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**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

## Early Childhood Development



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## Grade 8 Teacher's Guide

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<b>1</b>	<b><u>1 -2</u></b>	<b>1.The ECD Learning programme.</b>	<b>Introduction to Early Childhood Development</b>  <b>Planning and environment which is conducive to a learning environment</b>	<b>Setting up of an ECD centre</b>
	<b>3-4</b>	<b>Healthy and safe environment</b>	<b>Personal and environmental safety and hygiene</b>	<b>Personal health and hygiene</b>
	<b>5-6</b>	<b>Creative Activities</b>	<b>Introducing a variety of creative activities and mediums in the ECD centre</b>	<b>Master different art activities and mediums</b>
	<b>7-8</b>	<b>Resources</b>	<b>Introduction of different resources in ECD</b>	<b>Development of durable resources</b>
<b>2</b>	<b>1-2</b>	<b>Caring for babies Toddlers and young children</b>	<b>Providing safe environment for the care of babies</b>	<b>The safe and correct ways of caring for baby's physical needs.</b>
	<b>3</b>	<b>Development of babies toddlers / and young children</b>	<b>Developmental areas of babies, toddlers, and young children</b>	<b>Areas of development</b>

		<b>Play in ECD</b>	<b>The value of play in ECD</b>	<b>The variety of different stimulation activities for babies</b>
<b>3</b>	<b>1-2</b>	<b>Language use and communication skills</b>	<b>The Importance of good communication skills</b>	<b>Language use through text</b>
	<b>3-4</b>	<b>Diseases</b>	<b>Importance of healthy living</b>	<b>Healthy and unwell child Healthy eating habits</b>
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				<b>Safety and precautions</b>
	<b>7-8</b>	<b>Behaviour Management</b>	<b>Behaviour management</b>	<b>Behaviour problems</b>
<b>4</b>	<b>1-2</b>	<b>Diversity</b>	<b>Understand how to create and set up an inclusive learning environment</b>	<b>Understanding diversity</b>
	<b>3-4</b>	<b>Mathematics in ECD</b>	<b>Integration of mathematics in different activities</b>	<b>The value Integration of mathematics</b>



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# Term 1

## Topics

1. **The ECD learning programme**
2. **Healthy and safe environment**
3. **Creative Activities**
4. **Resources**

## TOPIC 1: The ECD Learning Programme

### What is Early Childhood Development (ECD)?

- 1.1.1 Early childhood development (ECD) refers to a comprehensive approach to policies and programmes for children from birth to nine years of age with the active participation of their parents and caregivers.
- 1.1.2 Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential.
- 1.1.3 (White paper 5 on Early Childhood Development 2001).
- 1.1.4 The vision of the South African Government for Early Childhood Development is for to protect children's rights by providing environments and resources for the development of a child's full potential in all developmental aspects.
- 1.1.5 Policies and strategies were then developed by the Department of Basic Education to support those who work with, babies, toddlers and young children to develop programmes that are responsive to learning and development

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### 1.2 What is The National Early Learning Standards(NELDS)?

- 1.2.1 NELDS is meant to support the holistic developmental aspects of children from birth to four in South Africa, by ensuring that the stated developmental expectations in children (desired results) are achieved.
- 1.2.2 NELDS among others can be used for:
  - a) Supporting and improving curriculum development;
  - b) Evaluating early learning programmes; and
  - c) Developing school readiness tools.

### 1.3 What is The South African National Curriculum Framework for children? from birth to four (NCF).

- 1.3.1 The NCF provides guidance for those developing programmes and working with babies, toddlers and young children from birth to age four.
- 1.3.2 The document is aimed at adults working with children from birth to four and includes:
  - a) Parents and caregivers;
  - b) Early childhood practitioners (in ECD centres, family and community support services, child minders)

The National Curriculum Framework (**NCF**) is a comprehensive framework for ECD which emanates from / was built on the NELDS and developed by the Department of basic Education and partners in 2015, with input from the public

The NCF outlines the vision for all children, the underpinning principles and main areas of development (competence) for babies, toddlers and young children. Please cancel this part from Birth to Four

The NCF provides guidance for those working with children from birth to age 4 (training organisations, universities, practitioners, parents and other care-givers) in developing programmes to enhance and improve children's learning experiences and development

#### **1.4 Practitioner/educator and support staff.**

**1.4.1** The NCF is not a curriculum it is a framework which provides guidance on how to develop a curriculum appropriate for babies and young children.

#### **1.5 In ECD settings.**

**1.5.1** The Early Learning Development Areas (ELDAs)

**1.5.2** The NCF has six ELDAs which help adults to organise development and learning opportunities activities for babies, toddlers and young children.

**1.5.3** Each of the ELDAs is closely related to the Desired Results identified in the NELDS.

**1.5.4** Although the ELDAs are dealt with separately in this document but, are integrated during implementation.

**1.5.5** The six ELDAs are as follows

- Well-being;
- Identity and belonging;
- Communication;
- Exploring mathematics;
- Creativity; and
- Knowledge and understanding of the world

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**1.5.6** The ELDAs are naturally combined in most routines and activities through their aims.

#### **1.5.7 Examples of aims and activities in each ELDA.**

##### **a) Well-being**

- Children are well-nourished
- Having good health
- Being safe and secure
- Developing physical abilities and interest in physical activities
- Developing physical abilities and interest in physical activities

**b) Identity and belonging**

- Are aware of themselves
- Develop a strong sense of self care
- Build a strong relationship with other children and adult

**c) Communication □ Speaking and listening**

- Reading example picture books or labels of familiar objects
- **Singing and rhyming**

**d) Exploring mathematics**

- Number counting
- Sorting, classifying,
- Space, shapes and measurement.

**e) Creativity**

- Solve problems by designing
- Painting, singing and dancing



**f) Knowledge and understanding of the world**

- Experimenting
- Discovery
- Exploring and investigation of immediate environment and beyond

**1.5.8 Arrangement of ELDAs**

When planning activities for babies, young children and toddlers it is very important to understand how ELDAs are structured.

**a) Each ELDA is structured in four functions which are as follows:**

- Aims for development and learning.
- Developmental guidelines.
- Example of activities for baby's toddlers and young children.
- Guidelines for assessment.

**b) Important aspects of planning when using the NCF are:**

- age
- categories of different age groups to ensure that developmentally appropriate activities are planned for children.

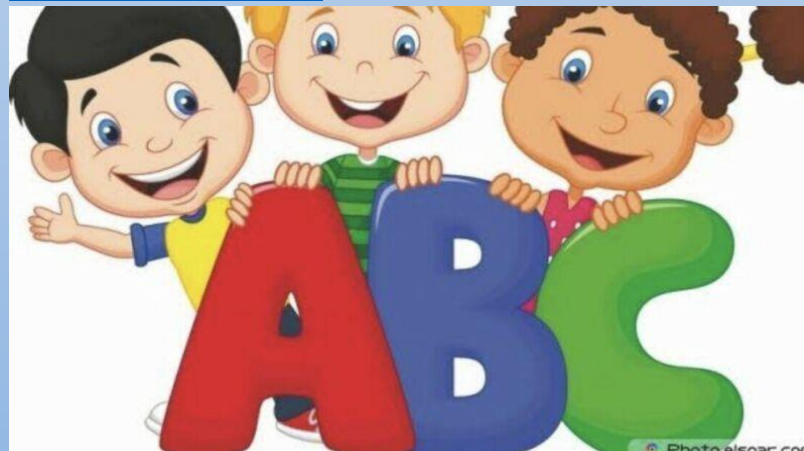
c) The table below gives an outline of different activities.

- Age Description Age category
- Beginning baby's Birth -18 months
- Moving on 18-36 months
- Advancing further 36-4yrs
- Towards Grade R 4-5 yrs.

## **1.6 QUALIFICATIONS REQUIRED IN THE ECD SECTOR**

- 1.6.1** The Further Education and Training Certificate
- 1.6.2** Early Childhood Development, NQF Level 4, SAQA ID 58761 is a credit-bearing
- 1.6.3** National Qualification registered on the NQF (National Qualifications Framework) and accredited by the quality assurance body Education, Training and Development
- 1.6.4** Practices Sector (ETDP SETA).
- 1.6.5** This qualification is equivalent to Grade 12 and allows ECD practitioners to teach children from birth to four (4) and not Grade R
- 1.6.6** Minimum Admission Requirements
- 1.6.7** Minimum entry requirements for this qualification is Grade 9.
- 1.6.8** Higher Certificate in Early Childhood Care and Education Purpose (Hcert)
- 1.6.9** This is an entry-level qualification that is intended to provide learners with basic introductory knowledge, cognitive and conceptual tools and practical techniques to enable further study in ECD.
- 1.6.10** It aims to develop learners who are capable of applying such beginning knowledge and competence as early childhood educators.
- 1.6.11** Graduates who successfully complete the HCert (ECCE) and who want to become professionally qualified must enter and successfully complete the Diploma (Dip) in ECCE or the Bachelor of Education (Bed) in ECCE.
- 1.6.12** Minimum Admission Requirements: A National Senior Certificate (NSC) or Senior Certificate (SC) or a National Senior Certificate for Adults (NASCA) or a Level 4 National Certificate (Vocational) or an appropriate Level 4 Certificate in ECD

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## **EARLY CHILDHOOD DEVELOPMENT**

### **The ECD learning environment**

#### **Activity 1**

Name \_\_\_\_\_ Date: \_\_\_\_\_

#### **Create a cover page for a practical file.**

This practical project is for your practical file which will contain examples of practical assignments.

#### **You need:**

- A cardboard file
- Glue
- Any waste material
- Plastic to cover file

#### **Instructions to the learner:**

- Create a cover page for your file by making a collage of a fish.
- Make use of any type of off-cut paper.
- Paper must be torn in pieces with fingers.
- Be creative



Assessment		Level	
Appearance of activity		5	
Make use of any type of off-cut – paper to colour the picture		5	
Paper is torn into small pieces and paste neatly		5	
Creativity		5	
File is covered neatly and index is inserted.		5	
		25	

#### **Assessment Criteria**

Rating	Competence
0-1	Unacceptable: Does not meet the criteria
2	Poor : Meet some criteria
3	Average : Meets most criteria
4	Good : Meet the requirements
5	Excellent : Exceed all requirements

# Topic 1: The ECD Learning Programme

## Chapter 1: Introduction to Early Childhood Development

### Terminologies and career opportunities

**1. Baby**

- An infant or small child from birth till age of one

**2. Toddler**

- A young child aged one year to three years' old

**3. Pre- Schooler**

- A young child aged three years who does not attend formal school yet

**4. Pre-Primary child**

- A young child the year before he/she starts formal school.

**5. A child**

- A young boy or girl

**6. Child Care Worker or Child minder**

- An untrained person in charge of someone else's children in a Day Care Centre

**7. Edu carer**

- A person in charge of a N3 certificate in Childcare or National certificate in Edu care

**8. Assistant Edu carer**

- A person who did a course in a period 3 weeks up to one year who can give assistance with the care of children from birth to pre-school under supervision of an Edu carer

**9. Day Mother**

- The care of children away from their parents daily. This takes place in their own homes and can also include school going child

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### 10. Ad Hoc Care

- Caring for children at places e.g. at the airport shopping, centres etc.

### 11. Day Care Centre

- A building or premises for the protection and education of children
- Some of the staff has training

### 12. Play group

- A play group consists of six to twenty children in a church hall or any place in the community where the children are kept busy through fun and play.

### 13. Nursery School

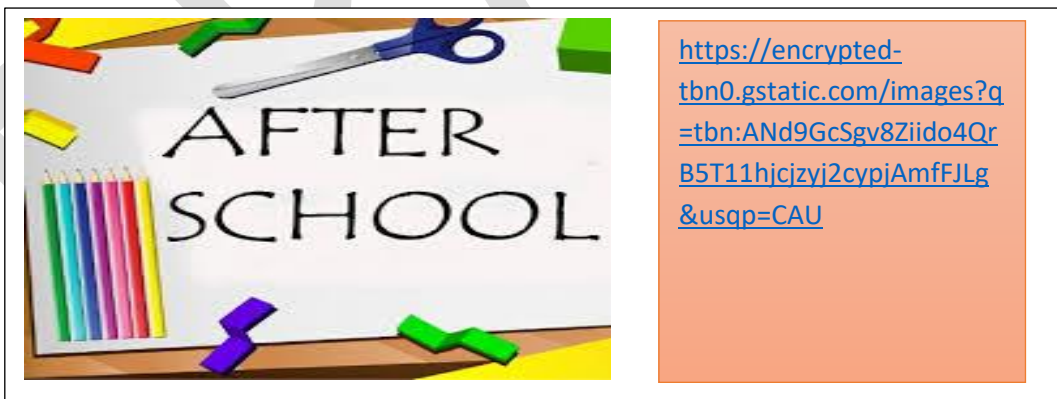
- A building with a registration certificate, trained teachers who teach the children, 3 - 6 years old, according to an educational program.

### 14. Pre-Primary School

- A school with a departmental program for pre-school children

### 15. After school centre

- A centre which cares for pre-school and school going children after school till they are picked up by their parents



#### Activity 2

##### Instructions to Learner:

Complete a worksheet.

## EARLY CHILDHOOD DEVELOPMENT

### Activity 2

Name: .....

Date: .....

A) Choose the correct answer from column B to match column A.

Write the correct answer of column B next to Column A in the answer column.

Column A	Answer	Column B
Baby		a) Caring for kids at shopping centre
Edu carer		b) An untrained person caring for kids
Toddler		c) Birth to one year old
Child		d) A child in the year before primary school
Ad-hoc care		e) School with registration certificate
Pre-schooler		f) Centre caring for children after school
Day mother		g) Has a N3 certificate
Child minder		h) Caring for children at your own house
Nursery school		i) One year to 3 years old
After Care		j) Any young boy or girl

B) Make use of a magazine and look for a picture of each of the following:  
A baby, A toddler and a young child.

## Chapter 2 Setting up of an ECD centre

### Terminology

indoor	outdoor	environment	washable
storage	safety	fence	gates
parking	requirements	facilities	suitable
ventilation	building regulations		

### 1.1 The requirements for indoor ECD Centres:

#### 1.1.1 Enough space

- There must be enough space to accommodate all the children.
- There must be enough space for a variety of materials and equipment.
- The minimum floor surface per child is 3.5m<sup>2</sup>.

#### 1.1.2 Ventilation (Windows)

- The room should not be too hot or too cold.
- Windows should allow for sufficient light.
- Children should be able to see out of the windows.

#### 1.1.3 Walls, floors, and surfaces

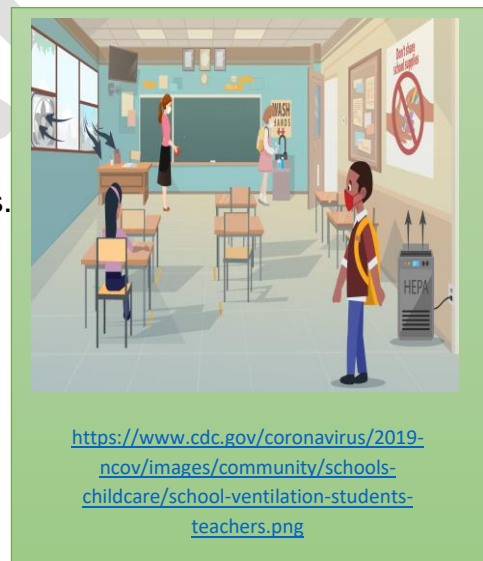
- All must be washable.
- No wall-to-wall carpets.

#### 1.1.4 Storage facilities

- Should match the height of the children.
- Must also be washable.

#### 1.1.5 Toilet facilities

- There should be potties and appropriate toilet and washable basins for children.
- The size of the toilet will vary according to the size and age of the children.
- If small toilets are unavailable, a wooden step can be used for smaller children.



- Toilets should always be neat, attractive and clean.
- Toilet must be near the playroom and the outdoor play area.
- Ensure that there is enough toilet paper and soap throughout the day.

### 1.1.6 The various play areas

- Book corner
- Fantasy corner
- Creative corner
- Block corner
- Display area



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## 1.2 The requirements of the outdoor facilities

### 1.2.1 The Structure must be according to the national building regulations

#### 1.2.2 Safe and enclosed playing area

- Ground must be covered with lawn (grass as far as possible).
- Fencing a facility is very important.
- A high safety fence might not look attractive, but it is effective in keeping children in and undesirables out.
- The fence should fasten securely at the gate.
- There should be no sharp metal pieces or splintered wood that can hurt children.

#### 1.2.3 Suitable gates for safety

- Gates must be of such a nature that children cannot open them.
- Children should not be able to climb over the gates.
- Sturdy child-proof gates are a necessity.

#### 1.2.4 Separate parking area

- Provision should be made for adequate parking space in front of the facility.

Activity 3

Complete a questionnaire

Activity 4 Instruction to the learner

Name the 5 play areas you can have in a class and paste a picture or draw next to each one.

## The ECD learning programme

### Activity 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### **Complete the following questions**

1. What is the minimum floor space required per child? [1]  
\_\_\_\_\_
2. Why are windows important in the indoor area? [2]
  - \_\_\_\_\_
  - \_\_\_\_\_
3. How many toilets are required for every 10 children? [1]  
\_\_\_\_\_
4. Name 4 different play areas in the indoor area. [4]
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
5. Name 3 safety criteria for security gates. [3]
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
6. Why is a high safety fence important? [2]
  - \_\_\_\_\_
  - \_\_\_\_\_
7. With what should the ground be covered within the outdoor play area? [1]
  - \_\_\_\_\_
8. Name 3 requirements for a safe outdoor area. [3]
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
9. Name 3 requirements for the toilet facilities. [3]
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

/20

## The ECD learning programme

### Activity 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Name the 5 different play areas for a preschool class.**

**You need:**

- magazines
- Pritt
- Scissors.

**Instructions to the learner:**

- Name the 5 play areas you can have in a class,
- Paste or draw a picture next to each one.



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<u>Name of area</u>	<u>Picture</u>

<b>Assessment</b>	<b>Level</b>	
All areas are included	5	
Suitable pictures are drawn or pasted.	5	
	10	

<b>Assessment Criteria</b>		
<b>Rating</b>	<b>Competence</b>	<b>Level</b>
0-1	Unacceptable Does not meet the criteria	
2	Poor Meet some criteria	
3	Average Meets most criteria	
4	Good Meet the requirements	
5	Excellent Exceed all requirements	

## EARLY CHILDHOOD DEVELOPMENT

### The ECD learning environment.

#### Practical Lesson 1

Name \_\_\_\_\_ Date: \_\_\_\_\_

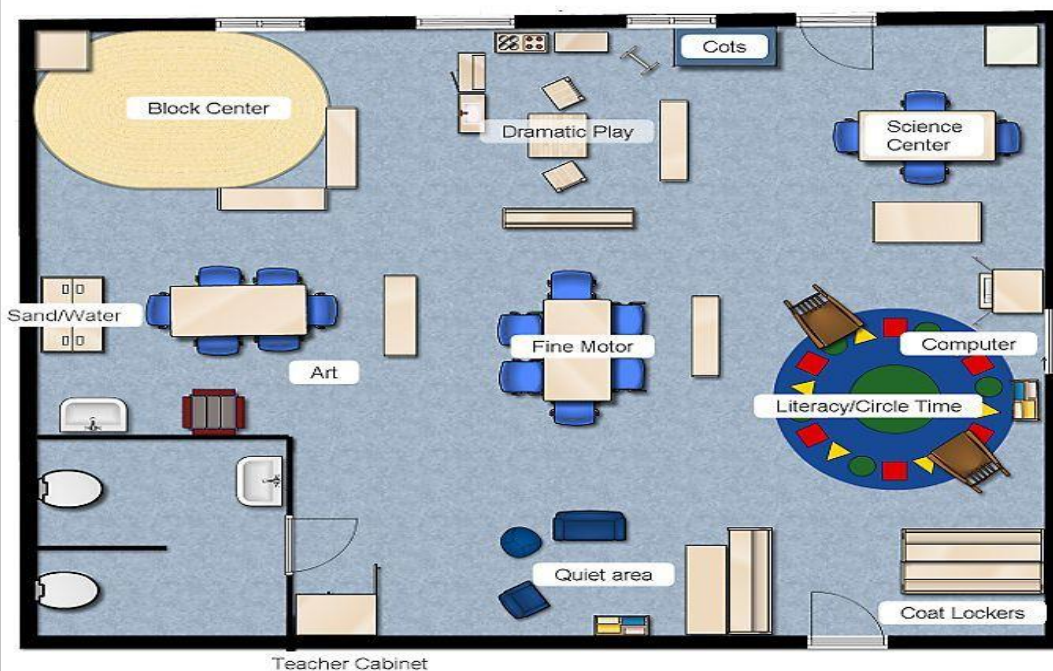
#### Create a schematic layout of the indoor ECD centre

##### You need:

- A 3 Paper
- Glue
- Colouring pencils
- Pencil
- Black permanent marker.
- Any other waste material and art mediums

##### Instructions to the learner.

- Create a layout of an indoor ECD centre.
- Make use of any type of off-cuts and waste materials
- Label each area
- Be creative



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Assessment		Level	
Appearance of activity		5	
Make use of any type of off-cut waste material and other art mediums.		5	
All the areas are labelled		5	
Creativity		5	
Handed in on time		5	
		25	
<b><u>Assessment Criteria</u></b>			
Rating	Competence		
0-1	Unacceptable: Does not meet the criteria		
2	Poor :Meet some criteria		
3	Average :Meets most criteria		
4	Good :Meet the requirements		
5	Excellent :Exceed all requirements		



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## Topic 2: Healthy and safe environment



### Topic 2 Healthy and safe environment

Personal environmental safety and hygiene

The importance of personal Hygiene when working with children

## Chapter 1: Personal environmental safety and hygiene

### Unit 1 The importance of personal hygiene when working with children.

#### Terminology

bath	shower	clean	meal
jewelry	hair	germs	exercise
balanced	transmit	blood	ring

#### 1.1 Personal Hygiene when working with children.

- Take a daily bath or shower to ensure that you are always clean.
- Keep fingernails always short, long nails can scratch a child.
- Do not wear any rings or jewelry on your fingers and arms that can harm the child. They can also transmit germs to children.
- Wear gloves to protect your hands from blood and chemicals.
- Wash your hair regularly, it should always look clean and shiny. If you have long hair, it should be tied back, away from your face.
- Wash your hands as often as possible. Dry hands

- and put lotion on to prevent cracks which carry germs.
- Always wear clean underwear and clothes.
- Soiled clothes should immediately be changed for clean ones.
- Put your hand in front of your mouth when sneezing.
- Ensure that you get enough sleep at night. Working with children can be very frustrating if you are tired and irritable and you will be more likely to 'snap'.
- Wear comfortable, low-heeled shoes as you will be on your feet most of the time.
- Do enough exercise.
- Make sure you eat a well- balanced meal daily to maintain your state of health.
- If you are sick, consult a doctor, a sick person can't take care of a child.

## **1.2 Personal Health and hygiene for the Edu carer.**

### **1.2.1 Skin care**

- a) Take a daily bath or shower to ensure that you are always clean.
- b) Wash your hands as often as possible.
- c) Dry your hands and put lotion on to prevent cracks which carry germs.
- d) Wear gloves to protect your hands from blood and chemicals.
- e) Put your hand in front of your mouth when sneezing.

### **1.2.2 Hair and nail care**

- a) Wash your hair regularly, it should always look clean. If you have long hair, it should be tied back, away from your face.
- b) Keep fingernails always short, long nails can scratch a child.
- c) Do not wear any jewellery on your fingers and arms as that can harm the child and can also transmit germs to children.

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### 1.2.3 Teeth and oral hygiene.

- a) Brush and floss your teeth at least twice a day
- b) Use a good quality toothbrush.
- c) Use toothpaste containing fluoride.
- d) Rinse your mouth after each meal
- e) Limit the intake of sweets and snacks.
- f) Use more dairy products.
- g) Eat more hard fruits like apples.
- h) Have a thorough dental check-up.
- i) Contact your dentist immediately if you have toothache, loose teeth, bleeding gums or persistent bad breath.



### 1.2.4 Clothing

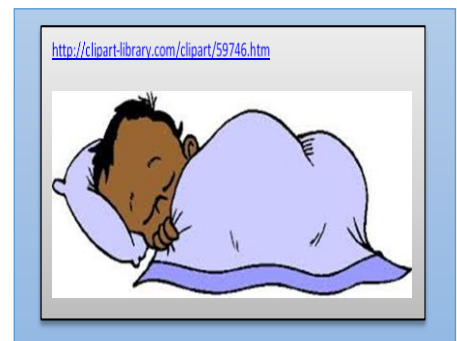
- a) Wear comfortable, low heeled shoes as you will be on your feet most of the time.
- b) Walk barefoot when you can.
- c) Always wear clean underwear and clothes. Soiled clothes should immediately be changed for clean ones.
- d) Wear a proper, supportive and fitting bra.
- e) Light coloured clothes will make you feel cooler.
- f) Avoid slip-on shoes or slippers.

### 1.2.5 Exercise

- a) Exercise regularly.
- b) Exercise will help you not to gain too much weight.
- c) Walk for 30 minutes two to three times a week.
- d) Drink a lot of water while exercising.

### 1.2.6 Rest

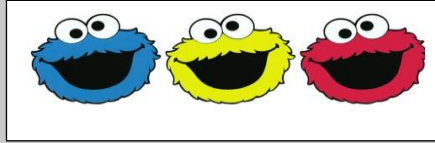
- a) Ensure that you get enough sleep at night.
- b) Have a warm drink before going to bed
- c) Have a warm bath before bedtime to relax the body
- d) Relax before bedtime, read a book, or listen to music



- e) Working with children can be very frustrating. If you are tired and irritable you will lose your temper more likely

### Activity 1

#### Instruction to learner



- Cut pictures to create an image of a healthy, clean, and comfortable teacher.
- Label the teacher.
- Be creative and use your initiative



<https://webstockreview.net/explore/african-clipart-teacher/>

## Healthy and safe environment Activity 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Create an image of a healthy clean and comfortable Edu carer**

### **You need:**

- Make use of a magazine.
- Colouring pencils
- Pritt
- Scissors
- A4 Paper

### **Instructions to the learner:**

- Cut or draw pictures to create an image of a healthy, clean and comfortable Edu carer
- Be creative and use your own initiative
- Label your picture



<https://webstockreview.net/explore/african-clipart-teacher/>

Assessment Criteria		
Rating	Competence	Level
0-1	Unacceptable Does not meet the criteria	
2	Poor Meet some criteria	
3	Average Meets most criteria	
4	Good Meet the requirements	
5	Excellent Exceed all requirements	

### **1.3. HOW TO WASH YOUR HANDS?**

#### **1.3.1 Techniques and steps when washing hands.**

- Use enough soap and water
- Rub palm against palm
- Place the palm of one hand over palm of other hand
- Rub the back of your hands against your palm.
- Interlace fingers.
- Wash the thumb with other hand, then change around.
- Rinse thoroughly
- Dry hands with clean towel or paper.

<https://www.dettolarabia.com/en/common-infections/healthy-hands/you-need-to-know-these-hand-washing-steps-for-a-healthy-you>



#### **1.3.2 When you should wash your hands?**

- Whenever it is dirty
- After being to the toilet
- After blowing your nose, or the nose of a child
- Before meals are prepared
- Before giving food to children
- Before making bottles
- Before changing nappies
- After changing of nappies
- Before and after touching different babies
- After being in contact with blood

## Healthy and safe environment.

### Activity 2

Name: ..... Date: .....

#### 1. Why is it important to wash your hands regularly? (2)

1.1. ....

1.2. ....

#### 2. Make use of the pictures below and indicate next to the numbers the correct steps when washing hands. (8)



- 2.1 .....
- 2.2 .....
- 2.3 .....
- 2.4 .....
- 2.5 .....
- 2.6 .....
- 2.7 .....
- 2.8 .....

## Healthy and safe environment

### Activity 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Steps of washing hands.

#### You need

- Make use of a magazine.
- Colouring pencils
- Pritt
- Scissors
- A4 Paper

#### Instructions to the learner:

- Develop a poster of the steps of washing hands.
- Be Creative
- Use the correct grade 1 font
- Draw or paste pictures.
- Label them.



<https://za.pinterest.com/pin/854276623059438199/>

Assessment		Level	
Correct steps		5	
Poster is eye catching and durable		5	
		10	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Healthy and safe environment Practical lesson 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Create a poster for your classroom to demonstrate the different steps of washing hands.**

### **YOU NEED:**

- A 3 coloured carton
- Colouring pencils
- Pencil
- Black coki
- Any other art materials and mediums.

### **Instruction to the learner.**

- Create a poster to demonstrate different steps of washing hands
- Use pictures and label it
- It must be clear
- It must be durable
- Be Creative



Assessment		Level	
Appearance of activity		5	
Make use of any type of art material or mediums		5	
Pictures is ladled		5	
Creativity: Colourful		5	
All steps are demonstrated		5	
		25	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## 1.4 Healthy eating

### 1.4.1 Dietary needs

- Make sure you eat a well-balanced meal daily to maintain your state of health.
- Be careful not to eat too much less nutritious food, or too much food
- Avoid fried foods and extra fats
- Avoid food rich in sugar and fats
- Use salt sparingly because it stores water in the body
- Drink 6-8 glasses of water per day
- Eat enough proteins to build your body, 90 to 100 gram per day.

### 1.4.2 A balanced diet

a) A balanced diet is a diet which supplies all nutrients from the basic food groups daily.

- Fats and oil s
- Proteins
- Vitamins and minerals
- Carbohydrates



[https://favpng.com/png\\_view/vegetarian-food-sticker-food-group-clip-art-junk-food-sticker-vegetarian-food-png/U44x9yiQ](https://favpng.com/png_view/vegetarian-food-sticker-food-group-clip-art-junk-food-sticker-vegetarian-food-png/U44x9yiQ)



**b) The basic food groups are:**

- **Fats and oils**

**Function:** Control body temperature

**Sources:** Animal and plant oils

- **Proteins**

**Function:** Builds and repairs tissues

**Sources:** Meat, fish, chicken, eggs, ground nuts, beans, milk, cheese etc.

- **Vitamins and minerals**

**Function:** Protects against diseases

**Sources:** All fruit and vegetables

- **Carbohydrates**

**Function:** Gives energy

**Sources:** Breads, Cereals

<https://webstockreview.net/explore/foods-clipart-group/>

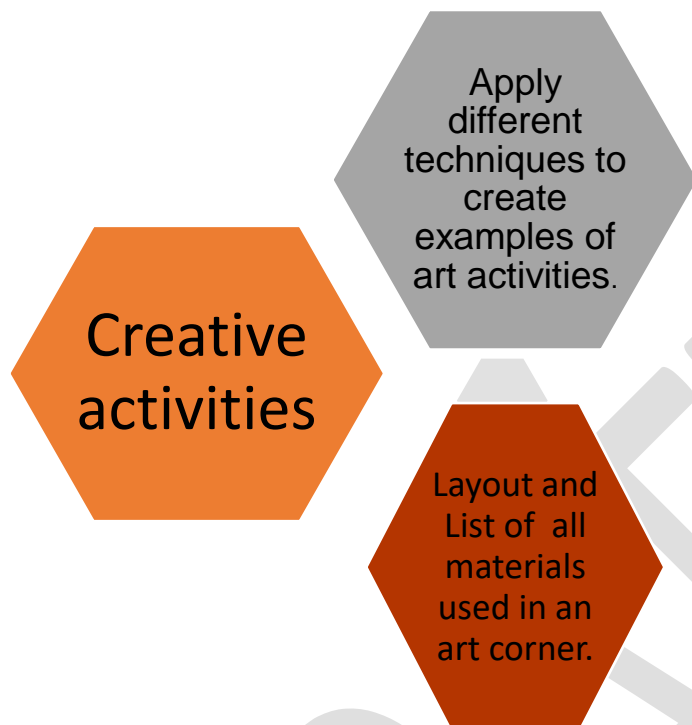


**Water is essential drink 6-8 glasses water per day**



[https://www.pincipart.com/pindetail/xhhobb\\_clip-library-download-fila-cartoon-child-children-line/](https://www.pincipart.com/pindetail/xhhobb_clip-library-download-fila-cartoon-child-children-line/)

## Topic 3: Creative activities



### Unit 1: Master the different art activities and mediums

#### Terminology

creative	corner	paint	activities	cutting
imagination	toilet rolls	crayons	pencils	paper

#### 1.1 Apply different techniques to create examples of art activities.

- In the art corner you must provide for the following different art activities:

### 1.1.1 Painting

- The use of colour helps to simulate the imagination and develop creativity.

#### a) Stages of painting

- In the early stages one of two colours (red and blue) are sufficient.
- Green, yellow, white and black can be added at a later stage.

#### b) Different paint activities

- Block painting (use a sponge, stamp, cotton wool, cork, any fruit or vegetables cut in halve.)
- Butterfly painting (use a straw to blow pictures.)
- Brush painting (start with the biggest paint brush and work towards a thinner brush as the child's skills develop.)
- Roll-on paint
- String-rope
- Chenille sticks
- Toothbrush (Splash paint with a toothbrush)
- Finger paint (use hands and feet)

#### c) Material to paint on:

- Newspapers
- Paper plates
- Doilies
- Paper towels
- Paper bags
- Toilet rolls
- Egg boxes and packaging
- Boxes
- Paper.

[https://favpng.com/png\\_view/paint-brush-painting-palette-clip-art-png/OfnvRSHa](https://favpng.com/png_view/paint-brush-painting-palette-clip-art-png/OfnvRSHa)



### **1.1.2 Drawing**

#### **a) Stages of drawing**

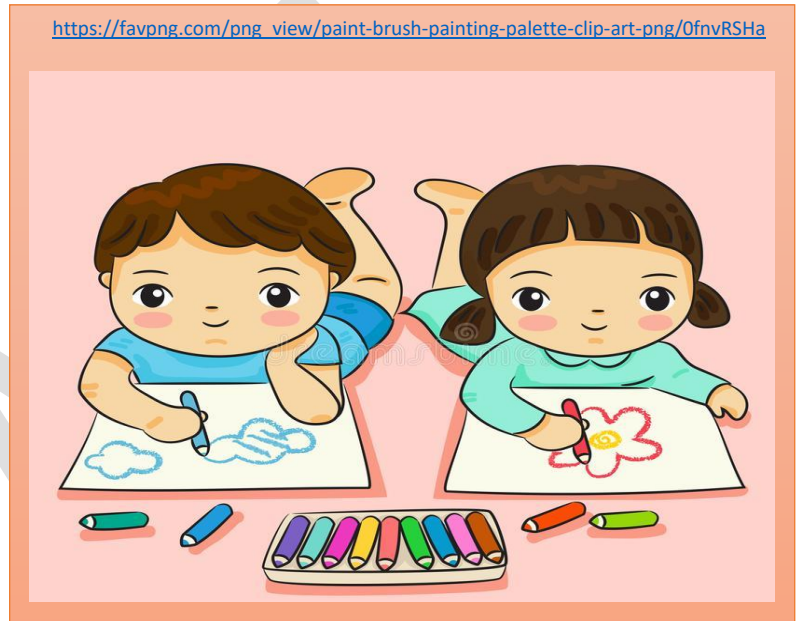
- Early colouring is done on large sheets of paper with thick crayons.

#### **b) Different drawing activities**

- Pencils (start with thick pencils)
- Wax crayons (start with mega jumbo then jumbo to normal size)
- Charcoal
- Koki Pens
- Colouring pencils
- Glue
- Oil pastels

#### **c) Material to draw on**

- Paper
- Black board
- Mirrors
- Tiles
- Newspaper paper



### **1.1.3 Tearing and Pasting**

- **Develops small muscles movement and creativity**

#### **a) Practical activity**

- Tear colour paper into small pieces and paste on colour book pictures

#### **b) Material**

- Picture (colouring book)
- Gum paper
- Magazines
- Glue



### **1.1.4 Cutting and Pasting**

- Cutting helps to strengthen the small muscles and improve eye-hand co-ordination.

#### **a) Stages of cutting**

- Random snipping
- Cutting on a broad/narrow straight line
- Cutting on curved line
- Cutting out art shape / picture

#### **b) Different cutting / tearing activities**

- Cut out pictures
- Cut out shape
- Tear paper and paste

#### **c) Material**

- Blunt nose scissors
- Glue
- Magazines
- Photocopy picture / activities

<https://www.dreamstime.com/illustration/cutting-kids>



<https://www.canstockphoto.com/vector-clipart/play-dough.html>



### **1.1.5 Clay or Play dough**

- Use salt dough or clay

#### **a) Different clay / dough activities**

- Cut shapes from dough
- Roll clay to form shapes etc.

#### **b) Material**

- Cooking cutters
- Plastic knives
- Roller pin

#### **Activity 1**

Instruction to the learner:

**Create a picture by using a template of your hand**

## Creative Activities Activity 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Colouring techniques. Create two picture by using a template of your hand..**

### You Need :

- 4 White A4 papers.
- Pencil
- Coloring Crayons or pencils
- Scissors
- Plastic Eyes
- Feathers
- Glue
- Paint/ paintbrushes
- Any other art materials or mediums.

### Instructions to the learner.

- Trace your hand on a piece of paper,twice
- Cut out both hads that you traced and colour or paint them.
- Draw a background on your other 2 white papers.
- Choose 2 of the following animals and complete your picture by using your hands that is already cut out and coloured or painted.
- (elephant, ghost, fish, chicken , flower)
- Use the decorations that are given to you.
- Be creative



Assessment		Level	
Appearance of activity		5	
Colour techniques		5	
Cutting techniques		5	
Creativity: Colourful		5	
Can you recognise any 2 of the animals.		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## 1.1 **Demonstrate and describe the layout of an art corner in an ECD centre**



- **Art helps children learn about self-expression and creativity. Art projects are also a good way for children to develop fine motor skills and improve their hand-eye coordination.**



### 2.2.1 **Six steps to set up an art corner:**

#### a) **Decide on the size and location**

- The first step in setting up your art corner is to determine its size and location.
- Place your art corner near a sink if possible - this will make hand washing and clean up more easily.
- Make sure your work table and floor are easy to clean.

#### b) **Pick Appropriate Furniture**

- Easels and/or tables and chairs should be the appropriate height for the children.
- Tables and chairs should have an easy to clean work surface.
- Storage cabinets must be in a safe place to store paints and other materials kids
- should not be able to access easily.
- There should be a drying rack for paintings.
- You can also use a bulletin board room divider to display children's artwork at a height level they can easily see.

**c) Facilitate Easy Clean Up with Splash Mats and Aprons**

- Use splash mats under easels and other furniture or place it on top of tables to better protect surfaces.
- Aprons are a must have. Be sure to choose aprons that are easy to clean and are the correct size for the children in your care.

**d) Find Convenient Art Storage Solutions**

- There are a variety of art supplies available, - art caddies, scissor racks, and art tubs.

**e) Choose a Variety of Art Materials and Tools**

- You should offer a variety of different art materials based on different levels of ability in your classroom's art corner.

**f) Label Your Art Corner for Example**

<https://www.teacherspayteachers.com/Product/Arts-and-Crafts-Labels-4240405>



<https://za.pinterest.com/pin/522206519293313997/>



**2.2.2 List all materials used in an art corner**

**a) Brushes, Crayons and Markers:**

- Brushes, crayons, and markers are important materials to have in any art
- Remember that large easy-grip paint brushes are easier for younger children to grasp and use

**b) Chalk Materials:**

- Take art activities outside with fun chalk materials or use chalk on chalkboards indoors.

- Children will love using sidewalk chalk and paint to create colourful work of art
- c) **Clay, Dough and Modelling Materials:**
  - Children will have fun using their hands to make creative statues and models with dough and modelling clay.
  - Be sure to facilitate their creativity with rollers, cutters, and texture kits.
- d) **Collage and Craft Materials:**
  - Offer a variety of art supplies for any collage or craft projects, including craft sticks, feathers, pipe cleaners, yarn, glitter, stencils, pom-poms, wiggly eyes, felt sheets, art kits, and more.
- e) **Glue and Tape:**
  - Help children keep their project together with tape, glue, and other adhesives.
  - You can also reduce the chance of a mess occurring by using washable glue or easy-to-use glue sticks.
- f) **Paint and Paint Materials:**
  - Stock your art corner with a variety of paints, including finger paint, glitter paint, and watercolour paint among others.
  - Sponges, paint pots, and paint markers are also necessary paint supplies for art corner.
- g) **Paper and Scissors:**
  - Stimulate children's senses by giving them the chance to use paper in different textures, colours, and sizes.
  - Also make sure the scissors available in your art corner are safety scissors that will only cut paper.
- h) **Stampers and Stamp Pads:**
  - Stampers and stamp pads are a quick and easy way to create art projects for kids.
  - A variety of stampers, including emotions, family, animals, letters, and family, animals, letters, and numbers of stampers, help make stamp projects fun.

#### Activity 2

##### Instruction to the learner.

List different materials and mediums that can be used in an ECD centre.  
Paste or draw a picture next to your material and medium that you list.

## Creative Activities Activity 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Identify and make a list of materials/mediums that can be used in an art corner.**

**You need:**

- Pencil
- Colouring pencil
- Glue
- Magazines
- Any other art material or medium.

**Instruction to the learner**

- Name at least 10.
- Paste or draw a picture next to each one you named.
- Be creative


Assessment		Level	
Appearance of activity		5	
Named at least ten art mediums/materials		5	
Pictures match the mediums or materials mentioned		5	
		15	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable: Does not meet the criteria		
2	Poor :Meet some criteria		
3	Average :Meets most criteria		
4	Good: Meet the requirements		
5	Excellent :Exceed all requirements		

## EARLY CHILDHOOD DEVELOPMENT

### Practical Lesson 3

### Creative Activities

Name \_\_\_\_\_ Date: \_\_\_\_\_

#### Create a Butterfly from paper and paint using squish painting

##### YOU NEED:

- A 4 paper
- Black permanent marker
- Paint
- Paint brushes
- Pipe cleaners
- Scissors
- Googly Eyes
- Any other art materials and mediums.



##### Instruction to the learner.

- Fold a paper double
- Put paint only on the one side of the paper
- Fold the Paper double again that the paint mix and is visible on the other side.
- Open the paper
- Cut a Butterfly from what you see
- Attach feelers with pipe cleaners
- Paste googly eyes.
- Be Creative

Assessment		Level	
Appearance of activity		5	
Make use of any type of art material or mediums		5	
Paint is		5	
Creativity. Colourful		5	
Handed in on time		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable: Does not meet the criteria		
2	Poor :Meet some criteria		
3	Average :Meets most criteria		
4	Good :Meet the requirements		
5	Excellent : Exceed all requirements		

<https://onelittleproject.com/butterfly-squish-paintings/>



<https://www.youtube.com/watch?v=ozV4mlwPK68> (Watch a video)



## EARLY CHILDHOOD DEVELOPMENT

### Practical Lesson 4

#### Creative activities

Name \_\_\_\_\_ Date: \_\_\_\_\_

Create a picture making use of shape different shapes,.

#### You need:

- A3 Cardboard
- Different colour shapes cut out of cardboard or paper.
- Scissors
- Glue
- Magazines
- Any other art materials or mediums.

#### Instructions to the learner.

- Create a picture by using different shapes
- Be Creative

Assessment		Level	
Appearance of activity /Neatness		5	
Handed in on time.		5	
Background is completed		5	
Colourful		5	
More than one shape is used.		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable: Does not meet the criteria		
2	Poor: Meet some criteria		
3	Average : Meets most criteria		
4	Good : Meet the requirements		
5	Excellent : Exceed all requirements		

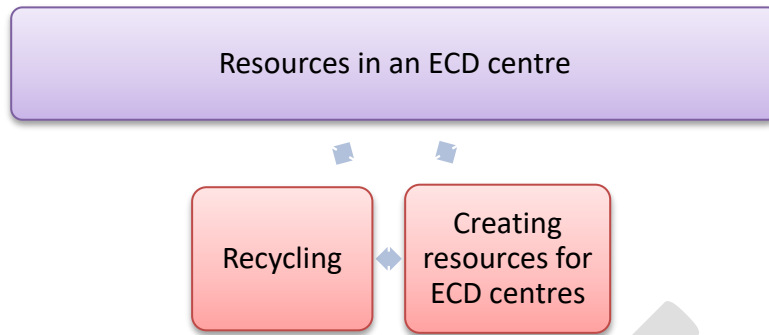


<https://www.firstpalette.com/images/craft-steps/manyshapespicture-step3a.jpg>

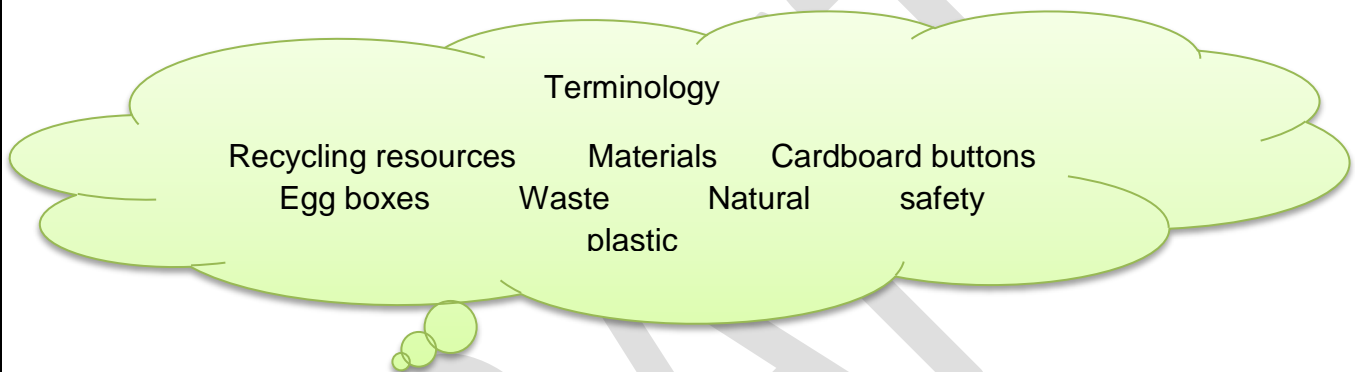


[https://i.ytimg.com/vi/IL8\\_eYFmPQ0/maxresdefault.jpg](https://i.ytimg.com/vi/IL8_eYFmPQ0/maxresdefault.jpg) Topic 4: Resources

## Topic 4 Resources



### Chapter 1 Resources in ECD



### Unit 1 Development of durable resources

#### **1.1 Discuss the concept of recycling:**

##### **1.1.1 What is meant by recycling?**

- Recycling is the practice of reusing items that would otherwise be waste.
- Recycle—don't just toss everything in the trash.
- Lots of things (like cans, bottles, paper, and cardboard) can be remade into either the same kind of thing or new products.
- Making new items from recycled ones also takes less energy and fewer resources than making products from brand new materials.
- Just about anything in your home (or office or school, etc.) that cannot be reused CAN be recycled into something else.
- You'd be amazed what can be done with a recycled product!
- A recycled cool drink bottle can be made into T-shirts, combs, or hundreds of other plastic goods that can be used for many years.
- Even your brand-new computer case might be made from ordinary recycled plastics. And paper products can take on different forms as well; an old phone book or colouring book might become one of your schoolbooks or a notebook.

DRAFT

### 1.1.2 Materials that can be recycled.

- a) Don't throw away anything that can be recycled!
- b) Here is a list of things you may be able to recycle
- c) **Just ask your local recycling office (city, county, or state) about what can be recycled.**
- d) **A List of materials that can be recycled.**
  - a) Paper and Cardboard
  - b) Cardboard boxes of all sizes
  - c) Aluminium and Tin Cans
  - d) Glass
  - e) Plastic (bottles and lids)
  - f) Egg boxes
  - g) Toilet rolls
  - h) Yoghurt cups
  - i) Wine sleeves
  - j) Offcuts of wood / material / leather
  - k) Cotton reels / cones
  - l) Ribbon
  - m) Sponges
  - n) Foam chips
  - o) Small stones
  - p) Buttons
  - q) Old car tyres
  - r) Orange/green fruit/vegetable bags
  - s) Shopping bags
  - t) String / rope

<https://www.riverwoodres.com/2018/02/new-recycling-list-published/>



### 1.1.3 Where can you find resource materials that are safe?

- a) Home
- b) Businesses
- c) Shops
- d) Hard ware stores
- e) People doing needlework
- f) Foam fabrics

### 1.1.4 Safety factors for resource materials

- Paint must lead free.
- Make sure objects are not swallowed
- Use objects according to age group.
- Tins and glass can cut fingers.
- Toys must be durable and safe to play with.

#### Activity 1.

Instruction to the learner  
Construct an animal out of an egg holder and

#### Activity 2

Instruction to the learner.

Create a puzzle out of waste material and a picture out of a magazine

## Resources.

### Activity 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Egg Carton Construction

You need:

- Egg carton, and any other waste materials you want to use.
- Plastic eyes
- Pipe cleaners
- Paint / Paint brushes
- Craft glue
- Scissors.

### Instruction to the learner:

- Create any animal or figure from an egg carton and other recycled items.
- Paint it to finish the animal that you've created.
- Paste eyes and any other art medium you want to use to finish your animal.
- Be creative

• Assessment		Level	
It is completed and handed in on time,		5	
Animal is strong and durable		5	
Animal is recognisable		5	
Paint is neat and colourful		5	
		20	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Examples of egg carton construction

<https://www.parents.com/fun/arts-crafts/kid/creative-egg-carton-crafts/>



<https://www.thecrafttrain.com/egg-carton-crafts-for-kids/>



<https://www.parents.com/fun/arts-crafts/kid/creative-egg-carton-crafts/>



## Resources.

### Activity 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Create a puzzle for pre-school children out of waste material.**

#### You need:

- Any boxes you can recycle.
- Scissors
- Glue
- Magazine pictures or any other picture or drawing that is coloured in.
- Ziploc bags

#### **Instructions to the learner:**

- Use two pictures from magazines or drawings that are identical.
- You can also let your teacher make you a copy.
- Mount both pictures on cardboard
- Draw your pattern on the back with a pencil
- Keep the one as the example, and cut the other one in 2-6 pieces
- Write your name on each piece
- Keep it in a zip log bag.

• Assessment		Level	
It is completed and handed in on time,		5	
Puzzle is cut out neatly		5	
Puzzle is strong and durable		5	
		15	
<b>Assessment Criteria</b>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

### Examples of self-made puzzles

<https://kidsactivitiesblog.com/64529/diy-toddler-puzzle-made-sibling/>



<https://www.youtube.com/watch?v=-TApV-VDkBY>

## YouTube video



<https://www.thriftyfun.com/Homemade-Jigsaw-Puzzle-Ideas.html>



<http://sonshinemumma.blogspot.com/2017/09/div-iigsaw-puzzle-two-piece-toddler.html>



## EARLY CHILDHOOD DEVELOPMENT

### Practical Lesson 5

#### Resources

Name \_\_\_\_\_ Date: \_\_\_\_\_

Create a poster of different recycling materials you can be used in an ECD centre.

#### YOU NEED:

- A3 Cardboard
- Different recycled materials that are safe and can be used in an ECD centre.
- Scissors
- Glue
- Magazines
- Any other art materials or mediums.

#### Instruction to the learner.

- Illustrate on a poster the different recycling materials you can use in an ECD centrum to create art activities.
- Label them clearly
- Be Creative

Assessment		Level	
Appearance of activity		5	
Make use of any type of art material or mediums		5	
All the materials listed is ladled		5	
Creativity. Colourful		5	
Completed and handed in on time		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

**List of different recycled materials to use in an ECD centre that are safe.**

- Cereal Boxes
- Corks.
- Milk Cartons and Plastic Bottles.
- Catalogs, Magazines, and Newspaper. Newspaper Pirate Hat. ...
- Toilet Paper and Paper Towel Rolls.
- Jars, Lids, and Cans.
- Egg Cartons.
- Pieces of materials
- Paper cups
- buttons



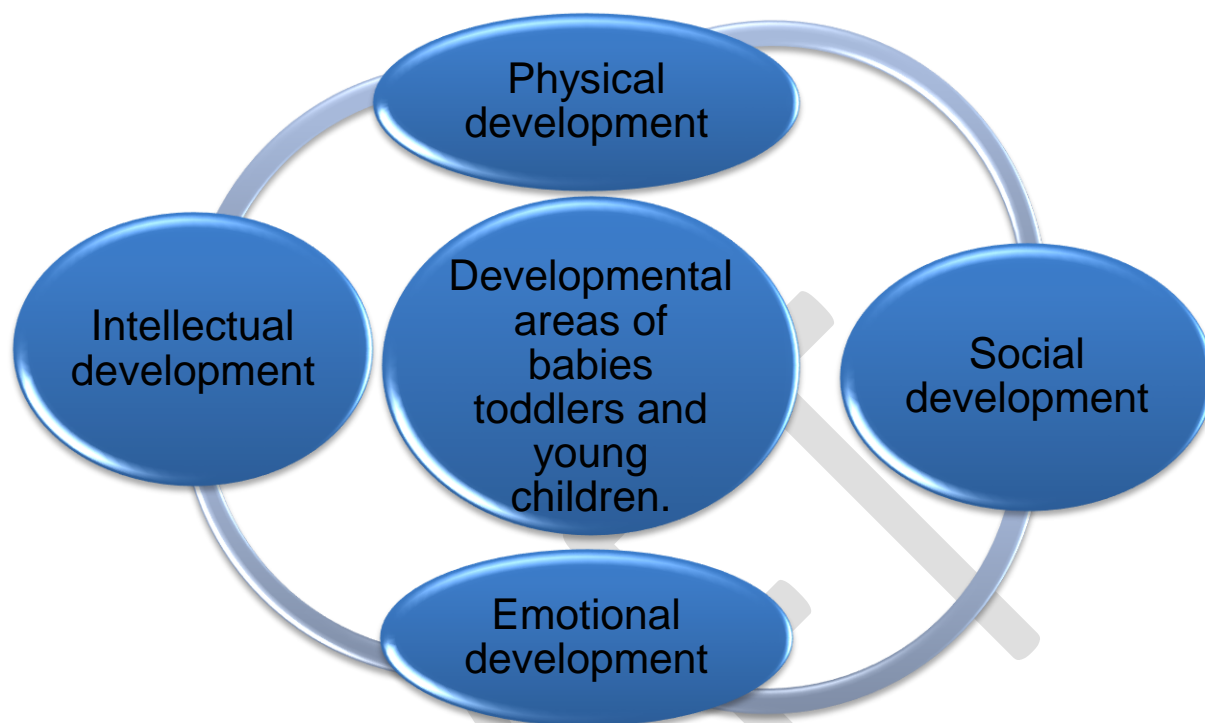
<https://www.pinterest.co.kr/pin/496592296393633901/>

# Term 2

## Topics

- 1. Development of babies, toddlers and young children**
- 2. Caring for babies' toddlers and young children**
- 3. Play in ECD**

## Topic 5: Development of babies, toddlers and young children



### Chapter 1: Areas of development

#### Terminology

Physical  
Development

Emotional  
Birth

Social  
muscles

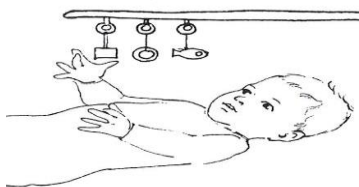
Intellectual  
relationship

Growth



### 1.1 Physical development: (body and muscles)

**1.1.1** When talking about the physical development of babies, we are talking about how their bodies develop and grow.


From Birth





- a) Aware of own bodies
- b) Sucks fingers
- c) Waving and kicking with arms and legs
- d) Reaching out to touch things with both arms
- e) Follows movement with their eyes
- f) Raise and turn their heads



<p>8 months</p> 	<ul style="list-style-type: none"> <li>a) Sitting</li> <li>b) Rolling over</li> <li>c) Begins to crawl</li> <li>d) Handle and move objects</li> <li>e) Banging, shaking, squeezing, throwing objects</li> <li>f) Tasting objects</li> </ul>
<p>12 months</p> 	<ul style="list-style-type: none"> <li>a) Pulling themselves up</li> <li>b) Standing</li> <li>c) Walking with some support</li> </ul>

## 1.2 **SOCIAL DEVELOPMENT: (relationship with people)**

<p>From Birth</p> <p><a href="https://www.istockphoto.com/illustrations/baby-talking">https://www.istockphoto.com/illustrations/baby-talking</a></p> 	<ul style="list-style-type: none"> <li>a) Looks at a face</li> <li>b) Follow movement</li> <li>c) Response to touch and voice</li> <li>d) Enjoy attention</li> </ul>
<p>4-8months</p> <p><a href="https://www.istockphoto.com/illustrations/baby-talking">https://www.istockphoto.com/illustrations/baby-talking</a></p>	<ul style="list-style-type: none"> <li>a) Cooperate in being picked up</li> <li>b) React when attended</li> <li>c) React when fed</li> <li>d) Imitate some actions and sounds</li> </ul>

	
<p>12 months</p> <p><a href="https://sites.google.com/site/the8stagesofhumandevelopment/home/early-childhood/social-emotional-development">https://sites.google.com/site/the8stagesofhumandevelopment/home/early-childhood/social-emotional-development</a></p> 	<ul style="list-style-type: none"> <li>a) Shows affection for people they know</li> <li>b) Unhappiness when being separated</li> <li>c) Show an interest in other children</li> </ul>

### 1.3 Emotional development

<p>From birth</p>  <p><a href="https://www.hiclipart.com/search?clipart=emotional+Development">https://www.hiclipart.com/search?clipart=emotional+Development</a></p>	<ul style="list-style-type: none"> <li>a) Calm themselves by sucking</li> <li>b) Smiles</li> </ul>
<p>4-8 month</p>  <p><a href="https://za.pinterest.com/pin/457748749598494711/">https://za.pinterest.com/pin/457748749598494711/</a></p>	<ul style="list-style-type: none"> <li>a) Friendly with strangers</li> <li>b) Curious, wanting to see, taste and touch</li> <li>c) Stops crying when you talk to them</li> </ul>

12 month



[https://www.canr.msu.edu/news/goals\\_of\\_misbehavior\\_part\\_1\\_attention](https://www.canr.msu.edu/news/goals_of_misbehavior_part_1_attention)

- a) Achieving goals
- b) Frustration and anger
- c) Anxiety

#### 1.4 Intellectual development

From birth



<https://www.dreamstime.com/illustration/baby-milestones.html>

- a) Gets a fright when hearing sounds
- b) Will notice their hands

5 Months



<https://www.dreamstime.com/illustration/crawling-kid.html>

- a) Develops full colour perception
- b) Distance vision matures
- c) Ability to track moving object

8-12 months



<https://www.enfagrow.com.sg/development/toddler/milestones/brain-development-12-18-months>

- a) Imitate actions and sounds
- b) Push away objects that are in the way

**Activity 1**  
**Instruction to the learner:**  
**Complete the questionnaire**

**Activity 2**  
**Instruction to the learner:**  
**Create a poster to Explain stages of development**

## **BABY MONTH BY MONTH**

### **Infant milestones**



[https://www.123rf.com/photo\\_114615889\\_stock-vector-set-of-child-care-and-development-icon-linear-infographic-of-baby-growth-from-newborn-to-todler-with.html](https://www.123rf.com/photo_114615889_stock-vector-set-of-child-care-and-development-icon-linear-infographic-of-baby-growth-from-newborn-to-todler-with.html)

## EARLY CHILDHOOD DEVELOPMENT

### Development of babies, toddlers, and young children

#### Activity 1

Name and Surname \_\_\_\_\_

Date: \_\_\_\_\_

#### Question 1:

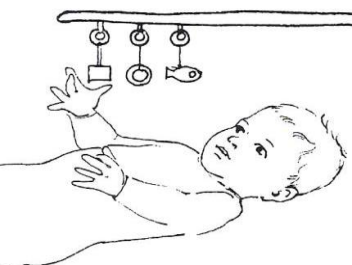
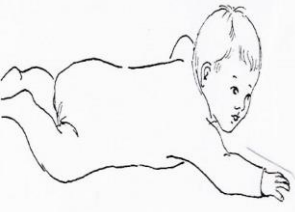


Write down developmental stages of a child illustrated in the table.

(8)

	Which developmental stage is illustrated: explain them.
 <p><a href="https://www.dreamstime.com/illustration/toddler.html">https://www.dreamstime.com/illustration/toddler.html</a></p> <p><a href="https://www.gograph.com/clipart/toddlers-looking-up66156819.html">https://www.gograph.com/clipart/toddlers-looking-up66156819.html</a></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 <p>gg66156819 GoGraph.com</p> <p><a href="https://www.shutterstock.com/search/toddler+play+clipart">https://www.shutterstock.com/search/toddler+play+clipart</a></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 <p>shutterstock.com - 1787186375</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
 <p><a href="https://line.17qq.com/articles/gbjoifhz.html">https://line.17qq.com/articles/gbjoifhz.html</a></p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

## Question 2: Physical development

Complete the table.

From birth	
	
8 months	
	
	
12 months	
	

## Question 3: Under line correct answer.

1. Physical development is about the baby's (body and muscle / relationship and feelings).
2. Babies of 8 months (suck his fingers / begin to crawl).
3. Babies of 12 months (wave and kick arms and legs / pull themselves up and stand).
4. Babies begin following movement with their eyes (after birth / at 8 months).
5. Babies of 8 months (raise and turn their heads / bang, shake, squeeze and throw objects)

**Question 4: Say whether the following sentence are True or False.**

1. Emotional development is the child's feelings about other people. \_\_\_\_\_
2. Children need to feel proud of what they achieve. \_\_\_\_\_
3. They should feel confident about themselves. \_\_\_\_\_
4. Babies will get excited when they stand by themselves for the 1st time. \_\_\_\_\_
5. When their mothers look pleased when they achieve something, they will begin to develop a sense of pride. \_\_\_\_\_
6. Babies calm themselves by crying. \_\_\_\_\_
7. Babies are curious by nature, wanting to see, taste and touch. \_\_\_\_\_
8. Babies of 2 months will stop crying when you talk to them. \_\_\_\_\_
9. Babies begin to get frustrated and angry at the age of 24 months. \_\_\_\_\_
10. Babies at the age of 12 months achieve their goals and begin to feel a sense of pride in him. \_\_\_\_\_

**Question 5: Fill in the missing words**

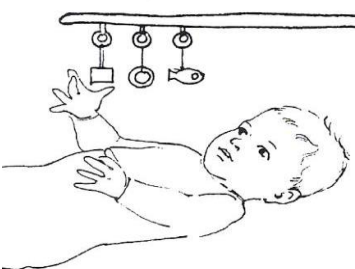
- 2 Even though each child is different, all children have the same needs for \_\_\_\_\_ and \_\_\_\_\_.
- 3 A child needs to feel \_\_\_\_\_ towards people.
- 4 A child needs to \_\_\_\_\_ with other people.
- 5 The baby learns from the way he is handled by his mother or his caretaker to \_\_\_\_\_.
- 6 Babies of \_\_\_\_\_ months look at faces and follow movements.
- 7 Babies will react by \_\_\_\_\_ when he is touched and talked to.
- 8 On 4-8 months' baby begins to \_\_\_\_\_.
- 9 At 12 months' baby will show affection for people they \_\_\_\_\_.
- 10 At 12 months' baby show unhappiness when being \_\_\_\_\_.
- 11 At 12 months' baby show interest in \_\_\_\_\_.



### **Question 6: Intellectual development**

Underline correct answers.

1. Intellectual development is the child's (physical body / mental development).
2. It teaches children to (understand and deal with / manipulate) the world in which they live.
3. Children learn best by (listening /playing).
4. While children play, they are (doing, discovering, exploring / waiting, listening, ignoring) everything.
5. They learn about things and what they can do by (looking, touching, tasting / not touching anything).

<b><u>Age:</u></b>	<b><u>What they can do:</u></b>
From birth	Sounds- _____ Their hands- _____
6 months 	Eyes- _____ _____ _____
8-12 months	Hands- _____ _____

<http://clipart-library.com/intellectual-development-cliparts.html>



## EARLY CHILDHOOD DEVELOPMENT

Development of babies, toddlers and young children

### Activity 2

Name and Surname \_\_\_\_\_

Date: \_\_\_\_\_

**Create a poster to illustrate the different types of developmental stages**

#### **YOU NEED:**

- A3 cardboard / or 4 A4 cardboards
- Colouring pencils and crayons
- Pencil
- Magazines.
- Black coki
- Any other art materials and mediums.



#### **Instruction to the learner.**

- Create a poster making use of different pictures and drawings to illustrate the different types of developmental stages.
- Emotional, Social, Physical and Intellectual.
- Use the correct grade 1 font.
- Add pictures and label it.

Assessment		Level	
Appearance of activity		5	
All developmental stages were named		5	
Pictures is according to the heading		5	
		15	
<b><u>Assessment Criteria</u></b>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## EARLY CHILDHOOD DEVELOPMENT

Development of babies, toddlers and young children

### Activity 2

Name and Surname \_\_\_\_\_

Date: \_\_\_\_\_

**Create a poster to illustrate the different types of developmental stages Emotional, Social, Physical and Intellectual.**

#### **YOU NEED:**

- A3 cardboard / or 4 A4 cardboards
- Colouring pencils and crayons
- Pencil
- Magazines.
- Black coki
- Any other art materials and mediums.

#### **Instruction to the learner.**

- Create a poster making use of different pictures and drawings to illustrate the different types of developmental stages.
- Use the correct grade 1 font.
- Add pictures and label it.

#### **Physical Development**

<https://za.pinterest.com/pin/369013763213404833/>



#### **Social Development**

<https://webstockreview.net/pict/getfirst>



#### **Emotional**

<http://clipart-library.com/social-development-cliparts.html>



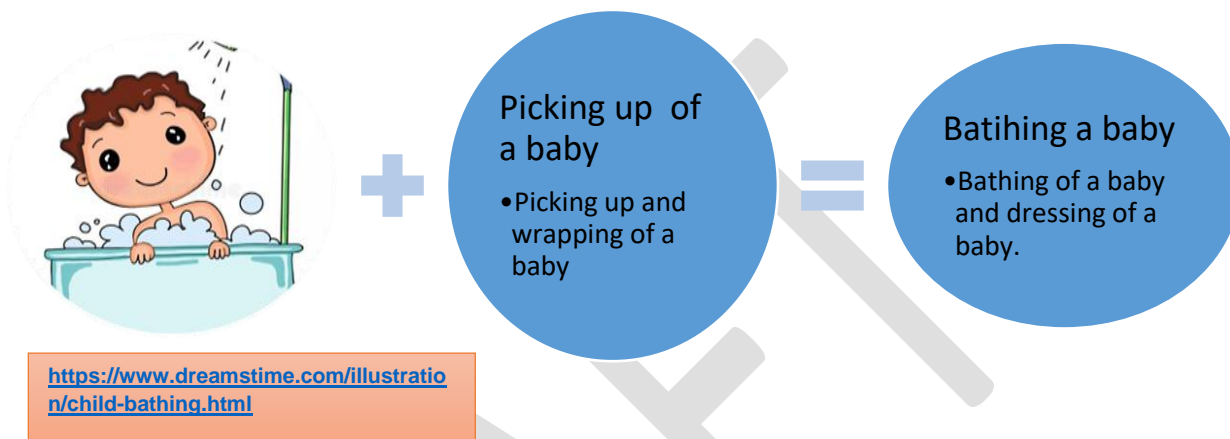
#### **Intellectual**

<http://clipart-library.com/intellectual-development-cliparts.html>



## Topic 6: Caring for babies, toddlers, and young children

### Chapter 1: Providing safe physical care for babies



### Unit 1: The safe and correct ways of caring for a baby's physical needs.

#### Terminology

Picking Safety Hold Neck Support Cradle Breath Gently Dangerous Strong Week Security

#### 1.1. Picking up a baby

- A new baby is very delicate, but if you take care, don't frighten him, lift him gently, and confidently, there is nothing to worry about.
- Always ensure you **support his neck**,
- Keep in mind that, although a baby will not break when you handle him, his muscles and bones are very fragile and have not had time to develop and become strong to withstand pressure or pulling.
- One should therefore always remember to **support the baby's body** and head when handling him in any way.
- **NEVER pick up a baby by one arm only**, or by arms altogether.

### **1.1.1 How to pick up a baby**

- **Talk to the baby** and touch him before picking him up.
- **Take hold of his feet gently**, but firmly with one hand.
- Bend over and **raise the baby's feet** just high enough so you can slide your other hand under his bottom and up his spine to the back of his neck.
- **Spread your fingers to support the baby's head** and turn your arm so that your other arm's wrist and forearm support his back.
- **Spread your other hand under his bottom** and lift him slowly, supporting him with your arms and talking to him all the time.
- **Never pick up the baby suddenly and fast**, he will be frightened.
- Always handle the baby with **care and love**.

### **1.1.2 Be careful not to do the following**

- Never use jerky movements, use flowing movements.
- Do not hold the baby when you are working or carrying anything that is potentially dangerous.
- Never hold the baby on your lap in a vehicle.
- Ensure that a baby is buckled up in car seat when driving.
- Do not throw baby in the air playfully.
- **NEVER SHAKE** a baby, not even when playing. They can develop **SHAKEN BABY SYNDROME**. These injuries can lead to bruising, eye injuries and even death.

### **1.2 How to hold a baby?**

- Always hold a baby in a way that is most comfortable for you.
- Always ensure that the head is supported.
- Always make sure your strongest hand is behind the baby's neck, and your other hand supports his back.
- The baby will be content and happy if he is held close to your body.
- A baby needs to feel warmth, gentleness, security and love.
- Always try to be relaxed, a baby can sense when a person is calm, relaxed or tense.
- This can be carried over to the baby, and the baby will be very unhappy or difficult.
- If you need to bend down when holding a baby, you must bend your knees and not bend forward.

### 1.2.1 Ways to hold a baby

(YouTube video) <https://www.youtube.com/watch?v=pmJSKIMG5Bs>

#### ▪ Baby held to the shoulder

- Lift him gently to your shoulder, while supporting his back.
- Make sure his head doesn't fall back.
- Make sure he can see over your shoulder.
- The head must be in a position that enables him to breathe.

#### ▪ Baby cradled in the arms

- Support the baby's head at the crook of your left elbow, and your right hand is under his bottom as you lift him.
- This position makes it possible for the baby to look at you while holding him.

#### ▪ One arm free

- Support baby's back and head with your right hand.
- He is held over your right hip, face up, under your arm.

#### Activity 1

Instruction to learner:

Complete a questionnaire on bathing of a baby.

### 1.3 Bathing of a baby

#### 1.3. Importance of bathing a baby.

- a) The baby needs an all over bath at the one end of the day a "top and tail" at the other end.
- b) A bath helps to relax the baby and make him feel comfortable if he is tired and difficult.
- c) The evening is the best time to bath the baby, especially if the baby is already crawling.
- d) It is also best to bath a baby before feeding time, and then he will feel comfortable and relaxed when being fed, and should not be disturbed after he has been fed.
- e) Bathing time has other values except for just hygiene purposes.
- f) Bath time is also important for the contact between the mother and child.
- g) This is also the time for the baby to get some exercise while he is kicking and splashing in the water.

### **1.3.2 Requirements when bathing a baby.**

#### **a) A warm room**

- A baby loses body heat very quickly and can get cold, therefore the room must be draught-free and warm.
- Close all the windows and doors.
- The room can be pre-heated with a heater if the room is very cold.

### **1.3.3 Equipment and items needed when bathing a baby,**

- A nappy bucket with a lid, if you make use of towelling nappies.
- A bag to throw in a disposable nappy and cotton swabs.
- A toy to keep the baby busy while undressing him.
- Low chair
- Bath on stand or bath fitted over normal bath.
- Set of clean clothes
- Towel, shampoo and soap
- Cotton wool swabs in covered container
- Small rubber mat
- Baby brush and nail clipper
- Baby powder



[https://www.123rf.com/photo\\_16638678\\_set-of-children-s-things-for-bathing.html](https://www.123rf.com/photo_16638678_set-of-children-s-things-for-bathing.html)

### **1.3.4 Safety aspects when bathing a baby**

- a) Always keep the baby out of the draughts
- b) Have a safety mat in the bath, it will prevent the baby from slipping
- c) NEVER leave the baby alone, not even for one second
- d) NEVER use too hot water – the baby can burn
- e) Do not keep the baby in the bath too long, he can catch a cold
- f) Never shake the baby powder, it can harm the baby when he inhales
- g) Do not leave the baby on the wet towel
- h) Don't take the baby straight from the warm bathroom to another room
- i) Always make sure your hands are clean before bathing the baby
- j) Remove all jewellery

## 1.4 Three ways to bath a baby

- **ALWAYS REMEMBER TO COMMUNICATE WITH THE BABY ALL THE TIME WHILE BEING HANDLED.**
- **Speak in a clear voice, telling the baby what you are doing.**
- **Point out objects, colour etc.**
- **Make the baby happy and see bath time as a time of enjoyment.**

### 1.4.1 The half-sitting method (very small baby)

### 1.4.2 The sitting method for a baby 6 months and older

### 1.4.3 Top and tail method

#### 1.4.1 The half-sitting position

- a) This position will be for a small baby
- b) Wrap the baby securely in a towel, remove clothes, but nappy still on
- c) First clean the face with a swab (cotton ball). Wipe each eye from the inside, outwards
- d) Wipe around the nose and ears. Dry the face with a clean towel
- e) Hold the baby firmly under the neck and shoulders with your fingers gently over the ears, tuck his legs and body firmly under your arm that you can hold his head over the bath
- f) Using your other hand to wet his hair. Put small amount of shampoo on his hair, wash and rinse well.
- g) Move back to working surface and gently rub the hair with the towel.
- h) Unwrap the baby and remove the nappy
- i) Clean the bottom with cotton wool or soft toilet paper
- j) Soap the body all over and make sure you clean under the arms and the buttock. Work quickly to ensure the baby doesn't get cold.
- k) Hold the baby very tight and secure, by putting one wrist and hand under his neck and shoulders, and your hand gripping his upper arm, with your other hand grabbing hold of his feet, lift the baby slowly into the half-sitting position into the bath.
- l) Release his feet. Carefully rinse all the soap.
- m) You can put a facecloth over the tummy to make him feel safe.
- n) Let the baby kick and splash for a few minutes, this time will increase as he gets older.

<https://webstockreview.net/explore/bath-clipart-mother-baby/>



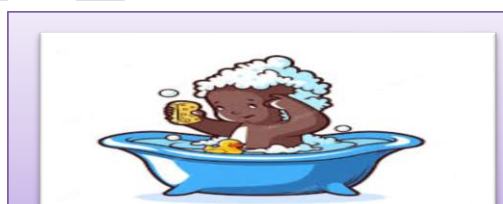
- o) Lift the baby out of the bath and wrap in a towel. Pat him dry, and remove the dampened cloth.
- p) Put nappy under the baby's bottom, apply ointment and dress the baby

<https://welcomelittlestranger.wordpress.com/2012/06/23/thatlittle-niggly-baby/>



#### 1.4.2 The sitting method

- a) The baby must be older than 6 months, and be able to sit by himself
- b) Pick up the baby with an underarm grip
- c) Have a safety mat ready and stand on knees next to the bath
- d) Soap the body while baby is sitting in the water
- e) Allow plenty of playing time
- f) Don't let the baby stand up
- g) Use a bath ring if the baby wants to play
- h) ALWAYS stay with the baby
- i) Wet his hair while he lies on his back, support the head with your forearm and shampoo with free hand.
- j) Rinse the hair with a sponge or a cup
- k) Sit him up and wipe the face with a cloth
- l) Towel dry the hair
- m) Towel dry the hair
- n) Use under arm grip and lift him out of the water



<https://depositphotos.com/vector-images/baby-bathing.html>

[https://www.123rf.com/photo\\_55425117\\_stock-vector-mother-washing-baby-mother-baby-bathing-washing-mother-s-day.html](https://www.123rf.com/photo_55425117_stock-vector-mother-washing-baby-mother-baby-bathing-washing-mother-s-day.html)



#### 1.4.3 The top and tail method

- a) This is a way to bath WITHOUT putting him in the bath
- b) Spread a towel on a working surface
- c) Undress the baby to the nappy
- d) Clean the face with cotton swabs/ wool or a cloth, dry immediately
- e) Clean the hands, under the arms and neck, then dry properly
- f) Put on a clean vest
- g) Remove nappy and clean bottom area thoroughly. Dry well
- h) Apply ointment in nappy area and put nappy on.
- i) Then the rest of clothes.

#### Activity 2

Design and create a baby blanket .

#### **1.4.4 Ways of dressing baby's.**

##### **1.4.1 Dressing babies with Pullover garments**

- a) Gather the garment into a loop and slip it over the head.
- b) Stretch the garment forward as you bring it down past the forehead and nose.
- c) Put the baby's fist into the armhole and pull the arm through with your other hand.
- d) Repeat with your other arm.
- e) Speak or sing to your baby.

[https://www.123rf.com/clipart-vector/baby\\_change\\_table.html?alttext=1&start=110&sti=neficga0orctayffdh](https://www.123rf.com/clipart-vector/baby_change_table.html?alttext=1&start=110&sti=neficga0orctayffdh)



##### **1.4.2 Dressing babies with a Slipover gown or shirt with a large neck**

- a) Gather the garment into a loop.
- b) Place it around the baby's face like an oval frame.
- c) Slip the garment down the back of the baby's head.
- d) Put the baby's fist into the armhole and pull it through with your other hand.
- e) Repeat with your other hand.



##### **1.4.3 Dressing babies with an Open front shirt**

- a) Laying the baby face down.
- b) This helps the baby to feel secure.
- c) Open the shirt and lay it on the baby's back.
- d) Gently turn the baby face up so that the shirt is underneath.
- e) Put the baby's arms through the sleeves.

##### **1.4.4 Dressing babies with a One-piece garment with feet**

- a) Putting on this type of garment is easier when the zipper or the snaps go from tuck to toes.
- b) Put on the bottom part of the garment first.
- c) Roll the baby onto one side and pull the garment up under the baby's shoulders.
- d) Roll the baby back onto the garment.
- e) Gently pull the sleeves over the baby's arms

*Follow the same steps for taking each kind of garment off a baby just reverse the order of the steps.*

## 1.5 The changing of nappies.

### 1.5.1 Preparation when changing nappies.

- a) Get diapers ready.
- b) Prepare the work surface.
- c) You will need a wet washcloth.
- d) You also need soft tissues or toilet paper, cotton wool and baby oil.
- e) Never leave a baby alone on any raised surface.



<http://clipart-library.com/diaper-change-cliparts.html>

### 1.5.2 Positioning of the baby when changing nappies

- a) Change your baby on a changing table or bed.
- b) Keep one hand on your baby at all times.
- c) Most changing tables have a strap you can use to secure your baby.
- d) Don't leave your baby unattended for even a second.
- e) Babies at any age can squirm off the table when you least expect it.



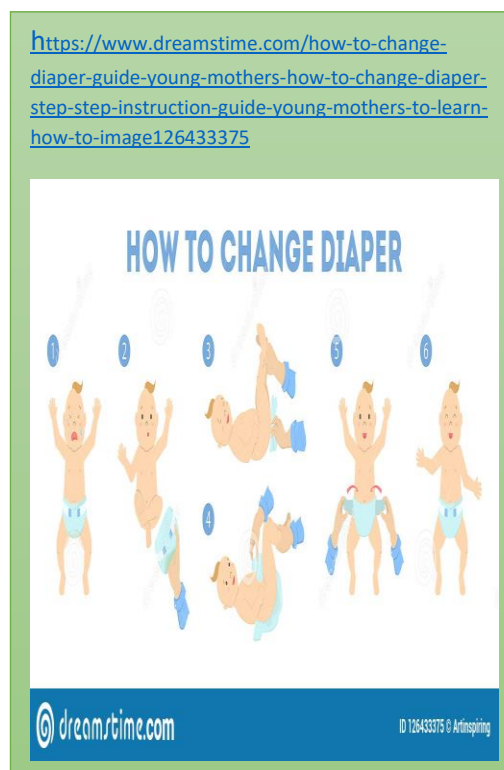
### 1.5.3 How to clean a boy child?

- a) Pull down the front half of the dirty diaper.
- b) Cover his penis with a clean cloth or another diaper so he doesn't pee on either of you.

<https://www.dreamstime.com/how-to-change-diaper-guide-young-mothers-how-to-change-diaper-step-step-instruction-guide-young-mothers-to-learn-how-to-image126433375>

### 1.5.4 Removing the diaper when changing nappies.

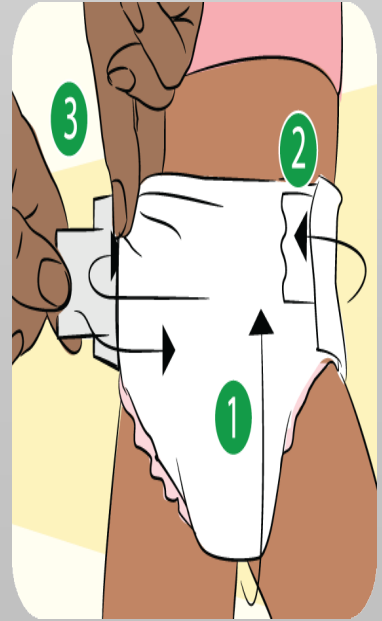
- a) Clean the baby.
- b) If the diaper is only wet, clean the baby with cotton wool or a wet wipe and baby oil.
- c) If the baby had a bowel movement, use soft tissue or toilet paper.
- d) Wash the baby with a washcloth.
- e) Apply baby oil.



### 1.5.5 Putting on a clean diaper

- a) Hold the baby's ankles.
- b) Lift the body enough to slide the diaper under.
- c) Be sure that the adhesive tabs are under the baby.
- d) Bring the diaper up between the baby's legs.
- e) Use the adhesive tabs to fasten the diaper.

<https://raisingchildren.net.au/for-professionals/aboriginal-torres-strait-islanders-parents/health-daily-care/changing-a-kimble-aboriginal-parents>



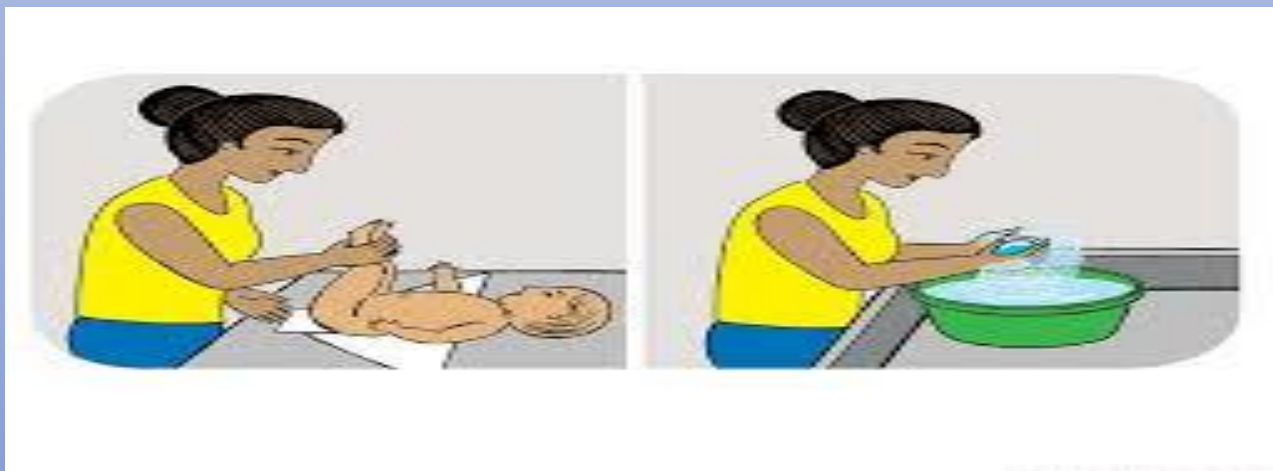
### 1.5.6 Disposing of used diapers

- a) Cleanliness is very important.
- b) Drop solid waste into a toilet.
- c) Roll the diaper up and place it in a covered trash container.
- d) Never flush disposable nappies down a toilet.

### 1.5.7 Washing hands when changing nappies.

- a) Wash your hands thoroughly with hot water and soap.
- b) Use hand sanitizer if you can't get to a sink

<https://www.eatrightpro.org/practice/practice-resources/international-nutrition-pilot-project/improving-hand-washing-practices-in-central-america>



**Caring for babies' toddlers and young children.**

**Activity 1**

Name: ..... Date: .....

**Answer the following questions.**

**Question 1**

Is the following statement true or false?

- a) It is always important to support a baby's neck. \_\_\_\_\_
- b) A baby can support his neck when one month old \_\_\_\_\_
- c) Picking up a baby by one arm is easy and safe. \_\_\_\_\_
- d) Always talk to a baby. \_\_\_\_\_

**Question 2**

Name 3 things NOT to do when picking up a baby (3)

- a) .....
- b) .....
- c) .....

**Question 3**

Choose, and underline the correct answer from the words in brackets.

- a) One should always hold a baby in a way that is comfortable for (4)  
(yourself / the baby).
- b) When a baby senses that the person holding him is tense, he will be very  
(happy / unhappy).
- c) When holding a baby to your shoulder, he must be able  
(to see over your shoulder / breathe into your shoulder).
- d) Always hold the baby with your (strong
- e) / weak) arm.

**Question 4**

Choose pictures of the three different ways of holding a baby and label them. (9)

- a) Baby held to the shoulder.
- b) Baby cradled in the arms
- c) One arm free

### **Question 5**

**Complete the following sentences by filling in the missing words: (5)**

- a) The ..... is the best time of the day to bath the baby?
- b) Bath time is very important for the ..... between mother and child.
- c) A baby gets exercise while he is ..... and ..... in the water.
- d) The room where you bath the baby must be .....free.

### **Question 6**

**Name EIGHT items needed for the bath of a baby. (8)**

1)	5)
2)	6)
3)	7)
4)	8)

### **Question 7**

**NAME THREE different ways to bath a baby. (3)**

- a) .....
- b) .....
- c) .....

### **Question 8**

**Write down 4 steps to indicate SAFETY aspects when bathing a baby. (4)**

- a) .....
- b) .....
- c).....
- d).....

**EARLY CHILDHOOD DEVELOPMENT**  
**Caring for babies' toddlers and young children**  
**Activity 2**

Name: ..... Date: .....

Draw a baby blanket for a baby boy or girl.

**Instructions to the learner**

- Draw a blanket on A4 paper for a boy or a girl
- Name your list of materials needed to complete the blanket as well as instructions.

**You Need:**

- Make use of any medium
- Colouring pencils, crayons, paint etc.
- Paper

Assessment		Level	
Drawing is neat and complete		5	
Creativity		5	
All material is listed, and instructions is clear.		5	
Handed in on time		5	
Good indication if it for a boy or a girl.		5	
		15	
<b><u>Assessment Criteria</u></b>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## EARLY CHILDHOOD DEVELOPMENT

### Caring for babies' toddlers and young children Practical Lesson 1

Name \_\_\_\_\_ Date: \_\_\_\_\_

Demonstrate how-to pick-up hold and wrap a baby

#### You Need:

- A baby doll
- Baby Blanket

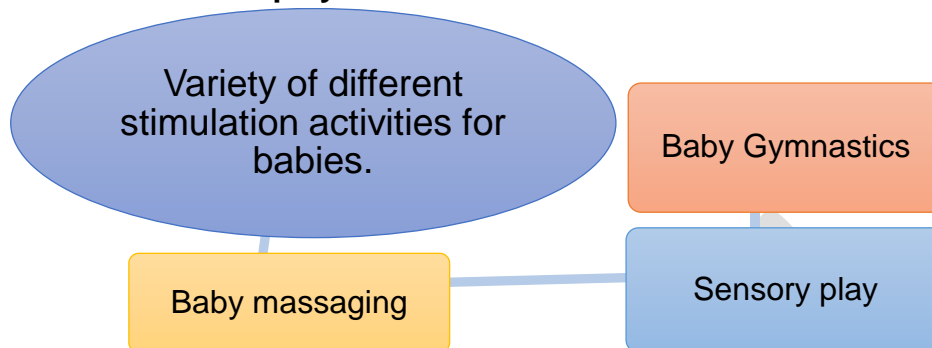
#### Instructions to the learner.

- DEMONSTRATE how you will pick up a baby and
- Name three way to HOLD a baby
- Follow the steps to Wrap the baby
- Make use of a baby doll and blanket.
- Make sure to follow safety

Assessment		Level	
Talk to the baby/ doll to make him/her comfortable and be safe		5	
Name three ways to hold the baby demonstrate them: 1. 2. 3		5	
		5	
		5	
Correct steps were taking when wrapping the baby		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Topic 7: Play in ECD

### Chapter 1 The value of play in ECD



### Unit 1 The variety of different stimulation activities for babies.

#### 1.1 Understand the skill and purpose of baby massaging

##### 1.1.1. The benefit of baby massaging

- Baby massage is gentle, rhythmic stroking of your baby's body with your hands.
- You can use oils or a moisturiser to help your hands to glide smoothly over your baby's skin.
- As part of your massage routine, you can gently manipulate your baby's ankles, wrists, and fingers.
- You can talk softly, hum or sing to your baby while you are massaging, which may make it more reassuring for your baby.
- Massage may help your baby to:
  - develop mentally, socially, and physically
  - stay relaxed and not get upset
  - cry and fuss less
  - sleep better



##### 1.1.2 Massaging babies arms and hands,

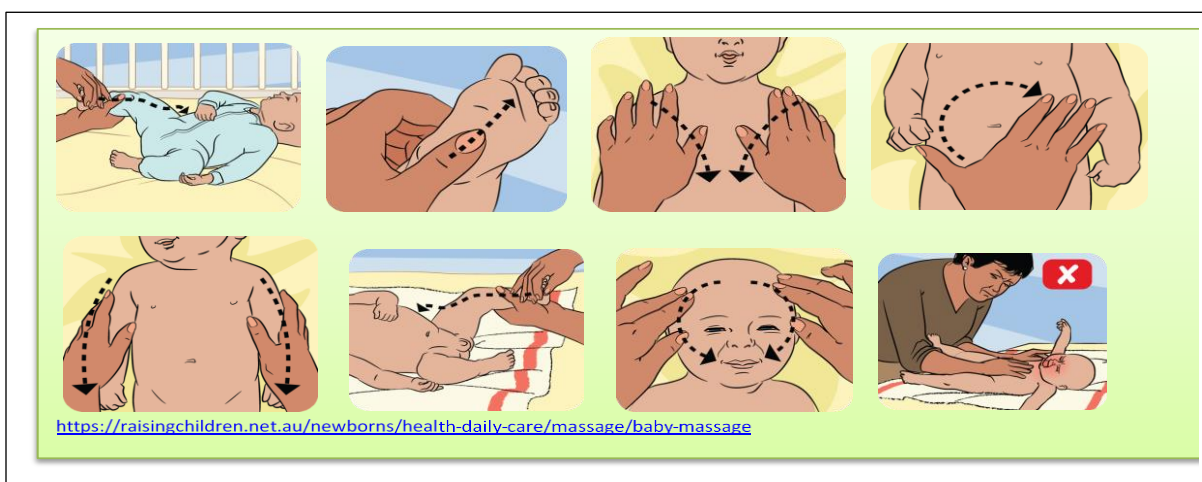
- Take one of her arms in your hands and repeat the milking motion from her armpit all the way to her wrist.
- Then, take her hand and gently rotate her wrist a few times in each direction.
- Switch arms and repeat.
- Make tiny circles over the palm of each of her hands with your thumbs.
- Gently take a finger between your thumb and forefinger and pull, letting her finger slip through your grasp.
- Repeat for all her fingers and both thumbs.

### 1.1.3 Massaging babies stomach and back

- a) Place your hands together in prayer position over her heart.
- b) Then, opening out your hands slowly, stroke outward and lightly flatten the palms over her chest.
- c) Repeat several times.
- d) Place one hand flat across the top of her chest.
- e) Stroke it gently down to her thighs.
- f) Repeat the motion, alternating hands, several times.
- g) Roll your baby onto her tummy. Using your fingertips, trace tiny circles on either side of her spine from the neck down to the buttocks.
- h) Finish with some long, firm strokes from her shoulders all the way to her feet.

### 1.1.4 Massaging babies legs and feet

- a) Her legs are a good place to begin, as they're less sensitive than some parts of her body.
- b) Using a little oil, wrap your hands around one of her thighs and pull down, one hand after the other, squeezing gently, as if you're "milking" her leg.
- c) Switch legs and repeat
- d) Take one foot and gently rotate it a few times in each direction, then stroke the top of her foot from the ankle down to the toes.
- e) Switch feet and repeat.
- f) Use your thumbs to trace circles all over the bottom of each foot.



#### Activity 1. Instruction to the learner:

1. Practice with your classmates on a baby doll to massage a baby.
2. Complete the questions.

## Play in ECD

### Activity 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### Instruction:

1. Make use of a baby doll to practice on how to massage a baby
2. Complete the following questions.

#### 2.1 Describe in your own words the 8 steps of massaging a baby's stomach and back. (8)

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_
- f) \_\_\_\_\_
- g) \_\_\_\_\_
- h) \_\_\_\_\_

#### 2.2 Complete massage may help your baby to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ (4)

<https://www.netmums.com/local//baby-massage-bearsden>



#### 2.3 Complete the following sentences on massaging baby's legs and feet.

- a) Her \_\_\_\_\_ are a good place to begin, as they're less \_\_\_\_\_ than some parts of her body.
- b) Using a little \_\_\_\_\_, wrap your hands around one of her thighs and pull down, one hand after the other, \_\_\_\_\_ gently, as if you're "milking" her leg.
- c) Switch legs and \_\_\_\_\_.
- d) Take one \_\_\_\_\_ and gently rotate it a few times in each direction, then \_\_\_\_\_ the top of her foot from the ankle down to the toes.
- e) Switch feet and repeat.
- f) Use your \_\_\_\_\_ to trace circles all over the bottom of each foot. (8)

### **1.3 Practical demonstration of baby gym**

#### **1.2.1 Arms and shoulders**

- a) Place a few favourite toys and books just out of her reach to encourage her to reach out, stretch those arms and strengthen those muscles as she pushes up and reaches out to get what she wants.
- b) Place your finger in baby's hands and let him practice his grip.
- c) He'll strengthen hand and arm muscles as he holds onto your fingers – try moving your hands around so that he learns to hold on and follow.
- d) You can also hold baby's little hands and gently move arms up, down and across baby's chest.

#### **1.2.2 Sit-Ups**

- a) While your baby is on her back, grasp her forearms and gently pull her toward you. You can start doing sit-up exercises around 6 weeks; if she's too young to support her head, instead of pulling her by the forearms, place your arms behind her shoulders with your hands behind her head to keep it from flopping back.

#### **1.2.3 Cycling**

- a) Put your baby on his back and gently move his legs up and around, as if he were pedalling a bicycle.

#### **1.2.4 Marching**

- a) Waving your baby's arms from side-to-side then up and down.

#### **1.2.5 Rolling**

- a) Assisting your baby in rolling from front-to-back and back-to-front while he is flat on his tummy by rolling him back-and-forth.

<https://www.gograph.com/clipart/baby-girl-musical-gym-gg69699246.html>



<https://www.clipartof.com/portfolio/bnpdesignstudio/illustration/red-haired-caucasian-baby-boy-on-a-pillow-1234929.html>



### **1.3 Understanding the importance of sensory play**

#### **1.3.1 Practical examples of sensory play**

- a) **Sensory play** includes any activity that stimulates your young child's senses: touch, smell, taste, movement, balance, sight, and hearing.
- b) **Sensory** activities develop the children through **playing** to create, investigate and explore.
- c) **Sensory** play enhances **learning** through hands-on activities that stimulate the child's senses.
- d) This is a great way for children to explore the world they live in! ...
- e) **Sensory** play supports language development, cognitive growth, fine and gross motor skills, problem solving skills, and social interaction.

#### **1.3.2 Five reasons why sensory play is beneficial:**

- a) Sensory play builds nerve connections in the brain's pathways, which lead to the child's ability to complete more complex learning tasks.
- b) Sensory play supports language development, cognitive growth, fine and gross motor skills, problem solving skills, and social interaction.
- c) This type of play helps in developing and improving memory.
- d) Sensory play is great for calming an anxious or frustrated child. This helps children learn sensory attributes (hot, cold, sticky, dry).

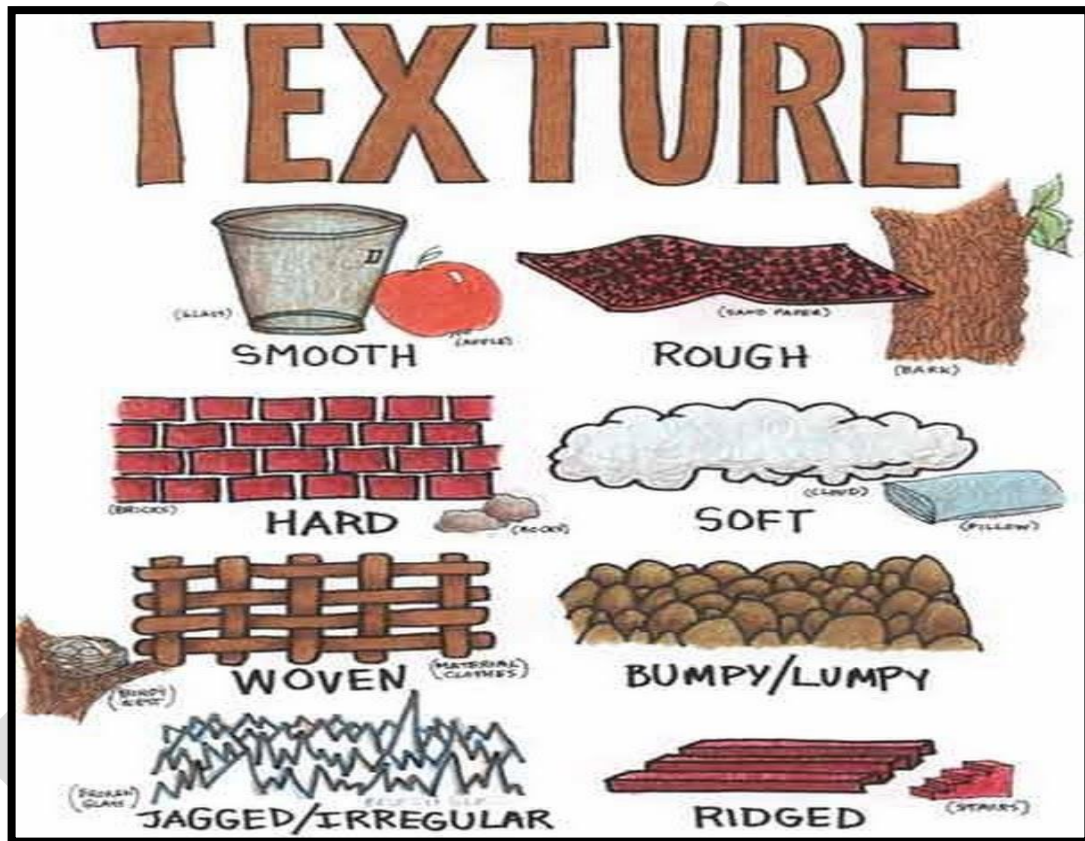
#### **1.3.3 There are many sensory activities and they include cloud dough, play dough, sensory tubs, water beads, and shaving cream.**

#### **Here is examples of more sensory activities:**

- a) Rubbery Goo looks and feels like basic play dough, but it is textured differently
- b) Primary Colours Squishy Bag Experiment is a wonderful sensory experience for children to see how colours mix and form other colours. Children use their hands to blends and squish the different coloured paints together for form new colours
- c) There are so many ways to colour rice.
- d) You can colour it with food colouring.

- e) A bucket filled with coloured spaghetti worms.
- f) Sand Foam is perfect for sensory exploration. It is made up using only two ingredients, sand and shaving cream
- g) Playing with Jelly is a sensory activity for kids to explore through their senses the many wonderful textures and qualities of jelly. For example, **a jelly bath**.

#### 1.7.4 Sense of different textures:



- For example, smooth, rough, hard and soft

<https://za.pinterest.com/patpinciotti/texture-real-and-simulated/>

### Activity 2

#### Instruction to the learner

Choose one of the following sensory activities and follow the instructions. :

Play dough or Finger paint.

## Play in ECD

### Activity 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Activity 2.1

#### Make your own Clay.

##### Ingredients:

- 500ml cake flour
- 500ml water
- 125ml salt
- 15ml Cream of tartar
- 15ml of sunflower oil
- Any colour food colouring

##### Instructions:

- Mix all the ingredients.
- Cook over a low heat and keep on stirring until it does not stick.
- Take off the heat. Knead the clay and put in some food colouring.
- Knead until it is soft.
- When it is cooled down, put it in a plastic bag in a fridge.

#### Model an animal out of clay

<https://www.thesprucecrafts.com/oven-flour-clay-recipe-1250343>



<https://www.youtube.com/watch?v=WzzW9PgsFoY>

(Youtube video)



[https://www.youtube.com/watch?v=kQXiNsHqI\\_4](https://www.youtube.com/watch?v=kQXiNsHqI_4)

(Youtube video)



## **Activity 2.2**

### **Make your own finger paint.**

#### **Ingredients:**

- 1/2 cup of flour
- 1 cup water
- Pinch of salt
- Extra water
- Food colouring or liquid water colours

#### **Instructions to the learner:**

- Pour flour and water into a pot.
- Stir the ingredients over a medium heat until it comes together like a smooth, thick paste. The mixture will be lumpy along the way, but it all comes together.
- When it starts to pull away from the pot, remove from the heat.
- Add a pinch of salt. This helps keep the paint from spoiling if you don't use it right away.
- To reach the desired consistency, slowly add cold water to the mixture. Add about 1/4 cup water to our paint.
- Divide the paint into bowls
- Squeeze food colouring or liquid watercolours into the flour mixture until you reach the desired colour.
- Store in a covered container in the fridge if you're not planning to use this right away. It will keep indefinitely,
- Then create a simple picture on a piece of white A3 paper of your family or favourite pets.
- Use the paint you made.

<https://www.howwemontessori.com/how-we-montessori/2018/09/diy-natural-baby-finger-paints-.html>



Assessment		Level	
It is completed and handed in on time,		5	
Clay is smooth and usable		5	
Animal made out of clay is recognisable		5	
Paint is smooth and easy to work with		5	
Family picture is completed		5	
		25	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

<https://marameoathome.wordpress.com/tag/finger-painting/>



<https://www.youtube.com/watch?v=sxFHNwgy25o>

(Youtube video)



## Play in ECD

### Activity 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

#### Activity 2.1

##### Make your own Clay.

Examples of clay structures:

<https://www.youtube.com/watch?v=lyivgVlwKGE> Youtube video



<http://birthdaybumps.in/services/Artist/Clay-Modeling-Clay-Art.html>



#### Activity 2.2

Make your own finger paint. Then create a simple picture on a piece of white A3 paper of your family or favorite pets.

Examples of finger paint:

<https://za.pinterest.com/pin/127367495698218646/>



<https://childinsider.com/toddler-finger-paintings/>



## EARLY CHILDHOOD DEVELOPMENT

### Practical Lesson 3

#### Play in ECD

Name \_\_\_\_\_

Date: \_\_\_\_\_

#### Toilet Roll Craft.

##### YOU NEED:

- Toilet rolls
- A 4 coloured paper
- Black permanent marker
- Paint
- Paint brushes
- Pipe cleaners
- Scissors
- Any other art materials and mediums.

##### Instruction to the learner.

- Design any animal or figure from toilet rolls.
- Use own initiative
- Make use of any art mediums and materials.
- Be creative.



Assessment		Level	
Appearance of activity		5	
Make use of any type of art material or mediums		5	
Paint is		5	
Creativity. Colourful		5	
Handed in on time		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Ideas for toilet roll construction

<https://www.crazylaura.com/toilet-roll-craft-ideas/>



# Term 3

## Topics

- 1. Language use and communication skills.**
- 2. Diseases**
- 3. First Aid**
- 4. Behaviour problems**

## Topic 8 Language use and communication skills

Language use through  
text

Reading  
Story time

<http://clipart-library.com/kindergarten-communication-cliparts.html>



### Unit 1 The critical awareness of language use.

#### Terminology

**Activity 1**  
Instruction to the learner  
**WORD GAME** Which  
word is spelled by the  
letters  
Write in the correct  
grade 1 font.

<https://www.gograph.com/clipart/educational-children-game-complete-the-words-kids-gg99433297.html>



## Language use and communication skills.

### Activity 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **Terminology**

read	books	language	talk
enjoy	feelings	knowledge	memory
words	story	interesting	repeat

### WORD GAME

- Which word is spelled by the letters below
- Write each word in the correct grade 1 font.

<https://line.17qq.com/articles/dhnonkgdv.html>



- 1) gulangea \_\_\_\_\_
- 2) omrmey \_\_\_\_\_
- 3) eperat \_\_\_\_\_
- 4) gfeleins \_\_\_\_\_
- 5) delwegnok \_\_\_\_\_
- 6) oynej \_\_\_\_\_
- 7) sertinetgni \_\_\_\_\_
- 8) oysrt \_\_\_\_\_

## **1.1 How to teach your babies to speak?**

- 1.1.1 Babies learn by repetition.
- 1.1.2 By repeating words, you'll promote recognition.
- 1.1.3 Use exaggerated modulation in our speech.
- 1.1.4 Clear pronunciation of the words will teach the baby to pronounce the words correctly.
- 1.1.5 Words are giving babies building blocks for conversation.
- 1.1.6 Babies imitate what you say and will repeat these sounds.
- 1.1.7 Point out objects and name and describe them.
- 1.1.8 Talk to your baby as much as possible in normal language.
- 1.1.9 Baby language will confuse the baby and will encourage the baby to pronounce words incorrectly.
- 1.1.10 Toddlers learn language by hearing spoken words.



### **Activity 2**

#### **Instruction to learners**

Write a word with each of letter of the alphabet in the correct font and draw or paste a picture next to each word.

### **Language use and communication skills.**

## Activity 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Write an Alphabet in the correct grade 1 font.

#### You need:

- A 4 26 Cartons
- Colouring pencils
- Magazines
- Pritt
- Scissors
- Black koki

#### Instruction:

<https://www.englishforkidz.com/2020/04/worksheets-grade-1.html>



- Use a ruler and a pencil and draw a table on a carton for each letter like the table below.
- Write 3 words with each letter of the alphabet in the correct grade 1 font and draw or paste a picture next to each word.
- Write neatly.

Alphabet Letter and word.	Picture

Assessment		Level	
Appearance of activity		5	
Correct font is used in the alphabet		5	
All the letters are completed		5	
Pictures match the letters and the words.		5	
Completed and handed in on time		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable: Does not meet the criteria		
2	Poor: Meet some criteria		
3	Average: Meets most criteria		
4	Good: Meet the requirements		
5	Excellent: Exceed all requirements		

Language use and communication skills.

1.2. The correct font for Grade 1

**Aa Bb Cc Dd Ee Ff Gg**

Aa Bb Cc Dd Ee Ff Gg

**Hh Ii Jj Kk Ll Mm**

Hh Ii Jj Kk Ll Mm

**Nn Oo Pp Qq Rr Ss**

Nn Oo Pp Qq Rr Ss

**Tt Uu Vv Ww Xx Yy Zz**

Tt Uu Vv Ww Xx Yy Zz

### **1.3 Choosing the appropriate books and stories.**

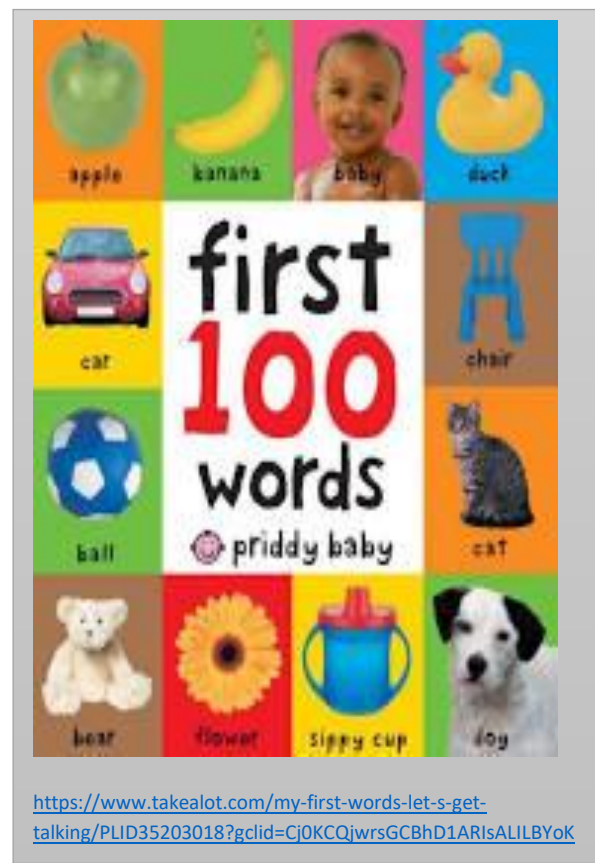
**1.3.1** Story time is one of the most enjoyable and valuable activities.

**1.3.2** This is a time to relax and to share feelings and humour.

**1.3.3** This is the most pleasurable way to develop a child's language skills:

- a) Books are very important for babies' development.
- b) Babies develop their finger and hand muscles when they hold or page books.
- c) A baby learns to move their eyes from left to right as you point while reading.
- d) Holding a baby on your lap, creates a bond between the mom and child.
- e) Reading develops a positive feeling about books and stories.
- f) One-year olds need short, simple books – only a few minutes.
- g) They like rhyming books.
- h) Some books have different textures on each page which can stimulate the sense of touch.
- i) Choose picture books with single words or simple sentences.
- j) Pictures should be simple objects.
- k) Pictures should be easy to recognize.
- l) The books may be made of washable cloth or thick cardboard.
- m) Pages need to be thick to allow for easier handling.
- n) Covers and pages must be sturdy and strong.
- o) The book's binding should lay flat when the book is open.

### **A book for a baby**



## **Hand-made books /Self help books**

<https://craftlearnandplay.com/learn-how-to-make-quiet-book-for-babies/>



<https://co.pinterest.com/pin/623818985858778428/>



### **1.4 The value of books and stories**

- Children learn new words and facts.
- They expand their knowledge.
- Books improve a child's memory.
- Books help children to improve their concentration.
- Children learn to respect books.
- Children learn that pictures have meaning.
- Stories teach them how to deal with emotions.
- Stories are relaxing and enjoyable.

<https://www.dreamstime.com/illustration/boy-corner.html>



## EARLY CHILDHOOD DEVELOPMENT

### Practical Lesson 1

Language use and communication skills.

Name \_\_\_\_\_ Date: \_\_\_\_\_

Create and illustrate baby books.

You need:

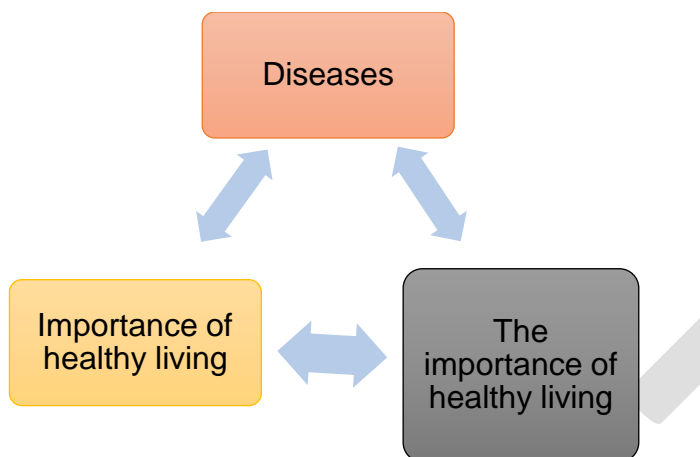
- A4 cardboard
- Different recycled materials that are safe and can be used in an ECD
- Glue
- Magazines
- Any other art materials or mediums.

Instructions to the learner.

- Choose a topic suitable for the child's level e.g., animals, colours, etc.
- The topic of the book can be linked to your theme.
- Find interesting, colourful pictures to use.
- Cut 4 – 6 cardboard pages of the same size.
- Write simple descriptive words or sentences below each picture.
- Use the correct writing style.
- Bind the pages together.

Assessment		Level	
Appearance of activity: Cover page		5	
Book is on the child's level		5	
Words match the picture		5	
Creativity: Pictures are coloured and catch attention		5	
Correct font is used		5	
		25	
<b>Assessment Criteria</b>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Topic 9 Diseases



<https://webstockreview.net/explore/disease-clipart-childhood-illness/>



### Chapter 1 The importance healthy living Unit 1 Health and wellness.

TERMINOLOGY				
healthy	blood	energy	hair	
protein	vitamins	starches	muscles	
tongue	teeth	skin	nails	

#### 1. PHYSICAL SIGNS OF A HEALTHY CHILD

- 1) Appearance: Up and about, react quickly
- 2) Hair: Shiny and strong
- 3) Neck; No swelling
- 4) Face: Alert expression
- 5) Eyes: Shiny. No rings under the eyes.
- 6) Lips: Red, soft, and moist
- 7) Tongue: Red and rough without a coating
- 8) Teeth; White, healthy teeth and gums.
- 9) Skin: Soft, firm and healthy color
- 10)Nails: Firm and pink
- 11)Muscles: Good muscle tone
- 12)Blood circulation: Normal heart rate and blood pressure
- 13)Digestive system; Soft abdomen, healthy appetite, and digestion 14)
- Nervous system: good concentration
- 15)Energy: Energetic and sleeps well

- 16)Mass; Normal for age, length, and build

## 1.1 Healthy eating habits

### 1.1.1 A healthy diet for children is important:

- The food children eat can affect their whole lives.
- It can affect the way they look, act, feel and work
- Growing children need to have a diet with all the essential nutrients daily.
- They need to have FIVE meals every day.
- The meals must consist of food from each food group daily.

#### MAIN MEALS DAILY:

- Breakfast
- Morning snack
  - Lunch
- Afternoon snack
  - Dinner

### 1.1.2 food groups



- Non-Foods
- Body Building food
- Protection food
- Energy food

a) Non-foods

- Non-foods are not in the three basic food groups, or part of a balanced diet.
- Non-foods are unhealthy.
- Non-foods can be given for certain occasions but must be avoided as far as possible.
- Non-foods are:

- Sweets
- Cool drinks
- Salt
- Gravy
- Tea or coffee



<http://clipart-library.com/junk-food-cliparts.html>

b) Body building food

- 2 This food is 'growing food'.
- 3 It is mainly proteins.
- 4 Body building food helps to repair the skin, bone and hair.
- 5 This food should be served for children at every meal.
- 6 This food comes from animal and plants e.g.:

- Milk
- Eggs
- Fish
- Meat
- Cheese
- Beans
- Soya
- Peas



<https://webstockreview.net/explore/food-clipart-mineral/>

### c) Protection food

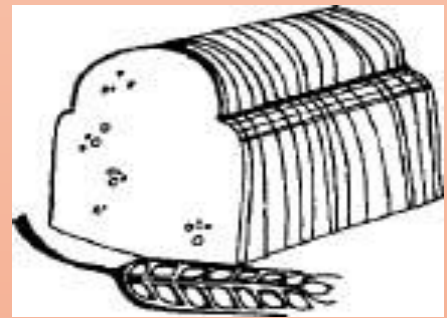
- This is food with vitamins and minerals.
- This food keeps the body healthy.
- It protects the body from diseases e.g. flu.
- It makes your hair shiny and strong.
- Protection foods are found in fruit and vegetables:

#### FRUIT:

- Apples
- Bananas
- Oranges
- Pears
- Pineapple

#### VEGETABLES:

- Cabbage
- Carrots
- Pumpkin
- Beetroot
- Tomatoes



### d) Energy food

- Children need energy food to function.
- Include only one energy food in a meal.
- Too much energy food can make a child fat.
- Energy food are mainly starch food:
  - Mealies
  - Bread
  - Rice potatoes
  - Porridge



#### Activity 1 Instruction to the learner

- Choose a picture of a **HEALTHY** child from a magazine.
- Write **EIGHT** words next to the picture why you think this child is healthy
- Complete the questionnaire

#### Activity 2

##### Instruction to the learner.

Use an A4 paper divide into the 4 blocks for each food group and paste 5 pictures of the different food groups in the correct space and label them

## Diseases

### Activity 1

Name: ..... Date: .....

#### Question 1

Choose a picture of a **HEALTHY** child from a magazine.  
Write eight words next to the picture to show why you think this child is healthy

#### Question 2

Complete the following questions.

##### Question 2.1

(6)

Match column A and B.

Choose the correct statement from column A to match column B

##### Column A

##### Column B

- |                      |                        |       |
|----------------------|------------------------|-------|
| a) Hair              | Normal heart rate      | ..... |
| b) Eyes              | White and healthy      | ..... |
| c) Tongue            | Shiny and strong       | ..... |
| d) Nails             | Shiny, without rings   | ..... |
| e) Blood circulation | Firm and pink          | ..... |
| f) Teeth             | Red, rough, no coating | ..... |

##### Question 2.2

Underline the correct word in brackets

(5)

- a) A healthy digestive system has a  
(*good digestion / bad appetite*)
- b) A healthy child has a (*red, rough / pink, smooth*) tongue.
- c) The blood pressure of a healthy child should be  
(*low / high / normal*)
- d) Healthy nails have (*white spots / firm, no spots*)
- e) An alert expression is a characteristic of a  
(*unhealthy / healthy*) child

**Question 2.3**

**(6)**

**Write underneath each heading examples of characteristics of a healthy and an unhealthy child**

**A healthy child:**

---

---

---

---

---

**An unhealthy / sick child**

---

---

---

---

---

**Question 2.4**

**(3)**

**“A healthy child is a happy child who enjoys life.”**

**Explain in your own words why you agree with this statement.**

---

---

---

---



<https://webstockreview.net/explore/disease-clipart-childhood-illness/>

## Diseases

### Activity 2

Name: ..... Date: .....

#### Food groups

Use an A4 paper and divide it into the 4 blocks for each food group and paste pictures of the different food groups in the correct space

<b>Non Foods</b>		
<b>Body Building foods</b>		
<b>Protection Food</b>		
<b>Energy food</b>		

<b><u>Assessment Criteria</u></b>	
<b>Rating</b>	<b>Competence</b>
<b>0-1</b>	<b>Unacceptable Does not meet the criteria</b>
<b>2</b>	<b>Poor Meet some criteria</b>
<b>3</b>	<b>Average Meets most criteria</b>
<b>4</b>	<b>Good Meet the requirements</b>
<b>5</b>	<b>Excellent Exceed all requirements</b>

## Importance of healthy living

### Activity 3

Name: .....

Date: .....

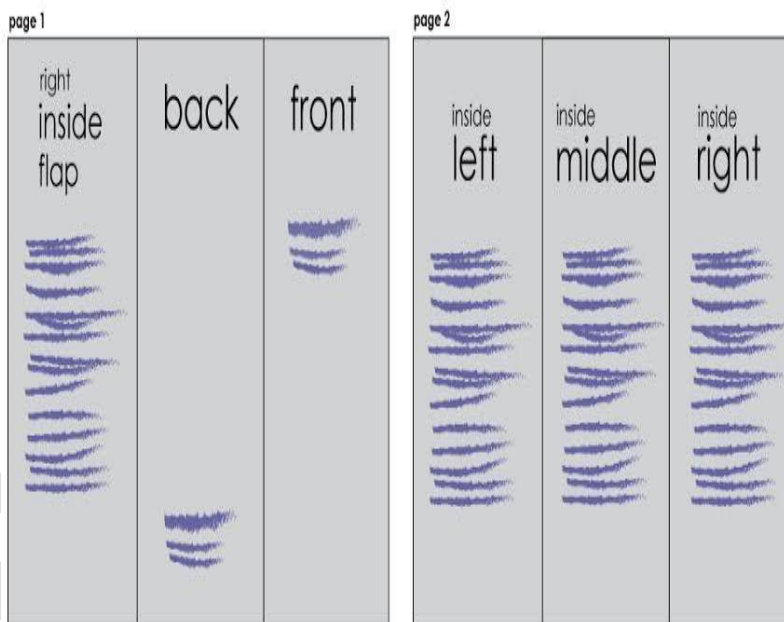
#### Pamphlet of different food groups

#### Instructions to the learner:

- Create a pamphlet about the different food groups
- Use an A4 paper divide into 4 blocks for each food groups.
- Paste at least 5 pictures and label them.
- Be creative.

#### You Need

- A4 Paper
- Pen
- Pencil
- Different art mediums
- Magazines



Assessment		Level	
Appearance of pamphlets		5	
Correct information is given		5	
Correct grade 1 font is used.		5	
		15	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
1	Poor Meet some criteria		
2	Average Meets most criteria		
3	Good Meet the requirements		
5	Excellent Exceed all requirements		

## EARLY CHILDHOOD DEVELOPMENT

### Practical Lesson 2

#### Diseases

Name \_\_\_\_\_ Date: \_\_\_\_\_

**Create a poster to illustrate the different nutritious food groups that prevent diseases**

#### **YOU NEED:**

- A3 cardboard
- Different pictures drawn or cut
- Glue
- Magazines
- Black permanent marker
- Colour pencils
- Any other art materials or mediums.

#### **Instruction to the learner.**

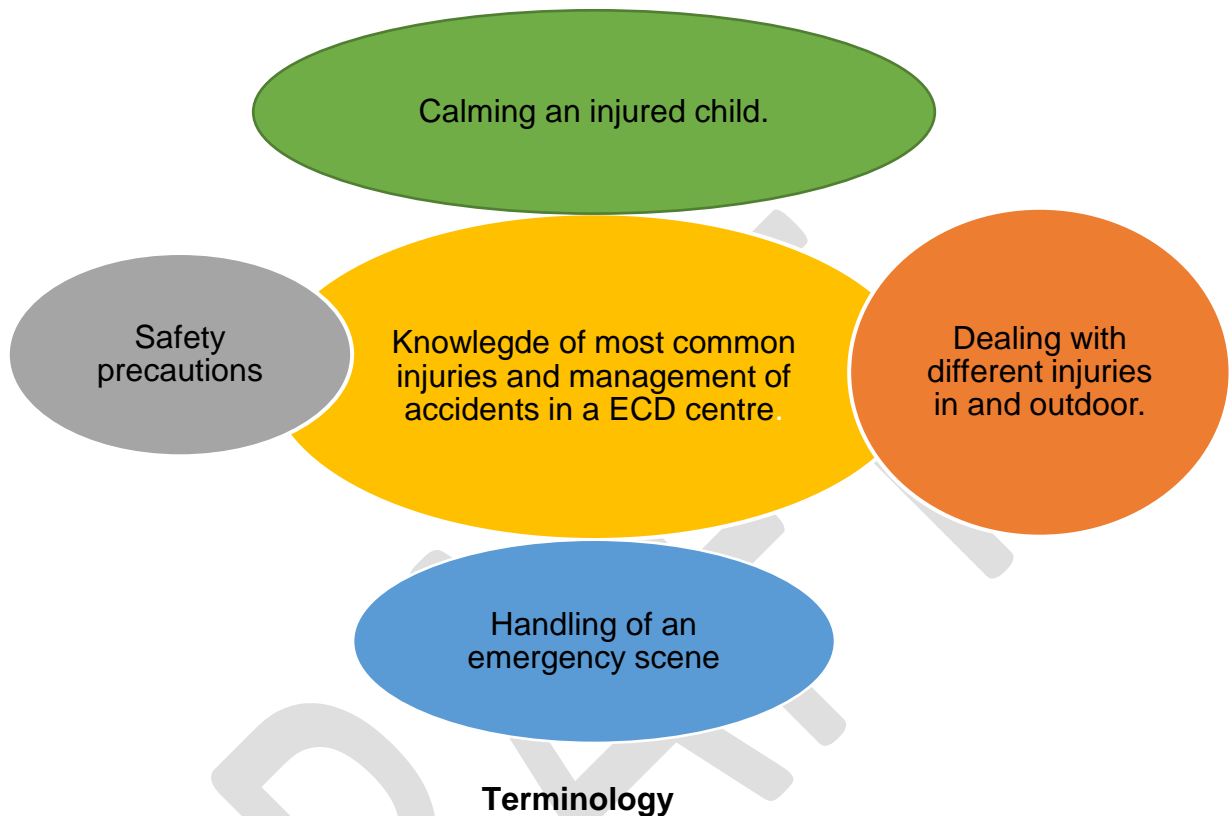
- Illustrate the causes on a A3 cardboard
- Work neat.
- Paste pictures and label it.
- Be creative



Assessment		Level	
Appearance of activity: Neatness /Durability		5	
Handed in on time		5	
Words are highlighted by pictures.		5	
Creativity: Pictures are coloured and catch attention		5	
All food groups are mentioned		5	
		25	
<b><u>Assessment Criteria</u></b>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Topic 10: First aid

### Chapter 1 Knowledge of most common injuries and management of accident in an ECD centre.



<b>injury</b>	<b>bleeding</b>	<b>gauze pad</b>	<b>bandage</b>
<b>sterilised</b>	<b>first aid kit</b>	<b>alcohol swabs</b>	<b>antiseptic</b>
<b>thermometer</b>	<b>splints</b>	<b>rehydrate</b>	<b>choking</b>

#### **1 Dealing with different injuries in and outdoor**

##### **1.1 Bleeding**

- 1.1.1 Always wear gloves when working with blood.
- 1.1.2 Apply direct firm pressure to the area for at least 10 minutes.
- 1.1.3 When applying pressure, use a clean sterilised gauze pad.
- 1.1.4 If possible, raise the bleeding wound higher than the heart.
- 1.1.5 Once bleeding has stopped, bandage gauze pad in position.
- 1.1.6 Obtain medical help if it's a deep wound.
- 1.1.7 Do not give the child fluids to drink as they might need anaesthetic.
- 1.1.8 Treat the child for shock by covering him with a blanket.
- 1.1.9 Call the parents.

## **1.2 Nosebleeds**

- 1.2.1 Reassure the child - he will be frightened.
- 1.2.2 Let him sit down and bend his head slightly forward.
- 1.2.3 Using your thumb and forefinger, pinch the soft part of the bridge of the nose firmly for 10 minutes.
- 1.2.4 Have him breathe through his mouth?
- 1.2.5 Wash his face and hands.
- 1.2.6 Change his clothes if necessary.
- 1.2.7 The child should not blow or pick his nose afterwards.
- 1.2.8 Don't allow him to run around, for at least one hour.
- 1.2.9 If the bleeding does not stop seek medical attention, immediately.

## **1.3 Burns**

- 1.3.1 If flames are present - wrap a non-synthetic blanket around the child or roll him on the ground to put out the flames.
- 1.3.2 Immerse burnt area in cool water.
- 1.3.3. Don't apply any lotions or cream.
- 1.3.4 Don't break the blisters.
- 1.3.5 Cover the area with a sterile sheet or cloth.
- 1.3.6 Treat the child for shock. Let him lie Down.
- 1.3.7 Get the child to the hospital.

[https://www.clipartkey.com/view/iJwJT\\_burns-first-aid-cartoon/](https://www.clipartkey.com/view/iJwJT_burns-first-aid-cartoon/)



## **1.4 Choking**

- 1.4.1 Remove the object from the child's mouth.
  - 1.4.2 Make sure you don't push it further down the throat.
  - 1.4.3 Hold a baby with its head tilted down and smack firmly between the shoulder-blades.
  - 1.4.4 Let the toddler lie face down across your knees and pat firmly between the shoulder blades.
  - 1.4.5 Apply the Heimlich Manoeuvre for an older child.
  - 1.4.6 If unsuccessful, give mouth-to-mouth resuscitation.
- Get immediate medical help.

## 1.5. Minor cuts and grazes

1.5.1 Clean grazes well but gently and apply a little mercurochrome.

1.5.2 Do not cover grazes.

1.5.3 Wash minor cuts with water.

1.5.4 Use a clean swab to dry.

1.5.5 If wound is bleeding, apply pressure.

1.5.6 Put a sterile gauze over the wound.

1.5.7 Press sides of wound together.

1.5.8 Seek medical attention.

1.5.9 Call the parents

<https://za.pinterest.com/pin/536702480590899464/>



## 2 Safety precautions

- A first aid kit must be always available.
- Make sure the first aid kit is stocked with all the equipment needed.
- The first aid kit must **always** be locked and kept away from children.
- A basic first aid kit must consist of the following equipment:

- Alcohol pads or antiseptic pads
- Band-Aid (all sizes)
- Cotton balls & Q-tips
- Hot & cold packs
- Medical tape
- Saline spray
- Sterile gauze rolls & pads
- Triangular bandages
- CPR mouthpiece
- Safety pins
- Scissors
- Metal tweezers
- Digital thermometer
- Small plastic splints
- Sterile eye pads
- Bandages
- Insect sting preparation (Calamine lotion)
- Burn shield Hydrogel spray
- Rehydrate sachet
- Paediatric rescue blanket
- Antiseptic lotion
- Dettol
- Medicine spoon & syringe
- Panado / pain syrup
- Surgical gloves
- Mercurochrome

<http://clipart-library.com/first-aid-cliparts.html>



### Activity 1

#### Instruction to the learner

1. Study the first aid kit and identify its contents.
2. Write Down the number of the picture that resemble the word in the table.

## First Aid

### Activity 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

#### FIRST AID KIT

##### Instruction:

- Study the first aid kit and identify its contents.
- Write down the number of the picture that resemble the word in the table.



First aid kit	
Scissor	
Ice pack	
Cough medicine	
Band-Aid	
Tweezer	
Pills	
Gauze pads	
Dressing plaster	

## 2. Handling an emergency scene.

### 3.1 What to Do in a Medical Emergency

- a) Wash your hands
- b) Put on gloves
- c) Do not move a student if he or she has a head, neck, or back injury, or is having trouble breathing.
- d) If there is a clear danger of further injury, then move the student carefully to safety.
- e) Do not deal with medical emergencies by yourself—get help!
- f) While you give first aid, have someone else call for help
- g) Notify the school nurse, if available.
- h) Notify the student's parent or legal guardian.
- i) Do not delay emergency medical care because you can't reach a parent or legal guardian.
- j) Use your best judgment.

### 3.2 Call for medical emergencies:

- a) Severe allergic reaction (Anaphylaxis).
- b) Choking or severe difficulty breathing.
- c) Shock
- d) Deep wound or part of the body that was crushed.
- e) Bleeding that is difficult to control.
- f) Back and neck injuries or broken bones.
- g) Severe head injury.
- h) Unconsciousness.
- i) Seizure—if the student has never had a seizure before or if directed by student's Emergency Care Plan.
- j) Serious burns.
- k) Spill or release of hazardous chemicals.

### 3.3 Emergencies that can happen at an ECD centre.

#### a) Minor Bleeding from a Small Cut or Scrape:

- Rinse the wound thoroughly with water to clean out dirt and debris.
- Wash the wound with a mild soap and rinse well. ...
- Cover the wound with a sterile adhesive bandage or sterile gauze and adhesive tape.
- If the bandage gets wet, remove it and apply a new one.

#### b) Nose bleeding

- Gently pinch the soft part of the nose (just below the bony ridge) **with** a tissue or clean washcloth.
- Keep pressure on the nose **for** about 10 minutes; **if you** stop too soon, bleeding may start again.
- Let your **child** relax a while after a **nosebleed**?
- Discourage nose-blowing, picking, or rubbing, and any rough play

**c) Burn first aid**

- Stop the burning process.
- Run cool water over the burn.
- Do not use ice directly on the burn wound.
- Do not apply home remedies/ointments.
- Cover the burn with a clean bandage or cloth.
- Take Ibuprofen or Acetaminophen for pain.
- Seek medical attention if needed.

**d) Choking**

**How to assist a child who is choking?**

- Give up to five back blows: hit them firmly on their back between the shoulder blades. ...
- Give up to five abdominal thrusts: hold the **child** around the waist and pull inwards and upwards above their belly button. ...
- Call for help if the blockage does not dislodge.

**e) Cuts and scrapes: First aid**

- Wash your hands. This helps avoid infection.
- Stop the bleeding.
- Minor cuts and scrapes usually stop bleeding on their own. ...
- Clean the wound.
- Rinse the wound with water. ...
- Apply an antibiotic or petroleum jelly. ...
- Cover the wound. ...
- Change the dressing. ...
- Watch for signs of infection

**Activity 2**

**Instruction to the learner.**

List all the steps on a a4 paper you need to take in an Emergency situation for an ECD centre.

## First Aid

### Activity 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Steps to take during an Emergency situation at an ECD centre.

#### Needs:

- A 4 Paper
- Carton
- Laminating pouch
- Laminator.
- Art mediums

#### Instruction

- List all the steps on a a4 paper you need to take during an Emergency situation for an ECD centre
- Be creative
- Each step must be clear.
- Write on the lines to write neat and in the correct font.

<https://cheqdin.com/writing-incident-reports-in-childcare/>



## EARLY CHILDHOOD DEVELOPMENT

### Practical Lesson 3

#### First Aid

Name \_\_\_\_\_

Date: \_\_\_\_\_

Create a first aid kit with content.

#### YOU NEED:

- A3 cardboard
- Different pictures drawn or cut
- Glue
- Magazines
- Black permanent marker
- Colour pencils
- Any other art materials or mediums.

#### Instruction to the learner.

[https://classroomclipart.com/clipart-view/Clipart/Emergency/first-aid-kit-clipart-710\\_jpg.htm](https://classroomclipart.com/clipart-view/Clipart/Emergency/first-aid-kit-clipart-710_jpg.htm)



- Make your own first aid kit by using any type of material.
- Also include the correct content by making use of pictures or used examples.
- Fold a blank sheet of paper in half.
- On the inside, you will create your own first aid kit.
- Include at least 10 items you might want to keep in the kit in case of an emergency.
- Label all items in your first aid kit and include a brief description of what the item is and what it can be used for.

Assessment	Level	
Appearance of activity : Neatness	5	
Choose appropriate First Aid items	5	
All items were highlighted and labelled	5	
Learner was creative.	5	
Handed in on time	5	
	25	

#### Assessment Criteria

Rating	Competence
0-1	Unacceptable Does not meet the criteria
2	Poor Meet some criteria
3	Average Meets most criteria
4	Good Meet the requirements
5	Excellent Exceed all requirements



shutterstock.com • 457189753

Medium Dressing  
Compresse de taille moyenne



Eye wash  
Collyre



Primary Care Leaflet  
Fiches de premiers soins



Scissors  
Ciseaux



Savlon  
Crème Antiseptique



"Brave Little Star" Stickers  
Autocollants



Gauze Swabs (x5)  
Compresse de Gaze



Tweezers  
Pince à Épiler



Microporous Tape  
Sparadrap Chirurgical



Pack of Safety Pins  
Épingles de Sécurité



Low Adherent Dressing  
Pansement non Adhérent



Burn Gel (x2)  
Gel anti-brûlure



Antiseptic Wipes (x3)  
Lingettes Antiseptiques



Forehead Thermometer  
Thermomètre

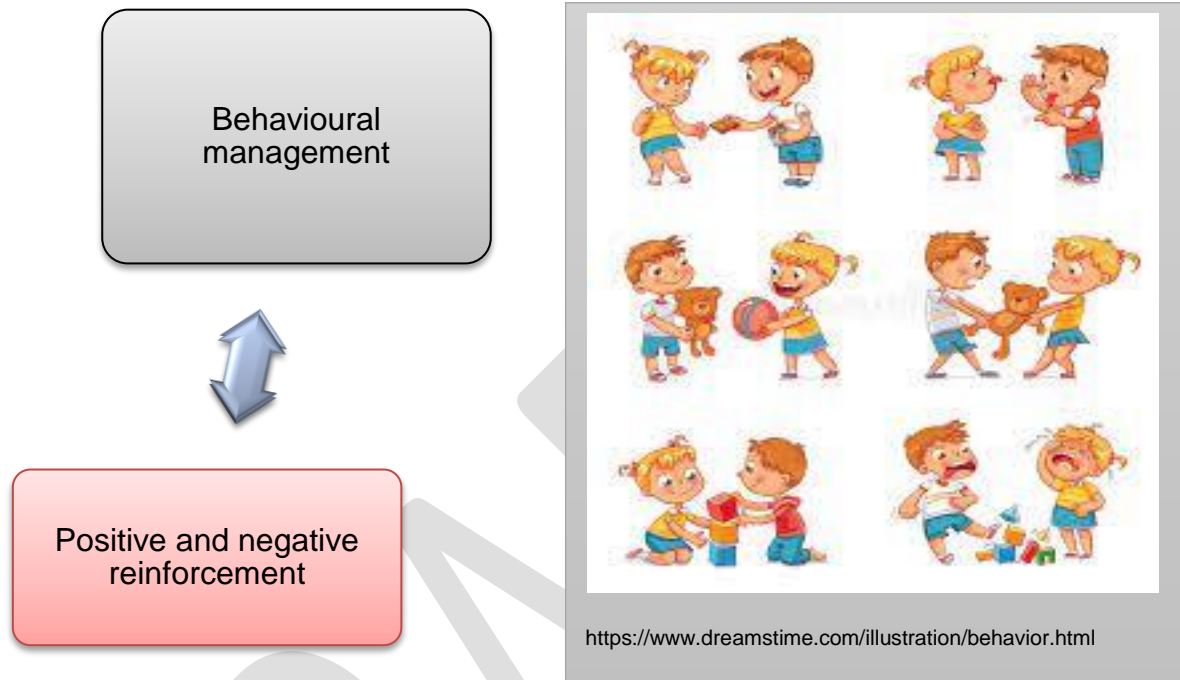


Pack of Plasters (x2)  
Pansements Adhésifs Tissés



## Topic 11: Behaviour Management

### Chapter 1 Behavioural management



#### Terminology

Behaviour positive negative punishment  
management reinforcement motivation  
Response attention tempered



#### Unit 1 Positive and negative reinforcement

##### 1.1 Positive reinforcement

##### 1.1.1 What is positive reinforcement?

- a) Positive reinforcement works by presenting a motivating/reinforcing stimulus to the child after the desired behaviour is exhibited, making the behaviour more likely to happen in the future.

##### 1.1.2 The following are some examples of positive reinforcement:

- a) A mother gives her son praise (reinforcing stimulus) for picking up his clothes. (behaviour).
- b) The little boy receives R5,00 (reinforcing stimulus) for every time he brings a good report home. (behaviour).
- c) An Edu carer gives the child candy (reinforcing stimulus) for cleaning up toys (behaviour).

## **1.2 Negative reinforcement**

### **1.2.1 What is negative reinforcement**

- a) Negative reinforcement occurs when a certain stimulus (usually an aversive stimulus) is removed after a particular behaviour is exhibited.
- b) The likelihood of the behaviour occurring again in the future is increased because of removing/avoiding the negative consequence.
- c) Negative reinforcement should not be thought of as a punishment procedure. With negative reinforcement, you are increasing a behaviour, whereas with punishment, you are decreasing a behaviour.

### **1.2.2 The following are some examples of negative reinforcement:**

- a) Bob cleans up his creative areas table (behaviour) to stop an Edu carer from nagging (aversive stimulus).
- b) Natalie can get up from the table (aversive stimulus) when she eats 2 bites of her broccoli (behaviour).
- c) Joe presses a button (behaviour) that turns off a loud alarm (aversive stimulus)

#### **Remember**

- **When thinking about reinforcement, always remember that the result is to try to increase the behaviour, whereas punishment procedures are used to decrease behaviour.**
- **For positive reinforcement, think of it as adding something positive to increase a response.**
- **For negative reinforcement, think of it as taking something negative away in order to increase a response.**

## **1.3 What is Punishment**

- a) When people hear that punishment procedures are being used, they typically think of an aversive or harmful consequence.
- b) This is not always the case as you can see below.
- c) Punishment is a process by which a consequence immediately follows a behaviour which decreases the future frequency of that behaviour.
- d) Like reinforcement, a stimulus can be added (positive punishment) or removed (negative punishment).

- e) There are two types of punishment: positive and negative, and it can be difficult to tell the difference between the two.

### **1.3.1 What is Positive Punishment?**

- a) Positive punishment works by presenting an aversive consequence after an undesired behaviour is exhibited, making the behaviour less likely to happen in the future.
- b) **The following are some examples of positive punishment:**
- A child picks his nose during class (behaviour) and the Edu cares reprimands him (aversive stimulus) in front of his classmates.
  - A child touches a hot stove (behaviour) and feels pain (aversive stimulus).
  - A person eats spoiled food (behaviour) and gets a bad taste in his/her mouth (aversive stimulus).

### **1.3.2 What is Negative Punishment?**

- a) Negative punishment happens when a certain reinforcing stimulus is removed after a particular undesired behaviour is exhibited, resulting in the behaviour happening less often in the future.
- b) **The following are some examples of negative punishment:**
- A child kicks a peer (behaviour), and is removed from his/her favourite activity (reinforcing stimulus removed)
  - A child yells out in class (behaviour), loses a token for good behaviour on his/her token board (reinforcing stimulus removed) that could have later been cashed in for a prize.
  - A child fights with her friend (behaviour) and has her favourite toy taken away (reinforcing stimulus removed).
  - With punishment, always remember that the result is to try to decrease the undesired behaviour.
  - Positive punishment involves adding an aversive consequence after an undesired behaviour is emitted to decrease future responses.
  - Negative punishment includes taking away a certain reinforcing item after the undesired behaviour happens to decrease future responses.

### **1.4 Positive Reinforcement for New-borns and Infants**

- a) New-borns and young infants develop a sense of security and trust when parents or Edu carers are available to meet their physical needs in a timely manner.
- b) Infant cries are specifically geared to gain attention, so the infant is nourished and kept safe.
- c) Parents or Edu carers timely response to infants' cries provides positive reinforcement to the child needs, so security and trust can develop appropriately.
- d) Infants also respond positively to soothing voices, gentle touches, swaddling, rocking, and other calming interactions.

- e) For most parents or Edu carer, the question arises, “When can we take more time to respond to infant’s needs?” or “At what age can we allow an infant to self-soothe before we respond?”
- f) This is basically asking at what point does our positive reinforcement begin teaching the infant to cry inappropriately.
- g) **The answer** – this depends upon each infant’s unique temperament and development and the interaction between parent of Edu – carer and infants.
- h) By nine months of age, most infants can begin to understand the concept of “no”.
- i) A Parent or Edu carer responses can be tempered to avoid providing positive reinforcement for negative behaviours.

## 1.5 Positive Reinforcement with Kids

**1.5.1 There are many ways to reinforce the behaviour and many rewards are free or low-cost options.**

**1.5.2 Positive reinforcement doesn’t necessarily need to be a tangible item.**

**Instead, you can positively reinforce a child’s behaviour by:**

- a) Giving a high five
- b) Offering praise
- c) Giving a hug or pat on the back
- d) Giving a thumbs-up
- e) Clapping and cheering
- f) Telling another adult how proud you are of the child’s behaviour while the child is listening.

**1.5.3 You can also offer positive reinforcement by giving a child extra privileges or tangible rewards**

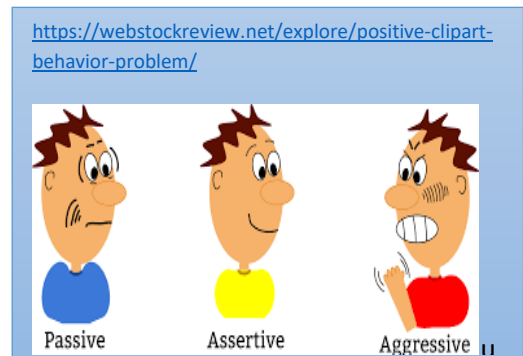
a) For example: If a child cleans without being asked, take him to the playground as a reward. Then, he’ll be motivated to clean again.

**1.5.5 There are many different types of reward systems you can use as positive reinforcement.**

a) Younger children often do well with sticker charts .

## 1.5.6 Behaviours to Reinforce

- a) Use positive reinforcement to encourage any behaviours that you want your child to repeat.
- b) Examples of behaviours to reinforce include
  - Using manners
  - Playing quietly
  - Waiting patiently
  - Playing nicely with a sibling
  - Complying with a request right away
  - Putting in a lot of effort on a difficult task
  - Completing chores
  - Schedules of Reinforcement



- c) When your child is learning a new behaviour or working on a specific skill, it's important to offer positive reinforcement on a consistent basis.

- d) Would you go to work if you only got paid occasionally? You might give up at some point because you'd decide your efforts aren't worthwhile. The same can be said for your child.
- e) If you only catch him being good once in a while or you only give him positive reinforcement randomly, his behaviour won't change.
- f) It doesn't mean that you need to offer a child a reward every time he does something positive.
- g) You can set up a reward system where you provide immediate reinforcement in the form of a sticker. Then, stickers can later be exchanged for bigger rewards.

### 1.5.7 Avoid Accidental Positive Reinforcement

- a) Sometimes Edu- carer accidentally reinforce negative behaviour.
- b) One common way this happens is with attention. Attention can be very reinforcing, even if it's negative attention.
- c) **For example**, a child who is purposely annoying his mother receives reinforcement every time his mother says, "Stop that!" or "Don't do that." **Ignoring** can be one of the best ways to respond to obnoxious attention-seeking behaviour.
- d) Another way in which Edu carers reinforce negative behaviour is by giving in.
- e) If an Edu carer tells a child he can't go outside, but then the child begs and pleads until the Edu- carer gives in, the child's whining has been positively reinforced.
- f) The child learned that whining helps him get what he wants and he's likely to whine again in the future.
- g) Make sure that negative behaviour doesn't get reinforced.
- h) When a child misbehaves follow through with a negative consequence, such as a **loss of privileges or logical consequences**.
- i) Be sure to identify the good behaviour that you want to reinforce.
- j) You'll likely find that positive reinforcement works much better than punishments.

#### Activity 1

Design and create a poster for an ECD centre with rules

#### Activity 2

Design and create a reward chart.

## Behaviour management

### Activity 1

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Create a poster with rules for an ECD centre

#### Needs:

- A 4 Paper
- Carton
- Colouring pencils
- Laminating pouch
- Laminator.
- Art mediums

#### Instruction

- Create a poster with at least 5 rules for an ECD centre
- Write in grade 1 font
- Paste or draw a picture for each sentence
- Be creative

<https://za.pinterest.com/pin/5911043236956002/>



Assessment		Level	
Appearance of activity: Cover page		5	
Book is on the child's level		5	
Words match the picture		5	
Creativity: Pictures are coloured and catch attention		5	
Correct font is used		5	
		25	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Example of rules for an ECD centre

<https://webstockreview.net/explore/rules-clipart-preschool-classroom-rule/>

# Classroom Rules Posters



## Behaviour management

### Activity 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Create or illustrate a reward chart.

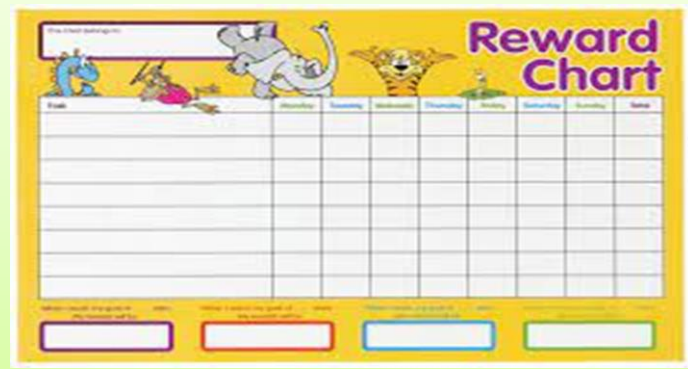
#### Needs:

- A 4 Paper
- Carton
- Laminating pouch
- Laminator.
- Art mediums

#### Instruction

- Create or illustrate a reward chart for children in an ECD centre
- Be creative
- Use grade 1 font
- Work neat

<https://za.pinterest.com/pin/790874384550002674/>
















Assessment		Level	
Appearance of activity: Cover page		5	
Book is on the child's level		5	
Words match the picture		5	
Creativity: Pictures are coloured and catch attention		5	
Correct font is used		5	
		25	
<b>Assessment Criteria</b>			
<b>Rating</b>	<b>Competence</b>		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Examples of reward charts

<https://cliparts.zone/rewards-chart-cliparts>



Reward chart								
Name	Sticker for positive behaviour							Reward
Edward								
Cindy								
Thabo								
Thandi								
Sipho								

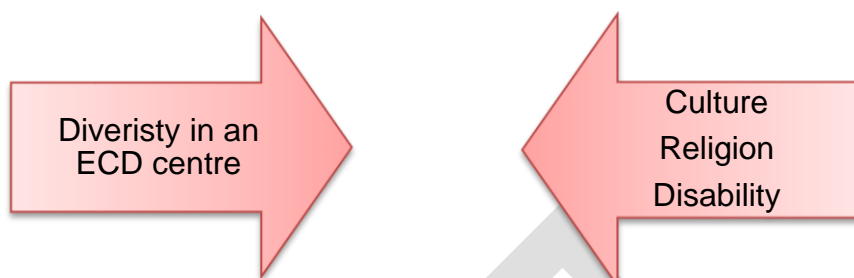
# Term 4

## Topics

- 1. Diversity in the learning environment**
- 2. Mathematics in ECD**

## Topic 12. Diversity in the learning environment.

### Chapter 1 Understand how to create and setup an inclusive learning environment



### TERMINOLOGY

Healthy	Environment	Anti-bias	Respect	Cultures
Religion	Responsive	Responsible	Diversity	Prejudice
Jewish	Hindu	Muslim	Festivals	Traditional

### Unit 1 Understanding diversity

- Anti-bias ECD educators are committed to the fact that every child deserves to develop to his / her fullest potential.
- Remember! You are the child's first and most important teacher apart from his/her mother. From the beginning of their life they are learning about their culture and the world around them from the parent and other family and the caregivers in the child's life.
- Children from as young as 2 - 3 years old become aware of ideas, stereotypes, feelings about people and themselves.
- A child's interactions with parents, children, community, the media and caregivers can shape their perception and judgement of others.

#### 1.1 Create an inclusive learning environment.

- 1.1.1 We must introduce the children to the similarities and differences of all the cultures in our rainbow country.
- 1.1.2 Although the cultural differences in urban regions are less noticeable than in the rural areas, it remains strong in individual households where parents/guardians still educate the child in the basic values of their culture.
- 1.1.3 We are going to pay attention to cultural differences in our country as noted in our motto: "Unity in diversity"

1.1.4 In our classes we accommodate different cultures.

1.1.5 Pay attention to the following:

- a) The different cultures of South Africa
- b) We differ from each other even though we resemble each other by the way we act
- c) One culture is **not** better than the next, just different
- d) It is these cultural varieties that make ours a rich, colourful nation

## **1.2 How to include diversity in the ECD centre**

- a) The children can make believe that they originate from another culture
- b) Encourage them to gather specific information on a specific culture. They must bring this “research-work” to school
- c) Teach them to arrange the information under headings e.g. clothing, food, language, festivities, religions, etc.
- d) Ask a learner from a specific ethnic group to tell the children about his/her culture
- e) They can bring traditional clothes, food, photos, etc
- f) Roll play a day in this culture - use two children, a boy and a girl
- g) Start with waking up in the morning - combine this with counting. E.g. He/she yawns 6 times (count out loudly), rubs his/her eyes 7 times, stretch 3 times, etc.
- h) What do the child see when he wakes up? A hut? A house? What does the home look like?
- i) Next the child dresses herself: children can bring beads, scarves, a black dot on the forehead, etc. This helps with identification and roll play
- j) Who is with the child in the hut/house? How do they greet each other? Teach them to say good morning in the language of the culture group
- k) Outside - the child tells what he/she see e.g. the ocean, buildings, mountains, etc.

## **1.3 How to create an inclusive learning environment that includes children with different religious beliefs?**

➤ **Let's learn about the different religions practiced in our country**

### **1.3.1 African Traditional Religions:**

- a) These members believe in God who created heaven and earth.
- b) Their ancestors are very important - the connection between the spiritual world and believers.
- c) Believers do not have a book to learn from but the rituals they perform are important to the followers.

### **1.3.2 Buddhism:**

- a) The Buddha was the founder of Buddhism. He was born in India.
- b) Buddhists believe that there is no God and that people themselves can bring about their own freedom.
- c) Buddha taught them to love one another and to be kind. Buddha means “the enlightened one”

### **1.3.3 Christians:**

- a) Christians believe that God created the whole world.
- b) They believe Jesus is the son of God and that he came down to earth.
- c) He died on the cross and rose from the dead.
- d) The Bible teaches that we must love God and our neighbours as ourselves. They read the Bible and worship in a church on Sunday.

### **1.3.4 Hinduism:**

- a) Hinduism began in India.
- b) Hindus believe that there is one God, Brahman, who is a spirit and who can be seen in different forms or shapes.
- c) They believe that no one should harm living creatures and that all animals and birds should be loved. Most Hindus do not eat meat.
- d) Most Hindus worship at home.
- e) Hindu homes have a prayer place or shrine with statues and pictures of gods and goddesses. Every day the members worship at their shrine.
- f) Hindus also worship in a temple.

### **1.3.5 Judaism:**

- a) Jews believe in one God and show their love of God by obeying His laws.
- b) They learn about God’s laws in the Tanakh and the Torah.
- c) The Tanakh bring together all the books of this religion.
- d) These are also the Old Testament of the Christian Bible.
- e) The Torah is the five books of Moses.
- f) It is one part of the Tanakh.
- g) The synagogue is the building where the Jews worship.
- h) It has an entrance hall with steps up to a gallery where the women and girls sit. The men and boys sit downstairs.
- i) Opposite the entrance is a cupboard containing the scrolls on which the Torah is written?
- j) The Torah is carried to a special reading desk and a part of it is read and explained by the rabbi.

### 1.3.6 Islam:

- a) Being a Muslim means being a follower of the religion of Islam.
- b) They believe that they must follow the will of God. Muslims call God "Allah".
- c) The will of God is found in the Qur'an.
- d) The prophet Mohammad was born in Mecca in Saudi Arabia.
- e) Muslims are called to pray five times a day by a person called Bilal or muezzin.
- f) He stands on the balcony of a mosque's tower or minaret. Muslims face Mecca when they pray.
- g) They remove their shoes; kneel down with their face to the ground. Women pray separately.

### 1.4 Different religious symbols:

#### SYMBOLS:

<https://www.shutterstock.com/search/religious+symbol>



### 1.4 RELIGIOUS FESTIVALS, CELEBRATIONS AND OCCASIONS:

#### 1.4.1 CHRISTIANITY: EASTER and CHRISTMAS

- a) Easter starts with **Good Friday** when Christians remember that Jesus was **crucified**
- b) On Easter Sunday they celebrate the **Resurrection** - when Jesus rose from the grave and came alive again.
- c) Many Christians go to special church services on these days.
- d) They give each other Easter eggs to remind them about the new life that Jesus brought.
- e) The hollow egg also reminds of the empty tomb (grave).
- f) They eat hot cross buns, buns baked with a cross on to remember the cross at the Crucifixion (when Jesus was crucified on the cross)

- g) **Christmas day** - when Jesus descended from heaven to live on earth amongst the people. On *25 December* the birth of Christ is celebrated. Gifts are exchanged, big meal are served and it is a joyous time of the year. A time for giving.

#### 1.4.2 BUDDHIST FESTIVALS: VESAK

- a) Buddhists have many special or holy days.
- b) An important one is *Buddha Day* when they celebrate the birth, enlightenment and death of the Buddha.
- c) On *Vesak*, the people go to the temple and offer *food* to the monks and listen to a talk about *dharma* (the eternal law of the universe).
- d) In the afternoon they give food to the poor.

#### 1.4.3 AFRICAN RELIGION RITUALS:

- a) The way in which rituals and customs are carried out in ATR differs from one *clan* (a group of families) to another.
- b) *Ancestors* play an important role here.
- c) These rituals are performed when a child is born, a boy is initiated into manhood, at marriage ceremonies and funerals.
- d) Rituals are also held to ask ancestors for help or good fortune.
- e) At most African ritual goats or cattle are slaughtered and the people drink African beer made from grain.

#### 1.4.4 HINDU: DIWALI

- a) Diwali is the most important of all Hindu festivals.
- b) Diwali means "row of lights".
- c) Throughout the festival there are rows of lamps in Hindu homes and temples. The lamps give out rays of light which drive darkness out.
- d) This symbolised good driving out evil.
- e) During Diwali people give each other presents and share meals.
- f) There is usually singing and dancing.

#### 1.4.5 ISLAM: RAMADAN and ED

- a) During the month of Ramadan (a month in the Muslim calendar) adult Muslims do not eat or drink between dawn and sunset.
- b) This is called *fasting*.
- c) The prophet Muhammed broke his fast with a meal of dates and water, so many Muslims still do this today.
- d) They try not to do bad things during this month.
- e) Each night they say special prayers.
- f) At the end of Ramadan, they celebrate *Eid-ul-Fitr*. "Eid" means *festival*.
- g) They thank Allah for the *Qur'an*, their sacred book and for helping them during the fast.
- h) They will ask Allah for forgiveness for any of their failures.
- i) On Eid Muslims will visit friends and family and wear their best clothes.
- j) The rich give to the poor to also enjoy the day.

- k) They eat special food and the children are given presents of sweets and new clothes.
- l) They send Eid cards to friends wishing them happiness on Eid.
- m) The Muslim wedding ceremony is called the *Nikah* and in the *Mosque* the marriage certificate is signed.

#### 1.4.6 JUDAISM: JEWISH PASSOVER

- a) Once a year the Passover is celebrated.
- b) This festival celebrates the *Exodus*. God used Moses to lead the Israelites (Jews) out of Egypt to freedom.
- c) They eat flat bread (they had no time to add yeast).
- d) They eat bitter herbs to remind them of the bitter times they went through:
- **Circumcision:** Eight days after a Jewish boy is born, he is circumcised. This happens at a religious ceremony and is performed by a *mohel* who is a trained and registered circumciser.
- **Bar mitzvah:** When the boy turns thirteen he becomes *bar mitzvah*. (son of God). On the Sunday after his birthday he reads from the *Torah* (the five books of the Hebrew Bible) in the *Synagogue* for the first time.
- **Bat mitzvah:** When a girl is twelve years old she is considered *bat mitzvah*. (daughter of the commandment). There is usually a party for family and friends.
- **Rosh Hashanah** (Jewish New Year) is a serious time when they look back on the past year and is celebrated at the end of September or beginning of October. Rosh Hashanah is the *first* day of the *Ten Days* of Atonement.
- **Yom Kippur** is the *last* day. A serious day when Jews fast from sunset the day before to after sunset on Yom Kippur. In the *synagogue* the *rabbi* read from the *Torah*, the Jewish holy book. At the end of Yom Kippur, the families get together to eat a light meal to break the fast.

#### 1.5 How to deal with a multi religious groups in ECD:

- 1.5.1 Learn about their own background
- 1.5.2 Learn about the backgrounds of people different from them
- 1.5.3 See themselves, their families and community represented throughout the centre
- 1.5.4 Continually be exposed to activities, materials and concrete experiences that destroy stereotypes
- 1.5.5 Learn to enjoy, appreciate and seek out differences
- 1.5.6 Learn that harassment and intolerance is never acceptable
- 1.5.7 Discover that there are usually a wide variety of ways to solve a problem, complete a task or answer a question.
- 1.5.8 Children learn through concrete experience.
- 1.5.9 They must learn about themselves through being exposed to people, having role models in the centre and visiting people in the community who are like them.
- 1.5.10 They must learn to be comfortable with people who are not like them. Homogenous programs must find a way to expose the child to people who are different.
- 1.5.11 If you have a bi-racial: black/white program the children must be able to

play with bi-racial puppets, dolls, toys, etc.

1.5.12 Children think in simple terms they tend to think in stereotype e.g., they believe that women wear long hair and dresses and work in traditional female occupations and men traditionally wear short hair and pants and work in traditional male occupations (jobs).

### **1.5.13 Ways to accommodate diversity is by challenging young children's simple thinking skills:**

- a) Gender: boys can dress up in dresses and girls can be mathematicians
- b) Religion: no **one** religion is superior or the "right" religion
- c) Race ethnicity/culture: every child can become anything he/she wishes - an Asian boy can become a tennis player; an African boy a scientist and a white girl a doctor, etc
- d) Language: they can learn to speak two or more languages it is an asset not a deficit
- e) Income/poverty: many famous people overcome poverty, neglect, and different situations to become successful

### **1.6 Including diversity:**

- 1.6.1 Field trips; visits from other schools.
- 1.6.2 Go out in the community, care for the community
- 1.6.3 Walk around in the neighbourhood
- 1.6.4 Visit parents' workplaces, pair with senior centres

- In conclusion we must help children to feel good about themselves, their families, communities and expose them to differences, things that are unfamiliar and experiences beyond their immediate lives.

#### **Activity 1**

#### **Instruction the learner**

**Create a poster to illustrate your religion celebration.**

#### **Activity 1**

#### **Instruction to the learner:**

**Do a Discussion on different religions in the class?**

## Diversity in the learning environment.

### Activity 1

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Create a poster to illustrate a religion celebration.

##### You Need:

A 3 paper

Colouring pencils

Magazines

Any other creative art and mediums.

##### Instructions to the learner.

Create a poster to illustrate your religion celebration

The poster must include: Name  
Date  
Short summary of the celebration  
Food  
Pictures



Assessment		Level	
Appearance of the poster		5	
All the information is includes		5	
Words match the picture		5	
Creativity: Pictures are coloured and catch attention		5	
Correct font is used		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

Example poster of a Christmas celebration



## Diversity in the learning environment.

### Activity 2

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Different religions

Watch a you tube video and discuss different religions.



videoplayback.mp4

#### Needs

- Your choice of religion
- Clothes
- Food
- Pictures/ Audio visual aids.

#### Instruction

- Come and explain your religion in class by using pictures and examples.
- What is your religions name?
- What is your symbol?
- What is yours believes?
- What clothes do you wear?
- What festivals do you have? When?
- What food you eat.? You can bring the food to class to share.

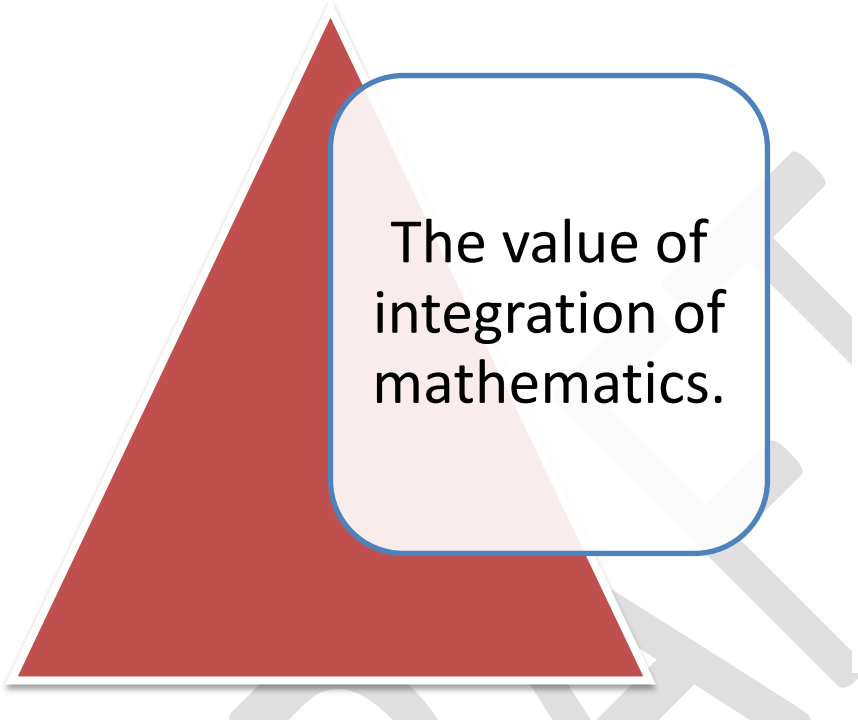
<https://www.shutterstock.com/search/agnostic>



## Topic 13 Mathematics in ECD

### Chapter 1 Integration in mathematical in different activities.

#### Unit 1 The value integration of mathematics.



The value of  
integration of  
mathematics.



- **Mathematics (maths)** is an **important** part of learning for all **children** in the **early years** and receiving a good grounding in **maths** is an essential life skill. Numeracy, it helps with skills such as **problem solving**, **understanding**, and using shapes and measure and developing their own spatial awareness.
- **Math** is an **important** part of learning for children in the **early years** because its **integrated** curriculum allows children to pursue **learning** in a holistic way, without the restrictions often imposed by subject boundaries.
- In **early childhood** programs it focuses upon the inter-relatedness of all curricular areas in helping children acquire basic **learning** tools.

**Methods** for quality **maths** instruction include using visuals, making connections, using formative assessments, and **teaching** strategic thinking.

**Mathematical** experiences for young children should build largely upon their play and the natural relationships between learning and life in their daily activities, interests, and questions.

## **1 Developing early mathematics and numeracy skills**

### **Key points**

- a) Numeracy is the ability to apply maths concepts in all areas of life.
- b) You can help children develop numeracy and maths skills through everyday activities like counting, looking at shapes, and talking about sizes.
- c) It's good to build your child's numeracy and maths skills through play.
- d) For example, try singing number songs.

### **1.1 How does a child start to learn numeracy skills/ mathematical skills?**

- a) Children start learning numeracy skills from the time they're born.
- b) This learning happens from watching and experiencing numeracy in action, especially in everyday play and activities. For example, it happens when you encourage your child to:
  - count fingers, toes and toys
  - recognise numbers and shapes on objects like clocks and phones or in books
  - decide how many slices of apple she wants

### **1.2 Tips for building numeracy skills for babies.**

Babies like hearing your voice and enjoys stories and songs with repetition, rhyme and numbers.

- a) Some things you might already be doing or could start doing with your baby to build numeracy skills include:
    - reading stories with numbers – for example, 'Goldilocks and the three bears'
    - playing counting games
    - singing number songs and rhymes
    - changing your tone of voice to describe concepts – for example, a big voice to describe something big, or a little voice to describe something little.
- (<https://raisingchildren.net.au/babies/play-learning/learning-ideas/early-numeracy>) (References)

### **1.3 Baby gym in daily activities.**

- **There are several baby and toddler gym activities you can do that are fun and beneficial for a young body!**

#### **1.3.1 What are general benefits of baby gym?**

- a) Building on or improving their fine motor skills such as grasping, holding and hand- eye coordination.
- b) Develop their locomotor skills such as crawling, lifting, climbing, and sliding.
- c) Strengthen baby's neck, back and muscles by holding their head up and sitting up straight.
- d) Supports the development of good posture, strength and balance.

### **1.3.2 Upside Down activities in Baby gym**

- a) Most infants were upside down in the womb before being born, yet parents are often scared to put their new-borns in the position.
- b) For an infant, start with your baby laying in front of you on the floor.
- c) Their head should be close to, or touching your knees.
- d) Firmly grasp their thighs and lift them up slowly. Watch their face and try even bringing them up for a kiss!
- e) If they like that you can do the same with their ankles (yes – it is perfectly safe to hang them from their ankles!).

### **1.3.3 Motor development activities in Baby Gym**

- a) Practicing fine and gross motor skills with babies are a fun way to interact while setting up a solid foundation for them to progress on their own.
- b) Baby exercises increase strength, awareness, and coordination to help them move through milestones.
- c) Get down on the floor with your infant!
- d) Encourage them to reach for objects, or if they are scooting or crawling, play chase with them, or “race” to a toy.
- e) Play music or sing interactive songs and watch them move – they don’t need to be mobile to “dance”!

### **1.3.4 Different gymnastics activities for babies**

- a) Tummy Time –
  - Enables a baby to strengthen their neck and back muscles, and teaches them to hold their body weight with their arms.
  - Tummy Time helps them learn to kick, stretch, roll over, reach for things, pull themselves up, and explore their surroundings.
  - Placing an object in front of the baby will encourage them to reach and grasp which promotes fine motor skills.
- b) Sitting and standing –
  - When the baby is able to support their head, they can practise sitting and standing with your help.
  - Hold your baby’s hands and slowly pull them from lying down to a sitting or standing position.
- c) Baby Obstacle Course –
  - This activity enables the baby to crawl, climb and experience sensory exploration.
  - The activity promotes the development of their fine and gross motor skills, their balancing and their hand- eye coordination
- d) Kicking Gym –
  - This activity would help develop a baby’s gross motor skills, muscle and bone strength. The adult could hang a strong string

- from two chairs and place objects like a rattle, hoop, teddy, balls and light toys from a height
- for the baby to reach out with hands and feet.

### **Activities to foster early maths learning**

**1.4.1 Sing Songs & Nursery Rhymes** – The rhythm of music and rhyming of nursery rhymes help baby to explore sound and timing that is an important concept in early math skills. Even better: pick songs that incorporate counting or clap to the beat.

**1.4.2 Nest Objects** – Give baby a nesting toy or just a bunch of measuring cups or plastic containers that she can nest inside one another. Exploring different sized objects in this way will help her learn the early math concept of size and dimension.

**1.4.3 Use Maths “Language” in Everyday Life** – It’s not as complicated as it sounds. Use words like “up” and “down,” “one more” and “all gone,” “big” and “little” to help your child build their own math understanding and language skills.

**1.4.4 Explore Shapes** – Point out and name shapes around you and your little one. Make sure baby has a shape sorter or different shaped blocks for free play.

**1.4.5 Try Sorting** – Have your little one help sort toys by size or shape. Or maybe start her out young with sorting laundry! (Hey, a mom can dream, right?!)

**1.4.6 Count Often!** – Count with your baby often. Throw counting into everyday activities and make it fun with a learning toy. You can count toes and fingers, eyes ears, mouth, hands and feet.

#### **Activity 1**

##### **Instruction to the learner**

- Search for a math song on the internet and create a poster for your ECD centre.
- Be creative and use pictures
- Use the correct grade 1 font

#### **Activity 2**

##### **Instruction to the learner**

- Search for a math rhyme on the internet and create a poster for your ECD centre.
- Be creative and use pictures
- Use the correct grade 1 font

## Mathematical

### Activity 1

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Maths's song poster for an ECD centre

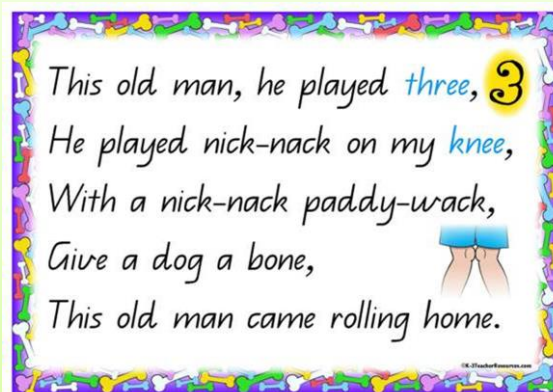
##### Needs:

- A 3 Cardboard
- Colouring pencils
- Pencil
- Black permanent marker
- Scissors
- Magazines

##### Instruction to the learner

- Search for a maths song
- Make a poster with a maths song
- Copy it on an A3 Cardboard in the correct font
- Cut or draw pictures to decorate.

<https://k-3teacherresources.com/teaching-resource/this-old-man-counting-song/>



Assessment		Level	
Appearance of activity		5	
Is the song suitable for young children toddlers and babies		5	
Words match the picture		5	
Creativity: Pictures are coloured and catch attention		5	
Correct font is used		5	
		25	
Assessment Criteria			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		

## Tally Marks Song

(Tune of Jingle Bells)

By Primary Paradise

Tally marks, tally marks,  
They're easy as can be!

1,2,3,4 cross on 5,

Come on try it with me!

Tally marks, tally marks,  
They're easy as can be!

1,2,3,4 cross on 5,

Come on try it with me!

Tally marks, tally marks,  
count them in groups of 5!

When you get to a few on their own,

Say stop and count by 1's!

©MarthaMoore2013

## Mathematical

### Activity 2

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Math rhymes poster for an ECD centre

##### Needs:

- A 3 Cardboard
- Colouring pencils
- Pencil
- Black permanent marker
- Scissors
- Magazines

##### Instruction to the learner

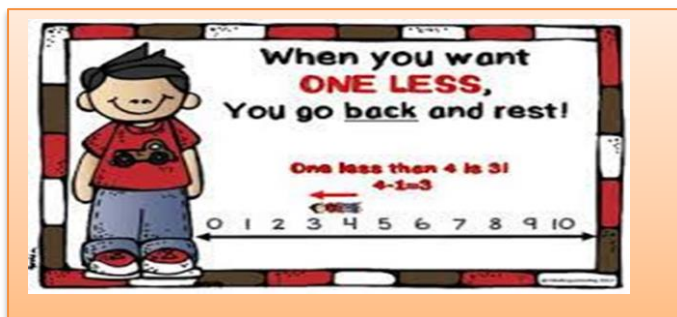
- Search for a math rhyme.
- Copy it on an A3 Cardboard in the correct font
- Cut or draw pictures to decorate.

<https://www.teacherspayteachers.com/Browse/Search>

#### **Rounding Rhyme:**

Underline the digit  
Look next door  
If it's 5 or higher  
add one more  
If it's 4 or lower  
just ignore.

Assessment		Level	
Appearance of activity		5	
Rhyme is suitable for babies, toddlers and young children.		5	
Words match the picture		5	
Creativity: Pictures are coloured and catch attention		5	
Correct font is used		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable Does not meet the criteria		
2	Poor Meet some criteria		
3	Average Meets most criteria		
4	Good Meet the requirements		
5	Excellent Exceed all requirements		




[Poems-and-Nursery-RhymesCCSS-Combines-Literacy-](#)

## The Eensy Weensy Spider

The eensy weensy spider went up  
  
 the water spout.

Down came the rain and washed  
  
 the spider out.

Out came the sun and  
  
 dried up all the rain.

So the Eensy weensy spider  
  
 went up the spout again.

## **Appendix**

### **1. PAT Practical assessment task.**

DRAFT

**Note to the teacher**

- Use an old box to create a Theatre for a puppetry show that they can use to do the show.
- Be creative
- Show a you tube video of a puppetry show

<https://www.youtube.com/watch?v=QJi7e0Y8JCA>



<https://www.familyholiday.net/14-easy-crafts-made-with-recycled-materials>

# EARLY CHILDHOOD DEVELOPMENT

## Grade 8 Practical Assessment Task

### Instruction

- You are going to create a puppetry show for small children.
- Create your own characters for your show as well as a story.
- Be creative

### 1. Characteristics of

#### 1.1 Hand puppets:

- It is controlled by hand or hands
- **Hand puppets** usually have no legs; when they do have legs, these hang limply without being controlled.
- A **hand** placed inside the head of the **puppet** controls its movements

#### 1.2 Finger puppet:

- It is only used by a finger
- Finger puppet is similar to a hand puppet, but is much smaller and fits on one finger, limiting its movements to the puppet's body.
- In another variation, two fingers are inserted into the base of the puppet to form legs, with the knuckles of the fingers suggesting the knees of the character

### 2. How to create a finger or hand puppet?

- Begin by finding your materials what your going to use
- Create a Template for both your hand or finger puppet.
- Stitch the Skin/ Add the Nose. ...
- Finish Up the Face Parts
- Ad some hair that suits your character.
- Work on the body and ad some clothes.

### 3. Steps for writing your story

- Keep the **story** short and simple
- Start with an idea
- Audience participation can be fun and engaging.
- Build your own world
- Set your characters, conflict and relationships.
- **Puppets** tell stories. Stories don't tell **puppets**

4. What material do you need to create hand and finger puppets?

- Any material that you want to use
- Googly eyes
- Needle
- Thread
- crocheting wool
- Scissor
- Glue
- Pom poms
- Fabric glue
- Chenille sticks
- Any other decoration you want to use

5. What aids do you need to create a puppet show?

- Hand puppets or finger puppets that correlates with your story
- Puppetry show case box
- Story and any other aids you want to use.

6. What is the value of the puppetry show?

- It stimulates a child's imagination
- Improve motor skills
- Improve emotional, social, physical and intellectual development
- Boosts confidence in speaking and reading

<https://mrprintables.com/farm-animal-finger-puppets.html>



<https://za.pinterest.com/pin/723812971345569072/>



## EARLY CHILDHOOD DEVELOPMENT

Grade 8

PAT TERM 1

Name \_\_\_\_\_ Date: \_\_\_\_\_

### Design and create finger puppets with a story to show case

#### YOU NEED:

- Any material that you want to use
- Googly eyes
- Needle
- Thread
- crocheting wool
- Scissor
- Glue
- Pom poms
- Fabric glue
- Chenille sticks
- Any other decoration you want to use

#### Instruction to the learner.

- Design and create finger puppets with a story to do a puppetry show for a baby and toddler.
- Make sure it is durable and easy to play with.
- Hand in both of your finger puppets and story.
- Be Creative

Assessment		Level	
Appearance of the finger puppets		5	
Make use of any type of art material or mediums and resources		5	
Story is handed in and correlates with finger puppets		5	
Finger puppet is durable and easy to play with		5	
Handed in on time		5	
		25	
<u>Assessment Criteria</u>			
Rating	Competence		
0-1	Unacceptable :Does not meet the criteria		
2	Poor :Meet some criteria		
3	Average :Meets most criteria		
4	Good :Meet the requirements		
5	Excellent :Exceed all requirements		

## EARLY CHILDHOOD DEVELOPMENT

Grade 8

PAT TERM 2

Name \_\_\_\_\_ Date: \_\_\_\_\_

**Design and create hand puppet with a story to show case**

### **YOU NEED:**

- Any material that you want to use
- Googly eyes
- Needle
- Thread
- crocheting wool
- Scissor
- Glue
- Pom poms
- Fabric glue
- Chenille sticks
- Any other decoration you want to use

### **Instruction to the learner.**

- Design a safe and create a hand puppet with a story to do a puppetry play for a baby and toddler.
- Make sure it is durable and easy to play with.
- Hand in both of your story as well as the hand puppet.
- Be Creative

Assessment		Level	
Appearance of hand puppet		5	
Make use of any type of art material or mediums and resources		5	
Story is handed in and correlate with the hand puppet		5	
Hand is durable and easy to play with		5	
Handed in on time		5	
		25	
<b><u>Assessment Criteria</u></b>			
Rating	Competence		
0-1	Unacceptable : Does not meet the criteria		
2	Poor Meet some criteria		
3	Average :Meets most criteria		
4	Good :Meet the requirements		
5	Excellent :Exceed all requirements		

**EARLY CHILDHOOD DEVELOPMENT**  
**Grade 8**  
**PAT TERM 3**

Name \_\_\_\_\_ Date: \_\_\_\_\_

**Does a puppetry show use your finger and hand puppets?**

**YOU NEED:**

- Hand puppets
- A story

**Instruction to the learner.**

- Does a puppetry show for your class?
- Use various voice tones
- Be Creative

Assessment		Level	
Appearance of puppetry show		5	
Use different tones		5	
Story was suited for the right age group		5	
Self confidence		5	
Handed in on time		5	
		25	
<b><u>Assessment Criteria</u></b>			
Rating	Competence		
0-1	Unacceptable :Does not meet the criteria		
2	Poor :Meet some criteria		
3	Average :Meets most criteria		
4	Good :Meet the requirements		
5	Excellent :Exceed all requirements		

## EARLY CHILDHOOD DEVELOPMENT

### Grade 8 Practical Skill test

Name \_\_\_\_\_

Date: \_\_\_\_\_

Total 25

Complete the following questions

#### Question 1

Name 3 characteristics of hand puppet

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

(3)

#### Question 2

Name 3 characteristics of finger puppet.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_

(3)

#### Question 3

What is the value of a puppetry show

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

(4)

#### Question 4

What aids do you need to create a puppet show?

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

(4)

### Question 5

List the materials you can use to create a puppet show

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_
- e) \_\_\_\_\_

(5)

### Question 6

Complete the following sentences on writing a story

- a) Keep the \_\_\_\_\_ short and simple.
- b) Start with an \_\_\_\_\_.
- c) Audience participation can be \_\_\_\_\_ and engaging.
- d) Build your own \_\_\_\_\_.
- e) Set your characters, conflict and \_\_\_\_\_.
- f) \_\_\_\_\_ tell stories. Stories don't tell puppets

(6)



<https://www.justmeasuringup.com/fall-popsicle-stick-puppets/>

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