different coloured leaves.
4. Ask open-ended questions. Avoid asking "what is it?" when presented with a drawing. Instead, ask "can you tell me about your drawing?" If a child is excited to talk about their drawing, ask more questions. A child may begin to add more details when you ask questions. When a child is drawing representational work, they will often imagine a story that goes with the work. Asking them to tell you more details of their story will encourage them to draw more details.
5. Make art part of emotional processing. If a child is experiencing a strong emotion, offer them paper and markers, or some clay. If a child is having a tantrum, suggest they make an angry picture. If they are sad, a sad one. Art can help children process intense emotions that may be too complex for them to put in words. Giving a child a creative activity over which they have sovereignty can help them gain a sense of control.
6. Affirm pre-writing. Around 2 ½ to 3 ½ years of age, children will begin drawing squiggles meant to represent words. These drawings are a child's first steps toward writing. As they grow, the squiggles will become more complex. A child may begin to vary short and long squiggles or draw letter-like shapes mixed up with real letters. These drawings are an exciting sign that a child understands that words can be written to communicate meaning.
7. Display and save their drawings. Putting children's art up is a way of letting them know their work is interesting and important. Rather than praising every individual drawing, display it. You do not have to put up every piece of art: ask each child what they would like displayed, or create a rotating "gallery" that changes weekly or monthly. Keep a portfolio of each child's drawings so they can observe their process.

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