

EARLY CHILDHOOD EDUCATION IN EMERGENCIES (ECEE) VOLUNTEERS/PLAY LEADERS' BOOKLET
 - for in-country adaption. See also the accompanying slides.

Image 1 Key Area of learning Social and Emotional Development Dispositions and Attitudes Self-confidence and Self-esteem Making Relationships Behaviour and Self-control Self-care and Independence Sense of Community Managing Trauma	Image 1 Key Area of learning 3 Physical Development Gross motor skills Fine motor skills Hand/ eye coordination Health and Bodily Awareness
EARLY CHILDHOOD EDUCATION IN EMERGENCIES (ECEE) VOLUNTEERS/PLAY LEADERS' BOOKLET	
Image 1 Key Area of learning 2 Thinking Skills Imagination Creativity Attention span Memory Problem solving	Image 1 Key Area of learning 4 Language Development Speaking Listening Reading Writing

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2. HOW TO USE THIS BOOKLET

This booklet provides background knowledge about early childhood education and more specific information for volunteers and play leaders who are either training other play leaders or running play group sessions themselves.

The content is structured around a five day training programme which includes two days practical work with young children and their families/carers.

The Importance of Early Childhood

The focus is on early childhood because:

'Early childhood development is key to a full and productive life and to the progress of a nation.

Early childhood is a critical stage of development that forms the foundations for children's future well-being and learning.

Research has shown that half of a person's intelligence potential is developed by the age of four and that early childhood interventions can have a lasting effect on intellectual capacity, personality and social behaviour'

(Unicef, 2018 <https://www.unicef.org/dprk/ecd.pdf>)

See the Early Childhood section on the A-Z on www.meshguides.org to extend the knowledge in this booklet.

3. STAGES OF DEVELOPMENT

This simple table of child development prepared by Unicef gives an overview of what to expect at different ages (downloaded 2018, <https://www.unicef.org/dprk/ecd.pdf>). There is of course considerable variation between children.

Age	What children do at this age:	What they need along with appropriate, sensitive and responsive parenting. ^a
Birth to 3 months	<ul style="list-style-type: none"> • Begin to smile, track people and objects with their eyes • Prefer faces and bright colours • Turn towards sound • Discover feet and hands 	<ul style="list-style-type: none"> • Protection from physical danger • Adequate nutrition • Adequate health care, such as immunization, oral rehydration therapy and hygiene • Appropriate language stimulation • Motor and sensory stimulation
4 to 6 months	<ul style="list-style-type: none"> • Smile • Develop preferences generally to parents and older siblings • Repeat actions with interesting results • Listen intently • Respond when spoken to • Laugh and gurgle • Imitate sounds • Explore hands and feet • Put objects in mouth • Sit when propped • Roll over • Grasp objects without using thumb 	<ul style="list-style-type: none"> • Protection from physical danger • Adequate nutrition • Adequate health care, such as immunization, oral rehydration therapy and hygiene • Appropriate language stimulation • Motor and sensory stimulation
7 to 12 months	<ul style="list-style-type: none"> • Remember simple events • Identify themselves and body parts, and familiar voices • Understand their own name and other common words • Say first meaningful words • Explore objects and find hidden objects • Put objects in containers • Sit alone • Pull themselves up to stand and walk. 	<ul style="list-style-type: none"> • Protection from physical danger • Adequate nutrition • Adequate health care, such as immunization, oral rehydration therapy and hygiene • Appropriate language stimulation • Motor and sensory stimulation
1 to 2 years	<ul style="list-style-type: none"> • Imitate adult actions • Speak and understand words and ideas • Experiment with objects • Walk steadily, climb stairs and run • Recognize ownership of objects • Develop friendships • Solve problems • Show pride in accomplishments • Begin pretend play 	<p>In addition to the requirements for healthy growth of the previous years, children at this age require support in acquiring:</p> <ul style="list-style-type: none"> • Motor, language and thinking skills • Developing independence • Learning self-control • Opportunities for play with other children • Health care must include de-worming.

Age	What children do at this age:	What they need along with appropriate, sensitive and responsive parenting. ^a
2 to 3.5 years	<ul style="list-style-type: none"> • Enjoy learning new skills • Learn language rapidly • Gain increased control of hands and fingers • Act more independently 	<p>In addition to the requirements for healthy growth of the previous years, children at this age require the opportunity to:</p> <ul style="list-style-type: none"> • Make choices • Engage in dramatic play • Have increasingly complex books read to them • Sing favourite songs • Solve simple puzzles
3.5 to 5 years	<ul style="list-style-type: none"> • Develop a longer attention span, • Talk a lot, ask many questions, • Test physical skills and courage with caution, • Reveal feeling in dramatic play • Like to play with friends, do not like to lose, share and take turns sometimes. 	<p>In addition to the requirements for healthy growth of the previous years, children at this age require the opportunity to:</p> <ul style="list-style-type: none"> • Develop fine motor skills • Continue expanding language skills through talking, reading, and singing • Learn cooperation by helping and sharing • Experiment with pre-writing and pre-reading skills.
5 to 8 years	<ul style="list-style-type: none"> • Gain curiosity about people & how the world works • Show more interest in numbers, letters, reading and writing • Gain more confidence and use words to express feelings and cope • Play cooperatively • Develop interest in final products 	<p>In addition to the requirements for healthy growth of the previous years, children at this age require the opportunity to:</p> <ul style="list-style-type: none"> • Develop numeracy and reading skills • Engage in problem solving • Practise teamwork • Develop sense of personal competency • Practice questioning and observing • Acquire basic life skills • Attend basic education

4. LEARNING THROUGH PLAY IN THE FOUR KEY AREAS

The role of the adult

The adult provides children with the support, props, time, and space to develop their play. This role involves many dimensions such as when to intervene and when to stand back. The adult takes time to observe, consult, plan, and participate in play. He/she is clear on the great potential for learning that play offers (developing skills and abilities, providing opportunities to cooperate, developing friendships, taking turns, resolving conflicts and solving problems, and developing knowledge and understanding of the world). The adult understands the importance of play for all children. In order to make the most of the opportunities that play provides the adult needs to plan for, support and review play.

Table 1: Resources, Ideas and Learning for Early Childhood Education in Emergency Situations (Debra Laxton, University of Chichester, UK)

Green – Locally sourced materials/ person is the resource **Purple – Equipment needs purchasing/ sourcing**

Resources	Play Ideas	Learning Potential
Bar soaps and collapsing water container for hand washing	For hand washing purpose, both for learners and instructors, also to teach learners the proper hand washing techniques. Water containers can be hanged in most appropriate locations related to activities available. Songs – ‘This is the way we wash our hands...’	Physical skills – Physicality of hand washing, health and self-care. Learning (Intellectual) – Knowing the importance of hand washing. Language and Literacy – See songs and rhymes below. Hand washing ‘talk’. Social & Emotional – Social skills and expectations of hand washing, developing independence.
Books – picture, fiction, non-fiction	Safe space to be quiet and share books and stories. Books can be ‘read’ alone, with adults, with peers. Sharing stories on a 1:1 basis, a small group or altogether.	Physical skills – Fine motor skills from turning pages. Learning (Intellectual) - Exploring mathematical language and concepts of shape, space and measure through pictures, being imaginative by making up stories from books, re-telling from pictures, developing into pretend play. Language & Literacy – Talking about the book, words have meaning, the way a book ‘works’. Social & Emotional – Enables children to explore, understanding & manage feelings, gain a sense of self and others, sharing skills, develop a sense of belonging to a place and group.
Story sacks	Safe space to explore the props and stories without distractions. Stories can be told by the adult and children can join in/ re-tell the story using the props.	Physical skills – Fine motor skills from turning pages. Learning (Intellectual) – Creativity & imagination, concepts related to the story content. Language and Literacy – Story structure and sequencing, prediction, rhyme, & rhythm, subject-specific vocabulary & dialogue. Social & Emotional – Promotes positive relationships through intimacy of shared stories, sharing of props.

<p>Knowledge of songs and rhymes</p>	<p>Songs and rhymes to be shared spontaneously as appropriate with individual children or groups. Planned singing as part of coming together as a group each day.</p> <p>Involve parents in singing sessions.</p> <p>Encourage but don't force children to take an active part.</p> <p>Encourage children to make up their own songs and rhymes.</p> <p>Sometimes include musical instruments in singing sessions.</p>	<p>Physical skills – Joining in with actions as relevant to the rhyme – small hand movements and whole body movements.</p> <p>Intellectual – Learning concepts related to the song or rhyme e.g. counting, weather, creativity through making up rhymes.</p> <p>Language & Literacy - Recognising rhyme and using rhythm, this is known to support learning to read and write and an ability to listen and respond.</p> <p>Social & Emotional - Developing confidence from taking an active part and becoming familiar with songs and rhymes. Enjoyment and fun of interacting with others.</p>
<p>Construction Play - Wooden Blocks (natural not coloured) large and small. Any other construction kits e.g. Lego</p>	<p>Blocks to be available in a protected area for children to play freely and explore individually, with peers and alongside adults as play partners. Children to lead their own learning and play ideas.</p> <p>Adults to encourage, offer specific praise, model, support and challenge thinking without taking over or making the child feel anxious. Adults can draw children's models to value 'work' and model this skill.</p> <p>The process rather than the end product should be recognised and valued.</p>	<p>Physical skills – Fine motor skills through moving and handling of blocks.</p> <p>Learning (Intellectual) – Properties of materials, symmetry, balance, space, shape measure, scientific and mathematical concepts, problem solving, being creative in model making. Attention and concentration develops through self-chosen task that enables motivation.</p> <p>Language and Literacy – General talk about their play, communicating with others through speech and listening, developing vocabulary modelled by adults, creating written labels for models.</p> <p>Social & Emotional – Playing cooperatively and collaboratively, negotiating. Exploring feelings of pride, joy, sense of achievement, managing feelings as models fall down, exploring experiences through block play.</p>

<p>Variety of soft, flexible puppets for puppet play e.g. hand, sock, finger in the form of animals and people</p>	<p>Puppet Play should be freely available for children to play and explore within a safe environment.</p> <p>They can be creative and express themselves in any way they choose through the puppet play. Puppets are easy to manipulate and can symbolise a variety of things.</p> <p>Puppets should be seen to be treated respectfully and stored with care.</p> <p>Some named puppets may not be freely available but be familiar to children/ a specific child and be brought out to discuss specific events or feelings.</p> <p>Adults need to be vigilant to ensure children exploring feelings and experiences do not become too intense and they remain psychologically safe.</p>	<p>Physical skills – Fine and gross motor skills through puppet manipulation.</p> <p>Learning (Intellectual) – Imaginative play through puppets, decision making and problem solving as the play directs. Concentration on a task.</p> <p>Language and Literacy – Non-threatening way to encourage communication and interaction and so stimulate language</p> <p>Social & Emotional – These can be used effectively to discuss situations and feelings children have been exposed to, whilst depersonalising the experience from the child onto the puppet children can feel safer and realise they are not alone. Through puppet play children may express feelings, personal thoughts and concerns. They may act out scenarios they have experienced to make sense of them. Can help to overcome feelings of isolation. The emotional release can promote self-esteem and empower children to make decisions.</p>
<p>Mark-making materials e.g. wax crayons, paper, chalks, chalk boards large and small (or blackboard paint for making), pencils, clipboards, sticks/ stones in sand, soil, mud, water</p>	<p>Where resources allow, materials should be available for children to access and explore freely.</p> <p>Adults should value the process as important and the product as appropriate.</p> <p>Adults should recognise that all mark making e.g. drawing, painting, marks in dirt are valuable of forms of self-expression.</p> <p>Encourage mark-making across the environment e.g. in imaginative play, outside.</p> <p>Encourage children to name and label their 'work'.</p> <p>Model how the spoken word can be represented in written form.</p>	<p>Physical skills – Handling tools and materials effectively for a purpose, control & coordination through finger/ hand movements.</p> <p>Learning (Intellectual) – Marks as mathematical graphics e.g. registers as a form of data collection, marks convey meaning, writing numerals, making marks as part of imaginative play, understanding the different media and selecting for a purpose e.g. water to mark make on the ground, chalk on the chalkboard.</p> <p>Language and Literacy – Writing for a purpose, communication through marks, name writing, children explore and express their thought processes and apply, practise and reinforce skills learnt, children make marks, write letters, words etc.</p> <p>Social & Emotional – Enjoyment of making marks, sharing resources with others, feelings related to individual child's 'work' are explored, sense of achievement, develop confidence and a positive attitude to literacy.</p>

<p>Paints, paper</p>	<p>Paint made from locally sourced flowers (boiled) http://www.ocha.ac.jp/intl/cwed_old/eccd/report/hand_E/3e.pdf</p> <p>Use a variety of objects available to paint with including finger painting. This promotes general mark making as above.</p> <p>Children to lead their own paint exploration although adults may suggest ideas to prompt and encourage thinking.</p> <p>Some children may wish to create a specific planned idea, others may use the paint as a sensory exploratory experience.</p> <p>Adults to encourage, offer specific praise, model, support and challenge thinking without taking over or making the child feel anxious. Adults can draw children's models to value 'work' and model this skill.</p> <p>The process rather than the end product should be recognised and valued.</p>	<p>Physical skills – Control & coordination through finger/ hand movements, health and self-care from hand washing.</p> <p>Learning (Intellectual) – Properties of paint e.g. wet and dry, being creative in exploring and planning what to paint. Learning how colours mix and change.</p> <p>Language and Literacy – Painting names, talking about their pictures, listening to the ideas of others.</p> <p>Social & Emotional – Through paint children can express feelings or escape from reality. Confidence gained from the freedom to explore with no right or wrong.</p>
<p>Threading materials – Large and medium sized beads, large tapestry needles, spools, cut up plastic straws, other available materials</p>	<p>Threading activities should be carefully supervised.</p> <p>Encourage children to work independently e.g. make choices related to materials and managing to thread.</p> <p>Provide support and encouragement as required.</p> <p>Children should be encouraged to use their completed creations e.g. for imaginative play.</p>	<p>Physical skills – Fine motor skills using pincer grip.</p> <p>Learning (Intellectual) – Exploration of mathematical concepts e.g. pattern, size, shape, problem solving to thread effectively, decision making related to choosing what to thread, use the creation for imaginative play, develop concentration.</p> <p>Language and Literacy – Making conversation related to the task, physical skills learnt will support writing skills.</p> <p>Social & Emotional – Pleasure in managing to thread, may be some frustration and with support learning to manage emotions, working alongside others.</p>

Malleable materials – Clay, mud	Provide varied malleable materials for children to explore with their hands and other objects as appropriate.	Physical skills – Muscles and motor skills are developed through pinching, squeezing, rolling etc. Learning (Intellectual) – The textures of materials and how they change e.g. when wet/ dry. Cause and effect – that what you do to the material has an impact. Language and Literacy – When children are relaxed they tend to engage in talk. Materials can be made into letter shapes, mark making on the materials. Social & Emotional – A way of expressing emotion, calming, children may talk about their experiences.
General materials to support active play outside e.g. balls, hoops, bean bags, skipping ropes, targets, tunnels made from fabric over chairs	Throwing & catching games Football Netball/ Basketball Target throwing games Skipping games Tree climbing Obstacle courses	Physical skills – Large movement skills, hand-eye & foot-eye coordination. Learning (Intellectual) – Understanding of how bodies react to exercise – puffed out, heartbeat. Use of imagination to create games. Maths – keep score by numbers or tallies. Language and Literacy – Follow instructions, explain rules. Social & Emotional – Team games promote relationships, sharing equipment, sense of achievement, games have rules that should be followed, persist when faced with challenge.
Varied play with tyres	Tyres can be used for: Climbing Growing plants in They can be dug halfway into the ground and used to balance from one to another. They can be tied to trees with rope for swings	Physical skills – Large movement skills. Learning (Intellectual) – Conditions plants need to live, problem solving – how to use equipment. Language and Literacy – General speaking and listening through play. Social & Emotional – Feeling proud of successes, being confident to 'have a go'.
Resources to support pretend play e.g. commercial dolls of both genders, make dolls, plates, pans, utensils, cot (box), pull along toys (boxes tied with string), resources for hospital role play	Provide space for children to act out their past & present experiences and future roles. Consider creating areas where children can recreate 'homes', hospitals, markets and other familiar places. Provide props and resources to encourage the play to develop. Provide mark making materials.	Physical skills – Practising and refining small and large movement skills dependent on the play. Learning (Intellectual) – Use imagination to create & recreate scenarios, remain focused on a task. Language and Literacy – Children may choose to 'read' and 'write' as they play. Social & Emotional – Children explore and express feelings and behaviours by acting out situations that may have caused anxiety, build relationships through pretend play.

Sand box with sand or soil for outside, sensory play.	Allow children to explore the sand/ soil/ mud. Sometimes it can be wet and sometimes dry. Sometimes add props to encourage pretend play e.g. plates and bowls.	Physical skills – Fine motor skills from manipulating, pouring sand. Larger movements from digging sand with hands. Learning (Intellectual) – Understanding the difference between wet and dry sand. Thinking creatively when leading play. Language and Literacy – Discovering new vocabulary. Social & Emotional – Without set rules and no right or wrong children play more confidently and this impacts on self-esteem.
Varied play with coconut shells	Coconut shells can be: Made into musical instruments Available for general exploratory play Used for construction play Made into mini stilts	See learning below for other musical instruments See learning below for sorting games See learning above for construction play See learning above for active play
Other materials to support art & craft activities e.g. children's scissors, coloured/plain paper, tape, glue, string	Allow children to lead their own creations. Value the process as well as the product. Model making something of your choice.	Physical skills – Small movements from cutting, sticking, fixing string. Learning (Intellectual) – Problem solving which materials are most appropriate and how to join things together. Thinking creatively about what to make. Language and Literacy – mark make for name and model labelling. Talk about creating and creations. Listening to the ideas of others and responding. Social & Emotional – Sense of pride, positive disposition to learning, self-confidence through play without rules or risk of doing it wrong.
Musical instruments – Music & Dance - claves made from wood/ sticks, drums made from tins and cans, plastic bottle shakers	Attention and listening games – guess the sound: play an instrument behind a screen, follow instructions. Use sound to beat out syllables in children's names. Exploratory free play. Represent events in their lives through music and dance. Respond positively to child-initiated music. Encouraging children's own musical exploration and play.	Physical skills – Fine motor skills – making and playing varied instruments. Moving and dancing to music. Learning (Intellectual) – Attention and listening skills, making music and choices, understanding how sounds are made with different instruments and beat. Language and Literacy – Listen and respond to music & instructions, rhyme and rhythm. Social & Emotional – Music can allow children to express emotions they are unable to verbalise, in addition to verbalising through sound. Can be used to change mood when children are struggling with their feelings.

<p>Varied resources available and made for Treasure Hunts</p>	<p>Hide objects to promote learning and thinking e.g. numerals, letters, children's names. Provide clues to support children in thinking about where objects may be hidden.</p>	<p>Physical skills – Movement from searching for objects. Learning (Intellectual) – Problem solving where objects could be hidden, what to use objects for, predicting where objects may be hidden, concepts related to objects e.g. textures, numerals, recording data. Language and Literacy – Discussions about looking for and finding objects. Social & Emotional – Excitement, enjoyment and having fun, team working.</p>
<p>Equipment for water play e.g. plastic bins, bowls, plastic bottles, plastic bowls, sponges, soap</p>	<p>Provide varied natural objects that enable scientific discovery. Encourage children to find ways to make objects float. Provide containers for filling, pouring and emptying. Ask open questions that encourage children to consider: What would happen if... when...Why did that happen....How did that happen?</p>	<p>Physical skills – Increase fine motor skills and hand-eye coordination through actions like pouring, squirting, scrubbing, stirring and squeezing. Learning (Intellectual) – Problem solving skills as children explore water and make discoveries about it, critical thinking from adults open ended questions. Scientific and mathematical concepts. Language and Literacy – Vocabulary related to new learning and exploration, encourage children to talk and respond to open-ended questions Social & Emotional – Water play can excite or enable children to relax. Cooperation, sharing, negotiating.</p>

Hanging Mobiles – made from available materials	Create mobiles with children from local materials. Hang to decorate environment. Hang in positions where the weather could have an impact on the mobile.	Physical skills – Hand-eye coordination, fine motor skills. Learning (Intellectual) – Problem solving skills related to making mobiles, develop an awareness of light and shadow, weather related learning e.g. blows in the wind, sun creates shadow. Language and Literacy – Vocabulary and dialogue related to the above. Social & Emotional – sense of belonging by creating objects for the environment, feel valued by work being displayed.
Exploring natural materials – bottle tops, shells, stones, sticks, feathers, egg cartons	Provide a range of locally sourced objects for children to freely explore and respond to in their own way. Model sorting and matching, making patterns. Children may make pictures. Providing open ended materials mean children have endless possibilities when exploring/ playing with them. Value the child's thought processes. Children may use the objects for pretend play – encourage this. Do not give specific instructions – allow the play to develop over time.	Physical skills – Fine motor skills from manipulating small objects. Physically active in play with larger objects. Learning (Intellectual) – Sorting and matching, size, shape, texture, problem solving, creative thinking, create patterns, possibility of discovery, being imaginative, concentration, properties of natural materials. Language and Literacy – Facilitates communication and negotiation skills. Social & Emotional – Children may use objects for acting out previous experiences, feel safe and secure as adults nurture and encourage self-discovery.
Feely bag – textured familiar and unfamiliar objects	Place familiar (and later less familiar/ unfamiliar) varied objects in a bag or box and allow children to feel the object without looking. Encourage them to guess the object. Praise effort even when the responses are inaccurate. Provide clues to support working out the object.	Physical skills – Manipulation of objects. Learning (Intellectual) – Using other senses to discover, critical thinking and predicting, concentration. Language and Literacy – Describing properties of objects, vocabulary, listening to others. Social & Emotional – Turn taking, enjoying and achieving.
Knowledge to support Shadow exploration	Hang objects to create shadows. Encourage spontaneous observations by children. Draw children's attention to shadow. Use chalk to draw around children's own shadows, observe the movement of shadow through the session. Running games to catch each other's shadows.	Physical skills - Manipulation of objects. Learning (Intellectual) – Enables natural curiosity, develops an awareness that the sun creates shadow. Language and Literacy – Relevant to discussions led by children, children motivated to ask questions. Social & Emotional – Enables awe and wonder, curiosity, keen to engage with others.

<p>Wood cut into 2D shapes</p>	<p>Encourage children to explore blocks – they may make patterns, build structures, mosaics, pictures. Children may use blocks to represent an object and structures to then engage with in pretend play.</p>	<p>Physical skills – Spatial awareness. Learning (Intellectual) – Problem solving – what to build and how to build it, using imagination to construct and then use imaginative play. Maths concepts e.g. length, shape, number, estimating, symmetry, balance. Science skills – predicting. Language and Literacy – Interacting with peers and adults, creating labels for models. Social & Emotional – Use the blocks for non-verbal self-expression, self-esteem.</p>
<p>Kite making and exploration</p>	<p>Fix fabric to sticks and encourage children to move in different ways with them. Draw pictures, shapes, and letters. See how the weather affects the movement. Make kites with fabric, sticks and string. Provide practical problems for children to resolve linked to creating and flying kites.</p>	<p>Physical skills – Manipulating materials to construct, large body movements when flying. Learning (Intellectual) – Problem solving and critical thinking, being creative. Language and Literacy – Communicating with others when working out how to make and fly kites. Social & Emotional – Cooperation with others, success of flying kites promotes self-esteem and provides a positive reaction.</p>

5. TRAINING MATERIALS INTRODUCTION AND LIST

The following pages have copies of materials for use in training community volunteers, families and play group leaders.

All are available electronically, email the charity which holds these copies on enquiries@meshguides.org or go to the Early Childhood section on the A-Z on www.meshguides.org.

5a Example training plan for volunteer play leaders

5b Resources

5c 0-3 year olds - example play session plan

5d 3-5 year olds - example play session plan

5e Getting ready to start school

5f Slides for use in training

By the end of the training, those being trained should:

- Understand the importance of early childhood education to the development of the whole child including that intelligence is not fixed and that human beings are capable of learning throughout their lives.
- Recognise the fundamental importance of personal, social and emotional development and the impact of this on a child's future development.
- Be able to explain how to promote holistic development to others.
- Have a resource pack of stimulus materials, songs, rhymes and games in the children's home language for use in playgroups with young children.
- Be confident to train others using the materials so they can run playgroups in homes or community spaces.

5a EXAMPLE TRAINING PLAN FOR VOLUNTEERS working with families/carers with young children

Element of Training	Content	Possible Activities
Introductions	Who are we? Trainers & Volunteers. What to expect from the training. An awareness that reciprocal sharing of knowledge is an important part of the training, volunteers are experts within the environment. Value and importance of Early Childhood Education including that neuroscientists say that intelligence is not fixed.	Ice breaker – Getting to know each other Trainer to provide overview of training
Enabling Environments: Emotionally Safe & Secure Relationships	The emotional environment – attachments and positive relationships. Sense of belonging, spaces for reflection, 'to be'. Physical needs met so 'ready to learn' especially bi-lateral co-ordination. Impact of trauma – signs & symptoms. Normalcy, Resilience. Social interactions. Role of the adult – responsive, caring, listener. Conflict resolution.	Review of local area for play spaces and possible resources so that the trainee ends the training with a set of their own resources and so that they can help others bring together resources.
Power & Potential of Play as fundamental to early learning	Right to relax and play. Importance of play. Areas of learning & development. Holistic nature of learning. Characteristics of effective learning: Children as capable of constructing knowledge when provided with opportunity. Self-motivated by interests and others interest in them/ their interest. First hand experiences.	Early Childhood Development Stages – Small Group Work: UNICEF EDC Resource pack Module 3, 3.5 Unicef EDC Ppt 3.11a & text 3.11 on laptop. Play and explore – different play resources per group (books, role play, vigorous physical play, sensory/ exploratory play, mark making, dominoes) – review learning. Learning/ listening walk – journey sticks Collect natural resources. Relate to areas of development. Observe children at play?
Plenary	Review training using TOPS (UNESCO, 2010) as an aide memoire. Trust, time and Talking. Opportunities to Play. Parents and Partners (and other caregivers). Space and Structure.	

5b RESOURCES

Most resources are likely to be available or easily made out of local materials. As community volunteers may have limited access to readymade resources, part of their training may be how to make best use of what is available locally.

In some places offcuts from local industries such as building and tailoring can be useful for:

- fabrics: dolls can be made from local fabrics, materials can be used for dressing up, for book bags, simple puppets (finger or hand puppets)
- wooden or other materials for sets of different sized blocks - wood is best
- cardboard tubes

Local plants such as bamboo, coconuts and banana leaves provide a number of opportunities. Banana leaves can be used for balls, skipping ropes, dolls, weaving, cutting out to make letter shapes.

Images from
VSO resource
pack slides e.g.
tyre tunnel

Discarded materials:

- old tyres
- bicycle inner tubes (for balls)
- plastic bottles. empty tubs and containers
- food bags
- bottle tops

Materials which may need to be purchased:

- bars of soap, plastic bucket for hand washing
- children's story books
- crayons, coloured/plain paper
- children's paints and brushes
- children's scissors
- local musical instruments
- dolls
- for play dough: mix flour, salt, a little oil, food colouring (blue, yellow, red)
- string and material for threading e.g. large and medium sized beads, large tapestry needles

5c Example play session plan for 0-3 year olds

Table 1 One hour session plan 0-3 years: an example of the structure used by the UK Baby College organisation (www.babycollege.co.uk)

Hellos, Welcome and Introduction (10 min) – Music is playing (from a phone/tablet) as everyone arrives to set the right atmosphere. Welcome everyone to the class, ice breakers if a new class, getting to know everyone's names. Welcome the class with a familiar hello song that is repeated every week and ideally uses all the children's names and a hello wave (or sign). Introduce the topic or theme of the week and also set any expectations in the first few weeks for how the adults (and children) are expected to participate.

A Dance Together (5 min) – Social, fun and with some physical movements like bouncing, twirling, swings, into the middle and out. Good to have a simple dance routine that becomes familiar. Run this at the beginning of the class for little ones but later in the session for older ones (where it is good to stay calm and focussed near the beginning). Babies are carried around for dancing until they can walk confidently.

Cognitive & Concentration (10 min) – Three or four short cognitive, language-based games. Picture cards, signing or phoneme play. Other possibilities are a "treasure basket" or theme based craft activities for older ones. Encourage rich use of language and plenty of eye-contact and focus from parents. Round off this section with concentration practice like listening to a story or listening to music.

Physical & Music (10 min) – Songs with associated movements including rocking, swaying, bouncing, finger and toe songs or clapping songs, parts of the body songs, theme of the week songs. Songs should be repeated for several weeks for repetition and familiarity. Traditional nursery rhymes introduce the rhythm of language and are part of the children's cultural identity. Action songs and copy cats for toddlers and juniors. Songs with simple instruments like bells, drums, shakers for toddlers and juniors. Include "Tummy time" every week for babies.

Specific Vestibular Movements for Infants & Toddlers or Theme Game for Toddler and Juniors (10 min) – vestibular work for Infants: spinning, upside down, swinging. For Toddlers and Juniors a game to reinforce a theme including colours, shapes, numbers, sensory (some props needed for this).

Sensory Activities (5 min) – parachute (large circular colourful fabric piece) play or scrunchy play: fun songs, visual stimulation, sensory stimulation. The peak of the class, exciting (bear in mind tiring for little ones). Games that promote sensory integration so therefore include sounds, sights, movements & touch combined or all at once. Best example is a brightly coloured parachute – brings everyone together, very stimulating and fun and takes teamwork.

Goodbyes & Calming (10 min) – Calm music, cuddles, bubbles. It is good to spend a little time calming down before the end. A familiar goodbye song repeated each week with waving and repetition of their name. Set some "homework" or ideas for things to do between classes. A reminder of what has been covered that session, the topic, the sound or signs of the week. A chance for adults to ask questions and to give out any handouts or for the older children a sticker. Calm music as they leave.

Class Delivery Notes

Baby College classes are split into three age groups which correspond roughly with the development and physical capabilities of the children at different ages.

Infants 0-9 months – Babies who are, on the whole, pre-crawling, in close contact with parent throughout the class. The class is mainly delivered direct to the parent who is encouraged to concentrate as much as possible on their baby and to follow the class leader's example (the class leader demonstrates with a doll). Getting the perfect balance of stimulation (not over-stimulating or under-stimulating) is the challenge with this age group. Provide a carefully planned balance of quiet and more exciting activities and help parents recognise the cues from their babies of over-stimulation so they can help their baby stay calm and engaged. Parents will need to feed babies, change nappies or let little ones have a walk about whenever they need to.

Toddlers 9-18 months – This age group is suitable for babies who are starting to explore up until confident walking. Still very dependent on engagement from the parent. The class leader engages mainly with the parents who need to be encouraged to help their children stay engaged using positive encouragement and proactivity whilst still allowing them the freedom to explore and start to develop a little bit of independence and confidence.

Juniors 18 month + - Children are ideally walking confidently and starting to engage with the class leader directly (with support and encouragement of the parent). Shy children are gently encouraged and praised but participation is chosen and not coerced. This class works best if fun and play based with the learning along the way. Baby College promotes more "children's party" than "school". Children are engaged and entertained so challenging behaviour in class is rare. We encourage parents to maintain their own focus in class, to join in everything themselves to set a

good example and to try and pay attention to normal and desirable behaviour and to minimise attention for undesirable behaviour.

The Principles of the Programme for 0-3+ year olds

Each Child is Unique – recognised for their individuality, babies attending Baby College are from the very first moments addressed as individuals and this is reinforced with Hello and Goodbye songs. With positive encouragement by parent and teacher babies are allowed to go at their own pace and helped to explore their environment.

Forming Positive Relationships – within the class environment independence is fostered within clear boundaries and parents are firmly positioned as their baby's first and best teacher. Through positive parenting techniques shared in class parents become responsive and encouraging role models for their children.

Providing an Enabling Environment – safe, friendly and well-structured fun classes encourage learning through play.

Children Learn at Different Rates - we play games to help babies to understand the world around them and these games are structured so that each child can go at their own pace and where the principle that "learning should be fun" is foremost.

Areas of Learning & Development covered by Baby College classes

Communication and Language – one of Baby College's core themes. Language and communication skills are encouraged throughout the classes - specifically our Hello and Goodbye songs, Look & Learn cards, Signing and Nursery Rhymes.

Physical Development – the replacement of infant reflexes and development of essential balance skills are behind our whole programme. Gentle physical exercises are used throughout the Infant (0-9m) and Toddler (9-18m) programmes: activities include dancing, tummy time, knee rides, spinning, encouraging crawling, hand-eye coordination and foot-eye coordination games. The Junior (18m+) programme is a highly physical programme and movement is used extensively: dancing, move cube, copycats, hoop play are just some examples.

Personal, social and emotional development – our social and inclusive classes encourage strong bonding and attachment between parent and baby, and positive interaction with other babies and their parents. We encourage face to face interaction, responsive parenting, turn taking and tidy up skills.

Literacy – phonemes, nursery rhymes, signing, 'talk to your baby' and music activities promote literacy in all our classes.

Numeracy – number and shape theme games included in the Toddler and Junior classes are used alongside traditional nursery rhymes to help develop mathematical understanding.

Understanding the World – heuristic and sensory play are promoted throughout all three age groups, and role play and imaginary games about the world the children live in are encouraged in the Junior classes.

Expressive Arts and Design – music, dancing and singing are an intrinsic part of the programme and craft and imaginative exercises are used within our Junior programme, homework is set each week to consolidate this at home.

5d 3-5 year olds - example play session plan

Exemplar Early Years Plan for an Exploratory Play Experience Using Natural Materials for 3 – 5 year olds.

Session Context:

This session focuses on a 'planned purposeful play' activity enabling children to actively engage in leading their own learning through an exploratory activity. The focus relates to exploring natural materials and enhancing language and communication skills by engaging in 'talk'.

After an introduction children explore without time constraint or disruption other than the end of the session when a short plenary allows children to reflect on their processes, learning and achievements.

'Loose Parts' Play (Nicholson, 1971)

Loose parts play offers children the opportunity to learn holistically. A selection of natural materials (see resources below) is made available from the outside environment for children to play and explore. They are able to fetch other resources to add to their individual play agendas as they see fit.

Links to Early Childhood key areas of learning

A Unique child – children choose to play and follow their own play agenda.

Positive Relationships – adults act as play partners and children are encouraged to play cooperatively and collaboratively.

Enabling Environments – the play space is emotionally safe and physically stimulating.

Learning and Development:

- Playing & Exploring – Being willing to have a go – initiating activities.
- Active Learning - Being involved and concentrating - maintaining focus on their activity.
- Creating and thinking critically – Having their own ideas – finding new ways to do things.
- **Personal, Social and Emotional – Making relationships - explains own knowledge and understanding, and asks appropriate questions of others**
- **Mathematics – Space, shape and measure - uses familiar objects and common shapes to create and recreate patterns and build models**
- Communication and Language – Speaking - uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Understanding the World – The World - looks closely at similarities, differences, patterns and change.
- Physical – Moving and Handling - handles tools, objects, construction and malleable materials safely, and with increasing control.
- Literacy – Writing - ascribes meanings to marks that they see in different places.

Resources/Equipment:

- | | |
|--|--|
| <ul style="list-style-type: none">• Stones/ pebbles• Rocks• Shells• Sticks• Twigs• Tree stumps• Bark• Logs• Leaves | <ul style="list-style-type: none">• Feathers• Fabric• Fir cones• Bottle tops• Sand• Mud• Soil• Gravel• Water |
|--|--|

Organisation: whole class or small groups

This activity is available to all children as part of free flow play. Children are therefore able to choose whether they will be involved and for how long they engage.

<p>Adult Role</p> <ul style="list-style-type: none"> • Create a calm atmosphere where children feel safe to participate, cooperate and be curious. • Model using the resources to construct structures and patterns. • Model key language e.g. shapes. • Provide specific praise for collaborative working. • Value children's processes. • Extend children's thought through open questioning, making suggestions, and offering resources. • Make boundaries clear when necessary so children feel safe. • Be an active observer – show genuine interest. • Be a play partner and co-learner. 	
Session Content	Teaching Points (how to perform a skill, what you want your children to know, key points to remember)
Introduction –	<p>As a whole group, children are introduced to the available natural materials by naming objects and talking about textures. Children are encouraged to reflect on their previous experience of 'working' with the materials to empower others to develop their creative thinking in relation to ways of using the materials. Encourage children to plan how they might use the materials. Children may choose to play alone or together.</p>
Exploration and Construction	<p>Be an active observer and participant. Model using the resources in a purposeful way. Acknowledge and value children's involvement and contributions so encouraging them to take active speaking and participatory roles. Encourage all children to share ideas/ have a voice. Provide provocation through pertinent, relevant additional resourcing and questioning in response to the children's thoughts and ideas to promote creative and critical thinking. Consider ways to help children develop their play experience and allow for sustained-shared thinking opportunities. Make children aware of their actions and feelings sensitively and without taking control. Model key language and use repetition of children's speech to reaffirm. Provide additional support as required. Provide clear expectations of behaviour if required.</p>
Plenary	<p>Children to be given the opportunity to review their play experience. Use observations made to value individual participation and highlight children's learning. Ask children to consider 'what next' for their play and learning.</p>

5e GETTING READY TO START SCHOOL¹

The activities from the key areas of learning in this booklet: **Social and Emotional Development; Physical Development; Thinking Skills** and **Language Development** help a child become ready to learn at school.

<p>“Teachers want children to be healthy, confident, active and attentive, able to communicate their needs, feelings and thoughts, enthusiastic and curious when approaching new activities. They also place importance on skills such as the ability to follow directions, not being disruptive in class, and being sensitive to others.”</p>	<p>Image showing the four key areas of learning – social and emotional development, physical development, thinking skills and language development.</p>
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Typically teachers say social and emotional development is the most important, whereas many parents emphasise academic readiness.

This often changes as parents experience the benefits of early childhood development programmes. Examples abound from programmes serving low-income rural families in different parts of Asia (Pakistan, Nepal, Laos, Myanmar) in which parents who had clearly demanded “school learning” in the beginning are in reality most appreciative of their children’s social development. They delight in their children’s cleverness but talk most about the fact that they are polite, respectful, obedient and friendly and, at the same time, confident, curious and comfortable even with new people. They appear to combine traits that have traditionally been emphasized for children within the culture with those that are critical for coping with a changing world.

¹ from Arnold et al., 2006 Arnold, C., Bartlett, K., Gowani, S., & Merali, R. (2006). Is Everybody Ready? Readiness, Transition and Continuity: Lessons, Reflections and Moving Forward. Background Paper for the EFA Global Monitoring Report 2007. [online] Available from http://www.akdn.org/sites/akdn/files/media/documents/various_pdf_documents/2006_akf_edu_-_ecd_-_is_everybody_ready.pdf

5f Slides for use in training

An Introduction to Early Childhood Education

In this session we will examine:

- Why children behave in the ways that they do
- Personal, social & emotional development
- Attachment
- Self-esteem

Introduction to Personal, Social & Emotional Development

- What do we mean by personal, social & emotional development?

Introduction to Personal, Social & Emotional Development

Personal, Social and Emotional Development is made up of the following aspects:

- A child's personality
- Making relationships
- Self-confidence and self-esteem
- Behaviour and self-control
- Sense of community
- How they feel within themselves

Start Thinking

- There are no right or wrong answers to the following questions, they are a matter of personal opinion to help you start thinking about young children's behaviour.

Question 1

- Have you noticed any change in your child's behaviour?

A) Yes
B) No

Why do you think this is?

Question 2

- Being very strict is a good way to manage young children's behaviour.
 - a) Agree
 - b) Disagree
- Why?

The Needs Of Children

- If we are to effectively provide for the personal, social and emotional development of young children we need to understand about their needs.
- What needs do you think children have?
- What are the most important?

Maslow's Hierarchy Of Needs CHANGE WORRIES



Development & Behaviour

When children don't behave as we want them to it can often be because:

- Children have a hard time working out which parts of their behaviour are acceptable or not in which context
- We are not recognising signs and symptoms of stress
- We don't understand how development and behaviour are linked.
- Our expectations of the children are not appropriate to their age and stage of development
- Lack of verbal ability – language

Young Children's Behaviour

There are two main elements that determine how a young child behaves:

- Showing and managing emotion (including how children are dealing with stress)
- Social Development

The Development Of Social Behaviour

Types of positive behaviours:

- Showing great interest in others around them
- Sharing
- Turn taking
- Making friendships
- Helping others
- Give & take
- Cooperation

Confusion For Children

Confusion can arise for many young children when there are different expectations between home and the playground.

- Can you think of any instances when people in your family might give a child different messages?

Friendships



- Making friends is a highly skilled business and a considerable challenge for the young child... It is an area in which they may require support.
- How could you do this?

Social Behaviour & Observational Learning

- Children learn a great deal by observational learning, that is watching others and imitating them.
- Bandura (1977) carried out a series of experiments to find out who children were most likely to model and imitate.

The Bobo Doll Experiments

Bandura showed 3 groups of children the same video of adults being violent towards a large inflatable doll.

Each group saw a different ending.

Group 1

The children in group 1 saw the adults being rewarded for their behaviour.

When given the opportunity to play with the doll, the children were also violent towards it.



Group 2

- These children saw the adults being punished for their behaviour.
- When given the chance to play with the doll, these children were not violent towards it.
- The work with these 2 groups shows that children respond to rewards and punishments.
- However, Bandura was most interested in the third group.

Group 3

This third group did not see the adults being either rewarded or punished for their violence towards the doll.

When given the opportunity to play with the doll, these children acted violently towards it.

What does this prove?



Children See, Children Do

What do you think?

Attachment in children



What Is Attachment?

- "Attachment is a bond of affection between 2 people in which a sense of personal security and commitment is bound up within that relationship" (Linares, 2013)
- Initial attachments are formed in the period immediately after birth with the primary care giver
- This can allow attachments develop with others

Early Positive Relationships

Promote children's mental well-being:

- Self esteem
- Confidence
- Cooperation
- Resilience

A child you know

- Think of a child who you know or who you have met who can behave in an unusual way.
- Why do you think he/she behaves this way?

Self Esteem?

"Self-esteem is about having a personal sense of worth and in children is based upon a developing sense of who they are and what they are like"

(Davis and Smith, 2011)

How Do You Feel About Yourself?

- On the whole, I am satisfied with myself.
- At times, I think I am no good at all.
- I feel that I have a number of good qualities.
- I am able to do things as well as most other people.
- I feel I do not have much to be proud of.
- I feel useless at times.
- I feel that I'm a person of worth, at least on an equal plane with others.
- I wish I could have more respect for myself.
- All in all, I am inclined to feel that I am a failure.
- I take a positive attitude toward myself.

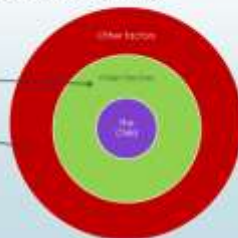
Is Self Esteem Important?

- One of the most important gifts we can offer young children is a positive view of themselves
- Supporting a child to have a positive view of themselves and to build their self-esteem is one of the most important aspects of early childhood
- Why?

Discussion

Discuss what may go in the green and red areas

- Main factors that affect how children feel about themselves
- Other factors



Promoting Self Esteem in Young Children

The adult role:

- Get To Know The Children
- Key Person
- Observe, take notice of the children
- Call them by their names
- Regularly share information and observations with the child's family
- Interact Positively With The Children
- Show affection
- Show respect
- Have realistic expectations
- Encourage responsibility
- Encourage independence
- Encourage children for trying

Punishment

Punishment has the opposite effect on behaviour than reinforcement.

Punishment reduces the likelihood of a behaviour being repeated.

Is it appropriate to use punishment with young children?

Discuss.



A Guidance Approach

A guidance approach accepts that behavioural mistakes are inevitable so rather than punishing them for these mistakes it will teach them how to acquire more skills.

Disadvantages Of Punishment

- To punish children for making natural childhood mistakes would be to punish them for being children.
- Punishments have limited effectiveness.
- Children learn to behave well only to avoid punishment rather than developing a conscience.
- Punishment does not replace an undesirable behaviour with a desirable one.
- Punishment can produce negative emotional side effects including low self esteem.

Ask children to do things in a good way

- How we ask children to do things
- Do we DEMAND?
- Or do we ASK?
- Show respect to children, ask them to do things in a kind, good way.

In Conclusion

Children who are in a positive, supportive and motivating environment who know what is expected of them are much more likely to behave well and feel happier.



Supporting Play, Learning & Development



Aim: To explore the learning potential of play

- To identify areas of development
- To describe the aspects of development
- To define structured & unstructured play
- To explore resources and apply learning

Holistic Development

S ocial
P hysical
I ntellectual
C ommunication
E motional



Aspects of Social Development

- Respect
- Take turns
- Share
- Resolve conflict
- Sensitivity towards others
- Relationships/friendships
- Independence



Aspects of Physical Development

- Gross motor/manipulative skills.
- Fine motor /manipulative skills
- Balancing
- Co-ordination - whole body
- Spatial awareness
- Hand & eye co-ordination
- Safety
- Health and self-care



Aspects of Intellectual Development (Thinking Skills)

- Imagination
- Memory
- Creativity
- Concepts e.g. weather, number, shape
- Symbols
- Concentration /thinking
- Problem solving
- Attention span/concentration



Aspects of Emotional Development

- Trust
- Feelings
- Self concept
- Facial expressions
- Sensitivity & intuition
- Confidence
- Self esteem



Characteristics of Effective Learning

Playing and exploring - engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active learning - motivation

Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and thinking critically - thinking

Having their own ideas
Making links
Choosing ways to do things

Let's Play

- First we need to sort some resources:



- Now let's explore

Child Initiated & Adult-led Play

Child Initiated

- The child is free to choose resources and play in their own way, exploring in their own time and space.
- The child chooses whether to play alone or with others.
- The role of the adult is to provide as much variety of equipment & materials as possible, allowing time to play and explore.
- The adult can play alongside but the child leads the play.
- The adult may model, suggest, enable critical thought by adding props or asking a question.

Adult-led

- Play is planned and organised by the adult who may work alongside the child developing a particular skill.
- The adult may provide instructions.
- The adult should be flexible and take into account the child's needs & interests.
- If the play moves in a new, purposeful direction - accept and go with it.

Janet Moyles & 'spiral of learning'



Social Stages of Play

- Solitary Play - Children start to play and explore by themselves with little regard to others around them.
- Spectator Play - Children become curious about others and watch from a distance with interest. They rarely interact at this stage.
- Parallel Play - Children play side by side noticing each other but with little interaction.
- Associative Play - Children interact and play together but usually have their own individual ideas and there are no rules made.
- Cooperative Play - Children play together sharing a play agenda, negotiating, setting rules, developing ideas.

12 Features of Play by Tina Bruce

1. In their play children use the first hand experiences that they have in life.
2. Children make up rules as they play & so keeping control of their play.
3. Children make play props.
4. Children choose to play. They cannot be made to play.
5. Children rehearse the future in their role play.
6. Children pretend when they play.
7. Children play alone sometimes.
8. Children or adults play together: parallel, associatively, or co-operatively in pairs or groups.
9. Each player has a personal play agenda, although they may not be aware of this.
10. Children playing will be deeply involved: difficult to distract from their deep learning. 'Children wallow in their learning'.
11. Children try out their most recent learning, skills & competencies when they play. They seem to celebrate what they know.

[Bruce, 1991]

12. Children at play co-ordinate their ideas, feelings & make sense of relationships with their family, friends & culture. When play is co-ordinated it flows along in a sustained way ...
...It is called free flow play

Review of Learning

